

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Price Intermediate School	District Name	Orland Unified School District
Street	1212 Marin Street	Phone Number	(530) 865-1200
City, State, Zip	Orland, CA 95963	Web Site	http://www.orlandusd.net
Phone Number	(530) 865-1225	Superintendent	Chris Von Kleist
Principal	John Bohannon	E-mail Address	chris.vonkleist@orlandusd.net
E-mail Address	john.bohannon@orlandusd.net	CDS Code	11754816007496

School Description and Mission Statement

This section provides information about the school's goals and programs.

Principal's Message

Price Intermediate School provides a quality education that adheres to district-adopted curriculum and the California Content Standards. Our student population remains at 558, with some foreseeable growth due to the expansion of the Orland area. Instructor turnover is minimal. Our teachers enjoy being here and generally stay until retirement. Most recently we have hired four new instructors.

Parents play an active part in our school as volunteers, chaperones, and supervisors. They are active in our School Site Council (SSC) and our Parent Club, and we encourage parents to participate. These are organizations that are essential to making Price the best middle school it can be.

Our school and district assess the students two times a year in writing and three times in mathematics; this results are used to determine promotion/ retention to the next grade.

Major Achievements

- Price has a Parent Club that supports and promotes our grade-level activities, including sixth grade environmental camp, the seventh grade Medieval Festival, and the eighth grade trip.
- The activities that our Student Council and clubs offer complement a positive and productive learning environment. Parents are included in the planning.
- We include the families of our English learners in all school functions. We provide all parents with a handbook to help their students.
- Our school received a superior rating at a regional technology conference.

Focus for Improvement

- Improve the scores of our English learners and socioeconomically disadvantaged students on state standardized tests.
- Provide supplementary classes in reading and language arts in grades six, seven, and eight before and after school in order to improve students' scores on our district assessments.
- Provide tutorial support before and after school. Instructors are also available to assist students before and after school.
- Provide supplementary classes in math during the school day and before and after school in order to help all students to fulfill the state's requirement to complete Algebra 1.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Parental Involvement

Parents are an active and integral part of our SSC and ELAC. We also have a supportive and productive Parent Club. Parents are encouraged to shadow (attend class with) their students and participate as volunteers in the classroom. They support the annual teacher appreciation celebration and help chaperone field trips and dances. They also assist us with annual grade-level events, including the sixth grade environmental camp, the seventh grade Medieval Festival, and the eighth grade trip.

If you would like to participate in our school activities, please call our office at (530) 865-1225.

Homework

Students are expected to take their schoolwork seriously and to understand that it is part of getting an excellent education. We assign homework in all classes. Homework includes completing unfinished classwork or it may include extra work to review the content presented in class. Students are given a student planner so parents can know what is being accomplished daily.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 6	168
Grade 7	196
Grade 8	184
Total Enrollment	548

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	2 %	White (not Hispanic)	45.62 %
American Indian or Alaska Native	2.01 %	Multiple or No Response	0.91 %
Asian	3.28 %	Socioeconomically Disadvantaged	68 %
Filipino	%	English Learners	10 %
Hispanic or Latino	46 %	Students with Disabilities	10 %
Pacific Islander	0.18 %		

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05			Avg. Class Size	2005-06			Avg. Class Size	2006-07					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-22	23-32			33+	1-22			23-32	33+	1-22	23-32	33+
English	24.3	7	20	26.8	8	16	4	25	11	14	1			
Mathematics	25	4	16	26.1	2	18		24	8	11	1			
Science	28.2		18	30		13	5	29	5	6	7			
Social Science	25.7	5	14	29.5	2	7	8	27	5	13	1			

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

We have a closed campus and four campus supervisors, including administrators, who supervise the halls and grounds to ensure a safe and positive school environment. We hold emergency drills throughout the year. Our School Safety Plan includes information on these drills and other safety issues. The SSC updates the Safety Plan annually with input from our instructors, student body, and the Parent Club.

In the calendar year 2006, we reported two drug or alcohol incidents (four per thousand students), one crimes against people (two per thousand students), and 12 property crimes (22 per thousand students). Note that these factors are expressed as a ratio (incidents per thousand students), to help you compare our school to others.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	14.4	17	26.8	18.2	18.7	12.5
Expulsions	0	0	0.5	0.1	1.1	0.2

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Our school was built in 1949 and remodeled in 1998. It is in very good condition and has no outstanding maintenance projects. Classrooms have been wired for technology-based instruction and networking. The campus is fenced and gated to support our closed-campus policy. We review our deferred maintenance plan annually. The campus has a security alarm that operates when the school is closed.

Our school includes ten buildings, of which five are portables. On an average day, 583 students and staff occupy these buildings, taking up 80 percent of our capacity.

The bathrooms in our school contain 31 toilets, all of which were in good working order when we surveyed the building.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[]	[]	
Mechanical Systems	[X]	[]	[]	
Windows/Doors/Gates (interior and exterior)	[X]	[]	[]	
Interior Surfaces (walls, floors, and ceilings)	[X]	[]	[]	
Hazardous Materials (interior and exterior)	[X]	[]	[]	
Structural Damage	[X]	[]	[]	
Fire Safety	[X]	[]	[]	
Electrical (interior and exterior)	[X]	[]	[]	
Pest/Vermin Infestation	[X]	[]	[]	
Drinking Fountains (inside and outside)	[X]	[]	[]	
Restrooms	[X]	[]	[]	
Sewer	[X]	[]	[]	
Playground/School Grounds	[X]	[]	[]	
Roofs	[]	[]	[]	
Overall Cleanliness	[]	[]	[]	

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[]	[]	[]	[]

IV. Teachers

Professional Development

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

We provide training workshops throughout the year. Our instructors meet regularly for grade-level and departmental planning. We encourage our instructors to participate in the state project institutes for language arts, history, math, and science. Our new teachers participate in a support program for new teachers and have qualified mentors on site. The district provides additional training in Edusoft educational software, assessment data and teacher tools, and research-based learning strategies to improve student learning.

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	25	25	25	122
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence				N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	97.8 %	2.2 %
All Schools in District	95 %	5 %
High-Poverty Schools in District	90 %	11 %
Low-Poverty Schools in District	%	%

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	548
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE).

Reading and Writing

In sixth grade, students read short stories, legends, historical fiction, poetry, essays, and plays. By seventh grade, students write and research longer papers and essays that persuade others with logic and reason. In the eighth grade, we expect students to read serious novels and write book reports that draw conclusions. You can read the California standards for English/language arts for sixth grade, seventh grade, and eighth grade on the CDE's Web site. English/language arts content standards are available for all grade levels on this Web site.

Math

In sixth grade, students expand upon their knowledge of mathematical concepts, including how to add, subtract, multiply, and divide whole numbers, fractions, decimals, and positive and negative integers. They learn basic principles of statistics, probability, and ratios as well as how to analyze data and use geometry formulas. In seventh grade, we expect students to understand the Pythagorean theorem, calculate surface area and volume, and increase their facility with fractional numbers, ratios, and proportion. Eighth graders now study algebra, which for decades was taught in ninth grade. You can read the sixth, seventh, and eighth grade math standards on the CDE's Web site. Math content standards are available for all grade levels on this Web site.

Science

The science program focuses on earth science in the sixth grade, with units on plate tectonics, thermal energy, and ecology. Our seventh graders study life science, covering cell biology, genetics, evolution, and structure and function in living systems. In eighth grade, we focus on the physical sciences and chemistry. Units in the physical sciences focus on motion, forces, and structures of matter. Chemistry units include the periodic table, reactions, and the properties of density and buoyancy. Science content standards are available for all grade levels on the CDE's Web site.

Social Science

In the sixth grade, students study world history and ancient civilizations. In the seventh grade, they will continue their study of world history, starting with medieval times and continuing through the 18th century. They turn to American history in the eighth grade, up through Reconstruction. They learn to research topics on their own, develop their own point of view, and interpret history. You can read the sixth, seventh, and eighth grade social studies standards on the CDE’s Web site. Social studies content standards for all grade levels are available on the CDE’s Web site.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts		
Mathematics		
Science		
History-Social Science		
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school’s per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site				
District	---	---		\$53,069
Percent Difference – School Site and District	---	---		
State	---	---	\$4,943	\$56,613
Percent Difference – School Site and State	---	---		

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

We received technical support from our EAST grant, which provides a hands-on approach to learning technology. Our school also holds two annual fund-raisers and reaches out to the community for support. These funds support extracurricular activities such as field trips, the Medieval Festival, the sixth grade camping trip, and the eighth grade two-day trip.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information 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 a district's 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 at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,175	\$36,572
Mid-Range Teacher Salary	\$51,646	\$55,815
Highest Teacher Salary	\$67,661	\$70,985
Average Principal Salary (Elementary)	\$71,722	\$86,995
Average Principal Salary (Middle)	\$75,058	\$90,820
Average Principal Salary (High)	\$84,126	\$96,447
Superintendent Salary	\$111,796	\$128,495
Percent of Budget for Teacher Salaries	40.5 %	39.3 %
Percent of Budget for Administrative Salaries	6.2 %	5.8 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	35	35	36	31	32	33	40	42	43
Mathematics	23	29	23	29	32	29	38	40	40
Science		37	37	21	28	30	27	35	38
History-Social Science	16	22	19	26	20	19	32	33	33

CST Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	27	18	*	*
American Indian or Alaska Native	*	*	*	*
Asian	39	22	*	*
Filipino				
Hispanic or Latino	27	17	28	12
Pacific Islander	*	*	*	*
White (not Hispanic)	46	31	49	29
Male	31	22	40	21
Female	41	25	35	18
Economically Disadvantaged	29	18	32	14
English Learners	0	0	*	*
Students with Disabilities	12	8	5	5
Students Receiving Migrant Education Services	14	10	*	*

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	49	48	46	44	49	40	41	42	42
Mathematics	50	45	45	50	53	48	52	53	53

NRT Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native	*	*
Asian	*	*
Filipino		
Hispanic or Latino	39	42
Pacific Islander		
White (not Hispanic)	53	48
Male	46	46
Female	46	44
Economically Disadvantaged	38	38
English Learners	7	7
Students with Disabilities	14	14
Students Receiving Migrant Education Services	*	*

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pfi/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
7	46

IX. Accountability

Academic Performance Index

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

API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all 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 10 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	2004-05	2005-06	2006-07
Statewide	4	4	4
Similar Schools	5	N/A	4

API Changes by Student Group – Three-Year Comparison

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

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	10	14	4	702
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	14	-9	19	674
Pacific Islander				
White (not Hispanic)	8	30	-4	739
Socioeconomically Disadvantaged	1	19	8	670
English Learners	N/A			
Students with Disabilities	N/A			

Adequate Yearly Progress

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

- 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

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

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. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2006-2007	
Year in Program Improvement	Year 2	
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	28.6