

# Fontana Unified School District

## Truman Middle School

### 2002-2003 Annual School Report Card



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

#### Truman Middle School

16224 Mallory Drive  
Fontana, CA 92335  
(909) 357-5190  
FAX (909) 357-5199

Sixth - Eighth Grade  
Douglas E. Reid, Principal  
Roberto Santiago, Assistant Principal  
Andrew Scherrer, Assistant Principal

www.fontana.k12.ca.us

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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,  
Administrative Services  
  
Marilyn J. Corey  
Interim Associate Superintendent,  
Human Resources



#### 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 staff and faculty at Truman are committed to providing students with a consistent and rigorous standards-based curriculum in a supportive learning environment that helps students achieve. What contributes to our positive learning environment is accountability with the following:

- Teachers give generously of their time in after school learning programs
- Attendance is important to all
- Discipline issues are dealt with promptly and fairly
- Staff training is ongoing and addresses current needs
- Academic, behavioral, and performance expectations are recognized by all.

Although the school is physically divided into two buildings, there is a sense of unity and purpose. Sixth and seventh grades populate one building and six and eighth grades are housed in another. The spacious central administration building has facilities for conferences for parents and students, along with a full time School Resource Officer from the Fontana City Police Department.

Harry S. Truman Middle School embraces the challenges of educating adolescents and appreciates our supportive community and active achievement and participation of our students.

Douglas Reid  
Principal

#### School Mission

The entire Truman Middle School administration, faculty and support staff believes all children can learn in a safe, educationally challenging and culturally diverse environment that values the uniqueness of each child. Through modeling and a variety of instructional strategies, the faculty and staff will encourage and nurture students to succeed, to be their best and to be productive citizens of their community.

#### School Profile

Truman Middle School is a single-track, year-round school serving 1,225 students in grades six through eight. At Truman Middle School, groups of students share the same teachers in the core subject areas of language arts, math, science, and social science. Classrooms are grouped by the shared teachers around a common classroom to allow for collaboration and to build a sense of community. Extensive enrichment activities offered during the school day and after school help make Truman Middle School a place where students want to be and to succeed. Truman 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 Truman 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,

2002-03 Enrollment: 1,281	
	%
Male	50.4%
Female	49.6%
English Learners	39.0%
Non English Learners	69.0%
SED <sup>^</sup>	60.4%
Students with Disabilities	13.0%
Migrant Students*	2.8%
African American	7.5%
American Indian	0.5%
Asian	1.5%
Filipino	0.2%
Hispanic	78.9%
Pacific Islander	0.4%
White (not Hispanic)	11.1%

<sup>^</sup>SED - Socioeconomically Disadvantaged  
\*Source: STAR testing enrollment

a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Truman Middle School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and the Parent/Student Handbook, which outlines student behavior expectations, and school and personal safety rules. Research has shown that student dress and appearance affect student attitudes and conduct. Accordingly, Truman Middle School has adopted a uniform policy for both boys and girls, which is outlined in the student handbook.

### Attendance

Attendance is critical to achievement, and regular daily attendance is a priority at Truman 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 Truman 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					
	Truman Middle			FUSD Middle Schools		
	01	02	03	01	02	03
Suspensions (Cases)	164	461	383	1,664	2,913	2,459
Expulsions (Cases)	6	16	20	43	130	115
Suspensions (%)	14.4	40.0	29.9	4.5	7.5	6.1
Expulsions (%)	0.53	1.39	1.56	0.12	0.33	0.29

### 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:

- GATE
- Language!
- Show Choir
- Technology/Computer Class
- Fast ForWord
- Ambassadors
- Boy Scouts
- Builders Club
- Yearbook
- Art
- Cheerleading
- Advanced Band and Orchestra
- Beginning Band and Strings
- AVID
- Quest
- Drama
- Homework Help Center
- After-school Algebra Class
- Astronomy Club
- Lunch Bunch
- Cooking Class
- Hiking Club
- ASB
- Colorguard
- Boys and Girls Basketball
- After-school Problem Solving Math Class
- Video Productions

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

- Academic Recognition
- Truman Timberwolf of the Year
- Up to Date Planners
- Math Field Day
- Mile Run
- History Day
- Writing Showcase
- Science Fair and Expo

### Class Size

Truman Middle School maintained a schoolwide average class size of 24.8 students and a pupil-to-teacher ratio of 24:1 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			23-32 Students			33+ Students		
English	26	26	22	01	02	03	01	02	03	01	02	03
Math	27	32	22	10	1	15	16	12	14	17	14	6
Science	28	33	28	6	0	5	16	11	11	13	16	12
Social Science	31	32	29	3	0	3	16	8	14	15	12	10

### Instructional Time

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

### Textbooks & Instructional Materials

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

### School Facilities & Safety

Truman Middle School provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1996, and include the library, computer labs, physical fitness lab, gymnasium, boys and girls locker rooms, life laboratory, music room, lunch shelter, project commons, performing arts commons, demonstration commons, technology commons, basketball courts, and 38 classrooms which are all up-to-date and provide adequate space for students and staff. 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 provides for good learning.

Safety of students and staff is a primary concern of Truman 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, 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

### Counseling & Other Support Services

It is the goal of Truman Middle School to assist students in their social and personal development as it relates to their success with academics. The school and district provide special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The principal coordinates the counseling and support services. The offices of assistant principals and counselors are placed in the academic wings among classes of students.

Counseling & Support Services Staff			
	Number of Staff	Days Available Per Week	Full Time Equivalent
Counselor	2	5	2
Health Assistant	1	5	1
Nurse	1	1	0.2
Psychologist	1	2-3	0.5
Speech/Language Specialist	1	3	0.6

### Teacher Assignment

For the 2002-03 school year, Truman Middle School had 48 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	01	02	03
Fully Credentialed	42	43	48
Working Outside Subject	0	0	0
Emergency Credentials	4	3	0
Interns	1	3	5
Waivers	3	1	0
<b>Total Teachers</b>	<b>49</b>	<b>50</b>	<b>53</b>

*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, Truman 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 Truman 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:

- McCREL Instructional Strategies
- ELD and SDAIE Strategies
- Questioning Strategies
- Balancing Concept and Process Teaching
- Writing Development
- Six Traits of Writing
- Standards Plus Lessons

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, and substitute teachers. Staff members are encouraged to attend workshops and conferences. The district annually offers three staff development days. During the 2002-03 school year training included:

- Beginning Teacher Support and Assistance (BTSA)
- Peer Assistance and Review (PAR)
- Reading and Writing Instructional Strategies (Grades K-5)
- Instructional Strategies in Language Arts, Math, and Science (Grades 6-12)
- Classroom Management
- Differentiated Instruction for English Language Learners
- Certification for Gifted and Talented Education (GATE)
- Use of Technology in the Classroom

### Special Programs

Instructional programs are aligned to California State Content Standards. The school structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs. Special programs include:

- Gifted and Talented Education (GATE)
- After-school programs
- Fast ForWord and Language! programs for struggling readers
- Homework Center
- Ambassadors tutoring
- Extended Day academic tutoring by subject (classroom teacher)
- CAT chats
- Daily Homework Logs
- Weekly Progress Cards
- Parent Center
- English Language Acquisition Program (ELAP)
- Off-track Intersessions in language arts and math

- Crisis counseling
- Nell Soto Home Visitation Program
- SB 65 Outreach Consultant
- Special Education programs (Resource Specialist, Special Day Class, Severely Handicapped, Visually Impaired, Orthopedically Impaired, and Adapted Physical Education)

## 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)
- Parent Wolf Pack
- Student Study Teams
- Individual Education Plan (IEP) Teams
- Coordination of Services Team (COST)

## Contact Information

Parents who wish to volunteer or participate in Truman Middle School's leadership teams, school committees, or school activities may contact the school office at (909) 357-5190.

## 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, Truman Middle School had the following categorical programs:

- Special Education
- Gifted and Talented Education (GATE)
- Economic Impact Aid - Limited English Proficient (EIA-LEP)
- Special Education Transportation
- Educational Technology Assistance Grants
- School Improvement Funds

## 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%

## Student Achievement & Assessment

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

Truman 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 Truman 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, Truman Middle is required by the state to administer a physical fitness test to all students in the seventh grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

% of Students in Healthy Fitness Zone			
2002-03			
Grade 7	Truman	FUSD	California
7th Grade Total	13.5	16.8	27.2
7th Grade Boys	16.9	17.9	25.5
7th Grade Girls	10.8	15.6	28.9

CAT/6 Norm Referenced Test 2003 % At or Above 50th Percentile									
	Reading			Math					
	6	7	8	6	7	8			
<b>All Students</b>	30	27	18	42	31	36			
Truman Middle	31	31	26	38	33	36			
FUSD	45	45	41	51	46	48			
<b>Subgroups</b>									
Male	24	26	16	41	34	34			
Female	37	29	21	43	29	38			
English Learners	14	10	3	28	14	19			
Non English Learners	42	38	27	52	41	46			
SED^	23	22	12	39	30	32			
Non SED	45	35	25	47	33	40			
African American	31	21	19	26	16	23			
Asian	*	45	*	*	45	*			
Hispanic	30	25	15	43	30	35			
White (not Hispanic)	34	44	39	46	40	53			

^SED - Socioeconomically Disadvantaged  
\*Due to the moderate number of students tested, scores are not disclosed.

SAT-9 Norm Referenced Test 2001, 2002 % At or Above 50th Percentile												
	Reading			Math								
	6	7	8	6	7	8						
<b>All Students</b>	01	02	01	02	01	02	01	02	01	02		
Truman Middle	20	25	27	24	36	35	45	47	32	44	30	36
FUSD	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
<b>Subgroups</b>												
Male	17	22	27	22	33	34	42	44	35	44	31	37
Female	24	28	26	26	38	36	48	50	29	44	29	36
English Learners	8	12	5	11	8	9	29	29	13	27	11	17
Non English Learners	27	33	39	32	45	51	53	57	42	53	36	49
SED^	18	21	19	22	28	28	39	42	25	42	21	30
Non SED	27	39	36	30	44	47	59	63	41	48	40	48
African American	21	9	24	18	27	35	32	35	31	29	23	47
Hispanic	18	24	22	22	31	33	43	46	30	42	26	34
White (not Hispanic)	36	35	49	40	59	50	64	57	44	67	49	50

^SED - Socioeconomically Disadvantaged

## 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) 2001, 2002, 2003 Combined % of Students Performing at Advanced & Proficient Levels																
	English/Language Arts						Grade-Level Math			Algebra	Social Science					
	6		7		8		6		7		8	8				
<b>All Students</b>	01	02	03	01	02	03	01	02	03	02	03	03				
Truman Middle	6	11	16	13	10	15	18	17	12	17	21	14	16	10	12	12
<b>Subgroups</b>																
Male	6	11	14	13	7	14	16	14	10	15	21	13	16	10	9	16
Female	7	11	19	13	13	16	19	19	13	19	22	16	17	10	16	9
English Learners	0	1	2	1	3	3	1	1	2	4	9	5	4	2	4	3
Non English Learners	9	17	26	20	15	22	23	26	18	25	30	20	24	15	17	18
SED^	4	8	10	7	8	13	13	12	8	14	16	12	12	7	10	9
Non SED	12	21	30	21	18	18	23	25	16	29	31	20	23	14	15	16
Students with Disabilities	2	5	5	4	0	2	7	4	7	2	5	3	2	4	5	5
Migrant		*	*		*	0		0	0	*	*	*	8	0	0	0
African American		8	21		6	11		15	12	7	17	5	11	11	8	0
Asian		*	*		*	25		*	*	*	*	33	*	*	*	*
Hispanic		9	15		7	13		15	10	18	21	13	16	10	11	12
White (not Hispanic)		23	34		29	27		26	27	17	29	27	16	12	22	23

^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
<b>All Students</b>	543	13	14	557	570	12	19	589	597	10	28	625
<b>Subgroups</b>												
SED^	486	10	33	519	533	10	28	561	574	8	28	602
Hispanic	515	10	20	535	550	10	26	576	587	8	30	617
White (not Hispanic)	637	10	26	663	668	10	4	672	669	8	19	688
	<b>2000</b>	<b>2001</b>	<b>2002</b>						<b>2001</b>	<b>2002</b>	<b>2003</b>	
Percent Tested (Base)	100	99	98		Eligible for Governor's Performance Award		Yes	No	No			
Percent Tested (Growth)	99	98	99		Eligible for II/USP Program		No	-	-			
Statewide Rank	3	3	3		Applied for II/USP Program		No	---	Not funded	---		
Similar Schools Rank	4	5	8		Received II/USP Funding		No	---	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
<b>All Students</b>																														
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
<b>Subgroups</b>																														
<b>Male</b>																														
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
<b>Female</b>																														
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
<b>English Learners</b>																														
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
<b>Non English Learners</b>																														
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
<b>SED^</b>																														
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
<b>Non SED</b>																														
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
<b>Migrant Education</b>																														
FUSD			12			11			5			7			4			0			1			0			0			5
California			8			10			9			11			11			10			8			12			8			9
<b>Students with Disabilities</b>																														
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
<b>African American</b>																														
FUSD			21			17			18			11			16			13			12			21			15			12
California			23			23			24			17			16			18			17			18			19			17
<b>American Indian</b>																														
FUSD			23			25			14			23			23			14			0			40			25			8
California			28			30			34			27			24			28			27			27			28			26
<b>Asian</b>																														
FUSD			41			24			59			27			38			35			41			36			43			53
California			54			55			56			48			48			51			48			48			48			45
<b>Filipino</b>																														
FUSD			52			53			67			47			19			29			38			65			36			38
California			49			51			51			43			41			44			39			44			41			37
<b>Hispanic</b>																														
FUSD			17			15			18			17			16			14			12			21			16			15
California			17			18			19			15			14			17			15			16			16			14
<b>Pacific Islander</b>																														
FUSD			43			15			33			22			16			7			18			18			7			*
California			37			31			39			32			31			30			23			30			26			23
<b>White (not Hispanic)</b>																														
FUSD			25			25			31			32			30			27			28			39			38			34
California			50			53			56			49			48			51			50			50			49			45

^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
<b>Subgroups</b>																	
<b>Male</b>																	
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
<b>Female</b>																	
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
<b>English Learners</b>																	
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
<b>Non English Learners</b>																	
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
<b>SED^</b>																	
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
<b>Non SED</b>																	
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
<b>Migrant Education</b>																	
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
<b>Students with Disabilities</b>																	
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
<b>African American</b>																	
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
<b>American Indian</b>																	
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
<b>Asian</b>																	
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
<b>Filipino</b>																	
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
<b>Hispanic</b>																	
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
<b>Pacific Islander</b>																	
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
<b>White (not Hispanic)</b>																	
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. Truman 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			
	Truman Middle		
	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

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%
	Truman	FUSD	Truman	FUSD	Truman	FUSD	Truman	FUSD
All Students	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Subgroups*								
English Learners	Yes	Yes	No	No	Yes	Yes	No	Yes
SED^	Yes	Yes	No	Yes	Yes	Yes	No	Yes
Students with Disabilities	Yes	Yes	No	No	Yes	Yes	No	No
African American		Yes		Yes		Yes		Yes
American Indian		Yes		Yes		Yes		Yes
Asian		Yes		Yes		Yes		Yes
Filipino		Yes		Yes		Yes		Yes
Hispanic	Yes	Yes	No	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			
	Truman Middle		FUSD		Truman Harry S.		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: <a href="http://www.cde.ca.gov/ayp/">http://www.cde.ca.gov/ayp/</a>								

### 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
<b>Number of PI Schools in District</b>	<b>6</b>
<b>Percent of PI Schools in District</b>	<b>15%</b>