

Question: What is the Profile of Performance?

Answer: The Profile of Performance is the Anchorage School District (ASD) 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. The report incorporates information that can be used to address identified “achievement gaps” among ethnic groups. In compliance with new federal and state requirements, district and school-level disaggregations based on specified student characteristics: ethnic, gender, low income, limited English, migrant, disabled, and gifted must be reported each year. District level disaggregations can be found in Part I of this report. Part II of the report profiles each of the Anchorage schools. Disaggregated data are provided for each school.

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 2001-2002 school year. It includes a summary of district performance on critical achievement indicators, examination of the district-wide performance of students by subgroups, and results of a survey of the satisfaction of students, parents, and staff with school district programs. Part II includes profiles for each school in the District with information on the attainment of school goals, staff and student demographics, and student academic achievement at the school. Student performance is disaggregated by racial-ethnic groups.

The district and schools' budgets and expenditures are provided 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 ASD are available from the Office of Business Management. For additional information, please call (907) 472-4369.

Individual School Report Cards provide more information on school goals, the activities undertaken at the school to reach those goals, and an assessment of the success of those activities. These reports are available at each school and from the Assessment office. This information is reported to the State of Alaska Department of Education and Early Development (DEED) as part of the annual District report in June each year.

The Profile of Performance is presented in 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. The complete Profile of Performance will be available on the district website at <http://www.asdk12.org> by late November 2002.

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

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 and criterion referenced basic skill achievement tests, locally developed Writing Assessment and sixth grade Pre-Algebra placement tests, and the ACT and SAT results for graduating seniors who elect to take college entrance exams. Demographic descriptors and trends are reviewed prior to the achievement measures to provide a more complete picture of the ASD.

Discussion: ASD performance is assessed using multiple measures. First, the demographic characteristics of the students served in the District in 2001-2002 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. 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.

State-level assessments include Benchmark assessments in grades three, six and eight in reading, writing, and math, the High School Graduation Qualifying Exam (HSGQE), and the TerraNova California Achievement Test (TerraNova/CAT/6), a norm-referenced test given in grades four, five, seven and nine.

The Alaska State Benchmark Exams assess student proficiency in the areas of reading, writing, and math. Benchmark assessments are untimed, criterion-referenced tests developed specifically for Alaska to measure whether students are achieving state-wide academic standards. There are three types of questions used in the benchmark assessments: multiple choice, constructed response, and extended response. Students demonstrate one of four different levels of performance on each subject area test: advanced, proficient, below proficient and not proficient. Benchmark 1 is the standards-based assessment given to students in grade three. This test assesses concepts that students have covered beginning in kindergarten. Benchmark 2 is administered to students in grade six and covers content taught beginning in grade three. Benchmark 3 is given to students in grade eight and includes information taught to students between grades five through eight.

Students in grades four, five, seven and nine take the TerraNova/CAT/6. This is a multiple choice, nationally normed standardized test that covers skills in reading, reading vocabulary, language arts, language mechanics, mathematics, mathematics computation, science, social studies, and spelling. The TerraNova/CAT/6 was administered to 15,306 students in grades four, five, seven and nine in March 2002. The tests were given to between 94% and 99% of the students in four grades. The Federal No Child Left Behind legislation requires 95% participation. Little work will be required to meet this first and essential quality indicator at grade nine. All other grades met the standard.

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. In addition, they allow the tracking of changes and performance. Samples of individual tests are available for review at the ASD Assessment and Evaluation Office. Students are tested to determine year-to-year growth and to provide an annual objective measure of performance to parents.

The Anchorage Writing Assessment at grades five, seven and nine provides information on how well students are meeting District expectations on the traits of good writing. The assessment takes place at the beginning of the 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 six students take a local Pre-Algebra qualification test to help with seventh grade math placement. The test is designed by District teachers to identify students who are ready for Pre-Algebra placement in grade seven. The test is keyed to the ASD Math curriculum and provides a measure of the attainment of advanced Math skills across the District. An analysis performed in 2001-2002 of the correlation of the Pre-Algebra test items with the sixth grade Benchmark test showed that the Benchmark test could be used as accurately for student placement. Therefore, the local test will be replaced by the data gathered from the sixth grade Benchmark examination in mathematics during the 2002-2003 school year.

**Table 1
Timeline
Local, State and National Assessments**

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Local						WA	PA	WA		WA			
State	DP	DP*		BE			BE		BE		HS	HS*	HS*
National					TN	TN		TN		TN			

BE - State Benchmark Exam. Tests skills in reading, writing and mathematics. Based on State standards.

DP - Developmental Profile, a State assessment of school readiness given to all students entering kindergarten and new-to-district first graders (*).

HS - High School Graduation Qualifying Examination (HSGQE). A State assessment of skills high school graduates are expected to have. Reading, writing and mathematics are tested and students must pass all three portions of the test prior to earning a high school diploma. Students may begin taking the exam in grade ten and have eleven opportunities to pass all portions (*).

PA - Pre-Algebra Qualifying Exam. A local assessment of sixth grade math students.

TN - TerraNova/CAT/6 Exam. A nationally normed test given to students at grades four, five, seven and nine. Required by the State of Alaska.

WA - Anchorage Writing Assessment. A locally developed test of student ability in six traits of good writing.

Question: What are the characteristics of the student population served by the Anchorage School District in 2001-2002?

Answer: The ASD is one of the largest school districts in the United States in terms of enrollment. Over 49,655 students enrolled in Anchorage schools in September 2001. The student population in 2001-2002 was 156 students higher than it was at the same time the prior year and is projected to reach 50,000 for the 2002-2003 school year.

The Anchorage student population reflects the changing Anchorage community. The majority group in the District continues to be Caucasian. Students whose ethnic background is other than Caucasian accounted for 40 percent of the total student population in 2001-2002.

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. Three out of ten of the District's elementary students (35%) were eligible for subsidized lunches based on family income. In some Anchorage schools, more than 80 percent of the students qualify for assistance.

The Anchorage student population included a significant number of students with special needs who are eligible for special education services and 2,475 students who received gifted education services. The numbers of students who received special education service are listed by category in Table 4.

There has been steady growth in the number of Anchorage students receiving special program services. The membership of students who received Bilingual, Migrant, Title I and Indian Education services is presented in Table 5.

Discussion: Table 2 provides a five-year review of the membership in the District at the beginning of the school year, presented by racial-ethnic group. This snapshot view includes every student enrolled in a District school by September 30 of the year shown.

The non-Caucasian population makes up over 40 percent of the total student population and is growing. In 1996-1997, non-Caucasians made up 30 percent of the total population. All non-Caucasian racial-ethnic populations have grown in absolute numbers over the past five years.

Table 2
Anchorage School District
Beginning of Year Membership
1996-1997 to 2001-2002

Year	Data Type	American Native	Asian/Pacific Islander	African Am.	Hispanic	Caucasian	Other	Total
01-02	Number	6,267	5,038	4,234	2,897	29,978	1,241	49,655
	Percent	13%	10%	9%	6%	60%	2%	100%
00-01	Number	6,177	4,760	4,227	2,754	30,886	695	49,499
	Percent	12%	10%	9%	6%	62%	1%	100%
99-00	Number	5,950	4,460	4,263	2,665	31,759	197	49,294
	Percent	12%	9%	9%	5%	64%	0.4%	100%
98-99	Number	5,893	4,299	4,334	2,250	32,551	N/A	49,597
	Percent	11%	9%	9%	5%	66%	N/A	100%
97-98	Number	5,644	3,819	4,234	2,381	32,557	N/A	48,635
	Percent	12%	8%	9%	5%	67%	N/A	100%
96-97	Number	5,392	3,558	4,182	2,233	32,546	N/A	47,911
	Percent	11%	7%	9%	5%	70%	N/A	100%

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). The impact of mobility is reflected in the lower test scores of mobile students highlighted later in the report.

Graph 1

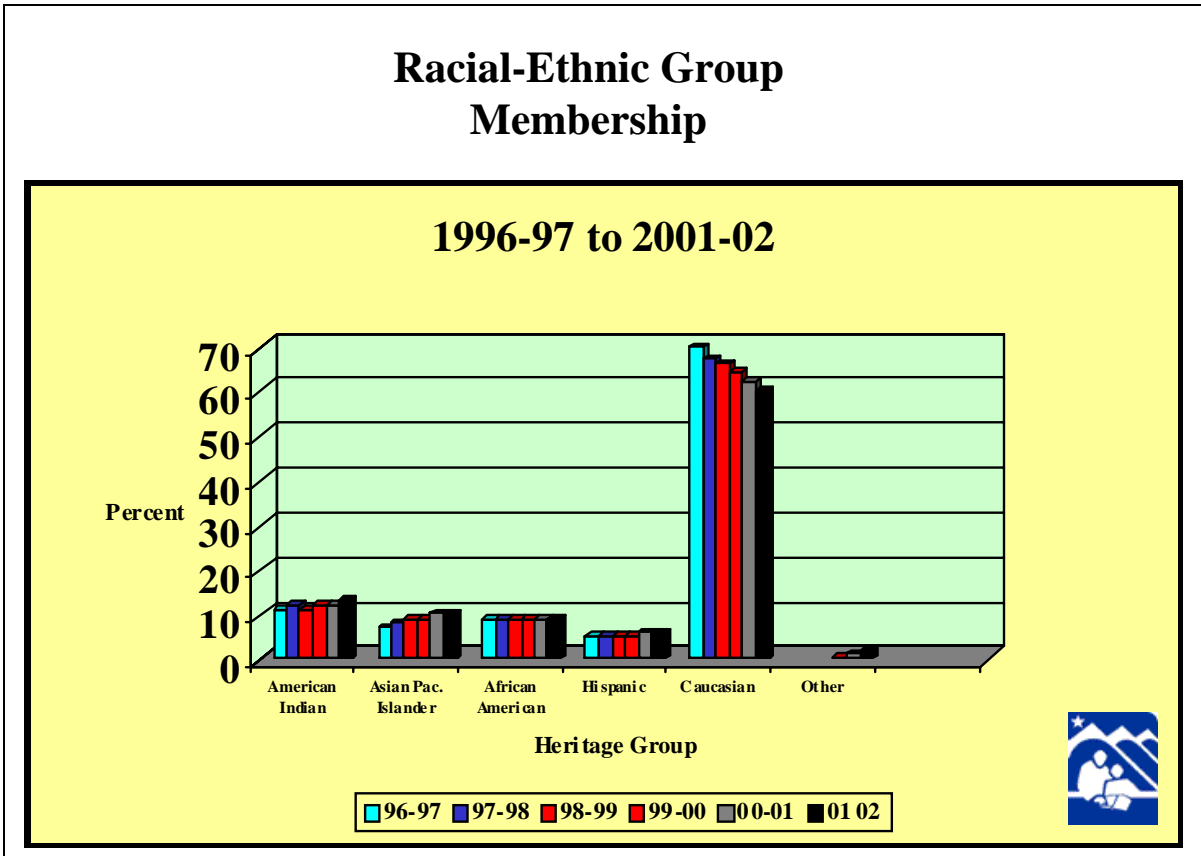


Table 3

**Anchorage School District
Elementary
Free/Reduced-price Lunch Information**

Year	Number of Children Enrolled Sept. 30	Estimate of Number of Children from Low Income Families	Percent of Children from Low Income Families
2001-02	27,810	9,863	35%
2000-01	27,508	8,953	33%
1999-00	27,629	8,786	31%
1998-99	27,788	8,836	31%
1997-98	27,706	8,366	30%
1996-97	26,771	8,256	31%

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

Table 3 displays the proportion of the elementary student population participating in the free or reduced-price lunch program. This variable is an indicator of the socio-economic status of the District's student population. One in three of the District's elementary students was eligible for free or reduced-price lunch. In addition to the lunch program, a breakfast program was available in twenty-five elementary schools and eight middle schools. The number of children qualifying for free and reduced price lunch was at a six year high.

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 2001-2002, reduced-price meals were available to individual students with a family income at or below \$19,851. Free meals were available to a single student with a family income at or below \$13,949. As family size increases, the allowable income increases by \$6,993 for reduced-price meals and \$4,914 for free meals. Allowable income level increased by about 1 percent last year because of the increased cost of basic living expenses in Anchorage.

Table 4
Special Need Population
1997-1998 to 2001-2002
Active Membership at End of School Year

Special Education Identification	Number of Students				
	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>	<u>00-01</u>	<u>01-02</u>
Mentally Retarded	275	304	290	321	338
Specific Learning Disability	4,520	4,411	4,180	4,038	4,151
Emotionally Disturbed	410	420	413	383	424
Orthopedically Handicapped	37	32	31	30	27
Speech Impaired	1,259	1,236	1,227	1,157	1,253
Visually Impaired	16	15	15	17	17
Health Impaired	208	228	226	291	407
Hard of Hearing	119	106	99	84	74
Deaf	37	41	39	45	85
Deaf-Blind	2	1	1	2	2
Multi-handicapped	241	239	224	229	222
Developmental Delayed	293	344	356	319	399
Traumatic Brain Injury	39	36	35	33	38
Autism	82	93	95	106	139
Gifted	2,270	2,089	1,893	1,971	2,475
Total	9,808	9,595	9,124	9,026	10,051

Table 4 shows the distribution of special need students by identification increased in 2001-2002 to 10,051.

Table 5 shows the number of students served by specially funded programs for the District over the past five years. Some students qualify for and 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
Anchorage School District
Five-Year Special Programs Population
Active Membership at End of School Year

Areas of Need	Number of Students				
	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>	<u>00-01</u>	<u>01-02</u>
Bilingual	2,731*	3,053*	3,230*		
Not English Proficient	602*	545*	544*	850	1,073
Limited English Proficient				3,637	4,040
Proficient				1,340	1,454
Migrant Eligible Students	1,334	1,467	1,503	1,504	1,610
(Actually receiving service)	545	617	966	694	921
Title I/Chapter I Students					
Targeted Assistance Schools	386	486	401	280	315
School wide Programs	5,415	6,252	5,543	5,199	7,946
Homeless Program	1,058	1,495	1,407	1,523	1,850
Neglected and Delinquent	198	199	237	212	214
Indian Education Eligible Students	1,908	2,815	2,195	2,488	2,698
(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 who have limited proficiency in English (LEP). This situation places special demands on these students to master 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 increased. The number of students who participated in the program in 2001-2002 is a reflection of a variety of factors such as program availability and student clusters.

The demographic information examined in Tables 2 through 5 shows that the ASD provided a variety of services to a large number of students from differing backgrounds.

Question: How did Anchorage students perform on the norm-referenced tests administered in March of 2002?

Answer: Norm-referenced tests are a tool for assessing group and individual 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 2001-2002 included grades four, five, seven and nine.

The percentile rank scores for all students in grades four, five, seven and nine ranged from 53rd percentile in grade four to 65th percentile in grade nine. This is aggregated data and does not reflect variations in achievement patterns for subgroups.

Reading, Language Arts, and Mathematics composite scores are indicators of student achievement. The Anchorage average scores are above the national average of the 50th percentile. Between 94 and 98 percent of Anchorage students in grades four, five, seven and nine (15,306 students), took the TerraNova/Cat/6 tests last year (Table 6). Skill in reading is a basic factor in determining student success in all educational areas. The TerraNova/CAT/6 tests include both vocabulary and reading comprehension. Language Arts Composite items focus on the mechanics of writing and recognition of errors. Mathematics items focus on basic math operations and problem solving.

New federal requirements 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 7 shows the average performance of students in grades four, five, seven and nine on the Reading Composite, Language Arts Composite, Mathematics Composite, and Total scores of the TerraNova/Cat/6 tests. With an average of 97.6% percent of the students tested, the scores accurately represent student achievement in ASD.

Anchorage scores in all of the basic skills areas were above the national average of the 50th percentile. The individual grade level performances on the Total scores are at the 53rd - 65th percentile.

Table 8 shows the average scores on the two sections of the TerraNova/CAT/6 test that are combined to produce the Reading Composite score: Vocabulary and Reading. The TerraNova/CAT/6 Vocabulary test emphasizes understanding words within context while Reading Comprehension includes both the direct recall of specific facts and making inferences based on knowledge gained through reading. Anchorage students scored consistently better than the national average of the 50th percentile on both Vocabulary and Reading. Performance on Reading Comprehension ranged from the 53rd to the 65th percentile, and Vocabulary ranged from the 54th to 60th percentile.

Table 9 shows the average scores on the two sections of the TerraNova/CAT/6 test that are combined to produce the Language Arts Composite score: Mechanics and Language. The Mechanics test measures recognition of the rules of good punctuation. The Language test measures sentence construction and effective use of language. ASD students ranged from 51st to the 62nd percentile in the Language Arts area.

Table 10 shows the average scores on the two sections of the TerraNova/CAT/6 test that are combined to produce the Total Math score: Math and Math Computation. The Math Computation test focuses on the basic math operations and checks the ability to manipulate numbers. The Math 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 were at or above the national average in both Math and Math Computation at every grade. The Math scores ranged from the 50th to the 62nd percentile. The Total Math scores ranged from the 53rd to the 65th percentile.

Table 11 shows the breakdown of scores in Reading, Language Arts, Mathematics and on the Total Score 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 is a positive result on a norm-referenced achievement test.

The five-year history tables, Tables 12 through 17, 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 up slightly while in other areas like Math they have gone down a little. The changes are small and reflect stable performance across all areas.

This was the sixth year that some students in the Anchorage School District took norm-referenced CAT tests. The Science and Social Studies tests measure a student's ability 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. On the Spelling test, students must identify common words that are correctly or incorrectly spelled.

Tables 15, 16 and 17 present the TerraNova/CAT/6 Science, Social Studies, and Spelling information. Science scores were at the 44th - 62nd percentile in 2001-2002. Social Studies performance was at the 45th - 60th percentile. Spelling performance was between the 51st and 57th percentile.

Table 17 present the TerraNova/CAT/6 Spelling scores. Anchorage Spelling scores are generally close to the national average of 50. They were at the 51st - 57th percentile in 2001-2002. Spelling continues to be the area of lowest performance for the ASD student on the TerraNova/CAT/6 tests.

For 2001-2002, TerraNova/Cat/6 scores were disaggregated by ethnicity, gender and special populations. The scores show some gaps in achievement and will provide data for school and district academic improvement, as measured by annual yearly progress (Tables 18-53, Graphs 2-13, pages 19-42). The discussion of the disaggregated test data begins on page 18.

Table 6
Anchorage School District
Percent Tested by Grade
March 2002

Grade	February Enrollment	Number Tested	Percent Tested
3	3,818	3,740	98%
4	4,148	4,062	98%
5	4,002	3,933	98%
6	4,091	4,044	99%
7	3,990	3,917	98%
8	3,901	3,806	98%
9	3,604	3,392	94%

Table 7
Percentile Rank Scores and
Number of Students Tested
TerraNova/CAT/6
Spring 2002

Grade Level		Reading Composite	Language Arts Composite	Mathematics Composite	Battery Composite
4	Percentile	55	56	53	53
	Number Tested	4,025	4,025	4,026	4,047
5	Percentile	57	56	54	57
	Number Tested	3,911	3,913	3,917	3,922
7	Percentile	58	58	59	60
	Number Tested	3,853	3,857	3,876	3,878
9	Percentile	64	62	65	65
	Number Tested	3,278	3,284	3,291	3,333

Table 8
Anchorage School District
Breakdown of TerraNova/CAT/6 Percentile Reading Scores
by Sub-Test Area -- Spring 2002

Grade Level		Reading	Reading Vocabulary	Reading Composite
4	Percentile	53	55	55
	Number Tested	4,064	4,036	4,025
5	Percentile	58	54	57
	Number Tested	3,929	3,920	3,911
7	Percentile	61	54	58
	Number Tested	3,905	3,885	3,853
9	Percentile	65	60	64
	Number Tested	3,391	3,331	3,278

Table 9
Anchorage School District
Breakdown of TerraNova/CAT/6 Percentile Language Arts Scores
by Sub-Test Area -- Spring 2002

Grade Level		Language	Language Mechanics	Language Composite
4	Percentile	53	58	56
	Number Tested	4,062	4,038	4,025
5	Percentile	58	53	56
	Number Tested	3,929	3,923	3,913
7	Percentile	62	51	58
	Number Tested	3,903	3,895	3,857
9	Percentile	62	58	62
	Number Tested	3,390	3,342	3,284

Table 10
Anchorage School District
Breakdown of TerraNova/CAT/6 Percentile Mathematics Scores
by Sub-Test Area -- Spring 2002

Grade Level		Math	Math Computation	Math Composite
4	Percentile	50	54	53
	Number Tested	4,057	4,039	4,026
5	Percentile	52	52	54
	Number Tested	3,933	3,924	3,917
7	Percentile	56	59	59
	Number Tested	3,917	3,903	3,876
9	Percentile	62	65	65
	Number Tested	3,392	3,338	3,291

Table 11
Quartile Distribution of
Students' Individual Performances
TerraNova/CAT/6 -- Spring 2002

Grade Level		Reading Composite	Language Arts Composite	Mathematics Composite	Total Score
4	Quartile 4	28.0	31.3	24.7	27.4
	Quartiles 2 and 3	53.3	48.8	55.2	50.9
	Quartile 1	18.7	19.9	20.2	21.7
5	Quartile 4	29.1	26.6	23.1	29.8
	Quartiles 2 and 3	52.6	56.3	57.9	52.9
	Quartile 1	18.3	17.1	19.0	17.4
7	Quartile 4	32.9	29.3	31.8	34.2
	Quartiles 2 and 3	49.2	55.3	52.0	50.6
	Quartile 1	17.9	15.4	16.1	15.2
9	Quartile 4	35.7	32.9	38.5	37.6
	Quartiles 2 and 3	51.8	56.1	49.4	51.1
	Quartile 1	12.5	11.0	12.0	11.4

Table 12
Five-Year History
Percentile Rank Scores
CAT* Reading Composite -- Spring 1997 through Spring 2002 -- Grades 3 through 11

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
2001-02	Percentile	-	55	57	-	58	-	64	-	-
	Number Tested	-	4,025	3,911	-	3,853	-	3,278	-	-
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

*Prior to 2001-02 students took the CAT/5 test. 2001-02 students took the TerraNova/CAT/6 test.

Table 13
Five-Year History
Percentile Rank Scores
CAT* Language Arts Composite -- Spring 1997 through Spring 2002 -- Grades 3 through 11

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
2001-02	Percentile	-	56	56	-	58	-	62	-	-
	Number Tested	-	4,025	3,913	-	3,857	-	3,284	-	-
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

*Prior to 2001-02 students took the CAT/5 test. 2001-02 students took the TerraNova/CAT/6 test.

Table 14
Five-Year History
Percentile Rank Scores
CAT* Mathematics Composite -- Spring 1997 through Spring 2002 -- Grades 3 through 11

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
2001-02	Percentile	-	53	54	-	59	-	65	-	-
	Number Tested	-	4,026	3,917	-	3,876	-	3,291	-	-
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

*Prior to 2001-02 students took the CAT/5 test. 2001-02 students took the TerraNova/CAT/6 test.

Table 15
Five-Year History
Percentile Rank Scores
CAT* Science -- Spring 1997 through Spring 2002 -- Grades 3 through 11

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
2001-02	Percentile	-	44	46	-	52	-	62	-	-
	Number Tested	-	4,048	3,929	-	3,905	-	3,382	-	-
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

*Prior to 2001-02 students took the CAT/5 test. 2001-02 students took the TerraNova/CAT/6 test.

Table 16
Five-Year History
Percentile Rank Scores
CAT* Social Studies -- Spring 1997 through Spring 2002 -- Grades 3 through 11

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
2001-02	Percentile	-	45	49	-	60	-	58	-	-
	Number Tested	-	4,042	3,921	-	3,899	-	3,338	-	-
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

*Prior to 2001-02 students took the CAT/5 test. 2001-02 students took the TerraNova/CAT/6 test.

Table 17
Five-Year History
Percentile Rank Scores
CAT* Spelling -- Spring 1997 through Spring 2002 -- Grades 3 through 11

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
2001-02	Percentile	-	51	51	-	51	-	57	-	-
	Number Tested	-	4,041	3,922	-	3,900	-	3,329	-	-
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

*Prior to 2001-02 students took the CAT/5 test. 2001-02 students took the TerraNova/CAT/6 test.

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 Caucasian, this group dominates the statistical average of overall District performance. There are substantial differences among the various ethnic groups, with the Caucasian 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 18 to 23), Asian/Pacific Islander (Tables 24 to 29), African-American (Tables 30 to 35), Hispanic (Tables 36 to 41), Caucasian (Tables 42 to 47), and Other (Tables 48 to 53) 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 four, five, seven and nine.

Test scores are followed by the number and percentage of elementary children from low income families. A breakdown of middle/high school credits and grade point averages, a breakdown of middle/high school grades by subject area, and annual counts of school year dropouts from 1996-1997 through 2001-2002 are reflected in tables 71 through 84..

The tables show that there was a substantial disparity among the groups on both academic and economic indicators. Minority students on average had lower test scores. Minority students were twice as likely to be from low-income families. Dropout rates were notably higher than the District average for American Native, African-American, 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 were consistent across grades, credits earned, and test scores. A high proportion of minority students, better than 40 percent, qualified 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 18
Anchorage School District
American Native
Reading Composite CAT6 Results
Spring 2002

Grade	Number Tested	Percentile Tested
4	540	36
5	526	37
7	482	34
9	348	46

Table 19
Anchorage School District
American Native
Language Arts Composite CAT6 Results
Spring 2002

Grade	Number Tested	Percentile Tested
4	538	37
5	523	39
7	481	39
9	345	48

Table 20
Anchorage School District
American Native
Mathematics Composite CAT6 Results
Spring 2002

Grade	Number Tested	Percentile Tested
4	534	36
5	524	38
7	473	44
9	345	54

Table 21
Anchorage School District
American Native
Total Score CAT6 Results
Spring 2002

Grade	Number Tested	Percentile Tested
4	534	32
5	524	38
7	473	41
9	345	49

Table 22
Anchorage School District
American Native
Percentile Rank Scores Corresponding to
Average (Mean) NCE Scores
CAT 1997-1998 to 2001-2002

Gr.	Area	01-02		00-01		99-00		98-99		97-98	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	-	-	-	-	486	39	477	39	433	38
3	Language Arts	-	-	-	-	488	32	469	31	430	29
3	Mathematics	-	-	-	-	481	45	476	41	436	42
3	Total Score	-	-	-	-	467	37	464	36	424	33
4	Reading	540	36	523	43	506	39	453	39	394	39
4	Language Arts	538	37	518	41	503	36	454	38	392	42
4	Mathematics	534	36	520	49	503	46	450	47	396	50
4	Total Score	534	32	502	43	498	39	442	40	388	41
5	Reading	526	37	-	-	462	36	404	37	380	37
5	Language Arts	523	39	-	-	459	45	408	46	379	48
5	Mathematics	524	38	-	-	459	43	404	46	376	44
5	Total Score	524	38	-	-	454	42	402	43	371	41
6	Reading	-	-	-	-	434	36	402	37	392	38
6	Language Arts	-	-	-	-	435	44	401	45	392	43
6	Mathematics	-	-	-	-	437	51	396	51	395	50
6	Total Score	-	-	-	-	426	42	393	43	389	41
7	Reading	482	34	443	41	423	42	391	40	398	45
7	Language Arts	481	39	442	39	423	39	391	36	394	39
7	Mathematics	473	44	449	54	430	50	392	48	396	50
7	Total Score	473	41	426	45	414	43	377	41	380	41
8	Reading	-	-	-	-	353	44	371	47	316	42
8	Language Arts	-	-	-	-	354	39	370	40	314	37
8	Mathematics	-	-	-	-	356	49	360	49	318	46
8	Total Score	-	-	-	-	341	44	350	46	307	39
9	Reading	348	46	-	-	311	43	293	40	268	44
9	Language Arts	345	48	-	-	312	42	292	40	258	41
9	Mathematics	345	54	-	-	310	54	295	54	266	54
9	Total Score	345	49	-	-	300	48	287	46	257	46
10	Reading	-	-	-	-	260	45	269	44	205	43
10	Language Arts	-	-	-	-	267	40	264	39	201	37
10	Mathematics	-	-	-	-	268	53	269	50	206	50
10	Total Score	-	-	-	-	252	48	263	45	199	42

Table 23
Anchorage School District
American Native
Free/Reduced-price Lunch Information
Spring 2002

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
2001-02	Elementary	3,704	1,887	50%

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

Table 24
Anchorage School District
Asian/Pacific Islander
Reading Composite CAT6 Results
Spring 2002

Grade	Number Tested	Percentile Tested
4	423	38
5	417	38
7	401	41
9	355	52

Table 25
Anchorage School District
Asian/Pacific Islander
Language Arts Composite CAT6 Results
Spring 2002

Grade	Number Tested	Percentile Tested
4	423	52
5	417	54
7	400	60
9	354	67

Table 26
Anchorage School District
Asian/Pacific Islander
Mathematics Composite CAT6 Results
Spring 2002

Grade	Number Tested	Percentile Tested
4	423	51
5	417	53
7	396	64
9	354	68

Table 27
Anchorage School District
Asian/Pacific Islander
Total Score CAT6 Results
Spring 2002

Grade	Number Tested	Percentile Tested
4	423	40
5	417	46
7	396	55
9	354	63

Table 28
Anchorage School District
Asian/Pacific Islanders
Percentile Rank Scores Corresponding to
Average (Mean) NCE Scores
CAT 1997-1998 to 2001-2002

Gr.	Area	01-02		00-01		99-00		98-99		97-98	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	-	-	-	-	351	47	344	48	306	49
3	Language Arts	-	-	-	-	352	46	346	49	308	49
3	Mathematics	-	-	-	-	350	56	347	55	308	60
3	Total Score	-	-	-	-	349	49	343	50	303	51
4	Reading	423	38	367	48	367	47	347	51	302	50
4	Language Arts	423	52	364	57	367	53	347	57	301	60
4	Mathematics	423	51	369	65	368	64	347	64	302	67
4	Total Score	423	40	361	57	366	54	345	57	300	59
5	Reading	417	38	-	-	362	44	333	45	272	51
5	Language Arts	417	54	-	-	363	62	332	61	272	70
5	Mathematics	417	53	-	-	361	62	334	61	271	67
5	Total Score	417	46	-	-	360	58	332	57	270	65
6	Reading	-	-	-	-	360	44	324	46	384	45
6	Language Arts	-	-	-	-	360	61	324	63	285	60
6	Mathematics	-	-	-	-	358	68	326	67	286	65
6	Total Score	-	-	-	-	358	57	322	60	282	56
7	Reading	401	41	378	45	360	51	325	45	285	47
7	Language Arts	400	60	378	54	359	60	325	51	285	51
7	Mathematics	396	64	373	67	359	64	324	59	283	59
7	Total Score	396	55	368	56	358	60	322	52	282	52
8	Reading	-	-	-	-	336	43	308	50	278	47
8	Language Arts	-	-	-	-	338	49	306	52	277	51
8	Mathematics	-	-	-	-	340	54	304	58	278	59
8	Total Score	-	-	-	-	333	50	302	55	276	52
9	Reading	355	52	-	-	304	43	293	41	255	39
9	Language Arts	354	67	-	-	308	53	296	50	255	49
9	Mathematics	354	68	-	-	307	62	296	64	254	65
9	Total Score	354	63	-	-	301	55	292	54	251	52
10	Reading	-	-	-	-	270	42	271	41	299	46
10	Language Arts	-	-	-	-	268	50	271	47	230	48
10	Mathematics	-	-	-	-	269	63	271	58	234	65
10	Total Score	-	-	-	-	263	54	268	51	227	54

Table 29
Asian/Pacific Islander
Anchorage School District
Free/Reduced-price Lunch Information
Spring 2002

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
2001-02	Elementary	2,724	1,366	50%

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

Table 30
Anchorage School District
African-American
Reading Composite CAT6 Results
Spring 2002

Grade	Number Tested	Percentile Tested
4	350	37
5	338	36
7	349	42
9	267	41

Table 31
Anchorage School District
African-American
Language Arts Composite CAT Results
Spring 2002

Grade	Number Tested	Percentile Tested
4	350	40
5	338	40
7	349	45
9	264	42

Table 32
Anchorage School District
African-American
Mathematics Composite CAT6 Results
Spring 2002

Grade	Number Tested	Percentile Tested
4	349	33
5	337	33
7	346	40
9	264	37

Table 33
Anchorage School District
African-American
Total Score CAT Results
Spring 2002

Grade	Number Tested	Percentile Tested
4	349	32
5	337	36
7	346	45
9	264	39

Table 34
Anchorage School District
African-American
Percentile Rank Scores Corresponding
to Average (Mean) NCE Scores
CAT 1997-1998 to 2001-2002

Gr.	Area	01-02		00-01		99-00		98-99		97-98	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	-	-	-	-	339	44	350	39	317	40
3	Language Arts	-	-	-	-	340	39	349	32	315	35
3	Mathematics	-	-	-	-	340	44	348	38	316	39
3	Total Score	-	-	-	-	335	42	347	35	311	35
4	Reading	350	37	327	49	335	41	338	47	343	43
4	Language Arts	350	40	325	43	332	39	340	43	336	45
4	Mathematics	349	33	324	47	333	46	339	47	344	49
4	Total Score	349	32	314	47	330	41	334	45	336	44
5	Reading	338	36	-	-	334	37	343	39	295	34
5	Language Arts	338	40	-	-	336	50	343	50	389	45
5	Mathematics	337	33	-	-	336	42	339	43	294	38
5	Total Score	337	36	-	-	331	43	338	45	289	38
6	Reading	-	-	-	-	349	38	298	39	293	40
6	Language Arts	-	-	-	-	354	46	296	47	292	48
6	Mathematics	-	-	-	-	352	46	299	44	293	46
6	Total Score	-	-	-	-	347	42	294	42	290	43
7	Reading	349	42	350	40	317	39	315	40	268	39
7	Language Arts	349	45	350	41	316	40	318	39	267	39
7	Mathematics	346	40	349	47	315	40	320	44	365	40
7	Total Score	346	45	340	42	311	39	312	40	260	36
8	Reading	-	-	-	-	292	42	248	43	280	41
8	Language Arts	-	-	-	-	292	38	247	41	277	36
8	Mathematics	-	-	-	-	288	41	249	40	277	38
8	Total Score	-	-	-	-	281	40	243	41	272	36
9	Reading	267	41	-	-	345	35	269	35	218	33
9	Language Arts	264	42	-	-	238	40	273	39	219	33
9	Mathematics	264	37	-	-	239	44	272	46	219	42
9	Total Score	264	39	-	-	233	40	266	41	214	35
10	Reading	-	-	-	-	235	36	201	36	242	37
10	Language Arts	-	-	-	-	235	39	201	33	243	34
10	Mathematics	-	-	-	-	232	42	200	38	248	41
10	Total Score	-	-	-	-	225	39	195	36	238	35

Table 35
Anchorage School District
African-American
Free/Reduced-price Lunch Information
Spring 2002

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
2001-02	Elementary	2,366	1,241	52%

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

**Table 36
Anchorage School District
Hispanic
Reading Composite CAT Results
Spring 2002**

Grade	Number Tested	Percentile Tested
4	217	29
5	220	36
7	230	39
9	159	48

**Table 37
Anchorage School District
Hispanic
Language Arts Composite CAT Results
Spring 2002**

Grade	Number Tested	Percentile Tested
4	217	35
5	220	43
7	226	51
9	159	51

**Table 38
Anchorage School District
Hispanic
Mathematics Composite CAT Results
Spring 2002**

Grade	Number Tested	Percentile Tested
4	216	36
5	220	39
7	225	47
9	159	53

**Table 39
Anchorage School District
Hispanic
Total Score CAT6 Results
Spring 2002**

Grade	Number Tested	Percentile Tested
4	216	30
5	220	39
7	225	47
9	159	54

Table 40
Anchorage School District
Hispanic
Percentile Rank Scores Corresponding
to Average (Mean) NCE Scores
CAT 1997-1998 to 2001-2002

Gr.	Area	01-02		00-01		99-00		98-99		97-98	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	-	-	-	-	212	49	193	49	190	45
3	Language Arts	-	-	-	-	213	43	192	45	189	39
3	Mathematics	-	-	-	-	214	55	194	53	189	48
3	Total Score	-	-	-	-	208	49	189	49	185	41
4	Reading	217	29	218	51	210	49	198	48	178	49
4	Language Arts	217	35	221	49	212	48	197	48	177	47
4	Mathematics	216	36	219	56	213	57	197	50	178	51
4	Total Score	216	30	214	52	208	51	196	47	177	48
5	Reading	220	36	-	-	210	44	175	40	146	46
5	Language Arts	220	43	-	-	212	55	172	53	145	57
5	Mathematics	220	39	-	-	212	53	173	48	144	49
5	Total Score	220	39	-	-	210	52	171	47	144	51
6	Reading	-	-	-	-	183	38	153	47	143	44
6	Language Arts	-	-	-	-	181	48	152	54	144	52
6	Mathematics	-	-	-	-	182	50	153	52	142	53
6	Total Score	-	-	-	-	179	44	152	50	141	48
7	Reading	230	39	181	44	178	52	168	46	152	53
7	Language Arts	226	51	182	45	177	49	167	46	150	45
7	Mathematics	225	47	185	53	177	54	168	47	150	48
7	Total Score	225	47	176	47	174	52	165	46	148	47
8	Reading	-	-	-	-	167	48	143	54	159	46
8	Language Arts	-	-	-	-	166	44	142	46	158	42
8	Mathematics	-	-	-	-	164	46	141	50	162	47
8	Total Score	-	-	-	-	162	46	139	50	157	44
9	Reading	159	48	-	-	143	47	162	41	106	42
9	Language Arts	159	51	-	-	144	47	162	46	105	43
9	Mathematics	159	53	-	-	144	56	163	49	106	51
9	Total Score	159	54	-	-	143	51	162	47	105	46
10	Reading	-	-	-	-	142	43	98	52	131	49
10	Language Arts	-	-	-	-	140	44	100	49	130	45
10	Mathematics	-	-	-	-	139	47	102	54	132	50
10	Total Score	-	-	-	-	134	47	97	54	129	48

Table 41
Anchorage School District
Hispanic
Free/Reduced-price Lunch Information
Spring 2002

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
2001-02	Elementary	1,715	943	54%

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

Table 42
Anchorage School District
Caucasian
Reading Composite CAT6 Results
Spring 2002

Grade	Number Tested	Percentile Tested
4	2,399	72
5	2,341	74
7	2,329	76
9	2,078	80

Table 43
Anchorage School District
Caucasian
Language Arts Composite CAT6 Results
Spring 2002

Grade	Number Tested	Percentile Tested
4	2,396	71
5	2,339	69
7	2,323	71
9	2,071	76

Table 44
Anchorage School District
Caucasian
Mathematics Composite CAT6 Results
Spring 2002

Grade	Number Tested	Percentile Tested
4	2,392	66
5	2,336	65
7	2,314	73
9	2,071	80

Table 45
Anchorage School District
Caucasian
Total Score CAT6 Results
Spring 2002

Grade	Number Tested	Percentile Tested
4	2,392	69
5	2,336	74
7	2,314	77
9	2,071	81

Table 46
Anchorage School District
Caucasian
Percentile Rank Scores Corresponding
to Average (Mean) NCE Scores
CAT 1997-1998 to 2001-2002

Gr.	Area	01-02		00-01		99-00		98-99		97-98	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	-	-	-	-	2,360	72	2,437	70	2,364	68
3	Language Arts	-	-	-	-	2,378	63	2,440	62	2,356	58
3	Mathematics	-	-	-	-	2,375	70	2,428	68	2,368	66
3	Total Score	-	-	-	-	2,340	70	2,406	69	2,333	64
4	Reading	2,399	72	2,315	71	2,483	71	2,354	68	2,568	70
4	Language Arts	2,396	71	2,292	68	2,477	68	2,348	66	2,563	67
4	Mathematics	2,392	66	2,298	73	2,460	76	2,356	72	2,569	72
4	Total Score	2,392	69	2,251	72	2,450	74	2,329	70	2,548	70
5	Reading	2,341	74	-	-	2,343	69	2,535	70	2,362	71
5	Language Arts	2,339	69	-	-	2,334	75	2,540	75	2,349	75
5	Mathematics	2,336	65	-	-	2,342	72	2,526	70	2,346	70
5	Total Score	2,336	74	-	-	2,324	75	2,511	75	2,327	74
6	Reading	-	-	-	-	2,482	67	2,347	68	2,462	67
6	Language Arts	-	-	-	-	2,474	73	2,341	72	2,461	70
6	Mathematics	-	-	-	-	2,475	77	2,340	75	2,458	72
6	Total Score	-	-	-	-	2,457	74	2,330	73	2,435	70
7	Reading	2,329	76	2,394	72	2,320	73	2,488	71	2,430	69
7	Language Arts	2,323	71	2,377	69	2,326	69	2,483	68	2,429	67
7	Mathematics	2,314	73	2,365	75	2,310	72	2,477	71	2,426	69
7	Total Score	2,314	77	2,290	74	2,276	74	2,450	72	2,377	68
8	Reading	-	-	-	-	2,327	72	2,340	72	2,210	71
8	Language Arts	-	-	-	-	2,313	66	2,330	65	2,202	64
8	Mathematics	-	-	-	-	2,323	69	2,312	70	2,206	68
8	Total Score	-	-	-	-	2,276	72	2,281	72	2,162	68
9	Reading	2,078	80	-	-	2,257	68	2,168	69	2,124	66
9	Language Arts	2,071	76	-	-	2,258	66	2,170	65	2,116	63
9	Mathematics	2,071	80	-	-	2,258	73	2,164	74	2,123	72
9	Total Score	2,071	81	-	-	2,233	73	2,154	73	2,092	69
10	Reading	-	-	-	-	1,961	72	2,024	69	2,011	70
10	Language Arts	-	-	-	-	1,956	67	2,030	62	1,994	61
10	Mathematics	-	-	-	-	1,953	73	2,029	71	2,020	71
10	Total Score	-	-	-	-	1,917	74	2,004	71	1,978	69

Table 47
Anchorage School District
Caucasian
Free/Reduced-price Lunch Information
Spring 2002

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
2001-02	Elementary	15,938	3,070	19%

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

Table 48
Anchorage School District
Other
Reading Composite CAT Results
Spring 2002

Grade	Number Tested	Percentile Tested
4	90	51
5	73	43
7	58	43
9	43	48

Table 49
Anchorage School District
Other
Language Arts Composite CAT Results
Spring 2002

Grade	Number Tested	Percentile Tested
4	90	58
5	72	47
7	58	48
9	43	50

Table 50
Anchorage School District
Other
Mathematics Composite CAT Results
Spring 2002

Grade	Number Tested	Percentile Tested
4	90	44
5	73	45
7	58	48
9	43	55

Table 51
Anchorage School District
Other
Total Score CAT Results
Spring 2002

Grade	Number Tested	Percentile Tested
4	90	48
5	73	46
7	58	46
9	43	52

Table 52
Anchorage School District
Other
Percentile Rank Scores Corresponding
to Average (Mean) NCE Scores
CAT 1996-1997 to 2001-2002

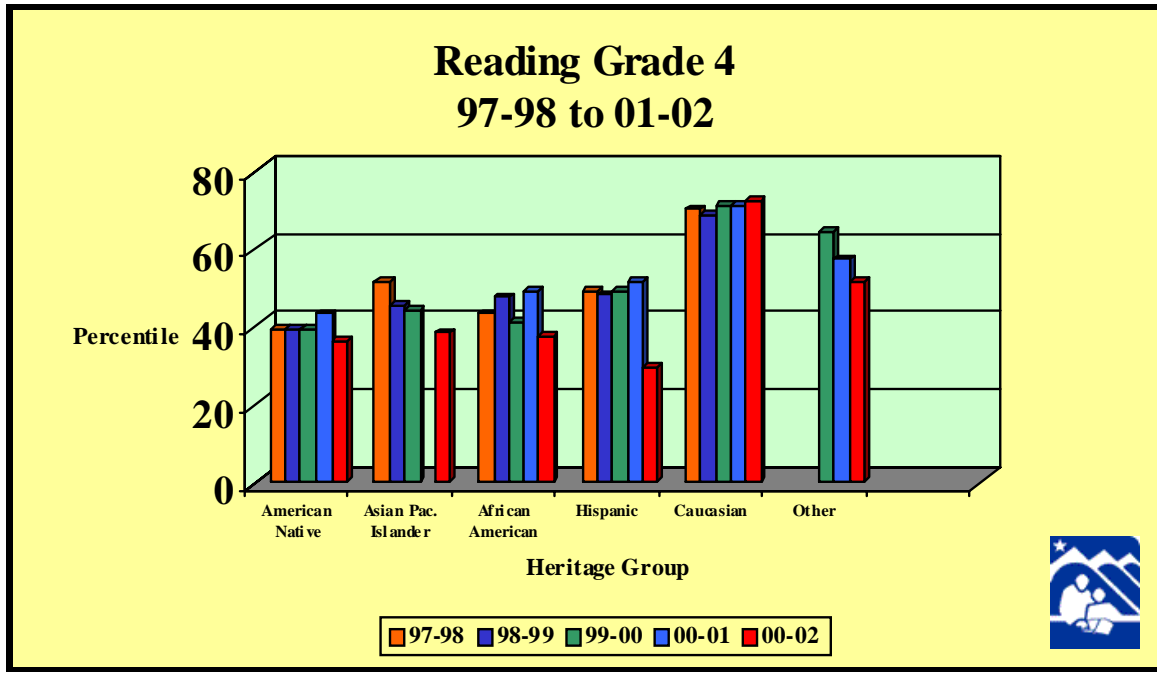
Gr.	Area	01-02		00-01		99-00		98-99		97-98	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	-	-	-	-	6	30				
3	Language Arts	-	-	-	-	6	29				
3	Mathematics	-	-	-	-	6	20				
3	Total Score	-	-	-	-	6	25				
								Data Not Available			
4	Reading	90	51	44	57	12	64				
4	Language Arts	90	58	43	60	12	64				
4	Mathematics	90	44	43	61	12	63				
4	Total Score	90	48	43	60	12	66				
								Data Not Available			
5	Reading	73	43	-	-	12	26				
5	Language Arts	72	47	-	-	12	40				
5	Mathematics	73	45	-	-	12	31				
5	Total Score	73	46	-	-	12	31				
								Data Not Available			
6	Reading	-	-	-	-	8	35				
6	Language Arts	-	-	-	-	8	45				
6	Mathematics	-	-	-	-	8	45				
6	Total Score	-	-	-	-	8	38				
								Data Not Available			
7	Reading	58	43	29	56	10	41				
7	Language Arts	58	48	28	55	10	31				
7	Mathematics	58	48	29	69	9	48				
7	Total Score	58	46	27	60	9	38				
								Data Not Available			
8	Reading	-	-	-	-	4	63				
8	Language Arts	-	-	-	-	4	74				
8	Mathematics	-	-	-	-	6	65				
8	Total Score	-	-	-	-	4	74				
								Data Not Available			
9	Reading	43	48	-	-	15	35				
9	Language Arts	43	50	-	-	15	50				
9	Mathematics	43	55	-	-	15	57				
9	Total Score	43	52	-	-	15	48				
								Data Not Available			
10	Reading	-	-	-	-	12	31				
10	Language Arts	-	-	-	-	12	28				
10	Mathematics	-	-	-	-	12	31				
10	Total Score	-	-	-	-	12	30				
								Data Not Available			

Table 53
Anchorage School District
Other
Free/Reduced-price Lunch Information
Spring 2002

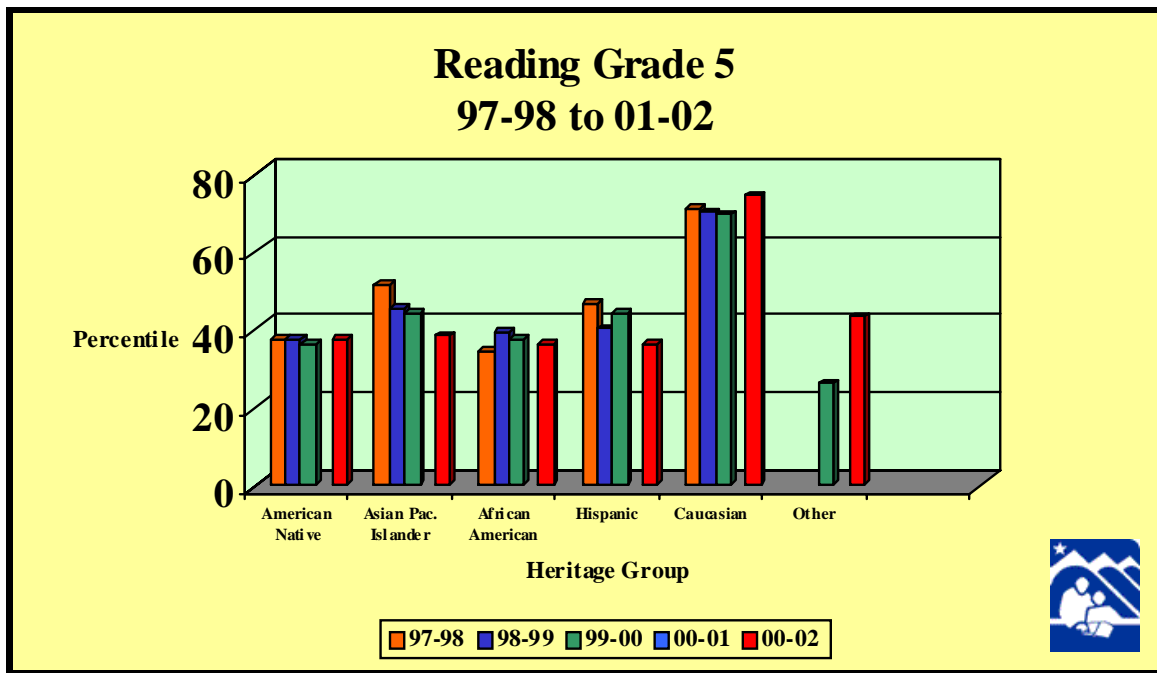
Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
2001-02	Elementary	938	447	47%

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

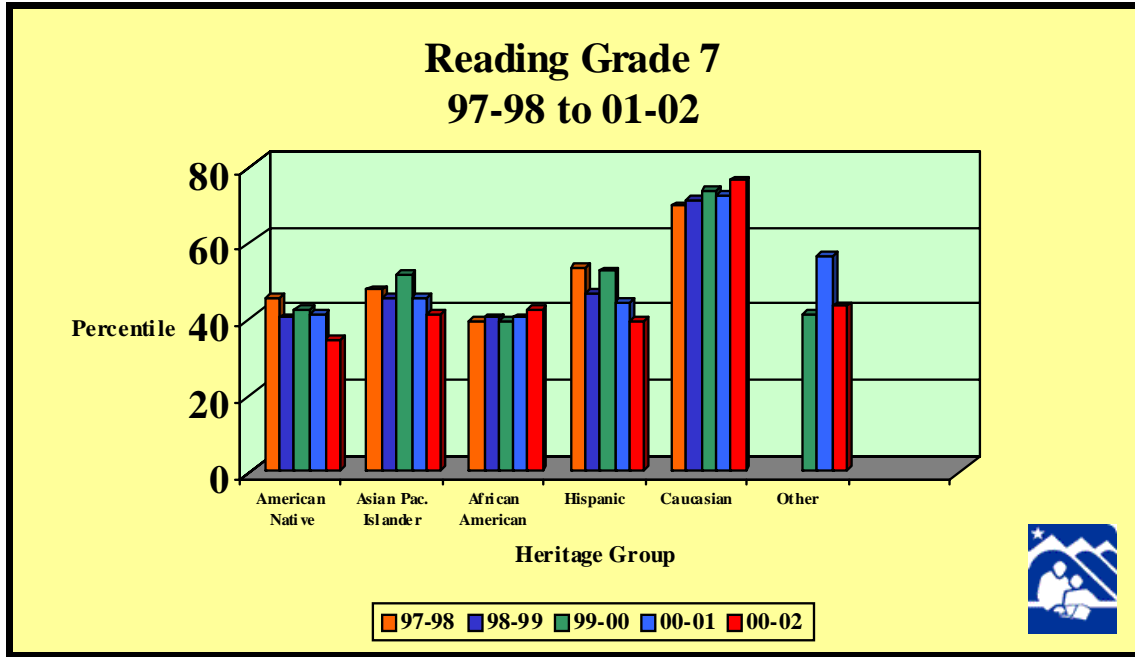
Graph 2
TerraNova/CAT/6



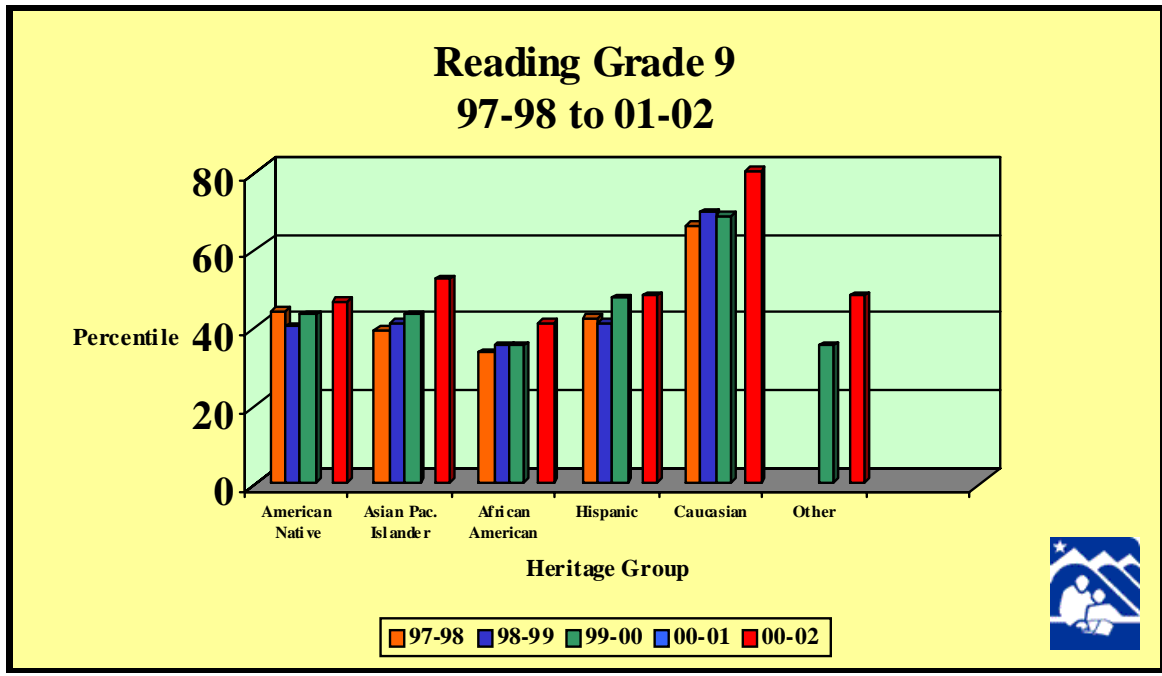
Graph 3
TerraNova/CAT/6



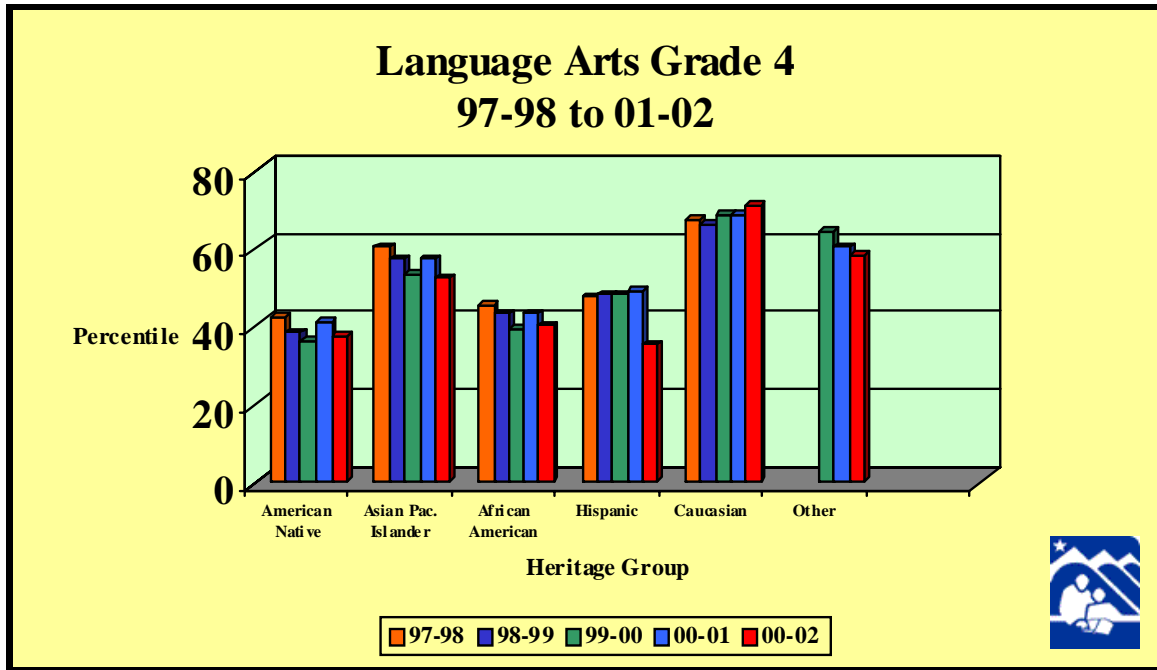
Graph 4
TerraNova/CAT/6



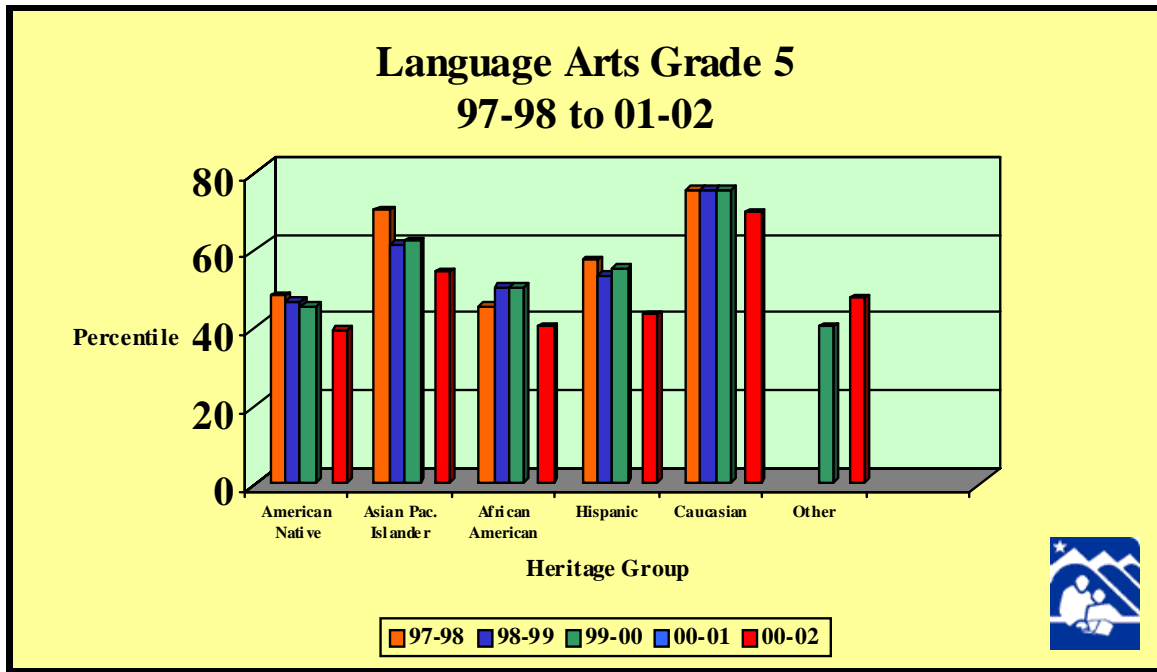
Graph 5
TerraNova/CAT/6



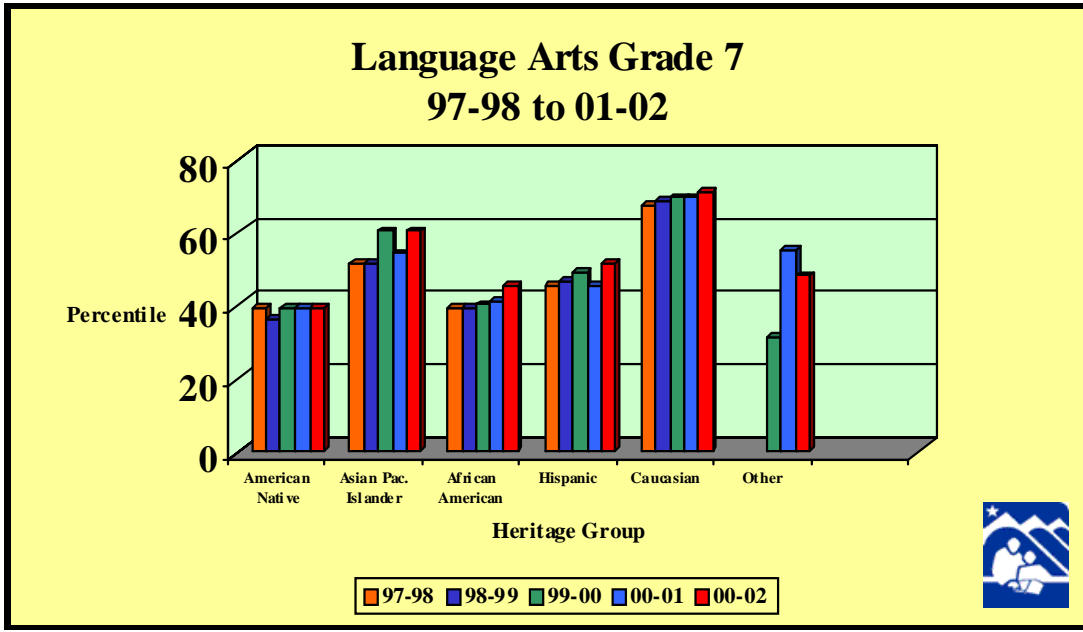
Graph 6
TerraNova/CAT/6



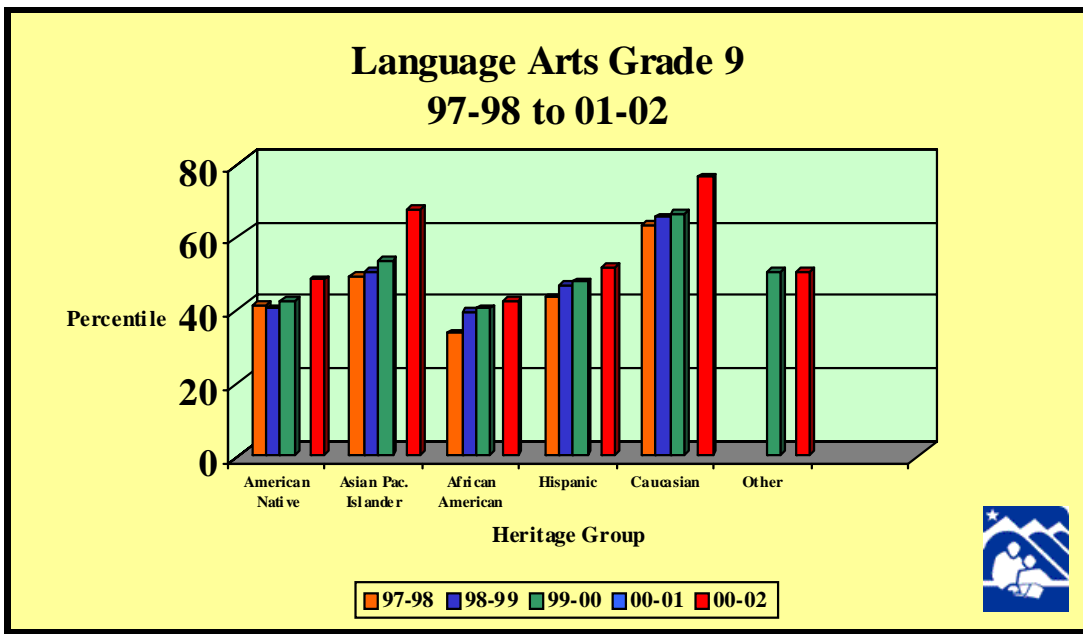
Graph 7
TerraNova/CAT/6



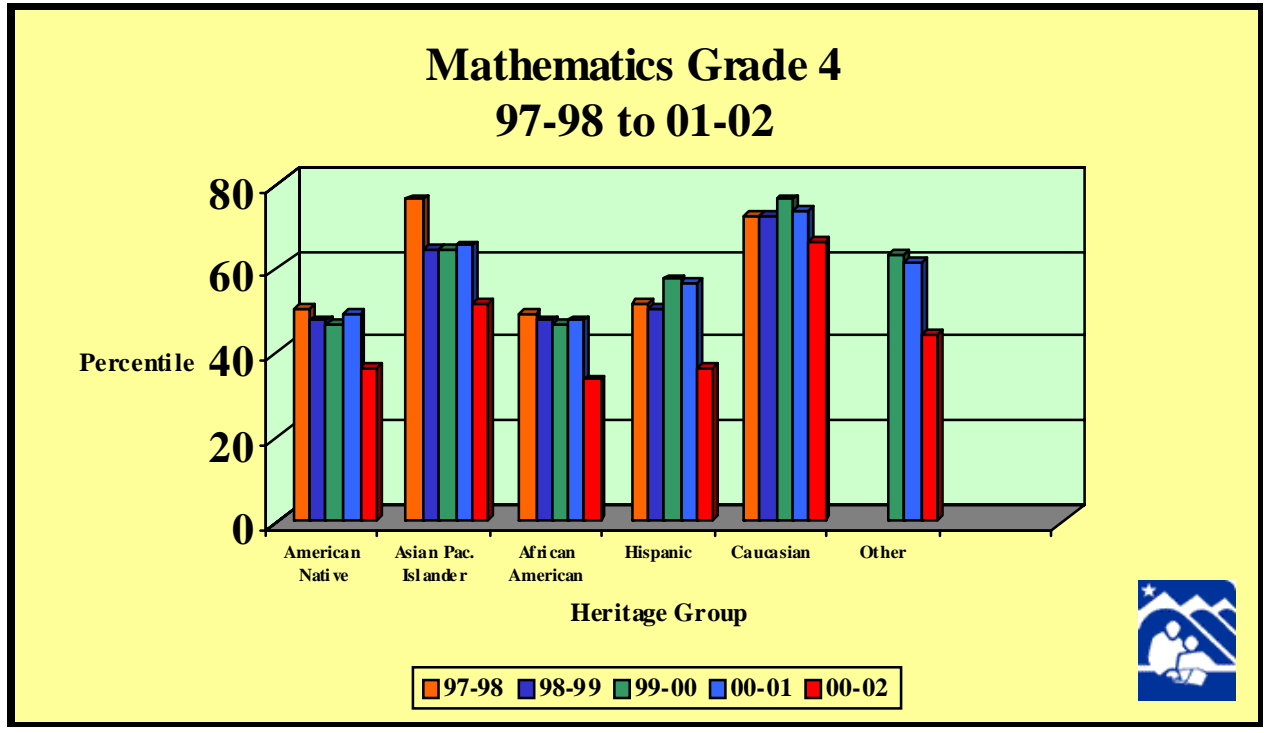
Graph 8
TerraNova/CAT/6



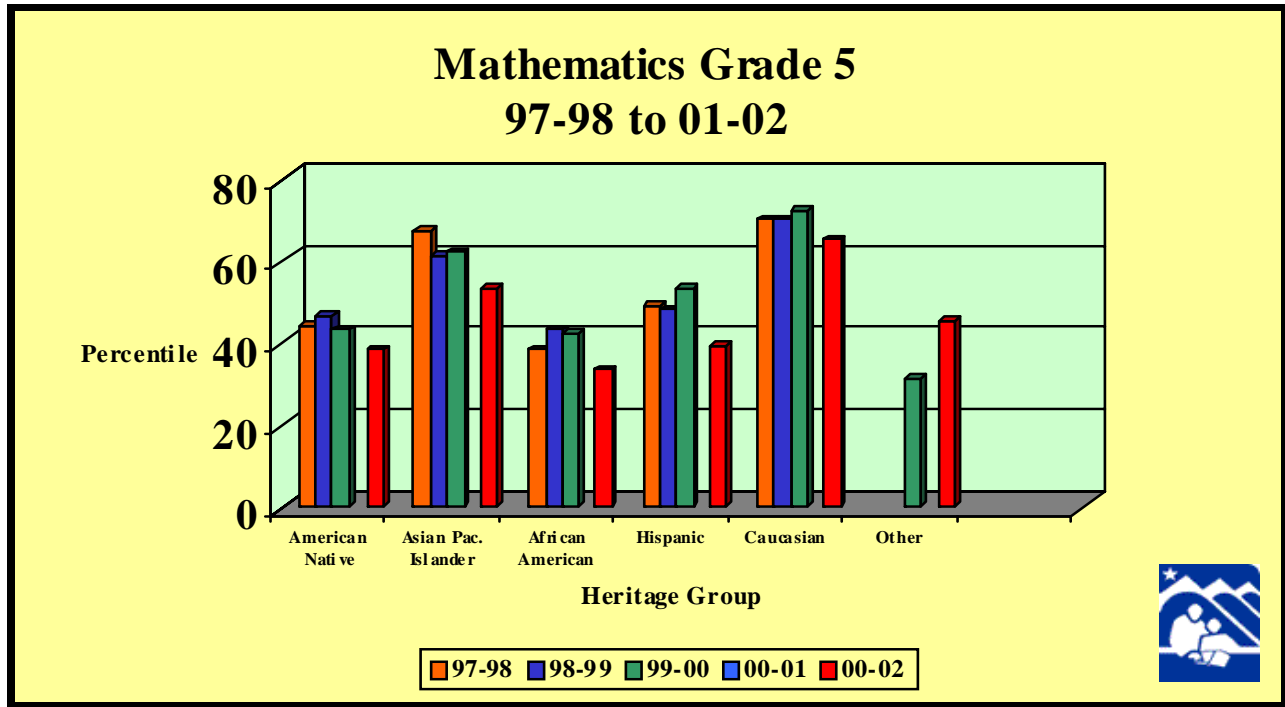
Graph 9
TerraNova/CAT/6



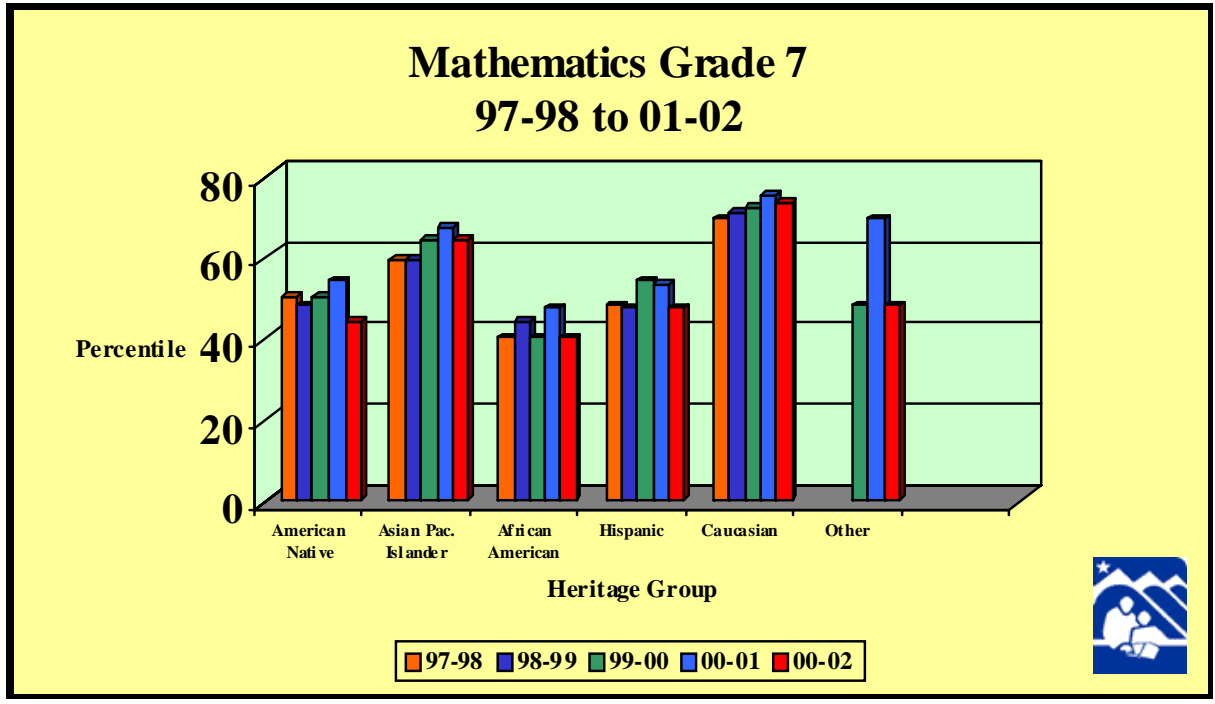
Graph 10
TerraNova/CAT/6



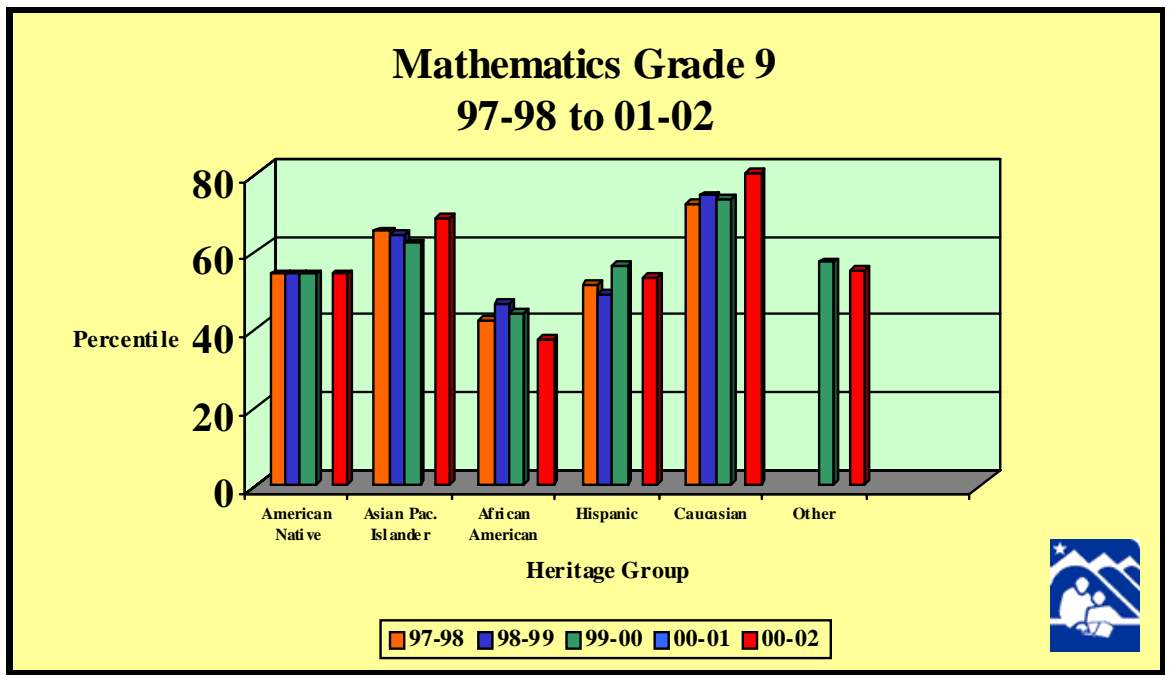
Graph 11
TerraNova/CAT/6



Graph 12
TerraNova/CAT/6



Graph 13
TerraNova/CAT/6



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

Answer: Benchmark assessments for grades three, six, eight and the tenth grade Alaska High School Graduation Qualifying Examination were introduced in 1999-2000. The State law requires that public school students take a series of Reading, Writing, and Math Benchmark Assessments at grades three, six, eight and ten. The HSGQE was revised during the 2001-2002 school year.

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

Discussion: Reading Writing, and Math assessments were developed to reflect student achievement of performance standards in those areas.

The High School Graduation Qualifying Exam is an extension of the Benchmark exams. It is taken in the spring of grade ten by all students and may be repeated a total of eleven times until passed or up to the age of 21. 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.

Tables 54 through 56 show the three-year history of Anchorage student performance in Reading, Writing, and Math on the State Benchmark Assessments. More than 90% of the students were tested suggesting that the results were a fair reflection of ASD performance.

Most students' scored at or above the passing scores set in Reading. Students had a district average pass rate of 78% in grade three, average of 75% in grade six, and an average pass rate of 85% in grade eight, and an average pass rate of 74.6% in grade ten. The differences in average district performance between 2000-2001 and 2001-2002 were slight except for grade three where there was a 5% increase in the passing rate and grade ten where there was a 8.6% increase in the passing rate. Anchorage students surpassed the State averages in reading in all grades assessed.

Most students' scored at or above the passing scores set in Writing at grades three, six, eight and ten. Students had pass rates of 64% in grade three, 79% in grade six, 70% in grade eight, and 86.6% in grade ten. The differences in average district performance between 2001-2002 were slight except for grade three where there was a 7% increase in the passing rate and in grade ten where there was a 40.6% increase in the passing rate. Anchorage students surpassed the State averages in writing in all grades assessed.

Most students scored at or above the passing scores set in Math at grades three, six, eight and ten. Students had pass rates of 74% in grade three, 69% in grade six, 44% in grade eight, and 66.9% in grade ten. Students in grade three showed an increase of 6% compared to the previous year. In grade six students achieved an increase of 2% and students in grade ten an increase of 20.9% over the previous year. Grade eight students had the same level of performance when compared to the previous year.

Table 54
Three-Year History
Percent of Students Meeting Alaska Standard by Grade
Spring Alaska State Benchmark Assessment 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
2001-02	Meeting Standard	78%	75%	75%	70%	85%	82%	74.6%	70.2%
	Number Tested	3,740	9,511	4,061	10,426	3,822	9,874	3,201	8,453
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

Graph 14

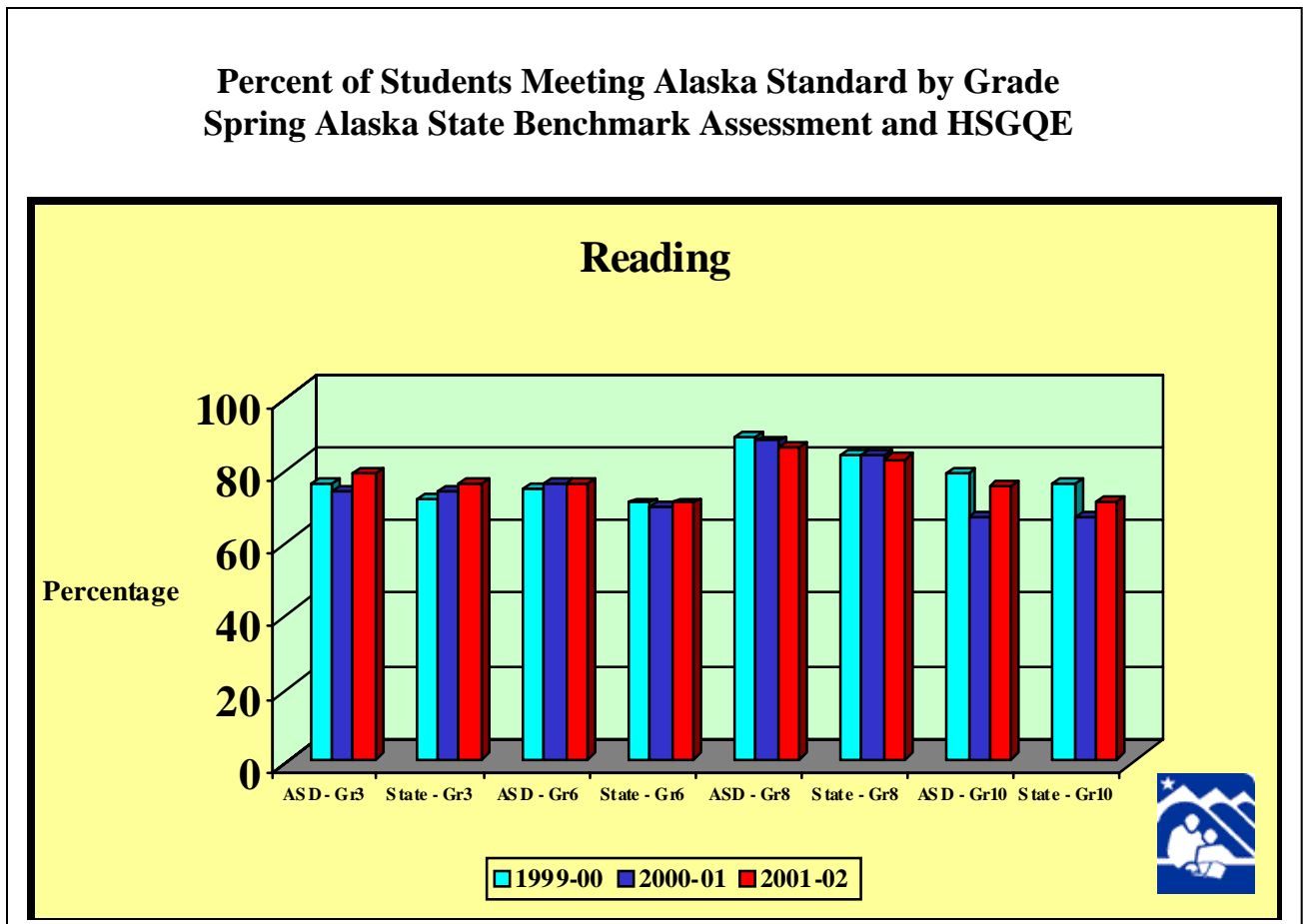


Table 55
Three-Year History
Percent Meeting Standard by Grade
Spring Alaska State Benchmark Exams and High School Graduation Qualifying Exam
Writing

Year	Data Type	ASD Gr3	State Gr3	ASD Gr6	State Gr6	ASD Gr8	State Gr8	ASD Gr10	State Gr10
2001-02	Meeting Standard	64%	58%	79%	76%	70%	66%	86.6%	84.6%
	Number Tested	3,777	9,583	4,084	10,382	3,846	9,970	3,224	8,542
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

Graph 15

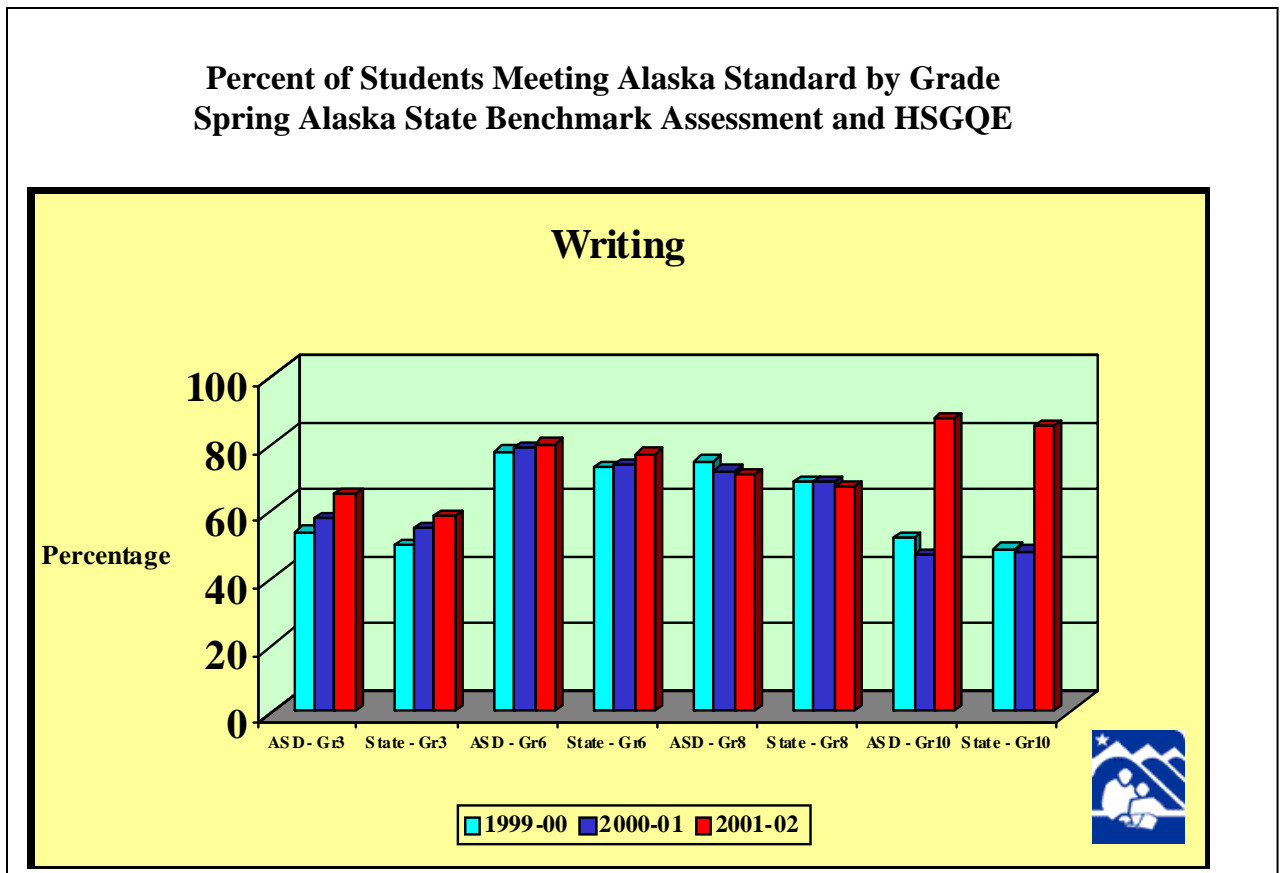
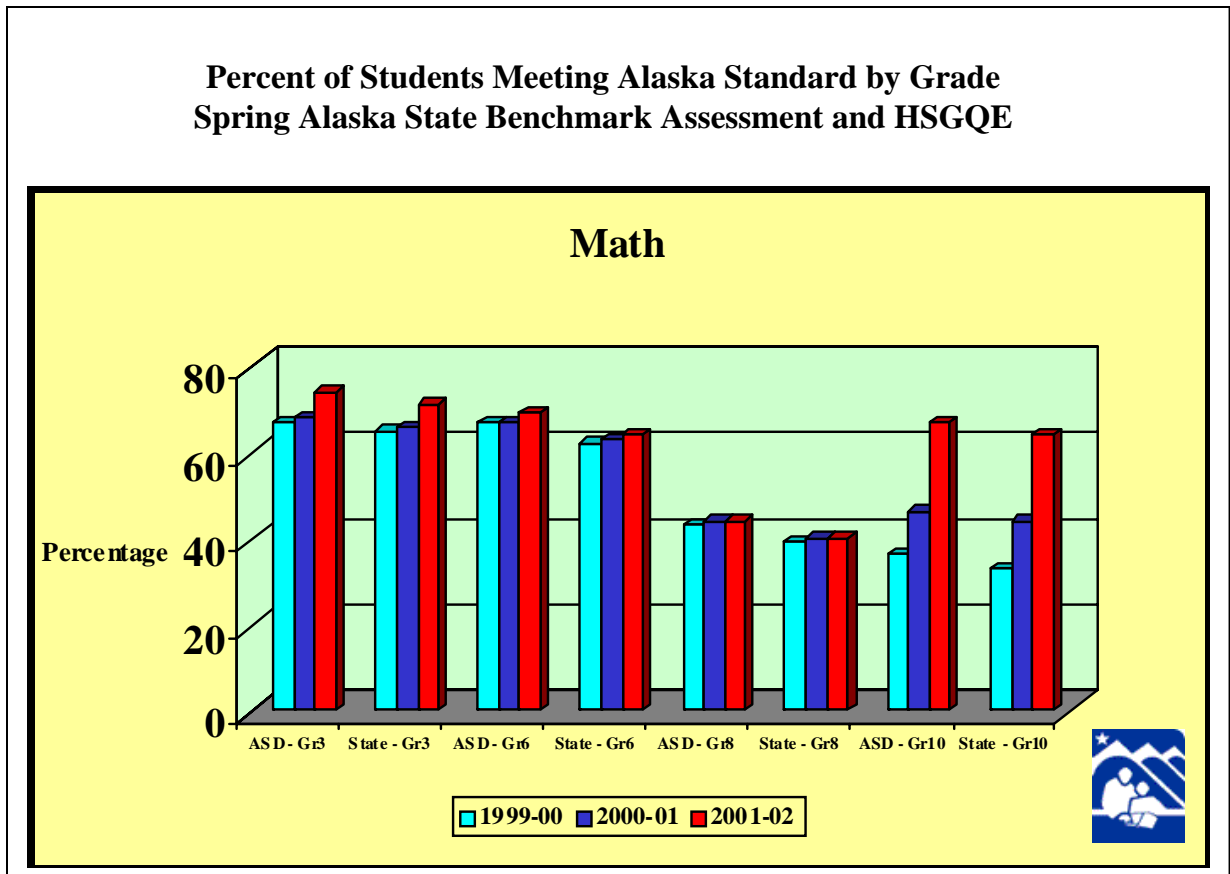


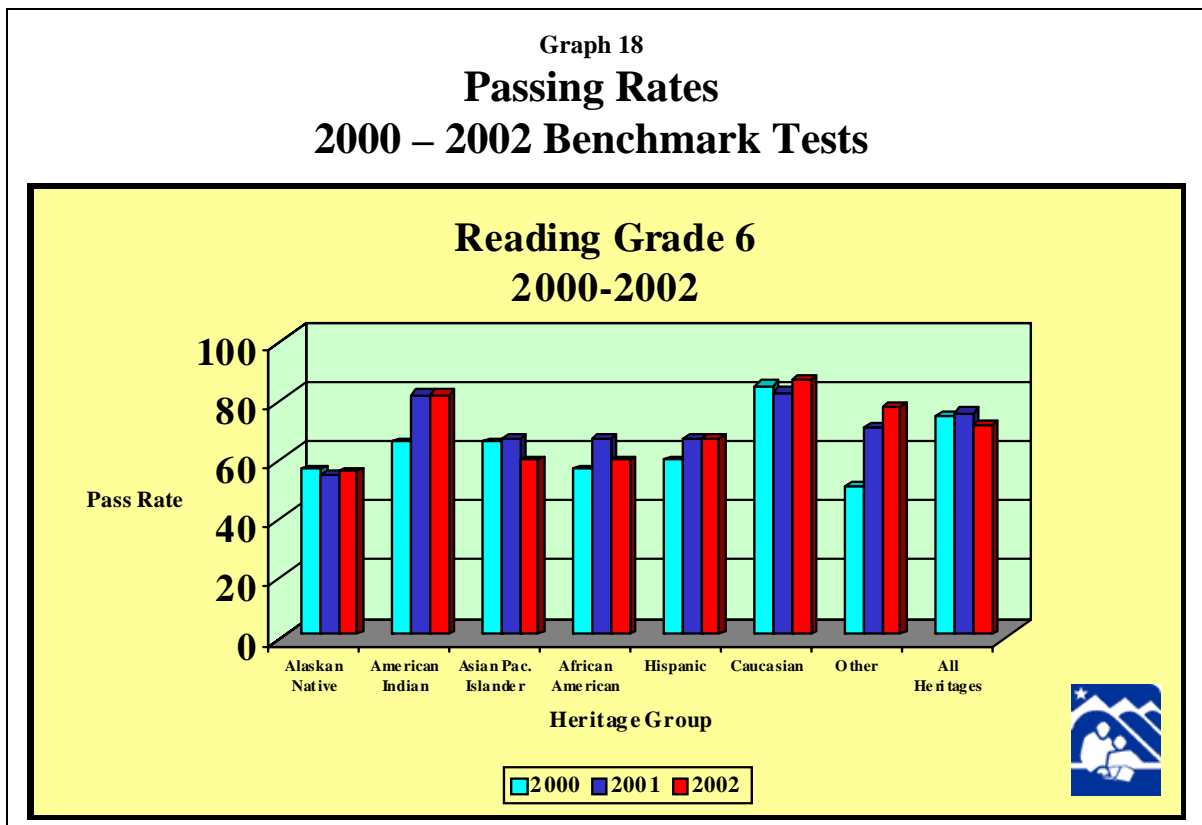
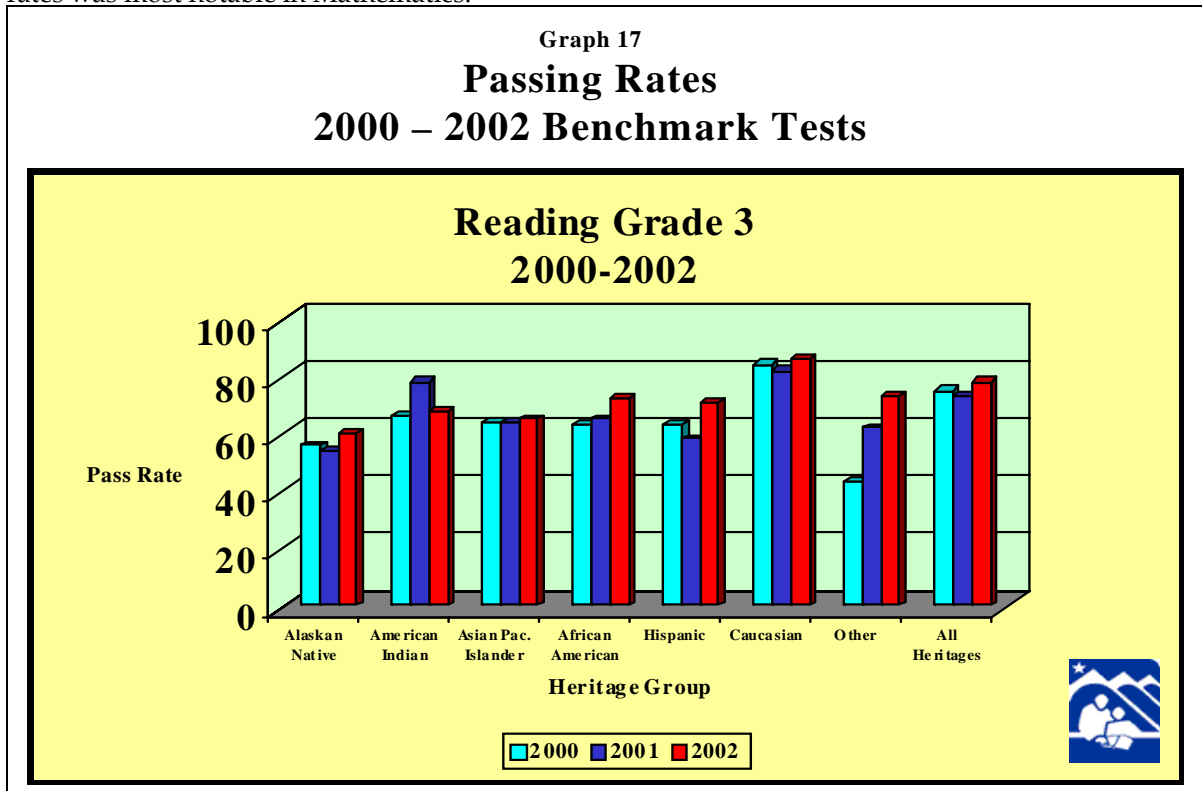
Table 56
Three-Year History
Percent Meeting Standard by Grade
Spring Alaska State Benchmark Exams and High School Graduation Qualifying Exam
Math

Year	Data Type	ASD Gr3	State Gr3	ASD Gr6	State Gr6	ASD Gr8	State Gr8	ASD Gr10	State Gr10
2001-02	Meeting Standard	74%	71%	69%	64%	44%	40%	66.9%	64.0%
	Number Tested	3,753	9,520	4,077	10,439	3,820	9,932	3,230	8,506
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

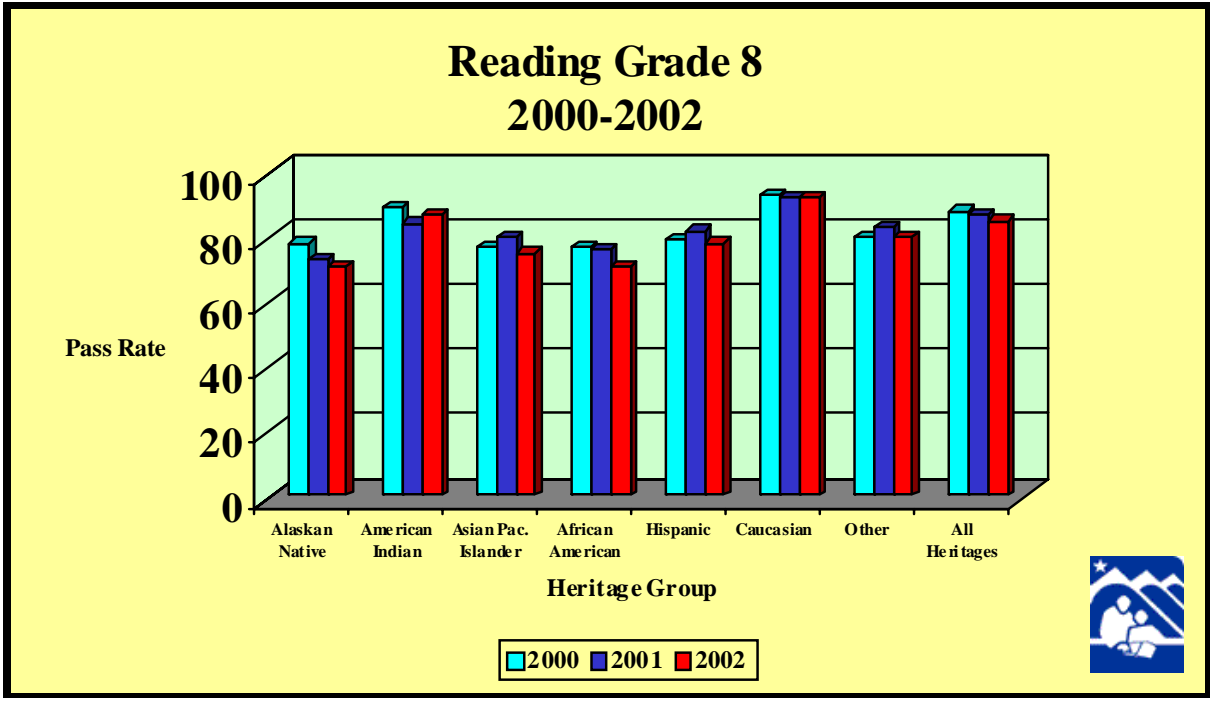
Graph 16



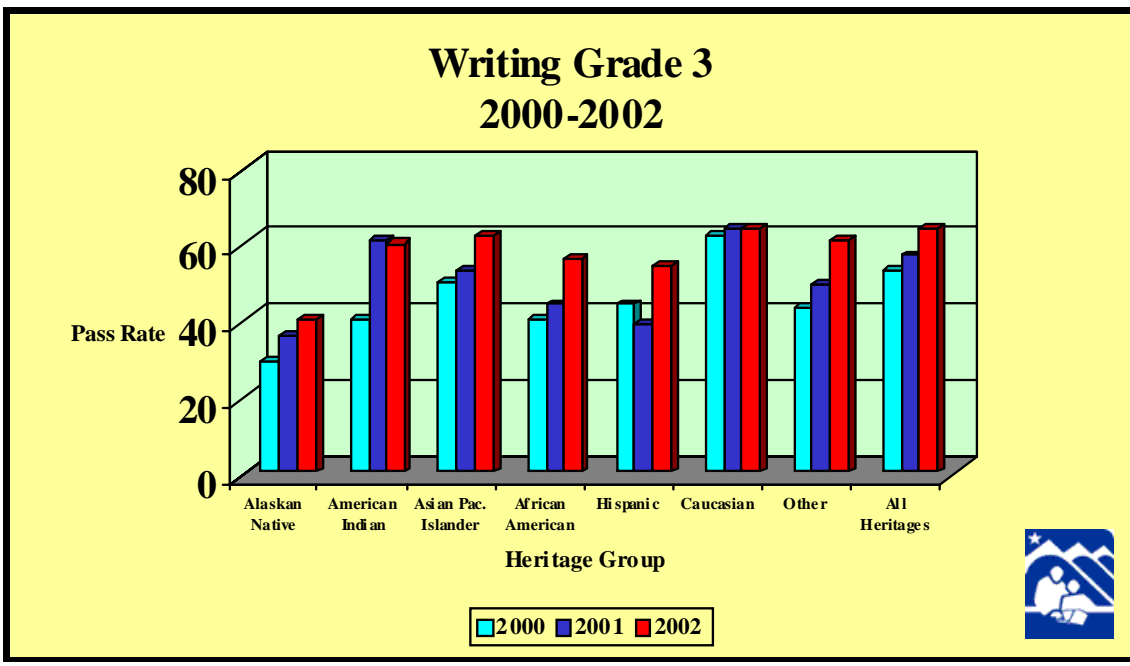
There were notable differences in the passing rates for members of various racial-ethnic groups. While there was a consistent pattern of differences, the absolute size of the differences in passing rates was most notable in Mathematics.



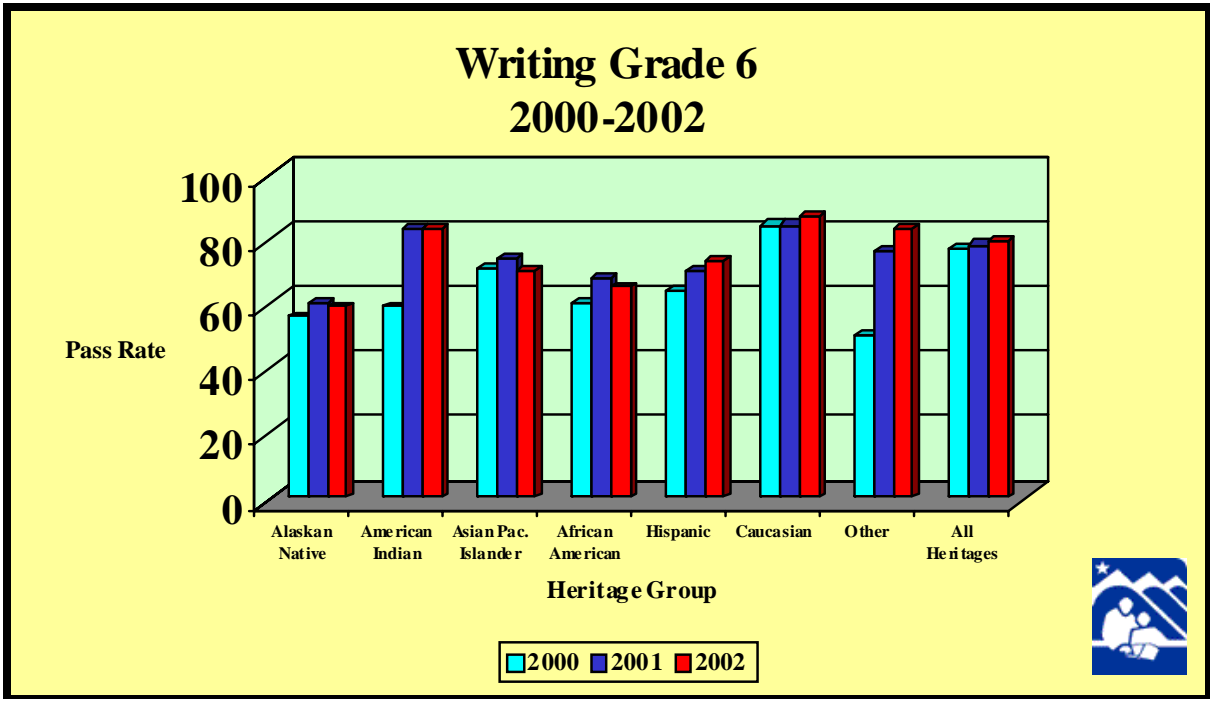
Graph 19
Passing Rates
2000 – 2002 Benchmark Tests



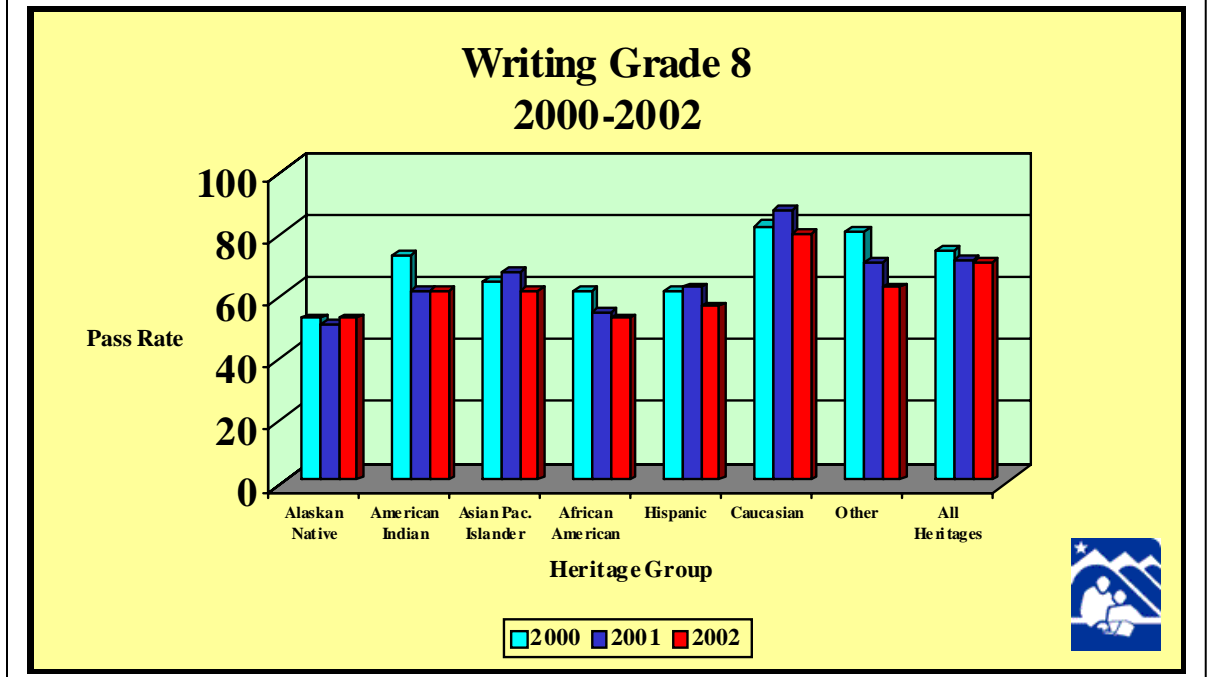
Graph 20
Passing Rates
2000 – 2002 Benchmark Tests



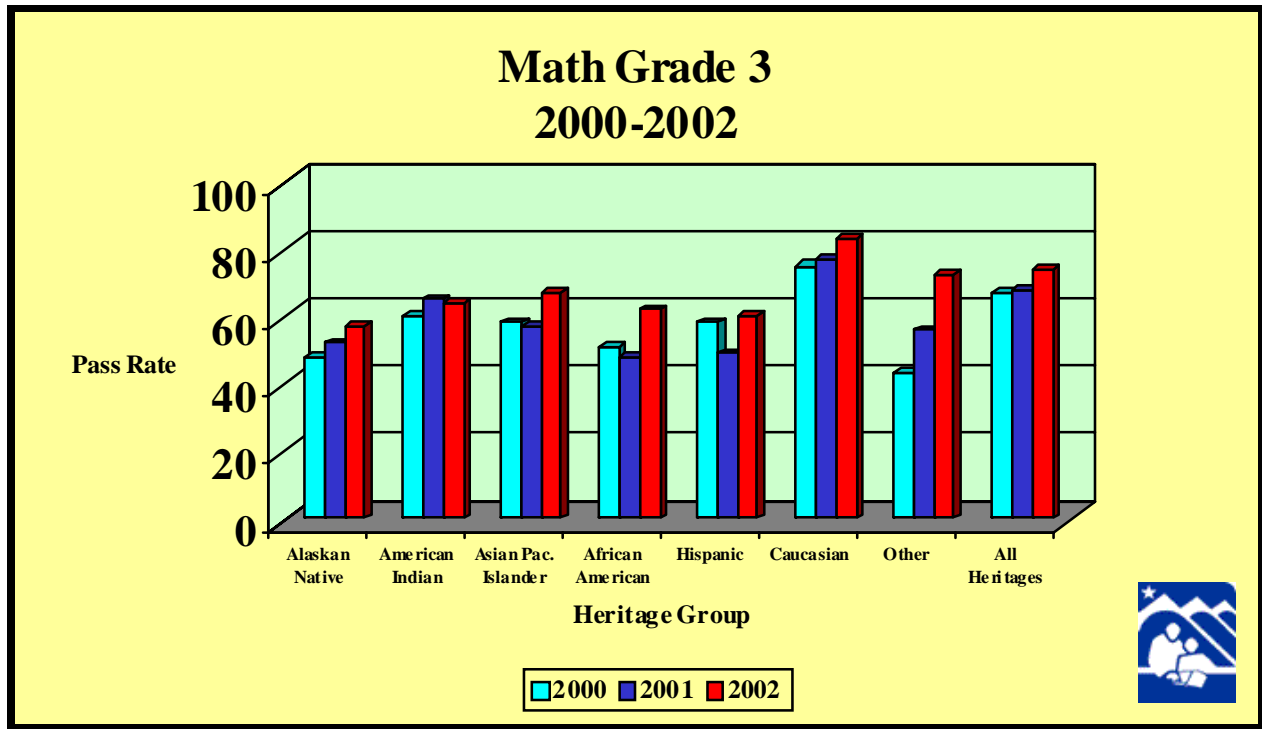
Graph 21
Passing Rates
2000 – 2002 Benchmark Tests



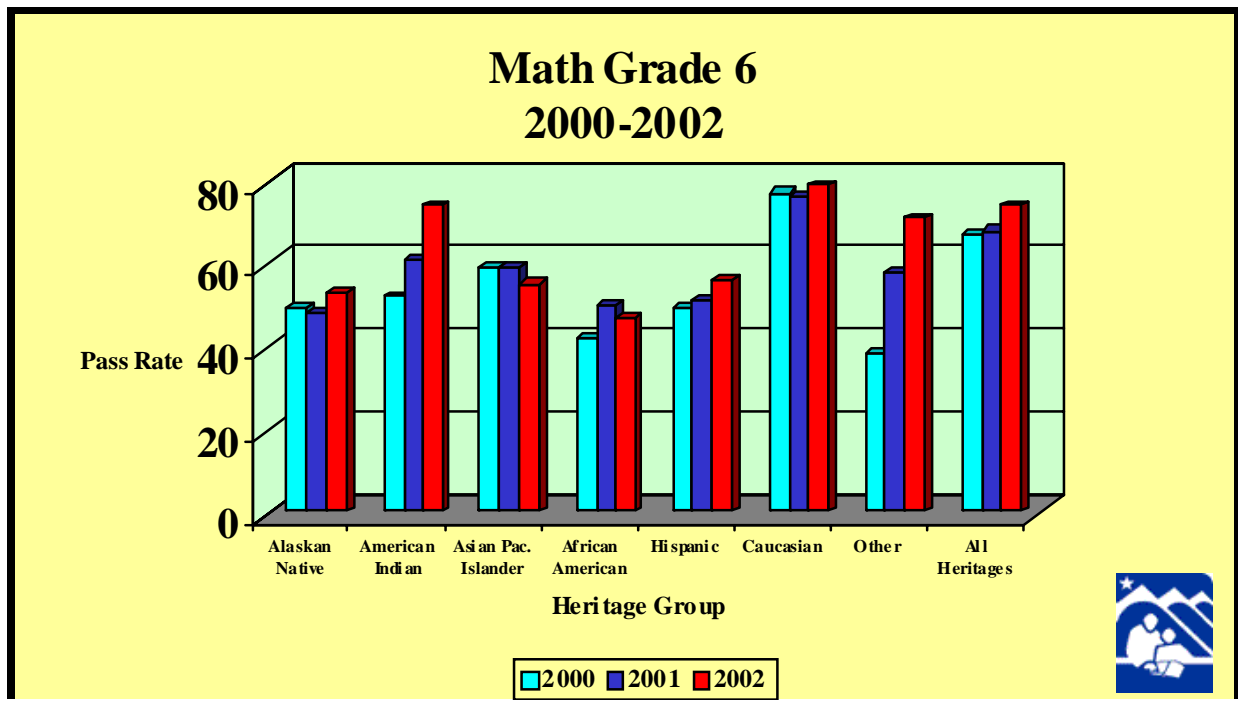
Graph 22
Passing Rates
2000 – 2002 Benchmark Tests



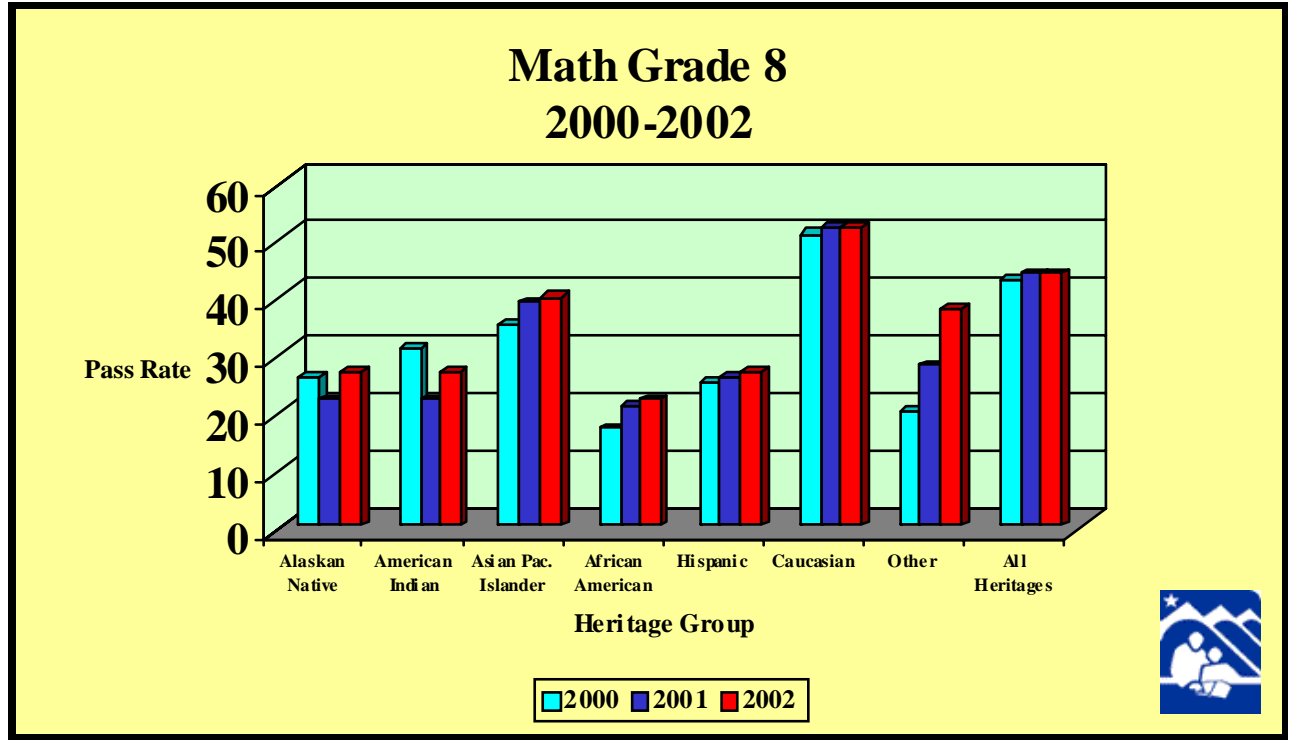
Graph 23
Passing Rates
2000 – 2002 Benchmark Tests



Graph 24
Passing Rates
2000 – 2002 Benchmark Tests



Graph 25
Passing Rates
2000 – 2002 Benchmark Tests



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 and student to student 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 will be provided with school and student-by-student information on Benchmark and HSGQE performance at the start of the 2002-2003 school year to facilitate a review of instruction and materials relative to student performance.

Anchorage results on the Alaska exams followed the pattern of the State averages. More students met State standards in Reading and Writing than in Mathematics. The percentage of Anchorage students that met State standards increased between 1999-2000 and 2001-2002 except in grade eight Writing and Reading.

Question: How did Anchorage students perform on local assessments?

Answer: Local assessments are specific to Anchorage and are designed to meet specific local needs. These local criterion-referenced tests are aligned with Board adopted written and taught curriculum. 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 2001-2002 school year included the grade six Pre-Algebra Assessment and Writing Assessment at grades five, seven and nine.

Writing assessment has been part of the District effort to improve student writing for the last fifteen years. The Writing Assessment was revised in 2001-2002 to better reflect the six-point scale used in scoring the State Benchmark and HSGQE tests.

Grade 6 Pre-Algebra Assessment

There was an increase in the proportion of students recommended for Pre-Algebra. Overall, there was an increase of 88 students (from 983 students in 2000-2001 to 1,071 in 2001-2002) recommended. This change may be due in part to enrollment changes.

Table 57 provides a summary of the overall recommendations made for the 3,758 grade six students who took the Pre-Algebra placement test in 2001-2002. 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 with lower test scores were recommended for Math 7.

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 Benchmark scores to assist in student placements. Actual assignment to Pre-Algebra was made by middle school counselors. Assignment was based on multiple criteria. Counselors were asked to consider the student’s Benchmark Score, the Pre-Algebra placement score, and the recommendation of the elementary classroom teacher. A teacher recommendation and high marks on either of the two tests generally resulted in an assignment to a Pre-Algebra class in grade seven.

The grade six Pre-Algebra placement test was developed by teachers and is designed to measure understanding of concepts important for success in Pre-Algebra. The test is weighted in favor of analytical and mathematical reasoning skills. A study was completed during the 2001-2002 school year that examined the use of the sixth grade math Benchmark test scores for Pre-Algebra placement in lieu of the ASD developed test. Results of the study show that the two tests provide similar placement information. Therefore, in 2002-2003 the math score from the sixth grade Benchmark test will be used as an indicator for seventh grade math placement. The local grade six Pre-Algebra test will still be available to test new to the district students who do not have Benchmark scores.

Table 57
Pre-Algebra Qualification Examination
Grade 6
Spring 2002

Number	Students Enrolled	Students Tested	Percent Tested
	4,116	3,758	91%
Recommendation	Math 7	Review	Pre-Algebra
Number	2,068	580	1,110
Percent	55%	15%	30%

Table 58 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.

The percentage of students eligible for recommendation for Pre-Algebra based on the sixth grade Pre-Algebra placement test ranged from 3 percent to above 70 percent at individual elementary schools. From 14 percent to 50 percent of incoming students were placed in Pre-Algebra in middle schools (Table 59).

Table 58
Pre-Algebra Qualification Examination
Percent Recommended by School
Spring 2002

Current School	Grade	Number Tested/ Reported	Average Score	Percent Recommended
Abbott Loop	6	50	20	26.0%
Airport Heights	6	42	20	16.7%
Alpenglow	6	101	24	47.5%
Aurora	6	54	18	7.4%
Baxter	6	64	21	20.3%
Bayshore	6	90	21	20.2%
Bear Valley	6	87	25	46.0%
Birchwood	6	41	22	24.4%
Willard Bowman	6	75	21	25.7%
Campbell	6	61	19	9.4%
Chester Valley	6	35	21	28.6%
Chinook	6	83	18	4.3%
Chugach Optional	6	33	26	36.4%
Chugiak Elem.		No 6 th Grade Students		
College Gate	6	75	22	38.7%
Creekside	6	59	17	16.9%
Denali	6	57	20	26.3%
Eagle River	6	53	22	37.3%
Fairview	6	54	16	16.7%
Fire Lake		No 6 th Grade Students		
Girdwood	6	12	24	33.3%
Government Hill	6	54	21	22.2%
Homestead	6	56	25	46.4%
Huffman	6	90	25	44.4%
Inlet View	6	35	23	37.1%
Kasuun	6	84	22	33.3%
Kincaid	6	83	26	56.6%
Klatt	6	74	22	27.0%
Lake Hood	6	69	21	24.6%
Lake Otis	6	57	19	14.0%
Mt. Spurr	6	31	23	38.7%
Mt. View	6	58	20	34.5%
Muldoon	6	73	17	12.3%
North Star	6	58	13	3.4%
Northern Lights	6	81	29	70.4%
Northwood	6	45	22	28.9%
Nunaka Valley	6	46	21	21.7%
Ocean View	6	113	22	27.4%
O'Malley	6	81	27	63.0%
Orion	6	44	21	22.7%

Table 58 (cont'd)
Pre-Algebra Qualification Examination
Percent Recommended by School
Spring 2002

Current School	Grade	Number Tested/ Reported	Average Score	Percent Recommended
Ptarmigan	6	61	18	16.4%
Rabbit Creek	6	68	26	52.9%
Ravenwood	6	74	28	62.2%
Rogers Park	6	81	27	53.2%
Russian Jack	6	51	14	3.9%
Sand Lake	6	85	24	40.0%
Scenic Park	6	72	23	33.3%
Spring Hill	6	56	21	23.2%
Susitna	6	80	24	42.5%
Taku	6	61	20	26.2%
Trailside	6	61	19	16.4%
Tudor	6	69	21	30.4%
Turnagain	6	46	23	39.1%
Tyson, William	6	73	15	2.7%
Ursa Major	6	54	20	18.5%
Ursa Minor	6	27	20	14.8%
Williwaw	6	78	17	9.0%
Willow Crest	6	66	20	13.6%
Wonder Park	6	51	18	9.8%
Gladys Wood	6	75	24	34.6%
<i>Middle Schools</i>				
Mirror Lake	6	171	21	22.7%
<i>Multi-Grade</i>				
Polaris	6	38		15.8%
Aquarian	6	15	28	66.7%
Family Partnership	6	6		50.0%
Village	6	10	21	30.0%

Table 59
Pre-Algebra Placement of 7th grade students by Middle School
Spring 2002

Next School	Grade	Number Tested/ Reported	Average Score	Percent Recommended
Central	6	401	21	27.7%
Clark	6	483	17	14.1%
Goldenview	6	455	25	42.2%
Gruening	6	281	25	49.5%
Hanshew	6	445	21	27.6%
Mears	6	511	23	31.9%
Romig	6	346	21	25.4%
Steller/Other	6	19	23	42.1%
Wendler	6	431	22	29.0%

Question: How well did Anchorage students write?

Answer: As a District average, students generally do well in writing. The 2001-2002 Writing Assessment was conducted in September rather than March to provide teachers with early assessment that could be used to guide classroom instruction.

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 strategy. It also provides a useful basis for school-level writing assessment for those schools that set a goal in writing.

One of the Alaska Benchmark and High School Graduation Qualifying examinations is based on writing. Short answers, paragraph responses and essays are features of the third, sixth and eighth grade Benchmark Writing and HSGQE Writing exam and are also expected response types on the Math and Reading exams.

Table 60 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 trained teachers. This rubric-based scoring approach requires that a paper have a score of 4 or better to meet district standards. At all three grade levels tested, aggregate student scores were 57 percent or better. At this time, data is not broken down by ethnicity. Students scored highest in the writing areas of voice, ideas and content, and effective word choice. The 2002-2003 writing assessment scores will be added after completion this fall.

**Table 60
Percentage Distribution of Writing Scores
by Grade Level
Fall 2001-2002**

Grade	Area	Number Tested		Below Expectation		Meeting or Exceeding Expectation	
		Fall 2001	Fall 2002	Fall 2001	Fall 2002	Fall 2001	Fall 2002
5	Ideas & Content	3,783		30.6		69.4	
	Organization			40.4		59.6	
	Voice			26.7		73.3	
	Effective Word Choice			30.7		69.3	
	Sentence Fluency			33.4		66.6	
	Writing Conventions			42.7		57.3	
7	Ideas & Content	3,748		22.5		77.5	
	Organization			26.8		73.2	
	Voice			17.0		83.0	
	Effective Word Choice			22.9		77.1	
	Sentence Fluency			23.9		76.1	
	Writing Conventions			34.9		65.1	
9	Ideas & Content	3,165		19.3		80.7	
	Organization			22.8		77.2	
	Voice			10.6		89.4	
	Effective Word Choice			20.1		79.9	
	Sentence Fluency			20.2		79.8	
	Writing Conventions			30.0		70.0	

Question: How well did the Anchorage School District meet School Board goals for 2001-2002?

Answer: The ASD continued to make progress toward meeting Board goals in 2001-2002.

- Aggregate Benchmark Examination results show higher performance when percent proficient or advanced for 2002 is compared with the percentages recorded in 2001.
- Anchorage Writing Assessment results show over 55% of students are meeting or exceeding expectations in all areas of Writing.
- High School Graduation Qualifying Examination results from Spring 2002 show increased performances in Reading, Writing and Mathematics.
- Most students reached independent reader status by third grade.

Discussion: Many of the goals included in the “ASD Mission and Goals for 2001-2002” 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 ASD’s Mission and Goals for 2001-2002:

The mission of the ASD is to educate students for success in life.

Goals:

- Increase **academic excellence** by emphasizing student achievement, developing respect for diversity, maintaining quality staff retention, 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 continued 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. Students will demonstrate academic excellence as indicated by performance on State and District measures of academic performance. All students will make progress toward meeting Anchorage and State Benchmarks for Reading, Writing, and Math. Performance will be assessed on:
 - a. Alaska State Benchmark exams (grades three, six, and eight)
 - b. TerraNova/CAT/6 Basic Skills Exams (grades four, five, seven, and nine)
 - c. Anchorage Writing Assessment (grades five, seven, and nine)
 - d. Alaska HSGQE

These various assessments will provide information of the status of student group performance at grades three through ten.

2. *A higher percentage of students will acquire basic skills and strategies to read independently by the end of the third grade as indicated by:*
 - *Meeting the Alaska standard for performance on the grade three Alaska Benchmark Reading Exam.*
 - *Teacher assessment. Teacher pre- and post-assessment using a variety of measures as well as teacher observation and judgment will be used.*
3. *A higher percentage of students will demonstrate a high level of math skills at the end of each grade level in grades three through ten. Performance will be assessed based on:*
 - *The percentage of students meeting state standards in mathematics as indicated on Alaska Benchmark Examinations, TerraNova/CAT/6 and the Alaska HSGQE will increase.*
 - *The percentage of students who have been successful in completing Algebra 1 in grade eight, Geometry in grade nine, and Algebra 2 in grade ten will increase. Grades earned in each class will also be reported.*
 - *Student grades and credit earned by students in Algebra classes for each middle and high school will be reported by student grade level.*
 - *The District will continue to develop and implement training in math content and teaching strategies for elementary and middle school teachers.*
 - *The District will work with students, parents, teachers, counselors, administrators, and community representatives to increase expectations for elementary, middle and high school math.*
4. *All students will demonstrate a high level of spelling skills or growth in spelling at the end of each grade level in grades two through ten.*
 - *The number of students achieving proficiency in the conventions of writing (spelling, punctuation, capitalization usage) will increase as measured by the Alaska Student Assessment system in grades three through ten and the ASD Writing Assessment in grades five, seven and nine.*
5. *There will be a decrease in the drop out rate of middle school and high school students as compared to the 2000-2001 school year.*

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 constraints 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 ASD by establishing coalitions with parents, business leaders and political leaders at all levels.*

Discussion:

1. Students will demonstrate academic excellence as indicated by performance on State and District measures of academic performance. All students will make progress toward meeting Anchorage and State Benchmarks for Reading, Writing, and Math. Performance will be assessed on:

- a. State Benchmark Examinations

Tables 54 through 56 display the Benchmark data from the Spring of 1999 through Spring of 2002 and indicate that performance on the Benchmark examinations is very similar from 1999 to 2002.

b. Norm Referenced Tests

Tables 6 to 22 display the data for all students who took the TerraNova/Cat/6 in 2001-2002 and 1999-2000 as well as the scores for those students who took the Terra Nova/Cat/6 in both years.

c. Anchorage Writing Assessment

Anchorage Writing Assessment data are displayed in Table 60. Changes occurred in the scoring routine and training as well as the prompts between 2000 and 2001. Student writing was scored in the fall rather than the spring. This change was incorporated to provide more timely data for instructional planning.

d. High School Graduation Qualifying Examinations

The Alaska Department of Education and Early Development has made changes in the cut scores used for Reading, Writing, and Mathematics. Anchorage students surpassed the State performance averages in reading, writing and mathematics. 74.6 % of Anchorage students met the standard in reading, 86.6% in writing, and 66.9% in mathematics.

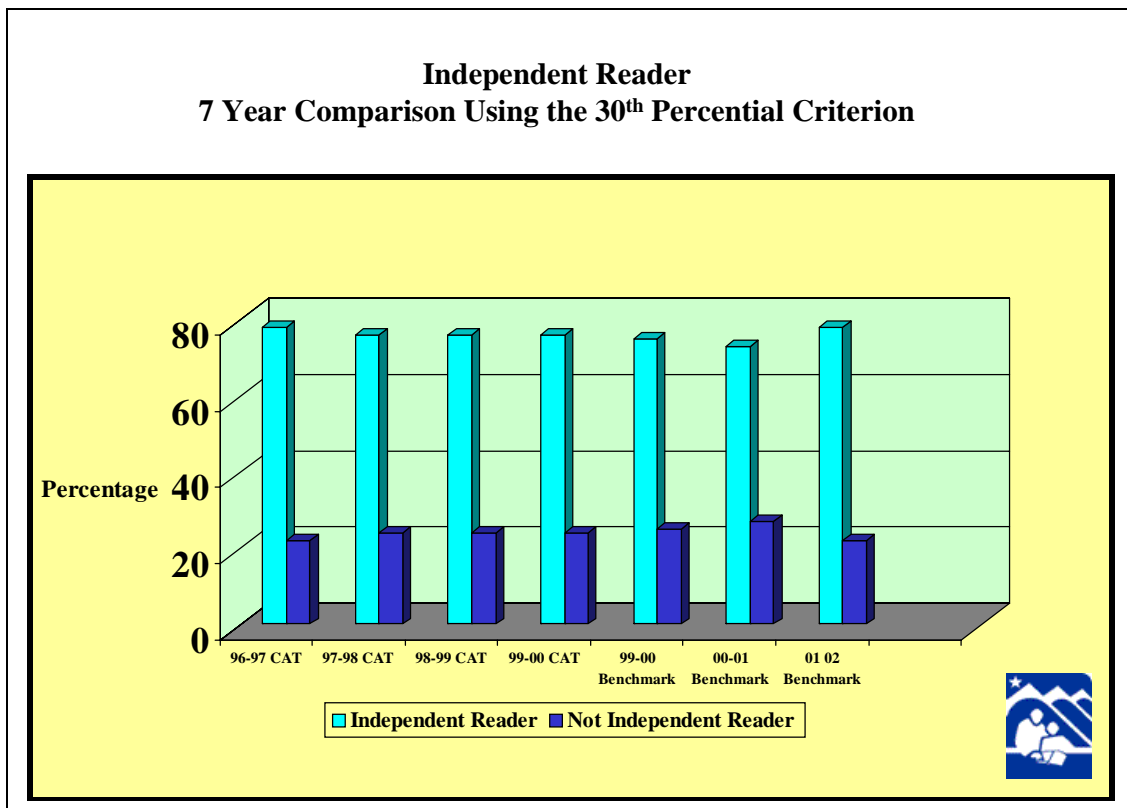
- 2. A higher percentage of students will acquire basic skills and strategies to read independently by the end of the third grade as indicated by:

Attaining “Advanced” or “Proficient” ratings on the Reading portion of the third grade State Benchmark Examination (Benchmark 1).

Graph 26 below shows the performance of third graders over the last seven years on the Benchmark and/or CAT examinations.

Using the third grade Benchmark Assessment in Reading as a measure, 2,917 (88%) students met this goal and 823 students (22%) did not.

Graph 26



- Teacher assessment, observation and judgment.

The evidence of student success at reading independently provided by teachers based on a variety of measures is included in the ASD year-end report for the Learning Opportunity Grant. Many students identified for special help made progress.

3. A higher percentage of students will demonstrate a high level of math skills at the end of each grade level in grades three through ten. Performance will be assessed based on:

A higher percentage of students will demonstrate a high level of math skills at the end of each grade level in grades three through ten. Performance will be assessed based on:

The percentage of students meeting state standards in mathematics as indicated on Alaska Benchmark Examinations, TerraNova/CAT/6 and the Alaska HSGQE will increase.

The percentage of students meeting the math Benchmark standards increased in grade 3 by 6 percent and in grade 6 by 2 percent. Grade 8 performance while above the state average remained at the same level for Anchorage students.

Mathematics composite performance on the TerraNova/CAT/6 showed a decrease of 13 percentile in grade 4, a decrease of 9 percentile in grade 7 and a 3 percentile decrease in grade 9.

The HSGQE was revised to reflect new cut scores. Student scores on the Alaska HSGQE were significantly higher than the previous year.

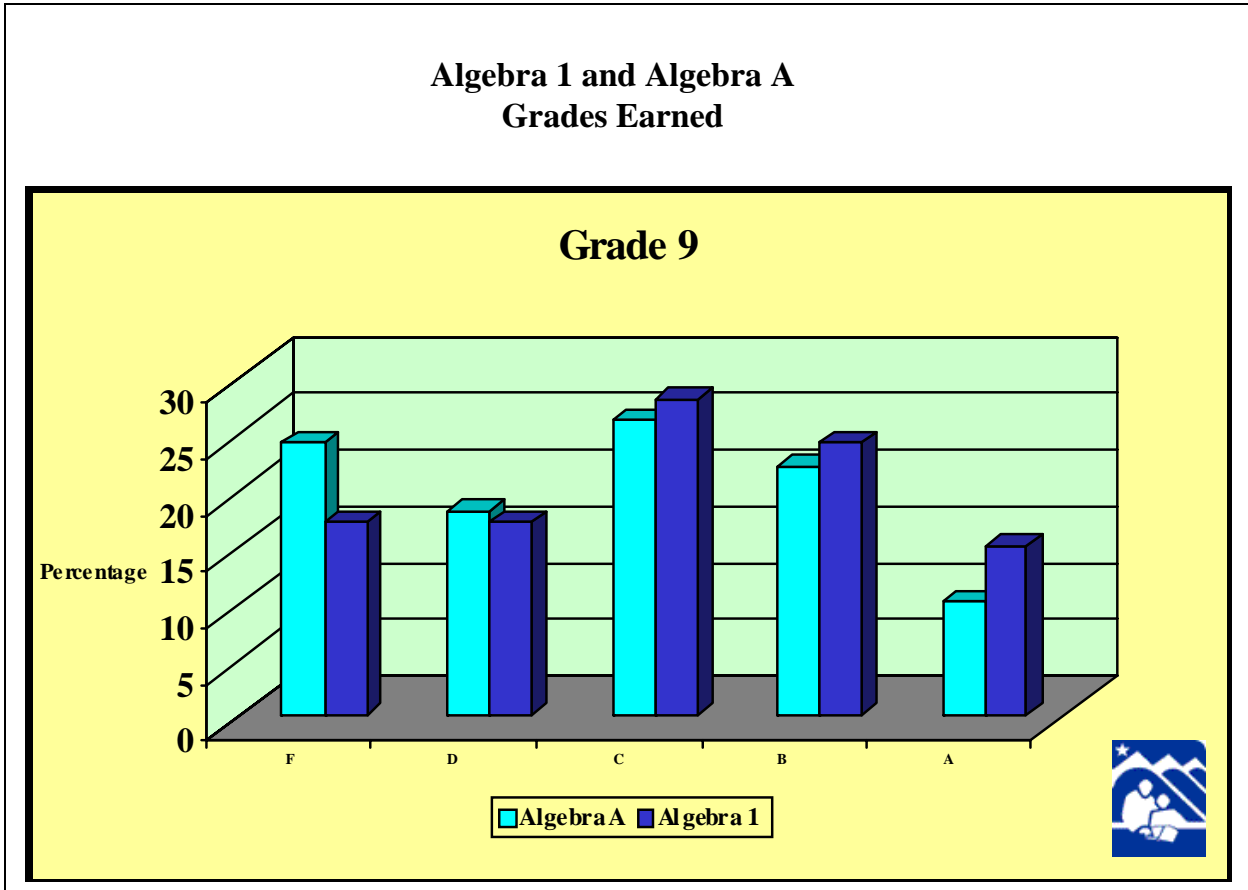
Data in the table below show the number of students completing specific mathematics courses in eighth, ninth and tenth grades. The courses were Algebra I, Geometry and Algebra II, respectively.

**Table 61
Advanced Math Performance 2001-2002**

Grade	Course	Enrollment	A	B	C	D	F	No Mark
8 th	Algebra I	1,114	265	317	239	106	73	114
		Percent	26.5	31.7	23.9	10.6	7.3	
9 th	Geometry	753	273	208	110	39	18	105
		Percent	42.1	32.1	17.0	6.0	2.8	
10 th	Algebra II	641	165	191	104	43	25	113
		Percent	31.3	36.2	19.7	8.1	4.8	

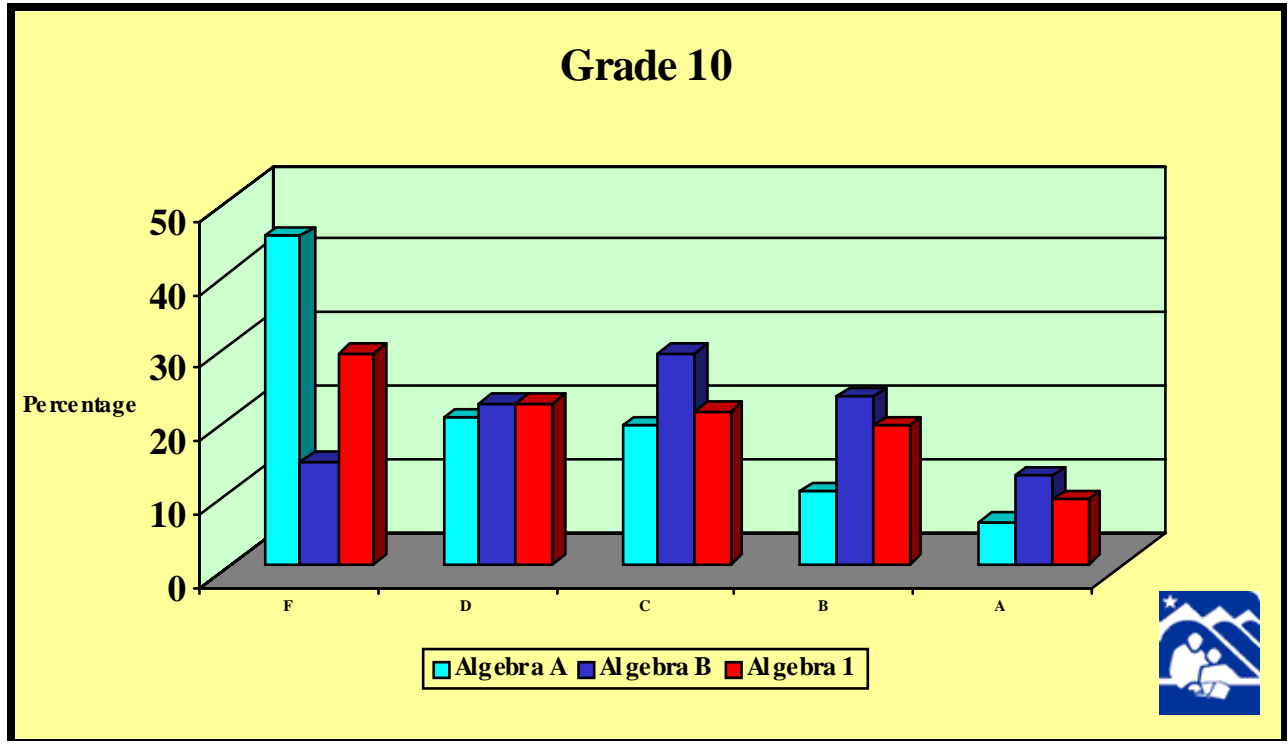
These data show that approximately 90% of the students who took advanced mathematics courses for their grade levels were successful at earning a mark of "C" or better and were prepared to move to the next level of mathematics based on that criteria. Students in eighth grade Algebra I achieved 58% at the A and B grade levels. Students in ninth grade Geometry achieved 74% at the A and B grade levels. Students in tenth grade Algebra II achieved 67.5% at the A and B grade levels.

Graph 27

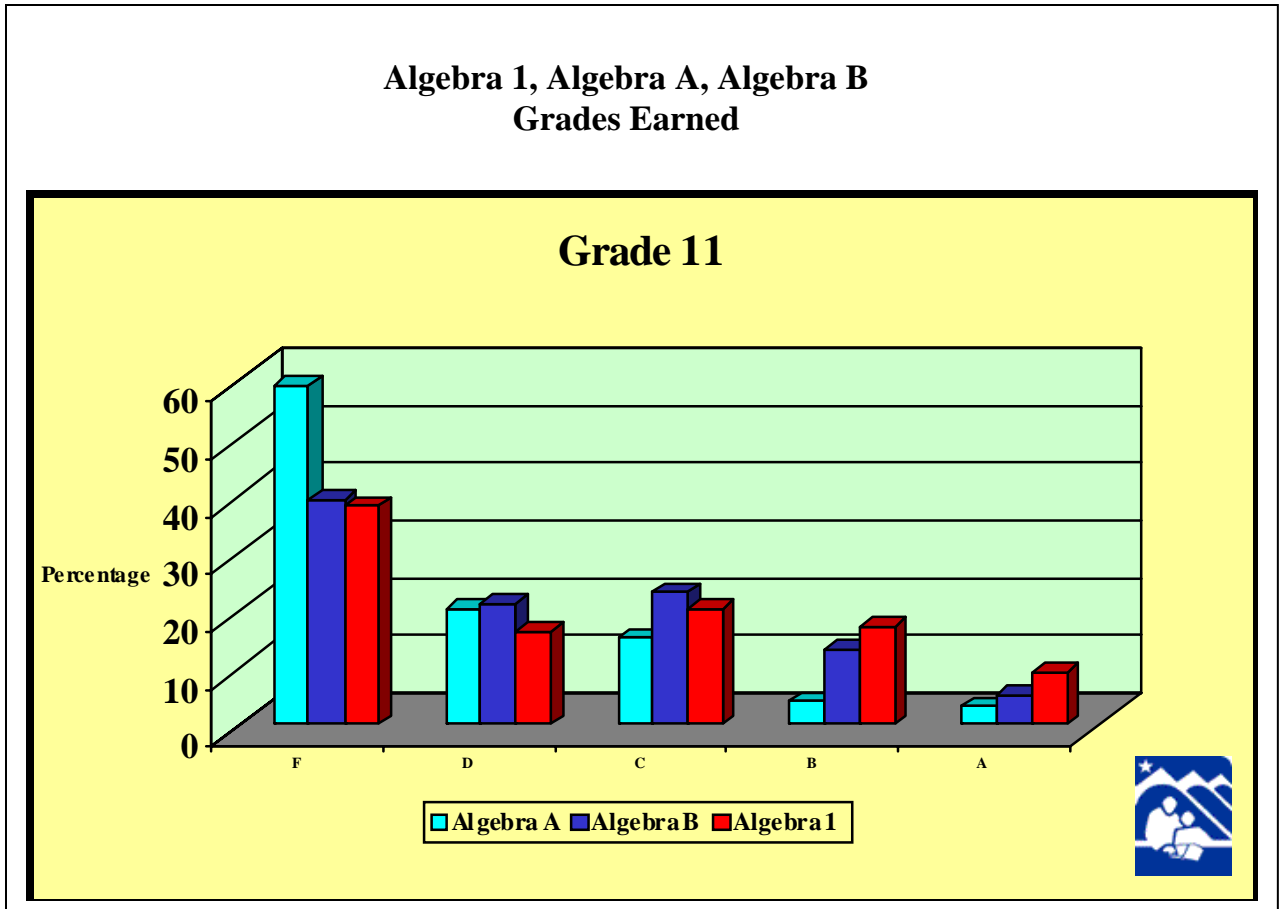


Graph 28

**Algebra 1, Algebra A, Algebra B
Grades Earned**

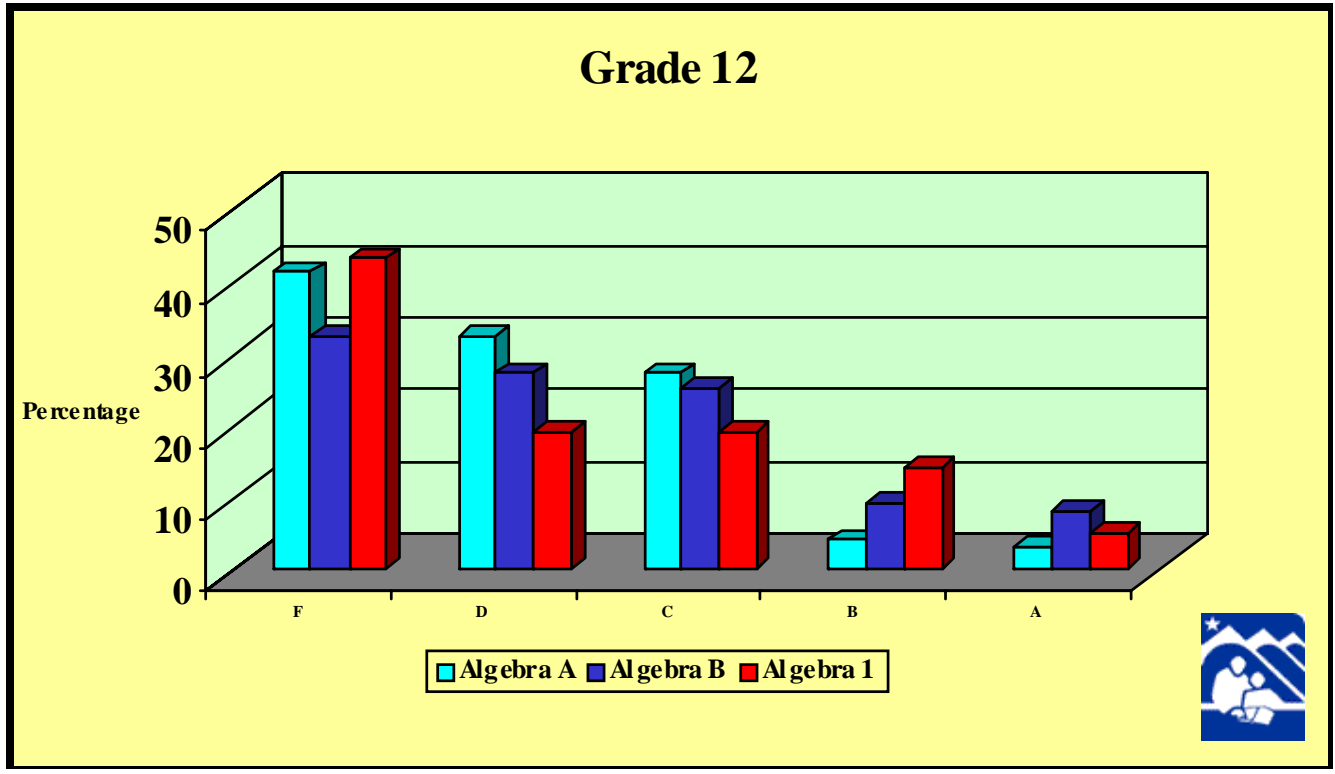


Graph 29



Graph 30

**Algebra 1, Algebra A, Algebra B
Grades Earned**



Graphs 27 to 30 show the distribution of student grades in algebra I, algebra A, and algebra B for students in grades nine to twelve.

The Board goal is to increase this number of students from year to year. 2001-2002 is the baseline year for comparison in future years.

The District continues to develop and implement training in Math content and teaching strategies. Training has included:

Three days of training per middle school math teacher

1. One day - six hour training introduction to Kagan Coop Learning
2. One day - training on using Geometer's sketchpad, which all middle school have
3. One day - performance task training on using Algebra, Geometry and data

Training for new District elementary teachers and everyday Math

1. Everyday Math training tied to credit course
2. Pre training for new to the District teachers at to District at new teacher fair
3. Grade level training for new to grade level training
4. On-site support from Math teacher experts

Also

Kagan Coop Classes using Math

“Promoting success for Bilingual students” classes focused on limited English proficient students using Math, as the target content area

Exemplars - Math problem solving classes for teachers

4. All students will demonstrate a high level of spelling skills or growth in spelling at the end of each grade level in grades two through ten.

Anchorage students in grades three, six, eight and ten surpassed the State Benchmark averages in Writing. Gains within the District were seen in grades three, six and ten. The ASD Writing Assessment showed strong performances for students in grades five, seven and nine. Students scored highest in ideas and content (69.4% to 80.7%), voice (73.3% to 89.4%) and effective word choice (69.3% to 79.9%).

Conventions of Writing remains an area for student growth. Students obtained scores of 57.3% in grade five, 66.1% in grade seven and 70.0% in grade nine.

Students demonstrated performance in Language mechanics at the 58 percentile in grade four, the 53 percentile in grade five, the 51 percentile in grade seven and the 58 percentile in grade nine.

Spelling achievement ranged from the 50 percentile in grade four to the 57 percentile in grade nine. (TerraNova/CAT/6)

5. There will be a decrease in the drop out rate of middle school and high school students as compared to the 2000-2001 school year.

Table 65 provides comparative data for school year dropouts. Overall, the dropout rate decreased by 0.09% compared to the 2000-2001 school year. The American Native heritage group continues to have the highest percent dropout rate and the Caucasian heritage group the lowest (2.3%). A total of 1,490 dropouts were recorded in 2001-2002 compared to 1,648 in 2000-2001. A total of 133 student dropouts were recorded in 2001-2002 for students in grades seven and eight.

Question: How well did Anchorage students perform on Advanced Placement (AP) exams administered in 2001-2002?

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, whether or not they elect to take AP exams at the conclusion of the year.

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 2001-2002, 4,054 AP courses were taken by 1,793 Anchorage students who took 2,284 AP exams. 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 2,284 tests taken in 2001-2002, 73% of the Anchorage tests had a score of 3 or higher. This represents an increase of 8.5% from the previous year.

Discussion: Table 62 provides a breakdown of scores of all Anchorage students taking the Advanced Placement Examinations in 2001-2002. Students took the exams at a number of Anchorage schools: West, Bartlett, East, Dimond, Service 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 62
Anchorage AP Test Performance
By District and School**

Score	District	West	Bartlett	East	Dimond	Service	Chugiak
5	233	24	12	19	40	98	40
4	451	36	25	28	81	186	95
3	616	58	44	33	144	213	125
2	394	42	69	6	96	109	77
1	99	17	36	7	16	17	7
Total	1793	177	186	93	377	623	344
% => 3	73%	67%	44%	86%	70%	80%	76%

Some AP courses are one semester in length – i.e., Micro Economics, Macro Economics, while other like Calculus and US History are two semesters. Table 63 shows the unduplicated count of the number of semesters that individual students studied AP courses.

**TABLE 63
UNDUPLICATED COUNT OF STUDENTS ENROLLED IN AP COURSES
BY HIGH SCHOOL, 2001-2002**

Semesters of AP Courses Taken	HIGH SCHOOL						Student Total
	Bartlett	Chugiak	Dimond	East	Service	West	
10	0	2	0	0	5	0	7
9	0	2	1	0	1	0	4
8	4	10	11	0	18	1	44
7	3	2	4	0	2	0	11
6	11	23	23	6	56	8	127
5	10	3	5	0	2	5	25
4	24	53	54	33	98	33	295
3	9	9	10	8	11	17	64
2	58	79	114	73	150	93	567
1	23	8	34	10	19	32	126
School Total	142	191	256	130	362	189	1270

Table 64 shows the breakout of the information from Table 63 by the gender of the students taking AP courses. In 2001-2002, 40% of the ASD students taking AP courses were male and 60% were female.

**TABLE 64
UNDUPLICATED COUNT OF STUDENTS ENROLLED IN AP COURSES
BY HIGH SCHOOL BY GENDER, 2001-2002**

Semesters of AP Courses Taken	HIGH SCHOOL												Student Total
	Bartlett		Chugiak		Dimond		East		Service		West		
	M	F	M	F	M	F	M	F	M	F	M	F	
10	0	0	2	0	0	0	0	0	3	2	0	0	7
9	0	0	1	1	1	0	0	0	1	0	0	0	4
8	2	2	5	5	9	2	0	0	8	10	1	0	44
7	1	2	1	1	2	2	0	0	1	1	0	0	11
6	6	5	12	11	9	14	4	2	28	28	2	6	127
5	3	7	2	1	4	1	0	0	2	0	2	3	25
4	8	16	21	32	23	31	16	17	30	68	16	17	295
3	3	6	4	5	5	5	4	4	5	6	8	9	64
2	20	38	23	56	40	74	32	41	52	98	34	59	567
1	12	11	5	3	14	20	2	8	6	13	14	18	126
School Total	55	87	76	115	107	149	58	72	136	226	77	112	1270

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

Answer: The number of students identified as dropouts during the 2001-2002 school year decreased by 158 students compared to the previous year (1,490 students, 3.0 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.

Dropout patterns varied by racial-ethnic group. American Native students continue to be more likely to drop out than students from other backgrounds (5.1%). The next most likely group to dropout was African-American (3.4%) and Asian/Pacific Islander (3.3%) students. Caucasian students, however, had the highest absolute number of dropouts, 697 students during 2001-2002

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 1996-1997 and 2001-2002. 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 2000-2001. About 4,515 students left school as official dropouts over the past three years.

Table 65 shows that among the racial-ethnic groups, American Native students are the most likely to dropout during the school year (5.1%). Caucasian students are the least likely to leave school as dropouts (2.3%).

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. 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 65
Anchorage School District
School Year Dropouts
1997-1998 to 2001-2002

	American Native	Asian/ Pacific Islander	African American	Hispanic	Caucasian	Other	Total
2001-02							
Enrollment	6,267	5,038	4,234	2,897	29,978	1,241	49,655
Final Dropouts	321	171	146	87	697	38	1,490
Percent Dropouts	5.10%	3.30%	3.40%	3.00%	2.30%	3.00%	3.00%
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%

Table 66

**Anchorage School District
Four -Year Transfer Pattern
of Students in Grade 9
at Beginning of 1998-1999 School Year
Ethnic Group Patterns**

	American Native	Asian/Pac Islander	African American	Hispanic	Caucasian	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.

Question: How did grades and credits relate to high school performance in 2001-2002?

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 13,290 students who had one or more marks assigned during 2001-2002 was 2.40 or "C+." About 55 percent of the grades given were marks of "A" or "B".

Anchorage high school students attempted an average of 5.41 credits and earned an average of 4.68 credits during the year. The average number of credits earned was 4.81 for grade nine students, 4.73 for grade ten students, 4.75 for grade eleven students, and 4.37 for grade twelve students. An Anchorage student must have 22.5 credits for graduation, an average of 5.63 credits per academic year.

Examination of Tables 69 and 70 shows that there was a decrease in high school credits attempted over the prior year. However, the relative number of low and unacceptable grades remains high with an average of 13.6 percent of the grades reflecting "F" performance.

The lower grades earned in ASD math courses were consistent with the lower math scores reported on the Alaska High School Graduation Qualifying Exam. Mathematics remained the lowest area of student performance for students both in Anchorage and in the State on the refocused HSGQE.

The Graduation Support Service Program was initiated during the 1998-1999 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.

Discussion: Tables 67 through 84 present the grades, credits attempted, credits earned, grade point average and average absences for secondary students who were issued reports cards in 2001-2002. The data are drawn from the District Student Management System, which contains grade 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 67
Middle School Student
Classes and GPA Analysis
by Grade**

Spring 2002	7	8	7-8
Number of Students	4,049	3,960	8,009
Average Courses Attempted	6.72	6.71	6.71
Average Courses Earned	6.14	6.10	6.12
Mean Grade Point Average	2.68	2.64	2.66
Average Absences per Course	5.72	6.22	5.97
Spring 2001	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

Table 68
Distribution of Attempted Classes and
Earned Marks by Area
Combined Grades 7 - 8

Spring 2002	Total Classes	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	8,115	29.8%	26.5%	20.4%	12.0%	11.3%
Mathematics	7,659	21.2%	28.9%	24.1%	14.1%	11.7%
Science	9,092	26.6%	26.3%	21.6%	13.1%	12.5%
Social Studies	7,516	30.5%	25.8%	21.0%	12.1%	10.6%
Other	21,377	50.1%	24.4%	14.0%	6.1%	5.5%
All Courses	53,759	36.7%	25.8%	18.5%	10.0%	9.0%
Spring 2001	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	7,500	28%	28%	21%	13%	11%
Mathematics	7,124	22%	29%	24%	15%	11%
Science	7,031	23%	28%	24%	14%	11%
Social Studies	7,012	31%	27%	21%	12%	9%
All Courses	49,984	36%	27%	19%	10%	8%
*Includes "F," "WF," and "I."						

**Table 69
High School Student
Classes and GPA Analysis
by Grade**

Spring 2002	9	10	11	12	9-12
Number of Students	3,723	3,612	3,189	2,766	13,290
Average Credits Attempted	5.65	5.60	5.47	4.76	5.41
Average Credits Earned	4.81	4.73	4.75	4.37	4.68
Mean Grade Point Average	2.29	2.24	2.43	2.73	2.40
Average Absences per Course	6.03	6.82	7.21	7.24	6.78
Spring 2001	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

Table 70
Distribution of Attempted Classes and
Earned Marks by Area
Combined Grades 9 - 12

Spring 2002	Total Classes	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	13,021	24.8%	27.8%	20.3%	12.4%	14.7%
Mathematics	10,446	16.4%	23.2%	24.4%	16.6%	19.3%
Science	10,602	20.1%	25.7%	23.6%	16.0%	14.6%
Social Studies	12,979	25.1%	24.8%	21.5%	13.8%	14.8%
Other	24,809	44.2%	23.8%	14.4%	7.5%	10.2%
All Courses	71,857	30.3%	24.8%	19.3%	11.9%	13.6%

Spring 2001	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	11,882	26%	29%	21%	12%	9%
Mathematics	9,630	16%	25%	25%	16%	14%
Science	9,833	20%	27%	24%	15%	10%
Social Studies	11,703	26%	27%	22%	14%	9%
All Courses	66,048	31%	26%	20%	12%	8%

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

Table 71
Alaska Native
Middle & High School Students
Classes and GPA Analysis
by Grade -- Spring 2002

Grade	7	8	7-8		
Number of Students	485	385	870		
Average Courses Attempted	6.48	6.49	6.48		
Average Courses Earned	5.40	5.48	5.44		
Mean Grade Point Average	2.12	2.15	2.13		
Average Absences per Course	7.85	8.27	8.06		
Grade	9	10	11	12	9-12
Number of Students	365	326	248	202	1141
Average Credits Attempted	5.39	5.20	4.92	4.60	5.02
Average Credits Earned	4.00	3.73	3.72	3.77	3.80
Mean Grade Point Average	1.77	1.64	1.81	2.09	1.82
Average Absences per Course	8.04	9.42	9.97	8.46	8.97

Table 72
Alaska Native
Distribution of Attempted Classes and
Earned Marks by Area
High School Students
Spring 2002

Combined Grades 9-12	Total Classes	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	1066	14.6%	20.0%	21.3%	16.5%	27.6%
Mathematics	880	10.6%	19.7%	21.4%	18.3%	30.1%
Science	845	9.8%	18.1%	23.1%	20.3%	28.6%
Social Studies	1025	11.6%	19.1%	20.7%	19.6%	29.0%
Other	1996	29.6%	22.5%	18.2%	11.0%	18.7%
All Courses	5812	18.4%	20.5%	20.3%	15.8%	25.0%

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

Table 73
American Indian
Middle & High School Students
Classes and GPA Analysis
by Grade -- Spring 2002

Grade	7	8	7-8		
Number of Students	49	54	103		
Average Courses Attempted	6.46	6.46	6.46		
Average Courses Earned	5.43	5.30	5.36		
Mean Grade Point Average	2.32	2.18	2.25		
Average Absences per Course	6.79	8.86	7.82		
Grade	9	10	11	12	9-12
Number of Students	44	40	35	32	151
Average Credits Attempted	5.27	5.32	5.02	5.48	5.27
Average Credits Earned	3.77	4.08	3.99	4.95	4.19
Mean Grade Point Average	1.60	1.91	2.06	2.48	2.01
Average Absences per Course	8.72	8.04	8.10	6.67	7.88

Table 74
American Indian
Distribution of Attempted Classes and
Earned Marks by Area
High School Students
Spring 2002

Combined Grades 9-12	Total Classes	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	134	16.6%	25.1%	22.3%	15.2%	20.8%
Mathematics	114	7.1%	25.6%	17.2%	17.6%	32.4%
Science	106	13.6%	20.4%	24.9%	17.6%	23.5%
Social Studies	140	18.5%	18.5%	25.2%	14.0%	23.8%
Other	302	38.0%	23.8%	16.2%	6.9%	15.1%
All Courses	796	24.0%	23.0%	19.9%	12.3%	20.9%

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

Table 75
Asian/Pacific Islander
Middle & High School Students
Classes and GPA Analysis
by Grade -- Spring 2002

Grade	7	8	7-8		
Number of Students	339	326	665		
Average Courses Attempted	6.68	6.62	6.65		
Average Courses Earned	6.26	6.03	6.14		
Mean Grade Point Average	2.93	2.76	2.84		
Average Absences per Course	3.82	5.27	4.54		
Grade	9	10	11	12	9-12
Number of Students	315	312	303	237	1167
Average Credits Attempted	5.76	5.60	5.60	4.87	5.45
Average Credits Earned	4.90	4.64	4.61	4.34	4.62
Mean Grade Point Average	2.45	2.24	2.35	2.61	4.82
Average Absences per Course	4.97	6.49	6.75	6.97	6.29

Table 76
Asian/Pacific Islander
Distribution of Attempted Classes and
Earned Marks by Area
High School Students
Spring 2002

Combined Grades 9-12	Total Classes	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	1164	27.1%	27.8%	18.8%	10.1%	16.3%
Mathematics	945	21.0%	21.1%	20.6%	15.7%	21.6%
Science	948	22.9%	23.0%	21.8%	14.7%	17.6%
Social Studies	1168	26.0%	23.9%	19.7%	12.8%	17.7%
Other	2187	46.4%	21.8%	13.5%	6.7%	11.6%
All Courses	6412	32.7%	23.3%	17.6%	10.7%	15.7%

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

Table 77
African-American
Middle & High School Students
Classes and GPA Analysis
by Grade -- Spring 2002

Grade	7	8	7-8		
Number of Students	368	377	745		
Average Courses Attempted	6.70	6.66	6.68		
Average Courses Earned	6.00	5.94	5.97		
Mean Grade Point Average	2.44	2.33	2.38		
Average Absences per Course	5.30	5.55	5.42		
Grade	9	10	11	12	9-12
Number of Students	311	295	232	201	1039
Average Credits Attempted	5.68	5.56	5.33	4.58	5.28
Average Credits Earned	4.29	4.38	4.23	4.01	4.22
Mean Grade Point Average	1.75	1.90	2.00	2.34	1.99
Average Absences per Course	6.23	6.61	7.92	7.76	7.13

Table 78
African-American
Distribution of Attempted Classes and
Earned Marks by Area
High School Students
Spring 2002

Combined Grades 9-12	Total Classes	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	1031	13.9%	24.5%	23.0%	15.4%	23.2%
Mathematics	838	6.6%	16.1%	24.8%	22.7%	29.8%
Science	813	7.8%	20.7%	25.0%	25.2%	21.3%
Social Studies	982	15.3%	21.3%	23.3%	17.9%	22.1%
Other	1902	34.3%	23.2%	17.2%	10.4%	14.8%
All Courses	5566	20.0%	21.8%	21.4%	16.3%	20.5%

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

Table 79
Hispanic
Middle & High School Students
Classes and GPA Analysis
by Grade -- Spring 2002

Grade	7	8	7-8		
Number of Students	251	218	469		
Average Courses Attempted	6.72	6.60	6.66		
Average Courses Earned	6.05	6.00	6.02		
Mean Grade Point Average	2.56	2.50	2.53		
Average Absences per Course	6.13	6.23	6.18		
Grade	9	10	11	12	9-12
Number of Students	201	181	134	142	658
Average Credits Attempted	5.64	5.43	5.49	4.80	5.34
Average Credits Earned	4.60	4.26	4.60	4.26	4.43
Mean Grade Point Average	2.01	1.93	2.12	2.48	2.13
Average Absences per Course	6.59	7.73	8.32	7.53	7.54

Table 80
Hispanic
Distribution of Attempted Classes and
Earned Marks by Area
High School Students
Spring 2002

Combined Grades 9-12	Total Classes	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	654	19.9%	24.7%	22.3%	16.2%	16.9%
Mathematics	514	9.4%	21.5%	22.9%	21.6%	24.7%
Science	509	13.4%	19.7%	24.7%	20.8%	21.4%
Social Studies	619	18.8%	24.1%	21.6%	17.3%	18.3%
Other	1239	32.6%	26.0%	17.2%	10.7%	13.5%
All Courses	3535	22.3%	24.0%	20.6%	15.6%	17.5%

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

Table 81
Caucasian
Middle & High School Students
Classes and GPA Analysis
by Grade -- Spring 2002

Grade	7	8	7-8		
Number of Students	2412	2450	4862		
Average Courses Attempted	6.77	6.77	6.77		
Average Courses Earned	6.31	6.25	6.28		
Mean Grade Point Average	2.81	2.76	2.78		
Average Absences per Course	5.64	6.17	5.90		
Grade	9	10	11	12	9-12
Number of Students	2331	2325	2118	1852	8626
Average Credits Attempted	5.70	5.67	5.54	4.78	5.42
Average Credits Earned	5.04	4.99	5.00	4.51	4.88
Mean Grade Point Average	2.46	2.40	2.60	2.90	2.59
Average Absences per Course	5.76	6.39	6.72	7.03	6.47

Table 82
Caucasian
Distribution of Attempted Classes and
Earned Marks by Area
High School Students
Spring 2002

Combined Grades 9-12	Total Classes	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	8492	27.7%	29.6%	19.8%	11.5%	11.4%
Mathematics	6760	18.6%	25.1%	25.6%	15.2%	15.5%
Science	6996	23.1%	28.0%	23.8%	14.1%	11.0%
Social Studies	8561	28.7%	26.2%	21.5%	12.5%	11.1%
Other	16,259	48.0%	24.0%	13.5%	6.6%	7.9%
All Courses	47,068	33.5%	26.1%	19.1%	10.7%	10.5%

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

Table 83
Other
Middle & High School Students
Classes and GPA Analysis
by Grade -- Spring 2002

Grade	7	8	7-8		
Number of Students	60	53	113		
Average Courses Attempted	6.60	6.58	6.59		
Average Courses Earned	6.12	5.81	5.96		
Mean Grade Point Average	2.63	2.44	2.53		
Average Absences per Course	5.27	5.51	5.39		
Grade	9	10	11	12	9-12
Number of Students	60	44	46	33	183
Average Credits Attempted	5.13	5.39	4.76	4.79	5.01
Average Credits Earned	3.97	3.81	3.53	3.65	3.74
Mean Grade Point Average	1.82	1.79	1.78	1.86	1.81
Average Absences per Course	6.74	9.13	9.48	9.66	8.75

Table 84
Other
Distribution of Attempted Classes and
Earned Marks by Area
High School Students
Spring 2002

Combined Grades 9-12	Total Classes	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	170	18.8%	21.1%	19.1%	14.1%	27.0%
Mathematics	138	10.8%	15.2%	18.8%	20.9%	34.3%
Science	134	9.7%	22.5%	19.9%	25.1%	22.8%
Social Studies	176	11.9%	18.5%	21.6%	15.9%	32.1%
Other	304	30.5%	23.9%	16.6%	10.7%	18.2%
All Courses	922	19.6%	21.0%	18.7%	15.6%	25.1%

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

Question: How well did Anchorage seniors perform on college entrance examinations in 2001-2002?

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 2001-02, Educational Testing Service reported scores for 1,427 Anchorage seniors on the SAT, 57 percent of the graduating class. American College Testing reported scores for 678 graduates on the ACT, 27 percent of the graduating class.

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 518 on Verbal, 530 on Mathematics, and 1,048 on SAT Total are above the national averages of 504, 516 and 1,020, respectively. The ACT averages for Anchorage of 21.8 for English, 23.5 for Mathematics, and 23.0 for Composite are above the national averages of 20.8.

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 2002 were slightly higher than the scores for the class of 2001.

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.

Table 85b presents the Scholastic Achievement Test (SAT) results for 2001-02. Anchorage students' average score of 518 in Verbal was above the national average of 504 and above the average of 514 for the rest of Alaska. The Mathematics score of 530 was above the national average of 516 and the average for the rest of Alaska of 519. The Total Score of 1,048 was above the national average of 1,020 and the average for the rest of Alaska of 1,026. The SAT scale has a standard deviation of 100, so small year-to-year differences (see Table 85b) are common and have little meaning.

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 86 and 86b show the ACT and SAT scores since 1997-98. 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 85
Anchorage School District
Average (Mean) ACT Scores by Geographic Region
2001-2002 Seniors

Geographic Region	Number Tested	Average ACT Scores		
		English	Mathematics	Composite
Anchorage	678	21.8	23.5	23.0
Alaska (Excluding Anchorage)	1,622	19.5	20.5	20.6
Alaska (Including Anchorage)	2,300	20.2	21.4	21.3
Nation	1,116,082	20.2	20.6	20.8

Standard Deviation = 4.5

Table 85b
Anchorage School District
Average (Mean) SAT Scores by Geographic Region
2001-02 Seniors

Geographic Region	Number Tested	Average SAT Scores		
		Verbal	Mathematics	Total
Anchorage	1,427	518	530	1,048
Alaska (Excluding Anchorage)	2,407	514	512	1,026
Alaska (Including Anchorage)	3,834	516	519	1,035
Nation	1,327,831	504	516	1,020

Standard Deviation = 100

Table 86
Average (Mean) American College Testing (ACT) Scores by Sub-test Area
Anchorage Seniors
1996-1997 through 2001-2002

Year	Anchorage Graduates Taking the ACT		Enhanced Average ACT Scores			National Composite
	Number	Percent	English	Math	Composite	
2001-02	678	27%	21.8	23.5	23.0	20.8
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 86b
Anchorage Performances
Scholastic Achievement Test (SAT)
1997-98 through 2001-02

Year	Anchorage Graduates Taking the SAT		Anchorage Average Scores			National Average Scores		
	Number	Percent	Verbal	Math	Total	Verbal	Math	Total
2001-02	1,427	57%	518	530	1,048	504	516	1,020
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

Table 87 is based on information about college preparation supplied by students when they took the ACT test. Students reported the courses they took and ACT compared scores of those who 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 did not. Anchorage students scored higher than the comparable national groups for both students with and without the college preparation core.

Students who completed the college preparation core consistently scored higher on the ACT than those who did not completed the core. Students who completed the core performed 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 this test did well. They out performed the national average and the average for the rest of Alaska.

Table 87
Anchorage School District
Average ACT Scores by Level of
Academic Preparation
Anchorage - Nation
2001-2002 School Year

Content Area	Group	Anchorage		Nation	
		Number Tested	Average	Number Tested	Average
English	Core or More*	382	23.0	643,596	21.4
	Less than Core	232	20.2	397,544	18.4
Math	Core or More*	382	24.9	643,596	21.6
	Less than Core	232	21.5	397,544	18.8
Reading	Core or More*	382	24.8	643,596	22.2
	Less than Core	232	22.0	397,544	19.5
Science	Core or More*	382	23.5	643,596	21.7
	Less than Core	232	21.5	397,544	19.4
Composite	Core or More*	382	24.2	643,596	21.8
	Less than Core	232	21.4	397,544	19.2

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 a college preparation core.
 60 percent of the national group of test takers reported having completed a college preparation core.

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

Answer: There is a high correlation between economic status and achievement. In the ASD, test scores are inversely related to economic status. When viewed collectively, students who qualified for free and reduced lunch scored lower on standardized tests than students who did not qualify for free and reduced lunch. However, many individual students and some schools are exceptions to this pattern.

Economic resources are related to the opportunities provided to students outside of the school day. Families with more money may spend more on books and experiences that enrich learning.

Discussion: Average standardized test scores for students eligible for free lunch ranged from the 23rd to the 36th percentile, depending on grade and test area. Average scores for students eligible for reduced-price lunch ranged from the 36th to the 51st percentile. Average scores for students not eligible for free and reduced lunch ranged from the 65th to the 75th percentile. The gap in performance between socio-economic groups was greatest in Reading and Language Arts. While individual students on free or reduced lunch may score at any level, there was a correlation between family income and achievement.

Tables 88 and 89 shows the percentage of students eligible for free and reduced-price lunch in each Anchorage elementary and middle level school. The percentage of students eligible for assistance in individual schools ranged from less than 5 percent to 93 percent. Thirty-five percent of the students in elementary school were eligible for free and reduced lunch. In sixteen elementary schools, more than half of the students were eligible for assistance.

Table 88
Free and Reduced Price Lunch - Elementary School
End-of-Year 2002

School	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
Abbott Loop	431	178	41%
Airport Heights	286	127	44%
Alpenglow	594	45	7%
Aquarian	231	16	6%
Aurora	413	137	33%
Baxter	451	190	42%
Bayshore	563	59	10%
Bear Valley	480	19	3%
Birchwood	394	48	12%
Bowman	568	70	12%
Campbell	468	144	30%
Chester Valley	347	168	48%
Chinook	570	235	41%
Chugach	235	6	2%
Chugiak	483	71	14%
College Gate	445	161	36%
Creekside ¹	460	286	62%
Denali ¹	431	142	32%
Eagle River	402	115	28%
Fairview ^{1,2}	456	397	87%
Family Partnership	389	8	2%
Fire Lake	289	87	30%
Girdwood	149	10	6%
Government Hill ¹	489	242	49%
Homestead	390	41	10%
Huffman	503	27	5%
Inlet View	257	49	19%
Kasuun	542	121	22%
Kincaid	532	69	12%
Klatt	420	132	31%
Lake Hood	484	163	33%
Lake Otis	439	180	41%
Mt. Spurr	266	60	22%
Mountain View ^{1,2}	420	393	93%
Muldoon ¹	496	346	69%
North Star ^{1,2}	513	393	76%
Northern Lights	610	59	9%
Northwood	366	200	54%
Nunaka Valley	336	152	45%
Oceanview	562	103	18%
O'Malley	368	15	4%
Orion	383	189	49%
Polaris	454	32	7%
Ptarmigan ¹	362	248	68%
Rabbit Creek	385	43	11%
Ravenwood	399	23	5%

**Table 88 (cont'd)
Free and Reduced Price Lunch - Elementary School
End-of-Year 2002**

School	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
Rogers Park	525	120	22%
Russian Jack ¹	383	259	67%
Sand Lake	610	87	14%
Scenic Park	541	168	31%
Spring Hill	399	155	38%
Susitna	564	224	39%
Taku ¹	449	252	56%
Trailside	462	78	16%
Tudor	541	294	54%
Turnagain	339	131	38%
Ursa Major ¹	440	305	69%
Ursa Minor ¹	278	166	59%
Village	154	19	12%
Whaley Center	204	61	29%
William Tyson ^{1,2}	478	422	88%
Williwaw ¹	538	403	74%
Willow Crest ¹	471	301	63%
Wonder Park ¹	436	285	65%
Wood, Gladys	487	134	27%
TOTAL	27,810	9,863	35%

• Enrollment is based on 9/29/2002 counts while children from low-income families are based on Student nutrition End-of -Year numbers.

¹ - Title I ² - Impact

**Table 89
Free and Reduced Price Lunch - Middle Level
End-of-Year 2002**

School	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
Central	779	299	38%
Clark ¹	900	628	69%
Goldenview	891	78	8%
Gruening	630	63	10%
Hanshew	977	233	23%
Mears	1041	194	18%
Mirror Lake	635	100	15%
Romig	829	341	41%
Search	93	53	56%
Wendler	949	332	34%
TOTAL	7,724	2,321	30%

▪ Enrollment is based on 9/29/2002 counts while children from low-income families are based on Student nutrition End-of -Year numbers.

¹- Title I

Table 90
TerraNova/CAT/6 Reading Composite Percentile Rank Scores
by Lunch Eligibility Status Spring 2002

Grade Level	Information	Not Eligible For F/R Lunch	Eligible for Reduced-lunch	Eligible for Free Lunch
4	Percentile	72	39	26
	Number Tested	2,724	353	942
5	Percentile	71	44	29
	Number Tested	2,708	347	860
7	Percentile	72	47	27
	Number Tested	2,869	274	706

Table 91
TerraNova/CAT/6 Language Arts Composite Percentile Rank Scores
by Lunch Eligibility Status Spring 2002

Grade Level	Information	Not Eligible for F/R Lunch	Eligible for Reduced-lunch	Eligible for Free Lunch
4	Percentile	72	43	28
	Number Tested	2,722	353	939
5	Percentile	69	47	34
	Number Tested	2,704	346	859
7	Percentile	70	51	34
	Number Tested	2,862	274	701

Table 92
TerraNova/CAT/6 Mathematics Composite Percentile Rank Scores
by Lunch Eligibility Status Spring 2002

Grade Level	Information	Not Eligible for F/R Lunch	Eligible for Reduced-lunch	Eligible for Free Lunch
4	Percentile	67	40	26
	Number Tested	2,717	353	934
5	Percentile	65	41	31
	Number Tested	2,702	346	859
7	Percentile	72	49	36
	Number Tested	2,853	273	686

Table 93
TerraNova/CAT/6 Total Score Percentile Rank Scores
by Lunch Eligibility Status Spring 2002

Grade Level	Information	Not Eligible for F/R Lunch	Eligible for Reduced-lunch	Eligible for Free Lunch
4	Percentile	69	36	23
	Number Tested	2,717	353	934
5	Percentile	72	45	31
	Number Tested	2,702	346	859
7	Percentile	75	51	33
	Number Tested	2,853	273	686

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 are enrolled in the District for several years tend to do better than their peers who are newcomers. Tables 94 through 97 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 were below the average of those who have been enrolled 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.

Discussion: Tables 94 through 97 show patterns of higher performance in Reading, Language Arts, Mathematics, and Total scores on CAT tests for students with longer tenures in the Anchorage schools.

The tables do not examine the relationship between mobility within Anchorage and achievement. Students who do not speak English may be excluded from CAT testing for their first year in an English speaking school.

The difference in percentile rank scores between new and continuing students ranges from +3 to +11 with a median difference of about +5 percentile points. This is a notable difference in a District as large, diverse, and mobile as the ASD.

Table 94
Relationship of Tenure in District
Norm-Referenced Test Performance
Reading Composite
Spring 2002

Grade Level	Information	First or Second Year	Third or Fourth Year	Fifth Year or More	Total
4	Percentile	52	54	56	55
	Number Tested	611	662	2,746	4,025
5	Percentile	54	52	58	57
	Number Tested	579	450	2,886	3,911
7	Percentile	54	55	60	58
	Number Tested	482	378	2,989	3,853
9	Percentile	58	57	65	64
	Number Tested	350	292	2,608	3,278

* 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 95
Relationship of Tenure in District
Norm-Referenced Test Performance
Language Arts Composite
Spring 2002

Grade Level	Information	First or Second Year	Third or Fourth Year	Fifth Year or More	Total
4	Percentile	55	55	56	56
	Number Tested	610	662	2,742	4,025
5	Percentile	53	52	57	56
	Number Tested	579	450	2,880	3,913
7	Percentile	55	55	58	58
	Number Tested	480	379	2,978	3,857
9	Percentile	57	58	63	62
	Number Tested	347	291	2,598	3,284

* 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 96
Relationship of Tenure in District
Norm-Referenced Test Performance
Mathematics Composite
Spring 2002

Grade Level	Information	First or Second Year	Third or Fourth Year	Fifth Year or More	Total
4	Percentile	50	51	53	53
	Number Tested	610	661	2,733	4,026
5	Percentile	50	50	54	54
	Number Tested	578	450	2,879	3,917
7	Percentile	56	57	60	59
	Number Tested	478	373	2,961	3,876
9	Percentile	57	58	67	65
	Number Tested	348	291	2,597	3,291

* 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 97
Relationship of Tenure in District
Norm-Referenced Test Performance
Total Score
Spring 2002

Grade Level	Information	First or Second Year	Third or Fourth Year	Fifth Year or More	Total
4	Percentile	51	51	53	53
	Number Tested	610	661	2,733	4,047
5	Percentile	54	52	58	57
	Number Tested	578	450	2,879	3,922
7	Percentile	57	58	61	60
	Number Tested	478	373	2,961	3,878
9	Percentile	58	58	66	65
	Number Tested	348	291	2,597	3,333

* 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.

Question: What was the level of attendance for District students in 2000-2001?

Answer: Ninety-three percent of ASD students were in school on the average school day of 2000-2001. The rate of attendance was consistent with that of prior years. Attendance has not been a systemic problem in Anchorage.

Discussion: Table 98 shows that overall attendance in Anchorage was good with an overall average of 93.3 percent during the 2000-2001 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 98

**Anchorage School District
Five-Year History of District Wide Attendance
1996-1997 through 2000-2001**

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%

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 opinion 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 2001-2002.

The overall response rate for the School Report Cards was down in 2001-2002. 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 99 shows the number of surveys returned from each school.

The low response rates for some schools calls 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 remains substantial.

In general, parent, student, and staff responses are positive toward the ASD 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 (67 percent) of parents indicate that they either agree (50 percent) or strongly agree (17 percent) that they are satisfied with the performance of the ASD.
- A majority (83 percent) of parents indicate that they either agree (46 percent) or strongly agree (37 percent) that they are satisfied with the performance of the program in which their children are enrolled.
- A majority (80 percent) of parents indicate that they either agree (37 percent) or strongly agree (43 percent) that they are satisfied with the performance of those who teach their children.
- A majority (71 percent) of students indicate that they either agree (33 percent) or strongly agree (38 percent) that their teachers treat them with respect.
- A majority (69 percent) of students indicate that they either agree (33 percent) or strongly agree (36 percent) that they know where to go for help if they have a problem at school.
- A majority (65 percent) of students indicate that they either agree (40 percent) or strongly agree (25 percent) that they understand the schoolwork that they are given.
- A majority (63 percent) of the students indicate that they either agree (33 percent) or strongly agree (30 percent) that they feel welcome at school.
- A majority (85 percent) of District Staff indicate that they either agree (44 percent) or strongly agree (41 percent) that they are satisfied with their jobs.
- A majority (79 percent) of District Staff indicate that they either agree (33 percent) or strongly agree (46 percent) that the principal and other staff provide needed support for working with students.
- A majority (79 percent) of District Staff indicate that they either agree (33 percent) or strongly agree (46 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 opinions 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 three through twelve 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.

A 2002 Phi Delta Kappa-sponsored Gallup Poll found that in a national sample 58 percent of public school parents gave their community schools an "A" or "B." Parents gave the school their children attend higher grades: "A", 27 percent; "B", 44 percent. The ASD survey comparison gives the District 17 percent "A" and 50 percent "B"; the school 37 percent "A" and 46 percent "B." While the Gallup Poll and ASD surveys are not directly comparable, the high ratings given by Anchorage parents is notable. The 67 percent that agree or strongly agree for the District and 83 percent for the school and 80 percent for the teacher are close to an all-time high.

Tables 100, 101, and 102 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 103, 104, and 105. Middle Level results are presented in Tables 106, 107, and 108. High School results are presented in Tables 109, 110, and 111.

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 elementary, middle and high school and among schools are statistically significant. Conclusions based on these results should be considered with caution because of the low response rates.

Table 99
Anchorage School District
School Report Card Surveys
Return by School

School	Enrollment	Parent	Student	Staff
Abbott Loop	431	59	305	15
Airport Heights	286	112	-	12
Alpenglow	594	202	383	29
Aquarian	231	102	98	16
Aurora	413	45	204	22
Baxter	451	23	238	26
Bayshore	563	27	317	18
Bear Valley	480	38	222	15
Birchwood ABC	394	176	216	22
Bowman	568	60	207	17
Campbell	468	66	255	24
Chester Valley	347	4	145	30
Chinook	570	152	214	10
Chugach Optional	235	52	43	10
Chugiak Elementary	483	59	165	20
College Gate	445	124	222	24
Creekside Park	460	295	206	24
Denali	431	246	170	0
Eagle River	402	104	170	17
Fairview	456	96	144	21
Fire Lake	289	74	122	10
Family Partnership K-12 (Did another survey system)	599			
Girdwood	149	34	89	7
Government Hill	489	62	200	28
Homestead	390	85	254	18
Huffman	503	43	202	21
Inlet View	257	129	150	20
Kasuun	542	26	219	22
Kincaid	532	45	228	21
Klatt	420	23	121	14
Lake Hood	484	0	264	18
Lake Otis	439	0	201	27
Mt. Spurr	266	168	78	14
Mt. View - did not participate	420			
Muldoon	496	10	302	29
North Star	513	77	0	0
Northern Lights ABC	610	0	316	10
Northwood	366	2	95	21
Nunaka Valley	336	62	167	23
O'Malley	368	43	133	17
Ocean View	562	140	329	34
Orion	383	101	167	22
Ptarmigan	362	18	195	18

Table 99 (cont'd)
Anchorage School District
School Report Card Surveys
Return by School (continued)

School	Enrollment	Parent	Student	Staff
Rabbit Creek	385	206	209	15
Ravenwood	399	45	216	18
Rogers Park	525	200	254	34
Russian Jack	383	215	128	27
Sand Lake	610	32	291	23
Scenic Park	541	12	273	29
Spring Hill	399	123	199	29
Susitna	564	475	241	31
Taku	449	10	211	24
Trailside	462	96	252	31
Tudor	541	127	243	25
Turnagain	339	63	156	20
Tyson, William	478	126	179	7
Ursa Major	440	198	221	25
Ursa Minor	278	26	124	20
Whaley	204	28	52	10
Williwaw	538	272	239	25
Willow Crest	471	18	247	29
Wonder Park	436	76	156	17
Woods, Gladys	487	88	208	12
Polaris*	454			
*Polaris did a different survey system				

School	Enrollment	Parent	Student	Staff
Bartlett	1,993	0	1,159	96
Benson/Search	312	0	10	18
Central	779	8	686	42
Chugiak High	2,043	10	1,324	58
Clark	900	0	603	43
Dimond	2,238	4	1,159	87
East	2,144	10	1,323	97
Goldenview	891	6	700	40
Gruening	630	44	513	39
Hanshew	977	74	758	55
Mears	1,041	60	653	48
Mirror Lake	635	4	518	36
Romig	829	234	522	42
SAVE	256	22	89	14
Service	2,398	100	1,389	71
Steller*	293	43	165	1
Wendler	949	4	466	0
West	1,794	0	938	70

*Steller did a different survey system

Table 100
Anchorage School District
Parent Report Card Survey
Number = 6,280

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.	17%	50%	24%	7%	2%
The performance of my child’s school.	37%	46%	13%	4%	1%
The performance of my child’s teacher(s).	43%	37%	17%	3%	1%
When I think about what is being taught, I am generally SATISFIED with:					
The curriculum at our school.	33%	51%	11%	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%	39%	9%	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.	35%	41%	20%	4%	1%
I am invited to make suggestions about the library materials to be included or excluded.	22%	29%	36%	9%	1%
I feel welcome at school.	59%	31%	7%	2%	3%
My child is safe at school.	46%	43%	8%	3%	1%
My child is safe on the way to and from school.	40%	38%	14%	6%	1%

Table 101
Anchorage School District
Student Report Card Survey
Number = 25,052

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our school is clean and well maintained.	21%	36%	26%	12%	6%
I am treated fairly by adults here at school.	27%	34%	23%	10%	6%
I am treated fairly by other students.	19%	38%	27%	10%	6%
I find my school work interesting.	18%	28%	32%	13%	9%
I understand the school work I am given.	25%	40%	27%	6%	3%
Our school rules are fair.	25%	29%	25%	12%	9%
My teachers treat me with respect.	38%	33%	20%	6%	4%
Students here treat me with respect.	19%	36%	29%	10%	7%
Our school rules are fairly enforced.	25%	31%	27%	10%	7%
I like school.	23%	26%	27%	12%	13%
I am safe at school.	35%	31%	23%	6%	5%
If I have a problem at school, I know where I can go for help.	36%	33%	20%	6%	5%
Have chances to participate in school activities.	41%	37%	16%	4%	3%
I use computers at school.	42%	30%	17%	6%	5%
The library/media center has the materials I need to do my school work.	27%	34%	26%	7%	5%
I feel welcome at school.	30%	33%	25%	6%	5%
I feel safe on the bus and at the bus stop.	18%	22%	42%	7%	11%

Table 102
Anchorage School District Staff Report Card Survey Number = 2,114

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Indicate the extent to which you are satisfied with:					
Your job.	41%	44%	9%	5%	2%
Involvement in decision making at the school.	24%	36%	25%	10%	5%
The District curriculum.	8%	33%	38%	15%	7%
Opportunities for training on the district curriculum and materials.	18%	41%	25%	14%	4%
We are provided with adequate information before new practices or procedures are implemented.	11%	39%	26%	18%	7%
The principal and other staff provide me with the support I need when working with students.	46%	33%	10%	8%	3%
The principal and other staff provide me with the support I need with working with parents.	46%	33%	12%	6%	2%
The administrator(s) are approachable.	56%	28%	8%	5%	2%
The administrator(s) are available if I need help.	49%	32%	11%	6%	2%
The work load in this school is equitably divided.	21%	38%	20%	14%	7%
We have freedom in our selection of materials.	33%	42%	19%	5%	2%
I have freedom in selection of teaching materials.	39%	39%	17%	4%	1%
I have input in purchase of supplemental materials.	36%	36%	21%	5%	2%
Instruction here focuses on student success in meeting the District goals.	42%	42%	13%	3%	1%
The District curriculum is well defined.	18%	43%	28%	9%	2%
Teachers here work together effectively.	33%	42%	15%	7%	3%
Staff & teachers have good working relationships.	38%	44%	11%	5%	2%
Our school rules are fairly enforced.	33%	39%	12%	10%	5%
I feel safe at school.	46%	40%	9%	4%	1%
Students are safe here.	43%	42%	10%	5%	1%
School staff are treated with respect by students.	21%	47%	18%	11%	3%
Students are treated with respect by the staff.	40%	48%	8%	3%	1%
Conference/planning time is adequate.	18%	33%	22%	18%	9%
I integrate computers/technology into instruction.	20%	41%	30%	7%	2%
Library/media resources are adequate.	22%	44%	21%	10%	2%
Student's guidance and counseling are adequate.	18%	32%	22%	18%	10%
When I do good work it is recognized.	24%	37%	23%	11%	6%
Staff morale is high.	19%	41%	23%	11%	7%
We have good support from our parents.	16%	38%	27%	15%	4%
Students here are well behaved.	12%	46%	26%	12%	4%

Table 103
Elementary
Parent Report Card Survey
Number = 3,147

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.	17%	50%	24%	6%	2%
The performance of my child’s school.	39%	45%	12%	3%	1%
The performance of my child’s teacher(s).	45%	36%	16%	2%	1%
When I think about what is being taught, I am generally SATISFIED with:					
The curriculum at our school.	34%	50%	11%	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.	51%	38%	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.	37%	40%	19%	4%	1%
I am invited to make suggestions about the library materials to be included or excluded.	23%	30%	36%	9%	3%
I feel welcome at school.	62%	30%	6%	2%	1%
My child is safe at school.	48%	42%	8%	2%	1%
My child is safe on the way to and from school.	41%	37%	14%	6%	3%

Table 104
Elementary
Student Report Card Survey
Number = 4,622

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our school is clean and well maintained.	26%	43%	22%	6%	3%
I am treated fairly by adults here at school.	32%	36%	20%	8%	5%
I am treated fairly by other students.	21%	37%	26%	10%	6%
I find my school work interesting.	20%	34%	29%	10%	7%
I understand the school work I am given.	30%	40%	25%	4%	2%
Our school rules are fair.	29%	32%	21%	10%	8%
My teachers treat me with respect.	50%	31%	13%	4%	3%
Students here treat me with respect.	21%	37%	27%	9%	7%
Our school rules are fairly enforced.	27%	35%	24%	8%	6%
I like school.	25%	29%	25%	9%	12%
I am safe at school.	46%	32%	15%	4%	3%
If I have a problem at school, I know where I can go for help.	42%	32%	16%	5%	5%
Have chances to participate in school activities.	48%	35%	13%	3%	2%
I use computers at school.	54%	27%	11%	4%	5%
The library/media center has the materials I need to do my school work.	31%	34%	23%	7%	5%
I feel welcome at school.	36%	36%	19%	5%	5%
I feel safe on the bus and at the bus stop.	19%	19%	47%	6%	10%

Table 105
Elementary Staff Report Card Survey Number = 625

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Indicate the extent to which you are satisfied with:					
Your job.	45%	43%	8%	4%	1%
Involvement in decision making at the school.	29%	38%	22%	8%	3%
The District curriculum.	8%	33%	39%	14%	6%
Opportunities for training on the district curriculum and materials.	23%	43%	23%	9%	3%
We are provided with adequate information before new practices or procedures are implemented.	12%	44%	23%	17%	5%
The principal and other staff provide me with the support I need when working with students.	53%	31%	7%	6%	2%
The principal and other staff provide me with the support I need with working with parents.	54%	30%	9%	5%	2%
The administrator(s) are approachable.	62%	25%	7%	4%	3%
The administrator(s) are available if I need help.	54%	30%	9%	5%	2%
The work load in this school is equitably divided.	27%	40%	17%	12%	5%
We have freedom in our selection of materials.	37%	41%	17%	5%	1%
I have freedom in selection of teaching materials.	44%	36%	16%	3%	1%
I have input in purchase of supplemental materials.	41%	34%	20%	4%	1%
Instruction here focuses on student success in meeting the District goals.	50%	38%	10%	1%	1%
The District curriculum is well defined.	22%	47%	24%	6%	2%
Teachers here work together effectively.	39%	40%	13%	6%	2%
Staff & teachers have good working relationships.	44%	40%	9%	5%	2%
Our school rules are fairly enforced.	41%	40%	8%	8%	3%
I feel safe at school.	54%	37%	6%	2%	1%
Students are safe here.	51%	40%	6%	3%	1%
School staff are treated with respect by students.	28%	50%	13%	8%	1%
Students are treated with respect by the staff.	50%	42%	6%	2%	0%
Conference/planning time is adequate.	17%	25%	23%	22%	13%
I integrate computers/technology into instruction.	27%	40%	18%	10%	4%
Library/media resources are adequate.	25%	42%	18%	10%	6%
Student's guidance and counseling are adequate.	17%	25%	23%	22%	13%
When I do good work it is recognized.	27%	40%	18%	10%	4%
Staff morale is high.	25%	42%	18%	10%	6%
We have good support from our parents.	18%	42%	22%	15%	3%
Students here are well behaved.	14%	52%	21%	10%	3%

Table 106
Middle Level Parent Report Card Survey
Number = 4,622

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.	15%	49%	23%	10%	3%
The performance of my child’s school.	21%	55%	17%	6%	1%
The performance of my child’s teacher(s).	26%	49%	20%	4%	1%
When I think about what is being taught, I am generally SATISFIED with:					
The curriculum at our school.	26%	52%	16%	6%	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.	31%	46%	16%	7%	1%
To what extent do you AGREE with each of the following statements.					
I have the ability to review schoolbooks and library materials.	23%	42%	26%	7%	2%
I am invited to make suggestions about the library materials to be included or excluded.	14%	28%	43%	13%	3%
I feel welcome at school.	39%	43%	15%	1%	1%
My child is safe at school.	26%	50%	17%	6%	1%
My child is safe on the way to and from school.	29%	47%	15%	7%	1%

Table 107
Middle Level
Student Report Card Survey
Number = 4,033

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our school is clean and well maintained.	17%	41%	27%	10%	5%
I am treated fairly by adults here at school.	17%	37%	26%	13%	8%
I am treated fairly by other students.	15%	40%	29%	10%	7%
I find my school work interesting.	8%	27%	36%	16%	13%
I understand the school work I am given.	17%	40%	31%	7%	4%
Our school rules are fair.	13%	30%	30%	16%	13%
My teachers treat me with respect.	23%	38%	26%	8%	6%
Students here treat me with respect.	14%	37%	32%	10%	7%
Our school rules are fairly enforced.	16%	33%	31%	12%	8%
I like school.	12%	27%	31%	13%	17%
I am safe at school.	21%	37%	28%	8%	6%
If I have a problem at school, I know where I can go for help.	25%	38%	25%	7%	6%
Have chances to participate in school activities.	33%	43%	18%	4%	4%
I use computers at school.	31%	36%	21%	6%	6%
The library/media center has the materials I need to do my schoolwork.	22%	37%	30%	6%	6%
I feel welcome at school.	18%	38%	30%	7%	7%
I feel safe on the bus and at the bus stop.	19%	29%	33%	8%	11%

Table 108
Middle School Staff Report Card Survey Number = 169

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Indicate the extent to which you are satisfied with:					
Your job.	37%	51%	7%	5%	1%
Involvement in decision making at the school.	19%	39%	29%	9%	5%
The District curriculum.	12%	34%	36%	14%	5%
Opportunities for training on the district curriculum and materials.	16%	43%	20%	15%	6%
We are provided with adequate information before new practices or procedures are implemented.	12%	37%	33%	12%	6%
The principal and other staff provide me with the support I need when working with students.	45%	38%	9%	6%	1%
The principal and other staff provide me with the support I need with working with parents.	45%	40%	10%	3%	1%
The administrator(s) are approachable.	61%	27%	7%	3%	2%
The administrator(s) are available if I need help.	51%	33%	11%	4%	1%
The work load in this school is equitably divided.	19%	36%	21%	16%	9%
We have freedom in our selection of materials.	37%	42%	18%	2%	1%
I have freedom in selection of teaching materials.	40%	41%	14%	3%	2%
I have input in purchase of supplemental materials.	33%	38%	22%	4%	3%
Instruction here focuses on student success in meeting the District goals.	40%	45%	12%	3%	1%
The District curriculum is well defined.	17%	41%	31%	9%	1%
Teachers here work together effectively.	36%	43%	14%	6%	1%
Staff & teachers have good working relationships.	38%	48%	10%	1%	2%
Our school rules are fairly enforced.	33%	42%	16%	7%	3%
I feel safe at school.	42%	43%	10%	4%	1%
Students are safe here.	39%	44%	12%	4%	1%
School staff are treated with respect by students.	13%	50%	22%	12%	4%
Students are treated with respect by the staff.	32%	60%	7%	1%	1%
Conference/planning time is adequate.	37%	34%	16%	10%	3%
I integrate computers/technology into instruction.	21%	45%	27%	5%	2%
Library/media resources are adequate.	29%	45%	19%	6%	1%
Student's guidance and counseling are adequate.	28%	46%	16%	10%	1%
When I do good work it is recognized.	24%	37%	27%	6%	5%
Staff morale is high.	17%	43%	26%	13%	3%
We have good support from our parents.	18%	33%	31%	12%	7%
Students here are well behaved.	11%	42%	29%	15%	3%

Table 109
High School
Parent Report Card Survey
Number = 209

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%	22%	13%	8%
The performance of my child’s school.	23%	54%	12%	7%	4%
The performance of my child’s teacher(s).	25%	48%	16%	8%	2%
When I think about what is being taught, I am generally SATISFIED with:					
The curriculum at our school.	20%	56%	15%	5%	4%
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.	26%	51%	16%	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.	17%	40%	33%	9%	1%
I am invited to make suggestions about the library materials to be included or excluded.	11%	31%	40%	15%	3%
I feel welcome at school.	33%	47%	13%	4%	3%
My child is safe at school.	26%	50%	14%	6%	4%
My child is safe on the way to and from school.	27%	48%	18%	4%	4%

Table 110
High School
Student Report Card Survey
Number = 5,795

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our school is clean and well maintained.	8%	27%	36%	21%	9%
I am treated fairly by adults here at school.	11%	36%	34%	13%	6%
I am treated fairly by other students.	13%	43%	32%	8%	5%
I find my school work interesting.	6%	23%	41%	19%	10%
I understand the school work I am given.	14%	42%	33%	8%	3%
Our school rules are fair.	8%	30%	36%	17%	9%
My teachers treat me with respect.	14%	42%	30%	9%	5%
Student here treat me with respect.	11%	39%	35%	10%	5%
Our school rules are fairly enforced.	9%	31%	37%	16%	8%
I like school.	8%	24%	36%	17%	15%
I am safe at school.	12%	36%	37%	10%	6%
If I have a problem at school, I know where I can go for help.	16%	40%	30%	9%	6%
Have chances to participate in school activities.	22%	46%	24%	5%	4%
I use computers at school.	22%	40%	24%	9%	5%
The library/media center has the materials I need to do my school work.	13%	37%	35%	10%	6%
I feel welcome at school.	12%	38%	37%	9%	6%
I feel safe on the bus and at the bus stop.	11%	25%	44%	8%	11%

Table 111
High 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.	34%	44%	12%	8%	3%
Involvement in decision making at the school.	14%	30%	30%	16%	10%
The District curriculum.	5%	31%	37%	17%	10%
Opportunities for training on the district curriculum and materials.	6%	33%	32%	23%	7%
We are provided with adequate information before new practices or procedures are implemented.	10%	26%	29%	24%	12%
The principal and other staff provide me with the support I need when working with students.	29%	33%	18%	15%	6%
The principal and other staff provide me with the support I need with working with parents.	27%	35%	20%	13%	5%
The administrator(s) are approachable.	39%	36%	12%	11%	2%
The administrator(s) are available if I need help.	35%	33%	17%	11%	4%
The work load in this school is equitably divided.	9%	36%	25%	18%	12%
We have freedom in our selection of materials.	22%	44%	22%	7%	4%
I have freedom in selection of teaching materials.	27%	44%	21%	6%	2%
I have input in purchase of supplemental materials.	24%	41%	22%	8%	4%
Instruction here focuses on student success in meeting the District goals.	24%	48%	20%	6%	2%
The District curriculum is well defined.	11%	36%	33%	16%	3%
Teachers here work together effectively.	17%	44%	21%	12%	6%
Staff & teachers have good working relationships.	21%	50%	17%	8%	4%
Our school rules are fairly enforced.	15%	34%	21%	19%	12%
I feel safe at school.	27%	46%	17%	9%	2%
Students are safe here.	23%	46%	20%	10%	2%
School staff are treated with respect by students.	11%	36%	26%	18%	9%
Students are treated with respect by the staff.	20%	57%	16%	5%	3%
Conference/planning time is adequate.	12%	36%	25%	18%	9%
I integrate computers/technology into instruction.	23%	42%	29%	5%	1%
Library/media resources are adequate.	13%	43%	29%	13%	3%
Student's guidance and counseling are adequate.	16%	38%	24%	15%	7%
When I do good work it is recognized.	14%	28%	30%	16%	12%
Staff morale is high.	6%	36%	33%	14%	11%
We have good support from our parents.	10%	33%	36%	16%	6%
Students here are well behaved.	7%	35%	35%	15%	8%

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 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 14 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 during the budget process, please contact the principal of your neighborhood school. You may also call the Public Affairs Office at 742-4153 for additional information.

Discussion: The overall ASD budget provides for an expenditure of \$7,300 for each student. 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 ASD Budget for a full accounting of expenditures including the costs associated with construction and food services.

Table 112
1998-1998 through 1999-2000 Actual Expenditures,
2001-2002 and 2002-2003 Budgeted
for General Fund

Year	Actual Expenditures General Fund	Student Population Full-Time Equivalence	Expenditures per Student FTE
2002-03	354,846,135*	48,611**	7,300
2001-02	334,332,210***	48,605	6,878
2000-01	332,918,008	49,002	6,800
1999-00	322,981,709	48,553	6,652
1998-99	311,363,877	48,462	6,425

*Proposed Budget
 ** Budgeted
 ***Unaudited

Question: How did 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 score 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 large class size, 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 had levels of performance above the national average. The schools with lower performance tended 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 was the most difficult, the majority of the students who continue from year to year made the expected one year or more of academic gain.

Discussion: Individual school profiles are expanded to include more information on each school. Elementary profiles 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 ACT scores, grades, and the rate at which students are earning credits. For the first time, CAT and Benchmark scores have been disaggregated by ethnicity, low income, limited English, migrant, disabled and gifted, in compliance with new Federal legislation.

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 current federal and state legislation as well as 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.

Table 1 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. Detailed discussions of individual school goals and school accomplishments are available from the individual schools in the School Report Card for 2001-2002.

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 the five-year historical profile of CAT scores in Reading Composite, Language Arts Composite, and Mathematics Composite at grades four, five, seven and nine. 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 history of our college bound students. Three year Benchmark or HSGQE test performance is also included in this section of the report.

Table 113

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*	
2000-01 Revised Expenditures	\$344,224,653
2001-02 Revised Budgeted Amount	\$355,920,728
2002-03 Proposed Budget	\$354,846,135
*Dollars budgeted or expended are general fund only.	

School Report Card Statement

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

- Students will demonstrate academic excellence as indicated by performance on State and District measures of academic performance. All students will make progress toward meeting Anchorage and State Benchmarks for Reading, Writing and Math.
- A higher percentage of students will acquire basic skills and strategies to read independently by the end of the third grade.
- A higher percentage of students will demonstrate a high level of math skills at the end of each grade level in grades three through ten.
- All students will demonstrate a high level of spelling skills or growth in spelling at the end of each grade level in grades two through ten.
- There will be a decrease in the drop out rate of middle school and high school students as compared to the 2000-2001 school year.

Anchorage School District Characteristics

SCHOOL MEMBERSHIP				
September 28, 2001 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
26,907 Elem. Schools	N/A	9,415	2,181	5,463
7,987 Midd Schools	N/A	Combined	Combined	Combined
13,717 High Schools	N/A			

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
45886.05	49248.18	93.173

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/ Assistant Principals	121.0	Special Ed. Aides	123.11
Classroom Teachers	2,064.4	Title I Coordinators	14.1
Librarians	75.5	Bilingual Tutors	46.65
Special Education Teachers	383.8	Indian Ed. Tutor/Counselor	5.9
Pre-School Teachers	7.5	Library Aides	2.4
Art Teachers	62.2	Title I Tutor/TA	4.8
Music Teacher	68.6	Title I Parent Worker	11.5
Physical Ed. Teacher	58.65	Teacher Assistants/Aides	57.4
Gifted Teacher	31.0	Pre-School Aides	7.9
Bilingual Teachers	33.5	Interpreter	3.0
Counselors	72.5	Peaceable School Coordinator	1.0
Nurses	72.45	Clerical Support	237.4
ROTC Teacher	6.0	Custodians	277.55
Technology Teacher	2.2	International Tutors	9.0
Support Teachers	2.8	Speech Tutor	7.5
Indian Ed Teacher	.5	Indian Ed Supervisor	1.0
Special Education Counselor	1.0	Computer TA	.6
Title I Teachers	3.5	Parent Literacy Coordinator	.5
1 st Grade Reading Teacher	1.0		

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), IGNITE, Creating Successful Futures Program, Reading support for grade 1, 21st Century School Program, Teen Impact (Southcentral Counseling), Safe and Drug Free Schools, Peaceable School Site, Seminar School

Anchorage School District Characteristics

ETHNICITY REPORT - OCTOBER 2001							
Caucasian	African American	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority	School Total
39,978	4,234	6,267	5,038	2,897	1,241	19,677	49,655
60%	9%	13%	10%	6%	2%	40%	

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>
2001-02	Elementary	27,810	9,863	35%
	Middle Level	7,724	2,321	30%

* 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	56	43	19	12	13	7	8	252	232	642
Percent Not Promoted	1.6%	1.1%	.5%	.3%	.3%	.1%	.1%	6.2%	5.8%	1.8%

TRANSIENCY RATE			
	Students enrolled for >170 days	Students enrolled for >1 day	Percent Transiency
District	43,956	57,250	23.22%

Anchorage School District Achievement

BENCHMARK SCORES MARCH 2002								
	Advanced		Proficient		Below Proficient		Not Proficient	
Students	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 3								
Reading	687	18%	2,230	60%	457	12%	362	10%
Writing	329	9%	2,087	56%	1,100	29%	225	6%
Math	1,385	37%	1,391	37%	682	18%	266	7%
Grade 6								
Reading	1,865	46%	1,182	29%	660	16%	331	8%
Writing	1,159	29%	2,068	51%	705	17%	107	3%
Math	1,464	36%	1,349	33%	548	14%	684	17%
Grade 8								
Reading	2,519	66%	732	19%	266	7%	286	8%
Writing	878	23%	1,815	48%	1,110	27%	107	3%
Math	463	12%	1,219	32%	1,500	40%	607	16%

BENCHMARK SCORES MARCH 2001								
Students	Advanced		Proficient		Below Proficient		Not Proficient	
	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%

Anchorage School District Achievement

BENCHMARK SCORES MARCH 2000								
	Advanced		Proficient		Below Proficient		Not Proficient	
Students	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 3								
Reading	647	17%	2,207	58%	533	14%	419	11%
Writing	152	4%	1,866	49%	1,409	37%	381	10%
Math	1,067	28%	1,487	39%	839	22%	419	11%
Grade 6								
Reading	1,816	47%	1,043	27%	656	17%	348	9%
Writing	966	25%	1,970	51%	811	21%	116	3%
Math	1,313	34%	1,274	33%	541	14%	734	19%
Grade 8								
Reading	2,477	70%	637	18%	212	6%	212	6%
Writing	850	24%	1,771	50%	850	24%	71	2%
Math	318	9%	1,201	34%	1,518	43%	394	14%

**Cat Percentile Rank Scores
and Number Tested**

SUBTEST		GRADE			
		4	5	7	9
Reading	%ile	53	58	61	65
	No.	4,064	3,929	3,905	3,391
Reading Vocabulary	%ile	55	54	54	60
	No.	4,036	3,920	3,885	3,331
Reading Composite	%ile	55	57	58	64
Language	No.	4,025	3,911	3,853	3,278
	%ile	53	58	62	62
Language Mechanics	No.	4,062	3,929	3,903	3,390
	%ile	58	53	51	58
Language Composite	%ile	56	56	58	62
Math	No.	4,025	3,913	3,857	3,284
	%ile	50	52	56	62
Math Computation	No.	4,057	3,933	3,917	3,392
	%ile	54	52	59	65
Mathematics Composite	No.	4,039	3,924	3,903	3,338
	%ile	53	54	59	65
Total Score	No.	4,026	3,917	3,876	3,291
	%ile	53	57	60	65
Science	No.	4,047	3,922	3,878	3,333
	%ile	44	46	52	62
Social Studies	No.	4,048	3,929	3,905	3,382
	%ile	45	49	60	58
Spelling	No.	4,042	3,921	3,899	3,338
	%ile	50	51	51	57
	No.	4,041	3,922	3,900	3,329

Anchorage School District Achievement

<u>Test</u>	<u>Students/Subject</u>	<u>SAT/ACT</u>				
		<u>01-02</u>	<u>00-01</u>	<u>00-01</u>	<u>99-00</u>	<u>97-98</u>
	No. Graduates	2,473	2,422	2,334	2,588	2,303
SAT	Percent Tested	57%	57%	60%	57%	56%
	Verbal	518	517	524	523	526
	Math	530	522	530	530	533
ACT	Percent Tested	27%	27%	30%	25%	26%
	English	21.8	21.6	22.3	22.2	22.5
	Math	23.5	23.0	24.1	23.4	23.9

Anchorage School District Achievement

HISTORICAL PERFORMANCES CAT/6 PERCENTILE RANK SCORES 2001-2002 CAT/5 EQUIVALENT OF CAT/6 2001-2002 CAT/5 PERCENTILE RANK SCORES 1998-99 THROUGH 2000-2001						
Grade	Area	01-02 (6)	01-02 (5)	00-01	99-00	98-99
4	Reading Composite	55	60	62	61	60
	Language Composite	56	56	60	60	59
	Math Composite	53	60	66	68	65
	Total Score	53	64	64	64	62
5	Reading Composite	57	63	-	59	61
	Language Composite	56	60	-	67	68
	Math Composite	54	62	-	64	64
	Total Score	57	66	-	65	67
7	Reading Composite	58	58	61	64	62
	Language Composite	58	55	61	62	66
	Math Composite	59	60	68	65	64
	Total Score	60	58	65	65	64
9	Reading Composite	64	66	-	61	60
	Language Composite	62	62	-	60	59
	Math Composite	65	68	-	68	68
	Total Score	65	67	-	66	65

Anchorage School District Achievement

HSGQE SCORES MARCH 2002				
	Proficient		Not Proficient	
Students	Number	Percent	Number	Percent
Grade 10				
Reading	2,387	74.6%	814	25.4%
Writing	2,791	86.6%	433	13.4%
Math	2,161	66.9%	1,069	33.1%
Grade 11				
Reading	132	31.5%	287	68.5%
Writing	672	76.0%	212	24.0%
Math	520	52.2%	476	47.8%
Grade 12				
Reading	37	21.8%	133	78.2%
Writing	215	61.6%	134	38.4%
Math	180	43.8%	231	56.2%
COMBINED				
Reading	2,556	67.4%	1,234	32.6%
Writing	3,678	82.5%	779	17.5%
Math	2,861	61.7%	1,776	38.3%

Glossary of Terms

ACHIEVEMENT GAP-Refers to the difference between the academic achievement of two groups of students. Often used to describe the gap between the test scores of white students and their peers from minority groups.

ACT-American College Testing. A college entrance test measuring English and Mathematics skills. Colleges and universities use ACT scores as a measure of the ability of college bound students.

AP-Advanced Placement. Refers to advanced courses offered at high schools. Students completing AP courses may take exams developed by the College Board or submit coursework to earn college credit while in high school.

API- Alaska Performance Index. A measure of the specific standards tested on the Alaska Benchmark Examinations. Provides a more detailed summary of student performance than the rating on the overall examination.

ASD- Anchorage School District, 4600 DeBarr Avenue, Anchorage, AK (907) 742-4153. – or - <http://www.asdk12.org>

BENCHMARK-Refers to the tests developed and mandated by the State of Alaska. The Benchmark Exam is administered at grades three, six and eight. The test measures student achievement on reading, writing and mathematics standards developed by the state. Students are determined to be “proficient” or “not-proficient” in each skill measured.

CAT/6-California Achievement Test., also called the TerraNova/CAT/6. A norm-referenced test given to students in grades four, five, seven and nine. Test measures skills in the core areas of language arts, math, social studies and science.

CONTINUITY-Another measurement of the length of time students remain in one school. The continuity rate of students measures the percentage of students who continued to be enrolled in the same school at the end of one year and in the beginning of the subsequent school year.

CRITERION REFERENCED TEST-A test that measures a learner’s achievement against specific performance standards. The score does not compare students with one another but demonstrates how well the student knows the tested material. The State of Alaska Benchmark Exams are criterion referenced tests.

DISAGGREGATION-The process of breaking into parts. When data is disaggregated, the scores of a large group are sorted into smaller sub-groups. Test data is frequently disaggregated by socio-economic status, length of tenure in district, or racial/ethnic groups.

ESEA-Elementary and Secondary Education Act. The federal law that guides and provides oversight of public education in all fifty states.

ESL-English as a Second Language. ESL students have a primary language other than English.

FTE-Full-time equivalent. A standard measure of students or staff often used in the budget process. Two half-time students equal one full-time equivalent student.

HSGQE- High School Graduation Qualifying Examination. The exam created by the State of Alaska to determine whether a student has met State Standards for high school graduates. The three-part exam covers mathematics, reading and writing. Beginning in 2004, students must earn passing grades on all three portions of the exam prior to earning a high school diploma in Alaska.

INDEPENDENT READER-A student who can read without assistance. The Anchorage School District has a goal of each child attaining independent reader status by the end of the third grade.

LEP – Limited English Proficient. A measure of the English speaking ability of students for whom English is a second language.

MEAN- An average, calculated by adding the values of a set or scores and dividing by the number of scores in the set.

MEDIAN-The midpoint of an ordered series (such as a series of test scores).

MOBILITY- A measurement of the number of students who change schools during a school year. The mobility rate is the percentage of students who transfer at least one time during the school year.

MODE-The most frequently occurring score in the distribution of a variable (such as a test score).

NAEP-National Assessment of Educational Progress. An assessment of what students in the United States know in various subject areas. Also used to describe the abilities of students in individual states.

NCE- A scale that ranges from 1 to 99 and coincides with the National Percentile scale at 1, 50, and 99. Normal Curve Equivalents have many of the same characteristics as percentile ranks, but have the additional advantage of being based on an equal-interval scale. The difference between two successive scores on the scales has the same meaning throughout the scale. This property allows for meaningful comparisons among different achievement tests.

NCLB-No Child Left Behind. Another name for the reauthorized federal Elementary and Secondary Education Act (2001).

NEP-Non-English Proficient. A measure of the English speaking ability of students for whom English is a second language.

NORM REFERENCED TEST-A test that measures a learner's achievement compared to a norm group. Expressed in a "percentile rank" which describes a student's achievement relative to his or her peers. The California Achievement Test (CAT) is a norm-referenced test.

OPI- Objective Performance Indicator. A measure of the specific skills tested on the TerraNova/CAT/6 exam. Within an area tested on the CAT 6 (such as language arts) each student will earn several OPI scores which measure their mastery of specific skills (such as punctuation or

grammar).

PROGRESS TOWARD GRADUATION-The number of credits a student earns in grades nine through twelve, leading to graduation.

QUARTILE-Division of student test scores into four sections. The TerraNova/CAT/6 scores are divided into quartiles based on the national norm. Students in the first quartile score at or below the 25th percentile. Students in the fourth quartile score at or above the 75th percentile. The national expectation is that 25% of students will fall into each quartile. Having fewer than 25% of students in the first or lowest quartile is a positive result on a norm-referenced achievement test.

RETENTION-The act of keeping or retaining something. Students who are retained are held back from progressing to the next grade.

SAT-Scholastic Achievement Test. A college entrance test measuring verbal and mathematics skills. Colleges and universities use SAT scores as a measure of the ability of college bound students.

SES-Socio-economic status. Refers to the student's family income or economic well-being. The Anchorage School District disaggregates test scores, separating the scores of those students receiving free and reduced-price lunch from those not eligible for free and reduced-price lunch for comparison purposes. Free and reduced-price lunch eligibility is determined by income and eligibility levels are determined by the federal government.

STABILITY-A measurement of the length of time students stay in one school. Students with one-year stability remain enrolled in the same school from the first day of school until the last school day of a given year.

STANDARD DEVIATION-A statistic that indicates the amount of variability in a group of scores. When scores are normally distributed (i.e. when they are part of a normal or bell-shaped curve), about two-thirds of the scores are within one standard deviation (sd) above and below the average (mean) score, and about 95% of scores are within 2 SDs of the mean.

STANDARDIZED TEST- A test administered in accordance with explicit directions for uniform administration.

TERRANOVA- see CAT/6

TRANSIENCE-Transient students are those students who changed schools at least once between September 30, 2001 and the end of the school year.