

Richard Henry Dana Middle School

School Accountability Report Card, 2012–2013

Wiseburn Elementary School District



» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.



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SCHOOL WISE PRESS

Richard Henry Dana Middle School

School Accountability Report Card, 2012–2013 Wiseburn Elementary School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2012–2013 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average middle school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

Please note that words that appear in a smaller, bold typeface are links in the online version of this report to more information. You can find a list of those linked words and their Web page URLs at:

http://pub.schoolwisepress.com/sarc/links_2013_en.html

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, or would like to request a hardcopy version, please contact our school office.

How to Contact Our School

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Hawthorne, CA 90250
Principal: Aileen Harbeck and Blake Silvers
Phone: (310) 725-4700

How to Contact Our District

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Richard Henry Dana Middle School

School Accountability Report Card, 2012–2013
Wiseburn Elementary School District

» Principal's Message

At Richard Henry Dana Middle School (DMS), our staff focuses on preparing students for the world they will soon inherit. Our diverse school culture reflects a vitality, an enthusiasm, and a commitment that all students can and will be successful. Student success and safety are always our top priorities.

During 2012–2013 we continued our Portfolio for Student Growth/Student Ownership of Learning program. Each student compiled a portfolio over the course of a year and completed various reflection activities which were then presented to a parent/guardian during their student-led conference. In addition, Dana continues to participate in the Centinela Valley Middle School Sports League competing in volleyball, basketball, soccer, cross-country, and track and field for boys and girls as well as boys' flag football and girls' softball. We continued the process of analyzing the California standards by having teachers revisit and revise learning targets for student mastery of standards. We increased collaboration time for teachers with shared common prep periods and grade-level teacher teams. Our math and English departments participate in monthly professional development and work with mentors to increase rigor and student engagement. Currently our biggest challenge is the state's fiscal crisis.

Aileen Harbeck and Blake Silvers, PRINCIPAL

**Grade range
and calendar**

6–8

TRADITIONAL

**Academic
Performance Index**

863

County Average: 785

State Average: 792

Student enrollment

963

County Average: 827

State Average: 627

Major Achievements

- Dana Middle School was named a California Distinguished School during the 2004–2005 school year and again in April 2013. In 2006 Dana Middle School was named a National Forum Schools To Watch and was awarded this designation again in 2009 and 2012, one of only 200 middle schools in the United States to receive this honor. More than just a recognition program, Schools to Watch is an opportunity to be connected with other high-achieving schools throughout the nation, and it provides a vehicle through which Dana faculty and staff can reflect and build on best practices.
- Dana's students continue to be recognized for outstanding achievement of our SIM City STEM competition at Los Angeles County competitions. Each summer Dana students attended science camp hosted by Tech Trek. Several Dana students entered the LA County Science Fair. At the Aerospace Corporation's Herndon Competition, Dana placed first in the team Experiment competition in 2012. In addition, thirty-six students, two Dana parents, and three teachers, known as 'Team Dana', trained and finished the Los Angeles Marathon.
- The eighth grade social studies team received a grant to support field trips to the Museum of Tolerance in Los Angeles as part of their unit on the Holocaust. Boeing Corporation supported Dana via a grant to bring real-time professional development and mentoring to Dana's math and science teachers through Loyola Marymount College's Center for Math and Science. Northrop Grumman further supported Dana's math and science connections program with a grant to purchase necessary supplies in support of math tutorials and programs.

Focus for Improvement

- This past year we have been able to offer more courses and programs for students, provide more training for our staff, and expand our services to families. We want to increase our students' awareness of their learning and potential, and to increase professional sharing and parent/community interest in Dana Middle School. The results we are looking for include student academic success, a decrease in student performance reviews and disciplinary actions, an increase in parent satisfaction with students' learning, and an increase in community interest and support via volunteerism and donations.
- We plan to continue Dana's Portfolios for Student Growth (PSG) and student binder programs, which lead to our highly successful spring student-led conferences and a strong sense of student self-efficacy at school. Dana will further develop its Response to Intervention (RTI) program by expanding interventions in math and language arts skill development as well as math tutorials with local community partners such as Raytheon and Northrop Grumman.
- Dana will also emphasize access to technology using SMART Notebook software, online learning opportunities and Google Apps for Education. We are currently partnering with Pepperdine University to offer individual family counseling services to Dana families. Learning alliances with local universities, aerospace corporations, and local businesses will provide students with technology, mentoring, and tutoring, and connect Dana Middle School with aspiring educators.
- Study Island, an interactive, research- and standards-based online skills reinforcement program, is available to all students at DMS through various curricular areas. Study Island offers students additional online support in all curricular areas and can be used by students at home and throughout the school day during the Targeted Learning in Content (TLC) period, lunch, and regular classes.
- Parents and students are able to access grades, teacher comments, and information on class assignments online through PowerSchool, using confidential password information provided to all families. This web-based student-information system is designed to connect home with school and provide both email and teacher website links to communicate with teachers from home.
- We have new opportunities to assess and place students in appropriate math classes and to analyze test scores using Datawise software. Through Datawise, teachers examine student test data and tailor instruction for each student. It has become the catalyst for important school wide conversations about goal-setting and classroom instruction. Students use Study Island to take assessments online in our two computer

labs. Results from these assessments are available immediately and provide teachers and students with helpful information about academic strengths and areas for improvement.

- In 2012–2013 Dana continued its partnership with the Center for Math and Science Teaching (CMAST) based at Loyola Marymount University to provide monthly professional development and in-class mentoring for our math teachers at all grade levels. Through a generous grant from the Boeing Corporation, Dana is developing into a CMAST demonstration school open to visiting math instructors to observe and learn CMAST strategies.
- In 2012–2013 Dana Middle School launched Project Lead the Way, an early engineering elective supported by El Camino College and the Chevron Corporation. In addition, Dana continued to extend CMAST professional development and mentoring to all math and science teachers.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California's way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school's API using student test results from the California Standards Tests and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

Dana's API was 863 (out of 1000). This is a decline of 22 points compared with last year's API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

API RANKINGS: Based on our 2011–2012 test results, we started the 2012–2013 school year with a base API of 885. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared with all middle schools in California, our school ranked 9 out of 10.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us with the 100 schools with the most similar students, teachers, and class sizes. Compared with these schools, our school ranked 10 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

API GROWTH TARGETS: Each year the CDE sets specific API "growth targets" for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic groups, English Learners, special education students, or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

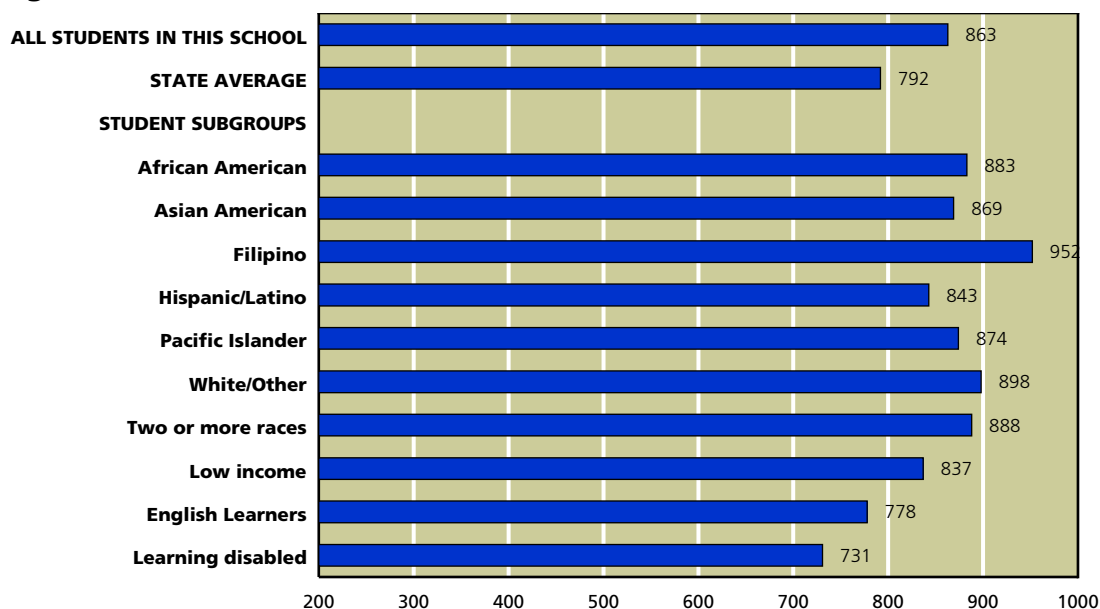
We did not meet some or all of our assigned growth targets during the 2012–2013 school year. Just for reference, 39 percent of middle schools statewide met their growth targets.

| CALIFORNIA API ACADEMIC PERFORMANCE INDEX | |
|---|-----|
| Met schoolwide growth target | Yes |
| Met growth target for prior school year | Yes |
| API score | 863 |
| Growth attained from prior year | -22 |
| Met subgroup* growth targets | No |

SOURCE: API based on spring 2013 test cycle. Growth scores alone are displayed and are current as of December 2013.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. N/A - Results not available.

API, Spring 2013



SOURCE: API based on spring 2013 test cycle. State average represents middle schools only.

NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California's accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind** (NCLB). This law requires all schools to meet a different goal: **Adequate Yearly Progress** (AYP).

We met 11 out of 21 criteria for yearly progress. Because we fell short in ten areas, we did not make AYP.

To meet AYP, middle schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA): 89.2 percent on the English/language arts test and 89.5 percent on the math test. All ethnic, English Learners, special education, and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 770 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement** (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

| FEDERAL AYP ADEQUATE YEARLY PROGRESS | |
|--|------------|
| Met AYP | No |
| Met schoolwide participation rate | Yes |
| Met schoolwide test score goals | No |
| Met subgroup* participation rate | Yes |
| Met subgroup* test score goals | No |
| Met schoolwide API for AYP | Yes |
| Program Improvement school in 2013 | No |

SOURCE: AYP is based on the Accountability Progress Report of September 2013. A school can be in Program Improvement based on students' test results in the 2012–2013 school year or earlier.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

| | English/Language Arts | | Math | |
|------------------------------|--|---|--|---|
| | DID 95% OF STUDENTS TAKE THE CST, CMA OR CAPA? | DID 89.2% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA? | DID 95% OF STUDENTS TAKE THE CST, CMA OR CAPA? | DID 89.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA? |
| SCHOOLWIDE RESULTS | ● | ● | ● | ● |
| SUBGROUPS OF STUDENTS | | | | |
| Low income | ● | ● | ● | ● |
| Students learning English | ● | ● | ● | ● |
| STUDENTS BY ETHNICITY | | | | |
| African American | ● | ● | ● | ● |
| Hispanic/Latino | ● | ● | ● | ● |

SOURCE: AYP release of September 2013, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2012–2013 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet AYP.

NOTE: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

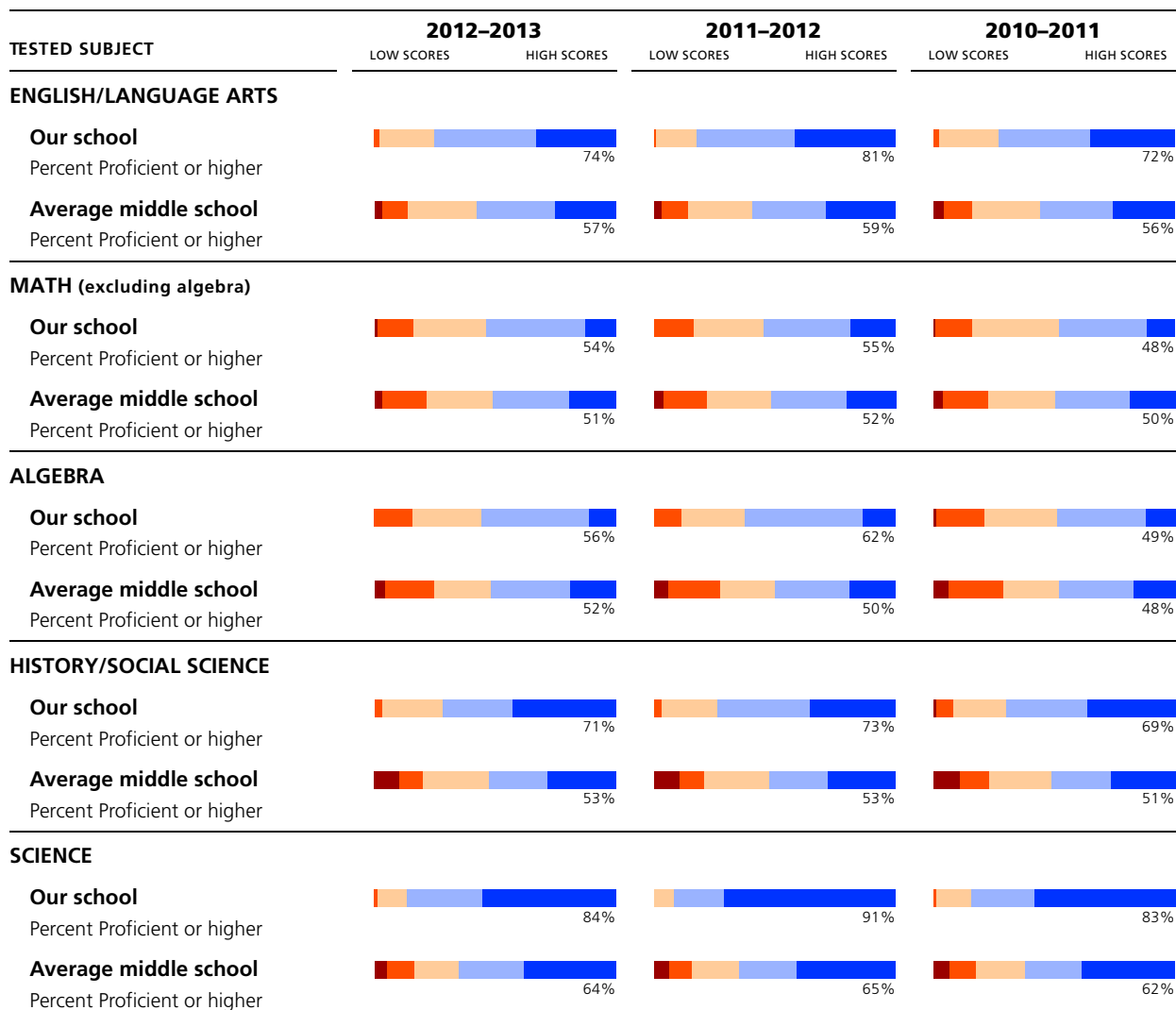
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores with the results for students in the average middle school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**



SOURCE: The scores for the CST are from the spring 2013 test cycle. State average represents middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

HAVE THE CALIFORNIA STANDARDS TESTS KEPT UP WITH THE CHANGES IN WHAT WE TEACH? In two subjects, the answer is “yes,” and in two more the answer is “no.” The Common Core transition is the reason for this. The test questions in math and English/language arts in 2012–13 were likely to be less well aligned with the official standards for California curriculum than they were three years ago. But the test questions in social studies and science were just as well aligned in 2012–13 as they were in the past.

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands, Below Basic or Far Below Basic, need more help to reach the Proficient level.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California’s standards to be among the most clear and rigorous in the country. Just 57 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 63 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

ARE ALL STUDENTS’ SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CST. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the [CDE’s Web site](#). These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You’ll also find a [guide](#) to navigating the STAR Web site as well as help for understanding how to [compare test scores](#).

English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

| GROUP | LOW SCORES | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|--|------------|-------------|------------------------|-----------------|--|
| SCHOOLWIDE AVERAGE | | | 74% | 96% | SCHOOLWIDE AVERAGE: About 17 percent more students at our school scored Proficient or Advanced than at the average middle school in California. |
| AVERAGE MIDDLE SCHOOL IN THE COUNTY | | | 55% | 93% | |
| AVERAGE MIDDLE SCHOOL IN CALIFORNIA | | | 57% | 93% | |

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

| GROUP | LOW SCORES | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|------------------------------|------------|-------------|------------------------|-----------------|---|
| Boys | | | 72% | 442 | GENDER: About five percent more girls than boys at our school scored Proficient or Advanced. |
| Girls | | | 77% | 474 | |
| English proficient | | | 78% | 871 | ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage. |
| English Learners | | | 13% | 45 | |
| Low income | | | 70% | 405 | INCOME: About eight percent fewer students from lower-income families scored Proficient or Advanced than our other students. |
| Not low income | | | 78% | 511 | |
| Learning disabled | | | 42% | 41 | LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences. |
| Not learning disabled | | | 76% | 872 | |
| African American | | | 79% | 235 | ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report. |
| Asian American | | | 73% | 35 | |
| Hispanic/Latino | | | 69% | 501 | |
| White/Other | | | 81% | 77 | |

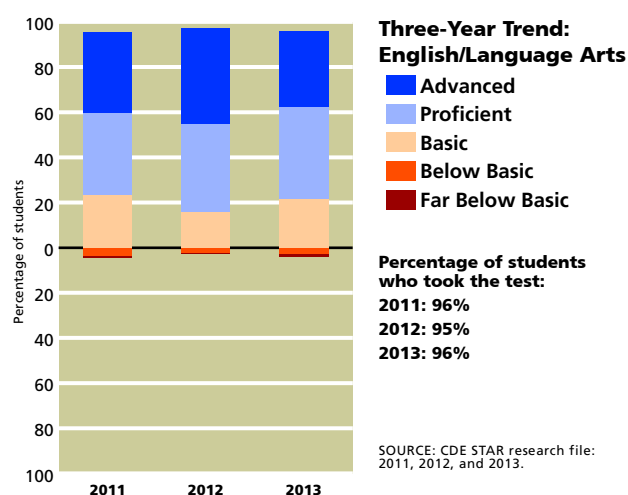
SOURCE: The scores for the CST are from the spring 2013 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for [English/language arts](#) on the CDE's Web site.



Math (Excluding Algebra)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

| GROUP | LOW SCORES | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|--|------------|-------------|------------------------|-----------------|---|
| SCHOOLWIDE AVERAGE | | | 54% | 62% | SCHOOLWIDE AVERAGE: About three percent more students at our school scored Proficient or Advanced than at the average middle school in California. |
| AVERAGE MIDDLE SCHOOL IN THE COUNTY | | | 50% | 70% | |
| AVERAGE MIDDLE SCHOOL IN CALIFORNIA | | | 51% | 71% | |

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

| GROUP | LOW SCORES | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|------------------------------|-------------------------------|-------------|------------------------|-----------------|---|
| Boys | | | 59% | 281 | GENDER: About ten percent more boys than girls at our school scored Proficient or Advanced. |
| Girls | | | 49% | 311 | |
| English proficient | | | 57% | 549 | ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage. |
| English Learners | | | 10% | 43 | |
| Low income | | | 46% | 277 | INCOME: About 15 percent fewer students from lower-income families scored Proficient or Advanced than our other students. |
| Not low income | | | 61% | 315 | |
| Learning disabled | | | 26% | 42 | LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences. |
| Not learning disabled | | | 56% | 547 | |
| African American | | | 55% | 149 | ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report. |
| Asian American | DATA STATISTICALLY UNRELIABLE | | N/S | 24 | |
| Hispanic/Latino | | | 49% | 337 | |
| White/Other | | | 76% | 41 | |

SOURCE: The scores for the CST are from the spring 2013 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

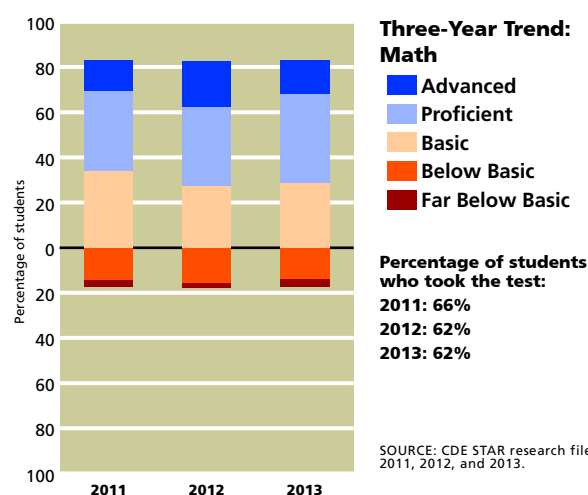
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

All sixth and most seventh graders take the same math courses. Starting as early as seventh grade, however, some students take algebra, while others take a general math course. We report algebra results separately. Here we present our students' scores for all math courses except algebra.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the [math standards](#) on the CDE's Web site.



Algebra I

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

| GROUP | LOW SCORES | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|--|------------|-------------|------------------------|-----------------|---|
| SCHOOLWIDE AVERAGE | | | 56% | 48% | SCHOOLWIDE AVERAGE: About four percent more students at our school scored Proficient or Advanced than at the average middle school in California. About 15 percent more students took algebra than did students in the average middle school in the state. |
| AVERAGE MIDDLE SCHOOL IN THE COUNTY | | | 50% | 34% | |
| AVERAGE MIDDLE SCHOOL IN CALIFORNIA | | | 52% | 33% | |

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

| GROUP | LOW SCORES | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|------------------------------|-------------------------------|-------------|------------------------|-----------------|---|
| Boys | | | 51% | 154 | GENDER: About nine percent more girls than boys at our school scored Proficient or Advanced. |
| Girls | | | 60% | 148 | |
| English proficient | | | 56% | 300 | ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant. |
| English Learners | NO DATA AVAILABLE | | N/A | 2 | |
| Low income | | | 54% | 121 | INCOME: About three percent fewer students from lower-income families scored Proficient or Advanced than our other students. |
| Not low income | | | 57% | 181 | |
| Learning disabled | NO DATA AVAILABLE | | N/A | 5 | LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant. |
| Not learning disabled | | | 56% | 297 | |
| African American | | | 64% | 75 | ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report. |
| Asian American | DATA STATISTICALLY UNRELIABLE | | N/S | 12 | |
| Hispanic/Latino | | | 52% | 161 | |
| White/Other | | | 47% | 30 | |

SOURCE: The scores for the CST are from the spring 2013 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

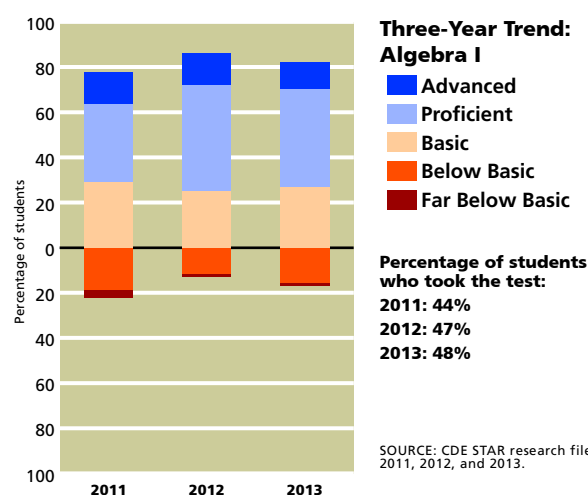
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

We report our students' algebra results separately because of the central importance of algebra in the California math standards. It is also a gateway course for college-bound students, who should start high school ready for geometry.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 48 percent of our seventh and eighth grade students took the algebra CST, compared with 33 percent of all middle school students statewide. You can review the [math](#) standards on the CDE's Web site.



History/Social Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

| GROUP | LOW SCORES | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|--|------------|-------------|------------------------|-----------------|--|
| SCHOOLWIDE AVERAGE | | | 71% | 99% | SCHOOLWIDE AVERAGE: About 18 percent more students at our school scored Proficient or Advanced than at the average middle school in California. |
| AVERAGE MIDDLE SCHOOL IN THE COUNTY | | | 51% | 99% | |
| AVERAGE MIDDLE SCHOOL IN CALIFORNIA | | | 53% | 98% | |

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

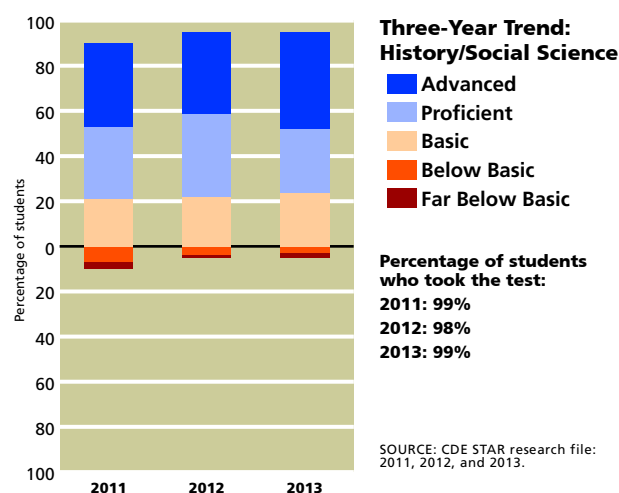
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

| GROUP | LOW SCORES | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|------------------------------|-------------------------------|-------------|------------------------|-----------------|---|
| Boys | | | 70% | 169 | GENDER: About the same percentage of boys and girls at our school scored Proficient or Advanced. |
| Girls | | | 71% | 161 | |
| English proficient | | | 71% | 326 | ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant. |
| English Learners | NO DATA AVAILABLE | | N/A | 4 | |
| Low income | | | 65% | 136 | INCOME: About ten percent fewer students from lower-income families scored Proficient or Advanced than our other students. |
| Not low income | | | 75% | 194 | |
| Learning disabled | DATA STATISTICALLY UNRELIABLE | | N/S | 20 | LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant. |
| Not learning disabled | | | 74% | 310 | |
| African American | | | 84% | 76 | ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report. |
| Asian American | DATA STATISTICALLY UNRELIABLE | | N/S | 13 | |
| Hispanic/Latino | | | 61% | 182 | |
| White/Other | | | 82% | 33 | |
| Two or more races | DATA STATISTICALLY UNRELIABLE | | N/S | 11 | |

SOURCE: The scores for the CST are from the spring 2013 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eighth grade students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the [history/social science standards](#) on the CDE's Web site.



Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

| GROUP | LOW SCORES | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|--|------------|-------------|------------------------|-----------------|--|
| SCHOOLWIDE AVERAGE | | | 84% | 96% | SCHOOLWIDE AVERAGE: About 20 percent more students at our school scored Proficient or Advanced than at the average middle school in California. |
| AVERAGE MIDDLE SCHOOL IN THE COUNTY | | | 63% | 94% | |
| AVERAGE MIDDLE SCHOOL IN CALIFORNIA | | | 64% | 93% | |

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

| GROUP | LOW SCORES | HIGH SCORES | PROFICIENT OR ADVANCED | STUDENTS TESTED | COMMENTS |
|------------------------------|-------------------------------|-------------|------------------------|-----------------|---|
| Boys | | | 88% | 161 | GENDER: About seven percent more boys than girls at our school scored Proficient or Advanced. |
| Girls | | | 81% | 157 | |
| English proficient | | | 85% | 314 | ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant. |
| English Learners | NO DATA AVAILABLE | | N/A | 4 | |
| Low income | | | 78% | 129 | INCOME: About 11 percent fewer students from lower-income families scored Proficient or Advanced than our other students. |
| Not low income | | | 89% | 189 | |
| Learning disabled | NO DATA AVAILABLE | | N/A | 8 | LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant. |
| Not learning disabled | | | 85% | 310 | |
| African American | | | 84% | 76 | ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report. |
| Asian American | DATA STATISTICALLY UNRELIABLE | | N/S | 13 | |
| Hispanic/Latino | | | 82% | 171 | |
| White/Other | | | 91% | 33 | |

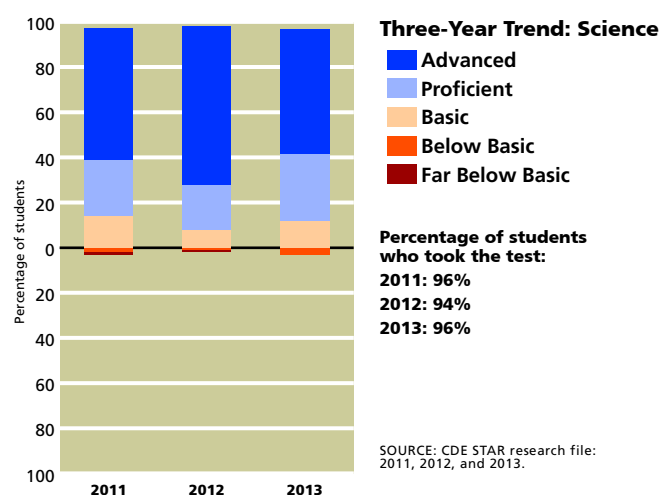
SOURCE: The scores for the CST are from the spring 2013 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eighth grade students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

Although we teach science at all grade levels, only our eighth graders took the California Standards Test in this subject. You can read the [science standards](#) on the CDE's Web site.



Other Measures of Student Achievement

Measuring student achievement is an ongoing process that involves teachers, students, and families. Along with standardized testing, we administer common writing assessments three times a year, and we are in the process of developing common assessments within all curricular areas. This year teachers identified student strengths and areas for improvement and set two goals based on areas of weakness. State and school assessment results are available to both students and parents at parent/teacher conferences or by request.

Staff development days devoted to customized instruction have further helped our staff to set goals, develop alternate assessments in the classroom, and design curriculum to address school goals related to student areas where students struggle. Formative and summative assessments via quizzes, tests, project based assessments, group assessments, and informal observations all combine to provide a complete picture of each student's progress.

We have expanded the use of Study Island, a math, social studies, and language arts support program that identifies student levels and assigns appropriate support for students. This online program offers assessment options, individualized plans for support, and regular updates on student improvement or difficulties. The program is now an integral part of our intervention program and provides daily student support through the school's TLC classes.

Student academic information is available to all families online via PowerSchool. This new option of viewing grades, attendance, and teacher comments online puts parents directly in touch with student academic progress at all times and increases communication between school and home. Progress reports and report cards are sent home to families four times a year, at the end of each quarter. Teachers also provide progress reports through the PowerSchool grading and reporting program as needed and maintain teacher websites to provide students and parents with access to daily lessons.

Parent conferences are scheduled once a year, allowing for personal meetings between teachers and parents/guardians. If a student is in need of additional academic support in language arts or math, the homeroom teacher recommends the student for placement in an academic support program. Four years ago Dana launched student-led conferences schoolwide in the spring to further involve students in their own learning and engage parents in these interactive conferences. Student Success Team meetings are held at the request of a teacher or parent and are facilitated by a school administrator with the district psychologist in attendance. At these meetings student needs and family concerns are discussed and a plan for the student's success is developed.

STUDENTS

Students' English Language Skills

At Dana, 96 percent of students were considered to be proficient in English, compared with 84 percent of middle school students in California overall.

| LANGUAGE SKILLS | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|-----------------------------|------------|----------------|---------------|
| English-proficient students | 96% | 84% | 84% |
| English Learners | 4% | 16% | 16% |

SOURCE: Language census for the 2012–2013 school year. County and state averages represent middle schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 39 students classified as English Learners. At Dana, the language these students most often speak at home is Spanish. In California it's common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

| LANGUAGE | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|------------------|------------|----------------|---------------|
| Spanish | 87% | 88% | 86% |
| Vietnamese | 3% | 1% | 2% |
| Cantonese | 0% | 2% | 1% |
| Hmong | 0% | 0% | 1% |
| Filipino/Tagalog | 3% | 1% | 1% |
| Korean | 0% | 1% | 1% |
| Khmer/Cambodian | 0% | 0% | 0% |
| All other | 7% | 7% | 8% |

SOURCE: Language census for the 2012–2013 school year. County and state averages represent middle schools only.

Ethnicity

Most students at Dana identify themselves as Hispanic/Latino. In fact, there are about two times as many Hispanic/Latino students as African American students, the second-largest ethnic group at Dana. The state of California allows citizens to choose more than one ethnic identity, or to select “two or more races” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

| ETHNICITY | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|-------------------------------------|------------|----------------|---------------|
| African American | 25% | 9% | 7% |
| Asian American/ Pacific Islander | 8% | 11% | 11% |
| Hispanic/Latino | 56% | 63% | 51% |
| White | 8% | 15% | 28% |

SOURCE: California Longitudinal Pupil Achievement Data System (CALPADS), October 2012. County and state averages represent middle schools only.

Family Income and Education

The **free or reduced-price meal** subsidy goes to students whose families earned less than \$42,643 a year (based on a family of four) in the 2012–2013 school year. At Dana, 51 percent of the students qualified for this program, compared with 58 percent of students in California.

| FAMILY FACTORS | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|-----------------------------|------------|----------------|---------------|
| Low-income indicator | 51% | 66% | 58% |
| Parents with some college | 78% | 50% | 58% |
| Parents with college degree | 45% | 28% | 33% |

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2012–2013 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions.

The parents of 78 percent of the students at Dana have attended college and 45 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 94 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

The table at the right shows average class sizes for core courses. The average class size of all courses at Dana varies from a low of 27 students to a high of 28. Our average class size schoolwide is 28 students. The average class size for middle schools in the state is 19 students.

| AVERAGE CLASS SIZES OF CORE COURSES | OUR SCHOOL | OUR DISTRICT |
|--|---------------|-----------------|
| English | 27 | 24 |
| History | 28 | 28 |
| Math | 28 | 29 |
| Science | 28 | 30 |

SOURCE: California Department of Education, SARC Research File. District averages represent middle schools only.

Safety

Nothing takes priority over our students' physical and emotional safety. Teachers regularly review the rules for safe, responsible behavior in school and on the grounds. We have a closed campus. Visitors must enter the school through the main door and sign in at the office, and students are not allowed off campus during the school day. We follow the school board policy for visitors to campus. Grounds are monitored by school staff throughout the day.

We revise our School Safety Plan annually in collaboration with our school safety committee and local agencies. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. The plan is updated annually and is coordinated with the District Safety Plan. We work closely with the Hawthorne Police Department and Los Angeles County Fire Department to coordinate these plans. Each classroom in the school district has a shelter-in-place box in the unlikely event students and teachers are confined to classrooms for an extended period of time. There is a well-equipped emergency supply area at each school site in addition to the shelter-in-place boxes. The School Safety Plan also includes psychological first aid and other mental health necessities.

Discipline

We have a comprehensive discipline program. We recognize that discipline begins with positive rewards for appropriate behavior and with enjoyable and engaging positive activities. Several Dana Middle School staff, parents, and community members developed our Consequence Matrix, which is a fair, reasonable, measured, progressive, equitable list of positive and negative consequences. It incorporates appropriate student behavior and predictable consequences for breaking school rules and is published in our student planner. Teachers review it in Targeted Learning in Content classes and at school welcome assemblies at the beginning of the school year. We send a copy home and ask parents to review it and return it signed by both parent(s) and child. We also teach a comprehensive curriculum on Character Education as well as the prevention of bullying and sexual harassment.

Our Safe School Plan, established in 1995 and updated annually, also contributes to our having a safe, clean, orderly environment. Our School Site Council and School Safety Committee monitor the plan.

Educator's Handbook online streamlines discipline and provides data. We document incidents in PowerSchool, delineate offenses and track harassment and mediations. Our discipline program and counselors provide support for students and their families.

Homework

The Wiseburn schools recognize that homework contributes toward building responsibility, self-discipline, and lifelong learning habits. Teachers believe that time spent on homework directly influences students' ability to meet the district's academic standards. Homework is seen as a routine part of the student's life in Wiseburn. Dana's staff met with district personnel to develop a school wide grading policy that focuses on mastery, limiting homework credit to ten percent of a student's overall grade.

Parent involvement is an integral part of homework. We support families through teacher/classroom web sites, and regular parent-teacher conferencing. Parents receive explanations of classroom curriculum design and homework at 6th grade new parent night, Back-to-School Night and through classroom communications and progress reports. All students receive school planners and student binders at the beginning of the academic year to help them develop organizational skills and take ownership of learning. We expect parents to review their children's planner and approve homework every night. Various teachers provide informal afterschool tutoring and homework clubs.

Schedule

Block scheduling provides extended time for teachers to connect with students and to understand and appreciate individual needs and personalities. On Mondays teachers meet with all students in all periods. On Tuesdays through Fridays, three 85-minute instructional periods provide time for teacher-directed, independent, and group work. The TLC period gives students extended individualized reading through our Independent Reader program and math practice via Raytheon tutoring and Northrop Grumman supported Math Connections. In addition, students review progress one day a week in classes through grade checks and a student binder review that is facilitated by their TLC teacher.

School begins at 8:30 am and ends at 2:45 pm. Lunch period is 45 minutes long. Afterschool programs and activities begin at 3 pm and last until 4 pm, except for our childcare program, which ends at 6 pm. Winter break is two weeks long and Spring break is one week plus one day. Thanksgiving break is five days.

Dana offers two weeks of shortened schedules at the beginning of the school year to better assist students in adjusting to school and allow for teacher collaboration and lesson planning. Parent/student conferences are scheduled in late November and early December. Student-led conferences are held in April.

Parent Involvement

Dana encourages active participation by parents and benefits tremendously from the skills and contributions of our community. We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. Parents join our School Site Council, which works with our administration to make financial decisions. Our PTA works with teachers to hold Jumpstart Days at the beginning of the school year. It also supports dances and celebrations, field trips, drama productions, PLTW, and gives our students and staff a multitude of other opportunities. PTA hosts a variety of events and fund-raisers, including our Halloween carnival, multicultural day, career day, and parent education evenings. The principals and school librarian/clerk work together in supporting all parent involvement at Dana and remain the direct contacts for parent involvement opportunities.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Aileen Harbeck and Mr. Blake Silvers act as Co-Principals for Dana Middle School. Mrs. Harbeck completed her fifth year as principal at Dana Middle School. She served as the school's assistant principal for three years and as a seventh grade humanities teacher for two years. Formerly a high school vice-principal for 11 years, Mrs. Harbeck has 28 years of experience in education. She has a teaching credential and M.S. in Education and is a doctoral candidate in Educational Leadership from the University of Southern California. Mrs. Harbeck serves as a member of the California Middle Grade Partnership, is a member of the Association of California School Administrators - California Professional Educators Association, participates in visitation teams for the National Schools to Watch program, and has presented at California League of Middle Schools conferences. In August of 2013 Blake Silvers was named Co-Principal of Dana Middle School. Mr. Blake Silvers served five years as the Dana Middle School Assistant Principal and now begins his first year as a co-principal. He has served as a public educator for 14 years and during the first part of his career he was a middle school Social Studies and Spanish teacher. Mr. Silvers holds an M.A. in Secondary Education and is a doctoral candidate in Educational Leadership from the University of Southern California. He has established a relationship with the Federal Bureau of Investigation and other law enforcement agencies to maintain open communication regarding issues of safety. Mr. Silvers is also a member of the Association of California Site Administrators (ACSA) and serves as a presenter for the California League of Middle Schools (CLMS) and the National Forum of Schools to Watch. Mr. Silvers enjoys working collaboratively with the school and the community to help foster a safe and nurturing learning environment.

Many members of our school and community support our school wide decision-making process. The School Leadership, made up of teacher team facilitators, leads the school wide strategic planning process. Students, school staff, community members, and parents make up our School Site Council, which sets priorities for our budget. Student Leadership supports student decisions, and the Student Council supports the school administration in understanding student needs and concerns. Teachers belong to grade-level teacher teams and serve on various committees. In addition, many teachers coach athletic teams and teach in after school intervention classes.

Indicators of Teachers Who May Be Underprepared

| KEY FACTOR | DESCRIPTION | OUR SCHOOL | COUNTY AVERAGE | STATE AVERAGE |
|--|--|------------|----------------|---------------|
| Core courses taught by a teacher not meeting NCLB standards | Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB | 0% | N/A | 0% |
| Out-of-field teaching | Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course | N/A | N/A | N/A |
| Fully credentialed teachers | Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level | N/A | N/A | N/A |
| Teachers lacking a full credential | Percentage of teachers without a full, clear credential | N/A | N/A | N/A |

SOURCE: This information provided by the school district. Data on NCLB standards is from the California Department of Education, SARC research file.

PLEASE NOTE: Comparative data (county average and state averages) for some of the data reported in the SARC is unavailable as of December 2013.

"HIGHLY QUALIFIED" TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "[highly qualified](#)." These "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than "highly qualified." There are exceptions, known as the [High Objective Uniform State Standard of Evaluation](#) (HOUSSE) rules, that allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

TEACHING OUT OF FIELD: When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as **out-of-field**. The students who take that course are also counted. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves.

More facts about our teachers, called for by the Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. You will find specific facts about **misassigned teachers** and **teacher vacancies** in the 2013–2014 school year.

Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standards. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

When more than 40 percent of the students in a school are receiving subsidized lunches, that school is considered by the California Department of Education to be a school with higher concentrations of low-income students. When less than 25 percent of the students in a school are receiving subsidized lunches, that school is considered by the CDE to be a school with lower concentrations of low-income students.

| DISTRICT FACTOR | DESCRIPTION | CORE COURSES NOT TAUGHT BY HQT IN DISTRICT |
|---|--|--|
| | | |
| Districtwide | Percentage of core courses not taught by “highly qualified” teachers (HQT) | 0% |
| Schools with more than 40% of students from lower-income homes | Schools whose core courses are not taught by “highly qualified” teachers | 0% |
| Schools with less than 25% of students from lower-income homes | Schools whose core courses are not taught by “highly qualified” teachers | 0% |

SOURCE: Data is from the California Department of Education, SARC research file.

Staff Development

Two years ago our district chose to involve all teachers and administrators in professional development focused on brain development and differentiated instruction. In the past year staff development was dedicated to helping teachers meet the learning needs of all students. Each year Dana's math team attended a conference sponsored by Center for Math and Science Teaching to address new approaches to teaching mathematics in the middle grades. Social Studies teachers from all grade levels attended a conference sponsored by UCLA specific to middle school instruction. One staff development day was dedicated to effective technology use in the classroom.

Staff meetings were devoted to grade-level teacher teams and new technology offerings for the classroom to include California Streaming, email, Study Island, Google Apps for Education, and Datawise for viewing student assessment data. Time was also allotted to review strategies to facilitate students' portfolios for student growth program, TLC, and math intervention classes. We allotted math and science department staff release days to assist staff in developing CMAST based lessons based on California Content Standards.

Teachers are asked to complete a survey annually to identify interest areas for future staff development programs. All staff and department meetings are planned based on the overall emphasis on individualized instruction for the year.

| YEAR | PROFESSIONAL DEVELOPMENT DAYS |
|-----------|-------------------------------|
| 2012–2013 | N/A |
| 2011–2012 | 0.0 |
| 2010–2011 | 0.0 |

SOURCE: This information is supplied by the school district.

Evaluating and Improving Teachers

We evaluate probationary teachers over a two-year period. We complete observations of tenured teachers every two years. We give new teachers information at orientation that details this process. The principal and the assistant principal meet with specified probationary teachers in the fall to determine individual goals for the year and to set dates for observations and meetings between teachers and observing administrators after each observation. We take our goals from the Wiseburn School District Standards for Teachers. After the initial observation, there is a second observation early in the second semester and a final meeting with the observing administrator. Before they are observed, teachers provide administrators with a lesson plan.

In addition to these formal observations, administrators make informal, drop-in observations throughout the year. Observations focus on active progress toward goals, classroom environment, teacher strengths and areas for improvement, and student engagement in the lesson. All observations follow guidelines set by the teacher's contract and the California Commission on Teacher Credentialing. The co-principals meet informally throughout the year to discuss teacher effectiveness. The principal makes the final determination of a teacher's competency.

The teacher being reviewed signs records of classroom observations. Copies of these records are provided to the Director of Human Resources for the Wiseburn School District. All records of observations are considered confidential.

Substitute Teachers

Our school has experienced little difficulty in obtaining qualified substitute teachers, even though there has been a decrease in the number of available substitutes. Dana Middle School will continue in its goal to provide qualified substitutes to cover classes for teachers who are absent. When substitutes are not available, nonteaching personnel may assist in the instruction of the students under the supervision of credentialed staff. Students may also be distributed to other classes for instruction. Specialist teachers and administrators may be assigned to substitute in a classroom if necessary.

Specialized Resource Staff

The table to the right lists the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part time at our school and some may work at more than one school in our district. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

ACADEMIC GUIDANCE COUNSELORS: More information about [counseling and student support](#) is available on the CDE Web site.

| STAFF POSITION | STAFF (FTE) |
|-------------------------------------|-------------|
| Academic counselors | N/A |
| Behavioral/career counselors | N/A |
| Librarians and media staff | N/A |
| Psychologists | N/A |
| Social workers | N/A |
| Nurses | N/A |
| Speech/language/hearing specialists | N/A |
| Resource specialists | N/A |

SOURCE: Data provided by the school district.

Specialized Programs and Staff

Our Comprehensive School Counseling Program is available to all students and staff. Our program is aligned with the American School Counselor Association's National Model for School Counseling Programs and the National Standards for School Counseling Programs and is run by a full-time school counselor. Individual and group counseling is available for academic, career, and personal/social development issues. Students themselves can choose to see the counselor or they may be referred by teachers, parents, counselors, peers, staff, or administrators.

The Support Personnel Accountability Report Card is a major component of Dana's Comprehensive School Counseling Program. This public document, sponsored by the Los Angeles County Office of Education, details the components of a Student Support Personnel Team and the Comprehensive School Counseling Program of a school. Dana Middle School has been recognized statewide for this document for six consecutive years.

Our counseling program also includes counselor interns, student interventions, and programs in character education, peer tutoring, peer mediation, bullying and harassment, middle and high school transition, and planning for high school, college, and beyond. Our goal is that no student goes without support and that all students have a place to go to feel safe and understood.

Our elective classes include art and advanced art, history of rock and roll music composition, concert band, symphonic band, drama, dance, leadership, peer tutoring, Spanish, play production, Project Lead the Way (PLTW), yearbook, and serving as teacher assistant.

We use the TLC advisory period school wide to promote student learning and organization. Each student coordinates all school work in a single binder with the help of teachers. Work from the binders is placed in a student's portfolio for our spring student-led conferences. The cycle of student awareness of learning and achieving is continuous across all classrooms.

Afterschool enrichment programs include GATE PLTW, drama productions, advanced art, band, and various athletic teams. Additional student support is available through special education, school intervention programs in math and English using Study Island, and focused math tutorials supported by volunteers from Northrop Grumman and the Raytheon Corporation.

Gifted and Talented Education (GATE)

A number of offerings are available to challenge students in their areas of strength. We support high performing students by offering differentiated instruction in all classes as well as challenging enrichment offerings such as Project Lead the Way (PLTW), GATE PLTW, advanced PLTW, play production, advanced art, and symphonic band. Parents can request that their child be tested for the GATE program and others have been identified for GATE by a former district.

Special Education Program

Dana provides a wide array of programs and services to our identified special education students. We employ four full-time special educators, two certificated Resource Specialist Program (RSP) teachers, and two certificated Special Day Class (SDC) teachers. Each program is supported by instruction aides. We have additional part-time one-on-one assistants who shadow students needing behavioral or learning strategy supports.

In the RSP program, students can stay in the regular classroom with accommodations to the curriculum and receive support as part of their schedule. Students also receive support in the RSP Learning Center. Seventh and eighth grade students participate in a support model based on the Learning Center with peers in small groups.

We have two SDC classes, one for sixth and seventh grade, and the other for seventh and eighth grade. These classes provide more specialized instruction in small groups and modifications to the general education curriculum. All students identified with special education needs were mainstreamed for a portion of their day in the least restrictive environment with necessary supports and services in order to gain access to peers and instruction. Students with special education receive support through a combination of programs and services, thus making special education fluid and tailored to their unique needs according to their Individualized Educational Plans (IEPs).

Both district and nonpublic agency staff provided services such as occupational therapy and counseling. Students received speech/language services through the Los Angeles County Office of Education and adaptive physical education through the district. A part-time school psychologist is on site regularly. A full-time school counselor on site assisted with disability awareness, guidance lessons, and overall support for students, staff, and parents.

Many students with special needs participated in afterschool clubs such as drama, music, and school elective courses. The district works with numerous agencies for consultation and direct services as needed.

English Learner Program

The primary goal of our program for English Learners is to develop their proficiency in English and in the district's core curriculum as rapidly and effectively as possible. In addition to the core curriculum, the program provides English Language Development instruction so that the students develop fluency in speaking, listening, reading, and writing in English. Teachers who work with English Learners hold Cross-cultural Language and Academic Development (CLAD) credentials or certificates issued by the state of California. After students have acquired a good working knowledge of English and meet our criteria, they are reclassified as fluent and are monitored for two years to ensure progress in the core curriculum.

Each school with at least 21 English Learners has an English Language Advisory Committee composed of parents and school staff. Its purpose is to monitor the English Learner program and give input on the master plan for student services.

RESOURCES

Buildings

In September 2007 Dana's staff and students moved into a new, \$33 million state-of-the-art building on existing Dana Middle School property. Ten buildings, including classrooms, a gym, a multipurpose room, computer labs, a community and professional development room, a library media center, and specialized buildings make up nearly 83,000 square feet of space for student learning. Since opening the new school, an additional computer lab was added using an existing classroom to support the growing need for technology in our curriculum offerings. The building continues to meet the needs of our school community.

In 2012–2013 Dana transformed a classroom previously used for a drama elective to house Project Lead the Way, a project based early engineering elective. This larger room was fitted with 20 computers, work tables, tools, and supplies to support this hands-on elective. In August 2013 the school 'flex' room formerly used to house a small after school childcare program was refitted as a student Crossfit fitness room. Pull up bars, a fully matted floor, and fitness equipment support 7th grade physical education classes.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction](#) (OPSC) and were brought about by the Williams legislation. You can look at the six-page [Facilities Inspection Tool](#) used for the assessment on the Web site of the OPSC.

Library

Our middle school library has a part-time library clerk and two part-time computer aides. Students come to the library media center at least once every two weeks with their social science classes. All other classes schedule use of the library media center as needed. Students can check out books and other resources at lunch and during TLC period, when they do recreational reading. We review and update the book collection annually. The library media center currently has five available computers.

Computers

Dana Middle School has two computer labs with 35 computers in each, and one classroom fitted with 35 computers that can be accessed as either a regular classroom or computer lab. Students access numerous curriculum-related programs, learn desktop publishing, spreadsheet development, word processing, presentation creation, database applications, and access online testing via Datawise and Study Island. Each classroom has five student computers and all student computers use word processing and office software. Each teacher has a laptop for presenting lessons and projecting material onto a screen using an LCD projector and/or television monitor. All math and science teachers use Symposium SMART technologies to enhance instruction. The library media center lab is available to all students before and after school, during lunch, and on a drop-in basis.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those [textbooks](#) covered the California Content Standards.

Curriculum and the Transition to the Common Core

For many years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

In 2010, California's State Board of Education voted to redefine what we teach. We are calling this the Common Core curriculum, because it is common or shared among schools in most states, and because it affects the core subjects. In 2012–2013, our district's teachers were already delivering a somewhat different curriculum in math and English/language arts. Changes to the science standards will follow in 2013–2014.

The [California Department of Education \(CDE\)](#) has published helpful background information about the Common Core curriculum. This includes a helpful [video introduction](#) as well as access to a [handbook for parents](#) of students in kindergarten through eighth grade. The full [math standards](#) are available as well as the standards for [English/language arts](#).

SCHOOL EXPENDITURES

Dana Middle School received funds for state and federally funded special projects for English Learners, Peer Assistance Review, School Improvement Program, special education, and Title II.

Spending per Student (2011–2012)

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA), which was 949 students.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher- and principal-training funds.

| TYPE OF FUNDS | OUR SCHOOL | DISTRICT AVERAGE * | SCHOOL VARIANCE | STATE AVERAGE | SCHOOL VARIANCE |
|---------------------------------|----------------|--------------------|-----------------|----------------|-----------------|
| Unrestricted funds (\$/student) | \$3,933 | \$5,270 | -25% | \$5,653 | -30% |
| Restricted funds (\$/student) | \$593 | \$1,970 | -70% | \$3,083 | -81% |
| TOTAL (\$/student) | \$4,527 | \$7,240 | -37% | \$8,736 | -48% |

SOURCE: Information provided by the school district.

* Districts allocate most of their costs to school sites and attribute other costs to the district office. When calculating the district average for school level spending per student, we include these district related costs in the denominator. This will often cause most schools to fall below the district average.

Total Expenditures, by Category (2011–2012)

Here you can see how much we spent on different categories of expenses. We're reporting the total dollars in each category, not spending per student.

| CATEGORY | UNRESTRICTED FUNDS | RESTRICTED FUNDS | TOTAL | PERCENTAGE OF TOTAL * |
|---|--------------------|------------------|--------------------|-----------------------|
| Teacher salaries (all certificated staff) | \$2,520,605 | \$343,555 | \$2,864,160 | 67% |
| Other staff salaries | \$324,194 | \$132,689 | \$456,883 | 11% |
| Benefits | \$593,286 | \$86,148 | \$679,434 | 16% |
| Books and supplies | \$113,224 | \$773 | \$113,997 | 3% |
| Equipment replacement | \$0 | \$0 | \$0 | 0% |
| Services and direct support | \$181,565 | \$0 | \$181,565 | 4% |
| TOTAL | \$3,732,874 | \$563,165 | \$4,296,039 | |

SOURCE: Information provided by the school district.

* Totals may not add up to exactly 100% because of rounding.

Compensation of Staff with Teaching Credentials (2011–2012)

The total of what our certificated staff members earn appears below. A certificated staff person is a school employee who is required by the state to hold teaching credentials, including full-time, part-time, substitute or temporary teachers, and most administrators. You can see the portion of pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) certificated staff member. A teacher/administrator/pupil services person who works full time counts as 1.0 FTE. Those who work only half time count as 0.5 FTE. We had 37 FTE teachers working in our school.

| CATEGORY | OUR SCHOOL | DISTRICT AVERAGE * | SCHOOL VARIANCE | STATE AVERAGE | SCHOOL VARIANCE |
|-----------------------------|------------|--------------------|-----------------|-----------------|-----------------|
| Salaries | N/A | N/A | N/A | \$71,848 | N/A |
| Retirement benefits | N/A | N/A | N/A | \$5,888 | N/A |
| Health and medical benefits | N/A | N/A | N/A | \$10,391 | N/A |
| Other benefits | N/A | N/A | N/A | \$720 | N/A |
| TOTAL | N/A | N/A | N/A | \$88,847 | N/A |

SOURCE: Information provided by the school district.

* Districts allocate most of their staff costs to school sites, but attribute other staff costs to the district office. One example is a reading resource teacher or librarian who works at all school sites. When calculating the district average for compensation per staff member, we include these district related costs in the denominator. This will often cause most schools to fall below the district average.

Total Certificated Staff Compensation (2011–2012)

Here you can see how much we spent on different categories of compensation. We're reporting the total dollars in each category, not compensation per staff member.

| CATEGORY | TOTAL | PERCENTAGE OF TOTAL * |
|-----------------------------|------------|-----------------------|
| Salaries | N/A | N/A |
| Retirement benefits | N/A | N/A |
| Health and medical benefits | N/A | N/A |
| Other benefits | N/A | N/A |
| TOTAL | N/A | |

SOURCE: Information provided by the school district.

* Totals may not add up to exactly 100% because of rounding.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of December 2013. The CDE may release additional or revised data for the 2012–2013 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Longitudinal Pupil Achievement Data System (CALPADS) (October 2012); Language Census (March 2013); California Standards Tests (spring 2013 test cycle); Academic Performance Index (September 2013 growth score release); Adequate Yearly Progress (September 2013).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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» Adequacy of Key Resources 2013–2014

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2013–2014. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.



TEACHERS

Teacher Vacancies

The Williams legislation asked districts to disclose how frequently full-time teachers were not permanently assigned to a classroom. There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school, or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school's and our district's responsibility to fill that teacher's vacancy with a qualified, full-time and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school, and after the start of school.

| KEY FACTOR | 2011–2012 | 2012–2013 | 2013–2014 |
|--|-----------|-----------|-----------|
| TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR | | | |
| Total number of classes at the start of the year | 192 | 199 | 234 |
| Number of classes which lacked a permanently assigned teacher within the first 20 days of school | 0 | 0 | 0 |
| TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR | | | |
| Number of classes where the permanently assigned teacher left during the year | 0 | 0 | 0 |
| Number of those classes where you replaced the absent teacher with a single new teacher | 0 | 0 | 0 |

NOTES: This report was completed on Friday, July 25, 2014.

Teacher Misassignments

A “misassigned” teacher is one who lacks the appropriate subject-area authorization for a class she is teaching.

Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

| KEY FACTOR | DESCRIPTION | 2011–2012 | 2012–2013 | 2013–2014 |
|--|---|-----------|-----------|-----------|
| Teacher Misassignments | Total number of classes taught by teachers without a legally recognized certificate or credential | 0 | 1 | 0 |
| Teacher Misassignments in Classes that Include English Learners | Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing | 0 | 0 | 1 |
| Other Employee Misassignments | Total number of service area placements of employees without the required credentials | 0 | 0 | 1 |

NOTES: This report was completed on Friday, July 25, 2014.

TEXTBOOKS

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

| SUBJECT | ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE? | | ARE THERE ENOUGH BOOKS FOR EACH STUDENT? | |
|----------------------------|--|---|--|---|
| | STANDARDS ALIGNED? | FROM THE MOST RECENT OFFICIAL ADOPTION? | FOR USE IN CLASS? | PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME? |
| English | Yes | Yes | Yes | 100% |
| Math | Yes | Yes | Yes | 100% |
| Science | Yes | Yes | Yes | 100% |
| Social Studies | Yes | Yes | Yes | 100% |
| Foreign Languages | Yes | Yes | Yes | 100% |
| Health Sciences | Yes | Yes | Yes | 100% |
| Visual and Performing Arts | Yes | Yes | Yes | 100% |

NOTES: This report was completed on Friday, July 25, 2014. This information was collected on Monday, September 30, 2013.

FACILITIES

To determine the condition of our facilities, our district sent experts from our facilities team to inspect them. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

| AREA | RATING | DESCRIPTION |
|---|-------------|--|
| OVERALL RATING | Good | Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation. |
| A. SYSTEMS | Good | |
| Gas Leaks | | No apparent problems. |
| Mechanical Problems (Heating, Ventilation, and Air Conditioning) | | No apparent problems. |
| Sewer System | | No apparent problems. |
| B. INTERIOR | | |
| Interior Surfaces (Walls, Floors, and Ceilings) | Good | No apparent problems. |
| C. CLEANLINESS | Good | |
| Overall Cleanliness | | No apparent problems. |
| Pest or Vermin Infestation | | No apparent problems. |
| D. ELECTRICAL | | |
| Electrical Systems and Lighting | Good | No apparent problems. |
| E. RESTROOMS/FOUNTAINS | Good | |
| Bathrooms | | No apparent problems. |
| Drinking Fountains (Inside and Out) | | No apparent problems. |
| F. SAFETY | Good | |
| Fire Safety (Sprinkler Systems, Alarms, Extinguishers) | | No apparent problems. |
| Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.) | | No apparent problems. |
| G. STRUCTURAL | Good | |
| Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing) | | No apparent problems. |

| AREA | RATING | DESCRIPTION |
|--|--------|-----------------------|
| Roofs | | No apparent problems. |
| H. EXTERNAL | Fair | |
| Playground/School Grounds | | No apparent problems. |
| Windows, Doors, Gates, Fences (Interior and Exterior) | | No apparent problems. |
| OTHER DEFICIENCIES | N/A | No apparent problems. |

INSPECTORS AND ADVISORS: This report was completed on Friday, July 25, 2014 by Wendy Tsubaki (Superintendent's Secy). The facilities inspection occurred on Tuesday, November 05, 2013. We employed the following staff or businesses in completing this report: Mr. Bill Denney, Maintenance Manager, Wiseburn School District The Facilities Inspection Tool was completed on Tuesday, November 05, 2013.

» Data Almanac

This Data Almanac provides additional information about students, teachers, student performance, accountability, and district expenditures.



STUDENTS AND TEACHERS

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

| GROUP | ENROLLMENT |
|----------------------------------|------------|
| Number of students | 963 |
| Black/African American | 25% |
| American Indian or Alaska Native | 0% |
| Asian | 4% |
| Filipino | 2% |
| Hispanic or Latino | 56% |
| Pacific Islander | 2% |
| White (not Hispanic) | 8% |
| Two or more races | 3% |
| Ethnicity not reported | 0% |
| Socioeconomically disadvantaged | 52% |
| English Learners | 20% |
| Students with disabilities | 8% |

SOURCE: All but the last three lines are from the annual census, CALPADS, October 2012. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

| GRADE LEVEL | STUDENTS |
|--------------|----------|
| Kindergarten | 0 |
| Grade 1 | 0 |
| Grade 2 | 0 |
| Grade 3 | 0 |
| Grade 4 | 0 |
| Grade 5 | 0 |
| Grade 6 | 322 |
| Grade 7 | 304 |
| Grade 8 | 337 |
| Grade 9 | 0 |
| Grade 10 | 0 |
| Grade 11 | 0 |
| Grade 12 | 0 |

SOURCE: CALPADS, October 2012.

Average Class Size by Core Course

The average class size by core courses.

| SUBJECT | 2010–2011 | 2011–2012 | 2012–2013 |
|---------|-----------|-----------|-----------|
| English | N/A | 30 | 27 |
| History | 32 | 30 | 28 |
| Math | 28 | 29 | 28 |
| Science | 32 | 30 | 28 |

SOURCE: CALPADS, October 2012.

Average Class Size by Core Course, Detail

The number of classrooms that fall into each range of class sizes.

| SUBJECT | 2010–2011 | | | 2011–2012 | | | 2012–2013 | | |
|---------|-----------|-------|-----|-----------|-------|-----|-----------|-------|-----|
| | 1–22 | 23–32 | 33+ | 1–22 | 23–32 | 33+ | 1–22 | 23–32 | 33+ |
| English | 0 | 0 | 0 | 2 | 10 | 11 | 3 | 21 | 0 |
| History | 0 | 12 | 20 | 3 | 0 | 20 | 3 | 12 | 8 |
| Math | 1 | 3 | 0 | 3 | 13 | 8 | 2 | 18 | 3 |
| Science | 0 | 4 | 5 | 3 | 0 | 20 | 3 | 12 | 8 |

SOURCE: CALPADS, October 2012.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students' aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table shows the percentage of students at our school who scored within the "healthy fitness zone" on four, five, and all six tests. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

| GRADE LEVEL | PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES | | |
|----------------|--|----------------------------|-----------------------|
| | MET FOUR OR MORE STANDARDS | MET FIVE OR MORE STANDARDS | MET ALL SIX STANDARDS |
| Grade 5 | N/A | N/A | N/A |
| Grade 7 | 90% | 69% | 51% |
| Grade 9 | N/A | N/A | N/A |

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. This information is from the 2012–2013 school year.

Suspensions and Expulsions

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

| KEY FACTOR | OUR SCHOOL | DISTRICT AVERAGE | STATE AVERAGE |
|-------------------------------------|------------|------------------|---------------|
| Suspensions per 100 students | | | |
| 2012–2013 | N/A | 1 | N/A |
| 2011–2012 | 5 | 3 | N/A |
| 2010–2011 | 8 | 6 | 16 |
| Expulsions per 100 students | | | |
| 2012–2013 | N/A | 0 | N/A |
| 2011–2012 | 0 | 0 | N/A |
| 2010–2011 | 0 | 0 | 0 |

SOURCE: Information for the two most recent years provided by the school district. Prior data is from the Consolidated Application published by the California Department of Education. The numbers above are a ratio of suspension or expulsion events, per 100 students enrolled. District and state averages represent middle schools only.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district. We also present three years' of data about the number of teachers who lacked the appropriate subject-area authorization for one or more classes they taught.

| TEACHERS | SCHOOL | | | DISTRICT |
|--------------------------------|-----------|-----------|-----------|-----------|
| | 2010–2011 | 2011–2012 | 2012–2013 | 2012–2013 |
| With Full Credential | 41 | 37 | N/A | N/A |
| Without Full Credential | 0 | 4 | N/A | N/A |
| Teaching out of field | 1 | 1 | N/A | N/A |

SOURCE: Information provided by the school district.

STUDENT PERFORMANCE

California Standardized Testing and Reporting Program

The California Standards Tests (CST) show how well students are doing in learning what the state content standards require. The CST include English/language arts and mathematics in grades six through eight; science in grade eight; and history/social science in grade eight. Student scores are reported as performance levels. We also include results from the California Modified Assessment and California Alternative Performance Assessment (CAPA).

STAR Test Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level
(meeting or exceeding the state standards) for the most current three-year period.

| SUBJECT | SCHOOL PERCENT PROFICIENT OR ADVANCED | | | DISTRICT PERCENT PROFICIENT OR ADVANCED | | | STATE PERCENT PROFICIENT OR ADVANCED | | |
|---------------------------|---|------|------|---|------|------|--|------|------|
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| English/ language arts | 72% | 81% | 74% | 71% | 73% | 73% | 54% | 56% | 55% |
| History/social science | 69% | 73% | 71% | 68% | 69% | 70% | 48% | 49% | 49% |
| Mathematics | 49% | 58% | 55% | 51% | 51% | 52% | 49% | 50% | 50% |
| Science | 83% | 91% | 84% | 81% | 66% | 66% | 57% | 60% | 59% |

SOURCE: STAR results, spring 2013 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

STAR Test Results by Student Subgroup: Most Recent Year

The percentage of students, by subgroup, achieving at the Proficient or Advanced level
(meeting or exceeding the state standards) for the most recent testing period.

| STUDENT SUBGROUP | STUDENTS SCORING PROFICIENT OR ADVANCED | | | |
|-------------------------------------|---|--|--------------------------|----------------------|
| | ENGLISH/LANGUAGE ARTS 2012–2013 | HISTORY/ SOCIAL SCIENCE 2012–2013 | MATHEMATICS 2012–2013 | SCIENCE 2012–2013 |
| African American | 80% | 84% | 58% | 84% |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A |
| Asian | 88% | N/A | 68% | N/A |
| Filipino | 96% | N/A | 83% | N/A |
| Hispanic or Latino | 69% | 61% | 50% | 83% |
| Pacific Islander or Native Hawaiian | N/A | N/A | N/A | N/A |
| White (not Hispanic) | 81% | 82% | 61% | 91% |
| Two or more races | 80% | 82% | 59% | N/A |
| Boys | 72% | 70% | 56% | 88% |
| Girls | 76% | 71% | 53% | 81% |
| Socioeconomically disadvantaged | 69% | 65% | 49% | 78% |
| English Learners | 13% | N/A | 11% | N/A |
| Students with disabilities | 56% | 25% | 36% | N/A |
| Receives migrant education services | N/A | N/A | N/A | N/A |

SOURCE: STAR results, spring 2013 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

ACCOUNTABILITY

California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. APIs range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all middle schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all middle schools in the state. The similar-schools API rank reflects how a school compares with 100 statistically matched schools that have similar teachers and students.

| API RANK | 2010–2011 | 2011–2012 | 2012–2013 |
|----------------------|-----------|-----------|-----------|
| Statewide rank | 7 | 8 | 9 |
| Similar-schools rank | 8 | 10 | 10 |

SOURCE: The API Base Report from May 2013.

API Changes by Subgroup: Three-Year Comparison

API changes for all students and student subgroups: the actual API changes in points added or lost for the past three years, and the most recent API. Note: "N/A" means that the student group is not numerically significant.

| SUBGROUP | ACTUAL API CHANGE | | | API |
|----------------------------------|-------------------|-----------|-----------|-----------|
| | 2010–2011 | 2011–2012 | 2012–2013 | 2012–2013 |
| All students at the school | +35 | +31 | -22 | 863 |
| Black/African American | +53 | +27 | -20 | 883 |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A |
| Asian | +3 | +13 | -72 | 869 |
| Filipino | +27 | +66 | -14 | 952 |
| Hispanic or Latino | +24 | +35 | -24 | 843 |
| Pacific Islander | +90 | +82 | +32 | 874 |
| White (non Hispanic) | +38 | +25 | -5 | 898 |
| Two or more races | +67 | +4 | -46 | 888 |
| Socioeconomically disadvantaged | +31 | +40 | -26 | 837 |
| English Learners | +34 | +70 | -31 | 778 |
| Students with disabilities | +44 | +69 | -40 | 731 |

SOURCE: The API Growth Report as released in the Accountability Progress Report in September 2013. Students from all elementary, middle and high schools are included in the district and state columns for comparison.

API Scores by Subgroup

This table includes Academic Performance Index results for our school, our district, and the state.

| SUBGROUP | SCHOOL | | DISTRICT | | STATE | |
|----------------------------------|--------------------|-----|--------------------|-----|--------------------|-----|
| | NUMBER OF STUDENTS | API | NUMBER OF STUDENTS | API | NUMBER OF STUDENTS | API |
| All students | 946 | 863 | 1,950 | 870 | 4,655,989 | 790 |
| Black/African American | 236 | 883 | 385 | 876 | 296,463 | 708 |
| American Indian or Alaska Native | 2 | N/A | 4 | N/A | 30,394 | 743 |
| Asian | 37 | 869 | 69 | 903 | 406,527 | 906 |
| Filipino | 23 | 952 | 39 | 922 | 121,054 | 867 |
| Hispanic or Latino | 529 | 843 | 1,145 | 853 | 2,438,951 | 744 |
| Pacific Islander | 15 | 874 | 24 | 846 | 25,351 | 774 |
| White (non Hispanic) | 78 | 898 | 195 | 919 | 1,200,127 | 853 |
| Two or more races | 24 | 888 | 85 | 908 | 125,025 | 824 |
| Socioeconomically disadvantaged | 499 | 837 | 980 | 841 | 2,774,640 | 743 |
| English Learners | 195 | 778 | 453 | 816 | 1,482,316 | 721 |
| Students with disabilities | 88 | 731 | 249 | 759 | 527,476 | 615 |

SOURCE: The API Growth Report as released in the Accountability Progress Report in September 2013. Students from all elementary, middle and high schools are included in the district and state columns for comparison.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state's tests
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the state's English/language arts and mathematics tests
- (c) an API of at least 770 or growth of at least one point.

AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the district met each of the AYP criteria.

| AYP CRITERIA | DISTRICT |
|---|----------|
| Overall | No |
| Graduation rate | N/A |
| Participation rate in English/language arts | Yes |
| Participation rate in mathematics | Yes |
| Percent Proficient in English/language arts | No |
| Percent Proficient in mathematics | No |
| Met Academic Performance Index (API) | Yes |

SOURCE: The AYP Report as released in the Accountability Progress Report in September 2013.

Intervention Program: District Program Improvement (PI)

Districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

| INDICATOR | DISTRICT |
|---------------------------------------|-----------|
| PI stage | Not in PI |
| The year the district entered PI | N/A |
| Number of schools currently in PI | 1 |
| Percentage of schools currently in PI | 17% |

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in September 2013.

DISTRICT EXPENDITURES

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the [CDE's Web site](#).

| CATEGORY OF EXPENSE | OUR DISTRICT | SIMILAR DISTRICTS | ALL DISTRICTS |
|------------------------------|--------------|-------------------|------------------|
| FISCAL YEAR 2011–2012 | | | |
| Total expenses | \$17,359,383 | \$8,575,019,725 | \$46,420,178,248 |
| Expenses per student | \$7,014 | \$7,846 | \$8,382 |
| FISCAL YEAR 2010–2011 | | | |
| Total expenses | \$16,558,725 | \$8,497,573,732 | \$46,278,595,991 |
| Expenses per student | \$6,826 | \$7,789 | \$8,323 |

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2011–2012

This table reports the salaries of teachers and administrators in our district for the 2011–2012 school year. This table compares our average salaries with those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

| SALARY INFORMATION | DISTRICT AVERAGE | STATE AVERAGE |
|---|------------------|---------------|
| Beginning teacher's salary | \$42,639 | \$41,327 |
| Midrange teacher's salary | \$70,238 | \$63,903 |
| Highest-paid teacher's salary | \$84,579 | \$81,573 |
| Average principal's salary (middle school) | \$107,364 | \$107,439 |
| Superintendent's salary | \$183,789 | \$155,551 |
| Percentage of budget for teachers' salaries | 44% | 41% |
| Percentage of budget for administrators' salaries | 5% | 6% |

SOURCE: School Accountability Report Card unit of the California Department of Education.