

Whittier Primary School
Peoria SD 150
Peoria, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : PK K 1 2 3 4

State and federal laws require public school districts to release report cards to the public each year.

Starting in 2009, charter school information is included in district statistics.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION													
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	43.6	51.4	3.0	0.5	0.5	1.0	62.8	0.5		0.3	20.5	94.8	401
District	29.8	61.2	5.9	2.5	0.1	0.6	69.7	3.2		4.3	28.8	92.7	13,825
State	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0		3.7	13.5	93.7	2,070,125

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

Limited-English-proficient students are those students eligible for transitional bilingual programs.

Mobility rate is based on the number of times students enroll in or leave a school during the school year.

Chronic truants are students who are absent from school without valid cause for 18 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	95.0	--	--	--	--
District	96.5	18.1	19.8	12.2	164.6
State	96.7	18.4	18.0	13.3	201.8

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
School	20.5	14.2	19.3	18.3	15.8					
District	19.2	15.3	15.4	15.5	15.5					
State	20.5	20.9	21.3	21.8	22.2					

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	68			25			180			25		
District	64			28			167			27		
State	59			30			145			30		

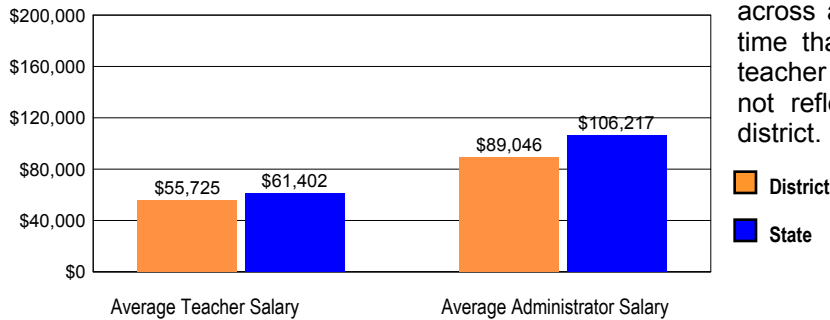
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	91.0	6.4	1.7	0.8	0.1	17.8	82.2	1,030
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	13.7	48.7	51.3	0.6	0.1
State	12.5	44.1	55.8	0.6	1.2

Some teacher/administrator data are not collected at the school level.

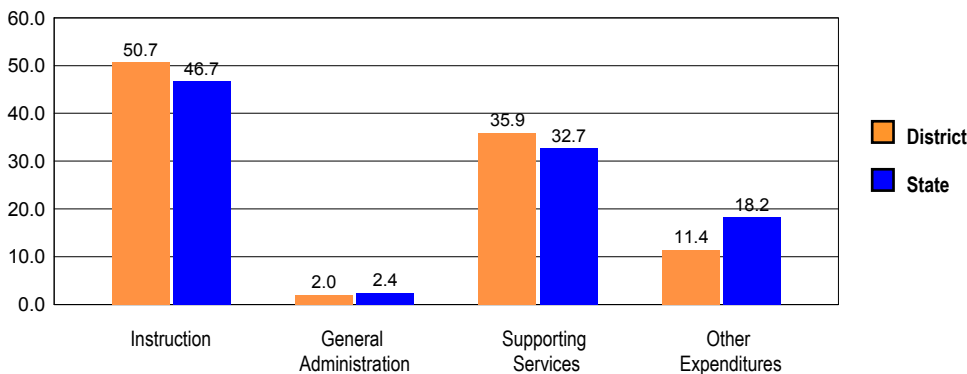
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2007-08 (Percentages)



REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$72,519,527	43.5	58.7	Education	\$126,325,755	75.9	71.5
Other Local Funding	\$12,028,957	7.2	6.3	Operations & Maintenance	\$14,066,678	8.4	8.6
General State Aid	\$42,744,403	25.7	18.6	Transportation	\$6,420,462	3.9	3.9
Other State Funding	\$19,197,175	11.5	9.0	Bond and Interest	\$3,278,068	2.0	6.3
Federal Funding	\$20,119,597	12.1	7.4	Rent	\$6,536,549	3.9	0.0
TOTAL	\$166,609,659			Municipal Retirement/ Social Security	\$4,594,615	2.8	1.8
				Fire Prevention & Safety	\$718,458	0.4	0.9
				Site & Construction/ Capital Improvement	\$4,562,613	2.7	6.8
				TOTAL	\$166,503,198		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$98,937	4.48	\$6,518	\$11,398
State	**	**	\$6,103	\$10,417

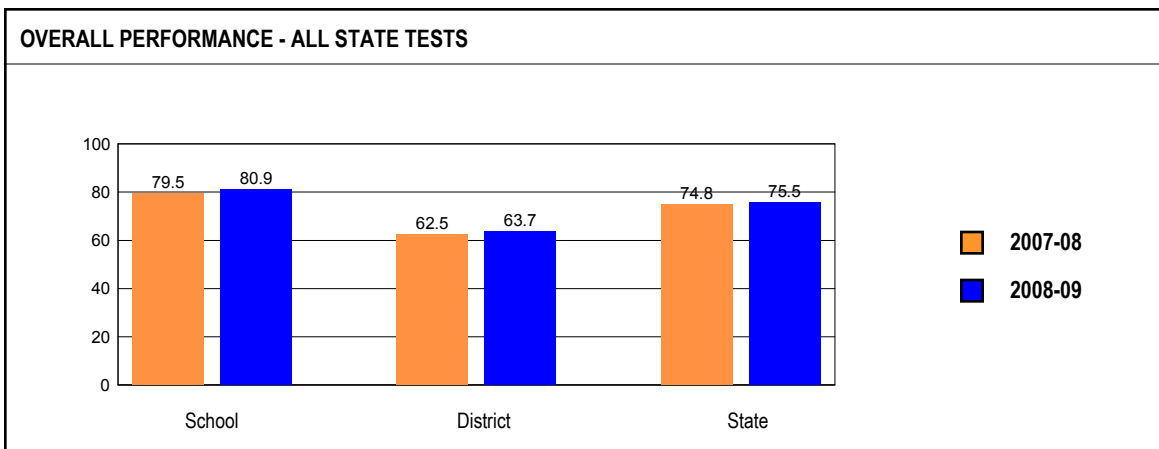
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school tax rate is a district's total tax rate as it appears on local property tax bills.
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

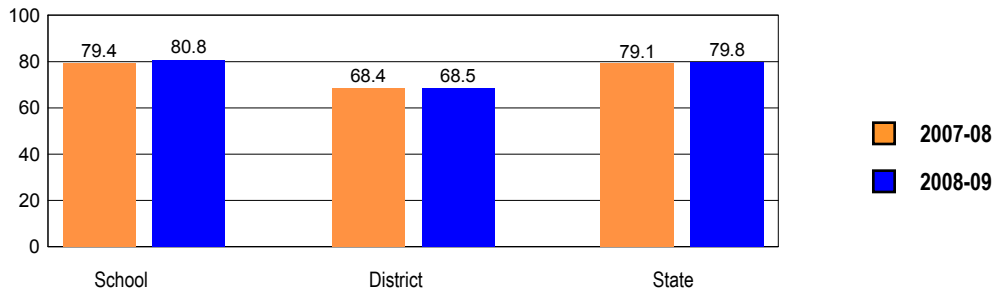
OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.

The 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.

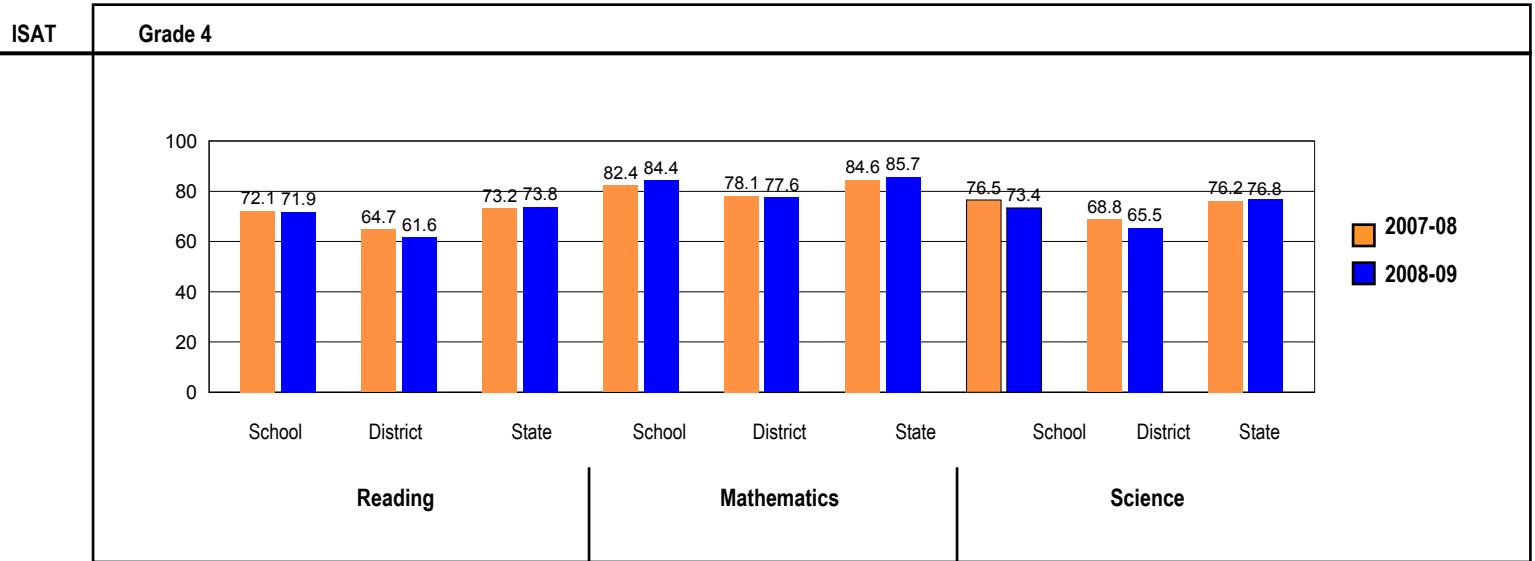
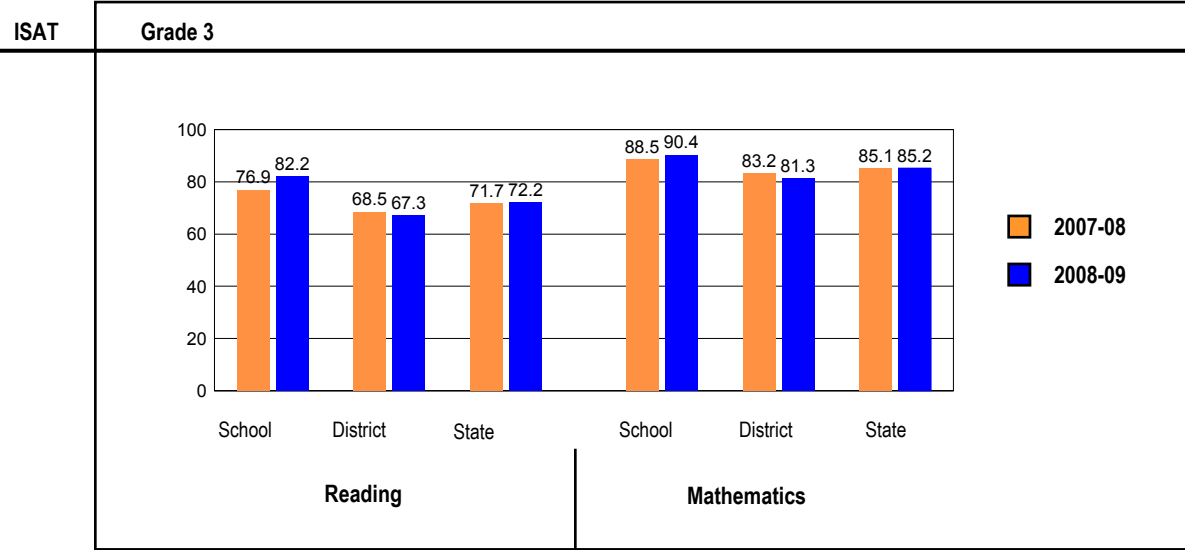


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



ISAT PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	142	70	72	58	76	7	0	1	0	1	0	26	97
	Reading Mathematics	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0							0.0 0.0	0.0 0.0
District	*Enrollment	7,077	3,539	3,538	2,012	4,435	457	155	2	16	186	1	1,681	5,049
	Reading Mathematics	0.2 0.2	0.3 0.3	0.1 0.1	0.1 0.1	0.3 0.3	0.2 0.2	0.0 0.0			0.0 0.0	0.0 0.0	0.7 0.7	0.3 0.3
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	Reading Mathematics	0.3 0.3	0.3 0.3	0.2 0.2	0.1 0.1	0.6 0.6	0.3 0.3	0.1 0.1	0.2 0.2	0.3 0.3	0.2 0.2	0.8 0.8	0.4 0.4	0.4 0.4

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	66	32	34	26	36	4	0	0	0	1	0	11	44
	Science	0.0	0.0	0.0	0.0	0.0							0.0	0.0
District	*Enrollment	2,931	1,478	1,453	906	1,789	177	55	0	4	62	0	708	2,007
	Science	0.2	0.2	0.1	0.1	0.2	0.0	0.0			0.0		0.6	0.2
State	*Enrollment	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	0.8

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.

Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 3**Grade 3 - All**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School		1.4	16.4	46.6	35.6	4.1	5.5	35.6	54.8
District		5.6	27.0	47.5	19.9	4.9	13.8	49.6	31.7
State		4.7	23.2	46.2	26.0	3.3	11.4	44.2	41.0

Grade 3 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	2.6	18.4	47.4	31.6	5.3	5.3	31.6	57.9
	District	7.3	29.9	45.3	17.5	5.6	12.9	48.6	32.9
	State	6.0	25.4	45.4	23.2	3.7	11.3	42.4	42.6
Female	School	0.0	14.3	45.7	40.0	2.9	5.7	40.0	51.4
	District	4.0	24.5	49.5	22.0	4.2	14.6	50.6	30.5
	State	3.3	20.8	47.0	28.9	3.0	11.6	46.0	39.4

Grade 3 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	13.8	37.9	48.3	0.0	3.4	17.2	79.3
	District	3.5	14.9	43.9	37.7	1.4	7.3	36.0	55.4
	State	2.2	13.9	47.1	36.8	1.0	5.7	39.4	53.9
Black	School	2.5	20.0	52.5	25.0	7.5	7.5	50.0	35.0
	District	6.8	32.8	48.6	11.8	6.7	16.9	56.6	19.8
	State	8.4	34.7	45.1	11.8	8.6	21.5	49.6	20.3
Hispanic	School								
	District	3.8	24.4	52.6	19.2	1.3	13.9	48.1	36.7
	State	7.8	37.3	44.9	10.0	4.7	17.6	53.0	24.8
Asian/Pacific Islander	School								
	District	0.0	20.8	37.5	41.7	8.3	0.0	20.8	70.8
	State	1.3	11.0	45.3	42.4	0.9	3.6	29.1	66.4
Native American	School								
	District								
	State	3.8	19.1	50.0	27.1	1.3	10.9	45.8	42.0
Multiracial/Ethnic	School								
	District								
	State	3.5	19.3	48.7	28.5	2.3	9.8	45.9	42.0

Grade 3 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	8.3	41.7	41.7	8.3	25.0	25.0	25.0	25.0
	District	16.5	46.0	31.2	6.3	12.7	25.3	45.6	16.5
	State	17.0	41.2	31.8	10.0	10.4	23.4	44.8	21.4
Non-IEP	School	0.0	11.5	47.5	41.0	0.0	1.6	37.7	60.7
	District	2.6	21.8	52.0	23.6	2.7	10.6	50.8	35.9
	State	2.8	20.5	48.3	28.3	2.3	9.7	44.1	43.9

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	1.9	19.2	53.8	25.0	3.8	5.8	48.1	42.3
	District	6.7	31.7	49.3	12.2	5.6	16.8	54.7	22.9
	State	7.8	34.6	45.9	11.8	5.9	18.2	51.6	24.4
Not Eligible	School	0.0	9.5	28.6	61.9	4.8	4.8	4.8	85.7
	District	2.0	11.5	41.3	45.2	2.4	4.0	32.9	60.7
	State	1.7	12.4	46.5	39.3	0.9	5.1	37.2	56.8

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
School	School	1.6	26.6	50.0	21.9	0.0	15.6	62.5	21.9	0.0	26.6	56.3	17.2
	District	2.4	36.1	41.5	20.0	2.6	19.8	57.2	20.5	4.6	29.9	53.1	12.4
	State	1.4	24.8	45.9	27.9	1.1	13.1	58.2	27.6	3.1	20.1	59.2	17.6

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	19.4	54.8	25.8	0.0	12.9	58.1	29.0	0.0	22.6	54.8	22.6
	District	3.4	39.4	39.8	17.3	2.8	20.9	56.6	19.7	5.6	28.8	51.8	13.7
	State	1.8	27.8	44.9	25.4	1.4	13.6	56.5	28.5	3.4	19.9	57.0	19.6
Female	School	3.0	33.3	45.5	18.2	0.0	18.2	66.7	15.2	0.0	30.3	57.6	12.1
	District	1.4	32.7	43.2	22.7	2.4	18.7	57.7	21.3	3.6	31.0	54.3	11.1
	State	0.9	21.6	47.0	30.4	0.9	12.6	59.9	26.6	2.7	20.3	61.5	15.6

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	16.0	40.0	44.0	0.0	12.0	32.0	56.0	0.0	12.0	48.0	40.0
	District	1.0	17.1	43.8	38.1	0.7	8.7	47.3	43.3	1.7	10.7	58.0	29.7
	State	0.6	15.0	46.3	38.1	0.5	6.8	54.8	38.0	0.8	9.8	62.7	26.6
Black	School	2.9	34.3	54.3	8.6	0.0	20.0	80.0	0.0	0.0	40.0	57.1	2.9
	District	2.9	45.2	40.7	11.2	3.9	25.2	61.6	9.3	6.4	40.3	48.8	4.6
	State	3.0	41.2	44.4	11.5	2.8	26.2	61.5	9.5	7.8	39.1	49.5	3.6
Hispanic	School												
	District	4.5	42.4	39.4	13.6	0.0	22.7	65.2	12.1	1.5	30.3	65.2	3.0
	State	2.4	37.5	46.9	13.2	1.5	19.0	66.2	13.3	4.8	31.3	58.4	5.5
Asian/Pacific Islander	School												
	District	0.0	21.7	39.1	39.1	0.0	12.5	41.7	45.8	4.2	8.3	66.7	20.8
	State	0.2	10.5	41.0	48.3	0.3	4.1	42.4	53.1	1.2	8.8	59.5	30.5
Native American	School												
	District												
	State	0.4	19.9	50.8	28.8	0.0	9.7	64.4	25.8	0.8	14.4	65.3	19.5
Multiracial/Ethnic	School												
	District												
	State	1.0	22.5	48.1	28.5	0.7	12.5	60.2	26.5	2.4	17.1	63.1	17.5

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch													
School	2.4	35.7	50.0	11.9	0.0	21.4	66.7	11.9	0.0	35.7	59.5	4.8	
District	3.0	44.7	40.1	12.2	3.4	24.8	60.0	11.8	6.1	37.1	51.2	5.6	
State	2.5	38.2	46.3	12.9	2.0	21.3	64.0	12.6	5.6	32.4	56.1	5.9	
Not Eligible													
School	0.0	9.1	50.0	40.9	0.0	4.5	54.5	40.9	0.0	9.1	50.0	40.9	
District	0.7	13.1	45.5	40.7	0.4	6.5	49.6	43.5	0.7	11.2	58.0	30.1	
State	0.4	12.9	45.6	41.1	0.4	5.8	52.9	40.9	0.8	9.2	61.9	28.1	

2009 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	Yes	2009-10 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2009-10 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		70.0			70.0			90.0		78.0	
All	100.0	Yes	100.0	Yes	81.4		Yes	88.5		Yes	94.8	Yes		
White	100.0	Yes	100.0	Yes	85.4		Yes	91.7		Yes				
Black	100.0	Yes	100.0	Yes	78.0		Yes	84.7		Yes				
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	77.5		Yes	87.3		Yes				

Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 70.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2008.

** Safe Harbor Targets of 70.0% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

Dear Parents/Guardians and Members of the Whittier Community,

I would like to begin by thanking you all for your support of Whittier School. The immeasurable time and resources that you have dedicated to our staff, students and parents throughout this past school year have truly benefitted us. Our academic successes can be seen in the results of the testing that our students participated in during the 2008-2009 school year. These results give us an idea of how our school has fared compared to the Peoria Public School District as well as compared to the rest of the students in Illinois.

Overall, Whittier Primary School continues to have high academic achievement in the areas of Reading, Math and Science. Reading and Math assessments are given at the third, and fourth. Fourth graders are also assessed in Science.

As a school, 81.4% of our students met or exceeded state standards in reading, 88.5% in math and 73.4% of our fourth graders met or exceeded in science and we are proud of both our students and their teachers. Unfortunately, however, our students who are in the special education self-contained program and have IEPs (Individual Education Plans) did not meet state standards. In response to the results, our special education staff is being trained on and will implement two new reading intervention programs, *Corrective Reading* and *Reading Mastery*. These programs will help students increase reading accuracy, develop reading fluency, and build reading comprehension, all skills that can assist them in being academically successful. We will continue to provide them with the best services and instruction we are able and are confident that their scores on these assessments will improve.

Though we will continue to provide a balanced curriculum and will work on all areas of our curriculum, we have identified four areas of concentration for the 2009- 2010 school year. They are reading, math and parent involvement and student behavior. We feel that by decreasing classroom disruptions and by helping students develop better self-images, we will create better, more focused students.

Reading Improvement Activities:

- Training on the components of balanced literacy will be provided to the staff. These professional development opportunities will focus on guided reading, writing, shared reading, fluency, phonemic awareness, phonics, vocabulary and comprehension.
- On-going assessments will help teachers guide their instruction and identify students' needs.
- Small group reading interventions will be incorporated for all at-risk students including our special education population.
- Accelerated Reader will continue to be incorporated into all classroom reading programs.
- We will hire Reading Interventionists to work directly with our at-risk population.
- Tutoring programs will be offered after school.

Math Activities:

- Accelerated Math will be used to provide meaningful math experiences for students as well as target their areas of need.
- Teachers will receive additional instruction in the teaching of math strategies for math problem solving.
- All students will receive a minimum of 60 minutes of math instruction daily as well as additional minutes of weekly problem solving instruction.

Parent Involvement

- A Family Math Make-It-Take-It Night will be held that will allow parents the opportunity to work with their child to create manipulatives that can be used at home to help solve a variety of math problems.
- A Family Reading Night will be held that will allow parents and their children to participate in a variety of reading activities.
- Parents will be encouraged in a variety of ways to be actively engaged in their child's school and education.
- Parents will be asked to be a "Picture Person" for their child's classroom. A "Picture Person" comes once a month to introduce students to a new artist and their work. Parents also plan and implement an accompanying activity.
- PTO meetings will be held twice a month.
- Opportunities will be made available for parents to receive information on a variety of topics including parenting skills, how to help their children with homework, and how to develop self-esteem in their children.

Positive Student Behavior Activities:

- PBIS (Positive Behavior Intervention and Supports) will be fully implemented. Students will learn appropriate behavior for all parts of the building and all parts of their school day. Incentives will be offered to affirm students for on task behavior. Implementation will take place at all three levels: Universal (whole school), Secondary (small group), and Tertiary (individual targeted students).
- Graduate-Level Intern Counselors will continue to teach students character education as well as provide one-on-one and small group counseling.
- Anti-bullying programs will be presented to the students and training will be provided to teach students how to deal with bullies.

Planned Improvement for the District

Peoria Public Schools continues to work to provide the highest quality education for every student. Increasing student achievement continues to be the driving force behind all District initiatives. The District continues to develop strategies that meet the varied needs of students, families and the community at large. Strategies incorporated into the District Improvement Plan include focused professional development, review of reading curriculum, implementation of early math strategies, provision of early intervening services, introduction of co-teaching, and development of parent academies. Activities currently being implemented to increase student learning include:

- Focus on high school achievement through enhanced student support and increased learning opportunities
- Develop plans for closing Woodruff High School
- Implementation of Comprehensive System of Student Support
- Student centered instructional programs in content areas
- Universal Leadership Teams at each building

Together we can provide a quality education for the children of Whittier Primary School.

Sincerely,

Renee Andrews
Principal
Whittier Primary School