

Fontana Unified School District

Southridge Middle School

2002-2003 Annual School Report Card



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

Southridge Middle School

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Board of Education

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District Administration

Debra A. Bradley, Ed.D.
Superintendent of Schools

Jerry Kurr
Interim Associate Superintendent,
Business Services

Laurie St. Gean
Associate Superintendent,
Educational Services

Patricia J. Peoples, Ed.D.
Associate Superintendent,
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Interim Associate Superintendent,
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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

The School Accountability Report Card provides information about Southridge Middle School's instructional programs, academic achievement and its resources. The data provided in this document represent the academic programs and student success for the 2002-2003 school year.

As you read this Report Card, you will see that Southridge Middle School has a strong staff of skilled professionals who are personally committed to meeting the learning needs of all students. The students of Southridge Middle School take responsibility for their learning and are motivated to perform well. School personnel are dedicated to ensuring that Southridge Middle School is a welcoming, safe and challenging learning community. Students are treated with respect, courtesy and concern. Through teamwork, open communication, and a commitment to continuous improvement, our staff creates an environment that establishes, recognizes, supports and maintains high standards for learning and behavior.

We believe all students can learn. We have made a commitment to provide the best educational program possible for our students. We work together to create expectations that are within the reach of each child and match each individual's capabilities. This message is regularly conveyed to students as we talk about doing our "PERSONAL BEST!"

School Profile

Southridge Middle School is a single-track, year-round school serving 1,340 students in grades six through eight. The school's goal is to provide exemplary educational opportunities for all students. Southridge 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 Southridge Middle School 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 Southridge Middle School's discipline program is to provide students with opportunities to learn self-discipline and responsibility. In 2002-03, parents and students were informed of discipline policies at the beginning of the school year through classroom orientation, discipline assemblies and individual student handbooks, which outline school discipline policies and the student code of conduct.

2002-03 Enrollment: 1,340	
	%
Male	50.4%
Female	49.6%
English Learners	19.1%
SED [^]	45.5%
Students with Disabilities	11.6%
Migrant Students*	1.2%
African American	12.1%
American Indian	0.7%
Asian	1.8%
White (not Hispanic)	15.4%
Filipino	1.0%
Hispanic	68.8%
Other	0.0%
Pacific Islander	0.2%

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

Attendance

Attendance is critical to achievement, and regular daily attendance is a priority at Southridge 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 Southridge 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					
	Southridge			Fontana USD Middle Schools		
	01	02	03	01	02	03
Suspensions (Cases)	193	296	232	1,664	2,913	2,459
Expulsions (Cases)	5	20	11	43	130	115
Suspensions (%)	15.0	22.2	17.3	4.5	7.5	6.1
Expulsions (%)	0.39	0.05	0.03	0.12	0.33	0.29

Class Size

Southridge Middle School maintained a schoolwide average class size of 31 students and a pupil-to-teacher ratio of 27:1 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	30	29	28	7	8	11	20	31	17	21	15	19
Math	31	31	29	2	0	2	10	17	21	22	8	9
Science	31	30	28	2	1	3	23	29	39	18	6	5
Social Science	33	30	32	0	1	0	10	28	14	22	8	14

Instructional Time

During the 2002-03 school year, all instructional minutes offered at Southridge 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. Southridge Middle School offered 54,225 minutes of instructional time. For the 2002-03 school year, Southridge Middle School offered 180 days of instruction comprised of 135 regular and 45 minimum days. Southridge Middle School utilized minimum days for staff development, teacher preparation, parent conferences, team meetings, department meetings, and grade level meetings.

School Facilities & Safety

Southridge Middle School provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1987, and include the library, multi-purpose room, gymnasium, boys and girls locker rooms, play areas, and 44 classrooms, which are up-to-date and provide adequate space for students and staff. In 2001-02, all portable classrooms at Southridge Middle School were replaced with new units. A scheduled maintenance program is administered

by Fontana Unified School District to ensure that all classroom and facilities are maintained to a degree of adequacy that provides for good learning.

Safety of students and staff is a primary concern of Southridge 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 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

Textbooks & Instructional Materials

Southridge 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

Counseling & Other Support Services

It is the goal of Southridge 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, and 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
Campus Security Officers	2	5	2.0
Counselors	2	5	2.0
Health Assistant	1	5	1.0
Nurse	1	1	0.2
Psychologist	1	2.5	0.5
School Resource Officer	1	4	1.0
Speech/Language Specialist	1	2	0.4

Teacher Assignment

For the 2002-03 school year, Southridge Middle School had 43 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status

	01	02	03
Fully Credentialed	36	37	43
Working Outside Subject	0	0	0
Emergency Credentials	3	5	12
Interns	9	7	12
Waivers	1	0	1
Total Teachers	49	49	54

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, Southridge 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 Southridge 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)
- Standards Plus™
- Language Arts Adopted Materials
- Brain-based Learning

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 offers three annual 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)
- Language! and Fast ForWord for struggling readers
- Mentor Program (teacher to student)
- Homework Center
- English Language Acquisition Program (ELAP)
- English Language Learners Instructional Assistants in the classroom
- Off-track Intersessions in language arts and math
- Resource Specialist program
- Special Day Classes

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)
- District English Language Learners Advisory Committee (DELAC)
- Parent Teacher Organization (PTO)
- Student Study Teams
- Individual Education Plan (IEP) Teams

Expenditures & Services Funded

For the 2001-02 school year, Fontana Unified School District spent an average of \$6,309 to educate each student.

Current Expense of Education Per Student*		
2001-02		
Statewide Average		
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, Southridge Middle School had the following categorical programs:

- Special Education
- Gifted and Talented Education (GATE)
- Economic Impact Aid - Limited English Proficient (EIA-LEP)
- School Improvement Program Funds (SIP)
- Immediate Intervention/Underperforming Schools Program (II/USP)

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 Southridge Middle School's committees or school activities may contact the principal at (909) 357-5420.

Student Achievement & Assessment

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

Southridge 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 Southridge 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, Southridge 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			
		Fontana	
Grade 7	Southridge	USD	California
7th Grade Total	29.2	16.8	27.2
7th Grade Boys	25.0	17.9	25.5
7th Grade Girls	34.0	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						
Southridge Middle	46	39	38	50	37	44
Fontana USD	31	31	26	38	33	36
California	40	45	41	51	46	48
Subgroups						
Male	44	32	36	48	38	46
Female	47	47	39	52	35	41
English Learners	18	11	9	19	13	20
Non English Learners	53	46	43	58	43	48
SED^	38	32	33	45	31	41
Non SED	54	47	40	56	44	45
African American	46	35	20	54	26	25
Hispanic	44	37	35	48	35	45
White (not Hispanic)	51	50	57	53	49	54

^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				
Southridge Middle	34	33	42	40	31	46	51	48	42	48	35	44
Fontana USD	23	27	28	28	29	32	37	41	36	39	31	32
California	47	48	48	48	50	49	57	60	50	52	49	50
Subgroups												
Male	27	29	36	38	25	43	47	45	40	47	33	46
Female	41	38	48	42	37	48	55	51	44	48	37	41
English Learners	9	10	13	10	1	10	29	22	19	23	16	18
Non English Learners	37	39	48	47	38	53	54	54	47	53	39	49
SED^	22	29	32	32	21	30	43	40	32	38	27	31
Non SED	43	39	49	47	39	56	58	57	48	56	41	52
African American	27	28	32	24	24	40	36	34	31	34	23	24
Asian	30	*	*	*	*	*	60	*	*	*	*	*
Hispanic	31	31	37	38	29	39	48	44	40	46	32	40
White (not Hispanic)	48	48	70	55	45	79	65	73	53	59	52	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 Scoring at Advanced & Proficient Levels																
	English/Language Arts						Grade-Level Math			Algebra	Social Science					
	6		7		8		6		7	8	8					
All Students	01	02	03	01	02	03	01	02	03	02	03	02	03	03		
Southridge Middle	17	14	22	21	22	17	18	22	22	22	21	19	15	10	6	18
Subgroups																
Male	15	13	18	16	19	13	14	18	14	21	21	19	13	10	4	18
Female	19	17	24	26	25	21	24	27	29	24	20	19	17	10	8	17
English Learners	0	0	1	8	4	2	0	3	3	12	5	2	3	1	1	4
Non English Learners	19	18	27	24	26	20	23	27	25	25	25	22	18	10	6	20
SED^	14	12	16	12	16	15	14	11	19	17	17	12	12	5	5	15
Non SED	20	17	27	27	26	18	22	29	23	27	24	24	19	13	6	19
Students with Disabilities	6	8	9	5	7	3	2	3	7	13	9	11	7	0	0	5
African American		8	10		6	11		10	15	15	4	4	6	0	4	9
Hispanic		12	20		18	16		17	20	20	20	18	15	6	5	15
White (not Hispanic)		30	29		43	22		52	29	36	33	26	24	19	7	31

^SED - Socioeconomically Disadvantaged

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	591	10	24	615	627	9	16	643	643	8	13	656	
Subgroups													
SED^	518	8	49	567	584	7	13	597	603	6	30	633	
African American	532	8	-1	531	548	7	19	567	579	6	46	625	
Hispanic	565	8	33	598	612	7	14	626	628	6	22	650	
White (not Hispanic)	694	8	7	701	707	7	30	737	725	6	-33	692	
	2000	2001	2002							2001	2002	2003	
Percent Tested (Base)	100	98	99		Eligible for Governor's Performance Award					No	Yes	No	
Percent Tested (Growth)	98	99	98		Eligible for II/USP Program					Yes	No	No	
Statewide Rank	4	4	5		Applied for II/USP Program					Yes	Yes	Yes	
Similar Schools Rank	5	6	5		Received II/USP Funding					Yes	Yes	Yes	

^SED - Socioeconomically Disadvantaged

California Standards Tests (CST)

California Standards Tests assess student performance on the California State Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The state target for every student is to score at the Advanced or Proficient level.

California Standards Test (CST)																																	
2001, 2002, 2003																																	
Combined % of Students Scoring at Advanced & Proficient Levels																																	
ENGLISH/LANGUAGE ARTS - District and State Results																																	
	2			3			4			5			6			7			8			9			10			11					
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
All Students																																	
FUSD	13	17	19	12	15	17	14	15	20	11	14	18	10	11	17	14	16	16	15	17	15	14	19	24	15	19	18	12	16	19			
California	32	32	36	30	34	33	33	36	39	28	31	36	31	30	36	32	33	36	32	32	31	28	33	38	31	33	33	29	31	32			
Subgroups																																	
Male																																	
FUSD	12	14	18	11	14	14	13	14	16	9	11	17	8	10	15	12	13	13	12	13	11	11	15	19	11	16	15	11	13	16			
California	29	29	30	28	31	29	30	33	37	26	28	36	28	28	29	28	30	31	29	28	30	25	28	43	27	28	33	26	28	30			
Female																																	
FUSD	14	19	20	12	18	19	17	15	24	13	16	19	11	13	20	18	19	19	19	20	18	17	22	29	19	23	22	14	19	21			
California	34	35	40	33	36	37	35	40	43	31	33	39	33	32	38	35	37	40	36	37	35	33	36	42	36	38	38	32	35	37			
English Learners																																	
FUSD	6	11	12	7	9	10	5	5	9	2	3	4	1	2	3	2	3	2	2	1	1	2	2	3	1	3	2	1	1	1			
California	12	14	19	9	12	13	7	10	15	4	6	9	4	4	6	3	5	5	3	3	4	2	3	6	2	3	4	2	3	3			
Non English Learners																																	
FUSD	18	22	25	15	22	25	20	22	23	16	19	29	14	17	26	20	22	22	21	23	20	19	25	31	18	25	24	15	20	24			
California	42	41	45	40	44	42	43	46	49	37	39	44	39	38	45	38	41	44	38	39	38	34	39	46	37	39	41	34	36	38			
SED^																																	
FUSD	11	15	18	9	14	14	10	12	20	9	10	15	7	9	14	9	12	13	11	12	11	9	15	20	9	15	14	8	10	15			
California	17	18	23	14	18	20	16	19	24	13	14	20	14	14	19	14	16	19	14	14	15	12	15	20	13	14	16	12	14	16			
Non SED																																	
FUSD	20	25	30	19	25	29	25	26	33	18	23	32	16	19	27	23	23	19	21	24	19	19	23	28	19	23	22	15	21	21			
California	51	51	55	50	54	52	53	56	59	46	49	54	48	47	54	45	48	51	45	46	43	38	42	49	40	42	43	36	38	40			
Migrant Education																																	
FUSD			12			11			5			7			4			0			1			0			0			5			
California			8			10			9			11			11			10			8			12			8			7			8
Students with Disabilities																																	
FUSD	5	7	8	3	6	6	8	4	7	4	9	5	2	3	6	4	2	5	3	4	3	3	4	6	6	6	5	3	7	6			
California	17	16	17	15	17	15	14	15	15	9	11	12	7	8	10	5	6	7	5	5	5	4	7	7	4	7	5	4	7	5			
African American																																	
FUSD			21			17			18			11			16			13			12			21			15			12			
California			23			23			24			17			16			18			17			18			19			17			19
American Indian																																	
FUSD			23			25			14			23			23			14			0			40			25			8			
California			28			30			34			27			24			28			27			27			28			26			27
Asian																																	
FUSD			41			24			59			27			38			35			41			36			43			53			
California			54			55			56			48			48			51			48			48			48			45			48
Filipino																																	
FUSD			52			53			67			47			19			29			38			65			36			38			
California			49			51			51			43			41			44			39			44			41			37			40
Hispanic																																	
FUSD			17			15			18			17			16			14			12			21			16			15			
California			17			18			19			15			14			17			15			16			16			14			16
Pacific Islander																																	
FUSD			43			15			33			22			16			7			18			18			7			*			
California			37			31			39			32			31			30			23			30			26			23			
White (not Hispanic)																																	
FUSD			25			25			31			32			30			27			28			39			38			34			
California			50			53			56			49			48			51			50			50			49			45			46

[^]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.

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				
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	*	*	*	*	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	*	*	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	*	*	*	19	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	*	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	*	*	31	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	13	8	19	24	32
California	30	40	25	33	24	33	16	22	19	19	15	16	13	11	11	14	18
Pacific Islander																	
FUSD	53	31	40	22	38	7	*	15	*	*	*	*	*	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	33	14	26	22	70
California	61	71	55	61	53	61	44	49	48	52	43	44	33	30	35	32	47

^SED - Socioeconomically Disadvantaged

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

STAR testing data unavailable from the California Department of Education.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on their state's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP) by steadily increasing the percentage of students who achieve state standards of academic proficiency from year to year. AYP requires an annual evaluation and reporting of the academic progress of all students, including children in numerically significant subgroups, such as English learners, socioeconomically disadvantaged students, students with disabilities, and migrant students. Schools and districts must meet progressive Annual Measurable Objectives (AMOs) each year in order to meet the objective of a 100% at-or-above proficiency rate by the year 2014. Beginning with spring 2003 test results, schools and districts must achieve the following:

Elementary and Middle Schools: A 13.6% at-or-above proficiency rate in English/Language Arts and 16.0% in Mathematics on California Standards Tests (CST), a 95% or above participation rate on the CST (grades 2-8), and an API of 560 or one point of API growth each year.

High Schools: An 11.2% at-or-above proficiency rate in English/Language Arts and 9.6% in Mathematics on the California High School Exit Examination (CAHSEE), a 95% or above participation rate on the CAHSEE (grade 10), increasing the high school graduation rate, and an API of 560 or one point of API growth each year.

Unified School Districts: A 12.0% at-or-above proficiency rate in English/Language Arts and 12.8% in Mathematics on the California Standards Tests (CST) and California High School Exit Examination (CAHSEE), a 95% or above participation rate on the CST and CAHSEE, increasing the high school graduation rate, and an API of 560 or one point of API growth each year.

Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP in the same AMO area (i.e. Mathematics) for two consecutive years will be identified for Program Improvement. Southridge 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			
	Southridge		
	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%
	Southridge	FUSD	Southridge	FUSD	Southridge	FUSD	Southridge	FUSD
All Students	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
Subgroups*								
English Learners	Yes	Yes	No	No	Yes	Yes	No	Yes
SED^	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
Students with Disabilities	Yes	Yes	No	No	Yes	Yes	No	No
African American	Yes	Yes	No	Yes	Yes	Yes	No	Yes
American Indian		Yes		Yes		Yes		Yes
Asian		Yes		Yes		Yes		Yes
Filipino		Yes		Yes		Yes		Yes
Hispanic	Yes	Yes	Yes	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			
	Southridge		FUSD		Southridge		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/								