Summary of Schools' Performance Plans

Indicator 1. Graduation Rates

Figure 1: Two Year Trend: Graduation Rates (2005-2006 to 2006-2007)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SWD</td>
<td>89.35</td>
<td>74.88</td>
</tr>
<tr>
<td>Non-Dis. Peers</td>
<td>72.57</td>
<td>70.14</td>
</tr>
</tbody>
</table>

Indicator 2. Drop-outs

Figure 2: Two Year Trend: Drop-out Rates (2005-2006 to 2006-2007)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SWD</td>
<td>10.65</td>
<td>9.35</td>
</tr>
<tr>
<td>Non-Dis. Peers</td>
<td>10.42</td>
<td>8.32</td>
</tr>
</tbody>
</table>
Indicator 3. Statewide Assessments

Actual Target Data for 2006-2007:

A. AYP: Target Met

In SY 2004-2005 four schools, with sufficient 'n' to calculate AYP for students with disabilities, were identified as schools in which the students with disabilities subgroup made AYP. In SY 2005-2006 the number was four and for SY 2006-2007 the number is 5. The goal of one more than the preceding year has been met.

The total number of schools with a SWD 'n' sufficient for calculation of AYP was 14. Of these 5 made AYP for students with disabilities. (35.71%). In 2005-2006 four of 24 schools with sufficient 'n' made AYP (16.66%)

B. Participation Rate: Target Met

The following Figures provide assessment results for Language Arts, Reading and Math. In some states Language Arts is used and in some states Reading is used. These numbers are not duplicated individual students.

Participation rate for 2005-2006 was above 95% across all assessments grades third through eighth. Assessment participation for high school was not properly calculated because of the differences in assessments across states. For example some states used end of course exams, some use state exams at a given grade and some use state exams at several grades until a student "passes" because they are also a high school graduation issue. Better training has enabled better reporting in this area. All areas met participation rate for SY 2006-2007.

The data provided are correct and the Target was met. Please refer to the attached Comments documentation for explanation. Numbers reported on the 618 data is as follows:

Math: Test Pool = 3698; number assessed = 3624. Met Target - (97.9%)
Reading: Test Pool = 3654; number assessed = 3570. Met Target – (97.7%)

C. Achievement Data:

Figure 3 Language Arts Achievement (2 Years: 2005-2006 and 2006-2007)

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>2005-2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>1532</td>
</tr>
<tr>
<td>Participation Rate</td>
<td>99.61%</td>
</tr>
<tr>
<td>Males</td>
<td>728</td>
</tr>
<tr>
<td>Participation Rate</td>
<td>99.59%</td>
</tr>
<tr>
<td>Females</td>
<td>804</td>
</tr>
<tr>
<td>Participation Rate</td>
<td>99.63%</td>
</tr>
<tr>
<td>Native American</td>
<td>1532</td>
</tr>
<tr>
<td>Other Groups</td>
<td>429</td>
</tr>
<tr>
<td>Participation Rate</td>
<td>60.84%</td>
</tr>
</tbody>
</table>
### 2006-2007

#### Language Arts

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
<th>Participation Rate</th>
<th>Basic %</th>
<th>Proficient %</th>
<th>Advanced %</th>
<th>Proficient + Advanced %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td>1463</td>
<td>97.74%</td>
<td>48.39%</td>
<td>38.11%</td>
<td>13.50%</td>
<td>51.61%</td>
</tr>
<tr>
<td><strong>Males</strong></td>
<td>730</td>
<td>97.67%</td>
<td>55.40%</td>
<td>33.94%</td>
<td>10.66%</td>
<td>44.60%</td>
</tr>
<tr>
<td><strong>Females</strong></td>
<td>733</td>
<td>97.82%</td>
<td>41.42%</td>
<td>42.26%</td>
<td>16.32%</td>
<td>58.58%</td>
</tr>
<tr>
<td><strong>Race and Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Native American</strong></td>
<td>1463</td>
<td>97.74%</td>
<td>48.39%</td>
<td>38.11%</td>
<td>13.50%</td>
<td>51.61%</td>
</tr>
<tr>
<td><strong>Other Groups</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>IEP</strong></td>
<td>269</td>
<td>97.77%</td>
<td>70.72%</td>
<td>22.81%</td>
<td>6.46%</td>
<td>29.28%</td>
</tr>
<tr>
<td><strong>Limited English Proficient</strong></td>
<td>919</td>
<td>97.50%</td>
<td>46.99%</td>
<td>41.07%</td>
<td>11.94%</td>
<td>53.01%</td>
</tr>
</tbody>
</table>

In the area of Language Arts both students with disabilities and non-disabled peers showed growth in the percent of students following at the proficient and advanced range of achievement. The gap was reduced from 27.59 percentage points in 2006-2007 to 22.33 percentage points in 2006-2007. The target was a reduction of the gap by 20%.

**Figure 4 Reading Achievement (2 Years: 2005-2006 and 2006-2007)**

#### 2005-2006

**Reading**

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
<th>Participation Rate</th>
<th>Basic %</th>
<th>Proficient %</th>
<th>Advanced %</th>
<th>Proficient + Advanced %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td>24083</td>
<td>96.77%</td>
<td>63.69%</td>
<td>33.57%</td>
<td>2.74%</td>
<td>36.31%</td>
</tr>
<tr>
<td><strong>Males</strong></td>
<td>12123</td>
<td>96.66%</td>
<td>68.07%</td>
<td>29.59%</td>
<td>2.34%</td>
<td>31.93%</td>
</tr>
<tr>
<td><strong>Females</strong></td>
<td>11960</td>
<td>96.87%</td>
<td>59.26%</td>
<td>37.60%</td>
<td>3.14%</td>
<td>40.74%</td>
</tr>
<tr>
<td><strong>Race and Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Native American</strong></td>
<td>24083</td>
<td>96.77%</td>
<td>63.69%</td>
<td>33.57%</td>
<td>2.74%</td>
<td>36.31%</td>
</tr>
<tr>
<td><strong>Other Groups</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>IEP</strong></td>
<td>4721</td>
<td>93.52%</td>
<td>85.50%</td>
<td>13.61%</td>
<td>0.88%</td>
<td>14.50%</td>
</tr>
<tr>
<td><strong>Limited English Proficient</strong></td>
<td>9363</td>
<td>96.71%</td>
<td>75.63%</td>
<td>23.09%</td>
<td>1.28%</td>
<td>24.37%</td>
</tr>
</tbody>
</table>

#### 2006-2007

**Reading**

|                      | Number of Students | Participation Rate | Basic % | Proficient % | Advanced % | Proficient + |
|----------------------|--------------------|--------------------|---------|--------------|-------------|--------------|----------|
| **All Students**     | 24083              | 96.77%             | 63.69%  | 33.57%       | 2.74%       | 36.31%       |
| **Males**            | 12123              | 96.66%             | 68.07%  | 29.59%       | 2.34%       | 31.93%       |
| **Females**          | 11960              | 96.87%             | 59.26%  | 37.60%       | 3.14%       | 40.74%       |
| **Race and Ethnicity** |                   |                    |         |              |             |              |
| **Native American**  | 24083              | 96.77%             | 63.69%  | 33.57%       | 2.74%       | 36.31%       |
| **Other Groups**     |                    |                    |         |              |             |              |
| **IEP**              | 4721               | 93.52%             | 85.50%  | 13.61%       | 0.88%       | 14.50%       |
| **Limited English Proficient** | 9363       | 96.71%             | 75.63%  | 23.09%       | 1.28%       | 24.37%       |
### Students Rate Advanced %

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Rate</th>
<th>Basic %</th>
<th>Proficient %</th>
<th>Advanced %</th>
<th>Advanced %</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>19659</td>
<td>98.38%</td>
<td>61.50%</td>
<td>34.94%</td>
<td>3.56%</td>
<td>38.50</td>
</tr>
<tr>
<td>Males</td>
<td>8742</td>
<td>98.23%</td>
<td>66.12%</td>
<td>31.12%</td>
<td>2.76%</td>
<td>33.88%</td>
</tr>
<tr>
<td>Females</td>
<td>8640</td>
<td>98.40%</td>
<td>57.56%</td>
<td>38.74%</td>
<td>3.69%</td>
<td>42.44%</td>
</tr>
<tr>
<td>Race and Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td>17382</td>
<td>98.31%</td>
<td>61.86%</td>
<td>34.91%</td>
<td>3.22%</td>
<td>38.14%</td>
</tr>
<tr>
<td>Other Groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IEP</td>
<td>3257</td>
<td>97.73%</td>
<td>84.67%</td>
<td>13.79%</td>
<td>1.54%</td>
<td>15.33%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>6735</td>
<td>95.86%</td>
<td>75.06%</td>
<td>23.51%</td>
<td>1.43%</td>
<td>24.94%</td>
</tr>
</tbody>
</table>

In the area of Reading both students with disabilities and their non-disabled peers showed a slight gain. (SWD gain .88 of a percentage point.) There was not a 20% reduction in the gap. (While more states have moved to using Reading as the AYP indicator some states in which BIE schools are located are still using Reading). The SY2005-2006 gap was 21.81 percentage points. The gap in SY 2006-2007 was 23.17 percentage points. No decrease in the gap was reported; the gap increased by 1.39 percentage points.

**Figure 5 Math Achievement (2 Years: 2005-2006 and 2006-2007)**

<table>
<thead>
<tr>
<th>2005-2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
<th>Participation Rate</th>
<th>Basic %</th>
<th>Proficient %</th>
<th>Advanced %</th>
<th>Proficient + Advanced %</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>24500</td>
<td>96.73%</td>
<td>70.68%</td>
<td>25.56%</td>
<td>3.76%</td>
<td>29.32%</td>
</tr>
<tr>
<td>Males</td>
<td>12282</td>
<td>96.56%</td>
<td>71.97%</td>
<td>24.29%</td>
<td>3.74%</td>
<td>28.03%</td>
</tr>
<tr>
<td>Females</td>
<td>12218</td>
<td>96.91%</td>
<td>69.39%</td>
<td>26.83%</td>
<td>3.78%</td>
<td>30.61%</td>
</tr>
<tr>
<td>Race and Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td>24500</td>
<td>96.73%</td>
<td>70.68%</td>
<td>25.56%</td>
<td>3.76%</td>
<td>29.32%</td>
</tr>
<tr>
<td>Other Groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IEP</td>
<td>4777</td>
<td>92.28%</td>
<td>86.21%</td>
<td>12.25%</td>
<td>1.54%</td>
<td>13.79%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>9636</td>
<td>96.05%</td>
<td>79.33%</td>
<td>18.18%</td>
<td>2.49%</td>
<td>20.67%</td>
</tr>
</tbody>
</table>
2006-2007

Math

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
<th>Participation Rate</th>
<th>Basic %</th>
<th>Proficient %</th>
<th>Advanced %</th>
<th>Proficient + Advanced %</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>20080</td>
<td>98.25%</td>
<td>66.56%</td>
<td>28.74%</td>
<td>4.70%</td>
<td>33.44%</td>
</tr>
<tr>
<td>Males</td>
<td>10078</td>
<td>98.17%</td>
<td>68.18%</td>
<td>27.26%</td>
<td>4.56%</td>
<td>31.82%</td>
</tr>
<tr>
<td>Females</td>
<td>10002</td>
<td>98.33%</td>
<td>64.92%</td>
<td>30.23%</td>
<td>4.85%</td>
<td>31.82%</td>
</tr>
</tbody>
</table>

Race and Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
<th>Participation Rate</th>
<th>Basic %</th>
<th>Proficient %</th>
<th>Advanced %</th>
<th>Proficient + Advanced %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
<td>20080</td>
<td>98.25%</td>
<td>66.56%</td>
<td>28.74%</td>
<td>4.70%</td>
<td>33.44%</td>
</tr>
</tbody>
</table>

Other Groups

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
<th>Participation Rate</th>
<th>Basic %</th>
<th>Proficient %</th>
<th>Advanced %</th>
<th>Proficient + Advanced %</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP</td>
<td>3671</td>
<td>98.20%</td>
<td>84.83%</td>
<td>13.18%</td>
<td>2.00%</td>
<td>15.17%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>7615</td>
<td>95.93%</td>
<td>75.80%</td>
<td>20.36%</td>
<td>3.85%</td>
<td>24.20%</td>
</tr>
</tbody>
</table>

As was seen in the other academic areas an increase in the percent proficient was reported for both students with disabilities (+1.38 percentage points) and their non disabled peers, the gap however increased by 2.74 percentage points rather than decreasing as desired. The goal was not met.

Indicator 4. Suspensions and Expulsions

Totals greater than ten days, either single or combined. Suspension Greater Than 2 X BIE Average

At this time the BIE would like to report for Indicator 4 by the school groupings listed below. As can be seen there are twice the students in the lower grades. The student numbers are from the Fall 2006 Child Count. The Elementary count includes the Middle school students as well as the two kindergarten only programs. The percentages of discipline removals by category supports the proposal to report this indicator by identified groupings based on the percentage discrepancy between the two grade sets.

CHART: Numbers of Academic Programs by Grade Spans 2006-2007

<table>
<thead>
<tr>
<th>% Discipline Removals</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGH</td>
</tr>
<tr>
<td>K-12th</td>
</tr>
<tr>
<td>9-12th</td>
</tr>
<tr>
<td>7-12th</td>
</tr>
<tr>
<td>6-12th</td>
</tr>
<tr>
<td>4-12th</td>
</tr>
<tr>
<td>1-12th</td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

# 2088

# 4325
Indicator 5. Least Restrictive Environment


A. Removed from regular class less than 21% of the day;
B. Removed from regular class greater than 60% of the day; or
C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

<table>
<thead>
<tr>
<th>Placement</th>
<th>&lt;21 (A)</th>
<th>21-60</th>
<th>&gt;60 (B)</th>
<th>Separate (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>57.56%</td>
<td>32.20%</td>
<td>9.50%</td>
<td>.74%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>65.01%</td>
<td>25.23%</td>
<td>8.92%</td>
<td>.84%</td>
</tr>
</tbody>
</table>
Indicator 10. Disproportionality by Disability (Not Required)


<table>
<thead>
<tr>
<th>Category</th>
<th>05-06</th>
<th>06-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deaf/Blind</td>
<td>&lt;1%</td>
<td>.05%</td>
</tr>
<tr>
<td>Orthopedically Impaired</td>
<td>&lt;1%</td>
<td>.21%</td>
</tr>
<tr>
<td>Visually Impaired</td>
<td>&lt;1%</td>
<td>.23%</td>
</tr>
<tr>
<td>Autistic</td>
<td>&lt;1%</td>
<td>.73%</td>
</tr>
<tr>
<td>Traumatic Brain Injured</td>
<td>&lt;1%</td>
<td>.41%</td>
</tr>
<tr>
<td>Hearing Impaired/Deaf</td>
<td>&lt;1%</td>
<td>.69%</td>
</tr>
<tr>
<td>Multiply Disabled</td>
<td>1.8%</td>
<td>2%</td>
</tr>
<tr>
<td>Other Health Impaired</td>
<td>4.2%</td>
<td>5.03%</td>
</tr>
<tr>
<td>Developmentally Delayed</td>
<td>3.8%</td>
<td>4.89%</td>
</tr>
<tr>
<td>Mentally Retarded</td>
<td>5.4%</td>
<td>5.39%</td>
</tr>
<tr>
<td>Emotionally Disturbed</td>
<td>6.3%</td>
<td>5.95%</td>
</tr>
<tr>
<td>Speech - Language</td>
<td>15.2%</td>
<td>18%</td>
</tr>
<tr>
<td>Specific Learning Disabled</td>
<td>67.0%</td>
<td>56.42%</td>
</tr>
</tbody>
</table>