

**Palermo Union School District**  
**2007 Annual Review of Helen Wilcox School: PI Year 4**

The purpose of this review is to determine the degree of Helen Wilcox School adequate yearly progress and to review the effectiveness of activities included in the Single School Plan for Student Achievement. The district reviewed Helen Wilcox 2005-2007 California Standards Tests (CSTs), 2005-2007 Academic Performance Index (API), 2005-2007 Adequate Yearly Progress (AYP), local assessments, and Helen Wilcox 2007-08 School Improvement Plan.

**Helen Wilcox School**

**2007 California Standards Tests (CSTs)**

**Percentage of Students At or Above Proficiency**

	<u>2005</u>	<u>2006</u>	<u>2007</u>
ELA	23	21	26
Mathematics	44	45	42.5

**Helen Wilcox School**

**2005-2007 Academic Performance Index (API)**

<u>2005</u>	<u>2006</u>	<u>2007</u>
<u>Base</u>	<u>Base</u>	<u>Growth</u>
<u>API</u>	<u>API</u>	<u>API</u>
721	730	697

**Helen Wilcox School**

**2005-2007 Adequate Yearly Progress (AYP): ELA**

**PERCENT PROFICIENT - AMOs (ELA: 24.4)**

Met percent proficient criteria? 2005: No    2006: No    2007: No

<u>GROUPS</u>	<u>2005</u>		<u>2006</u>		<u>2007</u>	
	<u>%</u>	<u>/Met AYP</u>	<u>%</u>	<u>/Met AYP</u>	<u>%</u>	<u>/Met AYP</u>
LEA-wide	31.5	Y	30.0	Y	25.3	Y
Black	--	--	--	--	--	--
Amer. Ind.	30.9	--	35.4	Y	15.9	--
Asian	--	--	--	--	--	--
Hispanic	24.5	Y	18.3	N	17.3	N
White	38.0	Y	39.6	Y	35.1	Y
SED	27.0	Y	23.9	Y (Y2)	21.9	Y (Y3)
EL	17.5	N	10.7	N	14.0	N
SWD	17.5	Y (SH)	24.1	--	24.0	--

**Helen Wilcox School**  
**2005-2007 Adequate Yearly Progress (AYP): Math**

**PERCENT PROFICIENT - AMOs (Math: 26.5)**

**Met percent proficient criteria? 2005: Yes    2006: Yes    2007: Yes**

<b>GROUPS</b>	<b><u>2005</u></b>		<b><u>2006</u></b>		<b><u>2007</u></b>	
	<b>%</b>	<b>/Met AYP</b>	<b>%</b>	<b>/Met AYP</b>	<b>%</b>	<b>/Met AYP</b>
<b>School-wide</b>	<b>43.8</b>	<b>Y</b>	<b>44.8</b>	<b>Y</b>	<b>41.6</b>	<b>Y</b>
<b>Black</b>	--	--	<b>27.3</b>	--	--	--
<b>Amer. Ind.</b>	<b>34.5</b>	--	<b>47.8</b>	<b>Y</b>	<b>27.3</b>	--
<b>Asian</b>	<b>43.5</b>	--	<b>52.4</b>	--	--	--
<b>Hispanic</b>	<b>36.4</b>	<b>Y</b>	<b>36.7</b>	<b>Y</b>	<b>38.7</b>	<b>Y</b>
<b>White</b>	<b>51.6</b>	<b>Y</b>	<b>50.0</b>	<b>Y</b>	<b>51.4</b>	<b>Y</b>
<b>SED</b>	<b>40.0</b>	<b>Y</b>	<b>41.1</b>	<b>Y</b>	<b>39.8</b>	<b>Y</b>
<b>EL</b>	<b>34.0</b>	<b>Y</b>	<b>39.8</b>	<b>Y</b>	<b>34.0</b>	<b>Y</b>
<b>SWD</b>	<b>26.5</b>	<b>Y</b>	<b>34.5</b>	<b>Y</b>	<b>32.0</b>	--

**Helen Wilcox School**  
**2006-07 Local Assessments**  
**Percentage of Students At or Above Proficiency**

	<b><u>ELA    Math</u></b>	
Kindergarten	83	85
1 <sup>st</sup> Grade	68	87
2 <sup>nd</sup> Grade	74	93
3 <sup>rd</sup> Grade	79	80

Results of the 2007 California Standards Tests (CSTs) indicate that 26% of students school-wide performed at or above proficiency in English language arts (ELA) and 42.5% of students performed at or above proficiency in Math. The 2007 Growth Academic Performance Index (API) indicates a negative 33 point change from the 2006 Base API. This difference may be due in part to grade reconfiguration from K-4 in 2005 and 2006 to K-3 in 2007. Although the Hispanic and EL subgroups met annual measurable objectives in math 38.7% proficient and 34.0% proficient respectively, they continue to perform below proficiency in ELA (17.3 and 14.0). All other significant sub groups met 2007 Adequate Yearly Progress (AYP) in ELA and Math. Although the American Indian group was not a significant subgroup for 2007, the group score was significantly lower (15.9) than in prior years, 30.9 (2005) and 35.4 (2006)

Results of the Helen Wilcox 2006-07 Local Assessments indicate that the percentage of students at or above proficiency is significantly higher than the CST tests. Beginning in 2007-08, the school will implement new trimester local assessments that are vertically aligned with the standards and the adopted text and are consistent across grade levels.

**Helen Wilcox 2007-08 school improvement plans include:**

- Analyzing trimester assessments during PLC time - implementation of EDUSOFT (K-3)
- EL focus group (K-3)
- ELD outside consultant from CSUS
- 5-day training in ELD strategies through BCOE
- Differentiated Instruction implementation in Second and Third grade
- Parenting Learning packets developed and shared with parents during SST's
- Tutoring programs – including Kindergarten during school hours and after school academic tutoring and ELD Academies
- Bullying Assemblies
- DIBELS training of paraprofessionals
- School wide implementation of S'cool Moves
- Accelerated Reader Rewards sponsored monthly by Parent Teacher Group (PTG)
- Third grade Language Arts Instructional Time Increased to over 500 minutes
- Increased Interventions: SIPPS Challenge, Six Minute Solution, PALS, etc.

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Helen Wilcox 2007-08 SMART (Specific, Measurable, Attainable, Realistic and Timely) Goals are developed annually by grade level teacher teams.

**Kindergarten SMART Goals:**

By the end of the 2007-08 school year, 80% of Kindergarten students will be able to identify 24 letter sounds, using the Reading Lyons Houghton Mifflin assessment.

**First Grade SMART Goals:**

By the end of the 2007/08 school year, 90% of the first grade students will obtain proficiency in reading comprehension from the Houghton Mifflin California Summative Test. The first grade level team of teachers will select two strategies as outlined in our reading per trimester to implement in the classroom. The reading is from How the Brain Learns and How the Brain Learns to Read by David A. Sousa.

**Second Grade SMART Goal:**

The Second Grade average on Written and Oral Conventions subtest will increase to 60% on the 2008 California Standards Test.

**Third Grade SMART Goal:**

The percentage of students that score at or above proficiency on the 3rd grade comprehension section of the 2008 California Standards Test will increase by 3 points.

Actions and activities included in Helen Wilcox Single School Plan for Student Achievement indicating positive effectiveness include: differentiated instruction, tutoring, EL focus groups, teacher training in ELD strategies and working with an ELD consultant, and implementation of response to intervention (RTI). It is anticipated that the school improvement activities Wilcox has planned for 2007-08 will serve to improve student achievement including the Hispanic and EL subgroups' performance in ELA.