

2007-08 School Accountability Report Card Report (SARC)

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 [SARC](#) Web site. 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 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 2008-09)

This section provides the schools contact information.

School		District	
School Name	Wilson High	District Name	Long Beach Unified
Street	4400 East 10th St.	Phone Number	562-997-8000
City, State, Zip	Long Beach , CA 90804-4310	Web Site	www.lbschools.net
Phone Number	562-433-0481	Superintendent	Christopher Steinhauser
Principal	Lewis Kerns	E-mail Address	lbsudpio@lbschools.net
E-mail Address	lkerns@lbschools.net	CDS Code	19-64725-1939875

School Description and Mission Statement (School Year 2007-08)

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 (School Year 2007-08)

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 (School Year 2007-08)

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

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	1143
Grade 10	1150
Grade 11	1055
Grade 12	1016
Ungraded Secondary	0
Total Enrollment	4364

Student Enrollment by Group (School Year 2007-08)

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	13.73 %
American Indian or Alaska Native	0.5 %
Asian	10.61 %
Filipino	2.27 %
Hispanic or Latino	38.77 %
Pacific Islander	0.57 %
White (not Hispanic)	33.04 %
Multiple or No Response	0.5 %
Socioeconomically Disadvantaged	44 %
English Learners	11 %
Students with Disabilities	6 %

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	2005-06				2006-07				2007-08			
	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	28.4	15	143	22	28.2	17	132	25	27.0	29	135	9
Mathematics	30.9	4	106	31	30.1	9	90	45	28.8	12	105	35
Science	30.8	7	89	47	31.1	4	71	57	30.0	7	99	38
Social Science	30.8	4	76	33	31.0	4	64	48	29.4	13	71	39

III. School Climate

School Safety Plan (School Year 2007-08)

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.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	1.1	1.0	0.9	1.4	0.7	1.6
Expulsions	0.1	0.1	0.0	0.0	0.0	0.0

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

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 Good Repair Status (School Year 2008-09)

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

Item Inspected Fall 07/Winter 08	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)		X		600 building missing ceiling tiles
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety		X		100 building upper fire extinguisher tag expired. 200 south end fire extinguisher missing
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		Good		

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 at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	165	169	178	4115
Without Full Credential	15	14	11	151
Teaching Outside Subject Area of Competence	23	19	0	N/A

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	2006-07	2007-08	2008-09
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 2006-07)

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 the [NCLB](#) Web site.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	94.1	5.9
All Schools in District	91.4	8.6
High-Poverty Schools in District	86.8	13.2
Low-Poverty Schools in District	95.8	4.2

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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	13.0	335
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist		N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other	2.4	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

CERTIFICATION OF STANDARDS-ALIGNED TEXTBOOKS AND INSTRUCTIONAL MATERIALS

The local governing board of the Long Beach Unified School District hereby certifies That each pupil in the district, in kindergarten through grade 12, has been provided with a standards-aligned textbook or instructional materials in the following areas:

- Science
- English-Language Arts, including ELD
- Mathematics
- History-Social Science
- Foreign Language (grades 6-12)
- Health Education (grades 7 & 9)

For students in K-8, the textbooks and/or instructional materials were purchased from an approved standards-aligned state adoption list as required by California Code of Regulations, Title 5, Section 9531. For students in grades 9-12, the textbooks and/or instructional materials were adopted by the local governing board following district review of the materials and their alignment with state content standards as required by California Code of Regulations, Title 5, Section 9531.

Certification was approved by the local governing board at a public meeting held on October 21, 2008.

Core Instructional Materials for Grades 9 – 12

English Language Arts

- Literature & Language Arts, 3rd, 4th, 5th 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 6th Edition 2005 or 7th Edition 2005
- Literature: An Introduction to Fiction, Poetry and Drama, Longman 2004

Mathematics

- Holt California Algebra 1, Holt, Rinehart and Winston, 2008
- Algebra 1, Prentice Hall, 2001
- Algebra 2, Prentice Hall, 2004
- Geometry, Prentice Hall, 2004
- PreCalculus with Limits: A Graphing Approach 5/e, McDougal Littell, 2008
- Calculus with Analytical Geometry 6/e, McDougal Littell, 2004
- Calculus of a Single Variable 8/e, McDougal Littell, 2006
- Finite Mathematics: An Applied Approach 10/e, Wiley and Sons, 2008
- AGS Consumer Mathematics, AGS, 2008
- The Practice of Statistics 2/e, W.H. Freeman Company, 2003

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 th Ed., Prentice Hall 2000
• Biology 5 th Ed., Addison Wesley 1999
• Hole's Human Anatomy & Physiology, McGraw Hill 2002
• Marine Biology 3 rd Ed., McGraw Hill 2000
• World of Chemistry, McDougal Littell 2002
• Chemistry: Principles and Reactions, Saunders College 2001
• Chemistry 7 th Ed., McGraw Hill 2002
• Physics: Principles and Problems, Glencoe 2002
• Conceptual Physics, Prentice Hall 2002
• College Physics, Prentice Hall 2000
• Physics 4 th 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
<u>Foreign Language / Spanish</u>
• 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
<u>Foreign Language / French</u>
• Discovering French Nouveau!, Bleu, Blanc or Rouge, McDougal Littell 2004
• Ensemble Grammaire, Wiley 2002
• Brava!, Thomson 2005
• En Bonne Forme, Houghton Mifflin 2001
<u>Foreign Language / German</u>
• Kom Mit! 1, Holt, Rinehart & Winston 2006
• Kom Mit! 2, Holt, Rinehart & Winston 2006
• Deutch Heute, Houghton Mifflin 2005
• Kaleidoskop, Houghton Mifflin 2002
<u>Foreign Language / Chinese</u>
• 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
<u>Foreign Language / Japanese</u>
• 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
<u>Foreign Language / Italian</u>	
•	Eccoci!, Wiley 2004
<u>Foreign Language / American Sign Language</u>	
•	Signing Naturally 1 & 2, Dawn Sign Press
<u>Health</u>	
•	Health, Glencoe 2005

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	6693	1245	5448	LEA Provided
District	N/A	N/A	4746	\$66036
Percent Difference – School Site and District	N/A	N/A	+15%	+8%
State	N/A	N/A	\$5300	\$65008
Percent Difference – School Site and State	N/A	N/A	+3%	+10%

Types of Services Funded (Fiscal Year 2007-08)

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 2007-08, 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.

Economic Impact Aid- Compensatory Education- This is a state program that provides for supplementary services and materials for educationally disadvantaged students. Input on budget and expenditures is gathered and shared with the staff and community. Use of funds may include any/all of the following: hire staff, professional development, books & instructional materials, technology, library materials, 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.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

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 may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42693	\$40721
Mid-Range Teacher Salary	\$66006	\$65190
Highest Teacher Salary	\$90058	\$84151
Average Principal Salary (Elementary)	\$106966	\$104476
Average Principal Salary (Middle)	\$106653	\$108527
Average Principal Salary (High)	\$129294	\$119210
Superintendent Salary	\$227708	\$210769
Percent of Budget for Teacher Salaries	41.4 %	39.9 %
Percent of Budget for Administrative Salaries	6.6 %	5.5 %

IX. Student Performance

California Standards Tests

The California Standards Tests (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 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	47	50	49	40	41	43	42	43	46
Mathematics	21	24	23	40	41	44	40	40	43
Science	46	41	50	32	36	43	35	38	46
History-Social Science	42	42	47	34	32	35	33	33	36

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.

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	31	11	36	32
American Indian or Alaska Native	62	12	*	*
Asian	47	28	52	47
Filipino	77	36	72	69
Hispanic or Latino	37	15	37	35
Pacific Islander	44	18	*	36
White (not Hispanic)	71	35	69	64
Male	45	26	50	52
Female	54	20	50	41
Economically Disadvantaged	35	15	37	
English Learners	3	6	8	6
Students with Disabilities	7	4	10	
Students Receiving Migrant Education Services	29	8	*	*

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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the [CAHSEE](#) Web site.

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English	62.9	58.3	66.4	46.8	45.9	51.4	51.1	48.6	52.9
Mathematics	52.3	53.7	61.8	41.8	46.1	49.7	46.8	49.9	51.3

Note: Scores are not shown when the number of students tested is 10 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.

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	33.6	46.8	19.6	38.2	37.8	23.9
Male	37.4	46.3	16.2	38.3	35.9	25.7
Female	30.0	47.2	22.8	38.1	39.6	22.2
African American	54.2	38.2	7.6	61.2	29.5	9.3
American Indian or Alaska Native	*	*	*	*	*	*
Asian	37.2	49.6	13.2	31.9	39.5	28.6
Filipino	8.3	70.8	20.8	20.8	25.0	54.2
Hispanic or Latino	47.0	43.7	9.3	53.6	36.2	10.2
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	12.3	50.7	37.1	16.8	43.2	39.9
English Learners	72.9	26.4	0.8	69.2	26.9	4.0
Socioeconomically Disadvantaged	50.8	41.6	7.6	54.1	35.4	10.5
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	80.7	19.3	0.0	76.8	16.1	7.1

Note: Scores are not shown when the number of students tested is 10 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.

California Physical Fitness Test Results (School Year 2007-08)

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 the healthy fitness zone on all six 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 [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	0
7	0
9	40.80

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.

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 at the [API](#) Web page.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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	2005	2006	2007
Statewide	7	7	7
Similar Schools	7	5	7

"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 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" 1939875

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

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			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-7	7	9	740
African American	-12	33	15	656
American Indian or Alaska Native				
Asian	-13	22	-3	752
Filipino				
Hispanic or Latino	-9	3	12	688
Pacific Islander				
White (not Hispanic)	3	0	12	826
Socioeconomically Disadvantaged	-10	12	14	680
English Learners	-32	4	-4	614
Students with Disabilities	-16	21	30	504

"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 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

- “D” means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.
- “E” indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

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 [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

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

Federal Intervention Program (School Year 2008-09)

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 [AYP](#) Web page.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	18.5

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 [University of California](#) Web site.

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 [California State University](#) Web site.

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 which data is 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 [DataQuest](#) Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	0.7	1.9	3.8	3.2	5.4	5.1	3.1	3.5	4.4
Graduation Rate	93.8	93.1	91.5	84.7	79.0	82.4	85.0	83.0	79.5

Completion of High School Graduation Requirements

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 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent 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. Detailed information about the CAHSEE can be found at the [CAHSEE](#) Web page. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	868	5056	N/A
African American	89	962	N/A
American Indian or Alaska Native	5	18	N/A
Asian	112	645	N/A
Filipino	25	274	N/A
Hispanic or Latino	295	1981	N/A

Pacific Islander	5	103	N/A
White (not Hispanic)	337	1073	N/A
Socioeconomically Disadvantaged	307	2434	N/A
English Learners	189	1490	N/A
Students with Disabilities	29	172	N/A

Career Technical Education Programs (School Year 2007-08)

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.

Career and Technical Education (CTE) engages all students in a dynamic and seamless learning experiences resulting in their mastery of the career and academic knowledge and skills necessary to become productive, contributing members of society. CTE courses, offered at all high schools in Long Beach, provide technical training in high-demand, high-wage career fields, while also emphasizing the integration of core academic concepts such as mathematics and language arts. Examples of CTE courses include Accounting, Architectural Design, Automotive Mechanics, Engineering, Graphic Arts, and World Wide Web Publishing.

Most of the district's high schools have small learning communities or academics, many of which use CTE courses as a cornerstone or theme of an academy. The course sequence of each academy will determine which classes are available to students. In many cases, ROP courses, which provide job skills training and work experience, are capstones to the academy experience.

The purpose of ROP is to provide high quality job skills training and work experience to district high school students in high-wage, high-demand career pathways. The Regional Occupational Program (ROP) provides opportunities for specialized job training on a regional basis, through a well-established series of programs utilizing school and community sites. The ROP is designed to respond to the challenging needs of business and industry and to serve the communities of Long Beach, Lakewood, Signal Hill and Avalon. Many ROP courses support classroom instructional activities with actual workplace experience.

High school credits can be earned by LBUSD students when the student successfully completes an ROP course and meets the required competencies.

Examples of Long Beach ROP classes available to high school students include Accounting, Animal Care, Architectural Design, Careers with Children, Cosmetology, Hospital Health Services, Law Enforcement, Television Production and Virtual Enterprise. High school students must be at least 16 years old or in the 11th grade to enroll in ROP classes. To enroll, students must see their high school academic counselor.

Career Technical Education Participation (School Year 2007-08)

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	1549
Percent of the school's pupils completing a CTE program and earning a high school diploma	90%
Percent of school's 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 (School Year 2007-08)

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 at the [DataQuest](#) Web site.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	74.4
Graduates Who Completed All Courses Required for UC/CSU Admission	47.6

Advanced Placement Courses (School Year 2007-08)

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 [DataQuest](#) Web site.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language	3	N/A
Mathematics	2	N/A
Science	4	N/A
Social Science	4	N/A
All courses	17	6.0

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.

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.