

Question: What is the Profile of Performance?

Answer: The Profile of Performance is the Anchorage School District report card to the School Board and community on the academic achievement of Anchorage students and schools. Part I of the report provides a summary of performance across the entire district on a variety of indicators of success. Part II of the report profiles each of the Anchorage schools.

Discussion: This report is divided into two major sections. Part I provides an overview of the District and the success of the District in meeting the School Board Goals for the 2000-2001 school year. It includes a summary of district performance on critical achievement indicators, examination of the district-wide performance of students by ethnic and income group, and results of a survey of the satisfaction of students, parents, and staff with Anchorage programs. Part II includes profiles for each school in the District with information on the attainment of school goals, staff and student demographics, and the history of academic achievement at the school.

The focus of this report is on the regular education program and it does not include measures of the success of special education students who do not participate in the district and state testing programs. It does not address the social or physical wellness of students other than through end-of-year report card surveys.

The district and schools' budgets and expenditures are only given as information items. The fiscal area is reviewed with the Board and public through an extensive budget deliberation process and monthly reports of expenditures. District reports on the fiscal performance of the Anchorage School District are available from the Office of Business Management.

The "2000-01 Goals Accomplishments: Report" (July, 2001) is available through the Superintendent's Office of the Anchorage School District, 4600 DeBarr Avenue, Anchorage, AK (907) 742-4312. It examines the success of the activities that were undertaken to manage district programs in an effort to fulfill board goals. The Profile includes an analysis of outcome measures available for Board goals that directly relate to achievement.

Individual School Report Cards that provide more information on individual school goals, the activities undertaken at the school to reach those goals, and an assessment of the success of those activities are available at each school.

The Profile of Performance has a question and answer format. Questions identify the topics which are reviewed. Answers provide overviews of the findings relative to the topic. Discussion sections further explore the data that support the brief summary answers.

The Profile of Performance is available for a small charge from the Public Affairs Office of the Anchorage School District, 4600 DeBarr Avenue, Anchorage, AK (907) 742-4153. Copies are available to the public in all Anchorage libraries. Selected information from the profile will be available through the Anchorage School District WWW site in October 2001 (http://www.asd.k12.ak.us/Depts/Assess_Eval/).

Specific questions on the content of the document should be referred to the Anchorage School District Assessment and Evaluation Department at (907) 742-4420.

"Left Blank Intentionally"

Question: What student outcome measures are reviewed in the profile of the Anchorage School District?

Answer: Outcome measures reviewed in this document include norm-referenced basic skills achievement tests, locally-developed tests, locally-developed Writing Assessment and the ACT and SAT results for graduating seniors who elect to take college entrance exams. Grades and credits earned for secondary students, attendance patterns, and drop out information are also included. Demographic descriptors and trends are reviewed prior to the achievement measures to provide a more rounded picture of the Anchorage School District environment.

Discussion: Anchorage School District performance is examined here from several perspectives. First, the demographic characteristics of the students served in the District in 2000-01 are reviewed. Data are presented on the composition of the student body in terms of ethnicity and participation in programs for students with special needs. Student mobility and continuity are discussed. Economic levels of the students are briefly described. This demographic profile provides a background for interpreting the outcome indicators that are presented later in the report.

Local testing with a national norm-referenced performance indicator was administered to the two grades required by the State of Alaska in 2000-2001. The 1995 edition of the California Achievement Tests (CAT/5) was administered to about 8,000 students in grades 4 and 7 in March 2001. The tests were given to more than 90% of the students in these two grades. Alaska allows two groups of students not to be tested: Non-English speaking students who were in the District fewer than three years and special education students with Individual Education Plans (I.E.P.) which specifically exclude norm-referenced testing. Other students may have missed the test period due to absences.

The CAT tests include basic skill tests in Reading, Mathematics, and Language Arts. Students in grades 4 and 7 are tested in Vocabulary, Reading Comprehension, Spelling, Language Mechanics, Language Expression, Mathematics Computation, Mathematics Concepts and Applications, and Study Skills. These students are also tested in Science and Social Studies. Individual tests are available for inspection at the Anchorage School District Assessment and Evaluation Office. Students are tested to monitor year-to-year growth and to provide an annual objective measure of performance to parents.

The State of Alaska will require testing with Terra Nova, a multiple choice test similar to the CAT, to measure basic skills in Reading, the mechanics of Writing, and Mathematics testing to grades 4, 5, 7 and 9 for 2001-2002. It is expected that Terra Nova scores will be linked to Benchmark test scores at grades 3, 6, and 8 and the 10th grade High School Graduation Qualifying Exam scores to track student growth from grades 3 through 10 on Reading, Writing, and Math for State School and District Report cards starting in February 2003.

Norm-referenced tests provide an objective, standardized measure that allows reliable comparisons of performance between groups of students on changes in basic skill performance over time. The tests allow the comparison of Anchorage students with a national sample of students and the tracking of changes with a consistent measure.

The Anchorage Writing Assessment at grades 5, 7, and 9 provides information on how well students are meeting District expectations on the traits of good writing. The assessment takes place at mid-year so that students who are not meeting District expectations may be identified prior to the year when they must take Alaska Benchmark exams or the Alaska High School Graduation Qualifying Examination. Schools and teachers have a chance to use results of this assessment to identify students who need extra help to meet State standards in writing.

All grade 6 students take a local Pre-Algebra qualification test to help with 7th grade placement. The test is designed by District teachers to identify students who are ready for Pre-Algebra placement in grade 7. The test is keyed to the ASD Math curriculum and provides a measure of the attainment of advanced Math skills across the District.

Grades and credits earned by students are direct indicators of the extent to which students are meeting the expectations of teachers. Grades and credits also identify those subjects which are the most difficult for students to master. Grade retention identifies the students who are not meeting minimum standards at elementary and middle schools. High school credits earned chart the success of students as they move from grade 9 to graduation.

Attendance and dropout information are indirect indicators of student attitudes and interest in school. High absence and dropout rates are indicators of alienation and the failure to provide programs that engage students and successfully move them along to graduation. Students who miss a great deal of school do not benefit from the instruction offered. Dropping out is the ultimate failure of the school-student relationship. While the choice of school attendance is always in the hands of the student and family, the reasons behind the choice not to come to school have to be considered by a school system that wants all students to achieve success.

Question: What are the characteristics of the student population served by the Anchorage School District in 2000-01?

Answer: The Anchorage School District is one of the 100 largest school districts in the United States in terms of enrollment. Over 49,499 students enrolled in Anchorage schools in September 2000. Our student population in 2000-01 was 205 students higher than it was at the same time the prior year but has been projected to reach 50,000 for the 2001-2002 school year.

The Anchorage student population reflects the changing Anchorage community. The majority group in the District continues to be White. Students whose ethnic background is other than White account for an increasing portion of the overall District population, 38 percent of the total population in 2000-01.

While Anchorage generally has a stable student population when compared with other large districts in the United States, there are some schools that have a notable turnover of students. Transience and stability figures are similar to those for the District over the past several years with just over 80% of the students staying through the entire school year and 58% of the students continuing in the same school from year-to-year.

Three out of ten of the District's elementary students were eligible for subsidized lunches due to low family income. This proportion, 33 percent, is above 30.8 percent in 1996-97 and is substantial. In some Anchorage schools, more than 70 percent of the students qualify for assistance.

The Anchorage student population includes several thousand students with special needs who are eligible for special education services. The numbers of students receiving special education service are listed by disability category in Table 5. There has been a steady growth in the number of Anchorage students receiving services because they have a first language other than English. The membership of students receiving special assistance through ESL, Bilingual, and Title I services in presented in Table 6.

Anchorage has all of the characteristics, concerns and special programs for students that are found in any large urban school district in the United States. As the largest school district in Alaska, it has more students with special needs than any other Alaska district and most of the other 15,000 school districts in the United States.

Size and demographics are emphasized in the Profile because individual students characteristics are correlates of individual and school success. While factors such as family income and language do not limit the success of any student, they do indicate factors that affect the educational resources needed to turn student potential into student performance. Generally, schools that work with students who have more "at risk" factors need more resources to produce academic outcomes equal to those of other schools.

Discussion: Table 1 provides a five-year review of the membership in the District at the beginning of the school year, broken down by racial-ethnic group. This is a snapshot view including every student enrolled in a District school by October 31 of the year shown.

The non-White population makes up over 38 percent of the total student population and is growing. In 1996-97, non-Whites made up 30 percent of the total population. All non-White racial-ethnic populations have grown in absolute numbers over the past five years. Among the racial-ethnic minority groups, the Asian/Pacific Islander group has had the greatest growth over the past five years. The Black group has had the least growth.

Table 1
Anchorage School District
Beginning of Year Membership
1996-97 to 2000-01

Year	Data Type	American Native	Asian/Pacific Islander	Black	Hispanic	White	Other	Total
2000-01	Number	6,177	4,760	4,227	2,754	30,886	695	49,499
	Percent	12%	10%	9%	6%	62%	1%	100.0%
1999-00	Number	5,950	4,460	4,263	2,665	31,759	197	49,294
	Percent	12.0%	9.0%	9.0%	5.0%	64.0%	<0.17%	100.0%
1998-99	Number	5,893	4,299	4,334	2,250	32,551	N/A	49,597
	Percent	11.0%	8.7%	8.7%	5.1%	65.6%	N/A	100.0%
1997-98	Number	5,644	3,819	4,234	2,381	32,557	N/A	48,635
	Percent	11.6%	7.9%	8.7%	4.9%	66.9%	N/A	100.0%
1996-97	Number	5,392	3,558	4,182	2,233	32,546	N/A	47,911
	Percent	11.3%	7.4%	8.7%	4.7%	69.9%	N/A	100.0%

Stability and continuity of the student population are examined in Tables 2 and 3. Table 2 examines within-year stability and Table 3 examines year-to-year continuity. The stability indicated in Table 2, labeled "Percent," represents the portion of the total enrollment for the given sub-group and year that remained in a single school from the end of the first month of school through the end of the school year. The continuity indicated in Table 3 also labeled "Percent," is the portion of the enrollment, again presented as percentages that continued in the same school from the end of one school year to the beginning of the next school year. Examination of the individual school reports in Part II of the Profile shows that some schools have twice the turnover of students that you would expect from the District average.

American Native students seem to move at a higher rate during the school year than members of other ethnic groups. One in three American Native students enrolled in the District in 2000-01 moved into or out of a school after September 30, 2000. The mobility patterns for other minority racial-ethnic groups have improved over the past five years but continue to be higher than that of the White student population.

Student exposure to curriculum and the continuity of the process of learning has a substantial effect on student achievement. Students who move, particularly students who move between schools with inconsistent expectations and programs, may have problems catching up. This is an increasing problem across the United States where about 17 percent of school age children move each year (Bureau of Census, 1995). It is a continuing problem in Anchorage where about 20 percent move. The impact of mobility is reflected in the lower test scores of mobile students highlighted later in the report.

Table 4 displays the proportion of the elementary student population participating in the free or reduced-price lunch program. This variable is a surrogate indicator of the socio-economic status of the District's student population. One in three of the District's elementary students is eligible for free or reduced-price lunch. In addition to the lunch program, a breakfast program is available in twenty-five elementary and eight middle schools. More than 70% of the students in some Anchorage schools qualify for free or reduced-price lunches. The number of children qualifying for free and reduced price lunch is at a five year high.

Table 2
Anchorage School District
Stability Rates of Students in One School
September 30 through End-of-Year

Year	Data Type	American Native	Asian/Pacific Islander	Black	Hispanic	White	Other	Total
2000-01	Number*	7,008	4,158	3,498	2,305	27,582	589	53,413
	Percent**	67.4	80.7	76.4	77.2	84.1	66.3	80.2
1999-00	Number	6,736	4,789	4,646	2,887	33,716	313	53,086
	Percent	68.7%	82.0%	75.5%	76.4%	84.5%	55.5%	80.9%
1998-99	Number	6,553	4,666	4,703	2,788	34,545	N/A	53,267
	Percent	70.1%	86.6%	75.1%	75.9%	83.3%	N/A	80.3%
1997-98	Number	6,421	4,159	4,634	2,654	34,752	N/A	52,620
	Percent	67.1%	80.2%	74.5%	75.3%	83.1%	N/A	79.8%
1996-97	Number	6,143	3,844	4,599	2,511	34,638	N/A	51,735
	Percent	66.8%	81.2%	74.3%	73.5%	82.9%	N/A	79.6%

* "Number" is the total count of students who attended in Anchorage School for one or more days in the year.

** "Percent" is the percent of the student count who started the school year (enrolled on September 30) in the same school in which they finished the year.

Table 3
Anchorage School District
Continuity Rates of Students
Beginning in Same School as Previous Year

Year	Data Type	American Native	Asian/Pacific Islander	Black	Hispanic	White	Other	Total
2000-01	Number*	7,008	5,155	4,576	2,987	32,798	889	53,413
	Percent**	51.4%	57.5%	52.9%	56.4%	60.5%	28.6%	57.6%
1999-00	Number	6,736	4,789	4,646	2,887	33,716	313	53,086
	Percent	53.9%	60.6%	54.5%	57.5%	61.3%	55.5%	59.2%
1998-99	Number	6,553	4,666	4,703	2,788	34,545	N/A	53,267
	Percent	52.2%	56.7%	51.4%	53.4%	59.6%	N/A	57.4%
1997-98	Number	6,421	4,159	4,634	2,654	34,752	N/A	52,620
	Percent	49.4%	55.4%	52.9%	53.3%	57.4%	N/A	55.6%
1996-97	Number	6,143	3,844	4,599	2,511	34,638	N/A	51,735
	Percent	46.6%	52.7%	48.7%	47.9%	57.4%	N/A	54.5%

* "Number" is the total count of students who attended in Anchorage School for one or more days in the year.

** "Percent" is the percent of the student count who started the school year (enrolled on September 30) in the same school in which they finished the previous year.

Table 4
Anchorage School District
Elementary
Free/Reduced-price Lunch Information

Year	Number of Children Enrolled Sept. 30	Number of* Children from Low Income Families	Percent of Children from Low Income Families
2000-01	27,508	8,953	33.0%
1999-00	27,629	8,786	31.0%
1998-99	27,788	8,836	31.0%
1997-98	27,706	8,366	30.0%
1996-97	26,771	8,256	30.8%

* Estimate of children from low-income families is based on Free/Reduced-lunch Program. This program is not offered at the high school level.

Low income alone is not a cause of low achievement but it has a strong and consistent correlation with performance. Low income is a factor that creates stress in families and reduces the resources that are available for health care, nutrition, and a host of other factors that affect the ability of the student to make use of educational opportunities.

The National School Lunch Program and School Breakfast Program provide help for Anchorage elementary and middle-level school students who are unable to pay the full price of meals. In 2000-01, reduced-price meals will be available to individual students with a family income at or below \$19,296. Free meals are available to a single student with a family income at or below \$13,559. As family size increases, the allowable income increases by \$6,716 for reduced-price meals and \$4,719 for free meals. Allowable income level has increased by about 1 percent this year because of the increased cost of basic living expenses in Anchorage

Table 5 recognizes that a number of students have special needs. This table shows that the trend for an increasing number of students to be identified as having special needs reversed in 2000-01 with a decline from 9,595 to 9,027, these are unduplicated counts. The Special Education categories of Mentally Retarded, Visually Impaired, Health Impaired, Deaf-Blind, Multi-handicapped, Autism and the Gifted Program all showed growth.

Table 6 shows the number of students served by specially funded programs for the District over the past five years. Some students benefit from more than one program and may be counted more than once. Anchorage offers a comprehensive program to meet the needs of students who require special support. School-level programs for students with special needs are noted in the school profiles presented in Part II of the Profile of Performance.

Table 5
Special Need Population
1996-97 to 2000-01
Active Membership at End of School Year

Areas of Need	Number of Students				
	<u>00-01</u>	<u>99-00</u>	<u>98-99</u>	<u>97-98</u>	<u>96-97</u>
Mentally Retarded	321	290	304	275	261
Specific Learning Disability	4,038	4,180	4,411	4,520	4,587
Emotionally Disturbed	383	413	420	410	362
Orthopedically Handicapped	30	31	32	37	32
Speech Impaired	1,157	1,227	1,236	1,259	1,347
Visually Impaired	17	15	15	16	20
Health Impaired	291	226	228	208	152
Hard of Hearing	84	99	106	119	107
Deaf	45	39	41	37	39
Deaf-Blind	2	1	1	2	1
Multi-handicapped	229	224	239	241	229
Developmental Delayed	319	356	344	293	274
Traumatic Brain Injury	33	35	36	39	28
Autism	106	95	93	82	53
Gifted	1,971	1,893	2,089	2,270	2,247

Table 6
Anchorage School District
Five-Year Special Programs Population
Active Membership at End of School Year

Areas of Need	Number of Students				
	<u>00-01</u>	<u>99-00</u>	<u>98-99</u>	<u>97-98</u>	<u>96-97</u>
Bilingual		3,230*	3,053*	2,731*	2,418*
Not English Proficient	850	544*	545*	602*	409*
Limited English Proficient	3,637				
Proficient	1,340				
Migrant Eligible Students	1,504	1,503	1,467	1,334	1,538
(Actually receiving service)	694	966	617	545	540
Title I/Chapter I Students					
Targeted Assistance Schools	280	401	486	386	327
Schoolwide Programs	5,199	5,543	6,252	5,415	4,475
Homeless Program	1,523	1,407	1,495	1,058	1,076
Neglected and Delinquent	212	237	199	198	222
Indian Education Eligible Students	2,488	2,195	2,815	1,908	2,121
(Receiving Tutoring/Counseling Services)					

* In past years Bilingual students 1st line has been noted as "A" or "B" (Totally or Dominant Non-English) the second line for Bilingual student has been noted as "C" (Low Achievers).

The Bilingual and Title I programs deserve special note. Increasing numbers of students come to Anchorage who are new to the United States or have limited proficiency in English. This situation places special demands on these students who must struggle with mastering reading, writing, and communication skills as well as subject area content.

Bilingual students now listed as proficient have tested "proficient" in all three skill areas assessed (oral language, reading, and writing). They have not yet met the criteria necessary to exit the program. Students listed as LEP have scored limited proficiency in one or more of the areas. Students listed as NEP (non-English-proficient) have scored non-proficient on all three areas.

Migrant figures represent: a) ASD students contacted, interviewed and found eligible to receive services from the ASD Migrant Education Program; and b) ASD Migrant Education eligible students who utilized services available to them through the program. The number of students eligible has not increased significantly. The number of students who participated in the program in 99-00 is a reflection of a variety of factors. It would probably not be an accurate inference to credit a greater number served to the availability of a greater number to be served.

The demographic information examined in Tables 1 through 6 shows that the Anchorage School District provides a variety of services to a large number of students from differing backgrounds. These students are mobile, represent the entire economic spectrum, and possess a diversity of educational needs.

Part II of this document profiles individual schools. The differences in school demographics suggest that the process of providing a good education for each child must take into account the differences in demographics that exist among the various Anchorage school communities. The task of reaching the school board goal of academic excellence for all makes it necessary to recognize that some schools have much higher rates of poverty and student mobility than others.

Question: How did Anchorage students do on the norm-referenced tests administered in March of 2001?

Answer: Norm-referenced tests are powerful tools for assessing group performance over time. They allow a comparison of student performance against a national population. They allow the comparison of group and individual growth. The norm-referenced testing for 2000-2001 included grades four and seven. It was possible to link the scores of students in these grades with their scores in grades three and six to provide an indication of year-to-year student growth.

When the overall achievement of Anchorage students is considered by looking at average Normal Curve Equivalent (NCE) scores and converting them to the equivalent percentile rank scores for grades 4 and 7 tested, the overall Anchorage percentile score for 2000-01 would be the 64th percentile. This reflects the consistently high level of academic performance in Anchorage.

Reading, Language Arts, and Mathematics composite scores are key indicators of student status. The Anchorage average scores are well above the national average of the 50th percentile. More than 94 percent of Anchorage students in grades four and seven - 7,312 students, took CAT tests last year.

Skill in reading is a basic factor in determining student success in all educational areas. The CAT tests include both vocabulary and comprehension. Anchorage scores were at the 62nd percentile at grade 4 and the 64th percentile at grade 7.

Total Language Arts items focus on the mechanics of writing and recognition of errors. Anchorage scores range from the 60th percentile at grade 4 to the 61st percentile at grade 7.

Mathematics items focus on basic math operations and problem solving. Anchorage scores range from the 66th percentile at grade 4 to the 68th percentile at grade 7.

Discussion: Table 7 shows that most Anchorage students in the grades selected for testing are actually tested. Strict new Federal requirements have been put into place to assure that schools do not exclude special education and bilingual students from State and district-wide assessments. The regulations require that there be an accounting of all students, that students with special needs be provided accommodations, and that students who are not capable of taking tests even with accommodations be provided with alternative assessments.

Table 8 shows the average performance of students in grades 4 and 7 on the Total Reading, Total Language Arts, Total Mathematics, and Total Battery scores of the California Achievement Tests. With more than 94 percent of the students tested, it is fair to say that the scores represent a valid cross-section of English speaking students in the regular education program at the two grades.

Anchorage scores in all of the basic skills areas are above the national average of the 50th percentile. The individual grade level performance on the Total Battery scores are at the 64th and 65th percentile. This is very strong performance for a large urban school district.

Table 9 shows the average scores on the two sections of the CAT test that are combined to produce the Total Reading score: Vocabulary and Reading Comprehension. The CAT Vocabulary test emphasizes understanding words within context and Reading Comprehension includes both the direct recall of specific facts and making inferences based on knowledge gained through reading. Anchorage students score consistently better than the national average of the 50th percentile on both Vocabulary and Comprehension. Performance on Reading Comprehension ranges from the 59th to the 65th percentile, and Vocabulary ranges from the 55th to 62nd percentile.

Table 10 shows the average scores on the two sections of the CAT test that are combined to produce the Total Language Arts score: Mechanics and Expression. The Mechanics test measures the ability to recognize violations of the rules of good punctuation. Expression asks students about the best way to construct sentences and to choose effective language to express ideas.

Table 11 shows the average scores on the two sections of the CAT test that are combined to produce the Total Math score: Math Computation and Math Concepts and Applications. The Math Computation test focuses on the basic math operations and checks the ability to manipulate numbers. The Math Concepts and Applications test examines concepts which underlie computation and includes multi-step problems where students determine the appropriate operations and then apply those operations to information presented through a story problem or table. Anchorage students are at or above the national average in both Computation and Concepts and Applications at every grade. The Math Computation scores range from the 61st to the 67th percentile. The Total Math scores range from the 66th to the 68th percentile.

Table 12 shows the breakdown of scores in Reading, Language Arts, Mathematics and on the Total Battery by quartile. The first quartile includes students with scores at or below the 25th percentile and the fourth quartile includes students with scores above the 75th percentile – our lowest and highest scoring students. The national expectation is that 25 percent of students fall into each quartile so having fewer than 25 percent in the lowest quartile and more than 25 percent in the highest quartile is a positive result on a norm-referenced achievement test that is being used to track year-to-year growth in a school district.

Table 12 generally reflects the high average ASD scores with high percentages of students in the top quartile. But it also shows that high average scores do not tell the whole story. For example, 37 percent of the students in grade 4 were in the top quartile in reading. This represents better than 1,416 students. On the other hand, the 17 percent of the students below the 25th percentile in reading at grade 4 represents more than 600 students who have not performed well. In relative terms, the ASD math program has resulted in the lowest percentages of students scoring below the 25th percentile, but there are many students that need help in all of the academic areas.

The five-year history tables, Tables 15 through 19, show minor year-to-year changes in scores with overall performance generally well above the national average. In some areas like Reading the scores have gone down slightly while in other areas like Math they have gone up a little. However, the changes are small and reflect strong continued performance across all areas.

This is the sixth year that all students in grades 4 and 7 have taken CAT tests, including Science and Social Studies. The CAT Science and Social Studies tests ask students to read materials taken from those content areas, to apply concepts, and to analyze and organize information. The Study Skills test includes analysis of research materials, charts, and graphs. The Spelling test calls on students to identify common words that are correctly or incorrectly spelled and was supplemented with a district-developed test of high frequency words in 2000-2001.

Tables 16 and 17 present the CAT Science and Social Studies information. Science scores were at the 60th and 66th percentile in 2000-01. Social Studies performance was at the 67th and 54th percentile.

Tables 18 and 19 present the CAT Spelling and Study Skills scores. Spelling scores are generally close to the national average of 50. They were at the 48th and the 52nd percentile in 2000-01. Spelling continues to be the area of lowest Anchorage performance on the CAT tests. The scores in Spelling and Study Skills for 2000-2001 are a five-year low for both of the grades tested.

Reading, Language Arts, and Mathematics are the basic skill areas that are keys to academic success in school. The overall performance of Anchorage students in these areas is consistently above the national average. Overall, CAT test scores are strong and reflect the academic excellence of the programs that serve our large and diverse community.

Table 7

**Anchorage School District
 Percent Tested by Grade
 Number of Bilingual, Special Ed., and Other Excluded by Grade
 February 2001**

Grade	February Enrollment	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other Excluded
4	3,977	3,804	96%	34	26	113
7	4,018	3,785	94%	14	28	191

¹ Level 3 special education students are not included in these grade-level totals. Level 3 students are to be tested, tested with accommodations, or with an alternate assessment. Many level 3 students qualify for alternate assessment.

Table 8
Percentile Rank Scores and
Number of Students Tested
California Achievement Test Survey Battery 5 (CAT)
Spring 2001

Grade Level		Total Reading	Total Language Arts	Total Mathematics	Total Battery
4	Percentile	62	60	66	64
	Number Tested	3,794	3,763	3,773	3,685
7	Percentile	61	61	68	65
	Number Tested	3,775	3,757	3,750	3,627

Table 9
Anchorage School District
Breakdown of CAT Percentile Reading Scores
by Sub-Test Area -- Spring 2001

Grade Level		Reading Vocabulary	Reading Comprehension	Reading Total
4	Percentile	62	59	62
	Number Tested	3,798	3,802	3,794
7	Percentile	55	65	61
	Number Tested	3,782	3,779	3,775

Table 10

**Anchorage School District
Breakdown of CAT Percentile Language Arts Scores
by Sub-Test Area -- Spring 2001**

Grade Level		Language Mechanics	Language Expression	Language Total
4	Percentile	59	60	60
	Number Tested	3,796	3,786	3,763
7	Percentile	66	54	61
	Number Tested	3,785	3,777	3,757

Table 11

**Anchorage School District
Breakdown of CAT Percentile Mathematics Scores
by Sub-Test Area -- Spring 2001**

Grade Level		Math Computation	Math Concepts and Applications	Math Total
4	Percentile	61	66	66
	Number Tested	3,796	3,789	3,773
7	Percentile	67	66	68
	Number Tested	3,760	3,755	3,750

Table 12
Quartile Distribution of
Students' Individual Performances
CAT -- Spring 2001

Grade Level		Total Reading	Total Language Arts	Total Mathematics	Total Battery
4	Quartile 4	37.3	37.0	42.8	38.8
	Quartiles 2 and 3	45.7	45.0	40.4	44.7
	Quartile 1	17.0	18.0	16.8	16.6
7	Quartile 4	34.5	35.2	45.9	39.1
	Quartiles 2 and 3	49.1	47.3	39.5	45.4
	Quartile 1	16.5	17.5	14.6	15.6

Table 13
Five-Year History
Percentile Rank Scores
CAT Total Reading -- Spring 1996 through Spring 2001 -- Grades 3 through 11

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
2000-01	Percentile	-	62	-	-	61	-	-	-	-
	Number Tested	-	3,794	-	-	3,775	-	-	-	-
1999-00	Percentile	62	61	59	57	64	63	61	63	-
	Number Tested	3,754	3,913	3,723	3,816	3,608	3,479	3,275	2,880	-
1998-99	Percentile	61	58	60	63	64	64	63	63	60
	Number Tested	3,801	3,690	3,790	3,524	3,687	3,410	3,185	2,863	2,526
1997-98	Percentile	61	63	62	60	64	64	60	64	58
	Number Tested	3,610	3,785	3,455	3,574	3,533	3,243	2,971	2,818	2,499
1996-97	Percentile	63	64	62	61	64	63	62	62	58
	Number Tested	3,751	3,438	3,569	3,567	3,334	3,050	3,047	2,865	2,344

Table 14
Five-Year History
Percentile Rank Scores
CAT Total Language Arts -- Spring 1996 through Spring 2001 -- Grades 3 through 11

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
2000-01	Percentile	-	60	-	-	61	-	-	-	-
	Number Tested	-	3,763	-	-	3,757	-	-	-	-
1999-00	Percentile	54	60	67	65	62	59	60	60	-
	Number Tested	3,777	3,903	3,716	3,812	3,611	3,467	3,275	2,878	-
1998-99	Percentile	53	59	68	66	60	59	59	56	53
	Number Tested	3,796	3,686	3,795	3,514	3,684	3,395	3,193	2,866	2,515
1997-98	Percentile	52	63	70	65	62	59	59	58	53
	Number Tested	3,598	3,769	3,434	3,574	3,525	3,228	2,953	2,798	2,481
1996-97	Percentile	55	63	67	66	60	57	58	55	51
	Number Tested	3,726	3,442	3,578	3,565	3,338	3,049	3,051	2,877	2,348

Table 15
Five-Year History
Percentile Rank Scores
CAT Total Mathematics -- Spring 1996 through Spring 2001 -- Grades 3 through 11

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
2000-01	Percentile	-	66	-	-	68	-	-	-	-
	Number Tested	-	3,773	-	-	3,750	-	-	-	-
1999-00	Percentile	63	68	64	69	65	62	68	67	-
	Number Tested	3,766	3,889	3,722	3,812	3,600	3,477	3,273	2,873	-
1998-99	Percentile	60	65	64	68	64	64	68	65	65
	Number Tested	3,793	3,689	3,776	3,514	3,681	3,366	3,190	2,871	2,531
1997-98	Percentile	61	67	65	67	65	63	68	67	64
	Number Tested	3,617	3,789	3,431	3,574	3,520	3,241	2,968	2,840	2,502
1996-97	Percentile	63	69	63	68	66	64	67	65	63
	Number Tested	3,739	3,442	3,570	3,567	3,352	3,048	3,048	2,872	2,346

Table 16
Five-Year History
Percentile Rank Scores
CAT Science -- Spring 1996 through Spring 2001 -- Grades 3 through 11

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
2000-01	Percentile	-	60	-	-	66	-	-	-	-
	Number Tested	-	3,769	-	-	3,757	-	-	-	-
1999-00	Percentile	60	61	49	53	67	80	69	69	-
	Number Tested	3,777	3,889	3,708	3,796	3,595	3,485	3,265	2,894	-
1998-99	Percentile	60	61	51	55	64	79	67	67	60
	Number Tested	3,803	3,685	3,782	3,512	3,686	3,371	3,182	2,874	2,536
1997-98	Percentile	59	64	63	55	66	79	66	69	57
	Number Tested	3,610	3,779	3,433	3,562	3,533	3,241	2,975	2,826	2,492
1996-97	Percentile	61	66	53	57	63	76	67	67	57
	Number Tested	3,748	3,436	3,560	3,560	3,554	3,061	3,050	2,863	2,318

Table 17
Five-Year History
Percentile Rank Scores
CAT Social Studies -- Spring 1996 through Spring 2001 -- Grades 3 through 11

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
2000-01	Percentile	-	54	-	-	67	-	-	-	-
	Number Tested	-	3,761	-	-	3,752	-	-	-	-
1999-00	Percentile	60	57	63	57	66	64	68	65	-
	Number Tested	3,772	3,881	3,707	3,792	3,596	3,487	3,270	2,890	-
1998-99	Percentile	59	57	64	59	66	64	66	62	58
	Number Tested	3,798	3,679	3,780	3,508	3,681	3,375	3,181	2,866	2,523
1997-98	Percentile	58	60	66	59	67	64	67	64	58
	Number Tested	3,612	3,762	3,435	3,565	3,522	3,241	2,973	2,825	2,490
1996-97	Percentile	61	61	65	60	65	64	67	63	57
	Number Tested	3,738	3,426	3,556	3,552	3,355	3,057	3,046	2,862	2,313

Table 18
Five-Year History
Percentile Rank Scores
CAT Spelling -- Spring 1996 through Spring 2001 -- Grades 3 through 11

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
2000-01	Percentile	-	52	-	-	48	-	-	-	-
	Number Tested	-	3,804	-	-	3,779	-	-	-	-
1999-00	Percentile	51	57	52	50	50	47	52	51	-
	Number Tested	3,784	3,919	3,726	3,824	3,616	2,479	3,285	2,893	-
1998-99	Percentile	51	54	52	50	50	49	52	49	46
	Number Tested	3,810	3,699	3,802	3,527	3,695	3,408	3,196	2,874	2,535
1997-98	Percentile	50	57	54	52	50	47	51	52	47
	Number Tested	3,628	3,787	3,454	3,589	3,539	3,235	2,982	2,835	2,513
1996-97	Percentile	52	59	54	51	50	49	52	50	46
	Number Tested	3,764	3,449	3,573	3,575	3,351	3,053	3,053	2,879	2,349

Table 19
Five-Year History
Percentile Rank Scores
CAT Word Analysis -- Spring 1996 through Spring 2001 -- Grade 3
CAT Study Skills -- Spring 1996 through Spring 2001 -- Grades 4 through 11

Year	Data Type	Gr3*	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
2000-01	Percentile	-	65	-	-	55	-	-	-	-
	Number Tested	-	3,763	-	-	3,749	-	-	-	-
1999-00	Percentile	51	66	58	60	58	49	59	54	-
	Number Tested	3,776	3,889	3,713	3,792	3,603	3,486	3,279	2,884	-
1998-99	Percentile	52	66	60	63	58	50	60	53	52
	Number Tested	3,826	3,685	3,782	3,514	3,685	3,380	3,188	2,875	2,533
1997-98	Percentile	52	68	61	63	60	50	60	55	52
	Number Tested	3,626	3,779	3,437	3,563	3,529	3,251	2,976	2,828	2,494
1996-97	Percentile	54	69	62	64	58	49	58	52	53
	Number Tested	3,761	3,440	3,567	3,569	3,349	3,058	3,050	2,870	2,325

*Word Analysis

"Left Blank Intentionally"

Question: How did Anchorage students do on State Benchmark Tests and the Alaska High School Graduation Qualifying Examination?

Answer: The State of Alaska requires that public school students take a series of Reading, Writing, and Math exams at grades 3, 6, 8 and 10. Benchmark assessments for grades 3, 6, and 8 and the 10th grade Alaska High School Graduation Qualifying Examination were introduced in 1999-2000. The examinations were developed for the State of Alaska by C.T.B.-McGraw-Hill.

Anchorage students generally did better than the state averages on the examinations.

Discussion: Reading Writing, and Math examinations were developed to reflect the state standards for students. Key standards were selected in each content area at grades 3, 6, and 8. Groups of Alaskans reviewed potential items for the tests and accepted items that were considered to measure the standards. All items were field tested and screened to assure that no items were included that were unfair or would discourage students because of biased language or content.

Committees of Alaskans used the CTB – McGraw Hill “bookmarking” procedure to set scores that would be used to recognize the students meeting state standards. Test items were organized based on the percent of students correctly answering a question from the most frequent correctly answered question to the least frequent correctly answered question on the 1999-2000 tests. Committee members came to a consensus as to the point at which they would consider a student to have demonstrated the knowledge and skill needed to meet the state standard. The State School Board then approved the “cut scores” at which a student would meet the state standard.

The High School Graduation Qualifying Exam is an extension of the Benchmark exams. It is taken in the spring of grade 10 by all students and may be repeated until passed. Passing the Reading, Writing, and Math sections of the HSGQE will be required for a high school diploma starting in February 2004. The diplomas and transcripts of current students will be endorsed to show the elements of the HSGQE that have been passed.

All students are to be tested with Benchmark tests and the HSGQE. A small percentage of students not participating in a curriculum preparing them to meet the standards assessed on the Benchmark tests and HSGQE will be assessed with an Alternate Assessment. Students assessed with the Alternate Assessment rather than the HSGQE do not qualify for a diploma. New legislation will allow students eligible for special education that fail the HSGQE to receive a diploma if they can pass an alternative assessment based on state standards and their Individual Education Plan. Regulations related to alternative assessment are under development.

Students are categorized based on expectations set by State Committees and approved by the State Board of Education. Students who have scores at or above specified scores are considered to have demonstrated that they have meet state standards for grade level performance. Students below the specified scores are considered to have failed to demonstrate the knowledge and skills.

An analysis of Anchorage student performance on the 1999-2000 tests raised serious concerns about the inconsistency in the relative levels of performance required to meet standards in Reading, Writing, and Math at the different grade levels. Empirical evidence based on the CAT scores of students suggested that a student at grade 3 in reading would only have to be performing a bit above the 30th percentile in reading to be deemed as meeting the state standard while a 10th grade student would have to be performing above the 80th percentile to have a reasonable assurance of success in Mathematics (Stofflet, Fenton, Straugh 2001). New Legislation is now changing the tests and cut scores over the next two years.

Tables 20, 21 and 22 show the two-year history of Anchorage student performance in Reading, Writing, and Math on the State exams. More than 90% of the students were tested suggesting that the results are a fair reflection of Anchorage School District performance.

Most students score at or above the passing scores set in Reading. Students have pass rates of 73% in grade three, 75% in grade six, 87% in grade eight, and 66% in grade 10. The differences in performance between 1999-2000 and 2000-2001 are slight except for grade 10 where there was a 12% decline in the passing rate.

Most students score at or above the passing scores set in Writing at grades three, six, and eight. Students have pass rates of 57% in grade three, 78% in grade six, 71% in grade eight, and 46% in grade ten. The differences in performance between 1999-2000 and 2000-2001 were slight. There was a decline of 5% in the passing rate for students in grade 10.

Most students score at or above the passing scores set in Math at grades three and six. Students have pass rates of 68% in grade three, 67% in grade six, 44% in grade eight, and 46% in grade 10. The percentage of students passing in Math was similar for grades three and six in 1999-2000 and 2000-2001. The passing rate at grade eight increased from 43% to 44%. The passing rate at grade 10 had a notable increase from 36% to 46%.

Table 20
Two Year History
Percent of Students Meeting Alaska Standard by Grade
Spring Alaska State Benchmark Exams and High School Graduation Qualifying Exam
Reading

Year	Data Type	ASD Gr3	State Gr3	ASD Gr6	State Gr6	ASD Gr8	State Gr8	ASD Gr10	State Gr10
2000-01	Meeting Standard	73	73	75	69	87	83	66	66
	Number Tested	3,857	9,920	3,712	9,955	3,523	9,606	3,023	8,282
1999-00	Meeting Standard	75	71	74	70	88	83	78	75
	Number Tested	3,806	9,960	3,863	9,959	3,539	9,484	3,047	8,276

Table 21
Two Year History
Percent Meeting Standard by Grade
Spring Alaska State Benchmark Exams and High School Graduation Qualifying Exam
Writing

Year	Data Type	ASD Gr3	State Gr3	ASD Gr6	State Gr6	ASD Gr8	State Gr8	ASD Gr10	State Gr10
2000-01	Meeting Standard	57	54	78	73	71	68	46	47
	Number Tested	3,858	9,919	3,715	9,952	3,515	9,460	3,188	8,667
1999-00	Meeting Standard	53	49	77	72	74	68	51	48
	Number Tested	3,808	9,935	3,863	9,940	3,542	9,604	3,031	8,243

Table 22
Two Year History
Percent Meeting Standard by Grade
Spring Alaska State Benchmark Exams and High School Graduation Qualifying Exam
Math

Year	Data Type	ASD Gr3	State Gr3	ASD Gr6	State Gr6	ASD Gr8	State Gr8	ASD Gr10	State Gr10
2000-01	Meeting Standard	68	66	67	63	44	40	46	44
	Number Tested	3,842	9,931	3,686	9,922	3,459	9,531	3,228	8,669
1999-00	Meeting Standard	67	65	67	62	43	39	36	33
	Number Tested	3,812	9,876	3,862	9,913	3,531	9,939	3,006	8,171

There are notable differences in the passing rates for members of various racial-ethnic groups. While there is a consistent pattern of differences, the absolute size of the differences in passing rates is most notable in the Mathematics examination where the pass rates for some groups at some grades is less than half of the pass rate for the district as a whole.

Table 23b

**Anchorage School District
 "Passing Rates" on Spring 2000
 Benchmark Tests and HSGQE
 Results Aggregated by Racial-Ethnic Group**

Test Area Grade	Students of . . .									
	Alaskan Native Heritage	American Indian Heritage	Combined Native Heritage	Asian/ Pac. Islander Heritage	African Heritage	Hispanic Heritage	Caucasian Heritage	Other Heritage	All Heritages	
	Num Pass Tstd Rate	Num Pass Tstd Rate	Num Pass Tstd Rate	Num Pass Tstd Rate	Num Pass Tstd Rate	Num Pass Tstd Rate	Num Pass Tstd Rate	Num Pass Tstd Rate	Num Pass Tstd Rate	Num Pass Tstd Rate
Reading 2000										
Gr. 3	466 56%	47 66%	513 57%	348 64%	343 63%	216 63%	2,379 84%	7 43%	3,806 75%	
Gr. 6	414 56%	46 65%	460 57%	358 65%	352 56%	186 59%	2,499 83%	8 50%	3,863 74%	
Gr. 8	326 78%	36 89%	362 79%	333 77%	300 77%	167 79%	2,372 93%	5 80%	3,539 88%	
Gr. 10	249 59%	40 83%	289 62%	291 61%	252 59%	162 63%	2,041 87%	12 42%	3,047 78%	
Reading 2001										
Gr. 3	467 54%	50 78%	517 56%	384 64%	343 65%	217 58%	2,436 82%	56 62%	3,857 73%	
Gr. 6	440 54%	37 81%	477 56%	378 66%	334 66%	208 66%	2,280 82%	34 70%	3,712 75%	
Gr. 8	348 73%	45 84%	393 74%	371 80%	299 76%	180 82%	2,245 92%	30 83%	3,523 87%	
Gr. 10	237 47%	34 56%	271 48%	326 48%	207 41%	133 50%	2,060 76%	26 54%	3,023 66%	
Writing 2000										
Gr. 3	467 29%	48 40%	515 30%	349 50%	345 40%	214 44%	2,378 62%	7 43%	3,808 53%	
Gr. 6	414 56%	46 59%	460 56%	358 71%	351 60%	187 64%	2,499 84%	8 50%	3,863 77%	
Gr. 8	328 52%	36 72%	364 54%	332 64%	298 61%	170 61%	2,373 82%	5 80%	3,542 74%	
Gr. 10	248 33%	42 36%	290 33%	288 39%	248 26%	162 34%	2,032 59%	11 18%	3,031 51%	
Writing 2001										
Gr. 3	466 36%	49 61%	515 38%	382 53%	345 44%	218 39%	2,339 64%	55 49%	3,858 57%	
Gr. 6	445 60%	36 83%	481 62%	373 74%	334 68%	210 70%	2,282 84%	34 76%	3,715 78%	
Gr. 8	349 50%	44 61%	393 51%	368 67%	299 54%	180 62%	2,239 87%	30 70%	3,515 71%	
Gr. 10	243 26%	37 46%	280 29%	337 38%	216 26%	142 28%	2,186 53%	27 22%	3,188 46%	
Mathematics 2000										
Gr. 3	464 48%	48 60%	512 49%	352 58%	344 51%	217 58%	2,380 75%	7 43%	3,812 67%	
Gr. 6	414 49%	46 52%	460 49%	357 59%	354 42%	186 49%	2,497 77%	8 38%	3,862 67%	
Gr. 8	322 26%	36 31%	358 27%	332 35%	298 17%	167 25%	2,371 51%	5 20%	3,531 43%	
Gr. 10	246 18%	40 28%	286 19%	280 25%	246 13%	160 21%	2,025 44%	9 11%	3,006 36%	
Mathematics 2001										
Gr. 3	466 52%	52 65%	518 53%	385 57%	344 48%	212 49%	2,323 77%	55 56%	3,842 68%	
Gr. 6	439 48%	36 61%	475 49%	375 59%	333 50%	210 51%	2,259 76%	33 58%	3,686 67%	
Gr. 8	343 22%	44 22%	387 22%	365 39%	297 21%	176 26%	2,200 52%	29 28%	3,459 44%	
Gr. 10	254 32%	38 47%	292 34%	320 41%	216 17%	142 26%	2,213 53%	25 28%	3,228 46%	

The Alaska Benchmark and HSGQE results raise a special concern because they are keyed directly to state standards that every student is expected to meet. School to school differences require that there be a detailed examination of the opportunity that is provided to individual students to acquire the knowledge and skill needed to answer the questions on the state exams.

Differences in curriculum materials and instructional practice may result in different outcomes for students. Because of the importance of meeting state standards, individual schools were provided with school and student by student information on Benchmark and HSGQE performance at the start of this school year to facilitate a review of instruction and materials relative to student performance.

Anchorage results on the Alaska exams follow the pattern of the State averages. More students meet State Standards in Reading and Writing than in Mathematics. The percentage of Anchorage students meeting State Standards improved between 1999-00 and 2000-01 in math with the most notable gain being the 10% increase in the 10th graders passing the Math section of the High School Graduation Qualifying Exam.

"Left Blank Intentionally"

Question: How did Anchorage students do on local assessments?

Answer: Local assessments are specific to Anchorage and were implemented to meet specific local needs. Anchorage assessments are constructed to directly reflect what is taught in our classrooms and to be consistent with the textbooks and instructional techniques that are used in the District. Scoring is done relative to an absolute standard that calls for mastery of specific knowledge and skills rather than performance relative to the average performance of a national sample of students or a state cut score.

The local assessments conducted during the 2000-01 school year included the grade 6 Pre-Algebra Assessment, Writing Assessment at grades 5, 7, and 9 and the Anchorage Spelling Tests.

Writing assessment has been part of the District effort to improve student writing for the last fifteen years. The Writing Assessment was revised in 2000-01 to better reflect the six point scale used as a standard on State Benchmark and HSGQE tests.

Almost 3 out of 10 grade 6 students were recommended for Pre-Algebra in grade 7 based on the 6th grade placement test. The percent of students recommended from regular elementary school ranged from 2 percent to 63 percent. Middle schools have, based on testing and feeder school patterns, from 12 percent to 47 percent of their 7th graders ready for Pre-Algebra or more advanced Math studies.

Grade 6 Pre-Algebra Assessment

There was a notable increase in the proportion of students recommended for Pre-Algebra over the prior year. Overall, there was an increase of 88 students, from 983 students to 1,071, recommended. The most notable increases were in the schools that feed into Goldenview Middle School.

The grade 6 Pre-Algebra Placement exam was developed by teachers familiar with the ASD curriculum and the skills needed for success in Pre-Algebra. Curriculum and Evaluation staff worked with teachers to refine the test and set reasonable “cut” scores based on a large-scale student trial. The Pre-Algebra assessment is keyed to the curriculum but is designed to measure areas of knowledge that are most important for success in Pre-Algebra. The test is weighted in favor of analytical and mathematical reasoning skills over simple computation.

Tests, pre-printed answer sheets, and administration instructions were provided to each school with 6th grade students. More than 3,900 students were tested. Classroom and school-level reports on individual student success were provided to each school. Middle-level schools were provided with reports of scores for their incoming students as well as CAT Math scores to assist in student placements. Some schools with mixed classes of 5th and 6th grade students tested both groups resulting in a slightly higher number of students tested than the total number enrolled in grade 6.

Students who scored high on the test were recommended for Pre-Algebra. Students who were above or below the identified “cut” score but within the range where classification was not certain due to error of measurement were put into a “review” category. Students who scored low on the test were recommended for Math 7. Table 24 provides a summary of the overall recommendations made for grade 6 students.

Actual assignment to Pre-Algebra is made by middle school counselors. Assignment is based on multiple criteria. Counselors are asked to consider the student CAT Math Score, the Pre-Algebra Placement score, and the recommendation of the classroom teacher. A teacher recommendation and high marks on either of the two tests should be enough to allow an assignment to a grade 7 Pre-Algebra class.

Table 24
Pre-Algebra Qualification Examination
Grade 6
Spring 2001

	Students Enrolled	Students Tested or Excused	Percent Tested
Number	3,902	3,998	102% ¹
Recommendation	Math 7	Review	Pre-Algebra
Number	2,277	650	1,071
Percent	57%	16%	27%

Table 25 indicates the percentage of students recommended for placement for Pre-Algebra by school. Differences in school average scores that are greater than three points are notable.

There was a notable increase in the number of students recommended for Pre-Algebra over the prior year. The percentage of students who were recommended ranged from 2 percent to above 64 percent at individual elementary schools. From 12 percent to 56 percent of incoming students were recommended for placement at various District middle schools.

¹ Includes some 5th grades in combined 5th and 6th grade classes.

Table 25
Pre-Algebra Qualification Examination
Percent Recommended by School
Spring 2001

Current School	Grade	Number Tested/ Reported	Average Score	Percent Recommended
Abbott Loop	6	76	21	21.1%
Airport Heights	6	34	17	5.9%
Alpenglow	6	95	25	47.4%
Aurora	6	49	17	6.1%
Baxter	6	53	19	19.2%
Bayshore	6	85	22	27.4%
Bear Valley	6	88	25	43.7%
Birchwood	6	46	22	17.4%
Willard Bowman	6	95	23	37.9%
Campbell	6	67	18	14.9%
Chester Valley	6	80	20	17.5%
Chinook	6	72	17	13.5%
Chugach Optional	6	30	26	60.0%
Chugiak Elem.		No 6 th Grade Students		
College Gate	6	67	18	21.5%
Creekside	6	51	21	21.6%
Denali	6	54	21	27.8%
Eagle River	6	67	20	18.2%
Fairview	6	56	17	12.5%
Fire Lake		No 6 th Grade Students		
Girdwood	6	12	24	41.7%
Government Hill	6	43	23	32.6%
Homestead	6	80	23	38.8%
Huffman	6	158	25	41.8%
Inlet View	6	35	22	34.3%
Kasuun	6	70	22	34.3%
Kincaid	6	67	25	41.8%
Klatt	6	48	20	20.8%
Lake Hood	6	58	23	22.4%
Lake Otis	6	54	16	13.0%
Mt. Spurr	6	20	28	70.0%
Mt. View	6	68	14	1.5%
Muldoon	6	59	17	8.5%
North Star	6	61	16	3.3%
Northern Lights	6	54	26	42.6%
Northwood	6	38	21	26.3%
Nunaka Valley	6	44	17	9.1%
Ocean View	6	78	21	32.1%
O'Malley	6	64	29	73.4%
Orion	6	36	20	2.8%

Table 25 (Cont'd)
Grade 6 Pre-Algebra Qualification Exam
Percent Recommended by School

Current School	Grade	Number Tested/ Reported	Average Score	Percent Recommended
Ptarmigan	6	62	19	21.0%
Rabbit Creek	6	66	25	45.5%
Ravenwood	6	73	27	61.6%
Rogers Park	6	180	27	53.3%
Russian Jack	6	134		9.0%
Sand Lake	6	85	25	41.7%
Scenic Park	6	75	20	16.0%
Spring Hill	6	57	22	29.8%
Susitna	6	75	20	25.3%
Taku	6	47	18	10.6%
Trailside	6	54	23	
Tudor	6	79	19	14.1%
Turnagain	6	52	22	28.8%
Tyson, William	6	67	15	1.5%
Ursa Major	6	45	19	11.1%
Ursa Minor	6	23	23	30.4%
Williwaw	6	77	19	23.4%
Willow Crest	6	58	19	15.5%
Wonder Park	6	44	17	6.8%
Gladys Wood	6	64	18	14.1%
<i>Middle Schools</i>				
Mirror Lake	6	189	20	16.4%
<i>Multi-Grade</i>				
Polaris	6	39	22	30.0%
Aquarian	6	19	21	31.6%
Family Partnership	6	14	24	42.9%
Village	6	8	20	28.6%
Whaley Center	6	2		
Average Placement		1058		26.9%
Next School				
Averages				
Central	6	132	21	43.9%
Clark	6	99	18	37.7%
Goldenview	6	514	24	32.7%
Gruening	6	159	24	37.7%
Hanshew	6	185	22	24.5%
Mears	6	173	21	31.8%
Mirror Lake	6	5	20	
Romig	6	26	21	19.2%
Steller/Other	6	1	24	
Wendler	6	166	19	15.7%
Average Placement		1058		26.9%

"Left Blank Intentionally"

Question: How well do Anchorage students write?

Answer: Students generally do well in writing with most students meeting or exceeding District standards. More than 50 percent of the students were found to meet the ASD standards for performance in the traits of Ideas and Content, Organization, Voice, Effective Word Choice, Sentence Fluency and Writing Conventions.

The percentage of students identified as being above the standard was generally lower this year than last year. Forty-two percent of the students meet or exceed the standards in all six areas. Last year, 48 percent of the students were at or above standard in all areas. However, direct comparisons are inexact because students wrote on different topics and there was a change from a five point to a six point scale for judging performance.

Year-to-year changes in prompts also make direct comparisons difficult. The consistency of scoring was also a problem because exact agreements between readers fell to a level of around 50 percent. The 2001-02 Writing Assessment will keep the same prompts at two grade levels and it is expected that rater agreement will improve in the second year of use of six point scale.

Discussion: Anchorage does a local writing assessment that provides training for 300 teachers a year in using the six traits of good writing as an instructional model. It also provides a useful basis for school-level writing assessment for those schools that set a local school goal in writing.

Table 26 provides a comparison of performance for students tested at the various grades. Each student paper is scored on a 1-6 point scale on each of the six traits of good writing by at least two teachers. This rubric-based scoring approach requires that a paper have a score of 4 or better to meet district standards. Overall, the area of Conventions continued to be the lowest area of student performance though there was an improvement over the prior year.

Conventions (spelling, capitalization, grammar etc.) remain an area of real concern with 35 percent of grade 5 students, 38 percent of the grade 7 students, and 27 percent of grade 9 students performing below expectation. There was, however, a substantial increase in the percent of students meeting standard in this area over the prior year suggesting that some improvement may be taking place in student writing.

Table 26
Percentage Distribution of Writing Scores
by Grade Level
Spring 2001-01

Grade	Area	Number Tested		Below Expectation		Meeting or Exceeding Expectation	
		2000	2001	2000	2001	2000	2001
5	Ideas & Content	3,632	3,886	27.2	29.7	72.8	70.3
	Organization			36.3	38.9	63.7	61.1
	Voice			24.8	21.5	75.2	78.5
	Effective Word Choice			33.6	30.4	66.4	69.9
	Sentence Fluency			38.4	33.9	61.6	66.1
	Writing Conventions			43.1	35.2	56.9	64.8
7	Ideas & Content	3,686	3,734	43.3	29.7	56.7	70.3
	Organization			47.1	35.4	52.9	64.6
	Voice			42.6	20.5	57.4	79.5
	Effective Word Choice			46.6	29.7	53.6	70.3
	Sentence Fluency			48.7	32.1	51.3	67.9
	Writing Conventions			55.8	37.7	44.2	62.3
9	Ideas & Content	3,696	3,100	32.4	19.3	67.7	80.7
	Organization			41.1	22.2	58.9	77.8
	Voice			33.0	13.4	67.0	86.6
	Effective Word Choice			36.0	20.8	64.0	79.2
	Sentence Fluency			38.4	21.3	61.6	78.7
	Writing Conventions			43.2	27.7	56.8	72.3

One-third of the content of the new Alaska Benchmark and High School qualifying examinations are based on writing. Short answers and extended essays are part of the Math and Reading exams as well as the central focus of the Writing exam. While the scoring system used by the state is slightly different than that used by the District, it is similar and uses a scale based on the same six traits of good writing.

Training teachers to assess the traits of good writing and use the Anchorage Writing Assessment to help identify students who need to develop improved writing skills is an essential element in preparing students to meet Anchorage School District and State of Alaska standards. The overall results of the 2000-01 writing assessment suggest that more than 3,500 of the more than 10,500 students who participated need to improve in writing skills.

Question: How well did the Anchorage School District meet School Board goals for 2000-01?

Answer: The Anchorage School District continues to show strong academic performance. Anchorage students did about as well in meeting School Board goals for improved performance as they did the last year.

- Benchmark Examination results show similar performance when percent proficient or above for 2001 are compared with the percentages recorded in 2000. There were nice comparisons. Three showed small declines, one was identical, and five improved from 2000 to 2001.
- All Norm-Referenced test comparisons indicated that the students averaged a year of growth for the 2000-2001 school year.
- Anchorage Writing Assessment show most of the students are meeting or exceeding expectations.
- High School Graduation Qualifying Examinations results showed improvements in Mathematics and declines in Reading and Writing. Due to changes in the schedule and use of alternative forms with delay in implementation, the data are difficult to attribute.
- Independent Reader ratings were attained by the majority, 74% of the ASD third graders. This is a small decline from prior year performance but is still strong.
- Spelling scores increase by 10% across the 2000-2001 school year when fall averages are compared to spring performance.

Discussion: Many of the goals included in the “Anchorage School District Mission and Goals for 2000-01” are directly related to student achievement and the data reported in the Profile of Performance. The goals are presented here and then specific goals are discussed in some detail.

The Anchorage School District’s Mission and Goals for 2000-01:

The mission of the Anchorage School District is to educate students for success in life.

Goals:

- Increase **academic excellence** by emphasizing student achievement, developing respect for diversity, maintaining quality staff recruitment and training, and maximizing opportunities for lifelong learning.
- Establish a **supportive learning environment** by providing safe and caring schools which are barrier-free, by promoting health and wellness, and by collaborating with other community agencies where appropriate.
- Ensure **public accountability** by continuing participation in the State required testing program, through the continued use of the Writing assessment in selected grades, through wise use of financial resources, through construction and maintenance of facilities, and through effective communication to internal and external audiences.

We, the Anchorage School Board, Superintendent, and District staff commit that:

1. All students will show academic growth as indicated by performance on:
 - a. State Benchmark exams (grades 3, 6, and 8)
 - b. Norm-referenced tests (grades 4 and 7)
 - c. Anchorage Writing Assessment (grades 5, 7, and 9)
 - d. High School Graduation Qualifying exam

2. *All Students will acquire basic skills and strategies to read independently by the end of third grade as measured by:*
 - *Attaining “Advanced” or Proficient” ratings on the Reading portion of the third grade State Benchmark Exam.*
 - *Teacher assessment, observation and judgment.*
3. *The percentage of students who have taken and successfully complete Algebra I by the end of eighth grade will be increased from year to year.*
 - *Develop and implement training in math content and teaching strategies for elementary and middle school teachers.*
 - *Work with students, parents, teacher, counselors, administrators and community representatives to increase expectations for elementary, middle and high school math.*
 - *Develop additional advanced math classes, other than calculus, for seniors and other students who wish to continue with math.*
4. *All students will demonstrate a high level of spelling skills or growth in spelling as demonstrated by their performance on a series of district-developed grade level high frequency words and administered on a pre and posttest basis annually.*

We, the Anchorage School Board, Superintendent and District staff will focus on:

- *Strengthening the effective delivery of instructional services to students using all financial resources available.*
- *Attempting to minimize the impact of budget reductions on student achievement.*
- *Increasing parental and community awareness of the critical role families and the community play in the academic success of students.*
- *Continuing to create positive community relations and understanding of issues critical to the Anchorage School District by establishing coalitions with parents, business leaders and political leaders at all levels.*

1. All students will show academic growth as indicated by performance on:

a. State Benchmark Examinations

Tables 20 through 22 displays the Benchmark data from the Spring of 2000 and Spring of 2001 and indicates that performance on the Benchmark examinations is very similar from 2000 to 2001. The percent meeting standard does not vary more than four percentage points between the two years for all subjects: Reading, Writing and Mathematics. Reading scores declined by two points at third grade and one point at eighth grade but increased by one point at sixth grade. Writing scores improved in two of the three grade levels. Third grade increased four points, sixth grade improved one point and eighth grade declined three. Math scores improved one point at third grade and eighth grade but were identical at sixth grade. Improvement or decline is difficult to claim given the similarity of the scores but performance remained consistent for the two cohorts at grades three, six, and eight.

The Alaska Department of Education is introducing a new testing program for the 2001-2002 school year. The new system will allow comparison of scores on the Benchmark and TerraNova™. This will allow closer monitoring of student performance in future years. The ability to track performance of individuals from year-to-year will enhance our ability to measure growth.

b. Norm Referenced Tests

Tables 30 to 37 display the data for all students tested with the CAT during the 2000-2001 school year and 1999-2000 as well as the scores for those students who were tested in both 1999-2000 and 2000-2001. Since the testing was limited to the fourth and seventh grade in 2000-2001, there is less information than usual to consider. These data show that gains were made by continuing students in Reading, Language Arts (3-4 and combined), and Mathematics (3-4 and combined). The gains ranged from plus two to plus eight points and declines were minus one to minus four points. No decline was large enough to indicate that the students on average did not make the expected year of academic growth. Other comparisons, those of all students tested in 2000-2001 compared to those tested in 1999-2000, show performance is very similar to those scores posted in the past. There are gains posted in four of the nine comparisons, no change in one case and declines in four cases. Gains and declines ranged from one to three percentage points with most, five of nine, being plus or minus one point. The consistency of these scores indicates that the students have made a year's growth in Reading, Language Arts, and Mathematics for students at grades four and seven.

c. Anchorage Writing Assessment

Anchorage Writing Assessment data are displayed in Table 26. Changes occurred in the scoring routine and training as well as the prompts between 2000 and 2001. Student writing was judged on a six-point scale rather than the five-point scale previously used. This change was incorporated to provide scorers with a description of each score point and to match the six-point scale used by the Alaska Department of Education and Early Development as part of the HSGQE Writing assessment. While the scorers contracted by CTB use a holistic rubric tailored to each of the prompts, the description of writing performance included in the "Teacher's Guide to Understanding the HSGQE" includes the six-point scale and six trait model language. A student is expected to do well in all six areas, Ideas and Content, Organization, Sentence Fluency, Word Choice, Voice, and Writing Conventions, to do well on the Writing portion of the HSGQE. There has been no correlation between the performance on the HSGQE and Anchorage Writing Assessment with the six-point scale. When the class of 2004 results are returned next September or October, that study will be completed. It is expected that there will be a strong correlation between success on the Anchorage Writing Assessment and HSGQE.

Currently, fifth graders meeting or exceeding expectation percentages range from 61.1 percent in Organization to 78.5 percent in Voice. Most of the fifth grade percentages are about 70. Seventh grade percentages range from 62.3 in Writing Conventions to 79.5 in Voice. Most seventh grade percentages are also about 70. Ninth grade percentages range from a low of 72.3 percent in Writing Conventions to 86.6 percent in Voice. Most of the percents are about 80 for the ninth grade.

Changes in percentages meeting or exceeding expectation from the spring of 1999-2000 to the spring of 2000-2001 for fifth graders are small with the exception of improvements in Writing Conventions which moved up eight points and Sentence fluency which moved up five points. Changes in percentages for seventh grade went up as much as 22 points in voice and 18 points in Writing Conventions. Ninth grade percents recorded changes as much as 19 points in Organization and 16 points in Writing Conventions.

Continued use of the six-point scale will allow determination whether the gains were an artifact of changes in the scale or increased performance.

- High School Graduation Qualifying Examinations

Examination of the results for the 10th grade HSGQE shown in Table 23 indicate year-to-year differences ranging from 5 to 12 points. Since the order of tests was changed, alternate forms of the tests were used and the students may have been less motivated due to the legislative conversation regarding delay in implementation, the differences may be a result of changes in testing rather than changes in instruction. The percent of tenth grade students passing Reading was 66, which declined from 78. The percent of students passing Writing declined from 51 to 46. The percent passing Mathematics increased from 36 to 46.

These data do not allow a firm conclusion about the causes of the changes from the spring of 2000 to the spring of 2001. The Alaska Department of Education and Early Development is now planning changes in the Mathematics test and in the cut scores used for Reading, Writing, and Mathematics.

The cut scores will be set through a similar bookmarking process that was used to set the current cut scores. The bookmarking is scheduled in August 2002. The changes in content and cut scores will make the evaluation of differences doubtful in the short run but over time the cutting scores and test content will stabilize to provide a clearer picture.

- All students will acquire basic skills and strategies to read independently by the end of the third grade as measured by:
- Attaining “Advanced” or “Proficient” ratings on the Reading portion of the third grade State Benchmark Examination (Benchmark 1).

Table 27 below shows the performance of third graders over the last five years either on the CAT or Benchmark examination. CAT and Benchmark test results from the 1999-2000 ASD study found that the 30th percentile was the equivalent of the “Advanced” or “Proficient” criterion on the grade three Reading Benchmark test. Independent Reader percentages range from a low of 73 to high of 78 over the past six years.

Using the 3rd grade Benchmark Assessment in Reading as a measure, 2831 students met this goal and 1,030 students did not.

Table 27
Independent Reader 6 year comparison using the 30th percentile criterion

	95-96 CAT	96-97 CAT	97-98 CAT	98-99 CAT	99-00 CAT	99-00 BENCHMARK	00-01 BENCHMARK
Independent Reader	78	78	76	76	76	75	73
Not Independent Reader	22	22	24	24	24	25	27

- Teacher assessment, observation and judgment.

The evidence of student success provided by teachers based on variety of measures is included in the ASD year-end report for the Learning Opportunity grant. Many students identified for special help made substantial progress, with 400 3rd grade students who were identified as “struggling” in fall, 2000 achieving proficiency on the Benchmark Exams

3. Data shown in the table below indicate that in the last 3 years, about 18 percent of the eighth graders have completed algebra or a more advanced mathematics course.

Data were not available at the time of publication to assess this goal. The table below is reprinted from the 1999-2000 Profile of Performance.

Table 28
Grade 8 Student Math Performance
Final Semester Grades 1996-97 Through 2000-01
Percent of Students by Category

Year	Not To Algebra Yet	Algebra Grade "D" or "F"	Algebra Grade "A" or "B" or "C"	Students Beyond Algebra
2000-2001	-	-	-	-
1999-2000	78.4	4.2	15.9	1.5
1998-1999	77.8	2.6	17.2	2.4
1997-1998	79.4	2.7	16.3	1.7
1996-1997	82.4	1.9	12.9	2.9

4. All students will demonstrate a high level of spelling skills or growth in spelling as demonstrated by their performances on a series of District developed grade level tests of high frequency words administered on a pre-and post-test basis annually.

Data displayed in Table 29 below indicates the performance of students on the Anchorage developed high frequency word spelling tests. An average gain of two words or 10% was posted across all grade levels tested. Gains ranged from 0.86 to 4.36 or from 4 to 21.8 percent when fall performance was compared to spring performance. Second, third, fourth and fifth grades, posted gains above two. Sixth graders gained almost 2 with a 1.8 word or 9 percent gain. Other grade levels posted gains that ranged from 4 percent to 6 percent. All grade levels posted average gains over the year. Accomplishment of the goal, 'demonstrating a high level of spelling skills' is not directly addressed by these comparisons, however. The data indicate that the average performance on the test is 75 percent but most grade levels, 6 of 9 are below this average. Typical goals in education tend to set expectation at 80 percent. If this criterion was used, one grade, seventh, would exceed the expectation.

Table 29
Anchorage 100 Words Spelling Tests
Number of Words Correct on 20 Item Tests

Grade	Fall 2000		Spring 2001		Gain
	Number	Average	Number	Average	
2	3411	10.22	3396	14.58	4.36
3	3788	11.27	3487	14.52	3.25
4	3657	12.51	3620	14.78	2.27
5	3582	12.29	3646	14.95	2.66
6	3427	13.07	3435	14.87	1.8
7	3620	15.32	3299	16.14	0.82
8	3388	15.01	2890	16.23	1.22
9	3430	14.44	2584	15.05	0.61
10	2932	12.51	2093	13.67	1.16
All Grades	31242	12.93	28450	15.00	2.07

Average and continuing performance on the CAT Spelling tests are shown in the Tables 36 and 37. Direct comparison of the scores in Table 36 indicate that the fourth graders declined 5 percentile points when they are compared to the 1999-2000 fourth graders and the seventh graders declined 2 percentile points in a similar comparison. Over all, the comparison from 1999-2000 to 2000-2001 was a decline of 1 percentile point. Comparisons of the 1999-2000 performance and 2000-2001 performance for continuing students indicates that the fourth graders increased 2 percentile points and the seventh graders declined by 2. Overall, the comparison showed an average of one percentile point gain. Since these comparisons are based upon the same students, they should have higher merit. The performances show mainly consistency with prior spelling performance or performance at about the 50th percentile. High-level performance was not defined but the CAT performance has remained at the national average. For that reason, this goal does not appear to have been attained.

Statements regarding the FOCUS are not subject to direct assessment via data provided in this document.

Table 30
Comparison of Percentile Rank of Reading Mean NCE
All Students Tested By Grade for 1999-00 and 2000-01

Grade	Number 99-00 Students	All Students 99-00	Number 00-01 Students	All Students 00-01
Third	3,754	62	-	-
Fourth	3,913	61	3,794	62
Fifth	3,723	59	-	-
Sixth	3,816	57	-	-
Seventh	3,608	64	3,775	61
Eighth	3,439	63	-	-
Ninth	3,275	61	-	-
Tenth	2,880	63	-	-
Combined	28,469	61	7,569	62

Table 31
Comparison of Percentile Rank of Reading Mean NCE
Continuing Students for 1999-00 and 2000-01

Number Continuing Students	Grade 99-00	Grade 00-01	Percentile Rank 99-00	Percentile Rank 00-01
3,217	3	4	62	64
	4	-	61	-
	5	-	61	-
3,241	6	7	58	63
	7	-	65	-
	8	-	68	-
	9	-	68	-
	10	-	-	-
6,458	Combined		60	63

Table 32
Comparison of Percentile Rank of Language Arts Mean NCE
All Students Tested By Grade for 1999-00 and 2000-01

Grade	Number 99-00 Students	All Students 99-00	Number 00-01 Students	All Students 00-01
Third	3,777	54	-	-
Fourth	3,903	60	3,263	60
Fifth	3,716	67	-	-
Sixth	3,812	65	-	-
Seventh	3,611	62	3,757	61
Eighth	3,467	59	-	-
Ninth	3,275	60	-	-
Tenth	2,878	60	-	-
Combined*	28,461	61	7,520	60

Table 33
Comparison of Percentile Rank of Language Arts Mean NCE
Continuing Students for 1999-00 and 2000-01

Number Continuing Students	Grade 99-00	Grade 00-01	Percentile Rank 99-00	Percentile Rank 00-01
3,202	3	4	54	62
	4	-	70	-
	5	-	68	-
3,220	6	7	66	62
	7	-	61	-
	8	-	62	-
	9	-	62	-
6,422	10	-	64	-
	Combined		60	62

Table 34
Comparison of Percentile Rank of Mathematics Mean NCE
All Students Tested By Grade
Grade for 1999-00 and 2000-01

Grade	Number 99-00 Students	All Students 99-00	Number 00-01 Students	All Students 00-01
Third	3,766	63	-	-
Fourth	3,889	68	3,773	66
Fifth	3,722	64	-	-
Sixth	3,812	69	-	-
Seventh	3,600	65	3,750	68
Eighth	3,477	62	-	-
Ninth	3,273	68	-	-
Tenth	2,873	67	-	-
Combined	28,433	66	7,523	67

Table 35
Comparison of Percentile Rank of Mathematics Mean NCE
Continuing Students for 1999-00 and 2000-01

Number Continuing Students	Grade 99-00	Grade 00-01	Percentile Rank 99-00	Percentile Rank 00-01
3,203	3	4	63	68
	4	-	67	-
	5	-	72	-
3,208	6	7	71	70
	7	-	64	-
	8	-	70	-
	9	-	69	-
6,411	10	-	69	-
	Combined		67	69

Table 36
Comparison of Percentile Rank of Spelling Mean NCE
All Students Tested By Grade
1999-00 and 2000-01

Grade	Number 99-00 Students	All Students 99-00	Number 00-01 Students	All Students 00-01
Third	3,784	51	-	-
Fourth	3,919	57	3,804	52
Fifth	3,726	52	-	-
Sixth	3,824	50	-	-
Seventh	3,616	50	3,779	48
Eighth	3,479	47	-	-
Ninth	3,285	52	-	-
Tenth	2,893	51	-	-
Combined*	28,547	51	7,583	50

* includes 11th grade scores for 98-99

Table 37
Comparison of Percentile Rank of Spelling Mean NCE
Continuing Students for 1999-00 and 2000-01

Number Continuing Students	Grade 99-00	Grade 00-01	Percentile Rank 99-00	Percentile Rank 00-01
3,240	3	4	52	54
	4	-	54	-
	5	-	52	-
3,247	6	7	51	49
	7	-	49	-
	8	-	54	-
	9	-	53	-
	10	-	53	-
6,487	Combined		51	52

In summary, these data show that the students, on average, tended to meet Board expectations during the 2000-2001, school year.

A new Norm-Referenced test has been adopted by the State. Testing will be expanded to cover fourth, fifth, seventh, and ninth grade levels.

Further, there will be a common scale that will run across third through tenth grade which will allow expanded ability to estimate growth from year to year in Reading, Writing and Mathematics.

All three HSGQE components will have new passing scores established in August 2002. The new passing scores will most likely be more fair to students but will delay return of data until late September or October 2002.

"Left Blank Intentionally"

Question: How well did Anchorage Students do on Advanced Placement (AP) exams administered in 2000-2001?

Answer: Advanced Placement Examinations are prepared by the Educational Testing Service to provide a measure of the success of students in special classes that are designed to provide content and instruction equal to that in beginning college classes. Some universities give students who have demonstrated AP course success by scoring high on AP exams credit for beginning classes or allow the students to skip entry level classes in favor of more advanced classes. Anchorage students are rewarded for participation in AP classes by earning more credit toward their grade point average for AP grades than for grades in other classes.

AP examinations are optional in Anchorage. Courses offered and student participation in AP exams differ from school to school and course to course so it is difficult to draw systemwide conclusions from AP test performance.

In 2000-01, there were 899 Anchorage students who took 1657 AP exams. Most of these students were either seniors (381) or juniors (474). The most common AP courses are offered in all large Anchorage high schools: Calculus –AB, English Language and Composition, and English Literature.

Students generally need to have a 3 or higher on the AP tests to be awarded any credit by a college or university. On the 1,657 tests taken in 2000-2001, 65% of the Anchorage tests had a score of 3 or higher.

Discussion: Table 38 provides a breakdown of scores of all Anchorage students taking the Advanced Placement Examinations in 2000-01. Students took the exams at a number of Anchorage schools: West, Bartlett, East, Dimond, Service, Steller, and Chugiak. The differences in the numbers taking the tests at each school relate to the number of courses offered. In some cases, classes were offered as independent study courses and in some cases a single student was tested in a specific area at a school.

Table 38
Anchorage AP Test Performance
By District and School

Score	District	West	Bartlett	East	Dimond	Service	Steller	Chugiak
5	190	22	7	16	37	75	1	32
4	343	31	26	24	60	122	1	79
3	535	40	50	33	128	180	1	103
2	444	32	88	18	149	89		68
1	145	9	40	6	53	21		16
Total	1657	134	211	97	424	487	3	298
% > 3	64.5%	69.4%	39.3%	75.3%	52.7%	77.4%	100%	71.8%

There appears to be notable differences in the various groups of students electing to take AP courses. More females (880) than males (777) take AP exams but the average scores of females are slightly lower (2.87 vs. 3.13). There are much more notable differences among ethnic groups with 1221 of the 1657 tests, 74%, being taken by white students. Table 39 shows that there are also substantial differences in the proportion of students earning the scores needed for recognition by colleges that give credit for AP test performance.

Table 39
Anchorage AP Test Performance
By Ethnic Group²

Score	District	Alaska Native	Black	Hispanic	Asian	White
5	190	4		6	8	160
4	343	12	5	12	27	257
3	535	12	5	16	51	409
2	444	17	9	14	65	313
1	145	9	8	9	31	82
Total	1657	54	28	57	182	1221
% > 3	64.5%	51.8%	35.7%	59.6%	36.2%	67.6%

² It is optional for students to indicate their ethnic group on Advanced Placement Tests. Not all students provide ethnic group information.

Question: How well did Anchorage seniors perform on ACT and SAT College entrance examinations in 2000-01?

Answer: Many Anchorage students who plan to go to college take either or both of the national college entrance examinations, the Scholastic Achievement Test (SAT) or the American College Testing (ACT) program test. The SAT is more commonly required by colleges in the western United States and is taken by more Anchorage graduates than the ACT. In 2000-01, Educational Testing Service reported scores for 1,384 Anchorage seniors on the SAT, 57 percent of the graduating class. American College Testing reported scores for 677 graduates on the ACT, 27 percent of the graduating class.

College entry tests are voluntary and only reflect the performance of college-bound students who plan to go to more selective schools. Across the country, the percentage of seniors taking college entry exams ranged from about 5 percent in Mississippi to 80 percent in Massachusetts (Harvard Educational Review, 1995). The proportion of students taking the test has a substantial effect on average scores. The percent of Anchorage students taking both the ACT and SAT decreased slightly in 2000-01.

Anchorage seniors do well on both the ACT and SAT. Performance is above both the national average and the average of students from other Alaska schools on both tests. The Anchorage SAT averages of 517 on Verbal, 522 on Mathematics, and 1,039 on SAT Total are above the national averages of 506, 514 and 1,020, respectively. The ACT averages for Anchorage of 21.6 for English, 23.0 for Mathematics, and 22.6 for Composite are above the national averages of 21.0.

National scores have increased slightly over the past five years. Anchorage scores have been consistently above the national scores moving up and down slightly from year-to-year. The scores for the class of 2001 were slightly lower than the scores for the class of 2000.

On the ACT, scores for students who report having taken at least four years of English, three years of Mathematics, three years of Social Studies, and three years of Natural Sciences show that better prepared students have scores which are about 10 percent higher than students without this core. SAT scores follow the same pattern. Math scores for students who completed four years of math are 29 points higher than those with only three years of math. In English, scores are higher for students who have taken advanced courses.

The continued performance of Anchorage students above the level of national and state average ACT and SAT scores demonstrates the efficacy of the District's preparation program for college-bound students. This preparation curriculum assists Anchorage students in generally doing better on the exams than other students from around the state of Alaska and students from across the United States. The results provide strong evidence that our college-bound students can and do receive a solid education in the Anchorage School District.

Discussion: Tables 40 and 41 provide the average ACT and SAT scores for the members of the class of 2001 who elected to take the tests. Almost all of these students plan to go on to college. Most Anchorage students indicate that their likely choices of colleges are the University of Alaska Anchorage or public schools in Washington or Oregon.

Table 40 presents the Scholastic Achievement Test (SAT) results for 2000-01. Anchorage students' average score of 517 in Verbal was above the national average of 506 and above the average of 512 for the rest of Alaska. The Mathematics score of 522 was above the national average of 514 and the average for the rest of Alaska of 502. The Total Score of 1,039 was above the national average of 1,020 and the average for the rest of Alaska of 1014. The SAT scale has a standard deviation of 100, so small year-to-year differences (see Table 42) are common and have little meaning.

Table 41 presents the American College Testing Program, ACT, results for 2000-01. Anchorage students' average score of 21.6 in English is above the national average of 20.5 and the average for the rest of Alaska of 19.4. The Anchorage Mathematics average of 23.0 is above the national average of 20.7 and the average for the rest of Alaska of 20.2. The Composite average of 22.6 is above the national average of 21.0 and the average for the rest of Alaska of 20.5. These differences are positive and notable though they are not large. Numerically, the standard deviation on the ACT is 4.5 points, so differences of a point are common.

Student achievement on SAT and ACT is above that of the rest of Alaska and the nation. This has been the pattern for Anchorage over the past 10 years. Tables 38 and 39 show the ACT and SAT scores since 1996-97. The proportion of taking the SAT is relatively stable in the 56 percent to 59 percent range. The proportion of students taking the ACT ranges from about 26 percent to close to 30 percent of graduating seniors.

Table 44 is based on information about college preparation supplied by students when they take the ACT test. Students report the courses they have taken and ACT compares scores of those who have completed what they call the college preparation core (four years of English and three years or more for each of math, social science and natural science) and those who have not. Anchorage students score higher than the comparable national groups for both students with and without the core courses.

Students who have completed the core classes consistently do better than those who have not completed the core. Students who have completed the core do from 8 percent to 15 percent better on ACT subject area tests.

The College Board, Educational Testing Service, and American College Testing caution users of college entry test scores that data are based on self-selected groups of students that do not reflect the ethnic, cultural, and income characteristics of the student population as a whole.

Anchorage college-bound students who take these tests do well. They out perform the national average and the average for the rest of Alaska. We can infer from these results that the Anchorage academic program provides an education with enough rigor and quality that our students who take these tests are prepared to meet the challenges they will face at college.

Table 40

**Anchorage School District
Average (Mean) SAT Scores by Geographic Region
2000-01 Seniors**

Geographic Region	Number Tested	Verbal	Average SAT Scores Mathematics	Total
Anchorage	1,384	517	522	1,039
Alaska (Excluding Anchorage)	2,247	512	502	1,014
Alaska (Including Anchorage)	3,631	514	510	1,024
Nation	1,276,320	506	514	1,020
Standard Deviation = 100				

Table 41

**Anchorage School District
Average (Mean) ACT Scores by Geographic Region
2000-01 Seniors**

Geographic Region	Number Tested	English	Average ACT Scores Mathematics	Composite
Anchorage	677	21.6	23.0	22.6
Alaska (Excluding Anchorage)	1,774	19.4	20.4	20.4
Alaska (Including Anchorage)	2,451	20.0	21.1	21.0
Nation	1,069,772	20.5	20.7	21.0
Standard Deviation = 4.5				

Table 42

**Anchorage Performances
Scholastic Achievement Test (SAT)
1996-97 through 2000-01**

Year	Anchorage Graduates Taking the SAT		Anchorage Average Scores			National Average Scores		
	Number	Percent	Verbal	Math	Total	Verbal	Math	Total
2000-01	1,384	57	517	522	1,038	506	514	1,020
1999-00	1,393	59	524	530	1,054	505	514	1,019
1998-99	1,365	59	523	530	1,053	505	511	1,016
1997-98	1,286	56	526	533	1,059	505	512	1,017
1996-97	1,317	57	522	527	1,049	505	511	1,016

Table 43

**Average (Mean) American College Testing (ACT) Scores by Sub-test Area
Anchorage Seniors
1996-97 through 2000-01**

Year	Anchorage Graduates Taking the ACT		Enhanced Average ACT Scores			National Composite
	Number	Percent	English	Math	Composite	
2000-01	677	27%	21.6	23.0	22.6	21.0
1999-00	721	30%	22.3	24.1	23.4	21.0
1998-99	652	29%	22.2	23.4	23.2	21.0
1997-98	601	26%	22.5	23.9	23.6	21.0
1996-97	606	26%	21.8	23.6	23.1	21.0

Table 44
Anchorage School District
Average ACT Scores by Level of
Academic Preparation
Anchorage - Nation
2000-01 School Year

Content Area	Group	Anchorage		Nation	
		Number Tested	Average	Number Tested	Average
English	Core or More*	397	22.9	645,258	21.5
	Less than Core	241	19.3	369,921	18.8
Math	Core or More*	397	24.3	645,258	21.7
	Less than Core	241	20.9	369,921	19.0
Reading	Core or More*	397	24.4	645,258	22.2
	Less than Core	241	20.5	369,921	19.8
Science	Core or More*	397	23.3	645,258	21.8
	Less than Core	241	20.7	369,921	19.8
Composite	Core or More*	397	23.8	645,258	21.9
	Less than Core	241	20.5	369,921	19.5

Notes:

* Core: English -- 4+ yrs; Mathematics -- 3+ yrs; Social Studies -- 3+ yrs; Natural Sciences -- 3+ yrs.
 61 percent of Anchorage ACT test takers reported having completed an academic core.
 60 percent of the national group of test takers reported having completed an academic core.

"Left Blank Intentionally"

Question: What is the relationship between family economic status and student achievement?

Answer: While there is no simple causal relationship between family economic status and achievement, there are many factors which relate family economic status to school success. Families with more money can spend more on books and experiences which enrich the intellectual life of children outside of school. Students from affluent families often have the experience of pre-school, have private places to study, and have access to books and computers. Poverty tends to reduce prenatal resources for the mother and may affect health care.

School programs that serve students in less affluent areas may have more barriers to overcome and more need to provide individual students with remediation. A recent study of college bound students in California found that for every point increase in the number of students qualified for free and reduced lunch in a school there was on average a corresponding drop of 2.5 points on the SAT test, suggesting that there were differences in student preparation in schools serving large numbers of poor students (Koretz, 2001).

Discussion: Tables 45, 46, 47, and 48 show a clear pattern in the CAT Total Reading, Total Language Arts, Total Mathematics, and Total Battery scores for those students who qualify for free or reduced lunch at grades four and seven, the grades where both norm-referenced test scores and free or reduced-price lunch information are available for 2000-01.

Average scores for students eligible for free lunch range from the 31st to the 42nd percentile depending on grade and test area. Average scores for students eligible for reduced-price lunches range from the 44th to the 55th percentile. Average scores for students not eligible for free and reduced lunch range from the 64th to the 72nd percentile. While individual students on free or reduced lunch may score at any level, the relation of low family income and lower achievement is persistent and obvious.

While the gap in performance between students qualified for assistance is obvious in all of the tested areas, it is greatest in Reading and Language Arts. The gap in Mathematics has closed somewhat in the past few years reflecting gains made in Mathematics in the Title 1 schools where there are substantial numbers of students getting assistance.

School profiles presented in Part II of the report show that a number of Anchorage schools have substantial numbers of children who are being raised in poverty. This is one of the many problems affecting students that must be taken into consideration in the planning of programs and the allocation of resources to insure that all student have equal opportunities to meet state and district academic standards.

Tables 49 and 50 show the percentage of students eligible for free and reduced-price lunch in each Anchorage elementary and middle level school. The percentage of students ranges from less than 5 percent in the most affluent areas to 100 percent in the least. Thirty of our elementary schools now have at least one child in three on free and reduced-lunch and the proportion is more than one student in two in fourteen schools. Enrollments in the schools with very high percentages of students receiving free and reduced-price lunch increased in 2000-01 to a five-year high.

While the Anchorage School District is making a substantial effort to enrich and support children and schools impacted by poverty through Title I, the problem remains substantial. The differences in academic achievement for students and heavily impacted-schools are a notable and a continuing challenge.

Table 45
CAT Total Reading Percentile Rank Scores
by Lunch Eligibility Status Spring 2001

Grade Level	Information	Not Eligible for F/R Lunch	Eligible for Reduced-lunch	Eligible for Free Lunch
4	Percentile	69	49	36
	Number Tested	2,631	354	809
7	Percentile	66	44	31
	Number Tested	2,882	263	630

Table 46
CAT Total Language Arts Percentile Rank Scores
by Lunch Eligibility Status Spring 2001

Grade Level	Information	Not Eligible for F/R Lunch	Eligible for Reduced-lunch	Eligible for Free Lunch
4	Percentile	66	48	34
	Number Tested	2,611	353	799
7	Percentile	64	44	32
	Number Tested	2,867	262	628

Table 47
CAT Total Mathematics Percentile Rank Scores
by Lunch Eligibility Status Spring 2001

Grade Level	Information	Not Eligible for F/R Lunch	Eligible for Reduced-lunch	Eligible for Free Lunch
4	Percentile	72	55	39
	Number Tested	2,610	355	808
7	Percentile	70	54	42
	Number Tested	2,852	261	637

Table 48
CAT Total Battery Percentile Rank Scores
by Lunch Eligibility Status Spring 2001

Grade Level	Information	Not Eligible for F/R Lunch	Eligible for Reduced-lunch	Eligible for Free Lunch
4	Percentile	68	48	33
	Number Tested	2,565	345	775
7	Percentile	65	44	31
	Number Tested	2,766	252	609

Table 49
Free and Reduced Price Lunch - Elementary School
End-of-Year 2001

School	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income families*
Mountain View ^{1,2}	423	431	102%
William Tyson ^{1,2}	473	429	91%
Fairview ^{1,2}	467	382	82%
Muldoon ¹	500	347	69%
Williwaw ¹	520	356	68%
North Star ^{1,2}	534	355	66%
Ptarmigan ¹	456	302	66%
Russian Jack ¹	381	250	66%
Ursa Major ¹	420	261	62%
Wonder Park ¹	442	270	61%
Willow Crest ¹	496	283	57%
Creekside ¹	421	234	56%
Ursa Minor ¹	249	137	55%
Taku ¹	401	217	54%
Lake Otis	387	190	49%
Government Hill ¹	459	211	46%
Northwood	354	158	45%
Airport Heights	290	125	43%
Chester Valley	316	132	42%
Tudor	535	223	42%
Nunaka Valley	359	146	41%
Chinook	545	214	39%
Orion	399	154	39%
Baxter	440	164	37%
Spring Hill	370	132	36%
Abbott Loop	452	148	33%
Susitna	563	187	33%
Turnagain	386	126	33%
College Gate	453	144	32%
Whaley Center	196	62	32%
Denali ¹	451	135	30%
Lake Hood	484	141	29%
Eagle River	421	118	28%
Klatt	389	109	28%
Aurora	418	108	26%
Campbell	459	121	26%
Fire Lake	305	80	26%
Wood Gladys	514	136	26%
Scenic Park	529	129	24%
Inlet View	261	54	21%
Kasuun	525	109	21%
Rogers Park	507	105	21%
Mt. Spurr	258	49	19%

* Enrollment is based on 9/29/2000 counts while children from low income families is based on student Nutrition end-of year numbers.

¹ - Title I ² - Impact

**Table 49 (cont'd)
Free and Reduced Price Lunch - Elementary School
End-of-Year 2001**

School	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income families*
Birchwood	409	68	17%
Chugiak ele	507	75	15%
Sand Lake	606	89	15%
Polaris	228	32	14%
Trailside	435	59	14%
Kincaid	501	65	13%
Oceanview	531	67	13%
Rabbit Creek	386	44	11%
Bowman	592	54	9%
Homestead	426	38	9%
Bayshore	535	36	7%
Alpenglow	568	33	6%
Northern Lights	614	35	6%
Ravenwood	384	24	6%
O'Malley	383	18	5%
Chugach Opt	244	9	4%
Aquarian	226	6	3%
Bear Valley	466	12	3%
Girdwood	160	5	3%
Huffman	495	15	3%
Village	88	2	2%
Family Partnership	516	3	1%
TOTAL	27,508	8,953	33%

* Enrollment is based on 9/29/2000 counts while children from low income families is based on student Nutrition end-of year numbers.

¹ - Title I ² - Impact

**Table 50
Free and Reduced Price Lunch - Middle Level
End-of-Year 2001**

School	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
Clark ¹	827	471	57%
Search	97	54	56%
Romig	859	283	33%
Central	782	250	32%
Wendler	937	248	26%
Hanshew	914	183	20%
Mears	1017	136	13%
Mirror Lake	640	65	10%
Goldenview	881	62	7%
Gruening	600	44	7%
TOTAL	7,554	1,796	24%

* Enrollment is based on 9/29/2000 counts while children from low income families is based on student Nutrition end-of year numbers.

¹- Title I

"Left Blank Intentionally"

Question: What is the relationship between student achievement and the length of time a student has been enrolled in the Anchorage School District?

Answer: Students who stay in one school tend to do better than students who move from school to school. This finding is generally borne out through the examination of Tables 51, 52, 53, and 54. The tables compare CAT performance of students who are in their first or second year in Anchorage schools with continuing students who have studied for more years in Anchorage schools. The average scores of students new to Anchorage are below the average of those who have been with us for a few years. Those who have been in Anchorage schools five or more years also do better than those who have been here for only three or four years.

Students who come to Anchorage are generally at or above the national average by the time they are tested in the spring of their first or second year. The gap between new students and continuing students has closed over the years but there is still a consistent pattern of higher performance for continuing students.

The pattern speaks well for Anchorage curriculum and instruction. Just as the overall performance of Anchorage is better than the national average on the norm-referenced tests, students who come to Anchorage tend to improve their performance and move to a higher level of performance with extended exposure to Anchorage teachers and Anchorage curriculum.

Discussion: Tables 51, 52, 53, and 54 show the same pattern of higher performance in Reading, Language Arts, Mathematics, and the Total Battery scores for Anchorage students who have had longer tenures in the Anchorage schools.

The tables do not examine the relationship between mobility within Anchorage and achievement. Students who qualify for Bilingual Education services who do not speak English may be excluded from CAT testing for their first three years in an English speaking school. Exclusion of these students from the first and second year group and inclusion of these students in the third and fourth and fifth year and more groups may have an impact on the Reading and Language Arts scores.

There has been some increase in the scores of both new-to-District students and continuing students over the past five years. The narrowing of the gap between new and continuing students reflects the academic gains reported across the nation in recent years.

The difference in percentile rank scores between new and continuing students ranges from -1 to +10 with a median difference of about +5 percentile points. This is a notable difference in a District as large, diverse, and mobile as the Anchorage School District. It is a reassurance that while we in Anchorage may do it a little differently than it is done "outside," we are doing it in such a way that students who stick with us are doing better (on average) than the students who come to join us.

Table 51

**Relationship of Tenure in District
Norm-Referenced Test Performance
Total Reading
Spring 2001**

Grade Level	Information	First or Second Year	Third or Fourth Year	Fifth Year or More	Total
4	Percentile	59	62	63	62
	Number Tested	546	620	2,628	3,794
7	Percentile	57	58	62	61
	Number Tested	432	406	2,937	3,775

* The "third or fourth year" column includes some students who are actually in their fifth year, or beyond. Students in grade 3 who have been enrolled for five or more years have been held back or were identified as having special needs and enrolled in pre-school.

Table 52

**Relationship of Tenure in District
Norm-Referenced Test Performance
Total Language Arts
Spring 2001**

Grade Level	Information	First or Second Year	Third or Fourth Year	Fifth Year or More	Total
4	Percentile	56	60	61	60
	Number Tested	544	619	2,600	3,763
7	Percentile	56	57	62	61
	Number Tested	428	403	2,926	3,757

* The "third or fourth year" column includes some students who are actually in their fifth year, or beyond. Students in grade 3 who have been enrolled for five or more years have been held back or were identified as having special needs and enrolled in pre-school.

Table 53

**Relationship of Tenure in District
Norm-Referenced Test Performance
Total Mathematics
Spring 2001**

Grade Level	Information	First or Second Year	Third or Fourth Year	Fifth Year or More	Total
4	Percentile	64	65	67	66
	Number Tested	544	618	2,611	3,773
7	Percentile	66	64	69	68
	Number Tested	426	401	2,923	3,750

* The "third or fourth year" column includes some students who are actually in their fifth year, or beyond. Students in grade 3 who have been enrolled for five or more years have been held back or were identified as having special needs and enrolled in pre-school.

Table 54

**Relationship of Tenure in District
Norm-Referenced Test Performance
Total Battery
Spring 2001**

Grade Level	Information	First or Second Year	Third or Fourth Year	Fifth Year or More	Total
4	Percentile	60	63	65	64
	Number Tested	531	603	2,551	3,685
7	Percentile	61	61	66	65
	Number Tested	415	389	2,823	3,627

* The "third or fourth year" column includes some students who are actually in their fifth year, or beyond. Students in grade 3 who have been enrolled for five or more years have been held back or were identified as having special needs and enrolled in pre-school.

"Left Blank Intentionally"

Question: What is the relation between transience during the school year and achievement?

Answer: It may be as hard on a student to change schools as it is for an adult to change jobs. The consequences of change go beyond the loss of friends and the task of getting acquainted with a new teacher. Textbooks may be different, the grading system may vary, and the curricular emphasis may not align with the prior school even though the change may be from one Anchorage school to another.

With the reduction of testing to two grade levels, this analysis could only be done for those students who moved during the school year and remained in the ASD. The majority of Anchorage students are stable so the analysis only excluded about 250 of 3,518 grade four students and 236 of 3,514 grade five students who had moved but remained in the ASD.

The findings for 2000-01 are similar to those recorded for past years. Students who move during the year have notably lower scores in Reading, Language Arts, and Mathematics than do students who have remained in one District school during the year. While this is not true of all students and is not equally true for all schools, it is true for the majority of the students.

Discussion: Tables 55, 56, 57, and 58 describe the differences in average performance for Total Reading, Total Mathematics, Total Language Arts, and Total Battery. Transient students are those students who changed schools at least once between September 30, 2000 and the end of the school year.

For example, Total Reading scores for students in grades four and seven who moved were at the 45th and 39th percentiles, respectively. Scores for students who stayed in the same program for the year were at the 63rd percentile for both grades. Thus, the “non-transient students” who were tested in 4th and 7th grades had higher scores than the transient students with a gap of more than 15 percentile points.

The same pattern holds true for Total Language Arts, Total Mathematics and Total Battery scores. Students who move tend to have lower scores than students continuing enrollment in the same school.

Mobility of students is one element that makes the process of education more difficult in some schools than others. While there are many factors beyond making a change of teachers and schools that may affect the test scores of mobile students, the common element is the change of schools. Thousands of students must adapt to new schools within Anchorage each year. Schools in which there are large numbers of new students face a more difficult task than schools where there are not as many children that need to adapt to a new classroom.

The more that is done to assure that students make a smooth and pain-free transition the better. Continuity of standards, books, instruction, and teacher expectations all work to minimize disruption and foster greater academic achievement.

Table 55

**Relationship of Total Reading Performance
to Transience During School Year
Spring 2001**

Grade Level	Information	Not Transient	Transient	Total
4	Percentile	63	45	62
	Number Tested	3,594	260	3,794
7	Percentile	63	39	61
	Number Tested	3,539	236	3,775

Table 56

**Relationship of Total Language Arts Performance
to Transience During School Year
Spring 2001**

Grade Level	Information	Not Transient	Transient	Total
4	Percentile	61	41	60
	Number Tested	3,510	253	3,763
7	Percentile	62	36	61
	Number Tested	3,521	236	3,757

Table 57

**Relationship of Total Mathematics Performance
to Transience During School Year
Spring 2001**

Grade Level	Information	Not Transient	Transient	Total
4	Percentile	67	50	66
	Number Tested	3,518	255	3,773
7	Percentile	69	48	68
	Number Tested	3,514	236	3,750

Table 58

**Relationship of Total Battery Performance
to Transience During School Year
Spring 2001**

Grade Level	Information	Not Transient	Transient	Total
4	Percentile	65	46	64
	Number Tested	3,441	244	3,685
7	Percentile	66	41	65
	Number Tested	3,405	222	3,627

"Left Blank Intentionally"

Question: How do grades and credits relate to high school performance in 2000-01?

Answer: Students in Anchorage are generally graded on a four-point scale with a 2.0 grade point average being the equivalent of a middle "C." Grades may reflect effort and attitude as well as the quality of the work produced.

Students who are in Advanced Placement courses are given more credit for the work they do than students in other classes. For an AP student, a grade of "A" is given a 5.0 rather than 4.0; a grade of "C" is given a 3.0 rather than 2.0. Additional credit is given based on the expectation that grades are harder to earn in AP courses because of the more rigorous curriculum. AP courses are included in the grade point averages reported throughout this document.

Anchorage high school grades are consistent with the above-average basic skills performance measured on the CAT. The average grades for 11,446 students who had one or more marks assigned during 2000-01 was 2.51 or "B-." About 57 percent of the grades given were marks of "A" or "B". This continues a trend of an increased number of higher grades being given to high school students over the past few years.

Anchorage high school students attempted an average of 5.77 credits and earned an average of 5.11 credits during the year. The average number of credits earned was 5.18 for grade 9 students, 5.19 for grade 10 students, 5.18 for grade 11 students, and 4.81 for grade 12 students. An Anchorage student must have 22.5 credits for graduation, an average of 5.63 credits per academic year.

Examination of Tables 61 and 62 shows that there was an increase in high school credits attempted over the prior year. However, the relative number of low and unacceptable grades remains high with more than 8 percent of the grades reflecting "F" performance. When "D" or "F" performance is considered, the percentages are substantial in the core subject areas: Language Arts, 21 percent; Mathematics 30 percent; Science 25 percent; and Social Studies, 23 percent.

The lower grades earned in Math are consistent with the reports of our graduates in the 1999-00 Graduate Survey. Graduates indicated that Math and Science were their most difficult areas. Many students indicated that they felt the need for more support and tutoring in Math. Casual examination of initial student reports on the Alaska High School Graduation Qualifying Exam suggest that this is the area in which students are most likely to fail.

The Graduation Support Service Program was initiated during the 1998-99 school year to help students make up credits to allow them to keep up with their classmates and graduate. More than 2,000 students made use of the service to make up required course work and earn needed credits. Summer school has also been expanded to help students prepare for the HSGQE and get the credits they need to graduate.

The negative relation between absences and grades remains strong with an overall correlation above negative .5. While many factors affect both grades and attendance, they are strongly linked at high school. Those students who miss school regularly tend to earn lower grades.

Discussion: Tables 59, 60, 61, and 62 present the grades, credits attempted, credits earned, grade point average, average absences, and the correlation between grade point average and attendance for the more than 17,000 high school students who were issued report cards in 2000-01. The data are drawn from the District Student Management System which contains transcript information for all secondary students.

The opportunity to complete the credits needed has increased along with the need to complete more credits. Students can now make up credits through summer school, extended day courses in their home schools after regular school hours, and non-district alternatives such as the state correspondence program. Some students also continue into a fifth year of high school.

Table 61 shows a strong high school program with most students making adequate progress toward graduation. The average credits earned has reached 5.11 credits. Table 62 supports these averages by showing the number and percentage of various letter grades earned during the year. The number of credits earned and the average grades have both increased but the difference in credits attempted, 5.77, and credits earned, 5.11, is notable.

The correlation between attendance and school success remains strong. It is stronger at high school than middle level where more students make use of District transportation and attendance is higher. It is also higher for grades 9 through 11 than it is for grade 12. It appears that there was an increase in the number of absences of seniors last year with the average reaching 6.65 per course per semester.

Table 59
Middle School Student
Class and GPA Analysis
by Grade
Spring 2001

Data Type	7	8	7-8
Number of Students	3,761	3,410	7,171
Average Courses Attempted	6.98	6.95	6.97
Average Courses Earned	6.42	6.41	6.41
Mean Grade Point Average	2.72	2.72	2.72
Average Absences per Course	5.22	5.82	5.51
Absence - GPA Correlation	-0.4678	-0.4517	-0.4588

Table 60
Distribution of Attempted Classes and
Earned Marks by Area
Combined Grades 7 - 8
Spring 2001

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	7,500.00	28%	28%	21%	13%	11%
Mathematics	7,124.00	22%	29%	24%	15%	11%
Science	7,030.75	23%	28%	24%	14%	11%
Social Studies	7,012.25	31%	27%	21%	12%	9%
All Courses	49,984.00	36%	27%	19%	10%	8%

*Includes "F," "WF," and "I."

Table 61
High School Student
Credit and GPA Analysis
by Grade
Spring 2001

Date Type	9	10	11	12	9-12
Number of Students	3,341	3,071	2,692	2,342	11,446
Average Credits Attempted	5.95	5.97	5.82	5.19	5.77
Average Credits Earned	5.18	5.19	5.18	4.81	5.11
Mean Grade Point Average	2.41	2.41	2.53	2.78	2.51
Average Absences per Course	5.20	5.63	6.06	6.65	5.81
Absence - GPA Correlation	-0.5683	-0.5441	-0.5119	-0.4459	-0.5007

Table 62

**Distribution of Attempted Credits and
Earned Marks by Area
Combined Grades 9 - 12
Spring 2001**

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	11,881.75	26%	29%	21%	12%	9%
Mathematics	9,630.50	16%	25%	25%	16%	14%
Science	9,833.25	20%	27%	24%	15%	10%
Social Studies	11,703.00	26%	27%	22%	14%	9%
All Courses	66,048.75	31%	26%	20%	12%	8%

*Includes "F," "WF," and "I."

Question: What was the level of attendance for District students in 2000-01?

Answer: Ninety-three percent of ASD students were in school on the average school day of 2000-01. The rate of attendance was consistent with that of prior years. Attendance has not been a systemic problem in Anchorage.

Discussion: Table 63 shows that overall attendance in Anchorage was good with an overall average of 93.3 percent during the 2000-01 school year. Attendance in Anchorage schools has ranged between 93.8 and 92.4 percent over the past five years. Overall level of attendance is not a major problem area. Stated in numeric terms, this means there are between 2,500 and 3,000 students missing from school on the average school day.

Table 63
Anchorage School District
Five Year History of District Wide Attendance
1996-97 through 2000-01

School Year	Average Daily Attendance	Average Daily Membership	Percent Attendance
2000-01	45,810.9	49,102.1	93.3%
1999-00	45,731.0	48,863.1	93.6%
1998-99	45,913.6	49,019.5	93.6%
1997-98	45,053.6	48,220.3	92.4%
1996-97	47,500.7	44,537.9	93.8%

"Left Blank Intentionally"

Question: How many students dropped out of the Anchorage School District last year?

Answer: The number of students identified as dropouts during the 2000-01 school year is the highest that has been recorded in five years (1,648 students, 3.1 percent).

Unfortunately, it is difficult to assess the true number of dropouts accurately because students frequently leave school without giving their reason for leaving. Students who leave may enroll in another public school system, a private school, a home-study program, or G.E.D. program without notifying the District. This is particularly true for students who complete a school year and do not reappear to enroll at the start of the following year. In the ASD, if a student leaves without indicating intent to enroll in another school, he or she is classified as a dropout.

State of Alaska reporting policy has changed in the past year allowing school districts not to report students who leave during the summer as dropouts. Students who are in school at the end of one school year and do not reenroll the following year were called "summer leavers" in past reports and counted as dropouts if they could not be accounted for from transcript requests or some other indicator of enrollment in another school. Now, only those students who are activated at the start of the year and then leave are identified as dropouts.

Examination of the Student Information System data or the last transaction entered for students excluding summer leavers found 1,533 students in grades 7-12 identified as dropouts. Assessment and Evaluation attempted to reach the families of these students by calling the home, parent, and emergency contact numbers listed at the time the students left school.

A minimum of three attempts were made for each student. Either no contact was made or no information was available for 872 students, 57%. Two hundred and ninety, or 19%, were reported to NOT have reentered school. The remaining 371 students, 24% were reported to have reentered school. For the most part, these who could be contacted and were back in school had left Anchorage. Information collected through the phone contacts is not as certain as a request for transcripts but it is strongly suggestive that our information on dropouts overstates the actual dropouts numbers.

Analysis of the enrollment pattern of the group of students who entered 9th grade in 1997-98 and should have graduated with the class of 2001 indicates that about 15 percent of the students may have dropped out of school over their expected four year high school career. This is notable increase over last year. Another 16 percent left over the summer. In all, 58 percent of the students who started as freshmen in 1997-98 completed 12th grade in Anchorage, the increase percentage in the past five years.

Analysis of District records shows that from 3.2 percent to 2.5 percent of Anchorage students have left school during the school term each of the past five years with their last known intention being to "dropout." The figure for 2000-01 was 3.09 percent, which shows a slight increase from last year. The most recent national information placed the annual event dropout rate for students in grades 10-12 at about 5.7 percent (Condition of Education 1997, Indicator 7, p. 215). The comparison is not an exact one but it is clear that the Anchorage dropout rate is lower than the national rate.

Dropout patterns varied by racial-ethnic group. American Native students continue to be more likely to drop out than students from other backgrounds. The next most likely group to drop out were Black and Hispanic students. White students, however, have the highest absolute number of dropouts, 757 students during 2000-01.

Examination of the four-year transfer pattern suggests that the true drop out rate over the four years of high school is somewhere between the 15 percent of students declared to be dropouts and the 27 percent that would result from a combination of known dropouts and summer leavers.

Discussion: A dropout is most often thought of as an individual who leaves school without obtaining a high school diploma. When students leave school in Anchorage during the course of the school year, the school registrar reports their reason for leaving using a set of standard District codes. Table 64 is based on an analysis of students who left an Anchorage school during the school year and were coded as dropouts by school registrars between 1996-97 and 2000-01. The table shows that the number of students leaving is a small percentage of the Anchorage student body, ranging from a low of 2.59 percent (1,377 students) in 1999-00 to a high of 3.09 percent in 2000-01. About 4,500 students left school as official dropouts over the past three years.

Table 64 shows that among the racial-ethnic groups, American Native students are the most likely to drop out during the school year. White students are the least likely to leave school as dropouts. Asian students and Hispanic groups show a pattern of increased numbers of dropouts over the past five years.

The identification of the actual number of dropouts is complicated by the fact that many students leave the school district during the summer months and neither the students nor their parents report that they are moving. Table 65 presents information on those students who entered high school as freshmen in September 1997 and who, with normal progress, would have graduated with the class of 2000-01.

There were 3,689 students who entered the freshmen class in September 1997. Of those, 2,144 or 58 percent of the group completed their senior year in Anchorage in 2000-01. There were 555 or 15 percent who were shown on the school records as dropouts. Another 398, or 10.8 percent, indicated that they were transferring out of the Anchorage School District. Five students died and seven students were suspended from school and did not return. Five hundred and seventy-seven students left during the summer and did not indicate their intentions. Some of these students may well have been dropouts.

Tables 66 and 67 also examine the holding pattern of the District through high school. Table 66 reviews the class entering 9th grade in 1997-98 as to its mobility pattern for each year of high school. Table 67 presents a five-year historical perspective on transfer patterns, presenting the overall patterns for the entering 9th grade classes in the years 1992 to 1996.

The data in Table 66 review the progress of the entering high school class from 1997-98. The students demonstrate an increasing tendency to drop out with increased grade level coupled with a decreasing likelihood of transfer from the District with increased grade level. The number of summer leavers also declines over the years.

The five-year history provided in Table 67 demonstrates a pattern of fluctuating holding power. Dropout figures fluctuate up and down. Similarly, summer leaving was in the range of 11 to 13 percent. From 8 to 11 percent of each entering high school class transferred out of the District.

The dropout rates in Anchorage have not changed dramatically over the years. The information on holding power suggests that several hundred Anchorage students leave school each year without benefit of a completed program. Leaving school without completing high school can show a breakdown of the school-student interaction. The dropout situation may be symptomatic of the alienation of a significant portion of the local population from the educational activities in the schools. It is important to continue monitoring our level of dropouts and summer leavers as more rigorous District and State standards take effect. It appears that increasing numbers of students may need support beyond the regular school program to successfully complete high school in four years.

Table 64
Anchorage School District
School Year Dropouts
1996-97 to 2000-01

	American Natives	Asian/ Pacific Islanders	Black	Hispanics	Whites	Other	Total
2000-01							
Enrollment	7,008	5,155	4,576	2,987	32,799	889	53,414
Final Dropouts	408	186	169	107	757	21	1,648
Percent Dropouts	5.82%	3.61%	3.69%	3.58%	2.31%	2.36%	3.09%
1999-00							
Enrollment	6,736	4,789	4,646	2,887	33,716	312	53,086
Final Dropouts	356	125	152	78	653	13	1,377
Percent Dropouts	5.29%	2.61%	3.27%	2.70%	1.94%	4.17%	2.59%
1998-99							
Enrollment	6,553	4,666	4,703	2,788	34,545	N/A	53,267
Final Dropouts	362	130	164	86	774	N/A	1,516
Percent Dropouts	5.52%	2.79%	3.49%	3.08%	2.24%	N/A	2.85%
1997-98							
Enrollment	6,421	4,159	4,634	2,654	34,752	N/A	52,620
Final Dropouts	362	106	157	96	848	N/A	1,569
Percent Dropouts	5.64%	2.55%	3.39%	3.62%	2.44%	N/A	2.98%
1996-97							
Enrollment	6,143	3,844	4,599	2,511	34,638	N/A	51,735
Final Dropouts	374	114	165	95	846	N/A	1,594
Percent Dropouts	6.09%	2.97%	3.59%	3.78%	2.44%	N/A	3.08%

Table 65

**Anchorage School District
Four -Year Transfer Pattern
of Students in Grade 9
at Beginning of 1997-98 School Year
Ethnic Group Patterns**

	American Natives	Asian/ Pacific Islanders	Black	Hispanics	Whites	Other**	Total
Beginning of 9 th Grade Membership*	435	301	281	153	2,505	14	3,689
Completed/ Early Graduate or still enrolled 6/2001	161 37%	197 65%	137 49%	74 48.4%	1,569 62%	6 42%	2,144 58%
Transfer Out of ASD	84 19.3%	25 8.3%	37 11.0%	15 9.8%	241 9.7%	2 14.2%	398 10.8%
Death of Student	2 <.1%	1 <.1%	0 0%	0 0%	2 <.1%	0 0%	5 <.1%
Suspensions	0 0%	1 0%	1 <.5%	0 0%	8 <0.3%	0 0%	10 <.05%
Drop Out	115 26.4%	45 14.9%	60 21.3%	25 16.3%	308 12.2%	2 14.2%	555 15.0%
Summer Leavers from 9 th Grade Cohort	73 16.7%	32 10.6%	52 18.6%	39 25.5%	377 15.45%	4 21.4%	577 15.6%

* Students enrolled on 9/30/97 were considered in school at the "Beginning of the Year."

** Other includes unknown.

Table 66

**Anchorage School District
Four-Year Transfer Pattern
of Students in Grade 9
at Beginning of 1997-98 School Year
Grade Level Patterns**

	Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	Total
Beginning of Grade Level Membership*	3,689	3,253	2,928	2,563	3,689
Completed/ Early Graduate or still enrolled 6/2001	0 0%	0 0%	9 .03%	2,135 83.3%	2,144 58.1%
Transfer Out of ASD	166 4.5%	88 2.7%	85 2.9%	59 2.3%	398 10.8%
Death of Student	0 0%	1 0%	1 0%	3 0%	5 <.01%
Suspension	1 <.1%	1 0%	1 0%	7 .06%	10 <.05%
Drop Out	76 2.1%	108 3.3%	120 4.1%	251 9.7%	555 15.0%
Summer Leaver	193 5.2%	127 3.9%	149 5.1%	0 0%	469 11.7%
Continued Enrollment	3,253 88.2%	2,928 90.0%	2,563 87.5%	0 0%	0 0%

*Students enrolled on 9/30/97 were considered in school at the "Beginning of Grade 9." Students in other grades reflect continuations from the previous year.

Table 67
Anchorage School District
Four-Year Transfer Pattern
of Students in Grade 9
at Beginning of 1993-1994
through the 1997-98 School Year
Five-Year History

Class of:	93/94	94/95	95/96	96/97	97/98
Beginning of 9 th Grade Cohort Membership*	3,216	3,251	3,396	3,451	3,689
Completed or Early Graduate, or Still Enrolled In June of Grade 12	2,039 63.4%	2,064 63.5%	2,314 68.1%	2,313 67.0%	2,144 58.1%
Transfer Out of ASD	300 9.3%	290 8.9%	286 8.4%	288 8.3%	398 10.8%
Death of Student	3 0.1%	1 <0.1%	5 <0.1%	5 <0.1%	5 <.01%
Suspensions	6 0.2%	6 0.2%	7 0.2%	16 <0.5%	10 <.05%
Drop Out	450 14.0%	493 15.2%	423 12.5%	431 12.5%	555 15.0%
Summer Leaver	418 13.0%	397 12.2%	361 10.6%	398 11.5%	469 11.7%

*Students enrolled on 9/30 were considered in school at the "Beginning Grade 9."

Question: Do the performance patterns of the ethnic/racial groups which make up the Anchorage student population differ from overall District performance?

Answer: Yes. Since the majority of Anchorage students are White, this group dominates the statistical average of overall District performance. There are substantial differences among the various ethnic groups, with the White group generally having higher average achievement scores, less mobility, and lower utilization of the free lunch program.

Discussion: Several tables follow which examine the performances of the American Native (Tables 68 to 76), Asian/Pacific Islander (Tables 77 to 85), Black (Tables 86 to 94), Hispanic (Tables 95 to 103), White (Tables 104 to 112), and Other (Tables 113 to 121) ethnic/racial groups. The tables provide a comprehensive collection of statistics for each group.

Each set of tables follows the same organization. First, there are breakdowns of CAT performance including average scores in Total Reading, Total Language Arts, Total Mathematics, and Total Battery for grades 4 and 7.

Test scores are followed by the number and percentage of elementary children from low income families, a breakdown of high school credits and grade point averages, a breakdown of high school grades by subject area, and annual counts of school year dropouts from 1995-1996 through 2000-01.

The tables show that there is a substantial disparity among the groups on both academic and economic indicators. Minority students on average have lower test scores. Minority students are twice as likely to be from low income families. Dropout rates are notably higher than the District average for American Native, Black, Hispanic, and Asian/Pacific Island students.

There continues to be a substantial disparity in the levels of academic performance found among ethnic groups. Achievement differences are consistent across grades, credits earned, and test scores. A high proportion of minority students, better than 40 percent, qualify for free or reduced-price lunch based on family income.

Ethnicity is not the cause of lower test scores, grades, or credit attainment. Individual students from all groups are present among Anchorage high achievers. Average group performance must, however, be a concern, and causes of differences as well as what can be done to overcome them must continue to be a subject for both study and action. We must continue to explore what can be done to improve school programs so that every student will attain the academic excellence called for by District goals and State of Alaska standards.

Table 68
Anchorage School District
American Native
Total Reading CAT Results
Spring 2001

Grade	Number Tested	Percentile Tested
4	523	43
7	443	41

Table 69
Anchorage School District
American Native
Total Language Arts CAT Results
Spring 2001

Grade	Number Tested	Percentile Tested
4	518	41
7	442	39

Table 70
Anchorage School District
American Native
Total Mathematics CAT Results
Spring 2001

Grade	Number Tested	Percentile Tested
4	520	49
7	449	54

Table 71
Anchorage School District
American Native
Total Battery CAT Results
Spring 2001

Grade	Number Tested	Percentile Tested
4	502	43
7	426	45

Table 72

**Anchorage School District
American Native
Percentile Rank Scores Corresponding to
Average (Mean) NCE Scores
CAT 1996-97 to 2000-01**

Gr.	Area	00-01		99-00		98-99		97-98		96-97	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	-	-	486	39	477	39	433	38	384	40
3	Language Arts	-	-	488	32	469	31	430	29	380	31
3	Mathematics	-	-	481	45	476	41	436	42	382	46
3	Total Battery	-	-	467	37	464	36	424	33	375	36
4	Reading	523	43	506	39	453	39	394	39	381	41
4	Language Arts	518	41	503	36	454	38	392	42	384	42
4	Mathematics	520	49	503	46	450	47	396	50	382	49
4	Total Battery	502	43	498	39	442	40	388	41	375	41
5	Reading	-	-	462	36	404	37	380	37	389	37
5	Language Arts	-	-	459	45	408	46	379	48	393	45
5	Mathematics	-	-	459	43	404	46	376	44	393	46
5	Total Battery	-	-	454	42	402	43	371	41	387	41
6	Reading	-	-	434	36	402	37	392	38	391	44
6	Language Arts	-	-	435	44	401	45	392	43	391	47
6	Mathematics	-	-	437	51	396	51	395	50	392	54
6	Total Battery	-	-	426	42	393	43	389	41	389	47
7	Reading	443	41	423	42	391	40	398	45	341	37
7	Language Arts	442	39	423	39	391	36	394	39	349	35
7	Mathematics	449	54	430	50	392	48	396	50	353	47
7	Total Battery	426	45	414	43	377	41	380	41	336	36
8	Reading	-	-	353	44	371	47	316	42	284	42
8	Language Arts	-	-	354	39	370	40	314	37	285	42
8	Mathematics	-	-	356	49	360	49	318	46	280	45
8	Total Battery	-	-	341	44	350	46	307	39	272	40
9	Reading	-	-	311	43	293	40	268	44	254	38
9	Language Arts	-	-	312	42	292	40	258	41	254	39
9	Mathematics	-	-	310	54	295	54	266	54	253	49
9	Total Battery	-	-	300	48	287	46	257	46	250	42
10	Reading	-	-	260	45	269	44	205	43	226	50
10	Language Arts	-	-	267	40	264	39	201	37	228	42
10	Mathematics	-	-	268	53	269	50	206	50	228	56
10	Total Battery	-	-	252	48	263	45	199	42	225	50

Table 73
Anchorage School District
American Native
Free/Reduced-price Lunch Information
Spring 2001

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
2000-01	Elementary	4,020	1,910	48%

*Estimate of children from low income families is based on Free/Reduced-lunch Program.

Table 74
American Native
Secondary Students
Credit and GPA Analysis
by Grade -- Spring 2001

Grade	7	8			7-8
Number of Students	425	372			797
Average Credits Attempted	6.96	6.91			6.94
Average Credits Earned	6.04	5.92			5.98
Mean Grade Point Average	2.31	2.27			2.29
Average Absences per Course	7.20	7.64			7.41
Absence - GPA Correlation	-0.5121	-0.4726			-0.4917

Grade	9	10	11	12	9-12
Number of Students	311	262	216	181	970
Average Credits Attempted	5.91	5.92	5.74	5.10	5.72
Average Credits Earned	4.43	4.47	4.59	4.40	4.47
Mean Grade Point Average	1.84	1.89	2.09	2.34	2.00
Average Absences per Course	7.08	6.80	7.27	6.93	7.02
Absence - GPA Correlation	-0.6577	-0.5331	-0.5368	-0.5194	-0.5644

Table 75
American Native
Distribution of Attempted Credits
and Earned Marks by Area
Combined Grades 9 - 12
Spring 2001

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	1,011.00	15%	22%	22%	17%	17%
Mathematics	823.75	11%	20%	22%	18%	22%
Science	809.00	11%	18%	25%	21%	18%
Social Studies	987.00	14%	20%	24%	18%	17%
All Courses	5,551.50	19%	21%	22%	16%	15%

*Includes "F," "WF," and "I."

Table 76
Anchorage School District
American Native
School Year Dropouts
1996-97 to 2000-01

Year	Enrollment	Final Dropouts	Percent Dropouts
2000-01	7,008	408	5.82%
1999-00	6,736	356	5.29%
1998-99	6,553	362	5.52%
1997-98	6,421	362	5.64%
1996-97	6,143	374	6.09%

Table 77

**Anchorage School District
Asian/Pacific Islander
Total Reading CAT Results
Spring 2001**

Grade	Number Tested	Percentile Tested
4	367	48
7	378	45

Table 78

**Anchorage School District
Asian/Pacific Islander
Total Language Arts CAT Results
Spring 2001**

Grade	Number Tested	Percentile Tested
4	364	57
7	378	54

Table 79
Anchorage School District
Asian/Pacific Islander
Total Mathematics CAT Results
Spring 2001

Grade	Number Tested	Percentile Tested
4	369	65
7	373	67

Table 80
Anchorage School District
Asian/Pacific Islander
Total Battery CAT Results
Spring 2001

Grade	Number Tested	Percentile Tested
4	361	57
7	368	56

Table 81
Anchorage School District
Asian/Pacific Islanders
Percentile Rank Scores Corresponding to
Average (Mean) NCE Scores
CAT 1996-97 to 2000-01

Gr.	Area	00-01		99-00		98-99		97-98		96-97	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	-	-	351	47	344	48	306	49	275	53
3	Language Arts	-	-	352	46	346	49	308	49	274	52
3	Mathematics	-	-	350	56	347	55	308	60	272	60
3	Total Battery	-	-	349	49	343	50	303	51	272	55
4	Reading	367	48	367	47	347	51	302	50	268	57
4	Language Arts	364	57	367	53	347	57	301	60	266	63
4	Mathematics	369	65	368	64	347	64	302	67	268	71
4	Total Battery	361	57	366	54	345	57	300	59	266	64
5	Reading	-	-	362	44	333	45	272	51	257	45
5	Language Arts	-	-	363	62	332	61	272	70	285	61
5	Mathematics	-	-	361	62	334	61	271	67	257	58
5	Total Battery	-	-	360	58	332	57	270	65	256	56
6	Reading	-	-	360	44	324	46	384	45	262	46
6	Language Arts	-	-	360	61	324	63	285	60	261	62
6	Mathematics	-	-	358	68	326	67	286	65	262	66
6	Total Battery	-	-	358	57	322	60	282	56	260	58
7	Reading	378	45	360	51	325	45	285	47	256	46
7	Language Arts	378	54	359	60	325	51	285	51	253	52
7	Mathematics	373	67	359	64	324	59	283	59	255	61
7	Total Battery	368	56	358	60	322	52	282	52	251	52
8	Reading	-	-	336	43	308	50	278	47	242	46
8	Language Arts	-	-	338	49	306	52	277	51	242	49
8	Mathematics	-	-	340	54	304	58	278	59	243	59
8	Total Battery	-	-	333	50	302	55	276	52	242	52
9	Reading	-	-	304	43	293	41	255	39	217	46
9	Language Arts	-	-	308	53	296	50	255	49	217	53
9	Mathematics	-	-	307	62	296	64	254	65	218	68
9	Total Battery	-	-	301	55	292	54	251	52	217	58
10	Reading	-	-	270	42	271	41	299	46	217	45
10	Language Arts	-	-	268	50	271	47	230	48	218	49
10	Mathematics	-	-	269	63	271	58	234	65	218	66
10	Total Battery	-	-	263	54	268	51	227	54	217	55

Table 82
Asian/Pacific Islander
Anchorage School District
Free/Reduced-price Lunch Information
Spring 2001

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
2000-01	Elementary	2,734	1,232	45%

*Estimate of children from low income families is based on Free/Reduced-lunch Program.

Table 83
Anchorage School District
Asian/Pacific Islander
Secondary Students Credit and GPA Analysis by Grade
Spring 2001

Grade	7	8			7-8
Number of Students	387	366			753
Average Credits Attempted	6.93	6.99			6.96
Average Credits Earned	6.39	6.64			6.52
Mean Grade Point Average	2.88	2.97			2.92
Average Absences per Course	3.97	3.52			3.75
Absence - GPA Correlation	-0.5339	-0.4206			-0.4905
Grade	9	10	11	12	9-12
Number of Students	364	350	285	247	1,246
Average Credits Attempted	5.94	5.93	5.93	5.34	5.82
Average Credits Earned	5.23	4.93	5.11	4.84	5.04
Mean Grade Point Average	2.49	2.37	2.41	2.74	2.49
Average Absences per Course	4.49	5.48	5.78	5.73	5.31
Absence - GPA Correlation	-0.6210	-0.6368	-0.6204	-0.6152	-0.6152

Table 84

**Asian/Pacific Islanders
Distribution of Attempted Credits
and Earned Marks by Area
Combined Grades 9 - 12
Spring 2001**

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	1,313.75	27%	27%	21%	13%	7%
Mathematics	1,075.00	20%	23%	23%	14%	15%
Science	1,105.00	20%	26%	25%	15%	9%
Social Studies	1,292.75	27%	25%	20%	13%	9%
All Courses	7,246.75	32%	24%	19%	11%	9%

*Includes "F," "WF," and "I."

Table 85

**Anchorage School District
Asian/Pacific Islanders
School Year Dropouts
1996-97 to 2000-01**

Year	Enrollment	Final Dropouts	Percent Dropouts
2000-01	5,155	186	3.61%
1999-00	4,789	125	2.61%
1998-99	4,666	130	2.79%
1997-98	4,159	106	2.55%
1996-97	3,844	114	2.97%

Table 86
Anchorage School District
Black
Total Reading CAT Results
Spring 2001

Grade	Number Tested	Percentile Tested
4	327	49
7	350	40

Table 87
Anchorage School District
Black
Total Language Arts CAT Results
Spring 2001

Grade	Number Tested	Percentile Tested
3	325	43
7	350	41

Table 88
Anchorage School District
Black
Total Mathematics CAT Results
Spring 2001

Grade	Number Tested	Percentile Tested
4	324	47
7	349	47

Table 89
Anchorage School District
Black
Total Battery CAT Results
Spring 2001

Grade	Number Tested	Percentile Tested
4	314	47
7	340	42

Table 90

**Anchorage School District
Black
Percentile Rank Scores Corresponding
to Average (Mean) NCE Scores
CAT 1996-97 to 2000-01**

Gr.	Area	00-01		99-00		98-99		97-98		96-97	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	-	-	339	44	350	39	317	40	339	42
3	Language Arts	-	-	340	39	349	32	315	35	337	36
3	Mathematics	-	-	340	44	348	38	316	39	341	42
3	Total Battery	-	-	335	42	347	35	311	35	330	37
4	Reading	327	49	335	41	338	47	343	43	288	45
4	Language Arts	325	43	332	39	340	43	336	45	292	43
4	Mathematics	324	47	333	46	339	47	344	49	292	48
4	Total Battery	314	47	330	41	334	45	336	44	288	44
5	Reading	-	-	334	37	343	39	295	34	304	36
5	Language Arts	-	-	336	50	343	50	389	45	305	49
5	Mathematics	-	-	336	42	339	43	294	38	303	40
5	Total Battery	-	-	331	43	338	45	289	38	302	41
6	Reading	-	-	349	38	298	39	293	40	274	38
6	Language Arts	-	-	354	46	296	47	292	48	272	43
6	Mathematics	-	-	352	46	299	44	293	46	273	41
6	Total Battery	-	-	347	42	294	42	290	43	270	38
7	Reading	350	40	317	39	315	40	268	39	302	40
7	Language Arts	350	41	316	40	318	39	267	39	302	38
7	Mathematics	349	47	315	40	320	44	365	40	304	43
7	Total Battery	340	42	311	39	312	40	260	36	297	38
8	Reading	-	-	292	42	248	43	280	41	243	37
8	Language Arts	-	-	292	38	247	41	277	36	243	35
8	Mathematics	-	-	288	41	249	40	277	38	239	35
8	Total Battery	-	-	281	40	243	41	272	36	239	34
9	Reading	-	-	345	35	269	35	218	33	259	37
9	Language Arts	-	-	238	40	273	39	219	33	261	35
9	Mathematics	-	-	239	44	272	46	219	42	260	42
9	Total Battery	-	-	233	40	266	41	214	35	255	37
10	Reading	-	-	235	36	201	36	242	37	261	36
10	Language Arts	-	-	235	39	201	33	243	34	264	32
10	Mathematics	-	-	232	42	200	38	248	41	264	37
10	Total Battery	-	-	225	39	195	36	238	35	259	33

Table 91
Anchorage School District
Black
Free/Reduced-price Lunch Information
Spring 2001

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
2000-01	Elementary	2,560	1,279	50%

*Estimate of children from low income families is based on Free/Reduced-lunch Program.

Table 92
Black Secondary Students
Credit and GPA Analysis
by Grade
Spring 2001

Grade	7	8			7-8
Number of Students	356	290			646
Average Credits Attempted	6.99	6.97			6.98
Average Credits Earned	6.24	6.21			6.23
Mean Grade Point Average	2.38	2.34			2.36
Average Absences per Course	5.02	5.97			5.45
Absence - GPA Correlation	-0.4917	-0.4531			-0.4725
Grade	9	10	11	12	9-12
Number of Students	286	208	205	154	853
Average Credits Attempted	5.96	5.98	5.78	5.37	5.81
Average Credits Earned	4.83	4.88	4.74	4.80	4.81
Mean Grade Point Average	2.01	2.00	2.08	2.47	2.11
Average Absences per Course	4.88	5.50	5.92	5.71	5.43
Absence - GPA Correlation	-0.5791	-0.5424	-0.5378	-0.4926	-0.5284

Table 93
Black Distribution
of Attempted Credits
and Earned Marks by Area
Combined Grades 9 - 12
Spring 2001

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	913.25	16%	25%	26%	16%	12%
Mathematics	753.00	6%	16%	27%	23%	23%
Science	719.00	9%	21%	27%	23%	15%
Social Studies	873.25	12%	24%	23%	19%	13%
All Courses	4,960.00	20%	22%	23%	17%	13%

*Includes "F," "WF," and "I."

Table 94
Anchorage School District
Black
School Year Dropouts
1996-97 to 2000-01

Year	Enrollment	Final Dropouts	Percent Dropouts
2000-01	4,576	169	3.69%
1999-00	4,646	152	3.27%
1998-99	4,703	86	3.08%
1997-98	4,634	157	3.39%
1996-97	4,599	165	3.59%

Table 95
Anchorage School District
Hispanic
Total Reading CAT Results
Spring 2001

Grade	Number Tested	Percentile Tested
4	218	51
7	181	44

Table 96
Anchorage School District
Hispanic
Total Language Arts CAT Results
Spring 2001

Grade	Number Tested	Percentile Tested
4	221	49
7	182	45

Table 97
Anchorage School District
Hispanic
Total Mathematics CAT Results
Spring 2001

Grade	Number Tested	Percentile Tested
4	219	56
7	185	53

Table 98
Anchorage School District
Hispanic
Total Battery CAT Results
Spring 2001

Grade	Number Tested	Percentile Tested
4	214	52
7	176	47

Table 99

**Anchorage School District
Hispanic
Percentile Rank Scores Corresponding
to Average (Mean) NCE Scores
CAT 1996-97 to 2000-01**

Gr.	Area	00-01		99-00		98-99		97-98		96-97	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	-	-	212	49	193	49	190	45	176	47
3	Language Arts	-	-	213	43	192	45	189	39	174	40
3	Mathematics	-	-	214	55	194	53	189	48	173	52
3	Total Battery	-	-	208	49	189	49	185	41	171	44
4	Reading	218	51	210	49	198	48	178	49	142	41
4	Language Arts	221	49	212	48	197	48	177	47	142	52
4	Mathematics	219	56	213	57	197	50	178	51	142	48
4	Total Battery	214	52	208	51	196	47	177	48	140	47
5	Reading	-	-	210	44	175	40	146	46	146	50
5	Language Arts	-	-	212	55	172	53	145	57	146	52
5	Mathematics	-	-	212	53	173	48	144	49	147	54
5	Total Battery	-	-	210	52	171	47	144	51	146	51
6	Reading	-	-	183	38	153	47	143	44	148	47
6	Language Arts	-	-	181	48	152	54	144	52	148	44
6	Mathematics	-	-	182	50	153	52	142	53	148	49
6	Total Battery	-	-	179	44	152	50	141	48	148	45
7	Reading	181	44	178	52	168	46	152	53	151	46
7	Language Arts	182	45	177	49	167	46	150	45	149	44
7	Mathematics	185	53	177	54	168	47	150	48	150	47
7	Total Battery	176	47	174	52	165	46	148	47	146	45
8	Reading	-	-	167	48	143	54	159	46	118	44
8	Language Arts	-	-	166	44	142	46	158	42	117	46
8	Mathematics	-	-	164	46	141	50	162	47	117	51
8	Total Battery	-	-	162	46	139	50	157	44	115	48
9	Reading	-	-	143	47	162	41	106	42	130	40
9	Language Arts	-	-	144	47	162	46	105	43	131	34
9	Mathematics	-	-	144	56	163	49	106	51	131	42
9	Total Battery	-	-	143	51	162	47	105	46	130	38
10	Reading	-	-	142	43	98	52	131	49	109	32
10	Language Arts	-	-	140	44	100	49	130	45	109	31
10	Mathematics	-	-	139	47	102	54	132	50	109	38
10	Total Battery	-	-	134	47	97	54	129	48	109	31

Table 100
Anchorage School District
Hispanic
Free/Reduced-price Lunch Information
Spring 2001

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
2000-01	Elementary	1,745	920	53%

*Estimate of children from low income families is based on Free/Reduced-lunch Program.

Table 101
Hispanic Secondary Students
Credit and GPA Analysis
by Grade
Spring 2001

Grade	7	8			7-8
Number of Students	191	184			375
Average Credits Attempted	6.98	6.90			6.94
Average Credits Earned	6.37	6.00			6.19
Mean Grade Point Average	2.61	2.34			2.48
Average Absences per Course	5.28	6.36			5.81
Absence - GPA Correlation	-0.4785	-0.4960			-0.4949
Grade	9	10	11	12	9-12
Number of Students	162	137	138	94	531
Average Credits Attempted	5.90	5.96	5.88	5.47	5.83
Average Credits Earned	4.82	5.04	4.96	4.87	4.92
Mean Grade Point Average	2.04	2.25	2.28	2.44	2.23
Average Absences per Course	5.43	5.74	6.34	7.19	6.06
Absence - GPA Correlation	-0.6043	-0.6569	-0.6766	-0.4478	-0.5816

Table 102
Hispanic Distribution
of Attempted Credits
and Earned Marks by Area
Combined Grades 9 - 12
Spring 2001

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	562.75	19%	26%	25%	14%	12%
Mathematics	442.75	11%	22%	26%	19%	18%
Science	456.25	12%	22%	28%	19%	13%
Social Studies	547.50	21%	23%	22%	17%	12%
All Courses	3,097.75	23%	24%	22%	15%	11%

*Includes "F," "WF," and "I."

Table 103
Anchorage School District
Hispanic
School Year Dropouts
1996-97 to 2000-01

Year	Enrollment	Final Dropouts	Percent Dropouts
2000-01	2,987	107	3.58%
1999-00	2,887	78	2.70%
1998-99	2,788	86	3.08%
1997-98	2,654	96	3.62%
1996-97	2,511	95	3.78%

Table 104
Anchorage School District
White
Total Reading CAT Results
Spring 2001

Grade	Number Tested	Percentile Tested
4	2,315	71
7	2,394	72

Table 105
Anchorage School District
White
Total Language Arts CAT Results
Spring 2001

Grade	Number Tested	Percentile Tested
4	2,292	68
7	2,377	69

Table 106
Anchorage School District
White
Total Mathematics CAT Results
Spring 2001

Grade	Number Tested	Percentile Tested
4	2,298	73
7	2,365	75

Table 107
Anchorage School District
White
Total Battery CAT Results
Spring 2001

Grade	Number Tested	Percentile Tested
4	2,251	72
7	2,290	74

Table 108

**Anchorage School District
White
Percentile Rank Scores Corresponding
to Average (Mean) NCE Scores
CAT 1996-97 to 2000-01**

Gr.	Area	00-01		99-00		98-99		97-98		96-97	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	-	-	2,360	72	2,437	70	2,364	68	2,577	70
3	Language Arts	-	-	2,378	63	2,440	62	2,356	58	2,561	60
3	Mathematics	-	-	2,375	70	2,428	68	2,368	66	2,571	67
3	Total Battery	-	-	2,340	70	2,406	69	2,333	64	2,540	66
4	Reading	2,315	71	2,483	71	2,354	68	2,568	70	2,359	70
4	Language Arts	2,292	68	2,477	68	2,348	66	2,563	67	2,358	68
4	Mathematics	2,298	73	2,460	76	2,356	72	2,569	72	2,358	73
4	Total Battery	2,251	72	2,450	74	2,329	70	2,548	70	2,342	71
5	Reading	-	-	2,343	69	2,535	70	2,362	71	2,473	70
5	Language Arts	-	-	2,334	75	2,540	75	2,349	75	2,476	73
5	Mathematics	-	-	2,342	72	2,526	70	2,346	70	2,470	69
5	Total Battery	-	-	2,324	75	2,511	75	2,327	74	2,450	73
6	Reading	-	-	2,482	67	2,347	68	2,462	67	2,492	67
6	Language Arts	-	-	2,474	73	2,341	72	2,461	70	2,493	71
6	Mathematics	-	-	2,475	77	2,340	75	2,458	72	2,492	74
6	Total Battery	-	-	2,457	74	2,330	73	2,435	70	2,478	72
7	Reading	2,394	72	2,320	73	2,488	71	2,430	69	2,284	70
7	Language Arts	2,377	69	2,326	69	2,483	68	2,429	67	2,285	66
7	Mathematics	2,365	75	2,310	72	2,477	71	2,426	69	2,290	70
7	Total Battery	2,290	74	2,276	74	2,450	72	2,377	68	2,249	69
8	Reading	-	-	2,327	72	2,340	72	2,210	71	2,163	69
8	Language Arts	-	-	2,313	66	2,330	65	2,202	64	2,162	61
8	Mathematics	-	-	2,323	69	2,312	70	2,206	68	2,169	68
8	Total Battery	-	-	2,276	72	2,281	72	2,162	68	2,130	67
9	Reading	-	-	2,257	68	2,168	69	2,124	66	2,187	68
9	Language Arts	-	-	2,258	66	2,170	65	2,116	63	2,188	63
9	Mathematics	-	-	2,258	73	2,164	74	2,123	72	2,186	72
9	Total Battery	-	-	2,233	73	2,154	73	2,092	69	2,175	71
10	Reading	-	-	1,961	72	2,024	69	2,011	70	2,052	69
10	Language Arts	-	-	1,956	67	2,030	62	1,994	61	2,058	61
10	Mathematics	-	-	1,953	73	2,029	71	2,020	71	2,053	70
10	Total Battery	-	-	1,917	74	2,004	71	1,978	69	2,038	69

Table 109
Anchorage School District
White
Free/Reduced-price Lunch Information
Spring 2001

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
2000-01	Elementary	17,171	3,107	18%

*Estimate of children from low income families is based on Free/Reduced-lunch Program.

Table 110
White Secondary Students
Credit and GPA Analysis
by Grade
Spring 2001

Grade	7	8			7-8
Number of Students	2,402	2,198			4,600
Average Credits Attempted	7.00	6.96			6.98
Average Credits Earned	6.52	6.52			6.52
Mean Grade Point Average	2.83	2.84			2.83
Average Absences per Course	5.09	5.83			5.45
Absence - GPA Correlation	-0.4353	-0.4335			-0.4324
Grade	9	10	11	12	9-12
Number of Students	2,218	2,114	1,848	1,666	7,846
Average Credits Attempted	5.96	5.99	5.81	5.15	5.76
Average Credits Earned	5.35	5.36	5.33	4.85	5.24
Mean Grade Point Average	2.55	2.53	2.67	2.87	2.64
Average Absences per Course	5.07	5.52	5.95	6.82	5.77
Absence - GPA Correlation	-0.5374	-0.5183	-0.4772	-0.4249	-0.4657

Table 111

**White Distribution
of Attempted Credits
and Earned Marks by Area
Combined Grades 9 - 12
Spring 2001**

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	8,081.00	28%	30%	21%	11%	7%
Mathematics	6,536.00	18%	27%	26%	15%	11%
Science	6,744.00	23%	29%	24%	14%	8%
Social Studies	8,002.50	28%	28%	22%	13%	7%
All Courses	45,192.75	33%	27%	20%	11%	7%

*Includes "F," "WF," and "I."

Table 112

**Anchorage School District
Whites
School Year Dropouts
1996-97 to 2000-01**

Year	Enrollment	Final Dropouts	Percent Dropouts
2000-01	32,799	757	2.31%
1999-00	33,716	653	1.94%
1998-99	34,545	774	2.24%
1997-98	34,752	848	2.44%
1996-97	34,638	846	2.44%

Table 113

**Anchorage School District
Other
Total Reading CAT Results
Spring 2001**

Grade	Number Tested	Percentile Tested
4	44	57
7	29	56

Table 114

**Anchorage School District
Other
Total Language Arts CAT Results
Spring 2001**

Grade	Number Tested	Percentile Tested
4	43	60
7	28	55

Table 115
Anchorage School District
Other
Total Mathematics CAT Results
Spring 2001

Grade	Number Tested	Percentile Tested
4	43	61
7	29	69

Table 116
Anchorage School District
Other
Total Battery CAT Results
Spring 2001

Grade	Number Tested	Percentile Tested
4	43	60
7	27	60

Table 117

**Anchorage School District
Other
Percentile Rank Scores Corresponding
to Average (Mean) NCE Scores
CAT 1996-97 to 2000-01**

Gr.	Area	00-01		99-00		98-99		97-98		96-97	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	-	-	6	30						
3	Language Arts	-	-	6	29	Data	Not	Available			
3	Mathematics	-	-	6	20						
3	Total Battery	-	-	6	25						
4	Reading	44	57	12	64						
4	Language Arts	43	60	12	64	Data	Not	Available			
4	Mathematics	43	61	12	63						
4	Total Battery	43	60	12	66						
5	Reading	-	-	12	26						
5	Language Arts	-	-	12	40	Data	Not	Available			
5	Mathematics	-	-	12	31						
5	Total Battery	-	-	12	31						
6	Reading	-	-	8	35						
6	Language Arts	-	-	8	45	Data	Not	Available			
6	Mathematics	-	-	8	45						
6	Total Battery	-	-	8	38						
7	Reading	29	56	10	41						
7	Language Arts	28	55	10	31	Data	Not	Available			
7	Mathematics	29	69	9	48						
7	Total Battery	27	60	9	38						
8	Reading	-	-	4	63						
8	Language Arts	-	-	4	74	Data	Not	Available			
8	Mathematics	-	-	6	65						
8	Total Battery	-	-	4	74						
9	Reading	-	-	15	35						
9	Language Arts	-	-	15	50	Data	Not	Available			
9	Mathematics	-	-	15	57						
9	Total Battery	-	-	15	48						
10	Reading	-	-	12	31						
10	Language Arts	-	-	12	28	Data	Not	Available			
10	Mathematics	-	-	12	31						
10	Total Battery	-	-	12	30						

Table 118
Anchorage School District
Other
Free/Reduced-price Lunch Information
Spring 2001

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
2000-01	Elementary	595	273	46%

*Estimate of children from low income families is based on Free/Reduced-lunch Program.

Table 119
Other Secondary Students
Credit and GPA Analysis
by Grade
Spring 2001

Grade	7	8			7-8
Number of Students					
Average Credits Attempted					
Average Credits Earned			Data Not	Available	
Mean Grade Point Average					
Average Absences per Course					
Absence - GPA Correlation					
Grade	9	10	11	12	9-12
Number of Students					
Average Credits Attempted					
Average Credits Earned			Data Not	Available	
Mean Grade Point Average					
Average Absences per Course					
Absence - GPA Correlation					

Table 120
Other Distribution
of Attempted Credits
and Earned Marks by Area
Combined Grades 9 - 12
Spring 2001

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts						
Mathematics						
Science			Data Not Available			
Social Studies						
All Courses						

*Includes "F," "WF," and "I."

Table 121
Anchorage School District
Other
School Year Dropouts
1996-97 to 2000-01

Year	Enrollment	Final Dropouts	Percent Dropouts
2000-01	889	21	2.36%
1999-00	312	13	4.17%
1998-99	Data Not Available		
1997-98			
1996-97			

"Left Blank Intentionally"

Question: What is the level of satisfaction among students, staff, and parents with the programs of the Anchorage School District?

Answer: Parents, students, and staff are given the opportunity to express their feelings on a variety of school-related issues on surveys conducted as part of the School Report Card process each spring. The tables which follow provide the overall responses from across the District and responses broken down by elementary, middle level, and high school programs. Individual school results were provided to schools in the spring and taken into account in the preparation of the District Report Card for 2000-01.

The overall response rate for the School Report Cards was down in 2000-01. Some parents felt that they had given their opinion as part of the certificated staff evaluation process and did not need to comment again. Some principals indicated that there was too much activity at the end of the year. For all schools to include it in their final Report Cards. Table 122 shows the number of surveys returned from each school.

The low response rates for some schools call into question the extent to which the surveys can be taken as a true indicator of the feelings of staff and parents. However, the overall number of responses remain substantial.

In general, parent, student, and staff responses are positive toward the Anchorage School District and individual school programs. When compared to last year, the overall levels of satisfaction are similar.

Individuals were asked the extent to which they would agree with a number of statements. Some of the cross-District highlights include:

- A majority (54 percent) of parents indicate that they either agree (41 percent) or strongly agree (13 percent) that they are satisfied with the performance of the Anchorage School District.
- A majority (78 percent) of parents indicate that they either agree (35 percent) or strongly agree (43 percent) that they are satisfied with the performance of the program in which their children are enrolled.
- A majority (83 percent) of parents indicate that they either agree (33 percent) or strongly agree (50 percent) that they are satisfied with the performance of those who teach their children.
- A majority (69 percent) of students indicate that they either agree (33 percent) or strongly agree (36 percent) that their teachers treat them with respect.
- A majority (66 percent) of students indicate that they either agree (32 percent) or strongly agree (34 percent) that they know where to go for help if they have a problem at school.
- A majority (66 percent) of students indicate that they either agree (40 percent) or strongly agree (24 percent) that they understand the school work that they are given.
- A majority (61 percent) of the students indicate that they either agree (33 percent) or strongly agree (28 percent) that they feel welcome at school.
- A majority (80 percent) of District Staff indicate that they either agree (44 percent) or strongly agree (36 percent) that they are satisfied with their jobs.
- A majority (79 percent) of District Staff indicate that they either agree (34 percent) or strongly agree (45 percent) that the principal and other staff provide needed support for working with students.
- A majority (81 percent) of District Staff indicate that they either agree (37 percent) or strongly agree (44 percent) that the principal and other staff provide needed support for working with parents.

If the responses of parents, teachers, and students were considered as a grading scale with a "Strongly Agree" to a positive statement being equivalent to an "A," the overall response would be about a "B-". Parents could be said to give the District as a whole a grade of "B-" and their local school a grade of "A-." These are good marks from those community members who know the schools best.

Discussion: The primary purpose of School Report Card survey is to give parents, students, and staff an opportunity to share their feelings on general issues related to satisfaction with their school and their job. Surveys are made available late in the year close to the time of the last elementary parent-teacher conferences and secondary report card pickup. There are substantial differences in the proportion of parents and staff responding at various schools and various grade levels. Students in grades 3 - 12 were surveyed in class at school. All surveys were anonymous and there was the opportunity to write comments. Surveys with comments were returned to school principals in time to be considered for the School Report Card.

A standard set of questions was asked of parents, students, and staff. Individual schools were allowed to add additional questions. Information on school goal success is included in Part II of the report as part of individual school profiles.

While the overall number of parents, students, and staff responding to school report card surveys is substantial, the proportion responding differed notably from school to school. Those schools with the highest response rates made substantial efforts to notify parents in advance, to distribute surveys to all and to do an active collection of surveys, and to have all students and staff participate. Some schools did not distribute surveys or did very limited distributions.

There is no overall rule of thumb about what constitutes a good response to the School Report Card Surveys. All questions are worded to be positive and the hope is that most responses will be either "strongly agree" or "agree."

A 1997 Phi Delta Kappa-sponsored Gallup Poll found that in a national sample 15 percent of public school parents gave their community schools an "A" and another 42 percent gave a "B." Parents gave the school their children attend higher grades: "A", 26 percent: "B", 38 percent. The Anchorage School District survey comparison gives the District 13 percent "A" and 41 percent "B"; the school 35 percent "A" and 43 percent "B." While the Gallup Poll and ASD surveys are not directly comparable, the high ratings given by Anchorage parents is notable. The 54 percent that agree or strongly agree for the District and 78 percent for the school and 83 percent for the teacher are close to an all time high.

Tables 119, 120, and 121 summarize the parent, student, and staff surveys by question for the District as a whole. These summary tables are followed by a breakdown of the results for each of the three instructional levels. Elementary results are presented in tables 122, 123, and 124. Middle Level results are presented in tables 125, 126, and 127. High School results are presented in 128, 129 and 130.

While overall responses are positive at all three levels, elementary responses were the most positive. The response rate for parents was best at elementary and weakest at high school. Differences between educational levels and among schools are statistically significant. Conclusions based on these results should be considered with caution because of the low response rates.

Table 122
Anchorage School District
School Report Card Surveys
Return by School

School	Enrollment	Parent	Student	Staff
Abbott Loop	452	30	149	41
Airport Heights	290	31	129	21
Alpenglow	568	9	361	16
Aquarian	240		82	
Aurora	418	45	196	16
Baxter	440	56	253	25
Bayshore	535	20	230	18
Bear Valley	466	42	221	10
Birchwood ABC	409	1	116	22
Bowman	592	62	302	32
Campbell	459	28	191	22
Chester Valley	316	26	146	58
Chinook	545	39	26	24
Chugach Optional	244	55	47	7
Chugiak Elementary	507	79		17
College Gate	453	11	447	20
Creekside Park	421		191	24
Denali	451		141	20
Eagle River	421	13	163	12
Fairview	467	24	64	21
Fire Lake	305	19	130	12
Family Partnership K-12	765			27
Girdwood	160		50	7
Government Hill	459	33	206	24
Homestead	426	50	235	20
Huffman	495	23	244	11
Inlet View	261			20
Kasuun	525	1	137	21
Kincaid	501	14	221	6
Klatt	389	23	109	16
Lake Hood	484	28	201	22
Lake Otis	487	45	164	24
Mt. Spurr	258	56	107	19
Mt. View	423			15
Muldoon	500	25	235	24
North Star	534	16	233	23
Northern Lights ABC	514	114	169	17
Northwood	354	12	44	17
Nunaka Valley	359			
O'Malley	383	25	52	13
Ocean View	531			19
Orion	399	14	186	16
Ptarmigan	456	21	191	22

Table 122 (cont'd)
Anchorage School District
School Report Card Surveys
Return by School (continued)

School	Enrollment	Parent	Student	Staff
Rabbit Creek	386	32	182	19
Ravenwood	384	28	104	16
Rogers Park	507	2	221	16
Russian Jack	381	14	112	
Sand Lake	606	89		14
Scenic Park	529			30
Spring Hill	370	82		25
Susitna	563		293	26
Taku	401	65	204	20
Trailside	435	34	105	
Tudor	535	28	231	19
Turnagain	386	13	196	
Tyson, William	473	41	240	30
Ursa Major	420	37	111	15
Ursa Minor	249	7	111	15
Whaley	196	8	57	30
Williwaw	520	24	207	47
Willow Crest	496	33	262	31
Wonder Park	442	35	136	18
Woods, Gladys	514	19	207	17
Polaris*				
*Polaris did a different survey system				

School	Enrollment	Parent	Student	Staff
Bartlett	1,987		1,052	55
Benson/Search	322	37	124	14
Central	782	81	635	41
Chugiak High	2,044	49	1,293	64
Clark	827	155	536	
Dimond	2,151	270	925	
East	2,073	46	977	
Goldenview	881	16	1,108	49
Gruening	600	112		26
Hanshew	914	31	878	53
Mears	1,017	1	712	3
Mirror Lake	640	43	439	19
Romig	859			38
SAVE	271	6	127	15
Service	2,382	47	743	
Steller*	289	22	180	10
Wendler	937	39	614	36
West	1,738	69	288	76

*Steller did a different survey system

Table 123
Anchorage School District
Parent Report Card Survey
Number = 2,812

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When I think about how well our Anchorage Schools are doing, I am generally SATISFIED with:					
The performance of the Anchorage School District.	13%	41%	23%	11%	3%
The performance of my child’s school.	35%	43%	11%	4%	1%
The performance of my child’s teacher(s).	50%	33%	9%	3%	1%
When I think about what is being taught, I am generally SATISFIED with:					
The curriculum at our school.	30%	46%	11%	5%	1%
When I think about my relationship with the staff, School and information, I am SATISFIED with:					
My ability to get information on class and school activities.	42%	36%	10%	3%	1%
To what extent do you AGREE with each of the following statements.					
I have the ability to review school books and library materials.	28%	37%	21%	4%	1%
I am invited to make suggestions about the library materials to be included or excluded.	17%	24%	33%	9%	3%
I feel welcome at school.	50%	30%	8%	2%	1%
My child is safe at school.	37%	38%	10%	4%	1%
My child is safe on the way to and from school.	33%	37%	14%	6%	2%

Table 124
Anchorage School District
Student Report Card Survey
Number = 20,179

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our school is clean and well maintained.	21%	35%	24%	12%	6%
I am treated fairly by adults here at school.	25%	33%	23%	10%	6%
I am treated fairly by other students.	19%	38%	26%	10%	6%
I find my school work interesting.	18%	28%	30%	13%	9%
I understand the school work I am given.	24%	40%	26%	6%	2%
Our school rules are fair.	23%	28%	25%	13%	9%
My teachers treat me with respect.	36%	33%	19%	6%	4%
Students here treat me with respect.	18%	37%	27%	10%	6%
Our school rules are fairly enforced.	24%	31%	26%	11%	7%
I like school.	23%	25%	26%	11%	14%
I am safe at school.	31%	31%	23%	7%	5%
If I have a problem at school, I know where I can go for help.	34%	32%	18%	6%	4%
Have chances to participate in school activities.	40%	36%	16%	4%	3%
I use computers at school.	43%	31%	15%	5%	4%
The library/media center has the materials I need to do my school work.	25%	33%	24%	7%	5%
I feel welcome at school.	28%	33%	24%	6%	5%
I feel safe on the bus and at the bus stop.	15%	20%	38%	6%	8%

Table 125
Anchorage School District Staff Report Card Survey Number 1,413

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Indicate the extent to which you are satisfied with:					
Your job.	36%	44%	13%	6%	2%
Involvement in decision making at the school.	21%	37%	25%	12%	5%
The District curriculum.	7%	31%	38%	18%	7%
Opportunities for training on the district curriculum and materials.	17%	40%	27%	13%	4%
We are provided with adequate information before new practices or procedures are implemented.	12%	36%	27%	18%	7%
The principal and other staff provide me with the support I need when working with students.	45%	34%	12%	6%	3%
The principal and other staff provide me with the support I need with working with parents.	44%	37%	12%	4%	3%
The administrator(s) are approachable.	54%	29%	9%	5%	3%
The administrator(s) are available if I need help.	46%	32%	13%	6%	3%
The work load in this school is equitably divided.	18%	37%	22%	14%	8%
We have freedom in our selection of materials.	31%	42%	19%	6%	2%
I have freedom in selection of teaching materials.	36%	43%	15%	5%	1%
I have input in purchase of supplemental materials.	32%	38%	20%	7%	3%
Instruction here focuses on student success in meeting the District goals.	39%	44%	14%	3%	1%
The District curriculum is well defined.	14%	43%	30%	11%	3%
Teachers here work together effectively.	30%	42%	16%	9%	3%
Staff & teachers have good working relationships.	33%	42%	16%	7%	2%
Our school rules are fairly enforced.	31%	39%	13%	12%	5%
I feel safe at school.	41%	41%	11%	5%	2%
Students are safe here.	31%	46%	17%	6%	1%
School staff are treated with respect by students.	19%	43%	19%	15%	5%
Students are treated with respect by the staff.	28%	50%	16%	5%	1%
Conference/planning time is adequate.	20%	33%	22%	17%	9%
I integrate computers/technology into instruction.	20%	44%	26%	7%	3%
Library/media resources are adequate.	16%	43%	25%	12%	4%
Student's guidance and counseling are adequate.	17%	31%	23%	18%	11%
When I do good work it is recognized.	22%	38%	22%	12%	6%
Staff morale is high.	16%	36%	24%	16%	8%
We have good support from our parents.	14%	36%	27%	18%	6%
Students here are well behaved.	12%	41%	26%	15%	6%

Table 126
Elementary
Parent Report Card Survey
Number = 1,673

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When I think about how well our Anchorage Schools are doing, I am generally SATISFIED with:					
The performance of the Anchorage School District.	14%	42%	27%	11%	2%
The performance of my child’s school.	40%	43%	9%	3%	1%
The performance of my child’s teacher(s).	62%	26%	5%	2%	1%
When I think about what is being taught, I am generally SATISFIED with:					
The curriculum at our school.	34%	48%	9%	4%	1%
When I think about my relationship with the staff, School and information, I am SATISFIED with:					
My ability to get information on class and school activities.	49%	36%	8%	2%	1%
To what extent do you AGREE with each of the following statements.					
I have the ability to review school books and library materials.	35%	38%	17%	3%	1%
I am invited to make suggestions about the library materials to be included or excluded.	20%	26%	31%	9%	3%
I feel welcome at school.	59%	27%	6%	2%	1%
My child is safe at school.	44%	38%	8%	3%	1%
My child is safe on the way to and from school.	39%	34%	13%	6%	3%

Table 127
Elementary
Student Report Card Survey
Number = 9,293

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our school is clean and well maintained.	31%	39%	19%	5%	3%
I am treated fairly by adults here at school.	40%	31%	16%	6%	4%
I am treated fairly by other students.	24%	34%	23%	10%	7%
I find my school work interesting.	32%	31%	21%	7%	5%
I understand the school work I am given.	33%	38%	21%	5%	2%
Our school rules are fair.	38%	28%	17%	8%	6%
My teachers treat me with respect.	58%	25%	10%	3%	2%
Students here treat me with respect.	23%	35%	23%	9%	7%
Our school rules are fairly enforced.	37%	31%	19%	6%	5%
I like school.	37%	24%	19%	7%	11%
I am safe at school.	50%	27%	13%	4%	3%
If I have a problem at school, I know where I can go for help.	51%	26%	12%	4%	3%
Have chances to participate in school activities.	55%	28%	10%	2%	2%
I use computers at school.	61%	22%	8%	2%	3%
The library/media center has the materials I need to do my school work.	36%	30%	18%	5%	4%
I feel welcome at school.	45%	28%	15%	4%	4%
I feel safe on the bus and at the bus stop.	17%	13%	39%	4%	7%

Table 128
Elementary Staff Report Card Survey Number = 722

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Indicate the extent to which you are satisfied with:					
Your job.	37%	44%	11%	6%	1%
Involvement in decision making at the school.	24%	43%	22%	8%	4%
The District curriculum.	6%	28%	41%	20%	6%
Opportunities for training on the district curriculum and materials.	18%	41%	25%	13%	4%
We are provided with adequate information before new practices or procedures are implemented.	10%	37%	27%	21%	7%
The principal and other staff provide me with the support I need when working with students.	50%	35%	9%	4%	2%
The principal and other staff provide me with the support I need with working with parents.	54%	33%	8%	4%	2%
The administrator(s) are approachable.	61%	25%	8%	4%	2%
The administrator(s) are available if I need help.	52%	31%	9%	6%	2%
The work load in this school is equitably divided.	21%	40%	18%	14%	7%
We have freedom in our selection of materials.	32%	41%	20%	6%	1%
I have freedom in selection of teaching materials.	38%	41%	16%	4%	1%
I have input in purchase of supplemental materials.	36%	38%	18%	6%	2%
Instruction here focuses on student success in meeting the District goals.	48%	43%	7%	2%	1%
The District curriculum is well defined.	16%	42%	28%	12%	2%
Teachers here work together effectively.	35%	42%	12%	8%	3%
Staff & teachers have good working relationships.	42%	38%	12%	5%	2%
Our school rules are fairly enforced.	38%	42%	9%	7%	3%
I feel safe at school.	50%	38%	8%	3%	2%
Students are safe here.	48%	39%	9%	4%	1%
School staff are treated with respect by students.	25%	48%	15%	11%	2%
Students are treated with respect by the staff.	46%	47%	5%	1%	1%
Conference/planning time is adequate.	15%	29%	22%	21%	13%
I integrate computers/technology into instruction.	17%	46%	26%	8%	3%
Library/media resources are adequate.	18%	49%	19%	12%	3%
Student's guidance and counseling are adequate.	12%	23%	24%	22%	20%
When I do good work it is recognized.	26%	40%	19%	12%	4%
Staff morale is high.	19%	39%	22%	14%	6%
We have good support from our parents.	17%	38%	21%	17%	6%
Students here are well behaved.	14%	45%	24%	12%	4%

Table 129
Middle Level Parent Report Card Survey
Number = 483

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When I think about how well our Anchorage Schools are doing, I am generally SATISFIED with:					
The performance of the Anchorage School District.	14%	47%	18%	12%	4%
The performance of my child’s school.	29%	48%	12%	4%	1%
The performance of my child’s teacher(s).	34%	45%	11%	3%	1%
When I think about what is being taught, I am generally SATISFIED with:					
The curriculum at our school.	26%	49%	14%	5%	1%
When I think about my relationship with the staff, School and information, I am SATISFIED with:					
My ability to get information on class and school activities.	33%	40%	15%	6%	2%
To what extent do you AGREE with each of the following statements.					
I have the ability to review school books and library materials.	21%	39%	28%	4%	1%
I am invited to make suggestions about the library materials to be included or excluded.	15%	26%	36%	9%	3%
I feel welcome at school.	42%	38%	11%	1%	1%
My child is safe at school.	28%	43%	13%	4%	1%
My child is safe on the way to and from school.	27%	47%	14%	5%	2%

Table 130
Middle Level
Student Report Card Survey
Number = 4,971

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our school is clean and well maintained.	19%	40%	23%	10%	5%
I am treated fairly by adults here at school.	15%	37%	26%	13%	8%
I am treated fairly by other students.	14%	38%	26%	12%	7%
I find my school work interesting.	7%	25%	35%	17%	13%
I understand the school work I am given.	17%	41%	28%	8%	3%
Our school rules are fair.	11%	28%	28%	17%	13%
My teachers treat me with respect.	21%	38%	25%	7%	5%
Students here treat me with respect.	13%	36%	28%	12%	8%
Our school rules are fairly enforced.	16%	31%	30%	12%	9%
I like school.	11%	25%	30%	13%	19%
I am safe at school.	18%	36%	28%	9%	7%
If I have a problem at school, I know where I can go for help.	25%	37%	21%	7%	6%
Have chances to participate in school activities.	33%	41%	18%	3%	3%
I use computers at school.	32%	33%	19%	7%	6%
The library/media center has the materials I need to do my school work.	20%	37%	25%	8%	5%
I feel welcome at school.	17%	39%	27%	7%	7%
I feel safe on the bus and at the bus stop.	17%	29%	29%	9%	11%

Table 131
Middle School Staff Report Card Survey Number = 272

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Indicate the extent to which you are satisfied with:					
Your job.	36%	44%	12%	5%	3%
Involvement in decision making at the school.	16%	35%	25%	17%	7%
The District curriculum.	9%	34%	33%	16%	8%
Opportunities for training on the district curriculum and materials.	13%	42%	28%	13%	4%
We are provided with adequate information before new practices or procedures are implemented.	10%	38%	28%	18%	6%
The principal and other staff provide me with the support I need when working with students.	43%	30%	16%	6%	5%
The principal and other staff provide me with the support I need with working with parents.	44%	29%	19%	4%	4%
The administrator(s) are approachable.	52%	30%	10%	4%	3%
The administrator(s) are available if I need help.	46%	32%	14%	4%	3%
The work load in this school is equitably divided.	16%	38%	23%	13%	11%
We have freedom in our selection of materials.	31%	46%	19%	2%	2%
I have freedom in selection of teaching materials.	33%	41%	22%	4%	1%
I have input in purchase of supplemental materials.	31%	37%	20%	7%	5%
Instruction here focuses on student success in meeting the District goals.	36%	49%	12%	2%	1%
The District curriculum is well defined.	15%	43%	28%	11%	5%
Teachers here work together effectively.	26%	44%	17%	9%	5%
Staff & teachers have good working relationships.	32%	44%	12%	9%	4%
Our school rules are fairly enforced.	30%	46%	13%	9%	2%
I feel safe at school.	44%	45%	6%	3%	2%
Students are safe here.	40%	50%	7%	2%	1%
School staff are treated with respect by students.	14%	49%	19%	12%	6%
Students are treated with respect by the staff.	37%	55%	6%	1%	0%
Conference/planning time is adequate.	32%	36%	21%	7%	4%
I integrate computers/technology into instruction.	25%	42%	25%	7%	1%
Library/media resources are adequate.	31%	44%	18%	7%	1%
Student's guidance and counseling are adequate.	32%	37%	18%	11%	3%
When I do good work it is recognized.	21%	33%	29%	11%	7%
Staff morale is high.	17%	36%	21%	16%	11%
We have good support from our parents.	13%	34%	29%	18%	6%
Students here are well behaved.	10%	45%	25%	16%	5%

Table 132
High School
Parent Report Card Survey
Number = 592

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When I think about how well our Anchorage Schools are doing, I am generally SATISFIED with:					
The performance of the Anchorage School District.	10%	36%	20%	11%	6%
The performance of my child’s school.	22%	40%	15%	6%	2%
The performance of my child’s teacher(s).	28%	44%	17%	5%	2%
When I think about what is being taught, I am generally SATISFIED with:					
The curriculum at our school.	19%	40%	14%	7%	2%
When I think about my relationship with the staff, School and information, I am SATISFIED with:					
My ability to get information on class and school activities.	27%	33%	13%	5%	2%
To what extent do you AGREE with each of the following statements.					
I have the ability to review school books and library materials.	16%	30%	26%	5%	2%
I am invited to make suggestions about the library materials to be included or excluded.	8%	17%	32%	11%	4%
I feel welcome at school.	30%	32%	13%	3%	1%
My child is safe at school.	18%	36%	14%	6%	2%
My child is safe on the way to and from school.	21%	37%	15%	6%	2%

Table 133
High School
Student Report Card Survey
Number = 5,850

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our school is clean and well maintained.	9%	24%	32%	23%	11%
I am treated fairly by adults here at school.	11%	35%	32%	14%	7%
I am treated fairly by other students.	14%	43%	30%	8%	4%
I find my school work interesting.	6%	24%	40%	19%	10%
I understand the school work I am given.	15%	43%	31%	7%	3%
Our school rules are fair.	8%	28%	33%	18%	11%
My teachers treat me with respect.	15%	42%	29%	9%	4%
Student here treat me with respect.	12%	41%	31%	9%	4%
Our school rules are fairly enforced.	10%	30%	34%	16%	9%
I like school.	10%	26%	34%	14%	14%
I am safe at school.	12%	34%	34%	11%	7%
If I have a problem at school, I know where I can go for help.	16%	39%	26%	9%	5%
Have chances to participate in school activities.	22%	44%	23%	6%	4%
I use computers at school.	23%	41%	21%	8%	4%
The library/media center has the materials I need to do my school work.	12%	34%	33%	10%	6%
I feel welcome at school.	12%	37%	35%	9%	5%
I feel safe on the bus and at the bus stop.	11%	25%	42%	7%	8%

Table 134
High School Staff Report Card Survey Number = 403

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Indicate the extent to which you are satisfied with:					
Your job.	34%	42%	16%	5%	3%
Involvement in decision making at the school.	17%	30%	30%	17%	7%
The District curriculum.	7%	31%	35%	18%	10%
Opportunities for training on the district curriculum and materials.	11%	39%	30%	14%	6%
We are provided with adequate information before new practices or procedures are implemented.	11%	32%	28%	18%	11%
The principal and other staff provide me with the support I need when working with students.	34%	35%	15%	11%	5%
The principal and other staff provide me with the support I need with working with parents.	36%	38%	17%	6%	4%
The administrator(s) are approachable.	46%	35%	10%	6%	3%
The administrator(s) are available if I need help.	37%	35%	17%	8%	3%
The work load in this school is equitably divided.	15%	31%	27%	17%	10%
We have freedom in our selection of materials.	34%	38%	17%	8%	2%
I have freedom in selection of teaching materials.	37%	37%	19%	6%	2%
I have input in purchase of supplemental materials.	30%	39%	21%	7%	4%
Instruction here focuses on student success in meeting the District goals.	26%	42%	27%	3%	2%
The District curriculum is well defined.	10%	44%	33%	11%	2%
Teachers here work together effectively.	23%	42%	22%	11%	2%
Staff & teachers have good working relationships.	25%	49%	15%	8%	3%
Our school rules are fairly enforced.	19%	27%	19%	23%	12%
I feel safe at school.	27%	44%	17%	9%	3%
Students are safe here.	23%	44%	20%	11%	3%
School staff are treated with respect by students.	12%	30%	25%	24%	10%
Students are treated with respect by the staff.	21%	59%	17%	2%	1%
Conference/planning time is adequate.	19%	39%	22%	16%	5%
I integrate computers/technology into instruction.	24%	44%	24%	6%	3%
Library/media resources are adequate.	17%	49%	22%	10%	3%
Student's guidance and counseling are adequate.	18%	42%	22%	16%	3%
When I do good work it is recognized.	15%	38%	23%	16%	8%
Staff morale is high.	8%	31%	30%	21%	11%
We have good support from our parents.	5%	31%	37%	20%	7%
Students here are well behaved.	6%	35%	29%	21%	10%

Question: What is the budgeting process?

Answer: Active involvement of all interested individuals in the annual budget development process is invited and encouraged. Community members' suggestions and input add much to the decision-making processes involved in developing the budget. Parents, other community members, staff members, and students may become involved in a number of ways. The parent/teacher organizations in the schools work closely with principals. Advisory groups and committees focus on a number of common concerns and interests. Many of these groups and committees make budget development suggestions and recommendations each year. The District also convened seventeen Budget Review Teams of more than 200 community members, school district employees and students who spent six weeks reviewing specific areas of the budget. They developed two tiers of prioritized lists of budget reduction recommendations that could be used to address projected budget shortfalls and further shortfalls if the voters statewide were to approve a "Tax Cap Initiative". The School Board conducts public hearings in January during which budget recommendations are reviewed and discussed in detail. Public testimony at these meetings is important and is strongly encouraged. Budget hearings are also cablecast on Channel 43 and a phone-in number is available to viewers so that questions can be answered on the air. The Anchorage Municipal Assembly conducts public hearing in March and sets the upper spending authorization of the budget and the amount of tax support.

If you would like more information on how to provide suggestions, or to contact the groups which are currently working with the School District, please contact the principal of your neighborhood school. You may also call the Public Affairs Office at 742-4153 for additional information and the contact telephone numbers for any of the groups in which you may be interested.

Discussion: The overall Anchorage School District budget provides for an expenditure of \$7,116 for each student. According to the State of Alaska School Report Card, Anchorage has less to spend per child than other Alaska Districts. The student population is stated with half-day kindergarten students on a full-time student equivalent (FTE) of .5 basis and full-day kindergarten students are included on a FTE of 1.0 basis.

Please examine the Anchorage School District Budget for a full accounting of expenditures including the costs associated with construction and food services.

Table 135

**1997-98 through 1999-00 Actual Expenditures,
2000-01 and 2001-02 Budgeted
for General Fund**

Year	Actual Expenditures General Fund	Student Population Full-Time Equivalence	Expenditures per Student FTE
2001-02	355,920,728*	50,020**	7,116
2000-01	332,918,008***	49,002	6,794
1999-00	322,981,709	48,553	6,652
1998-99	311,363,877	48,462	6,425
1997-98	299,749,387	47,613	6,296

* Budgeted
 ** Projected enrollment
 ***Unaudited

Question: How do the performances of individual schools vary on the indicators discussed in the profile?

Answer: While the overall District indicators are very positive with norm-referenced test performance and ACT/SAT scores for college bound seniors well above the national average and state benchmark and HSGQE results above the state averages, there are substantial differences in the test scores of individual Anchorage schools.

Some schools are boundary free, providing education with a special instructional flavor or philosophy for students drawn from throughout the community. Some schools have special programs which house groups of students with special needs. Some schools offer both school-within-a-school optional programs and the regular curriculum. Most schools are neighborhood schools reflecting the community in which they are located. Every school is unique.

Individual school profiles describe many of the factors that affect academic performance. Crowded schools and crowded classrooms, students who come from an impoverished environment, and high levels of student mobility are all factors which make the task of education more difficult. Adequate and uncrowded classrooms, stable attendance, and well-prepared students make the task easier.

The individual profiles show schools where positive achievement growth is the norm. Most Anchorage schools have levels of performance above the national average. The schools with lower performance tend to be those schools with the highest percentages of students qualifying for free and reduced-price lunch and the lowest stability in their student populations. But even in those schools where achievement is the most difficult, the majority of the students who continue from year to year make the expected one year or more of academic gain.

Discussion: Individual school profiles are expanded to include more information on each school. Elementary profiles now include school goals from individual school report cards, number of students retained, student membership and attendance, staffing, ethnicity, free lunch information, and stability information. The special programs offered in each school are identified. High schools have additional information on SAT/ACT scores, grades, and the rate at which students are earning credits.

While this is a detailed statistical profile, it still does not give a sense of the spirit and vivacity found in the individual schools. Only a visit to the school and dialogue with students and staff can provide a real sense of the vitality and character of an Anchorage school.

The focus on student achievement in the school profiles is not accidental. The focus reflects the School Board goals for improved achievement on the part of all students. There is a concern with both the status or current performance of schools and students and also the growth in performance of schools and students. Only by accelerating growth of students who lag behind, will they be able to catch up to meet state benchmarks and pass the High School Graduation Qualifying Exam.

The achievement indicators include norm-referenced test scores earned by students in the spring of 2001. There is also an examination of the growth of students who have continued in the school for a full year. Students who are counted as having a "Gain" or "Loss" have improved or lost 7 or more NCE points over the past year. Students who have moved from grade 6 to grade 7 and from grade 8 to grade 9 have, for the most part, actually changed school buildings but are included in measures of growth, since they are following the normal path.

Table 136 begins the section and provides a profile of performance across the District with which individual school performance might be compared. The first section of the table shows the areas where

school goals have been identified for elementary, middle, and high schools. The schools are charged to identify from two to five goals: one goal must address standards implementation and one goal must address reading. Detailed discussions of individual school goals and school accomplishments are available from the individual schools in the School Report Card for 2000-01. Schools must have goals, and progress toward those goals must be reviewed with members of the community each year to fulfill District and state requirements.

The second section shows average percentile rank scores and the progress made by students who have continued from one year to the next. Average scores for the District are above the expected 60th percentile. While this does not mean that an individual student is "above average," it means that, on the whole, Anchorage students do quite well. At all grade levels, more than 64 percent of the continuing Anchorage students are showing the expected full year or more of academic growth as measured on the norm-referenced tests.

The third section shows the five-year historical profile of scores in Total Reading, Total Language Arts, and Total Mathematics at grades 4 and 7. There is a consistent pattern of scores which show strong academic achievement. The above-average norm-referenced test performance is consistent with the above-average ACT/SAT history of our college bound students.

The last section shows the "Proficient" or "Not Proficient" placement of 10th, 11th and 12th grade students taking the High School Qualifying Exam in March 2001. Each grade and combined results are listed by number and percent for each of the three parts of the exam; Reading, Writing, and Math.

Elementary retention rates, free and reduced-price lunch program participation, progress made by students toward graduation, graduation rate, and the stability and mobility of the district population all support a positive overall image of the Anchorage School District. Examination of these figures for the individual schools shows that there is a great deal of variation among programs and student populations.

Many Anchorage schools have large numbers of students who come from low income homes. Some schools have notable numbers of new students each year. These are the schools where the task of education is the most difficult and where teachers have to work hardest to help students catch up and keep up with what is expected. Schools with the greatest needs also often have additional support from special programs such as Even Start, Title I, Bilingual Education and Migrant Education. Examination of the District and individual school profiles provides insight into the size, diversity, and achievement of the Anchorage School District - one of the 100 largest public school districts in the United States.

Table 136

Anchorage School District Overview

The **Anchorage School District's** mission is to educate students for success in life.

SCHOOL GOALS	
Goal	Level of Achievement
Increase academic excellence.	Partially Attained
Establish a supportive learning environment.	Attained
Ensure public accountability.	Attained

BUDGET*	
1999-2000 Actual Expenditures	\$322,981,709
2000-01 Actual Expenditures (unaudited)	\$332,918,008
2001-2002 Budgeted Expenditures	\$355,920,728
*Dollars budgeted or expended are general fund only.	

School Report Card Statement

The Anchorage School Board, Superintendent and District staff committed that:

- all students will acquire basic skills and strategies to read independently by the end of the third grade.
- all students will show measurable success and increased achievement at each successive grade level in math, reading and writing conventions including spelling.
- student performance standards will be adopted in the areas of Reading, Mathematics and Language Arts.

Anchorage School District Characteristics

SCHOOL MEMBERSHIP				
September 30, 2000 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
26,966	Elementary	Elem	4,921	3,239
7,848	Middle Level	Midd/High	3,724	1,690
13,535	High School			

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
45,810.9	49,102.1	93.3%

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/ Assistant Principals	117.5	Special Ed. Aides	98.2
Classroom Teachers	2,024.7	Title I Coordinators	12.5
Librarians	75.5	Bilingual Tutors	35.1
Special Education Teachers	379.7	Indian Ed. Tutor/Counselor	17.3
Pre-School Teachers	8.5	Library Aides	1.4
Art Teachers	62.1	Title I Tutor/TA	4.3
Music Teacher	68.4	Title I Parent Worker	12.5
Physical Ed. Teacher	58.2	Teacher Assistants/Aides	59.9
Gifted Teacher	27.1	Pre-School Aides	8.0
Bilingual Teachers	34	Interpreter	3.0
Counselors	70.3	Title VII Specialist	1.0
Nurses	70.6	Title VII Secretary/FSSC	.5
ROTC Teacher	6.0	Clerical Support	241.9
Technology Teacher	2.2	Custodians	274.8
Support Teachers	3.0	International Tutors	9.0
Indian Ed Teacher	1.0	Speech Tutor	7.5
Special Education Counselor	1.0	Indian Ed Supervisor	1.0
		Computer TA	.6
		Parent Literacy Coordinator	.5
Special Programs: Bilingual Ed., Title I, Title VII, Slingerland for grades 1-6, Full day Kindergarten, Intensive needs sites, Indian Ed., Migrant Ed., Computer Labs, Gifted sites, Community Schools, Open Optional, Special Ed Pre-School, Breakfast Program, partial Spanish Immersion, Japanese Immersion, Back-to-Basics (ABC), Montessori K-6, Underachieving, Children in Transition, Resolving Conflicts creatively (RCCP)			

Anchorage School District Characteristics

ETHNICITY REPORT - OCTOBER 2000							
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority	School Total
30,886	4,227	6,177	4,760	2,754	695	18,613	49,499
62%	9%	12%	10%	6%	1%	38%	

FREE-REDUCED-PRICE LUNCH INFORMATION				
<u>Year</u>	<u>School Level</u>	<u>Number in Attendance Area</u>	<u>Number of Children from Low Income Families*</u>	<u>Percent of Children from Low Income Families*</u>
2000-01	Elementary	27,508	8,953	33%
	Middle Level	7,554	1,796	24%

* Estimate of children from low income families is based on Free-Reduced-lunch Program.

RETENTION REPORT										
Grade Repeated	K	1	2	3	4	5	6	7	8	Total
Number Not Promoted	94	74	25	17	11	16	18	231	209	695
Percent Not Promoted	2.6%	1.9%	.6%	.4%	.2%	.3%	.5%	5.7%	5.6%	2.2%

TOTAL DROPOUT RATES							
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Enrollment	7,008	5,155	4,576	2,987	32,799	889	53,414
Final Dropouts	408	186	169	107	757	21	1,648
Percent Dropouts	5.82%	3.61%	3.69%	3.58%	2.31%	2.36%	3.09%

STABILITY RATES OF STUDENTS							
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Other	Total
Number	7,008	5,155	4,576	2,987	32,798	889	53,413
% in One Sch.	67.4%	80.7%	76.4%	77.2%	84.1%	66.3%	80.2%
% in Same Sch.	51.4%	57.5%	52.9%	56.4%	60.5%	28.6%	57.6%

Anchorage School District Achievement

BENCHMARK SCORES MARCH 2001								
	Advanced		Proficient		Below Proficient		Not Proficient	
Students	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 3								
Reading	629	16%	2,202	57%	545	14%	485	13%
Writing	228	6%	1,958	51%	1,294	34%	382	10%
Math	1,185	31%	1,416	37%	785	20%	460	12%
Grade 6								
Reading	1,680	45%	1,092	29%	638	17%	302	8%
Writing	923	25%	1,976	53%	721	19%	95	3%
Math	1,235	34%	1,225	33%	555	15%	671	18%
Grade 8								
Reading	2,403	68%	649	18%	247	7%	225	6%
Writing	840	24%	1,667	47%	944	27%	65	2%
Math	396	11%	1,112	32%	1,418	41%	534	15%

**Cat Percentile Rank Scores
and Number Tested**

SUBTEST		GRADE	
		4	7
Reading Vocabulary	%ile	62	55
	No.	3,798	3,782
Reading Comprehension	%ile	59	65
	No.	3,802	3,779
Total Reading	%ile	62	61
	No.	3,794	3,775
Language Mechanics	%ile	58	66
	No.	3,796	3,785
Language Expression	%ile	59	54
	No.	3,786	3,777
Total Language	%ile	60	61
	No.	3,763	3,757
Math Computation	%ile	61	67
	No.	3,796	3,760
Math Concepts and Applications	%ile	66	66
	No.	3,789	3,755
Total Mathematics	%ile	66	68
	No.	3,773	3,750
Total Battery	%ile	64	65
	No.	3,685	3,627
Study Skills	%ile	65	55
	No.	3,763	3,749
Spelling	%ile	52	48
	No.	3,804	3,779
Science	%ile	60	66
	No.	3,769	3,757
Social Studies	%ile	54	67
	No.	3,761	3,752

Anchorage School District Achievement

<u>Test</u>	<u>Students/Subject</u>	<u>SAT/ACT</u>				
		<u>00-01</u>	<u>99-00</u>	<u>98-99</u>	<u>97-98</u>	<u>96-97</u>
	No. Graduates	2,422	2,334	2,588	2,303	2,319
SAT	Percent Tested	57%	60%	57%	56%	58%
	Verbal	517	524	523	526	522
	Math	522	530	530	533	527
ACT	Percent Tested	27%	30%	25%	26%	26%
	English	21.6	22.3	22.2	22.5	21.8
	Math	23.0	24.1	23.4	23.9	23.6

PROGRESS TOWARD GRADUATION				
<u>Area</u>	<u>Average Credits Earned</u>			
	<u>9th</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>
Language Arts	0.88	0.88	0.97	0.94
Mathematics	0.82	0.80	0.70	0.37
Science	0.84	0.83	0.78	0.47
Social Studies	0.82	0.87	0.94	0.99
Others	1.82	1.81	1.79	2.04
Total	5.18	5.19	5.18	4.81

Anchorage School District Achievement

CONTINUING STUDENTS IN ONE SCHOOL SPRING 2000-01 EXPECTED GAIN							
Gr.	Area	Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	2000 Mean	2001 Mean
4	Reading	2,688	28.4	38.4	33.2	64	65*
	Lang. Arts	2,679	23.6	33.5	42.9	57	64*
	Math	2,673	27.6	33.5	38.9	66	70*
7	Reading	2,725	21.3	42.1	36.7	59	64*
	Lang. Arts	2,714	35.4	38.5	26.0	67	63*
	Math	2,694	31.4	41.1	27.6	72	71*

* Indicates Significant Difference in Means at .05 level.

Anchorage School District Achievement

CONTINUING STUDENTS IN DISTRICT SPRING 2000-01 EXPECTED GAIN							
Gr.	Area	Number Tested	% Achieved Less Than One Year's Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	2000 Mean	2001 Mean
4	Reading	3,217	23.8	38.5	33.2	62	64*
	Lang. Arts	3,202	22.9	33.1	44.0	54	62*
	Math	3,203	27.2	33.6	39.2	63	68*
7	Reading	3,241	21.2	42.0	36.8	58	63*
	Lang. Arts	3,220	35.8	38.4	25.8	66	62*
	Math	3,208	31.1	40.8	28.1	71	70*

* Indicates Significant Difference in Means at .05 level.

Anchorage School District Achievement

HISTORICAL PERFORMANCES						
CAT PERCENTILE RANK SCORES 1996-97 THROUGH 2000-01						
Grade	Area	00-01	99-00	98-99	97-98	96-97
4	Total Reading	62	61	60	63	64
	Total Lang. Arts	60	60	59	63	63
	Total Mathematics	66	68	65	67	69
	Total Battery	64	64	62	65	66
7	Total Reading	61	64	62	64	64
	Total Lang. Arts	61	62	66	62	60
	Total Mathematics	68	65	64	65	66
	Total Battery	65	65	64	65	64

HSGQE SCORES MARCH 2001				
	Proficient		Not Proficient	
Students	Number	Percent	Number	Percent
Grade 10				
Reading	2007	66%	1016	34%
Writing	1482	46%	1706	54%
Math	1501	46%	1727	54%
Grade 11				
Reading	93	21%	359	79%
Writing	191	20%	776	80%
Math	291	22%	1016	78%
Grade 12				
Reading	19	34%	36	66%
Writing	14	18%	63	82%
Math	14	17%	70	83%
COMBINED				
Reading	2119	60%	1411	40%
Writing	1687	40%	2545	60%
Math	1806	39%	2813	61%