

Virginia Primrose Elementary School

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Michael Coates, Principal

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A Message from the Principal

Virginia Primrose Elementary School, as a small representation of society as a whole, contains students with a large range of talents, abilities, needs, and disabilities. Over a period of three years, the school has worked to meet this wide range through the development of effective programs to provide services to every student.

This Report Card provides parents and other interested people a variety of information about the school, its resources, its successes, and the areas in which improvements are needed.

As you read this Report Card for Virginia Primrose Elementary School, I hope that you will find that what emerges is a picture of a school striving to be the best it can be, a faculty that is professionally skilled and personally committed to meeting the learning needs of students, and a student population which has outstanding educational auxiliary services available to help each young person reach ultimate success.

The Fontana Unified School District is still experiencing student growth this year. Virginia Primrose School has increased its attendance each year since 1989.

This year, as in previous years, Virginia Primrose will still provide a quality education program for the whole community.

Michael Coates, Principal
 Virginia Primrose Elementary School

School Description

Virginia Primrose Elementary School is one of twenty-one elementary schools in the Fontana Unified School District. Over the past several years our student population has changed rapidly, and today Virginia Primrose Elementary School is a rich mixture of Anglo (14%), Latino (57%), Black (28%), Asian (.03%), and Other (Pacific Islander, Filipino) (2%) students.

Virginia Primrose Elementary School enjoys the active support of its parents and other community members. Our P.T.A. is functioning and we have completed one fund raiser and have others planned for the remainder of the year. Our School Site Council has approved our new school plan which will help us improve the quality of our instructional program.

The Mission of the school, as adopted by the entire staff (teachers, administrators, classified, Site Council, etc.) is:

The instructional program at Virginia Primrose Elementary School will have a strong academic focus which promotes student achievement.

The dedicated professional staff will provide a positive and safe environment where students are challenged to develop their academic potential.

The school staff will stress citizenship, respect, and effort. By better understanding themselves, and their community.

In its effort to achieve this Mission, the school works closely with several community groups: the Fontana Teachers' Association, the City of Fontana through the Parks and Recreation Department and the Performing Arts Center, the Merrill Community Center and due to the school's location, the City of Rialto.

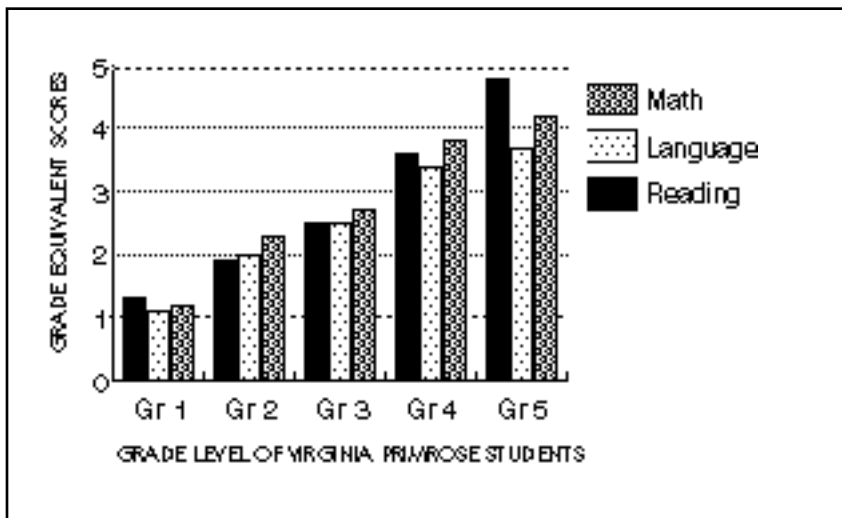
Size of School

Virginia Primrose has an enrollment of 700 students up 100 students from this time last year. We had a total of 23 K-5 classes, three classes for the severely handicapped and two classes serving handicapped students ages 3 to 5.

INDICATORS OF THE CONDITIONS OF THE SCHOOL

Student Achievement

This graph represents results from Reading, Language and Math sections of the ITBS Achievement Test for Virginia Primrose Elementary School. Our students took this test in the Spring of 1996. The ITBS is a standardized, multiple choice test, and the results compare our students according to a national "norm" group. Students from various parts of the United States took this test to establish the "norm" or expected scores for students at each grade level. The bars on the graph indicate the average "Grade Equivalent" scores for each grade level at Virginia Primrose.



Teachers have noted that the children appear to be excited about coming to school and are on task in the classrooms. Curriculum changes in all grade levels had led to an overall upward surge in the children's enthusiasm and creativity. Samples of children's work are on display throughout the school.

Attendance Rate

Virginia Primrose Elementary School receives a large number of students from a number of apartments buildings. This type of living situation is often used as a temporary stop between permanent housing. The attendance rate for the 1994/95 school year was 97%. This area will be a focus for improvement for the 1995/96 school year. Early identification of at-risk students and intervention will make more improvement in this area.

Expenditures & Services Offered

Although funding in many budget categories for Virginia Primrose Elementary School is established in the District budget adopted by the Board of Education, valuable information is available at the school site. The following allotments are significant:

- For 1995-96 the school received \$140,816 for instructional purposes.
- In addition to state and local revenues received for general education, the school received the following categorical funds from special state and federal programs: \$63,424 from Chapter I funds, \$54,324 School Based Improvement Program, \$5,080 Chapter II Program.

INDICATORS OF THE CONDITIONS OF THE SCHOOL (Continued)

Class Sizes and Teaching Loads

As a result of an agreement negotiated with the Fontana Teachers' Association the district staff was at an average of 31 students per class, K-5. Due to individual grade loads, however, some classes were higher or lower than the average.

1995-96 Distribution of Children Per Teacher

Grade Level	K	1	2	3	4	5	SpEd
		(21)	9)	30	30	25	10
	36	27	26	32	29	24	10
	37	27	28	(26	7)		7
	36	28	28	(25	7)		8
	(28	4)	25		(11	23)	
		(16	11)				

Because of student transiency, these numbers can vary on almost a daily basis. Feel free to contact our school office to get current class-size numbers.

Teacher Assignment

Every teacher at Virginia Primrose Elementary School is properly certified to teach at the appropriate grade level.

Textbooks and Instructional Materials

Consistent with school district policy all textbooks are within the seven year adoption cycle. In 1996-97 the District adopted new math textbooks. Each student receives new textbooks with each adoption. In addition, we have a wide variety of audio visual equipment available for use in each classroom. We have one computer in each classroom. Each are providing service to students daily.

Counseling and Support Services

The school enjoys the services of a full-time library clerk. When needed, students also receive the services of our full time Registered Nurse and Licensed Vocational Nurse, a health clerk, a Resource Specialist, a speech therapist, an adaptive P.E. teacher, and a psychologist. In addition, our school site has the services of a campus aide, a pool aide, two bilingual aides, a counselor and a computer lab aide.

Instrumental and vocal music instruction is available to students grades 3rd thru 5th. Chapter I students in grades 1 - 5 have the opportunity to participate in after school clubs. These clubs are: Reading Club, Phonics Club, Writing Club, Math Club and the Homework Club.

Substitute Teachers

As is the case with all surrounding school districts, the Fontana Unified School District is not always able to find substitutes who are qualified to teach in our school. However, in an attempt to provide more substitutes, our Board approved all teachers to substitute at Fontana schools when off-track or during summer vacation. When a substitute is not available students are assigned to other classes for the day.

School Facilities and Safety

The recent influx of students has created problems of space that are being met with temporary trailer classrooms. Approximately 38% of the student population attends classes in these units.

According to the Standard School Crime Report for the 1994/95 school year, there were 18 safety related incidents at Virginia Primrose Elementary School. This normally includes such incidents as fights which are grounds for suspension, several types of vandalism and property crimes.

Teacher Evaluation & Professional Improvement

In accordance with the negotiated contract all permanent teachers in the Fontana Unified School District are evaluated on a two-year cycle. All non-tenured teachers have formal observations three times per year and are evaluated twice yearly.

Four of our teachers are participating in the California New Teacher Project. This project serves to enhance the teaching skills of new teachers.

Classroom Discipline & Climate for Learning

There is general agreement among all school staff on the instructional goals of the school, the policy for maintaining order and the need for everyone to cooperate. The school and District administration have been especially supportive of the on-going process of improving our instructional and discipline programs. Each parent is provided with a copy of our school's discipline plan at the beginning of each school year or upon enrollment. The plan includes state, district and school guidelines. Suspensions have decreased from previous years and we continue to develop positive interventions to improve behavior and attendance.

Training & Curriculum Improvement

Virginia Primrose School has a plan for training and curriculum improvement which was developed jointly by the teachers and the administration. Features of the plan include: opportunities for teachers to observe and coach each other, travel to select conferences, the use of consultants from the department of instruction at the local universities, and the district's staff development department and other outside sources. An especially important component of our staff development program has been the opportunity to have days of student non-attendance for staff development purposes.

Quality of Instruction & Leadership

There is a variety of programs on the campus to meet the diversity of the student needs. These include: three classes of severely handicapped students, 2 early childhood classes, resource classes, speech classes, adaptive P.E., a therapy room, vocal and instrumental music, and after school Title 1 clubs, the gifted program and the technology program. All of these programs are designed to improve the overall quality of instruction and student success.

Salary Reporting 1995-96

The law requires we report our salary structure compared to similar district statewide averages. The most current data provided by the California Department of Education is for the 1995-96 school year.

The lowest beginning teachers' annual salary is \$28,280 for 182 days of service or \$155.38 per day. The statewide average for beginning teachers in districts similar to ours is \$26,980 annually.

The average mid-range salary is \$42,600 for 182 days of service or \$228.57 per day in our district. The statewide mid-range salary is \$42,403 in districts similar to ours.

The highest salary for a teacher in our district is \$53,182 or \$292.21 per day in our district. The statewide average for the highest paid teachers in districts similar to ours is \$49,859.

All teachers salaries represent 42.7% of the total budget.

Principals' salaries vary according to time in the position and work year; however, when salaries are averaged for all such principals, their annual averaged salary is \$62,399 or 299.77 per day of service. The statewide average for principals is \$67,192.

Our district superintendents' salaries vary based on responsibility; however, when salaries were averaged their annual average salary (1994-95) was \$90,124 which equal 0.3% of the total budget.

Superintendents are paid to work 220 days excluding weekends, holidays, and vacation at an average daily rate of \$409.65. They are responsible for the services performed by 2,414 certificated and classified employees and for about 31,000 students. Data is not available for districts with similar numbers of students; however, the 1994-95 state average for superintendents in similar districts was \$114,830.

All certificated and classified administrative salaries and board stipends in our district represent 4.53% of the total budget.