

# Executive Summary School Accountability Report Card, 2010-111

## For Wildwood Elementary School

**Address:** 1275 61<sup>st</sup> Street, Emeryville, Ca. 94608\*  
**Principal:** Carol Cramer

**Phone:** (510) 594-2780  
**Grade Span:** K - 5

\*A temporary location for this school year only while our school campus was closed for seismic repairs. Our Kindergarten classes were housed in town at Beach elementary School 100 Lake Avenue, Piedmont, Ca. 94611

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010-11 school year. School finances and school completion data are reported for the 2010-11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2010-11 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school Principal or the District Office.

### About This School

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*Wildwood School strives to promote an environment where children are encouraged to take risks as they experience diverse and challenging intellectual opportunities, and where they are nurtured both as individuals and as members of a community. During their years at Wildwood, we work to foster their independence, their love of learning and their sense of community.*

*Wildwood School is located in Piedmont, a city of about 10,000 residents, nestled in the hills above the San Francisco Bay Area. The educational programs at the school are tailored to be both relevant and challenging. Wildwood School is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.*

### Student Enrollment

Group	Enrollment
Number of students	275
African American	2%
American Indian or Alaska Native	0%
Asian	15%
Filipino	2%
Hispanic or Latino	3%
Pacific Islander	0%
White (not Hispanic)	74%
Multiple or No Response	2%
Socio-economically Disadvantaged	0%
English Learners	2%
Students with Disabilities	13%

### Teachers

Indicator	Teachers
Teachers with full credential	20
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Miss-assignments of Teachers of English Learners	0
Total Teacher Miss-assignments	0

### School Facilities

#### Summary of Most Recent Site Inspection

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During the 2010-11 school year the school campus was closed for the seismic retrofit of the school and accessibility Upgrades.

**Repairs Needed**

Seismic and accessibility upgrades were completed in 2010-11.

**Corrective Actions Taken or Planned**

During the 2010-11 extensive seismic repairs, accessibility and modernization upgrades were completed.

**Curriculum and Instructional Materials**

**Pupils Who Lack  
and Core Curriculum Area  
Instructional Materials**

Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual And Performing Arts	0%

**School Finance**

**Expenditures  
(Unrestricted Sources Only)**

**Level**

School Site	\$11,622
District	\$11,622
State	\$ 8717

**Student Performance**

**Students Proficient  
And Above On  
STAR \* Program Tests**

**Academic Progress \*\*****Subject****Indicator****Result**

Grade	2	3	4	5
English-Language Arts	91%	82%	100%	98%
Mathematics	96%	91%	93%	95%
Science				93%

2011 API Growth Score	959
(From 2011 API Growth Report)	
Statewide Rank	8
(From 2010 API Growth Report )	
Status (PI Year)	N/A
Met All 2011 AYP Requirements	Yes

# School Accountability Report Card Reported for School Year 2010-11 *Published During 2011-12*

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) SARC Web page 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.

## I. Data and Access

### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic and performance information about California's public kindergarten through grade twelve school districts and schools.

### *DataQuest*

*DataQuest* is an online data tool on the CDE *DataQuest* Web page at <http://dq.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the District, the county and the state. Specifically, the *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.

## II. About This School

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

School		District	
<b>School Name</b>	Wildwood Elementary	<b>District Name</b>	Piedmont Unified School District
<b>Street</b>	1275 61 <sup>st</sup> Street	<b>Phone Number</b>	(510) 594-2600
<b>City, State, Zip</b>	Emeryville,, California 94608	<b>Web Site</b>	<a href="http://www.piedmont.k12.ca.us/wildwood">www.piedmont.k12.ca.us/wildwood</a>
<b>Phone Number</b>	(510) 594-2780	<b>Superintendent</b>	Constance Hubbard
<b>Principal</b>	Carol Cramer	<b>E-mail Address</b>	<a href="mailto:chubbard@piedmont.k12.ca.us">chubbard@piedmont.k12.ca.us</a>
<b>E-mail Address</b>	<a href="mailto:ccramer@piedmont.k12.ca.us">ccramer@piedmont.k12.ca.us</a>		
<b>Co-Principal</b>	CeCe Lasky		
<b>E-mail Address</b>	<a href="mailto:clasky@piedmont.k12.ca.us">clasky@piedmont.k12.ca.us</a>		

## **School Description and Mission Statement**

*Wildwood School is committed to providing a strong instructional program for all students. We strive to promote an environment that fosters student independence, a love of learning and a sense of community. Students are encouraged to take risks as they experience diverse and challenging intellectual opportunities. In 2010-11, 275 students in Kindergarten through fifth grade were served by Wildwood School, which operates on a traditional schedule.*

*A garden planted by parents and community members brightens the entrance to the school. Mosaics made by students and graduates of Wildwood are proudly hung in the courtyard. The halls and classrooms display artwork, science projects and other samples of student work. The Kindergarten play structure, built by the Dad's Club, provides opportunities for exercise and creative play for the youngest students. The lower yard is enhanced by a community built play structure.*

## **Opportunities for Parental Involvement**

*Parents and the community are very supportive of the education program at Wildwood School. Numerous programs and activities are enriched by the generous contributions from the Wildwood Parents Club, the Wildwood Dads Club, the Piedmont Educational Foundation, School Parcel Taxes and Bond Measures, CHIME, PAINTS, PRAISE, and the Piedmont Appreciating Diversity Committee.*

*Parents who wish to participate in Wildwood School's leadership teams, school committees, school activities, or become a volunteer may contact the school's office or visit the website.*

## **Student Enrollment by Grade Level**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	36
<b>Grade 1</b>	42
<b>Grade 2</b>	57
<b>Grade 3</b>	43
<b>Grade 4</b>	62
<b>Grade 5</b>	35

## **Student Enrollment by Group**

<b>Group</b>	<b>Percent of Total Enrollment</b>	<b>Group</b>	<b>Percent of Total Enrollment</b>
<b>African American</b>	2%	<b>White (not Hispanic)</b>	74%
<b>American Indian or Alaska Native</b>	0%	<b>Two or More Races</b>	2%
<b>Asian</b>	15%	<b>Socio-economically Disadvantaged</b>	0%
<b>Filipino</b>	2%	<b>English Learners</b>	2%
<b>Hispanic or Latino</b>	3%	<b>Students with Disabilities</b>	13%
<b>Native Hawaiian Pacific Islander</b>	0%		

## Average Class Size and Class Size Distribution

For the 2010-11 school year, Wildwood School maintained a classroom average of 19.9 students. This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	3			23		2		18	2		
1	20	1	1		19	3			21		2	
2	20	2.3			22.5		2		19	3		
3	21		3		20	3			21.5		2	
4/5									22		1	
4	24.5		2		22.5		2		25.5		2	
5	26.5		2		25.5		2		24		1	

## III. School Climate

### School Safety Plan

*The safety of students and staff is a primary concern of Wildwood school. To ensure student safety, supervision is provided on campus at all times. Students are supervised before school by the Piedmont Parks and Recreation staff through a Schoolmates program. Teachers and para-educators supervise students during recesses. At lunch, para-educators and a campus supervisor fulfill the roles of noon supervisors. All visitors to the campus must check in at the office.*

*The **Comprehensive School Safety Plan** is reviewed and approved each fall by the School Site Council; revisions are shared immediately with all members of the staff. Key elements of the Safety Plan include emergency evacuation procedures, District sexual harassment policies, and codes of student behavior. The school is in compliance with all the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and disaster drills are conducted on a regular basis throughout the school year and complete evacuation drills are held every two years.*

### School Discipline Practices

*Students at Wildwood School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe and warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. Parents and students are informed of behavior guidelines at the beginning of each school year through classroom orientation, school assemblies, and behavior statements signed by individual students.*

*The District annually provides a Student Conduct Code to each of its sites which is supplemented by a set of behavior standards. Wildwood School promotes the lifelong guidelines of Trustworthiness, Active Listening, No Put-downs, Personal Best, and Truthfulness. Our guidelines aim to provide students with a meaningful, productive and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools, to further develop personal growth.*

## Suspensions and Expulsions

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

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>Suspensions</b>	0	1	0	54 2.16%	35 1.3%	33 1.5%
<b>Expulsions</b>	0	0	0	0	0	0

## IV. School Facilities

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

Wildwood School was originally constructed in 1936, with additions occurring in 1976 and 1995. The campus is currently comprised of 14 classrooms, multipurpose room, library, computer lab, two playgrounds and administrative offices. Current seismic upgrades include new paint, flooring, carpets, wiring and technology upgrades. The Principal works daily with two custodians (one full time and one part time) to develop sanitation schedules that ensure a clean, safe, and functional learning environment. Wildwood School is relocated to Emeryville for the 2010-2011 school year so that seismic repairs can be made to the original building

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

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	x			
<b>Interior:</b> Interior Surfaces	x			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin/Infestation	x			
<b>Electrical:</b> Electrical				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	x			
<b>Safety:</b> Fire Safety, Hazardous Materials	x			
<b>Structural:</b> Structural Damage, Roofs				X Structural upgrades will be made 2010-11
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	x			
<b>Overall Rating</b>	x			

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to Wildwood 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
	2008-09	2009-10	2010-11	2010-11
With Full Credential	23	21	20	167
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	5

### Teacher Miss-assignments and Vacant Teacher Positions

This table displays the number of teacher miss-assignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions

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

### Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a Bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at <http://www.cde.gov/ncln/sr/tg/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by ESEA Compliant Teachers	Taught by Non-ESEA Compliant Teachers
This School	100%	0%
All Schools in District	99.5%	.5%
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	99.5%	..5%

## VI. Support Staff

### Academic Counselors and Other Support Staff

The next table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to Wildwood 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.

	<b>Number of FTE Assigned to School</b>	<b>Average Number of Students per Part time Counselor</b>
<b>Counselor</b>	.4	275
<b>Library Media Teacher (Librarian)</b>	.6	
<b>Library Media Services Staff (paraprofessional)</b>	.5	
<b>Reading Resource Teacher</b>	1.0	
<b>Resource Specialist</b>	1.0	
<b>Inclusion Aides</b>	3.5	
<b>Speech/Language/Hearing Specialist</b>	.8	
<b>Vocal/Music Teacher</b>	.3	
<b>Art Enrichment Teacher</b>	.3	
<b>Science Enrichment Teacher</b>	.2	

\*Psychologist and Nurse are shared among all school in the District.

## VII. Curriculum and Instructional Materials

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

A Public Hearing was held in October, 2010 and it was determined that each school in the Piedmont Unified School District had sufficient and good quality textbooks and instructional materials and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects) for use in the classroom and to take home, if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. **All textbooks at Wildwood School are in adequate supply and fair to excellent condition. The school and District place great emphasis on providing students with the most up-to-date, state-adopted textbooks and instructional materials.**

Subject	Publisher	Grade Level	Year Adopted	Percent of Pupils Who Lack Textbooks and Instructional Materials
Language Arts	Houghton Mifflin	K-5 <sup>th</sup>	2002	0%
Math	Everyday Math	K-5th	2008	0%
				0%
Social Science	Harcourt Brace	K	2006	0%
	Houghton Mifflin	1, 4		0%
	MacMillan/McGraw Hill	2		0%
	Pearson/Scott Foresman	3		0%
	Oxford University Press	5		0%
Science	Foss	K -5th	2007	0%
Health	No Text			
Visual and Performing Art	No Text			

#### Library

Wildwood's Library is stocked with over 11,600 books that are available for students to check out. The library also contains a large collection of video- and audiotapes, as well as magazines. Each classroom visits the library at regularly scheduled times throughout the week. The library is staffed by a part time librarian and a library assistant. Computer resources within the library are connected to the Internet so students are able to access resources and information online.

#### Technology

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Each first through fifth grade classroom contains a minimum of one Internet connected computer. The school also has a 20 station computer lab, which is staffed by a part time Technology Specialist.

#### Homework

Wildwood School feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self discipline. Homework is assigned on a regular basis beginning in first grade. District guidelines establish an appropriate amount of homework for each grade level. Each grade level determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to review homework assignments with their student.

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries 2009-10

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 and teacher 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	\$11,622	\$4649	\$6973	\$68,861
District	\$11,622	\$4649	\$6973	\$71,832
Percent Difference – School Site and District	0%	0%	0%	-9.6%
State	\$8,717	n/a	n/a	n/a
Percent Difference – School Site and State	25%	n/a	n/a	n/a

### Types of Services Funded 2010-11

This section lists programs and supplemental services funded through either categorical or other sources that are available at Wildwood School and the District.

Home-to School Transportation	Instructional Materials
Peer Assistance and Review	10 <sup>th</sup> Grade Counseling
EIA	Gifted and Talented Pupils
Class Size Reduction K-3 & 9	Federal, ECIA/ESEA/IASA
School Improvement Plan	Special Education Master Plan
Federal, Drug/Alcohol/Tobacco Funds	Federal, Special Education, Entitlement per UDC
Federal, Special Education, Discretionary Funds	TUPE
Title I, Part A – Basic Grant	Title II, Parts A & D – Teacher Quality & Technology
Title IV, Safe and Drug Free Schools and Communities	Title V, Innovative Strategies
Title III, funding passes through the Acalanes Union High School District LEA, a consortium of districts of which Piedmont is a member.	

### Teacher and Administrative Salaries 2009-10

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 the 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 at the CDE Web site <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,461	\$40,133
Mid-Range Teacher Salary	\$67,039	\$62,416
Highest Teacher Salary	\$88,622	\$80,729
Average Principal Salary	\$120,134	\$104,247
Superintendent Salary	\$183,461	\$159,000*
Percent of Budget for Teacher Salaries	53.9%	n/a
Percent of Budget for Administrative Salaries	5.9%	n/a

\*2011-12 Data

## IX. Student Performance

### Standardized Testing Reporting Program

The California Standards Tests (CST's) show how well students are doing in relation to the state content standards. The CST's 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, 9, 10, and 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 in the *Explaining 2011 STAR Program Summary Results to the Public* guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf> **\*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.**

### Standardized Testing and Reporting Results – Three Year Comparison

#### Combined % of Students at Proficient or Advanced Level

#### Language Arts

Grades	2			3			4			5		
	09	10	11	09	10	11	09	10	11	09	10	11
	<b>All Students</b>											
<b>Wildwood ES</b>	92	95	91	87	81	82	86	93	100	98	98	98
PUSD	82	89	89	82	84	87	94	88	95	92	98	89
California	57	53	56	46	44	46	65	63	64	58	58	59
	<b>Females</b>											
<b>Wildwood ES</b>	96	100	96	76	76	86	92	90	100	100	100	96
PUSD	87	94	87	87	81	89	96	92	97	96	99	97
California	57	57	60	46	46	49	65	65	68	58	62	63
	<b>Males</b>											
<b>Wildwood ES</b>	92	88	88	89	88	100	100	96	100	96	96	100
PUSD	92	83	91	79	86	84	94	85	93	87	96	85
California	49	49	53	41	43	43	57	60	62	50	55	56
	<b>Asians</b>											
<b>Wildwood ES</b>	*	*	*	*	85	*	85	*	100	*	*	*
PUSD	96	91	96	75	86	83	93	91	97	96	100	99
California	85	78	79	77	67	69	90	82	83	74	79	81
	<b>Caucasians</b>											
<b>Wildwood ES</b>	89	97	91	85	81	81	94	94	100	100	97	97
PUSD	87	90	89	82	85	87	94	87	96	92	97	89
California	75	68	70	70	61	64	84	79	80	78	75	76

## Math

Grades	2			3			4			5		
	09	10	11	09	10	11	09	10	11	09	10	11
	<b>All Students</b>											
<b>Wildwood ES</b>	95	95	91	86	93	91	96	98	93	94	91	93
PUSD	91	92	89	87	94	95	94	90	95	92	95	89
California	53	62	66	44	65	68	52	68	71	59	60	63
	<b>Females</b>											
<b>Wildwood ES</b>	94	96	96	83	94	100	96	95	95	96	88	91
PUSD	88	92	94	88	93	96	96	93	91	94	94	94
California	60	62	66	56	64	68	53	69	71	59	62	64
	<b>Males</b>											
<b>Wildwood ES</b>	96	94	97	89	92	75	96	100	92	92	96	100
PUSD	93	93	97	87	94	92	93	86	93	91	97	87
California	63	62	66	65	66	69	66	68	71	57	60	62
	<b>Asian</b>											
<b>Wildwood ES</b>	*	*	*	*	*	*	*	*	100	*	*	*
PUSD	95	94	95	96	97	97	96	91	98	92	97	94
California	85	84	86	90	87	88	89	90	91	84	85	87
	<b>Caucasian</b>											
<b>Wildwood ES</b>	95	94	98	89	90	90	94	97	91	95	89	97
PUSD	91	93	95	88	93	94	92	89	92	92	94	92
California	82	76	78	82	78	80	75	79	81	75	72	73

## Science – Grade 5 Only

Grade 5	09	10	11
<b>Wildwood ES</b>	94	87	93
<b>Females</b>	92	77	91
<b>Males</b>	96	96	94
<b>Asian</b>	*	*	*
<b>Caucasian</b>	100	82	97
PUSD	94	94	94
California	46	55	58

## 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 this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Average Percent of Students Meeting Fitness Standards
5	94.5%

## 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 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. These ranks are published when the Base API is released each March. The state-wide API rank ranges from 1 to 10. A state-wide 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."

API Rank	2008	2009	2010
Statewide	10	10	10
Similar Schools	9	10	8

### API Changes by Student Group – Three-Year Comparison

This table displays by student group Wildwood School's actual API changes in points added or lost for the past three years, and the most recent API score. **Note: 10 or more students in a group are needed for the data to be numerically significant.**

Group	Actual API Change			API Score
	2008-09	2009-10	2010-11	2011
All Students at the School	+25	0	-5	959
Caucasian	+22	-3	-5	955
Asian	n/a	n/a	+11	993

## **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 Wildwood School and the District made AYP overall and whether the school and the District met each of the AYP criteria.

<b>AYP Criteria</b>	<b>School</b>	<b>District</b>
<b>Overall</b>	Yes	Yes
<b>Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Participation Rate - Mathematics</b>	Yes	Yes
<b>Percent Proficient - English-Language Arts</b>	Yes	Yes
<b>Percent Proficient - Mathematics</b>	Yes	Yes
<b>API</b>	Yes	Yes

## **XI. Instructional Planning and Scheduling**

### **School Instruction and Leadership**

*Leadership at Wildwood School is a responsibility shared between District administration, the Principal, Co-Principal, instructional staff, students and parents. For the past 11 years, primary leadership duties have been assumed by Principal Carol Cramer. Prior to her tenure at the school, Ms. Cramer was a classroom teacher for fifteen years. Ms. Cramer shared the Principalship with Ms. CeCe Lasky in 2010-11. Ms..Lasky's previous experience involves classroom and administrative work in General and Special Education.*

*All staff members are encouraged to take on leadership roles at the school. The School Site Council, which consists of staff and parents, meets regularly to address programs and components that make up the school, discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school , and act as a communication liaison between the community and the school.*

### **Professional Development**

*Staff members build teaching skills and concepts throughout the year by participating in conferences and workshops. For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer assistance and Review (PAR) program.*

## Instructional Minutes

For the 2010-11 school year, Wildwood School offered 174 days of instruction comprised of 174 regular day for kindergarten, 135 for grades 1-2, 142 for grades 3-5 and 3 minimum days. This school year the three elementary schools instituted a common planning time (CPT) where all 1-5 grade children were dismissed at 1:45 every Monday. Instituting a CPT schedule helped reduce the number of minimum days from 20 to 3. We also instituted 2 full days for conferencing in the fall and spring, adding to the reduction of minimum days during the school year.

Grade Level	Instructional Minutes	
	Offered	State Requirement*
K	35,670	36,000
1	51,255	50,400
2	51,255	50,400
3	51,710	50,400
4	53,130	54,000
5	53,130	54,000

- Based on no furlough days