

State of Alaska  
Department of Education & Early Development

# Report Card To The Public<sup>★</sup>

2005 - 2006  
School Year



### **ACKNOWLEDGEMENTS**

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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 COMMISSIONER . . .

This *Report Card to the Public, a Summary of Statistics from Alaska's Schools*, is published in accordance with Alaska Statute 14.03.120 for the school year 2005-2006. Public knowledge of our schools is an important part of Alaska's school accountability system.

This publication reports the status of public education in Alaska. It is a source of information for Alaska's educational policymakers, 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 information about its plans and performance to its community. This publication is a statewide summary of those reports.

Readers can learn information about Alaska education at a glance; see the vision and mission statements that energize the Alaska Department of Education & Early development; and review the performance and participation rate of students statewide on assessments in reading, writing and math from grades 3 to 10 and in our state's high school graduation qualifying examination. The report also shows how Alaskan students perform on college admission tests such as the SATs and the ACTs. The report also provides information about graduation and attendance rates statewide.

Detailed report cards about each Alaska school and school district are available on the department's web site at <http://www.eed.state.ak.us>.

Alaska's standards-based initiatives have proven to be an excellent blueprint for revitalizing our education system and fulfilling our responsibility to students to prepare them for the workplace and postsecondary education. Our goal is no less than this: that every student achieves academically at a high level and is guided by outstanding teachers in quality schools.

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



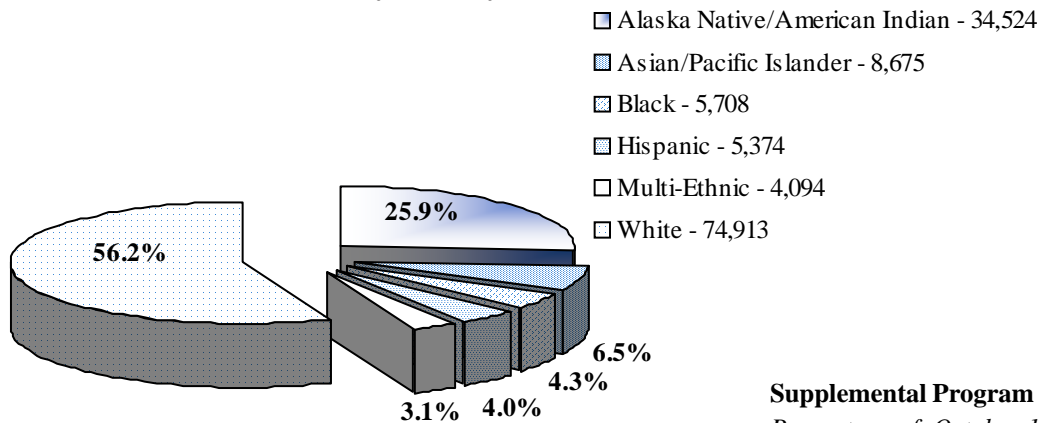
Commissioner Roger Sampson

## ALASKA EDUCATION AT A GLANCE

### Statewide Profile

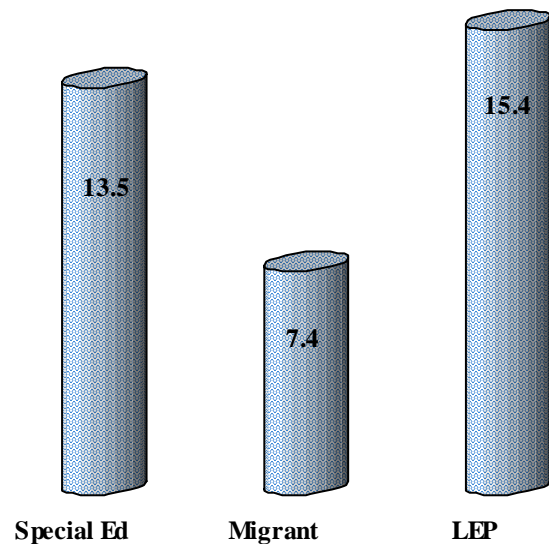
School District Square Miles .....	685,175	K-12 Student Populations in Average	
State Population (estimated 7/1/06) .....	670,053	Daily Membership (ADM) .....	131,264
Number of School Districts .....	53	Change in ADM from 04-05 .....	0.3%
Regional Educational Attendance		School-Age Low-Income Children .....	44,194
Areas (REAs) .....	19	Number of High School	
City/Borough Districts .....	34	Graduates 2006 .....	7,361
Funding Communities .....	267	Number of Dropouts	
Public Schools Pre-Elementary		(Grades 7-12) 2006 .....	3,642
to Grade 12 .....	497		
State-Operated Schools .....	1		
Charter Schools .....	23		
Correspondence Schools .....	25		

### Total Statewide Enrollment by Ethnicity



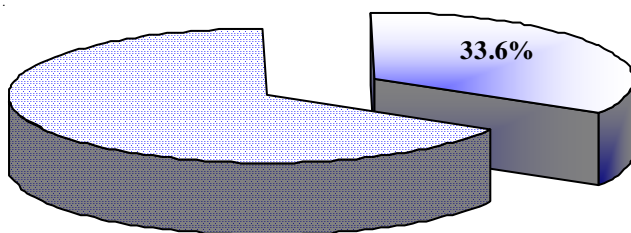
### Supplemental Program Participation

Percentage of October 1, 2005 Enrollment (PE-12)



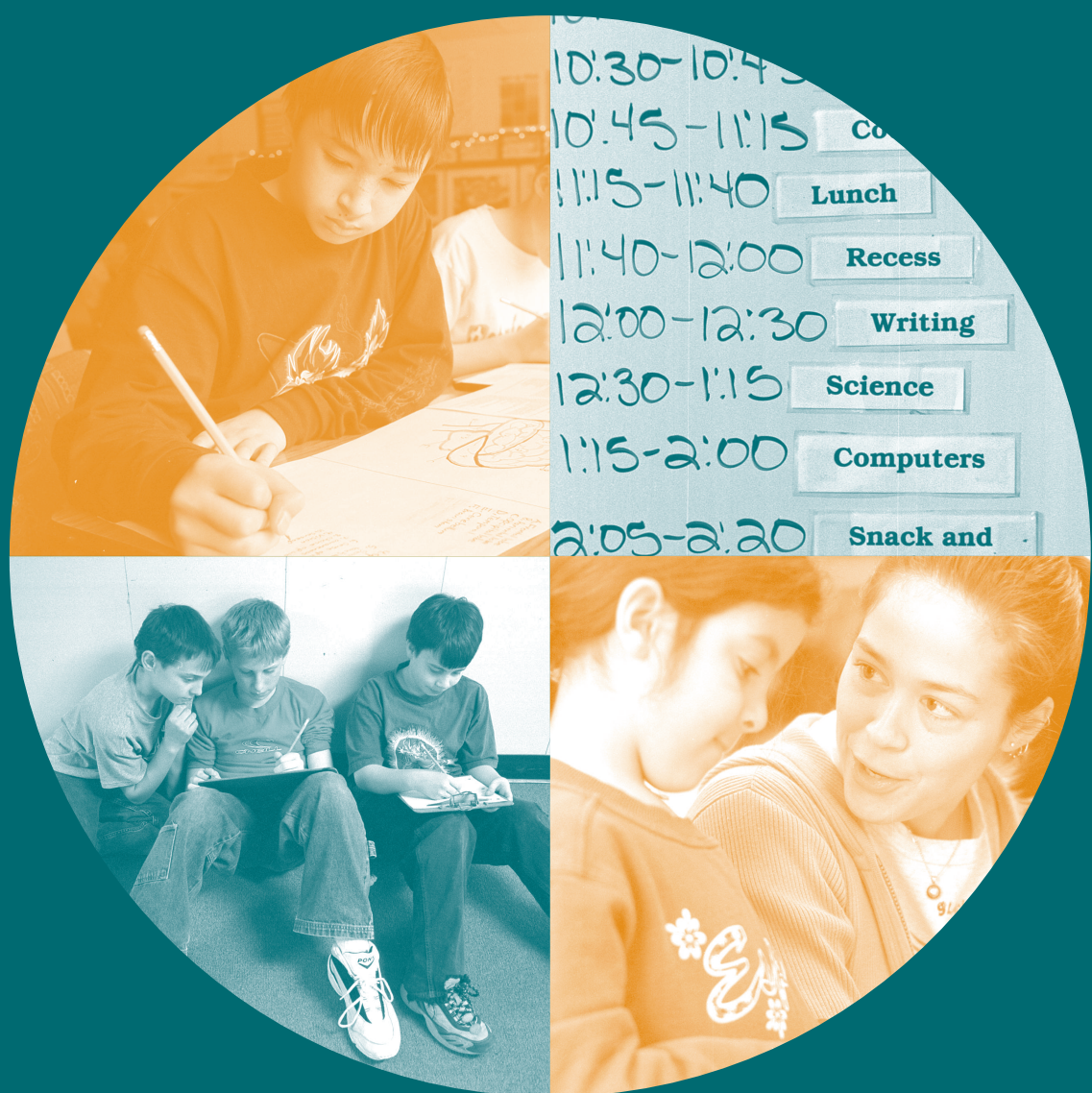
### School-Age Children in Low-Income Families (ages 5-17)

Percentage of October 1, 2005 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.
- We can close the achievement gap in students with disabilities, limited English proficient students, Alaska Native/American Indian students and economically disadvantaged students.
- 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 affects student achievement.

## GOALS

- 1) Continuous academic growth for all students, including closing the achievement gap in reading, writing and math**
  - a. Promote parent and family involvement in student learning.
  - b. Form partnerships with other organizations, including health services, tribal entities, 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 focus on 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. Ensure assessments provide a growth scale.
  - c. 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 inservices 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 avenues for paraprofessionals to meet highly qualified 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 Alaskans to become teachers, 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 deliveries for mandated trainings.
  - c. Review statutes 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 which began in 2004.

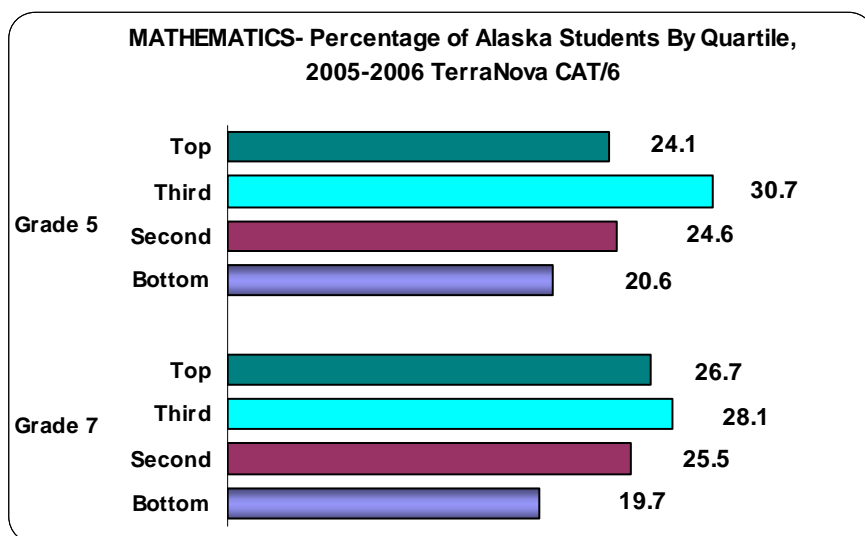
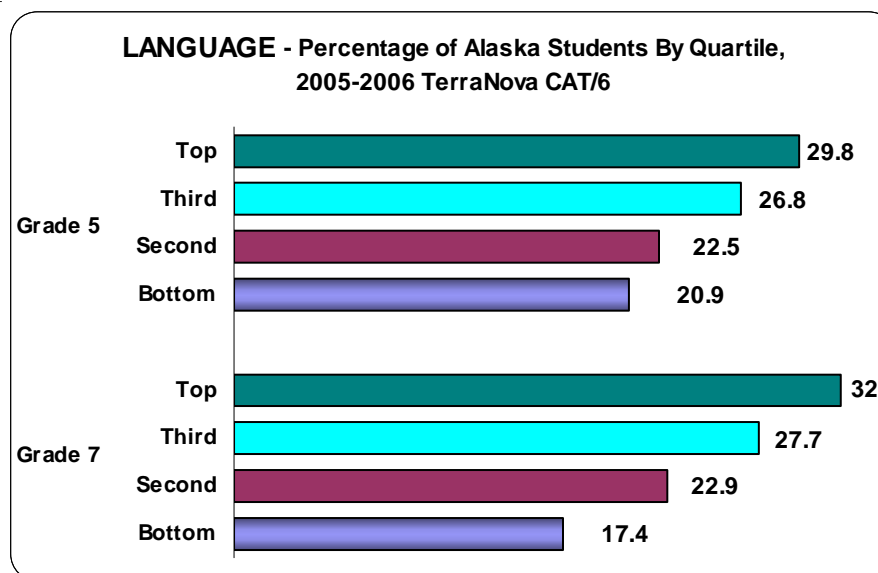
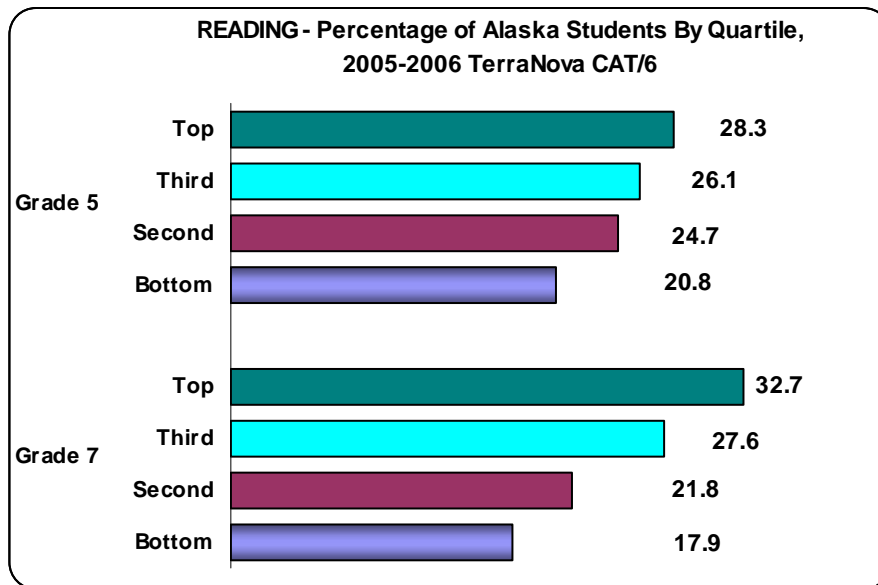
Implementing a statewide, comprehensive system to assess the skills and knowledge of Alaska's students is a primary activity of the Alaska Department of Education & Early Development. Such a system would measure student achievement in relation to adopted state standards; provide valid, reliable information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

The department has:

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

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**  
**2005 and 2006 Standard Based Assessment (SBA) Exam Performance**

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		
<b>Grade 3</b>											
Reading	2005	3,138	34.5%	4,047	44.5%	1,064	11.7%	838	9.2%	9,334	97.4%
	2006	3,613	38.5%	3,785	40.3%	1,120	11.9%	864	9.2%	9,580	97.9%
Writing	2005	2,476	27.2%	4,327	47.5%	2,095	23.0%	203	2.2%	9,334	97.5%
	2006	2,749	29.3%	4,306	45.9%	2,106	22.4%	222	2.4%	9,580	97.9%
Math	2005	2,846	31.2%	4,036	44.2%	1,099	12.0%	1,140	12.5%	9,334	97.7%
	2006	3,104	33.0%	4,019	42.7%	1,127	12.0%	1,152	12.3%	9,580	98.1%
<b>Grade 4</b>											
Reading	2005	2,322	24.9%	4,973	53.2%	1,218	13.0%	829	8.9%	9,633	97.0%
	2006	2,562	27.7%	4,749	51.4%	1,180	12.8%	742	8.0%	9,399	98.2%
Writing	2005	2,026	21.6%	5,119	54.7%	2,087	22.3%	130	1.4%	9,633	97.2%
	2006	2,385	25.8%	4,970	53.8%	1,764	19.1%	111	1.2%	9,399	98.2%
Math	2005	2,528	27.0%	3,920	41.8%	1,383	14.7%	1,547	16.5%	9,633	97.4%
	2006	2,995	32.4%	3,758	40.7%	1,236	13.4%	1,251	13.5%	9,399	98.3%
<b>Grade 5</b>											
Reading	2005	2,425	25.0%	5,098	52.5%	1,397	14.4%	783	8.1%	9,935	97.7%
	2006	2,563	27.2%	4,873	51.7%	1,310	13.9%	672	7.1%	9,595	98.2%
Writing	2005	2,193	22.6%	5,124	52.8%	2,295	23.6%	96	1.0%	9,935	97.7%
	2006	2,358	25.0%	4,928	52.3%	2,046	21.7%	82	0.9%	9,595	98.1%
Math	2005	3,097	31.9%	3,393	34.9%	1,751	18.0%	1,470	15.1%	9,935	97.7%
	2006	3,325	35.3%	3,241	34.4%	1,613	17.1%	1,250	13.3%	9,595	98.3%
<b>Grade 6</b>											
Reading	2005	2,774	28.2%	4,696	47.7%	1,779	18.1%	600	6.1%	10,106	97.5%
	2006	3,017	31.1%	4,370	45.0%	1,691	17.4%	624	6.4%	9,902	98.0%
Writing	2005	2,615	26.5%	4,435	45.0%	2,423	24.6%	381	3.9%	10,106	97.5%
	2006	2,858	29.4%	4,147	42.7%	2,332	24.0%	372	3.8%	9,902	98.1%
Math	2005	2,856	28.9%	3,557	36.0%	1,763	17.8%	1,705	17.3%	10,106	97.8%
	2006	3,001	30.9%	3,506	36.1%	1,566	16.1%	1,646	16.9%	9,902	98.2%
<b>Grade 7</b>											
Reading	2005	2,847	27.4%	4,990	48.0%	1,698	16.3%	857	8.2%	10,753	96.6%
	2006	2,710	27.4%	4,911	49.7%	1,521	15.4%	743	7.5%	10,133	97.6%
Writing	2005	1,476	14.2%	5,900	56.7%	2,192	21.1%	841	8.1%	10,753	96.8%
	2006	1,486	15.0%	5,631	56.8%	2,045	20.6%	744	7.5%	10,133	97.8%
Math	2005	2,436	23.4%	3,922	37.6%	2,406	23.1%	1,666	16.0%	10,753	97.0%
	2006	2,324	23.5%	3,782	38.2%	2,265	22.9%	1,527	15.4%	10,133	97.7%

<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.

<sup>3</sup> Grade 10 SBA test takers do not necessarily reflect the same population as the Grade 10 HSGQE test takers.

**Table 1 (Continued)**  
**2005 and 2006 Standard Based Assessment (SBA) Exam Performance**

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		
<b>Grade 8</b>											
Reading	2005	3,219	31.3%	5,025	48.9%	1,555	15.1%	473	4.6%	10,723	95.8%
	2006	3,331	32.7%	5,069	49.7%	1,362	13.4%	433	4.2%	10,503	97.1%
Writing	2005	654	6.3%	6,948	67.4%	2,026	19.7%	682	6.6%	10,723	96.1%
	2006	808	7.9%	6,952	68.2%	1,808	17.7%	629	6.2%	10,503	97.1%
Math	2005	2,382	23.1%	4,025	39.0%	1,947	18.9%	1,962	19.0%	10,723	96.2%
	2006	2,625	25.7%	3,968	38.9%	1,788	17.5%	1,819	17.8%	10,503	97.1%
<b>Grade 9</b>											
Reading	2005	4,162	39.8%	3,927	37.5%	1,968	18.8%	402	3.8%	11,170	93.6%
	2006	4,049	39.0%	3,874	37.3%	2,052	19.8%	405	3.9%	10,930	95.0%
Writing	2005	405	3.9%	7,208	69.1%	1,934	18.5%	890	8.5%	11,170	93.4%
	2006	452	4.4%	6,987	67.6%	2,072	20.0%	831	8.0%	10,930	94.6%
Math	2005	2,559	24.5%	3,343	32.0%	2,119	20.3%	2,432	23.3%	11,170	93.6%
	2006	2,357	22.9%	3,453	33.5%	2,080	20.2%	2,403	23.3%	10,930	94.2%
<b>Grade 10</b>											
Reading	2005	<i>Grade 10 SBA was first administered in Spring 2006.</i>									
	2006	2,958	30.8%	4,834	50.4%	1,375	14.3%	423	4.4%	10,377	92.4%
Writing	2005	<i>Grade 10 SBA was first administered in Spring 2006.</i>									
	2006	434	4.5%	6,763	70.6%	1,814	18.9%	566	5.9%	10,377	92.3%
Math	2005	<i>Grade 10 SBA was first administered in Spring 2006.</i>									
	2006	1,734	18.1%	4,192	43.8%	2,030	21.2%	1,617	16.9%	10,377	92.3%

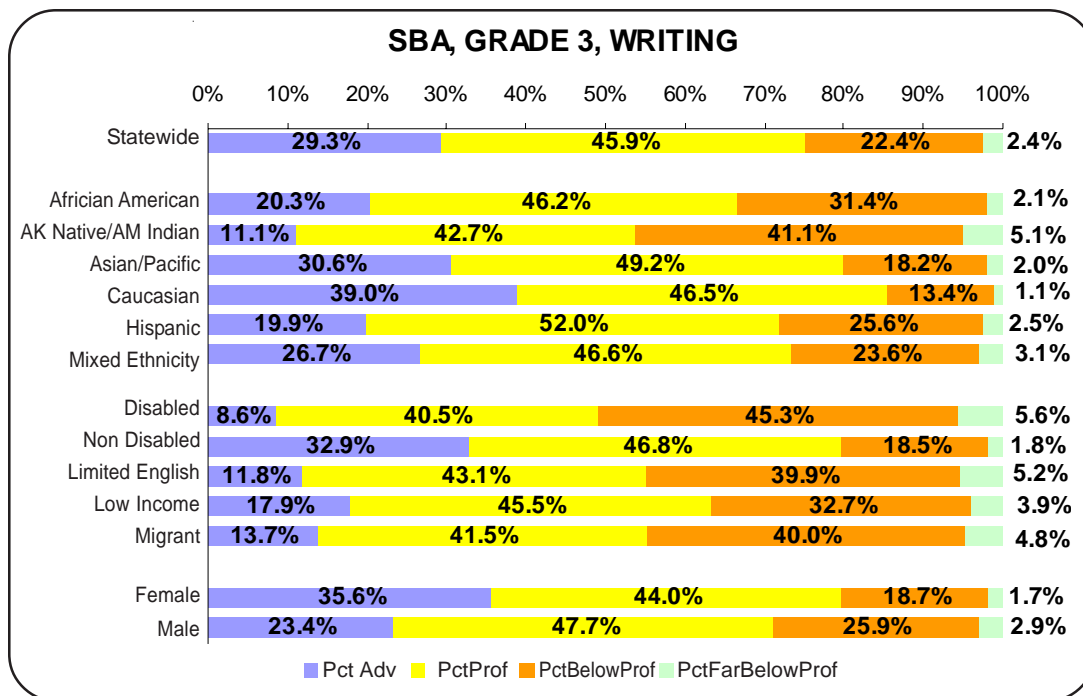
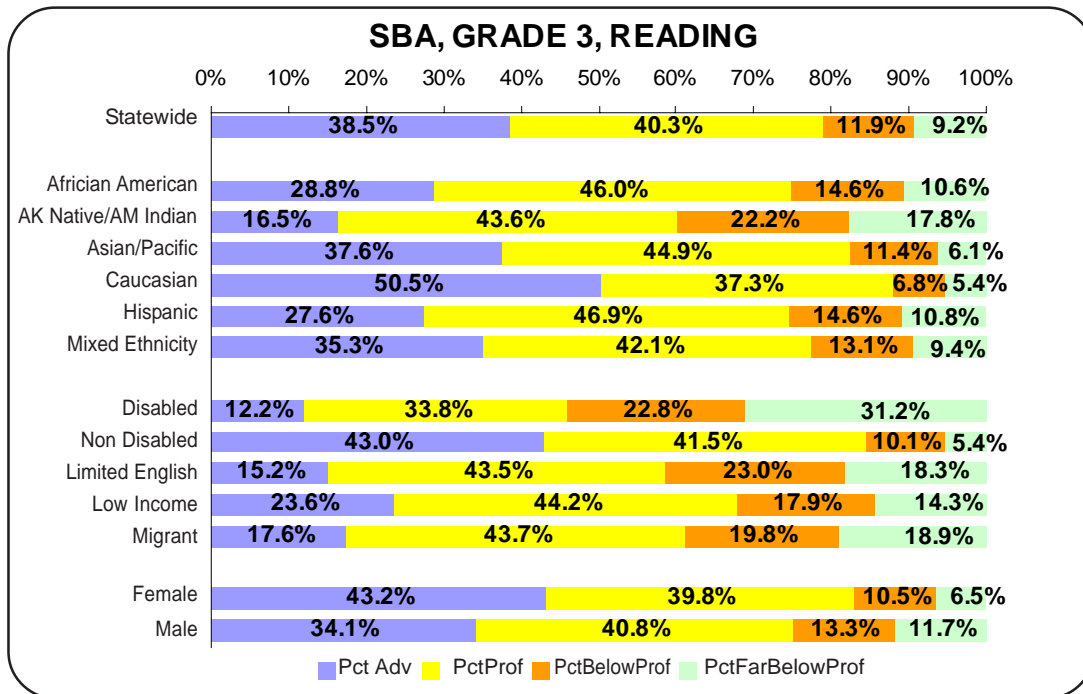
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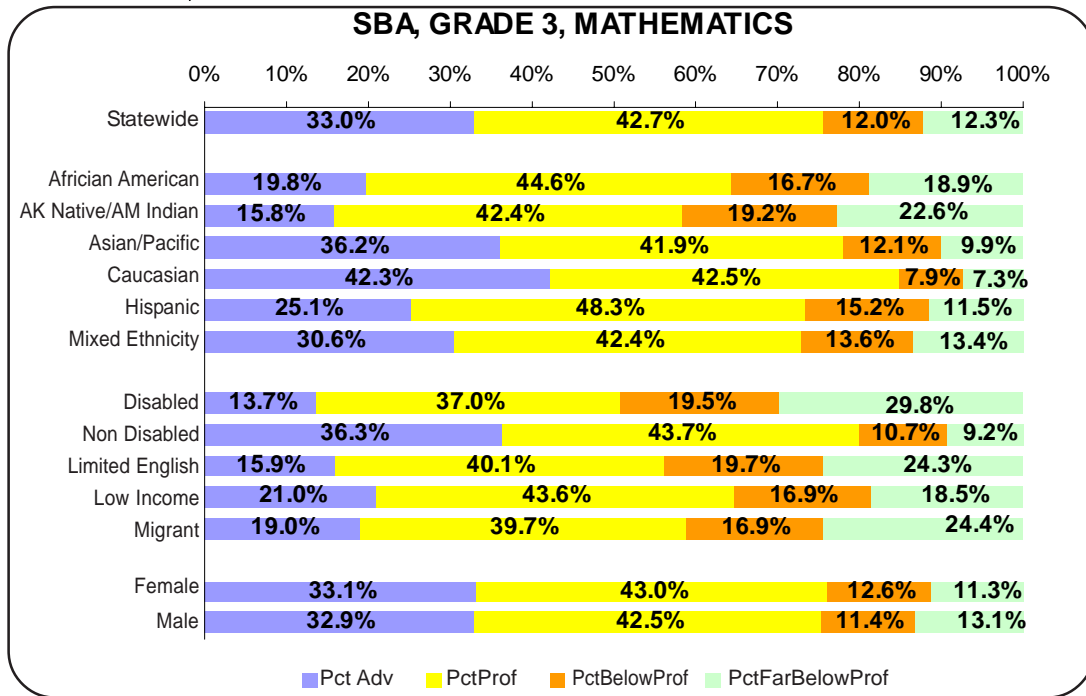
<sup>3</sup> Grade 10 SBA test takers do not necessarily reflect the same population as the Grade 10 HSGQE test takers.

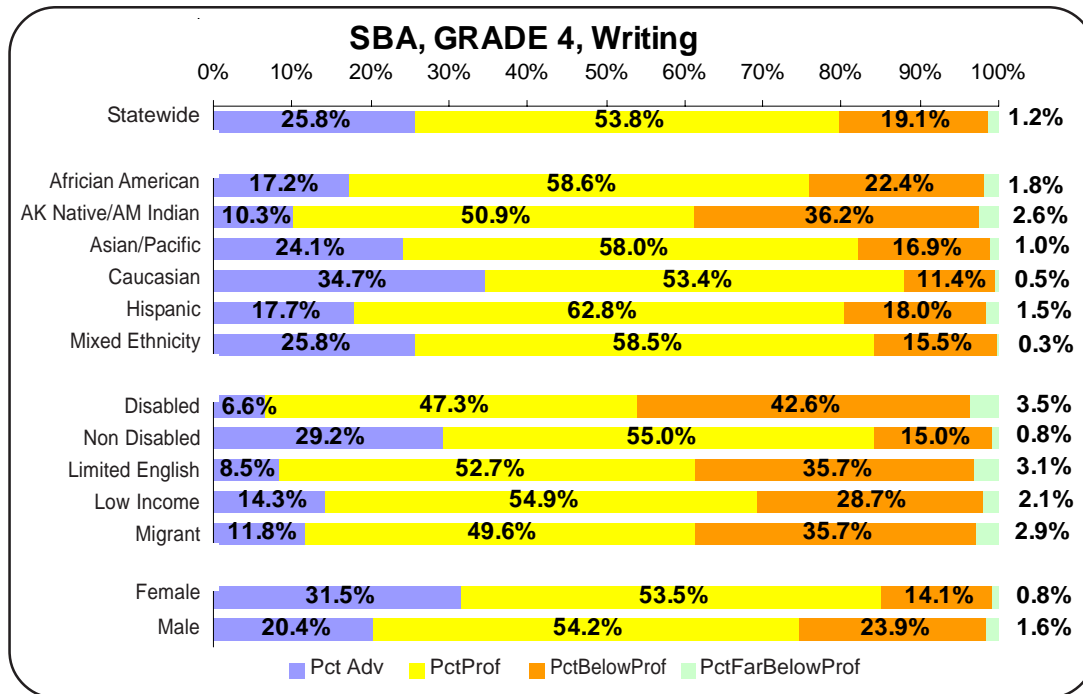
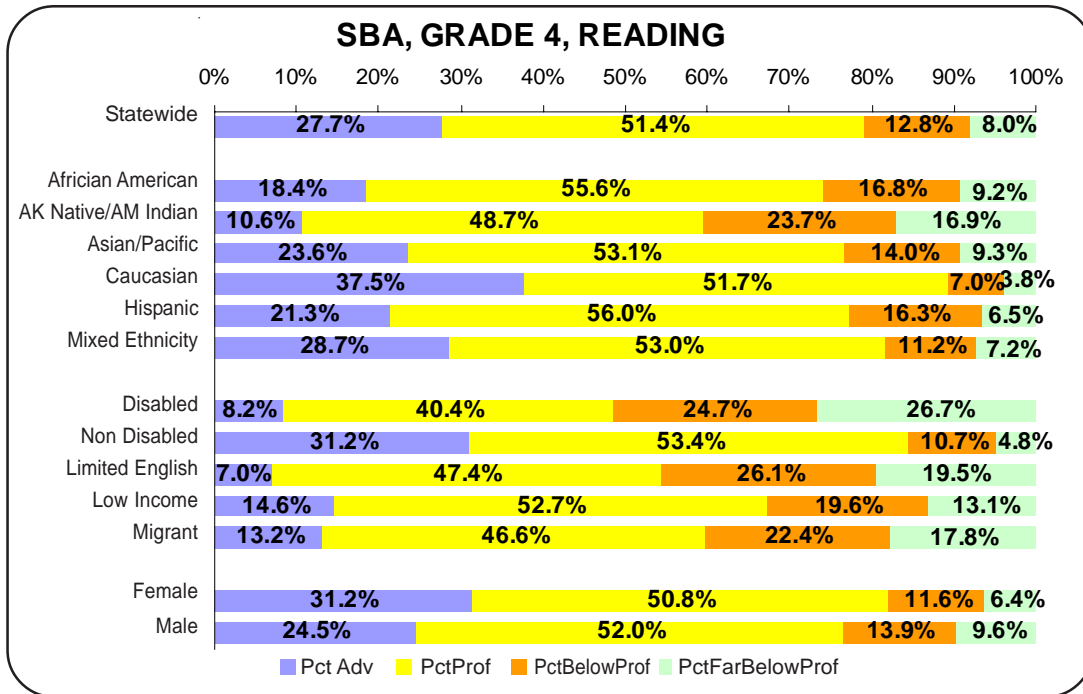
## STATEWIDE PERFORMANCE SPRING 2006 SBA RESULTS

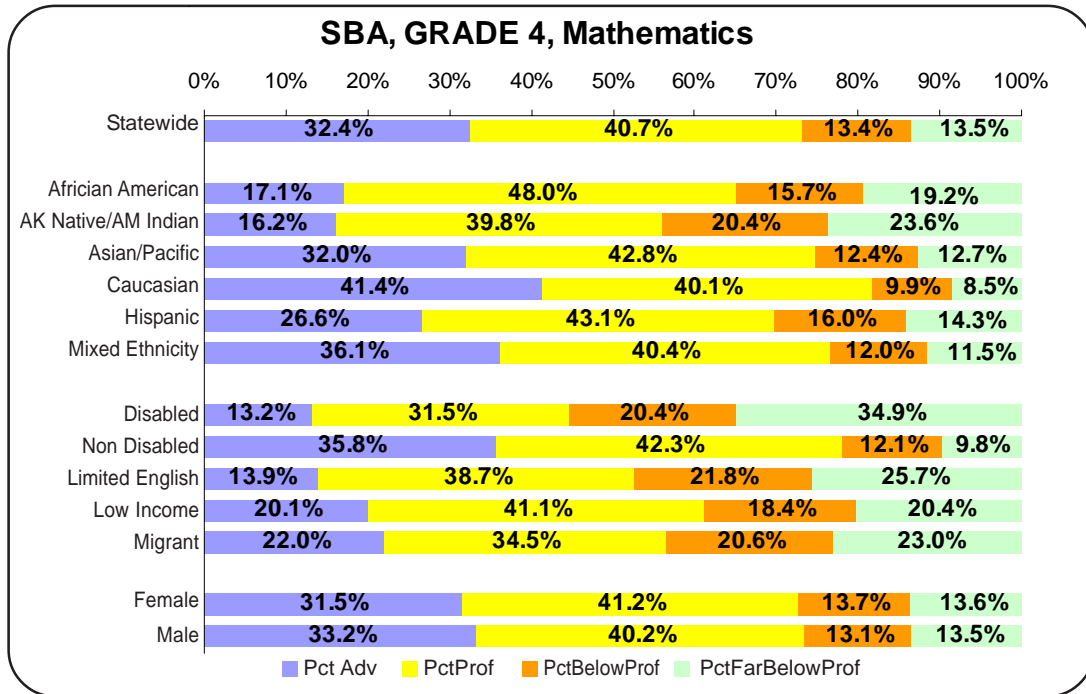
The following charts illustrate statewide performance on the Standards Based Assessment Examinations, High School Graduation Qualifying Examinations and TerraNova CAT/6 administered in Spring 2006. Results are provided for each assessment and include a statewide average as well as information regarding the achievement of subgroups including major racial and ethnic groups, low income, limited English proficiency, disability status, migrant status, and gender.

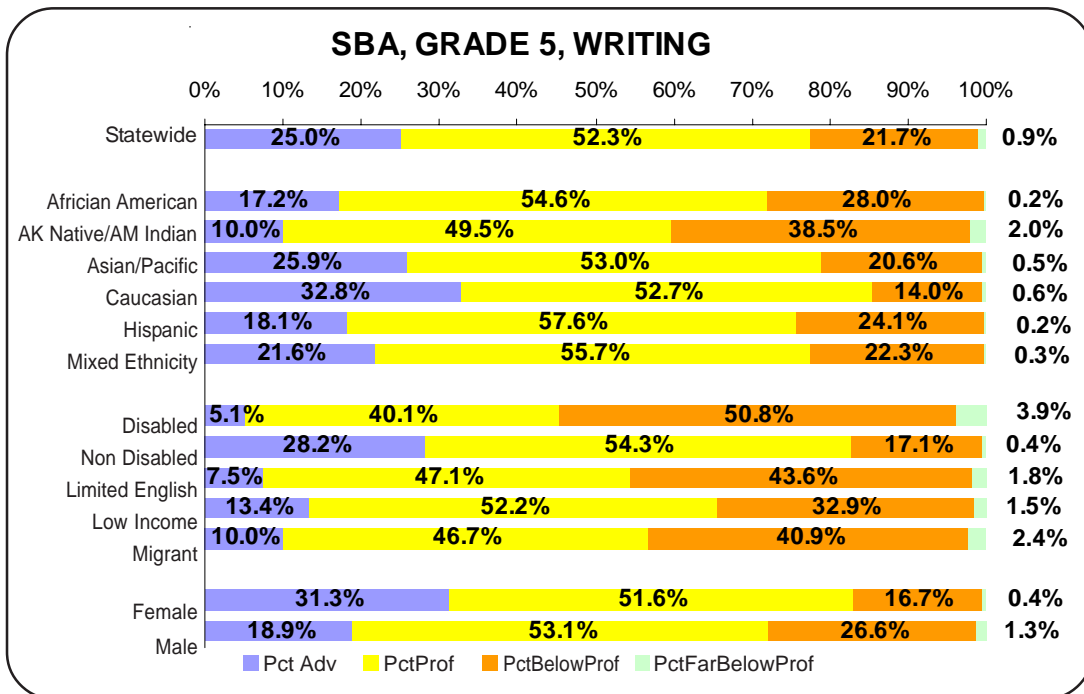
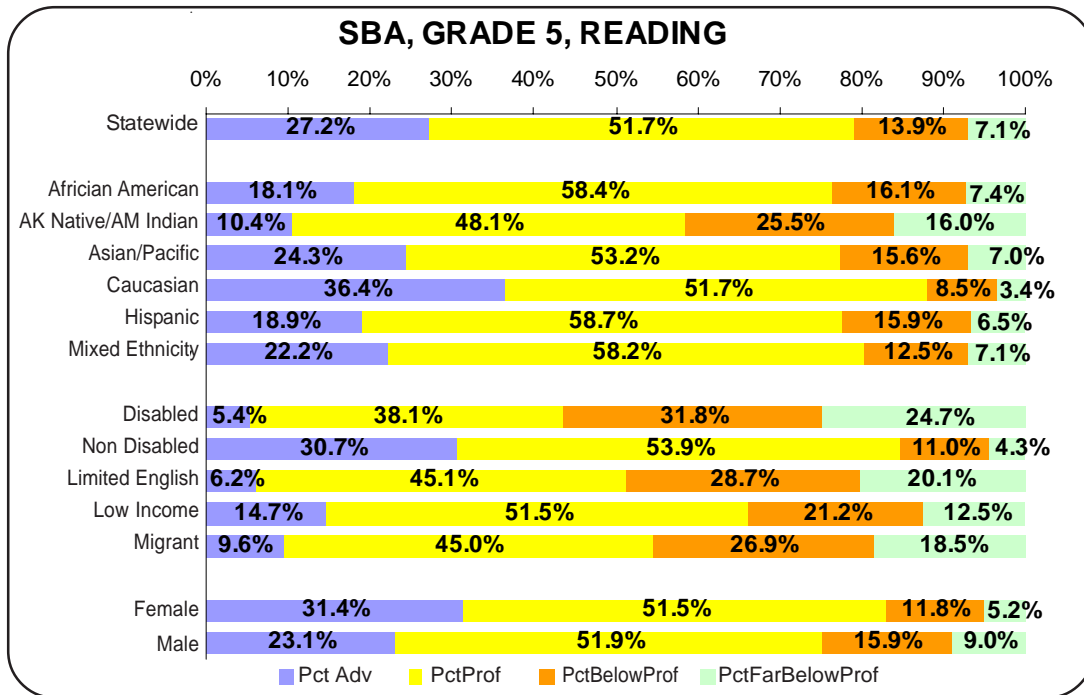


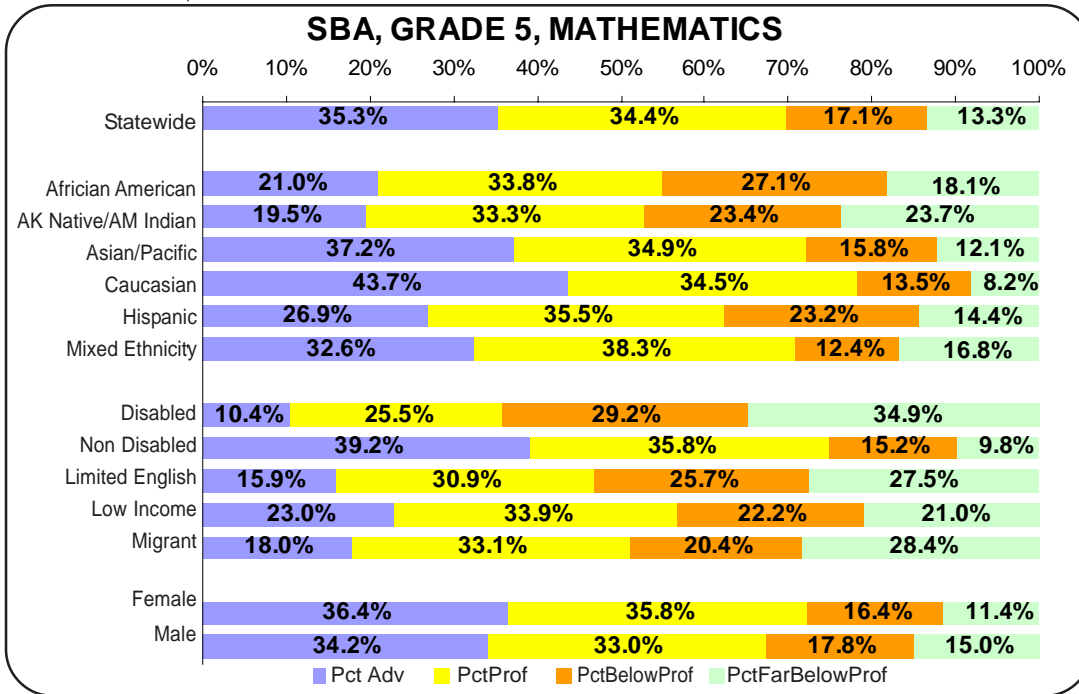


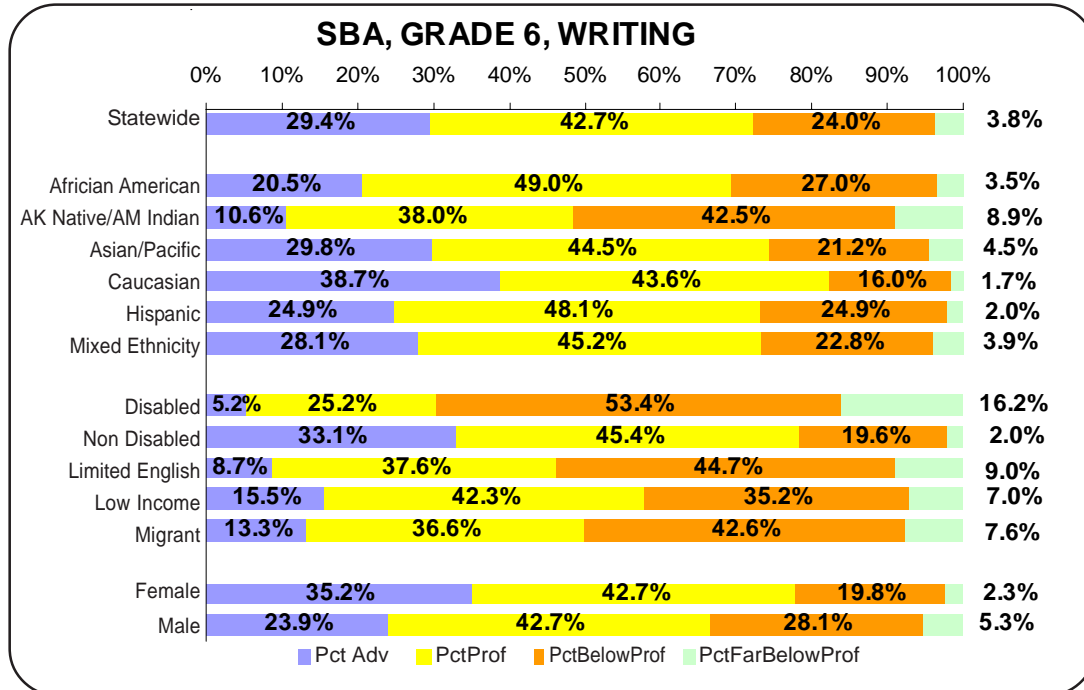
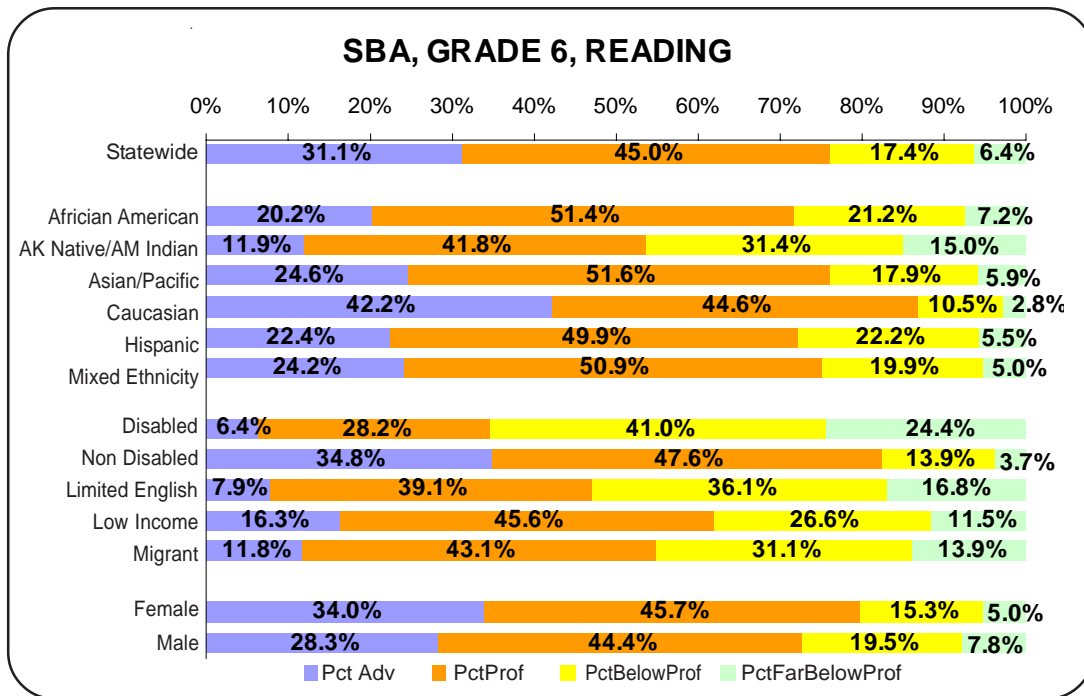


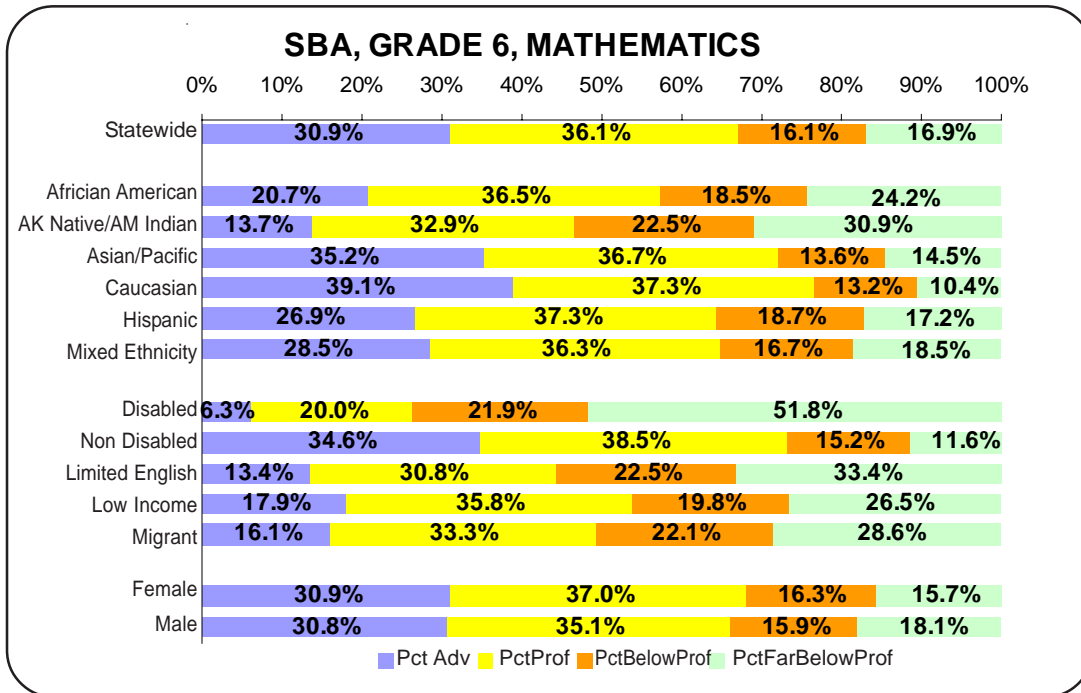


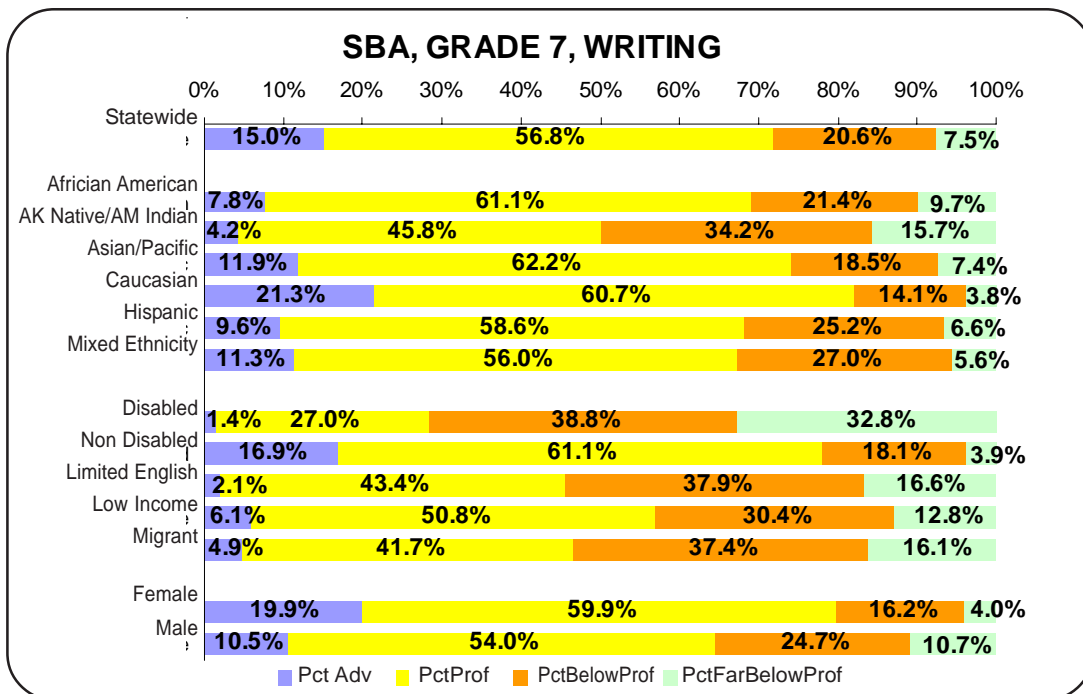
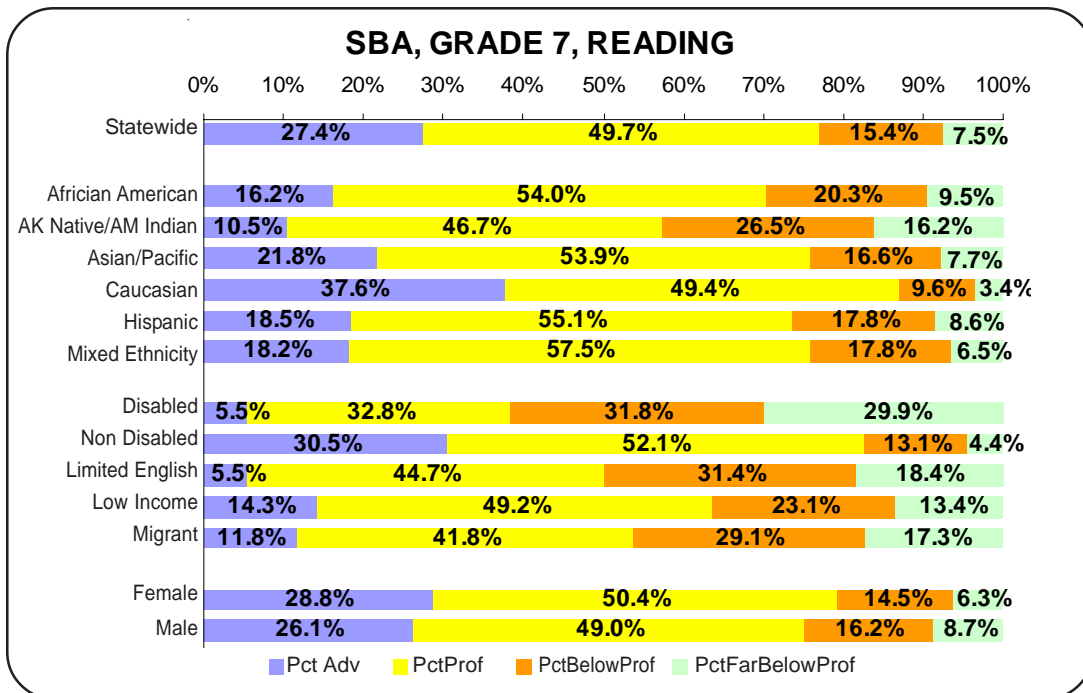




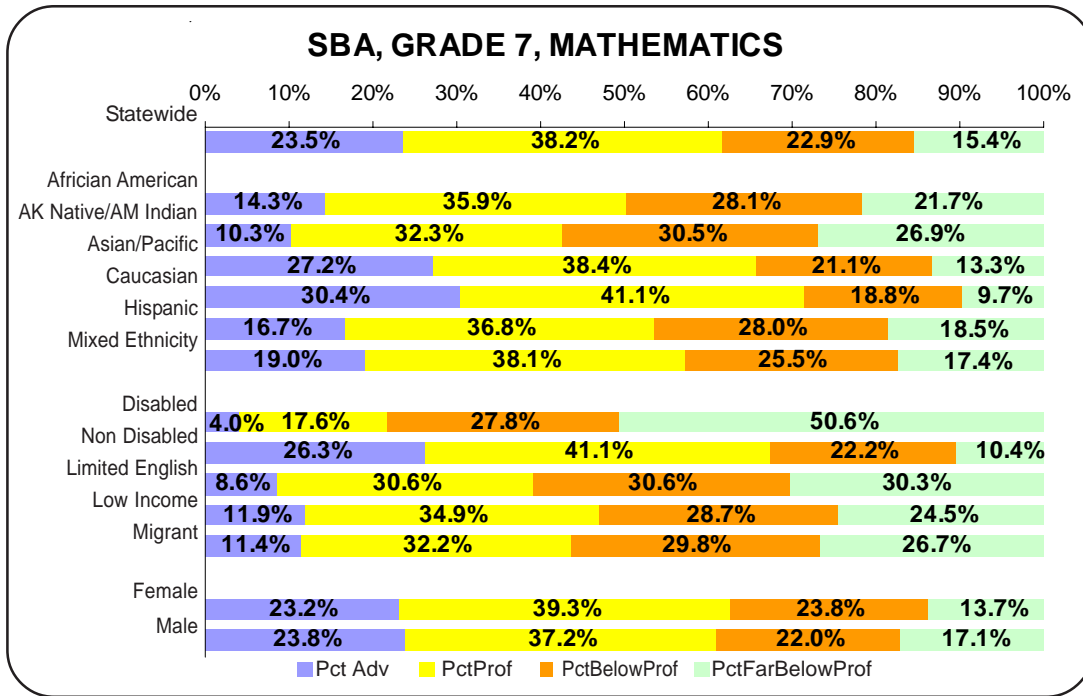


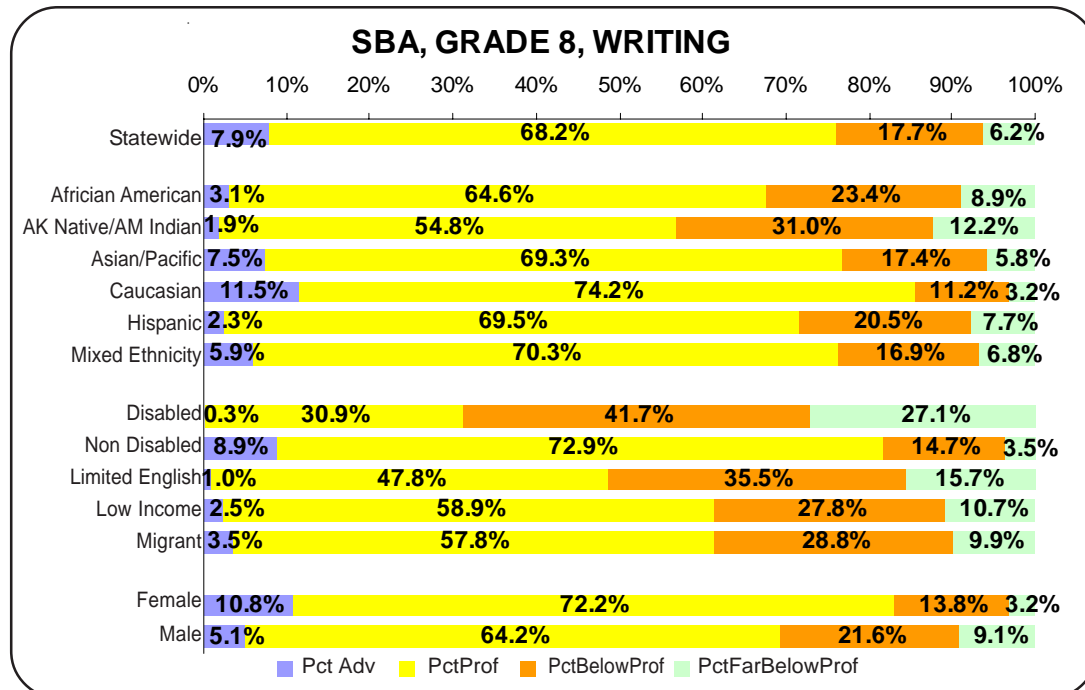
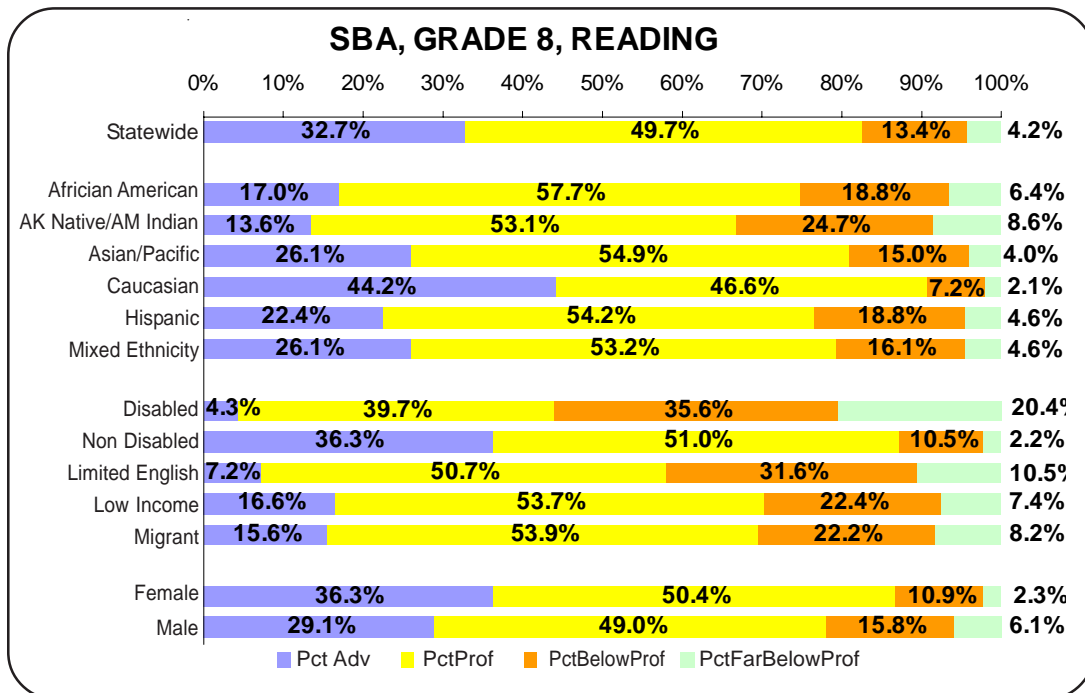


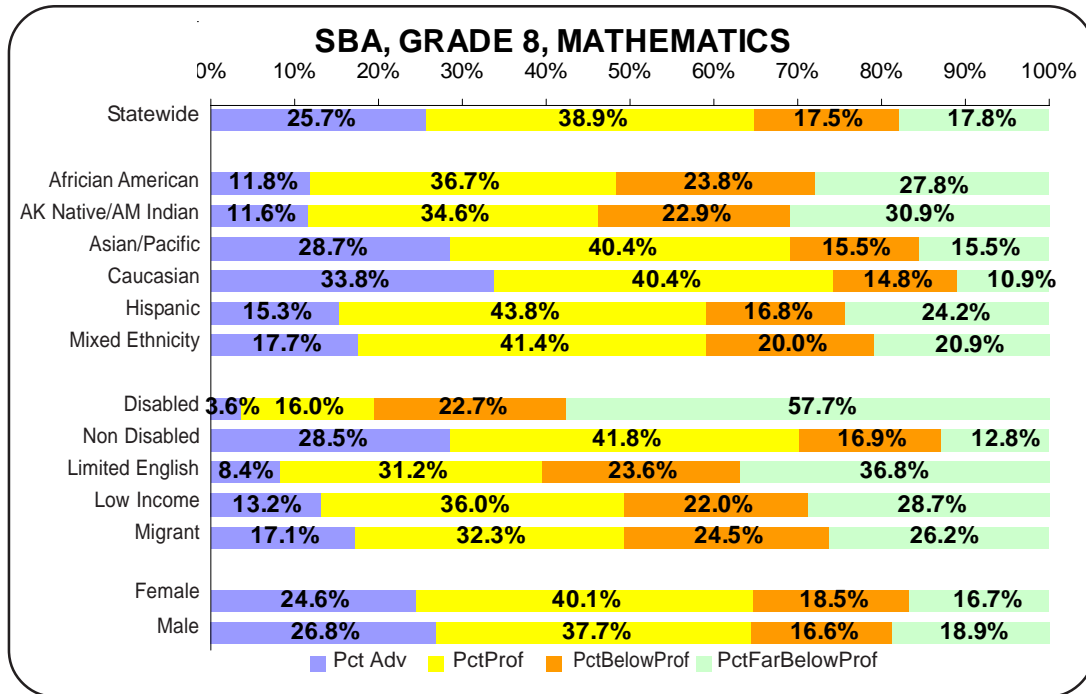


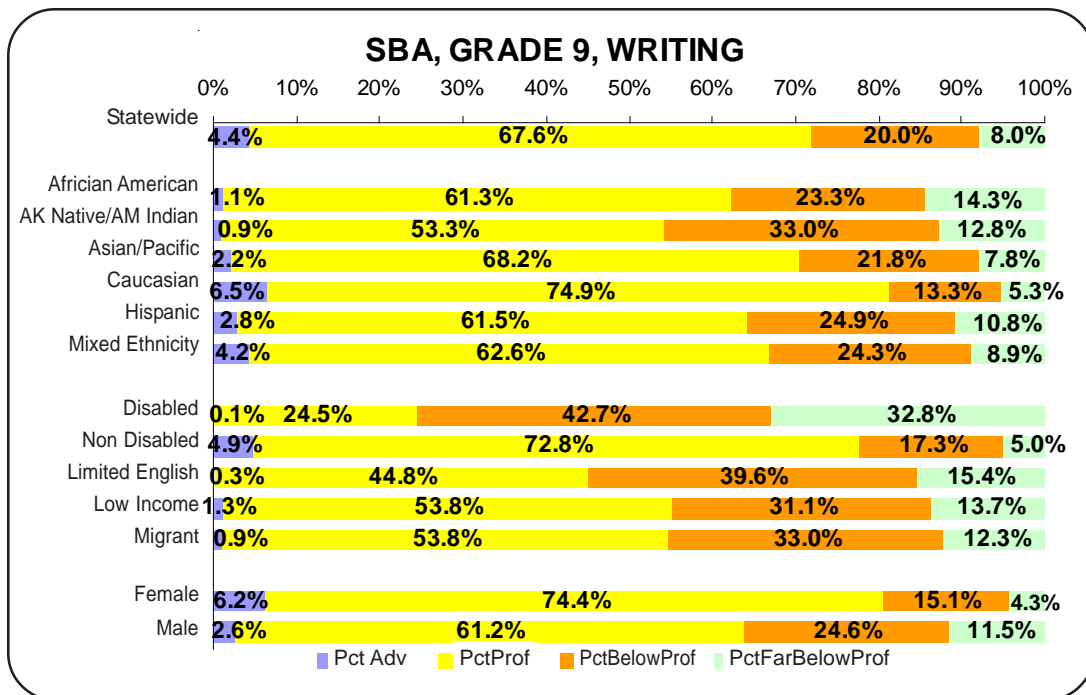
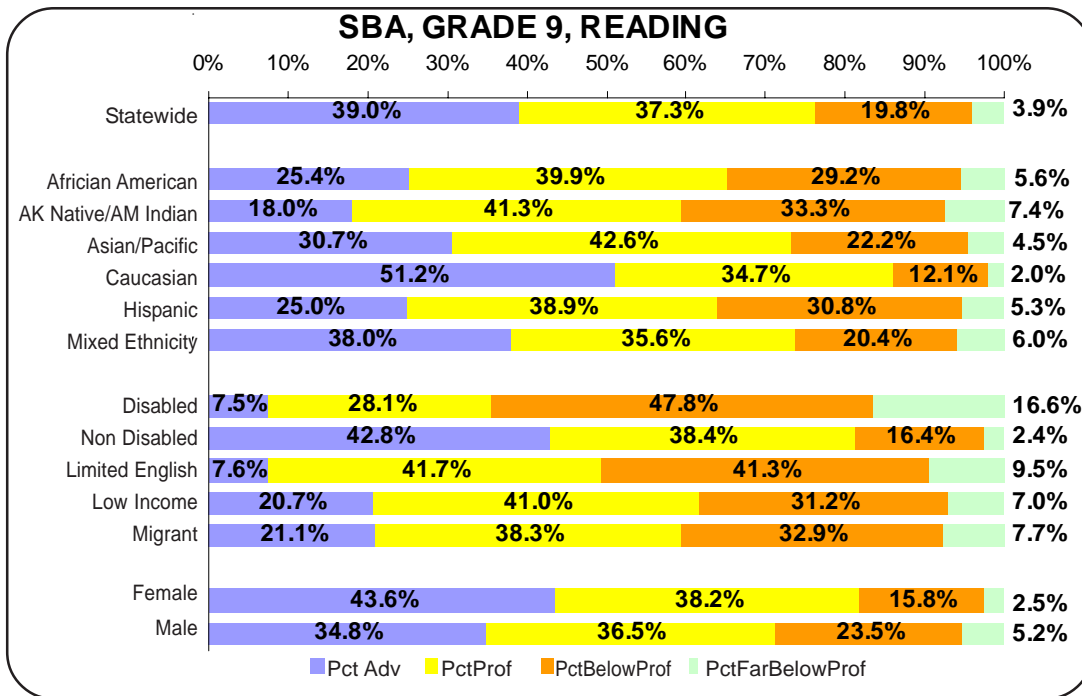


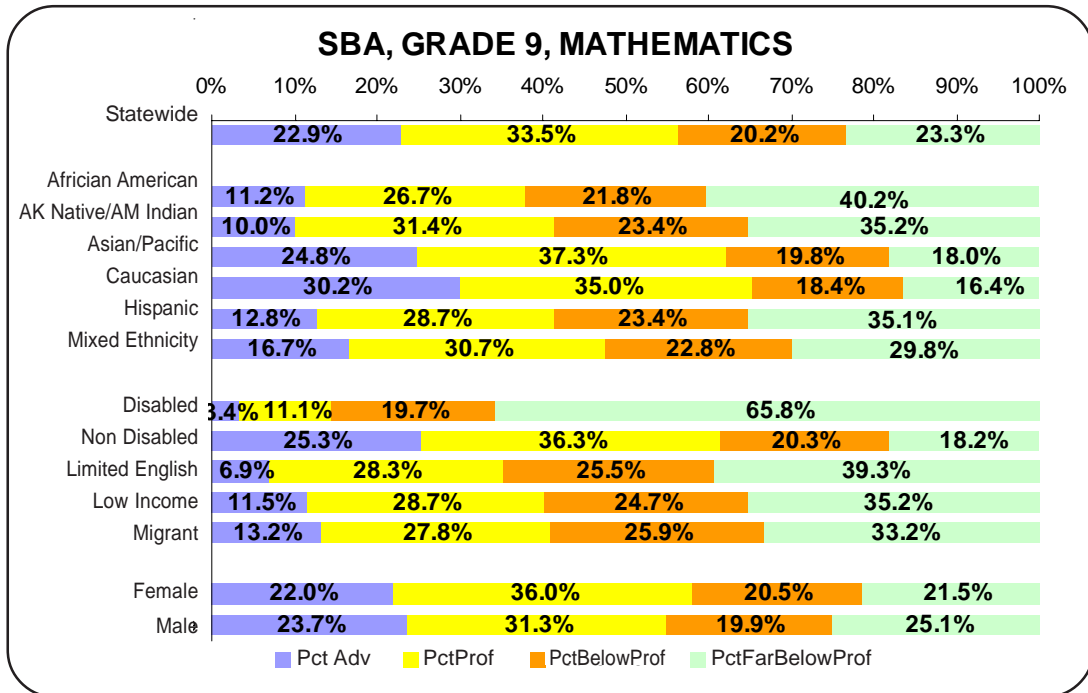


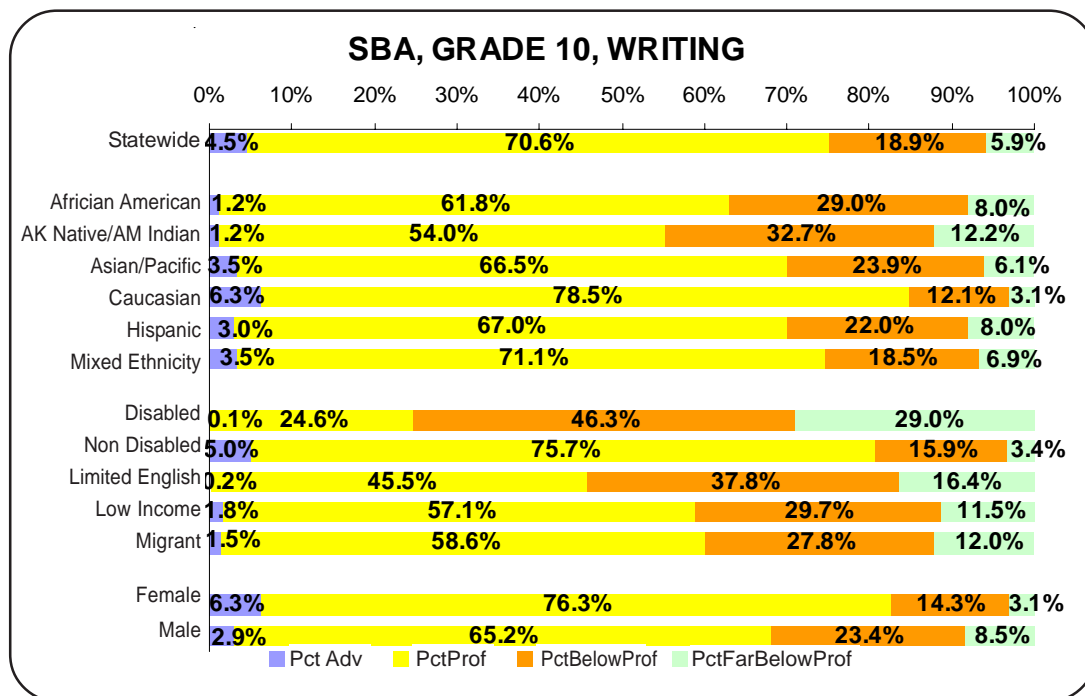
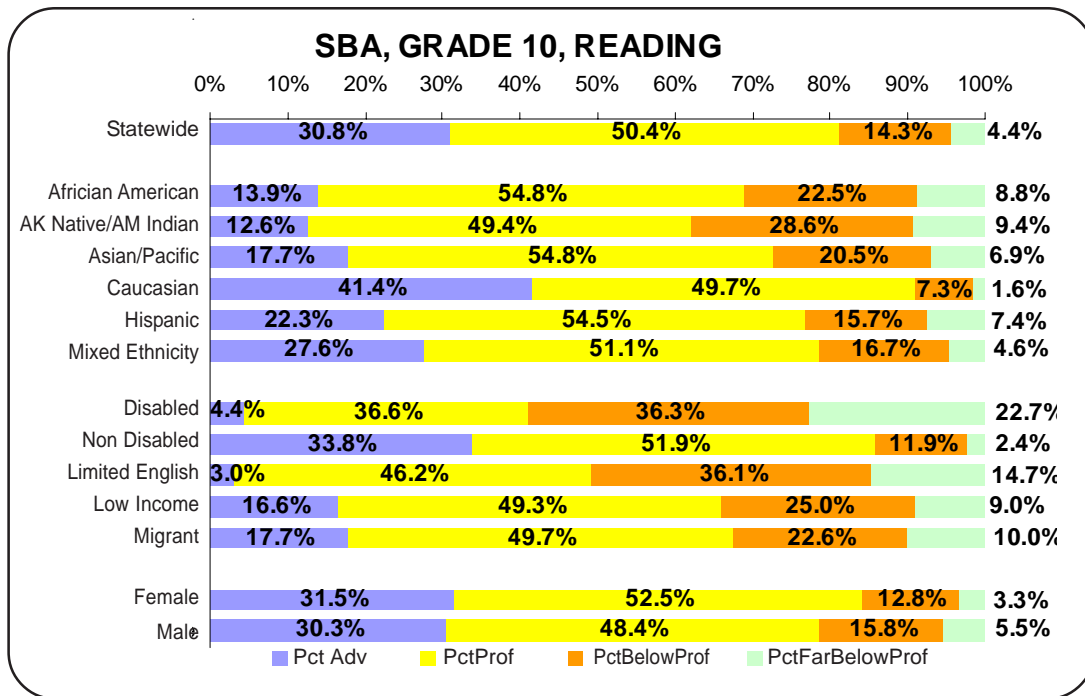


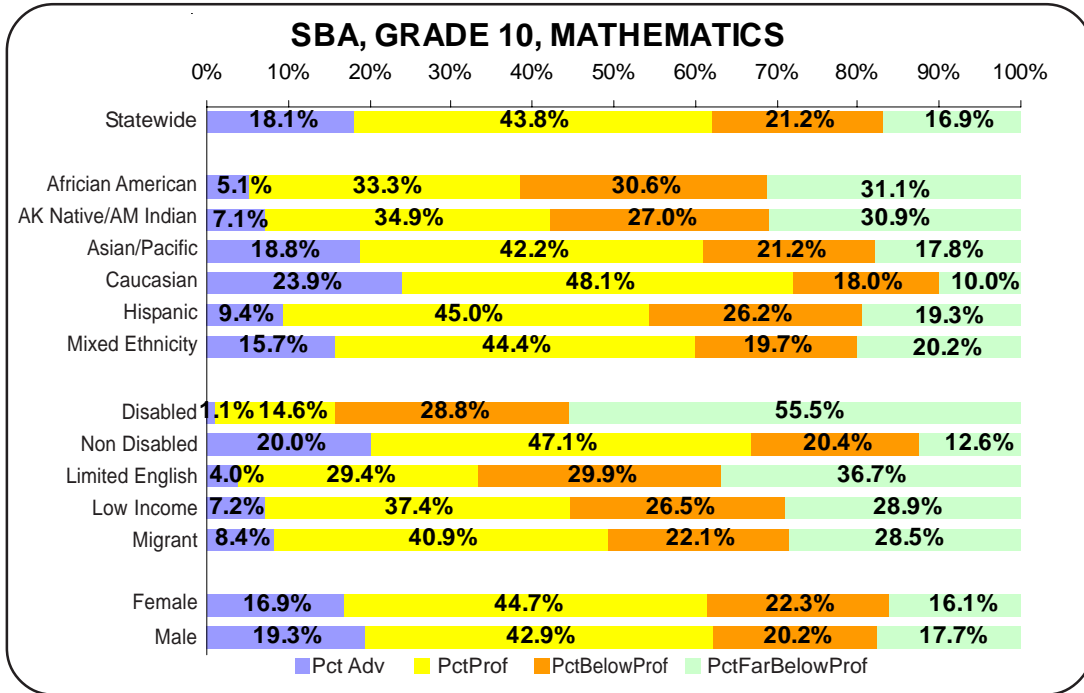






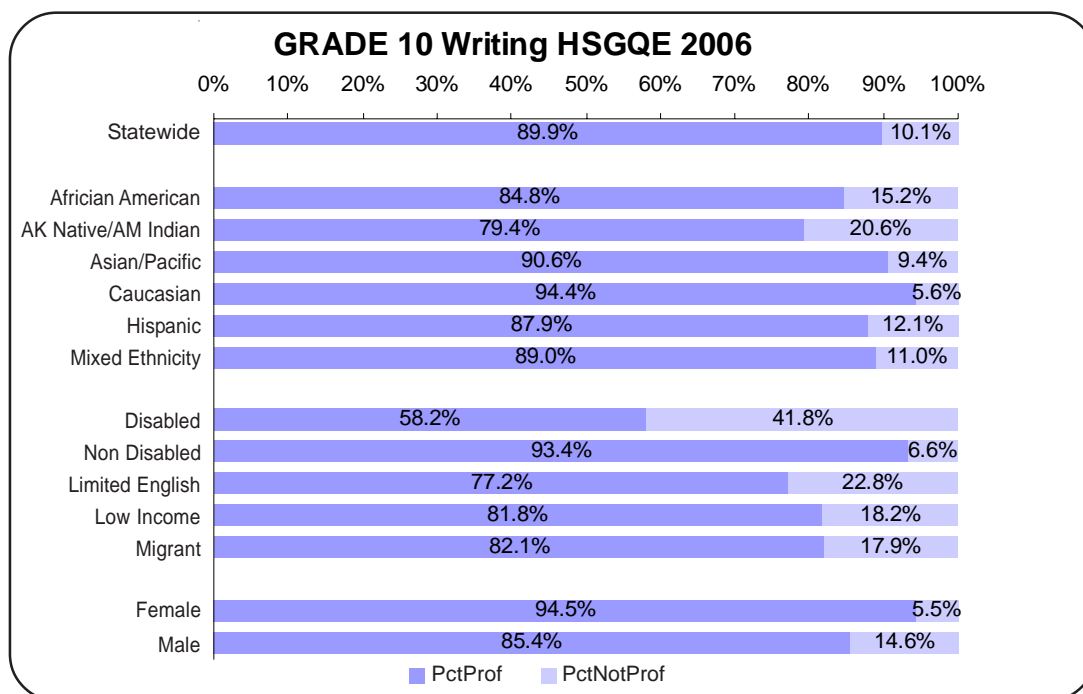
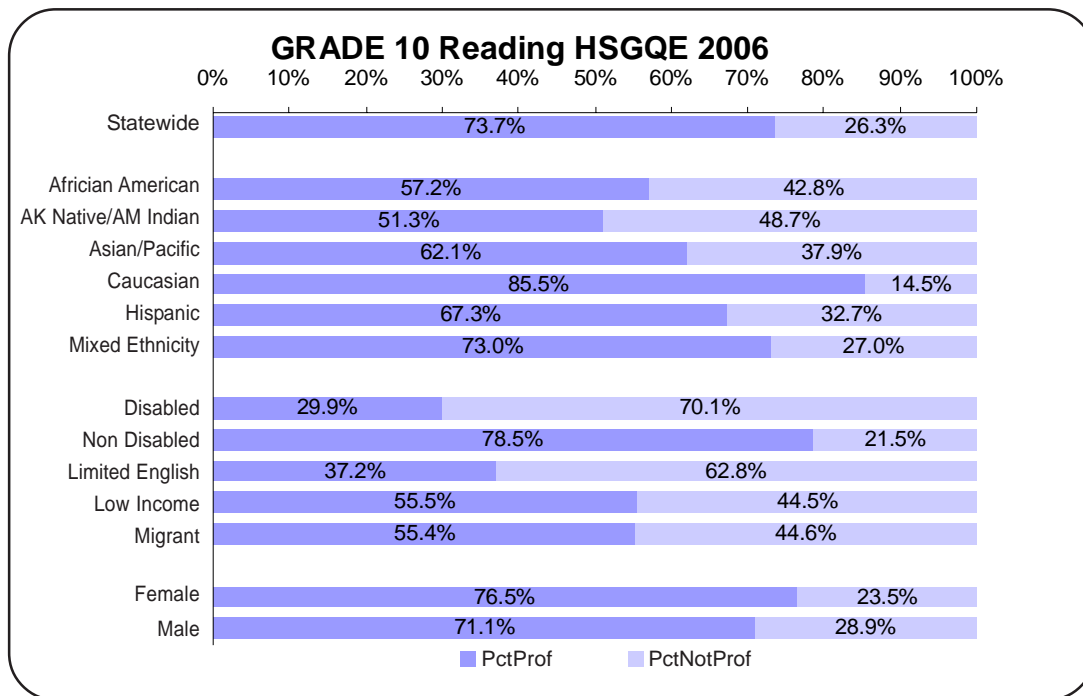




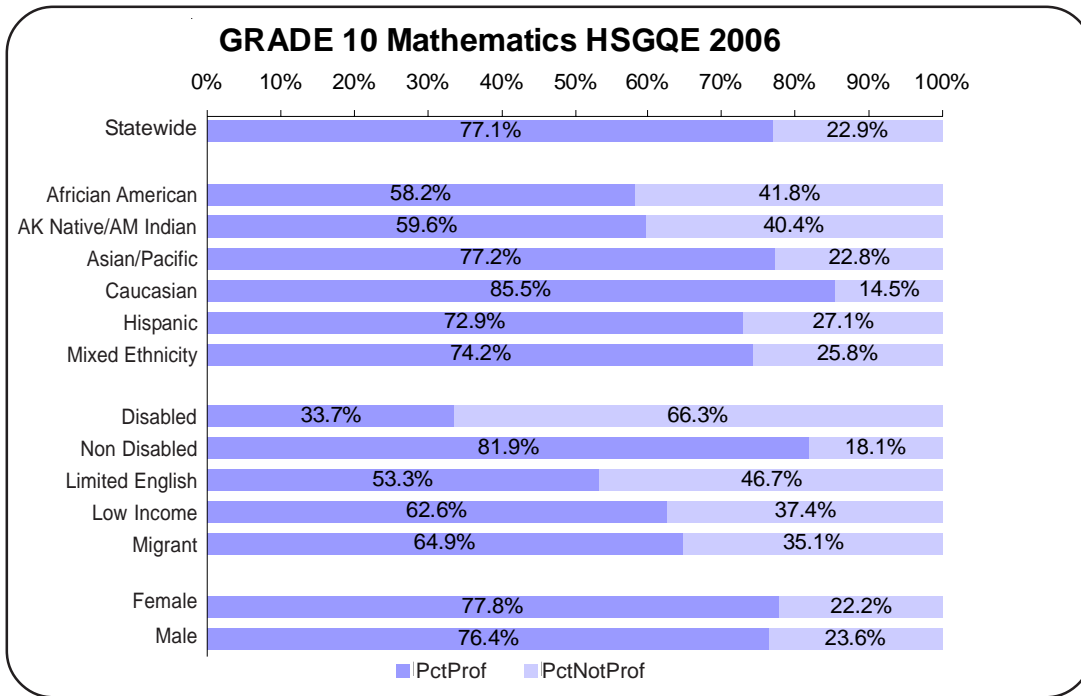


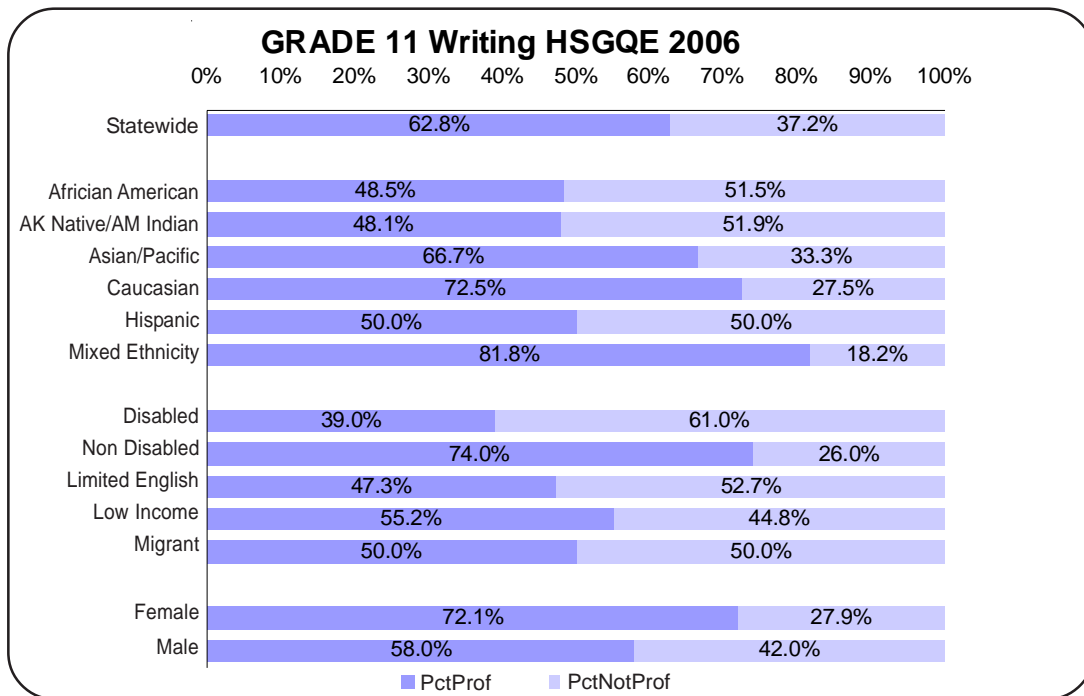
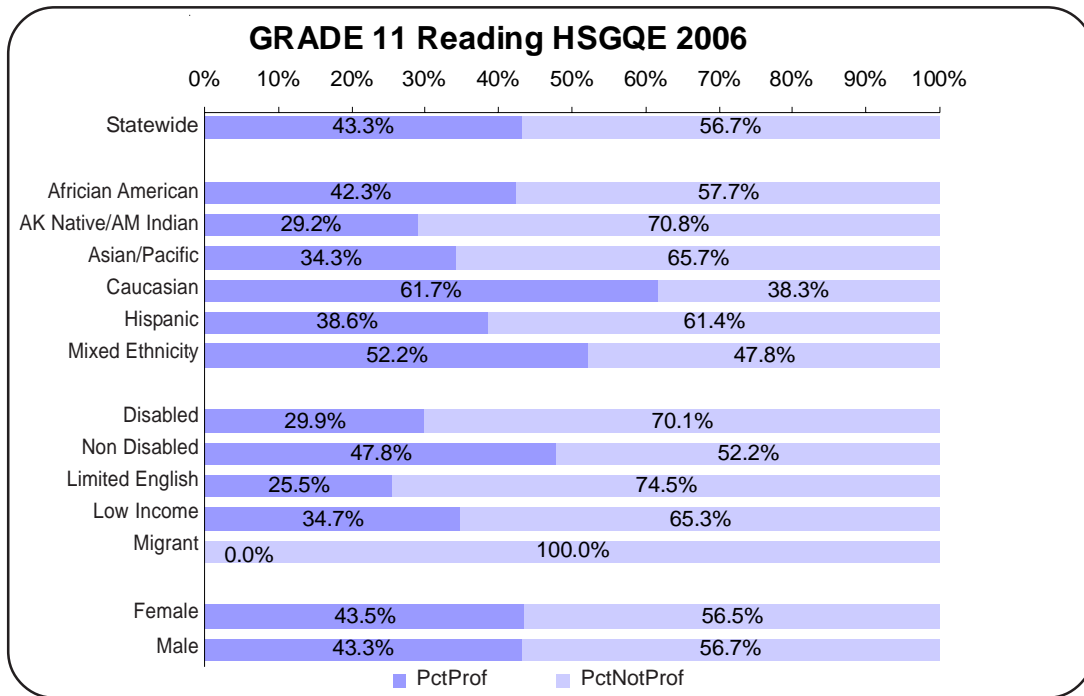
## STATEWIDE PERFORMANCE SPRING 2006 10TH GRADE HSGQE RESULTS

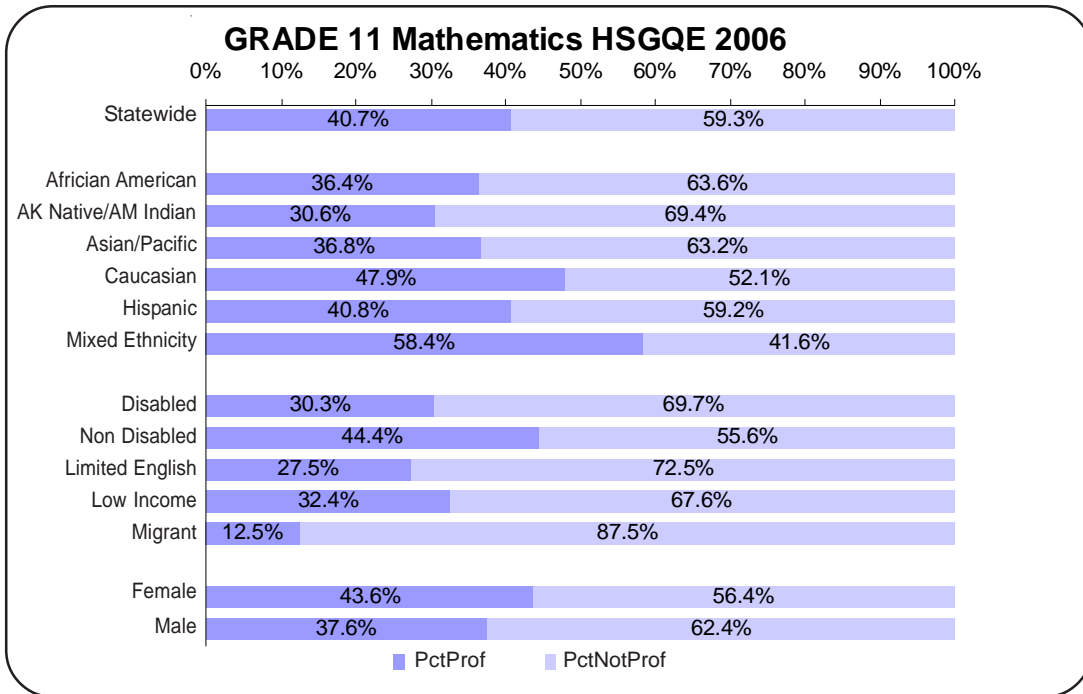
The High School Graduation Qualifying Examination (HSGQE) was administered for the first time in March of 2000. The exam is administered in the fall and spring of each school year to provide multiple opportunities for high school student to take the exam prior to their senior year. State Regulation 4 ACC 06.755 requires all student to take the HSGQE in the spring of their sophomore year. The following charts illustrate the HSGQE results for all students in Spring 2006. Students that are beyond the tenth grade are retaking parts of the exam that they had not previously passed.

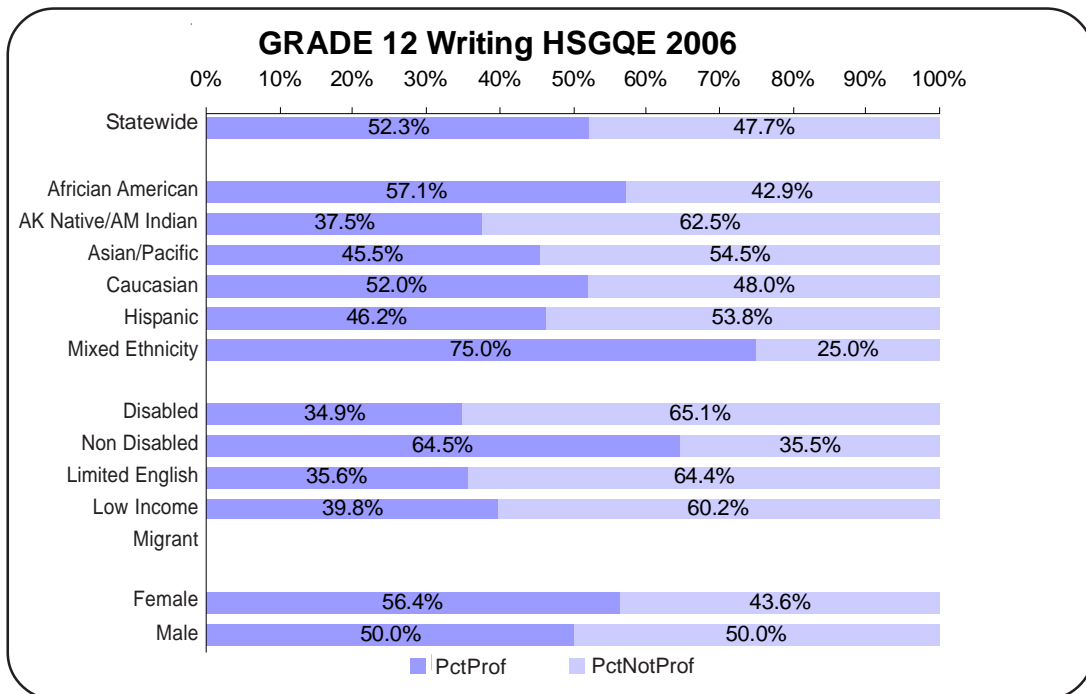
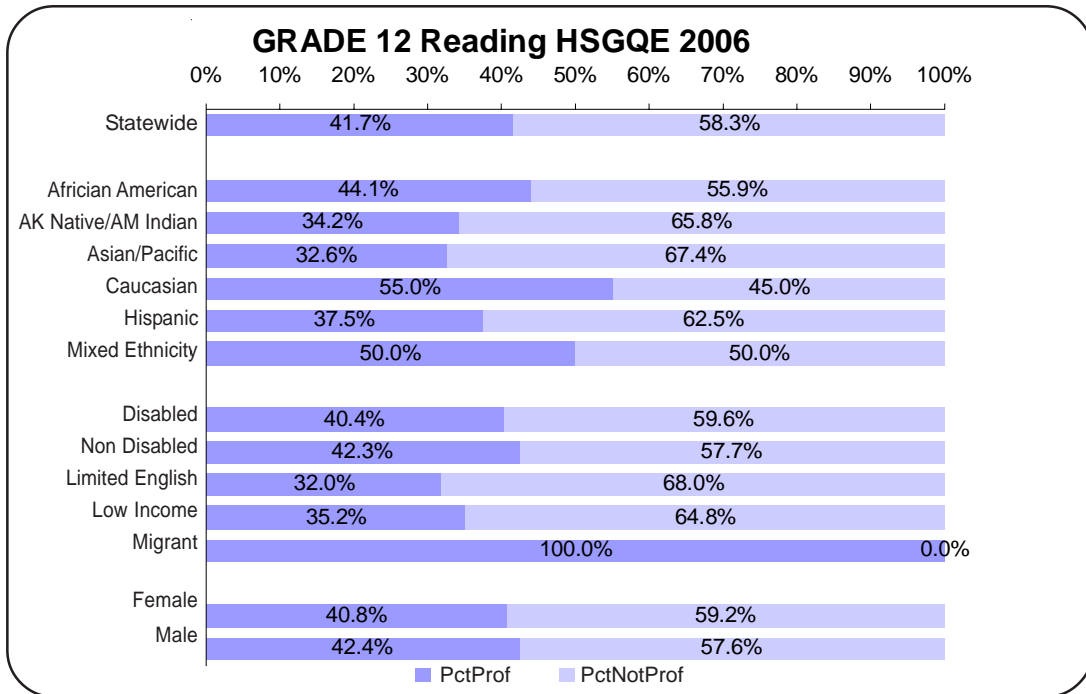


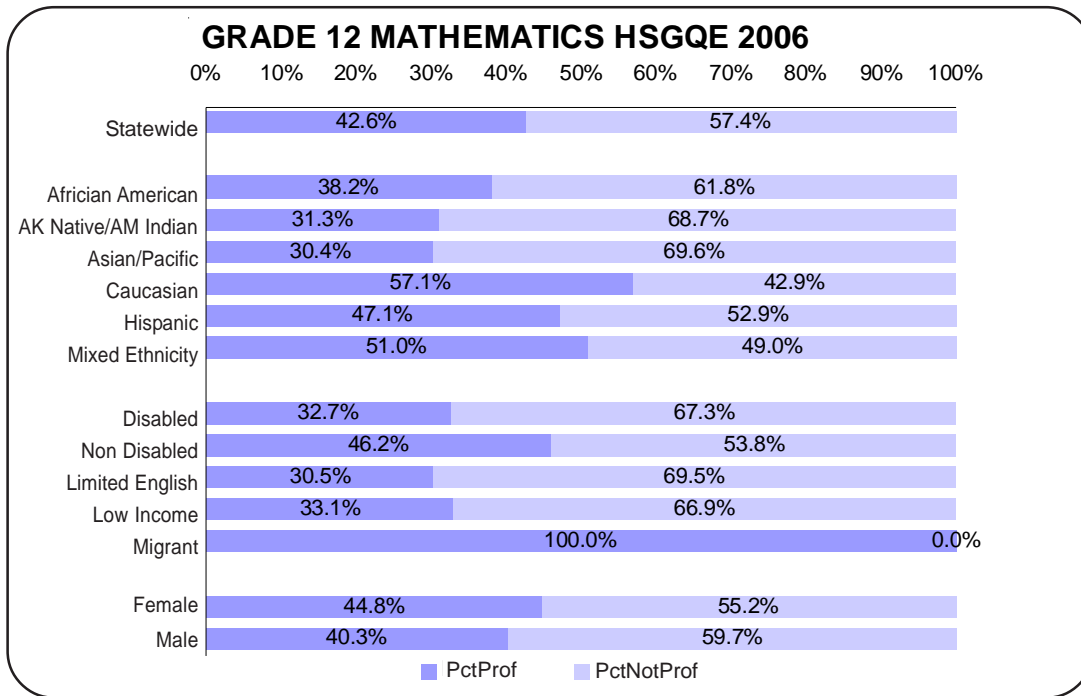








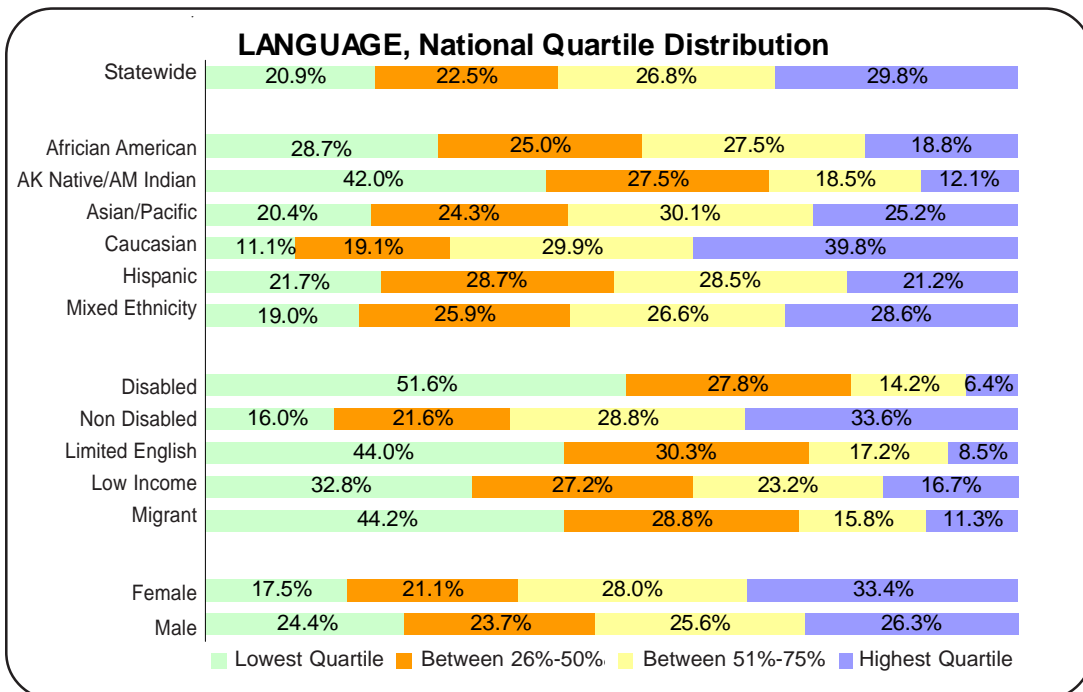
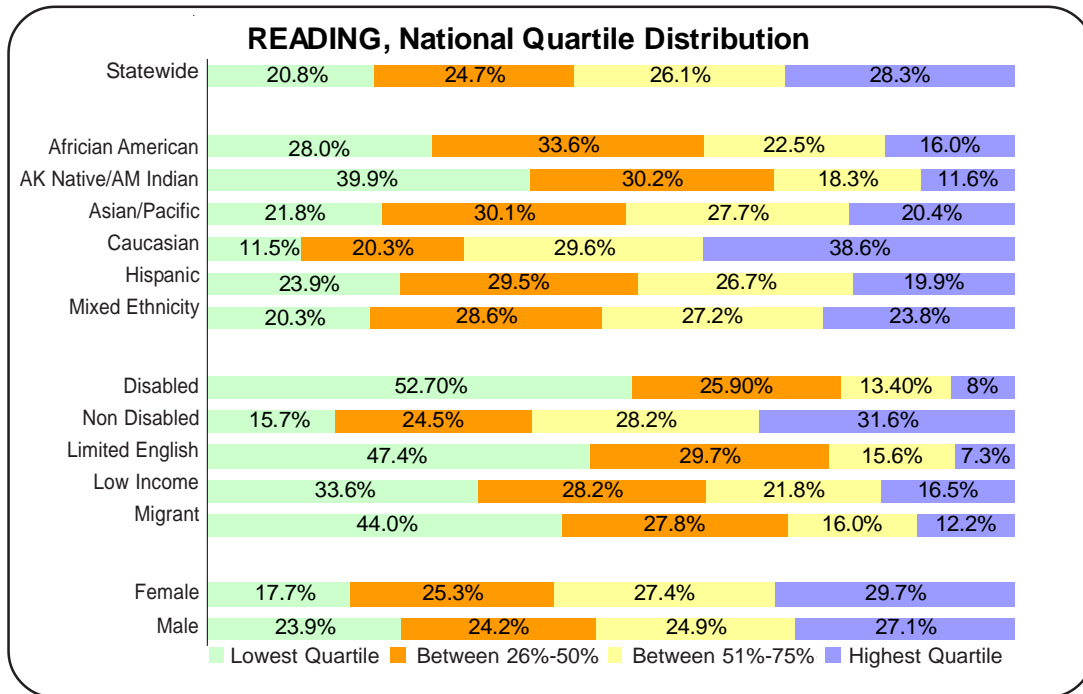


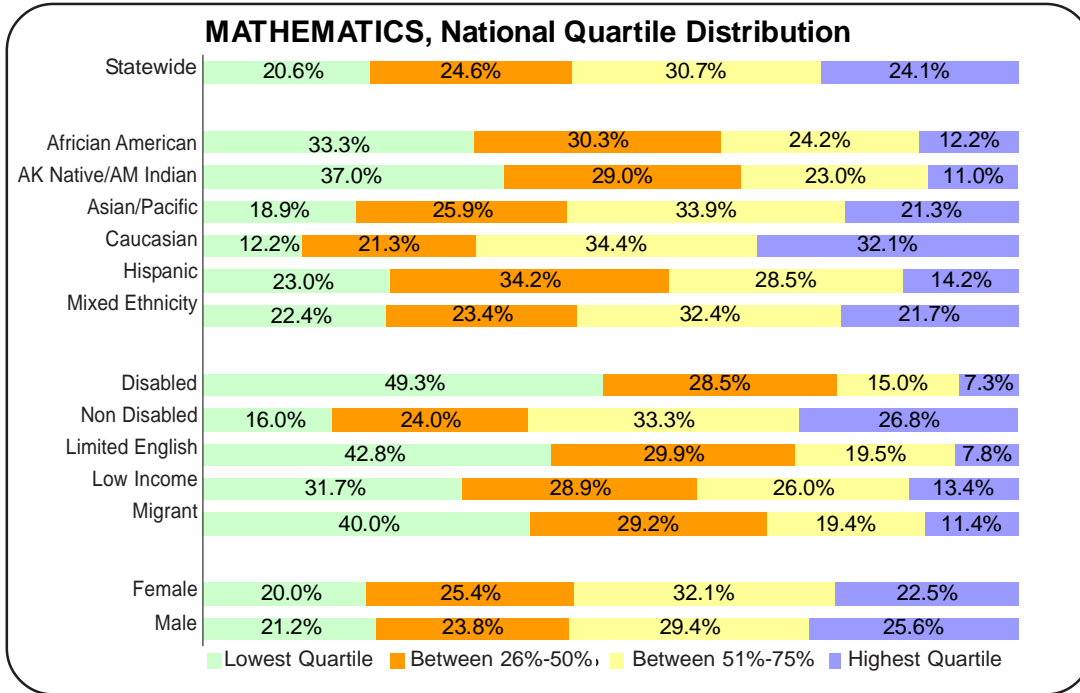


# STATEWIDE PERFORMANCE SPRING 2006

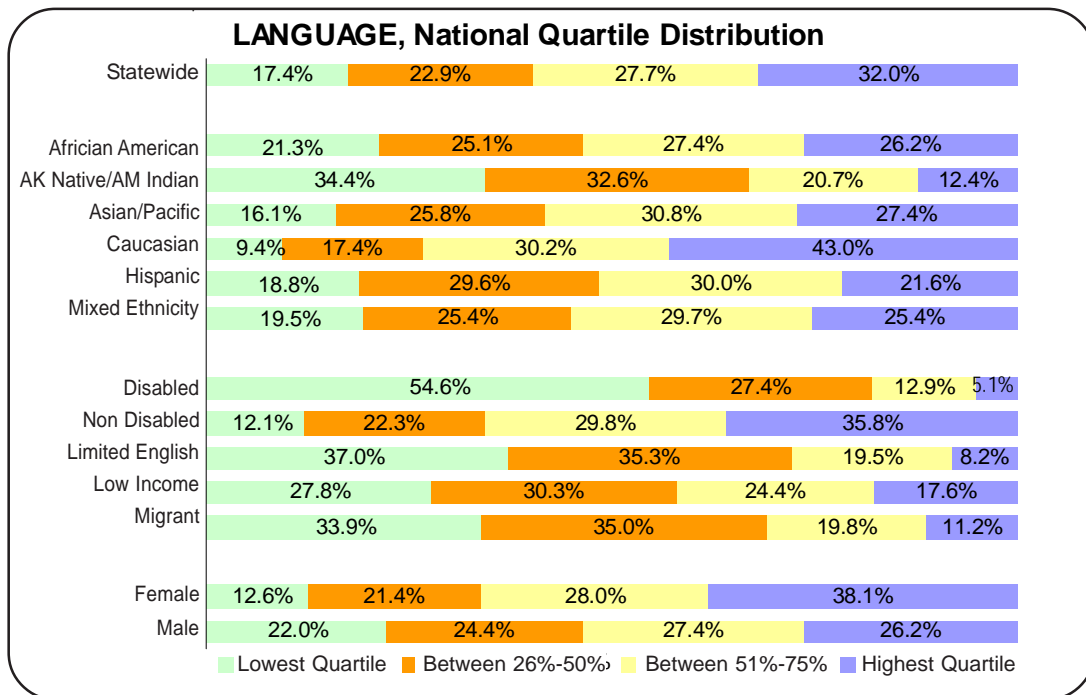
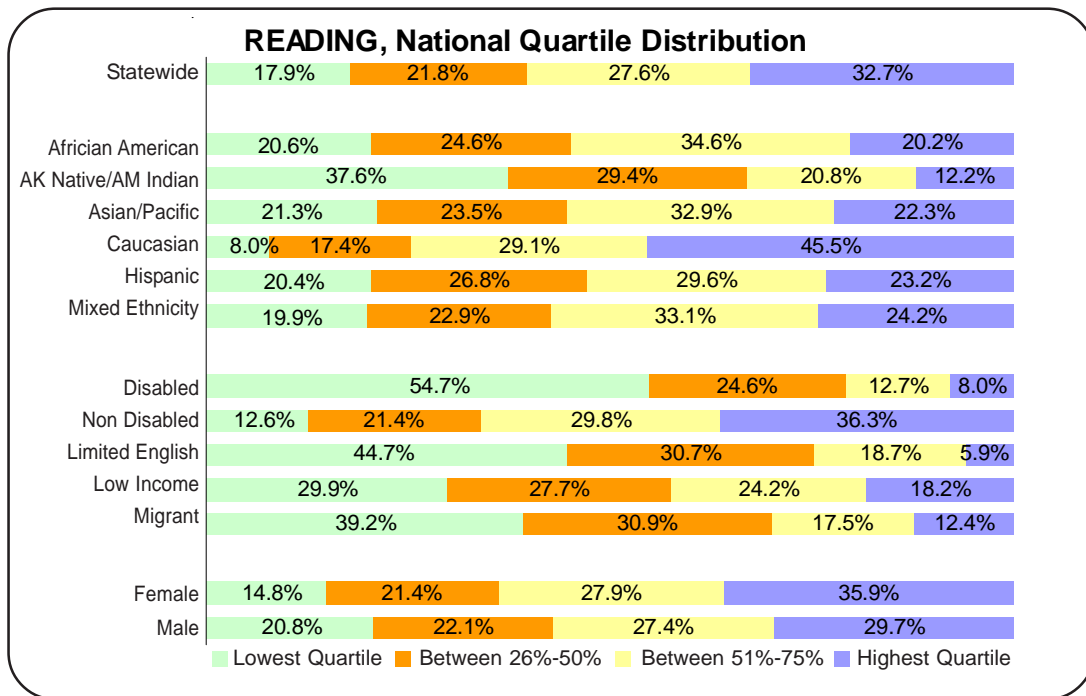
## TERRANOVA CAT/6 RESULTS

### GRADE 5



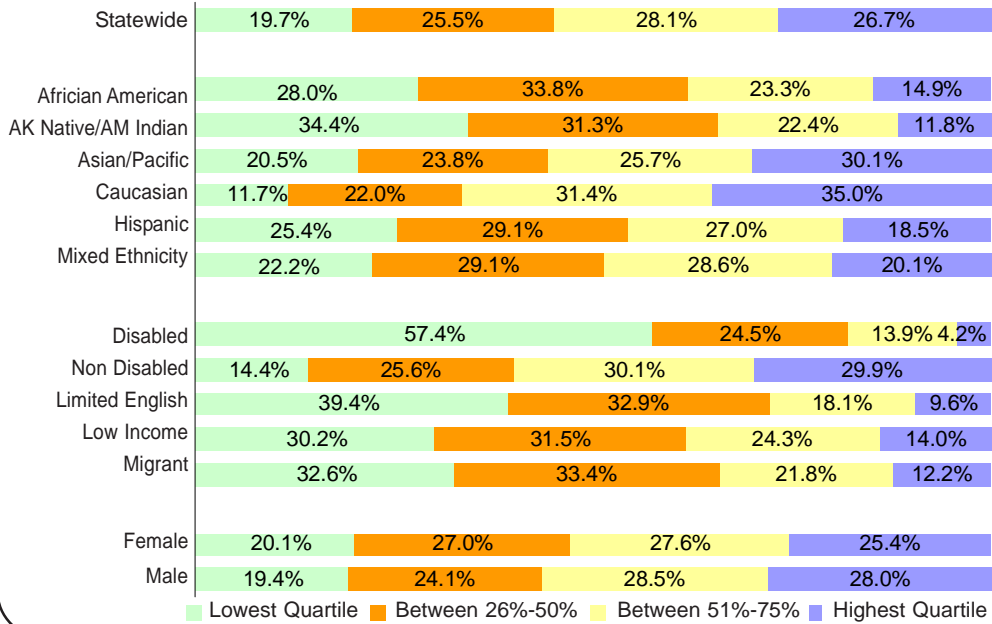


### GRADE 7



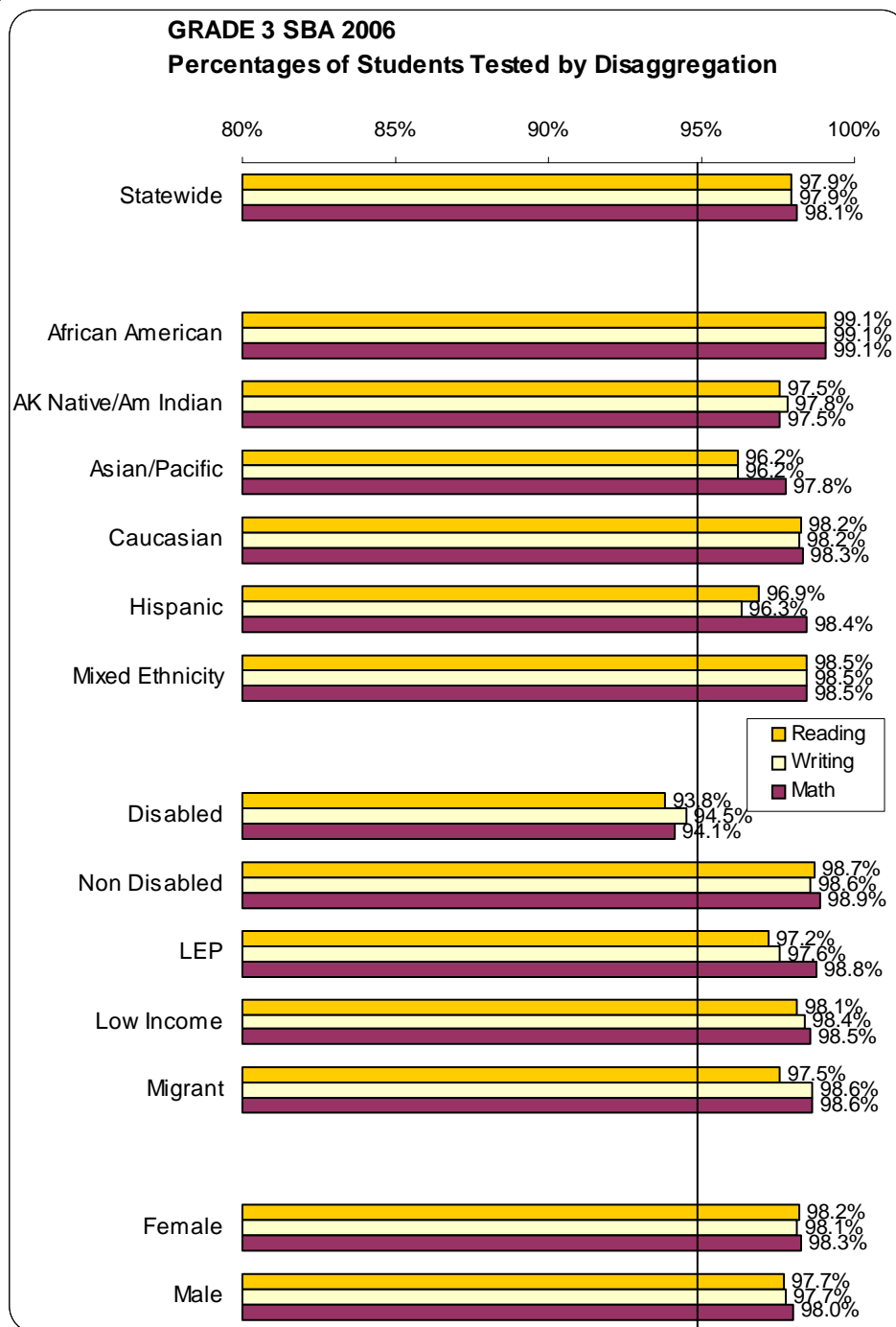


### MATHEMATICS, National Quartile Distribution

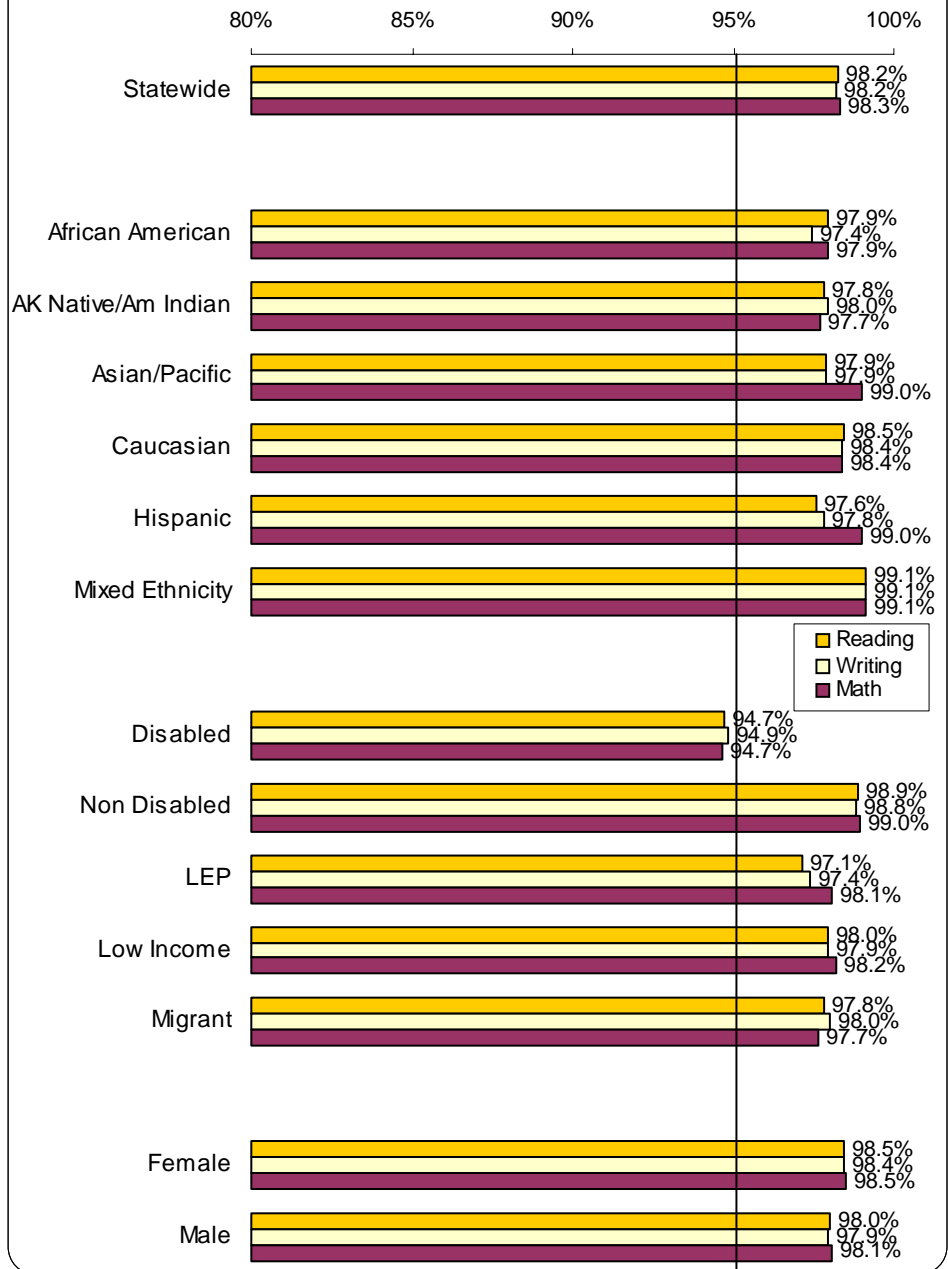


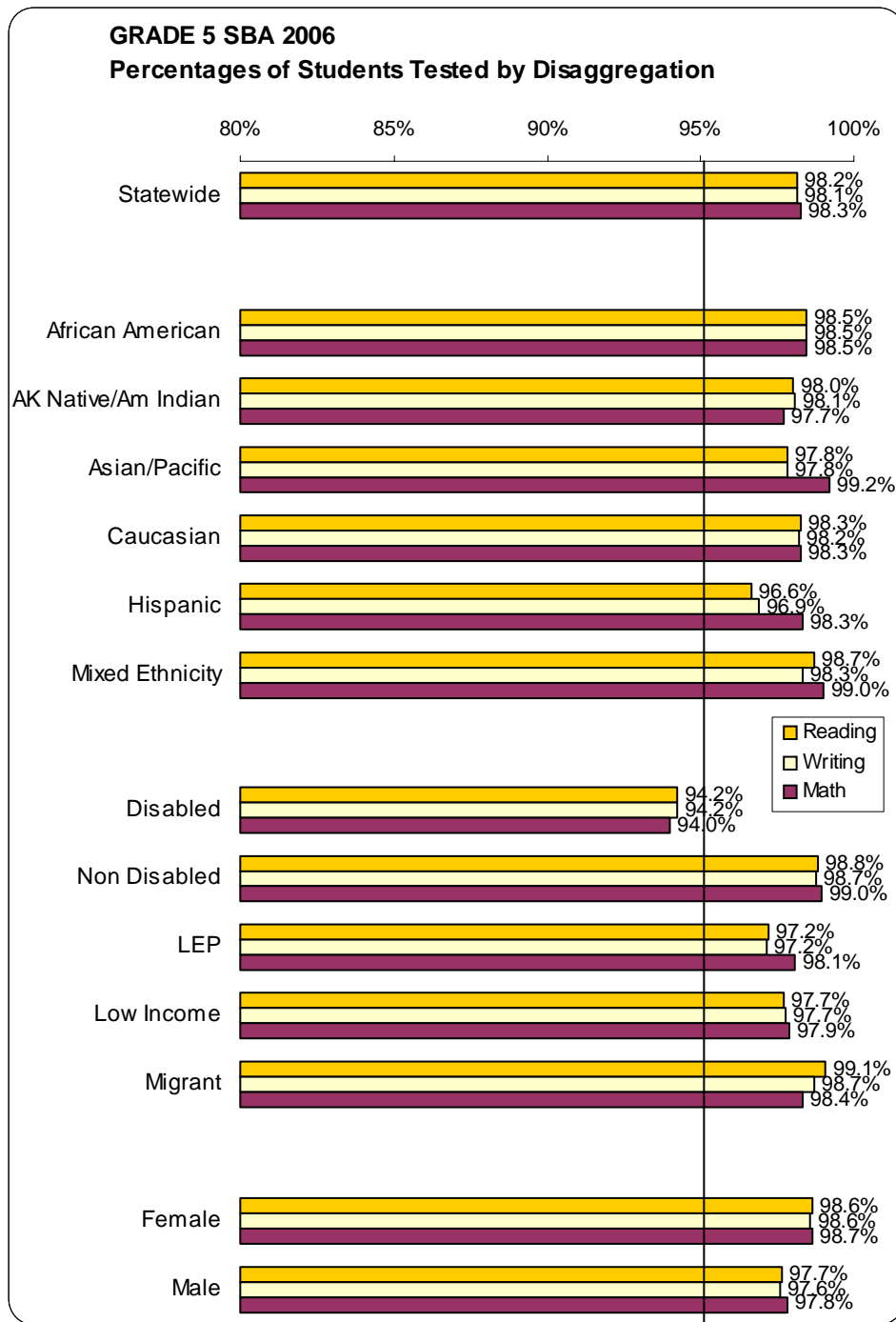
## STATEWIDE PARTICIPATION RATE SPRING 2006 STANDARD BASED ASSESSMENT

The following charts illustrate statewide participation on the Standards Based Assessment, High School Graduation Qualifying Examination and TerraNova/CAT6 administered in Spring 2006.

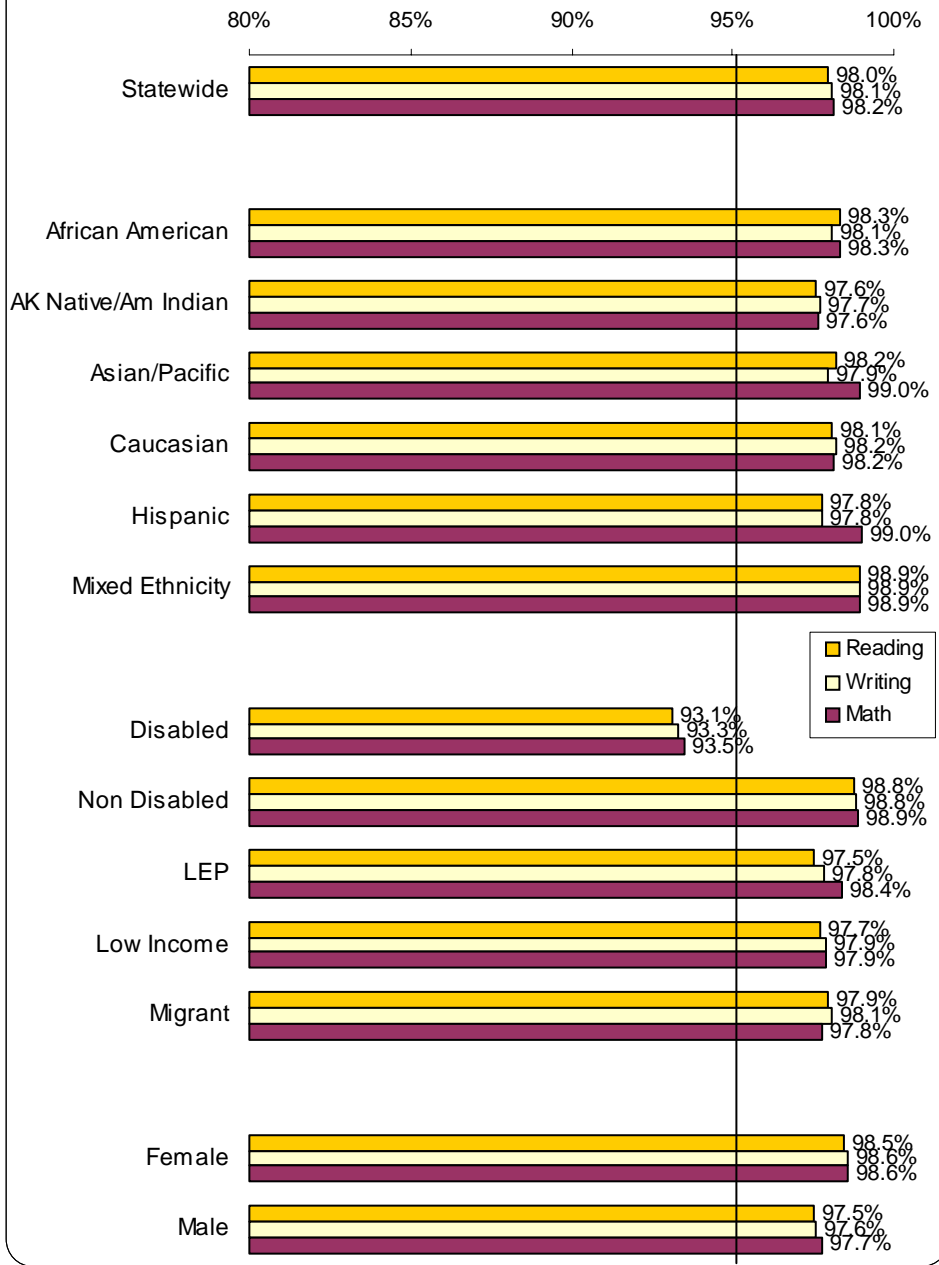


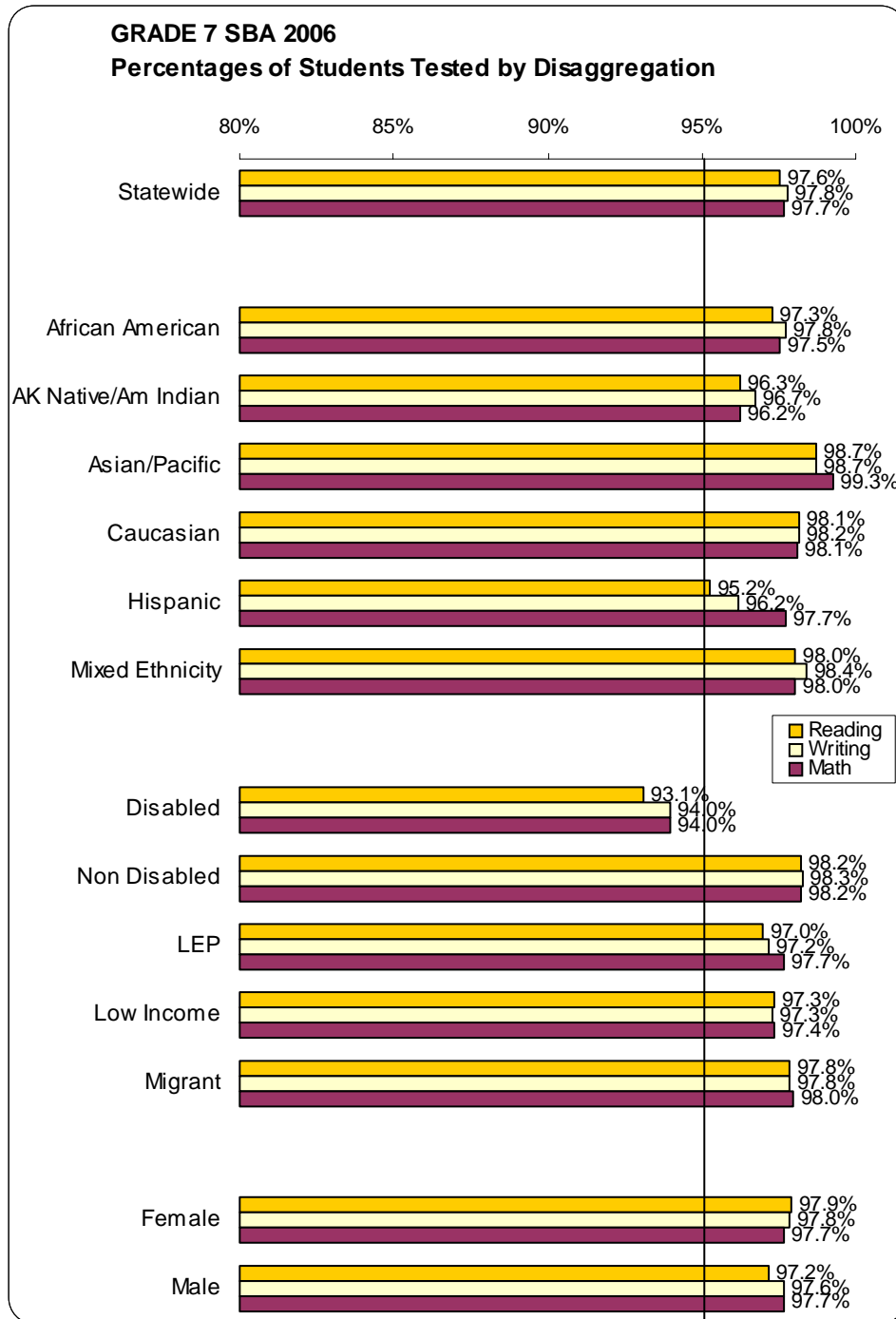
**GRADE 4 SBA 2006**  
**Percentages of Students Tested by Disaggregation**



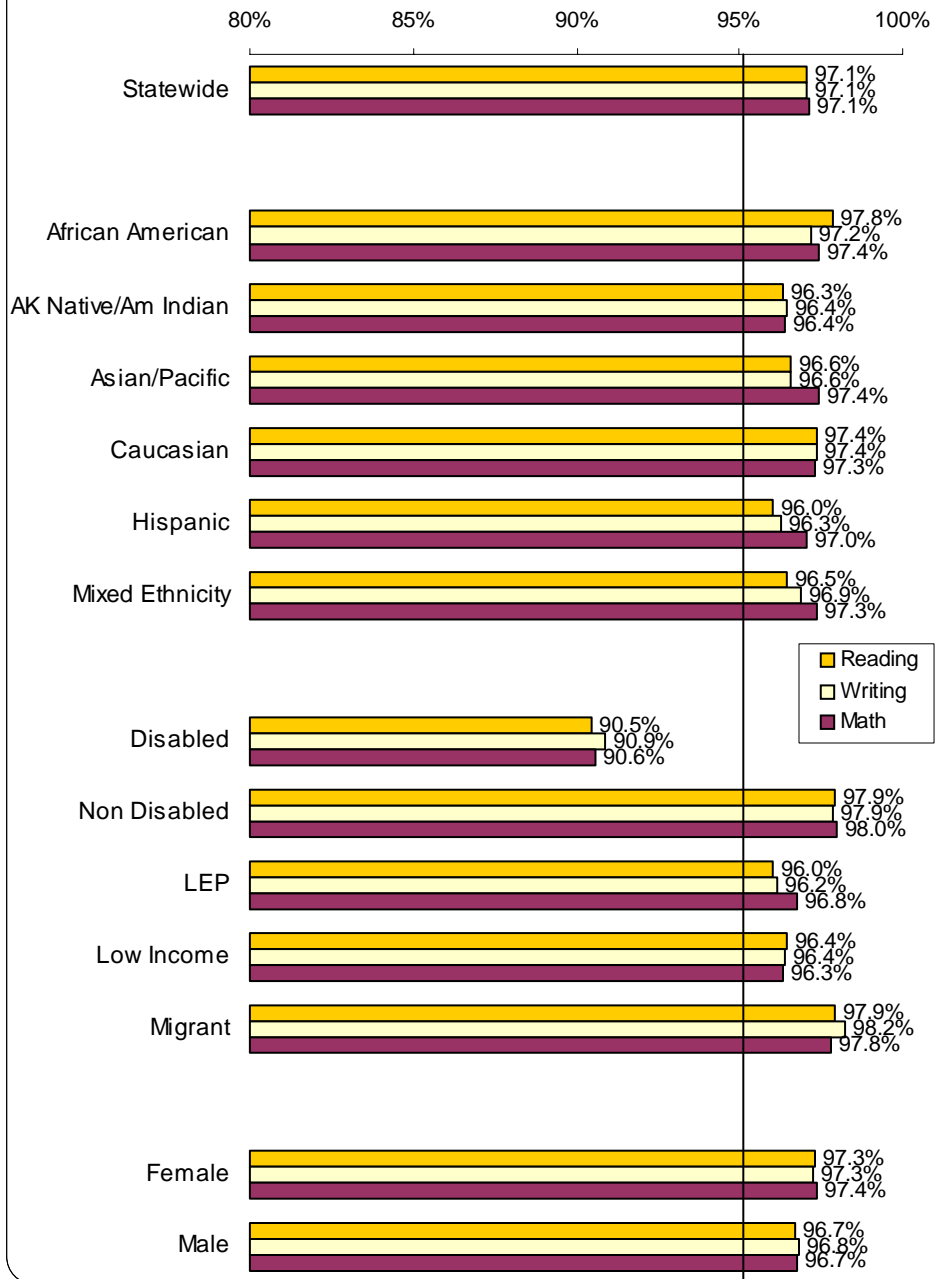


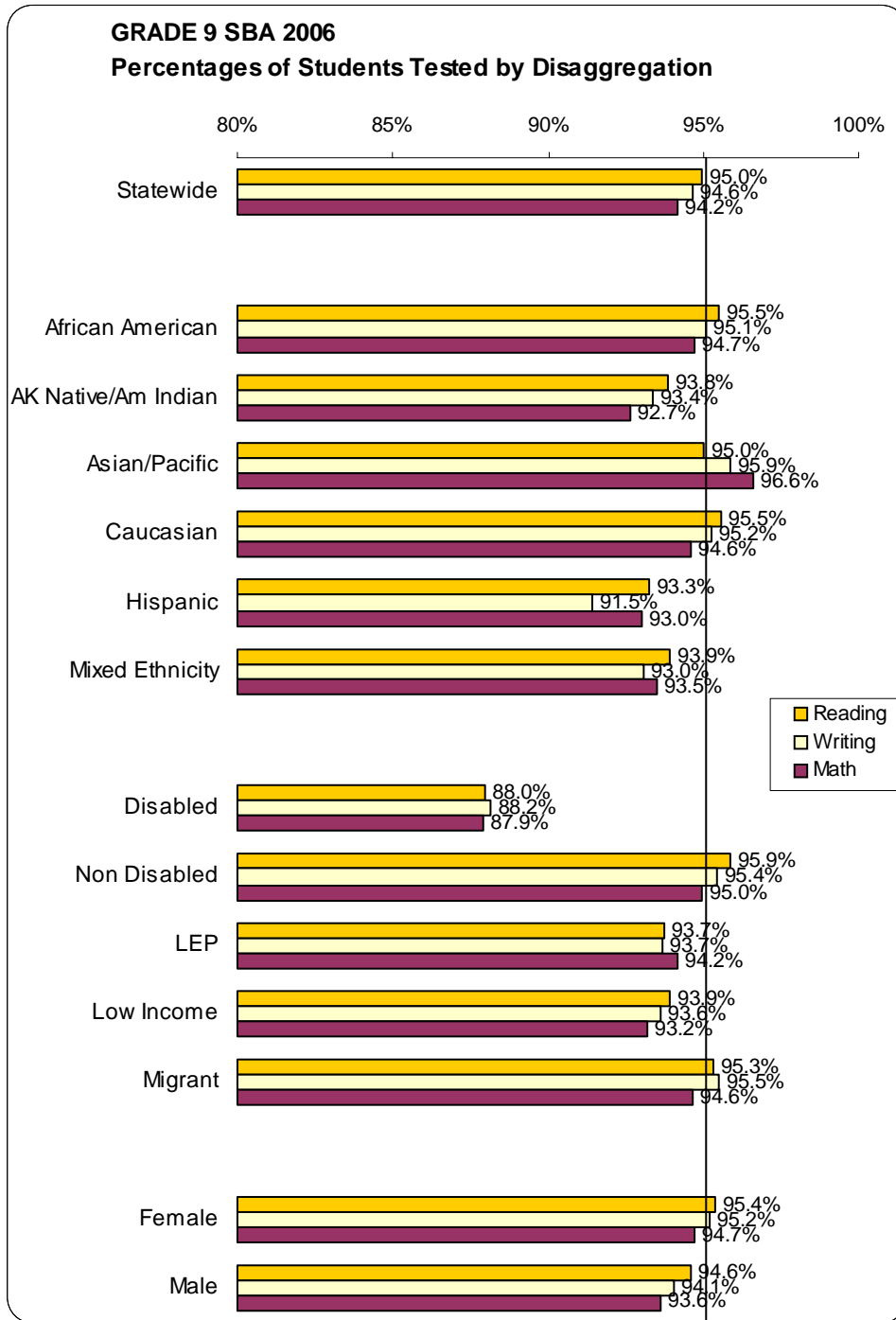
**GRADE 6 SBA 2006**  
**Percentages of Students Tested by Disaggregation**





**GRADE 8 SBA 2006**  
**Percentages of Students Tested by Disaggregation**

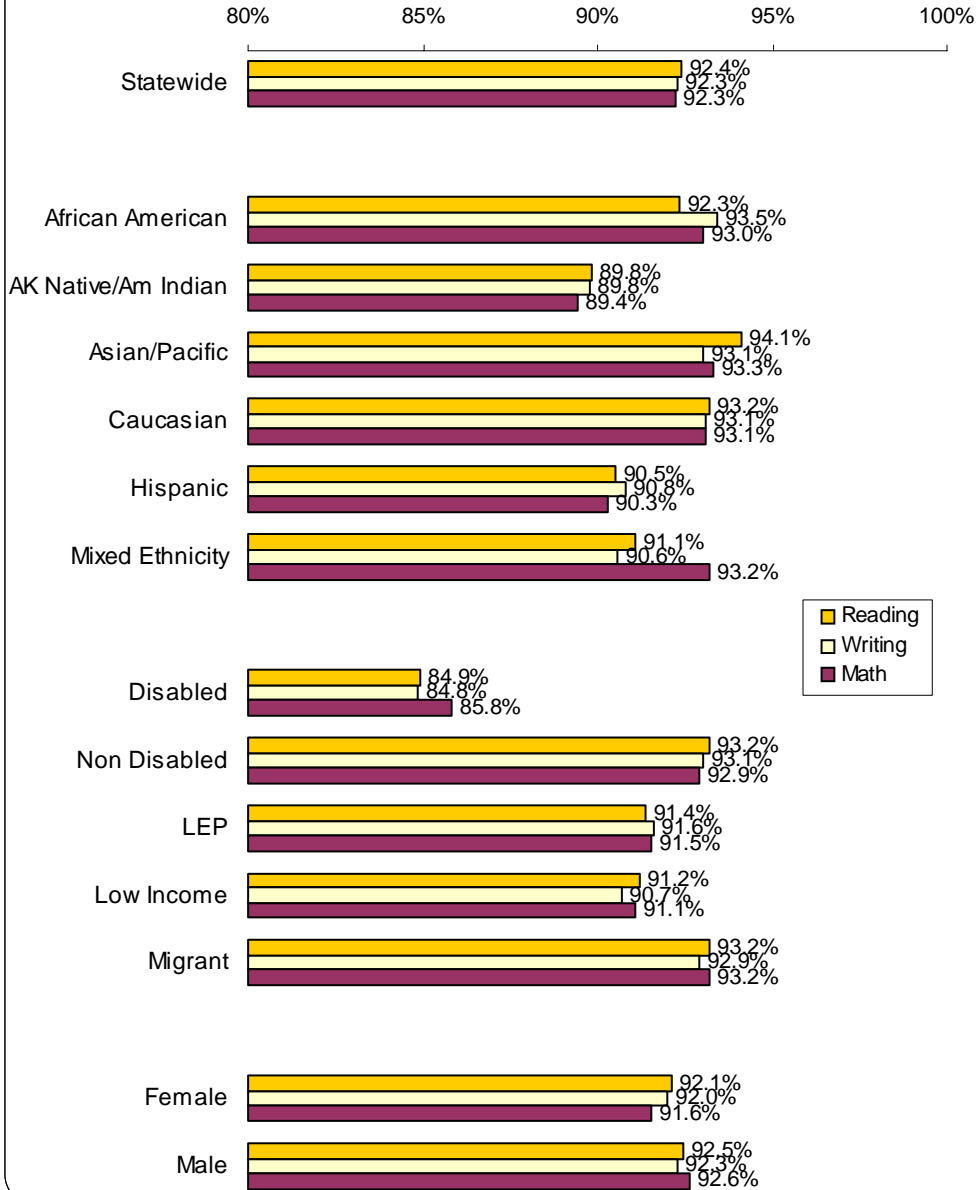




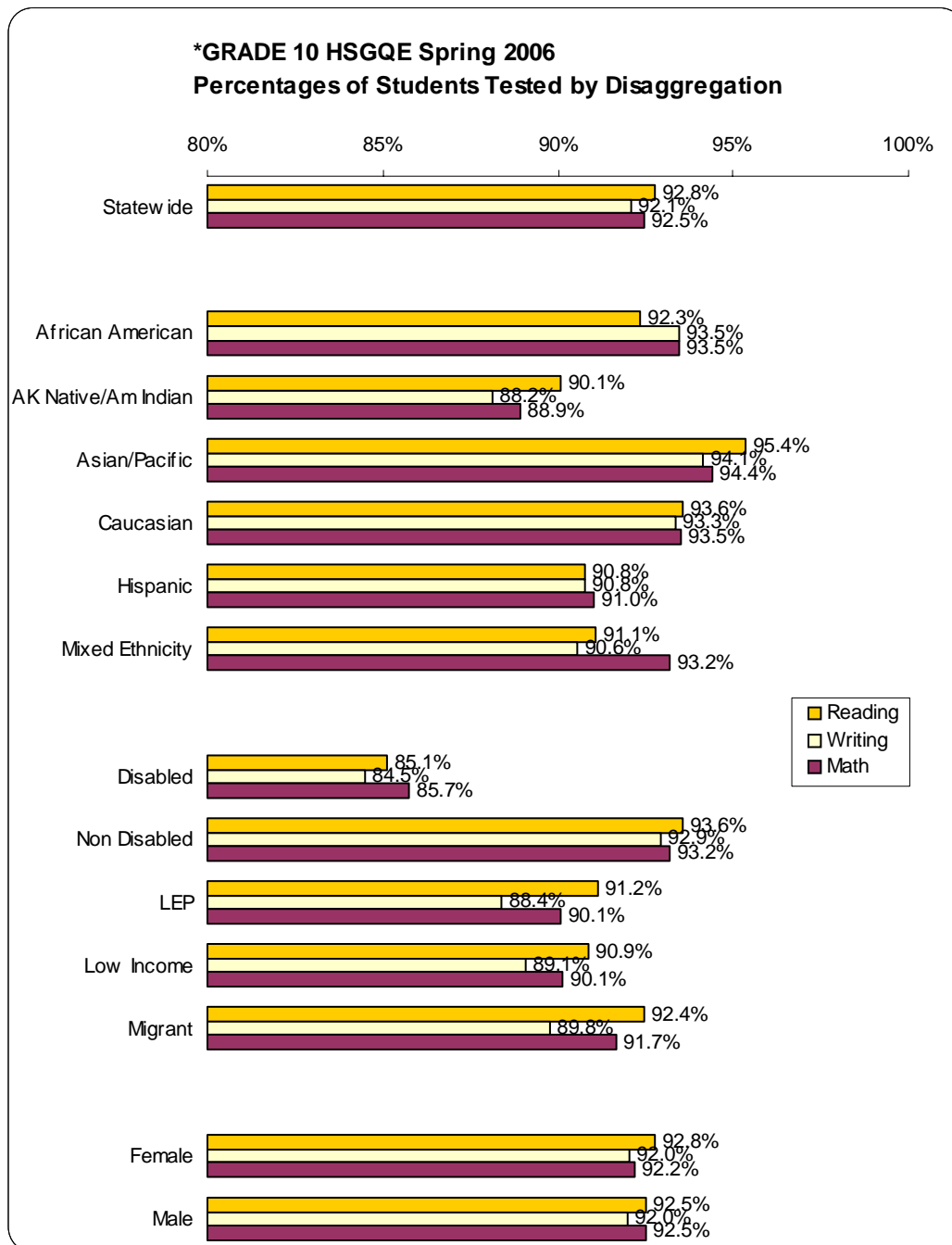


**\*GRADE 10 SBA 2006**

**Percentages of Students Tested by Disaggregation**

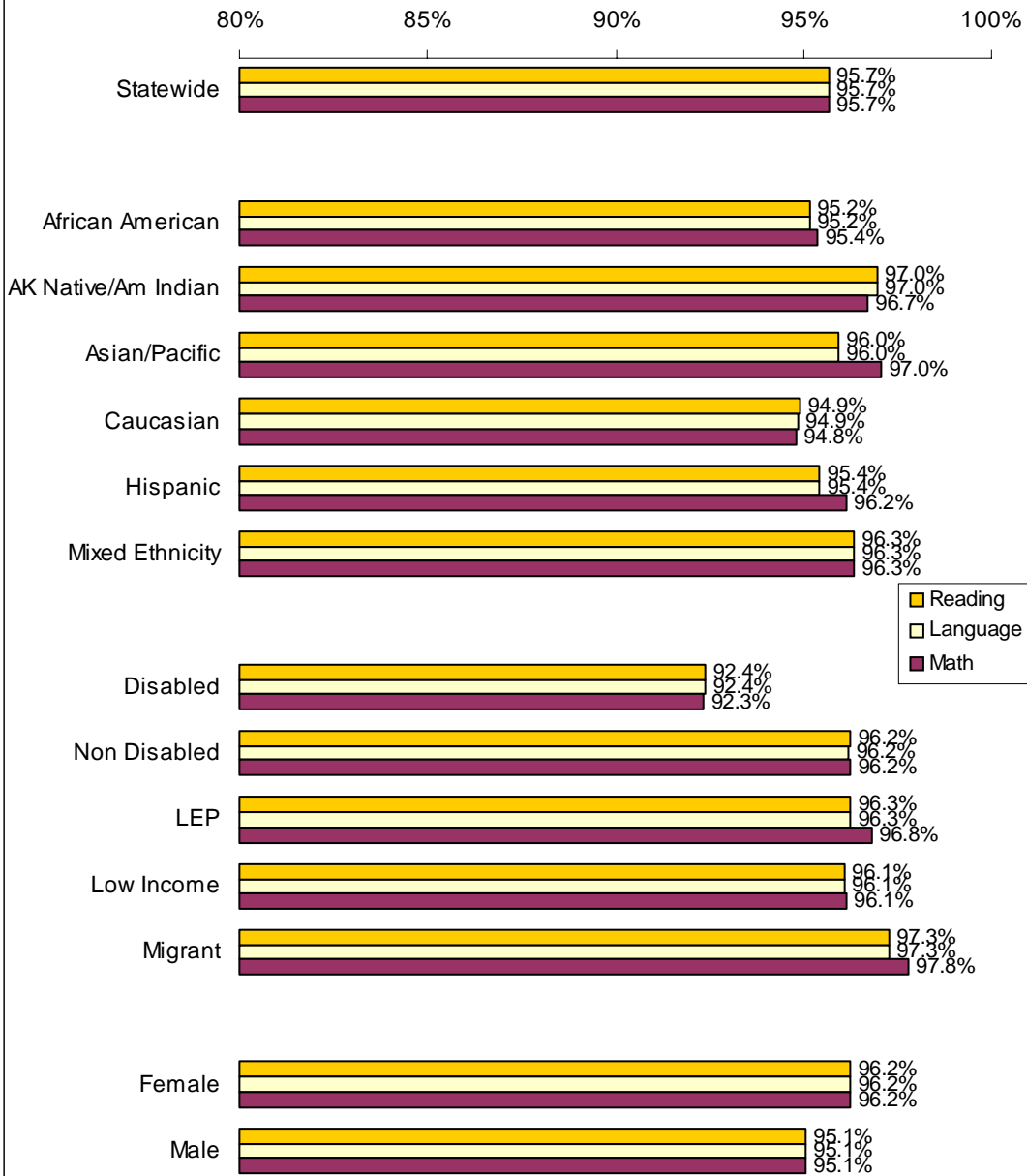


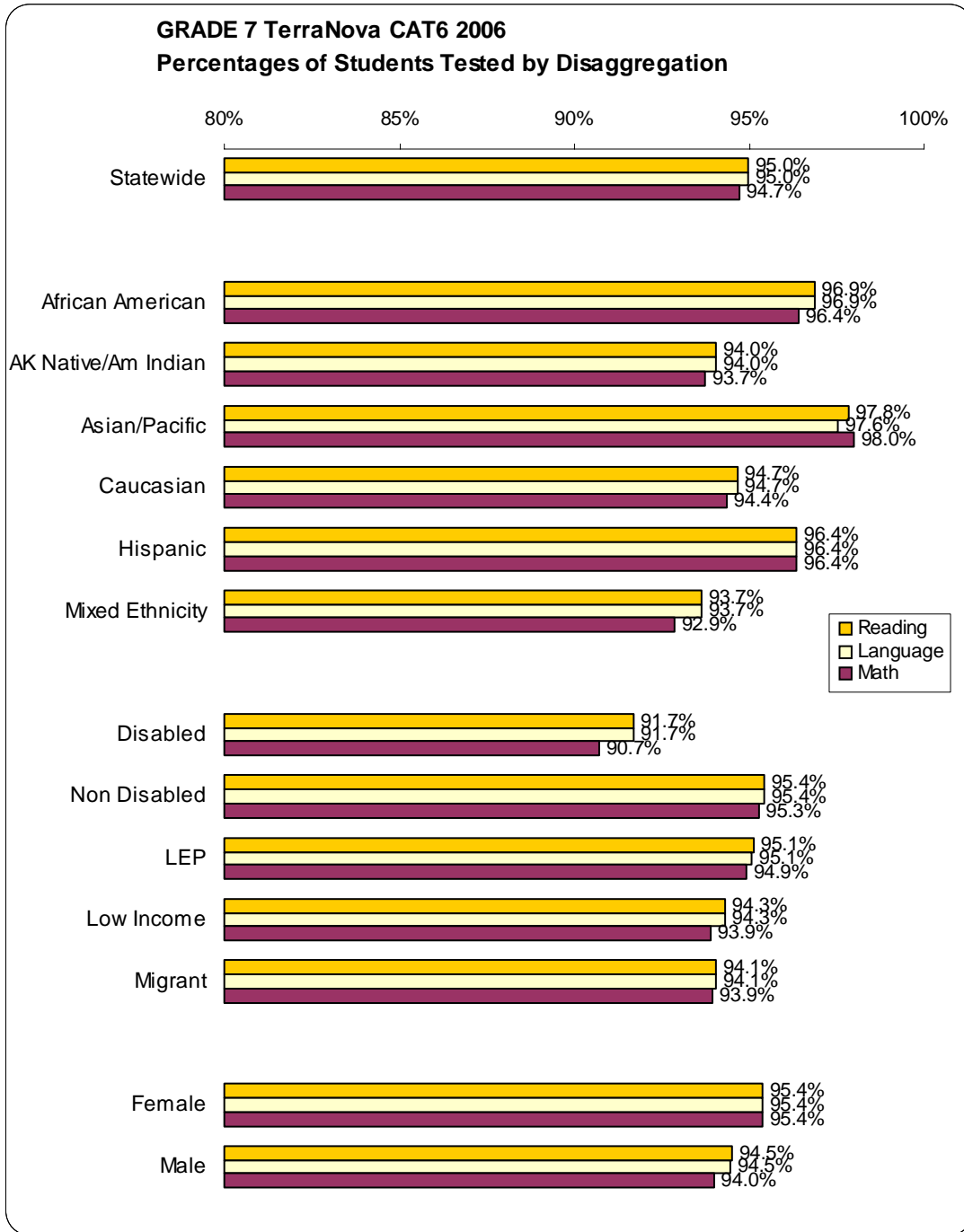
*\*Grade 10 HSGQE test takers do not necessarily reflect the same population as the Grade 10 SBA test takers.*



*\*Grade 10 HSGQE test takers do not necessarily reflect the same population as the Grade 10 SBA test takers.*

**GRADE 5 TerraNova/CAT6 2006**  
**Percentages of Students Tested by Disaggregation**

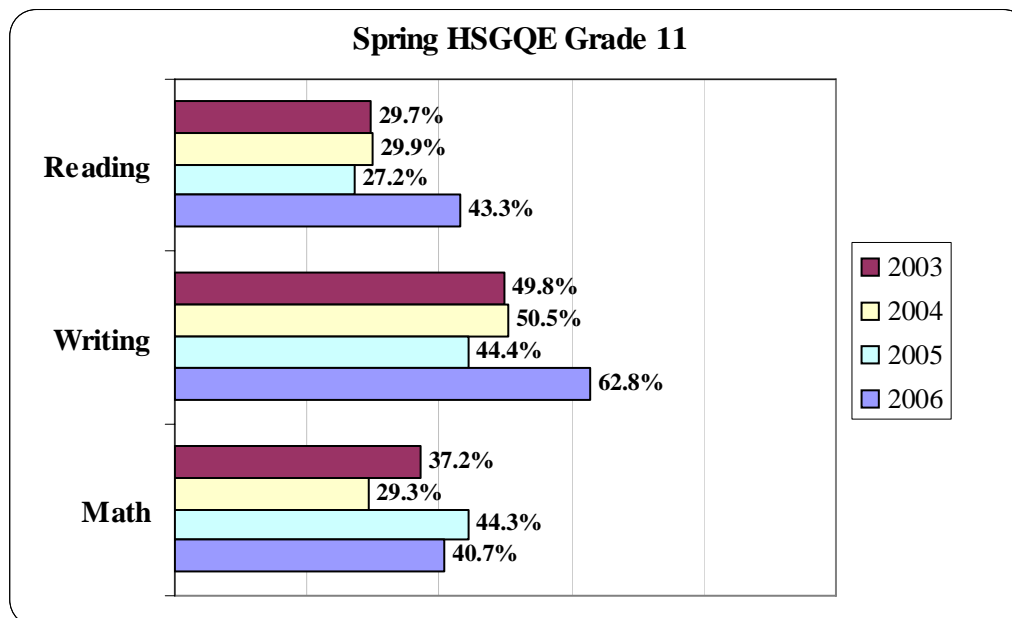
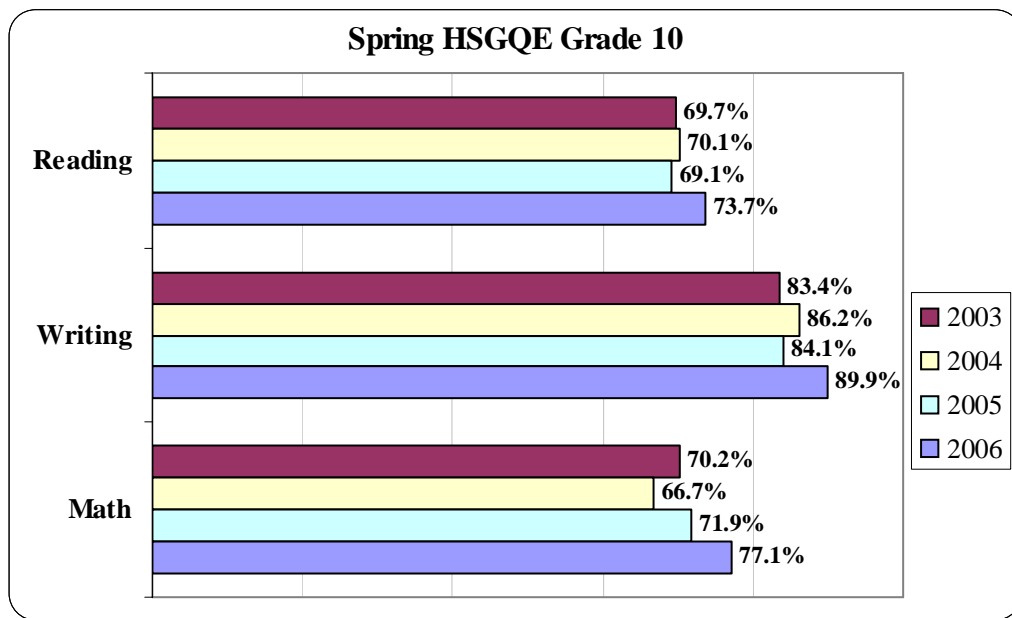


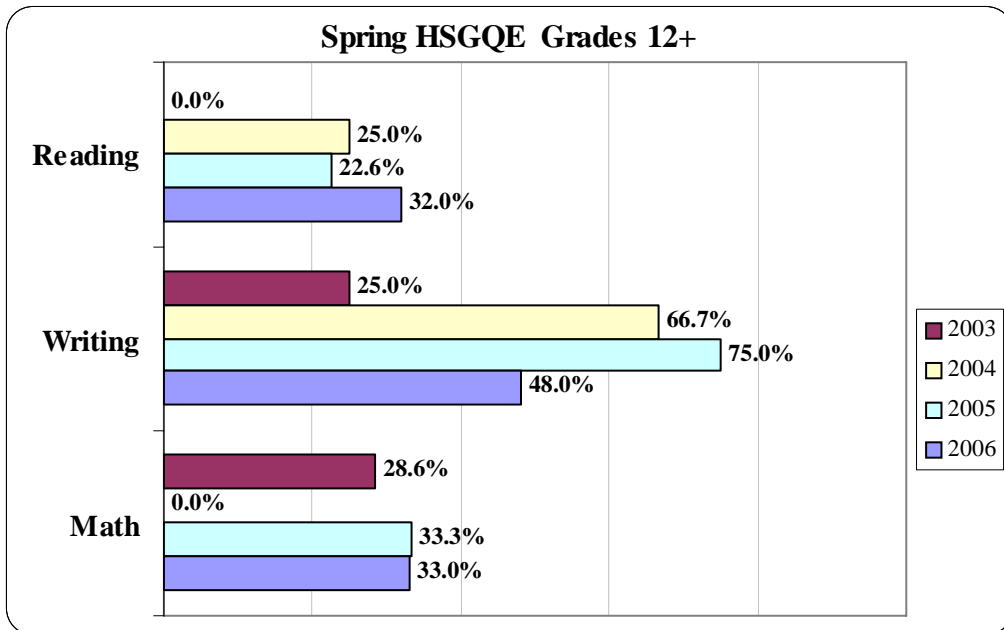
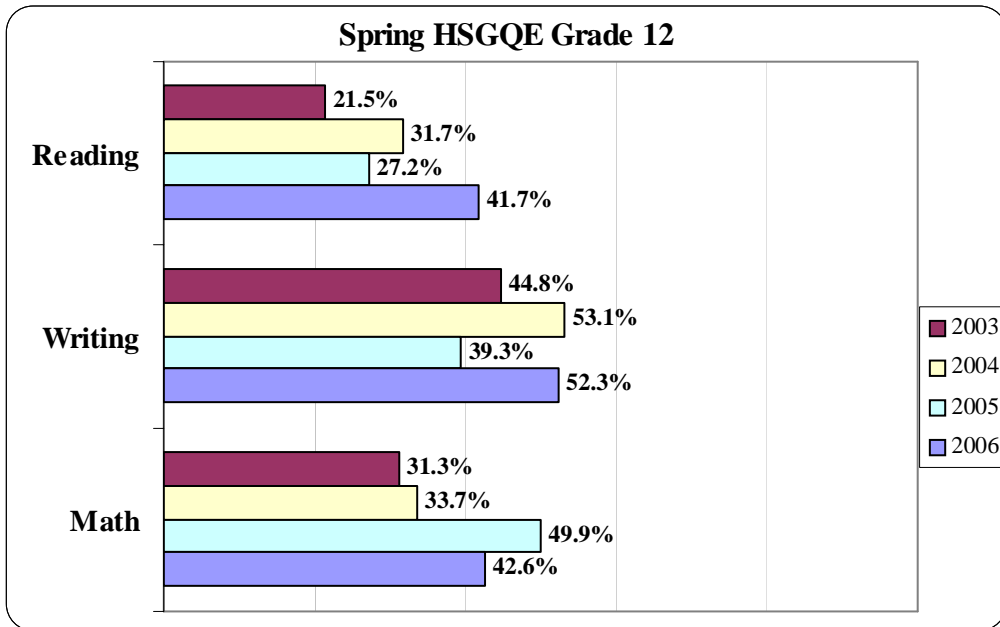


## STATEWIDE PERFORMANCE TREND DATA 2005

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 charts illustrate the HSGQE results for all student in the spring between 2003-2006.





## 2006 SAT Results

The SAT assessment measures student math and critical reading 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 2006 indicate that across the United States, 48 percent of graduating seniors took the SAT test. In Alaska, 51 percent of seniors in the Class of 2006 took the SAT. The participation rate for graduating seniors from public schools was 43 percent nationwide and 48 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 517 on the critical reading portion of the test, compared to 500 for the national average.
- Alaskan students enrolled in public schools achieved an average of 520 on the math portion compared to 514 for the national average.

**Table 2**  
**SAT Critical Reading and Math**

		ALASKA		NATIONAL	
Test		Average Score	% State Participation	Average Score	% National Participation
All Graduating Seniors	Critical Reading	517	51%	503	48%
	Math	517		518	
Public School Graduating Seniors	Critical Reading	517	48%	500	43%
	Math	520		514	

## 2006 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 2006 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 3**  
**Comparison of Alaska and National ACT Scores**

	Alaska	Nation
Math	21.2	20.8
Reading	21.7	21.4
Science Reasoning	20.8	20.9
English	20.0	20.6
Composite	21.1	21.1

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 24.1. Students in Alaska who reported taking less than the core program achieved an average composite score of 21.6.





## 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, 308 schools made AYP targets and 189 did not make AYP out of a total of 497 schools. In 2005, 292 schools met AYP out of 495 schools; 203 schools did not make AYP.

In terms of percentages, this year 62 percent of schools met AYP and 38 percent did not meet AYP. Last year 59 percent of schools met AYP and 41 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 39 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 2005-2006:

Level 1	Alert Status	36
Level 2	Improvement (Year 1)	30 (4 schools met AYP in 2006)
Level 3	Improvement (Year 2)	51 (25 schools met AYP in 2006)
Level 4	Corrective Action	68 (7 school met AYP in 2006)
Level 5	Restructuring	43 (3 school met AYP in 2006)

There were 192 schools identified for improvement in 2006. That represents 39 percent of the 497 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/2006/Summary.pdf>

<http://www.eed.state.ak.us/tls/assessment/ayp/2006/NotMeeting.pdf>

This year, 25 public school districts made AYP targets and 29 did not make AYP out of a total of 54 districts. In 2005, 22 districts met AYP out of 54 districts; 32 districts did not make AYP.

In terms of percentages, this year 46 percent of districts met AYP and 54 percent did not meet AYP. Last year, 41 percent of districts met AYP and 59 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 eighty-five of the 260 schools that used the graduation rate as their other indicator met or exceeded the threshold rate. This represents a percentage of 71 percent of the schools meeting the graduation rate threshold.



**Table 4**  
2006 Graduation Rates by Subgroup

	High School Graduates	Graduation Rate
American Indian/Alaska Native	1,442	45%
Asian/Pacific Islander	528	60%
African American	302	49%
Hispanic	246	54%
Caucasian	4,843	68%
Female	3,700	63%
Male	3,661	57%
Students with Disabilities	468	39%
Limited English Proficient (LEP)	565	42%
Economically Disadvantaged	1,359	48%
STATEWIDE	7,361	60%

### Attendance Rate

Two hundred thirty-seven of the 237 schools that used the attendance rate as their other indicator met or exceeded the threshold rate. This represents a percentage of 100 percent of the schools meeting the attendance rate threshold.

**Table 5**  
2006 Attendance Rates by Subgroup

	Attendance Rate
American Indian/Alaska Native	91%
Asian/Pacific Islander	94%
African American	93%
Hispanic	93%
Caucasian	95%
Female	94%
Male	94%
Students with Disabilities	92%
Limited English Proficient (LEP)	92%
Migrant	89%
Economically Disadvantaged	92%
STATEWIDE	94%

## 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 2006, some 7,361 graduates were awarded a regular high school diploma and 373 were given a certificate of completion.

**Table 6**  
**2005-2006 Graduates by Ethnicity**

Percentage of 12th grade enrollment represents the total 12th grade enrollment by ethnicity divided by October 1, 2005 enrollment in 12th grade.		
<b>Ethnicity</b>	<b>Percentage of 12th Grade Enrollment</b>	<b>2006 Graduates</b>
Alaska Native/American Indian	23.1	19.6
Asian/Pacific Islander	7.2	7.2
Black	4.8	4.1
Hispanic	3.7	3.3
White	59.6	65.8

## 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 2005-2006 school year there were 20,784 total core classes taught in Alaska’s public school system. There were 7,254 classes identified that were taught by highly qualified teachers. Therefore, 35.8 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 7**  
**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	20,784	13,334	35.8%
<b>Elementary Level</b>			
High-Poverty Schools	1,880	682	63.7%
Low-Poverty Schools	2,831	1,387	51.0%
All Elementary Schools	8,337	4,391	47.3%
<b>Secondary Level</b>			
High-Poverty Schools	1,270	812	36.1%
Low-Poverty Schools	4,166	3,057	26.6%
All Elementary Schools	12,447	8,943	28.1%

**NOTES:** High and Low totals and percentages reflect High and Low Poverty quartiles only. All school totals and percentages reflect all quartiles. Number of Classes Taught in Elementary and Secondary Schools reflect 1.5 Definitions and Instructions class counting guidance for elementary/secondary classes.

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 2005-2006 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 were 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.

### 2006 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.

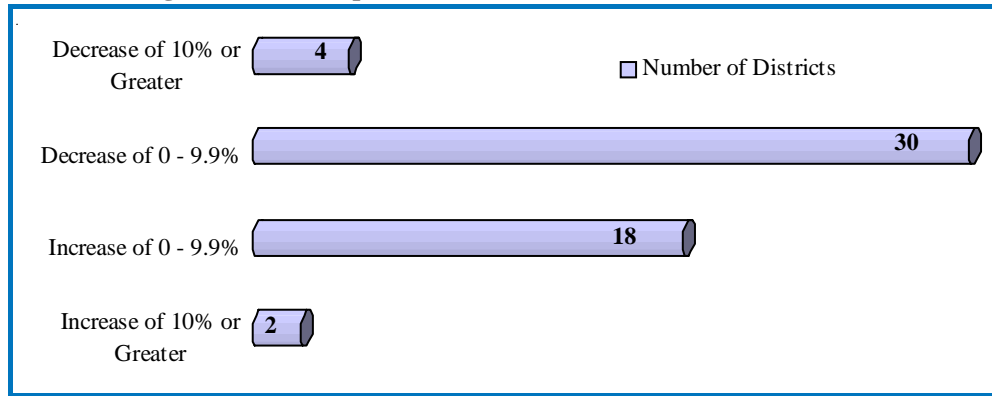
**Table 8**  
**Summary of Schools Accredited**

Summary of Schools Accredited by Northwest Association of Schools and Colleges (Adopted in December, 1999)	
Elementary .....	6
Middle .....	2
High School .....	45
K-12 .....	74
Special Purpose Schools .....	4
<b>Total Accredited in Alaska .....</b>	<b>149</b>
<b>Public Schools .....</b>	<b>131</b>
<b>Private Schools .....</b>	<b>18</b>

### Annual Change in Membership

The average daily membership for 2005-2006 represented a 0.1 percent increase over the previous year. Thirty-four districts experienced no change or a decrease in this period. The most significant reductions were in Tanana and Kake, at -43.2 percent, and -17.7 percent, respectively. Enrollments in 19 districts were higher than the previous year. The Pelican City School District had the greatest increase with 16.7 percent.

**Table 9**  
**Annual Change in Membership**

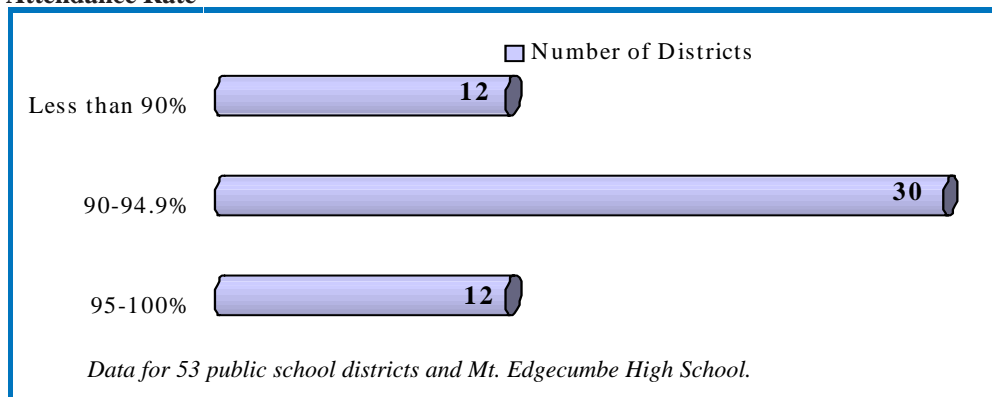


## Attendance Rate

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.

Twelve 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 10**  
**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 63,132 students enrolled in grades seven through twelve, 3,642 students dropped out during the 2005-2006 school year. These dropout numbers represent children dropping out between July 1, 2005 and June 30, 2006. Table 11 profiles dropouts by ethnicity.

**Table 11**  
**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	25.2	36.6
Asian/Pacific Islander	6.7	6.1
Black	4.3	5.8
Hispanic	3.8	4.8
Multi-Ethnic	1.9	0.0
White	58.1	46.8

## DEFINITIONS & METHODOLOGY

**Accreditation.** Indicates whether or not a school was accredited for 2005-2006.

**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 2005-2006 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.

