

Wiggins School District RE-50J

"CHALLENGING AND EMPOWERING YOUNG MINDS"

To provide a safe and secure learning environment that empowers all students to be life-long learners and ethical decision makers who are well prepared for the 21st century.

Home of the Tigers



Home of the Tigers

ANNUAL REPORT TO THE COMMUNITY 2007-2008 SCHOOL YEAR

Annual Report also available online at www.wiggins50.k12.co.us and in Spanish next semester.

TABLE OF CONTENTS

LETTER FROM SUPERINTENDENT	pg.3
ASSESSMENTS GIVEN TO ALL WIGGINS STUDENTS.....	pg.4
TIME USED FOR REQUIRED ASSESMENTS.....	pg.4
ASSESSMENT DATA.....	pg.6
Colorado Growth Model.....	pg.5
Colorado Student Assessment Program.....	pg.6
NWEA.....	pg.14
BEAR	pg.16
ACCOUNTABILITY DATA	pg.17
TEACHER QUALITY DATA.....	pg.22
POST-SECONDARY READINESS DATA.....	pg.23
DISTRICT BUDGET	pg.26
DISTRICT ACHIEVEMENTS GOALS	pg.28
GRANT APPROPRIATIONS	pg.33
EVIDENCE OF A SAFE, CIVIL, LEARNING ENVIRONMENT	pg.35
ATTENDANCE RATES	pg.36
EXPELLED AND SUSPENDED STUDENTS.....	pg.37
ANNUAL REPORT-THANK YOU	pg.38

LETTER FROM THE SUPERINTENDENT 2007- 2008 School Year Annual Report

Our theme for the 2007-2008 school year was “125 Years of Education in the Great Community of Wiggins.” This is our 125 anniversary year of the Wiggins School District RE- 50J. We have had a great year of celebration beginning with the tree planting ceremony in April by the city of Wiggins on the front lawn of the administration center. The city planted two trees in honor of the past 100 Board of Education members who served the school district and Verna Segelke, a former graduate and historian. The next event was the all-school alumni reunion in honor of the 125th birthday that was organized by Cheryl Baumgartner and Phyllis Baessler. People came from all over the world to make the big event that was estimated at 2000 family members and friends of the Wiggins School District. The actual birthday was then planned at the October Homecoming by the Wiggins High School Student Council lead by advisor and librarian Carol Johnson and the Co-Chairs of the Birthday Planning Committee, Mark Pelton (School Technology Director) and Steve Neel (Wiggins Assessment Director). Ms. Verna Segelke was the Grand Marshall of the Homecoming parade. Halftime ceremonies consisted of a live birthday cake with students, singing the birthday song and a huge chocolate birthday cake served by alumni to all those present. Our goal was to celebrate some of the great traditions, spectacular accomplishments, and new visions as we had fun in the remembrances of the past, looking forward to the future. We are proud of the accomplishments that our staff and students made this past year. The purpose of the Wiggins School District Annual Report is to share the results of assessments for the 2007–2008 school year and give an update of our current goals and plans with the community. We are required by law to share the information given in this booklet with the community each year.

The Mission Statement for the Wiggins School District is to provide a safe and secure learning environment which empowers all students to be life-long learners and ethical decision makers who are well prepared for the 21st century! What a great purpose for our Board of Education and staff of the school district. We are committed to this mission and are doing our best to help ALL students achieve.

Every year, school districts in Colorado report about their performance to their communities, based on requirements in Colorado Accreditation Rules and the No Child Left Behind Act. The report includes goals, objectives and plans for improvement.

Specifically, in the report, you will find district improvement goals and the progress we’ve made towards those goals, as well as the following information:

Assessment Data

1. Colorado Growth Model. The Colorado Growth Model provides a common understanding of how individual students and groups of students progress from year to year toward state standards based on where each individual student begins.
2. Colorado Student Assessment Program (CSAP) results by grade level for each school and for the district. Results are disaggregated by race/ethnicity, English language learners, economically disadvantaged students and students with disabilities.
3. School and district CSAP performance for the last two years, compared with the state of Colorado as a whole.
4. CSAPA results (for students given the alternate assessment), if applicable.

Accountability Data

1. Adequate Yearly Progress (AYP) results. Adequate Yearly Progress is the federal accountability measure for schools and districts under the No Child Left Behind legislation. The report includes the overall AYP determination for

schools and districts as well as their specific AYP results.

2. The names and number of schools in your district that are identified as Schools on Improvement under No Child Left Behind.

Teacher Quality Data

1. The percent of classes taught by Highly Qualified Teachers, and disaggregated by high and low poverty schools
2. Information about teachers including the professional qualifications of teachers, and the percent of teachers with emergency licenses.

Post-Secondary Readiness Data

1. Post-secondary readiness indicators including (as applicable): the number and percent of students taking advanced placement courses, students enrolled in institutions under the Post Secondary Enrollment Options Act.
2. Graduation rates and drop out rates.
3. Results of the college entrance exam (ACT) for the district as a whole, and compared to the state average.

Other Data

1. District budget, revenues and expenditures
2. Attendance rates
3. Evidence of a safe, civil learning environment, and
4. Number of expelled and suspended students;

The Wiggins School District Annual Report to the Public is posted on the district website at the following Web address: www.wiggins50@k12.co.us. If you would like a hard copy of the report, please call 483-7762 .

The Colorado Department of Education has posted school and district Assessment Data, Accountability Data, and Post-Secondary Readiness Data on the state’s Web site at

<http://www.cde.state.co.us/districtprofiles.asp>.

Our doors are open. We want to listen to you. If you have a question or suggestion after reading this report, please feel free to call or stop by our office or our schools. Thank you for your support of the Wiggins School District.

Colorado District and School Diagnostic Growth Summary

Colorado's Growth Model provides a way for educators to understand how much growth a student made from one CSAP administration to the next. The Growth Model compares each student's performance to students in the same grade throughout Colorado who had similar CSAP scores in past years, and calculates a Student Growth Percentile. **If the student grew as much or more than 60 percent of her peers, the student would have a 60th Growth Percentile.**

1. Student Growth Percentiles can be used to determine "How much growth is enough?", specifying the amount of growth necessary for each student to reach proficiency ("catch up") or maintain proficiency ("keep up") within three years or by 10th grade. In the table below, the 2008 data for Percent on Track to Catch Up gives the district percentages of students, scoring Unsatisfactory or Partially Proficient in 2007, making enough growth during the 2007-08 academic year to reach proficiency within three years or 10th grade. Similarly, the 2008 data for Percent on Track to Keep Up gives the district percentages of students, scoring Proficient or Advanced in 2007, making enough growth during the 2007-08 academic year to remain at or above proficient over the next three years or 10th grade.
2. Student Growth Percentiles can be aggregated at the grade, school, and district levels to provide a summary number. This is done through finding the median score (the middle score if you rank the scores from highest to lowest). Below you will find Median Student Growth Percentiles for your district reflecting growth from 2005 to 2006, from 2006 to 2007, and from 2007 to 2008.

The state median growth percentile is always 50, so it is useful to examine substantial differences from 50 when looking for high and low growth. Median Student Growth Percentiles of 50 and above are colored in green in the tables below. Data are provided only for those students who are not new to the school after October 1st of the academic school year. If data are not shown below, fewer than 16 students were included in the group.

GREEN = meets or exceeds state median growth percentile of 50 and higher									
WIGGINS RE-50(J)	Reading			Writing			Math		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
Districtwide Information									
1. On Track to Catch Up and Keep Up									
Percent on Track to Catch Up									
Low Income	43.6%	27.3%		36.8%	22.8%		7.4%	6.8%	
Minority	39.1%	30.6%		33.3%	17.5%		9.1%	6.8%	
Boys	36.6%	27.3%		29.6%	25.4%		15.9%	9.9%	
Girls	39.4%	37.5%		35.1%	17.9%		8.9%	9.8%	
Percent on Track to Keep Up									
Low Income	62.3%	66.7%		53.7%	64.3%		40.0%	50.9%	
Minority	52.8%	59.5%		52.0%	51.5%		25.9%	37.9%	
Boys	60.0%	67.3%		55.9%	59.3%		48.2%	63.2%	
Girls	80.9%	77.0%		67.1%	78.5%		51.9%	55.7%	
Elementary School Students									
Percent on Track to Catch Up	54.5%	47.4%		37.8%	45.2%		45.0%	44.4%	
Percent on Track to Keep Up	53.8%	76.3%		61.9%	78.3%		51.9%	73.3%	
Middle School Students									
Percent on Track to Catch Up	40.0%	31.3%		34.4%	18.7%		8.6%	6.0%	
Percent on Track to Keep Up	75.0%	57.3%		52.0%	58.8%		35.6%	50.0%	
High School Students									
Percent on Track to Catch Up	22.2%	20.0%		24.5%	11.6%		4.7%	1.9%	
Percent on Track to Keep Up	91.2%	90.4%		80.0%	79.4%		84.8%	55.6%	
2. Median Student Growth Percentiles									
Elementary School(s)	61.5	51	55	67	58	55	64.5	52.5	54
Middle School(s)	32	55	30	36	55	44.5	36.5	36	40.5
High School(s)	41	56	49	55	63	65	37	45	40
Grade 4	52	65	62	66	63	58	72.5	79	74
Grade 5	49	40	39	60	37.5	53	44	30	37
Grade 6	75.5	43	21	76	67	47	68	54.5	36
Grade 7	25	55	37.5	38.5	55	38	33	33	41.5
Grade 8	33	54	30	34.5	55	45	37.5	38.5	45
Grade 9	41.5	49.5	42	55.5	68.5	49.5	42	41.5	25
Grade 10	37	64	52	55	63	73	34.5	69.5	56
2. Median Student Growth Percentiles									
WIGGINS JUNIOR-SENIOR HIGH SCHOOL									
All Students	36	55.5	37	45	59	53	37	41	40
Low Income	31	60	39.5	38.5	61	51.5	34	45	34
Minority	45	63	38	46	59	57	39	42	43
Boys	24	66	36	44	63	46.5	37	43	44.5
Girls	51	42	39.5	50.5	57	59	36	39	37
2. Median Student Growth Percentiles									
WIGGINS ELEMENTARY SCHOOL									
All Students	61.5	51	55	67	58	55	64.5	52.5	54
Low Income	67.5	52	56.5	67	54	55.5	57	58	53
Minority	72	43	61.5	69	52	50.5	63	46.5	.
Boys	61	42	47	67	54	53	67.5	49.5	58
Girls	62	63	59	66	63	55.5	60	57	53

Assessment Data:

CSAP Proficiency Level

ALL CSAP Math

Disaggregated Groups	Year	Total N	%U	%PP	%P	%A	%NS
All	2008	331	19	34	30	17	0
	2007	331	18	31	35	16	1
	2006	342	20	30	35	15	0
White	2008	242	17	29	33	22	0
	2007	251	18	26	36	20	1
	2006	253	17	29	34	19	0
Male	2008	182	19	35	28	18	1
	2007	188	14	33	35	17	1
	2006	196	19	28	35	18	0
Female	2008	147	19	33	32	16	0
	2007	140	22	28	34	15	1
	2006	145	21	32	34	12	1
Economically Disadvantaged	2008	138	23	41	25	10	1
	2007	139	20	36	31	12	1
	2006	131	25	31	32	12	0
State Average	2008	464224	18	28	33	21	1
	2007	461291	18	28	33	20	1
	2006	458117	18	28	33	20	1

ALL CSAP Reading

Disaggregated Groups	Year	Total N	%U	%PP	%P	%A	%NS
All	2008	331	6	25	62	6	1
	2007	330	6	21	68	5	1
	2006	343	11	23	60	5	1
White	2008	239	7	18	66	8	0
	2007	252	6	16	71	6	1
	2006	256	9	20	63	7	2
Male	2008	180	8	27	61	4	1
	2007	188	6	21	67	5	1
	2006	195	13	21	63	4	0
Female	2008	146	5	23	64	9	0
	2007	141	6	21	70	4	1
	2006	145	9	26	56	6	3
Economically Disadvantaged	2008	137	8	35	53	4	1
	2007	141	8	26	62	4	1
	2006	132	16	24	54	5	2
State Average	2008	462434	10	21	59	8	1
	2007	459351	11	21	59	8	1
	2006	455699	11	20	60	8	1

**ALL
CSAP
Science**

Disaggregated Groups	Year	Total N	%U	%PP	%P	%A	%NS
All	2008	138	22	38	36	3	1
	2007	122	14	43	39	5	0
	2006	123	24	37	33	5	2
White	2008	103	14	38	45	4	0
	2007	93	14	39	42	5	0
	2006	89	16	39	39	6	0
Male	2008	78	19	38	37	4	1
	2007	72	13	46	38	4	0
	2006	68	22	40	31	6	1
Female	2008	60	27	38	33	2	0
	2007	50	16	38	40	6	0
	2006	55	25	35	35	4	2
Economically Disadvantaged	2008	56	38	32	25	4	2
	2007	45	18	47	33	2	0
	2006	47	38	26	28	4	4
State Average	2008	171601	22	31	38	8	1
	2007	171572	21	30	39	8	1
	2006	170358	23	31	38	7	1

**ALL
CSAP
Writing**

Disaggregated Groups	Year	Total N	%U	%PP	%P	%A	%NS
All	2008	332	2	46	44	8	1
	2007	331	1	41	52	6	1
	2006	341	5	43	45	6	1
White	2008	239	3	38	49	10	0
	2007	252	1	38	52	8	1
	2006	254	3	40	49	7	1
Male	2008	181	3	50	39	7	1
	2007	188	1	47	46	5	1
	2006	193	6	51	39	4	0
Female	2008	146	1	40	50	9	0
	2007	142	1	32	59	6	1
	2006	145	4	34	52	8	1
Economically Disadvantaged	2008	137	3	58	32	6	1
	2007	141	3	47	45	4	1
	2006	131	8	52	37	3	0
State Average	2008	462550	6	39	44	10	1
	2007	459322	5	40	44	10	1
	2006	455856	6	39	44	10	1

CSAP grade 3 Reading

Disaggregated Groups	Year	Total N	%U	%PP	%P	%A	%NS
All	2008	36	6	25	61	8	0
	2007	41	7	17	63	12	0
	2006	38	5	11	79	3	3
White	2008	25	8	16	64	12	0
	2007	32	6	13	66	16	0
	2006	33	3	12	79	3	3
Male	2008	15	X	X	X	X	X
	2007	19	5	16	58	21	0
	2006	24	4	4	88	4	0
Female	2008	21	5	10	76	10	0
	2007	22	9	18	68	5	0
	2006	14	X	X	X	X	X
Economically Disadvantaged	2008	14	X	X	X	X	X
	2007	19	16	21	53	11	0
	2006	17	0	12	82	0	6
State Average	2008	57917	11	18	64	7	0
	2007	56475	10	19	64	7	0
	2006	54592	11	18	65	6	1

CSAP grade 7 Reading

Disaggregated Groups	Year	Total N	%U	%PP	%P	%A	%NS
All	2008	33	12	39	42	6	0
	2007	50	10	20	66	4	0
	2006	39	15	28	51	3	3
White	2008	23	17	22	52	9	0
	2007	34	9	15	71	6	0
	2006	29	14	28	52	3	3
Male	2008	18	22	28	39	11	0
	2007	24	4	17	79	0	0
	2006	23	13	35	52	0	0
Female	2008	15	X	X	X	X	X
	2007	26	15	23	54	8	0
	2006	16	19	19	50	6	6
Economically Disadvantaged	2008	15	X	X	X	X	X
	2007	26	8	27	58	8	0
	2006	13	X	X	X	X	X
State Average	2008	57174	12	22	56	9	1
	2007	57159	13	21	57	9	1
	2006	57892	13	22	56	8	1

CSAP grade 4 Reading

CSAP grade 8 Reading

Disaggregated Groups	Year	Total N	%U	%PP	%P	%A	%NS	Disaggregated Groups	Year	Total N	%U	%PP	%P	%A	%NS
All	2008	44	2	25	64	9	0	All	2008	51	8	25	61	4	2
	2007	34	0	21	76	3	0		2007	39	8	26	67	0	0
	2006	43	2	16	79	2	0		2006	55	16	29	49	5	0
White	2008	34	3	21	65	12	0	White	2008	34	6	15	71	6	3
	2007	31	0	19	77	3	0		2007	29	7	24	69	0	0
	2006	36	3	17	78	3	0		2006	43	14	28	51	7	0
Male	2008	20	5	25	65	5	0	Male	2008	26	0	23	73	0	4
	2007	20	0	20	75	5	0		2007	22	9	27	64	0	0
	2006	32	3	19	78	0	0		2006	32	22	28	44	6	0
Female	2008	24	0	25	63	13	0	Female	2008	25	16	28	48	8	0
	2007	14	X	X	X	X	X		2007	17	6	24	71	0	0
	2006	11	X	X	X	X	X		2006	23	9	30	57	4	0
Economically Disadvantaged	2008	19	5	37	58	0	0	Economically Disadvantaged	2008	23	4	43	48	4	0
	2007	19	0	32	68	0	0		2007	15	X	X	X	X	X
	2006	16	6	6	88	0	0		2006	25	24	28	40	8	0
State Average	2008	58214	10	24	62	4	0	State Average	2008	57176	11	21	57	10	1
	2007	56492	13	22	58	6	0		2007	58194	12	24	55	8	1
	2006	55894	10	22	62	5	0		2006	58712	11	21	57	9	1

CSAP grade 5 Reading

CSAP grade 9 Reading

Disaggregated Groups	Year	Total N	%U	%PP	%P	%A	%NS	Disaggregated Groups	Year	Total N	%U	%PP	%P	%A	%NS
All	2008	36	3	14	72	11	0	All	2008	37	3	24	70	3	0
	2007	44	11	18	66	5	0		2007	53	4	32	58	2	4
	2006	33	9	27	52	12	0		2006	48	15	17	67	2	0
White	2008	31	3	13	71	13	0	White	2008	27	4	22	70	4	0
	2007	32	13	13	69	6	0		2007	40	5	20	68	3	5
	2006	24	8	17	58	17	0		2006	36	11	17	69	3	0
Male	2008	21	0	24	67	10	0	Male	2008	20	5	25	70	0	0
	2007	31	13	23	61	3	0		2007	35	6	34	54	3	3
	2006	19	11	16	63	11	0		2006	23	22	9	65	4	0
Female	2008	15	X	X	X	X	X	Female	2008	16	0	19	75	6	0
	2007	13	X	X	X	X	X		2007	18	0	28	67	0	6
	2006	13	X	X	X	X	X		2006	24	8	21	71	0	0
Economically Disadvantaged	2008	14	X	X	X	X	X	Economically Disadvantaged	2008	16	0	25	75	0	0
	2007	17	12	18	71	0	0		2007	20	10	50	35	0	5
	2006	12	X	X	X	X	X		2006	17	24	18	59	0	0
State Average	2008	57227	11	18	61	9	0	State Average	2008	60429	9	23	60	6	2
	2007	56957	13	18	59	9	0		2007	60980	8	24	62	4	2
	2006	56324	12	18	60	9	1		2006	60205	10	22	61	5	2

The minimum N currently is set to 16. Any group size below the minimum N shows an X instead of the score

CSAP grade 6 Reading

CSAP grade 10 Reading

Disaggregated Groups	Year	Total N	%U	%PP	%P	%A	%NS	Disaggregated Groups	Year	Total N	%U	%PP	%P	%A	%NS
All	2008	43	12	19	67	2	0	All	2008	51	6	27	59	6	2
	2007	30	7	13	73	7	0		2007	39	0	13	82	5	0
	2006	50	4	26	64	6	0		2006	37	22	30	35	8	5
White	2008	31	10	19	68	3	0	White	2008	34	6	21	65	9	0
	2007	22	9	5	77	9	0		2007	32	0	16	78	6	0
	2006	30	7	13	70	10	0		2006	25	16	24	40	12	8
Male	2008	31	13	26	61	0	0	Male	2008	29	10	24	59	3	3
	2007	18	11	6	72	11	0		2007	19	0	11	84	5	0
	2006	24	4	17	75	4	0		2006	18	28	39	28	6	0
Female	2008	12	X	X	X	X	X	Female	2008	18	0	39	50	11	0
	2007	12	X	X	X	X	X		2007	19	0	16	79	5	0
	2006	25	4	36	52	8	0		2006	19	16	21	42	11	11
Economically Disadvantaged	2008	20	15	20	65	0	0	Economically Disadvantaged	2008	16	13	50	31	0	6
	2007	12	X	X	X	X	X		2007	13	X	X	X	X	X
	2006	22	9	27	59	5	0		2006	10	X	X	X	X	X
State Average	2008	57173	9	19	59	12	1	State Average	2008	57124	10	21	55	11	3
	2007	56701	10	19	59	12	1		2007	56393	8	19	60	9	3
	2006	56791	10	20	59	10	1		2006	55289	9	20	56	12	3

CSAP grade 3 Writing

CSAP grade 7 Writing

Disaggregated Groups	Year	Total N	%U	%PP	%P	%A	%NS	Disaggregated Groups	Year	Total N	%U	%PP	%P	%A	%NS
All	2008	37	5	41	49	5	0	All	2008	33	9	42	36	12	0
	2007	42	5	40	52	2	0		2007	50	0	36	58	6	0
	2006	36	3	33	56	8	0		2006	39	3	49	46	3	0
White	2008	25	8	28	56	8	0	White	2008	23	13	39	30	17	0
	2007	32	6	31	59	3	0		2007	34	0	35	56	9	0
	2006	31	0	29	61	10	0		2006	29	3	52	41	3	0
Male	2008	16	6	56	38	0	0	Male	2008	18	17	56	11	17	0
	2007	19	5	42	47	5	0		2007	24	0	33	58	8	0
	2006	22	0	45	50	5	0		2006	23	0	65	35	0	0
Female	2008	21	5	29	57	10	0	Female	2008	15	X	X	X	X	X
	2007	23	4	39	57	0	0		2007	26	0	38	58	4	0
	2006	14	X	X	X	X	X		2006	16	6	25	63	6	0
Economically Disadvantaged	2008	14	X	X	X	X	X	Economically Disadvantaged	2008	15	X	X	X	X	X
	2007	19	11	53	37	0	0		2007	26	0	38	58	4	0
	2006	16	0	50	50	0	0		2006	13	X	X	X	X	X
State Average	2008	57922	7	43	40	10	0	State Average	2008	57193	5	37	46	12	1
	2007	56427	6	40	46	9	0		2007	57166	3	36	46	15	1
	2006	54650	7	41	41	11	0		2006	57906	5	38	45	11	1

The minimum N currently is set to 16. Any group size below the minimum N shows an X instead of the score

CSAP grade 4 Writing

Disaggregated Groups	Year	Total N	%U	%PP	%P	%A	%NS
All	2008	44	0	48	39	14	0
	2007	34	0	32	56	12	0
	2006	43	0	42	51	7	0
White	2008	34	0	38	44	18	0
	2007	31	0	32	55	13	0
	2006	36	0	39	53	8	0
Male	2008	20	0	45	40	15	0
	2007	20	0	35	55	10	0
	2006	32	0	53	47	0	0
Female	2008	24	0	50	38	13	0
	2007	14	X	X	X	X	X
	2006	11	X	X	X	X	X
Economically Disadvantaged	2008	19	0	68	21	11	0
	2007	19	0	37	53	11	0
	2006	16	0	56	44	0	0
State Average	2008	58231	7	41	43	9	0
	2007	56495	8	42	41	8	0
	2006	55895	8	42	42	8	0

CSAP grade 8 Writing

Disaggregated Groups	Year	Total N	%U	%PP	%P	%A	%NS
All	2008	51	0	51	45	2	2
	2007	39	0	54	44	3	0
	2006	55	9	62	27	2	0
White	2008	34	0	38	56	3	3
	2007	29	0	55	41	3	0
	2006	43	7	56	35	2	0
Male	2008	26	0	50	46	0	4
	2007	22	0	59	41	0	0
	2006	32	13	69	16	3	0
Female	2008	25	0	52	44	4	0
	2007	17	0	47	47	6	0
	2006	23	4	52	43	0	0
Economically Disadvantaged	2008	23	0	61	35	4	0
	2007	15	X	X	X	X	X
	2006	25	12	60	28	0	0
State Average	2008	57200	5	41	42	10	1
	2007	58207	4	44	42	9	1
	2006	58729	5	42	42	9	1

CSAP grade 5 Writing

Disaggregated Groups	Year	Total N	%U	%PP	%P	%A	%NS
All	2008	36	0	33	56	11	0
	2007	44	0	41	50	9	0
	2006	33	6	33	52	9	0
White	2008	31	0	32	55	13	0
	2007	32	0	38	50	13	0
	2006	24	4	29	54	13	0
Male	2008	21	0	38	52	10	0
	2007	31	0	52	48	0	0
	2006	19	5	42	42	11	0
Female	2008	15	X	X	X	X	X
	2007	13	X	X	X	X	X
	2006	13	X	X	X	X	X
Economically Disadvantaged	2008	14	X	X	X	X	X
	2007	17	0	47	47	6	0
	2006	12	X	X	X	X	X
State Average	2008	57236	6	35	47	12	0
	2007	56962	5	37	47	10	0
	2006	56335	6	34	47	13	1

CSAP grade 9 Writing

Disaggregated Groups	Year	Total N	%U	%PP	%P	%A	%NS
All	2008	37	3	51	38	8	0
	2007	53	2	58	34	2	4
	2006	48	4	42	54	0	0
White	2008	27	4	44	44	7	0
	2007	40	3	50	40	3	5
	2006	36	3	39	58	0	0
Male	2008	20	5	45	45	5	0
	2007	35	3	66	26	3	3
	2006	23	9	43	48	0	0
Female	2008	16	0	56	31	13	0
	2007	18	0	44	50	0	6
	2006	24	0	38	63	0	0
Economically Disadvantaged	2008	16	0	69	25	6	0
	2007	20	5	70	20	0	5
	2006	17	6	59	35	0	0
State Average	2008	60433	5	43	42	7	2
	2007	60976	5	44	42	7	2
	2006	60219	5	41	44	8	2

The minimum N currently is set to 16. Any group size below the minimum N shows an X instead of the score

CSAP grade 6 Writing

CSAP grade 10 Writing

Disaggregated Groups	Year	Total N	%U	%PP	%P	%A	%NS	Disaggregated Groups	Year	Total N	%U	%PP	%P	%A	%NS
All	2008	43	0	37	56	7	0	All	2008	51	2	59	33	4	2
	2007	30	0	20	67	13	0		2007	39	3	33	62	3	0
	2006	50	2	32	52	14	0		2006	37	14	49	27	5	5
White	2008	31	0	29	61	10	0	White	2008	34	3	50	41	6	0
	2007	22	0	23	59	18	0		2007	32	0	38	59	3	0
	2006	30	3	23	57	17	0		2006	25	4	48	32	8	8
Male	2008	31	0	45	52	3	0	Male	2008	29	3	66	21	7	3
	2007	18	0	33	50	17	0		2007	19	0	42	53	5	0
	2006	24	4	21	58	17	0		2006	18	17	61	22	0	0
Female	2008	12	X	X	X	X	X	Female	2008	18	0	50	50	0	0
	2007	12	X	X	X	X	X		2007	19	5	26	68	0	0
	2006	25	0	44	44	12	0		2006	19	11	37	32	11	11
Economically Disadvantaged	2008	20	0	50	45	5	0	Economically Disadvantaged	2008	16	6	69	19	0	6
	2007	12	X	X	X	X	X		2007	13	X	X	X	X	X
	2006	22	5	41	45	9	0		2006	10	X	X	X	X	X
State Average	2008	57186	5	35	49	10	0	State Average	2008	57149	10	40	39	8	3
	2007	56705	5	35	49	11	1		2007	56384	7	39	43	8	3
	2006	56802	5	35	48	11	1		2006	55320	7	39	43	8	3

CSAP grade 3 Math

CSAP grade 7 Math

Disaggregated Groups	Year	Total N	%U	%PP	%P	%A	%NS	Disaggregated Groups	Year	Total N	%U	%PP	%P	%A	%NS
All	2008	37	8	32	38	22	0	All	2008	33	12	55	21	12	0
	2007	42	2	31	50	17	0		2007	50	24	34	26	16	0
	2006	36	0	33	58	8	0		2006	40	18	45	20	18	0
White	2008	25	8	20	40	32	0	White	2008	23	17	39	26	17	0
	2007	32	3	25	50	22	0		2007	34	24	24	32	21	0
	2006	31	0	29	61	10	0		2006	29	14	45	21	21	0
Male	2008	15	X	X	X	X	X	Male	2008	18	17	39	22	22	0
	2007	19	0	26	47	26	0		2007	24	13	38	29	21	0
	2006	22	0	41	55	5	0		2006	24	17	42	21	21	0
Female	2008	21	5	14	57	24	0	Female	2008	14	X	X	X	X	X
	2007	22	5	36	50	9	0		2007	25	36	28	24	12	0
	2006	14	X	X	X	X	X		2006	16	19	50	19	13	0
Economically Disadvantaged	2008	14	X	X	X	X	X	Economically Disadvantaged	2008	14	X	X	X	X	X
	2007	19	0	42	47	11	0		2007	25	28	44	20	8	0
	2006	16	0	38	56	6	0		2006	14	X	X	X	X	X
State Average	2008	59417	8	22	40	30	0	State Average	2008	57175	18	35	28	18	1
	2007	58080	7	24	43	25	0		2007	57153	14	35	30	21	1
	2006	56385	7	22	42	29	0		2006	57912	21	34	27	17	1

The minimum N currently is set to 16. Any group size below the minimum N shows an X instead of the score

CSAP grade 4 Math

CSAP grade 8 Math

Disaggregated Groups	Year	Total N	%U	%PP	%P	%A	%NS	Disaggregated Groups	Year	Total N	%U	%PP	%P	%A	%NS
All	2008	44	2	25	34	39	0	All	2008	50	26	40	18	16	0
	2007	34	0	12	62	26	0		2007	39	26	33	26	15	0
	2006	43	0	12	53	35	0		2006	55	31	38	18	11	2
White	2008	34	3	18	38	41	0	White	2008	33	18	36	24	21	0
	2007	30	0	10	60	30	0		2007	29	24	38	21	17	0
	2006	36	0	14	47	39	0		2006	43	30	35	19	14	2
Male	2008	20	0	25	25	50	0	Male	2008	25	12	44	28	16	0
	2007	20	0	5	75	20	0		2007	22	23	45	18	14	0
	2006	32	0	9	63	28	0		2006	32	28	44	13	16	0
Female	2008	24	4	25	42	29	0	Female	2008	25	40	36	8	16	0
	2007	13	X	X	X	X	X		2007	17	29	18	35	18	0
	2006	11	X	X	X	X	X		2006	23	35	30	26	4	4
Economically Disadvantaged	2008	19	0	37	37	26	0	Economically Disadvantaged	2008	23	39	48	9	4	0
	2007	18	0	17	61	22	0		2007	15	X	X	X	X	X
	2006	16	0	6	69	25	0		2006	25	40	28	16	16	0
State Average	2008	58403	9	23	42	26	0	State Average	2008	57182	23	30	27	20	1
	2007	56799	9	21	43	27	0		2007	58162	22	31	29	17	1
	2006	56399	8	23	43	26	0		2006	58738	25	29	27	18	1

CSAP grade 5 Math

CSAP grade 9 Math

Disaggregated Groups	Year	Total N	%U	%PP	%P	%A	%NS	Disaggregated Groups	Year	Total N	%U	%PP	%P	%A	%NS
All	2008	36	3	19	58	19	0	All	2008	37	32	35	22	11	0
	2007	44	2	25	48	25	0		2007	53	45	28	19	4	4
	2006	33	9	21	48	21	0		2006	48	33	42	19	6	0
White	2008	31	3	16	58	23	0	White	2008	27	33	30	22	15	0
	2007	32	3	16	50	31	0		2007	40	48	18	25	5	5
	2006	23	9	22	43	26	0		2006	36	28	44	19	8	0
Male	2008	21	0	29	52	19	0	Male	2008	21	38	24	24	14	0
	2007	31	0	35	45	19	0		2007	35	46	31	14	6	3
	2006	20	15	25	30	30	0		2006	24	33	33	25	8	0
Female	2008	15	X	X	X	X	X	Female	2008	16	25	50	19	6	0
	2007	13	X	X	X	X	X		2007	18	44	22	28	0	6
	2006	13	X	X	X	X	X		2006	24	33	50	13	4	0
Economically Disadvantaged	2008	14	X	X	X	X	X	Economically Disadvantaged	2008	16	31	50	19	0	0
	2007	17	0	29	47	24	0		2007	20	45	35	15	0	5
	2006	12	X	X	X	X	X		2006	17	53	47	0	0	0
State Average	2008	57253	8	26	37	28	0	State Average	2008	60459	30	30	24	13	2
	2007	56958	11	24	35	30	0		2007	61012	33	30	24	11	2
	2006	56316	9	25	38	27	0		2006	60246	30	30	25	13	2

The minimum N currently is set to 16. Any group size below the minimum N shows an X instead of the score

CSAP grade 6 Math

CSAP grade 10 Math

Disaggregated Groups	Year	Total N	%U	%PP	%P	%A	%NS	Disaggregated Groups	Year	Total N	%U	%PP	%P	%A	%NS
All	2008	43	7	37	37	19	0	All	2008	51	51	29	16	2	2
	2007	30	3	40	30	27	0		2007	39	23	46	26	5	0
	2006	50	12	24	42	22	0		2006	37	54	16	30	0	0
White	2008	31	6	35	32	26	0	White	2008	38	42	34	21	3	0
	2007	22	5	41	23	32	0		2007	32	22	47	25	6	0
	2006	30	10	20	40	30	0		2006	25	48	20	32	0	0
Male	2008	31	6	42	39	13	0	Male	2008	31	55	23	16	3	3
	2007	18	6	39	28	28	0		2007	19	11	42	37	11	0
	2006	24	8	17	46	29	0		2006	18	61	11	28	0	0
Female	2008	12	X	X	X	X	X	Female	2008	20	45	40	15	0	0
	2007	12	X	X	X	X	X		2007	20	35	50	15	0	0
	2006	26	15	31	38	15	0		2006	18	44	22	33	0	0
Economically Disadvantaged	2008	20	10	45	40	5	0	Economically Disadvantaged	2008	18	61	28	6	0	6
	2007	12	X	X	X	X	X		2007	13	X	X	X	X	X
	2006	21	19	29	38	14	0		2006	10	X	X	X	X	X
State Average	2008	57193	13	26	37	24	0	State Average	2008	57142	32	35	25	5	3
	2007	56711	13	26	35	25	0		2007	56416	33	34	25	5	3
	2006	56813	15	27	35	21	1		2006	55308	31	36	26	5	2

CSAP grade 5 Science

CSAP grade 10 Science

Disaggregated Groups	Year	Total N	%U	%P	%P	%A	%NS	Disaggregated Groups	Year	Total N	%U	%P	%P	%A	%NS
All	2008	36	8	39	44	8	0	All	2008	51	22	43	31	2	2
	2007	44	7	64	20	9	0		2007	39	8	33	54	5	0
	2006	31	19	48	23	10	0		2006	37	30	32	30	5	3
White	2008	31	6	35	48	10	0	White	2008	38	13	42	42	3	0
	2007	32	6	59	25	9	0		2007	32	6	31	56	6	0
	2006	21	10	48	29	14	0		2006	25	20	40	36	4	0
Male	2008	21	10	33	48	10	0	Male	2008	31	26	35	32	3	3
	2007	31	3	68	23	6	0		2007	19	0	37	58	5	0
	2006	18	11	61	17	11	0		2006	18	33	39	17	6	6
Female	2008	15	X	X	X	X	X	Female	2008	20	15	55	30	0	0
	2007	13	X	X	X	X	X		2007	20	15	30	50	5	0
	2006	13	X	X	X	X	X		2006	19	26	26	42	5	0
Economically Disadvantaged	2008	15	X	X	X	X	X	Economically Disadvantaged	2008	18	39	28	28	0	6
	2007	17	6	71	18	6	0		2007	13	X	X	X	X	X
	2006	12	X	X	X	X	X		2006	10	X	X	X	X	X
State Average	2008	57222	15	41	33	11	0	State Average	2008	57193	27	23	41	6	3
	2007	56938	19	39	28	13	0		2007	56436	25	24	44	4	3
	2006	56281	21	41	26	11	0		2006	55352	26	24	43	4	2

The minimum N currently is set to 16. Any group size below the minimum N shows an X instead of the score

CSAP grade 8 Science

Disaggregated Groups	Year	Total N	%U	%PP	%P	%A	%NS
All	2008	51	33	33	33	0	0
	2007	39	28	28	44	0	0
	2006	55	22	35	40	2	2
White	2008	34	21	35	44	0	0
	2007	29	31	24	45	0	0
	2006	43	16	35	47	2	0
Male	2008	26	19	46	35	0	0
	2007	22	36	23	41	0	0
	2006	32	22	28	47	3	0
Female	2008	25	48	20	32	0	0
	2007	17	18	35	47	0	0
	2006	23	22	43	30	0	4
Economically Disadvantaged	2008	23	52	30	17	0	0
	2007	15	X	X	X	X	X
	2006	25	36	24	36	0	4
State Average	2008	57186	25	28	39	7	1
	2007	58198	20	27	44	8	1
	2006	58725	20	28	44	7	1

NWEA FALL TO SPRING

Subject	Grade	Fall 2007	Spring 2008	Growth	Expected Growth	Difference	
Math	3	187.4	200.4	13	9.4	3.6	
	4	200.6	213.7	13.1	7.7	5.4	
	5	213	222.6	9.6	7.1	2.5	
	6	214.6	227.7	13.1	5.9	7.2	
	7	223.4	228.5	5.1	4.6	0.5	
	8	227.8	232.8	5	4.3	0.7	
	9	233.9	238.2	4.3	4.5	-0.2	
	10	229.3	231	1.7	2.5	-0.8	
	Reading	3	184.8	201.9	17.1	7.6	9.5
		4	199.1	208.5	9.4	5.9	3.5
5		206.6	214.7	8.1	4.8	3.3	
6		206.8	214	7.2	4	3.2	
7		211.2	217.8	6.6	3.3	3.3	
8		218.7	222.1	3.4	3.1	0.3	
9		224.6	226.9	2.3	2.4	-0.1	
10		216	217.2	1.2	0.5	0.7	
Language		3	190	200.3	10.3	7.7	2.6
		4	198.3	210.1	11.8	5.4	6.4
	5	209.1	216.2	7.1	4.3	2.8	
	6	209.3	216.9	7.6	3.5	4.1	
	7	214.2	215.6	1.4	2.1	-0.7	
	8	220.1	221.9	1.8	2	-0.2	
	9	222.7	221.9	-0.8	2.1	-2.9	
	10	214.9	218	3.1	0.4	2.7	

The minimum N currently is set to 16. Any group size below the minimum N shows an X instead of the score

NWEA

2005 Language Usage Achievement and Growth Norms (RIT values)

Grade	FALL		SPRING		Ending Grade	MEAN GROWTH		
	Median	Mean	Median	Mean		Fall to Spring	Fall to Fall	Spring to Spring
2	180	179.7	193	191.4	2	14.1	n/a	n/a
3	194	193.1	202	200.8	3	9.1	15.3	10.1
4	203	201.7	209	207.1	4	6.3	9.5	6.9
5	210	208.2	214	212.5	5	5.2	6.7	5.6
6	214	212.4	218	215.9	6	4.0	4.9	3.8
7	218	215.9	220	218.0	7	2.9	3.7	2.7
8	220	218.5	222	220.5	8	2.6	3.1	2.7
9	222	220.3	224	222.4	9	1.4	2.4	1.2
10	225	222.9	225	223.2	10	1.1	2.0	1.4

2005 Reading Achievement and Growth Norms (RIT values)

Grade	FALL		SPRING		Ending Grade	MEAN GROWTH		
	Median	Mean	Median	Mean		Fall to Spring	Fall to Fall	Spring to Spring
2	178	177.2	190	188.2	2	13.1	n/a	n/a
3	192	190.3	200	197.9	3	9.1	14.4	10.7
4	201	199.1	207	205.0	4	6.5	9.7	7.5
5	208	205.8	212	210.6	5	5.4	7.1	6.3
6	213	211.0	217	215.0	6	4.3	5.4	4.6
7	217	214.8	220	218.1	7	3.4	4.4	3.7
8	220	218.2	223	221.3	8	3.2	3.9	3.7
9	223	220.7	225	223.1	9	1.6	3.0	1.7
10	226	223.6	227	224.1	10	0.8	2.4	1.8

2005 Mathematics Achievement and Growth Norms (RIT values)

Grade	FALL		SPRING		Ending Grade	MEAN GROWTH		
	Median	Mean	Median	Mean		Fall to Spring	Fall to Fall	Spring to Spring
2	179	179.3	191	190.6	2	13.9	n/a	n/a
3	193	192.3	202	201.7	3	10.9	15.1	12.0
4	203	202.7	211	210.4	4	8.8	11.5	9.5
5	211	211.2	219	218.3	5	8.7	9.2	9.0
6	218	217.4	224	223.3	6	7.2	7.6	6.1
7	225	223.4	229	228.0	7	6.0	7.2	6.1
8	230	228.5	234	232.8	8	5.2	6.6	6.1
9	234	231.7	239	236.2	9	3.2	5.0	3.9
10	238	235.6	240	238.1	10	2.8	3.8	3.2

Summary Report Bear May 2008

	Kdg 41 students	1 st 30 Students	2 nd 35 students	3 rd 37 students
Reading Basics	90%	88%	91%	88%
Comprehension	84%	80%	73%	74%
Language Arts	82%	86%	81%	84%
Total Score	86%	85%	82%	83%

DIBLES May 2008

Instructional Recommendations	Kdg. 41 students	1 st 30 students	2 nd 35 Students	3 rd 37 Students
Intensive	5%	10%	23%	8%
Strategic	2%	13%	26%	38%
Benchmark	92%	77%	51%	54%

AYP Data:

District: 2515 - WIGGINS RE-50(J) - The *No Child Left Behind Act* (NCLB) of 2001, requires the Colorado Department of Education to make a determination of Adequate Yearly Progress (AYP) for every school district in the state. CDE calculates AYP for each district by measuring participation rates, math and reading performance, and graduation rate target levels. Additionally, districts are responsible for all subgroups of students (race/ethnicity, English Language Learners, Economically Disadvantaged students, and students with disabilities) if there are thirty or more students in the disaggregated groups at a specific grade level. The following data shows district AYP results in comparison to state results.

District Summary Data

- **District Made AYP 2007-2008:** NO
- **District Made AYP Reading 2007-2008:** Yes
- **District Made AYP Math 2007-2008:** [No](#)
- **Number of Targets:** 54
- **Number of Targets Made:** 52
- **Percent of Targets Made:** 96.30%

High School Level Summary Data

- **Made AYP Reading 2007-2008:** YES
- **Made AYP Math 2007-2008:** NO
- **Number of Targets:** 12
- **Number of Targets Made:** 10
- **Percent of Targets Made:** 83.33%

2007-2008 NCLB District Accountability Data - AYP High School

Student group	Reading/Language Arts				Mathematics				Other Indicator	
	Percent Tested		Percent Part. Proficient, Proficient, & Advanced *		Percent Tested		Percent Part. Proficient, Proficient, & Advanced *		Graduation Rate	
	Goal: 95%		Goal: 89.83%		Goal: 95%		Goal: 73.50%		Goal: 59.50%	
	District	State	District	State	District	State	District	State	District	State
All Students	98.90	97.49	97.96	89.84	98.90	97.79	67.60	67.76	85.70	75.00
African American	NA	96.52	NA	81.89	NA	96.89	NA	45.22	NA	65.40
American Indian/ Native Alaskan	NA	95.14	NA	87.26	NA	96.09	NA	55.97	NA	58.90
Asian/Pacific Islander	NA	98.55	NA	93.38	NA	98.90	NA	79.93	NA	83.50
Hispanic	NA	96.45	NA	80.83	NA	96.94	NA	45.50	NA	57.10
White	100.00	97.99	98.09	94.29	100.00	98.20	73.44	78.76	88.40	82.10
Students with Disabilities	NA	95.17	NA	58.19	NA	95.73	NA	26.58	NA	63.70
English Language Learners	NA	97.12	NA	75.38	NA	97.51	NA	41.21	NA	55.40
Economically Disadvantaged	96.97	96.33	NA	80.41	97.14	96.88	NA	46.01	NA	63.20

2007-2008 NCLB School Accountability Data - AYP Middle Level

Student group	Reading/Language Arts					
	Percent Tested			Percent Part. Proficient, Proficient, & Advanced *		
	Goal: 95%			Goal: 80.21%		
	School	District	State	School	District	State
All Students	100.00	100.00	99.40	94.68	92.54	88.86
African American	NA	NA	99.15	NA	NA	82.05
American Indian/ Native Alaskan	NA	NA	99.21	NA	NA	86.27
Asian/Pacific Islander	NA	NA	99.57	NA	NA	93.01
Hispanic	100.00	100.00	99.38	NA	95.33	78.71
White	100.00	100.00	99.43	NA	92.98	93.99
Students with Disabilities	NA	NA	98.19	NA	NA	54.70
English Language Learners	NA	NA	99.47	NA	NA	72.48
Economically Disadvantaged	100.00	100.00	99.26	NA	95.65	78.79

Student group	Mathematics					
	Percent Tested			Percent Part. Proficient, Proficient, & Advanced *		
	Goal: 95%			Goal: 69.63%		
	School	District	State	School	District	State
All Students	100.00	100.00	99.47	97.54	89.77	81.71
African American	NA	NA	99.16	NA	NA	66.15
American Indian/ Native Alaskan	NA	NA	99.30	NA	NA	74.14
Asian/Pacific Islander	NA	NA	99.53	NA	NA	91.88
Hispanic	100.00	100.00	99.45	NA	89.65	67.95
White	100.00	100.00	99.50	NA	91.94	89.09

Students with Disabilities	NA	NA	98.41	NA	NA	44.06
English Language Learners	NA	NA	99.51	NA	NA	64.59
Economically Disadvantaged	100.00	100.00	99.36	NA	87.25	68.00

*Confidence Intervals Used

Legend	
Not Applicable	
Made AYP Goal	
AYP Goal Not Made	
Made Safe Harbor	
Made Matched Safe Harbor	

2007-2008 NCLB School Accountability Data - AYP Elementary Level

School: 9576 - WIGGINS ELEMENTARY SCHOOL

District: 2515 - WIGGINS RE-50(J)

Student group	Reading/Language Arts					
	Percent Tested			Percent Part. Proficient, Proficient, & Advanced *		
	Goal: 95%			Goal: 82.69%		
	School	District	State	School	District	State
All Students	100.00	100.00	99.26	98.54	98.54	88.79
African American	NA	NA	99.58	NA	NA	81.29
American Indian/ Native Alaskan	NA	NA	99.85	NA	NA	83.68
Asian/Pacific Islander	NA	NA	99.69	NA	NA	93.95
Hispanic	NA	NA	98.21	NA	NA	79.35
White	100.00	100.00	99.70	98.13	98.13	94.17
Students with Disabilities	NA	NA	98.53	NA	NA	57.90
English Language Learners	NA	NA	97.27	NA	NA	74.53
Economically Disadvantaged	100.00	100.00	98.62	96.32	96.32	79.92

2007-2008 NCLB School Accountability Data - AYP Elementary Level

School: 9576 - WIGGINS ELEMENTARY SCHOOL

District: 2515 - WIGGINS RE-50(J)

Student group	Mathematics					
	Percent Tested			Percent Part. Proficient, Proficient, & Advanced *		
	Goal: 95%			Goal: 83.64%		
	School	District	State	School	District	State
All Students	100.00	100.00	99.71	98.54	98.54	91.35
African American	NA	NA	99.61	NA	NA	81.32
American Indian/ Native Alaskan	NA	NA	99.95	NA	NA	87.63
Asian/Pacific Islander	NA	NA	99.60	NA	NA	96.32
Hispanic	NA	NA	99.74	NA	NA	84.42
White	100.00	100.00	99.71	98.13	98.13	95.73
Students with Disabilities	NA	NA	99.10	NA	NA	67.99
English Language Learners	NA	NA	99.69	NA	NA	81.81
Economically Disadvantaged	100.00	100.00	99.69	97.60	97.60	84.41

**Confidence Intervals Used*

Legend	
	Not Applicable
	Made AYP Goal
	AYP Goal Not Made
	Made Safe Harbor
	Made Matched Safe Harbor

Teacher Quality Data

Teachers Highly Qualified in the District

School Year	2003	2004	2005	2006	2007
Percentage Highly Qualified	94.29%	94.12%	94.29%	100.00%	97.06%
Target Percentage	-	96.17%	98.09%	100.00%	100.00%
Target Made	-	NO	NO	YES	NO

Classrooms in the District Taught by Highly Qualified Teachers

School Year	2003	2004	2005	2006	2007
Percentage Highly Qualified	93.33%	94.44%	98.62%	100.00%	96.35%
Target Percentage	-	95.53%	97.77%	100.00%	100.00%
Target Made	-	NO	YES	YES	NO

Classes Taught by Highly Qualified Teachers in the District by High and Low Poverty

	High Poverty Schools ¹	Low Poverty Schools ²
Percentage in District	*	*
Percentage in State	96.98%	98.02%

* No schools in district at this poverty level.

Professional Qualifications of Teachers

Professional Qualification	Percent of Teachers
Bachelors Degree	75.00%
Masters Degree	22.50%
PhD	2.50%

Teacher Licenses

License	Percent of Teachers
Initial	15.38%

- No teachers are working under an emergency license.

Post Secondary Readiness Data

To strengthen local efforts to ensure the post-secondary readiness of students, Colorado ACT composite performance and the graduation rate from the prior year are provided to assess student preparedness for opportunities beyond high school.

Graduation Rate:

Year	Rate
2006/2007	85.71%
2007/2008	97.05%

Drop Out Rate:

Year	Rate
2006/2007	2.0%
2007/2008	2.7%

District ACT Results:

	District Composite Score	State Average Composite Score
2008	19.5	19.4
2007	17.6	19.1

GUIDANCE

The purpose of the guidance program is to ensure that each student receives guidance in the following domains:

1. Academically: Each student will develop four year plans with the counselor based on their educational and college/career goals. Students will receive help in areas of concern such as

study skills and organization.

2. Personally/Socially: Each student will be assisted in becoming a healthy and productive member of society by ensuring that each student learns appropriate social skills and positive character traits. Personal needs will be addressed through individual appointments.
3. College/Career: Each

student will learn their unique strengths and interests in order to assist them in making college and career choices. Students will learn how to apply for scholarships and colleges, write college essays, and apply for FASFA.

All of these domains are addressed through individual sessions, groups and classroom presentations.

REQUIREMENTS FOR GRADUATION

(Class of 2007-08)

English.....4 units

Social

Studies.....3 units

- a. American History is Required
- b. Geography is Required
- c. American Government is Required during Senior Year

Science.....3 units

Math.....3 units

Algebra I is required of all students and must be completed by the sophomore year. Students who take Algebra I during their 8th grade year will receive one unit of credit of high school credit if they earn **an 80% average, are grade level on the NWEA and Proficient on the CSAP Exam.**

Typing I.....1/2 unit

Computer Science..1/2 unit

Speech.....1/2 unit

Physical

Education.....1 unit

Community Service ...60 hours (through 4 years)

Requirement may be met by earning ¼ credit per sport's

season (4 Sport Seasons will earn 1 credit)

Required.....15 1/2

Electives.....10 1/2

Graduation

requirements.....26 units

Accelerated Reader

Credits.....
1/4 credit per semester

1. Students must read Accelerated Reading books and successfully pass the test or books approved by the Librarian for which the student writes the test to receive points.
 - a. Students must accumulate points assigned to complete the semester successfully.
2. Students may read novels and non-fiction books that are required by their English classes for the entire semester, but will receive no credit.
3. Students who have not completed either 1 or 2 above will receive an unsatisfactory.

Community Service credits may be earned in the following manner:

District Accountability Committee.....1/4 unit per semester

Secondary Accountability Committee.1/4 unit per semester

Volunteer Community Service.....1/4 unit per semester

- a. Volunteer Community Service credit will be awarded only after an application is complete and turned into the secondary office and approved by the principal.

HONORS DIPLOMA

Students may graduate with “Honors” and will receive special recognition (Honor Cords) during graduation ceremonies by meeting the following requirements:

Language – 4 credits (At least two of the following – American Literature, English Literature, Creative/Expository Writing)

Social Sciences – 4 Credits (Geography, World History, U.S. History, Senior Government)

Science – 4 Credits (Must include Chemistry and Physics)

Mathematics – 4 Credits
(Algebra I and II,
Accelerated
Geometry,
Advanced Math)

Foreign Language – 2
Credits

Physical Education –
(Weight Lifting or
participation in four
sports season) – 1
Credit

Keyboarding I/Computer I
– 1 Credit

Speech I – ½ Credit

Electives 5 ½ Credits
MCC credits may be
substituted for some
classes with administrative
approval.

Students must maintain a
3.0 grade point average
and all courses must be
completed without failure.

Morgan Community College DISTANCE LEARNING CLASSES

The distance learning
classes offered at WHS
give students the ability to

earn college credit while
working on their high
school diploma. Juniors
may take no more than one
class per semester and
seniors may take no more
than two classes per
semester. The school will
pay the tuition for the
classes in which a student
enrolls. If a student
receives a “D” or an “F” in
an MCC class, the student
shall reimburse the district
all tuition costs.

COLLEGE SOPHMORE HONORS PROGRAM

Students who earn 30 semester
credits during their junior and
senior years of high school will
receive a scholarship for their
sophomore year of college at
M.C.C. that will pay all tuition
costs. **This program will be
contingent upon available
funding each year.**

ON LINE LEARNING

Students with scheduling
conflicts, expulsion, credit

recovery in summer school
program and homebound
have the opportunity to
receive on line learning via
Infinite Campus.

Description as follows:

“OdysseyWare®, Inc. provides online
curriculum for grades 3-12, in the four
core subjects plus many electives.
Located in Chandler, Arizona,
OdysseyWare was founded to develop a
complete e-learning curriculum for
elementary through high school
students, based on an interactive,
multimedia, electronic gaming
approach. With over 25,000 media files,
lessons are fun and engaging for young
people. Teachers can easily tailor
different modules of lessons to
individual students based on their levels
of proficiency. OdysseyWare is
completely Web-based with core
subject areas including Mathematics,
Language Arts, History, and Science. The
approach has proven popular and
effective with both “at-risk” and
“gifted” students; Special Education
students who have a long history of
challenges in the classroom due to a
variety of mental and emotional issues;
and students in virtual schools. As a
leading provider of online curriculum
that empowers students, OdysseyWare
is revolutionizing learning in America
and giving students the opportunity to
embrace their education and make it
their own.”

*As found on the OdysseyWare website:
<http://www.odysseyware.com/>*

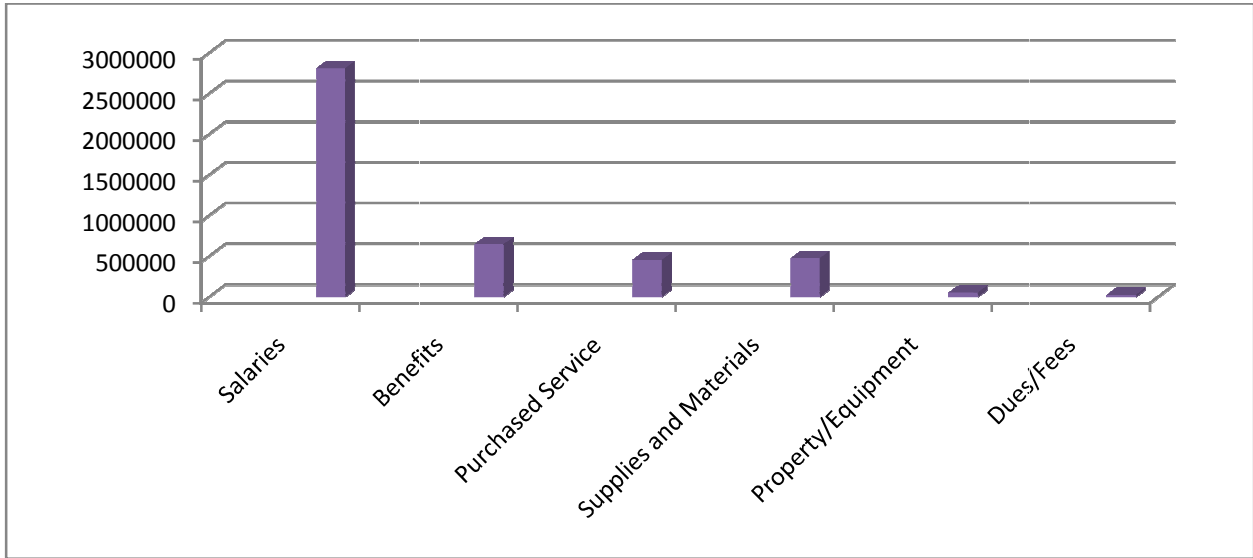
DISTRICT BUDGET

School Budget	
	General Fund Revenue
State Equalization	\$2,829,321
Property Tax	\$1,037,677
Other Local/State	\$353,336
Specific Ownership Tax	\$151,105
Federal	\$200,185



Each year the school district receives a specified amount of money per student from the State to operate the school system. During the 2007-2008 school year, Wiggins School District received \$7,083.32 per student. Kindergarten students are considered half time and Wiggins School District is credited with 11 student slots for preschool which are also considered half time.

	General Fund Expenses
Salaries	\$2,813,175
Benefits	\$650,504
Purchased Service	\$460,216
Supplies and Materials	\$480,293
Property/Equipment	\$57,915
Dues/Fees	\$31,500



Every Colorado school district is required by the Colorado Department of Education to transfer between \$279 and \$800 per student into the Capital Outlay Reserve Fund from the general fund revenues. These funds can only be used for building and ground improvements or large purchases. For the 2007-2008 school year over \$160,000 was placed into this account.

Capital Reserve Projects 2007/08	
Colorado Moisture Control, Inc. (roof repair-kitchen)	\$48,244.00
Dependable Plumbing (water heater-event center)	\$21,460.29
Great Copier Service (copier-Middle School)	\$11,226.60
Greeley Furnace Company, LLC (cooler/duct work)	\$12,646.79
McCandless Intl. Trucks of Colorado (bus)	\$81,471.00
Resilite Sports Products, Inc. (wrestling mat)	\$10,386.00
Roberts Architects (remodel-event center)	\$4,683.66
Safety Systems (fire suppression system)	\$4,550.00
Victorian Upholstery (pad-Middle School gym)	\$2,273.00
<i>Miscellaneous</i> small projects	\$4,437.94

Title I funding defined:

“Title I, Part A, of the No Child Left Behind Act (NCLB) provides financial assistance through State Educational Agencies (SEAs) to Local Educational Agencies (LEAs or school districts) and public schools with high numbers or percentages of disadvantaged children to help ensure that all children meet challenging state academic content and student academic achievement standards. Title I is designed to support state and local school reform efforts tied to challenging state academic standards in order to reinforce efforts to improve teaching and learning for students struggling to meet state standards.” As found on the Colorado Department of Education website - <http://www.cde.state.co.us/>

High Achievement Goals and our plan to improve achievement

Objectives: (Actions to be Taken)

- 1. Grade 6 and 7 cohort scores in math need to be addressed. The district should perform a comprehensive data analysis to find cause and then develop an aggressive plan to improve student achievement in those two grades. **4.01 (1) (B)**
- 2. The District needs to continue to develop assessments to measure achievement in the content areas not tested by CSAP. The use of grades to quantify mastery as well as one year’s growth may not be adequate. The District is encouraged to look at common, pre- and post-assessments to make judgments on non- CSAP tested learning. **4.01 (1) (E)**
- 3. The District needs to analyze the data and instruction in math and reading. Students score much lower in math than they do in reading and writing when compared to their peers across the state. Data presented by the District demonstrates that most of the losses are occurring at the secondary level. **4.01 (1) (B)**
- 4. The District should enhance assessment, mostly progress monitoring, for secondary students in literacy. **4.01 (1) (C)**
- 5. The District needs to continue to take a serious and intensive look at programs and practices throughout the secondary schools. Much improvement has been made, and the District is encouraged to perform a data analysis to look at practices such as student engagement, meaningful activities, and making quality use of all available instructional time. **4.01 (1) (A) (B) (C)**
- 6. The District may want to investigate a comprehensive way to accredit each of its schools. **4.01 (1) (A)**

District Goal # 1: Academic Goal:

- 1) Increase academic achievement PreK-12 in reading, writing and math on all assessed areas
- 2) Increase academic achievement in grades 3- 10 for students with disabilities to be higher than the state average on Proficient and Advanced scores and lower than the state average on Partially Proficient and Unsatisfactory scores on all CSAP tests
- 3) Increase academic achievement percentages of advanced learners to be at or above the state average in all assessed areas.

75% of Wiggins students will perform at the 50th percentile (years growth) or higher in reading, writing and math as measured by the Colorado Growth Model.

Implementation:

<p>Reading</p>	<ul style="list-style-type: none"> • Progress monitoring for secondary students in reading • Resources Needed: AIMS Web training • Reading: AIMS Web- • Reading Skills <ul style="list-style-type: none"> U - Intensive (tier 3) monitor weekly PP - Strategic (tier 2) monitor twice a month P - Benchmark (tier 1) monitor monthly • Reading Level Assessments: CSAP, NWEA, Star, San Diego Quick Read, WPM accuracy, TOSCRF, TOSWRF, TOWRE • All scores will be considered in order to determine placement for a reading intervention class in lieu of an elective. CSAP U or PP will no longer be the only resource for determining placement. Literacy class will be mandatory for all secondary students reading 2+ years below grade level. • Programs to Implements for Literacy Intervention – AMP Achieve Maximum Potential, Rewards, Corrective Reading, Spellography, Vocabulary through Morphemes, Six Minute Solution,)
<p>Writing</p>	<ul style="list-style-type: none"> • Professional Development for K-2 in NLC (National Literacy Coalition) • Elementary: Combination NLC/6 Trait Writing, Be consistent; build it into daily instruction, Establish Rubrics by genre and grade level • Secondary: 6 Trait Writing, rewards Writing, Build consistency into daily instruction, Grade level Rubrics by genre • P.D. Training in Formative Assessment; Summative Assessments (Benchmark tests) Differentiated Instruction, Construct assessment maps based upon Content Standards for grades K-12, Boot Camp Writing – for new or recent teacher, Writing Coach
<p>Math</p>	<ul style="list-style-type: none"> • Get help from 5th grade. Fifth grade high achievers will be extended and challenged with differentiated instruction that will guide these students into the sixth and seventh grade curriculum. <p>Fifth grade lower achievers will receive differentiated instruction as well as extra intervention time to get to grade level by the classroom teacher.</p> <p>All teachers of math will design and administer a pre and post common assessment.</p> <p>The pre-test will determine differentiation levels.</p> <p>The post-test will assess the instruction given.</p> <p>These common assessments will be guided by a mapped curriculum that is standards based and approved by administration.</p> <ul style="list-style-type: none"> • We will no longer require lesson plans by only probationary teachers but rather pacing maps for each math class by all teachers. <p>This map will be done in conjunction with a lead teacher and will include the common assessments, standards addressed along with objective of the lesson and instructional strategies. Within these instructional strategies, the teacher will address a plan for whole group instruction as well as small group differentiation based on pre and post tests.</p> <ul style="list-style-type: none"> • Addressing guaranteed and viable curriculum: <p>Set aside 4 in-service days (consecutive if possible) to complete curriculum map. Day 4 will be the day to share curriculum with other grade levels.</p> <p>Teachers must be given specific instruction into building a g/v curriculum and pacing map.</p> <p>Teachers must be given time together with to build these pacing maps.</p> <p>Teacher will be given a specific deadline to have pacing maps completed.</p> <p>In-service on one of the early release days to teach the format of the preferred pacing map model.</p> <p>Meet with grade-level team once a week during a common planning time to work on the pacing map and possibly require time after school.</p> <p>After examining data, pacing maps will be adjusted to fill in any weaknesses and build upon strengths.</p>

	<ul style="list-style-type: none"> • Increase class time for 6th, 7th and 8th grade math classes into block schedule of 90 to 100 minute periods.
<p>Science</p>	<p><u>5th Grade CSAP Preparation</u> As most people were well aware of, fifth grade’s science scores were abysmal two years ago. The Assessment Director personally challenged me to bring them up. The gauntlet had been dropped. My initial step was to build a lesson map. I went lesson by lesson through my curriculum. Tedious hour by tedious hour, I aligned the lessons to the state standards. Each chapter was built around a pre and post test. This concept allowed me to diagnose where my learners were at in their limited scientific ability. From the tests I was able to differentiate my instruction. Wiping the sweat from my brow, I trudged on. I was finally able to offer an option for my accelerated learners and still be able to provide support for my stragglers. Unit tests were the Holy Grail. All intervention that I attempted was to help my students cope with a test that was similar to the state assessment. I allowed them to refer to the book and find pesky answers that had eluded them. We also did lab experiments that helped support the material we had covered in our text, but we focused on the process. Students had to know and formulate hypothesis and conclusions. Often we did experiments they knew the end to, but this time we filled in the processes. This was how the fifth grade and their caped crusader, yours truly, slayed the beast called CSAP. Hopefully this provided you with a needed chuckle as well as provided you with information.</p> <p><u>8th Grade CSAP Preparation</u> This past spring, the 8th grade science students used a variety of methods to prepare for the CSAP exam. In addition to our regular studies we reviewed the material we had covered up to that point in the year. We also spent a class period examining CSAP released items to help students understand the possible format of test questions. Students studied the released items individually and in groups. As they looked over questions, we also discussed basic test-taking strategies.</p> <p><u>10th Grade CSAP Preparation</u> The content standards are used to determine the content and focus of the science department offerings. The standards dictate the curriculum for grades seven through ten. They are also used to determine the emphasis in chapter organization and daily lesson plans of the individual instructor. Finally, they are the primary influence in determining each student’s individual learning goals.</p>
<p>Response to Intervention</p>	<ul style="list-style-type: none"> • During the 2007-08 school year Wiggins Junior and Sr. High school worked to implement the Response to Intervention Program. A team of teachers, made up of persons from each discipline and/or grade level, met once a week. The steps made towards implementation last year included instruction to all staff in the referral process, data collection, frequent progress monitoring, and implementation of interventions into the classroom. Thirty four students received interventions that varied from tier I to tier III. In-services were conducted with the help of Centennial BOCES to implement the program, all teachers attended these meetings.

Results of District Academic Goal:

75% of Wiggins students will perform at the 50th percentile (years growth) or higher in reading, writing and math as measured by the Colorado Growth Model.

<i>School</i>	<i>Reading</i>	<i>Writing</i>	<i>Math</i>
<i>Elementary</i>	<i>55%</i>	<i>59%</i>	<i>55%</i>
<i>Middle School</i>	<i>29%</i>	<i>46%</i>	<i>38%</i>
<i>High School</i>	<i>48%</i>	<i>68%</i>	<i>44%</i>

No academic goals were met. However, the district continues to work on an Educational Improvement Plan that focuses on research-based practices. Efforts center on standards based instruction, curriculum mapping, pacing charts, first best instruction, using data to drive instruction, formative and summative assessment creation and an over arching focus on improving literacy instruction and progress monitoring.

District Goal # 2 – Professional Development

Improve professional development so that every staff member plans to meet the goals of the school and the needs of the students. 80% of the certified staff will attend Professional Development Opportunities.

Implementation:

Data Driven Instruction	<ul style="list-style-type: none"> Principals inspect for effective teaching practices such as student engagement, pacing, explicit instruction, bell to bell teaching, and use of adopted curriculum. Principals set up observation time for teachers that need help in one of these specific areas to observe a teacher or more than one teacher that is highly effective in that area. Teachers use data days to inspect data within grade levels to find areas of concern of these effective teaching practices. Use all 174 days to devote to these meaningful teaching practices. Principal will make sure the pacing map is streamlined to the adopted curriculum and layered on programs must be approved by the principal. Pacing maps will be completed for all subjects: 07/08 Reading, 08/09 Math, 09/10 Writing, 10/11 Science and Social Studies. High school teachers will do pacing maps for specific classes taught, one per year. Principal observations will become a priority.
Professional Development Opportunities	<ul style="list-style-type: none"> Training on Aims Web for Math and Reading Decision needs to be made on Accelerated Reader -- Training or Dumped? Four Days of Math Training? – to be paid for by the Math Grant.

	<ul style="list-style-type: none"> • NLC, Six Traits training and Refresher • Continued Training with Response to Intervention with a better tool for organizing student data • Curriculum mapping and assessment training • DDLT – Evaluate at May meeting • More training days for secondary and more clerical days for elementary
Results	Goal Met! Many professional development opportunities available on and off site. 100% of teaching staff attended onsite training via early release emphasis on data driven instruction and mapping the curriculum. School District Grants provided funding for extensive professional development.

Goal #3: Improved Communication

Improve communication between board and administration with staff and community

Implementation:

Actions to Be Taken	<ol style="list-style-type: none"> 1. WEB site improvement by teachers and staff. 2. Parent broadcast (Parent breakfast, weekly principal message with weekly bulletin, Superintendent monthly review, parent teachers conference, programs like music and art, 3. Parent breakfast broaden for 2008-09 4. Newsletters (Box holder, Elementary, Middle School and HS newspaper) 5. Newspaper articles (Wiggins newspaper, and Fort Morgan Times) 6. Develop a booklet about Wiggins School District and community. Work with local business and town leaders. 7. Sign message board to advertise district events. 8. District brochures (Summer activities, BOE strategic plan, and MCC sophomore scholars program) 9. Support events that promote student learning (125 birthday, Tigers for Tanzania). 10. Look for a new location for Board meetings. Pre-school room in Elementary School.
Resources Needed	<ol style="list-style-type: none"> 1. Training 2. Parent broadcast 3. Breakfast or a luncheon
Cost	<ol style="list-style-type: none"> 1. Parent Broadcast \$2,000.00 2. Parent Breakfast \$1,000.00 3. Boardroom \$2,000.00 4. Wiggins School booklet with town \$500.00
Data Used for Research	<ol style="list-style-type: none"> 1. History of Wiggins and the community. 2. Orange Dot survey
COMPLETION DATE	<ol style="list-style-type: none"> 1. 1-9 ongoing 2. 10 – 2008-2010

Grant Appropriations

Colorado Reading First Grant –

Colorado Reading First has been a tremendous boost to academic learning in Wiggins. The money that has been available through the program has allowed many things. First and foremost, there has been wonderful professional development. The Teachers have been taught how to refocus on the five components of reading. Our Core curriculum focused on the components. Templates were created and implemented in each classroom to meet student needs where the Core came up short. Teachers took classes on each individual component helping us to utilize the most current information on the components. The funding also allowed us to purchase the most effective researched based intervention techniques and programs. Data driven instruction has also been an emphasis of CRF. Through the use of DIBELS, Core Phonics, Core assessments, etc., we have been able to explicitly analyze the specific needs of individual students. CRF modeled the importance of grade level team meetings. Through these meetings we have been able to look at the assessments and the progress of each student and design an intervention to meet those

needs. The use of paraprofessionals in small groups, and the necessity of active engagement for all learners has also been an emphasis. CRF has made us focus on strong curriculum with reading components, data analysis for guiding instruction, researched based interventions to meet the needs of all students, and active engagement to keep all students focused and achieving maximum learning at all times.

Rural Secondary Literacy Project Grant -

The Rural Secondary Literacy Project (RSLP) is a collaborative initiative between the Exceptional Student Leadership Unit and the Literacy Grants and Initiatives (LGI) Unit. It was funded in 2007-2008 for a three-year period. The intent was to 1) to develop an effective, replicable secondary literacy framework and 2) to increase the capacity of the rural secondary schools in the project to deliver appropriate literacy instruction and intervention and to use student achievement data to analyze effectiveness of systems.

The Colorado Department of Education (CDE) plans to implement a comprehensive multi-tiered system of literacy support for all students, including students with disabilities in every secondary school in Colorado. The goal of RSLP is to create demonstration sites that effectively address the needs of adolescent struggling readers, especially those with disabilities, and results in increased student academic achievement throughout the state.

Math and Science Partnership Grant –

Wiggins School District is pleased to support and participate in the Fort Morgan Math and Science Partnership Project in partnership with the University of Northern Colorado School Of Mathematical Sciences and with Leprino Foods.

Wiggins School District has traditionally experienced difficulty in hiring and retaining teachers who are highly qualified in science and mathematics. We are currently implementing a District Improvement Plan

that specifically addresses the need to provide high quality universal and intervention instruction (mathematics) for our K-12 students. The focus of the Fort Morgan Mathematics and Science Partnership Project is on developing the pedagogical content knowledge of teachers in order to build and sustain an effective instructional system for K-12 mathematics. This MSP project will allow Wiggins teachers to access professional development that might otherwise be unaffordable and unavailable to them.

2007/08 Colorado Fresh Fruit and Vegetable Pilot Program

The Wiggins School District was selected to receive a grant which helped serve fresh fruits and vegetables to the student of the district. The grant was The Colorado Fresh fruit and vegetable Pilot Program. This grant provided \$40, 000 to help student population stay fit and healthy by serving fresh produce on a daily basis. The

General Assembly of the State of Colorado passed legislation during the 2006 regular session that appropriates monies to fund this small pilot program. Schools across the state were able to apply for the grant. Five schools in Colorado were selected which met the criteria. Wiggins was the only district in Colorado to receive this grant. This grant enabled the district to provide fresh fruit as a choice during breakfast and lunch periods as well as, provide a salad bar the students during lunch on a daily basis. The grant also enabled the district to provide a snack in the mornings for all secondary students and a snack in the afternoon for all elementary students, three days per week.

Pre-School Grant

Wiggins Preschool/Child Care received a \$360,000 grant from the Community Development Block Grant (CDBG) which is part of the Colorado Department of Local Affairs. This grant was used to construct a quality early childhood facility. The early childhood building has four classrooms, office space, laundry/storage room, handicapped restroom and staff workroom.

REMS Safety Grant – Readiness and Emergency Management for Schools

This was a federal grant written by Superintendent Sharol Little for almost \$100,000 that gave special funding to revise and update the district safety plan. The planning from this grant has provided an oversight committee made up of community partners such as the town council, the hospital, fire department and the local law enforcement along with the local school district. We have worked together to receive special training in the latest methods of safety training should we have an emergency arise in the district. Practice drills occur on a regular basis, new radios and video equipment are now part of the transportation system. The district has updated the signage of the buildings and the safety plan for each staff member. The safety of each student is a priority in the Wiggins School District. This grant has helped to make us prepared for any emergency situation.

Evidence of a safe, civil, learning environment

District Service Learning Project – Tigers for Tanzania

Each year the schools have selected projects to benefit the community and the schools. During the 2007-2008 school year a district wide project was selected for the first time as a way to help those students less fortunate than Wiggins’ kids. Former graduate Bazi Kanani and newscaster for Channel 9 News challenged the students with her story of the village in Tanzania, Africa where her father was raised. The students have few books, little is spent on education and families are very needy. The Wiggins school children collected over 500 individual shoe boxes with school supplies and \$10,000 to send the boxes along with medical supplies to Tanzania. It was a real learning experience in sharing and caring for others who are less fortunate.

Elementary	<p>Character Counts!</p> <p>The Character Counts! Program helps Wiggins Elementary to create a safe and secure environment by focusing on improving the school climate. Implementing the Character Counts! Program helps give a common language to all students regarding values. It gives them the power to understand and question behavior based on what they learn about values. As students learn what each pillar/value means, they have the opportunity to practice what they have learned. This helps the students feel secure in their ability to handle problem situations on their own. It also helps students feel safe because they know that all students are learning the same thing, at the same time. The students know that if they tell another student they are not being respectful, that that student will understand what that means. The students also learned through this program what to do when other students are not upholding the values presented in Character Counts. They learned what the appropriate behavior would be if you were following the values presented so they knew when problem behavior needed to be addressed by adults. This program empowers students to think for themselves and to recognize good behavior. It also encourages students to follow the good values and challenges them to have good character.</p>
Secondary	<p>PRIDE – Personal Responsibility in Daily Effort PBS-Positive Behavior Supports</p>

District Discipline Code

WIGGINS MISSION STATEMENT

“Our mission is to provide a high quality education which empowers all students to be life-long learners and ethical decision makers who are well prepared for the 21st century.”

We believe all students must:

- Be provided with an equal opportunity to obtain a quality education.
- Have an education, which is a shared responsibility between community and school.
- Be entitled to a disciplined, safe, caring environment that promotes honesty, respect and responsibility.
- Have an education which will prepare them with knowledge and skills for their success.
- Be given the skills needed to become life-long learners.

Attendance Rates

Wiggins Elementary School Attendance 2007-2008

Grade	Student Count	Member-ship Days	Absent Days	Present Days	Ave Daily Membership	Ave. Daily Attendance	Unexcused Absences		Percent in Attendance
							Days	Avg. Daily	
Pk	68	1034	0	1034	59.52	59.52	0	0	100.00%
KG	43	6919	441	6478	39.75	37.26	406	2.32	93.63%
1	31	5188	243	4945	29.81	28.42	226	1.3	95.32%
2	40	6220	314	5906	35.74	33.96	294	1.7	94.95%
3	40	6549	327.9	6221.1	37.64	33.75	300	1.71	94.99%
4	45	7720	345.9	7374.1	44.37	42.36	310	1.76	95.52%
5	37	6210	290	5920	35.68	34.04	250	1.45	95.33%
Total	304	39840	1961.8	37878.2	282.51	269.31	1786	10.24	95.68%

<p style="text-align: center;">2515 Wiggins District Generated on 11/18/2008 12:51:25 PM Page 1 of 1</p>	<p style="text-align: center;">Attendance/Membership Summary Report Start/End Date: 08/20/2007 - 06/06/2008 School(s): 2 Calendar(s): 2 Grade: 06 ,07 ,08 ,09 ,10 ,11 ,12</p>
---	--

SUMMARY Total Schools: 2 Total Calendars: 2

Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance	
							Days	Avg. Daily		
06	47	7672	310.4	7361.6	43.59	41.82	35.96	0.22	95.95%	
07	36	5757	278.4	5478.6	32.71	31.10	32.32	0.18	95.16%	
08	57	9157	595.3	8561.7	52.04	48.66	101.29	0.56	93.50%	
09	47	6946	595.0	6351.0	39.49	36.11	90.10	0.49	91.43%	
10	62	9415	803.5	8611.5	53.50	48.96	246.65	1.41	91.47%	
11	53	7943	472.8	7470.2	45.14	42.46	92.07	0.52	94.05%	
12	38	5608	312.7	5295.3	31.79	30.11	93.06	0.53	94.42%	
Total	7	340	52498	3368.0	49130.0	298.26	279.22	691.45	3.91	93.58%

School: Wiggins High School Calendar: 07-08 Wiggins High School

Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance	
							Days	Avg. Daily		
08	0	0	0.0	0.0	0.00	0.00	0.00	0.00	NaN	
09	43	6677	594.2	6082.8	37.95	34.58	89.68	0.49	91.10%	
10	62	9415	803.5	8611.5	53.50	48.96	246.65	1.41	91.47%	
11	53	7943	472.8	7470.2	45.14	42.46	92.07	0.52	94.05%	
12	38	5608	312.7	5295.3	31.79	30.11	93.06	0.53	94.42%	
Total	5	196	29643	2183.2	27459.8	168.38	156.11	521.46	2.95	92.64%

School: Wiggins Middle School Calendar: 07-08 Wiggins Junior High Scho

Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance	
							Days	Avg. Daily		
06	47	7672	310.4	7361.6	43.59	41.82	35.96	0.22	95.95%	
07	36	5757	278.4	5478.6	32.71	31.10	32.32	0.18	95.16%	
08	57	9157	595.3	8561.7	52.04	48.66	101.29	0.56	93.50%	
09	4	269	0.8	268.2	1.54	1.53	0.42	0.00	99.69%	
Total	4	144	22855	1184.9	21670.1	129.88	123.11	169.99	0.96	94.82%

Number of expelled and suspended students

Elementary Discipline Report:

Elementary Discipline Report					
	Male	Female	Anglo	Hispanic	Total
Total discipline reports to the office	59	11	59	11	70
Total Number of Detentions	7	3	7	2	9
Total in-school suspensions	11	1	8	4	12
Total out of school suspensions	0	1	1	0	1
Total of School Bus Suspensions	0	0	0	0	0
Expulsions	0	0	0	0	0
Manifestation Hearings	0	0	0	0	0

Secondary Discipline Report:

Secondary Discipline Report					
	Male	Female	Anglo	Hispanic	Total
Total discipline reports to the office					
Total Number of Detentions					
Total in-school suspensions					
Total out of school suspensions					
Total of School Bus Suspensions					
Expulsions	0	0	0	1	1
Manifestation Hearings	0	0	0	0	0

Annual Report – THANK YOU

From the Board of Education President,

This year our anniversary theme is “125 Years of Education in the Great Community of Wiggins.” We should be proud to be a part of this changing and exciting community of life long learners. Wiggins is undoubtedly one of the best places on earth to be as a student, parent, teacher, or patron.

I would like to ask you to take a moment to review the data of this 2007-2008 Annual Report. Celebrate with us the many fine improvements our students have made. Then, where you have questions, write them down, circle your concerns, and call any appropriate staff member, board member or administrator.

Finally, in reflecting on the enormous amount of work involved in the report shown here, I would like to thank all those district and state personnel that helped in the creation of this document. Our students in **Tiger Publishing** deserve praise for the final copy of the report.

Yours Sincerely,

Craig Harris

President, BOE, Wiggins RE-50J

Rena Baessler

Milton Beydler

LaVonne Metherd

David Ritchey