

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1350 S. Lindsay Rd., Mesa, AZ 85204

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Mr. Tony LaMantia  
 Schedule : 07:30 AM to 07:00 PM  
 Grades : Pre-K-6  
 Web Address : www.mpsaz.org/porter  
 Phone Number : (480) 472-6700  
 Fax Number : (480) 472-6698  
 E-mail : www.tlamanti@mpsaz.org

### Mission

We will: maintain a nurturing, student centered learning environment, foster our children's natural love of learning, appreciate the uniqueness, abilities and talents of each student, and lead students to be responsible citizens of good character.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

2005-06	Warning Year
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 Improve scores on Standard Master Testing, AIMS and Tera Nova Achievement Tests. Provide supportive and additional instructional services for students who need additional assistance academically, emotionally and socially on an individual basis.
- ü Recognize and support students for outstanding achievement in all academic, artistic, physical and social areas of their educational experiences, while keeping parents actively involved in their child's education.
- ü Promote and maintain a safe environment where students feel free of bullying and of any threatening conditions.
- ü Provide an learning environment wher students, parents and staff are encouraged and provided oppertunities for a healthier life style through or Healthy/Active Schools Program.

### Enrollment

October 1, 2005 School Year Student Enrollment : 640  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 150

Instructional Programs

- ü Computer Technology Program
- ü Orchestra/Band 4-6
- ü Gifted Program 3-6
- ü Differentiated Inst./ Integrated Lessons
- ü Effective Schools Model
- ü Conscious Discipline
- ü Anti-Bullying (Friendship) Program
- ü 7 Habits Student Agendas

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

To keep parents informed of academic progress/methods for increasing their child's academic performance. Provide opportunities for high level/active parent participation in thier child's education. Encourage parents to use our 'open-school-door' model.

Parents

Promote good attendance and punctuality. Assist with homework. Support our school rules. Actively participate in their child's school life. Be a positive role model for their child. Work closely with the classroom teacher. Model good citizenship. Provide a healthy and positive home enviornment for their children.

Transportation Policy

Busing is provided for all students living east of Lindsay Rd. and within our attendance area. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

School Honors

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

Award/Honor	Year
ü 1/3 Schools In The Nation To Implement Active&Healthy	2005
ü Administrator Presented at National Level Conferences	2005
ü Effective Schools League Member Since 2004	2004
ü Numerous Community Service Projects and Accomplishments	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	80	5547	80010	94	98	99	449	453	447	4	8	10	15	16	18	70	56	53	11	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	2719	38935	92	98	99	449	452	447	3	8	9	14	17	19	78	56	55	6	19	17
Male	44	2828	40974	96	98	98	449	453	448	5	8	11	16	15	18	64	55	52	16	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	29	2182	34545	97	98	99	436	434	432	NA	12	14	24	23	24	76	56	53	NA	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	NC	226	3979	NC	97	96	NC	436	424	NC	14	17	NC	23	30	NC	51	47	NC	11	6
White	41	2783	35142	91	98	99	462	469	465	5	4	5	7	9	11	68	55	56	20	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	72	4902	69849	100	99	100	449	457	451	3	5	7	15	14	17	69	58	56	13	22	19
Limited English Proficient Students	NC	877	14013	NC	97	97	NC	415	413	NC	20	24	NC	33	34	NC	44	39	NC	2	3
Migrant Students	--	37	603	--	93	96	--	418	417	--	19	22	--	43	32	--	27	42	--	11	4
Economically Disadvantaged	43	3005	39029	91	97	98	436	437	432	5	11	14	26	22	25	63	57	52	7	10	9
Non-Economically Disadvantaged	37	2542	40981	97	99	100	463	472	462	3	4	6	3	9	13	78	54	54	16	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	78	5457	79438	92	97	98	462	457	451	4	7	9	18	21	24	67	60	56	12	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2686	38775	95	97	99	468	463	457	NA	5	7	16	19	22	70	62	58	14	14	13
Male	41	2770	40560	89	96	97	455	452	446	7	8	12	20	23	25	63	58	54	10	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	29	2140	34297	97	96	98	448	437	434	7	11	14	21	31	31	72	54	50	NA	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	NC	218	3940	NC	94	95	NC	443	429	NC	10	14	NC	27	36	NC	57	47	NC	6	3
White	39	2744	34887	87	97	98	478	475	471	NA	3	4	13	13	15	64	65	63	23	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	72	4900	69850	100	99	100	464	461	456	3	5	7	15	20	23	69	62	59	13	13	12
Limited English Proficient Students	NC	846	13856	NC	93	96	NC	411	407	NC	22	27	NC	44	43	NC	34	29	NC	0	1
Migrant Students	--	35	600	--	88	96	--	422	418	--	17	22	--	43	38	--	40	39	--	NA	2
Economically Disadvantaged	42	2946	38685	89	95	97	445	441	435	7	10	14	29	29	32	60	55	50	5	5	5
Non-Economically Disadvantaged	36	2511	40753	95	98	99	481	477	467	NA	3	5	6	12	16	75	65	62	19	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	85	5524	79971	100	98	99	420	415	423	5	8	8	52	46	41	42	44	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	2715	38974	100	98	99	433	429	437	3	5	5	41	40	33	54	53	57	3	2	4
Male	46	2808	40895	100	97	98	409	402	410	7	11	10	61	53	47	33	35	41	NA	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	30	2166	34481	100	97	99	415	399	410	3	12	10	60	53	46	37	35	43	NA	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	NC	224	3995	NC	97	96	NC	403	409	NC	11	10	NC	50	47	NC	38	42	NC	0	1
White	45	2779	35150	100	98	99	427	429	437	4	5	5	44	41	35	49	52	56	2	2	5
Students with Disabilities	13	645	10258	100	90	94	372	373	377	23	20	23	69	54	51	8	24	25	NA	1	1
Students without Disabilities	72	4879	69713	100	99	100	429	420	429	1	6	5	49	45	39	49	46	52	1	2	3
Limited English Proficient Students	NC	865	13985	NC	95	97	NC	371	382	NC	22	18	NC	56	54	NC	22	27	NC	0	0
Migrant Students	--	37	608	--	93	97	--	397	389	--	8	16	--	62	50	--	30	33	--	NA	0
Economically Disadvantaged	47	2986	38994	100	97	98	411	401	409	6	11	10	55	52	47	38	36	41	NA	1	1
Non-Economically Disadvantaged	38	2538	40977	100	99	100	431	432	437	3	4	5	47	40	34	47	53	56	3	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	77	5739	80147	91	98	99	488	498	482	3	6	11	17	13	17	55	48	49	26	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	2849	39281	98	99	99	496	498	483	NA	5	9	9	13	17	60	49	50	30	33	24
Male	34	2889	40780	83	98	98	477	497	482	6	7	12	26	12	17	47	48	48	21	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	21	2106	33494	88	98	99	478	479	466	5	9	15	19	18	23	62	55	49	14	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	NC	239	4117	NC	98	96	NC	472	456	NC	10	19	NC	25	27	NC	50	46	NC	15	8
White	47	2998	36122	90	98	99	497	514	501	NA	4	5	13	8	10	55	44	50	32	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	70	5082	69852	100	99	100	489	503	488	3	4	7	14	11	16	56	50	51	27	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	42	2944	38371	86	97	97	486	480	465	2	9	15	19	18	23	55	52	49	24	20	13
Non-Economically Disadvantaged	35	2795	41776	97	99	100	489	516	498	3	3	6	14	7	11	54	45	49	29	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	78	5655	79686	92	97	98	475	478	470	6	7	11	22	21	24	60	61	57	12	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	2823	39163	98	98	99	490	482	475	NA	6	9	14	19	22	67	63	60	19	12	10
Male	35	2831	40438	85	96	97	456	474	465	14	9	13	31	22	25	51	60	54	3	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	21	2071	33299	88	96	98	466	458	452	14	12	17	14	30	32	67	54	47	5	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	NC	236	4087	NC	97	96	NC	454	446	NC	10	16	NC	40	38	NC	49	44	NC	1	2
White	48	2959	35914	92	97	98	483	495	489	2	3	5	23	13	15	58	67	67	17	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	70	5084	69878	100	99	100	478	482	475	6	5	8	19	19	23	63	64	61	13	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	43	2879	38095	88	95	97	468	462	452	12	11	17	21	29	32	53	55	48	14	5	3
Non-Economically Disadvantaged	35	2776	41591	97	98	99	483	495	486	NA	3	6	23	13	16	69	67	65	9	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	84	5728	80372	99	98	99	470	476	475	5	3	4	29	31	30	65	64	64	1	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2841	39452	100	99	99	493	487	488	2	2	3	14	22	22	82	73	72	2	3	3
Male	40	2887	40836	98	98	98	446	464	464	8	4	6	45	39	37	48	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	24	2102	33608	100	98	99	451	460	462	8	6	6	38	38	36	54	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	NC	239	4128	NC	98	97	NC	462	464	NC	3	4	NC	48	39	NC	49	56	NC	NA	1
White	51	2995	36213	98	98	99	478	487	489	4	2	2	20	24	22	75	72	72	2	3	3
Students with Disabilities	14	651	10526	93	89	94	384	428	427	29	13	15	50	53	53	21	32	31	NA	2	1
Students without Disabilities	70	5077	69846	100	99	100	488	481	482	NA	2	3	24	28	26	74	68	69	1	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	48	2941	38521	98	97	98	457	462	461	8	5	6	31	38	38	60	56	55	NA	1	1
Non-Economically Disadvantaged	36	2787	41851	100	99	100	488	491	489	NA	1	3	25	23	22	72	73	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	87	5603	79306	81	98	99	513	518	504	7	9	13	16	15	20	55	50	49	22	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2724	38845	91	98	99	505	518	505	10	8	11	21	16	20	52	51	50	17	26	18
Male	45	2879	40383	74	97	98	521	517	504	4	10	14	11	14	19	58	50	47	27	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	24	2000	32673	75	98	99	488	496	487	17	14	18	17	22	25	58	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	NC	232	4034	NC	98	97	NC	493	479	NC	15	22	NC	27	29	NC	48	43	NC	10	7
White	55	2974	36234	85	98	99	527	535	523	4	4	6	11	9	13	56	49	52	29	37	28
Students with Disabilities	NC	622	10286	NC	87	91	NC	469	462	NC	32	41	NC	27	27	NC	34	27	NC	7	5
Students without Disabilities	82	4981	69020	100	99	100	514	523	510	6	6	9	17	14	18	54	52	52	23	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	37	2874	37437	77	97	97	494	499	486	14	13	19	19	21	26	59	51	46	8	14	9
Non-Economically Disadvantaged	50	2729	41869	85	98	100	527	538	521	2	4	7	14	9	14	52	49	51	32	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	87	5547	79000	81	97	98	499	496	489	9	7	10	21	20	24	61	62	58	9	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2710	38774	91	98	99	499	501	494	10	5	7	19	19	22	62	63	61	10	12	10
Male	45	2837	40150	74	96	98	498	492	485	9	9	12	22	21	25	60	61	55	9	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	24	1963	32508	75	96	98	473	476	472	17	12	15	29	31	33	54	53	49	NA	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	NC	228	4016	NC	97	96	NC	474	467	NC	11	14	NC	32	37	NC	54	46	NC	4	2
White	55	2962	36135	85	97	98	511	513	508	7	3	4	16	12	14	62	69	67	15	16	15
Students with Disabilities	NC	569	9991	NC	79	88	NC	456	449	NC	22	33	NC	36	36	NC	39	29	NC	3	2
Students without Disabilities	82	4978	69009	100	99	100	500	500	495	9	5	6	21	19	22	61	65	62	10	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	38	2829	37234	79	96	97	480	478	472	16	11	15	29	29	33	50	55	50	5	4	3
Non-Economically Disadvantaged	49	2718	41766	83	98	99	513	515	505	4	2	5	14	11	16	69	69	65	12	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	107	5609	79611	100	98	99	473	490	496	14	7	7	46	43	37	40	50	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	2732	39016	100	98	99	497	505	511	9	4	4	26	34	29	65	61	66	NA	1	1
Male	61	2877	40519	100	97	98	456	476	482	18	9	10	61	51	44	21	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	32	2001	32855	100	98	99	445	470	481	19	11	10	69	51	43	13	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	NC	231	3992	NC	98	96	NC	477	478	NC	8	10	NC	52	46	NC	40	44	NC	NA	0
White	64	2984	36380	98	98	99	486	504	511	11	4	4	36	36	30	53	59	65	NA	1	1
Students with Disabilities	25	639	10664	100	89	94	399	437	440	48	21	23	44	56	54	8	20	22	NA	4	1
Students without Disabilities	82	4970	68947	100	99	100	496	496	504	4	5	4	46	41	34	50	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	48	2874	37626	100	97	98	456	472	479	19	10	10	48	51	45	33	38	45	NA	1	0
Non-Economically Disadvantaged	59	2735	41985	100	99	100	488	508	511	10	3	4	44	34	30	46	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	84	5505	79327	84	98	98	504	531	518	19	12	19	26	16	20	49	50	46	6	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	2626	38961	88	98	98	503	532	520	19	11	16	25	17	20	50	51	48	6	21	16
Male	48	2875	40295	81	98	97	505	531	516	19	13	21	27	16	19	48	48	44	6	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	21	1926	32327	78	98	98	492	510	499	24	18	27	24	23	25	52	49	41	NA	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	NC	240	4391	NC	95	96	NC	502	489	NC	25	32	NC	23	27	NC	44	36	NC	8	4
White	51	2984	36373	91	99	98	512	549	538	16	7	10	22	11	14	55	51	52	8	31	25
Students with Disabilities	12	587	9321	43	89	87	450	473	467	75	44	54	25	23	22	NA	27	21	NA	5	3
Students without Disabilities	72	4918	70006	100	99	100	513	537	524	10	8	14	26	15	19	57	53	49	7	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	--	37	635	--	90	94	--	490	488	--	30	31	--	24	29	--	43	36	--	3	4
Economically Disadvantaged	43	2687	37097	77	97	97	502	511	498	16	18	27	26	21	25	53	49	41	5	11	7
Non-Economically Disadvantaged	41	2818	42230	93	99	99	506	550	535	22	6	11	27	11	15	44	50	50	7	32	24

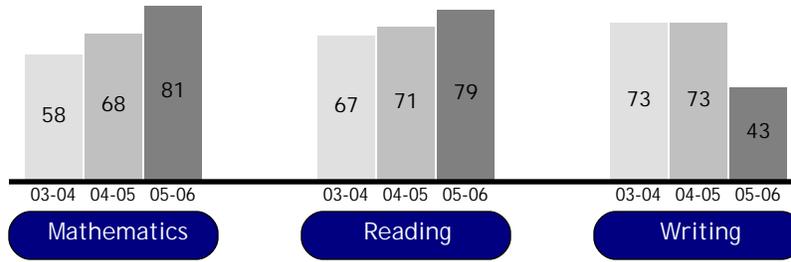
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	5447	79501	76	97	98	505	506	497	4	6	10	20	20	25	70	68	60	7	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	2606	39062	85	98	99	508	510	502	6	5	8	20	19	23	63	70	64	11	6	5
Male	41	2837	40368	69	97	98	502	503	491	2	8	13	20	22	27	76	66	57	2	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	19	1887	32389	70	96	98	488	488	478	5	10	16	16	31	34	79	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	NC	234	4401	NC	93	96	NC	482	473	NC	11	17	NC	36	40	NC	50	43	NC	2	1
White	47	2973	36446	84	98	99	511	521	516	4	4	4	13	12	15	74	76	73	9	8	7
Students with Disabilities	NC	532	9411	NC	80	88	NC	461	453	NC	28	36	NC	34	36	NC	34	26	NC	4	1
Students without Disabilities	72	4915	70090	100	99	100	507	510	502	4	4	7	17	19	24	72	72	65	7	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	--	35	642	--	85	95	--	475	465	--	11	24	--	43	41	--	43	35	--	3	0
Economically Disadvantaged	42	2646	37183	75	96	97	495	489	479	5	10	16	29	29	34	62	59	49	5	2	1
Non-Economically Disadvantaged	34	2801	42318	77	98	99	518	522	513	3	3	5	9	12	17	79	76	70	9	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	100	5492	80000	100	98	99	532	565	564	9	3	3	19	10	11	66	77	75	6	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	2626	39288	100	98	99	549	580	579	5	2	2	17	5	6	66	78	77	12	15	16
Male	59	2862	40644	100	97	98	520	552	549	12	4	4	20	14	15	66	76	74	2	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	27	1917	32672	100	97	99	509	548	548	15	4	4	22	13	14	56	77	76	7	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	NC	240	4424	NC	95	97	NC	546	549	NC	4	3	NC	15	14	NC	77	77	NC	5	5
White	56	2977	36602	100	98	99	551	578	579	4	2	2	13	8	7	79	77	75	5	14	16
Students with Disabilities	28	585	9919	100	88	93	431	497	505	32	11	9	57	34	35	11	51	54	NA	5	2
Students without Disabilities	72	4907	70081	100	99	100	571	572	571	NA	2	2	4	7	7	88	80	79	8	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	--	37	654	--	90	97	--	529	534	--	8	7	--	14	16	--	78	74	--	NA	3
Economically Disadvantaged	56	2675	37534	100	97	98	515	547	547	11	4	4	25	14	15	59	77	76	5	5	5
Non-Economically Disadvantaged	44	2817	42466	100	99	100	554	582	578	7	1	2	11	7	7	75	77	75	7	15	16

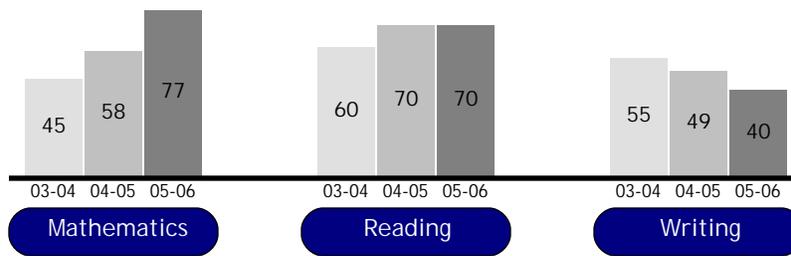
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

**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	96	57	NA	58	100	55	50	47	96	52	50	46
	Language	99	45	53	50	100	50	49	47	96	59	50	48
	Mathematics	100	66	71	64	98	55	54	50	96	63	56	52
3	Reading	93	60	NA	55	99	49	50	44	92	56	52	46
	Language	95	56	63	61	99	46	49	44	100	48	48	46
	Mathematics	94	57	66	61	97	50	55	51	94	58	56	52
4	Reading	96	60	NA	56	100	46	52	48	92	54	58	52
	Language	97	54	55	52	100	48	52	49	100	50	58	52
	Mathematics	97	59	68	61	100	52	59	53	91	56	67	58
5	Reading	100	67	NA	55	99	48	55	50	81	65	61	56
	Language	100	55	55	49	99	49	55	50	100	52	59	54
	Mathematics	100	76	71	63	98	42	54	49	81	58	59	52
6	Reading	95	65	NA	56	99	55	58	51	75	61	63	56
	Language	95	55	55	48	99	47	54	47	100	41	58	50
	Mathematics	96	77	76	66	98	52	62	52	83	52	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/](http://www.ade.az.gov/standards/)

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

School Site Council

Council Composition

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

Council Duties

- Ü Parent/Educator Relations
- Ü Curriculum and Instructional Advise
- Ü Instructional Strategies
- Ü School Safety Issues
- Ü 301 and Title Funding Advise
- Ü School/Business Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	39.50
Other Professional Staff	3.50	Teacher Aide	11.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	3	0	0
4 to 6 years	5	5	0	0
7 to 9 years	2	4	0	0
10 or more years	2	14	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	9
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab/School Web Page
- Ü Computerized Classrooms & Media Center
- Ü Video/Television Broascast Studio
- Ü Multi Purpose Room wih Sound/ Video Equ.

Extracurricular Activities

- Ü Student Government
- Ü Sports Programs
- Ü Student Daily News Program
- Ü Battle of the Books
- Ü Active / Healthy Schools
- Ü Student Mentoring and Tutoring Program
- Ü Porter Playground Patrol
- Ü Community Service Projects

Social Services

- Ü Breakfast and Lunch Program
- Ü Health Services
- Ü Community/Parent Classes
- Ü Crisis Intervention/Counseling Services
- Ü School/Community Liaison-ESL/ELL Parents
- Ü Spanish to English Interpreters
- Ü Academic Tutoring

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Continue to improve achievement scores on national, state and district testing. Integrate the Effective Schools Philosophy, Conscious Discipline, 7 Habits of Highly Effective People & Differentiated instruction through out our education environment.
  
- ü The development and implementation of highly positive and visible Character Education and a schoolwide Behavior Management Program. Implement Conscious Discipline. Provide students with a variety of service learning opportunities.
  
- ü Provide state of the art technology to our students.
  
- ü School Principal presented at National Educational Conferences Porter Elementary School's unique approach to meeting the needs of the 'whole' child: Academic, Physical Social/Emotional, and Spirit.

Student Activity Rates for School Year 2005-06

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

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

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

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

School Safety

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

We have a detailed schoolwide Crisis Plan for a variety of emergency situations: cooperation with local police, fire and District security. Routine practices and fire evacuation/crisis drills. Each year we select one specific type of school emergency and run a very detailed practice drill. We have a School Safety Committee that meets monthly and reviews building, student and staff safety and orderly concerns and issues. We have monthly assemblies to help students learn how to prevent bullying.

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) :

4

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	Mr. Tony LaMantia	(480) 472-6700
Transportation Policy	Community Relations	(480) 472-0222
Community Resources	Mrs. Geri Standley	(480) 472-6700
School Nutrition Programs	Food & Nutrition	(480) 472-0908
Parent Organization	Mr. Tony LaMantia	(480) 472-6700
Student Health/Nurse	Mrs. Katie Washburn	(480) 472-6700

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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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.