



Bear River Middle School

School Accountability Report Card, 2006–2007

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, 2006–2007 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 2006–2007 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_2007_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

100 Wheatland Park Dr.
Wheatland, CA 95692
Principal: Julie Tyler
Phone: (530) 633-3135

How to Contact Our District

711 West Olive
Wheatland, CA 95692
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<http://www.wheatland.k12.ca.us>



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Wheatland Elementary School District

» 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 Spanish, German, band, computers, art, video editing, weight training, drama, powerful projects, horticulture, and Renaissance. We have many afterschool activities, including an excellent sports program. Leadership offers students the opportunity to participate in student government. Our Washington, D.C., Boston, New York trip in the spring is very popular.

The school is four 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 ball wall 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 approximately 35 at-risk students. He also provides additional administrative support and supervision of recreational activities. 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

768

County Average: 740
State Average: 734

Student enrollment

480

County Average: 413
State Average: 672

Teachers

23

County Average: 21
State Average: 30

Students per teacher

21

County Average: 20
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 is 768; we also met seventeen out of seventeen criteria to make federal Adequate Yearly Progress. Sixty-two percent of our students earned a 3.0 grade point average or better.
- Custodian Flora Hawkins and math teacher Steve Christensen were recognized by Yuba County Office of Education as educators that make a difference.

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 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 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	No
API score	768
Growth attained from prior year	-10
Met subgroup* growth targets	No
Underperforming school	No

Bear River’s API was 768 (out of 1000). This is a decline of 10 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 2005–2006 test results, we started the 2006–2007 school year with an API base score of 778. 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.

SOURCE: API based on spring 2007 test cycle. Growth scores alone are displayed and are current as of March 2008.

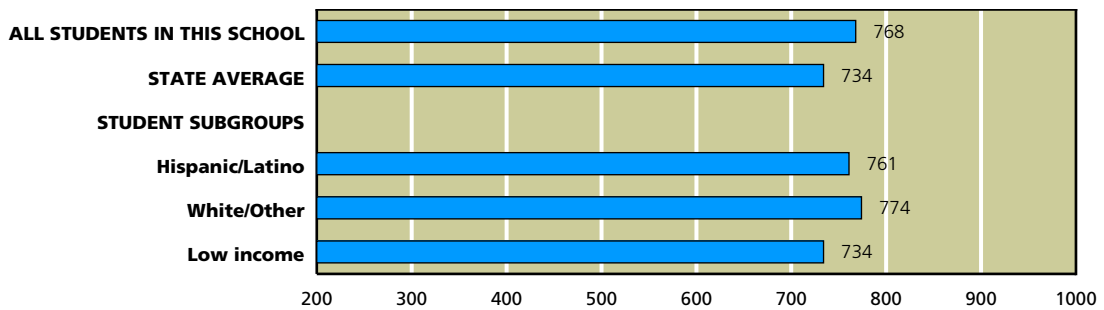
*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

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 6 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 2006–2007 school year. Just for reference, 35 percent of middle schools statewide met their growth targets.

API, Spring 2007



SOURCE: API based on spring 2007 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, 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 2007	No

SOURCE: AYP is based on the Accountability Progress Report of March 2008. A school can be in Program Improvement based on students’ test results in the 2006–2007 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 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2006–2007 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.



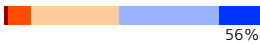

























STUDENT ACHIEVEMENT

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

TESTED SUBJECT	2006–2007		2005–2006		2004–2005	
	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	
Average middle school Percent Proficient or higher					NO DATA AVAILABLE N/A	

SOURCE: The scores for the CST are from the spring 2007 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 45 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.

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 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			50%	100%	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			38%	99%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			43%	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			46%	235	GENDER: About eight percent more girls than boys at our school scored Proficient or Advanced.
Girls			54%	215	
English proficient			51%	428	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	11	
Low income			44%	156	INCOME: About ten percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			54%	283	
Learning disabled			20%	50	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			54%	400	
African American	DATA STATISTICALLY UNRELIABLE		N/S	26	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%	78	
White/Other			51%	286	

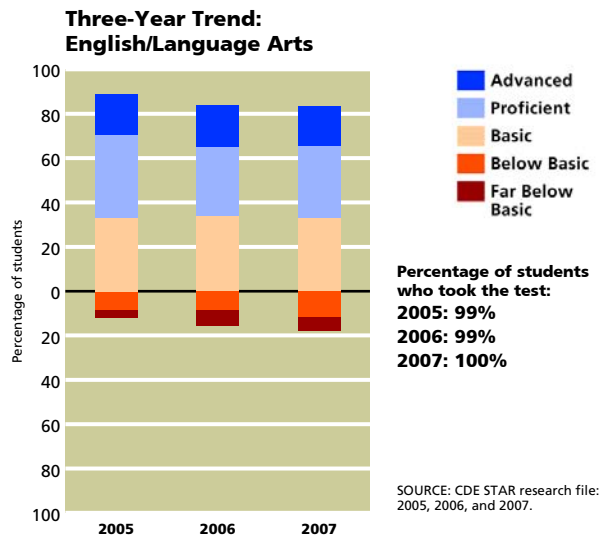
SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

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

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

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

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



Math (Excluding Algebra)

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

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			40%	82%	SCHOOLWIDE AVERAGE: About one percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			34%	77%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			39%	79%	

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%	189	GENDER: About four percent more boys than girls at our school scored Proficient or Advanced.
Girls			38%	181	
English proficient			42%	348	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	11	
Low income			34%	134	INCOME: About 11 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			45%	225	
Learning disabled			14%	45	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			44%	325	
African American	DATA STATISTICALLY UNRELIABLE		N/S	24	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			37%	68	
White/Other			43%	234	

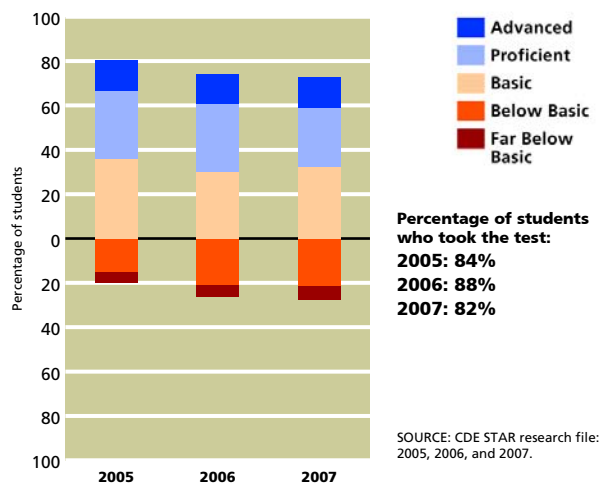
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 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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 [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			44%	23%	SCHOOLWIDE AVERAGE: About five percent more students at our school scored Proficient or Advanced than at the average middle school in California. About five percent fewer students took algebra than did students in the average middle school in the state.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			20%	35%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			39%	28%	

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%	42	GENDER: The number of girls who took this test is too small to be counted in this analysis.
Girls	DATA STATISTICALLY UNRELIABLE		N/S	28	
English proficient			44%	70	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	19	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			45%	51	
Learning disabled	NO DATA AVAILABLE		N/A	3	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			45%	67	
White/Other			50%	46	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.

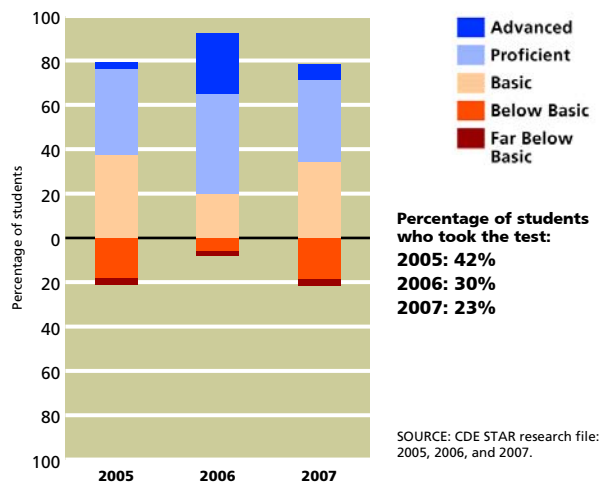
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 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

We report our eighth grade 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 23 percent of our students took the algebra CST, compared to 28 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			47%	98%	SCHOOLWIDE AVERAGE: About 12 percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			30%	99%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			35%	98%	

Subgroup Test Scores

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

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

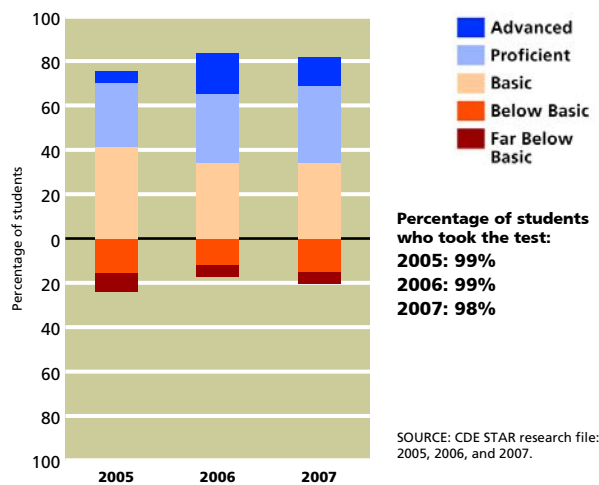
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			44%	72	GENDER: About five percent more girls than boys at our school scored Proficient or Advanced.
Girls			49%	59	
English proficient			47%	129	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because 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			33%	42	INCOME: About 21 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			54%	87	
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			49%	117	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	11	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	18	
White/Other			52%	86	

SOURCE: The scores for the CST are from the spring 2007 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%	99%	SCHOOLWIDE AVERAGE: About 17 percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			37%	99%	
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**

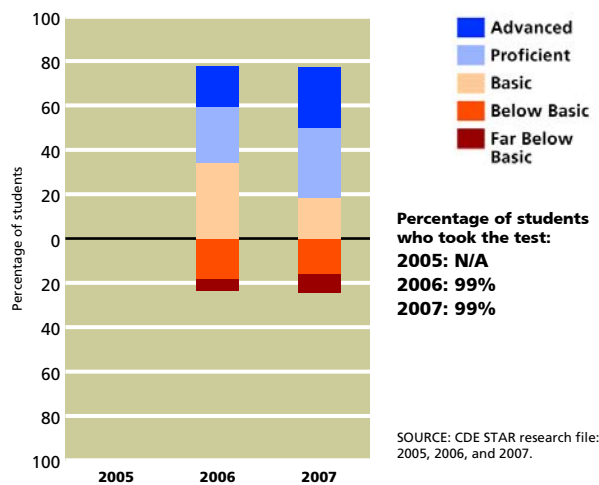
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			54%	72	GENDER: About nine percent more girls than boys at our school scored Proficient or Advanced.
Girls			63%	60	
English proficient			59%	130	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because 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			43%	42	INCOME: About 24 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			67%	88	
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			62%	118	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	11	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	18	
White/Other			59%	87	

SOURCE: The scores for the CST are from the spring 2007 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 second year that science was included in the California Standards Tests our eighth grade students took. As a result, we have only two years of trend data to present. 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.

Two-Year Trend: Science



California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2007, 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)	33%	20%	21%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	64%	46%	46%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	36%	21%	26%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	65%	44%	46%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	33%	20%	25%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	62%	50%	52%

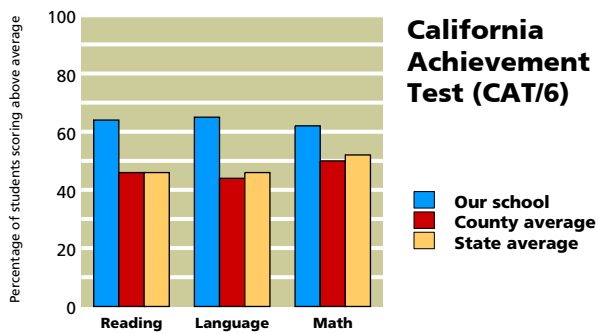
SOURCE: The scores for the CAT/6 are from the spring 2007 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, 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, 64 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 62 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 language.

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, 33 percent of students scored at the top in reading (compared to 21 percent statewide); 36 percent scored at the top in language (compared to 26 percent statewide); and 33 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 2007 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, 98 percent of students were considered to be proficient in English, compared to 79 percent of middle school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	98%	88%	79%
English learners	2%	12%	21%

SOURCE: Language Census for school year 2006–2007. 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 11 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	82%	61%	86%
Vietnamese	0%	0%	2%
Cantonese	9%	1%	1%
Hmong	0%	30%	1%
Filipino/Tagalog	0%	0%	1%
Korean	0%	0%	1%
Khmer/Cambodian	9%	0%	1%
All other	0%	8%	7%

SOURCE: Language Census for school year 2006–2007. 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	5%	3%	8%
Asian American/Pacific Islander	10%	9%	11%
Latino/Hispanic	17%	20%	47%
White/European American/Other	68%	67%	34%

SOURCE: CBEDS census of October 2006. 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 \$37,000 a year (based on a family of four) in the 2006–2007 school year. At Bear River, 48 percent of the students qualified for this program, compared to 51 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	48%	52%	51%
Parents with some college	74%	60%	54%
Parents with college degree	33%	25%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2006–2007 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 74 percent of the students at Bear River have attended college, and 33 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 83 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 25 students to a high of 27. Our average class size schoolwide is 26 students. The average class size for middle schools in the state is 28 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	25	22	26
History	27	14	29
Math	25	17	28
Science	27	17	29

SOURCE: CBEDS census, October 2006. 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			
2006–2007	0	0	19
2005–2006	9	9	19
2004–2005	19	19	19
Expulsions per 100 students			
2006–2007	0	0	1
2005–2006	0	0	0
2004–2005	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 2006–2007 school year, we had no suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

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 FRC.

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	41%	30%	28%
Girls in Fitness Zone	36%	33%	33%
Fifth graders in Fitness Zone	N/A	38%	26%
Seventh graders in Fitness Zone	38%	33%	31%
Ninth graders in Fitness Zone	N/A	15%	23%
All students in Fitness Zone	38%	31%	30%

SOURCE: 2006–2007 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.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Julie Tyler has been principal of our school for seven 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	12	12
Newer teachers	Percentage of teachers with one or two years of teaching experience	13%	16%	15%
Teachers holding an MA degree or higher	Percentage of teachers with a master’s degree or higher from a graduate school	21%	20%	34%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor’s degree from a four-year college	79%	80%	66%

SOURCE: Professional Assignment Information Form (PAIF), October 2006, completed by teachers during the CBEDS census. County and state averages represent middle schools only.

About 13 percent of our teachers have less 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 79 percent of our teachers hold only a bachelor’s degree from a four-year college or university. About 21 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%	93%	93%
Trainee credential holders	Percentage of staff holding an internship credential	0%	5%	5%
Emergency permit holders	Percentage of staff holding an emergency permit	4%	2%	5%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	3%	0%

SOURCE: PAIF, October 2006. 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. None of the faculty at Bear River holds 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 five 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 84 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: courses	Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course	27%	64%	38%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	4%	7%	7%

SOURCE: Professional Assignment Information Form (PAIF) of October 2006. 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 by core course area in the Out-of-Field Teaching table. About 27 percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to 38 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
English	Percentage of English courses taught by a teacher lacking the appropriate subject area authorization	20%	54%	40%
Math	Percentage of math courses taught by a teacher lacking the appropriate subject area authorization	33%	71%	37%
Science	Percentage of science courses taught by a teacher lacking the appropriate subject area authorization	17%	67%	40%
Social Science	Percentage of social science courses taught by a teacher lacking the appropriate subject area authorization	65%	73%	41%

SOURCE: PAIF, October 2006. This is completed by teachers during the CBEDS census. County and state averages represent middle schools only.

The table above shows the distribution of out-of-field teaching in each of the core subject areas.

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 2007–2008 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.

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 two percent, compared to five 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)	2%	5%
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	3%

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 five 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
2006–2007	3.0
2005–2006	3.0
2004–2005	3.0

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.

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 780 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 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 (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 learners strategies. 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](#) on the CDE's 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 [math standards](#) on the CDE's 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 [social studies standards](#) 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 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 2007–2008 school year, and whether those [textbooks](#) covered the California Content Standards.

RESOURCES

Buildings

Bear River Middle School is three 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 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 three 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	4	4
Internet-connected classrooms	33	27	34

SOURCE: CBEDS census of October 2006. 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 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.

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 2005–2006			
Total expenses	\$14,506,844	N/A	N/A
Expenses per student	\$10,659	\$7,229	\$7,521
FISCAL YEAR 2004–2005			
Total expenses	\$13,629,529	N/A	N/A
Expenses per student	\$9,728	\$6,897	\$7,127

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$10,659 per student in the 2005–2006 school year, compared to an average of \$7,229 per student spent by similar (elementary school district) districts in the state. Our total operating expenses for the 2005–2006 year were \$14,506,844. Facts about the 2006–2007 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, 2005–2006

This table reports the salaries of teachers and administrators in our district for the 2005–2006 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	\$34,571	\$38,159
Midrange teacher’s salary	\$62,645	\$59,148
Highest-paid teacher’s salary	\$73,885	\$73,514
Average principal’s salary (middle school)	\$88,345	\$95,855
Superintendent’s salary	\$124,273	\$132,994
Percentage of budget for teachers’ salaries	35%	42%
Percentage of budget for administrators’ salaries	7%	6%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2005–2006, 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 2008. The CDE may release additional or revised data for the 2006–2007 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 2006 census); Language Census (March 2007); California Achievement Test and California Standards Tests (spring 2007 test cycle); Academic Performance Index (October 2007 growth score release); Adequate Yearly Progress (October 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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» 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. We hope it provides information that will be useful to your school community.



STUDENT AND TEACHERS

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	480
African American	5%
American Indian or Alaska Native	2%
Asian	5%
Filipino	4%
Hispanic or Latino	17%
Pacific Islander	2%
White (not Hispanic)	64%
Multiple or no response	2%
Socioeconomically disadvantaged	34%
English learners	2%
Students with disabilities	11%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2006. Data about students who are socioeconomically disadvantaged, English learners, and learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

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

GRADE LEVEL	STUDENTS
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	154
Grade 7	177
Grade 8	149
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CBEDS, October 2006.

Average Class Size by Core Course

The average class size by core courses.

SUBJECT	2004–2005	2005–2006	2006–2007
English	23	22	25
History	21	24	27
Math	24	23	25
Science	25	26	27

SOURCE: CBEDS, October 2006.

Average Class Size by Core Course, Detail

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

SUBJECT	2004–2005			2005–2006			2006–2007		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	8	13	0	9	14	0	6	11	3
History	16	10	0	7	18	0	2	11	4
Math	6	13	0	7	13	0	5	12	1
Science	5	19	0	3	19	0	3	14	1

SOURCE: CBEDS, October 2006.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2004–2005	2005–2006	2006–2007	2006–2007
With Full Credential	26	26	23	77
Without Full Credential	3	2	1	6

SOURCE: CBEDS, October 2006, Professional Assignment Information Form (PAIF) section.

STUDENT PERFORMANCE

California Standards Tests (CST)

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

CST Results for All Students: Three-Year Comparison

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

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English/ Language Arts	55%	50%	50%	55%	55%	53%	40%	42%	43%
History/Social Social	35%	48%	47%	38%	42%	41%	32%	33%	33%
Mathematics	43%	47%	41%	51%	52%	56%	38%	40%	40%
Science	N/A	44%	58%	36%	41%	55%	27%	35%	38%

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

CST Results by Student Group: Most Recent Year

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

STUDENT GROUP	PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED			
	ENGLISH/ LANGUAGE ARTS 2006–2007	HISTORY/ SOCIAL SCIENCE 2006–2007	MATHEMATICS 2006–2007	SCIENCE 2006–2007
African American	54%	N/A	35%	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	56%	55%	48%	73%
Filipino	60%	N/A	43%	N/A
Hispanic or Latino	45%	33%	34%	67%
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	51%	52%	44%	59%
Boys	46%	44%	41%	54%
Girls	54%	49%	40%	63%
Economically disadvantaged	44%	33%	35%	43%
English learners	9%	N/A	9%	N/A
Students with disabilities	20%	29%	15%	29%
Students receiving migrant education services	N/A	N/A	N/A	N/A

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

California Achievement Test, Sixth Edition (CAT/6)

The California Achievement Test, Sixth Edition (CAT/6), a national, norm-referenced test, shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. It is taken only by third and seventh graders. We report only reading and math below. The results are reported as the percentage of students scoring at or above the national average (the 50th percentile).

CAT/6 Test Results for Seventh Grade Students—Three-Year Comparison

The percentage of students scoring at or above the national average in reading and mathematics, for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	72%	68%	64%	61%	60%	57%	41%	42%	42%
Mathematics	69%	68%	62%	63%	63%	67%	52%	53%	53%

SOURCE: The California Achievement Test, Sixth Edition, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

CAT/6 Test Results for Seventh Grade Students by Group—Most Recent Year

The percentage of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

STUDENT GROUP	PERCENT PROFICIENT OR ADVANCED	
	READING 2006–2007	MATHEMATICS 2006–2007
African American	55%	64%
American Indian or Alaska Native	N/A	N/A
Asian	N/A	N/A
Filipino	N/A	N/A
Hispanic or Latino	69%	52%
Pacific Islander	N/A	N/A
White (not Hispanic)	64%	68%
Boys	64%	61%
Girls	64%	63%
Economically disadvantaged	57%	58%
English learners	N/A	N/A
Students with disabilities	26%	16%
Students receiving migrant education services	N/A	N/A

SOURCE: The California Achievement Test, Sixth Edition, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

ACCOUNTABILITY

California Academic Performance Index (API)

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

API Ranks: Three-Year Comparison

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

API RANK	2004–2005	2005–2006	2006–2007
Statewide rank	8	8	7
Similar-schools rank	9	9	6

SOURCE: The API Base Report from July 2007.

API Changes by Student Group: Three-Year Comparison

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

STUDENT GROUP	ACTUAL API CHANGE			API SCORE
	2004–2005	2005–2006	2006–2007	2006–2007
All students at the school	+22	-12	-10	768
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	761
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+16	-16	-12	774
Economically disadvantaged	+2	-3	+8	734
English learners	N/A	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in March 2008.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP): (a) a 95-percent participation rate on the state’s tests; (b) a CDE-mandated percentage of students scoring Proficient or higher on the state’s English/language arts and mathematics tests; and (c) an API of at least 590 or growth of at least one point.

AYP for the District

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

AYP CRITERIA	DISTRICT
Overall	Yes
Graduation rate	Yes
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	Yes
Percent Proficient in mathematics	Yes
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in March 2008.

Intervention Program: District Program Improvement (PI)

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

INDICATOR	DISTRICT
PI stage	Not in PI
The year the district entered PI	N/A
Number of schools currently in PI	0
Percentage of schools currently in PI	0%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in March 2008.

TEXTBOOKS

Textbook Adoption List (TABLE 0)

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
EMC Paradigm	Foreign Language		2005
Prentice Hall	Language Arts		
Harcourt Brace	Math		2001
McDougall-Little	Math		
Holt, Rinehart, Winston	Science		2000
Holt, Rinehart, Winston	Social Science		2005

SOURCE: Textbook data is supplied by the district.