

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5330 E. Glenn Street, Tucson, AZ 85712

Tucson 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	Highly Performing
2004-05	Highly Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Ms. Kristine Hansen
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 Web Address : www.tusd1.org
 Phone Number : (520) 232-8000
 Fax Number : (520) 232-8001
 E-mail : kristine.hansen@tusd1.org

Mission

All members of the Whitmore community work with students, families and the community to meet each child's educational needs, now and in the future, working together to help all children develop into mature, responsible, respectful, healthy adults.

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

- Instruction: Whitmore students will improve skills in academic areas through an emphasis on writing across the curriculum with a continuing, increased emphasis on improving math and reading skills in all grade levels.
- Curriculum: Whitmore students will experience an integrated curriculum, enabling students to receive a standards-based education that provides all students with quality learning experiences, leading to increased student achievement.

Enrollment

October 1, 2005 School Year Student Enrollment : 348
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 50

Instructional Programs

- Ü Integrated Curriculum/Instruction
- Ü CORE Curriculum/AZ Acad. Standards
- Ü On-site Special Education
- Ü Opening Minds through the Arts
- Ü Very Special Arts of Arizona

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Instructional partnership; Curriculum aligned to Academic Standards; Monthly newsletters; Weekly newsletters; Midquarter/quarterly progress reports to parents; School Council; PTA meetings; SCPC; Curriculum and Conference Nights.

Parents

Instructional partnership; classroom assistance; PTA; reading tutors; math tutors; Chess Club; School Council; School/community projects; support with homework and dress code; safety and monitoring; academic support.

Transportation Policy

Students will be transported if they reside in the Whitmore attendance boundaries and if within those boundaries, they live more than one and one-half miles from Whitmore, with the exception of Old Farm Apartments.

School Honors

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

Award/Honor	Year
Ü Scholastic Writer	2005
Ü Arizona Poetry	2006
Ü State Chess Recognition	2006

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	53	4704	80010	98	99	99	453	443	447	4	11	10	9	20	18	74	54	53	13	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	2282	38935	100	99	99	457	444	447	4	9	9	8	20	19	76	57	55	12	14	17
Male	28	2422	40974	97	99	98	450	441	448	4	12	11	11	21	18	71	52	52	14	15	19
African American	--	311	4201	--	98	99	--	426	430	--	20	17	--	23	23	--	49	51	--	8	9
Hispanic	15	2729	34545	100	99	99	455	435	432	NA	12	14	20	24	24	67	54	53	13	10	9
Asian/Pacific Islander	NC	111	2068	NC	97	99	NC	472	474	NC	5	4	NC	12	10	NC	54	50	NC	29	36
American Indian/Alaskan Native	--	182	3979	--	97	96	--	425	424	--	15	17	--	26	30	--	54	47	--	5	6
White	33	1370	35142	97	99	99	451	462	465	3	6	5	6	12	11	82	57	56	9	26	28
Students with Disabilities	12	594	10161	92	94	93	442	415	419	17	30	28	8	27	28	67	37	36	8	6	8
Students without Disabilities	41	4110	69849	100	100	100	457	446	451	NA	8	7	10	19	17	76	57	56	15	16	19
Limited English Proficient Students	NC	739	14013	NC	98	97	NC	410	413	NC	27	24	NC	35	34	NC	35	39	NC	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	22	2469	39029	100	99	98	438	435	432	5	12	14	14	24	25	77	54	52	5	9	9
Non-Economically Disadvantaged	31	2235	40981	97	99	100	464	451	462	3	9	6	6	16	13	71	54	54	19	20	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	52	4701	79438	96	99	98	453	446	451	2	10	9	25	27	24	67	55	56	6	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	2284	38775	100	99	99	453	453	457	NA	8	7	24	24	22	68	58	58	8	11	13
Male	27	2417	40560	93	99	97	453	440	446	4	13	12	26	29	25	67	52	54	4	6	9
African American	--	311	4178	--	98	98	--	436	439	--	16	13	--	30	29	--	50	52	--	5	6
Hispanic	15	2723	34297	100	99	98	450	438	434	NA	12	14	33	30	31	53	52	50	13	5	5
Asian/Pacific Islander	NC	111	2063	NC	97	99	NC	474	475	NC	4	3	NC	14	15	NC	65	63	NC	17	20
American Indian/Alaskan Native	--	186	3940	--	99	95	--	432	429	--	14	14	--	34	36	--	49	47	--	3	3
White	33	1369	34887	97	99	98	454	465	471	3	5	4	21	18	15	73	62	63	3	15	18
Students with Disabilities	11	585	9588	85	93	88	458	410	416	NA	30	30	36	36	32	45	32	34	18	3	5
Students without Disabilities	41	4116	69850	100	100	100	451	451	456	2	8	7	22	25	23	73	58	59	2	9	12
Limited English Proficient Students	NC	734	13856	NC	98	96	NC	403	407	NC	29	27	NC	44	43	NC	26	29	NC	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	22	2460	38685	100	98	97	438	437	435	5	12	14	32	30	32	64	53	50	NA	4	5
Non-Economically Disadvantaged	30	2241	40753	94	99	99	464	456	467	NA	8	5	20	23	16	70	57	62	10	13	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	54	4706	79971	100	99	99	409	420	423	9	7	8	50	43	41	37	48	49	4	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	2287	38974	100	99	99	430	432	437	4	5	5	36	36	33	52	57	57	8	2	4
Male	29	2419	40895	100	99	98	390	408	410	14	9	10	62	50	47	24	40	41	NA	1	2
African American	--	311	4203	--	98	99	--	407	411	--	12	11	--	45	45	--	42	43	--	1	2
Hispanic	15	2724	34481	100	99	99	411	416	410	NA	7	10	67	46	46	33	46	43	NA	1	1
Asian/Pacific Islander	NC	113	2067	NC	98	99	NC	438	449	NC	6	4	NC	37	28	NC	51	60	NC	5	8
American Indian/Alaskan Native	--	185	3995	--	98	96	--	414	409	--	9	10	--	43	47	--	49	42	--	NA	1
White	34	1373	35150	100	99	99	405	430	437	15	5	5	38	38	35	44	54	56	3	3	5
Students with Disabilities	13	604	10258	100	96	94	411	373	377	23	22	23	23	55	51	46	23	25	8	1	1
Students without Disabilities	41	4102	69713	100	99	100	408	426	429	5	5	5	59	41	39	34	52	52	2	2	3
Limited English Proficient Students	NC	741	13985	NC	99	97	NC	378	382	NC	19	18	NC	56	54	NC	25	27	NC	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	22	2467	38994	100	99	98	405	414	409	9	8	10	55	47	47	36	45	41	NA	1	1
Non-Economically Disadvantaged	32	2239	40977	100	99	100	411	427	437	9	6	5	47	39	34	38	53	56	6	2	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	56	4554	80147	97	98	99	490	474	482	7	13	11	16	20	17	48	48	49	29	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	2200	39281	100	98	99	503	475	483	6	11	9	13	22	17	39	48	50	42	19	24
Male	25	2352	40780	93	97	98	474	473	482	8	14	12	20	19	17	60	48	48	12	18	24
African American	NC	314	4249	NC	97	99	NC	463	464	NC	18	17	NC	19	22	NC	49	48	NC	14	13
Hispanic	15	2529	33494	94	98	99	482	466	466	7	15	15	20	24	23	53	47	49	20	14	14
Asian/Pacific Islander	NC	109	2103	NC	99	99	NC	508	515	NC	7	4	NC	6	8	NC	49	44	NC	39	45
American Indian/Alaskan Native	NC	219	4117	NC	95	96	NC	447	456	NC	25	19	NC	31	27	NC	37	46	NC	7	8
White	32	1383	36122	100	98	99	495	492	501	3	7	5	16	14	10	50	51	50	31	28	35
Students with Disabilities	NC	589	10295	NC	88	92	NC	439	443	NC	35	33	NC	26	26	NC	34	33	NC	6	8
Students without Disabilities	48	3965	69852	100	100	100	492	479	488	8	10	7	15	20	16	46	50	51	31	21	26
Limited English Proficient Students	NC	669	12722	NC	97	97	NC	439	441	NC	27	27	NC	35	33	NC	34	37	NC	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	25	2431	38371	96	97	97	477	464	465	16	16	15	16	24	23	52	47	49	16	13	13
Non-Economically Disadvantaged	31	2123	41776	97	98	100	500	485	498	NA	9	6	16	16	11	45	49	49	39	25	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	57	4563	79686	98	98	98	482	463	470	NA	13	11	33	27	24	58	53	57	9	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	2214	39163	100	99	99	497	468	475	NA	10	9	23	25	22	61	57	60	16	8	10
Male	26	2347	40438	96	97	97	466	457	465	NA	16	13	46	30	25	54	49	54	NA	5	7
African American	NC	318	4228	NC	98	98	NC	454	458	NC	19	15	NC	27	28	NC	49	53	NC	5	4
Hispanic	16	2525	33299	100	98	98	472	454	452	NA	16	17	44	32	32	44	48	47	13	4	3
Asian/Pacific Islander	NC	109	2097	NC	99	99	NC	484	490	NC	6	5	NC	12	13	NC	73	68	NC	8	14
American Indian/Alaskan Native	NC	223	4087	NC	97	96	NC	445	446	NC	21	16	NC	35	38	NC	43	44	NC	2	2
White	32	1388	35914	100	99	98	490	482	489	NA	6	5	28	19	15	63	63	67	9	12	14
Students with Disabilities	NC	593	9808	NC	88	87	NC	425	432	NC	37	35	NC	32	32	NC	28	30	NC	3	3
Students without Disabilities	48	3970	69878	100	100	100	484	468	475	NA	9	8	33	27	23	56	57	61	10	7	9
Limited English Proficient Students	NC	666	12594	NC	97	96	NC	420	422	NC	34	34	NC	47	45	NC	19	21	NC	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	26	2438	38095	100	98	97	474	452	452	NA	17	17	42	32	32	50	48	48	8	3	3
Non-Economically Disadvantaged	31	2125	41591	97	98	99	490	475	486	NA	9	6	26	23	16	65	59	65	10	10	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	58	4592	80372	100	99	99	487	474	475	2	4	4	17	31	30	79	64	64	2	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	2219	39452	100	99	99	511	485	488	NA	3	3	NA	22	22	97	72	72	3	2	3
Male	27	2371	40836	100	98	98	460	463	464	4	5	6	37	38	37	59	56	56	NA	1	1
African American	NC	319	4264	NC	98	99	NC	459	465	NC	8	5	NC	33	35	NC	57	59	NC	2	1
Hispanic	16	2551	33608	100	99	99	489	469	462	NA	5	6	19	33	36	81	61	57	NA	1	1
Asian/Pacific Islander	NC	110	2098	NC	100	99	NC	487	500	NC	3	2	NC	19	16	NC	76	75	NC	2	7
American Indian/Alaskan Native	NC	224	4128	NC	97	97	NC	462	464	NC	5	4	NC	37	39	NC	58	56	NC	NA	1
White	32	1388	36213	100	99	99	486	486	489	NA	2	2	19	26	22	81	69	72	NA	3	3
Students with Disabilities	10	628	10526	100	93	94	NA	427	427	NA	14	15	NA	53	53	NA	32	31	NA	1	1
Students without Disabilities	48	3964	69846	100	100	100	497	480	482	NA	3	3	13	27	26	85	69	69	2	2	2
Limited English Proficient Students	NC	674	12747	NC	98	97	NC	426	432	NC	14	12	NC	51	52	NC	34	36	NC	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	26	2454	38521	100	98	98	478	463	461	NA	6	6	23	35	38	77	59	55	NA	1	1
Non-Economically Disadvantaged	32	2138	41851	100	99	100	494	485	489	3	2	3	13	26	22	81	69	72	3	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	50	4552	79306	94	98	99	522	496	504	8	16	13	20	23	20	40	47	49	32	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	2186	38845	91	98	99	513	496	505	NA	14	11	29	24	20	48	49	50	24	14	18
Male	29	2365	40383	97	97	98	529	496	504	14	18	14	14	22	19	34	45	47	38	15	19
African American	NC	277	4171	NC	99	98	NC	484	485	NC	21	20	NC	24	26	NC	46	44	NC	9	10
Hispanic	13	2530	32673	87	98	99	496	485	487	8	19	18	38	27	25	31	45	46	23	9	10
Asian/Pacific Islander	--	131	2147	--	98	99	--	532	539	--	5	5	--	11	10	--	49	46	--	35	40
American Indian/Alaskan Native	--	194	4034	--	100	97	--	469	479	--	31	22	--	27	29	--	41	43	--	2	7
White	33	1420	36234	97	97	99	537	517	523	9	8	6	12	16	13	39	51	52	39	25	28
Students with Disabilities	11	573	10286	79	85	91	481	456	462	36	44	41	27	29	27	18	23	27	18	3	5
Students without Disabilities	39	3979	69020	100	100	100	532	501	510	NA	12	9	18	22	18	46	50	52	36	16	21
Limited English Proficient Students	NC	593	10291	NC	96	96	NC	456	458	NC	41	38	NC	32	34	NC	26	26	NC	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	16	2380	37437	94	98	97	488	484	486	25	20	19	19	26	26	31	45	46	25	9	9
Non-Economically Disadvantaged	34	2172	41869	94	98	100	538	508	521	NA	11	7	21	18	14	44	49	51	35	21	27

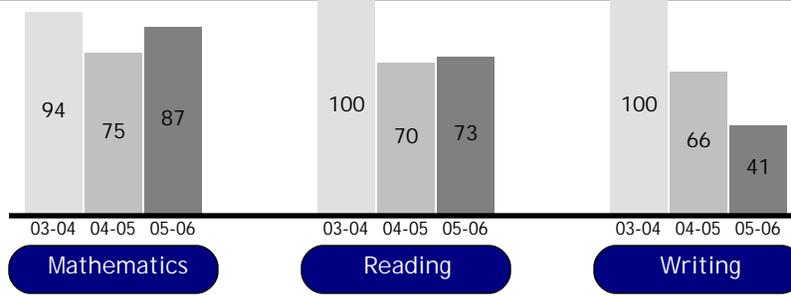
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	51	4596	79000	96	99	98	500	483	489	6	11	10	22	28	24	63	54	58	10	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	2204	38774	96	99	99	503	488	494	NA	7	7	27	27	22	64	57	61	9	8	10
Male	29	2391	40150	97	98	98	497	479	485	10	14	12	17	28	25	62	53	55	10	6	8
African American	NC	279	4153	NC	99	98	NC	477	476	NC	15	13	NC	25	30	NC	53	53	NC	7	4
Hispanic	14	2553	32508	93	99	98	472	473	472	NA	13	15	43	34	33	57	49	49	NA	4	3
Asian/Pacific Islander	--	134	2142	--	100	99	--	503	510	--	3	4	--	21	14	--	63	67	--	13	16
American Indian/Alaskan Native	--	195	4016	--	100	96	--	467	467	--	13	14	--	39	37	--	46	46	--	2	2
White	33	1435	36135	97	98	98	514	503	508	9	6	4	9	17	14	67	64	67	15	13	15
Students with Disabilities	12	617	9991	86	91	88	466	442	449	25	38	33	33	37	36	33	24	29	8	2	2
Students without Disabilities	39	3979	69009	100	100	100	509	489	495	NA	7	6	18	26	22	72	59	62	10	8	10
Limited English Proficient Students	NC	604	10199	NC	97	95	NC	439	439	NC	34	35	NC	47	47	NC	18	18	NC	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	16	2403	37234	94	98	97	465	472	472	19	14	15	38	34	33	44	49	50	NA	3	3
Non-Economically Disadvantaged	35	2193	41766	97	99	99	516	495	505	NA	8	5	14	21	16	71	60	65	14	11	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	53	4607	79611	100	99	99	503	500	496	2	5	7	42	36	37	57	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	2206	39016	100	99	99	518	514	511	NA	3	4	26	26	29	74	70	66	NA	1	1
Male	30	2400	40519	100	99	98	491	488	482	3	7	10	53	44	44	43	48	46	NA	0	0
African American	NC	279	4188	NC	99	98	NC	495	486	NC	6	9	NC	42	40	NC	51	50	NC	0	0
Hispanic	15	2557	32855	100	99	99	497	495	481	NA	6	10	53	39	43	47	55	47	NA	0	0
Asian/Pacific Islander	--	134	2149	--	100	100	--	524	519	--	2	4	--	28	24	--	69	70	--	1	2
American Indian/Alaskan Native	--	192	3992	--	99	96	--	489	478	--	5	10	--	45	46	--	49	44	--	1	0
White	34	1445	36380	100	99	99	506	510	511	3	4	4	35	29	30	62	66	65	NA	1	1
Students with Disabilities	14	643	10664	100	95	94	465	442	440	7	20	23	57	57	54	36	22	22	NA	1	1
Students without Disabilities	39	3964	68947	100	100	100	515	509	504	NA	3	4	36	32	34	64	64	61	NA	0	1
Limited English Proficient Students	NC	609	10362	NC	98	97	NC	448	438	NC	17	22	NC	58	57	NC	25	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	17	2415	37626	100	99	98	478	492	479	6	6	10	59	41	45	35	52	45	NA	0	0
Non-Economically Disadvantaged	36	2192	41985	100	99	100	515	510	511	NA	4	4	33	30	30	67	65	65	NA	1	1

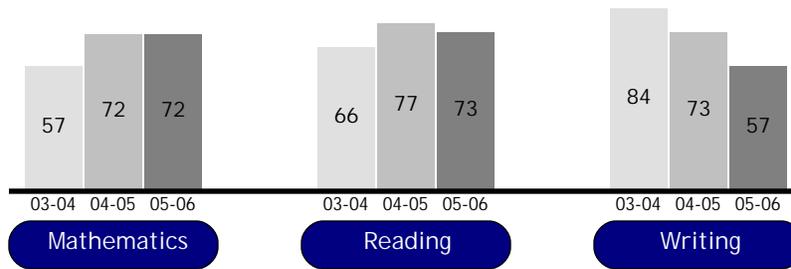
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

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.

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	93	53	NA	58	98	51	43	47	96	46	44	46
	Language	95	56	45	50	98	46	42	47	96	43	44	48
	Mathematics	96	67	56	64	100	57	48	50	94	58	50	52
3	Reading	98	70	NA	55	100	49	41	44	96	52	43	46
	Language	98	79	56	61	100	50	40	44	100	46	43	46
	Mathematics	98	80	53	61	100	53	47	51	98	54	48	52
4	Reading	96	56	NA	56	98	52	43	48	98	61	46	52
	Language	100	58	45	52	98	49	44	49	100	61	48	52
	Mathematics	100	57	50	61	98	62	48	53	97	68	52	58
5	Reading	98	49	NA	55	100	52	46	50	94	63	50	56
	Language	98	57	41	49	100	52	46	50	98	56	50	54
	Mathematics	98	69	53	63	100	47	45	49	92	63	48	52

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

Council Duties

- Ü Academic Achievement
- Ü Instructional Strategies
- Ü School/Business/Community Partnership
- Ü 301 Monies
- Ü Tax Credit Monies

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	15.00
Other Professional Staff	14.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	2	0	2
4 to 6 years	1	1	0	0
7 to 9 years	0	1	0	0
10 or more years	3	17	1	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	16
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 The Learning Center Computer Lab
- Ü Library
- Ü Kinder/1st Hummingbird/Butterfly Habitat
- Ü Opening Minds through the Arts Room

Extracurricular Activities

- Ü Chess Club
- Ü Girl Scouts
- Ü Boy Scouts

Social Services

- Ü Happy Hours After School Program
- Ü School Resource Officer Program
- Ü Breakfast Program
- Ü Lunch Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Whitmore, in conjunction with the district Fine Arts Department, offers the OMA project(Opening Minds through the Arts) for all Whitmore students, including symphony, opera, movement, recorder, strings and wind instruction.

- ü Besides using the hands-on Foss kits, the Whitmore science program includes a resource center as well as a hummingbird/butterfly habitat.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	90	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

Whitmore continues to implement a schoolwide Safety Plan which includes strategies for dealing with intruders, fire, natural disasters and bee swarms. In addition, Respect and Responsibility is a major focus of the entire Whitmore community. The counseling component at Whitmore emphasizes individual responsibility wise choices.

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) :

2

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	Ms. Hansen	(520) 232-8000
Transportation Policy	Mr. Ball	(520) 225-4800
Community Resources	Mr. Free	(520) 232-8000
School Nutrition Programs	Ms. Ewer	(520) 232-8000
Parent Organization	Ms. Johnson	(520) 232-8000
Student Health/Nurse	Ms. Vasko	(520) 232-8000

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."

ACHIEVEMENT PROFILES

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