Richard Henry Dana Middle School

School Accountability Report Card, 2011–2012
Wiseburn Elementary School District

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

Published by
SCHOOL WISE PRESS

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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 2011–2012 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://www.schoolwisepress.com/sarc/links_2012_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
5504 W. 135th Street
Hawthorne, CA 90250
Principal: Aileen Harbeck
Phone: (310) 725-4700

How to Contact Our District
13530 Aviation Blvd.
Hawthorne, CA 90250
Phone: (310) 643-3025
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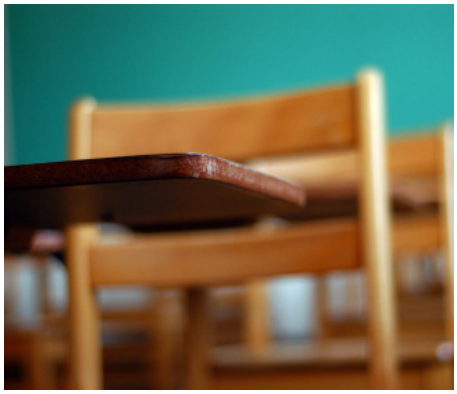

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Wiseburn Elementary School District

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 2011–2012 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 department participates in monthly professional development and work with mentors in class to increase rigor and student engagement. Currently our biggest challenge is the state's fiscal crisis.

Aileen Harbeck, PRINCIPAL

Grade range and calendar

6–8

TRADITIONAL

Academic Performance Index

883

County Average: 780
State Average: 791

Student enrollment

972

County Average: 859
State Average: 634

Major Achievements

- Dana Middle School was named a California Distinguished School during the 2000–2001 school year and again in April 2005. 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 VEX robotics team at regional and Los Angeles County competitions. During the summer of 2011 Dana students attended science camp hosted by Tech Trek. Seven Dana students entered the LA County Science Fair. Two were awarded honorable mentions, and one student was selected to advance to the California State Science Fair. Dana placed 2nd in the Ranger Division of MATE's Southern California Regional ROV competition at Long Beach City College. At the Aerospace Corporation's Herndon Competition, Dana placed first in the team Experiment competition. In addition, twenty-eight students, six Dana parents, and four 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 Riley's Farm to witness a Civil War re-enactment and to experience the Griffith Observatory in Los Angeles. 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. As a National Schools to Watch designated school, Dana was chosen by the California Middle Grades Partnership Network (CMGPN) to host principals from 25 Los Angeles area schools for a day of presentations and classroom observations through the Principal Leadership program.

Focus for Improvement

- Our new school building has enabled us 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. 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, Google Apps for Education, and our e-mentoring program. 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 2011–2012 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 2011-2012 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 883 (out of 1000). This is an increase of 31 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.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	**Yes**
Met growth target for prior school year	**Yes**
API score	**883**
Growth attained from prior year	**+31**
Met subgroup* growth targets	**Yes**

SOURCE: API based on spring 2012 test cycle. Growth scores alone are displayed and are current as of December 2012.

*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.

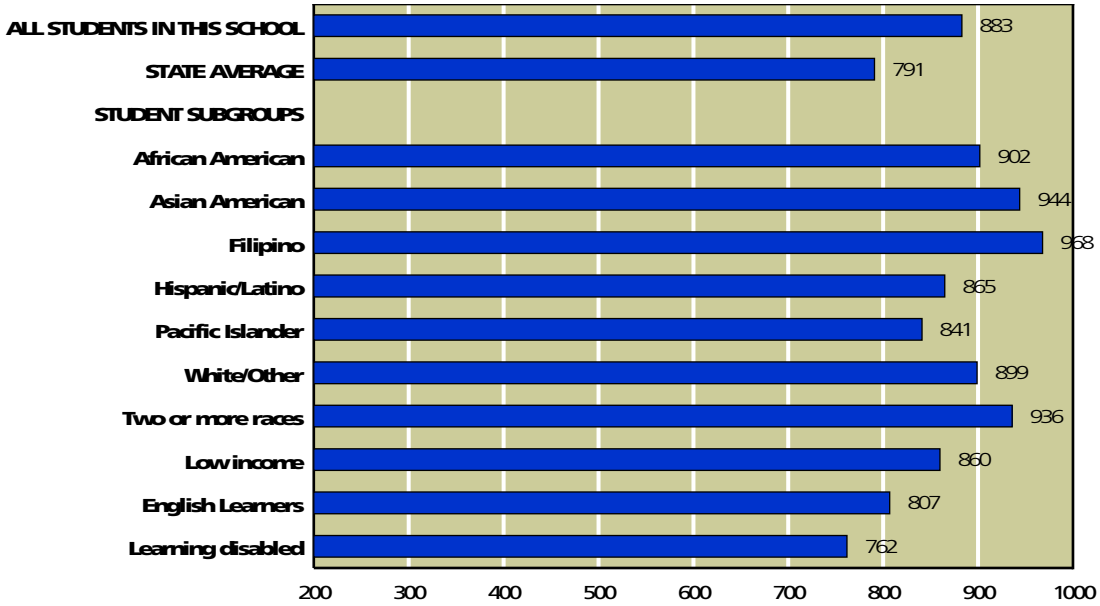
API RANKINGS: Based on our 2010–2011 test results, we started the 2011–2012 school year with a base API of 852. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared with all middle schools in California, our school ranked 8 out of 10.

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 met our assigned growth targets during the 2011–2012 school year. Just for reference, 53 percent of middle schools statewide met their growth targets.

API, Spring 2012



SOURCE: API based on spring 2012 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 all 21 criteria for yearly progress. As a result, we succeeded at making 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): 78.4 percent on the English/language arts test and 79.0 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 740 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	**Yes**
Met schoolwide participation rate	**Yes**
Met schoolwide test score goals	**Yes**
Met subgroup* participation rate	**Yes**
Met subgroup* test score goals	**Yes**
Met schoolwide API for AYP	**Yes**
Program Improvement school in 2012	**No**

SOURCE: AYP is based on the Accountability Progress Report of October 2012. A school can be in Program Improvement based on students' test results in the 2011–2012 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 78.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA?	DID 95% OF STUDENTS TAKE THE CST, CMA OR CAPA?	DID 79.0% 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 October 2012, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2011–2012 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**

TESTED SUBJECT	2011–2012 LOW SCORES	2011–2012 HIGH SCORES	2010–2011 LOW SCORES	2010–2011 HIGH SCORES	2009–2010 LOW SCORES	2009–2010 HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher		81%		72%		70%
Average middle school Percent Proficient or higher		59%		56%		54%
MATH (excluding algebra)						
Our school Percent Proficient or higher		55%		48%		47%
Average middle school Percent Proficient or higher		52%		50%		48%
ALGEBRA						
Our school Percent Proficient or higher		62%		49%		29%
Average middle school Percent Proficient or higher		50%		48%		47%
HISTORY/SOCIAL SCIENCE						
Our school Percent Proficient or higher		73%		69%		63%
Average middle school Percent Proficient or higher		52%		51%		48%
SCIENCE						
Our school Percent Proficient or higher		91%		83%		69%
Average middle school Percent Proficient or higher		64%		62%		58%

SOURCE: The scores for the CST are from the spring 2012 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

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 59 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		81%	95%	**SCHOOLWIDE AVERAGE:** About 22 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%	94%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA		59%	94%	

Subgroup Test Scores

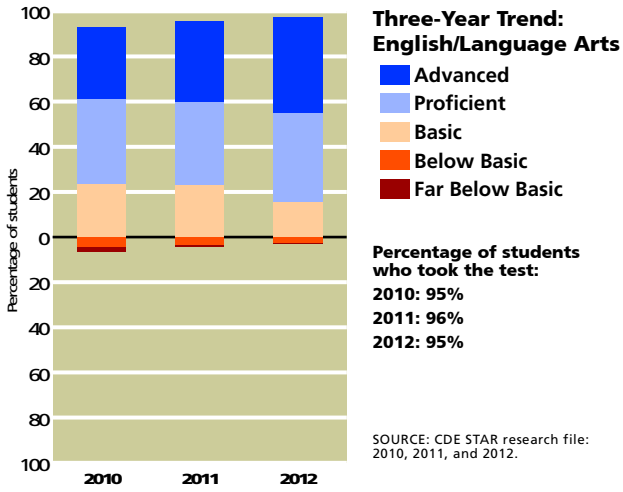
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		77%	438	**GENDER:** About eight percent more girls than boys at our school scored Proficient or Advanced.
Girls		85%	487	
English proficient		83%	891	**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		30%	34	
Low income		76%	457	**INCOME:** About ten percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		86%	468	
Learning disabled		52%	32	**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		82%	895	
African American		86%	242	**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	25	
Filipino	DATA STATISTICALLY UNRELIABLE	N/S	24	
Hispanic/Latino		76%	497	
White/Other		84%	77	
Two or more races		89%	46	

SOURCE: The scores for the CST are from the spring 2012 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.



SOURCE: CDE STAR research file: 2010, 2011, and 2012.

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		55%	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		49%	71%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA		52%	71%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

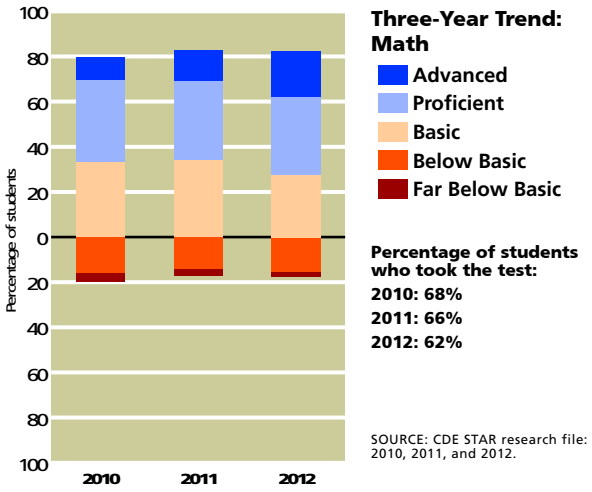
GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		57%	296	**GENDER:** About two percent more boys than girls at our school scored Proficient or Advanced.
Girls		55%	307	
English proficient		57%	571	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		26%	32	
Low income		46%	295	**INCOME:** About 19 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		65%	308	
Learning disabled		19%	32	**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		57%	573	
African American		61%	142	**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	16	
Filipino	DATA STATISTICALLY UNRELIABLE	N/S	17	
Hispanic/Latino		50%	333	
White/Other		68%	49	
Two or more races		55%	33	

SOURCE: The scores for the CST are from the spring 2012 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.



SOURCE: CDE STAR research file: 2010, 2011, and 2012.

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		62%	47%	**SCHOOLWIDE AVERAGE:** About 12 percent more students at our school scored Proficient or Advanced than at the average middle school in California. About 14 percent more students took algebra than did students in the average middle school in the state.
AVERAGE MIDDLE SCHOOL IN THE COUNTY		47%	34%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA		50%	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		61%	147	**GENDER:** About the same percentage of boys and girls at our school scored Proficient or Advanced.
Girls		62%	172	
English proficient		62%	316	**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	3	
Low income		56%	166	**INCOME:** About 12 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		68%	153	
Learning disabled	DATA STATISTICALLY UNRELIABLE	N/S	11	**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		63%	308	
African American		65%	96	**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.
Hispanic/Latino		56%	169	
White/Other	DATA STATISTICALLY UNRELIABLE	N/S	26	
Two or more races	DATA STATISTICALLY UNRELIABLE	N/S	13	

SOURCE: The scores for the CST are from the spring 2012 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.
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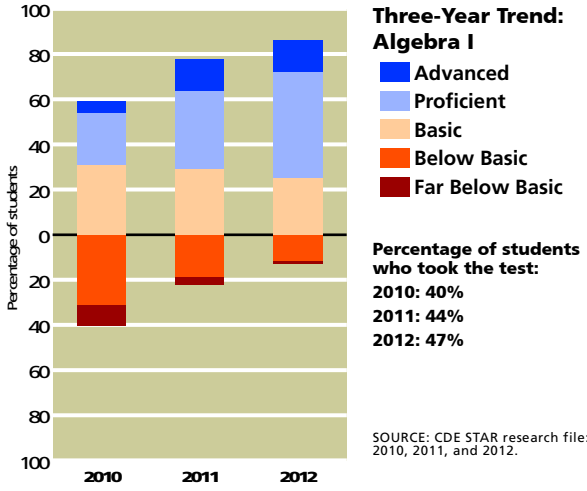
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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 47 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			73%	98%	**SCHOOLWIDE AVERAGE:** About 21 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%	99%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			52%	98%	

Subgroup Test Scores

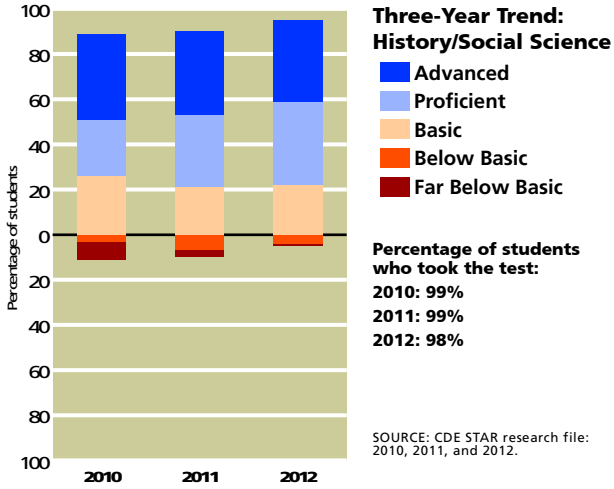
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			73%	160	**GENDER:** About the same percentage of boys and girls at our school scored Proficient or Advanced.
Girls			74%	176	
English proficient			75%	328	**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	8	
Low income			68%	180	**INCOME:** About 11 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			79%	156	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	26	**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			76%	312	
African American			79%	95	**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.
Hispanic/Latino			69%	186	
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	26	
Two or more races	DATA STATISTICALLY UNRELIABLE		N/S	13	

SOURCE: The scores for the CST are from the spring 2012 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		91%	94%	**SCHOOLWIDE AVERAGE:** About 27 percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY		61%	93%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA		64%	93%	

Subgroup Test Scores

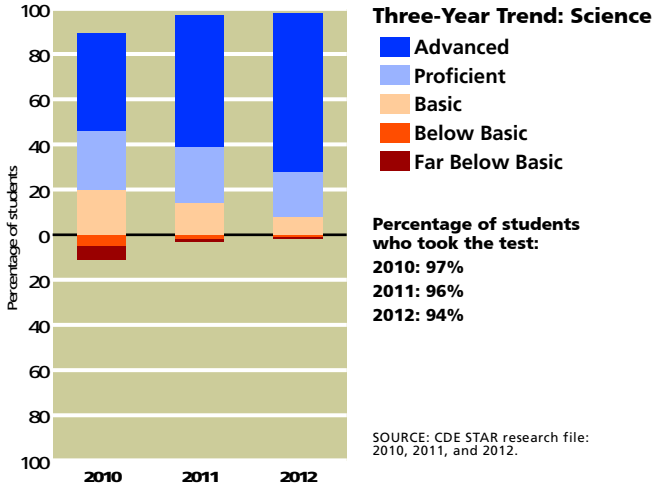
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		94%	150	**GENDER:** About six percent more boys than girls at our school scored Proficient or Advanced.
Girls		88%	173	
English proficient		91%	316	**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	7	
Low income		90%	172	**INCOME:** About two percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		92%	151	
Learning disabled	DATA STATISTICALLY UNRELIABLE	N/S	13	**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		91%	312	
African American		92%	93	**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.
Hispanic/Latino		89%	177	
White/Other	DATA STATISTICALLY UNRELIABLE	N/S	25	
Two or more races	DATA STATISTICALLY UNRELIABLE	N/S	13	

SOURCE: The scores for the CST are from the spring 2012 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 of 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 school wide 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, 98 percent of students were considered to be proficient in English, compared with 83 percent of middle school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	98%	82%	83%
English Learners	2%	18%	17%

SOURCE: Language census for the 2011–2012 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 19 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	89%	88%	85%
Vietnamese	0%	1%	2%
Cantonese	0%	2%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	1%	2%
Korean	0%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	11%	7%	8%

SOURCE: Language census for the 2011–2012 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	7%	10%	11%
Hispanic/Latino	55%	63%	50%
White	8%	15%	28%

SOURCE: California Longitudinal Pupil Achievement Data System (CALPADS), October 2011. 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 $41,348 a year (based on a family of four) in the 2011-2012 school year. At Dana, 46 percent of the students qualified for this program, compared with 55 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	46%	63%	55%
Parents with some college	78%	49%	57%
Parents with college degree	42%	28%	33%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2011–2012 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 42 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 93 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 29 students to a high of 30. Our average class size schoolwide is 30 students.

AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL	OUR DISTRICT
English	30	29
History	30	29
Math	29	29
Science	30	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 homework hotlines, teacher/classroom web sites, and regular parent-teacher conferencing. Parents receive explanations of classroom curriculum design and homework at Back-to-School Night and through classroom communications and progress reports. All students receive school planners and school 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 our Herndon Memorial Science Competition program, 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 principal 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 is completing her fourth 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 27 years of experience in education. She has a teaching credential and Master of Science in education, as well as a clear California administrative credential. 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.

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	2%	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	3%	N/A	N/A
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	97%	N/A	N/A
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	3%	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 2012.

"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. About three percent of our teachers were working without full credentials.

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 2012–2013 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. About 70 percent of the state's schools are in this category. 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. About 19 percent of the state's schools are in this category.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	1%
Schools with more than 40% of students from lower-income homes	Schools whose core courses are not taught by "highly qualified" teachers	1%
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

Our district chose to involve all teachers and administrators in professional development focused on brain development and differentiated instruction. Two staff development days were dedicated to this topic to help 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.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2011–2012	0.0
2010–2011	0.0
2009–2010	N/A

SOURCE: This information is supplied by the school district.

Staff meetings were devoted to grade-level teacher teams and new technology offerings for the classroom to include California Streaming, email, Study Island, Teacher Teams, 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.

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 principal and assistant principal meet informally throughout the year to discuss teacher effectiveness. The principal makes 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: Our school has two full-time equivalent academic counselors, which is equivalent to one counselor for every 486 students. Just for reference, California districts employed about one academic counselor for every 656 middle school students in the state. More information about **counseling and student support** is available on the CDE Web site.

STAFF POSITION	STAFF (FTE)
Academic counselors	2.0
Behavioral/career counselors	N/A
Librarians and media staff	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/ hearing specialists	0.0
Resource specialists	0.0

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, Dana's Herndon Memorial Science Competition team, 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 Spanish, Project Lead the Way (PLTW), GATE PLTW, play production, advanced art, symphonic band, and Herndon Memorial Science Competition team. 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 Dolphin 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 2011-2012 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.

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 new library media center opened in September 2007. 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 new computers.

Computers

Dana Middle School has two dedicated 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, and database applications, and access online testing via Datawise and Study Island. Each classroom has five student computers and all student computers use Open Office, an open source suite of software programs. 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 Sympodium 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 2012–2013 school year and whether those **textbooks** covered the California Content Standards.

Curriculum

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.

You can find information about the content standards for each subject at each grade level on the Web site of the **California Department of Education (CDE)**. California adopted new Common Core Standards for English/language arts and math in August 2010. However, the full implementation of those standards is still a few years off. Please refer to the **CDE FAQs** for details about the new standards.

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 (2010–2011)

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 965 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)	$3,505	$2,604	35%	$5,434	-35%
Restricted funds ($/student)	$599	$1,058	-43%	$2,889	-79%
TOTAL ($/student)	$4,104	$3,663	12%	$8,323	-51%

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 (2010–2011)

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)	$2,236,715	$357,786	$2,594,501	66%
Other staff salaries	$317,151	$137,735	$454,886	11%
Benefits	$514,489	$82,408	$596,897	15%
Books and supplies	$120,708	N/A	N/A	N/A
Equipment replacement	$10,836	N/A	N/A	N/A
Services and direct support	$182,283	N/A	N/A	N/A
TOTAL	$3,382,182	$577,929	$3,960,111	

SOURCE: Information provided by the school district.
* Totals may not add up to exactly 100% because of rounding.

Compensation per Staff with Teaching Credentials (2010–2011)

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.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE*	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	N/A	N/A	N/A	$74,075	N/A
Retirement benefits	N/A	N/A	N/A	$6,062	N/A
Health and medical benefits	N/A	N/A	N/A	$10,417	N/A
Other benefits	N/A	N/A	N/A	$635	N/A
TOTAL	N/A	N/A	N/A	$91,189	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 (2010–2011)

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	$2,594,501	81%
Retirement benefits	$238,942	7%
Health and medical benefits	$330,304	10%
Other benefits	$27,650	1%
TOTAL	$3,191,397	

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 2012. The CDE may release additional or revised data for the 2011–2012 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 2011); Language Census (March 2012); California Standards Tests (spring 2012 test cycle); Academic Performance Index (November 2012 growth score release); Adequate Yearly Progress (October 2012).

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Adequacy of Key Resources 2012–2013

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2012–2013. 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	2010–2011	2011–2012	2012–2013
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
Total number of classes at the start of the year	180	192	199
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, February 08, 2013.

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	2010–2011	2011–2012	2012–2013
Teacher Misassignments	Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	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	0
Other Employee Misassignments	Total number of service area placements of employees without the required credentials	0	0	0

NOTES: This report was completed on Friday, February 08, 2013.

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.

	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
SUBJECT	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, February 08, 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**	[STATUS AS OF Sep 22 2010] Stained ceiling tiles
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	**Good**	
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, February 08, 2013 by Wendy Tsubaki (Superintendent's Secretary). The facilities inspection occurred on Tuesday, September 25, 2012. 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 Friday, February 08, 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	972
Black/African American	25%
American Indian or Alaska Native	0%
Asian	3%
Filipino	2%
Hispanic or Latino	55%
Pacific Islander	2%
White (not Hispanic)	8%
Two or more races	2%
Ethnicity not reported	2%
Socioeconomically disadvantaged	47%
English Learners	16%
Students with disabilities	8%

SOURCE: All but the last three lines are from the annual census, CALPADS, October 2011. 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	288
Grade 7	337
Grade 8	347
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CALPADS, October 2011.

Average Class Size by Core Course

The average class size by core courses.

SUBJECT	2009–2010	2010–2011	2011–2012
English	32	N/A	30
History	32	32	30
Math	26	28	29
Science	32	32	30

SOURCE: CALPADS, October 2011. 2009–2010 data provided by the school district.

Average Class Size by Core Course, Detail

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

	2009–2010			2010–2011			2011–2012		
SUBJECT	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	0	11	7	0	0	0	2	10	11
History	0	12	6	0	12	20	3	0	20
Math	3	17	2	1	3	0	3	13	8
Science	0	10	8	0	4	5	3	0	20

SOURCE: CALPADS, October 2011. Data for 2009–2010 provided by the school district.

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.

	PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES		
GRADE LEVEL	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%	73%	45%
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 2011–2012 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			
2011–2012	5	3	N/A
2010–2011	8	6	16
2009–2010	6	5	18
Expulsions per 100 students			
2011–2012	0	0	N/A
2010–2011	0	0	0
2009–2010	0	0	0

SOURCE: 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.

During the 2011–2012 school year, we had 50 suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

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.

	SCHOOL			DISTRICT
TEACHERS	2009–2010	2010–2011	2011–2012	2011–2012
With Full Credential	39	41	N/A	N/A
Without Full Credential	0	0	N/A	N/A
Teaching out of field	N/A	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.

	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
SUBJECT	**2010**	**2011**	**2012**	**2010**	**2011**	**2012**	**2010**	**2011**	**2012**
English/ language arts	69%	72%	81%	72%	71%	73%	52%	54%	56%
History/social science	63%	69%	73%	55%	68%	69%	44%	48%	49%
Mathematics	42%	49%	58%	52%	51%	51%	48%	50%	51%
Science	69%	83%	91%	72%	81%	66%	54%	57%	60%

SOURCE: STAR results, spring 2012 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.

	STUDENTS SCORING PROFICIENT OR ADVANCED			
STUDENT SUBGROUP	**ENGLISH/LANGUAGE ARTS 2011–2012**	**HISTORY/ SOCIAL SCIENCE 2011–2012**	**MATHEMATICS 2011–2012**	**SCIENCE 2011–2012**
African American	86%	79%	61%	92%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	100%	0%	77%	0%
Filipino	96%	0%	75%	0%
Hispanic or Latino	76%	69%	53%	89%
Pacific Islander or Native Hawaiian	80%	0%	47%	0%
White (not Hispanic)	83%	73%	67%	92%
Two or more races	90%	77%	58%	92%
Boys	77%	73%	59%	94%
Girls	84%	74%	57%	88%
Socioeconomically disadvantaged	76%	68%	50%	90%
English Learners	26%	0%	20%	0%
Students with disabilities	66%	42%	37%	85%
Receives migrant education services	N/A	N/A	N/A	N/A

SOURCE: STAR results, spring 2012 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	2009–2010	2010–2011	2011–2012
Statewide rank	7	7	8
Similar-schools rank	8	8	10

SOURCE: The API Base Report from June 2012.

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.

	ACTUAL API CHANGE			API
SUBGROUP	2009–2010	2010–2011	2011–2012	2011–2012
All students at the school	+15	+35	+31	883
Black/African American	+8	+53	+27	902
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	+3	+13	944
Filipino	N/A	+27	+66	968
Hispanic or Latino	+23	+24	+35	865
Pacific Islander	N/A	+90	+82	841
White (non Hispanic)	+18	+38	+25	899
Two or more races	N/A	+67	+4	936
Socioeconomically disadvantaged	+20	+31	+40	860
English Learners	-8	+34	+70	807
Students with disabilities	N/A	+44	+69	762

SOURCE: The API Growth Report as released in the Accountability Progress Report in November 2012. 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.

	SCHOOL		DISTRICT		STATE	
SUBGROUP	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API
All students	958	883	1,933	882	4,664,264	788
Black/African American	242	902	395	892	313,201	710
American Indian or Alaska Native	2	N/A	2	N/A	31,606	742
Asian	26	944	56	905	404,670	905
Filipino	23	968	44	938	124,824	869
Hispanic or Latino	524	865	1,094	866	2,425,230	740
Pacific Islander	15	841	24	820	26,563	775
White (non Hispanic)	79	899	206	920	1,221,860	853
Two or more races	24	936	77	933	88,428	849
Socioeconomically disadvantaged	476	860	905	851	2,779,680	737
English Learners	156	807	412	828	1,530,297	716
Students with disabilities	91	762	258	776	530,935	607

SOURCE: The API Growth Report as released in the Accountability Progress Report in November 2012. 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 740 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	Yes
Percent Proficient in mathematics	No
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in October 2012.

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	0
Percentage of schools currently in PI	0%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in October 2012.

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 2010–2011			
Total expenses	$16,558,725	$8,497,573,732	$46,278,595,991
Expenses per student	$6,826	$7,789	$8,323
FISCAL YEAR 2009–2010			
Total expenses	$15,986,887	$8,704,399,331	$47,205,560,698
Expenses per student	$6,885	$7,973	$8,452

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2010–2011

This table reports the salaries of teachers and administrators in our district for the 2010–2011 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	$40,962
Midrange teacher's salary	$70,238	$63,212
Highest-paid teacher's salary	$84,579	$80,545
Average principal's salary (middle school)	$107,364	$106,108
Superintendent's salary	$166,701	$152,557
Percentage of budget for teachers' salaries	45%	40%
Percentage of budget for administrators' salaries	6%	6%

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

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TEXTBOOKS

Textbook Adoption List

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Holt Literature and Language Arts	Language Arts	2003	2003
Concepts and Skills	Math	2001	2001
McDougal Little - Algebra Structure and Method	Math	2004	2004
Prentice Hall Pre-Algebra, Calif. Edition	Math	2001	2001
Structure and Method	Math	2001	2001
Holt Rinehart and Winston California Science	Science	2007	2008
McDougal Little	Social Studies	2006	2006