

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	Winters Middle School	District Name	Winters Joint Unified School District
Street	425 Anderson Avenue	Phone Number	(530) 795-6100
City, State, Zip	Winters, CA 95694	Web Site	www.wintersjUSD.org
Phone Number	(530) 795-6130	Superintendent	Rebecca D. Gillespie, Ed.D.
Principal	Pam Scheeline	E-mail Address	rgillespie@wintersjUSD.org
E-mail Address	pscheeline@wintersjUSD.org	CDS Code	57-72702-6095368

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

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

Winters Middle School (WMS) provides all students with a safe and caring environment focused on academic achievement. Each curricular area is moving towards complete alignment with the California State Standards in order to provide students with a rigorous and challenging education. Our goal is to provide students with multiple opportunities for active, engaging learning through the use of Sheltered Instruction Observation Protocol (SIOP). At the core of this instructional program is differentiated instruction and writing across the curriculum, to ensure that we meet the academic needs of all our students.

Winters Middle School has a student population of 385 students with 21 full and part-time teachers. Staff and students support a positive school culture with many spirit and community building activities and events throughout the school year. The school also enjoys strong community and parent support with parents who work hand in hand with administration to help coordinate events that celebrate student achievement, and make school not only a place where learning takes place, but a place where students can have fun while becoming successful and happy young adults.

Winters Middle School staff, students, and parents work together to continually improve the educational environment. This is accomplished with the help of a focused standards-based education; strong, caring personal connections; aligned with the expectation that there be high achievement for all students.

Mission Statement

To provide a quality education that meets the growing needs of the whole student by fostering the habits of mind, heart, and work.

Motto

Be Kind. Be Honest. Work Hard

Opportunities for Parental Involvement (School Year 2008-09)

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

Parents are offered multiple opportunities to participate in the academic success and emotional growth of their children. Parents help in classrooms, adding enrichment activities planned by the teachers. Parents assist with dances, fundraisers, after school sports, Good Work Days (events scheduled to celebrate student achievement), 6th grade orientations, spirit rallies, various special student lunches, and special Open House activities. WMS has an active School Site Council and English Language Advisory Committee (ELAC). It also holds yearly Back to School Night, Open House, and two Parent/Teacher conferences.

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 6	139
Grade 7	116
Grade 8	130
TOTAL ENROLLMENT	385

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	0.52%	White (not Hispanic)	40.52%
American Indian or Alaska Native	0%	Multiple or No Response	3.12%
Asian	0%	Socioeconomically Disadvantaged	63%
Filipino	0.26%	English Learners	34%
Hispanic or Latino	55.58%	Students with Disabilities	12%
Pacific Islander	0%	n/a	n/a

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	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20.8	21	22		23.3	15	27		22.4	10	20	
Mathematics	24.3	12	22		25.2	11	17		25.3	9	19	
Science	23.2	5	13		24.3	6	10		25.3	1	14	
Social Science	22.1	9	10		25.9	2	13		25.4	3	13	

III. School Climate

School Safety Plan (School Year 2008-09)

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

Several years ago a Safety Committee was convened to evaluate the school's safety plan. At that time they designed an Emergency Preparedness Guideline Flip Chart which was to be posted in every room at Winters Middle School. In addition, a plan was developed to provide supplies and equipment for each classroom in case of an emergency situation, along with providing substitutes with the necessary information for handling these types of incidents. Every year this plan is re-evaluated and modified as necessary. Several times a year the school conducts drills to practice the emergency procedures that have been put in place.

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	15.1	11.9	15.1	13.5	11.4	10.7
Expulsions	1.2	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.

The enrollment at Winters Middle School for the 2008-2009 school year was 385 students. Modernization of the core facility took place in the summer of 2005. In addition to modernizing and the school was improved with a new roof, paint, carpets, and restrooms. The campus now meets the standards as outlined in the Americans with Disabilities Act (ADA) by providing handicap accessibility to restrooms, classrooms and the school office.

The District maintenance staff and the school custodians work diligently to maintain the campus and address any safety concerns as they arise. The campus, classrooms and restrooms are clean and well maintained. No major projects are 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	24	20	19	93
Without Full Credential	1	2	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	6	2	0
Total Teacher Misassignments	6	2	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	0.0
All Schools in District	99.0	1.0

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	.75	385
Library Media Services Staff (paraprofessional)	.80	n/a
Psychologist	.50	n/a
Nurse	.50	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	Holt Language Arts texts are in good shape and current. A new adoption is planned for 09-10 school year.	0%
Mathematics	Prentice Hall math texts for pre-algebra are in good condition and current. Scott Foresman 6 th grade math texts are in good condition and current. There will be a math adoption in spring 2008.	0%
Science	Holt Science texts are in good condition and current. A science adoption occurred in spring 2007.	0%
History-Social Science	In the spring of 2006, the Board of Trustees adopted the Glencoe social science texts for grades 6, 7, and 8. All texts are brand new.	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	\$5,738	\$1,346	\$4,392	\$57,470
District	n/a	n/a	\$6,028	\$57,360
Percent Difference – School Site and District	n/a	n/a	-27.14%	+0.19%
State	n/a	n/a	\$5,512	\$60,994
Percent Difference – School Site and State	n/a	n/a	-20.32%	-5.78%

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.

Currently, the funding sources for Winters Middle School come from three primary sources: Lottery, GATE and Categorical funds. As a result of this funding, we have been able to strengthen the academic program that we offer our students in order to ensure success.

Categorical funds have been used to expand many of our programs. These are used to fund an English Language Learner Coordinator, and to hire staff to provide primary language support and English language support to the English Language Learners. A portion of the Leadership, Music and Art program is being funded through this source. Books and software have been ordered for our Earobics, Accelerated Reader and Math programs. New picnic tables for students have been funded this way. Teacher workshops and counseling support rely upon categorical funds to continue. Tutoring services for students and translation for school publications are paid through categoricals. They also help fund after school support programs and transportation.

Lottery money was used to provide teachers with supplies and materials to provide them with resources to teach the state standards through the adopted curriculum and supplemental instructional materials.

G.A.T.E. funds have been utilized to purchase curriculum support materials, testing materials to identify students, and to fund a Leadership class.

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	37	48	45	37	40	42	43	46	50
Mathematics	32	49	53	36	37	39	40	43	46
Science	58	70	60	45	51	49	38	46	50
History-Social Science	32	44	24	36	38	36	33	36	41

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	History-Social Science
Hispanic or Latino	30	44	50	17
White (not Hispanic)	65	66	72	32
Male	43	52	67	31
Female	47	53	54	18
Economically Disadvantaged	32	41	51	11
English Learners	18	31	25	0
Students with Disabilities	20	27	31	0
Students Receiving Migrant Education Services	36	50	50	14

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
7	6.8	20.5	66.7

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	4	5	6
Similar Schools	2	2	6

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	11	58	13	779
Hispanic or Latino	14	72	-5	723
White (not Hispanic)	6	43	46	853
Socioeconomically Disadvantaged	16	68	13	724
English Learners	29	67	10	721

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	Yes	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	2004-2005	2006-2007
Year in Program Improvement	Year 5	Year 3
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.

Teachers engage in targeted professional development activities every Wednesday from 1:15 to 3:15. In addition teachers attend various conferences related to their curricular areas. The WMS Leadership Team attends the California League of Middle School Conference and participates in a variety of workshops designed to strengthen the academic and social program at middle school
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