



# **Woodrow Wilson Middle School**

School Accountability Report Card, 2006–2007  
Glendale Unified School District

» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

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Glendale Unified School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2006–2007 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average middle school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

[http://www.schoolwisepress.com/sarc/links\\_2007\\_en.html](http://www.schoolwisepress.com/sarc/links_2007_en.html)

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, please contact the school office.

## How to Contact Our School

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Glendale, CA 91206  
Principal: Richard Lucas  
Phone: (818) 244-8145

## How to Contact Our District

223 North Jackson St.  
Glendale, CA 91206  
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<http://www.gusd.net>



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# Woodrow Wilson Middle School

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Glendale Unified School District

## » Principal's Message

At Wilson Middle School, our commitment is to an academically rigorous curriculum while enriching our students socially. Students are encouraged to participate in the many school clubs, intramural sports, and the various tutorials offered. During the school day, students may choose to join classes in music, technology, drama, consumer education, Advancement Via Individual Determination (AVID), and other offerings. A strong student government meets weekly to discuss school and student issues.

PTSA support and involvement is evident and encouraged, both through fund-raising, parent/student guest speakers, and volunteer activities.

Richard Lucas, PRINCIPAL

### Grade range and calendar

**6-8**

TRADITIONAL

### Academic Performance Index

**827**

County Average: 715

State Average: 734

### Student enrollment

**1,118**

County Average: 1,043

State Average: 672

### Teachers

**49**

County Average: 45

State Average: 30

### Students per teacher

**23**

County Average: 23

State Average: 22

### Students per computer

**5**

County Average: 4

State Average: 4

### **Major Achievements**

- We have been awarded our fourth consecutive Title I Academic Achievement Award by the state. The California Business Community just recognized our school for the Just For Kids award. This award was based on narrowing the achievement gap among our various subgroups, and Wilson was the only middle school recognized in Los Angeles County. We increased our sixth grade program by adding an additional 185 students, and will increase it again during the 2008–2009 school year. Our intervention programs and various afterschool programs assist students academically. We continue to enrich our afterschool programs and offer a variety of sports and club choices for the students.
- All students participate in at least one field trip during the school year. This provides opportunities for learning outside of the classroom and developing skills in responsibility and team building.

### **Focus for Improvement**

- Our school continues to focus on writing in all school subjects. We will further develop a common curriculum-based assessment in each content area and provide time for teachers to collaborate to improve their instruction based on data.
- We will initiate intervention classes to assist any struggling sixth grader.
- We will be starting an afterschool digital video class that incorporates content area standards and challenges students to develop projects that showcase their academic, technological, and problem solving skills.

**MEASURES OF PROGRESS**

**Academic Performance Index**

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school’s API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school’s API using student test results from the California Standards Tests, the California Achievement Test, and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

CALIFORNIA <b>API</b> ACADEMIC PERFORMANCE INDEX	
<b>Met schoolwide growth target</b>	<b>Yes</b>
<b>Met growth target for prior school year</b>	<b>Yes</b>
<b>API score</b>	<b>827</b>
<b>Growth attained from prior year</b>	<b>+7</b>
<b>Met subgroup* growth targets</b>	<b>Yes</b>
<b>Underperforming school</b>	<b>No</b>

Wilson’s API was 827 (out of 1000). This is an increase of 7 points compared to last year’s API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

**API RANKINGS:** Based on our 2005–2006 test results, we started the 2006–2007 school year with an API base score of 820. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all middle schools in California, our school ranked 9 out of 10.

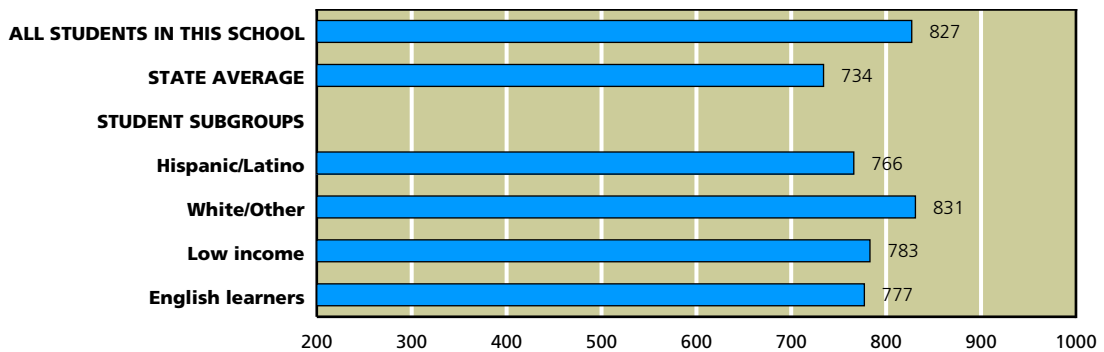
SOURCE: API based on spring 2007 test cycle. Growth scores alone are displayed and are current as of March 2008.  
\*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

**SIMILAR SCHOOL RANKINGS:** We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 10 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

**API GROWTH TARGETS:** Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

We met our assigned growth targets during the 2006–2007 school year. Just for reference, 35 percent of middle schools statewide met their growth targets.

**API, Spring 2007**



SOURCE: API based on spring 2007 test cycle. State average represents middle schools only.  
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

### Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind (NCLB)**. This law requires all schools to meet a different goal: **Adequate Yearly Progress (AYP)**.

We met all 21 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, elementary and middle schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 24.4 percent on the English/language arts test and 26.5 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 590 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement (PI)**. They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL <b>AYP</b> ADEQUATE YEARLY PROGRESS	
<b>Met AYP</b>	<b>Yes</b>
<b>Met schoolwide participation rate</b>	<b>Yes</b>
<b>Met schoolwide test score goals</b>	<b>Yes</b>
<b>Met subgroup* participation rate</b>	<b>Yes</b>
<b>Met subgroup* test score goals</b>	<b>Yes</b>
<b>Met schoolwide API for AYP</b>	<b>Yes</b>
<b>Program Improvement School in 2007</b>	<b>No</b>

SOURCE: AYP is based on the Accountability Progress Report of March 2008. A school can be in Program Improvement based on students’ test results in the 2006–2007 school year or earlier.

\*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

### Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 24.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 26.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
<b>SCHOOLWIDE RESULTS</b>	●	●	●	●
<b>SUBGROUPS OF STUDENTS</b>				
<b>Low income</b>	●	●	●	●
<b>Students learning English</b>	●	●	●	●
<b>STUDENTS BY ETHNICITY</b>				
<b>Hispanic/Latino</b>	●	●	●	●
<b>White/Other</b>	●	●	●	●

The table at left shows our success or failure in meeting AYP goals in the 2006–2007 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

SOURCE: AYP release of March 2008, CDE.



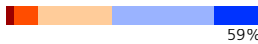

























## STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average middle school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

### California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

TESTED SUBJECT	2006–2007		2005–2006		2004–2005	
	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES
<b>ENGLISH/LANGUAGE ARTS</b>						
<b>Our school</b> Percent Proficient or higher						
<b>Average middle school</b> Percent Proficient or higher						
<b>MATH (excluding algebra)</b>						
<b>Our school</b> Percent Proficient or higher						
<b>Average middle school</b> Percent Proficient or higher						
<b>ALGEBRA</b>						
<b>Our school</b> Percent Proficient or higher						
<b>Average middle school</b> Percent Proficient or higher						
<b>HISTORY/SOCIAL SCIENCE</b>						
<b>Our school</b> Percent Proficient or higher						
<b>Average middle school</b> Percent Proficient or higher						
<b>SCIENCE</b>						
<b>Our school</b> Percent Proficient or higher					NO DATA AVAILABLE N/A	
<b>Average middle school</b> Percent Proficient or higher					NO DATA AVAILABLE N/A	

SOURCE: The scores for the CST are from the spring 2007 test cycle. State average represents middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

## Frequently Asked Questions About Standardized Tests

**WHERE CAN I FIND GRADE-LEVEL REPORTS?** Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies this report.

**WHAT DO THE FIVE PROFICIENCY BANDS MEAN?** Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—Below Basic or Far Below Basic—need more help to reach the Proficient level.

**WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY?** When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

**HOW HARD ARE THE CALIFORNIA STANDARDS TESTS?** Experts consider California’s standards to be among the most clear and rigorous in the country. Just 45 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 53 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

**ARE ALL STUDENTS’ SCORES INCLUDED?** No. Only students in grades two through eleven are required to take the CSTs. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.

**CAN I REVIEW SAMPLE TEST QUESTIONS?** Sample test questions for the CST are on the [CDE’s Web site](#). These are actual questions used in previous years.

**WHERE CAN I FIND ADDITIONAL INFORMATION?** The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You’ll also find a [guide](#) to navigating the STAR Web site as well as help understanding how to [compare test scores](#).

### English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			62%	98%	<b>SCHOOLWIDE AVERAGE:</b> About 19 percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			38%	99%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			43%	99%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			59%	586	<b>GENDER:</b> About five percent more girls than boys at our school scored Proficient or Advanced.
Girls			64%	515	
English proficient			70%	932	<b>ENGLISH PROFICIENCY:</b> English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			14%	166	
Low income			49%	531	<b>INCOME:</b> About 25 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			74%	570	
Learning disabled			10%	74	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			65%	1,027	
Asian American			79%	88	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Filipino			68%	87	
Hispanic/Latino			51%	235	
White/Other			63%	672	

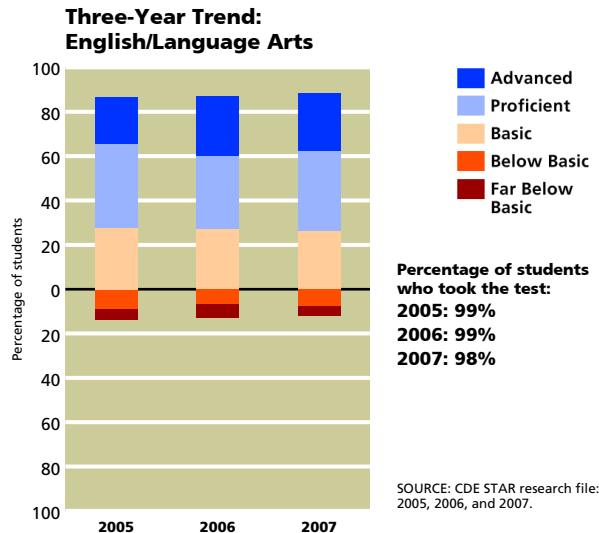
SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for [English/language arts](#) on the CDE's Web site.



### Math (Excluding Algebra)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			58%	80%	<b>SCHOOLWIDE AVERAGE:</b> About 19 percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			34%	80%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			39%	79%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			62%	486	<b>GENDER:</b> About nine percent more boys than girls at our school scored Proficient or Advanced.
Girls			53%	412	
English proficient			67%	736	<b>ENGLISH PROFICIENCY:</b> English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			19%	160	
Low income			50%	465	<b>INCOME:</b> About 17 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			67%	433	
Learning disabled			11%	73	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			62%	825	
Asian American			79%	50	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Filipino			66%	69	
Hispanic/Latino			45%	218	
White/Other			61%	544	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

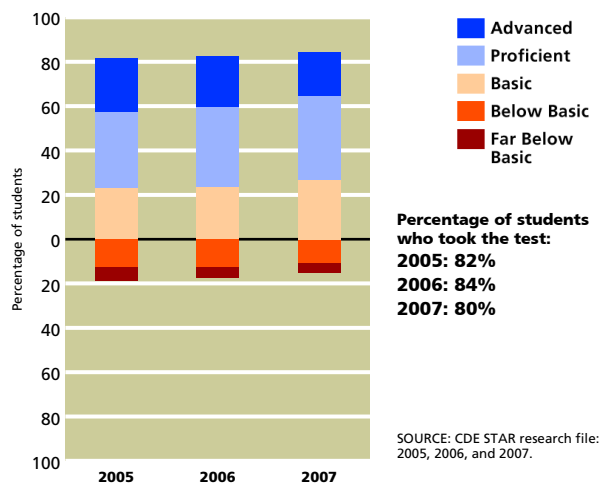
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

All sixth and seventh graders take the same math courses. In eighth grade, however, some students take algebra, while others take a general math course. We report algebra results separately. Here we present our students' scores for all math courses except algebra.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the [math standards](#) on the CDE's Web site.

Three-Year Trend: Math



### Algebra I

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			98%	16%	<b>SCHOOLWIDE AVERAGE:</b> About 59 percent more students at our school scored Proficient or Advanced than at the average middle school in California. About 12 percent fewer students took algebra than did students in the average middle school in the state.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			33%	28%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			39%	28%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			96%	85	<b>GENDER:</b> The same percentage of boys and girls at our school scored Proficient or Advanced.
Girls			96%	80	
English proficient			97%	158	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	6	
Low income			98%	57	<b>INCOME:</b> About three percent more students from lower-income families scored Proficient or Advanced than our other students.
Not low income			95%	108	
Learning disabled	NO DATA AVAILABLE		N/A	1	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			96%	164	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	25	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Filipino	DATA STATISTICALLY UNRELIABLE		N/S	13	
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	17	
White/Other			97%	109	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

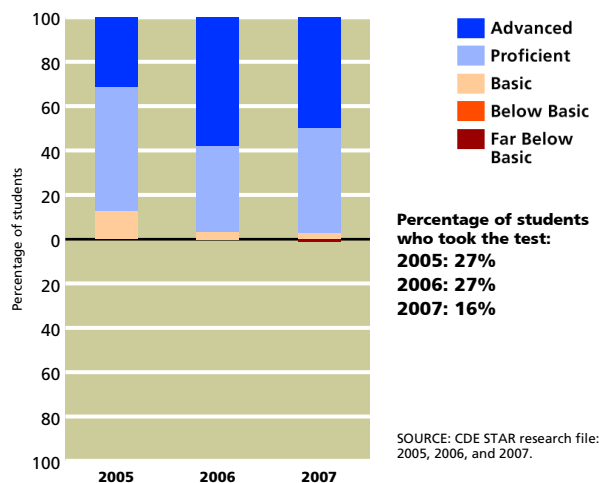
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

We report our eighth grade students’ algebra results separately because of the central importance of algebra in the California math standards. It is also a gateway course for college-bound students, who should start high school ready for geometry.

The graph to the right shows how our students’ scores have changed over the years. We present each year’s results in a vertical bar, with students’ scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 16 percent of our students took the algebra CST, compared to 28 percent of all middle school students statewide. You can review the **algebra** standards on the CDE’s Web site.

Three-Year Trend: Algebra I



SOURCE: CDE STAR research file: 2005, 2006, and 2007.

### History/Social Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			48%	99%	<b>SCHOOLWIDE AVERAGE:</b> About 13 percent more students at our school scored Proficient or Advanced than at the average middle school in California.
<b>AVERAGE MIDDLE SCHOOL IN THE COUNTY</b>			30%	98%	
<b>AVERAGE MIDDLE SCHOOL IN CALIFORNIA</b>			35%	98%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			53%	272	<b>GENDER:</b> About nine percent more boys than girls at our school scored Proficient or Advanced.
<b>Girls</b>			44%	261	
<b>English proficient</b>			54%	464	<b>ENGLISH PROFICIENCY:</b> English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
<b>English learners</b>			9%	66	
<b>Low income</b>			37%	260	<b>INCOME:</b> About 23 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			60%	273	
<b>Learning disabled</b>			6%	31	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
<b>Not learning disabled</b>			51%	502	
<b>Asian American</b>			78%	46	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Filipino</b>			56%	45	
<b>Hispanic/Latino</b>			38%	103	
<b>White/Other</b>			47%	329	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

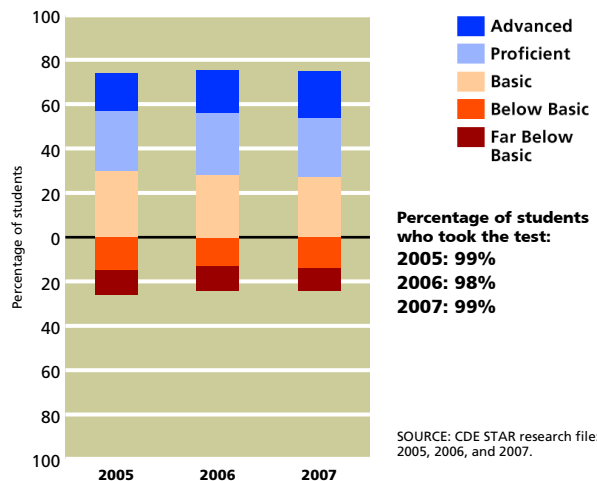
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eighth grade students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the [history/social science standards](#) on the CDE's Web site.

Three-Year Trend: History/Social Science



**Science**

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			59%	99%	<b>SCHOOLWIDE AVERAGE:</b> About 17 percent more students at our school scored Proficient or Advanced than at the average middle school in California.
<b>AVERAGE MIDDLE SCHOOL IN THE COUNTY</b>			37%	98%	
<b>AVERAGE MIDDLE SCHOOL IN CALIFORNIA</b>			42%	98%	

**Subgroup Test Scores**

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

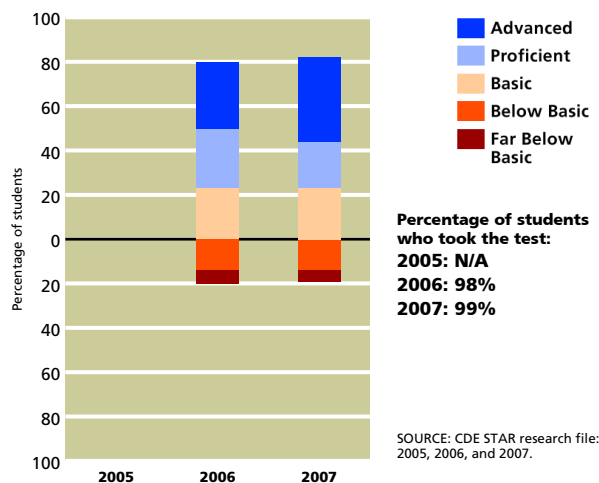
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			64%	272	<b>GENDER:</b> About 12 percent more boys than girls at our school scored Proficient or Advanced.
<b>Girls</b>			52%	261	
<b>English proficient</b>			64%	464	<b>ENGLISH PROFICIENCY:</b> English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
<b>English learners</b>			21%	66	
<b>Low income</b>			50%	260	<b>INCOME:</b> About 16 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			66%	273	
<b>Learning disabled</b>			16%	31	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
<b>Not learning disabled</b>			61%	502	
<b>Asian American</b>			83%	46	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Filipino</b>			71%	45	
<b>Hispanic/Latino</b>			43%	103	
<b>White/Other</b>			59%	329	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

This was the second year that science was included in the California Standards Tests our eighth grade students took. As a result, we have only two years of trend data to present. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

Although we teach science at all grade levels, only our eighth graders took the California Standards Test in this subject. You can read the [science standards](#) on the CDE’s Web site.

**Two-Year Trend: Science**



### California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2007, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>READING</b>				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	30%	16%	21%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	62%	40%	46%
<b>LANGUAGE</b>				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	40%	21%	26%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	62%	40%	46%
<b>MATH</b>				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	41%	22%	25%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	68%	46%	52%

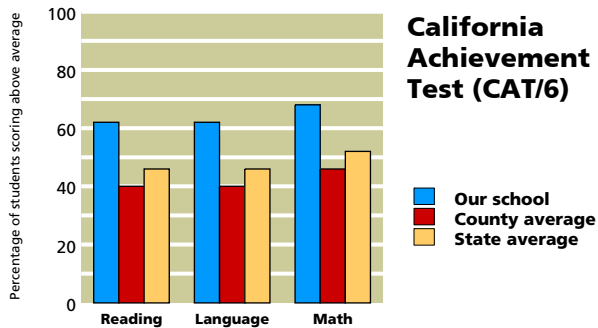
SOURCE: The scores for the CAT/6 are from the spring 2007 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.  
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

**STUDENTS SCORING ABOVE AVERAGE:** This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Wilson, 62 percent of students scored at or above average in reading (compared to 46 percent statewide); 62 percent scored at or above average in language (compared to 46 percent statewide); and 68 percent scored at or above average in math (compared to 52 percent statewide). The subject with the most students scoring at or above average was math.

**HIGH-SCORING STUDENTS:** This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (above the 75th percentile). At Wilson, 30 percent of students scored at the top in reading (compared to 21 percent statewide); 40 percent scored at the top in language (compared to 26 percent statewide); and 41 percent scored at the top in math (compared to 25 percent statewide). The subject with the most students scoring at the top was math.

### Our CAT/6 Results Compared

Students take this test only in grades three and seven. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.



SOURCE: Spring 2007 test cycle. County and state averages represent middle schools only.

### **Other Measures of Student Achievement**

We use many means to assess student progress, including homework completion, quizzes, tests and final exams, research papers, essays, multimedia projects, oral exams or presentations, and teacher observation. We also analyze STAR (Standardized Testing and Reporting) test results to give a complete picture of student achievement and the quality of instruction.

**STUDENTS**

**Students’ English Language Skills**

At Wilson, 86 percent of students were considered to be proficient in English, compared to 79 percent of middle school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	86%	75%	79%
English learners	14%	25%	21%

SOURCE: Language Census for school year 2006–2007. County and state averages represent middle schools only.

**Languages Spoken at Home by English Learners**

Please note that this table describes the home languages of just the 152 students classified as English learners. At Wilson, the language these students most often speak at home is Armenian. In California it’s common to find English learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	30%	90%	86%
Vietnamese	1%	1%	2%
Cantonese	0%	2%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	5%	1%	1%
Korean	4%	1%	1%
Khmer/Cambodian	0%	0%	1%
All other	60%	5%	7%

SOURCE: Language Census for school year 2006–2007. County and state averages represent middle schools only.

**Ethnicity**

Most students at Wilson identify themselves as White/European American/Other. In fact, there are about three times as many White/European American/Other students as Latino/Hispanic students, the second-largest ethnic group at Wilson. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	1%	11%	8%
Asian American/Pacific Islander	16%	10%	11%
Latino/Hispanic	21%	62%	47%
White/European American/Other	61%	18%	34%

SOURCE: CBEDS census of October 2006. County and state averages represent middle schools only.

**Family Income and Education**

The [free or reduced-price meal](#) subsidy goes to students whose families earned less than \$37,000 a year (based on a family of four) in the 2006–2007 school year. At Wilson, 47 percent of the students qualified for this program, compared to 51 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	47%	63%	51%
Parents with some college	62%	46%	54%
Parents with college degree	45%	25%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2006–2007 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent middle schools only.

The parents of 62 percent of the students at Wilson have attended college, and 45 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 94 percent of our students provided this information.

**CLIMATE FOR LEARNING**

**Average Class Sizes**

The average class size at Wilson varies from a low of 24 students to a high of 29. Our average class size schoolwide is 29 students. The average class size for middle schools in the state is 28 students. This table shows the average class sizes of our core courses compared to those of the county and state.

AVERAGE CLASS SIZE OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	24	27	26
History	29	30	29
Math	29	29	28
Science	29	31	29

SOURCE: CBEDS census, October 2006. County and state averages represent middle schools only.

**Safety**

We last revised our safety plan in January 2007. The plan, which we update once a year, covers the safety procedures we follow in emergency situations, for earthquakes, fires, and intruders. We distribute the safety plan to teachers, police officers, and parents on the School Site Council. We supply copies to other parents upon request. Communicating with parents during emergencies is of utmost importance. To contact parents during a crisis, our school uses the ConnectEd automated phone system and an email tree.

Before school, teachers, administrators, instructional assistants, counselors, crossing guards, and classified staff are on hand to monitor grounds and surrounding areas for safety. During recess, teachers, a campus safety officer, administrators, counselors, a school resource officer, and police supervise the playground. After school, teachers, a safety officer, parents, crossing guards, administrators, counselors, and a security guard continue to monitor the campus until all students have left for the day. Student safety is closely monitored during morning drop-off and afterschool pickup times. We provide a traffic zone and car pool lanes to make the process easier and safer. For more information on our school’s procedures for dropping off and picking up students, please contact your child’s teacher.

Wilson Middle School operates a closed campus. This means visitors must sign in on entering and students are not permitted to leave during the school day without permission.

We take discipline seriously at Wilson. When students break school rules, we may keep them after school, deny recess or lunch, or require them to attend Saturday school. For consistent or serious misconduct, we will suspend students for one or more days. We provide students and their parents with a copy of our school rules.

**Discipline**

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
<b>Suspensions per 100 students</b>			
2006–2007	17	23	19
2005–2006	15	18	19
2004–2005	22	23	19
<b>Expulsions per 100 students</b>			
2006–2007	0	0	1
2005–2006	0	0	0
2004–2005	0	0	0

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent middle schools only.

During the 2006–2007 school year, we had 193 suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

**Homework**

Homework occupies an important place in the educational program if effectively administered. Homework reinforces classroom instruction, supports high expectations, motivates students toward self-direction, and strengthens the relationship of school and home in the learning process. Homework is an important part of every student’s instructional program. Accordingly, teachers assign homework regularly based on classroom instruction, and students are held accountable for completing it.

**Schedule**

Our school day begins at 8 a.m. and ends at 3 p.m. On Fridays classes end at 1:45 p.m. so that teachers have time for professional development. We have afterschool care until 6 p.m.

**Physical Fitness**

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the “healthy fitness zone” on all six tests. Our results are compared to other students’ results in the county and state. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Boys in Fitness Zone</b>	36%	25%	28%
<b>Girls in Fitness Zone</b>	34%	28%	33%
<b>Fifth graders in Fitness Zone</b>	N/A	25%	26%
<b>Seventh graders in Fitness Zone</b>	35%	27%	31%
<b>Ninth graders in Fitness Zone</b>	N/A	24%	23%
<b>All students in Fitness Zone</b>	35%	26%	30%

SOURCE: 2006–2007 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent middle schools only.

**LEADERSHIP, TEACHERS, AND STAFF**

**Leadership**

I have been principal of Wilson Middle School for ten years. Previously, I was a classroom teacher for nine years and also served as an assistant principal.

Our school is fortunate to have a school leadership team, a School Site Council, and an English Language Advisory Committee (ELAC). The school leadership team comprises 15 people and includes lead teachers from each grade level, additional teachers, and academic department heads. The School Site Council includes 15 members representing teachers, students, academic department heads, other staff, and parents. The ELAC brings together teachers and parents to improve education outcomes for students learning English.

**Teacher Experience and Education**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Teaching experience</b>	Average years of teaching experience	17	11	12
<b>Newer teachers</b>	Percentage of teachers with one or two years of teaching experience	6%	16%	15%
<b>Teachers holding an MA degree or higher</b>	Percentage of teachers with a master’s degree or higher from a graduate school	52%	38%	34%
<b>Teachers holding a BA degree alone</b>	Percentage of teachers whose highest degree is a bachelor’s degree from a four-year college	48%	62%	66%

SOURCE: Professional Assignment Information Form (PAIF), October 2006, completed by teachers during the CBEDS census. County and state averages represent middle schools only.

About six percent of our teachers have less than three years of teaching experience, which is below the average for new teachers in other middle schools in California. Our teachers have, on average, 17 years of experience. About 48 percent of our teachers hold only a bachelor’s degree from a four-year college or university. About 52 percent have completed a master’s degree or higher.

**Credentials Held by Our Teachers**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Fully credentialed teachers</b>	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	96%	90%	93%
<b>Trainee credential holders</b>	Percentage of staff holding an internship credential	4%	8%	5%
<b>Emergency permit holders</b>	Percentage of staff holding an emergency permit	2%	11%	5%
<b>Teachers with waivers</b>	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2006. This is completed by teachers during the CBEDS census. County and state averages represent middle schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 96 percent of the faculty at Wilson hold a full credential. This number is close to the average for all middle schools in the state. About four percent of the faculty at Wilson hold a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, five percent of middle school teachers throughout the state hold trainee credentials. About two percent of our faculty hold an emergency permit. Very few middle school teachers hold this authorization statewide (just five percent). All of the faculty at Wilson hold the secondary (single-subject) credential. This number is above the average for middle schools in California, which is 84 percent. You can find three years of data about teachers’ credentials in the Data Almanac that accompanies this report.

**Indicators of Teachers Who May Be Underprepared**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Core courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	13%	N/A	0%
<b>Out-of-field teaching: courses</b>	Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course	21%	37%	38%
<b>Teachers lacking a full credential</b>	Percentage of teachers without a full, clear credential	4%	10%	7%

SOURCE: Professional Assignment Information Form (PAIF) of October 2006. Data on NCLB standards is from the California Department of Education, SARC research file.

**“HIGHLY QUALIFIED” TEACHERS:** The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “[highly qualified](#).” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the [High Objective Uniform State Standard of Evaluation](#) (HOUSSE) rules, that allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

**TEACHING OUT OF FIELD:** When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as an [out-of-field](#) section. The students who take that course are also counted. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field. See the detail by core course area in the Out-of-Field Teaching table. About 21 percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to 38 percent of core courses taught by such middle school teachers statewide.

**CREDENTIAL STATUS OF TEACHERS:** Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. About four percent of our teachers were working without full credentials, compared to seven percent of teachers in middle schools statewide.

**Out-of-Field Teaching, Detail by Selected Subject Areas**

CORE COURSE	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>English</b>	Percentage of English courses taught by a teacher lacking the appropriate subject area authorization	13%	35%	40%
<b>Math</b>	Percentage of math courses taught by a teacher lacking the appropriate subject area authorization	17%	39%	37%
<b>Science</b>	Percentage of science courses taught by a teacher lacking the appropriate subject area authorization	45%	44%	40%
<b>Social Science</b>	Percentage of social science courses taught by a teacher lacking the appropriate subject area authorization	20%	39%	41%

SOURCE: PAIF, October 2006. This is completed by teachers during the CBEDS census. County and state averages represent middle schools only.

The table above shows the distribution of out-of-field teaching in each of the core subject areas.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. What you will find are specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2007–2008 school year.

### Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standard. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price

lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in “highly qualified” teacher assignments.

The average percentage of courses in our district not taught by a “highly qualified” teacher is seven percent, compared to five percent statewide. For schools with the lowest percentage of low-income students, this factor is seven percent, compared to three percent statewide.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
<b>Districtwide</b>	Percentage of core courses not taught by “highly qualified” teachers (HQT)	7%	5%
<b>Schools with the most low-income students</b>	First quartile of schools whose core courses are not taught by “highly qualified” teachers	N/A	5%
<b>Schools with the fewest low-income students</b>	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	7%	3%

SOURCE: Data is from the California Department of Education, SARC research file.

### Staff Development

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you’ll see the amount of time each year we set aside for their continuing education and professional development.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
<b>2006–2007</b>	3.0
<b>2005–2006</b>	3.0
<b>2004–2005</b>	3.0

### Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students’ needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

**ACADEMIC GUIDANCE COUNSELORS:** Our school has two full-time equivalent academic counselors, which is equivalent to one counselor for every 559 students. Just for reference, California districts employed about one academic counselor for every 780 middle school students in the state. More information about [counseling and student support](#) is available on the CDE Web site.

STAFF POSITION	STAFF (FTE)
<b>Counselors</b>	2.0
<b>Librarians</b>	0.0
<b>Psychologists</b>	0.0
<b>Social workers</b>	0.0
<b>Nurses</b>	0.0
<b>Speech/language/hearing specialists</b>	0.0
<b>Resource specialists</b>	0.0

SOURCE: CBEDS census, October 2006.

## Specialized Programs and Staff

A speech therapist, psychologist, and nurse work at our school part time. We are fortunate to have full-time resource specialists and instructional aides.

Before or after school, students have access to remedial classes in math, English, and reading. They may also participate in student clubs and sports or visit the computer lab. During the school day, we offer special programs in music, art, computer technology, choir, consumer education, and drama. We aim to take students on at least one field trip a year.

**GIFTED AND TALENTED EDUCATION (GATE):** High achieving and gifted students in kindergarten through grade six receive differentiated (customized) instruction in flexible guided reading groups using leveled (developmentally appropriate) reading materials. Specialized computer software such as the STAR Reading Assessment Program and Accelerated Reader allow high-achieving students to read ahead of their grade level. Kindergarten through sixth grade teachers participate in professional development provided by GATE consultants for differentiated instruction, higher level questioning, and tiered lesson planning. Formal identification of gifted students for the GATE program begins in grade four and consists of teacher recommendations and individual performance on state tests. We provide differentiated instruction, cooperative learning, and cluster groupings in self-contained classrooms during the school day. GATE students also participate in extracurricular activities provided by the school and district, including GATE Breakfasts, the California Math League Contest, Invention Convention, Math Field Day, and other enrichment activities planned by individual school sites.

The GATE program is offered to students in grades seven through twelve who have been recognized as capable of attaining high levels of achievement. Middle school students receive differentiated instruction in their classrooms and may participate in district-sponsored GATE activities.

**SPECIAL EDUCATION PROGRAM:** We have seven Special Day Classes for students with disabilities. These classes serve students with mental retardation, hearing impairments, visual impairments, autism, brain injuries, orthopedic impairments, speech or language impairments, emotional problems, and other learning disabilities. We integrate (mainstream) these students into regular classes as soon as they are ready. All of the teachers working with special education students have a credential qualifying them to teach these students.

**ENGLISH LEARNER PROGRAM:** Students classified as English learners may attend elective courses, PE, math, history, and science classes along with students who are fluent English. Most of the time, they learn exclusively with other English learners. After school, we provide tutoring and intervention courses for these students that emphasize building skills in reading and math.

## CURRICULUM AND TEXTBOOKS

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

### Reading and Writing

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

### Math

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

### Science

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

### Social Science

In the sixth grade, students study world history and ancient civilizations. In the seventh grade, they will continue their study of world history, starting with medieval times and continuing through the 18th century. They turn to American history in the eighth grade, up through Reconstruction. They learn to research topics on their own, develop their own point of view, and interpret history. You can read the [social studies standards](#) on the CDE's Web site.

### Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2007–2008 school year, and whether those [textbooks](#) covered the California Content Standards.

**RESOURCES**

**Buildings**

The main buildings on our campus were built in 1954. The most recent renovations to our school occurred in 2006, when upgrades were made to some classrooms, heating, air-conditioning, electrical systems, lighting, and technology.

One custodian provides very good maintenance and cleaning of our buildings and grounds. Our school features a library, a cafeteria, handicapped facilities, a gymnasium, an art classroom, a drama and music space, an auditorium, and a computer lab. We have no portable or modular buildings on our campus.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction \(OPSC\)](#), and were brought about by the legislation known as Williams. If you'd like to see the six-page [survey form](#) used for the assessment, you will find it on the Web site of the OPSC.

**Library**

The library is open Monday through Friday. Students may use the library before school, during their classes, at recess and lunch, and after school. A full-time library technician staffs the library.

**Computers**

We have 208 computers available for student use, which means that, on average, there is one computer for every five students. There are 49 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	5	4	4
Internet-connected classrooms	49	44	34

SOURCE: CBEDS census of October 2006. County and state averages represent middle schools only.

Wilson has two computer classrooms and two computer labs where students work on homework, research, and special projects. Each lab contains about 38 computers. Some students visit the labs on a regular schedule with their classes. We offer two elective computer classes: a computer technology class and a basic computer class.

Each classroom has at least one computer. Five laptop carts are available for teachers to use in their classrooms. Each cart contains 20 computers.

**Parent Involvement**

Wilson has an active Parent Teacher Student Association. This group does many things to help make our school a success, such as raising money and chaperoning field trips and dances. Parents currently volunteer as sports coaches and with theater, art, and music productions. For more information about volunteer opportunities contact Richard Lucas at (818) 244-8185.

Teachers hold conferences with parents once a year. Parents are required to attend these meetings. Back to School Night and Spring Open House provide parents with an opportunity to tour the school and classrooms with their children, meet teachers and staff, and find out what our students are learning. We strongly encourage parents to attend both of these events as well as to volunteer at our school or donate funds to support our programs.

We mail progress reports home to parents every five weeks during the school year. Parents may request translations of documents, newsletters, and meetings in any language at any time.

**DISTRICT EXPENDITURES**

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
<b>FISCAL YEAR 2005–2006</b>			
Total expenses	\$206,005,343	N/A	N/A
Expenses per student	\$7,330	\$7,583	\$7,521
<b>FISCAL YEAR 2004–2005</b>			
Total expenses	\$203,558,533	N/A	N/A
Expenses per student	\$7,038	\$7,172	\$7,127

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$7,330 per student in the 2005–2006 school year, compared to an average of \$7,583 per student spent by similar (unified school district) districts in the state. Our total operating expenses for the 2005–2006 year were \$206,005,343. Facts about the 2006–2007 fiscal year were not available at the time we published this report. Additional details about our expenditures can be found on the [Ed-Data Partnership's Web site](#).

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the [CDE's Web site](#).

**District Salaries, 2005–2006**

This table reports the salaries of teachers and administrators in our district for the 2005–2006 school year. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
<b>Beginning teacher's salary</b>	\$39,599	\$38,937
<b>Midrange teacher's salary</b>	\$60,792	\$61,080
<b>Highest-paid teacher's salary</b>	\$78,447	\$76,443
<b>Average principal's salary (middle school)</b>	\$106,788	\$103,687
<b>Superintendent's salary</b>	\$222,210	\$195,054
<b>Percentage of budget for teachers' salaries</b>	41%	40%
<b>Percentage of budget for administrators' salaries</b>	5%	5%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2005–2006, the Fiscal Services Division, CDE.

## SCHOOL EXPENDITURES

A combination of state and federal funding is used to cover all aspects of our instructional program. Strong PTA and school foundation support is evident in many of our schools' supplemental activities. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs in visual and performing arts, science and technology, and health and fitness.

A new law passed in 2005 required schools to report school-specific expenditures for the first time. In prior years, schools reported only the districtwide average for these expenditures. This year we have provided a comparative analysis of our [school's expenditures](#), along with the [average salaries of our teachers](#). You can view this information from the preceding links or on our Accountability Web page, which is accessible through our district's Web site.

**TECHNICAL NOTE ON DATA RECENCY:** All data is the most current available as of March 2008. The CDE may release additional or revised data for the 2006–2007 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2006 census); Language Census (March 2007); California Achievement Test and California Standards Tests (spring 2007 test cycle); Academic Performance Index (October 2007 growth score release); Adequate Yearly Progress (October 2007).

**DISCLAIMER:** School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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## » Data Almanac

This Data Almanac provides more detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text. We hope it provides information that will be useful to your school community.



**STUDENT AND TEACHERS**

**Student Enrollment by Ethnicity and Other Characteristics**

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	1,118
African American	1%
American Indian or Alaska Native	0%
Asian	8%
Filipino	8%
Hispanic or Latino	21%
Pacific Islander	0%
White (not Hispanic)	61%
Multiple or no response	1%
Socioeconomically disadvantaged	47%
English learners	15%
Students with disabilities	8%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2006. Data about students who are socioeconomically disadvantaged, English learners, and learning disabled come from the School Accountability Report Card unit of the California Department of Education.

**Student Enrollment by Grade Level**

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	69
Grade 7	512
Grade 8	537
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CBEDS, October 2006.

**Average Class Size by Core Course**

The average class size by core courses.

SUBJECT	2004–2005	2005–2006	2006–2007
English	24	24	24
History	29	27	29
Math	28	27	29
Science	28	28	29

SOURCE: CBEDS, October 2006.

**Average Class Size by Core Course, Detail**

The number of classrooms that fall into each range of class sizes.

SUBJECT	2004–2005			2005–2006			2006–2007		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	26	27	14	25	38	3	20	31	9
History	6	31	8	8	30	8	5	20	16
Math	7	24	15	8	27	10	5	24	12
Science	7	27	10	7	23	12	6	20	12

SOURCE: CBEDS, October 2006.

### Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2004–2005	2005–2006	2006–2007	2006–2007
<b>With Full Credential</b>	50	51	48	1,239
<b>Without Full Credential</b>	3	2	2	28

SOURCE: CBEDS, October 2006, Professional Assignment Information Form (PAIF) section.

**STUDENT PERFORMANCE**

**California Standards Tests (CST)**

The California Standards Tests (CST) show how well students are doing in learning what the state content standards require. The CST include English/language arts and mathematics in grades six through eight; science in grade eight; and history/social science in grade eight. Student scores are reported as performance levels.

**CST Results for All Students: Three-Year Comparison**

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English/ Language Arts	59%	60%	62%	54%	56%	58%	40%	42%	43%
History/Social Social	44%	48%	49%	45%	46%	48%	32%	33%	33%
Mathematics	63%	64%	65%	55%	57%	57%	38%	40%	40%
Science	N/A	57%	59%	39%	50%	52%	27%	35%	38%

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

**CST Results by Student Group: Most Recent Year**

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

STUDENT GROUP	PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED			
	ENGLISH/ LANGUAGE ARTS 2006–2007	HISTORY/ SOCIAL SCIENCE 2006–2007	MATHEMATICS 2006–2007	SCIENCE 2006–2007
African American	42%	N/A	42%	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	80%	78%	88%	83%
Filipino	68%	56%	74%	71%
Hispanic or Latino	51%	38%	49%	43%
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	63%	47%	67%	59%
Boys	59%	53%	68%	64%
Girls	64%	44%	61%	52%
Economically disadvantaged	49%	37%	55%	50%
English learners	14%	9%	22%	21%
Students with disabilities	9%	6%	12%	16%
Students receiving migrant education services	N/A	N/A	N/A	N/A

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

### California Achievement Test, Sixth Edition (CAT/6)

The California Achievement Test, Sixth Edition (CAT/6), a national, norm-referenced test, shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. It is taken only by third and seventh graders. We report only reading and math below. The results are reported as the percentage of students scoring at or above the national average (the 50th percentile).

#### CAT/6 Test Results for Seventh Grade Students—Three-Year Comparison

The percentage of students scoring at or above the national average in reading and mathematics, for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	58%	63%	62%	49%	52%	53%	41%	42%	42%
Mathematics	68%	73%	68%	67%	70%	69%	52%	53%	53%

SOURCE: The California Achievement Test, Sixth Edition, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

#### CAT/6 Test Results for Seventh Grade Students by Group—Most Recent Year

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

STUDENT GROUP	PERCENT PROFICIENT OR ADVANCED	
	READING 2006–2007	MATHEMATICS 2006–2007
African American	N/A	N/A
American Indian or Alaska Native	N/A	N/A
Asian	80%	91%
Filipino	68%	73%
Hispanic or Latino	57%	55%
Pacific Islander	N/A	N/A
White (not Hispanic)	62%	70%
Boys	62%	71%
Girls	63%	65%
Economically disadvantaged	51%	58%
English learners	20%	19%
Students with disabilities	14%	14%
Students receiving migrant education services	N/A	N/A

SOURCE: The California Achievement Test, Sixth Edition, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

**ACCOUNTABILITY**

**California Academic Performance Index (API)**

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 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

**API Ranks: Three-Year Comparison**

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all middle 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 middle schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched schools with similar teachers and students.

API RANK	2004–2005	2005–2006	2006–2007
<b>Statewide rank</b>	9	9	9
<b>Similar-schools rank</b>	10	10	10

SOURCE: The API Base Report from July 2007.

**API Changes by Student Group: Three-Year Comparison**

API changes for all students and student groups: 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.

STUDENT GROUP	ACTUAL API CHANGE			API SCORE
	2004–2005	2005–2006	2006–2007	2006–2007
<b>All students at the school</b>	+13	+8	+7	827
<b>African American</b>	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A
<b>Asian</b>	+30	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	+14	+14	+14	766
<b>Pacific Islander</b>	N/A	N/A	N/A	N/A
<b>White (non Hispanic)</b>	+15	+6	+6	831
<b>Economically disadvantaged</b>	+15	+10	+15	783
<b>English learners</b>	N/A	+10	+36	777
<b>Students with disabilities</b>	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in March 2008.

### Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP): (a) a 95-percent participation rate on the state’s tests; (b) a CDE-mandated percentage of students scoring Proficient or higher on the state’s English/language arts and mathematics tests; and (c) an API of at least 590 or growth of at least one point.

#### AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the school and the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	Yes
Graduation rate	Yes
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	Yes
Percent Proficient in mathematics	Yes
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in March 2008.

#### Intervention Program: District Program Improvement (PI)

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) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	Not in PI
The year the district entered PI	N/A
Number of schools currently in PI	2
Percentage of schools currently in PI	6%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in March 2008.

**TEXTBOOKS**

**Textbook Adoption List (TABLE O)**

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Holt Literature & Language	English key concepts	2002	2003
Mathematics, Concepts and Skills, Course 1	Math	2001	2002
Mathematics, Concepts and Skills, Course 2	PreAlgebra key concepts	2001	2002
Basic Algebra	Introduction to Algebra	2001	2003
Algebra 1, Concepts and Skills	Introduction to Algebra	2001	2003
Algebra I, Structure and Method by Brown & Dolciani	Algebra 1	2000	2003
"World History: Medieval & Early Modern Times, CA Edition	History/Social Studies	2006	2006
Creating America: Beginnings through World War I, CA Edition	History/Social Studies	2006	2006
California Life Science	Life Science	2008	2007
Focus on Life Science	Life Science	2008	2007
California Physical Science	Physical Science	2008	2007
Focus on Physical Science	Physical Science	2008	2007

SOURCE: Textbook data is supplied by the district.