

# Alaska State School for Deaf and Hard of Hearing

## About Our Students

ASSDHH Characteristics			
	School	District	Source of Information
Membership	45	48,837	Fall OASIS
Capacity (K-6)	N/A	N/A	2009-19 ASD Capital Improvement Plan
Capacity (7-12)	N/A	N/A	2009-19 ASD Capital Improvement Plan
Attendance Rate	93.09%	92.76%	NCLB Summer Data Collection
Retention Rate K-8	0.00%	0.37%	SMS and NCLB Summer Data Collection
Transiency Rate	28.57%	26.05%	NCLB Summer Data Collection
Economically Disadvantaged	35.56%	35.58%	Fall OASIS
Average Weekly Volunteer Hours	6	5,136	Department of Education Report Card Report
Graduation Rate	55.56%	69.40%	NCLB Summer Data Collection & A&E Graduation File
Dropout Rate - EED's Regulation Calculation	0.00%	3.57%	NCLB Summer Data Collection & Fall OASIS
AP Courses Offered	0	127	SMS Transcript File
Students Successfully Completing AP Courses	0	1,472	SMS Transcript File
AP Courses Completed by Students	0	2,626	SMS Transcript File
Students Taking the Alternate Assessment	2	266	SMS
Number of Students Approved for HSGQE Alternative Assessment (Gr. 11-12)	0	347	SMS
Number of Students Meeting HSGQE Requirement Using an Alternative Assessment (Gr. 11-12)	0	191	SMS
Change in Enrollment	-10.00%	-0.04%	Fall OASIS

## Elementary, Middle & K-8 Schools

**TerraNova:** The TerraNova is a standardized norm-referenced test used to provide information about students' achievement in various areas of the curriculum. When standardized tests are administered, the scores compare your student's performance with all other students who took the same test in the national norm group.

## High Schools

**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 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.

ASSDHH HSGQE Grade 10 Results				
	Proficient		Not Proficient	
	School	District	School	District
<b>Reading</b>				
08-09	*	91.54%	*	8.46%
07-08	*	87.31%	*	12.69%
06-07	*	91.4%	*	8.6%
05-06	0.0%	76.4%	100.0%	23.6%
04-05	0.0%	72.5%	100.0%	27.5%
<b>Writing</b>				
08-09	*	80.15%	*	19.85%
07-08	*	78.96%	*	21.04%
06-07	*	82.5%	*	17.5%
05-06	50.0%	90.8%	50.0%	9.2%
04-05	50.0%	85.6%	50.0%	14.4%
<b>Mathematics</b>				
08-09	*	82.44%	*	17.56%
07-08	*	80.60%	*	19.40%
06-07	50.0%	82.3%	50.0%	17.7%
05-06	0.0%	79.9%	100.0%	20.1%
04-05	0.0%	76.3%	100.0%	14.4%

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

2008-09 ASSDHH TerraNova 3rd Edition Grade 5										
	Above Average		Average				Below Average		NP of Mean NCE**	
	% in 4th Quartile		% in 3rd Quartile		% in 2nd Quartile		% in 1st Quartile			
	ASSDHH	District	ASSDHH	District	ASSDHH	District	ASSDHH	District	ASSDHH	District
<b>Reading</b>	*	24.98%	*	24.55%	*	23.75%	*	26.73%	6	50
<b>Language</b>	*	25.10%	*	27.77%	*	24.30%	*	22.84%	22	52
<b>Math</b>	*	22.68%	*	28.08%	*	24.62%	*	24.62%	20	50
<b>Grade 7</b>										
<b>Reading</b>	N/A	30.43%	N/A	31.79%	N/A	24.16%	N/A	13.62%	N/A	61
<b>Language</b>	N/A	30.07%	N/A	29.12%	N/A	24.81%	N/A	16.01%	N/A	58
<b>Math</b>	N/A	31.67%	N/A	26.23%	N/A	24.56%	N/A	17.54%	N/A	58

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\*\*Based upon data from the CTB McGraw-Hill paper reports

N/A - No students tested in this category

Non-Profit Organization  
 U.S. POSTAGE  
 PAID  
 Permit No. 161  
 Anchorage, AK

## Anchorage School District

### 2008-2009

# School Report Card for Alaska State School for Deaf and Hard of Hearing



Principal Lee Waters

The Alaska State School for Deaf and Hard of Hearing serves deaf and hard-of-hearing students from around the state. The service is centralized in Anchorage and is a state resource for deaf education.

The school offers comprehensive academic instruction from preschool through high school. Some students are in self-contained classrooms and others are integrated into regular classrooms with part or full-time educational interpreters or assistants. Interpreters are also available for extracurricular activities to promote student acquisition of social skills and involvement in school life.

A wide variety of special and regular education classes supplement the core classes. Students receive services at Russian Jack Elementary School, Hanshaw Middle School, East High School and the King Career Center. A separate state contract provides the residential component for ASSDHH students who come from outside of Anchorage

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 5530 E. Northern Lights Blvd.  
 Anchorage, AK 995 04-3135



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/](http://www.asdk12.org/depts/assess_eval/) or through the district Communications department, 742-4153.

## School Goals

### Goal Level Attained

Students rated not proficient on the state reading language arts will demonstrate an improvement of 10 percent in their scores . . . . . Not Attained

Students rated not proficient on the state math assessment will demonstrate an improvement of 10 percent in their scores . . . . . Not Attained

Parents will become more involved with their child’s school, both academically and socially . . . . . Partially Attained

Our school helps students succeed through 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.

## Community Volunteers

Parents and other community members volunteered an average of five hours per week in the school.

## Adequate Yearly Progress

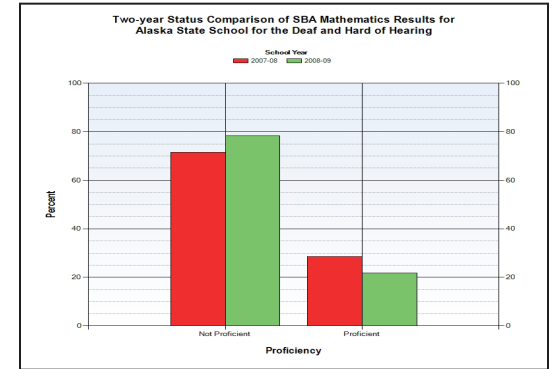
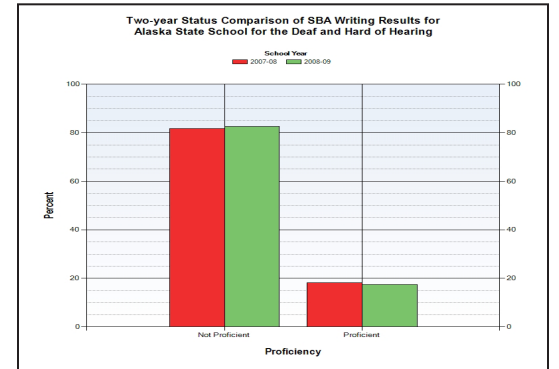
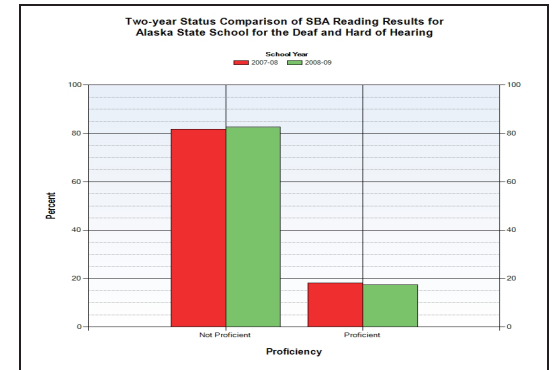
According to the No Child Left Behind Act, ASD as a whole is in its fourth year of Level 4 corrective status. In 2008-2009, the African-American, Alaska Native and American Indian, Low Income, Disabled, and Limited English Proficient student subgroups did not meet AYP in both language arts and math performance. The Asian and Hispanic sub-groups 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.

### Teacher Quality Information (2008-2009)

	# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by “highly qualified teachers”
<b>AK State School for Deaf Hard Hearing</b>	9	100%	89%	0	43%
<b>District Totals</b>	3437	100%	44%	43	90%

## 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, mathematics and science. They estimate the degree to which students have mastered the Academic Performance Standards as outlined in the Grade Level Expectations. These assessments are written specifically for Alaska and are the foundation of the Alaska school-accountability system. Charts comparing two years’ results are at right.



Alaska State School for the Deaf and Hard of Hearing  
2008-09 Adequate Yearly Progress  
Status Report

Does Not Meet AYP  
Level 5 (Second Year)

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

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) Percent Proficient on Mathematics	(J) Percent Proficient in Mathematics	(K) Mathematics Target	(L) Met AMO for Mathematics
All Students	25	25	100%	Yes	22	<5	13.6%	56.3%	No	<5	18.2%	42.6%	No
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	10	10	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	11	11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SWD	24	24	100%	Yes	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

Graduation Rate: Met (IMP) 55.6% (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.

6/25/2009

SBA Science for ASSDHH		
Year	Range Proficient	Range Not Proficient
2007-08	11.11%	88.89%
2008-09	25% or fewer	75% or greater

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