

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #70 (2007-2008)

October 22, 2007

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: PROFILE OF PERFORMANCE 2006-2007

ASD Goal: Ensure public accountability through continued preparation and publication of the Profile of Performance.

PERTINENT FACTS:

The *Profile of Performance* is the Anchorage School District (ASD) report to the School Board and the community on the academic achievement of Anchorage students and schools. The report is divided into two parts. Each part is described briefly below:

Part I provides an overview of the district and the success of the district in meeting the school board goals for the 2006-2007 school year. It also provides a summary of performance across the entire district on a variety of indicators used in the identification and analysis of achievement gaps among the student groups designated by the federal No Child Left Behind Act and related Alaska state regulations.

Part II of the report provides summary profiles for each of the ASD schools. Part II includes information on the attainment of school goals, staff and student demographics and student academic achievement at the school level.

ASD Demographics

The *Profile* contains a review of demographic descriptors and trends prior to the achievement measures to provide a more complete picture of the district. Data is presented on the composition of the student body in terms of ethnicity, participation in specially funded programs and programs for students with special needs. Socioeconomic status of the students is briefly described. This demographic profile provides a background for interpreting the outcome indicators that are presented later in the report.

ASD Mission and Goals for 2006-2007

The ASD goals for the 2006-2007 school year:

- Increase achievement on the state measures of academic performance
- Increase the reading achievement of 3rd graders
- Increase the percentage of students in the accelerated math sequence
- Decrease the dropout rate
- Increase the graduation rate
- Increase the percentage of high school students successfully completing higher-level courses
- Improve customer service and satisfaction
- Increase parent/guardian involvement
- Increase diversity in the work force

A summary of the goals and indicator data is provided in Attachment A.

A summary of the strengths and challenges of the ASD based upon all indicators reported in the *Profile* is provided in Attachment B.

Individual School Profiles

Individual school profiles are provided in Part II of the district's *Profile* report. The summary profiles reported in *Profile* are consistent with the district-produced Report Card for the Public for each school.

Additional reports at the individual school level include comparison of the proficiency rates to the district and state, mean scale score comparisons of 2005-2006 to 2006-2007, growth in average scale score from 2005-2006 to 2006-2007, proficiency levels compared to the district and state and staff, student and parent climate survey results.

No Child Left Behind Act Related Reports

The No Child Left Behind (NCLB) Act has a strong emphasis on Adequate Yearly Progress (AYP) for schools and designated student groups.

Fifty-eight of ASD's 94 schools, nearly 62 percent, made adequate yearly progress this year. In 2003, the district's first year of AYP calculations, 37 of 92 schools made it (approximately 40 percent). ASD did not make AYP as a district in 2006-2007 and is in Level 4. The designated student group for which the state target was not met by the district was Students with Disabilities – language arts and math.

Districtwide performance is also calculated by the grade spans of 3-5, 6-8 and 9-10. The district met the target in the AYP grade span of 3-5 in 29 of the 31 cells, missing in Students with Disabilities – language arts and math. For the grade span of 6-8, the only target missed was Students with Disabilities – language arts. The district met the target in the AYP grade span of 9-10 in 29 of the 31 categories. The missed targets were Students with Disabilities – language arts and math.

When looking at the district AYP growth report, the percent proficient or on track to be proficient for the designated student group of Students with Disabilities is higher in both language arts and math than proficiency based upon status alone. The student group of Students with Disabilities had the largest percentage point gain in students proficient or on track to be proficient in both language arts and math than any other category.

Online Resources and References

The Alaska Department of Education and Early Development (EED) provides online such information as: (1) individual school summary sheets related to AYP, (2) individual school report cards compiled by the state with information provided by the schools and districts, and (3) district and school-based reports on student achievement on the state assessments. www.eed.state.ak.us/tls/assessment/results.html.

The district provides an array of related information as well – such as the 2007 AYP chart of all ASD schools. This information is available on the district Web site at www.asdk12.org/NCLB/AYP.

Profile of Performance Availability

The complete *Profile of Performance* will be posted on October 23, 2007, on the ASD Assessment and Evaluation Web site at www.asdk12.org/depts/assess_eval/. Specific questions regarding the content of the document should be referred to the ASD Assessment and Evaluation Department, (907) 742-4420, 5530 E. Northern Lights Blvd., Anchorage, AK 99504.

Attachments

CC/RG/LV

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ASD 2006-2007 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 38-41):

In language arts, there were percent losses from 2005-2006 to 2006-2007 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 but was met in the designated student groups of Black, Asian/Pacific Islander, Hispanic, Economically Disadvantaged and Limited English Proficient.

In math, there were percent losses from 2005-2006 to 2006-2007 in the percent of students scoring not proficient for All Students and in all designated student groups. The target was achieved at the All Students category and all designated student groups except Students with Disabilities..

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 3-10.

Results (pages 42-57):

Grade 3 Reading SBA - percent gains were obtained from 2005-2006 to 2006-2007 in proficiency for All Students and in all designated student groups except Asian/Pacific Islander. The target was achieved in the All Students category and in the designated student groups of Black, Alaska Native/American Indian, 2 or more races, Hispanic, Economically Disadvantaged, Students with Disabilities and Male. The target was not met in the designated student groups of Asian/Pacific Islander, White, LEP, Migrant and Female.

Grade 4 Reading SBA - percent gains were obtained from 2005-2006 to 2006-2007 in proficiency for All Students and in all designated student

groups except for 2 or more races, Students with Disabilities and Migrant. The target was not achieved in the All Students category or in designated student groups of Alaska Native/American Indian, White, 2 or more races, Hispanic, Students with Disabilities, Migrant or Male. The target was met in the designated student groups of Black, Asian/Pacific Islander, Economically Disadvantaged, LEP and Female.

Grade 5 Reading SBA - percent gains were obtained from 2005-2006 to 2006-2007 in proficiency for All Students and in all designated student groups. The target was achieved at the All Students category as well as all designated student groups.

Grade 6 Reading SBA - percent gains were obtained from 2005-2006 to 2006-2007 in proficiency for All Students and in all designated student groups. The target was achieved at the All Students category as well as all designated student groups, except Black.

Grade 7 Reading SBA - percent gains were obtained from 2005-2006 to 2006-2007 in proficiency for All Students and in all designated student groups. The target was achieved at the All Students category as well as all designated student groups, except Alaska Native/American Indian and White.

Grade 8 Reading SBA - percent gains were obtained from 2005-2006 to 2006-2007 in proficiency for All Students and in all designated student groups, except Migrant. The target was achieved at the All Students category as well as all designated student groups, except 2 or more races and Migrant.

Grade 9 Reading SBA - percent gains were obtained from 2005-2006 to 2006-2007 in proficiency for All Students and in all designated student groups. The target was achieved at the All Students category as well as all designated student groups.

Grade 10 Reading SBA - percent gains were obtained from 2005-2006 to 2006-2007 in proficiency for All Students and in all designated student groups, except 2 or more races and Migrant. The target was achieved at the All Students category as well as the designated groups of Black, Alaska Native/American Indian, Asian/Pacific Islander, Economically Disadvantaged, Students with Disabilities, LEP, Male and Female. The target was not met in the designated student groups of White, 2 or more races, Hispanic and Migrant.

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 3-10.

Results (pages 58-73):

Grade 3 Math SBA - percent gains were obtained from 2005-2006 to 2006-2007 in proficiency for All Students and in all designated student groups. The target was achieved at the All Students category and in all designated student groups, except White.

Grade 4 Math SBA - percent gains were obtained from 2005-2006 to 2006-2007 in proficiency for All Students and in the designated student groups except Alaska Native/ American Indian, 2 or more races, Students with Disabilities and Male. The target was not achieved at the All Students category or in the designated student groups of Black, Alaska Native/American Indian, White, 2 or more races, Students with Disabilities and Male. The target was achieved by the designated student groups of Asian/Pacific Islander, Hispanic, Economically Disadvantaged, LEP, Migrant and Female.

Grade 5 Math SBA - percent gains were obtained from 2005-2006 to 2006-2007 in proficiency for All Students and in all designated student groups. The target was achieved at the All Students category and in all designated student groups.

Grade 6 Math SBA - percent gains were obtained from 2005-2006 to 2006-2007 in proficiency for All Students and in all designated student groups, except Black. The target was achieved at the All Students category and in all designated student groups, except Black.

Grade 7 Math SBA - percent gains were obtained from 2005-2006 to 2006-2007 in proficiency for All Students and in all designated student groups. The target was achieved at the All Students category and in all designated student groups.

Grade 8 Math SBA - percent gains were obtained from 2005-2006 to 2006-2007 in proficiency for All Students and in all designated student groups. The target was achieved at the All Students category and in all designated student groups.

Grade 9 Math SBA – percent gains were obtained from 2005-2006 to 2006-2007 in proficiency for All Students and in all designated student groups. The target was achieved at the All Students category and in all designated student groups, except Alaska Native/American Indian.

Grade 10 Math SBA – percent gains were obtained from 2005-2006 to 2006-2007 in proficiency for All Students and in all designated student groups, except Migrant. The target was achieved at the All Students category and in all designated student groups, except 2 or more races and Migrant.

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 74-75):

Of those students who were proficient in mathematics on the SBA in grade 7 in 2005-2006 and who returned and tested in grade 8 in 2006-2007, percentage points were gained from the 2005-2006 to the 2006-2007 school year in the All Students category and all designated student groups. The target was achieved at the All Students category and in all designated student groups.

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 White group, narrowing the achievement gap.

Results (pages 76-79):

In language arts, the achievement gap decreased from 2005-2006 to 2006-2007 between each AYP-designated ethnic group and the White group. The ethnic groups that significantly decreased their achievement gap with the White group were the categories of Black and Asian/Pacific Islander.

In math, the achievement gap decreased from 2005-2006 to 2006-2007 between each AYP-designated ethnic group and the White group except for Alaska Native/American Indian. The ethnic group that significantly decreased its achievement gap with the White group was the Asian/Pacific Islander.

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

groups of economically disadvantaged and non-economically disadvantaged, limited English proficient and non-limited English proficient and disabled and non-disabled students.

Results (pages 80-91):

In language arts, the achievement gap significantly decreased from 2005-2006 to 2006-2007 between the economically disadvantaged group and the non-economically disadvantaged group.

In math, the achievement gap decreased from 2005-2006 to 2006-2007 between the economically disadvantaged group and the non-economically disadvantaged group. This decrease was not significant.

In language arts, the achievement gap significantly decreased from 2005-2006 to 2006-2007 between the limited English proficiency group and the non-limited English proficiency group.

In math, the achievement gap significantly decreased from 2005-2006 to 2006-2007 between the limited English proficiency group and the non-limited English proficiency group.

In language arts, the achievement gap increased from 2005-2006 to 2006-2007 between the disabled group and the non-disabled group.

In math, the achievement gap increased from 2005-2006 to 2006-2007 between the disabled group and the non-disabled group.

Goal 1 - Indicator g. The performance of the sequential cohort of students in 5th, 7th and 9th grades will show an increase in the average scale score from the previous year on the writing content strands of *Structures and Conventions of Writing* and *Revision*.

Results (pages 92-103):

Of the fourth graders who were tested in the writing content strand of Structures and Conventions of Writing in 2005-2006 and who returned and tested as fifth graders in 2006-2007, there were losses in the average scale score in the All Students category and in the designated student groups of White, Students with Disabilities, Migrant and Male. There were gains in the average scale score in the designated student groups of Black, Alaska Native/American Indian, Asian/Pacific Islander, 2 or More Races, Hispanic, Economically Disadvantaged, LEP and Female. The target was not achieved at the All Students category or the designated

student groups of White, Students with Disabilities, Migrant and Male. The target was achieved by the designated student groups of Black, Alaska Native/American Indian, Asian/Pacific Islander, 2 or more races, Hispanic, Economically Disadvantaged, LEP and Female.

Of the sixth graders who were tested in the writing content strand of Structures and Conventions of Writing in 2005-2006 and who returned and tested as seventh graders in 2006-2007, there were losses in the average scale score and the target was not achieved in the All Students category and in all the designated student groups.

Of the eighth graders who were tested in the writing content strand of Structures and Conventions of Writing in 2005-2006 and who returned and tested as ninth graders in 2006-2007, there were losses in the average scale score and the target was not achieved in the All Students category and in all the designated student groups.

Of the fourth graders who were tested in the writing content strand of Revision in 2005-2006 and who returned and tested as fifth graders in 2006-2007, there were losses in the average scale score and the target was not achieved in the All Students category and in all designated student groups.

Of the sixth graders who were tested in the writing content strand of Revision in 2005-2006 and returned and tested as seventh graders in 2006-2007, there were losses in the average scale score and the target was not achieved in the All Students category and in all designated student groups.

Of the eighth graders who were tested in the writing content strand of Revision in 2005-2006 and who returned and tested as ninth graders in 2006-2007, there were losses in the average scale score and the target was not achieved in the All Students category and in all designated student groups, except Migrant.

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 134-135):

Percent gains were made from the 2005-2006 to 2006-2007 in grade 3 SBA reading proficiency for All Students and for all designated student groups, except Asian/Pacific Islander. The target was achieved at the All

Students category and in all designed student groups, except Asian/Pacific Islander, White, LEP, Migrant and Female.

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 136-137):

A percent gain was not made from the 2005-2006 to 2006-2007 in the grade 3 DRA proficiency at the All Students category. Percent gains were made by the designated student groups of Black, White, 2 or more races, Hispanic, Economically Disadvantaged and Female. There were losses in the designated student groups of Alaska Native/American Indian, Asian/Pacific Islander, Students with Disabilities, LEP, Migrant and Male. The target was achieved in the designated student groups of Black and Hispanic.

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 139-140):

Percent gains were made from the 2005-2006 to 2006-2007 of students successfully completing Algebra I in grade 8 or earlier for All Students and for all designated student groups, except Alaska Native/American Indian, 2 or more races, Hispanic, Students with Disabilities and Migrant. The percent gain for All Students between the 2005-2006 and 2006-2007 school year was 7.1 percent. This compares to 9.8 percent from the 2004-2005 to the 2005-2006 school year. The target was achieved at the All Students category and in all designed student groups, except Alaska Native/American Indian, 2 or more races, Hispanic, Students with Disabilities, Migrant and Male.

Goal 3 - Indicator b. When compared to the baseline year of 2005-2006, the District will increase the percentage of students still enrolled in the Anchorage School District who successfully completed Algebra I with a B or better in 8th grade or earlier and are enrolled in Geometry or Algebra II in 9th grade and successfully complete the course with a C or higher.

Results (pages 141-142):

The percentage of students who successfully completed Algebra I by grade 8 or earlier and successfully completed Geometry or Algebra II in grade 9 decreased or did not change for the All Students category and all of the designated student groups, except Asian/Pacific Islander and White. The number of students who successfully completed Algebra I with a B or better increased in 2005-2006 from the 2004-2005 school year, but the percentage of students who successfully completed Algebra II or Geometry in grade 9 in 2006-2007 dropped slightly.

Goal 4 - Indicator . 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 145-208):

At the district level, decreases in the dropout rate were made from the 2005-2006 school year to the 2006-2007 school year for All Students and in all designated student groups, except Black, Asian/Pacific Islander, 2 or more races, Students with Disabilities, LEP and Migrant. These losses ranged from -3.76 percent (Alaska Native/American Indian) to -26.37 percent (White). Five designated student groups achieved the target of a decrease of 5 percent or more from the 2005-2006 school year to the 2006-2007 school year. The designated student groups that met the target were White, Hispanic, Economically Disadvantaged, Male and Female.

At the individual school level, the target of a decrease of 5 percent or more from school year 2005-2006 to school year 2006-2007 was achieved in the All Students level by 13 of the 31 schools who serve students in grades 7-12 and have a dropout rate. Continuation and COHO do not have a dropout rate since their students are reassigned to their home school at year-end. Those schools that met the target include: Girdwood, Goldenview, Northern Lights, Wendler, Chugiak, Dimond, Service, South, ASSDHH, Family Partnership, Frontier, Highland Tech and Polaris.

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 change in just a few students. When the cell is so small no reliable inferences can be made from the data.

Goal 5 - Indicator . 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 213-254):

At the district level, percent gains in graduation rate were obtained from 2005-2006 to 2006-2007 for All Students and in all designated student groups, except Hispanic and Migrant. The target was not met by the All Students category but was met by 5 of the 12 designated student groups. The designated student groups meeting the target were Alaska Native/American Indian, 2 or more races, Economically Disadvantaged, Students with Disabilities and LEP.

At the individual school level, the target was achieved at the All Students category by 10 of the 20 schools that reported graduation rates. Schools that met the target at the All Students category were ASSDHH, AVAIL, Crossroads, Family Partnership, Frontier, Highland Tech, McLaughlin, SAVE, Steller and Whaley.

Goal 5 - Reporting Direction .The percentage of 9th graders enrolled in the District who are on-track to meet graduation requirements at the end of their 9th grade year, including summer school credits, will increase. The 2006-2007 school year will establish the baseline. On-track means the student has earned a minimum of 5.5 credits and failed no more than one semester of a core subject.

Results (page 256):

When the district began work on this reporting direction, it involved the review of transcripts for accuracy. Some problems were discovered in the way repeated courses were recorded and the recording of summer school courses. The district will be able to establish the baseline for 2006-2007 once the transcripts are reviewed and cleaned.

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 257-268):

Grade 5 TerraNova Reading - gains were obtained in the percent of students scoring in the 4th quartile between the 2005-2006 school year and the 2006-2007 school year for All Students and in all student designated groups, except Black, Hispanic and Migrant.

Grade 5 TerraNova Language - gains were obtained in the percent of students scoring in the 4th quartile between the 2005-2006 school year and

the 2006-2007 school year for All Students and in all student designated groups, except Black, 2 or more races and Male.

Grade 5 TerraNova Math – gains were obtained in the percent of students scoring in the 4th quartile between the 2005-2006 school year and the 2006-2007 school year for All Students and in all student designated groups, except Black.

Grade 7 TerraNova Reading – gains were obtained in the percent of students scoring in the 4th quartile between the 2005-2006 school year and the 2006-2007 school year for All Students and in all student designated groups, except White, Students with Disabilities and Female.

Grade 7 TerraNova Language – gains were obtained in the percent of students scoring in the 4th quartile between the 2005-2006 school year and the 2006-2007 school year for All Students and in all student designated groups, except Black and Asian/Pacific Islander.

Grade 7 TerraNova Math – gains were obtained in the percent of students scoring in the 4th quartile between the 2005-2006 school year and the 2006-2007 school year for All Students and in all student designated groups, except Black, Asian/Pacific Islander, White, Migrant and Male.

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 (pages 269-270):

When comparing the number of students in the designated student groups who took the PSAT in 2005-2006 to those who took the PSAT in 2006-2007, only the designated student group of White met the target of at least a 5 percent increase.

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 271-272):

For the year-to-year comparison of the percentage of students who “successfully completed” an AP course in the 2006-2007 school year, there were percent gains for All Students and in all designated students groups,

except Black, Asian/Pacific Islander, Hispanic, Economically Disadvantaged, Students with Disabilities, LEP and Migrant. The target was achieved at the All Student category and the designated student groups of Alaska Native/American Indian, White, 2 or more races and Male.

Goal 6 - Reporting Direction. There will an increase in the percent of students in each AYP-designated student group who take the College Board AP examination that have successfully completed the AP course with a C or higher.

Results (pages 273-274):

When compared to the baseline year of 2005-2006, there was an increase in the percent of students who took the College Board AP examination that successfully completed the AP course with a C or higher in the All Students category. There were percent increases and the target was met in the designated student groups of Alaska Native/American Indian, White, 2 or more races, Migrant, Male and Female.

Goal 7 - Indicator. When compared to the baseline year of 2005-2006, the District will increase the survey response rate and the *Respectful Climate Factor* score measured in the student, staff and parent/guardian climate survey at the District and division levels.

Results (pages 282-284):

For 2006-2007 Climate Student Survey the categories (elementary, middle school, high school, alternative/charter and district) did not have an increase in the response rate to the student survey.

For 2006-2007 Climate Staff Survey the categories (elementary, middle school, high school, alternative/charter and district) did not have an increase in the response rate to the staff survey.

For 2006-2007 Climate Parent/Guardian Survey all categories (elementary, middle school, high school, alternative/charter and district) had an increase in the response rate to the parent survey.

The *Respectful Climate Factor* was determined from the Student and Staff Climate Survey results. 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 1 to 5, where 1 is low and 5 is high.

From the 2006-2007 Climate Student Survey all categories (elementary, middle school, high school, alternative/charter and district) had an increase in the mean score of respondents on *the respectful climate factor*.

From the 2006-2007 Climate Staff Survey all categories (elementary, high school, alternative/charter and district) had an increase in the mean score of respondents on the *respectful climate factor*, except for middle school, which maintained the score for the two years being compared.

From the 2006-2007 Climate Parent/Guardian Survey all categories (elementary, middle school, high school, alternative/charter and district) had an increase in the mean score of respondents on the *respectful climate factor*.

Goal 8 - Indicator a. When compared to the baseline year of 2005-2006, the *Parent/Guardian and Community Involvement Factor* score reported in the staff climate survey will increase at the District and division levels.

Results (page 285):

The *parent/guardian and community involvement factor* was determined from the staff climate survey results. Respondents were asked a series of questions that were related to parent/guardian and community involvement. The *parent/guardian and community involvement factor* in the staff survey included several questions that reflect feelings about parent/guardian and community involvement. The range of the factor score is from one to five, where one is low and five is high.

From the 2006-2007 Climate Staff Survey, all categories (elementary, middle school, high school, alternative/charter and district) had an increase in the mean score of respondents on the *parent/guardian and community involvement factor*.

Goal 8 - Indicator b. An additional question specific to parent/guardian involvement will be added to the 2006-2007 survey and it will be combined with

other questions to report a *Parent/Guardian and Community Involvement Factor* score. The 2006-2007 school year data will establish the baseline.

Results (page 286):

The 2006-2007 school year provided the baseline data for this indicator. The *parent/guardian and community involvement factor* was determined from the parent/guardian climate survey results. Respondents were asked a series of questions that were related to parent/guardian and community involvement. The *parent/guardian and community involvement factor* in the parent/guardian survey included several questions that reflect feelings about parent/guardian and community involvement. The range of the factor score is from 1 to 5, where 1 is low and 5 is high.

The parent's *parent/guardian and community involvement factor* ranged from 3.97 at the high school level to 4.49 at the alternative/charter school level with a 4.31 average for the district. This establishes the baseline for comparison.

Goal 9 - Indicator. In a year-to-year comparison, the District will increase the percent of non-White employees in the overall work force.

Results (page 299):

When comparing the 2005-2006 work force demographics to 2006-2007, employees of color accounted for 20 percent in both years. The percent of undeclared dropped in 2006-2007 while the percent of Hispanic and Asian/Pacific Islander employees increased by one percentage point. The Alaska Native/American Indian and Black employee percentages remained the same.

Overall Summary

Profile of Performance 2006-2007

Background for Interpreting Indicators

Tables 2-8 provide a background for interpreting indicators throughout the Profile.

P. 13, Table 2 – Membership – increasing diversity in student population

P. 14, Table 3 – Home Languages – families with English as the primary language is decreasing

P. 15, Table 4 – Economically Disadvantaged – percentage of EDS students increasing

P. 20, Table 7 – Special Education – number of SPED students served is decreasing but the categories of autism, early childhood developmental delay and other health impairment are increasing dramatically

P. 21, Table 8 – Special Programs – increase in number of students in beginning category of ELL, number of students served by Title I increased by 2,058 students and number of students served by the gifted program increased by 369 students

Profile of Performance 2006-2007 Strengths

Strengths based upon achievement and board goals:

P. 38, Goal 1a – Reduced percent not proficient in language arts and math combined Gr.3-10

P. 42, Goal 1b – Increased percent proficient by each grade 3-10 – reading

P. 58, Goal 1c – Increased percent proficient by each grade 3-10 – math

P. 74, goal 1d – Percent proficient in Gr. 8 math is greater than the percent proficient of same students in Gr. 7 math

P. 76, goal 1e – Reduced language arts achievement gap in all race/ethnicity groups – statistically significant for Black and Asian/Pacific Islander

P. 78, goal 1e – Reduced math achievement gap in all race/ethnicity groups except Alaska Native/American Indian – Asian/Pacific Islander group statistically significant

P. 80, goal 1f – Reduced language arts achievement gap between EDS and non-EDS, statistically significant

P. 82, goal 1f – Reduced math achievement gap between EDS and non-EDS, not statistically significant

P. 84, goal 1f – Reduced language arts achievement gap between LEP and non-LEP, statistically significant

P. 86, goal 1f – Reduced math achievement gap between LEP and non-LEP, statistically significant

P. 104 – Increased the percent proficient on the writing strand of write using a variety of forms for the past three years

P. 105, HSGQE Gr. 10 – Increased the percent proficient in math (reading and writing had adjustments in cut scores)

-P. 113, 70.1 percent of students taking the HSGQE at the end of grade 10 passed all three subtests compared to 66.2 percent in 2005-2006

-P. 111, 86 percent of students in grade 11 passed all three subtests compared to 81.1 percent in 2005-2006

-P. 106, 95.5 percent of grade 12 students with sufficient credits to be on track to graduate and are required to pass the HSGQE have passed compared to 93.2 percent in 2005-2006

P. 115, TN – Maintained or increased NCE scores at grades tested (5 and 7) on all subtests (reading, language and math)

Profile of Performance 2006-2007 Strengths Continued

- P. 122, SBA 3-yr trend Reading – Increased the percent proficient at all grades from 2005-2006 and all sequential cohorts
- P. 128, SBA 3-yr trend Math – Increased the percent proficient at all grades from 2005-2006; five sequential cohort increases, one sequential cohort decrease and one remained the same
- P. 134, Goal 2a – Increased percent proficient in Gr. 3 reading on SBA
- P. 139, Goal 3a – Increased the percent successfully completing Algebra I by grade 8 or earlier – met overall and by six of 12 designated student groups
- P. 145, Goal 4 – Reduced dropout rate from 5.78 percent to 5.10 percent
- P. 210, 3 yr. trend for dropouts ASD calculation – Reduced dropout rate each year
- P. 213, Goal 5 – Increased graduation rate districtwide and in all designated student groups, except Hispanic and Migrant
- P. 255, 4-Yr. – Increased Graduation Rates by School – 11 of 12 alternative and charter schools had increases in their graduation rate from 2005-2006
- P. 257, Goal 6a – Maintained or increased students scoring in 4th quartile on all subtests at both grades tested
- P. 271, Goal 6c – Increased percent of students successfully completing AP courses
- P. 273, Goal 6c Reporting direction – Increased percent of students taking the AP exam who successfully completed an AP course
- P. 275 – Increased the number of AP courses completed
- P. 276 – Increased overall AP Performance of three or higher in six of the eight comprehensive high schools
- P. 280, Increased ACT scores and scores continue to be above state and national averages
- P. 280, Increased SAT score in Critical Reading and all scores continue to be above state and national averages
- P. 282, Goal 7, Customer Service – Increased *Respectful Climate Factor* score for students at all divisions, staff for all divisions except middle school that stayed the same and parent/guardian for all divisions – Increased parent/guardian response rate
- P. 285, Goal 8a, Increased *Parent/Guardian and Community Involvement Factor* score from climate survey by staff at all divisions
- P. 286, Goal 8b, Established baseline for *Parent/Guardian and Community Involvement Factor* score from climate survey for parents/guardians at all divisions
- P. 303, Comparison of SBA performance of district to state – Outperformed state on all subtests
- P. 323, TerraNova Quartiles – Decreased the percentage of students in the 1st quartile for all subjects at both grades
- P. 331, AYP Status Districtwide – Reduced the number of missed targets to two of 31 compared to six of 31 in 2005-2006

Profile of Performance 2006-2007 Challenges

Challenges based upon achievement and board goals:

- P. 78, Goal 1e—Reduce math achievement gap with Alaska Native/American Indian students
- P. 88, Goal 1f—Reduce language arts achievement gap between Students with Disabilities and Students without Disabilities
- P. 90, Goal 1f—Reduce math achievement gap between Students with Disabilities and Students without Disabilities
- P. 92, Goal 1g—Increase average scale score in a sequential cohort of 5th, 7th and 9th graders in writing strand of Structures and Conventions
- P. 98, Goal 1g—Increase average scale score in sequential cohort of 5th, 7th and 9th graders in writing strand of revision
- P. 125, Writing 3-yr. trend—Increase the percent proficient—had decreases in grades 4, 5, 7 and 8 from 2005-2006; grade 6 remained the same; three sequential cohort increases and four sequential cohort decreases
- P. 136, Goal 2b—Increase percent proficient on DRA in Gr. 3
- P. 141, Goal 3b—Increase percent of students successfully completing Algebra II or Geometry when Algebra I was successfully completed by Gr. 8 or earlier
- P. 145, Goal 4—Reduce dropout rate for all students—three of the six race/ethnicity student groups had gains in the dropout rate
- P. 209, Goal 4 Reporting Direction—Reduce unknown reasons for dropouts
- P. 255, 4-Yr. History—Increase Graduation Rates by School—six of eight comprehensive high schools had lower graduation rates than reported in 2005-2006.
- P. 256, Goal 5 Reporting Direction, on-track-to-graduate—data integrity issues that need resolving before baseline can be accurately determined
- P. 269, Goal 6b—Increase the number of students taking PSAT—only increase in designated student groups of White and Male
- P. 271, Goal 6c—Increase percentage of students successfully completing AP courses—three of the six race/ethnicity student groups showed a decrease
- P. 273, Goal 6c Reporting direction—Increase percent of students taking the AP Exam who successfully completed an AP course—three of the six race/ethnicity groups showed a decrease
- P. 275—Increase in the number of AP courses completed—three of the six race/ethnicity groups showed a decrease
- P. 282, Goal 7 Customer Service—Increase return rate for students and staff at all divisions
- P. 299, Goal 9 Diversity in Work Force—Increase diversity in the work force