



SCHOOL ACCOUNTABILITY REPORT CARD

Issued Spring 2006 for Academic Year 2004–05



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Wangenheim Middle School

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What Is a School Accountability Report Card (SARC)?

Since November 1988, state law has required all public schools to prepare and distribute a SARC. The purpose of the report card is to provide parents and the community with important information about a school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

Most of the data are from the 2004–05 school year or the two preceding years (2002–03 and 2003–04). Graduation, dropout, and fiscal data are from 2003–04. Single-year column headings in tables refer to the ending school year for that particular period. When no year is specified, data are from the most recent year available.

Data included in this SARC are consistent with State Board of Education guidelines (see the California Department of Education Web site at www.cde.ca.gov/ta/ac/sa/definitions05.asp).

Additional copies of this SARC may be obtained from the school office or from the district's SARC Web site at studata.sandi.net/research/sarcs/.

School Description and Mission Statement

Wangenheim Middle School is located in Mira Mesa and draws its roughly 1,300 students from a racially and ethnically diverse community that includes an increasing number of English learners. Wangenheim participates in the district's Voluntary Ethnic Enrollment Program (VEEP), which brings approximately 110 students to the campus from neighboring communities. The school has a diverse population that includes students from a variety of ethnic backgrounds. People of African, Asian, Filipino, Hispanic, Indochinese, and European descent create a rich mixture of cultures.

Wangenheim students perform well on standardized tests. Our school's Academic Performance Index (API) score has been generally consistent. In 2005, we met our schoolwide growth target and Adequate Yearly Progress (AYP) goals. Our schoolwide API score went up an astonishing 48 points, and we also met our growth targets for every subgroup.

The mission of Wangenheim Middle School is to educate all students so that they may become responsible, literate, thinking, and contributing members of society. Because we believe that all students can learn, and because we respect and value everyone involved in the educational process, we work cooperatively using varied strategies to meet the unique social, educational, emotional, intellectual, and physical needs of our diverse population. We provide a positive, integrated, student-centered transition from elementary to high school that stresses high expectations for academic achievement, acquisition of social skills, and responsible behavior.

Opportunities for Parent and Community Involvement

We are committed to communicating with and engaging parents as partners in their children's education. The district has adopted *Parent Communications and Involvement Standards*, which clearly describe expectations for parent communications and involvement at the district, school, classroom, and home levels. We are also committed to obtaining community resources for our school and invite all constituencies within our community to assist us in the education of our students.

Parents have many opportunities to be involved at their children's school site (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms) and at the district level (for example, district councils/committees, Parent University, and special events). We encourage parents to support their children at home by discussing their education expectations and creating a positive homework and learning environment.

Each year, we set up a database of parent email addresses, which we use to keep parents informed of important news and upcoming events. We have also set up an email address for parents to use to contact the school: wmssec@sandi.net. We recently expanded our school Web site to include over 350 pages of information. It can be viewed at www.sandi.net/wangenheim/.

Wangenheim's parents volunteer as readers, tutors, and chaperones at school events. They serve on various committees, including the Shared Decision-Making Committee, Parent Teacher Student Association (PTSA), School Site Council (SSC), and English Learner Advisory Committee.

If you want to get involved, please contact Susan Porter at (858) 578-1400, ext. 2208.

DEMOGRAPHIC INFORMATION

Student Enrollment – Grade Level

Grade Level	Enrollment on September 26, 2004
Ungraded Elementary	9
6	474
7	457
8	453
TOTAL	1,393

Student Enrollment – Racial/Ethnic Group

Racial/Ethnic Subgroup	Number of Students	Percent of Enrollment
African American	193	13.9
Asian	74	5.3
Filipino	350	25.1
Hispanic	272	19.5
Indochinese	168	12.1
Native American	7	0.5
Pacific Islander	19	1.4
White (Not Hispanic)	310	22.3

SCHOOL SAFETY AND CLIMATE FOR LEARNING

School Safety Plan

Last Review/Update: January 2005

Last Discussed with Staff: August 2004

Each school has a Crisis Response Box that includes its state-mandated comprehensive school safety plan, which meets state requirements as described in California Education Code Section 35294 *et seq.* The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal (or site administrator), specific school building security procedures are implemented by staff. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing training and assistance.

Our Wangenheim campus is very safe. We have a campus security assistant who patrols the campus, as well as a school police officer who is available on call. In addition, our teachers, counselors, assistants, and administrators provide diligent supervision before and after school, as well as during passing periods and lunchtime. We believe that our students are safer when the adults are visible on supervision. We are also fortunate to have an entirely enclosed campus with access gates that we can easily control. All staff wears nametags, and adult visitors must sign in at the attendance office and get a visitor's badge.

School Programs and Practices that Promote a Positive Learning Environment

Our entire Wangenheim staff of teachers, counselors, assistants, and administrators is committed to promoting a positive learning environment. Our two full-time counselors and administrators work closely with parents, students, and teachers to monitor student behavior and student needs, and we are always available to assist students who need academic or emotional support. We offer group counseling, substance abuse intervention, and individual therapy for qualifying students. Our Student Study Team meets weekly to develop support and strategies for individual student success.

Student attendance is very important to maintain good academic progress. Therefore, we utilize student incentives and consequences to reduce our absentee rate. Our Saturday School program offers students an opportunity to make up missed school time.

We are very proud of our Wildcat Way character education program, which focuses on courtesy, commitment, respect, appreciation, initiative, responsibility, self-discipline, honesty, and cooperation. Since the introduction of Wildcat Way, we have noticed a marked decrease in the number of discipline problems. We recognize positive student behavior with staff and student Wildcat tickets and prizes. Signs, posters, quotations, pins, and Wildcat Way clothing are visible throughout the school to promote the desired attributes of the program.

We offer a variety of after-school programs that help students stay meaningfully occupied in the afternoon. These include the "6 to 6" Extended School Day Program, tutoring, computer lab, intramural sports, and school clubs, such as chess and Latinos and Latinas Achieving More Academically (LLAMA).

Suspensions and Expulsions

Rates of suspension and expulsion per 100 students are the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) enrollment for the given year, multiplied by 100. The district comparison rates reported are the expected rates for the school's enrollment and grade-level composition based on actual districtwide experience. Because suspension and expulsion rates vary greatly by grade level and since any given two schools are not likely to have identical enrollment numbers per grade, schools will have different district comparison rates.

	2003		2004		2005	
	School	District	School	District	School	District
Suspensions (number)	369	13,157	236	12,174	167	14,101
Suspensions (rate per 100 students)	26.72	19.93	17.21	18.99	11.99	22.67
Expulsions (number)	4	354	14	429	10	545
Expulsions (rate per 100 students)	0.29	0.65	1.02	0.79	0.72	0.89

Attendance

Percentage Actual Attendance indicates the total number of days students attended divided by the total number of days students were enrolled, multiplied by 100.

	2003	2004	2005
Percentage Actual Attendance	95.92	95.82	96.12

SCHOOL FACILITIES

School Facility Conditions – General Information

Wangenheim has a large, attractively landscaped 35-acre campus that is clean and free of graffiti. We take great pride in maintaining a safe learning environment for our students. All buildings and equipment are in excellent condition. Classrooms include 6 air-conditioned buildings built in 1978 and 17 non-air-conditioned bungalows. Over half of these bungalows are now being used as district offices. We built 24 new classrooms in 1996, and the rest of the school was refurbished at the same time. Our school is receiving upgrades thanks to Proposition MM, the \$1.51 billion bond measure that is funding modernization of 161 existing schools and construction of 12 new and 3 rebuilt schools throughout San Diego. At our school, improvements include repainting and re-carpeting of several of our older buildings and improved access for the physically disabled. In addition, we have six new state-of-the-art science labs, a new cooking classroom, and one new multiuse classroom.

Wangenheim has many special facilities. We have a wood shop, a metal shop, a photography studio and darkroom, a video broadcast studio, an auditorium with tiered seating, and an activity room/gymnasium. These facilities allow us to offer a rich variety of electives. We also have a spacious athletic field, as well as basketball and racquetball courts. Our media center contains a wealth of resources, as well as two computer labs featuring an excellent array of software. In addition, many of our classrooms are equipped with state-of-the-art technology; including document cameras, laptop computers, and video projectors.

School Facility Conditions – Results of Inspection and Evaluation

The following table reports physical conditions that pose a threat to the health and safety of pupils or staff while at school and does not include any cosmetic or nonessential repairs. Additional information about the condition of the school's facilities is available in the school's *Interim Evaluation Instrument*, which can be obtained at the school. Providing safe and well-maintained schools is a top priority for our district. The following critical issues were observed during a 2005–06 inspection of our campus:

Inspection Date: January 18, 2006

Part Evaluated	In Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas leaks	✓		
Mechanical systems	✓		
Windows/doors/gates (interior and exterior)	✓		
Interior surfaces (walls, floors, and ceilings)	✓		
Hazardous materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/vermin infestation	✓		
Drinking fountains (inside and out)	✓		
Restrooms	✓		
Sewer	✓		
Playground/school grounds	✓		
Other	✓		

ACADEMIC DATA

Standardized Testing and Reporting (STAR)

Through the California STAR Program, students in Grades 2–11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). To protect student privacy, “—” is used in the following tables instead of the percentage when the number of students tested is 10 or less in that category. Data for migrant education services are not available.

California Standards Tests (CST)

The CST tests English language arts and mathematics (Grades 2–11), science (Grades 5, 9, 10, and 11), and history-social science (Grades 8, 10, and 11). The CST shows how well students are doing in relation to state content standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient and Advanced levels have met state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Statewide data are rounded to the nearest percentage point. Detailed information regarding CST and CAPA results for each grade, proficiency level, and subgroup can be found at the California Department of Education (CDE) Web site at star.cde.ca.gov.

Percentage of students achieving the Proficient or Advanced levels (meeting or exceeding state standards):

CST – English Language Arts

Grade Level	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
6	48.8	45.7	50.1	35.8	34.7	39.9	36	36	38
7	42.6	48.0	53.2	33.9	35.9	41.9	36	36	43
8	40.6	39.2	52.5	31.8	33.6	40.4	30	33	39

CST – Mathematics

Grade Level	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
6	38.5	40.5	53.4	31.2	32.1	41.6	34	35	40
7	37.3	44.0	52.5	28.4	32.4	35.8	30	33	37
8	16.1	19.3	37.5	15.3	19.1	26.2	29	29	31

CST – History/Social Science

Grade Level	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
8	34.5	37.3	43.0	24.5	27.9	31.1	27	27	31

2005 CST Subgroups – English Language Arts

Grade Level	Gender		English Learner		Economically Disadvantaged		Students with Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
6	47.0	53.3	22.5	55.9	37.2	60.0	24.3	52.4
7	47.9	59.6	8.9	59.8	41.5	60.4	5.6	57.5
8	46.3	58.4	10.0	59.2	40.7	58.6	23.3	54.6

2005 CST Subgroups – Mathematics

Grade Level	Gender		English Learner		Economically Disadvantaged		Students with Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
6	56.5	50.2	28.8	58.6	41.7	62.3	27.0	55.7
7	50.8	54.5	28.6	56.1	40.2	60.0	13.9	56.0
8	34.6	40.3	23.3	39.7	31.5	40.5	17.2	38.9

2005 CST Subgroups – History/Social Science

Grade Level	Gender		English Learner		Economically Disadvantaged		Students with Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
8	43.9	42.0	13.3	47.6	35.3	46.9	16.7	44.9

2005 CST Racial/Ethnic Groups – English Language Arts

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
6	44.2	71.4	61.6	34.9	51.9	—	—	50.0
7	37.5	78.3	56.8	38.2	57.1	—	—	61.5
8	47.9	65.0	55.1	38.7	47.3	—	—	64.4

2005 CST Racial/Ethnic Groups – Mathematics

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
6	42.3	78.6	65.2	34.9	55.8	—	—	56.9
7	23.2	91.3	56.8	34.2	57.1	—	—	64.8
8	22.5	55.0	40.2	24.3	61.8	—	—	39.2

2005 CST Racial/Ethnic Groups – History/Social Science

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
8	31.0	60.0	46.7	26.7	49.1	—	—	52.5

Norm-Referenced Test (NRT)

Prior to 2005, the California Achievement Test, Sixth Edition (CAT/6), the norm-referenced test (NRT) currently adopted by the State Board of Education, tested reading, language arts, and mathematics in Grades 2–11, spelling in Grades 2–8, and science in Grades 9–11. Beginning in 2005, the NRT tests reading, language arts, mathematics, and spelling in Grades 3 and 7 only and no longer test science in any grade. Only reading and mathematics data are required to be reported in the SARC. Detailed information for language arts and spelling, as well as subgroup performance for all tests, can be found at the CDE Web site at star.cde.ca.gov.

The following tables show the percent of students at each grade level scoring at or above the 50th percentile (the national average) on the reading and mathematics portions of the CAT/6:

NRT – Reading

Grade Level	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
7	56.9	54.9	57.1	44.8	44.2	44.6	45	45	46

NRT – Mathematics

Grade Level	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
7	60.5	55.3	57.6	44.4	46.3	47.2	46	47	49

2005 NRT Subgroups – Reading

Grade Level	Gender		English Learner		Economically Disadvantaged		Students with Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
7	49.2	66.7	16.1	63.2	48.2	62.6	11.1	61.3

2005 NRT Subgroups – Mathematics

Grade Level	Gender		English Learner		Economically Disadvantaged		Students with Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
7	59.3	55.6	25.0	62.4	47.0	64.1	13.9	61.6

2005 NRT Racial/Ethnic Groups – Reading

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
7	41.1	65.2	56.8	51.3	64.3	—	—	64.8

2005 NRT Racial/Ethnic Groups – Mathematics

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
7	30.4	91.3	60.0	42.1	57.1	—	—	73.6

District Assessments

The Stanford Diagnostic Reading Test (SDRT) was used prior to the 2004–05 school year to identify students in Grades 4–10 who were reading below grade level and needed support and intervention. The SDRT was administered in a group setting and assessed vocabulary, comprehension, and scanning skills. For students reading significantly below grade level on the SDRT, the Analytical Reading Inventory (ARI) (Grades 4–8) and Informal Reading Inventory (IRI) (Grades 9–10) were used to reevaluate students and identify appropriate supports and interventions. Data reported are for English-speaking students.

The Degrees of Reading Power (DRP) test took the place of the SDRT starting in the 2004–05 school year. DRP tests are group-administered measures of how well students understand the surface meaning of what they read. They measure the process of reading rather than products of reading, such as main idea and author purpose. The tests are administered in the fall and spring to students in Grades 4–8.

The Mathematics Diagnostic Testing Project (MDTP) Algebra Readiness Test is a multiple-choice test given to students in Grade 7 near the end of the school year. This test was first administered in 2004. Before that, the MDTP Geometry Readiness Test was administered. The results are used to identify students in need of additional mathematics support. The MDTP score and the end-of-year mathematics grade determine the student's performance level and guide placement decisions in mathematics courses for the following year.

The algebra End-of-Course Exam (EOCE) is a district-developed, standards-based assessment for students in the second semester of algebra, usually Grade 8 or 9 students. This exam was first administered in 2004 and is used to establish the effectiveness of the algebra curriculum, ensure algebra course content is focused on state standards, and help identify students who need additional help to meet graduation requirements. The algebra EOCE score and the end-of-year algebra grade determine the student's performance level and guide placement decisions in mathematics courses for the following year.

There is no district-mandated writing test.

Percentage of students meeting or exceeding district grade-level expectations:

Grade Level	Reading			Mathematics			Writing		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
6	83.3	83.7	79.5	38.1	48.6	47.8	<i>No district-mandated writing test</i>		
7	74.7	72.8	80.1	—	59.0	60.1			
8	86.5	83.7	79.1	—	61.9	85.4			

2005 California Physical Fitness Test

Data reported are the percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in Grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at www.cde.ca.gov/ta/tg/pf/.

Grade Level	School			District			State		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
7	26.0	19.4	33.8	24.9	23.0	26.8	28.8	26.8	30.9

Academic Performance Index (API)

The Academic Performance Index (API), the cornerstone of California's accountability system, measures the academic performance and growth of schools. The index, ranging from 200 to 1000, indicates a school's performance. The statewide API goal for all schools is 800. Scores that were at or above this target are indicated by a “#” in the following three tables. Annual interim targets are set for each school. API scores are calculated on the basis of state standards-based and norm-referenced tests.

Growth Targets: The annual growth target for a school is five percent of the difference between its base API and 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets equal to 80 percent of the school's target are set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percentage Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in Grades 2–8 on STAR. High schools must test at least 90 percent of their students in Grades 9–11 on STAR.

Statewide Decile Rank: Schools receiving a base API score are ranked in 10 equal-sized groups (deciles) from 1 (lowest) to 10 (highest), by type of school (elementary, middle, or high school).

Similar Schools Decile Rank: This is a comparison of each school with 100 other schools with the most similar demographic characteristics. Each school is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to the schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed, current information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ap/ or by speaking with the school principal.

API – Schoolwide

	API Base Data				API Growth Data		
	2002	2003	2004		2002 to 2003	2003 to 2004	2004 to 2005
Percentage Tested	99	99	99	Percentage Tested	99	99	100
Base API Score	742	744	749	API (Growth) Score	747	751	797
Growth Target	3	3	3	Actual Growth	5	7	48
Statewide Decile Rank	8	7	7				
Similar Schools Decile Rank	9	7	8				

API Subgroups – Racial/Ethnic Groups

Data are only reported for numerically significant subgroups, those consisting of at least 50 pupils with valid test scores and constituting at least 15 percent of a school's total population of pupils with valid test scores.

	API Base Data				API Growth Data		
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
Base API Score	679	703	682	Growth API Score	703	680	742
Growth Target	2	2	2	Actual Growth	24	-23	60
Asian (includes Indochinese)				Asian (includes Indochinese)			
Base API Score	767	763	799	Growth API Score	764	801	836
Growth Target	2	2	1	Actual Growth	-3	38	37
Filipino				Filipino			
Base API Score	762	770	776	Growth API Score	772	779	829
Growth Target	2	2	2	Actual Growth	10	9	53
Hispanic				Hispanic			
Base API Score	676	672	670	Growth API Score	680	669	720
Growth Target	2	2	2	Actual Growth	4	-3	50
Native American				Native American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
Base API Score	773	776	778	Growth API Score	780	782	824
Growth Target	2	2	2	Actual Growth	7	6	46

API Subgroups – Socioeconomically Disadvantaged

	API Base Data				API Growth Data		
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Base API Score	681	684	689	Growth API Score	687	688	742
Growth Target	2	2	2	Actual Growth	6	4	53

State Award and Intervention Programs

Although the California Education Code currently includes state intervention and awards programs, the programs were not funded for the period addressed by this report.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

In the following table, a "Yes" for overall AYP status indicates that AYP was met for all students and all subgroups, that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether each group of students in the school and district made the annual measurable objectives for percent proficient or above and the participation rate required under AYP. School data are only reported for numerically significant subgroups.

Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
Schoolwide	Yes	Yes	Yes	Yes	Yes	Yes
African American	Yes	Yes	Yes	Yes	Yes	Yes
Asian (includes Indochinese)	Yes	Yes	Yes	Yes	Yes	Yes
Filipino	Yes	Yes	Yes	Yes	Yes	Yes
Hispanic	Yes	Yes	Yes	Yes	Yes	Yes
Native American				Yes	Yes	Yes
Pacific Islander				Yes	Yes	Yes
White (Not Hispanic)	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes	Yes	No
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes
Students With Disabilities	No	No	Yes	Yes	Yes	No
All Subgroups (Overall)	No	No	Yes	Yes	Yes	No

Federal Intervention Program

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

	School	District
Year Identified for Program Improvement	2004-05	—
Year in Program Improvement	Year 1	—
Year Exited Program Improvement		—
Number of Schools Currently in Program Improvement	—	38
Percentage of Schools Identified for Program Improvement	—	21.1

SCHOOL COMPLETION (SECONDARY SCHOOLS)

THIS SECTION DOES NOT APPLY TO THIS SCHOOL

CLASS SIZE

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each class size category, by subject area, as reported for CBEDS.

Subject	2003				2004				2005			
	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	27.2	16	18	16	27.1	10	37	3	28.3	9	26	13
Mathematics	31.0	3	17	23	28.1	7	29	11	31.6	5	15	23
Science	32.1	1	11	17	31.2	2	14	14	31.2		16	10
Social Science	29.8	10	12	24	28.7	7	28	12	31.2	5	19	20

TEACHER AND STAFF INFORMATION

Core Academic Courses Taught by NCLB-Compliant Teachers (2005)

The NCLB Act requires all teachers teaching in core academic subjects to be “highly qualified” no later than the end of the 2005–06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor’s degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject-matter competence for each core subject to be taught by the teacher.

For a school, the data reported are the percentage of a school’s classes in core subject areas taught by NCLB-compliant teachers. For the district, the data reported are the percentage of all classes in core subject areas taught by NCLB-compliant teachers in all schools, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at www.cde.ca.gov/nclb/sr/tq/.

	Percentage of Classes in Core Academic Subjects Taught by NCLB-Compliant Teachers
This School	55.5
All Schools in District	55.7
High-Poverty Schools in District	42.7
Low-Poverty Schools in District	79.2

Teacher Credentials

Data reported are the number of classroom teachers at the school in each category, as reported for CBEDS. All classroom teachers, part-time and full-time, are counted equally. If a teacher works at two schools, s/he is counted only at one school.

	2003	2004	2005
Total Number of Teachers	59	60	58
Full credential and teaching in subject area	54	30	42
Full credential but teaching outside subject area	2	28	14
Alternative Route to Certification (district and university internship)		2	2
Pre-Internship		0	0
Emergency Permits (no credential or internship but meets minimum requirements)	3	0	0
Waiver (no credential and no emergency permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. Total teacher misassignments includes the number of misassignments of teachers of English learners. For 2006, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Teacher Education Level (2005)

Data reported are the percentage of teachers by education level, as reported for CBEDS.

	School	District
Doctorate	0.0	0.9
Master's degree plus 30 or more semester hours	0.0	0.3
Master's degree	69.5	50.0
Bachelor's degree plus 30 or more semester hours	0.0	1.2
Bachelor's degree	30.5	47.2
Less than bachelor's degree	0.0	0.4

Vacant Teacher Positions

Data reported are the number of teaching positions (long-term vacancies) for which there was no teacher assigned by the 20th school day of each semester. For 2006, the most currently available data are reported.

	2004		2005		2006	
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Number of teaching positions (long-term vacancies) for which there was no teacher assigned by the 20th school day of the semester.	1	1	2	0	0	0

Teacher Evaluations

School site administrators (principal and vice principals) formally evaluate tenured teachers every two years based on guidelines set forth in the California Education Code and the teachers' contract. Temporary and probationary teachers are evaluated annually in a similar manner. Site administrators visit classrooms frequently to observe teachers' instructional practice.

Evaluation criteria for classroom teachers include:

- Progress of pupils toward established standards
- Instructional techniques and strategies
- Adherence to curricular objectives
- Establishment and maintenance of a suitable learning environment
- Performance of non-instructional duties and responsibilities, including supervisory and advisory duties

Evaluation results are shared with the teacher and are forwarded to the school's assistant superintendent for review. All evaluations are confidential and kept in the district's personnel file for that teacher.

Permanent teachers who receive an overall evaluation of unsatisfactory in subject-matter knowledge, teaching strategies, and teaching methods participate in the district's Peer Assistance and Review (PAR) program. As program participants, they are assigned a consulting teacher to help them improve their teaching practice. The consulting teacher observes the teacher in the classroom, provides written feedback, demonstrates teaching strategies or accompanies the teacher to demonstrations in other classrooms, and provides other support as appropriate.

Substitute Teachers

The district has a pool of almost 3,000 substitute teachers available for assignment when a classroom teacher is absent. It has an aggressive campaign to hire additional qualified substitutes to ensure that a qualified pool is available to cover all illnesses and absences of teachers attending professional development. This campaign includes an online application process available any time and working with principals to identify members of their school community who qualify to substitute.

We try to place substitute teachers according to their areas of expertise, although by state law credentialed teachers may substitute at any grade level and in any subject.

Counselors and Other Support Staff (2005)

Data reported are in full-time equivalents (FTEs). One FTE is defined as a staff person who works 100 percent of full time. Two staff persons who each work 50 percent of full time also equal one FTE.

Position	FTE
Counselor	2.0
Librarian	1.0
Psychologist	1.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (Non-Teaching)	0.0
Life Skills Counselor	0.6

Academic Counselors (2005)

District-level counselors are not included in this count. Data reported are in full-time equivalents (FTEs). One FTE is defined as a staff person who works 100 percent of full time. Two staff persons who each work 50 percent of full time also equal one FTE.

Number of Academic Counselors	Students per Academic Counselor
2.00	696.5

INSTRUCTION AND CURRICULUM

San Diego City Schools' Office of the Deputy Superintendent organizes all district efforts to improve student achievement by supporting teaching and learning in the classroom. Since 1998, the district has introduced a series of initiatives directed toward providing all students with effective teaching, high-quality instructional materials, rich learning environments, and additional time and support to reach state academic standards.

School Instruction and Leadership

Instruction and instructional leadership are at the heart of the district's achievement efforts. Through the Office of the Deputy Superintendent, assistant superintendents train, coach, support, and evaluate principals. Assistant superintendents provide professional development for principals in a variety of ways (for example, monthly instructional conferences, study groups, and frequent school visits to provide coaching for individual principals). The principals, in turn, provide support to teachers at their site through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations.

The focus of our staff development this year has been on developing standards-based lessons in the reader's and writer's workshop model for all our literacy classes, and communication and representations in the mathematics classes. Wangenheim has a literacy administrator who works closely with English teachers to improve instruction. We have a math administrator who supervises the math department and facilitates staff development for mathematics. Our science, social studies, physical education, biliteracy, and electives departments meet regularly to focus on standards-based instruction in their content areas.

The instructional focus for Wangenheim is to accelerate the academic achievement of all students. Teachers and administrators meet regularly to learn about research-based instructional practices. We learn from one another through discussions, observations of practice, feedback, and monitoring. All students, including those with special needs, have the opportunity to participate in after-school tutoring by classroom teachers. Other services include the extended-day reading and math programs, math tutoring, special education tutoring, and summer school. Many students also attend our "6 to 6" Extended School Day Program, where tutoring is available from Wangenheim teachers.

Student progress in reading is closely monitored. Teachers submit monthly logs to the principal indicating the levels at which students are reading. The progress of students in mathematics is monitored using progress reports, test data, and semester grades. Teachers and administrators review post-test scores on the Degrees of Reading Power (DRP) reading test, the California Standards Tests (CST), and the California Achievement Test (CAT/6). Student progress is reported to teachers at individual conferences with the principal and at staff meetings. Parents are notified through our PTSA bulletin and at our parent meetings.

Robert Grano, principal of Wangenheim Middle School, received his bachelor's degree from Queens College in New York, with a major in Spanish literature and minors in Italian literature and secondary education. He received his master's degree in educational administration from San Diego State University. He has professional credentials that include multiple subject, single subject (Spanish), educational administration, Gifted and Talented Education (GATE), and competence in Spanish.

Mr. Grano has been employed by San Diego City Schools for more than 25 years. He has taught in self-contained classrooms in Grades K–5. He has also taught in secondary schools in New York and San Diego, Grades 7–12, and has been a resource teacher for various programs, such as English as a Second Language (ESL) and Title I. He has worked as an administrator for over ten years at both elementary and secondary schools.

Parents are involved in decision making at Wangenheim in a variety of ways. School Site Council (SSC) members meet monthly to discuss ways to improve student achievement. The SSC develops and monitors the Single Plan for Student Achievement (SPSA). The school decision-making committee, comprised of staff members and parents, focuses on strategies to improve the achievement of all students. Parents also have a voice in student-related issues through the PTSA.

Professional Development

Through the district's educational strategies, the Instruction and Curriculum Division has engaged teachers and administrators in ongoing professional development to improve teaching and learning in the areas of literacy, mathematics, science, social science, visual and performing arts, physical education, health, educational technology, and gifted and talented education. Each year, principals identify a schoolwide professional development focus, as well as determine areas of individual need. Throughout the year, principals conduct large and small group staff conferences and coach teachers at the school site to improve instructional practice.

Teachers in the district participated in a total of three mandatory staff development days in each of the last four school years. These days focus primarily on school-based professional learning in relation to site needs.

Quality and Currency of Textbooks and Instructional Materials

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides sufficient textbooks for all students in the subject areas of reading/language arts, science, history/social science, and mathematics. In addition, sufficient materials are provided in world language and health, and equipment is available in science laboratory courses, in Grades 9–12.

In 2004–05, teachers and students in middle level schools continued using recently adopted, standards-based materials in mathematics, history/social science, reading/language arts, and science.

At Wangenheim, there is a Middle School Algebra pilot course to help support our wide range of student abilities. For the eighth-grade middle school algebra pilot course, we use three books from the Interactive Math Program: Patterns, Overland Trail, and Solve It!

Availability of Sufficient Textbooks and Instructional Materials

At a public hearing, the Board of Education annually adopts a resolution certifying that the district has provided each pupil, including English learners, textbooks or instructional materials, or both, to use in class and to take home to complete any required homework assignments. The Board also ensures that these materials are consistent with the content and cycles of the curriculum frameworks adopted by the state board in the core curriculum areas. For students enrolled in foreign language or health courses, the district also provides sufficient textbooks and/or instructional materials.

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts Mathematics Science History/Social Science Foreign Language Health Science Laboratory Equipment (Grades 9–12)	Every student is provided with sufficient standards-aligned textbooks and/or other instructional materials in reading/language arts, mathematics, science, history/social science, foreign language, and health. The adopted textbooks for these subjects are listed in the following table. Science laboratory equipment is available to students enrolled in laboratory science courses.

List of Textbooks and Instructional Materials Used in Core Subject Areas (2005)

All textbooks and instructional materials come from state or local board lists.

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Adoption Year
English Language Arts	6–8	English 6th–8th	Prentice Hall School Division, Prentice Hall Literature: Timeless Voices. Timeless Themes	2002–03
Health	6–8	Health Education 6th–8th	AGS, Discover: Skills for Life	1991–92
Mathematics	7	Pre-Algebra 7th	Prentice Hall, Pre-Algebra, California Ed.	2002–03
Mathematics	8	Advanced Algebra 1,2	Glencoe, Algebra 1, California Ed.	1998–99
Mathematics	8	Algebra 1–2	McDougal, Littell, Algebra 1	1999–00
Science	6	Science 6th	Holt, HST Earth Science (with Our Dynamic Planet Kits)	2003–04
Science	7	Science 7th	Holt, HST Life Science (with SALI Kits)	2003–04
Science	8	Science 8th	Holt, HST Physical Science (with CIPS Kits)	2003–04
English Lang Dev	6–8	ESL 1–2	Hampton, High Point Level A & The Basics	2003–04
English Lang Dev	6–8	ESL 3–4	Hampton, High Point Level B	2003–04
English Lang Dev	6–8	ESL 5–6	Hampton, High Point Level C	2003–04
World Language	7–8	French 1–2	Glencoe, Bon Voyage 1	2001–02
World Language	8	French 3–4	Glencoe, Bon Voyage 1	2002–03
World Language	7–8	German 1–2	EMC, Deutsch Aktuell 1	2001–02
World Language	8	German 3–4	EMC, Deutsch Aktuell 2	2001–02
World Language	7–8	Japanese 1–2	Cheng & Tsui Co., Adventures in Japanese, Level 1	2004–05
World Language	8	Japanese 3–4	Bess, Nihongo 2	1997–98
World Language	7–8	Spanish 1–2	McDougal, Littell, ¡En Español 1!	2001–02
World Language	8	Spanish 3–4	McDougal, Littell, ¡En Español 2!	2002–03
History/Social Science	6	Social Studies 6th	Macmillan McGraw-Hill, Adventures in Time and Place	2000–01
History/Social Science	7	Social Studies 7th	Houghton Mifflin, Across the Centuries	2000–01
History/Social Science	8	U.S. History 8th	Prentice Hall, America: History of our Nation	2000–01
History/Social Science	8	U.S. History 8th	Addison Wesley, Why We Remember	2000–01

Note: Adoptions prior to school year 1999–2000 are “pre-standards” (these textbooks and/or materials were adopted before content standards and standards-based materials were adopted by the State Board of Education).

Instructional Minutes (2005)

The California Education Code establishes a set number of instructional minutes per year for each grade level. The table below shows the number of instructional minutes offered compared to the state requirement.

Grade Level	Instructional Minutes	
	Offered	Required
6	65,775	54,000
7	65,775	54,000
8	65,775	54,000

Minimum Days in School Year

In 2004–05, Wangenheim Middle had 15 minimum or shortened days for students. The extra time on these days was used for staff development, parent conferences, and teacher planning.

POST-SECONDARY PREPARATION (SECONDARY SCHOOLS)

THIS SECTION DOES NOT APPLY TO THIS SCHOOL

FISCAL AND EXPENDITURE DATA

Teacher and Administrative Salaries (Fiscal Year 2003–04)

Data reported are the district average salaries for teachers, principals, and superintendent, compared to the statewide average for districts of the same type and size, as defined by Education Code Section 41409. Data are also reported for teacher and administrative salaries as a percent of the district's budget. Detailed information regarding salaries may be found at the CDE Web site at www.cde.ca.gov/ds/fd/cs/ and www.cde.ca.gov/ta/ac/sa/salaries0304.asp.

	District	Statewide Average For Districts of Same Type
Beginning Teacher Salary	\$34,517	\$37,061
Mid-Range Teacher Salary	\$52,449	\$58,294
Highest Teacher Salary	\$70,179	\$72,876
Average Principal Salary (Elementary School Level)	\$95,239	\$94,471
Average Principal Salary (Middle School Level)	\$97,718	\$98,940
Average Principal Salary (High School Level)	\$109,642	\$107,418
Superintendent Salary	\$199,500	\$179,061
Percentage of Budget for Teachers' Salaries	37.8	41.4
Percentage of Budget for Administrative Salaries	4.6	5.1

District Expenditures (Fiscal Year 2003–04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at www.cde.ca.gov/ds/fd/ec/.

District		Statewide Average: All Districts in Same Category	
Total dollars	Dollars/student (ADA)	Dollars/student (ADA)	Statewide Average: All Districts Dollars/student (ADA)
\$1,011,344,859	\$8,156	\$6,987	\$6,919

Types of Services Funded

The district's general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Targeted Instructional Improvement Program—staff salaries, staff benefits, services, materials, and support for low-achieving students
- School-Based Coordinated Program—staff salaries, staff benefits, services, materials, and support for our lowest performing schools
- Gifted and Talented Education Program—specialized learning assistance for identified students of high ability, achievement, or potential
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.