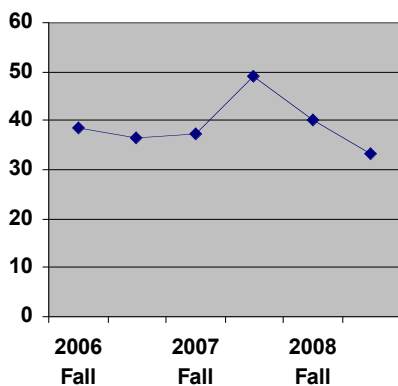


EDUCATION

Readiness to Learn

Indicator:

% of kindergarteners who are below the PALS testing benchmark



Why we care:

PALS, or Phonological Awareness Literacy Screening, measures knowledge of several important literacy fundamentals: phonological awareness, alphabet recognition, concept of word, letter sounds, and spelling. It effectively identifies literacy needs and performance is closely linked with overall success in school.

If our youth are going to be successful throughout school and beyond, they need to have basic skills upon entering kindergarten so that they don't fall behind at the starting line.

Trend:

Since 2006, PALS testing for all kindergarten students has improved *slightly*. The improvement since the spring of 2008 has been significant, however, since test results were dismal at that point: 49% of kindergarteners were below the PALS testing benchmark. The positive trend that we have seen recently will hopefully continue into the future since there is still much room for improvement.

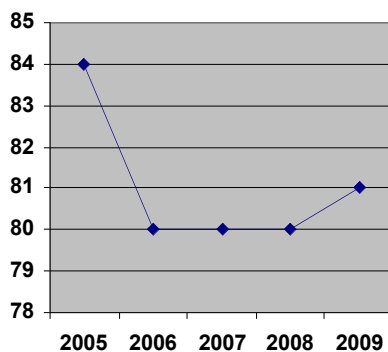
Data Source:

Juneau School District

Early Elementary Performance

Indicator:

% of third graders who are at least proficient in reading



Why we care:

Like PALS testing, reading proficiency at the 3rd grade level is an accurate indicator for success in school and beyond. When a child falls behind as early as 3rd grade, finding success can become a daunting task. Decades of research has tied third grade reading proficiency to graduation rates and even the number of jail cells needed.

Encouraging and teaching students to read at the elementary level is crucial if we expect our youth to leave school with the necessary skills for success; reading is crucial both throughout school and beyond.

Trend:

It is wonderful that more than 4 of every 5 district 3rd graders are proficient in reading. Since the 2004-05 school year, however, 3rd grade reading proficiency has suffered an overall decline. There was a slight improvement from the 2007-08 to the 2008-09 school year. Hopefully this trend will continue and we will soon see an overall increase in the % of district 3rd graders who are at least proficient on Standards Based Testing in reading.

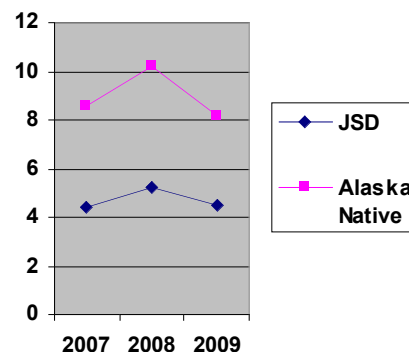
Data Source:

Juneau School District

Success in High School

Indicator:

Dropout rate; % of district students that leave between 7th and 12th grade without a transcript request



Why we care:

When students drop out before graduation, they are at a serious disadvantage. Successful completion of school is crucial for young people to acquire employment suitable for sustaining a family and their health.

Trend:

The dropout rate for the Juneau School district has, for the past three years, remained relatively stagnant. The rate jumped in 2008 but that increase fortunately wasn't very significant and furthermore doesn't seem to be the start of an upward trend.

There is a clear gap between the district rate and the Alaska Native rate. Each year, the Alaska Native dropout rate is approximately twice that of the entire district. Diminishing the dropout rate is important; this is especially true for the Alaska Native population (the 2008 rate was a staggering 10.2%). Recent improvement will hopefully continue, especially for the Alaska Native population.

Data Source:

Juneau School District

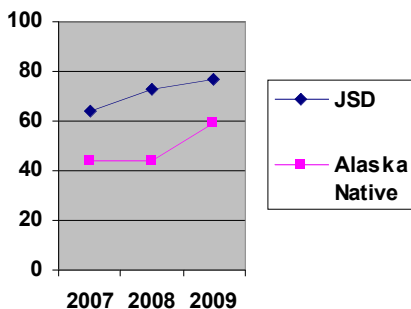


EDUCATION

Success in High School

Indicator:

Graduation rate; % of 9th grade cohort that graduates on time



Why we care:

When students graduate from high school, they are better prepared for employment and possess more life skills.

It is our hope to prepare all of our youth for success and high school graduation is an important step toward achieving a healthy and stable future.

Trend:

The graduation rate for both the entire district and the Alaska Native population has experienced an overall increase in recent years. As with the dropout rate, however, there is a noticeable gap between district and Alaska Native figures. Hopefully recent increases will continue; there is obviously much room for improvement. The gap between district and Alaska Native graduation rates will hopefully diminish as well.

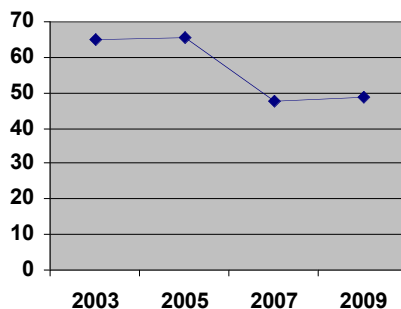
Data Source:

The Juneau School District graduation rate is reported annually and is "quasi-cohort" data as outlined in the *Alaska Report Card Handbook*.

Community Building and Involvement in Schools

Indicator:

% of high school students who volunteer at least 1 hour per week on average



Why we care:

Students who volunteer are not only being productive with their free time. Volunteering teaches youth a sense of civic responsibility that is vital to a community's overall well-being. It helps them to think beyond themselves.

Trend:

This data shows that high school student volunteerism has declined since 2003 and 2005. One thing to note, however, is that the question was altered slightly between the 2005 and 2007 survey. (*Helping others without being paid* was changed to the word *volunteering*.) This may very well be the reason for the sharp decline in volunteerism; then again, the decline may truly represent a downward trend in student volunteerism. We hope the question will remain constant as we move forward so that consistent data can be collected through time. Regardless, it is important to raise these figures and instill a sense of civic duty in our youth.

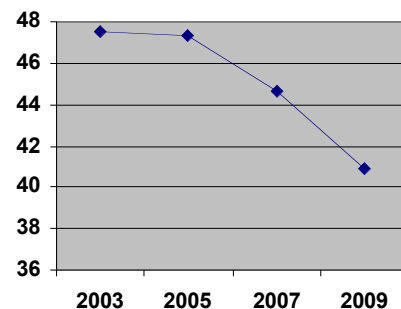
Data Source:

The Youth Risk Behavior Survey (YRBS), which is administered every 2 years by the school district.

Community Building and Involvement in Schools

Indicator:

% of high school students whose parents talk with them almost daily about school



Why we care:

Youth are likely to have an increased interest in school success when school is a topic of conversation at home. Engaged parents or guardians are supportive parents or guardians.

Trend:

It is clear from this data set that fewer parents are talking often with their kids about school; the students, at least, seem to think so (and it is their perception that truly matters). The downward trend is alarming and seems to be getting worse each time the Youth Risk Behavior Survey is administered. Every two years, the percentage of students who report talking often with their parents about school decreases at a faster rate. This downward trend needs to be slowed and reversed; it is crucially important for our youth to have and feel engaged parental support for their work and involvement in school.

Data Source:

The Youth Risk Behavior Survey (YRBS), which is administered every 2 years by the school district.