

Glendale Unified School District

"Excellence is Worth the Effort"

Wilson Middle School

A Title I Achieving School

2004-2005 School Accountability Report Card

1221 Monterey Road, Glendale, CA 91206-2521

(818) 244-8145

Sixth Through Eighth Grades

www.wilsonknights.org

School Administration

Richard Lucas
Principal

Bob Canfield
Assistant Principal

Anais Wenn
Assistant Principal



2004-05 Board of Education

Mary Boger, President
Chakib Sambar, Vice President
Pam Ellis, Clerk
Greg Krikorian, Member
Joylene Wagner, Member

District Administration

Dr. Michael F. Escalante
Superintendent

Alice Petrossian
Assistant Superintendent
Educational Services, Elementary Education

Dr. Gregory Franklin
Assistant Superintendent
Educational Services, Secondary Education



Principal's Message

I'd like to welcome you to the Woodrow Wilson Middle School Annual School Accountability Report Card and thank you for taking time to explore it. As principal, I could not be more proud of Wilson Middle School, and am honored to have the opportunity to share 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.

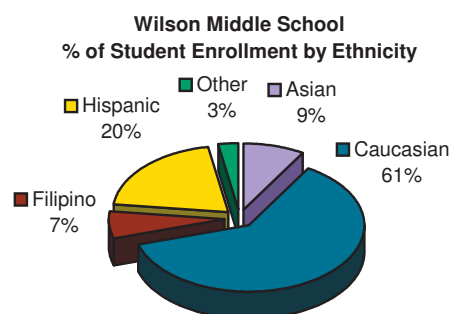
School Mission Statement

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

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 agree that Glendale's reputation for picturesque neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its many 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 nearly 29,000 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.



Wilson Middle School has an outstanding reputation in the community. Due to its academic achievements and welcoming atmosphere, many parents both in the District and from other districts request a transfer into the school. Each year, the school accepts a limited number of permits for in-district and out-of-district transfers.

Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Wilson Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of 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.

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.

The “Suspensions and Expulsions” table displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions						
	Wilson MS			GUSD		
	2003	2004	2005	2003	2004	2005
Suspension (#)	298	372	330	5489	4903	4882
Suspension (%)	23.35	30.29	26.87	18.65	17.01	16.94
Expulsion (#)	1	1	3	46	65	56
Expulsion (%)	0.08	0.08	0.24	0.16	0.23	0.19

Extracurricular and Enrichment Activities

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.

School Leadership

Leadership at Wilson Middle School is a responsibility shared among District administration, the principal, the assistant principals, school administration, instructional staff, students, and parents. Principal Richard Lucas has led the school for 17 years, backed by more than 32 years of educational experience. 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, and Individual Intervention Learning Plans.

Community Involvement

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

- Parent Teacher Association (PTA)
- Rotary Club
- Kiwanis Club
- Glendale Police
- Glendale Community Foundation
- Individual donations to the music program
- Several local businesses

School Enrollment & Attendance

School-wide enrollment at the beginning of the 2004-05 school year was 1,228 students. 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 principals 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).

Instructional Time

During the 2004-05 school year, all instructional minutes and days offered at Wilson exceeded State requirements as specified in the California Education Code. For the 2004-05 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 week, “Banking Days” allow teachers additional time to develop instructional strategies, attend inservices, participate in staff development, and implement classroom planning.

Class Size

Wilson Middle School maintained a schoolwide average class size of 29 students in the 2004-05 school year. The “Teaching Load Distribution” table illustrates the average class size by subject. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Teaching Load Distribution											
	Average			Classrooms containing:								
	Class Size			1-22			23-32			33+		
	03	04	05	03	04	05	03	04	05	03	04	05
English	23	25	24	32	26	26	34	19	27	10	20	14
Math	28	28	28	9	8	7	21	20	24	18	15	15
Science	27	30	28	13	6	7	14	20	27	20	17	10
Social Science	27	29	29	11	7	6	20	18	31	16	18	8

School Facilities & Safety

Built in 1955, Wilson Middle School is situated on 9.87 acres. The school buildings consist of 52 classrooms, a library, an auditorium, a cafeteria, administrative offices, grassy fields, and blacktop playground. Measure K project funds enabled modernization of school facilities to begin in 2004. The upgrades to facilities and infrastructure will help to improve handicap accessibility, increase technology in the classroom, and repair the roof. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information was current as of October 24, 2005.

Safety

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. During lunch, recesses, and before and after school, teachers, counselors, administrators, and security agents supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. 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 May 2005. An updated copy of the plan is available to the public at the school and at the District office.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. 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 and that emergency repairs are given the highest priority. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order. As of October 24, 2005, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school.

Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. Currently all schools are on a daily cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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, interior or exterior painting, and floor systems. For the 2004-05 school year, the District budgeted \$1,050,000 for the deferred maintenance program. This represents 0.5% of the District’s general fund budget.

Deferred Maintenance Projects

For the 2005-06 school year, the District’s governing board approved deferred maintenance projects for this school that will result in new carpeting or tile flooring, replacement of underground plumbing, and interior or exterior painting of school buildings. The District’s complete deferred maintenance plan is available at the District office.

School Facility Conditions			
Facilities information current as of: October 24, 2005			
Interim Evaluation Instrument Guidelines	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Wilson Middle School. These assessments provide a measurement of students' actual progress and evaluate the effectiveness of 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.

No Child Left Behind

The Federal No Child Left Behind Act requires all students, including socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups, to meet State academic achievement standards in English/language arts and math by 2014. To achieve that goal, districts and schools must demonstrate "Adequate Yearly Progress" (AYP). Schools achieve AYP if they meet certain requirements each year:

- Each school and subgroup must perform to a proficiency level; 24.4% of elementary and middle school students must be proficient in English and 26.5% must be proficient in Math.
- At least 95% of students must take State standards tests.
- Schools must show improvement in the Academic Performance Index (API).

Schools receiving Title I funds that do not meet the AYP standards face several consequences. Students may receive additional tutoring or school staff may be replaced. Students would also be allowed to transfer to other schools within their district that meet AYP and the former school would be required to provide transportation to the new site. After two consecutive years of failing to meet AYP in a particular subgroup, the school may be identified for Title I Program Improvement (PI). Schools can be categorized as a PI school for a maximum of five years before the State takes drastic measures to improve the performance of the school. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). Wilson Middle School met all of the 2005 AYP criteria.

More information about Title I and NCLB requirements can be found on the State Department of Education's website <http://www.cde.ca.gov/nclb> and the U.S. Department of Education's website <http://www.nclb.gov>. District-level information for comparison may be found in the *Glendale Unified School District Report Card*.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the State has set 800 as the API score that schools should strive to meet. 2005 API growth scores were unavailable at the time of publication.

Adequate Yearly Progress				
California Standards Test (CST)				
English/Language Arts				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
Target	95%		24.4%	
	Met	Met	Met	Met
All Students	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes
SED [^]	Yes	Yes	Yes	Yes
Asian	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	Yes	Yes
Math				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
Target	95%		26.5%	
	Met	Met	Met	Met
All Students	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes
SED [^]	Yes	Yes	Yes	Yes
Asian	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	Yes	Yes

[^]SED = Socioeconomically Disadvantaged

API School Results						
	Base				Growth	
	2002	2003	2004		2003	2004
All Students						
Percent Tested	97	99	99	Percent Tested	99	100
API Score	744	781	799	API Growth Score	781	799
Growth Target	3	1	1	Actual Growth	37	18
Statewide Rank	8	9	9	Eligible for Awards	Not funded	
Similar Schools Rank	9	10	10	Eligible for II/USP		
Subgroups						
Socioeconomically Disadvantaged						
Base API Score	676	725	742	API Growth Score	726	742
Growth Target	2	1	1	Actual Growth	50	17
Asian						
Base API Score	851	855	884	API Growth Score	853	888
Growth Target	*	*	*	Actual Growth	2	33
Caucasian						
Base API Score	741	780	804	API Growth Score	779	805
Growth Target	2	1	*	Actual Growth	38	25
Hispanic						
Base API Score	681	722	723	API Growth Score	724	724
Growth Target	2	1	1	Actual Growth	43	2

***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.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Federal Awards & Intervention Programs			
	2003	2004	2005
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

California Achievement Test (CAT/6)

The California Achievement Test (CAT/6) is a standardized test that compares a student or group of students with a "norm" group from around the country. Reading and Math results of this test are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to District and State level results. All students in grades two through eight are tested in reading, spelling, written expression, and language arts. Beginning in 2005, the CAT/6 tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Tests (CST)

The California Standards Tests (CST) is administered to all students in the spring to determine student performance in relation to the State content standards. Student scores are reported as performance levels: Advanced (exceeds State standards), Proficient (meets State standards), Basic (approaching State standards), Below Basic (below State standards), and Far Below Basic (well below State standards). Students scoring at the Proficient or Advanced level meet State standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

CAT/6 Norm Referenced Test 2003, 2004, 2005 % At or Above 50th Percentile																
Subject Area Grade Level Year Ending	Reading						Math									
	6		7		8		6		7		8					
	03	04	05	03	04	05	03	04	05	03	04	05				
All Students																
Wilson MS	61	79		58	56	58	46	50		75	90	64	69	68	66	71
GUSD	57	59		54	55	56	47	51		72	72	63	66	68	66	69
California	45	46		45	45	46	41	41		51	53	46	48	49	48	49
Subgroups																
Females	69	85		62	59	63	44	53		72	91	65	69	68	66	70
Males	54	73		54	53	52	48	47		77	90	63	70	69	66	73
SED^	52	71		44	47	46	32	35		61	87	54	62	58	59	61
English Learners	17	54		21	20	22	13	11		44	77	34	41	46	47	43
Non English Learners	78	86		72	67	66	60	62		87	94	75	78	73	73	80
Special Education				16	20	13	17	8				16	20	18	23	23
Asian	64			71	67	81	67	64		73		74	90	97	86	90
Caucasian	57	80		56	55	60	44	48		76	90	64	73	73	70	72
Filipino				70	76	59	59	67				70	72	75	66	80
Hispanic or Latino				50	50	45	36	44				53	53	46	42	55

^SED - Socioeconomically Disadvantaged

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

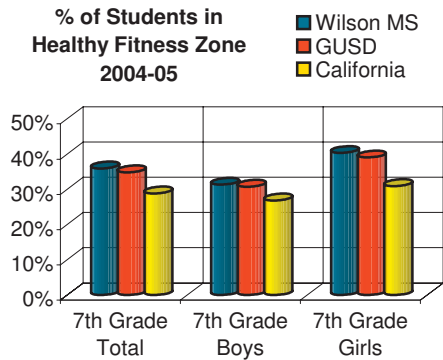
California Standards Test (CST) 2003, 2004, 2005 Combined % of Students Scoring at Proficient and Advanced Levels															
	Language Arts			General Math			Algebra I			Geometry			Social Science		
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05
	Eighth Grade														
All Students	38	50	55	49	43	52	90	82	87		94	97	36	47	44
Females	43	54	59	53	40	48	94	77	84		90	95	32	41	39
Males	34	47	50	46	47	56	86	86	91	100	100	100	40	52	49
English Learners	12	11	9	42	28	25	100	67					11	14	8
Non English Learners	49	62	65	54	51	62	89	83	89	100	94	97	46	56	52
SED^	25	33	42	47	36	45	93	75	83		100	100	22	31	29
Special Education	10	8	8	10	17	8							15	15	14
Asian	54	66	64	72	53	74	96	89	85		100		59	67	64
Caucasian	40	51	55	52	43	54	88	80	87	100	91	100	33	43	43
Filipino	47	61	71	58	65	60		88					41	79	58
Hispanic or Latino	25	39	43	36	34	41	86	82	82				31	32	34

^SED - Socioeconomically Disadvantaged

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

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).



Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2004-05 school year, Wilson Middle School had 50 fully credentialed teachers.

	Teacher Credential Status		
	03	04	05
Fully Credentialed	53	51	50
Emergency Credentials	4	2	0
Interns	0	0	3
Waivers	0	0	0
Total Teachers	56	53	53
Average Years Teaching	15.3	17.8	17.2
Average Years in District	13.6	15.9	15.8
Working Outside Subject	0	7	7

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.

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire semester.

	Misassignments/Vacancies		
	03-04	04-05	05-06
Misassignments of Teachers of English Learners	0	11	*
Vacant Teacher Positions	0	0	*

**2005-06 data was not available at the time of publication*

California Standards Test (CST) 2003, 2004, 2005 Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts			Math Standards		
	03	04	05	03	04	05
Sixth Grade						
All Students	54	73	80	69	77	87
Females	59	76	84	69	70	84
Males	49	70	75	69	83	92
English Learners	11	46		39	38	
Non English Learners	70	80	83	80	86	88
SED [^]	35	68	64	65	68	82
Asian	45		100	64		100
Caucasian	54	73	78	76	75	90
Seventh Grade						
All Students	55	52	61	56	60	59
Females	62	59	69	58	62	63
Males	47	44	52	54	58	55
English Learners	15	16	19	31	32	29
Non English Learners	69	63	70	66	68	65
SED [^]	41	39	49	45	52	49
Special Education	11	13	10	14	10	10
Asian	59	69	89	74	83	92
Caucasian	54	53	62	56	63	63
Filipino	65	66	66	67	69	57
Hispanic or Latino	48	40	48	41	42	39

[^]SED - Socioeconomically Disadvantaged

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

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements by 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 2004-05 school year, 80% of core academic classes at Wilson Middle School were taught by NCLB-compliant teachers. District-level information for comparison may be found in the *Glendale Unified School District Report Card*.

Teacher Education Levels 2004-05	
	Wilson Middle
Doctorate	0.0%
Master's Degree +30*	49.1%
Master's Degree	0.0%
Bachelor's Degree +30*	43.4%
Bachelor's Degree	7.5%
Less Than Bachelor's	0.0%
None Reported	0.0%

**Indicates additional hours above and beyond degree.*

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.

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 2004-05 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.

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. The AB75 Principal Training Program is available to site administrators.

Textbooks & Instructional Materials

Glendale Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the instructional program. Glendale Unified School District held a Public Hearing on August 16, 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 learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been selected from the State’s most recent list of standards-based materials. Teachers participate in the selection process to ensure that the textbooks support the District curriculum and content standards. Prior to adoption, all materials are on display for 30 days at the District Office to be evaluated by parents and community members.

District-Adopted Textbooks			
Grade Levels	Subject	Publisher	Adoption Year
6th	Language Arts	McDougal Littell	2003
7th-8th	Language Arts	McDougal Littell	2001
6th	Mathematics	Everyday Learning Corporation	2001
7th-8th	Mathematics	Glencoe - McGraw Hill	1997
6th	Science	Holt, Rinehart & Winston	2000
7th	Science	Holt, Rinehart & Winston	2000
8th	Science	Holt, Rinehart & Winston	2001
6th	Social Studies	McGraw-Hill	2000
7th	Social Studies	Houghton Mifflin	2000
8th	Social Studies	Prentice Hall	2000

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		
	2002-03	2003-04	2004-05
Computers	180	164	139
Students per computer	7.1	7.8	8.8
Classrooms connected to Internet	4	6	12

Counseling & Other Support Services

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. The academic counselor to pupil ratio is 1:614.

Title	Counseling & Support Services Staff	
	Number of Staff	Full Time Equivalent
Adaptive P.E. Specialist	1	As Needed
Counselor	2	2.0
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

Wilson Middle School 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 and the Pacific Avenue Center, serve qualifying students and their families throughout the District, providing medical and nutrition services along with a variety of other assistance and referrals.

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.

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, Wilson Middle School teachers, and Glendale College students enhance students' understanding and mastery of core subject matter.

English Language Learners receive core instruction in all content areas daily, including English Language Development (ELD). English Language Learners are tested with the California English Language Development Test (CELDT) annually to measure progress.

The District's Gifted and Talented Education (GATE) program is offered to students in grades 6-8 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.

The District's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problem 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.

Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2003-04 school year. In 2003-04, Glendale Unified School District spent an average of \$6,639 to educate each student (based on 2003-04 audited financial statements). The figures shown in the "Current Expense of Education Per Student" table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

Current Expense of Education Per Student* 2003-04		
Statewide Average		
All Unified School Districts		
GUSD	Districts	All Districts
\$6,639	\$6,987	\$6,919

**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund State funding, Glendale Unified School 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:

- Applied Technology Education Act
- Class Size Reduction
- Economic Impact Aid
- Educational Technology Assistance Grants
- Gifted and Talented Pupils
- Home-to-School Transportation
- Instructional Materials
- Peer Assistance and Review Program
- Safe and Drug Free Schools Program
- School Improvement Program
- Special Education
- Tenth Grade Counseling
- Title I Program
- Year-round School Incentive

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having more than 20,000 average daily attendance throughout the State.

Average Salary Information Teachers - Principal - Superintendent 2003-04		
	GUSD	State Average
Beginning Teachers	\$37,236	\$37,061
Mid-Range Teachers	\$57,164	\$58,294
Highest Teachers	\$73,765	\$72,876
Elementary Principals	\$93,497	\$94,471
Middle School Principals	\$99,311	\$98,940
High School Principals	\$104,304	\$107,418
Superintendent	\$174,000	\$179,061

Salaries as a Percentage of Total Budget		
	GUSD	State Average
Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.1%	5.1%

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 or e-mail at rlucas@gusd.net.

