

School Accountability Report Card Reported for School Year 2008-09

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 on 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
School Name	Shirley Rominger Intermediate School	District Name	Winters Joint Unified School District
Street	502 Niemann Street	Phone Number	(530) 795-6100
City, State, Zip	Winters, CA 95694	Web Site	www.wintersjUSD.org
Phone Number	(530) 795-6320	Superintendent	Rebecca D. Gillespie, Ed.D.
Principal	Pam Scheeline	E-mail Address	rgillespie@wintersjUSD.org
E-mail Address	pscheeline@wintersjUSD.org	CDS Code	57-72702-6120307

School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

Shirley Rominger Intermediate School is the only 4th and 5th grade school in the Winters Joint Unified School District. Enrollment as reported to CBEDS for the 2008-2009 school year was 225 students. SRIS first opened to students in August 2002, as the newest school in the district.

The instructional program at SRIS was designed and developed by parents, students, and teachers the year before the school was opened for students. Students have the opportunity to participate in the intervention core or general core classes during morning instructional time. Based on student performance data from achievement test and in-class assessments, the intervention program was developed. The purpose of this program is to target at-risk students needing support in reading and the language arts. Using strategies based on research, instruction is differentiated to target the learning needs of our GATE, English Learners, Title I and all other students. After lunch, all students receive instruction in math and science, some students with the same teacher and others move into a different class.

Support for students include Cross-Age Tutors from Winter High School, parent volunteers, After School Homework Club on campus, which includes transportation later in the day, and student teachers from UCD and CSU Sacramento. Other student activities provide opportunities for students to develop skills in personal and social responsibility, respect for others, and self-confidence. Students can participate in Student Council, Science and Nature Club, Destination Imagination, and school jobs such as raising the flag, leading the daily Pledge of Allegiance, recess equipment monitors, and lunchtime cafeteria helpers.

Mission Statement

Shirley Rominger Intermediate School students feel safe and secure in a caring environment that maximizes academic success and social skills in preparation for middle school.

Opportunities for Parental Involvement (School Year 2008-09)

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

Parents participate in many activities at Shirley Rominger Intermediate School. We have active groups such as PTA, School Site Council, English Learner Advisory Council (ELAC), Title I Parent Committee, Destination Imagination and Migrant Parents.

Conferences are held twice each year with some scheduled at Yolo Housing to assist families with transportation needs. Translation services are provided for all conferences and scheduled meetings. Parents are involved as classroom volunteers supporting learning, fundraising, and providing enrichment opportunities for our students.

Student Enrollment by Grade Level (School Year 2008-09)

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

Grade Level	Number of Students
Grade 4	115
Grade 5	110
TOTAL ENROLLMENT	225

Student Enrollment by Group (School Year 2008-09)

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	0.89%	White (not Hispanic)	26.67%
American Indian or Alaska Native	0%	Multiple or No Response	9.33%
Asian	0.44%	Socioeconomically Disadvantaged	68%
Filipino	0.44%	English Learners	53%
Hispanic or Latino	62.22%	Students with Disabilities	14%
Pacific Islander	0%	n/a	n/a

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
4	19.9	4	3		20.0	1	3		21.8	1	3	
5	21.8	2	3		23.2	2	4		23.0	1	5	

III. School Climate

School Safety Plan (School Year 2008-09)

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

The School Site Council reviews and updates the school's Comprehensive Safety Plan on a yearly basis.

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	2.8	6.3	7.6	13.5	11.4	10.7
Expulsions	0.4	0.0	0.0	0.9	0.2	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

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

Shirley Rominger Intermediate School opened to students in August 2002. The core facility is home to a multiuse room, library, computer lab, staff room, and administrative offices. Each classroom has five computers and the capability of having ten connected to the internet. Multimedia capabilities include televisions with DVD/VCR and each teacher has a lap top computer that is used for instruction. The new campus includes a play structure and field area for both baseball and soccer. A new softball field was added in the fall of 2005. The condition of the campus is excellent and in good repair. Ongoing efforts to maintain the pristine campus include the addition of benches and trees for the students on the playground. A new shade structure in the center of the campus was during the 2007-2008 school year. No new building is planned for this year

School Facility Good Repair Status (School Year 2009-10)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	n/a	X			
Interior: Interior Surfaces	n/a	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	n/a	X			
Electrical: Electrical	n/a	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	n/a	X			
Safety: Fire Safety, Hazardous Materials	n/a	X			
Structural: Structural Damage, Roofs	n/a	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	n/a	X			
Overall Rating		X			n/a

V. Teachers

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 on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	14	13	10	93
Without Full Credential	0	0	1	4
Teaching Outside Subject Area of Competence	0	0	0	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	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on 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 NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0%
All Schools in District	99%	1%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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	.40	225
Library Media Services Staff (paraprofessional)	.40	n/a
Psychologist	.40	n/a
Nurse	.20	n/a
Speech/Language/Hearing Specialist	.50	n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	Houghton Mifflin – state aligned and in good condition	0%
Mathematics	Scott Foresman – state aligned and in good condition	0%
Science	McMillan-McGraw Hill – state aligned and in good condition	0%
History-Social Science	Harcourt-Brace – stated aligned and new editions	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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 can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5,923	\$1,429	\$4,494	\$55,728
District	n/a	n/a	\$6,028	\$57,360
Percent Difference – School Site and District	n/a	n/a	-25.45%	-2.85
State	n/a	n/a	\$5,512	\$60,994
Percent Difference – School Site and State	n/a	n/a	-18.46%	-8.63%

Types of Services Funded (Fiscal Year 2008-09)

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

Shirley Rominger Intermediate School provides many services for students funding from a variety of sources. After school homework clubs, High School Cross-Age Tutors, music, Destination Imagination, Science and Nature Club, UCD Partnerships, Volleyball/Basketball Conditioning, Special Education, and intervention classes are offered in addition to the general program.

Funding sources for these programs include Title I, Gifted and Talented Education, Safe and Drug Free Schools, Economic Impact Aide – Limited English Proficient, School Improvement Program, Innovative Strategies, Lottery, general fund, and other local revenues.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

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 a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,245	\$38,941
Mid-Range Teacher Salary	\$54,448	\$59,686
Highest Teacher Salary	\$75,939	\$77,828
Average Principal Salary (Elementary)	\$86,465	\$94,258
Average Principal Salary (Middle)	\$83,808	\$98,271
Average Principal Salary (High)	\$101,288	\$104,869
Superintendent Salary	\$121,564	\$142,247
Percent of Budget for Teacher Salaries	41.40%	38.20%
Percent of Budget for Administrative Salaries	6.60%	5.90%

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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 ten through eleven. The CAPA includes ELA, 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 CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Standardized Testing and Reporting 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	44	44	44	37	40	42	43	46	50
Mathematics	51	48	45	36	37	39	40	43	46
Science	34	37	38	45	51	49	38	46	50

Standardized Testing and Reporting 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
Hispanic or Latino	30	34	21
White (not Hispanic)	73	69	63
Male	38	44	47
Female	51	47	27
Economically Disadvantaged	31	35	21
English Learners	23	29	14
Students with Disabilities	21	23	*
Students Receiving Migrant Education Services	21	31	17

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.3	34.9	19.3

X. 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 Academic Performance Index (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	2006	2007	2008
Statewide	5	5	4
Similar Schools	4	6	3

Academic Performance Index Growth 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			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	26	-12	-12	735
Hispanic or Latino	-3	-34	13	674
White (not Hispanic)	70	16	-14	854
Socioeconomically Disadvantaged	15	-18	2	671
English Learners	0	-34	8	656

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 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 Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	n/a	Yes

Federal Intervention Program (School Year 2009-10)

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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 1	Year 5
Number of Schools Currently in Program Improvement	n/a	3
Percent of Schools Currently in Program Improvement	n/a	60.0

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.

Wednesday early release days provide 1.5 hours per week of staff development time. This time is primarily used to provide time for teachers to meet with grade level teams, for school wide scoring of writing assessments and for other staff development needs as they arise. For the past 2 years approximately 25% of this time has been dedicated to implementing a new writing curriculum. This has happened in collaboration with an outside writing coach.

In addition to weekly staff development our annual buyback days (2) are devoted to professional growth. For the last 2 years these 2 days have been dedicated enhancing writing instruction.