

# Bear River Middle School

School Accountability Report Card, 2011–2012  
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 WISE PRESS**

# Bear River Middle School

## School Accountability Report Card, 2011–2012 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 2011–2012 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.

Please note that words that appear in a smaller, bold typeface are links in the online version of this report to more information. You can find a list of those linked words and their Web page URLs at:

[http://www.schoolwisepress.com/sarc/links\\_2012\\_en.html](http://www.schoolwisepress.com/sarc/links_2012_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, or would like to request a hardcopy version, please contact our school office.

### How to Contact Our School

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

### How to Contact Our District

111 Main Street  
Wheatland, CA 95692  
Phone: (530) 633-3130  
<http://www.wheatland.k12.ca.us>



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# Bear River Middle School

School Accountability Report Card, 2011–2012  
Wheatland Elementary School District

## » Principal's Message

Students who attend Bear River School receive an exemplary education and an opportunity to expand academically. In addition to providing excellent core classes (language arts, math, science, and history), we offer a choice of electives. Our electives include Spanish, band, computers, art, video editing, PE games, horticulture, yearbook, leadership, and Renaissance. We have many afterschool activities, including an excellent sports program. Students have the opportunity to expand personal skills through our Leadership classes. Leadership students are given opportunities to be mentors, school officers, program activity directors, peer mediators, and much more. Our student achievement scores have improved by approximately 80 points for the last five years, and exceeds the State goal of an 800 API score.

The school is eight years old, and we are very fortunate to have a beautiful facility. We have a full-size gymnasium, which includes a weight room. The gym is wired with a large video screen and a complete audio-visual system. On the blacktop the students have access to eight full-court basketball courts, two wall ball courts, three tetherball courts, four square areas, and a grass football/soccer field.

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

Another wonderful component of our school is the Family Resource Center (FRC), which provides assistance and resources for families. The FRC is also 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. The FRC monitors grades, behavior, and attendance for at-risk students. It also provides supervision of recreational activities. Our FRC also provides the facilitator of Peer Leaders Uniting Students (PLUS) and social remediation groups. The mission of PLUS is to serve as a means for students to develop an understanding of who they are, rather than what they are. It is a platform for students to express their individuality, while identifying similarities with those around them. The overall purpose of PLUS is to stimulate conversations between students who have never spoken together before. Students who engage in PLUS activities will develop a sense of belonging. PLUS empowers students to lead, educate, influence, and support their peers. It also provides an ongoing plan that enables our school to address all issues that affect students' learning environment. Our wonderful students, families, and dedicated teaching team and support staff make Bear River School a fabulous place to work and learn.

Angela Gouker, PRINCIPAL

### Grade range and calendar

**6–8**

TRADITIONAL

### Academic Performance Index

**850**

County Average: 761  
State Average: 791

### Student enrollment

**331**

County Average: 277  
State Average: 634

## **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 that support our Accelerated Reader program. We are fortunate to be the recipients of grant funds to support our school Family Resource Center (FRC).

## **Safety**

Bear River 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 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 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 contracted with D-Prep to evaluate our emergency preparedness plan and identify strategies for improvement. D-Prep also provided staff training in the implementation of the safety plan. The School Safety Plan is updated yearly.

Bear River holds monthly Fire Drills and a yearly Lock-Down Drill. The school works collaboratively with Wheatland Fire and Police Departments to coordinate emergency preparedness.

## **Buildings**

Bear River School is seven years old. It is a beautiful and immaculate campus. The campus has a wide-open feel but is equipped with appropriate lighting and security cameras in strategic areas to promote safety. Bear River has site-established cleaning standards and four full-time custodians. 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.

## **Parent Involvement**

Our school's annual site plan and school site budget approvals are made by our School Site Council. The Site Council is comprised of parent members, certificated staff, classified staff, student body representatives, and site administration. We have a District English Language Advisory Committee to help students and their families 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 Jodie Almond, our Family Resource Center director, if you would like to volunteer, at (530) 633-4061.

**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. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school’s API using student test results from the California Standards Tests 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 <b>API</b> ACADEMIC PERFORMANCE INDEX	
<b>Met schoolwide growth target</b>	<b>Yes</b>
<b>Met growth target for prior school year</b>	<b>Yes</b>
<b>API score</b>	<b>850</b>
<b>Growth attained from prior year</b>	<b>+24</b>
<b>Met subgroup* growth targets</b>	<b>Yes</b>

Bear River’s API was 850 (out of 1000). This is an increase of 24 points compared with 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.

SOURCE: API based on spring 2012 test cycle. Growth scores alone are displayed and are current as of December 2012.

**API RANKINGS:** Based on our 2010–2011 test results, we started the 2011–2012 school year with a base API of 826. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared with all middle schools in California, our school ranked 7 out of 10.

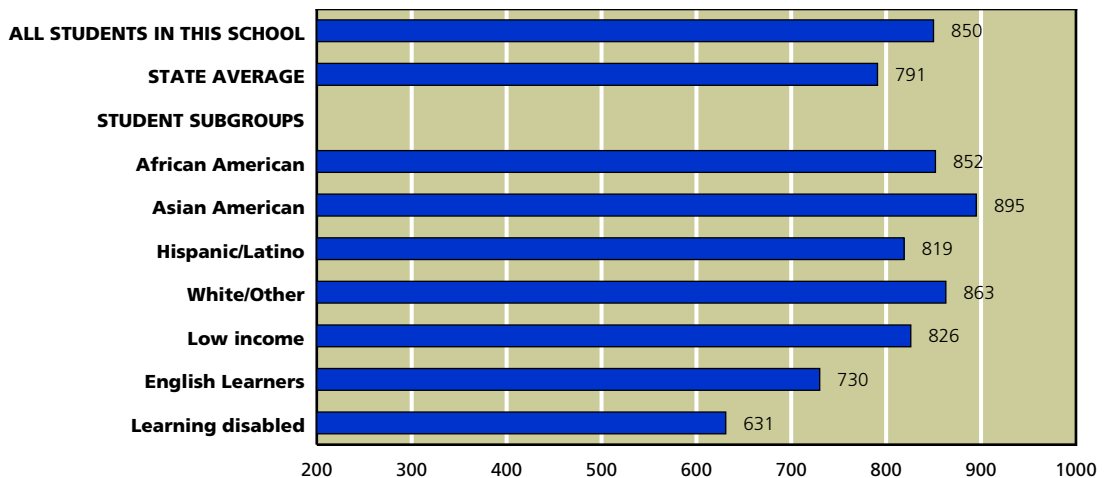
\*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. N/A - Results not available.

**SIMILAR SCHOOL RANKINGS:** We also received a second ranking that compared us with the 100 schools with the most similar students, teachers, and class sizes. Compared with these schools, our school ranked 8 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

**API GROWTH TARGETS:** Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic groups, English Learners, special education students, or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

We met our assigned growth targets during the 2011–2012 school year. Just for reference, 53 percent of middle schools statewide met their growth targets.

**API, Spring 2012**



SOURCE: API based on spring 2012 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 16 out of 17 criteria for yearly progress. Because we fell short in one area, we did not make AYP. Our school is also on the federal watchlist known as Program Improvement (PI). See the next page for background on this matter and an explanation of the consequences.

To meet AYP, middle schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA): 78.4 percent on the English/language arts test and 79.0 percent on the math test. All ethnic, English Learners, special education, and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 740 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 <b>AYP</b> ADEQUATE YEARLY PROGRESS	
<b>Met AYP</b>	<b>No</b>
<b>Met schoolwide participation rate</b>	<b>Yes</b>
<b>Met schoolwide test score goals</b>	<b>Yes</b>
<b>Met subgroup* participation rate</b>	<b>Yes</b>
<b>Met subgroup* test score goals</b>	<b>No</b>
<b>Met schoolwide API for AYP</b>	<b>Yes</b>
<b>Program Improvement school in 2012</b>	<b>Yes</b>

SOURCE: AYP is based on the Accountability Progress Report of October 2012. A school can be in Program Improvement based on students’ test results in the 2011–2012 school year or earlier.

\*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. 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, CMA OR CAPA?	DID 78.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA?	DID 95% OF STUDENTS TAKE THE CST, CMA OR CAPA?	DID 79.0% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA?
<b>SCHOOLWIDE RESULTS</b>	●	●	●	●
<b>SUBGROUPS OF STUDENTS</b>				
<b>Low income</b>	●	●	●	●
<b>STUDENTS BY ETHNICITY</b>				
<b>Hispanic/Latino</b>	●	●	●	●
<b>White/Other</b>	●	●	●	●

SOURCE: AYP release of October 2012, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2011–2012 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 AYP.

**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.

**Program Improvement, a Federal Intervention Program**

**A BRIEF HISTORY OF OUR SCHOOL’S PLACEMENT IN PROGRAM**



**IMPROVEMENT:** Bear River was placed on the list of schools needing improvement (also known as Program Improvement, or PI) for the first time in 2012. In California, 211 middle schools were in stage 1 of PI as of December 2012.

**THE STAGES OF PROGRAM IMPROVEMENT:** Program Improvement is a five-stage process for monitoring, improving, and, if necessary, reorganizing any school that receives federal money under the Title I section of No Child Left Behind (NCLB). Schools in PI get extra attention from their district office to help them improve.

When a school misses even one of its goals for Adequate Yearly Progress, it is at risk of entering PI. If a school misses the same AYP goals two years in a row, it enters stage 1 of PI. Each subsequent year that a school misses any of its AYP goals, it goes one stage deeper into the process. Each stage results in increasingly severe consequences. The first stage gives parents the right to choose another school. In the second stage, students have the right to free tutoring in addition to the option to change schools. The last three stages can result in a change of staff and leadership, the conversion of the school to charter status, transferring the school to another district, or even the school’s closure.

FEDERAL INTERVENTION PROGRAM	
<b>PI</b>	
PROGRAM IMPROVEMENT	
<b>In PI since</b>	<b>2012</b>
<b>Stage of PI</b>	<b>1 of 5</b>
<b>Change in 2012</b>	<b>Entered PI</b>

SOURCE: PI status is based on the Accountability Progress Report of October 2012. A school can be in Program Improvement based on students’ test results in the 2011–2012 school year or earlier.

YEAR	PI STAGE	SUMMARY OF EVENTS FOR THIS YEAR	AYP GOALS NOT MET <span style="color:red">■</span> AYP GOALS MET <span style="color:green">■</span>
2011	Not in PI	Bear River met 16 of the 17 criteria for Adequate Yearly Progress established by the federal law known as No Child Left Behind (NCLB).	
2012	1	We met 16 of the 17 criteria for Adequate Yearly Progress, causing the school to enter the first stage of Program Improvement.	

SOURCE: PI status is based on the Accountability Progress Report of October 2012. A school can be in Program Improvement based on students’ test results in the 2011–2012 school year or earlier. Some schools were in Program Improvement prior to the passage of No Child Left Behind, when the definition of PI was significantly modified.

**CONSEQUENCES**

**PARENTS:** Because Bear River is in stage (year) 1 of PI, parents of students have just one option. They can enroll their children in different schools in the district. To see the list of these schools, parents can contact either the principal or the district office staff.

**SCHOOL:** The school’s staff is revising its improvement plan. The staff is also using as much as ten percent of the school’s Title I (federal) funds for coaching teachers.

**DISTRICT:** The district is establishing a peer review group to evaluate the school’s annual improvement plan.

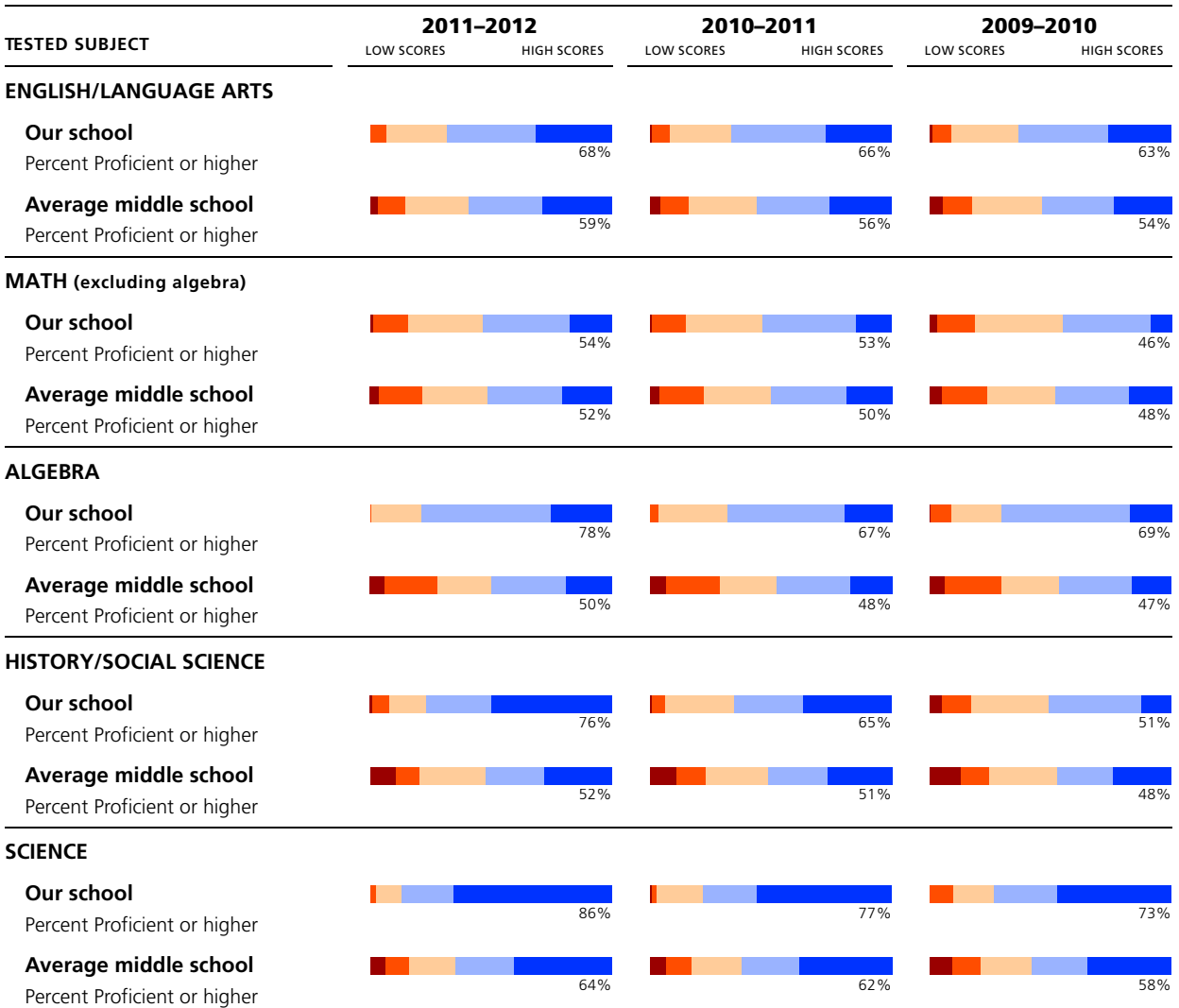
## STUDENT ACHIEVEMENT

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 with the results for students in the average middle school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

### California Standards Tests

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

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



SOURCE: The scores for the CST are from the spring 2012 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.

**HOW HARD ARE THE CALIFORNIA STANDARDS TESTS?** Experts consider California's standards to be among the most clear and rigorous in the country. Just 59 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 63 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

**ARE ALL STUDENTS' SCORES INCLUDED?** No. Only students in grades two through eleven are required to take the CST. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students' privacy, as called for by federal law.

**CAN I REVIEW SAMPLE TEST QUESTIONS?** Sample test questions for the CST are on the [CDE's Web site](#). These are actual questions used in previous years.

**WHERE CAN I FIND ADDITIONAL INFORMATION?** The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You'll also find a [guide](#) to navigating the STAR Web site as well as help for understanding how to [compare test scores](#).

### English/Language Arts (Reading and Writing)

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

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			68%	98%	<b>SCHOOLWIDE AVERAGE:</b> About nine percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			52%	97%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			59%	94%	

### Subgroup Test Scores

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

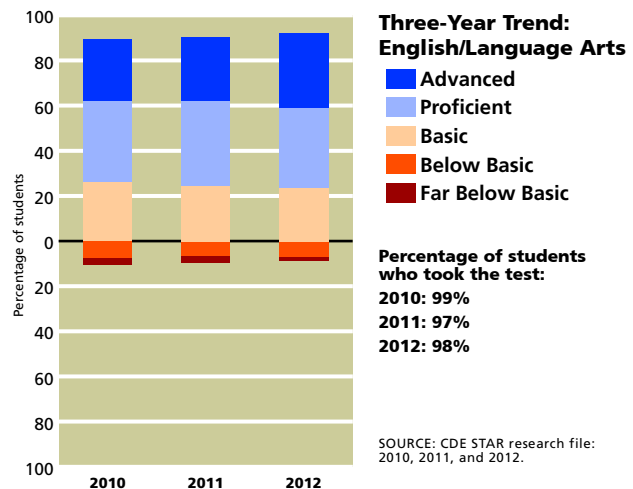
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			66%	154	<b>GENDER:</b> About four percent more girls than boys at our school scored Proficient or Advanced.
Girls			70%	161	
English proficient			70%	302	<b>ENGLISH PROFICIENCY:</b> 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	13	
Low income			61%	133	<b>INCOME:</b> About 12 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			73%	182	
Learning disabled	NO DATA AVAILABLE		N/A	24	<b>LEARNING DISABILITIES:</b> 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			70%	291	
African American	DATA STATISTICALLY UNRELIABLE		N/S	23	<b>ETHNICITY:</b> 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			58%	79	
White/Other			73%	180	

SOURCE: The scores for the CST are from the spring 2012 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			54%	73%	<b>SCHOOLWIDE AVERAGE:</b> About two percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			48%	72%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			52%	71%	

### Subgroup Test Scores

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

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

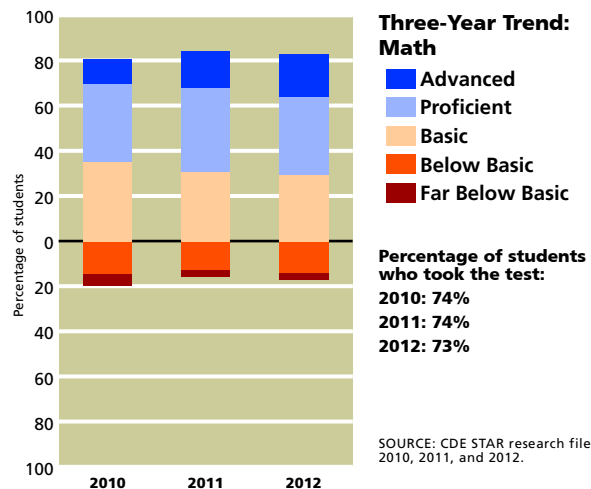
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			62%	115	<b>GENDER:</b> About 16 percent more boys than girls at our school scored Proficient or Advanced.
Girls			46%	118	
English proficient			55%	220	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two 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	13	
Low income			47%	104	<b>INCOME:</b> About 12 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			59%	129	
Learning disabled	NO DATA AVAILABLE		N/A	20	<b>LEARNING DISABILITIES:</b> 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			55%	213	
African American	DATA STATISTICALLY UNRELIABLE		N/S	17	<b>ETHNICITY:</b> 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			51%	61	
White/Other			55%	127	

SOURCE: The scores for the CST are from the spring 2012 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 most seventh graders take the same math courses. Starting as early as seventh grade, however, some students take algebra, while others take a general math course. We report algebra results separately. Here we present our students' scores for all math courses except algebra.

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

You can read the [math standards](#) on the CDE's Web site.



### 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
<b>SCHOOLWIDE AVERAGE</b>			78%	37%	<b>SCHOOLWIDE AVERAGE:</b> About 28 percent more students at our school scored Proficient or Advanced than at the average middle school in California. About four percent more students took algebra than did students in the average middle school in the state.
<b>AVERAGE MIDDLE SCHOOL IN THE COUNTY</b>			45%	28%	
<b>AVERAGE MIDDLE SCHOOL IN CALIFORNIA</b>			50%	33%	

### Subgroup Test Scores

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

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

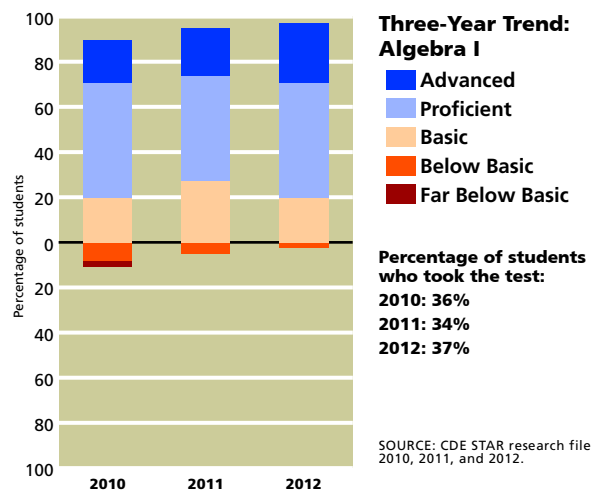
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			77%	35	<b>GENDER:</b> About the same percentage of boys and girls at our school scored Proficient or Advanced.
<b>Girls</b>			78%	41	
<b>English proficient</b>			78%	76	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
<b>English Learners</b>	NO DATA AVAILABLE		N/A	N/A	
<b>Low income</b>	DATA STATISTICALLY UNRELIABLE		N/S	28	<b>INCOME:</b> 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.
<b>Not low income</b>			77%	48	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	4	<b>LEARNING DISABILITIES:</b> 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.
<b>Not learning disabled</b>			76%	72	
<b>Hispanic/Latino</b>	DATA STATISTICALLY UNRELIABLE		N/S	15	<b>ETHNICITY:</b> 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.
<b>White/Other</b>			80%	51	

SOURCE: The scores for the CST are from the spring 2012 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 37 percent of our seventh and eighth grade students took the algebra CST, compared with 33 percent of all middle school students statewide. You can review the **math** standards on the CDE’s Web site.



### 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
<b>SCHOOLWIDE AVERAGE</b>			76%	99%	<b>SCHOOLWIDE AVERAGE:</b> About 24 percent more students at our school scored Proficient or Advanced than at the average middle school in California.
<b>AVERAGE MIDDLE SCHOOL IN THE COUNTY</b>			49%	98%	
<b>AVERAGE MIDDLE SCHOOL IN CALIFORNIA</b>			52%	98%	

### Subgroup Test Scores

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

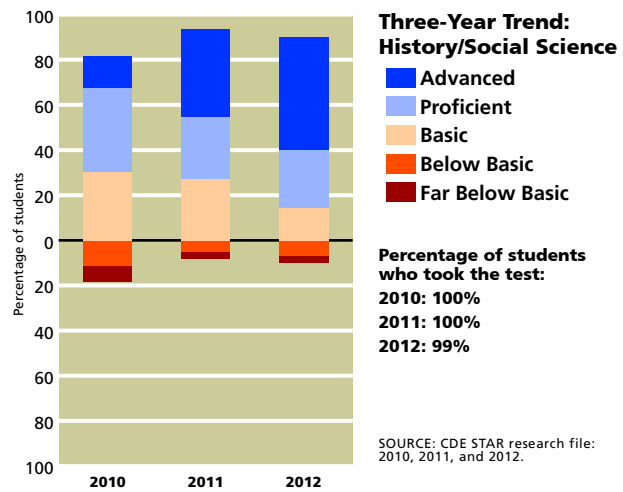
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			83%	47	<b>GENDER:</b> About 12 percent more boys than girls at our school scored Proficient or Advanced.
<b>Girls</b>			71%	65	
<b>English proficient</b>			77%	110	<b>ENGLISH PROFICIENCY:</b> 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.
<b>English Learners</b>	NO DATA AVAILABLE		N/A	2	
<b>Low income</b>			67%	45	<b>INCOME:</b> About 15 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			82%	67	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	6	<b>LEARNING DISABILITIES:</b> 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.
<b>Not learning disabled</b>			78%	106	
<b>Hispanic/Latino</b>			53%	30	<b>ETHNICITY:</b> 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.
<b>White/Other</b>			81%	67	

SOURCE: The scores for the CST are from the spring 2012 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 NS: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our 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.



**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
<b>SCHOOLWIDE AVERAGE</b>			86%	98%	<b>SCHOOLWIDE AVERAGE:</b> About 22 percent more students at our school scored Proficient or Advanced than at the average middle school in California.
<b>AVERAGE MIDDLE SCHOOL IN THE COUNTY</b>			60%	96%	
<b>AVERAGE MIDDLE SCHOOL IN CALIFORNIA</b>			64%	93%	

**Subgroup Test Scores**

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

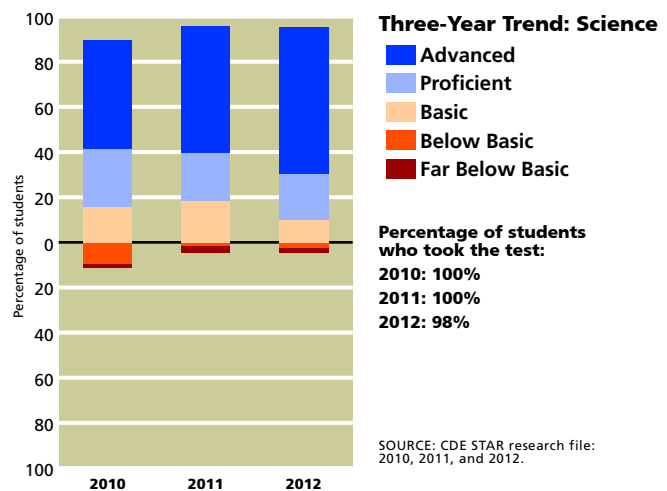
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			87%	46	<b>GENDER:</b> About two percent more boys than girls at our school scored Proficient or Advanced.
<b>Girls</b>			85%	65	
<b>English proficient</b>			86%	110	<b>ENGLISH PROFICIENCY:</b> 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.
<b>English Learners</b>	NO DATA AVAILABLE		N/A	1	
<b>Low income</b>			82%	44	<b>INCOME:</b> About six percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			88%	67	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	5	<b>LEARNING DISABILITIES:</b> 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.
<b>Not learning disabled</b>			86%	106	
<b>Hispanic/Latino</b>	DATA STATISTICALLY UNRELIABLE		N/S	29	<b>ETHNICITY:</b> 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.
<b>White/Other</b>			87%	67	

SOURCE: The scores for the CST are from the spring 2012 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.

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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.



**STUDENTS**

**Students’ English Language Skills**

At Bear River, 96 percent of students were considered to be proficient in English, compared with 83 percent of middle school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	96%	90%	83%
English Learners	4%	10%	17%

SOURCE: Language census for the 2011–2012 school year. 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 13 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	77%	80%	85%
Vietnamese	0%	0%	2%
Cantonese	0%	0%	1%
Hmong	0%	17%	1%
Filipino/Tagalog	0%	1%	2%
Korean	0%	0%	1%
Khmer/Cambodian	8%	0%	0%
All other	15%	2%	8%

SOURCE: Language census for the 2011–2012 school year. County and state averages represent middle schools only.

**Ethnicity**

Most students at Bear River identify themselves as White. In fact, there are about two times as many White students as Hispanic/Latino students, the second-largest ethnic group at Bear River. The state of California allows citizens to choose more than one ethnic identity, or to select “two or more races” 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%	7%
Asian American/ Pacific Islander	6%	7%	11%
Hispanic/Latino	25%	30%	50%
White	56%	52%	28%

SOURCE: California Longitudinal Pupil Achievement Data System (CALPADS), October 2011. 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 \$41,348 a year (based on a family of four) in the 2011–2012 school year. At Bear River, 42 percent of the students qualified for this program, compared with 55 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	42%	63%	55%
Parents with some college	52%	59%	57%
Parents with college degree	26%	23%	33%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2011–2012 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions.

The parents of 52 percent of the students at Bear River have attended college and 26 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 86 percent of our students provided this information.

**CLIMATE FOR LEARNING**

**Average Class Sizes**

The table at the right shows average class sizes for core courses. The average class size of all courses at Bear River varies from a low of 19 students to a high of 25. Our average class size schoolwide is 22 students.

AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL	OUR DISTRICT
English	19	19
History	24	24
Math	21	21
Science	25	25

SOURCE: California Department of Education, SARC Research File. District averages represent middle schools only.



**LEADERSHIP, TEACHERS, AND STAFF**

**Indicators of Teachers Who May Be Underprepared**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Core courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	0%	N/A	0%
<b>Out-of-field teaching</b>	Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course	20%	N/A	N/A
<b>Fully credentialed teachers</b>	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	85%	N/A	N/A
<b>Teachers lacking a full credential</b>	Percentage of teachers without a full, clear credential	15%	N/A	N/A

SOURCE: Data on NCLB standards is from the California Department of Education, SARC research file. Information on teachers lacking a full credential provided by the school district.

**PLEASE NOTE:** Comparative data (county average and state averages) for some of the data reported in the SARC is unavailable as of December 2012.

**“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 **out-of-field**. 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.

**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 15 percent of our teachers were working without full credentials.

### Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standards. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

When more than 40 percent of the students in a school are receiving subsidized lunches, that school is considered by the California Department of Education to be a school with higher concentrations of low-income students. About 70 percent of the state’s schools are in this category. When less than 25 percent of the students in a school are receiving subsidized lunches, that school is considered by the CDE to be a school with lower concentrations of low-income students. About 19 percent of the state’s schools are in this category.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
<b>Districtwide</b>	Percentage of core courses not taught by “highly qualified” teachers (HQT)	0%
<b>Schools with more than 40% of students from lower-income homes</b>	Schools whose core courses are not taught by “highly qualified” teachers	0%
<b>Schools with less than 25% of students from lower-income homes</b>	Schools whose core courses are not taught by “highly qualified” teachers	0%

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

### Specialized Resource Staff

The table to the right lists the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part time at our school and some may work at more than one school in our district. 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:** More information about [counseling and student support](#) is available on the CDE Web site.

STAFF POSITION	STAFF (FTE)
<b>Academic counselors</b>	0.0
<b>Behavioral/career counselors</b>	0.5
<b>Librarians and media staff</b>	0.0
<b>Psychologists</b>	0.0
<b>Social workers</b>	0.0
<b>Nurses</b>	0.0
<b>Speech/language/hearing specialists</b>	0.0
<b>Resource specialists</b>	0.0

SOURCE: Data provided by the school district.

**TECHNICAL NOTE ON DATA RECENCY:** All data is the most current available as of December 2012. The CDE may release additional or revised data for the 2011–2012 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Longitudinal Pupil Achievement Data System (CALPADS) (October 2011); Language Census (March 2012); California Standards Tests (spring 2012 test cycle); Academic Performance Index (November 2012 growth score release); Adequate Yearly Progress (October 2012).

**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.

## » Adequacy of Key Resources 2012–2013

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2012–2013. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.

This section also contains information about 2011–2012 staff development days, and, for high schools, percentages of seniors who met our district's graduation requirements.



**TEACHERS**

Teacher Vacancies

KEY FACTOR	2010–2011	2011–2012	2012–2013
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
Total number of classes at the start of the year	107	115	106
Number of classes that lacked a permanently assigned teacher within the first 20 days of school	0	0	0
TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR			
Number of classes where the permanently assigned teacher left during the year	0	0	0
Number of those classes where you replaced the absent teacher with a single new teacher	0	0	0

There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school’s and our district’s responsibility to fill that teacher’s vacancy with a qualified, full-time, and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school and after the start of school.

### Teacher Misassignments

A “misassigned” teacher is one who lacks the appropriate subject-area authorization for a class she is teaching. Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

KEY FACTOR	DESCRIPTION	2010–2011	2011–2012	2012–2013
<b>Teacher Misassignments</b>	Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	12
<b>Teacher Misassignments in Classes that Include English Learners</b>	Total number of classes that include English Learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	0	0	0
<b>Other Employee Misassignments</b>	Total number of service area placements of employees without the required credentials	0	0	0

### Staff Development

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you’ll see the amount of time we set aside for the past three years for their continuing education and professional development.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
<b>2011–2012</b>	12.00
<b>2010–2011</b>	3.00
<b>2009–2010</b>	3.00

**TEXTBOOKS**

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

This information was collected on 09/17/2012.

TAUGHT AT OUR SCHOOL?	SUBJECT	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
		STANDARDS ALIGNED?	FROM THE MOST RECENT OFFICIAL ADOPTION?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
<input checked="" type="checkbox"/>	<b>English</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	100%
<input checked="" type="checkbox"/>	<b>Math</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	100%
<input checked="" type="checkbox"/>	<b>Science</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	100%
<input checked="" type="checkbox"/>	<b>Social Science</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	100%
<input type="checkbox"/>	<b>Foreign Languages</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<b>Health</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<b>Visual/Performing Arts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### Textbooks in Use

Here are some of the textbooks we use for our core courses.

SUBJECT AND TITLE	PUBLISHER	YEAR ADOPTED
ENGLISH/LANGUAGE ARTS		
Prentice Hall		2002
MATH		
McDougal-Little		2001
SCIENCE		
Holt, Rinehart, Winston		2007
SOCIAL SCIENCE		
Holt, Rinehart, Winston		2005

**FACILITIES**

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we’ve answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

**INSPECTORS AND ADVISORS:** This report was completed on 08/24/2011 by Gary Hawk, Maintenance. The most recent facilities inspection occurred on 08/24/2011.

**ADDITIONAL INSPECTORS:** There were no other inspectors used in the completion of this form.

AREA	RATING	REPAIR NEEDED AND ACTION TAKEN OR PLANNED
<b>Overall Rating</b>	<b>Good</b>	No apparent problems
<b>A. Systems</b>	<b>Good</b>	
<b>1. Gas</b>		No apparent problems
<b>2. Mechanical/HVAC</b>		No apparent problems
<b>3. Sewer</b>		No apparent problems
<b>B. Interior Surfaces</b>	<b>Good</b>	
<b>1. Interior Surfaces</b>		No apparent problems
<b>C. Cleanliness</b>	<b>Good</b>	
<b>1. Overall cleanliness</b>		No apparent problems
<b>2. Pest/Vermin</b>		No apparent problems
<b>D. Electrical Components</b>	<b>Good</b>	
<b>1. Electrical Components</b>		No apparent problems
<b>E. Rest Rooms/Fountains</b>	<b>Good</b>	
<b>1. Rest Rooms</b>		No apparent problems
<b>2. Drinking Fountains</b>		No apparent problems
<b>F. Safety</b>	<b>Good</b>	
<b>1. Fire Safety</b>		No apparent problems
<b>2. Hazardous Materials</b>		No apparent problems



AREA	RATING	REPAIR NEEDED AND ACTION TAKEN OR PLANNED
<b>G. Structural</b>	<b>Good</b>	
<b>1. Structural Damage</b>		No apparent problems
<b>2. Roofs/Gutters</b>		No apparent problems
<b>H. External</b>	<b>Good</b>	
<b>1. Windows/Doors/Gates/Fences</b>		No apparent problems
<b>2. Playgrounds/School Grounds</b>		No apparent problems

**SCHOOL FINANCES, 2010–2011**

We are required by the California Dept. of Education to report financial data from the 2010–2011 school year. More recent financial data is available on request from the district office.

**Spending per Student**

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA).

We’ve broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher and principal training funds.

Next to the figures for the district and state averages, we show the percentage by which the school’s spending varies from the district and state averages. For example, we calculate the school’s variance from the district average using this formula:

$$\frac{(\text{SCHOOL AMOUNT} - \text{DISTRICT AVERAGE})}{\text{DISTRICT AVERAGE}}$$

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL-TO-DISTRICT VARIANCE	STATE AVERAGE	SCHOOL-TO-STATE VARIANCE
<b>Unrestricted funds (\$/student)</b>	\$5,507	\$5,780	-5%	\$5,434	1%
<b>Restricted funds (\$/student)</b>	\$925	\$1,048	-12%	\$2,889	-68%
<b>Total (\$/student)</b>	\$6,432	\$6,828	-6%	\$8,323	-23%

**Compensation for Staff with Teaching Credentials**

To make comparisons possible across schools and districts of varying sizes, we report our compensation per full-time equivalent (FTE) certificated staff.\* A teacher/administrator/pupil services person who works full-time counts as 1.0 FTE. Those who work only half time count as 0.5 FTE.

CERTIFICATED STAFF*	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL-TO-DISTRICT VARIANCE	STATE AVERAGE	SCHOOL-TO-STATE VARIANCE
<b>Salary (\$/certificated staff)</b>	\$76,818	\$75,635	2%	\$74,075	4%
<b>Benefits (\$/certificated staff)</b>	\$19,176	\$19,420	-1%	\$17,115	12%
<b>Total (\$/certificated staff)</b>	\$95,994	\$95,055	1%	\$91,189	5%

\* A certificated staff person is a school employee who is required by the state to hold teaching credentials, including full-time, part-time, substitute, or temporary teachers and most administrators.

## » Data Almanac

This Data Almanac provides additional information about students, teachers, student performance, accountability, and district expenditures.



**STUDENTS 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	331
Black/African American	7%
American Indian or Alaska Native	2%
Asian	4%
Filipino	2%
Hispanic or Latino	25%
Pacific Islander	1%
White (not Hispanic)	56%
Two or more races	4%
Ethnicity not reported	0%
Socioeconomically disadvantaged	44%
English Learners	15%
Students with disabilities	6%

SOURCE: All but the last three lines are from the annual census, CALPADS, October 2011. Data about students who are socioeconomically disadvantaged, English Learners, or 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	123
Grade 7	96
Grade 8	112
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CALPADS, October 2011.

**Average Class Size by Core Course**

The average class size by core courses.

SUBJECT	2009–2010	2010–2011	2011–2012
English	20	19	19
History	26	27	24
Math	16	22	21
Science	26	28	25

SOURCE: CALPADS, October 2011. 2009–2010 data provided by the school district.

**Average Class Size by Core Course, Detail**

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

SUBJECT	2009–2010			2010–2011			2011–2012		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	7	10	1	7	5	1	9	3	1
History	4	10	0	0	8	0	3	6	0
Math	12	11	0	3	8	0	4	7	0
Science	3	11	0	0	7	1	3	4	1

SOURCE: CALPADS, October 2011. Data for 2009–2010 provided by the school district.

### 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 shows the percentage of students at our school who scored within the “healthy fitness zone” on four, five, and all six tests. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

GRADE LEVEL	PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES		
	MET FOUR OR MORE STANDARDS	MET FIVE OR MORE STANDARDS	MET ALL SIX STANDARDS
Grade 5	N/A	N/A	N/A
Grade 7	88%	69%	41%
Grade 9	N/A	N/A	N/A

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. This information is from the 2011–2012 school year.

### Suspensions and Expulsions

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.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
<b>Suspensions per 100 students</b>			
2011–2012	15	15	N/A
2010–2011	14	14	16
2009–2010	9	9	18
<b>Expulsions per 100 students</b>			
2011–2012	0	0	N/A
2010–2011	0	0	0
2009–2010	0	0	0

SOURCE: Data is from the Consolidated Application published by the California Department of Education. The numbers above are a ratio of suspension or expulsion events, per 100 students enrolled. District and state averages represent middle schools only.

During the 2011–2012 school year, we had 50 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. Please note that multiple incidents may involve the same student.

### 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. We also present three years' of data about the number of teachers who lacked the appropriate subject-area authorization for one or more classes they taught.

TEACHERS	SCHOOL			DISTRICT
	2009–2010	2010–2011	2011–2012	2011–2012
<b>With Full Credential</b>	N/A	15	17	59
<b>Without Full Credential</b>	N/A	4	3	3
<b>Teaching out of field</b>	N/A	3	3	3

SOURCE: Information provided by the school district.

**STUDENT PERFORMANCE**

**California Standardized Testing and Reporting Program**

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. We also include results from the California Modified Assessment and California Alternative Performance Assessment (CAPA).

**STAR Test 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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/ language arts	62%	64%	67%	59%	61%	64%	52%	54%	56%
History/social science	51%	65%	76%	51%	64%	76%	44%	48%	49%
Mathematics	50%	56%	59%	59%	63%	66%	48%	50%	51%
Science	73%	77%	86%	69%	70%	77%	54%	57%	60%

SOURCE: STAR results, spring 2012 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

**STAR Test Results by Student Subgroup: Most Recent Year**

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

STUDENT SUBGROUP	STUDENTS SCORING PROFICIENT OR ADVANCED			
	ENGLISH/LANGUAGE ARTS 2011–2012	HISTORY/ SOCIAL SCIENCE 2011–2012	MATHEMATICS 2011–2012	SCIENCE 2011–2012
African American	70%	0%	52%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	75%	0%	67%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	58%	53%	54%	79%
Pacific Islander or Native Hawaiian	0%	0%	0%	0%
White (not Hispanic)	72%	81%	61%	87%
Two or more races	58%	0%	58%	0%
Boys	65%	83%	64%	87%
Girls	69%	71%	54%	85%
Socioeconomically disadvantaged	60%	67%	54%	82%
English Learners	8%	0%	23%	0%
Students with disabilities	34%	0%	41%	0%
Receives migrant education services	N/A	N/A	N/A	N/A

SOURCE: STAR results, spring 2012 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. APIs 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 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 in the highest 10 percent of all middle schools in the state. The similar-schools API rank reflects how a school compares with 100 statistically matched schools that have similar teachers and students.

API RANK	2009–2010	2010–2011	2011–2012
Statewide rank	6	7	7
Similar-schools rank	1	5	8

SOURCE: The API Base Report from June 2012.

**API Changes by Subgroup: Three-Year Comparison**

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

SUBGROUP	ACTUAL API CHANGE			API
	2009–2010	2010–2011	2011–2012	2011–2012
All students at the school	+38	+8	+24	850
Black/African American	N/A	+22	-16	852
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	895
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	+41	+3	+18	819
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+38	+4	+29	863
Two or more races	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	N/A	+107	+21	826
English Learners	N/A	-70	+113	730
Students with disabilities	N/A	+66	+31	631

SOURCE: The API Growth Report as released in the Accountability Progress Report in November 2012. Students from all elementary, middle and high schools are included in the district and state columns for comparison.



### API Scores by Subgroup

This table includes Academic Performance Index results for our school, our district, and the state.

SUBGROUP	SCHOOL		DISTRICT		STATE	
	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API
All students	301	850	856	840	4,664,264	788
Black/African American	21	852	56	786	313,201	710
American Indian or Alaska Native	5	N/A	22	682	31,606	742
Asian	12	895	38	873	404,670	905
Filipino	4	N/A	16	903	124,824	869
Hispanic or Latino	77	819	160	818	2,425,230	740
Pacific Islander	1	N/A	3	N/A	26,563	775
White (non Hispanic)	171	863	543	853	1,221,860	853
Two or more races	10	N/A	18	881	88,428	849
Socioeconomically disadvantaged	131	826	378	813	2,779,680	737
English Learners	44	730	93	777	1,530,297	716
Students with disabilities	31	631	117	658	530,935	607

SOURCE: The API Growth Report as released in the Accountability Progress Report in November 2012. Students from all elementary, middle and high schools are included in the district and state columns for comparison.

### 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
- (c) an API of at least 740 or growth of at least one point.

#### AYP for the District

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

AYP CRITERIA	DISTRICT
Overall	No
Graduation rate	N/A
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	No
Percent Proficient in mathematics	Yes
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in October 2012.

#### 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	2
Percentage of schools currently in PI	50%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in October 2012.

**DISTRICT EXPENDITURES**

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](#).

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
<b>FISCAL YEAR 2010–2011</b>			
Total expenses	\$11,116,237	\$8,497,573,732	\$46,278,595,991
Expenses per student	\$10,096	\$7,789	\$8,323
<b>FISCAL YEAR 2009–2010</b>			
Total expenses	\$11,248,137	\$8,704,399,331	\$47,205,560,698
Expenses per student	\$10,463	\$7,973	\$8,452

SOURCE: Fiscal Services Division, California Department of Education.

**District Salaries, 2010–2011**

This table reports the salaries of teachers and administrators in our district for the 2010–2011 school year. This table compares our average salaries with 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	\$38,320	\$40,962
Midrange teacher’s salary	\$73,877	\$63,212
Highest-paid teacher’s salary	\$81,898	\$80,545
Average principal’s salary (middle school)	\$113,525	\$106,108
Superintendent’s salary	\$162,008	\$152,557
Percentage of budget for teachers’ salaries	38%	40%
Percentage of budget for administrators’ salaries	7%	6%

SOURCE: School Accountability Report Card unit of the California Department of Education.

