

"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



Web site: www.sandi.net

For additional copies of the SARC, visit your child's school or go to the district's SARC Web site at studata.sandi.net/research/sarcs/.

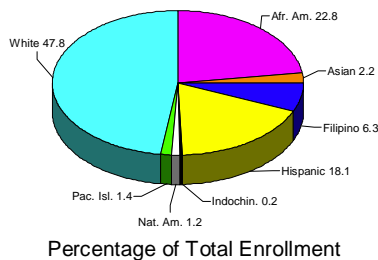
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Spring 2005

AT A GLANCE 2003-04

School type:	Elementary
Grade level:	K-5
Total enrollment:	948
Total teachers:	52
Per pupil expenditure:	\$4,962

ENROLLMENT BREAKDOWN



ATTENDANCE

Year	Number of Absences	% Actual Attendance
99-00	9,046	94.76
00-01	9,640	94.25
01-02	9,440	94.49
02-03	9,576	94.17
03-04	7,763	95.01

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 and mathematicians. Students are encouraged to read at home on a regular basis. 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.

INSTRUCTION AND CURRICULUM

The San Diego City Schools Office of School Site Support organizes all district 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, vice principal, and teachers 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.

OPPORTUNITIES FOR PARENT AND COMMUNITY INVOLVEMENT

There are many opportunities for parents to be involved at their child's school site (for example, governance committees, special events, fundraising events, parent organizations, and classrooms) and at the district level (for example, Parent Congress, district councils/committees, Parent University, and special events). We also encourage parents to support their children at home by discussing their education expectations and creating a positive homework and learning environment in the home.

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.

Miller Elementary believes that parents and community members are an integral part of the educational process. Miller has an active Parent Teacher Association (PTA). Parents are important members on the School Site Council (SSC) and Site Governance Team (SGT). Parents and community members are invited to volunteer in all activities conducted at Miller Elementary.

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

BUSINESS AND COMMUNITY PARTNERS

Commander Navy Region Southwest (CNRSW) Transient Personnel Unit

Healthy Start

Hewlett Packard

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 state norm-referenced test, the California Standards Test (CST), and the California High School Exit Exam (CAHSEE). 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 Web site (api.cde.ca.gov).

	API Base Data			API Growth Data			
	2001	2002	2003	2001 to 2002	2002 to 2003	2003 to 2004	
Percentage Tested	99	99	99	Percentage Tested	99	99	100
Base API Score	754	742	735	API (Growth)	752	737	786
Growth Target	2	3	3	Actual Growth	-2	-5	51
Statewide Decile Rank	7	7	6				
Similar Schools Decile Rank	9	8	6				

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

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 2004, 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		
	2002	2003	2004	2002	2003	2004	2002	2003	2004		2002	2003	2004	2002	2003	2004	2002	2003	2004
2	41.6	48.3	51.7	36.9	40.1	39.2	32	36	35	2	52.1	58.6	62.2	41.2	50.0	52.1	43	53	51
3	35.5	34.3	37.8	37.2	35.6	33.5	34	33	30	3	33.3	32.8	55.8	36.0	44.9	51.0	38	46	48
4	49.6	37.7	44.8	36.0	40.1	41.2	36	39	39	4	38.6	40.6	46.3	31.1	39.4	43.5	37	45	45
5	42.1	42.7	53.0	31.6	34.4	41.5	31	36	40	5	28.1	22.5	42.6	22.5	27.7	32.8	29	35	38

Norm-Referenced Tests (NRT): Reading and Mathematics

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

“—“ N < 10

Gr	READING									Gr	MATHEMATICS								
	School			District			State				School			District			State		
	SAT 9	CAT/6	CAT/6	SAT 9	CAT/6	CAT/6	SAT 9	CAT/6	CAT/6		SAT 9	CAT/6	CAT/6	SAT 9	CAT/6	CAT/6	SAT 9	CAT/6	CAT/6
2	66.9	56.9	63.2	61.1	50.4	50.5	53	46	47	2	72.3	58.3	62.9	64.5	56.1	58.9	62	57	58
3	64.8	31.4	44.2	52.5	35.9	36.4	47	34	35	3	73.0	46.0	56.5	64.2	53.8	56.8	62	52	53
4	63.7	40.2	36.8	50.7	36.9	37.3	49	35	35	4	69.6	44.7	50.7	55.0	46.1	49.2	58	48	49
5	57.8	45.1	46.0	49.1	39.3	40.6	46	40	40	5	67.6	51.4	58.4	54.9	45.3	49.9	57	49	50

The complete SCHOOL ACCOUNTABILITY REPORT CARD (SARC) may be obtained from the school or from the Internet (studata.sandi.net/research/sarcs/). The complete SARC is roughly 18 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).