



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

South Tamarind Elementary School

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Fontana Unified School District

South Tamarind 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

The purpose of the School Accountability Report Card is to provide parents and community members with information about the school's instructional programs, student achievement, and demographics.

South Tamarind is a great school. We are very proud of our students and our programs. We believe that quality education for all students can be achieved through high standards for academic performance and behavior. We are fortunate to have strong family/school partnerships and a dedicated, enthusiastic staff who are committed to providing the best possible education for South Tamarind students.

South Tamarind is a multi-track, year-round school serving approximately 873 students in preschool through grade five. We enjoy a rich diverse population composed of 80% Hispanic, 4% African American, 14% Caucasian, and 1% other backgrounds. Our parents offer their time and talents through groups such as English Language Learners Advisory Council, School Site Council, and PTA.

2002-03 Enrollment: 873	
	%
Male	52.9%
Female	47.1%
English Learners	41.6%
Non English Learners	57.6%
SED^	78.6%
Students with Disabilities	14.5%
Migrant Students*	3.8%
African American	3.9%
American Indian	0.4%
Asian	0.2%
Filipino	1.2%
Hispanic	79.9%
Pacific Islander	0.1%
White (not Hispanic)	14.2%
^SED - Socioeconomically Disadvantaged	
*Source: STAR testing enrollment	

Scores on the statewide STAR assessment continue to improve and an increase of 21 points on the Academic Performance Index was recorded for the 2002-2003 school year. Outstanding programs at South Tamarind include the following:

- Literacy Tutors
- 4th/5h grade PE Enrichment
- Parent Orientation - Kindergarten
- Speech/Language Specialist Program
- Fast ForWord
- Parents as Teachers Program
- 4th/5th grade Music Enrichment
- Resource Specialist Program
- Preschool Classes
- Off-track Intervention Program
- Math Field Day
- Playground Aides
- Student Recognition Awards
- School-Wide Flag Salute
- English Language Development
- Focus on Achievement
- Writing Celebration
- Gifted and Talented Education Program
- Site Literacy Leader
- CBET-English Classes for Parents
- Science Fair
- Special Day Classes
- Parent Volunteers
- ELAP-After School ELL program
- Instrumental Music
- 4th/5th grade Science Enrichment
- Beginning Teacher Support & Assessment (BTSA)

The South Tamarind 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.

We celebrate our successes and we recognize that we must continue to find strategies for improving academic achievement of ALL students. We are committed to this and hope to see continued growth during the 2003-2004 school year.

Climate for Learning

Students at South Tamarind 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 an effective school. The goal of South 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.

Attendance

Attendance is critical to academic achievement, and regular daily attendance is a priority at South 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. Incentives and awards are given to students throughout the year for improved attendance.

The table below illustrates the incidents of suspension and expulsion for South 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					
	South Tamarind			FUSD Elementary Schools		
	01	02	03	01	02	03
Suspensions (Cases)	26	27	13	688	1,016	1,030
Expulsions (Cases)	0	0	0	4	14	13
Suspensions (%)	3.2	3.3	1.6	1.8	2.6	2.6
Expulsions (%)	0.0	0.0	0.0	0.01	0.04	0.03

Extracurricular Activities and Programs

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. After-school programs include:

- ELAP
- Fast ForWord
- Essential Skills Class
- Homework Program
- Mobile Computer Lab

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

- Attendance Awards
- Honor Roll
- Outstanding Effort
- Student of the Trimester
- Writing Celebration
- Outstanding Academic Improvement
- Principal's Honor Roll
- Most Improved Behavior
- People Respecting Others Award
- Science Fair
- Math Field Day

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	19	20	31	4	6	-	2	-	3	-	-	1
1st	19	20	20	4	5	5	2	-	1	-	-	-
2nd	20	20	20	3	8	5	3	-	1	-	-	-
3rd	21	18	18	4	8	8	2	-	-	-	-	-
4th	32	29	32	-	-	-	3	4	2	1	-	2
5th	32	25	30	-	2	-	4	4	4	-	-	-
Combo K-3rd	20	20	20	2	1	1	-	-	-	-	-	-
Combo 4th-5th	31	28	31	-	-	-	1	1	1	-	-	-

- No classrooms containing specified number of students.

Instructional Time

During the 2002-03 school year, all instructional minutes offered at South Tamarind Elementary exceeded state requirements. South Tamarind Elementary is a multi-track, year-round school, and offered 175 days of instruction in 2002-03. South 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	53,330
4th-5th	54,000	54,650

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

Textbooks & Instructional Materials

South 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
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

South Tamarind Elementary provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1951, and include the library, teacher's lounge, playground areas, and 38 classrooms which are all up-to-date and provide adequate space for students and staff. South Tamarind Elementary was recently renovated through a district modernization project. Additional construction is underway on a new wing that will house special education classrooms and a new library/media center.

Safety of students and staff is a primary concern of South 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 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 South 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	2-3	0.5
Health Assistant	1	5	0.8
Nurse	1	1	0.2
Psychologist	1	1	0.2
Speech/Language Specialist	1	5	0.5

Teacher Assignment

For the 2002-03 school year, South Tamarind Elementary had 34 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status		
	01	02	03
Fully Credentialed	27	35	34
Working Outside Subject	0	0	0
Emergency Credentials	6	3	5
Interns	7	3	4
Waivers	0	0	2
Total Teachers	40	41	39

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, South 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 South 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:

- Step Up to Writing
- Standards Plus
- 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:

- Site Literacy Leader Teachers small group reading skills/teacher coaching
- Fast ForWord reading intervention program
- Essential Skills Class
- Reading Buddies
- Literacy Tutor Program
- Homework Program
- English Language Acquisition Program (ELAP)
- English Language Learner Aides in the classroom
- Off-track Intersessions in language arts and math
- Special Education (Resource Specialist and Special Day Class)

Quality of Instruction & Leadership

Leadership at South Tamarind 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 (SST)
- 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 Districts		
Fontana USD	Statewide Average	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, South Tamarind Elementary had the following categorical programs:

- Title I (Schoolwide)
- Reading First
- Comprehensive School Reform Demonstration Program
- 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 South Tamarind Elementary's leadership teams, school committees, or school activities may contact the principal at (909) 357-5760.

Student Achievement & Assessment

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

South 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 South 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, South 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	South Tamarind	FUSD	California
5th Grade Total	2.1	15.5	23.1
5th Grade Boys	1.2	17.2	21.7
5th Grade Girls	3.4	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	
All Students									
South Tamarind	31	19	21	29	34	47	39	38	
FUSD	32	20	19	27	43	41	34	40	
California	46	34	35	40	57	52	48	49	
Subgroups									
Male	22	14	16	34	34	45	39	43	
Female	42	25	28	21	33	49	39	32	
English Learners	23	9	5	10	31	37	31	26	
Non English Learners	37	26	33	42	36	54	44	46	
SED^	33	17	17	28	32	45	37	40	
Non SED	21	26	39	31	39	52	46	32	
Hispanic	29	16	21	25	32	44	41	37	
White (not Hispanic)	43	32	24	43	54	64	29	38	

^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			
All Students	01	02	01	02	01	02	01	02	01	02	
South Tamarind	25	36	25	29	33	40	30	24	33	49	
FUSD	29	36	24	26	26	25	24	26	42	47	
California	51	53	46	47	47	49	45	46	58	62	
Subgroups											
Male	28	31	26	29	32	43	27	22	40	51	
Female	23	42	24	30	33	38	35	26	25	47	
English Learners	14	31	13	16	17	18	3	5	22	46	
Non English Learners	34	41	35	42	44	57	50	33	42	52	
SED^	19	37	21	26	27	39	14	22	28	47	
Non SED	41	33	39	43	47	48	69	31	46	57	
Hispanic	23	31	19	27	29	33	22	23	29	46	
White (not Hispanic)	31	52	54	38	50	71	72	32	42	61	

^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						
All Students	01	02	03	01	02	03	01	02	03	02	03	02	03	
South Tamarind	11	14	14	10	21	21	13	19	25	14	13	14	28	35
Subgroups														
Male	12	10	12	10	19	14	9	19	20	10	9	15	22	35
Female	10	20	16	11	22	30	18	20	30	18	20	13	34	35
English Learners	5	9	8	6	12	16	7	6	10	2	0	3	25	28
Non English Learners	15	20	19	14	28	25	17	29	35	22	21	21	30	40
SED^	8	13	15	10	19	22	10	20	21	7	12	15	29	36
Non SED	18	20	11	12	29	18	20	16	43	29	19	11	26	29
Students with Disabilities	4	6	0	7	13	5	10	0	5	13	22	0	6	21
Hispanic		11	12		17	21		18	26		11	12	25	34
White (not Hispanic)		26	21		29	29		33	24		26	24	39	43

^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	
All Students	505	15	63	568	572	11	58	630	634	8	21	655	
Subgroups													
SED^	470	12	60	530	538	9	84	622	626	6	26	652	
Hispanic	481	12	61	542	549	9	63	612	622	6	33	655	
White (not Hispanic)	594	12	64	658	650	9	54	704	696	6	*	*	
	2000	2001	2002						2001	2002	2003		
Percent Tested (Base)	100	100	99		Eligible for Governor's Performance Award				Yes	Yes	Yes		
Percent Tested (Growth)	100	99	99		Eligible for II/USP Program				No	-	-		
Statewide Rank	2	2	3		Applied for II/USP Program				No	--- Not funded ---			
Similar Schools Rank	2	4	6		Received II/USP Funding				No	--- Not funded ---			

^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		
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		
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		
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	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	29		
White (not Hispanic)													
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. South Tamarind Elementary has not been identified for 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			
	South 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	Yes	No
Number of Years in Program Improvement	2	-	-

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%

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%
	S. Tamarind	FUSD	S. Tamarind	FUSD	S. Tamarind	FUSD	S. Tamarind	FUSD
All Students	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Subgroups*								
English Learners	Yes	Yes	Yes	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			
	South Tamarind		FUSD		South Tamarind		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/								