



# WILSON MIDDLE SCHOOL

1221 Monterey Road, Glendale, CA 91206-2521 • (818) 244-8145 • Sixth Through Eighth Grades  
Richard Lucas, Principal • Bob Canfield, Assistant Principal • Anais Wenn, Assistant Principal  
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## 2003-2004 School Accountability Report Card

### 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 the school over which I preside, and am honored to have the opportunity to share the basis for such 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.

-- Richard Lucas  
Principal

### Community & School Profile

The city of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo Mountains - only eight miles north of the city of Los Angeles. Embracing cultural diversity, 50 percent of the city's 200,000 residents were born outside the United States, challenging local educational agencies to offer and support over 60 foreign languages. National studies, residents, and realtors concur that Glendale's reputation for picturesque neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its multitude of local attractions are motivating factors for families moving to the valley. Community pride and involvement are strong forces responding to educational issues, nonprofit causes, and city developments.

The Glendale Unified School District is proud of its excellent quality of education and award winning schools. Its commitment to providing safe and effective learning environments for students is unmatched. The district serves approximately 29,433 students in its 20 elementary schools, four middle schools, five high schools, and two specialized schools. Year-round and traditional calendar systems, complemented by a variety of creative programs, provide Glendale parents and students many choices for individual needs and achievements.

### 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.

Student Enrollment by Ethnic Group	
2003-04	
	Percentage
African American	1.3
American Indian	0.2
Asian	9.4
Caucasian	61.4
Filipino	6.4
Hispanic	19.6
Pacific Islander	0.2
Other	1.5

## Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Woodrow Wilson Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Woodrow 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. Students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual parent/student handbooks.

Suspensions & Expulsions						
	Wilson Middle			GUSD		
	2001	2002	2003	2001	2002	2003
Suspension (#)	193	298	372	3425	5489	4903
Suspension (%)	16.33%	23.21%	29.15%	11.59%	18.45%	16.66%
Expulsion (#)	0	1	1	40	46	65
Expulsion (%)	0.00%	0.08%	0.08%	0.14%	0.15%	0.22%

Building a positive self-image, as well as respect for others, is important to a student's success. The District supports the philosophy that students who have high self-esteem are more likely to become productive citizens and resist temptations such as abusing alcohol and dangerous drugs. In addition to sponsoring programs to eliminate bullying, resolve conflicts, and promote peace on its campuses, the district participates in the Glendale Character and Ethics Project. This character education program provides a strong link between the schools and the community. The project highlights one "guiding word" per month, such as respect, honesty, self-discipline, citizenship, and responsibility. The Glendale Character and Ethics Project teaches children to consider the consequences of their actions and encourages them to choose behaviors that benefit themselves and others.

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 change from year to year. The following have been offered: Boxing, Yoga, Student Government, Chorus, Academic Teams, Band, Art Club, Yearbook Journalism, Drill Team, Unity Committee, Cheerleading, Music Competitions, School & Community Service Clubs, Field Trips, Crime Stoppers, Club Buff, Foreign Language Classes, Science Olympiad, Star Kids, Police Athletic League (PAL), Spelling Bee, Drama, Weight Training, Track, Basketball, Volleyball, Football, Softball, Soccer, Chess Club, Poetry Club, Writers Club, Junior Ambassadors, and various school competitions.

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. Activities, honors, and programs include: Torch and Laurel, Spirit Contest, Kiwanis Award (8th Grade), Student of the Month, Rotary Award (8th Grade), Atrusa Award (8th Grade), Sharpest Image, American Legion (8th Grade), and Perfect Attendance Award.

Homework is a fundamental part of the learning process that helps to develop basic academic and study skills, as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments on time and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities.

## Academic Support

Wilson offers assistance and specialized instruction to students with special needs. Teachers receive assistance in developing research-based intervention strategies for at-risk students so that all students have the opportunity to meet rigorous standards. Before and after school intervention programs and tutoring sessions with Glendale High School students or Wilson teachers enhance students' understanding and mastery of core subject matter.

## Enrollment By Grade

The District recognizes that regular attendance and punctuality are not only necessary parts of the learning process, but are critical to academic success. School districts receive financial support from the state for the education of students they serve based on how many students attend school each day. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Independent study is available for students who require extended leaves from school.

Absence reports are reviewed regularly by the school's two attendance clerks. Counselors and the assistant principal advise parents of absences through letters and meetings. Those students who continue to exhibit excessive absences are directed to the appropriate authorities including School Attendance Review Board (SARB). During the 2003-04 school year, the actual attendance rate for all grade levels for Wilson was 96.84%.

## Class Size

Wilson Middle School maintained a schoolwide average class size of 29 students and a pupil-to-teacher ratio of 24:1 for the 2003-2004 school year. The pupil-to-teacher ratio varies by grade level and subject area.

Teaching Load Distribution												
	Classrooms containing:											
	Average Class Size			1-22 Students			22-32 Students			33+ Students		
	02	03	04	02	03	04	02	03	04	02	03	04
English	23	23	25	36	32	26	19	34	19	12	10	20
Math	28	27	28	10	9	8	16	21	20	19	18	15
Science	29	27	29	5	13	6	16	14	20	21	20	17
Social Science	28	27	28	6	11	7	11	20	18	14	16	18

## School Facilities

Wilson provides a safe, clean environment for students, staff, and volunteers. School facilities, built in 1955, sit on 9.87 acres and include 52 classrooms, a library, an auditorium, a cafeteria, administrative offices, grassy fields, and blacktop playground.

Measure K project funds enabled modernization of school facilities in 2004. The upgrades to facilities and infrastructure helped to improve handicap accessibility and increase technology in the classroom. In addition, there were roof repairs and a new lunch shelter was added.

These improvements are in addition to ongoing maintenance and improvements that are part of the district's scheduled maintenance program. The maintenance schedule ensures that all classroom and facilities are well-maintained and provide a suitable learning environment. On a daily basis, Wilson has seven custodians on duty to ensure school facilities remain clean and safe. At the time of publication in April 2005, 100% of the restrooms were fully functional.

While data presented in this report is reflective of the 2003-04 school year, beginning in January of 2005, California schools must report the most recent occurrence of any of the eight emergency facility needs as specified in Education Code Section 17592.72(c)(1). This includes 1) Gas Leaks; 2) Non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; 3) Electrical Power Failure; 4) Major sewer line stoppage; 5) Major pest or vermin infestation; 6) Broken windows or exterior doors/gates that will not lock or pose a security threat; 7) Abatement of hazardous materials previously undiscovered that pose an immediate threat to pupil or staff; and 8) Structural damage creating a hazardous or uninhabitable condition. At the time of this publication, the school has not experienced any emergency facility needs.

### Cleaning Process and Schedule

Currently all schools are on a daily cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service that emergency repairs are given the highest priority.

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which 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, paving, and floor systems.

## Instructional Time (includes Minimum days)

During the 2002-03 school year, all instructional minutes and days offered at Wilson exceeded state requirements as specified in the California Education Code. For the 2002-03 school year, Wilson offered 180 days of instruction comprised of 175 regular days and 5 minimum days. Minimum days are used for Back to School Night, Open House, and report card preparation.

Each Friday is a "Banking Day." Students are dismissed an 1.25 hours earlier in the afternoon. Each month "Banking Days" allow teachers additional time to develop instructional strategies, attend inservices, participate in staff development, and implement classroom planning.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
6th	54,000	63,355
7th	54,000	63,355
8th	54,000	63,355

## Instructional Materials

All textbooks and instructional materials used within the Glendale Unified School District are aligned with the California Academic Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The district follows the State Board of Education's eight-year adoption cycle for core content materials. The district

District-Adopted Textbooks			
Grade Levels	Subject	Publisher	Adoption Year
7th	History/Social Studies	Houghton Mifflin/Social Studies	2000
7th	Mathematics	Glencoe/McGraw Hill/Mathematic Applications and Co	1997
7th	Science	Holt, Rinehart & Winston/ Life Science	2000
7th-8th	Language Arts	McDougal, Littell/Language of Literature	2001
8th	History/Social Studies	Prentice Hall/American Nation	2000
8th	Mathematics	Glencoe/McGraw Hill/Mathematic Applications and Co	1997
8th	Science	Holt, Rinehart & Winston/ Physical Science	2001

held a Public Hearing on January 11, 2005, and determined that each school within the district has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English language learner students, are provided their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments.

## Library & Computer Resources

The school library, staffed by a full-time library specialist, is stocked with thousands of books that are available for students to check out. Computers in 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. Students receive computer-assisted instruction on a regular schedule in the school's four computer labs. Two of the computer labs serve as classrooms for elective courses in Industrial Technology, keyboarding and PowerPoint. The Math Lab and one Science lab is available to teachers to use for their classes on an as-needed basis.

Computer Resources			
	2001-02	2002-03	2003-04
Computers	180	180	164
Students per computer	6.8	7.1	7.8
Classrooms connected to Internet	5	4	6

## Curriculum Development

Throughout Glendale Unified School District, curricula in all of the core content areas have been aligned with the California State Content Standards. The district's emphasis is on analyzing student work, using data effectively, and working collaboratively to plan and improve instruction. District and school representatives conduct a formal review of each school's program by looking at how well students perform on district benchmark assessments and state standardized tests, identifying areas of strength and areas where improvements are needed.

When districtwide curriculum changes are planned, committees form with district and school representatives to oversee planning and implementation. These steering committees establish the long-range plan and objectives and create a timeline for implementation. Each committee reviews curriculum content to verify that new programs are consistent with Board policy. Curriculum committees make certain that curriculum is well-articulated among grade levels, with content specialists identifying and correcting gaps to ensure continuity. The committees recommend textbooks for adoption and develop the districtwide curriculum guides used in each classroom.

School administrators and teachers use the curriculum guides and data analysis to set goals and modify instruction in order to address students' needs. At grade level and faculty meetings, and meetings of the school's Leadership Team and School Site Council, members of the school community continually evaluate the school's success in meeting curricular objectives.

## Local Measures

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 the instructional program. In addition to school- and district-developed assessments, the state and federal government have set standards for student achievement. The school's progress in meeting or exceeding those standards is measured through the results of testing and other criteria. In addition to the academic measurements required by the State of California, the school and the district administer other assessments to determine the progress of each student. Students in grades seven and eight are evaluated based on the results of their writing, and end of course exams each semester in English, Math and Science and their report card grades in English and Math. Annually, the district evaluates the results of these assessments, and state testing, to determine whether each student is meeting the district's grade level standards.

## **CAT/6**

The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math. CAT/6 results are available at the end of this report.

## **California Standards Test**

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The state target for every student is to score at the Advanced or Proficient level. In this report card, the percentage of students achieving Advanced and Proficient levels is reported. CST results are available at the end of this report.

## **Academic Performance Index**

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on CAT/6 and California Standards Tests results. The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program are the two remaining components of the PSAA. API and STAR results determine a school's eligibility for each program. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures. API results are available at the end of this report.

## **Adequate Yearly Progress**

The No Child Left Behind (NCLB) Act requires all students to perform at or above the proficient level on the State's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP). This means annually increasing the percentage of students achieving academic proficiency. AYP requires evaluating and reporting all students' academic progress, including students in subgroups, such as English language learners, socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups. Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement.

In California, AYP is determined by: California Standards Tests (CST) for grades 2-8, California High School Exit Exam (CAHSEE) for tenth grade students, Academic Performance Index scores, percentages of students participating in standardized testing, and high school graduation rates. Beginning with the 2002-03 school year, elementary and middle schools must achieve a 13.6% at-or-above proficiency rate in English/Language Arts and 16.0% for Mathematics on CST, a participation rate of 95% or greater on CST, and an API of 560 or one point of API growth. Over the next several years, these standards of achievement increase until 2014 when all students will be required to meet or exceed state standards. AYP results are available at the end of this report.

## Physical Fitness

In the spring of each year, Wilson Middle School is required by the state to administer a physical fitness test to all students in seventh grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

Percentage of Students in Healthy Fitness Zone	
Spring 2003-04 Test Results	
7th Grade	
<b>Wilson Middle</b>	
School Overall	37.5%
School (Boys)	35.0%
School (Girls)	39.7%
<b>Glendale Unified</b>	
GUSD Overall	29.3%
GUSD (Boys)	26.9%
GUSD (Girls)	31.6%
<b>California</b>	
State Overall	29.1%
State (Boys)	27.0%
State (Girls)	31.3%

## Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. For the 2003-04 school year, Wilson Middle School had 51 fully-credentialed teachers.

Teacher Credential Status			
	02	03	04
Fully Credentialed	47	53	51
Emergency Credentials	5	4	2
Interns	0	0	0
Waivers	0	0	0
<b>Total Teachers</b>	<b>52</b>	<b>56</b>	<b>53</b>
Average Years Teaching	15.4	15.3	17.8
Average Years in District	13.3	13.6	15.9
Working Outside Subject	0	0	7
Vacant Teacher Positions	-	-	0
Misassignments of Teachers	-	-	0
<b>Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.</b>			

## Teacher Evaluation

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, probationary, and non-credentialed teachers are evaluated annually. Permanent teachers are evaluated every other year. Provisions exist for qualified tenured teachers who meet specific criteria to be evaluated every third year. Evaluations are conducted by the principal and assistant principal. These administrators have been trained and certified for competency to perform teacher evaluations. Evaluation criteria in the Glendale Unified School District Standards for Educators include:

- Engaging All Students In The Learning Process
- Understanding and Organizing Content Knowledge for Student Learning
- Assessing Student Learning To Determine Instruction
- Creating and Maintaining an Effective Environment for Student Learning
- Planning Instruction and Designing Effective Learning Experiences for All Students
- Developing as a Professional Educator
- Fulfilling Professional Responsibilities

## Substitute Teachers

The District has not experienced any difficulties retaining qualified substitute teachers. On rare occasions when a substitute is not available for an absent teacher, credentialed staff or administrators take the role of the substitute. Substitute teachers must hold a bachelor's degree and have successfully passed the California Basic Educational Skills Test. 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.

## Counseling & Support Staff

It is the goal of Wilson Middle School to assist students in their social, personal, and academic development. The district makes available professional guidance and counseling personnel to work with students who experience achievement problems, classroom behavior concerns, difficulty coping with personal and family problems, trouble with decision-making and peer pressure. Administration coordinates counseling and support services. Counselors also analyze grades, standardized test scores, and overall academic performance in order to place students in intervention programs. These students are monitored closely all year.

Wilson offers a variety of programs, training, activities, and services to provide for students' emotional, physical, and academic needs. In addition to counseling services provided by Wilson Middle School or through community-based organizations, the district participates in the state's Healthy Start, Healthy Families, and Healthy Kids programs. These programs, based at the district office, serve qualifying students and their families throughout the district, providing medical and nutrition services along with a variety of other assistance and referrals.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Academic Counselor	2	2.0
Adaptive P.E. Specialist	1	As Needed
Counselor	2	
Health Aide	1	1.0
Nurse	1	0.2
Psychologist	1	0.4
Special Education Teacher	5	5.0
Speech/Language Specialist	1	1.0

A recently developed program at Glendale Unified School District assists homeless families to enroll their children in school, to overcome obstacles that might keep their child from attending school, and to allow their child to stay in one school while the family is transitioning into a more stable environment. Another new program is a federally funded grant project to combat alcohol abuse in high school students. Four of the five district high schools will be participating in the three-year program.

## School Leadership

Leadership at Wilson is a responsibility shared between district administration, the principal, the assistant principals, school administration, instructional staff, students, and parents. The school's Leadership Team, comprised of teachers, classified staff, parents, and administrators, meets monthly to share decision-making on instructional programs, school policy, budget recommendations, and to advise the School Site Council.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. These committees include:

- School Site Council
- Leadership Team
- School Plan Committee
- Modernization Committee
- Individual Education Plan (IEP) Teams
- Individual Intervention Learning Plans

## Community Involvement

Parents and the community are very supportive of the educational program at Woodrow Wilson Middle School. Numerous programs and activities are enriched by the generous contributions made by the following organizations:

- Parent Teacher Association
- Rotary Club
- Kiwanis Club
- Glendale Police
- Several local businesses
- Individual donations to the music program

## Contact Information

Parents who wish to participate in Wilson's leadership teams, school committees, school activities, or become volunteers may contact Principal Richard Lucas at (818) 244-8145.

## Salary & Budget Comparison

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 data available for comparison was for the 2002-03 school year. For comparison purposes, the State Department of Education has provided average salary data from unified school districts having greater than 20,000 average daily attendance throughout the state.

Average Salary Information		
Teachers - Principal - Superintendent		
2002-03		
	GUSD	State Average
Beginning Teachers	\$37,236	\$36,856
Mid-Range Teachers	\$57,164	\$58,263
Highest Teachers	\$73,765	\$72,665
Average Salary	\$54,935	\$55,740
Elementary Principals	\$93,336	\$100,189
Middle School Principals	\$99,311	\$100,189
High School Principals	\$103,733	\$100,189
Shared Principal / Superintendent		
Superintendent	\$186,402	\$177,295
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.56%	41.55%
Administrative Salaries	5.55%	5.12%

## Federal Awards & Interventions

As a school receiving Title I federal funding, Wilson Middle School is affected by the accountability program established by No Child Left Behind. Title I schools that do not achieve Adequate Yearly Progress for two consecutive years may be identified for federal Program Improvement. Wilson Middle School met all AYP criteria; therefore, it has not been identified for Program Improvement. More information about Title I and NCLB requirements can be found on the following Internet websites: <http://www.cde.ca.gov/nclb/> and <http://www.nclb.gov>.

Federal Awards & Intervention Programs			
	2002	2003	2004
Recognition for Achievement (Title I)	NO	NO	NO
Identified for Program Improvement	NO	NO	NO
Exited Title I Program Improvement	n/a	n/a	n/a
Number of Years in Program Improvement	n/a	n/a	n/a
Schools in the District Identified for Program Improvement			
Number of Schools	1	0	0
Percent of Schools	3%	0%	0%

## NCLB-Compliant Teachers

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. At the start of the 2003-04 school year, 38.5% of core academic classes at Wilson Middle School were taught by NCLB-compliant teachers. Glendale Unified School District had 53.2% of core academic classes at all schools taught by NCLB-compliant teachers. In the high poverty schools, 49.5% of core classes were taught by NCLB-compliant teachers and 51.6% of core classes were taught by NCLB-compliant teachers in low poverty schools throughout the district.

As more teachers completed the process to show subject area competence, these numbers increased districtwide. At the start of the 2004-05 school year, 80% of core academic classes at Wilson Middle School were taught by NCLB-compliant teachers. Glendale Unified School District had 89.1% of core academic classes at all schools taught by NCLB-compliant teachers.

Teacher Education Levels		
2003-04		
	Wilson Middle	GUSD
Doctorate	1.9%	1.1%
Master's Degree +30*	50.9%	49.8%
Master's Degree	0.0%	0.3%
Bachelor's Degree +30*	43.4%	41.5%
Bachelor's Degree	3.8%	10.3%
Less Than Bachelor's	0.0%	0.2%
None Reported	0.0%	0.0%

**\*Indicates additional hours above and beyond degree.**

## Individualized Instruction

Glendale Unified School District’s emphasis is on a well-balanced and rigorous core curriculum at all grade levels. The district’s goal is to ensure that all students are provided the support they need in order to experience success in their academic career. The district structures its educational program so that all students receive instruction appropriate to their learning level. Through teacher training, monitoring of student achievement, and modification of instruction, Wilson Middle School is able to offer programs to meet the individual needs of its students.

## No Child Left Behind

Title I funding plays a critical role in the landmark education act more popularly known as No Child Left Behind (NCLB). Title I is federal money used to support additional staffing and programs to meet the needs of low-income, low-achieving, and other designated students with special needs. Balboa meets specific criteria for federal Title I schoolwide eligibility. As a schoolwide Title I school, Wilson uses Title I funds to increase the achievement of all students. Information regarding Title I designation assists our parents and school community members to understand the impact NCLB will have on the school. NCLB requires evaluation of student performance both schoolwide and by specific subgroups participating in Title I programs.

## English Language Learners

English Learners receive instruction in English Language Development daily. Educational assistants are available to provide tutoring to students in small groups.

## GATE

The district recognizes that students with special gifts and talents need more challenging curriculum and instruction. The district’s Gifted and Talented Education (GATE) program is offered to students who have been recognized as capable of attaining high levels of achievement by their teachers and identified through state testing programs. Students in the GATE program receive differentiated instruction in their classrooms, enroll in honors classes, and may participate in district-sponsored GATE activities.

## Special Education

The district’s Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problems areas, placement, and program implementation. The director of special education administers the program and assigns a teacher specialist and a special coordinator to support the school principal and teachers. The director is also available to answer any questions and provide support to the principal and teachers. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction a child will receive. All work together to ensure that the needs of special students are being met. All students receive instruction in the least restrictive environment and all students are mainstreamed as often as possible, based upon the guidelines set forth in each student’s IEP.

## Professional Development

The District provides high-quality professional development to promote powerful teaching and learning. Professional development in the district focuses on standards-based instruction and strategies to promote literacy and critical thinking skills in all subject areas. The district schedules three staff development days annually.

Wilson Middle School prepares a staff development plan that is aligned with district strategic targets and which uses a variety of resources to assist teachers in refining instructional practice. During the 2003-04 school year, staff development focused on standardizing middle school grading, and working with academically at-risk students, including reading and writing strategies and integrating math and reading across all core content areas.

Wilson Middle School's staff participates in district and school in-services that are based on research and established learning theories. Staff members build teaching skills and content knowledge by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with district colleagues. Wilson Middle School further supports teachers and paraprofessionals by participating in several district programs.

The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veteran teachers refine subject matter knowledge and instructional strategies. The Beginning Teacher Support and Assessment (BTSA) program is a two-year program that provides ongoing support from Consulting Teachers, with an emphasis on formative assessment and reflection. All activities are based on the California Standards for the Teaching Profession. The Paraprofessional Teacher Training Program (PTTP) offers assistance to educational assistants interested in pursuing a teaching career. This program sponsors enrollment in required university courses and provides peer support and training to prepare participants to enter an intern program.

## Safe School Plan

Safety of students and staff is a primary concern of Woodrow Wilson Middle School. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and earthquake drills are conducted on a regular basis throughout the school year. Teachers, counselors, administrators, and security agents monitor school grounds before, during, and after school. All visitors must report to the front office, sign in, and obtain a visitor's pass before entering the campus.

The Comprehensive School Safety Plan was developed by the school staff in consultation with local law enforcement to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe coming and leaving from school, sexual harassment policy, and dress code policy. Woodrow Wilson Middle School reviews the plan annually; the plan was last updated and shared with school staff in fall 2003. An updated copy of the plan is available to the public at the school and at the district office.

## Expenditures & Services Funded

For the 2003-04 school year (the most recent year for which state comparison data is available), the District spent an average of \$6,639 to educate each student (based on 2003-04 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

In addition to general fund state funding, the District receives state and federal categorical funding for special programs. For the 2003-04 school year, the district received approximately \$2,166 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- Special Education
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils

Current Expense of Education Per Student*		
2003-04		
Glendale Unified \$6,639	Statewide Average	
		All Unified School Districts \$6,987
<b>Note: The California Department of Education does not release audited financial results until the spring of the following fiscal year. In order to provide valid, comparative data, all districts throughout the State use only audited J-200 financial information to comply with SARC reporting requirements.</b>		
<b>*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.</b>		

approximately \$2,166 per student in federal and state aid for the following categorical, special education, and support programs:

- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Instructional Materials
- Tenth Grade Counseling
- Educational Technology Assistance Grants
- Year-Round School Incentive
- Class Size Reduction
- Peer Assistance and Review

**CAT/6 Norm Referenced Test**

**2004-05**

**% At or Above 50th Percentile**

Subject Area																		
	6 03	6 04	6 05	7 03	7 04	7 05	8 03	8 04	8 05	6 03	6 04	6 05	7 03	7 04	7 05	8 03	8 04	8 05
<b>All Students</b>																		
Wilson Middle	61	79		58	56		46	50		75	90		64	69		66	71	
GUSD	57	59		54	55		47	51		72	72		63	66		66	69	
California	45	46		45	45		41	41		51	53		46	48		48	49	
<b>Subgroups</b>																		
<b>Gender</b>																		
Females	69	85		62	59		44	53		72	91		65	69		66	70	
Males	54	73		54	53		48	47		77	90		63	70		66	73	
<b>Socioeconomic Status</b>																		
Non SED	70	88		71	64		57	63		88	94		73	76		71	80	
SED^	52	71		44	47		32	35		61	87		54	62		59	61	
<b>Language Fluency</b>																		
English Learners	17	54		21	20		13	11		44	77		34	41		47	43	
Non English Learners	78	86		72	67		60	62		87	94		75	78		73	80	
<b>Special Programs</b>																		
ESEA Title 1 Targeted																		
Indian Education																		
Migrant Education																		
Special Education	*	*		16	20		17	8		*	*		16	20		23	23	
Title 1	61	79		58	56		46	50		75	90		64	69		66	71	
<b>Ethnicity</b>																		
African American				*	*		*	*					*	*		*	*	
American Indian				*	*			*					*	*			*	
Asian	64	*		71	67		67	64		73	*		74	90		86	90	
Caucasian	57	80		56	55		44	48		76	90		64	73		70	72	
Filipino	*	*		70	76		59	67		*	*		70	72		66	80	
Hispanic or Latino	*	*		50	50		36	44		*	*		53	53		42	55	
Pacific Islander				*	*		*	*					*	*		*	*	

† R-FEP - Redesignated – Fluent English Proficient

^SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

**California Standards Test (CST)**

**2002, 2003, 2004**

**Combined % of Students Scoring at Proficient and Advanced Levels**

**Wilson Middle**

Subject Year	Language Arts			Summative H.S. Math			Social Science			World History			U.S. History		
	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04
<b>Sixth Grade</b>															
All Students	56	54	73												
Females	55	59	76												
Males	57	49	70												
English Learners	27	11	46												
Non English Learners	63	70	80												
R-FEP†	68	62	77												
SED^	44	35	68												
Non SED	64	70	78												
Title 1		53	73												
Special Education		*	*												
African American	**														
Asian	**	45	*												
Caucasian	59	54	73												
Filipino	**	*	*												
Hispanic or Latino	**	*	*												
<b>Seventh Grade</b>															
All Students	39	55	52												
Females	41	62	59												
Males	37	47	44												
English Learners	12	15	16												
Non English Learners	50	69	63												
R-FEP†	42	66	60												
SED^	27	41	39												
Non SED	48	66	63												
Title 1		54	52												
Special Education	10	11	13												
African American	**	*	*												
American Indian		*	*												
Asian	51	59	69												
Caucasian	40	54	53												
Filipino	47	65	66												
Hispanic or Latino	26	48	40												
Pacific Islander	**	*	*												
All Students	39	38	50					36	47						
Females	44	43	54					32	41						
Males	35	34	47					40	52						
English Learners	7	12	11					11	14						
Non English Learners	53	49	62					46	56						
R-FEP†	51	43	59					36	53						
SED^	23	25	33					22	31						
Non SED	51	49	65					47	60						
Title 1		39	50					36	47						
Special Education	6	10	8					15	15						
African American	33	*	*					*	*						
American Indian			*						*						
Asian	61	54	66					59	67						
Caucasian	37	40	51					33	43						
Filipino	37	47	61					41	79						

Hispanic or Latino	32	25	39	31	32
Pacific Islander	**	*	*	*	*
† R-FEP - Redesignated – Fluent English Proficient					
^SED - Socioeconomically Disadvantaged					
Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.					
No students tested at grade level.					
**2002 data for Migrant Education, Title I, R-FEP, and ethnic subgroups unavailable from the California Department of Education.					

**API School Results**

<b>Base</b>		<b>Growth</b>					
All Students	2001	2002	2003		2002	2003	2004
Percent Tested	97	97	99	Percent Tested	99	99	100
API Score	744	744	781	API Growth Score	744	781	799
Growth Target	3	3	1	Actual Growth	0	37	18
Statewide Rank	8	8	9	Eligible for Awards	No	No	No
Similar Schools Rank	8	9	10	Eligible for II/USP	No	No	No
<b>Subgroups</b>							
Socioeconomically Disadvantaged							
Base API Score	673	676	725	API Growth Score	674	726	742
Growth Target	2	2	1	Actual Growth	1	50	17
African American							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
American Indian							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Asian							
Base API Score	857	851	855	API Growth Score	857	853	888
Growth Target	A	A	A	Actual Growth	0	2	33
Caucasian							
Base API Score	735	741	780	API Growth Score	740	779	805
Growth Target	2	2	1	Actual Growth	5	38	25
Filipino							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic							
Base API Score	695	681	722	API Growth Score	681	724	724
Growth Target	2	2	1	Actual Growth	-14	43	2
Pacific Islander							
Base API Score				API Growth Score			
Growth Target				Actual Growth			

**\*Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.**

**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 and contains at least 30 students with valid scores.**

**Adequate Yearly Progress**

California Standards Test (CST)																
English/Language Arts																
Year Ending Target	Wilson Middle								GUSD							
	Participation Rate				% Proficient & Advanced				Participation Rate				% Proficient & Advanced			
	03		04		03		04		03		04		03		04	
	95%		95%		13.6%		13.6%		95%		95%		12.0%		12.0%	
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%

**Subgroups**

All Students	Yes	100	Yes	99	Yes	47.9	Yes	53.1	Yes	99	Yes	99	Yes	49.5	Yes	51.1
English Learners	Yes	100	Yes	99	Yes	36.7	Yes	33.5	Yes	98	Yes	99	Yes	38.2	Yes	33.5
SED^	Yes	100	Yes	99	Yes	34.2	Yes	37.8	Yes	98	Yes	99	Yes	33.0	Yes	34.4
Migrant Education			Yes	100			Yes	69.4			Yes	99			Yes	72.3
Special Education	Yes	100	Yes	99	Yes	17.8	*	20.8	Yes	98	Yes	99	Yes	23.6	Yes	21.0
African American	*	100	*	100	*	41.6	*	35.7	Yes	99	Yes	99	Yes	47.4	Yes	39.8
American Indian	*	100	*	100	*	*	*	*	*	97	*	100	*	34.6	*	31.2
Asian	Yes	99	Yes	100	Yes	58.3	Yes	69.4	Yes	99	Yes	99	Yes	69.2	Yes	72.3
Filipino	*	100	*	100	*	57.5	*	63.7	Yes	99	Yes	99	Yes	61.0	Yes	60.8
Caucasian	Yes	100	Yes	100	Yes	48.0	Yes	53.8	Yes	99	Yes	99	Yes	51.0	Yes	53.1
Hispanic or Latino	Yes	100	Yes	99	Yes	38.4	Yes	41.1	Yes	99	Yes	99	Yes	31.2	Yes	31.7
Pacific Islander	*	100	*	100	*	*	*	*	*	94	*	100	*	53.3	*	64.0

**Math**

Year Ending Target	Wilson Middle								GUSD							
	Participation Rate				% Proficient & Advanced				Participation Rate				% Proficient & Advanced			
	03		04		03		04		03		04		03		04	
	95%		95%		16.0%		16.0%		95%		95%		12.8%		12.8%	
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%

**Subgroups**

All Students	Yes	100	Yes	99	Yes	59.0	Yes	61.1	Yes	99	Yes	99	Yes	59.5	Yes	60.1
English Learners	Yes	100	Yes	99	Yes	54.5	Yes	49.0	Yes	99	Yes	99	Yes	52.5	Yes	49.1
SED^	Yes	100	Yes	99	Yes	50.5	Yes	50.3	Yes	99	Yes	99	Yes	46.0	Yes	46.3
Migrant Education			Yes	100			Yes	84.7			Yes	99			Yes	86.3
Special Education	Yes	99	Yes	99	Yes	16.2	*	22.1	Yes	98	Yes	99	Yes	27.2	Yes	25.2
African American	*	100	*	100	*	33.3	*	28.5	Yes	100	Yes	99	Yes	48.8	Yes	43.0
American Indian	*	100	*	100	*	*	*	*	*	94	*	100	*	32.0	*	31.2
Asian	Yes	100	Yes	100	Yes	76.6	Yes	84.7	Yes	100	Yes	99	Yes	85.3	Yes	86.3
Filipino	*	100	*	100	*	66.2	*	72.5	Yes	99	Yes	99	Yes	67.4	Yes	66.7
Caucasian	Yes	100	Yes	99	Yes	60.6	Yes	62.4	Yes	99	Yes	99	Yes	61.3	Yes	62.1
Hispanic or Latino	Yes	100	Yes	99	Yes	41.6	Yes	43.0	Yes	99	Yes	99	Yes	37.8	Yes	38.8
Pacific Islander	*	100	*	100	*	*	*	*	*	97	*	100	*	74.1	*	60.0

**Academic Performance Index (API)**

Target	Wilson Middle								GUSD							
	03				04				03				04			
	Minimum score of 560 or 1 point increase															
	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score		
Scores	Yes	781	Yes	799	Yes	767	Yes	779								

**^SED = Socioeconomically Disadvantaged**  
**\*Only numerically significant subgroups are required to be reported**