

# Daniel J. Savage Middle School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Daniel J. Savage Middle School
<b>Street</b>	1900 Maid Mariane Ln.
<b>City, State, Zip</b>	Modesto, CA 95355
<b>Phone Number</b>	(209) 552-3300
<b>Principal</b>	Michael Stagnaro
<b>E-mail Address</b>	mstagnaro@sylvan.k12.ca.us
<b>Web Site</b>	<a href="http://www.sylvan.k12.ca.us/savage">www.sylvan.k12.ca.us/savage</a>
<b>CDS Code</b>	50-71290-0108761

<b>District Contact Information</b>	
<b>District Name</b>	Sylvan Union Elementary School District
<b>Phone Number</b>	(209) 574-5000
<b>Superintendent</b>	Mrs. Debra M. Hendricks
<b>E-mail Address</b>	dhendricks@sylvan.k12.ca.us
<b>Web Site</b>	www.sylvan.k12.ca.us

### School Description and Mission Statement (School Year 2016-17)

The Dan Savage Middle School learning community is comprised of proud students, parents, and staff that share the following common beliefs:

- We believe that it is our daily mission to promote, support, and model exemplary citizenship inside and outside the classroom in order to promote unity and a valued sense of community which leads to student achievement.
- We believe that all students can, with motivation and structured assistance, master content standards.
- We are committed to providing high-quality education for all students in order for them to master grade level core academic standards in a mutually respectful and professional collaborative learning community.
- We believe that all students can be academically successful with the assistance of their family and our faculty towards excellence. We believe every student can and wants to be successful.
- We believe that every student can be successful, and we must create interventions and support structures to eliminate the opportunity for failure. By all of us working collaboratively we can ensure that every student will be academically successful.

### Student Enrollment by Grade Level (School Year 2015-16)

<b>Grade Level</b>	<b>Number of Students</b>
Grade 6	261
Grade 7	290
Grade 8	355
<b>Total Enrollment</b>	906

### Student Enrollment by Group (School Year 2015-16)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	3.8
American Indian or Alaska Native	0.7
Asian	5.2
Filipino	4.1
Hispanic or Latino	38.9
Native Hawaiian or Pacific Islander	1.1
White	43
Two or More Races	2.8
Socioeconomically Disadvantaged	39.5
English Learners	4.6
Students with Disabilities	13.5
Foster Youth	0.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	39	40	44	407
Without Full Credential	1	0	1	15
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	96.9	3.1
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August, 2016

Sylvan Union School District provides each student in grades K-8 sufficient textbooks or instructional materials in each subject consistent with the content and cycles of the curriculum framework. On August 23, 2016 the Sylvan District Board of Trustees adopted Resolution 2016/2017 #03: Sufficiency of Instructional Materials.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Study Sync (6-8) 2016	Yes	0
Mathematics	Eureka Math (k-6) 2014 Math Vision Project (7-8) 2014	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Holt Science (6-8) 2007	Yes	0
History-Social Science	Glencoe (6-8) 2006	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

**Cleaning Process:** Dan Savage Middle School strives to maintain a safe, healthy, nurturing and orderly school campus that encourages positive attitudes in students and staff. The district governing board has adopted cleaning standards for all schools in the district. Schools are on a regular cleaning schedule including wiping surface areas, being swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis with trash, lawn, and plumbing issues addressed as needed.

**Maintenance and Repair:** The District maintenance staff ensures that repairs necessary to keep each school in good repair and working order are completed in a timely manner. Four full-time maintenance staff ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service; emergency repairs are given the highest priority. At the time of publication, 100% of campus restrooms are in complete working order. The results of our inspections are the result of a continuous inspection thorough the year. This facility is in good repair. Dan Savage will be getting a security system upgrade. The concrete floor in the cafeteria was polished during the summer of 2016. The carpet was taken out of the nurse's office and the concrete was polished in the summer of 2015. All interior and exterior lighting has been retrofitted. The maintenance department will continue forward with preventative maintenance and routine repair and maintenance throughout the year.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: July, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Minor HVAC repairs throughout the year.
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Year round pest prevention
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July, 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	53	58	43	46	44	48
Mathematics	40	40	32	35	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	268	265	98.9	58.9
	7	296	292	98.7	58.8
	8	353	352	99.7	56.5
Male	6	135	133	98.5	42.1
	7	142	140	98.6	52.5
	8	173	173	100.0	54.3
Female	6	133	132	99.3	75.8
	7	154	152	98.7	64.5
	8	180	179	99.4	58.7
Black or African American	6	11	11	100.0	72.7
	8	20	20	100.0	35.0
Asian	7	20	20	100.0	80.0
	8	17	17	100.0	70.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Filipino	6	17	17	100.0	58.8
	7	12	12	100.0	66.7
Hispanic or Latino	6	105	105	100.0	49.5
	7	122	120	98.4	56.7
	8	131	131	100.0	47.3
White	6	115	113	98.3	63.7
	7	124	123	99.2	57.7
	8	152	151	99.3	62.9
Two or More Races	8	14	14	100.0	50.0
Socioeconomically Disadvantaged	6	110	110	100.0	46.4
	7	117	115	98.3	47.8
	8	145	145	100.0	46.2
English Learners	6	14	14	100.0	7.1
	7	16	16	100.0	12.5
	8	14	14	100.0	14.3
Students with Disabilities	6	31	31	100.0	6.5
	7	37	36	97.3	13.9
	8	44	44	100.0	20.4

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

#### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	268	265	98.9	30.9
	7	295	291	98.6	38.8
	8	295	291	98.6	38.8
Male	6	135	133	98.5	33.1
	7	141	139	98.6	39.6
	8	141	139	98.6	39.6
Female	6	133	132	99.3	28.8
	7	154	152	98.7	38.2
	8	154	152	98.7	38.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>Black or African American</b>	6	11	11	100.0	27.3
<b>Asian</b>	7	20	20	100.0	50.0
	8	20	20	100.0	50.0
<b>Filipino</b>	6	17	17	100.0	52.9
	7	12	12	100.0	58.3
	8	12	12	100.0	58.3
<b>Hispanic or Latino</b>	6	105	105	100.0	22.9
	7	122	120	98.4	34.2
	8	122	120	98.4	34.2
<b>White</b>	6	115	113	98.3	31.9
	7	124	123	99.2	40.6
	8	124	123	99.2	40.6
<b>Socioeconomically Disadvantaged</b>	6	110	110	100.0	18.2
	7	117	115	98.3	25.2
	8	117	115	98.3	25.2
<b>English Learners</b>	6	14	14	100.0	7.1
	7	16	16	100.0	12.5
	8	16	16	100.0	12.5
<b>Students with Disabilities</b>	6	31	31	100.0	3.2
	7	37	36	97.3	13.9
	8	37	36	97.3	13.9

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

#### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	83	87	77	75	73	66	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	353	352	99.7	77.3
Male	173	173	100.0	79.2
Female	180	179	99.4	75.4
Black or African American	20	20	100.0	55.0
Asian	17	17	100.0	94.1
Hispanic or Latino	131	131	100.0	67.2
White	152	151	99.3	86.8
Two or More Races	14	14	100.0	71.4
Socioeconomically Disadvantaged	145	145	100.0	68.3
English Learners	14	14	100.0	42.9
Students with Disabilities	44	44	100.0	52.3

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	15.5	28.6	36.6

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

**Opportunities for Parental Involvement (School Year 2016-17)**

Dan Savage Middle School parents and community members are actively involved in both district and site level committees and activities. Our School Site Council (SSC) and Parent Teacher Club (PTC) are committed to working with staff and parents to build a strong community focused on raising student achievement through parent involvement. Parents and community members are encouraged to participate in these committees. Parent participation throughout the school is encouraged and information is made available to our families through various sources such as the school website. Parents who wish to volunteer at Dan Savage Middle School may contact the school’s office at (209) 552-3300

Parents have the following opportunities to be involved:

- Back to School Night
- Open House
- Musical concerts
- Athletic Events
- Parent Conferences for 6th Grade, Fall and Spring
- Parent Teacher Club
- School Site Council
- Office volunteer
- Associated Student Body Support
- Orientations for incoming 5th Graders (WEB--Where Everyone Belongs)
- Dance Chaperones
- Renaissance Committee
- CJSF Chaperones
- Parent Volunteer Process
- 2nd Cup of Coffee with the Principal

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	0.0	3.1	5.8	2.5	2.7	2.8	4.4	3.8	3.7
<b>Expulsions</b>	4.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

Dan Savage Middle School has adopted a comprehensive School Safety Plan that is reviewed and updated annually by members of the School Site Council. The Site Council is comprised of teachers, classified staff, parents, and the principal. The Safety Plan for the 2015-2016 school year was formally approved by the school's School Site Council on 2/11/16. The school staff suggested final changes and had input on new assignments at the 2/1/16 staff meeting. The revised Safety Plans are presented to the Sylvan Union School District Board of Trustees for annual review and approval. The Safety Plan is reviewed with staff members at the beginning of each school year with particular attention paid to emergency situations and staff and student responses. Safety drills, including fire, earthquake, and lockdown procedures, are held regularly. In addition, the school is inspected annually by the fire marshal and daily by the custodian. All issues discovered during these inspections are given the utmost priority. Copies of the comprehensive School Safety Plan are posted in each classroom and office area.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
<b>Program Improvement Status</b>	Not in PI	In PI
<b>First Year of Program Improvement</b>		2011-2012
<b>Year in Program Improvement*</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	7
<b>Percent of Schools Currently in Program Improvement</b>	N/A	53.8

Note: Cells with N/A values do not require data.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19	17	17	5	25	8	19	2	25	8	19	2
Mathematics	24	8	18	3	26	7	18	3	26	7	18	3
Science	27	3	22	1	27	3	20	3	27	3	20	3
Social Science	26	6	18	3	25	5	20	3	25	5	20	3

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	898
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	0.08	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	.46	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8331	2585	5746	78027
District	N/A	N/A	5384	\$69,795
Percent Difference: School Site and District	N/A	N/A	6.7	11.8
State	N/A	N/A	\$5,677	\$75,137
Percent Difference: School Site and State	N/A	N/A	1.2	3.8

Note: Cells with N/A values do not require data.

### Types of Services Funded (Fiscal Year 2015-16)

The Sylvan Union School District spent an average of \$7,966 to educate each student (based on 2015-16 audited financial statements). The figures shown in the table above reflect the direct cost of educational services, per enrollment, excluding food services, facilities acquisition and construction, and certain other expenditures.

This calculation is required by law annually and compared with other districts statewide. In addition to general funds, the Sylvan Union School District receives state and federal categorical funds.

- Title I, Low-Income and Neglected
- Title II, Teacher Quality/Principal Training/Technology Grants
- Title III, Immigrant Education Program/Limited English Proficiency Program
- Special Education
- Lottery: Instructional Materials
- After School Education and Safety
- Common Core State Standards
- MediCal Billing Option
- Ongoing and Major Maintenance Account

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$43,025	\$44,573
<b>Mid-Range Teacher Salary</b>	\$68,474	\$72,868
<b>Highest Teacher Salary</b>	\$91,321	\$92,972
<b>Average Principal Salary (Elementary)</b>	\$97,592	\$116,229
<b>Average Principal Salary (Middle)</b>	\$105,208	\$119,596
<b>Superintendent Salary</b>	\$165,000	\$201,784
<b>Percent of Budget for Teacher Salaries</b>	44%	39%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Professional Development (Most Recent Three Years)**

District wide during the last three years ( 2013-2014, 2014-2015, 2015-2016) school years over 300 days were dedicated to professional development in the areas of:

- Professional Learning Communities
- Common Formative Assessments
- Pyramid Response to Intervention
- Technology, including - District Sponsored Technology Training, and on site training to assist teachers with using technology in instruction, Google
- AT&G/Gifted Student Instruction
- Academic Vocabulary
- Effective Teaching Strategies
- Common Core – Unpacking and aligning
- Common Core Standards - Math and English Language Arts
- English Language Development Standards
- Marzano Instructional Strategies
- 21st Century skills
- Social Emotional skills