



SCHOOL ACCOUNTABILITY REPORT CARD

Short Version, Issued Spring 2007 for Academic Year 2005–06

Dr. Carl A. Cohn, Superintendent

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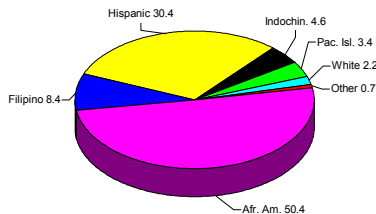
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 Caroline King, Principal

Fulton Elementary School

At A Glance: 2005–06

School type: Elementary
Schedule: Traditional
Grade level: K–5
Total enrollment: 415
Total teachers: 24
Per pupil expenditure: \$7,256

Enrollment Breakdown



Attendance

Year	Percent Attendance Over the Course of the Year
01–02	95.28
02–03	95.18
03–04	95.21
04–05	94.64
05–06	94.26

Business and Community Partners

ARCO Olympic Training Center
 U.S.S. Duluth (LPD 6)
 Jackie Robinson Family YMCA
 Southeast Kiwanis Club
 Foster Care United

Our school gratefully acknowledges the tremendous support we receive from our partners, parents, and community volunteers.

Principal's Statement

Welcome to Fulton K–8 School (as of September 2007)! If you are new to our school, you will soon find out that we are very proud of our outstanding students and dedicated staff of caring professionals. We are committed to raising student achievement through supporting teachers in the classroom and collaborating with you. Together, we will ensure the success of all Fulton students.

Our mission is to incorporate state-of-the-art technology and language enrichment throughout our instructional program to improve student achievement. We are committed to honoring the multiple intelligences of our students, and addressing their physical, emotional, and social needs is the best way to do so. We strongly believe in developing student responsibility, fostering self-esteem, and cultivating empathy within a diverse intellectual community. We believe that when students leave our K–8 school, they will be capable, responsible citizens who will enrich our community.

Instruction and Curriculum

The San Diego Unified School District Board of Education has formally adopted California State Board of Education-approved academic standards and curriculum frameworks for all subject areas. District curriculum materials, instructional strategies and supports, professional development, and student assessments are aligned with state standards and focused on ensuring that every student has access to a high-quality, rigorous, and engaging instructional program. A range of support opportunities is available for students needing additional assistance.

The principal has been with the San Diego Unified School District for nine years. She has been the site administrator at Fulton for three years. Before coming to Fulton, she served as the vice principal at Encanto Elementary for one year and as an intern administrator for one year. Prior to becoming an administrator, Mrs. King served as a classroom teacher, a Reading Recovery teacher, and staff developer. To support her vision of holistic development, Mrs. King's leadership team is comprised of a vice principal, a math resource teacher, a literacy resource teacher, and a mental health clinician. The schoolwide instructional focus for 2005–06 was three-pronged: math content and strategies, word study within the context of writer's workshop, and ELD through Guided Language Acquisition Design (GLAD). Grade levels rotated through these foci on a six-week basis. These strategies were implemented in classrooms following staff development and collaborative grade-level planning time. Additionally, throughout the year, teachers participated in the district math initiative and science training.

Opportunities for Parent Involvement

Parents have many opportunities to be involved at their children's school site (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms) and at the district level (for example, district councils/committees, Parent University, and special events). We also encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

We at Fulton Elementary are committed to obtaining community resources for our school and invite all constituencies to assist us in the education of our students.

At Fulton, the staff is dedicated to providing many opportunities for parents and community members to be involved in the educational process. All stakeholders are encouraged to participate in the decision-making process, as well as volunteer to support the academic program through the School Site Council (SSC), the Gardening Club, cooking classes, the Ladies of Fulton, the Gentlemen of Fulton, and the Girl/Boy Scouts. Parents volunteer as readers, tutors, lunch/playground assistants, and chaperones at school events and on field trips. Our parents serve on various committees, including the SSC, Bilingual Advisory Committee, and Instructional Study Team. To keep parents abreast of our instructional program, we offer four math nights, three literacy exhibitions, and three technology nights per year.

If you want to get involved, please contact Caroline King at (619) 262-0777.

Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools.

Number of Teachers	School			District
	2004	2005	2006	2006
Full credential and teaching in subject area	23	25	23	5,351
Full credential but teaching outside subject area	0	0	0	516
Without full credential	2	1	1	625
Total	25	26	24	6,492

Academic Performance Index (API)

The API is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide API performance target of 800. Detailed information about the API can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ap/.

This table displays the school's statewide and similar-schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar-schools rank of 1 means that the school's academic performance is in the lowest 10 percent of the 100 similar schools, while a similar-schools rank of 10 means that the school's academic performance is in the highest 10 percent of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	4	3	3
Similar Schools	5	6	3

Standardized Testing and Reporting (STAR) Program

Through the California STAR Program, students in Grades 2–11 are tested annually in various subjects. The California Standards Tests (CST) include English language arts and mathematics (Grades 2–11), grade-level science (Grades 5, 8, and 10), end-of-course science (Grades 9, 10, and 11), and history–social science (Grades 8, 10, and 11). Prior to 2005, the norm-referenced test (NRT) tested reading/language arts and mathematics (Grades 2–11), spelling (Grades 2–8), and science (Grades 9–11). Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in Grades 3 and 7 only, and no longer test science in any grade. To protect student privacy, "–" is used in the following tables instead of the percentage when the number of students tested is 10 or less in that category.

California Standards Tests (CST): English Language Arts and Mathematics

Percentage of students achieving at the proficient or advanced levels (meeting or exceeding state standards):

Gr	ENGLISH LANGUAGE ARTS									Gr	MATHEMATICS								
	School			District			State				School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006		2004	2005	2006	2004	2005	2006	2004	2005	2006
2	26.6	33.8	32.9	39.2	45.3	49.1	35	42	47	2	26.6	33.8	34.2	52.1	61.2	62.4	51	56	59
3	25.8	26.6	32.9	33.5	34.5	38.8	30	31	36	3	35.5	56.3	51.4	51.0	57.2	61.1	48	54	58
4	29.0	28.8	44.9	41.2	51.0	52.3	39	47	49	4	24.7	28.8	43.5	43.5	51.6	54.9	45	50	54
5	25.6	31.5	25.0	41.5	45.0	45.3	40	43	43	5	15.9	16.3	17.2	32.8	44.9	50.9	38	44	48

Norm-Referenced Test (NRT): Reading and Mathematics

Percentage of students scoring at or above the 50th percentile (the national average):

Gr	READING									Gr	MATHEMATICS								
	School			District			State				School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006		2004	2005	2006	2004	2005	2006	2004	2005	2006
3	25.8	40.6	27.0	36.4	37.5	39.1	35	36	37	3	48.4	57.8	51.4	56.8	58.1	58.9	53	54	55

The complete SCHOOL ACCOUNTABILITY REPORT CARD (SARC) may be obtained from the school or from the Internet (studata.sandi.net/research/sarcs/). The complete SARC is roughly 16 pages long and provides information on enrollment, parent and community involvement, school safety and climate for learning, academic performance, class size, teachers and staffing, curriculum and instruction, and school finance. In addition, SARCs for secondary schools include dropout data and post-secondary preparation information (i.e., enrollment in courses that meet University of California or California State University entrance requirements, as well as Advanced Placement or International Baccalaureate programs; SAT scores; college test-preparation courses; and the degree to which students are prepared to enter the workforce).