

Fontana Unified School District

Fontana Middle School

2002-2003 School Accountability Report Card



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

Fontana Middle School

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Sixth - Eighth Grade
Giovanni Annous, Principal

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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

Dear Trojan Parents, family and friends,

As principal of Fontana Middle School I have the privilege of introducing you to our Annual School Accountability Report Card. Whether student, parent, staff, or community member, the data contained in these pages will prove useful in informing you of our school and community, including but not limited to: demographics, achievements, progress evaluation, discipline, budget, and facility enhancement.

The Fontana Middle School Trojan staff is committed to providing our students with a standards based and grade appropriate curriculum on a daily basis. We are fortunate to have teachers who are eager to make a difference for our students. Our staff is hard working and both skilled and dedicated to the academic success of all FMS students.

We view this School Accountability Report Card as not only a means of complying with the state legislature, but as an opportunity to share Fontana Middle School with you, our family and friends. Our goal in presenting you with this information is to keep you well informed. In reflection of that goal, we desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have. We sincerely believe that parents, community members, and staff must work together for the education of all students.

Giovanni Annous
Principal

School Profile

Fontana Middle School is a single-track, year-round school serving 1,307 students in grades six through eight. The school believes that quality education for all students can be achieved through high standards for academic performance and behavior. Fontana Middle School is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.

Discipline & Climate for Learning

Students at Fontana Middle School are guided by "The Six Pillars of Character" that promote trustworthiness, respect, responsibility, fairness, caring, and citizenship among all students. 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 Fontana Middle School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and the

2002-03 Enrollment: 1,307	
	%
Male	51.8%
Female	48.2%
English Learners	35.5%
Non English Learners	64.0%
SED [^]	68.1%
Students with Disabilities	13.8%
Migrant Students*	2.9%
African American	8.7%
American Indian	0.9%
Asian	0.6%
Filipino	0.2%
Hispanic	74.1%
Pacific Islander	0.5%
White (not Hispanic)	14.9%

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

student handbook, which clearly outlines behavioral expectations and specific classroom rules.

Attendance

Attendance is critical to achievement, and regular daily attendance is a priority at Fontana Middle 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 Fontana Middle School, and the combined total for all middle 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						
	Fontana Middle			FUSD Middle Schools		
	01	02	03	01	02	03
Suspensions (Cases)	288	462	299	1,664	2,913	2,459
Expulsions (Cases)	5	20	7	43	130	115
Suspensions (%)	25.4	37.3	22.9	4.5	7.5	6.1
Expulsions (%)	0.44	0.05	0.02	0.12	0.33	0.29

Class Size

Fontana Middle School maintained a schoolwide average class size of 29 students and a pupil-to-teacher ratio of 25:1 for the 2002-03 school year. The pupil-to-teacher ratio varied by grade level and subject area.

	Teaching Load Distribution											
	Average Class Size			Number of Classrooms Containing:								
	01	02	03	1-22 Students			22-32 Students			33+ Students		
English	29	26	26	6	16	18	16	36	16	9	11	15
Math	30	31	26	6	1	10	16	10	12	21	9	12
Science	31	32	34	2	0	1	18	10	4	17	13	19
Social Science	32	32	34	1	0	0	12	15	6	20	18	18

Instructional Time

During the 2002-03 school year, all instructional minutes offered at Fontana Middle School exceeded state requirements. The California Education Code requires that students in grades six through eight receive a minimum of 54,000 minutes of instructional time. Fontana Middle School offered 54,225 minutes of instructional time. For the 2002-03 school year, Fontana Middle School offered 180 days of instruction comprised of 135 regular and 45 minimum days. Fontana Middle School utilized minimum days for staff development, teacher preparation, parent conferences, team meetings, department meetings, and grade level meetings.

Textbooks & Instructional Materials

Fontana Middle School 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		
	Holt, Rinehart & Winston: <i>Literature and Language Arts</i>	6-8
	Hampton Brown: <i>High Point</i>	6-8
Math		
	McDougal Littell: <i>Mathematics Concepts and Skills</i>	6
	Prentice Hall: <i>Pre-Algebra</i>	7
	Prentice Hall: <i>Algebra I</i>	8
Science		
	Prentice Hall	6-8
Social Science		
	Houghton Mifflin	6-8

School Facilities & Safety

Fontana Middle School provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1928 and include the library, computer lab, cafeteria, auditorium, staff room, office, gymnasium, and 42 classrooms which provide adequate space for students and staff. Fontana Middle School is currently undergoing an extensive modernization and remodeling project. The following elements are being added, remodeled or updated, with the project estimated to be completed by 2006:

- All classrooms
- Internet connections
- Administration building
- Doors
- Landscaping
- Library
- Electrical wiring
- Restrooms
- Lighting system
- Water fountains
- New computer lab
- Expanded cafeteria

Safety of students and staff is a primary concern of Fontana Middle School. 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 passing periods, by the school resource officer, campus security officers, 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 the beginning of the school year. 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 Fontana Middle School to assist students in their social and personal development as well as academics. The school and district provide special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble

with decision making or handling peer pressure. The principal and assistant principals coordinate the counseling and support services. The school employs qualified personnel to provide counseling and support services.

Counseling & Support Services Staff			
	Number of Staff	Days Available Per Week	Full Time Equivalent
Counselor	2	5	2
Health Assistant	1	5	1
Nurse	1	2	0.4
Psychologist	1	3	0.6
Speech/Language Specialist	2	5	2
School Resource Officer	1	4	0.8
Outreach Consultant	1	5	1
Community Liasion	1	5	1

Teacher Assignment

For the 2002-03 school year, Fontana Middle School had 39 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	01	02	03
Fully Credentialed	32	30	39
Working Outside Subject	0	0	0
Emergency Credentials	11	7	11
Interns	2	10	12
Waivers	4	4	0
Total Teachers	45	47	52

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, Fontana Middle School 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, credentialed staff or administrators fill the vacancy during prep-periods.

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 Fontana Middle 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:

- Teacher Expectations & Student Achievement (TESA)
- Classroom Management
- Standards Plus
- Middle School Math/Algebra
- Instructional Strategies
- SB395 training
- Specially Designed Academic Instruction in English (SDAIE) training

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)
- After-school programs
- After-school Algebra class
- Trojan Academy
- Language!
- English Language Acquisition Program (ELAP)
- English Language Learners Aides in the classroom
- Off-track Intersessions in language arts and math
- Resource Specialist Program and Special Day Class

Quality of Instruction & Leadership

Working closely with teachers and staff, the principal and assistant principals lead the school's efforts to offer a well-balanced and rigorous core curriculum aligned with state and district standards.

Staff members and parents 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 Council (DAC)
- English Language Learners Advisory Committee (ELAC)
- Coordination of Student Services Team (COST)
- GATE Parents
- Parent Teacher Organization (PTO)
- Parent Forums
- Student Study Teams
- Individual Education Plan (IEP) Teams

Expenditures & Services Funded

For the 2002-03 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, Fontana Middle School had the following categorical programs:

- Gifted and Talented Education (GATE)
- Economic Impact Aid - Limited English Proficient (EIA-LEP)
- School Improvement Program Funds (SIP)

Salary & 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 Fontana Middle School's leadership teams, school committees, or school activities may contact the principal at (909) 357-5370.

Student Achievement & Assessment

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Fontana Middle School. 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, math, science, and social science assessments were administered three times to students in sixth through eighth 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

Fontana Middle School 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 Fontana Middle School 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, Fontana Middle is required by the state to administer a physical fitness test to all students in the seventh 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			
Grade 7	Fontana	FUSD	California
7th Grade Total	18.3	16.8	27.2
7th Grade Boys	20.6	17.9	25.5
7th Grade Girls	15.8	15.6	28.9

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				
	6	7	8	6	7	8		
All Students	6	7	8	6	7	8		
Fontana Middle	20	23	20	30	25	33		
FUSD	31	31	26	38	33	36		
California	45	45	41	51	46	48		
Subgroups								
Male	16	18	18	29	24	33		
Female	25	28	22	31	27	34		
English Learners	6	4	3	16	7	16		
Non English Learners	30	34	27	39	36	41		
SED^	19	17	17	28	22	31		
Non SED	27	33	23	37	32	37		
African American	17	26	9	19	13	17		
Hispanic	18	18	18	30	23	35		
White (not Hispanic)	38	40	32	38	45	38		

^SED - Socioeconomically Disadvantaged

SAT-9 Norm Referenced Test 2001, 2002 % At or Above 50th Percentile										
	Reading						Math			
	6		7		8		6		7	8
All Students	01	02	01	02	01	02	01	02	01	02
Fontana Middle	18	28	22	30	27	30	30	38	27	40
FUSD	23	27	28	28	29	32	37	41	36	39
California	47	48	48	48	50	49	57	60	50	52
Subgroups										
Male	15	26	17	29	28	24	23	38	24	35
Female	22	31	27	31	26	36	38	39	30	45
English Learners	11	8	3	15	9	7	22	25	13	27
Non English Learners	22	41	30	39	35	41	35	47	32	47
SED^	15	24	17	27	23	26	25	34	22	38
Non SED	26	41	32	38	34	39	42	51	36	45
African American	12	38	26	18	27	18	14	27	25	19
Hispanic	18	22	17	28	20	27	30	34	27	38
White (not Hispanic)	23	52	39	42	52	56	38	61	29	55

^SED - Socioeconomically Disadvantaged

California Standards Test (CST) 2001, 2002, 2003 Combined % of Students Performing at Advanced & Proficient Levels													
	English/Language Arts						Grade-Level Math				Algebra	Social Science	
	6		7		8		6		7		8	8	
	01	02	03	01	02	03	01	02	03	02	03	03	
All Students	4	7	11	9	14	9	10	14	9	17	15	14	10
Fontana Middle	4	7	11	9	14	9	10	14	9	17	15	14	10
Subgroups													
Male	2	6	7	3	11	7	8	8	6	16	14	14	10
Female	8	9	16	15	18	11	11	18	11	21	17	14	11
English Learners	1	2	2	2	5	2	1	1	0	9	7	7	3
Non English Learners	7	12	17	11	21	14	14	19	13	23	20	19	15
SED^	3	5	11	6	13	7	8	10	7	15	13	12	10
Non SED	9	14	13	13	18	13	12	20	11	25	24	18	13
Students with Disabilities	0	2	0	2	2	4	0	7	0	7	2	5	4
Migrant		*	*		0	0		0	0	*	*	17	0
African American	11	5		9	5		3	6		10	10	3	3
Hispanic	5	11		14	8		10	8		15	14	13	10
White (not Hispanic)	18	24		19	18		28	14		31	24	22	18

^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	489	16	27	516	519	14	57	576	577	11	3	580	
Subgroups													
SED^	460	13	31	491	495	11	59	554	559	9	9	568	
African American	*	*	*	*	*	*	*	*	*	*	*	536	
Hispanic	469	13	31	500	504	11	53	557	562	9	10	572	
White (not Hispanic)	567	13	27	594	594	11	74	668	656	9	-13	643	
	<u>2000</u>	<u>2001</u>	<u>2002</u>							<u>2001</u>	<u>2002</u>	<u>2003</u>	
Percent Tested (Base)	100	99	99		Eligible for Governor's Performance Award					Yes	Yes	No	
Percent Tested (Growth)	99	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	2	7		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
	02	03	02	03	02	03	02	03	02	03	02	03	03	03	03	03	03
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	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	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	29	20	16	20	24	29
White (not Hispanic)																	
FUSD	50	44	41	34	30	26	0	14	26	22	70	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. Fontana Middle School does not receive Title I funding and is not subject to Program Improvement mandates. 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			
	Fontana		
	01	02	03
Recognition for Achievement (Title I)	No	No	No
Identified for Program Improvement	No	No	No
Exited Title I Program Improvement	Not applicable		
Number of Years in Program Improvement	Not applicable		

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%
	Fontana	FUSD	Fontana	FUSD	Fontana	FUSD	Fontana	FUSD
All Students	Yes	Yes	No	Yes	Yes	Yes	No	Yes
Subgroups*								
English Learners	Yes	Yes	No	No	Yes	Yes	No	Yes
SED^	Yes	Yes	No	Yes	Yes	Yes	No	Yes
Students with Disabilities	Yes	Yes	No	No	Yes	Yes	No	No
African American	Yes	Yes		Yes	Yes	Yes		Yes
American Indian		Yes		Yes		Yes		Yes
Asian		Yes		Yes		Yes		Yes
Filipino		Yes		Yes		Yes		Yes
Hispanic	Yes	Yes	No	Yes	Yes	Yes	No	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			
	Fontana		FUSD		Fontana		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/								