

# Tipton Elementary School

Tipton Elementary  
School District

## School Accountability Report Card

Data From the 2006-2007 School Year • Published During 2007-2008



### Principal's Message

Tipton Elementary School District is the main hub of the community. The school is a safe, caring place for students. The grounds and buildings reflect the pride of ownership of both the students and staff. Technology has been an emphasis for several years- one fully equipped computer lab, one 20 port floating lab, and each classroom K to 8<sup>th</sup> house student use computers. Our teachers each have a laptop and printer housed in their classrooms.

Tipton Elementary School's staff has always been committed to providing each student learning opportunities. Students are held to high expectations and the staff work toward providing an instructional program that is aligned to the California Content standards in all areas of the curriculum. Each teacher is fully credentialed and each possesses the training and certification to work with second-language students.

Tipton Elementary School's philosophy of education is to provide a continuation of essential learning. It is our ultimate goal to supply each student with basic facts and experiences. These will aid our youth in becoming self-sufficient individuals mentally, physically, socially, and morally so that they can meet the demands of a rapidly changing society. It is essential to instill in each student the importance of individual worth and to create a positive self-image through personal development in initiative, resourcefulness, and responsibility.

Tipton Elementary School is a Title One school in year two of School Improvement. Students' and staff have made steady progress this year in addressing the needs of students to help them achieve on the State Standards Testing. Staff has continued an emphasis on teaching the standards that will enable students to make adequate progress on the State tests.

### Parental Involvement

The Parent/Staff/Organization (PSO) operates during the school year to provide help and support for various programs at the school. The PSO brings a Book Fair to the school every year. The school Carnival is the main fundraiser for the PSO. Funds earned this year were used to help buy new athletic wear for teams and a new popcorn machine.

The parents of our eighth grade students are instrumental in raising the majority of money for them to attend a three-day trip to San Francisco during the spring of their last year at Tipton School. Providing a snack bar concession stand for all 'home' games brings in the main source of money for the trip. The trip generally costs \$20,000 per year depending on the class size. The district contributes \$3,000 of lottery money for the trip annually.

For more information on how to become involved, contact Christine Griesbach, Principal in the school office at (559) 752-4213.

### Professional Development Days

Staff participates in eight full days of professional development. One day is on-site with a topic relative to new curriculum or State Standards. One day of staff development is held with other small school districts in Tulare County, which enables the staff to have a variety of workshops to choose from. Teachers may also attend workshops and conferences during the year.

For the previous three school years, we had eight days each year dedicated to staff and professional development.



*Home of the Tipton Tigers!*

### Tipton Elementary School

*Grades K-8*

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P.O. Box 787  
Tipton, CA 93272  
Phone: (559) 752-4213  
Fax: (559) 687-2221

Website:  
[www.tiptonschool.org](http://www.tiptonschool.org)

**Michael Salcido**  
Superintendent

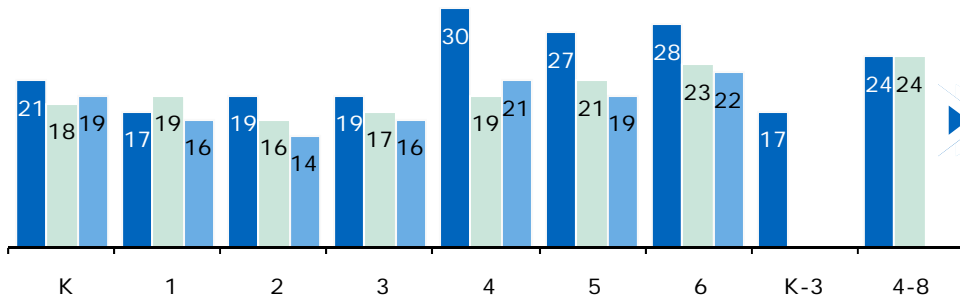
**Christine Griesbach**  
Principal



**"Home of the Tipton Tigers"**



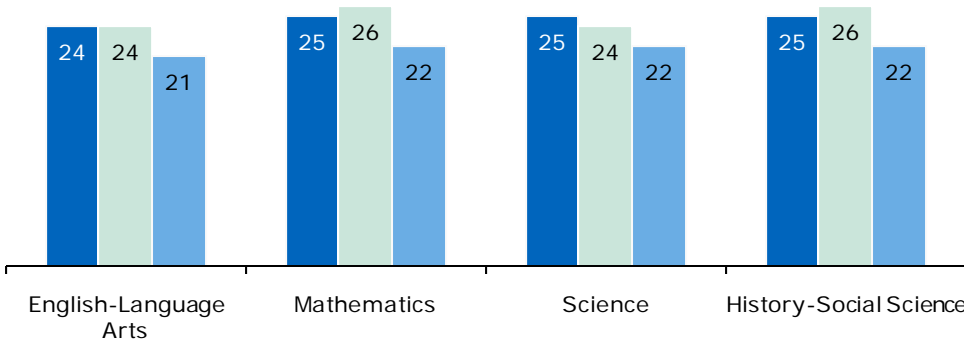
# Tipton Elementary School District



## Class Size

The adjacent chart displays the three-year data for average class size.

■ 04-05   ■ 05-06   ■ 06-07



## Types of Services Funded

- IASA-Title I Basic Grants Low Income
- IASA-Drug Free Schools-Entitlements
- IASA: Title II Teacher Quality
- IASA: Title III Technology Literacy Challenge Grant
- Title II, Part D: Enhancing Education Through Technology (EETT)
- NCLB: Title V Part AI Innovative Education Strategies
- NCLB: Title VI Part B Rural & Low Income Program-REAP
- Title III Limited English Proficiency (LEP) Student Program
- School Improvement & Pupil Achievement Block Grant
- English Language Acquisition Program
- School Safety Program
- Tobacco Use Prevention-Entitlement-Dist. Elem. 4-8
- Economic Impact Aid
- Economic Impact Aid-LEP
- Education Technology
- Education Technology Staff Development PUC
- School Based Coordination Program
- School Improvement Program (Grades K-6)
- School Improvement Program (Grades 7 to 12)
- Staff Development-Mentor Teacher Program
- Migrant Education
- Gifted and Talented Education

Class Size Distribution — Number of Classrooms By Size									
Grade	2004-05			2005-06			2006-07		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2	1		2	1		4		
1	3			3			5		
2	4			4			4		
3	2			5			4		
4		2		1	2		1	2	
5		1		1	2		1	2	
6		2			3			3	
K-3	1								
3-4									
4-8		2			1				

Class Size Distribution — Number of Classrooms By Size									
Subject	2004-05			2005-06			2006-07		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	1	5		1	4		6	1	
Mathematics	1	3		1	4		5	1	
Science		5		2	3		5	2	
History-Social Science		4			4		5	1	



Textbooks and Instructional Materials

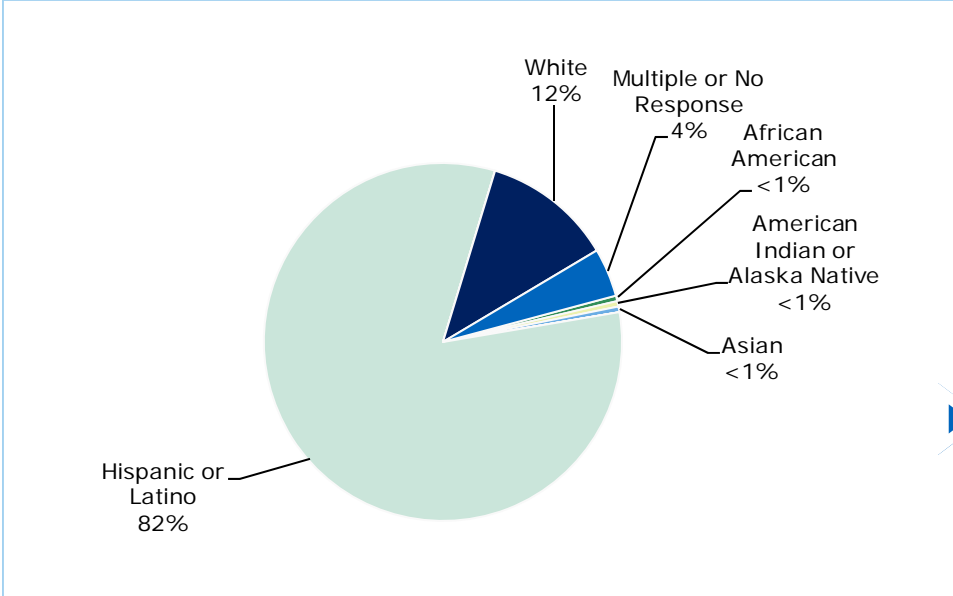
Quality and Availability of Textbooks		
Subject	Textbook	Adopted
English-Language Arts	<i>Open Court Reading</i>	2002
English-Language Arts	Prentice-Hall (7-8)	2007
Mathematics	Pearson Scott Foresman <i>Mathematics</i> (K-6)	2001
Mathematics	Prentice Hall <i>Pre-Algebra and Algebra</i> (7-8)	2002
Science	Harcourt (K-5)	2007
Science	Glencoe/McGraw Hill, (6-8)	2007
History-Social Science	Pearson Scott Foresman, Scott Foresman History Social Science for California (K-5)	2006
History-Social Science	Glencoe/McGraw Hill, Glencoe Discovering Our Past (6-8)	2006

Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials
English-Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual & Performing Arts	✧
Health	0%

✧ Not applicable.

Note: This data was most recently collected and verified on February 25, 2008.



**Textbooks and Instructional Materials**

The Tipton Elementary School District has purchased a number of standards-aligned textbooks and instructional materials in the core curriculum areas of reading/language arts, math, science, history/social science, health, and science laboratory equipment. The district can verify that each student has access to their own copy of standard-aligned textbooks.



**Enrollment and Demographics**

The total enrollment was 595 students for the 2006-07 school year.



## School Facility Good Repair Status

Below are the results of the school's most recently completed inspection, using the Facilities Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

School Facility Conditions and Improvements				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			
Overall Summary of Facility Condition				
Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Note: The most recent school site inspection occurred on August 21, 2007 and the inspection form was most recently completed on August 21, 2007.

## School Facilities

Tipton Elementary School was originally built in 1874. The new school site was built in 1959. It underwent a new construction project in the 2003-2004 year. A new state-of-the-art library/media center and a new classroom wing was completed in May 2004. The \$4 million project included a new computer lab and new science laboratory for the sixth-eighth grade students. One of the striking features of the new project was the installation of a beautiful wrought iron fence around the campus.

The remainder of the 19.2-acre campus is well-maintained. A modernization project of the cafeteria and kindergarten classrooms has been completed.

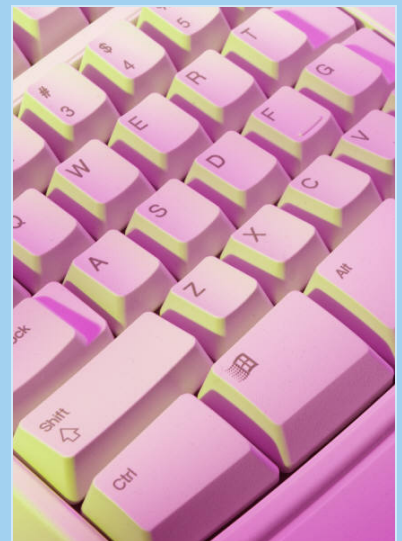
The school's athletic facilities include a track, soccer fields, and basketball courts that are open to the public after school hours.

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## School Facilities

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Every building on campus is alarmed for security after hours. Covert cameras are in place to film all movements during and after school hours. The only gate that remains open during the school day is the front gate, leading to the office. A security camera focuses on this gate. The office staff has the capacity to call a lockdown of the campus, should an emergency arise. The teachers can lock their classroom doors from inside the classroom. The district takes pride in the cleanliness and adequacy of the school grounds, building, and restroom, including any maintenance needed to ensure quick and prompt repairs. The overall emphasis of the district is to maintain appropriate facilities for our students.





## California Standards Tests Results

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Tipton ES			Tipton ESD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
English-Language Arts	25%	25%	22%	25%	25%	22%	40%	42%	43%
Mathematics	38%	39%	30%	38%	39%	30%	38%	40%	40%
Science	15%	19%	22%	15%	19%	22%	27%	35%	38%
History-Social Science	9%	18%	8%	9%	18%	8%	32%	33%	33%



## California Standards Tests

Students in grades 2-11 take an English-language arts and mathematics test. Students in grades 4 and 7 also participate in an essay writing test. History-social science tests are given to students in grades 8 and 10 through 11, and students in grades 5 and 8 through 11 take a science test. Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (*exceeds State Standards*)
- **Proficient** (*meets Standards*)
- **Basic**
- **Below basic**
- **Far below basic**

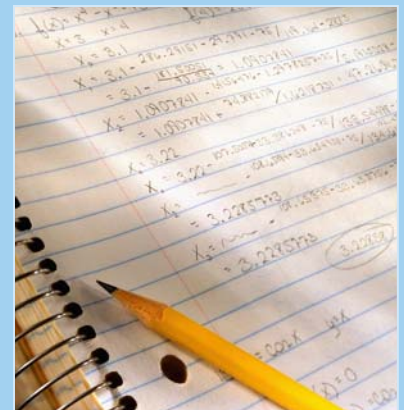
Students scoring at the Proficient or Advanced level meet State Standards in that content area. The adjacent tables show the percentage of students that scored at proficient or advanced levels in English-language arts, mathematics, science, and history-social science.

For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

## CST Subgroup Results: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels				
Subgroup	Spring 2007 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	16%	27%	17%	10%
Female	28%	33%	27%	7%
Economically Disadvantaged	22%	30%	22%	8%
English Learners	17%	29%	19%	8%
Students with Disabilities	❖	❖	❖	❖
Migrant Education Services	20%	32%	18%	0%
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	19%	29%	19%	5%
Pacific Islander	❖	❖	❖	❖
White	38%	33%	35%	13%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





## Norm Referenced Test Results

Percentage of Students Scoring At or Above the 50th Percentile						
	Reading			Mathematics		
	04-05	05-06	06-07	04-05	05-06	06-07
Tipton ES	25%	28%	21%	43%	46%	38%
Tipton ESD	25%	28%	21%	43%	46%	38%
California	41%	42%	42%	52%	53%	53%



## Norm Referenced Tests

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current NRT adopted by the State Board of Education is the California Achievement Test, Sixth Edition, or CAT/6. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

The adjacent tables show the percentage of students that scored at or above the 50th percentile (national average) in reading and math.

## NRT Subgroup Results: Reading and Math

Percentage of Students Scoring At or Above the 50th Percentile		
Subgroup	Spring 2007 Results	
	Reading	Mathematics
Male	21%	38%
Female	21%	38%
Economically Disadvantaged	21%	38%
English Learners	15%	37%
Students with Disabilities	❖	❖
Migrant Education Services	32%	52%
African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	20%	37%
Pacific Islander	❖	❖
White	29%	43%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

## California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength
4. Trunk Extension Strength
5. Upper Body Strength
6. Flexibility

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2006-07, 15.8% of students in the fifth grade and 0% of students in the seventh grade scored in the HFZ. For more information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

## School Safety

The School Safety Plan was completely revised during the 2002-2003 school year. Mrs. Griesbach headed the team, which included Supervisor of maintenance/operations/transportation, Lyle Groen; Tipton's Sheriff department community-based officer, Terry Titus; and other staff members and parents. They began by attending a two-day training provided by the Tulare County Office of Education.

The Safety Plan now provides explicit directions for every emergency situation that could occur on campus. Parents interested in obtaining a complete copy of the plan may request one from Mrs. Griesbach. The School Safety Plan was most recently updated and presented to the staff on August 13, 2007.



### Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Tipton ES		Tipton ESD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	Yes	No	Yes
API	Yes		Yes	
Graduation Rate	✧		✧	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

### Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

For a detailed report on Adequate Yearly Progress, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

### Academic Performance Index

API Ranks — Three Year Comparison			
	2003-04	2004-05	2005-06
Statewide API Rank	3	3	3
Similar Schools API Rank	8	9	9

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2006-07 API Score
	2004-05	2005-06	2006-07	
All Students at the School	13	5	-21	674
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	27	1	-20	664
Pacific Islander	■	■	■	■
White	-23	27	■	■
Socioeconomically Disadvantaged	27	5	-20	675
English Learners	✧	28	-18	664
Students with Disabilities	✧	■	■	■

✧ API scores for English learners and students with disabilities were first reported in the 05-06 API cycle.

■ Data are reported only for numerically significant subgroups.

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The adjacent tables show the school's three-year data for API rank and API growth. For more detailed information, please visit [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/).

**Testing Note:** Data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socioeconomically disadvantaged, or other subgroups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.



## Teacher Qualifications

The table below shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Tipton ESD		Tipton ES	
Teachers	2006-07	04-05	05-06	06-07
<b>With Full Credential</b>	31	25	28	31
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>		1	0	1
		05-06	06-07	07-08*
<b>Teacher Misassignments of English Learners—</b> English Language Learner (ELL) teachers without ELL certification		0	0	0
<b>Total Teacher Misassignments</b>		1	0	1
<b>Vacant Teacher Positions—</b> teacher in a position that was vacant at the beginning of the year for a full year or an entire semester		0	0	0

\* Most current data.

### School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

- Library Media Teacher (Librarian) 0.00
- Library Media Services Staff (paraprofessional) 1.00
- Psychologist 0.25
- Social Worker 0.50
- Nurse 0.50
- Speech/Language/Hearing Specialist 0.25
- Resource Specialist (non-teaching) 1.00
- Other (Counselor) 0.25

## No Child Left Behind Compliant Teachers

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
<b>Tipton ES</b>	100.0%	0.0%
<b>All Schools in District</b>	100.0%	0.0%
<b>High-Poverty Schools in District</b>	100.0%	0.0%
<b>Low-Poverty Schools in District</b>	◇	◇

◇ Information not available.

### No Child Left Behind Compliant Teachers

No Child Left Behind (NCLB) requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

## Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0.0

## Suspensions and Expulsions

Suspension and Expulsion Rates						
	Tipton ES			Tipton ESD		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
<b>Suspension Rate</b>	0.067	0.123	0.082	0.067	0.123	0.082
<b>Expulsion Rate</b>	0.002	0.002	0.007	0.002	0.002	0.007

### Suspensions and Expulsions

The adjacent table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.





## Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. For more information, please visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Federal Intervention Program		
	Tipton ES	Tipton ESD
<b>Program Improvement Status</b>	In PI	Not In PI
<b>First Year of Program Improvement</b>	2006-2007	✧
<b>Year in Program Improvement</b>	Year 2	✧
<b>Number of Schools Identified for Program Improvement</b>		
		1
<b>Percent of Schools Identified for Program Improvement</b>		
		100%

✧ Not applicable.

## Financial Information

The data displayed is from the 2005-06 school year because the most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report.

District Salary Information — Does not include benefits		
Range	Tipton ESD	Similar Sized District
<b>Beginning Teacher Salary</b>	\$38,674	\$36,760
<b>Mid-Range Teacher Salary</b>	\$52,490	\$52,816
<b>Highest Teacher Salary</b>	\$67,458	\$64,666
<b>Average Principal Salary</b>	\$84,013	\$83,075
<b>Superintendent Salary</b>	\$98,800	\$98,053
<b>% of Budget for Teacher Salaries</b>	39.6%	38.5%
<b>% of Budget for Administrative Salaries</b>	9.4%	6.4%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
<b>Tipton ES</b>	\$6,633	\$1,292	\$5,341	\$51,808
<b>Tipton ESD</b>			\$5,341	\$51,808
<b>California</b>			\$4,943	\$54,130
<b>% Difference Between School and District</b>			◆	◆
<b>% Difference Between School and California</b>			7.5%	-4.5%

◆ Because Tipton ESD is a single site district, the percent difference does not apply.

## Public Internet Access

Tipton School Accountability Report Card can be accessed through the Tulare county Library located in Tipton or by utilizing the School Library computer lab or by calling or visiting the School Site Office to obtain a copy of our SARC report. All interested individuals can access our School Accountability Report Card online: [www.tipsonschool.org](http://www.tipsonschool.org)



**SARC**—The information contained herein is provided by the California Department of Education: Enrollment and Demographics, Class Size, Counselors and Support Staff, CST, NRT, API, PI, AYP, California PFT, Teacher Qualifications, and some Financial Information. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All other information is provided by the school and the district office.

All data accurate as of March 13, 2008.