SCHOOL ACCOUNTABILITY REPORT CARD

WILSON ACADEMY OF INTERNATIONAL STUDIES

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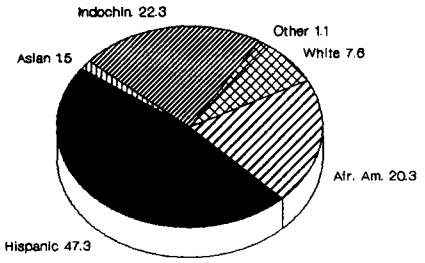
San Diego City Schools

SCHOOL PROFILE

Wilson Academy of International Studies serves grades 6, 7, and 8. Wilson is in an area of heavy traffic near main freeway arteries. The community is densely populated with older, single-family homes, apartments, and small businesses.

Student Racial/Ethnic Composition 1994-95



Percentage of Total Enrollment

Our enrollment is 1,653 students. Although Wilson is in a transient community, almost 80 percent of our students stay for the entire school year. At least 90 percent of our students are in the federally funded free or reduced-price breakfast and lunch program.

Wilson students come from various socioeconomic and ethnic backgrounds. About 70 percent of the student population speaks a language other than English at home. About 33 percent are limited-English proficient (LEP) and are enrolled in the English-as-a-Second-Language Program (ESL).

MISSION AND GOALS

San Diego City Schools has adopted a mission statement to guide the district in providing educational programs.

> *It is the mission of [our district] to educate all students in an integrated setting to become responsible, literate, thinking, and contributing members of a multicultural society through excellence in teaching and learning.*

All district schools have set several goals in each of four major areas to accomplish this mission:

- Improving student learning
- Improving teaching
- Enhancing integration and diversity
- Enhancing shared decision-making and community involvement

Wilson Academy's mission is to provide a positive, integrated, student-centered transition from elementary to high school. Emphasis is placed on high expectations for academic achievement, social skills and discipline. The staff directs and encourages students to become literate, thinking individuals with positive self-esteem and multicultural sensitivity.

Through the restructuring process, Wilson staff has reorganized a large middle school into three manageable units called "houses." Each house allows students and teachers to remain in a personalized, supportive environment. Students stay in the same house as they move from the sixth through the eighth grade.

At Wilson, we:

- Implement shared decision-making with the involvement of administration, certificated and classified staff, parents, and students
- Promote active parent and community involvement in the educational process
- Develop student responsibility, stressing leadership development and volunteer community service

Our report card is organized around the four district goal areas. This will help parents understand our school's strengths and weaknesses.

REPORT CARD MEETING, INFORMATION

Date: *March 8, 1995*
Time: *6:00 p.m.*
Place: *Wilson Auditorium*

Proposition 98 requires all public schools in California to provide information about themselves to the public through a School Accountability Report Card. This report card examines Wilson Academy's policies, programs, and progress. At a PTA meeting on March 8 at 6 p.m. parents can discuss the report card and ask questions.

Information about all areas covered in this report card is available at Wilson Academy School. We invite parents to come to Wilson to look at these materials, to meet their children's teachers, and to expand their involvement in their children's education.

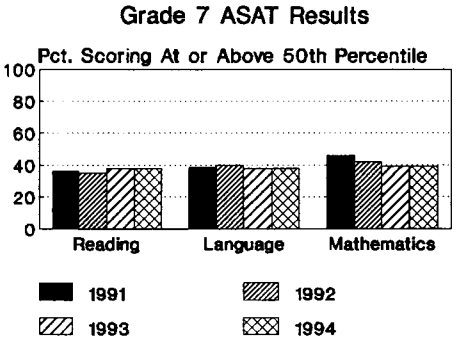
STUDENT LEARNING

STUDENT ACHIEVEMENT

How are students doing?

San Diego City Schools students in grades 5 and 7 take the Abbreviated Stanford Achievement Tests (ASAT) of competencies in basic skills. Students in many schools may also take the ASAT at other grade levels.

The ASAT, administered at Wilson in grades 6–8, is a group of tests designed to measure school achievement at each grade level. They also are designed to



measure what students have learned from the school's curriculum and are used to help improve instruction and evaluate the school's progress.

Seventh grade students at Wilson Academy of International Studies scored below the district average on the ASAT test in total reading, total language, and total math.

Wilson Academy will continue work with those students who have scored below the 50th percentile for the past three years on the standardized tests. We want to reduce the gap by half between those students and the school average.

SCHOOL-TO-CAREER TRANSITION

How are students prepared for the world of work?

Currently the Wilson staff are working in conjunction with the elementary and secondary schools in the Hoover Cluster. The Mid-City Community Advisory Committee is involved in securing funds to provide a working relationship between the educational and businesses in the Mid-City area so that students may engage in meaningful career-related activities.

ATTENDANCE/DROPOUTS

Do students attend and stay in school?

Attendance is a very important part of the educational process at Wilson Academy. Our 1993-94 attendance rate was 92.73 percent, down from the previous year, but up two percentage points from 1988-89. The eighth grade dropout rate at Wilson has improved from 5.8 per 100 students in 1987-88 to 2.0 per 100 in 1992-93.

Attendance Rates

Year	% Absences Unexcused	% Actual Attendance
1989-90	26.7	91.6
1990-91	29.1	93.0
1991-92	16.5	94.0
1992-93	20.3	92.7
1993-94	26.0	92.7

DISCIPLINE AND CLIMATE FOR LEARNING

Is this school a good place to learn?

School climate, security, and student accountability are among our top priorities. We have a full-time school police officer and four supervision personnel who patrol our campus during school hours. Administrators, resource staff, and parents also supervise the campus before school, during passing periods, and after school.

To achieve an orderly, professional learning environment, classes are blocked to three periods of one hour and 45 minutes daily. Periods 1, 3, and 5 meet Mondays and Thursdays and Periods 2, 4, and 6 meet Tuesdays and Fridays. All of the classes meet on Wednesdays. Seventh and eighth graders meet in a humanities block. Eighth graders also meet in a math/science block. This concept extends learning time as well as time on task.

We maintain a good school climate through:

- A schoolwide Assertive Discipline program including classroom management techniques and instructional strategies acquired by all staff through an aggressive staff development program
- A strict discipline policy that is enforced using Assertive Discipline techniques and results in suspension of anyone fighting, threatening others, or being seriously disruptive
- Saturday School for students with disruptive behavior as well as truancy

We strive to make Wilson Academy a rewarding, enjoyable place that contributes to our students' positive self-esteem.

TEACHING QUALITY

TEACHING ASSIGNMENTS

Do we have qualified teachers?

Wilson has 97 credentialed staff. This includes three administrators, two resource teachers, three full-time counselors, one librarian, one school nurse, and 86 classroom teachers. Wilson's staff is meeting the needs of its diverse student population by involving itself in ongoing educational pursuits, such as obtaining advanced degrees, attending conferences, and participating in staff development days.

TEACHER/ADMINISTRATOR EVALUATION

How are teachers and administrators evaluated?

The principal and vice principals formally evaluate tenured teachers every two years. Temporary or probationary teachers are observed frequently and evaluated yearly. If a teacher's performance is not effective, the principal identifies areas requiring improvement and develops a program for improvement with the teacher. Peer coaching is one communication and support technique we use at Wilson.

Principals and vice principals are also evaluated every two years: the principal by a central office supervisor and vice principals by the principal.

If you are concerned about a teacher, administrator, or other staff member, there are steps that you can take. You can find them in *Facts for Parents* sent home with every student at the start of the school year. You may call the principal or the School Services Division to discuss this subject at any time.

SUBSTITUTES

Do we have qualified substitutes?

The district has a pool of substitute teachers available for assignment when a classroom teacher is absent.

By state law, credentialed teachers may substitute at any grade level and in any subject. We try to place substitute teachers in their area of expertise.

INSTRUCTIONAL AND LEADERSHIP QUALITY

How good is it?

We use a site-based management model and the committee/subcommittee structure to collectively plan and monitor our programs. Wilson staff faces many challenges such as a wide range of student ability, middle school behavior de-

Instructional Minutes, 1994–95		
	Annual Instructional Minutes	
Grade Level	School	State Requirement
6	65,220	54,000
7–8	65,220	64,800

velopment, and a large limited-English student population.

The district's core curriculum is reinforced through several programs at Wilson. The 70-station IBM computer lab strengthens and enriches basic skills in language arts, math, social sciences/humanities, and science.

Seminar and Gifted and Talented Education (GATE) classes are offered to gifted and talented students. Foreign language classes are available in Spanish, and Chinese. Programs such as Advancement via Individual Determination (AVID) concentrate on teaching students skills that will prepare them for college. Elective classes such as art, consumer and family studies, and wood shop provide training that will be useful in every day life.

After-school programs such as After's Cool, National Honor Society, American Heritage Club, Lao Club, Karate Club, Model Airplane Club, Reading Club, Voice of the Future, and Project STEP reinforce Wilson's commitment to emphasize our international studies focus. To meet the needs of middle school students, staff is implementing various methods of teaching styles including team teaching and interdisciplinary curriculum.

REPORT CARD COMMITTEE

The following parents and staff developed this report card:

Annette Barnes, *teacher*
Donna Bates, *teacher*
Marge Danshaw, *vice principal*
Ken Flaherty, *teacher*
Cathie Gezzer, *parent*
Kim Haggerty, *teacher*
Jolynn Ingles, *teacher*
Tom Baird, *teacher*
Sam Montes, *vice principal*
Doug Mortimer, *teacher*
Barney Green, *teacher*
Virginia Warburton, *teacher*

INSTRUCTIONAL TIME

How much time is there for instruction?

All district schools meet or exceed state requirements for annual instructional minutes. Wilson Middle School will have 34 minimum days this year. These minimum days are used to free up time for staff development, parent consultation, and teacher planning coordination.

TRAINING AND CURRICULUM IMPROVEMENT

What are we doing to improve staff?

Our primary goal for staff development is to raise the academic achievement of our students. We meet for eight full days of staff development and have numerous workshops after hours. Teachers share successful teaching practices at monthly staff meetings and during preparation periods. In addition, teachers are sent to conferences so they can create workshops for sharing new information .

Class Size Distribution					
Subject Area	1–10	11–20	21–30	31–40	41 +
Art	1		3		
Computer Ed.			2	2	
Drama/Theater					
English		1	18	10	
ESL			7	2	
Foreign Lang.		1	2		
Health Ed.					
Mathematics		2	21	15	
Music		1	1		1
Physical Ed.				25	4
Science		1	30	8	
Social Science		2	27	10	
Vocational Ed					
Special Ed.	17	3			
Grade 6 Core			7	11	

COUNSELING AND SUPPORT SERVICES

What support does Wilson offer students?

Wilson Academy has three full-time counselors, two African American student advocates, two full-time bilingual guidance aides, four part-time bilingual guidance aides, a school nurse, a speech therapist, three resource teachers, 17 classroom teacher's aides, four classroom instructional aides, a part-time school psychologist, four special education resource specialists, and other support staff for over 1,600 students.

Each counselor has a caseload of approximately 530 students. The counselors work actively with students on educational, social, and personal issues. Some additional support activities and services include:

- An Adopt-A-Student program to match up some of our students with faculty adults who will act as positive role models and advocates
- All-school monthly awards program for students

TEXTBOOKS AND INSTRUCTIONAL MATERIALS

How current are our materials?

The district decides which textbooks will be used and provides them to schools according to enrollment. New textbooks in a subject area are adopted every eight years according to the state textbook review cycle.

CLASS SIZE

Are classes too large?

Although most of our classes are not larger than the district policy allows, many of our faculty feel that even lower class sizes would enable us to better meet our students' needs. All teachers, administrators, resource teachers, and counselors teach an advisory/homeroom class. In addition, several support staff members also teach an academic class.

On September 30, 1994, Wilson had the class sizes shown in the adjoining chart.

SCHOOL FACILITIES AND SAFETY

How clean, safe, and orderly is our school?

The Wilson Academy campus provides a clean, inviting, and orderly learning environment. All graffiti are immediately removed from buildings. We have added painted art murals of international flavor and with environmental themes.

To keep the school grounds safe for students and staff, we have a full-time school police officer and three supervision aides. Additional adult supervision is provided before school, during passing periods, and at the end of the day. We also have installed a schoolwide intercom system which facilitates emergency communication and schoolwide announcements.

INTEGRATION AND DIVERSITY

RACE AND HUMAN RELATIONS

Do students get along with each other?

Wilson Academy has students of many backgrounds including Hispanic, African American, Asian, Indochinese, and White. With a strong race/human relations program, we are able to help students get along with each other. During class and after school, we have programs in which students take part in multicultural activities, thereby understanding and appreciating each other's heritage.

Our race/human relations program addresses many of Wilson's unique needs. Our achievements include weekly advisory lessons, school assemblies, and staff training meetings addressing cultural awareness, understanding, and appreciation, as well as international parent nights where student/staff performances represent a variety of cultural ceremonies and rituals. Our sixth graders participate in language/culture classes where they learn about the written and spoken languages, arts, crafts, holidays, foods, and traditions of other countries.

SHARED DECISION-MAKING

COMMUNITY INVOLVEMENT

How strong is Wilson's home/school partnership?

Wilson Academy is focusing on strengthening our community involvement. Our efforts at outreach to our community are beginning to succeed as we strive to meet the unique needs of our multicultural population. Listed below are some of the steps we have taken:

- Forming a Community Advisory Council made up of businessmen and women in the community, an area instructional team leader from the district office, and an administrator
- Adding African American, Latino, and Indochinese staff responsible for outreach to these communities
- Providing a parent/community room on campus

The Hispanic parent group has been and remains very active.

Parents are urged to participate in the Parent Involvement Committee. The major goals of this group are to help parents become more involved in the day-to-day operation of Wilson and to strengthen their role in the education of students. Interested parents should call Virginia Warburton at 280-1661.

FINANCES

EXPENDITURES AND SERVICES OFFERED

Where does it all go?

Each school receives an instructional budget based on enrollment and programs and on formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

The budget chart below shows the major areas of district funding for Wilson Academy and other district schools. It includes all monies budgeted from the general fund except those for transportation, maintenance and operations, district administration, and central support.

School Budget, 1993–94

Budget Category	Dollars per Pupil: School	Dollars per Pupil: Middle Avg.
Regular Education	2,257	3,032
Special Education	330	348
Integration	89	140
Gifted and Talented	25	25
External Funding	465	373
Total	3,166	3,918

Regular Education—services, materials, and support to the general education program
Special Education—programs offering students with special needs appropriate, individualized education
Integration—the district's voluntary integration effort to counter the racial/ethnic isolation of pupils
Gifted and Talented—specialized learning assistance for students with great ability, achievement, or potential
External Funding—monies from agencies, usually federal or state, earmarked for specific services

Salary and Budget Data, Teachers and Administrators, 1992–93

Position	Unified Districts (20,000+ ADA)	San Diego (122,581 ADA)
	Annual Salary ($)	
Beginning Teacher	26,330	24,881
Midrange Teacher	41,438	39,136
Highest Teacher	48,095	48,546
School Principal	65,360	69,086
Superintendent	108,046	125,663
Salary Category	**Pct. of Budget†**	**Pct. of Budget†**
Administrative	5.0	3.8
Teacher	43.9	42.0

† Percentage of general fund expenditures. Does not include benefits.