



Report Card to the Public 2007-2008

Kiita Learning Community Barrow

School Statistics

School: Kiita Learning Community

Accreditation: Accredited by NAAS through 2010

Status: PROVISIONAL APPROVED

Enrollment at October 1, 2007 Count

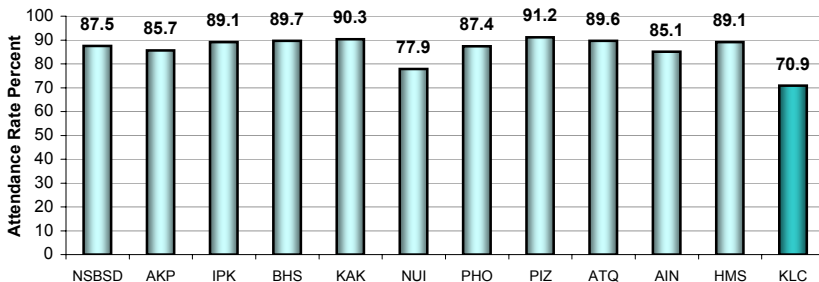
Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
# Students										7	13	13	9	42

Enrollment Change from Prior Year **-8.7%**
 Enrollment Change Due to Transfers **65.8%**

Attendance, Graduation, Dropout & Retention Rates

Attendance Rate	70.9%	Retention Rate (9-12)	n/a
Graduation Rate	52.0%	Dropout Rate (Gr 9-12)	33.3%

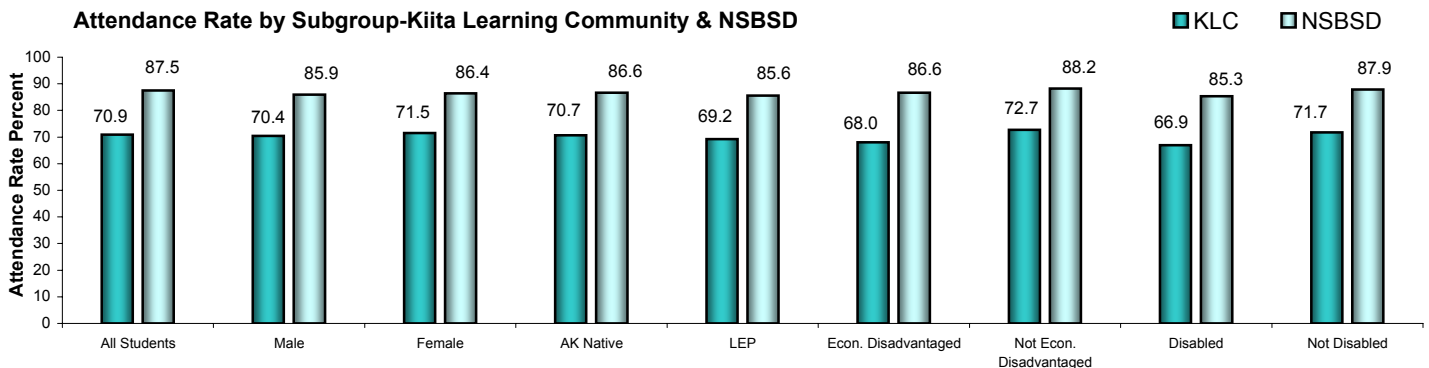
NSBSD Attendance Rates by School (K-12)



Graduation Rates - NSBSD

Kiita-Barrow	52.0%
Alak-Wainwright	50.0%
Barrow High	64.5%
Kali-Point Lay	55.6%
Kaveook-Kaktovik	100.0%
Meade River-Atqasuk	50.0%
Nunamiut-Anaktuvuk Pass	55.6%
Tikigaq-Point Hope	61.1%
Trapper-Nuiqsut	23.5%
NSBSD District-Wide	57.8%

Attendance Rate by Subgroup-Kiita Learning Community & NSBSD



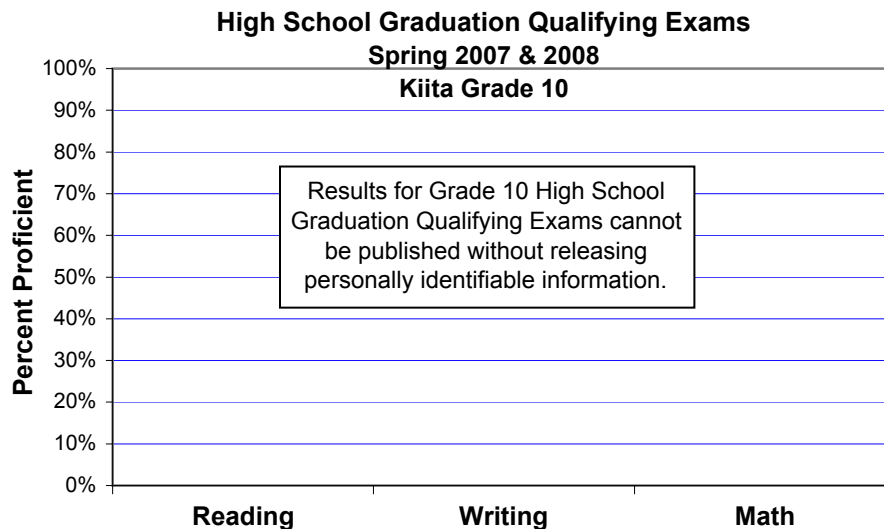
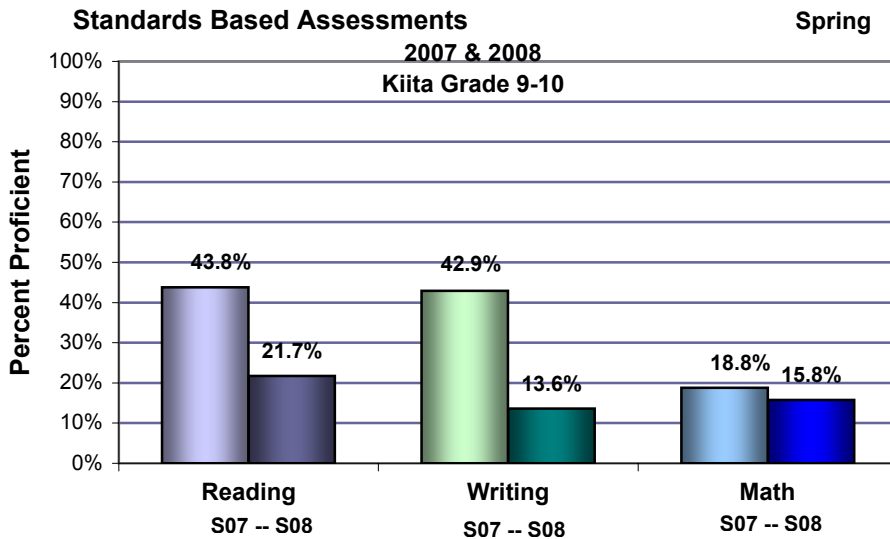
School and Community Involvement

	<u>Students</u>	<u>Parents</u>	<u>Community Members</u>
Teacher Evaluation Survey Return Rate	0.0%	0.0%	n/a
Number of Comments Received on FY07 Report Card	0	4	0
School/Business Partnerships	1		
Average Volunteer Hours Per Week			4

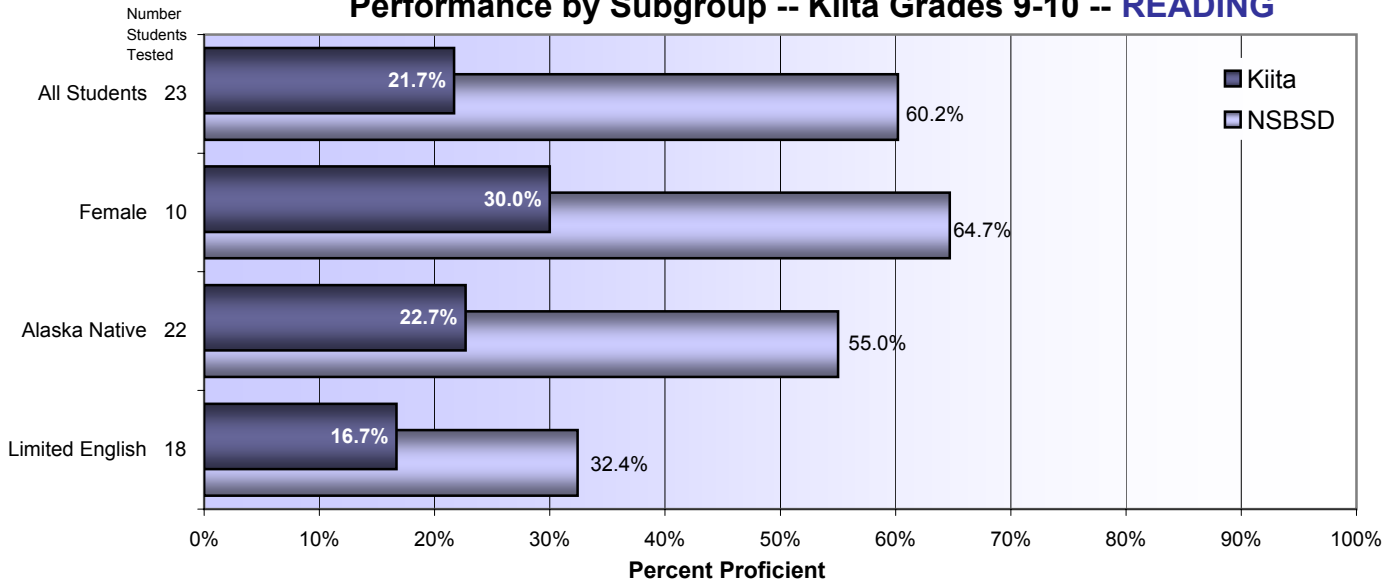
Assessments

Alaska statutes require all Alaska students to take the Standards Based Assessments (SBA) in Grades 3-10 and the High School Graduation Qualifying Exam (HSGQE) in the 10th grade. An integrated HSGQE and SBA test for grade 10 was established in spring of 2006 that satisfies two sets of requirements: Federal - provide instructional and accountability information through use of the SBA exam; State - determine if a student meets the competency requirements in reading, writing, and math to earn an Alaska high school diploma.

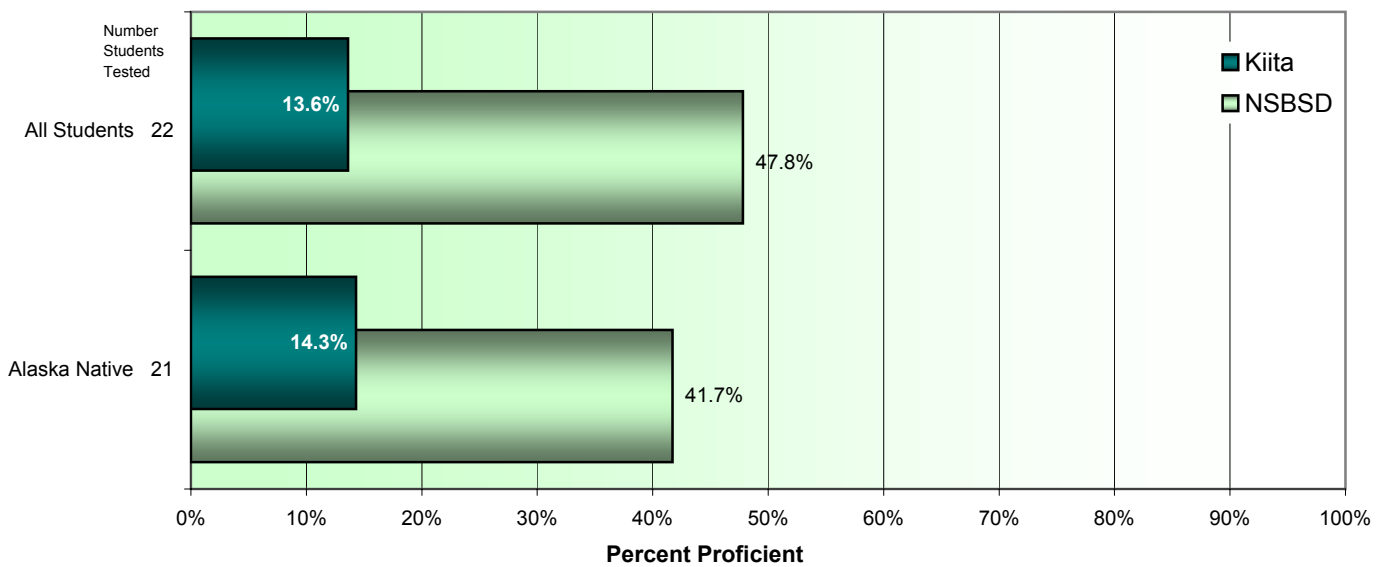
Results of all state and NCLB-mandated standardized tests for students in grades 3-10 are broken out by grade level as well as by subgroups of students including gender, ethnic group, income status, disability status, migrant status and limited English proficiency.



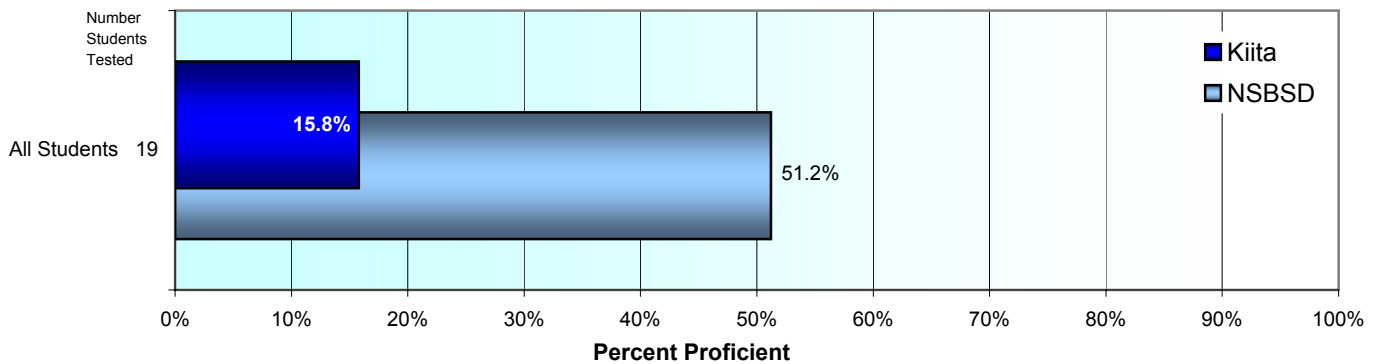
Performance by Subgroup -- Kiita Grades 9-10 -- **READING**



Performance by Subgroup -- Kiita Grades 9-10 -- **WRITING**



Performance by Subgroup -- Kiita Grades 9-10 -- **MATH**



Note: Results for several student subgroups cannot be published without disclosing personally identifiable information.

Performance on Assessments



NOTES:

- 1) *HSGQE and Standards Based Assessments results are not published when fewer than 5 students are tested at a grade level or two or fewer students are reported in an individual cell.
- 2) N/A indicates that a school did not test students in that particular grade for that administration.
- 3) Percentages reported are based on the total number of students tested, not the number of students enrolled in the grade.
- 4) To provide more information a category has been added titled "All Grades." Values in this row are the aggregated results from all grade levels tested for that school. This category allows the district to publish results for small schools without releasing personally identifiable information.

Percent of Students at Proficiency Levels	Spring 2008 Standards Based Assessments														
	Reading					Writing					Math				
	Number Tested	Adv.	Prof.	Below Prof.	Far Below Prof.	Number Tested	Adv.	Prof.	Below Prof.	Far Below Prof.	Number Tested	Adv.	Prof.	Below Prof.	Far Below Prof.
Grade 9	13	0.0	30.8	46.2	23.1	13	0.0	15.4	53.8	30.8	12	0.0	8.3	16.7	75.0
Grade 10	10	10.0	0.0	50.0	40.0	9	0.0	11.1	22.2	66.7	7	0.0	28.6	14.3	57.1
KLC Grade 9-10	23	4.3	17.4	47.8	30.4	22	0.0	13.6	40.9	45.5	19	0.0	15.8	15.8	68.4
NSBSD Grade 9-10	253	15.8	43.9	31.2	9.1	251	1.2	51.0	29.9	17.9	244	9.8	32.8	29.5	27.9
*STATE Grade 9-10	19,175	81.3			18.7	19,180	72.9			27.1	19,088	62.0			38.0

Percent of Students at Proficiency Levels	Spring 2008 HSGQE														
	Reading					Writing					Math				
	Number Tested	# Proficient	% Proficient	# Not Proficient	% Not Proficient	Number Tested	# Proficient	% Proficient	# Not Proficient	% Not Proficient	Number Tested	# Proficient	% Proficient	# Not Proficient	% Not Proficient
KLC Grade 10	9	*	25% or fewer	*	75% or more	8	*	8.0	*	75% or more	5	*	*	*	60% or more
NSBSD Grade 10	111	74	66.7	37	33.3	111	58	52.3	53	47.7	108	65	60.2	43	39.8
*STATE Grade 10	9414	8019	85.2	1395	14.8	9429	7191	76.3	2238	23.7	9384	7160	76.3	2224	23.7

*Preliminary as of 8/4/2008

For comparison of North Slope Borough Schools to other Alaska schools, please check Alaska Department of Education and Early Development website: <http://www.eed.state.ak.us/tls/assessment/results.html>

Accountability

Adequate Yearly Progress

Adequate Yearly Progress: NCLB requires that all schools meet minimum performance standards and participation requirements on all assessments and prescribes consequences if those requirements are not met. Standards for meeting "Adequate Yearly Progress" have been applied to all Alaska schools. In 2006-07, Alaska was approved to use a "growth model" in addition to its current model for determining whether or not schools make AYP.

Kiita Learning Community—Level 2 School in Improvement

Kiita Learning Community is in Level 2 School Improvement status. Kiita must complete a school improvement plan to address the areas causing the school not to meet AYP. In order to move out of School Improvement status, Kiita must achieve AYP for two successive years.

To make AYP, the school overall and every subgroup must achieve the Annual Measurable Objectives (AMO) set by the state in Math and Language Arts. The AMO for 2008-09 will remain at 77.18% in Language Arts and 66.09% in Math.

Schools also must meet the 95% Participation Rate and the "Other Academic Indicator" requirements. For 9-12 schools, the "Other Academic Indicator" is graduation rate.

For additional information on AYP status of the school and subgroups, see the "Adequate Yearly Progress (AYP) Summary" following this page.

Persistently Dangerous School?

NO

Teacher Qualifications

NCLB requires that all teachers who teach core subject area classes be highly qualified. Under rules approved by the Alaska Department of Education & Early Development, to be highly qualified a teacher must (1) have a posted major, the equivalent to a major (30 semester hours), advanced degree or advanced certification in the content area; (2) have passed a subject knowledge test(s) approved by the state (PRAXIS II); or (3) fulfill other requirements established by the state (HOUSSE).

The District's Highly Qualified Teacher Plan was approved by the Department of Education and Early Development. The Plan outlines steps the District will take to assist teachers in their efforts to become Highly Qualified.

Kiita Learning Community Teacher Qualifications

Percent of core subject area classes not taught by highly qualified teachers: 44.4%



**North Slope Borough School District
School Year 2007-2008**

**Adequate Yearly Progress (AYP)
Kiita Learning Community, Barrow**

AMOs:
Reading/Writing/Language: 77.18%
Mathematics: 66.09%

Does Not Meet AYP

AYP Level 2

Group	Participation Rate			"Full Academic Year"	Performance on the Language Arts Composite Score (LA=R+W)			Performance on the Mathematics Score			Other Indicator
	(A) Number Enrolled (On 1st day of week of testing in grades 3-10)	(B) Number Tested (grades 3-10) (with one or more valid scores in R, W, or M)	(C) Participation Rate (95% if # enrolled is >40 or all but 2 if # enrolled is 40 or fewer)		(D) Number Tested (B) enrolled for "Full Academic Year" (FAY) (Gr. 3-10)	(E) Number of FAY Students Proficient on Language Arts Composite Score (R+W=LA)	(F) Percent Proficient in Language Arts (E/D)x100=F	(G) Meet AMO for Language Arts Comp. Score? (+99% Conf. Int. (Yes/No)	(H) Number of FAY Students Proficient on the Math Score	(I) Percent Proficient in Math (H/D) x 100-I	
School as a Whole	23	23	Yes	8	^	25% or fewer	No	^	25% or fewer	No	No
African American	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Alaska Native and American Indian	22	22	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Asian/Pacific Islander	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Caucasian	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Hispanic	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Multi-Ethnic	1	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Economically Disadvantaged	7	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Students with Disabilities	5	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
LEP Students	18	18	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

OTHER INDICATOR STATUS

Other Indicator-Graduation Rate: **52.0%**
Other Indicator-Attendance Rate: n/a

TITLE 1 STATUS

Schoolwide Title 1 School
Targeted Assistance School

Confidence Interval Formula: $AMO - 2.33 \times \frac{(pq)}{N}$

Other Academic Indicator Thresholds:
Attendance Rate 85%, Graduation Rate 55.58%

^Results are suppressed to protect individual confidentiality.

**LEP and Students with Disabilities Subgroups include former LEP and former SWD students that are being monitored for up to two years.*