

# School Accountability Report Card Reported for School Year 2005-06

*Published During 2006-07*

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 at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
<b>School Name</b>	Wilson High	<b>District Name</b>	Long Beach Unified
<b>Street</b>	4400 East Tenth St.	<b>Phone Number</b>	562.997.8000
<b>City, State, Zip</b>	Long Beach, CA 90804-4310	<b>Web Site</b>	www.lbusd.k12.ca.us
<b>Phone Number</b>	562.433.0481	<b>Superintendent</b>	Christopher Steinhauser
<b>Principal</b>	Diane Brown & Lewis Kerns	<b>E-mail Address</b>	lbusdpio@lbusd.k12.ca.us
<b>E-mail Address</b>	<a href="mailto:dbrown@lbusd.k12.ca.us">dbrown@lbusd.k12.ca.us</a> <a href="mailto:lkerns@lbusd.k12.ca.us">lkerns@lbusd.k12.ca.us</a>	---	---

### School Description and Mission Statement

This section provides information about the school's goals and programs.

Woodrow Wilson Classical High School, a culturally diverse college preparatory magnet high school, offers a traditional, rigorous academic program for all students. In addition to a strong academic program, the Classical High School provides all of the co-curricular activities associated with the high school experience. Students can take an academically challenging program and also have opportunities to participate in a rich array of athletics, music, dance, visual arts, drama, and journalism.

Wilson's mission is to personalize education to produce confident students, well rounded in core subjects and the arts, well prepared for higher education and motivated to become responsible citizens. Wilson offers many of the advantages of a private, preparatory school education, in a safe, attractive, urban public high school setting.

Wilson's academic program is designed to meet and exceed the admission requirements of both the California State University system and the University of California system. Students who earn

the prestigious Classical Diploma demonstrate to colleges and universities their commitment to high performance.

Students are required to take four years of English, math, science, and foreign language; three years of social science; two years of fine arts and/or performing arts; two years of physical education; one year of computer technology and one semester of health education. In addition to required courses, students take 35 credits of electives to pursue their own unique talents and interests. Each student must take a full load of seven courses per semester. A total of 280 credits is required to receive the Classical Diploma, 60 units beyond the 220 required for graduation at other high schools.

Wilson not only has higher academic standards but higher standards in conduct, dress, and attendance. All Classical High School students must wear khaki and white or cardinal uniforms. Students and parents sign an agreement committing them to the Code of Excellence. Classical High School students are expected to maintain at least a 2.0 gpa. A strong conviction exists among students, staff, and parents that Wilson's Classical High School is a model of excellence. The state recognized Wilson's excellence in the spring of 2005 when it designated Wilson a California Distinguished School.

### **Opportunities for Parental Involvement**

This section provides information about opportunities for parents to become involved with school activities.

Wilson is fortunate to have the help of community organizations and parents who provide leadership through the PTA, Booster Club, African American Parent Group, Latino Parent Organization, ELL Parent Support Group, Distinguished Scholars Parent Support Group, and School Site Council. Wilson also has close ties with CSULB and LBCC.

### **Student Enrollment by Grade Level**

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

<b>Grade Level</b>	<b>Number of Students</b>	<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	0	<b>Grade 8</b>	0
<b>Grade 1</b>	0	<b>Ungraded Elementary</b>	0
<b>Grade 2</b>	0	<b>Grade 9</b>	1242
<b>Grade 3</b>	0	<b>Grade 10</b>	1261
<b>Grade 4</b>	0	<b>Grade 11</b>	1054
<b>Grade 5</b>	0	<b>Grade 12</b>	1073
<b>Grade 6</b>	0	<b>Ungraded Secondary</b>	0
<b>Grade 7</b>	0	<b>Total Enrollment</b>	4630

## Student Enrollment by Group

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	Group	Percent of Total Enrollment
African American	15.4	White (not Hispanic)	33.2
American Indian or Alaska Native	0.4	Multiple or No Response	0.1
Asian	11.7	Socioeconomically Disadvantaged	41.2
Filipino	2.2	English Learners	14.0
Hispanic or Latino	36.4	Students with Disabilities	7.0
Pacific Islander	0.5	---	---

## 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	2003-04				2004-05				2005-06			
	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+
English	27.4	25	123	20	28.0	17	130	20	28.4	14	131	20
Mathematics	29.7	15	75	39	29.7	15	89	39	30.9	3	105	29
Science	30.7	2	89	35	30.7	6	76	45	30.8	6	78	43
Social Science	32.3	2	42	47	31.6	6	43	41	31.4	2	55	30

## II. School Climate

### School Safety Plan

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

Wilson's School Safety Plan continues to be updated to provide the students, faculty and staff with a safe learning environment.

- Site and Community resources are used to provide a host of safety programs.
- Knowledgeable staff, high expectations and strong parental support.
- A full-time LBPD officer on campus.
- Our grounds and maintenance staff provide one of the most attractive and well-maintained facilities in Long Beach.

## School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Student achievement is the primary goal of Wilson Classical High School. Students, staff, and parents are committed to graduating students who are effective communicators, critical thinkers, career/college oriented, and good citizens.

English class size in grades 9-12 averages 30 students per class, while math, social studies, science, and foreign language classes average 31. Teachers teach six 90-minute classes every two days in a block schedule.

Students can select from a variety of programs within the Classical High School. The Distinguished Scholars Program challenges gifted and high achieving college-bound students to excel academically. Distinguished Scholars are required to take honors and Advanced Placement classes. Wilson now offers 22 Advanced Placement courses. AVID (Advancement Via Individual Determination) prepares students who have not previously succeeded in a college preparatory path for admission to four-year universities. Students reading below the 25th percentile are enrolled in the Literacy Program.

Wilson's visual arts program features a unique Art Studio, computer animation, and ceramics classes. The performing arts program showcases outstanding productions by students in drama, choral groups, jazz band, orchestra, and marching band. Students learn to play the piano in the computerized piano lab, reopening this spring. Wilson's state-of-the-art world languages computer lab is designed to enable students to work as a class or individually to acquire foreign language expertise. In the math lab students explore math topics, do additional research, and practice skills taught in class. The architectural design and graphic arts programs are articulated with Long Beach City College. The athletic department provides more than twenty interscholastic programs and is proud of its CIF championship history. Computer literacy of all students is ensured through a technology requirement for all ninth graders, and the availability of numerous computer labs. Advanced classes in computer programming, web page design, computer diagnostics, and electronic publishing are very popular.

A range of special education programs and related services are offered for eligible students, as well as programs for students learning English as a second language.

Eleven counselors provide personal counseling and help students make educational and career choices. In addition, Wilson has a full-time school nurse, a psychologist, and a part-time speech and hearing specialist. Bilingual aides and community workers provide language support for limited English-speaking students and their parents. Students eligible for Medi-Cal who are in need of additional counseling services can get help through the School-based Mental Health Collaborative Grant.

Assistance for students experiencing difficulty with their studies includes CSF/NHS peer tutoring, tutoring for ELL students, the Bruin Den Homework Help Program, MESA, the World Languages lab, AVID, and Long Beach Community Services Development. The afternoon/evening school provides an adjusted schedule for students needing to complete high school graduation requirements.

Wilson Classical High School introduced the class of 2009 to its newest program "Link Crew". This highly successful program connects or links incoming freshman to upper classman to help with the transition from Middle School to High School.

The Classical High School model has contributed to a positive educational climate. High standards for achievement and conduct, a block schedule, and uniforms have resulted in a remarkable degree of civility among students.

## 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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
<b>Suspensions</b>	289 (6%)	526 (11.5%)	252 (5.4%)	4,478 (4.6%)	5,110 (5.3%)	3,627 (3.9%)
<b>Expulsions</b>	6 (.1%)	2 (.04%)	4 (.09%)	67 (.06%)	24 (.02%)	33 (.04%)

## III. School Facilities

### School Facility Conditions and Improvements

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.

Wilson's attractive campus setting has encouraged numerous visitors to remark that it looks more like a small college campus than a high school. The interiors of the beautiful Spanish red-tiled buildings and the Quad have been completely renovated in the last five years.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An emergency work order process or routine repair request (3 R Ticket) is used to ensure efficient service and that emergency repairs are given the highest priority.

School safety is conducive to learning and continues to be a primary focus at Wilson. The entire staff assumes responsibility for maintaining a safe campus. Emergency plans are in place. Wilson has its own plan as well as the District Emergency Preparedness Plan to deal with earthquakes, fire, or other disasters.

## School Facility Conditions Good Repair Status

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

Wilson- Inspection: Oct. 25- Nov. 3, 2006  Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	1	1	Gas odor repaired.
Mechanical Systems	3	1	Planned review of classroom ventilation.
Windows/Doors/Gates (interior and exterior)	5	2	Planned repair of retro-fit windows. Planned repair of damaged exterior fences.
Interior Surfaces (walls, floors, and ceilings)	1	4	Planned review of the former auto shop class, which has uneven steel plates on floor. Planned replacement for damaged ceiling tiles. Review of wall damage in auditorium (backstage).
Hazardous Materials (interior and exterior)	3	1	Review of peeling paint in auditorium (backstage).
Structural Damage	5	0	In good repair- No action needed.
Fire Safety	2	2	Planned replacement and inclusion of Fire extinguishers in required areas. Obstacles removed from exit areas
Electrical (interior and exterior)	7	0	In good repair- No action needed.
Pest/Vermin Infestation	3	0	In good repair- No action needed.
Drinking Fountains (inside and outside)	2	3	Maintenance of aging drinking fountains planned.
Restrooms	3	1	Planned maintenance of aging fixtures in restrooms.
Sewer	1	1	Review of drainage for SW corner of campus.
Playground/School Grounds	2	2	Some asphalt and concrete have cracks in quad. Review of drainage for SW corner of campus.
Other	5	0	Overall cleanliness of school was rated with 100% good ratings.

## IV. 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003- 04	2004- 05	2005- 06	2005- 06
With Full Credential	146	158	165	4109
Without Full Credential	23	25	15	261
Teaching Outside Subject Area of Competence	NA	4	23	---

## 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	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	NA	NA	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	9	0

## Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at

<http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	96.7	3.3
All Schools in District	96.0	4.0
High-Poverty Schools in District	96.0	4.0
Low-Poverty Schools in District	98.0	2.0

## Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

When teachers are absent, a substitute is assigned by the LBUUSD. In an unlikely event that a substitute is unavailable or late, administrators including the principal, counselor, or teacher specialist provide instruction for students.

## Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

School personnel are evaluated on a regular basis by certificated evaluators as required by California law and the LBUUSD. Probationary teachers are evaluated every year, permanent teachers every two years. The District verifies that all classroom teachers meet the California Commission on Teacher Credential requirements before they are placed at a site. Support is given to new teachers through the New Teacher Support program that provides teacher coaches for new teachers.

The Professional Learning Community members coordinate and plan all professional development. New ideas and reinforcement of current teaching strategies are provided during

faculty meetings. Topics have included: the matching of curriculum with Content Standards, test data analysis and reading comprehension. Teachers have also attended workshops on reciprocal teaching, literacy skills, and intervention strategies. Staff members attend workshops and conferences throughout the year presented by District mentor teachers and other speakers. Teachers use instructional strategies that provide a challenging and comprehensive curriculum as well as rich diverse experiences for all children.

To assure mastery of reading and writing and to increase other academic skills, the state has established content standards in each curricular area. Wilson teachers consistently participate in departmental meetings, district-wide staff development, and various workshops to discuss ways to help students attain content standards. Many of our departments have completed curriculum maps focusing on the attainment of those standards.

## V. Support Staff

### Academic Counselors and Other Support Staff

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
<b>Academic Counselor</b>	11.0	420.9
<b>Library Media Teacher (Librarian)</b>	1.0	---
<b>Library Media Services Staff (paraprofessional)</b>		---
<b>Psychologist</b>		---
<b>Social Worker</b>		---
<b>Nurse</b>	1.0	---
<b>Speech/Language/Hearing Specialist</b>	1.0	---
<b>Resource Specialist (non-teaching)</b>		---
<b>Other</b>	2.2	---

## VI. Curriculum and Instructional Materials

On October 31, 2006, the Long Beach Unified School District Board of Education certified that every pupil in K-12 has the required state/locally approved standards-aligned textbooks and/or instructional materials for English-language arts, including ELD, mathematics, science, history-social science, foreign language, and health education as mandated by *California Education Code*, Section 60422 (a), and *California Code of Regulations, Title 5*, Section 9531 (a). *California Education Code*, Section 60422 (a), and *California Code of Regulations, Title 5*, Section 9531 (a), require local governing boards to certify at a public hearing and adopt a resolution under *California Education Code*, Section 60119, that each pupil in grades K-12 has been provided with standards-aligned textbooks and/or instructional materials in reading/language arts, including ELD, mathematics, science, and history-social science and in grades 6-12 in foreign language and health education that are consistent with content and cycles of the curriculum frameworks adopted by the State Board of Education or the local school district board.

## ***Core Instructional Materials for Grades 9 – 12***

### English Language Arts

- Literature & Language Arts, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> Crs, Holt, Rinehart & Winston 2003
- *Language!* Student Mastery Book(s), Sopris West 2000
- High Point, Hampton Brown 2001 – Basics, Level A, B C
- Visions Across the Americas, Thomson 2005
- Riverside Anthology, Houghton Mifflin 1997
- Crossing Cultures, Prentice Hall 2002
- Texts and Contexts, Thomson & Heine, 2003
- The Prose Reader: Essays for Thinking, Reading and Writing 6<sup>th</sup> Edition 2005 or 7<sup>th</sup> Edition 2005
- Literature: An Introduction to Fiction, Poetry and Drama, Longman 2004

### Mathematics

- Algebra 1, Prentice Hall 2001
- Calculus of a Single Variable, Houghton Mifflin 2002
- Calculus with Analytic Geometry, Houghton Mifflin 1998
- Finite Math, Brooks/Cole 2000
- Practical Math, Holt 1993
- Consumer & Career Mathematics, Scott Foresman 1989
- Geometry, Prentice Hall 2004
- Algebra 2, Prentice Hall 2004
- Precalculus with Limits, Houghton Mifflin 2001
- Mathematical Studies, IBID Press 1998

### History / Social Science

- World History: Patterns of Interaction, McDougal Littell 2006
- Traditions and Encounters – A Global Perspective, McGraw Hill Higher Education 2006
- U.S. History: The Americans, McDougal Littell 2006
- Making America: A History of the United States, McDougal Littell 2000
- America's Journey, Prentice Hall 2006
- Out of Many, Prentice Hall 2007
- Enduring Vision, Houghton Mifflin 2004
- Magruder's American Government, Prentice Hall 2006
- Economics: Principles in Action, Prentice Hall 2007

### Science

- Conceptual Physical Science, Addison Wesley 1999
- Science Insights: Exploring Earth and Space, Scott Foresman 1999
- Science Insights: Exploring Living Things, Scott Foresman 1999
- Biology: Principles and Explorations, Holt, Rinehart & Winston 1999
- World of Chemistry, McDougal Littell 1999
- Physics: Principles and Problems, Glencoe 1999
- Life Science, Glencoe 2002
- Physical Science, Glencoe 2002
- Earth Science, Glencoe 2002
- Biology 5<sup>th</sup> Ed., Prentice Hall 2000
- Biology 5<sup>th</sup> Ed., Addison Wesley 1999
- Hole's Human Anatomy & Physiology, McGraw Hill 2002
- Marine Biology 3<sup>rd</sup> Ed., McGraw Hill 2000
- World of Chemistry, McDougal Littell 2002

- Chemistry: Principles and Reactions, Saunders College 2001
- Chemistry 7<sup>th</sup> Ed., McGraw Hill 2002
- Physics: Principles and Problems, Glencoe 2002
- Conceptual Physics, Prentice Hall 2002
- College Physics, Prentice Hall 2000
- Physics 4<sup>th</sup> Ed., Wiley 2001
- Physics: Calculus, Brooks/Cole 2000
- Physical Science, Prentice Hall 1993
- Earth Science, Prentice Hall 1993, 1997
- Living in the Environment, Brooks/Cole 2002
- Environment, Harcourt 2001

#### Foreign Language / Spanish

- Realidades, Book 1, 2 or 3, Prentice Hall 2004
- Encuentros Maravillosos, Prentice Hall 2005
- Conexiones, Prentice Hall 2005
- Galeria de Arte y Vida, Glencoe 2004 *and* Abriendo Paso-Gramática, Prentice Hall 2005
- Momentos Cumbres de las Literaturas Hispánicas, Prentice
- Nuevas Vistas, Introducción, Uno or Dos, Holt, Rinehart & Winston 2006

#### Foreign Language / French

- Discovering French Nouveau!, Bleu, Blanc or Rouge, McDougal Littell 2004
- Ensemble Grammaire, Wiley 2002
- Brava!, Thomson 2005
- En Bonne Forme, Houghton Mifflin 2001

#### Foreign Language / German

- Kom Mit! 1, Holt, Rinehart & Winston 2006
- Kom Mit! 2, Holt, Rinehart & Winston 2006
- Deutch Heute, Houghton Mifflin 2005
- Kaleidoskop, Houghton Mifflin 2002

#### Foreign Language / Chinese

- Integrated Chinese Level I, Part I & II, Cheng & Tsui 2005
- A New Text for a Modern China, Cheng & Tsui 1999
- Beyond the Basic, Cheng & Tsui 1999
- Across the Straits, Cheng & Tsui 1999

#### Foreign Language / Japanese

- Adventures in Japanese 1, Cheng & Tsui 2004
- Adventures in Japanese 2, Cheng & Tsui 2004
- Adventures in Japanese 3, Cheng & Tsui 2004
- Adventures in Japanese 4, Cheng & Tsui 2004

#### Foreign Language / Italian

- Eccoci!, Wiley 2004

#### Foreign Language / American Sign Language

- Signing Naturally 1 & 2, Dawn Sign Press

#### Health

- Health, Glencoe 2005

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,477	\$1,146	\$4,331	\$63,055
District	---	---	\$4,473	\$57,051
Percent Difference - School Site and District	---	---	-3%	11%
State	---	---	\$4,743	\$57,560
Percent Difference - School Site and State	---	---	-9%	10%

### Types of Services Funded

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

For school year 2006-07, this school received the following supplemental categorical funding:

Economic Impact Aid- Limited English Proficiency- This is a state program that is designed for English language learning students to address issues in the School Effectiveness Plan. Input on budget and expenditures is gathered and shared with the staff and community through the school's English Learner Advisory Council. Use of funds may include any/all of the following: hire staff, professional development, books & instructional materials, technology, etc.

School and Library Improvement Block Grant- This is a state program that is designed for the purpose of updating library materials and other general school improvement efforts. Input on budget and expenditures is gathered and approved with the staff and community through the School Site Council. 85% of funds must be used for direct services to pupils, as addressed in the School Improvement Plan. Use of funds may include any/all of the following: hire staff, professional development, books & instructional materials, technology, library materials, etc.

Arts and Music Block Grant- This is a state program designed for visual and performing arts, including music. The plan for the use of these funds reflects shared decision making. Use of funds may include any/all of the following: hire staff, professional development, books & instructional materials, etc.

Arts, Music and P.E. Equipment and Supplies- This is a *one-time* state program designed to enhance the arts and physical education programs at schools. The plan for the use of these funds reflects shared decision making. Use of funds may include any/all of the following: books & instructional materials, equipment, etc.

Instructional Materials, Library and Educational Technology- This is a *one-time* state program designed to enhance the quantity and quality of books, technology and library programs at schools. The plan for the use of these funds reflects shared decision making. Use of funds may include any/all of the following: books & instructional materials, technology, library materials, etc.

One-Time Discretionary Block Grant- This is a *one-time* state program designed for programs, services and/or materials which positively impact overall school improvement. A school plan is designed with input from the school community reflecting shared decision making and approved by the district's Board of Education. There are no limitations on the use of these one-time funds.

Parents are encouraged to be involved in the school improvement process by becoming a VIP on campus, joining a parent organization (PTA, PTO, Booster Club) and participating in parent meetings.

### **Teacher and Administrative Salaries (Fiscal Year 2004-05)**

This table displays district-level salary information 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. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
<b>Beginning Teacher Salary</b>	\$38,728	\$37,540
<b>Mid-Range Teacher Salary</b>	\$59,875	\$59,426
<b>Highest Teacher Salary</b>	\$77,343	\$73,925
<b>Average Principal Salary (Elementary)</b>	\$96,491	\$96,377
<b>Average Principal Salary (Middle)</b>	\$100,438	\$100,144
<b>Average Principal Salary (High)</b>	\$116,223	\$109,130
<b>Superintendent Salary</b>	\$198,000	\$185,251
<b>Percent of Budget for Teacher Salaries</b>	41.0	40.9
<b>Percent of Budget for Administrative Salaries</b>	6.6	5.3

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST 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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	41	49	47	33	38	40	36	40	42
Mathematics	16	21	21	34	38	40	34	38	40
Science	21	26	46	20	23	32	25	27	35
History-Social Science	38	39	42	28	34	34	29	32	33

### CST Results by Student Group - Most Recent Year

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	27	8	22	17
American Indian or Alaska Native	75	33	*	*
Asian	41	23	42	39
Filipino	64	26	45	62
Hispanic or Latino	34	14	32	31
Pacific Islander	38	19	*	*
White (Not Hispanic)	72	34	71	62
Male	44	24	49	46
Female	51	19	44	39
Economically Disadvantaged	31	14	31	28
English Learners	6	9	6	8
Students with Disabilities	16	11	9	11
Students Receiving Migrant Education Services	0	0	*	*

## Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

## NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	55	NA	NA	39	37	37	43	41	42
Mathematics	53	NA	NA	48	51	51	51	52	53

## NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	NA	NA
American Indian or Alaska Native	NA	NA
Asian	NA	NA
Filipino	NA	NA
Hispanic or Latino	NA	NA
Pacific Islander	NA	NA
White (not Hispanic)	NA	NA
Male	NA	NA
Female	NA	NA
Economically Disadvantaged	NA	NA
English Learners	NA	NA
Students with Disabilities	NA	NA
Students Receiving Migrant Education Services	NA	NA

## Local Assessment Results

Long Beach Unified School District uses a wide variety of assessments at the classroom level in order for teachers and school staff to make informed decisions about student achievement and instruction. The following are data regarding district achievement on select local assessments.

- **READING:**

### BENCHMARK TESTS

In the elementary grades, Benchmark tests are given to students by the classroom teacher in order to determine the grade level that the student is decoding and comprehending. Benchmarks are given in both Fiction and Non-Fiction text. The following illustrates district data for 2005-06 for "End of Grade Level" target:

DISTRICT SUMMARY: K-5		FICTION			NON FICTION			OVERALL		
Grade Level	Num. Stdnts.	below target	at target	above target	below target	at target	above target	below target	at target	above target
00	6623	37.2 %	44.4 %	18.4 %	41.4 %	35.7 %	22.8 %	25.2 %	57.8 %	17.0 %
01	6807	21.2 %	51.3 %	27.4 %	24.4 %	54.5 %	21.1 %	26.0 %	53.8 %	20.2 %
02	6835	30.8 %	45.5 %	23.7 %	36.3 %	40.3 %	23.4 %	37.7 %	41.1 %	21.2 %
03	7150	40.5 %	29.9 %	29.5 %	36.5 %	33.1 %	30.4 %	41.9 %	30.4 %	27.7 %
04	7005	33.9 %	33.3 %	32.7 %	29.3 %	33.7 %	36.9 %	34.9 %	34.1 %	31.0 %
05	7284	37.7 %	36.3 %	25.9 %	32.7 %	38.0 %	29.3 %	39.5 %	37.0 %	23.5 %
<i>End Current Grade: K-5</i>	41704	33.7 %	40.0 %	26.4 %	33.4 %	39.1 %	27.4 %	34.4 %	42.1 %	23.5 %

### LANGUAGE!

Language! is an intervention program for students in middle and high school to address needed skills in reading, decoding and comprehension. The following illustrates district data for 2005-06 Summative Language! Exam:

Grade	Num. Students	Num. Assessed	Advanced Proficient	Proficient	Partially Proficient	Not Proficient
06	709	1406 ( 198 % )	4 %	37 %	32 %	13 %
07	952	693 ( 73 % )	3 %	31 %	39 %	19 %
08	1013	698 ( 69 % )	6 %	39 %	36 %	11 %
09	393	158 ( 40 % )	1 %	30 %	53 %	17 %
10	222	58 ( 26 % )	2 %	24 %	28 %	47 %
11	81	20 ( 25 % )	5 %	15 %	15 %	65 %
12	45	10 ( 22 % )	0 %	20 %	10 %	70 %
<i>District Summary</i>	3415	3043 (89 %)	4 %	35 %	35 %	15 %

• **ENGLISH/LANGUAGE ARTS:**

**END OF COURSE EXAM**

In the middle and high school grades, End of Course English exams are given to students by the English classroom teacher at the end of the school year. The following illustrates district data for 2005-06:

Grade	Num. Students	Num. Assessed	Avg. Pct.	Avg. Rubric	Advanced Proficient	Proficient	Basic	Below Basic	Far Below Basic
06	6123	5287 (86 %)	55.8	3.0	6 %	23 %	42 %	19 %	10 %
07	6121	5286 (86 %)	60.4	3.4	16 %	37 %	29 %	12 %	7 %
08	5988	4434 (74 %)	63.8	3.5	25 %	27 %	29 %	13 %	5 %
09	3102	0 (0 %)	0.0	0.0	0 %	0 %	0 %	0 %	0 %
10	6493	5357 (83 %)	63.2	3.2	12 %	27 %	38 %	18 %	6 %
11	4962	3531 (71 %)	57.5	3.0	5 %	21 %	44 %	25 %	4 %
12	2218	20 (1 %)	56.2	2.8	0 %	10 %	65 %	20 %	5 %
<i>District Summary</i>	35007	23915 (68 %)	60.2	3.2	13 %	27 %	36 %	17 %	7 %

• **MATHEMATICS:**

**BASIC MATH FACTS**

In the elementary grades, Basic Math Facts tests are given to students by the classroom teacher in order to determine mastery of skills for addition, subtraction, multiplication and division. The following illustrates district data for 2005-06 for the percentage of students at or above the Proficient level:

Grade	Num. Students	Addition	Subtraction	Multiplication	Division
02	6793	96 %	94 %	na	na
03	6871	97 %	96 %	85 %	80 %
04	6964	98 %	97%	96 %	95 %
05	7247	98 %	98 %	97 %	96 %
<i>District Summary</i>	28106	97 %	96 %	93 %	90 %

## QUARTERLY MATH EXAMS

In the middle and high school grades, Quarterly math exams are given to students by the Math classroom teacher throughout the school year- each quarter. The following illustrates district data for 2005-06:

### Quarter 1

Grade	Num. Students	Num. Assessed	Advanced Proficient	Proficient	Basic	Below Basic	Far Below Basic
05	7278	6478 ( 89 % )	30 %	29 %	18 %	15 %	9 %
06	7118	6207 ( 87 % )	20 %	18 %	14 %	38 %	10 %
07	7345	6686 ( 91 % )	24 %	27 %	24 %	15 %	9 %
08	7257	6440 ( 89 % )	28 %	26 %	20 %	14 %	12 %
09	7151	3433 ( 48 % )	22 %	39 %	20 %	10 %	9 %
10	6676	3494 ( 52 % )	18 %	34 %	24 %	16 %	8 %
11	5315	2088 ( 39 % )	11 %	28 %	31 %	20 %	10 %
12	3952	918 ( 23 % )	8 %	25 %	34 %	21 %	12 %
<i>District Summary</i>	52092	35744 (69 %)	23 %	28 %	21 %	19 %	10 %

### Quarter 2

Grade	Num. Students	Num. Assessed	Advanced Proficient	Proficient	Basic	Below Basic	Far Below Basic
05	7278	6679 ( 92 % )	37 %	27 %	15 %	12 %	10 %
06	7118	5790 ( 81 % )	18 %	21 %	16 %	36 %	10 %
07	7345	6245 ( 85 % )	16 %	19 %	21 %	21 %	22 %
08	7257	6440 ( 89 % )	31 %	28 %	21 %	12 %	9 %
09	7151	4908 ( 69 % )	20 %	28 %	26 %	18 %	8 %
10	6676	4738 ( 71 % )	13 %	25 %	27 %	25 %	10 %
11	5315	3220 ( 61 % )	8 %	24 %	31 %	27 %	11 %
12	3952	1388 ( 35 % )	7 %	22 %	28 %	29 %	14 %
<i>District Summary</i>	52092	39408 (76 %)	21 %	24 %	22 %	21 %	12 %

### Quarter 3

Grade	Num. Students	Num. Assessed	Advanced Proficient	Proficient	Basic	Below Basic	Far Below Basic
05	7278	6836 ( 94 % )	39 %	28 %	14 %	11 %	8 %
06	7118	5580 ( 78 % )	15 %	24 %	18 %	35 %	8 %
07	7345	5463 ( 74 % )	17 %	22 %	24 %	22 %	14 %
08	7257	5844 ( 81 % )	22 %	21 %	23 %	19 %	14 %
09	7151	3871 ( 54 % )	19 %	29 %	22 %	16 %	14 %
10	6676	3930 ( 59 % )	14 %	30 %	25 %	20 %	11 %
11	5315	2383 ( 45 % )	8 %	27 %	27 %	25 %	14 %
12	3952	903 ( 23 % )	7 %	22 %	29 %	27 %	15 %
<i>District Summary</i>	52092	34810 (67 %)	21 %	25 %	21 %	21 %	11 %

## Quarter 4

Grade	Num. Students	Num. Assessed	Advanced Proficient	Proficient	Basic	Below Basic	Far Below Basic
06	7118	6198 ( 87 % )	8 %	14 %	15 %	48 %	16 %
07	7345	6105 ( 83 % )	9 %	17 %	27 %	27 %	20 %
08	7257	6551 ( 90 % )	14 %	19 %	23 %	23 %	21 %
09	7151	5552 ( 78 % )	9 %	24 %	28 %	26 %	13 %
10	6676	5196 ( 78 % )	7 %	24 %	27 %	28 %	15 %
11	5315	3546 ( 67 % )	5 %	21 %	27 %	31 %	16 %
12	3952	1490 ( 38 % )	3 %	16 %	24 %	34 %	23 %
<i>District Summary</i>	52092	34638 (66 %)	9 %	19 %	24 %	31 %	17 %

### California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	Percent of Students Meeting Fitness Standards
9	25.2

## IX. 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 at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	6	7	7
Similar Schools	8	8	7

## API Changes 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			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	25	24	-7	727
African American	22	6	-12	609
American Indian or Alaska Native				
Asian	57	37	-13	738
Filipino				
Hispanic or Latino	23	34	-9	674
Pacific Islander				
White (not Hispanic)	5	7	3	824
Socioeconomically Disadvantaged	34	30	-10	657
English Learners	--	--	-32	619
Students with Disabilities	--	--	-16	441

## State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

NA
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## 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 English-language arts (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 at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

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	No	No
Participation Rate - Mathematics	No	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

## Federal Intervention Program

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 (English-language arts 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 at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Pending
First Year of Program Improvement Implementation		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	14
Percent of Schools Currently in Program Improvement	---	15.9

## X. School Completion and Postsecondary Preparation

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	1.0	2.4	0.7	3.1	3.6	3.2	3.2	3.3	3.1
Graduation Rate	91.6	84.0	93.8	84.8	82.6	84.7	86.7	85.3	84.9

## Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006		
	School	District	State
All Students	80.0%	74.8%	---
African American	75.6%	72.9%	---
American Indian or Alaska Native	100.0%	62.5%	---
Asian	79.7%	80.6%	---
Filipino	75.0%	88.8%	---
Hispanic or Latino	78.4%	67.5%	---
Pacific Islander	66.7%	70.4%	---
White (not Hispanic)	83.9%	84.9%	---
Socioeconomically Disadvantaged	76.4%	70.3%	---
English Learners	75.9%	68.7%	---
Students with Disabilities	4.8%	11.2%	---

## Career Technical Education Programs

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.

Wilson's Career Center is staffed with a Career Center Supervisor and a CSULB-EIS representative. They serve as resources for college information and career education and exploration, and they provide opportunities to participate in hands-on work-based learning experiences. Ninth graders receive a structured career planning and exploration curriculum integrated into their technology classes. All students receive presentations to facilitate students' growth in planning for the future. The Career Center Team works with all faculty members to assist in the development of career pathway programs that involve collaboration and the integration of subject matter into a real-world context.

## Career Technical Education Participation

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

Measure	CTE Program Participation
Number of Pupils	1575
Percent of pupils completing a CTE program and earning a high school diploma	89%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

## Courses for University of California and/or California State University Admission

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 and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	74.6
Graduates Who Completed All Courses Required for UC/CSU Admission	39.7

## Advanced Placement Courses

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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts	2	---
Foreign Language	4	---
Mathematics	2	---
Science	4	---
Social Science	5	---
All courses	19	6.9

## College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

SAT preparation programs are available to all interested students. All sophomore students are tested on the PSAT examination. The AVID class prepares students to take college admission tests. SAT information and test booklets are available in the Career Center and the Guidance Center. Wilson's counselors conduct college information nights for juniors and seniors. Application and financial aid workshops are available in the Career Center.

Wilson works cooperatively with a CSULB grant to provide English and math assistance for CSU-bound students. This tutoring experience provides pre- and post-testing for math and English placement in the university. Wilson also articulates with CSULB with the HSOAP (High School Outreach Academic Program). This program allows students who are accepted to CSULB and have low SAT/ACT test scores an opportunity to take regular courses.

## SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking the Test	39.3	38.2	43.6
Average Verbal Score	475	489	493
Average Math Score	494	502	498
Average Writing Score	---	---	497

## X. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Both co-principals serve as curriculum leaders for the school. In addition, an administrator is assigned to each department for curriculum support. In monthly meetings, department chairpersons discuss curriculum mapping, vertical teaming, and improving literacy in all curricular areas.

### Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

School personnel are evaluated on a regular basis by certificated evaluators as required by California law and the LBUSD. Probationary teachers are evaluated every year, permanent teachers every two years. The District verifies that all classroom teachers meet the California Commission on Teacher Credential requirements before they are placed at a site. Support is given to new teachers through the New Teacher Support program that provides teacher coaches for new teachers.

The Professional Learning Community members coordinate and plan all professional development. New ideas and reinforcement of current teaching strategies are provided during faculty meetings. Topics have included: the matching of curriculum with Content Standards, test data analysis and reading comprehension. Teachers have also attended workshops on reciprocal teaching, literacy skills, and intervention strategies. Staff members attend workshops and conferences throughout the year presented by District mentor teachers and other speakers. Teachers use instructional strategies that provide a challenging and comprehensive curriculum as well as rich diverse experiences for all children.

To assure mastery of reading and writing and to increase other academic skills, the state has established content standards in each curricular area. Wilson teachers consistently participate in departmental meetings, district-wide staff development, and various workshops to discuss ways to help students attain content standards. Many of our departments have completed curriculum maps focusing on the attainment of those standards.

### Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	68,349	64,800
10	68,349	64,800
11	68,349	64,800
12	68,349	64,800

### Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180	180 days
10	180	180 days
11	180	180 days
12	180	180 days

### Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Wilson has minimum days for students on the first and last day of school and on the days when Back-to-School Night and Open House are scheduled. In addition, there are four shortened days for final exams at the end of each semester.