

Bangor Union Elementary School District

Bangor Elementary School

2008-2009 School Accountability Report Card

School Address:
7549 Oro-Bangor
Hwy.
Bangor, CA 95914-

District Address:
7549 Oro-Bangor
Hwy.
Bangor, CA
95914-0340
(530) 679-2434

www.bangorun-
ion.org

School Profile

Bangor Elementary is the only elementary/middle school in the Bangor Union Elementary School District. Curriculum is focused on literacy-reading and writing-and math. The school supports cultural awareness and diversity on a daily basis through its diverse literature selections. During the 2008-09 school year, 134 Kindergarten through eighth grade students were enrolled at the school, with classes arranged on a traditional schedule calendar. Most classes are combination grade level classes.

Student Enrollment by Ethnic Group	
2008-09	
	Percentage
African American	0.0%
American Indian	2.4%
Asian	0.0%
Caucasian	84.8%
Filipino	0.8%
Hispanic or Latino	8.8%
Pacific Islander	0.0%
Multiple or No Response	3.2%

Discipline & Climate for Learning

Students at Bangor Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of the Bangor Elementary School discipline program is to correct student behavior before it becomes a level requiring suspension and includes a community service component and a conflict management program. Parents and students are informed of school rules and discipline policies through the Student Handbook and newsletters which are sent home at the beginning of the school year.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems.

Extracurricular activities, clubs, and programs include: football, basketball, cross country running, and volleyball. The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. The school recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during awards assemblies and by their classroom teacher.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	20	0	0	20	0	0
Suspension Rate	15.4%	0.0%	0.0%	15.4%	0.0%	0.0%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past three school years. Enrollment varies year by year, as well as during the school year.

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
K	18	13	15
1st	14	24	12
2nd	9	15	16
3rd	16	10	15
4th	13	18	11
5th	15	17	16
6th	14	15	17
7th	19	13	11
8th	12	16	12

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, each classroom has an instructional assistant who assist students in the classroom. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment. Class sizes have risen slightly this year due state budgetary issues.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	07	08	09	07	08	09	07	08	09			
K-3	19	22	17	1	2	3	-	1	-	-	-	-
3-4	21	22	17	-	-	1	1	1	-	-	-	-
4-8	21	29	28	2	-	-	2	2	1	-	-	1

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district adopted a new bell schedule including an "early release" day concept where school is dismissed an hour earlier each week for teachers to participate in professional growth and staff collaboration. One new teacher is participating in his second year of BTSA. This year six (6) certificated staff members attended 21 different conferences and hosted several different staff development events on campus. In addition, five (5) classified staff members attended 6 different conferences.

Counseling & Support Staff

It is the goal of Bangor Elementary School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:125. The table lists the support service personnel available at Bangor Elementary School. Bangor is also served by the following part time support staff: School Nurse, School Psychologist, Speech Therapist, Occupational Therapist, and Adaptive PE teacher.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	2	0.3

Teacher Assignment

Bangor Union Elementary School District recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Bangor Elementary School had seven fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	7	7	7	7
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

	Misassignments/Vacancies		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. All of Bangor's teachers are considered Highly Qualified.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Parent Involvement

Bangor Elementary School greatly benefits from its supportive parents who work on projects of the Parent Club, Bangor Parent's Association. The school has a strong base of parent volunteers who provide assistance to teachers and financial support to the school and its programs. Parents are also welcome to join the School Site Council and other community partnerships.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer, or wish to learn more about Bangor may contact the Bangor Elementary School at (530) 679-2434.

Curriculum Development

All curriculum development in the Bangor Union Elementary School District is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

Additional Internet Access/Public Libraries

Each middle school classroom contains at least ten (10) computers and each elementary classroom contains at least three (3) computers for internet research based learning activities. In addition, Bangor has a computer lab which contains fifteen (15) networked computers. Bangor has a comfortable, well appointed, dedicated library with over 3,800 volumes, well in excess of state requirements. The library is staffed 2.5 hours per day by a trained paraprofessional who also supports teacher instructional activities and administers the Accelerated Reader program for grades 2-8. For additional research materials and Internet availability, students are encouraged to visit the Butte County public libraries located in the cities of Oroville and Gridley, which contain numerous computer workstations.

Instructional Materials

Bangor Union Elementary School District held a Public Hearing on September 10, 2009, and determined that the school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Although the state textbook adoption cycle was suspended due to the state's budget crisis until 2013, Bangor did adopt and purchase a new middle school Algebra and math series and new elementary K-4 reading materials. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-6	History/Social Science	Houghton Mifflin	2002	Yes	0.0%
K-6	Mathematics	McDougal	2000	Yes	0.0%
K-6	Reading/ Language Arts	Houghton Mifflin	2001	Yes	0.0%
K	Science	Holt	2000	Yes	0.0%

Safe School Plan

Safety of students and staff is a primary concern of Bangor Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on April, 2008, by the School Safety Committee and is under constant review. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held once a year. Students are supervised before and after school by classified staff and the principal, and classified staff and the principal supervise students during lunch. Certificated staff and classified staff help with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors are required to check in at the school office.

School Facilities

Bangor Elementary School was originally constructed in 1932 and is comprised of seven classrooms, a cafeteria, a library, a staff lounge, a computer lab, and extensive playgrounds. Recent remodeling included refurbishing 4 bathrooms, repaving of the quad area, new sidewalks and walkways, HVAC units , new siding, and painting.

Cleaning Process

The principal works daily with the custodial staff of one part-time staff person to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for the district. A summary of these standards are available at the district office for review.

Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. Even though the state has suspended the deferred maintenance program until 2013, the district governing board has elected to continue with deferred maintenance projects. For the 2009-2010 school year the district's governing board did approve repainting the school. Bangor has been approved by the state for \$880,000 to construct a new gym/multipurpose room and \$561,000 for campus modernization.

School Facility Conditions				
Date of Last Inspection: 06/30/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8), Science (available for grades 5 and 8 only). For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	39	41	34	39	41	34	43	46	50
Mathematics	50	46	40	50	46	40	40	43	46
Science	33	48	39	33	48	39	38	46	50
History/Social Science	46	50	36	46	50	36	33	36	41

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	27	*	*
Pacific Islander	*	*	*	*
Caucasian	33	41	38	25
Males	26	34	47	*
Females	42	46	29	*
Socioeconomically Disadvantaged	28	34	32	25
English Learners	*	*	*	*
Students with Disabilities	10	15	*	*
Migrant Education	*	*	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools. Bangor's API has improved 39 points in the last 6 years. Bangor's API improved to 722 in 2009.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	4	3	3	
Similar Schools Rank	2	N/A	N/A	
All Students				
Actual Growth	6	-2	7	722
Socioeconomically Disadvantaged				
Actual Growth	-	-	-4	684
Caucasian				
Actual Growth	15	-8	11	725

N/A - Means a number is not applicable or not available due to missing data.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

National Assessment of Educational Progress				
Reading and Mathematics Results for				
Students with Disabilities (SD) and/or English Language Learners (ELL)				
By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

Federal Intervention Program

Schools and 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) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Bangor is currently in Year 2 Program Improvement based solely on not making AYP based on not meeting participation rates on state testing in a particular subgroup. Year 2 PI schools must offer Supplemental Education Services to identified low performing students, which Bangor is offering.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	Not in PI
First Year in PI	2007-2008	-
Year in PI (2009-10)	Year 2	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	100.00%

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart. Bangor met their AYP goal in 2009.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Physical Fitness

In the spring of each year, Bangor Elementary School is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test. Bangor students take PE two days a week with a credentialed PE teacher.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	5.9%	23.5%	47.1%
7	7.1%	28.6%	35.7%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 07-08 financial statements).

Average Teacher Salaries	
School & District	
School	-
District	\$53,429
Percentage of Variation	-
School & State	
All Elementary School Districts	\$56,284
Percentage of Variation	-



Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$38,710	\$38,481
Mid-Range Teachers	\$50,248	\$55,789
Highest Teachers	\$62,322	\$70,849
Elementary School Principals	-	\$88,862
Middle School Principals	-	\$94,015
High School Principals	-	\$97,594
Superintendent	\$94,914	\$110,994
Salaries as a Percentage of Total Budget		
Teacher Salaries	35.4%	37.2%
Administrative Salaries	8.6%	6.6%

District Expenditures

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	-
From Restricted Sources	-
From Unrestricted Sources	-
District	
From Unrestricted Sources	-
Percentage of Variation between School & District	-
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	-

District Revenue Sources

In addition to general state funding, Bangor Elementary School receives state and federal funding from categorical funds and other support programs.

Data Sources

Data within the SARC was provided by Bangor Union Elementary School District, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

