

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4510 N. 127th Ave, Litchfield Park, AZ 85340

Litchfield Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Dave Mayer  
 Schedule : 08:00 AM to 04:00 PM  
 Grades : 6-8  
 Web Address : lesd@k12.az.us  
 Phone Number : (623) 547-1100  
 Fax Number : (623) 547-0873  
 E-mail : dmayer@lesd.k12.az.us

### Mission

Wigwam Creek M.S. is dedicated to the education of a diverse population of students. Our primary purpose is to guide students to the successful completion of a rigorous curriculum; the development of strong character; and an understanding of the many cultures that make up our community.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü All students will meet or exceed the minimum requirements set forth by the Arizona State Educational Standards.
- ü All students will participate in a character development program that is research based and developmentally appropriate.
- ü To continue to monitor and stress student attendance. Our goal is to maintain a minimum standard of 95% daily attendance.
- ü To continue to work on improving our students math achievement, as assessed by district and state tests.

### Enrollment

October 1, 2005 School Year Student Enrollment : 1119  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 34

Instructional Programs

- Ü Core Academic Curriculum
- Ü Elective Program
- Ü Cross Categorical Special Education
- Ü MIMR
- Ü Title I
- Ü Platoweb.com Learning Program
- Ü English Language Learners
- Ü Anti-Bullying Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/7/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We have the responsibility to provide a safe environment conducive to learning, where all students are treated with dignity, respect, and fairness. An environment in which every child can succeed and where parents feel welcome and included in their child's education.

Parents

Our parents have the responsibility to maintain close communication with the school, support our efforts in the development of good citizens, and to provide a nurturing environment that reinforces the importance of education. Parents will also monitor their child's homework and make sure their child attends school everyday except when ill.

Transportation Policy

Students will be provided with a safe and orderly ride to and from school. Behavior will be monitored for the safety of all. Transportation will also be provided to support extracurricular activities and after school academic support programs.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü 7th grade girl's softball undefeated champions	2006
Ü Girl's soccer undefeated champions	2006
Ü Yearbook Honorable Mention Award for Design	2006
Ü Spirit Line 3 Superior and 1 Excellent Award summer cam	2006

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	377	932	79327	100	100	98	524	528	518	15	13	19	16	15	20	51	52	46	18	19	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	193	472	38961	100	100	98	528	529	520	11	11	16	15	14	20	56	55	48	18	19	16
Male	184	459	40295	100	100	97	519	527	516	18	15	21	18	17	19	46	49	44	18	20	16
African American	60	104	4247	98	98	98	511	508	499	13	16	27	23	24	24	55	52	41	8	8	8
Hispanic	145	312	32327	100	100	98	509	512	499	21	20	27	19	20	25	48	47	41	12	14	8
Asian/Pacific Islander	14	40	1939	100	100	99	575	564	556	7	3	6	14	18	10	36	43	47	43	38	36
American Indian/Alaskan Native	NC	10	4391	NC	100	96	NC	NA	489	NC	NA	32	NC	NA	27	NC	NA	36	NC	NA	4
White	153	465	36373	100	100	98	537	540	538	10	9	10	11	10	14	54	57	52	25	25	25
Students with Disabilities	31	76	9321	100	100	87	447	456	467	77	64	54	13	14	22	10	18	21	NA	3	3
Students without Disabilities	346	856	70006	100	100	100	530	534	524	9	9	14	17	16	19	55	55	49	20	21	18
Limited English Proficient Students	19	50	9431	100	100	95	481	478	466	42	46	53	21	20	27	37	32	18	NA	2	1
Migrant Students	NC	NC	635	NC	NC	94	NC	NC	488	NC	NC	31	NC	NC	29	NC	NC	36	NC	NC	4
Economically Disadvantaged	126	255	37097	99	99	97	496	501	498	26	26	27	20	20	25	49	45	41	5	10	7
Non-Economically Disadvantaged	251	677	42230	100	100	99	537	538	535	9	8	11	15	14	15	52	55	50	25	23	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	377	931	79501	100	100	98	502	506	497	8	7	10	22	19	25	66	69	60	5	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	193	472	39062	100	100	99	510	512	502	5	5	8	19	16	23	71	73	64	6	6	5
Male	184	458	40368	100	100	98	494	499	491	11	10	13	25	22	27	60	65	57	3	3	3
African American	60	104	4279	98	98	99	491	492	485	7	9	14	32	28	30	62	63	54	NA	1	2
Hispanic	145	312	32389	100	100	98	487	492	478	14	11	16	27	28	34	57	58	48	3	3	1
Asian/Pacific Islander	14	40	1936	100	100	99	531	520	519	7	5	3	14	18	14	57	63	73	21	15	9
American Indian/Alaskan Native	NC	10	4401	NC	100	96	NC	NA	473	NC	NA	17	NC	NA	40	NC	NA	43	NC	NA	1
White	153	465	36446	100	100	99	517	517	516	3	5	4	14	12	15	76	78	73	6	6	7
Students with Disabilities	31	75	9411	100	100	88	439	444	453	52	47	36	32	31	36	16	20	26	NA	3	1
Students without Disabilities	346	856	70090	100	100	100	508	511	502	4	4	7	21	18	24	70	73	65	5	5	5
Limited English Proficient Students	19	50	9401	100	100	94	453	452	443	32	34	40	37	38	46	32	28	14	NA	NA	0
Migrant Students	NC	NC	642	NC	NC	95	NC	NC	465	NC	NC	24	NC	NC	41	NC	NC	35	NC	NC	0
Economically Disadvantaged	126	255	37183	99	99	97	477	483	479	16	14	16	33	31	34	51	55	49	NA	1	1
Non-Economically Disadvantaged	251	676	42318	100	100	99	515	514	513	4	5	5	16	15	17	73	74	70	7	6	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	378	931	80000	100	100	99	587	577	564	1	1	3	7	8	11	74	77	75	19	15	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	194	473	39288	100	100	99	605	594	579	NA	0	2	2	3	6	74	77	77	25	20	16
Male	184	457	40644	100	100	98	569	560	549	2	2	4	13	13	15	73	76	74	13	9	7
African American	61	106	4307	100	100	99	585	573	551	NA	1	4	8	12	13	75	76	75	16	10	7
Hispanic	145	312	32672	100	100	99	576	567	548	1	2	4	8	10	14	78	78	76	12	10	6
Asian/Pacific Islander	14	40	1945	100	100	99	627	604	592	NA	NA	1	NA	3	4	64	70	69	36	28	25
American Indian/Alaskan Native	NC	10	4424	NC	100	97	NC	NA	549	NC	NA	3	NC	NA	14	NC	NA	77	NC	NA	5
White	153	463	36602	100	100	99	593	581	579	1	1	2	6	5	7	71	76	75	23	17	16
Students with Disabilities	31	73	9919	100	97	93	508	500	505	NA	3	9	52	49	35	45	44	54	3	4	2
Students without Disabilities	347	858	70081	100	100	100	594	583	571	1	1	2	3	4	7	76	79	79	20	16	12
Limited English Proficient Students	19	50	9571	100	100	96	539	524	502	5	4	10	11	30	29	84	64	60	NA	2	1
Migrant Students	NC	NC	654	NC	NC	97	NC	NC	534	NC	NC	7	NC	NC	16	NC	NC	74	NC	NC	3
Economically Disadvantaged	127	256	37534	100	100	98	572	560	547	2	3	4	11	13	15	77	77	76	10	7	5
Non-Economically Disadvantaged	251	675	42466	100	100	100	595	583	578	0	1	2	5	5	7	72	76	75	23	18	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	401	896	78546	100	100	97	546	548	543	10	10	15	19	18	18	55	58	52	15	15	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	197	450	38645	100	100	98	550	551	545	7	7	13	18	16	18	61	62	54	15	15	15
Male	204	446	39792	99	99	97	543	546	542	14	13	17	21	19	17	49	53	50	16	15	15
African American	76	120	4205	100	98	97	537	537	524	17	19	22	20	16	22	53	54	49	11	11	7
Hispanic	147	266	31177	100	100	97	539	535	524	10	12	22	28	24	23	52	54	48	11	9	7
Asian/Pacific Islander	19	43	1940	95	98	99	556	561	580	5	2	5	11	12	9	68	70	53	16	16	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	154	458	36450	100	100	97	556	557	563	8	6	7	13	15	12	59	60	57	20	19	23
Students with Disabilities	29	61	8093	100	97	82	493	497	489	45	44	50	24	26	24	31	28	23	NA	2	2
Students without Disabilities	372	835	70453	100	100	100	550	552	549	8	7	11	19	17	17	57	60	56	16	16	16
Limited English Proficient Students	26	47	9323	100	100	94	512	503	491	19	26	47	42	43	28	38	32	24	NA	NA	1
Migrant Students	NC	NC	674	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	27	NC	NC	40	NC	NC	5
Economically Disadvantaged	145	248	34694	99	99	96	533	531	524	17	18	23	25	23	23	48	51	48	11	9	7
Non-Economically Disadvantaged	256	648	43852	100	100	99	554	555	559	7	7	10	16	16	13	59	60	56	18	17	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	401	897	79045	100	100	98	514	520	512	7	6	10	24	22	25	64	65	58	5	7	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	197	451	38860	100	100	98	519	525	519	5	4	7	20	18	22	72	71	62	4	7	8
Male	204	446	40075	99	99	97	509	514	505	10	8	12	27	26	28	57	59	54	5	7	6
African American	76	121	4250	100	99	98	510	515	500	12	9	12	25	23	31	54	59	54	9	9	3
Hispanic	147	266	31314	100	100	98	506	506	493	8	8	16	27	29	34	62	61	48	3	2	2
Asian/Pacific Islander	19	43	1949	95	98	99	518	522	536	5	2	4	21	19	15	63	72	66	11	7	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	154	458	36730	100	100	98	523	529	532	5	4	4	19	18	16	72	68	68	4	10	12
Students with Disabilities	29	62	8552	100	98	87	458	471	463	45	34	35	31	34	40	24	29	23	NA	3	1
Students without Disabilities	372	835	70493	100	100	100	519	523	517	4	4	7	23	21	24	67	68	62	5	8	8
Limited English Proficient Students	26	47	9355	100	100	95	476	469	456	23	26	37	38	45	48	38	30	15	NA	NA	0
Migrant Students	NC	NC	682	NC	NC	96	NC	NC	480	NC	NC	23	NC	NC	37	NC	NC	39	NC	NC	1
Economically Disadvantaged	145	248	34922	99	99	96	504	504	493	11	10	15	27	29	34	59	57	48	3	4	3
Non-Economically Disadvantaged	256	649	44123	100	100	99	520	526	527	5	4	6	22	19	18	68	68	66	5	9	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	401	894	79657	100	99	99	573	576	566	2	2	3	6	5	8	90	91	87	2	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	197	450	39120	100	100	99	588	589	580	1	1	2	3	2	4	94	94	92	3	3	2
Male	204	444	40423	99	99	98	558	563	553	3	2	5	10	9	12	87	88	83	0	1	1
African American	76	121	4290	100	99	99	560	564	560	3	3	4	12	8	9	86	88	86	NA	1	1
Hispanic	147	267	31642	100	100	99	569	568	552	1	2	5	7	7	11	90	89	84	2	2	0
Asian/Pacific Islander	19	42	1948	95	95	99	582	581	589	NA	2	1	5	2	3	89	90	91	5	5	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	154	456	36929	100	100	99	581	583	579	2	1	2	3	4	5	94	93	91	2	2	2
Students with Disabilities	29	61	9069	100	97	92	509	516	508	7	10	11	38	31	30	55	59	58	NA	NA	1
Students without Disabilities	372	833	70588	100	100	100	578	580	573	1	1	2	4	4	5	93	93	91	2	2	1
Limited English Proficient Students	26	47	9521	100	100	96	535	536	507	4	4	13	19	17	24	77	79	63	NA	NA	0
Migrant Students	NC	NC	694	NC	NC	98	NC	NC	546	NC	NC	5	NC	NC	12	NC	NC	82	NC	NC	1
Economically Disadvantaged	145	248	35341	99	99	97	560	560	551	3	3	5	8	8	12	87	87	83	1	1	0
Non-Economically Disadvantaged	256	646	44316	100	100	100	580	582	578	1	1	2	5	4	5	92	93	90	2	2	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	377	860	78400	100	100	97	544	549	554	25	22	21	24	22	19	42	45	47	9	11	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	167	392	38686	100	100	98	539	547	554	28	22	20	22	24	20	45	45	49	5	9	12
Male	210	468	39636	100	100	96	549	551	554	24	22	23	25	20	18	40	45	46	12	13	13
African American	54	89	4193	100	100	97	528	533	533	31	29	32	24	22	23	43	45	40	2	3	5
Hispanic	153	301	30732	100	100	97	534	537	534	31	29	31	27	25	24	35	40	40	7	6	5
Asian/Pacific Islander	21	37	1827	100	100	99	592	596	594	10	5	8	10	8	12	48	51	49	33	35	31
American Indian/Alaskan Native	NC	13	4536	NC	100	95	NC	527	528	NC	46	35	NC	15	25	NC	38	37	NC	NA	4
White	144	420	37038	99	100	97	555	558	575	19	16	11	22	21	14	48	48	56	11	14	19
Students with Disabilities	35	83	7840	100	100	81	497	492	498	60	67	60	29	20	18	9	10	20	3	2	2
Students without Disabilities	342	777	70560	100	100	99	549	554	560	22	17	17	23	22	19	45	49	50	10	12	14
Limited English Proficient Students	33	51	8956	100	98	95	501	512	502	70	61	56	18	16	25	12	18	18	NA	6	1
Migrant Students	NC	10	676	NC	100	95	NC	NA	523	NC	NA	38	NC	NA	25	NC	NA	36	NC	NA	1
Economically Disadvantaged	139	238	33014	100	99	95	529	532	534	39	36	31	21	18	24	35	40	40	6	6	5
Non-Economically Disadvantaged	238	622	45386	100	100	99	554	556	569	18	17	15	25	24	15	46	47	52	11	13	18

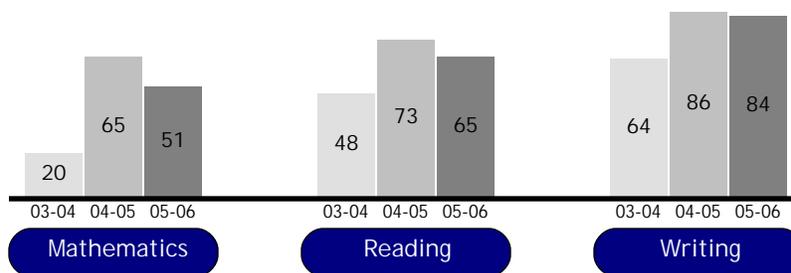
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	377	860	79179	100	100	98	519	525	519	8	8	11	28	22	27	61	64	58	4	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	167	392	38974	100	100	99	519	529	524	9	7	8	28	20	25	59	67	61	4	6	5
Male	210	468	40124	100	100	97	520	522	513	7	9	13	28	24	28	62	60	54	3	6	4
African American	54	89	4243	100	100	98	504	508	506	13	12	14	28	28	32	59	58	51	NA	1	3
Hispanic	153	302	30987	100	100	98	509	512	498	10	11	17	33	28	36	55	58	45	1	3	1
Asian/Pacific Islander	21	37	1832	100	100	99	547	547	543	NA	NA	4	19	14	17	67	76	69	14	11	10
American Indian/Alaskan Native	NC	14	4573	NC	100	96	NC	507	494	NC	29	16	NC	14	41	NC	43	42	NC	14	1
White	144	418	37467	99	99	98	532	536	539	5	6	5	23	18	17	66	68	70	6	9	8
Students with Disabilities	35	83	8567	100	100	88	469	466	467	40	43	39	37	31	38	20	23	22	3	2	1
Students without Disabilities	342	777	70612	100	100	99	524	530	524	5	5	7	27	21	25	65	68	62	4	6	5
Limited English Proficient Students	33	52	9013	100	100	95	473	473	461	15	21	40	64	50	48	21	29	12	NA	NA	0
Migrant Students	NC	10	680	NC	100	96	NC	NA	487	NC	NA	20	NC	NA	43	NC	NA	36	NC	NA	1
Economically Disadvantaged	139	239	33345	100	100	96	505	508	499	12	13	17	32	29	36	54	55	46	1	3	1
Non-Economically Disadvantaged	238	621	45834	100	100	99	528	531	533	5	7	7	25	19	19	65	67	67	5	7	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	378	860	79734	100	100	99	560	563	554	3	3	3	14	13	19	83	84	78	1	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	168	392	39243	100	100	99	575	579	568	1	2	2	10	7	12	88	90	85	1	1	1
Male	210	468	40413	100	100	98	548	550	541	4	3	4	18	19	26	78	78	70	NA	NA	0
African American	54	89	4285	100	100	99	552	556	548	4	2	3	15	17	22	81	81	74	NA	NA	0
Hispanic	154	301	31254	100	100	99	554	555	539	3	4	5	15	15	25	81	80	70	1	1	0
Asian/Pacific Islander	21	37	1837	100	100	99	581	570	579	5	8	1	10	8	9	81	81	87	5	3	2
American Indian/Alaskan Native	NC	13	4613	NC	100	97	NC	534	535	NC	15	4	NC	15	29	NC	69	67	NC	NA	0
White	144	420	37668	99	100	99	567	570	569	1	1	1	14	12	13	85	87	85	NA	NA	1
Students with Disabilities	35	83	8943	100	100	92	515	500	495	9	13	11	40	42	51	51	43	38	NA	1	1
Students without Disabilities	343	777	70791	100	100	100	564	569	561	2	2	2	12	10	15	86	88	83	1	0	0
Limited English Proficient Students	33	51	9138	100	98	97	509	497	492	9	14	13	33	33	46	58	51	40	NA	2	NA
Migrant Students	NC	10	687	NC	100	97	NC	NA	528	NC	NA	6	NC	NA	28	NC	NA	65	NC	NA	NA
Economically Disadvantaged	139	237	33718	100	99	97	550	547	538	2	4	5	19	18	26	79	78	69	NA	0	0
Non-Economically Disadvantaged	239	623	46016	100	100	100	566	569	567	3	2	2	12	12	14	85	86	84	1	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	97	57	NA	56	100	51	54	51	100	58	61	56
	Language	99	48	50	48	100	47	51	47	100	50	54	50
	Mathematics	99	58	60	66	100	50	55	52	100	58	61	58
7	Reading	100	54	NA	54	100	49	53	50	100	56	59	54
	Language	99	61	66	58	100	53	57	52	100	58	61	58
	Mathematics	100	59	61	62	100	50	52	50	100	54	56	54
8	Reading	99	55	NA	55	100	56	57	51	100	58	61	58
	Language	99	51	61	52	100	55	56	50	100	56	58	56
	Mathematics	99	62	62	61	100	56	57	53	100	54	56	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

1 School Administrator(s)	Ü Curriculum Support
1 Non-certified Employee(s)	Ü Community Involvement
1 Teacher(s)	Ü Parental Communication
3 Parent(s)	Ü Volunteers
1 Community Member(s)	Ü Fiscal Management
2 Student(s)	Ü Discipline Concerns

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	54.00
Other Professional Staff	10.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	2	0	0
4 to 6 years	12	4	0	0
7 to 9 years	4	4	0	0
10 or more years	7	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	749
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Ü Computer Lab	Ü Media Technology Lab
Ü Media Center	Ü Video Lab

Extracurricular Activities

Ü National Junior Honor Society	Ü Yearbook Club
Ü Student Council	Ü Sports Teams
Ü Science Club	Ü Band
Ü Video Production Club	Ü Chorus

Social Services

Ü Federal Student Food Program	Ü CPR Certification Classes
Ü Title I	Ü Court Unified Truancy Supression Program
Ü Agua Fria High School District	Ü Hoops for Heart
Ü Health Services	Ü Westside Food Bank Collection Site

ü Teacher was selected as Westside Impact 2006 Teacher of the Year.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	93	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

At Wigwam Creek we are committed to a safe and orderly campus. Our staff is highly visible, our students are encouraged to be open and honest with us, our schedule is conducive to close supervision, and our discipline policy is consistent and fair.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

22
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Toniann Perry	(623) 547-1100
Transportation Policy	David Gourlay	(623) 535-6075
Community Resources	Sarah Pearson	(623) 535-6043
School Nutrition Programs	David Schwake	(623) 535-6119
Parent Organization	Laura Allred	(623) 535-8911
Student Health/Nurse	Cynthia Rockwell	(623) 547-1118

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 400 Copies = \$156.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.