

# Fontana Unified School District

## Hemlock Elementary School

### 2002-2003 Annual School Report Card



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

#### Hemlock Elementary School

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Preschool - Fifth Grade  
Cali Olsen, Principal

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Superintendent of Schools

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Educational Services

Patricia J. Peoples, Ed.D.  
Associate Superintendent,  
Administrative Services

Marilyn J. Corey  
Interim Associate Superintendent,  
Human Resources



#### A Message from the Superintendent

Ensuring academic success for all students hinges on a close working relationship between home and school. It is critically important that you as parents/guardians know about your child's school and the outstanding accomplishments of its students and staff. It is our hope you will review this information and utilize it as appropriate.

Debra A. Bradley, 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 are proud of Hemlock Elementary School and welcome this opportunity to tell you more about us.

Hemlock Elementary School has an ongoing tradition of academic excellence. We celebrate all cultures and languages. The school population consists of students and staff with rich multicultural and ethnically diverse backgrounds. The students, parents, staff, and community have joined together to assure success for all students.

The staff at Hemlock Elementary School believes that each child is unique and deserving of a rich educational environment. Each student has access to a rigorous core curriculum in language arts, mathematics, science, and social science. Our goal is for every student to be a reader by the end of Kindergarten.

The hard working staff is both skilled and dedicated to the success of our students. We are fortunate to have many experienced 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 social, emotional, and intellectual needs are equally important. All students have special talents and are given the opportunities to develop those talents. We care about each and every one of our students!

Hemlock Elementary School prides itself on involving the parents and community members in every aspect of our school. We welcome visitors on our campus for many different reasons including individual parent visitations, Back to School Night, Open House, Awards Assemblies, Student Performances, and other special events. We believe that parents, community members, and staff must work together for the education of all students. We are very proud of our fine tradition at Hemlock Elementary School!

#### School Profile

Hemlock Elementary School is a single-track, year-round school serving over 600 students in preschool through grade five. The school had been experiencing a rapid growth in enrollment due to the construction of new housing in the area. The staff believes that quality education for all students can be achieved through high standards for academic performance and behavior. Hemlock 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 Hemlock Elementary School are guided by specific 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

2002-03 Enrollment: 600	
	%
Male	51.3%
Female	48.7%
English Learners	20.2%
Non English Learners	78.7%
SED <sup>^</sup>	54.0%
Students with Disabilities	11.1%
Migrant Students*	1.4%
African American	15.8%
American Indian	0.2%
Asian	1.3%
Filipino	3.9%
Hispanic	59.3%
White (not Hispanic)	19.5%

<sup>^</sup>SED - Socioeconomically Disadvantaged  
\*Source: STAR testing enrollment

demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Hemlock 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 at the beginning of each school year through classroom orientation and the parent handbook, which outlines student behavior expectations, and school and personal safety rules.

### Attendance

Attendance is critical to academic achievement, and regular daily attendance is a priority at Hemlock Elementary School. For each day a student is absent, the school loses \$37 in state funding. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered.

The table below illustrates the incidents of suspension and expulsion for Hemlock Elementary School, and the combined total for all elementary schools in the Fontana Unified School District. The rate of suspension/expulsion is calculated by dividing the total annual number of incidents by the total number of students enrolled. The rates do not reflect the number of individual students suspended, and may appear inflated due to a single student being suspended more than once in a year.

Suspensions and Expulsions						
	Hemlock			FUSD Elementary Schools		
	01	02	03	01	02	03
Suspensions (Cases)	11	35	50	688	1,016	1,030
Expulsions (Cases)	0	2	0	4	14	13
Suspensions (%)	1.7	5.1	10.8	1.8	2.6	2.6
Expulsions (%)	0.00	0.01	0.00	0.01	0.04	0.03

### Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Enrichment activities include:

- History Day (4th and 5th grades)
- Student Council (4th and 5th grades)
- Math Field Day (5th grade)
- Community Fun Day
- Writing Celebration
- Science Fair
- Quiz Bowl (5th grade)

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:

- Student of the Month
- Principal's Honor Roll
- Principal's Recognition Award
- Honor Roll
- Perfect Attendance
- Math Challenges

### Class Size

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 2002-03 school year 100% of all K-3 classrooms participated in this program. Kindergarten classrooms participate in CSR Option 2.

	Class Size Distribution												
	Average Class Size			Number of Classrooms									
	01	02	03	1-20 Students			21-32 Students			33+ Students			
K	21	20	16	1	6	5	2	-	-	-	-	-	-
1st	21	20	16	1	6	6	5	-	-	-	-	-	-
2nd	21	19	18	1	5	3	5	-	-	-	-	-	-
3rd	20	20	16	3	6	4	1	1	-	-	-	-	-
4th	25	25	26	-	1	-	5	3	3	-	-	-	-
5th	28	26	28	-	1	-	4	4	2	-	-	-	-
Combo K-3rd	-	-	14	-	-	2	-	-	-	-	-	-	-
Combo 4th-8th	-	-	27	-	-	-	-	-	1	-	-	-	-

- No classrooms containing specified number of students.

### Instructional Time

During the 2002-03 school year, all instructional minutes offered at Hemlock Elementary exceeded state requirements. For the 2002-03 school year, Hemlock Elementary offered 180 days of instruction comprised of 138 regular days and 42 minimum days. Hemlock Elementary utilizes minimum days for staff development, teacher preparation, and parent conferences.

	Instructional Minutes by Grade Level	
	Minutes Required	Actual Minutes
K	36,000	36,050
1st-3rd	50,400	53,330
4th-5th	54,000	54,650

### Textbooks & Instructional Materials

Hemlock Elementary ensures that sufficient and current textbooks and materials are available to support the school's instructional program and provides students with their own textbooks for classroom use. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks and are selected from the state's list of adopted materials.

District-Adopted Textbooks		
Subject	Publisher/Series	Grade Levels
Language Arts	SRA/McGraw-Hill: <i>Open Court Reading</i>	K-5
	Hampton Brown: <i>Into English</i>	K-5
Math	Scott Foresman: <i>California Mathematics</i>	K-5
Science	McGraw-Hill	K-3
	Houghton Mifflin	4-5
Social Science	Houghton Mifflin	4-5

### School Facilities & Safety

Hemlock Elementary provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1993 and are up-to-date and provide adequate space for students and staff. 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 Hemlock Elementary. The school is a closed campus; all visitors must sign in at the office and wear identification badges while on school grounds. Adult supervision is provided before and after school, and during

lunch and recess periods, by teachers, classified staff, and school administrators.

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 197 of 1997. The plan was last updated in June of 2003 and was reviewed with the staff in July of 2003. An updated copy is available to the public at the school office. 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

### Counseling & Other Support Services

It is the goal of Hemlock 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 academic problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

Counseling & Support Services Staff			
	Number of Staff	Days Available Per Week	Full Time Equivalent
Counselor	1	2.5	0.5
Health Assistant	1	5	0.5
Nurse	1	1	0.2
Psychologist	1	1	0.2
Speech/Language Specialist	1	2-3	0.6

### Teacher Assignment

For the 2002-03 school year, Hemlock Elementary had 25 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status		
	01	02	03
Fully Credentialed	27	31	25
Working Outside Subject	0	0	0
Emergency Credentials	2	0	2
Interns	2	4	8
Waivers	0	0	1
<b>Total Teachers</b>	<b>31</b>	<b>35</b>	<b>28</b>

*Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.*

### Substitute Teachers

The district currently has a pool of 500 qualified substitute teachers. Substitute teachers must meet minimum state requirements; they are either currently enrolled in a university and have completed 90 semester/135 quarter units towards a Bachelor's degree and have passed the CBEST or have completed a Bachelor's Degree and have passed the CBEST. Periodically, Hemlock Elementary has difficulty in obtaining qualified substitute teachers from the district's pool. 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 to receive instruction.

### Teacher Evaluation

Temporary and probationary teachers are evaluated twice annually and tenured teachers are evaluated every other year. Evaluations are conducted by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator

### Training & Curriculum Improvement

All training and curriculum development activities at Hemlock Elementary School revolve around the California State Content Standards and Frameworks. Professional development activities were provided during the 2002-03 school year to support the adoption of new curriculum or the implementation of new programs including:

- KEYS to Excellence for Schools
- Step Up to Writing
- Six Traits of Writing
- Teacher Expectations & Student Achievement (TESA)

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, and substitute teachers. Staff members are encouraged to attend workshops and conferences. The district annually offers three staff development days. During the 2002-03 school year training included:

- Beginning Teacher Support and Assistance (BTSA)
- Peer Assistance and Review (PAR)
- Reading and Writing Instructional Strategies (Grades K-5)
- Instructional Strategies in Language Arts, Math, and Science (Grades 6-12)
- Classroom Management
- Differentiated Instruction for English Language Learners
- Certification for Gifted and Talented Education (GATE)
- Use of Technology in the Classroom

### Special Programs

Instructional programs are aligned to California State Content Standards. The school structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs. Special programs include:

- Gifted and Talented Education (GATE)
- Site Literacy Leader small group reading instruction
- Fast ForWord
- English Language Acquisition Program (ELAP)
- English Language Learners Assistants in the classroom
- Off-track Intersessions in language arts and math
- Special Education programs including Resource Specialist, Adaptive P. E., Speech and Language, and Special Day Class

### Quality of Instruction & Leadership

Leadership at Hemlock Elementary is a responsibility shared between district administration, the principal, assistant principal, instructional staff, students, and parents. 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.

Staff members and parents are encouraged to 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
- Parent Teacher Association (PTA)
- District Advisory Committee (DAC)
- English Language Learners Advisory Committee (ELAC)
- District ELAC
- Individual Education Plan (IEP) Teams
- Safety Committee

Our programs are further enriched by community partnerships with organizations such as Young Homes, McDonalds (Cherry/ Baseline), Ralphs (Cherry/Baseline), Home Depot, and SAMS Club.

## Expenditures & Services Funded

For the 2001-02 school year, Fontana Unified School District spent an average of \$6,309 to educate each student.

Current Expense of Education Per Student*		
2001-02		
Statewide Average		
Fontana USD	All Unified School Districts	All Districts
\$6,309	\$6,767	\$6,719

\*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 2002-03 school year, Hemlock Elementary had the following categorical programs:

- Title I (Schoolwide)
- Reading First
- Gifted and Talented Education (GATE)
- School Improvement Program (SIP)
- English Language Acquisition Program (ELAP)
- Economic Impact Aid - Limited English Proficient (EIA-LEP)
- Immediate Intervention/Underperforming Schools (II/USP)

## Salary and 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		
2001-02		
	Fontana USD	State Average
Beginning Teachers	\$35,236	\$35,980
Mid-Range Teachers	\$59,381	\$57,139
Highest Teachers	\$74,936	\$73,953
Elementary Principals	\$91,794	\$100,810
Middle School Principals	\$90,720	\$100,810
High School Principals	\$102,384	\$100,810
Superintendent	\$162,608	\$171,096
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.6%	43.3%
Administrative Salaries	5.6%	5.2%

## Contact Information

Parents who wish to volunteer or participate in Hemlock Elementary's leadership teams, school committees, or school activities may contact the school's office at (909) 357-5470.

## Student Achievement & Assessment

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

In 2002-03, district language arts and math assessments were administered three times to students in kindergarten through fifth grade. These were curriculum embedded tests, developed by the district, written and aligned with the 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 identify students at risk of not meeting grade level standards. The district and school then provided various intervention programs for students who were performing below grade level standards.

## Standardized State Testing

Hemlock Elementary participates in California's mandatory Standardized Testing and Reporting (STAR) program that utilizes norm referenced tests (CAT/6 in 2003 and SAT/9 in preceding years) and criterion referenced tests (California Standards Tests). The CAT/6 measures achievement in comparison to a national sample; the California Standards Tests aid in determining student proficiency of the California State Content Standards.

*STAR results for Hemlock Elementary are located on page five; state and district results on the California Standards Tests are located on pages six and seven.*

## Physical Fitness

In the spring of each year, Hemlock Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. 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).

% of Students in Healthy Fitness Zone			
2002-03			
Grades 5	Hemlock	FUSD	California
5th Grade Total	9.5	15.5	23.1
5th Grade Boys	5.1	17.2	21.7
5th Grade Girls	13.3	13.6	24.5

## 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 STAR results. The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program are the two remaining components of the PSAA. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures.

CAT-6 Norm Referenced Test 2003 % At or Above 50th Percentile									
	Reading				Math				
	2	3	4	5	2	3	4	5	
<b>All Students</b>									
Hemlock Elementary	30	29	31	42	52	42	47	48	
FUSD	32	20	19	27	50	46	42	43	
California	46	34	35	40	57	52	48	49	
<b>Subgroups</b>									
Male	30	30	18	40	52	38	49	49	
Female	29	27	43	43	53	46	45	48	
English Learners	27	15	0	8	40	30	26	33	
Non English Learners	31	33	39	47	56	45	52	51	
SED^	20	24	19	33	43	29	27	40	
Non SED	44	33	43	50	67	56	67	57	
African American	*	11	*	71	*	28	*	43	
Hispanic	29	38	23	30	54	43	35	40	
White (not Hispanic)	42	26	47	53	67	53	76	67	

^SED - Socioeconomically Disadvantaged  
\*Due to the moderate number of students tested, scores are not disclosed.

SAT-9 Norm Referenced Test 2001, 2002 % At or Above 50th Percentile												
	Reading				Math							
	2	3	4	5	2	3	4	5				
<b>All Students</b>	<b>01</b>	<b>02</b>	<b>01</b>	<b>02</b>	<b>01</b>	<b>02</b>	<b>01</b>	<b>02</b>	<b>01</b>	<b>02</b>	<b>01</b>	<b>02</b>
Hemlock Elementary	25	38	31	31	32	30	33	38	56	56	43	50
FUSD	29	36	24	26	26	25	24	26	42	47	45	50
California	51	53	46	47	47	49	45	46	58	62	59	62
<b>Subgroups</b>												
Male	18	42	24	24	23	31	32	32	55	53	37	47
Female	33	33	37	38	40	29	34	45	58	60	48	52
English Learners	10	20	14	17	5	0	4	8	53	42	32	44
Non English Learners	31	47	36	37	38	38	43	46	58	63	46	52
SED^	20	33	24	19	25	24	23	31	49	52	43	38
Non SED	31	48	41	48	41	41	47	46	65	65	44	67
African American	*	23	42	50	19	42	32	47	* 57	58	40	25
Hispanic	19	37	24	19	32	23	23	33	48	50	35	44
White (not Hispanic)	29	54	50	63	31	55	56	46	65	67	67	63

^SED - Socioeconomically Disadvantaged  
\*Due to the moderate number of students tested, scores are not disclosed.

California Standards Test (CST) 2001, 2002, 2003 Combined % of Students Performing at Advanced & Proficient Levels																		
	English/Language Arts						Math											
	2		3		4		5		2		3		4		5			
	01	02	03	01	02	03	01	02	03	02	03	02	03	02	03			
<b>All Students</b>																		
Hemlock Elementary	17	20	25	13	17	25	19	17	30	16	20	28	37	46	15	46	19	41
<b>Subgroups</b>																		
Male	8	16	30	13	11	19	15	15	16	18	16	29	35	48	22	49	16	44
Female	27	25	21	14	22	32	23	19	43	15	27	28	40	44	26	35	15	47
English Learners	0	9	7	0	6	25	5	5	0	0	0	8	25	40	15	50	0	26
Non English Learners	24	25	31	16	21	25	23	20	37	21	26	32	43	48	28	41	19	51
SED^	11	14	10	9	10	13	14	12	13	8	11	16	31	40	14	38	7	29
Non SED	25	33	48	19	27	38	26	26	48	28	32	41	50	56	37	49	29	63
Students with Disabilities	*	*	*	*	0	9	*	*	*	8	0	0	*	*	9	18	*	*
African American		15	*		*	11		42	*		27	43	29	*	*	28	23	*
Hispanic		17	22		10	29		11	15		17	18	34	46	19	48	8	30
White (not Hispanic)		33	33		19	21		*	65		29	47	54	58	31	37	33	76

^SED - Socioeconomically Disadvantaged  
\*Due to the moderate number of students tested, scores are not disclosed.  
2001 testing data unavailable from the State Department of Education.

Academic Performance Index (API)													
	Base 2000	Growth Target	Actual Growth	Growth 2000-01	Base 2001	Growth Target	Actual Growth	Growth 2001-02	Base 2002	Growth Target	Actual Growth	Growth 2002-03	
<b>All Students</b>	<b>588</b>	<b>11</b>	<b>31</b>	<b>619</b>	<b>628</b>	<b>9</b>	<b>1</b>	<b>629</b>	<b>636</b>	<b>8</b>	<b>70</b>	<b>706</b>	
<b>Subgroups</b>													
SED^	512	9	52	564	575	7	13	588	604	6	46	650	
Hispanic	534	9	36	570	579	7	16	595	607	6	72	679	
White (not Hispanic)	707	9	-1	706	716	7	-17	699	699	6	63	762	
	<b>2000</b>	<b>2001</b>	<b>2002</b>						<b>2001</b>	<b>2002</b>	<b>2003</b>		
Percent Tested (Base)	99	100	99		Eligible for Governor's Performance Award					No	No	Yes	
Percent Tested (Growth)	100	99	100		Eligible for II/USP Program					Yes	Yes	Yes	
Statewide Rank	3	4	3		Applied for II/USP Program					Yes	---	Not applicable	---
Similar Schools Rank	3	3	3		Received II/USP Funding					Yes	Yes	Yes	

^SED - Socioeconomically Disadvantaged



In this report, three years of English/Language Arts and two years of Mathematics scores are reported. At the eighth grade and high school levels, students take End of Course exams in each subject area completed. The Mathematics results reported include the combined scores of all grade levels taking the tests. Summative results for End of Course exams are only available for 2003. For detailed course and grade level results, please visit the STAR website: <http://star.cde.ca.gov>.

California Standards Test (CST)																	
2002, 2003																	
Combined % of Students Scoring at Advanced & Proficient Levels																	
MATHEMATICS - District and State Results																	
	Grade-Level Mathematics Standards						Subject-Area Mathematics Standards										
	2	3	4	5	6	7	General Math	Algebra I	Geometry	Algebra II	Summative H.S. Math						
	02	03	02	03	02	03	02	03	02	03	02	03	03				
<b>All Students</b>																	
FUSD	29	43	23	36	18	34	17	28	20	20	17	17	1	9	18	24	39
California	43	53	38	46	37	45	29	35	32	34	30	30	20	21	26	29	43
<b>Subgroups</b>																	
<b>Male</b>																	
FUSD	30	46	24	36	19	33	17	29	19	18	16	15	0	8	20	24	37
California	45	54	39	47	38	46	30	35	33	35	29	29	20	21	28	32	47
<b>Female</b>																	
FUSD	27	40	23	36	17	35	18	27	21	20	19	18	3	11	16	22	41
California	41	51	36	43	37	46	28	35	32	34	29	30	20	22	24	26	40
<b>English Learners</b>																	
FUSD	25	38	19	30	9	24	9	17	6	7	5	4	0	3	8	8	*
California	27	37	22	30	18	29	10	15	11	11	9	8	9	9	11	19	24
<b>Non English Learners</b>																	
FUSD	32	48	28	43	24	41	22	35	26	26	24	22	1	12	19	24	41
California	52	61	46	53	46	53	37	42	39	42	35	36	25	24	29	30	44
<b>SED^</b>																	
FUSD	28	41	22	35	16	32	15	26	17	16	14	15	0	8	18	27	35
California	30	41	25	34	24	33	16	22	19	19	16	16	13	13	13	17	23
<b>Non SED</b>																	
FUSD	36	52	29	49	28	53	25	39	27	28	24	21	2	11	18	22	41
California	61	69	55	62	54	62	45	50	48	50	41	43	27	26	32	33	48
<b>Migrant Education</b>																	
FUSD	30	30	23	15	4	2			*	3	11	*	*				*
California	22	31	17	26	16	25	11	15	13	15	11	12	10	9	8	9	9
<b>Students with Disabilities</b>																	
FUSD	18	26	10	19	8	14	8	11	7	7	5	5	0	4	9	9	23
California	27	31	21	24	18	20	12	12	9	9	6	6	5	6	10	19	7
<b>African American</b>																	
FUSD	31	25	28	20	13	8			0	7	8	11	*				*
California	29	37	23	29	22	29	15	19	15	17	13	12	10	9	8	11	13
<b>American Indian</b>																	
FUSD	31	56	41	38	14	8			*	6	14	*	*				*
California	40	50	32	39	31	37	24	28	26	28	22	22	19	16	23	24	28
<b>Asian</b>																	
FUSD	54	51	57	57	48	35			*	19	30	24	39	19	30	24	39
California	66	75	65	73	65	74	56	64	61	63	59	60	39	48	48	50	65
<b>Filipino</b>																	
FUSD	52	77	71	70	31	38			*	20	24	36	*				*
California	57	67	54	64	53	63	41	51	46	47	41	42	31	27	27	23	34
<b>Hispanic</b>																	
FUSD	43	37	32	27	19	16			2	8	19	24	13	8	19	24	32
California	30	40	25	33	24	33	16	22	19	19	15	16	13	11	11	14	18
<b>Pacific Islander</b>																	
FUSD	53	31	40	22	38	7			*	15	*	*	*				*
California	52	45	45	31	31	26			20	16	20	24	20	16	20	24	29
<b>White (not Hispanic)</b>																	
FUSD	50	44	41	34	30	26			0	14	26	22	33	14	26	22	70
California	61	71	55	61	53	61	44	49	48	52	43	44	33	30	35	32	47

^SED - Socioeconomically Disadvantaged

\*Due to the moderate number of students tested, scores are not disclosed.

STAR testing data unavailable from the California Department of Education.

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on their state's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP) by steadily increasing the percentage of students who achieve state standards of academic proficiency from year to year. AYP requires an annual evaluation and reporting of the academic progress of all students, including children in numerically significant subgroups, such as English learners, socioeconomically disadvantaged students, students with disabilities, and migrant students. Schools and districts must meet progressive Annual Measurable Objectives (AMOs) each year in order to meet the objective of a 100% at-or-above proficiency rate by the year 2014. Beginning with spring 2003 test results, schools and districts must achieve the following:

**Elementary and Middle Schools:** A 13.6% at-or-above proficiency rate in English/Language Arts and 16.0% in Mathematics on California Standards Tests (CST), a 95% or above participation rate on the CST (grades 2-8), and an API of 560 or one point of API growth each year.

**High Schools:** An 11.2% at-or-above proficiency rate in English/Language Arts and 9.6% in Mathematics on the California High School Exit Examination (CAHSEE), a 95% or above participation rate on the CAHSEE (grade 10), increasing the high school graduation rate, and an API of 560 or one point of API growth each year.

**Unified School Districts:** A 12.0% at-or-above proficiency rate in English/Language Arts and 12.8% in Mathematics on the California Standards Tests (CST) and California High School Exit Examination (CAHSEE), a 95% or above participation rate on the CST and CAHSEE, increasing the high school graduation rate, and an API of 560 or one point of API growth each year.

Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP in the same AMO area (i.e. Mathematics) for two consecutive years will be identified for Program Improvement. Hemlock Elementary was identified for Program Improvement in 2003. More information about Title I and NCLB requirements can be found on the following Internet websites: <http://www.cde.ca.gov/iasa/titleone/> and <http://www.nclb.gov>.

Federal Awards and Intervention Programs			
	Hemlock		
	01	02	03
Recognition for Achievement (Title I)	No	No	No
Identified for Program Improvement	No	No	Yes
Exited Title I Program Improvement	No	No	No
Number of Years in Program Improvement	0	0	1

### District and Title I Schools Meeting AYP Criteria for 2003

	Phases I & II
FUSD	No
Canyon Crest Elementary	Yes
Chaparral Elementary	No
Citrus Elementary	No
Cypress Elementary	No
Date Elementary	Yes
Hemlock Elementary	No
Juniper Elementary	No
Jurupa Hills Middle	No
Live Oak Elementary	No
Locust Elementary	No
Mango Elementary	Yes
Maple Elementary	No
North Tamarind Elementary	No
Oak Park Elementary	Yes
Oleander Elementary	No
Palmetto Elementary	No
Poplar Elementary	Yes
Primrose Elementary	Yes
Randall-Pepper Elementary	Yes
Redwood Elementary	No
Shadow Hills Elementary	Yes
Sierra Lakes Elementary	No
South Tamarind Elementary	No
Ted Porter Elementary	No
Tokay Elementary	No
West Randall Elementary	No

Adequate Yearly Progress (AYP) 2003								
PHASE I: California Standards Tests and/or California High School Exit Exam								
Met Target? Yes or No								
	Participation Rate		% Proficient & Advanced		Participation Rate		% Proficient & Advanced	
	English/Language Arts		Mathematics					
Target	95%	95%	13.6%	12.0%	95%	95%	16.0%	12.8%
	Hemlock	FUSD	Hemlock	FUSD	Hemlock	FUSD	Hemlock	FUSD
All Students	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>Subgroups*</b>								
English Learners	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
SED^	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
Students with Disabilities	No	Yes		No	No	Yes		No
African American		Yes		Yes		Yes		Yes
American Indian		Yes		Yes		Yes		Yes
Asian		Yes		Yes		Yes		Yes
Filipino		Yes		Yes		Yes		Yes
Hispanic	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Pacific Islander		Yes		Yes		Yes		Yes
White (not Hispanic)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

### Program Improvement (PI) Schools

School	Year
Hemlock Elementary	1
Jurupa Hills Middle	1
Locust Elementary	1
Maple Elementary	2
North Tamarind Elementary	3
Palmetto Elementary	1
<b>Number of PI Schools in District</b>	<b>6</b>
<b>Percent of PI Schools in District</b>	<b>15%</b>

Phase II: API and Graduation Rates				
Met Target? Yes or No				
Target	API of 560 or 1 point increase		82.8% or 0.2% increase	
	Hemlock	FUSD	Hemlock	FUSD
All Students	Yes	Yes	N/A	Yes

^SED = Socioeconomically Disadvantaged

\*Only numerically significant subgroups are required to be reported.

For specific school level and district proficiency rates, participation rates, API scores, and graduation rates, please visit the state's AYP reporting website: <http://www.cde.ca.gov/ayp/>