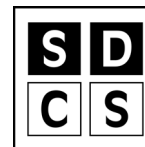


"The mission of San Diego City Schools is to improve student achievement by supporting teaching and learning in the classroom."

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

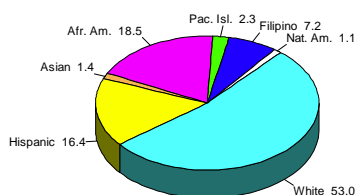
Bethney DeView, Principal
 4343 Shields St., San Diego, CA 92124
 Telephone: (858) 496-8319, Fax: (858) 278-1649
 E-mail: millelm@mail.sandi.net
 Website: www.sdcs.k12.ca.us/comm/schools/elem/miller.htm

Spring 2004

AT A GLANCE 2002-03

School type:	Elementary
Grade level:	K-5
Total enrollment:	906
Total teachers:	56
Per pupil expenditure:	\$5,330

ENROLLMENT BREAKDOWN



ATTENDANCE

Year	Number of Absences	% Actual Attendance
98-99	8,893	94.99
99-00	9,046	94.76
00-01	9,640	94.25
01-02	9,440	94.49
02-03	9,576	94.17

PRINCIPAL'S STATEMENT

Doris Miller Elementary School is located in the Tierrasanta/Murphy Canyon area of San Diego. Most of our students live in surrounding military housing. There are a few nonresident students with special attendance permits through the district's School Choice program and special education. High mobility is an important factor in meeting the unique needs of the students. For the past four years, Miller Elementary has placed great emphasis on ensuring that all students acquire the necessary skills to be proficient readers. Students are encouraged to regularly read at home. Teachers continue to receive intense training in literacy, writing, and mathematics.

Our challenge continues to be the high transience of our students. Thus, our goal is to make sure that students who are new to the district quickly acquire necessary literacy and mathematical skills.

CURRICULUM AND INSTRUCTION

San Diego City Schools' Office of Instructional Support organizes all of the district's efforts to improve student achievement by supporting teaching and learning in the classroom. Since 1998, the district has introduced a series of reform initiatives directed toward providing all students with effective teaching, high-quality instructional materials, rich learning environments, and additional time and support to reach state academic standards.

Miller has placed great emphasis on literacy, writing, and mathematical strategies. Teachers regularly participate in grade-level meetings and staff development. The principal and vice principal 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.

BUSINESS AND COMMUNITY PARTNERS

- CNRSW Transient Personnel Unit (US Navy)
- Healthy Start
- Hewlett Packard

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

OPPORTUNITIES FOR PARENT AND COMMUNITY INVOLVEMENT

The district held its first Parent Congress for the 2002-03 school year on October 9. The 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. It meets four times a year.

We at Miller are committed to obtaining community resources for our school and invite all constituencies to assist us in the education of our students.

Staff at Miller Elementary believe 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 (SSC) and Site Governance Team (SGT). Parents and community members are invited to volunteer and participate in activities, such as literacy and curriculum celebrations, parent conferences, and open house.

If you want to get involved, please contact Christina Petrone at (858) 496-8319.

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 state norm-referenced test, the California Standards Test, and the California High School Exit Exam. 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 information, visit the state website (api.cde.ca.gov).

	API Base Data			API Growth Data		
	2000	2001	2002	2000 to 2001	2001 to 2002	2002 to 2003
Percentage Tested	100	99	99	Percentage Tested	99	99
Base API Score	740	754	742	API (Growth)	762	752
Growth Target	3	2	3	Actual Growth	22	-2
Statewide Decile Rank	7	7	7			
Similar Schools Decile Rank	9	9	8			

"#" scored at or above the interim statewide performance target of 800

"**" 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 standards-based California Standards Test in English Language Arts and Mathematics (Grades 2-11), and Science (Grades 9-11) and History-Social Science (Grades 8, 10, and 11); the norm-referenced California Achievement Test, Sixth Edition (CAT/6) in Reading, Language, and Mathematics (Grades 2-11), Spelling (Grades 2-8), and Science (Grades 9-11). Statewide CST data, reported by grade level for 2003, are accurate within one percentage point.

California Standards Test: English Language Arts and Mathematics

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

"—" N ≤ 10

Gr	ENGLISH LANGUAGE ARTS									Gr	MATHEMATICS								
	School			District			State				School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003		2001	2002	2003	2001	2002	2003	2001	2002	2003
2	42.0	41.6	48.3	35.2	36.9	40.1	32	32	36	2	52.1	58.6	41.2	50.0	43	53			
3	39.2	35.5	34.3	32.2	37.2	35.6	30	34	33	3	33.3	32.8	36.0	44.9	38	46			
4	40.3	49.6	37.7	33.7	36.0	40.1	33	36	39	4	38.6	40.6	31.1	39.4	37	45			
5	30.2	42.1	42.7	29.5	31.6	34.4	28	31	36	5	28.1	22.5	22.5	27.7	29	35			

Norm-Referenced Tests (NRT): Reading and Mathematics

Percent of students scoring at or above the 50th percentile (the national average) on SAT 9 through 2002 and on CAT/6 in 2003.

"—" N ≤ 10

Gr	READING									Gr	MATHEMATICS								
	School			District			State				School			District			State		
	SAT 9	SAT 9	CAT/6	SAT 9	SAT 9	CAT/6	SAT 9	SAT 9	CAT/6		SAT 9	SAT 9	CAT/6	SAT 9	SAT 9	CAT/6	SAT 9	SAT 9	CAT/6
2	63.5	66.9	56.9	55.3	61.1	50.4	51	53	46	2	70.3	72.3	58.3	61.4	64.5	56.1	58	62	57
3	61.6	64.8	31.4	48.7	52.5	35.9	46	47	34	3	73.3	73.0	46.0	60.6	64.2	53.8	59	62	52
4	61.4	63.7	40.2	48.6	50.7	36.9	47	49	35	4	74.6	69.6	44.7	52.0	55.0	46.1	54	58	48
5	52.0	57.8	45.1	46.6	49.1	39.3	45	46	40	5	65.9	67.6	51.4	52.5	54.9	45.3	54	57	49

The complete SCHOOL ACCOUNTABILITY REPORT CARD (SARC) may be obtained from the school, the district Communications Office, or from the Internet (www.sandi.net/research/sarcs). The complete SARC is roughly 16 pages long, and provides information on enrollment, parent and community involvement, school safety and climate for learning, academic performance, class size, teachers and staffing, curriculum and instruction, and school finance. In addition, SARCs for secondary schools include dropout data and post-secondary preparation information (i.e., Advanced Placement/International Baccalaureate and University of California/California State University -required course enrollments, SAT scores, college test preparation course program, and degree to which students are prepared to enter the workforce).