

AVAIL

About Our Students

| AVAIL Characteristics | | | |
|--|--------|----------|---|
| | School | District | Source of Information |
| Membership | 64 | 48,858 | Fall OASIS |
| Capacity | N/A | N/A | 2008-18 ASD Capital Improvement Plan |
| Attendance Rate | 69.75% | 92.83% | NCLB Summer Data Collection |
| Retention Rate K-8 | 0.00% | 0.60% | SMS & NCLB Summer Data Collection |
| Transiency Rate | 93.46% | 26.07% | NCLB Summer Data Collection |
| Economically Disadvantaged | 64 | 17,717 | Fall OASIS |
| Average Weekly Volunteer Hours | 1 | 4,660 | Department of Education Report Card Report |
| Graduation Rate | 22.22% | 64.32% | NCLB Summer Data Collection & A&E Graduation File |
| Dropout Rate - EED's Regulation Calculation | 51.56% | 3.42% | NCLB Summer Data Collection |
| AP Courses Offered | 0 | 136 | SMS Transcript File |
| Students Successfully Completing AP Courses | 0 | 1,441 | SMS Transcript File |
| AP Courses Completed by Students | 0 | 2,537 | SMS Transcript File |
| Students Taking the Alternate Assessment | 0 | 228 | SMS |
| Number of Students Approved for HSGQE Alternative Assessment (Gr. 11-12) | 3 | 375 | SMS |
| Number of Students Meeting HSGQE Requirement Using an Alternative Assessment (Gr. 11-12) | 2 | 212 | SMS |
| Change in Enrollment | 42.22% | -0.76% | Fall Oasis |

| AVAIL HSGQE Grade 10 Results | | | | |
|------------------------------|------------|----------|----------------|----------|
| | Proficient | | Not Proficient | |
| | School | District | School | District |
| Reading | | | | |
| 07-08 | 50.00% | 87.31% | 50.00% | 12.69% |
| 06-07 | * | 91.4% | * | 8.6% |
| <hr/> | | | | |
| 05-06 | 75.0% | 76.4% | 25.0% | 23.6% |
| 04-05 | 83.4% | 72.5% | 16.7% | 27.5% |
| 03-04 | 60.0% | 73.3% | 40.0% | 26.7% |
| Writing | | | | |
| 07-08 | 50.00% | 78.97% | 50.00% | 21.03% |
| 06-07 | * | 82.5% | * | 17.5% |
| <hr/> | | | | |
| 05-06 | 66.7% | 90.8% | 33.3% | 9.2% |
| 04-05 | 75.0% | 85.6% | 25.0% | 14.4% |
| 03-04 | 81.8% | 87.0% | 18.2% | 13.0% |
| Mathematics | | | | |
| 07-08 | 37.50% | 80.60% | 62.50% | 19.40% |
| 06-07 | 50.0% | 82.3% | 50.0% | 17.7% |
| 05-06 | 33.3% | 79.9% | 66.7% | 20.1% |
| 04-05 | 40.0% | 76.3% | 60.0% | 14.4% |
| 03-04 | 55.6% | 69.8% | 44.4% | 30.2% |

The double bold line indicates two changes to the passing scores, often called "cut scores," approved by the State Board of Education & Early Development for the Alaska High School Graduation Qualifying Examination in July 2006.
 * Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

| AVAIL HSGQE Cumulative Proficiency for Grade 11 & 12 Students | | | | |
|---|----------|---------|----------|---------|
| | Grade 11 | | Grade 12 | |
| | Number | Percent | Number | Percent |
| Reading | * | * | * | * |
| Writing | * | * | * | * |
| Mathematics | 19 | 73.68% | 29 | 82.76% |

* Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

HSGQE: In addition to meeting local school district requirements, Alaska students must pass the state's High School Graduation Qualifying Examination to earn a diploma. To pass, students must be rated as at least proficient in all three sections of the exam: reading, writing, math. Students take the HSGQE for the first time in the spring of 10th grade. Sections not passed can be retaken once a semester during 11th and 12th grade until passed.

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 Anchorage, AK

Anchorage School District
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 Anchorage, AK 99504-3135



Detailed information regarding the school's performance is available in the Profile of Performance. This document and the district report card are available online at www.asdk12.org/depts/assess_eval/ or through the district Communications department, 742-4153.

Anchorage School District

2007-2008

School Report Card for AVAIL

The Anchorage Vocational Academic Institute of Learning is an alternative high school program devoted to students who have dropped out of traditional schools. The school's purpose is well matched with the definition of the word "avail," which means "to be of use or help." AVAIL is designed to help students return to the educational system and obtain skills for employment with an emphasis on earning a high school diploma.



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 Gina Pastos
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School Goals

Goal Level of Attainment

All student subgroups will meet the 95 percent participation threshold required on the state assessments Attained

School graduation rate will improve at least 3 percent. Not Attained

All students will be proficient on the state math and language arts assessments Not Attained

Our school helps students succeed by providing quality staff, parent involvement and community partnerships.

Parent Involvement

Parents play a crucial role in establishing school goals and making sure their children do well in school. Principals are required to share their school achievement data with parents and they actively seek parents’ suggestions, comments and participation in setting annual school goals. For schools that did not make Adequate Yearly Progress, principals will also work with parents and staff to develop detailed school improvement plans. Contact your school’s principal for information on how parents can become involved in these activities.

School Business Partners

- Midnight Sun Café
- Community in Schools
- Alaska Club
- Children’s Lunchbox
- Purnell Photography

Community Volunteers

Parents and other community members volunteer an average of 1 hour per week.

Teacher Quality Information (2007-2008)

| | # of teachers | % fully licensed | % with advanced degrees | # Nationally Board Certified | % of classes taught by “highly qualified teachers” |
|------------------------|---------------|------------------|-------------------------|------------------------------|--|
| AVAIL | 5 | 100% | 60% | 0 | 83% |
| District Totals | 3509 | 100% | 43% | 37 | 88% |

Adequate Yearly Progress

According to the No Child Left Behind Act, the ASD is in its third year of Level 4 corrective status. In 2007-2008, the African-American, Alaska Native and American Indian, Low Income, Disabled, and Limited English Proficient student subgroups did not meet AYP in both language arts and math performance. The Asian subgroup did not meet AYP in language arts only. Parents are invited to participate in the development of a district improvement plan that addresses the achievement of all students.

The following table illustrates our school’s “Adequate Yearly Progress” status as defined by the federal No Child Left Behind Act. A complete explanation of AYP calculations is available at www.asdk12.org.

| AVAIL 2007-08 Adequate Yearly Progress Status Report | | | | | | | | | | | | | |
|--|---------------------------|-------------------------|---------------------------|----------------------------------|---|---------------------------------------|---------------------------------------|---------------------|-----------------------------|--|--|------------------------------|-----------------------------------|
| Does Not Meet AYP Level 5 | | | | | | | | | | | | | |
| Group | Participation Rate | | | | “FAY” (D) Tested & Enrolled “FAY” | Language Arts Performance | | | | Mathematics Performance | | | |
| | (A) Number Enrolled | (B) Number Tested | Participation Rate (%) | (C) Participation Rate Met | | (E) Percent Proficient on LA | (F) Percent Proficient on LA | (G) LA Target | (H) Met AMO for LA | (I) Proficient on Mathematics | (J) Percent Proficient in Mathematics | (K) Mathematics Target | (L) Met AMO for Mathematics |
| All Students | 9 | 9 | 100% | Yes | <5 | <5 | *** | *** | Yes | <5 | *** | *** | Yes |
| AF. AM. | <5 | <5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| AKNA/AI | <5 | <5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian/NH/OPI | <5 | <5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| White | <5 | <5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | <5 | <5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| ME | <5 | <5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| EDS | 9 | 9 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| SWD | <5 | <5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| LEP | <5 | <5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

AMO For Language Arts: 77.18%
AMO For Mathematics: 66.09%

Graduation Rate: Not Met 22.2% (Threshold is 55.58%)

N/A is used to indicate:

- (1) Subgroups with 20 or fewer students enrolled on the first day of testing shall not be included in participation rate calculation.
- (2) Subgroups with 25 or fewer students enrolled for the “full academic year” shall not have the performance score computed.

* For the groups where the number enrolled is less than or equal to 40, participation is met when no more than two miss the test. Groups can also meet this target using the average of the past two or three years.

** When a group achieves a “Yes” without meeting the listed target, it has done so using either the 99% confidence interval or Safe Harbor.

*** The results cannot be published without releasing personally identifiable information based upon the EED reporting protocol.

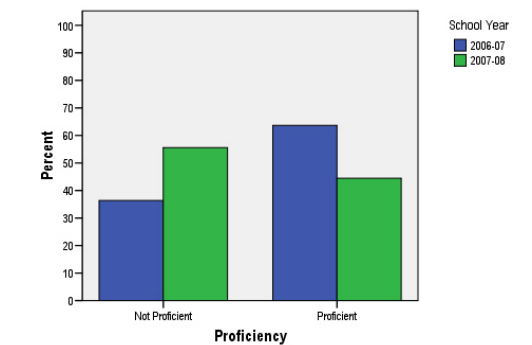
This document was prepared by the ASD Assessment and Evaluation Department. 7/10/2008

Alaska Standards Based Assessment: The Alaska Standards Based Assessments (SBAs) are statewide tests designed to provide information about what students know and are able to do in reading, writing, and mathematics. They estimate the degree to which students have mastered the Academic Performance Standards for reading, writing, and mathematics outlined in the Grade Level Expectations. These assessments are written specifically for Alaska and are the foundation of the Alaska school-accountability system.

| SBA Mathematics for AVAIL | | |
|---------------------------|------------------|----------------------|
| Year | Range Proficient | Range Not Proficient |
| 2006-07 | 25% or greater | 75% or less |
| 2007-08 | 25% or greater | 75% or less |

Note: Ranges must be reported to prevent disclosing personally identifiable information

Two-year Status Comparison of SBA Reading Results for AVAIL



Two-year Status Comparison of SBA Writing Results for AVAIL

