



Bear River Middle School

School Accountability Report Card, 2007–2008

Wheatland Elementary School District

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

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School Accountability Report Card, 2007–2008 Wheatland Elementary School District

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

The information in this report represents the 2007–2008 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.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

http://www.schoolwisepress.com/sarc/links_2008_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, please contact the school office.

How to Contact Our School

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Wheatland, CA 95692
Principal: Debbie Schoepach
Phone: (530) 633-3135

How to Contact Our District

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<http://www.wheatland.k12.ca.us>



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Wheatland Elementary School District

» Principal's Message

Students who attend Bear River Middle School receive an exemplary education and an opportunity to expand academically. In addition to providing excellent core classes (language arts, math, science, and history), we offer a choice of electives. Our electives include Spanish, German, band, computers, art, video editing, PE games, horticulture, newspaper, yearbook, leadership, and Renaissance. We have many afterschool activities, including an excellent sports program. Leadership students work with Virginia School students by offering a carnival and reading to them. Leadership offers students the opportunity to participate in student government. Our Washington, D.C., Boston, and New York trip in the spring is very popular.

Our student achievement scores have improved by approximately 10 points for the last five years. The school is five years old, and we are very fortunate to have a beautiful facility. We have added a wall ball facility and our recreational and athletic facilities are top notch. We have a full-size gymnasium, which includes a weight room. The gym is wired with a large video screen and a complete audio-visual system. On the blacktop the students have access to eight full-court basketball courts, two wall ball courts, three tetherball courts, four square areas, and a grass football/soccer field.

One of our strongest assets is our student motivation and rewards program called Renaissance. We recognize our students for their efforts as well as their achievement by giving rewards at break, at lunch, and at our trimester Renaissance Rallies.

Another wonderful component of our school is the Family Resource Center (FRC), which provides assistance and resources for families and a haven at lunch time, break, and after school for students. The FRC facilitates case management for students, including connecting families to county resources and acting as a liaison between parents and school. As part of the Family Resource Team, the School Resource Officer (SRO) is contracted through Yuba County Probation and paid using a grant. The SRO monitors grades, behavior, and attendance for up to 35 at-risk students. He also provides supervision of recreational activities. The SRO is the facilitator of Peer Leaders Uniting Students (PLUS). The mission of PLUS is to serve as a means for students to develop an understanding of who they are, rather than what they are. It is a platform for students to express their individuality, while identifying similarities with those around them. The overall purpose of PLUS is to stimulate conversations between students who have never spoken together before. Students who engage in PLUS activities will develop a sense of belonging. Plus empowers students to lead, educate, influence, and support their peers. It also provides an ongoing plan that enables our school to address all issues that affect students' learning environment. Our wonderful students, families, and dedicated teaching team and support staff make Bear River Middle School a fabulous place to work and learn.

Debbie Schoeppach, PRINCIPAL

Grade range and calendar

6–8

TRADITIONAL

Academic Performance Index

777

County Average: 742
State Average: 747

Student enrollment

475

County Average: 343
State Average: 662

Teachers

23

County Average: 16
State Average: 30

Students per teacher

21

County Average: 21
State Average: 22

Students per computer

2

County Average: 4
State Average: 4

Major Achievements

- Our Family Resource Center sponsors many exciting activities for families, staff, and students, including themed Bistros, which showcase student work; positive structured intramural activities at lunch time; two annual community fairs; and field trips to visit places students may not have seen before.
- Bear River Middle School's Academic Performance Index (API) was 777, an improvement of nine points over our 2007 API. We also met 17 out of 17 federal Adequate Yearly Progress (AYP) criteria. Sixty-two percent of our students earned a 3.0 grade point average (GPA) or better.
- Teaching assistant Cora Lee Orton and PE teacher Rick White were recognized by Yuba County Office of Education as educators that make a difference.
- Leadership is an important part of Bear River. Last year Leadership students held a basket fund-raiser, which raised around \$3,000 for student body funds, read with Virginia School students, held a Christmas program for the Donner Train Retirement Home, and donated blankets and food. At Bear River, Leadership students support Renni Rallies, sixth grade orientation, spirit days, and merit trips. Leadership students are an essential part of planning and attending the East Coast trip which rotates every year between Boston, New York, and Philadelphia and Washington D.C., New York, and Gettysburg.
- Renaissance is a proven educational enrichment program customized by the Bear River school community. It is designed to empower our students and educators to re-energize their educational atmosphere, and to create and seize new opportunities for success. As a result, our students have high GPAs, increased attendance, improved morale, fewer discipline issues, and stronger graduation rates.

Focus for Improvement

- Staff members at Bear River Middle School are developing content area curriculum maps including essential grade-level standards to best provide exemplary standards-based instruction to all students. Common preparation periods allow grade-level teams to meet and discuss test and student data and to develop improvement plans. These teams allow teachers the opportunity to have discussions about their programs and instructional strategies.
- Improving math skills for all students and math scores at Bear River Middle School is an area of need. It is our goal that all students become proficient at grade level and leave Bear River exposed to algebra so that they successfully pass the math portion of the California High School Exit Exam.
- The district has recently received a mentoring grant to provide districtwide mentoring services. At Bear River Middle School, at-risk students will be referred for mentoring based on emotional, academic, behavioral, or other concerns. The students will meet once a week with trained mentors for a minimum of an hour to review academic progress and behavior and to set personal and academic goals.

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. A school’s API determines whether it receives recognition or sanctions. 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, the California Achievement Test, 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	No
API score	777
Growth attained from prior year	+9
Met subgroup* growth targets	Yes
Underperforming school	No

Bear River’s API was 777 (out of 1000). This is an increase of 9 points compared to last year’s API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

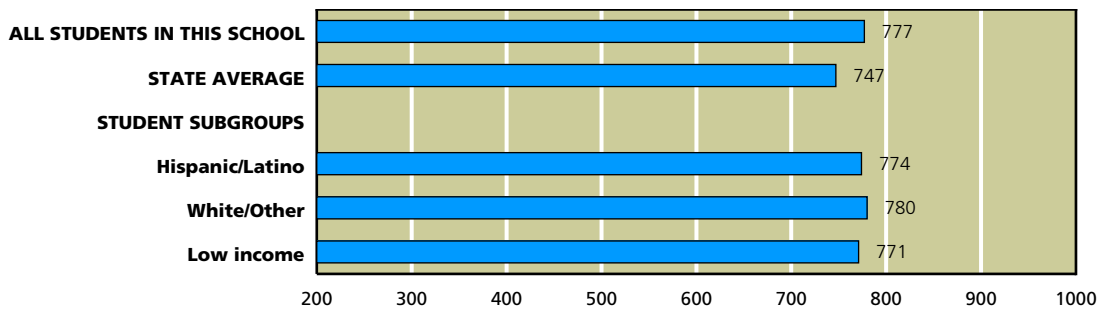
API RANKINGS: Based on our 2006–2007 test results, we started the 2007–2008 school year with an API base score of 768. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all middle schools in California, our school ranked 7 out of 10.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 2 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 2007–2008 school year. Just for reference, 49 percent of middle schools statewide met their growth targets.

API, Spring 2008



SOURCE: API based on spring 2008 test cycle. State average represents middle schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

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

We met all 17 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, middle schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 35.2 percent on the English/language arts test and 37 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 620 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

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

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	Yes
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	Yes
Met subgroup* test score goals	Yes
Met schoolwide API for AYP	Yes
Program Improvement school in 2008	No

SOURCE: AYP is based on the Accountability Progress Report of November 2008. A school can be in Program Improvement based on students’ test results in the 2007–2008 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. R/P - Results pending due to challenge by school. 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?	DID 35.2% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 37% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
STUDENTS BY ETHNICITY				
Hispanic/Latino	●	●	●	●
White/Other	●	●	●	●

SOURCE: AYP release of November 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2007–2008 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 Adequate Yearly Progress.

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.

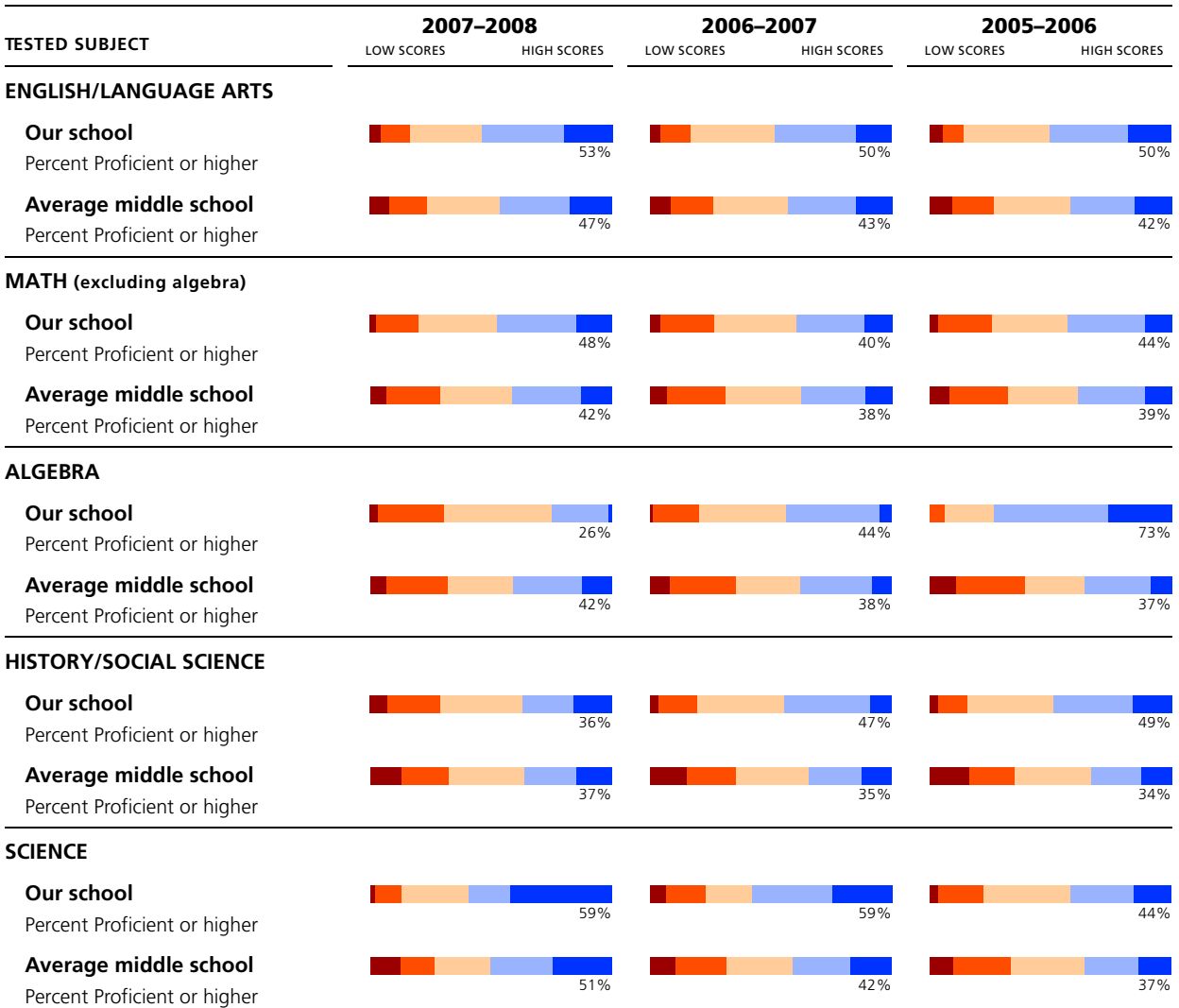
STUDENT ACHIEVEMENT

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 to 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 2008 test cycle. State average represents middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

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

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

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California’s standards to be among the most clear and rigorous in the country. Just 47 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 56 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			53%	100%	SCHOOLWIDE AVERAGE: About six percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			41%	99%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			47%	98%	

Subgroup Test Scores

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

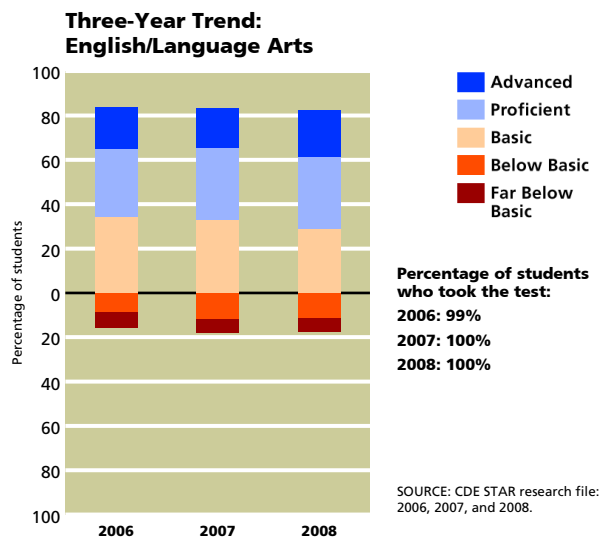
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			52%	221	GENDER: About two percent more girls than boys at our school scored Proficient or Advanced.
Girls			54%	216	
English proficient			55%	417	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	18	
Low income			51%	162	INCOME: About four percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			55%	274	
Learning disabled			16%	44	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			57%	393	
Hispanic/Latino			54%	80	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.
White/Other			54%	282	

SOURCE: The scores for the CST are from the spring 2008 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.
 NS: 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			48%	79%	SCHOOLWIDE AVERAGE: About six percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			40%	78%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			42%	78%	

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			54%	171	GENDER: About 11 percent more boys than girls at our school scored Proficient or Advanced.
Girls			43%	174	
English proficient			50%	326	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	18	
Low income			46%	135	INCOME: About four percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			50%	209	
Learning disabled			13%	40	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			53%	305	
Hispanic/Latino			40%	67	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.
White/Other			50%	220	

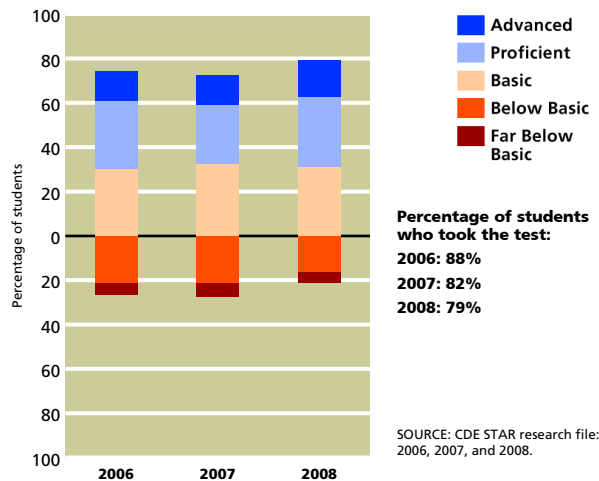
SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data 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.
 NS: 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.

Three-Year Trend: Math



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			26%	27%	SCHOOLWIDE AVERAGE: About 16 percent fewer students at our school scored Proficient or Advanced than at the average middle school in California. About two percent fewer students took algebra than did students in the average middle school in the state.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			25%	28%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			42%	29%	

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			38%	40	GENDER: About 23 percent more boys than girls at our school scored Proficient or Advanced.
Girls			15%	40	
English proficient			25%	79	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	N/A	
Low income	DATA STATISTICALLY UNRELIABLE		N/S	25	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was too small to be statistically significant.
Not low income			25%	55	
Learning disabled	NO DATA AVAILABLE		N/A	2	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			26%	78	
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	12	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.
White/Other			23%	52	

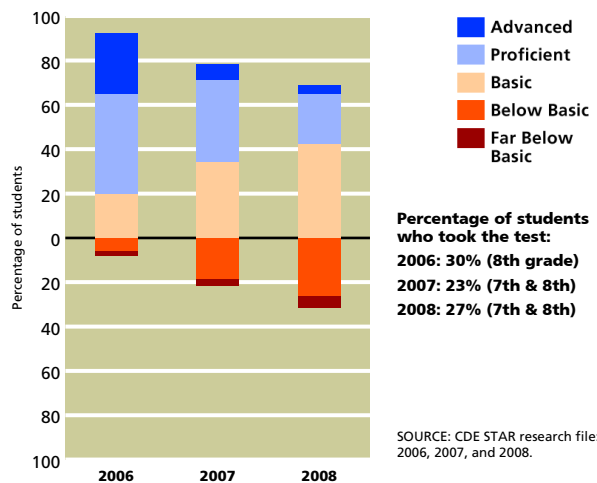
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 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are 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 27 percent of our students took the algebra CST, compared to 29 percent of all middle school students statewide. You can review the **algebra** standards on the CDE’s Web site.

Three-Year Trend: Algebra I



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			36%	100%	SCHOOLWIDE AVERAGE: About one percent fewer students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			31%	99%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			37%	99%	

Subgroup Test Scores

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

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

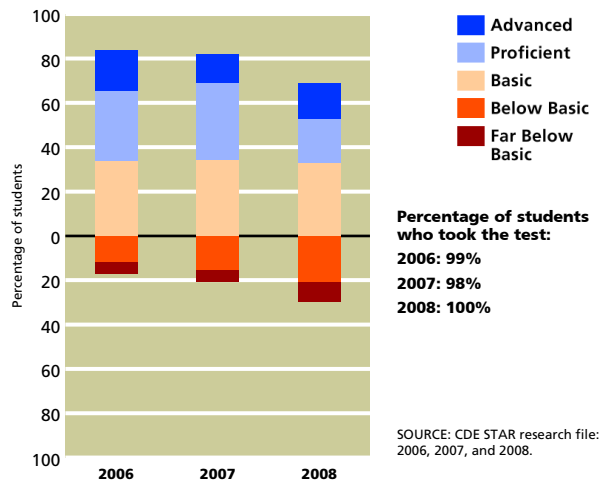
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			43%	76	GENDER: About 14 percent more boys than girls at our school scored Proficient or Advanced.
Girls			29%	73	
English proficient			36%	143	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	4	
Low income			26%	47	INCOME: About 16 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			42%	101	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	14	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			39%	135	
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	23	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.
White/Other			34%	96	

SOURCE: The scores for the CST are from the spring 2008 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.

Three-Year Trend: History/Social Science



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			59%	100%	SCHOOLWIDE AVERAGE: About eight percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			40%	98%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			51%	98%	

Subgroup Test Scores

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

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

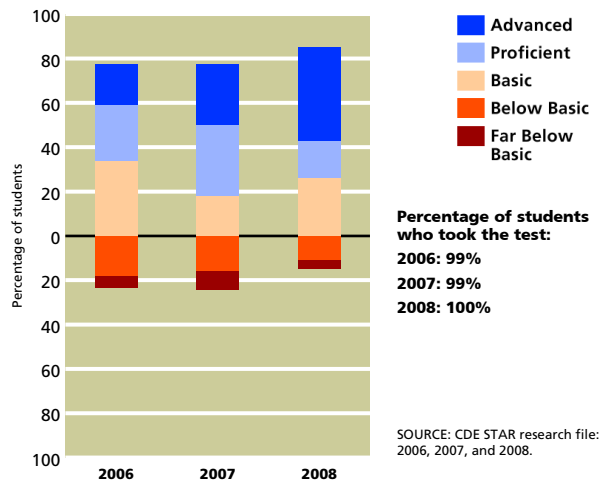
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			59%	76	GENDER: About the same percentage of boys and girls at our school scored Proficient or Advanced.
Girls			60%	73	
English proficient			61%	143	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	4	
Low income			53%	47	INCOME: About ten percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			63%	101	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	14	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			64%	135	
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	23	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.
White/Other			61%	96	

SOURCE: The scores for the CST are from the spring 2008 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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The graph to the right shows how our eighth grade students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

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

Three-Year Trend: Science



California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2008, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	29%	20%	22%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	61%	46%	48%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	32%	20%	27%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	54%	42%	47%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	37%	20%	26%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	66%	49%	52%

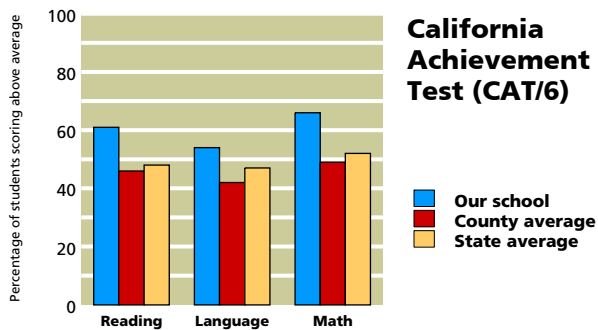
SOURCE: The scores for the CAT/6 are from the spring 2008 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
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.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Bear River, 61 percent of students scored at or above average in reading (compared to 48 percent statewide); 54 percent scored at or above average in language (compared to 47 percent statewide); and 66 percent scored at or above average in math (compared to 52 percent statewide). The subject with the most students scoring at or above average was math.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top quarter of students nationally (above the 75th percentile). At Bear River, 29 percent of students scored at the top in reading (compared to 22 percent statewide); 32 percent scored at the top in language (compared to 27 percent statewide); and 37 percent scored at the top in math (compared to 26 percent statewide). The subject with the most students scoring at the top was math.

Our CAT/6 Results Compared

Students take this test only in grades three and seven. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.



SOURCE: Spring 2008 test cycle. County and state averages represent middle schools only.

Other Measures of Student Achievement

Our teachers evaluate students' skills using many methods, including the California Alternative Performance Assessment for students with disabilities, trimester District Standards Assessments, and computer-based assessments. We assess English Learners using the California English Language Development Test and provide extra assistance in the classroom to our English Learners. We also monitor growth via standards-based goals for individual students, worksheets, and classroom tests. We use Edusoft to collect and analyze data from district and state standardized tests. The data helps us assess student strengths and weaknesses and guide instruction accordingly.

We are on a trimester system and have three progress reports and three report card periods each year. We encourage parents to attend a parent-teacher conference after the first reporting period in November.

STUDENTS

Students’ English Language Skills

At Bear River, 96 percent of students were considered to be proficient in English, compared to 80 percent of middle school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	96%	88%	80%
English Learners	4%	12%	20%

SOURCE: Language Census for school year 2007–2008. 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 18 students classified as English Learners. At Bear River, the language these students most often speak at home is Spanish. In California it’s common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	72%	65%	86%
Vietnamese	0%	0%	2%
Cantonese	6%	0%	1%
Hmong	6%	27%	1%
Filipino/Tagalog	0%	1%	1%
Korean	0%	0%	1%
Khmer/Cambodian	17%	1%	1%
All other	1%	6%	7%

SOURCE: Language Census for school year 2007–2008. County and state averages represent middle schools only.

Ethnicity

Most students at Bear River identify themselves as White/European American/Other. In fact, there are about three times as many White/European American/Other students as Hispanic/Latino students, the second-largest ethnic group at Bear River. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” 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	6%	3%	8%
Asian American/Pacific Islander	9%	8%	11%
Hispanic/Latino	19%	22%	47%
White/European American/Other	66%	66%	34%

SOURCE: CBEDS census of October 2007. 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 \$38,203 a year (based on a family of four) in the 2007–2008 school year. At Bear River, 39 percent of the students qualified for this program, compared to 52 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	39%	45%	52%
Parents with some college	64%	58%	54%
Parents with college degree	29%	24%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2007–2008 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent middle schools only.

The parents of 64 percent of the students at Bear River have attended college, and 29 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 84 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

The average class size at Bear River varies from a low of 24 students to a high of 28. Our average class size schoolwide is 25 students. The average class size for middle schools in the state is 27 students. This table shows the average class sizes of our core courses compared to those of the county and state.

AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	24	22	26
History	28	22	28
Math	26	18	27
Science	28	16	28

SOURCE: CBEDS census, October 2007. County and state averages represent middle schools only.

Safety

Bear River Middle School provides a safe and clean environment for students, staff, and volunteers. We provide supervision for our students before, during, and after school. There are designated areas for student drop off and pick up. Bear River Middle School is a closed campus. For security purposes, all visitors are required to sign in at the office while on school grounds and all volunteers are required to have Department of Justice clearance through fingerprinting.

The school safety committee meets monthly to discuss safety on campus. The committee works with the vice-principal to develop scenarios so that staff can practice emergency procedures during faculty meetings. The district is investigating an outside source to evaluate our emergency preparedness plan and identify strategies for improvement. The School Safety Plan is updated yearly.

Discipline

Bear River Middle School works on a merit system. All students begin with 100 merits. When they receive a behavior referral, they lose five merits. When students fall below 80 merits, they are ineligible for extracurricular activities until they earn back merits through a workers pass. Merit trips (field trips) are held each trimester for students with 100 merits for that trimester.

Bear River Middle School has developed Respect Referrals, which are given to students who show respect for themselves, peers, adults, and school property. Students receive a Respect Bracelet when they receive three or more Respect Referrals. We recognize students for positive behavior in the classroom and around campus at our Friday at the Flagpole, and we use Swoop, our school mascot, to also recognize student achievement.

We recognize students for having school planners organized and up to date, for being on time, and for being prepared daily.

Our schoolwide Renaissance program rewards students for Academics, Attendance, and Attitude (the Three As) with activities, prizes, and rallies each trimester. This is a nationwide program that has been shown to significantly improve attendance, behavior, and academic success.

Students who commit serious offenses, as outlined in our student handbook, attend Saturday School or receive in-school or at-home suspension. A step system, which adds an additional consequence per offense, is used for students who are chronically disobedient. A Student Study Team meeting is scheduled before further consequences, such as placement in Opportunity School, are imposed. Students may be suspended and sent to our Opportunity School until behavior improves.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2007–2008	13	13	20
2006–2007	18	18	20
2005–2006	9	9	18
Expulsions per 100 students			
2007–2008	0	0	0
2006–2007	1	1	1
2005–2006	0	0	0

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent middle schools only.

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.

During the 2007–2008 school year, we had 60 suspension incidents. We had one expulsion incident. 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.

Homework

Bear River Middle School students are required to keep a daily planner and record all assignments. A school Web site allows parents to review the daily bulletin, school rules, dress code, and the school calendar. Using Parent Connect software, parents can connect with teachers at any time. Homework, grades, and special assignments are posted on a regular basis for parents and students to access. All teachers are expected to give and post homework assignments on a regular basis.

Parents may also sign their child up for voluntary academic probation, which provides them with a written weekly progress report from each teacher. This academic form is then signed by the parent at home and returned to school to maintain parent, teacher, and student contact.

Schedule

The school year includes 180 days of instruction. Classes begin at 8:10 a.m. for all students. Students are dismissed at 2:51 p.m. on standard days of attendance and at 1:10 p.m. on minimum (shortened) days. We offer students a breakfast program before school starting at 7:30 a.m. as well as a hot lunch program. Office hours are from 7 a.m. to 4 p.m. each day. We provide a fee-based afterschool program daily until 6 p.m. that offers homework help, intervention in specific core subjects, and enrichment.

Bear River provides a strong athletic program that focuses on teaching skills, sportsmanship, leadership, teamwork, and physical fitness. Sports include flag football, volleyball, basketball, wrestling, cross-country, and track. Other activities include field trips, family nights, and more afterschool activities through our Family Resource Center.

Parent Involvement

Our school's annual site plan and some site budget approvals are made by our School Site Council, which always includes parent members. We have a District English Language Advisory Committee to help students who are learning English feel welcome at our school. At Back-to-School Night parents can sign up to volunteer in their areas of interest at our school; the sign-up form is also available online. We give teachers the lists of parents who are interested in volunteering in their classroom or for particular events. We recognize volunteers at trimester rallies for their service and donations.

Please contact Cory O'Neal, our Family Resource Center director, if you would like to volunteer, at (530) 633-4061.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Debra Schoeppach became the principal of Bear River on October 15, 2008. Prior to becoming an administrator in other districts, she was special education teacher. Teachers and administrators take part in decision making at this school. Teachers work in teams with administrators to plan the curriculum and set site goals. Our School Site Council (SSC), which includes parent members as well as teachers, classified staff, and administrators, plays a key role in reviewing programs and shaping our students’ educational experience. The SSC adopts the School Site Plan and determines how the School Site Improvement Budget is spent.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	14	12	12
Newer teachers	Percentage of teachers with one or two years of teaching experience	4%	16%	15%
Teachers holding an MA degree or higher	Percentage of teachers with a master’s degree or higher from a graduate school	29%	19%	35%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor’s degree from a four-year college	71%	81%	65%

SOURCE: Professional Assignment Information Form (PAIF), October 2007, completed by teachers during the CBEDS census. County and state averages represent middle schools only.

About four percent of our teachers have fewer than three years of teaching experience, which is below the average for new teachers in other middle schools in California. Our teachers have, on average, 14 years of experience. About 71 percent of our teachers hold only a bachelor’s degree from a four-year college or university. About 29 percent have completed a master’s degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	96%	92%	93%
Trainee credential holders	Percentage of staff holding an internship credential	8%	7%	5%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	2%	4%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	3%	0%

SOURCE: PAIF, October 2007. This is completed by teachers during the CBEDS census. County and state averages represent middle schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 96 percent of the faculty at Bear River hold a full credential. This number is close to the average for all middle schools in the state. About eight percent of the faculty at Bear River hold a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, five percent of middle school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few middle school teachers hold this authorization statewide (just four percent). All of the faculty at Bear River hold the secondary (single-subject) credential. This number is above the average for middle schools in California, which is 82 percent. You can find three years of data about teachers’ credentials in the Data Almanac that accompanies this report.

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 algebra and science courses taught by a teacher who lacks the appropriate credential for the course	39%	59%	35%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	4%	8%	7%

SOURCE: Professional Assignment Information Form (PAIF) of October 2007. Data on NCLB standards is from the California Department of Education, SARC research file.

“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 an **out-of-field** section. 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. See the detail for algebra and science in the Out-of-Field Teaching table. About 39 percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to 35 percent of core courses taught by such middle school teachers statewide.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. About four percent of our teachers were working without full credentials, compared to seven percent of teachers in middle schools statewide.

Out-of-Field Teaching, Detail by Selected Subject Areas

CORE COURSE	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Algebra	Percentage of algebra courses taught by a teacher lacking the appropriate subject area authorization	56%	48%	26%
Science	Percentage of science courses taught by a teacher lacking the appropriate subject area authorization	32%	65%	40%

SOURCE: PAIF, October 2007. This is completed by teachers during the CBEDS census. County and state averages represent middle schools only.

In this more detailed analysis, you’ll find the percentage of algebra courses taught by teachers who lack subject-area authorization in math. While algebra teachers in some middle schools might not formally be required to hold this math subject-area authorization, it is better if they do. We have applied the same criteria to science courses taught at all middle school grade levels. Note that school board policy determines which grade levels are secondary grade levels and require teachers to hold a secondary (single-subject) credential, and which are primary grade levels requiring an elementary (multiple-subject) credential.

More facts about our teachers, called for by the recent 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 2008–2009 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.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price

lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in “highly qualified” teacher assignments.

The average percentage of courses in our district not taught by a “highly qualified” teacher is zero percent, compared to eight percent statewide.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by “highly qualified” teachers (HQT)	0%	8%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by “highly qualified” teachers	N/A	5%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	N/A	11%

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

Staff Development

Bear River Middle School offers ongoing staff development to all of our teachers. For the past six years, our site has been working with the educational consultant Gale Elkins on developing effective instructional strategies. This year our staff has had six half-days of instruction with her. In addition, we have teamed with the Step Up to Writing facilitators and have had team-level trainings on improving our writing skills instruction.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2007–2008	3.0
2006–2007	3.0
2005–2006	3.0

SOURCE: This information is supplied by the school district.

Teachers meet by team every one to two weeks to review student work, plan instruction and curriculum, and discuss student progress. The school curriculum guides are updated regularly to align with California Content Standards, district goals, and statewide assessments.

Evaluating and Improving Teachers

The administration performs walk-throughs during the school year to offer feedback to teachers and to conduct the formal evaluation process. Evaluations are kept in the teacher file at the district office and with the school administration. Teachers also work together in teams to develop best practices for instruction and make decisions about the curriculum.

Substitute Teachers

Bear River is fortunate to have a pool of retired teachers and a group of parents who have teaching credentials from other states who serve as substitutes. When a substitute cannot be found for a class, teachers who have a preparation period are recruited to cover that class. Each teacher has set up emergency substitute plans to minimize disruption for the students in the event of their teacher’s absence.

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students’ needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. 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.

STAFF POSITION	STAFF (FTE)
Counselors	0.0
Librarians	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2007.

ACADEMIC GUIDANCE COUNSELORS: Our school doesn’t have any academic counselors working here. Just for reference, California districts employed about one academic counselor for every 773 middle school students in the state. More information about [counseling and student support](#) is available on the CDE Web site.

Specialized Programs and Staff

Bear River Middle School has an onsite Family Resource Center staffed by a school resource officer, a mentor coordinator, and a secretary. Bear River has the benefit of a part-time counselor, a part-time psychologist, and a part-time nurse. They are assigned based on student need. We have one full-time computer teacher and a technology (tech) aide. They help maintain site technology and oversee our two computer labs and classroom minilabs. We also have a full-time librarian. We provide lunchtime and afterschool activities on a regular basis, including intramural sports.

GIFTED AND TALENTED EDUCATION (GATE): Students in the sixth through eighth grades are placed in the GATE program based on academic achievement and the results of a placement test. Our program runs after school. Each trimester we choose different focus, such as art, science, or drama, and students engage in a multitude of related projects, lessons, and field trips planned by the GATE coordinator. Participation in this program is voluntary for those who qualify.

SPECIAL EDUCATION PROGRAM: We have two full-time special education teachers and five full-time educational assistants. Our special education program is based on the learning center model. Teachers and educational assistants work in small groups in the learning center or in our general education setting. We offer many targeted instruction programs, such as Read Naturally and Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words for struggling readers. Our special education staff works diligently to meet the needs of all of our students.

ENGLISH LEARNER PROGRAM: Bear River Middle School has approximately eight English Learners. Over 50 percent of our staff is certified in Cross-cultural Language and Academic Development (CLAD). We also have a part-time educational assistant who works with our English Learners individually or in the classroom using universal access for English Learner strategies. She is available at lunch and during our flex period, when she helps students with additional tutoring.

RESOURCES

Buildings

Bear River Middle School is four years old. It is a beautiful, immaculate campus. The campus has a wide-open feel but also has lighting and security cameras in strategic areas to promote safety during the night and early morning hours. The campus is always well maintained and classrooms and bathrooms are cleaned daily. Only minor repairs to the carpet and weather stripping in some of our classrooms are necessary due to usual wear and tear. There is adequate room for all students in classrooms, on the playground, and in the eating areas. We have a fully functioning kitchen and multipurpose room with plenty of tables and room to sit. We also have an outstanding full-size gymnasium that is used for school sports programs and for community events. There is room behind our campus for future expansion of our school or for sports fields and other extracurricular activities.

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 [survey form](#) used for the assessment on the Web site of the OPSC.

Library

Bear River's library is four years old and is a large, open, airy facility with plenty of light and comfortable reading space for students. There are over 17,000 books, 8,000 of which have accompanying Accelerated Reader tests, and a full resource library. Eight computers are available for student use. We have a big screen TV with an LCD projector for classes to use. Our library is open before school and all day during school. Students may check out books during class with a pass from their teacher or during their free time. Bear River employs highly qualified full-time and part-time library technicians who supervise the library daily.

Computers

We have 280 computers available for student use, which means that, on average, there is one computer for every two students. There are 51 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	2	4	4
Internet-connected classrooms	51	16	35

SOURCE: CBEDS census of October 2007. County and state averages represent middle schools only.

All classrooms have a teacher desktop computer and a minimum of two student computers. In addition, we have one computer lab that is supervised by a full-time computer teacher and eight minilabs, with ten computers each, that are supervised by a full-time computer tech aide. We also have a mobile laptop wireless lab with 30 laptops that can be used in any classroom. Over 85 percent of the teachers on campus have functioning Web sites and mounted LCD projectors in their classrooms. Each classroom is assigned one full hour of computer lab time a week. We have a variety of software programs, including Accelerated Reader, Accelerated Math, Math Facts in a Flash, Auto Skills Reading and Math, Math Blaster, STAR Reading and Math, and All the Right Type 3 Keyboarding.

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 2008–2009 school year and whether those [textbooks](#) covered the California Content Standards.

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

You can find the [content standards](#) for each subject at each grade level on the Web site of the California Department of Education (CDE).

SCHOOL EXPENDITURES

We use School Improvement funds to purchase supplies for elective courses, including horticulture, music, band, and foreign languages. Title I money is used for staff training, particularly for Essential Skills of Instruction and Step Up to Writing. School Improvement funds and state funds, which are designated for specific purposes, are used to purchase technology. We continually update our library with books and quizzes that support our Accelerated Reader program. We are fortunate to be the recipients of grant funds for school community policing and Title II delinquency prevention monies from juvenile justice.

Spending per Student (2006–2007)

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 458 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)	\$6,246	\$7,240	-14%	\$5,300	18%
Restricted funds (\$/student)	\$1,431	\$3,029	-53%	\$2,817	-49%
TOTAL (\$/student)	\$7,676	\$10,269	-25%	\$8,117	-5%

SOURCE: Information provided by the school district.

Total Expenditures, by Category (2006–2007)

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	\$1,763,387	\$153,812	\$1,917,199	55%
Other staff salaries	\$310,842	\$129,563	\$440,405	13%
Benefits	\$551,837	\$105,768	\$657,605	19%
Books and supplies	\$71,165	\$150,125	\$221,290	6%
Equipment replacement	N/A	N/A	N/A	N/A
Services and direct support	\$163,287	\$115,969	\$279,256	8%
TOTAL	\$2,860,518	\$655,237	\$3,515,755	

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

Compensation per Teacher (2006–2007)

The total of what our teachers earn appears below. You can see the portion of teacher 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) teacher. A teacher who works full time counts as 1.0 FTE teacher. A teacher who works only half time counts as 0.5 FTE teacher. We had 29 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	\$59,016	\$61,876	-5%	\$62,157	-5%
Retirement benefits	\$5,410	\$5,758	-6%	\$6,557	-17%
Health and medical benefits	\$7,761	\$7,929	-2%	\$10,416	-25%
Other benefits	N/A	N/A	N/A	\$453	N/A
TOTAL	\$72,187	\$75,563	-4%	\$79,583	-9%

SOURCE: Information provided by the school district.

Total Teacher Compensation (2006–2007)

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 teacher.

CATEGORY	TOTAL	PERCENTAGE OF TOTAL*
Salaries	\$1,711,460	82%
Retirement benefits	\$156,886	7%
Health and medical benefits	\$225,065	11%
Other benefits	N/A	N/A
TOTAL	\$2,093,411	

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 November 2008. The CDE may release additional or revised data for the 2007–2008 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2007 census); Language Census (March 2008); California Achievement Test and California Standards Tests (spring 2008 test cycle); Academic Performance Index (October 2008 growth score release); Adequate Yearly Progress (November 2008).

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

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2008–2009. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.



» Data Almanac

This Data Almanac provides more-detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text.

