

Fontana Unified School District

North Tamarind Elementary School

2002-2003 Annual School Report Card



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

North Tamarind Elementary School

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Kindergarten - Sixth Grade
Harriet C. Beck, Principal

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Board of Education

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Superintendent of Schools

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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

The purpose of the School Accountability Report Card is to provide parents with information about North Tamarind Elementary's instructional programs, academic achievement, materials and facilities, and the staff. Information about Fontana Unified School District is also provided.

Parents and community play a very important role in the school. Understanding the school's educational program, student achievement, and curriculum development can assist both school and community in ongoing program improvement. We appreciate the assistance given to us by Coco's and Millie's Restaurants, In 'N Out, Target, and Wal-Mart.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly dedicated staff. We want to ensure our school is a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work together, our students will be challenged to reach their maximum potential. The programs available to students include a Site Literacy Leader, Reading Tutors for students reading below grade level, Reading and Math Aides for 4th, 5th, and 6th grade students, Intersession and After-school Programs for students not making progress in writing and language arts, and staff development focusing on literacy and math word problems.

North Tamarind Elementary School believes that cooperation between school and community is important, and this is reflected in our School Mission Statement:

School Mission

North Tamarind Elementary School Community is dedicated to maximizing the personal, social, and academic successes of each child by providing a safe and challenging environment where all students work cooperatively and actively participate in the process of learning.

School Profile

North Tamarind Elementary School is a single-track, year-round school serving over 600 students in kindergarten through grade six. The school believes that quality education for all students can be achieved through high standards for academic performance and behavior. North Tamarind 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 North Tamarind Elementary are guided by PeaceBuilders 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 demonstrates that good discipline

2002-03 Enrollment: 655	
	%
Male	51.1%
Female	48.9%
English Learners	47.8%
Non English Learners	51.5%
SED [^]	99.6%
Students with Disabilities	13.3%
Migrant Students*	1.5%
African American	3.7%
American Indian	0.3%
Hispanic	86.2%
White (not Hispanic)	9.8%

[^]SED - Socioeconomically Disadvantaged
*Source: STAR testing enrollment

is a solid foundation on which to build an effective school. The goal of North Tamarind 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 individual student packets.

Attendance

Attendance is critical to academic achievement, and regular daily attendance is a priority at North Tamarind 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 North Tamarind 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					
	North Tamarind			FUSD Elementary Schools		
	01	02	03	01	02	03
Suspensions (Cases)	21	53	41	688	1,016	1,030
Expulsions (Cases)	1	1	1	4	14	13
Suspensions (%)	3.3	6.8	6.6	1.8	2.6	2.6
Expulsions (%)	0.16	0.13	0.16	0.01	0.04	0.03

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								
				1-20 Students			21-32 Students			33+ Students		
	01	02	03	01	02	03	01	02	03	01	02	03
K	20	18	28	5	4	-	-	-	3	-	-	-
1st	19	19	20	4	6	4	-	-	-	-	-	-
2nd	20	20	20	4	6	4	-	-	-	-	-	-
3rd	21	21	20	4	5	4	-	-	-	-	-	-
4th	30	28	28	-	-	-	3	3	3	-	-	-
5th	31	24	30	-	1	-	3	3	3	-	-	-
6th	-	28	20	-	-	1	-	3	3	-	-	-
Combo K-3rd	19	-	20	4	-	1	-	-	-	-	-	-
Combo 4th-8th	32	-	-	-	-	-	1	-	-	-	-	-

- No classrooms containing specified number of students.

Instructional Time

During the 2002-03 school year, all instructional minutes offered at North Tamarind Elementary exceeded state requirements. For the 2002-03 school year, North Tamarind Elementary offered 180 days of instruction comprised of 138 regular days and 42 minimum days.

North Tamarind 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	53,253
4th-5th	54,000	54,567

Textbooks & Instructional Materials

North Tamarind 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
	Holt, Rinehart & Winston: <i>Literature and Language Arts</i>	6
	Hampton Brown: <i>High Point</i>	6
Math	Scott Foresman: <i>California Mathematics</i>	K-5
	McDougal Littell: <i>Mathematics</i>	6
Science	McGraw-Hill	K-3
	Houghton Mifflin	4-5
	Prentice Hall	6
Social Science	Houghton Mifflin	4-6

School Facilities & Safety

North Tamarind Elementary provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1951, and include the library, staff lounge, playground areas, and 31 classrooms, which provide adequate space for students and staff. North Tamarind Elementary recently underwent modernization including improvements to classrooms, restrooms, and office. 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 North Tamarind 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 fall 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 North Tamarind 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	0.4
Health Assistant	1	5	1
Nurse	1	1	0.2
Psychologist	1	1	0.2
Speech/Language Specialist	1	2	0.4

Teacher Assignment

For the 2002-03 school year, North Tamarind Elementary had 28 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status		
	01	02	03
Fully Credentialed	29	33	28
Working Outside Subject	0	0	0
Emergency Credentials	2	3	3
Interns	0	0	2
Waivers	1	1	1
Total Teachers	32	36	30

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, North Tamarind 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 North Tamarind 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:

- Open Court Reading
- Written Language
- Math Problem Solving
- Reading Strategies and Content
- How Students Learn

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:

- Site Literacy Leader small group reading skills
- Fast ForWord reading intervention program
- Reading and Math tutors
- After-school Program
- Parent volunteers
- Homework Club
- English Language Acquisition Program (ELAP)
- English Language Learners Aides in the classroom
- Off-track Intercessions in language arts and math
- Resource Specialist program
- Special Day Class

North Tamarind Elementary School is a Program Improvement School under the Federal Title I Program. Program Improvement Schools receive additional funding in order to meet the educational needs of low-achieving students in high poverty communities, and to implement programs to increase student achievement. Supplemental services are available to students through outside organizations as well as through North Tamarind's After-school Program. A list of providers is available at the district office.

Quality of Instruction & Leadership

Leadership at North Tamarind Elementary is a responsibility shared between district administration, the 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 (SSC)
- English Language Learners Advisory Committee (ELAC)
- Parent Teacher Association (PTA)
- Student Council
- Leadership Team
- Student Study Teams
- Individual Education Plan (IEP) Teams

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, North Tamarind 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 Program
- Nell Soto Grant
- High Priority School Grant

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 North Tamarind Elementary's school committees or school activities may contact their child's teacher or the principal at (909) 357-5680.

Student Achievement & Assessment

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at North Tamarind 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

North Tamarind 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 North Tamarind 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, North Tamarind 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	North Tamarind	FUSD	California
5th Grade Total	25.3	15.5	23.1
5th Grade Boys	25.6	17.2	21.7
5th Grade Girls	25.0	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	6	2	3	4	5	6
All Students	22	26	14	27	22	36	38	22	35	42
North Tamarind	22	26	14	27	22	36	38	22	35	42
FUSD	32	20	19	27	31	43	41	34	40	38
California	46	34	35	40	45	57	52	48	49	51
Subgroups										
Male	18	24	16	35	17	35	33	24	38	39
Female	27	27	13	19	27	39	43	20	33	46
English Learners	8	15	5	14	13	27	29	18	33	35
Non English Learners	38	38	22	36	32	47	50	25	37	50
SED^	22	26	14	27	22	36	38	22	35	42
Hispanic	22	21	16	24	17	36	38	23	34	41

^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	6	2	3	4	5	6							
All Students	01	02	01	02	01	02	02	01	02	01	02	01	02	01	02	01	02
North Tamarind	25	29	15	27	21	15	15	16	20	23	35	25	39	26	33	30	34
FUSD	29	36	24	26	26	25	24	26	27	42	47	45	50	39	41	38	43
California	51	53	46	47	47	49	45	46	48	58	62	59	62	54	58	54	57
Subgroups																	
Male	17	27	17	19	25	23	16	17	14	17	40	27	41	25	39	31	36
Female	32	33	13	33	17	8	14	16	26	28	27	22	38	27	27	29	31
English Learners	17	24	4	12	8	0	6	5	3	10	18	17	33	17	23	22	19
Non English Learners	30	36	24	39	30	23	20	23	27	33	58	31	44	32	38	34	41
SED^	23	30	13	22	17	14	14	11	17	19	33	21	31	23	30	28	30
Non SED	35	24	25	53	31	21	18	38	30	39	43	38	87	35	47	36	50
Hispanic	28	31	10	25	15	12	13	12	17	22	33	19	40	22	31	31	32
White (not Hispanic)	31	*	55	50	50	33	33	57	30	36	*	64	50	50	50	42	50

^SED - Socioeconomically Disadvantaged

North Tamarind did not enroll sixth grade students in 2000-01.

*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	6	2	3	4	5	6										
All Students	01	02	03	01	02	03	01	02	03	02	03	02	03	02	03	02	03			
North Tamarind	7	9	15	6	14	24	7	9	15	4	10	17	11	13	17	32	20	35		
Subgroups																				
Male	5	9	13	7	9	18	8	12	16	6	7	15	8	10	22	31	17	31		
Female	8	11	18	4	17	29	7	6	15	2	13	19	15	16	8	34	22	39		
English Learners	0	5	4	2	5	19	2	3	8	0	5	6	6	5	12	19	16	23		
Non English Learners	11	15	28	9	21	29	10	11	22	6	13	24	14	21	22	47	23	50		
SED^	3	10	15	2	11	23	5	7	15	5	7	17	8	13	17	32	12	35		
Non SED	24	5	*	20	33	*	16	17	*	0	21	*	25	*	13	*	66	*	26	*
Students with Disabilities	*	*	0	0	0	*	0	7	7	0	*	20	0	*	*	7	0	*		
Hispanic		10	16		17	21		7	17		6	15	12	8	16	30	23	33	11	25
White (not Hispanic)		*	*		8	*		27	*		43	*	*	*	*	*	8	*	17	*

^SED - Socioeconomically Disadvantaged

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

North Tamarind did not enroll sixth grade students in 2000-01.

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
All Students	489	16	-12	477	485	16	50	535	559	12	59	618
Subgroups												
SED^	466	13	0	466	475	13	46	521	545	10	73	618
Hispanic	470	13	-2	468	479	13	47	526	553	10	58	611
White (not Hispanic)	608	13	*	*	*	*	*	*	*	*	*	*
	2000	2001	2002						2001	2002	2003	
Percent Tested (Base)	100	98	99	Eligible for Governor's Performance Award					No	Yes	Yes	
Percent Tested (Growth)	98	99	99	Eligible for II/USP Program					Yes	Yes	Yes	
Statewide Rank	1	1	1	Applied for II/USP Program					Yes	-	-	
Similar Schools Rank	2	1	2	Received II/USP Funding					Yes	Yes	Yes	

^SED - Socioeconomically Disadvantaged

*Only numerically significant subgroups for each reporting period are required to be presented in this report card.

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	03	03					
All Students																	
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
Subgroups																	
Male																	
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
Female																	
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
English Learners																	
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
Non English Learners																	
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
SED^																	
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
Non SED																	
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
Migrant Education																	
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
Students with Disabilities																	
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
African American																	
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
American Indian																	
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
Asian																	
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
Filipino																	
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
Hispanic																	
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
Pacific Islander																	
FUSD	53	31	40	22	38	7			*	15	*	*	*				*
California	52	45	45	31	31	26			20	16	20	24	20	16	20	24	29
White (not Hispanic)																	
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. North Tamarind Elementary is in its third year of Program Improvement. 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			
	North Tamarind		
	01	02	03
Recognition for Achievement (Title I)	No	No	No
Identified for Program Improvement	No	No	No
Exited Title I Program Improvement	No	No	No
Number of Years in Program Improvement	3	3	3

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		English/Language Arts		Mathematics	
Target	95%	95%	13.6%	12.0%	95%	95%	16.0%	12.8%
	N. Tamarind	FUSD	N. Tamarind	FUSD	N. Tamarind	FUSD	N. Tamarind	FUSD
All Students	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Subgroups*								
English Learners	Yes	Yes	No	No	Yes	Yes	Yes	Yes
SED [^]	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Students with Disabilities		Yes		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
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			
	North Tamarind		FUSD		North Tamarind		FUSD	
All Students	Yes	Yes	Yes	Yes	N/A	N/A	Yes	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/								

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

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
Number of PI Schools in District	6
Percent of PI Schools in District	15%