



SCHOOL ACCOUNTABILITY REPORT CARD

Short Version, Issued Spring 2006 for Academic Year 2004–05



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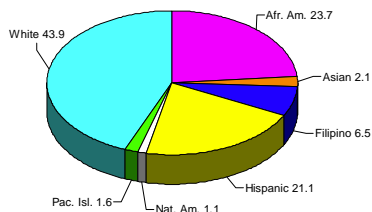
Bethney DeView, Principal

Miller Elementary School

At A Glance: 2004–05

School type:	Elementary
Schedule:	Year-round
Grade level:	K–5
Total enrollment:	893
Total teachers:	54
Per pupil expenditure:	\$5,032

Enrollment Breakdown



Attendance

Year	Percent Attendance Over the Course of the Year
00–01	94.25
01–02	94.49
02–03	94.17
03–04	95.01
04–05	94.37

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.

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 enrolled through the district's School Choice program and special education placements. In addition, Miller offers a Gifted and Talented Education (GATE) cluster and seminar program for qualified students. Miller Elementary places great emphasis on ensuring that all students acquire the necessary skills to be proficient readers, writers, and mathematicians. Students are encouraged to read regularly at home. The staff believes that communication is an essential part of the education process. We believe quality time spent with children by teachers and parents achieves positive results.

Our challenge continues to be the high mobility rate of our students. Thus, we must ensure that students new to the school quickly acquire necessary literacy and mathematical skills. Most of our students have a military parent serving our country overseas. Providing for the emotional and medical health of our students is a priority during these turbulent times in their lives.

Instruction and Curriculum

San Diego City Schools' Office of the Deputy Superintendent oversees all district efforts to improve student achievement by supporting teaching and learning in the classroom. Since 1998, the district has been implementing a series of reforms aimed at ensuring that all students are provided effective teaching, high-quality instructional materials, rich learning environments, and additional time and support to reach state academic standards, should they need it.

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 children's school site (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms) and at the district level (for example, 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.

We at Miller Elementary 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 and Site Governance Team. Parents and community members are invited to volunteer in all activities conducted at Miller Elementary.

If you want to get involved, please contact Keary Mason 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 (CST), and the California High School Exit Exam (CAHSEE). The statewide API goal for all schools is 800. Scores that were at or above this target are indicated by a “#” in the following table. 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, visit the state Web site (api.cde.ca.gov).

	API Base Data				API Growth Data		
	2002	2003	2004		2002 to 2003	2003 to 2004	2004 to 2005
Percentage Tested	99	99	100	Percentage Tested	99	100	99
Base API Score	742	735	790	API (Growth) Score	737	786	788
Growth Target	3	3	1	Actual Growth	-5	51	-2
Statewide Decile Rank	7	6	8				
Similar Schools Decile Rank	8	6	10				

Standardized Testing and Reporting (STAR) Program

Through the California STAR Program, students in Grades 2–11 are tested annually in various subjects. The California Standards Tests (CST) include English language arts and mathematics (Grades 2–11), science (Grades 5, 9, 10, and 11), and history-social science (Grades 8, 10, and 11). Prior to 2005, the norm-referenced test (NRT) tested reading/language arts and mathematics (Grades 2–11), spelling (Grades 2–8), and science (Grades 9–11). Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in Grades 3 and 7 only, and no longer test science in any grade. To protect student privacy, “-” is used in the following tables instead of the percentage when the number of students tested is 10 or less in that category.

California Standards Test (CST): English Language Arts and Mathematics

Percent of students achieving the Proficient or Advanced levels (meeting or exceeding state standards):

Gr	ENGLISH LANGUAGE ARTS									Gr	MATHEMATICS								
	School			District			State				School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005		2003	2004	2005	2003	2004	2005	2003	2004	2005
2	48.3	51.7	56.1	40.1	39.2	45.3	36	35	42	2	58.6	62.2	77.7	50.0	52.1	61.2	53	51	56
3	34.3	37.8	35.4	35.6	33.5	34.5	33	30	31	3	32.8	55.8	62.7	44.9	51.0	57.2	46	48	54
4	37.7	44.8	54.2	40.1	41.2	51.0	39	39	47	4	40.6	46.3	38.8	39.4	43.5	51.6	45	45	50
5	42.7	53.0	55.8	34.4	41.5	45.0	36	40	43	5	22.5	42.6	51.1	27.7	32.8	44.9	35	38	44

Norm-Referenced Test (NRT): Reading and Mathematics

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

Gr	READING									Gr	MATHEMATICS								
	School			District			State				School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005		2003	2004	2005	2003	2004	2005	2003	2004	2005
3	31.4	44.2	37.3	35.9	36.4	37.5	34	35	36	3	46.0	56.5	58.5	53.8	56.8	58.1	52	53	54

The complete SCHOOL ACCOUNTABILITY REPORT CARD (SARC) may be obtained from the school or from the Internet (stdata.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).