

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2200 Havasupai Boulevard, 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 ^(a)

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

(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	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 Overview

Principal/Administrator : Dr. Barb Goodwin
 Schedule : 08:30 AM to 04:00 PM
 Grades : 9-12
 Web Address : www.havasonline.org
 Phone Number : (928) 855-7861
 Fax Number : (928) 855-6409
 E-mail : bgoodwin@havas.k12.az.us

Mission

Havasonline Learning's mission is to provide an education that requires high standards of individual achievement utilizing the latest in today's technology. To deliver interactive, multimedia rich curriculum developed by highly qualified instructors who understand the cognitive learning process and accommodate multiple learning styles. Continue to provide and maintain the integrity of education while bringing families and students the highest level of quality, online instruction available.

School / Academic Goals

- ü Provide a minimum of 20 accredited high school courses delivered with cutting edge technology that offers the learner a unique high school experience.
- ü Utilize our unique learning environment to remediate the at risk population within our school district. Providing credit recovery initiatives in partnership with Lake Havasu High School.
- ü Develop and support a community of learners which includes students, parents, teachers, and the community at large.
- ü Establish a productive partnership with a community organization to promote student achievement.

Enrollment

October 1, 2005 School Year Student Enrollment : 21
 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 Time Online 9-12
- Ü Dual Enrollment Online 9-12

Calendar Information

Number of Instruction Days :	365
Average Daily Instruction Time :	4 hours 0 minutes
First Day of School :	7/1/2005
Last Day of School :	6/30/2006

Shared Responsibilities

School

To ensure a safe and orderly online learning environment that enhances the student's ability to learn. Provide highly qualified motivated staff who inspire students to appreciate the acquisition of knowledge and encourage skills that develop students as life long learners. To communicate effectively with parents and staff regarding students needs and progress. To reinforce the teaching of attitudes that will contribute to the students' development as an informed, responsible citizen.

Parents

Provide for the basic needs of their children; model the importance of education; to hold children accountable for their choices; to support discipline policies; and to stay informed about their child's progress.

Transportation Policy

The online learning environment precludes the necessity of general transportation. General transportation is not provided for secondary students within our school district.

School Honors

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

Award/Honor	Year
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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	--	455	71130	--	96	95	--	703	701	--	18	23	--	12	13	--	60	51	--	11	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	227	35465	--	97	96	--	704	702	--	18	21	--	11	13	--	60	53	--	12	13
Male	--	227	35648	--	95	94	--	701	701	--	18	24	--	13	12	--	59	50	--	10	14
African American	--	NC	3868	--	NC	95	--	NC	686	--	NC	33	--	NC	17	--	NC	45	--	NC	6
Hispanic	--	79	25103	--	94	95	--	686	685	--	35	34	--	10	16	--	49	45	--	5	5
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	731	--	NC	9	--	NC	7	--	NC	50	--	NC	34
American Indian/Alaskan Native	--	NC	4241	--	NC	90	--	NC	679	--	NC	39	--	NC	19	--	NC	39	--	NC	3
White	--	367	36075	--	97	95	--	706	715	--	14	12	--	12	9	--	61	58	--	12	21
Students with Disabilities	--	27	5862	--	61	71	--	642	658	--	74	63	--	11	15	--	15	20	--	NA	2
Students without Disabilities	--	428	65268	--	100	98	--	705	705	--	14	19	--	12	12	--	63	54	--	11	15
Limited English Proficient Students	--	13	4859	--	87	93	--	652	662	--	62	64	--	15	15	--	23	20	--	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	--	48	22957	--	84	93	--	678	685	--	40	34	--	21	17	--	38	44	--	2	5
Non-Economically Disadvantaged	--	407	48173	--	98	96	--	706	709	--	15	17	--	11	11	--	62	55	--	12	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	--	476	73018	--	100	97	--	705	703	--	5	6	--	19	23	--	69	64	--	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	233	36181	--	100	97	--	712	708	--	3	4	--	18	21	--	68	65	--	10	9
Male	--	243	36816	--	100	96	--	698	699	--	6	7	--	20	24	--	70	62	--	4	7
African American	--	NC	3976	--	NC	96	--	NC	689	--	NC	8	--	NC	29	--	NC	59	--	NC	3
Hispanic	--	86	25801	--	100	96	--	687	683	--	10	10	--	29	34	--	58	53	--	2	3
Asian/Pacific Islander	--	NC	1812	--	NC	98	--	NC	722	--	NC	3	--	NC	15	--	NC	66	--	NC	16
American Indian/Alaskan Native	--	NC	4389	--	NC	93	--	NC	675	--	NC	9	--	NC	42	--	NC	47	--	NC	1
White	--	379	37024	--	100	97	--	709	721	--	3	2	--	17	12	--	71	73	--	8	13
Students with Disabilities	--	44	7170	--	100	85	--	640	654	--	27	23	--	64	47	--	9	29	--	NA	1
Students without Disabilities	--	432	65848	--	100	98	--	710	708	--	3	4	--	15	20	--	75	67	--	8	9
Limited English Proficient Students	--	15	5099	--	100	95	--	639	641	--	13	29	--	60	59	--	27	12	--	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	--	55	23912	--	100	94	--	678	681	--	11	10	--	31	36	--	56	52	--	2	2
Non-Economically Disadvantaged	--	421	49106	--	100	98	--	709	714	--	4	4	--	18	16	--	71	69	--	8	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	--	476	72810	--	100	96	--	684	685	--	5	6	--	28	30	--	64	58	--	3	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	234	36111	--	100	97	--	697	695	--	3	4	--	17	23	--	75	65	--	5	8
Male	--	242	36678	--	100	95	--	671	674	--	6	9	--	40	36	--	55	52	--	NA	3
African American	--	NC	3962	--	NC	96	--	NC	675	--	NC	8	--	NC	33	--	NC	55	--	NC	3
Hispanic	--	87	25735	--	100	96	--	661	669	--	13	10	--	44	41	--	41	48	--	2	2
Asian/Pacific Islander	--	NC	1809	--	NC	97	--	NC	704	--	NC	4	--	NC	19	--	NC	65	--	NC	13
American Indian/Alaskan Native	--	NC	4370	--	NC	92	--	NC	670	--	NC	9	--	NC	39	--	NC	50	--	NC	2
White	--	378	36915	--	100	97	--	688	697	--	3	3	--	25	21	--	70	67	--	2	8
Students with Disabilities	--	44	7071	--	100	84	--	633	634	--	14	24	--	75	53	--	11	21	--	NA	1
Students without Disabilities	--	432	65739	--	100	98	--	688	689	--	4	4	--	24	27	--	70	62	--	3	6
Limited English Proficient Students	--	15	5046	--	100	94	--	592	621	--	47	31	--	47	56	--	7	12	--	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	--	56	23814	--	100	94	--	662	667	--	13	10	--	39	41	--	46	47	--	2	2
Non-Economically Disadvantaged	--	420	48996	--	100	97	--	687	693	--	4	4	--	27	24	--	67	64	--	3	7

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

No AIMS test data found for this school.

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?	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
9	Reading	--	--	NA	42	--	--	48	51	--	--	52	52
	Language	--	--	47	42	--	--	47	50	--	--	52	50
	Mathematics	--	--	66	63	--	--	53	50	--	--	50	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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	.00	Teacher	1.00
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	0	0	0	0
4 to 6 years	0	0	0	0
7 to 9 years	0	0	0	0
10 or more years	0	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	11
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 Shared Computer Lab(s)
- Ü Online Learning Environment

Extracurricular Activities

Social Services

- Ü Counseling Department

ü One of only seven public schools approved to overate as an online learning environment.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	NA	95	94	95
Promotion Rate ⁵	18	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

No reported incidents for Havasuonline Learning environment. With the use of secure sites, monitored communication, and increased parent involvement, we continue to provide a save educational learning environment through the world wide web.

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		
Transportation Policy	Elaine Wood	(928) 855-1150
Community Resources	Susan Falzon	(928) 855-7861
School Nutrition Programs	Susan Falzon	(928) 855-7861
Parent Organization		
Student Health/Nurse		

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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Total cost of printing: 12 Pages X .0243 Per page X 0 Copies = \$0.00

** 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.