Report to the Board of Education
February 15, 2011
State Testing and Reporting (STAR) and Local Measures
California Standards Test
ELA, All Students

Percent at Proficient and Advanced

Grade 2: 64, 68, 70
Grade 3: 42, 51, 55
Grade 4: 66, 66, 70
Grade 5: 67, 67, 70
Grade 6: 79, 83, 83

Years: 2007-08, 2008-09, 2009-10
California Standards Test
Math, All Students

<table>
<thead>
<tr>
<th>Grade</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 2</td>
<td>70</td>
<td>81</td>
<td>73</td>
</tr>
<tr>
<td>Grade 3</td>
<td>77</td>
<td>77</td>
<td>71</td>
</tr>
<tr>
<td>Grade 4</td>
<td>66</td>
<td>66</td>
<td>66</td>
</tr>
<tr>
<td>Grade 5</td>
<td>71</td>
<td>66</td>
<td>81</td>
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<tr>
<td>Grade 6</td>
<td>87</td>
<td>74</td>
<td>77</td>
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</tbody>
</table>
Local Measures
Math, All Students

Percent of Students Who Met Standards

- Kinder: 86, 87, 89
- Grade 1: 80, 78, 83
- Grade 2: 64, 82, 78
- Grade 3: 69, 66, 80
- Grade 4: 49, 60, 59
- Grade 5: 59, 55
- Grade 6: 58, 61, 66

Years:
- 2007-08
- 2008-09
- 2009-10
English Learners

Percent of Students

<table>
<thead>
<tr>
<th>School</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Otay (Highest)</td>
<td>71</td>
</tr>
<tr>
<td>McMillin</td>
<td>26</td>
</tr>
<tr>
<td>Allen &amp; Liberty</td>
<td>16</td>
</tr>
</tbody>
</table>

(Otay (Highest) vs. McMillin vs. Allen & Liberty (Lowest))
California Standards Test
ELA, English Learners

Percent at Proficient and Advanced

<table>
<thead>
<tr>
<th>Grade</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 2</td>
<td>40</td>
<td>56</td>
<td>60</td>
</tr>
<tr>
<td>Grade 3</td>
<td>35</td>
<td>34</td>
<td>33</td>
</tr>
<tr>
<td>Grade 4</td>
<td>44</td>
<td>39</td>
<td>18</td>
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<tr>
<td>Grade 5</td>
<td>41</td>
<td>43</td>
<td>37</td>
</tr>
<tr>
<td>Grade 6</td>
<td>39</td>
<td>39</td>
<td>57</td>
</tr>
</tbody>
</table>
California Standards Test
Math, English Learners

Percent at Proficient and Advanced

Grade 2: 43, 56, 65, 76
Grade 3: 27, 53, 66, 71
Grade 4: 33, 42, 67, 66
Grade 5: 27, 77, 66, 71
Grade 6: 42, 56, 48, 71

2007-08, 2008-09, 2009-10
Students with Disabilities

<table>
<thead>
<tr>
<th>Program</th>
<th>Number of Students</th>
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</thead>
<tbody>
<tr>
<td>SDC/MS</td>
<td>0</td>
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<tr>
<td>SDC/MM</td>
<td>14</td>
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<tr>
<td>RSP</td>
<td>33</td>
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<tr>
<td>LSH</td>
<td>44</td>
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</tbody>
</table>
California Physical Fitness Test
Grade 5

Percent that Met 6 of 6 Fitness Criteria

State/County Data Not Available at this Time

California
San Diego
CVESD
McMillin

Female
Male

35.3
24.9
45.0
33.3
Academic Performance Index
Adequate Yearly Progress
(API and AYP)
## AYP ~ Target Populations

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
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<th>Math</th>
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<td>2008-09</td>
<td>2009-10</td>
<td>2007-08</td>
<td>2008-09</td>
<td>2009-10</td>
</tr>
<tr>
<td>Schoolwide</td>
<td>64.7</td>
<td>67.9</td>
<td>72.1</td>
<td>71.0</td>
<td>74.5</td>
<td>76.8</td>
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<tr>
<td>Hispanic or</td>
<td>55.1</td>
<td>58.1</td>
<td>65.0</td>
<td>59.8</td>
<td>67.3</td>
<td>70.0</td>
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<td>Latino</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td>76.6</td>
<td>84.1</td>
<td>80.0</td>
<td>81.8</td>
<td>84.1</td>
<td>85.6</td>
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<tr>
<td>White</td>
<td>73.5</td>
<td>71.8</td>
<td>75.9</td>
<td>79.5</td>
<td>80.8</td>
<td>79.5</td>
</tr>
<tr>
<td>Socioec.</td>
<td>31.8*</td>
<td>44.3*</td>
<td>63.4</td>
<td>42.4</td>
<td>58.3</td>
<td>67.2</td>
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<tr>
<td>Disadvantaged</td>
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<tr>
<td>English Learners</td>
<td>44.4</td>
<td>51.8</td>
<td>57.0</td>
<td>54.2</td>
<td>63.3</td>
<td>69.3</td>
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<tr>
<td>Target</td>
<td><strong>35.2</strong></td>
<td><strong>46.0</strong></td>
<td><strong>56.8</strong></td>
<td><strong>37.0</strong></td>
<td><strong>47.5</strong></td>
<td><strong>58.0</strong></td>
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*Safe Harbor
California English Language Development Test (CELDT) Data
CELDT

Annual Measurable Achievement Objectives

Percent that Met AMAC

2009-10 Targets
AMAO 1: 53.1% / AMAO 2: Cohort 1 - 17.4% and Cohort 2 - 41.3%

AMAO 1: 53.1% / AMAO 2: Cohort 1 - 17.4% and Cohort 2 - 41.3%

District       McMillin
Harris Interactive Survey

Customer Satisfaction
<table>
<thead>
<tr>
<th></th>
<th>Concern</th>
<th>Solution</th>
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</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td>19% of students feel bullying is a problem.</td>
<td>No Place for Hate Activities, Character Assemblies, Peace Patrol, Olweus training.</td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td>25% of staff indicated student absenteeism was a problem.</td>
<td>Through the SART process and community education we currently reduced absenteeism.</td>
</tr>
<tr>
<td><strong>Parents</strong></td>
<td>Parents want to receive communications via telephone.</td>
<td>We have increased the use of School Messenger.</td>
</tr>
</tbody>
</table>
Academic Goals
Goal 1

By June 2011, the percentage of all students in Grades 2-6, scoring at Proficient and Advanced in ELA on the CST will increase from 72.1% to 77%. Within this goal English Learners will improve from 57% to 68% proficiency.

- Tier 1 - Formative and summative assessments such as MAP, Blueprint and Summative to guide core instruction
- Tier 2 - Targeted small-group guided instruction
- Tier 3 - M.I.S.T. program
Goal 2

By June 2011, the percentage of students scoring at Proficient and Advanced in Math on the CST will increase from 76.8% to 83%. Within this goal Students with Disabilities will improve from 47.1% to 68% proficiency.

- Tier 1 - Formative and summative assessments such as MAP, Blueprint, and Math benchmarks
- Tier 2 - Targeted small-group guided instruction with quality feedback
- Tier 3 - M.I.S.T. program
Goal 3

By June 2011, the percentage of Students with Disabilities scoring at Proficient and Advanced on the CST in ELA will increase from 45% to 68%.

• Tier 1 - Formative & summative assessments are used to guide instruction.
• Tier 2 - Targeted small-group instruction; use of Compass Learning.
• Tier 3 - Use of Imagine Learning English and participation in the M.I.S.T Program.
Goal 4

By June 2011, the percentage of GATE students scoring at the Advanced level on the CST in ELA will increase from 81% to 92%.

- Tier 1 - Use of Accelerated Reader and Compass Learning
- Tier 2 - Differentiated assignments in the classroom
School Committees
School Site Council

Parents/Community
- John Berry
- Leo Clemente
- Teresa Malof
- Jeff Rivera
- Khodad Sharif
- Ken Yanow

Staff
- Brandon Culley
- Laura Disharoon
- Tricia McGinty
- Jorge Mora
- Veronica Rawman
- Sarah Whelihan
Great desire to provide wireless internet for the school.

• This year, after making sure there was alignment with the Site Plan for Student Achievement, we were able to make our school Wi-Fi capable.
English Learner Advisory Committee

Parents/Community
• Yuka Cozza
• Rossana Gorrido
• Mikyunz Kim
• Anabel Rangel

Staff
• Patricia Gil
A Student-Based Decision at McMillin

- No more food-based incentives
- Focus on activity and fun
- McMillin Birthday Club
School Highlight
M.I.S.T
McMillin Intervention Study Team

- SWC tutors
- Homework Help, Compass Learning, Tutoring
- Over 80 students per day

**CHULA VISTA SCHOOL OFFERING FREE AFTER-SCHOOL SUPPORT**

Tutors help with homework and more from 3 to 5.

ASHLY MCGLONE • U-T

CHULA VISTA
A new partnership is providing Corky McMillin Elementary students free after-school academic support.

Launched in October, the McMillin Intervention Study Team offers varying levels of support Monday through Thursday from 3 to 5 p.m. Students may stay for as little as 15 minutes and receive software, and small group and one-on-one support for students designated as struggling by their teachers and standardized test scores.

Part of the program is funded by Southwestern College, but most is paid through the school's McMillin endowment fund that was established by the children of the late-construction company patriarch Corky McMillin.