



# JAMES RUTTER MIDDLE SCHOOL

7350 Palmer House Dr  
 Sacramento, CA 95828  
 916-422-3232

**Board of Education**  
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## Hours of Operation

Our office is open from 8:00 a.m. to 4:00 p.m. Monday through Friday. Parents are always welcome to visit the office to address any questions or concerns they may have about the school or their children. The office staff can assist parents with registering and enrolling their children and can give information about programs at the school.

## School Highlights and Awards

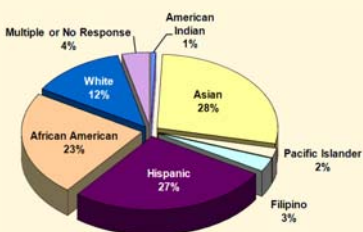
- Acaletes After School Grant
- 3rd place award in the Regional MESA Day in the area of Mathematics and the Speech competition
- Advancement Through Individual Determination (AVID) Program
- GATE Program

## Student Demographics

	School	District
Enrollment	1,138	61,881
English Learners	329	10,724
Languages Spoken	18	77
Students of Poverty	957	27,048
GATE	36	3,655

SOURCE: 2006 CBEDS, California Dept. of Education, 2006-2007, EGDSD

## Population by Ethnicity



SOURCE: 2006 CBEDS, California Dept. of Education

## Introduction from the Board

Thank you for your interest and commitment to your child's education, and your continuing partnership in teaching and learning. In order to best serve our community, we have created this condensed version of the full School Accountability Report Card (SARC) with the mission of presenting information about each of our schools in a clear, parent friendly format. If you are interested in viewing the full SARC report for your child's school, you will find it at the district website: [www.egusd.net](http://www.egusd.net).

## A Message From the Principal

James Rutter Middle School  
 Determined to Succeed

James Rutter Middle School truly provides a unique and wonderful educational experience for all children, from the safety of the campus, to the warmth of the learning environment, to the rigor and breadth of the instructional programs.

Our district's mission is to provide a learning community that challenges ALL students to realize their greatest potential.

Our success in implementing our district's mission is supported by the following academic and school wide programs:

- Acaletes-After school program
- Math and English intervention programs
- AVID-Advancement Via Individual Determination
- MESA-Math, Engineering, and Science Achievement
- Honors English, Science, and Social Science
- Visual, Performing, and Industrial Arts
- GATE - Gifted and Talented Education
- Special Education Support Services
- English Learner Support

Parent support and involvement continue to be important aspects of the success at James Rutter Middle School. This support is given, recognized, and appreciated in many different ways. Some parents help plan the programs and policies, while others serve as classroom and library volunteers, attend parent university classes, and help in the front office. Parents also support student success by providing space, time and encouragement for daily homework, and by sending a clear message that education and regular school attendance are important to the family. Parent volunteers are coordinated by our Vice Principal, Freda Robinson.

The safety of our students is this school's first priority and the discipline policy is strictly enforced. The entire staff at James Rutter Middle School have committed to a schoolwide character education program that embraces all cultures. We emphasize cooperation and responsible, respectful behavior on our campus.

Yuri Penermon, Principal  
 James Rutter Middle School

## Parental Involvement

There are a number of ways to become involved with your child's education at James Rutter Middle School. We have many activities where parents play an important role. This includes Back to School Night, parent conferences, and activities that give our students an opportunity to display their talents through the arts or sports. Parents are always welcome to volunteer in their child's classroom, with Acaletes, or just stop by to visit. For more information on parent involvement opportunities, you may contact Vice Principal Freda Robinson at 422-3232.

## Teacher Evaluations and Professional Learning

Our district has a practice of hiring only highly qualified teachers. New teachers are employed on a probationary status for the first two years, and are formally evaluated two times per year. All teachers are evaluated on an ongoing basis using the California Standards for the Teaching Profession.

Teacher Credentials	
	School
Total Number of Teachers	53
Total Full Credentials	52

SOURCE: 2006-2007 CBEDS, California Dept. of Education

## Teacher Misassignments

In the 2007-2008 school year, over 99 percent of our teachers held full teaching credentials. In addition to being fully credentialed, if a class is 20 percent or more English Learners (EL), the teacher should hold a supplementary authorization to instruct students in learning English or they are considered misassigned. Our district is working to remedy these misassignments by providing training opportunities for teachers to earn these authorizations and providing ongoing professional development in strategies to help EL students.

	2007-2008
Misassignments of Teachers of English Learners	1

In subjects with a shortage, a fully credentialed teacher is sometimes asked to teach outside of their subject matter competency area until an appropriately credentialed teacher can be hired. In these cases, teachers are counted as misassigned.

	2007-2008
Misassignments Due to Subject Matter Competency	0

Vacancies are defined as a position to which a permanent teacher has not been assigned by the beginning of the course. Most vacancies in our district are in subject areas where qualified teachers are in shortage.

	2007-2008
Teacher Vacancies	0

SOURCE: 2007-2008, EGUSD

## Availability of Qualified Substitute Teachers

Elk Grove Unified School District has an excellent reputation and many people want to teach here. As a growing district, we work hard to provide an ample pool of qualified substitute teachers. We only hire substitutes who comply with state qualifications.

## Curriculum and Professional Development

Teachers at James Rutter Middle School receive ongoing training in the implementation of our adopted state standards-based curriculum and instruction. In 2006-07, our staff attended four preservice days and seven professional learning minimum days on progress monitoring, active participation strategies, techniques to engage all students, and character education, in addition to hundreds of hours of individual and departmental training. This also includes professional learning in differentiated instruction, which allows all students to access the adopted curriculum and progress toward the state standards. Helping teachers learn how to assist English Learners has been a priority at our school. In addition, teachers receive training in using technology to analyze student achievement data.

## Quality and Currency of Textbooks and Instructional Materials

Our teachers know how important it is for students to have access to high quality, standards-aligned instructional materials. Our textbooks are selected to align with the state standards and are thoroughly reviewed by content area experts before adoption. We use the Holt series in our reading program and Prentice Hall and McDougal Littell in our mathematics program. Both of these adoptions are based on the rigorous state standards.

## Availability of Standards-Aligned Textbooks and Instructional Materials

At James Rutter Middle School we ensure that all students, including English Learners, have access to the textbooks and instructional materials they need to complete schoolwork in class and at home. Textbooks and instructional materials are provided in the core academic areas of reading/language arts, mathematics, science, and history-social science. The Florin region is committed to articulation efforts. Principals from the five elementary schools and Florin High School meet on a regular basis with James Rutter Middle School to ensure that students in the Florin region receive a comprehensive instructional program K-12.

## Class Size

In Elk Grove schools, our research shows that small class sizes lead to higher student engagement and academic achievement. It has been a top priority in our district to reduce class sizes over the last several years. We have reduced class size to 20 to 1 in Kindergarten through 3rd grade, and 26 to 1 in 4th through 6th grades. At the secondary level, certain core classes, such as Algebra 1 and 9th grade English, have reduced class sizes.

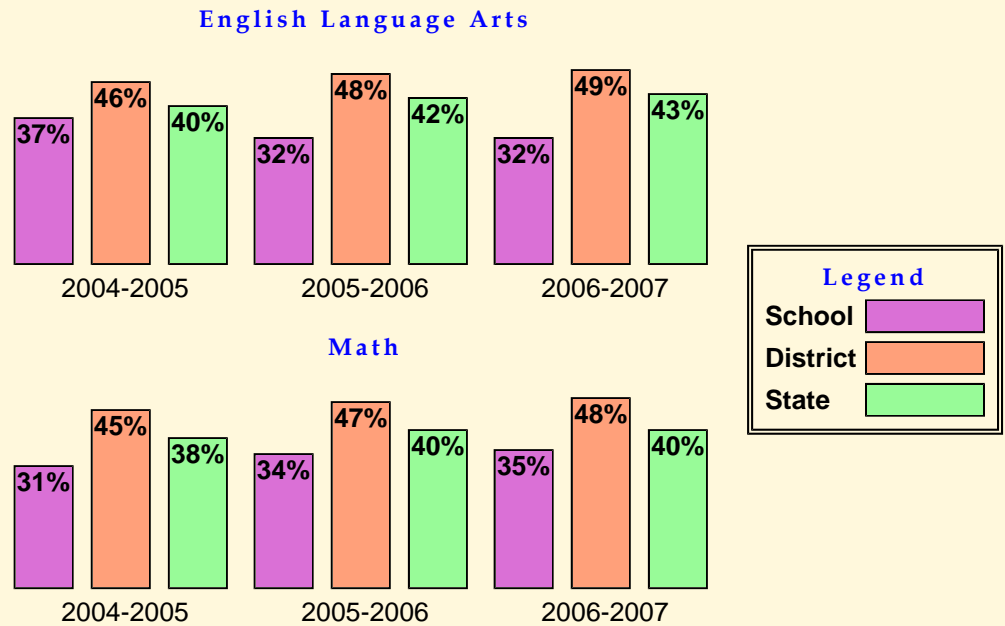
School Average	
English	28
Mathematics	26
Science	30
Social Science	30

SOURCE: 2007 CBEDS, California Dept. of Education

## California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced, Proficient, Basic, Below Basic, and Far Below Basic. Students scoring at the Proficient or Advanced level meet state standards in that content area.

Data reported are the percent of students scoring at the Proficient or Advanced levels.



SOURCE: Spring 2007, California Dept. of Education

## Academic Performance Index (API)

The Academic Performance Index is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Each year a school's API is required to increase a minimum of 5% until they meet the 800 target overall and for significant subgroups. Schools across the state are ranked into ten categories, from one (lowest) to ten (highest), which is referred to as their statewide rank.

Growth Score	695
Statewide Rank	4

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups.

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. In the 2007-2008 school year, there were no Program Improvement schools in our district.

Overall AYP Status Met	No
Program Improvement	N/A

SOURCE: 2006-2007, California Dept. of Education

## Quality of School Instruction and Leadership

Yuri Pernermon has been the Principal of James Rutter Middle School for the past year and has 11 years of experience in the Elk Grove Unified School District and prior to that he had five years of experience with the Sacramento County Office of Education working in youth academic, intervention, and prevention programs. It is his belief that all students can achieve no matter what their background or ability is. It is important to him that all stakeholders, staff, parents, community members, and especially students, are a part of a collaborative process in making decisions for the school. Monthly meetings to discuss and/or assess student strengths and needs are held by departments, grade level teams, whole staff meeting, Student Senate, and parents via School Site Council and Parent University. The goals of these meetings are to discuss school priorities and to provide professional development.

## Safety, Cleanliness, and Adequacy of School Facilities

Our beautiful campus was built in 1966 and retrofitted in 1998-1999. We have 42 classrooms; a large multipurpose room, which also houses our stage; a computer lab with 30 computers; and a library with over 16,000 volumes. This past year JRMS's fields were renovated. We are proud of our campus and strive to keep our school in good repair so it is clean, safe, and functional environment for teaching and learning. Regular inspections are conducted at our site by the lead custodian.

## Comprehensive Safety Plan

We believe that nothing should get in the way of the academic achievement of our students. Our district is committed to providing a safe, secure environment for learning. Our staff reviewed and updated our School Safety Plan in August 2007. An "Emergency Handbook", outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in the school office. We have regular fire drills and lockdown drills. Random, periodic school safety inspections are conducted by the County of Sacramento. The district's Police Services Department works closely with our school site to provide a safe, secure environment for all students.

## Climate for Learning

The safety of students at James Rutter Middle School is our school's first priority. All students deserve to learn in an environment that is free from distraction and in which they feel safe and protected. To maintain an environment appropriate for learning, and to allow administrators and teachers to monitor the classroom, our discipline policy is strictly enforced.

## Specialized Programs

At James Rutter Middle School we have highly qualified staff to assist students with special learning needs. Our Learning Center services not only special education students, but also general education students who need additional support to meet the standards. Bilingual Teaching Associates help our English Learners access the core curriculum. Gifted and Talented students participate in our honors courses and the after school GATE club. The Acaletes after school program provides opportunities for students who need extra tutoring or homework help. We have also worked to develop an effective math intervention program that focuses on mastering skills required for algebra readiness and success on the California High School Exit Exam.

## Average Salaries

Data reported are the district's average salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by Education Code Section 41409.

Teachers	EGUSD 50,000+ ADA	State Average 20,000+ ADA
Beginning	\$38,507	\$38,937
Midrange	\$57,100	\$61,080
Highest	\$78,125	\$76,443
<b>Principals</b>		
Elementary	\$104,358	\$99,694
Middle	\$103,656	\$103,687
High	\$115,782	\$112,983
<b>District Superintendent</b>	\$198,523	\$195,054
<b>Share of budget used for</b>		
Teachers' salaries	46%	40%
Administrative salaries	5%	5%

SOURCE: FY 2005-2006, California Dept. of Education

## District Administration

Steven M. Ladd, Ed.D.  
Superintendent  
Xavier De La Torre, Ed.D.  
Associate Superintendent,  
Human Resources  
Nancy Lucia  
Associate Superintendent,  
Education Services  
Richard Odegaard  
Associate Superintendent,  
Finance & School Support  
Christina Penna  
Associate Superintendent,  
Secondary Education  
Robert Pierce  
Associate Superintendent,  
Facilities  
L. Steven Winlock, Ed.D.  
Associate Superintendent,  
Elementary Education

## Average Daily Attendance

	Percent
School	94.13%
District	95.24%

SOURCE: 2006-2007, EGUSD

## Discipline

	School	District
Suspensions	913	12,361
Expulsions	20	208

SOURCE: 2006-2007, EGUSD

## Elk Grove Unified School District

This school is administered by the Elk Grove Unified School District, which covers over 320 square miles in southern Sacramento County.

Total Students (Oct 2006)	61,881
Elementary Schools	38
Middle Schools	8
High Schools	8
Alternative Schools	4
Charter Schools	1
Adult Education Schools	1
Special Education Schools	1