

ASD School Board Ongoing Overall Goals 2005-2006

ASD Mission: To educate all students for success in life.

Academic Achievement

Increase student academic achievement using data to guide adoption of curriculum, methods, materials, and professional development specifically designed to ensure that each group as designated by No Child Left Behind makes adequate yearly progress.

Supportive and effective learning environment

Establish and maintain a supportive and effective learning environment by

- providing safe, caring, barrier-free schools;
- promoting health and wellness;
- continuing to retain, recruit and train highly qualified staff with an emphasis on improving staff diversity to better reflect our student body;
- 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.

Public accountability

Ensure public accountability through

- continued participation in the state and federal required testing programs;
- continued preparation and publication of the *Profile of Performance*, budget basics, and budget and bond summaries;
- effective consultation with the community to ensure wise use of financial resources and responsible construction and maintenance of facilities; and
- effective communication with students, staff, parents, community and government at all levels.

Diversity in the Workforce

The Anchorage School District is committed to establishing an environment of respect and mutual collaboration by attracting and retaining a quality work force, at every level in the District, who are committed to providing a positive learning environment, who value diversity, and who reflect the diversity of the Anchorage community and the relevant labor market.

Measurable Achievement Goals

We, the Anchorage School Board, Superintendent and District staff commit to the following:

1. Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective (AMO).

Indicators:

- a. The percentage of students scoring not proficient in language arts and math will decrease by 10 percent in each AYP-designated student group.

Reporting Directions: Results will be reported in the inverse as the respective percents proficient.

Examples:

Given that the Caucasian group was 12.2 percent not proficient last year in language arts, they would need to reduce the percent not proficient by 1.22 percent. Therefore, the target will be met if the percent not proficient is 10.98. Reporting in the inverse, the target is 89.02 percent proficient.

Given that the special education group was 58.9 percent not proficient last year in language arts, they would need to reduce the percent not proficient by 5.89 percent. Therefore, the target will be met if the percent not proficient is 53.01. Reporting in the inverse, the target is 46.99 percent proficient.

- b. In a year-to-year comparison, the percentage of students scoring proficient in reading on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-9.
- c. In a year-to-year comparison, the percentage of students scoring proficient in mathematics on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-9.
- d. In a sequential cohort comparison, the percentage of students scoring proficient in mathematics on the Alaska Standards Based Assessment in 8th grade will be greater than the percentage of those same students scoring proficient in 7th grade the previous year.
- e. In a year-to-year comparison, the achievement gap in language arts and math will decrease significantly between each AYP-designated group and the Caucasian group, narrowing the achievement gap.
- f. The performance of the sequential cohort of students in 5th, 7th, and 9th grades will show a 2.5 percent increase in the percent proficient from the previous year on the writing content strands of *Structures and Conventions of Writing* and *Revision*.

Performance will be assessed on the Alaska Standards Based Assessment (grades 3-10). These assessments will provide information on the status of student group performance for each school at grade levels 3-10.

Results will also be provided on student performance in 10th grade on the Alaska High School Graduation Qualifying Exam (HSGQE) and on the performance of those in grades 11 and 12 who have not yet passed the Alaska High School Graduation Qualifying Exam, though these scores are not included in the determination of adequate yearly progress.

Performance by students in grades 5 and 7 on the Terra Nova will be reported, though these scores are no longer included in the determination of adequate yearly progress.

Note: The state defined AMO for 2004-2005 and 2005-2006 in Language Arts is 71.48 and Math is 57.61.

2. A higher percentage of students will master reading skills and strategies to read proficiently at the end of grade 3.

Indicators:

- a. In a year-to-year comparison, the percentage of students scoring proficient in reading on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in grade 3.
 - b. In a year-to-year comparison, the percentage of students scoring proficient on the Developmental Reading Assessment will increase by 2.5 percent in each AYP-designated student group in grade 3.
3. The percentage of students in accelerated math sequence will increase.

Indicators:

- a. The percentage of students in each AYP-designated student group who successfully complete Algebra I in 8th grade or earlier with a grade of C or higher will increase by 5 percent in a year-to-year comparison.
- b. In a sequential cohort comparison, 100 percent of the students still enrolled in the Anchorage School District who successfully completed Algebra I with a B or better in 8th grade are enrolled in Geometry or Algebra II in grade 9.

Process directions for math department and math teachers:

- a. The District will continue to develop and implement training in math content and teaching strategies for elementary and middle school teachers.
- b. The District will continue to work with students, parents, teachers, counselors, administrators, and community representatives to increase expectations for elementary, middle and high school math achievement at each school,

particularly for those groups for which assessment data identifies average performance significantly below district average performance.

- c. ASD administration will explore the Orleans-Hanna math assessment as a predictor of math proficiency and, specifically, Algebra readiness.
- d. Math teachers will focus on articulation of the curriculum, K-12, with a particular focus on the transition from 6th to 7th grade.

4. The dropout rate will decrease.

Indicator:

- a. The dropout rate of 7th through 12th grade students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the District and in each school.

Process Directions:

- a. Students' reported reasons for dropping out will be reported by grade level.

5. The graduation rate will increase.

Indicators:

- a. The graduation rate will increase by 5 percent from year-to-year in each AYP-designated student group across the District and in each school.

6. The percent of high school students successfully completing higher-level courses will increase.

Indicators:

- a. The District will maintain or increase the percent of students scoring in the 4th quartile (76-99 percent) on the TerraNova CAT/6 in grades 5 and 7.
- b. There will be at least a 5 percent increase in each AYP-designated student group in the number of students taking the PSAT in a year-to-year comparison. The 2005-2006 school year will establish the baseline.
- c. There will be at least a 5 percent increase in each AYP-designated student group in the percent of high school students who successfully complete AP courses in a year-to-year comparison. "Successfully complete" is defined as passing the AP course with a grade of C or higher.

7. Customer service and satisfaction will improve.

Indicators:

- a. Questions will be added on the parent, student, and staff questionnaires to address customer service and satisfaction. The 2005-2006 school year data will establish the baseline.

Process directions for the District:

- a. The District will address customer service issues in district trainings.

ASD 2005-2006 Board Goal Indicator Data and Summary

Goal 1 – Indicator a. The percentage of students scoring not proficient in language arts and math will decrease by 10 percent in each AYP-designated student group.

Results (pages 34-37):

In language arts, there were percent losses from 2004-2005 to 2005-2006 in the percent of students scoring not proficient for All Students and in all designated student groups. The target was not achieved in the All Students category or any of the designated student groups except for Migrant.

In math, there were percent losses from 2004-2005 to 2005-2006 in the percent of students scoring not proficient for All Students and in all designated student groups, except Caucasian and Migrant. The target was not achieved in the All Students category or in any of the designated student groups.

Goal 1 – Indicator b. In a year-to-year comparison, the percentage of students scoring proficient in reading on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-9.

Results (pages 38-51):

3rd Grade Reading SBA - percent gains were obtained from 2004-2005 to 2005-2006 in proficiency for All Students and in all designated student groups, except African American, Multi-Ethnic, Students with Disabilities, and Male. The target was not achieved in the All Students category, but the target was achieved in the designated student groups of Asian/Pacific Islander, Economically Disadvantaged, LEP, and Migrant.

4th Grade Reading SBA - percent gains were obtained from 2004-2005 to 2005-2006 in proficiency for All Students and in all designated student groups, except African American, Alaska Native and American Indian, Asian/Pacific Islander, and Male. The target was not achieved in the All Students category, but the target was achieved in the designated student groups of Multi-Ethnic, Hispanic, Students with Disabilities, and Migrant.

5th Grade Reading SBA - percent gains were obtained from 2004-2005 to 2005-2006 in proficiency for All Students and in all designated student groups, except African American, Asian/Pacific Islander, Hispanic, and Migrant. The target was not achieved in the All Students category, but the target was achieved in the designated student groups of Alaska Native and American Indian, Multi-Ethnic, and Economically Disadvantaged.

6th Grade Reading SBA - percent gains were obtained from 2004-2005 to 2005-2006 in proficiency for All Students and for all designated student groups. The target was not achieved in the All Students category. Eight designated student groups met the target, these include: African American, Alaska Native and American Indian, Multi-Ethnic, Hispanic, Economically Disadvantaged, LEP, Migrant, and Male.

7th Grade Reading SBA - percent gains were obtained from 2004-2005 to 2005-2006 in proficiency for All Students and in all designated student groups, except Multi-Ethnic and Migrant. The target was achieved in the All Students category and the majority of the designated student groups. Those groups that achieved the target include: African American, Asian/Pacific Islander, Caucasian, Hispanic, Economically Disadvantaged, Students with Disabilities, LEP, and Male.

8th Grade Reading SBA - percent gains were obtained from 2004-2005 to 2005-2006 in proficiency for All Students and in all designated student groups. Similarly, the target was achieved in the All Students category and all designated student groups.

9th Grade Reading SBA - percent gains were obtained from 2004-2005 to 2005-2006 in proficiency for the designated student groups of African American, Students with Disabilities, LEP, and Female. The target was not achieved in the All Students category or in any of the designated student groups, except LEP.

Goal 1 – Indicator c. In a year-to-year comparison, the percentage of students scoring proficient in mathematics on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-9.

Results (pages 52-65):

3rd Grade Math SBA - percent gains were obtained from 2004-2005 to 2005-2006 in proficiency for the designated student groups of African American, Asian/Pacific Islander, Economically Disadvantaged, LEP, and Migrant. The target was not achieved in the All Student category, but the target was achieved by the designated student groups of African American and Migrant.

4th Grade Math SBA - percent gains were obtained from 2004-2005 to 2005-2006 in proficiency for All Students and in all designated student groups, except Migrant. The target was achieved by the All Students category and all designated student groups, except Caucasian and Migrant.

5th Grade Math SBA - percent gains were obtained from 2004-2005 to 2005-2006 in proficiency for All Students and in all designated student groups, except African American, Asian/Pacific Islander, Hispanic, LEP, Migrant, and Male. The target was not achieved by the All Students category, but the target was achieved by the designated student groups of Alaska Native and American Indian, Multi-Ethnic, Students with Disabilities, and Female.

6th Grade Math SBA - percent gains were obtained from 2004-2005 to 2005-2006 in proficiency for All Students and in all designated student groups, except Caucasian. The target was achieved by the All Students category and all designated student groups, except Caucasian, Students with Disabilities, and Female.

7th Grade Math SBA - percent gains were obtained from 2004-2005 to 2005-2006 in proficiency for All Students and in all designated student groups, except Hispanic and Migrant. The target was achieved by the All Students category and all designated student groups, except Multi-Ethnic, Hispanic, and Migrant.

8th Grade Math SBA - percent gains were obtained from 2004-2005 to 2005-2006 in proficiency for All Students and in all designated student groups. The target was achieved by the All Students category and all designated student groups, except Alaska Native and American Indian.

9th Grade Math SBA - percent gains were obtained from 2004-2005 to 2005-2006 in proficiency for all designated student groups, except Caucasian, Multi-Ethnic, Hispanic, Students with Disabilities, Migrant, and Male. The target was not achieved by the All Students category, but the target was achieved by the designated student groups of African American, Alaska Native and American Indian, Asian/Pacific Islander, Economically Disadvantaged, and LEP.

Goal 1 – Indicator d. In a sequential cohort comparison, the percentage of students scoring proficient in mathematics on the Alaska Standards Based Assessment in 8th grade will be greater than the percentage of those same students scoring proficient in 7th grade the previous year.

Results (pages 66-67):

Of those students who were proficient in mathematics on the SBA in 7th grade in 2004-2005 and who returned and tested as 8th graders in 2005-2006, percentage point gains were obtained from 2004-2005 to 2005-2006 in the All Students category and all designated student groups, except Multi-Ethnic. All these groups with percentage point gains achieved the target.

Goal 1 – Indicator e. In a year-to-year comparison, the achievement gap in language arts and math will decrease significantly between each AYP-designated group and the Caucasian group, narrowing the achievement gap.

Results (pages 68-69):

In language arts, the achievement gap decreased from 2004-2005 to 2005-2006 between each AYP-designated ethnic group and the Caucasian group. The ethnic group that significantly decreased its achievement gap with the Caucasian group was the Alaska Native and American Indian group.

In math, the achievement gap decreased from 2004-2005 to 2005-2006 between each AYP-designated ethnic group and the Caucasian group. Two ethnic groups significantly

decreased their achievement gaps with the Caucasian group: Alaska Native and American Indian, and African American.

Goal 1 – Indicator f. The performance of the sequential cohort of students in 5th, 7th, and 9th grades will show a 2.5 percent increase in the percent proficient from the previous year on the writing content strands of Structures and Conventions of Writing and Revision.

Results (pages 70-81):

Of the 4th graders who were tested in the writing content strand of Structures and Conventions of Writing in 2004-2005 and who returned and tested as 5th graders in 2005-2006, percent gains were obtained from 2004-2005 to 2005-2006 in the All Students Category and all designated student groups, except the Migrant group. The target was not achieved by the All Students category. Seven of the twelve designated students groups achieved the target: African American, Alaska Native and American Indian, Asian/Pacific Islander, Hispanic, Economically Disadvantaged, Students with Disabilities, and LEP.

Of the 6th graders who were tested in the writing content strand of Structures and Conventions of Writing in 2004-2005 and who returned and tested as 7th graders in 2005-2006, there was a percent loss for the All Students group and all designated student groups from 2004-2005 to 2005-2006. The target was not achieved by the All Student category and designated student groups.

Of the 8th graders who were tested in the writing content strand of Structures and Conventions of Writing in 2004-2005 and who returned and tested as 9th graders in 2005-2006, percent gains were obtained for the All Students category and all designated student groups from 2004-2005 to 2005-2006. The target was achieved by the All Student category and all designated student groups.

Of the 4th graders who were tested in the writing content strand of Revision in 2004-2005 and who returned and tested as 5th graders in 2005-2006, percent gains were not obtained for the All Students category and the majority of the designated student groups from 2004-2005 to 2005-2006, but was obtained by the Alaska Native and American Indian, Asian/Pacific Islander, and Female groups. The target was achieved by the Asian/Pacific Islander group.

Of the 6th graders who were tested in the writing content strand of Revision in 2004-2005 and returned and tested as 7th graders in 2005-2006, percent gains were obtained overall and by the majority of the designated student groups from 2004-2005 to 2005-2006. The target was not achieved by the All Students but was achieved by three designated groups: Alaska Native and American Indian, Multi-Ethnic, Students with Disabilities.

Of the 8th graders who were tested in the writing content strand of Revision in 2004-2005 and who returned and tested as 9th graders in 2005-2006, percent gains were not obtained by the All Students category from 2004-2005 to 2005-2006. In the designated student groups, a percent gain was obtained by the Asian/Pacific Islander group, and this group achieved the target.

Goal 2 – Indicator a. In a year-to-year comparison, the percentage of students scoring proficient in reading on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated group in grade 3.

Results (pages 100-101):

Percent gains were made from 2004-2005 to 2005-2006 in 3rd grade reading proficiency for All Students and for all designated student groups, except the African American, Multi-Ethnic, Students with Disabilities, and Male groups. The target was not achieved in the All Students category, but the target was achieved by four designated student groups: Asian/Pacific Islander, Economically Disadvantaged, LEP, and Migrant.

Goal 2 – Indicator b. In a year-to-year comparison, the percentage of students scoring proficient on the Developmental Reading Assessment will increase by 2.5 percent in each AYP-designated student group in grade 3.

Results (pages 102-103):

Percent gains in proficiency were obtained in the 3rd grade Developmental Reading Assessment from 2004-2005 to 2005-2006 for five designated student groups. These groups include: Alaska Native and American Indian, Caucasian, Economically Disadvantaged, Migrant, and Male. The target was achieved in the designated student group of Migrant.

Goal 3 – Indicator a. The percentage of students in each AYP-designated student group who successfully complete Algebra I in 8th grade or earlier with a grade of C or higher will increase by 5 percent in a year-to-year comparison.

Results (pages 105-106):

Algebra I in 8th Grade – there were percent gains for the All Students category and all designated student groups, except African American, Asian/Pacific Islander, and Multi-Ethnic. The percent gain for All Students between the 2004-2005 school year and the 2005-2006 school year was 9.8 percent. All Students and seven of the designated student groups achieved the target. These groups included: Caucasian, Hispanic, Economically Disadvantaged, Students with Disabilities, LEP, Migrant, and Male.

Goal 3 – Indicator b. In a sequential cohort comparison, 100 percent of the students still enrolled in the Anchorage School District who successfully completed Algebra I with a B or better in 8th grade are enrolled in Geometry or Algebra II in grade 9.

Results (pages 107-108):

Of those students who successfully completed Algebra I as an 8th grader in 2004-2005 with a B or better, 92 percent of the students who returned to ASD as 9th graders and were enrolled through at least one grading period in the 2005-2006 school year for 9th grade entered into Geometry or Algebra II. Students with Disabilities and Migrant met

the target of 100 percent. Eight of the designated student groups reached at least a 90 percent enrollment rate but less than the target of 100 percent. These groups include: African American, Alaska Native and American Indian, Asian/Pacific Islander, Caucasian, Hispanic, and Female. This goal was adopted post-registration so it is more informational as to past practice than it is reflective of efforts to meet a goal.

Goal 4 – Indicator a. The dropout rate of 7th through 12th grade students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the District and in each school.

Results (pages 110-172):

At the district level, decreases in the dropout rate were made from the 2004-2005 school year to the 2005-2006 school year for All Students, and in all designated student groups, except Caucasian, Economically Disadvantaged, Students with Disabilities, and Migrant. These losses ranged from -1.5 percent to -23.6 percent, and seven groups achieved the target of a decrease of 5 percent or more from school year 2004-2005 to school year 2005-2006. The categories that met the designated target were African American, Alaska Native and American Indian, Asian/Pacific Islander, Multi-Ethnic, Hispanic, LEP, and Female.

At the individual school level, the target of a decrease of 5 percent or more from school year 2004-2005 to school year 2005-2006 was achieved on the All Students level by 9 of the 29 schools serving students enrolled in grades 7 through 12. Those schools who met the target include: Clark, Central, East, Mirror Lake, Northern Lights ABC, SAVE, Wendler, Romig, and Stellar.

When the data is reported at the designated student group level by school, the numbers are small, and the percent of dropouts fluctuates greatly with a change in just a few students. When the cell size is so small, no reliable inferences can be made using the data.

Both Eagle River and ASSDHH have dropout data for the 2005-2006 school year and not for the 2004-2005 school year; thus they cannot be assessed this year for a change in the dropout rate. Continuation could not be calculated because the grade 12 students in 2004-2005 were not reassigned to their home school.

Goal 5 – Indicator a. The graduation rate will increase by 5 percent from year-to-year in each AYP-designated student group across the District and in each school.

Results (pages 175-216):

At the district level, percent gains in graduation rate were obtained from 2004-2005 to 2005-2006 for All Students, and in all designated student groups, except the Multi-Ethnic group. The target was met by the All Students category and 5 of the 8 designated student groups that could be calculated. These included: African American, Alaska Native and American Indian, Asian/Pacific Islander, Hispanic, and Male. The 2004-2005 graduation rates for the Economically Disadvantaged, Students with Disabilities, LEP, and Migrant groups were not available because the data was not collected in the 2002-2003 school year

for these sub groups or the definition changed so the data is not comparable. Therefore the target of an increase of 5 percent or more in the graduation rate from 2004-2005 to 2005-2006 could not be assessed for these four student groups.

At the individual school level, the target was achieved at the All Students category by 9 of the 18 schools that reported graduation rates for the 2004-2005 school year. Schools that met the target at the All Students level included: Bartlett, Dimond, East, South, Family Partnership, McLaughlin, Benson, SAVE, and Frontier.

Eagle River High School and Highland Tech did not have graduation rates for the 2004-2005 school year; thus they cannot be assessed for a change in the graduation rate.

Goal 6 – Indicator a. The District will maintain or increase the percent of students scoring in the 4th quartile (76-99 percent) on the Terra Nova CAT/6 in grades 5 and 7.

Results (pages 218-229):

5th Grade CAT/6 Reading – gains were obtained in the percent of students scoring in the 4th quartile between the 2004-2005 school year and the 2005-2006 school year for All Students and in all designated student groups, except African American and Multi-Ethnic.

5th Grade CAT/6 Language - gains were obtained in the percent of students scoring in the 4th quartile between the 2004-2005 school year and the 2005-2006 school year for All Students and in all designated student groups, except African American, Hispanic, and Migrant.

5th Grade CAT/6 Math - gains were obtained in the percent of students scoring in the 4th quartile between the 2004-2005 school year and the 2005-2006 school year for All Students and in all designated student groups, except Asian/Pacific Islander, Hispanic, and Migrant.

7th Grade CAT/6 Reading - gains were obtained in the percent of students scoring in the 4th quartile between the 2004-2005 school year and the 2005-2006 school year for All Students and in 6 of the 12 designated student groups. Those designated groups that did not achieve the target are Alaska Native and American Indian, Asian/Pacific Islander, Multi-Ethnic, Hispanic, Migrant, and Male.

7th Grade CAT/6 Language - gains were obtained in the percent of students scoring in the 4th quartile between the 2004-2005 school year and the 2005-2006 school year for All Students and in 5 of the 12 designated student groups. Those designated groups that did not achieve the target are Alaska Native and American Indian, Asian/Pacific Islander, Multi-Ethnic, Hispanic, Economically Disadvantaged, Migrant, and Male.

7th Grade CAT/6 Math - gains were obtained in the percent of students scoring in the 4th quartile between the 2004-2005 school year and the 2005-2006 school year for All Students

and in all designated groups, except Alaska Native and American Indian, Multi-Ethnic, Hispanic, and Migrant.

Goal 6 – Indicator b. There will be at least a 5 percent increase in each AYP-designated student group in the number of students taking the PSAT in a year-to-year comparison. The 2005-2006 school year will establish the baseline.

Results (page 230):

The 2005-2006 school year establishes a baseline for year-to-year comparisons in the future. For the 2005-2006 school year 1,692 students took the PSAT overall. Of those students 1,008 were female and 684 were male. There were 198 Economically Disadvantaged students, 173 LEP students, 46 Disabled students, and 19 Migrant students who took the PSAT in 2005-2006. Ethnic categories included: Caucasian students (1,094 students), Asian/Pacific Islander (255 students), African American (128 students), Alaska Native and American Indian (86 students), Hispanic (73 students), and Multi-Ethnic (56 students).

Goal 6 – Indicator c. There will be at least a 5 percent increase in each AYP-designated student group in the percent of high school students who successfully complete AP courses in a year-to-year comparison. “Successfully complete” is defined as passing the AP course with a grade of C or higher.

Results (pages 231-232):

For the year-to-year comparison of the percentage of students who “successfully completed” an AP course in the 2005-2006 school year there were percent gains for All Students and in all designated student groups, except Caucasian and Migrant. The target was not achieved in the All Students category or in three of the designated student groups, including Caucasian, Migrant, and Female.

Goal 7 – Indicator a. Questions will be added on the parent, student, and staff questionnaires to address customer service and satisfaction. The 2005-2006 school year data will establish the baseline.

Results (page 240):

The 2005-2006 school year establishes a baseline for year-to-year comparisons in the future. For the 2005-2006 school year, the respectful climate factor was used from the 2006 Student and Staff Climate Survey Results to establish the baseline for this goal. Respondents were asked a series of questions that were related to respectful climate. The respectful climate factor in both the student and staff survey included several questions that reflect feelings about fairness of rules and respect for contributions. For the parent results, several questions were combined to develop a respectful climate factor. The range of the factor score is from one to five, where one is low and five is high.

The student’s respectful climate factor ranged from 3.12 at the high school level to 3.62 at the elementary level with a 3.29 average for the district. The staff’s respectful climate factor ranged from 3.59 at the middle school level to 3.85 at the elementary level with a

3.76 district average. The parent's respectful climate factor ranged from 3.81 at the middle level to 4.27 at the elementary level with a district average of 4.02.