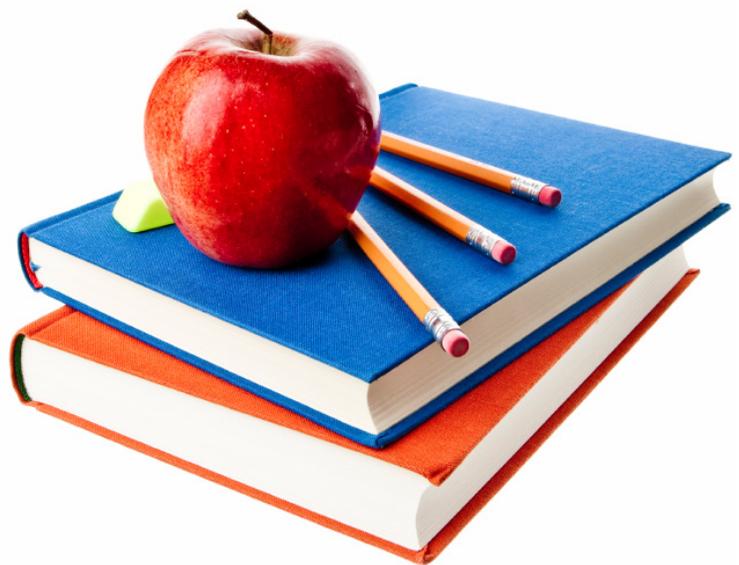


Richard Henry Dana Middle School

School Accountability Report Card, 2012–2013
Arcadia Unified School District



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



Richard Henry Dana Middle School

School Accountability Report Card, 2012–2013
Arcadia Unified School District

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

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

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

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

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

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

How to Contact Our School

1401 South First Ave.
Arcadia, CA 91006
Principal: Dr. Daniel Hacking
Phone: (626) 821-8361

How to Contact Our District

234 Campus Dr.
Arcadia, CA 91007
Phone: (626) 821-8300
<http://district.ausd.net/home/index.asp>



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Richard Henry Dana Middle School

School Accountability Report Card, 2012–2013
Arcadia Unified School District

» Principal's Message

Middle school years are a time of important transition for students. A supportive, nurturing, and positive environment is essential in the creation of a successful middle school. As you review our School Accountability Report Card, you will see our core beliefs, which are the foundation of everything we do at Dana. We believe that everyone should be treated with dignity and respect and that a partnership including students, parents, and school personnel is essential to meeting the ever-changing needs of our young people. We believe everyone benefits from an environment that promotes student learning and accountability. All Dana students need to be connected to their school. We recognize that it is the school's responsibility to set high standards for achievement and to support our students in meeting and exceeding those standards.

Dana Middle School was named a California Distinguished School for the 2012 – 2013 school year. The areas of student leadership and student intervention were examined and explained in the application process. Our mission is to welcome all students to Dana. Our belief is that all students can learn. We are in the process of transitioning from California State Standards and the California Standards Tests to Common Core, the new national educational standards.

We feel it is important for students and parents to feel a part of the community. There is open access to the office and to teachers with proper notification. Please feel free to drop by or call for an appointment.

Dr. Daniel Hacking, PRINCIPAL

Grade range and calendar

6–8

TRADITIONAL

Academic Performance Index

956

County Average: 785

State Average: 792

Student enrollment

787

County Average: 826

State Average: 626

Major Achievements

- During the 2012–2013 school year, the staff at Dana Middle School continued the implementation of district benchmark tests for math and language arts. Periodically through the year, students from all three of the district’s middle schools take the same tests to help assess student progress in these subjects. Teachers discuss the results with each other and with district staff, and use the information from these assessments to support instruction and to increase student learning. Teachers at Dana Middle School continue to receive training in the use of a variety of techniques and strategies to support student learning in all subject areas.
- Dana Middle School continued to focus on intervention for students who scored below proficient on the California Standards Tests in mathematics and English/Language Arts. We created a Student Study Team process during which the principal, assistant principal, counselor, school psychologist, and two teachers reviewed different students each week. These students were referred by the grade-level teams after their own interventions had not produced positive academic results. Our SST team looked for ways to assist these students academically, socially, and emotionally. Interventions included parent conferences, a mentoring program, peer tutoring, and recommendations for assessment.
- Dana Middle School participated in three week-long field trips. The sixth grade students attended Outdoor Science Camp at Lake Arrowhead. These students learned about science using hands-on techniques and real-life examples. The students camped, hiked, canoed, and conducted experiments, all while covering California content standards in science. The seventh grade students attended Catalina Science Camp. These students had a similar experience but with more water-based activities. The eighth grade students attended the Pali Leadership Camp in Running Springs. Students worked in groups on communication, participated in teamwork exercises, completed a high ropes course, and traveled on a zip line above the San Bernardino Mountains. This “value added” approach to education gives our students a wide variety of real-life learning experiences outside the classroom.
- Dana Middle School was granted the California Distinguished School Award for the 2012–13 school year. This great honor exemplifies the hard work that the school has done to become a welcoming and enriching environment for students. One of our teachers, Daniel Johns, was named the Arcadia Teacher of the Year and was a semi-finalist in Los Angeles County for State Teacher of the Year. This is a great honor, he is a PE teacher who brings exciting activities, a high level of academics, and a nurturing, student-centered approach to teaching, the award is all the more valuable, going outside the constraints of an academic subject.

Focus for Improvement

- The Dana Middle School Single Plan for Student Achievement focuses on three major areas for instructional improvement: reading comprehension, writing skills, and mathematics. Intervention programs in language arts and math help students who may be struggling with reading and writing. Writing instruction at Dana Middle School is based on the Six Traits of Writing program and the California Content Standards in writing. All classroom teachers are trained in Six Traits Writing and writing assessment techniques.
- The Dana School Plan also provides resources to enhance a positive and supportive learning environment through programs such as peer tutoring and Dana’s Where Everybody Belongs (WEB) program. Ongoing training is provided for students and teachers to enhance the effectiveness of school programs. Our goal is to provide the support needed for every child to meet or exceed Dana’s high expectations.
- All curriculum development at Dana Middle School focuses on the Common Core and Smarter Balanced Testing. The district’s curriculum guides are updated regularly to align with state standards, district goals, and the statewide assessment program. Teachers are in the process of aligning classroom instruction with the new Common Core to ensure that all students either meet or exceed national proficiency levels. Ongoing training on the integration of technology into the classroom is also provided for teachers.

- Arcadia Unified School District is committed to providing a quality education for all students and has high standards and expectations for students' success in school. This year the focus is on the five 'C's: "critical thinking, communication, collaboration, creativity, and citizenship." The district continually improves and expands its curriculum by implementing new programs and broadening the instructional strategies used in the classroom.
- The Arcadia Unified School District has hired five Common Core Coaches who are Teachers on Special Assignment (TOSA's). Their job is to help implement teaching strategies and curriculum to align with Common Core. The shifts in English/Language Arts and mathematics, plus plans to include subjects not tested like history, science, PE, and electives in the common core conversation, depth of knowledge inquiry, and a collaborative approach to teaching and learning makes this an exciting year of change and growth.

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.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	956
Growth attained from prior year	+3
Met subgroup* growth targets	Yes

Dana Middle School’s API was 956 (out of 1000). This is an increase of 3 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.

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

API RANKINGS: Based on our 2011–2012 test results, we started the 2012–2013 school year with a base API of 953. 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 10 out of 10.

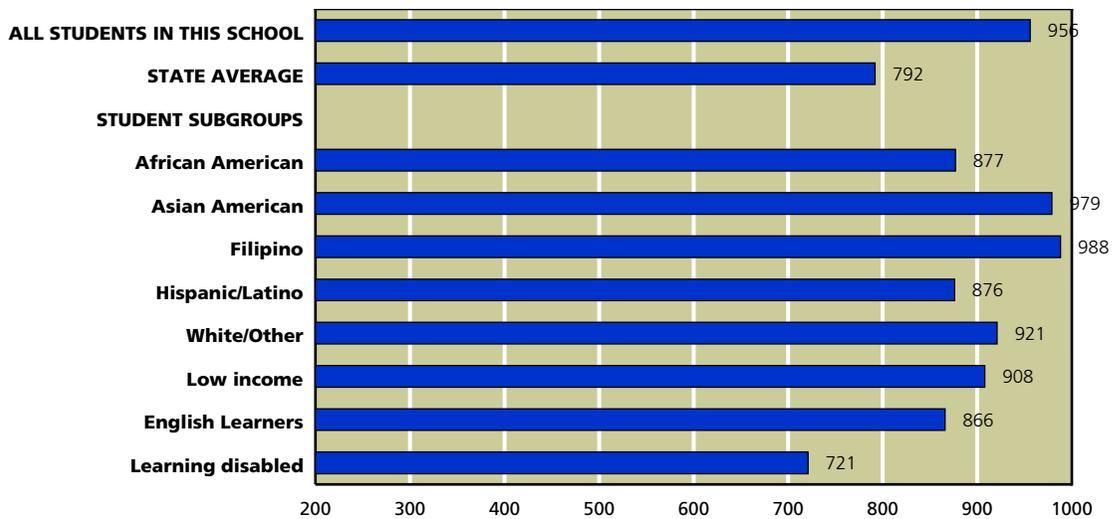
*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. N/A - Results not available.

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 9 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 2012–2013 school year. Just for reference, 39 percent of middle schools statewide met their growth targets.

API, Spring 2013



SOURCE: API based on spring 2013 test cycle. State average represents middle schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

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

We met 20 out of 23 criteria for yearly progress. Because we fell short in three areas, we did not make AYP.

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

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

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

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

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

Adequate Yearly Progress, Detail by Subgroup

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

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

SOURCE: AYP release of September 2013, CDE.

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

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

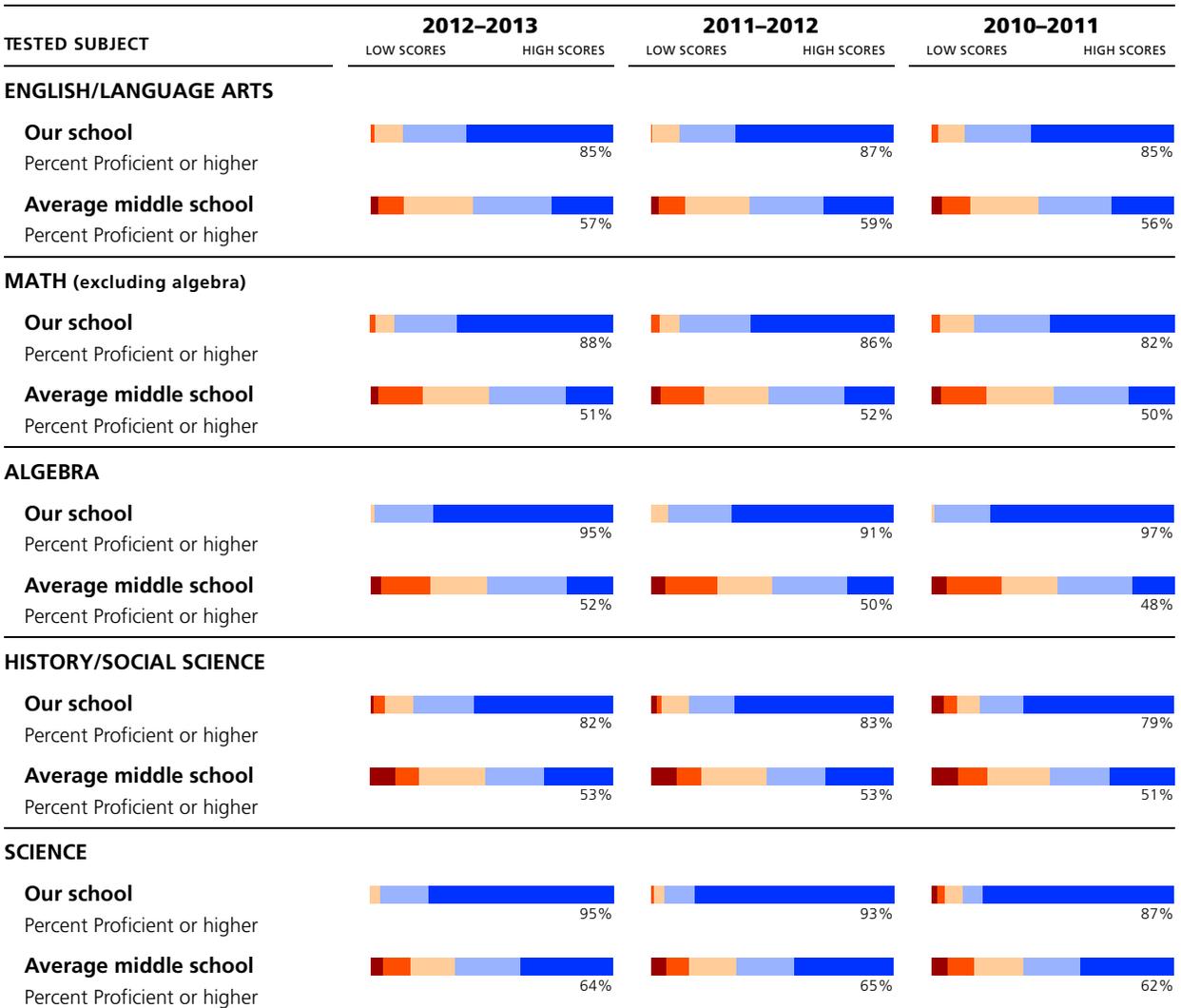
STUDENT ACHIEVEMENT

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

California Standards Tests

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

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



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

Frequently Asked Questions About Standardized Tests

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

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

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

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

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

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

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

English/Language Arts (Reading and Writing)

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

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			85%	96%	SCHOOLWIDE AVERAGE: About 28 percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			55%	93%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			57%	93%	

Subgroup Test Scores

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

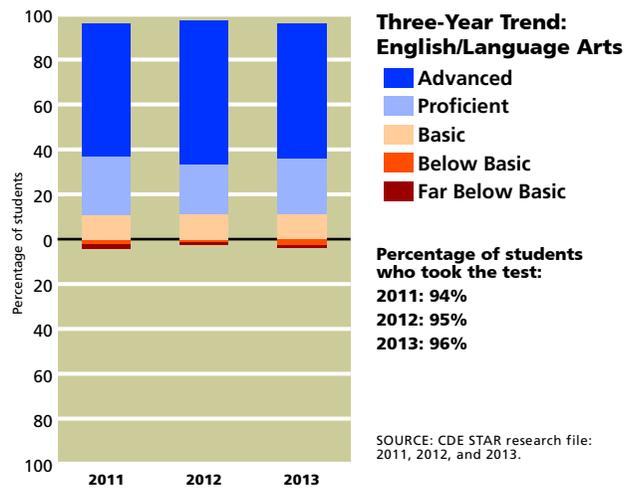
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			83%	381	GENDER: About four percent more girls than boys at our school scored Proficient or Advanced.
Girls			87%	390	
English proficient			89%	717	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%	54	
Low income			74%	159	INCOME: About 14 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			88%	612	
Learning disabled	NO DATA AVAILABLE		N/A	26	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			86%	743	
Asian American			89%	551	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			70%	88	
White/Other			76%	99	

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

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

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



Math (Excluding Algebra)

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

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			88%	67%	SCHOOLWIDE AVERAGE: About 37 percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			50%	70%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			51%	71%	

Subgroup Test Scores

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

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

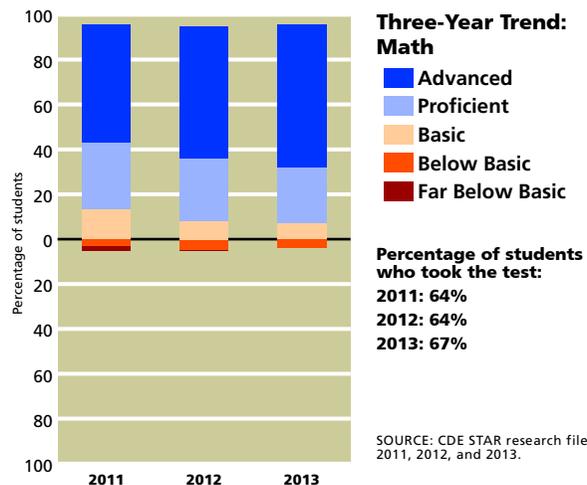
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			87%	278	GENDER: About three percent more girls than boys at our school scored Proficient or Advanced.
Girls			90%	258	
English proficient			90%	493	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			70%	43	
Low income			84%	129	INCOME: About six percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			90%	407	
Learning disabled			29%	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			91%	502	
Asian American			94%	363	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			75%	71	
White/Other			75%	76	

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

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

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

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



SOURCE: CDE STAR research file: 2011, 2012, and 2013.

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			95%	38%	SCHOOLWIDE AVERAGE: About 43 percent more students at our school scored Proficient or Advanced than at the average middle school in California. About five percent more students took algebra than did students in the average middle school in the state.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			50%	34%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			52%	33%	

Subgroup Test Scores

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

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

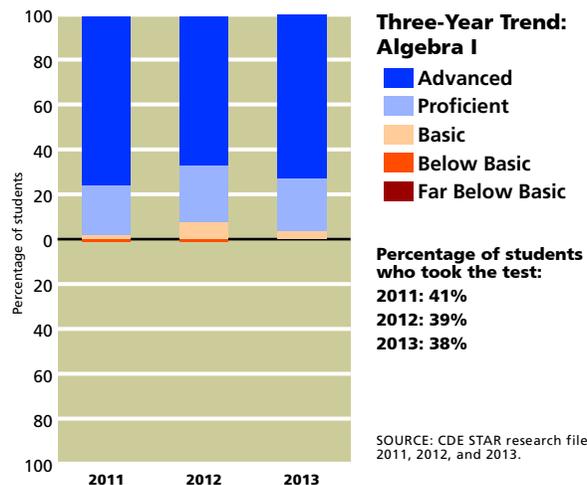
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			97%	90	GENDER: About three percent more boys than girls at our school scored Proficient or Advanced.
Girls			94%	121	
English proficient			95%	201	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	10	
Low income			90%	30	INCOME: About six percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			96%	181	
Learning disabled	NO DATA AVAILABLE		N/A	1	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			95%	210	
Asian American			98%	160	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	DATA STATISTICALLY UNRELIABLE		N/S	21	
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	22	

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

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

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

About 38 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			82%	97%	SCHOOLWIDE AVERAGE: About 29 percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			51%	99%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			53%	98%	

Subgroup Test Scores

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

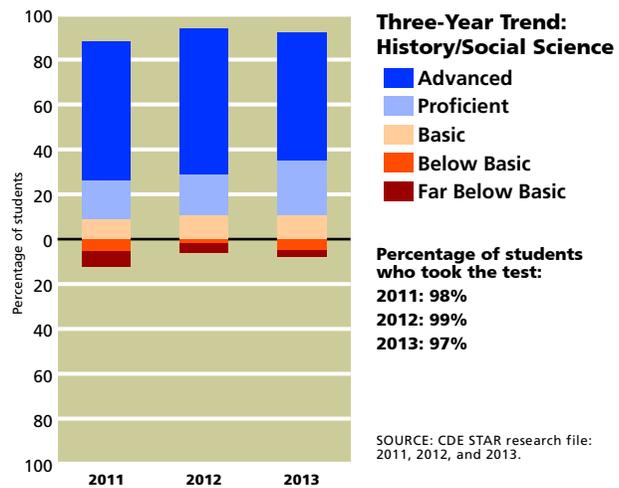
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			85%	121	GENDER: About seven percent more boys than girls at our school scored Proficient or Advanced.
Girls			78%	144	
English proficient			85%	251	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was too small to be statistically significant.
English Learners	DATA STATISTICALLY UNRELIABLE		N/S	14	
Low income			74%	54	INCOME: About nine percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			83%	211	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	16	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			85%	249	
Asian American			84%	172	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			79%	39	
White/Other			78%	41	

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

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			95%	95%	SCHOOLWIDE AVERAGE: About 31 percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			63%	94%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			64%	93%	

Subgroup Test Scores

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

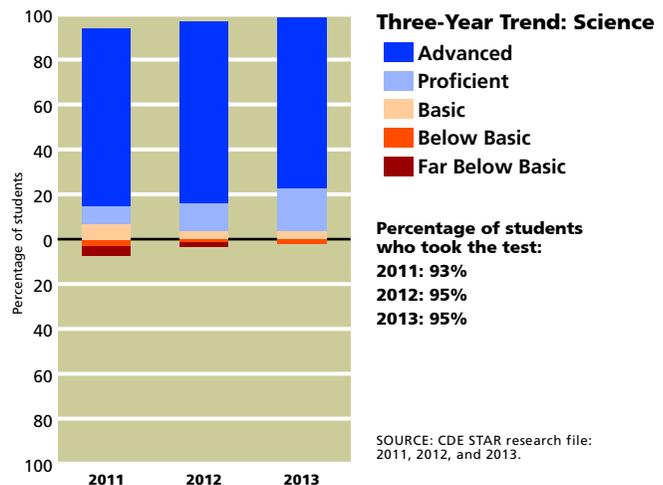
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			96%	116	GENDER: About two percent more boys than girls at our school scored Proficient or Advanced.
Girls			94%	142	
English proficient			95%	244	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was too small to be statistically significant.
English Learners	DATA STATISTICALLY UNRELIABLE		N/S	14	
Low income			98%	50	INCOME: About four percent more students from lower-income families scored Proficient or Advanced than our other students.
Not low income			94%	208	
Learning disabled	NO DATA AVAILABLE		N/A	9	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			96%	249	
Asian American			96%	170	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%	36	
White/Other			90%	40	

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

The Arcadia Unified School District has developed a comprehensive assessment and accountability system to ensure that information on student performance is used to continuously improve the instructional program and to communicate with parents about their children's achievements. Standardized tests, district performance assessments, and classroom tests are used to determine whether each student is performing below, at, or above grade-level standards. Informal classroom observations, homework, class work, quizzes, and end-of-unit tests are used to help support instruction and student learning. English Learners take the California English Language Development Test each year that they receive specialized English instruction.

Some learning-disabled students take the California Alternative Performance Assessment instead of the California Standards Tests. Throughout each school year, students take district tests in math and language arts that measure the degree to which they are meeting our own rigorous learning goals. All students take a district writing assessment as well.

Regular progress reports are sent home in the middle of each quarter and report cards at the end of each semester.

STUDENTS

Students’ English Language Skills

At Dana Middle School, 93 percent of students were considered to be proficient in English, compared with 84 percent of middle school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	93%	84%	84%
English Learners	7%	16%	16%

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

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 58 students classified as English Learners. At Dana Middle School, the language these students most often speak at home is Mandarin (Putonghua). 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	10%	88%	86%
Vietnamese	2%	1%	2%
Cantonese	19%	2%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	3%	1%	1%
Korean	3%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	63%	7%	8%

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

Ethnicity

Most students at Dana Middle School identify themselves as Asian/Pacific Islander. In fact, there are about six times as many Asian/Pacific Islander students as Hispanic/Latino students, the second-largest ethnic group at Dana Middle School. 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	2%	9%	7%
Asian American/Pacific Islander	72%	11%	11%
Hispanic/Latino	13%	63%	51%
White	13%	15%	28%

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

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earned less than \$42,643 a year (based on a family of four) in the 2012–2013 school year. At Dana Middle School, 20 percent of the students qualified for this program, compared with 58 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	20%	66%	58%
Parents with some college	90%	50%	58%
Parents with college degree	76%	28%	33%

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

The parents of 90 percent of the students at Dana Middle School have attended college and 76 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 97 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 Middle School varies from a low of 14 students to a high of 31. Our average class size schoolwide is 23 students. The average class size for middle schools in the state is 25 students.

AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL	OUR DISTRICT
English	14	20
History	26	26
Math	27	25
Science	31	30

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

Safety

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the Safety and Disaster Committee, which consists of classified staff, teachers, and the assistant principal. The committee sets long-term goals for the school to continually improve safety and the condition of the school facilities. The Safety Plan is updated each spring and addresses various safety issues, including creating procedures that detect and prevent bullying, ensuring appropriate campus supervision, maintaining disaster kits, and monitoring emergency procedures. The Safety Plan is reviewed with all staff members at the beginning of each school year. We hold safety drills on a regular basis; fire drills are held monthly and earthquake drills and intruder/lockdown drills are held at least once a year. Staff members also receive disaster training on a regular basis.

To ensure student safety, teachers, administrators, and school proctors supervise students on campus before and after school, and during breaks and lunch. Dana has a closed campus, and permission is always required to leave school grounds. Any visitors to the campus are required to check in at the school's main office and must wear the proper identification badge at all times.

Discipline

Students at Dana Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. Parents are informed of school and classroom activities and policies through the Parent/Student Handbook, the Dana Dialogue (a monthly school newsletter), special notification fliers, the school web page (www.ausd.net/dana), and a subscription email service.

The staff at Dana Middle School strives to create an atmosphere of dignity and respect for all. The school handbook outlines student rights and responsibilities, basic rules, attendance requirements, and unacceptable behavior. The handbook, which is sent home at the beginning of each school year, also contains policies on attendance, campus access/visitation, homework policy, dress code, traffic control, and the school's disaster plan. Class meetings are also held to review the discipline philosophy and policy with students. Expulsions occur only when required by law or when all other alternatives are exhausted.

Homework

Arcadia Unified School District has a comprehensive homework policy, and the practices at Dana are consistent with that policy. The Governing Board believes homework is an important part of the instructional program and is a valuable tool to support students' efforts to master grade-level content standards. Homework is defined as school-related assignments that enhance or reinforce concepts taught in the classroom and that require time and effort outside the regular school day for successful completion. Homework is designed to serve specific purposes, including developing good study habits and promoting independent learning, preparing for upcoming instruction, and practicing or reviewing lessons taught in class. Teachers discuss homework assignments during grade-level meetings to ensure that students do not have too much homework at one time. Parents are encouraged to supervise homework and check their children's planners.

Schedule

Class days begin at 8:14 a.m. and end at 3 p.m. except on Wednesdays, when they end at 2 p.m. We have an afterschool tutoring program three days a week in the library from 3:05 p.m. to 3:50 p.m. School office hours are from 7:30 a.m. to 4 p.m. Dana instituted a rotating schedule so students attend different classes at different times every day. Some parts of the day stay consistent, however. A 30 minute advisory schedule starts each day except Wednesday. Period 4 is always at the same time, preceding lunch daily.

Arcadia Unified School District's traditionally has 180 instructional days. Early-release days were scheduled each Wednesday for extended staff development and collaboration. All instructional time exceeded the daily instructional-minute requirements specified in the California Education Code.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These programs promote positive attitudes, encourage achievement, and help prevent behavioral problems. Club offerings vary from year to year. Dana currently offers the following extracurricular activities: Student Council, craft club, drill team, peer tutoring program, intramural sports program (cosponsored by the Arcadia Recreation Department), chess club, mile run and fitness club, cooking club, cup stacking club, Helping Hands (service club), music (orchestra, band, chorus), yearbook staff, lunchtime activities, Red Ribbon Week, and WEB.

Parent Involvement

Parents and the community are very supportive of the educational programs at Dana Middle School and are encouraged to participate in all aspects of the school's program, including the PTSA. The PTSA provided the school and staff with services and financial aid for activities such as Ports O' Call (student registration), book fairs, chaperoning dances, hosting an eighth grade promotion party, helping with hearing and vision screening, and assisting with grade-level theme days. Parents also support Dana Middle School's outstanding music program through the Dana Music Boosters Club. Parents who wish to participate in Dana Middle School's leadership teams, school committees, or school activities or to become a volunteer can contact the school at (626) 821-8361 or visit the school's web site at www.da.ausd.net.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Leadership at Dana Middle School is a responsibility shared between district administrators, the principal, instructional staff, students, and parents. Dana’s principal for 2013–2014 is Dr. Daniel Hacking. This is his fourth year at Dana Middle School. Dr. Hacking has been involved in secondary education for over 20 years. Prior to serving at Dana, he spent 11 years serving as a school principal and assistant principal at a nearby middle school. Before that, he taught social studies at the high school level for 10 years. Mr. Jeff Hunter is Dana’s Assistant Principal. He has served as a school administrator for 14 years, 12 of those at Dana. He began his educational career as an English teacher for 10 years.

Shared decision making, a broad-based curriculum, and research-based instructional strategies provide the basis for excellent instruction. The staff at Dana Middle School strives to provide all students with a quality education and opportunities for success. Teachers are encouraged to participate in the school’s leadership teams, including the School Leadership Team (SLT), School Site Council (SSC), Student Study Team (SST), English Language Advisory Committee (ELAC), Parent Teacher Student Association (PTSA), Curriculum Committees, and grade-level teams.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	0%	N/A	0%
Out-of-field teaching	Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course	0%	N/A	N/A
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	N/A	N/A
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	N/A	N/A

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

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

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

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

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers was 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 2013–2014 school year.

Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

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

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

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
Districtwide	Percentage of core courses not taught by “highly qualified” teachers (HQT)	1%
Schools with more than 40% of students from lower-income homes	Schools whose core courses are not taught by “highly qualified” teachers	0%
Schools with less than 25% of students from lower-income homes	Schools whose core courses are not taught by “highly qualified” teachers	1%

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

Staff Development

Staff development is supported through Beginning Teachers Support and Assessment support providers and district Common Core coaches. The district designates time for staff collaboration, planning, and professional development. Professional development days enable staff members to deliver curriculum and instruction that is rigorous, challenging, and responsive to student needs. For the past two years, staff members were offered one staff development day in the middle of October. Staff development topics for the 2012–2013 school year included ongoing certification training to teach English Learners, differentiated (customized) instruction, team-building strategies, data-driven instruction and standards-based instruction, subject-specific curriculum development, benchmark assessments, the basics of brain-compatible teaching, bullying prevention, and Thinking Maps. For the current school year the focus is on Common Core implementation.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2012–2013	1.0
2011–2012	1.0
2010–2011	3.0

SOURCE: This information is supplied by the school district.

Evaluating and Improving Teachers

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations of the instructional staff are designed to encourage common goals and to comply with the state’s evaluation criteria and district policies. The principal and assistant principal, who have been trained and certified to perform teacher evaluations, assess temporary and probationary teachers annually and tenured teachers every other year. Teachers are evaluated on their performance of district-adopted criteria. This includes engaging and supporting all students in learning, understanding and organizing subject matter, assessing student learning, creating and maintaining effective environments for student learning, planning instruction and designing learning experiences for all students, and developing as a professional educator.

Teachers can receive assistance through the administration or the Peer Assistance and Review program, which uses exemplary teachers to help permanent and beginning teachers in subject matter knowledge and teaching strategies.

Substitute Teachers

Generally, the district does not experience problems finding qualified substitute teachers and has an adequate pool of fully credentialed substitutes. If a substitute is unavailable, administrative or support staff will cover for the absent teacher. Teachers leave detailed lesson plans for substitutes to follow to minimize loss of learning time. Every time there is a substitute teacher at Dana, a one-page report is filled out by the teacher and the substitute to review the day’s work.

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 one full-time equivalent academic counselor, which is equivalent to one counselor for every 787 students. More information about [counseling and student support](#) is available on the CDE Web site.

STAFF POSITION	STAFF (FTE)
Academic counselors	1.0
Behavioral/career counselors	0.0
Librarians and media staff	0.0
Psychologists	0.7
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.6
Resource specialists	1.5

SOURCE: Data provided by the school district.

Specialized Programs and Staff

The staff and counselors at Dana Middle School help students in their social and personal development as well as with academics. Counseling services are provided by the school with supplementary district support. The school provides qualified personnel to offer counseling on a full-time and/or part-time basis. The counselors coordinate and help plan school programs and deal with grades, progress, testing, career planning, and transition to the high school.

Title I is a federally funded program that helps students who are not succeeding in language arts/reading. Special instructional support is available to students who have problems developing reading skills. Peer tutoring is also available after school two times a week for students who need additional help.

Special Education Program

Dana has four full-time special education teachers and five assistants who work with special education students. There is a speech and language specialist on campus three days a week and a psychologist two days a week. Resource students come to the Resource Specialist Program (RSP) classroom to work in small groups or one-on-one in core subjects identified as areas of need in their Individualized Education Programs (IEPs). In the general education classroom, special education students receive accommodations or modifications according to their IEPs, such as differentiated instruction, extra time to take tests, sitting closer to the teacher, or receiving less homework.

In addition to RSP classes, Dana has two Special Day Classes (SDCs). One of the SDC classes is for students who have mild to moderate developmental disabilities. Students in this class are from Arcadia and nearby districts. Students with special needs can use the RSP, SDC program, and speech and language services, as determined by their IEP. RSP instruction is provided in small groups outside the general education classroom when appropriate.

English Learner Program

Students who are identified as English Learners are placed in small groups for instruction based on their English Language Development (ELD) level. A credentialed teacher designs and presents ELD lessons, which are provided five days a week in blocks of 30 to 90 minutes, depending on the grade level. We encourage the parents of English Learners to join the English Language Advisory Committee (ELAC), a parent and school committee that looks at the ELD program, monitors its progress, and makes suggestions to improve performance. Most Dana ELD students take three years or less to qualify as fully English proficient.

RESOURCES

Buildings

Dana Middle School was built in 1954 and provides a safe, clean environment for students and staff. The school employs two full-time custodians and one part-time custodian who maintain the facilities and ensure classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the district to ensure that all classrooms and facilities are well maintained. All schools in the Arcadia Unified School District underwent complete renovation from 1995–1996.

The Dana Middle School campus currently has 32 classrooms, one staff room, a library/media center, a computer lab, a multipurpose room, two locker rooms, and an onsite daycare. At the time of this publication, all of the school's restrooms were fully functioning.

Dana Middle School underwent two years of construction which concluded at the end of the 2011-2012 school year. The construction was funded through a general obligation bond approved by the community in 2006. All of our classrooms were remodeled to reflect "classrooms of the future." The school added a joint-use Dana Gym shared by the school district and the city of Arcadia, a new music building to house our 350+ music student in band and orchestra, a new library and computer lab complete with reading patio, and a remodeled courtyard with a stage for student productions. The school looks beautiful. The park-like landscaping and college campus feel make Dana Middle School a "jewel in the crown" of AUSD.

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

The school's library/media center was part of new construction and was finished in 2012. It is staffed by a half-time library assistant and is stocked with an excellent selection of books and resource materials for all grade levels. Students may visit the library/media center at break, during lunch, and after school or with their classrooms for research or computer use. Computer resources within the library are connected to the internet so students can access information online to improve their research skills. Resources in the library/media center include DVDs, VHS tapes, laptop computers, an LCD projector, books on tape, and listening centers. There is a reading patio outside the library which can be used by students throughout the day. The school's symbol, an anchor, is housed in this patio.

Computers

Computer skills and concepts integrated throughout the curriculum prepare students for technological growth and opportunities. All classrooms at Dana Middle School have at least two computers with internet access, while some classrooms have as many as 15 computers. All of our classrooms have at least one networked computer and printer for students to use. All teachers have access to email and the internet. They use computers to keep attendance, record grades, and correspond via email with parents and colleagues.

In addition, the school has two media centers, one is a computer lab with is equipped with 31 computers and is staffed by classroom teachers. The school also has three mobile computer carts with 10 - 20 laptops on each cart available for classroom use. Students use a variety of software programs including Microsoft Word, PowerPoint, Excel, My Access, Read 180, Moby Max, and others.

Textbooks

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

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

Curriculum and the Transition to the Common Core

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

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

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

SCHOOL EXPENDITURES

Federal Title I funds pay for specialized instruction and intervention. The school also receives additional support from local community partners, including the Arcadia Educational Foundation, Arcadia Rotary Club, and various organizations, businesses and community groups. For example, Dana received a large donation of laptop computers from the California State University system in August 2013. With the new Local Control Funding Formula (LCFF) enacted by Governor Brown and the California Legislature, it has not been determined how funding will be distributed for the upcoming school year, but most state funds will come in one unrestricted lump sum. This money will pay for salaries, benefits, energy, supplies, technology, training, and all other aspects of school funding.

Spending per Student (2011–2012)

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA), which was 773 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)	\$4,052	\$5,440	-26%	\$5,653	-28%
Restricted funds (\$/student)	\$1,130	\$1,932	-42%	\$3,083	-63%
TOTAL (\$/student)	\$5,182	\$7,372	-30%	\$8,736	-41%

SOURCE: Information provided by the school district.

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

Total Expenditures, by Category (2011–2012)

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

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
Teacher salaries (all certificated staff)	\$2,313,048	\$538,099	\$2,851,147	71%
Other staff salaries	\$244,595	\$148,116	\$392,711	10%
Benefits	\$524,435	\$159,955	\$684,390	17%
Books and supplies	\$30,406	\$18,490	\$48,896	1%
Equipment replacement	\$0	\$0	\$0	0%
Services and direct support	\$18,492	\$8,237	\$26,729	1%
TOTAL	\$3,130,976	\$872,897	\$4,003,873	

SOURCE: Information provided by the school district.

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

Compensation of Staff with Teaching Credentials (2011–2012)

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

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) certificated staff member. A teacher/administrator/pupil services person who works full time counts as 1.0 FTE. Those who work only half time count as 0.5 FTE. We had 31 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE *	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	\$77,348	\$79,802	-3%	\$71,848	8%
Retirement benefits	\$6,398	\$6,588	-3%	\$5,888	9%
Health and medical benefits	\$4,829	\$5,116	-6%	\$10,391	-54%
Other benefits	\$1,758	\$1,480	19%	\$720	144%
TOTAL	\$90,332	\$92,987	-3%	\$88,847	2%

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

Total Certificated Staff Compensation (2011–2012)

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

CATEGORY	TOTAL	PERCENTAGE OF TOTAL*
Salaries	\$2,382,327	86%
Retirement benefits	\$197,058	7%
Health and medical benefits	\$148,720	5%
Other benefits	\$54,134	2%
TOTAL	\$2,782,239	

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

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

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

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» Adequacy of Key Resources 2013–2014

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



TEACHERS

Teacher Vacancies

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

KEY FACTOR	2011–2012	2012–2013	2013–2014
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
Total number of classes at the start of the year	0	0	0
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	1
Number of those classes where you replaced the absent teacher with a single new teacher	0	0	1

NOTES: This report was completed on Friday, November 01, 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	2011–2012	2012–2013	2013–2014
Teacher Misassignments	Total number of classes taught by teachers without a legally recognized certificate or credential	0	4	1
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	4	3
Other Employee Misassignments	Total number of service area placements of employees without the required credentials	0	0	3

NOTES: This report was completed on Friday, November 01, 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.

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

NOTES: This report was completed on Thursday, November 07, 2013. This information was collected on Friday, November 01, 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)	Fair	Kitchen floor is old and needs replacement. Water damage on north wall of Room 6.
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 Thursday, November 14, 2013 by Melinda Williams (Maintenance Supervisor). The facilities inspection occurred on Wednesday, October 16, 2013. We employed the following staff or businesses in completing this report: Inspection was completed by Mike Cooper, Operations Supervisor Melinda Williams, Maintenance Supervisor David Angell, Advanced Maintenance Mechanic The Facilities Inspection Tool was completed on Thursday, November 14, 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	787
Black/African American	2%
American Indian or Alaska Native	0%
Asian	69%
Filipino	2%
Hispanic or Latino	13%
Pacific Islander	0%
White (not Hispanic)	13%
Two or more races	0%
Ethnicity not reported	0%
Socioeconomically disadvantaged	21%
English Learners	17%
Students with disabilities	2%

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

Student Enrollment by Grade Level

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

GRADE LEVEL	STUDENTS
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	242
Grade 7	282
Grade 8	263
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CALPADS, October 2012.

Average Class Size by Core Course

The average class size by core courses.

SUBJECT	2010–2011	2011–2012	2012–2013
English	25	28	14
History	27	27	26
Math	25	22	27
Science	31	32	31

SOURCE: CALPADS, October 2012.

Average Class Size by Core Course, Detail

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

SUBJECT	2010–2011			2011–2012			2012–2013		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	9	19	8	6	17	10	11	20	9
History	4	1	12	3	9	3	5	12	4
Math	7	8	5	8	11	1	4	8	8
Science	0	6	4	0	9	5	0	12	2

SOURCE: CALPADS, October 2012.

Physical Fitness

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

GRADE LEVEL	PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES		
	MET FOUR OR MORE STANDARDS	MET FIVE OR MORE STANDARDS	MET ALL SIX STANDARDS
Grade 5	N/A	N/A	N/A
Grade 7	86%	68%	35%
Grade 9	N/A	N/A	N/A

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

Suspensions and Expulsions

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

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2012–2013	2	2	N/A
2011–2012	4	4	N/A
2010–2011	9	5	16
Expulsions per 100 students			
2012–2013	0	0	N/A
2011–2012	0	0	N/A
2010–2011	0	0	0

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

During the 2012–2013 school year, we had 12 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.

TEACHERS	SCHOOL			DISTRICT
	2010–2011	2011–2012	2012–2013	2012–2013
With Full Credential	32	33	32	404
Without Full Credential	2	1	0	1
Teaching out of field	2	2	0	6

SOURCE: Information provided by the school district.

STUDENT PERFORMANCE

California Standardized Testing and Reporting Program

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

STAR Test Results for All Students: Three-Year Comparison

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

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/ language arts	85%	85%	84%	83%	85%	83%	54%	56%	55%
History/social science	79%	83%	82%	76%	77%	75%	48%	49%	49%
Mathematics	86%	87%	90%	82%	82%	81%	49%	50%	50%
Science	87%	93%	95%	85%	86%	86%	57%	60%	59%

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

STAR Test Results by Student Subgroup: Most Recent Year

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

STUDENT SUBGROUP	STUDENTS SCORING PROFICIENT OR ADVANCED			
	ENGLISH/LANGUAGE ARTS 2012–2013	HISTORY/ SOCIAL SCIENCE 2012–2013	MATHEMATICS 2012–2013	SCIENCE 2012–2013
African American	73%	N/A	87%	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	88%	83%	95%	95%
Filipino	89%	N/A	95%	N/A
Hispanic or Latino	69%	79%	72%	87%
Pacific Islander or Native Hawaiian	N/A	N/A	N/A	N/A
White (not Hispanic)	75%	78%	79%	90%
Two or more races	N/A	N/A	N/A	N/A
Boys	82%	85%	89%	94%
Girls	86%	78%	91%	92%
Socioeconomically disadvantaged	73%	74%	83%	94%
English Learners	29%	14%	78%	69%
Students with disabilities	54%	25%	51%	50%
Receives migrant education services	N/A	N/A	N/A	N/A

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

ACCOUNTABILITY

California Academic Performance Index (API)

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

API Ranks: Three-Year Comparison

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

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

SOURCE: The API Base Report from May 2013.

API Changes by Subgroup: Three-Year Comparison

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

SUBGROUP	ACTUAL API CHANGE			API
	2010–2011	2011–2012	2012–2013	2012–2013
All students at the school	+1	+6	+3	956
Black/African American	N/A	N/A	+62	877
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	+1	+5	-7	979
Filipino	-22	+14	+26	988
Hispanic or Latino	-6	+14	+14	876
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+35	-13	+25	921
Two or more races	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	-14	+38	-3	908
English Learners	-16	-41	+28	866
Students with disabilities	-12	-43	+3	721

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

API Scores by Subgroup

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

SUBGROUP	SCHOOL		DISTRICT		STATE	
	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API
All students	768	956	7,359	929	4,655,989	790
Black/African American	15	877	143	838	296,463	708
American Indian or Alaska Native	1	N/A	10	N/A	30,394	743
Asian	534	979	4,745	960	406,527	906
Filipino	18	988	219	901	121,054	867
Hispanic or Latino	99	876	997	834	2,438,951	744
Pacific Islander	1	N/A	9	N/A	25,351	774
White (non Hispanic)	100	921	1,205	906	1,200,127	853
Two or more races	0	N/A	28	743	125,025	824
Socioeconomically disadvantaged	164	908	1,426	875	2,774,640	743
English Learners	115	866	1,242	867	1,482,316	721
Students with disabilities	33	721	357	724	527,476	615

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

Federal Adequate Yearly Progress (AYP) and Intervention Programs

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

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

AYP for the District

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

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

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

Intervention Program: District Program Improvement (PI)

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

INDICATOR	DISTRICT
PI stage	2 of 3
The year the district entered PI	2012
Number of schools currently in PI	2
Percentage of schools currently in PI	18%

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

DISTRICT EXPENDITURES

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

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2011–2012			
Total expenses	\$67,856,943	\$32,927,474,550	\$46,420,178,248
Expenses per student	\$7,152	\$8,459	\$8,382
FISCAL YEAR 2010–2011			
Total expenses	\$71,916,755	\$32,778,534,397	\$46,278,595,991
Expenses per student	\$7,596	\$8,407	\$8,323

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2011–2012

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

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher’s salary	\$48,511	\$40,928
Midrange teacher’s salary	\$74,258	\$64,449
Highest-paid teacher’s salary	\$96,556	\$82,826
Average principal’s salary (middle school)	\$133,285	\$109,253
Superintendent’s salary	\$201,089	\$183,968
Percentage of budget for teachers’ salaries	47%	40%
Percentage of budget for administrators’ salaries	6%	6%

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

TEXTBOOKS

Textbook Adoption List

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
High Point (Basics, A, B & C)	Language Arts	2001	2002-2003
Language of Literature (6th) & Language Network (6th)	Language Arts	2002	2004-2005
Language of Literature (7th) & Language Network (7th)	Language Arts	2002	2004-2005
Language of Literature (8th) & Language Network (8th)	Language Arts	2002	2004-2005
Language Network (Grades 6-8)	Language Arts	2001	2003-2004
California Middle School Math: Course 1 (6th grade)	Math	2008	2008-2009
California Middle School Math: Course 2 (7th grade)	Math	2008	2008-2009
Algebra 1	Math	2008	2008-2009
CPO Focus on Earth Science, gr. 6	Science	2007	2007-2008
CPO Focus on Life Science, gr. 7	Science	2007	2007-2008
CPO Focus on Physical Science, gr. 8	Science	2007	2007-2008
History Alive! The Ancient World (6th)	Social Studies	2005	2007-2008
History Alive! The Medieval World & Beyond (7th)	Social Studies	2005	2007-2008
History Alive! The U. S. Through Industrialism (8th)	Social Studies	2005	2007-2008