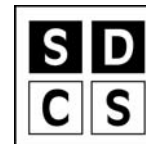


"The mission of San Diego City Schools is to improve student achievement by supporting teaching and learning in the classroom."

**San Diego City Schools**  
 Alan D. Bersin, Superintendent  
 4100 Normal Street  
 San Diego, CA 92103

# MILLER ELEMENTARY SCHOOL



Excerpts from the SCHOOL ACCOUNTABILITY REPORT CARD

For additional copies, contact:  
 SDCS Communications Office  
 Telephone: (619) 725-5578  
 Fax: (619) 725-5576  
 E-mail: pio@mail.sandi.net  
 Website: www.sandi.net

Josephine Wrath, Principal  
 4343 Shields, San Diego, CA 92124  
 Telephone: (858) 496-8319, Fax: (858) 278-1649  
 E-mail: millelm@sandi.net  
 Website:

Spring 2002

## AT A GLANCE 2000-01

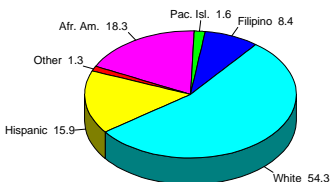
**School type:** Elementary  
**Grade level:** K-5  
**Total enrollment:** 928  
**Total teachers:** 48  
**Per pupil expenditure:** \$5,434

## PRINCIPAL'S STATEMENT

*Doris Miller Elementary School is located in the Tierrasanta/Murphy Canyon area of San Diego. Most of whom live in surrounding military housing. There are a few non-resident students with special attendance permits and special education classes. High mobility is an important factor in meeting the unique needs of the students. For the past three years Miller Elementary has placed great emphasis in ensuring that all students acquire the necessary skills to be proficient readers. Teachers continue to receive intense training in literacy. Students are encouraged to read at school and at home. Miller has received the Governor's Reading Award two years in a row.*

*Our challenge continues to be the high transiency of our students. In 2000-01, our stability rate was the eighth lowest among district elementary schools district. Only 80.7 percent of Miller students enrolled at the beginning of the school year remained enrolled until the end, compared with an 87.5 percent district average for elementary schools. Thus our goal is to make sure that students who are new to the district quickly acquire necessary literacy skills.*

## ENROLLMENT BREAKDOWN Total = 928



Percentage of Total Enrollment

## CURRICULUM AND INSTRUCTION

San Diego City Schools' Institute for Learning organizes all of the district's efforts to improve student achievement by supporting teaching and learning in the classroom. In Spring 2000, the district introduced the *Blueprint for Student Success in a Standards-Based System*, a comprehensive set of prevention, intervention, and retention strategies directed toward providing all students with the best teaching, high quality instructional materials, the richest learning environment, and time and support to reach state academic standards.

Miller Elementary Stanford Achievement Test (SAT 9) scores continue to show an improvement. Miller has placed great emphasis on reading strategies. Teachers regularly participate in grade-level meetings and staff development. The principal, vice principal, and peer coach are involved in the development, coordination, and presentation of staff development meetings that address the needs of students. Many teachers participate in district, county, and state conferences.

## ATTENDANCE

Year	Number of Absences	% Actual Attendance
96-97	8,339	95.23
97-98	8,567	95.01
98-99	8,893	94.99
99-00	9,046	94.76
00-01	9,640	94.25

## OPPORTUNITIES FOR PARENT AND COMMUNITY INVOLVEMENT

We are committed to connecting community resources to our school and invite all constituencies within our community to assist us in supporting the education of our students.

The district's Parent Congress is composed of a parent delegate from each school and is designed to provide information about student achievement, gather input from parents, and consult with them about educational issues. The congress will meet four times a year.

Miller Elementary believes that parents and community members are an integral part of the educational process. Parents are involved in many classroom activities. The school has an active Parent Teacher Association (PTA). We also have parent representatives on the school site council and school governance team. Parents and community members are invited to volunteer and/or participate in activities such as reading celebrations, parent conferences, open house and parent patrol.

If you want to get involved, please contact Laurel Woodbeck at (899) 505-9428.

## BUSINESS AND COMMUNITY PARTNERS

USS Elliot  
 Hewlett Packard  
 HomeTown Buffet

*Our school gratefully acknowledges the tremendous support we receive from our partners, parents, and community volunteers.*

**ACADEMIC DATA**

**Academic Performance Index (API)**

The API ranges from 200 to 1000 and indicates a school’s performance level. It is based on scores from the Stanford Achievement Test (SAT 9). The statewide API goal for all schools is 800. Annual improvement targets are set for each school. Schools that meet their growth targets may receive performance awards. Schools that do not meet their growth targets may receive assistance through the Immediate Intervention/Underperforming Schools Program (II/USP). For more information on the API, visit the state website (<http://api.cde.ca.gov>).

	API Base Data			API Growth Data		
	1999	2000	2001	1999-00	2000-01	2001-02
Percent Tested	95	100		Percent Tested	100	99
API (Base)	712	740		Growth API Score	740	762
Growth Target	4	3		Actual Growth	28	22
State Decile Rank	7	7		Eligible for Awards	Yes	No
Similar Schools Decile Rank	10	9		Eligible for II/USP	No	No

“#” means the school scored at or above the interim statewide performance target of 800

“\*” means the school is not awards eligible due to adult testing irregularities

**Standardized Testing and Reporting (STAR)**

Students in Grades 2–11 are tested annually through the California STAR program. The program includes the California Standards Test in English Language Arts and Mathematics (Grades 2–11), and Science and History-Social Science (Grades 9–11); the Stanford Achievement Test, Ninth Edition (SAT 9) in Reading, Language, and Mathematics (Grades 2–11), Spelling (Grades 2–8), and Science and History-Social Science (Grades 9–11).

**California Standards Test: English Language Arts**

Percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Gr	School			District			State									
	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01							
2		43.7			36.1			32		4		41.7		35.0		33
3		41.1			33.4			30		5		30.9		30.7		28

**Stanford Achievement Test, Ninth Edition (SAT 9): Reading and Mathematics**

Percent of students scoring at or above the 50th percentile (the national average)

Gr	READING									MATHEMATICS									
	School			District			State			School			District			State			
	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01	
2	64.1	68.5	63.5	49.6	56.5	55.3	44	49	51	2	85.6	77.5	70.3	56.5	63.5	61.4	49	57	58
3	52.7	71.2	61.6	47.0	51.8	48.7	41	44	46	3	69.5	80.3	73.3	56.7	63.9	60.6	48	56	59
4	41.9	50.0	61.4	42.4	48.4	48.6	41	45	47	4	58.8	59.7	74.6	46.3	55.8	52.0	44	51	54
5	56.3	50.4	52.0	44.3	44.4	46.6	42	44	45	5	48.9	61.1	65.9	47.0	50.5	52.5	45	50	54

“—” indicates N ≤ 10

**A COMPLETE VERSION OF THE SCHOOL ACCOUNTABILITY REPORT CARD (SARC)** can be obtained from the school, the district Communications Office (619-725-5578), or from the district website ([www.sandi.net/research/sarcs/](http://www.sandi.net/research/sarcs/)). The complete SARC includes the following:

- 1. Demographic Information:** Racial/ethnic breakdown
- 2. School Safety and Climate for Learning:** School Safety Plan, school programs and practices that promote a positive learning environment, and suspension and expulsion data
- 3. Academic Data:** California Standards Test (English Language Arts), Stanford Achievement Test, Ninth Edition (Reading and Math), district assessments (Stanford Diagnostic Reading Test and Developmental Reading Assessment), California Fitness Test (Grade 5), and Academic Performance Index
- 4. Class Size:** Average class size, class size distribution, and class size reduction (K–3)
- 5. Teacher and Staff Information:** Teacher credential information, teacher evaluations, substitute teachers, counselors and other support staff, and academic counselors
- 6. Curriculum and Instruction:** School instruction and leadership, professional development, quality and currency of textbooks and other instructional materials, instructional minutes, and total number of minimum days
- 7. Fiscal and Expenditure Data:** Average salaries, additional compensation for administrators, estimated expenditures per pupil, and types of services funded.