Characteristics of students attending school in this district

Student participation in public school:
- Public: 84.8%
- Non-Public: 15.0%
- Home Instructed: 0.2%

Student eligibility for subsidized lunch programs:
- Eligible for Free or Reduced-Lunch: 78%
- Not Eligible: 22%

Students from various ethnic backgrounds:
- White: 85%
- Black: 4%
- Hispanic: 5%
- Asian/Pacific Islander: 4%
- Native American: 96%

Students receiving ESL or bilingual education:
- Non-Recipients: 93%
- ESL: 6%
- Bilingual: 2%
- In Both Programs: 13%

Students receiving special education services:
- Non-Recipients: 80%
- Self-Contained: 2%
- Other Programs: 5%
- Resource: 1.0%

Number of schools in this district whose students met or exceeded the standard compared with similar students statewide

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Total Number of Schools</th>
<th>Below Comparison</th>
<th>The Same As Comparison</th>
<th>Above Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics (Skills)</td>
<td>18</td>
<td>4</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Mathematics (Problem Solving)</td>
<td>18</td>
<td>7</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>English Language Arts (Reading: Analysis &amp; Interpretation)</td>
<td>18</td>
<td>1</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>English Language Arts (Writing: Effectiveness)</td>
<td>18</td>
<td>4</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Middle School</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Mathematics (Skills)</td>
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<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics (Problem Solving)</td>
<td>3</td>
<td>0</td>
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<td>0</td>
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<tr>
<td>English Language Arts (Reading: Analysis &amp; Interpretation)</td>
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<td>0</td>
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<tr>
<td>English Language Arts (Writing: Effectiveness)</td>
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<td>1</td>
<td>2</td>
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<tr>
<td>High School</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Mathematics (Skills)</td>
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<td>1</td>
<td>1</td>
<td>0</td>
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<tr>
<td>Mathematics (Problem Solving)</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>English Language Arts (Reading: Analysis &amp; Interpretation)</td>
<td>2</td>
<td>0</td>
<td>2</td>
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<tr>
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<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Parent Contact
On average, how often do teachers report having contact with parents regarding the following items:

- Information on programs and requirements in the grade levels they teach:
  - Never
  - Quarterly
  - Monthly
  - Several Times a Year
  - Once a Year
  - Daily
- Suggestions on how to help with homework:
  - Never
  - Quarterly
  - Monthly
  - Several Times a Year
  - Once a Year
  - Daily
- Information on talking to students about the importance of school:
  - Never
  - Quarterly
  - Monthly
  - Several Times a Year
  - Once a Year
  - Daily
- Using parents as resources/volunteers:
  - Never
  - Quarterly
  - Monthly
  - Several Times a Year
  - Once a Year
  - Daily

SUMMARY OF ALL ITEMS

- Information and activities to increase parent involvement:
  - Never
  - Quarterly
  - Monthly
  - Several Times a Year
  - Once a Year
  - Daily

Selected district indicators

1. SALI Survey Student Response Rate (%): 79
2. Student Attendance (%): 93
3. Students Exempted from ELA State Testing (%)*: 2
4. Stability Index (%): 91
5. Mobility Index (%): 16
6. Suspensions / Total # of Students*: 2693/11040
7. Drop-out Rate (%): 18.78
8. Graduation Rate (%): 81.22

District Average | State Average
-----------------|-----------------|
79               | 80
93               | 92
2                | 2
91               | 87
16               | 18
2693/11040       | 46161/157347
18.78            | 18.87
81.22            | 81.13

* This is the percent of students in the tested grades who are beginning English language learners (IEP Level I) and/or students whose Individual Education Plan (IEP) exempts them from the regular state assessments. These exempted IEP students took the state's new Alternate Assessment in Spring 2001. Their results are reported in the state section.