

DOCUMENT RESUME

ED 433 357

TM 030 027

TITLE Report Card to the Public: A Summary of Statistics from
Alaska's Public Schools. School Year 1997-98.

INSTITUTION Alaska State Dept. of Education, Juneau.

PUB DATE 1999-03-00

NOTE 33p.; For the 1996-97 report, see ED 428 909.

AVAILABLE FROM Web site: <http://www.educ.state.ak.us/stats/home.html> (full text).

PUB TYPE Numerical/Quantitative Data (110) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS *Academic Achievement; *Academic Standards; Educational Assessment; *Educational Improvement; Elementary Secondary Education; Partnerships in Education; *Professional Development; *Public Schools; State Programs; Tables (Data)

IDENTIFIERS *Alaska

ABSTRACT

This publication reports on the status of public education in Alaska and provides policymakers with information for decision making. Under state law, each school district is required to report to its community information about the school district's plans and performance. This publication is a summary of those reports. Data are organized around the four key elements of the Alaska Quality Schools Initiative, the state's systemic school improvement plan. The initiative is built around: (1) high student academic standards and assessments; (2) quality professional standards; (3) family, school, business, and community networks; and (4) school excellence standards. Progress in each of these areas is reported, and educational indicators related to these components are summarized. The 53 school districts, and their 128,120 students, have made impressive progress toward the goals of the Alaska Quality Schools initiative, a result of the efforts of many individuals. (Contains 3 figures and 11 tables.) (SLD)

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Report Card to the Public

A Summary of Statistics from Alaska's Public Schools

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**School Year
1997-98**

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Acknowledgements

The Alaska Department of Education greatly appreciates the cooperation and support of Alaska's 53 school districts, Mt. Edgecumbe High School, and Alyeska Central School for assisting with the collection of information that provides the basis for this report. Cover photo by Peter Metcalfe, Juneau, Alaska.



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Acting Commissioner of Education

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A Message from the Acting Commissioner of Education



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 1997-98. Its intent is to report the status of public education to the people of Alaska. It is also meant as a source of information for Alaska's educational policy makers, including legislators, Governor Knowles, the State Board of Education and local boards of education.

Under state law each school district is required to report to their communities certain information about their school district's plans and performance. This publication is a summary of those reports.

The data in this publication are organized around the four key elements of the *Alaska Quality Schools Initiative*, the Knowles Administration's systemic school improvement plan. The *Alaska Quality Schools Initiative* is built around:

- ✧ High Student Academic Standards and Assessments
- ✧ Quality Professional Standards
- ✧ Family, School, Business and Community Networks
- ✧ School Excellence Standards

The progress of the four-year-old *Alaska Quality Schools Initiative* is impressive. This is because many individuals, school districts, educators, businesses, and other organizations have worked tirelessly to advance its elements. They are making the initiative a success.

The initiative has proven to be an excellent blueprint for revitalizing our education system. Our goal is no less than this: that **every student** achieves academically at the highest levels and is taught by outstanding teachers in quality schools—no exceptions.

I hope Alaskans find the information contained in these pages useful for educational policy making. We have reasons to celebrate the many successes in our schools. We also have reasons to make fundamental changes. Together we can move forward with the changes needed to provide Alaska's children with the quality education they deserve and that the *Alaska Quality Schools Initiative* promises.

Sincerely,

Richard S. Cross
Acting Commissioner of Education

Alaska Education at a Glance



Statewide Profile

School District
 Square Miles 685,175
 State Population 621,400
 Median Family Income \$56,045
 State Unemployment Rate 7.9%

Number of School Districts 53
 Regional Educational Attendance
 Areas (REAs) 19
 City/Borough Districts 34
 Funding Communities 279
 Public Schools Pre-Elementary
 to Grade 12 503
 State-Operated Schools 2
 Charter Schools 17
 Correspondence Schools 18

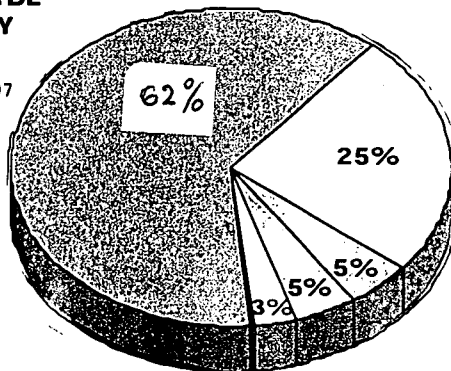
K-12 Student Populations in Average
 Daily Membership (ADM) 128,120
 Change in ADM from 96-97 +1.3%
 School-Age Low-Income
 Children 25,516

Percentage of
 Adults 25 and Older
 with H.S. Diploma 86.6%
 18-24 year olds
 with H.S. Diploma 80.7%

Number of High School
 Completers 1998 6,496

TOTAL STATEWIDE ENROLLMENT BY ETHNICITY

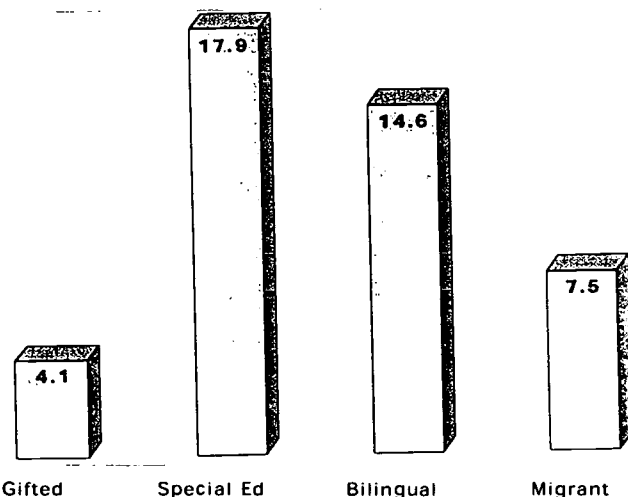
As of October 1, 1997
 Includes all districts,
 Alyeska Central School
 and Mt. Edgecumbe



- Alaska Native/American Indian - (32,771)
- Asian/Pacific Islander - (6,293)
- Black - (6,174)
- Hispanic - (3,912)
- Other - (334)
- White - (82,639)

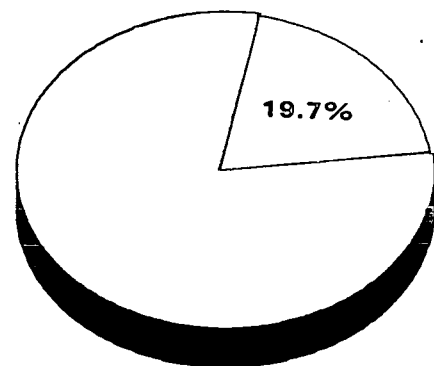
SUPPLEMENTAL PROGRAM PARTICIPATION

Percentage of ADM (Duplicated Count)



SCHOOL-AGE CHILDREN IN LOW-INCOME FAMILIES

Percentage of the
 statewide Average Daily
 Membership (ADM)



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As education goals have developed both nationally and on the district level to provide on-going and ultimate measures for student achievement, the *Alaska Quality Schools Initiative* exists at the state level to improve the performance of Alaska's schools and the skills of Alaska's children.

The *Initiative* has four parts:

- ❖ **High Student Academic Standards and Assessments** that set high expectations for students in reading, writing and mathematics and indicate whether students are achieving those standards;
- ❖ **Quality Professional Standards** that will ensure teachers and administrators have and maintain the skills and abilities necessary to do their jobs well;
- ❖ **Family, School, Business and Community Network** that promotes local partnerships, the implementation of family involvement programs, and the role of parents as active partners in results-based schools;
- ❖ **School Excellence Standards** that measure schools against research-proven indicators, including a formal school accreditation process.



This publication is organized around each part of the initiative and indicators of progress toward student, professional, and school standards. Progress for each part is discussed on the following pages.



Content and Performance Standards

In 1993, Alaskans began developing higher standards and accountability for their public school system. As the cornerstone of this effort, the Department of Education developed academic standards and associated key elements in ten content areas: English/Language Arts, Mathematics, Science, History, Geography, Government and Citizenship, Skills for a Healthy Life, Arts, World Languages, and Technology.

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 past year, 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.

Comprehensive System of Student Assessments

Alaska regulation 4 AAC 06.710 requires all students in grades 4, 8, and 11 to be assessed in reading, language arts, and mathematics, using a standardized test. Information from this assessment, aggregated to a statewide profile, provides parents, educators, policy makers and the community-at-large with a picture of how Alaska's students compare with their peers nationwide. The California Achievement Test, Fifth Edition, is administered annually to all students in grades 4, 8, and 11.

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. It is a major component of the Governor's and Commissioner of Education's *Alaska Quality Schools Initiative*. 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.

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. The Department is currently completing the first year of a three-year plan to develop a system of performance assessments that are based on the Alaska Performance Standards in reading, writing and mathematics.

The High School Graduation Qualifying Examination and Benchmark Examinations at grades 3, 6 and 8 will be administered for the first time in spring of the 1999-2000 school year.

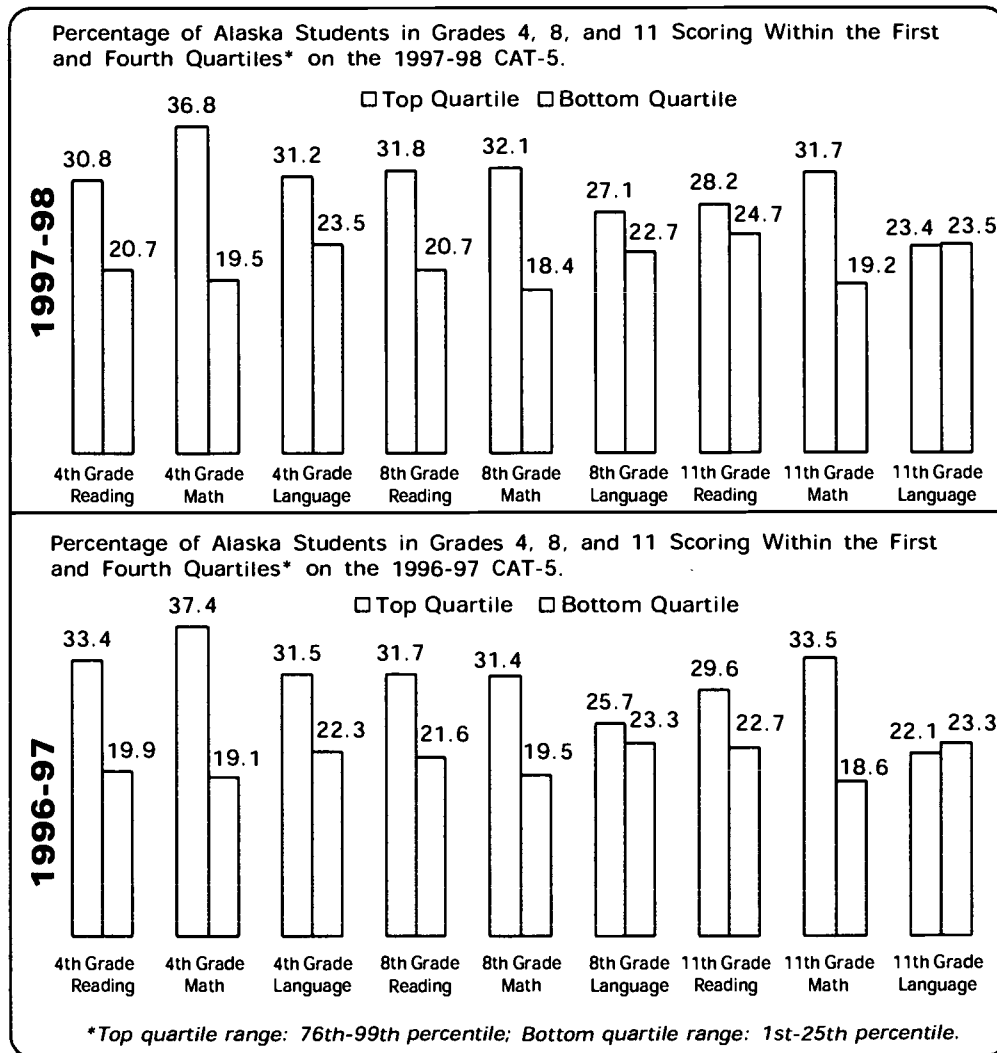


1998 CAT-5 Quartile Results

In standardized tests, the scoring distribution is usually divided into four equal parts (quartiles), with the scores of 25 percent of the normal population falling within each of the quartiles. In reporting student achievement, states frequently present the proportion of students scoring within each quartile. A common interpretation of these data is that if less than 25 percent of a particular tested population of student's score in the lowest quartile, and more than 25 percent score in the top quartile, the educational entity is doing a good job of educating its students.

Table 1 shows the percentage of Alaska students in grades 4, 8, and 11 whose scores fell within the first and fourth (or top and bottom) quartiles on the CAT-5. Percentages are shown for reading, language, and mathematics for the current and prior school years.

TABLE 1
1996-97 AND 1997-98 QUARTILE PERFORMANCE





In the 1997-98 school year, a larger proportion of students scored in the highest quartile than in the lowest quartile in all subject areas at all three grade levels, with the exception of 11th grade language. In the previous school year (1996-97) all nine cells had a similar pattern. Thus, the data show no meaningful change from the previous year.

An analysis of district-level data continues to reflect the variability of student achievement across the state. Information from the CAT-5 and other assessments continues to show the strong relationship of lower test scores and factors such as small school size, remote location, and language and cultural diversity.

Other Student Performance Indicators

During the 1997-98 school year, significant numbers of Alaska students voluntarily participated in other assessment programs, which allow comparison of Alaska students with students nationwide.

Scholastic Assessment Test (SAT)

The SAT is a voluntary assessment used by colleges and universities to predict how well students will succeed in college. Across the United States, 43 percent of graduating seniors took the SAT test. In Alaska, 52 percent of seniors took the SAT in 1998.

Even though a greater percentage of Alaskans took the SAT than their national counterparts, Alaska's seniors continued to outscore the national average. In school year 1997-98, Alaskans averaged 521 on the verbal portion of the test, compared to 505 for the national average. Alaskans scored 520 on the math portion compared to 512 for the national average. Table 2 compares state and national scores for the past three years.

**TABLE 2
SCHOLASTIC ASSESSMENT
TEST (SAT) VERBAL AND MATH**

A three-year comparison of average SAT verbal and math scores and percentage of high school graduates taking the test compared with national averages.

	Alaska		National		% of Alaska Grads taking SAT	% of National Grads taking SAT
Year	Verbal	Verbal	Math	Math		
1998	521	505	520	512	52.0	43.0
1997	520	505	517	511	48.0	42.0
1996	521	503	513	508	47.0	41.0



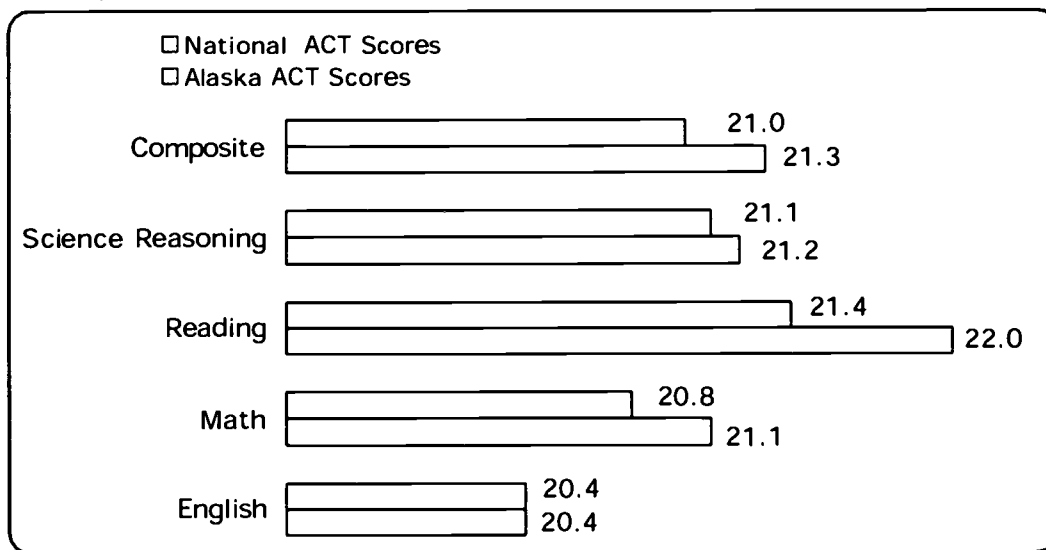
American College Test (ACT)

Thirty-seven percent of Alaska's 1998 graduating seniors voluntarily took the ACT, equal to the national average participation. The ACT assesses student knowledge and skills in four areas: English, mathematics, reading, and science reasoning. ACT reports individual scores in each area, along with a composite score. The figure in Table 3 shows the scores achieved by Alaska seniors in each content area compared with seniors nationwide.

Alaska graduates taking the ACT in 1998 achieved at or slightly above the national averages in all four content areas assessed: English, math, reading, and science reasoning. The Alaska composite score, a weighted average of the four content scores, was nearly equal to the national average composite score.

Data from the ACT continue to reflect the high positive relationship that exists 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 "a typical college preparatory program" composed of four or more years of English and three or more years of mathematics, social studies, and natural sciences—achieved an average composite score of 24. Students in Alaska who reported taking less than the core program achieved an average composite score of 20.9.

**TABLE 3
COMPARISON OF 1998
ALASKA AND NATIONAL ACT
SCORES**





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 attendance is awarded.

In order to graduate, Alaska students must have earned at least 21 units of credit and completed at least the following:

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

Many districts require more credits than the state minimum.

In 1998, 6,462 graduates were awarded a regular high school diploma, 10 received a non-traditional or alternative-school diploma, and 24 were given a certificate of completion or attendance.

TABLE 4
1997-98 GRADUATES
BY ETHNICITY

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

Ethnicity	Percentage of 12th Grade 1998 Enrollment Graduates	
Alaska Native/ American Indian	19.3	17.6
Asian/Pacific Islander	4.8	4.7
Black	4.6	4.0
Hispanic	2.7	2.4
Other	0.3	0.1
White	68.2	71.2



Alternative Diploma or Certificate

Adult Basic Education (ABE) and Literacy programs provide basic skills education for adults aged 16 and older who do not have a high school diploma and are not enrolled in school.

Seventeen local and regional ABE programs, four Literacy Volunteer programs, the Corrections ABE and the Alaska Housing Program offer services to communities across the state. Course offerings include English as a second language, reading and literature, writing, mathematics, science, social studies, basic computer literacy, job seeking, citizenship, and life skills.

All ABE centers offer testing for the General Educational Development (GED) diploma-by-examination.

During the 1998 calendar year, 2,822 adults (16 and older) took the examination. Of those, 1,815 were awarded a GED diploma-by-examination. Sixty-four percent (1,154) of GED recipients were under the age of 21.



Standards for Teachers and Administrators

Professional standards are now in regulation for Alaska's teachers and administrators. Teacher preparation program reviews, institutional recommendations for certification, and district evaluation plans are all based on these standards.

Standards for Teacher Preparation

Colleges and universities nationwide must now attest, on the Institutional Recommendation section of the application for Alaska certification, that their program graduates meet or exceed either national or Alaska professional standards.

Alaska's teacher preparation institutions must meet or exceed the National Council for Accreditation of Teacher Education (NCATE) standards as well as the Alaska professional standards. NCATE standards are the only national standards for teacher preparation. Alaska is one of 44 NCATE Partnership states.

Licensure and Endorsements

New candidates for teacher certification in Alaska must demonstrate that they can read, write, and compute by passing the Praxis I tests. A broad-based committee of Alaskans has recommended that the Council of Chief State School Officers' (CCSSO) Test for Teaching Knowledge be required for new teachers once it is available. New administrators must demonstrate attainment of the standards by passing the CCSSO School Leader's Licensure Assessment.

Alaska teachers can now earn content area endorsements by completing an approved educational program in the content area; by earning a doctorate, master's, major, or minor in the content area; or by passing the Praxis II content area tests. A requirement that teachers of language arts, math, science, and social studies hold endorsements in those content areas is under discussion.

A Professional Licensure Advisory Committee has been formed to help flesh out the recommendations of the Professional Licensure Task Force (1995-97). The first order of business is to consider tiered licensure and requirements for continued licensure. Tiered licensure would require that, once they have earned initial certification, new teachers complete a two-year induction period working with a mentor teacher. Standards for mentor training and a mentor endorsement must be developed. At the end of the induction period, teachers with initial certificates would be required to demonstrate that they meet professional standards through a performance assessment. Portfolio assessment systems are also being considered.

The top tier has already been put in place. A new Advanced Teacher certificate is now available for those who choose to earn certification from the National Board of Professional Teaching Standards. Subsidies of \$1,000 toward the \$2,000 National Board application fee may be requested through the Certification Unit of the Alaska Department of Education.



To assure continuing professional development, the State Board of Education is considering a modification of the renewal requirements. Instead of the current requirement to complete six semester hours in any subject area every five years, educators would prepare a Professional Development Plan that relates to the standards and report their progress annually to the department. (Note: This process is for licensure only and unrelated to district evaluation processes.) In addition, districts will be required to demonstrate that the ten school days allowed for district professional development are used for activities that relate directly to standards.

Evaluation of Educators

In 1997, local school boards were required to develop and adopt a certified employee evaluation system for all teachers and administrators, except the superintendent. The Department's Professional Evaluation Handbook provides guidance for developing staff evaluation plans that relate to Alaska's professional standards for educators.

Alaska Hire

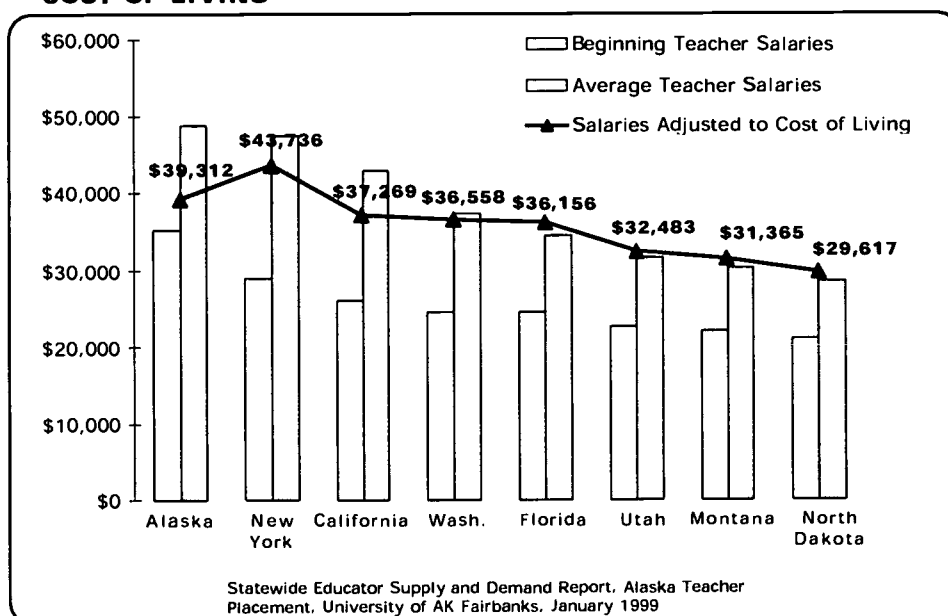
Up to 85 percent of people applying for initial certification in Alaska are prepared in institutions outside of Alaska. Aligning preparation programs to the Alaska Standards will ensure an in-state-trained workforce well prepared for hire in Alaskan schools. The Rural Educator Preparation Program, a partnership between the University of Alaska and rural school districts, is working to prepare and place educators in their home communities.



Salaries

According to Alaska Teacher Placement (ATP) at the University of Alaska, Fairbanks, Alaska's salaries have seen very little change since 1994, but remain the highest in the nation, at 128 percent of the U.S. average. After adjustment to the cost-of-living index, Alaska's salaries still rank among the top 15 in the nation. Salaries for principals and administrators rose by 3 percent in the last year.

TABLE 5
BEGINNING/AVERAGE TEACHER SALARIES
ADJUSTED TO THE
COST OF LIVING





Educator Supply and Demand

Even as Alaska raises its standards for educators and cost for certification and required tests, the state, the region, and the nation are beginning to experience educator shortages that are projected to get worse.

TABLE 6
1998 ATP REGISTRANTS
AND STATE DEMAND

Endorsement Area	Number ATP Registrants	Filled Positions		Statewide Positions
		Rural	Urban	
Administration*		63.0	10.0	684*
Central Office		21.0	2.0	161**
Art	23	3.0	10.0	79
Bilingual/Bicultural	4	4.5	11.0	40
Business Education	19	6.5	3.0	59
Computer Science	9	11.5	1.0	40
Counselor	69	32.0	21.0	225
Early Childhood	29	24.0	38.7	53
Elementary (K-6)	492	203.0	147.5	2,119
English	142	44.7	46.5	230
ESL	25	5.0	4.0	12
Foreign Lang.***	30	3.3	21.0	72
Generalist	54	61.5	10.0	1,200
Gifted/Talented	4	4.3	9.8	84
Health	24	2.0	0.0	30
Home Economics	6	3.0	0.0	40
Industrial Arts	22	17.0	8.0	140
Library/Media	14	8.6	13.0	150
Mathematics	65	23.0	42.0	200
Middle School (7-8)	1	16.0	4.7	127
Music	26	11.5	19.0	163
OT/PT	0	2.0	2.8	42
Physical Ed.	47	10.0	21.0	215
Reading	37	7.0	1.0	46
School Psych.	18	5.3	7.0	74
Science	126	24.7	42.0	183
Social Studies	152	18.0	38.0	191
Special Education	187	68.3	92.8	709
SPED/ECE	36	2.0	0.0	
Speech Path.	10	4.5	15.0	143
Long-Term Sub.	122	8.0	5.0	
Other		4.8	16.0	70
TOTAL		723	662.8	7,420

The Statewide Position Totals are taken from the Department of Education's 1996 statistics.

*Total Statewide Administrative Positions

** Central Office

***Statewide Foreign Lang.

The demand for educators in Alaska has exceeded supply. Currently, Alaska Teacher Placement (ATP) has requests from school districts that cannot be filled in these areas: math, special education, counseling, speech pathology, school psychology, and, for next school year, principals and superintendents. One reason is increased demand fueled by three years of district implementation of the Retirement Incentive Program (RIP), which created turnover rates of up to 57 percent and averaging 23 percent. After four years of stable numbers of openings around 810, the demand for educators has risen steadily, to 1,386 openings in 1998. In this last year, most districts again project large numbers of both teachers and administrators to use the services of the ATP program.

Another factor affecting the teacher supply is that, except for the introduction of tiered systems paying less to new hires and the restriction of new hires' experience on the salary scales, salaries have changed little since 1994. When adjusted for cost of living, Alaska salaries still rank in the top half of the country, but they are now lower than major competitors California and Washington.

A third factor is that Alaska institutions prepare only a small percentage of the teachers needed to fill positions available in the state. In historically hard-to-fill categories like special education, UAA, the only program, produced teachers for only about 10 percent of the number of vacancies. Also, many Alaska graduates are more interested in urban area positions, making recruitment to rural areas more difficult.

In response to supply and demand concerns, at least 20 districts plan to do individual recruitment outside the state this year, in addition to contracting with ATP to do out-of-state recruiting.



The *Alaska Quality Schools Initiative* encourages collaborations at the local and state levels among parents and every agency and organization—schools, businesses, agencies, governments and others—to improve the academic achievement of students. Since 1996, the Department of Education, the Alaska PTA, the Association of Alaska School Boards and NEA Alaska have assisted school districts and communities in developing more collaborative relationships.

Mission/Goals

The mission of Alaska's Family, School, Business and Community, Partnership is "to support the rights and responsibilities of parents, families, business and community members to be active partners in their children's education."

The goals of the partnership are to:

- ★ implement effective family and community involvement using Dr. Joyce Epstein's Model of Family Involvement;
- ★ promote centers for support services: Encourage schools to collaborate with and establish partnerships with social service agencies to create centers in which social, medical, and mental health services are accessible;
- ★ design self-review standards: Develop quality review standards that schools and communities can use to self-assess their family and community involvement efforts;
- ★ strengthen local linkages: Support local staff—such as home-school coordinators, school social service workers—who link the school, home, and community;
- ★ include parents and community members in making decisions: Involve parents and community representatives in school decision-making through their participation in development of state content, performance, school-to-work, and opportunity to learn standards;
- ★ share information about best practices: Train parents, community members, and school staff to understand and use best practices in family and community involvement, including making appropriate educational decisions;
- ★ facilitate use of culturally appropriate practices: Collaborate with other organizations to help local school boards facilitate discussions between community members, social services, families, schools, and other entities to identify and implement culturally appropriate educational practices.



1998 School-to-Work Partnerships

Alaska is three years into a five-year "venture capital" initiative to create local partnerships that support School-to-Work systems that will prepare students for the world of work and life-long learning.

School-to-Work (STW) systems are focused on high academic achievement, contextual learning and skills application, opportunity for career development and work experience, and connection to postsecondary education or training programs.

In the 1997-98 school year, 60 percent of the 53 school districts were involved in partnerships that included an estimated 12 percent of Alaska's 17,000 public and private sector employers. As a result of these partnerships, 36 percent of all secondary students in Alaska participated in school-based STW activities, and 21 percent of all secondary students participated in work-based learning activities.

Employers and educators from around the state assisted the Department of Education in drafting Employability Standards that were ultimately adopted by the State Board in September 1998. Though not in regulation, these standards are to be used in conjunction with Alaska's academic content standards to ensure students' successful transition from school to work.



Standards for State Accreditation of Schools

A public or private elementary or secondary school in Alaska may demonstrate the attainment of the standards for state accreditation by conducting a self-study using a format prescribed by the department; or providing evidence of accreditation by the Northwest Association of Schools and Colleges to the department.

The adopted standards for state accreditation of schools are:

- (1) classroom and instructional strategies support and promote student learning focused on the attainment of high standards by all students; a school demonstrates this standard by giving evidence that it bases curriculum, instruction and assessment on clear student standards and objectives; has established student standards that are meaningful, agreed upon, and emphasize the importance of learning; assesses student performance in multiple ways; and holds high expectations for the achievement of all students;
- (2) a climate of high expectations exists not only for students, but also for all staff, and high expectations are communicated to everyone in the community the school serves, with incentives, recognition and rewards in place to promote excellence;
- (3) school time is used for learning;
- (4) fair discipline practices and policies are established, communicated, and consistently enforced;
- (5) the school environment is supportive and physically safe;
- (6) appropriate technology is used to apply academic skills to simulate real life, workplace situations in addition to performing research and exploration;
- (7) all staff are involved in ongoing and continuous staff development that focuses on school improvement goals and student performance standards;
- (8) strong leadership that uses established research to guide the instructional program is in evidence;
- (9) resources are focused on established student standards and school improvement efforts to guide the instructional program;
- (10) the decision-making process for school plans and goals includes everyone in the community the school serves;
- (11) programs and support are provided to help high needs students achieve school success;
- (12) the school goals and staff behavior promote equity and respect for diversity among students, teachers, administrators, families, and community members of different socio-economic status and cultural background;
- (13) that non-English-speaking and limited-English-proficient students are provided with a strong academic core program that supports the students' first language; and
- (14) partnerships and collaboration are established between the school and parents, families, businesses, and other community members; a school demonstrates this standard by giving evidence that
 - (A) various types of involvement promote a variety of opportunities for school, families, and community to work together;
 - (B) collaboration between the school and agencies, businesses, and the community supports special programs for high needs students and families; and



- (C) staff and school procedures promote community connections and cross-cultural communications with parents and families.

Information on accreditation by the Northwest Association of Schools and Colleges may be obtained from Northwest Association of Schools and Colleges, 1910 University Drive, Boise, Idaho 83725-1060.

1998 Accreditation Status

The decision to seek accreditation is a local school board option. Alaska is only one of two western states without a mandated accreditation process. Since the 1970s, the State Board of Education 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 10 years.

Voluntary school accreditation has resulted in only 27 percent of Alaska's public schools seeking accreditation status. The majority of accredited schools serve a K-12 grade span. Generally, Regional Educational Attendance Areas (REAA's) 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.

Forty-one school districts have one or more accredited schools.

**TABLE 7
SUMMARY OF
SCHOOLS ACCREDITED**

Summary of Schools Accredited by
Northwest Association of Schools and
Colleges (December, 1997)

Elementary	7
Middle	11
High School	42
K-12	74
Special Purpose Schools	7
Supplemental Education Program	2
(Alternative Schools)	

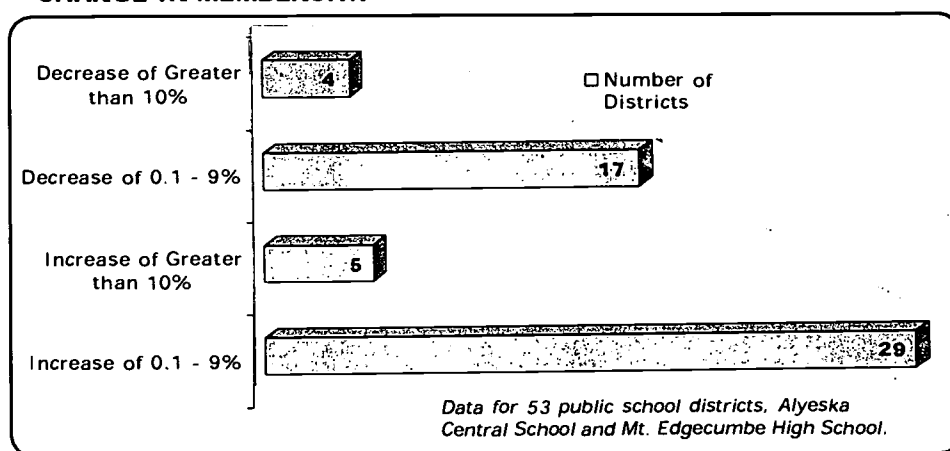
Total Accredited in Alaska	143
Public Schools	135
Private Schools	8



Annual Change in Membership

Alaska's student population continues to rise. The average daily membership for 1997-98 represents a 2.4 percent increase over the previous year. Twenty-one districts experienced no change or a decrease in this period. The most significant reductions were in Alaska Gateway, Chatham, Denali, and Southeast Island districts, at -10.2 percent, -12.4 percent, -10.5 percent, and -14.9 percent respectively. Enrollments in the majority of districts were higher than the previous year, with 5 districts experiencing increases greater than 10 percent. Galena's new I.D.E.A. correspondence school resulted in a 724 percent increase in the district's average daily membership. Nenana also had a significant 27 percent gain in enrollment.

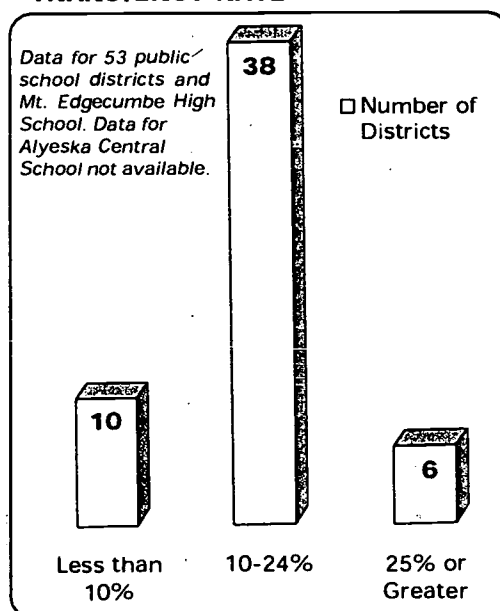
**TABLE 8
CHANGE IN MEMBERSHIP**



Transiency Rate

The enrollment change due to student transfers into and out of the district during the school year (transiency) is an important consideration in judging a school's long-term performance. Student mobility impacts both urban and rural schools in Alaska. Hoonah experienced the greatest turnover at 55 percent, seconded by Nenana at 40 percent.

**TABLE 9
TRANSIENCY RATE**



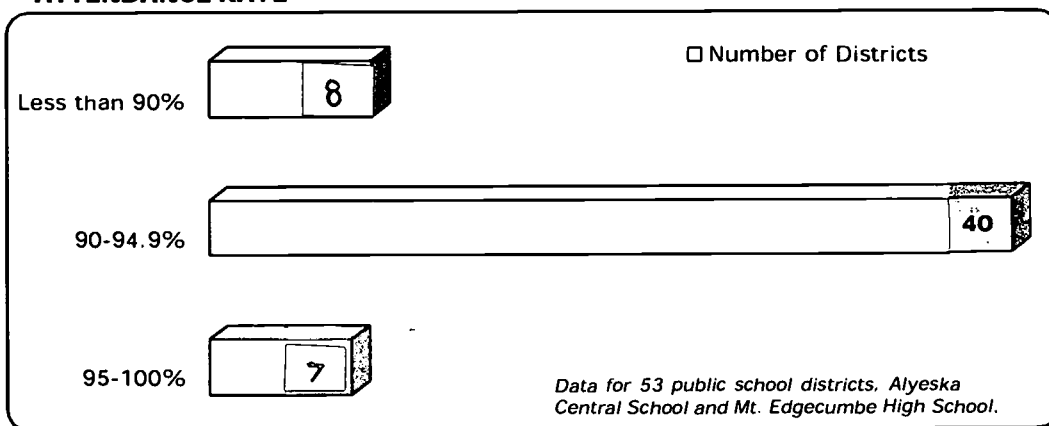


Attendance Rate

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.

Eight districts have attendance rates less than 90 percent, while seven districts reported attendance at better than 95 percent. Over the last three years, the statewide average attendance rate has remained at about 93 percent.

TABLE 10
ATTENDANCE RATE



Annual Dropout Rate for Grades 7-12

Dropout event 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 of Education statistics, a student who leaves the district to obtain a GED is a dropout.

Of 56,970 students enrolled in grades seven through twelve, 1,952 students dropped out during the 1997-98 year. The statewide dropout rate has declined over the last three years, from 4.1 percent in 1995-96 to 3.4 percent in 1997-98. Eight districts had dropout rates greater than 6 percent.

TABLE 11
DROPOUTS BY ETHNICITY

Ethnicity	Grades 7-12 Percentage of Total Enrollment	Grades 7-12 Percentage of Total Dropouts
Alaska Native/ Native American	22.0	32.0
Asian	4.9	2.9
Black	4.4	4.3
Hispanic	2.7	3.4
Other	0.3	0.2
White	65.8	57.3

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1997-98 Alaska District Profiles

	General Information							Supplemental Program Participation						
	Funding Communities	Number of Schools	# Accredited Schools	1990 Census Population	FY 98 Audited Expenditures	1997-98 Average Daily Membership (ADM)	Membership Change (%)	Special Education as % of ADM	Bilingual Population as % of ADM	Migrant as % of ADM	School-Age Low Income as % of ADM	Total # of Dropouts from Grades 7-12	Percentage of Dropouts from Grades 7-12	District Transiency Rate (%)
Alaska Gateway	8	8	2	2,196	\$5,824,999	514	-10.2	25.9	28.4	25.7	29.2	14	6.1	7.2
Aleutian Region	3	3	0	132	783,812	36	7.2	30.2	79.6	0.0	11.0	0	0.0	2.7
Aleutians East	6	6	0	2,325	5,304,636	341	-8.2	18.5	0.9	20.2	26.1	8	5.4	22.0
Alyeska Central	1	1	1	N/A	3,952,127	1,569	-3.5	0.0	0.0	0.2	0.0	68	7.7	N/A
Anchorage	4	87	20	255,202	283,724,332	47,316	1.8	19.4	8.9	1.3	17.4	302	1.5	16.5
Annette Island	1	3	3	1,598	4,288,960	397	1.4	23.7	24.5	5.3	32.8	3	1.7	3.1
Bering Strait	15	15	0	5,369	24,073,434	1,760	3.1	18.2	49.7	48.3	45.9	7	1.2	20.0
Bristol Bay	2	3	1	1,285	3,428,470	305	-2.7	19.3	3.6	32.5	6.9	0	0.0	19.1
Chatham	7	7	1	1,388	3,359,824	293	-12.4	12.3	4.1	11.6	18.1	1	0.8	18.6
Chugach	4	4	1	615	1,856,900	167	6.4	16.2	4.8	5.4	13.8	3	5.4	13.0
Copper River	7	10	5	2,815	6,384,215	818	5.9	11.4	6.0	1.6	16.3	12	3.5	16.6
Cordova	1	2	1	2,579	3,962,580	515	-3.7	29.3	3.5	23.3	7.8	1	0.5	12.4
Craig	1	2	2	1,823	3,182,402	428	1.4	15.0	0.2	15.2	13.3	4	1.9	12.3
Delta/Greely	2	6	2	4,182	6,357,102	951	12.7	18.0	11.5	0.0	23.9	12	3.2	24.1
Denali	3	3	3	1,871	3,671,782	350	-10.5	16.6	0.0	0.0	5.7	6	3.6	14.3
Dillingham	1	2	0	2,173	5,335,056	583	7.7	26.8	22.5	48.0	16.6	9	3.8	17.3
Fairbanks	5	32	5	83,842	100,901,120	16,348	1.3	19.6	3.1	1.1	13.6	498	7.0	15.6
Galena	2	4	2	520	7,615,415	1,359	723.6	2.8	8.0	2.4	1.2	1	0.2	5.9
Haines	2	4	1	2,459	3,422,675	438	-1.5	12.1	0.5	9.1	16.9	5	2.1	13.5
Hoonah	1	2	2	1,228	3,495,231	260	-4.0	15.4	56.1	7.3	19.2	0	0.0	54.7
Hydaburg	1	2	2	408	1,535,756	123	5.1	13.8	99.2	21.1	3.3	3	5.5	14.2
Iditarod	9	9	2	1,504	6,144,336	458	10.1	20.5	44.1	25.6	34.3	4	2.4	28.6
Juneau	1	12	1	28,519	36,035,757	5,663	1.4	22.7	9.2	0.7	13.8	87	3.3	12.9
Kake	1	2	2	684	2,119,083	194	-2.8	13.9	5.1	12.3	20.1	0	0.0	6.6
Kashunamiut	1	1	1	667	2,910,051	270	9.3	11.5	98.6	55.2	61.1	2	2.2	8.0
Kenai Peninsula	22	41	8	45,056	71,918,003	10,377	0.3	16.2	4.5	5.8	19.3	187	3.7	14.5
Ketchikan	1	8	1	14,745	16,552,583	2,731	-4.4	11.8	2.6	3.8	17.0	84	6.7	26.4
Klawock	1	2	2	738	2,291,976	221	5.0	22.6	10.0	4.1	24.0	2	2.0	19.6
Kodiak	10	16	1	15,481	21,825,830	2,851	-0.4	15.7	10.8	19.9	15.4	30	2.4	19.0
Kuspuk	8	11	0	1,581	6,040,329	473	-0.1	17.8	21.4	2.3	47.4	5	2.5	19.5
Lake & Peninsula	15	16	0	1,822	9,677,286	523	-0.1	19.3	3.4	44.7	39.0	4	1.7	32.7
Lower Kuskokwim	23	26	21	12,177	46,828,059	3,442	2.1	17.6	80.9	23.7	48.3	78	6.1	19.8
Lower Yukon	11	11	11	5,478	20,665,157	1,850	6.6	13.0	94.9	44.2	69.3	22	3.4	15.4
Mat-Su	15	30	6	48,570	82,958,934	12,777	3.4	17.4	4.9	3.9	21.2	288	4.7	13.9
Mt. Edgecumbe	1	1	0	N/A	4,414,750	308	5.0	3.6	22.4	21.1	11.4	0	0.0	25.6
Nenana	1	2	0	391	1,969,586	220	26.8	15.5	12.7	3.2	26.8	4	6.3	12.6
Nome	1	3	2	3,564	6,789,866	796	2.5	19.1	49.1	14.2	16.2	5	1.5	23.0
North Slope	8	10	10	6,815	41,783,535	1,983	2.4	12.7	88.4	36.8	5.2	19	2.5	12.3
Northwest Arctic	11	14	0	6,661	25,066,279	2,066	3.3	15.2	38.4	40.1	36.5	68	9.5	16.0
Pelican	1	1	1	211	644,528	33	3.9	12.1	9.1	97.0	9.1	0	0.0	16.2
Petersburg	1	3	1	3,295	5,356,355	769	0.7	18.2	1.0	15.0	13.3	4	1.1	9.5
Pribilof	2	2	1	912	2,704,132	187	-5.2	20.3	85.6	0.0	15.0	0	0.0	12.5
Saint Mary's	1	2	1	475	1,820,922	132	1.4	20.5	96.4	44.8	67.5	1	2.4	13.2
Sitka	3	6	1	9,031	10,909,436	1,745	-1.4	15.2	1.8	3.8	14.0	32	3.9	13.9
Skagway	1	1	1	818	1,481,972	132	-3.7	10.6	0.0	0.0	5.3	1	1.7	20.8
Southeast Islands	13	13	0	2,744	3,882,637	277	-14.9	11.6	0.0	30.3	20.6	3	2.2	40.1
Southwest Region	9	9	0	2,127	9,630,215	743	6.0	16.6	65.4	59.5	57.7	7	3.0	13.4
Tanana	1	1	0	322	1,709,398	113	10.8	16.8	39.8	53.1	19.5	3	5.4	1.8
Unalaska	1	2	2	3,967	3,618,514	380	1.5	15.8	13.9	0.0	4.5	7	4.2	15.2
Valdez	1	3	1	4,290	7,709,777	888	1.2	17.2	3.7	1.0	7.4	11	2.8	6.4
Wrangell	1	3	1	2,744	3,786,132	521	-1.3	15.2	0.2	2.3	20.7	5	2.2	10.9
Yakutat	2	3	1	754	2,137,922	169	5.6	14.8	0.0	4.1	10.7	0	0.0	6.5
Yukon Flats	11	12	0	1,648	7,021,951	448	1.0	23.4	80.1	17.0	39.5	18	9.3	18.0
Yukon/Koyukuk	10	10	10	2,221	7,873,661	546	-1.8	23.1	85.9	26.2	33.5	10	3.8	19.6
Yupit	3	6	0	1,200	5,045,380	397	-1.0	16.9	90.4	71.5	52.6	4	2.6	17.3
Statewide	278	498	143	605,222	963,785,160	129,554	2.4	17.9	14.6	7.5	19.7	1,952	3.4	16.1



	District Attendance Rate (%)		# 1997-98 Graduates		4th Grade CAT5 Test Results								8th Grade CAT5 Test Results								11th Grade CAT5 Test Results							
					Top Quartile Reading	Bottom Quartile Reading	Top Quartile Math	Bottom Quartile Math	Top Quartile Language	Bottom Quartile Language	Top Quartile Reading	Bottom Quartile Reading	Top Quartile Math	Bottom Quartile Math	Top Quartile Language	Bottom Quartile Language	Top Quartile Reading	Bottom Quartile Reading	Top Quartile Math	Bottom Quartile Math	Top Quartile Language	Bottom Quartile Language						
	87.6	29	24.2	27.3	21.9	28.1	18.2	42.4	25.0	25.0	21.4	25.0	14.8	33.3	23.3	43.3	20.0	23.3	13.3	26.7								
	95.63	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	88.2								
	88.2	22	10.7	42.9	7.1	32.1	14.3	28.6	9.7	45.2	19.4	32.3	6.5	41.9	4.3	30.4	4.3	17.4	17.4									
	100.0	48	45.5	18.2	27.3	27.3	36.4	18.2	35.7	14.3	24.1	13.8	32.1	10.7	61.5	0.0	61.5	7.7	53.8									
	93.4	2,296	34.2	14.5	38.6	16.7	36.7	16.9	34.3	15.5	34.7	16.9	31.3	18.2	30.7	21.6	36.7	16.4	25.9									
	96.2	25	24.1	24.1	10.3	31.0	17.2	37.9	3.7	37.0	3.6	53.6	10.7	39.3	4.5	45.5	10.0	25.0	4.5									
	89.8	57	3.1	50.0	14.8	49.2	7.8	47.3	9.6	52.1	16.8	33.7	11.7	37.2	11.3	48.4	9.7	37.1	9.7									
	94.8	21	23.1	15.4	42.3	7.7	30.8	19.2	25.8	16.1	19.4	16.1	29.0	22.6	16.7	22.2	16.7	22.2	11.1									
	92.2	11	17.6	41.2	29.4	11.8	35.3	17.6	36.4	31.8	20.0	30.0	25.0	45.0	14.3	47.6	20.0	35.0	10.0									
	93.8	8	35.7	14.3	28.6	21.4	35.7	21.4	30.0	10.0	50.0	10.0	50.0	10.0	N/A*	N/A*	N/A*	N/A*	N/A*									
	91.4	35	39.5	20.9	46.5	25.6	30.2	25.6	52.8	13.2	34.0	17.0	39.6	18.9	28.1	12.5	28.6	14.3	27.3									
	93.2	42	60.5	0.0	79.1	0.0	58.1	0.0	37.0	11.1	48.1	11.1	33.3	18.5	9.7	16.1	25.8	9.7	12.9									
	92.6	20	40.0	13.3	53.3	10.0	43.3	26.7	31.0	24.1	15.4	15.4	7.4	29.6	40.9	36.4	28.6	19.0	18.2									
	94.5	66	29.0	19.4	37.7	21.3	40.3	22.6	35.2	12.7	47.9	12.7	32.4	21.1	47.5	13.1	47.5	14.8	21.3									
	94.2	20	44.4	14.8	55.6	11.1	22.2	22.2	50.0	3.6	57.1	0.0	39.3	3.6	30.3	15.2	30.3	15.2	27.3									
	94.0	23	15.4	33.3	4.7	53.5	11.9	38.1	11.9	28.6	14.3	28.6	9.5	23.8	14.3	31.4	14.3	28.6	11.4									
	92.3	746	35.0	15.1	40.4	14.6	35.2	18.5	37.4	14.8	34.3	16.3	29.7	20.6	29.7	21.2	37.6	16.2	28.1									
	99.3	30	46.7	8.6	35.6	16.3	35.6	14.4	37.0	13.6	38.3	12.3	37.0	23.5	19.6	30.4	19.6	28.3	13.0									
	92.8	33	35.5	9.7	35.5	6.5	32.3	19.4	51.4	2.7	43.2	8.1	37.8	10.8	22.0	34.1	17.1	26.8	19.5									
	92.9	19	9.5	42.9	19.0	47.6	4.8	57.1	14.3	14.3	52.4	9.5	4.8	28.6	23.1	46.2	23.1	23.1	61.5									
	84.6	2	0.0	50.0	0.0	16.7	0.0	16.7	0.0	45.5	0.0	27.3	0.0	90.9	0.0	100.0	0.0	85.7	0.0									
	92.2	32	12.8	59.0	20.5	51.3	10.3	64.1	4.3	39.1	26.1	17.4	4.3	34.8	18.5	29.6	29.6	37.0	18.5									
	94.1	324	33.9	22.0	54.4	15.9	30.3	29.8	34.0	15.0	37.1	16.7	30.0	14.6	30.4	17.7	32.7	15.6	28.1									
	93.8	12	14.3	14.3	7.1	7.1	21.4	14.3	12.5	37.5	25.0	37.5	0.0	37.5	0.0	100.0	0.0	40.0	0.0									
	94.6	12	4.3	60.9	21.7	52.2	4.3	39.1	5.9	70.6	11.8	41.2	11.8	29.4	0.0	63.6	9.1	63.6	9.1									
	93.5	633	31.1	18.9	34.3	17.8	28.7	23.1	37.1	13.2	34.7	14.5	28.0	19.0	33.6	16.3	28.6	18.8	25.9									
	95.1	148	32.6	13.7	30.7	18.0	30.5	23.7	36.1	18.5	35.6	17.6	30.1	24.3	39.9	14.5	35.5	13.0	32.6									
	91.2	15	14.3	50.0	28.6	35.7	7.1	50.0	12.5	37.5	6.3	37.5	12.5	56.3	42.9	42.9	35.7	21.4	28.6									
	94.5	157	24.2	22.8	31.1	20.1	22.7	28.6	28.8	24.3	24.2	21.1	22.4	25.1	24.7	27.6	27.5	18.7	26.3									
	90.8	19	9.4	59.4	12.5	53.1	9.4	59.4	9.8	75.6	12.8	43.6	4.9	61.0	12.0	56.0	26.9	26.9	16.0									
	91.9	24	0.0	66.7	6.9	69.0	3.4	51.7	11.4	51.4	14.3	20.0	14.3	54.3	12.5	50.0	28.1	21.9	9.4									
	92.6	128	10.9	51.1	20.0	33.7	9.1	47.2	9.0	66.8	14.7	35.1	8.9	48.9	6.8	68.2	11.5	39.7	6.8									
	91.5	51	3.3	63.2	5.9	63.4	4.6	57.0	2.2	73.9	7.6	49.2	3.0	61.7	1.6	75.0	4.7	39.1	3.2									
	92.3	740	36.6	13.9	43.7	10.8	36.0	18.4	37.7	11.4	37.2	11.0	28.1	15.6	34.7	14.5	37.7	15.7	23.0									
	98.1	53	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	19.0	25.9	25.9	10.3	17.2									
	94.1	6	30.8	7.7	38.5	7.7	15.4	15.4	38.5	0.0	38.5	7.7	46.2	7.7	42.9	14.3	42.9	28.6	28.6									
	93.8	48	18.5	29.6	33.3	25.9	16.7	35.2	21.2	50.0	15.1	35.8	11.3	35.8	28.6	42.9	26.8	26.8	11.9									
	89.5	65	8.3	49.7	28.0	31.5	13.2	45.1	11.3	49.3	9.7	38.2	15.5	46.5	6.6	56.6	17.1	42.1	13.2									
	90.4	64	5.0	59.7	17.5	38.3	8.8	55.2	2.9	68.4	14.9	28.4	2.9	52.2	3.5	68.4	10.3	39.7	7.1									
	90.4	1	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	20.0	20.0	20.0	0.0	40.0	40.0	N/A*	N/A*	N/A*	N/A*	N/A*									
	94.3	60	50.0	11.4	52.9	11.4	38.6	12.9	48.1	13.5	36.5	13.5	51.9	15.4	37.7	11.3	30.2	13.2	28.4									
	89.1	8	20.0	26.7	26.7	13.3	20.0	0.0	13.0	21.7	30.4	30.4	30.4	26.1	0.0	50.0	0.0	33.3	0.0									
	92.0	6	7.1	35.7	42.9	28.6	7.1	42.9	0.0	61.5	38.5	30.8	0.0	46.2	16.7	33.3	16.7	16.7	66.7									
	90.8	107	33.6	23.0	41.6	15.0	34.5	28.3	30.3	14.8	32.3	20.2	36.6	19.5	26.4	22.0	19.8	28.6	22.6									
	92.5	9	40.0	10.0	60.0	10.0	60.0	20.0	50.0	12.5	50.0	0.0	12.5	12.5	0.0	36.4	9.1	27.3	9.1									
	94.2	16	41.2	11.8	41.2	23.5	41.2	11.8	31.0	10.3	13.8	17.2	13.8	10.3	11.1	22.2	11.1	22.2	0.0									
	92.1	30	4.2	63.9	23.6	47.2	6.9	62.5	0.0	68.9	20.0	26.7	4.5	59.1	11.1	63.0	22.2	25.9	11.1									
	96.0	5	0.0	55.6	44.4	11.1	11.1	33.3	8.3	25.0	9.1	9.1	8.3	33.3	10.0	60.0	20.0	20.0	20.0									
	94.5	24	34.6	19.2	26.9	15.4	23.1	23.1	38.9	19.4	36.1	13.9	27.8	13.9	10.0	60.0	9.1	36.4	9.1									
	93.1	57	42.9	11.1	33.3	15.9	38.1	12.7	41.7	16.7	57.7	7.0	33.3	15.3	24.0	8.0	38.0	10.0	24.0									
	92.8	30	50.0	7.1	81.0	2.4	40.5	14.3	29.4	23.5	32.4	23.5	23.5	17.6	20.0	26.7	16.7	10.0	10.0									
	94.8	9	16.7	16.7	38.5	23.1	15.4	30.8	33.3	16.7	28.6	21.4	7.7	46.2	0.0	60.0	0.0	20.0	0.0									
	86.5	13	12.9	51.6	22.6	38.7	3.2	64.5	16.0	40.0	8.3	20.8	8.3	41.7	0.0	80.0	0.0	56.3	0.0									
	91.2	20	4.3	56.5	10.9	45.7	10.9	58.7	3.2	48.4	6.5	41.9	0.0	61.3	8.3	66.7	4.2	58.3	4.2									
	88.4	14	0.0	76.9	0.0	71.4	0.0	67.9	0.0	69.2	3.8	42.3	3.8	61.5	0.0	73.9	4.3	65.2	0.0									
	93.0	6,496	30.8	20.7	36.8	19.5	31.2	23.5	31.8	20.7	32.1	18.4	27.1	22.7	28.2	24.7	31.7	19.2	23.4									

*CAT-5 results are not published when three or fewer students are tested in a grade.

Sources of Data for This Report



Adult Basic Education Program Participation and Performance Report (1997-98)

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- ★ California Achievement Test
- ★ Building Questionnaire
- ★ Student Questionnaire

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Foundation Report for Funding Communities (October, 1997)

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Report of School-Age Children Receiving Public Assistance (HSS, January, 1998)

School District Report Card(s) to the Public (1997-98)

- ★ Progress Toward District Goals
- ★ Comments on School Performance by Students, Parents, Community
- ★ Parent Involvement Strategies Questionnaire
- ★ Other Indicators of Performance
- ★ Summary and Evaluation of Environmental Education
- ★ Average Daily Membership/Percent Change in Membership
- ★ Student Transfers Into and Out of the District/Transiency Rate
- ★ District and School Aggregate Attendance/Rate
- ★ District and School Dropout Worksheet/Dropout Rate for 9th Grade Cohort
- ★ High School Completion/District Graduation Rate
- ★ Students Promoted to the Next Grade/District Promotion Rate for Grades 1-8
- ★ District Education Plans - Goals, Assessment and Participation

School Districts' Annual Audited Financial Statement (October, 1998)

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Bilingual Participation and Performance Reports (1997-98)

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1990 Federal Census, Alaska Department of Labor

National School-to-Work Progress Measures Survey (March, 1998)



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This publication was released by the Department of Education, produced at a cost of \$1.58 per copy, to provide the legislature, school districts, state agencies and the public a comprehensive summary of the school districts' education plans, and report card statistics. This publication is required by Alaska Statute Sec. 14.03.120(b).



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