



SCHOOL ACCOUNTABILITY REPORT CARD

Short Version, Issued Spring 2007 for Academic Year 2005–06

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 Robert Grano, Principal

Wangenheim Middle School

Principal's Statement

Wangenheim Middle School sets the standard for middle-level education. Our teachers are highly committed to continued professional development. Improving the academic achievement of Wangenheim students is our overriding school focus.

The diverse students at Wangenheim come together to form a cohesive group of adolescents. Our students are cooperative, polite, respectful, and eager to learn. As principal, I am proud to see how hard they work and how much they learn. Visitors to our school constantly comment on our students' good citizenship and their academic achievements.

Any description of our school would be incomplete without mentioning our Wangenheim families. Our families are supportive, caring, and interested in their children's education. Our Parent Teacher Student Association (PTSA) includes a dedicated group of parents who spend countless hours strengthening the ties between home and school.

In 2006, our schoolwide Academic Performance Index (API) was 813, above the statewide performance target of 800. Our school was ranked 9 out of 10 on the state's ranking scale.

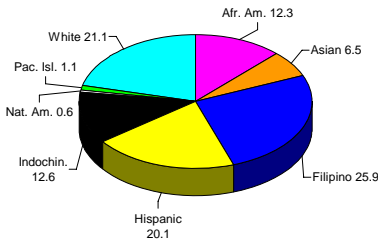
Our students have the opportunity to choose from a stellar electives program that includes foreign language, art, wood-and-metal shop, photography, band, chorus, orchestra, drama, video production, Associated Student Body (ASB), keyboarding, Advancement Via Individual Determination (AVID), and computers. The electives program enables our students to explore and grow in their areas of interest.

You are invited to visit our campus and experience our school. I look forward to seeing you.

At A Glance: 2005–06

School type:	Middle Level
Schedule:	Traditional
Grade level:	6–8
Total enrollment:	1,330
Total teachers:	58
Per pupil expenditure:	\$4,509

Enrollment Breakdown



Attendance

Year	Percent Attendance Over the Course of the Year
01–02	96.41
02–03	95.92
03–04	95.82
04–05	96.12
05–06	96.19

Instruction and Curriculum

The San Diego Unified School District Board of Education has formally adopted California State Board of Education-approved academic standards and curriculum frameworks for all subject areas. District curriculum materials, instructional strategies and supports, professional development, and student assessments are aligned with state standards and focused on ensuring that every student has access to a high-quality, rigorous, and engaging instructional program. A range of support opportunities is available for students needing additional assistance.

The focus of our staff development this year has been on developing standards-based lessons in the reader's and writer's workshop model in all our literacy classes. Wangenheim has two content administrators who work closely with teachers to improve instruction.

Opportunities for Parent Involvement

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 also encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

We at Wangenheim Middle are committed to obtaining community resources for our school and invite all constituencies to assist us in the education of our students.

Our parents volunteer as readers, tutors, and chaperones at school events. We encourage all parents to be involved in school activities.

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

Business and Community Partners

Souplantation

Barnes and Noble

San Diego Firefighters Local 145

Vulcan Materials Company

Our school gratefully acknowledges the tremendous support we receive from our partners, parents, and community volunteers.

Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools.

Number of Teachers	School			District
	2004	2005	2006	2006
Full credential and teaching in subject area	30	42	37	5,351
Full credential but teaching outside subject area	28	14	20	516
Without full credential	2	2	1	625
Total	60	58	58	6,492

Academic Performance Index (API)

The 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 API performance target of 800. Detailed information about the API can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ap/.

This table displays the school's statewide and similar-schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar-schools rank of 1 means that the school's academic performance is in the lowest 10 percent of the 100 similar schools, while a similar-schools rank of 10 means that the school's academic performance is in the highest 10 percent of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	7	7	8
Similar Schools	7	8	9

Standardized Testing and Reporting (STAR) Program

Through the California STAR Program, students in Grades 2–11 are tested annually in various subjects. The California Standards Tests (CST) include English language arts and mathematics (Grades 2–11), grade-level science (Grades 5, 8, and 10), end-of-course science (Grades 9, 10, and 11), and history–social science (Grades 8, 10, and 11). Prior to 2005, the norm-referenced test (NRT) tested reading/language arts and mathematics (Grades 2–11), spelling (Grades 2–8), and science (Grades 9–11). Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in Grades 3 and 7 only, and no longer test science in any grade. 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.

California Standards Tests (CST): English Language Arts and Mathematics

Percentage of students achieving at the proficient or advanced levels (meeting or exceeding state standards):

Gr	ENGLISH LANGUAGE ARTS									Gr	MATHEMATICS								
	School			District			State				School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006		2004	2005	2006	2004	2005	2006	2004	2005	2006
6	45.7	50.1	62.2	34.7	39.9	43.7	36	38	41	6	40.5	53.4	56.3	32.1	41.6	43.2	35	40	41
7	48.0	53.2	61.7	35.9	41.9	45.6	36	43	43	7	44.0	52.5	57.8	32.4	35.8	43.1	33	37	41
8	39.2	52.5	55.3	33.6	40.4	41.4	33	39	41	8	19.3	37.5	48.3	19.1	26.2	28.2	29	31	35

Norm-Referenced Test (NRT): Reading and Mathematics

Percentage of students scoring at or above the 50th percentile (the national average):

Gr	READING									Gr	MATHEMATICS								
	School			District			State				School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006		2004	2005	2006	2004	2005	2006	2004	2005	2006
7	54.9	57.1	59.0	44.2	44.6	48.3	45	46	46	7	55.3	57.6	63.1	46.3	47.2	50.0	47	49	50

The complete SCHOOL ACCOUNTABILITY REPORT CARD (SARC) may be obtained from the school or from the Internet (studata.sandi.net/research/sarcs/). The complete SARC is roughly 16 pages long and provides information on enrollment, parent and community involvement, school safety and climate for learning, academic performance, class size, teachers and staffing, curriculum and instruction, and school finance. In addition, SARCs for secondary schools include dropout data and post-secondary preparation information (i.e., enrollment in courses that meet University of California or California State University entrance requirements, as well as Advanced Placement or International Baccalaureate programs; SAT scores; college test-preparation courses; and the degree to which students are prepared to enter the workforce).