

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1727 West Main, Mesa, AZ 85201

Mesa Unified District

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

AZ LEARNS¹

High School Achievement Profile ^(a)

2004-05	Performing
2003-04	Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status ^(b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Ms. Susan Scoon
 Schedule : 07:30 AM to 04:00 PM
 Grades : 10-12
 2005 Enrollment : 295
 Web Address : www.mpsaz.org/eva
 Phone Number : (480) 472-9351
 Fax Number : (480) 472-9393
 E-mail : sascoon@mpsaz.org

Mission

East Valley Academy will provide a student-centered academic program in English, math science and social studies that compliments their technical courses at EVIT. Students' learning styles and state standards will drive the curriculum presented. Dual enrollment through Gateway Community College is available to those students who qualify.

School / Academic Goals

- ü To prepare students to be academically successful as they work toward graduation from high school. In addition, help students explore and prepare for post-graduate options at college, tech school or in the work world.
- ü To provide extensive exposure and preparation to all options after high school, so students will graduate, prepared to be productive, contributing members of society.

Enrollment

October 1, 2004 School Year Student Enrollment : 290
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 295

Instructional Programs

- ü Four Periods Traditional Schedule (P.M.)
- ü Six-week Block Scheduling (A.M.)
- ü Computer Lab Courses (A.M. and P.M.)
- ü Class Sizes Range From 10 to 30
- ü Dual Enrollment through Gateway CC
- ü East Valley Health Academy
- ü Open Entry throughout the year

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Staff and administration at EVA are committed to providing the following: A high quality academic program, communicating school goals to parents, informing parents of student's progress, and guidance in helping students achieve acadmeic success.

Parents

Parents are expected to: Support the EVA's goal of academic success, be knowledgeable of student progress through review of homework, tests, and school-to-parent communications, cooperate with academic, attendance and discipline policies and be involved. We need parents to support our tutoring program after school and on Saturdays.

Transportation Policy

Transportation to EVA is the parent's/student's responsibility if the student lives outside the Mesa attendance area. Students in Mesa may catch a MPS bus from their neighborhood high school to EVA. Students' cars must have a parking permit.

School Honors

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

Award/Honor	Year
ü 7 students took and passed state LPN certification test	2004
ü EVA /EVIT Received \$250,000 Grant for EVHA	2002
ü Student received a \$10,000 reward for famous culinary	2004
ü Maroon and Gold Scholarship and Many Technical Awards	2003

10th 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	76	5172	69846	99	96	100	690	714	699	33	12	21	9	7	11	51	53	49	7	29	18
All Students (Prior Year)	80	5047	65934	95	96	100	484	510	492	44	24	43	30	17	18	21	33	24	5	27	15
Female	36	2496	34328	95	97	99	686	717	702	32	9	19	8	8	12	56	55	51	4	29	18
Male	40	2676	35509	100	96	100	693	710	696	33	14	23	10	7	11	47	51	48	10	28	18
African American	--	202	3535	--	97	100	--	665	677	--	23	31	--	14	15	--	53	46	--	11	8
Hispanic	25	1226	23363	93	97	100	684	687	680	35	23	32	13	13	16	48	53	45	4	11	7
Asian/Pacific Islander	NC	136	1742	NC	98	99	NC	735	733	NC	7	8	NC	7	7	NC	47	46	NC	39	38
American Indian/Alaskan Native	--	196	4785	--	97	100	--	692	671	--	22	39	--	15	17	--	50	39	--	13	5
White	47	3412	36421	100	96	99	694	726	714	32	7	12	6	5	8	52	53	54	10	36	26
Students with Disabilities	NC	469	7690	NC	100	100	NC	557	593	NC	58	64	NC	14	14	NC	26	21	NC	2	2
Students without Disabilities	70	4703	62220	97	96	99	691	729	712	30	7	16	8	7	11	56	55	53	6	31	20
Limited English Proficient Students	NC	302	5834	NC	100	100	NC	549	612	NC	42	46	NC	18	20	NC	37	31	NC	4	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	34	1657	21421	92	91	92	691	703	686	32	21	35	16	12	15	40	52	43	12	15	7
Non-Economically Disadvantaged	42	3515	48489	100	99	100	689	718	704	33	8	15	3	5	10	60	53	52	3	35	23

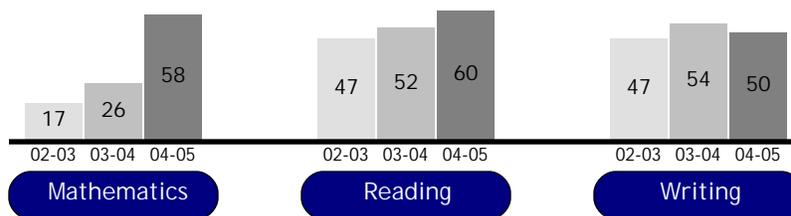
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	5238	71311	90	95	100	682	702	694	11	5	7	28	16	21	58	69	63	2	11	9
All Students (Prior Year)	80	5245	68162	93	97	100	494	519	509	28	12	18	21	20	24	48	58	51	4	10	8
Female	41	2526	34899	100	97	100	684	707	700	4	3	5	37	14	19	59	71	66	0	11	10
Male	34	2713	36430	83	94	100	681	696	688	19	6	9	19	18	22	58	66	61	4	10	8
African American	--	203	3573	--	98	100	--	658	676	--	8	9	--	27	26	--	61	60	--	4	4
Hispanic	23	1269	24056	82	96	100	676	671	672	10	11	13	40	31	31	50	55	53	0	3	3
Asian/Pacific Islander	--	129	1731	--	91	98	--	715	717	--	2	3	--	13	13	--	73	68	--	13	16
American Indian/Alaskan Native	--	200	5110	--	96	100	--	680	661	--	8	14	--	28	38	--	63	46	--	2	2
White	49	3437	36841	96	95	99	686	716	713	12	2	3	21	10	12	64	74	72	3	14	13
Students with Disabilities	10	466	8021	100	100	100	670	552	590	43	24	27	14	42	42	29	33	29	14	0	1
Students without Disabilities	65	4773	63379	86	95	100	684	716	707	7	3	5	30	14	18	63	72	68	0	12	10
Limited English Proficient Students	NC	331	6402	NC	100	100	NC	529	596	NC	27	25	NC	49	44	NC	24	30	NC	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	32	1720	22243	84	91	93	678	688	677	4	9	14	42	28	32	54	60	51	0	3	3
Non-Economically Disadvantaged	43	3519	49157	98	98	100	686	708	702	17	3	4	17	11	16	62	73	69	3	14	11

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	73	5157	70868	89	94	100	675	696	688	2	4	5	48	17	23	48	65	63	2	14	9
All Students (Prior Year)	78	5229	67629	91	97	100	506	536	524	27	14	22	19	13	16	54	70	59	0	2	3
Female	39	2475	34710	95	95	99	684	707	697	0	2	3	36	12	19	64	67	66	0	19	12
Male	35	2683	36176	85	93	100	667	686	678	4	6	7	59	21	27	33	63	59	4	10	7
African American	--	203	3557	--	98	99	--	656	675	--	7	7	--	27	25	--	60	62	--	7	6
Hispanic	23	1244	23868	82	94	100	669	666	670	5	10	9	53	31	33	42	53	55	0	5	4
Asian/Pacific Islander	--	125	1732	--	89	98	--	720	713	--	2	2	--	12	12	--	64	64	--	23	22
American Indian/Alaskan Native	--	187	5001	--	89	100	--	679	661	--	8	9	--	23	41	--	65	48	--	5	2
White	48	3398	36710	94	94	99	678	709	702	0	2	2	45	11	15	52	69	69	3	18	13
Students with Disabilities	10	454	7900	100	97	100	640	538	580	0	24	22	86	42	49	14	33	28	0	1	1
Students without Disabilities	64	4704	63054	84	94	99	681	711	701	2	2	3	42	14	20	53	68	67	2	15	10
Limited English Proficient Students	NC	322	6308	NC	100	100	NC	518	591	NC	27	19	NC	45	47	NC	27	33	NC	1	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	31	1677	21994	82	88	92	673	683	673	4	9	10	50	28	36	46	57	52	0	6	3
Non-Economically Disadvantaged	43	3481	48960	98	97	100	677	702	694	0	2	3	46	11	18	50	69	67	4	18	12

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)

10th Grade Proficiency



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

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

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

No test data found for this school.

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

Council Duties

- ü To Provide School/Home Communication
- ü To Review Progress of School Programs
- ü To Suggest School Improvement Areas
- ü To Assist in School Improvement
- ü To Assist with School Fundraisers
- ü Enhance School and Community Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	10.50
Other Professional Staff	2.70	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	54
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- ü Computer Lab Instruction
- ü Electronic Media Center

Extracurricular Activities

- ü Student Council
- ü Yearbook Committee
- ü Chess Club
- ü Student of the Week Academic Recognition
- ü Cultivating Cultures Club
- ü FAD - Fight Against Drugs Club
- ü Principal's Monthly Luncheon

Social Services

- ü School Counseling Program
- ü School Psychologist
- ü Articulation with EVIT
- ü School Safety/Security Program
- ü Success Facilitator
- ü Mentor Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü EVA, EVIT, and Banner Health implemented an East Valley Health Academy at EVA three years ago. Academics are geared toward the health occupations, shadowing, internships and scholarships are all included in the program.
- ü More than 95% of East Valley Academy students were also enrolled in technical programs at East Valley Institute of Technology. The EVA/EVIT students received 18 of the top awards at the state VICA competition.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	91	95	94	95
Transfers Out Rates ⁵	26	12	12	17
Transfers In Rate ⁶	41	28	28	37
Stability Rate ⁷	73	87	87	82
Promotion Rate ⁸	69	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	15	0	1	6
Status Unknown ¹¹	12	0	1	4
Graduation Rate ¹²	67	NA	NA	79

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

The small campus ensures ongoing student/ teacher/parent communication. A full-time Security Officer is available for prompt intervention. Additionally, a School Resource Officer is available when needed. Students sign a Code of Conduct to enroll. The overall personal attention seems to be the key to the calm, safe environment.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

10

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	Susan A. Scoon	(480) 472-9351
Transportation Policy	Michael Yonker	(480) 472-0178
Community Resources	Carol Patterson	(480) 472-9351
School Nutrition Programs	Loretta Zullo	(480) 472-0909
Parent Organization	Susan A. Scoon	(480) 472-9351
Student Health/Nurse	Nancy Anderson	(480) 472-9359

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

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

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

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