

# Report Card To The Public



2004-2005  
School Year

### **ACKNOWLEDGEMENTS**

The Alaska Department of Education & Early Development greatly appreciates the cooperation and support of Alaska's 53 school districts, Mt. Edgecumbe High School for assisting with the collection of information that provides the basis for this report.

This publication is available through the Department of Education & Early Development, 801 W. 10th Street, Suite 200, Juneau, AK 99801-1894; or through the Internet at: [www.eed.state.ak.us/stats/](http://www.eed.state.ak.us/stats/)

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## A MESSAGE FROM THE GOVERNOR. . .



Governor Frank H. Murkowski

*“My administration has adopted an educational agenda that gives each young person hope for a successful future...”*

Fellow Alaskans:

It is my great pleasure to present the *Report Card to the Public, a Summary of Statistics from Alaska’s Public Schools*. This publication represents a snapshot of the progress our schools are making under the Murkowski Administration. And we are making progress.

My administration has adopted an educational agenda that gives each young person hope for a successful future and provides Alaska an important cornerstone for prosperity.

We’re achieving progress step by step, in a systematic, strategic way.

Our public education system is making the transition to a results-oriented, standards-based system of schools where data-driven decision-making is the norm, not the exception.

Our state has adopted standards for schools, standards for teachers, standards for school administrators, and academic standards for students. We have built a solid student assessment system that is yielding detailed data for local and state policy makers to make critical decisions about schools. The data also provides teachers important information about the achievement level of each child. Armed with that information we can make the right and necessary decisions to help every student achieve his or her best potential and help every school become a quality place for students to learn.

This report gives every person who has a responsibility for our education system the information to make these decisions. It is my hope and aim that we make the best use of this information so we are successful in passing along to each and every young Alaskan the wonderful opportunities we adults have enjoyed.

A prosperous future for our children and a prosperous future for Alaska are one and the same.



## A MESSAGE FROM THE COMMISSIONER. . .

This *Report Card to the Public, a Summary of Statistics from Alaska's Public Schools*, is published in accordance with Alaska Statute 14.03.120 for the school year 2004-2005.

This publication reports the status of public education. It is a source of information for Alaska's educational policy makers, including legislators, the Governor, the State Board of Education & Early Development, local boards of education, parents, and communities.

Under state law, each school district is required to report to its community information about its plans and performance. This publication is a statewide summary of those reports.

The full *Report Card* now includes school-level data for every school in the state. It also has been revised in this year's edition to incorporate elements required by the federal No Child Left Behind Act.

This publication is organized around the following key areas: State Profile and Standards and Assessments.

The publication is part of a more detailed Report Card provided to school districts, schools, legislators, the governor, the State Board of Education & Early Development, and to the Alaska public on the Department of Education & Early Development's website. The entire report card includes a report card for each school district in spreadsheets, a school report card summary for each school, and data on state and local accountability.

The Report Card is an important part of Alaska's school accountability system and the Murkowski's Administration's education initiatives.

The standards-based initiatives have proven to be an excellent blueprint for revitalizing our education system and fulfilling our promise to young people for a brighter future. Our goal is no less than this: that every student achieves academically at the highest levels and is guided by outstanding teachers in quality schools—no exceptions.

We have reasons to celebrate the many successes in our schools. Together, we can move forward to make our schools even better.



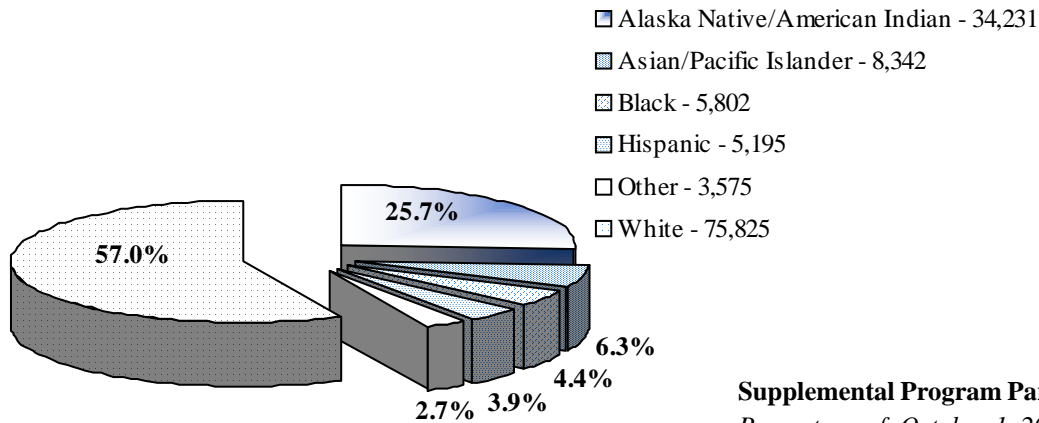
Commissioner Roger Sampson

## ALASKA EDUCATION AT A GLANCE

### Statewide Profile

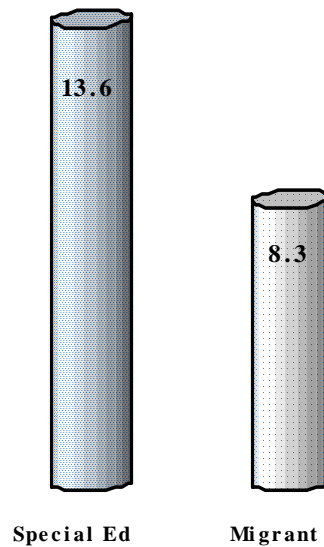
School District Square Miles .....	685,175	K-12 Student Populations in Average	
State Population (estimated 7/1/04) .....	654,931	Daily Membership (ADM) .....	130,928
Number of School Districts .....	53	Change in ADM from 04-05 .....	-0.5%
Regional Educational Attendance		School-Age Low-Income Children .....	44,847
Areas (REAs) .....	19	Number of High School	
City/Borough Districts .....	34	Graduates 2005 .....	6,905
Funding Communities .....	267	Number of Dropouts	
Public Schools Pre-Elementary		(Grades 7-12) 2005 .....	3,791
to Grade 12 .....	502		
State-Operated Schools .....	1		
Charter Schools .....	19		
Correspondence Schools .....	26		

### Total Statewide Enrollment by Ethnicity



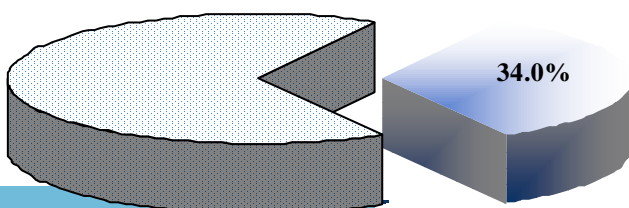
### Supplemental Program Participation

Percentage of October 1, 2004 Enrollment (PE-12)



### School-Age Children in Low-Income Families (ages 5-17)

Percentage of October 1, 2004 Enrollment



# VISION

The State Board of Education & Early Development is committed to develop, maintain and continuously improve a comprehensive, quality public education system.



# MISSION

To ensure quality standards-based instruction to improve academic achievement for all students.

## BELIEFS

- All students can meet the Alaska Standards.
- Every action of the State Board will support the mission statement.
- All students deserve high quality teachers, administrators, and paraprofessionals.
- All students can demonstrate reading proficiency by grade three.
- Curriculum aligned to Alaska Standards and best practices instruction is critical for all students to achieve at high levels.
- Barriers that reduce effective instructional time must be removed.
- Increasing the performance of all students can close the achievement gap.
- Effective parent and family involvement positively effects student achievement.

## GOALS

- 1) **Close the achievement gap in reading, writing and math**
  - a. Increase parent and family involvement in student learning.
  - b. Form partnerships with other organizations including health services, retail outlets, and the business community critical to closing the achievement gap, especially for those groups identified as the lowest performing based upon assessment data.
  - c. Encourage schools and communities to form an strategies to close their achievement gap.
  - d. Support principal and teacher use of student achievement data to improve instruction.
  - e. Promote scientifically based reading instruction.
- 2) **Continue to refine state assessment and accountability system**
  - a. Develop assessments that have instructional value.
  - b. Align assessments with Alaska Standards.
  - c. Ensure assessments provide a growth scale.
  - d. Ensure assessment results are timely.
- 3) **Promote the continuous growth of professionals and paraprofessionals to provide effective standards-based instruction**
  - a. Develop and implement a standards- and performance-based initial and continuing licensure system, including an alternative route to teacher licensure.
  - b. Promote and support innovations that directly impact instruction through the use of best practices and data.
  - c. Encourage Alaska teacher preparation programs to become standards- and performance-based systems.
  - d. Identify and develop services for paraprofessionals to meet high-quality status.
  - e. Seek appropriate partners to support the development of an alternative state performance-based teacher preparation program.
  - f. Encourage districts to hire a workforce that is reflective of the community they serve.
  - g. Encourage Alaska to become teacher, administrators and paraprofessionals.
  - h. Encourage paraprofessionals to gain certification as teachers.
- 4) **Increase effective instructional time**
  - a. Reduce the number of mandated trainings.
  - b. Develop alternative delivery for mandated trainings.
  - c. Review statute and regulations that impact effective use of instructional time.



## **STANDARDS AND ASSESSMENTS**

In 1993, Alaskans began developing higher standards and accountability for their public school system. As the cornerstone of this effort, the Department of Education & Early Development developed academic standards and associated key elements in 12 content areas: English/language arts, mathematics, science, history, geography, government and citizenship, skills for a healthy life, arts, world languages, technology, employability, and library/information literacy. Also, in place, are cultural standards.

The content standards present students and teachers with a clear and challenging target; focus energy and resources on student achievement; and provide a tool for judging students' learning achievements and school performance.

During the late 1990s, performance standards were completed that translate the content standards into more concise expectations for student achievement. Developed in reading, writing, and mathematics, the performance standards detail the specific level of achievement expected of students at ages 7, 10, 14, and 18. In the spring of 2003, the department began the development of grade level expectations to express the standards in grades 3-10 for reading, writing, and mathematics, and grades 3-11 in science. Those grade level expectations were adopted by the State Board of Education & Early Development in June 2005. The grade level expectations are used by the states test contractor for test development and an instructional guide for schools.

### **Comprehensive System of Student Assessment**

State law requires a comprehensive system of student assessments including a developmental profile for students entering kindergarten or 1<sup>st</sup> grade, Standards Based Assessments in reading, writing, and mathematics at grades 3-10, a norm-referenced assessment in grades 5 and 7, and passage of the High School Graduation Qualifying Exam in order to receive a high school diploma beginning in 2004.

Implementing a statewide, comprehensive system to assess the skills and knowledge of Alaska's students is a primary activity of the Alaska Department of Education & Early Development. Such a system would measure student achievement in relation to adopted state standards; provide valid, reliable information to policy makers; guide decision-making; and improve instruction.

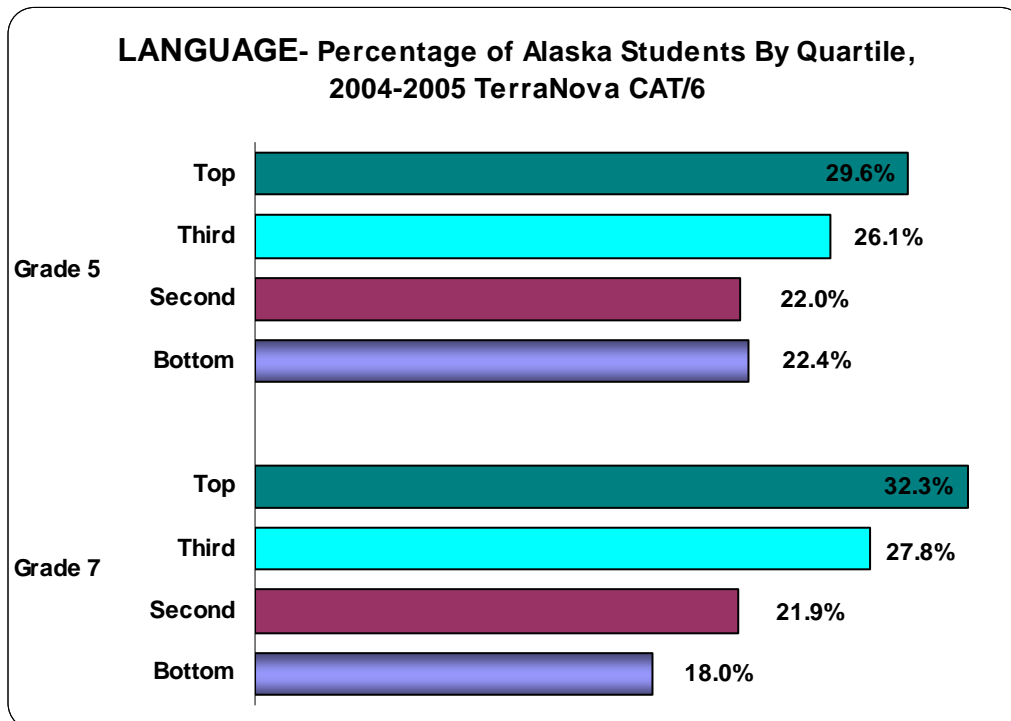
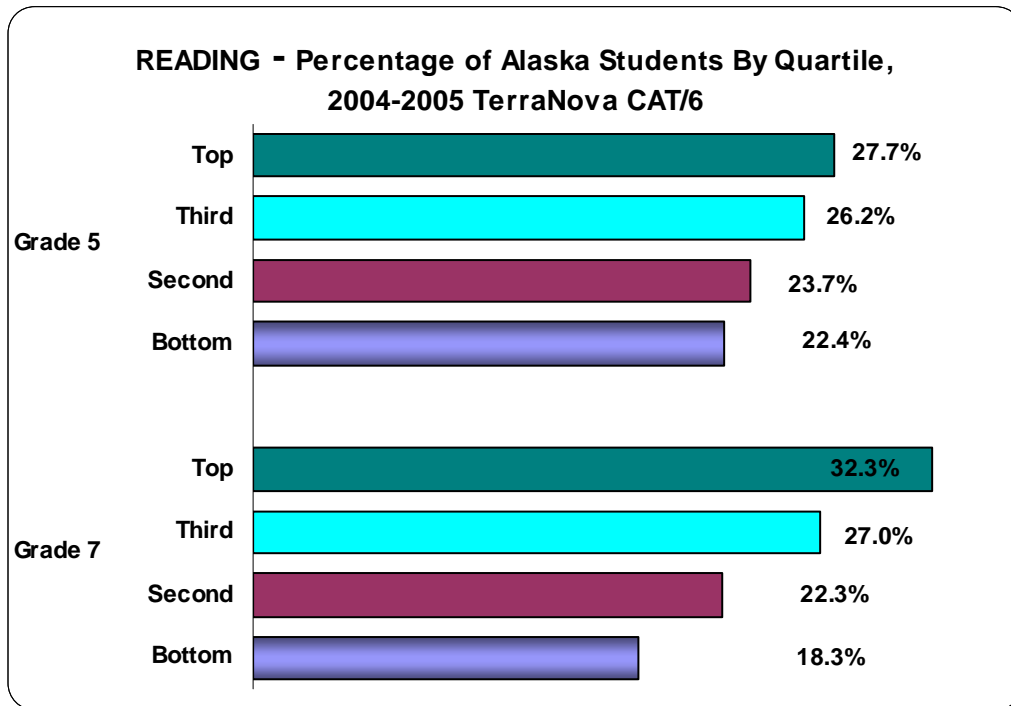


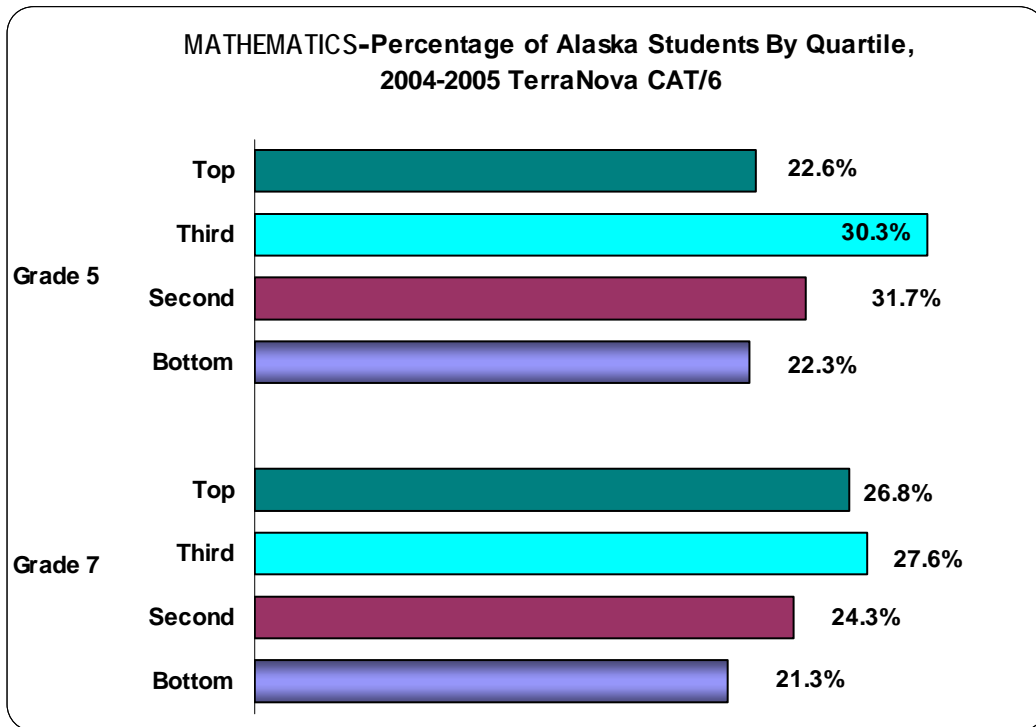
The department has:

1. Provided school districts with state performance standards and grade level expectations in reading, writing, mathematics, and science.
2. Developed the graduation qualifying examination in reading, writing, and mathematics.
3. Provided professional development opportunities for standards based instruction.
4. Provided technical assistance to school districts in aligning curriculum to state standards, and completing data analysis.

In 1997, the legislature passed a law requiring every high school student to pass a qualifying examination as a requisite to receiving a diploma. The following year, a law requiring examinations at earlier grades was also passed. Information from these assessments, aggregated to a statewide profile, provides parents, educators, policy makers, and the community-at-large with a picture of how Alaska's students perform in relation to the standards established by Alaskans.

## TERRANOVA CAT/6 RESULTS BY QUARTILE





**Table 1**  
**2003 and 2004 Benchmark Exam Performance**

Grade 3											
Subject	Test Year	Advanced		Proficient		Below Proficient		Far Below		Enrollment	Participation Rate <sup>2</sup>
		Count	Percentage	Count	Percentage <sup>1</sup>	Count	Percentage <sup>1</sup>	Count	Percentage		
Reading	2003	1,845	18.9%	5,364	55.0%	1,290	13.2%	1,261	12.9%	10,053	97.1%
	2004	1,710	18.0%	5,308	55.8%	1,356	14.3%	1,137	12.0%	9,711	97.9%
Writing	2003	680	7.0%	5,149	52.8%	3,081	31.6%	837	8.6%	10,053	97.0%
	2004	579	6.1%	5,019	52.7%	3,207	33.7%	718	7.5%	9,711	98.1%
Math	2003	3,385	34.8%	3,604	37.0%	1,906	19.6%	834	8.6%	10,053	96.8%
	2004	3,241	34.0%	3,635	38.2%	1,870	19.6%	773	8.1%	9,711	98.0%

Grade 6											
Subject	Test Year	Advanced		Proficient		Below Proficient		Far Below		Enrollment	Participation Rate <sup>2</sup>
		Count	Percentage	Count	Percentage <sup>1</sup>	Count	Percentage <sup>1</sup>	Count	Percentage		
Reading	2003	4,291	40.8%	3,052	29.0%	2,056	19.5%	1,126	10.7%	10,829	97.2%
	2004	4,401	41.5%	3,041	28.7%	2,071	19.5%	1,095	10.3%	10,819	98.0%
Writing	2003	2,428	23.1%	5,464	51.9%	2,222	21.1%	411	3.9%	10,829	97.2%
	2004	2,422	22.8%	5,660	53.4%	2,208	20.8%	317	3.0%	10,819	98.0%
Math	2003	3,120	29.7%	3,644	34.6%	1,588	15.1%	2,170	20.6%	10,829	97.2%
	2004	3,130	29.5%	3,725	35.1%	1,570	14.8%	2,181	20.6%	10,819	98.0%

Grade 8											
Subject	Test Year	Advanced		Proficient		Below Proficient		Far Below		Enrollment	Participation Rate <sup>2</sup>
		Count	Percentage	Count	Percentage <sup>1</sup>	Count	Percentage <sup>1</sup>	Count	Percentage		
Reading	2003	3,917	38.6%	2,977	29.3%	2,086	20.5%	1,179	11.6%	10,576	96.1%
	2004	4,205	39.5%	3,024	28.4%	2,235	21.0%	1,192	11.2%	10,925	97.5%
Writing	2003	2,141	21.1%	5,315	52.4%	2,291	22.6%	390	3.8%	10,576	98.8%
	2004	2,532	23.8%	5,583	52.5%	2,232	21.0%	295	2.8%	10,925	97.4%
Math	2003	2,940	29.1%	3,501	34.7%	1,572	15.6%	2,084	20.6%	10,576	95.5%
	2004	3,094	29.1%	3,683	34.6%	1,664	15.7%	2,189	20.6%	10,925	97.3%

<sup>1</sup> Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

<sup>2</sup> Participation rate is calculated by dividing the total count of students tested by the number enrolled on the first day of testing.



**Table 2**  
**2005 Standard Based Assessment (SBA) Exam Performance**

Grade 3											
Subject	Test Year	Advanced		Proficient		Below Proficient		Far Below		Enrollment	Participation Rate <sup>2</sup>
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage		
Reading	2005	3,138	34.5%	4,047	44.5%	1,064	11.7%	838	9.2%	9,334	97.4%
Writing	2005	2,476	27.2%	4,327	47.5%	2,095	23.0%	203	2.2%	9,334	97.5%
Math	2005	2,846	31.2%	4,036	44.2%	1,099	12.0%	1,140	12.5%	9,334	97.7%

Grade 4											
Subject	Test Year	Advanced		Proficient		Below Proficient		Far Below		Enrollment	Participation Rate <sup>2</sup>
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage		
Reading	2005	2,322	24.9%	4,973	53.2%	1,218	13.0%	829	8.9%	9,633	97.0%
Writing	2005	2,026	21.6%	5,119	54.7%	2,087	22.3%	130	1.4%	9,633	1
Math	2005	2,528	27.0%	3,920	41.8%	1,383	14.7%	1,547	16.5%	9,633	97.4%

Grade 5											
Subject	Test Year	Advanced		Proficient		Below Proficient		Far Below		Enrollment	Participation Rate <sup>2</sup>
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage		
Reading	2004	4,205	39.5%	3,024	28.4%	2,235	21.0%	1,192	11.2%	10,925	97.5%
Writing	2004	2,532	23.8%	5,583	52.5%	2,232	21.0%	295	2.8%	10,925	97.4%
Math	2004	3,094	29.1%	3,683	34.6%	1,664	15.7%	2,189	20.6%	10,925	97.3%

Grade 6											
Subject	Test Year	Advanced		Proficient		Below Proficient		Far Below		Enrollment	Participation Rate <sup>2</sup>
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage		
Reading	2005	2,774	28.2%	4,696	47.7%	1,779	18.1%	600	6.1%	10,106	97.5%
Writing	2005	2,615	26.5%	4,435	45.0%	2,423	24.6%	381	3.9%	10,106	97.5%
Math	2005	2,856	28.9%	3,557	36.0%	1,763	17.8%	1,705	17.3%	10,106	97.8%

Grade 7											
Subject	Test Year	Advanced		Proficient		Below Proficient		Far Below		Enrollment	Participation Rate <sup>2</sup>
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage		
Reading	2005	2,874	27.4%	4,990	48.0%	1,698	16.3%	857	8.2%	10,753	96.6%
Writing	2005	1,476	14.2%	5,900	56.7%	2,192	21.1%	841	8.1%	10,753	96.8%
Math	2005	2,436	23.4%	3,922	37.6%	2,406	23.1%	1,666	16.0%	10,753	97.0%

Grade 8											
Subject	Test Year	Advanced		Proficient		Below Proficient		Far Below		Enrollment	Participation Rate <sup>2</sup>
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage		
Reading	2005	3,219	31.3%	5,025	48.9%	1,555	15.1%	473	4.6%	10,723	95.8%
Writing	2005	654	6.3%	6,948	67.4%	2,026	19.7%	682	6.6%	10,723	96.1%
Math	2005	2,382	23.1%	4,025	39.0%	1,947	18.9%	1,962	19.0%	10,723	96.2%

Grade 9											
Subject	Test Year	Advanced		Proficient		Below Proficient		Far Below		Enrollment	Participation Rate <sup>2</sup>
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage		
Reading	2005	4,162	39.8%	3,927	37.5%	1,968	18.8%	402	3.8%	11,170	93.6%
Writing	2005	405	3.9%	7,208	69.1%	1,934	18.5%	890	8.5%	11,170	93.4%
Math	2005	2,559	24.5%	3,343	32.0%	2,119	20.3%	2,432	23.3%	11,170	93.6%

<sup>1</sup> Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

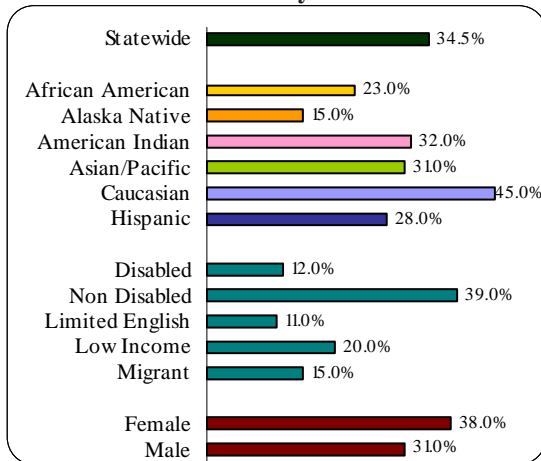
<sup>2</sup> Participation rate is calculated by dividing the total count of students tested by the number enrolled on the first day of testing.

## STATEWIDE PERFORMANCE SPRING 2005 SBA RESULTS

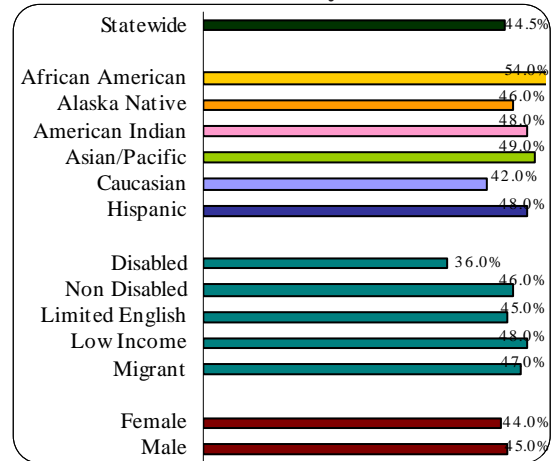
The following charts illustrate statewide performance on the Standards Based Assessments Examinations, High School Graduation Qualifying Examination and TerraNova CAT6 administered in March 2005. Results are provided for each assessment and include a statewide average as well as information regarding the achievement of subgroups including major racial and ethnic groups, low income, limited English proficiency, disability status, migrant status, and gender.

### SBA, GRADE 3, READING

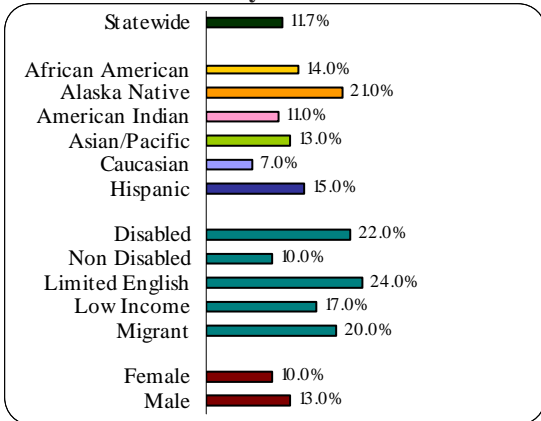
#### ADVANCED Proficiency Level



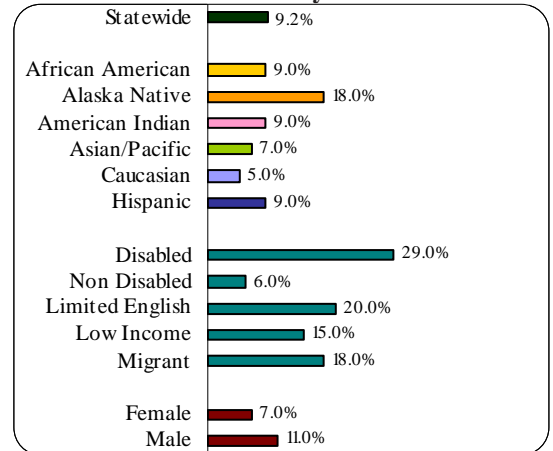
#### PROFICIENT Proficiency Level



#### BELOW Proficiency Level

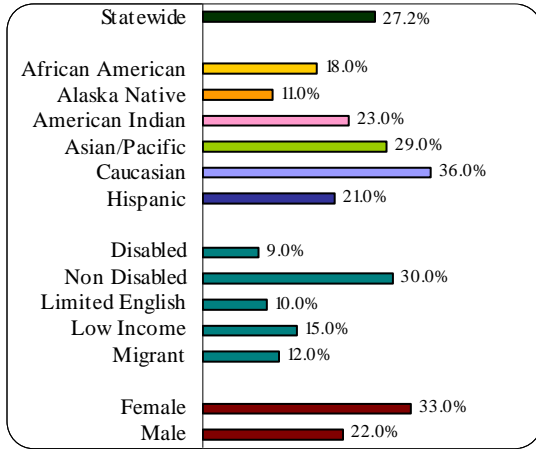


#### FAR BELOW Proficiency Level

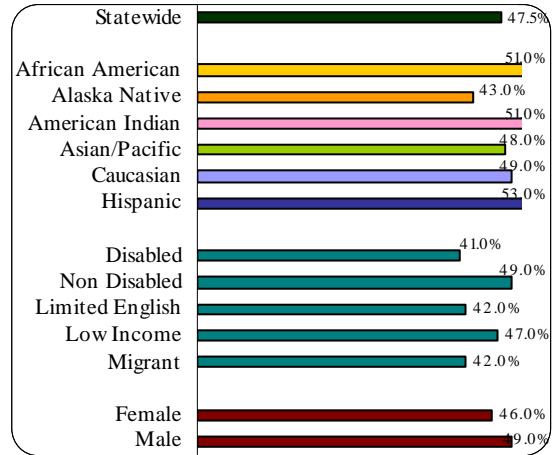


SBA, GRADE 3, WRITING

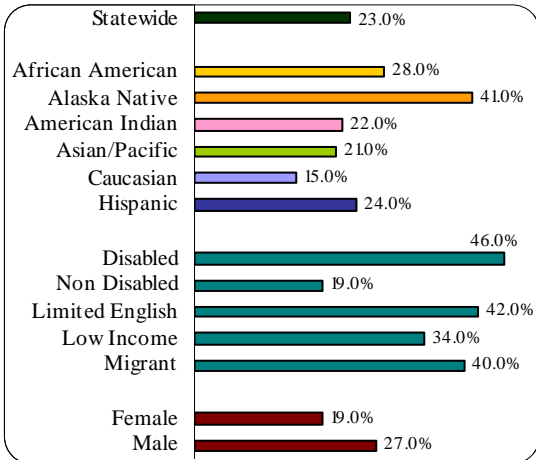
ADVANCED Proficiency Level



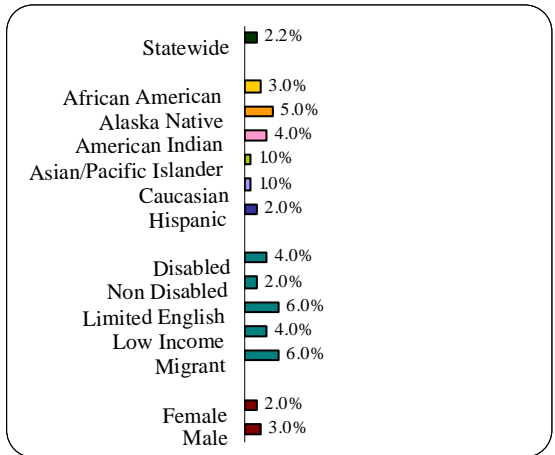
PROFICIENT Proficiency Level



BELOW Proficiency Level

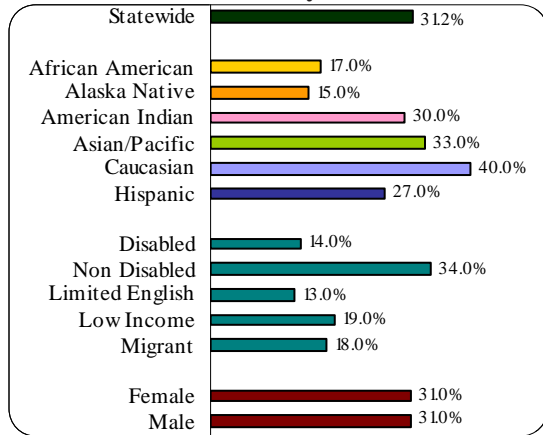


FAR BELOW Proficiency Level

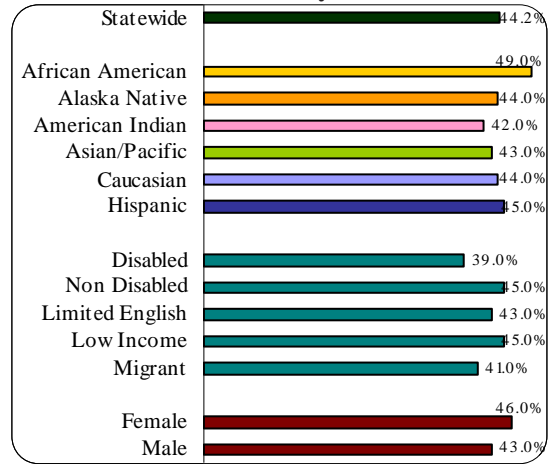


SBA, GRADE 3, MATHEMATICS

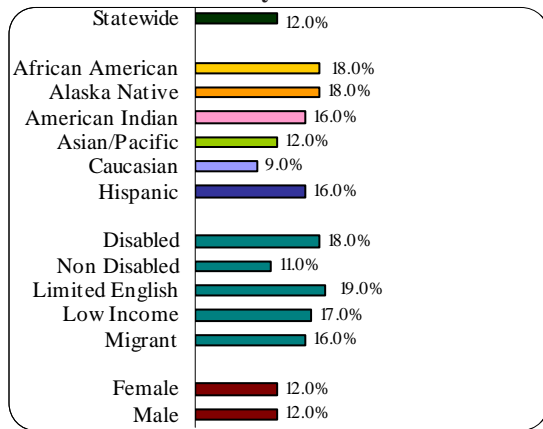
**ADVANCED Proficiency Level**



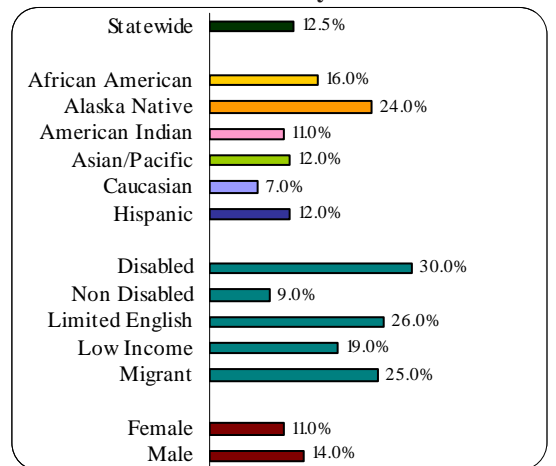
**PROFICIENT Proficiency Level**



**BELOW Proficiency Level**

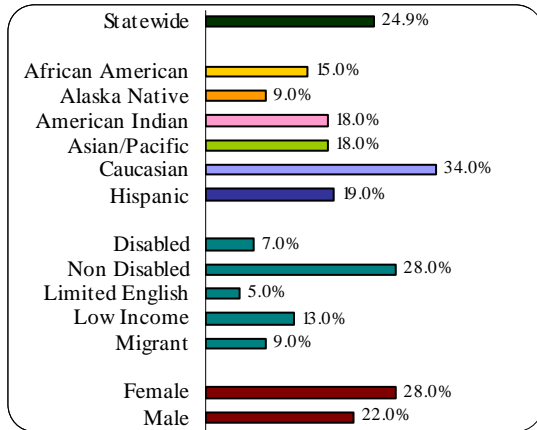


**FAR BELOW Proficiency Level**

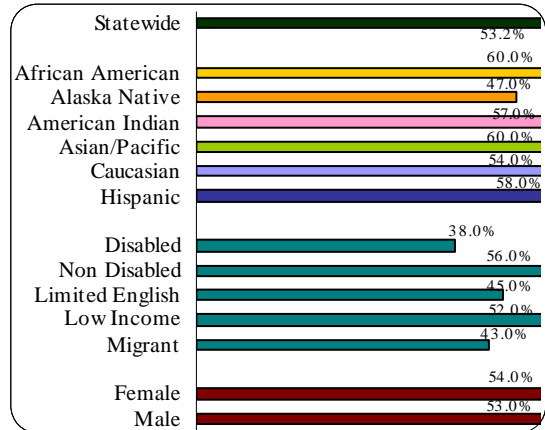


SBA, GRADE 4, READING

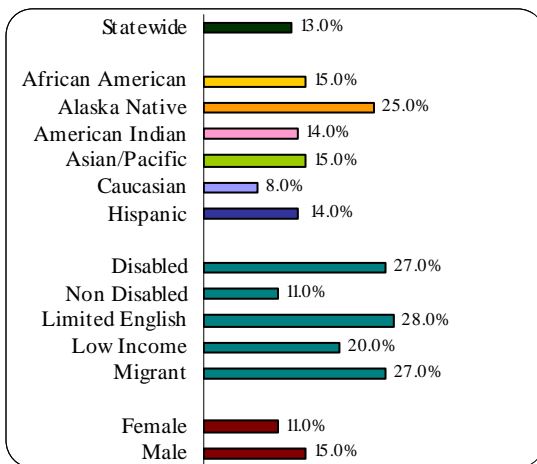
ADVANCED Proficiency Level



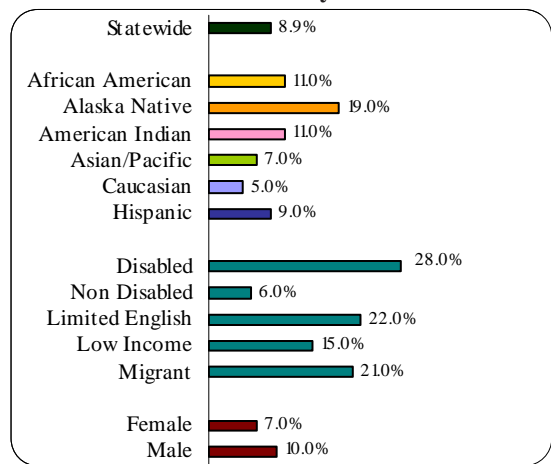
PROFICIENT Proficiency Level



BELOW Proficiency Level

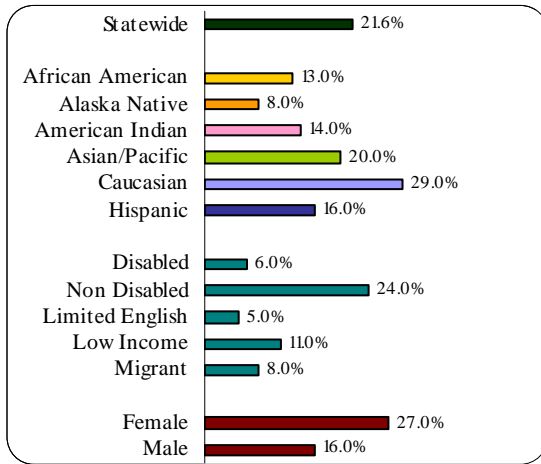


FAR BELOW Proficiency Level

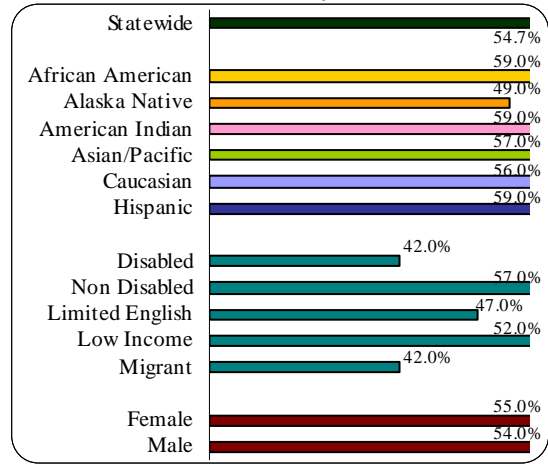


SBA, GRADE 4, WRITING

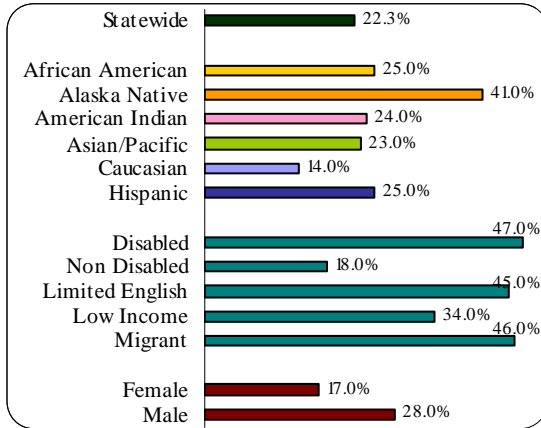
ADVANCED Proficiency Level



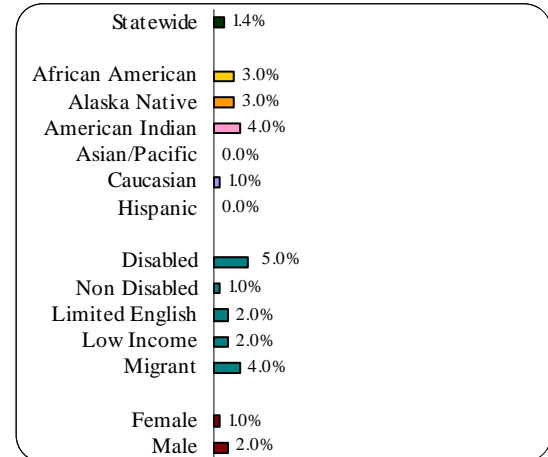
PROFICIENT Proficiency Level



BELOW Proficiency Level

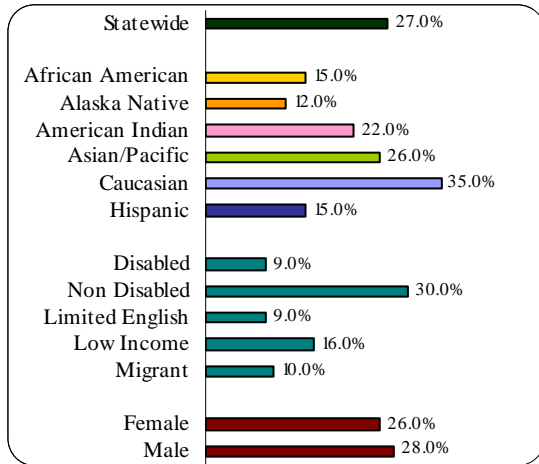


FAR BELOW Proficiency Level

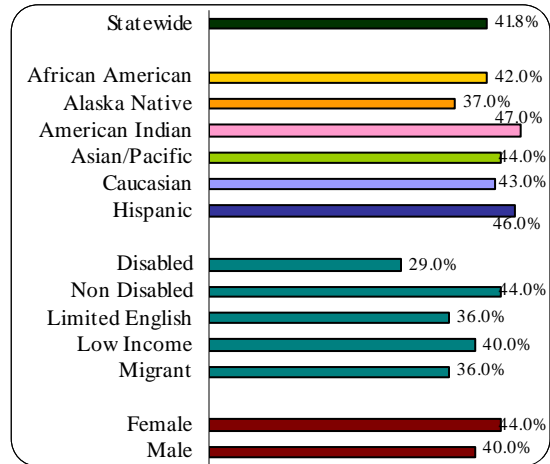


SBA, GRADE 4, MATHEMATICS

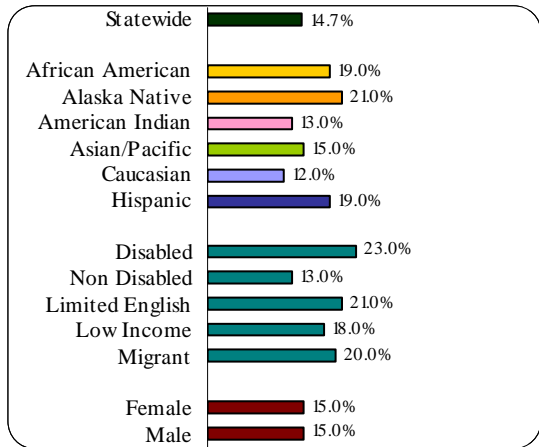
**ADVANCED Proficiency Level**



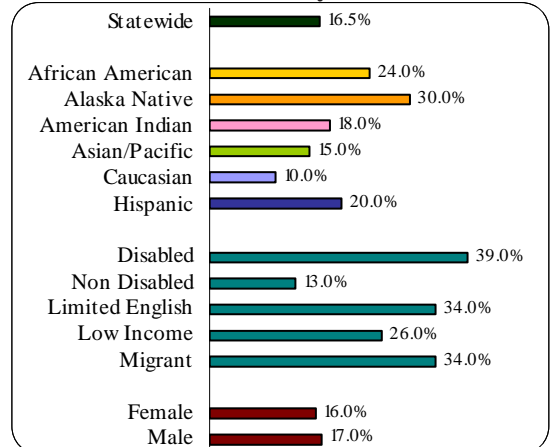
**PROFICIENT Proficiency Level**



**BELOW Proficiency Level**

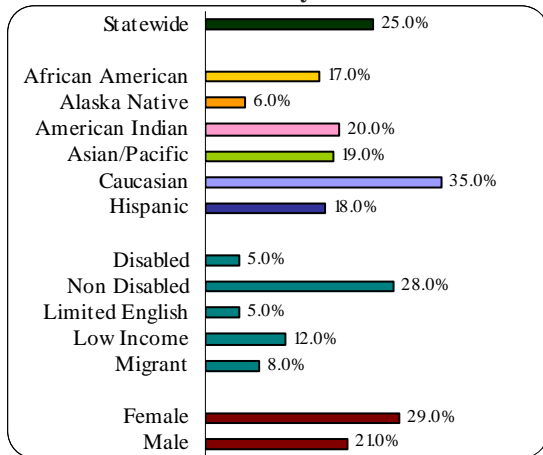


**FAR BELOW Proficiency Level**

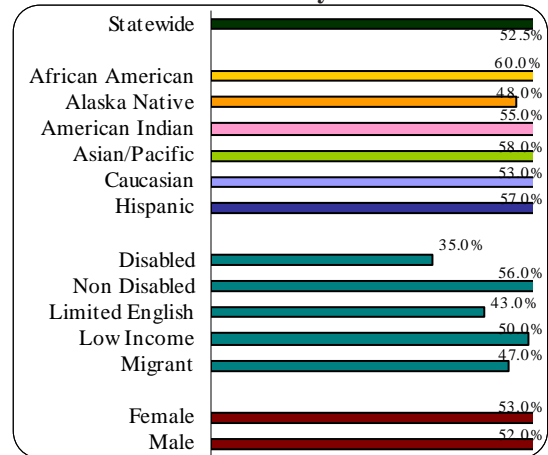


SBA, GRADE 5, READING

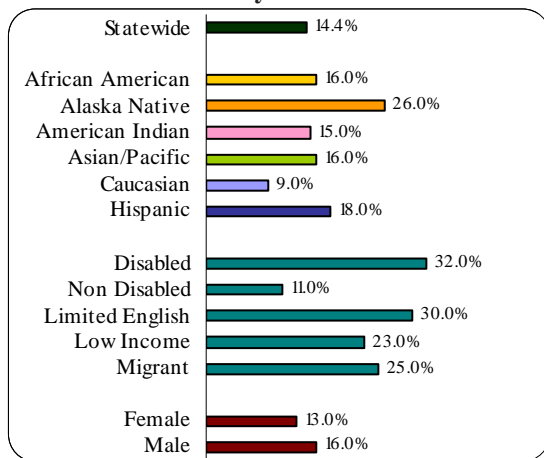
ADVANCED Proficiency Level



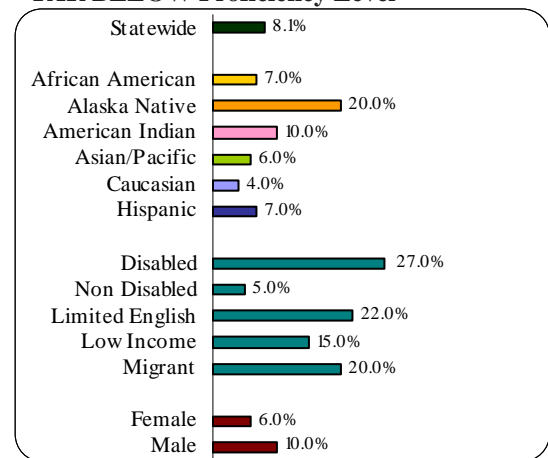
PROFICIENT Proficiency Level



BELOW Proficiency Level



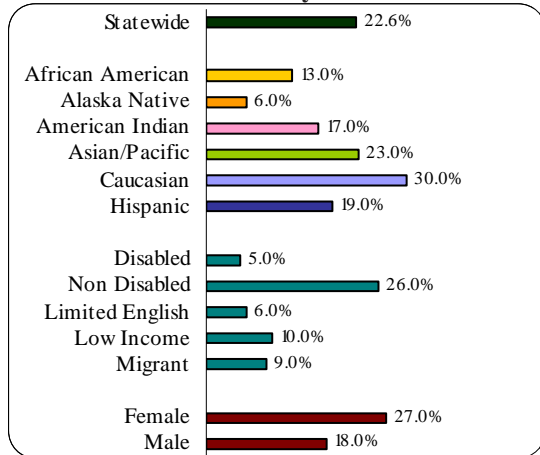
FAR BELOW Proficiency Level



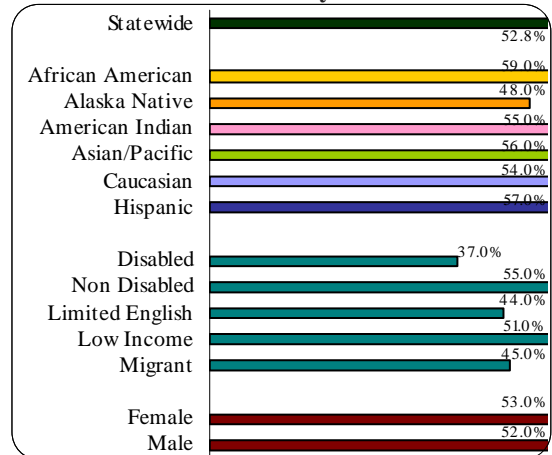


SBA, GRADE 5, WRITING

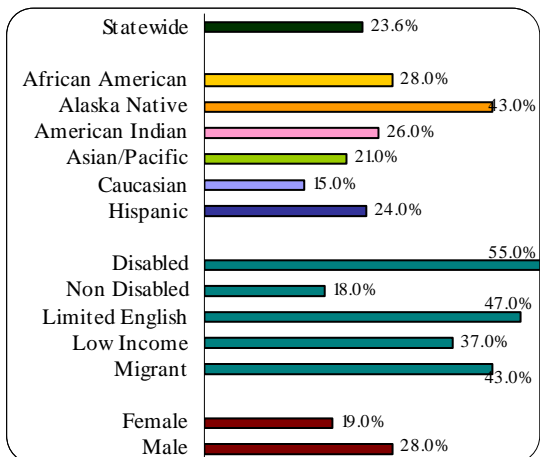
**ADVANCED Proficiency Level**



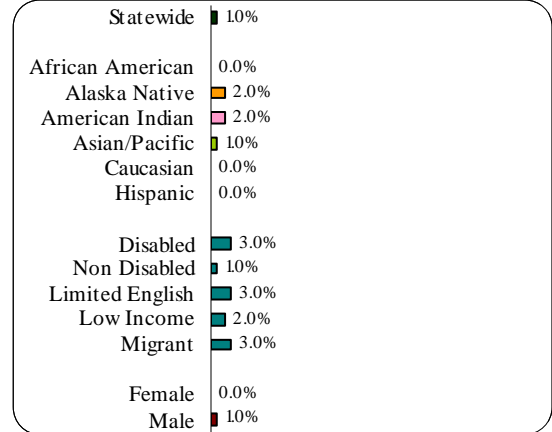
**PROFICIENT Proficiency Level**



**BELOW Proficiency Level**

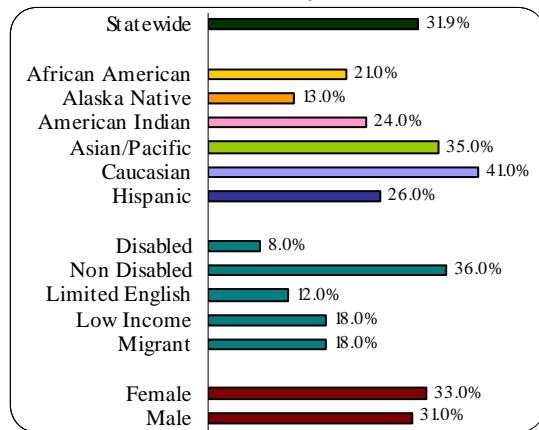


**FAR BELOW Proficiency Level**

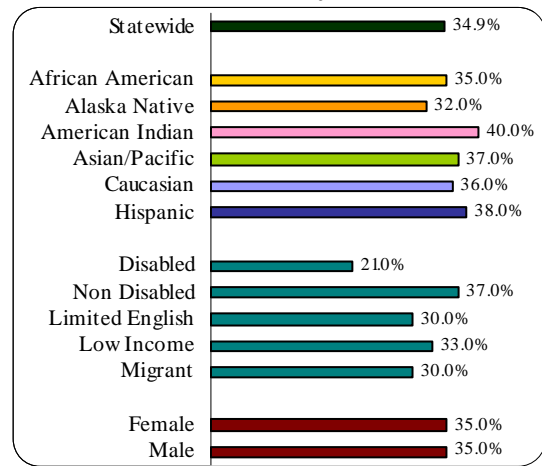


SBA, GRADE 5, MATHEMATICS

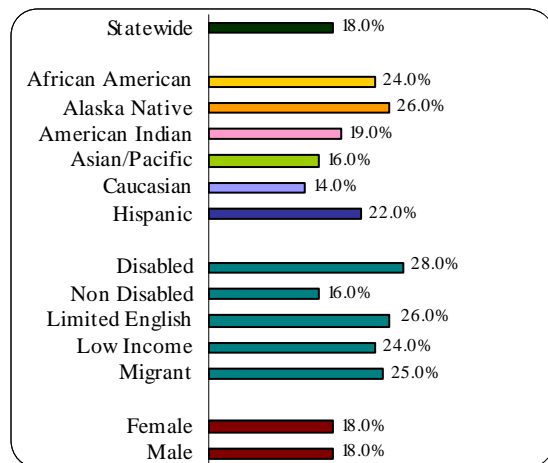
ADVANCED Proficiency Level



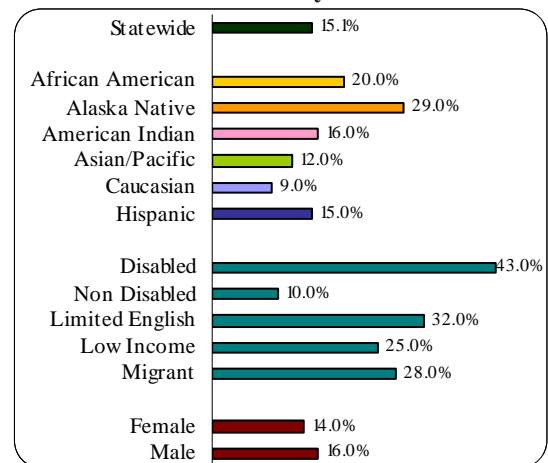
PROFICIENT Proficiency Level



BELOW Proficiency Level

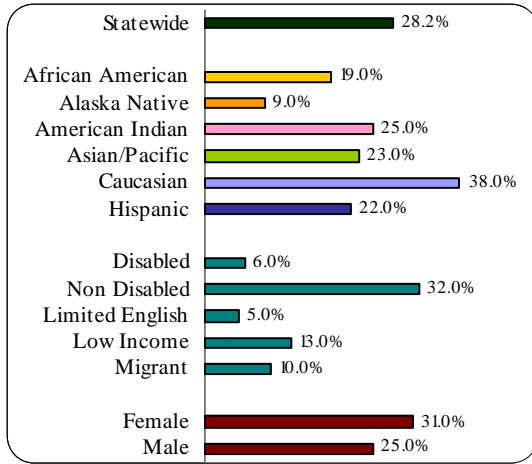


FAR BELOW Proficiency Level

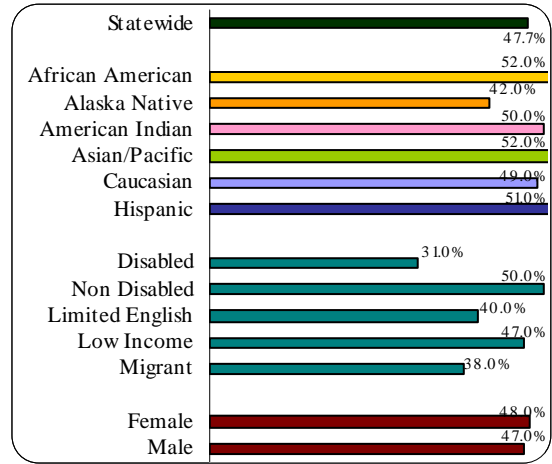


SBA, GRADE 6, READING

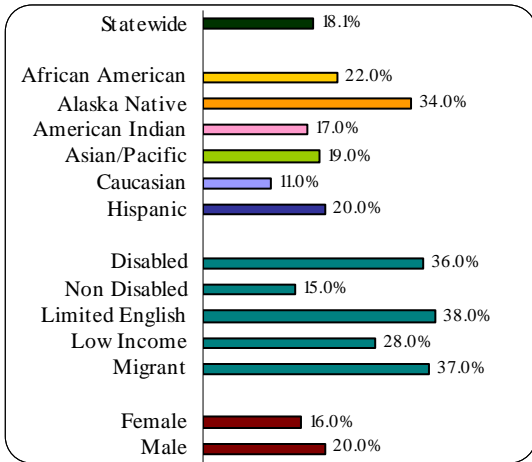
ADVANCED Proficiency Level



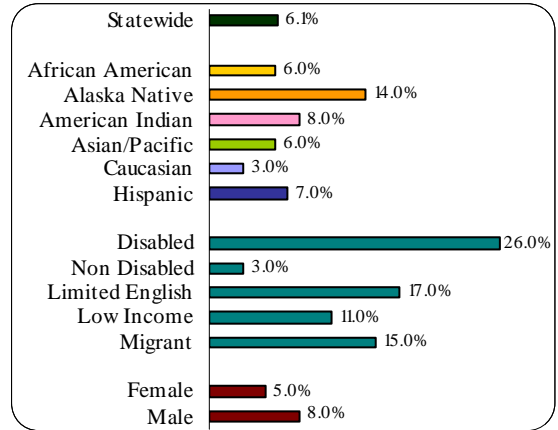
PROFICIENT Proficiency Level



BELOW Proficiency Level

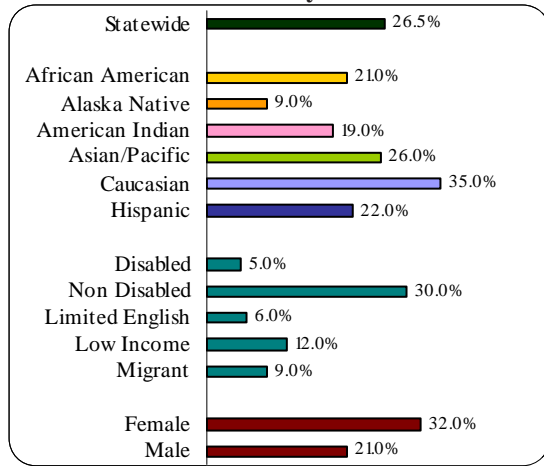


FAR BELOW Proficiency Level

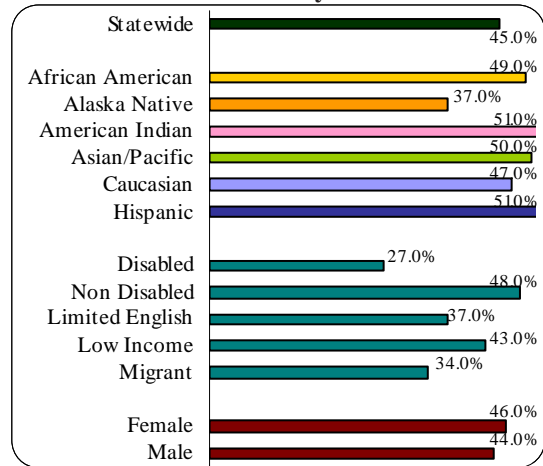


SBA, GRADE 6, WRITING

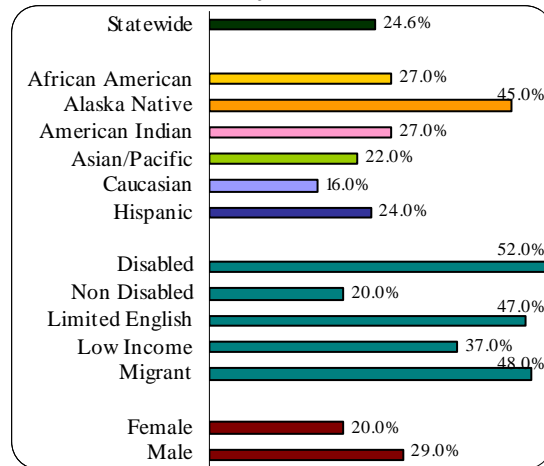
ADVANCED Proficiency Level



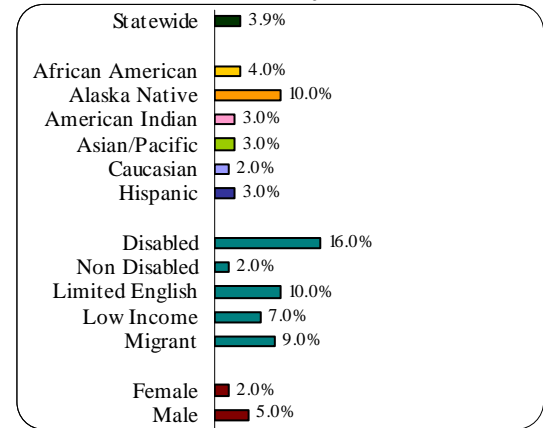
PROFICIENT Proficiency Level



BELOW Proficiency Level

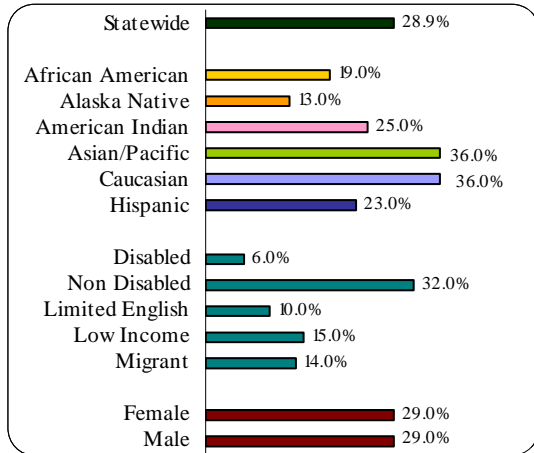


FAR BELOW Proficiency Level

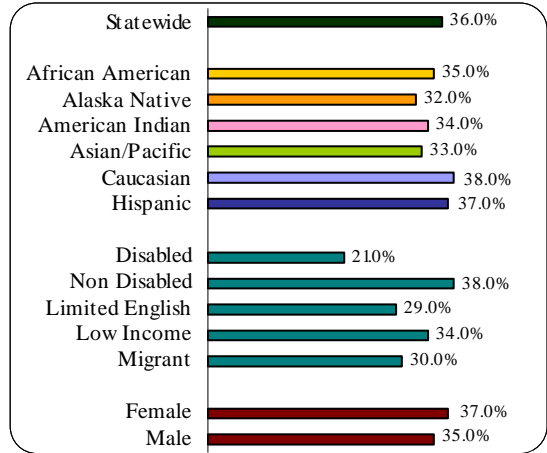


**SBA, GRADE 6, MATHEMATICS**

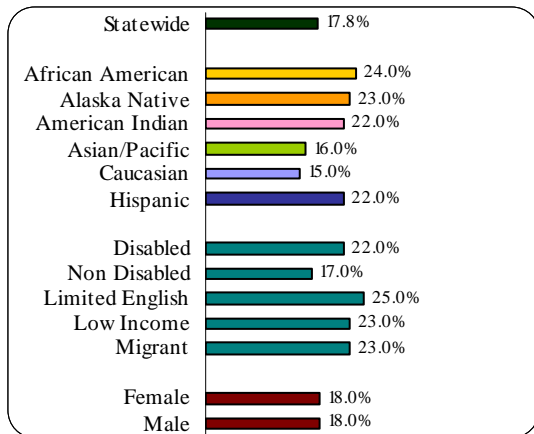
**ADVANCED Proficiency Level**



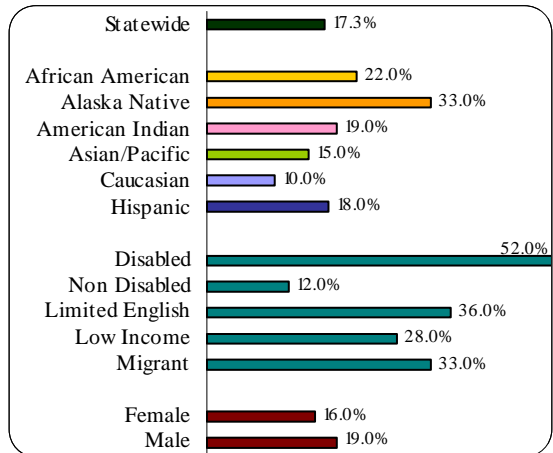
**PROFICIENT Proficiency Level**



**BELOW Proficiency Level**

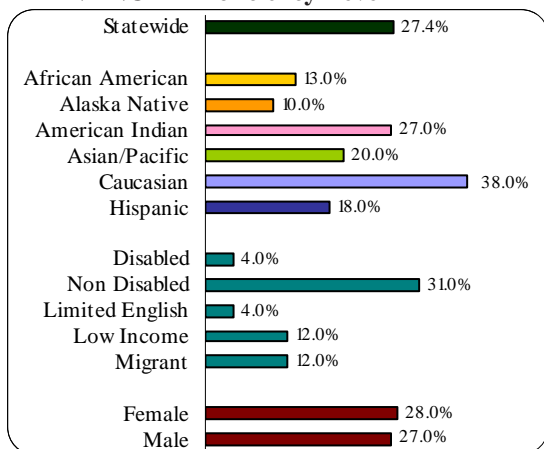


**FAR BELOW Proficiency Level**

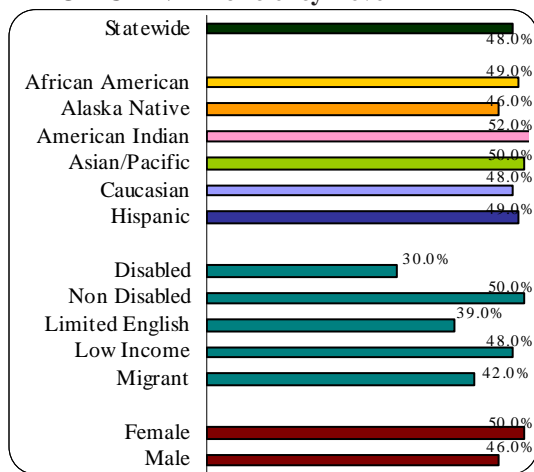


SBA, GRADE 7, READING

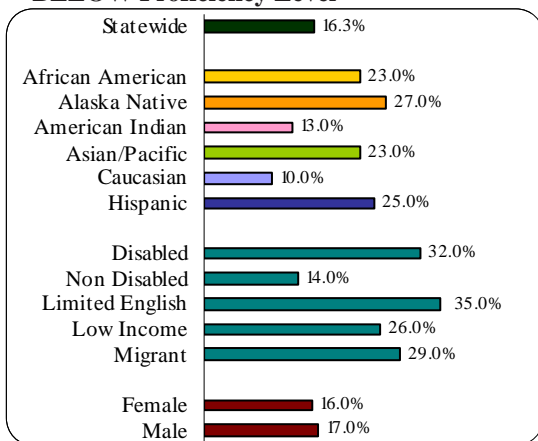
ADVANCED Proficiency Level



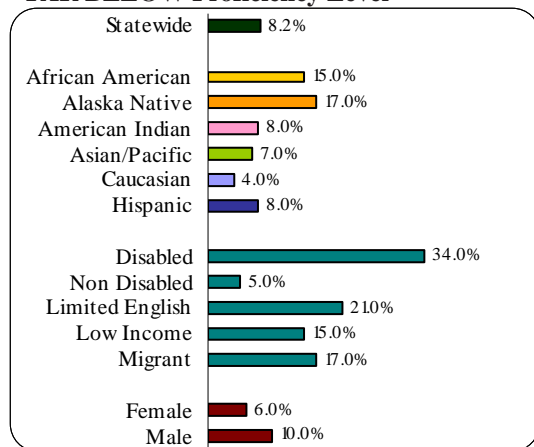
PROFICIENT Proficiency Level



BELOW Proficiency Level

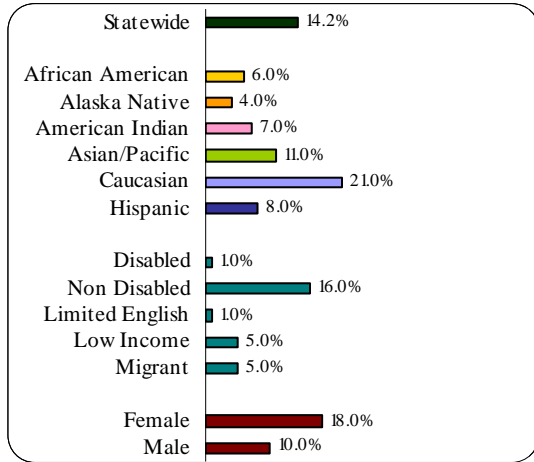


FAR BELOW Proficiency Level

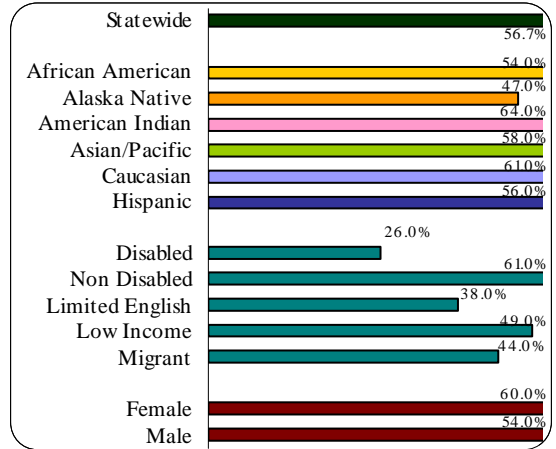


SBA, GRADE 7, WRITING

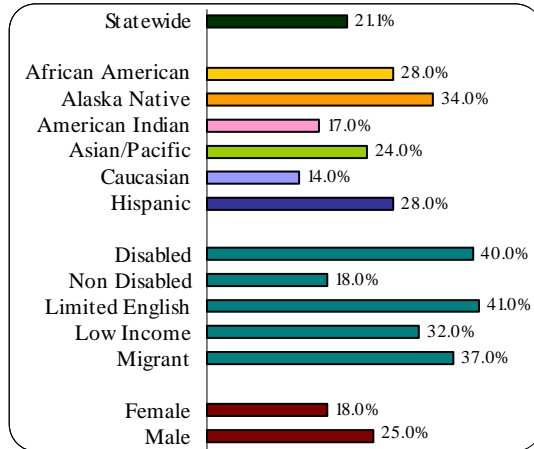
**ADVANCED Proficiency Level**



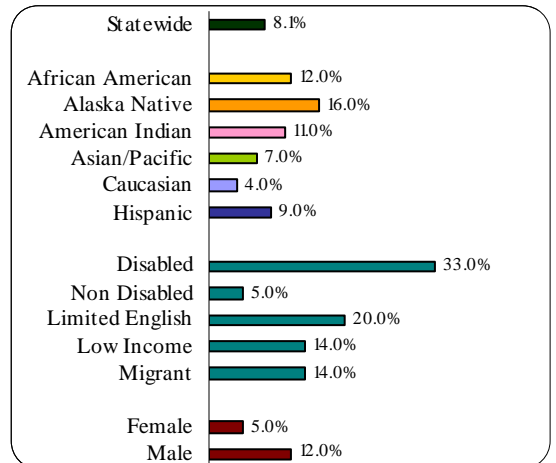
**PROFICIENT Proficiency Level**



**BELOW Proficiency Level**

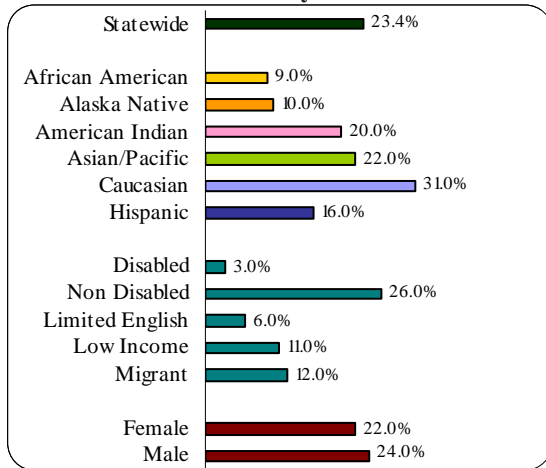


**FAR BELOW Proficiency Level**

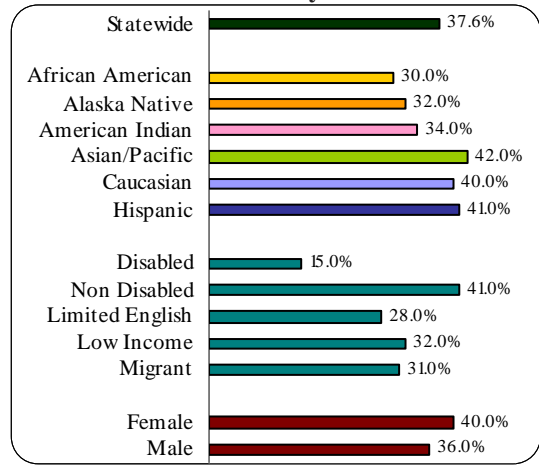


SBA, GRADE 7, MATHEMATICS

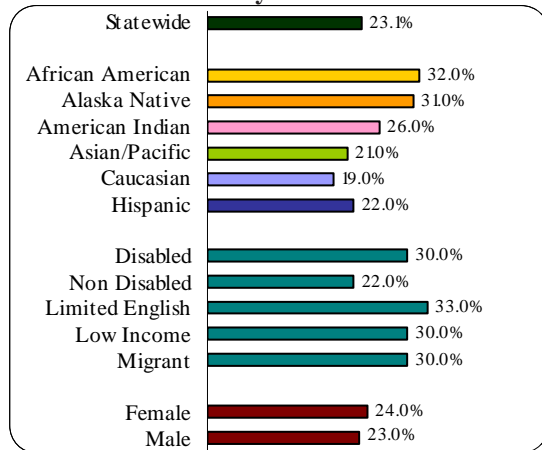
**ADVANCED Proficiency Level**



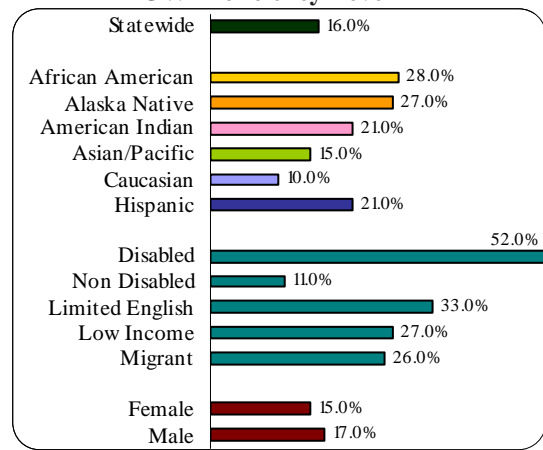
**PROFICIENT Proficiency Level**



**BELOW Proficiency Level**



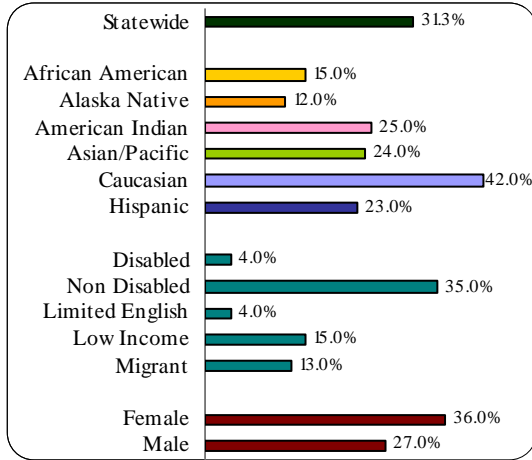
**FAR BELOW Proficiency Level**



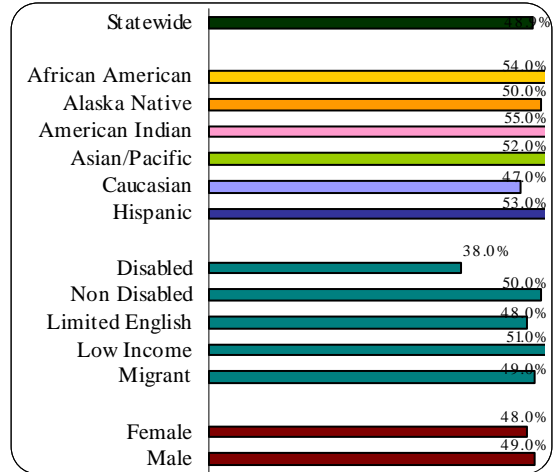


SBA, GRADE 8, READING

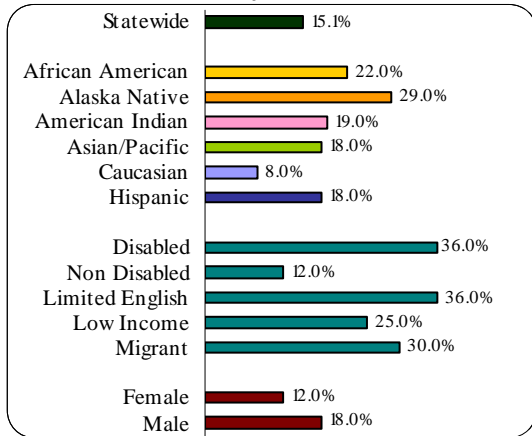
ADVANCED Proficiency Level



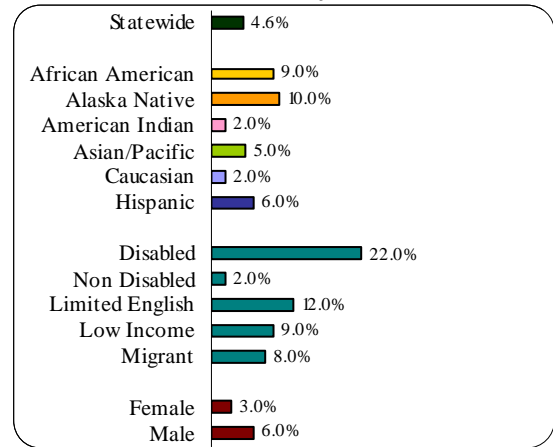
PROFICIENT Proficiency Level



BELOW Proficiency Level

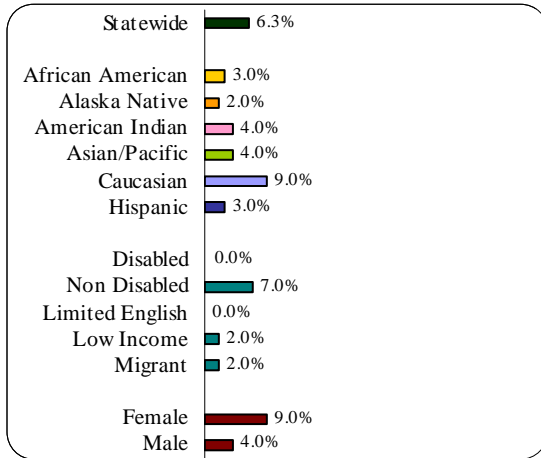


FAR BELOW Proficiency Level

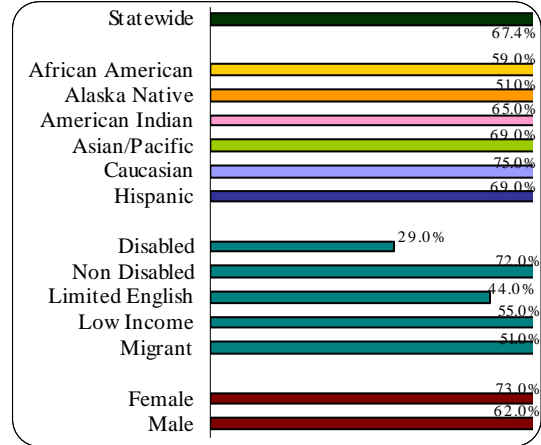


SBA, GRADE 8, WRITING

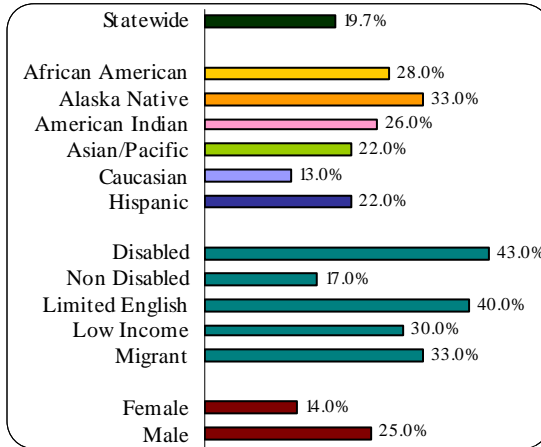
**ADVANCED Proficiency Level**



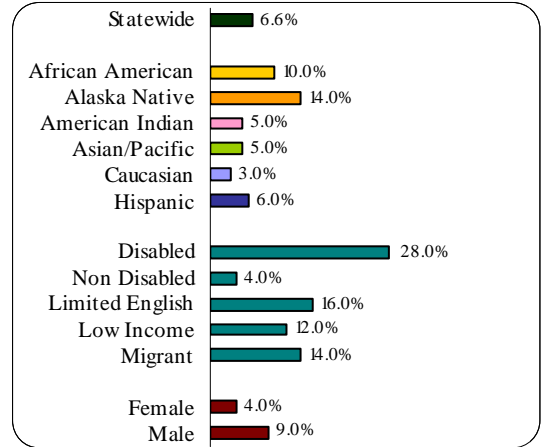
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**BELOW Proficiency Level**

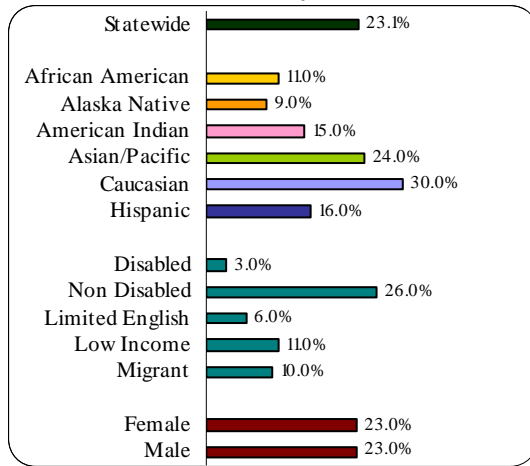


**FAR BELOW Proficiency Level**

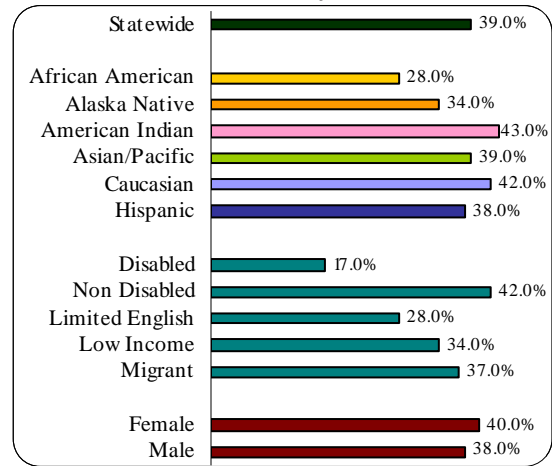


SBA, GRADE 8, MATHEMATICS

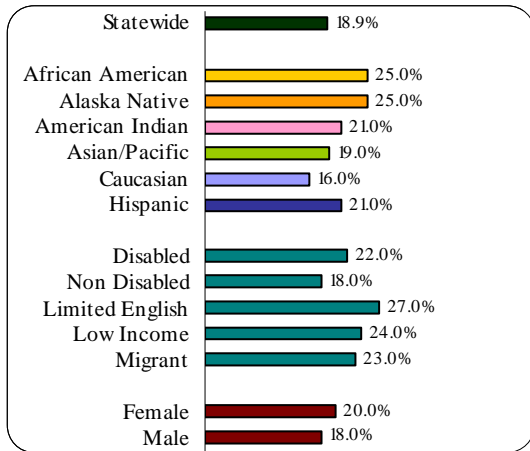
**ADVANCED Proficiency Level**



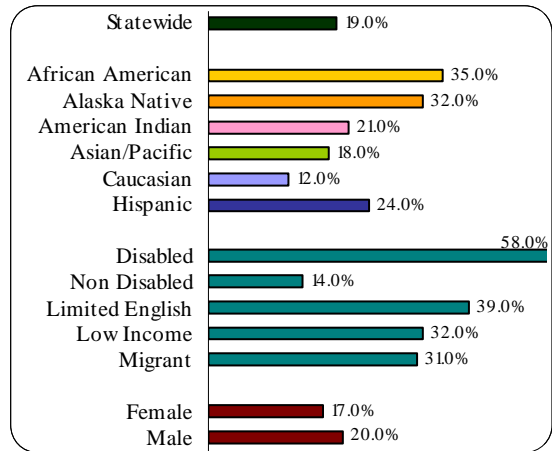
**PROFICIENT Proficiency Level**



**BELOW Proficiency Level**

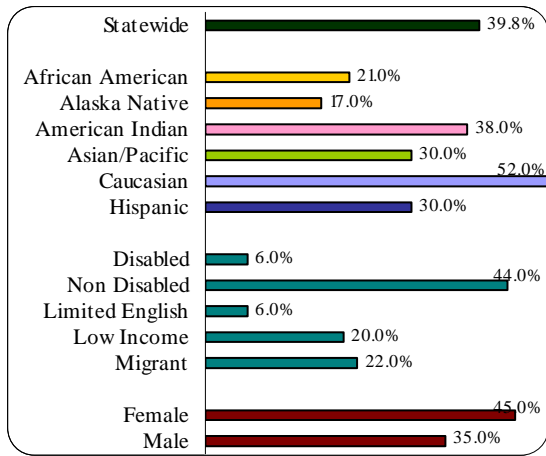


**FAR BELOW Proficiency Level**

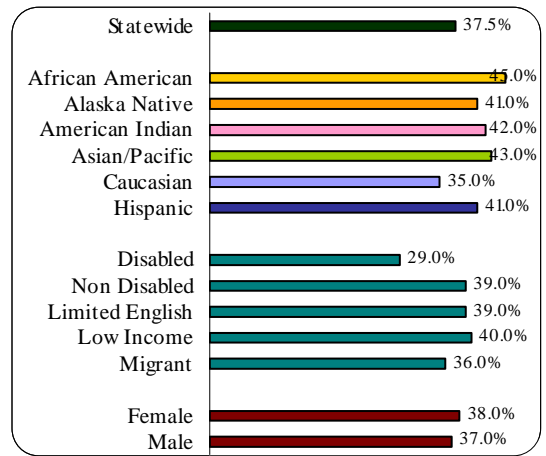


SBA, GRADE 9, READING

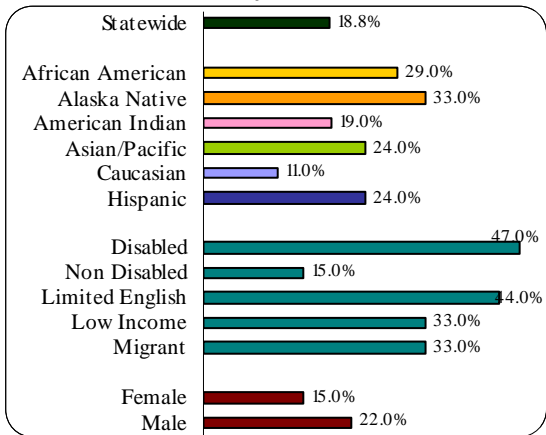
ADVANCED Proficiency Level



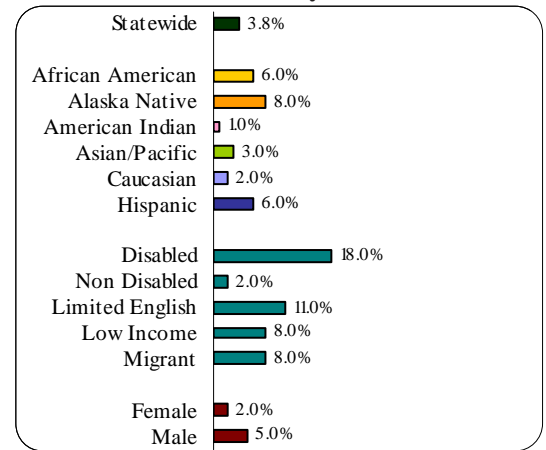
PROFICIENT Proficiency Level



BELOW Proficiency Level

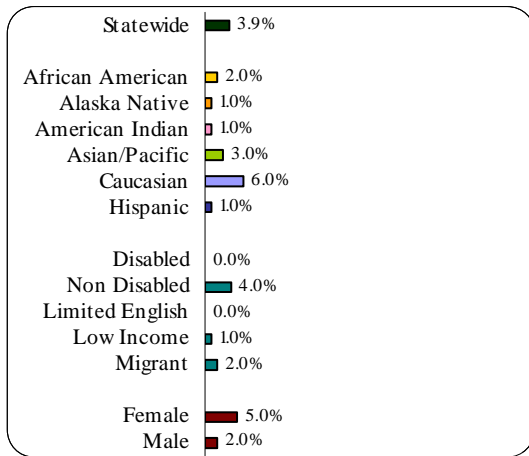


FAR BELOW Proficiency Level

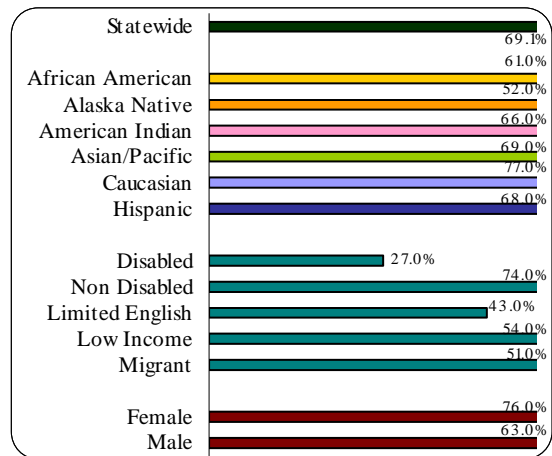


SBA, GRADE 9, WRITING

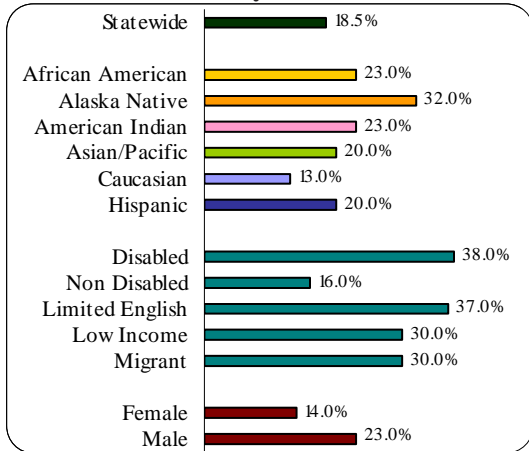
ADVANCED Proficiency Level



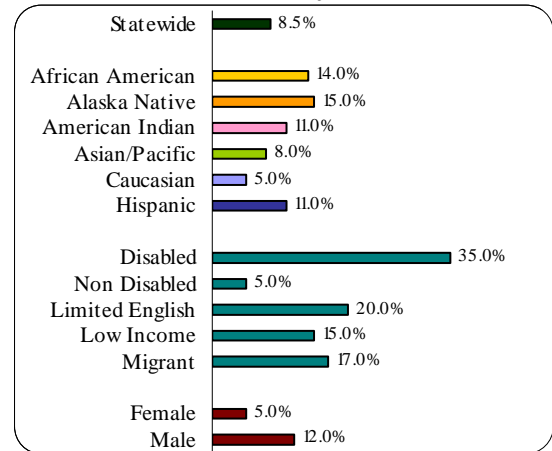
PROFICIENT Proficiency Level



BELOW Proficiency Level

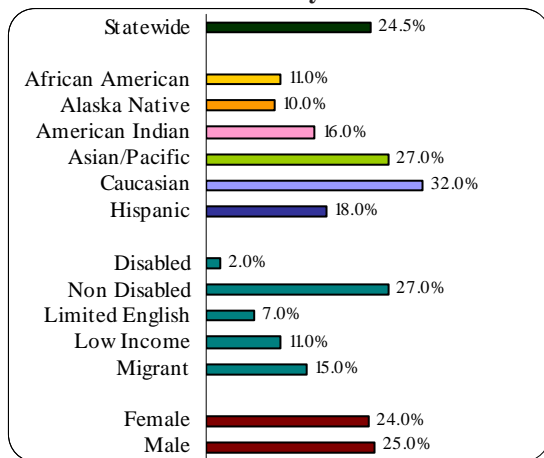


FAR BELOW Proficiency Level

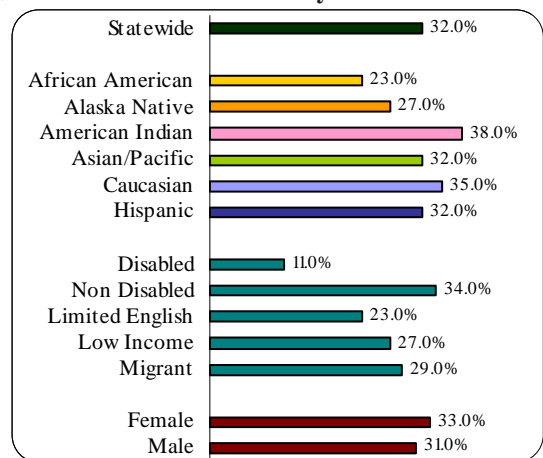


SBA, GRADE 9, MATHEMATICS

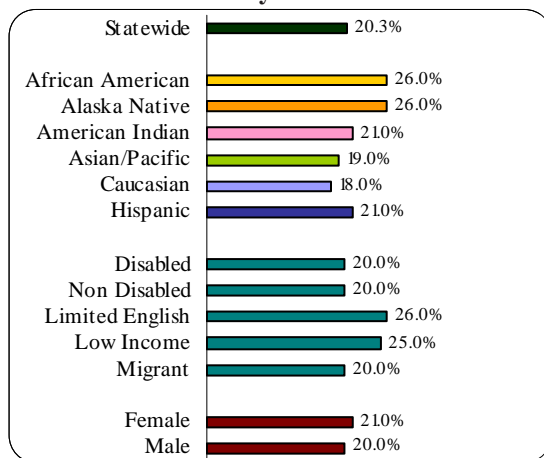
ADVANCED Proficiency Level



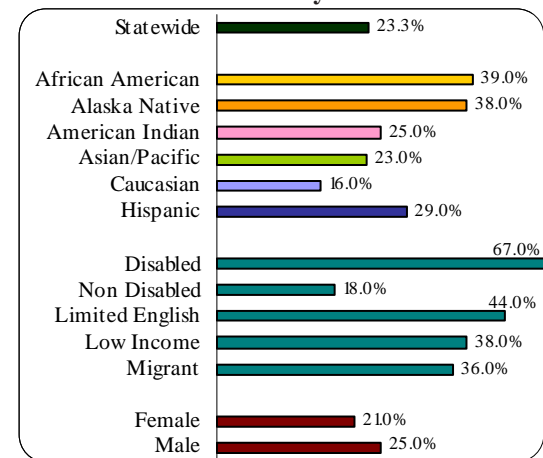
PROFICIENT Proficiency Level



BELOW Proficiency Level

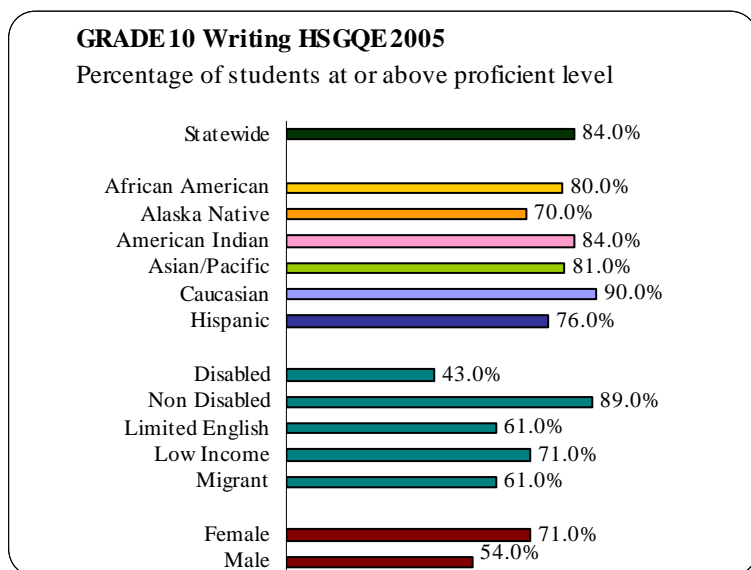
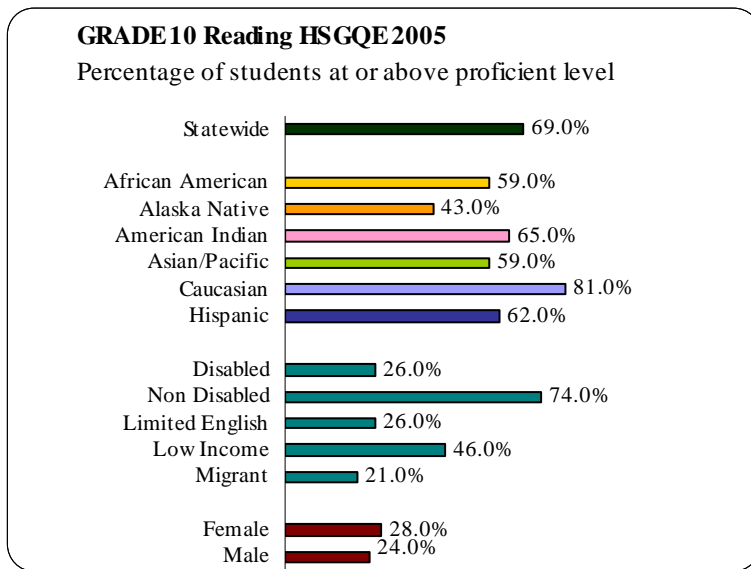


FAR BELOW Proficiency Level



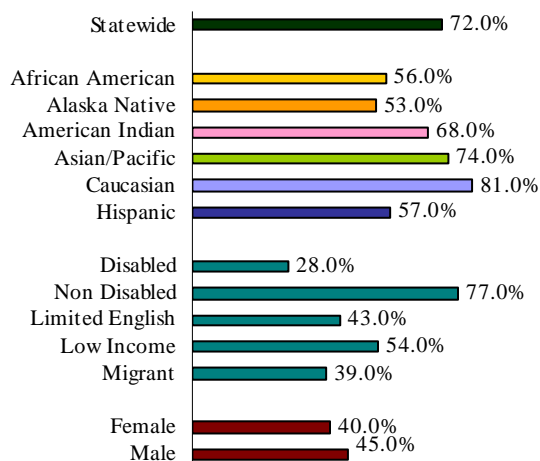
## STATEWIDE PERFORMANCE SPRING 2005 10TH GRADE HSGQE RESULTS

The High School Graduation Qualifying Examination (HSGQE) was administered for the first time in March of 2000. The exam is administered in the fall and spring of each school year to provide multiple opportunities for high school students to take the exam prior to their senior year. State regulation 4 ACC 06.755 requires all students to take the HSGQE in the spring of their sophomore year. The following charts illustrate the HSGQE results for all students in Spring 2005. Students that are beyond the tenth grade are retaking parts of the exam that they had not previously passed.



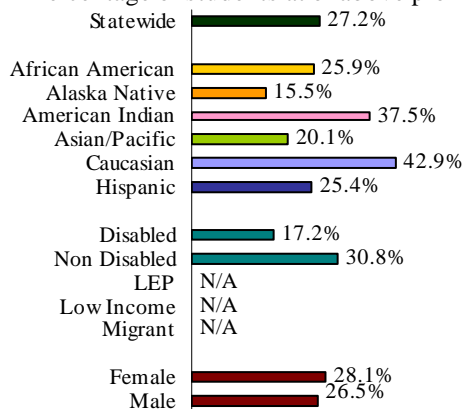
**GRADE 10 Math HSGQE 2005**

Percentage of students at or above proficient level



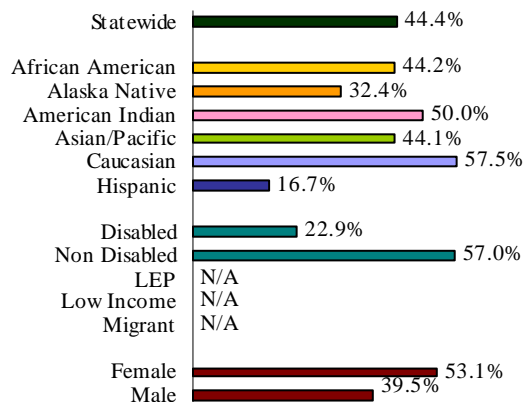
**GRADE 11 Reading HSGQE 2005**

Percentage of students at or above proficient level



**GRADE 11 Writing HSGQE 2005**

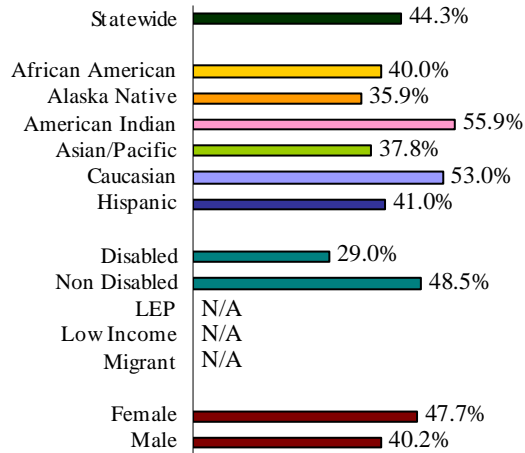
Percentage of students at or above proficient level





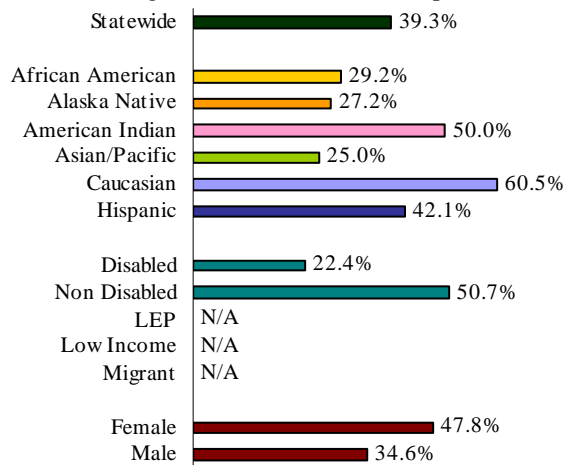
**GRADE 11 Math HSGQE 2005**

Percentage of students at or above proficient level



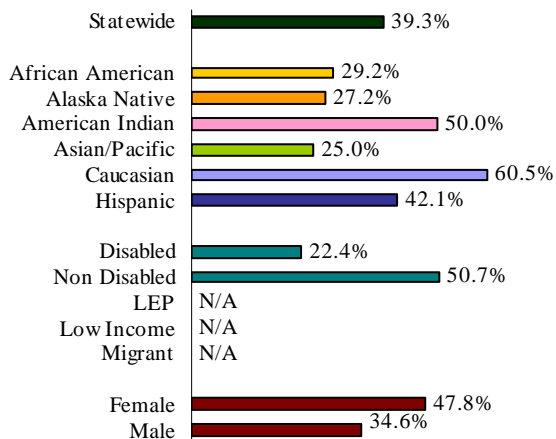
**GRADE 12 Reading HSGQE 2005**

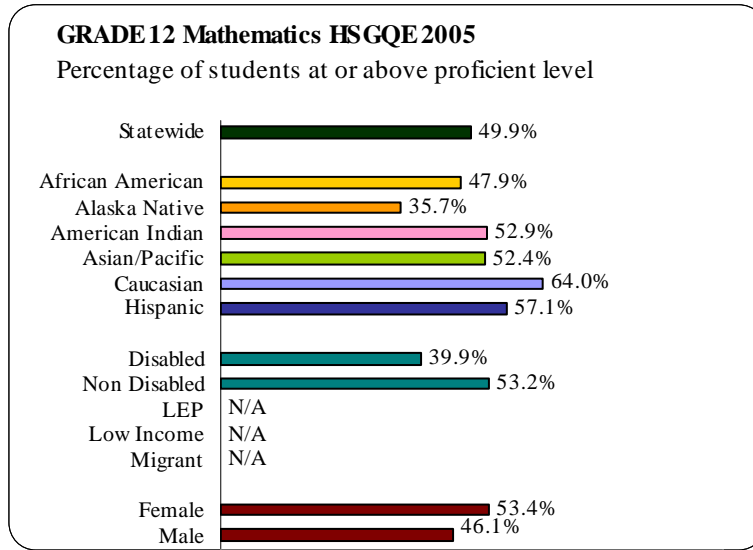
Percentage of students at or above proficient level



**GRADE 12 Writing HSGQE 2005**

Percentage of students at or above proficient level



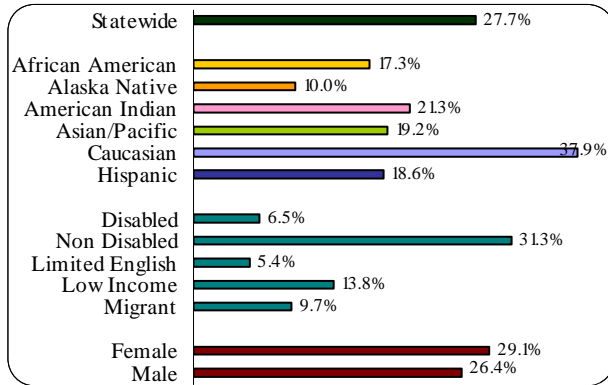


# STATEWIDE PERFORMANCE SPRING 2005

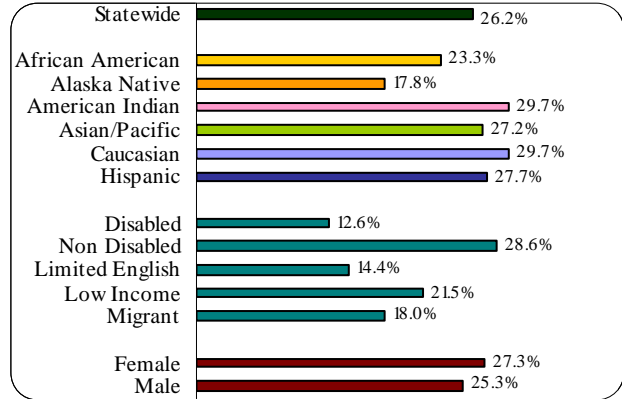
## TERRANOVA CAT/6 RESULTS

### GRADE 5 Reading TerraNova/CAT 6 National Distribution

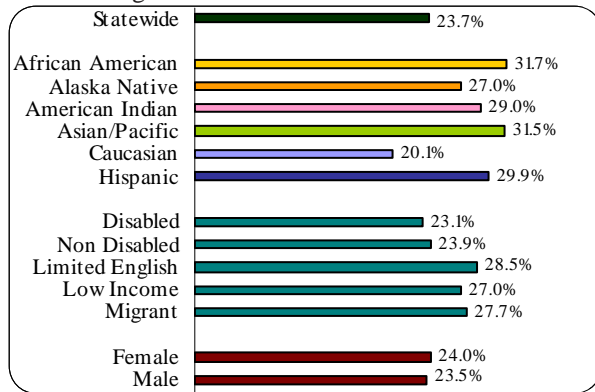
Percentage of students above 75%



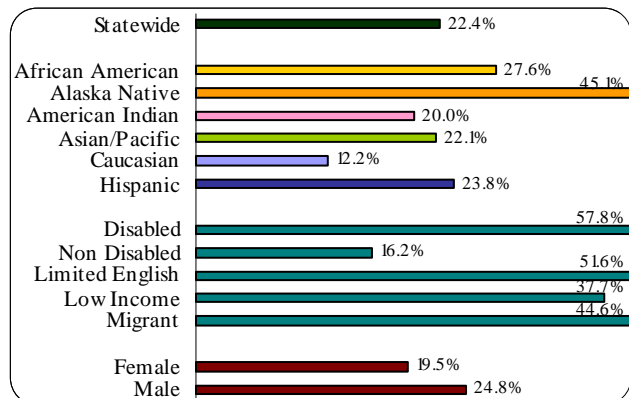
Percentage of students between 51% - 75%



Percentage of students between 26% - 50%

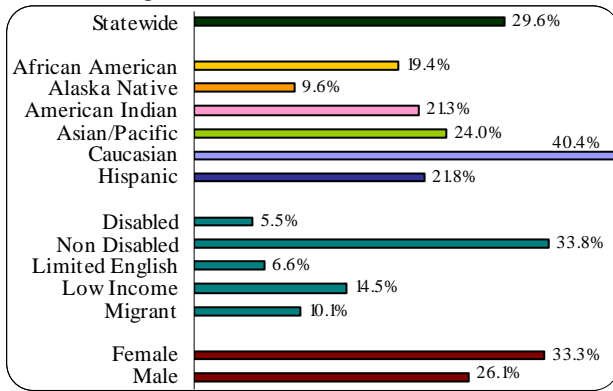


Percentage of students below 26%

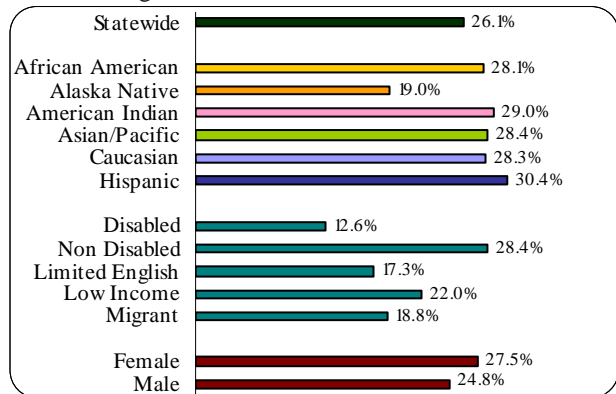


GRADE 5 Language TerraNova/CAT 6 National Distribution

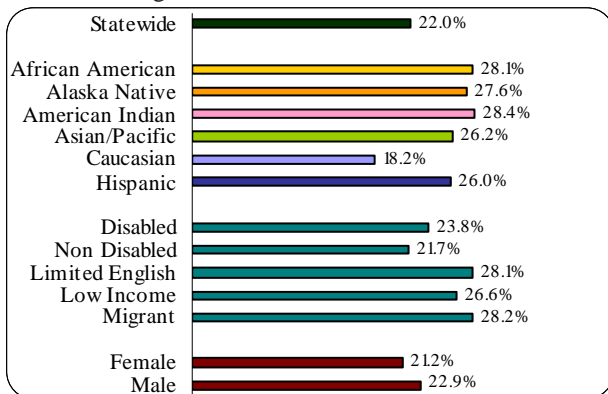
Percentage of students **above 75%**



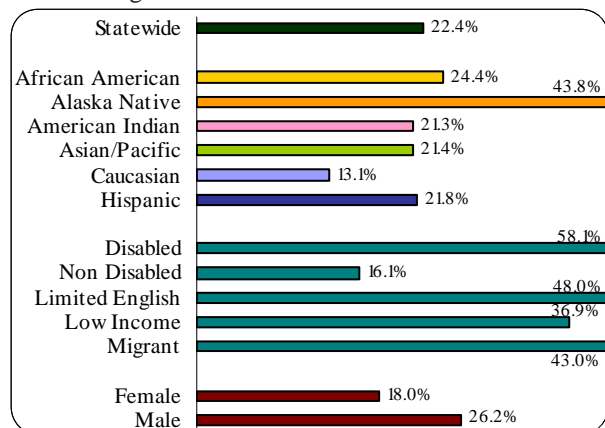
Percentage of students **between 51% - 75%**



Percentage of students **between 26% - 50%**

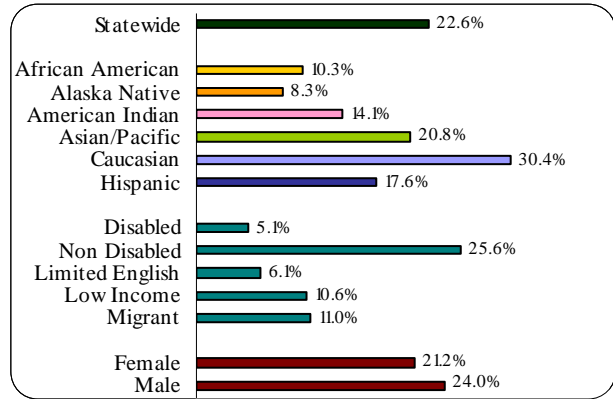


Percentage of students **below 26%**

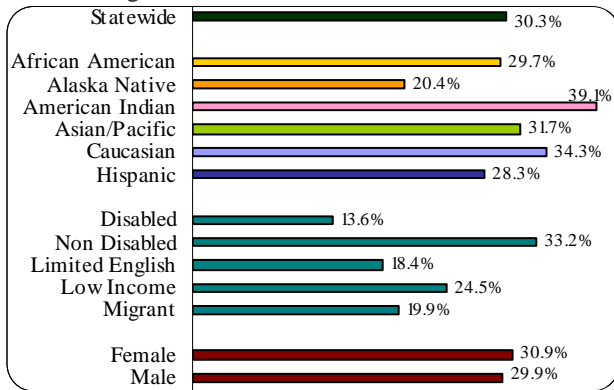


GRADE 5 Math TerraNova/CAT 6 National Distribution

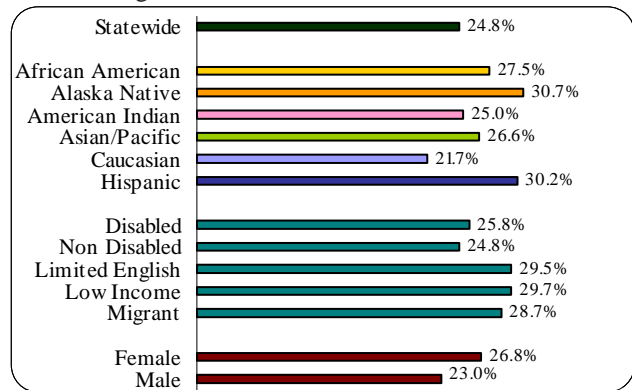
Percentage of students **above 75%**



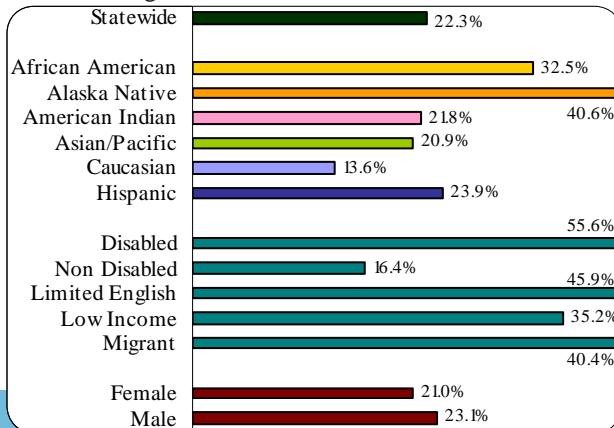
Percentage of students **between 51% - 75%**



Percentage of students **between 26% - 50%**

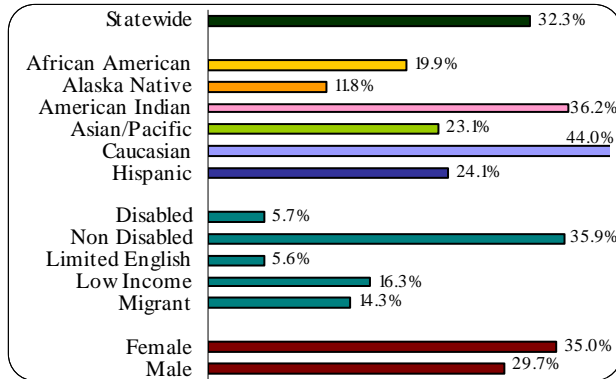


Percentage of students **below 26%**

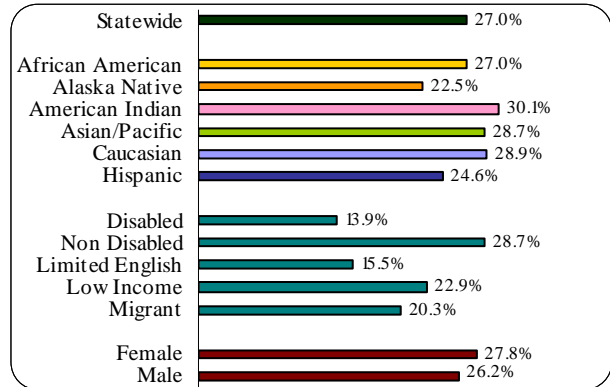


GRADE 7 Reading TerraNova/CAT 6 National Distribution

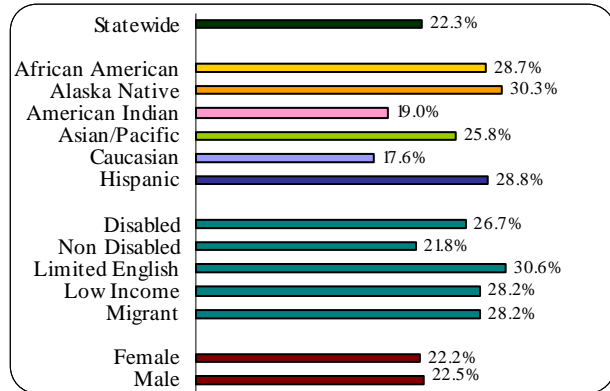
Percentage of students **above 75%**



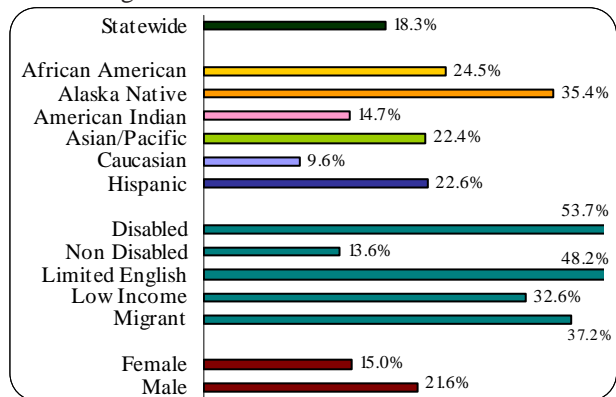
Percentage of students **between 51% - 75%**



Percentage of students **between 26% - 50%**

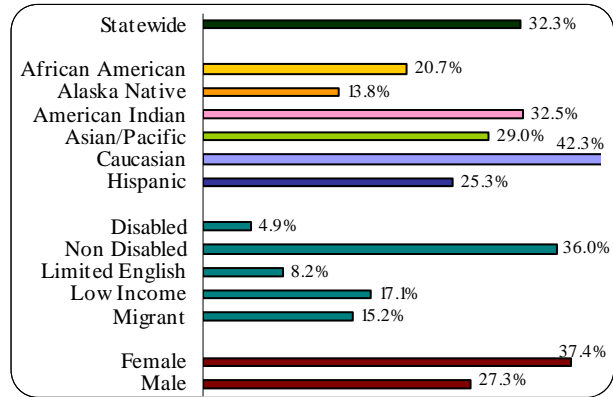


Percentage of students **below 26%**

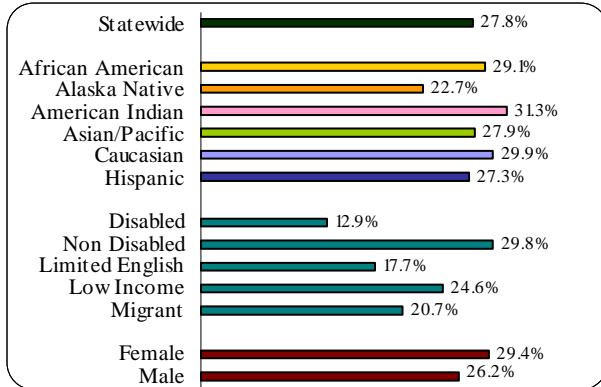


**GRADE 7 Language TerraNova/CAT 6 National Distribution**

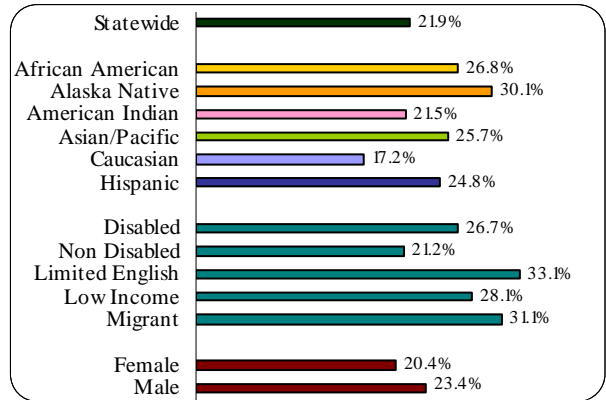
Percentage of students **above 75%**



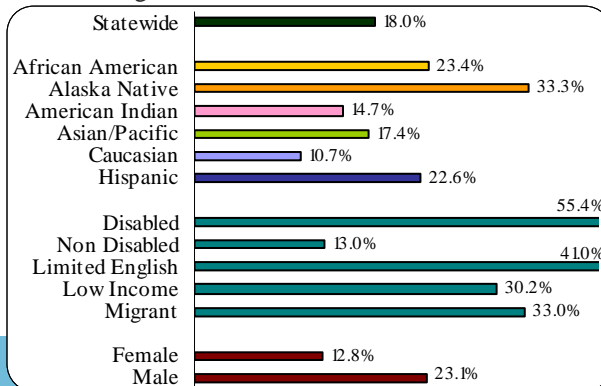
Percentage of students **between 51% - 75%**



Percentage of students **between 26% - 50%**

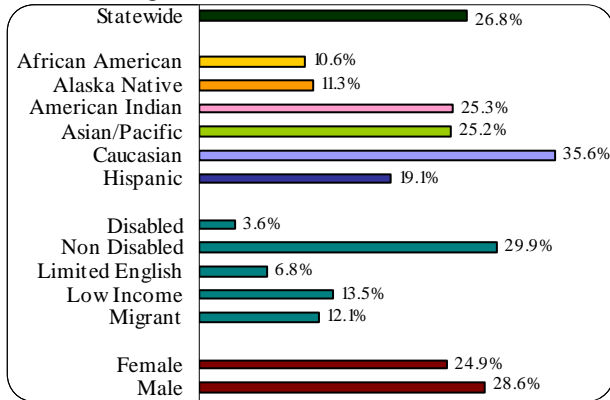


Percentage of students **below 26%**

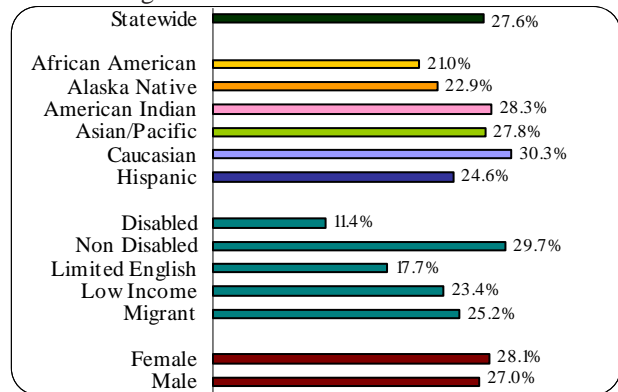


GRADE 7 Math TerraNova/CAT 6 National Distribution

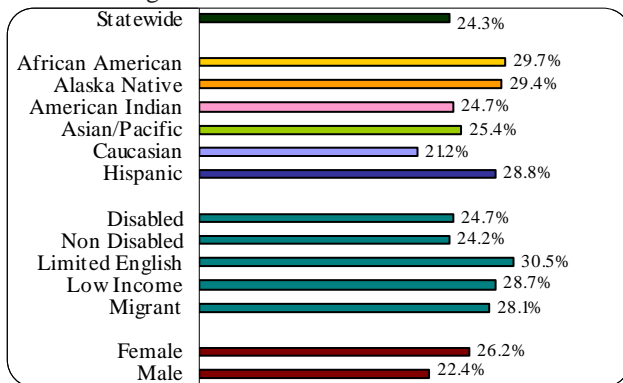
Percentage of students above 75%



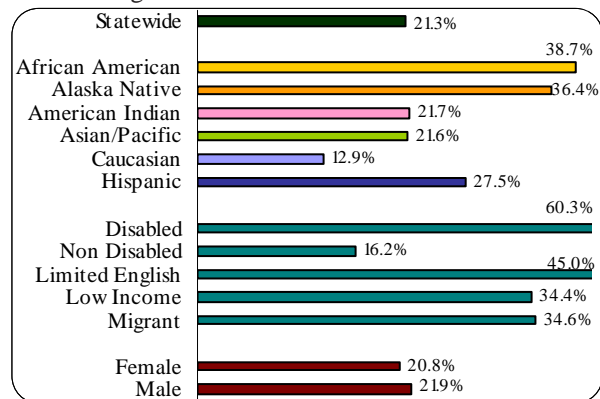
Percentage of students between 51% - 75%



Percentage of students between 26% - 50%



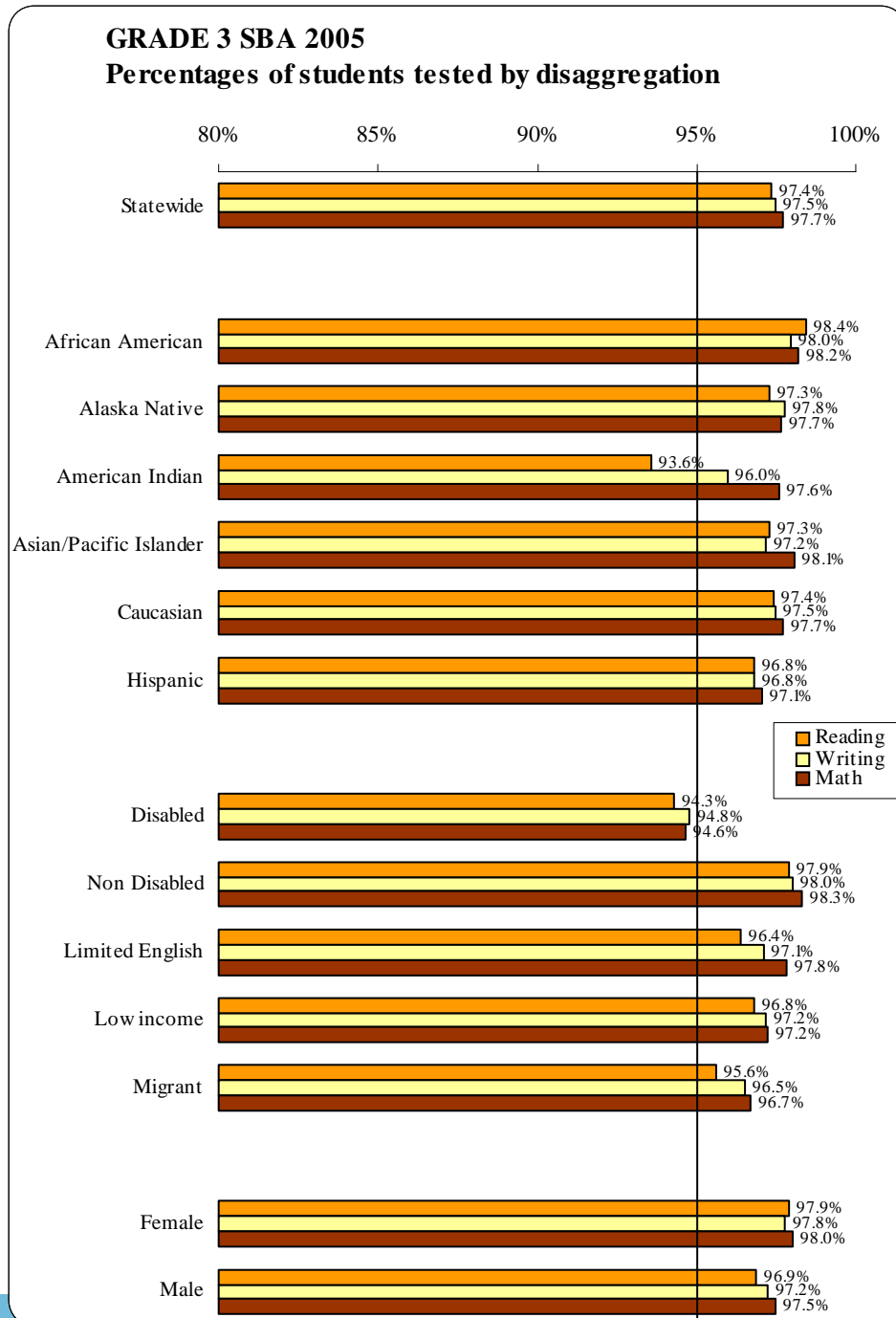
Percentage of students below 26%

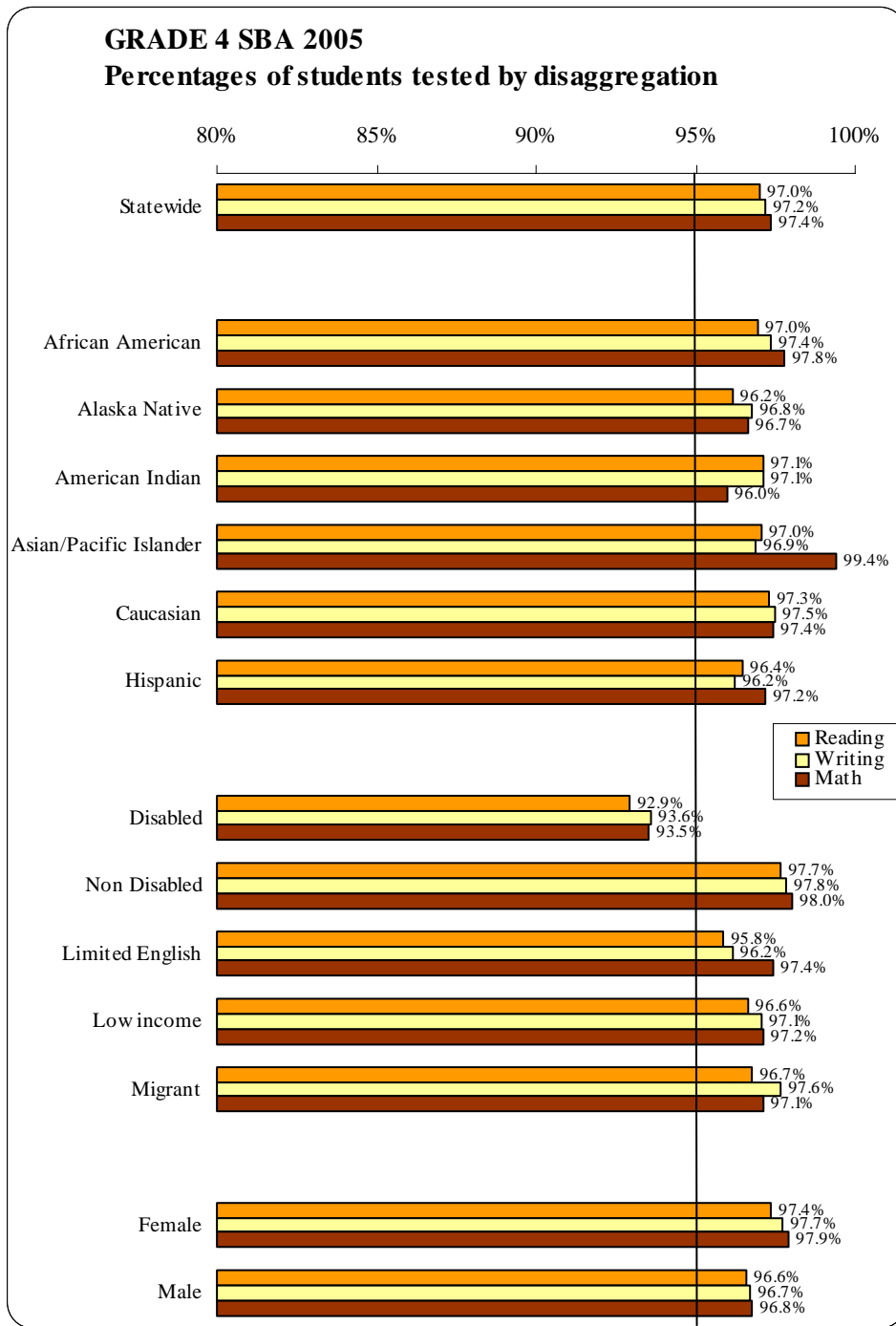


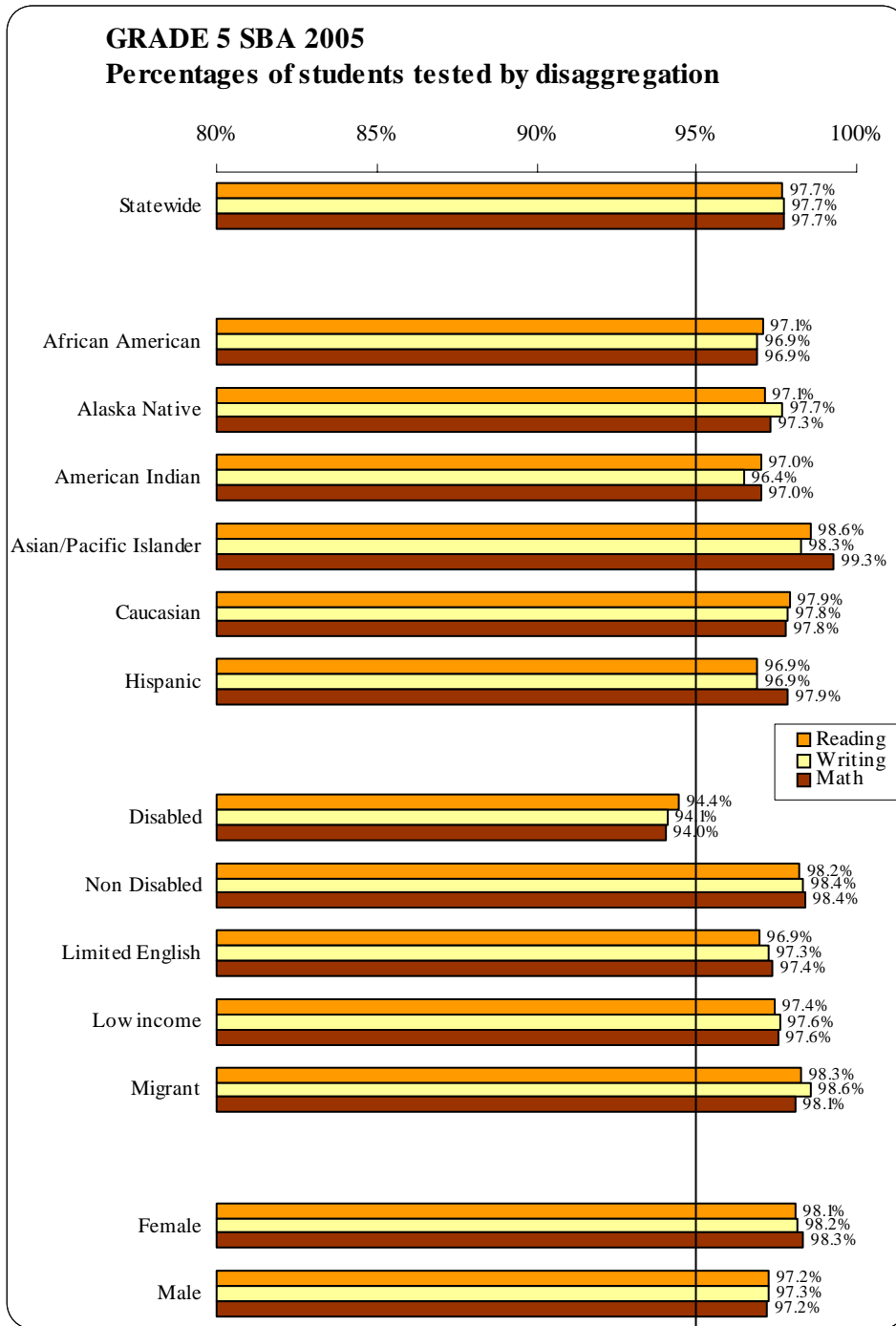


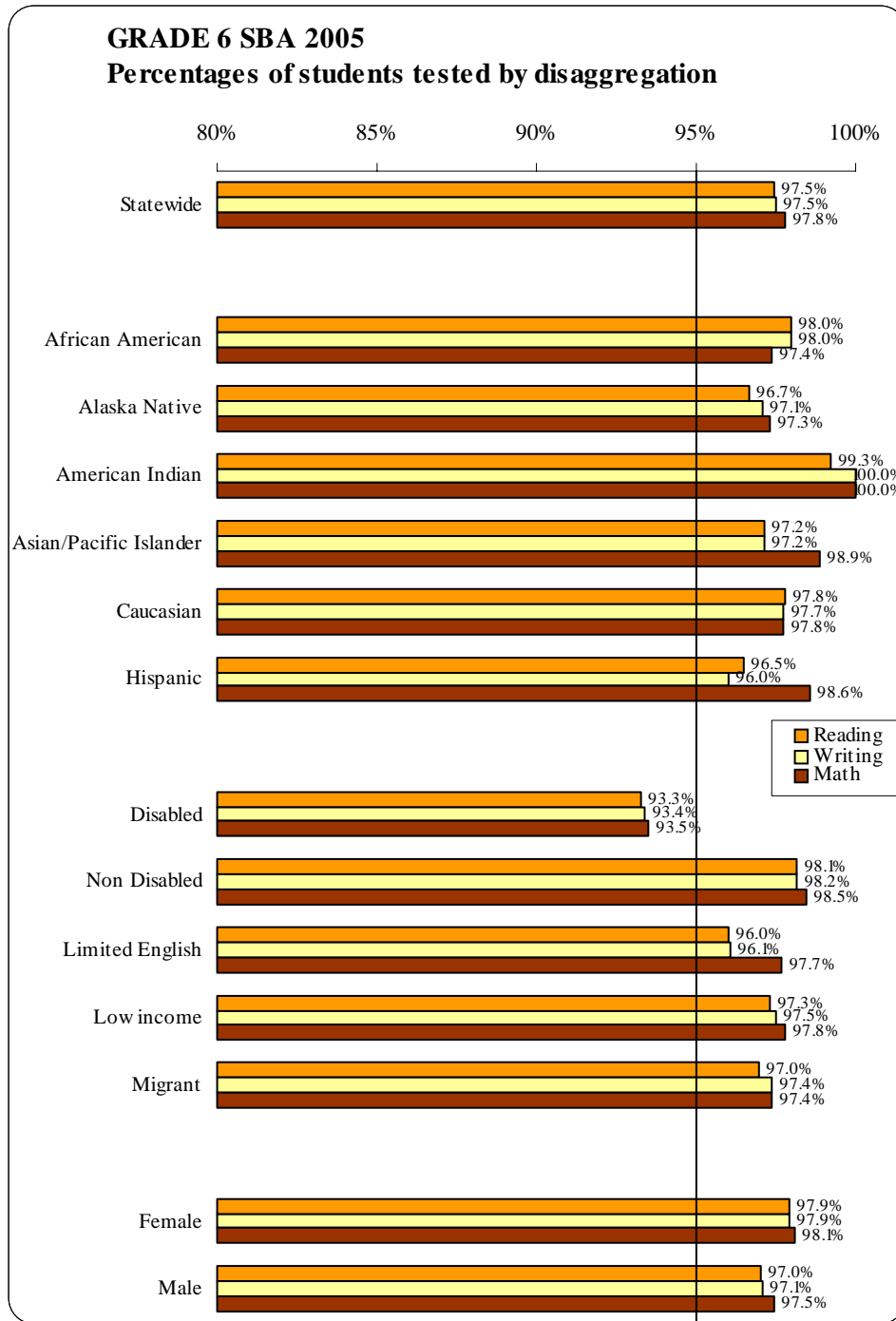
## STATEWIDE PARTICIPATION RATE SPRING 2005 STANDARD BASED ASSESSMENT

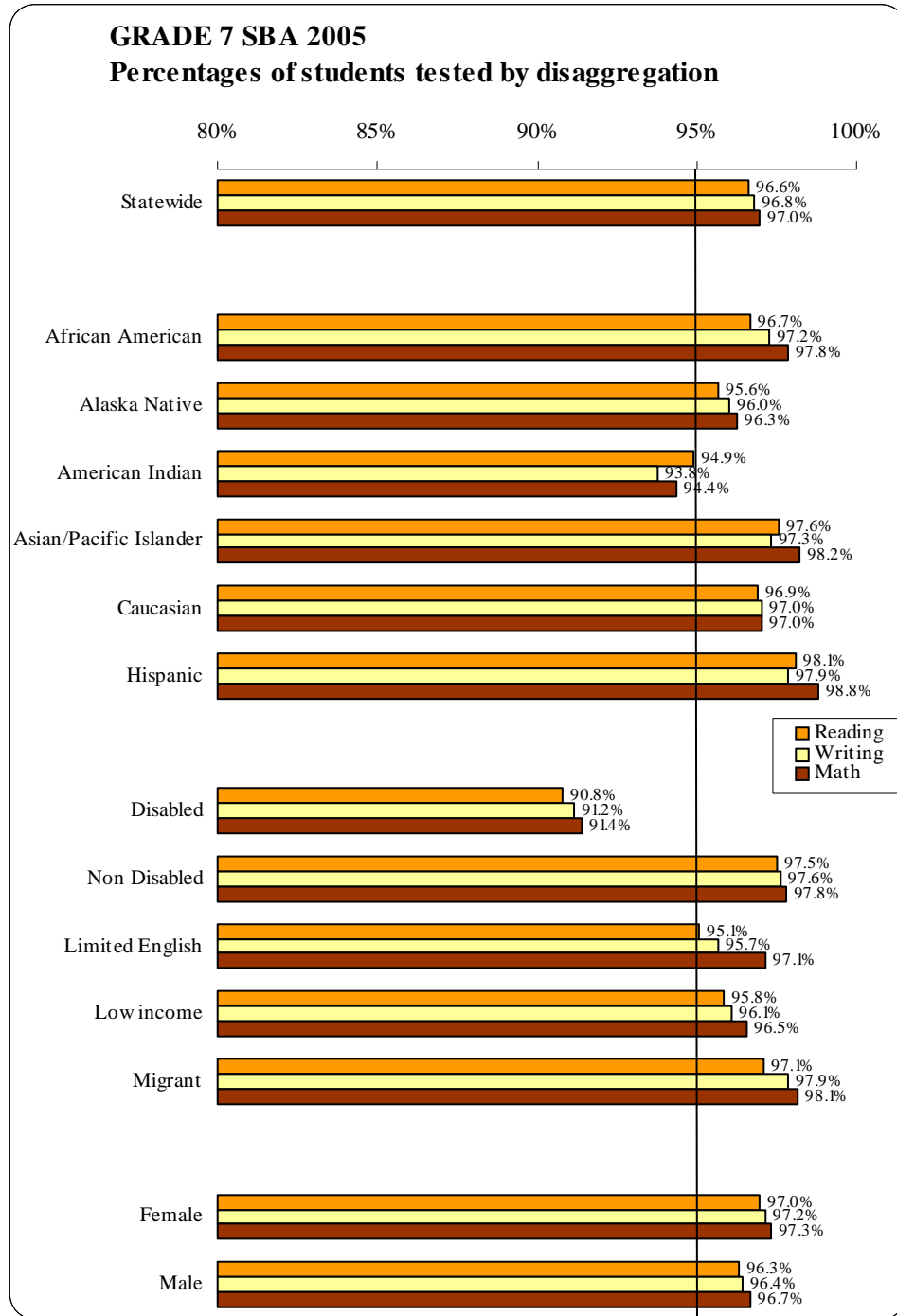
The following charts illustrate statewide performance on the Standards Based Assessment, High School Graduation Qualifying Examination and TerraNova/CAT6 administered in Spring 2005. Results are provided for each assessment and include a statewide average as well as information regarding the achievement of subgroups including major racial and ethnic groups, low income, limited English proficiency, disability status, migrant status, and gender.

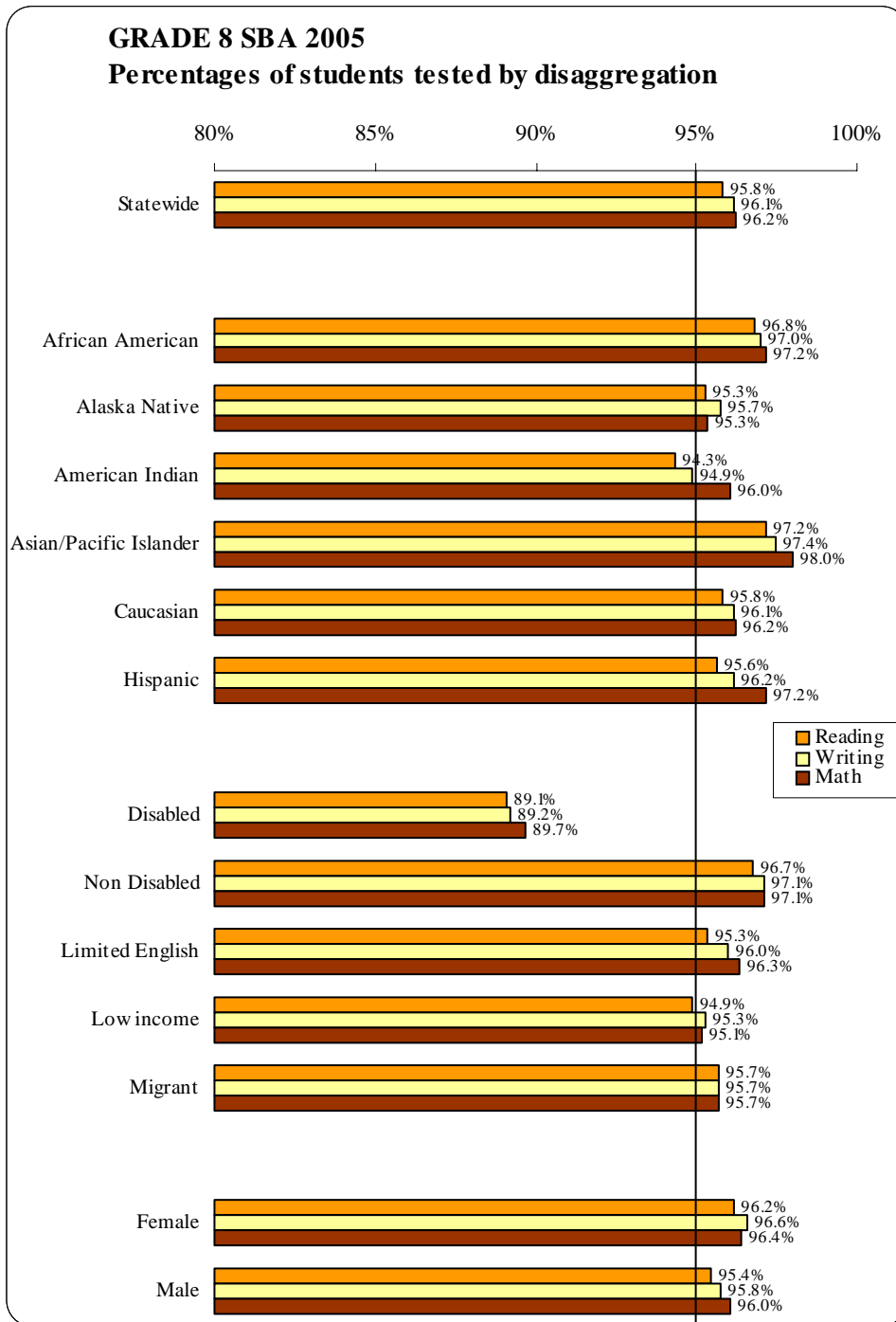


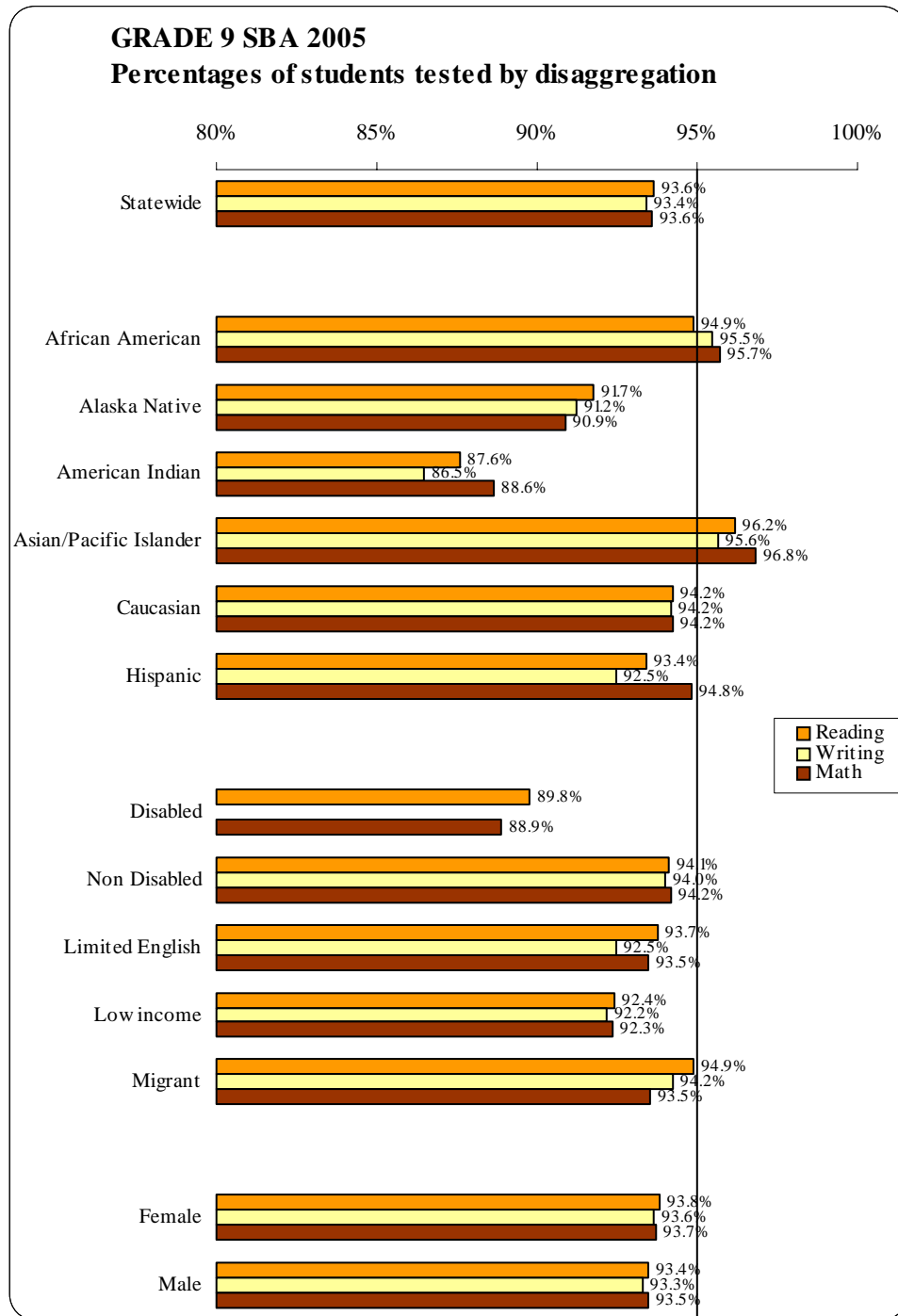




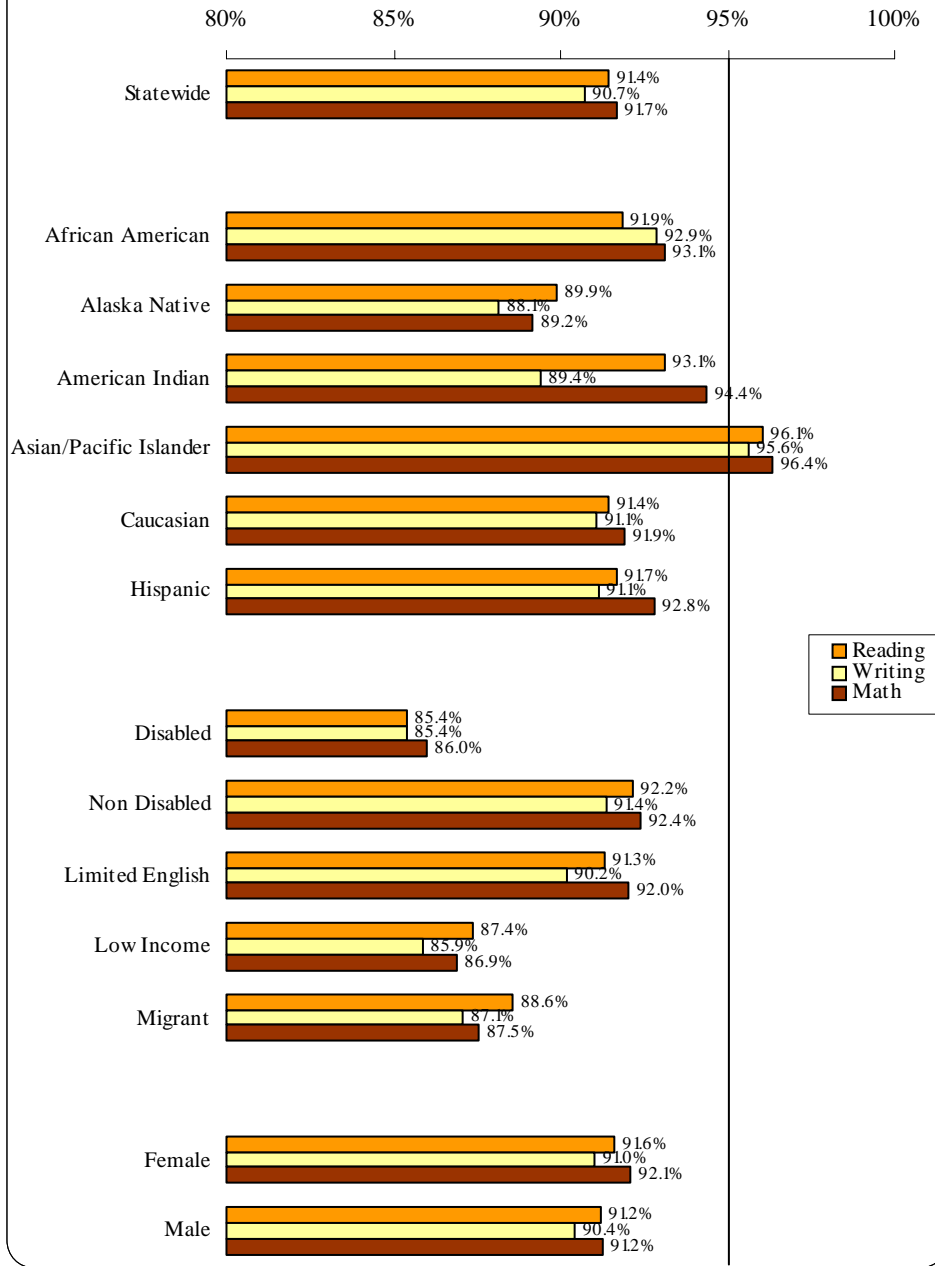




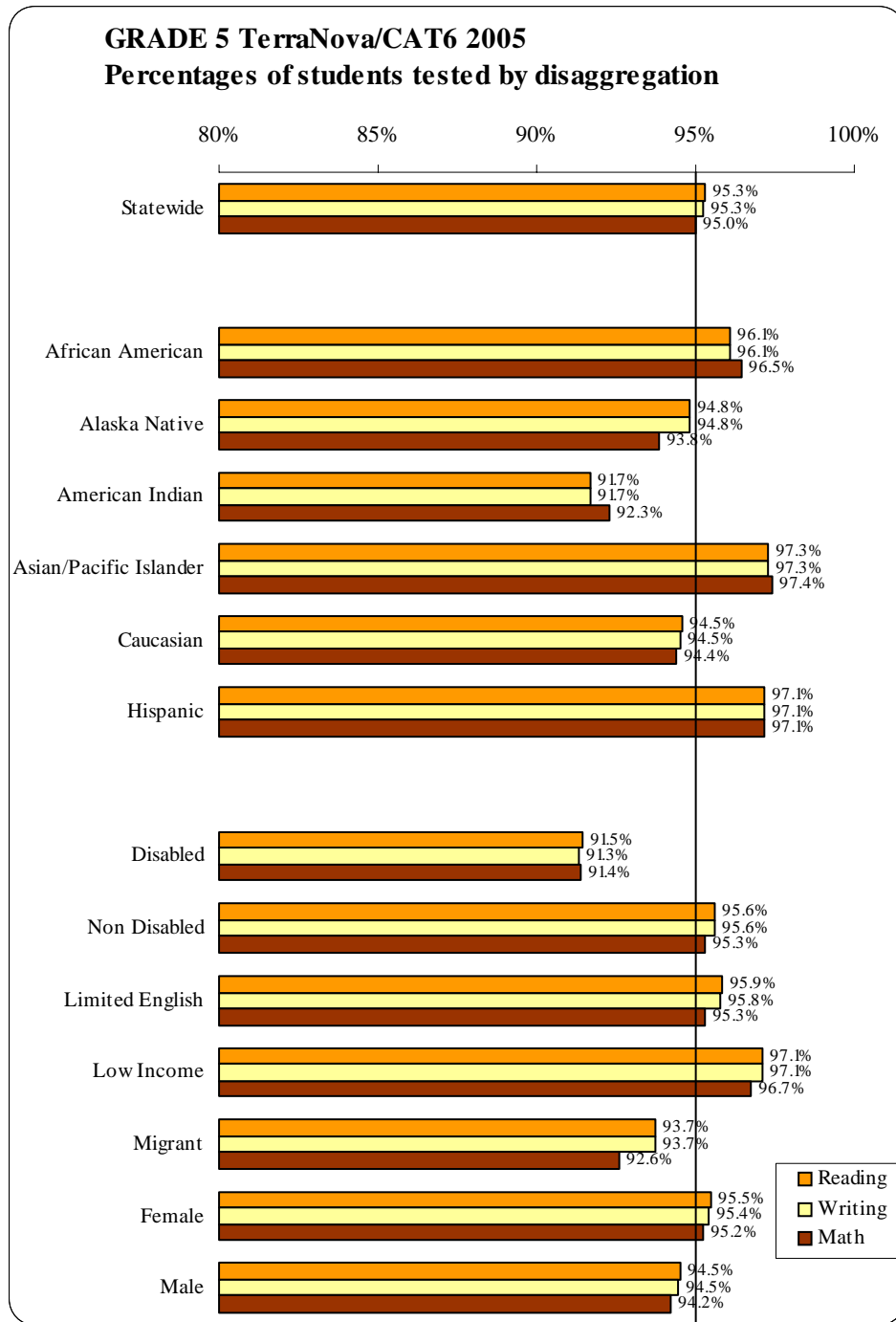




**GRADE 10 SPRING HSGQE 2005**  
**Percentages of students tested by disaggregation**





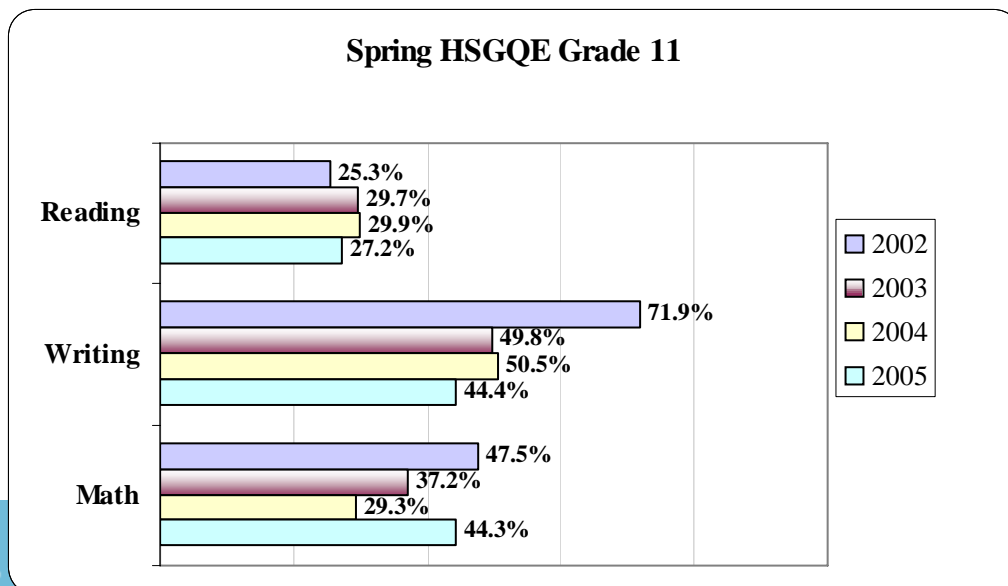
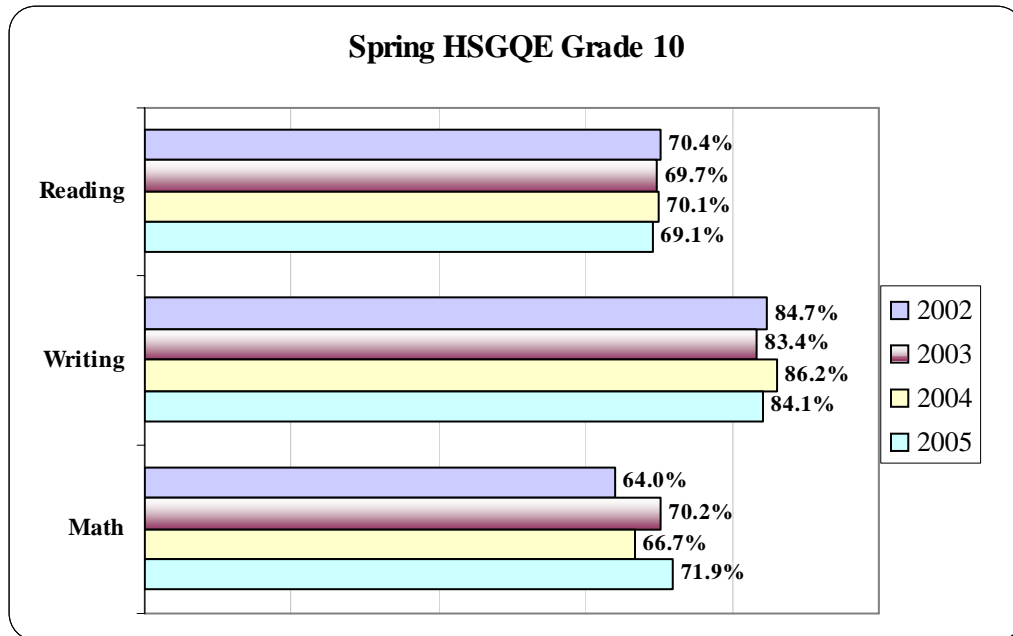


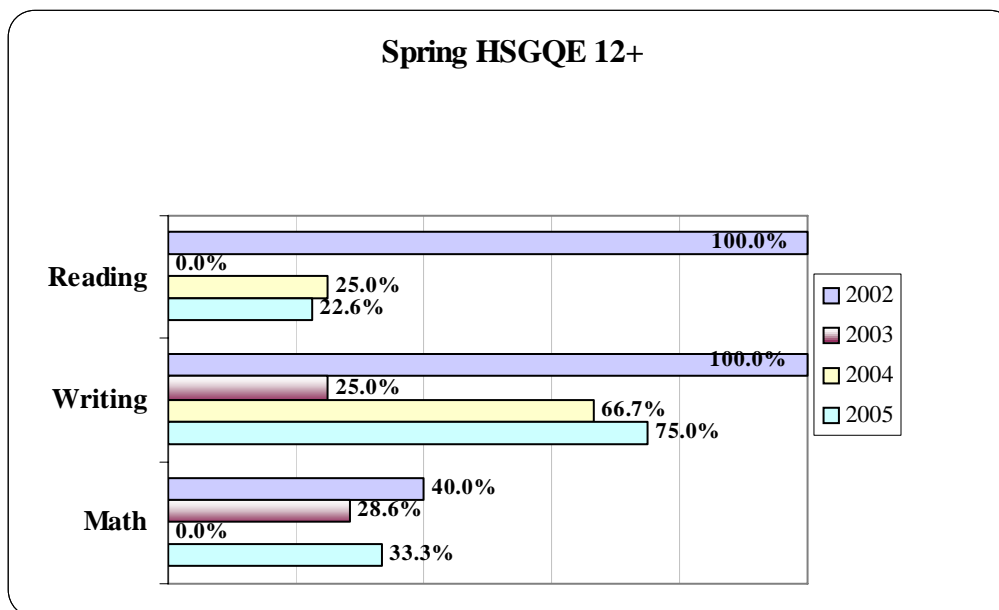
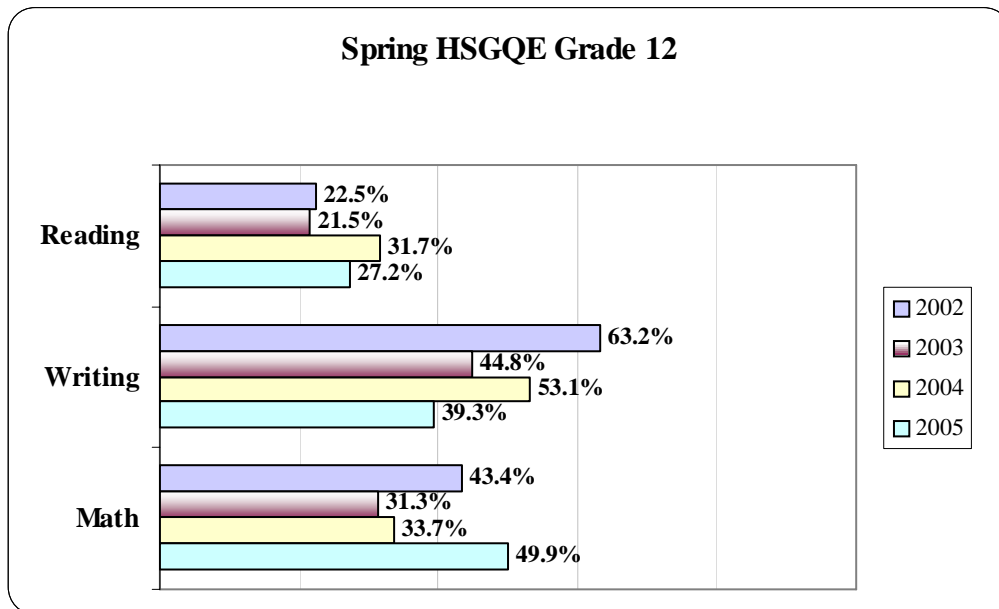


## STATEWIDE PERFORMANCE TREND DATA 2005

The High School Graduation Qualifying Examination (HSGQE) was administered for the first time in 2000. During the 2001 Legislative session, there was significant discussion about what our students are being tested on and how well they are being asked to perform in these areas in order to receive a high school diploma. The legislature was very clear in passing SB 133, Chapter 94, SLA 2001, that the competency exam is to measure the "minimum competency in essential skills" for all high school graduates. In 2002, the Department of Education and Early Development refocused the HSGQE to measure competences of essential skills as required under state statutes.

The State Board of Education and Early Development set the proficiency levels for the refocused exam in August 2002. The exam is administered in the fall and spring of each school year to provide additional opportunities for high school sophomores, juniors, and seniors to take the exam. The following chart illustrates the HSGQE results for all spring participants in the years 2002 through 2005.





## 2005 SAT Results

The SAT assessment measures student math and verbal skills. Participation in the test is voluntary and students may take the test more than once. Results from the SAT are used by some post-secondary institutions for admission, course placement, and scholarship decisions.

The results from the Class of 2005 indicate that across the United States, 49 percent of graduating seniors took the SAT test. In Alaska, 52 percent of seniors in the Class of 2005 took the SAT. The participation rate for graduating seniors from public schools was 41 percent nationwide and 46 percent in Alaska.

Alaska's seniors continued to outscore the national average even though a greater percentage of Alaskans took the SAT than their national counterparts.

- Alaskan students enrolled in public schools averaged 525 on the verbal portion of the test, compared to 505 for the national average.
- On the verbal portion of the SAT, average scores for Alaska public school students in the class of 2005 were four points higher than the average score for students in the class of 2004.
- Alaskan students enrolled in public schools achieved an average of 523 on the math portion compared to 515 for the national average.

**Table 3**  
**SAT Verbal and Math**

		ALASKA		NATIONAL	
Test		Average Score	% State Participation	Average Score	% National Participation
All Graduating Seniors	Verbal	523	52%	508	49%
	Math	519		520	
Public School Graduating Seniors	Verbal	525	46%	505	42%
	Math	523		515	

## 2005 American College Test (ACT) Results

The ACT assessment is a series of tests that assesses skills in English, mathematics, reading and science. Participation in the test is voluntary and students may take the test more than once. Results from the ACT Assessment are used by some post-secondary institutions for admission, course placement, and scholarship decisions.

Alaska graduates taking the ACT in 2005 achieved above the national averages in the areas of math, reading, and science reasoning and equal to the national average in English. The Alaska composite score, a weighted average of the four content scores, was above the national average composite score.

**Table 4**  
**Comparison of Alaska and National ACT Scores**

	Alaska	Nation
Math	21.3	20.7
Reading	22.0	21.3
Science Reasoning	21.1	20.9
English	20.5	20.4
Composite	21.3	20.9

Data from the ACT continue to reflect a high positive relationship between taking a challenging high school curriculum and high ACT scores. For example, the Alaska seniors who reported taking a “core program”—defined by ACT as four years of English and three or more years of mathematics (Algebra 1 or higher), social studies, and natural sciences—achieved an average composite score of 24.2. Students in Alaska who reported taking less than the core program achieved an average composite score of 21.4.

## Adequate Yearly Progress

The No Child Left Behind Act of 2001 (NCLB) requires states to identify for improvement any Title I school that does not meet the State's definition of adequate yearly progress (AYP) for two consecutive years.

This year, 292 schools made AYP targets and 203 did not make AYP out of a total of 495 schools. In 2004, 290 schools met AYP out of 497 schools; 207 schools did not make AYP.

In terms of percentages, this year 59 percent of schools met AYP and 41 percent did not meet AYP. Last year 58% of schools met AYP and 42 percent did not meet AYP. In 2003, the first year the department released the AYP lists, 42 percent of schools met AYP and 58 percent did not meet AYP.

Schools that do not meet AYP for the first time are called Level 1 schools; for the second year, Level 2; for the third, Level 3; for the fourth, Level 4, for the fifth, Level 5. If a school is at level 5 one year and does not meet again the next year they are at level 5 two consecutive years. Once a school has reached Level 2, the school must meet AYP targets for two consecutive years in order to be removed from the list. This year Alaska has 42 schools that are Level 2 or higher that met AYP this year. Alaska has two schools that were Level 2 or higher last year, but met for the second consecutive time this year and therefore are removed from the list.

Below is a count of schools by AYP Level for 2004-2005:

Level 1	Alert Status	57
Level 2	Improvement (Year 1)	43 (33 schools met AYP in 2005)
Level 3	Improvement (Year 2)	93 (7 schools met AYP in 2005)
Level 4	Corrective Action	35 (1 school met AYP in 2005)
Level 5	Restructuring	15 (1 school met AYP in 2005)

There were 186 schools identified for improvement in 2005. That represents 38 percent of the 495 public schools in Alaska. The lists of schools that are identified for improvement are available on the accountability section of our web site at either one of the two following links:

<http://www.eed.state.ak.us/tls/assessment/ayp/2005/Summary.pdf>

<http://www.eed.state.ak.us/tls/assessment/ayp/2005/NotMeeting.pdf>

This year, 22 public school districts made AYP targets and 32 did not make AYP out of a total of 54 districts. In 2004, 21 districts met AYP out of 54 districts; 33 districts did not make AYP.

In terms of percentages, this year 41 percent of districts met AYP and 59 percent did not meet AYP. Last year, 39 percent of districts met AYP and 61 percent did not meet AYP. In 2003, the first year the department released the AYP lists, 24 percent of districts met AYP and 76 percent did not meet AYP.

## Other Indicator Status

Adequate Yearly Progress requires the incorporation of another indicator. The other indicator must be graduation rate for schools with a 12th grade, and attendance rate for all other schools. The other indicator targets are 55.58 percent for the graduation rate and 85 percent for the attendance rate. A school, or district, must meet or exceed the targets to successfully meet the requirements of the other indicator status. If a school or district does not meet the defined targets then they can still meet the other indicator status by showing improvement in comparison to the previous year's reported rate.

### Graduation Rate

One hundred fifty-four of the 247 schools that used the graduation rate as their other indicator met or exceeded the threshold rate. This represents a percentage of 62 percent of the schools meeting the graduation rate threshold.

**Table 5**  
**2005 Graduation Rates by Subgroup**

	<b>2005 High School Graduates</b>	<b>2005 Graduation Rate</b>
American Indian/Alaska Native	1,233	43%
Asian/Pacific Islander	477	60%
African American	229	47%
Hispanic	210	51%
Caucasian	4,756	71%
Female	3,500	66%
Male	3,405	57%
Students with Disabilities	426	39%
Limited English Proficient (LEP)	386	36%
Migrant	337	50%
Economically Disadvantaged	1,030	47%
STATEWIDE	6,905	61%

### Attendance Rate

Two hundred forty-six of the 248 schools that used the attendance rate as their other indicator met or exceeded the threshold rate. This represents a percentage of 99 percent of the schools meeting the attendance rate threshold.

**Table 6**  
**2005 Attendance Rates by Subgroup**

	<b>2005 Attendance Rate</b>
American Indian/Alaska Native	91%
Asian/Pacific Islander	94%
African American	93%
Hispanic	92%
Caucasian	94%
Female	93%
Male	93%
Students with Disabilities	92%
Limited English Proficient (LEP)	91%
Migrant	89%
Economically Disadvantaged	92%
STATEWIDE	93%



## High School Completion

Alaska school districts establish local high school graduation requirements that meet or exceed the state regulatory standards. Students are awarded high school credit on the basis of a passing grade for a course of study prescribed by the local school board. In the case of special education students precluded from taking regular course offerings, a certificate of achievement is awarded.

In order to graduate, Alaska students must pass the High School Graduation Qualifying Examination, an alternative assessment program, or be waived from passing the exam, and have earned at least 21 units of credit and completed at least the following:

- language arts – 4 units of credit
- social studies – 3 units of credit
- mathematics – 2 units of credit
- science – 2 units of credit
- health/physical education – 1 unit of credit
- remaining required credits as specified by the local school board.



Many districts require more credits than the state minimum.

In 2005, some 6,905 graduates were awarded a regular high school diploma and 184 were given a certificate of completion.

**Table 7**  
**2004-2005 Graduates by Ethnicity**

Percentage of 12th grade enrollment represents the total 12th grade enrollment by ethnicity divided by October 1, 2004 enrollment in 12th grade.

<b>Ethnicity</b>	<b>Percentage of 12th Grade Enrollment</b>	<b>2005 Graduates</b>
Alaska Native/American Indian	21.3	17.9
Asian/Pacific Islander	7.2	6.9
Black	3.9	3.3
Hispanic	3.5	3.0
White	62.6	68.9

## Teacher Quality

The No Child Left Behind Act of 2001 (NCLB) identifies that teacher quality is one of the most important factors in improving student achievement and eliminating achievement gaps between groups of students. As a result, the law set the important goal that all students should be taught by a “highly qualified teacher” (HQT). A teacher is described to be a HQT if they hold at least a bachelor’s degree, have obtained full State certification, and have demonstrated knowledge in the core academic subjects he or she teaches.

For the 2004-2005 school year there were 21,175 total core classes taught in Alaska’s public school system. There were 7,254 classes identified that were taught by highly qualified teachers. Therefore, 65.7 percent of the total core classes in Alaska were not taught by highly qualified teachers. Table 8 lists the percentages of classes not taught by highly qualified teachers broken down by elementary and secondary levels as well as by poverty levels.

**Table 8**  
**Percentage of Classes Not Taught by Highly Qualified Teachers**

<b>School Type</b>	<b>Total Core Classes</b>	<b>HQ Classes</b>	<b>% Not HQ Classes</b>
All Schools in State	21,175	7,254	65.7%
<b>Elementary Level</b>			
High-Poverty Schools	1,953	404	79.3%
Low-Poverty Schools	1,660	438	73.6%
All Elementary Schools	7,148	2,087	70.8%
<b>Secondary Level</b>			
High-Poverty Schools	1,153	522	54.7%
Low-Poverty Schools	4,579	1,270	72.3%
All Elementary Schools	14,027	5,167	63.2%

**NOTES:**

1. All Elementary and Secondary Schools’ totals include medium-poverty schools
2. Teachers attributed to district offices were rolled into school totals
3. Data was corrected per Federal guidance as follows:
  - a. Number of Classes Taught > 1 for identified elementary teachers were changed to 1.  
Classes included stand-alone classes, multi-grade elementary classes, and resource classes (including SPED classes).
  - b. All 2004-05 SPED classes reported were linked via teacher’s SSN to the 2005-06 data and associated Number of Classes Taught were set to zero if the associated 2005-06 teacher’s assignment code was reported as SPED consultative.
  - c. SPED Consultative classes taught by identified Elementary SPED teachers were not included in HQT Number of Classes Taught calculations.
  - d. Consultative SPED Number of Classes Taught by identified secondary teachers were included in the HQT calculations (if not associated with SPED consultative classes in the 2005-06 data) because they were not reported by core content area in the 2004-05 data collection. Corrected numbers of core content classes for secondary SPED teachers were not estimated and associated data not corrected.
4. Totals are based on unaudited survey data collected on October 1, 2004.

On September 29, 2005, Alaska's certification of teachers will become a standards-based system. The system is designed to ensure that Alaska's teachers possess both content knowledge and the ability to deliver instruction, which will have a direct impact on raising student achievement. The new system will consist of three levels: Initial, Professional, and Master Certification.

### **Alaska Statewide Mentor Project**

In an effort to improve the quality of instruction, increase teacher retention and improve student achievement Alaska started the Alaska Statewide Mentor Project (ASMP) in the 2004-2005 school year.

The ASMP is modeled after the nationally acclaimed program from the New Teacher Center at the University of California at Santa Cruz. This model has been developed over a 17-year period and is research based. The model includes:

- Rigorous mentor selection
- Full release of master classroom teachers so they can mentor full-time and participate in professional development for mentors
- Structured face-to-face teacher/mentor interaction at least monthly with weekly follow-up email and phone meetings
- Documentation of specific instructional goals for teachers
- Ongoing mentoring for the first two years of teaching

The ASMP is a collaboration between the Department of Education & Early Development (EED) and the University of Alaska Statewide. The two agencies are funding this project to provide a professional mentor for a substantial number of teachers with fewer than three years of teaching experience. In the 2004-2005 school year, 339 beginning teachers were mentored. In the 2005-2006 school year 381 beginning teachers are being mentored.

Additionally, there is a Principal Coaching component of the ASMP. In the 2004-2005 school year, 45 principals received coaching and 81 in 2005-2006.

## Accreditation

Information on accreditation by the Northwest Association of Schools and Colleges may be obtained from Stowell Johnstone, Executive Secretary, Alaska Committee of the Northwest Association of Schools and Colleges, P.O. Box 230067, Anchorage, AK 99523-0067 or directly from the Northwest Association of Schools and Colleges, 1910 University Drive, Boise, Idaho 83725-1060.

### 2005 Accreditation Status

The decision to seek accreditation is a local school board option. Since the 1970s, the State Board of Education & Early Development has delegated accreditation to the Northwest Association of Schools and Colleges (NASC). Accreditation by NASC is a two-step process for school improvement, consisting of an annual report which details continuous growth, and a full-scale self-evaluation and third party verification of the total education program every six years.

Voluntary school accreditation has resulted in nearly 30 percent of Alaska’s public schools seeking accreditation status. The majority of accredited schools serve a K-12 grade span. Generally, Regional Education Attendance Areas (REAs) have a greater percentage of accredited schools. City and Borough school districts typically accredit their high schools and some middle schools; few accredit their elementary schools.

Thirty-five school districts have one or more accredited schools.

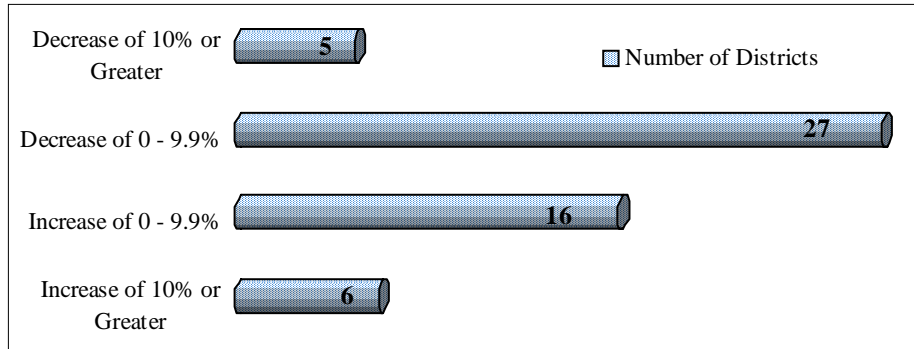
**Table 9**  
**Summary of Schools Accredited**

Summary of Schools Accredited by Northwest Association of Schools and Colleges (Adopted in December, 1999)	
Elementary .....	7
Middle .....	2
High School .....	43
K-12 .....	73
Special Purpose Schools .....	5
Supplemental Education Program .....	1
<b>Total Accredited in Alaska .....</b>	<b>146</b>
<b>Public Schools .....</b>	<b>131</b>
<b>Private Schools .....</b>	<b>15</b>

### Annual Change in Membership

The average daily membership for 2004-2005 represented a 0.5 percent decrease over the previous year. Thirty-two districts experienced no change or a decrease in this period. The most significant reductions were in Craig and Pelican, at -31.3 percent, and -25.3 percent, respectively. Enrollments in 22 districts were higher than the previous year. The Yukon/Koyukuk School District had the greatest increase with 30.3 percent. This increase was due to the Yukon/Koyukuk School District acquiring the administration of Alyeska Central School.

**Table 10**  
**Annual Change in Membership**

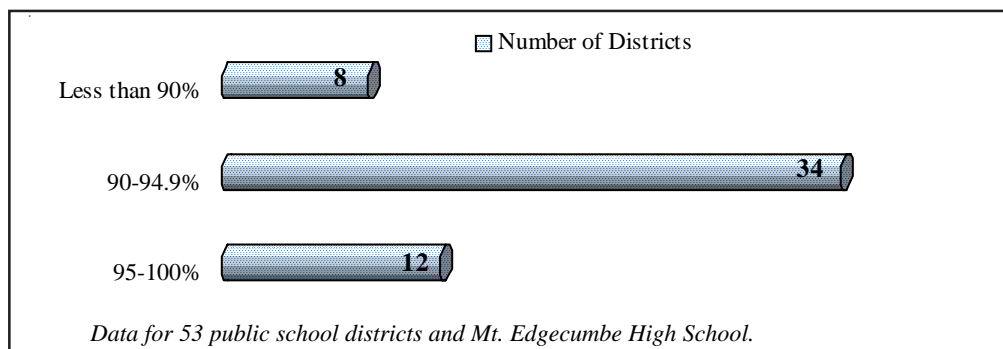


### Attendance Rate

The amount of time students are present at school and actively engaged in learning relates directly to academic performance. The relationship between school attendance and student performance is well documented in national research.

Eight districts have attendance rates less than 90 percent, and 12 districts reported attendance rates at or above 95 percent. Over the last five years, the statewide average attendance rate has remained at about 93 percent.

**Table 11**  
**Attendance Rate**



## Annual Dropout Rate for Grades 7-12

Dropout rates answer the question, “What percentage of students dropped out of grades seven through twelve?” Students transferring to another school or alternative program that meets standard credit requirements are not considered dropouts. As defined by the National Center for Education Statistics, a student who leaves the district to obtain a GED is a dropout.

Of 62,733 students enrolled in grades seven through twelve, 3,791 students dropped out during the 2004-2005 school year. These dropout numbers represent children dropping out between July 1, 2004 and June 30, 2005. Table 12 profiles dropouts by ethnicity.

**Table 12**  
**Dropouts by Ethnicity**

<b>Ethnicity</b>	<b>Grades 7-12 Percentage of Total Enrollment</b>	<b>Grades 7-12 Percentage of Total Dropouts</b>
Alaska Native/Native American	24.7	33.7
Asian/Pacific Islander	6.4	6.2
Black	4.3	6.7
Hispanic	3.6	5.1
Other	1.7	0.0
White	59.2	48.3

## DEFINITIONS & METHODOLOGY

**Accreditation.** Indicates whether or not a school was accredited for 2004-2005.

**Attendance Rate.** Computed by taking the aggregate daily attendance during the regular school year and dividing by the aggregate daily membership for the school year, expressed as a percentage.

**Aggregate daily attendance.** The sum of the days present of all students when school is in session during the school year.

**Aggregate daily membership.** The sum of the days present and absent of all students when school is in session during the school year.

**Average Volunteer Hours Per Week.** The average number of volunteer hours a week spent in the school by parents and other members of the community.

**Community Members Commenting.** The number of community persons commenting to school or district personnel.

**Dropout.** A student who was enrolled in the district at some time during the school year and whose enrollment terminated. Dropouts do not include graduates, transfers to public or private schools, or transfers to state- or district-approved education programs. Students with absences due to suspension, illness, or medical conditions are not reported as dropouts.

**Dropout Rate.** Computed by dividing the number of dropouts in the current school year by the number of students enrolled in grades 7-12 on October 1 of the current school year. School year is defined as the 12-month period beginning with July 1 and ending June 30.

**Enrollment Change.** The annual percent of enrollment change is computed by taking the difference between the October 1 enrollment from the reporting school year and the October 1 enrollment from the previous school year and then dividing by the October 1 enrollment from the previous year, expressed as a percentage.

**Enrollment Change Due to Transfers.** Computed by subtracting from one the quotient derived by dividing the number of students enrolled at least 170 days in the school by the total number of students enrolled at least one day in the school.

**Graduation Rate.** The statistics is reported as a fraction. The numerator is the sum of the number of graduates receiving a regular diploma before June 30. The denominator is the sum of the number of graduates, plus the number of dropouts in grade nine three school years, prior, plus the number of unduplicated dropouts in grade ten two school years prior, plus the number of unduplicated dropouts in grade eleven in the prior school year, plus the number of unduplicated dropouts in grade 12 during the current year, plus the number of grade 12 continuing students.



**High School Graduates.** The number of students that receive a regular diploma during the school year.

**Parents Commenting.** The number of parents commenting to school or district personnel.

**Parent Survey Return Rate.** Computed by counting the number of surveys returned by parents, and dividing that number by the number of parents eligible to be surveyed, expressed as a percentage.

**Retention Rate.** Computed by taking the number of students being retained on the last day of school and dividing by the membership on the last day of the school year, expressed as a percentage. The data is based on the combined number of retained students in grades kindergarten through grade 8 as of the last day of school.

**School/Business Partnerships.** The number of school/business or interagency partnerships operating under written agreement.

**Students Commenting.** The number of students commenting to school or district personnel.

**Student Survey Return Rate.** Computed by counting the number of surveys returned by students, and dividing that number by the number of students eligible to be surveyed, expressed as a percentage.

### Statewide Assessments

**HSGQE.** The results for the spring High School Graduation Qualifying Exam. The state standards-based exam was required for students enrolled in the 10<sup>th</sup> grade.

**Proficient.** The number of students who scored at or above the cut (or passing) score.

**% Proficient.** The percentage of students who scored at or above the cut (or passing) score. Computed by counting the number of students receiving a passing score and dividing that number by the number of students participating in the test.

**Not Proficient.** The number who scored below the cut (or passing) score.

**% Not Proficient.** The percentage of students who scored below the cut (or passing) score. Computed by counting the number of students not receiving a passing score and dividing that number by the number of students participating in the test.

**Benchmark Exams.** The results for the spring state standards-based assessments for grades 3, 6, and 8. Results are broken out into the following four proficiency categories:

**Advanced.** Indicates mastery of the performance standards at a level above proficient.

**Proficient.** Indicates mastery of the performance standards sufficient to lead a successful adult life.

**Below Proficient.** Indicates mastery of some performance standards but not enough to be proficient.

**Not Proficient.** Indicates little mastery of the performance standards.

**CAT/6 Exams.** California Achievement Test, 6 (TerraNova, version 2). The results of the norm-referenced achievement tests administered during the 2004-2005 school year for grades 5, and 7 include:

**Top Quarter (76-99).** The percentage of students tested who are in the top quarter.

**Third Quarter (51-75).** The percentage of students tested who are in the third quarter.

**Second Quarter (26-50).** The percentage of students tested in the second quarter.

**Bottom Quarter (1-25).** The percentage of students tested who are in the bottom quarter.

In a normal distribution, 25 percent of the scores fall into each quarter.

**Percentile Rank.** The national percentile of the mean normal curve equivalent.

**SBAs.** The Standards Based Assessments (SBAs) are proficiency-based criterion-referenced tests developed specifically for Alaska.

