



To graduate all students prepared to succeed in a changing world.

Virginia Primrose Elementary

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Pre-Kindergarten - Fifth Grade
Sharon Lovell
Principal

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Fontana Unified School District

Virginia Primrose Elementary School

2000-2001 Annual School Report Card

A Message from the Superintendent

The Mission of the Fontana Unified School District is to prepare all students to be successful in a changing world. Today, more than ever before, our focus is on ensuring academic success for all students.

The contents of the School Accountability Report Card provide information on each school's accomplishments by specific categories. The school and district are proud of the many accomplishments and recognize the need for constant review and improvement as necessary. It is our hope that you will find the information useful as all of us continue to enhance the program for students.

Karen J. Harshman, Ed.D.
Superintendent of Schools

Principal's Message

In accordance with Proposition 98, every school in California is required to issue an annual "Accountability Report Card." We welcome this opportunity to tell you more about our school.

Primrose Elementary School continually strives for academic excellence. We are proud of our population consisting of students and staff with rich multicultural and ethnically diverse backgrounds. The students, parents, staff, and community have joined together to help all students reach their highest potential.

The staff at Primrose Elementary School believes each child is unique and deserving of a rich education environment. Each student has access to a rigorous core curriculum. Our goal is for every student to be a reader by the end of 3rd grade, and to become productive, educated citizens.

The hard working staff is both skilled and dedicated to the success of our students. We are fortunate to have many dedicated and knowledgeable teachers eager to make a difference for our students. We believe in a student-centered approach, which provides an atmosphere in which a child's intellectual, emotional and social needs are all important. We really care about each one of our students.

Primrose Elementary School knows the importance of involving the parents and community members. We welcome visitors on our campus for many different reasons including parent volunteers, parent conferences, PTA, School Site Council/English Learners Advisory Committee, assemblies and other events. We believe that parents, community members, and staff must work together for the education of all students.

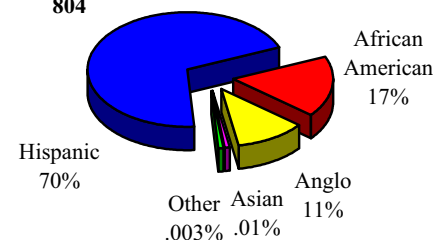
School Mission

Students at Virginia Primrose School will learn in a positive and safe environment where they are challenged to develop their academic and creative potential. The staff is dedicated to preparing students to succeed in a changing world.

School Profile

Primrose Elementary School is a multi-track, year-round school serving 804 students in pre-kindergarten through grade five. The school believes that

**2000-01
Enrollment
804**



quality education for all students can be achieved through high standards for academic performance and behavior. Primrose Elementary is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.

Discipline & Climate for Learning

Students at Primrose Elementary are guided by rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that fair discipline is a solid foundation on which to build an effective school. The goal of Primrose Elementary's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies each school year through classroom orientation and the parent/student handbook, which outlines student behavior expectations, and school and personal safety rules. Primrose Elementary has adopted a uniform policy for both boys and girls, which is outlined in the parent/student handbook.

Attendance

Regular attendance at Primrose Elementary is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Independent study is available for students who require extended leaves from school. Punctuality and promptness are promoted.

Fontana Unified School District's School Attendance Review Board (SARB) is composed of parents, representatives from the school district and members of the community, including representatives from law enforcement, welfare, probation and mental health. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school and district counseling are not effective. Primrose Elementary has not expelled any of its students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions and Expulsions						
	Primrose Elementary			All Fontana Elementary Schools		
	99	00	01	99	00	01
Suspensions (#)	28	4	21	738	439	688
Suspensions (%)	3.8	0.5	2.7	4.1	2.4	3.6
Expulsions (#)	0	0	0	0	3	4
Expulsions (%)	0.0	0.0	0.0	0.00	0.02	0.02

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom

incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- After-school Tutoring
- Honors Chorus
- Instrumental Music
- Fast ForWord
- Honor Band
- Intersession Classes

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

- Character Traits Monthly Award
- Exceptional Attendance Monthly Award
- Trimester Perfect Attendance Awards
- Trimester Academics Awards
- Trimester Citizenship Awards
- Trimester Improvement Awards
- Trimester Effort Awards

School Attendance

Student enrollment over the past three years at Primrose Elementary has increased by 8.4%. Schoolwide enrollment at the end of the 2000-01 school year was 804 students.

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Primrose Elementary. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 1999-00 and 2000-01 school years, the actual attendance rates for all grade levels for Primrose Elementary were 93.06% and 93.08%, respectively.

Primrose Elementary believes that a positive and warm teaching environment is essential to promote good student attendance. In addition, Primrose Elementary offers awards and incentives throughout the school year to students with excellent attendance. Every month the Assistant Principal visits each classroom to present the Exceptional Attendance Award to students. Students also have the opportunity to receive Perfect Attendance Awards every trimester, and at the end of the school year.

Class Size

Primrose Elementary maintained an overall schoolwide average class size of 22 students and a pupil/teacher ratio of 18:1 for the 2000-01 school year. The pupil-to-teacher ratio varies by grade level taught.

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. At the beginning of the 2000-01 school year 100% of all K-3 classrooms participated in this program.

Class Size Distribution												
Number of Classrooms by Size												
	Average			Classrooms containing								
	Class Size			1-20 Students			21-32 Students			33+ Students		
	99	00	01	99	00	01	99	00	01	99	00	01
Kind.	19	20	20	6	6	5	-	-	1	-	-	-
1st	18	20	19	6	5	5	-	-	1	-	-	-
2nd	19	20	20	3	4	4	1	-	1	-	-	-
3rd	60	20	20	5	4	2	-	-	2	1	-	-
4th	30	31	27	-	-	-	2	4	4	-	-	-
5th	30	29	30	-	-	-	2	2	4	-	-	-
K-3rd	23	20	19	2	4	4	1	-	-	-	-	-
4th-5th	32	28	*	-	-	-	2	2	-	1	-	-

- No classrooms containing specified number of students
* No combined classrooms

Instructional Minutes

During the 2000-01 school year, all instructional minutes offered at Primrose Elementary either met or exceeded state requirements. Primrose Elementary provides instruction for Kindergarten - Fifth Grade in a self-contained classroom environment, where students receive all instruction by a homeroom teacher. Students in grades four through five receive specialized instruction in the areas of laboratory science, music, and physical education by appropriately credentialed teachers.

Instructional Minutes by Grade Level		
	Minutes Required	Actual Minutes Tracks 1-4
K	36,000	36,050
1st-3rd	50,400	53,215
4th-5th	54,000	54,525

Minimum Days

For the 2000-01 school year, Primrose Elementary offered 175 days of instruction. Primrose Elementary is a multi-track, year-round school, and each of four tracks 1, 2, 3, and 4, has its own schedule of regular and minimum days. Primrose Elementary utilizes minimum days for staff development, teacher preparation, and parent conferences.

	School Days	
	Regular Days	Minimum Days
Track 1	131	44
Track 2	131	44
Track 3	133	42
Track 4	133	42

Textbooks & Instructional Materials

Primrose Elementary sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as district standards.

A district committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final adoption. During

the 2000-01 school year, the district received state instructional materials funding for the purchase of textbooks and supplemental materials. Open Court Reading, published by SRA/McGraw-Hill, was purchased for kindergarten through third grades.

School Facilities & Safety

Primrose Elementary provides a safe, orderly environment for students, staff, and volunteers. School facilities were built in 1980, and include the library, multi-purpose room, play areas, and 34 classrooms which are all regularly maintained and provide adequate space for students and staff.

In the late afternoons and evenings, a team of 180 custodial staff throughout the district ensures that classrooms, restrooms, and campus grounds are kept clean and safe. Removal of graffiti takes place prior to the start of school (should any occur) and repair of necessary facilities are prioritized accordingly. All electrical, plumbing, roofing and fixtures are in good working condition and meet applicable building and government code requirements. A scheduled maintenance program is administered by Fontana Unified School District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

Safety of students and staff is a primary concern of Primrose Elementary. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools' Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Highlights of the Safe School Plan include the following:

- Safe Schools' Plan of Action
- Comprehensive disaster and crisis plan
- State and local discipline policies
- Intervention programs for at-risk students
- Addressing student aggression
- Visible authoritative presence on campus
- Safe transportation
- Communication strategies
- Conflict resolution

The Safe Schools' Committee and the Office of Child Welfare evaluate the plan annually and update the plan as needed. The plan was last updated in May of 2001 and was reviewed with the staff at that time. An updated copy is available to the public at the school office.

Student Achievement & Testing

Multiple measures of student achievement were used as an ongoing part of the quality instructional program at Primrose Elementary. These measures were used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

District Language Arts and Math Assessments were given to students in kindergarten through fifth grade. During the 2000-01 school year, Language Arts assessments were given three times, and Math assessments were given four times. These were curriculum embedded tests, developed by the district, which were written to align with state and district standards.

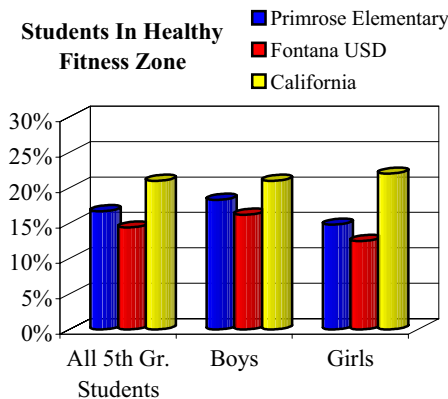
Using the results of district assessments, state assessments and student grades, Fontana Unified School District created a multiple measures matrix. This matrix was used to evaluate overall student progress, and to pinpoint at-risk students. The district and school then utilized various intervention programs for students who were below grade level.

Standardized State Testing

Primrose Elementary participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Assessments, and the Spanish Assessment of Basic Education/2 (SABE/2). The SAT-9 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course.

Physical Fitness

In the spring of each year, Primrose Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.



The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on SAT-9 results. If a school meets its growth targets, including subgroup targets, it may be eligible to receive monetary and non-monetary awards.

SAT-9 Results 1999, 2000, 2001 % At or Above National Average													
All Students		Reading											
		2			3			4			5		
Grade	Year Ending	99	00	01	99	00	01	99	00	01	99	00	01
Primrose Elementary		28	35	37	24	21	17	9	20	25	19	13	29
Fontana USD		24	24	29	21	24	24	21	23	26	22	21	24
California		44	49	51	41	44	46	41	45	47	42	44	45
		Math											
		Primrose Elementary	40	46	59	41	47	56	19	27	43	24	34
Fontana USD		33	36	42	32	38	45	27	31	39	24	30	38
California		49	57	58	48	56	59	44	51	54	45	50	54

SAT-9 Subgroup Results 2001 % At or Above 50th Percentile									
Gender	Reading				Math				
	2	3	4	5	2	3	4	5	
Male	30	23	26	22	51	57	36	44	
Female	42	11	25	37	65	54	51	58	
Ethnicity	African American	37	4	13	46	53	52	31	46
Hispanic	34	16	30	23	61	55	43	53	
Anglo	54	50	25	40	54	71	56	70	
Language Fluency	English Learner (EL)	36	10	17	17	67	43	29	48
Non EL	38	23	29	36	54	64	48	53	
Socioeconomic Status	SED	34	13	24	25	57	56	44	50
Non SED	53	44	32	46	67	56	37	54	
Migrant Education	<i>No Data Reported</i>								

SED = Socioeconomically Disadvantaged

California Standards Results % of Students Scoring At or Above Standards (Proficient and Advanced) 2001					
All Students	English/Language Arts				
	2	3	4	5	
Primrose Elementary	20	5	7	12	
Fontana USD	13	12	14	11	
California	32	30	33	28	
Subgroups					
Gender	Male	17	5	7	8
Female	23	5	6	18	
Ethnicity	<i>Data currently unavailable</i>				
Language Fluency	English Learners	24	2	3	7
Non EL	18	6	7	15	
Migrant Education	<i>Data currently unavailable</i>				
Socioeconomic Status	SED	19	3	5	10
Non SED	30	19	11	22	

SED = Socioeconomically Disadvantaged

The percent tested is calculated by dividing the number of students tested by enrollment in grades tested as indicated in the October CBEDS School Information Form. The API scale is 200-1000, calculations for which only include scores for students in the district the prior school year. Rankings are presented in deciles (high of 10, low of 1), each of which contains 10% of all schools. The growth target is equal to 5% of the difference between the 2000 API and the interim Statewide Performance Target of 800.

The Immediate Intervention/Underperforming School's Program and the Governor's Performance Award Program are the two remaining components of the PSA Act. Due to specific criteria, including API and SAT-9 results, Primrose Elementary qualified to participate in the both the 1999-00 and 2000-01 Governor's Performance Award programs which allocate up to \$150 per pupil for schoolwide use.

Primrose Elementary API Results					
All Students Base	Base		Growth	Growth	
	1999	2000		1999	2000
Percent Tested	96	99	Percent Tested	99	95
API Score	493	536	API Growth Score	536	604
Growth Target	15	13	Actual Growth	43	68
Statewide Rank	2	2	Eligible for Awards	Yes	Yes
Similar Schools Rank	7	5	Eligible for II/USP	No	No
Subgroups					
African-American					
Base API Score	446	505	API Growth Score	505	575
Growth Target	12	10	Actual Growth	59	70
Hispanic or Latino					
Base API Score	500	541	API Growth Score	541	604
Growth Target	12	10	Actual Growth	41	63
Socioeconomically Disadvantaged					
Base API Score	446	527	API Growth Score	527	602
Growth Target	12	10	Actual Growth	81	75
<i>Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.</i>					

Counseling & Other Support Services

It is the goal of Primrose Elementary to assist students in their social and personal development as well as academics. The district and school provide special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The Principal coordinates the counseling and support services at each school site. The school provides qualified personnel to provide counseling and support services on a part-time basis including a counselor (0.5 FTE), health aide (1 FTE), nurses (2 FTE), psychologist (0.8 FTE), and speech/language specialists (2 FTE).

Community Resources

The school uses all available resources in the community to assist students in their emotional and academic development. Primrose Elementary works with the following as needed:

- San Bernardino County Department of Mental Health
- Fontana Unified School District Police Department
- City of Rialto Police Department
- Healthy Start
- Child Protective Services
- DARE Program

Teacher Assignment

For the 2000-01 school year, Primrose Elementary had 35 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	99	00	01
Fully Credentialed	35	30	35
Emergency Credentials	10	12	6
Waiver	4	1	3
Total Teachers	49	43	44
Working Outside Subject	0	0	0
Average Years Teaching	9.9	9.8	10.2
Average Years in District	7.2	7.6	7.8

During the 2000-01 school year, certificated staff consisted of 47 employees: 48.9 percent with 30+ additional units beyond their bachelor's degree and 29.8 percent holding advanced graduate degrees such as a masters or doctorate degree. Specially trained staff who provide additional instruction or services include:

- Resource Specialists (1 full time, 1 part-time)
- Resource Specialist Aides (1 full time, 1 part time)
- Special Day Class Teachers (9 full-time)
- Special Day Class Aides (18 part-time)
- Site Literacy Leader (1 full-time)
- Library Specialist (1 full-time)
- English Language Learners Aides (4 part-time)
- Adaptive Physical Education Teacher (1 part-time)

Teacher Evaluation & Professional Development

Temporary and probationary teachers are evaluated annually and tenured teachers are normally evaluated every other year. Evaluations are conducted by the principal and assistant principal who have been trained and certified for competency to perform teacher evaluations.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers staff development days annually where teachers are offered a broad based variety of professional

growth opportunities in curriculum and instructional strategies. Staff at Primrose Elementary had the option to participate in three staff development days in 2000-01; three days in 1999-00; and four days in 1998-99.

Substitute Teachers

Generally, the district does not experience any problems finding qualified substitute teachers, and currently has an adequate pool of approximately 250 substitutes. Most substitute teachers have a Bachelor's degree or at least 90 units toward a Bachelor's degree, and have passed the CBEST test. In the event a substitute teacher is not available for an absent teacher, students of the absent teacher are sent to other classrooms in the same grade level for instruction.

Training & Curriculum Improvement

All training and curriculum development at Primrose Elementary revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of Fontana Unified School District's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

In 2000-01, Fontana Unified School District developed and adopted a standards-based report card. The report card defines subject areas by curriculum and content standards. Numerical levels are used to indicate the child's level of performance in each standards area, in addition to an overall letter grade.

In 2000-01, the Open Court Reading program was implemented for grades kindergarten through third. The district offered teacher training through literacy camps and staff development days for this new program.

Primrose Elementary used the Fast ForWord language development program in 2000-01 to help low performing students develop better reading skills. Fast ForWord, developed by the Scientific Learning Corporation, is a technology-based program for kindergarten through twelfth graders which rapidly builds oral language skills by retraining the brain to process information more quickly and effectively. In addition to Fast ForWord Primrose Elementary offers several intervention programs for students who are performing below grade level.

- Site Literacy Leader small group reading skills
- Before and After School Tutoring
- Parent Tutors
- Title I Program
- English Language Acquisition Program (ELAP)
- Off-track Intersessions in language arts and math

Fontana Unified School District offers several programs to support new and veteran teachers, the Beginning Teacher Support and Assistance (BTSA) program and the Peer Assistance and Review (PAR) program, which are designed to improve the education for students and increase the classroom performance of teachers, for both new and veteran teachers. Primrose Elementary teachers utilize these programs with the goal

of accomplishing the highest level of success for students and teachers. In addition to teacher support, all staff are encouraged to attend workshops and conferences. During the 2000-01 school year topics for staff development were:

- Improvement of Literacy
- Analyzing Test Data for Student Success
- Focus on Literacy, Writing, and Math

For the 2001-02 school year, staff at Primrose Elementary will continue to make a strong commitment to providing guidance for all staff in an effort to develop an instructional program that fosters creativity and academic excellence.

Special Education

The district's Special Education program addresses the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, program implementation, evaluation, and review. A team consisting of the parent, school administrator, general education teacher, and special education teacher develop an Individual Education Plan (IEP) for each student in the Special Education program. The IEP defines what level of services a child will receive, whether it is additional support in the general classroom, or special reinforcement and development of concepts instruction conducted for a portion of the school day outside of the general classroom. Every school has a Special Education Review Team (SERT) which monitors the intake and exit of each student in the program, and evaluates a student's overall progress through the program.

Quality of Instruction & Leadership

Working closely with teachers and staff, the principal leads the school's efforts to offer a well-balanced and rigorous core curriculum aligned with state and district standards.

The district requires various levels of participation from school site staff to regularly assemble and address specific issues for each site as well as districtwide issues.

- Math Field Day Committee
- Language Arts Curriculum Adoption Committee
- Science Fair Committee
- Math Curriculum Adoption Committee
- Writing Celebration Committee
- Superintendent's Teacher and Classified Staff Councils
- GATE Committee
- English Language Learners Site Monitors Committee
- Program Specialist Committee

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

- School Site Council (SSC)
- District School Site Council (DAC)
- English Language Learners Advisory Committee (ELAC)
- District ELAC (DELAC)

- Parent Teacher Association (PTA)
- Student Study Teams (SST's)
- Individual Education Plan (IEP) Teams
- District Boundary Committee
- Gifted and Talented Committee (GATE)

The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

Expenditures & Services Funded

For the 1999-00 school year, Fontana Unified School District spent an average of \$5,542 to educate each student (based on 1999-00 audited financial statements). The figures shown in the table on the following page reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

Expenses Related to Instruction Per Student*		
1999-00		
Statewide Average		
Fontana USD	All Unified Districts	All Districts
\$5,542	\$5,758	\$5,705

**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

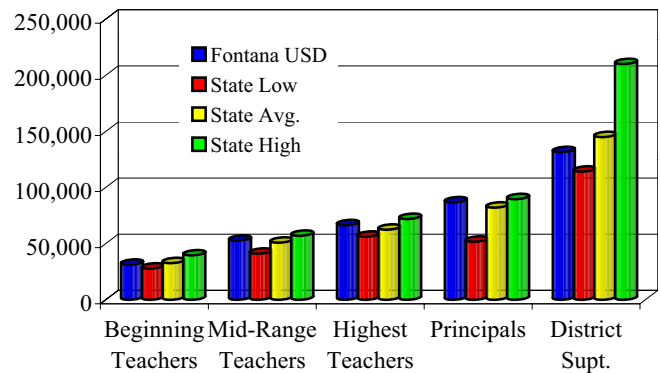
In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 1999-00 school year, the district received approximately \$1,594 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- Joint Training Partnership Act
- Special Education
- Eisenhower Math and Science
- Drug/Alcohol/Tobacco
- Vocational and Applied Technology
- Regional Occupational Program
- Gifted and Talented Pupils
- Home to School Transportation
- School Improvement Program
- Economic Impact Aid
- Special Education Transportation
- Basic Reading Act
- Demo Programs for Reading and Math
- Vocational Education, Handicapped Students
- Educational Technology Assistance
- Year Round School Incentive
- Healthy Start

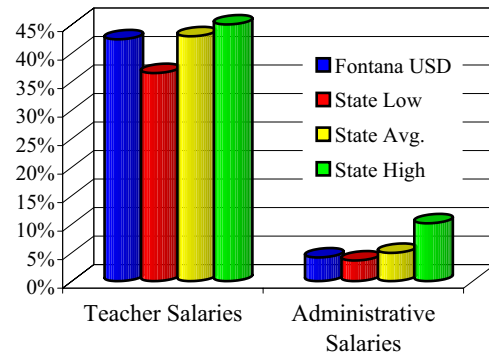
Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having more than 20,000 average daily attendance throughout the state.

**Average Salary Information
Teachers - Principals - Superintendent
1999-00**



**Percentage of Budget
Teacher and Administrative Salaries
1999-00**



Contact Information

Parents who wish to participate in Primrose Elementary's leadership teams, school committees, school activities, or become a volunteer may contact the principal or assistant principal at (909) 357-5790.

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