

**Bryant Middle School
2012-13
SCHOOL ACCOUNTABILITY REPORT CARD**

Published During 2013-14



Bryant Middle

Contact Information (School Year 2013-14)

16695 North Bryant Ave.

Dos Palos, CA 93620-9405

(209) 392-0240

Principal:

Laura Andrews

Contact E-mail Address:

landrews@dpol.net

County-District-School (CDS) Code: 24753176025423

**Dos Palos Oro Loma
Joint Unified**

Contact Information (School Year 2013-14)

(209) 392-0200

www.dpol.net

Superintendent:

Brian Walker

Contact E-mail Address:

bwalker@dpol.net



Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

• For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.

• For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

District Contact Information (School Year 2013-14)

Name	Dos Palos Oro Loma Joint Unified
Phone Number	(209) 392-0200
Web Site	www.dpol.net
Superintendent	Brian Walker
E-mail Address	bwalker@dpol.net
CDS Code	24753176025423

School Contact Information (School Year 2013-14)

Name	Bryant Middle
Street	16695 North Bryant Ave.
City, State, Zip	Dos Palos, CA 93620-9405
Phone Number	(209) 392-0240
Principal	Laura Andrews
E-mail Address	landrews@dpol.net

School Description and Mission Statement (School Year 2012-13)

Bryant Middle School, located in the heart of the San Joaquin Valley, has a student population of 548 students for the 2013-2014 school year. Our school has a student population reflecting the diversity of Merced County.

Mission Statement:

As a team of highly dedicated and skilled professionals, we are determined to nurture 21st century citizens in an academically challenging and safe environment. Our goals are to promote student achievement and academic excellence, encourage student integrity and responsibility while developing life-long learners who can contribute to the community. To ensure we achieve our goals we will focus on quality staff development, standards-based instruction, and data-driven outcomes while developing strong relationships with parents and the community.

Our school goal is to raise the academic performance of all students to the level of state achievement standards by meeting AYP, API, and ELD target growth for all subjects. A second goal is to provide a safe, supportive environment which contributes to student learning and achievement by improving the culture and climate of the school, to encourage positive attendance, student involvement and achievement.

Progress at Bryant Middle School is measured annually by the standard state progress indicators of API and AYP. During the school year, individual student progress is measured by more frequent indicators such as common formative assessments, quarterly benchmark assessments, chapter/unit tests, Accelerated Reader quizzes, and informal classroom assessments. This allows teachers to assist with making adjustments in individualized instruction. We also have an on-site after school program offered which is available after school until 6:00 PM every school day.

Opportunities for Parental Involvement (School Year 2012-13)

Parents are encouraged to visit the school and classrooms through opportunities such as Back to School Night, Open House, School Site Meetings, ELAC Meetings, extra-curricular events and volunteer opportunities. Parents have access to student grades and progress through our ABI Parent Portal. Parents can also communicate with teachers through email and by phone. We have an easily accessible and readily updated website with links to parent resources and the Parent Portal.

We encourage all parents to become involved with our school and ask that anyone who might be interested in volunteering to please contact us. We fully understand that the best program for our students will be a result of collaboration between staff and parents. Parents are encouraged to share their thoughts and ideas with staff so we can better serve the students of this school.

III. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	41%	32%	29%	39%	37%	37%	54%	56%	55%
Mathematics	37%	29%	27%	33%	31%	29%	49%	50%	50%
Science	41%	33%	34%	35%	41%	40%	57%	60%	59%
History-Social Science	26%	15%	14%	26%	25%	26%	48%	49%	49%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	37%	29%	40%	26%
All Students at the School	29%	27%	34%	14%
Male	21%	22%	29%	12%
Female	36%	33%	39%	16%
Black or African American	8%	23%	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	26%	25%	32%	14%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	36%	33%	42%	13%
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	25%	23%	29%	13%
English Learners	6%	4%	4%	3%
Students with Disabilities	12%	2%	N/A	N/A
Students Receiving Migrant Education Services	25%	29%	N/A	N/A

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	19%	21%	36%
9	N/A	N/A	N/A

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	3	2	1
Similar Schools	7	4	1

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	-8	-49	0
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-3	-57	1
Native Hawaiian or Pacific Islander			
White	-5	-30	-20
Two or More Races			
Socioeconomically Disadvantaged	-8	-49	2
English Learners	-3	-76	-8
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	School	Growth API	LEA	Growth API	State	Growth API
All Students at the School	512	666	1,649	689	4,655,989	790
Black or African American	12	553	55	599	296,463	708
American Indian or Alaska Native	2		8		30,394	743
Asian	3		5		406,527	906
Filipino	0		4		121,054	867
Hispanic or Latino	379	653	1,235	680	2,438,951	744
Native Hawaiian or Pacific Islander	0		1		25,351	774
White	115	712	338	729	1,200,127	853
Two or More Races	0		0		125,025	824
Socioeconomically Disadvantaged	493	669	1,569	691	2,774,640	743
English Learners	222	601	719	638	1,482,316	721
Students with Disabilities	64	416	193	453	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	No	No
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2013-14)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2010-2011
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3%

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 6	179
Grade 7	191
Grade 8	182
Total Enrollment	552

Student Enrollment by Student Group (School Year 2012-13)

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Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.4
Asian	0.5
Filipino	0
Hispanic or Latino	73.7
Native Hawaiian/Pacific Islander	0
White	22.5
Two or More Races	0.2
Socioeconomically Disadvantaged	96.6
English Learners	43.1
Students with Disabilities	11.4

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.2	17	7	4	25.3	6	5	4	14	12	14	2
Mathematics	22.3	9	11	0	22.2	7	6	2	24	4	7	5
Science	26.3	4	6	4	34.3	0	4	8	29	1	9	3
Social Science	27	3	8	1	24.7	5	5	4	0	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

School Safety Plan (School Year 2012-13)

Bryant Middle School has safety plans to address child abuse reporting procedures, disaster procedures, suspension and expulsion recommendations, sexual harrassment, school wide dress code, safe ingress and egress, safe and orderly classroom environments, rules and procedures on school discipline, bullying prevention, drug-free learning environments, and violence prevention.

Suspensions and Expulsions

Rate*	School 2010-11	School 2011-12	School 2012-13	District 2010-11	District 2011-12	District 2012-13
Suspensions	304		62	0		
Expulsions	1		0	0		

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

School Facility Good Repair Status (School Year 2013-14)

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		—	—	
Interior: Interior Surfaces	—	—		Many classrooms have stained ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		—	—	
Electrical: Electrical		—	—	
Restrooms/Fountains: Restrooms, Sinks/Fountains		—	—	
Safety: Fire Safety, Hazardous Materials		—	—	
Structural: Structural Damage, Roofs		—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		—	—	

Overall Facility Rate (School Year 2013-14)

	Exemplary	Good	Fair	Poor
Overall Rating	—	—		—

VII. Teachers

Teacher Credentials

Teachers	School 2010-11	School 2011-12	School 2012-13	District 2012-13
Teachers with Full Credential	27		16	
Teachers without Full Credential	0		0	
Teachers Teaching Outside Subject Area of Competence	0		0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	
All Schools in District	100	
High-Poverty Schools in District	100	
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non - teaching)	0	N/A
Other	0	N/A

Note: Cells shaded in black or with N/A values do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2014

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	McDougal/Littell 2002		0%
Mathematics	McDougal/Littell 2011		0%
Science	Holt Reinhart 2007		0%
History-Social Science	Printice Hall 2006		0%
Foreign Language	na		0%
Health	na		0%
Science Laboratory Equipment (grades 9-12)	na		0%
Visual and Performing Arts	na		0%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	\$61,950
District	N/A	N/A	N/A	\$61,950
Percent Difference - School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,537	\$63,166
Percent Difference - School Site and State	N/A	N/A	N/A	-1.93

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

Categorical funds are used to primarily to supplement curriculum and instruction as outlined in our Single Plan for School Achievement. These supplements include but are not limited to bilingual paraprofessionals, Safe School Ambassadors, access to technology, student incentives, and other programs aimed to improve culture, climate, technology, and proficiency in mathematics, English language arts, and English Language Development.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,985	\$38,578
Mid-Range Teacher Salary	\$56,030	\$59,798
Highest Teacher Salary	\$73,686	\$78,044
Average Principal Salary (Elementary)	\$84,907	\$95,442
Average Principal Salary (Middle)	\$88,063	\$98,080
Average Principal Salary (High)	\$91,218	\$106,786
Superintendent Salary	\$140,000	\$150,594
Percent of Budget for Teacher Salaries	0.38%	0.37%
Percent of Budget for Administrative Salaries	0.05%	0.06%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Currently, all staff participates in a mandatory three days of professional development. This year the focus of that training was the Smarter Balanced Common Core Standards. Throughout the year we offer various professional development opportunities based on department or area of need. These professional development opportunities include English language development, Common Core, and School City.