

CONSOLIDATED STATE PERFORMANCE REPORT: Parts I and II

**for
STATE FORMULA GRANT PROGRAMS
under the
ELEMENTARY AND SECONDARY EDUCATION ACT
As amended by the
No Child Left Behind Act of 2001**

For reporting on
School Year 2005-2006



**PART I DUE DECEMBER 1, 2006
PART II DUE FEBRUARY 1, 2007**

**U.S. DEPARTMENT OF EDUCATION
WASHINGTON DC 20202**

INTRODUCTION

Sections 9302 and 9303 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB) provide to States the option of applying for and reporting on multiple ESEA programs through a single consolidated application and report. Although a central, practical purpose of the Consolidated State Application and Report is to reduce "red tape" and burden on States, the Consolidated State Application and Report are also intended to have the important purpose of encouraging the integration of State, local, and ESEA programs in comprehensive planning and service delivery and enhancing the likelihood that the State will coordinate planning and service delivery across multiple State and local programs. The combined goal of all educational agencies -- State, local, and federal -- is a more coherent, well-integrated educational plan that will result in improved teaching and learning.

The Consolidated State Application and Report includes the following ESEA programs:

- Title I, Part A – *Improving Basic Programs Operated by Local Educational Agencies.*
- Title I, Part B, Subpart 3 – *William F. Goodling Even Start Family Literacy Programs.*
- Title I, Part C – *Education of Migratory Children.*
- Title I, Part D – *Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk.*
- Title I, Part F – *Comprehensive School Reform.*
- Title II, Part A – *Improving Teacher Quality State Grants (Teacher and Principal Training and Recruiting Fund).*
- Title II, Part D – *Enhancing Education through Technology.*
- Title III, Part A – *English Language Acquisition, Language Enhancement, and Academic Achievement Act.*
- Title IV, Part A, Subpart 1 – *Safe and Drug-Free Schools and Communities State Grants.*
- Title IV, Part A, Subpart 2 – *Safe and Drug-Free Schools and Communities National Activities (Community Service Grant Program).*
- Title IV, Part B – *21st Century Community Learning Centers.*
- Title V, Part A – *Innovative Programs.*
- Title VI, Section 6111 – *Grants for State Assessments and Related Activities.*
- Title VI, Part B – *Rural Education Achievement Program.*

In addition to the programs cited above, the Title X, Part C - *Education for Homeless Children and Youths* program data will be incorporated in the CSPR for 2005-2006.

The NCLB Consolidated State Performance Report for the 2005-2006 school year consists of two information collections. Part I of this report is due to the Department by December 1, 2006 . Part II is due to the Department by February 1, 2007.

PART I

Part I of the Consolidated State Report, which States must submit to the Department by **December 1, 2006**, requests information related to the five ESEA Goals, established in the June 2002 Consolidated State Application, and information required for the Annual State Report to the Secretary, as described in section 1111(h)(4) of ESEA. The five ESEA Goals established in the June 2002 Consolidated State Application are as follows:

- **Performance goal 1:** By SY 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance goal 3:** By SY 2005-06, all students will be taught by highly qualified teachers.
- **Performance goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- **Performance Goal 5:** All students will graduate from high school.

PART II

Part II of the Consolidated State Performance Report consists of information related to State activities and outcomes of specific ESEA programs for the 2005-2006 school year. Part II of the Consolidated State Performance Report is due to the Department by **February 1, 2007**. The information requested in Part II of the Consolidated State Performance Report for the 2005-2006 school year necessarily varies from program to program. However, for all programs, the specific information requested for this report meets the following criteria.

1. The information is needed for Department program performance plans or for other program needs.
2. The information is not available from another source, including program evaluations.
3. The information will provide valid evidence of program outcomes or results.
4. The Consolidated State Performance Report is the best vehicle for collection of the data.

The Department is continuing to work with the Performance-Based Data Management Initiative (PBDMI) to streamline data collections for the 2005-2006 school year and beyond.

GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the 2005-2006 school year must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **December 1, 2007**. Part II of the Report is due to the Department by **February 1, 2007**. Both Part I and Part II should reflect data from the 2005-2006 school year, unless otherwise noted.

The format states will use to submit the Consolidated State Performance Report has changed to an online submission. This online submission system is being developed through the Education Data Exchange Network (EDEN) and will make the submission process less burdensome. Please see the following section on transmittal instructions for more information on how to submit this year's Consolidated State Performance Report.

TRANSMITTAL INSTRUCTIONS

The Consolidated State Performance Report (CSPR) data will be collected online from the SEAs, using the EDEN web site. The EDEN web site will be modified to include a separate area (sub-domain) for CSPR data entry. This area will utilize EDEN formatting to the extent possible and the data will be entered in the order of the current CSPR forms. The data entry screens will include or provide access to all instructions and notes on the current CSPR forms; additionally, an effort will be made to design the screens to balance efficient data collection and reduction of visual clutter.

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "2005-06 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the 2005-2006 CSPR will be found on the main CSPR page of the EDEN web site (<https://EDEN.ED.GOV/EDENPortal/>).

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0614. The time required to complete this information collection is estimated to average 111 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimates(s) contact School Support and Technology Programs, 400 Maryland Avenue, SW, Washington DC 20202-6140. Questions about the new electronic CSPR submission process, should be directed to the EDEN Partner Support Center at 1-877-HLP-EDEN (1-877-457-3336).

CONSOLIDATED STATE PERFORMANCE REPORT: PART I

For reporting on
School Year 2005-2006



PART I DUE DECEMBER 1, 2006

1.1 STANDARDS AND ASSESSMENT DEVELOPMENT

Section 1111(b)(1) of ESEA requires States to adopt challenging academic content and achievement standards in mathematics, reading/language arts, and science and to develop assessments in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(3) in the required grade levels. In the following sections, States are asked to provide a detailed description of their progress in meeting the NCLB standards and assessments requirements.

1.1.1 Please provide a detailed description of the State's progress in adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1).

State Response

The Alaska State Board of Education & Early Development adopted challenging academic content standards in science for grades three through eleven in June of 2005. The standards document, which includes the challenging academic content standards in science, was adopted by reference in Alaska Administrative Code (AAC) 04.150. This documentation was provided to the NCLB Standards and Assessment Peer Review team. Alaska's system of assessment received full approval on September 13, 2006.

1.1.2 Please provide a detailed description of the State's progress in developing and implementing, in consultation with LEAs, assessments in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(3) in the required grade levels. Please provide in your response a description of the State's progress in developing alternate assessments for students with disabilities, including alternate assessments aligned to alternate achievement standards and those aligned to grade-level achievement standards.

State Response

Alaska implemented in 2005 reading, writing and mathematics assessments in grades 3-9, and in 2006 implemented those assessments in grades 3-10. The assessments, fully aligned to the Alaska content standards in those areas, received full approval status as part of the NCLB Standards and Assessment Peer Review process.

Alaska is developing a science assessment, which will be given in grades 4, 8 and 10. Alaska pilot tested the assessment in the spring of 2006, and in the spring of 2007 Alaska will field test items in preparation for the operational assessment. In the fall of 2007 Alaska will have an independent alignment study conducted on the assessment to determine if it is fully aligned to the standards. After the alignment study, if necessary, adjustments will be made in the item make up of the assessment. The assessment will be operation in the spring of 2008 for all students in grades 4, 8 and 10. This process and timeline was provided as part of the NCLB Standards and Assessment Peer Review process.

Alaska implemented an alternate assessment aligned to alternate achievement standards in grades 3-10, and administered the assessment in the spring of 2006. The assessments received full approval status as part of the NCLB Standards and Assessment Peer Review process. Alaska is in the process of redesigning the alternate assessment to improve the rigor, reliability and technical quality of the program, and will be submitting the revised assessment for a future Standards and Assessment peer review. The alternate assessment in science is being piloted in spring 2007 and is currently undergoing an alignment study. The science alternate assessment will be submitted for a future Standards and Assessment peer review.

1.1.3 Please provide a detailed description of the State's progress in setting, in consultation with LEAs, academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1). If applicable, please provide in your response a description of the State's progress in developing alternate achievement standards for students with the most significant cognitive disabilities.

State Response

Alaska established academic achievement standards in mathematics, reading and writing in the summer of 2005 for grades 3-9 and in the summer of 2006 for grade 10. The state worked with LEAs to gain participation in the standard setting process. The state uses these standards for reporting performance of students individually and in groups. This process was provided as part of the NCLB Standards and Assessment Peer Review process, and Alaska's assessment system is fully approved.

Alaska has established alternate academic achievement standards and has used those for scoring and reporting achievement of students who take the alternate assessment. This process was provided as part of the NCLB Standards and Assessment Peer Review process, and Alaska's assessment system is fully approved. The state will engage LEAs as we redesign the alternate assessment and establish new alternate academic achievement standards in May 2007, which will be provided for a future NCLB Standards and Assessment Peer Review.

Alaska will implement the new science assessment in grades 4, 8 and 10 in spring 2008, and plans to establish academic achievement standards in the spring of 2008. The state board will consider and adopt those academic achievement standards in the summer of 2008.

1.2 PARTICIPATION IN STATE ASSESSMENTS**Participation of All Students in 2005-2006 State Assessments**

In the following tables, please provide the total number and percentage for each of the listed subgroups of students who participated in the State's 2005-2006 school year academic assessments.

The data provided below for students with disabilities should include participation results from all students with disabilities as defined under the Individuals with Disabilities Education Act and do not include results from students covered under Section 504 of the Rehabilitation Act of 1973.

1.2.1 Student Participation in 2005-2006 School Year Test Administration**1.2.1.1 2005-2006 School Year Mathematics Assessment**

	Total Number of Students Tested	Percent of Students Tested
All Students	78188	97.20
American Indian or Alaska Native	19648	96.20
Asian or Pacific Islander	5276	98.10
Black, non-Hispanic	3419	97.60
Hispanic	3153	97.10
White, non-Hispanic	44519	97.50
Students with Disabilities	10347	97.10
Limited English Proficient	12178	97.30
Economically Disadvantaged	30361	97.30
Migrant	4990	99.10
Male	40134	97.20
Female	38054	97.30

Comments:

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.2.1.2 2005-2006 School Year Reading/Language Arts Assessment

	Total Number of Students Tested	Percent of Students Tested
All Students	78737	97.90
American Indian or Alaska Native	19892	97.40
Asian or Pacific Islander	5254	97.60
Black, non-Hispanic	3440	98.20
Hispanic	3138	96.60
White, non-Hispanic	44841	98.20
Students with Disabilities	10330	97.00
Limited English Proficient	12186	97.30
Economically Disadvantaged	30566	97.90
Migrant	5028	99.80
Male	40404	97.80
Female	38333	98.00

Comments:

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.2.2 Participation of Students with Disabilities in State Assessment System

Students with disabilities (as defined under IDEA) participate in the State's assessment system either by taking the regular State assessment, with or without accommodations, by taking an alternate assessment aligned to grade-level standards, or by taking an alternate assessment aligned to alternate achievement standards. In the following table, please provide the total number and percentage of students with disabilities who participated in these various assessments.

The data provided below should include participation results from all students with disabilities as defined under the Individuals with Disabilities Education Act and do not include results from students covered under Section 504 of the Rehabilitation Act of 1973.

1.2.2

1.2.2.1 Participation of Students with Disabilities the in 2005-2006 School Year Test Administration -- Math Assessment

	Total Number of Students with Disabilities Tested	Percent of Students with Disabilities Tested
Regular Assessment, with or without accommodations	9872	95.40
Alternate Assessment Aligned to Grade-Level Achievement Standards	0	0.00
Alternate Assessment Aligned to Alternate Achievement Standards	475	4.60

Comments:

1.2.2.2 Participation of Students with Disabilities the in 2005-2006 School Year Test Administration -- Reading/Language Arts Assessment

	Total Number of Students with Disabilities Tested	Percent of Students with Disabilities Tested
Regular Assessment, with or without accommodations	9855	95.40
Alternate Assessment Aligned to Grade-Level Achievement Standards	0	0.00
Alternate Assessment Aligned to Alternate Achievement Standards	475	4.60

Comments:

1.3 STUDENT ACADEMIC ACHIEVEMENT

In the following charts, please provide student achievement data from the 2005-2006 school year test administration. Charts have been provided for each of grades 3 through 8 and high school to accommodate the varied State assessment systems in mathematics and reading/language arts during the 2005-2006 school year. States should provide data on the total number of students tested as well as the percentage of students scoring at the proficient or advanced levels for those grades in which the State administered mathematics and reading/language arts assessments during the 2005-2006 school year.

The data for students with disabilities should include participation results from all students with disabilities as defined under the Individuals with Disabilities Education Act, including results from alternate assessments, and do not include results from students covered under Section 504 of the Rehabilitation Act of 1973.

1.3.1 Grade 3 - Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	9457	75.70
American Indian or Alaska Native	2398	58.30
Asian or Pacific Islander	622	78.10
Black, non-Hispanic	425	64.20
Hispanic	377	73.50
White, non-Hispanic	5252	84.70
Students with Disabilities	1437	51.60
Limited English Proficient	1513	56.00
Economically Disadvantaged	4222	64.70
Migrant	564	58.90
Male	4896	75.40
Female	4561	76.10

Comments: Hispanic enrollment numbers have decreased in 2005-2006 third grade population.

In the 2005-2006 year the Department assisted districts in identifying Economically Disadvantaged population through Public Assistance.

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.2 Grade 3 - Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	9470	77.50
American Indian or Alaska Native	2414	56.70
Asian or Pacific Islander	611	82.00
Black, non-Hispanic	426	72.80
Hispanic	372	75.30
White, non-Hispanic	5264	87.10
Students with Disabilities	1444	48.10
Limited English Proficient	1497	57.30
Economically Disadvantaged	4222	66.20
Migrant	564	58.50
Male	4905	73.20
Female	4565	82.10

Comments: Hispanic enrollment numbers have decreased in 2005-2006 third grade population.

In the 2005-2006 year the Department assisted districts in identifying Economically Disadvantaged population through Public Assistance.

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.3 Grade 4 - Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	9288	73.10
American Indian or Alaska Native	2413	56.20
Asian or Pacific Islander	615	74.60
Black, non-Hispanic	385	64.90
Hispanic	406	69.70
White, non-Hispanic	5120	81.60
Students with Disabilities	1432	45.70
Limited English Proficient	1584	52.60
Economically Disadvantaged	4002	61.30
Migrant	589	56.70
Male	4761	73.50
Female	4527	72.70

Comments: Black, Non-Hispanic enrollment numbers have decreased in 2005-2006 fourth grade population by more than 10%.

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.4 Grade 4 - Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	9309	79.60
American Indian or Alaska Native	2431	59.70
Asian or Pacific Islander	607	80.60
Black, non-Hispanic	385	74.00
Hispanic	402	79.10
White, non-Hispanic	5135	89.00
Students with Disabilities	1440	51.70
Limited English Proficient	1577	57.30
Economically Disadvantaged	4005	68.50
Migrant	591	59.90
Male	4774	75.50
Female	4535	84.00

Comments: Black, Non-Hispanic enrollment numbers have decreased in 2005-2006 fourth grade population by more than 10%.

The migrant population in the State of Alaska does fluctuate. The difference noted is consistent with fluctuations previously observed.

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.5 Grade 5 - Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	9473	69.60
American Indian or Alaska Native	2294	53.00
Asian or Pacific Islander	640	72.20
Black, non-Hispanic	449	54.80
Hispanic	413	62.00
White, non-Hispanic	5379	78.20
Students with Disabilities	1347	37.00
Limited English Proficient	1526	46.80
Economically Disadvantaged	4025	56.90
Migrant	539	51.20
Male	4809	67.30
Female	4664	72.00

Comments: The migrant population in the State of Alaska does fluctuate. The difference noted is consistent with fluctuations previously observed.

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.6 Grade 5 - Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	9485	77.60
American Indian or Alaska Native	2310	58.10
Asian or Pacific Islander	631	78.80
Black, non-Hispanic	449	73.30
Hispanic	407	75.40
White, non-Hispanic	5390	86.40
Students with Disabilities	1355	42.80
Limited English Proficient	1518	52.60
Economically Disadvantaged	4028	65.30
Migrant	545	53.90
Male	4811	72.80
Female	4673	82.60

Comments: The migrant population in the State of Alaska does fluctuate. The difference noted is consistent with fluctuations previously observed.

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.7 Grade 6 - Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	9764	67.00
American Indian or Alaska Native	2451	46.70
Asian or Pacific Islander	671	71.50
Black, non-Hispanic	411	57.90
Hispanic	402	64.40
White, non-Hispanic	5549	76.40
Students with Disabilities	1334	28.10
Limited English Proficient	1630	44.10
Economically Disadvantaged	4043	53.90
Migrant	621	49.60
Male	4965	66.00
Female	4799	68.00

Comments: Our enrollment statistics show a decrease in the 6th Grade, Black, non-Hispanic population between 2005 and 2006 reporting year.

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.8 Grade 6 - Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	9780	74.20
American Indian or Alaska Native	2460	51.10
Asian or Pacific Islander	666	74.90
Black, non-Hispanic	411	70.10
Hispanic	398	72.60
White, non-Hispanic	5564	84.80
Students with Disabilities	1339	33.40
Limited English Proficient	1624	46.20
Economically Disadvantaged	4050	59.50
Migrant	624	53.50
Male	4975	69.40
Female	4805	79.20

Comments: Our enrollment statistics show a decrease in the 6th Grade, Black, non-Hispanic population between 2005 and 2006 reporting year.

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.9 Grade 7 - Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	9942	61.80
American Indian or Alaska Native	2520	42.70
Asian or Pacific Islander	691	65.40
Black, non-Hispanic	437	50.60
Hispanic	434	53.50
White, non-Hispanic	5613	71.60
Students with Disabilities	1283	23.70
Limited English Proficient	1654	39.20
Economically Disadvantaged	3987	47.00
Migrant	683	43.60
Male	5156	61.00
Female	4786	62.60

Comments: Our enrollment statistics show a decrease in the 6th Grade , Black, non-Hispanic population between 2005 and 2006 reporting year.

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.10 Grade 7 - Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	9998	73.80
American Indian or Alaska Native	2548	51.70
Asian or Pacific Islander	689	73.70
Black, non-Hispanic	439	68.60
Hispanic	428	70.60
White, non-Hispanic	5645	84.60
Students with Disabilities	1290	32.90
Limited English Proficient	1654	46.30
Economically Disadvantaged	4011	59.30
Migrant	687	49.10
Male	5179	69.20
Female	4819	78.90

Comments: Our enrollment statistics show a decrease in the 7th Grade , Black, non-Hispanic population between 2005 and 2006 reporting year.

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.11 Grade 8 - Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	10270	64.70
American Indian or Alaska Native	2646	46.30
Asian or Pacific Islander	689	68.90
Black, non-Hispanic	452	48.50
Hispanic	395	59.00
White, non-Hispanic	5866	74.30
Students with Disabilities	1223	22.80
Limited English Proficient	1574	39.60
Economically Disadvantaged	3827	49.50
Migrant	719	49.40
Male	5207	64.70
Female	5063	64.70

Comments: The State of Alaska assisted districts in identifying their economically disadvantaged populations through Public Assistance this year, so more accurate collections were available.

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.12 Grade 8 - Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	10319	78.70
American Indian or Alaska Native	2666	60.80
Asian or Pacific Islander	686	79.20
Black, non-Hispanic	452	71.50
Hispanic	392	74.50
White, non-Hispanic	5900	87.60
Students with Disabilities	1228	38.90
Limited English Proficient	1576	51.70
Economically Disadvantaged	3851	65.20
Migrant	723	64.00
Male	5231	73.50
Female	5088	84.10

Comments:

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.13 High School - Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	19998	59.20
American Indian or Alaska Native	4927	41.90
Asian or Pacific Islander	1348	61.70
Black, non-Hispanic	860	38.40
Hispanic	726	48.20
White, non-Hispanic	11743	68.50
Students with Disabilities	2213	18.50
Limited English Proficient	2697	34.60
Economically Disadvantaged	6256	42.40
Migrant	1275	45.20
Male	10341	58.50
Female	9657	59.90

Comments: The State of Alaska assisted districts in identifying their economically disadvantaged populations through Public Assistance this year, so more accurate collections were available.

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.14 High School - Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	20376	74.80
American Indian or Alaska Native	5063	55.90
Asian or Pacific Islander	1355	71.50
Black, non-Hispanic	878	62.80
Hispanic	739	67.80
White, non-Hispanic	11942	84.50
Students with Disabilities	2247	32.00
Limited English Proficient	2740	46.00
Economically Disadvantaged	6398	58.50
Migrant	1294	59.50
Male	10528	69.10
Female	9848	80.80

Comments: The State of Alaska assisted districts in identifying their economically disadvantaged populations through Public Assistance this year, so more accurate collections were available.

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.4 SCHOOL AND DISTRICT ACCOUNTABILITY

1.4.1 For all public elementary and secondary schools and districts in the State (Title I and non-Title I), please provide the total number and percentage of all schools and districts that made adequate yearly progress (AYP), based on data from the 2005-2006 school year.

School Accountability	Total number of public elementary and secondary schools (Title I and non-Title I) in State	Total number of public elementary and secondary schools (Title I and non-Title I) in State that made AYP	Percentage of public elementary and secondary schools (Title I and non-Title I) in State that made AYP
Based on 2005-2006 School Year Data	497	308	62.00

Comments:

District Accountability	Total number of public elementary and secondary districts (Title I and non-Title I) in State	Total number of public elementary and secondary districts (Title I and non-Title I) in State that made AYP	Percentage of public elementary and secondary districts (Title I and non-Title I) in State that made AYP
Based on 2005-2006 School Year Data	54	25	46.30

Comments:

1.4.2 For all Title I schools and districts in the State, please provide the total number and percentage of all Title I schools and districts that made AYP, based on data from the 2005-2006 school year.

Title I School Accountability	Total number of Title I schools in State	Total number of Title I schools in State that made AYP	Percentage of Title I schools in State that made AYP
Based on 2005-2006 School Year Data	275	169	61.50

Comments:

Title I District Accountability	Total number of Title I districts in State	Total number of Title I districts in State that made AYP	Percentage of Title I districts in State that made AYP
Based on 2005-2006 School Year Data	51	22	43.10

Comments:

1.4.3 Title I Schools Identified for Improvement

1.4.3.1 Title I Schools Identified for Improvement, Corrective Action, and Restructuring (in 2006-2007 based on the data from 2005-2006)

1.4.3.2 Briefly describe the measures being taken to address the achievement problems of **schools** identified for improvement, corrective action, and restructuring.

Alaska Department of Education & Early development requires each district to submit school improvement plans for all of its Title I schools identified for improvement, corrective action, and restructuring. Those plans are reviewed and technical assistance is provided to districts for those schools. Recommendations are provided for improvement in the plans. Technical assistance audio conferences are held to discuss requirements of school improvement plans and strategies for improvement. Presentations on using data to drive instructional decisions and on using formative assessments aligned to state standards have been presented by audio conference and at major state conferences. Six schools that were identified as making AYP were invited to present at the annual NCLB conference in January 2006 and other schools will present at the January 2007 NCLB Winter Conference. The information provided was very well received by other districts in attendance.

The state also provides technical assistance for schools in corrective action and restructuring. Schools in corrective action must include a corrective action component in their school improvement plan. Districts with schools in restructuring must submit a separate alternative governance plan at the end of the first year in restructuring. The department presents information on requirements for corrective action and restructuring by audio conference and at roundtable presentations at the annual NCLB conference. The commissioner holds individual audio conferences with each district superintendent and principals of schools in restructuring to focus on ways to improve student achievement.

An instructional audit tool has been developed by the Alaska Comprehensive Center. It was used by teams visiting schools on-site to gather information upon which to make recommendations for changes to positively impact student achievement. Visits were made to 6 of the lowest performing schools in 3 districts. Information gathered from the instructional audits in those schools was used to create requirements for progress monitoring and formative assessments that the districts must implement.

1.4.4 Title I Districts Identified For Improvement.

1.4.4.1 Title I Districts Identified for Improvement and Corrective Action (in 2006-2007 based on the data from 2005-2006)

1.4.4.2 Briefly describe the measures being taken to address the achievement problems of districts identified for improvement and corrective action.

Alaska Department of Education & Early development requires districts identified for improvement and corrective action to submit district improvement plans for review and approval by the department. Those plans are reviewed and technical assistance is provided to districts. Recommendations are provided for improvement in the plans. Technical assistance audio conferences are held to discuss requirements of district improvement plans and strategies for improvement. Presentations on using data to drive instructional decisions and on using formative assessments aligned to state standards have been by audio conference and at major state conferences.

When a district reaches the level of corrective action, the department performs a desk audit of available data, including student achievement and AYP data. Audio conferences are held with each district in corrective action. As warranted, a team is sent to a district to provide on-site training and technical assistance in analyzing data and making instructional changes to improve student achievement. An instructional audit tool has been developed by the Alaska Comprehensive Center. Based on the desk audit, 6 of the lowest performing schools in 3 districts in corrective action were chosen to receive on-site visits. Information gathered from the on-site visit was used to create the plan of corrective action that the department will require the districts to take to positively impact student achievement. The department will take corrective action that is most likely to positively impact student achievement.

1.4.5 Public School Choice and Supplemental Educational Services

1.4.5.1 Public School Choice	
	Number
1. Please provide the number of Title I schools identified for improvement, corrective action, and restructuring from which students transferred under the provisions for public school choice under section 1116 of Title I during the 2005-2006 school year.	17
2. Please provide the number of public schools to which students transferred under the provisions for public school choice under section 1116 of Title I during the 2005-2006 school year.	17
How many of these schools were charter schools?	0
3. Please provide the number of students who transferred to another public school under the provisions for public school choice under section 1116 of Title I during the 2005-2006 school year.	103
4. Please provide the number of students who were eligible to transfer to another public school under the provisions for public school choice under section 1116 of Title I during the 2005-2006 school year.	7194
Optional Information:	
5. If the State has the following data, the Department would be interested in knowing the following:	
6. The number of students who applied to transfer to another public school under the provisions for public school choice under section 1116 of Title I during the 2005-2006 school year.	103
7. The number of students, among those who applied to transfer to another public school under the Title I public school choice provisions, who were actually offered the opportunity to transfer by their LEAs, during the 2005-2006 school year.	103
Comments:	

1.4.5.2 Supplemental Educational Services	
	Number
1. Please provide the number of Title I schools identified for improvement, corrective action, and restructuring whose students received supplemental educational services under section 1116 of Title I during the 2005-2006 school year.	36
2. Please provide the number of students who received supplemental educational services under section 1116 of Title I during the 2005-2006 school year.	766
3. Please provide the number of students who were eligible to receive supplemental educational services under section 1116 of Title I during the 2005-2006 school year.	11865
Optional Information:	
If the State has the following data, the Department would be interested in knowing the following:	
4. The number of students who applied to receive supplemental educational services under section 1116 of Title I during the 2005-2006 school year.	
Comments:	

1.5 TEACHER AND PARAPROFESSIONAL QUALITY

1.5.1 In the following table, please provide data from the 2005-2006 school year for classes in the core academic subjects being taught by "highly qualified" teachers (as the term is defined in Section 9101(23) of the ESEA), in the aggregate for all schools and in "high-poverty" and "low-poverty" elementary schools (as the terms are defined in Section 1111(h)(1)(C)(viii) of the ESEA). Section 1111(h)(1)(C)(viii) defines "high-poverty" schools as schools in the top quartile of poverty in the State and "low-poverty" schools as schools in the bottom quartile of poverty in the State. Additionally, please provide information on classes being taught by highly qualified teachers by the elementary and secondary school level.

School Type	Total Number of Core Academic Classes	Number of Core Academic Classes Taught by Highly Qualified Teachers	Percentage of Core Academic Classes Taught by Highly Qualified Teachers
All Schools in State	20784	13334	64.20
Elementary Level			
High-Poverty Schools	1880	682	36.30
Low-Poverty Schools	2831	1387	49.00
All Elementary Schools	8337	4391	52.70
Secondary Level			
High-Poverty Schools	1270	812	63.90
Low-Poverty Schools	4166	3057	73.40
All Secondary Schools	12447	8943	71.90

Comments: High and Low totals and percentages reflect High and Low Poverty quartiles only. All school totals and percentages reflect all quartiles. Number of Classes Taught in Elementary and Secondary Schools reflect 1.5 Definitions and Instructions class counting guidance for elementary/secondary classes.

Definitions and Instructions

What are the core academic subjects?

English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [Title IX, Section 9101(11)]. While the statute includes the arts in the core academic subjects, it does not specify which of the arts are core academic subjects; therefore, States must make this determination.

How is a teacher defined?

An individual who provides instruction in the core academic areas to kindergarten, grades 1 through 12, or un-graded classes, or individuals who teach in an environment other than a classroom setting (and who maintain daily student attendance records) [from NCES, CCD, 2001-02]

How is a class defined?

A class is a setting in which organized instruction of core academic course content is provided to one or more students (including cross-age groupings) for a given period of time. (A course may be offered to more than one class). Instruction, provided by one or more teachers or other staff members, may be delivered in person or via a different medium. Classes that share space should be considered as separate classes if they function as separate units for more than 50 percent of the time [from NCES Non-fiscal Data Handbook for Early Childhood, Elementary, and Secondary Education, 2003].

Should 6th, 7th, and 8th grade classes be reported in the elementary or secondary category?

States are responsible for determining whether the content taught at the middle school level meets the competency requirements for elementary or secondary instruction. See Question A-14 in the August 3, 2006, Non-Regulatory Guidance for additional information. Report classes in grade 6 through 8 consistent with how teachers have been classified to determine their highly qualified status, regardless if their schools are configured as elementary or middle schools.

How should States count teachers (including specialists or resource teachers) in elementary classes?

States that count self-contained classrooms as one class should, to avoid over-representation, also count subject-area specialists (e.g., mathematics or music teachers) or resource teachers as teaching one class.

On the other hand, States using a departmentalized approach to instruction where a self-contained classroom is counted multiple times (once for each subject taught) should also count subject-area specialists or resource teachers as teaching multiple classes.

How should States count teachers in self-contained multiple-subject secondary classes?

Each core academic subject taught for which students are receiving credit toward graduation should be counted in the numerator and the denominator. For example, if English, calculus, history, and science are taught in a self-contained classroom by the same teacher, count these as four classes in the denominator. If the teacher is Highly Qualified in English and history, he/she would be counted as Highly Qualified in two of the four subjects in the numerator.

1.5.2 For those classes in core academic subjects being taught by teachers who are **not highly qualified** as reported in Question 1.5.1, estimate the percentages of those classes in the following categories (Note: Percentages should add to 100 percent of classes taught by not highly qualified teachers for each level).

Reason For Being Classified as Not Highly Qualified	Percentage
ELEMENTARY SCHOOL CLASSES	
a) Elementary school classes taught by certified general education teachers who did not pass a subject-knowledge test or (if eligible) have not demonstrated subject-matter competency through HOUSSE	95.20
b) Elementary school classes taught by certified special education teachers who did not pass a subject-knowledge test or have not demonstrated subject-matter competency through HOUSSE	4.80
c) Elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	0.00
d) Other (please explain)	0.00
SECONDARY SCHOOL CLASSES	
a) Secondary school classes taught by certified general education teachers who have not demonstrated subject-matter knowledge in those subjects (e.g., out-of-field teachers)	86.20
b) Secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects	13.80
c) Secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	0.00
d) Other (please explain)	0.00

Comments: Percentages calculated using Not Highly Qualified Teacher totals only.

1.5.3 Please report the State poverty quartile breaks for high- and low-poverty elementary and secondary schools used in the table in Question 1.5.1.

	High-Poverty Schools (more than what %)	Low-Poverty Schools (less than what %)
Elementary Schools	78.00	30.00
Poverty Metric Used	Free or reduced lunch program is the poverty metric used.	
Secondary Schools	50.00	18.00
Poverty Metric Used	Free or reduced lunch program is the poverty metric used.	

Comments:

Definitions and Instructions

How are the poverty quartiles determined?

Separately rank order elementary and secondary schools from highest to lowest on your percent poverty measure. Divide the list into 4 equal groups. Schools in the first (highest group) are high-poverty schools. Schools in the last group (lowest group) are the low-poverty schools. Generally, states use the percentage of students who qualify for the free or reduced price lunch program for this calculation.

Since the poverty data are collected at the school and not classroom level, how do we classify schools as either elementary or secondary for this purpose?

States may include as elementary schools all schools that serve children in grades K-5 (including K-8 or K-12 schools) and would therefore include as secondary schools those that exclusively serve children in grades 6 and higher.

1.5.4 Paraprofessional Quality. NCLB defines a qualified paraprofessional as an employee who provides instructional support in a program supported by Title I, Part A funds who has (1) completed two years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Section 1119(c) and (d).) For more information on qualified paraprofessionals, please refer to the Title I paraprofessionals Guidance, available at:

<http://www.ed.gov/policy/elsec/guid/paraguidance.doc>

In the following chart, please provide data from the 2005-2006 school year for the percentage of Title I paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified.

School Year	Percentage of Qualified Title I Paraprofessionals
2005-2006 School Year	80.30

Comments:

1.6 ENGLISH LANGUAGE PROFICIENCY

1.6.1.1 English Language Proficiency (ELP) Standards

Has the State developed ELP standards (k-12) as required under Section 3113(b)(2) and are these ELP standards fully approved, adopted, or sanctioned by the State governing body?

Developed	Yes
Approved, adopted, sanctioned	Yes
Operationalized (e.g., Are standards being used by district and school teachers?)	Yes

Please provide a detailed description of the State's progress in establishing, implementing, and operationalizing English Language Proficiency (ELP) standards for raising the level of ELP, that are derived from the four domains of speaking, listening, reading, and writing, and that are aligned with achievement of the challenging State academic content and student academic achievement standards described in section 1111(b)(1).

STATE RESPONSE

The state adopted the first version of the English Language Proficiency Standards in March 2004. Since that time, the Alaska grade level expectations were adopted in reading, writing, science and math. In addition, much work had been done on ELP standards by other states and consortiums. Consequently, the Alaska ELP Standards were reviewed and revised by stakeholders from throughout the state in November 2005. The revised standards are linked/aligned with the academic content standards in reading, writing, science and math. After a period of public comment, the State Board of Education adopted the revised ELP Standards on March 16, 2006.

The ELP Standards are being implemented and operationalized by districts and school teachers. The ELP Standards have been presented to district bilingual coordinators and to teachers at the annual Bilingual Multicultural Education and Equity Conferences in February 2005 and February 2006. They were presented at the NCLB Winter Conference in January 2006. The ELP Standards are posted on the state's website for teacher access. The department has printed and distributed over 1800 ELP Standards books to bilingual coordinators, principals, counselors, and ESL teachers around the state. The department will continue to offer workshops at conferences to disseminate information to districts, schools, and teachers about the ELP standards and how to align them with content curriculum.

1.6.1.2 Alignment of Standards

Please provide a detailed description of the State's progress for linking/aligning the State English Proficiency Standards to the State academic content and student academic achievement standards in English language arts/reading and mathematics.

STATE RESPONSE

The committee that revised the Alaska ELP Standards in November 2005 directly linked/aligned the ELP Standards to the appropriate Alaska Content Standards in reading, math, science and writing. In addition, linking/alignment is shown to the appropriate grade level expectations in math, reading, writing, and science by the use of content examples for each ELP indicator. All ELP Standards are linked/aligned to the Alaska Content Standards by item reference. During the session to set cut scores/proficiency levels for the ELP assessment, the committee used the grade level Alaska academic achievement standards for reading and writing as a guide for the appropriate cut scores on the ELP assessment.

1.6.2 English Language Proficiency (ELP) Assessments

1. The expectation for the full administration of the new or enhanced ELP assessment(s) that are aligned with the State's English language proficiency (ELP) standards as required under Section 3113 (b)(2) is spring 2007. Please indicate if the State has conducted any of the following:

- An independent alignment study Yes
- Other evidence of alignment No Response

2. Provide an updated description of the State's progress in developing and implementing the new or enhanced ELP assessments. Specifically describe how the State ensures:

1. The annual assessment of all LEP students in the State in grades k-12;
2. The ELP assessment(s) which address the five domains of listening, speaking, reading, writing, and comprehension;
3. ELP assessments are based on ELP standards;
4. Technical quality (validity, reliability, etc.)

STATE RESPONSE

1. State regulation 4 AAC 34.055(c) requires all LEP students in the state in grades K-12 to be tested annually by the state approved ELP assessment.

2. Alaska has adopted the newest version of the IDEA Proficiency Test (IPT) by Ballard & Tighe, © 2005, as its ELP assessment. The first administration was held in spring, 2006. The test was developed after significant research. The four domains of listening, speaking, reading and writing are assessed and results are reported for these domains as well as for comprehension and overall proficiency.

3. The state conducted an independent alignment study of the IDEA Proficiency Test (IPT) based on the Alaska ELP standards. The results of that alignment study indicated that the IPT test was aligned with the Alaska ELP Standards and no test augmentation was needed.

4. Alaska required evidence of technical quality as part of the original RFP when seeking a contractor to provide an ELP assessment. Ballard & Tighe provided a technical quality manual for the IDEA Proficiency Test (IPT) showing details on validity and reliability that met the requirements outlined in the RFP and outlined in the Standards for Educational and Psychological Testing. The field test for the IPT 1-12 was conducted in April and May of 2004 using a nationally representative sample of students. The IPT K was field tested in December 2004 and January 2005. All the items from the field testing of the IPT K, IPT 1-2, IPT 3-6, IPT 6-8 and IPT 9-12 were simultaneously scaled using WINSTEPS, a computer program for Rasch analysis. Using WINSTEPS, items were checked for statistical bias or differential item functioning. Furthermore, the pilot test for IPT 1-12 was administered in October and November 2004 to about 1,000 students in six different states. The pilot test for the IPT K was administered in April and May 2005 to 431 students from seven states across the United States.

1.6.3 English Language Proficiency Data

In the following tables, please provide English language proficiency (ELP) data from the **2005-2006** school year test administration. The ELP data should be aggregated at the State level.

States may use the sample format below or another format to report the requested information. The information following the chart is meant to explain what is being requested under each column.

1.6.3.1 English Language Proficiency (ELP) Assessment Data														
2005-2006 Data for ALL LEP Students in the State														
Name of ELP Assessment (s) (1)	Total number of ALL Students assessed for ELP		Total number and percentage of ALL students identified as LEP		Total number and percentage of ALL students identified as LEP at each level of English language proficiency									
					Number and Percentage at Basic or Level 1		Number and Percentage at Intermediate or Level 2		Number and Percentage at Advanced or Level 3		Number and Percentage at Proficient or Level 4		Number and Percentage at Proficient or Level 5	
	(2)	(3)	(4)		(5)		(6)		(7)		(8)			
	#	#	%	#	%	#	%	#	%	#	%	#	%	
IPT (2005)	21223	20514	96.70	1191	5.80	3273	16.00	4498	21.90	7199	35.10	4353	21.20	
Comments:														

- (1) In column one, provide the name(s) of the English Language Proficiency Assessment(s) used by the State.
- (2) In column two, provide the total number of **all** students assessed for limited English proficiency ("assessed" refers to the number of students evaluated using State-selected ELP assessment(s)).
- (3) In column three, provide the total number and percentage of **all** students identified as LEP by each State-selected ELP assessment(s) ("identified" refers to the number of students determined to be LEP on State-selected ELP assessments).
- (4-8) In columns four-eight, provide the total number and percentage of **all** students identified as LEP at each level of English language proficiency as defined by State-selected ELP assessment(s). The number (#) and percentage (%) of columns 4-8 should equate to the number (#) and percentage (%) of **all** students identified as limited English proficient in column 3.

1.6.3.2 Data Reflecting the Most Common Languages Spoken in the State		
2005-2006 Data of the Most Common Languages Spoken by LEPs		
Language	Number of ALL LEP Students in the State	Percentage of ALL LEP Students in the State
1. Yup'ik	6476	31.50
2. Spanish	2422	11.80
3. Inupiaq	1860	9.10
4. Filipino	1224	6.00
5. Russian	921	4.50
6. Samoan	857	4.20
7. Hmong	796	3.90
8. Athabascan	443	2.20
9. Korean	434	2.10
10. Tlingit	345	1.70
Comments:		

- In the above chart, list the ten most commonly spoken languages in your State. Indicate the number and percentage of LEP students that speak each of the languages listed in table 1.6.3.2.

1.6.4 Immigrant Children and Youth Data

Programs and activities for immigrant children and youth

Definitions:

- **# immigrants enrolled in the State** = number of students, who meet the definition of immigrant children and youth in Section 3301(6), enrolled in the elementary or secondary schools in the State
- **# immigrants served by Title III** = number of immigrant students who participated in programs for immigrant children and youth funded under Section 3114(d)(1), using the funds reserved for immigrant education programs/activities
- **# of immigrants subgrants** = number of subgrants made in the State under Section 3114(d)(1), with the funds reserved for immigrant education programs/activities

**Table 1.6.4 Education Programs for Immigrant Students
2005-2006**

# Immigrants enrolled in the State	# Immigrants served by Title III	# Immigrant subgrants
914	32	2

Comments:

STATE RESPONSE: (Provide information on what has changed, e.g., sudden influx of large number of immigrant children and youth, increase/change of minority language groups, sudden population change in school districts that are less experienced with education services for immigrant students in the State during the 2 previous years.)

The number of immigrants has declined in the state from previous years, particularly in the district that had received one of the immigrant grants.

1.6.5 Definition of Proficient

If the State has made changes since the last Consolidated State Performance Report submission (for school year 2004-2005), please provide the State's definition of "proficient" in English as defined by the State's English language proficiency standards and assessments under Section 3122(a)(3). Please include the following in your response:

1. The test score range or cut scores for each of the State's ELP assessments;
2. A description of how the five domains of listening, speaking, reading, writing, and comprehension are incorporated or weighted in the State's definition of "proficient" in English;
3. Other criteria used to determine attaining proficiency in English.

STATE RESPONSE

1. For the 2005-2006 test administration, a student is determined to be proficient if he or she achieves an overall proficiency level of proficient or proficient high according to the chart below that shows the overall proficient scale scores by grade level. The corresponding proficiency levels are, in order, Beg Low; Beg High; Int Low; Int High; Proficient; & Proficient High.

K - less than 512; 513 - 653; 654 - 719; 720 - 767; 768 - 898; greater than 899

1 - less than 570; 571 - 712; 713 - 765; 766 - 821; 822 - 911; greater than 912

2 - less than 581; 582 - 725; 726 - 779; 780 - 826; 827 - 924; greater than 925

3 - less than 592; 593 - 739; 740 - 789; 790 - 831; 832 - 936; greater than 937

4 - less than 603; 604 - 752; 753 - 799; 800 - 854; 855 - 953; greater than 954

5 - less than 620; 621 - 764; 765 - 815; 816 - 879; 880 - 974; greater than 975

6 - less than 642; 643 - 779; 780 - 833; 834 - 904; 905 - 994; greater than 995

7 - less than 663; 664 - 793; 794 - 844; 845 - 930; 931 - 1014; gr than 1015

8 - less than 685; 686 - 810; 811 - 861; 862 - 933; 934 - 1035; gr than 1036

9-12 - less than 706; 707 - 831; 832 - 883; 884 - 964; 965 - 1055; gr than 1056

2. The overall proficiency scores on the IPT are derived from the total number of items in all 4 domains (reading, writing, listening, and speaking) of the test, and are expressed on the same standard score scale as the individual domains. The maximum cut point for the four sections was used to set the Overall proficiency cut points. This ensures that the student is at least at that level for all 4 domains of the test. The Comprehension scores for the IPT are derived from the total number of items in the Listening and Reading sections of the test, and are expressed on the same standard score scale as the individual sections. The Comprehension cut points were set at the maximum of the Listening and Reading cut points on the standard score scale for each proficiency level. This way, in order for a student to score at a particular proficiency level, he or she must be at least at that level for both Listening and Reading.

3. The criteria for attaining proficiency is that a student is counted as proficient in English if he or she scores at the Proficient or Proficient High level on the ELP Assessment. In order to meet the criteria to be exited from the LEP designation, a student must also have been proficient for two consecutive years on the ELP assessment and have been proficient at least once on the state content assessments in reading and writing.

1.6.6 Definition of Making Progress

If the State has made changes since the last Consolidated State Performance Report submission (for school year 2004-2005), please provide the State's definition of "making progress" in learning English as defined by the State's English language proficiency standards and assessment(s) in Section 3122(a)(3). Please include the following in your response:

1. A description of the English language proficiency levels and any sub-levels as defined by the State's English language proficiency standards and assessments;
2. A description of the criteria students must meet to progress from one proficiency level to the next (e.g., narrative descriptions, cut scores, formula, data from multiple sources).

STATE RESPONSE

1. The State has not made changes in the basic definition of making progress since the 2004-2005 Consolidated State Performance Report submission. There are 6 proficiency levels identified in the new state ELP assessment administered in spring 2006: Beginner Low (1), Beginner High (2), Intermediate Low (3), Intermediate High (4), Proficient (5), and Proficient High (6). These levels correspond similarly to the proficiency levels used for the 2004-2005 tests: Beginner (1), Early Intermediate (2), Intermediate (3), Advanced Intermediate (4), and Proficient (5).

2. A student who was not in the first year of identification and who has not yet scored at the proficient or proficient high level for overall English on the spring 2006 statewide ELP assessment was considered to have made progress from the 2004-2005 ELP assessment if he or she made at least the expected gains in proficiency levels per year of program service as seen in the following chart. (Note: There were 3 state-approved ELP assessments in 2004-2005: the LAS, the IPT 2004 or earlier, and the Woodcock-Munoz. The state will submit a new definition of making progress to take effect for the 2006-2007 ELP assessment. Due to the change to a single state assessment, some districts chose to only indicate that a student made progress if he or she moved up a whole proficiency level; therefore, the number of students reported to have made progress is an undercount according to the current definition.)

Definition of Making Progress

The expected level of gain in proficiency per year of program service.

Designated by grade span, according to proficiency levels, in order: Beginner Low (1); Beginner High (2); Intermediate Low (3); and Intermediate High (4).

K-5: 1 level; 1 level; 1/2 level; 1/4 level

6-12: 1/2 level; 1/2 level; 1/4 level; 1/4 level

1.6.7 Definition of Cohort

If the State has made changes since the last Consolidated State Performance Report submission (for school year 2004-2005), please provide the State's definition of "cohort." Include a description of the specific characteristics of the cohort(s) in the State, e.g., grade/grade span or other characteristics.

STATE RESPONSE

The State has not made changes in the definition of cohort since the 2004-2005 Consolidated State Performance Report submission. Alaska has two grade spans, grades K-5 and grades 6-12. To provide consistent reporting, Alaska will report grades K-12 together rather than separate out data for grades K-5 and 6-12.

1.6.8 Information on the Acquisition of English Language Proficiency for ALL Limited English Proficient Students in the State.

Please provide information on the progress made by **ALL LEP students in your State** in learning English and attaining English language proficiency.

Did your State apply the Title III English language proficiency annual measurable achievement objectives (AMAOs) to **ALL LEP** students in the State? Yes

If yes, you may use the format provided below to report the requested information.

English Language Proficiency	Percent and Number of ALL LEP Students in the State Who Made Progress in Learning English				Percent and Number of ALL LEP Students in the State Who Attained English Proficiency			
	Projected AMAO Target		Actual		Projected AMAO Target		Actual	
2005-2006 School Year	% 80.00	# 10707	% 32.30	# 4326	% 17.00	# 3487	% 21.20	# 4353

If no, please describe the different evaluation mechanism used by the State to measure both the progress of ALL LEP students in learning English and in attaining English language proficiency and provide the data from that evaluation.

1.6.9 Annual Measurable Achievement Objectives (AMAOs) for English Language Proficiency for Title III Participants

Critical synthesis of data reported by Title III subgrantees

[SEC. 3121(a) p. 1701, 3123(b)(1, 3) p.1704]

Provide the results of Title III LEP students in meeting the State English language proficiency (ELP) annual measurable achievement objectives (AMAOs) for making progress and attainment of English language proficiency as required in Table 1.6.9.

TABLE 1.6.9 INSTRUCTIONS:

Report **ONLY** the results from State English language proficiency assessment(s) for LEP students who participate in Title III English language instruction educational programs in grades K-12.

Blackened cells in this form indicate information which, each SEA should collect and maintain, but which is not being collected at this time.

Definitions:

1. **MAKING PROGRESS** = as defined by the State and submitted to OELA in the State Consolidated Application (CSA), or as amended.
2. **DID NOT MAKE PROGRESS** = The number and percentage of Title III LEP students who did not meet the State definition of "Making Progress."
3. **ATTAINED ENGLISH PROFICIENCY** = as defined by the State and submitted to OELA in the State Consolidated Application (CSA), or as amended.
4. **TOTAL** = the total number of students from **making progress**, **not making progress**, and **attainment**, for each year in the table. The figure reported in this cell should be an unduplicated count of LEP students who participate in Title III English language instruction educational programs in grades K-12.
5. **AMAO TARGET** = the AMAO target for the year as established by State and submitted to OELA in the CSA (September 2003 submission), or as amended and approved, for each objective for "Making progress" and "Attainment" of English language proficiency.
6. **ACHIEVEMENT RESULTS** = The number and percentage of Title III LEP students who met/did not meet the State definitions of "Making Progress" and the number and percentage of Title III LEP students who met the definition for "Attainment" of English language proficiency.

1.6.9 Annual Measurable Achievement Objectives (AMAOs) for English Language Proficiency for Title III Participants			
	2005-2006		
	AMAO TARGET	ACHIEVEMENT RESULTS	
	%	#	%
MAKING PROGRESS	80.00	3852	31.60
DID NOT MAKE PROGRESS		10676	
ATTAINED ENGLISH PROFICIENCY	17.00	3947	21.40
TOTAL		18475	

Explanation of data for Table

Check the answer to the following question.

Are monitored* LEP students reflected in the Table "Attainment" "Achievement Results"?

* Monitored LEP students are those who

- have achieved "proficient" on the State ELP assessment
- have transitioned into classrooms that are not designed for LEP students
- are no longer receiving Title III services, and who are being monitored for academic content achievement for 2 years after transition

1.6.10 Title III program effectiveness in assisting LEP students to meet State English language proficiency and student academic achievement standards

[SEC. 3122(b)(2) p. 1703, 3123(b)(1, 4) p.1704-5, 3121(b)(2) p. 1701,]

Provide the count for each year.

It is not necessary to respond to the items in this form, which reference other collections. The information provided by each SEA to those other collections will be collected by OELA and utilized to produce the Biennial Report.

Title III Subgrantee Information

	2005-2006
Total number of Title III subgrantees for each year	13
Total number of Title III subgrantees that met the AMAO target for making progress	1
Total number of Title III subgrantees that met the AMAO target for attaining English proficiency	6
Total number of Title III subgrantees that met the AMAO target for AYP	7
Total number of Title III subgrantees that met all three Title III AMAOs*	1
Total number of Title III subgrantees that met 2 AMAOs	4
Total number of Title III subgrantees that met 1 AMAO	3
Total number of Title III subgrantees that did not meet any AMAO	5
Total number of Title III subgrantees that did not meet AMAOs for two consecutive years	13
Total number of Title III subgrantees with an improvement plan for not meeting Title III AMAOs	13
Total number of Title III subgrantees who have not met Title III AMAOs for four consecutive years (beginning in 2007-08)	
Did the State meet all three Title III AMAOs? *	<u>No</u>

Comments: Due to change in ELP assessment in 2006, making progress statistics are underreported. The making progress definition and AMAOs will be reset for the 2006-2007 year, and the data and results are expected to show improvement.

* Meeting all three Title III AMAOs means meeting each State set target for each objective: Making Progress, Attaining Proficiency and making AYP.

1.6.11 On the following tables for 2005-2006, please provide data regarding the academic achievement of monitored LEP students who transitioned into classrooms not designated for LEP students and who are no longer receiving services under Title III. Please provide data only for those students who transitioned in 2005-2006 school year.

1.6.11.1 Number and percent of former Title III served, monitored LEP students scoring at the proficient and advanced levels on the State reading language arts assessments

Grade/Grade Span	Students Proficient & Advanced	
	#	%
3	6	85.70
4	59	95.20
5	89	90.80
6	86	85.70
7	89	86.40
8	88	93.60
H.S.	121	92.40

Comments:

1.6.11.2 Number and percent of former Title III served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments

Grade/Grade Span	Students Proficient & Advanced	
	#	%
3	6	85.70
4	56	90.30
5	88	89.80
6	76	78.40
7	82	79.60
8	78	83.00
H.S.	98	74.80

Comments:

1.7 PERSISTENTLY DANGEROUS SCHOOLS

1.7.1 In the following chart, please provide data for the number of schools identified as persistently dangerous as determined by the State by the start of the 2006-2007 school year. For further guidance on persistently dangerous schools, please refer to the Unsafe School Choice Option Non-Regulatory Guidance, available at:

	Number of Persistently Dangerous Schools
2006-2007 School Year	0

Comments:

1.8 GRADUATION AND DROPOUT RATES**1.8.1 Graduation Rates**

Section 200.19 of the Title I regulations issued under the No Child Left Behind Act on December 2, 2002, defines graduation rate to mean:

- The percentage of students, measured from the beginning of high school, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the State's academic standards) in the standard number of years; or,
- Another more accurate definition developed by the State and approved by the Secretary in the State plan that more accurately measures the rate of students who graduate from high school with a regular diploma; and
- Avoids counting a dropout as a transfer.

1. The Secretary approved each State's definition of the graduation rate, consistent with section 200.19 of the Title I regulations, as part of each State's accountability plan. Using the definition of the graduation rate that was approved as part of your State's accountability plan, in the following chart please provide graduation rate data for the 2004-2005 school year.

2. For those States that are reporting transitional graduation rate data and are working to put into place data collection systems that will allow the State to calculate the graduation rate in accordance with Section 200.19 for all the required subgroups, please provide a detailed progress report on the status of those efforts.

1.8.1 Graduation Rates	
High School Graduates	Graduation Rate
Student Group	2004-2005 School Year
All Students	61.40
American Indian or Alaska Native	43.20
Asian or Pacific Islander	59.90
Black, non-Hispanic	47.30
Hispanic	51.10
White, non-Hispanic	70.90
Students with Disabilities	39.10
Limited English Proficient	36.60
Economically Disadvantaged	47.60
Migrant	50.70
Male	57.40
Female	65.70
Comments:	
Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.	

1.8.2 Dropout Rate

For purposes of calculating and reporting a dropout rate for this performance indicator, States should use the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data

Consistent with this requirement, States must use NCES' definition of "high school dropout," An individual who: 1) was enrolled in school at some time during the previous school year; and 2) was not enrolled at the beginning of the current school year; and 3) has not graduated from high school or completed a state- or district-approved educational program; and 4) does not meet any of the following exclusionary conditions: a) transfer to another public school district, private school, or state- or district approved educational program (including correctional or health facility programs); b) temporary absence due to suspension or school-excused illness; or c) death.

In the following chart, please provide data for the 2004-2005 school year for the percentage of students who drop out of high school, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

1.8.2 Dropout Rate	
Dropouts	Dropout Rate
Student Group	2004-2005 School Year
All Students	8.20
American Indian or Alaska Native	11.50
Asian or Pacific Islander	7.90
Black, non-Hispanic	13.30
Hispanic	11.60
White, non-Hispanic	6.50
Students with Disabilities	7.10
Limited English Proficient	8.60
Economically Disadvantaged	7.30
Migrant	4.70
Male	8.80
Female	7.50
Comments:	
Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.	

Provide the following information for homeless children and youth in your State for the 2005-2006 school year (as defined by your State). To complete this form, compile data for LEAs with and without subgrants.

1.9.1 DATA FROM ALL LEAs WITH AND WITHOUT MCKINNEY-VENTO SUBGRANTS

1.9 EDUCATION FOR HOMELESS CHILDREN AND YOUTH PROGRAM

1.9.1.1 How does your State define the period that constitutes a school year? (e.g., "The school year shall begin on the first day of July and end on the thirtieth day of June" or "A total of 175 instructional days").

STATE RESPONSE

The school year shall begin on the first day of July and end on the thirtieth day of June.

1.9.1.2 What are the totals in your State as follows:

	Total Number in State	Total Number LEAs Reporting
LEAs without Subgrants	52	52
LEAs with Subgrants	2	2

Comments:

1.9.1.3 Number of Homeless Children And Youth In The State

Provide the number of homeless children and youth in your State enrolled in public school (compulsory grades--excluding pre-school) during the 2005-2006 school year according to grade level groups below:

Grade Level	Number of homeless children/youth enrolled in public school in LEAs without subgrants	Number of homeless children/youth enrolled in public school in LEAs with subgrants
K	47	161
1	78	187
2	67	172
3	62	145
4	58	144
5	69	146
6	73	138
7	82	143
8	71	136
9	113	184
10	94	217
11	82	214
12	89	245

Comments:

1.9.1.4 Primary Nighttime Residence Of Homeless Children And Youth

Of the total number of homeless children and youth (excluding preschoolers), provide the numbers who had the following as their primary nighttime residence at the time of initial identification by LEAs.

Primary nighttime residence	* Number of homeless children/ youth-- excluding preschoolers LEAs without subgrants	* Number of homeless children/ youth-- excluding preschoolers LEAs with subgrants
Shelters	384	563
Doubled-up	392	1102
Unsheltered (e.g., cars, parks, campgrounds, etc.)	117	314
Hotels/Motels	59	211
Unknown	33	42

Comments:

* The primary nighttime residence is the basis for identifying homeless children and youth. The totals should match the totals in item #3 above.

1.9.2 DATA FROM LEAs WITH MCKINNEY-VENTO SUBGRANTS

1.9.2.1 Number Of Homeless Children And Youths Served By McKinney-Vento Subgrants

Provide the number of homeless children and youth that were served by McKinney-Vento subgrants in your State during the 2005-2006 academic school year disaggregated by grade level groups

Grade levels of homeless children and youth served by subgrants in 2005-2006	Number of homeless children and youth <i>served</i> by subgrants enrolled in school by grade level
K	164
1	179
2	173
3	144
4	150
5	150
6	144
7	152
8	146
9	189
10	257
11	341
12	260

Comments:

1.9.2.2 Number of homeless preschool-age children

Provide the number of homeless preschool-age children in your State in districts with subgrants attending public preschool programs during the 2005-2006 school year (i.e., from birth through pre-K).

Number of homeless preschool-age children enrolled in public preschool in LEAs with subgrants in 2005-2006

147

Comments:

1.9.2.3 Unaccompanied Youths

Provide the number of unaccompanied youths served by subgrants during the 2005-2006 school year.

Number of homeless unaccompanied youths enrolled in public schools in LEAs with subgrants in 2005-2006

671

Comments:

1.9.2.4 Migrant Children/Youth Served

Provide the number of homeless migrant children/youth served by subgrants during the 2005-2006 school year.

Number of homeless migrant children/youth enrolled in public schools (Total for LEAs with subgrants)

105

Comments:

1.9.2.5 Number of Children Receiving Educational and School Support Services

Provide the number of homeless children and youth served by subgrants and enrolled in school during the 2005-2006 school year that received the following educational and school support services from the LEA

Educational and school related activities and services	Number of homeless students in subgrantee programs that received educational and support services
Special Education (IDEA)	421
English Language Learners (ELL)	381
Gifted and Talented	29
Vocational Education	9

Comments:

1.9.2.6 Educational Support Services

Provide the number of subgrantee programs that provided the following educational support services with McKinney-Vento funds.

Services and Activities Provided by the McKinney-Vento subgrant program	Number of your State's subgrantees that offer these services
Tutoring or other instructional support	1
Expedited evaluations	1
Staff professional development and awareness	2
Referrals for medical, dental, and other health services	2
Transportation	2
Early childhood programs	1
Assistance with participation in school programs	2
Before-, after-school, mentoring, summer programs	1
Obtaining or transferring records necessary for enrollment	2
Parent education related to rights and resources for children	2
Coordination between schools and agencies	2
Counseling	1
Addressing needs related to domestic violence	2
Clothing to meet a school requirement	1
School supplies	2
Referral to other programs and services	2
Emergency assistance related to school attendance	1
Other (optional)	1

Comments:

1.9.2.7 Barriers To The Education Of Homeless Children And Youth

Provide the number of subgrantees that reported the following barriers to the enrollment and success of homeless children and youth during the 2005-2006 school year.

Barriers	List number of subgrantees reporting each barrier
Eligibility for homeless services	0
School selection	0
Transportation	0
School records	0
Immunizations or other medical records	20
Other enrollment issues	1

Comments:

1.9.2.8 Additional Barriers (Optional)

Note any other barriers not listed above that were frequently reported:

List other barriers	List number of subgrantees reporting each barrier
Special Ed Evaluation	1

Comments:

1.9.2.9 Academic Progress of Homeless Students

In order to ensure that homeless children and youth have access to education and other services needed to meet the State's challenging academic standards:

a) Check the grade levels in which your State administered a statewide assessment in reading or mathematics; b) note the number of homeless children and youth served by subgrants in 2005-2006 that were included in statewide assessments in reading or mathematics; and c) note the number of homeless children and youth that met or exceeded the State's proficiency level or standard on the reading or mathematics assessment.

Reading Assessment:

School Grade Levels *	a) Reading assessment by grade level (check boxes where appropriate; indicate "DNA" if assessment is required and data is not available for reporting; indicate "N/A" for grade not assessed by State)	b) Number of homeless children/youth taking reading assessment test.	c) Number of homeless children/youth that met or exceeded state proficiency.
Grade 3	Yes	117	103
Grade 4	Yes	121	100
Grade 5	Yes	119	102
Grade 6	Yes	120	95
Grade 7	Yes	120	106
Grade 8	Yes	103	88
Grade 9	Yes	116	100
Grade 10	Yes	142	111
Grade 11	Yes	132	83
Grade 12	Yes	136	101

Comments:**Mathematics Assessment:**

School Grade Levels *	a) Mathematics assessment by grade level (check boxes where appropriate; indicate "DNA" if assessment is required and data is not available for reporting; indicate "N/A" for grade not assessed by State)	b) Number of homeless children/youth taking mathematics assessment test.	c) Number of homeless children/youth that met or exceeded state proficiency.
Grade 3	Yes	117	98
Grade 4	Yes	121	96
Grade 5	Yes	120	91
Grade 6	Yes	120	82
Grade 7	Yes	120	94
Grade 8	Yes	104	76
Grade 9	Yes	116	79
Grade 10	Yes	147	105
Grade 11	Yes	132	84
Grade 12	Yes	136	96

Comments:

* Note: State assessments in grades 3-8 and one year of high school are NCLB requirements. However, States may assess students in other grades as well.