



Career Academy at Truman

Profile 2010-2011

What Is Special About Our School?

September 2001 marked the beginning of "Making dreams happen...one student at a time"—Truman's program of transformation. As part of the plan, the school was divided into two small schools within the Truman building. Each school:

- is led by a team of six teachers who act as advisors
- has its own space within the building
- works with parents as active partners in their children's high school experience
- helps students locate experiences and internships that match their interests and passions

This change was supported by the Federal Way School Board, the State Board of Education, and a grant that Truman received from the Bill and Melinda Gates Foundation. This grant provides funds for staff development and support to redesign the school into small, autonomous learning communities through strategies that are associated with high-achieving schools. The grant also allows the school to ensure that all students have access to college awareness opportunities and to improve every student's college preparedness. Truman juniors who qualify can apply for a four-year college scholarship from the Bill and Melinda Gates Foundation.

Significant features of Truman High School:

- § *Personalized Education.* Students are known well by their teachers, mentors, and each other. Each student has a personalized, individual learning plan that he or she creates with a teacher, parent(s), and mentors from businesses and the community.
- § *Small Schools.* Personalization can only occur in small communities. Truman High School is two small schools of 102 students each, with a student/teacher ratio of 17:1. Students remain with the same advisor for their entire school career at Truman.
- § *Teachers as Advisors.* Teachers play a role in the total education of each student. They advise, coach, and guide in developing curriculum projects that are directly related to the student's interests. The advisor, along with the student, parent(s), and mentors, make up the student's learning team.
- § *Students Follow Their Interests.* Learning occurs best when students feel connected to what they are doing. The curriculum is based around the student's passions and interests. Advisors are responsible for ensuring that students learn a wide range of skills and take part in rigorous endeavors.

31455 28th Ave South
Federal Way, WA 98003

www.fwps.org/truman/
(253) 945-5800

Principal: Ron Mayberry (since 2009)
Dean of Students: Regina Hauptmann

School Built: 1938
School Rebuilt: 2003
Number of Classrooms: 12

- *Learning Through Real Work.* Students learn from performing jobs or solving problems with real outcomes and products that matter to the community. Internships, community service-learning projects, travel, and other experiences that involve students working side by side with adults are the basis for learning.
- *Diverse Learning Environment.* The diversity of people, cultures, experience, and curricula is a vital element in Truman's education process.
- *Partnerships Around Youth.* A large community of professionals, parents, and other family members supports our students as they become informed, responsible, successful people.
- *Assessments.* Student work is collected in a portfolio that documents the student's meeting or exceeding state standards. Truman students also participate in all district and state testing including the WASL.

Truman staff work collaboratively to create an environment where students believe they are eligible and prepared to attend college. Students can articulate the connection between high expectations and college/tech school entrance.

Students of all abilities, talents, and interests who want to learn in a hands-on, experience-based setting will want to consider attending Truman. Truman offers students an opportunity to explore the potential of their personal interests and skills in a diverse, dynamic learning environment.

Academic and Student Programs

AmeriCorps	Special Ed Inclusion
ELO (Extended Learning Opportunities)	Yearbook/Annual

Student Characteristics

Distribution of Student Ethnicity (percentage)

	2007	2008	2009
African American	15.80	16.53	18.10
Asian	3.30	3.31	8.62
Hispanic	15.00	15.70	18.97
Native American	7.50	4.13	1.72
White	55.80	57.85	48.28
Pac Islander	1.70	.83	.86
Multi-Racial	.80	1.65	1.72

Other Student Characteristics

	2007	2008	2009
Number of Students	120	121	116
Free/Reduced Meals	49.0%	37.5%	50.88%

How Are We Using Our Financial Resources?

Our District

“Per Pupil” Expenditures for 2009-10

Total Expenditure	\$9,535.47
Supplies & Instructional Materials	\$485.87
Equipment	\$56.13

Our School Funding

Operating Budget	\$47,177.00
Resale	\$1,603.00
Gifts & Donations	\$1,356.00
Loss of Planning	-0-
Building Expenditures	\$50,137.00
ASB (Associated Student Body) Expenditures	\$8,217.00

No Child Left Behind Report Card

The No Child Left Behind Act requires all schools and school districts in the United States to prepare annual reports for parents and the public detailing their academic achievement. The State Superintendent of Public Instruction’s web site makes this information available on-line. Find your school’s report card on-line at <http://reportcard.ospi.k12.wa.us/>. Click on Federal Way in the “Summary” box, and then choose your school from the list. You may also request a paper copy of the report card at your school’s office. For more information about the NCLB Act, go to <http://www.nclb.gov/index.html>.

Truman staff work collaboratively to create an environment where students believe they are eligible, ready, and prepared to attend college. Students can articulate the connection between high expectations and college/tech school entrance.

High School

Graduation Requirements for the Class of 2008

Because of a waiver presented to and passed by both the Federal Way Public Schools Board of Education and the Washington State Board of Education, Truman students graduate by meeting standards which demonstrate proficiencies as outlined in the Washington State EALRs and Washington Grade Level Expectations and documented in student portfolios. The waiver also allows for teachers to guide all content areas of learning, as generalists, and for internships in real-world settings as part of students’ educational experiences.

Neither letter grades nor Carnegie units determine academic achievement for students attending Truman High School. Truman’s standards based system allows students to see their true achievement levels as they relate to real world challenges and community expectations.

High School Proficiency Exam (HSPE)

Beginning in the Spring of 2010, the State of Washington requires the HSPE be given tenth and eleventh grade. The HSPE replaces the WASL.

Percentage Meeting Standard in:

Grade 10	WASL			HSPE
	2007	2008	2009	2010
Math				
School	44.0	22.0	21.0	13.0
District	53.0	51.0	49.0	43.1
Reading				
School	97.0	81.0	88.0	63.0
District	87.0	87.0	88.0	77.5
Writing				
School	100.	92.0	89.0	67.0
District	87.0	92.0	91.0	84.4
Science				
School	28.0	14.0	14.0	0.0
District	38.0	45.0	39.0	39.9