

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #130 (2007-2008)

December 17, 2007

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: 21ST CENTURY COMMUNITY LEARNING CENTER 2006-2007
YEAR END REPORT

ASD Goal: Establish and maintain a supportive and effective learning environment by providing safe, caring, barrier free schools; promoting health and wellness; challenging each student academically; maximizing opportunities for lifelong learning; offering reinforcing extracurricular activities; and collaborating with other community agencies to maximize opportunities for lifelong learning.

PERTINENT FACTS:

The 21st Century Community Learning Center (CCLC) 2006-2007 Year-End Report is the report to the school board and the community on the achievement of the afterschool program. The 21st CCLC programs were held in the following elementary schools: Fairview, Government Hill, Mountain View, Muldoon, North Star, Northwood, Ptarmigan, Russian Jack, Taku, Williwaw, Willow Crest, and Wonder Park. A program was held at Clark Middle School as well.

21st CCLC Demographics:

Enrollment in the afterschool program is by teacher/staff referral with each school having the capacity to serve 100 students from 3:30-5:30pm daily during the school year. Bus transportation home was provided by Title I for students who normally ride the bus home after school. A partnership with the Children In Transition/Homeless (CIT/H) program provided transportation for the CIT/H students.

Students served by the 21st CCLC program

17 sites	2000-2001	Total students: 1,631	30 days or more: 998
17 sites	2001-2002	Total students: 2,125	30 days or more: 1,484
22 sites	2002-2003	Total students: 3,027	30 days or more: 1,925
18 sites	2003-2004	Total students: 3,006	30 days or more: 2,028
13 sites	2004-2005	Total students: 2,018	30 days or more: 1,263
13 sites	2005-2006	Total students: 2,112	30 days or more: 1,502
13 sites*	2006-2007	Total students: 1,756	30 days or more: 1,427

*At mid year, Government Hill was closed. Clark’s program was reduced to four days a week.

Ethnicity of students served in the 21st CCLC program:

<u>Year</u>	<u>Black</u>	<u>AK Native</u>	<u>Asian/Pacific</u>		<u>White</u>	<u>Other/ Multiple*</u>
			<u>Hispanic</u>	<u>Islander</u>		
2000-2001	24%	16%	8%	8%	39%	-
2001-2002	24%	19%	10%	8%	33%	-
2002-2003	21%	20%	13%	10%	30%	-
2003-2004	19%	21%	15%	12%	27%	-
2004-2005	20%	21%	15%	21%	23%	-
2005-2006	16%	23%	13%	18%	18%	12%
2006-2007	16%	27%	14%	19%	20%	4%

*2000-2001 to 2004-2005, category was not available

From the total number of students served, 18 percent were identified as special education; 30 percent were identified as Limited English Proficient. One hundred forty students were from the CIT/H program.

PROGRESS TOWARD GOALS:

The 21st CCLC program is funded by three state Department of Education and Early Childhood Education grants. With each new grant application we have refined our goals and objectives. The goals listed below are a composite of the actual grant goals. By providing supporting data tables and summary statements related to the objectives, this report is intended to show where the ASD 21st CCLC program made progress toward the combined goals.

A program evaluation was conducted by the Northwest Regional Educational Lab by Dr. Eve McDermott, Senior Director, Center for School, Family and Community. Internal data collection and analysis, ASD Assessment and Evaluation, and department reports all contributed to this report.

Goal #1: Enrolled students will improve their academic performance in reading, writing, and math.

Objective A – Over the five years of the grant, aggregate 21st CCLC student Standards Based Assessment (SBA) scores will rise each year to help close the achievement gap.

- 21st CCLC provides the ASD Assessment and Evaluation Department with the names of students attending the 21st CCLC program for 30 days or more in each given year. ASD Assessment and Evaluation provides status and sequential cohort comparisons in reading, writing, and math. The status data reports the percent proficient of students attending 30 days or more with SBA scores in the subject areas tested. The sequential cohort (growth) data provides the comparisons of the mean scale score of

students with test scores in two consecutive years in any of the subject areas tested. Gains or losses are reported for both status (Attachment C) and sequential cohort data (Attachment D). Results are mixed at the school level with an aggregate increase at the district level of 10.8 percentage points in reading, 5.1 percentage points in writing, and 13.1 percentage points in math on the status data. Sequential cohort data reveals an aggregate increase of 12.83 scale score points on reading, 6.11 on writing, and 14.90 in math. In spring 2007, teacher survey results indicate 74.1 percent believe 21st Century Community Learning Centers students attending the program more than 30 days improved academic performance.

- The pupil/teacher ratio is maintained at 10:1, or lower, allowing for individualized instruction. Afterschool staff includes certificated teachers (70.5 percent) and paraprofessionals, including Bilingual Education, Indian Education, and Special Education staff, and members from the various community partners.
- The afterschool program incorporates a variety of reading, writing and math curriculum designed as an extension of the school curriculum, including Everyday Mathematics, Larson’s Math, and Fast ForWord. Afterschool activities are tied to the state standards.
- Cooperative partnerships with Elementary Education, Title 1, Indian Education, Special Education, Safe and Drug Free Schools, Health and Physical Education, Student Transportation, Student Nutrition, and CIT/H have contributed to the development and delivery of a balanced academic enrichment afterschool program through curriculum planning, staff development and program management.

Objective B – At least 50 percent of students enrolled full time will improve turning in homework on time.

- The teacher survey aggregate data report from spring 2007 show 63.6 percent of students improved turning their homework in on time. The chart below indicates 68.3 percent of students completed their homework to the teacher’s satisfaction.

Classroom Teacher Survey 2006-07		Did not need to improve	Declined	No Change	Improved	Total
Turning homework on time.	students	224	39	189	789	1241
	%	18.0%	3.1%	15.2%	63.6%	100.0%
Completing homework to your satisfaction	students	175	38	179	846	1238
	%	14.1%	3.1%	14.5%	68.3%	100.0%

Objective C – Classroom teachers and curriculum specialists are involved in developing specific academic and enrichment activities at each site.

- Seventy percent of the staff are school day teachers.

- The afterschool staff communicates with the regular classroom teachers in an effort to address student needs and connect afterschool activities with school day curriculum and ensure quality program activities.
- 21st CCLC coordinators work with principals and school day staff to align with school-wide goals and curriculum and to insure quality.

Goal #2: The 21st Century Community Learning Center will enable students to develop positive attitudes, skills, and behaviors.

Objective A – Teachers will indicate a reduction in behavior problems in classrooms with 21st CCLC students

- Classroom teacher 2006-2007 survey (Attachment A) results indicate 54.2 percent of students are more attentive in class, 45 percent are improving class behavior, and 48 percent are improving in the area of getting along with other students.

Classroom Teacher Survey 2006-07		Did not need to improve	Declined	No Change	Improved	Total
Being attentive in class	students	272	35	262	674	1243
	%	21.9%	2.8%	21.1%	54.2%	100.0%
Behaving well in class	students	377	54	252	559	1242
	%	30.4%	4.3%	20.3%	45.0%	100.0%
Getting along well with other students	students	387	34	226	598	1245
	%	31.1%	2.7%	18.2%	48.0%	100.0%

Objective B – As perceived by teachers, students will show improved attitudes toward school and will believe they are doing better in school since attending the 21st CCLC.

- Teacher 2006-2007 survey results indicate the majority of students improved their academic performance (74.1%) and coming to school motivated to learn (52.9%).

Classroom Teacher Survey 2006-2007		Did not need to improve	Declined	No Change	Improved	Total
Academic performance	students	144	29	149	920	1242
	%	11.6%	2.3%	12.0%	74.1%	100.0%
Coming to school motivated to learn	students	318	32	237	658	1245
	%	25.5%	2.6%	19.0%	52.9%	100.0%

- The student survey results indicate 74 percent believe they are doing better in school since they started coming to the learning center.

Question No.	Question	Spring 2003	Spring 2004	Spring 2005	Spring 2006	Spring 2007
15.	Do you think you are doing better in school since you started coming to the Learning Center?	78.2	84.1	73.9	73	74

Goal # 3: The 21st Century Community Learning Centers will enhance student learning through cooperative community partnerships, recreation, and cultural enrichment.

Objective A – Recreation, art, community activities, cultural enrichment, and all other components are integrated with academic elements.

- The “Healthy Kids, Healthy Minds” curriculum was continued during the 2006-2007 school year. The program was established through a partnership with ASD physical education department and the Municipality of Anchorage, Parks and Recreation Department.
- The University of Alaska Child Psychology Department scheduled college students to work in the afterschool program as tutors and aides as part of their Child Development Lab requirement.
- The YWCA provided trained instructors to provide the Girls Circle program at nine sites.

Goal #4: The 21st Century Community Learning Centers will strengthen parents as partners in their children’s education through parent literacy and other educational development.

Objective A – An increasing number of parents will attend family literacy activities, baseline 75 parents at each site in FY 2004.

- Family literacy events are held in partnership with the school, PTA, Title I and community partners. Thirty-four events were held; 40.9 percent of participants were 21st CCLC families. A total of 2,024 21st CCLC students and families attended events. The following numbers reflect the schoolwide numbers of students as well as parents/guardians or adults attending family events during the school year.

17 sites	2000-2001	Total: 686
17 sites	2001-2002	Total: 1,335
17 sites	2002-2003	Total: 3,089
18 sites	2003-2004	Total: 4,399
13 sites	2004-2005	Total: 6,082

13 sites 2005-2006 Total: 9,714
 13 sites* 2006-2007 Total: 4,937

*Due to 2006-07 budgetary shortages, 21st CCLC sites reduced family nights from five per year to two. Government Hill closed mid-year.

Objective B – An increasing number of parents will become more supportive of their child’s education; baseline established in April 2004 parent survey.

It is challenging to quantify parental support. The parent survey clearly indicates 21st Community Learning Centers are a place where parents feel welcome and comfortable approaching staff. They feel informed about their student’s progress.

<u>FY2007</u>	<u>FY2006</u>	<u>FY2005</u>	
97%	97%	97%	felt welcomed by the afterschool staff are comfortable talking with the afterschool staff
98%	97%	99%	
84%	78%	84%	feel informed about their child’s day in the after-school program
97%	97%	98%	feel welcomed to observe the afterschool program

The student survey shows 69 percent of 21st CCLC students (grades four through six) feel their parents or other adults try to help them with their homework. This is a slight increase from 2006.

Question No.	Question	Spring 2003	Spring 2004	Spring 2005	Spring 2006	Spring 2007
8.	Do they try to help you with your homework?	81.1	83.2	73.3	68	69

Goal #5: The 21st Century Community Learning Centers will develop mechanisms to sustain the centers beyond the federal and state funding cycle.

Operational Budgets:

2000-2001	Federal Grants (17 sites)	\$2,302,963
2001-2002	Federal Grants (17 sites)	\$2,294,824
2002-2003	Federal, State Grants (22 sites)	\$2,783,455
2003-2004	Federal, State Grants Carryover, State Grants Local Support (18 sites)	\$2,268,782
2004-2005	Three State Grants, Technical Assistance, Local Partner Support, State Carryover (13 sites)	\$1,623,592

2005-2006	Three State Grants, Technical Assistance, Local Partner Support, State Carryover (13 sites)	\$1,804,203
2006-2007	Three State Grants, Technical Assistance, State Carryover (13 sites)	\$1,709,953

Objective A – A 21st CCLC advisory board will be established for the purpose of developing local funding and grants and to provide advocacy for the programs.

The Advisory Board did not meet during the 2006-2007 school year. The former program manager was out on unexpected, extended leave much of last year. 21st CCLC program has taken steps this year to revitalize the advisory board. The advisory board met for the first time in November. The board met with Alaska Community Foundation about establishing an endowment to support the 21st CCLC. Plans are underway to research what is involved in becoming a member of Anchorage Community Share.

Objective B – Working with ASD Communications department, the Advisory Board, staff, and community collaborations, a marketing plan will be developed to help promote the 21st CCLC programs.

- Individual 21st CCLC sites post information to parents, send newsletters home to parents, and present information at community or businesses within their service areas.

Source of data on file in the school board office:

- Northwest Regional Educational Laboratory Evaluative Summary (June 2007)
- Alaska Department of Education & Early Development Annual Performance Report - 13 sites (July 2007)
- Assessment and Evaluation report (November 2007)

CC/RG/VC/SW

Attachments

- A. Teacher Survey Results taken from Northwest Regional Educational Laboratory Evaluative Summary (June 2007)
- B. Selected excerpts from Parent Survey taken from Northwest Regional Educational Laboratory Evaluative Summary (June 2007)
- C. ASD Assessment & Evaluation Status Data
- D. ASD Assessment & Evaluation Sequential Cohort Data

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Taken from Northwest Regional Educational Laboratory Evaluative Summary

TEACHER SURVEY RESULTS

The aggregated results of the survey, reported for elementary schools and middle schools for 2001 through 2007 are in Table 7. The survey included in Appendix E consisted of 10 questions about the impact of the Centers’ activities on students. Questions were the same this year as in years past. However, the response categories were changed in 2005. This was a change that was made by the U.S. Department of Education. The 2005, 2006 and 2007 surveys have an eight point scale: *no need for improvement, significant improvement, moderate improvement, slight improvement, no change, slight decline, moderate decline, significant decline*. In previous surveys the responses were Yes or No. In 2003, the survey had four response categories: *strongly agree, agree, disagree, strongly disagree*. In 2004, there were seven categories; 2005 added the category *no need for improvement*.

All blank responses were treated as missing data and were not included in the calculation of percentages of teachers responding. Responses by school are given in Appendix B.

Teacher Results

For all questions posed in the Teacher Survey, the combined rating for Improvement or No Change was above 90 percent. The 21st CCLC program is perceived to have a positive impact for participating students.

Table 1 Teacher Survey Results for 2001 to 2007

(Note: 2001-2004 was for elementary schools, 2005-2007 was for one middle school and 12 elementary schools)

Year of Surveys	2001	2002	2003	2004	2005	2006	2007
Positive Response	Yes	Yes	Agree	Combined Improve, No Change	Combined Improve, No Change, and No Need to Change	Combined Improve, No Change, And No Need to Change	Combined Improve, No Change, And No Need to Change
Changed behavior in terms of: turning in her/his homework	59.2%	69.4%	71.9%	95.3%	93.9%	96%	91.4%

Year of Surveys	2001	2002	2003	2004	2005	2006	2007
completing homework to your satisfaction	59.3%	70.9%	74.3%	95.4%	94.2%	97%	90.3%
participating in class	64.1%	77.7%	74.1%	97.9%	97.5%	98%	95.9%
volunteering (e.g., for extra credit or more responsibilities)	50.7%	58.5%	55.6%	98.2%	98.4%	99%	97.7%
attending class regularly	62.7%	74.3%	64.9%	97.4%	96.6%	97%	96.4%
being attentive in class	58.6%	69.3%	65.3%	94.9%	93.9%	97%	93.8%
behaving well in class	61.3%	73.4%	65.5%	93.4%	92.8%	96%	92.1%
academic performance	70.6%	80.4%	74.1%	96.7%	95.9%	97%	91%
coming to school motivated to learn	62.7%	74.0%	70.2%	96%	95.8%	97%	94.5%
getting along well with other students	67.2%	74.1%	69.2%	95.7%	95.2%	97%	94.7%

Table 8 is a representation of the aggregate scores for all 13 schools in 2007 where the teachers completed the survey about the 21st CCLC participants. The students in this program are referred by teachers, based primarily on need for academic support and help with homework. This is reflected in the lower number of students perceived to have no need for improvement in: Academic performance (11.6 percent), Completing homework to your satisfaction (14.1 percent) and Participating in class (15.1 percent). This is further reflected in the areas the teachers cited as having the most improvement; Academic performance (74.1 percent improved), Completing homework to your

satisfaction (68.3 percent improved), Participating in class (66.3 percent improved) and Turning homework in on time (63.6 percent improved). This is strong evidence that the program goals are being met, as perceived by the teachers who have 21st CCLC students in their classes.

Table 2 Teacher Survey Aggregate of All Schools Spring 2007

		Did not need to improve	Declined	No Change	Improved	Total
Turning homework on time.	students	224	39	189	789	1241
	%	18.0%	3.1%	15.2%	63.6%	100.0%
Completing homework to your satisfaction	students	175	38	179	846	1238
	%	14.1%	3.1%	14.5%	68.3%	100.0%
Participating in class	students	188	17	214	823	1242
	%	15.1%	1.4%	17.2%	66.3%	100.0%
Volunteering	students	239	15	411	573	1238
	%	19.3%	1.2%	33.2%	46.3%	100.0%
Attending class regularly	students	569	33	327	316	1245
	%	45.7%	2.7%	26.3%	25.4%	100.0%
Being attentive in class	students	272	35	262	674	1243
	%	21.9%	2.8%	21.1%	54.2%	100.0%
Behaving well in class	students	377	54	252	559	1242
	%	30.4%	4.3%	20.3%	45.0%	100.0%
Academic performance	students	144	29	149	920	1242
	%	11.6%	2.3%	12.0%	74.1%	100.0%
Coming to school motivated to learn	students	318	32	237	658	1245
	%	25.5%	2.6%	19.0%	52.9%	100.0%
Getting along well with other students	students	387	34	226	598	1245
	%	31.1%	2.7%	18.2%	48.0%	100.0%

Excerpts from Northwest Regional Educational Laboratory
Evaluative Summary

PARENT SURVEY

Parent Survey Results

This was the fourth year that the parent survey was administered. Parents were asked to rate the program in terms of safety, facilities, snacks, hours and transportation. Parents were then asked about their agreement with a number of statements regarding academics, physical activity, social skills, homework, and staff relationships. Parents were also asked why their child was attending the program and what their child would do if they were not attending the program.

Table 1.
Number of Surveys Completed by School Site

School	Number of Responses by Year			
	2004	2005	2006	2007
Clark Middle School	24	43	41	18
Fairview Elementary School	27	39	56	23
Government Hill Elementary	51	48	54	2
Mountain View Elementary	45	43	49	30
Muldoon Elementary school	27	27	27	19
North Star Elementary School	31	41	55	39
Northwood Elementary School	83	32	40	20
Ptarmigan Elementary School	85	53	47	38
Russian Jack Elementary School	61	34	42	40
Taku Elementary	41	51	60	57
Williwaw Elementary school	33	30	40	28
Willow Crest Elementary	73	50	67	55
Wonder Park Elementary School	39	38	47	27
TOTAL	2624	2534	625	396

In 2004, parents were asked by coordinators to fill out one survey for each child they had in the program. The 620 surveys then represented 620 children in the program. In 2005-2007 parents were asked to fill out one survey for the household and indicate how many children they had enrolled in the program. To arrive at a response rate, we assume 13 sites, at 100 students maximum, and divide the number of students our parent surveys represent by this maximum amount. For 2007, we have surveys to represent 740 students, with a maximum of 1300. The response rate for this parent survey is 56.9 percent return. Without Government Hill (closed early and only two surveys returned), this response rate is 61.5 percent (738/1200). See Table 16 for the Number of Children in the Program having Parents Complete Surveys.

**Table 2.
Number of Children in the Program having Parents Complete Surveys**

How many children are in the program?	2005			2006			2007		
	Survey Count	%	# of Children	Survey Count	%	# of Children	Survey Count	%	# of Children
1	312	59.4%	312	404	61.6%	404	201	50%	201
2	137	26.1%	274	178	28.5%	356	122	31%	244
3	45	8.6%	135	45	7.2%	135	46	12%	138
4	18	3.4%	72	12	1.9%	48	12	3%	48
5	1	0.2%	5	0	0.0%	0	3	1%	15
6	0	0.0%	0	4	0.6%	24	0	0.0%	0
7	4	0.8%	28	1	0.2%	7	2	1%	14
8 or more	8	1.5%	64	0	0	0	10	3%	80
Total	525	100.0%	890	625	100.0%	974	396	100%	740

Satisfaction with Program Operations and Curriculum

Parents were asked what they thought of their child's After School Program. The aspects that were rated in the 95th percentile as being good or excellent were; 1) The safety of your child while he/she is at the After School program (97 percent), 2) The atmosphere and comfort of the of the facilities in which the After School program operates (96 percent) 4) The hours of operation (95 percent), 7) The academic program has helped my child (98 percent), 8) The adequacy of opportunity for physical activity (97 percent) Transportation was rated at 92 percent approval by the parents in the program. The overall operation of the program was rated 95 percent good to excellent by the parents. This is above the high national rating of 91 percent Figure1. has the complete aggregated results for these questions.

Satisfaction with Program Operations and Curriculum

All Parents

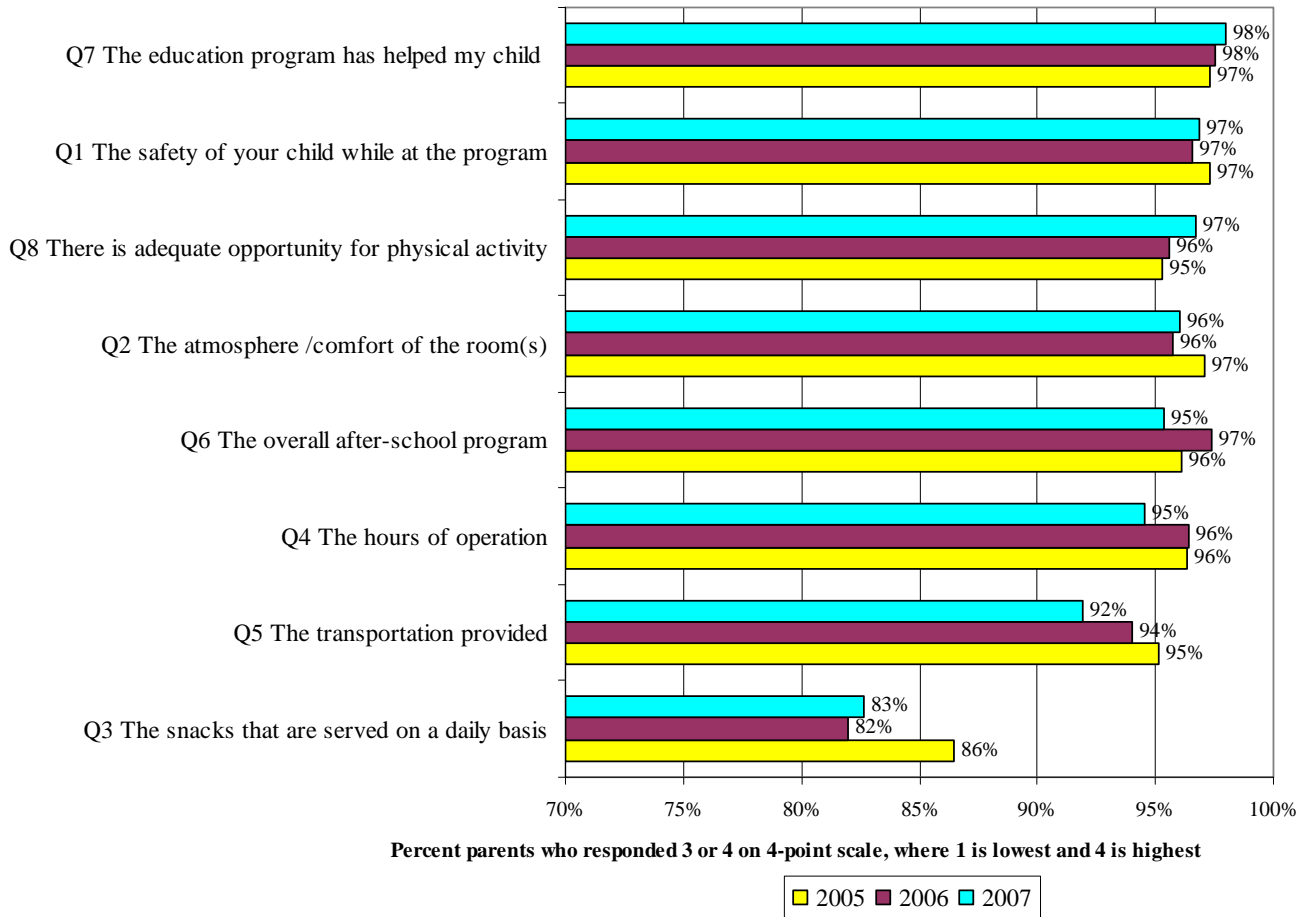


Figure 1. Satisfaction with Program Operations and Curriculum

PARENTS BELIEFS ABOUT CHILD’S EXPERIENCE IN THE 21ST CCLC PROGRAM

All the ratings for this section of the survey were in the 94th percentile or better for good to excellent. The only rating below this was the “my child completes their homework” question. This rating was 92 percent, consistent with the 2005 and 2006 rating and had the largest change from the 2004 rating of 86 percent. Parents agreed that; their children feel comfortable with staff (98 percent), that their children have a better attitude about school (94 percent), that their children have improved social skills (96 percent) and that their children enjoy attending the program (95 percent). See Figure 2 graphic depiction of these results.

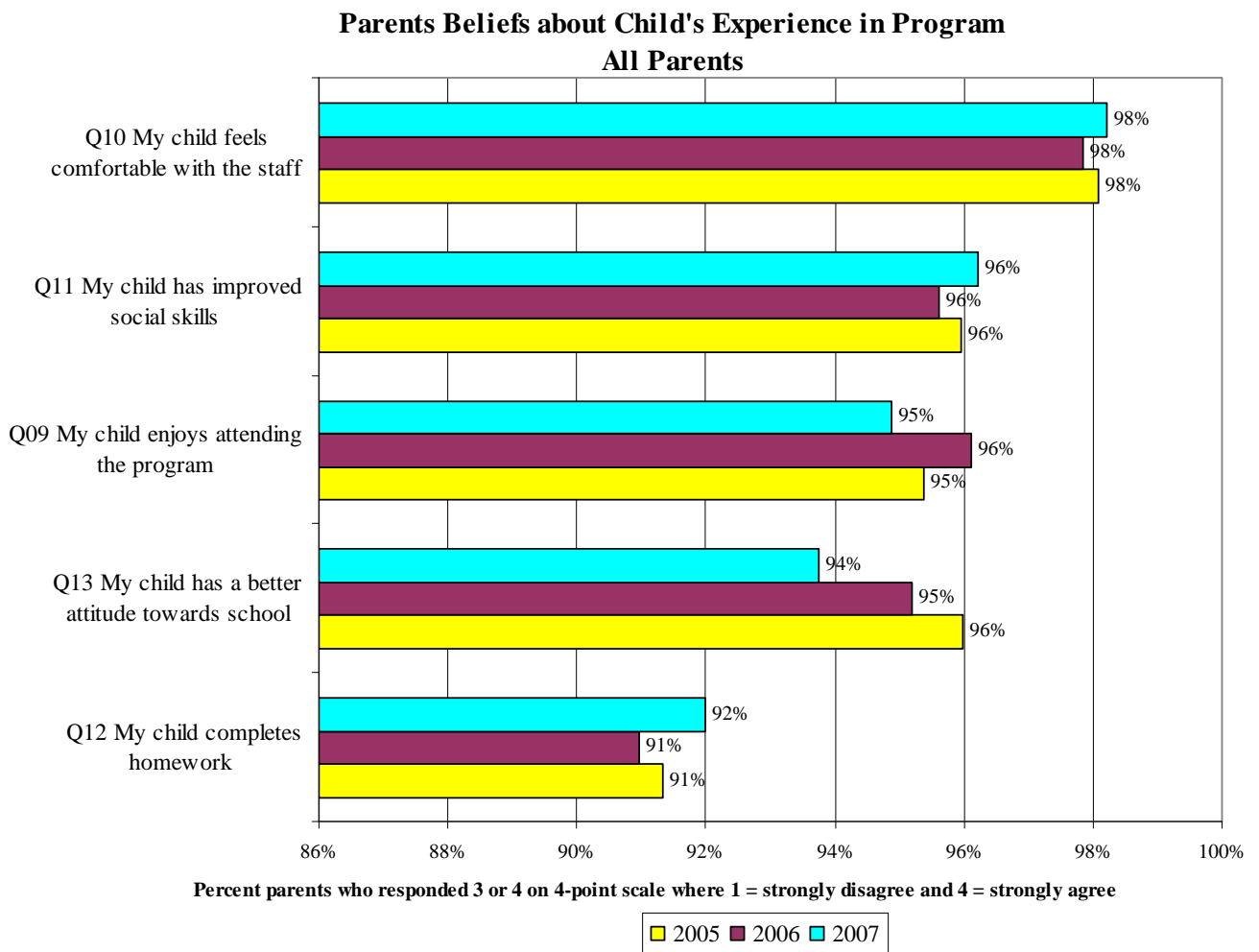


Figure 2. Parents Beliefs about Child’s Experience in the 21st CCLC Program

Parent Satisfaction with the 21st CCLC Program

The parents are very satisfied with the ASD 21st CCLC program. All the ratings were between 96 percent and 99 percent agreement except for one question in this group. The one exception was for question 16, “Staff keep me informed about my child.” This question’s positive rating dropped from a very positive rating of 84 percent to 78 percent in 2006 (2004 it had an agreement rating of 76 percent), 2007 ratings are back up to 84 percent. All other questions in this grouping were 96 percent or above. Parents gave a thumbs up to the overall job the staff so with an agreement rating of 99 percent for “I am satisfied with the overall performance of the staff”. See Figure 3 for the results from this set of questions.

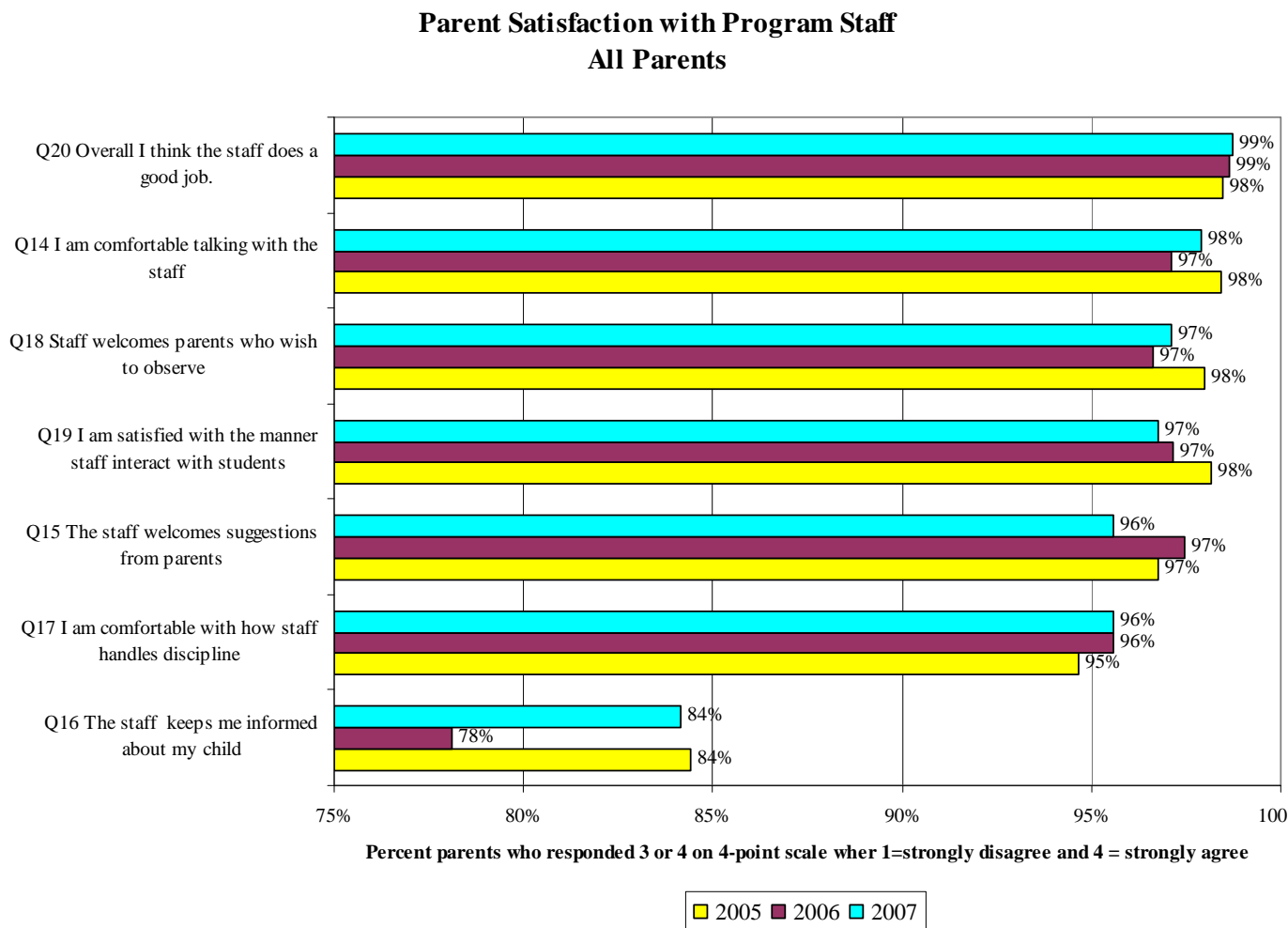


Figure 3. Parent Satisfaction with the 21st CCLC Program

Parents reason for choosing the 21st CCLC Program

The top two reasons parents reported for their children attending the ASD 21st CCLC program was because they were interested in the education program (97%) and because of the variety of activities being offered (96%). Parents also agreed that their children are interested in the program “because of the activities being offered “(92% agreement). Parents agreed that “teachers recommended the program” (86%) and “because the Children need after school supervision” (79%). The least important reason parents had children attend the program was that “students are interested because friends are attending,” yet it was very important with an agreement rating of 77%. See Figure 4.

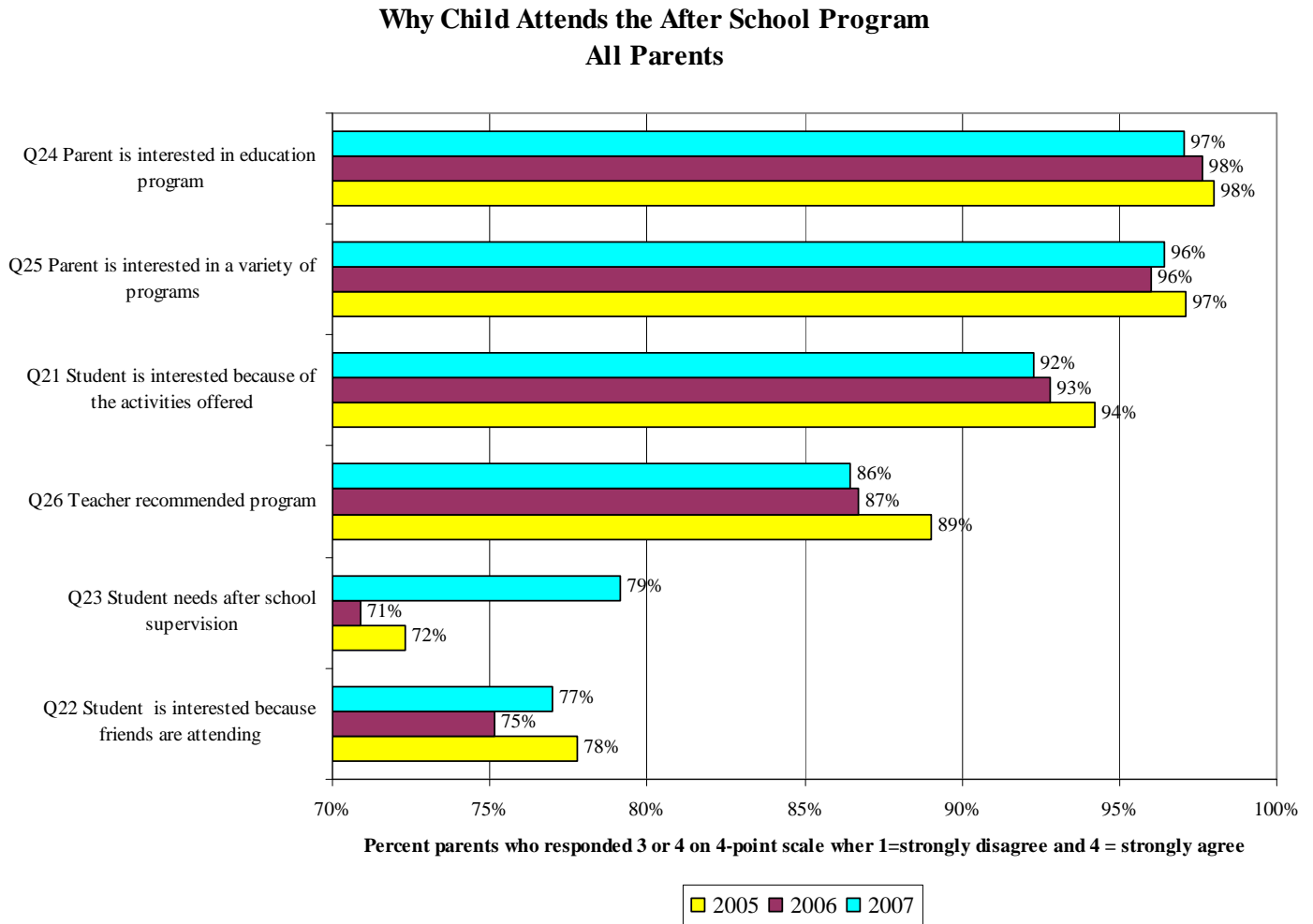


Figure 4. Why My Child Attends the 21st CCLC Program

Q. To what extent do you agree or disagree with the following statements about the program?

		Don't Know	Strongly disagree	Disagree	Agree	Strongly agree	Total
Q7 The educational program has helped my child.	Count	6	5	3	173	209	396
	%	2%	1%	1%	44%	53%	100%
Q8 There is adequate opportunity for physical activity.	Count	27	3	9	212	140	391
	%	7%	1%	2%	54%	36%	100%

Q. To what extent do you agree with the following statements about your child's experience in the After School program?

		Don't Know	Strongly disagree	Disagree	Agree	Strongly agree	Total
Q9 My child enjoys attending the program.	Count	3	2	18	171	199	393
	%	1%	1%	5%	44%	51%	100%
Q10 My child feels comfortable with the After School staff.	Count	3	4	3	179	205	394
	%	1%	1%	1%	45%	52%	100%
Q11 My child has improved social skills in the After School program	Count	23	2	12	186	170	393
	%	6%	1%	3%	47%	43%	100%
Q12 My child completes homework.	Count	5	6	25	172	184	392
	%	1%	2%	6%	44%	47%	100%
Q13 My child has a better attitude towards school.	Count	23	3	20	189	156	391
	%	6%	1%	5%	48%	40%	100%

Q. To what extent do you agree with the following statements about the After School staff?

		Don't Know	Strongly disagree	Disagree	Agree	Strongly agree	Total
Q14 I am comfortable talking with the staff	Count	14	3	5	183	190	395
	%	4%	1%	1%	46%	48%	100%
Q15 The staff welcomes suggestions from parents.	Count	53	3	12	182	143	393
	%	13%	1%	3%	46%	36%	100%
Q16 The staff regularly keeps me informed about my child's day at the program.	Count	25	8	50	190	118	391
	%	6%	2%	13%	49%	30%	100%
Q17 I am comfortable with how staff handles discipline.	Count	54	5	10	179	145	393
	%	14%	1%	3%	46%	37%	100%
Q18 The staff welcomes parents who wish to observe.	Count	77	1	8	161	142	389
	%	20%	0%	2%	41%	37%	100%
Q19 I am satisfied with the manner staff interact with the students.	Count	25	5	7	200	157	394
	%	6%	1%	2%	51%	40%	100%
Q20 Overall I think the staff does a good job.	Count	5	2	3	152	232	394
	%	1%	1%	1%	39%	59%	100%

Why does your child attend the After School Program?

		Don't Know	Strongly disagree	Disagree	Agree	Strongly agree	Total
Q21 My child is interested because of the activities offered	Count	14	6	23	210	136	389
	%	4%	2%	6%	54%	35%	100%
Q22 My child is interested because friends are attending	Count	21	13	72	168	116	390
	%	5%	3%	18%	43%	30%	100%
Q23 My child needs after school supervision	Count	14	21	56	162	130	383
	%	4%	5%	15%	42%	34%	100%
Q24 Parent is interested in educational program	Count	19	2	9	172	188	390
	%	5%	1%	2%	44%	48%	100%
Q25 Parent is interested in a variety of programs	Count	28	2	11	190	160	391
	%	7%	1%	3%	49%	41%	100%
Q26 Teacher recommended program	Count	45	8	39	157	143	392
	%	11%	2%	10%	40%	36%	100%

ASD Assessment & Evaluation Report

Students Attending the 21st CCLC Program

2005-06 to 2006-07

Year-to-Year Comparison of % Proficient in Reading

School	2005-06 % Proficient in Reading	2006-07 % Proficient in Reading	Difference
Fairview	37.5%	60.3%	22.8%
Government Hill	69.8%	73.8%	4.0%
Mountain View	72.2%	79.7%	7.5%
Muldoon	55.3%	76.5%	21.3%
North Star	58.9%	52.5%	-6.4%
Northwood	81.6%	87.3%	5.7%
Ptarmigan	62.7%	64.7%	2.0%
Russian Jack	63.9%	87.0%	23.1%
Taku	67.7%	72.4%	4.7%
Williwaw	65.2%	76.5%	11.3%
Willow Crest	46.0%	73.7%	27.7%
Wonder Park	55.2%	66.7%	11.4%
Clark	56.7%	51.5%	-5.2%
Total	60.5%	71.3%	10.8%

* Students attending the 21st CCLC program 30 days or more

Students Attending the 21st CCLC Program

2005-06 to 2006-07

Year-to-Year Comparison of % Proficient in Writing

School	2005-06 % Proficient in Writing	2006-07 % Proficient in Writing	Difference
Fairview	44.4%	45.3%	0.9%
Government Hill	62.3%	81.0%	18.7%
Mountain View	63.9%	75.0%	11.1%
Muldoon	53.9%	55.6%	1.6%
North Star	50.7%	49.2%	-1.5%
Northwood	75.5%	87.3%	11.8%
Ptarmigan	56.7%	57.4%	0.6%
Russian Jack	61.1%	79.2%	18.1%
Taku	67.7%	63.2%	-4.5%
Williwaw	57.3%	58.2%	0.9%
Willow Crest	38.1%	57.9%	19.8%
Wonder Park	61.2%	66.7%	5.5%
Clark	46.4%	27.9%	-18.5%
Total	56.2%	61.3%	5.1%

* Students attending the 21st CCLC program 30 days or more

Students Attending the 21st CCLC Program

2005-06 to 2006-07

Year-to-Year Comparison of % Proficient in Math

School	2005-06 % Proficient in Math	2006-07 % Proficient in Math	Difference
Fairview	35.9%	51.6%	15.6%
Government Hill	55.6%	69.0%	13.5%
Mountain View	65.3%	78.5%	13.2%
Muldoon	46.1%	54.3%	8.3%
North Star	39.7%	52.5%	12.8%
Northwood	79.2%	87.3%	8.1%
Ptarmigan	55.2%	65.2%	10.0%
Russian Jack	61.1%	74.0%	12.9%
Taku	56.9%	68.8%	11.9%
Williwaw	61.8%	76.1%	14.3%
Willow Crest	36.5%	60.3%	23.8%
Wonder Park	43.3%	60.4%	17.1%
Clark	42.7%	42.6%	-0.1%
Total	51.6%	64.7%	13.1%

* Students attending the 21st CCLC program 30 days or more

Assessment & Evaluation Report Sequential Cohort Data

21st CCLC Students with SBA Scores in 2005-06 and 2006-07*
Sequential Cohort Year-to-Year Comparison in Reading Scale Score

	2005-06 Average Scale Score	2006-07 Average Scale Score	Difference
Fairview	298.83	318.17	19.34
Government Hill	349.33	350.07	0.74
Mountain View	368.29	370.09	1.80
Muldoon	315.80	332.23	16.43
North Star	322.59	307.63	-14.96
Northwood	358.73	368.90	10.17
Ptarmigan	325.24	339.25	14.01
Russian Jack	341.92	358.94	17.02
Taku	335.65	342.46	6.81
Williwaw	327.29	337.82	10.53
Willow Crest	314.00	338.18	24.18
Wonder Park	321.35	331.69	10.34
Clark	281.69	304.82	23.13
Total	325.74	338.57	12.83

*Students attending the 21st CCLC program 30 days or more with reading scores in both years.

21st CCLC Students with SBA Scores in 2005-06 and 2006-07*
Sequential Cohort Year-to-Year Comparison in Writing Scale Score

	2005-06 Average Scale Score	2006-07 Average Scale Score	Difference
Fairview	297.87	308.41	10.54
Government Hill	343.63	347.67	4.04
Mountain View	367.22	351.25	-15.97
Muldoon	309.85	314.52	4.66
North Star	317.02	300.47	-16.55
Northwood	354.53	371.86	17.32
Ptarmigan	324.07	335.43	11.35
Russian Jack	335.27	352.64	17.37
Taku	337.61	330.01	-7.60
Williwaw	313.47	327.94	14.47
Willow Crest	309.15	326.63	17.48
Wonder Park	317.35	330.13	12.77
Clark	281.00	273.59	-7.41
Total	321.87	327.98	6.11

*Students attending the 21st CCLC program 30 days or more with writing scores in both years.

Sequential Cohort Year-to-Year Comparison in Math Scale Score

21st CCLC Students with SBA Scores in 2005-06 and 2006-07*

	2005-06 Average Scale Score	2006-07 Average Scale Score	Difference
Fairview	285.06	314.39	29.33
Government Hill	333.44	339.55	6.11
Mountain View	371.44	365.23	-6.21
Muldoon	290.38	312.80	22.42
North Star	319.66	303.08	-16.57
Northwood	341.60	362.54	20.94
Ptarmigan	312.57	329.55	16.98
Russian Jack	328.98	343.65	14.67
Taku	326.96	327.75	0.79
Williwaw	311.42	342.34	30.92
Willow Crest	306.30	324.33	18.03
Wonder Park	294.33	314.54	20.21
Clark	275.73	282.18	6.45
Total	312.85	327.75	14.90

*Students attending the 21st CCLC program 30 days or more with math scores in both years.