



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1975 East Cornell Drive, Tempe, AZ 85283

Tempe School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Dr. Amy J. Strefling  
 Schedule : 08:00 AM to 04:00 PM  
 Grades : K-5  
 2005 Enrollment : 450  
 Web Address : [www.tempe3.k12.az.us/Fuller/Index.htm](http://www.tempe3.k12.az.us/Fuller/Index.htm)  
 Phone Number : (480) 897-6228  
 Fax Number : (480) 820-7308  
 E-mail : [astrefli@tempeschools.org](mailto:astrefli@tempeschools.org)

### Mission

At Fuller School, character counts. Our school motto, 'many faces. . .one village' guides us in fostering acceptance for all cultures and peoples of the world. Highly qualified teachers deliver a standards-based curriculum where students are encouraged to challenge themselves, both socially and academically, as they find their place in this world.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

#### School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Fuller staff will deliver standards based instruction in reading, writing, and math and will increase the number of students who meet or exceed the standards as measured by the Spring 2006 AIMS test results.
- ü Fuller's Parent Center will offer at least six parent workshops this year, 25% of Fuller parents will visit the Parent Center before the end of the school year, and 55% of Fuller parents will participate in PTA activities.
- ü Fuller staff will deliver differentiated instruction to ensure that students at academic risk will move from 'falls far below' the standard to 'approaches the standard' as measured by the Spring 2006 AIMS test results.

### Enrollment

October 1, 2004 School Year Student Enrollment : 482  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 152

Instructional Programs

- Character Counts
- Full-Day Kindergarten
- On-Site Special Education Programs
- Accelerated Reading Program
- Harcourt Reading (Trophies)

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Fuller promotes lifelong learning, high academic standards, and a respect for self and others. We also believe in the shared responsibility of the education of students and strongly advocate parent involvement and open communication.

Parents

Parents will participate in the education of their children. They should send positive messages to students that education is valued, promote regular attendance, support the completion of homework, communicate, and participate in school events.

Transportation Policy

We follow a district-wide policy on busing safety and behavior. Violations of district policies are referred to the school for corrective or disciplinary action. Busing boundaries for our school are established and approved by the Governing Board.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
• Participation in Regional Spelling Bee	2005
• Mayor's Award for Outstanding Students	2004
• Mayor's Award for Outstanding Program Support	2004
• KIDZONE-Best Afterschool Program in the State of Arizona	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	1702	79306	100	100	99	447	438	445	1	13	10	16	22	18	55	49	51	27	17	20
All Students (Prior Year)	63	1518	75509	97	99	100	506	512	521	15	17	13	31	25	23	39	32	33	15	25	31
Female	35	868	38691	100	100	99	459	436	446	0	13	10	21	23	18	53	48	52	26	16	20
Male	37	834	40583	100	100	99	435	440	445	3	13	11	12	21	18	58	50	50	27	17	21
African American	NC	177	4041	NC	99	99	NC	433	426	NC	17	17	NC	21	23	NC	50	50	NC	12	10
Hispanic	21	806	32869	100	100	99	422	426	429	0	16	15	25	26	25	60	50	51	15	9	10
Asian/Pacific Islander	NC	56	1935	NC	100	99	NC	464	474	NC	4	3	NC	16	9	NC	49	48	NC	31	40
American Indian/Alaskan Native	NC	162	4264	NC	100	100	NC	420	419	NC	18	19	NC	31	30	NC	45	45	NC	6	6
White	42	501	36197	100	100	99	462	461	463	3	7	5	8	14	11	53	47	53	37	33	31
Students with Disabilities	15	206	10321	100	100	100	379	395	389	7	33	30	43	29	27	43	28	34	7	10	9
Students without Disabilities	57	1496	69060	98	100	98	465	444	454	0	10	7	9	21	17	58	51	54	32	18	22
Limited English Proficient Students	NC	335	15509	NC	100	100	NC	408	406	NC	22	20	NC	32	30	NC	42	45	NC	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	19	1144	39415	95	99	96	445	427	431	0	17	15	28	28	25	61	46	50	11	10	10
Non-Economically Disadvantaged	53	558	39966	100	100	100	448	458	459	2	6	6	12	11	12	53	54	52	33	29	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	1702	79395	100	0	99	454	440	446	6	14	9	16	25	25	61	51	55	16	9	11
All Students (Prior Year)	62	1520	75492	95	100	100	514	512	519	18	16	12	8	19	16	50	45	47	23	20	24
Female	35	869	38743	100	0	100	475	444	451	0	11	7	21	25	24	56	54	57	24	11	12
Male	37	833	40618	100	0	99	432	435	440	12	18	11	12	26	27	67	48	53	9	8	9
African American	NC	177	4052	NC	0	100	NC	438	434	NC	14	11	NC	27	29	NC	54	54	NC	5	6
Hispanic	21	807	32915	100	0	99	426	428	426	10	18	15	20	30	35	60	46	47	10	5	4
Asian/Pacific Islander	NC	56	1936	NC	0	99	NC	459	468	NC	9	3	NC	16	14	NC	64	63	NC	11	19
American Indian/Alaskan Native	NC	162	4271	NC	0	100	NC	420	420	NC	19	15	NC	35	42	NC	43	41	NC	3	2
White	42	500	36221	100	0	99	470	464	465	5	7	4	8	15	15	66	59	63	21	19	17
Students with Disabilities	15	206	10331	100	0	100	378	383	388	29	44	25	29	26	37	29	23	34	14	6	4
Students without Disabilities	57	1496	69139	98	0	99	474	448	454	0	10	7	13	25	24	70	55	58	17	10	11
Limited English Proficient Students	NC	334	15545	NC	0	100	NC	407	399	NC	26	21	NC	34	42	NC	38	35	NC	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	19	1144	39484	95	0	96	443	428	429	11	18	14	28	32	35	61	45	47	0	5	4
Non-Economically Disadvantaged	53	558	39986	100	0	100	458	462	461	4	6	4	12	13	16	61	62	63	22	18	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	1676	78869	100	99	99	466	447	442	1	6	6	13	22	21	61	56	63	24	16	10
All Students (Prior Year)	61	1507	75053	94	99	99	623	620	597	8	6	7	8	9	12	71	73	72	12	12	9
Female	35	856	38536	100	99	99	500	462	458	0	5	4	6	16	15	59	58	67	35	21	14
Male	37	820	40302	100	99	99	431	431	428	3	7	8	21	29	26	64	55	60	12	9	7
African American	NC	174	4015	NC	98	99	NC	444	430	NC	6	8	NC	28	24	NC	53	61	NC	13	7
Hispanic	21	791	32606	100	98	98	436	437	426	5	8	8	20	23	27	60	58	60	15	11	5
Asian/Pacific Islander	NC	56	1925	NC	100	99	NC	480	471	NC	2	3	NC	16	11	NC	51	64	NC	31	22
American Indian/Alaskan Native	NC	160	4245	NC	100	100	NC	426	423	NC	6	9	NC	34	26	NC	57	61	NC	4	4
White	42	495	36078	100	100	99	478	467	459	0	4	4	11	16	16	58	55	66	32	25	14
Students with Disabilities	15	202	10246	100	100	100	388	371	367	7	19	18	21	42	39	50	34	40	21	4	4
Students without Disabilities	57	1474	68697	98	98	98	487	458	454	0	4	4	11	19	18	64	59	67	25	17	11
Limited English Proficient Students	NC	328	15339	NC	100	100	NC	412	399	NC	12	11	NC	29	31	NC	53	54	NC	6	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	19	1122	39106	95	97	95	452	436	427	6	7	8	22	26	28	56	57	59	17	10	5
Non-Economically Disadvantaged	53	554	39837	100	100	100	471	466	457	0	4	4	10	14	14	63	55	67	27	26	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	1421	78906	98	100	99	470	492	498	16	17	13	18	20	19	50	44	48	16	19	20
All Students (Prior Year)	47	1354	76019	98	99	100	502	495	499	13	15	14	35	40	39	11	11	14	41	34	33
Female	36	721	38644	100	100	99	479	495	500	11	15	12	20	20	19	43	45	49	26	20	19
Male	28	700	40236	97	100	99	458	488	497	22	20	15	15	21	19	59	42	46	4	17	20
African American	NC	165	4087	NC	100	99	NC	491	481	NC	12	20	NC	25	24	NC	50	45	NC	13	11
Hispanic	13	654	31938	100	100	99	394	480	481	33	25	19	25	22	25	33	41	46	8	12	10
Asian/Pacific Islander	NC	54	1805	NC	100	98	NC	528	536	NC	6	5	NC	20	8	NC	35	45	NC	39	42
American Indian/Alaskan Native	NC	136	4593	NC	99	100	NC	470	467	NC	21	26	NC	29	29	NC	42	39	NC	8	6
White	44	412	36483	98	100	99	488	513	517	9	8	7	16	12	13	56	48	51	19	32	30
Students with Disabilities	NC	219	10664	NC	100	100	NC	416	430	NC	56	42	NC	18	27	NC	19	26	NC	6	5
Students without Disabilities	55	1203	68310	98	100	98	511	506	509	4	10	9	19	20	18	58	48	51	19	21	22
Limited English Proficient Students	NC	257	12573	NC	100	100	NC	455	454	NC	31	27	NC	25	30	NC	35	38	NC	9	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	22	913	38679	92	98	96	484	484	483	14	22	20	32	25	25	50	41	45	5	12	10
Non-Economically Disadvantaged	42	509	40295	100	100	100	462	505	513	18	10	7	10	12	13	50	49	50	23	30	30

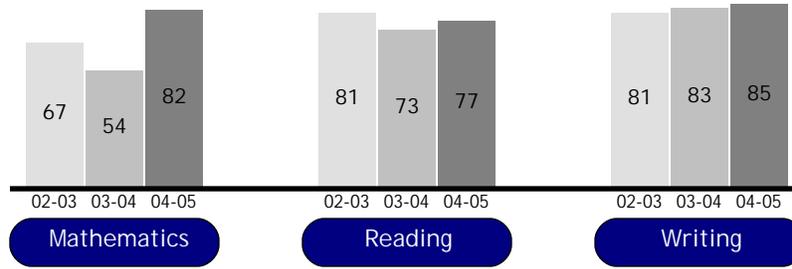
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	1418	78908	98	0	99	466	476	484	6	14	10	21	23	23	61	54	58	11	8	9
All Students (Prior Year)	47	1349	76020	98	99	100	503	498	503	22	33	25	26	23	23	43	36	40	9	8	12
Female	36	720	38648	100	0	99	480	483	489	3	9	8	17	22	22	60	59	61	20	10	10
Male	28	698	40233	97	0	99	448	469	479	11	19	12	26	24	25	63	50	55	0	7	8
African American	NC	165	4092	NC	0	99	NC	480	473	NC	14	12	NC	15	28	NC	66	54	NC	5	5
Hispanic	13	651	31940	100	0	99	397	463	465	17	19	16	42	30	32	33	46	49	8	4	3
Asian/Pacific Islander	NC	54	1805	NC	0	98	NC	502	507	NC	6	4	NC	18	13	NC	59	65	NC	18	18
American Indian/Alaskan Native	NC	136	4569	NC	0	100	NC	456	457	NC	18	18	NC	34	39	NC	45	41	NC	3	2
White	44	412	36502	98	0	99	482	496	502	2	6	4	14	13	14	72	65	67	12	17	15
Students with Disabilities	NC	219	10665	NC	0	100	NC	402	423	NC	47	30	NC	31	36	NC	19	31	NC	2	2
Students without Disabilities	55	1200	68312	98	0	98	505	489	493	2	8	7	13	22	21	72	61	62	13	9	10
Limited English Proficient Students	NC	256	12556	NC	0	100	NC	438	436	NC	27	24	NC	34	40	NC	36	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	22	912	38662	92	0	96	477	469	468	9	18	16	27	29	32	64	48	49	0	4	3
Non-Economically Disadvantaged	42	507	40315	100	0	100	460	487	498	5	7	5	18	13	15	60	65	66	18	15	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	1423	78750	98	100	99	493	497	500	5	7	6	19	30	29	71	60	63	5	3	2
All Students (Prior Year)	47	1350	75673	98	99	100	553	528	530	11	12	12	20	28	25	61	56	58	9	4	4
Female	36	722	38586	100	100	99	515	512	515	3	4	4	14	25	22	74	66	71	9	5	3
Male	28	701	40135	97	100	99	465	481	486	7	9	8	26	36	35	67	54	56	0	1	1
African American	NC	167	4081	NC	100	99	NC	503	488	NC	7	8	NC	26	32	NC	64	59	NC	3	2
Hispanic	13	655	31841	100	100	99	420	484	483	8	10	8	25	35	36	67	54	55	0	1	1
Asian/Pacific Islander	NC	54	1802	NC	100	98	NC	520	533	NC	6	2	NC	27	16	NC	59	75	NC	8	7
American Indian/Alaskan Native	NC	136	4586	NC	99	100	NC	480	481	NC	5	8	NC	40	37	NC	54	54	NC	1	1
White	44	411	36440	98	100	99	512	515	516	2	3	3	16	22	22	74	69	71	7	6	4
Students with Disabilities	NC	219	10622	NC	100	100	NC	394	415	NC	28	21	NC	50	50	NC	21	28	NC	2	1
Students without Disabilities	55	1205	68196	98	100	98	538	515	513	0	3	3	13	27	25	81	67	69	6	3	3
Limited English Proficient Students	NC	255	12504	NC	100	100	NC	453	451	NC	15	12	NC	40	44	NC	45	43	NC	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	22	912	38558	92	98	96	518	489	485	5	9	8	18	36	37	77	53	54	0	2	1
Non-Economically Disadvantaged	42	512	40260	100	100	100	480	509	514	5	4	3	20	21	21	68	70	72	8	5	4

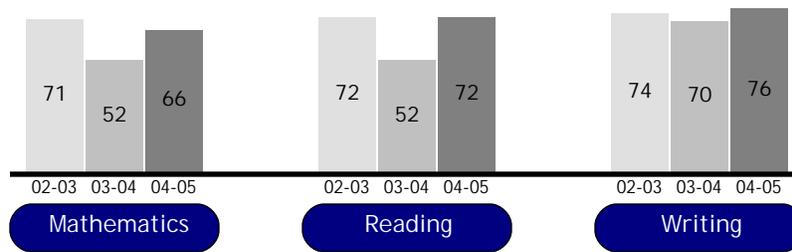
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress**

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

**Met Percent Tested:**

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

**Met Test Objectives:**

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

**Met Attendance Rate:**

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**Met Graduation Rate:**

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	46	42	50	96	61	NA	58	96	60	41	47
	Language	100	36	33	43	96	50	44	50	96	60	39	47
	Mathematics	99	51	49	57	97	65	57	64	96	67	44	50
3	Reading	94	55	38	47	97	54	NA	55	97	56	41	44
	Language	97	52	45	54	98	63	54	61	97	51	40	44
	Mathematics	97	47	44	54	98	50	54	61	97	60	46	51
4	Reading	98	51	42	52	94	67	NA	56	100	42	43	48
	Language	100	46	40	48	94	55	45	52	100	44	45	49
	Mathematics	98	52	46	57	94	63	51	61	100	45	48	53
5	Reading	100	71	41	50	98	60	NA	55	92	60	46	50
	Language	100	59	38	46	96	54	43	49	92	57	45	50
	Mathematics	100	77	50	57	98	69	59	63	92	57	45	49

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Fuller Elementary School

## School Site Council

### Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü Budget
- Ü Parent/School/Community Information
- Ü Extra Curricular Activities
- Ü School Safety Issues
- Ü Schoolwide Improvement Plan
- Ü Professional Development

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	40.00
Other Professional Staff	3.00	Teacher Aide	15.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	4	0	0
4 to 6 years	7	2	0	0
7 to 9 years	1	3	0	0
10 or more years	6	4	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	46
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- Ü Library - The Heart of the School
- Ü Technology Lab
- Ü Integrated Learning Center
- Ü Multi-Purpose Room

### Extracurricular Activities

- Ü Student Council-Community Service Clubs
- Ü Special Interest After School Clubs
- Ü Chorus
- Ü Instrumental Music
- Ü Academic Tutoring
- Ü Adult Tutoring/Mentor Program

### Social Services

- Ü Before & After School Programs
- Ü Tutoring Program (Community Volunteers)
- Ü Breakfast Program
- Ü Parent Resource Center
- Ü Parent/School Liaison
- Ü Distict Food and Clothing Bank

School Achievements/Accomplishments 2004-05

- ü Students who met or exceeded the standard in AIMS grew in five of six areas for third and fifth graders from 2004-2005.
  
- ü The Fuller Parent Resource continues to be a success. All events were well attended. A preparedness class for preschool aged children and their caregivers was started by our parent liaison in order to better provide early assistance for school.
  
- ü Students moving from "falls far below" to "approaches the standard" decreased as measured by the Spring AIMS 2005 results.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Transfers Out Rates <sup>5</sup>	7	12	12	17
Transfers In Rate <sup>6</sup>	14	28	28	37
Stability Rate <sup>7</sup>	92	87	87	82
Promotion Rate <sup>8</sup>	98	96	95	81
Retention Rate <sup>9</sup>	1	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Fuller incorporates education into our day. This provides a common language and the consistency needed to help students contribute to the overall safety of the school. All staff members must wear an identification badge. All visitors are required to sign in at the front office before entering the campus.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Amy Strefling	(480) 897-6228
Transportation Policy	Paul Novak	(480) 784-1337
Community Resources	Gary Aungst	(480) 730-7100
School Nutrition Programs	Karen Evers	(480) 897-6228
Parent Organization	Christy Englert and Rochelle Wells	(480) 897-6228
Student Health/Nurse	Grace Soderberg, R.N.	(480) 897-6228

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.