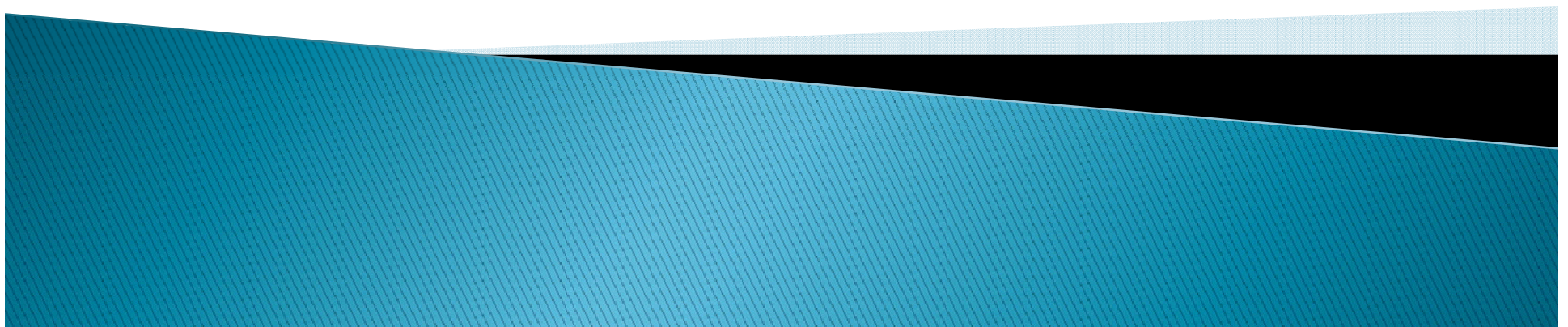


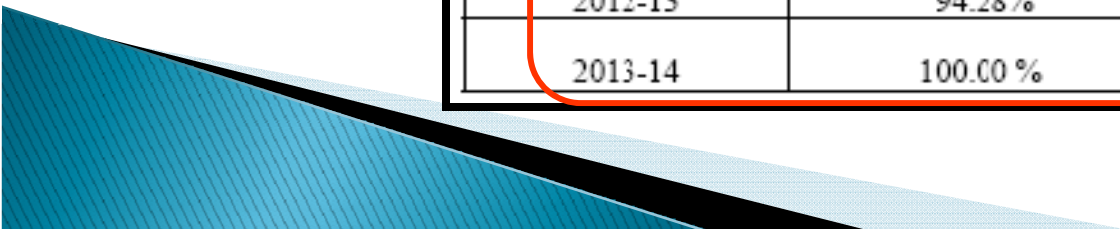
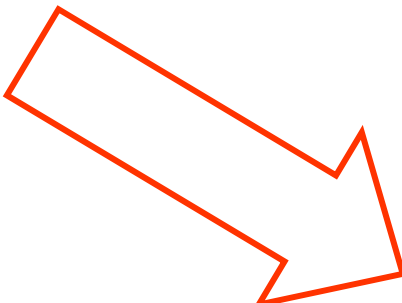
# Alaska Adequate Yearly Progress 2011



# Annual Measurable Objective

*Target = Percentage of students required to be proficient*

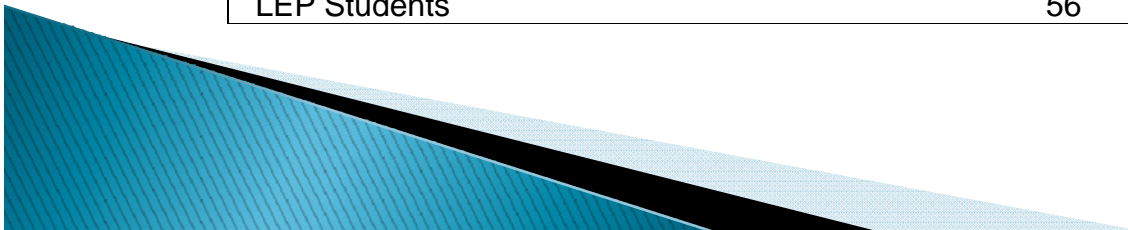
School Year	Annual Measurable Objective in "Language Arts"	Annual Measurable Objective in Mathematics
2002-03	64.03 %	54.86 %
2003-04	64.03 %	54.86 %
2004-05	71.48%	57.61%
2005-06	71.48%	57.61%
2006-07	71.48%	57.61%
2007-08	77.18%	66.09%
2008-09	77.18%	66.09%
2009-2010	77.18%	66.09%
2010-11	82.88%	74.57%
2011-12	88.58%	83.05%
2012-13	94.28%	91.53%
2013-14	100.00 %	100.00 %



## Number of Schools Not Meeting AYP—Performance

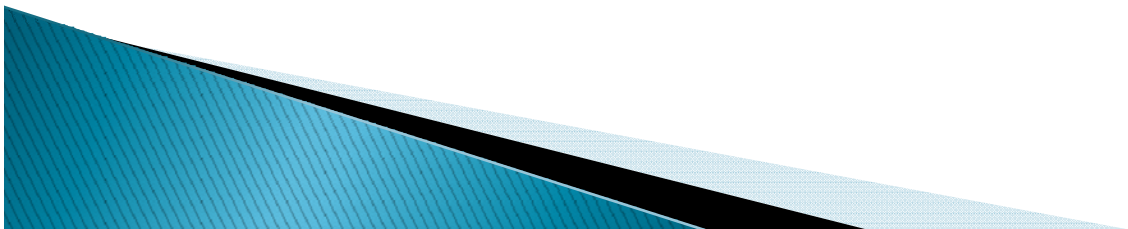
<b>2011 Identification Group</b>	<b>MATH</b>	<b>LA</b>	<b>BOTH (M &amp; LA)</b>	<b>TOTAL SCHOOLS</b>
School as a Whole	132	130	90	<b>172</b>
African-American	12	11	8	<b>15</b>
Alaska Native/American Indian	93	100	76	<b>117</b>
Asian	12	15	10	<b>17</b>
Caucasian	11	7	3	<b>15</b>
Hispanic	11	7	4	<b>14</b>
Two or More Races	10	6	4	<b>12</b>
Economically Disadvantaged	107	125	87	<b>145</b>
Students with Disabilities	72	79	55	<b>96</b>
LEP Students	73	80	62	<b>91</b>

<b>2010 Identification Group</b>	<b>MATH</b>	<b>LA</b>	<b>BOTH (M &amp; LA)</b>	<b>TOTAL SCHOOLS</b>
School as a Whole	57	74	38	<b>93</b>
African-American	6	5	4	<b>7</b>
Alaska Native/American Indian	40	55	31	<b>64</b>
Asian	4	7	3	<b>8</b>
Caucasian	2	0	0	<b>2</b>
Hispanic	7	0	0	<b>7</b>
Two or More Races	0	2	0	<b>2</b>
Economically Disadvantaged	56	66	43	<b>79</b>
Students with Disabilities	43	54	29	<b>68</b>
LEP Students	56	73	52	<b>77</b>



## Number of Schools Not Meeting AYP — Participation Rate

<b>Identification Group</b>	<b>2011</b>	<b>2010</b>
School as a Whole	12	12
African-American	0	0
Alaska Native/ American Indian	5	3
Asian	0	0
Caucasian	3	5
Hispanic	0	1
Two or More Races	3	1
Economically Disadvantaged	3	4
Students with Disabilities	3	2
LEP Students	1	1



## Number of Categories In Which Schools Missed AYP — 2011 and 2010

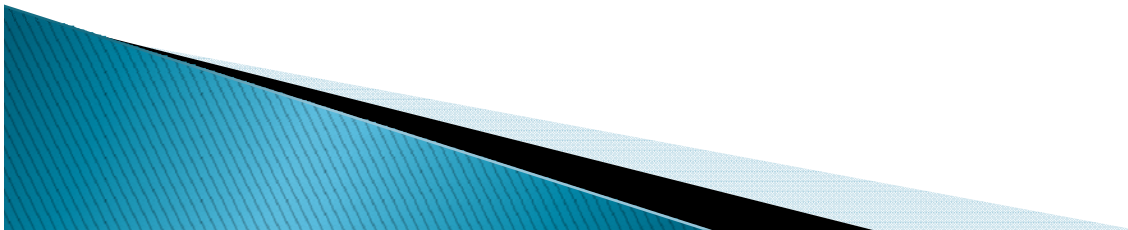
Number of Categories Not Meeting	2011	2010
	Count of Schools	Count of Schools
1	65	69
2	48	35
3	28	25
4	26	12
5	13	15
6	22	11
7	11	4
8	23	19
9	11	4
10	12	1
11	3	0
12	2	1
13	1	2
14	1	1
15 +	4	0

## Number of Categories In Which Schools Missed AYP — 2011 and 2003

Number of Categories Not Meeting	2011	2003
	Count of Schools	Count of Schools
1	65	53
2	48	65
3	28	38
4	26	19
5	13	11
6	22	13
7	11	9
8	23	46
9	11	4
10	12	1
11	3	8
12	2	7
13	1	4
14	1	1
15+	4	3

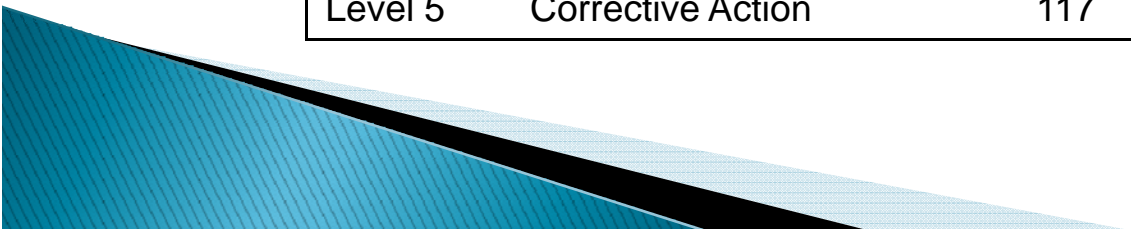
# AYP History

School Year	# of Schools		% of Schools	AMOs		Statewide	
	Meeting AYP	Considered	Meeting AYP	LA	Math	LA	Math
2002-2003	206	488	42.2%	64.03	54.86	72.61	65.76
2003-2004	292	497	58.8%	64.03	54.86	72.95	65.69
2004-2005	292	495	59.0%	71.48	57.61	75.47	66.02
2005-2006	308	497	62.0%	71.48	57.61	76.84	66.37
2006-2007	328	498	65.9%	71.48	57.61	78.53	71.92
2007-2008	295	501	58.9%	77.18	66.09	77.89	70.26
2008-2009	284	505	56.2%	77.18	66.09	77.50	68.57
2009-2010	302	505	59.8%	77.18	66.09	78.28	71.37
2010-2011	231	505	45.7%	82.88	74.57	76.68	69.35
2011-2012	N/A	N/A	N/A	88.58	83.05	N/A	N/A
2012-2013	N/A	N/A	N/A	94.28	91.53	N/A	N/A
2013-2014	N/A	N/A	N/A	100.00	100.00	N/A	N/A



## Number of Schools by AYP Designation

<b>2011</b>		<b># of Schools</b>	<b>Meeting 1st Year</b>
Level 1	Alert	83	N/A
Level 2	Improvement	37	10
Level 3	Improvement	40	5
Level 4	Corrective Action	19	1
Level 5	Corrective Action	123	12
<b>2010</b>		<b># of Schools</b>	<b>Meeting 1st Year</b>
Level 1	Alert	45	N/A
Level 2	Improvement	47	15
Level 3	Improvement	26	5
Level 4	Corrective Action	16	5
Level 5	Corrective Action	117	21



## Achievement Gap – AYP Proficiency Rates

	Language Arts		Mathematics	
	2011	2003	2011	2003
All Students	76.68%	72.61%	69.35%	65.76%
Native American	54.19%	48.95%	50.27%	45.62%
Caucasian	86.83%	83.93%	78.68%	76.25%
Students with Disabilities	43.48%	32.63%	38.89%	28.76%
Students without Disabilities	82.70%	78.91%	74.87%	71.69%
Gap Between Native American and Caucasian	-32.63%	-34.98%	-28.42%	-30.63%
Gap Between Students with Disabilities and Students without Disabilities	-39.22%	-46.27%	-35.98%	-42.93%

