

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

733 N Longmore, Mesa, AZ 85201

Mesa Unified 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 LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Performing

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

School Overview

Principal/Administrator : Mr. Charles L Starkey
 Schedule : 07:00 AM to 03:30 PM
 Grades : K-6
 Web Address : Work in progress - 2006-2007.
 Phone Number : (480) 472-4900
 Fax Number : (480) 472-4905
 E-mail : clstarke@mpsaz.org

Mission

The Whittier Staff is committed to offering students comprehensive educational programs that promote the mastery of basic skills and encourage students to become successful lifelong learners and successful and productive citizens.

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 Academic Success of Students -
To provide instruction that will focus on achieving high academic success through acceleration, enrichment, and higher order thinking skills for all students.
- ü Parent/Community Involvement -
To network in our multi-cultural community with parents, businesses, special interest groups, and community organizations to support and implement our vision.
- ü Leadership Enhancement -
To provide continuing educational and professional opportunities for personnel so that they might acquire the essential skills needed to implement our vision.
- ü Student Activities -
To provide activities that promote self-esteem, respect, tolerance, and appreciation of all people and the world.

Enrollment

October 1, 2005 School Year Student Enrollment : 618
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 126

Instructional Programs

- ü Reading First - AZ State Dept Education
- ü Full Day Kindergarten
- ü Accelerated Reading Practice Program
- ü Limited English Proficient Classrooms
- ü Traditional Instruction Classrooms
- ü Native American Language Enrichment
- ü Accelerate Math Practice Program
- ü Intervention Assistance Classrooms

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The Whittier staff is dedicated to maintaining an effective working partnership between home and school in order to provide the optimum learning experience for all students. Parents are kept informed of student progress, school expectations, and activities through communication from the classroom teacher, support teachers and the school administration.

Parents

Whittier parents support their children by providing a quiet, orderly homework location and by reading with children at home. Parents are encouraged to regularly communicate with teachers and other school staff in order to stay informed about their child's progress.

Transportation Policy

Mesa Public School bus transportation is provided for students who reside at least one mile from their assigned school. Bus transportation is not provided for students who attend the school under the open enrollment policy. Specialized transportation for special education students is determined through a student's individualized education plan.

School Honors

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

Award/Honor	Year
ü Title I National and State Distinguished School Award	1997
ü Best MPS School Site Certified Staff attendance	2003
ü ADE Reading First School	2003
ü Reading Renaissance Model and Master Classroom Status	2004

3rd 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	75	5547	80010	97	98	99	439	453	447	11	8	10	16	16	18	63	56	53	11	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2719	38935	100	98	99	436	452	447	14	8	9	16	17	19	59	56	55	11	19	17
Male	38	2828	40974	95	98	98	442	453	448	8	8	11	16	15	18	66	55	52	11	22	19
African American	NC	236	4201	NC	98	99	NC	437	430	NC	15	17	NC	19	23	NC	56	51	NC	11	9
Hispanic	35	2182	34545	97	98	99	434	434	432	9	12	14	17	23	24	71	56	53	3	8	9
Asian/Pacific Islander	NC	119	2068	NC	98	99	NC	478	474	NC	4	4	NC	9	10	NC	50	50	NC	37	36
American Indian/Alaskan Native	12	226	3979	92	97	96	425	436	424	25	14	17	25	23	30	42	51	47	8	11	6
White	23	2783	35142	100	98	99	454	469	465	4	4	5	13	9	11	57	55	56	26	31	28
Students with Disabilities	NC	645	10161	NC	90	93	NC	419	419	NC	27	28	NC	30	28	NC	36	36	NC	7	8
Students without Disabilities	70	4902	69849	100	99	100	443	457	451	7	5	7	16	14	17	66	58	56	11	22	19
Limited English Proficient Students	13	877	14013	93	97	97	410	415	413	15	20	24	38	33	34	46	44	39	NA	2	3
Migrant Students	NC	37	603	NC	93	96	NC	418	417	NC	19	22	NC	43	32	NC	27	42	NC	11	4
Economically Disadvantaged	54	3005	39029	96	97	98	431	437	432	15	11	14	19	22	25	59	57	52	7	10	9
Non-Economically Disadvantaged	21	2542	40981	100	99	100	460	472	462	NA	4	6	10	9	13	71	54	54	19	33	27

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	75	5457	79438	97	97	98	454	457	451	11	7	9	17	21	24	57	60	56	15	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2686	38775	100	97	99	461	463	457	5	5	7	19	19	22	59	62	58	16	14	13
Male	38	2770	40560	95	96	97	447	452	446	16	8	12	16	23	25	55	58	54	13	10	9
African American	NC	235	4178	NC	98	98	NC	445	439	NC	9	13	NC	28	29	NC	55	52	NC	9	6
Hispanic	35	2140	34297	97	96	98	439	437	434	20	11	14	20	31	31	54	54	50	6	4	5
Asian/Pacific Islander	NC	119	2063	NC	98	99	NC	479	475	NC	2	3	NC	13	15	NC	64	63	NC	22	20
American Indian/Alaskan Native	12	218	3940	92	94	95	461	443	429	NA	10	14	25	27	36	50	57	47	25	6	3
White	23	2744	34887	100	97	98	472	475	471	4	3	4	9	13	15	61	65	63	26	19	18
Students with Disabilities	NC	557	9588	NC	77	88	NC	420	416	NC	24	30	NC	32	32	NC	38	34	NC	5	5
Students without Disabilities	70	4900	69850	100	99	100	459	461	456	7	5	7	17	20	23	60	62	59	16	13	12
Limited English Proficient Students	13	846	13856	93	93	96	407	411	407	46	22	27	15	44	43	38	34	29	NA	0	1
Migrant Students	NC	35	600	NC	88	96	NC	422	418	NC	17	22	NC	43	38	NC	40	39	NC	NA	2
Economically Disadvantaged	54	2946	38685	96	95	97	440	441	435	15	10	14	22	29	32	57	55	50	6	5	5
Non-Economically Disadvantaged	21	2511	40753	100	98	99	489	477	467	NA	3	5	5	12	16	57	65	62	38	20	17

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	77	5524	79971	100	98	99	422	415	423	8	8	8	44	46	41	42	44	49	6	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2715	38974	100	98	99	444	429	437	NA	5	5	38	40	33	54	53	57	8	2	4
Male	40	2808	40895	100	97	98	402	402	410	15	11	10	50	53	47	30	35	41	5	1	2
African American	NC	235	4203	NC	98	99	NC	408	411	NC	8	11	NC	55	45	NC	34	43	NC	3	2
Hispanic	36	2166	34481	100	97	99	402	399	410	11	12	10	58	53	46	28	35	43	3	1	1
Asian/Pacific Islander	NC	119	2067	NC	98	99	NC	440	449	NC	2	4	NC	36	28	NC	60	60	NC	3	8
American Indian/Alaskan Native	13	224	3995	100	97	96	443	403	409	8	11	10	15	50	47	69	38	42	8	0	1
White	23	2779	35150	100	98	99	434	429	437	4	5	5	43	41	35	39	52	56	13	2	5
Students with Disabilities	NC	645	10258	NC	90	94	NC	373	377	NC	20	23	NC	54	51	NC	24	25	NC	1	1
Students without Disabilities	70	4879	69713	100	99	100	427	420	429	6	6	5	43	45	39	44	46	52	7	2	3
Limited English Proficient Students	14	865	13985	100	95	97	391	371	382	7	22	18	86	56	54	7	22	27	NA	0	0
Migrant Students	NC	37	608	NC	93	97	NC	397	389	NC	8	16	NC	62	50	NC	30	33	NC	NA	0
Economically Disadvantaged	56	2986	38994	100	97	98	407	401	409	11	11	10	50	52	47	34	36	41	5	1	1
Non-Economically Disadvantaged	21	2538	40977	100	99	100	461	432	437	NA	4	5	29	40	34	62	53	56	10	3	5

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

4th 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	82	5739	80147	100	98	99	487	498	482	4	6	11	17	13	17	51	48	49	28	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	2849	39281	100	99	99	497	498	483	NA	5	9	16	13	17	50	49	50	34	33	24
Male	44	2889	40780	100	98	98	479	497	482	7	7	12	18	12	17	52	48	48	23	32	24
African American	NC	252	4249	NC	98	99	NC	478	464	NC	11	17	NC	19	22	NC	51	48	NC	19	13
Hispanic	36	2106	33494	100	98	99	477	479	466	6	9	15	22	18	23	53	55	49	19	18	14
Asian/Pacific Islander	NC	144	2103	NC	100	99	NC	513	515	NC	2	4	NC	12	8	NC	42	44	NC	44	45
American Indian/Alaskan Native	13	239	4117	100	98	96	475	472	456	NA	10	19	23	25	27	69	50	46	8	15	8
White	27	2998	36122	100	98	99	511	514	501	NA	4	5	7	8	10	41	44	50	52	44	35
Students with Disabilities	NC	657	10295	NC	90	92	NC	451	443	NC	25	33	NC	27	26	NC	38	33	NC	10	8
Students without Disabilities	77	5082	69852	100	99	100	490	503	488	3	4	7	17	11	16	51	50	51	30	35	26
Limited English Proficient Students	NC	640	12722	NC	96	97	NC	449	441	NC	19	27	NC	31	33	NC	45	37	NC	5	3
Migrant Students	--	37	622	--	100	97	--	465	454	--	19	19	--	27	30	--	38	43	--	16	8
Economically Disadvantaged	65	2944	38371	98	97	97	486	480	465	2	9	15	18	18	23	57	52	49	23	20	13
Non-Economically Disadvantaged	17	2795	41776	100	99	100	494	516	498	12	3	6	12	7	11	29	45	49	47	45	33

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	82	5655	79686	100	97	98	472	478	470	1	7	11	30	21	24	62	61	57	6	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	2823	39163	100	98	99	482	482	475	NA	6	9	16	19	22	76	63	60	8	12	10
Male	44	2831	40438	100	96	97	464	474	465	2	9	13	43	22	25	50	60	54	5	10	7
African American	NC	248	4228	NC	96	98	NC	465	458	NC	11	15	NC	23	28	NC	61	53	NC	4	4
Hispanic	36	2071	33299	100	96	98	467	458	452	NA	12	17	33	30	32	64	54	47	3	4	3
Asian/Pacific Islander	NC	141	2097	NC	98	99	NC	490	490	NC	3	5	NC	18	13	NC	65	68	NC	14	14
American Indian/Alaskan Native	13	236	4087	100	97	96	463	454	446	NA	10	16	38	40	38	62	49	44	NA	1	2
White	27	2959	35914	100	97	98	490	495	489	NA	3	5	22	13	15	63	67	67	15	17	14
Students with Disabilities	NC	571	9808	NC	78	87	NC	440	432	NC	25	35	NC	35	32	NC	35	30	NC	5	3
Students without Disabilities	77	5084	69878	100	99	100	474	482	475	1	5	8	29	19	23	64	64	61	6	12	9
Limited English Proficient Students	NC	617	12594	NC	93	96	NC	425	422	NC	31	34	NC	46	45	NC	23	21	NC	0	0
Migrant Students	--	34	611	--	92	95	--	448	439	--	18	22	--	44	39	--	35	37	--	3	2
Economically Disadvantaged	65	2879	38095	98	95	97	469	462	452	NA	11	17	32	29	32	63	55	48	5	5	3
Non-Economically Disadvantaged	17	2776	41591	100	98	99	486	495	486	6	3	6	24	13	16	59	67	65	12	17	13

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	83	5728	80372	100	98	99	469	476	475	4	3	4	36	31	30	60	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	2841	39452	100	99	99	490	487	488	NA	2	3	24	22	22	76	73	72	NA	3	3
Male	45	2887	40836	100	98	98	452	464	464	7	4	6	47	39	37	47	56	56	NA	1	1
African American	NC	249	4264	NC	97	99	NC	470	465	NC	4	5	NC	38	35	NC	57	59	NC	2	1
Hispanic	36	2102	33608	100	98	99	452	460	462	8	6	6	39	38	36	53	55	57	NA	1	1
Asian/Pacific Islander	NC	143	2098	NC	99	99	NC	492	500	NC	1	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	13	239	4128	100	98	97	471	462	464	NA	3	4	62	48	39	38	49	56	NA	NA	1
White	27	2995	36213	100	98	99	500	487	489	NA	2	2	7	24	22	93	72	72	NA	3	3
Students with Disabilities	NC	651	10526	NC	89	94	NC	428	427	NC	13	15	NC	53	53	NC	32	31	NC	2	1
Students without Disabilities	78	5077	69846	100	99	100	472	481	482	3	2	3	35	28	26	63	68	69	NA	2	2
Limited English Proficient Students	NC	637	12747	NC	96	97	NC	421	432	NC	16	12	NC	52	52	NC	32	36	NC	NA	0
Migrant Students	--	37	621	--	100	97	--	450	452	--	14	9	--	38	40	--	49	51	--	NA	0
Economically Disadvantaged	66	2941	38521	100	97	98	466	462	461	5	5	6	38	38	38	58	56	55	NA	1	1
Non-Economically Disadvantaged	17	2787	41851	100	99	100	481	491	489	NA	1	3	29	23	22	71	73	72	NA	3	4

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

5th 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	82	5603	79306	100	98	99	495	518	504	15	9	13	22	15	20	54	50	49	10	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2724	38845	100	98	99	496	518	505	14	8	11	23	16	20	57	51	50	7	26	18
Male	38	2879	40383	100	97	98	494	517	504	16	10	14	21	14	19	50	50	47	13	26	19
African American	NC	240	4171	NC	98	98	NC	494	485	NC	15	20	NC	23	26	NC	50	44	NC	12	10
Hispanic	38	2000	32673	100	98	99	494	496	487	11	14	18	37	22	25	45	52	46	8	12	10
Asian/Pacific Islander	NC	157	2147	NC	99	99	NC	535	539	NC	6	5	NC	6	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	23	232	4034	100	98	97	481	493	479	22	15	22	13	27	29	65	48	43	NA	10	7
White	18	2974	36234	100	98	99	510	535	523	17	4	6	6	9	13	56	49	52	22	37	28
Students with Disabilities	14	622	10286	100	87	91	458	469	462	36	32	41	36	27	27	29	34	27	NA	7	5
Students without Disabilities	68	4981	69020	100	99	100	501	523	510	10	6	9	19	14	18	59	52	52	12	28	21
Limited English Proficient Students	NC	601	10291	NC	95	96	NC	462	458	NC	34	38	NC	33	34	NC	31	26	NC	3	2
Migrant Students	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	65	2874	37437	100	97	97	493	499	486	14	13	19	25	21	26	52	51	46	9	14	9
Non-Economically Disadvantaged	17	2729	41869	100	98	100	504	538	521	18	4	7	12	9	14	59	49	51	12	39	27

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	82	5547	79000	100	97	98	478	496	489	9	7	10	32	20	24	59	62	58	1	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2710	38774	100	98	99	482	501	494	7	5	7	32	19	22	59	63	61	2	12	10
Male	38	2837	40150	100	96	98	473	492	485	11	9	12	32	21	25	58	61	55	NA	9	8
African American	NC	238	4153	NC	97	98	NC	481	476	NC	11	13	NC	24	30	NC	61	53	NC	4	4
Hispanic	38	1963	32508	100	96	98	476	476	472	11	12	15	32	31	33	55	53	49	3	4	3
Asian/Pacific Islander	NC	156	2142	NC	99	99	NC	510	510	NC	2	4	NC	17	14	NC	66	67	NC	15	16
American Indian/Alaskan Native	23	228	4016	100	97	96	475	474	467	9	11	14	30	32	37	61	54	46	NA	4	2
White	18	2962	36135	100	97	98	483	513	508	6	3	4	33	12	14	61	69	67	NA	16	15
Students with Disabilities	14	569	9991	100	79	88	451	456	449	7	22	33	64	36	36	29	39	29	NA	3	2
Students without Disabilities	68	4978	69009	100	99	100	482	500	495	9	5	6	25	19	22	65	65	62	1	12	10
Limited English Proficient Students	NC	573	10199	NC	91	95	NC	441	439	NC	33	35	NC	46	47	NC	20	18	NC	1	0
Migrant Students	--	33	629	--	100	95	--	456	457	--	24	22	--	42	41	--	33	37	--	NA	1
Economically Disadvantaged	65	2829	37234	100	96	97	475	478	472	9	11	15	32	29	33	57	55	50	2	4	3
Non-Economically Disadvantaged	17	2718	41766	100	98	99	489	515	505	6	2	5	29	11	16	65	69	65	NA	18	14

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	83	5609	79611	100	98	99	476	490	496	4	7	7	59	43	37	37	50	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	2732	39016	100	98	99	501	505	511	NA	4	4	51	34	29	49	61	66	NA	1	1
Male	38	2877	40519	100	97	98	447	476	482	8	9	10	68	51	44	24	40	46	NA	1	0
African American	NC	236	4188	NC	96	98	NC	480	486	NC	9	9	NC	45	40	NC	44	50	NC	2	0
Hispanic	39	2001	32855	100	98	99	476	470	481	5	11	10	56	51	43	38	37	47	NA	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	23	231	3992	100	98	96	468	477	478	NA	8	10	74	52	46	26	40	44	NA	NA	0
White	18	2984	36380	100	98	99	484	504	511	6	4	4	44	36	30	50	59	65	NA	1	1
Students with Disabilities	14	639	10664	100	89	94	443	437	440	7	21	23	71	56	54	21	20	22	NA	4	1
Students without Disabilities	69	4970	68947	100	99	100	481	496	504	3	5	4	57	41	34	41	54	61	NA	0	1
Limited English Proficient Students	NC	599	10362	NC	95	97	NC	415	438	NC	30	22	NC	56	57	NC	14	21	NC	0	NA
Migrant Students	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	65	2874	37626	100	97	98	480	472	479	2	10	10	62	51	45	37	38	45	NA	1	0
Non-Economically Disadvantaged	18	2735	41985	100	99	100	464	508	511	11	3	4	50	34	30	39	63	65	NA	1	1

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

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	86	5505	79327	99	98	98	532	531	518	9	12	19	15	16	20	55	50	46	21	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	2626	38961	100	98	98	535	532	520	11	11	16	15	17	20	55	51	48	19	21	16
Male	39	2875	40295	98	98	97	528	531	516	8	13	21	15	16	19	54	48	44	23	23	16
African American	NC	215	4247	NC	97	98	NC	504	499	NC	24	27	NC	25	24	NC	41	41	NC	10	8
Hispanic	29	1926	32327	97	98	98	523	510	499	3	18	27	10	23	25	79	49	41	7	10	8
Asian/Pacific Islander	NC	138	1939	NC	98	99	NC	542	556	NC	9	6	NC	15	10	NC	51	47	NC	25	36
American Indian/Alaskan Native	15	240	4391	94	95	96	490	502	489	33	25	32	13	23	27	53	44	36	NA	8	4
White	36	2984	36373	100	99	98	557	549	538	6	7	10	17	11	14	36	51	52	42	31	25
Students with Disabilities	13	587	9321	93	89	87	475	473	467	31	44	54	31	23	22	38	27	21	NA	5	3
Students without Disabilities	73	4918	70006	100	99	100	541	537	524	5	8	14	12	15	19	58	53	49	25	24	18
Limited English Proficient Students	NC	525	9431	NC	95	95	NC	475	466	NC	40	53	NC	30	27	NC	29	18	NC	1	1
Migrant Students	NC	37	635	NC	90	94	NC	490	488	NC	30	31	NC	24	29	NC	43	36	NC	3	4
Economically Disadvantaged	67	2687	37097	97	97	97	529	511	498	10	18	27	15	21	25	57	49	41	18	11	7
Non-Economically Disadvantaged	19	2818	42230	100	99	99	543	550	535	5	6	11	16	11	15	47	50	50	32	32	24

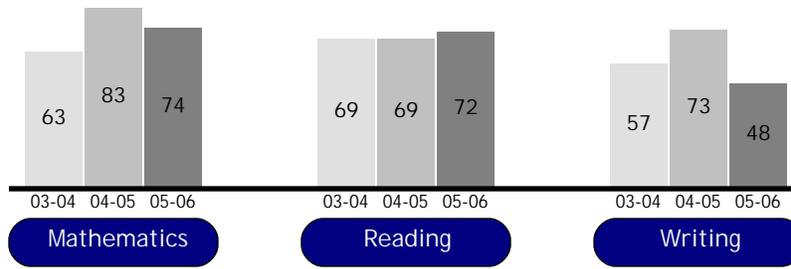
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	5447	79501	98	97	98	501	506	497	4	6	10	32	20	25	61	68	60	4	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	2606	39062	100	98	99	508	510	502	NA	5	8	26	19	23	68	70	64	6	6	5
Male	38	2837	40368	95	97	98	492	503	491	8	8	13	39	22	27	53	66	57	NA	5	3
African American	NC	214	4279	NC	97	99	NC	492	485	NC	11	14	NC	30	30	NC	56	54	NC	3	2
Hispanic	29	1887	32389	97	96	98	488	488	478	NA	10	16	41	31	34	59	58	48	NA	2	1
Asian/Pacific Islander	NC	137	1936	NC	97	99	NC	506	519	NC	4	3	NC	24	14	NC	69	73	NC	4	9
American Indian/Alaskan Native	15	234	4401	94	93	96	466	482	473	7	11	17	73	36	40	20	50	43	NA	2	1
White	35	2973	36446	100	98	99	527	521	516	3	4	4	9	12	15	80	76	73	9	8	7
Students with Disabilities	12	532	9411	86	80	88	457	461	453	8	28	36	58	34	36	33	34	26	NA	4	1
Students without Disabilities	73	4915	70090	100	99	100	507	510	502	3	4	7	27	19	24	66	72	65	4	6	5
Limited English Proficient Students	NC	496	9401	NC	90	94	NC	450	443	NC	28	40	NC	51	46	NC	20	14	NC	1	0
Migrant Students	NC	35	642	NC	85	95	NC	475	465	NC	11	24	NC	43	41	NC	43	35	NC	3	0
Economically Disadvantaged	66	2646	37183	96	96	97	495	489	479	3	10	16	38	29	34	55	59	49	5	2	1
Non-Economically Disadvantaged	19	2801	42318	100	98	99	521	522	513	5	3	5	11	12	17	84	76	70	NA	9	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	86	5492	80000	99	98	99	566	565	564	2	3	3	8	10	11	79	77	75	10	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	2626	39288	100	98	99	584	580	579	NA	2	2	6	5	6	74	78	77	19	15	16
Male	39	2862	40644	98	97	98	545	552	549	5	4	4	10	14	15	85	76	74	NA	6	7
African American	NC	218	4307	NC	99	99	NC	550	551	NC	6	4	NC	11	13	NC	75	75	NC	8	7
Hispanic	29	1917	32672	97	97	99	574	548	548	NA	4	4	3	13	14	93	77	76	3	6	6
Asian/Pacific Islander	NC	138	1945	NC	98	99	NC	577	592	NC	1	1	NC	10	4	NC	77	69	NC	12	25
American Indian/Alaskan Native	16	240	4424	100	95	97	517	546	549	13	4	3	19	15	14	69	77	77	NA	5	5
White	35	2977	36602	100	98	99	583	578	579	NA	2	2	9	8	7	71	77	75	20	14	16
Students with Disabilities	13	585	9919	93	88	93	501	497	505	15	11	9	15	34	35	69	51	54	NA	5	2
Students without Disabilities	73	4907	70081	100	99	100	577	572	571	NA	2	2	7	7	7	81	80	79	12	11	12
Limited English Proficient Students	NC	517	9571	NC	93	96	NC	490	502	NC	14	10	NC	29	29	NC	56	60	NC	2	1
Migrant Students	NC	37	654	NC	90	97	NC	529	534	NC	8	7	NC	14	16	NC	78	74	NC	NA	3
Economically Disadvantaged	67	2675	37534	97	97	98	566	547	547	3	4	4	6	14	15	79	77	76	12	5	5
Non-Economically Disadvantaged	19	2817	42466	100	99	100	566	582	578	NA	1	2	16	7	7	79	77	75	5	15	16

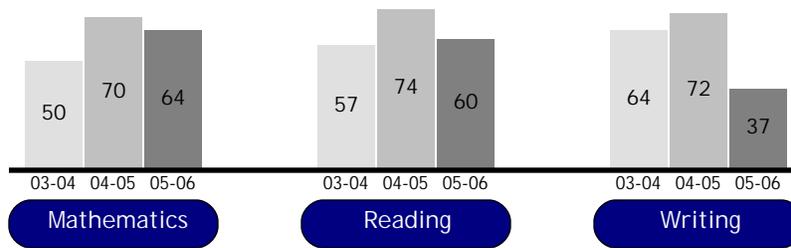
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th 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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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
2	Reading	91	55	NA	58	99	48	50	47	100	50	50	46
	Language	94	48	53	50	99	46	49	47	100	56	50	48
	Mathematics	95	56	71	64	98	44	54	50	100	52	56	52
3	Reading	99	50	NA	55	100	49	50	44	97	52	52	46
	Language	100	55	63	61	100	47	49	44	100	52	48	46
	Mathematics	100	53	66	61	100	51	55	51	97	52	56	52
4	Reading	97	47	NA	56	95	50	52	48	100	58	58	52
	Language	96	46	55	52	95	49	52	49	100	59	58	52
	Mathematics	97	59	68	61	95	58	59	53	100	59	67	58
5	Reading	95	53	NA	55	98	46	55	50	96	50	61	56
	Language	98	50	55	49	98	51	55	50	96	43	59	54
	Mathematics	98	71	71	63	98	49	54	49	96	44	59	52
6	Reading	100	45	NA	56	100	51	58	51	99	59	63	56
	Language	100	37	55	48	100	47	54	47	100	54	58	50
	Mathematics	100	65	76	66	100	53	62	52	99	70	68	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/

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

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 4 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Review ADE School Report Card
- Ü Review Textbook/Media Center Books
- Ü Review Quality Service Goals
- Ü Review Parent/Student Handbook
- Ü Review/Approve ECA Funds requests
- Ü Other areas as approved by principal

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	39.00
Other Professional Staff	3.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	0	0	0
4 to 6 years	3	0	0	0
7 to 9 years	3	0	0	0
10 or more years	16	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	83
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Schoolwide Computer Lab
- Ü Multi-Purpose Room & Separate Mini-Gym
- Ü Instructional Intervention Classrooms
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Orchestra and Band and Chorus
- Ü Boeing Math - Computer Program
- Ü Annual Talent Show
- Ü Academic Computer Lab
- Ü Monthly Family Reading Nights
- Ü Character Counts (character) Assemblies
- Ü Digital Camera/Computer Club

Social Services

- Ü City of Mesa Parks&Recreation Activities
- Ü School Breakfast & Lunch Programs
- Ü Health Services
- Ü Counseling Services
- Ü Native American School to Home Liaison
- Ü 'Tooth Doctor' Mobile Dentist Program
- Ü English Language Support Program
- Ü School Office Liaison to Parents

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Student Attendance - our Average Daily Attendance (ADA) rate for students for the 2003-2004 school year and during the first semester of the 2004-2005 school year was at a rate higher than at least the previous ten years at Whittier.

- ü Our first ever Family Reading Night was held on September 1. Guest readers and computer access for parents each night will be regular features at these monthly functions. Families receive a library card and are able to check out library books.

- ü Whittier was one of ten schools in Mesa recognized for showing the greatest Measure of Academic Progress (MAP) - one year's academic gain on the Spring 2005 AIMS state assessment. 54% of our 3rd-6th grade students showed one year's academic gain.

- ü Through the addition of full day kindergarten and with our school's 2nd year of involvement in Reading First - Arizona Department of Education - our students entered their next grade level better prepared as a group than in the previous three years.

Student Activity Rates for School Year 2005-06

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

Policies and procedures are in place to ensure a safe and orderly learning environment for our students and staff. Clear and consistent expectations for student behavior are established, communicated, and monitored in a fair and timely manner.

Our school safety committee meets monthly. We have a campus crisis plan that includes procedures for conducting fire drills, lockdown procedures and site evacuation procedures.

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) :

0

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	Charles Starkey	(480) 472-4930
Transportation Policy	Terry Hulse - Supervisor	(480) 472-6109
Community Resources	Kathy Bareiss- Director Community Relations	(480) 472-0298
School Nutrition Programs	Loretta Zullo - Director, Food and Nutrition	(480) 472-0909
Parent Organization	Jeanne Reynolds - PTO President	(480) 833-4975
Student Health/Nurse	Susie Ku - School Nurse	(480) 472-4939

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 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.

1 For an explanation of the Achievement Profiles, please visit our website at 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.

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** 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.