

PHARIS F. FEDDE MIDDLE



Every Student Challenged Every Day

Paul Gonzales, Principal
21409 South Elaine Ave.
Hawaiian Gardens, CA 90716-1025
(562) 229-7805 FAX: (562) 809-6895
<http://www.abcusd.k12.ca.us/>



ABC Unified School District
16700 Norwalk Blvd.
Cerritos, CA 90703-1838
(562) 926-5566
FAX: (562) 404-1092
<http://www.abcusd.k12.ca.us/>

Board of Trustees
David Montgomery, President
Mark Pulido, Vice-President
Louise Dodson, Clerk
Olympia Chen, Member
Cecy Groom, Member
Armin Reyes, Member
Celia Spitzer, Member

Dr. Gary Smuts, Superintendent

Table of Contents	Site Information
	School Climate
	School Facilities
	Teachers
	Support Staff
	Instructional Materials
	School Finances
	Student Performance
	Accountability
	Instructional Planning

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines which are available at the California Department of Education Web site:

<http://www.cde.ca.gov/ta/ac/sa/definitions045asp>.

Most data presented in this report were collected from the 2005-2006 school year from the two preceding years (2003-04 and 2004-05). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2004-05. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data is available.

Site Information

[top of page](#)

[School Description](#) | [Message From Principal](#) | [Mission Statement](#) | [District Mission Statement](#) | [Opportunities for Parental Involvement](#) | [Student Enrollment by Grade Level](#) | [Student Enrollment by Ethnic Group](#) | [Average Class Size and Class Size Distribution](#) | [Average Teaching Load and Teaching Load Distribution](#)

School Description

The culturally and ethnically diverse ABC Unified School District community is located in Southern California, within the boundaries of Los Angeles County. ABC Unified School District educates children in grades preschool through twelve from the communities of Lakewood, Artesia, Cerritos, Hawaiian Gardens, and portions of Norwalk. The District consists of nineteen elementary schools, five middle schools, three comprehensive high schools, a college preparatory 7-12 school, a continuation high school, preschool programs, infant/children centers, extended day care, and an adult school. Known throughout the State of California as a leader in educational planning and innovation, ABC Unified School District received the prestigious Golden Bell Award in 2003 and 2005 for program excellence by the California School Boards Association. The District has received State and National recognition for its schools, including California Distinguished School, Title 1 Achieving School, National Blue Ribbon, and Magnet School of Distinction awards. The ABC Unified School District places strong emphasis on high achievement for students and preparation for productive citizenship and is committed to providing strong instructional programs for all students to ensure excellence in education.

Fedde Magnet Middle School, located in the city of Hawaiian Gardens, serves 642 students

Pharis F. Fedde Middle is a school community where the highest expectations are maintained. Fedde utilizes all available resources to enable students to become life-long learners who

possess the ability to achieve their utmost potential. We promote a safe, nurturing, and stimulating environment that invites students to actively participate in educational opportunities. Fedde provides a welcoming atmosphere in which parents and community members are encouraged to become immersed in student's educational endeavors. Individual academic and social needs of staff and students are met, creating a desirable environment where all participants are successful.

Message From Principal

WELCOME to FEDDE MAGNET MIDDLE SCHOOL! It is a pleasure to welcome you to Fedde. As a magnet school for science, math, technology, and cross-curricular literacy we strive to provide the best education possible for ALL of our students. Fedde is meeting the challenge to increase our target growth scores on the API. This year Fedde was the recipient of a High Priority Grant. This funding from this grant will help the school reach its target scores. Outside consultants have been hired to help the school meet its growth target goals. Measurable API objectives for 2007 will be to increase our target point by 44 points from 601 in 2006 to 645 in 2007. Fedde Magnet Middle School has also re-applied to become a magnet school as an International Baccalaureate school. Should the magnet grant be approved, Fedde will, once again meet the challenge of providing students with an exceptional magnet school at the same time meeting the demands of "No Child Left Behind".

We offer a wide range of opportunities to prepare all students for the high school and beyond. As a magnet school we realize that we offer a variety of schools in one; our HONORS program supports advanced education through expanded requirements in each curricular area. Students enrolled in Honors are encouraged to participate in the CJSF- Honor Society. Advanced field studies are provided. This past year students attended Body Worlds at the California Science Center, they visit universities such as USC, UCI, UCLA, and CSULB. Students have also visited various oceanographic sites such as the Long Beach Aquarium, Santa Monica Beach and Aquarium or studied at the Bolsa Chica Wetlands.

Our GENERAL EDUCATION program supports magnet students with a curricular program that emphasizes literacy, math and general education requirements. The ELD (English Language Development) program supports students who are developing English skills in all of the disciplines. Special Education classes support students by providing smaller classes by a well-trained staff. All magnet students are involved in Physical Education where health and fitness are the key components to healthy living. Students are also involved in Band, Cheer, and the Environmental Science Club and other activities. After school

Guided-Study and ASPIRE programs offer tutoring and additional skills instruction for magnet students. Over 200 magnet students attend this 7th and 8th period tutorial component to end our day.

Fedde believes in offering students a well-rounded magnet education. In order to do this we believe that students need to experience a strong academic program as well as providing fun activities and exchanges with other schools. Our after school sports program offers competitive sports with other middle schools, with Fedde doing very well in competitions. Fedde is the host for the district's middle school Science Olympics with an attendance of well over 600 people. We have established a sister-school partnership with Hui Min Middle School in the People's Republic of China. Last year we sent fourteen representatives from Fedde to visit China during Spring Break. This year students, teachers and administrators from China visited Fedde. As you can see, Fedde Middle School is alive with a wealth of educational opportunities. Our magnet program continues to focus on high academic expectations while exploring the world of education.

Mission Statement

The mission of Fedde Magnet Middle School staff is to support our students, parents, staff and the community as defined in our District's Strategic Plan and reinforced in our site plan. We believe in the pursuit of educational excellence and the preparation of all students as productive learners and responsible citizens within our culturally and ethnically diverse population. We recognize that in early adolescence student's needs are unique; that students require special knowledge and understanding; and that their physical and intellectual changes affect their social and emotional responses. With these needs foremost in mind, our school provides a strong academic focus within a safe, supportive learning environment for all students. Our mission is to support the notion that all students can learn.

The following questions drive our mission at Fedde Middle School

KEY QUESTIONS:

1. What exactly do we expect students to learn?
2. How will we know when students are learning?
3. How will we respond when students are not learning?
4. How will we respond when students have learned it?

Fedde Magnet Middle School, located in the city of Hawaiian Gardens, serves 542 students in grades seven and eight on a traditional calendar system. Fedde Magnet Middle School is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.

In order to develop the total child, the staff is dedicated to three vital goals; ongoing communication among staff, parents, and

the students; the enhancement of instructional strategies; and the continued support of a school climate promoting growth for the school community and the appreciation of our cultural diversity. Fundamental to achieving these goals is a desire to improve, a willingness to take risks, and a trust that will be supported and encouraged by our peers.

At Fedde Magnet Middle School, we design our curriculum, which is aligned with the State of California Standards, Frameworks, and District guidelines. Technology is integrated throughout the disciplines to support student

District Mission Statement

The Mission of ABC Unified School District is to help students succeed as learners and productive citizens through a variety of education approaches. Students must become knowledgeable about all the subjects the District and the State of California have deemed important. At the same time, they must know how to learn and how to acquire, evaluate and integrate information.

The schools specific Mission is to create a learning environment that engages students and teachers in a rich meaning-centered, thinking curriculum and provides powerful teaching and learning which is anchored to enthusiastic performance based assessments. The school shall also serve as a center for collaborative community services that support staff, students, and their families.

ASSUMPTIONS VITAL TO THE ACCOMPLISHMENTS OF THE DISTRICT MISSION

1. An environment will be created where students will succeed through mutual respect, caring and cooperation among all individuals.
2. All students, parents, and staff shall participate in school and school activities without experiencing harassment, intimidation or bigotry.
3. An appreciation of the diversity of all will be actively pursued on all campuses and worksites.
4. High expectations for academic, professional, and personal behavior will be held for all students, staff, parents, and teachers.
5. All students, parents, and community members will be warmly welcomed by staff at all District sites.
6. Students and staff must be prepared for the technological advancements inherent in our changing environment through the educational process.
7. The rich diversity of our students and community must be

reflected in the staff that works with our students.

Opportunities for Parental Involvement

Parents and community members are very supportive of the educational program at Fedde Middle School. Staff members and parents participate on various committees that make decisions regarding the priorities and directions of the educational plan to ensure instructional programs are consistent with student's needs and comply with ABC's Strategic Plan Goals.

Parents are encouraged to participate on one or more of the following committees or organizations:

- * PTSA
- * School Site Council
- * Volunteering in or out of the classrooms
- * Student Study Teams
- * English Language Advisory Committee
- * Parent Network and Parent Institute
- * DELAC and ELAC Committees

The School Site Council, consisting of school staff, parents, and community members, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness of the various programs in relation to student achievement, and to act as a liaison between the community and the school.

Numerous programs are enriched by the generous contributions made by the following organizations to Fedde Middle School:

- * Tri-City Hospital
 - * Moskowitz Foundation
 - * City of Hawaiian Gardens
 - * The MESA
 - * Wal Mart
 - * Target
 - * Long Beach Towne Center
 - *Optomist Club
 - *Cerritos Towne Center
 - *Southeast Regional Community Collaborative
- For additional information about organized opportunities for parent involvement at Fedde (Pharis F.) Middle, please contact Paul Gonzales at (562) 924-2309.

For additional information about organized opportunities for parent involvement at Pharis F. Fedde Middle, please contact Paul Gonzales, principal at (562) 924-2309.

Student Enrollment by Grade Level

5												
6												
K-3	0	0	0	0	0	0	0	0				
3-4	0	0	0	0	0	0	0	0				
4-8	0	0	0	0	0	0	0	0				
Other												

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Grade Level	2006				2005				2004			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	23.0	21	9	6	24.1	15	20	2	26.1	12	20	7
Mathematics	28.8	4	4	10	26.2	7	14	3	31.8	2	9	13
Science	27.7	4	9	6	28.9	3	11	7	31.8	2	10	12
Social Science	27.3	6	7	7	28.8	2	13	6	32.0	2	8	11

School Climate

[top of page](#)

[School Safety Plan](#) | [School Discipline Practices](#) | [Suspension and Expulsions](#)

School Safety Plan

Fedde Middle School provides a safe, clean environment for students, staff and volunteers. The school in consultation with the Los Angeles County Office of Education has developed a comprehensive Safe School Plan. The safety plan provides students and staff with procedures ensuring a safe and orderly learning environment.

The plan includes:

- * Current status of school crime
- * Child abuse reporting procedures
- * Disaster procedures: routing and emergency
- * Notification to teachers
- * Sexual harassment policy
- * Provision of a school-wide dress code
- * Safe ingress and egress of pupils and school employees to and from school
- * Safe and orderly school environment
- * School rules and procedures

The school evaluates the plan annually and updates the plan as needed with the approval of the School Site Council. The plan was last updated in 2007 and is reviewed by the staff at the beginning of each school year. An updated copy is available to the public in the school office.

Fedde Middle School is a closed campus. During school hours, the entrance is secured to ensure that visitors check in with the office. All visitors are required to sign in and wear visitors' badges during their stay. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours should notify school staff ahead of time. Visits are restricted at certain times such as STAR testing, during lunch, breaks, before and after school. Supervisors and teachers monitor both students and the campus as a whole.
Date of Last Review/Update: August 29, 2006 and April 26, 2007
Date Last Reviewed with Staff: September 6, 2006

Date of Last Review/Update: August 29, 2006 & April 26, 2007
Date Last Reviewed with Staff: September 6, 2006

School Discipline Practices

Students are encouraged to participate in the school's additional enrichment activities that are an integral part of the educational program. These school- wide and classroom incentives promote positive attitudes, promote student achievement, and aid in the prevention of behavioral problems.

Enrichment activities include:

- * Running for Reading
- * Cooking Club
- * Project Discovery for College Preparation (Honors and CJSF)
- * Band
- * Student Government
- * After-school Program
- * YMCA
- * City and noon time intramural programs
- * Individual Teacher Awards
- * Special Recognition Assemblies
- * Parent Appreciation Nights
- * CJSF (California Junior Scholastic Federation)
- * Technology Club
- * Club Alive
- * Homework Club
- * Student of the Month Award
- * Honor Roll Programs
- * Honor Banquet
- * Fedde News
- * Knights of Honor Awards Night
- * Promotions

Suspension and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2006	2005	2004	2006	2005	2004
Rate of Suspensions	17.99	31.62	0	7.96	6.37	0
Rate of Expulsions	0	0	0	0	0.09	0

School Facilities

[top of page](#)

[School Facility Conditions and Improvements](#) | [School Facility Good Repair Status](#)

School Facility Conditions and Improvements

Mobile cleaning teams have been used to provide in-depth cleaning assistance services at Pharis F. Fedde Middle. Custodial Supervisors perform regular site inspections. ABC Unified School District employs an aggressive preventative maintenance program that ensures all schools are maintained at an efficient operating level. Custodial staff follow a detailed checklist to ascertain the condition of the school, make on the spot corrections, and schedule needed maintenance.

School Facility Good Repair Status

Data reported are the determination of good repair as documented in a completed Interim Evaluation Instrument, including the school site inspection date, the Interim Evaluation Instrument completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		

Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

Teachers

[top of page](#)

[Teacher Credentials](#) | [Teacher Misassignments and Vacant Teacher Positions](#) | [Core Academic Courses Taught by NCLB Compliant Teachers](#) | [Substitute Teacher Availability](#) | [Teacher Evaluation Process](#)

Teacher Credentials

Data reported are the number of Teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for Teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

Teachers	School			District
	2006	2005	2004	2006
Teachers with Full Credential	27	28	28	960
Without Full Credential	1	2	3	14
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

The number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

	2007	2006	2005
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Courses Taught by NCLB Compliant Teachers

The percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	24.0	76.0
All Schools in District	38.0	62.0
High-Poverty Schools	64.0	36.0
Low-Poverty Schools in District	40.0	60.0

Substitute Teacher Availability

ABC Unified School District has implemented strict procedures for contracting substitute teachers in order to better ensure the safety of students. Candidates must possess a bachelors degree, a passing score on the California Basic Educational Skills Test (CBEST), and a 30 day Emergency Credential in order to be considered for employment. In addition, many retired ABC teachers come back to substitute teach.

Teacher Evaluation Process

A constructive evaluation process has been established to promote quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the California Standards for the Teaching Profession. Temporary and probationary teachers are evaluated 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. At the elementary level, the principal is the main administrator qualified for this task. At the high school level, the principal, assistant principal, or qualified guidance administrator perform evaluations. Evaluation criteria include:

- * Engaging and supporting all students in learning
- * Understanding and organizing subject matter for student learning
- * Assessing student learning
- * Creating and maintaining effective environments for student learning
- * Planning instruction and designing learning experiences for all

students
 * Developing as a Professional Educator

Support Staff

[top of page](#)

Counselors and Other Staff Support

The counselors and other staff support reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% full time. Two staff persons working 50% of full time also equals one FTE.

	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	578.0
Library Media Teacher (Librarian)	0	n/a
Library Media Services (paraprofessional)	1	n/a
Psychologist	.4	n/a
Social Worker	0	n/a
Nurse	.3	n/a
Speech/Language/Hearing Specialist	1	n/a
Resource Specialist (non-teaching)	0	n/a
Other	0	n/a

Instructional Materials

[top of page](#)

Quality, Currency, and Availability of Textbooks and Instructional Materials

Information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	All students have	0

	<p>equal access to state adopted, standards aligned textbooks and other instructional materials. Funds are appropriated according to the textbook adoption cycle. Additional supplemental materials are purchased and made available to students. All instructional materials are aligned to the standards and available for each student.</p>	
Mathematics	<p>All students have equal access to state adopted, standards aligned textbooks and other instructional materials. Funds are appropriated according to the textbook adoption cycle. Additional supplemental materials are purchased and made available to students. All instructional materials are aligned to the standards and available for each student.</p>	0
Science	<p>All students have equal access to state adopted, standards aligned textbooks and other instructional materials. Funds are appropriated according to the textbook adoption cycle. Additional</p>	0

	<p>supplemental materials are purchased and made available to students. All instructional materials are aligned to the standards and available for each student.</p>	
History/Social Science	<p>All students have equal access to state adopted, standards aligned textbooks and other instructional materials. Funds are appropriated according to the textbook adoption cycle. Additional supplemental materials are purchased and made available to students. All instructional materials are aligned to the standards and available for each student.</p>	0
Foreign Language	<p>adopted, standards aligned textbooks and other instructional materials. Funds are appropriated according to the textbook adoption cycle. Additional supplemental materials are purchased and made available to students. All instructional materials are aligned to the standards and available for each student.</p>	0
Health	<p>All students have equal access to state adopted, standards aligned textbooks and</p>	0

	<p>other instructional materials. Funds are appropriated according to the textbook adoption cycle. Additional supplemental materials are purchased and made available to students. All instructional materials are aligned to the standards and available for each student.</p>	
--	---	--

School Finances

[top of page](#)

[Expenditures Per Pupil and School Site Teacher Salaries \(Fiscal Year 2004-2005\)](#) | [Types of Services Funded](#) | [Teacher and Administrative Salaries \(Fiscal Year \(2004-2005\)\)](#)

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-2005)

A comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,318	\$631	\$4,686	\$63,112
District			\$5,184	\$61,543
Percent Difference – School Site and District			-10.6%	2.5%
State			\$5,184	\$59,825
Percent Difference – School Site and State			-10.6%	2.5%

Types of Services Funded

The total district budget for 2005-2006 was \$157,527,793. The district spent \$5184.87 per student.

66.24 cents of every dollar went to teacher salaries and 7.38 cents was spent for administration.

The remainder (26.38 cents) was for district support (instructional assistants, books, materials, supplies, equipment, student support staff, curriculum support, transportation, maintenance and operations of school buildings, grounds maintenance as well as the board of education, and district departments.

Teacher and Administrative Salaries (Fiscal Year (2004-2005))

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,861	\$37,540
Mid-Range Teacher Salary	\$60,233	\$59,426
Highest Teacher Salary	\$81,792	\$73,925
Average Principal Salary (Elementary)	\$101,450	\$96,377
Average Principal Salary (Middle)	\$103,654	\$100,144
Average Principal Salary (High)	\$117,574	\$109,130
Superintendent Salary	\$191,760	\$185,251
Percent of Budget for Teacher Salaries	45.7%	40.9%
Percent of Budget for Administrative Salaries	5.2%	5.3%

Student Performance

[top of page](#)

[California Standards Test \(CST\) Explanation](#) | [CST Results for All Students – Three-Year Comparison](#) | [CST Results by Student Group – Most Recent Year](#) | [Norm-Referenced Test \(NRT\) Explanation](#) | [NRT Results for All Students – Three-Year Comparison](#) | [NRT Results by Student Group – Most Recent Year](#) | [California Fitness Test](#)

California Standards Test (CST) Explanation

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student

scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

The following data is the percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard).

CST Results for All Students – Three-Year Comparison

The percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

	School			District			State		
	2006	2005	2004	2006	2005	2004	2006	2005	2004
English Language Arts	21	24	15	51	50	46	42	40	36
Mathematics	23	23	19	52	52	49	40	38	34
History-Social Science	21	12	9	44	44	42	33	32	29

CST Results by Student Group – Most Recent Year

The percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

	English Language Arts	Mathematics	Science	History - Social Science
African American	22	22	13	20
American Indian or Alaska Native				
Asian	42	50	*	*
Filipino	50	54	33	67
Hispanic or Latino	17	19	11	15
Pacific Islander	*	*	*	*
White (not Hispanic)	60	60	61	56
Male	19	24	21	26

Female	23	21	10	14
Economically Disadvantaged	18	20	15	17
English Learners	2	6	2	1
Students with Disabilities	3	7	5	2
Students Receiving Migrant Education Services	24	25	14	19

Norm-Referenced Test (NRT) Explanation

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students – Three-Year Comparison

The percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

	School			District			State		
	2006	2005	2004	2006	2005	2004	2006	2005	2004
Reading	20	24	23	48	46	51	42	41	43
Mathematics	26	28	31	62	62	61	53	52	51

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

	Reading	Mathematics
African American	24	35
American Indian or Alaska Native	*	*
Asian	*	*
Filipino	58	67
Hispanic or Latino	15	20
Pacific Islander	*	*
White (not Hispanic)	*	*

Male	18	31
Female	22	20
Economically Disadvantaged	16	22
English Learners	5	6
Students with Disabilities	3	6
Students Receiving Migrant Education Services	17	20

California Fitness Test

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Percent of Students Meeting Fitness Standards	
Grade 7	19.7%

Accountability

[top of page](#)

[Academic Performance Index \(API\) Explanation](#) | [API Ranks – Three-Year Comparison](#) | [API Changes by Student Group – Three-Year Comparison](#) | [Adequate Yearly Progress Explanation](#) | [AYP Overall and by Criteria](#) | [Federal Intervention Program](#)

Academic Performance Index (API) Explanation

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the

school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API Ranks – Three-Year Comparison

The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

	2005	2004	2003
Statewide	2	2	2
Similar Schools	4	2	4

API Changes by Student Group – Three-Year Comparison

A displays by student group the Actual API Changes in points added or lost for the past three years, and the most recent API Score. Note: "N/A" means that the student group is not numerically significant.

API Score	Actual API Change
-----------	-------------------

	2006	2006	2005	2004
All Students at the School	601	-11	14	4
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	578	-16	9	5
Pacific Islander	*	*	*	*
White (not Hispanic)	*	*	*	*
Socioeconomically Disadvantaged	580	-20	16	7
English Learners	560	-13	*	*
Students with Disabilities	*	*	*	*

Adequate Yearly Progress Explanation

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used.

Detailed information about AYP can be found at the CDE Web site at or by speaking with the school principal.

AYP All Criteria - Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

	School	District
Overall	No	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	Yes
Percent Proficient - Mathematics	No	Yes
API		776
Graduation Rate	N/A	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

	School	District
Program Improvement Status	Yes	No
First Year of Program Improvement	1999-2000	N/A
Year in Program Improvement	Year 5	N/A
Number of Schools Currently in Program Improvement		5
Percent of Schools Currently in Program Improvement		16.67

Instructional Planning

[top of page](#)

[School Instruction and Leadership](#) | [Professional Development](#) | [Instructional Minutes](#) | [Minimum Days in School Year](#)

School Instruction and Leadership

ABC Unified School District's emphasis is on a well balanced and rigorous curriculum at all grade levels. Instructional programs are aligned with the State and District standards. It is the goal of the district that all students are provided the support they need in order to experience success.

The curriculum in ABC Unified School District revolves around the California State Content Standards and Frameworks. Teachers align curriculum to ensure that all students either meet or exceed State proficiency levels. The writing and implementation of curriculum is an ongoing process.

Curriculum appraisal requires participation of the administration at various levels throughout the District. The Assistant Superintendent of Academic Services and the Supervisor of

Curriculum oversee, evaluate, and monitor the curriculum at the district level. The Board Curriculum Advisory Council keeps the Board of Trustees informed of instruction related issues. Curriculum committees comprised of school representatives in each core area, meet regularly to discuss areas of improvement and collaborate on implementing changes. Administrative representatives serve as liaisons between the District and the school.

The majority of curricular improvements are based on assessments and evaluations. As a whole, the District takes a "multiple measures" approach to curriculum enhancement. STAR (Standardized Testing and Reporting) and District assessment results are evaluated for specific areas where improvements should be targeted. In addition, report card grades and local measures are factored into the evaluation process as well. In order to accurately assess the quality of the educational program, student progress and proficiency levels must be gauged and monitored consistently. Through monitoring of student achievement and differentiation of instruction, Fedde Middle School is able to provide programs to meet the individual needs of all students.

ABC Unified School District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The Gifted and Talented Education (GATE) program is offered to students in grades three through twelve who have been recognized as capable of attaining high levels of achievement by their teachers and identified through State and local testing. Students in the GATE program receive specialized instruction in the classroom by GATE certified teachers. Fedde provides enrichment activities during the day for GATstudents.

For students whose primary language is not English and who have limited English proficiency, Fedde offers support to better prepare them to meet the State's academic content and performance standards. English Learners' levels of English proficiency is measured using the California English Language Development Test (CELDT) Fedde provides daily instruction in English Language Development.

The District's Special Education program addresses the needs of students with special needs through appropriate assessment, identification of problem areas, placement, and program implementation. Services are provided to students from ages three to twenty-two. The District provides a full continuum of services for students that meet the State eligibility criteria for special education. Two districts (ABC Unified School District and Norwalk-La Mirada) comprise a SELPA (Special Education Local Plan Area) that insures that the curriculum of appropriate programs and services are made available to the special education population.

Leadership at Fedde Middle School is a responsibility shared between District administration, the principal, instructional staff, parents, and students. The school's Leadership Team, consisting of the principal and grade level representative teachers, meet on a regular basis to review all aspects of school operations and curriculum. Staff members and parents participate on various committees that make decisions regarding priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with District goals.

Professional Development

Fedde School teachers actively seek opportunities for professional growth to provide effective instruction with the focus on student learning. Staff development is based on the assessed needs of the school personnel. Staff members work collaboratively to determine the school's needs and take direction from District and State requirements when establishing professional development goals for the school year. At Fedde Middle School, school wide training focus areas include technology, differentiation, and using data to drive instruction. Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year and by sharing their experiences and knowledge with colleagues. The District offers professional development funds to school sites for professional development activities. Professional Learning Communities and Secondary Literacy are examples of district wide professional development.

Instructional Minutes

The California Education Code establishes a required number of instructional minutes per year for each grade level. The data presented here compares the number of instructional minutes offered at the school to the state requirement for each grade. A minimum weighted average for grades 1-6 is 52,200 minutes. All ABC schools exceed that average.

Instructional Minutes		
	Offered	State Requirement
Grade 7	58,347	54,000
Grade 8	58,347	54,000

Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Fedde Middle School uses a technique of "banking minutes" to allow for shortened and minimum days. This technique allows the school to create time to be used for professional development without impacting the overall instructional time. Fedde offers 180 days of instruction comprised of 159 regular, 5 minimum, and 15 meeting days. Minimum and modified days are integrated into the instructional calendar to allow for enhanced staff development activities, school visitations, and parent conferences.

This document was last updated on Thursday, August 16, 2007,9:27:32 AM