



Bangor Elementary School

2009-2010 School Accountability Report Card

**Bangor Union
Elementary
School District**

**School/District
Address:
7549 Oro-Bangor
Hwy.
Bangor, CA
95914-0340**

(530) 679-2434

www.bangorunion.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 2009-10 school year, 127 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

2009-10	
	Percentage
African American	0.8%
American Indian	3.1%
Hispanic or Latino	7.8%
White	88.3%

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		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	0	0	4	0	0	4
Suspension Rate	0.0%	0.0%	3.1%	0.0%	0.0%	3.1%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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.

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			
	2007-08	2008-09	2009-10
K	13	15	13
1st	24	12	13
2nd	15	16	11
3rd	10	15	16
4th	18	11	18
5th	17	16	12
6th	15	17	18
7th	13	11	16
8th	16	12	11

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 Size Distribution											
	Average Class Size			Classrooms Containing:								
	08	09	10	1-20 Students			21-32 Students			33+ Students		
4th	-	-	17	-	-	1	-	-	-	-	-	-
3-4	22	17	-	-	1	-	1	-	-	-	-	-
K-3	22	17	24	2	3	-	1	-	2	-	-	-
4-8	29	28	29	-	-	-	2	1	2	-	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. In 2008-09 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. In the 2009-10 school year staff used the early release days to focus on identifying and aligning essential standards with assessments in the area of Writing and Language Arts.

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	.3

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	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

Teacher Assignment

Bangor Union Elementary School District recruits and employs the most qualified credentialed teachers.

	Teacher Credential Status			
	School			District
	07-08	08-09	09-10	09-10
Fully Credentialed	7	7	5	5
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		
	08-09	09-10	10-11
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

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.

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, 2010, 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 October 29, 2010 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.

School Facility Conditions				
Date of Last Inspection: 09/20/2010				
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			

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.

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	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2010-11)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

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. ***2009-10 scores were not released by the CDE at the time of publication.**

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.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the 2010 Growth API at the school, district, and state level.

Growth API			
	School	District	State
All Students	752	752	767
White	767	767	838
Socioeconomically Disadvantaged	723	723	712

API School Results			
	07-08	08-09	09-10
Statewide	3	3	2
Similar Schools	N/A	N/A	-
All Students at the School			
Actual API Change	-2	7	32
White			
Actual API Change	-8	11	45
Socioeconomically Disadvantaged			
Actual API Change	-	-4	41

* Statewide and similar schools ranks are based on the first year listed. (Example: the 07-08 rank reflects testing from Spring 2007.)

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		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
English/Language Arts	41	34	43	41	34	43	46	50	52
Mathematics	46	40	50	46	40	50	43	46	48
Science	48	39	41	48	39	41	46	50	54
History/Social Science	50	36	14	50	36	14	36	41	44

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	43	50	41	14
School	43	50	41	14
White	46	49	48	18
Males	35	43	35	*
Females	51	57	50	*
Socioeconomically Disadvantaged	35	44	41	*
Students with Disabilities	18	29	*	*

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



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

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 2008-09 financial statements).

Average Teacher Salaries	
School & District	
School	\$51,213
District	-
Percentage of Variation	-
School & State	
All Elementary School Districts	\$57,352
Percentage of Variation	10.71%

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		
2008-09		
	District	State
Beginning Teachers	-	\$38,905
Mid-Range Teachers	-	\$56,504
Highest Teachers	-	\$71,750
Elementary School Principals	-	\$92,053
Middle School Principals	-	\$95,666
High School Principals	-	\$94,401
Superintendent	-	\$111,055
Salaries as a Percentage of Total Budget		
Teacher Salaries	35.6%	38.9%
Administrative Salaries	9.0%	6.8%

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	\$9,332
From Restricted Sources	\$2,655
From Unrestricted Sources	\$6,677
District	
From Unrestricted Sources	\$6,677
Percentage of Variation between School & District	0.00%
State	
From Unrestricted Sources	\$5,681
Percentage of Variation between School & State	17.53%

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.

