



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing
2003-04	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
 Web Address : www.tempe3.k12.az.us/Fuller/Index.htm
 Phone Number : (480) 897-6228
 Fax Number : (480) 820-7308
 E-mail : 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)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	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, 2005 School Year Student Enrollment : 453
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 152

Instructional Programs

- Ü Character Counts
- Ü Full-Day Kindergarten
- Ü On-Site Special Education Programs
- Ü Accelerated Reading Program
- Ü 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
Ü Participation in Regional Spelling Bee	2005
Ü Mayor's Award for Outstanding Students	2004
Ü Mayor's Award for Outstanding Program Support	2004
Ü KIDZONE-Best Afterschool Program in the State of Arizon	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	61	1503	80010	97	100	99	457	439	447	7	12	10	11	22	18	59	52	53	23	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	735	38935	97	100	99	465	438	447	NA	12	9	10	22	19	62	53	55	28	13	17
Male	32	768	40974	97	100	98	450	440	448	13	12	11	13	22	18	56	51	52	19	15	19
African American	NC	190	4201	NC	100	99	NC	426	430	NC	14	17	NC	28	23	NC	54	51	NC	4	9
Hispanic	20	723	34545	95	100	99	450	430	432	5	14	14	25	26	24	50	52	53	20	8	9
Asian/Pacific Islander	NC	44	2068	NC	100	99	NC	460	474	NC	11	4	NC	9	10	NC	59	50	NC	20	36
American Indian/Alaskan Native	NC	131	3979	NC	99	96	NC	421	424	NC	18	17	NC	31	30	NC	47	47	NC	5	6
White	30	414	35142	97	100	99	470	465	465	NA	5	5	3	12	11	63	53	56	33	31	28
Students with Disabilities	10	256	10161	91	100	93	NA	419	419	NA	29	28	NA	29	28	NA	32	36	NA	10	8
Students without Disabilities	51	1247	69849	98	100	100	460	443	451	2	8	7	12	21	17	61	56	56	25	14	19
Limited English Proficient Students	NC	262	14013	NC	100	97	NC	409	413	NC	24	24	NC	38	34	NC	35	39	NC	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	23	1056	39029	100	100	98	439	428	432	9	15	14	22	27	25	61	52	52	9	7	9
Non-Economically Disadvantaged	38	447	40981	95	100	100	469	466	462	5	5	6	5	11	13	58	54	54	32	30	27

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	61	1494	79438	97	100	98	467	443	451	2	11	9	16	29	24	66	52	56	16	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	731	38775	97	99	99	479	449	457	NA	8	7	10	27	22	62	56	58	28	9	13
Male	32	763	40560	97	100	97	455	439	446	3	14	12	22	30	25	69	49	54	6	7	9
African American	NC	188	4178	NC	100	98	NC	435	439	NC	12	13	NC	34	29	NC	51	52	NC	3	6
Hispanic	20	717	34297	95	99	98	460	434	434	NA	14	14	30	33	31	60	50	50	10	4	5
Asian/Pacific Islander	NC	44	2063	NC	100	99	NC	459	475	NC	5	3	NC	18	15	NC	70	63	NC	7	20
American Indian/Alaskan Native	NC	131	3940	NC	99	95	NC	422	429	NC	21	14	NC	33	36	NC	46	47	NC	1	3
White	30	413	34887	97	100	98	480	468	471	NA	5	4	3	19	15	70	58	63	27	18	18
Students with Disabilities	10	250	9588	91	98	88	NA	413	416	NA	31	30	NA	31	32	NA	34	34	NA	4	5
Students without Disabilities	51	1244	69850	98	100	100	469	449	456	NA	7	7	14	28	23	67	56	59	20	8	12
Limited English Proficient Students	NC	257	13856	NC	98	96	NC	404	407	NC	28	27	NC	46	43	NC	26	29	NC	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	23	1048	38685	100	99	97	452	432	435	4	14	14	22	33	32	65	50	50	9	3	5
Non-Economically Disadvantaged	38	446	40753	95	100	99	476	470	467	NA	5	5	13	17	16	66	59	62	21	19	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	63	1502	79971	100	100	99	429	424	423	5	9	8	40	38	41	54	48	49	2	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	735	38974	100	100	99	451	439	437	NA	6	5	30	32	33	67	55	57	3	7	4
Male	33	767	40895	100	100	98	409	408	410	9	12	10	48	44	47	42	42	41	NA	2	2
African American	NC	190	4203	NC	100	99	NC	416	411	NC	8	11	NC	44	45	NC	46	43	NC	2	2
Hispanic	21	720	34481	100	99	99	432	418	410	NA	10	10	43	40	46	52	47	43	5	3	1
Asian/Pacific Islander	NC	44	2067	NC	100	99	NC	449	449	NC	5	4	NC	25	28	NC	55	60	NC	16	8
American Indian/Alaskan Native	NC	131	3995	NC	99	96	NC	405	409	NC	14	10	NC	40	47	NC	42	42	NC	4	1
White	31	416	35150	100	100	99	420	440	437	6	5	5	42	34	35	52	53	56	NA	8	5
Students with Disabilities	11	258	10258	100	100	94	375	372	377	18	23	23	64	52	51	18	23	25	NA	3	1
Students without Disabilities	52	1244	69713	100	100	100	439	434	429	2	6	5	35	36	39	62	53	52	2	5	3
Limited English Proficient Students	NC	261	13985	NC	100	97	NC	375	382	NC	24	18	NC	50	54	NC	26	27	NC	1	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	23	1054	38994	100	99	98	437	414	409	NA	10	10	39	42	47	61	45	41	NA	2	1
Non-Economically Disadvantaged	40	448	40977	100	100	100	425	445	437	8	6	5	40	29	34	50	55	56	3	11	5

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

4th 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	66	1609	80147	99	100	99	482	476	482	5	12	11	21	21	17	52	45	49	23	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	824	39281	100	100	99	481	476	483	NA	12	9	31	21	17	47	44	50	22	22	24
Male	30	785	40780	97	100	98	483	475	482	10	12	12	10	21	17	57	46	48	23	21	24
African American	NC	170	4249	NC	99	99	NC	464	464	NC	16	17	NC	21	22	NC	52	48	NC	12	13
Hispanic	19	779	33494	95	100	99	463	468	466	11	13	15	26	25	23	47	46	49	16	16	14
Asian/Pacific Islander	NC	45	2103	NC	100	99	NC	495	515	NC	9	4	NC	13	8	NC	42	44	NC	36	45
American Indian/Alaskan Native	NC	151	4117	NC	100	96	NC	455	456	NC	20	19	NC	26	27	NC	44	46	NC	9	8
White	40	464	36122	100	100	99	495	498	501	3	8	5	13	13	10	58	41	50	28	37	35
Students with Disabilities	14	243	10295	93	99	92	464	434	443	14	40	33	21	29	26	50	23	33	14	9	8
Students without Disabilities	52	1366	69852	100	100	100	487	483	488	2	8	7	21	19	16	52	49	51	25	24	26
Limited English Proficient Students	NC	319	12722	NC	100	97	NC	438	441	NC	27	27	NC	36	33	NC	32	37	NC	5	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	23	1141	38371	100	100	97	458	464	465	4	16	15	43	25	23	52	45	49	NA	15	13
Non-Economically Disadvantaged	43	468	41776	98	100	100	495	503	498	5	5	6	9	12	11	51	45	49	35	38	33

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	66	1601	79686	99	99	98	474	463	470	9	14	11	21	27	24	61	52	57	9	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	819	39163	100	99	99	477	470	475	6	11	9	17	23	22	69	56	60	8	9	10
Male	30	782	40438	97	99	97	469	457	465	13	16	13	27	30	25	50	48	54	10	6	7
African American	NC	168	4228	NC	98	98	NC	461	458	NC	13	15	NC	27	28	NC	57	53	NC	3	4
Hispanic	19	773	33299	95	99	98	465	454	452	16	16	17	11	32	32	63	47	47	11	5	3
Asian/Pacific Islander	NC	45	2097	NC	100	99	NC	472	490	NC	13	5	NC	22	13	NC	51	68	NC	13	14
American Indian/Alaskan Native	NC	152	4087	NC	100	96	NC	447	446	NC	20	16	NC	32	38	NC	45	44	NC	3	2
White	40	463	35914	100	100	98	481	484	489	8	8	5	20	15	15	63	62	67	10	14	14
Students with Disabilities	14	239	9808	93	98	87	445	420	432	36	47	35	29	28	32	29	23	30	7	2	3
Students without Disabilities	52	1362	69878	100	99	100	481	471	475	2	8	8	19	26	23	69	57	61	10	8	9
Limited English Proficient Students	NC	314	12594	NC	98	96	NC	419	422	NC	36	34	NC	46	45	NC	18	21	NC	0	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	23	1134	38095	100	99	97	453	452	452	17	18	17	39	31	32	35	46	48	9	5	3
Non-Economically Disadvantaged	43	467	41591	98	100	99	484	490	486	5	4	6	12	16	16	74	67	65	9	13	13

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	66	1606	80372	99	100	99	474	475	475	6	4	4	26	32	30	67	62	64	2	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	823	39452	100	100	99	494	489	488	NA	3	3	25	22	22	72	72	72	3	3	3
Male	30	783	40836	97	99	98	449	459	464	13	6	6	27	42	37	60	51	56	NA	1	1
African American	NC	168	4264	NC	98	99	NC	473	465	NC	3	5	NC	37	35	NC	59	59	NC	1	1
Hispanic	19	779	33608	95	100	99	454	468	462	16	6	6	26	35	36	53	58	57	5	1	1
Asian/Pacific Islander	NC	45	2098	NC	100	99	NC	493	500	NC	2	2	NC	20	16	NC	76	75	NC	2	7
American Indian/Alaskan Native	NC	152	4128	NC	100	97	NC	467	464	NC	3	4	NC	38	39	NC	59	56	NC	NA	1
White	40	462	36213	100	99	99	477	487	489	3	4	2	28	23	22	70	69	72	NA	4	3
Students with Disabilities	14	242	10526	93	99	94	427	421	427	21	18	15	36	56	53	43	26	31	NA	NA	1
Students without Disabilities	52	1364	69846	100	100	100	487	484	482	2	2	3	23	27	26	73	69	69	2	2	2
Limited English Proficient Students	NC	318	12747	NC	99	97	NC	439	432	NC	11	12	NC	51	52	NC	38	36	NC	0	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	23	1138	38521	100	99	98	444	466	461	13	5	6	43	37	38	43	56	55	NA	1	1
Non-Economically Disadvantaged	43	468	41851	98	100	100	490	496	489	2	2	3	16	18	22	79	77	72	2	3	4

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	63	1433	79306	100	100	99	505	500	504	14	14	13	16	21	20	51	48	49	19	17	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	691	38845	100	100	99	501	499	505	15	14	11	20	21	20	55	50	50	10	15	18
Male	43	742	40383	100	100	98	506	502	504	14	14	14	14	21	19	49	46	47	23	18	19
African American	NC	155	4171	NC	100	98	NC	481	485	NC	23	20	NC	25	26	NC	45	44	NC	7	10
Hispanic	22	661	32673	100	100	99	500	490	487	9	15	18	14	25	25	73	50	46	5	9	10
Asian/Pacific Islander	NC	54	2147	NC	100	99	NC	535	539	NC	7	5	NC	15	10	NC	41	46	NC	37	40
American Indian/Alaskan Native	NC	114	4034	NC	100	97	NC	482	479	NC	18	22	NC	32	29	NC	39	43	NC	11	7
White	37	449	36234	100	100	99	507	522	523	19	8	6	14	12	13	41	49	52	27	31	28
Students with Disabilities	17	258	10286	100	100	91	468	461	462	41	42	41	24	29	27	24	24	27	12	6	5
Students without Disabilities	46	1175	69020	100	100	100	518	509	510	4	8	9	13	20	18	61	53	52	22	19	21
Limited English Proficient Students	NC	264	10291	NC	100	96	NC	465	458	NC	30	38	NC	37	34	NC	30	26	NC	3	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	15	985	37437	100	100	97	495	488	486	27	17	19	7	26	26	53	48	46	13	9	9
Non-Economically Disadvantaged	48	448	41869	100	100	100	508	528	521	10	6	7	19	11	14	50	47	51	21	35	27

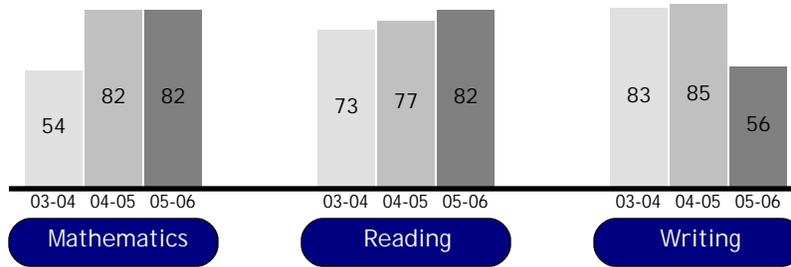
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	1423	79000	100	99	98	487	484	489	5	10	10	24	26	24	68	58	58	3	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	687	38774	100	99	99	492	488	494	NA	8	7	30	23	22	65	61	61	5	8	10
Male	43	736	40150	100	100	98	484	481	485	7	12	12	21	28	25	70	55	55	2	5	8
African American	NC	154	4153	NC	100	98	NC	472	476	NC	15	13	NC	31	30	NC	52	53	NC	3	4
Hispanic	22	653	32508	100	99	98	481	473	472	5	12	15	27	30	33	68	56	49	NA	1	3
Asian/Pacific Islander	NC	54	2142	NC	100	99	NC	497	510	NC	11	4	NC	20	14	NC	56	67	NC	13	16
American Indian/Alaskan Native	NC	114	4016	NC	100	96	NC	470	467	NC	11	14	NC	39	37	NC	44	46	NC	5	2
White	37	448	36135	100	100	98	493	507	508	5	4	4	19	15	14	70	66	67	5	15	15
Students with Disabilities	17	248	9991	100	97	88	453	448	449	18	33	33	47	40	36	35	25	29	NA	3	2
Students without Disabilities	46	1175	69009	100	100	100	500	492	495	NA	5	6	15	23	22	80	65	62	4	7	10
Limited English Proficient Students	NC	259	10199	NC	98	95	NC	445	439	NC	27	35	NC	47	47	NC	25	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	15	977	37234	100	99	97	479	474	472	7	13	15	20	30	33	73	55	50	NA	2	3
Non-Economically Disadvantaged	48	446	41766	100	100	99	489	508	505	4	4	5	25	16	16	67	63	65	4	16	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	63	1430	79611	100	100	99	491	492	496	6	8	7	41	39	37	51	52	56	2	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	689	39016	100	100	99	523	507	511	NA	4	4	15	32	29	85	62	66	NA	1	1
Male	43	741	40519	100	100	98	477	477	482	9	11	10	53	46	44	35	43	46	2	1	0
African American	NC	155	4188	NC	100	98	NC	483	486	NC	9	9	NC	45	40	NC	46	50	NC	1	0
Hispanic	22	660	32855	100	100	99	500	484	481	5	9	10	45	41	43	50	49	47	NA	0	0
Asian/Pacific Islander	NC	54	2149	NC	100	100	NC	494	519	NC	13	4	NC	22	24	NC	63	70	NC	2	2
American Indian/Alaskan Native	NC	113	3992	NC	99	96	NC	487	478	NC	4	10	NC	47	46	NC	49	44	NC	NA	0
White	37	448	36380	100	100	99	485	507	511	8	5	4	41	35	30	49	58	65	3	2	1
Students with Disabilities	17	257	10664	100	100	94	425	438	440	24	23	23	71	58	54	6	19	22	NA	0	1
Students without Disabilities	46	1173	68947	100	100	100	516	503	504	NA	4	4	30	35	34	67	60	61	2	1	1
Limited English Proficient Students	NC	265	10362	NC	100	97	NC	443	438	NC	20	22	NC	56	57	NC	24	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	15	983	37626	100	100	98	472	482	479	13	9	10	40	43	45	47	48	45	NA	0	0
Non-Economically Disadvantaged	48	447	41985	100	100	100	497	512	511	4	4	4	42	31	30	52	62	65	2	2	1

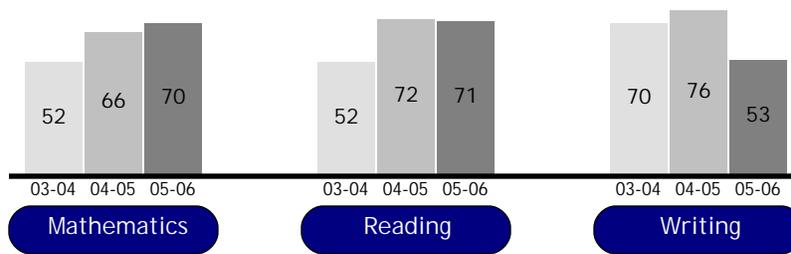
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2005-06

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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	61	NA	58	96	60	41	47	92	65	41	46
	Language	96	50	44	50	96	60	39	47	92	56	39	48
	Mathematics	97	65	57	64	96	67	44	50	92	65	41	52
3	Reading	97	54	NA	55	97	56	41	44	94	58	41	46
	Language	98	63	54	61	97	51	40	44	97	58	39	46
	Mathematics	98	50	54	61	97	60	46	51	94	67	46	52
4	Reading	94	67	NA	56	100	42	43	48	99	52	44	52
	Language	94	55	45	52	100	44	45	49	99	50	46	52
	Mathematics	94	63	51	61	100	45	48	53	99	63	52	58
5	Reading	98	60	NA	55	92	60	46	50	100	59	52	56
	Language	96	54	43	49	92	57	45	50	100	50	48	54
	Mathematics	98	69	59	63	92	57	45	49	100	52	48	52

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/

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."

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 Certification.	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 District Food and Clothing Bank

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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 2005-06 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 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.

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 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.

6 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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 250 Copies = \$97.00

** 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.