

School Accountability Report Card School Year 2003–04

| School Information | | District Information | |
|---------------------------------|---|--|---|
| School Principal Address | DANA MIDDLE Diane Ryan 1775 Chatsworth Blvd. San Diego, CA 92107 | District Superintendent Address | SAN DIEGO CITY SCHOOLS Alan D. Bersin 4100 Normal Street San Diego, CA 92103 |
| Phone | (619) 225-3897 | Web site | www.sandi.net |
| Fax | (619) 225-3878 | For additional copies of the SARC, visit your child’s school or go to the district’s SARC Web site at studata.sandi.net/research/sarcs/ . | |
| Web site | www.danamiddle.com | | |
| Email | dryan@sandi.net | | |
| CDS Code | 37-68338-6059604 | | |

School Description and Mission Statement

“The mission of San Diego City Schools is to improve student achievement by supporting teaching and learning in the classroom.”

Dana Middle School, located in the Point Loma community, reopened in August 1998 as a sixth-grade school. It had been closed as a school since 1983. In September 2001, we added fifth grade to complete our configuration as a 5–6 middle school. We draw from the eight feeder elementary schools in the Point Loma cluster. We also accept students on a space-available basis through the Volunteer Ethnic Enrollment Program (VEEP) and School Choice program. Our current enrollment is approximately 900 students. Our highly trained staff serve an ethnically diverse and bright population of students through a variety of programs, including regular education, special education, Gifted and Talented Education (GATE) cluster and seminar classes, and structured English immersion classes for our English learners. We are proud of the extensive support we receive from an involved community. High expectations and a belief that all students can learn characterize our philosophy.

Opportunities for Parent and Community Involvement

| | | | |
|----------------------------|------------|------------------------------------|----------------|
| Contact Person Name | Jean Peugh | Contact Person Phone Number | (619) 225-3897 |
|----------------------------|------------|------------------------------------|----------------|

We are committed to communicating with and engaging parents as partners in their children’s education. The district has adopted *Parent Communications and Involvement Standards*, which clearly describe expectations for parent communications and involvement at the district, school, classroom, and home levels. We are also committed to obtaining community resources for our school and invite all constituencies within our community to assist us in the education of our students.

There are many opportunities for parents to be involved at their child’s school site (for example, governance committees, special events, fundraising events, parent organizations, and classrooms) and at the district level (for example, Parent Congress, district councils/committees, Parent University, and special events). We also encourage parents to support their children at home by discussing their education expectations and creating a positive homework and learning environment in the home.

Parent and community involvement are welcome and encouraged at Dana. Parents are active participants in our Site Governance Team (SGT)/School Site Council (SSC) and Dana Association. The SGT/SSC provides parents a forum for direct input into a range of issues relating to budget, curriculum, instruction, and facilities. The Dana Association raises tens of thousands of dollars each year through a variety of fundraising activities to support classroom programs, instruction, and capital outlay. Parents organize our annual jog-a-thon, sponsor and coordinate our annual variety show during Incredible Kids Week, publish our yearbook, support Dana’s Band Booster Club, run the Scholastic book fairs, volunteer in classrooms and in our very busy library, drive to field trips, tutor students, and organize weekly bake sales to support classrooms. Parents and community members interested in volunteering should call the school at (619) 225-3897.

I. Demographic Information

Student Enrollment, by Grade Level

| Grade Level | Enrollment as of September 26, 2003 |
|---------------------|-------------------------------------|
| Ungraded Elementary | 1 |
| 5 | 467 |
| 6 | 446 |
| TOTAL | 914 |

Student Enrollment, by Racial/Ethnic Group

| Racial/Ethnic Category | Number of Students | Percent of Total |
|------------------------|--------------------|------------------|
| African American | 77 | 8.4 |
| Asian | 18 | 2.0 |
| Filipino | 17 | 1.9 |
| Hispanic | 335 | 36.7 |
| Indochinese | 8 | 0.9 |
| Native American | 10 | 1.1 |
| Pacific Islander | 11 | 1.2 |
| White (Not Hispanic) | 438 | 47.9 |

II. School Safety and Climate for Learning

School Safety Plan

| Date of Last Review/Update | January 19, 2004 | Date Last Discussed with Staff | January 19, 2004 |
|----------------------------|------------------|--------------------------------|------------------|
|----------------------------|------------------|--------------------------------|------------------|

All district schools have developed a comprehensive school safety plan that meets state requirements as described in California Education Code Section 35294 et seq. The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies.

School Programs and Practices that Promote a Positive Learning Environment

Dana School is committed to supporting a safe and respectful learning environment. We know that an atmosphere that supports learning is vital; therefore, students are expected to behave respectfully, and expectations for behavior are clear and reviewed regularly. Weekly morning assemblies for each grade level provide a forum for reviewing positive behaviors and reiterating areas requiring improvement and areas of strength. A proactive stance is taken to assist students with adolescent issues such as interpersonal relations; drug, alcohol, and tobacco awareness; and family life education. Life Skills for Success classes address these problems, and referrals are made to outside services or programs as needed. Our district counselors work closely with students, staff, and families to mitigate issues that might affect students academically or socially. The tardy policy is strictly enforced, and follow-up on trancies is immediate and involves contact with parents, school police, and administration. A schoolwide discipline code is distributed and reviewed at the beginning of the year and revisited as needed during the school year. Parents are contacted immediately regarding ongoing discipline issues. Students are rewarded for appropriate behavior and academic achievement through awards assemblies and weekly drawings of tickets distributed by staff for following school rules. The result of these efforts is a school in which serious discipline issues are few in number, and students are respectful to adults and each other. Our average daily attendance rate averages 95 percent to 98 percent.

Suspensions and Expulsions

Rates of suspension and expulsion per 100 students are the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) enrollment for the given year, multiplied by 100. The district comparison rates reported are the expected rates for the school's enrollment and grade-level composition based on actual districtwide experience. Because suspension and expulsion rates vary greatly by grade level and since any given two schools are not likely to have identical enrollment numbers per grade, schools will have different district comparison rates.

| | 2002 | | 2003 | | 2004 | |
|-------------------------------------|--------|----------|--------|----------|--------|----------|
| | School | District | School | District | School | District |
| Suspensions (number) | 71 | 14,527 | 61 | 13,148 | 126 | 12,166 |
| Suspensions (rate per 100 students) | 7.43 | 12.38 | 6.78 | 10.00 | 13.79 | 9.13 |
| Expulsions (number) | 6 | 361 | 3 | 354 | 4 | 429 |
| Expulsions (rate per 100 students) | 0.63 | 0.20 | 0.33 | 0.19 | 0.44 | 0.23 |

Safety, Cleanliness, and Adequacy of School Facilities

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Each school has a Crisis Response Box that includes its state-mandated comprehensive school safety plan. Under the direction of the principal (or site administrator), specific school building security procedures are implemented by staff. In addition, various district offices support district schools by reviewing and disseminating safety requirements and information, coordinating numerous safety-related services, and providing training and assistance.

Dana Middle School is an impressive, beautiful facility. Thanks to Proposition MM, construction on boys' and girls' shower and locker rooms, a multipurpose room, a library extension, a playground extension and remodel, and an auditorium remodel were completed in the summer of 2003. Funds from Proposition MM have also been used to create four state-of-the-art science labs, two art rooms, a band room, and a professional-style auditorium.

Daily supervision before and after school, during passing periods, and at lunch recess ensures school grounds are kept safe. Access to the school is actively monitored, and visitors must check in at the front office before moving through the campus. Two large grass play areas, eight basketball courts, and numerous wall ball areas allow our students freedom of choice during recess.

Conditions that May Have Posed a Threat to the Health and Safety of Pupils or Staff, 2003–04

As part of the new reporting requirements due to *Williams, et al. v. State of California, et al.*, districts in California must now report emergency facilities needs for each school. "Emergency facilities needs" are structures or systems that are in a condition that poses a threat to the health and safety of pupils or staff while at school and does not include any cosmetic or nonessential repairs. These projects may include, but are not limited to, facility repair or replacements of the types listed in the table below.

| | |
|--|---|
| <input type="checkbox"/> Gas leaks | <input type="checkbox"/> Nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems |
| <input type="checkbox"/> Electrical power failure | <input type="checkbox"/> Major sewer line stoppage |
| <input type="checkbox"/> Major pest or vermin infestation | <input type="checkbox"/> Broken windows or exterior doors or gates that will not lock and that pose a security risk |
| <input type="checkbox"/> Abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff | <input type="checkbox"/> Structural damage creating a hazardous or uninhabitable condition |

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in Grades 2–11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English language arts and mathematics in Grades 2–11, and science (Grades 5, 9, 10, and 11) and history-social science (Grades 8, 10, and 11); and a norm-referenced test, which tests reading, language, mathematics (Grades 2–11), spelling (Grades 2–8), and science (Grades 9–11).

California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Statewide data, reported by grade level for 2003, are accurate within one percentage point. Detailed information regarding CST and CAPA results for each grade and proficiency level and for subgroups in 2001 and 2002 can be found at the California Department of Education (CDE) Web site at star.cde.ca.gov.

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards):

CST, English Language Arts

| Grade Level | School | | | District | | | State | | |
|-------------|--------|------|------|----------|------|------|-------|------|------|
| | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 |
| 5 | 51.0 | 45.7 | 53.4 | 31.6 | 34.4 | 41.5 | 31 | 36 | 40 |
| 6 | 43.9 | 55.2 | 42.1 | 29.9 | 35.8 | 34.7 | 30 | 36 | 36 |

“—” indicates N < 10

CST, Mathematics

| Grade Level | School | | | District | | | State | | |
|-------------|--------|------|------|----------|------|------|-------|------|------|
| | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 |
| 5 | 38.9 | 37.0 | 31.4 | 22.5 | 27.7 | 32.8 | 29 | 35 | 38 |
| 6 | 40.1 | 51.6 | 36.8 | 29.2 | 31.2 | 32.1 | 32 | 34 | 35 |

“—” indicates N < 10

CST, Science

| Grade Level | School | | | District | | | State | | |
|-------------|--------|------|------|----------|------|------|-------|------|------|
| | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 |
| 5 | | | 31.6 | | | 21.8 | | | 24 |

“—” indicates N < 10

2004 CST Subgroups, English Language Arts

| Grade Level | Gender | | English Learner | | Economically Disadvantaged | | Students With Disabilities | |
|-------------|--------|--------|-----------------|------|----------------------------|------|----------------------------|------|
| | Male | Female | Yes | No | Yes | No | Yes | No |
| 5 | 46.8 | 61.1 | 11.6 | 58.0 | 33.7 | 67.6 | 19.1 | 57.6 |
| 6 | 40.2 | 43.6 | 1.6 | 49.1 | 20.0 | 60.9 | 14.0 | 45.2 |

“—” indicates N < 10

Data for Migrant Education Services are not available

2004 CST Subgroups, Mathematics

| Grade Level | Gender | | English Learner | | Economically Disadvantaged | | Students With Disabilities | |
|-------------|--------|--------|-----------------|------|----------------------------|------|----------------------------|------|
| | Male | Female | Yes | No | Yes | No | Yes | No |
| 5 | 31.5 | 31.3 | 7.0 | 34.1 | 15.5 | 43.0 | 6.5 | 34.4 |
| 6 | 38.7 | 35.2 | 1.6 | 42.9 | 17.0 | 53.6 | 2.3 | 40.6 |

“—” indicates N < 10

Data for Migrant Education Services are not available

2004 CST Subgroups, Science

| Grade Level | Gender | | English Learner | | Economically Disadvantaged | | Students With Disabilities | |
|-------------|--------|--------|-----------------|------|----------------------------|------|----------------------------|------|
| | Male | Female | Yes | No | Yes | No | Yes | No |
| 5 | 34.1 | 28.8 | 2.3 | 34.9 | 13.8 | 44.6 | 6.5 | 34.6 |

“—” indicates N < 10

Data for Migrant Education Services are not available

2004 CST Racial/Ethnic Groups, English Language Arts

| Grade Level | African American | Asian | Filipino | Hispanic | Indochinese | Native American | Pacific Islander | White (Not Hispanic) |
|-------------|------------------|-------|----------|----------|-------------|-----------------|------------------|----------------------|
| 5 | 16.1 | — | — | 41.2 | — | — | — | 68.8 |
| 6 | 31.4 | — | — | 21.5 | — | — | — | 62.8 |

“—” indicates N < 10

2004 CST Racial/Ethnic Groups, Mathematics

| Grade Level | African American | Asian | Filipino | Hispanic | Indochinese | Native American | Pacific Islander | White (Not Hispanic) |
|-------------|------------------|-------|----------|----------|-------------|-----------------|------------------|----------------------|
| 5 | 9.7 | — | — | 19.6 | — | — | — | 41.5 |
| 6 | 20.0 | — | — | 17.7 | — | — | — | 57.6 |

“—” indicates N < 10

2004 CST Racial/Ethnic Groups, Science

| Grade Level | African American | Asian | Filipino | Hispanic | Indochinese | Native American | Pacific Islander | White (Not Hispanic) |
|-------------|------------------|-------|----------|----------|-------------|-----------------|------------------|----------------------|
| 5 | 6.5 | — | — | 18.9 | — | — | — | 43.8 |

“—” indicates N < 10

Norm-Referenced Tests (NRT)

Reading and mathematics results from the SAT 9 (2002) and California Achievement Test, Sixth Edition (CAT/6) (2003 and 2004) tests are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Results from the CAT/6 should not be directly compared to those for the SAT 9. Detailed results for subgroup performance on the SAT 9 in 2002 and the CAT/6 in 2003 can be found at the CDE Web site at star.cde.ca.gov.

Percentage of students scoring at or above the 50th percentile:

NRT, Reading

| Grade Level | School | | | District | | | State | | |
|-------------|--------|-------|-------|----------|-------|-------|-------|-------|-------|
| | SAT 9 | CAT/6 | CAT/6 | SAT 9 | CAT/6 | CAT/6 | SAT 9 | CAT/6 | CAT/6 |
| | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 |
| 5 | 73.7 | 51.9 | 47.1 | 49.1 | 39.3 | 40.6 | 46 | 40 | 40 |
| 6 | 68.2 | 59.7 | 54.4 | 49.2 | 44.2 | 43.7 | 48 | 45 | 46 |

“—” indicates N < 10

NRT, Mathematics

| Grade Level | School | | | District | | | State | | |
|-------------|--------|-------|-------|----------|-------|-------|-------|-------|-------|
| | SAT 9 | CAT/6 | CAT/6 | SAT 9 | CAT/6 | CAT/6 | SAT 9 | CAT/6 | CAT/6 |
| | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 |
| 5 | 73.4 | 53.7 | 56.7 | 54.9 | 45.3 | 49.9 | 57 | 49 | 50 |
| 6 | 68.4 | 65.7 | 56.0 | 54.8 | 48.9 | 50.3 | 60 | 51 | 53 |

“—” indicates N < 10

2004 CAT/6 Subgroups, Reading

| Grade Level | Gender | | English Learner | | Economically Disadvantaged | | Students With Disabilities | |
|-------------|--------|--------|-----------------|------|----------------------------|------|----------------------------|------|
| | Male | Female | Yes | No | Yes | No | Yes | No |
| 5 | 42.5 | 52.5 | 9.3 | 51.3 | 30.4 | 59.2 | 19.1 | 50.5 |
| 6 | 53.3 | 55.3 | 9.4 | 62.2 | 36.5 | 69.7 | 19.0 | 58.2 |

“—” indicates N < 10

Data for Migrant Education Services are not available

2004 CAT/6 Subgroups, Mathematics

| Grade Level | Gender | | English Learner | | Economically Disadvantaged | | Students With Disabilities | |
|-------------|--------|--------|-----------------|------|----------------------------|------|----------------------------|------|
| | Male | Female | Yes | No | Yes | No | Yes | No |
| 5 | 55.8 | 57.9 | 20.9 | 60.7 | 41.4 | 67.9 | 27.7 | 60.3 |
| 6 | 57.8 | 54.5 | 18.8 | 62.4 | 41.5 | 68.4 | 14.3 | 60.5 |

“—” indicates N < 10

Data for Migrant Education Services are not available

2004 CAT/6 Racial/Ethnic Groups, Reading

| Grade Level | African American | Asian | Filipino | Hispanic | Indochinese | Native American | Pacific Islander | White (Not Hispanic) |
|-------------|------------------|-------|----------|----------|-------------|-----------------|------------------|----------------------|
| 5 | 12.9 | — | — | 33.8 | — | — | — | 59.6 |
| 6 | 42.9 | — | — | 35.4 | — | — | — | 72.6 |

“—” indicates N < 10

2004 CAT/6 Racial/Ethnic Groups, Mathematics

| Grade Level | African American | Asian | Filipino | Hispanic | Indochinese | Native American | Pacific Islander | White (Not Hispanic) |
|-------------|------------------|-------|----------|----------|-------------|-----------------|------------------|----------------------|
| 5 | 25.8 | — | — | 44.2 | — | — | — | 69.7 |
| 6 | 34.3 | — | — | 40.3 | — | — | — | 72.6 |

“—” indicates N < 10

District Assessment

Developmental Reading Assessment (DRA)

The DRA is used to identify students in Grades K–3 who are reading below grade level and need support and intervention. The DRA is conducted during a one-on-one reading conference in which a child reads specially selected texts to the teacher. The assessment is administered three to four times a year to determine a student’s instructional reading level and to document progress over time. Data reported are for all students—English-speaking and English learners.

Stanford Diagnostic Reading Test (SDRT)

Analytical Reading Inventory (ARI) and Informal Reading Inventory (IRI)

The SDRT is used to identify students in Grades 4–11 who are reading below grade level and need support and intervention. The SDRT is administered in a group setting and assesses vocabulary, comprehension, and scanning skills. For students reading significantly below grade level on the SDRT, the ARI (Grades 4–8) and IRI (Grades 9–10) are used to reevaluate students and identify appropriate supports and interventions. Data reported are for English-speaking students.

There are no district-mandated mathematics or writing tests. However, there is a District Mathematics Test (DMT) that is administered for Grades 5 and 6, and this data is available at the district’s Web site at studata.sandi.net/research/DMT/.

Percentage of students meeting or exceeding the district standard:

| Grade Level | Reading | | | Mathematics | | | Writing | | |
|-------------|---------|------|------|--|------|------|--|------|------|
| | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 |
| 5 | 89.6 | 85.6 | 86.9 | <i>No district-mandated mathematics test</i> | | | <i>No district-mandated writing test</i> | | |
| 6 | 82.3 | 84.1 | 74.3 | | | | | | |

2004 California Fitness Test

Percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards):

| Grade Level | School | | | District | | | State | | |
|-------------|--------|------|--------|----------|------|--------|-------|------|--------|
| | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| 5 | 40.5 | 38.2 | 43.3 | 22.3 | 20.4 | 24.3 | 24.8 | 22.9 | 26.7 |

Academic Performance Index (API)

The API is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is five (5) percent of the distance between its base API and 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of 1 to 5 (see definition of statewide rank below) are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. No funds were allocated to II/USP in 2003–04.

Subgroup APIs and Targets: In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets equal to 80 percent of the school’s target are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

Percent Tested: In order to be eligible for awards, elementary and middle schools must have at least 95 percent of their students in Grades 2–8 tested on STAR. High schools must test at least 90 percent of their students in Grades 9–11 on STAR.

Statewide Rank: Schools receiving a base API score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and the Public Schools Accountability Act (PSAA) in California can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ap/ or by speaking with the school principal.

Schoolwide API

| | API Base Data | | | | API Growth Data | | |
|----------------------|---------------|------|------|-------------------|-------------------|-------------------|-------------------|
| | 2001 | 2002 | 2003 | | From 2001 to 2002 | From 2002 to 2003 | From 2003 to 2004 |
| Percentage Tested | 99 | 99 | 99 | Percentage Tested | 99 | 99 | 100 |
| Base API Score | 760 | 764 | 778 | Growth API Score | 778 | 777 | 756 |
| Growth Target | 2 | 2 | 1 | Actual Growth | 18 | 13 | -22 |
| Statewide Rank | 7 | 8 | 7 | | | | |
| Similar Schools Rank | 4 | 10 | 7 | | | | |

“#” school scored at or above the interim statewide performance target of 800

Data are only reported for numerically significant subgroups, those consisting of at least 50 pupils with valid test scores and constituting at least 15 percent of a school’s total population of pupils with valid test scores.

API Subgroups—Racial/Ethnic Groups

| | API Base Data | | | | API Growth Data | | |
|-------------------------------------|---------------|------|------|-------------------------------------|-------------------|-------------------|-------------------|
| | 2001 | 2002 | 2003 | | From 2001 to 2002 | From 2002 to 2003 | From 2003 to 2004 |
| African American | | | | African American | | | |
| Base API Score | | | | Growth API Score | | | |
| Growth Target | | | | Actual Growth | | | |
| Asian (includes Indochinese) | | | | Asian (includes Indochinese) | | | |
| Base API Score | | | | Growth API Score | | | |
| Growth Target | | | | Actual Growth | | | |
| Filipino | | | | Filipino | | | |
| Base API Score | | | | Growth API Score | | | |
| Growth Target | | | | Actual Growth | | | |
| Hispanic | | | | Hispanic | | | |
| Base API Score | 638 | 693 | 697 | Growth API Score | 694 | 699 | 685 |
| Growth Target | 2 | 2 | 1 | Actual Growth | 56 | 6 | -12 |

| | API Base Data | | | | API Growth Data | | |
|-----------------------------|---------------|------|------|-----------------------------|-------------------|-------------------|-------------------|
| | 2001 | 2002 | 2003 | | From 2001 to 2002 | From 2002 to 2003 | From 2003 to 2004 |
| Native American | | | | Native American | | | |
| Base API Score | | | | Growth API Score | | | |
| Growth Target | | | | Actual Growth | | | |
| Pacific Islander | | | | Pacific Islander | | | |
| Base API Score | | | | Growth API Score | | | |
| Growth Target | | | | Actual Growth | | | |
| White (Not Hispanic) | | | | White (Not Hispanic) | | | |
| Base API Score | 831 | 822 | 847 | Growth API Score | 844 | 841 | 832 |
| Growth Target | # | # | # | Actual Growth | 13 | 19 | -15 |

"#" school scored at or above the interim statewide performance target of 800

API Subgroups—Socioeconomically Disadvantaged

| | API Base Data | | | | API Growth Data | | |
|----------------|---------------|------|------|------------------|-------------------|-------------------|-------------------|
| | 2001 | 2002 | 2003 | | From 2001 to 2002 | From 2002 to 2003 | From 2003 to 2004 |
| Base API Score | 613 | 670 | 683 | Growth API Score | 680 | 688 | 664 |
| Growth Target | 2 | 2 | 1 | Actual Growth | 38 | 18 | -19 |

"#" school scored at or above the interim statewide performance target of 800

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Program

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

| | School | District |
|---|---------|----------|
| Year Identified for Program Improvement | 2004–05 | — |
| Year in Program Improvement | Year 1 | — |
| Year Exited Program Improvement | | — |
| Number of Schools Currently in Program Improvement | — | 43 |
| Percent of Schools Identified for Program Improvement | — | 23.2 |

Adequate Yearly Progress (AYP)

The federal No Child Left Behind (NCLB) Act requires that all students perform at or above the proficient level on the state’s standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, beginning in 2003, districts and schools must improve each year according to set requirements. A “Yes” in the following table displaying overall AYP status indicates that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district’s AYP status was approved. Additional data by subgroup show whether each group of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. School data are only reported for numerically significant subgroups. Detailed information about AYP can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

| Subgroups | School | | | District | | |
|------------------------------|--------|------|------|----------|------|------|
| | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 |
| Schoolwide | | YES | YES | | YES | YES |
| African American | | | | | YES | YES |
| Asian (includes Indochinese) | | | | | YES | YES |
| Filipino | | | | | YES | YES |

| | School | | | District | | |
|---------------------------------|--------|-----------|-----------|----------|------------|------------|
| Hispanic | | YES | YES | | YES | YES |
| Native American | | | | | YES | YES |
| Pacific Islander | | | | | YES | YES |
| White (Not Hispanic) | | YES | YES | | YES | YES |
| English Learners | | YES | NO | | YES | YES |
| Socioeconomically Disadvantaged | | YES | YES | | YES | YES |
| Students With Disabilities | | YES | | | YES | YES |
| All Subgroups (Overall) | | NO | NO | | YES | YES |

IV. School Completion (Secondary Schools)

SECTION DOES NOT APPLY TO THIS SCHOOL

V. Class Size

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms by size and subject area based on CBEDS data.

| Subject | 2001-02 | | | | 2002-03 | | | | 2003-04 | | | |
|----------------|---------|------|-------|-----|---------|------|-------|-----|---------|------|-------|-----|
| | Avg. | 1-22 | 23-32 | 33+ | Avg. | 1-22 | 23-32 | 33+ | Avg. | 1-22 | 23-32 | 33+ |
| English | 25.6 | 8 | 8 | 6 | 32.9 | | 20 | 29 | 32.8 | 2 | 8 | 18 |
| Mathematics | 22.6 | 11 | 1 | 3 | 33.6 | | 8 | 19 | 32.8 | 2 | 8 | 18 |
| Science | 26.7 | 1 | 1 | 1 | | | | | 33.3 | | 5 | 13 |
| Social Science | 24.2 | 8 | 8 | 4 | 33.3 | | 10 | 19 | 31.4 | 4 | 10 | 17 |

VI. Teacher and Staff Information

Core Academic Courses Not Taught by NCLB-Compliant Teachers

The NCLB Act requires that all teachers teaching in core academic subjects are to be “highly qualified” not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor’s degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject-matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the CDE Web site at www.cde.ca.gov/nclb/sr/tq/.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB-compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB-compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

| | School | District |
|----------------------------------|--------|----------|
| This School | 94.6 | — |
| All Schools in District | — | 59.6 |
| High-Poverty Schools in District | — | 69.5 |
| Low-Poverty Schools in District | — | 65.2 |

Teacher Credential Information

Data reported are the number of classroom teachers at the school in each category. All classroom teachers, part-time and full-time, are counted equally. If a teacher works at two schools, s/he is counted only at one school.

| | 2001-02 | 2002-03 | 2003-04 |
|--|---------|---------|---------|
| Total Number of Teachers | 39 | 38 | 38 |
| Full credential and teaching in subject area | 35 | 37 | 29 |
| Full credential but teaching outside subject area | 0 | 0 | 8 |
| Alternative Route to Certification (district and university internship) | | | 1 |
| Pre-Internship | | | 0 |
| Emergency Permits (no credential or internship but meets minimum requirements) | 4 | 1 | 0 |
| No credential and no Emergency Permit | 0 | 0 | 0 |

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

| | 2001-02 | 2002-03 | 2003-04 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | — | — | 0 |
| Total Number of Teacher Misassignments | — | — | 0 |

Teacher Education Level

Data reported are the percent of teachers by education level.

| | School | District |
|--|--------|----------|
| Doctorate | 0.0 | 0.9 |
| Master's Degree plus 30 or more semester hours | 0.0 | 0.3 |
| Master's Degree | 39.5 | 49.7 |
| Bachelor's Degree plus 30 or more semester hours | 0.0 | 1.5 |
| Bachelor's Degree | 57.9 | 47.3 |
| Less than Bachelor's Degree | 2.6 | 0.4 |

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

| | 2001-02 | 2002-03 | 2003-04 |
|--------------------------|---------|---------|---------|
| Vacant Teacher Positions | — | — | 1 |

Teacher Evaluations

The school site administrators (principal and vice principals) formally evaluate tenured teachers every two years based on guidelines set forth in the California Education Code and the teachers' contract. Temporary and probationary teachers are evaluated yearly in a similar manner. Site administrators visit classrooms frequently to observe teachers' instructional practice.

Evaluation criteria for classroom teachers include:

- Progress of pupils toward established standards.
- Instructional techniques and strategies.
- Adherence to curricular objectives.
- Establishment and maintenance of a suitable learning environment.
- Performance of non-instructional duties and responsibilities, including supervisory and advisory duties.

Evaluation results are shared with the teacher and are forwarded to the school's instructional leader for review. All evaluations are confidential and are kept in the district personnel file of the teacher.

Permanent teachers receiving an overall evaluation of unsatisfactory in subject matter knowledge, teaching strategies, and

teaching methods participate in the district's Peer Assistance and Review (PAR) program. As program participants, they are assigned a consulting teacher to help them improve their teaching practice. The consulting teacher observes the teacher in the classroom, provides written feedback, demonstrates teaching strategies or accompanies the teacher to demonstrations in other classrooms, and provides other support as appropriate.

Substitute Teachers

The district has a pool of almost 3,000 substitute teachers available for assignment when a classroom teacher is absent. It has an aggressive campaign to hire additional qualified substitutes to ensure a qualified pool is available to cover illness and absences of teachers attending professional development. This campaign includes an online application process available any time and working with principals to identify members of their school community who qualify to substitute.

We try to place substitute teachers according to their areas of expertise, although by state law, credentialed teachers may substitute at any grade level and in any subject.

We also maintain a list of community substitutes who have demonstrated their effectiveness in a variety of classroom assignments at Dana and have an awareness of our school's expectations and policies.

Counselors and Other Support Staff

Data reported are in full-time equivalents (FTEs). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

| Title | FTE |
|------------------------------------|-----|
| Counselor | 2.0 |
| Librarian | 1.0 |
| Psychologist | 0.6 |
| Social Worker | 0.0 |
| Nurse | 0.2 |
| Speech/Language/Hearing Specialist | 0.8 |
| Resource Specialist (Non-Teaching) | 2.5 |
| Peer Coach | 1.0 |

Academic Counselors

District counselors are not included in this count. Data reported are in full-time equivalents (FTEs). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The number of students per academic counselor is enrollment reported in CBEDS divided by the number of academic counselors.

| Number of Academic Counselors (FTE) | Students Per Academic Counselor |
|-------------------------------------|---------------------------------|
| 2.00 | 457.0 |

VII. Instruction and Curriculum

The San Diego City Schools Office of School Site Support organizes all district efforts to improve student achievement by supporting teaching and learning in the classroom. Since 1998, the district has introduced a series of reform initiatives directed toward providing all students with effective teaching, high-quality instructional materials, rich learning environments, and additional time and support to reach state academic standards.

School Instruction and Leadership

Instruction and instructional leadership are at the heart of the San Diego City Schools reform effort. Through the district's Office of the Deputy Superintendent, Instructional Leaders train, coach, support, and evaluate principals. Instructional Leaders provide professional development for principals in a variety of ways, e.g., monthly instructional conferences, study groups, and frequent school visits to provide coaching for individual principals. At the school, the principals, in turn, provide support to teachers through

staff conferences, frequent opportunities for collaborative study and planning, and individual teacher coaching based on ongoing classroom observations.

We fund additional opportunities to capitalize on staff expertise in specific instructional strategies or curricula. Our goal is to broaden our site's capacity for leadership. Teachers with specific expertise or skill in a strategy are identified and supported by allowing other staff to observe and work with them. Our instructional council meets monthly to assess progress toward goals outlined in our site instructional work plan. This group, made up of department chairs, the principal, vice principal, peer coach/staff developer, and other staff, provides leadership in directing the school's work. The principal chairs this group and provides strong leadership in focusing professional development for the staff. We are aware that our students need a balanced curriculum. Data analysis of student achievement is used regularly to plan for instruction. Professional development has focused on disaggregating student scores from the CST, SDRT, ARI, and California English Language Development Test. Curriculum planning is supported through monthly teacher partner meetings. Students struggling to meet grade level standards are monitored by teachers and administrators and supports are implemented to promote academic success.

Students reading at or above grade level are offered a wide range of electives from which to choose. Students needing additional support in reading are placed in a three-hour literacy block.

Professional Development

Through the district's educational reform strategies, the division of Instruction and Curriculum has engaged teachers and administrators in ongoing professional development in areas of literacy, mathematics, and science teaching and learning. Opportunities for teachers to improve their professional knowledge of teaching physical education and the visual and performing arts are also provided by central office staff. Each year, principals identify a schoolwide professional development focus as well as determine areas of individual need. Throughout the year, principals, supported by peer coaches/staff developers, content administrators, and/or mathematics resource teachers, conduct group and individual staff conferences and coach teachers at the school site to improve instructional practice.

Teachers in the district participated in a total of three mandatory staff development days in each of the last three school years. These days focus primarily on school-based professional learning in relation to site needs.

Dana Middle School provides extensive training for all staff in specific literacy strategies aimed at helping students make meaning from any text they read. Curriculum departments work closely together to develop agenda that focus more specifically on the broader instructional goals of the school. Site funding provides resources for work conducted outside the regular work day.

Quality and Currency of Textbooks and Other Instructional Materials

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides sufficient textbooks for all students in the subject areas of reading/English language arts, science, history/social science, and mathematics. In addition, sufficient materials are provided in foreign language and health, and equipment is available in science laboratory courses, in Grades 9–12.

In 2003–04, teachers and students in elementary schools, Grades K–6, continued using standards-based instructional materials in mathematics, reading/English language arts, history/social studies, and science. They also continued to use previously adopted materials in health.

We invest thousands of dollars each year to build our classroom and library book collections to meet the needs of students at all reading levels. Other materials purchased with site funds are carefully selected to support the needs of our students in specific content areas. With the addition of another grade level, we have been able to fund state-of-the-art materials and equipment for our students and teachers.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

On an annual basis at a public hearing, the Board of Education adopts a resolution certifying that the district has provided each pupil, including English learners, textbooks or instructional materials, or both, to use in class and to take home to complete any required homework assignments. The Board also assures that these materials are consistent with the content and cycles of the curriculum frameworks adopted by the state board in the core curriculum areas. For students enrolled in foreign language or health courses, the district also provides sufficient textbooks and/or instructional materials.

| Core Curriculum Areas | Availability of Textbooks/Materials |
|------------------------|---|
| Reading/Language Arts | Every student is provided with sufficient and standards-aligned textbooks and/or other instructional materials for English language arts. The adopted textbooks for this subject are listed in the following table. |
| Mathematics | Every student is provided with sufficient and standards-aligned textbooks and/or other instructional materials for mathematics. The adopted textbooks for this subject are listed in the following table. |
| Science | Every student is provided with sufficient and standards-aligned textbooks and/or other instructional materials for science. The adopted textbooks for this subject are listed in the following table. |
| History/Social Science | Every student is provided with sufficient and standards-aligned textbooks and/or other instructional materials for history/social science. The adopted textbooks for this subject are listed in the following table. |
| Foreign Language | Every student enrolled in a foreign language course is provided with sufficient and standards-aligned textbooks and/or other instructional materials. The adopted textbooks for this subject are listed in the following table. |
| Health | Every student enrolled in a health course is provided with sufficient and standards-aligned textbooks and/or other instructional materials. The adopted textbooks for this subject are listed in the following table. |

List of Instructional Materials/Textbooks Used in Core Subject Areas (2003–04)

| Subject Area | Grade | District Course (for secondary courses) | Instructional Material or Textbook | Adoption Year | From State (K–8) or Local Board (9–12) Lists? |
|------------------------|-------|---|--|---------------|---|
| English Language Arts | K–6 | | Houghton Mifflin, A Legacy of Literacy | 2002–03 | Yes |
| Health | K–3 | | Wright Group, Primary Health Kits | 1997–98 | Yes |
| Health | 4–6 | | Young Peoples Press: Health: Lessons In Character Kits | 1997–98 | Yes |
| Mathematics | K–6 | | Harcourt School Publishers, Harcourt Math | 2002–03 | Yes |
| Science | K–5 | | Harcourt Brace, Harcourt Science | 2000–01 | Yes |
| Science | 6 | | Holt: HST Earth Science with (Foss Kits 1995–96) | 2003–04 | Yes |
| History/Social Science | K–6 | | McGraw Hill, Adventures in Time & Place | 1999–00 | Yes |

Note: Adoptions prior to school year 1999–00 are “pre-standards” (i.e., these textbooks and/or materials were adopted before content standards and standards-based materials were adopted by the State Board of Education).

Instructional Minutes (School Year 2003–04)

The California Education Code establishes a required number of instructional minutes per year for each grade. The table below compares the number of instructional minutes offered at the school level to the state requirement for each grade.

| Grade Level | Instructional Minutes Offered | State Requirement |
|-------------|-------------------------------|-------------------|
| 5 | 61,361 | 54,000 |
| 6 | 61,361 | 54,000 |

Total Number of Minimum Days

In 2003–04, Dana had 37 shortened days for students. The extra time on shortened days is used for staff development, parent consultation, and teacher planning. Instructional time was added to the other four days of the school week to make up the time.

VIII. Post-Secondary Preparation (Secondary Schools)

SECTION DOES NOT APPLY TO THIS SCHOOL

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2002–03)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by Education Code Section 41409. Detailed information regarding salaries may be found at the CDE Web site at www.cde.ca.gov/ds/fd/cs/ and www.cde.ca.gov/ta/ac/sa/salaries0203.asp.

| | District Amount | State Average For Districts in the Same Data Category |
|--|-----------------|---|
| Beginning Teacher Salary | \$34,618 | \$36,856 |
| Mid-Range Teacher Salary | \$58,207 | \$58,263 |
| Highest Teacher Salary | \$70,179 | \$72,665 |
| Average Principal Salary (Elementary School) | \$97,173 | \$94,774 |
| Average Principal Salary (Middle Level School) | \$97,913 | \$98,934 |
| Average Principal Salary (High School) | \$110,322 | \$106,858 |
| Superintendent Salary | \$189,500 | \$177,295 |
| Percent of Budget for Teachers' Salaries | 37.4 | 41.6 |
| Percent of Budget for Administrative Salaries | 3.3 | 5.1 |

Expenditures (Fiscal Year 2002–03)

Detailed information regarding expenditures may be found at the CDE Web site at www.cde.ca.gov/ds/fd/ec/.

| District | | Statewide Average: All Districts in Same Category | Statewide Average: All Districts |
|-----------------|-----------------------|---|----------------------------------|
| Total dollars | Dollars/student (ADA) | Dollars/student (ADA) | Dollars/student (ADA) |
| \$1,102,724,224 | \$8,833 | \$6,882 | \$6,822 |

ADA—one full year of student attendance

Types of Services Funded

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education.
2. Special Education—programs offering appropriate, individualized education to students with special needs.
3. Targeted Instructional Improvement—staff salaries, staff benefits, services, materials, and support for our lowest performing students.
4. Gifted and Talented Education—specialized learning assistance for students with high ability, achievement, or potential.
5. Special projects—monies from agencies (e.g., federal, state) earmarked for specific services.
6. Transportation.
7. Maintenance and operations.
8. District administration.

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.