

SCHOOL ACCOUNTABILITY REPORT CARD

WILSON ACADEMY OF INTERNATIONAL STUDIES

Beth Limoli
Principal

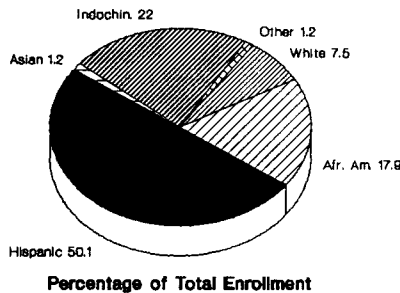
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MARCH 1996
San Diego City Schools

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
1995-96



Wilson has an enrollment of 1,734 students. Although Wilson is in a community with a high mobility rate, over 80 percent of our students stay for the entire school year. Almost 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 75 percent of the student population speaks a language other than English at home. About 53 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, and student-centered program to ease the transition from elementary to high school. High expectations for academic achievement, social skills, and discipline are emphasized. Staff directs and encourages students to become literate, thinking individuals with strong self-esteem and multicultural sensitivity.

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:

- Focus our staff development on improving student literacy

REPORT CARD MEETING, INFORMATION

Date: March 14, 1996

Time: 12:00 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 14 at 12 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.

- Implement shared decision-making involving administrators, 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 as our success in improving the school by meeting the goals we have set.

STUDENT LEARNING

STUDENT ACHIEVEMENT

How are students doing?

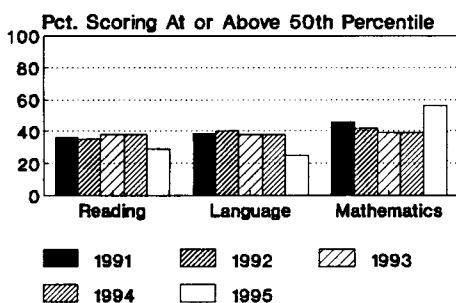
San Diego City Schools students in grades 5 and 7 take the Abbreviated Stanford Achievement Tests (ASAT) of competencies in basic skills. Students in many schools may also take the ASAT at other grade levels.

The ASAT, administered at Wilson in grades 6-8, is designed to measure school achievement at each grade level. It is also designed to measure what students have learned from the school's curriculum. Results are used to 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 on the standardized tests. We want to reduce the gap between those students and the school average.

Grade 7 ASAT Results



TEACHING QUALITY

TEACHING ASSIGNMENTS

Do we have qualified teachers?

Wilson has 103 credentialed staff. This includes three administrators, two resource teachers, three full-time counselors, one librarian, one school nurse, and 93 classroom teachers. Wilson's staff is meeting the needs of its diverse student population by 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

SCHOOL-TO-CAREER TRANSITION

How are students prepared for the world of work?

Currently Wilson staff are working in conjunction with the elementary and secondary schools in the Hoover Cluster. Along with the other schools in the Hoover Cluster, Wilson received a Goals 2000 grant which will allow us to strengthen our school-to-career program.

ATTENDANCE/DROPOUTS

Do students attend and stay in school?

Attendance is a very important part of the educational process at Wilson Academy. Our 1994-95 attendance rate was 92.69 percent. The eighth grade dropout rate was 3.0, up from the previous two years but still lower than the 1990-91 rate of 4.0.

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.

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

Attendance Rates		
Year	% Absences Unexcused	% Actual Attendance
1990-91	29.1	93.0
1991-92	16.5	94.0
1992-93	20.3	92.7
1993-94	26.0	92.7
1994-95	28.6	92.7*

* Does not include staff development days.

To achieve a healthy learning environment, classes are blocked in three periods lasting one hour and 45 minutes. 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 procedure extends learning time as well as the teachers 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 a thorough staff development program
- The suspension of any student caught fighting, threatening others, or being seriously disruptive
- Saturday School for students with disruptive behavior or truancy problems

We strive to make Wilson Academy an enjoyable place that contributes to our students' self-esteem.

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 plan and monitor our programs. Wilson's staff faces many challenges including a wide range of student ability, middle school behavior development, 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 basic skills in language arts, math, social sciences/humanities, and science.

Seminar and Gifted and Talented Education (GATE) classes are offered. 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 including 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 international studies focus. To meet the needs of middle school students, staff is implementing various teaching styles including team teaching and an interdisciplinary curriculum.

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.

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

TRAINING AND CURRICULUM IMPROVEMENT

What are we doing to improve staff?

Our primary goal in staff development is to raise the academic achievement of our students. We meet for eight full days of staff development and have numerous

REPORT CARD COMMITTEE

The following parents and staff developed this report card:

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

workshops after hours. Teachers share successful teaching practices at monthly staff meetings and during preparation periods. In addition, teachers attend conferences and hold workshops to share new information.

COUNSELING AND SUPPORT SERVICES

What support does Wilson offer students?

Wilson Academy has four 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, eight classroom teacher's aides, five classroom instructional aides, a part-time school psychologist, four special education resource specialists, and other support staff.

Each counselor has a caseload of approximately 425 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
- 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 29, 1995, Wilson had the following class sizes:

Class Size Distribution					
Subject Area	1-	11-	21-	31-	41
	10	20	30	40	+
Art			4		
Computer Ed.			2	1	
Drama/Theater		1			
English		1	12	14	
ESL	1	2	10		
Foreign Lang.	1	1	1		
Mathematics		5	18	16	
Physical Ed.				12	15
Science	1	3	15	20	
Social Science	1	4	20	14	
Special Ed.	11	3			
Grade 6 Core			10	11	

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 is immediately removed from buildings. We have added painted murals with international or environmental themes.

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

INTEGRATION AND DIVERSITY

RACE AND HUMAN RELATIONS

Do students get along with each other?

Wilson Academy students have diverse cultural and ethnic backgrounds. We have considerable numbers of students of Hispanic, African, American, Asian, Indo-chinese and European de-

scent. With a strong race/human relations program, we are able to help students get along with each other. During class and after school, students take part in multicultural activities to encourage them to understand and appreciate each other's heritage.

Our race/human relations program addresses many of Wilson's unique needs. The program includes weekly advisory

lessons, school assemblies, and staff training meetings to foster cultural awareness. We also have international parent nights where students and staff demonstrate a variety of cultural customs and ceremonies. 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 strives to increase community involvement at our school. Our efforts are beginning to succeed as we try 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 from the community, an area instructional team leader from the district office, and an administrator

- Adding African American, Latino, and Indochinese staff responsible for increasing involvement in these communities
- Providing a parent/community room on campus
- Parents suggested that students wear uniforms. After a six month trial,

most of Wilson's students wear navy blue and white uniforms.

The Hispanic parent group remains very active.

Parents are urged to participate through the Parent Involvement Committee. The major goals of this group are to help parents become more involved in day-to-day operations at 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, 1994-95		
Budget Category	Dollars per Pupil	
	School	Middle Avg.
Regular Education	2,366	2,666
Special Education	345	278
Integration	83	145
Gifted and Talented	32	26
External Funding	481	310
Total	3,307	3,424

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, 1993-94		
Position	Unified Districts (20,000+ ADA)	San Diego (123,223 ADA)
	Annual Salary (\$)	
Beginning Teacher	26,521	24,881
Midrange Teacher	41,168	39,136
Highest Teacher	48,152	48,546
School Principal Avg.	66,289	68,600
Superintendent	109,669	140,000
Salary Category	Pct. of Budget [†]	Pct. of Budget [†]
Administrative	5.1	4.3
Teacher	42.6	41.2

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