

SCHOOL ACCOUNTABILITY REPORT CARD

MILLER ELEMENTARY SCHOOL

Mrs. Josephine Wraith
Principal

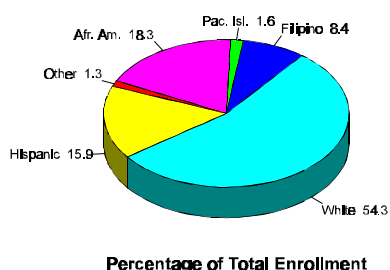
4343 Shields Street
San Diego, CA 92124
(858) 496-8319

MARCH 2001
San Diego City Schools

SCHOOL PROFILE

Doris Miller Elementary School is located in the Tierrasanta/Murphy Canyon area of San Diego. The school serves 936 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.

**Student Racial/Ethnic Composition
2000-01**



MISSION AND GOALS

The mission of San Diego City Schools is to improve student achievement by supporting teaching and learning in the classroom.

San Diego City Schools' Institute for

Learning focuses on instruction and learning. The Institute helps schools improve student achievement by improving instruction. Teachers and administrators engage in ongoing professional development in literacy and mathematics instruction.

In Spring 2000, the district introduced the *Blueprint for Student Success in a Standards-Based System*, a comprehensive plan focusing the entire district on teaching and learning for all students.

The *Blueprint* established districtwide assessments and performance expectations in literacy and mathematics to ensure that district students are held to the same standards and receive support if they fall below grade level. *Blueprint for Student Success* strategies of prevention, intervention, and retention/acceleration are directed toward providing all students with the best teaching, the richest learning environment, and time and support to meet high standards.

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:

- Use assessments to drive instruction

REPORT CARD MEETING INFORMATION

Date: May 22, 2001

Time: 5 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 May 1st 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.

- Raise achievement of students who are performing below average in reading, writing, and math
- increase parent communication and education.

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 Achieve-

ment 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 Achieve-

ment 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 third graders who had an 18 percent increase in Reading, a 10 percent increase in Language, and an 11 percent increase in Math (students scoring above the 50th percentile). The most need is found in the fifth grade. The fifth grade saw a six percent drop in their reading scores from last year. However, these

were up from two years ago.

Miller's Academic Performance Index (API) for 2000 is 740 (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 9. 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 Bill. Scores are also available upon request from the school office.

REPORT CARD COMMITTEE

The following parents and staff developed this report card:

- Ron Brooks, *teacher*
- Chet Brower, *counselor*
- Lori McKee, *teacher*
- Elizabeth Piper, *parent*
- Geri Poitras, *teacher*
- Courtney Rizzo, *vice principal*
- Sue Stapa, *Secretary*
- Fini Wraith, *principal*

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 and probationary teachers are evaluated yearly. All teachers are observed frequently. If a teacher's performance is not effective, the principal identifies areas requiring improvement and develops a program for improvement

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 1999–2000 attendance rate was 94.76 percent, which is lower than the previous three 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

Attendance		
Year	Number of Absences	% Actual Attendance
1995–96	10,337	94.4
1996–97	8,339	95.2
1997–98	8,567	95.0
1998–99	8,893	95.0
1999–00	9,046	94.8

making up missed lessons.

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
1995–96	0.5	0
1996–97	0.8	0
1997–98	2.5	0
1998–99	1.8	0
1999–00	2.7	0

* Suspensions per 100 Students.

with the teacher.

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

If you are concerned about a teacher, 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.

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.

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.

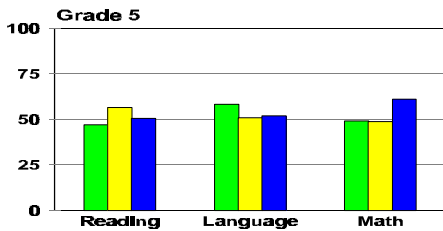
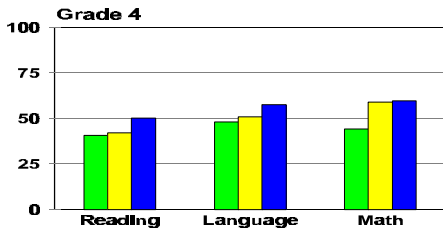
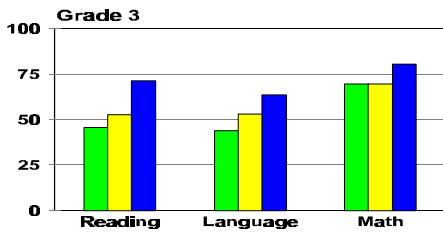
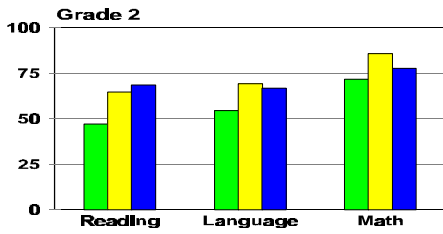
Supplementary materials and developmental learning strategies are used to reinforce and enrich the basic curriculum. We teach organizational skills to help

SAT 9 Results

Pct. scoring at or above 50th percentile

No Mandated Testing at Kindergarten

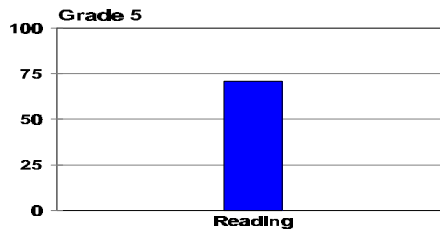
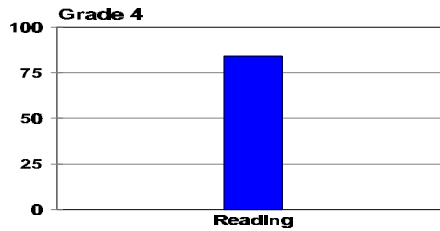
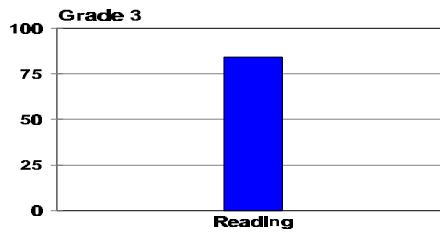
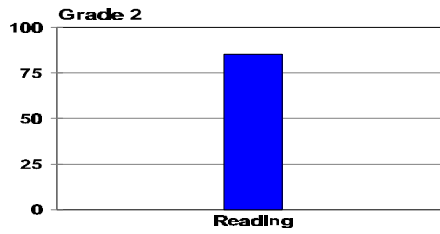
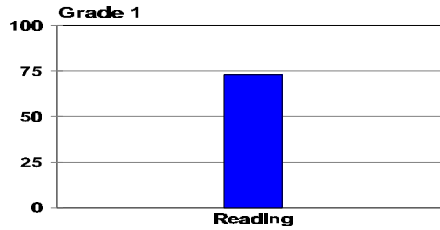
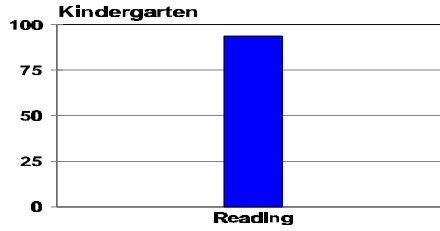
No Mandated Testing at Grade 1



* N < 10 1998 1999 2000

District Assessments

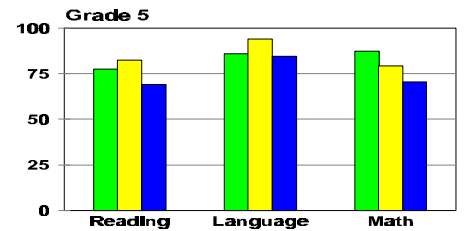
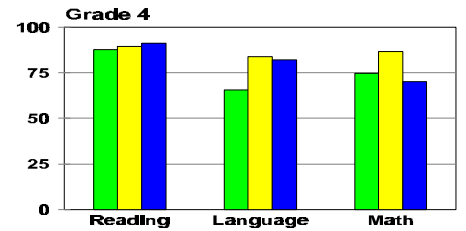
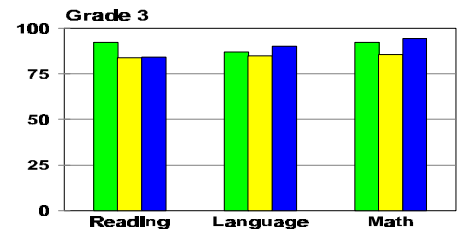
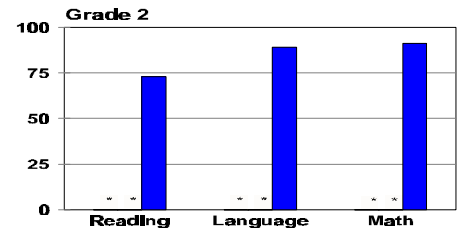
Pct. scoring near, at, or above grade level



* N < 10 2000

Grade Results

Pct. achieving at or above Satisfactory



* N < 10 1998 1999 2000

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					

Class Size Distribution, 2000–01						
Grade Level	1–15	16–20	21–25	26–30	31–35	36+
K	5	4				
1		8				
1–2, 2	1	8				
2–3, 3		9				
4, 4–5		1		1	3	
5			1		3	
Special Ed.	5					

State Class Size Reduction Program Participation	
Year	Percent of Grade K–3 Students Participating
1997–98	100.0
1998–99	100.0
1999–00	100.0

Teacher Credentialing Data					
Year	Number of Classroom Teachers				
	Total	With Appropriate Credential	With Emergency Credential	Without Credential	Working Outside Subject Area of Credential
1998–99	55	55	0	0	0
1999–00	58	58	0	0	0
2000–01	48	47	0	0	1

ACADEMIC PERFORMANCE INDEX

The Academic Performance Index (API), the cornerstone of California’s accountability system, measures the academic performance and growth of schools. The index, ranging from 200 to 1000, indicates a school’s performance level. The statewide API goal for all schools is 800. Annual interim targets are set for each school. API scores are calculated on the basis of SAT 9 test performance for each school and for the school’s numerically significant subgroups

2000 API Summary	
Category	Result
Schoolwide API	740
Growth from Prior Year	28
State Decile Rank	7
African American API	682
Asian API (incl. Indochinese)	—
Filipino API	—
Hispanic API	718
White API	766
Economically Disadvantaged API	733
Met All Targets?	Yes

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 39 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, 2000–01		
Grade Level	Annual Instructional Minutes	
	School	State Requirement
K	58,275	36,000
1–6	55,575	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 meetings, 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.

No staff development days are held on school days. For the last two years there have been three staff development days held before the school year began. Two years ago there were two such staff development days.

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 health assistant
- 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 social studies.

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

State funds specifically designated for library materials and equipment were provided again this year to update our library media collections. We have been able to renew our library collection with current, appealing, and challenging materials, including fiction, non-fiction, multimedia, and reference materials, to meet the curriculum and literacy needs of our students. Miller was extremely fortunate to receive funds from the Governor’s Reading Award, as well as money from API monies. The majority of the money

was used towards purchasing new books for each classroom at each grade level.

SCHOOL FACILITIES AND SAFETY

How clean, safe, and orderly is our school?

All district schools have developed a comprehensive school safety plan that meets state requirements. The safety plan includes disaster procedures, procedures for safe entry and exit of pupils, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, any school dress codes, and school discipline policies. 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, 1999–2000		
Budget Category	Dollars per Pupil*	
	School	Elem. Avg.
General Operations	3,453	3,433
Special Education	854	466
Integration	0	237
Gifted and Talented	52	22
Special Projects	381	544
Total	4,741	4,703

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, 1998–99		
Position	Unified Districts (20,000+ ADA)	San Diego (129,630 ADA)
	Annual Salary (\$)	
Beginning Teacher	31,680	29,663
Midrange Teacher	49,481	45,074
Highest Teacher	59,895	60,311
School Principal Avg.	78,145	81,184
Superintendent	137,350	185,000
Salary Category	Pct. of Budget†	Pct. of Budget†
Administrative	4.8	4.0
Teacher	43.7	41.4

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