



SCHOOL ACCOUNTABILITY REPORT CARD

Short Version, Issued Spring 2007 for Academic Year 2005–06



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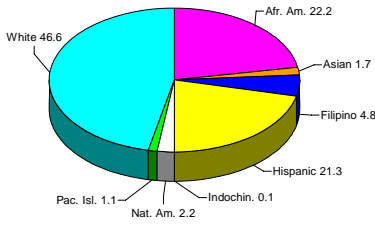
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TBA, Principal

Miller Elementary School

At A Glance: 2005–06

School type:	Elementary
Schedule:	Year-round
Grade level:	K–5
Total enrollment:	847
Total teachers:	56
Per pupil expenditure:	\$5,482

Enrollment Breakdown



Attendance

Year	Percent Attendance Over the Course of the Year
01–02	94.49
02–03	94.17
03–04	95.01
04–05	94.37
05–06	94.62

Business and Community Partners

Commander Navy Region Southwest (CNRSW) Transient Personnel Unit

Healthy Start

Hewlett Packard

HomeTown Buffet

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 attending through the district's School Choice program and special education program. Miller Elementary has placed great emphasis on ensuring that all students acquire the necessary skills to be proficient readers, writers, listeners, speakers, and mathematicians. Students are encouraged to read and write at home on a regular basis. Teachers continue to receive intense training in literacy, writing, and mathematics.

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

Instruction and Curriculum

The San Diego Unified School District Board of Education has formally adopted California State Board of Education-approved academic standards and curriculum frameworks for all subject areas. District curriculum materials, instructional strategies and supports, professional development, and student assessments are aligned with state standards and focused on ensuring that every student has access to a high-quality, rigorous, and engaging instructional program. A range of support opportunities is available for students needing additional assistance.

Miller has placed great emphasis on literacy, writing, and math skills. Teachers regularly participate in grade-level planning sessions 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 Involvement

Parents have many opportunities 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 making their expectations about school clear 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 (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 Keary Mason at (858) 496-8319.

Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools.

Number of Teachers	School			District
	2004	2005	2006	2006
Full credential and teaching in subject area	51	53	56	5,351
Full credential but teaching outside subject area	1	1	0	516
Without full credential	0	0	0	625
Total	52	54	56	6,492

Academic Performance Index (API)

The API is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide API performance target of 800. Detailed information about the API can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ap/.

This table displays the school's statewide and similar-schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar-schools rank of 1 means that the school's academic performance is in the lowest 10 percent of the 100 similar schools, while a similar-schools rank of 10 means that the school's academic performance is in the highest 10 percent of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	6	8	7
Similar Schools	6	10	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), grade-level science (Grades 5, 8, and 10), end-of-course science (Grades 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 Tests (CST): English Language Arts and Mathematics

Percentage of students achieving at the proficient or advanced levels (meeting or exceeding state standards):

Gr	ENGLISH LANGUAGE ARTS									Gr	MATHEMATICS								
	School			District			State				School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006		2004	2005	2006	2004	2005	2006	2004	2005	2006
2	51.7	56.1	55.8	39.2	45.3	49.1	35	42	47	2	62.2	77.7	71.9	52.1	61.2	62.4	51	56	59
3	37.8	35.4	32.2	33.5	34.5	38.8	30	31	36	3	55.8	62.7	57.0	51.0	57.2	61.1	48	54	58
4	44.8	54.2	58.9	41.2	51.0	52.3	39	47	49	4	46.3	38.8	61.3	43.5	51.6	54.9	45	50	54
5	53.0	55.8	47.1	41.5	45.0	45.3	40	43	43	5	42.6	51.1	48.8	32.8	44.9	50.9	38	44	48

Norm-Referenced Test (NRT): Reading and Mathematics

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

Gr	READING									Gr	MATHEMATICS								
	School			District			State				School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006		2004	2005	2006	2004	2005	2006	2004	2005	2006
3	44.2	37.3	45.5	36.4	37.5	39.1	35	36	37	3	56.5	58.5	55.4	56.8	58.1	58.9	53	54	55

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 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., enrollment in courses that meet University of California or California State University entrance requirements, as well as Advanced Placement or International Baccalaureate programs; SAT scores; college test-preparation courses; and the degree to which students are prepared to enter the workforce).