



Woodrow Wilson Middle School

Glendale Unified School District

1221 Monterey Road • Glendale, CA 91206 • (818) 244-8145

Richard Lucas, Principal
Bob Canfield & Chiaie Kitayama, Assistant Principals
 Serving grades Six through Eight

2005-2006 School Accountability Report Card

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 Superintendent

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 Chief Business & Financial Officer

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 Assistant Superintendent,
 Human Resources

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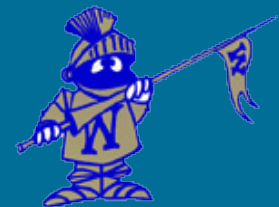
Principal's Message

I'd like to welcome you to the Woodrow Wilson Middle School Annual School Accountability Report Card and thank you for taking time to explore it. As principal, I could not be more proud of Wilson Middle School, and am honored to have the opportunity to share my pride with you. The opportunity to do so has presented itself in the form of compliance with State legislation, more specifically Proposition 98, which identifies the School Accountability Report Card as a required component that every school in California must issue. The purpose of this report card is to afford you further insight into the quality education program we offer.

It is the belief of Woodrow Wilson Middle School that students can and will excel in an environment that is tailored to their evolving needs, and conducive to all facets of the learning process. It is due to this belief that we have been able to successfully develop a comprehensive educational system that celebrates and promotes ethnic and cultural diversity, individuality, and emotional, intellectual, and social eminence. We strive to provide students with not only the stimulation and encouragement to accomplish such feats, but the means to do so as well. In our long-standing tradition of excellence, we maintain our commitment to students, parents, community members, and staff to provide the best educational experience possible. We renew this commitment yearly in hopes that together we will continue to improve our effectiveness in preparing students to become productive citizens of tomorrow.

School Mission Statement

Woodrow Wilson Middle School is committed to providing a safe, supportive environment and a comprehensive program, which guarantees intellectual, creative, physical, and socially developmental experiences for all students to become academically excellent, responsible, self-confident, and appreciative of human diversity.



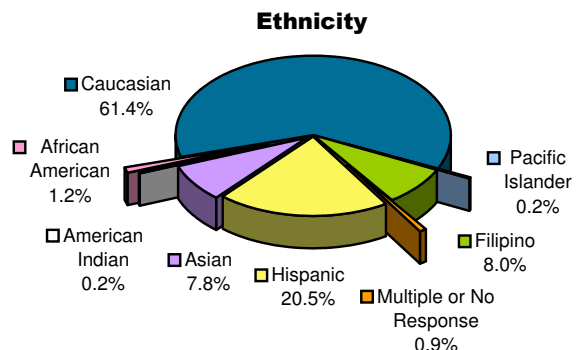
Instructional Focus

A schoolwide effort to have all students show growth in their writing ability in all disciplines. Growth will be measured by the use of District Benchmark Writing Exams, teacher assessment using the District Writing Rubric and California State Standards for Writing.

Community & School Profile

Situated on the eastern border of the San Fernando Valley at the base of the Verdugo Mountains, the city of Glendale is the third largest city in all of Los Angeles County. Glendale Unified School District serves more than 28,000 students on both year-round and traditional calendar systems. Comprised of 20 elementary schools, four middle schools, five high schools, and two specialized schools, the district offers a variety of creative programs that provide Glendale parents and students with many options for fulfilling individual needs and goals.

Located in the heart of Glendale, Wilson Middle School tailors its educational programs to meet the needs of an ever-changing population. During the 2005-06 school year, Wilson Middle School served 1,173 sixth through eighth grade students on a traditional calendar schedule. Student body demographics are illustrated at right.



Additionally, the 2005-06 student body consisted of 41.5% 'Socioeconomically Disadvantaged,' 16.0% 'English Learners,' and 8.3% 'Students with Disabilities.'

Discipline & Climate for Learning

Students at Wilson Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Wilson Middle School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual parent/student handbooks.



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In addition to sponsoring programs that eliminate bullying, bolster conflict resolution, and promote peaceful interactions on campus, the school participates in the Glendale Character and Ethics Project. The program highlights one "guiding word" per month, such as respect, honesty, self-discipline, citizenship, or responsibility.

The Suspensions and Expulsions table below illustrates total cases for the school and district at all grade levels, as well as the percentage of total enrollment. Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions						
	Wilson			GUSD		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspensions	372	330	176	4,901	4,858	3,355
Suspension Rate	30.29%	26.87%	15.00%	16.65%	16.86%	11.98%
Expulsions	1	3	1	65	56	39
Expulsion Rate	0.08%	0.24%	0.09%	0.23%	0.19%	0.14%

Extracurricular Activities & Student Recognition

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular and enrichment activities include:

- Boxing
- Student Government
- Yearbook
- Unity Committee
- Music Competitions
- Crime Stoppers
- Science Olympiad
- Writers Club
- Weight Training
- Star Kids
- Junior Ambassadors
- Police Athletic League (PAL)
- School & Community Service Clubs
- Yoga
- Academic Teams
- Journalism
- Drill Team
- Field Trips
- Chess Club
- Spelling Bee
- Volleyball
- Track
- Softball
- Foreign Language Classes
- Chorus
- Art Club
- Band
- Cheerleading
- Club Buff
- Poetry Club
- Drama
- Football
- Basketball
- Soccer

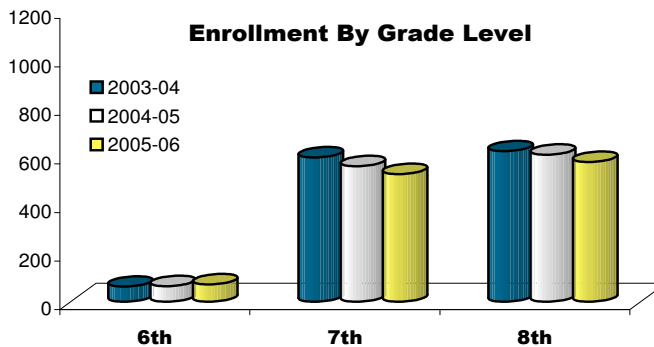
To build self-esteem and recognize student achievement, certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. In addition to semester "Make your own Sundae" events, and an end-of-year beach trip for students earning attendance and academic achievement awards, other honors and programs include:

- Torch & Laurel
- Kiwanis Award (8th Grade)
- Rotary Award (8th Grade)
- Sharpest Image
- Perfect Attendance Award
- Spirit Contest
- Student of the Month
- Atrusa Award (8th Grade)
- American Legion (8th Grade)

School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement.

Student attendance is carefully monitored to identify those students exhibiting excessive absences. The following chart illustrates enrollment at Wilson Middle School over the past three years.



Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences are fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Staff members make daily phone calls to parents when children are absent. When a student has repeated tardies or unexcused absences a letter is mailed home, and a parent conference may be scheduled.

In the event of habitual truancy, students may be referred to the district's School Attendance Review Board (SARB). The SARB is utilized when students have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

Class Size

Wilson Middle maintained a schoolwide average class size of 28 students and a pupil-to-teacher ratio of 22:1 during the 2005-06 school year. The following chart shows average class size by subject area, as well as the number of classes offered in reference to their enrollment.

Teaching Load Distribution												
	Average Class Size			Classrooms Containing:								
				1-22 Students			23-32 Students			33+ Students		
	04	05	06	04	05	06	04	05	06	04	05	06
English	25	24	24	26	26	25	19	27	38	20	14	3
Math	28	28	27	8	7	8	20	24	27	15	15	10
Science	30	28	28	6	7	7	20	27	23	17	10	12
Social Science	29	29	28	7	6	8	18	31	29	18	8	8

Minimum Days & Instructional Minutes

During the 2005-06 school year, Wilson Middle School offered 180 days of instruction, comprised of 173 regular days and seven minimum days. Minimum days are scheduled for parent-teacher conferences and the last day of instruction. Additionally, each Friday is set aside as a "banking day." Banking days are shortened by one hour in order to allow time for grade-level or faculty meetings, staff development, and classroom planning. Students were offered 62,595 minutes of annual instructional time during the 2005-06 school year, exceeding the state requirement of 54,000 minutes at the middle school level.

School Facilities & Safety

Wilson Middle School, originally constructed in 1955, is currently situated on 9.87 acres and comprised of 52 classrooms, a library, four computer labs, an auditorium, a cafeteria, administrative offices, grassy fields, and a blacktop playground. Measure K modernizations were completed in August of 2006 and included increased handicap accessibility of all facilities and providing Internet access and upgraded air conditioning in each classroom.

Safety of students and staff is a primary concern of Wilson Middle School. Administrators, teachers, counselors, and security agents monitor students at breaks, lunch, and before and after school. All visitors to the campus must report to the front office, sign in, and obtain a visitor's pass which must be displayed at all times.

The School Site Safety Plan is evaluated and revised each spring by members of the Site Safety Committee; all revisions are shared immediately with staff members. Key elements of the plan include: child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, rockfalls, and earthquake drills are conducted on a regular basis throughout the school year.

Cleaning Process

Wilson Middle School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The Principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by Wilson Middle School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Glendale Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

For the 2006-07 school year, Glendale Unified School District has budgeted \$1,238,000 for the deferred maintenance program, which represents 0.57% of the district's general fund budget. As part of a five-year plan, Wilson Middle School is scheduled to receive asbestos abatement, electrical, HVAC, and plumbing upgrades, new floor covering, re-paving, bleacher, boiler and roofing repairs, and exterior painting between 2006 and 2010. The following chart displays the results of the most recent school facilities inspection, completed on October 30, 2006.

Facility Conditions & Planned Improvements

Date of Williams Facilities Inspection: n/a

Item Inspected	Facility in Good Repair		Repair Needed & Action Taken or Planned
	Yes	No	
Gas Leaks	X		At the time of publication, Wilson Middle School had not yet received a Williams Facility Inspection due to its statewide ranking (9th decile). The school is inspected annually by the fire marshal and monthly by school site administrators. All issues discovered during these inspections are given the utmost priority. For more information regarding the new facilities requirements pursuant to Williams vs. the State of California, please see http://www.cde.ca.gov .
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

School Leadership

Leadership at Wilson Middle School is a responsibility shared among district administration, the principal, assistant principals, instructional staff, students, and parents. Primary leadership duties at the school have been assumed by Principal Richard Lucas, who has been an administrator at Wilson since 1988 and Principal for the past nine years. Mr. Lucas has 33 years of experience as an educator.

Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These committees ensure that instructional programs are consistent with students' needs and comply with district goals. Opportunities for involvement include: Instructional Leadership Team (ILT), School Site Council, Individual Intervention Learning Plan Teams, Individual Education Plan (IEP) Teams, Modernization Committee, School Plan Committee, Parent-Teacher-Student Association (PTSA), and English Learner Advisory Committee (ELAC).

Counseling & Other Support Services

In addition to academics, the staff at Wilson Middle School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals. The chart below displays a list of support services that are offered to students at the school.

Counseling & Support Services Staff

	Number of Staff	Full-Time Equivalent
Library Specialist	1	1.0
Psychologist	1	0.4
Nurse	1	0.2
Health Clerk	1	1.0
Adaptive P.E. Specialist	1	0.2
Speech & Language Specialist	1	1.0
Special Day Class (SDC) Teachers	5	5.0
Education Assistants	8	8.0
Assistants for the Physically Handicapped	5	5.0

The school offers before- and after-school intervention programs and tutoring sessions with teachers, education assistants, university interns, and Glendale College students.

All teachers at Wilson Middle School are appropriately credentialed and able to instruct students acquiring English as a second language. English Learners (EL) receive core instruction in all content areas daily, including English Language Development (ELD). EL students are tested with the California English Language Development Test (CELDT) annually to measure progress.

Students with special needs are provided support through the district's Special Education Program and five on-site Special Day Class (SDC) teachers. Each identified student is evaluated by a team consisting of his/her parent(s), a teacher specialist, school administrators, and the psychologist in order to develop an Individual Education Plan (IEP). The IEP defines the individualized instruction a special needs student will receive. Instruction is provided in the least restrictive environment possible and students are mainstreamed whenever appropriate.

The Gifted and Talented Education (GATE) program is offered to students in grades six through eight who have been recognized as capable of attaining high levels of achievement. Students are identified based on teacher recommendations and individual performance on state tests. GATE students receive differentiated instruction in their classrooms, enroll in honors classes, and may participate in District-sponsored GATE activities.



The district participates in the state's Healthy Start, Healthy Families and Healthy Kids programs. These programs are coordinated through the Healthy Start and Family Resource Center at the Pacific Avenue Education Center (440 West Lomita; Glendale, CA 91204), and serve qualifying students and their families throughout the district, providing medical and nutrition services along with a variety of other assistance and referrals.

The Healthy Start and Family Resource Center also administers Project Access to Education (PACE), assisting homeless families to enroll their children in school, overcome obstacles that might keep their child from attending school, and allow their child to stay in one school while the family transitions into a more stable environment.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Wilson Middle School. These assessments provide a measurement of students' actual progress and evaluate the effectiveness of instructional programs. In addition to the Standardized Testing and Reporting (STAR) program, the school and district administer other assessments to determine the progress of each student. Middle school students are evaluated based on the results of their writing, report card grades, and end-of-course exams each semester in English, Math, and Science. Results of these assessments and state testing are evaluated annually to determine whether each student is performing below, at, or above grade-level standards.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Science, and Social Science, for the most recent three-year period, is shown at right. **Math results are not shown for 8th grade students. For CST results on course-specific Math tests, please visit <http://star.cde.ca.gov>.**

Contact Information

Parents who wish to participate in Wilson Middle School's leadership teams, school committees, school activities, or become volunteers may contact the school office at (818) 244-8145 or visit the school's website (www.wilsonknights.org). The district's website (www.gusd.net) also provides resources and information for parents, students, and community members.

Physical Fitness

In the spring of each year, Wilson Middle School is required by the state to administer a physical fitness test to all seventh grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ). During the 2005-06 school year, 46.3% of Wilson Middle School's seventh grade students met or exceeded state fitness standards.

Parent & Community Involvement

Parents and the community are very supportive of the educational programs at Wilson Middle School. Numerous programs and activities are enriched by the generous contributions made by individual donors, local businesses, and the following groups and/or organizations: Parent-Teacher-Student Association (PTSA), Rotary Club, Kiwanis Club, Glendale Police, and Glendale Community Foundation.

California Standards Test (CST)

Combined % of Students Scoring at Advanced & Proficient Levels

	English/Language Arts												Mathematics						Science			Social Science		
	6th			7th			8th			6th			7th			8th			8th					
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06			
All Students																								
Wilson	73	80	71	52	61	61	50	55	57	77	87	67	60	59	65	**	**	57	47	44	47			
GUSD	50	56	59	51	60	58	46	52	56	56	62	61	55	60	62	**	**	55	42	44	50			
California	36	38	41	36	43	43	33	39	41	35	40	41	33	37	41	**	**	38	28	31	34			
Females																								
Wilson	76	84	65	59	69	66	54	59	65	70	84	50	62	63	68	**	**	55	41	39	49			
GUSD	56	61	61	56	66	64	49	56	61	55	63	60	54	60	63	**	**	52	39	42	49			
California	39	41	44	42	49	48	37	43	45	34	39	41	32	37	41	**	**	35	26	30	31			
Males																								
Wilson	70	75	74	44	52	56	47	50	49	83	92	72	58	55	62	**	**	59	52	49	47			
GUSD	45	51	57	45	53	53	43	48	50	57	61	61	55	59	60	**	**	57	46	47	49			
California	33	35	39	32	38	38	29	34	37	36	41	42	33	37	41	**	**	41	29	33	36			
Socioeconomically Disadvantaged																								
Wilson	68	64	57	39	49	48	33	42	39	68	82	57	52	49	57	**	**	41	31	29	28			
GUSD	35	38	37	36	45	33	28	37	35	41	46	44	43	46	39	**	**	36	26	30	29			
California	20	22	26	20	28	28	18	22	25	21	26	28	20	23	27	**	**	23	14	17	19			
English Learners																								
Wilson	46	*	31	16	19	25	11	9	24	38	*	31	32	29	42	**	**	32	14	8	18			
GUSD	16	20	19	14	19	22	10	16	19	31	30	27	28	31	35	**	**	29	12	13	18			
California	6	7	8	5	9	9	3	6	6	11	13	14	10	11	13	**	**	9	5	5	6			
Special Education																								
Wilson	*	n/a	*	13	10	0	8	8	13	*	n/a	*	10	10	15	**	**	11	15	14	7			
GUSD	17	14	22	11	15	10	7	8	16	16	17	17	13	11	14	**	**	14	10	16	12			
California	9	10	12	8	10	11	6	8	9	10	11	12	7	8	10	**	**	11	7	9	10			
Asian																								
Wilson	*	100	*	69	89	80	66	64	82	*	100	*	83	92	85	**	**	82	67	64	79			
GUSD	69	76	81	68	81	79	69	68	75	84	88	88	82	88	88	**	**	79	66	62	76			
California	59	60	66	59	66	67	53	58	62	66	69	72	64	69	72	**	**	65	51	54	58			
Caucasian																								
Wilson	73	78	66	53	62	62	51	55	59	75	90	60	63	63	66	**	**	58	43	43	47			
GUSD	52	59	60	52	61	60	47	55	56	58	65	63	56	61	64	**	**	55	39	44	48			
California	56	58	61	55	61	63	51	58	62	51	58	58	48	52	58	**	**	55	41	47	51			
Filipino																								
Wilson	*	*	*	66	66	67	61	71	52	*	*	*	69	57	79	**	**	60	79	58	57			
GUSD	68	61	68	58	74	67	54	59	65	67	69	63	55	71	72	**	**	69	60	54	63			
California	52	53	60	52	61	60	45	51	54	49	56	59	47	52	58	**	**	52	40	42	46			
Hispanic																								
Wilson	*	*	58	40	48	47	39	43	45	*	*	50	42	39	48	**	**	44	32	34	36			
GUSD	30	37	43	35	42	41	26	35	36	32	37	40	34	36	38	**	**	35	27	30	33			
California	20	22	27	22	28	28	18	23	25	21	26	29	18	23	28	**	**	23	14	17	20			

* Due to the moderate number of students tested, scores will not be disclosed.

** Data unavailable through the California Department of Education.

Norm-Referenced Test (NRT)

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. Prior to 2005, all students in grades two through eleven were tested each spring. Currently, only students in grades three and seven are tested. The chart at right reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics.

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.

Statewide API Rank: 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.

Similar Schools API Rank: The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools."

		CAT/6															
		% Scoring At or Above the National Average															
		Reading						Mathematics									
		6th		7th		8th		6th		7th		8th					
		04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	
Wilson		79			56	58	63	50			90			69	68	73	71
GUSD		59			55	56	58	51			72			66	68	70	69
California		46			45	46	46	41			53			48	49	50	49
		Subgroups															
Females		85			59	63	68	53			91			69	68	73	70
Males		73			53	52	57	47			90			70	69	73	73
Socioeconomically Disadvantaged		71			47	46	53	35			87			62	58	66	61
English Learners		54			20	22	30	11			77			41	46	47	43
Special Education		*			20	13	9	8			*			20	18	26	23
Asian		*			67	81	80	64			*			90	97	87	90
Caucasian		80			55	60	63	48			90			73	73	76	72
Filipino		*			76	59	72	67			*			72	75	74	80
Hispanic		*			50	45	53	44			*			53	46	59	55

Beginning in 2005, the CAT/6 tested reading/language arts, spelling, and mathematics, in grades three and seven only, and no longer tested science in any grade.

* Due to the moderate number of students tested, scores will not be disclosed.

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 Growth

	2003-04	2004-05	2005-06	2006 API Growth Score
Statewide API Rank	9	9	9	
Similar Schools API Rank	10	10	10	
All Students				
Actual API Growth	18	13	8	820
Socioeconomically Disadvantaged				
Actual API Growth	17	15	-15	742
English Learners				
Actual API Growth	*	*	6	741
Asian				
Actual API Growth	33	30	n/a	n/a
Caucasian				
Actual API Growth	25	15	6	825
Hispanic				
Actual API Growth	2	14	14	751

* Data unavailable through the California Department of Education.

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores, or (2) at least 15% of the school population tested, containing at least 30 students with valid scores.

Adequate Yearly Progress

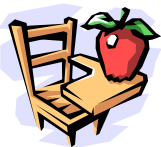
No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

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

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Math.
- Percent proficient on the state's standards-based assessments in ELA and Math.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site.

Results of school and district performance are displayed at right. Wilson Middle School met all of the 2006 AYP criteria.



Adequate Yearly Progress 2006

Met AYP Criteria	Wilson		Glendale Unified School District	
	English/Language Arts	Mathematics	English/Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	n/a		Yes	
Made Overall AYP	Yes		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.

Federal Intervention Program

Program Improvement (PI)

	Wilson	GUSD
PI Status	Not in PI	Not in PI
First Year of PI Implementation	n/a	n/a
Year in PI (2006-07)	n/a	n/a
Number of Schools Currently in PI	n/a	2
Percent of Schools Identified for PI	n/a	6.3%

Textbooks & Instructional Materials

Pursuant to the settlement of Williams vs. the State of California, Glendale Unified School District thoroughly inspected each of its school sites at the beginning of the 2006-07 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. The adjacent chart displays data collected in October of 2006 in regards to the textbooks in use at Wilson Middle School during the current school year (2006-07).

Textbooks

Subject	Publisher	Grade Levels	Year Adopted	Quality, Currency, & Availability of Textbooks & Instructional Materials
Language Arts	McDougal Littell	6th-8th	2003	On August 15, 2006, the district's Board of Education determined that all textbooks at Wilson Middle School are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, standards-aligned textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.
Math	MacMillin-McGraw Hill	6th	1997	
	McDougal Littell	7th-8th	2002	
Social Science	MacMillin-McGraw Hill	6th	2006	
	McDougal Littell	6th-8th		
Science	Holt, Rinehart, & Winston	6th-8th	2002	

Science Laboratory Equipment: Wilson Middle School stocks an adequate supply of laboratory equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders, test tube brushes, crucible tongs, flasks, beakers, and bunsen burners. For a complete listing of inventory, please contact the school office at (818) 244-8145.

The school's fully automated library, staffed by a full-time library specialist, is stocked with thousands of books that are available for students to check out. Students visit the library on a weekly basis with their classes and are encouraged to visit on breaks and before and after school. Twelve computer workstations within the library are connected to the Internet so students are able to access resources and information online.

Computer skills and concepts prepare students for technological growth and opportunities. Each classroom at Wilson Middle School contains a minimum of one computer. Students also have access to four computer labs on campus. Two of the labs serve as classrooms for elective courses in Industrial Technology, Keyboarding, and PowerPoint. One Math and one Science lab are utilized by classrooms on a rotating schedule or as needed.

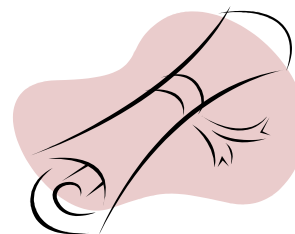
Computer Resources

	03-04	04-05	05-06
Computers	164	139	168
Students per computer	7.8	8.8	7
Classrooms connected to Internet	6	12	7

Curriculum Improvement

Wilson Middle School's curriculum is written in compliance with the state framework and the model curriculum standards dictated by the State Department of Education. The District Curriculum Committee is the primary leadership team responsible for monitoring and evaluating the curriculum. Decisions concerning curriculum improvement are then made through a collaborative effort among school representatives, ensuring that all changes are schoolwide, not isolated to a single class or grade.

Beginning in 2006, a schoolwide effort to have all students show growth in their writing abilities in all disciplines became the primary instructional focus. Much of the staff development focused on writing strategies, which was later implemented throughout lesson planning.



Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated twice a year and tenured teachers are evaluated every other year. Evaluations are conducted by the principal and assistant principals, who have been trained and certified for competency to perform teacher evaluations.

Evaluations are based on the California Standards for the Teaching Profession, which include: Engaging and Supporting all Students in Learning; Understanding and Organizing Subject Matter for Student Learning; Assessing Student Learning; Creating and Maintaining Effective Environments for Student Learning; Planning Instruction and Designing Learning Experiences for all Students; and Developing as a Professional Educator.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has sponsored two staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. During the 2005-06 school year, staff development topics at Wilson Middle School were centered around "Focus on Results" and improving writing across the curriculum.

For additional support in their profession, teachers may enlist the services of the district's Peer Assistance and Review (PAR) program, and/or the Beginning Teacher Support and Assessment (BTSA) facilitator. The Paraprofessional Teacher Training Program (PTTP) is also available, offering assistance to educational assistants interested in pursuing a teaching career.

Teacher Assignment

Glendale Unified School District recruits and employs only the most qualified credentialed teachers.

During the 2005-06 school year, Wilson Middle School staffed 51 fully certificated teachers who met all credential requirements in accordance with the State of California guidelines.

Teacher Credential Status				
	Wilson			GUSD
	03-04	04-05	05-06	05-06
With Full Credential	51	50	51	1,262
Without Full Credential	2	3	2	58
Teaching Outside Subject Area of Competence	n/a	n/a	7	67

Figure reflects Interns, Emergency Credentials, and Waivers.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2006-07 school year, the most current available data are reported.

Misassignments/Vacancies			
	04-05	05-06	06-07
Teacher Misassignments of English Learners	11	9	6
Teacher Misassignments (Other)	0	0	0
Total Misassignments	11	9	6
Teacher Vacancies	0	0	1

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliance - Core Academic Subjects				
	Wilson	GUSD		
		All Schools	High-Poverty Schools	Low-Poverty Schools
% of Classes Taught by NCLB Compliant Teachers	88.1%	89.0%	86.0%	89.0%
% of Classes Taught by Non-NCLB Compliant Teachers	11.9%	11.0%	14.0%	11.0%

Substitute Teachers

Substitute teachers must hold a bachelor's degree and have successfully passed the California Basic Educational Skills Test (CBEST). Prior to a substitute's first assignment in the district, he/she attends a three-hour training session on district policies and expectations. A pool of over 300 qualified substitutes is available to Glendale's schools and the district has not yet experienced any difficulties providing qualified substitute teachers. On rare occasions when a substitute is not available for an absent teacher, credentialed staff or administrators will assume the role of the substitute.



School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2004-05 school year. For comparison purposes, the California Department of Education has provided average salary data from unified school districts having above 20,000 average daily attendance statewide.

The chart at right illustrates the average teacher salary at Wilson Middle School and compares it to the average teacher salaries at the district and state levels.

Teacher & Administrative Salaries

The following chart displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed below.

Average Teacher Salaries		
School & District	Wilson	\$62,418
	GUSD	\$58,888
Percentage of Variation: 6.0%		
School & State	Wilson	\$62,418
	All Unified School Districts	\$57,560
Percentage of Variation: 8.4%		

Teacher & Administrative Salaries 2004-05		
	GUSD	California
Beginning Teacher Salary	\$38,260	\$37,540
Mid-Range Teacher Salary	\$58,736	\$59,426
Highest Teacher Salary	\$75,794	\$73,925
Average Principal Salary (Elementary)	\$101,615	\$87,162
Average Principal Salary (Middle)	\$102,426	\$96,389
Average Principal Salary (High)	\$107,519	\$105,092
Superintendent Salary	\$186,401	\$185,251
% of Budget for Teacher Salaries	41.9%	40.9%
% of Budget for Administrative Salaries	4.8%	5.3%

Expenditures & Services Funded

Based on 2004-05 audited financial statements, Glendale Unified School District spent an average of \$7,037 to educate each student. The chart below provides a comparison of Wilson Middle School's per-pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil		
Wilson	Total	\$4,664
	Restricted (Supplemental) Sources	\$486
	Unrestricted (Basic) Sources	\$4,178
GUSD	Unrestricted Sources	\$4,839
	Percentage of Variation (School/District): 3.8%	
California	Unrestricted Sources	\$4,743
	Percentage of Variation (School/State): 1.7%	

In addition to general state funding, Wilson Middle School received state and federal categorical funding for the following support programs:

- Title I, Part A (Basic Grant)
- Title V, Part A (Innovative Assistance Programs)
- Economic Impact Aid (EIA)
- English Language Acquisition Program (ELAP)
- Gifted & Talented Education Program (GATE)
- School & Library Improvement Block Grant (SLIBG)