

DISTRICT REPORT CARD for 2014-2015 SCHOOL YEAR

District: Lower Yukon School District

This District Report Card presents information about the district’s performance for the 2014-2015 school year. The new Alaska Measures of Progress assessments in English language arts and mathematics were given for the first time in spring 2015. These two new assessments replaced the former Standards Based Assessments (SBAs) in reading, writing and mathematics.

A new reporting category beginning in 2014-2015 is the “Active Duty” category. This category identifies whether the student has a parent/guardian on active duty in any branch of the uniformed services of the United States, the Alaska National Guard, the Alaska Naval Militia, or the Alaska State Defense Force. In 2014, the Legislature amended AS 14.03.120 as part of HB 278. The State Board of Education subsequently amended regulations 4 AAC 06.895(l) and 4 AAC 06.899 creating and defining the subgroup for “students from families on active military duty” and requiring reporting by this subgroup on school, district, and state report cards.

For 2014-2015, districts received an Accountability Indicators Report that reports the percentage of full-academic year students in the district and state that met the standards (at achievement Levels 3 and 4) in English language arts and mathematics, along with the participation rates, attendance rates, and graduation rates for all students and subgroups. A copy of that report is found at the end of this District Report Card.

More information about the accountability system for schools and districts can be found on the Department of Education & Early Development website at: <https://education.alaska.gov>.

- Click on the green Accountability star, then the 2014-2015 Accountability tab to find the Accountability Indicators Reports.
- Click on the orange Support star to find information about how schools and districts are supported in writing and implementing school improvement plans.

The District Report Card and individual School Report Cards are available:

from the school or district at: Posted in schools and sent home to parents/guardians

or on the district website at: <http://lysd.org/menu/resources/>

Information on Qualifications of Teachers in the District

Teacher Qualifications				
Number of Teachers With Highest Degree:	Bachelors	Masters	Ed Specialist	Doctorate
	78%	66%	0%	2%

Percentage of Classes Taught by Highly Qualified Teachers		State Target: 100%
All District Schools	Low-Poverty Schools	High-Poverty Schools
93%	N/A	93%

The percentage of teachers in the district teaching with an Emergency Teacher Certificate is 0%. Alaska does not issue emergency certificates to teachers.

Additional information on teacher qualifications, including type of certification and college degree(s) is available from your school or district upon request. You may also request information on whether your child is provided service by paraprofessionals, and, if so, their qualifications.

Information about Student Achievement Results

The charts on the next two pages show the achievement results of all students who took the English language arts, mathematics, and science assessments in 2015.

Number of newly arrived LEP students exempted from taking the English Language Arts test:	0
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All Students Tested Grades 3 – 10 in English Language Arts

ENGLISH LANGUAGE ARTS	% Level 4		% Level 3		% Level 2		% Level 1		All Tested	Percentage Tested	
	District	State	District	State	District	State	District	State		District	State
ALL STUDENTS	0.2	4.5	1.3	30.2	14.5	36.1	84.1	29.2	1173	98.2	95.6%
Female	0.2	5.5	1.2	33.3	17.8	35.8	80.9	25.4	580	98.6	95.5%
Male	0.2	3.6	1.3	27.3	11.3	36.3	87.2	32.7	593	97.9	95.6%
African American	NA	2.1	NA	21.4	NA	42.3	NA	34.2	NA	NA	96.5%
Alaska Native/American Indian	0.1	1.0	0.9	12.5	14.3	32.2	84.8	54.2	1162	98.2	97.5%
Asian/Pacific Islander	0.0	2.9	100.0	24.4	0.0	41.2	0.0	31.5	3	100.0	97.5%
Caucasian	14.3	7.0	28.6	40.5	57.1	35.5	0.0	17.1	7	100.0	93.8%
Hispanic	NA	2.9	NA	28.5	NA	41.4	NA	27.2	NA	NA	96.7%
Multi-Ethnic	0.0	4.5	0.0	32.5	0.0	37.6	100.0	25.4	1	100.0	97.1%
Economically Disadvantaged	0.1	1.6	1.1	18.6	12.6	36.6	86.2	43.2	1037	98.2	96.4%
NOT Economically Disadvantaged	0.7	6.8	2.9	39.5	28.7	35.7	67.6	18.1	136	98.6	94.9%
Students with Disabilities	0.0	0.8	0.5	7.1	2.5	26.7	97.0	65.4	200	94.4	96.0%
Students WITHOUT Disabilities	0.2	5.0	1.4	33.4	17.0	37.3	81.4	24.3	973	99.1	95.5%
LEP Students	0.0	0.3	0.4	3.9	8.6	19.9	91.0	75.9	978	98.2	98.2%
NOT LEP Students	1.0	5.1	5.6	33.8	44.1	38.2	49.2	22.9	195	98.5	95.2%
Migrant students	0.9	1.5	1.9	19.9	13.2	36.9	84.0	41.7	106	98.1	97.8%
NOT Migrant students	0.1	4.8	1.2	31.2	14.6	36.0	84.1	28.0	1067	98.3	95.4%
Active Duty	NA	7.1	NA	40.6	NA	35.1	NA	17.2	NA	NA	95.5%
NOT Active Duty	0.2	4.3	1.3	29.4	14.5	36.2	84.1	30.1	1173	98.2	95.6%

All Students Tested Grades 3 – 10 in Mathematics

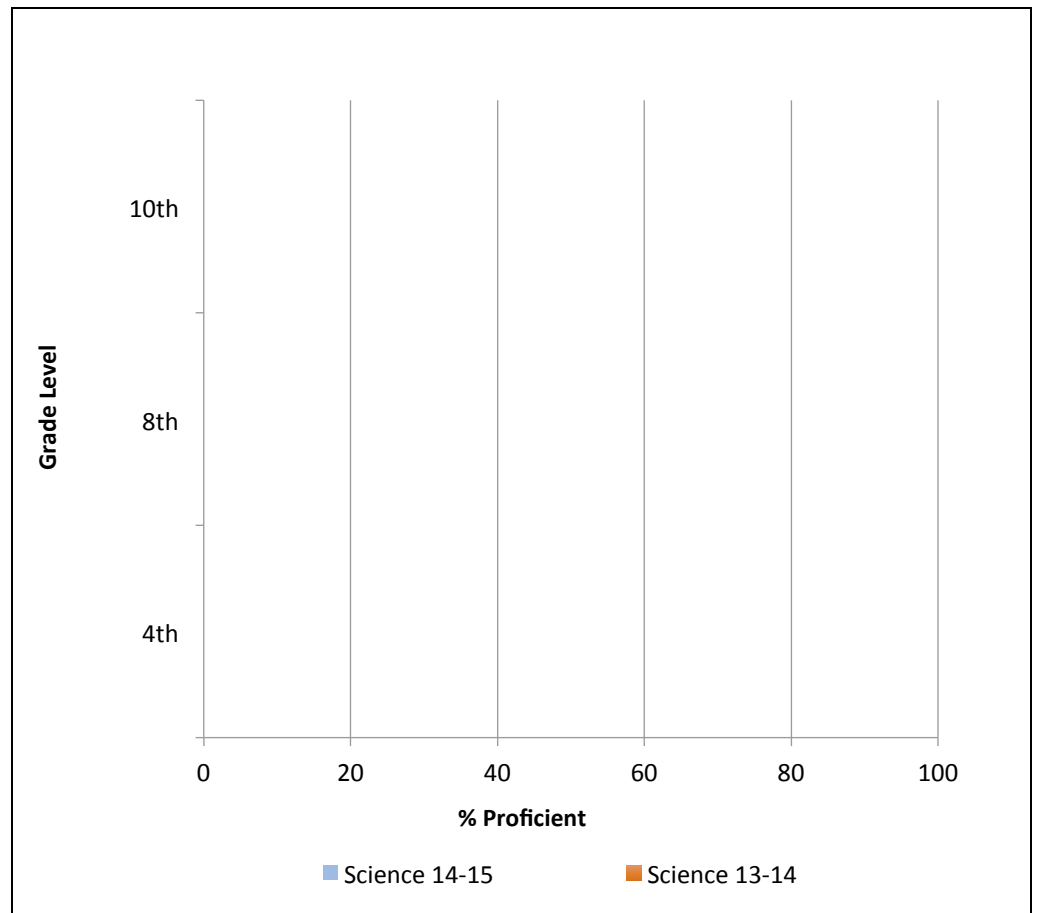
MATHEMATICS	% Level 4		% Level 3		% Level 2		% Level 1		All Tested	Percentage Tested	
	District	State	District	State	District	State	District	State		District	State
ALL STUDENTS	0.0	5.5	2.1	25.7	43.7	46.1	54.2	22.7	1174	98.3	95.4%
Female	0.0	4.8	1.6	25.7	41.4	47.3	57.1	22.2	580	98.6	95.3%
Male	0.0	6.1	2.7	25.7	46.0	45.0	51.3	23.2	594	98.0	95.6%
African American	NA	1.9	NA	17.7	NA	51.9	NA	28.5	NA	NA	95.9%
Alaska Native/American Indian	0.0	1.4	1.8	12.5	43.6	48.9	54.6	37.2	1163	98.3	97.5%
Asian/Pacific Islander	0.0	4.4	66.7	25.6	33.3	48.5	0.0	21.5	3	100.0	97.5%
Caucasian	0.0	8.2	28.6	32.9	57.1	42.9	14.3	16.0	7	100.0	93.6%
Hispanic	NA	3.7	NA	22.2	NA	50.9	NA	23.2	NA	NA	96.7%
Multi-Ethnic	0.0	5.4	0.0	27.7	100.0	47.4	0.0	19.4	1	100.0	96.9%
Economically Disadvantaged	0.0	2.1	1.6	16.7	43.2	50.7	55.2	30.6	1038	98.3	96.3%
NOT Economically Disadvantaged	0.0	8.1	5.9	32.9	47.8	42.5	46.3	16.5	136	98.6	94.8%
Students with Disabilities	0.0	1.2	0.0	6.7	36.0	46.2	64.0	45.8	200	94.4	95.7%
Students WITHOUT Disabilities	0.0	6.0	2.6	28.2	45.3	46.1	52.2	19.6	974	99.2	95.4%
LEP Students	0.0	0.8	0.9	7.1	41.8	48.1	57.3	44.1	979	98.3	98.2%
NOT LEP Students	0.0	6.1	8.2	28.2	53.3	45.8	38.5	19.8	195	98.5	95.1%
Migrant students	0.0	2.5	1.9	19.4	42.5	49.6	55.7	28.6	106	98.1	97.6%
NOT Migrant students	0.0	5.7	2.2	26.3	43.8	45.8	54.0	22.2	1068	98.3	95.3%
Active Duty	NA	8.1	NA	34.0	NA	44.7	NA	13.2	NA	NA	95.3%
NOT Active Duty	0.0	5.3	2.1	25.0	43.7	46.2	54.2	23.5	1174	98.3	95.5%

All Students Tested Grades 4, 8, & 10 in Science

SCIENCE	% Advanced		% Proficient		% Below		% Far Below		All Tested	Percentage Tested	
	District	State	District	State	District	State	District	State		District	State
ALL STUDENTS	0.5	26.3	5.6	30.8	22.3	23.2	71.6	19.8	394	89.7	93.1%
Female	0.5	24.3	2.1	31.6	22.2	24.6	75.1	19.4	189	91.7	92.9%
Male	0.5	28.1	8.8	30.0	22.4	21.8	68.3	20.1	205	88.0	93.2%
African American	NA	11.7	NA	28.2	NA	31.0	NA	29.1	NA	NA	92.5%
Alaska Native/American Indian	0.0	9.4	5.1	21.1	22.6	28.6	72.3	41.0	390	89.7	94.6%
Asian/Pacific Islander	100.0	15.7	0.0	29.9	0.0	28.3	0.0	26.1	1	100.0	96.3%
Caucasian	33.3	38.5	66.7	35.1	0.0	17.8	0.0	8.6	3	100.0	91.5%
Hispanic	NA	19.6	NA	33.0	NA	28.3	NA	19.1	NA	NA	94.1%
Multi-Ethnic	NA	26.6	NA	33.0	NA	25.7	NA	14.7	NA	NA	93.8%
Economically Disadvantaged	0.3	13.3	4.5	26.3	20.5	28.4	74.7	32.0	352	90.7	93.4%
NOT Economically Disadvantaged	2.4	35.9	14.3	34.1	38.1	19.3	45.2	10.7	42	82.4	92.8%
Students with Disabilities	0.0	6.5	0.0	18.0	3.5	27.2	96.5	48.3	57	80.3	92.7%
Students WITHOUT Disabilities	0.6	29.1	6.5	32.6	25.5	22.6	67.4	15.7	337	91.6	93.1%
LEP Students	0.0	1.0	3.1	7.4	16.4	26.9	80.6	64.7	324	89.5	95.0%
NOT LEP Students	2.9	29.5	17.1	33.8	50.0	22.7	30.0	14.0	70	90.9	92.8%
Migrant students	0.0	15.2	5.7	27.2	14.3	27.8	80.0	29.8	35	94.6	95.3%
NOT Migrant students	0.6	27.3	5.6	31.1	23.1	22.8	70.8	18.9	359	89.3	92.9%
Active Duty	NA	33.9	NA	35.4	NA	21.2	NA	9.4	NA	NA	95.8%
NOT Active Duty	0.5	25.7	5.6	30.4	22.3	23.3	71.6	20.6	394	89.7	92.9%

Two-Year Trend for District Students Scoring Proficient or Above by Grade Level on the SCIENCE Standards Based Assessment (SBA)

A two-year trend for students meeting standards on the new English language arts and Mathematics assessments is not applicable for 2014-2015 as these are new assessments. Two-year trends for English language arts and Math will be reported starting in 2015-2016.



Schools Designated as Priority, Focus, or 1- or 2-star Schools

For 2014-2015, there will be no Alaska School Performance Index (ASPI) reports as the accountability system has been “paused” for the new assessments. The ASPI star rating and school designation as Priority, Focus, or 1- or 2-star schools reported below are the same as those for the 2013-2014 school year.

Percentage of District Schools receiving 1 or 2 Star Rating in 2013-2014: 80% 2 Star

School Name	ASPI Star Rating 2013-2014	Priority or Focus School	Title I School (Yes/No)
Alakanuk School	**	Focus	YES
Emmonak School	**	Focus	YES
Hooper Bay School	**	Focus	YES
Kotlik School	**	Focus	YES
Marshall School	**	Focus	YES
Pilot Station School	**	Focus	YES
Scammon Bay School	**	Focus	YES
Sheldon Point School	**	Focus	YES

National Assessment of Education Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the only national test of what students know and can do. The Elementary and Secondary Education Act requires state participation in NAEP reading and mathematics assessments in grades 4 and 8 every other year so that NAEP can serve as the common measure of student achievement.

NAEP does not test each fourth or eighth grader in the state. A representative sample of schools is chosen to participate in the NAEP. No NAEP individual results are given for students or schools; only statewide results are reported. NAEP scores can be used to compare Alaska to the nation and to other states.

NAEP assessments are designed to assess NAEP standards, also known as NAEP frameworks. NAEP does not assess students on the Alaska reading or mathematics standards. The Alaska Measures of Progress (AMP) assessments are designed to assess Alaska reading and math standards, and are administered to all students. More information about the NAEP in Alaska can be found in <http://education.alaska.gov/tls/assessment/naep.html>.

There are three achievement levels for each grade assessed by NAEP: Basic, Proficient, and Advanced. Proficient on the NAEP indicates students “have demonstrated competency over challenging subject matter.” The following definitions apply to all subjects and all grades assessed by NAEP:

Achievement-Level Policy Definitions	
Basic	Partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade. Students who do not reach this level of proficiency are reported as Below Basic.
Proficient	Solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
Advanced	Superior performance.

The charts on the following pages show how Alaska students’ scores on the NAEP assessments compared to the public school students’ scores nationally.

Note: NAEP data is available on the Department of Education & Early Development website at: <http://education.alaska.gov/tls/assessment/naep.html>.

NAEP 2015 Grade 4 Reading	% Advanced		% Proficient		% Basic		% Below Basic	
Student Subgroup	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
All students	8	6	27	24	33	31	32	39
White	11	10	34	32	33	33	21	24
Black	2	6	16	19	33	32	49	44
Hispanic	3	5	17	23	33	34	46	38
Asian/Pacific Islander	19	5	34	18	28	34	19	43
American Indian/Alaska Native	4	1	17	9	31	24	47	66
Eligible for National School Lunch Program	10	5	29	25	34	35	28	35
Students with Disabilities	3	2	18	15	34	28	44	54
English Language Learners	2	3	10	6	21	14	67	78

Rounds to zero

NAEP 2015 Grade 4 Reading Participation Rate Percentages	National Public	Alaska
Students with Disabilities	87	93
English Language Learners	93	96

NAEP 2015 Grade 8 Reading	% Advanced		% Proficient		% Basic		% Below Basic	
Student Subgroup	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
All students	3	3	29	29	42	39	25	29
White	4	5	38	41	42	40	16	14
Black	1	#	14	13	43	49	42	37
Hispanic	1	1	19	30	45	45	35	25
Asian/Pacific Islander	9	1	41	19	35	46	15	33
American Indian/Alaska Native	2	#	21	8	42	31	36	60
Eligible for National School Lunch Program	4	3	31	36	41	42	23	20
Students with Disabilities	1	1	19	16	44	38	36	45
English Language Learners	#	#	7	6	28	24	64	69

Rounds to zero

NAEP 2015 Grade 8 Reading Participation Rate Percentages	National Public	Alaska
Students with Disabilities	87	89
English Language Learners	90	93

NAEP 2015 Grade 4 Math	% Advanced		% Proficient		% Basic		% Below Basic	
Student Subgroup	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
All students	7	6	32	29	42	43	19	22
White	10	9	41	38	39	41	10	11
Black	1	1	17	13	46	47	35	39
Hispanic	3	4	23	26	47	48	27	22
Asian/Pacific Islander	22	5	39	22	29	46	10	28
American Indian/Alaska Native	2	1	21	16	47	41	30	42
Eligible for National School Lunch Program	9	8	35	34	41	43	15	14
Students with Disabilities	2	2	22	19	48	47	28	33
English Language Learners	2	1	14	10	38	35	46	55

Rounds to zero

NAEP 2015 Grade 4 Math Participation Rate Percentages	National Public	Alaska
Students with Disabilities	89	91
English Language Learners	95	97

NAEP 2015 Grade 8 Math	% Advanced		% Proficient		% Basic		% Below Basic	
Student Subgroup	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
All students	8	7	24	25	38	39	30	29
White	10	11	32	35	39	41	19	14
Black	1	2	11	15	35	41	53	42
Hispanic	3	5	16	21	41	45	40	29
Asian/Pacific Islander	25	4	33	22	28	41	14	34
American Indian/Alaska Native	3	2	16	11	38	33	43	54
Eligible for National School Lunch Program	9	8	26	27	38	39	28	26
Students with Disabilities	2	2	15	15	40	39	42	44
English Language Learners	1	1	6	5	24	24	68	70

Rounds to zero

NAEP 2015 Grade 8 Math Participation Rate Percentages	National Public	Alaska
Students with Disabilities	90	89
English Language Learners	93	93

2014-2015 Accountability Indicators Report
Alaska Department of Education & Early Development

District: Lower Yukon School District

Alaska Measures of Progress (AMP) - 2015 Summative Assessment
Percentage of FAY¹ Students Achieving Level 3 or Level 4 - District and State Achievement²

Subgroup	English Language Arts		Mathematics	
	District	State	District	State
All Students	1.39%	35.38%	2.04%	31.86%
African American	N/A	23.86%	N/A	20.13%
Alaska Native/American Indian	0.94%	14.01%	1.68%	14.38%
Asian/Pacific Islander	*	28.21%	*	30.84%
Hispanic	N/A	31.35%	N/A	26.17%
Two or More Races	*	37.57%	*	33.80%
White	40% or fewer	47.87%	40% or fewer	41.64%
Economically Disadvantaged	1.14%	20.55%	1.66%	19.20%
Students with Disabilities ³	5% or fewer	8.05%	5% or fewer	8.15%
Limited English Proficient ³	0.44%	4.55%	0.98%	8.17%

Subgroup	Participation Rate			Attendance Rate		Graduation Rate		
	Enrolled	Rate (%)	Target Met? ⁴	Rate (%)	Target Met? ⁵	4-Year Rate	5-Year Rate	Target Met? ⁶
All Students	1,202	98.25%	Yes	84.08%	No	59.70%	48.36%	No
African American	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Alaska Native/American Indian	1,192	98.24%	Yes	84.04%	No	59.70%	47.93%	No
Asian/Pacific Islander	3	100.00%	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	1	100.00%	N/A	N/A	N/A	N/A	N/A	N/A
White	6	100.00%	Yes	90.79%	No	N/A	100.00%	Yes
Economically Disadvantaged	1,063	98.21%	Yes	84.08%	No	61.68%	44.00%	No
Students with Disabilities ³	221	94.12%	No	82.67%	No	54.55%	11.76%	No
Limited English Proficient ³	1,006	98.21%	Yes	83.76%	No	56.04%	43.12%	No

Notes:

1. Full Academic Year (FAY) = Students enrolled continuously from October 1 through the first day of testing.
 2. Due to the recent passage of the Every Student Succeeds Act, this report will provide a comparison of district achievement on the AMP assessment to statewide achievement for all students and for all subgroups for the 2014-2015 and 2015-2016 school years. Students achieving at Levels 3 and 4 are considered to be meeting the standards.
 3. Students with Disabilities (SWD) and Limited English Proficient (LEP) subgroups include assessment scores of former SWD and former LEP students that are being monitored for two years.
 4. The participation rate target is 95 percent if the number of enrolled students is greater than 40. If the number of enrolled students is 40 or less, all but two students must test. Subgroups with fewer than five students will reflect "N/A" in the "Target Met?" field.
 5. The attendance rate target is 95 percent for the district as a whole and each subgroup with at least five students enrolled.
 6. The graduation rate target is 90 percent for the district as a whole and each subgroup with at least five members if the district enrolls students in grade 12. A district or subgroup with 10 or fewer students satisfies the graduation rate requirement if all but one of those students graduate. A district meets this target if either the four- or five-year rate meets these criteria.
- * - Cells with an asterisk represent at least one and no more than four students assessed. These data are suppressed to protect individual student confidentiality.