

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5040 S. Campbell Avenue, Tucson, AZ 85706

Alta Vista Public Charter High School

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)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Mrs. Alicia Alvarez
 Schedule : 07:00 AM to 08:00 PM
 Grades : 9-12
 Web Address :
 Phone Number : (520) 294-4922
 Fax Number : (520) 294-4933
 E-mail : Alicia.Alvarez@leonagroup.com

Mission

Our mission is to provide each student a diverse education in a safe and supportive environment that promotes respect, self-discipline, creativity, academic excellence, and service the community. The teachers and staff of Alta Vista High School will work with parents and the community to assist students in developing skills essential to becoming independent adults who will succeed and contribute responsibly to their community.

School / Academic Goals

- ü Strengthen school curriculum to help students meet or exceed graduation requirements set forth by the Arizona State Department of Education
- ü Expose and involve 100 percent of our student body to our 'Character Education' program and Positive Behavior Supports System (PBS).
- ü Increase student opportunities through scholarships, grants, and greater ties to the community while decreasing drop out rate.
- ü Develop a wide range of academic and non-academic programs to support the full spectrum of students' social and academic needs, goals, and objectives.

Enrollment

October 1, 2005 School Year Student Enrollment : 508
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 660

Instructional Programs

- ü Curricula Aligned to the AZ Standards
- ü Accommodations for Special Education
- ü ELL Instruction in an SEI Environment
- ü College Preparation Courses
- ü Character Counts
- ü Math and Reading Remediation
- ü Afterschool and Friday tutoring
- ü Afternoon and Evening School Program

Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/15/2005
Last Day of School :	6/1/2006

Shared Responsibilities

School

Alta Vista High School provides a safe environment for students to pursue their academic goals. All students are given an equal educational opportunity and are treated with respect. We inform parents/guardians about student's progress regularly. Teachers are available before and after class to communicate with parents/guardians. Parent workshops addressing their child's needs are offered 4 times per year.

Parents

Parents are responsible for: reading the Code of Student Conduct and abiding by the rules and policies, ensuring the student's daily attendance and contacting the school about any absences, prohibiting students from using or possessing drugs or alcohol, and being actively involved in the student's success.

Transportation Policy

Students are responsible for transportation to and from school. We encourage our students to use the City of Tucson transit system. Students who demonstrate financial need are provided with bus passes.

School Honors

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

Award/Honor	Year
ü WordV- Office of Councilman Leal-Principal's List Recog	2004
ü 2005 President's Education Awards	2005
ü 2006 President's Education Award	2006

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	130	130	71130	98	98	95	670	670	701	45	45	23	25	25	13	29	29	51	NA	NA	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	71	35465	99	99	96	669	669	702	51	51	21	23	23	13	27	27	53	NA	NA	13
Male	59	59	35648	98	98	94	671	671	701	39	39	24	29	29	12	32	32	50	NA	NA	14
African American	NC	NC	3868	NC	NC	95	NC	NC	686	NC	NC	33	NC	NC	17	NC	NC	45	NC	NC	6
Hispanic	112	112	25103	98	98	95	668	668	685	48	48	34	26	26	16	26	26	45	NA	NA	5
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	731	NC	NC	9	NC	NC	7	NC	NC	50	NC	NC	34
American Indian/Alaskan Native	NC	NC	4241	NC	NC	90	NC	NC	679	NC	NC	39	NC	NC	19	NC	NC	39	NC	NC	3
White	11	11	36075	100	100	95	693	693	715	27	27	12	NA	NA	9	73	73	58	NA	NA	21
Students with Disabilities	NC	NC	5862	NC	NC	71	NC	NC	658	NC	NC	63	NC	NC	15	NC	NC	20	NC	NC	2
Students without Disabilities	122	122	65268	98	98	98	671	671	705	44	44	19	25	25	12	31	31	54	NA	NA	15
Limited English Proficient Students	12	12	4859	100	100	93	649	649	662	92	92	64	8	8	15	NA	NA	20	NA	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	72	72	22957	100	100	93	670	670	685	42	42	34	26	26	17	32	32	44	NA	NA	5
Non-Economically Disadvantaged	58	58	48173	97	97	96	671	671	709	50	50	17	24	24	11	26	26	55	NA	NA	18

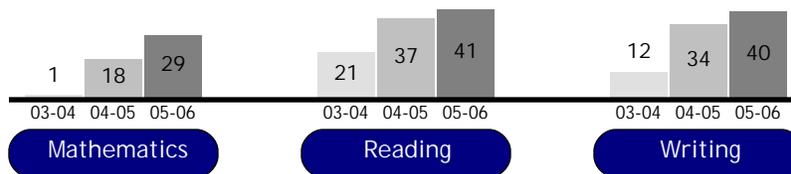
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	133	133	73018	100	100	97	669	669	703	10	10	6	50	50	23	40	40	64	1	1	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	71	36181	100	100	97	669	669	708	10	10	4	48	48	21	41	41	65	1	1	9
Male	62	62	36816	98	98	96	668	668	699	10	10	7	52	52	24	39	39	62	NA	NA	7
African American	NC	NC	3976	NC	NC	96	NC	NC	689	NC	NC	8	NC	NC	29	NC	NC	59	NC	NC	3
Hispanic	115	115	25801	100	100	96	663	663	683	11	11	10	55	55	34	34	34	53	NA	NA	3
Asian/Pacific Islander	NC	NC	1812	NC	NC	98	NC	NC	722	NC	NC	3	NC	NC	15	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	11	11	37024	100	100	97	712	712	721	NA	NA	2	9	9	12	82	82	73	9	9	13
Students with Disabilities	NC	NC	7170	NC	NC	85	NC	NC	654	NC	NC	23	NC	NC	47	NC	NC	29	NC	NC	1
Students without Disabilities	125	125	65848	100	100	98	670	670	708	10	10	4	48	48	20	42	42	67	1	1	9
Limited English Proficient Students	14	14	5099	100	100	95	628	628	641	50	50	29	50	50	59	NA	NA	12	NA	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	73	73	23912	100	100	94	671	671	681	7	7	10	51	51	36	41	41	52	1	1	2
Non-Economically Disadvantaged	60	60	49106	98	98	98	666	666	714	13	13	4	48	48	16	38	38	69	NA	NA	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	132	132	72810	99	99	96	665	665	685	6	6	6	54	54	30	40	40	58	NA	NA	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	70	36111	100	100	97	672	672	695	3	3	4	49	49	23	49	49	65	NA	NA	8
Male	62	62	36678	98	98	95	658	658	674	10	10	9	60	60	36	31	31	52	NA	NA	3
African American	NC	NC	3962	NC	NC	96	NC	NC	675	NC	NC	8	NC	NC	33	NC	NC	55	NC	NC	3
Hispanic	114	114	25735	99	99	96	663	663	669	6	6	10	56	56	41	38	38	48	NA	NA	2
Asian/Pacific Islander	NC	NC	1809	NC	NC	97	NC	NC	704	NC	NC	4	NC	NC	19	NC	NC	65	NC	NC	13
American Indian/Alaskan Native	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	11	11	36915	100	100	97	691	691	697	NA	NA	3	36	36	21	64	64	67	NA	NA	8
Students with Disabilities	NC	NC	7071	NC	NC	84	NC	NC	634	NC	NC	24	NC	NC	53	NC	NC	21	NC	NC	1
Students without Disabilities	124	124	65739	99	99	98	666	666	689	6	6	4	53	53	27	41	41	62	NA	NA	6
Limited English Proficient Students	14	14	5046	100	100	94	620	620	621	36	36	31	57	57	56	7	7	12	NA	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	72	72	23814	100	100	94	664	664	667	8	8	10	49	49	41	43	43	47	NA	NA	2
Non-Economically Disadvantaged	60	60	48996	98	98	97	666	666	693	3	3	4	60	60	24	37	37	64	NA	NA	7

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.

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?	NA
	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.

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
9	Reading	99	21	NA	42	91	25	25	51	95	18	18	52
	Language	100	18	18	42	91	24	24	50	95	20	20	50
	Mathematics	100	28	28	63	91	28	28	50	95	22	22	50

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

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

Council Duties

- Ü School Safety Issues
- Ü Extra Curricular Activities
- Ü Monitoring School Improvement Plan
- Ü Community Relations and Projects

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	16.00
Other Professional Staff	.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	0	0
4 to 6 years	3	2	0	0
7 to 9 years	1	2	0	0
10 or more years	4	3	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	146
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	17%

Resources Available at School Site

Special Facilities

- Ü On-site Computer Lab with 30 Terminals
- Ü Career Center
- Ü Mobile Computer Lab with 15 Laptops

Extracurricular Activities

- Ü Student Leadership Club
- Ü Volleyball Teams
- Ü Yearbook
- Ü Prom
- Ü Basketball Teams

Social Services

- Ü Family Counseling Services
- Ü Drop-out Prevention
- Ü College and Career Counselor
- Ü Collaboration with Non-Profit Org.

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Time and content grids, curriculum maps, lesson plans and on-going teacher observations verified that courses were alligned to state standards. 9 sections of Enrichment and Skills courses exposed students to content necessary to meet state standards.

- ü The students were exposed to character education on a daily basis. The school marquee exhibited weekly affirmations and teachers incorporated Character Education in their curriculum. School discipline was centered around six pillars of character.

- ü 17% of our Graduating Seniors received Scholarships for higher education. Four Juniors received Scholarship to attend Summer Leadership Camps.

- ü Required classes offered included regular and honors level classes. Elective classes included: Sign Language, Weights and Conditioning, Journalism, Technology, Art and Athletics.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	76	89	88	73
Graduation Rate ⁶	57	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

Our school's perimeter is protected by walls with additional wrought-iron security fencing. Our closed campus policy keeps students on campus during school hours. Employing a Tucson Police Officer ensures the safety of students and staff, consistency and implementation of school policies. Staff and faculty are involved in identifying student concerns and overseeing mediation while involving parents. The school also conducts annual Safety surveys with the Student Body and practices its Safety Plan .

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) :

43

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	Alicia Alvarez	(520) 294-4922
Transportation Policy	Svetlana Shakhova	(520) 294-4922
Community Resources	David Harris	(520) 294-4922
School Nutrition Programs	Svetlana Shakhova	(520) 294-4922
Parent Organization	Liz Gonzalez	(520) 294-4922
Student Health/Nurse	Helga Mendivil	(520) 294-4922

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.

Footnotes

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

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

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

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

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

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

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** 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.