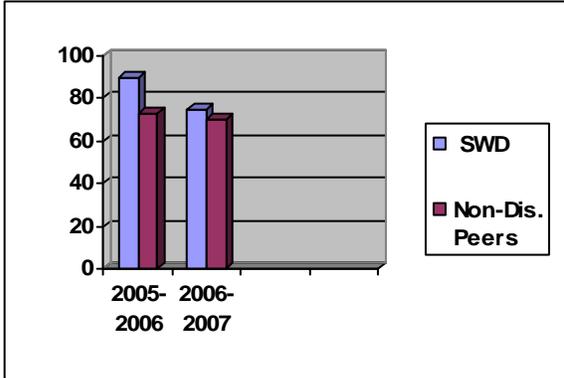


Summary of Schools' Performance Plans

Indicator 1. Graduation Rates

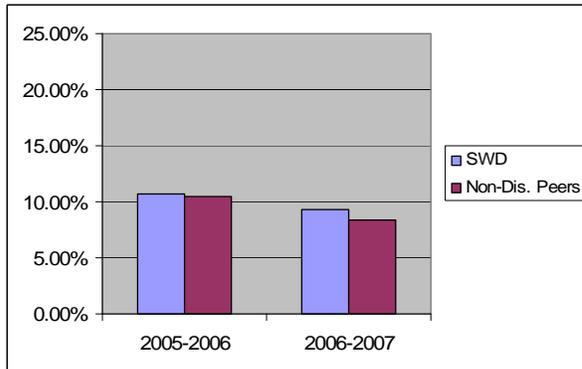
Figure 1: Two Year Trend: Graduation Rates (2005-2006 to 2006-2007)



	2005-2006	2006-2007
SWD	89.35	74.88
Non-Dis. Peers	72.57	70.14

Indicator 2. Drop-outs

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



	2005-2006	2006-2007
SWD	10.65	9.35
Non-Dis. Peers	10.42	8.32

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)

2005-2006

Language Arts						
	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
All Students	1532	99.61%	52.49%	37.48%	10.03%	47.51%
Males	728	99.59%	57.66%	34.90%	7.45%	42.34%
Females	804	99.63%	47.82%	39.83%	12.36%	52.18%
Race and Ethnicity						
Native American	1532	99.61%	52.49%	37.48%	10.03%	47.51%
Other Groups						
IEP	429	60.84%	80.08%	15.71%	4.21%	19.92%

Limited English Proficient	978	99.90%	52.81%	36.85%	10.34%	47.19%
-----------------------------------	-----	--------	--------	--------	--------	--------

2006-2007

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

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						
	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
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%

2006-2007

Reading						
	Number of	Participation	Basic %	Proficient %	Advanced %	Proficient +

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

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)

2005-2006

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

2006-2007

Math						
	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
All Students	20080	98.25%	66.56%	28.74%	4.70%	33.44%
Males	10078	98.17%	68.18%	27.26%	4.56%	31.82%
Females	10002	98.33%	64.92%	30.23%	4.85%	31.82%
Race and Ethnicity						
Native American	20080	98.25%	66.56%	28.74%	4.70%	33.44%
Other Groups						
IEP	3671	98.20%	84.83%	13.18%	2.00%	15.17%
Limited English Proficient	7615	95.93%	75.80%	20.36%	3.85%	24.20%

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

% Discipline Removals

HIGH		MIDDLE		ELEMENTARY		KINDERGARTEN	
K-12th	40	7-8th	1	K-11th	1	K only	2
9-12th	15	6-8th	3	K-9th	2		
7-12th	5	5-8th	1	K-8th	64	TOTAL	176
6-12th	2			K-7th	2		
4-12th	1			K-6th	25		
1-12th	0			K-5th	5		
				K-4th	4		
				K-3rd	2		
				K-2nd	1		
TOTAL	63		5		106		
#	2088			#	4325		

Removals 77.59%

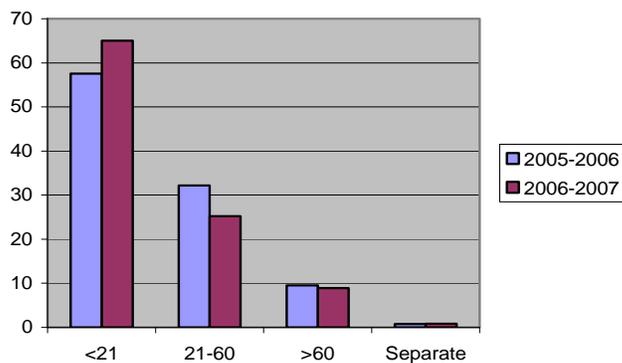
% 22.41%

Indicator 5. Least Restrictive Environment

SY 2004-2005, 2005-2006 Placement by Environment (2 years 2005-2006 and 2006-2007)

- 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.

Placement	<21 (A)	21-60	>60 (B)	Separate (C)
2005-2006	57.56%	32.20%	9.50%	.74%
2006-2007	65.01%	25.23%	8.92%	.84%



Indicator 10. Disproportionality by Disability (Not Required)

Placements by Disability Categories: 2005-2006, 2006-2007

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