

# School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

## Executive Summary School Accountability Report Card, 2009-10

### Wilson Middle School

Address: 710 West Maple Ave , Exeter CA 93221  
Principal: Heather Keran

Phone: 559-592-2144  
Grade Span: 6 - 8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2009-10 school year, except the School Finances and School Completion data that are reported for the 2008-09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### About This School

Wilson Middle School, located on the northeast side of Exeter, is a community school which serves approximately 680 sixth through eighth grade students in the Exeter Union School District attendance area. Administration and staff set high standards for behavior and academics and hold all students accountable. State and local standards drive the curriculum at each grade level and all available resources are used to help each student meet or surpass grade-level standards.

Socially and culturally our families are diverse: approximately 44% Caucasian, 53% Hispanic, and 4% are from other cultures. Other important statistical information includes: English Language Learners (25%); Migrant students (6%); students qualifying for the Free & Reduced Lunch Program (51%), and students whose families qualify for Aid to Families with Dependent Children (56%).

There are twenty-eight regular education teachers, one Extended Resource Class teacher, two Resource Specialists, one part-time speech teacher, one music teacher, one technology teacher, and 2 FTE P.E. teachers. Four Para-professionals are employed to assist certificated staff in meeting the needs of our students. In addition, Wilson Middle School has a librarian, 3 maintenance specialists, an office manager, and two office specialists.

Other support is provided by a school psychologist, a half time nurse, drug, alcohol and gang prevention counselors (one and a half days a week), and a counselor from Sequoia Youth Services who is on campus for one of a day each week.

### Student Enrollment

Group	Percent
African American	2 %
American Indian or Alaska Native	10 %
Asian	5 %
Filipino	5 %
Hispanic or Latino	53 %
Pacific Islander	2 %
White (not Hispanic)	42 %
Multiple or No Response	14 %
Socioeconomically Disadvantaged	56 %
English Learners	13 %
Students with Disabilities	6 %
<b>Total Number of Students</b>	<b>692</b>

### Teachers

Indicator	Teachers
Teachers with full credential	30
Teachers without full credential	0

Teachers Teaching Outside Subject Area of Competence	4
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

\*\*The data in this table are not available to the CDE due to delays in receiving CBEDS information. Therefore, these data must be provided by the LEA.

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	47%
Mathematics	38%
Science	55%
History-Social Science	41%

## Academic Progress

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	739
Statewide Rank (from 2009 Base API Report)	6
2010-11 Program Improvement Status (PI Year)	In PI

## School Facilities

### Summary of Most Recent Site Inspection

Scheduled district facility committee walk-arounds are conducted at least annually to determine major facility needs. More frequent walk-arounds are conducted throughout the year to ensure the school is safe and hazard free.

In the 2009/2010 school year, we had the fire marshall/inspector provide a report on his inspection of the facility as well as an inspection by Risk Management Services.

We also have yearly fire extinguisher inspections over the summer as well as ongoing monitoring of the extinguishers and other safety items/materials.

Wilson Middle School recently completed new construction. A new multi purpose room and administrative office was constructed as a part of this project as well as some inter-campus work and a new parking lot.

### Repairs Needed

Repairs needed after facility committee walk through include a roofing repair over kitchen and cafeteria and the replacement of out-dated doors to the cafeteria that could pose a safety hazard.

### Corrective Actions Taken or Planned

Repairs to the cafeteria roof and replacement of the doors will commence in the 2010-2011 school year.

## Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	N/A
Science Laboratory Equipment (grades 9-12)	N/A

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$ LEA Provided
District	\$ LEA Provided
State	\$5,681

### School Completion

Indicator	Result
Graduation Rate	91%

### Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

### NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

### NAEP Reading, Grade 8

Level	Result
Average Scale Score - State	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

### NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	41%
Achievement Level - Proficient	25%
Achievement Level - Advanced	5%

### NAEP Mathematics, Grade 8

Level	Result
Average Scale Score - State	270
Average Scale Score - National	282
Achievement Level - Basic	36%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

## School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II. About This School

### Contact Information (School Year 2010-11)

This section provides the schools contact information.

School		District	
School Name	Wilson Middle	District Name	Exeter Union Elementary
Street	710 West Maple Ave	Phone Number	559-592-9421
City, State, Zip	Exeter , CA 93221	Web Site	www.exeterpublicschools.org
Phone Number	559-592-2144	Superintendent	Renee Whitson
Principal	Heather Keran	E-mail Address	rwhitson@exeter.k12.ca.us
E-mail Address	hkeran@exeter.k12.ca.us	CDS Code	54- 71910- 6110290

### School Description and Mission Statement (School Year 2009-10)

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Wilson Middle School, located on the northeast side of Exeter, is a community school which serves approximately 680 sixth through eighth grade students in the Exeter Union School District attendance area. Administration and staff set high standards for behavior and academics and hold all students accountable. State and local standards drive the curriculum at each grade level and all available resources are used to help each student meet or surpass grade-level standards.

Socially and culturally our families are diverse: approximately 44% Caucasian, 53% Hispanic, and 4% are from other cultures. Other important statistical information includes: English Language Learners (25%); Migrant students (6%); students qualifying for the Free & Reduced Lunch Program (51%), and students whose families qualify for Aid to Families with Dependent Children (56%).

There are twenty-eight regular education teachers, one Extended Resource Class teacher, two Resource Specialists, one part-time speech teacher, one music teacher, one technology teacher, and 2 FTE P.E. teachers. Four Para-professionals are employed to assist certificated staff in meeting the needs of our students. In addition, Wilson Middle School has a librarian, 3 maintenance specialists, an office manager, and two office specialists.

Other support is provided by a school psychologist, a half time nurse, drug, alcohol and gang prevention counselors (one and a half days a week), and a counselor from Sequoia Youth Services who is on campus for one of a day each week.

### Opportunities for Parental Involvement (School Year 2009-10)

Opportunities for Parental Involvement (School Year 2009-10)

When schools work together with families to support learning, children tend to succeed not just in school, but throughout life. At Wilson Middle School, we encourage parents to take an active role in their child's education. Some of these efforts include participation in the following:

- Back to School Night and Open House
- School Site Council, English Language Advisory Council, District English Language Advisory Council, District Advisory Council, and Parent Teacher Organization Meetings
- Band and Sports Boosters
- Newsletters
- Site web page
- District Migrant meeting
- Parent/Teacher Conferences
- Literacy and Math Nights
- ABI Grade Book
- Progress reports
- Email and Voice Mail
- Daily Progress Monitoring System-Student Planners
- Academic and Behavioral Rewards Programs
- Classroom volunteers

We encourage parents to create a home environment that encourages learning; express high (but not unrealistic) expectations for their children's achievement and future careers; and become involved in their children's education at school and in the community. Parents are an integral part of the decision-making body, they provide a valuable support system by engaging in the creation and implementation of an instructional program which supports the values of the community and connects students to the real world, thereby fostering success for them now and in the future.

### Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	**
Grade 1	**
Grade 2	**
Grade 3	**
Grade 4	**
Grade 5	**
Grade 6	236
Grade 7	226
Grade 8	230
Ungraded Elementary	**
Grade 9	**
Grade 10	**
Grade 11	**
Grade 12	**
Ungraded Secondary	**
<b>Total Enrollment</b>	**

\*\*The data in this table are not available to the CDE due to delays in receiving CBEDS information. Therefore, these data must be provided by the LEA.

### Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	2 %
American Indian or Alaska Native	10 %

Asian	5 %
Filipino	5 %
Hispanic or Latino	53 %
Pacific Islander	2 %
White (not Hispanic)	42 %
Multiple or No Response	14 %
Socioeconomically Disadvantaged	56 %
English Learners	13 %
Students with Disabilities	6 %

\*\*The data in this table are not available to the CDE due to delays in receiving CBEDS information. Therefore, these data must be provided by the LEA.

### Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K								**	**	**	**	
1								**	**	**	**	
2								**	**	**	**	
3								**	**	**	**	
4								**	**	**	**	
5								**	**	**	**	
6	34.4		4	3	28.6		8	29.5	**	8	**	
K-3								**	**	**	**	
3-4								**	**	**	**	
4-8								**	**	**	**	
Other								**	**	**	**	

\*\*The data in this table are not available to the CDE due to delays in receiving CBEDS information. Therefore, these data must be provided by the LEA.

### Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08			2008-09			2009-10					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.6	13	20	3	25.3	7	25	2	26.7	7	25	2
Mathematics	29.4	2	19	9	26.2	9	14	10	27.4	9	14	10
Science	30.5	1	10	4	31.4		14		32.1		14	
Social Science	31.2		10	4	31.2		9	4	32.4		9	4

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## III. School Climate

### School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

At Wilson Middle School, we have an established Safe School Plan which is made up of five components;

- Characteristics of Students and Staff
- School's Physical Environment
- School's Social Environment
- School's Cultural Environment, and
- Policies and Procedure, including an Emergency Response Plan

Ongoing drills are practiced throughout the year.

## Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	48.5	18.6	10	19.4	11.4	4.9
Expulsions	1.3	0.0	0.8	0.6	0.2	0

\*\*The data in this table are not available to the CDE due to delays in receiving CBEDS information. Therefore, these data must be provided by the LEA.

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Exeter Public Schools remains committed to providing safe and well-maintained facilities for all of its students.

The facility is in "Good Repair" and functional. Scheduled district facility committee walk-arounds are conducted at least annually to determine major facility needs. More frequent walk-arounds are conducted throughout the year to ensure the school is safe and hazard free.

### School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	N/A	X			Immediate maintenance when necessary
<b>Interior:</b> Interior Surfaces	N/A	X			Weekly
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	N/A	X			Monthly Maintenance
<b>Electrical:</b> Electrical	N/A	X			Immediate maintenance when necessary
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	N/A	X			Daily maintenance
<b>Safety:</b> Fire Safety, Hazardous Materials	N/A	X			Twice
<b>Structural:</b> Structural Damage, Roofs	N/A	X			Immediate maintenance when necessary
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	X			Immediate maintenance when necessary
<b>Overall Rating</b>	Good				N/A

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	28	31	30	**
Without Full Credential	2	0	0	**
Teaching Outside Subject Area of Competence	5	4	4	N/A

\*\*The data in this table are not available to the CDE due to delays in receiving CBEDS information. Therefore, these data must be provided by the LEA.

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	**	**
Low-Poverty Schools in District	**	**

\*\*The data in this table are not available to the CDE due to delays in receiving CBEDS information. Therefore, these data must be provided by the LEA.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.



Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	**
Library Media Teacher (Librarian)	1.0	N/A
Psychologist	0.25	N/A
Social Worker	**	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	N/A	N/A
Other	**	N/A

\*\*The data in this table are not available to the CDE due to delays in receiving CBEDS information. Therefore, these data must be provided by the LEA.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	State adopted textbooks and standards-aligned instructional materials are available for all students	0%
Mathematics	State adopted textbooks and standards-aligned instructional materials are available for all students	0%
Science	State adopted textbooks and standards-aligned instructional materials are available for all students	0%
History-Social Science	State adopted textbooks and standards-aligned instructional materials are available for all students	0%
Foreign Language	N/A	N/A
Health	N/A	N/A
Visual and Performing Arts	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,596	\$1,444	\$5,152	\$67,009
District	\$9,397	\$2,604	\$6,792	\$67,030
Percent Difference –	N/A	N/A	-31.83%	-0.03%

School Site and District				
State	N/A	N/A	\$5,681	\$64,193
Percent Difference – School Site and State	N/A	N/A	-10.27%	4.20%

## Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

We have reading and ELD classes and a migrant coordinator that is shared by all sites in the district.

## Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,953	\$41,154
Mid-Range Teacher Salary	\$60,791	\$63,517
Highest Teacher Salary	\$76,975	\$80,951
Average Principal Salary (Elementary)	\$94,350	\$102,080
Average Principal Salary (Middle)	\$75,500	\$105,643
Average Principal Salary (High)		\$111,347
Superintendent Salary	\$92,495	\$150,626
Percent of Budget for Teacher Salaries	0.40 %	0.40 %
Percent of Budget for Administrative Salaries	0.00 %	0.00 %

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	48	49	46	47	51	49	46	50	52
Mathematics	40	40	37	49	51	48	43	46	48
Science	52	55	54	49	54	55	46	50	54
History-Social Science	38	39	41	38	39	40	36	41	44

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## Standardized Testing and Reporting Results by Student Group (School Year 2009-10)

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	37	28	43	35
Pacific Islander	*	*	*	*
White (not Hispanic)	57	48	68	47
Male	43	36	58	45
Female	50	39	49	33
Economically Disadvantaged	35	28	42	31
English Learners	4	12	5	0
Students with Disabilities	14	20	*	*
Students Receiving Migrant Education Services	19	28	31	19

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7	18.6%	26.4%	38.6%
9			

\*\*\*These data are currently not available. The CDE expects to provide these data in December 2010.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#) Web page.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	6	5	6
Similar Schools	4	2	2

- "N/A" means a number is not applicable or not available due to missing data.
- "B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.
- "C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.
- " \* " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

### Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	2010
All Students at the School	6	12	-20	739
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	2	27	-26	725
Pacific Islander				
White (not Hispanic)	12	1	-7	791
Socioeconomically Disadvantaged	-8	22	-23	704
English Learners			0	661
Students with Disabilities				

- "N/A" means a number is not applicable or not available due to missing data.
- "\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

### Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the [CDE Adequate Yearly Progress \(AYP\) Web page](#).

## Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	N/A1

"Yes"

Met 2010 AYP Criteria

"No"

Did not Meet 2010 AYP Criteria

## Federal Intervention Program (School Year 2010-11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the [CDE Adequate Yearly Progress \(AYP\) Web page](#).

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2010-2011
Year in Program Improvement	Year 2	Year 1
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [General Admissions Information](#) Web page (Outside Source).

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus.

in that region. For general admissions requirements please visit the [Undergraduate Admission & Requirements](#) Web page (Outside Source).

## Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)			**			**	4.4	3.9	**
Graduation Rate			**			**	80.6	80.2	**

\*\*The data in this table are not available to the CDE due to delays in receiving CBEDS information. Therefore, these data must be provided by the LEA.

## Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2009-10 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	LEA Provided	LEA Provided	N/A
African American	LEA Provided	LEA Provided	N/A
American Indian or Alaska Native	LEA Provided	LEA Provided	N/A
Asian	LEA Provided	LEA Provided	N/A
Filipino	LEA Provided	LEA Provided	N/A
Hispanic or Latino	LEA Provided	LEA Provided	N/A
Pacific Islander	LEA Provided	LEA Provided	N/A
White (not Hispanic)	LEA Provided	LEA Provided	N/A
Socioeconomically Disadvantaged	LEA Provided	LEA Provided	N/A
English Learners	LEA Provided	LEA Provided	N/A
Students with Disabilities	LEA Provided	LEA Provided	N/A

## Career Technical Education Programs (School Year 2009-10)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

N/A

## Career Technical Education Participation (School Year 2009-10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	N/A
Percent of the school's pupils completing a CTE program and earning a high school diploma	N/A
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

## Courses for University of California and/or California State University Admission (School Year 2008-09)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion, of courses required for UC/CSU admission can be found on the CDE [DataQuest](#) Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	**
Graduates Who Completed All Courses Required for UC/CSU Admission	**

\*\*The data in this table are not available to the CDE due to delays in receiving CBEDS information. Therefore, these data must be provided by the LEA.

## Advanced Placement Courses (School Year 2009-10)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE [DataQuest](#) Web page.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	**	N/A
English	**	N/A
Fine and Performing Arts	**	N/A
Foreign Language	**	N/A
Mathematics	**	N/A
Science	**	N/A
Social Science	**	N/A
<b>All courses</b>	**	**

\*\*The data in this table are not available to the CDE due to delays in receiving CBEDS information. Therefore, these data must be provided by the LEA.

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The annual number of schools days dedicated to professional development for the three most recent years has been fifteen. Teachers at Wilson Middle School are involved in many professional staff development opportunities. For development of a school wide vision, the school utilizes mentor teachers and a teacher leadership team that work with the staff to develop programs, curriculum and establish goals. Our focus for our staff development sessions has included standards based instruction, explicit direct instruction, and the work of Ruby Payne. Teachers are involved in on-going staff development, peer coaching, and many conference opportunities.

## XIII. National Assessment of Educational Progress

### National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses

grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

## National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

## National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92