

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

9701 E. Southern Avenue, Mesa, AZ 85209

East Mesa Charter Elementary School, Inc.

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mr. Monte R. Lange
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-6
 Web Address : [://webs.learningstation.com/east_mesa/](http://webs.learningstation.com/east_mesa/)
 Phone Number : (480) 355-6830
 Fax Number : (480) 355-6840
 E-mail : mlange-emcs@imagineschools.com

Mission

East Mesa's Vision is to support continuing education, academic success, citizenship, individual accountability, and emotional and physical growth. East Mesa's mission is to provide support to staff and students and ensure Educational Achievement through a standards base instructional model that includes Positive Character Development which ensures a safe and conducive learning environment. The staff at East Mesa is committed to our shared principles.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü East Mesa participates in pre-and post testing (fall and spring). This determines the baseline that will show growth in the areas of math and reading.
- ü East Mesa students will demonstrate competence in the skills and strategies of the writing process
- ü Academic achievement is advanced through the use of technologies that are infused in our instructional programs.
- ü Reading instruction at the primary levels will provide students with phonics knowledge at the completion of the program.

Enrollment

October 1, 2005 School Year Student Enrollment : 386
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- ü Full-day Kindergarten
- ü Interdisciplinary Thematic Units
- ü On-Site Special Education
- ü Character Education
- ü Computer Based Learning
- ü Fall and Spring Diagnostic Assessments
- ü Before and After School Programs on Site
- ü Full Compliment of Specials

Calendar Information

Number of Instruction Days :	185
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/10/2005
Last Day of School :	6/7/2006

Shared Responsibilities

School

East Mesa Charter School strives to keep families informed. We encourage parents to become an integral part of the school's learning community. Weekly communication is sent by the teachers and school. We host two parent-teacher conferences each year. We encourage parents to meet and communicate with teachers at any time.

Parents

Parents will ensure and guide their children in being prepared each and every day for learning, being at school on time, and being in the proper uniform daily.

Transportation Policy

Parents provide am/pm transportation for their children and are encouraged to participate in the Network Neighbors Program to assist families with transportation.

School Honors

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

Award/Honor	Year
ü Awarded The Walton Family Foundation Grant	2005
ü Imagine New School of the Year	2006
ü Shared Values Award (New School of the Year)	2006
ü Parent Choice Award (New School of the Year)	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	49	49	80010	98	98	99	447	447	447	10	10	10	12	12	18	69	69	53	8	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	27	38935	96	96	99	448	448	447	11	11	9	19	19	19	56	56	55	15	15	17
Male	22	22	40974	100	100	98	445	445	448	9	9	11	5	5	18	86	86	52	NA	NA	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	10	10	34545	100	100	99	NA	NA	432	NA	NA	14	NA	NA	24	NA	NA	53	NA	NA	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	32	32	35142	97	97	99	449	449	465	13	13	5	9	9	11	72	72	56	6	6	28
Students with Disabilities	NC	NC	10161	NC	NC	93	NC	NC	419	NC	NC	28	NC	NC	28	NC	NC	36	NC	NC	8
Students without Disabilities	44	44	69849	98	98	100	449	449	451	7	7	7	14	14	17	70	70	56	9	9	19
Limited English Proficient Students	NC	NC	14013	NC	NC	97	NC	NC	413	NC	NC	24	NC	NC	34	NC	NC	39	NC	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	17	17	39029	94	94	98	450	450	432	12	12	14	6	6	25	71	71	52	12	12	9
Non-Economically Disadvantaged	32	32	40981	100	100	100	445	445	462	9	9	6	16	16	13	69	69	54	6	6	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	49	49	79438	98	98	98	458	458	451	4	4	9	16	16	24	76	76	56	4	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	27	38775	96	96	99	464	464	457	4	4	7	22	22	22	70	70	58	4	4	13
Male	22	22	40560	100	100	97	451	451	446	5	5	12	9	9	25	82	82	54	5	5	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	10	10	34297	100	100	98	NA	NA	434	NA	NA	14	NA	NA	31	NA	NA	50	NA	NA	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	32	32	34887	97	97	98	457	457	471	6	6	4	19	19	15	69	69	63	6	6	18
Students with Disabilities	NC	NC	9588	NC	NC	88	NC	NC	416	NC	NC	30	NC	NC	32	NC	NC	34	NC	NC	5
Students without Disabilities	44	44	69850	98	98	100	461	461	456	2	2	7	16	16	23	77	77	59	5	5	12
Limited English Proficient Students	NC	NC	13856	NC	NC	96	NC	NC	407	NC	NC	27	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	17	17	38685	94	94	97	467	467	435	NA	NA	14	18	18	32	76	76	50	6	6	5
Non-Economically Disadvantaged	32	32	40753	100	100	99	453	453	467	6	6	5	16	16	16	75	75	62	3	3	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	49	49	79971	98	98	99	432	432	423	6	6	8	27	27	41	67	67	49	NA	NA	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	27	38974	96	96	99	439	439	437	7	7	5	11	11	33	81	81	57	NA	NA	4
Male	22	22	40895	100	100	98	424	424	410	5	5	10	45	45	47	50	50	41	NA	NA	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	10	10	34481	100	100	99	NA	NA	410	NA	NA	10	NA	NA	46	NA	NA	43	NA	NA	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	32	32	35150	97	97	99	423	423	437	9	9	5	28	28	35	63	63	56	NA	NA	5
Students with Disabilities	NC	NC	10258	NC	NC	94	NC	NC	377	NC	NC	23	NC	NC	51	NC	NC	25	NC	NC	1
Students without Disabilities	44	44	69713	98	98	100	434	434	429	5	5	5	23	23	39	73	73	52	NA	NA	3
Limited English Proficient Students	NC	NC	13985	NC	NC	97	NC	NC	382	NC	NC	18	NC	NC	54	NC	NC	27	NC	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	17	17	38994	94	94	98	447	447	409	NA	NA	10	29	29	47	71	71	41	NA	NA	1
Non-Economically Disadvantaged	32	32	40977	100	100	100	424	424	437	9	9	5	25	25	34	66	66	56	NA	NA	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	27	27	80147	93	93	99	479	479	482	11	11	11	11	11	17	59	59	49	19	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	14	39281	100	100	99	465	465	483	21	21	9	14	14	17	43	43	50	21	21	24
Male	13	13	40780	87	87	98	495	495	482	NA	NA	12	8	8	17	77	77	48	15	15	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	NC	NC	33494	NC	NC	99	NC	NC	466	NC	NC	15	NC	NC	23	NC	NC	49	NC	NC	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	17	17	36122	89	89	99	495	495	501	6	6	5	6	6	10	59	59	50	29	29	35
Students with Disabilities	NC	NC	10295	NC	NC	92	NC	NC	443	NC	NC	33	NC	NC	26	NC	NC	33	NC	NC	8
Students without Disabilities	23	23	69852	100	100	100	480	480	488	9	9	7	13	13	16	57	57	51	22	22	26
Limited English Proficient Students	--	--	12722	--	--	97	--	--	441	--	--	27	--	--	33	--	--	37	--	--	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	NC	38371	NC	NC	97	NC	NC	465	NC	NC	15	NC	NC	23	NC	NC	49	NC	NC	13
Non-Economically Disadvantaged	18	18	41776	100	100	100	475	475	498	17	17	6	11	11	11	56	56	49	17	17	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	27	27	79686	93	93	98	458	458	470	15	15	11	30	30	24	52	52	57	4	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	14	39163	100	100	99	450	450	475	21	21	9	29	29	22	43	43	60	7	7	10
Male	13	13	40438	87	87	97	467	467	465	8	8	13	31	31	25	62	62	54	NA	NA	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	NC	NC	33299	NC	NC	98	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	47	NC	NC	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	17	17	35914	89	89	98	471	471	489	6	6	5	29	29	15	59	59	67	6	6	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	23	23	69878	100	100	100	460	460	475	17	17	8	22	22	23	57	57	61	4	4	9
Limited English Proficient Students	--	--	12594	--	--	96	--	--	422	--	--	34	--	--	45	--	--	21	--	--	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	NC	38095	NC	NC	97	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	48	NC	NC	3
Non-Economically Disadvantaged	18	18	41591	100	100	99	460	460	486	17	17	6	22	22	16	56	56	65	6	6	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	28	28	80372	97	97	99	471	471	475	4	4	4	36	36	30	57	57	64	4	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	14	39452	100	100	99	482	482	488	NA	NA	3	36	36	22	64	64	72	NA	NA	3
Male	14	14	40836	93	93	98	460	460	464	7	7	6	36	36	37	50	50	56	7	7	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	NC	NC	33608	NC	NC	99	NC	NC	462	NC	NC	6	NC	NC	36	NC	NC	57	NC	NC	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	17	17	36213	89	89	99	480	480	489	6	6	2	24	24	22	65	65	72	6	6	3
Students with Disabilities	NC	NC	10526	NC	NC	94	NC	NC	427	NC	NC	15	NC	NC	53	NC	NC	31	NC	NC	1
Students without Disabilities	24	24	69846	100	100	100	481	481	482	NA	NA	3	33	33	26	63	63	69	4	4	2
Limited English Proficient Students	--	--	12747	--	--	97	--	--	432	--	--	12	--	--	52	--	--	36	--	--	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	NC	38521	NC	NC	98	NC	NC	461	NC	NC	6	NC	NC	38	NC	NC	55	NC	NC	1
Non-Economically Disadvantaged	19	19	41851	100	100	100	460	460	489	5	5	3	37	37	22	58	58	72	NA	NA	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	26	26	79306	96	96	99	493	493	504	19	19	13	19	19	20	50	50	49	12	12	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	10	38845	91	91	99	NA	NA	505	NA	NA	11	NA	NA	20	NA	NA	50	NA	NA	18
Male	16	16	40383	100	100	98	493	493	504	25	25	14	13	13	19	50	50	47	13	13	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	NC	NC	32673	NC	NC	99	NC	NC	487	NC	NC	18	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	17	17	36234	100	100	99	490	490	523	24	24	6	18	18	13	47	47	52	12	12	28
Students with Disabilities	NC	NC	10286	NC	NC	91	NC	NC	462	NC	NC	41	NC	NC	27	NC	NC	27	NC	NC	5
Students without Disabilities	23	23	69020	96	96	100	499	499	510	13	13	9	22	22	18	52	52	52	13	13	21
Limited English Proficient Students	NC	NC	10291	NC	NC	96	NC	NC	458	NC	NC	38	NC	NC	34	NC	NC	26	NC	NC	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	13	13	37437	93	93	97	482	482	486	23	23	19	23	23	26	46	46	46	8	8	9
Non-Economically Disadvantaged	13	13	41869	100	100	100	504	504	521	15	15	7	15	15	14	54	54	51	15	15	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	26	26	79000	96	96	98	482	482	489	12	12	10	19	19	24	65	65	58	4	4	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	10	38774	91	91	99	NA	NA	494	NA	NA	7	NA	NA	22	NA	NA	61	NA	NA	10
Male	16	16	40150	100	100	98	483	483	485	6	6	12	25	25	25	63	63	55	6	6	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	NC	NC	32508	NC	NC	98	NC	NC	472	NC	NC	15	NC	NC	33	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	17	17	36135	100	100	98	492	492	508	NA	NA	4	24	24	14	71	71	67	6	6	15
Students with Disabilities	NC	NC	9991	NC	NC	88	NC	NC	449	NC	NC	33	NC	NC	36	NC	NC	29	NC	NC	2
Students without Disabilities	23	23	69009	96	96	100	486	486	495	13	13	6	13	13	22	70	70	62	4	4	10
Limited English Proficient Students	NC	NC	10199	NC	NC	95	NC	NC	439	NC	NC	35	NC	NC	47	NC	NC	18	NC	NC	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	13	13	37234	93	93	97	466	466	472	23	23	15	15	15	33	62	62	50	NA	NA	3
Non-Economically Disadvantaged	13	13	41766	100	100	99	497	497	505	NA	NA	5	23	23	16	69	69	65	8	8	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	26	26	79611	96	96	99	508	508	496	NA	NA	7	31	31	37	69	69	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	10	39016	91	91	99	NA	NA	511	NA	NA	4	NA	NA	29	NA	NA	66	NA	NA	1
Male	16	16	40519	100	100	98	503	503	482	NA	NA	10	38	38	44	63	63	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	NC	NC	32855	NC	NC	99	NC	NC	481	NC	NC	10	NC	NC	43	NC	NC	47	NC	NC	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	17	17	36380	100	100	99	514	514	511	NA	NA	4	24	24	30	76	76	65	NA	NA	1
Students with Disabilities	NC	NC	10664	NC	NC	94	NC	NC	440	NC	NC	23	NC	NC	54	NC	NC	22	NC	NC	1
Students without Disabilities	23	23	68947	96	96	100	514	514	504	NA	NA	4	26	26	34	74	74	61	NA	NA	1
Limited English Proficient Students	NC	NC	10362	NC	NC	97	NC	NC	438	NC	NC	22	NC	NC	57	NC	NC	21	NC	NC	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	13	13	37626	93	93	98	490	490	479	NA	NA	10	54	54	45	46	46	45	NA	NA	0
Non-Economically Disadvantaged	13	13	41985	100	100	100	526	526	511	NA	NA	4	8	8	30	92	92	65	NA	NA	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	23	23	79327	92	92	98	507	507	518	17	17	19	17	17	20	52	52	46	13	13	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	38961	NC	NC	98	NC	NC	520	NC	NC	16	NC	NC	20	NC	NC	48	NC	NC	16
Male	14	14	40295	93	93	97	496	496	516	14	14	21	29	29	19	57	57	44	NA	NA	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	NC	NC	32327	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	25	NC	NC	41	NC	NC	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	--	--	4391	--	--	96	--	--	489	--	--	32	--	--	27	--	--	36	--	--	4
White	16	16	36373	94	94	98	507	507	538	19	19	10	13	13	14	56	56	52	13	13	25
Students with Disabilities	NC	NC	9321	NC	NC	87	NC	NC	467	NC	NC	54	NC	NC	22	NC	NC	21	NC	NC	3
Students without Disabilities	20	20	70006	91	91	100	516	516	524	15	15	14	10	10	19	60	60	49	15	15	18
Limited English Proficient Students	--	--	9431	--	--	95	--	--	466	--	--	53	--	--	27	--	--	18	--	--	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	13	13	37097	100	100	97	512	512	498	8	8	27	23	23	25	54	54	41	15	15	7
Non-Economically Disadvantaged	10	10	42230	83	83	99	NA	NA	535	NA	NA	11	NA	NA	15	NA	NA	50	NA	NA	24

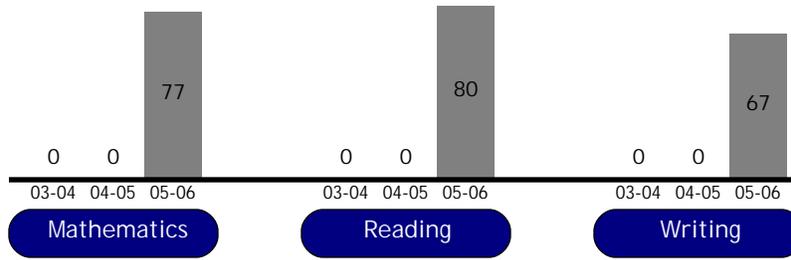
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	23	23	79501	92	92	98	491	491	497	9	9	10	22	22	25	70	70	60	NA	NA	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	39062	NC	NC	99	NC	NC	502	NC	NC	8	NC	NC	23	NC	NC	64	NC	NC	5
Male	14	14	40368	93	93	98	476	476	491	14	14	13	29	29	27	57	57	57	NA	NA	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	NC	NC	32389	NC	NC	98	NC	NC	478	NC	NC	16	NC	NC	34	NC	NC	48	NC	NC	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	--	--	4401	--	--	96	--	--	473	--	--	17	--	--	40	--	--	43	--	--	1
White	16	16	36446	94	94	99	488	488	516	13	13	4	19	19	15	69	69	73	NA	NA	7
Students with Disabilities	NC	NC	9411	NC	NC	88	NC	NC	453	NC	NC	36	NC	NC	36	NC	NC	26	NC	NC	1
Students without Disabilities	20	20	70090	91	91	100	500	500	502	NA	NA	7	25	25	24	75	75	65	NA	NA	5
Limited English Proficient Students	--	--	9401	--	--	94	--	--	443	--	--	40	--	--	46	--	--	14	--	--	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	13	13	37183	100	100	97	493	493	479	8	8	16	23	23	34	69	69	49	NA	NA	1
Non-Economically Disadvantaged	10	10	42318	83	83	99	NA	NA	513	NA	NA	5	NA	NA	17	NA	NA	70	NA	NA	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	23	23	80000	92	92	99	552	552	564	4	4	3	9	9	11	83	83	75	4	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	39288	NC	NC	99	NC	NC	579	NC	NC	2	NC	NC	6	NC	NC	77	NC	NC	16
Male	14	14	40644	93	93	98	532	532	549	7	7	4	14	14	15	79	79	74	NA	NA	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	NC	NC	32672	NC	NC	99	NC	NC	548	NC	NC	4	NC	NC	14	NC	NC	76	NC	NC	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	--	--	4424	--	--	97	--	--	549	--	--	3	--	--	14	--	--	77	--	--	5
White	16	16	36602	94	94	99	554	554	579	6	6	2	6	6	7	81	81	75	6	6	16
Students with Disabilities	NC	NC	9919	NC	NC	93	NC	NC	505	NC	NC	9	NC	NC	35	NC	NC	54	NC	NC	2
Students without Disabilities	20	20	70081	91	91	100	576	576	571	NA	NA	2	NA	NA	7	95	95	79	5	5	12
Limited English Proficient Students	--	--	9571	--	--	96	--	--	502	--	--	10	--	--	29	--	--	60	--	--	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	13	13	37534	100	100	98	570	570	547	NA	NA	4	8	8	15	85	85	76	8	8	5
Non-Economically Disadvantaged	10	10	42466	83	83	100	NA	NA	578	NA	NA	2	NA	NA	7	NA	NA	75	NA	NA	16

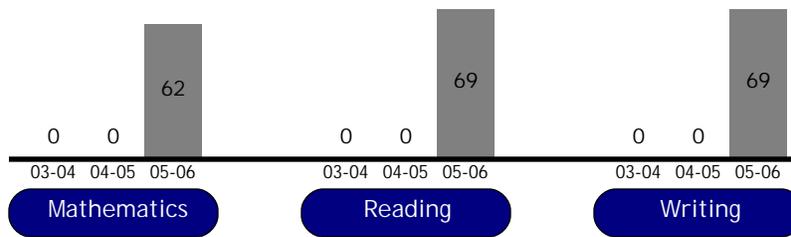
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	--	58	--	--	--	47	98	39	39	46
	Language	--	--	--	50	--	--	--	47	98	44	44	48
	Mathematics	--	--	--	64	--	--	--	50	98	43	43	52
3	Reading	--	--	--	55	--	--	--	44	98	50	50	46
	Language	--	--	--	61	--	--	--	44	98	58	58	46
	Mathematics	--	--	--	61	--	--	--	51	98	58	58	52
4	Reading	--	--	--	56	--	--	--	48	97	48	48	52
	Language	--	--	--	52	--	--	--	49	97	41	41	52
	Mathematics	--	--	--	61	--	--	--	53	97	59	59	58
5	Reading	--	--	--	55	--	--	--	50	96	44	44	56
	Language	--	--	--	49	--	--	--	50	96	44	44	54
	Mathematics	--	--	--	63	--	--	--	49	96	50	50	52
6	Reading	--	--	--	56	--	--	--	51	92	58	58	56
	Language	--	--	--	48	--	--	--	47	92	48	48	50
	Mathematics	--	--	--	66	--	--	--	52	92	56	56	58

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

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)
- 2 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Public Relations
- Ü Advisory Council
- Ü Support General Welfare of the School
- Ü Communication
- Ü School Safety

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	21.00
Other Professional Staff	1.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	8	0	0	0
7 to 9 years	1	1	0	0
10 or more years	3	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	21
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 Media Center
- Ü Computers in every classroom
- Ü Full Service Cafeteria
- Ü Multi-Purpose Room

Extracurricular Activities

- Ü Gymnastics
- Ü Scouts
- Ü Karate
- Ü Foreign Language
- Ü Chess Club
- Ü Reading Club
- Ü Dance

Social Services

- Ü Before and After Care on Site
- Ü All Day Kindergarten
- Ü Clothing Bank
- Ü Free and Reduced Lunch Programs
- Ü Parent Teacher Organization
- Ü Weekly Home/School Communication
- Ü On-Site Homework Support
- Ü Parent Link to Power School

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü The implementation of our Art and Music programs provides enrichment for students in the performing and visual arts.

ü The implementation of our Character Counts programs provides enrichment for students both socially and academically.

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	89	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

At East Mesa we have a school-wide discipline policy to eliminate/decrease inappropriate behavior. We regularly practice fire, lock-down, and evacuation drills.

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

0

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

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

Contacts

	Name	Phone Number
School Site Council	Monte Lange	(480) 355-6830
Transportation Policy	School Office	(480) 355-6830
Community Resources	School Office	(480) 355-6830
School Nutrition Programs	Veronica Cramer	(602) 547-7963
Parent Organization	Sherry Ruttinger	(480) 355-6830
Student Health/Nurse	Sarah Lindner	(480) 355-6830

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

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

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

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

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

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

Total cost of printing: 16 Pages X .0243 Per page X 25 Copies = \$10.00

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

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