

Bear River Middle School

School Accountability Report Card, 2005–2006
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, 2005–2006 Wheatland Elementary School District

This School Accountability Report Card (SARC) shares important facts about our school with parents, guardians, and the community at large. State and federal laws require all schools to publish a SARC each year. The purpose of the SARC is to provide the public with information that they can use to evaluate and compare schools.

In this report, you'll be able to review the academic achievement of our students; the progress we've made toward achieving our goals; and data about our students, teachers, facilities, financial resources, and educational programs.

The information in this report represents the 2005–2006 school year, not the current school year. In most cases, this is the most recent data available. You'll notice that we present our school's results next to those of the average middle school in the county and state. We do this to provide the most meaningful and fair comparisons.

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: Julie Tyler
Phone: (530) 633-3135

How to Contact Our District

711 West Olive
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<http://www.wheatland.k12.ca.us>



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» Principal's Message

Bear River Middle School provides a variety of educational programs to support the needs of all learners. Our schedule and offerings make our school a bit different from other middle schools. We hold academic support classes during the school day and after school. Our electives include, but are not limited to, Spanish, German, band, computers, art, and horticulture. We have many afterschool activities, including an excellent sports program, clubs, and classes such as cooking and karate. Leadership offers students the opportunity to participate in student government. Our Washington, D.C. trip in the spring and our week-long trip to Ashland, Oregon, to the Shakespearean Festival are very popular.

Our student achievement scores have improved by approximately 20 points for the last four years. The school is two years old, so we are very fortunate to have a beautiful facility. We are continuing our efforts to make our playground and play field a little more enjoyable for the students.

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. A 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 Family Resource Team provides extra support for students. Our wonderful students, families, and dedicated teaching team and support staff make Bear River Middle School a fabulous place to work and learn.

Julie Tyler, PRINCIPAL

Grade Range and Calendar

6-8

TRADITIONAL

Academic Performance Index

779

County Average: 722
State Average: 728

Student enrollment

481

County Average: 421
State Average: 691

Teachers

28

County Average: 22
State Average: 30

Students per teacher

17

County Average: 19
State Average: 23

Students per computer

2

County Average: 5
State Average: 5

Major Achievements

- Our FRC 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 showed academic growth last year. Seventy percent of our students earned a 3.0 grade point average. Last year, we had the fewest students on our academic probation program (students with a grade point average below 2.0) since the program's inception.
- Our track team won the bi-county track meet.
- Renaissance/science teacher Shelli Stinson, FRC Director Cory O'Neal, and secretary Marlene Garcia were all recognized by the Yuba County Office of Education as Educators that Make a Difference.

Focus for Improvement

- Strive to continue the gains in student achievement.
- Give teachers the opportunity to have discussions about their programs and instructional strategies by "teaming."
- Focus on math and writing strategies for next year.
- Continue to provide support classes for students who struggle and provide a Gifted and Talented Education (GATE) program for student enrichment.

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 our 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	No
Met growth target for prior school year	Yes
API score	779
Growth attained from prior year	-12
Met subgroup* growth targets	No
Underperforming school	No

Bear River’s API was 779 (out of 1000). This is a decline of 12 points compared to last year’s API. All students took the test, which met the state’s required participation rate of 95 percent. You can find three years of detailed API results in the Appendix to this report.

SOURCE: API based on spring 2006 test cycle. Growth scores alone are displayed and are current as of March 2007.
*Ethnic 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.

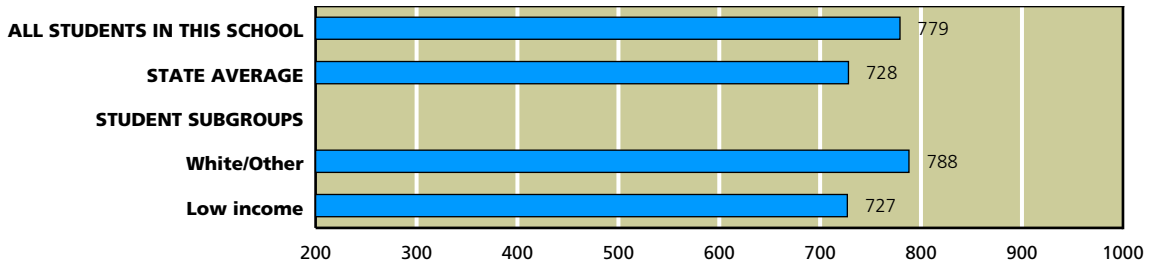
API RANKINGS: Based on our 2004–2005 test results, we started the 2005–2006 school year with an API base score of 791. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all middle schools in California, our school ranked 8 out of 10.

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 9 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

API GROWTH TARGETS: Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic 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 did not meet some or all of our assigned growth targets during the 2005–2006 school year. Just for reference, 49 percent of middle schools statewide met their growth targets.

API, Spring 2006



SOURCE: API based on spring 2006 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 15 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, elementary and 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): 24.4 percent on the English/language arts test and 26.5 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 590 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 2006	No

SOURCE: AYP is based on the Accountability Progress Report of March 2007. A school can be in Program Improvement based on students’ test results in the 2005–2006 school year or earlier.

*Ethnic 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 24.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 26.5% 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 March 2007, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2005–2006 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to attain 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.


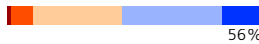
























STUDENT ACHIEVEMENT

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 SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

TESTED SUBJECT	2005–2006		2004–2005		2003–2004	
	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher						
Average middle school Percent Proficient or higher						
MATH (excluding algebra)						
Our school Percent Proficient or higher						
Average middle school Percent Proficient or higher						
ALGEBRA						
Our school Percent Proficient or higher						
Average middle school Percent Proficient or higher						
HISTORY/SOCIAL SCIENCE						
Our school Percent Proficient or higher						
Average middle school Percent Proficient or higher						
SCIENCE						
Our school Percent Proficient or higher			NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	
Average middle school Percent Proficient or higher			NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	

SOURCE: The scores for the CST are from the spring 2006 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 Appendix to 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 are scored against five criteria. 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 44 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 53 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 CSTs. 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.

HOW STATISTICALLY RELIABLE ARE THESE RESULTS? The reliability of results depends on the number of students tested and the number of questions on the test. The larger these numbers are, the more reliable the data is. The California Department of Education (CDE) suppresses scores when fewer than 11 students are present, and we suppress scores for student subgroups when fewer than 30 students are present.

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 understanding how to [compare test scores](#).

English/Language Arts (Reading and Writing)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			50%	99%	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%	96%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			42%	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			44%	253	GENDER: About 12 percent more girls than boys at our school scored Proficient or Advanced.
Girls			56%	231	
English proficient			50%	478	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	3	
Low income			41%	185	INCOME: About 15 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			56%	299	
Learning disabled			19%	42	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%	442	
African American			61%	37	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	25	
Hispanic/Latino			45%	74	
White/Other			52%	307	

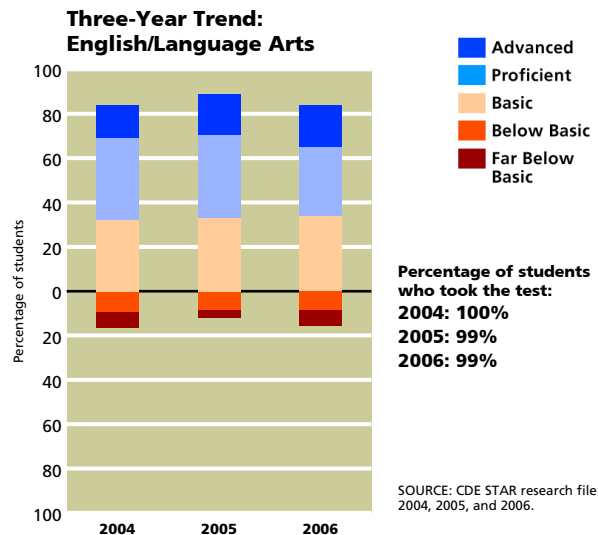
SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

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

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

You can read the California standards for English/language arts for **sixth** grade, **seventh** grade, and **eighth** grade on the CDE's Web site. The standards for **all grade levels** are also available on this site.



Math (Excluding Algebra)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			44%	88%	SCHOOLWIDE AVERAGE: About four percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			36%	83%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			40%	82%	

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			42%	218	GENDER: About four percent more girls than boys at our school scored Proficient or Advanced.
Girls			46%	211	
English proficient			43%	424	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	3	
Low income			37%	164	INCOME: About 11 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			48%	265	
Learning disabled			20%	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			46%	389	
African American			38%	31	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	23	
Hispanic/Latino			36%	66	
White/Other			46%	273	

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

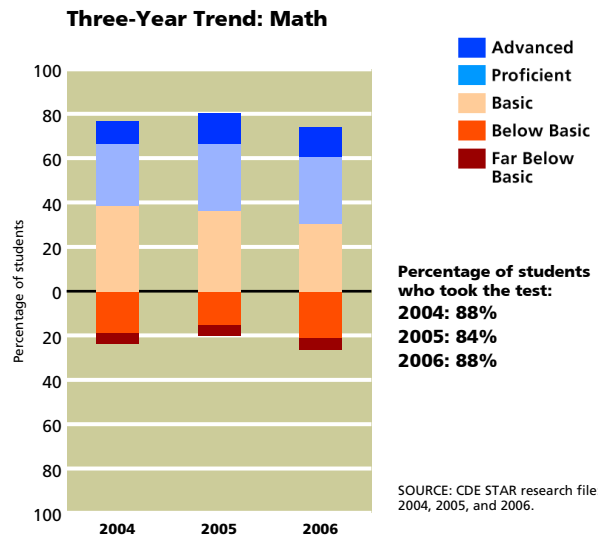
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

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

All sixth and seventh graders take the same math courses. In eighth 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 **sixth** and **seventh** grade math standards on the CDE's Web site. The standards for **all grade levels** are also available on this site.



Algebra I

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			73%	30%	SCHOOLWIDE AVERAGE: About 35 percent more students at our school scored Proficient or Advanced than at the average middle school in California. About 15 percent fewer students took algebra than did students in the average middle school in the state.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			22%	40%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			38%	45%	

Subgroup Test Scores

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

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

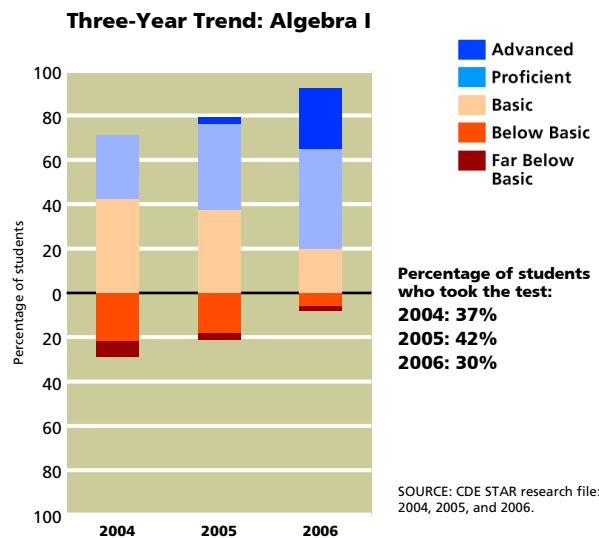
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			73%	33	GENDER: The number of girls who took this test is too small to be counted in this analysis.
Girls	DATA STATISTICALLY UNRELIABLE		N/S	18	
English proficient			72%	50	ENGLISH PROFICIENCY: We cannot compare scores 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	20	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			84%	31	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	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			73%	51	
White/Other			77%	31	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.

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

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

About 30 percent of our students took the algebra standards test, compared to 45 percent of all middle school students statewide. You can review the **algebra** standards on the CDE’s Web site.



History/Social Science

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			49%	99%	SCHOOLWIDE AVERAGE: About 15 percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			29%	98%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			34%	98%	

Subgroup Test Scores

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

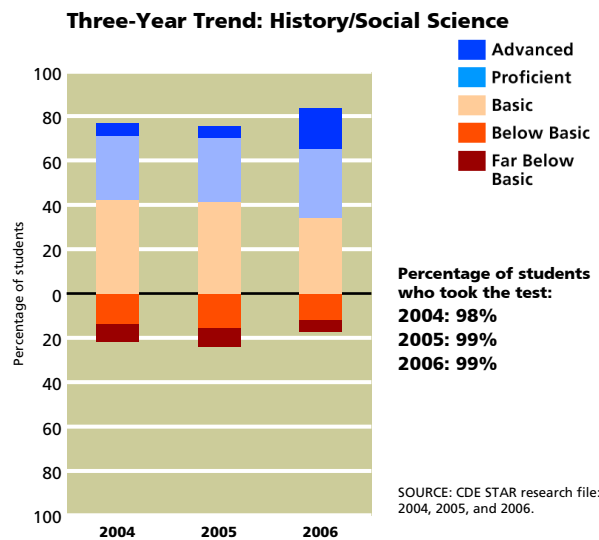
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			46%	96	GENDER: About five percent more girls than boys at our school scored Proficient or Advanced.
Girls			51%	74	
English proficient			48%	168	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	1	
Low income			35%	63	INCOME: About 21 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			56%	107	
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			51%	156	
African American	DATA STATISTICALLY UNRELIABLE		N/S	15	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	27	
White/Other			49%	110	

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

You can read the **eighth** grade history/social science standards on the CDE's Web site. The standards for **all grade levels** are also available on this site.



Science

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			44%	99%	SCHOOLWIDE AVERAGE: About seven percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			31%	95%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			37%	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			48%	96	GENDER: About ten percent more boys than girls at our school scored Proficient or Advanced.
Girls			38%	74	
English proficient			43%	168	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	1	
Low income			27%	63	INCOME: About 26 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			53%	107	
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			46%	156	
African American	DATA STATISTICALLY UNRELIABLE		N/S	15	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	27	
White/Other			47%	110	

SOURCE: The scores for the CST are from the spring 2006 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.

This was the first year that science was included in the California Standards Tests our students took. As a result, we have no trend data to present. 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 for [sixth](#), [seventh](#), and [eighth](#) grades on the CDE's Web site.

California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2006, 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)	39%	21%	21%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	68%	46%	46%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	43%	22%	26%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	65%	43%	46%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	31%	21%	25%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	68%	48%	51%

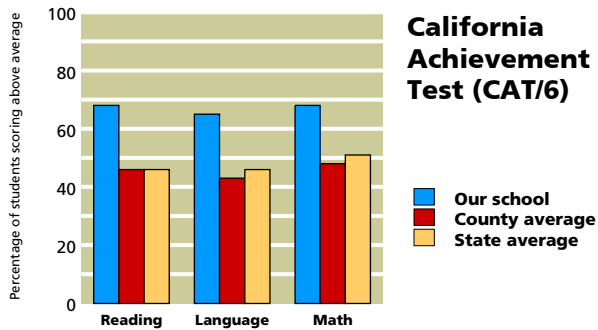
SOURCE: The scores for the CAT/6 are from the spring 2006 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, 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, 68 percent of students scored at or above average in reading (compared to 46 percent statewide); 65 percent scored at or above average in language (compared to 46 percent statewide); and 68 percent scored at or above average in math (compared to 51 percent statewide). The subjects with the most students scoring at or above average were reading and math.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (above the 75th percentile). At Bear River, 39 percent of students scored at the top in reading (compared to 21 percent statewide); 43 percent scored at the top in language (compared to 26 percent statewide); and 31 percent scored at the top in math (compared to 25 percent statewide). The subject with the most students scoring at the top was language.

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 2006 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, 99 percent of students were considered to be proficient in English, compared to 79 percent of middle school students in California overall. Of the students who were still learning English in 2004–2005, all advanced to English proficiency.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	99%	89%	79%
English learners	1%	11%	21%

SOURCE: Language Census for school year 2005–2006. 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 five students classified as English learners. At Bear River, the language these students most often speak at home is Hmong. In California it’s common to find English learners in classes with students whose native language is English. 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	20%	53%	86%
Vietnamese	0%	0%	2%
Cantonese	0%	0%	2%
Hmong	60%	33%	2%
Filipino/Tagalog	0%	0%	1%
Korean	0%	0%	1%
Khmer/Cambodian	20%	0%	1%
All other	0%	12%	8%

SOURCE: Language Census for school year 2005–2006. 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 four times as many White/European American/Other students as Latino/Hispanic 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	7%	4%	8%
Asian American/Pacific Islander	11%	9%	11%
Latino/Hispanic	15%	17%	46%
White/European American/Other	67%	70%	35%

SOURCE: CBEDS census of October 2005. 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 \$35,798 a year (based on a family of four) in the 2005–2006 school year. At Bear River, 51 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	51%	55%	52%
Parents with some college	80%	66%	54%
Parents with college degree	30%	31%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2005–2006 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 80 percent of the students at Bear River have attended college, and 30 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 88 percent of the students who took the standardized tests provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

The average class size at Bear River varies from a low of 22 students to a high of 26. Our average class size schoolwide is 24 students. The average class size for middle schools in the state is 29 students. This table shows the average class sizes of our core courses compared to those of the county and state.

AVERAGE CLASS SIZE OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	22	25	27
History	24	27	29
Math	23	24	28
Science	26	27	30

SOURCE: CBEDS census, October 2005. 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 supervise students before school, after school, at recess, and at lunch time. There are also 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.

The school safety committee meets monthly to discuss safety on campus. A school resource officer works with the vice principal to develop scenarios so that staff can practice emergency procedures during faculty meetings. The school safety committee is currently coordinating with Rapid Responder (a county services program) and city police and fire agencies to streamline an emergency response plan for our school and district.

Here we're sharing facts with you about our school's safety in three areas: drug or alcohol incidents, crimes against people, and property crimes. If you wish, you may request additional information by contacting the district office.

NUMBER OF INCIDENTS PER 1,000 STUDENTS	2003–2004	2004–2005	2005–2006
Drug or alcohol related	2	0	0
Crimes against people	22	6	4
Property crimes	4	6	0

SOURCE: This data comes from the school district office.

In the calendar year 2006, we reported no drug or alcohol incidents (zero per thousand students), two crimes against people (four per thousand students), and no property crimes (zero per thousand students). Note that these factors are expressed as a ratio (incidents per thousand students), to help you compare our school to others.

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 offences, as outlined in our student handbook, attend Saturday School or receive In-School Suspension. A step system, which adds an additional consequence per offense, is used for students who are chronically disobedient. Students may be suspended and sent to our Opportunity School until behavior improves.

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.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
Suspensions per 100 students	2005–2006	9	7
	2004–2005	19	15
	2003–2004	19	19
Expulsions per 100 students	2005–2006	0	0
	2004–2005	2	1
	2003–2004	0	0

SOURCE: This data is reported by school district staff. It represents incidents, not the number of students involved. District averages represent middle schools only.

During the 2005–2006 school year, we had 41 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.

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.

Physical Fitness

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

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Boys in Fitness Zone	32%	29%	27%
Girls in Fitness Zone	25%	31%	31%
All students in Fitness Zone	29%	30%	29%

SOURCE: 2005–2006 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent middle schools only.

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 FRC.

Time Spent Teaching Each Year

Our school year includes the required amount of instructional minutes mandated by the California State Board of Education. This is true at every grade level. Please note that the numbers we show do not include several days when school closes for teacher conferences.

TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (IN MINUTES)	OUR DISTRICT	STATE MINIMUM
Grade 6	62,914	54,000
Grade 7	62,914	54,000
Grade 8	62,914	54,000

SOURCE: This data is reported by school district staff.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Julie Tyler has been principal of our school for six years. She also has five years of experience as a 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	10	12
Newer teachers	Percentage of teachers with one or two years of teaching experience	25%	23%	15%
Teachers holding an MA degree or higher	Percentage of teachers with a master’s degree or higher from a graduate school	18%	19%	32%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor’s degree from a four-year college	82%	81%	68%

SOURCE: Professional Assignment Information Form (PAIF), October 2005, completed by teachers during the CBEDS census. County and state averages represent middle schools only.

About 25 percent of our teachers have less than three years of teaching experience, which is above the average for new teachers in other middle schools in California. Our teachers have, on average, 14 years of experience. About 82 percent of our teachers hold only a bachelor’s degree from a four-year college or university. About 18 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	93%	89%	92%
Trainee credential holders	Percentage of staff holding an internship credential	4%	8%	5%
Emergency permit holders	Percentage of staff holding an emergency permit	4%	7%	4%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	1%

SOURCE: PAIF, October 2005. 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 93 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 four 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. About four percent of our faculty hold an emergency permit. Very few middle school teachers hold this authorization statewide (just four percent). About 82 percent 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 79 percent. You can find three years of data about teachers’ credentials in the Appendix to 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%	26%	17%
Out-of-field teaching: courses	Percentage of algebra and science courses taught by a teacher who lacks the appropriate credential for the course	28%	35%	35%
Out-of-field teaching: students	Percentage of students in algebra and science courses taught by a teacher who lacks the appropriate credential for the course	30%	33%	34%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	7%	11%	8%

SOURCE: Percentage of courses taught by teachers not meeting NCLB standards is derived from the Consolidated Application filed by districts with the CDE. Average represents median. Data on teachers lacking a full credential is derived from the Professional Assignment Information Form (PAIF) of October 2005.

“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 by core course area in the Out-of-Field Teaching table. About 28 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 seven percent of our teachers were working without full credentials, compared to eight 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	29%	30%	27%
Science	Percentage of science courses taught by a teacher lacking the appropriate subject area authorization	27%	39%	40%

SOURCE: PAIF, October 2005. 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 and the percentage of eighth grade students taking algebra from a teacher who lacks this subject area authorization. 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.

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. What you will find are specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2006–2007 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 standard. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

We’ve divided the schools into four groups (quartiles), based on the percentage of families who qualify and apply for free and reduced-price lunches. We compare the first quartile of schools (most low-income students), the middle two quartiles, and the fourth quartile (fewest low-income students). N/As

appear in the table if our district has two schools or fewer and is not suitable for this analysis. You may also see N/As if all of our schools fall into one quartile.

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)	12%	14%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by “highly qualified” teachers	0%	13%
Schools with a moderate number of low-income students	Middle two quartiles of schools whose core courses are not taught by “highly qualified” teachers	0%	14%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	64%	14%

SOURCE: Data comes from the federal form known as the Consolidated Application. School Wise Press calculates which schools fall into each quartile, based on students’ rates of requests for subsidized meals. Districts with two schools or fewer are not suitable for this analysis because they have too few schools to analyze them in this manner.

The average percentage of courses in our district not taught by a “highly qualified” teacher is 12 percent, compared to 14 percent statewide. For schools with the highest percentage of low-income students, this factor is zero percent, compared to 13 percent statewide. For schools with the lowest percentage of low-income students, this factor is 64 percent, compared to 14 percent statewide.

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.

Staff Development

Bear River Middle School offers ongoing staff development to all of our teachers. For the past four 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 five half-days of training on improving our writing skills instruction.

Teachers meet 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.

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.

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 816 middle school students in the state. More information about [counseling and student support](#) is available on the CDE Web site.

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 2005.

Specialized Programs and Staff

Bear River Middle School has an onsite FRC staffed by a school community Policing Officer, a social worker, and a recreational coordinator. 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 technological (tech) aide. They help maintain site technology and oversee our two computer labs and classroom minilabs. We also have a full-time and part-time librarian. We provide lunchtime and afterschool activities on a regular basis, including intramural sports, a golf club, a karate club, and a CPR/First Aid class.

GIFTED AND TALENTED EDUCATION: Educators identify academically gifted or talented students based on teacher recommendations or tests for inclusion in enrichment programs called **Gifted and Talented Education (GATE)**. Our school has 64 students who qualify for this program.

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: Students with moderate to severe **learning differences** are sometimes entitled to individual education plans and extra attention. Our school has 14 students who qualify for these special education programs.

We have three full-time special education teachers and four full-time special education teaching assistants. Our special education program is based on the learning center model. Teachers and their assistants often work in small groups in the learning center or in our general education setting. We offer many targeted instruction programs such as Read Naturally, Fast4Word, 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: Most students not yet fluent in English enroll in special classes that help them gain fluency. We strive to advance our **English learners** into regular classes as soon as possible.

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 assistant who works with our English learners individually as well as in their classes. She is available at lunch and during our flex period, when she helps students with additional tutoring.

CURRICULUM AND TEXTBOOKS

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).

Reading and Writing

In sixth grade, students read short stories, legends, historical fiction, poetry, essays, and plays. By seventh grade, students write and research longer papers and essays that persuade others with logic and reason. In the eighth grade, we expect students to read serious novels and write book reports that draw conclusions. You can read the California standards for English/language arts for [sixth](#) grade, [seventh](#) grade, and [eighth](#) grade on the CDE's Web site. English/language arts content standards are available for [all grade levels](#) on this Web site.

Math

In sixth grade, students expand upon their knowledge of mathematical concepts, including how to add, subtract, multiply, and divide whole numbers, fractions, decimals, and positive and negative integers. They learn basic principles of statistics, probability, and ratios as well as how to analyze data and use geometry formulas. In seventh grade, we expect students to understand the Pythagorean theorem, calculate surface area and volume, and increase their facility with fractional numbers, ratios, and proportion. Eighth graders now study algebra, which for decades was taught in ninth grade. You can read the [sixth](#), [seventh](#), and [eighth](#) grade math standards on the CDE's Web site. Math content standards are available for [all grade levels](#) on this Web site.

Science

The science program focuses on [earth science](#) in the sixth grade, with units on plate tectonics, thermal energy, and ecology. Our seventh graders study [life science](#), covering cell biology, genetics, evolution, and structure and function in living systems. In eighth grade, we focus on the [physical sciences and chemistry](#). Units in the physical sciences focus on motion, forces, and structures of matter. Chemistry units include the periodic table, reactions, and the properties of density and buoyancy. Science content standards are available for [all grade levels](#) on the CDE's Web site.

Social Science

In the sixth grade, students study world history and ancient civilizations. In the seventh grade, they will continue their study of world history, starting with medieval times and continuing through the 18th century. They turn to American history in the eighth grade, up through Reconstruction. They learn to research topics on their own, develop their own point of view, and interpret history. You can read the [sixth](#), [seventh](#), and [eighth](#) grade social studies standards on the CDE's Web site. Social studies content standards for [all grade levels](#) are available on the CDE's Web site.

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 appendix to 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 2006–2007 school year, and whether those [textbooks](#) covered the California Content Standards.

RESOURCES

Buildings

Bear River Middle School is two 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.

Our school includes nine buildings, of which none are portables. On an average day, 509 students and staff occupy these buildings, taking up 54 percent of our capacity.

The bathrooms in our school contain 56 toilets, all of which were in good working order when we surveyed the building. More information about the [condition and cleanliness of bathrooms](#) can be found in the supplement to this report called for by the Williams legislation of 2004.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report. 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 legislation known as Williams. If you'd like to see the six-page [survey form](#) used for the assessment, you will find it on the Web site of the OPSC.

Library

Bear River's library is two 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 278 computers available for student use, which means that, on average, there is one computer for every two students. There are 33 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	2	5	5
Internet-connected classrooms	33	15	33

SOURCE: CBEDS census of October 2005. 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 is 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. 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.

Parent Involvement

Our school's annual site plan and some site budget approvals are made by our SSC, 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 FRC Director, if you would like to volunteer, at (530) 633-4061.

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2004–2005			
Total expenses	\$13,629,529	N/A	N/A
Expenses per student	\$9,728	\$6,897	\$7,127
FISCAL YEAR 2003–2004			
Total expenses	\$13,771,367	N/A	N/A
Expenses per student	\$9,249	\$6,643	\$6,919

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$9,728 per student in the 2004–2005 school year, compared to an average of \$6,897 per student spent by similar (elementary school district) districts in the state. Our total operating expenses for the 2004–2005 year were \$13,629,529. Facts about the 2005–2006 fiscal year were not available at the time we published this report. Additional details about our expenditures can be found on the [Ed-Data Partnership’s Web site](#).

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

District Salaries, 2004–2005

This table reports the salaries of teachers and administrators in our district for the 2004–2005 school year. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher’s salary	\$32,735	\$37,797
Midrange teacher’s salary	\$59,317	\$57,601
Highest-paid teacher’s salary	\$69,960	\$71,233
Average principal’s salary (middle school)	\$98,915	\$91,944
Superintendent’s salary	\$114,498	\$127,179
Percentage of budget for teachers’ salaries	36%	42%
Percentage of budget for administrators’ salaries	7%	6%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2004–2005, the Fiscal Services Division, 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.

A new law passed in 2005 required schools to report school-specific expenditures for the first time. In prior years, schools reported only the districtwide average for these expenditures. This year we have provided a comparative analysis of our [school's expenditures](#), along with the [average salaries of our teachers](#). You can view this information from the preceding links or on our Accountability Web page, which is accessible through our district's Web site.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of March 2007. The CDE may release additional or revised data for the 2005–2006 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 2005 census); Language Census (April 2006); California Achievement Test and California Standards Tests (spring 2006 test cycle); Academic Performance Index (February 2007 growth score release); Adequate Yearly Progress (February 2007).

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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