

**ANCHORAGE SCHOOL DISTRICT**  
**PROFILE OF PERFORMANCE**  
**AND**  
**SCHOOL REPORT CARD TO THE PUBLIC**

**2002-2003**

**Part I District Overview**



**ASSESSMENT AND EVALUATION DEPARTMENT**

Assessment and Evaluation Report  
September 22, 2003

Table of Contents

Introduction.....4

Individual School Report Cards, School Reports and Designations .....6

School Level Performance and Reports.....7

Measurements Used and Reported .....8

ASD Demographics .....9

Enrollment .....9

Attendance.....9

Special Needs Students and Services .....9

Free and Reduced Lunch.....10

Special Programs .....10

No Child Left Behind and School Accountability Assessment .....12

ASD Districts school AYP chart.....14

ASD Mission and Goals for 2002-2003 Summary statements.....15

ASD Mission and Goals for 2002-2003.....16

*Goal 1. - Students will demonstrate academic achievement as indicated by improved performance on State and District measures of academic performance.....17*

*Goal 1 –Indicators a and c - Benchmark and High School Graduation Exams*

Background - Benchmark and HSGQE.....17

Performance Comments - Benchmark and HSGQE .....18

Index to Benchmark Tables .....19

*Goal 1 – Indicator b - California Achievement Test – Terra Nova / CAT 6*

Background - California Achievement Test (CAT 6 / Terra Nova) .....20

Performance Comments – Terra Nova / CAT 6.....21

Index to CAT 6 Tables.....22

District Writing Assessment.....23

Background - ASD Writing Assessment.....23

Performance Comments - ASD Writing Assessment .....23

Index to ASD Writing Assessment Tables.....23

*Goal 2 - A higher percentage of students in each group will master basic skills and strategies to read independently by the end of the third grade .....24*

Background and Performance Comments - 3<sup>rd</sup> Grade Reading Assessment .....24

Index to 3<sup>rd</sup> grade Reading Assessment Tables .....24

*Goal 3 - A higher percentage of students in each group will demonstrate a high level of math skills ...*

*a. The percentage of students meeting state standards in mathematics*

*b. ... Algebra 1 in grade eight, Geometry in grade nine, and Algebra 2 in grade ten ... Grades earned in each class will also be reported.*

*c. Student grades and credit earned ... in Algebra classes for each middle and high school ... Successful completion by students in Algebra classes for each middle and high school ...*

Statements and Tables related to Goal 3 and Each of the Goal 3 Indicators.....25

**Table of Contents (continued)**

*Goal 4 - There will be a decrease in the dropout rate of middle and high school students as compared to the 2001-2002 school year*  
Background and Performance Comments - Drop out Rate .....27

*Goal 5: ... increase in the number of students scheduled to take AP courses for ... 2003-2004. ...*  
Background and Reports – AP Courses.....28  
Index to AP Tables.....29

**Miscellaneous measures, indicators, notes, and tables** ..... 30

SAT and ACT Background and Reports ..... 31

Parent, Student & Staff Surveys..... 32

Glossary of Terms..... 34

Listing of Tables in Profile..... 39

Introduction:

The Profile of Performance is the Anchorage School District (ASD) report to the School Board and community on the academic achievement of Anchorage students and schools. The report is divided into two parts. Each is briefly described below.

**District Information:**

**Part I provides an overview of the District and the success of the District in meeting the School Board Goals for the 2002-2003 school year.** It includes a summary of district performance on critical achievement and enrollment indicators related to Board goals. The report contains an examination of the district-wide performance of students by designated student groups identified by federal and state regulations, and the results of a survey of the satisfaction of students, parents, and staff with school district programs.

**Part I of the report also provides a summary of performance across the entire district on a variety of indicators** used in the identification and analysis of “achievement gaps” among the ethnic and other groups designated by the federal “No Child Left Behind” Act and related Alaska State regulations. In compliance with the new federal and state requirements, district and school-level student achievement information is sorted and reported based on specified student characteristics such as: ethnicity, low income status, limited English proficiency, and student with disability status. District level disaggregated achievement results can be found in Part I of this report. Tables A – L are newly developed to present this data in a format consistent with state reports on adequate yearly progress (AYP).

Tables providing data related to the goals and discussion items contained in the Profile are provided at the end of Part I.

**School Information:**

**Part II of the report provides summary profiles for each of the Anchorage schools.** 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.

As a supplement to tables and data provided in this “hard copy” edition of the Profile, additional supporting district and school information is available on state and district web pages.

The Alaska Department of Education & Early Development provides on-line such information as: (1) individual school summary sheets for each school related to “adequate yearly progress,” (2) individual school reports cards, compiled by the state with information provided by the schools and district, and (3) District and school based reports on student achievement on the state assessments – Terra Nova / CAT6, the state Benchmarks, and the Alaska High School Graduation Qualifying Exam (HSGQE).

The District provides a range of profile related information as well – such as the “adequate yearly progress” chart of all district schools. This information is available on the district web page: <http://www.asdk12.org>. The ASD Assessment & Evaluation Office is developing and placing on-line supplementary tables and information related to the Profile and performance topics. These will be available through the District web page as they are developed. Additional information, including web page addresses, is provided in the following sections of this report.

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>.

Specific questions regarding the content of the document should be referred to the Anchorage School District Assessment and Evaluation Department at (907) 742-4420. The ASD Assessment & Evaluation Office is located on the 4<sup>th</sup> floor of the Legal Building, on the corner of 6 and K.

Individual School Report Cards, School Reports and Designations:

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 through the AK Department of Education & Early Development on their web site at [http://www.eed.state.ak.us/DOE\\_Rolodex/schools/ReportCard/RCSearch.cfm](http://www.eed.state.ak.us/DOE_Rolodex/schools/ReportCard/RCSearch.cfm). 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 No Child Left Behind Act (NCLB), with its focus on “adequate yearly progress” (AYP) for designated ethnic and groups, and the state accountability and reporting regulations that guide its implementation in Alaska are important additions and revisions to the district, state and national assessment and accountability efforts.

The Anchorage School District Assessment & Evaluation Office has been working with the Alaska Dept. of Education & Early Development to verify and align the district student achievement data with the state student achievement database used in both the district and the state’s computations for purposes of the federal No Child Left Behind Act (NCLB) and the Alaska school designation and accountability laws and regulations.

The state produces two sets of reports related to student achievement:

State reports published August 20, 2003, regarding to school performance relative to “adequate yearly progress” (AYP) as required under the No Child Left Behind Act (NCLB) are located at: [www.eed.state.ak.us/doe\\_rolodex/ayp/search.cfm](http://www.eed.state.ak.us/doe_rolodex/ayp/search.cfm).

State reports on student achievement in specific tests: State Benchmarks at 3, 6 and 8; CTB Terra Nova / CAT6 at grades 4, 5, 7 and 9; and the High School Graduation Qualifying Exam - Grade 10, are available at: <http://www.eed.state.ak.us/tls/assessment/results.html>

In addition to the state reports the Anchorage School District provides a summary of school performance relative to Adequate Yearly Progress (AYP) in this profile (Page 13). This summary is also available at the District web site: <http://www.asdk12.org/NCLB/AYP/table.asp>.

AYP and the related student achievement and participation results are discussed in greater depth in the school reports and profiles and in various web sites and resources from the Anchorage School District and State.

School Level Performance and Reports:

While the overall District indicators are very positive with Norm-Referenced Test Performance and SAT / ACT scores for college bound seniors well above the national average and State Benchmark and HSGQE results above the state averages, there are substantial differences in the test scores of individual Anchorage schools.

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

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

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 SAT and ACT scores, grades, and the rate at which students are earning credits. For the first time, Terra Nova / CAT 6, Benchmark and HSGQE scores have been disaggregated by ethnicity, low income, limited English, and students with disabilities in compliance with new Federal legislation.

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

The focus on student achievement in the school profiles is not accidental. The focus reflects the School Board goals for improved achievement on the part of all students, as well as current federal and state legislation.

There is a concern with both the status or current performance of schools and students and also the growth in performance of schools and students. Only by accelerating growth of students who lag behind, will they be able to catch up to meet State Benchmarks and pass the High School Graduation Qualifying Exam.

The 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 2002-2003. 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.

Measurements Used and Reported:

Outcome measures reviewed in this document and used by the Anchorage School District and the State of Alaska include (1) the California Achievement Test, (commonly referred to as the Terra Nova / CAT6), (2) the Alaska Benchmark Tests, and (3) the High School Graduation Qualifying Exam. Also referenced and discussed are (4) the District Writing Assessment, (5) the District teachers' reading assessment for students in grade 3, and (6) the ACT and SAT results for graduating seniors who elect to take college entrance exams.

For its norm referenced test, the district uses the state provided California Achievement Test, also known as the Terra Nova / CAT6. The Terra Nova / CAT6 is a nationally norm-referenced test published by CTB – McGraw Hill. The Terra Nova / CAT6 is administered in grades 4, 5, 7 and 9.

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 in performance.

Students in grades four, five, seven and nine take the TerraNova/CAT6. 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 CAT6 was administered to 15,626 students in grades four, five, seven and nine in March 2003.

The Alaska Benchmark tests used in grades 3, 6 and 8 and the High School Graduation Qualifying Exam (HSGQE) – administered to grade 10 students, are based on Alaska standards and are also published by CTB – McGraw Hill.

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 far below proficient.

Federal law and state regulations require 95% participation in the state assessment program – CAT6, Benchmarks and HSGQE - for all students and designated categories of students in grades 3 – 10. The schedule of state assessments is provided in table 1.

The test publishers, McGraw-Hill – CTB, provides scale scores for the CAT 6, the state Benchmark tests and the HSGQE to allow for year to year comparisons and measures of growth. This is necessary to determine “adequate yearly progress” (AYP) as required by federal and state laws and regulations (i.e. the federal NCLB Act, and state accountability regulations).

The Anchorage Writing Assessment had been provided in the Anchorage School District at grades five, seven and nine. This assessment provided information on how well students are meeting District expectations on the traits of good writing. This local assessment was discontinued as a District wide initiative in the 2003-04 school year as a cost savings measure. However individual schools can continue to use this measure as instructional tool.

ASD Demographics:

The Profile report contains a review of demographic descriptors and trends prior to the achievement measures to provide a more complete picture of the ASD. Data are presented on the composition of the student body in terms of ethnicity and participation in specially funded programs and 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 profile report.

The ASD is one of the largest school districts in the United States in terms of enrollment – approximately the 83<sup>rd</sup> largest school district in the nation in 2002-03. By the end of September 2002, 50,027 students were enrolled in Anchorage schools. The student population for the 2003-2004 school year is projected to decline slightly, reaching 49,900 students by the end of September 2003.

The Anchorage student population reflects the changing demographics of the Anchorage community. While the majority group in the District continues to be Caucasian, at 59 percent in 2002-2003, this percentage declines each year. In 1996-1997, non-Caucasians made up 30 percent of the total population. By 2002-2003, non-Caucasian students accounted for 41 percent of the total student population.

Anchorage has all of the characteristics, concerns and special programs for students that are found in many large urban school districts in the United States.

The demographic information examined in Tables 2 through 5 provides information on a number of services provided to a large number of students from differing backgrounds.

Enrollment:

Table 2 provides a seven-year overview of the membership in the District on September 30<sup>th</sup> of each school year, presented by racial-ethnic group.

Attendance:

Table 9 shows that the ASD attendance rate was 93.2 percent during the 2002-2003 school years, using the average daily attendance and average daily membership. Attendance in Anchorage schools has remained fairly consistent, ranging between 93.8 and 92.4 percent over the past seven years.

Special Needs Students and Services:

The Anchorage student population in 2002-2003 included more than 7,000 students with special needs who are eligible for special education services and 2,236 students who received gifted education services. The numbers of students who received special education service and gifted education services are listed by category in Table 7.

Table 7 shows the distribution of special need students by identification from the year 1997 to 2003. The total number of students with identified special needs served by the District decreased in 2002-2003 to 9,454 from the 10,051 served in the previous year.

Free and Reduced Lunch:

The National School Lunch Program and School Breakfast Program provide help for Anchorage elementary and middle school students who are unable to pay the full price of meals. In addition to the lunch program, a breakfast program was available in twenty-five elementary schools and eight middle schools.

In 2002-2003, 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.

“Free and Reduced lunch” is considered an indicator or proxy of the socio-economic status of the District's student population.

Table 3 displays the number and percentages of students in the elementary student population from low income families based on numbers participating in the free or reduced-price lunch program.

Tables 4 and 5 show 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 96 percent. Thirty-three percent of the students in elementary school were eligible for free and reduced lunch. In fourteen elementary schools, more than half of the students were eligible for assistance.

There is a high correlation between economic status – as measured by “free and reduced lunch” counts - and achievement as reflected by scores on the state standardized tests. 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.

Table 6 presents results of students taking the TerraNova/CAT6 in 2003. This table shows that the mean of the normal curve equivalent national percentile (NCENP) for students eligible for free and reduced lunch ranged from the 34<sup>th</sup> to the 44<sup>th</sup> percentile, depending on grade and test area. The mean NCENP for students not eligible for free and reduced lunch ranged from the 59<sup>th</sup> to the 63<sup>rd</sup> percentile. While individual students on free or reduced lunch may score at any level, there appears to be a correlation between family income and achievement.

Special Programs:

Anchorage offers a comprehensive program to meet the needs of students who require special support. Special Programs and Services reported here include: Bilingual Education, Migrant Education, Title I Education, and Indian Education.

Table 8 shows the number of students served by specially funded programs for the District over the past six years. Some students qualify for and benefit from more than one program and may be counted more than once.

School-level programs for students with special needs are noted in the school profiles presented in Part II of the Profile of Performance.

The Bilingual and Migrant Education 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 non-English-proficient (NEP) have scored non-proficient in all three areas (Table 8).

Migrant Education 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 who participated in the Migrant Education program in 2002-2003 is a reflection of a variety of factors such as program availability and student clusters (Table 8).

No Child Left Behind and School Accountability Assessment:

From the Superintendent’s statement on school performance related to “Adequate Yearly Progress” (AYP), August, 2003:

“On August 20, 2003 the State of Alaska released a report on the progress our schools are making toward achieving proficiency for 100 percent of our students. The report identifies whether schools have made “Adequate Yearly Progress” — a simple “yes or no” grade based on a complex set of measurements.

To make AYP, a school must achieve 30 targets: three areas of test participation and performance measured across 10 sets of students. In addition, schools must meet graduation rates or attendance targets. Miss just one target and your entire school does not meet AYP.

Many good schools have not made AYP. That doesn’t mean they’re not successful. AYP is an all or nothing proposition, but student achievement is not. Academic success is measured in many ways, including classroom tests, teacher observations, report cards, homework, and standardized tests. AYP focuses only on state tests. Entire schools can miss the AYP target if too many students are absent on test day, or if students that are still learning English miss the reading and writing goals.

The Anchorage School District is firmly committed to achieving our goal of success for every child and the district recognizes that we must continually improve. Our schools are filled with outstanding teachers, principals and support staff. They regularly update their skills and participate in training to help them meet the special challenges our students face. Children of all ages are learning and making daily progress in our schools as one visit to any classroom in this district will illustrate. No child is being left behind.”

Summary of AYP Components and Requirements:

AYP is reported as part of No Child Left Behind, a national education law. Alaska’s AYP calculations are set by the State and are based on three factors:

- Percentage of students meeting or exceeding state standards in language arts and math
- Testing participation rate – all schools, districts and student groups must have at least 95 percent of their students take the designated state tests
- Graduation rates for schools that graduate students; attendance rates for others.

Proficiency in language arts and math is determined by performance on:

- TerraNova / CAT6 Tests (grades 4, 5, 7 and 9)
- Alaska Benchmark Exams (grades 3, 6 and 8)
- High School Graduation Qualifying Exam (grade 10)

AYP is determined for:

- The Anchorage School District as a whole (all students)
- Each individual school (all students)
- Student groups at each school within the district, if the group is large enough to be numerically significant. The groups designated by the federal law and state regulations are:
  - African American
  - Alaska Native
  - American Indian
  - Asian
  - Caucasian
  - Hispanic
  - Economically Disadvantaged
  - Students with disabilities
  - Limited English Proficient (LEP)

District created Tables showing District AYP results are enclosed in the profile (Tables A-L). Individual AYP tables for each ASD school are provided by the Alaska Department of Education & Early Development, on the Department web site at: [www.eed.state.ak.us/doe\\_rolodex/ayp/search.cfm](http://www.eed.state.ak.us/doe_rolodex/ayp/search.cfm).

A District produced chart with a summary of individual school performance follows this summary overview.

Consequences of not making “AYP”

- Schools that do not make AYP for one year must notify parents and develop a school improvement plan
- Schools receiving Title I funds that do not make AYP two years in a row enter “school improvement” status and must offer students the choice to transfer to another school with paid transportation
- Extra services are offered to students if a Title I school continues in school improvement status
- Non-Title I schools that do not make AYP two years in a row continue to implement school improvement plan

A school is eligible to exit school improvement status if it makes AYP two years in a row

District and school AYP designation information was provided by the Alaska Department of Education and Early Development. Additional information about No Child Left Behind (NCLB) and Adequate Yearly Progress (AYP) is available on the federal web site at [www.nclb.gov](http://www.nclb.gov), on the state’s web site at [www.eed.state.ak.us](http://www.eed.state.ak.us), and on the district’s NCLB web site: <http://www.asdk12.org/NCLB/AYP/>.



ASD Mission and Goals for 2002-2003 – Summary Statements:

Many of the goals included in the ASD Mission and Goals for 2002-2003 are directly related to student achievement and the data reported in the Profile of Performance. The goals are presented first and then specific goals and indicators are presented and discussed in some detail.

Before beginning a detailed presentation and discussion, the following summary statement may be made:

The ASD made progress toward meeting Board goals in 2002-2003.

- Anchorage Writing Assessment results show over 58% of students are meeting or exceeding expectations in all areas of Writing (Table 23).
- High School Graduation Qualifying Examination results from Spring 2003 show improved performances in Math, but not in Reading and Writing compared to those in 2002 (Table 13-15 and 20-22).
- Based on a analysis by the ASD Assessment and Evaluation dept. of student HSGQE test results following the Spring 2003 posting of those scores, approximately 77% of ASD seniors (class of 2004) as of that spring posting, had demonstrated adequate proficiency (that is received “passing scores”) on all three tests on the HSGQE. As of that spring posting, there remained approximately 23% of our seniors who have yet to demonstrate proficiency on one or more sections of the required HSGQE. The exact number of seniors who still need to pass one or more tests fluctuates based on enrollment and transfers. Current status as of the Spring 2003 posting is:
  - 77% proficient on all three sub-tests: Reading, Writing, and Math
  - 83% proficient on Reading
  - 90% proficient on Writing
  - 81% proficient on Math
- Over 75% of ASD 3<sup>rd</sup> grade students reached independent reader as indicated by a “proficient” or higher rating on the 3<sup>rd</sup> grade Benchmark Reading Test and on the District 3<sup>rd</sup> grade reading assessment (Table 25).
- In the Spring 2003 administration of the Benchmark test, 76% of the combined 3<sup>rd</sup>, 6<sup>th</sup>, and 8<sup>th</sup> grade Anchorage students enrolled for the “full academic year” scored proficient or higher in Language Arts and 71% in Mathematics (Table K).
- While the overall District academic achievement indicators are generally positive relative to the test results from the state assessments, and both SAT and ACT scores for college bound students are above the national averages, there are substantial differences in the state test results among the grade levels, and among the ethnic and other NCLB designated groups of students (Table A - L, Graphs 1 and 2).
- The dropout rate among 7-12 graders in 2002-03 was 5.3% (1,176 students). This was lower than the rate shown for 2001-02, which was 6.0%, (1,296). When analyzed by race/ethnicity, the Alaska Native/American Indian group continues to have the highest dropout rate (11.8%) – (Table 26).

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

Goals:

- *Increase student academic achievement using data to guide adoption of curriculum, methods, materials, and professional development specifically designed to ensure that each group as designated by No Child Left Behind and the Quality Schools Initiative makes adequate yearly progress.*
- *Establish and maintain a supportive and effective learning environment by providing safe, caring, barrier-free schools; promoting health and wellness; continuing to retain, recruit and train highly qualified staff; challenging each student academically; maximizing opportunities for lifelong learning; offering extracurricular activities; and collaborating with other community agencies where appropriate.*
- *Ensure public accountability through continued participation in the State and Federal required testing programs; continued preparation and publication of the Profile of Performance, budget basics, and budget and bond summaries; effective consultation with community to ensure wise use of financial resources and responsible construction and maintenance of facilities; and effective communication with students, staff, parents, community and government at all levels.*

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

1. *Students will demonstrate academic achievement as indicated by improved performance on State and District measures of academic performance. Each student will make adequate yearly progress toward meeting Anchorage and State Benchmarks for Reading, Writing, and Math. Performance will be assessed on:*
  - a. *Alaska State Benchmark Exams (grades 3, 6, and 8)*
  - b. *TerraNova Basic Skills Exams (grades 4, 5, 7, and 9)*
  - c. *Alaska High School Graduation Qualifying Exam**These various assessments will provide information of the status of student group performance at grades three through ten.*
2. *A higher percentage of students in each group will master basic skills and strategies to read independently by the end of the third grade as indicated by:*
  - a. *Meeting the Alaska standard for performance on the grade three Alaska Benchmark Reading Exam.*
  - b. *Teacher diagnosis of student need through teacher pre and post assessments using a variety of measures as well as teacher observation and judgment.*
3. *A higher percentage of students in each group will demonstrate a high level of math skills and a lower percentage will demonstrate a deficient level of math skills at the end of each grade level in grades three through ten. Performance will be assessed based on:*
  - a. *The percentage of students in each group who meet State standards in mathematics as indicated on the Alaska Benchmarks, TerraNova and the Alaska High School Graduation Qualifying Exam will increase.*
  - b. *The percentage of students in each group who successfully complete 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.*
  - c. *Successful completion by students in Algebra classes for each middle and high school will be reported by student grade level.*
4. *There will be a decrease in the dropout rate of middle and high school students as compared to the 2001-2002 school year.*

5. *There will be an increase in the number of students scheduled to take AP courses for the 2003-2004 school year. Counselors will review students' PSAT data as one criterion determining possible students for AP courses.*

Tables and Reports and discussion for each goal are provided following discussions of the goals in the Profile. Relevant table numbers are indicted for each goal.

*Goal 1. Students will demonstrate academic achievement as indicated by improved performance on State and District measures of academic performance. Each student will make adequate yearly progress toward meeting Anchorage and State Benchmarks for Reading, Writing, and Math. Performance will be assessed on:*

- a. *Alaska State Benchmark Exams (grades 3, 6, and 8)*
- b. *TerraNova Basic Skills Exams (grades 4, 5, 7, and 9)*
- c. *Alaska High School Graduation Qualifying Exam*

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

The following statements and tables relate to Goal 1 and each of the Goal 1 Indicators:

*Goal 1 Indicators a and c. State Benchmark Examinations and the State High School Graduation Qualifying Exam*

Background - Benchmark and HSGQE:

- The Benchmark and High School Graduation Qualifying Exams (HSGQE) are state standards based assessments.
- The State law requires that public school students take a series of Reading, Writing, and Math Benchmark Assessments at grades three, six, and eight, and the HSGQE at grade ten. Benchmark assessments for grades three, six, eight and the tenth grade Alaska High School Graduation Qualifying Examination (HSGQE) were introduced in 1999-2000.
- 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 until passed. Passing the Reading, Writing, and Math sections of the HSGQE will be required for a high school diploma starting in February 2004.
- Cut scores for the 8<sup>th</sup> grade Benchmarks were adjusted by the Alaska Department and State Board of Education & Early Development in August, 2003 and were applied retroactively to the March 2003 test results.
- The HSGQE was revised and refocused during the 2001-2002 school year. The Alaska Department of Education & Early Development made changes in the HSGQE cut scores used for Reading, Writing, and Mathematics proficiency in 2002. The revised exam was refocused to address and assess “minimum competencies in essential skills” as required by state law.
- The state, district and school student achievement results for the Benchmark and HSQQE tests are provided for all students in grades 3 – 10. The results are sorted and examined by

designated ethnic and groups. This disaggregated report allows an examination of student achievement sorted by designated ethnic and groups. This allows the reader to note any differences in that achievement by the various groups. (Tables A-L).

- The Benchmark, HSGQE and Terra Nova / CAT 6 results are used by the state in its determination of “adequate yearly progress” (AYP), an important component of the state’s school accountability procedures as required under federal law and state regulations.
- Ninety-eight percent of the students enrolled participated in the assessment program. Participation rates for all students and each group at each grade level are provided in Tables A-L.
- The Alaska Benchmark and HSGQE results raise a special concern because they are aligned 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 demonstrate proficiency 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 are provided with school and student-by-student information on Benchmark and HSGQE performance. This facilitates a review of student performance and a review of curriculum, instruction and materials relative to student performance.

Performance Comments - Benchmark and HSGQE:

- In the Spring 2003 administration of the Benchmark test, 76% of the combined 3rd, 6<sup>th</sup>, and 8th grade Anchorage students enrolled for the “full academic year” scored proficient or higher in Language Arts and 71% in Mathematics (Table K).
- Reading - Most students scored at or above the proficient cut points set in Reading. Percentages at or above proficient for each of the grade levels were as follows: Grade three - 77.5%, Grade Six - 73.7%, Grade Eight - 71.8%; and Grade Ten - 72.8% at proficient (Table 13).
- Writing - Most students scored at or above the proficient cut points set in writing at grades three, six, eight and ten: Grade Three - 65.1% at or above proficient, Grade Six - 77.4% at or above proficient, Grade Eight - 77% at or above proficient, and Grade Ten - 85.2% proficient. In 2003, the percent proficient was slightly up for grade 3, slightly down in grades 6 and 10. In grade 8 there was a 7 point increase in the rate at or above proficient using the new cut point, but a three point drop using the former cut point. (Table 14).

- Math - Most students scored at or above the proficient scores set in Math at grades three, six, eight and ten: Grade Three – 75.2% at or above proficient, Grade Six – 67.6% at or above proficient, Grade Eight – 67.3% at or above proficient, and Grade Ten – 74.3% proficient. The percent proficient in Grade Eight showed an increase of 23 points compared to the previous year. However, it must be considered that the state significantly adjusted the 8<sup>th</sup> grade cut score for proficient for the 2003 administration of the test. Using the cut points prior to that adjustment, 41.9% of 8<sup>th</sup> grade students demonstrated proficiency. In grade ten, students achieved an increase of 7 points. Grade three and six students had similar levels of performance when compared to the previous year (Table 15).

Index to Benchmark Tables:

Tables 13 through 15 show the four-year history of Anchorage student performance in Reading, Writing, and Math on the State Benchmark and HSGQE Assessments.

Tables 16 through 22 display proficiency levels for the Benchmark and HSGQE results data from the spring of 2000 through spring of 2003 tests.

Tables A-L display student achievement by ethnic and other NCLB designated groups for the Terra Nova / CAT 6, the Benchmark Exams, and the HSGQE.

Goal 1 continued:

Goal 1 Indicator b. TerraNova / CAT6 Exams (grades 4, 5, 7, and 9)

Background – Terra Nova / CAT 6 (California Achievement Test):

- The Terra Nova – also referred to as the CAT6 - is a norm referenced test. Norm-referenced tests are tools for assessing group and individual performance over time. By design, the national average on a norm referenced test is 50<sup>th</sup> percentile. Norm referenced tests allow a comparison of student performance against a national population. They allow the comparison of group and individual growth.
- Skill in reading is a basic factor in determining student success in all educational areas. The TerraNova / CAT6 tests include both vocabulary and reading comprehension. Vocabulary and Reading are combined to produce the Reading Composite score. The TerraNova / CAT6 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.
- Language Arts Composite items focus on the mechanics of writing and recognition of errors. The Language test measures sentence construction and effective use of language. The Mechanics test measures recognition of the rules of good punctuation.
- Mathematics items in the Terra Nova / CAT6 focus on basic math operations and problem-solving. The Math Computation test focuses on the basic math operations and checks the ability to manipulate numbers. The Mathematics 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.
- In addition to the language arts and math sections of the Terra Nova / CAT6 required by the state, ASD students also took the other sections of the Terra Nova / CAT6 – Science, Social Studies, Study Skills, and Spelling.
- The Terra Nova / CAT6 is published by CTB McGraw Hill. CTB is also the publisher of the Alaska Benchmark Exams and the Alaska High School Graduation Qualification Exam. CTB provides a scale score for the Terra Nova / CAT6 and the Alaska Benchmarks. These scale scores allow the state to indicate proficiency level of students – advanced, proficient, below proficient, and far below proficient, and to assess annual achievement gains or loss as required by federal and state law and regulations as provided in NCLB and state accountability regulations. The norm-referenced testing for 2002-2003 included grades four, five, seven and nine.
- For 2002-2003, Terra Nova / CAT6 proficiency levels were disaggregated by ethnicity, and special populations. The scores show gaps in achievement and will provide data for school and district academic improvement, as measured by annual yearly progress (Tables C, D, F, H, J).

- New federal and state regulations require schools to not exclude special education and bilingual students from State assessments. The regulations require that there be an accounting of all students. These regulations allow students with special needs be provided accommodations, and that students who are severely disabled and are not capable of taking tests with accommodations, be provided with an alternate assessment.
- Between 95 and 99 percent of Anchorage students in grades four, five, seven and nine took the TerraNova / CAT6 tests last year (Table 10). The participation rate varied by ethnic and other groups such as students receiving special education services, students with limited English proficiency (Table J).

Performance Comments – Terra Nova / CAT6:

- Reading, Language Arts, and Mathematics scores are indicators of student achievement. With 95-99% percent of the students tested in any grade level, the scores accurately represent student achievement as measured by the Terra Nova / CAT6 in ASD.
- The Anchorage average scores are above the national average of the 50<sup>th</sup> percentile (Table 11).
- Table 11 shows the performance of students in grades four, five, seven and nine on the TerraNova / CAT6 tests.
- The mean (average) normal curve equivalent national percentile (NCENP) for all students in grades four, five, seven and nine ranged from 53<sup>rd</sup> percentile in grade four to 60<sup>th</sup> percentile in grade nine. This is aggregated data and does not reflect variations in achievement patterns for groups (Table 11).
- Whole school and disaggregated data for the designated groups and groups are also provided by grade level – and this by test - for the district. This disaggregated information is also being developed at the school level and will be made available for each school at the school and grade level (Tables B-J).
- Table 11 shows the average normal curve equivalents (NCENP) for the Reading Composite on the two sections of the Terra Nova CAT 6. The averages for Anchorage students were consistently higher than the national average of the 50<sup>th</sup> percentile on both Vocabulary and Reading. The averages for ASD students on Reading Comprehension ranged from the 53<sup>rd</sup> to the 60<sup>th</sup> percentile, and Vocabulary ranged from the 51<sup>st</sup> to 56<sup>th</sup> percentile.
- Table 11 shows the average normal curve equivalents (NCENP) on the two sections of the Terra Nova / CAT 6 test that are combined to produce the Language Arts Composite score: Mechanics and Language. The averages for ASD students ranged from the 49<sup>th</sup> to the 59<sup>th</sup> percentile in the Language Arts area.
- Table 11 shows the average normal curve equivalents (NCENP) on the two sections of the Terra Nova / CAT 6 test that are combined to produce the Math Composite: Math and Math Computation. The averages for Anchorage students were at or above the national average in

both Math and Math Computation at every grade. The Math scores ranged from the 50<sup>th</sup> to the 58<sup>th</sup> percentile.

- The averages in the Total scores for– including Reading, Language and Math scores - ASD students ranged from the 53<sup>rd</sup> to the 61<sup>st</sup> percentile.
- The six-year history in Table 12, shows minor year-to-year changes in average normal curve equivalent national percentiles (NCENP) with overall performance generally well above the national average. In all areas except for in grade 4 the average NCENP scores have gone down slightly. The changes are small and reflect stable performance across all areas.
- 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. On the Spelling test, students must identify common words that are correctly or incorrectly spelled.
- Table 11 demonstrates that the average scores of ASD students on the Terra Nova / CAT 6 Science and Social Studies tests were at the 47<sup>th</sup> – 58<sup>th</sup> percentile in 2002-2003.
- Table 11 presents the TerraNova/CAT6 Spelling scores. The average scores of ASD students on the Terra Nova / CAT6 in Spelling ranged from the 53<sup>rd</sup> percentile in grade four to the 55<sup>th</sup> percentile in grade nine.

Index to Terra Nova / CAT 6 Tables:

Tables 11 and 12 display the mean (average) normal curve equivalent national percentile (NCENP) for ASD students who took the Terra Nova / CAT 6 in 2002-2003 and 2001-2002, as well as the NCENP for those students who took the Terra Nova / CAT 5 in earlier years.

Tables A-L display the achievement level for ASD students in the Terra Nova / CAT6, Benchmark and HSGQE tests by grade levels for grades 3 – 10.

*District Writing Assessment*

Background - ASD Writing Assessment:

- The District assessment plan conducted during the 2002-2003 school year included the ASD Writing Assessment at grades five, seven and nine.
- The ASD Writing Assessment is a local assessment specific to Anchorage and was designed to meet specific local needs. This local criterion-referenced assessment was aligned with Board adopted 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 Anchorage local writing assessment provided training for 300 teachers a year in using the six traits of good writing as an instructional strategy. It also provided a useful basis for school-level writing assessment for those schools that set a goal in writing.
- Each student paper was 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.
- Writing assessment has been part of the District effort to improve student writing for the last fifteen years. The 2002-2003 Writing Assessment was conducted in September rather than March to provide teachers with early assessment that could be used to guide classroom instruction. The Writing Assessment was revised in 2002-2003 to better reflect the six-point scale used in scoring the State Benchmark and HSGQE tests. The local writing assessment was discontinued effective this school year as a budget saving measure.
- One of the sub-tests in each of the Alaska Benchmark Exams and High School Graduation Qualifying Exams 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.

Performance Comments - ASD Writing Assessment:

- As a District average, students generally do well in writing. At all three grade levels tested, 58 percent or more received a rating of meeting or exceeding expectations (Table 23). Percentages of students meeting the expectations increase from one grade level to the next.
- Areas with the highest percentages meeting or exceeding expectations were: (1) ideas and content (67.7% to 89.2%), (2) voice (76.4% to 92.8%), and (3) effective word choice (65.4% to 87.1%). In 2002-2003, percentages of students meeting or exceeding expectations generally increased from grade 5 to 7 to 9 (Table 23).

Index to ASD Writing Assessment Tables:

Table 23 provides a comparison of performance for students tested at the various grades.

*Goal 2: A higher percentage of students in each group will master basic skills and strategies to read independently by the end of the third grade as indicated by:*

- a. Meeting the Alaska standard for performance on the grade three Alaska Benchmark Reading Exam.*
- b. Teacher diagnosis of student need through teacher pre and post assessments using a variety of measures as well as teacher observation and judgment.*

The following statements and tables relate to Goal 2 and the Goal 2 Indicators:

Background and Performance Comments - 3<sup>rd</sup> Grade Reading Assessment:

- Using the third grade Benchmark Assessment in Reading as a measure, 2,939 (77.5%) of the ASD 3<sup>rd</sup> grade students demonstrated proficiency or advanced, and 855 (22.5%) did not (Table 16).
- In 2001-2002, 2,917 (78%) students met this goal and 819 students (22%) did not.

Regarding District teacher assessment, observation and judgment:

- In the Spring 2003 District teachers' 3<sup>rd</sup> grade reading assessment 3,358 students were evaluated. Of those students, 2,698 (80.3%) students demonstrated proficiency, while 660 (19.7%) did not (Table 25).
- District analysis indicates a satisfactory degree of agreement between the results obtained through the state Benchmarks and those obtained through district teachers' spring assessments. There were 3,272 students who had results from both the District teacher's spring 3<sup>rd</sup> grade reading proficiency testing and the state Benchmark reading exam. As demonstrated on Table 25, there was a 4% net difference in the results from the two exams.

As indicated by Table 25, 15.4% (5.7% and 9.7%) of the ASD 3<sup>rd</sup> grade students scored differently (indicated proficiency versus non proficiency) on the two tests. These differences may be the result of several factors not directly tied to achievement per se: i.e. slight differences in the number of responses correct by any student may cause that student to score just above or just below the cut point on one or the other assessment; additionally such non-achievement factors as attitudinal, behavioral, attention differences etc. in a given student on the test day or one assessment versus the other, may account for differences in the proficiency rating demonstrated by a student in one or the other assessments.

Index to 3<sup>rd</sup> grade Reading Assessment (Benchmark) Tables:

Table 25 provides the results of the 3<sup>rd</sup> grade benchmark tests, the results of the District teachers' 3<sup>rd</sup> grade assessment, and shows the relationship of the two assessments: 3<sup>rd</sup> grade benchmark and the district teachers' 3<sup>rd</sup> grade assessment.

Table 16 and 17 provide results of the proficiency levels obtained on the Benchmark assessment for years 2002-03 and 2001-02.

Goal 3. *A higher percentage of students in each group will demonstrate a high level of math skills and a lower percentage will demonstrate a deficient level of math skills at the end of each grade level in grades three through ten.*

*Performance will be assessed based on:*

- a. The percentage of students in each group who meet State standards in mathematics as indicated on the Alaska Benchmarks, TerraNova and the Alaska High School Graduation Qualifying Exam will increase.*
- b. The percentage of students in each group who successfully complete 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.*
- c. Successful completion by students in Algebra classes for each middle and high school will be reported by student grade level.*

The following statements and tables relate to Goal 3 and each of the Goal 3 Indicators:

- a. The percentage of students meeting state standards in mathematics as indicated on state assessments will increase.*

When comparing 2002-03 to 2001-02, Table 15 indicates the percentage of students meeting the math Benchmark standards increased in grade 3 by 1 percent and decreased in grade 6 by 1 percent. Grade 8 performance increased by 23 percent using the cut points approved in August 2003. Using the prior cut points, the performance decreased by 2 percentage points.

Mathematics composite performance on the Terra Nova / CAT 6 showed a one percentage point increase in grade 4, a one percentage point decrease in grade 5, one percentage point decrease in grade 7 and a four percentage point decrease in grade 9 (Table 12).

The HSGQE was revised in 2001 to focus on “minimum competencies in essential skills” as required by state legislation. When comparing 2002-03 to 2001-02, Table 15 indicates the percentage of students meeting HSGQE standards in math increased in grade 10 by 7 percentage points.

- b. The percentage of students in each group who successfully complete 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.*

Table 24A shows the number of students completing specific mathematics courses in eighth, ninth and tenth grades. The courses were Algebra I, Geometry and Algebra II, respectively.

This table shows the following:

- Approximately 88% of the students who took advanced mathematics courses for their grade levels were successful at earning a mark of “C” or better.
- 65% of the students in eighth grade Algebra I achieved at the A and B grade levels.
- 69% of the students in ninth grade Geometry achieved at the A and B grade levels.
- 69% of the students in tenth grade Algebra II achieved at the A and B grade levels

The Board goal is to increase this number of students from year to year. 2002-2003 is the baseline year for comparison in future years.

- c. *Student grades and credit earned by students in Algebra classes for each middle and high school will be reported by student grade level.*

Table 24A shows the grades earned by students who completed Algebra for each middle and high school – reported by grade level – for the 2001-2002 and 2002-2003 school years.

Table 24A reflects the completion numbers for students in Algebra classes for each middle and high school. These numbers are reported by grade level – for 2001-2002 and 2002-2003 school years.

Table 24B shows the grades earned in the course on Algebra I for each middle school reported by grade level.

Tables 24C and 24D show the grades earned in the courses of Algebra I and Algebra II for each high school reported by grade level. Credit is earned in all reported categories except for F/WF.

Goal 4. *There will be a decrease in the dropout rate of middle and high school students as compared to the 2001-2002 school year.*

Background and Performance Comments - Drop out Rate:

- 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 an Anchorage public school 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.
- Federal and State of Alaska accountability and reporting requirements have been changing in the past year. This impacts how the district and state account for and code some of our students who leave our schools. One example is the calculation and accounting for “summer leavers.” In prior years, students who are in school at the end of one school year and do not reenroll the following year were called “summer leavers.” In the past, these summer leavers were counted as dropouts if they could not be accounted for from transcript requests or some other indicator of enrollment in another school in the fall of the following year. Because the schools must wait until the fall of the following year to see who returns and who doesn’t, the revision of the summer leaver data has by nature occurred in the year following the student leaving. New mandatory reporting deadlines and requirements for reporting from the federal and state departments are causing the district and state to develop new timelines and new ways to calculate and incorporate such late revisions as “summer leavers” in the drop out calculations. The Alaska Department of Education & Early Development is expected to develop revised guidelines for defining a student “drop out,” and determining the year in which to credit or place the drop out occurring, and calculating drop-out rates.
- 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 26 provides a summary review of students who left Anchorage schools during the school year and were coded as dropouts by school registrars between 1996-1997 and 2002-2003. The information available suggests that several hundred Anchorage students leave school each year without benefit of a completed program.
- As referenced in Goal 4, the dropout rate among 7-12 grades was 5.3% in 2002-03 and 6.0% in 2001-02 (Table 26).
- Table 26 shows, for 7-12 grades, the Alaska Native and American Indian group continues to have the highest percent dropout rate (11.8%) and the Caucasian group the lowest (3.8%). A total of 1,176 dropouts were recorded in 2002-2003 compared to 1,296 in 2001-2002.
- Table 27 provides an account of the reasons and numbers of students who left. For the 2002-03 school year, “non-attendance” was the most common reason listed – 726 students, 61.7% of the total.

*Goal 5. There will be an increase in the number of students scheduled to take AP courses for the 2003-2004 school year. Counselors will review students' PSAT data as one criterion for determining possible students for AP courses.*

Background and Reports – AP Courses:

- Advanced Placement courses are special classes that are designed to provide specific content and instruction equal to that in beginning college courses. Advanced Placement Examinations are prepared by the Educational Testing Service to provide a measure of the success of students in AP courses. Students are awarded from 1 – 5 points on each exam.
- Based upon the student's results on the AP examination, universities may award credits for beginning courses or waive the entry level courses and allow the student to enroll in more advanced courses. Students generally need to have a 3 or higher on the AP tests to be considered for credit or a waiver.
- AP examinations are optional in Anchorage. Educational testing service reports that of the 1,862 tests taken in 2002-2003 in Anchorage public schools, 63% of the Anchorage students scored a 3 or higher. Courses offered and student participation in AP exams differed from school to school and course to course so it is difficult to draw system-wide conclusions from overall AP test performance (Table 28).
- Anchorage students are rewarded for participation in AP classes by earning weighted credit toward their grade point average for AP grades, whether they elect to take AP exams at the conclusion of the year or not.
- Language and Composition, Literature and Composition, and Calculus AB are the most common advanced placement courses offered in our district. Literature and Composition and Calculus AB are offered in all of the large Anchorage high schools.
- Some AP courses are one semester in length – i.e., U.S. Government and Comparative Government & Politics; while others like Calculus and US History are two semesters.
- For the 2002-2003 school year, 1,369 Anchorage District students were enrolled and earned a grade in a total of 4,287 semesters (in either one or two semester AP courses) in the Anchorage School District. (Tables 29 and 30).
- Table 28 provides a breakdown of scores of all Anchorage students taking the Advanced Placement Examinations in 2002-2003. 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 through independent study and in some cases a single student was tested in a specific area at a school.
- While there was a decrease in the percentage of students who scored 3 or higher from the previous year, the overall number of AP examinations taken by our students has increased (Table 28).

Index to Tables:

Table 28 provides information on AP test performance in 2002-2003 and 2001-2002 by ASD students, listed District-wide and by school.

Table 29 shows the unduplicated count of the number of students enrolled in AP courses in 2002-2003.

Table 30 shows the number of AP classes (by semester) taken by ASD students in 2002-2003.

**Miscellaneous measures, indicators and notes.**

SAT and ACT Background and Reports:

- 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.
- The College Board, Educational Testing Service, which produce the SAT, and the American College Testing Program, which produces the ACT, provide annual reports and analysis related to student performance on these two tests. Data and analysis reported in the Profile are extracted from those reports. These reports are available through the District Assessment & Evaluation Office.
- 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 taken by more Anchorage graduates than the ACT.
- In 2002-03, Educational Testing Service reported scores for 1,602 Anchorage seniors on the SAT, 59 percent of the graduating class. American College Testing reported scores for 721 graduates on the ACT, 26 percent of the graduating class (Tables 31 and 32).
- Anchorage seniors did well on both the ACT and SAT. Performance was 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, 528 on Mathematics, and 1,046 on SAT Total are above the national averages of 507, 519 and 1,026, respectively. The ACT averages for Anchorage of 21.6 for English, 23.3 for Mathematics, and 22.6 for Composite are above the national averages of 20.3, 20.6 and 20.8 respectively (Tables 31 and 32).
- 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 2003 were slightly lower than the scores for the class of 2002 (Tables 33 and 34).
- 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 strongly suggest that ASD college-bound students can and do receive a solid education in the Anchorage School District.

- 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 33 and 34 show the ACT and SAT scores since 1997-98. The proportion of students 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 35 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.
- As demonstrated in Table 35, Anchorage School District students who completed the college preparation core consistently scored higher on the ACT than those who did not complete the core.
- Anchorage college-bound students out performed the national average and the state average in 2003.

Parent, Student & Staff Surveys:

Background:

- 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.
- Individual school results were provided to schools in the spring and used in the preparation of the District Report Card for 2002-2003.
- 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. 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. There are substantial differences in the proportion of parents and staff responding at various schools and various grade levels. There are substantial differences in the proportion of parents and staff responding at various schools and various grade levels.

Comments related to Survey Results:

- The overall response rate for the School Report Cards was down in 2002-2003. Possible causes include: 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 36 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.
- 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.

- Conclusions based on these results should be considered with caution because of the low response rates.
- 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.

District highlights include:

#### Parents

- 79 percent of parents indicate that they either agree (61 percent) or strongly agree (18 percent) that they are satisfied with the performance of the ASD.
- 90 percent of parents indicate that they either agree (53 percent) or strongly agree (37 percent) that they are satisfied with the performance of the program in which their children are enrolled.
- 92 percent of parents indicate that they either agree (40 percent) or strongly agree (52 percent) that they are satisfied with the performance of those who teach their children.

#### Students

- 73 percent of students indicate that they either agree (37 percent) or strongly agree (36 percent) that their teachers treat them with respect.
- 70 percent of students indicate that they either agree (38 percent) or strongly agree (32 percent) that they know where to go for help if they have a problem at school.
- 66 percent of students indicate that they either agree (44 percent) or strongly agree (22 percent) that they understand the schoolwork that they are given.
- 64 percent of the students indicate that they either agree (35 percent) or strongly agree (29 percent) that they feel welcome at school.

#### Staff

- 90 percent of District Staff indicate that they either agree (45 percent) or strongly agree (45 percent) that they are satisfied with their jobs.
- 83 percent of District Staff indicate that they either agree (38 percent) or strongly agree (45 percent) that the principal and other staff provide needed support for working with students.
- 84 percent of District Staff indicate that they either agree (39 percent) or strongly agree (45 percent) that the principal and other staff provide needed support for working with parents.

#### Index to Tables:

- Tables 37, 38, and 39 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 40, 41, and 42. Middle School results are presented in Tables 43, 44, and 45. High School results are presented in Tables 46, 47, and 48.

Glossary of Terms:

**Achievement Gap** - Refers to the difference between the academic achievements of two groups of students.

**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.

**Adequate Yearly Progress (AYP)** - Adequate Yearly Progress is the minimum level of improvement that school districts and schools must achieve each year as determined under the No Child Left Behind Act.

**Annual Measurable Objective (AMO)** - AMO is the percent proficient on exams required by the state. These are the AMO's for Alaska by year and subject:

School Year	AMO for Language Arts	AMO for Mathematics
2002-03	64.03%	54.86%
2003-04	64.03%	54.86%
2004-05	70.03%	62.83%
2005-06	70.03%	62.83%
2006-07	70.03%	62.83%
2007-08	76.03%	69.90%
2008-09	76.03%	69.90%
2009-10	76.03%	69.90%
2010-11	82.03%	77.42%
2011-12	88.03%	84.94%
2012-13	94.03%	92.46%
2013-14	100%	100%

**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. The API provides a more detailed summary of student performance relative to a specific standard 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 Tests** - 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. A norm-referenced test given to students in grades four, five, seven and nine. This 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.

**Core Academic Subjects** - Core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, geography, social studies, and speech communications.

**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.

**Disaggregated Data** - "Disaggregate" means to separate a whole into its parts. In education, this term means that test results are sorted by groups of students who are economically disadvantaged, from racial and ethnic groups, have disabilities or have limited English proficiency. This practice allows parents and teachers to see more than just the average test score for a student's school. Instead, parents and teachers can see how each student group is performing.

**Disaggregation** - The process of breaking into parts. When data is disaggregated, the scores of a large group are sorted into smaller groupings. Test data can be disaggregated by socio-economic status, length of tenure in district, racial/ethnic group membership or membership in a service or program groups such as special education.

**ESEA** - Elementary and Secondary Education Act. The federal law that guides and provides oversight of public education in all fifty states. No Child Left Behind (NCLB) is the latest revision or authorization of this act.

**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.

**Full Academic Year (FAY)** - Full academic year is defined as October 1st through the first day of testing. That is determined by school, by district, and by state. In other words, if a student moves during that timeline between one school and another in the same district, he would not count for AYP determinations in the school, but he would in the district. Likewise, if a student moves between districts in the same state, he would only be counted in the state determinations.

**Highly Qualified teacher** - A highly qualified teacher is defined as one who has obtained full state teacher certification or has passed the state teacher licensing examination and holds a license to teach in the state; holds a minimum of a bachelor's degree; and has demonstrated subject area competence in each of the academic subjects in which the teacher teaches

**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 demonstrate proficiency 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.

**Limited English Proficient (LEP)** - Limited English Proficient (LEP) refers to students for whom English is a second language and who are not reading or writing English at grade level.

**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.

**NCENP** - 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.

**No Child Left Behind (NCLB)** - NCLB is the most recent authorization of the Elementary authorization of the Elementary and Secondary Education Act, which is the principal federal law affecting K-12 educators.

**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).

**Parental Involvement** - Parental involvement is the participation of parents in regular, two-way, meaningful communication involving students' academic learning and other school activities. The involvement includes ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full

partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child.

**Proficiency** - Proficiency is mastery or the ability to do something at grade level.

**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 25<sup>th</sup> percentile. Students in the fourth quartile score at or above the 75<sup>th</sup> 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.

**Safe Harbor** - "Safe Harbor" is a provision in No Child Left Behind intended for schools and districts that are making progress in student achievement but are not yet meeting target goals for Adequate Yearly Progress (AYP). It is designed to prevent the over-identification of schools not making AYP.

**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.

**Supplemental services** - Students from low-income families who are attending schools that have been identified as failing for two years will be eligible to receive outside tutoring or academic assistance. Parents can choose the appropriate services for their child from a list of approved providers. The school district will purchase the services.

**TerraNova** - California Achievement Test - CAT 6 – a norm-referenced test used as part of the state’s accountability program to assess student academic achievement.

**Title I** - Title I provides federal funding for schools to help students who are behind academically or at risk of falling behind. Funding is based on the number of low-income children in a school, generally those eligible for the free lunch program. Title I is intended to supplement, not replace, state and district funds. Schools receiving Title I monies are supposed to involve parents in deciding how these funds are spent and in reviewing process. Title I used to be called Chapter One.

**Transience** - Transient students are those students who changed schools at least once between September 30, 2002 and the end of the school year.

Listing of Tables in Profile 2002-2003

**Table of Tables**

<u>Table Number</u>	<u>Title</u>	<u>Page</u>
1	Timeline Local, State and National Assessments .....	43
2	Beginning of Membership 1997-1998 Through 2002-2003.....	44
3	Free/Reduced Price Lunch Information.....	45
4	Free & Reduced Price Lunch – Elementary School End-of-Year 2002 .....	46
5	Free & Reduced Price Lunch – Middle School End-of-Year 2002.....	48
6	Comparison of the Mean percentile Rank for Students Taking the TerraNova/CAT6 Student Eligible for Free or Reduced Lunch Compared to students Not Eligible -2002-03 .....	49
7	Special Need Population .....	50
8	Six-Year Special Program Population .....	51
9	Seven-Year History of District Wide Attendance .....	52
10	Number and Percent of Students Tested by Grade .....	53
11	TerraNova / CAT6 Spring 2003 Mean (average) Normal Curve Equivalent National Percentile (NCENP) and Number of Students Tested by Grade and Subtest .....	54
12	Historical Performance on the TerraNova/CAT6 and CAT5 – Mean (average) Normal Curve Equivalent National Percentiles by year .....	55
13	Four-Year History Percent of Students Meeting Alaska Standard by Grade Reading.....	56
14	Four-Year History Percent of Students Meeting Alaska Standard by Grade Writing.....	57
15	Four-Year History Percent of Students Meeting Alaska Standard by Grade Math.....	58
16	Benchmark Scores March 2003.....	59

**Table of Tables (cont'd)**

<u>Table Number</u>	<u>Title</u>	<u>Page</u>
17	Benchmark Scores March 2002.....	59
18	Benchmark Scores March 2001.....	60
19	Benchmark Scores March 2000.....	60
20	HSGQE Scores March 2003.....	61
21	HSGQE Scores March 2002.....	62
22	HSGQE Scores March 2001.....	62
23	Percentage Distribution of Writing Scores by Grade Level.....	63
A	Preliminary ASD 2002-2003 AYP.....	64
B	Preliminary ASD 2002-2003 AYP – grade 3 Benchmark.....	65
C	Preliminary ASD 2002-2003 AYP – grade 4 TerraNova/CAT6.....	66
D	Preliminary ASD 2002-2003 AYP – grade 5 TerraNova/CAT6.....	67
E	Preliminary ASD 2002-2003 AYP - grade 6 Benchmark.....	68
F	Preliminary ASD 2002-2003 AYP - grade 7 TerraNova/CAT6.....	69
G	Preliminary ASD 2002-2003 AYP – grade 8 Benchmark.....	70
H	Preliminary ASD 2002-2003 AYP – grade 9 TerraNova/CAT6.....	71
I	Preliminary ASD 2002-2003 AYP - grade 10 HSGQE.....	72
J	Preliminary ASD 2002-2003 AYP- grades 4, 5, 7, and 9 TerraNova/CAT6.....	73
K	Preliminary ASD 2002-2003 AYP- grades 3, 6, and 8 Benchmark.....	74
L	Preliminary ASD 2002-2003 AYP – grade 10 only HSGQE.....	75
Graph 1	Percent Proficient in Language Arts and Math.....	76
Graph 2	Percent Proficient in Language Arts and Math by Race.....	76

**Table of Tables (cont'd)**

---

Table Number	Title	Page
24A	Advanced Math Performance 2002-03 and 2001-02 .....	77
24B	Middle School Students Enrolled in Algebra I.....	78
24C	High School Students Enrolled in Algebra I .....	79
24D	High School Students Enrolled in Algebra II .....	81
25	3 <sup>rd</sup> grade Reading Proficiency as Measured by the ASD Reading Assessment and Benchmark Exam.....	83
26	Dropouts by Race/Ethnicity – School years 1997-98 to 2002-03 .....	84
27	Dropouts by Reason grade 7-12 .....	85
28	AP Test Performance by District and School 2002-03 to 2001-02.....	86
29	Unduplicated Count of Students Enrolled in AP courses by High School 2002-03.....	87
30	Number of AP Classes (by semester) taken by ASD students by school, 2002-2003	87
31	Average (Mean) ACT scores by Geographic Region 2002-03 .....	88
32	Average (Mean) SAT scores by Geographic Region 2002-03 .....	88
33	Average (Mean) ACE scores by Sub-test area 1997-98 to 2002-03.....	89
34	Scholastic Achievement Test (SAT) 1997-98 to 2002-03 .....	89
35	Average ACT Scores by Level of Academic Preparation .....	90
36	School Report Card Surveys Returned by School .....	91
37	Parent Report Card Survey.....	93
38	Student Report Card Survey.....	94
39	Staff Report Card Survey .....	95
40	Elementary Parent Report Card Survey.....	96
41	Elementary Student Report Card Survey .....	97

**Table of Tables (cont'd)**

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<u>Table Number</u>	<u>Title</u>	<u>Page</u>
42	Elementary Staff Report Card Survey .....	98
43	Middle School Parent Report Card Survey .....	99
44	Middle School Student Report Card Survey .....	100
45	Middle School Staff Report Card Survey .....	101
46	High School Parent Report Card Survey .....	102
47	High School Student Report Card Survey .....	103
48	High School Staff Report Card Survey.....	104

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

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Local</b>	RA	RA	RA	RA	RA	WA		WA		WA			
<b>State</b>	DP	DP*		BE			BE		BE		HS	HS*	HS*
<b>National</b>					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 multiple opportunities to pass all portions (\*).

RA - Anchorage School District Reading Assessments tests skills in reading and administered to all students in grades K-4.

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. This local assessment was discontinued as a District wide initiative in the 2003-04 school year as a cost savings measure. However individual schools can continue to use this measure as instructional tool.

**Table 2**  
**Anchorage School District**  
**Beginning of Year Membership – enrollment numbers and percentages\***

1996-1997 to 2002-2003

Year	Data Type	American Native	Asian/Pacific Islander	African Am.	Hispanic	Caucasian	Other	Total
02-03	Number	6,366	5,311	4,196	3,041	29,157	1,702	49,773
	Percent	13%	11%	8%	6%	59%	3%	100%
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%

\*Enrollment information provided by ASD Ethnicity Report, Oct 2002 - Demographic Department Report

**Table 3**  
**Anchorage School District**  
**Elementary**  
**Free/Reduced-price Lunch Information\***

<b>Year</b>	<b>Number of Children Enrolled Sept. 30</b>	<b>Estimate of Number of Children from Low Income Families</b>	<b>Percent of Children from Low Income Families</b>
2002-03	27,525	8,981	33%
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.

\*Enrollment data is from ASD Demographic Dept., Free and Reduced lunch participation data is from ASD Student Nutrition Dept.

**Table 4**  
**Free and Reduced Price Lunch - Elementary School**  
**End-of-Year 2003**

<b>School</b>	<b>Number of Children Enrolled</b>	<b>Number of Children from Low Income Families*</b>	<b>Percent of Children from Low Income Families*</b>
Abbott Loop	441	161	36%
Airport Heights	276	114	42%
Alpenglow	464	18	3%
Aquarian	228	12	5%
Aurora	405	88	21%
Baxter	437	92	21%
Bayshore	563	53	9%
Bear Valley	512	16	3%
Birchwood	318	43	13%
Bowman	541	81	14%
Campbell	512	111	21%
Chester Valley	311	128	41%
Chinook	557	212	38%
Chugach	239	11	4%
Chugiak	495	65	13%
College Gate	391	102	26%
Creekside <sup>1</sup>	467	246	56%
Denali <sup>1</sup>	373	99	26%
Eagle River	396	125	31%
Fairview <sup>1,2</sup>	477	412	86%
Family Partnership	333	5	1%
Fire Lake	286	76	26%
Girdwood	165	22	13%
Government Hill <sup>1</sup>	494	221	44%
Homestead	437	47	10%
Huffman	483	19	3%
Inlet View	255	55	21%
Kasuun	527	86	16%
Kincaid	533	66	12%
Klatt	426	164	38%
Lake Hood	474	143	30%
Lake Otis	433	196	45%
Mt. Spurr	321	70	21%
Mountain View <sup>1,2</sup>	462	412	89%
Muldoon <sup>1</sup>	498	322	64%
North Star <sup>1,2</sup>	519	408	78%
Northern Lights	621	33	5%
Northwood	340	167	49%
Nunaka Valley	329	148	44%
Oceanview	573	101	17%
O'Malley	344	12	3%

**Table 4 (cont'd)**  
**Free and Reduced Price Lunch - Elementary School**  
**End-of-Year 2002**

<b>School</b>	<b>Number of Children Enrolled</b>	<b>Number of Children from Low Income Families*</b>	<b>Percent of Children from Low Income Families*</b>
Polaris	447	19	4%
Ptarmigan <sup>1</sup>	367	215	58%
Rabbit Creek	395	30	7%
Ravenwood	441	17	3%
Rogers Park	530	98	18%
Russian Jack <sup>1</sup>	417	273	65%
Sand Lake	619	93	15%
Scenic Park	539	125	23%
Spring Hill	406	142	34%
Susitna	568	216	38%
Taku <sup>1</sup>	417	222	53%
Trailside	514	56	10%
Tudor	550	257	46%
Turnagain	343	108	31%
Ursa Major <sup>1</sup>	402	239	59%
Ursa Minor <sup>1</sup>	269	143	53%
Village	183	5	5%
Whaley Center	152	52	34%
William Tyson <sup>1,2</sup>	442	426	96%
Williwaw <sup>1</sup>	560	462	82%
Willow Crest <sup>1</sup>	455	280	61%
Wonder Park <sup>1</sup>	448	295	65%
Wood, Gladys	491	139	28%
<b>TOTAL</b>	<b>27,525</b>	<b>8,981</b>	<b>33%</b>

- Enrollment is based on 9/30/2002 counts while children from low-income families are based on Student nutrition End-of -Year numbers.

<sup>1</sup> - Title I at the school      <sup>2</sup> - Impact at the school

\*Enrollment data is from ASD Demographic Dept., Free and Reduced lunch participation data is from ASD Student Nutrition Dept.

**Table 5**  
**Free and Reduced Price Lunch - Middle Level**  
**End-of-Year 2002**

<b>School</b>	<b>Number of Children Enrolled</b>	<b>Number of Children from Low Income Families*</b>	<b>Percent of Children from Low Income Families*</b>
Central	776	205	26%
Clark <sup>1</sup>	877	589	67%
Goldenview	941	60	6%
Gruening	635	41	6%
Hanshew	963	199	20%
Mears	1,069	152	14%
Mirror Lake	685	87	12%
Romig	838	289	34%
Search	93	49	52%
Wendler	933	247	26%
<b>TOTAL</b>	<b>7,810</b>	<b>1,918</b>	<b>25%</b>

▪ Enrollment is based on 9/30/2002 counts while children from low-income families are based on Student nutrition End-of -Year numbers.

<sup>1</sup>- Title I at the school

Enrollment data is from ASD Demographic Dept., Free and Reduced lunch participation data is from ASD Student Nutrition Dept.

**Table 6**  
**Anchorage School District**  
**Comparison of the Mean of the NCENP\* for Students Taking the Terra Nova/CAT6**  
**Students Eligible for Free or Reduced Lunch Compared to Students Not Eligible**  
**School Year 2002-2003**

\* Normal Curve Equivalent National Percentile

	Reading Mean Percentile	Language Mean Percentile	Math Mean Percentile
Students Eligible for Free or Reduced Lunch	42	44	43
All other Students	58	57	57
Grade 4 Students Eligible for Free or Reduced Lunch	43	44	43
Grade 4 All other Students	58	59	56
Grade 5 Students Eligible for Free or Reduced Lunch	42	43	42
Grade 5 All other Students	58	57	56
Grade 7 Students Eligible for Free or Reduced Lunch	42	44	46
Grade 7 All other Students	58	57	58
Grade 9 Students Eligible for Free or Reduced Lunch	40	41	38
Grade 9 All other Students	57	56	58

Revised 9/29/2003: Mean percentiles were recalculated using the Normal Curve Equivalent National Percentile (NCENP) values instead of the National Percentile Rank. NCENP values are generally considered the better measure to use when comparing groups of students.

**Table 7**  
**Special Need Population**  
**1997-1998 to 2002-2003**  
**Active Membership at End of the School Year\***

<b>Special Education Identification</b>	<b>Number of Students</b>						
	<b>School Year</b>	<b>97-98</b>	<b>98-99</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>
Mentally Retarded		275	304	290	321	338	333
Specific Learning Disability		4,520	4,411	4,180	4,038	4,151	3,899
Emotionally Disturbed		410	420	413	383	424	378
Orthopedically Handicapped		37	32	31	30	27	29
Speech Impaired		1,259	1,236	1,227	1,157	1,253	1,197
Visually Impaired		16	15	15	17	17	20
Health Impaired		208	228	226	291	407	407
Hard of Hearing		119	106	99	84	74	69
Deaf		37	41	39	45	85	35
Deaf-Blind		2	1	1	2	2	4
Multi-handicapped		241	239	224	229	222	212
Developmental Delayed		293	344	356	319	399	461
Traumatic Brain Injury		39	36	35	33	38	31
Autism		82	93	95	106	139	142
Special Education total		7,538	7,506	7,231	7,055	7,576	7,218
Gifted		2,270	2,089	1,893	1,971	2,475	2,236
Grand Total		9,808	9,595	9,124	9,026	10,051	9,454

\*Data provided by ASD Special Education Dept.

**Table 8**  
**Anchorage School District**  
**Six-Year Special Programs Population**  
**Active Membership at End of School Year\***

<b>Areas of Need</b>	<b>Number of Students</b>						
	<b>School Year</b>	<b>97-98</b>	<b>98-99</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>
Bilingual		2,731**	3,053**	3,230**			
Not English Proficient		602**	545**	544**	850	1,073	729
Limited English Proficient					3,637	4,040	3,713
Proficient					1,340	1,454	1,474
Migrant Eligible Students		1,334	1,467	1,503	1,504	1,610	1,609
Migrant Students receiving services		545	617	966	694	921	770
Title I / Chapter I Students receiving services:							
Targeted Assistance Schools		386	486	401	280	315	275
School wide Programs		5,415	6,252	5,543	5,199	7,946	7,213
Homeless Program		1,058	1,495	1,407	1,523	1,850	1,747
Neglected and Delinquent		198	199	237	212	214	212***
Indian Education Eligible Students (Receiving Tutoring/Counseling Services)		1,908	2,815	2,195	2,488	2,698	3,131

\* Data provided by ASD Bilingual, Migrant Education, Title I, and Indian Education Departments.

\*\* In past years Bilingual students' 1<sup>st</sup> 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).

\*\*\* N&D Students in Special schools only. This total does not include students in McLaughlin and Child in Transition programs. Total enrollment including Specials Schools, McLaughlin and Child in Transition program would be 579. In future years, this report will include these programs and students.

**Table 9**  
**Anchorage School District**  
**Seven-Year History of District Wide Attendance\***  
**1996-1997 through 2002-2003**

<b>School Year</b>	<b>Average Daily Attendance</b>	<b>Average Daily Membership</b>	<b>Percent Attendance</b>
2002-03	46,033.5	49,371.9	93.2%
2001-02	45,886.0	49,248.1	93.1%
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%

\* Data from Student Management System.

**Table 10**  
**Anchorage School District**  
**Number and Percent of Students Tested by Grade\***  
**March 2003**

<b>Grade</b>	<b>March Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent on AYP chart</b>
<b>3 Benchmark</b>	3,873	3,822	98.68%	99
<b>4 TerraNova</b>	3,803	3,757	98.79%	99
<b>5 TerraNova</b>	4,134	4,070	98.45%	98
<b>6 Benchmark</b>	4,108	4,063	98.90%	99
<b>7 TerraNova</b>	4,165	4,101	98.46%	98
<b>8 Benchmark</b>	3,900	3,818	97.90%	98
<b>9 TerraNova</b>	3,875	3,698	95.43%	95
<b>10 HSGQE</b>	3,498	3,283	93.85%	94

\* Analysis by ASD Assessment and Evaluation Dept.

**Table 11**

**TerraNova / CAT6 Spring 2003 Mean (average) Normal Curve Equivalent National Percentile (NCENP) and Number of Students Tested by Grade and Subtest**

SUBTEST	GRADE	4	5	7	9
		Reading*	Percentile	52	53
	Number tested	3,745	4,059	4,067	3,645
Reading Vocabulary	Percentile	54	51	52	54
	Number tested	3,737	7,4045	4,028	3,599
<b>Reading Composite</b>	Percentile	<b>54</b>	<b>53</b>	<b>55</b>	<b>56</b>
	Number tested	3,729	4,040	4,000	3,548
Language*	Percentile	52	54	57	55
	Number tested	3,744	4,059	4,065	3,643
Language Mechanics	Percentile	55	51	49	54
	Number tested	3,743	4,048	4,022	3,600
<b>Language Composite</b>	Percentile	<b>54</b>	<b>53</b>	<b>54</b>	<b>56</b>
	Number tested	3,734	4,044	3,992	3,547
Math*	Percentile	51	51	54	55
	Number tested	3,744	4,053	4,058	3,649
Math Computation	Percentile	52	51	56	58
	Number tested	3,740	4,044	4,024	3,586
<b>Mathematics Composite</b>	Percentile	<b>52</b>	<b>52</b>	<b>56</b>	<b>58</b>
	Number tested	3,736	4,041	3,996	3,542
<b>Total Score**</b>	Percentile	<b>52</b>	<b>53</b>	<b>56</b>	<b>57</b>
	Number tested	3,735	4,050	4,024	3,598
Science	Percentile	47	48	51	56
	Number tested	3,745	4,049	4,058	3,615
Social Studies	Percentile	49	49	55	53
	Number tested	3,744	4,049	4,027	3,608
Spelling	Percentile	52	51	51	53
	Number tested	3,738	4,041	4,023	3,600

\* Reading, Language, and Math are the sub tests used by the state for AYP calculations.

\*\* The Total score is the mean (average) of the scale scores of reading, language, and math sub tests.

Revised 9/29/2003: Mean percentiles were recalculated using the Normal Curve Equivalent National Percentile (NCENP) values instead of the National Percentile Rank. NCENP values are generally considered the better measure to use when comparing groups of students.

**Table 12**  
**Anchorage School District Achievement**

<b>Historical Performance on the TerraNova / CAT6 and CAT5 – Mean (average) Normal Curve Equivalent National Percentiles (NCENP) by Year</b>							
<b>CAT 6 Percentile Rank Scores 2002-2003</b>							
<b>CAT 5 Equivalent of CAT/6 2001-2002</b>							
<b>CAT 5 Percentile Rank Scores 1998-99 Through 2000-2001</b>							
<b>Grade</b>	<b>Area</b>	<b>02-03*</b>	<b>01-02*</b>	<b>01-02 **</b>	<b>00-01</b>	<b>99-00</b>	<b>98-99</b>
		<b>(CAT6)</b>	<b>(CAT6)</b>	<b>(CAT 6)</b>	<b>(CAT5)</b>	<b>(CAT5)</b>	<b>(CAT5)</b>
4	Reading Composite	54	55	60	62	61	60
	Language Composite	54	56	56	60	60	59
	Math Composite	52	53	60	66	68	65
	Total Score	52	53	64	64	64	62
5	Reading Composite	53	57	63	-	59	61
	Language Composite	53	56	60	-	67	68
	Math Composite	52	54	62	-	64	64
	Total Score	53	57	66	-	65	67
7	Reading Composite	55	58	58	61	64	62
	Language Composite	54	58	55	61	62	66
	Math Composite	56	59	60	68	65	64
	Total Score	56	60	58	65	65	64
9	Reading Composite	56	64	66	-	61	60
	Language Composite	56	62	62	-	60	59
	Math Composite	58	65	68	-	68	68
	Total Score	57	65	67	-	66	65

\* CAT6 using CAT 6 norming tables  
 \*\* CAT6 results using CAT5 norming tables

Results for the 01-02 CAT 6 are presented with both CAT 5 and CAT 6 norming tables to provide continuity in annual comparisons.

Revised 9/29/2003: Mean percentiles were recalculated using the Normal Curve Equivalent National Percentile (NCENP) values instead of the National Percentile Rank. NCENP values are generally considered the better measure to use when comparing groups of students.

**Table 13**  
**Four-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
2002-03	Proficient or above	77.5%	**	73.7%	**	71.8%	**	72.8%	**
	Number Tested	3,794		4,029		3,768		3,192	
2002-03	***Using former 8 <sup>th</sup> grade cut point					83.6%			
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

\* Numbers prior to 2002-2003 are taken from CTB sources. They have not been verified or aligned with District data. Beginning in 2002-2003, to meet NCLB compliance and monitoring requirements, and to assure accuracy and agreement with state analysis and determinations regarding AYP, the ASD A&E department is verifying and aligning the District, State and CTB data related to student achievement.

\*\* 2002-2003 State-wide grade level achievement data will be posted when it is published by the state.

\*\*\* Grade 8 Percent proficient or above proficiency levels in this row of the table were determined by using old cut points. New cut points were approved by the State Board of Education in August 2003.

**Table 14**  
**Four-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
2002-03	Proficient or above	65.1%	**	77.4%	**	77.0%	**	85.3%	**
	Number Tested	3,791		4,033		3,756		3,174	
2002-03	***Using former 8 <sup>th</sup> grade cut point					67.0%			
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

\* Numbers prior to 2002-2003 are taken from CTB sources. They have not been verified or aligned with District data. Beginning in 2002-2003, to meet NCLB compliance and monitoring requirements, and to assure accuracy and agreement with state analysis and determinations regarding AYP, the A&E department is verifying and aligning the District, State and CTB data related to student achievement.

\*\* 2002-2003 State-wide grade level achievement data will be posted when it is published by the state.

\*\*\* Grade 8 Percent proficient or above proficiency levels in this row of the table were determined by using old cut points. New cut points were approved by the State Board of Education in August 2003.

**Table 15**  
**Four-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
2002-03	Proficient or above	75.2%	**	67.6%	**	67.3%	**	74.3%	**
	Number Tested	3,784		4,028		3,733		3,138	
2002-03	***Using former 8 <sup>th</sup> grade cut point					41.9%			
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

\* Numbers prior to 2002-2003 are taken from CTB sources. They have not been verified or aligned with District data. Beginning in 2002-2003, to meet NCLB compliance and monitoring requirements, and to assure accuracy and agreement with state analysis and determinations regarding AYP, the A&E department is verifying and aligning the District, State and CTB data related to student achievement.

\*\* 2002-2003 State-wide grade level achievement data will be posted when it is published by the state.

\*\*\* Grade 8 Percent proficient or above proficiency levels in this row of the table were determined by using old cut points. New cut points were approved by the State Board of Education in August 2003.

**Table 16**  
**Anchorage School District Achievement**

<b>BENCHMARK SCORES MARCH 2003</b>								
	<b>Advanced</b>		<b>Proficient</b>		<b>Below Proficient</b>		<b>Not Proficient</b>	
<b>Students</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Grade 3</b>								
Reading	789	20.8%	2,150	56.7%	448	11.8%	407	10.7%
Writing	316	8.3%	2,153	56.8%	1,080	28.5%	242	6.4%
Math	1,464	38.7%	1,383	36.5%	652	17.3%	285	7.5%
<b>Grade 6</b>								
Reading	1,777	44.1%	1,193	29.6%	696	17.3%	363	9.0%
Writing	998	24.8%	2,125	52.7%	784	19.4%	126	3.1%
Math	1,359	33.7%	1,364	33.9%	578	14.4%	727	18.0%
<b>Grade 8</b>								
Reading	1,526	40.5%	1,181	31.3%	741	19.7%	320	8.5%
Writing	871	23.2%	2,022	53.8%	752	20.0%	111	3.0%
Math	1,199	32.1%	1,314	35.2%	538	14.0%	682	18.3%

**Table 17**

<b>BENCHMARK SCORES MARCH 2002</b>								
	<b>Advanced</b>		<b>Proficient</b>		<b>Below Proficient</b>		<b>Not Proficient</b>	
<b>Students</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Grade 3</b>								
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%
<b>Grade 6</b>								
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%
<b>Grade 8</b>								
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%

**Table 18**

<b>BENCHMARK SCORES MARCH 2001</b>								
	<b>Advanced</b>		<b>Proficient</b>		<b>Below Proficient</b>		<b>Not Proficient</b>	
<b>Students</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Grade 3</b>								
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%
<b>Grade 6</b>								
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%
<b>Grade 8</b>								
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%

**Table 19**

<b>BENCHMARK SCORES MARCH 2000</b>								
	<b>Advanced</b>		<b>Proficient</b>		<b>Below Proficient</b>		<b>Not Proficient</b>	
<b>Students</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Grade 3</b>								
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%
<b>Grade 6</b>								
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%
<b>Grade 8</b>								
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%

**Table 20**  
**Anchorage School District Achievement**

<b>HSGQE SCORES MARCH 2003</b>				
	<b>Proficient</b>		<b>Not Proficient</b>	
<b>Students</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Grade 10</b>				
Reading	2,324	72.8%	868	27.2%
Writing	2,710	85.4%	464	14.6%
Math	2,332	74.3%	806	25.7%
<b>Grade 11*</b>				
Reading	134	27.4%	355	72.6%
Writing	141	45.0%	172	55.0%
Math	235	36.9%	401	63.1%
<b>Grade 12*</b>				
Reading	45	23.8%	144	76.2%
Writing	55	40.7%	80	59.3%
Math	66	31.0%	147	69.0%
<b>COMBINED*</b>				
Reading	2,504	64.7%	1,366	35.3%
Writing	2,905	80.2%	716	19.8%
Math	2,634	66.1%	1,351	33.9%

\*The numbers and percentages shown for 11<sup>th</sup> and 12<sup>th</sup> graders represent only those students who took the HSGQE test during this time. This group includes those who either (1) were new to the District and so had not previously taken the test, or (2) did not pass the test on a previous administration and elected to take the test this time. The figures and percentages presented in these tables do not include those 11<sup>th</sup> and 12<sup>th</sup> grade students who did not take the test in March 2003.

**Table 21**

<b>HSGQE SCORES MARCH 2002</b>				
	<b>Proficient</b>		<b>Not Proficient</b>	
<b>Students</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Grade 10</b>				
Reading	2,387	75%	814	25%
Writing	2,791	87%	433	13%
Math	2,161	67%	1,069	33%
<b>Grade 11*</b>				
Reading	132	31%	287	69%
Writing	672	76%	212	24%
Math	520	52%	476	48%
<b>Grade 12*</b>				
Reading	37	22%	133	78%
Writing	215	62%	134	38%
Math	180	44%	231	56%
<b>COMBINED*</b>				
Reading	2,556	67%	1,234	33%
Writing	3,678	82%	779	18%
Math	2,861	62%	1,776	38%

\*Numbers shown for grade 11 & 12 were taken directly from CTB data and have not been aligned with the Anchorage School District numbers.

**Table 22**

<b>HSGQE SCORES MARCH 2001 (prior to test being revised to focus on essential competencies)</b>				
	<b>Proficient</b>		<b>Not Proficient</b>	
<b>Students</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Grade 10</b>				
Reading	2,007	66%	1,016	34%
Writing	1,482	46%	1,706	54%
Math	1,501	46%	1,727	54%
<b>Grade 11*</b>				
Reading	93	21%	359	79%
Writing	191	20%	776	80%
Math	291	22%	1,016	78%
<b>Grade 12*</b>				
Reading	19	34%	36	66%
Writing	14	18%	63	82%
Math	14	17%	70	83%
<b>COMBINED*</b>				
Reading	2,119	60%	1,411	40%
Writing	1,687	40%	2,545	60%
Math	1,806	39%	2,813	61%

\*Numbers shown for grade 11 & 12 were taken directly from CTB data and have not been aligned with the Anchorage School District numbers.

**Table 23**  
**Percentage Distribution of Writing Scores**  
**Reported by Grade Level**  
**Fall 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	3,847	30.6	32.3	69.4	67.7
	Organization			40.4	41.9	59.6	58.1
	Voice			26.7	23.6	73.3	76.4
	Effective Word Choice			30.7	34.6	69.3	65.4
	Sentence Fluency			33.4	37.2	66.6	62.8
	Writing Conventions			42.7	41.9	57.3	58.1
7	Ideas & Content	3,748	3,856	22.5	19.2	77.5	80.8
	Organization			26.8	25.4	73.2	74.6
	Voice			17.0	16.4	83.0	83.6
	Effective Word Choice			22.9	23.2	77.1	76.8
	Sentence Fluency			23.9	25.9	76.1	74.1
	Writing Conventions			34.9	31.2	65.1	68.8
9	Ideas & Content	3,165	3,483	19.3	10.8	80.7	89.2
	Organization			22.8	16.0	77.2	84.0
	Voice			10.6	7.2	89.4	92.8
	Effective Word Choice			20.1	12.9	79.9	87.1
	Sentence Fluency			20.2	16.3	79.8	83.7
	Writing Conventions			30.0	24.5	70.0	75.5

**Table A**  
**2002-2003 Adequate Yearly Progress**  
**Preliminary Anchorage School District Overall\***

Using District data aligned with the State

**Measured by the Benchmark in Grades 3,6 and 8; Terra Nova/CAT6 in Grades 4,5,7 and 9;  
 and the High School Qualifying Exam in Grade 10**

**AMO for Language Arts: 64.03%**  
**AMO for Math: 54.86%**

Group  If there are 20 or fewer students enrolled (A), value is "N/A"	Participation Rate				"FAY"	Performance on the Language Arts Composite Score (LA=R+W)			Performance on the Math Score			(K) Did the Group Meet AYP?
	(A) Number Enrolled (On 1st day of week of testing in grades 3-10)	(B) Number Tested (with one or more valid scores in R, W, or M))	Participation Rate	(C) Participation Rate was 95% or More (if enrollment is <40, all but 2 needed)	(D) Number Tested and Enrolled for "Full Academic Year" (FAY)	(E) # of FAY Students Proficient on Language Arts Composite Score	(F) Percent Proficient in Language Arts	(G) Met AMO for Language Arts Composite Score	(H) # of FAY Students Proficient on the Math Score	(I) Percent Proficient in Math	(J) Met AMO for Math Score	
All Students	31,356	30,613	98%	Yes	28,183	21,754	77%	Yes	19,670	70%	Yes	Yes
African American	2,818	2,750	98%	Yes	2,456	1,574	64%	Yes	1,230	50%	No	No
Alaska Native	3,867	3,715	96%	Yes	3,228	1,953	61%	No	1,759	54%	Yes	No
American Indian	421	407	97%	Yes	355	248	70%	Yes	225	63%	Yes	Yes
Asian	3,590	3,504	98%	Yes	3,144	2,136	68%	Yes	1,996	63%	Yes	Yes
Caucasian	18,671	18,297	98%	Yes	17,270	14,702	85%	Yes	13,512	78%	Yes	Yes
Hispanic	1,920	1,877	98%	Yes	1,689	1,120	66%	Yes	924	55%	Yes	Yes
Economically Disadvantaged	6,910	6,792	98%	Yes	5,807	3,358	58%	No	2,870	49%	No	No
Students with Disabilities	4551	4,327	95%	Yes	3,985	1,472	37%	No	1,283	32%	No	No
LEP	5,206	5,075	97%	Yes	4,507	2,751	61%	No	2,475	55%	Yes	No

Prepared by the ASD Assessment & Evaluation Department, September 8, 2003.

\*The District level numbers and calculations presented are based on school level data, as the District has not yet received official or preliminary District data or analysis from the Alaska DEED.

**Table B**  
**Preliminary Anchorage School District\***  
**2002-2003 Adequate Yearly Progress**  
**Grade 3 - Measured by the Benchmark**  
 Using District data aligned with the State

**AMO for Language Arts: 64.03%**  
**AMO for Math: 54.86%**

Group  If there are 20 or fewer students enrolled (A), value is "N/A"	Participation Rate				"FAY"	Performance on the Language Arts Composite Score (LA=R+W)			Performance on the Math Score			(K) Did the Group Meet AYP?
	(A) Number Enrolled (On 1st day of week of testing)	(B) Number Tested (with one or more valid scores in R, W, or M)	Participation Rate	(C) Participation Rate was 95% or More (if enrollment is <40, all but 2 needed)	(D) Number Tested and Enrolled for "Full Academic Year" (FAY)	(E) # of FAY Students Proficient on Language Arts Composite Score	(F) Percent Proficient in Language Arts	(G) Met AMO for Language Arts Composite Score	(H) # of FAY Students Proficient on the Math Score	(I) Percent Proficient in Math	(J) Met AMO for Math Score	
All Students	3,873	3,822	99%	Yes	3,482	2,583	74%	Yes	2,650	76%	Yes	Yes
African American	366	363	99%	Yes	322	211	66%	Yes	199	62%	Yes	Yes
Alaska Native	465	458	98%	Yes	397	224	56%	No	249	63%	Yes	No
American Indian	58	56	97%	Yes	51	32	63%	Yes*	38	75%	Yes	Yes
Asian	440	435	99%	Yes	381	250	66%	Yes	272	71%	Yes	Yes
Caucasian	2,250	2,219	99%	Yes	2,070	1,689	82%	Yes	1,712	83%	Yes	Yes
Hispanic	275	274	99%	Yes	250	172	69%	Yes	173	69%	Yes	Yes
Economically Disadvantaged	1,302	1,283	99%	Yes	1,069	611	57%	No	648	61%	Yes	No
Students with Disabilities	620	598	96%	Yes	556	227	41%	No	283	51%	Yes	No
LEP	617	610	99%	Yes	536	322	60%	Yes**	338	63%	Yes	Yes

\* Met AMO because value fell within the 99% Confidence Interval Range: 48-80%

\*\* Met AMO because value fell within the 99% Confidence Interval Range: 59-69%

Prepared by the ASD Assessment & Evaluation Department, September 8, 2003.

\*The District level numbers and calculations presented are based on school level data, as the District has not yet received official or preliminary District data or analysis from the Alaska DEED.

**Table C**  
**Preliminary Anchorage School District\***  
**2002-2003 Adequate Yearly Progress**  
**Grade 4 - Measured by the Terra Nova/CAT6**  
 Using District data aligned with the State

**AMO for Language Arts: 64.03%**  
**AMO for Math: 54.86%**

Group  If there are 20 or fewer students enrolled (A), value is "N/A"	Participation Rate				"FAY"	Performance on the Language Arts Composite Score (LA=R+W)			Performance on the Math Score			(K) Did the Group Meet AYP?
	(A) Number Enrolled (On 1st day of week of testing)	(B) Number Tested (with one or more valid scores in R, W, or M)	Participation Rate	(C) Participation Rate was 95% or More (if enrollment is <40, all but 2 needed)	(D) Number Tested and Enrolled for "Full Academic Year" (FAY)	(E) # of FAY Students Proficient on Language Arts Composite Score	(F) Percent Proficient in Language Arts	(G) Met AMO for Language Arts Composite Score	(H) # of FAY Students Proficient on the Math Score	(I) Percent Proficient in Math	(J) Met AMO for Math Score	
All Students	3,803	3,757	99%	Yes	3,487	2,780	80%	Yes	2,375	68%	Yes	Yes
African American	356	353	99%	Yes	316	225	71%	Yes	170	54%	Yes	Yes
Alaska Native	480	472	98%	Yes	422	264	63%	Yes*	212	50%	Yes***	Yes
American Indian	52	51	98%	Yes	42	29	69%	Yes	23	55%	Yes	Yes
Asian	455	451	99%	Yes	401	287	72%	Yes	249	62%	Yes	Yes
Caucasian	2,209	2,180	99%	Yes	2,071	1,810	87%	Yes	1,597	77%	Yes	Yes
Hispanic	251	250	99%	Yes	226	165	73%	Yes	124	55%	Yes	Yes
Economically Disadvantaged	1,181	1,171	99%	Yes	1,005	634	63%	Yes**	474	47%	No	No
Students with Disabilities	623	598	96%	Yes	558	277	50%	No	202	36%	No	No
LEP	656	651	99%	Yes	583	379	65%	Yes	312	54%	Yes	Yes

\* Met AMO because value fell within the 99% Confidence Interval Range: 59-69%  
 \*\* Met AMO because value fell within the 99% Confidence Interval Range: 60-68%  
 \*\*\* Met AMO because value fell within the 99% Confidence Interval Range: 49-60%

Prepared by the ASD Assessment & Evaluation Department, September 8, 2003.

\*The District level numbers and calculations presented are based on school level data, as the District has not yet received official or preliminary District data or analysis from the Alaska DEED.

**Table D**  
**Preliminary Anchorage School District\***  
**2002-2003 Adequate Yearly Progress**  
**Grade 5 - Measured by the Terra Nova/CAT6**  
 Using District data aligned with the State

**AMO for Language Arts: 64.03%**  
**AMO for Math: 54.86%**

Group  If there are 20 or fewer students enrolled (A), value is "N/A"	Participation Rate				"FAY"	Performance on the Language Arts Composite Score (LA=R+W)			Performance on the Math Score			(K) Did the Group Meet AYP?
	(A) Number Enrolled (On 1st day of week of testing)	(B) Number Tested (with one or more valid scores in R, W, or M)	Participation Rate	(C) Participation Rate was 95% or More (if enrollment is <40, all but 2 needed)	(D) Number Tested and Enrolled for "Full Academic Year" (FAY)	(E) # of FAY Students Proficient on Language Arts Composite Score	(F) Percent Proficient in Language Arts	(G) Met AMO for Language Arts Composite Score	(H) # of FAY Students Proficient on the Math Score	(I) Percent Proficient in Math	(J) Met AMO for Math Score	
All Students	4,134	4,070	98%	Yes	3,760	2,902	77%	Yes	2,555	68%	Yes	Yes
African American	364	359	99%	Yes	313	197	63%	Yes*	151	48%	No	No
Alaska Native	575	565	98%	Yes	503	318	63%	Yes**	254	50%	Yes****	Yes
American Indian	62	60	97%	Yes	48	34	71%	Yes	27	56%	Yes	Yes
Asian	474	466	98%	Yes	419	273	65%	Yes	255	61%	Yes	Yes
Caucasian	2,409	2,377	99%	Yes	2,256	1,952	87%	Yes	1,765	78%	Yes	Yes
Hispanic	250	243	97%	Yes	221	128	58%	Yes***	103	47%	No	No
Economically Disadvantaged	1,309	1,287	98%	Yes	1,103	629	57%	No	515	47%	No	No
Students with Disabilities	658	627	95%	Yes	576	202	35%	No	161	28%	No	No
LEP	683	670	98%	Yes	599	342	57%	No	305	51%	Yes****	No

\* Met AMO because value fell within the 99% Confidence Interval Range: 58-70%

\*\* Met AMO because value fell within the 99% Confidence Interval Range: 59-69%

\*\*\* Met AMO because value fell within the 99% Confidence Interval Range: 57-72%

\*\*\*\*Met AMO because value fell within the 99% Confidence Interval Range: 50-60%

Prepared by the ASD Assessment & Evaluation Department, September 8, 2003.

\*The District level numbers and calculations presented are based on school level data, as the District has not yet received official or preliminary District data or analysis from the Alaska DEED.

**Table E**  
**Preliminary Anchorage School District\***  
**2002-2003 Adequate Yearly Progress**  
**Grade 6 - Measured by the Benchmark**  
 Using District data aligned with the State

**AMO for Language Arts: 64.03%**  
**AMO for Math: 54.86%**

Group  If there are 20 or fewer students enrolled (A), value is "N/A"	Participation Rate				"FAY"	Performance on the Language Arts Composite Score (LA=R+W)			Performance on the Math Score			(K) Did the Group Meet AYP?
	(A) Number Enrolled (On 1st day of week of testing)	(B) Number Tested (with one or more valid scores in R, W, or M)	Participation Rate	(C) Participation Rate was 95% or More (if enrollment is <40, all but 2 needed)	(D) Number Tested and Enrolled for "Full Academic Year" (FAY)	(E) # of FAY Students Proficient on Language Arts Composite Score	(F) Percent Proficient in Language Arts	(G) Met AMO for Language Arts Composite Score	(H) # of FAY Students Proficient on the Math Score	(I) Percent Proficient in Math	(J) Met AMO for Math Score	
All Students	4,108	4,063	99%	Yes	3,756	2,872	76%	Yes	2,576	69%	Yes	Yes
African American	361	360	99%	Yes	322	208	65%	Yes	156	48%	Yes***	Yes
Alaska Native	543	534	98%	Yes	470	291	62%	Yes*	256	54%	Yes	Yes
American Indian	51	50	98%	Yes	46	30	65%	Yes	29	63%	Yes	Yes
Asian	457	451	99%	Yes	411	281	68%	Yes	254	62%	Yes	Yes
Caucasian	2,427	2,404	99%	Yes	2,276	1,915	84%	Yes	1,756	77%	Yes	Yes
Hispanic	244	240	98%	Yes	219	145	66%	Yes	117	53%	Yes****	Yes
Economically Disadvantaged	1,219	1,202	99%	Yes	1,026	583	57%	No	484	47%	No	No
Students with Disabilities	630	610	97%	Yes	563	173	31%	No	166	29%	No	No
LEP	718	706	98%	Yes	631	393	62%	Yes**	349	55%	Yes	Yes

\* Met AMO because value fell within the 99% Confidence Interval Range: 59-69%  
 \*\* Met AMO because value fell within the 99% Confidence Interval Range: 60-68%  
 \*\*\* Met AMO because value fell within the 99% Confidence Interval Range: 48-61%  
 \*\*\*\*Met AMO because value fell within the 99% Confidence Interval Range: 47-63%

Prepared by the ASD Assessment & Evaluation Department, September 8, 2003.

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**Table F**  
**Preliminary Anchorage School District\***  
**2002-2003 Adequate Yearly Progress**  
**Grade 7 - Measured by the Terra Nova/CAT6**  
 Using District data aligned with the State

**AMO for Language Arts: 64.03%**  
**AMO for Math: 54.86%**

Group  If there are 20 or fewer students enrolled (A), value is "N/A"	Participation Rate				"FAY"	Performance on the Language Arts Composite Score (LA=R+W)			Performance on the Math Score			(K) Did the Group Meet AYP?
	(A) Number Enrolled (On 1st day of week of testing)	(B) Number Tested (with one or more valid scores in R, W, or M)	Participation Rate	(C) Participation Rate was 95% or More (if enrollment is <40, all but 2 needed)	(D) Number Tested and Enrolled for "Full Academic Year" (FAY)	(E) # of FAY Students Proficient on Language Arts Composite Score	(F) Percent Proficient in Language Arts	(G) Met AMO for Language Arts Composite Score	(H) # of FAY Students Proficient on the Math Score	(I) Percent Proficient in Math	(J) Met AMO for Math Score	
All Students	4,165	4,101	98%	Yes	3,828	2,971	78%	Yes	2,608	68%	Yes	Yes
African American	374	367	98%	Yes	331	212	64%	Yes	158	48%	No	No
Alaska Native	505	486	96%	Yes	432	252	58%	No	228	53%	Yes**	No
American Indian	62	62	100%	Yes	58	41	71%	Yes	40	69%	Yes	Yes
Asian	484	476	98%	Yes	439	284	65%	Yes	243	55%	Yes	Yes
Caucasian	2,481	2,452	99%	Yes	2,330	2,027	87%	Yes	1,801	77%	Yes	Yes
Hispanic	259	258	99%	Yes	238	155	65%	Yes	138	58%	Yes	Yes
Economically Disadvantaged	986	965	98%	Yes	854	486	57%	No	406	48%	No	No
Students with Disabilities	561	541	96%	Yes	500	180	36%	No	129	26%	No	No
LEP	713	703	99%	Yes	640	383	60%	Yes*	333	52%	Yes***	Yes

\* Met AMO because value fell within the 99% Confidence Interval Range: 60-68%  
 \*\* Met AMO because value fell within the 99% Confidence Interval Range: 49-60%  
 \*\*\* Met AMO because value fell within the 99% Confidence Interval Range: 50-59%

Prepared by the ASD Assessment & Evaluation Department, September 8, 2003.

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**Table G**  
**Preliminary Anchorage School District\***  
**2002-2003 Adequate Yearly Progress**  
**Grade 8 - Measured by the Benchmark**  
 Using District data aligned with the State

**AMO for Language Arts: 64.03%**  
**AMO for Math: 54.86%**

Group  If there are 20 or fewer students enrolled (A), value is "N/A"	Participation Rate				"FAY"	Performance on the Language Arts Composite Score (LA=R+W)			Performance on the Math Score			(K) Did the Group Meet AYP?
	(A) Number Enrolled (On 1st day of week of testing)	(B) Number Tested (with one or more valid scores in R, W, or M)	Participation Rate	(C) Participation Rate was 95% or More (if enrollment is <40, all but 2 needed)	(D) Number Tested and Enrolled for "Full Academic Year" (FAY)	(E) # of FAY Students Proficient on Language Arts Composite Score	(F) Percent Proficient in Language Arts	(G) Met AMO for Language Arts Composite Score	(H) # of FAY Students Proficient on the Math Score	(I) Percent Proficient in Math	(J) Met AMO for Math Score	
All Students	3,900	3,818	98%	Yes	3,527	2,685	76%	Yes	2,405	68%	Yes	Yes
African American	332	323	97%	Yes	293	196	67%	Yes	146	50%	Yes***	Yes
Alaska Native	487	468	96%	Yes	405	242	60%	Yes*	214	53%	Yes****	Yes
American Indian	45	44	98%	Yes	40	28	70%	Yes	23	58%	Yes	Yes
Asian	430	423	98%	Yes	385	262	68%	Yes	257	67%	Yes	Yes
Caucasian	2,344	2,306	98%	Yes	2,178	1,803	83%	Yes	1,662	76%	Yes	Yes
Hispanic	237	232	98%	Yes	208	140	67%	Yes	94	45%	No	No
Economically Disadvantaged	852	831	98%	Yes	721	408	57%	No	336	47%	No	No
Students with Disabilities	574	548	95%	Yes	491	165	34%	No	150	31%	No	No
LEP	648	631	97%	Yes	562	343	61%	Yes**	310	55%	Yes	Yes

\* Met AMO because value fell within the 99% Confidence Interval Range: 58-70%  
 \*\* Met AMO because value fell within the 99% Confidence Interval Range: 59-69%  
 \*\*\* Met AMO because value fell within the 99% Confidence Interval Range: 48-62%  
 \*\*\*\*Met AMO because value fell within the 99% Confidence Interval Range: 49-61%

Prepared by the ASD Assessment & Evaluation Department, September 8, 2003.

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**Table H**  
**Preliminary Anchorage School District\***  
**2002-2003 Adequate Yearly Progress**  
**Grade 9 - Measured by the Terra Nova/CAT6**  
 Using District data aligned with the State

**AMO for Language Arts: 64.03%**  
**AMO for Math: 54.86%**

Group  If there are 20 or fewer students enrolled (A), value is "N/A"	Participation Rate				"FAY"	Performance on the Language Arts Composite Score (LA=R+W)			Performance on the Math Score			(K) Did the Group Meet AYP?
	(A) Number Enrolled (On 1st day of week of testing)	(B) Number Tested (with one or more valid scores in R, W, or M)	Participation Rate	(C) Participation Rate was 95% or More (if enrollment is <40, all but 2 needed)	(D) Number Tested and Enrolled for "Full Academic Year" (FAY)	(E) # of FAY Students Proficient on Language Arts Composite Score	(F) Percent Proficient in Language Arts	(G) Met AMO for Language Arts Composite Score	(H) # of FAY Students Proficient on the Math Score	(I) Percent Proficient in Math	(J) Met AMO for Math Score	
All Students	3,875	3,698	95%	Yes	3,352	2,563	76%	Yes	2,288	68%	Yes	Yes
African American	370	357	96%	Yes	318	180	57%	No	127	40%	No	No
Alaska Native	420	383	91%	No	309	180	58%	Yes*	173	56%	Yes	No
American Indian	51	49	96%	Yes	43	33	77%	Yes	26	60%	Yes	Yes
Asian	435	413	95%	Yes	365	256	70%	Yes	232	64%	Yes	Yes
Caucasian	2,388	2,294	96%	Yes	2,144	1,798	84%	Yes	1,640	76%	Yes	Yes
Hispanic	211	202	96%	Yes	173	116	67%	Yes	90	52%	Yes***	Yes
Economically Disadvantaged	38	32	84%	No	N/A	N/A	N/A	N/A	N/A	N/A	N/A	No
Students with Disabilities	498	457	92%	No	417	133	32%	No	99	24%	No	No
LEP	614	585	95%	Yes	503	308	61%	Yes**	263	52%	Yes****	Yes

\* Met AMO because value fell within the 99% Confidence Interval Range: 58-70%  
 \*\* Met AMO because value fell within the 99% Confidence Interval Range: 59-69%  
 \*\*\* Met AMO because value fell within the 99% Confidence Interval Range: 46-64%  
 \*\*\*\* Met AMO because value fell within the 99% Confidence Interval Range: 50-60%

Prepared by the ASD Assessment & Evaluation Department, September 8, 2003.

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**Table I**  
**Preliminary Anchorage School District\***  
**2002-2003 Adequate Yearly Progress**  
**Grade 10 - Measured by the HSGQE**  
 Using District data aligned with the State

**AMO for Language Arts: 64.03%**  
**AMO for Math: 54.86%**

Group  If there are 20 or fewer students enrolled (A), value is "N/A"	Participation Rate				"FAY"	Performance on the Language Arts Composite Score (LA=R+W)			Performance on the Math Score			(K) Did the Group Meet AYP?
	(A) Number Enrolled (On 1st day of week of testing)	(B) Number Tested (with one or more valid scores in R, W, or M)	Participation Rate	(C) Participation Rate was 95% or More (if enrollment is <40, all but 2 needed)	(D) Number Tested and Enrolled for "Full Academic Year" (FAY)	(E) # of FAY Students Proficient on Language Arts Composite Score	(F) Percent Proficient in Language Arts	(G) Met AMO for Language Arts Composite Score	(H) # of FAY Students Proficient on the Math Score	(I) Percent Proficient in Math	(J) Met AMO for Math Score	
All Students	3,498	3,283	94%	No	3,000	2,398	80%	Yes	2,213	74%	Yes	No
African American	295	268	91%	No	241	145	60%	Yes*	123	51%	Yes***	No
Alaska Native	392	348	89%	No	290	182	63%	Yes*	173	60%	Yes	No
American Indian	40	35	88%	No	27	21	78%	Yes	19	70%	Yes	No
Asian	415	389	94%	No	343	243	71%	Yes	234	68%	Yes	No
Caucasian	2,163	2,065	95%	Yes	1,945	1,708	88%	Yes	1,579	81%	Yes	Yes
Hispanic	193	178	92%	No	154	99	64%	Yes	85	55%	Yes	No
Economically Disadvantaged	23	21	91%	No	N/A	N/A	N/A	N/A	N/A	N/A	N/A	No
Students with Disabilities	387	348	90%	No	324	115	35%	No	93	29%	No	No
LEP	557	519	93%	No	453	281	62%	Yes**	265	58%	Yes	No

\* Met AMO because value fell within the 99% Confidence Interval Range: 57-71%

\*\* Met AMO because value fell within the 99% Confidence Interval Range: 59-69%

\*\*\* Met AMO because value fell within the 99% Confidence Interval Range: 47-62%

Prepared by the ASD Assessment & Evaluation Department, September 8, 2003.

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**Table J**  
**Preliminary Anchorage School District\***  
**2002-2003 Adequate Yearly Progress**  
**Students Taking the Terra Nova/CAT6 (Grades 4, 5, 7 & 9)**  
 Using District data aligned with the State

**AMO for Language Arts: 64.03%**  
**AMO for Math: 54.86%**

Group	Participation Rate				"FAY" (D) Number Tested and Enrolled for "Full Academic Year" (FAY)	Performance on the Language Arts Composite Score (LA=R+W)			Performance on the Math Score			(K) Did the Group Meet AYP?
	(A) Number Enrolled (On 1st day of week of testing)	(B) Number Tested (with one or more valid scores in R, W, or M)	Participation Rate	(C) Participation Rate was 95% or More (if enrollment is <40, all but 2)		(E) # of FAY Students Proficient on Language Arts Composite	(F) Percent Proficient in Language Arts	(G) Met AMO for Language Arts Composite Score	(H) # of FAY Students Proficient on the Math Score	(I) Percent Proficient in Math	(J) Met AMO for Math Score	
All Students	15,977	15,626	98%	Yes	14,418	11,216	78%	Yes	9,826	68%	Yes	Yes
African American	1,464	1,436	98%	Yes	1,278	814	64%	Yes	606	47%	No	No
Alaska Native	1,980	1,906	96%	Yes	1,666	1,014	61%	No	867	52%	Yes*	No
American Indian	227	222	98%	Yes	191	137	72%	Yes	116	61%	Yes	Yes
Asian	1,848	1,806	98%	Yes	1,624	1,100	68%	Yes	979	60%	Yes	Yes
Caucasian	9,487	9,303	98%	Yes	8,801	7,587	86%	Yes	6,803	77%	Yes	Yes
Hispanic	971	953	98%	Yes	858	564	66%	Yes	455	53%	Yes**	Yes
Economically Disadvantaged	3,514	3,455	98%	Yes	2,977	1,752	59%	No	1,398	47%	No	No
Students with Disabilities	2340	2,223	95%	Yes	2,051	792	39%	No	591	29%	No	No
LEP	2,666	2,609	98%	Yes	2,325	1,412	61%	No	1,213	52%	No	No

\* Met AMO because value fell within the 99% Confidence Interval Range: 52-58%  
 \*\* Met AMO because value fell within the 99% Confidence Interval Range: 51-59%

Prepared by the ASD Assessment & Evaluation Department, September 8, 2003.

\*The District level numbers and calculations presented are based on school level data, as the District has not yet received official or preliminary District data or analysis from the Alaska DEED.

**Table K**  
**Preliminary Anchorage School District\***  
**2002-2003 Adequate Yearly Progress**  
**Students Taking the Benchmark (Grades 3, 6, & 8)**  
 Using District data aligned with the State

**AMO for Language Arts: 64.03%**  
**AMO for Math: 54.86%**

Group	Participation Rate				"FAY"	Performance on the Language Arts Composite Score (LA=R+W)			Performance on the Math Score			(K) Did the Group Meet AYP?
	(A) Number Enrolled (On 1st day of week of testing)	(B) Number Tested (with one or more valid scores in R, W, or M)	Participation Rate	(C) Participation Rate was 95% or More (if enrollment is <40, all but 2)	(D) Number Tested and Enrolled for "Full Academic Year" (FAY)	(E) # of FAY Students Proficient on Language Arts Composite	(F) Percent Proficient in Language Arts	(G) Met AMO for Language Arts Composite	(H) # of FAY Students Proficient on the Math Score	(I) Percent Proficient in Math	(J) Met AMO for Math Score	
All Students	11,881	11,703	99%	Yes	10,765	8,140	76%	Yes	7,631	71%	Yes	Yes
African American	1,059	1,046	99%	Yes	937	615	66%	Yes	501	53%	Yes*	Yes
Alaska Native	1,495	1,460	98%	Yes	1,272	757	60%	No	719	57%	Yes	No
American Indian	154	150	97%	Yes	137	90	66%	Yes	90	66%	Yes	Yes
Asian	1,327	1,309	99%	Yes	1,177	793	67%	Yes	783	67%	Yes	Yes
Caucasian	7,021	6,929	99%	Yes	6,524	5,407	83%	Yes	5,130	79%	Yes	Yes
Hispanic	756	746	99%	Yes	677	457	68%	Yes	384	57%	Yes	Yes
Economically Disadvantaged	3,373	3,316	98%	Yes	2,816	1,602	57%	No	1,468	52%	No	No
Students with Disabilities	1824	1,756	96%	Yes	1,610	565	35%	No	599	37%	No	No
LEP	1,983	1,947	98%	Yes	1,729	1,058	61%	No	997	58%	Yes	No

\* Met AMO because value fell within the 99% Confidence Interval Range: 51-59%

Prepared by the ASD Assessment & Evaluation Department, September 8, 2003.

\*The District level numbers and calculations presented are based on school level data, as the District has not yet received official or preliminary District data or analysis from the Alaska DEED.

**Table L**  
**Preliminary Anchorage School District\***  
**2002-2003 Adequate Yearly Progress**  
**Students Taking the HSGQE (Grade 10 only)**  
 Using District data aligned with the State

**AMO for Language Arts: 64.03%**  
**AMO for Math: 54.86%**

Group	Participation Rate				"FAY"	Performance on the Language Arts Composite Score (LA=R+W)			Performance on the Math Score			Did the Group Meet AYP?
	(A) Number Enrolled (On 1st day of week of testing)	(B) Number Tested (with one or more valid scores in R, W, or M)	Participation Rate	(C) Participation Rate was 95% or More (if enrollment is <40, all but 2)	(D) Number Tested and Enrolled for "Full Academic Year" (FAY)	(E) # of FAY Students Proficient on Language Arts Composite	(F) Percent Proficient in Language Arts	(G) Met AMO for Language Arts Composite	(H) # of FAY Students Proficient on the Math Score	(I) Percent Proficient in Math	(J) Met AMO for Math Score	
All Students	3,498	3,283	94%	No	3,000	2,398	80%	Yes	2,213	74%	Yes	No
African American	295	268	91%	No	241	145	60%	Yes*	123	51%	Yes***	No
Alaska Native	392	348	89%	No	290	182	63%	Yes*	173	60%	Yes	No
American Indian	40	35	88%	No	27	21	78%	Yes	19	70%	Yes	No
Asian	415	389	94%	No	343	243	71%	Yes	234	68%	Yes	No
Caucasian	2,163	2,065	95%	Yes	1,945	1,708	88%	Yes	1,579	81%	Yes	Yes
Hispanic	193	178	92%	No	154	99	64%	Yes	85	55%	Yes	No
Economically Disadvantaged	23	21	91%	No	N/A	N/A	N/A	N/A	N/A	N/A	N/A	No
Students with Disabilities	387	348	90%	No	324	115	35%	No	93	29%	No	No
LEP	557	519	93%	No	453	281	62%	Yes**	265	58%	Yes	No

\* Met AMO because value fell within the 99% Confidence Interval Range: 57-71%

\*\* Met AMO because value fell within the 99% Confidence Interval Range: 59-69%

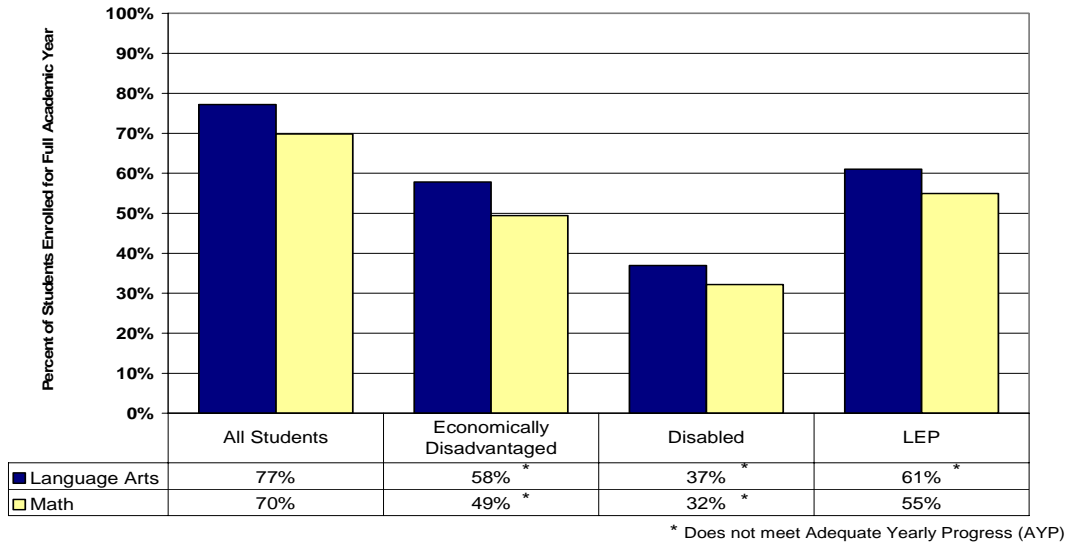
\*\*\* Met AMO because value fell within the 99% Confidence Interval Range: 47-62%

Prepared by the ASD Assessment & Evaluation Department, September 8, 2003.

\*The District level numbers and calculations presented are based on school level data, as the District has not yet received official or preliminary District data or analysis from the Alaska DEED.

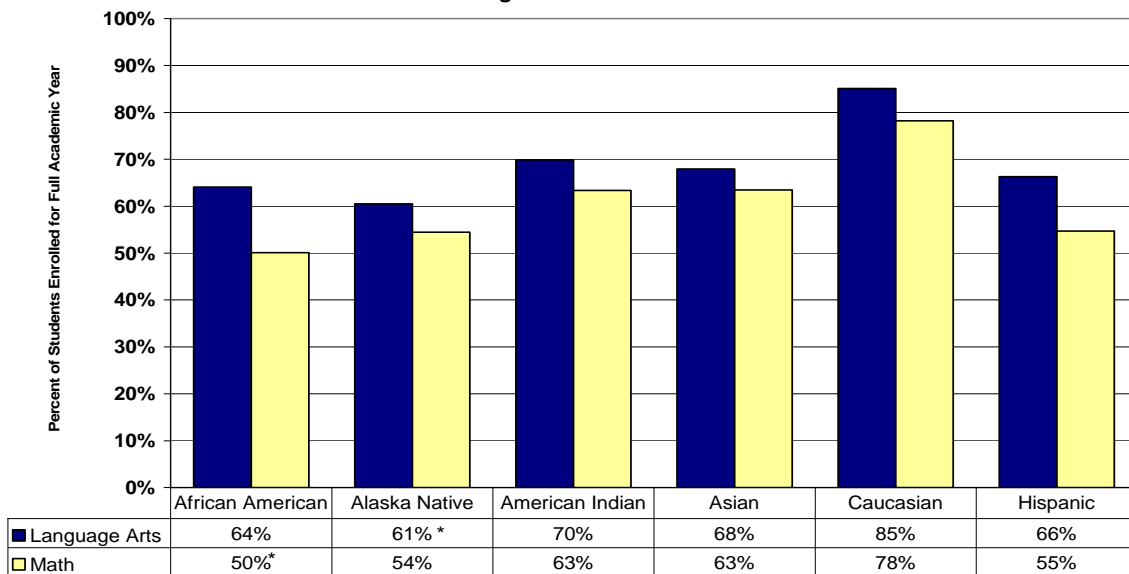
Graph 1

**Percent Proficient in Language Arts and Math**  
 Measured by the Benchmark in Grades 3,6 and 8; Terra Nova/CAT6 in Grades 4,5,7 and 9; and the High School Qualifying Exam in Grade 10  
 Anchorage School District - 2003



Graph 2

**Percent Proficient in Language Arts and Math By Race**  
 Measured by the Benchmark in Grades 3,6 and 8; Terra Nova/CAT6 in Grades 4,5,7 and 9; and the High School Qualifying Exam in Grade 10  
 Anchorage School District - 2003



**Table 24A**  
**Advanced Math Performance 2002-2003\***

Grade	Course	Enrollment	A	B	C	D	F
2002-03							
8 <sup>th</sup>	Algebra I	923	288	310	204	89	32
		Percent	31.2%	33.6%	22.1%	9.6%	3.5%
9 <sup>th</sup>	Geometry	724	251	250	145	53	25
		Percent	34.7%	34.5%	20.0%	7.3%	3.5%
10 <sup>th</sup>	Algebra II	631	223	213	110	57	28
		Percent	35.3%	33.8%	17.4%	9.0%	4.5%
2001-02							
8 <sup>th</sup>	Algebra I	1,000	265	317	239	106	73
		Percent	26.5%	31.7%	23.9%	10.6%	7.3%
9 <sup>th</sup>	Geometry	648	273	208	110	39	18
		Percent	42.1%	32.1%	17.0%	6.0%	2.8%
10 <sup>th</sup>	Algebra II	528	165	191	104	43	25
		Percent	31.3%	36.2%	19.7%	8.1%	4.8%

\*Student enrollment and grade information is from ASD Student Management System (SMS) – Report Card Extract.

**Table 24B**  
**Middle School Students Enrolled in Algebra I**  
**by School - 2002-2003**

SCHOOL	GRADE	GRADE EARNED						Student Total
		A	B	C	D	F	WF	
Central	7	10	11	3	1	2	0	27
	8	32	21	25	9	7	0	94
<b>Total</b>		42	32	28	10	9	0	121
Clark	7	0	0	0	0	0	0	0
	8	12	24	9	11	5	0	61
<b>Total</b>		12	24	9	11	5	0	61
Gruening	7	11	6	5	1	0	0	23
	8	43	36	29	7	2	0	117
<b>Total</b>		54	42	34	8	2	0	140
Hanshew	7	0	0	0	0	0	0	0
	8	30	41	26	16	4	0	117
<b>Total</b>		30	41	26	16	4	0	117
Mears	7	17	6	3	1	1	0	28
	8	30	55	35	10	2	0	132
<b>Total</b>		47	61	38	11	3	0	160
Mirror Lake	7	0	1	2	0	0	0	3
	8	3	21	15	7	2	0	48
<b>Total</b>		3	22	17	7	2	0	51
Northern Lts	7	0	0	0	0	0	0	0
	8	3	4	11	0	0	0	18
<b>Total</b>		3	4	11	0	0	0	18
Romig	7	3	3	0	0	0	0	6
	8	6	13	12	5	4	0	40
<b>Total</b>		9	16	12	5	4	0	46
Wendler	7	2	0	0	0	0	0	2
	8	29	31	19	15	3	0	97
<b>Total</b>		31	31	19	15	3	0	99
Goldenview	7	9	6	3	0	0	0	18
	8	100	64	23	9	3	0	199
<b>Total</b>		109	70	26	9	3	0	217
Steller	7	0	0	0	0	0	0	0
	8	10	10	6	2	0	0	28
<b>Total</b>		10	10	6	2	0	0	28
Polaris	7	1	1	0	0	0	0	2
	8	4	1	1	1	2	0	9
<b>Total</b>		5	2	1	1	2	0	11
Middle School	7	53	34	16	3	3	0	109
	8	302	321	211	92	34	0	960
<b>Grand Total</b>		355	355	227	95	37	0	1,069

**Table 24C**  
**High School Students Enrolled in Algebra I**  
**by School - 2002-2003**

SCHOOL	GRADE	GRADE EARNED						Student Total
		A	B	C	D	F	WF	
<b>Bartlett</b>	<b>9</b>	15	23	53	33	46	3	<b>173</b>
	<b>10</b>	1	5	11	6	26	4	<b>53</b>
	<b>11</b>	3	4	3	2	7	2	<b>21</b>
	<b>12</b>	0	0	3	1	1	0	<b>5</b>
<b>Total</b>		19	32	70	42	80	9	<b>252</b>
<b>Chugiak</b>	<b>9</b>	18	49	53	36	32	3	<b>191</b>
	<b>10</b>	1	2	6	5	13	3	<b>30</b>
	<b>11</b>	0	0	2	2	6	1	<b>11</b>
	<b>12</b>	0	0	0	1	0	0	<b>1</b>
<b>Total</b>		19	51	61	44	51	7	<b>233</b>
<b>Dimond</b>	<b>9</b>	45	41	41	34	22	1	<b>184</b>
	<b>10</b>	4	2	12	2	8	2	<b>30</b>
	<b>11</b>	1	1	5	0	1	2	<b>10</b>
	<b>12</b>	1	1	3	0	0	0	<b>5</b>
<b>Total</b>		51	45	61	36	31	5	<b>229</b>
<b>East</b>	<b>9</b>	27	41	29	22	23	8	<b>150</b>
	<b>10</b>	6	7	7	7	11	4	<b>42</b>
	<b>11</b>	0	5	4	6	5	5	<b>25</b>
	<b>12</b>	1	1	2	2	2	1	<b>9</b>
<b>Total</b>		34	54	42	37	41	18	<b>226</b>
<b>Service</b>	<b>9</b>	45	48	44	22	19	0	<b>178</b>
	<b>10</b>	8	12	15	5	18	2	<b>60</b>
	<b>11</b>	3	2	7	2	6	0	<b>20</b>
	<b>12</b>	0	0	0	1	0	0	<b>1</b>
<b>Total</b>		56	62	66	30	43	2	<b>259</b>
<b>Steller</b>	<b>9</b>	0	3	8	4	1	0	<b>16</b>
	<b>10</b>	0	0	0	0	2	1	<b>3</b>
	<b>11</b>	0	2	0	0	0	0	<b>2</b>
	<b>12</b>	0	1	0	0	0	0	<b>1</b>
<b>Total</b>		0	6	8	4	3	1	<b>22</b>
<b>West</b>	<b>9</b>	20	33	31	23	17	0	<b>124</b>
	<b>10</b>	7	3	10	5	9	0	<b>34</b>
	<b>11</b>	2	2	3	2	5	0	<b>14</b>
	<b>12</b>	1	0	0	2	3	0	<b>6</b>
<b>Total</b>		30	38	44	32	34	0	<b>178</b>

**Table 24C (cont'd)**  
**High School Students Enrolled in Algebra I**  
**by School - 2002-2003**

<b>Continuation</b>	<b>9</b>	0	0	0	0	0	1	<b>1</b>
	<b>10</b>	0	0	0	0	0	0	<b>0</b>
	<b>11</b>	0	0	0	0	0	0	<b>0</b>
	<b>12</b>	0	0	0	0	0	0	<b>0</b>
<b>Total</b>		0	0	0	0	0	1	<b>1</b>
<b>Avail</b>	<b>9</b>	0	0	0	0	0	0	<b>0</b>
	<b>10</b>	0	0	0	0	0	1	<b>1</b>
	<b>11</b>	0	0	0	0	0	0	<b>0</b>
	<b>12</b>	0	0	0	0	0	0	<b>0</b>
<b>Total</b>		0	0	0	0	0	1	<b>1</b>
<b>Polaris</b>	<b>9</b>	7	7	5	1	2	0	<b>22</b>
	<b>10</b>	1	0	2	1	2	0	<b>6</b>
	<b>11</b>	0	0	0	0	1	0	<b>1</b>
	<b>12</b>	0	0	0	0	0	0	<b>0</b>
<b>Total</b>		8	7	7	2	5	0	<b>29</b>
<b>High School</b>	<b>9</b>	177	245	264	175	162	16	<b>1,039</b>
	<b>10</b>	28	31	63	31	89	17	<b>259</b>
	<b>11</b>	9	16	24	14	31	10	<b>104</b>
	<b>12</b>	3	3	8	7	6	1	<b>28</b>
<b>Grand Total</b>		217	295	359	227	288	44	<b>1,430</b>

**Table 24D**  
**High School Students Enrolled in Algebra II**  
**by School - 2002-2003**

SCHOOL	GRADE	GRADE EARNED						Student Total
		A	B	C	D	F	WF	
<b>Bartlett</b>	<b>9</b>	4	2	1	0	0	0	<b>7</b>
	<b>10</b>	13	16	14	10	5	0	<b>58</b>
	<b>11</b>	6	14	15	18	8	0	<b>61</b>
	<b>12</b>	2	2	2	6	2	0	<b>14</b>
<b>Total</b>		25	34	32	34	15	0	<b>140</b>
<b>Chugiak</b>	<b>9</b>	3	2	0	1	0	0	<b>6</b>
	<b>10</b>	31	56	21	12	3	0	<b>123</b>
	<b>11</b>	11	37	36	9	8	0	<b>101</b>
	<b>12</b>	2	3	12	3	3	0	<b>23</b>
<b>Total</b>		47	98	69	25	14	0	<b>253</b>
<b>Dimond</b>	<b>9</b>	17	10	0	0	0	0	<b>27</b>
	<b>10</b>	52	42	24	10	4	0	<b>132</b>
	<b>11</b>	18	29	28	15	3	3	<b>96</b>
	<b>12</b>	6	12	12	4	1	0	<b>35</b>
<b>Total</b>		93	93	64	29	8	3	<b>290</b>
<b>East</b>	<b>9</b>	15	3	3	0	0	0	<b>21</b>
	<b>10</b>	31	26	9	9	3	0	<b>78</b>
	<b>11</b>	15	20	16	6	7	1	<b>65</b>
	<b>12</b>	2	8	8	3	2	0	<b>23</b>
<b>Total</b>		63	57	36	18	12	1	<b>187</b>
<b>Service</b>	<b>9</b>	7	2	1	0	1	0	<b>11</b>
	<b>10</b>	57	44	27	10	7	0	<b>145</b>
	<b>11</b>	23	33	38	19	12	2	<b>127</b>
	<b>12</b>	7	13	16	10	3	0	<b>49</b>
<b>Total</b>		94	92	82	39	23	2	<b>332</b>
<b>Steller</b>	<b>8</b>	0	0	1	0	0	0	<b>1</b>
	<b>9</b>	0	1	1	0	0	0	<b>2</b>
	<b>10</b>	7	6	0	0	0	0	<b>13</b>
	<b>11</b>	1	3	4	2	3	0	<b>13</b>
	<b>12</b>	1	0	0	0	0	0	<b>1</b>
<b>Total</b>		9	10	6	2	3	0	<b>30</b>
<b>West</b>	<b>9</b>	4	0	2	0	0	0	<b>6</b>
	<b>10</b>	23	15	11	5	4	2	<b>60</b>
	<b>11</b>	6	12	18	7	2	1	<b>46</b>
	<b>12</b>	2	4	5	5	1	0	<b>17</b>
<b>Total</b>		35	31	36	17	7	3	<b>129</b>

**Table 24D (cont'd)**  
**High School Students Enrolled in Algebra II**  
**by School - 2002-2003**

<b>Continuation</b>	<b>9</b>	0	0	0	0	0	0	<b>0</b>
	<b>10</b>	0	0	0	0	0	0	<b>0</b>
	<b>11</b>	0	0	0	0	0	0	<b>0</b>
	<b>12</b>	0	0	0	0	0	0	<b>0</b>
<b>Total</b>		0	0	0	0	0	0	<b>0</b>
<b>Avail</b>	<b>9</b>	0	0	0	0	0	0	<b>0</b>
	<b>10</b>	0	0	0	0	0	0	<b>0</b>
	<b>11</b>	0	0	0	0	0	0	<b>0</b>
	<b>12</b>	0	0	0	0	0	0	<b>0</b>
<b>Total</b>		0	0	0	0	0	0	<b>0</b>
<b>Polaris</b>	<b>9</b>	0	0	0	1	0	0	<b>1</b>
	<b>10</b>	2	0	2	1	0	0	<b>5</b>
	<b>11</b>	2	0	0	0	0	0	<b>2</b>
	<b>12</b>	0	0	1	1	0	0	<b>2</b>
<b>Total</b>		4	0	3	3	0	0	<b>10</b>
<b>Goldenview</b>	<b>8</b>	1	0	0	0	0	0	<b>1</b>
<b>Total</b>		1	0	0	0	0	0	<b>1</b>
<b>High School</b>	<b>8</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>
	<b>9</b>	<b>50</b>	<b>20</b>	<b>8</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>81</b>
	<b>10</b>	<b>216</b>	<b>205</b>	<b>108</b>	<b>57</b>	<b>26</b>	<b>2</b>	<b>614</b>
	<b>11</b>	<b>82</b>	<b>148</b>	<b>155</b>	<b>76</b>	<b>43</b>	<b>7</b>	<b>511</b>
	<b>12</b>	<b>22</b>	<b>42</b>	<b>56</b>	<b>32</b>	<b>12</b>	<b>0</b>	<b>164</b>
<b>Grand Total</b>		<b>371</b>	<b>415</b>	<b>328</b>	<b>167</b>	<b>82</b>	<b>9</b>	<b>1,372</b>

This table includes two 8<sup>th</sup> graders enrolled in Algebra II.

**Table 25**  
**Anchorage School District**  
**3rd Grade Reading Proficiency**  
**As Measured by the ASD Reading Assessment and Benchmark Exam**  
**2002-2003 School Year**

	Proficient		Not Proficient		Total Number
	Number	Percent	Number	Percent	
ASD 3rd Grade Reading Assessment	2,698	80.3%	660	19.7%	3,358
3rd Grade Benchmark Exam	2,939	77.5%	855	22.5%	3,794

<b>Comparison of the Two Exams</b>	<b>Number</b>	<b>Percent</b>
Students with Results on Both Exams:	3,272	
Proficient on the Benchmark & Not Proficient on the Assessment:	188	5.7%
No Difference in Proficiency on Both Exams:	2,767	84.6%
Not Proficient on the Benchmark & Proficient on the Assessment:	317	9.7%

**Table 26**  
**Anchorage School District Dropouts By Race/Ethnicity**  
**School Years 1997-1998 to 2002-2003**

	AK Native Am. Indian	Asian/ Pacific Is.	African American	Hispanic	Caucasian	Other	Total
<b>Grades 7-12</b>							
<b>2002-03</b>							
Fall Enrollment (Grades 7-12)	2,541	2,471	1,869	1,223	13,704	432	22,240
Percent of Fall Enrollment	11.4%	11.1%	8.4%	5.5%	61.6%	1.9%	
Dropouts (Grades 7-12)	301	136	124	71	515	29	1,176
Percent of Total Dropouts	25.6%	11.6%	10.5%	6.0%	43.8%	2.5%	
Dropout Rate w/in Group	11.8%	5.5%	6.6%	5.8%	3.8%	6.7%	5.3%
<b>Grades 7-12</b>							
<b>2001-02</b>							
Fall Enrollment (Grades 7-12)	2,402	2,292	1,804	1,151	13,804	269	21,722
Percent of Fall Enrollment	11.1%	10.6%	8.3%	5.3%	63.5%	1.2%	
Dropouts (Grades 7-12)	297	153	125	70	622	29	1,296
Percent of Total Dropouts	22.9%	11.8%	9.6%	5.4%	48.0%	2.2%	
Dropout Rate w/in Group	12.4%	6.7%	6.9%	6.1%	4.5%	10.8%	6.0%
<b>Historical Data*:</b>							
<b>Grades K-12</b>							
<b>2000-01</b>							
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%
<b>Grades K-12</b>							
<b>1999-00</b>							
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%
<b>Grades K-12</b>							
<b>1998-99</b>							
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%
<b>Grades K-12</b>							
<b>1997-98</b>							
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%

\*Historical data (years 1997-2000) was derived using dropout categories and calculations that were in use during those years. These calculations and results differ from those presented for years 2001-2003. These differences are due to new definitions set by federal and state guidelines required by the No Child Left Behind Act. As a result, the reported rates from the historical data are substantially different from those in the current years and cannot be directly compared. The state and federal Departments of Education are currently working on further revisions of these guidelines and definitions.

The school-level reports were done using historical data and methodologies. As the new federal and state guidelines are set, the reports calculated by the District will be revised to reflect these guidelines.

**Table 27**  
**Anchorage School District Dropouts 2002-2003**  
**By Reason Grades 7-12**

<b>Reason</b>	<b>Number</b>	<b>Percent</b>
Illness/Pregnancy/Drugs*	15	1.3%
Academic Difficulty*	87	7.4%
Behavioral Difficulty*	9	0.8%
Economic*	22	1.9%
Marriage	0	0.0%
Parental Influence	177	15.1%
Referred to Other Agency	18	1.5%
Non-Attendance*	726	61.7%
Apply for GED*	121	10.3%
Enter Military*	1	0.1%
<b>Total</b>	<b>1,176</b>	

\*Categories required by the State DEED

Data for this table was obtained from ASD IT Department End of Year Report

**Table 28**  
**2002-2003**  
**Anchorage AP Test Performance By District and School**

Score	District	West	Bartlett	East	Dimond	Service	Chugiak
5	206	42	7	14	44	82	15
4	379	54	22	29	61	150	62
3	581	63	43	52	118	193	111
2	505	56	86	49	113	115	86
1	191	22	63	27	42	20	17
<b>Total</b>	1,862	237	221	171	378	560	291
<b>% =&gt; 3*</b>	63%	67%	33%	56%	59%	76%	65%
<b>2001-2002</b>							
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
<b>Total</b>	1,793	177	186	93	377	623	344
<b>% =&gt; 3*</b>	73%	67%	44%	86%	70%	80%	76%

\* percentage of students with grades of 3 or higher.

**Table 29**  
**Unduplicated Count Of Students Enrolled In AP Courses**  
**By High School, 2002-2003**

Semesters of AP Courses Taken*	HIGH SCHOOL							Student Total
	Bartlett	Chugiak	Dimond	East	Service	West	Other	
10	0	0	1	0	1	0	0	2
9	0	0	0	0	0	0	0	0
8	1	1	11	4	15	0	0	32
7	3	0	1	0	2	5	0	11
6	16	23	25	12	43	9	0	128
5	13	2	3	4	5	11	0	38
4	31	54	63	38	121	35	3	345
3	13	5	11	5	14	27	0	75
2	60	85	117	70	160	92	13	597
1	21	7	22	26	27	32	6	141
<b>School Total</b>	<b>158</b>	<b>177</b>	<b>254</b>	<b>159</b>	<b>388</b>	<b>211</b>	<b>22</b>	<b>1369</b>
<b>School Enrollment</b>	<b>2,072</b>	<b>2,032</b>	<b>2,331</b>	<b>2,254</b>	<b>2,453</b>	<b>1,898</b>		<b>14,140</b>
<b>% of students in AP classes</b>	<b>7.6%</b>	<b>8.7%</b>	<b>10.9%</b>	<b>7.1%</b>	<b>15.8%</b>	<b>11.1%</b>		<b>9.7%</b>

\* "Semesters of AP Courses Taken" measures the number of semesters of AP courses in which a student has received a grade.

The average number of courses taken by students in AP classes for school year 2002-2003 is 3.1.

**Table 30**  
**Number of AP Classes (by semester) taken by ASD students\***  
**By High School, 2002-2003**

	HIGH SCHOOL							Student Total
	Bartlett	Chugiak	Dimond	East	Service	West	Other	
<b>School Total</b>	<b>494</b>	<b>564</b>	<b>811</b>	<b>457</b>	<b>1,300</b>	<b>581</b>	<b>80</b>	<b>4,287</b>

\*Students may take more than one AP class in a semester, and AP classes may be one or two semesters in length.

**Table 31**  
**Anchorage School District**  
**Average (Mean) ACT Scores by Geographic Region**  
**2002-2003 Seniors**

<b>Geographic Region</b>	<b>Number Tested</b>	<b>Average ACT Scores</b>		
		<b>English</b>	<b>Mathematics</b>	<b>Composite</b>
Anchorage	721	21.6	23.3	22.6
Alaska (Excluding Anchorage)	1,623	19.6	20.4	20.4
Alaska (Including Anchorage)	2,344	20.2	21.3	21.1
Nation	1,175,059	20.3	20.6	20.8

Data from the American College Test 2002-2003 Report, Copy available in A&E Office.

**Table 32**  
**Average (Mean) SAT Scores by Geographic Region –**  
**Anchorage, Alaska Excluding Anchorage, Alaska including Anchorage**  
**2002-2003 Seniors**

<b>Geographic Region</b>	<b>Number Tested</b>	<b>Average SAT Scores</b>		
		<b>Verbal</b>	<b>Mathematics</b>	<b>Total</b>
Anchorage	1,602	518	528	1,046
Alaska (Excluding Anchorage)	2,464	518	511	1,029
Alaska (Including Anchorage)	4,066	518	518	1,036
Nation	1,406,324	507	519	1,026

SAT Summary report 2002-2003 Copy available in the ASD A&E Office.

**Table 33**  
**Average (Mean) American College Testing (ACT) Scores by Sub-test Area for Anchorage Seniors**  
**1997-1998 through 2002-2003**

Year	Anchorage Graduates Taking the ACT		Enhanced Average ACT Scores			National Composite
	Number	Percent	English	Math	Composite	
2002-03	721	26%	21.6	23.3	22.6	20.8
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

Data from the American College Test 2002-2003 Report, Copy available in A&E Office.

**Table 34**  
**Anchorage Performances**  
**Scholastic Achievement Test (SAT)**  
**1997-98 through 2002-03**

Year	Anchorage Graduates Taking the SAT		Anchorage Average Scores			National Average Scores		
	Number	Percent	Verbal	Math	Total	Verbal	Math	Total
2002-03	1,602	59%	518	528	1,046	507	519	1,026
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

SAT Summary report 2002-03. Copy available in the ASD A&E Office.

**Table 35**  
**Average ACT Scores by Level of Academic Preparation**  
**Anchorage School District - Nation**  
**2002-2003 School Year**

Content Area	Group	Anchorage		Nation	
		Number Tested	Average	Number Tested	Average
English	Core or More*	382	22.7	667,526	21.4
	Less than Core	258	19.9	410,753	18.5
Math	Core or More*	382	24.9	667,526	21.6
	Less than Core	258	21.9	410,753	18.9
Reading	Core or More*	382	24.1	667,526	22.2
	Less than Core	258	21.5	410,753	19.7
Science	Core or More*	382	23.1	667,526	21.7
	Less than Core	258	20.7	410,753	19.5
Composite	Core or More*	382	23.8	667,526	21.8
	Less than Core	258	21.0	410,753	19.3

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.

Data from the American College Test 2002-2003 Report, Copy available in A&E Office.

**Anchorage School District Achievement**

Test	Students/Subject	SAT/ACT				
		02-03	01-02	00-01	00-01	99-00
	No. Graduates	2,692	2,473	2,422	2,334	2,588
SAT	Percent Tested	55%	57%	57%	60%	57%
	Verbal	518	518	517	524	523
	Math	528	530	522	530	530
ACT	Percent Tested	26%	27%	27%	30%	25%
	English	21.6	21.8	21.6	22.3	22.2
	Math	23.3	23.5	23.0	24.1	23.4

Data from the American College Test 2002-2003 Report, and the College Board SAT Summary Report  
 Copies available in A&E Office.

**Table 36**  
**Anchorage School District**  
**School Report Card Surveys**  
**Return by School**

<b>School</b>	<b>Enrollment</b>	<b>Parent</b>	<b>Student</b>	<b>Staff</b>
Abbott Loop	441	58	195	0
Airport Heights	276	13	101	26
Alpenglow	464	72	203	23
Aquarian	228	71	0	15
Aurora	405	15	188	0
Baxter	437	23	76	12
Bayshore	563	59	0	17
Bear Valley	512	50	235	23
Birchwood ABC	318	62	154	26
Bowman	541	48	238	13
Campbell	512	9	170	10
Chester Valley	311	23	140	39
Chinook	557	170	312	35
Chugach Optional	239	23	43	10
Chugiak Elementary	495	37	196	23
College Gate	391	25	219	10
Creekside Park	467	63	161	11
Denali	373	87	123	12
Eagle River	396	57	166	23
Fairview	477	61	134	25
Fire Lake	286	33	94	17
Family Partnership K-12 (Did another survey system)	649	0	0	0
Girdwood	165	28	86	7
Government Hill	494	103	208	31
Homestead	437	26	223	21
Huffman	483	46	234	15
Inlet View	255	37	131	14
Kasuun	527	42	219	14
Kincaid	533	67	178	7
Klatt	426	23	71	0
Lake Hood	474	17	219	20
Lake Otis	433	32	159	14
Mt. Spurr	321	66	160	13
Mt. View	462	51	220	36
Muldoon	498	41	217	31
North Star	519	66	198	28
Northern Lights ABC	621	43	293	14
Northwood	340	29	124	20
Nunaka Valley	329	26	112	17
O'Malley	573	14	93	14
Ocean View	344	56	208	26
Orion	314	67	136	19
Ptarmigan	367	51	128	17

**Table 36 (cont'd)**  
**Anchorage School District**  
**School Report Card Surveys**  
**Return by School (continued)**

<b>School</b>	<b>Enrollment</b>	<b>Parent</b>	<b>Student</b>	<b>Staff</b>
Rabbit Creek	395	34	157	15
Ravenwood	441	34	192	22
Rogers Park	530	43	282	27
Russian Jack	417	16	97	20
Sand Lake	619	65	268	34
Scenic Park	539	103	221	49
Spring Hill	405	17	202	13
Susitna	568	205	0	0
Taku	417	63	134	14
Trailside	514	39	135	12
Tudor	550	62	255	16
Turnagain	343	34	143	19
Tyson, William	442	89	170	48
Ursa Major	402	69	111	26
Ursa Minor	269	74	77	17
Village	183	29	41	19
Whaley	152	30	45	30
Williwaw	560	74	185	25
Willow Crest	455	44	202	29
Wonder Park	448	48	102	13
Woods, Gladys	490	31	177	17
Polaris*	447	41	57	2
*Polaris did a different survey system				
<b>School</b>	<b>Enrollment</b>	<b>Parent</b>	<b>Student</b>	<b>Staff</b>
Bartlett	2,072	76	897	76
Benson/Search	310	34	155	14
Central	776	123	491	26
Chugiak High	2,032	64	524	59
Clark	977	276	430	39
Dimond	2,331	234	924	47
East	2,254	41	1,111	63
Goldenview	941	127	657	48
Gruening	635	96	481	36
Hanshew	963	246	607	43
Mears	1,069	0	0	0
Mirror Lake	685	123	474	33
Romig	838	104	600	18
SAVE	228	3	54	9
Service	2,453	11	706	42
Steller	296	5	132	10
Wendler	933	41	2	32
West	1,898	152	796	42

**Table 37**  
**Anchorage School District**  
**Parent Report Card Survey**  
**Number = 4,726**

<b>Question</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>When I think about how well our Anchorage Schools are doing, I am generally SATISFIED with:</b>					
The performance of the Anchorage School District.	18%	61%	13%	6%	2%
The performance of my child's school.	37%	53%	6%	3%	1%
The performance of my child's teacher(s).	52%	40%	5%	2%	1%
<b>When I think about what is being taught, I am generally SATISFIED with:</b>					
The curriculum at our school.	30%	58%	7%	4%	1%
<b>When I think about my relationship with the staff, School and information, I am SATISFIED with:</b>					
My ability to get information on class and school activities.	40%	41%	8%	3%	2%
<b>To what extent do you AGREE with each of the following statements.</b>					
I have the ability to review school books and library materials.	27%	49%	18%	4%	1%
I am invited to make suggestions about the library materials to be included or excluded.	17%	38%	34%	10%	3%
I feel welcome at school.	48%	45%	4%	2%	1%
My child is safe at school.	41%	48%	8%	2%	1%
My child is safe on the way to and from school.	37%	47%	10%	5%	2%

**Table 38**  
**Anchorage School District**  
**Student Report Card Survey**  
**Number = 19,186**

<b>Question</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Our school is clean and well maintained.	20%	44%	18%	12%	6%
I am treated fairly by adults here at school.	25%	38%	20%	11%	6%
I am treated fairly by other students.	16%	40%	24%	12%	8%
I find my school work interesting.	18%	32%	27%	13%	10%
I understand the school work I am given.	22%	44%	23%	7%	4%
Our school rules are fair.	23%	30%	22%	14%	11%
My teachers treat me with respect.	36%	37%	16%	6%	5%
Students here treat me with respect.	15%	39%	26%	12%	8%
Our school rules are fairly enforced.	22%	32%	26%	11%	9%
I like school.	24%	27%	24%	11%	15%
I am safe at school.	34%	34%	20%	7%	6%
If I have a problem at school, I know where I can go for help.	32%	38%	18%	7%	6%
Have chances to participate in school activities.	34%	42%	15%	5%	4%
I use computers at school.	37%	39%	12%	7%	7%
The library/media center has the materials I need to do my school work.	25%	37%	25%	8%	6%
I feel welcome at school.	29%	35%	22%	7%	7%
I feel safe on the bus and at the bus stop.	17%	24%	40%	7%	11%

**Table 39****Anchorage School District Staff Report Card Survey Number = 1,841**

<b>Question</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>Indicate the extent to which you are satisfied with:</b>					
Your job.	45%	45%	6%	3%	2%
Involvement in decision making at the school.	22%	47%	15%	11%	5%
The District curriculum.	8%	51%	26%	12%	3%
Opportunities for training on the district curriculum and materials.	17%	48%	19%	13%	4%
We are provided with adequate information before new practices or procedures are implemented.	11%	42%	21%	19%	6%
The principal and other staff provide me with the support I need when working with students.	45%	38%	7%	6%	4%
The principal and other staff provide me with the support I need with working with parents.	45%	39%	8%	5%	3%
The administrator(s) are approachable.	55%	32%	6%	4%	4%
The administrator(s) are available if I need help.	50%	34%	7%	5%	4%
The work load in this school is equitably divided.	20%	42%	14%	17%	7%
We have freedom in our selection of materials.	31%	49%	14%	5%	1%
I have freedom in selection of teaching materials.	35%	46%	14%	4%	1%
I have input in purchase of supplemental materials.	33%	44%	15%	6%	3%
Instruction here focuses on student success in meeting the District goals.	38%	47%	11%	3%	1%
The District curriculum is well defined.	17%	47%	25%	9%	3%
Teachers here work together effectively.	32%	48%	11%	7%	2%
Staff & teachers have good working relationships.	37%	48%	8%	5%	2%
Our school rules are fairly enforced.	30%	44%	10%	11%	6%
I feel safe at school.	49%	43%	5%	3%	1%
Students are safe here.	45%	45%	5%	4%	1%
School staff are treated with respect by students.	18%	54%	13%	12%	3%
Students are treated with respect by the staff.	39%	53%	5%	3%	0%
Conference/planning time is adequate.	18%	41%	15%	18%	9%
I integrate computers/technology into instruction.	18%	49%	20%	10%	3%
Library/media resources are adequate.	20%	51%	15%	11%	4%
Student's guidance and counseling are adequate.	18%	39%	18%	16%	9%
When I do good work it is recognized.	23%	44%	16%	12%	5%
Staff morale is high.	20%	44%	19%	12%	6%
We have good support from our parents.	16%	42%	20%	16%	7%
Students here are well behaved.	12%	52%	17%	15%	4%

**Table 40**  
**Elementary**  
**Parent Report Card Survey**  
**Number = 3,001**

<b>Question</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>When I think about how well our Anchorage Schools are doing, I am generally SATISFIED with:</b>					
The performance of the Anchorage School District.	20%	60%	14%	5%	2%
The performance of my child's school.	42%	50%	5%	2%	1%
The performance of my child's teacher(s).	61%	33%	3%	2%	1%
<b>When I think about what is being taught, I am generally SATISFIED with:</b>					
The curriculum at our school.	43%	55%	7%	3%	1%
<b>When I think about my relationship with the staff, School and information, I am SATISFIED with:</b>					
My ability to get information on class and school activities.	47%	43%	6%	2%	1%
<b>To what extent do you AGREE with each of the following statements.</b>					
I have the ability to review school books and library materials.	32%	49%	16%	3%	1%
I am invited to make suggestions about the library materials to be included or excluded.	20%	36%	32%	9%	3%
I feel welcome at school.	55%	40%	3%	1%	1%
My child is safe at school.	48%	44%	6%	1%	1%
My child is safe on the way to and from school.	43%	42%	9%	4%	2%

**Table 41**  
**Elementary**  
**Student Report Card Survey**  
**Number = 10,198**

<b>Question</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Our school is clean and well maintained.	27%	45%	16%	9%	4%
I am treated fairly by adults here at school.	36%	35%	16%	9%	5%
I am treated fairly by other students.	19%	36%	23%	13%	9%
I find my school work interesting.	27%	34%	22%	9%	8%
I understand the school work I am given.	29%	41%	22%	6%	3%
Our school rules are fair.	36%	29%	18%	9%	8%
My teachers treat me with respect.	54%	29%	10%	4%	4%
Students here treat me with respect.	19%	36%	24%	13%	9%
Our school rules are fairly enforced.	32%	31%	23%	8%	6%
I like school.	25%	26%	19%	8%	12%
I am safe at school.	51%	29%	13%	4%	4%
If I have a problem at school, I know where I can go for help.	46%	33%	13%	5%	4%
Have chances to participate in school activities.	46%	36%	12%	4%	3%
I use computers at school.	51%	31%	8%	5%	6%
The library/media center has the materials I need to do my school work.	35%	33%	21%	7%	5%
I feel welcome at school.	43%	30%	15%	6%	6%
I feel safe on the bus and at the bus stop.	21%	17%	44%	7%	11%

**Table 42**  
**Elementary Staff Report Card Survey Number = 1,245**

<b>Question</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>Indicate the extent to which you are satisfied with:</b>					
Your job.	45%	46%	6%	3%	1%
Involvement in decision making at the school.	24%	49%	15%	9%	4%
The District curriculum.	9%	52%	25%	11%	3%
Opportunities for training on the district curriculum and materials.	20%	53%	16%	10%	2%
We are provided with adequate information before new practices or procedures are implemented.	12%	44%	21%	19%	4%
The principal and other staff provide me with the support I need when working with students.	50%	36%	6%	5%	3%
The principal and other staff provide me with the support I need with working with parents.	49%	37%	7%	4%	2%
The administrator(s) are approachable.	58%	30%	5%	3%	3%
The administrator(s) are available if I need help.	54%	32%	7%	4%	3%
The work load in this school is equitably divided.	22%	44%	13%	15%	6%
We have freedom in our selection of materials.	31%	49%	13%	5%	1%
I have freedom in selection of teaching materials.	35%	46%	14%	4%	1%
I have input in purchase of supplemental materials.	33%	44%	15%	6%	2%
Instruction here focuses on student success in meeting the District goals.	45%	45%	7%	2%	0%
The District curriculum is well defined.	20%	49%	22%	7%	1%
Teachers here work together effectively.	36%	47%	10%	6%	1%
Staff & teachers have good working relationships.	42%	44%	7%	5%	2%
Our school rules are fairly enforced.	36%	45%	8%	7%	3%
I feel safe at school.	55%	40%	3%	2%	1%
Students are safe here.	53%	41%	3%	2%	1%
School staff are treated with respect by students.	22%	57%	10%	10%	2%
Students are treated with respect by the staff.	45%	49%	3%	2%	0%
Conference/planning time is adequate.	17%	36%	16%	21%	10%
I integrate computers/technology into instruction.	17%	49%	21%	10%	4%
Library/media resources are adequate.	20%	49%	15%	11%	5%
Student's guidance and counseling are adequate.	16%	35%	19%	18%	12%
When I do good work it is recognized.	27%	46%	14%	10%	3%
Staff morale is high.	24%	45%	17%	10%	4%
We have good support from our parents.	19%	40%	17%	17%	7%
Students here are well behaved.	14%	54%	15%	13%	4%

**Table 43**  
**Middle Level Parent Report Card Survey**  
**Number = 1,136**

<b>Question</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>When I think about how well our Anchorage Schools are doing, I am generally SATISFIED with:</b>					
The performance of the Anchorage School District.	16%	64%	13%	6%	2%
The performance of my child's school.	31%	55%	8%	4%	2%
The performance of my child's teacher(s).	37%	51%	8%	3%	2%
<b>When I think about what is being taught, I am generally SATISFIED with:</b>					
The curriculum at our school.	24%	62%	8%	4%	1%
<b>When I think about my relationship with the staff, School and information, I am SATISFIED with:</b>					
My ability to get information on class and school activities.	27%	53%	14%	5%	2%
<b>To what extent do you AGREE with each of the following statements.</b>					
I have the ability to review schoolbooks and library materials.	19%	51%	24%	5%	1%
I am invited to make suggestions about the library materials to be included or excluded.	12%	39%	35%	12%	3%
I feel welcome at school.	34%	55%	7%	3%	1%
My child is safe at school.	31%	54%	11%	4%	1%
My child is safe on the way to and from school.	25%	53%	14%	6%	2%

**Table 44**  
**Middle Level**  
**Student Report Card Survey**  
**Number = 3,742**

<b>Question</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Our school is clean and well maintained.	17%	49%	20%	9%	5%
I am treated fairly by adults here at school.	14%	39%	23%	14%	9%
I am treated fairly by other students.	13%	42%	25%	12%	8%
I find my school work interesting.	9%	28%	32%	17%	15%
I understand the school work I am given.	16%	45%	26%	7%	5%
Our school rules are fair.	11%	28%	26%	18%	18%
My teachers treat me with respect.	21%	42%	22%	9%	6%
Students here treat me with respect.	13%	39%	28%	12%	8%
Our school rules are fairly enforced.	15%	33%	27%	13%	12%
I like school.	17%	26%	26%	12%	21%
I am safe at school.	20%	40%	25%	8%	8%
If I have a problem at school, I know where I can go for help.	21%	41%	22%	8%	7%
Have chances to participate in school activities.	27%	47%	17%	4%	5%
I use computers at school.	26%	42%	16%	9%	8%
The library/media center has the materials I need to do my schoolwork.	40%	41%	25%	7%	7%
I feel welcome at school.	16%	39%	27%	9%	10%
I feel safe on the bus and at the bus stop.	18%	32%	30%	8%	12%

**Table 45**  
**Middle School Staff Report Card Survey Number = 275**

<b>Question</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>Indicate the extent to which you are satisfied with:</b>					
Your job.	41%	47%	6%	4%	3%
Involvement in decision making at the school.	14%	47%	16%	15%	7%
The District curriculum.	8%	49%	27%	12%	5%
Opportunities for training on the district curriculum and materials.	10%	43%	20%	19%	8%
We are provided with adequate information before new practices or procedures are implemented.	11%	38%	22%	19%	9%
The principal and other staff provide me with the support I need when working with students.	37%	40%	11%	8%	4%
The principal and other staff provide me with the support I need with working with parents.	38%	40%	11%	8%	4%
The administrator(s) are approachable.	48%	34%	7%	6%	5%
The administrator(s) are available if I need help.	42%	41%	8%	6%	4%
The work load in this school is equitably divided.	17%	38%	14%	20%	11%
We have freedom in our selection of materials.	27%	51%	14%	7%	1%
I have freedom in selection of teaching materials.	32%	45%	15%	7%	1%
I have input in purchase of supplemental materials.	27%	47%	16%	7%	3%
Instruction here focuses on student success in meeting the District goals.	25%	51%	18%	4%	2%
The District curriculum is well defined.	12%	43%	29%	11%	4%
Teachers here work together effectively.	26%	57%	14%	5%	2%
Staff & teachers have good working relationships.	30%	53%	10%	5%	2%
Our school rules are fairly enforced.	19%	51%	11%	12%	8%
I feel safe at school.	40%	50%	4%	4%	1%
Students are safe here.	31%	59%	5%	5%	1%
School staff are treated with respect by students.	9%	53%	16%	18%	4%
Students are treated with respect by the staff.	27%	64%	5%	3%	0%
Conference/planning time is adequate.	23%	57%	8%	8%	4%
I integrate computers/technology into instruction.	17%	50%	20%	10%	2%
Library/media resources are adequate.	27%	56%	10%	6%	1%
Student's guidance and counseling are adequate.	23%	47%	16%	11%	2%
When I do good work it is recognized.	16%	41%	18%	17%	8%
Staff morale is high.	14%	46%	21%	13%	7%
We have good support from our parents.	7%	51%	21%	14%	6%
Students here are well behaved.	5%	55%	18%	19%	4%

**Table 46**  
**High School**  
**Parent Report Card Survey**  
**Number = 678**

<b>Question</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>When I think about how well our Anchorage Schools are doing, I am generally SATISFIED with:</b>					
The performance of the Anchorage School District.	16%	59%	11%	10%	4%
The performance of my child's school.	24%	59%	9%	6%	2%
The performance of my child's teacher(s).	32%	55%	9%	3%	2%
<b>When I think about what is being taught, I am generally SATISFIED with:</b>					
The curriculum at our school.	21%	63%	8%	6%	3%
<b>When I think about my relationship with the staff, School and information, I am SATISFIED with:</b>					
My ability to get information on class and school activities.	27%	54%	11%	6%	2%
<b>To what extent do you AGREE with each of the following statements.</b>					
I have the ability to review school books and library materials.	16%	49%	25%	8%	3%
I am invited to make suggestions about the library materials to be included or excluded.	10%	34%	39%	12%	5%
I feel welcome at school.	36%	52%	8%	3%	1%
My child is safe at school.	24%	57%	12%	5%	1%
My child is safe on the way to and from school.	24%	59%	10%	6%	1%

**Table 47**  
**High School**  
**Student Report Card Survey**  
**Number = 5,709**

<b>Question</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Our school is clean and well maintained.	10%	39%	21%	20%	10%
I am treated fairly by adults here at school.	12%	43%	25%	14%	7%
I am treated fairly by other students.	12%	48%	26%	10%	6%
I find my school work interesting.	7%	29%	33%	19%	11%
I understand the school work I am given.	14%	49%	24%	9%	4%
Our school rules are fair.	9%	31%	27%	20%	14%
My teachers treat me with respect.	15%	49%	23%	9%	5%
Student here treat me with respect.	11%	44%	28%	11%	6%
Our school rules are fairly enforced.	9%	33%	31%	16%	11%
I like school.	9%	30%	30%	14%	17%
I am safe at school.	12%	40%	30%	11%	8%
If I have a problem at school, I know where I can go for help.	14%	45%	25%	10%	6%
Have chances to participate in school activities.	18%	51%	20%	6%	5%
I use computers at school.	19%	50%	15%	9%	7%
The library/media center has the materials I need to do my school work.	11%	42%	31%	9%	7%
I feel welcome at school.	11%	42%	31%	10%	8%
I feel safe on the bus and at the bus stop.	10%	30%	41%	8%	11%

**Table 48**  
**High School Staff Report Card Survey Number = 401**

<b>Question</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>Indicate the extent to which you are satisfied with:</b>					
Your job.	47%	42%	7%	4%	1%
Involvement in decision making at the school.	21%	41%	17%	13%	8%
The District curriculum.	7%	49%	28%	13%	4%
Opportunities for training on the district curriculum and materials.	11%	38%	27%	17%	6%
We are provided with adequate information before new practices or procedures are implemented.	9%	39%	21%	21%	10%
The principal and other staff provide me with the support I need when working with students.	36%	41%	9%	8%	6%
The principal and other staff provide me with the support I need with working with parents.	35%	45%	10%	6%	5%
The administrator(s) are approachable.	47%	36%	6%	6%	5%
The administrator(s) are available if I need help.	44%	36%	8%	7%	5%
The work load in this school is equitably divided.	16%	36%	19%	20%	9%
We have freedom in our selection of materials.	33%	47%	15%	4%	1%
I have freedom in selection of teaching materials.	37%	45%	13%	3%	1%
I have input in purchase of supplemental materials.	35%	43%	13%	5%	4%
Instruction here focuses on student success in meeting the District goals.	24%	50%	17%	7%	2%
The District curriculum is well defined.	12%	42%	29%	12%	5%
Teachers here work together effectively.	23%	49%	15%	9%	4%
Staff & teachers have good working relationships.	27%	57%	8%	6%	3%
Our school rules are fairly enforced.	16%	37%	16%	18%	12%
I feel safe at school.	34%	49%	9%	6%	2%
Students are safe here.	29%	48%	13%	8%	2%
School staff are treated with respect by students.	13%	49%	18%	14%	6%
Students are treated with respect by the staff.	26%	58%	12%	5%	0%
Conference/planning time is adequate.	15%	43%	16%	16%	10%
I integrate computers/technology into instruction.	25%	49%	17%	8%	1%
Library/media resources are adequate.	15%	53%	17%	13%	2%
Student's guidance and counseling are adequate.	19%	44%	19%	13%	5%
When I do good work it is recognized.	19%	41%	18%	13%	9%
Staff morale is high.	14%	38%	22%	15%	11%
We have good support from our parents.	13%	40%	28%	14%	5%
Students here are well behaved.	12%	44%	20%	19%	6%