

SCHOOL ACCOUNTABILITY REPORT CARD

MILLER ELEMENTARY SCHOOL

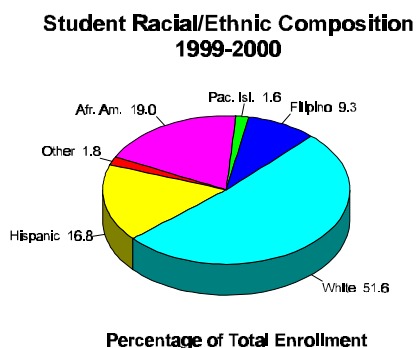
Mrs. Josephine Wraith
Principal

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MARCH 2000
San Diego City Schools

SCHOOL PROFILE

Doris Miller Elementary School is located in the Tierrasanta/Murphy Canyon area of San Diego. The school serves 1004 children, most of whom live in surrounding military housing. There are a few civilian children from adjacent areas with special attendance permits and in special education classes. High mobility is an important factor in meeting the unique needs of our students.



MISSION AND GOALS

San Diego City Schools has adopted a mission statement to guide the district in providing educational programs.

The mission of San Diego City Schools is to improve student achievement by supporting teach-

ing and learning in the classroom.

San Diego City Schools has created an Institute for Learning to support high performance learning at all school sites. The focus of the Institute is to study learning and instructional practice to improve student achievement and enhance teaching. The Institute for Learning is establishing a system that commits teachers and administrators to a common focus on instruction and learning.

The Institute has focused on literacy for the past two years. The San Diego Literacy Framework has been developed to outline and guide a balanced literacy program. The framework provides instructional approaches that will support students in learning to read, write, and speak successfully. Next year mathematics will be a parallel focus of the Institute. Mathematical proficiency will be achieved through a standards-based curriculum, research-based instructional strategies, high quality professional development, and appropriate assessments.

The Miller school staff believe all children can learn. We believe communication between parents and the school community is an essential part of the education and evaluation process. We believe quality time spent with children by teachers and parents achieves positive results.

The emphasis for this year is to:

REPORT CARD MEETING, INFORMATION

Date: June 6, 2000

Time: 5:00 p.m.

Place: Miller Auditorium

All public schools in California must provide information about themselves to the public through a School Accountability Report Card. This report card examines Miller Elementary policies, programs, and progress. At a meeting on June 6 at 5 p.m. parents can discuss the report card and ask questions.

Additional information about all areas covered in this report card is available at Miller Elementary School. We invite parents to come to Miller Elementary to look at their children's materials, to meet their children's teachers, and to expand their involvement in their children's education.

- Improve literacy skills for all students
- Raise achievement of students who are performing below average in reading, writing, and math
- Maintain a low rate of non-apportioned absences.

STUDENT LEARNING

STUDENT ACHIEVEMENT

How are students doing?

Test scores are only one measurement of student progress toward becoming a literate and thinking person. Teachers monitor each student's progress in all areas of performance. We encourage parents to talk with their child's teacher to get a complete picture of how their child is doing.

San Diego City Schools students in grades 2-11 take the Stanford Achievement Test, Ninth Edition (SAT 9), to measure their academic progress in basic skills as part of the state Standardized Testing and Reporting (STAR) Program. Spanish-speaking English learners enrolled in a California school less than 12 months or enrolled in a California school for more than 12 months and receiving language arts instruction in Spanish are also tested on the Spanish Assessment of

Basic Education, Second Edition (SABE/2), a Spanish Language Achievement Test measuring the same skill areas.

Overall Miller Elementary students showed progress in SAT 9 Total Reading, Language, and Math scores. Most notably were the second graders who had a 17 percent increase in Reading, 13 percent increase in Language, and a 12 percent increase in Math (students scoring above the 50th percentile). The most need is still found in the fourth grade. Although stu-

dents showed a 2 percent growth in Reading their scores of 42 percent above the 50th percentile are still depressed.

Miller's Academic Performance Index (API) for 1999 is 712 (scale of 200-1000). Miller's Statewide Rank is 7. Rankings are in deciles with 10 being the highest and 1 the lowest. When compared with other schools with similar characteristics, Miller's rank is 10. These characteristics include pupil mobility, ethnicity, socioeconomic status, and class size.

Miller School continues to work with portfolios for all students. Inservices and new district materials have been provided to all teachers.

Parents of students taking the norm-referenced test at the elementary level are informed of their children's results during the first report card period. This is required by a state law called the Waters

Attendance		
Year	Number of Absences	% Actual Attendance
1994-95	8,151	95.5
1995-96	10,337	94.4
1996-97	8,339	95.2
1997-98	8,567	95.0
1998-99	8,893	95.0

TEACHING QUALITY

TEACHING ASSIGNMENTS

Do we have qualified teachers?

All teachers at Miller meet or exceed standard California credential requirements for their area of assignment. The majority of teachers and support staff have a master's degree.

TEACHER/ADMINISTRATOR EVALUATION

How are teachers and administrators evaluated?

The principal and vice principal formally evaluate tenured teachers every two years. Temporary or probationary teachers are observed frequently and evaluated yearly. If a teacher's performance is not effective, the principal identifies areas requiring improvement and develops a plan for improvement with the teacher.

Bill. Scores are also available upon request from the school office.

SCHOOL-TO-CAREER TRANSITION

How are students prepared for the world of work?

Besides building a strong foundation for future learning, we try to expand the career possibilities open to students. We invite guests from our educational partners and working parents to come and talk to our students about their work.

ATTENDANCE/DROPOUTS

Do students have good attendance?

Attendance is an integral part of the educational process at Miller. Our 1998-99 attendance rate was 94.99 percent, which is lower than the previous two years. It is important that parents and staff work together to improve attendance. We ask parents to send their children to school regularly and on time; to schedule personal appointments and vacations at times that do not conflict with school schedules; and to take positive steps to improve attendance. Although there is no adequate substitute for being in class, in personal emergencies we encourage parents to request an independent study contract for making up missed lessons.

The principal and vice principal are also evaluated every year in a similar manner: the principal by a central office supervisor and the vice principal by the principal.

If you are concerned about a teacher, principal, administrator, or other staff member, there are steps that you can take. You should discuss your concerns with the principal. You may call the district Support Systems office for assistance after you have talked to the principal.

SUBSTITUTES

Do we have qualified substitutes?

The district has a pool of substitute teachers available for assignment when a classroom teacher is absent.

By state law, credentialed teachers may substitute at any grade level and in any subject. We try to place substitute teachers in their area of expertise.

DISCIPLINE AND CLIMATE FOR LEARNING

Is this school a good place to learn?

Miller Elementary School was designed and staffed to ensure that students make progress throughout the elementary curriculum. The school is staffed to promote team teaching in an open space environment. Staff and students work cooperatively in an integrated setting.

Miller students are expected to follow school and classroom rules. We maintain a positive school climate by recognizing students in the classrooms and at student award assemblies. Students are recognized for academic achievement, good citizenship, leadership, and perfect attendance.

The staff and community are actively involved in site-based management through the school governance board, governance committees, and school site council (SSC). Our Code of Conduct/Home-School Compact was developed in collaboration with parents, staff, and students.

Suspensions and Expulsions		
Year	Suspension Rate*	Expulsions
1994-95	0.5	0
1995-96	0.5	0
1996-97	0.8	0
1997-98	2.5	0
1998-99	1.8	0

* Suspensions per 100 Students.

INSTRUCTIONAL AND LEADERSHIP QUALITY

How good is it?

Miller offers a balanced curriculum to a diverse student population. The curriculum used is aligned with state and district-adopted frameworks and guidelines.

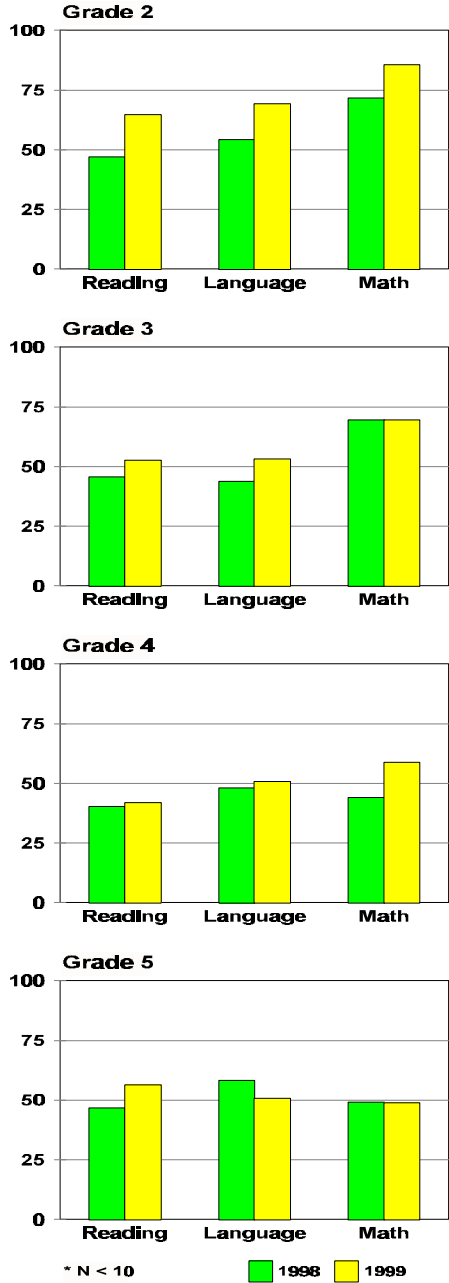
REPORT CARD COMMITTEE

The following parents and staff developed this report card:

Ron Brooks, *teacher*
 Chet Brower, *counselor*
 Marian Kim, *vice principal*
 Lori McKee, *teacher*
 Geri Poitras, *teacher*
 Connie Reins, *secretary*
 Mona Thomas, *parent*
 Fini Wraith, *principal*

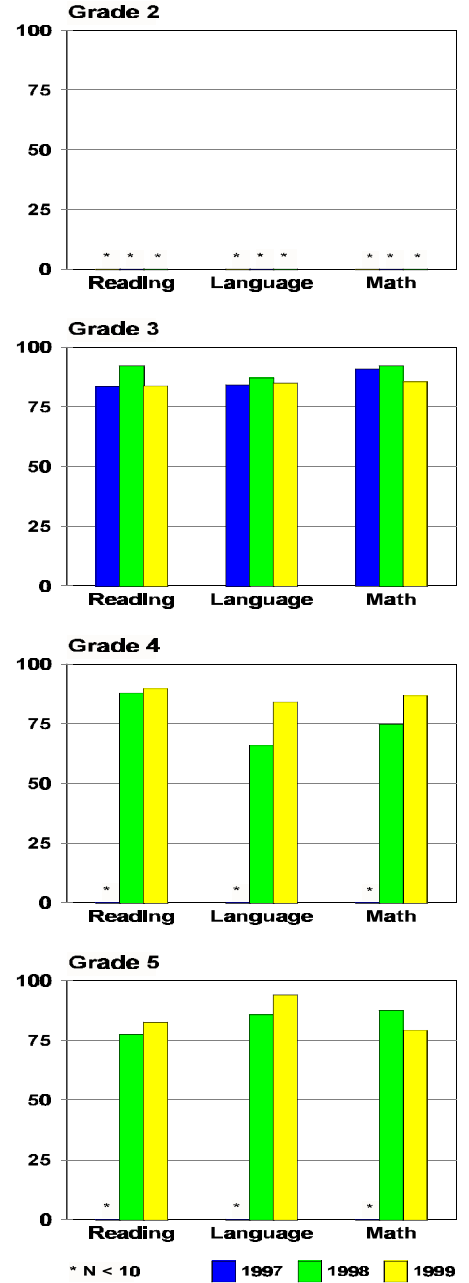
SAT 9 Results

Pct. Scoring at or above 50th Percentile



Grade Results

Pct. Achieving at or above Satisfactory



Class Size Distribution, 1997-98						
Grade Level	1-15	16-20	21-25	26-30	31-35	36+
K		9				
K-1, 1		8				
1-2, 2		10				
3		8				
4, 4-5					6	
5				1	2	
Special Ed.	5					

Class Size Distribution, 1998-99						
Grade Level	1-15	16-20	21-25	26-30	31-35	36+
K	2	7				
1		3	6			
2		7				
3		8				
3-4			1			
4					4	
5						4
Special Ed.	5					

Class Size Distribution, 1999-2000						
Grade Level	1-15	16-20	21-25	26-30	31-35	36+
K		9				
1	1	6	2			
2		9				
2-3, 3		8				
4, 4-5	1				5	
5				2	2	
Special Ed.	5					

State Class Size Reduction Program Participation	
Year	Percent of Grade K-3 Students Participating
1996-97	100.0*
1997-98	100.0
1998-99	100.0

* State program included only grades 1 and 2.

Teacher Credentialing Data					
Year	Number of Classroom Teachers				Working Outside Subject Area of Credential
	Total	With Appropriate Credential	With Emergency Credential	Without Credential	
1997-98	55	55	0	0	0
1998-99	55	55	0	0	0
1999-00	58	58	0	0	0

All elementary schools have implemented a three-hour literacy block. Students spend three hours a day actively engaged in literacy activities and lessons that are guided by the San Diego Literacy Framework.

Supplementary materials and developmental learning strategies are used to reinforce and enrich the basic curriculum. We teach organizational skills to help children learn how to study. Miller School assesses children with learning problems and those with limited English-speaking abilities and provides them with appropriate programs. Students in special education are included in regular classrooms in a variety of ways.

INSTRUCTIONAL TIME

How much time is there for instruction?

All district schools meet or exceed state requirements for annual instructional minutes. Miller Elementary will have 40 minimum days this year. The time children do not attend on minimum days is allocated to other days of the week. These minimum days are used to free up time for staff development, parent conferences, and teacher planning and coordination.

Instructional Minutes, 1999–2000		
Grade Level	Annual Instructional Minutes	
	School	State Requirement
K	58,200	36,000
1–6	55,500	54,000

TRAINING AND CURRICULUM IMPROVEMENT

What are we doing to improve good teaching practices?

Miller staff and parents believe in ongoing professional development of the staff. Our school administrators attend monthly instructional conferences to receive training on specific areas of the San Diego Literacy Framework. They use the information learned to help guide staff development for teachers at Miller. Teachers are provided opportunities to study and improve instructional practice through grade level/department meet-

ings, visitations to other classrooms to observe instruction, participation in study groups, and direct training on specific instructional strategies.

In addition, teachers attend conferences, workshops, and demonstrations of programs at other schools. We frequently hold grade level meetings to share new ideas and information, and to solve problems. In addition, classroom assistants and school volunteers receive on-site training. This year two staff development days on reading and literacy were held before the school year began.

COUNSELING AND SUPPORT SERVICES

What kind of support services does Miller have for students?

Miller has:

- One full-time counselor
- A full-time school nurse
- Two full-time resource specialists
- Two full-time speech pathologists
- A psychologist assigned to our site one and one-half days a week
- Two full-time and one part-time physical education prep-time teachers
- One full-time library assistant
- A part-time computer, and health assistants
- Part-time classroom assistants.

Over the years we have seen a decrease in funding for support services and loss of support personnel. We use site funds to supplement district allocations for additional support personnel.

TEXTBOOKS AND INSTRUCTIONAL MATERIALS

What instructional materials do we use?

The district adopts textbooks and instructional materials each year based on a six- to eight-year cycle implemented by the state. This year teachers and students in elementary schools will use newly adopted textbooks and materials in music. History/social science will be implemented next year. Miller Elementary has adopted the Silver Burdett Ginn Reading Series.

All Miller students go to the school library and the computer lab bi-weekly.

Miller continues to need additional books for the library and classrooms.

This year we have had the opportunity to update our library media collections through use of state funds specifically designated for library materials. We have been able to renew our library collection with current, accurate, appealing, and challenging materials to meet the curriculum and literacy needs of our students.

SCHOOL FACILITIES AND SAFETY

How clean, safe, and orderly is our school?

Several years ago custodial allocations were decreased due to budget cuts. This results in classrooms being cleaned every other day. It would be highly desirable to restore the previous maintenance services.

The health and safety committee has worked hard to prepare a disaster preparedness plan. Fire and disaster preparedness drills are held each month.

The health and safety committee has also developed, and continues to implement and monitor, a structured playground program. This program not only fosters important physical activity but also ensures the safety of all students. Student behavior assemblies and recess clinics are held during the year to review standards and expectations.

School safety standards are published frequently in the weekly Parent Calendar. We often review safety procedures with children. Adult supervision is provided before school, during recess and lunch, and after school.

CLASS SIZE

Are classes too large?

Miller Elementary's class sizes for the last three years and its participation in the state's Class Size Reduction Program are shown on page 4.

Miller Elementary continues to implement a K–3 class size reduction program. This program limits class size to an average of 20 students per class.

In addition, our classroom assistants offer students more chances to work with adults. We believe we could do a better job in teaching our students if our classroom enrollments were lower in all grades.

INTEGRATION AND DIVERSITY

RACE AND HUMAN RELATIONS

Do students understand and respect each other?

A most important factor in our students becoming contributing members of a global society is their ability to understand and appreciate the diverse backgrounds of others. This is exemplified in the behavior of our students towards different ethnic cultures. Teachers and stu-

dents discuss the contributions of the many ethnic groups that make up our society and use multicultural materials.

As part of the district's race and human relations program, fourth and fifth grade students participate in the Off Campus Integrated Learning Experience (OCILE) with students from other schools. This week-long program features intensive instruction utilizing the cultural resources in the parks while stu-

dents have a unique opportunity to make new friends.

Our students, who come from military families of many different ethnic groups, are able to share information which further improves racial and cultural relationships. Miller staff continuously encourage students to respect each other. We strive to support and nurture a positive self-image for every student.

SHARED DECISION-MAKING

COMMUNITY INVOLVEMENT

Does Miller welcome parent and community involvement?

Parent involvement is important to us. Many of the classroom assistants are parents of Miller students. The volunteer program is very active. Thousands of hours of parent time are given to our school. Parents are active on the PTA board and represent the interests of the home and community on the governance board and school site council (SSC). Throughout the school year parents par-

ticipate in workshops, conferences, and support groups.

Here's how parents can get involved:

- Join the PTA and attend meetings and special events.
- Attend SSC/SGT meetings, which make important decisions about Miller School.
- Volunteer to help in a classroom or at home. Babysitting is provided for non-school age children.

Miller is in partnership with the de-

stroyer USS *Elliot*, Hewlett Packard, Wells Fargo Bank, and Home Town Buffet. Students, teachers, and partnership personnel participate in many friendship activities together. The mission statement with our partnerships is:

To increase the awareness and support of public education by being actively engaged in the educational process and by developing supportive and personal relationships among students, families, and community.

FINANCES

EXPENDITURES AND SERVICES OFFERED

Where does it all go?

The adjoining budget chart shows the major areas of district funding for Miller Elementary and other district schools. It includes all monies budgeted from the general fund except those for transportation, maintenance and operations, and district administration.

Each school receives an instructional budget based on enrollment and programs and on formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

School Budget, 1998-99		
Budget Category	Dollars per Pupil*	
	School	Elem. Avg.
General Operations	3,358	2,928
Special Education	857	410
Integration	0	264
Gifted and Talented	5	20
Special Projects	274	385
Total	4,494	4,008

General Operations—services, materials, and support to the general education program

Special Education—programs offering students with special needs appropriate, individualized education

Integration—the district's voluntary integration effort to counter the racial/ethnic isolation of pupils

Gifted and Talented—specialized learning assistance for students with great ability, achievement, or potential

Special Projects—monies from agencies (e.g., federal, state) earmarked for specific services

* Based on total student enrollment.

Salary and Budget Data, Teachers and Administrators, 1997-98		
Position	Unified Districts (20,000+ ADA)	San Diego (131,593 ADA)
	Annual Salary (\$)	
Beginning Teacher	30,521	28,670
Midrange Teacher	47,729	43,565
Highest Teacher	57,429	57,863
School Principal Avg.	75,942	78,293
Superintendent	129,993	185,000
Salary Category	Pct. of Budget†	Pct. of Budget†
Administrative	4.8	4.1
Teacher	43.2	42.1

† Percentage of general fund expenditures. Does not include benefits.