

# A.B. MILLER HIGH SCHOOL

• Accredited by the Western Association of Schools & Colleges •  
• 2006 AVID School of Distinction •

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## 2004-05 SCHOOL ACCOUNTABILITY REPORT CARD

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*The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for school facilities and instructional materials were acquired May 2006.*

### Principal's Message

I would like to welcome you to A.B. Miller's Annual School Accountability Report Card which provides valuable information about A.B. Miller's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing program improvement.

A.B. Miller High School is focused on providing all our students with the opportunity to achieve. We accommodate individual learning styles and maintain high, yet obtainable, expectations for our students. A.B. Miller is quite proud of all the rigorous academic programs, strong vocational programs, great athletic programs, and a multitude of extracurricular activities to actively engage all students and give them the well rounded education that will enable them to become the responsible citizens we talk about in our Mission Statement and our Expected Schoolwide Learning Results (ESLRs).

#### Mission Statement

To provide a challenging standards-based curriculum, in a safe environment conducive to learning, that prepares students from all backgrounds to become productive and responsible members of society.

### Parent Involvement

Parents are encouraged to get involved in A.B. Miller High's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Each year, annual events such as Back to School Night and Open House provide opportunities for parents to interact with school staff while supporting their child's academic programs. Parents are encouraged to support their student and the school by helping with or attending school performances and athletic events. A.B. Miller's Parent Success program helps parents acquire the skills and resources to help their student succeed in high school. The School Site Council, booster clubs, English Language Advisory Council, and Superintendent's Advisory Council provide opportunities for parents to have input on curricular programs and financial planning.

School-to-home communication takes place through the school's monthly newsletter, *The Rebel Roundup*, which features a message from the principal, activities schedules, and special events announcements. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages (in both English and Spanish) from school staff to each student's home. The school website (<http://www.fusd.net/home/abmiller/millerweb/>) is updated daily and features messages from the principal and detailed information about the school, staff, and programs. Parents seeking more information or who want to get involved, may contact the principal at (909) 357-5800.

### District Goals

**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.

## School Profile

During the 2004-05 school year, A.B. Miller High School enrolled 3,944 students in ninth through twelve grade on a traditional school year calendar. Dedicated administrators, teachers, and school staff work as team to support students efforts in acquiring the skills necessary to be successful in their future endeavors. A.B. Miller is an AVID School of Distinction; a national award and designation given only to secondary schools meeting rigorous benchmarks in preparing students for post-secondary education.

## Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at A.B. Miller High. These measures are used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

### District Benchmark Assessments

In 2004-05, district language arts assessment were given twice and math assessments were administered three times throughout the school year. These were curriculum embedded tests, developed by the district, written and aligned with the state and district standards. Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix. This matrix was used to evaluate overall student progress and to identify students at risk of not meeting grade level standards. Fontana Unified School District and A.B. Miller High provided intervention programs for students who were identified through the matrix as performing below grade level standards.

#### District-Administered Assessments

2002-03

Grade	9	10	11	12
Reading	N/A	N/A	N/A	N/A
Math	13%	13%	12%	8%
Writing	21%	46%	40%	42%

2003-04

Grade	9	10	11	12
Reading	20%	16%	27%	34%
Math	19%	18%	17%	22%
Writing	24%	41%	41%	46%

2004-05

Grade	9	10	11	12
Reading	20%	20%	28%	45%
Math	14%	14%	19%	18%
Writing	28%	34%	34%	54%

### California English Language Development Test

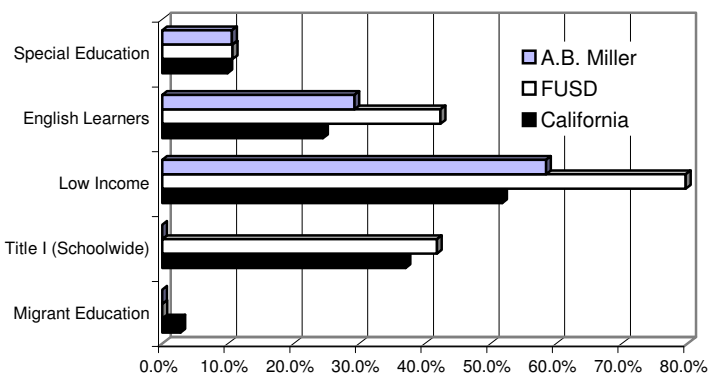
State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

### Standardized State Assessments

Students at A.B. Miller High participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA).

### % of Student Enrollment By Program

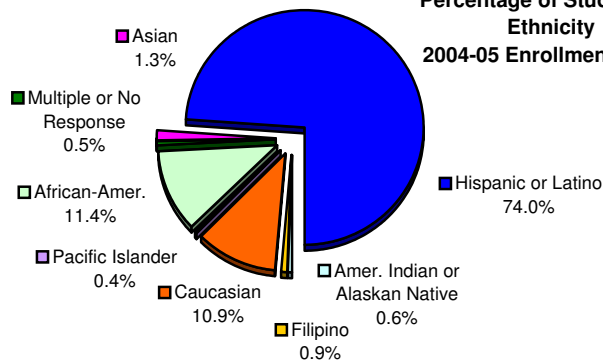
2004-05



Source: STAR testing enrollment

### Percentage of Students by Ethnicity

2004-05 Enrollment: 3,944



### CAT/6 Test Results

All Students

#### Percentage of Students Scoring At or Above Average (50th Percentile Rank)

	A.B. Miller			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Reading	43	41		29	29	27	43	43	41
Math	44	42		38	39	41	50	51	52

Only third and seventh grade students participated in the 2004-05 administration of the CAT/6 exam.

### California Standards Test Results

All Students

#### Percentage of Students Scoring at Proficient & Advanced Levels

	A.B. Miller			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
English-Language Arts	23	26	29	18	20	25	35	36	40
Math	15	12	10	24	23	26	35	34	38
Science	9	9	10	11	9	11	27	25	27
History	18	19	21	15	16	18	28	29	32

Only grades 5, 9, 10, and 11 take the Science portion of this exam and only grades 8, 10, and 11 take the History portion.

### California Standards Test Results

Numerically Significant Ethnic Subgroups

#### Percentage of Students Scoring at Proficient & Advanced Levels

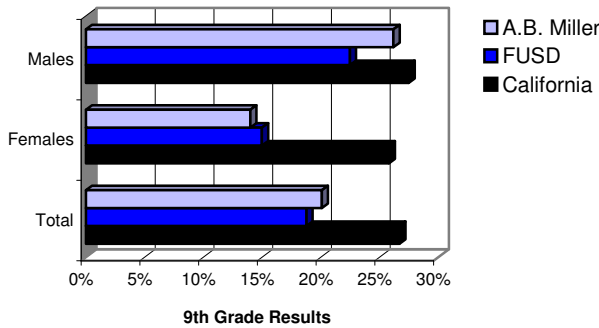
2004-05

	A.B. Miller						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	27	54	32	*	27	*	46
Math	6	14	29		10	*	19
Science	5	23	12	*	9	*	19
History	16	*	40	*	19	*	29

**California Standards Test Results**  
**Other Numerically Significant Subgroups**  
**Percentage of Students Scoring at Proficient & Advanced Levels**  
**2004-05**

	A.B. Miller					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
English-Language Arts	25	34	6	26	10	
Math	11	11	4	10	8	
Science	12	9	3	9	3	
History	22	19	4	19	3	

**Physical Fitness Test Results**  
**Percentage of Students in "Healthy Fitness Zone"**  
**2004-05**



**California High School Exit Exam**  
**10th Grade Students - March Administration**  
**2004-05**

	English-Language Arts	
	Math	Arts
10th Gr. Enrollment	1,066	1,066
Test Takers	977	987
Passing (#)	701	717
Passing (%)	72.0%	73.0%

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

**CAT/6**

The CAT/6 is a standardized norm referenced test, which indicates how a student or group of students compares with that of a national sample group of students tested from around the country. Beginning in the 2004-05 school year, only students in grades three and seven are tested. Additional details can be obtained from the CDE's website <http://star.cde.ca.gov/>.

**California Standards Tests (CST)**

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. All school districts in the state are required to report their CST results in comparison to the state average.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov/>.

**Physical Fitness**

In the spring of each year, A.B. Miller High 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 complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

The fitness chart in this report illustrates the percentage of students that were in the "healthy fitness zone" and are compared to other students in the district and in the state that are in the same grade and took the physical fitness test.

**California High School Exit Exam**

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Beginning in the 2005-06 school year, students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years. As illustrated in the adjacent CAHSEE table, 72% of A.B. Miller High's tenth grade students who took the test passed the math portion of the exam and 73% passed the English portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

**Academic Performance Index (API)**

API Base	API Growth		
	2002	2003	2004
Percent Tested	99	98	99
API Base Score	598	625	658
Growth Target	10	9	7
Statewide Rank	4	1	5
Similar Schools Rank	9	1	10

API Growth	From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
	Percent Tested	98	99
API Growth Score	629	642	658
Actual Growth	31	17	0
Eligible for GPA	N/A	Unfunded	Unfunded
Eligible for II/USP	Unfunded	Unfunded	Unfunded

**API Significant Subgroup Results**

Hispanic or Latino						
API Base Score	578	613	649	API Growth Score	615	631
Growth Target	8	7	6	Actual Growth	37	18
Caucasian						
API Base Score	699	699	726	API Growth Score	709	720
Growth Target	8	7	6	Actual Growth	10	21
Socioeconomically Disadvantaged						
API Base Score	566	601	666	API Growth Score	603	623
Growth Target	8	7	6	Actual Growth	37	22

## 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. An API score of 800 is the state's designated performance target 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.

**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.

## 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 at designated proficiency levels; 22.5% of high school students must be proficient in language arts and 20.9% 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) by achieving an API score of 590 or 1 point in growth.
- Each high school must have a graduation rate of 82.9% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report illustrates specific student subgroups, referred to as "numerically significant subgroups," that either met or did not meet AYP criteria. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. A "Yes" in the table means the school or subgroup was at or above the 2005 proficiency/participation targets. "No" means the school or subgroup was below the proficiency/participation targets. A.B. Miller High met all 2005 AYP criteria and therefore did not qualify for Title I Program Improvement.

After two consecutive years of failure to meet AYP in a particular subgroup, a school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). 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

## Adequate Yearly Progress (AYP)

	A.B. Miller			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Overall School Results	Yes	Yes	Yes	No	No	No
Subgroup Results						
	A.B. Miller			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African-Amer.	No	Yes	Yes	Yes	Yes	Yes
Amer. Indian or Alaskan Native	N/A	N/A	N/A	Yes	Yes	Yes
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	N/A
Hispanic or Latino	Yes	Yes	Yes	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	Yes	Yes	N/A
Caucasian	Yes	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	No	Yes	Yes	Yes	Yes	Yes
English Learners	No	Yes	Yes	No	Yes	No
Special Education	No	Yes	Yes	No	No	No

Subgroups with "N/A" are not numerically significant subgroups; therefore results are not required to be disclosed.

## Title I Program Participation

	A.B. Miller
Title I Targeted Assistance School	No
Title I Schoolwide School	No
Program Improvement (PI) School	N/A
Year Identified for Program Improvement	N/A
Year in Program Improvement	N/A
Year Exited Program Improvement	N/A
FUSD	
No. of Title I Targeted Assistance Schools	1
No. of Title I Schoolwide Schools	26
No. of Schools Currently in Program Improvement	12
Percent of Schools Identified for Program Improvement	29.3%

(within their district) that meet AYP. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

## No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2004-05, A.B. Miller High does not participate in the Title I program and is therefore not subject to comply with Title I participation requirements. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

## School Facilities & Safety

A.B. Miller High provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1991; ongoing maintenance ensures facilities remain up-to-date and provide adequate space for students and staff.

### Campus Supervision

Adult supervision is present in all areas of the campus as students arrive in the morning, during lunch periods, and when students leave in the afternoons. The principal, all six assistant principals, one police officer, eight security officers, some classified staff, the school counselor, and some teachers are each assigned to monitor a designated area of the campus ensure student conduct remains safe and orderly. All administrators, security staff, and custodians carry handheld radios for effective routine and emergency communications. A.B. Miller High is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

### School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and

## Campus Description

Year Built	1991
Acres	55.5 ac
Square Footage	315,783 sf
Qty.	
# of Permanent Classrooms	139
# of Portable Classrooms	48
# of Restrooms (student use)	7 sets
Gymnasium	1
Career Center	1
Counseling Center	1
Performing Arts Theater	1
Dance Studio	1
Sports Stadium	1
Library	1
Computer Lab	1
Cafeteria	2

Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in April 2006. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following: Safe Schools' Plan of Action, comprehensive disaster and crisis plan, state and local discipline policies, intervention programs for at-risk students, addressing student aggression, visible authoritative presence on campus, safe transportation, communication strategies, and conflict resolution.

### Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure classrooms, student facilities, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Each custodial staff member receives job training and is provided a comprehensive handbook which defines highly detailed maintenance procedures, daily responsibilities, performance expectations, and safety measures. An electronic work order process is in place for school repairs or maintenance projects. School staff submit work orders to the Assistant Principal Michael Demmer for review; upon approval, the assistant principal forwards the work orders to the district's maintenance department who identifies the scope of the project and then assigns the project to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling most general repairs projects; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

Two full-time day custodians and twelve full-time evening custodians are assigned to A.B. Miller High and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, school administrators inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Regular campus supervision is shared throughout the day by security officers, the police officer, and administrators to ensure the campus remains safe while instruction is in progress. Restrooms are checked routinely throughout the day and cleaned as needed. The principal and custodians maintain communication daily using handheld radios to quickly address maintenance and safety issues.

The district's maintenance department inspects A.B. Miller High on an annual basis in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on February 15, 2005. Deficiencies noted in the school inspection report were corrected immediately by the district's maintenance department. A detailed summary of items noted can be obtained from the district office.

School Site Inspection		
Most Recent Inspection: February 14, 2005		
Inspection Area	In Good Repair?	Comments or Description of Deficiency
Gas Leaks	Yes	
Mechanical Systems	Yes	
Windows/Doors/Gates (Interior & Exterior)	Yes	
Interior Surfaces (Walls, Floors, & Ceilings)	No	In designated areas: watch/repair cracks in wall; replace worn/stained carpet; replace chipped floor tiles; replace damaged/stained ceiling tiles; repair damaged hardware; repair doors that do not shut properly; repaint wall surfaces
Hazardous Materials (Interior & Exterior)	Yes	
Structural Damage	Yes	
Fire Safety	Yes	
Electrical (Interior & Exterior)	No	In designated areas: replace missing lens covers; update telephone systems
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside & Outside)	No	In designated areas: repair damaged downspouts
Restrooms*	Yes	
Sewer	Yes	
Playgrounds/School Grounds	Yes	
Other	No	In designated areas: repair leaky faucets

\*100% of restrooms functioning properly during 2004-05.

Deficiencies noted in school inspection report were corrected immediately by the district's maintenance department.

### Deferred Maintenance

Fontana Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2004-05 school year, A.B. Miller High received \$36,781.12 in deferred maintenance funds for repairs to the heating/air conditioning system and to replace vinyl flooring in designated areas.

## Classroom Environment

### Discipline & Climate for Learning

Students at A.B. Miller High are guided by school rules and behavioral expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of A.B. Miller High's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. A progressive discipline approach is taken when students continue having trouble following school rules; administrators serve fair, reasonable consequences based upon the severity of a student's behavior.

At the beginning of the school year, students are informed of school rules and behavioral expectations 1) in the student handbook, 2) at discipline assemblies, and 3) in classroom discussions with their teachers. During the first few weeks of school, the counselors will visit each classroom to review the students' academic and behavioral responsibilities. The student handbook contains academic, behavioral, and safety policies; students are required to review the handbook at home with their parents. Throughout the year, students are reminded of their academic and behavioral responsibilities as needed through personalized messages sent to the home through the ConnectEd system.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Renaissance assemblies are held at the end of each semester to honor students meeting specific

### Suspensions & Expulsions

	A.B. Miller		
	02-03	03-04	04-05
Suspensions (#)	308	568	640
Suspensions (%)	59.92%	96.43%	141.59%
Expulsions (#)	42	66	63
Expulsions (%)	8.17%	11.21%	13.94%

	FUSD High Schools		
	02-03	03-04	04-05
Suspensions (#)	1852	2107	2397
Suspensions (%)	17.25%	18.92%	20.56%
Expulsions (#)	165	157	208
Expulsions (%)	1.54%	1.41%	1.78%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

GPA (grade point average) requirements. Once each year, the school sponsors an Awards Night to recognize and present bronze, silver and gold medals for GPA-based academic achievements.

### Extracurricular Activities

A.B. Miller High offers a wide range of extracurricular activities and programs promoting fitness and academic enrichment. Athletics programs are offered at the freshmen, junior varsity, and varsity level for both boys and girls; teams compete in the Citrus Belt League. The performing arts center offers dance programs in modern dance, a competitive dance team, and theatre productions. School-sponsored clubs are centered around a variety of student interests. For detailed information about A.B. Miller High's extracurricular programs, please visit the school's website at <http://www.fusd.net/home/abmiller/millerweb/>.

### Class Size & Teaching Load

A.B. Miller High maintained a schoolwide average class size of 30.5 students for the 2004-05 school year. The following table illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

### Teaching Load Distribution Departmentalized Instruction

Subject	2002-03			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	26.7	37	87	30
Math	31.1	4	57	37
Science	30.3	10	23	46
Social Science	30.7	11	17	41

Subject	2003-04			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	31.8	8	47	85
Math	32.9	2	30	61
Science	33.7	4	11	65
Social Science	31.4	7	25	42

Subject	2004-05			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	30.8	11	67	75
Math	32.4	1	33	70
Science	30.8	10	34	48
Social Science	32.1	7	16	56

## Instructional Time

During the 2004-05 school year, A.B. Miller High offered 180 days of instruction comprised of 159 regular days, 9 minimum days, and 13 Rebel Days (late start). School staff utilize both minimum and Rebel Days for final exams and staff development.

All instructional minutes offered at A.B. Miller High during the 2004-05 school year exceeded state requirements specified in the California Education Code. The state requires high school students to receive 64,800 minutes of instruction; A.B. Miller High offered a total of 65,061 minutes of instruction for the 2004-05 school year for all grade levels.

## Dropouts

A.B. Miller High School had 143 dropouts recorded for the 2003-04 school year. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, home visits by the community liaison, School Attendance Review Board (SARB), Saturday school, independent study, and referral to continuation high schools.

Dropout & Graduation Rates			
A.B. Miller			
	01-02	02-03	03-04
Enrollment	3,270	3,514	3,727
No. of Dropouts	47	24	143
Dropout Rate	1.4%	0.7%	3.8%
Graduation Rate	92.5%	89.2%	92.4%
FUSD			
	01-02	02-03	03-04
Enrollment	10,198	10,735	11,136
No. of Dropouts	297	384	813
Dropout Rate	2.9%	3.6%	7.3%
Graduation Rate	87.5%	84.8%	82.3%
California			
	01-02	02-03	03-04
Enrollment	1,772,417	1,830,903	1,876,927
No. of Dropouts	47,871	58,189	61,253
Dropout Rate	2.7%	3.2%	3.3%
Graduation Rate	87.0%	86.7%	85.1%

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Professional development activities were provided by the district during the 2004-05 school year to support the adoption of new curriculum and the implementation of new programs. Training topics focused on:

- Instructional Strategies
- Differentiated Instruction
- Classroom Management
- Language Arts Teaching Skills
- Science Adoption Training (K-6 level)
- AB466 Training (Math & Reading)

A.B. Miller High supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input. During the 2004-05 school year, A.B. Miller High held three staff development days that featured:

- A presentation on poverty and its effects on student population, including parent involvement
- Increasing student achievement workshops
- Presentation of Edusoft and Easy Grade Pro software systems
- Data dissemination

A.B. Miller High's full-time technology coach provides up-to-date training and support on current technology trends to help teachers enhance instruction through the use of technology. Fontana Unified School District

offers support to new and veteran teachers as well as interns, pre-intern teachers, paraprofessionals, and substitute teachers. Staff members are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

### School Leadership

A.B. Miller High's principal, Dr. Kenneth Hendershot, works closely with the assistant principals and the leadership team, leading the school's efforts to offer a well-balanced and rigorous core curriculum aligned with state and district standards. The principal is supported by six assistant principals; each responsible for designated areas of school operations:

- Michael Demmer, AP - School facilities
- Jim Worthington, AP - Attendance
- Greg Lopez, AP - Master schedule
- Silvana Guerucci-Pierce, AP - Grants, staff development, and assessment and accountability
- James Logan, AP - Special education and testing
- Clarita Montalban, AP - Success Academy

Dr. Kenneth Hendershot has been with the Fontana Unified School District for six years, principal of A.B. Miller High for the past two years (2005-06 is his second year), and in the educational field for over 40 years. Prior to joining the Fontana Unified School District, Dr. Hendershot served the Colton and Moreno Valley districts and was the National Director of Education for a chain of private schools located throughout United States. Principal Hendershot holds a doctorate degree in educational leadership, a master's degree in education, a bachelor's degree in biology, and has attained his Tier I and Tier II administrative credentials.

Supporting the principal in the decision-making process is the school leadership team, comprised of the principal, assistant principals, department representatives, academy coordinators, and classified staff representatives. The leadership team meets twice a month and is responsible for oversight of curricular issues, facilities maintenance, schoolwide operations, the school budget, and staff development.

### Instructional Materials

All textbooks used in the core curriculum throughout Fontana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The 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.

On September 29, 2005, Fontana Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 05-54 which certifies as required by Education Code §60119, 1) that textbooks and

instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, science, history-social science, and English/language arts, including the English language development component of an adopted program consistent with the cycles and content of the curriculum frameworks, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-11 inclusive.

District Adopted Textbooks (Grade 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

### Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. A.B. Miller High 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 using research-based instructional materials and strategies.

The school's special education program is staffed by 14 special day class teachers who provide full-day instruction; seven resource specialist teachers work with students in their class and in the resource room in small group settings. Each student is provided instruction based upon their Individual Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. All students are mainstreamed into the general education classroom based upon their IEP and provided instruction in the least restrictive environment.

Students identified as English Learners (EL) are placed with a teacher who has been certified to teach English learners. EL students receive instruction based on their level of understanding the English language. Some students may receive a portion of instruction in their primary language; others are mainstreamed into the general education classroom with in-class support provided by teachers or special education staff. English Language Development instruction is provided as a supplement to standard language arts curriculum; English Language Development (ELD) instructional materials are used in the classroom and for individualized intervention. As students increase fluency in the English language, A.B. Miller High continues to monitor their performance through the CELDT and adjusts instruction as needed to ensure continued success.

Advancement for Individual Determination (AVID) is an elective class that prepares students for college eligibility and success. The program targets minorities, students who are academically "in the middle", socioeconomically disadvantaged, from rural communities, and others that lack the "college-going" tradition in their families. All students are welcome to participate in this class that offers participation in honors classes, focuses on notetaking skills, organizational skills, and emphasizes math and reading skills/strategies.

The Miller Success Academy offers ninth and tenth grade students to complete a portion of coursework in a small learning community environment. The program is designed to assist students who have experienced difficulty in the general education environment and are scoring at the "Basic" level and below on the state assessments. Based on student performance and behavior trends, students recommend students for participation in the academy which emphasizes small class sizes and individualized instruction. The program is designed to help students improve proficiency levels in a setting that fits the student's individual learning needs.

A.B. Miller High hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math. During- and after-school intervention activities include:

- CAHSEE Preparation - mandatory remediation class that takes the place of an elective; students not passing the CAHSEE exam on their first attempt are required to participate for language arts and math assistance.
- Tutoring - voluntary before-school, during-lunch, and after-school program for students who need assistance in any subject area. Occasionally tutoring is available on Saturdays.
- Homework Center - voluntary after-school program for students to complete homework assignments on their own or with assistance in any subject area.

## College Preparation & Work Readiness

### College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

### Advanced Placement

In 2004-05, A. B. Miller High 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 2004-05			
	No. of Courses	No. of Classes	Enrollment
Fine & Performing Arts	1	1	21
Computer Science	0	0	0
English	2	4	88
Foreign Language	2	4	125
Math	2	3	80
Science	3	3	66
Social Science	4	6	156

### SAT Reasoning Test

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; the scoring range is 200-800. A.B. Miller High 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 test preparation workshops are provided free of charge on weekends.

### Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Students are introduced to A.B. Miller High's career technical education programs, partnership academies, work experience program, regional occupational programs, and workability programs. Career education courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, and on-the-job/classroom observation. Community partnerships and course instructors provide feedback on student progress following an established schedule based on program type.

Work experience students are partnered with community organizations and employers that provide on-the-job training and mentoring for students 16 years and older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, contact the school's career center.

Regional Occupational Programs (ROP) are offered in partnership with the San Bernardino County Superintendent of Schools. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Regional Occupational Programs 2004-05	
Course	Advisory Chairperson
Auto Technology	George Dancause
Bakery Occupations	Judi Topp
Custodial Occupations	Vacant
EKG Monitor Technician	Jeannine Thompson
Medical Asst. Front Office	Jeannine Thompson
Medical Asst. Back Office	Jeannine Thompson
Medical Terminology	Jeannine Thompson
Printing/Graphics Arts	Tony Olvera
Stagecraft Technology	James Griffin
Teacher Aide	Joanne Wagner

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

A.B. Miller High offers a CISCO Academy and three Partnership Academies in the fields of Education, Health Services, and Protective Services. Students enrolled in the partnership academies are enrolled in core classes where instructional content is more closely related to their chosen field of study. The program is available to grades 10-11 and designed to keep students interested in school while acquiring skills for future job success. Core curriculum teachers and partnership academy teachers collaborate regularly to ensure three-year terms and coursework are in alignment with state standards and students needs.

Career technical education programs are offered at A.B. Miller include applied technology, business and computer education, and consumer science. The Career Technical Education Program table in this report shows the total number of students participating in the district's vocational education and regional occupational programs and their completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the high school's career center or visit the state's career technical website at <http://www.cde.ca.gov/ct/>.

### Career Technical Education Programs (CTE)

Career Technical Education Programs (CTE) 2004-05		
Total CTE Course Enrollments: 6,230		
Secondary (Gr. 9-12) CTE Students		
Number of Concentrators	Number of Completers	Completion Rate
4,118	1068	20.59%
Grade 12 CTE Students		
Number of Completers	Number Earning Diploma	Graduation Rate
585	502	86%

Students Enrolled in UC/CSU Courses 2003-04		
Number of Students Enrolled in All Courses	Number of Students Enrolled in Courses Required for UC/CSU Admission	% of Students Enrolled in Courses Required for UC/CSU Admission
16,631	9,808	59.0%

Graduates Completing UC/CSU Courses 2003-04		
Number of Graduates	Number of Graduates Who Have Completed All Courses Required for UC/CSU Admission	% of Graduates Who Have Completed All Courses Required for UC/CSU Admission
596	52	8.7%

SAT Reasoning Test			
	A.B. Miller		
	02-03	03-04	04-05
Grade 12 Enrollment	728	695	796
Test Takers (%)	27.3%	22.3%	28.9%
Average Verbal Score	429	432	436
Average Math Score	466	467	465
	FUSD		
	02-03	03-04	04-05
Grade 12 Enrollment	2,111	2,183	2,259
Test Takers (%)	25.9%	23.8%	25.5%
Average Verbal Score	430	439	433
Average Math Score	462	471	459
	California		
	02-03	03-04	04-05
Grade 12 Enrollment	385,356	395,194	409,576
Test Takers (%)	36.7%	35.3%	35.9%
Average Verbal Score	494	495	499
Average Math Score	518	519	521

## Professional Staff

### Substitute Teachers

The district currently has a pool of 600+ qualified substitute teachers. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute permit. Periodically, A.B. Miller High has difficulty in obtaining qualified substitute teachers from the district's pool. In the event a substitute teacher is not available for an absent teacher, one of the school administrators will fill the role of the substitute or teachers will share the responsibility and cover the absent teacher's class during their prep period.

## Teacher Evaluations

Evaluation procedures and criteria for our teachers are defined in the District's collective bargaining agreement. Temporary and probationary 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:

- 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

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to participate in the district's Peer Assistance and Review program (PAR). Teachers in the PAR program are evaluated annually and may exit the program upon obtaining a satisfactory evaluation.

## Counseling & Support Services Staff

A.B. Miller High makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide counseling and support services. An active Student Success Team (SST) meets frequently to address issues that affect the ability of a student to perform at his or her best in school. Using a collaborative approach, members of the SST evaluate and recommend various intervention strategies and services to meet the unique needs of the referred student.

The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. A.B. Miller High's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

## Counselors & Support Personnel (Nonteaching Professional Staff) 2004-05

	No. of Staff		FTE
Counselor	9	9.0	
Psychologist	1	1.0	
School Nurse	1	0.8	
Health Assistant	1	1.0	
Adaptive PE Specialist	1	0.1	
Adaptive PE Aide	1	0.1	
LSH	1	0.7	
LSH Aide	1	0.2	
Deaf/Hard of Hearing			
Interpreter	1	1.0	
Aide	1	1.0	
Security Officers	8	8.0	
Police Officer	1	1.0	

LSH = Language/Speech/Hearing  
FTE = Full-Time Equivalent

## Teacher Assignment

For the 2004-05 school year, A.B. Miller High employed 150 teachers who met all credential requirements in accordance with state guidelines.

## Percentage of Core Classes Taught by NCLB-Compliant Teachers 2004-05

	%
A.B. Miller	94.3
All Schools in District	88.9
High-Poverty Schools in District	94.6
Low-Poverty Schools in District	83.5

## Teacher Education Levels

	2004-05	
	A.B. Miller %	FUSD %
Doctorate	0.6	1.3
Master's Degree plus 30 or more semester hours	38.0	34.9
Master's Degree	0.6	0.3
Bachelor's Degree plus 30 or more semester hours	46.6	48.6
Bachelor's Degree	12.3	14.3
Less than a Bachelor's Degree	1.8	0.7

## Teacher Credentials & Assignments

	A.B. Miller			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Total Teachers	147	147	163	1818	1780	1911
Teachers with Full Credential	125	135	150	1603	1635	1771
Teachers in Alternative Routes to Certification	9	9	16	120	63	168
Pre-Internship	11	1	0	129	47	9
Teachers with Emergency Permits	26	4	1	261	56	34
Teachers with Waivers	0	0	0	23	0	2
Teachers Teaching Outside Subject Area	0	9	4	0	35	60
Teacher Misassignments - Total	N/A	**	4	N/A	**	73
Other Misassignments of Certificated Staff	N/A	4	1	N/A	45	15
Teacher Misassignments for English Learners	N/A	273*	3	N/A	1404*	58
Teacher Vacancies	N/A	0	0	N/A	0	0

\*Represents total class periods where teachers were misassigned.

\*\*Total Misassignments represents all certificated staff (including EL Misassignments) that did not hold the required credential for their assigned position. Since Misassignment for English Learners is reported in class periods and Other Misassignments is reported in number of teachers; the values cannot be added.

## District Expenditures

### 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 similar average daily attendance throughout the state. (Note: 2003-04 salary comparison data was the most recent data available at the time this report was published.)

### Expenditures Per Student

For the 2004-05 school year, Fontana Unified School District spent an average of \$6,840 to educate each student (based on 2004-05 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the district received categorical, special education, and support programs funds for:

21st Century  
Class Size Reduction  
Comprehensive School Reform  
Early Intervention  
Dropout Prevention  
Gifted & Talented Education  
High Priority Schools  
Instructional Materials

Parent Education  
Peer Assistance & Review  
Reading First  
School Improvement  
School Safety  
Smaller Learning Communities  
Special Education  
Staff Development

## Salary Comparison

	2003-04	
	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$35,236	\$37,061
Mid-Range Teacher Salary	\$59,381	\$58,294
Highest Teacher Salary	\$74,936	\$72,876
Average Principal Salaries:		
Elementary School	\$95,033	\$94,471
Middle School	\$94,796	\$98,940
High School	\$106,988	\$107,418
Superintendent Salary	\$162,608	\$179,061
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.2%	5.1%

## Current Expense of Education per Pupil

Total Expenditures	2004-05		
	Dollars Spent per Student		
	FUSD	State Average for Districts in Same Category	State Average for All Districts
\$276,314,885	\$6,840	\$7,172	\$7,127