



*To graduate all students prepared to succeed in a changing world.*

**A. B. Miller High School**

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 Fontana, CA 92336  
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Grades Nine through Twelve  
 Kenneth Hendershot, Ph.D., Principal

www.fusd.net

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**Fontana Unified School District**

**A. B. Miller High School**

**2003-2004 Annual School Report Card**

**A Message from the Superintendent**

As we continue to focus on increasing the achievement of all our students, the Board of Education and the Fontana Unified School District have adopted district goals that will be the foundation of every decision we make and will prepare students for a productive future. Our goals are:

**LEARNING FOR ALL STUDENTS**

Every student will be provided a comprehensive educational program aligned with the California State Standards that increases student achievement at the highest level and increases attendance.

**SAFE, POSITIVE, WELL-MAINTAINED SCHOOLS**

Every student will be provided with a clean, orderly and adequately equipped school that is organized for its educational purpose and where every student is welcomed, respected, and valued.

**QUALITY STAFF PROVIDING QUALITY SERVICE**

Every student will be provided with a quality education by highly qualified staff who will be continuously trained in teaching strategies, support programs, and staff development activities.

**SCHOOL/ HOME/ COMMUNITY PARTNERSHIPS & COMMUNICATION**

Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues, and the community to develop partnerships.

**ACQUISITION & ALLOCATION OF RESOURCES THAT SUPPORT THE ABOVE GOALS**

Every student will be supported through the strategic allocation of all resources by continuously reviewing, updating, and fully implementing all district plans.

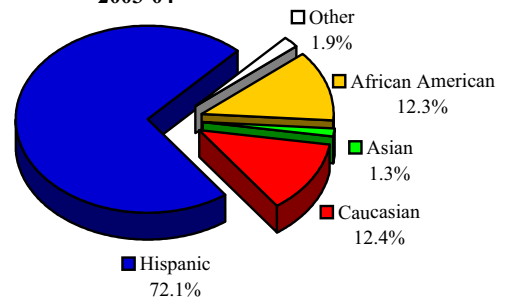
There are many opportunities for you to be involved in the decision-making processes within your school and the District. Contact your principal for information about how you can help and about the various committees that need your support. Remember, your input and involvement are critical to the success of our students.

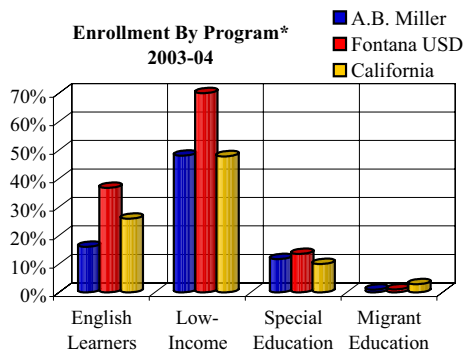
Charles D. Milligan, Ph.D.  
 Superintendent of Schools

**School Profile**

A. B. Miller High School serves 3,727 students in grades nine through twelve on a traditional school year calendar. A. B. Miller High is dedicated to ensuring the academic success of every student, and providing a safe and comprehensive educational experience.

**Enrollment by Ethnic Group  
 2003-04**





\*Source: STAR testing enrollment.

## Discipline & Climate for Learning

Students at A. B. Miller High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of A. B. Miller School's discipline program is to provide students with opportunities to learn self-discipline and responsibility. In 2003-04, parents and students were informed of discipline policies at the beginning of the school year through classroom orientation, discipline assemblies and individual student handbooks, which outline school discipline policies and the student code of conduct.

	Suspensions & Expulsions					
	A.B. Miller High			Fontana USD High Schools		
	2002	2003	2004	2002	2003	2004
Suspensions (#)	379	308	568	1,766	1,852	2,107
Expulsions (#)	42	42	66	182	165	160
Suspensions (%)	11.6	8.8	15.2	17.3	17.3	18.9
Expulsions (%)	0.1	0.1	1.7	1.8	1.5	1.4

## Attendance

Attendance is critical to academic achievement, and regular daily attendance is a priority at A. B. Miller High School. Attendance, tardy and truancy policies are clearly stated, consistently enforced and consequences fairly administered.

A. B. Miller High School had 112 dropouts during the last three years. Intervention programs that promote attendance and reduce dropout rates include parent conferences, home visits by the Community Liaison, School Attendance and Review Board (SARB), Saturday School, Independent Study, Attendance Incentive Program, and referral to continuation high schools.

	Graduation & Dropout Rates		
	00-01	01-02	02-03
Graduates (#)	653	653	595
Graduation Rate (%)	90.4	92.5	89.2
Dropouts (#)	41	47	24
Dropout Rate (%)	1.2	1.4	0.7

## Class Size

A. B. Miller High School maintained a schoolwide average class size of 32 students for the 2003-04 school year. Class size rates are based on grade level and subject area.

	Teaching Load Distribution											
	Average Class Size			Classrooms containing:								
	02	03	04	1-22			22-32			33+		
	Students	Students	Students	02	03	04	02	03	04	02	03	04
English	26	27	32	67	37	8	20	87	47	51	30	85
Math	31	31	33	4	4	2	46	57	30	37	37	61
Science	32	30	34	5	10	4	31	23	11	38	46	65
Social Science	30	31	31	10	11	7	28	17	25	38	41	42

## Instructional Time

During the 2003-04 school year, all instructional minute requirements at A. B. Miller High School exceeded state requirements, receiving 65,610 minutes of instruction. The California Education Code requires that students in grades nine through twelve receive a minimum of 64,800 minutes of instructional time. For the 2003-04 school year, A. B. Miller High School offered 180 days of instruction comprised of 158 regular days and nine minimum days. A. B. Miller High School utilized minimum days for class finals and teacher collaboration.

## Textbooks & Instructional Materials

Fontana Unified School District held a Public Hearing on January 19, 2005 regarding district wide sufficiency of instructional materials pursuant to the settlement of Williams vs. the State of California. It was determined that there were not sufficient textbooks in the following areas: 1) class sets were provided, individual students did not receive their own textbooks; 2) health textbooks were not purchased for grades K-5; and 3) social studies textbooks for grades K-5 were out of print. The Board resolved to purchase additional textbooks and laboratory materials in order to meet state requirements and to adopt new materials in health for grades K-12. During spring 2005, additional textbooks and instructional materials were purchased, ensuring that each pupil, including English Learners, has textbooks or instructional materials to use in class and to take home to complete required homework.

All textbooks and instructional materials used within the district are aligned to the California State Content Standards and have been approved by the Board of Education. Textbooks in grades K-8 have been selected from the state's most recent list of adopted materials. Fontana Unified School District follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

District-Adopted Textbooks (Grades 9-12)			
Subject	Publisher	Course	Year Adopted
Language Arts	Prentice Hall	English 9-12	2003
Math	Prentice Hall	Algebra I	2001
Math	Prentice Hall	Geometry	2001
Math	McDougal Littell	Algebra II	2002
Math	Houghton Mifflin	Trigonometry	2002
Math	Houghton Mifflin	Calculus	2002
Science	Glencoe	Earth Science	2001
Science	Prentice Hall	Biology	2001
Science	Prentice Hall	Chemistry	2001
Science	Glencoe	Physics	2001
Social Science	McDougal Littell	World History	2001
Social Science	Prentice Hall	U.S. History	2001
Social Science	Prentice Hall	Government	2001
Social Science	Glencoe	Economics	2001

## Teacher Assignment

For the 2003-04 school year, A. B. Miller High School had 135 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

## NCLB-Compliant Teachers

The federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified" no later than the end of the

2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. Many teachers in the district are completing additional training as well as the state's process to show subject area competence in order to become NCLB-compliant.

<b>Teacher Credential Status</b>			
	<b>02</b>	<b>03</b>	<b>04</b>
Fully Credentialed	118	125	135
Emergency Credentials	15	26	4
Interns	4	11	1
Waivers	1	0	0
<b>Total Teachers</b>	<b>142</b>	<b>147</b>	<b>147</b>
Working Outside Subject	0	0	9
<b>Teacher Misassignments for 2004-05 = 4</b>			
<b>Misassignments of Teachers of English Learners = 273*</b>			
<b>Teacher Vacancies for 2004-05 = 0</b>			
<i>*Indicates number of classroom periods misassigned. One teacher may have up to 5 periods.</i>			
Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.			

<b>Teacher Education Levels 2003-04</b>		
	<b>A.B. Miller High</b>	<b>Fontana USD</b>
Doctorate	0.7%	1.3%
Master's Degree +30*	37.4%	34.6%
Master's Degree	2.0%	0.7%
Bachelor's Degree +30*	40.8%	45.2%
Bachelor's Degree	16.3%	18.3%
Less Than Bachelor's	2.7%	0.7%
<i>*Indicates additional hours above and beyond degree.</i>		
<b>Courses Taught by NCLB-Compliant Teachers</b>		
Highly Qualified Teachers	62.8%	40.9%
High Poverty Schools	n/a	32.6%
Low Poverty Schools	n/a	100.0%

## Substitute Teachers

The district currently has a pool of 500 qualified substitute teachers. Substitute teachers must meet minimum state requirements; they are either currently enrolled in a university and have completed 90 semester/135 quarter units toward a Bachelor's degree and have passed the CBEST or have completed a Bachelor's Degree and have passed the CBEST. In the event a substitute teacher is not available for an absent teacher, credentialed staff or administrators fill the vacancy during prep-periods.

## Teacher Evaluation

Non-tenured teachers are evaluated twice annually and tenured teachers are evaluated every other year. Evaluations are conducted by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession and include:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator

## School Facilities & Safety

A. B. Miller High School provides a clean, safe, and functional environment for students, staff, and community members. Original school facilities were built in 1991. In addition, the school is adding a new science wing to house science classes and the Health Services Academy. Current school facilities encompass 315,783 square feet and are situated on 55.5 acres. Facilities include 126 permanent classrooms and 33 portable classrooms. At the time of this publication in June of 2005, 100% of the school's restrooms were fully functioning.

Fontana Unified School District participates in the State School Deferred Maintenance Program, which assists school districts with expenditures for major repair or replacement of existing school building components. The district approved deferred maintenance projects for A. B. Miller High School during the 2003-04 and 2004-05 school years which resulted in the following improvements: new air conditioning, painting, and roofing.

A team of 14 custodians ensures that all classrooms and facilities are clean, safe, and in good repair and working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Each custodial staff member receives training and an extensive handbook that contains highly detailed districtwide maintenance procedures including daily expectations, responsibilities, and safety measures.

While data presented in this report is reflective of the 2003-04 school year, beginning in January of 2005, California schools must report the most recent occurrence of any of the eight emergency facility needs as specified in Education Code Section 17592.72(c)(1) which includes: 1) gas leaks; 2) non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; 3) electrical power failure; 4) major sewer line stoppage; 5) major pest or vermin infestation; 6) broken windows or exterior doors/gates that will not lock or pose a security threat; 7) abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff; and 8) structural damage creating a hazardous or uninhabitable condition. At the time this report was published in June of 2005, no emergency measures existed at the school.

Safety of students and staff is a primary concern of A. B. Miller High School. The school is a closed campus; all visitors must sign in at the office and wear identification badges while on school grounds. Adult supervision is provided before and after school, and during lunch and passing periods, by the school resource officer, campus security officers, teachers, classified staff, and school administrators.

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last updated in June 2004 and was reviewed with the staff at that time. An updated copy is available at the school office. Highlights of the Safe School Plan include Safe Schools' Plan of Action, state and local discipline policies, addressing student aggression, visible authoritative presence on campus, intervention programs for at-risk students, comprehensive disaster and crisis plans, conflict resolution, safe transportation, and communication strategies.

## Counseling & Other Support Services

It is the goal of A. B. Miller High School to assist students in their social and personal development as well as academics. The school and district provide special attention to students who experience achievement problems, difficulty coping with personal and family problems, and trouble with decision making or handling peer pressure. The school employs qualified personnel to provide counseling and support services.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Campus Security Officers	6	6.0
Counselors	6	6.0
Nurse	1	1.0
Psychologist	1	1.0
School Resource Officer	1	1.0
Speech/Language Specialist	1	1.0
Deaf/Hard of Hearing Aide	1	1.0
Visual Impairment Aides	2	2.0

## College Preparation

Students at A. B. Miller High School are encouraged to take the required courses if they plan to attend a four-year university. The chart illustrates the proportion of UC/CSU required courses taken and successfully completed.

Total Graduates	Graduates with UC/CSU Required Courses	UC/CSU Course Enrollment*	Total Course Enrollments*
595	79	10058	17137
	13.3%	58.7%	

\* Duplicated Count (one student can be enrolled in several courses).

## Scholastic Aptitude Test (SAT)

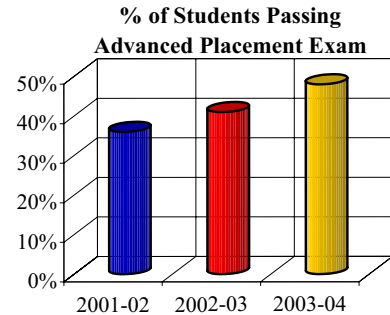
The SAT is designed to assess many of the skills that are important to a student's success in college and their general educational development. A. B. Miller High School offers a SAT prep course for students to prepare them for their college entrance examination. The class offers instruction in reading, writing, and mathematics as well as test-taking skills and procedures.

	SAT I Test Results		
	2001-02	2002-03	2003-04
	<b>Grade 12 Enrollment</b>		
A.B. Miller	741	728	695
Fontana USD	2,001	2,111	2,183
California	365,907	385,181	395,194
	<b>% of Seniors Tested</b>		
A.B. Miller	29.20%	27.30%	22.30%
Fontana USD	25.9%	25.9%	23.8%
California	37.3%	36.7%	35.2%
	<b>Average Verbal</b>		
A.B. Miller	429	429	432
Fontana USD	424	430	439
California	490	494	496
	<b>Average Math</b>		
A.B. Miller	469	466	467
Fontana USD	461	461	471
California	516	518	519
	<b>Average Total</b>		
A.B. Miller	898	895	899
Fontana USD	885	891	910
California	1,006	1,012	1,015

## Advanced Placement (AP)

In 2003-04, A. B. Miller High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes		
	# Classes	Enrollment
English	4	97
Foreign Language	5	169
Mathematics	3	63
Science	1	23
Social Science	5	141
Totals	18	493



## Work Force Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Ninth grade counselors expose students to a broad array of career opportunities and facilitate in the selection of possible careers based on individual interests, goals, strengths, and abilities.

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)			
CTE Participants	Secondary CTE Students (Enrolled in second and/or succeeding courses of a sequence)		
Total Course Enrollment 1,682	Number of Concentrators	Number of Completers	Completion Rate
	1,682	375	22%
	<b>Grade 12 CTE Students</b>		
	Number of Completers	Number Earning Diploma	Graduation Rate
	156	136	87%

A. B. Miller High offers a variety of career-path related classes through its Education, Protective Services, and Health Services academies and in major areas of emphasis which include CISCO, Applied Technology, Business & Computer Education, and Consumer Science. Some courses provide in-depth training and certification opportunities, such as Computer Applications, Auto Technology, Pre-apprenticeship Masonry, and Microsoft Office User Specialist (MOUS).

The Regional Occupation Program, offered through San Bernardino County, holds classes in the following areas of concentration at the A. B. Miller High School campus: Pre-apprenticeship Masonry, Printing Occupations, Auto Technology, Diversified Occupations, Custodial Occupations, Teacher Aide, Law Enforcement, Medical Terminology, and Medical Assistant. Students with an Individual Education Plan (IEP) are eligible to participate in the Workability Program, which provides training and workforce placement to students with special needs.

## Student Achievement & Assessment

In 2003-04, multiple measures of student achievement were used as an ongoing part of the quality instructional program at A. B. Miller High School. These measures were used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program. Measures included STAR testing; district language arts, math, science, and social science assessments; and student work.

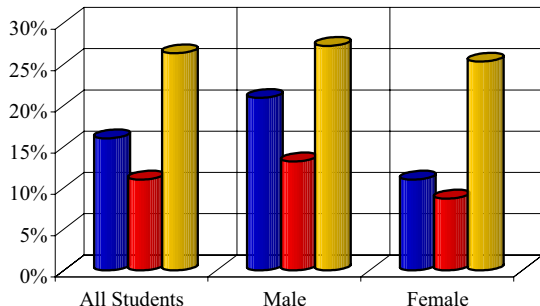
### Norm Referenced Test

The CAT/6 is a standardized norm referenced test, which indicates how the student or group of students compares with that of a national sample group of students tested from around the country. All students in grades two through eleven are tested each spring. Students in grades nine through eleven are tested in the academic areas of reading, science, written expression, and mathematics. The adjacent table reflects the percentages of students scoring at or above the 50th percentile (or those students performing at or above the average level) in reading and math.

### Physical Fitness

In the spring of each year, A. B. Miller High School is required by the state to administer a physical fitness test to all students in the ninth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

**Students in Healthy Fitness Zone**  
Spring 2004  
Grade 9



### California High School Exit Exam (CAHSEE)

The California High School Exit Exam (CAHSEE) is a state-mandated test to measure student abilities in math and language arts. Starting with the Class of 2006, every student must pass all components of the CAHSEE in order to graduate from high school. The test is initially given to students in the tenth grade. Students have numerous chances to pass portions of the test during their sophomore, junior, and senior years. Once a student passes a portion of the test, he/she will not have to test in that area again. Administration of the test initiated in the 2001-02 school year. Proficiency scores from the test are currently being used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this card.

CAT/6 Norm Referenced Test 2003 & 2004						
% At or Above 50th Percentile						
Subject Area Grade Level Year Ending	Reading			Math		
	9	10	11	9	10	11
	03	04	03	04	03	04
<b>All Students</b>						
A.B. Miller High	42	38	43	43	44	43
Fontana USD	36	35	36	36	35	35
California	50	48	49	49	47	47
<b>Subgroups</b>						
Females	50	45	48	49	43	46
Males	33	32	39	37	44	39
English Learners	8	7	8	7	11	10
Non English Learners	47	50	50	51	49	49
SED <sup>^</sup>	36	33	36	38	37	37
Non SED	48	44	50	46	49	47
Students with Disability	14	13	12	16	14	6
Migrant Education	13	0	0	21	7	15
African American	39	41	38	33	36	35
Asian	73	57	33	54	42	69
White (not Hispanic)	59	53	64	62	66	60
Hispanic or Latino	39	35	41	41	40	39

<sup>^</sup>SED = Socioeconomically Disadvantaged  
Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California HS Exit Exam Schoolwide Cumulative Results 2003-04		
	English/ Language Arts % Passing	Math % Passing
<b>All Students</b>	<b>73</b>	<b>78</b>
Females	79	80
Males	67	76
English Learners	43	61
SED <sup>^</sup>	73	78
Students with Disability	36	41
African American	70	69
Asian	67	67
White (not Hispanic)	86	89
Hispanic or Latino	72	77

## California Standards Tests (CST)

California Standards Tests assess student performance on the California State Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The state target for every student is to score at the Advanced or Proficient level. For detailed course and grade level results, please visit the state's Standardized Testing and Reporting (STAR) website: <http://star.cde.ca.gov>.

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Tests									
All Students									
% Performing at Proficient & Advanced Levels									
	A.B. Miller High			Fontana USD			California		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English/Language Arts	22	23	26	16	18	20	32	35	36
Math	18	15	12	18	24	23	31	35	34
Science	8	9	9	10	11	9	30	27	25
History/Social Science	15	18	19	15	15	16	28	28	29

California Standards Tests				
A.B. Miller High School Subgroup Results 2004				
% Performing at Proficient & Advanced Levels				
	English/ Language Arts	Math	Science	History/ Social Science
Male	22	12	11	20
Female	29	12	6	19
English Learners	11	9	3	8
SED^	22	12	8	15
Students with Disabilities	10	1	3	7
Migrant	3	7	4	0
African American	20	7	4	13
American Indian/Alaskan	25	22	15	
Asian	36	30	19	17
Filipino	73	33	37	65
Hispanic	23	11	16	17
White (not Hispanic)	44	20	16	34

<sup>^</sup>SED = Socioeconomically Disadvantaged

## Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. The state has determined a performance target of 800 for all schools. Test results are weighted and a formula is applied to determine API.

**Growth Targets:** For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

**Awards:** Schools that meet both schoolwide and subgroup Growth Targets are eligible for the Governor's Performance Award. For schools with an API of 800 and above, the state requires at least a five-point improvement to qualify for awards.

**II/USP:** Schools that do not meet their Growth Targets and have a Statewide API Rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve academic achievement.

**Statewide Rank:** All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

**Similar Schools Rank:** School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API)												
	2001 Base	Growth Target	Actual Growth	Growth 2001-02	2002 Base	Growth Target	Actual Growth	Growth 2002-03	2003 Base	Growth Target	Actual Growth	Growth 2003-04
<b>All Students</b>	<b>526</b>	<b>14</b>	<b>66</b>	<b>592</b>	<b>598</b>	<b>10</b>	<b>31</b>	<b>629</b>	<b>625</b>	<b>9</b>	<b>17</b>	<b>642</b>
<b>Subgroups</b>												
SED^	490	11	71	561	566	8	37	603	601	7	22	623
African American	469	11	79	548	558	8	48	606	596	7	4	600
White (not Hispanic)	632	11	80	712	699	8	10	709	699	7	21	720
Hispanic	503	11	65	568	578	8	37	615	613	7	18	631
	<b>2001</b>	<b>2002</b>	<b>2003</b>						<b>2002</b>	<b>2003</b>	<b>2004</b>	
Percent Tested (Base)	98	99	98		Eligible for Governor's Performance Award				Yes	Yes	No	
Percent Tested (Growth)	99	98	99		Eligible for II/USP Program				--- Not funded ---			
Statewide Rank	2	4	1		Received II/USP Funding				--- Not funded ---			
Similar Schools Rank	4	9	1		Applied for II/USP Program				--- Not funded ---			

^SED - Socioeconomically Disadvantaged

### Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB) is a federal law that mandates that all students, including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency, meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate Adequate Yearly Progress (AYP) toward achieving that goal. AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform to a proficiency level; 11.2% of elementary and middle school students must be proficient in language arts and 9.6% must be proficient in math.
- At least 95% of students must take state standardized tests.
- Schools must show improvement in the Academic Performance Index (API).
- Each school must have a graduation rate of 82.8% or show an increase in the graduation rate of 0.2% over a two-year period.

After two consecutive years of failure to meet AYP in a particular subgroup, a school that receives Title I funding becomes eligible for Title I Program Improvement (PI). There are several consequences for schools that have been placed in Program Improvement, including the provision of additional tutoring and replacement of staff. Students of PI schools are also allowed to transfer to other schools (within their district) that meet AYP. A. B. Miller High School does not receive Title I funding and is not subject to Program Improvement mandates.

A "Yes" in the adjacent chart means the school or subgroup was at or above the 2004 AYP targets; "No" means the school or subgroup did not meet 2004 AYP targets. A. B. Miller High School met all of the 2004 AYP criteria.

More information about Title I and NCLB requirements can be found on the following Internet websites: <http://www.cde.ca.gov/nclb/> and <http://www.nclb.gov>.

Adequate Yearly Progress (AYP)				
School, District, and Subgroups Meeting All Annual Objectives				
	A.B. Miller High		Fontana USD	
	2003	2004	2003	2004
<b>Overall</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>	<b>No</b>
All Students	Yes	Yes	Yes	Yes
African American	No	Yes	Yes	Yes
American Indian/Alaskan			Yes	Yes
Asian			Yes	Yes
Filipino			Yes	Yes
Hispanic	Yes	Yes	Yes	Yes
Pacific Islander			Yes	Yes
White (not Hispanic)	Yes	Yes	Yes	Yes
SED^	No	Yes	Yes	Yes
English Learners	No	Yes	No	Yes
Students with Disabilities	No	Yes	No	No

^SED = Socioeconomically Disadvantaged  
Only numerically significant subgroups are reported.

Federal Awards & Intervention Programs	
2004-05	
Recognized as a Title I Achieving School	n/a
Year Identified for Program Improvement	n/a*
Year in Program Improvement	n/a*
Year Exited Program Improvement	n/a*
Program Improvement Schools in District	
Number of Schools in Program Improvement	14
Percent of Schools in Program Improvement	36.8%
*School does not receive Title I funds and is not subject to Program Improvement mandates.	

## Training & Curriculum Improvement

All training and curriculum development activities at A. B. Miller High School revolve around the California State Content Standards and Frameworks. Professional development activities were provided during the 2003-04 school year to support the adoption of new curriculum or the implementation of new programs, including activities supporting the Prentice Hall Language Arts textbook adoption, and Robert Marzano's teaching strategies.

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, and substitute teachers. Staff members are encouraged to attend workshops and conferences. The district offers three annual staff development days. During the 2003-04 school year district training included: Beginning Teacher Support and Assistance (BTSA), Peer Assistance and Review (PAR), Reading and Writing Instructional Strategies, Instructional Strategies in Language Arts, Math, and Science (Grades 6-12), Classroom Management, Differentiated Instruction for English Language Learners, Certification for Gifted and Talented Education (GATE), and use of technology in the classroom.

## Special Programs

Instructional programs are aligned to the California State Content Standards. The school structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs. Special programs include: Summer School, Standards Plus, Link Crew, Rebel Tech. Center, Gifted and Talented Education (GATE), English Language Acquisition Program (ELAP), Family Technology Center, Special Education, Off-track Intercessions in language arts and math, Core Subject Tutoring (before and after school, lunchtime), Advancement Via Individual Determination (AVID).

## Quality of Instruction & Leadership

Leadership at A. B. Miller High School is a responsibility shared among district administration, the principal, assistant principals, instructional staff, students, and parents. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Committees include: School Site Council (SSC), District Advisory Council (DAC), English Language Learners Advisory Committee (ELAC), District ELAC, Individual Education Plan (IEP) Teams, Student Study Teams (SST), Western Association of Schools and Colleges (WASC) Accreditation Focus Groups, Special Education Review Teams (SERT), Coordinated Compliance Review (CCR) Team.

Parents who wish to volunteer or participate in A. B. Miller High School's leadership teams, school committees, or school activities may contact the school office at (909) 357-5800.

## Expenditures & Services Funded

At the time this report was published, the most recent salary and budget comparison data for the state of California was for the 2002-03 school year. In 2002-03, Fontana Unified School District spent an average of \$6,304 to educate each student.

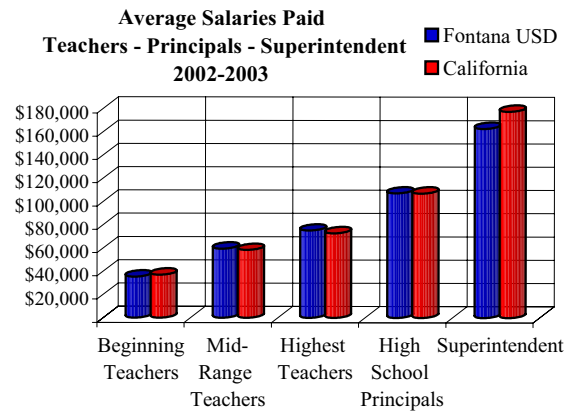
Current Expense of Education Per Student* 2002-2003		
Statewide Average		
Fontana USD	All Unified School Districts	All Districts
\$6,304	\$6,882	\$6,822

*\*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2003-04 school year, A. B. Miller High School had the following categorical programs: Special Education, Economic Impact Aid, Vocational and Applied Technology, Regional Occupational Program, Tenth Grade Counseling, and GATE.

## Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having more than 20,000 average daily attendance throughout the state.



Salaries as a Percentage of Total Budget 2002-2003		
	Fontana USD	California
Teacher Salaries	42.6%	41.6%
Administrative Salaries	5.4%	5.1%