# Report Card Handbook

For the Implementation of:
AS 14.03.120,
20 U.S.C. 6301-7941
PL 107-110
Reauthorization of ESEA
(No Child Left Behind Act)
and
4 AAC 06.895

2004-2005
School Year

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## Introduction

NCLB, Alaska Statute 14.03.120 and State Regulation 4 AAC 06.895 require each school and district to disseminate a report card to parents before the school opens for instruction in the fall. Each school site, working with the district, is responsible for determining the format of the report, however the elements are in 4 AAC 06.895, and can be found in Appendix C of this document. The state statute requires that each district provide to the department a report on the performance of each public school and the public school students in the district. The Department is required to provide an annual report on the performance of public schools in the state to the Governor, the state legislature and the U.S. Department of Education.

The State Board of Education approved new regulations in the fall of 2003 to support the integration of the state and federal report card requirements. You can review the regulations, 4 AAC 06.895, relevant to district and school report cards in Appendix C of this document.

## Due Dates

| Report | Due To | On |
|---|---|---|
| School Report and District Report | District Report Card Coordinator | **School Report Cards must be disseminated to parents before school opens for instruction in the fall.** |
| District Compilation of School Reports | Department of Education and Early Development | **July 15, 2005** |
| State Compilation of District Reports | Governor, Legislature and Public | **January 15, 2006** |

## General Instructions

This handbook has been developed to assist districts in meeting the requirements of education planning and in collecting, reporting and verifying the information required to comply with AS 14.03.120 in the *Public School Report Card to the Public, NCLB and 4 AAC 06.895.* Alaska Statute requires districts to submit information for the *Report Card* on forms provided by the Department. The department will collect data from districts on Excel spreadsheet forms. School districts are encouraged to design their own forms for reporting district and school information to parents and the public.

The Excel workbook can be found on the department web site at http://www.eed.state.ak.us/forms/forms2.html#Report Card. The 2004-2005 version replaces any forms used in previous years.

Please contact Erik McCormick via e-mail at erik_mccormick@eed.state.ak.us or by phone at (907) 465-8686 to acquire a custom formatted spreadsheet.

The School District Report Card and School Report Cards presented to the local public must include, at a minimum, the information required by AS 14.03.120 as well as the NCLB Report Card reporting requirements outlined in 4 AAC 06.895 and are summarized in Appendix D.

The information requested by these reports will be imparted to the Legislature, the Governor and made available to the public in a summary comparison report prepared by The Department of Education and Early Development. The summary comparison report will be based on the information received from the School District Report Card and School Report Cards. It will be available for annual distribution to the public in January. The state statutory compliant school report cards from previous years can be viewed on the EED web site at: ***http://www.eed.state.ak.us/reportcard/***.

## Required Data Elements

Each public school district will determine the format of their District Report Card and School Report Cards. The reports must include all of the required elements. Each public school, including charter schools, shall submit the annual report required by AS 14.03.120 (d) and 4 AAC 06.895. Districts shall disseminate their Report Cards by providing them to the department, distributing them to schools and parents in the district, posting the reports on the Internet if the district maintains a web site, and any other means of distribution the district chooses.

Each public school district shall compile the school reports and include them along with the district report. Each district will have a single district Report Card Coordinator who is to be responsible for compiling the school reports. Please contact your district Report Card Coordinator with your initial questions.

Under 14.03.120 school districts are required to annually:

- submit a report that establishes district goals and priorities and includes a plan for achieving those goals and measuring the achievement of those goals to The Department of Education and Early Development. The report must also be made available to the local public. The NCLB Consolidated Program Application could meet this requirement.

- have each school conduct a public meeting at which the school's performance and the performance of the school's students are shared with the community, and forward a school-level report of performance to the district superintendent

- submit a *School District Report Card to the Public* to The Department of Education and Early Development and make it available to the local public

The following data elements are also required:

- accreditation information
- results and participation rates for norm-referenced achievement tests in Reading, Language, and Mathematics
- results and participation rates for state standards-based assessments in Reading, Writing, and Mathematics
- description of student, parent, community, and business involvement in student learning
- attendance rate
- retention rate
- dropout rate
- graduation rate
- annual percent of enrollment change
- annual percent of enrollment change due to student transfers
- summaries of comments gathered as a result of presenting the report
- if Native language education is provided, a summary and evaluation of the curriculum described in AS 14.30.420
- the number and percentage of students in each school who successfully complete the alternative assessment program but who do not reach the state performance standards at the competency exam level in reading, English, or mathematics
- the number and percentage of pupils in each school who take and who successfully complete an alternative assessment program in reading, English, or mathematics
- school improvement designations
- schools identified as persistently dangerous
- teacher qualifications

## Descriptions and Formulas for Required Data Elements

**-The Accreditation** information for the 2004-2005 school year shall include:

- whether the school is accredited,

- **if** the school is accredited,
  -the date of accreditation,
  -the name of the accrediting organization; and
  -the level of accreditation awarded by the accrediting organization.

The accreditation data is on file at the Department. If you have received an accreditation report and are unsure that the Department has recorded your standing, please submit the data to Helen Mehrkens, phone (907) 465-8730, fax (907) 465-3396.

-**The Results for all statewide assessments** shall include:

- the number and percentage of all students that achieved each proficiency level described in 4 AAC 06.739

- the number and percentage of students in each subgroup that achieved each proficiency level described in 4 AAC 06.739

- a comparison between the performance score for the school or district and the state's annual measurable objective for that year as set out in 4 AAC 06.815

- a comparison between the performance score of students in each subgroup and the state's annual measurable objective for that year as set out in 4 AAC 06.815

- a comparison between the performance score for the district with the performance score for the state as a whole

- the number and percentage of students not tested

- the number and percentage of students in each subgroup not tested; and

- the most recent two-year trend in student performance in each subject area for each grade level.

**NOTE: ALL 2004-2005 ASSESSMENT DATA REPORTS WILL BE GENERATED BY THE DEPARTMENT AND WILL BE PUBLISHED ON THE DEPARTMENT WEB SITE. DISTRICTS ARE NOT REQUIRED TO SUBMIT THE ASSESSMENT RESULTS TO THE DEPARTMENT AS PART OF THE DISTRICT REPORT CARD, HOWEVER LOCAL SCHOOL REPORT CARDS**

**MUST INCLUDE THIS INFORMATION WHICH CAN BE DOWNLOADED FROM THE WEB SITE, AND LINKED TO THE WEB SITE IF A SCHOOL HAS AN ON LINE REPORT CARD.**

Please refer to Appendices F and G to view the protocol for reporting assessment results.

**-The Results for the norm-referenced achievement tests** administered during the 2004-2005 school year shall specifically include:

- the number and percentage of students tested who are in the top quartile and bottom quartile, for each grade and each subject in which three or more students were tested

- the national percentile of the mean normal curve equivalent for each grade and each subject in which three or more students were tested

The Department of Education and Early Development expects to have the CAT6 results for grades 5 and 9 from CTB McGraw-Hill by mid May. Immediately following the department's verification process the data will be posted on the following web site: http://www.eed.state.ak.us/tls/assessment/results.html.

**-The Results of state standards-based assessments (SBA's)** in reading, writing, and mathematics for grades 3 through 9 administered during the 2004-2005 school year shall specifically include:

- the number and percentage of students who achieved each proficiency level in each subject described in 4 AAC 06.739

- the number and percentage of students in each subgroup who achieved each proficiency level in each subject described in 4 AAC 06.739

**-The Results of state standards-based assessments** in reading, writing, and mathematics for the **high school graduation qualifying exam** administered during the 2004-2005 school year shall state:

- the number and percentage of students who are in the pass and not pass categories for each grade and subject

- the number and percentage of students who achieved each proficiency level described in 4 AAC 06.739

- the number and percentage of students in each subgroup who achieved each proficiency level described in 4 AAC 06.739

The Department of Education and Early Development will distribute the SBA's and HSGQE results immediately after we receive the scores from the testing company. This is expected to occur by late May.

-**Description of student, parent, community, and business involvement in student learning** during the 2004-2005 school year shall include:

- the number and percentage of students responding to the teacher evaluation survey,

**Student Survey Return Rate for the 2004-2005 School Year**

| School Number | School Name | Number of Students Eligible to be Surveyed | Number of Surveys Returned by Students | Student Survey Return Rate |
|---|---|---|---|---|
| 999999 | Sample School | 12 | 9 | 75.0% |

- the number and percentage of parents responding to the teacher evaluation survey,

**Parent Survey Return Rate for the 2004-2005 School Year**

| School Number | School Name | Number of Parents Eligible to be Surveyed | Number of Surveys Returned by Parents | Parent Survey Return Rate |
|---|---|---|---|---|
| 999999 | Sample School | 20 | 10 | 50.0% |

- the number of school/business or interagency partnerships operating under written agreement,

**Number of School/Business Partnerships for the 2004-2005 School Year**

| School Number | School Name | Number of School/Business Partnerships |
|---|---|---|
| 999999 | Sample School | 12 |

- the average number of volunteer hours a week spent in the school by parents and other members of the community,

**Average Number of Volunteer Hours Per Week Spent in the School During the 2004-2005 School Year**

| School Number | School Name | Average Number of Volunteer Hours per Week Spent in the School |
|---|---|---|
| 999999 | Sample School | 18 |

- a narrative description of the results of parental, community or business involvement,

**Parental, Community or Business Involvement During the 2004-2005 School Year**

| School Number | School Name | Description of the Results of Parental, Community or Business Involvement |
|---|---|---|
| 999999 | Sample School | |

- any additional information the school wishes to provide.

**Other Information the School Wishes to Share for the 2004-2005 School Year**

| School Number | School Name | Other Information the School Wishes to Share |
|---|---|---|
| 999999 | Sample School | |

**-The Attendance Rate** shall be computed by taking the aggregate daily attendance during the regular school year and dividing by the aggregate daily membership for the school year, expressed as a percentage.

**NOTE: THE 2004-2005 ATTENDANCE RATE INFORMATION IS BEING COLLECTED AT THE STUDENT LEVEL WITH THE SUMMER 2004 NCLB DATA COLLECTION. YOU CAN ACCESS THE HANDBOOK ON OUR WEB SITE AT: http://www.eed.state.ak.us/forms/forms2.html#Oasis**

- The Attendance Rate must be calculated for all applicable subgroups

- A comparison with the Attendance Rate for other schools in the district and the state as a whole is required

- The aggregate daily attendance is the sum of the days present of all students when school is in session during the school year (AgDA)

- The aggregate daily membership is the sum of the days present and absent of all students when school is in session during the school year (AgDM)
- inservice days are not to be included in the computation;

- a student is considered present only if physically present at the school or engaged in a school activity even if the activity is away from the school.

**Attendance Rate for the 2004-2005 School Year**

| School Number | School Name | AgDA | AgDM | Attendance Rate |
|---|---|---|---|---|
| 999999 | Sample School | 4,352 | 4,782 | 91.0 |

**-The KG-8 Retention rate** is computed by taking the number of students being retained on the last day of school and dividing by the membership on the last day of the school year, expressed as a percentage.

• data shall be reported as an aggregate school retention rate, based on the combined number of retained students in grades Kindergarten through grade eight as of the last day of school.

**KG-8 Retention Rate for the 2004-2005 School Year**

| School Number | School Name | Grades KG-8 Number Retained | Grades KG-8 Membership | Retention Rate |
|---|---|---|---|---|
| 999999 | Sample School | 2 | 40 | 5.0% |

**-The Dropout rate** is computed by dividing the number of dropouts in the current school year by the number of students enrolled in grades 7-12 on October 1 of the current school year. School year is defined as the 12-month period beginning with July 1 and ending June 30.

**NOTE: THE 2004-2005 DROPOUT RATE INFORMATION IS BEING COLLECTED AT THE STUDENT LEVEL WITH THE SUMMER 2005 NCLB DATA COLLECTION. YOU CAN ACCESS THE HANDBOOK ON OUR WEB SITE AT: http://www.eed.state.ak.us/forms/forms2.html#Oasis**

**Dropout Rate for the 2004-2005 School Year**

| School Number | School Name | Grades 7-12 Number of Dropouts | Grades 7-12 Membership October 1, 2003. | Dropout Rate |
|---|---|---|---|---|
| 999999 | Sample School | 2 | 64 | 3.1% |

**Ethnic Codes:**
**1 – Caucasian**
**2 – African American**
**3 – Hispanic (not White)**
**4 – Asian/Pacific Islander**
**5 – American Indian**
**6 – Alaska Native**

**-The Graduation Rate** is reported as a fraction. The numerator is the sum of the number of graduates receiving a regular diploma before June 30. The denominator is the sum of the number of graduates, plus the number of dropouts in grade nine three school years prior, plus the number of unduplicated dropouts in grade ten two school years prior, plus the number of unduplicated dropouts in grade eleven in the prior school year, plus the number of unduplicated dropouts in

grade 12 during the current year, plus the number of grade 12 continuing students.

**NOTE: THE 2004-2005 GRADUATION RATE INFORMATION IS BEING COLLECTED AT THE STUDENT LEVEL WITH THE SUMMER 2005 NCLB DATA COLLECTION. YOU CAN ACCESS THE HANDBOOK ON OUR WEB SITE AT: http://www.eed.state.ak.us/forms/forms2.html#Oasis**

- The Graduation Rate must be calculated for all applicable subgroups

- A comparison with the Graduation Rate for other schools in the district and the state as a whole is required

**Graduation Rate for the 2004-2005 School Year**

| School Number | School Name | 2005 H.S. Graduates Before June 30, 2005 | 2005 H.S. Graduates + 2001-2002 Grade 9 Dropouts + 2002-2003 Grade 10 Dropouts + 2003-2004 Grade 11 Dropouts + 2004-2005 Grade 12 Dropouts + 2004-2005 Grade 12 Continuing Students | Graduation Rate |
|---|---|---|---|---|
| 999999 | Sample School | 10 | 12 | 83.3% |

**-The Annual Enrollment Change** is to be computed as follows:

- the annual percent of enrollment change is computed by taking the difference between the October 1 enrollment from the current school year and the October 1 enrollment from the previous school year and then dividing by the October 1 enrollment from the previous year, expressed as a percentage.

**Annual K-12 Enrollment Change for the 2004-2005 School Year**

| School Number | School Name | 10/01/2003 Enrollment | 10/01/2004 Enrollment | Percent Change |
|---|---|---|---|---|
| 999999 | Sample School | 15 | 20 | +33.3% |

**-The Percent of enrollment change due to student transfers** is computed by subtracting from one the quotient derived by dividing the number of students enrolled at least 170 days in the school by the total number of students enrolled at least one day in the school.

**Percent of Enrollment Change Due to Student Transfers for the 2004-2005 School Year**

| School | School Name | A = Number of | B = Number of | 1 – (A/B) |
|---|---|---|---|---|

| Number | | Students Enrolled 170 Days or More during the 2004-2005 school year | Students Enrolled At Least 1 Day during the 2004-2005 school year | |
|---|---|---|---|---|
| 999999 | Sample School | 172 | 213 | 19.2% |

**-The Comment summaries** shall include:

- the number of persons commenting counted by specific group (student, parent, and other members of the community;

**Number of Persons Commenting Counted by Group During the 2004-2005 School Year**

| School Number | School Name | Number of Students Commenting During the 2004-2005 School Year | Number of Parents Commenting During the 2004-2005 School Year | Number of Other Community Members Commenting During the 2004-2005 School Year |
|---|---|---|---|---|
| 999999 | Sample School | 4 | 2 | 5 |

- the gist of the comments from each group, positive and negative.

**Gist of Comments for the 2004-2005 School Year**

| School Number | School Name | Student Comments Collected During the 2004-2005 School Year |
|---|---|---|
| 999999 | Sample School | |
| | | **Parent Comments Collected During the 2004-2005 School Year** |
| 999999 | Sample School | |
| | | **Other Community Member Comments Collected During the 2004-2005 School Year** |
| 999999 | Sample School | |

Reports are to be submitted in electronic form: diskette, or as an e-mail file attachment. The Excel spreadsheet can be found on our web site under: http://www.eed.state.ak.us/forms/forms2.html#Report Card.

You are encouraged to use the spreadsheet to plan your annual data capture. The Department will not accept any information submitted on forms from

previous years unless the files have been modified to reflect the changes for the 2004-2005 school year.

All information should be sent to:

Alaska Department of Education and Early Development
Attn: Erik McCormick
Teaching and Learning Support
801 W. 10th Street, Suite 200
Juneau, AK 99801-1894
Telephone…….(907) 465-8686
Fax……..…..(907) 465-8400
E-Mail: Erik_McCormick@eed.state.ak.us

# Appendix A

## Selected Definitions

A **dropout** is defined as a student who was enrolled in the district at some time during the school year and whose enrollment terminated. This does not include an individual who:

- graduated from high school or completed a state- or district-approved education program, as evidenced by receipt of formal recognition from school authorities;
- transferred to another public school, private school or state- or district-approved education program;
- is temporarily absent due to suspension;
- is absent due to illness or medical condition;
- died.

A **graduate** is defined as a student who was received a regular diploma from a state- or district-approved education program, as evidenced by receipt of a secondary school diploma from school authorities. Any student who receives a diploma under a waiver from the competency examination required under AS 14.03075 (a), as specified by the state board is considered to be a graduate. This does not include an individual who:

- receives a certificate of completion;
- receives a certificate of attendance;

A **school** is an educational institution operated by a district and administered as an independent unit within the district, whether or not it is housed in a facility separate from all other such units. The term does not include an educational "program" within a district. A correspondence school is considered a school, whether designated a "program" or "school" in accordance with AS 14.03.120.

The **school year** is defined as the 12-month period beginning with July 1 and ending June 30. In this case, the school year is the 2004-2005 school year.

A **subgroup** consists of all students in the school who are

(A) students with limited English proficiency
(B) students with disabilities
(C) economically disadvantaged students
(D) Alaska Native

(E) African-American
(F) Asian/Pacific Islander
(G) Hispanic (not White)
(H) Native American; and
(I) White.;
(J) Males;
(K) Females; or
(L) Migrants;

# Appendix B
# Alaska Statute Sections 14.03.120

Sec. 14.03.120. Education planning.

(a) A district shall annually file with the department, and make available to the public, a report that

(1) establishes district goals and priorities for improving education in the district;

(2) includes a plan for achieving district goals and priorities; and

(3) includes a means of measuring the achievement of district goals and priorities.

(b) The department shall summarize the reports submitted under (a) of this section as a statewide report, provide a copy to the governor, and notify the legislature that the report is available.

(c) A district shall make efforts to encourage students, parents, teachers, and other members of the community to participate in the preparation of the report submitted under (a) of this section.

(d) Annually, before the date set by the district under (e) of this section, each public school shall provide, in a public meeting of parents, students, and community members, a report on the school's performance and the performance of the school's students. The report shall be prepared on a form prescribed by the department and must include

(1) information on accreditation;

(2) results of norm-referenced achievement tests;

(3) results of state standards-based assessments in reading, writing, and mathematics;

(4) a description, including quantitative and qualitative measures, of student, parent, community, and business involvement in student learning;

(5) a description of the school's attendance, retention, dropout, and graduation rates, including the number and percentage of students who received a diploma under a waiver from the competency examination required under AS 14.03.075 (a), as specified by the state board;

(6) the annual percent of enrollment change, regardless of reason, and the annual percent of enrollment change due to student transfers into and out of the school district;

(7) if Native language education is provided, a summary and evaluation of the curriculum described in AS 14.30.420 ; and

(8) the number and percentage of students in each school who take and who successfully complete an alternative assessment program in reading, English, or mathematics; and the number and percentage of pupils in each school who successfully complete the alternative assessment program but who do not reach the state performance standards at the competency exam level in reading, English, or mathematics; a school may not report results under this paragraph unless the school complies with the family educational rights and privacy requirements of 34 C.F.R. 99.

(e) By a date set by the district, each public school in the district shall provide the report described in (d) of this section to the district's governing body. Along with the report, each public school shall submit a summary of comments made on the report by parents, students, and community members. By July 1 of each year, beginning in 2000, each district shall provide to the department a report on the performance of each public school and the public school students in the district. The district's report must

(1) be entitled "School District Report Card to the Public"; and

(2) include

(A) copies of the reports and summaries of comments submitted under this section by each public school in the district; and

(B) a compilation of the material described in (A) of this paragraph by each public school in the district.

(f) By January 15 of each year, beginning in 2001, the department shall provide to the governor and make available to the public and the legislature a report on the performance of public schools in this state. The report must be entitled "Alaska's Public Schools: A Report Card to the Public." The report must include

(1) comprehensive information on each public school compiled, collected, and reported under (d) and (e) of this section for the prior school year;

(2) a summary of the information described in (1) of this subsection; the summary must be prepared in a manner that allows school performance to be measured against established state education standards; and

(3) for a report due by or after January 15, 2005, the most recent performance designation under AS 14.03.123 received by each public school.

# Appendix C

## TITLE 4
## EDUCATION AND EARLY DEVELOPMENT
## CHAPTER 06. GOVERNMENT OF SCHOOLS

### 4 AAC 06.895. Report card to the public.

(a) Each public school and district in the state shall comply with the reporting requirements of AS 14.03.120 and this section. Each school shall prepare a school report, to be entitled *School Report Card to the Public,* on a form provided by the department. Each district shall prepare a district report, to be entitled *School District Report Card to the Public,* on a form provided by the department.

(b) A school shall disseminate its *School Report Card to the Public* as required under AS 14.03.120 (d). A district shall disseminate its *School District Report Card to the Public* by providing it to the department, distributing it to schools in the district, posting the report on the Internet if the district maintains a web site, and any other means of distribution the district chooses. Each school shall disseminate its report to parents before the school opens for instruction in the fall. The report required under this section shall be written in a uniform and understandable manner, and, to the extent practicable, be in a language that the parent can understand.

(c) The *School Report Card to the Public* must provide the following information on accreditation:

(1) whether the school is accredited;

(2) if the school is accredited, the

(A) date of accreditation;

(B) name of the accrediting organization; and

(C) level of accreditation awarded by the accrediting organization for the year of the report.

(d) The *School Report Card to the Public* must include the following information for all students enrolled in the school, and the *School District Report Card to the Public* must include the following information for all students enrolled in the district, on state assessment results:

(1) the number and percentage of all students that achieved each proficiency level described in 4 AAC 06.739;

(2) the number and percentage of students in each subgroup that achieved each proficiency level described in 4 AAC 06.739;

(3) a comparison between the performance score for the school or district and the state's annual measurable objective for that year as set out in 4 AAC 06.815;

(4) a comparison between the performance score of students in each subgroup and the state's annual measurable objective for that year as set out in 4 AAC 06.815;

(5) a comparison between the performance score for the district with the performance score for the state as a whole;

(6) the number and percentage of students not tested;

(7) the number and percentage of students in each subgroup not tested;

(8) the most recent two-year trend in student performance in each subject area for each grade level.

(e) In addition to the information required in (d) of this section, each *School Report Card to the Public* must set out, if applicable, for the

(1) standardized norm referenced tests administered under 4 AAC 06.730, the

(A) number and percentage of students tested who are in the top quartile and bottom quartile, for each grade and each subject; and

(B) national percentile of the mean normal curve equivalent for each grade and each subject; and

(2) high school graduation qualifying examination administered under 4 AAC 06.755, the number and percentage of students in each grade who passed the examination for each subject.

(f) The *School Report Card to the Public* must include information for the school, and the *School District Report Card to the Public* must include information for all schools in the district, regarding school designations, other indicators, and teacher qualifications, as follows:

(1) if assigned, the designation of each school in the district under 4 AAC 06.835(a) ; if a school in the district is designated at Level 2 or higher, the report must include

(A) the number of years the school has been designated at Level 2 or higher;

(B) the reason the school received the designation in the current year and previous years, if applicable; and

(C) for districts, the number and percentage of schools that have been designated Level 2 or higher, and the number of years that schools in the district have had those designations;

(2) whether a school in the district has been designated persistently dangerous under 4 AAC 06.200;

(3) the attendance rate for all students and for each subgroup, including, for schools, if the data is available, a comparison with the attendance rate for other schools in the district and the state as a whole;

(4) the graduation rate for high schools for all students and for each subgroup, including, for schools, if the data is available, a comparison with the graduation rate for other schools in the district and the state as a whole;

(5) the professional qualifications of the teachers, including the percentage of

(A) teachers that have a provisional or emergency certificate for a reason other than a provisional certificate issued under AS 14.20.020 (h); and

(B) classes not taught by highly qualified teachers, and including, for districts, a comparison provided by the department that is based on the poverty level of the schools in the district.

(g) A report under this section may not include the information otherwise required by law if the number of students in a category is so small that the results would reveal personally identifiable information about an individual student. Results of the state assessments may not be reported if fewer than five students are tested.

(h) In providing the description of student, parent, community, and business involvement in student learning, as required by AS 14.03.120 (d)(4), each school shall state

(1) the number and percentage of students responding to the teacher evaluation survey;

(2) the number and percentage of parents responding to the teacher evaluation survey;

(3) the number of school-business or interagency partnerships the school has entered into under a written agreement;

(4) the average number of volunteer-hours a week spent in the school by parents and other members of the community;

(5) a narrative description of the results of parental, community, or business involvement, as identified by the school; and

(6) any other information the school wishes to provide on this subject.

(i) Each school shall compute and report the information required by AS 14.03.120 (d)(5) and this section as follows:

(1) the attendance rate is a fraction, expressed as a percent, the numerator of which is the aggregate daily attendance during the regular school year, and the denominator of which is the aggregate daily membership for the school year; the aggregate daily attendance is the sum of the days present for all students when school is in session during the school year; the aggregate daily membership is the sum of the days present and absent for all students when school is in session during the school year; in-service days are not included in the computation; for the purposes of this paragraph, a student is considered present if physically present at the school or engaged in a school activity even if the activity is away from the school;

(2) for kindergarten through grade eight, the retention rate is computed by dividing the number of students being retained on the last day of school by the membership on the last day of the school year; data must be reported as an aggregate school retention rate, based on the combined number of retained students in kindergarten through grade eight as of the last day of school;

(3) for grades 7 - 12, the dropout rate is a fraction, the numerator of which is the number of students who have dropped out in the current school year, and the denominator of which is the number of students enrolled in grades 7 - 12 on October 1 of the current school year;

(4) the graduation rate is a fraction, the numerator of which is the number of graduates receiving a regular diploma before June 30, and the denominator of which is the sum of the number of graduates, plus the number of dropouts in grade nine three school years prior, plus the number of unduplicated dropouts in grade 10 two school years prior, plus the number of unduplicated dropouts in grade 11 in the prior school year, plus the number of unduplicated dropouts in grade 12 during the current year, plus the number of grade 12 continuing students.

(j) In providing the information required by AS 14.03.120 (d)(6), each school shall provide the information on student transfers into and out of the school itself. Each school shall compute the information required by AS 14.03.120 (d)(6) as follows:

(1) the annual percent of enrollment change is computed by taking the difference between the October 1 enrollment from the current school year and the October 1 enrollment from the previous school year and dividing by the October 1 enrollment from the previous school year, the result being expressed as a percentage;

(2) the annual percent of enrollment change due to student transfers is computed by subtracting from one the quotient derived by dividing the number of students enrolled at least 170 days in the school by the total number of students enrolled at least one day in the school.

(k) In preparing the comment summaries required by AS 14.03.120 (e), each school shall state the number of persons commenting, indicate whether comments are from students, parents, or other members of the community, and succinctly set out the gist of the comments, both negative and positive ones.

(*l*) For purposes of this section, subgroups of students must include each subgroup described in 4 AAC 06.830 and, in addition, males, females, migrants, and students other than migrants.

(m) in this section,

(1) "current school year" means the school year for which the report card is made;

(2) "district" has the meaning given in AS 14.17.990 ;

(3) "dropout" means an individual who was enrolled in the district at some time during the school year whose enrollment terminated; "dropout" does not include an individual who

(A) graduated from high school or completed a state- or district-approved education program, as evidenced by receipt of a secondary school diploma from school authorities;

(B) transferred to another public school district, private school, or state-or district-approved education program;

(C) is temporarily absent due to suspension;

(D) is absent due to an illness or a medical condition; or

(E) died;

(4) "performance score" means the score calculated under 4 AAC 06.810;

(5) "previous school year" means the school year immediately before the school year for which the report is made;

(6) "school year" means the 12-month period beginning July 1 of each year and ending June 30 of the following year.

(n) For the purposes of AS 14.03.120 (d) and (e), AS 14.03.123 , and this section,

(1) "program" means an identifiable set of educational services that a district delivers to students who are not enrolled at a school facility to receive those educational services;

(2) "school"

(A) means an educational institution operated by a district and administered as an independent unit within the district, regardless of whether the school is housed in a facility separate from other units;

(B) does not include an educational program within a district, as designated by the district; and

(C) includes a correspondence school, whether designated a program or a school.

History: Eff. 11/23/2003, Register 168

Authority: AS 14.03.120

AS 14.07.020

AS 14.07.060

## 4 AAC 06.899. Definitions

In 4 AAC 06.800 - 4 AAC 06.899, unless the context requires otherwise,

(1) "African-American" means a person having origins in any of the Black racial groups of Africa;

(2) "Alaska Native" means a person who is a descendant of, and who has at least one-quarter blood derived from,

(A) a member of the aboriginal peoples inhabiting the state when annexed to the United States; or

(B) an American Indian or Eskimo who, after 1867 and before June 30, 1952, migrated into the state from Canada;

(3) "American Indian" means a person having origins in any of the aboriginal peoples of North and South America, including Central America, and who maintains cultural identification through tribal affiliation or community recognition; "American Indian" does not include an Alaska Native;

(4) "Asian or Pacific Islander" means a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands;

(5) "economically disadvantaged students" means a student who is eligible for free or reduced-price school meals under the department's *Alaska Income Eligibility Guidelines for Free and Reduced Meals,* adopted by reference in 4 AAC 06.802;

(6) "highly qualified" has the meaning given in 20 U.S.C. 7801(23), adopted by reference in 4 AAC 06.802;

(7) "Hispanic" means a person who traces the person's origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race;

(8) "migrant" means a person who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany the person's parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work

(A) has moved from one school district to another; or

(B) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity;

(9) "parent" means a biological, adoptive, or foster parent, or an adult who acts as a guardian of a child and makes decisions related to the child's safety, education, and welfare;

(10) "scientifically based research" has the meaning given in 20 U.S.C. 7801(37), adopted by reference in 4 AAC 06.802;

(11) "statewide student assessment system" or "state assessments" means the assessments described in 4 AAC 06.710;

(12) "student with a disability" has the meaning given "child with a disability" in AS 14.30.350 ; "student with a disability" includes all students who are under or eligible for an individualized education program under AS 14.30.278 ;

(13) "student with limited English proficiency" has the meaning given to "limited English proficient pupil" or "LEP pupil" in 4 AAC 34.090; "student with limited English proficiency" includes students who are currently served or eligible to be served under 4 AAC 34.055;

(14) "White" means a person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

**History: Eff. 11/23/2003, Register 168**

**Authority:** AS 14.03.123

AS 14.07.020

AS 14.07.060

AS 14.50.080

**Editor's note:** The department's *Alaska Income Eligibility Guidelines for Free and Reduced Meals,* adopted by reference in 4 AAC 06.802, may be obtained by writing to the Department of Education and Early Development, 801 West 10th Street, Suite 200, Juneau, Alaska 99801-1894.

# Appendix D

## Protocol for Reporting Results

## Two Categories of Achievement

**Complete results will be reported as long as at least 3 students are reported in any cell.**

If either proficiency level contains 0,1, or 2 students the number of students will be eliminated and the percentage of students at each achievement level will be reported as a range. In reporting a range of performance the following rules will apply.

| Number of Students Tested | Achievement Level Reported |
|---|---|
| 5 | 60% or more proficient (or not proficient)<br>40% or fewer not proficient (or proficient) |
| 8 | 75% or more proficient (or not proficient)<br>25% or fewer not proficient (or proficient) |
| 10 | 80% or more proficient (or not proficient)<br>20% or fewer not proficient (or proficient) |
| 20 | 90% or more proficient (or not proficient)<br>10% or fewer not proficient (or proficient) |
| 40 (or more) | 95% or more proficient (or not proficient)<br>5% or fewer not proficient (or proficient) |

**NOTE: No results will be reported if less than 5 students are tested.**

# Appendix E

## Protocol for Reporting Results

## Four Categories of Achievement

**No results will be reported if less than 5 students are tested.**

**If 3 of the 4 proficiency lLevels have values then all values will be reported.**

If only two proficiency levels have values reported, and proficiency levels contain 0, 1, or 2 students, then the number of students will be suppressed in all proficiency levels and the percentage of students at each achievement level will be reported as a range. In reporting a range of performance the following rules will apply.

| Number of Students Tested | Achievement Level Reported |
|---|---|
| 5 | 60% or more proficient (or not proficient)<br>40% or fewer not proficient (or proficient) |
| 8 | 75% or more proficient (or not proficient)<br>25% or fewer not proficient (or proficient) |
| 10 | 80% or more proficient (or not proficient)<br>20% or fewer not proficient (or proficient) |
| 20 | 90% or more proficient (or not proficient)<br>10% or fewer not proficient (or proficient) |
| 40 (or more) | 95% or more proficient (or not proficient)<br>5% or fewer not proficient (or proficient) |

**NOTE: If only one proficiency level has a value, that value is suppressed and the percentage of students at that level will be reported as a range. All other values are suppressed.**

# Appendix F - **NCLB Report Card Reporting Requirements**

*Beginning in the 2002-2003 School year, each LEA shall annual disseminate the information in the LEA and School report cards to all schools in the LEA and all parents of students attending those schools. The report card shall be concise, the information shall be understandable, and the extent practical, provided in languages the parent can understand. In addition, the information must be made widely available through public means, such as posting on the Internet, distribution to the media, and distribution through public agencies.*

| Items to be Reported | State Report Card 1111h(1)C | LEA Report Card 1111h(2) | School Report Card (2)B | State Report Card to the Secretary 1111h(4) |
|---|---|---|---|---|
| **Assessment Information** | | | | |
| For each grade and subject test: (1)give the number of students enrolled, (2) number of students assessed, and (3) the number of students at or above the state's proficient level, in the aggregate and disaggregated[1] by: | X | X: Compared to state | X: Compared to state and district | X |
| Economically Disadvantaged | X | X | X | X |
| Major Racial and Ethnic groups | X | X | X | X |
| Students with Disabilities | X | X | X | X |
| Students with Limited English Proficiency | X | X | X | X |
| Gender[2] | X | X | X | |
| Migrant Status[2] | X | X | X | |
| Most recent 2 year Trend in each subject & grade level required n assessment subsection[3] | X | X | X | X |
| State's progress in developing required assessments | | | | X |
| Accountability Information | | | | |
| Graduation rate for secondary schools in the aggregate and disaggregated by subgroup | X | X | X | |
| Aggregate information on other academic indicators that the State has selected for AYP | X | X | X | |
| Aggregate information on any other indicators used to determine AYP | X | X | X | |
| Comparison between the actual achievement for each group and the State's annual objectives for AYP | X | X | X | |
| Performance of LEAs regarding achieving AYP | X | X | | |
| Number of Schools identified for improvement | X | X | | X |
| Names of schools in improvement | X | X | | |
| Percentage of Schools identified for improvement | | X | | |
| How long the schools have been identified for improvement | | X | | |
| Whether school has been identified for improvement | | X | X | X |
| Reason school was identified for improvement | | | | X |
| Measures taken to address achievement problems of schools identified for improvement | | | | X |
| Teacher Information[4] | | | | |
| Professional qualifications of teachers with emergency or provisional credentials | X | X | X | X |
| Percentage of teachers teaching with emergency or provisional credentials | X | X | X | |
| Percentage of Classes taught by highly qualified teachers in the state, LEA, and school | | | X | |
| Percentage of classes in the state not taught by highly qualified teachers (aggregate and in the highest & lowest quartile schools based on poverty) | X | X | X | |
| State's progress developing required assessments | | | | X |
| English Language Proficiency | | | | |
| Acquisition of English proficiency by LEP students, information on the results of assessments of English language proficiency by LEP students, unless the state has received an extension | | | | X |

| Items to be Reported | State Report Card (1)C | LEA Report Card 1111h(2) | School Report Card (2)B | State Report Card to the Secretary 1111h(4) |
|---|---|---|---|---|
| Supplemental Services | | | | |
| Number of students and schools that participated in public school choice and supplemental services | | | | X |
| Optional Indicators | | | | |
| School attendance rates | | | | |
| Average class size in each grade | | | | |
| Incidence of violence and substance abuse, student suspensions, expulsions | | | | |
| Extent and type of parent involvement | | | | |
| Percentage of students completing AP courses and rate of passing AP test | | | | |
| Academic achievement and gains in English proficiency of limited English proficient students | | | | |
| Clear and concise explanation of the state's accountability system | | | | |
| **Time Line** | | | | |
| | Not later than the beginning of the 2002-2003 SY | | | Beginning with school year 2002-2003 |

[1]Except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student

[2]Not required for Adequate Yearly Progress disaggregation

[3]In any year before the State begins to provide information described above, information on the results of student academic assessments (including disaggregated results) *1111h (4) C*

[4]Sec. 1119 a/b requires reports on schools, LEAs, and the state—regarding meeting measurable objectives related to the percentage of highly qualified teachers

# Appendix G

## 4 AAC 06.739 Assessment Proficiency Scores

| Proficiency Level | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|---|---|---|---|---|---|---|---|---|
| Reading: Advanced | 433 or above | 649 or above | 668 or above | 372 or above | 685 or above | 368 or above | 701 or above | 384 or above |
| Reading: Proficient | 310-432 | 618-648 | 639-667 | 311-371 | 656-684 | 307-367 | 672-700 | 322-383 |
| Reading: Below proficient | 258-309 | 584-617 | 610-638 | 248-310 | 620-655 | 234-306 | 643-671 | 247-321 |
| Reading: Far Below Proficient | 257 or below | 583 or below | 609 or below | 247 or below | 619 or below | 233 or below | 642 or below | 246 or below |
| Writing or Language Arts: Advanced | 490 or above | 665 or above | 681 or above | 416 or above | 693 or above | 408 or above | 708 or above | 387 or above |
| Writing or Language Arts: Proficient | 352-489 | 610-664 | 632-680 | 300-415 | 645-692 | 292-407 | 661-707 | 275-386 |
| Writing or Language Arts: Below proficient | 245-351 | 535-609 | 561-631 | 196-299 | 600-644 | 192-291 | 602-660 | 216-274 |
| Writing or Language Arts: Far Below Proficient | 244 or below | 534 or below | 560 or below | 195 or below | 599 or below | 191 or below | 601 or below | 215 or below |
| Mathematics: Advanced | 401 or above | 644 or above | 663 or above | 399 or above | 696 or above | 396 or above | 726 or above | 405 or above |
| Mathematics: Proficient | 322-400 | 614-643 | 632-662 | 329-398 | 663-695 | 322-395 | 692-725 | 328-404 |
| Mathematics: Below proficient | 254-321 | 593-613 | 613-631 | 291-328 | 643-662 | 282-321 | 670-691 | 286-327 |
| Mathematics: Far Below proficient | 253 or below | 592 or below | 612 or below | 290 or below | 642 or below | 281 or below | 669 or below | 285 or below |