

Lake Havasu High School

ARIZONA SCHOOL REPORT CARD 2003-04

2675 S. Palo Verde Blvd., Lake Havasu City, AZ 86403

Lake Havasu 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 *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mrs. Katherine M. Cox
Schedule : 7:00 AM to 4:00 PM
Grades : 9-12
2003 Enrollment : 1864
Web Address : www.lakehavasuhighschool.org
Phone Number : (928) 855-4011
Fax Number : (928) 855-6179
E-mail : kcox@havasu.k12.az.us

Mission

We, the Lake Havasu High School learning community, are dedicated to maintaining a safe, orderly environment in which teachers can teach and students can learn.

School / Academic Goals

ü Students will show significant gains in reading as measured by the Stanford 9 Achievement Test and AIMS.

ü Teachers will demonstrate proficiency in technology by creating a web page to be included as part of the Lake Havasu High School web site.

Instructional Programs

ü Honors and AP Classes
ü On-site Special Education
ü School to Work
ü ELL

Enrollment

October 1, 2002 School Year Student Enrollment : 1795
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 0

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 5 hours 30 minutes
First Day of School : 8/14/2003
Last Day of School : 5/20/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

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

Council Duties

- ü Instructional Strategies
- ü Curriculum Development
- ü Parent/Educator Relations
- ü School Safety Issues
- ü Student Discipline
- ü Academic Standards

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	3.00	Teacher	78.00
Other Professional Staff	8.00	Teacher Aide	16.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	3	0	0
4 to 6 years	7	5	0	0
7 to 9 years	5	4	0	0
10 or more years	8	32	0	1

Shared Responsibilities

School

Ensure a safe, orderly environment that enhances the ability of children to learn. Provide a qualified and motivated staff who direct and inspire students to appreciate the acquisition of knowledge. Inform parents of the progress of their students.

Parents

Provide for the basic needs of students. Model the importance of education. Hold children accountable for their choices. Help with homework. Support our discipline policies. Require students to attend classes. Contact the school to clarify questions.

Resources Available at School Site

Special Facilities

- ü Industrial Technology Program
- ü Drafting, Wood & Auto Shops/TV Studio

Extracurricular Activities

- ü Academic Decathlon
- ü VICA
- ü National Honor Society
- ü FBLA/DECA/FCCLA

Social Services

- ü Community-based Mentoring Program
- ü Havasu for Youth Support Groups
- ü Teacher/Student Mentoring
- ü Job Placement Services & Job Shadowing

Transportation Policy

General transportation is not provided for secondary students. If noted in an IEP, exceptions are made. For more information, call 928-855-8279.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü PAWS: A Paragraph Writing Program has increased students' ability to communicate through expository writing. PAWS has been implemented in all areas of the curriculum.

- ü A total of \$929,320 in scholarships was awarded to members of the graduating class of 2003 from the military, the community, universities and out of state sources.

School Honors

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

Award/Honor	Year
ü Outstanding Student Council in State - 17 Years	2002
ü VICA Regional Board Drafting Awards - 1 Gold, 1 Silver	2002
ü Math Olympics - 1st Place - Mohave County	2002
ü Highest Freshman GPA at Northern AZ Univ. 2000 & 2001	2001

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	98	95	94	96
Transfers Out ³	17	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	3	10	10	9
Promotion Rate ⁶	98	99	98	95
Retention Rate ⁷	2	1	2	5
Dropout Rate ⁸	4			8
Status Unknown ⁹	1			6
Graduation Rate ¹⁰	88			76

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

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	451	451	57534	100	100	91	485	485	491	53	53	46	17	17	16	20	20	23	10	10	15
All Students (Prior Year)	371	371	51010	NA	NA	NA	480	480	483	46	46	45	23	23	20	23	23	23	8	8	11
Female	241	241	28155	102	102	90	484	484	491	53	53	47	18	18	16	21	21	24	8	8	14
Male	210	210	28932	97	97	89	486	486	491	54	54	46	15	15	15	19	19	23	12	12	16
African American	NC	NC	2558	NC	NC	86	NC	NC	475	NC	NC	64	NC	NC	15	NC	NC	16	NC	NC	6
Hispanic	47	47	17547	102	102	86	476	476	475	61	61	64	20	20	15	17	17	15	2	2	6
Asian/Pacific Islander	NC	NC	1395	NC	NC	96	NC	NC	519	NC	NC	22	NC	NC	16	NC	NC	28	NC	NC	35
American Indian/Alaskan Native	NC	NC	3794	NC	NC	91	NC	NC	468	NC	NC	72	NC	NC	13	NC	NC	12	NC	NC	3
White	383	383	29790	99	99	86	486	486	501	53	53	34	17	17	17	19	19	29	11	11	20
Students with Disabilities	41	41	5562	164	164	93	464	464	461	89	89	79	0	0	10	0	0	8	11	11	3
Students without Disabilities	410	410	51972	96	96	90	485	485	492	52	52	45	17	17	16	20	20	24	10	10	15
Limited English Proficient Students	NC	NC	5467	NC	NC	111	NC	NC	458	NC	NC	87	NC	NC	7	NC	NC	5	NC	NC	1
Migrant Students	--	--	702				--	--	471	--	--	74	--	--	9	--	--	14	--	--	3
Economically Disadvantaged	--	--	10446				--	--	472	--	--	70	--	--	13	--	--	13	--	--	4
Non-Economically Disadvantaged	451	451	47088				485	485	495	53	53	42	17	17	16	20	20	26	10	10	17

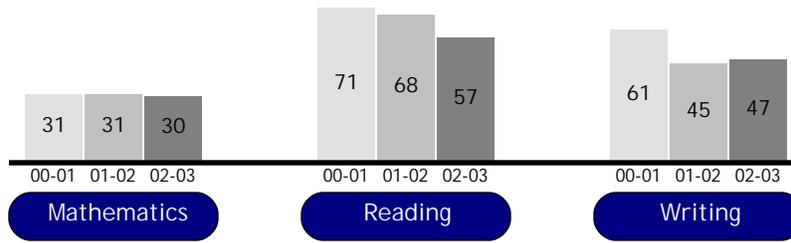
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	445	445	56700	98	98	89	508	508	512	15	15	15	28	28	23	48	48	52	9	9	10
All Students (Prior Year)	367	367	50525	NA	NA	NA	516	516	517	12	12	12	20	20	22	55	55	51	13	13	15
Female	239	239	27862	102	102	89	515	515	517	10	10	12	27	27	22	53	53	54	10	10	12
Male	206	206	28398	95	95	88	498	498	507	23	23	19	28	28	24	42	42	49	7	7	9
African American	NC	NC	2529	NC	NC	85	NC	NC	495	NC	NC	24	NC	NC	31	NC	NC	41	NC	NC	4
Hispanic	43	43	17305	93	93	85	494	494	494	13	13	24	42	42	31	45	45	41	0	0	4
Asian/Pacific Islander	NC	NC	1382	NC	NC	95	NC	NC	530	NC	NC	6	NC	NC	17	NC	NC	59	NC	NC	17
American Indian/Alaskan Native	NC	NC	3815	NC	NC	91	NC	NC	489	NC	NC	29	NC	NC	35	NC	NC	35	NC	NC	2
White	379	379	29209	98	98	84	509	509	525	16	16	9	26	26	17	48	48	59	10	10	15
Students with Disabilities	37	37	5215	148	148	87	497	497	478	25	25	43	25	25	29	50	50	25	0	0	2
Students without Disabilities	408	408	51485	96	96	89	508	508	513	15	15	15	28	28	23	48	48	52	9	9	11
Limited English Proficient Students	NC	NC	5378	NC	NC	109	NC	NC	471	NC	NC	48	NC	NC	36	NC	NC	15	NC	NC	0
Migrant Students	--	--	689				--	--	486	--	--	31	--	--	36	--	--	30	--	--	2
Economically Disadvantaged	--	--	10358				--	--	492	--	--	26	--	--	33	--	--	37	--	--	4
Non-Economically Disadvantaged	445	445	46342				508	508	516	15	15	13	28	28	21	48	48	54	9	9	12

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	408	408	55090	90	90	87	472	472	479	16	16	16	37	37	13	47	47	70	0	0	0
All Students (Prior Year)	343	343	50572	NA	NA	NA	474	474	481	13	13	14	42	42	23	44	44	63	1	1	1
Female	226	226	27752	96	96	89	478	478	483	12	12	13	36	36	12	52	52	75	0	0	0
Male	181	181	26842	83	83	83	464	464	474	21	21	20	38	38	15	41	41	65	0	0	0
African American	NC	NC	2336	NC	NC	78	NC	NC	464	NC	NC	25	NC	NC	14	NC	NC	62	NC	NC	0
Hispanic	42	42	16391	91	91	81	470	470	458	10	10	28	51	51	16	38	38	56	0	0	0
Asian/Pacific Islander	NC	NC	1356	NC	NC	93	NC	NC	499	NC	NC	7	NC	NC	9	NC	NC	83	NC	NC	2
American Indian/Alaskan Native	NC	NC	3731	NC	NC	89	NC	NC	446	NC	NC	37	NC	NC	16	NC	NC	47	NC	NC	0
White	344	344	29053	89	89	84	472	472	492	17	17	8	35	35	12	48	48	79	0	0	0
Students with Disabilities	24	24	4141	96	96	69	442	442	436	38	38	47	50	50	18	13	13	35	0	0	0
Students without Disabilities	384	384	50949	90	90	89	472	472	479	16	16	16	36	36	13	48	48	71	0	0	0
Limited English Proficient Students	--	--	4711	--	--	96	--	--	422	--	--	61	--	--	13	--	--	26	--	--	0
Migrant Students	--	--	666				--	--	444	--	--	39	--	--	11	--	--	50	--	--	0
Economically Disadvantaged	--	--	10168				--	--	453	--	--	32	--	--	18	--	--	50	--	--	0
Non-Economically Disadvantaged	408	408	44922				472	472	484	16	16	13	37	37	13	47	47	73	0	0	0

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?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	44	44	43	100	44	44	37	94	49	49	41
	Language	100	38	38	41	100	41	41	38	98	47	47	42
	Mathematics	100	59	59	59	100	63	63	56	96	67	67	60

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 Safety

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

A safe and orderly climate for learning is promoted through a clearly defined discipline policy. A School Resource Officer, a School Safety Officer, and a tobacco prevention specialist are available. The school trespassing law is vigorously enforced.

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

57

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.

Contacts

	Name	Phone Number
School Site Council	Katherine M. Cox	(928) 855-4011
Transportation Policy	Office	(928) 855-8279
Community Resources	Katherine M. Cox	(928) 855-4011
School Nutrition Programs	Hans Bischof	(928) 855-5121
Parent Organization		
Student Health/Nurse	Judy Eide	(928) 855-4011

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards