



Fontana Unified School District

A. B. Miller High School

2002-2003 Annual School Report Card

A Message from the Superintendent

Ensuring academic success for all students hinges on a close working relationship between home and school. It is critically important that you as parents/guardians know about your child's school and the outstanding accomplishments of its students and staff. It is our hope you will review this information and utilize it as appropriate.

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

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

A. B. Miller High School

6821 Oleander Avenue
Fontana, CA 92336
(909) 357-5800
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Grades Nine through Twelve
Micheal Andrus, Principal

www.fontana.k12.ca.us

Board of Education

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

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Interim Associate Superintendent,
Business Services

Laurie St. Gean
Associate Superintendent,
Educational Services

Patricia J. Peoples, Ed.D.
Associate Superintendent,
Administrative Services

Marilyn J. Corey
Interim Associate Superintendent,
Human Resources



School Profile

A. B. Miller High School serves 3,514 students in grades nine through twelve on a traditional school year calendar. A. B. Miller High is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.

Discipline & Climate for Learning

A. B. Miller High has found that good discipline is a solid foundation on which to build an effective school; good discipline and school effectiveness seem to share many characteristics. The goal of A. B. Miller High's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. A. B. Miller High believes students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation as well as individual student handbooks.

Attendance

Attendance is critical to academic achievement, and regular daily attendance is a priority at A. B. Miller High School. Attendance, tardy and truancy policies are clearly stated, consistently enforced and consequences fairly administered. Suspensions and expulsions occur when required by law, or when all other alternatives are exhausted.

A. B. Miller High School had 163 dropouts during the past three years. Intervention programs that promote attendance and reduce dropout rates include enrollment in the district's alternative high school programs, counseling, the School Attendance Review Board (SARB), and a SB 65 Outreach Consultant.

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- Academic Decathlon
 - Art Club
 - Asian/Pacific Club
 - Band/Guard Club
 - Best Buddies Club
 - Chamber Singers
 - Cheerleaders
 - Chess Club
 - Dance Team
 - Debate Club
 - Disney Club
 - Drama Club
 - Environmental Club
 - Executive Club
 - FHA
 - Fiesta Latina Club
 - Health Services
 - History Club
 - Hockey Club
 - Key Club
 - Leo Club
 - MECHA
 - Miller Melodies
 - Mock Trial
 - PeerLeading
 - Photo Club
 - Physics Club
 - Poetry Club
 - Protective Services
 - Rebels for Christ
 - ROTC
 - SH Rebels Club
 - Special Rebels Club
 - TEAM Academy
 - Vocal Music
 - Yearbook
- Alpha Omega Service Society
 - Advancement Via Individual Determination (AVID)
 - Gifted and Talented Education (GATE)
 - California Scholarship Federation (CSF)

2002-03 Enrollment: 3,514	
	%
Male	49.2%
Female	50.8%
English Learners	20.0%
Non English Learners	78.6%
SED^	47.6%
Students with Disabilities	12.3%
Migrant Students*	1.9%
African American	12.7%
American Indian	0.5%
Asian	1.4%
Filipino	0.9%
Hispanic	69.9%
Pacific Islander	0.3%
White (not Hispanic)	14.4%

^SED - Socioeconomically Disadvantaged
*Source: STAR testing enrollment

	Suspensions and Expulsions					
	A.B. Miller			FUSD High Schools		
	01	02	03	01	02	03
Suspensions (Cases)	515	379	308	1,453	1,766	1,852
Expulsions (Cases)	45	42	42	113	182	165
Suspensions (%)	15.4	11.6	8.8	3.9	4.5	4.6
Expulsions (%)	1.3	0.1	0.1	1.2	1.8	0.4

	Dropouts & Graduation Rates		
	99-00	00-01	01-02
Dropouts (#)	75	41	47
Dropout Rate (%)	2.1	1.2	1.4
Graduates (#)	660	653	653
Graduation Rate (%)	91.9	90.4	92.5

Interscholastic athletic programs promote individual and team-oriented achievement through teams that compete with other high schools.

- Cross Country (Boys and Girls)
- Football (Boys)
- Volleyball (Girls)
- Golf (Boys and Girls)
- Basketball (Boys and Girls)
- Wrestling (Boys and Girls)
- Track and Field (Boys and Girls)
- Tennis (Boys and Girls)
- Baseball (Boys)
- Softball (Girls)
- Soccer (Boys and Girls)

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

- Perfect Attendance
- Renaissance Program
- Athletic Participation
- Academic Achievement

Class Size

A. B. Miller High School maintained a schoolwide average class size of 28.3 students and a pupil/teacher ratio of 24:1 for the 2002-03 school year. Class size rates are based on grade level and subject area.

	Teaching Load Distribution											
	Average Class Size			Number of Classrooms Containing:								
				1-22 Students			23-32 Students			33+ Students		
	01	02	03	01	02	03	01	02	03	01	02	03
English	27	26	27	40	67	37	61	20	87	32	51	30
Math	32	31	31	11	4	4	22	46	57	54	37	37
Science	30	32	30	11	5	10	25	31	23	32	38	46
Social Science	30	30	31	11	10	11	26	28	17	40	38	41

Instructional Time

During the 2002-03 school year, all instructional minute requirements at A. B. Miller High School exceeded state requirements. The California Education Code requires that students in grades nine through twelve receive a minimum of 64,800 minutes of instructional time. For the 2002-03 school year, A. B. Miller High School offered 180 days of instruction comprised of 166 regular days and 14 minimum days. A. B. Miller High School utilized minimum days for class finals.

Textbooks & Instructional Materials

A. B. Miller High 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 have been approved by the Board of Education.

District-Adopted Textbooks		
Subject	Publisher	Course
Language Arts		
	Prentice Hall	English 9-12
Math		
	Prentice Hall	Algebra I
	Prentice Hall	Geometry
	McDougal Littell	Algebra II
	Houghton Mifflin	Trigonometry/Precalculus
	Houghton Mifflin	Calculus
Science		
	Glencoe	Earth Science
	Prentice Hall	Biology
	Prentice Hall	Chemistry
	Glencoe	Physics
Social Science		
	McDougal Littell	World History
	Prentice Hall	U.S. History
	Prentice Hall	American Government
	Glencoe	Economics

School Facilities & Safety

A. B. Miller High provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1991 and are all up-to-date and provide adequate space for students and staff. In addition, the school is adding a new science wing to house science classes and the Health Services Academy. A scheduled maintenance program is administered by Fontana Unified School District to ensure that all classrooms and facilities are maintained to a degree of adequacy that promotes good learning.

Safety of students and staff is a primary concern of A. B. Miller High 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, by campus security officers, classified staff, and school administrators.

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 197 of 1997. The plan was last updated in June of 2003 and was reviewed with the staff at that time. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following:

- Safe Schools Plan of Action
- Comprehensive disaster and crisis plan
- State and local discipline policies
- Intervention programs for at-risk students
- Addressing student aggression
- Visible authoritative presence on campus
- Safe transportation
- Communication strategies
- Conflict resolution

Counseling & Other Support Services

It is the goal of A. B. Miller High School to assist students in their social and personal development as well as academics. The district and school provide special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

	Number of Staff	Days Available Per Week	Full Time Equivalent
	Academic Counselor	8	5
Crisis Counselor	1	5	1
Community Liaison	1	5	1
Health Assistant	1	5	1
Nurse	1	5	1
Psychologist	1	5	1
School Resource Officer	1	5	1
Probation Officer	1	2	0.4

Teacher Assignment

For the 2002-03 school year, A. B. Miller High School had 125 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status		
	01	02	03
Fully Credentialed	117	118	125
Working Outside Subject	0	0	0
Emergency Credentials	17	15	26
Interns	8	11	20
Waivers	6	1	0
Total Teachers	141	142	147

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, A. B. Miller High 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 A. B. Miller High 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. Professional development at the school included activities supporting the Prentice Hall Language Arts textbook adoption.

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)
- Core Subject Tutoring (Before and after school, lunchtime)
- Standards Plus
- Advancement Via Individual Determination (AVID)
- Standards Reteach Lab
- Summer School
- Special Education
- Link Crew
- Rebel Tech. Center
- Family Technology Center

Quality of Instruction & Leadership

Leadership at A. B. Miller High School is a responsibility shared between district administration, the principal, assistant principals, instructional staff, students, and parents. 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 ELAC

- Individual Education Plan (IEP) Teams
- Student Study Teams (SST)
- Western Association of Schools and Colleges (WASC) Accreditation Focus Groups
- Special Education Review Team (SERT)
- Coordinated Compliance Review (CCR) Team

Parents who wish to volunteer or participate in A. B. Miller High School's leadership teams, school committees, or school activities may contact the school office at (909) 357-5800.

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, A. B. Miller High School had the following categorical programs:

- Title V
- Special Education
- Vocational and Applied Technology
- Regional Occupational Program
- Gifted and Talented Education
- Economic Impact Aid
- Special Education Transportation
- Vocational Education, Handicapped Students
- Tenth Grade Counseling
- Comprehensive School Reform Demonstration Grant

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%

College Preparation

Students at A. B. Miller High School are encouraged to take the required courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than "C" per semester. The adjacent chart illustrates the proportion of UC/CSU required courses taken and successfully completed.

2001-02 UC/CSU Required Courses	
Graduates with UC/CSU Required Courses*	27.0%
Total Enrollment in UC/CSU Required Courses**	93.6%
*based on 176 out of 653 graduates.	
**based on 3,023 out of 3,229 students.	

Scholastic Aptitude Test (SAT)

The SAT is designed to assess many of the skills that are important to a student's success in college and their general educational development. A. B. Miller High School offers a SAT prep course for students to prepare for their college entrance examination. The class offers instruction in reading, writing, and mathematics as well as test-taking skills and procedures.

SAT I Test Results			
	01	02	03
Grade 12 Enrollment			
A.B. Miller	741	741	728
FUSD	1,814	2,001	2,111
California	357,789	365,907	385,181
% of Seniors Tested			
A.B. Miller	30.49	29.15	27.34
FUSD	25.96	25.88	25.86
California	36.63	37.26	36.73
Average Verbal			
A.B. Miller	412	429	429
FUSD	417	424	430
California	492	490	494
Average Math			
A.B. Miller	450	469	466
FUSD	459	461	462
California	516	516	518
Average Total			
A.B. Miller	862	898	895
FUSD	877	884	892
California	1,008	1,006	1,012

Advanced Placement (AP)

In 2002-03, A. B. Miller High School offered advanced placement courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes		
	# Classes	Enrollment
English	4	79
Foreign Language	2	60
Mathematics	3	63
Science	3	45
Social Science	6	153

Advanced Placement Exam						
	Enrollment		Students Taking AP Exam	Number of Exams With a Score of:		
	11th	12th		3	4	5
00-01	840	741	115	28	31	25
01-02	812	741	121	45	19	21
02-03	774	728	166	32	40	38

Work Force Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Ninth Grade Counselors expose students to a broad array of career opportunities and facilitate selection of possible careers based on individual interests, goals, strengths, and abilities.

A. B. Miller High offers a variety of career-path related classes through its Education, Protective Services, and Health Services academies and in major areas of emphasis which include CISCO, Applied Technology, Business & Computer Education, and Consumer Science. Some courses provide in-depth training and certification opportunities, such as Computer Applications and Microsoft Office User Specialist (MOUS).

The Regional Occupation Program, offered through San Bernardino County, holds classes in the following areas of concentration at the A.B. Miller High School campus: Pre-apprenticeship Masonry, Printing Occupations, Auto Technology, Diversified Occupations, Custodial Occupations, Teacher Aide, Law Enforcement, Medical Terminology, and Medical Assistant. Students with an Individual Education Plan (IEP) are eligible to participate in the Workability Program, which provides training and placement to students with special needs.

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)			
CTE Participants	Secondary CTE Students (Enrolled in second and/or succeeding courses of a sequence)		
	Number of Concentrators	Number of Completers	Completion Rate
Total Course Enrollment 5,013	1,926	404	21%
	Grade 12 CTE Students		
	Number of Completers	Number Earning Diploma	Graduation Rate
	213	211	99%

Student Achievement & Assessment

In 2002-03, multiple measures of student achievement were used as an ongoing part of the quality instructional program at A. B. Miller High School. These measures were used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program. Measures included STAR testing; district language arts, math, science, and social science assessments; and student work.

Standardized State Testing

A. B. Miller High 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 A. B. Miller High 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, A. B. Miller High School is required by the state to administer a physical fitness test to all students in the ninth 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 9	A.B. Miller	FUSD	California
9th Grade Total	17.0	12.5	24.2
9th Grade Boys	22.0	15.2	25.7
9th Grade Girls	12.4	9.8	22.7

CAT/6 Norm Referenced Test 2003 % At or Above 50th Percentile						
	Reading			Math		
	9	10	11	9	10	11
All Students						
A.B. Miller	42	43	44	41	50	41
FUSD	36	36	35	35	42	36
California	50	49	47	46	51	46
Subgroups						
Male	33	39	44	43	51	45
Female	50	48	43	40	49	37
English Learners	8	8	11	16	22	14
Non English Learners	51	52	51	48	57	47
SED^	36	36	37	36	44	37
Non SED	48	50	49	47	55	44
African American	39	38	36	32	39	30
Asian	73	*	*	42	*	*
Hispanic	39	41	40	40	47	38
White (not Hispanic)	59	64	66	55	68	60
^SED - Socioeconomically Disadvantaged *Due to the moderate number of students tested, scores are not disclosed.						

SAT-9 Norm Referenced Test % At or Above 50th Percentile										
	Reading						Math			
	9		10		11		9		10	11
	01	02	01	02	01	02	01	02	01	02
All Students										
A.B. Miller	18	24	15	21	23	21	40	52	35	45
FUSD	18	19	15	18	18	20	42	44	33	38
California	35	34	34	34	37	37	51	52	45	46
Subgroups										
Male	17	25	13	22	21	18	41	52	33	48
Female	19	23	17	20	24	24	39	51	36	43
English Learners	3	4	2	1	1	2	19	19	14	20
Non English Learners	23	30	18	26	26	26	47	61	41	52
SED^	13	19	9	16	16	13	34	44	28	41
Non SED	24	30	20	26	28	27	46	61	42	49
African American	12	18	13	13	17	15	33	50	25	29
Asian	*	*	47	*	43	47	*	*	69	*
Filipino	*	*	45	*	*	42	*	*	73	*
Hispanic	14	20	10	19	17	15	37	46	32	43
White (not Hispanic)	40	46	34	40	45	46	56	75	51	68
^SED - Socioeconomically Disadvantaged *Due to the moderate number of students tested, scores are not disclosed.										

Summative grade-level California Standards Test scores for Math and Science are currently unavailable. For the results of core-specific tests, please refer to the STAR website:

www.star.cde.ca.gov

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.

California Standards Test (CST) Combined % of Students Performing at Advanced & Proficient Levels											
	English/Language Arts						Social Science				
	9		10		11		9		10		11
	01	02	03	01	02	03	01	02	03	02	03
All Students											
A.B. Miller	14	25	27	13	24	23	14	17	22	11	13
Subgroups											
Male	11	20	21	9	22	20	13	14	23	11	16
Female	16	30	34	17	26	26	15	21	21	11	10
English Learners	1	4	2	1	1	1	0	2	2	2	3
Non English Learners	18	31	34	17	31	29	16	21	27	14	15
SED^	10	20	23	9	19	17	9	11	16	8	11
Non SED	17	32	32	19	29	28	17	22	27	15	14
Students with Disabilities	1	7	5	3	7	5	9	5	9	3	6
Migrant	*	*	*	*	0		7	5		*	*
African American	22	23		13	21		11	19		10	9
Asian	*	33		*	*		39	*		*	*
Hispanic	20	25		21	17		11	19		9	11
White (not Hispanic)	47	40		43	50		37	35		20	22
^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	509	15	13	522	526	14	66	592	598	10	29	627	
Subgroups													
SED^	461	12	23	484	490	11	71	561	566	8	33	599	
African American	477	12	-14	463	469	11	79	548	558	8	47	605	
Hispanic	477	12	21	498	503	11	65	568	578	8	36	614	
White (not Hispanic)	627	12	6	633	632	11	80	712	699	8	7	706	
	2000	2001	2002							2001	2002	2003	
Percent Tested (Base)	99	98	99							No	Yes	No	
Percent Tested (Growth)	98	99	98							N/A	-	-	
Statewide Rank	2	2	4							N/A	---	Not funded	---
Similar Schools Rank	5	4	9							N/A	---	Not funded	---
^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
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	12		8	10		9	13		6	11		7	11		10	12		8	9		8	12		8	9		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	28		23	23		24	27		17	23		16	22		18	20		17	17		18	23		19	19		17	19		
American Indian																																
FUSD			23			25			14			23			23			14			0			40			25			8		
California		28	34		30	30		34	34		27	32		24	32		28	30		27	25		27	34		28	29		26	27		
Asian																																
FUSD			41			24			59			27			38			35			41			36			43			53		
California		54	62		55	56		56	62		48	56		48	55		51	55		48	49		48	58		48	59		45	48		
Filipino																																
FUSD			52			53			67			47			19			29			38			65			36			38		
California		49	56		51	50		51	58		43	50		41	48		44	47		39	41		44	50		41	43		37	40		
Hispanic																																
FUSD			17			15			18			17			16			14			12			21			16			15		
California		17	23		18	19		19	14		15	20		14	19		17	20		15	15		16	20		16	17		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	54		53	52		56	59		49	54		48	56		51	54		50	47		50	57		49	50		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
	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	2	2					
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	20	24	29					
White (not Hispanic)																	
FUSD	50	44	41	34	30	26	0	14	26	22	0	0					
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. A. B. Miller High 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		
	A.B. Miller		
	01	02	03
Recognition for Achievement (Title I)	No	No	No
Identified for Program Improvement	No	No	No
Exited Title I Program Improvement	<i>Not applicable</i>		
Number of Years in Program Improvement	<i>Not applicable</i>		

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%	11.2%	12.0%	95%	95%	9.6%	12.8%
	A.B. Miller	FUSD	A.B. Miller	FUSD	A.B. Miller	FUSD	A.B. Miller	FUSD
All Students	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Subgroups*								
English Learners	No	Yes	Yes	No	Yes	Yes	Yes	Yes
SED^	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Students with Disabilities	No	Yes	Yes	No	Yes	Yes	Yes	No
African American	No	Yes		Yes	No	Yes		Yes
American Indian		Yes		Yes		Yes		Yes
Asian		Yes		Yes		Yes		Yes
Filipino		Yes		Yes		Yes		Yes
Hispanic	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Pacific Islander		Yes		Yes		Yes		Yes
White (not Hispanic)	Yes	Yes	Yes	Yes	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			
	A.B. Miller		FUSD		A.B. Miller		FUSD	
All Students	Yes		Yes		Yes		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/								

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%