



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

### Palmetto Elementary School

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Preschool - Fifth Grade  
Sari F. Kustner, Principal  
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## Fontana Unified School District

# Palmetto Elementary School

## 2002-2003 Annual School Report Card

### 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 School Accountability Report Card. The main objective of the report card is to inform the community about conditions and progress being made at Palmetto School. Within the following pages, you will acquire a better understanding of the unique program we offer to raise achievement for ALL students.

As a school, we have experienced teachers eager to make a difference in the lives of our students. The staff, in turn, considers themselves fortunate to have the opportunity to work with students that are a vital part of our diverse community. That diversity permeates every aspect of the educational climate, as is necessary for an evolving school population.

The primary focus of Palmetto's students and staff is to implement Fontana Unified School District's academic standards in language arts and mathematics. Teachers work together in grade levels to determine areas of specific need, set goals, and share strategies to assist their students in meeting grade level standards.

Students are learning what is expected for them to know and be able to do. Their grades are based on their progress toward meeting each standard.

Palmetto parents and other adults are motivated to be involved in our school through numerous workshops, advisory groups, and assistance in the classroom. We boast a modernized school facility and Internet hookups within the entire school.

Providing a safe, secure, and well-protected learning environment continues to be a Palmetto priority.

Mrs. Sari F. Kustner  
Principal

### School Motto

*"Focusing on the Achievement of ALL Students."*

### School Profile

Palmetto Elementary School is a multi-track, year-round school serving 1,078 students in preschool through grade five. The school believes that quality education for all students can be achieved through high standards for academic performance and behavior. Palmetto 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 Palmetto Elementary 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 demonstrates that good discipline is a solid foundation on which to build

<b>2002-03 Enrollment: 1,078</b>	
	<b>%</b>
Male	53.0%
Female	47.0%
English Learners	39.9%
Non English Learners	59.6%
SED <sup>^</sup>	75.2%
Students with Disabilities	10.8%
Migrant Students*	2.7%
African American	4.8%
American Indian	0.7%
Asian	0.8%
Filipino	0.2%
Hispanic	73.1%
Pacific Islander	0.2%
White (not Hispanic)	20.3%
<sup>^</sup> SED - Socioeconomically Disadvantaged	
*Source: STAR testing enrollment	

an effective school. The goal of Palmetto 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 parent/student school information booklets which outline student behavior expectations and school and personal safety rules.

### Attendance

Attendance is critical to academic achievement, and regular daily attendance is a priority at Palmetto 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. Palmetto Elementary offers incentives throughout the year in order to promote student attendance. Every week an award is presented to the classroom with the best attendance in the primary (K-2) and intermediate (3-5) grades. Individual students receive perfect attendance awards at each trimester and at the end of the year.

The table below illustrates the incidents of suspension and expulsion for Palmetto 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					
	Palmetto			FUSD Elementary Schools		
	01	02	03	01	02	03
Suspensions (Cases)	8	31	20	688	1,016	1,030
Expulsions (Cases)	0	0	0	4	14	13
Suspensions (%)	0.8	2.9	1.9	1.8	2.6	2.6
Expulsions (%)	0.00	0.00	0.00	0.01	0.04	0.03

### Extracurricular & 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. Extra activities and after-school programs include:

- Homework Club
- GATE programs
- Vocal Music and Chorus
- Palmetto Reading Enrichment Program (PREP)
- Fast ForWord
- Instrumental Music
- Student Council

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:

- Eye of the Tiger
- Cafeteria Manners
- Classroom Attendance
- Honor Roll
- President's Academic Fitness Awards
- President's Physical Fitness Awards
- Principal's Picnic
- Student of the Month
- Perfect Attendance
- Principal's Honor Roll

### 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	
K	20	20	25	7	7	2	-	1	4	-
1st	20	20	20	9	9	5	-	-	-	-
2nd	20	20	19	8	8	4	-	-	-	-
3rd	19	18	20	9	9	9	-	-	-	-
4th	29	31	31	-	-	6	6	6	5	-
5th	29	29	27	-	-	-	4	6	5	-
Combo K-3rd	20	20	14	2	1	3	-	-	-	-
Combo 4th-5th	26	-	28	-	-	-	2	-	2	-

- No classrooms containing specified number of students.

### Instructional Time

During the 2002-03 school year, all instructional minutes offered at Palmetto Elementary exceeded state requirements. Palmetto Elementary is a multi-track, year-round school, and offered 175 days of instruction in 2002-03. Palmetto 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	53,620
4th-5th	54,000	55,020

	Regular Days	Minimum Days
Tracks 1/2	131	44
Tracks 3/4	133	42

### Textbooks & Instructional Materials

Palmetto 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

Palmetto Elementary provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1958, and include the library, playground areas, and classrooms, which are all up-to-date and provide adequate space for students and staff. Palmetto Elementary participated in the district modernization project; all original permanent buildings were modernized.

Safety of students and staff is a primary concern of Palmetto 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 at that time. 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 Palmetto 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	2-3	0.5
Health Assistant	1	5	1.0
Nurse	1	1	0.2
Psychologist	1	2	0.4
Speech/Language Specialist	1	5	1.0
Resource Specialist	1	5	1.0
Special Day Class Teachers	2	5	2.0

## Teacher Assignment

For the 2002-03 school year, Palmetto Elementary had 45 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status		
	01	02	03
Fully Credentialed	43	47	45
Working Outside Subject	0	0	0
Emergency Credentials	5	4	5
Interns	2	2	3
Waivers	0	0	1
<b>Total Teachers</b>	<b>50</b>	<b>52</b>	<b>47</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, Palmetto 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 Palmetto 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:

- Six Traits of Writing Plus One
- Motivating the Reluctant Learner - Brain-based Learning
- Effective Instructional Strategies
- Accelerated Reader and Accelerated Math
- Standards Plus
- Teacher Expectation & 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/teacher coaching
- First Grade Tutor Monitors
- Palmetto Reading Enrichment Program (PREP)
- Homework Club
- English Learners Specialist pull out program
- English Language Acquisition Program (ELAP)
- Off-track Intersessions in language arts and math
- Resource Specialist Intervention in reading, writing, spelling, and math
- Special Day Class

## Quality of Instruction & Leadership

Leadership at Palmetto 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 (SSC)
- District Advisory Committee (DAC)
- English Language Learners Advisory Committee (ELAC)
- District ELAC
- Individual Education Plan (IEP) Teams
- Student Study Team
- Parent Teacher Association (PTA)

## 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		
All Unified School		
Fontana USD	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, Palmetto Elementary had the following categorical programs:

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

## 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 Palmetto Elementary's leadership teams, school committees, or school activities may contact the school's office at (909) 357-5710.

## Student Achievement & Assessment

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

Palmetto 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 Palmetto 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, Palmetto 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	Palmetto	FUSD	California
5th Grade Total	24.9	15.5	23.1
5th Grade Boys	25.0	17.2	21.7
5th Grade Girls	24.6	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>									
Palmetto Elementary	27	20	24	30	43	39	41	41	
FUSD	32	20	19	27	43	41	34	40	
California	46	34	35	40	57	52	48	49	
<b>Subgroups</b>									
Male	24	10	15	31	43	38	41	47	
Female	31	31	35	28	42	40	40	31	
English Learners	17	12	12	8	40	38	36	17	
Non English Learners	35	26	31	41	45	40	44	53	
SED^	27	16	19	21	42	38	37	36	
Non SED	28	31	40	48	44	42	54	51	
Hispanic	26	18	22	26	42	37	41	35	
White (not Hispanic)	30	29	31	39	45	46	41	58	

^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	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>	<b>01</b>	<b>02</b>		
Palmetto Elementary	33	27	23	31	29	26	29	28	54	45	50	44	46	43	48	47
FUSD	29	36	24	26	26	25	24	26	42	47	45	50	39	41	38	43
California	51	53	46	47	47	49	45	46	58	62	59	62	54	58	54	57
<b>Subgroups</b>																
Male	31	17	22	32	27	27	26	24	53	46	57	48	44	49	44	48
Female	34	37	24	31	32	24	32	32	54	44	38	39	48	34	52	46
English Learners	24	25	7	17	8	5	8	8	47	40	40	40	29	23	28	40
Non English Learners	38	29	30	41	42	37	37	39	58	49	54	46	56	52	56	50
SED^	23	22	15	26	22	16	20	21	45	40	46	41	40	32	39	41
Non SED	48	41	34	43	45	48	41	48	67	60	54	48	60	67	60	62
African American	18	*	*	*	*	*	*	*	31	*	*	*	*	*	*	*
Hispanic	19	22	19	25	22	21	21	21	52	40	49	41	39	36	43	42
White (not Hispanic)	47	42	33	49	52	43	44	47	65	62	56	53	72	61	59	66

^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	2	3	4	5								
<b>All Students</b>	<b>01</b>	<b>02</b>	<b>03</b>	<b>01</b>	<b>02</b>	<b>03</b>	<b>01</b>	<b>02</b>	<b>03</b>	<b>01</b>	<b>02</b>	<b>03</b>								
Palmetto Elementary	17	12	13	11	17	16	20	18	25	18	16	19	27	42	22	33	23	42	28	35
<b>Subgroups</b>																				
Male	15	9	13	10	16	9	16	19	24	14	16	19	30	44	22	27	25	44	31	39
Female	20	14	12	13	19	24	25	17	27	21	16	19	25	38	22	42	21	41	25	28
English Learners	11	7	13	2	6	11	3	0	17	5	2	5	23	36	13	37	8	41	20	17
Non English Learners	22	16	12	15	25	20	30	27	30	22	23	26	32	45	28	31	31	44	32	44
SED^	9	10	10	5	9	12	10	10	22	13	9	14	23	39	20	31	12	41	23	27
Non SED	31	19	19	19	35	26	42	37	37	23	31	31	42	53	25	40	49	51	40	50
Students with Disabilities	8	6	5	0	12	0	5	4	8	0	10	9	16	25	6	17	11	8	26	17
Hispanic		9	13		12	13		12	23		9	16	24	42	20	35	17	44	22	32
White (not Hispanic)		27	3		33	26		37	38		34	32	41	39	26	36	43	42	49	45

^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>579</b>	<b>11</b>	<b>11</b>	<b>590</b>	<b>601</b>	<b>10</b>	<b>8</b>	<b>609</b>	<b>624</b>	<b>9</b>	<b>38</b>	<b>662</b>
<b>Subgroups</b>												
SED^	522	9	15	537	551	8	16	567	586	7	57	643
Hispanic	533	9	24	557	571	8	5	576	591	7	63	654
White (not Hispanic)	673	9	1	674	679	8	26	705	718	7	-18	700
	<b>2000</b>	<b>2001</b>	<b>2002</b>						<b>2001</b>	<b>2002</b>	<b>2003</b>	
Percent Tested (Base)	99	99	100		Eligible for Governor's Performance Award				No	No	No	
Percent Tested (Growth)	99	100	99		Eligible for II/USP Program				Yes	-	-	
Statewide Rank	3	3	3		Applied for II/USP Program				Yes	-	-	
Similar Schools Rank	4	3	2		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		
All Students	02 03	02 03	02 03	02 03	02 03	02 03	03	03	03	03	03		
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		
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	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	29		
<b>White (not Hispanic)</b>													
FUSD	50	44	41	34	30	26	0	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. Palmetto 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		
	Palmetto		
	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	-	-	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

### 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> 6	
<b>Percent of PI Schools in District</b> 15%	

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%
	Palmetto	FUSD	Palmetto	FUSD	Palmetto	FUSD	Palmetto	FUSD
All Students	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>Subgroups*</b>								
English Learners	Yes	Yes	No	No	Yes	Yes	Yes	Yes
SED^	Yes	Yes	No	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	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			
	Palmetto		FUSD		Palmetto		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: <a href="http://www.cde.ca.gov/ayp/">http://www.cde.ca.gov/ayp/</a>								