SCOMM

125:27

Juneau School District Report to House Special Committee on Education
March 7, 2001

Peggy Cowan, Assistant Superintendent
Charla Wright, Coordinator of Instruction
Stephanie Hoag, Coordinator of Curriculum

What is JSD doing to prepare students for the HSGQE & Benchmark Exams?

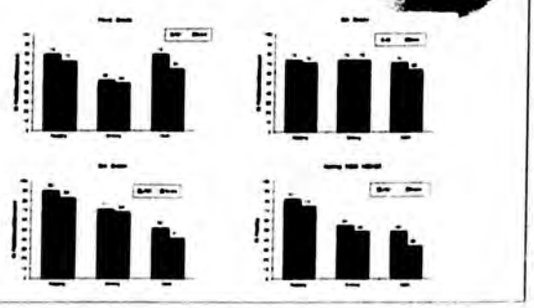
- Background
- Standards Support System
- Specific HSGQE Response

Background

District Demographics

- 5,500 Students
- 6 K-5 Schools, 2 Middle Schools, 1 High School, 1 Alt HS, Charter School, variety of options
- 20% Native Alaskan, 15% Other Minority, 11% Special Ed, 14% ESL, 12% Poverty

Success on State Exams



Standards Support System

- Our system is standards based
- The Alaska standards and exams are now incorporated into our system
- The JSD is continually improving this system

Standards Support System

- Aligns our practice to standards and tracks student performance to inform instruction to support academic student success
- Focuses on student understanding to create a balanced system addressing both skills and concepts
- Uses multiple measures to maintain the focus on understanding

Standards Support System

- JSD Strategic Plan and Goals -1982
- JSD CORE Content - 1997
- JSD Assessment System
- JSD Accountability Plans - 1999

Strategic Plan

- Goal focused, long term process
- Diversity of community involvement
- Adapted to respond to state standards and exams

JSD Strategies for 2001

- Standards, Assessments & Instruction
- Native & Minority Student Success
- Partnerships for Healthy Attitudes and Behaviors
- Educational Staff

JSD CORE Content

- Alignment to State Standards
- Depth not Breadth
- Teacher Support

JSD CORE & State Standards

- Alaska Content Standards
- JSD LA & Math CORE
- Alaska Performance Standards
- Revised JSD LA & Math CORE

Nature of CORE Understandings

Language Arts Examples

- **5th Grade:** Respond to literature by comparing two or more pieces of literature focusing on theme, plot, setting and character development
- **9th Grade:** Use critical reading skills to distinguish between facts and opinion, identify and assess validity, accuracy and adequacy of evidence that supports an author's main ideas, and identify inferences

Math Examples

- **2nd Grade:** Solve simple addition or subtraction story problem and describe the inverse relationship between addition and subtraction (e.g. 3 + ❑ = 7, ❑ + 3 = 7, 7 - 3 = ❑, and 7 - ❑ = 3)
- **10th Grade:** Estimate and find rational powers and roots of real numbers

Professional Development to Support CORE Instruction

- Focus on CORE instruction and assessment
- Reach ALL teachers - 2 district inservice days per year
- School sites use time before and after school and a day of inservice
- Individualized staff development- summer and school year opportunities

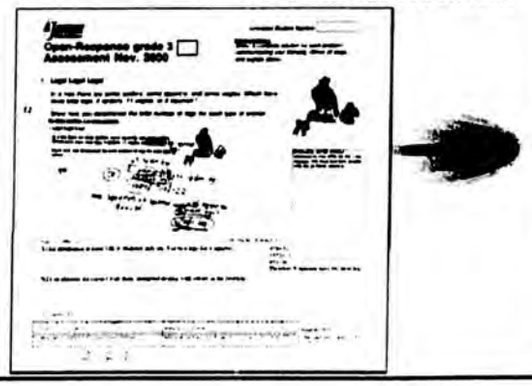
JSD Assessment System

- Multiple assessments with a variety of approaches
- Focus on student understanding of concepts and high level thinking
- On-going process, still in development

JSD Assessment System

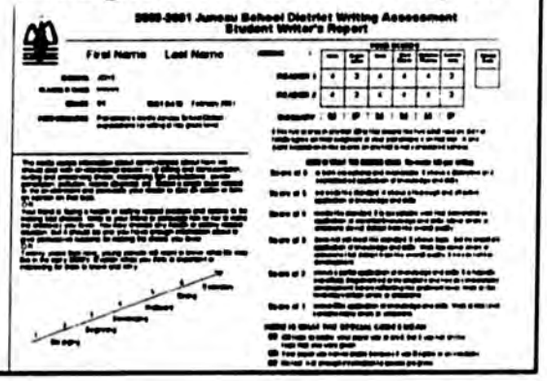
- Language Arts
  - CAT/Benchmark/HSGQE
  - <Degrees of Reading Power>
  - District Writing Assessment
  - K-5 Reading and Writing Continuums
  - 6-10 language arts classroom assessment, developing
- Mathematics
  - CAT/Benchmark/HSGQE
  - District Mathematics Assessment
  - K-5 Math Performance Tasks
  - 6-10 math classroom assessment, developing

Math Assessment



Teacher Math Report

Writing Assessment Parent Report



JSD Accountability Plans

- Success for ALL
- Supported by Data Analysis
- School Site Plans within District Parameters

How do we define success for ALL?

- 95 % Goal
- Criteria for Meeting CORE
  - Classroom assessments
  - District assessments
  - State assessments

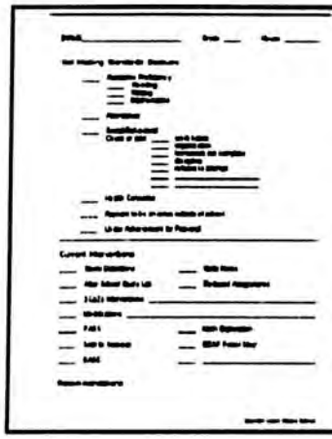
JSD Accountability Plans

Questions to Answer

- Who are the students not meeting the CORE in your school and why not?
- What strategies will you use to improve student success?- in the classroom, extra supports

Who are the students not meeting the CORE in your school and why not?

- Multiple slides with special pop
- Screen prints for acct plan database summaries on state tests
- Individual profile



Who are the students not meeting the CORE and why?

What strategies will you use to improve student success?- in the classroom

- Essential Questions guide instruction
- "Backwards" Lesson Design
- Balanced Program
- Demonstrating and Applying Knowledge
- Using assessment data to modify instruction

What strategies will you use to improve student success?- extra supports

- Soar to Success
- Summer School
- Gear Up Grant
- 21st Century After School Grant
- Special Education Program
- English as Second Language Program

Direct Response to HSGQE

- Addition of CORE classes
- Adjust district assessment cycle
- Grammar texts for English classes
- After school exam preparation courses

Summary of JSD

- Background
  - Small urban community
- Standards Support System
  - Ongoing systems in place focused on student achievement
- Specific HSGQE Response
  - Special supports to help students pass exam & adjustments in existing system

Summary of HSGQE & Benchmark Impact on JSD

- Standards have been a part of the JSD instructional support system for ten years
- Benchmark & HSGQE have reinforced and supported what we've been doing because they are aligned to the standards assessing conceptual understanding and skills

Summary of HSGQE & Benchmark Impact on JSD cont'

- We continue to use multiple assessments of student achievement because
  - a single measure is too narrow to accurately assess student understanding of concepts
  - no single test is completely valid & reliable, and
  - local assessments better inform instruction

Juneau School District Report to House Special Committee on Education March 7, 2001

Questions?

Juneau School District
Strategies for 2001

Standards, Assessment & Instruction
Increase student achievement in language arts and mathematics using standards-based assessments to measure student performance and to guide instruction.

Native & Minority Student Success
Strengthen and institutionalize successful programs to ensure that all Native and minority students achieve success.

Partnerships for Healthy Attitudes & Behaviors
Provide an environment that fosters socially, emotionally and physically healthy students through strong family and community partnerships.

Educational Staff
Investigate ideas to ensure the highest quality educational staff.

CORE CONTENT

Language Arts/English

SPEAKING

- Make an oral presentation to classmates, e.g. poem, reader's theater, report, play.
  - Use appropriate volume and intonation.
  - Face the audience.
- Respond orally to questions/statements about books the student has read, including leveled benchmark books in the classroom, both individually and in small group discussions.

The Juneau School District's CORE Content in Language Arts/English is based on the Alaska Content Standards and represents what all students in the District should know and be able to do in grades K through 12.

Locating & Managing Information

REFERENCE SOURCES

- Locate different kinds of books in a library.
- Use personal spelling dictionary.
- Use dictionary to look up words.
- Identify and use references within a book:
  - table of contents
  - index
- Write a bibliography of titles and authors.
- Create and use simple maps.
- Use a variety of technological tools and programs to research and gather information.
  - Locate, open, and use available applications/CD ROM.
- Read menus and simple schedules (e.g., school day, school year).
- Interview an adult.

ORGANIZATIONAL FORMATS

- Use the simple note taking skills of bubbling/mapping.
- Generate own questions for research/project.
- Take different kinds of tests.

JUNEAU SCHOOL DISTRICT

THIRD GRADE

CORE CONTENT

Language Arts/ English

3

JUNEAU SCHOOL DISTRICT
10014 CRAZY HORSE DRIVE
JUNEAU, ALASKA 99801

907/463-1700 ext. 218

OCTOBER, 2000

CORE CONTENT

Language Arts/English

Reading & Listening

READING

- Read silently for 15 to 20 minutes at their reading level.
- Choose and read fiction and non-fiction books at their reading level.
- Integrate reading strategies fluently and effectively at reading levels [redacted] or BB 3.5. 34-36
- Adjust reading pace or style based on purpose, task, and type of text at appropriate grade level.
- Read contractions.
- Recognize root words.
- Recognize prefixes/suffixes.
- Recognize abbreviations of proper nouns, Mr., Mrs., Dr., Ms.
- Identify characters, plot and setting.
- Summarize major events in correct sequence.
- Distinguish fact from fiction.
- Evaluate characters, authors, and books.
- Predict what will happen next, based on previously read material.
- Read texts aloud with expression, demonstrating knowledge of punctuation and other conventions of print at appropriate grade level.

LISTENING

- Participate in oral/shared reading of both fiction and non-fiction, and simple chapter books.
- Use active listening skills (e.g. facing speaker or reader, etc.) during oral reading and respond appropriately to questions and other students' ideas.
- Listen and interpret a variety of fiction and non-fiction books.
- Listen and follow oral three step directions.

Writing & Speaking

WRITING

- Maintain a reflective journal.
- Read and write D'Nealian cursive.
- Write:
  - a main idea paragraph on a single topic.
  - a friendly note with salutation, body, and closing.
  - 3 paragraphs on a single topic.
- With guidance, use writing process to develop own writing from draft to publication.
- Share writing in a variety of ways.
- Respond to literature by writing about plots, settings, and characters.
- Demonstrate skill in organization of writing by:
  - including beginning, middle and end.
- Demonstrate keyboarding of 5 words per minute (using correct technique) at 90% accuracy.

SPELLING

- Spell words up to #265 from the High Frequency Word List and other words in context.
- Edit for correct spelling using such things as:
  - beginning dictionary
  - word lists
  - personal spelling dictionary
- Use spelling strategies including:
  - visual memory
  - word families
  - hearing sounds in words (phonics) in their order
  - using personal spelling dictionary

GRAMMAR

- Identify and use correct conventions — capitalization, spelling, punctuation — as described below.
- Form plurals using s and es.
- Identify nouns, verbs, and pronouns.
- Routinely use nouns and verbs.
- Recognize subjects (nouns) and predicates (verbs) in texts.
- Identify and use a complete sentence.
- Use declarative and interrogative sentences.
- Change verbs from past to present tense in texts.
- Use correct end punctuation (period, question mark) in sentences.

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CORE
CONTENT

Statistics & Probability

APPLY PROBABILITY

- Analyze data from multiple events and predict theoretical probability; find and compare experimental and theoretical probability for a simple situation, discussing possible differences between two results.
- Design, conduct, analyze, and communicate the results of multi-stage probability experiments.
- Apply the fundamental counting principle.

SAMPLE AND ANALYZE DATA

- Display linear and quadratic data, using technology.
- Describe data, selecting measures of central tendencies and distribution, to convey information in the data.
- Model data using matrices and percentiles.

Process Skills

PROBLEM SOLVING STRATEGIES, REASONING, COMMUNICATION, AND CONNECTIONS

- Recognize and formulate mathematical problems from within and outside the field of mathematics.
- Apply multi-step, integrated, mathematical problem solving strategies, persisting until a solution is found or it is clear no solution exists.
- Verify the answer by using an alternative strategy.
- Use informal deductive and inductive reasoning in both concrete and abstract contexts.
- State counter examples to disprove statements.
- Justify and defend the validity of mathematical strategies and solutions using examples and counter examples.
- Use appropriate technology to represent the information and ideas in a problem, i.e. selecting appropriate graph.
- Use numerical, graphic, and symbolic representations to support oral and written communication about math ideas.
- Explain, justify, and defend mathematical ideas, solutions, and methods to various audiences.
- Apply mathematical skills and processes to global issues.
- Describe how mathematics can be used in knowing how to prepare for careers.

The Juneau School District's CORE Content in Mathematics is based on the Alaska Content Standards and represents what all students in the District should know and be able to do in grades K through 12.

JUNEAU SCHOOL DISTRICT

NINTH GRADE

CORE
CONTENT

Mathematics

9

JUNEAU SCHOOL DISTRICT
10014 CRAZY HORSE DRIVE
JUNEAU, ALASKA 99801

907/463-1700 ext. 218

OCTOBER, 2000

NINTH GRADE CORE CONTENT

CORE CONTENT

Mathematics

Algebraic Thinking

DESCRIBE PATTERNS, EXPRESSIONS, AND FUNCTIONS

- Identify, graph, and describe patterns, shown as tables, graphs, and equations as linear and simple non-linear functions, i.e. absolute value, quadratic, and exponential.
- Identify dependent and independent variables from a table, graph situation, and equation and determine the value of either.
- Determine the line of best fit and use it to predict unknown data values.
- Use discrete structures, such as networks, matrices, sequences, and iterations as tools to analyze patterns, expressions, and equations.
- Graph linear equations using slope and intercept.
- Graph curves including absolute value and quadratics on coordinate system, using a table and simple polynomial function.
- Identify slope and midpoint of a segment from a graph.
- Find distance between two points.
- Find standard and slope-intercept forms of a linear model.
- Predict the effect of changes in rate on initial value on graphs of linear functions.

USE VARIABLES, MANIPULATE EXPRESSIONS, AND SOLVE EQUATIONS AND INEQUALITIES

- Model situations with two-step linear equations or inequalities having variables on both sides and solve.
- Given a formula, solve for a variable in terms of other variables.
- Create and solve simple systems of equations, algebraically and graphically, using a graphing calculator.
- Add, subtract, and simplify polynomial expressions and equations, and find products, quotients, and powers of monomials.
- Factor the greatest common monomial factor from a polynomial and apply products of binomials.

Geometry & Measurement

APPLY PROPERTIES, DEFINITIONS, FORMULAS, AND PROPORTIONALITY

- Use equations and expressions to find angle values (supp., comp., vertical, interior and exterior angles).
- Apply the Pythagorean Theorem and use sine, cosine, and tangent ratios.
- Apply properties of similar figures.
- Use and apply common terms such as: slope, intercepts, zeroes, and ordered pairs.
- Estimate and convert measurements between different systems.
- Evaluate measurements for accuracy, precision, and error with respect to the measuring tools, methods, and the computational process.
- Draw scale drawings using a variety of methods.

Number Sense

APPLY NUMBER THEORY AND PROPORTIONS

- Read, write, model, and define real numbers and subsets.
- Order a set of real numbers and their subsets.
- Add a different base system.
- Use rules of integral exponents.
- Convert square roots to simplest radical form.
- Select, convert, and apply an equivalent representation of a number for a specified situation.
- Apply proportion and percentage.
- Use dimensional analysis to convert units.

COMPUTE AND ESTIMATE

- Add, subtract, multiply and divide real numbers in various forms including scientific notation, powers and roots.
- Perform operations on real numbers.
- Use estimation to solve problems and to check the accuracy of solutions; state whether the estimation is greater or less than the exact answer.
- Estimate and find integral powers and square roots of real numbers and variable expressions, including simplest radical form.
- Use order of operations with real numbers including radicals.
- Use order of operations with rational numbers/variables, including use of properties of the real number system, i.e. distributive.

continued, over

City and Borough of Juneau School District

Universal Student Number

Open-Response grade 3 Assessment Nov. 2000

Instructions:
Show a complete solution for each problem communicating your thinking. (Show all steps and explain steps)

1 Legs! Legs! Legs!

In a tree there are some spiders, some squirrels, and some eagles. Which have more total legs, 4 spiders, 11 eagles, or 9 squirrels?

E2

Show how you determined the total number of legs for each type of animal.

Do either problem 1 or 2 but not both.

1 Legs! Legs! Legs!

In a tree there are some spiders, some squirrels, and some eagles. Which have more total legs, 4 spiders, 11 eagles, or 9 squirrels?

Show how you determined the total number of legs for each type of animal.

36 squirrel legs

*8 spider legs
4 spiders → 4x8=32 spider legs
x2 eagle legs
11 eagles → 11x2=22
nine squirrels x4 squirrel legs=36 squirrel legs
9x4=36

(OK)

Spider legs
eagle legs
Squirrel legs

Extracting all the needed information was difficult for some students, but most had little trouble with the problem solution.

Rubric_Meets

S1All infomation is used. OK if students only use 3 or two legs for a squi el.

N2 Calculations are correct with three attempted dealing with values in the problem

Numeric answers

4*8=32
11*2=22
9*4=36
Therefore 9 squirrels have the most legs.

CORE standards

Statistics and probability	S.1 Apply probability and discrete math	Find up to six possible arrangements and combinations using a set of objects	Adapted from:
Number sense and computation	N.2 Compute and estimate	Add and subtract whole numbers to sums less than 99.	Ohio sample Grade 3(Ohio Dept Of Ed.)

S.1	78%	14%	8%
N.2	68%	24%	8%

Teacher's Report:Student Recommendations

Teacher's Name

Glacier Valley Elementary

Test performance

Number Meeting	8	38%	66%
to be Checked	12	57%	26%
needing Help	1	5%	8%
Total students	21		
Students w/o test	2	10%	7%

Name	ID	G	Eth	SpEd	Profile	Assessment Rating by Problem
[redacted]	31178	M	AN	M	M	1 M IP IP IP
Performance **Check.**	Mark Sem1	03		IPIPIP	3 1 RS C	
					0	
Alg Thinking		Geometry			Communication **IP**	
Num. Sense **IP**		Statistics **M**			Reasoning **IP**	35003
[redacted]	29440	F	AN	MM	2 M M CP CP	
Performance **Check.**	Mark Sem1	03		CPCP	0 1 RS C	
					2	
Alg Thinking		Geometry			Communication **CP**	
Num. Sense **M**		Statistics **M**			Reasoning **CP**	35003
[redacted]	29444	F	W		0	
Performance **Check.**	Mark Sem1	03	NT		1 RS C	
					0	
Alg Thinking		Geometry			Communication	
Num. Sense		Statistics			Reasoning	35003
[redacted]	27685	F	H		0	
Performance **Check.**	Mark Sem1	03	NT		1 RS C	
					0	
Alg Thinking		Geometry			Communication	
Num. Sense		Statistics			Reasoning	35003
[redacted]	29460	M	A	MMMM	4 M M M M	
Performance **Meets**	Mark Sem1	03			0 1 RS C	
					0	
Alg Thinking		Geometry			Communication **M**	
Num. Sense **M**		Statistics **M**			Reasoning **M**	35003
[redacted]	29449	F	P	M	1 IP IP CP M	
Performance **Check.**	Mark Sem1	03		IPIP	2 1 RS C	
				CP	1	
Alg Thinking		Geometry			Communication **M**	
Num. Sense **IP**		Statistics **IP**			Reasoning **CP**	35003
[redacted]	30802	M	W	MM	2 IP M M IP	
Performance **Check.**	Mark Sem1	03		IPIP	2 1 RS C	
					0	
Alg Thinking		Geometry			Communication **IP**	
Num. Sense **M**		Statistics **IP**			Reasoning **M**	35003
[redacted]	32691	M	W	MMMM	4 M M M M	
Performance **Meets**	Mark Sem1	03			0 1 RS C	
					0	
Alg Thinking		Geometry			Communication **M**	
Num. Sense **M**		Statistics **M**			Reasoning **M**	35003
[redacted]	29309	M	AN	1	0 CP IP IP IP	
Performance **Check.**	Mark Sem1	03		IPIPIP	3 1 RS C	
				CP	1	
Alg Thinking		Geometry			Communication **IP**	
Num. Sense **IP**		Statistics **CP**			Reasoning **IP**	35003

2000-2001 Juneau School District Writing Assessment
Student Writer's Report

First Name Last Name (00000)

SCHOOL: JDHS

TEACHER NAME: Meyers

GRADE: 09 **TEST DATE:** February 2001

PERFORMANCE: Performance meets Juneau School District expectations for writing at this grade level.

YOUR SCORES

	Ideas	Organi-zation	Voice	Word Choice	Sentence Fluency	Conven-tions	Special Code
READER 1	4	3	4	4	4	3	
READER 2	4	3	4	4	4	3	
SUMMARY	M	IP	M	M	M	IP	

If the two scores in any trait differ that means the two adult readers did not totally agree on their judgment of your performance on that trait. A one point separation in the scores on any trait is not considered serious.

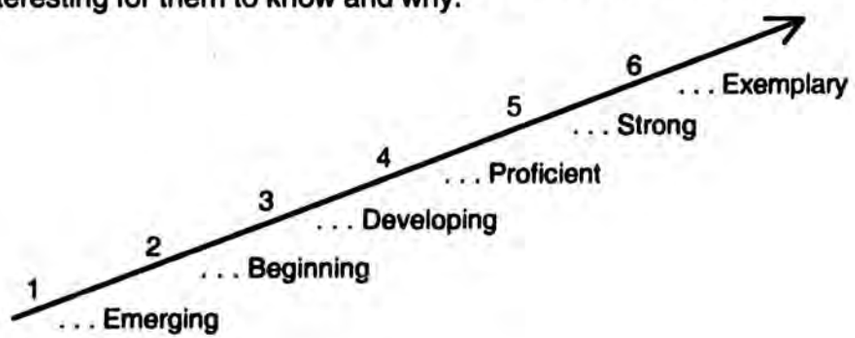
The media carries information about controversies about how we should deal with environmental issues -- oil drilling and transportation, cutting and preserving timber, maintaining fish populations, power generation, pollution, waste disposal, etc. Select a single topic related to the environment and persuade your reader to take an action or form an opinion on that topic.

OR

Your friend is facing a health or safety related problem and seems to be making bad choices. Write to your friend to persuade him or her to make the choice(s) you favor. You may choose any health or safety related situation, but it should be one you have enough information about to give persuasive reasons for making the choice you favor.

OR

Twenty years from now, young people will want to know what life was like in the early 2000's. Explain what you think is important or interesting for them to know and why.



HERE IS WHAT THE SCORES MEAN. The reader felt your writing:

Score of 6: is both exceptional and memorable. It shows a distinctive and sophisticated application of knowledge and skills.

Score of 5: exceeds the standard. It shows a thorough and effective application of knowledge and skills.

Score of 4: meets the standard. It is acceptable work that demonstrates application of essential knowledge and skills. Minor errors or omissions do not detract from the overall quality.

Score of 3: does not yet meet the standard. It shows basic, but inconsistent application of knowledge and skills. Work has minor errors or omissions that detract from the overall quality. It needs further development.

Score of 2: shows a partial application of knowledge and skills. It is typically superficial, fragemented or incomplete and needs considerable development before reflecting the proficient level. Work at this level may contain errors or omissions.

Score of 1: shows little application of knowledge and skills. Work at this level contains many errors or omissions.

HERE IS WHAT THE SPECIAL CODES MEAN:

OT: Off topic scorable: your paper was scored, but it was not on the topic that you were given.

NS: Your paper was non-scorable because it was illegible or un-readable.

NT: No test: not enough information to assess progress.

Summary

Number found 5553
of database 100%

School | Show all | Clear Form | Perform find

Grad class | Grade | Universal ID | gender

☐ F			2679	48%
☐ M			2873	52%

CORE2000 meets

Lang Arts			Math		
○ M	0	0%	○ M	0	0%
○ **			◉ **		

SY2000 letter grades

Lang Arts			Math		
☐ A	677	26%	☐ A	453	20%
☐ B	775	30%	☐ B	643	28%
☐ C	590	23%	☐ C	585	26%
☐ D	341	13%	☐ D	294	13%
☐ F	189	7%	☐ F	271	12%

Eth

☐ A/PI	436	8%	
☐ AI	43	1%	
☐ AN	1129	20%	
☐ B	72	1%	
☐ H	172	3%	
☐ othr	87	2%	
☐ W	3613	65%	
ELL?	744	13%	
Lunch?	475	9%	
Spt d?	603	11%	
Ex Lrn	375	7%	

Meet CORE Continuums

	Count	Read	Write	Math	Reading		Writing	
K	372	0	0	0	28	8%	34	9%
G1	438	0	0	0	198	45%	268	61%
G2	427	1	0	0	216	51%	285	67%
G3	421	1	0	0	294	70%	248	59%
G4	491	0	0	0	208	42%	195	40%
G5	415	1	0	0	211	51%	153	37%
G6	408	0	0	0				
G7	406	0	0	0				
G8	462	0	1	0				
G9	509	0	0	0				
G10	459	0	0	0				
G11	335	0	0	0				
G12	367	0	0	0				

District Assess

	Lang Arts		Math	
K				
G1				
G2	491	43%		
G3	604	84%	436	52%
G4	609	41%		
G5	472	61%	586	53%
G6				
G7	593	54%	330	40%
G8			353	29%
G9				
G10	542	71%	411	36%
G11				
G12				

CAT/5

	# of students in quartile				Average	
	Q1	Q2	Q3	Q4	NCE	NPR
Read G04	346	366	432	657	57	58
G07	51	77	102	152	57	59
G08	169	227	317	507	59	62
G09	89	77	102	164	54	56
G11	53	56	56	108	57	59

	# of students in quartile				Average	
	Q1	Q2	Q3	Q4	NCE	NPR
Lang G04	405	385	420	573	52	53
G07	69	67	97	152	57	59
G08	180	258	350	408	55	57
G09	69	84	114	172	56	59
G11	46	60	101	82	54	56

	# of students in quartile				Average	
	Q1	Q2	Q3	Q4	NCE	NPR
Math G04	217	251	394	932	63	67
G07	59	77	87	159	57	57
G08	165	215	330	497	57	61
G09	29	70	105	223	61	65
G11	49	61	61	112	55	57

	# of students in quartile				Average	
	Q1	Q2	Q3	Q4	NCE	NPR
Full G04	300	347	415	700	57	59
G07	52	72	100	150	56	59
G08	163	215	301	497	57	60
G09	51	67	94	194	56	59
G11	50	49	65	120	55	58

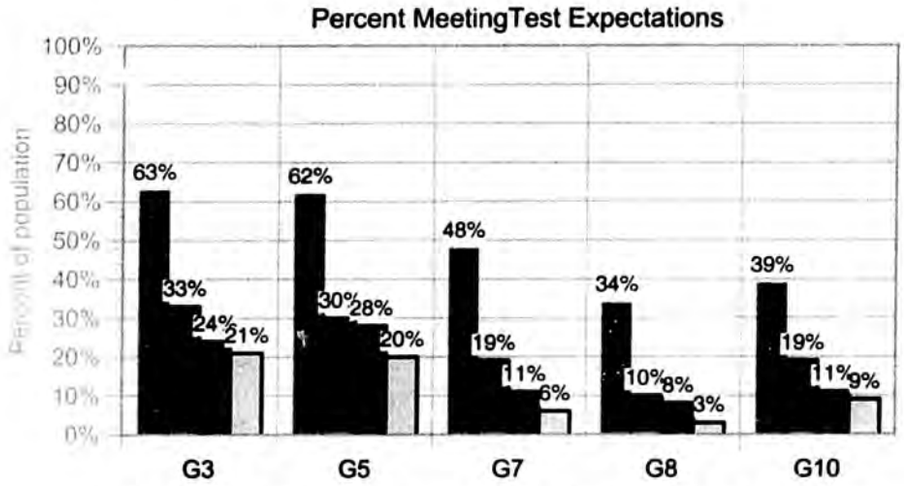
State assess

	Reading	Write	Math
Grade03	319	212	319
	79%	52%	79%
Grade06	292	286	279
	73%	72%	70%
Grade08	402	326	234
	88%	72%	51%
Grade10	342	227	201
	80%	53%	47%

Juneau School District
Student Achievement Report

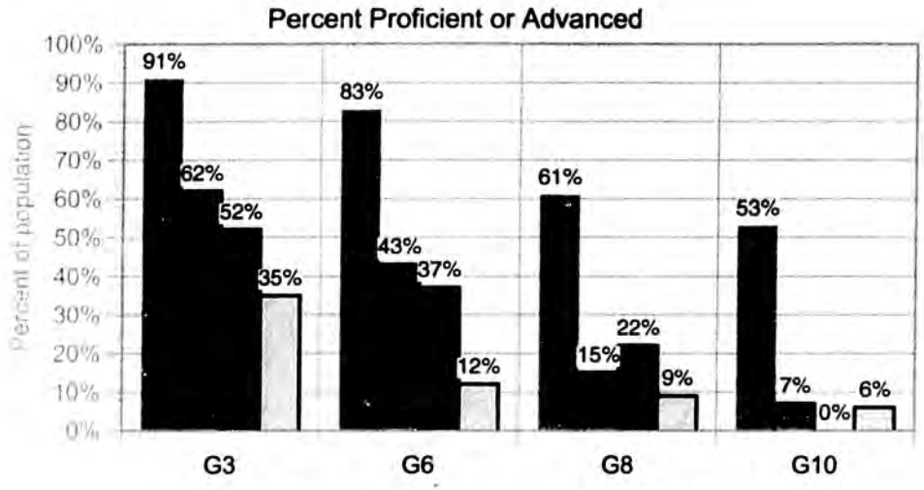
MATH: SPECIAL POPULATIONS

District Assessments



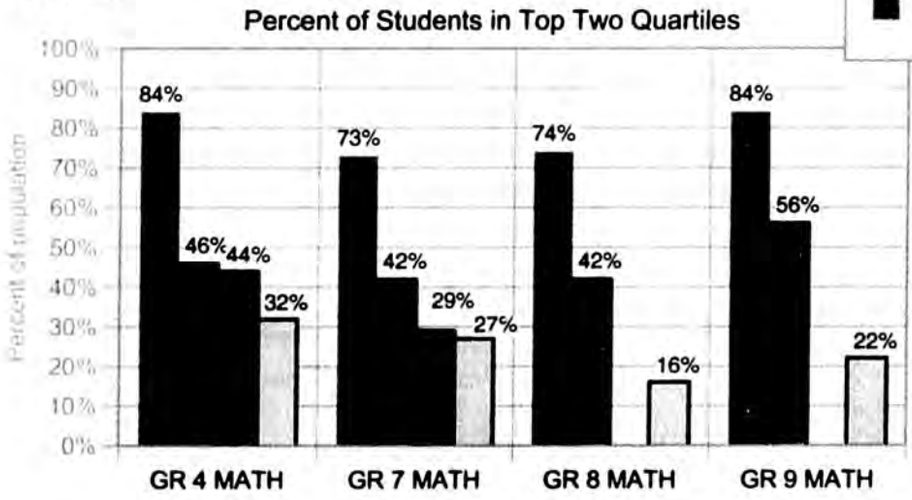
* Scores for the last four years are included with each grade.

State Assessments



* Scores for only SY1999-2000 are included.

CAT/5



* Scores for the last four years are included with each grade.

How are sub-populations achieving?

Different populations of Juneau students do not achieve as well as others. Specific populations of concern are English Language Learners (ELL), students from low socio-economic backgrounds and Alaska Native and Minority students.

The JSD has under identified low socio-economic students and ELL students. Our definition of poverty is eligibility for free and reduced lunch. Eligible students often do not apply for the lunch program, especially as they get older. Even with our limited data, students in these two populations do not perform as well as other groups. These students are weakest in the same areas identified for Native students.

All Students

Found 415

Grade 3 Benchmark

The Alaska Comprehensive System of Student Assessment

Meeting standards

	count	% of group	Dist %	AK%	+/-
Adv./Prof. reading	324	78%	78%	73%	5%
Adv./Prof. writing	213	51%	51%	49%	2%
Adv./Prof. math	323	78%	78%	65%	13%
Adv./Prof. all three	209	50%	50%		

Averages

	group avg.	Dist avg	pass score	+/-
Avg. reading	366	366	271	95
Avg. writing	354	358	318	36
Avg. math	393	374	374	19

Letter grades

School

Lang. Arts	#		Math	#	
O A	0	0%	O A	0	0%
O B	0	0%	O B	0	0%
O C	0	0%	O C	0	0%
O D	0	0%	O D	0	0%
O F	0	0%	O F	0	0%
O NG	415	100%	O NG	415	100%

Demographics

testDate: 3/07/2000

Reading Levels			Writing Levels		
☐ ADV	78	19%	☐ ADV	14	3%
☐ PRF	246	59%	☐ PRF	199	48%
☐ BLW	46	11%	☐ BLW	154	37%
☐ NOT	38	9%	☐ NOT	41	10%

Mathematics Levels					
☐ ADV	194	47%	☐ BLW	62	15%
☐ PRF	129	31%	☐ NOT	24	6%

Proficient		count	% of group	Dist. %
Read		324	78%	78%
Write		213	51%	51%
Math		323	78%	78%
ALL		209	50%	50%
Gender	O F	206	50%	50%
	O M	209	50%	50%
Eth.	O W	267	64%	64%
	O AN	83	20%	20%
	O A/PI	29	7%	7%
	O B	3	1%	1%
	O H	13	3%	3%
	O AI	2	0%	0%
	O Other	18	4%	4%
ELL		90	22%	22%
FRL		52	13%	13%
SpEd		49	12%	12%
ExLrn		40	10%	10%

Reading Standards	Δ API	Avg. API	Pass API	s.d. API
R1.1 Use phoenics; read words	5	82	77	14
R1.2 Comprehend literal meaning	12	74	62	19
R1.4 Restate or restate information	9	64	55	14
R1.5 Identify main idea	8	68	60	15
R1.6 Follow simple directions	17	56	39	20
R1.7 Identify forms of text	15	60	45	19
R1.8 Identify basic story elements	5	72	67	16
R1.9 Make connections	7	87	80	17

Writing Standards	Δ API	Avg. API	Pass API	s.d. API
W1.1/1.2 Write short stories	-2	61	63	13
W1.3 Proofread writing	2	49	47	21
W1.4 Revise writing for clarity	3	49	46	17

Mathematics Standards	Δ API	Avg. API	Pass API	s.d. API
A.1 Numeration	13	71	58	19
A.2 Measurement	14	76	62	19
A.3 Estimation and computation	17	75	58	21
A.4 Functions and relationships	13	80	67	18
A.5 Geometry	16	66	50	19
A.6 Statistics and probability	9	77	68	14
B/C/D Prob Solv/ Comm/ Reasoning	8	75	67	15

not Prof. Math

Found 92

Grade 3 Benchmark

The Alaska Comprehensive System of Student Assessment

Meeting standards

	count	% of group	Dist %	AK%	+
Adv./Prof. reading	28	30%	78%	73%	-43
Adv./Prof. writing	1	1%	51%	49%	-48
Adv./Prof. math	0	0%	78%	65%	-65
Adv./Prof. all three	0	0%	50%		

Averages

	group avg	Dist avg	pass score	+/-
Avg. reading	271	366	271	
Avg. writing	258	358	318	-60
Avg. math	268	374	374	-106

Letter grades

School

Lang. Arts	#		Math	#	
O A	0	0%	O A	0	0%
O B	0	0%	O B	0	0%
O C	0	0%	O C	0	0%
O D	0	0%	O D	0	0%
O F	0	0%	O F	0	0%
O NG	92	100%	O NG	92	100%

Demographics

testDate: 3/07/2000

	Reading Levels			Writing Levels	
☐ ADV	0	0%	☐ ADV	0	0%
☐ PRF	28	30%	☐ PRF	1	1%
☐ BLW	27	29%	☐ BLW	49	53%
☐ NOT	31	34%	☐ NOT	35	38%

	Mathematics Levels				
☐ ADV	0	0%	☐ BLW	62	67%
☐ PRF	0	0%	☐ NOT	24	26%

Proficient		count	% of group	Dist. %
Read		28	30%	78%
Write		1	1%	51%
Math	NOT	92	100%	78%
ALL		0	0%	50%
Gender	O F	41	45%	50%
	O M	51	55%	50%
Eth.	O W	35	38%	64%
	O AN	35	38%	20%
	O A/PI	5	5%	7%
	O B	2	2%	1%
	O H	5	5%	3%
	O AI	1	1%	0%
	O Other	9	10%	4%
ELL		35	38%	22%
FRL		25	27%	13%
SpEd		32	35%	12%
ExLrn		0	0%	10%

Reading Standards	Δ API	Avg. API	Pass API	s.d. API
R1.1 Use phoenics; read words	-12	65	77	17
R1.2 Comprehend literal meaning	-12	50	62	18
R1.4 Restate or restate information	-9	46	55	14
R1.5 Identify main idea	-12	48	60	16
R1.6 Follow simple directions	-6	33	39	12
R1.7 Identify forms of text	-8	37	45	12
R1.8 Identify basic story elements	-15	52	67	20
R1.9 Make connections	-14	66	80	21

Writing Standards	Δ API	Avg. API	Pass API	s.d. API
W1.1/1.2 Write short stories	-19	44	63	12
W1.3 Proofread writing	-22	25	47	9
W1.4 Revise writing for clarity	-17	29	46	10

Mathematics Standards	Δ API	Avg. API	Pass API	s.d. API
A.1 Numeration	-16	42	58	13
A.2 Measurement	-14	48	62	11
A.3 Estimation and computation	-16	42	58	14
A.4 Functions and relationships	-13	54	67	13
A.5 Geometry	-12	38	50	10
A.6 Statistics and probability	-12	56	68	13
B/C/D Prob Solv/ Comm/ Reasoning	-13	54	67	13

Individual Student Profile

25207

LName	FName	ID	Grade		Eth	HomePhone	tchr_Lname	school_abbrv/name		AltSch?
		25207	06	M	W		Heagy	CHS	Charter School	☐ =Y

Parent/Guard. 1	Parent/Guard. 2	MailAddress	City		ZIP	Birthdate
			Juneau	AK	99801	19871214

Date entered JSD	PhysicalAddress	id_ContactPhone	EmergencyContact
19930824			

Program Involvement

☐ SPED ☐ EL ☐ BASE/Access ☐ 504 ☐ Math CORE Assist ☐ MedicalConcerns ☐ Program Excellence
☐ A2R ☐ LEP ☐ SCoT ☐ Read CORE Assist ☐ FRcd lunch ☐ Summer school ☐ Home School Assist

Attendance History

	K	1	2	3	4	5	6	7	8	9	10	11	12
Absences													
Tardies													
School Attended													
Entry Date													

Reading

	K	1	2	3	4	5	6	7	8	9	10	11	12
CORE performance													
Continuum													
DRP													
Report card													
DRA													
AK State Bnchmrk							AD						
CAT5 readNCE					93								
Read Other													
Benchmark books												ACT	SAT

Writing

	K	1	2	3	4	5	6	7	8	9	10	11	12
Continuum													
Report card													
Dist. Assess					Mee	Mee							
AK Bnchmrk							AD						
CAT langNCE					74								

Mathematics

	K	1	2	3	4	5	6	7	8	9	10	11	12
CORE performance													
Teacher assess													
Report card													
Dist/ Assess.						Mee							
AK State Bnchmrk							AD						
CAT mathNCE				65									SAT
Math Other													

Individual Student Profile Interventions

25207

LName	FName	25207 ID	06 Grade	M G	W E	HomePhone	tchr_Lname	Charter School

Parent/Guard. 1	Parent/Guard. 2	MailAddress	Juneau City	AK	99801 ZIP

19871214 Birthdate	19930824 Date entered JSD	PhysicalAddress	id_ContactPhone	EmergencyContact

Program Involvement

☐ SPED ☐ EL ☐ BASE/Access ☐ 504 ☐ Math CORE Assist ☐ MedicalConcerns ☐ Program Excellence
☐ A2R ☐ LEP ☐ SCoT ☐ Read CORE Assist ☐ FRcd lunch ☐ Summer school ☐ Home School Assist

Attendance History

	K	1	2	3	4	5	6	7	8	9	10	11	12
Absences													
Tardies													

Interventions Applied

	K	1	2	3	4	5	6	7	8	9	10	11	12
Class. Adapted Curr.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Sm. Group Addn'l instr.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
SpEd	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
ESL / LEP	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Homework adaptions	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Classroom aide	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Additional instr. o/s class	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
SCoT plan	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
504 plan	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
BASE or ACCESS	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Counseling support	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Summer school	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Bldg. disc. incidents	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Behavior plans	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Comments Below

Individual Student Profile Interventions

25207

Intervention Comments

K		6	
1		7	
2		8	
3		9	
4		10	
5		11	
		12	

NAME:_____ Grade: _____ House: _____

Not Meeting Standards Because:

_____ Academic Proficiency
- _____ Reading
- _____ Writing
- _____ Mathematics

_____ Attendance

_____ Social/Behavioral:
Check or add:
- _____ work habits
- _____ organization
- _____ homework not complete
- _____ discipline
- _____ refuses to attempt
- _____ _____
- _____ _____

_____ Health Concerns

_____ Appears to be an issue outside of school

_____ Under Achievement for Potential

Current Interventions:

_____ Study Detentions

_____ After School Study Lab

_____ SCoTs Interventions: _____

_____ Modifications: _____

_____ PASS

_____ Soar to Success

_____ BASE

_____ Calls Home

_____ Reduced Assignments

_____ Math Exploration

_____ DZAP Power Hour

_____ _____

Recommendations: