

State of Alaska

Department of Education & Early Development



2011-2012 Report Card to the Public

ACKNOWLEDGEMENTS

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A MESSAGE FROM THE COMMISSIONER

This *Report Card to the Public* is published in accordance with Alaska Statute 14.03.120 for the school year 2011-2012. Under state law, each school district is required to report information about its plans and performance to its community. This report includes a statewide summary of performance results.

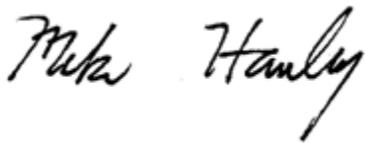
Public knowledge of our schools is an important part of Alaska's school accountability system. This publication reports the status of public education in Alaska. It is a source of information for Alaska's educational policymakers, including legislators, the Governor, the State Board of Education & Early Development, local boards of education, parents, and community members.

Through this report, readers can learn at-a-glance information about Alaska education and review the performance and participation rate of students statewide on assessments in reading, writing, and mathematics from grades 3 through 10; science in grades 4, 8, and 10; and on our state's high school graduation qualifying examination.

Detailed report cards about individual Alaska schools and school districts are available online at <http://education.alaska.gov/stats>.

Our ultimate goal at the Alaska Department of Education & Early Development is no less than this: For every student to achieve academically at a high level through the guidance of outstanding teachers in quality schools.

Sincerely,



Mike Hanley, Commissioner
Alaska Department of Education & Early Development



ALASKA EDUCATION AT A GLANCE

Statewide Profile 2011-2012

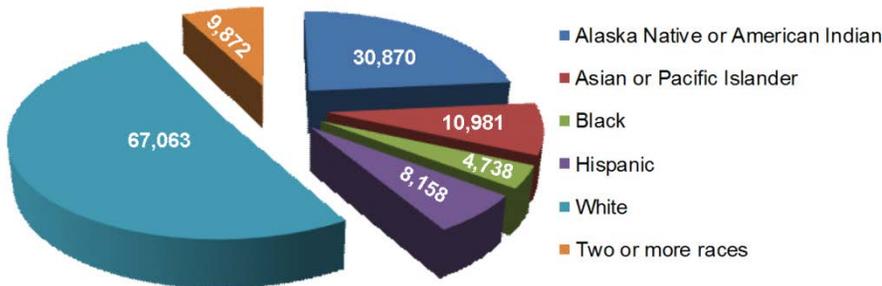
Number of Public School Districts	53*	K-12 Student Population in Average Daily Membership (ADM)	128,886
Regional Education Attendance Areas	19	Change in ADM from 09-10 to 10-11	-0.1%
City, Borough, and Municipality Districts	34	School-Age Low Income Children**	55,766
Public Schools: Pre-Elementary to Grade 12	511	Number of High School Graduates in 2012***	7,989
State-Operated Schools	1	Number of Dropouts (Grades 7-12) in 2012	2,830
Charter Schools	27	School District Square Miles	685,175
Correspondence Schools	30	State Population (7/1/2011 estimate)	722,190

* Mount Edgcombe High School is state operated and not considered part of a public school district.

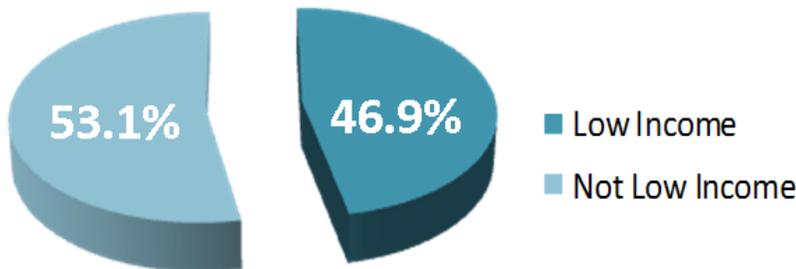
** **AS 14.03.070** "A child who is six years of age on or before September 1 following the beginning of the school year, and who is under the age of 20 and has not completed the 12th grade, is of school age."

*** This number reflects all high school graduates in 2012. This number may differ significantly from the number of graduates in the 2012 cohort group, used to report graduation rate.

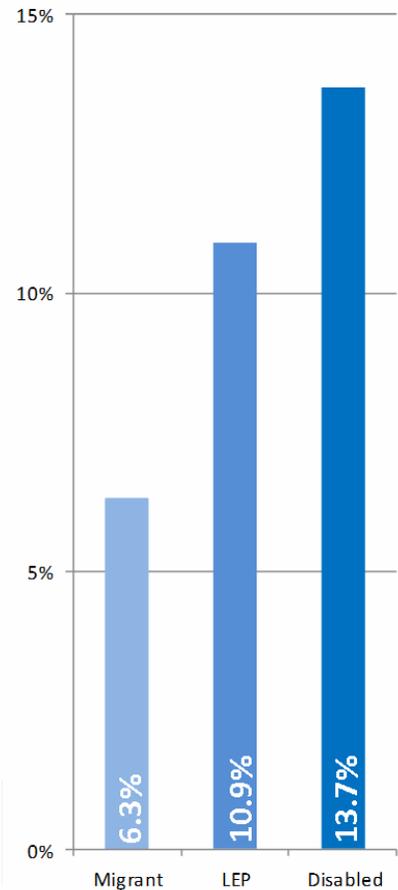
PE-12 Statewide Enrollment by Ethnicity



PE-12 Statewide Enrollment by Economic Status



PE-12 Statewide Enrollment In Supplemental Programs



STANDARDS AND ASSESSMENTS

History

In 1993, Alaskans began developing higher standards and accountability for their local, regional, and statewide public school systems. As the cornerstone of this effort, the Alaska Department of Education & Early Development (EED) developed academic standards in twelve content areas: English and language arts; mathematics; science; history; geography; government and citizenship; skills for a healthy life; arts; world languages; technology; employability; and library and information literacy. Alaska Cultural Standards for Students were developed by the Alaska Native Knowledge Network in 1998 and adopted by the State Board of Education & Early Development (State Board) in the same year.

By adopting content standards, EED has provided a framework where:

- Students and teachers share clear and challenging educational goals;
- Educational resources and efforts are focused on student achievement; and,
- Student achievement and school performance are measured using common standards.

EED created corresponding performance standards for reading, writing, and mathematics to define which specific skills a student needs to develop to confirm content standards have been met. In 2003, EED began developing the current performance standards which set grade level expectations for grades 3 to 10 in reading, writing, and mathematics and grades 3 to 11 in science. The revised performance standards were adopted by the State Board in 2005. These performance standards serve as an instructional guide for schools and a blueprint for the development of Alaska's two standardized examinations: Standards Based Assessments (SBAs) and High School Graduation Qualifying Examination (HSGQE).

Driven by a desire to better prepare graduates for college and careers, the department with the support of Alaska educators and stakeholders has revised the English Language Arts and Mathematics Standards to adequately prepare Alaskan students to compete globally. The Standards were adopted June 2012.

Comprehensive System of Student Assessment

State law requires a comprehensive system of student assessments. These include:

- A student developmental profile
 - Issued to all students entering kindergarten or first grade
- Standards Based Assessments
 - Reading, writing, and mathematics assessments for students in grades 3 to 10
 - Science assessments for students in grades 4, 8, and 10
- High School Graduation Qualifying Examination
 - Basic skills test of reading, writing, and mathematics
 - As of 2004, students must pass all three content areas before a diploma is issued
- A nationally norm-referenced student assessment
 - Issued to all students in grades 5 and 7
 - Most recently, the *TerraNova Third Edition* has been administered to fulfill this requirement

- Beginning with Spring 2012, every district has had the option to administer a norm-referenced test of its own choosing, such as *Measures of Academic Progress* (MAP), at its own cost in lieu of administering the *TerraNova Third Edition*
 - 4,061 students in grades 5 and 7 were administered *Terra Nova Third Edition* in 2012, as compared to 18,379 in 2011
- A work/college ready transitional skill assessment
 - *WorkKeys* assessment has been administered to all students in grade 11

Implementing and administering a statewide, comprehensive assessment system to measure the skills and knowledge of Alaska's students is a primary activity of the Alaska Department of Education & Early Development. The implemented system measures student achievement in relation to statewide performance standards; provides valid, reliable information to policy makers; allows for data-driven decision making; and improves classroom instruction.

To this end, EED has:

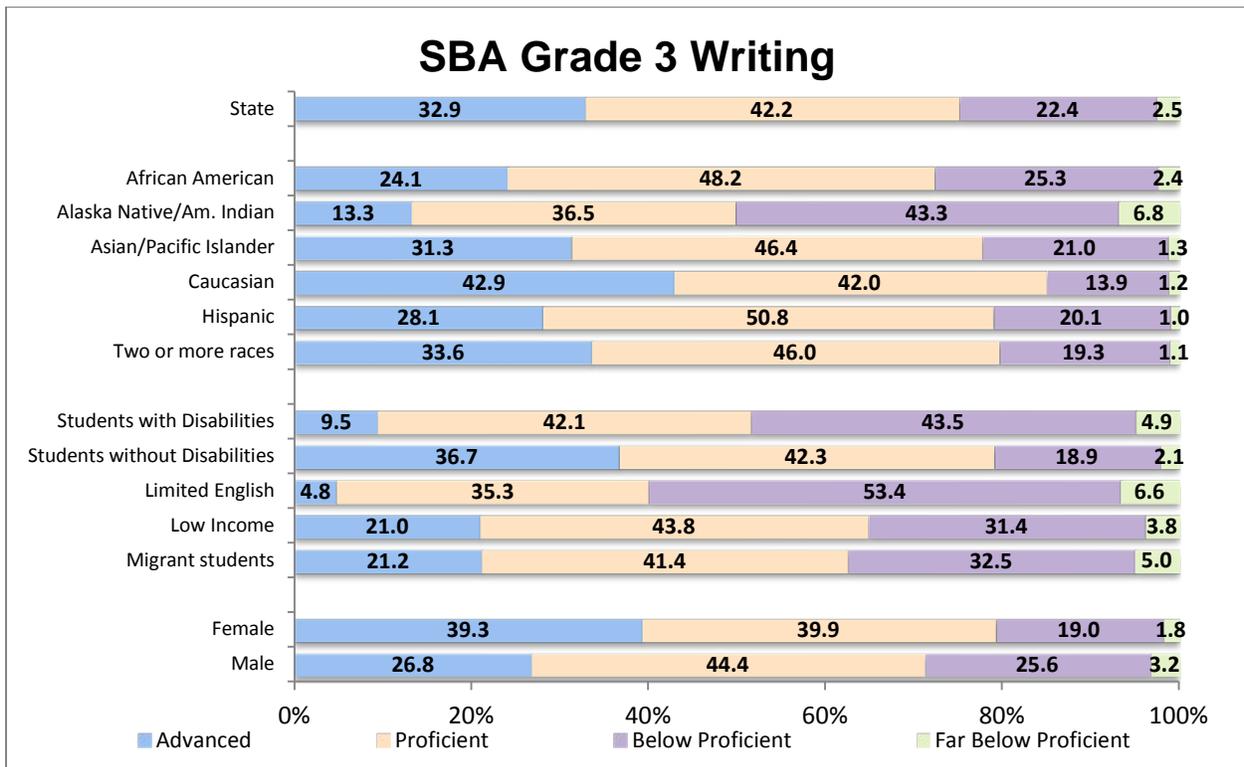
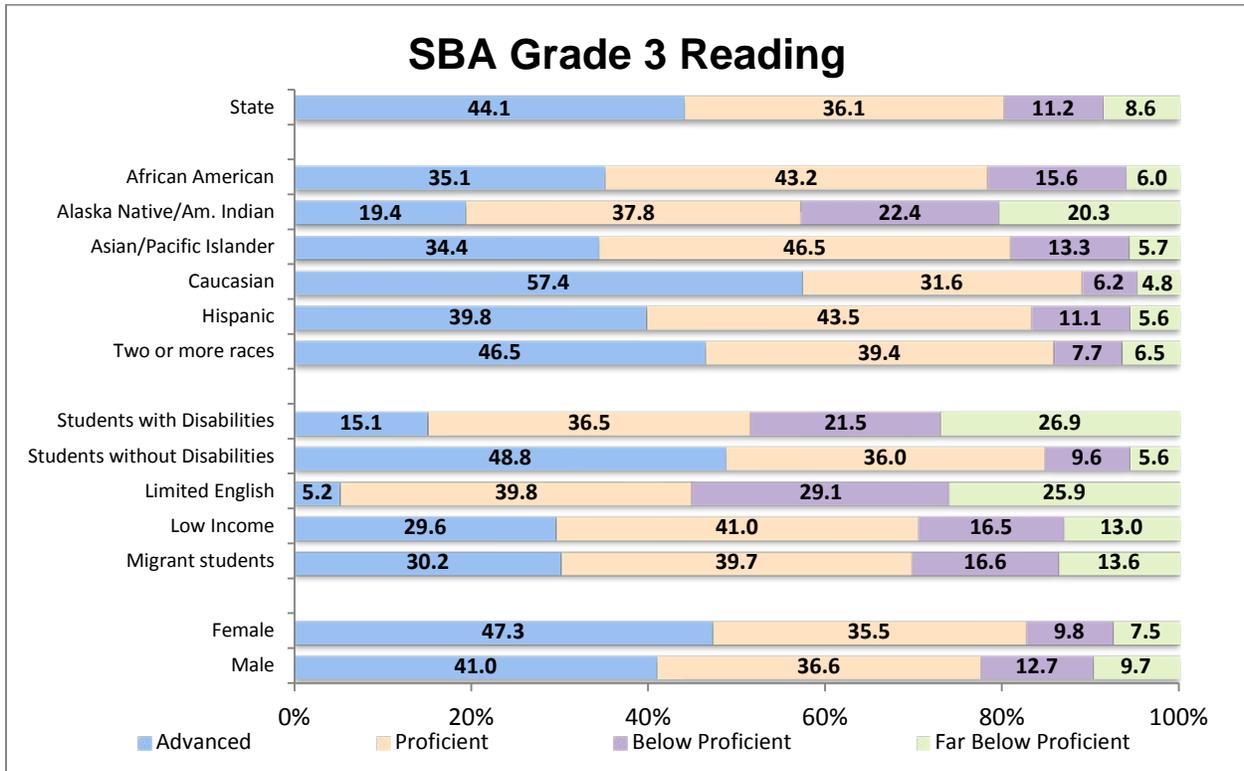
- Provided districts with grade level expectations in reading, writing, mathematics, and science;
- Developed Standards Based Assessments to measure progress in reading, writing, mathematics, and science;
- Developed the High School Graduation Qualifying Examination to ensure all Alaska high school graduates demonstrate basic skills in reading, writing, and mathematics; and,
- Provided ongoing technical assistance to school districts in standards based instruction, aligning curriculum to state performance standards, utilizing data to drive decisions, and completing data collection and analysis for internal and external reporting and use.

EED utilizes information from the assessments, aggregated at a statewide level, to provide parents, educators, policy makers, and the community-at-large with empirical data regarding to what degree Alaskan students are succeeding in attaining Alaska's performance standards.

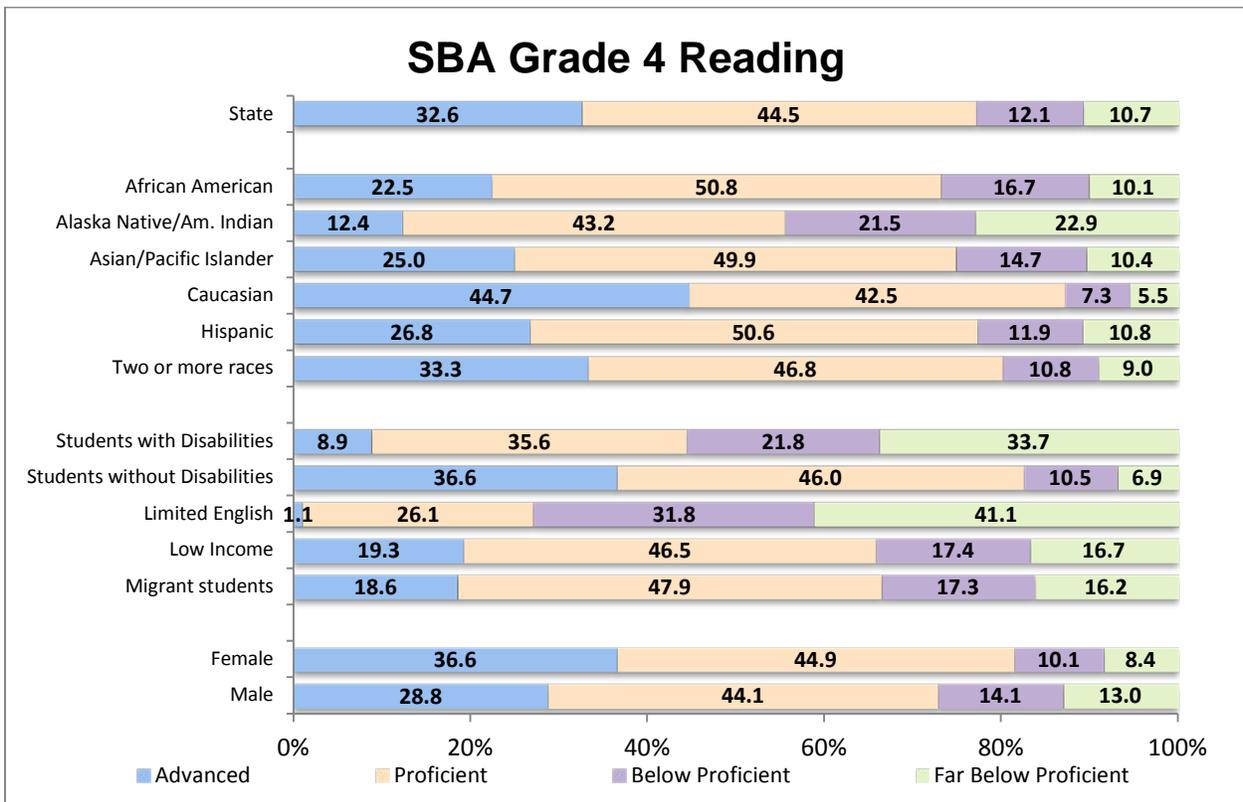
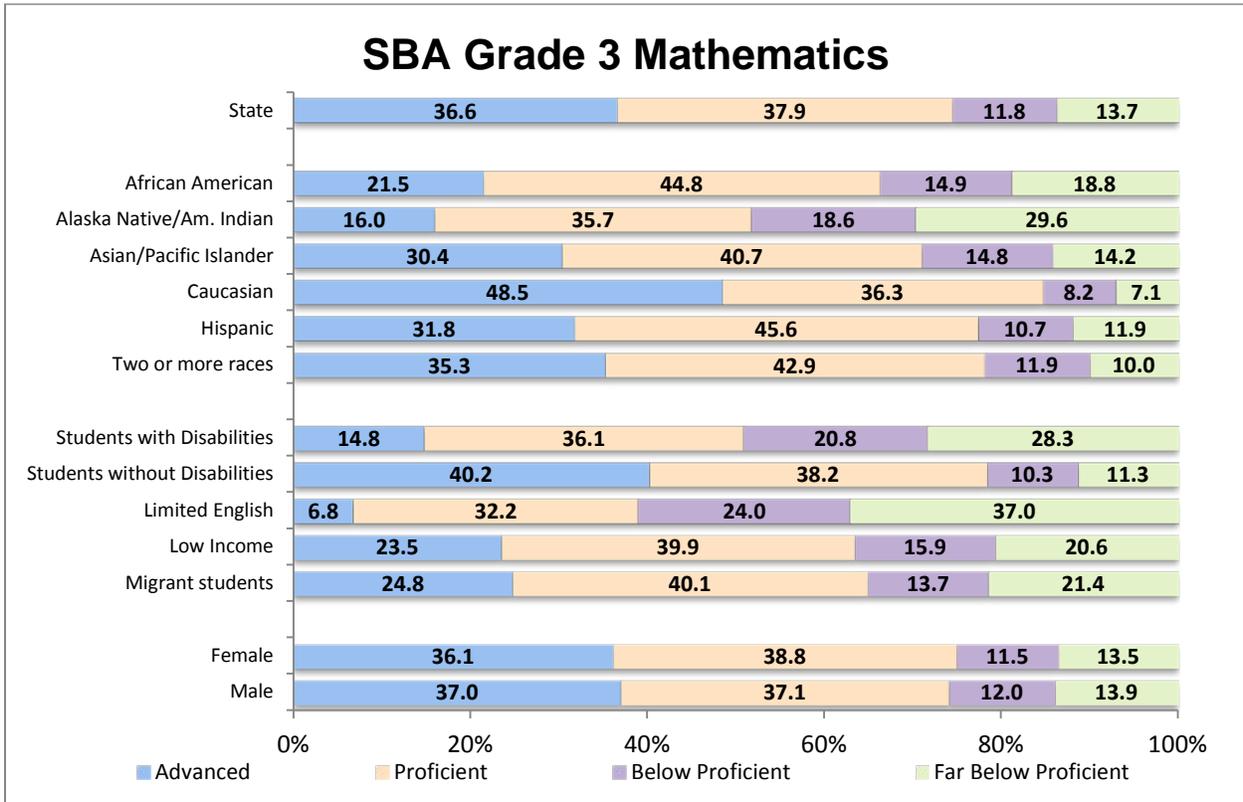
The following pages document the performance of Alaskan students on Alaska's Standards Based Assessments and High School Graduation Qualifying Examination, as well as performance on the nationally norm-referenced TerraNova Third Edition.

STANDARDS BASED ASSESSMENTS (SBAs)

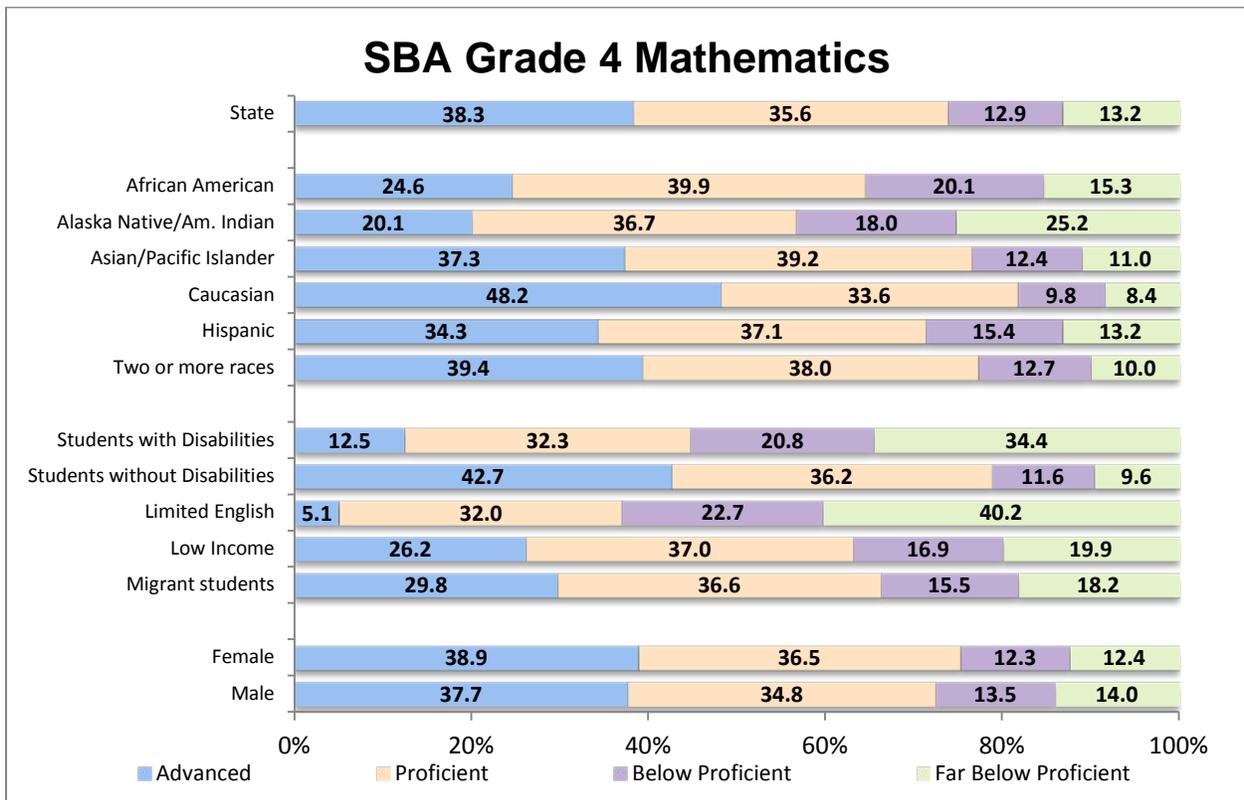
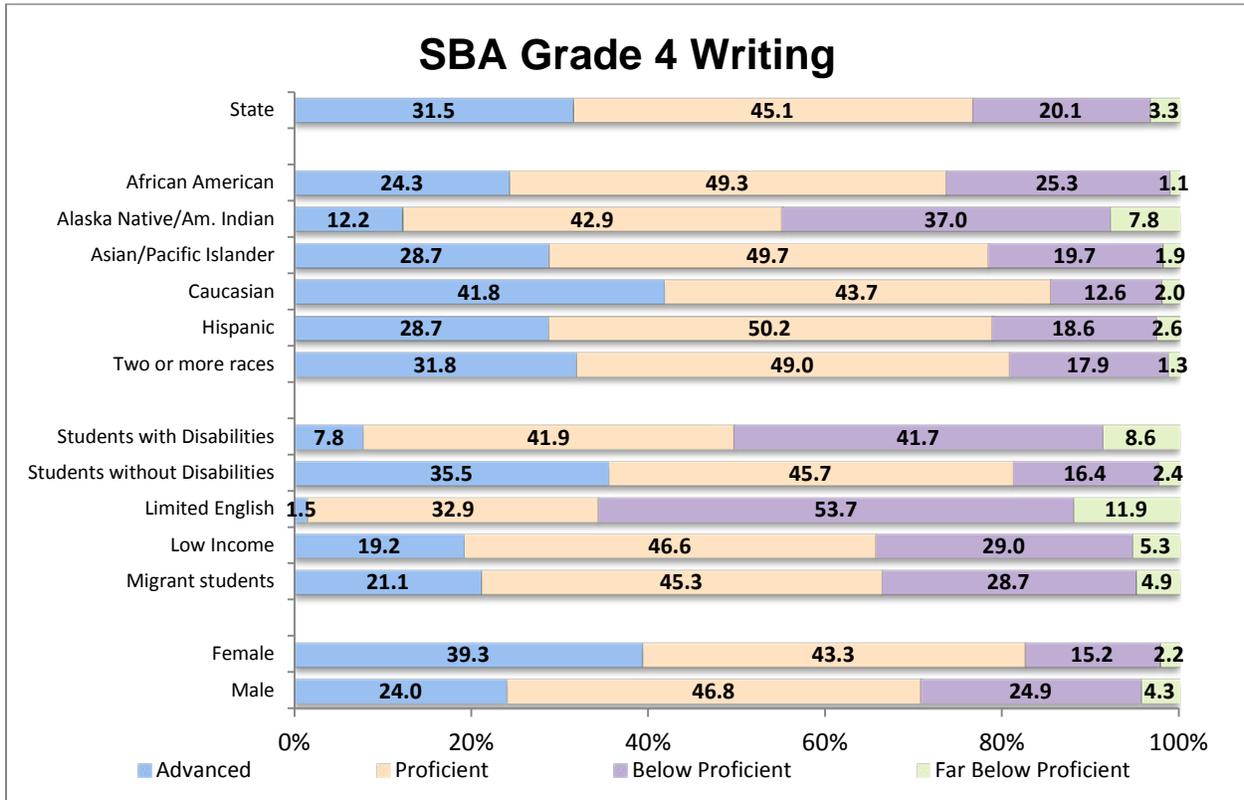
SBAs Statewide Performance by Grade



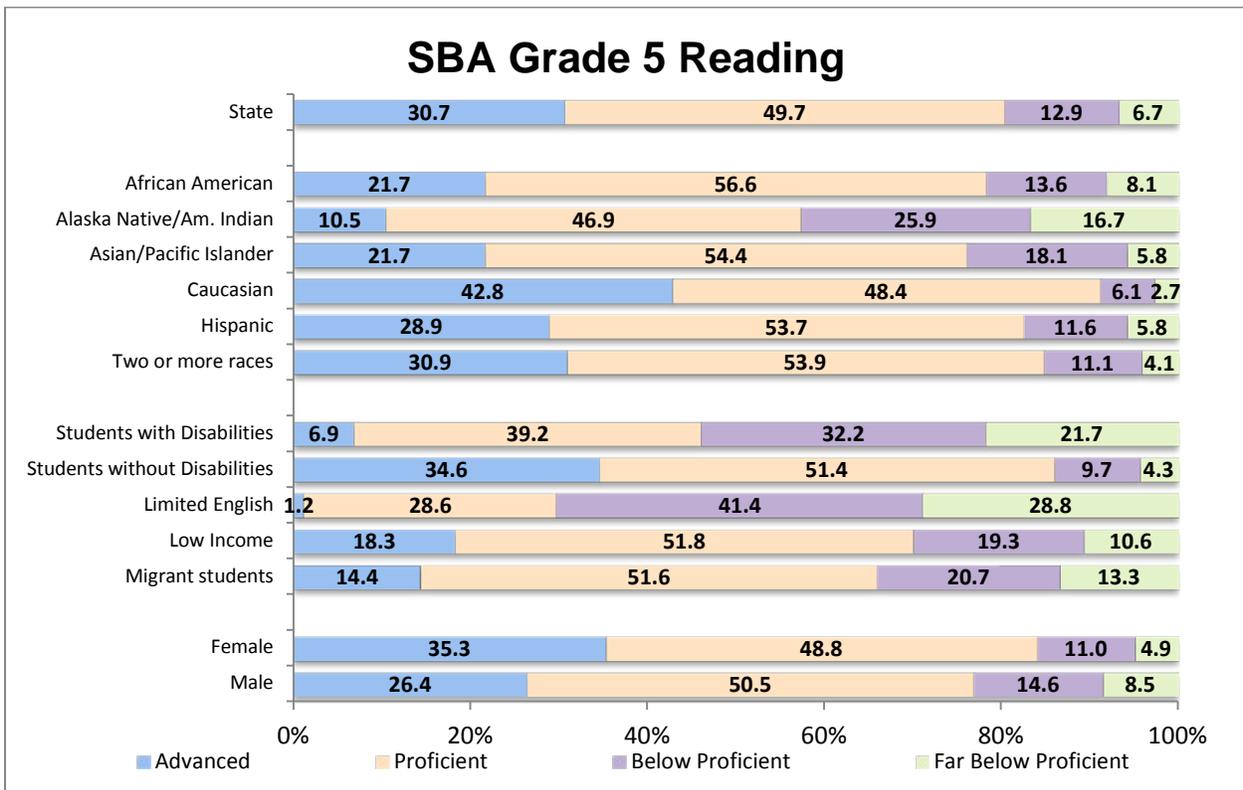
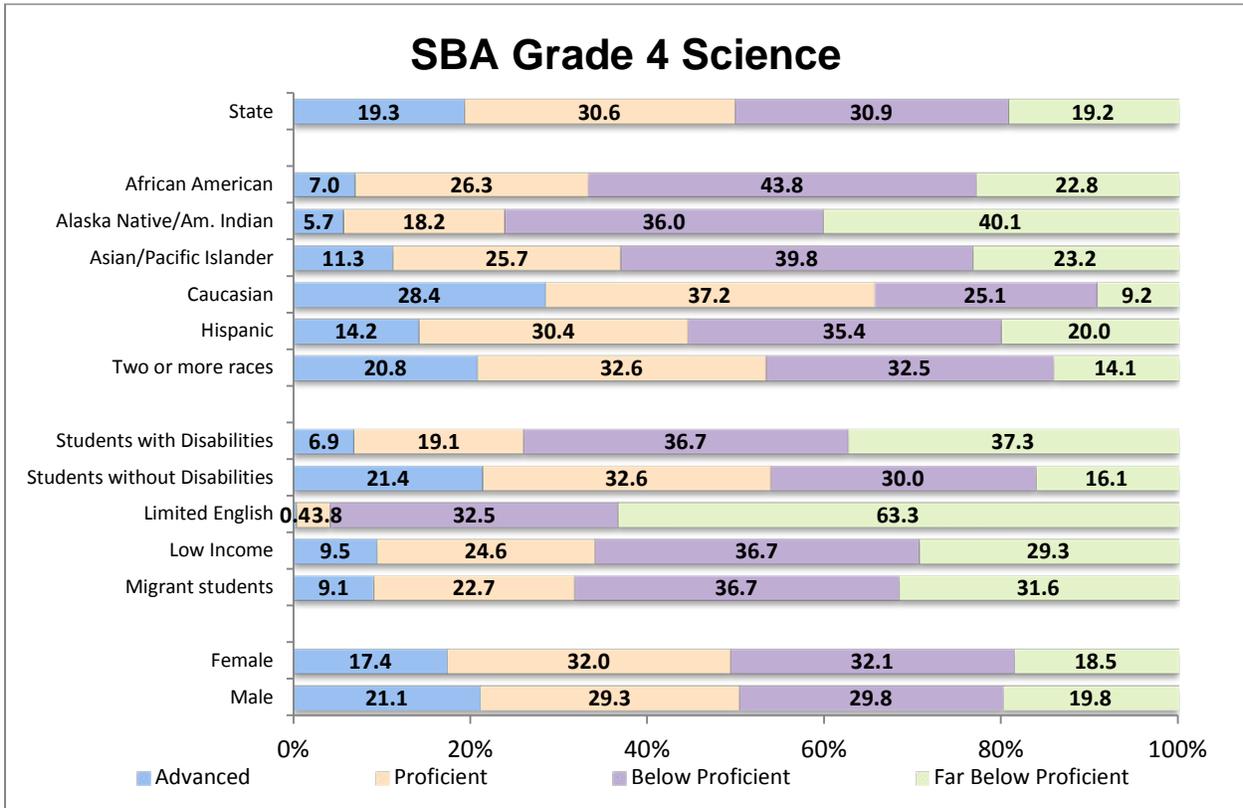
SBA Statewide Performance by Grade (Continued)



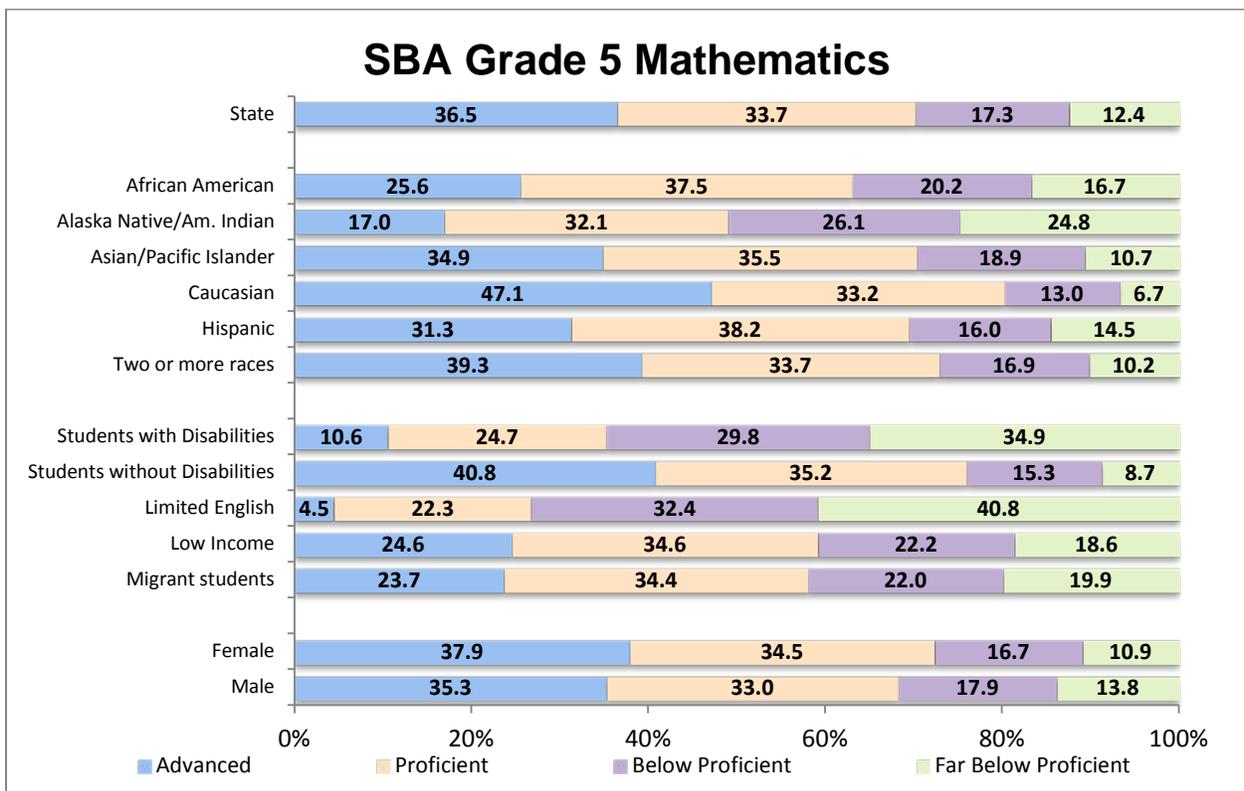
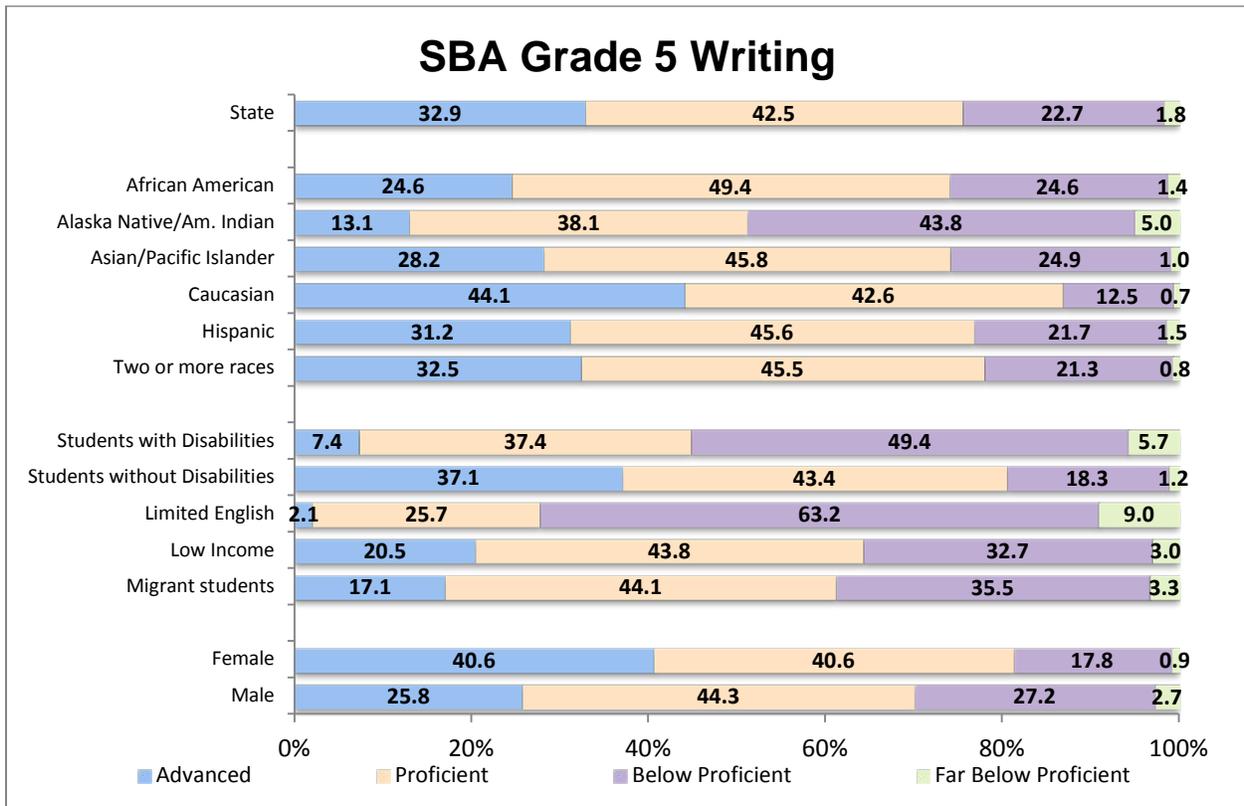
SBA Statewide Performance by Grade (Continued)



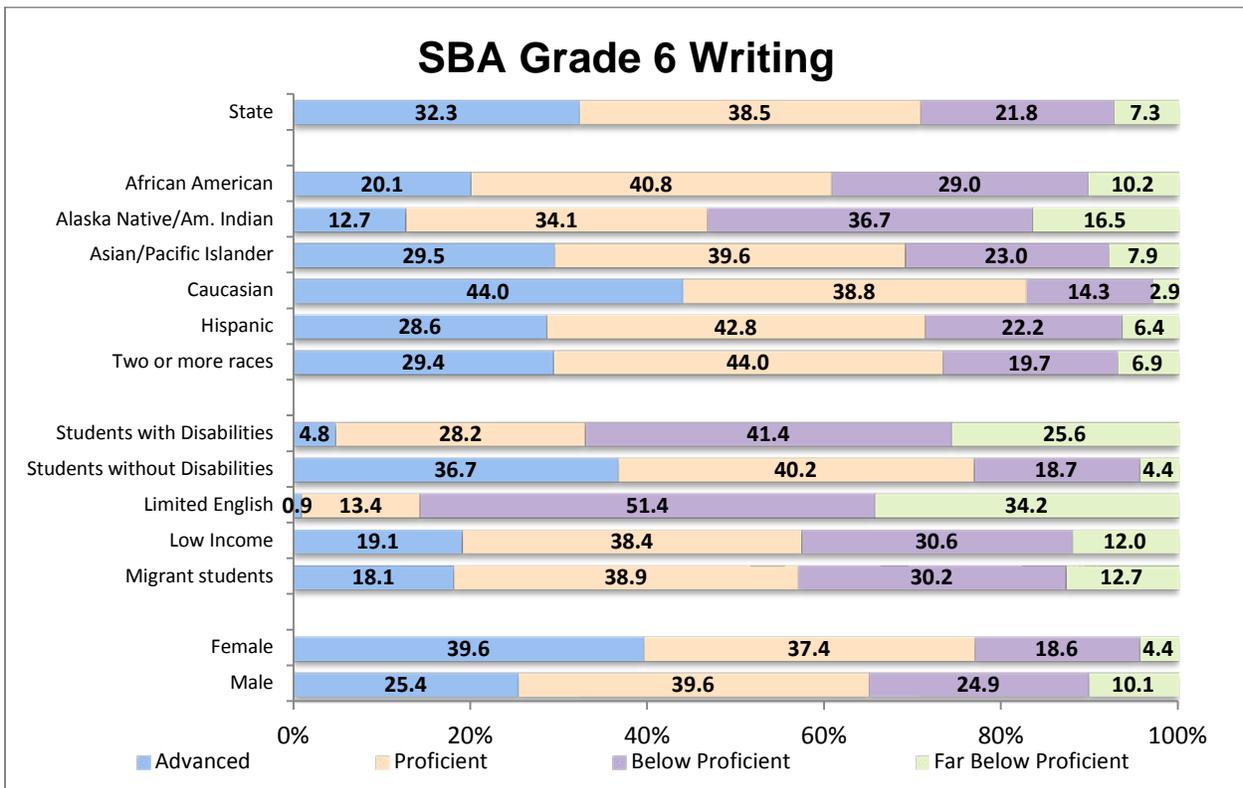
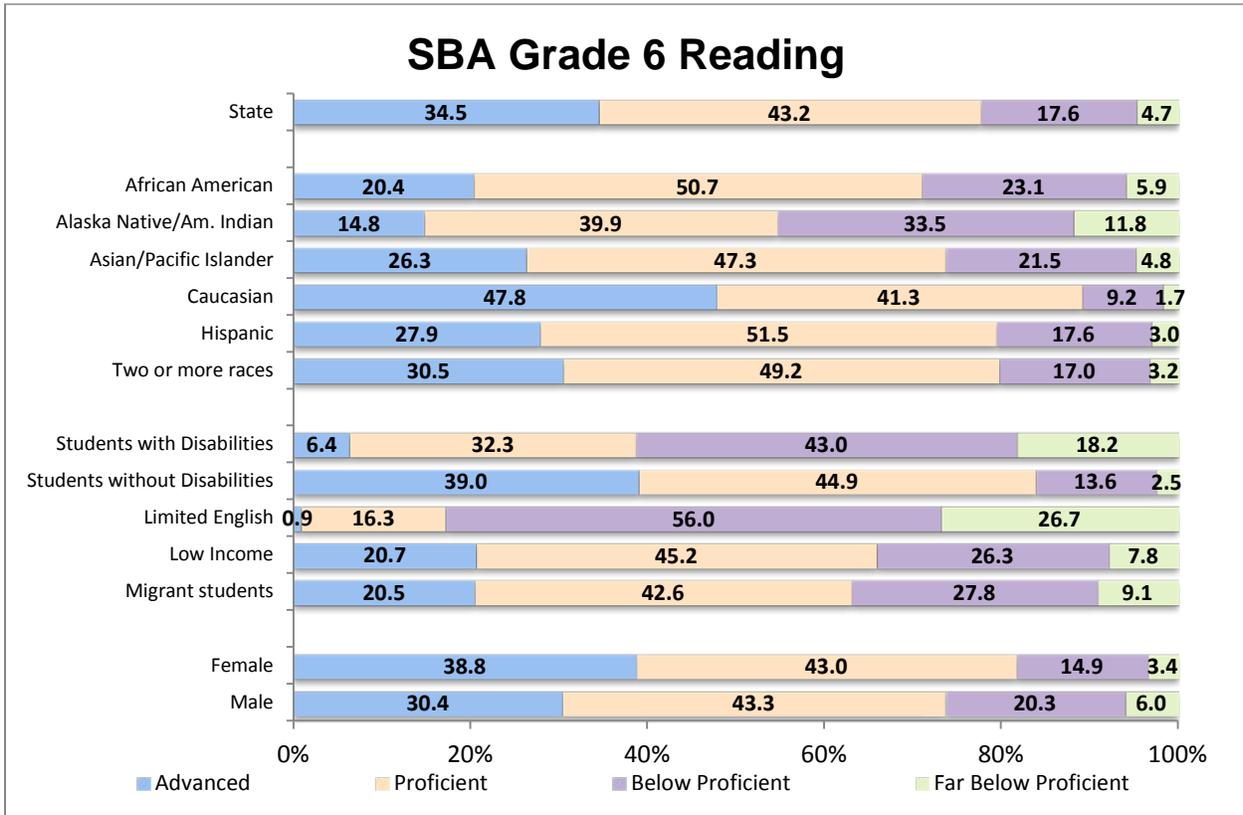
SBA Statewide Performance by Grade (Continued)



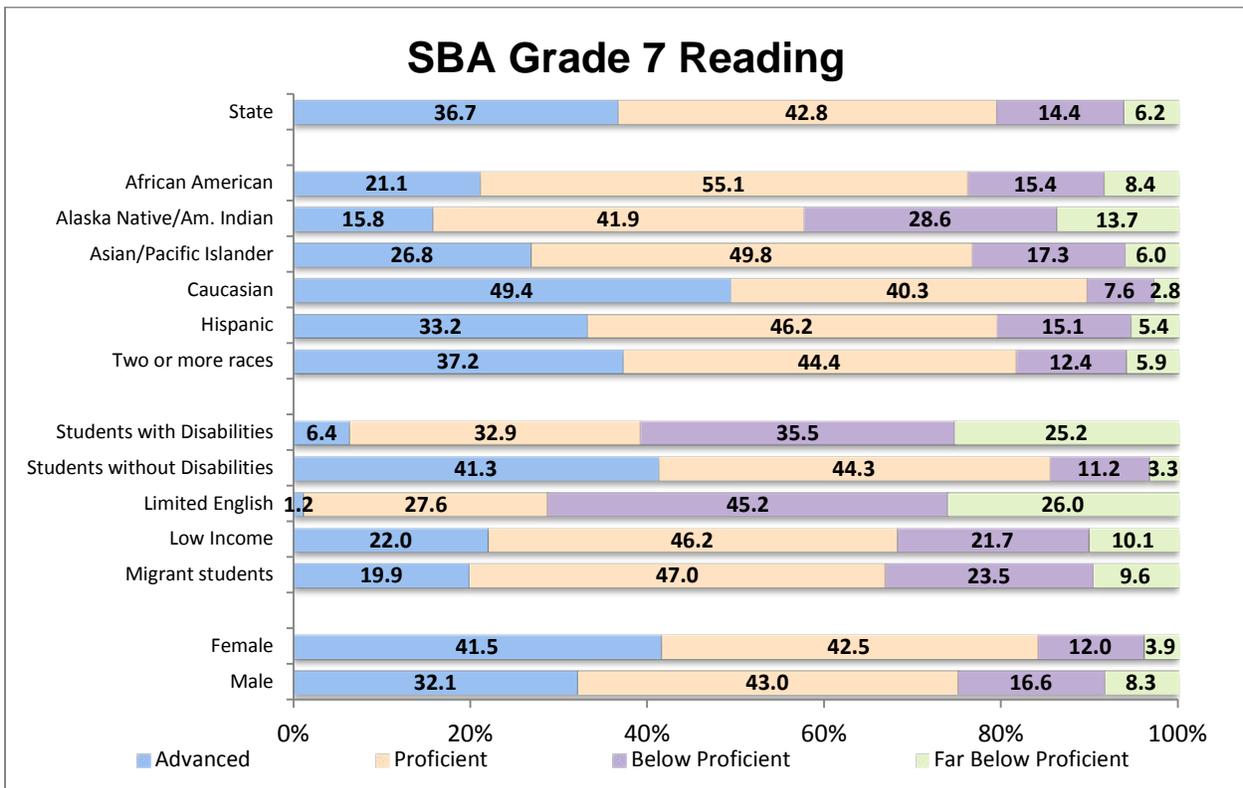
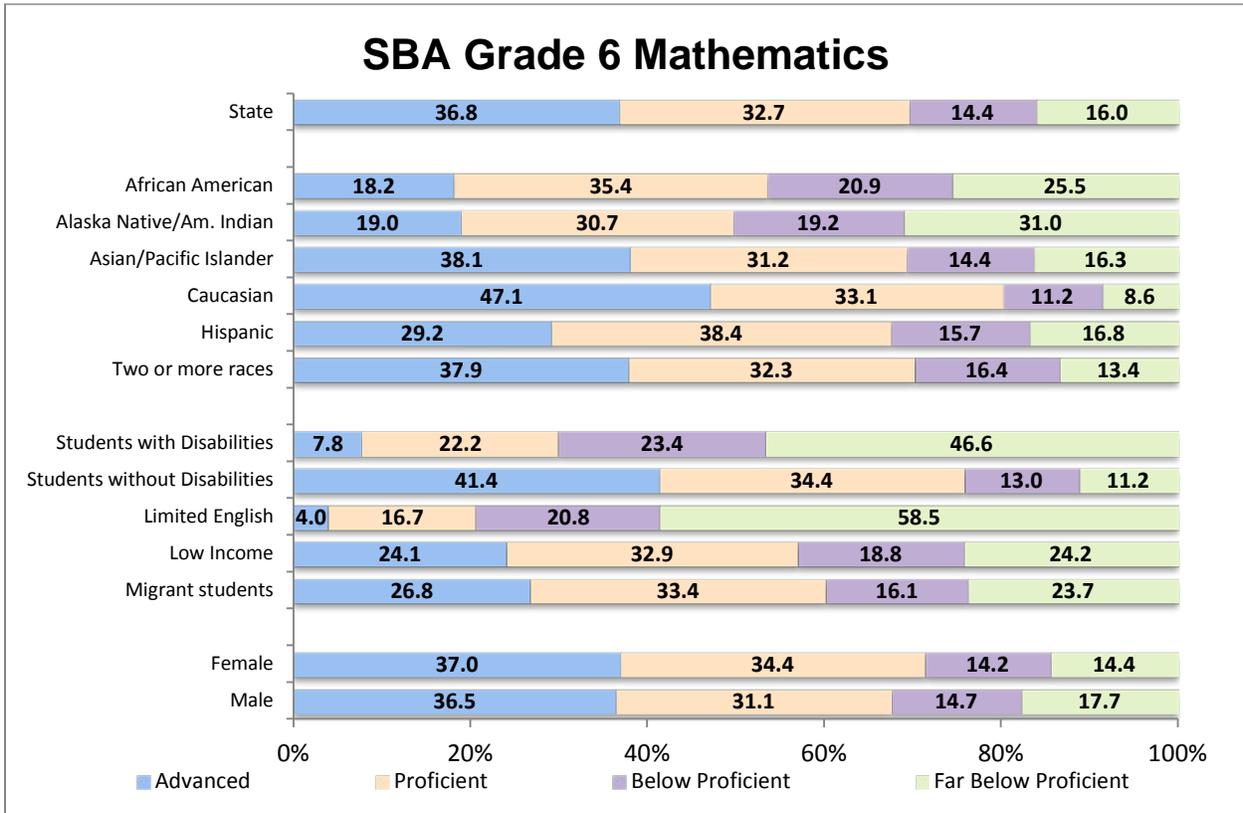
SBA Statewide Performance by Grade (Continued)



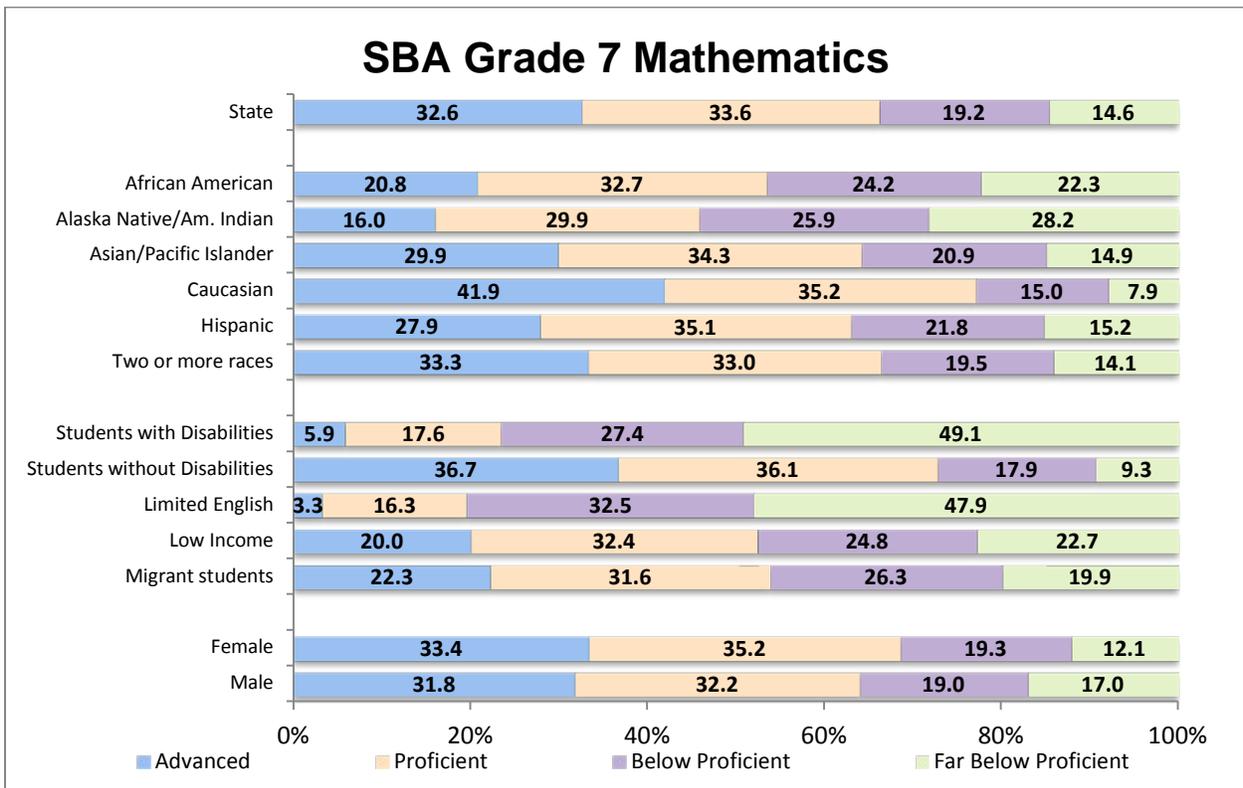
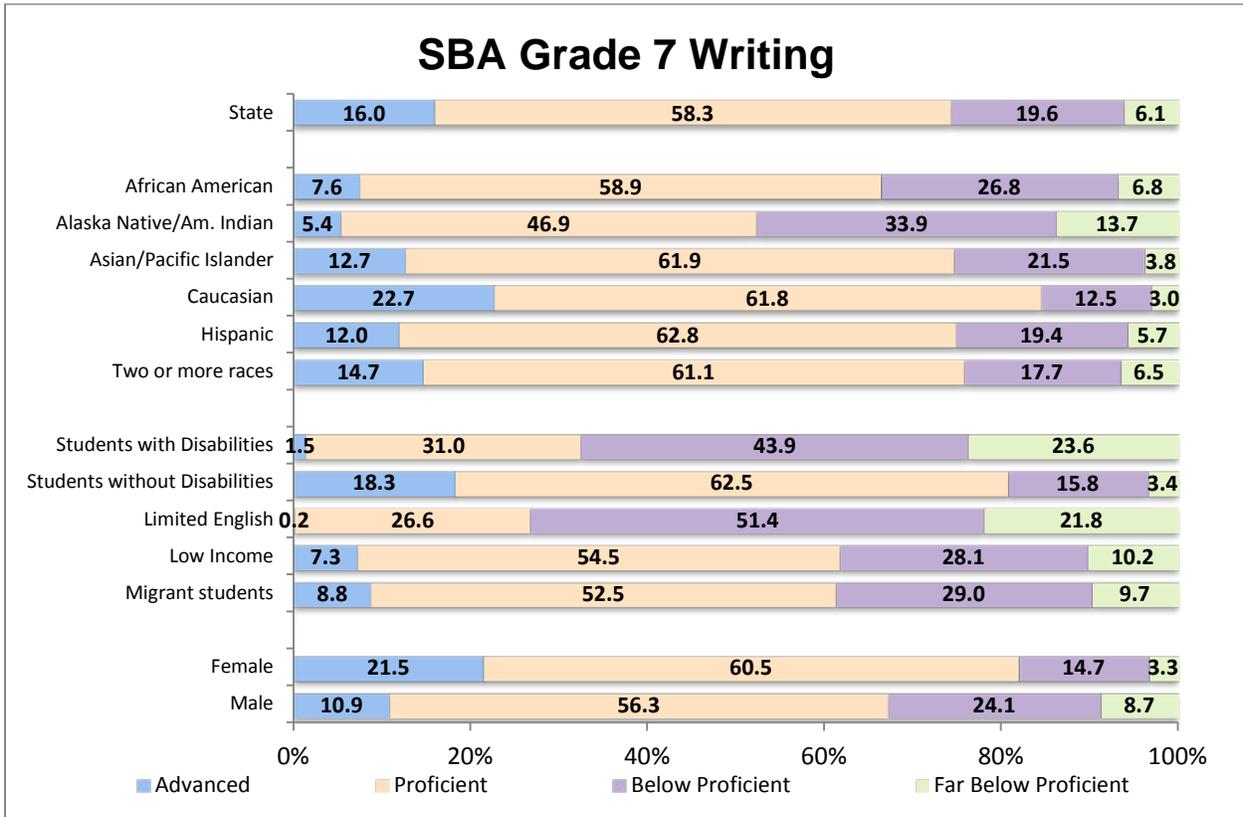
SBA Statewide Performance by Grade (Continued)



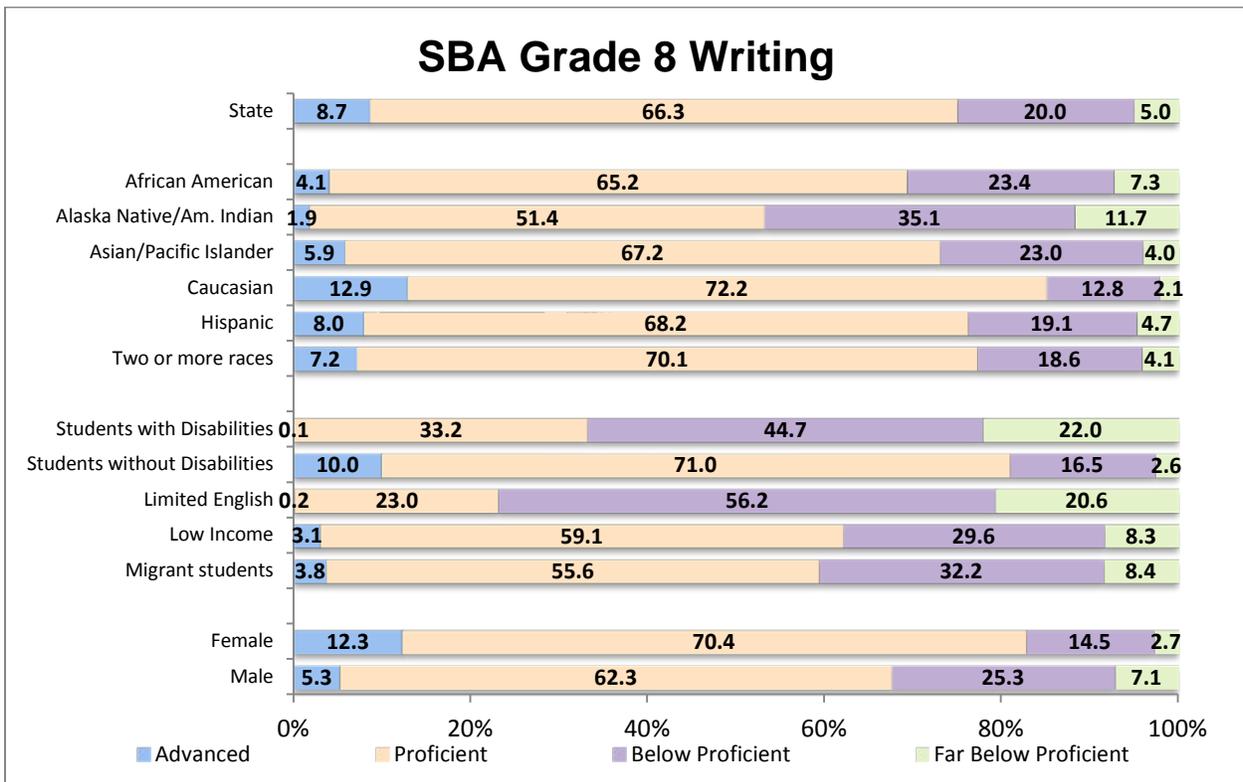
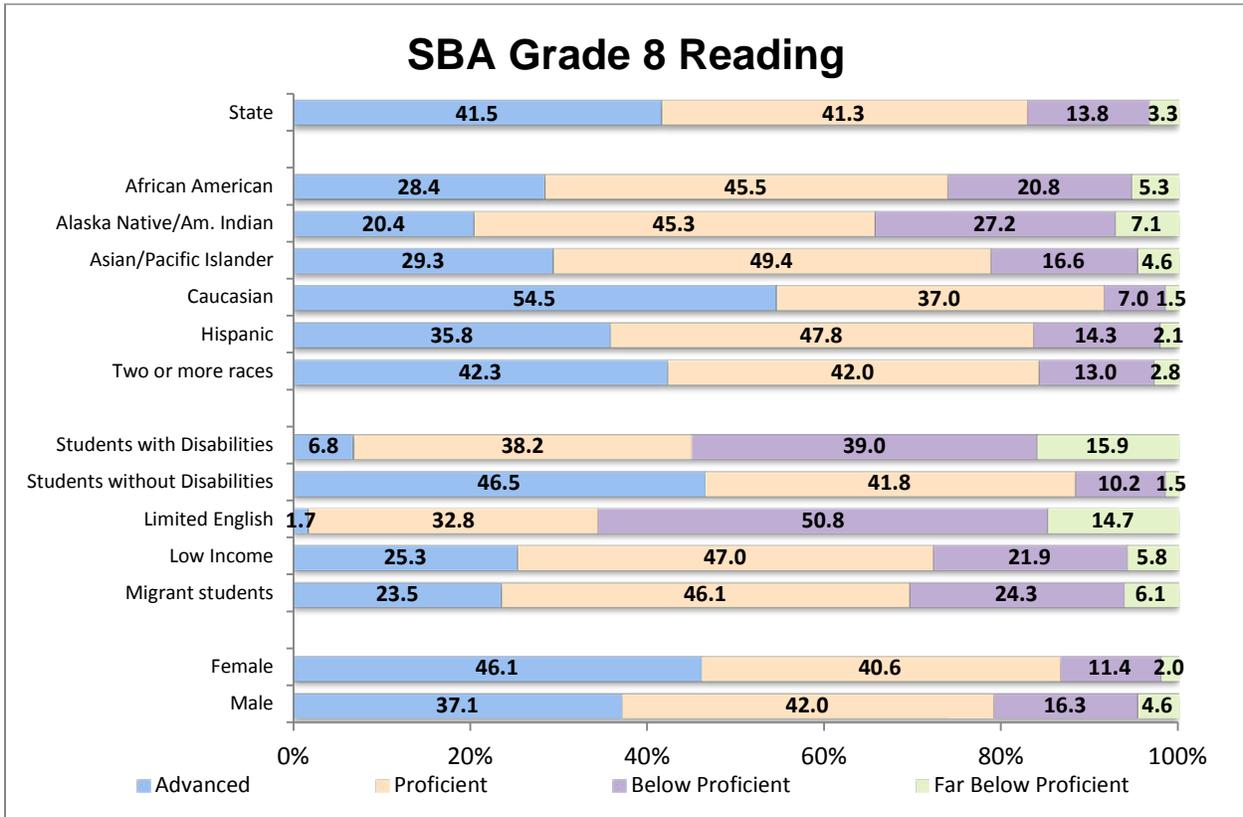
SBA Statewide Performance by Grade (Continued)



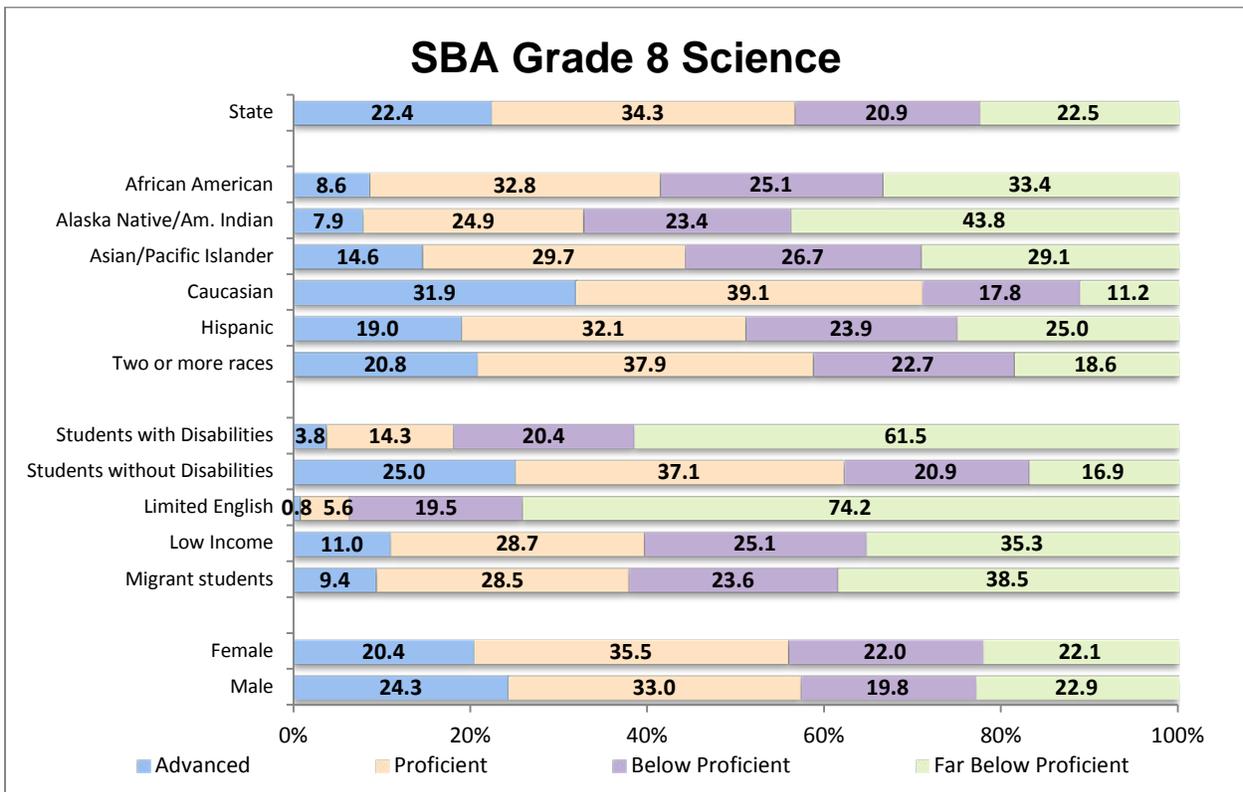
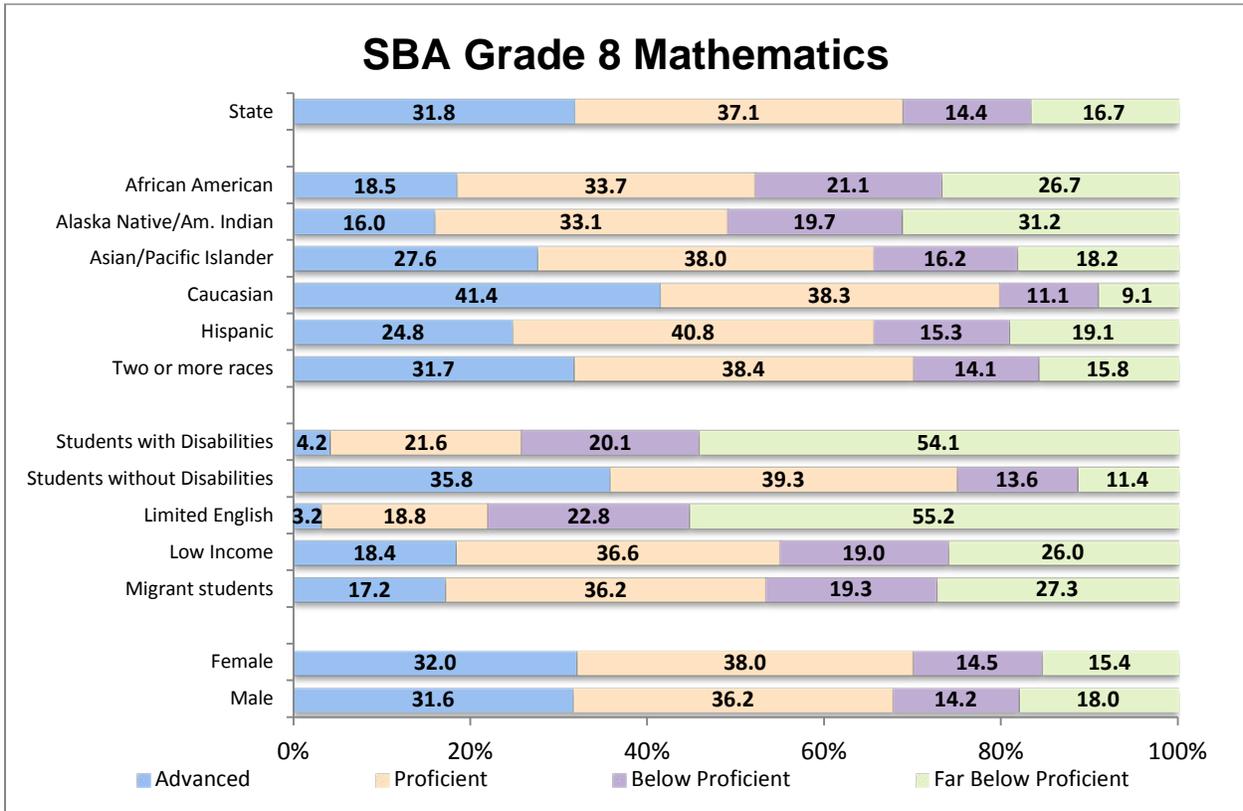
SBA Statewide Performance by Grade (Continued)



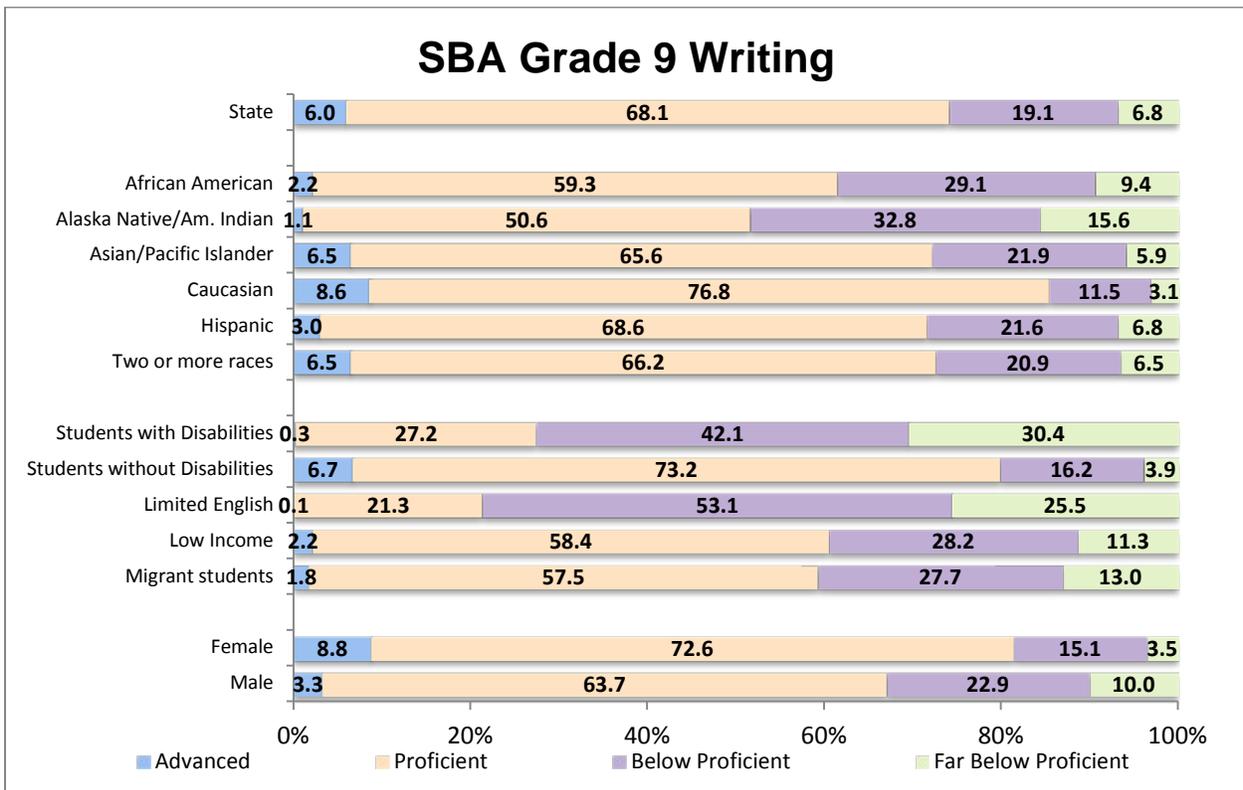
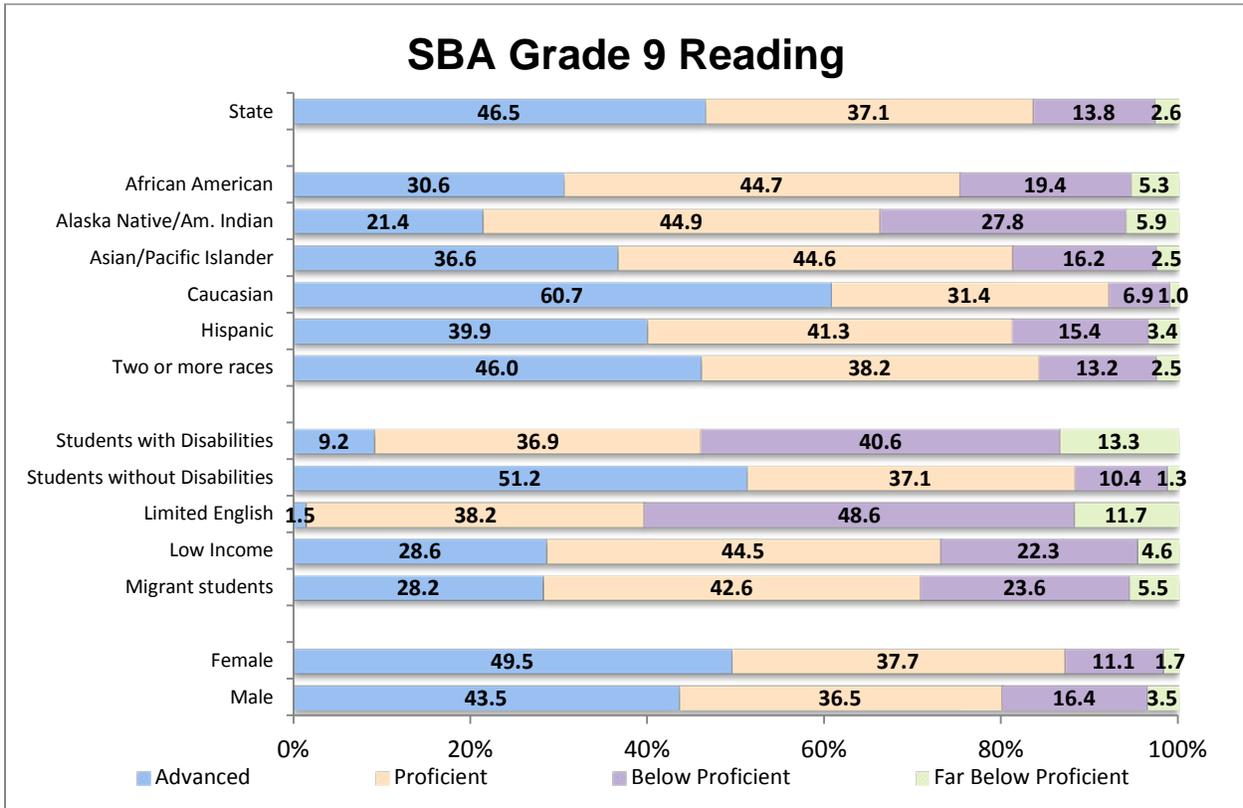
SBA Statewide Performance by Grade (Continued)



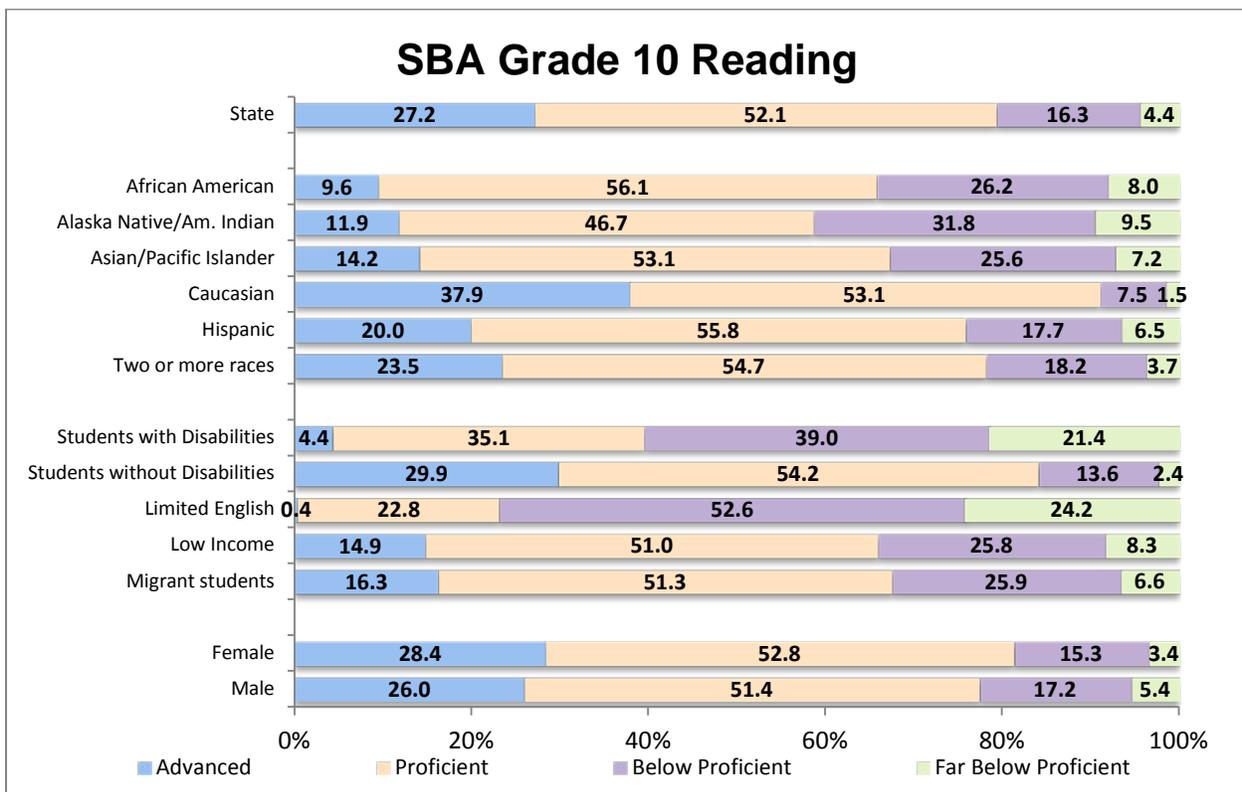
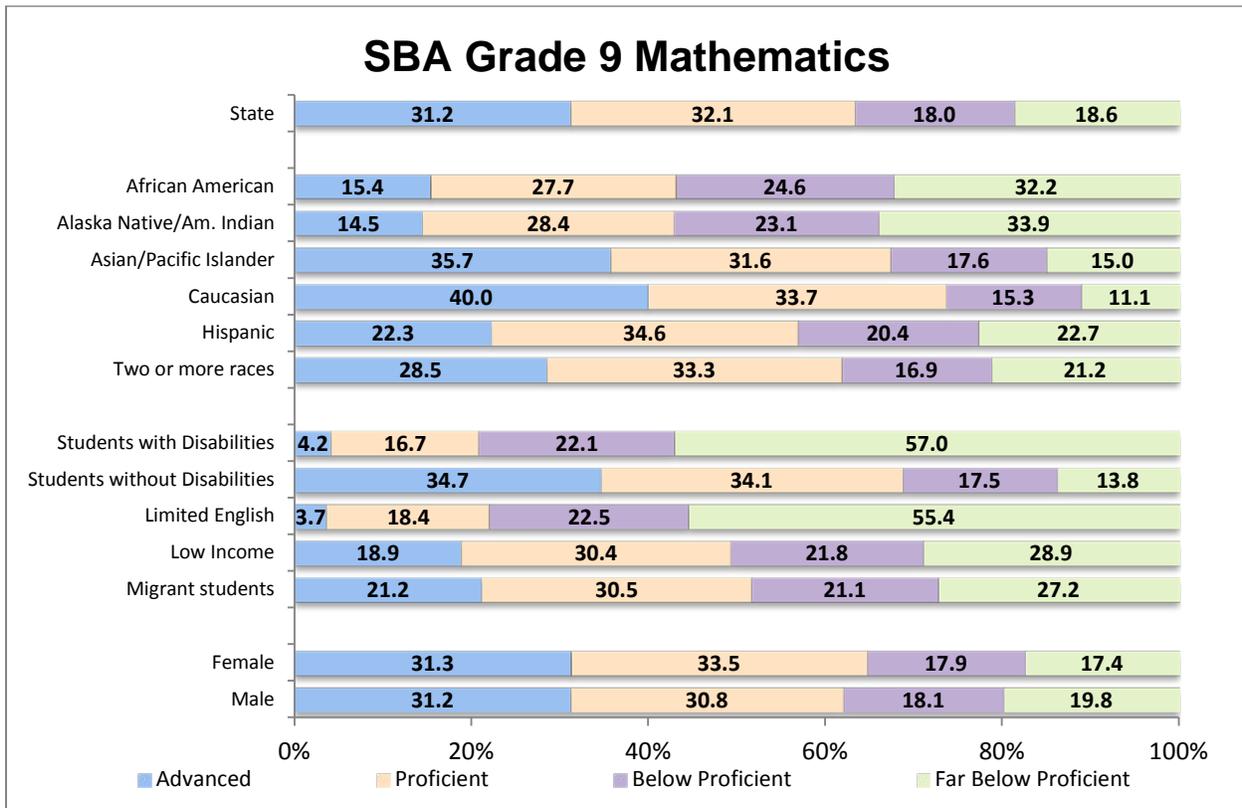
SBA Statewide Performance by Grade (Continued)



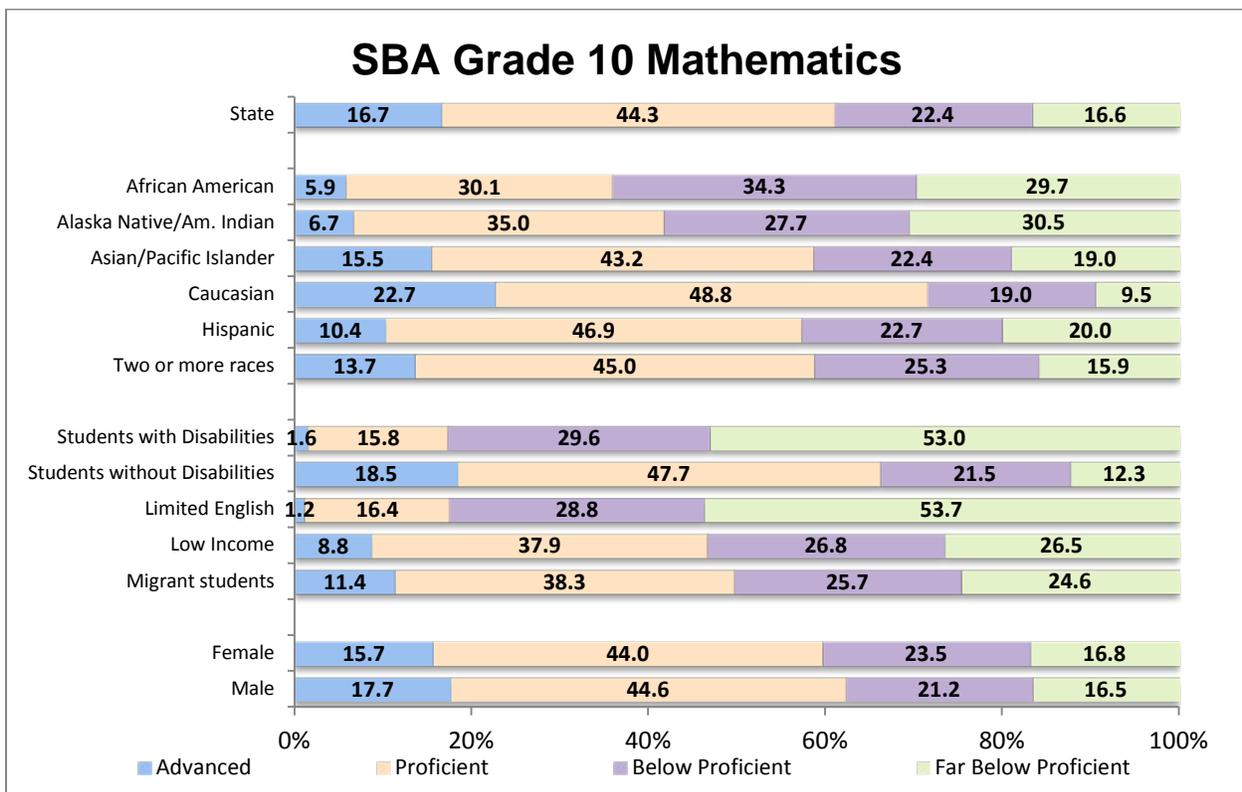
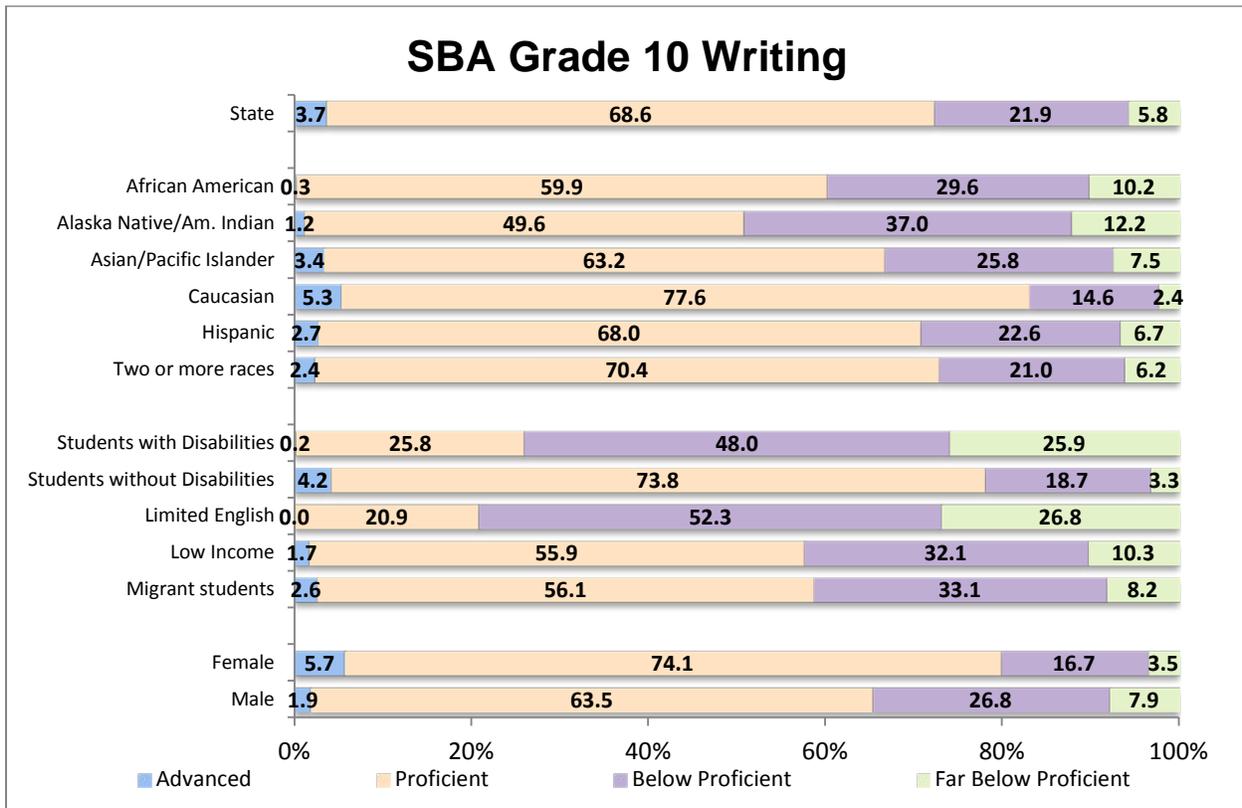
SBA Statewide Performance by Grade (Continued)



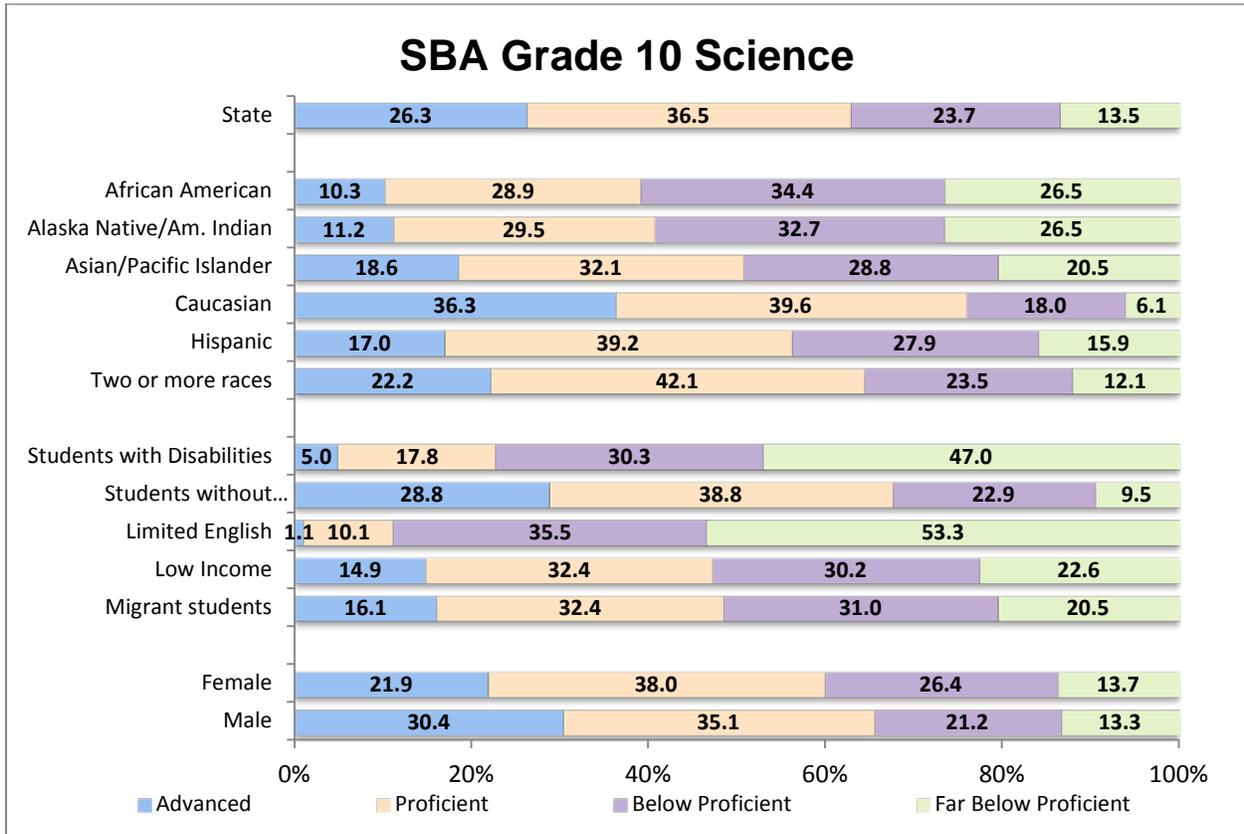
SBA Statewide Performance by Grade (Continued)



SBA Statewide Performance by Grade (Continued)



SBA's Statewide Performance by Grade (Continued)



SBAs Statewide Performance Trends

Subject	Year	Advanced		Proficient		Below Proficient		Far Below		Enrollment	Participation Rate ²
		Count	Percentage ¹	Count	Percentage ¹	Count	Percentage ¹	Count	Percentage ¹		
Grade 3											
Reading	2010	3,732	38.5%	4,010	41.3%	1,228	12.7%	736	7.6%	9,913	97.9%
	2011	3,770	39.8%	3,959	41.7%	1,111	11.7%	644	6.8%	9,640	98.4%
	2012	4,227	44.1%	3,460	36.1%	1,079	11.2%	826	8.6%	9,723	98.7%
Writing	2010	3,070	31.6%	4,150	42.7%	2,141	22.1%	347	3.6%	9,913	97.9%
	2011	2,807	29.6%	4,256	44.8%	2,153	22.7%	276	2.9%	9,640	98.5%
	2012	3,154	32.9%	4,054	42.2%	2,148	22.4%	243	2.5%	9,723	98.7%
Math	2010	3,363	34.5%	4,154	42.7%	1,092	11.2%	1,125	11.6%	9,913	98.2%
	2011	3,103	32.7%	3,977	41.9%	1,110	11.7%	1,299	13.7%	9,640	98.4%
	2012	3,514	36.6%	3,645	37.9%	1,132	11.8%	1,318	13.7%	9,723	98.8%
Grade 4											
Reading	2010	3,388	34.8%	4,432	45.6%	1,130	11.6%	779	8.0%	9,956	97.7%
	2011	2,986	30.9%	4,190	43.4%	1,114	11.5%	1,365	14.1%	9,787	98.7%
	2012	3,083	32.6%	4,209	44.5%	1,145	12.1%	1,015	10.7%	9,566	98.8%
Writing	2010	3,051	31.3%	4,656	47.8%	1,898	19.5%	130	1.3%	9,956	97.8%
	2011	2,995	31.0%	4,355	45.1%	2,099	21.7%	209	2.2%	9,787	98.7%
	2012	2,977	31.5%	4,266	45.1%	1,903	20.1%	310	3.3%	9,566	98.9%
Math	2010	3,591	36.9%	3,782	38.8%	1,173	12.0%	1,191	12.2%	9,956	97.8%
	2011	3,725	38.5%	3,551	36.7%	1,167	12.1%	1,233	12.7%	9,787	98.9%
	2012	3,625	38.3%	3,374	35.6%	1,224	12.9%	1,248	13.2%	9,566	99.0%
Science ³	2010	2,334	24.3%	2,386	24.9%	3,009	31.4%	1,860	19.4%	9,956	96.3%
	2011	2,104	22.1%	2,599	27.3%	2,857	30.1%	1,946	20.5%	9,787	97.1%
	2012	1,792	19.3%	2,840	30.6%	2,871	30.9%	1,778	19.2%	9,566	97.0%
Grade 5											
Reading	2010	2,990	31.1%	4,999	52.0%	1,225	12.7%	404	4.2%	9,808	98.1%
	2011	2,690	27.8%	4,908	50.7%	1,486	15.4%	593	6.1%	9,794	98.8%
	2012	2,956	30.7%	4,777	49.7%	1,238	12.9%	649	6.7%	9,713	99.0%
Writing	2010	2,714	28.3%	4,513	47.0%	2,280	23.7%	100	1.0%	9,808	98.0%
	2011	2,612	27.0%	4,650	48.1%	2,313	23.9%	95	1.0%	9,794	98.7%
	2012	3,162	32.9%	4,082	42.5%	2,177	22.7%	176	1.8%	9,713	98.8%
Math	2010	4,219	43.8%	3,092	32.1%	1,486	15.4%	827	8.6%	9,808	98.1%
	2011	3,727	38.5%	3,062	31.6%	1,630	16.8%	1,260	13.0%	9,794	98.8%
	2012	3,515	36.5%	3,241	33.7%	1,669	17.3%	1,195	12.4%	9,713	99.0%
Grade 6											
Reading	2010	3,503	37.7%	3,905	42.0%	1,587	17.1%	308	3.3%	9,507	97.9%
	2011	3,129	32.5%	4,102	42.6%	1,771	18.4%	630	6.5%	9,765	98.6%
	2012	3,322	34.5%	4,152	43.2%	1,696	17.6%	451	4.7%	9,737	98.8%
Writing	2010	3,039	32.7%	3,668	39.5%	2,083	22.4%	504	5.4%	9,507	97.8%
	2011	3,057	31.7%	3,724	38.7%	2,334	24.2%	515	5.3%	9,765	98.6%
	2012	3,109	32.3%	3,703	38.5%	2,096	21.8%	706	7.3%	9,737	98.7%
Math	2010	3,354	36.0%	3,603	38.7%	1,374	14.7%	991	10.6%	9,507	98.1%
	2011	3,344	34.8%	3,360	34.9%	1,508	15.7%	1,406	14.6%	9,765	98.5%
	2012	3,533	36.8%	3,147	32.7%	1,388	14.4%	1,542	16.0%	9,737	98.7%

¹ Percent Advanced, Proficient, Below Proficient, and Far Below Proficient rates only include students that participated in the exams.

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

³ Science section of SBAs administered only to grades 4, 5, and 10.

⁴ Grade 10 SBAs test takers do not necessarily reflect the same population as the Grade 10 HSGQE test takers.

SBAs Statewide Performance Trends (Continued)

Subject	Year	Advanced		Proficient		Below Proficient		Far Below		Enrollment	Participation Rate ²
		Count	Percentage ¹	Count	Percentage ¹	Count	Percentage ¹	Count	Percentage ¹		
Grade 7											
Reading	2010	3,276	35.0%	4,579	48.9%	1,111	11.9%	401	4.3%	9,590	97.7%
	2011	3,612	38.8%	3,644	39.2%	1,399	15.0%	645	6.9%	9,461	98.3%
	2012	3,517	36.7%	4,103	42.8%	1,382	14.4%	594	6.2%	9,723	98.7%
Writing	2010	1,279	13.7%	5,484	58.7%	1,950	20.9%	634	6.8%	9,590	97.5%
	2011	1,402	15.1%	5,345	57.6%	2,031	21.9%	501	5.4%	9,461	98.1%
	2012	1,536	16.0%	5,592	58.3%	1,874	19.6%	582	6.1%	9,723	98.6%
Math	2010	3,020	32.3%	3,513	37.5%	1,854	19.8%	972	10.4%	9,590	97.6%
	2011	2,938	31.6%	3,452	37.2%	1,783	19.2%	1,113	12.0%	9,461	98.2%
	2012	3,125	32.6%	3,227	33.6%	1,838	19.2%	1,402	14.6%	9,723	98.7%
Grade 8											
Reading	2010	3,382	36.4%	4,539	48.9%	1,110	11.9%	258	2.8%	9,494	97.8%
	2011	3,472	37.5%	4,238	45.8%	1,252	13.5%	289	3.1%	9,422	98.2%
	2012	3,807	41.5%	3,792	41.3%	1,270	13.8%	303	3.3%	9,332	98.3%
Writing	2010	746	8.1%	5,954	64.3%	1,852	20.0%	713	7.7%	9,494	97.6%
	2011	819	8.9%	6,302	68.2%	1,683	18.2%	438	4.7%	9,422	98.1%
	2012	801	8.7%	6,075	66.3%	1,833	20.0%	456	5.0%	9,332	98.2%
Math	2010	2,829	30.5%	3,669	39.5%	1,473	15.9%	1,311	14.1%	9,494	97.8%
	2011	2,813	30.5%	3,447	37.3%	1,492	16.2%	1,485	16.1%	9,422	98.0%
	2012	2,920	31.8%	3,405	37.1%	1,320	14.4%	1,535	16.7%	9,332	98.4%
Science ³	2010	2,522	27.9%	2,550	28.2%	1,843	20.4%	2,132	23.6%	9,494	95.3%
	2011	2,497	27.8%	2,584	28.7%	1,875	20.8%	2,037	22.7%	9,422	95.4%
	2012	2,000	22.4%	3,062	34.3%	1,866	20.9%	2,011	22.5%	9,332	95.8%
Grade 9											
Reading	2010	4,335	46.0%	3,552	37.7%	1,361	14.4%	182	1.9%	9,761	96.6%
	2011	4,177	44.9%	3,345	35.9%	1,609	17.3%	176	1.9%	9,539	97.6%
	2012	4,300	46.5%	3,433	37.1%	1,277	13.8%	244	2.6%	9,463	97.8%
Writing	2010	647	6.9%	6,295	67.0%	1,788	19.0%	669	7.1%	9,761	96.3%
	2011	708	7.6%	6,191	66.6%	1,724	18.5%	672	7.2%	9,539	97.4%
	2012	556	6.0%	6,296	68.1%	1,764	19.1%	632	6.8%	9,463	97.7%
Math	2010	2,809	29.9%	3,170	33.8%	1,863	19.9%	1,543	16.4%	9,761	96.1%
	2011	2,493	26.8%	3,091	33.3%	1,691	18.2%	2,015	21.7%	9,539	97.4%
	2012	2,886	31.2%	2,966	32.1%	1,662	18.0%	1,722	18.6%	9,463	97.6%
Grade 10⁴											
Reading	2010	2,601	29.0%	4,508	50.3%	1,460	16.3%	400	4.5%	9,501	94.4%
	2011	2,130	24.4%	4,443	50.9%	1,673	19.2%	485	5.6%	9,213	94.8%
	2012	2,370	27.2%	4,544	52.1%	1,423	16.3%	386	4.4%	9,094	95.9%
Writing	2010	296	3.3%	6,249	69.6%	1,906	21.2%	529	5.9%	9,501	94.5%
	2011	361	4.1%	6,050	69.1%	1,836	21.0%	511	5.8%	9,213	95.1%
	2012	326	3.7%	5,997	68.6%	1,911	21.9%	504	5.8%	9,094	96.1%
Math	2010	1,465	16.3%	3,997	44.5%	2,009	22.4%	1,504	16.8%	9,501	94.5%
	2011	1,425	16.4%	4,026	46.3%	1,905	21.9%	1,344	15.4%	9,213	94.4%
	2012	1,454	16.7%	3,861	44.3%	1,947	22.4%	1,448	16.6%	9,094	95.8%
Science ³	2010	2,423	27.7%	3,175	36.3%	1,835	21.0%	1,314	15.0%	9,501	92.1%
	2011	2,502	29.9%	2,905	34.7%	1,709	20.4%	1,252	15.0%	9,213	90.8%
	2012	2,216	26.3%	3,080	36.5%	2,000	23.7%	1,139	13.5%	9,094	92.8%

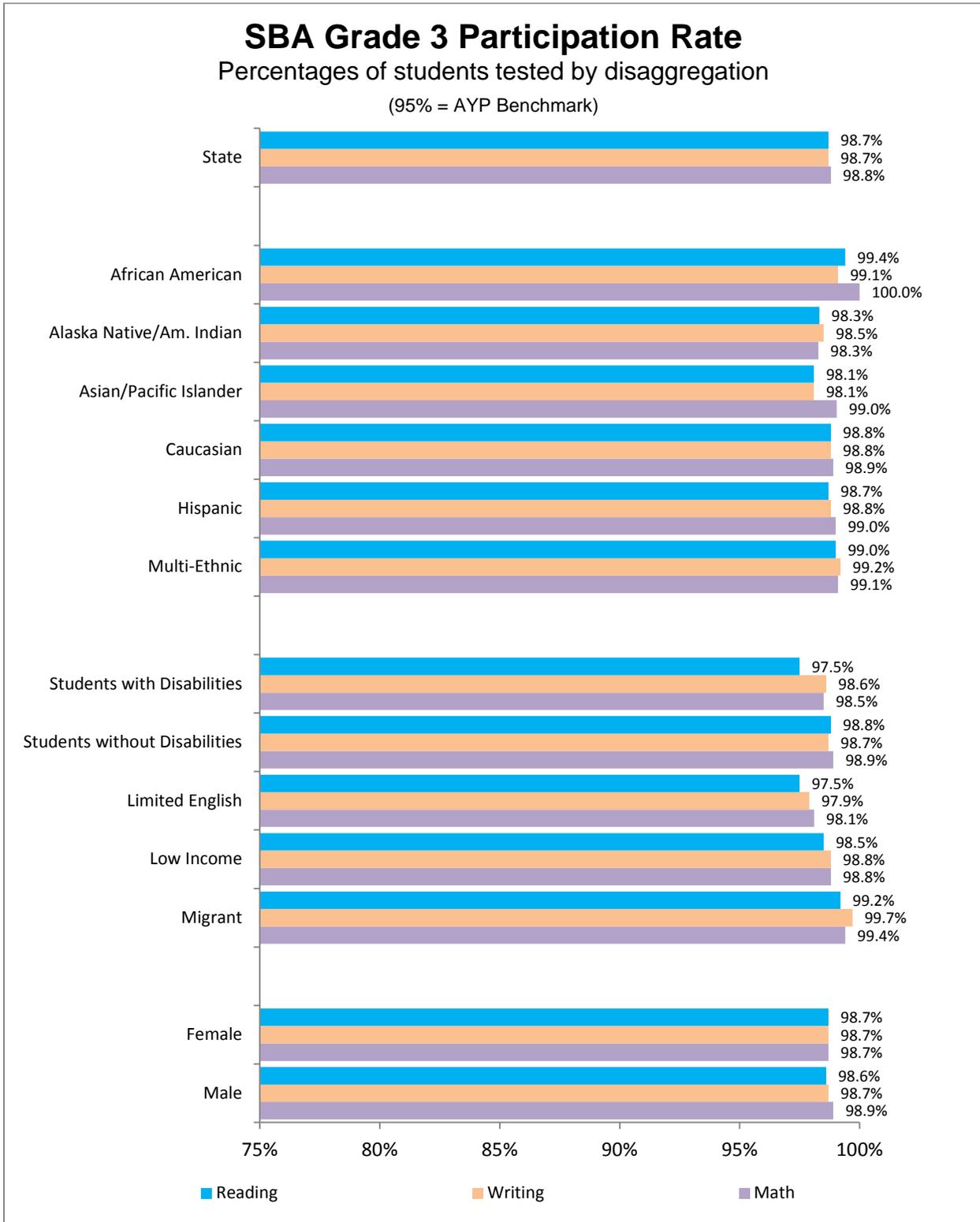
¹ Percent Advanced, Proficient, Below Proficient, and Far Below Proficient rates only include students that participated in the exams.

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

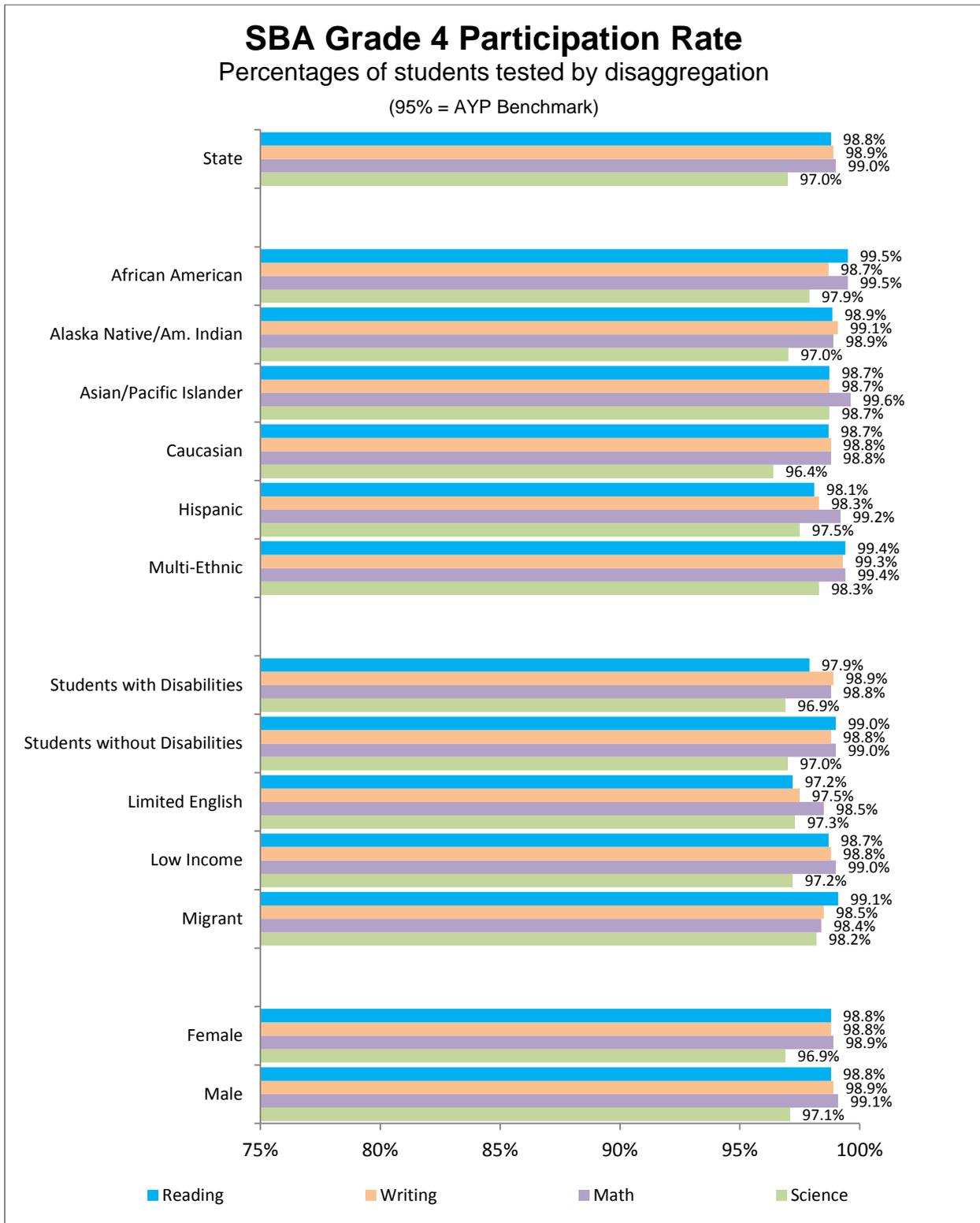
³ Science section of SBAs administered only to grades 4, 8, and 10.

⁴ Grade 10 SBAs test takers do not necessarily reflect the same population as the Grade 10 HSGQE test takers.

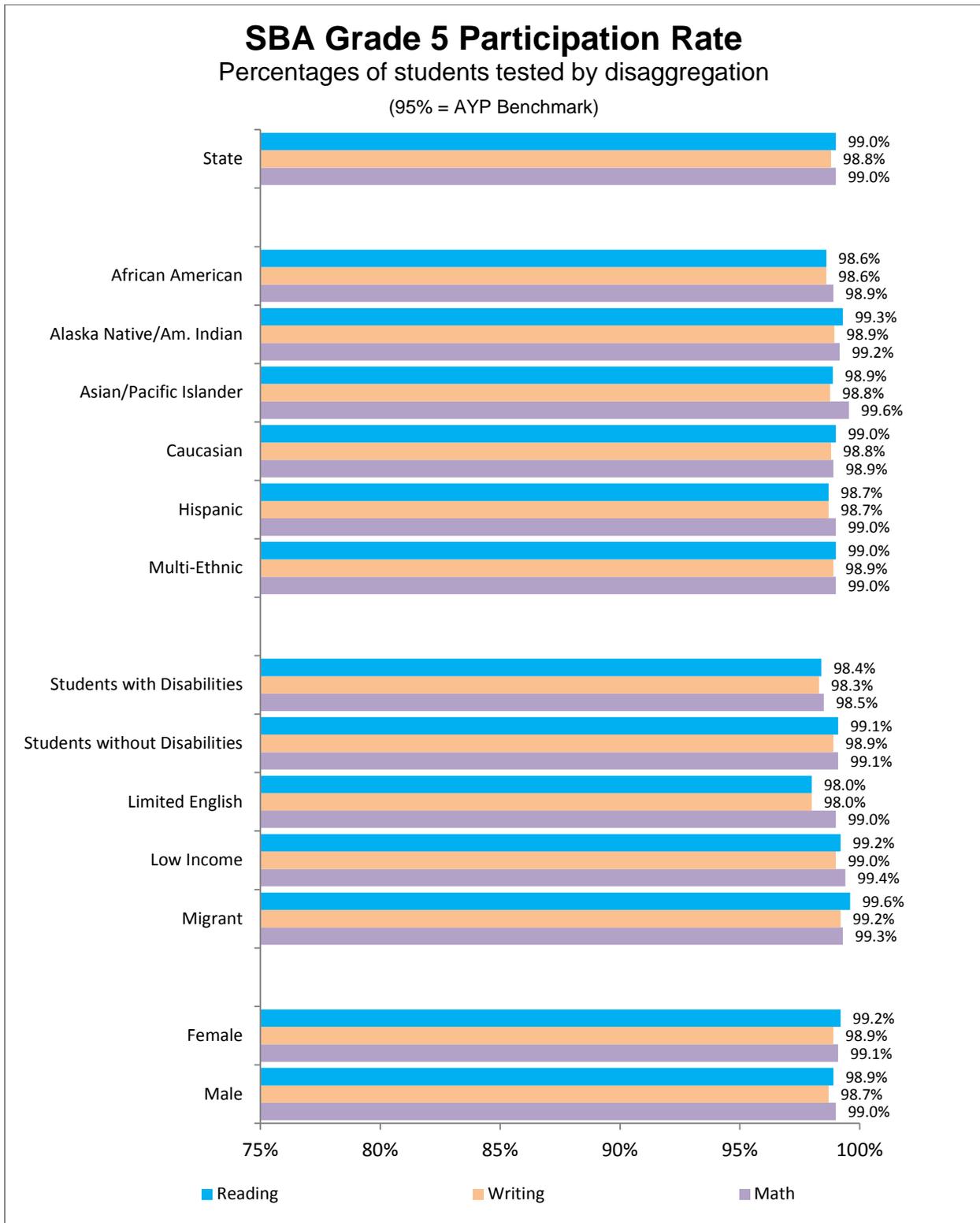
SBA Statewide Participation Rate by Grade



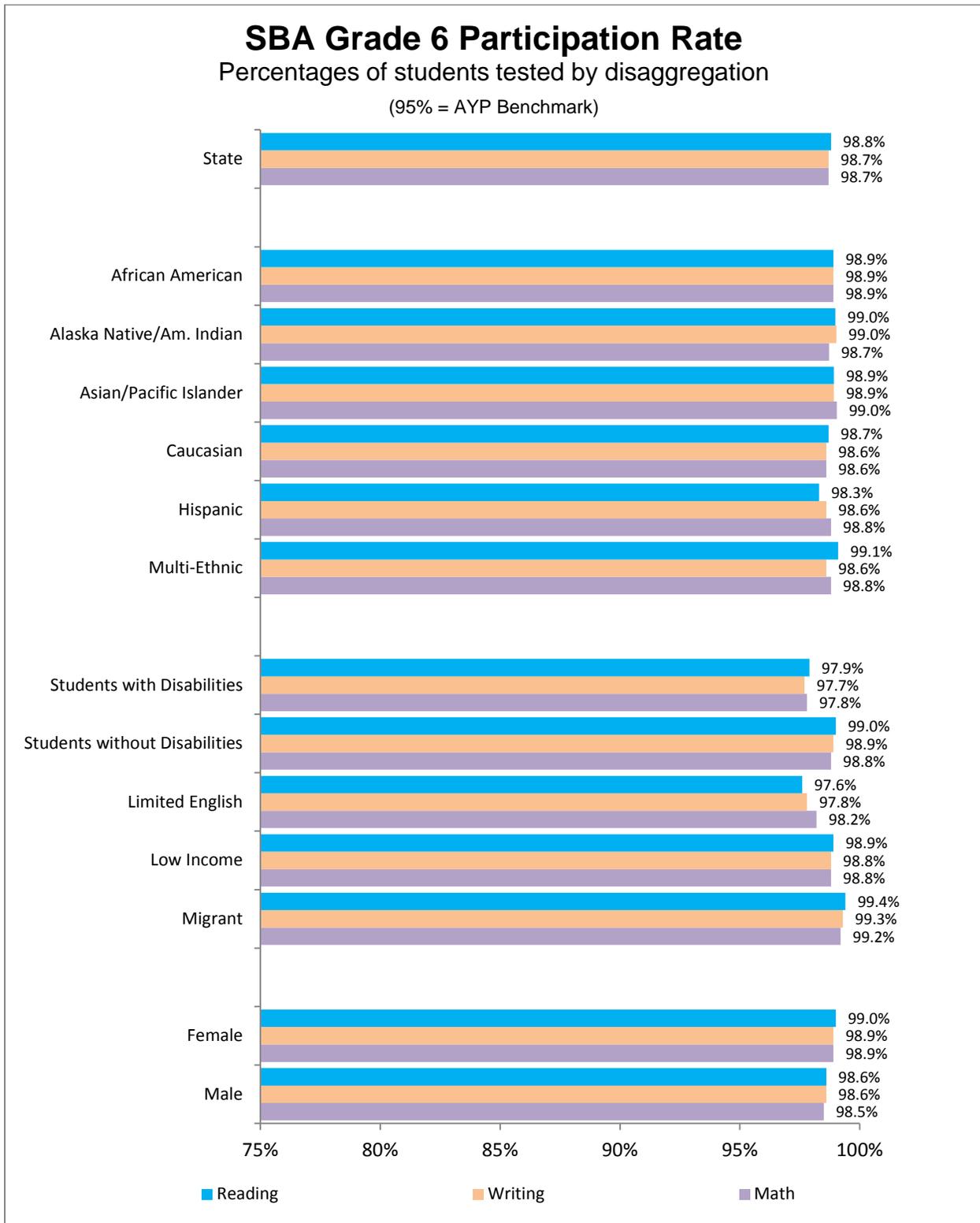
SBA Statewide Participation Rate by Grade (Continued)



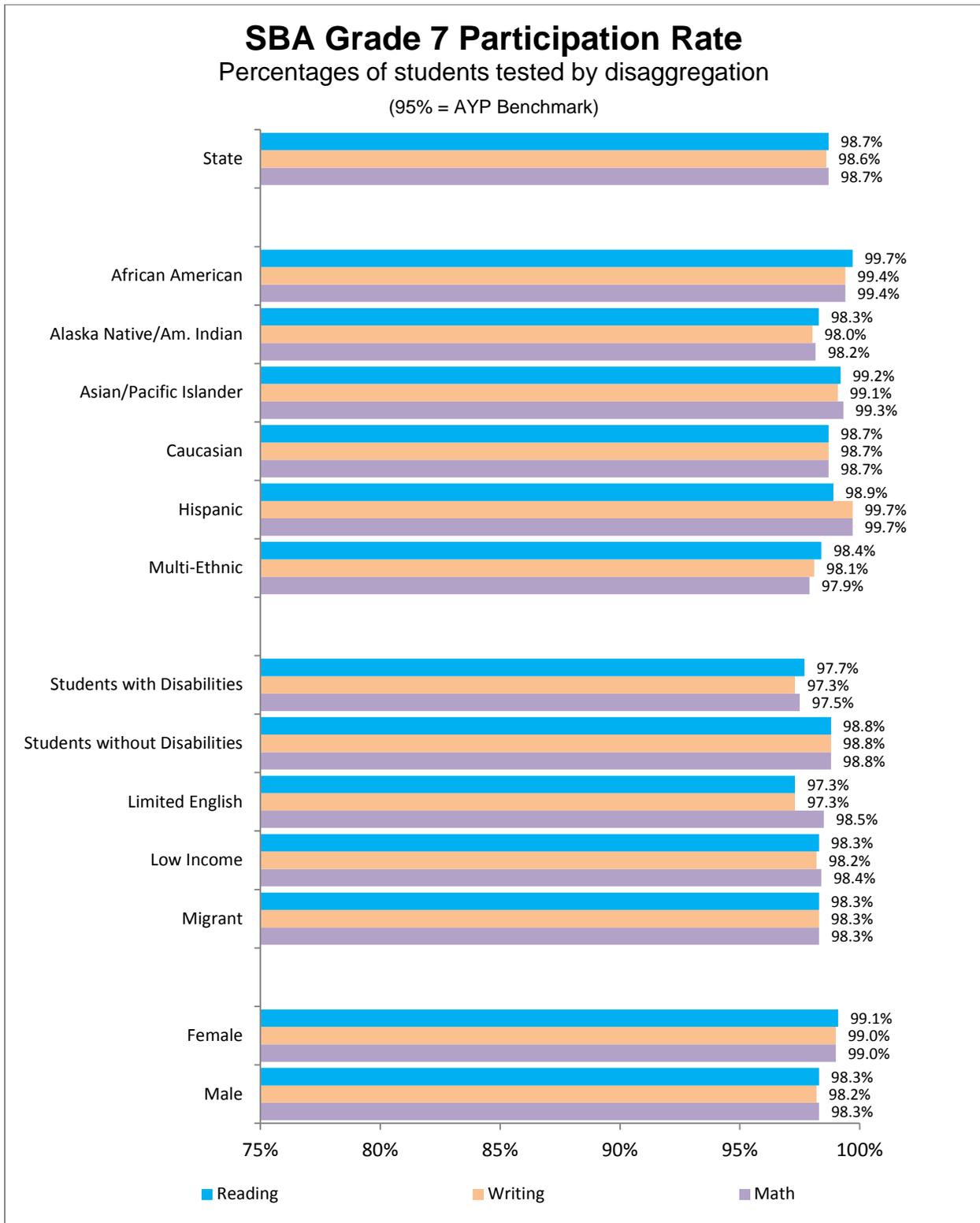
SBA Statewide Participation Rate by Grade (Continued)



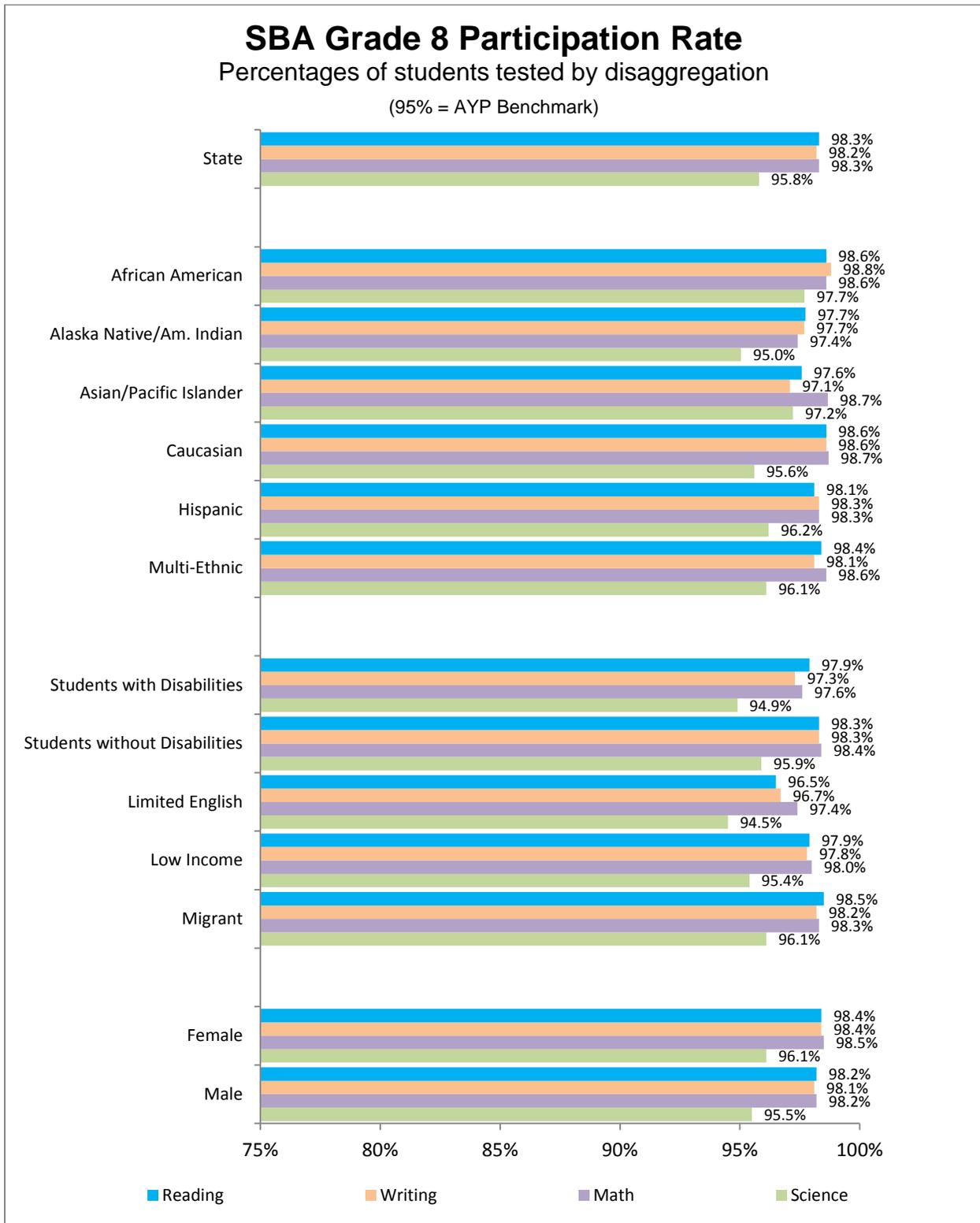
SBA Statewide Participation Rate by Grade (Continued)



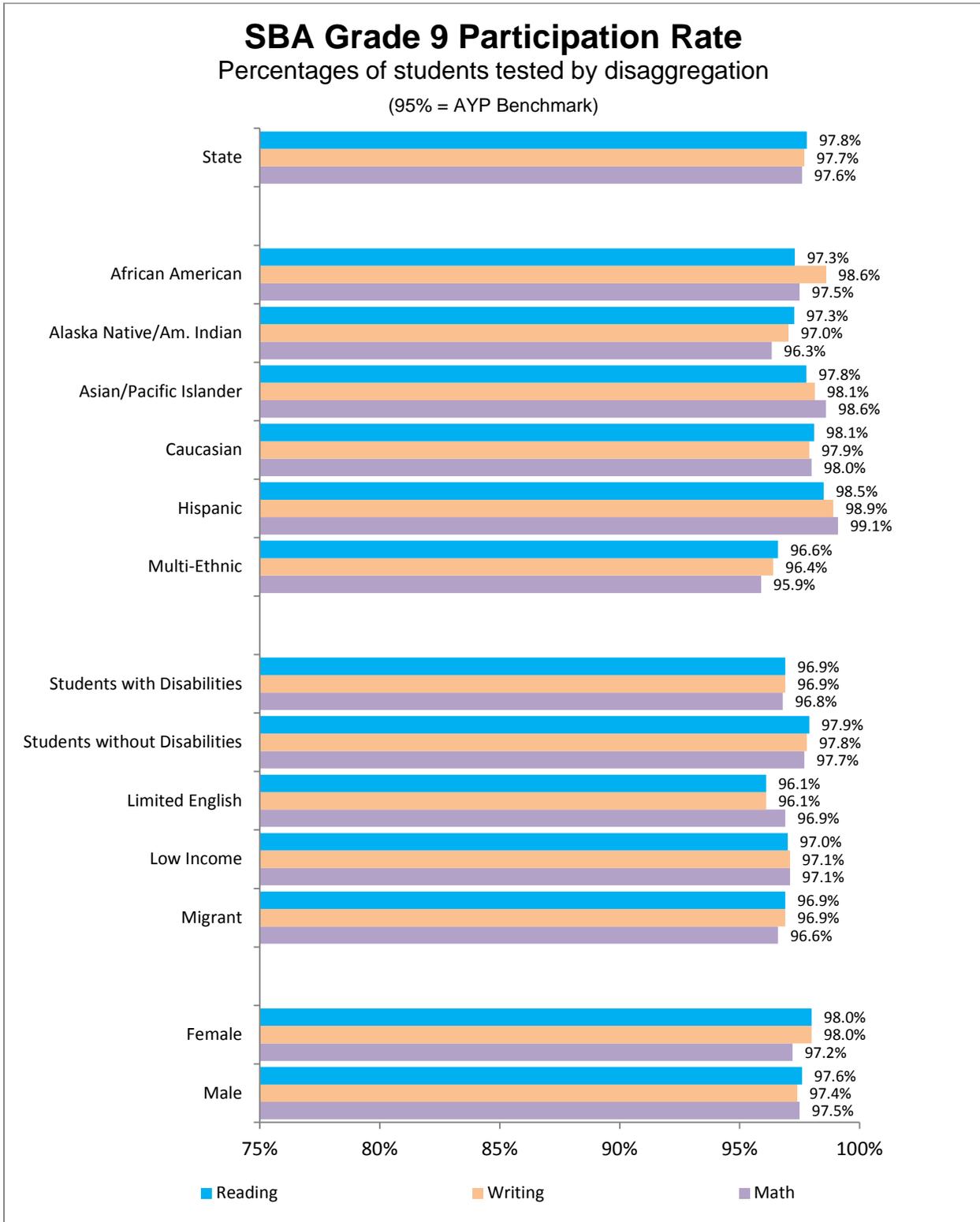
SBA Statewide Participation Rate by Grade (Continued)



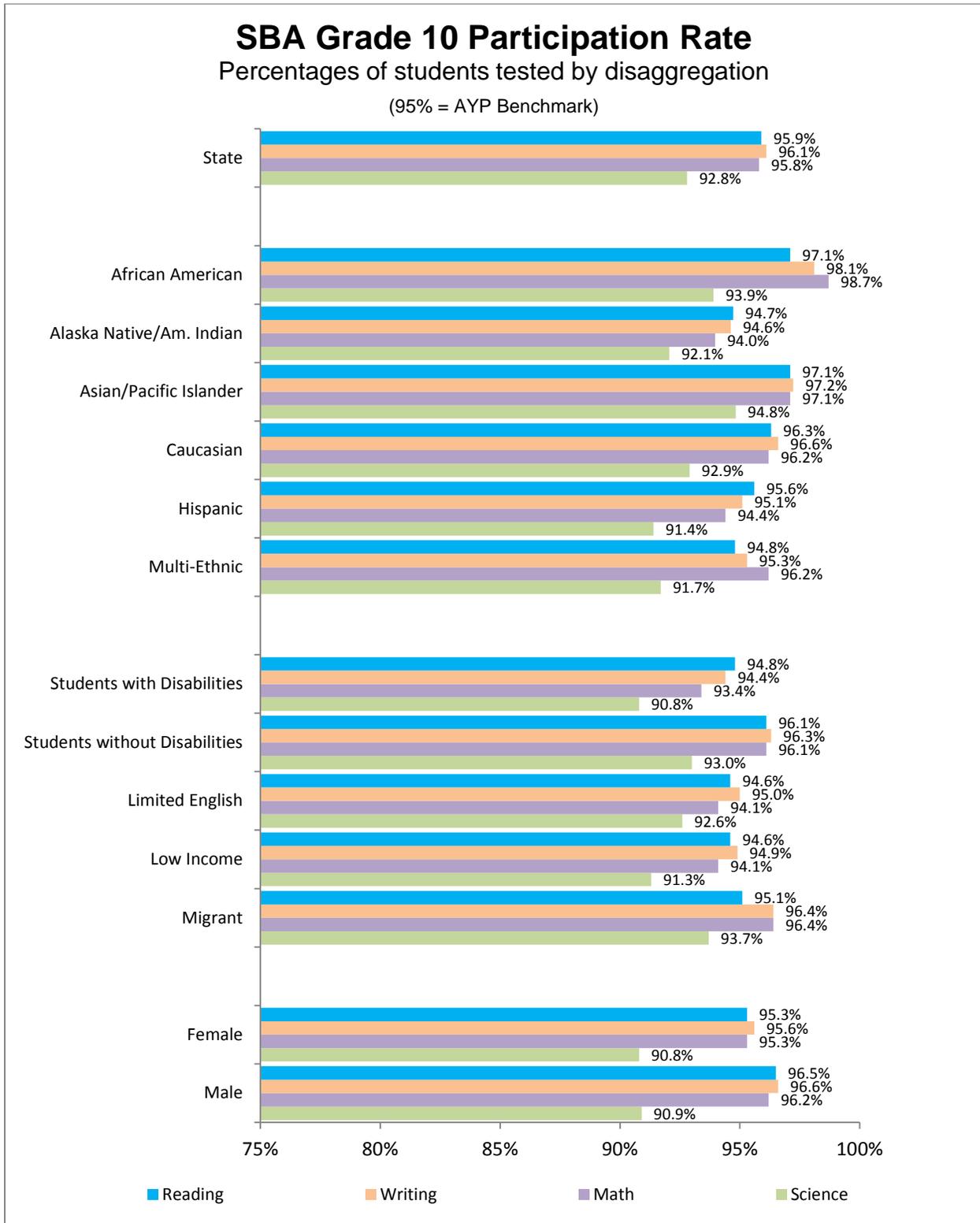
SBA Statewide Participation Rate by Grade (Continued)



SBA Statewide Participation Rate by Grade (Continued)

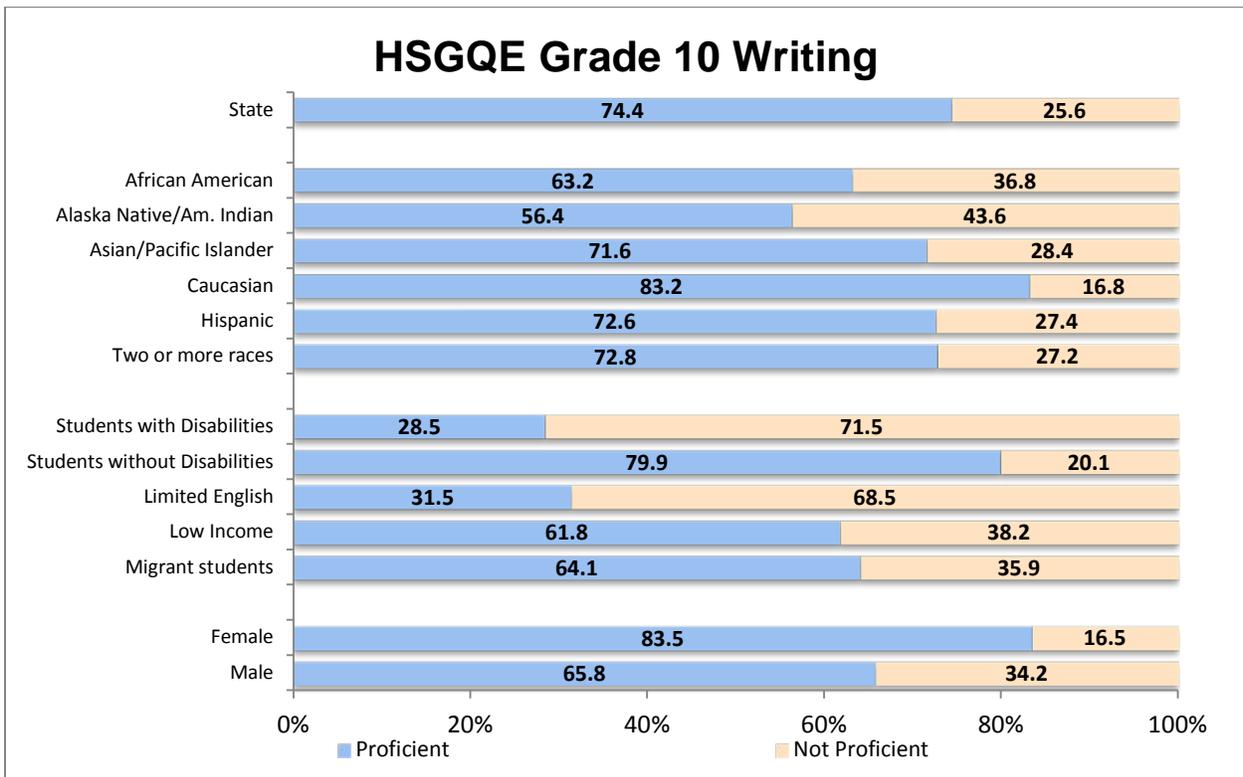
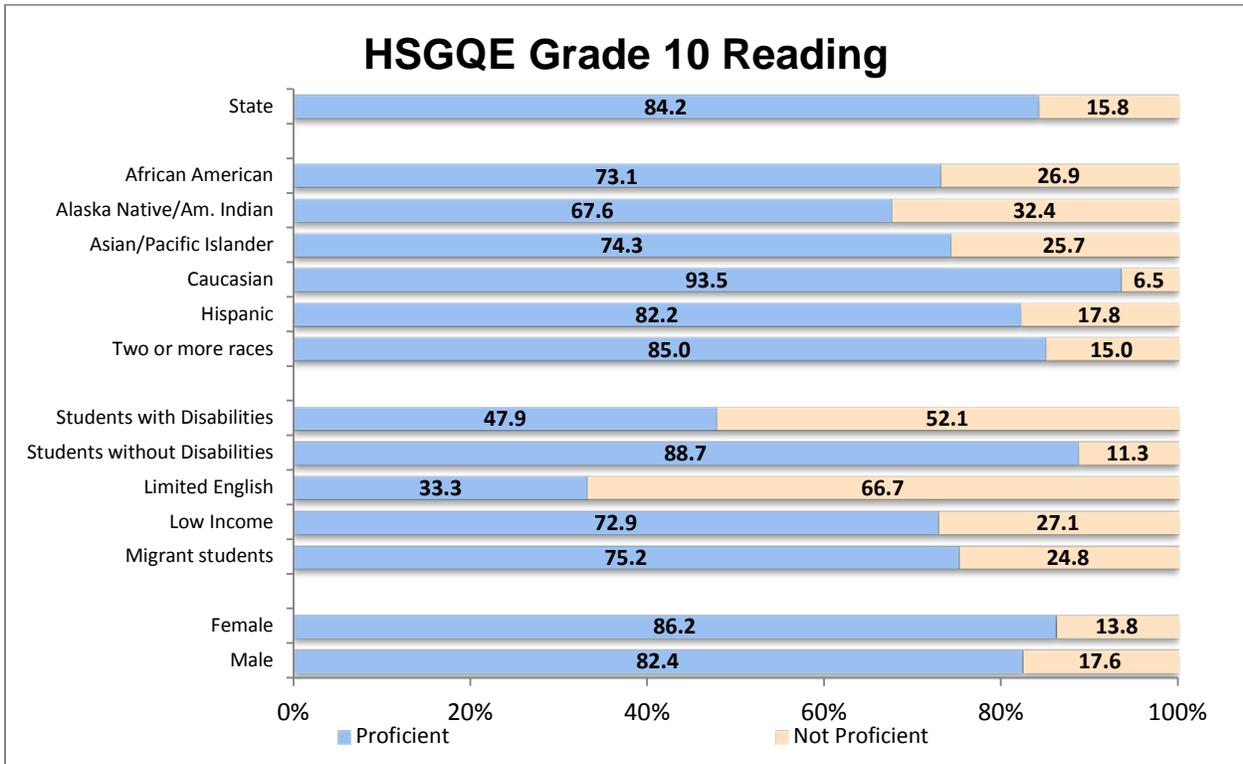


SBA Statewide Participation Rate by Grade (Continued)

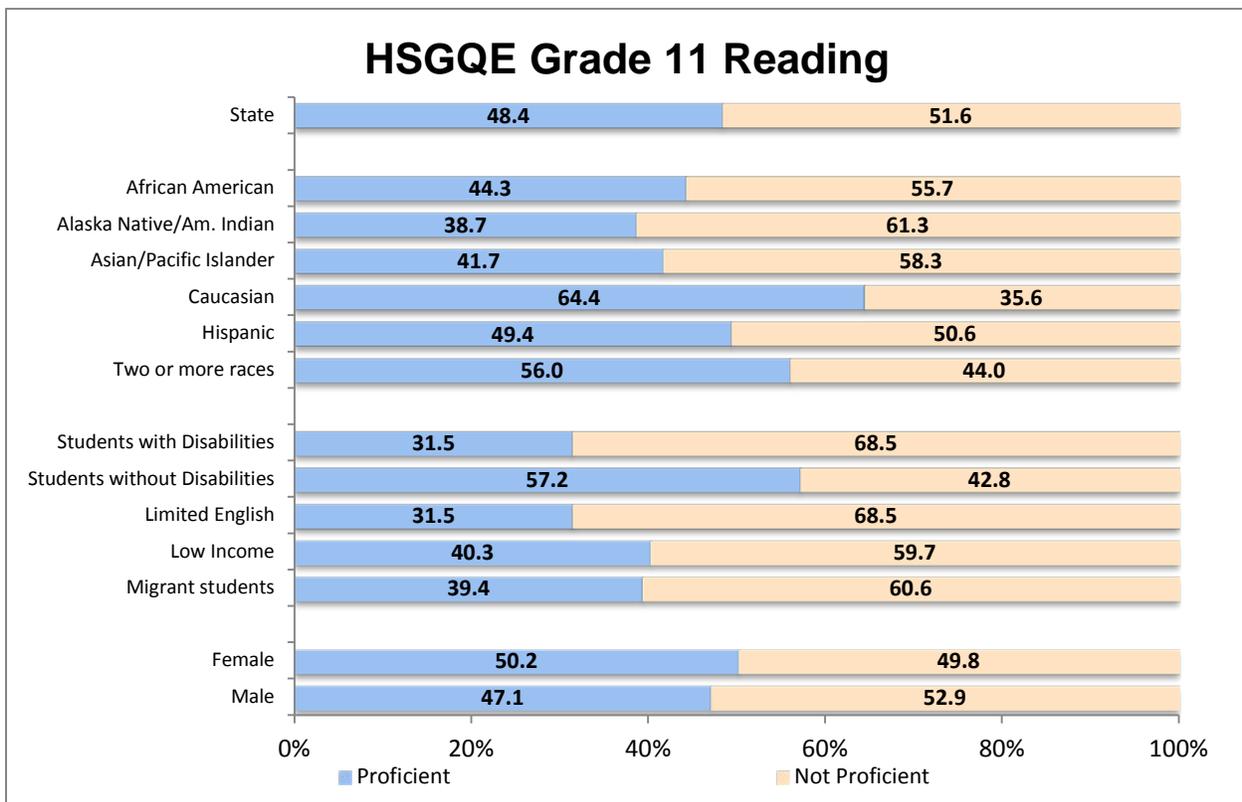
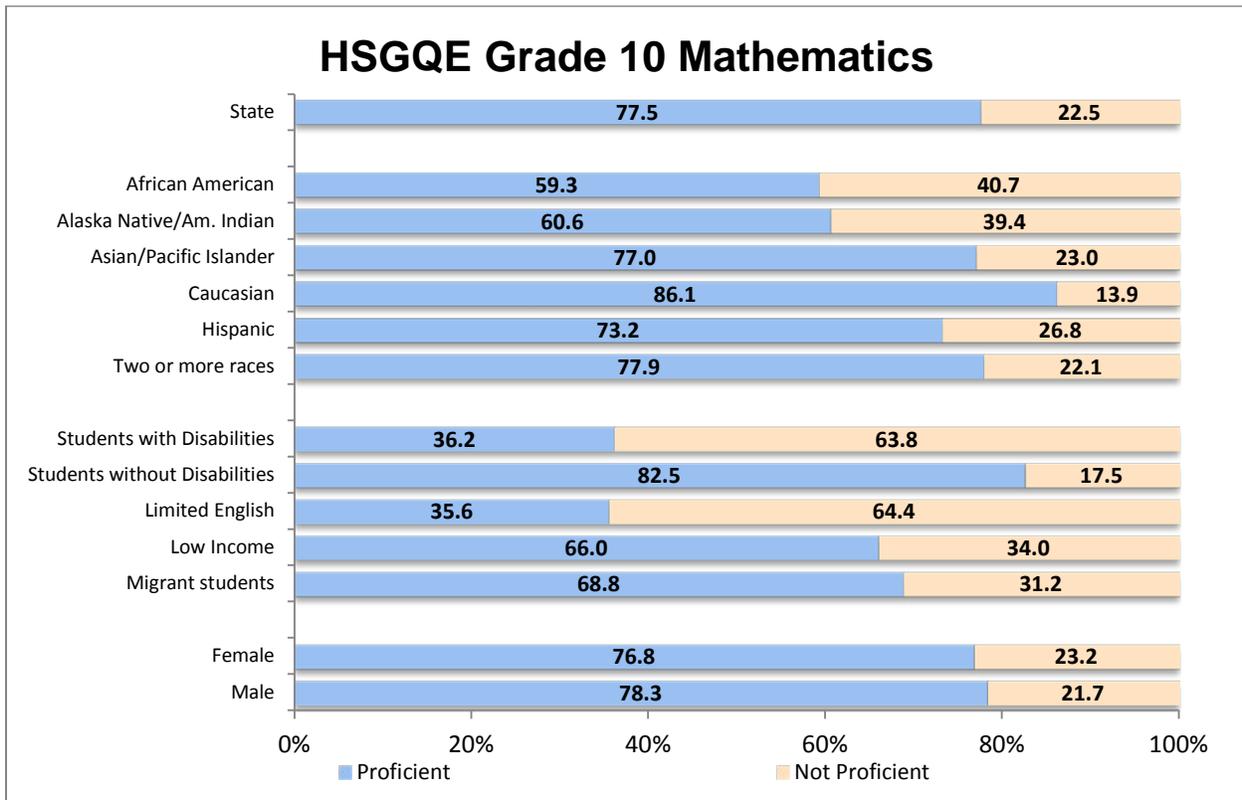


HIGH SCHOOL GRADUATION QUALIFYING EXAMINATION (HSGQE)

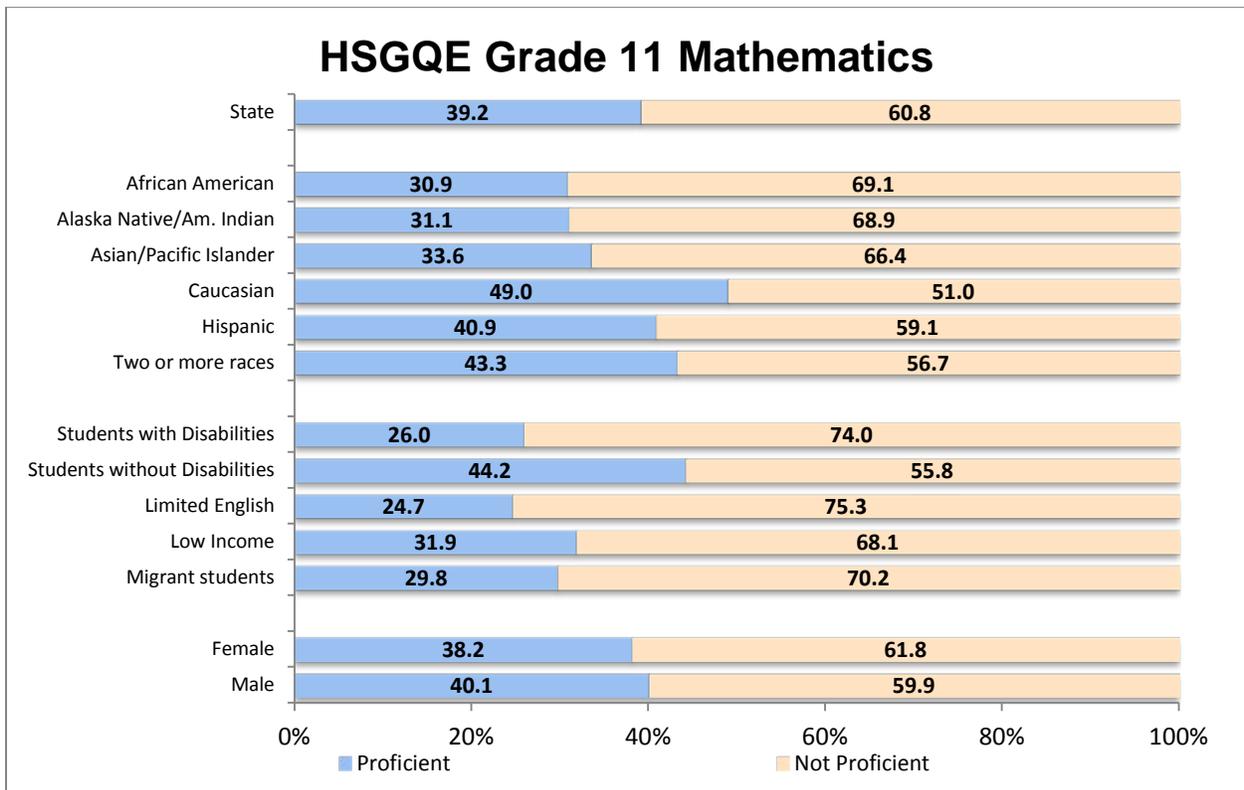
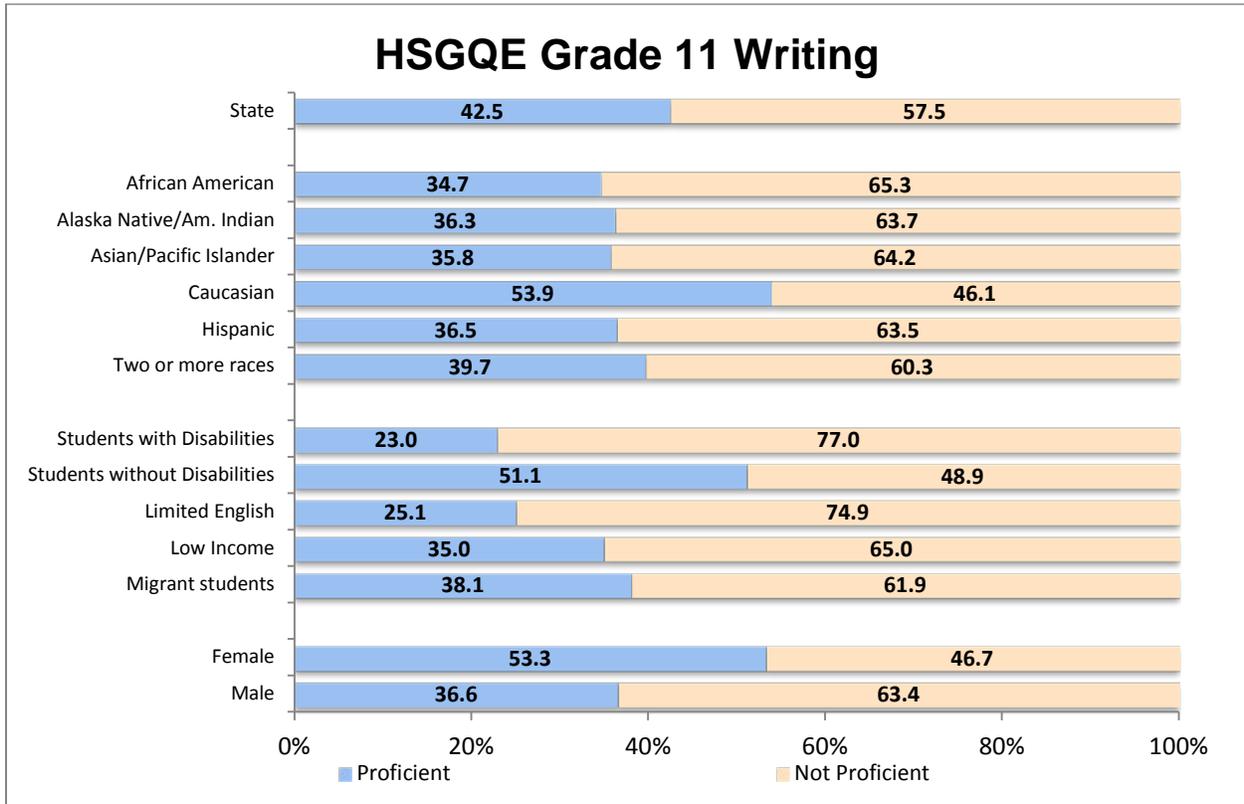
HSGQE Statewide Performance by Grade



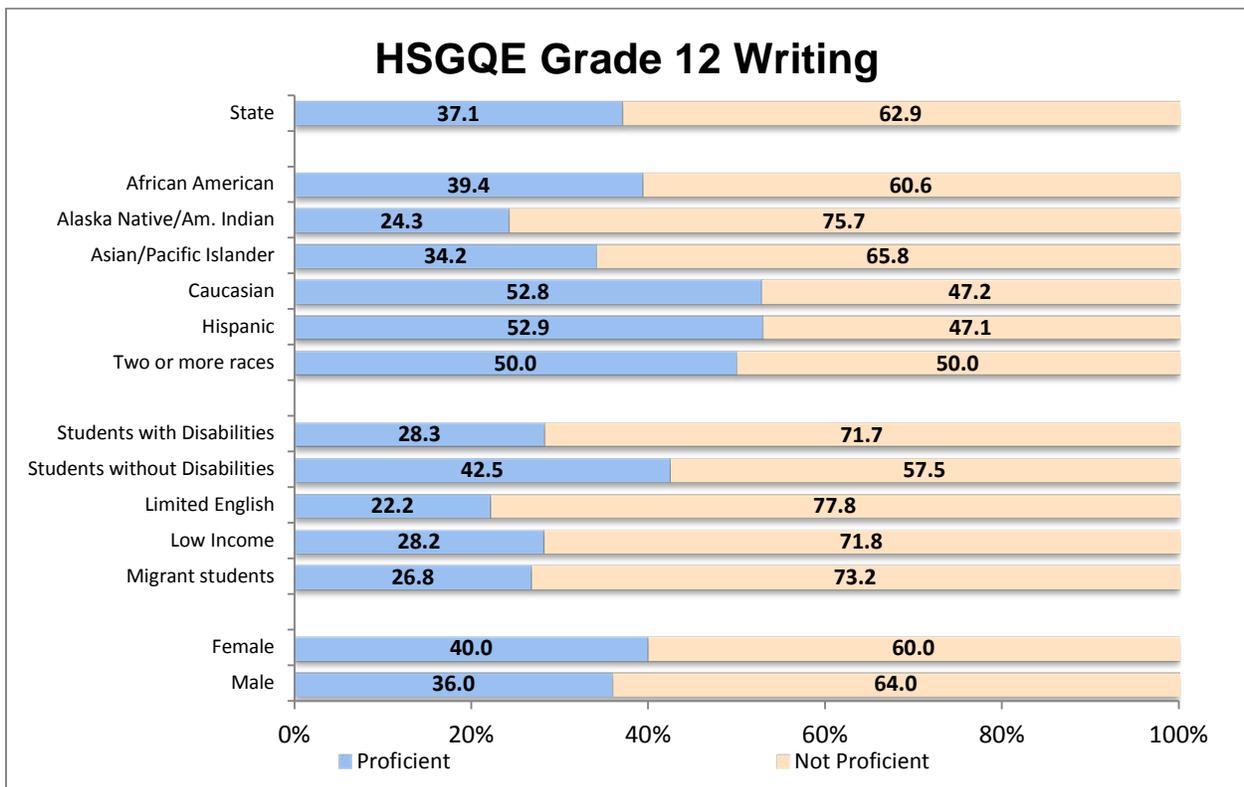
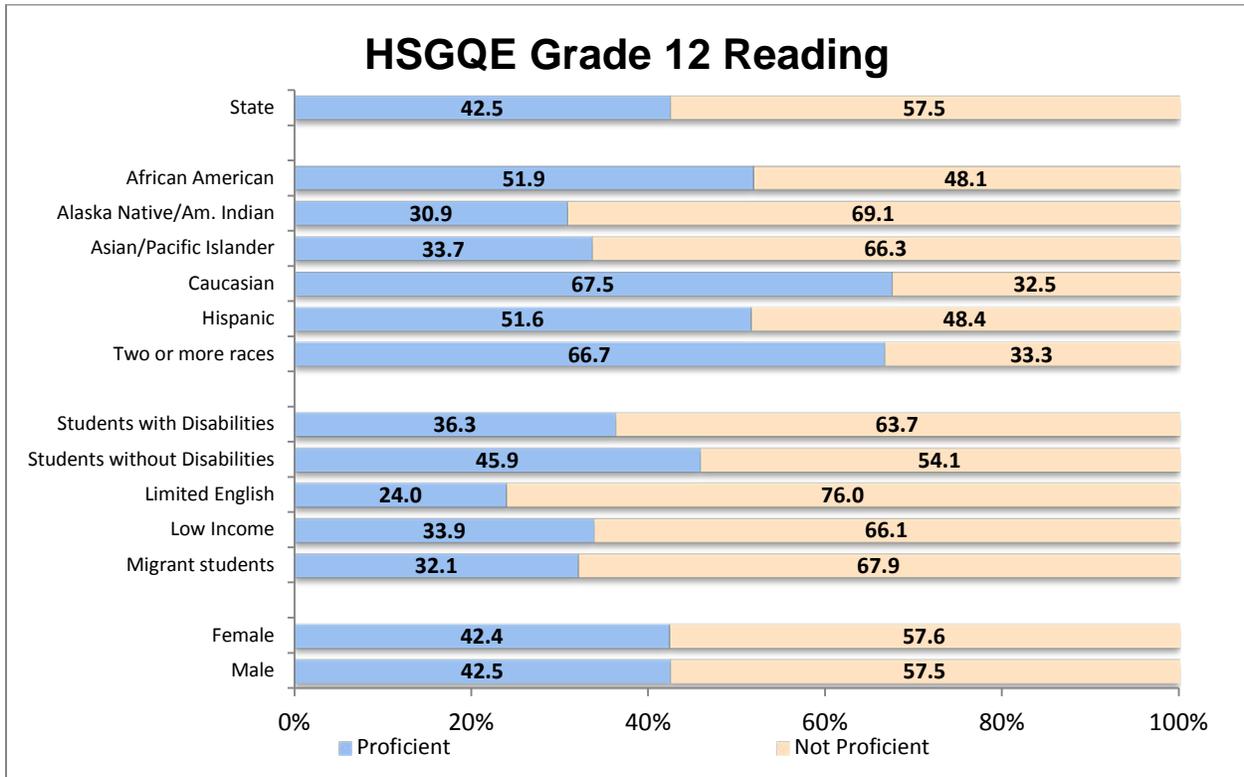
HSGQE Statewide Performance by Grade (Continued)



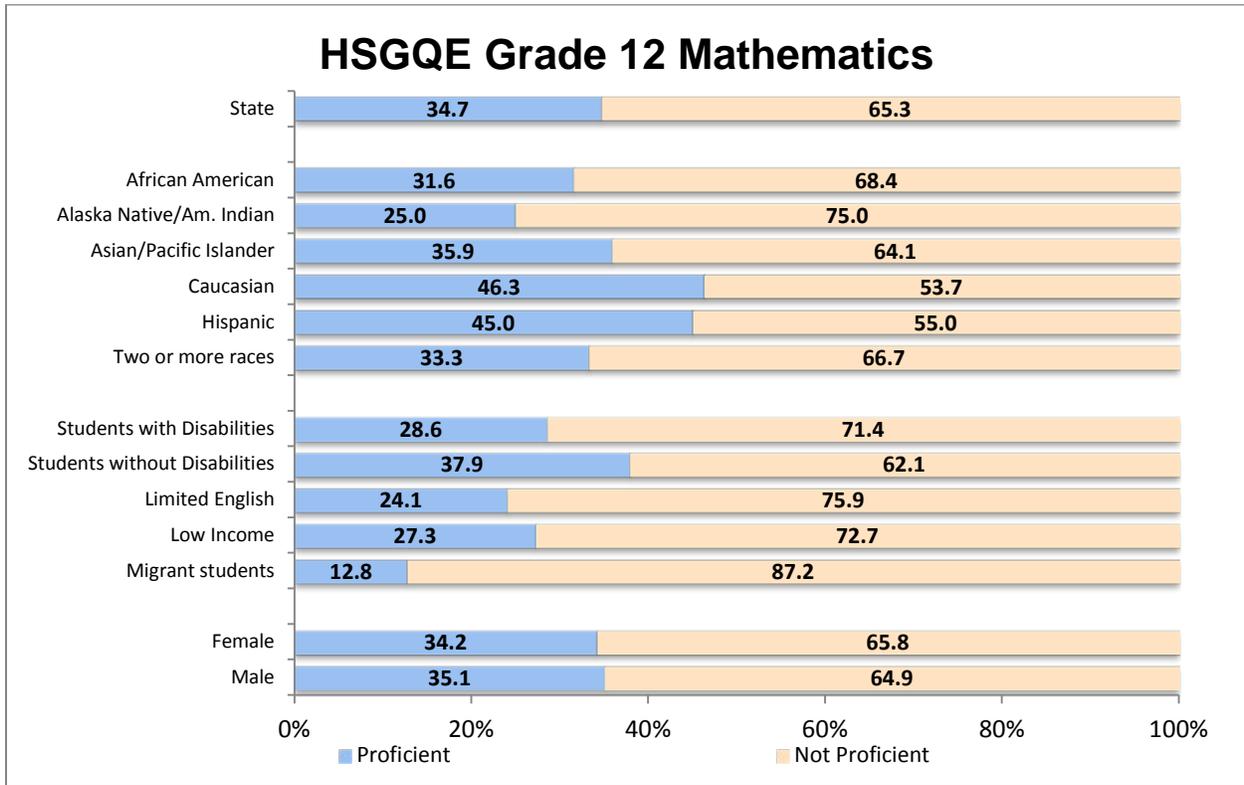
HSGQE Statewide Performance by Grade (Continued)



HSGQE Statewide Performance by Grade (Continued)



HSGQE Statewide Performance by Grade (Continued)



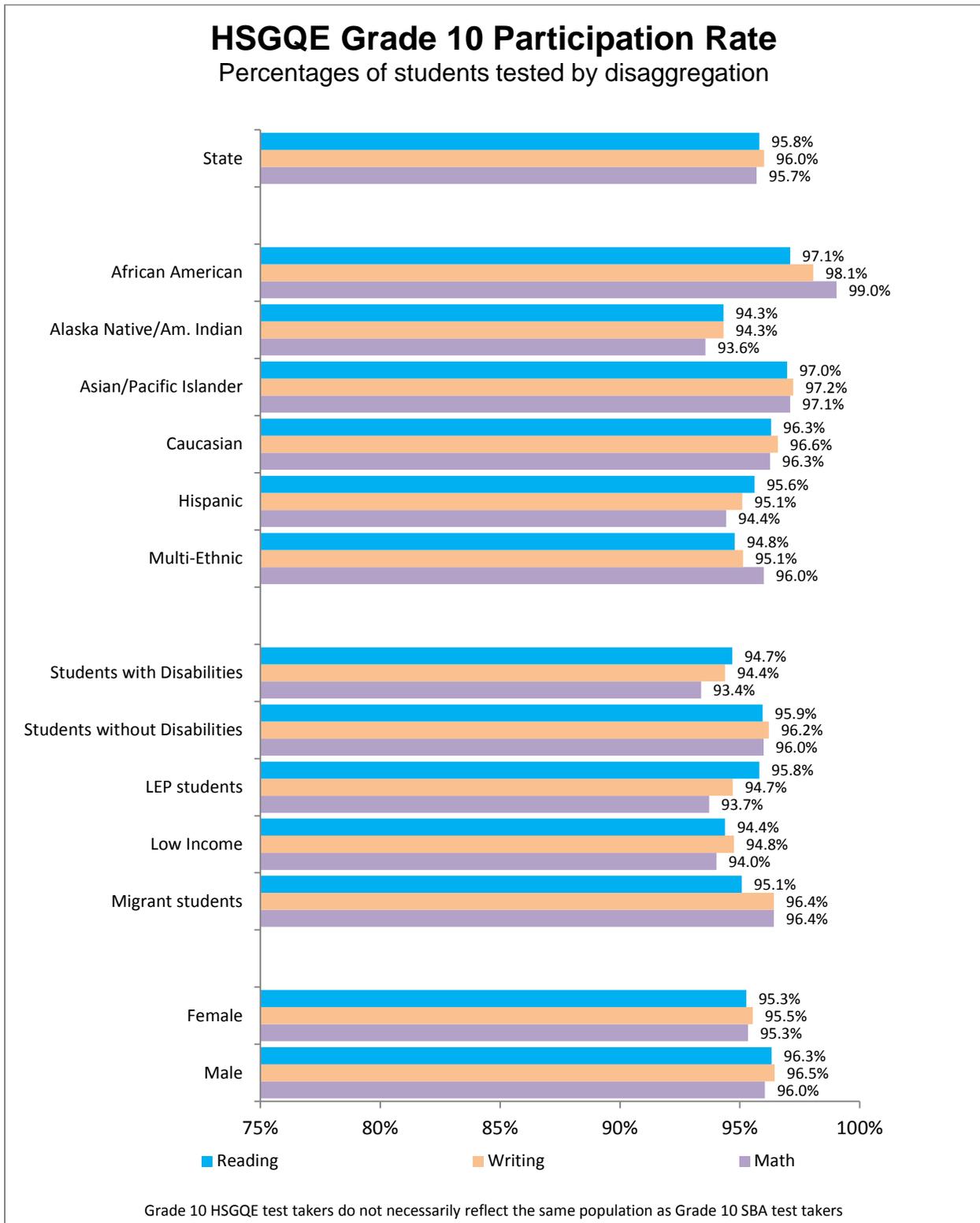
HSGQE Statewide Performance Trends

Subject	Year	Proficient		Not Proficient		Enrollment	Participation Rate ²
		Count	Percentage ¹	Count	Percentage ¹		
Grade 10							
Reading	2010	7,518	84.2%	1,411	15.8%	9,501	94.0%
	2011	7,264	83.4%	1,448	16.6%	9,213	94.5%
	2012	7,340	84.2%	1,373	15.8%	9,094	95.8%
Writing	2010	6,645	74.3%	2,303	25.7%	9,501	94.2%
	2011	6,210	71.1%	2,527	28.9%	9,213	94.9%
	2012	6,494	74.4%	2,237	25.6%	9,094	96.0%
Math	2010	6,902	77.2%	2,033	22.8%	9,501	94.0%
	2011	6,669	76.9%	2,003	23.1%	9,213	94.2%
	2012	6,749	77.5%	1,954	22.5%	9,094	95.7%
Grade 11							
Reading	2010	320	48.3%	342	51.7%	N/A	N/A
	2011	469	56.7%	358	43.3%	N/A	N/A
	2012	481	48.4%	512	51.6%	N/A	N/A
Writing	2010	442	41.0%	637	59.0%	N/A	N/A
	2011	654	51.6%	614	48.4%	N/A	N/A
	2012	547	42.5%	741	57.5%	N/A	N/A
Math	2010	336	31.8%	721	68.2%	N/A	N/A
	2011	513	37.7%	848	62.3%	N/A	N/A
	2012	504	39.2%	782	60.8%	N/A	N/A
Grade 12							
Reading	2010	122	46.0%	143	54.0%	N/A	N/A
	2011	148	47.6%	163	52.4%	N/A	N/A
	2012	172	42.5%	233	57.5%	N/A	N/A
Writing	2010	189	42.4%	257	57.6%	N/A	N/A
	2011	230	46.3%	267	53.7%	N/A	N/A
	2012	193	37.1%	327	62.9%	N/A	N/A
Math	2010	142	29.6%	338	70.4%	N/A	N/A
	2011	189	31.8%	406	68.2%	N/A	N/A
	2012	219	34.7%	412	65.3%	N/A	N/A
Adult							
Reading	2010	3	13.0%	20	87.0%	N/A	N/A
	2011	11	42.3%	15	57.7%	N/A	N/A
	2012	11	35.5%	20	64.5%	N/A	N/A
Writing	2010	5	20.0%	20	80.0%	N/A	N/A
	2011	15	37.5%	25	62.5%	N/A	N/A
	2012	11	26.2%	31	73.8%	N/A	N/A
Math	2010	10	16.9%	49	83.1%	N/A	N/A
	2011	17	27.4%	45	72.6%	N/A	N/A
	2012	17	19.1%	72	80.9%	N/A	N/A

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

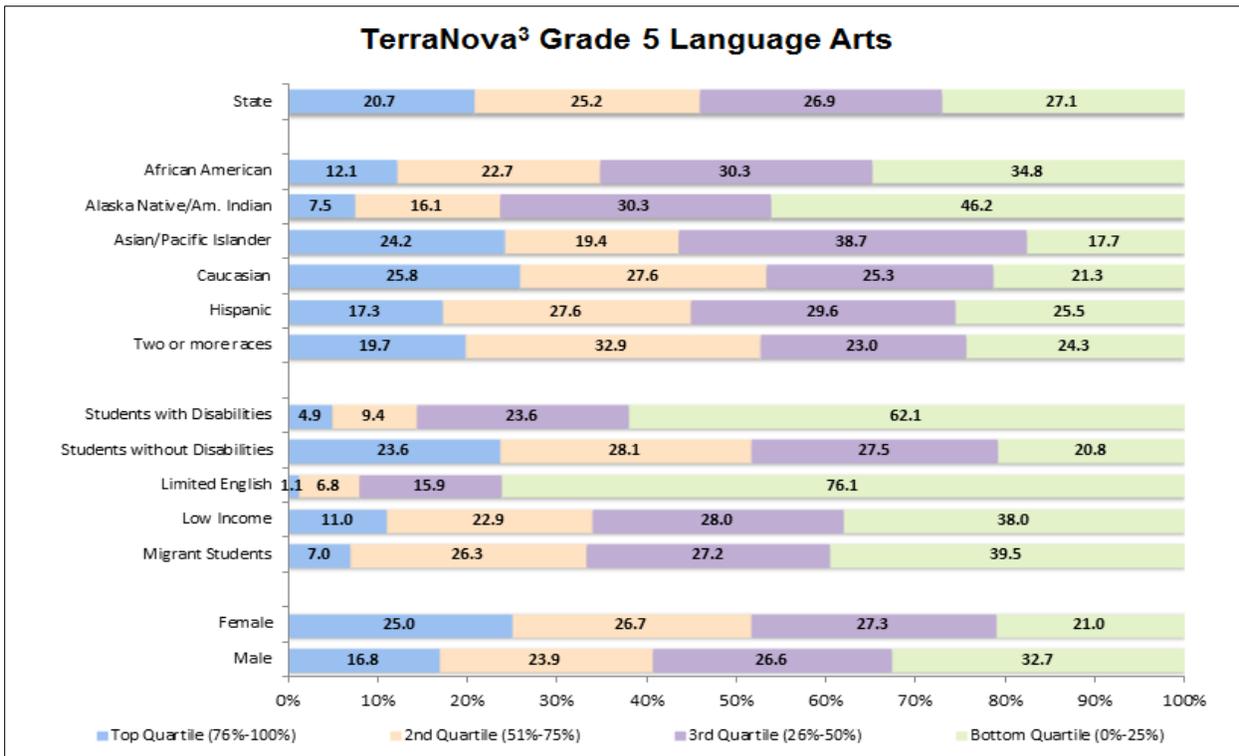
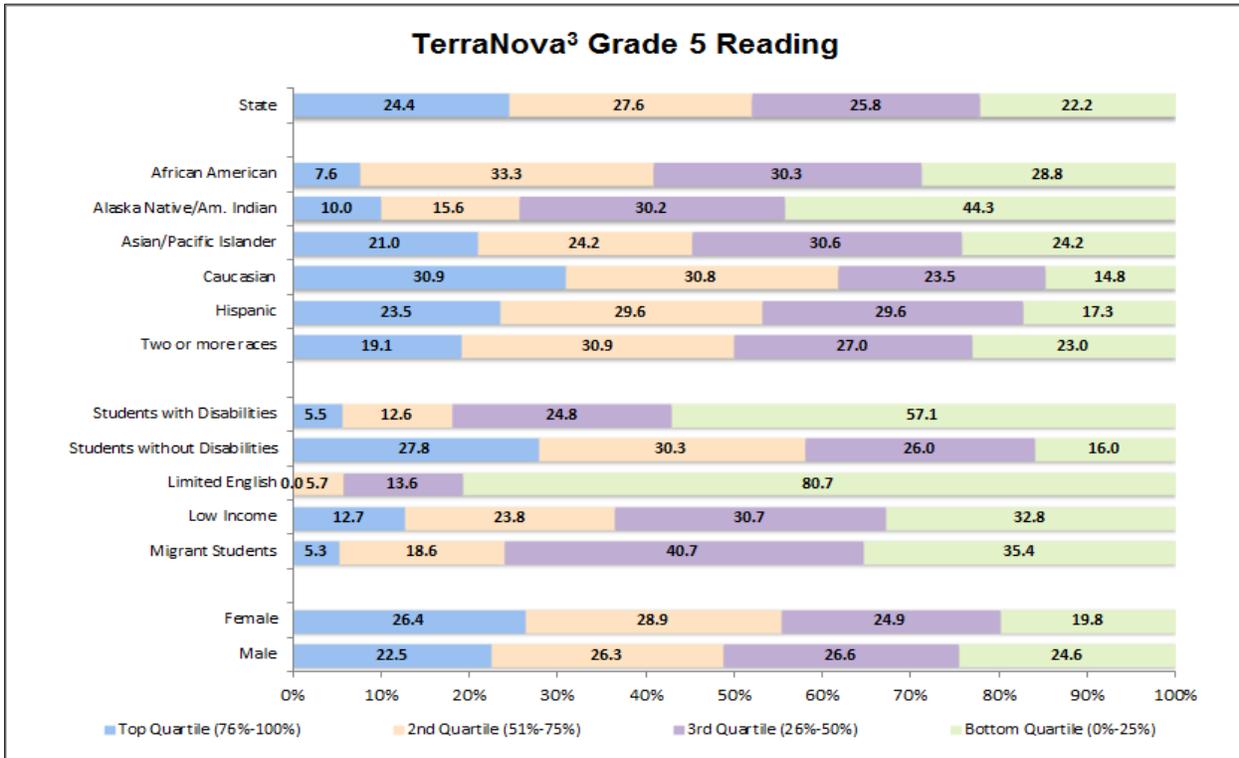
² Participation rate is calculated by dividing the total count of students tested by the number enrolled on the first day of testing. Participation rates are not calculated for students in grades 11 and 12, as students in these grades who have previously passed are not eligible to take the HSGQE.

HSGQE Statewide Participation Rate (Grade 10)

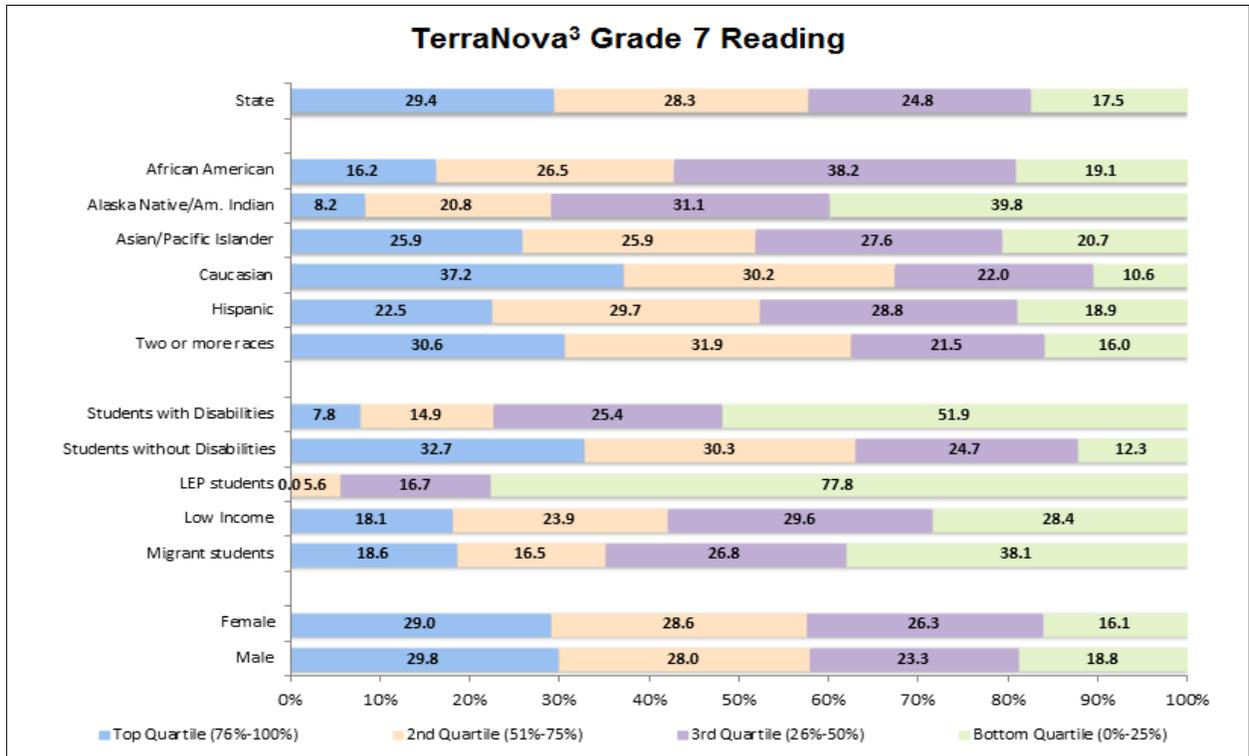
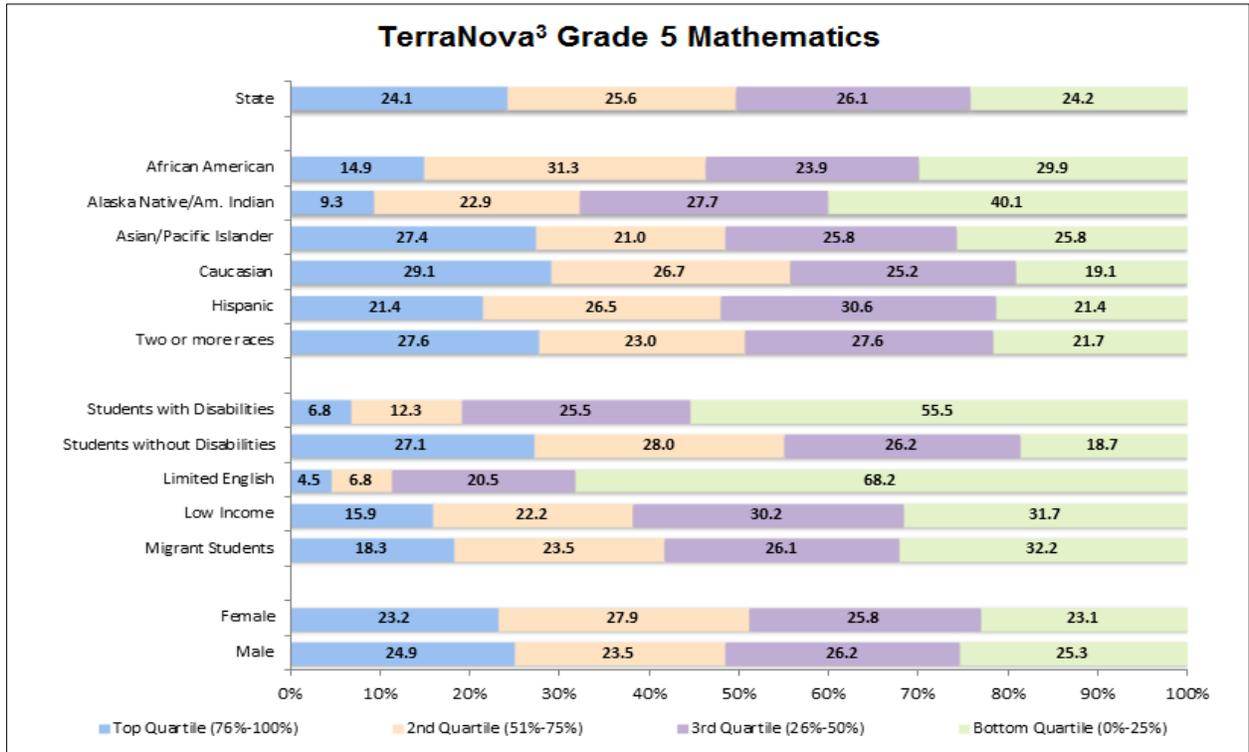


TERRANOVA THIRD EDITION (TN³)

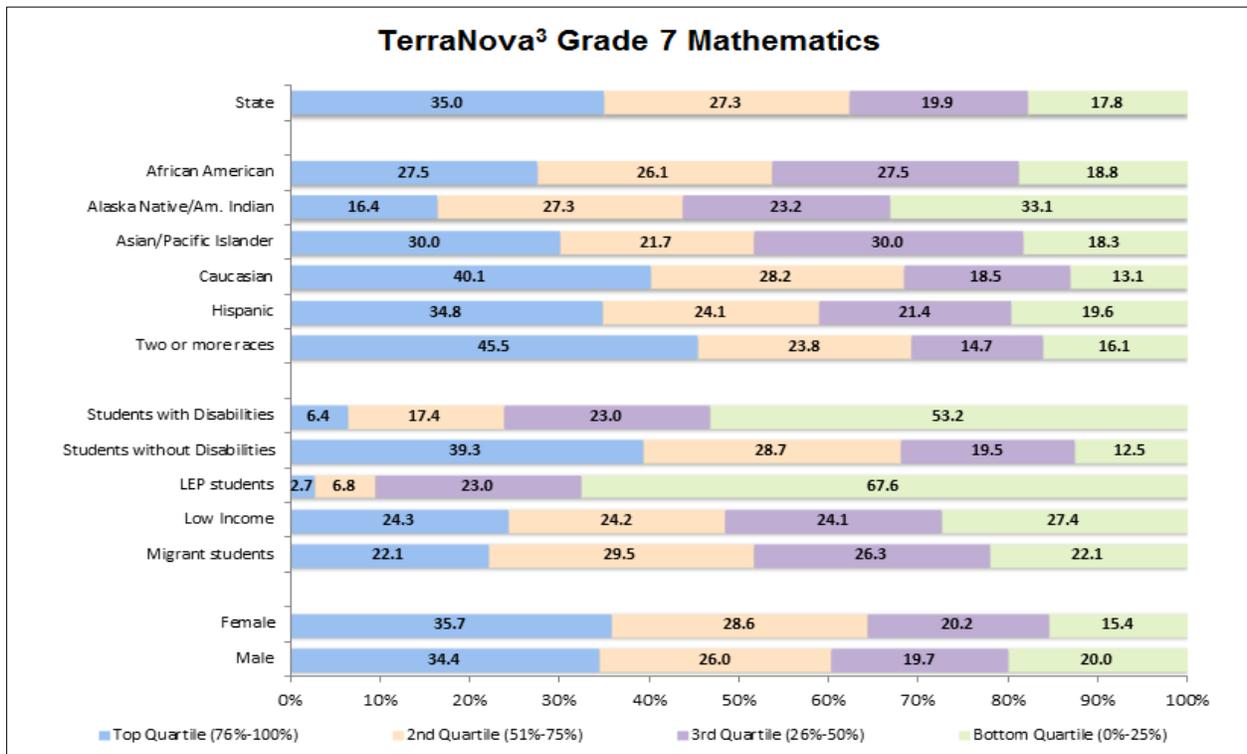
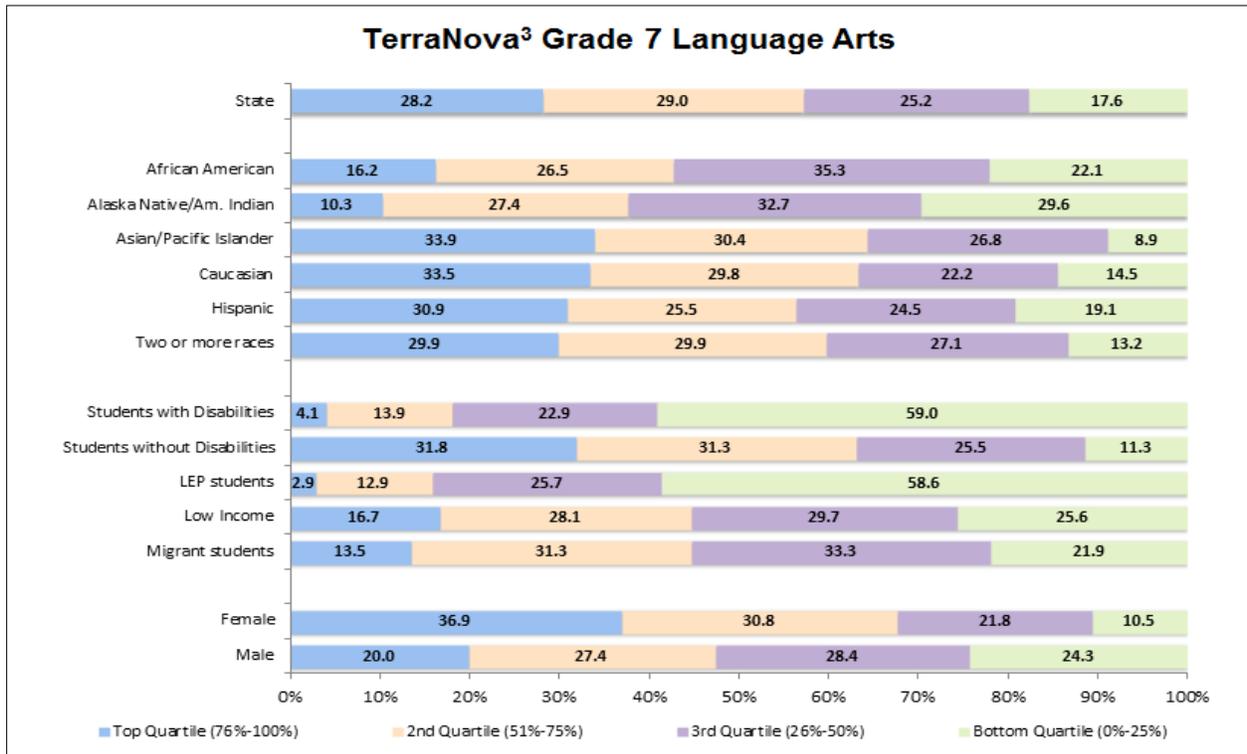
TN³ Statewide Performance by Grade



TN³ Statewide Performance by Grade (Continued)



TN³ Statewide Performance by Grade (Continued)



NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

The National Assessment of Educational Progress (NAEP) is the only national test of what students know and can do. The No Child Left Behind Act of 2001 mandated state participation in NAEP reading and mathematics assessments in grades 4 and 8 every other year so that NAEP could serve as the common measure of student achievement.

NAEP does not test each fourth or eighth grader in the state. A representative sample of schools is chosen to participate in the NAEP. No NAEP individual results are given for students or schools; only statewide results are reported. NAEP scores can be used to compare Alaska to the nation and to other states.

NAEP assessments are designed to assess NAEP standards, also known as NAEP frameworks. NAEP does not assess students on the Alaska standards (grade level expectations). Alaska Standards Based Assessments (SBAs) are designed to assess Alaska Grade Level Expectations, and SBAs are administered to all students. More information about the NAEP in Alaska can be found in <http://education.alaska.gov/tls/assessment/naep.html>.

There are three achievement levels for each grade assessed by NAEP: Basic, Proficient, and Advanced. A fourth level, Below Basic, has no federal policy definition but is indicative of a lack of mastery. Proficient on the NAEP indicates students "have demonstrated competency over challenging subject matter." The following definitions apply to all subjects and all grades assessed by NAEP:

Achievement-Level Policy Definitions	
Basic	Partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
Proficient	Solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
Advanced	Superior performance.

The most recent data available for NAEP reading and mathematics is from the 2011 administration. The charts on the following pages show Alaska students' scores on the 2011 NAEP assessments compared to the public school students' scores nationally:

NAEP 2011 Grade 4 Reading	% Advanced		% Proficient		% Basic		% Below Basic	
	National	Alaska	National	Alaska	National	Alaska	National	Alaska
Student Subgroup								
All students	7	5	25	20	34	30	34	44
White	10	8	32	28	35	35	23	29
Black	2	3	14	16	32	30	51	50
Hispanic	2	5	15	19	33	36	50	40
Asian/Pacific Islander	17	1	32	12	30	29	21	58
American Indian/Alaska Native	4	1	15	7	30	18	51	74
Two or more races	10	4	27	23	34	35	29	38
Eligible for National School Lunch Program	2	1	16	12	34	26	48	61
Students with Disabilities	2	1	9	4	21	13	68	82
English Language Learners	1	*	6	2	24	7	70	91

NAEP 2011 Grade 8 Reading	% Advanced		% Proficient		% Basic		% Below Basic	
	National	Alaska	National	Alaska	National	Alaska	National	Alaska
Student Subgroup								
All students	3	3	29	28	43	42	25	27
White	4	4	37	38	43	43	16	15
Black	1	1	14	16	44	49	42	34
Hispanic	1	1	17	23	45	50	37	26
Asian/Pacific Islander	8	3	39	25	36	44	18	28
American Indian/Alaska Native	2	1	20	9	42	33	36	56
Two or more races	4	2	31	28	42	45	23	24
Eligible for National School Lunch Program	1	1	17	15	45	40	37	44
Students with Disabilities	*	*	7	3	29	30	64	67
English Language Learners	*	*	3	4	26	18	71	78

NAEP 2011 Grade 4 Reading Participation Rate Percentages	National	Alaska
Students with Disabilities	77	92
English Language Learners	89	92

NAEP 2011 Grade 8 Reading Participation Rate Percentages	National	Alaska
Students with Disabilities	76	88
English Language Learners	86	96

* - Statistic rounds to zero percent

NAEP 2011 Grade 4 Math	% Advanced		% Proficient		% Basic		% Below Basic	
	National	Alaska	National	Alaska	National	Alaska	National	Alaska
Student Subgroup								
All students	6	6	33	31	42	41	18	22
White	9	9	43	41	39	40	9	10
Black	1	2	16	14	49	53	34	32
Hispanic	2	5	22	32	48	45	28	18
Asian/Pacific Islander	20	3	43	26	29	48	9	23
American Indian/Alaska Native	2	1	22	13	44	36	32	50
Two or more races	9	7	34	31	43	46	15	17
Eligible for National School Lunch Program	2	2	22	20	48	43	27	35
Students with Disabilities	2	2	15	17	38	36	45	45
English Language Learners	1	*	13	3	45	32	42	64

NAEP 2011 Grade 8 Math	% Advanced		% Proficient		% Basic		% Below Basic	
	National	Alaska	National	Alaska	National	Alaska	National	Alaska
Student Subgroup								
All students	8	7	26	28	39	39	28	26
White	10	10	33	37	39	41	17	12
Black	1	1	11	16	37	49	50	34
Hispanic	3	5	17	20	40	42	40	33
Asian/Pacific Islander	22	8	33	24	30	40	15	29
American Indian/Alaska Native	4	3	14	12	38	33	45	52
Two or more races	10	7	27	25	38	40	24	28
Eligible for National School Lunch Program	2	3	16	19	41	38	41	40
Students with Disabilities	2	*	7	5	27	25	65	70
English Language Learners	1	*	4	2	24	22	72	76

NAEP 2011 Grade 4 Math Participation Rate Percentages	National	Alaska
Students with Disabilities	84	86
English Language Learners	96	92

NAEP 2011 Grade 8 Math Participation Rate Percentages	National	Alaska
Students with Disabilities	80	77
English Language Learners	93	95

* - Statistic rounds to zero percent

COLLEGE ENTRANCE EXAMINATIONS

Scholastic Aptitude Test (SAT)

The Scholastic Aptitude Test (SAT) measures mathematics, critical reading, and writing skills. Participation is voluntary and students may attempt the test multiple times. Results from the SAT are used by many post-secondary institutions for decision-making purposes regarding admission, course placement, and financial aid.

Test Population	Test Subsection	ALASKA	NATIONAL
		Average Score	Average Score
All Graduating Seniors	Critical Reading	512	496
	Mathematics	507	514
	Writing	485	488
Public School Graduating Seniors	Critical Reading	512	491
	Mathematics	510	505
	Writing	486	481

Alaska's public school seniors have scored higher than the national public school average score in all sections of the SAT for more than a decade, and 2011-2012 was no exception. Alaska test takers in the "all schools" category scored much higher than the national average in critical reading, and below the national average in mathematics and writing.

American College Test (ACT)

The American College Test (ACT) assesses student knowledge in four subject areas: English, reading, mathematics, and science. Participation is voluntary and students may attempt the test multiple times. Results from the ACT are used by many post-secondary institutions for decision-making purposes regarding admission, course placement, and financial aid.

Alaska's public school seniors earned a higher average composite ACT score than the national public school average and higher average subsection scores in all disciplines in 2011-2012.

Alaska test takers in the "all schools" category earned a higher average composite ACT score than the national average and higher than the national average in mathematics and reading, but below the national average in English and science.

Test Population	Test Subsection	ALASKA	NATIONAL
		Average Score	Average Score
All Graduating Seniors	English	20.3	20.5
	Mathematics	21.3	21.1
	Reading	21.8	21.3
	Science	20.8	20.9
	Composite	21.2	21.1
Public School Graduating Seniors	English	20.3	20.1
	Mathematics	21.4	20.9
	Reading	21.8	21.0
	Science	20.9	20.7
	Composite	21.2	20.8

ADEQUATE YEARLY PROGRESS (AYP)

Overview

The **No Child Left Behind Act of 2001** (NCLB) requires states to identify for improvement any Title I school that does not meet that state's definition of Adequate Yearly Progress (AYP) for two consecutive years. In order to meet AYP targets, specific benchmarks must be achieved in language arts, mathematics, and either graduation rate or attendance rate.

Of the 507 public schools in Alaska that administer state-mandated standardized assessments or feed students to those that do, 237 schools met AYP targets and 270 schools did not meet AYP targets in 2011-2012. In terms of percentages, 47 percent of schools made AYP and 53 percent of schools did not. Comparatively, 505 public schools administered state-mandated standardized assessments in 2010-2011 or fed schools that did. Of these, 231 schools (46 percent) made AYP and 274 (54 percent) did not.

Alaska's AYP targets for 2011-2012 were unchanged from 2010-2011: 82.88% of students testing proficient in language arts and 74.57% of students testing proficient in mathematics. Some schools and districts could also meet AYP targets using alternative methods of calculation.

A school that does not make AYP for the first time is designated as a Level 1 school. A level is added for each successive year AYP is not made (i.e., a Level 2 school has not made AYP for two consecutive years) until a school has reached Level 5. Once a school has reached Level 2, the school must meet AYP targets for two consecutive years to have its level designation removed.

In 2012, 8 schools previously designated at Level 2 or above made AYP for the second consecutive year and have been removed from the list of AYP schools in improvement. Additionally, 35 schools designated as Level 2 or above made AYP in 2012 and will have their designation removed if AYP is made again in 2013.

Overall, 307 schools were identified at Level 2 or above in 2012. This represents 61 percent of Alaska's 507 public schools. In 2012, 11 public school districts (20 percent) met AYP targets while 43 (80 percent) did not. In 2011, 12 public school districts (22 percent) met AYP targets while 42 (78 percent) did not.

Count of All Schools by AYP Level: 2011-2012

Level	Status	Count	Met in 11
Level 1	Alert Status	47	n/a
Level 2	Improvement (Year 1)	56	8
Level 3	Improvement (Year 2)	40	12
Level 4	Corrective Action	29	3
Level 5	Restructuring	135	12

Count of Title I Schools by AYP Level: 2011-2012

Level	Status	Count	Met in 11
Level 2	Improvement (Year 1)	33	3
Level 3	Improvement (Year 2)	22	10
Level 4	Corrective Action	15	2
Level 5	Restructuring	81	8

Other Indicator Status

Adequate Yearly Progress (AYP) requires the incorporation of one of two additional indicators: graduation rate or attendance rate. Graduation rate is used by all schools serving 12th grade students, except for those qualifying for exemption under **4 AAC 06.825.(c)**. Attendance rate is used by all other schools.

Graduation Rate

To meet the AYP target, a school must achieve a graduation rate of 85 percent or demonstrate improvement. Of the 235 public schools that use graduation rate as an indicator, 55 (23 percent) either met or exceeded the target rate in 2011-2012.

Beginning in 2010-2011, Alaska adopted the adjusted four-year cohort graduation rate methodology required by the United States Department of Education.

The adjusted four-year cohort graduation rate method requires every high school student to be assigned a cohort year based on when the student first entered ninth grade and assumes every student is on track to graduate within four years. A student may join a cohort group by transferring into a public high school in Alaska. A student may be removed from a cohort group by transferring into another high school with a diploma track, moving outside the country, or dying. The graduation rate is equal to the number of students in the cohort group who graduate within four years divided by the total number of students in the cohort group.

Attendance Rate

To meet the AYP target, a school must achieve an attendance rate of 85 percent or demonstrate improvement. Of the 272 public schools that use attendance rate as an indicator, 264 (97 percent) either met or exceeded the target rate.

The attendance rate is calculated using the aggregate daily attendance divided by the aggregate daily membership for students in grades K – 12. Attendance of pre-elementary children is not considered in the attendance rate calculation.

2011-2012 Cohort Graduation Rate by Subgroup

Subgroup	Graduates in Cohort	Graduation Rate
Alaska Native or American Indian	1,234	53.9%
Asian or Pacific Islander	680	75.7%
Black	233	61.2%
Hispanic	395	69.5%
White	4,275	75.8%
Two or more races	379	66.8%
Female	3,667	73.1%
Male	3,529	66.3%
Students with disabilities	490	45.6%
Limited English Proficient (LEP)	446	46.7%
Economically disadvantaged	2,283	59.1%
Statewide	7,196	69.6%

2011-2012 Attendance Rate by Subgroup

Subgroup	Attendance Rate
Alaska Native or American Indian	89.9%
Asian or Pacific Islander	93.6%
Black	93.5%
Hispanic	92.6%
White	93.5%
Two or more races	92.4%
Female	92.6%
Male	92.5%
Students with disabilities	91.1%
Limited English Proficient (LEP)	90.8%
Economically disadvantaged	91.3%
Migrant students	90.8%
Statewide	92.5%

Title I AYP Schools in Improvement Following 2011-2012 AYP Reporting

AYP Level 5 (Restructuring)

Alaska Gateway School District

Tetlin School

Walter Northway School

Anchorage School District

Airport Heights Elementary

Chinook Elementary

Clark Middle School

Fairview Elementary

Muldoon Elementary

Nicholas J. Begich Middle School

North Star Elementary

Ptarmigan Elementary

Whaley School

William Tyson Elementary

Williwaw Elementary

Willow Crest Elementary

Bering Strait School District

Aniguiin School

Brevig Mission

Diomedea School

Gambell School

Hogarth Kingeekuk, Sr. Memorial School

Shishmaref School

Tukurngailnguq School

Dillingham City School District

Dillingham Elementary

Dillingham Middle/High School

Fairbanks North Star Borough School District

Denali Elementary

Iditarod Area School District

David-Louis School

Holy Cross School

Red coloring indicates the school met its AYP target in 2011-2012. If the school meets its 2012-2013 AYP target, the school will be removed from improvement status.

Title I AYP Schools in Improvement Following 2011-2012 AYP Reporting

AYP Level 5 (Continued)

Juneau School District

Riverbend Elementary

Kashunamiut School District

Chevak School

Ketchikan Gateway Borough School District

Fast Track

Revilla Junior/Senior High School

Kuspuk School District

George Morgan, Sr. High School

Lake and Peninsula School District

Nondalton School

Lower Kuskokwim School District

Akiuk Memorial School

Akula Elitnaurvik School

Anna Tobeluk Memorial School

Ayagina'ar Elitnaurvik

Ayaprun School

Bethel Regional High School

Chaputnguak School

Chief Paul Memorial School

Gladys Jung Elementary

Joann A. Alexie Memorial School

Ket'acik/Aapalluk Memorial School

Kuinerrarmiut Elitnaurviat

Lewis Angapak Memorial School

Mikelnguut Elitnaurviat

Nelson Island Area School

Nightmute School

Paul T. Albert Memorial School

William Miller Memorial School

Z. John Williams Memorial School

Red coloring indicates the school met its AYP target in 2011-2012. If the school meets its 2012-2013 AYP target, the school will be removed from improvement status.

Title I AYP Schools in Improvement Following 2011-2012 AYP Reporting

AYP Level 5 (Continued)

Lower Yukon School District

Alakanuk School
Emmonak School
Hooper Bay School
Ignatius Beans School
Kotlik School
Marshall School
Scammon Bay School
Sheldon Point School

Matanuska-Susitna Borough School District

Burchell High School
Houston Middle School

Nome Public Schools

Nome Elementary

North Slope Borough School District

Alak School
Meade River School

Northwest Arctic Borough School District

Aqqaluk High/Noorvik Elementary
Buckland School
Davis-Ramoth School
Kiana School
Kotzebue Middle/High School
McQueen School
Napaaqtugmiut School
Shungnak School

Southwest Region School District

Chief Ivan Blunka School
Togiak School
Twin Hills School

Yukon Flats School District

Arctic Village School
John Fredson School
Stevens Village School

Red coloring indicates the school met its AYP target in 2011-2012. If the school meets its 2012-2013 AYP target, the school will be removed from improvement status.

Title I AYP Schools in Improvement Following 2011-2012 AYP Reporting

AYP Level 5 (Continued)

Yupiit School District

Akiachak School

Akiak School

Tuluksak School

Red coloring indicates the school met its AYP target in 2011-2012. If the school meets its 2012-2013 AYP target, the school will be removed from improvement status.

Title I AYP Schools in Improvement Following 2011-2012 AYP Reporting

AYP Level 4 (Corrective Action)

Alaska Gateway School District

Tok School

Anchorage School District

Mountain View Elementary

Wonder Park Elementary

Kenai Peninsula School District

Port Graham School

Kuspuk School District

Joseph S. & Olinga Gregory Elementary

Zackar Levi Elementary

Lower Kuskokwim School District

Eek School

Qugcuun Memorial School

Lower Yukon School District

Pilot Station School

Russian Mission School

Matanuska-Susitna Borough School District

Goose Bay Elementary

Knik Elementary School

Sitka School District

Blatchley Middle School

Southwest Region School District

Koliganek School

Yukon-Koyukuk School District

Kaltag School

Red coloring indicates the school met its AYP target in 2011-2012. If the school meets its 2012-2013 AYP target, the school will be removed from improvement status.

Title I AYP Schools in Improvement Following 2011-2012 AYP Reporting

AYP Level 3 (Improvement – Year 2)

Anchorage School District

Chester Valley Elementary
Russian Jack Elementary
Taku Elementary

Bering Strait School District

Wales School

Fairbanks North Star Borough School District

Anne Wien Elementary
Joy Elementary
Nordale Elementary

Galena City School District

Galena Interior Learning Academy (GILA)

Kenai Peninsula Borough School District

Mt. View Elementary
Tebughna School

Kuspuk School District

Crow Village Sam School

Lower Kuskokwim School District

Bethel Alternative Boarding School
Kwigillingok School
Rocky Mountain School

Matanuska-Susitna Borough School District

Butte Elementary

Northwest Arctic Borough School District

Ambler School

Sitka School District

Baranof Elementary
Keet Gooshi Heen Elementary

Southeast Island School District

Naukati School

Red coloring indicates the school met its AYP target in 2011-2012. If the school meets its 2012-2013 AYP target, the school will be removed from improvement status.

Title I AYP Schools in Improvement Following 2011-2012 AYP Reporting

AYP Level 3 (Continued)

Yukon Flats School District

Tsuk Taih School

Yukon-Koyukuk School District

Allakaket School

Johnny Oldman School

Red coloring indicates the school met its AYP target in 2011-2012. If the school meets its 2012-2013 AYP target, the school will be removed from improvement status.

Title I AYP Schools in Improvement Following 2011-2012 AYP Reporting

AYP Level 2 (Improvement – Year 1)

Alaska Gateway School District

Tanacross School

Aleutians East Borough School District

King Cove School

Anchorage School District

Government Hill Elementary

Northwood ABC

Tudor Elementary

Bering Strait School District

Koyuk-Malimiut School

Martin L. Olson School

Shaktoolik School

Chatham School District

Angoon School

Chugach School

FOCUS Homeschool

Copper River School District

Glennallen Jr./Sr. High School

Fairbanks North Star Borough School District

Hunter Elementary

Hydaburg School District

Hydaburg School

Iditarod School District

Innoko River School

Kenai Peninsula Borough School District

Nanwalek School

Sterling Elementary

Red coloring indicates the school met its AYP target in 2011-2012. If the school meets its 2012-2013 AYP target, the school will be removed from improvement status.

Title I AYP Schools in Improvement Following 2011-2012 AYP Reporting

AYP Level 2 (Continued)

Kodiak Island Borough School District

Larsen Bay School
Main Elementary
Old Harbor School

Kuspuk School District

Aniak Jr./Sr. High School

Lake and Peninsula School District

Chignik Lake School

Matanuska-Susitna Borough School District

American Charter Academy
Houston High School
Iditarod Elementary
Palmer Middle School
Tanaina Elementary
Wasilla Middle School

Nenana City School District

Nenana City School

Northwest Arctic Borough School District

June Nelson Elementary

Saint Mary's School District

Saint Mary's School

Sitka School District

Pacific High School

Southwest Region School District

Manokotak School

Yukon Flats School District

Fort Yukon School

Red coloring indicates the school met its AYP target in 2011-2012. If the school meets its 2012-2013 AYP target, the school will be removed from improvement status.

2011-2012 AYP Districts in Alert Status, Improvement, or Corrective Action

Level 4 (Corrective Action)

Alaska Gateway School District
Anchorage School District
Bering Strait School District
Dillingham City School District
Fairbanks North Star Borough School District
Galena City School District
Iditarod Area School District
Juneau Borough School District
Kashunamiut School District
Kodiak Island Borough School District
Kuspuk School District
Lake and Peninsula Borough School District
Lower Kuskokwim School District
Lower Yukon School District
Matanuska-Susitna Borough School District
Nome Public Schools
North Slope Borough School District
Northwest Arctic Borough School District
Southwest Region School District
Yukon Flats School District
Yukon-Koyukuk School District
Yup'it School District

Level 3 (Improvement - Year 2)

Delta-Greely School District
Ketchikan Gateway Borough School District

Level 2 (Improvement - Year 1)

Craig City School District
Denali Borough School District
Kenai Peninsula Borough School District
Saint Mary's School District
Sitka School District

2011-2012 AYP Districts in Alert Status, Improvement, or Corrective Action (Continued)

Level 1 (Alert Status)

Aleutians East Borough School District
Chatham School District
Chugach School District
Copper River School District
Hoonah City School District
Hydaburg City School District
Klawock City School District
Nenana City School District
Petersburg City School District
Pribilof School District
Southeast Island School District
Tanana City School District
Valdez City School District
Wrangell Public School District

2011-2012 AYP Districts Not in Alert Status, Improvement, or Corrective Action

Aleutian Region School District
Annette Island School District
Bristol Bay Borough School District
Cordova City School District
Haines Borough School District
Kake City School District
Mount Edgecumbe High School*
Pelican City School District
Skagway School District
Unalaska City School District
Yakutat School District

* Mount Edgecumbe High School is a state-operated school; however, is often referenced in district-level counts due to its standalone status.

HIGH SCHOOL COMPLETION REQUIREMENTS

Alaska's public school districts establish local high school graduation requirements that meet or exceed the state regulatory standards. Students are awarded high school credit based on achievement of a passing grade for a course of study as prescribed by the local school board. Special education students who are precluded from taking regular course offerings are issued a certificate of achievement upon completion.

In order to graduate, Alaska public school students must pass the High School Graduation Qualifying Examination (HSGQE), pass an alternative assessment program, or receive an HSGQE waiver in addition to earning 21 or more units of credit including a minimum core of:

- Four units of language arts
- Three units of social studies, including one half-credit in Alaska history
- Two units of mathematics
- Two units of science
- One unit of health/physical education

Districts may, at their discretion, choose to require all students to achieve more than 21 credits or assign courses beyond the state-mandated core requirements.

In 2012, a total of 7,989 graduates were awarded a regular high school diploma. Additionally, 366 students received a certificate of achievement.

2011-2012 Graduates by Ethnicity

Ethnicity	% of 12th Grade Enrollment	% of Graduates in 2011-2012
Alaska Native or American Indian	22.4%	18.8%
Asian or Pacific Islander	9.1%	9.3%
Black	3.8%	3.3%
Hispanic	5.5%	5.6%
White	53.9%	57.6%
Two or more races	5.4%	5.4%

Percentage of 12th grade enrollment represents the October 1, 2011 count of 12th grade enrollment by ethnicity
Graduation counts reflect **all** graduating students, which are different than the counts used in the cohort graduation rate

ANNUAL DROPOUT RATE (GRADES 7-12)

The dropout rate measures the percentage of students in grades 7 through 12 who ceased attending school for credit during the school year divided by the number of students in grades 7 through 12 as determined by the official statewide student count. A student who leaves the district to obtain a General Educational Development (GED) certificate is considered a dropout, as defined by the National Center for Education Statistics.

A student is not considered a dropout if his or her departure was due to:

- Completion of a state- or district-approved education program;
- Transfer to a public school, private school, or state- or district-approved education program;
- Temporary absence caused by suspension, illness, or medical condition; or,
- Death.

In 2011-2012, a total of 58,890 students were enrolled in grades 7 through 12¹. A total of 2,830 students in grades 7 through 12 dropped out of school before the end of the school year². This equates to a 2011-2012 dropout rate of 4.8 percent, as compared to a 4.7 percent dropout rate in 2010-2011.

2011-2012 Annual Dropout Rate by Ethnicity

Race/Ethnic Group	Enrollment		Dropout Rate by Ethnicity		Dropout Rate as a Percentage of Total Dropouts	
	Total 7-12	% of Total Enrollment 7-12	Dropouts Count 7-12	Dropouts % 7-12	Dropouts Count 7-12	% of Total Dropouts Count 7-12
Alaska Native/American Indian	13,343	22.7%	1,067	8.0%	1,067	37.7%
Asian/Pacific Islander	5,177	8.8%	211	4.1%	211	7.5%
Black	2,171	3.7%	127	5.8%	127	4.5%
Hispanic	3,600	6.1%	169	4.7%	169	6.0%
White	30,914	52.5%	1,040	3.4%	1,040	36.7%
Two or more races	3,685	6.3%	216	5.9%	216	7.6%
Statewide Totals	58,890	n/a	2,830	4.8%	2,830	n/a

¹ Based on October 1, 2010 enrollment counts

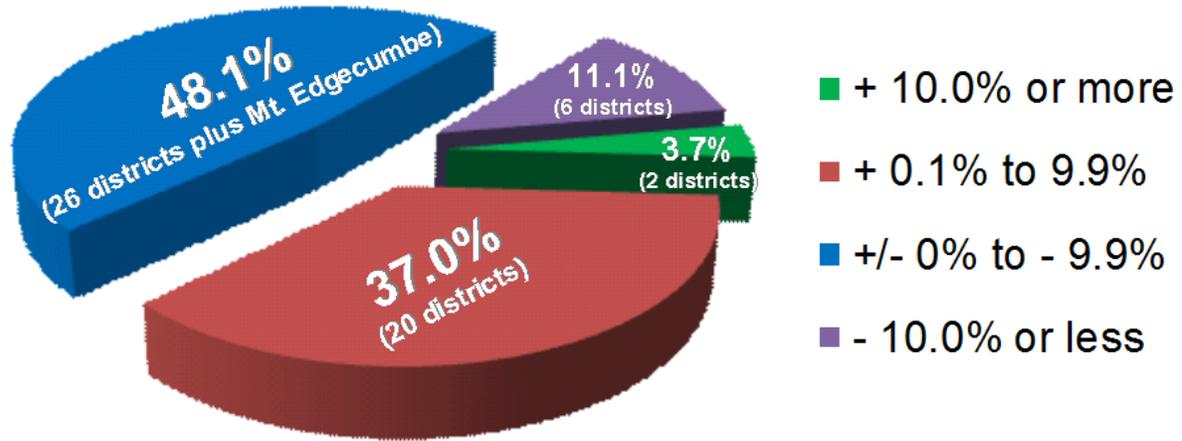
² The dropout count reflects any student who was enrolled at any point of the school year (July 1, 2010 to June 31, 2011) whose enrollment was terminated for any reason other than those specifically exempted

CHANGE IN AVERAGE DAILY MEMBERSHIP

The average daily membership (ADM) for 2011-2012 decreased by 0.1 percent compared to 2010-2011. Twenty-two districts experienced an increase in ADM compared to the previous year. The most significant percentage increases were in Pelican School District (50.0 percent), Wrangell School District (14.2 percent), and Kake City School District (8.4 percent).

Thirty-one districts and Mount Edgecumbe High School experienced a decrease in ADM in 2011-2012 compared to 2010-2011. The most significant percentage decreases were in Hydaburg City School District (-29.8 percent), Skagway School District (-25.1 percent), and Tanana City School District (-18.0 percent).

Annual Change in Average Daily Membership



STUDENT ATTENDANCE RATE

Numerous national studies have indicated the amount of time students are present at and actively engaged in learning activities at school relates directly to academic performance. Because of the strong correlation between attendance and performance, a district's student attendance rate is considered an important measure of its overall success.

In the 2011-2012 school year, eight districts' attendance rates exceeded 95 percent, 31 districts reported attendance rates of between 90 percent and 95 percent, and 15 districts did not achieve a 90 percent attendance rate.

ACCREDITATION

The decision to seek accreditation is a local school board option. Since the 1970s, the Alaska State Board of Education & Early Development has delegated accreditation to the Northwest Accreditation Commission. During the 2011-2012 school year, the Northwest Accreditation Commission voted to become an accrediting division of AdvancED, a non-profit organization that also provides standards, protocols and support for accrediting schools in 37 states and over 60 countries. Accreditation continues to be a two-step process for school improvement, consisting of an annual report detailing continuous growth, while a comprehensive Internal Review and third party on-site External Review of the school's education program are performed every five years.

Voluntary school accreditation has resulted in one out of every four public schools in Alaska (131 of 509, or 26 percent) earning accreditation status. The largest category of accredited schools serve a K-12 grade span. Regional Education Attendance Areas (REAs), where most K-12 schools are located, often accredit a greater percentage of their schools than single-city, borough, or municipal districts. City, borough, and municipal school districts typically accredit their high schools; few accredit their middle or elementary schools. Thirty-two school districts have at least one accredited school.

2011-2012 Summary of Schools Accredited by Northwest Association of Accredited

Total Accredited Schools in Alaska	149
Public	131
Private	18

Breakout of Public Schools	
Public Elementary Schools	7
Public Middle Schools	1
Public High Schools	50
Public K-12 Schools	60
Public Special Purpose Schools	6
Public Distance Delivery Schools	7

Information on school accreditation is available through the Alaska Office of AdvancED's Northwest Regional Office and may be obtained from the Alaskan Directors, Stowell Johnstone or Mary Johnstone, toll-free at (888) 413-3669, ext. 5775 in Anchorage or directly from the AdvancED website at <http://www.advanc-ed.org/>. A profile of all accredited schools may be accessed through the web at <http://www.advanc-ed.org/oasis2/u/par/search>.

TEACHER QUALITY

The **No Child Left Behind Act of 2001** (NCLB) identifies teacher quality as one of the most important factors in improving student achievement and eliminating achievement gaps between subgroups of students. As a result, NCLB set a goal for all students to be taught by highly qualified teachers (HQT). An HQT possesses a bachelor's degree, has obtained full state certification, and has demonstrated knowledge in his or her core academic subjects of instruction.

For the 2011-2012 school year, there were 23,668 total core classes taught in Alaska's public school system. Statewide, nine out of every ten core classes (90.26%, 23,668 classes) were taught by HQTs in 2011-2012.

2011-2012 Percentage of Classes Not Taught by Highly Qualified Teachers

School Type	Total Core Classes	HQ Classes	NHQ Classes	% Not HQ Classes
Elementary School*				
High-Poverty Schools	855	805	26	3.23%
Low-Poverty Schools	1,160	1,120	30	2.68%
Mid-Poverty Schools	1,886	1,816	24	1.32%
All Elementary Schools	3,901	3,741	80	2.14%
Secondary School**				
High-Poverty Schools	1,826	1,472	367	24.93%
Low-Poverty Schools	9,514	8,746	852	9.74%
Mid-Poverty Schools	8,427	7,737	815	10.53%
All Secondary Schools	19,767	17,955	2,034	11.33%
Grand Total	23,668	21,696	2,114	9.74%

* Includes K - 8

** Includes middle schools and K-12

Note: 2009-2010 and prior, K - 12 school figures were included with elementary. Beginning in 2010-2011, the K - 12 figures are being included with secondary schools

ALASKA STATEWIDE MENTOR PROJECT

The Alaska Statewide Mentor Project (ASMP) was launched in 2004-05 in partnership with the University of Alaska Statewide. ASMP exists to support the profession of teaching in Alaska. The project provides individualized support to first- and second-year teachers, developing an effective teaching force that is responsive to the diverse academic needs and cultural backgrounds of all students.

The vision for ASMP is to ensure every student in Alaska has the benefit of a great teacher. Great teachers help our children to learn, grow, and thrive. They make learning exciting and tap into the knowledge, skills, and resources of local communities to help students achieve both personal and academic success.

The project goals include:

- Improved teacher retention
- Improved student achievement

ASMP has served between 332 and 585 early career teachers yearly (teachers with fewer than 2 years' experience), with a 2004 - 2012 average of 399. Each year about 80% ($\pm 3\%$) of the early career teachers are located in rural school districts. ASMP typically trains about 27 mentors each year with each mentor serving an average caseload of 15 early career teachers. Mentors from ASMP have worked in two-thirds of all 53 school districts plus Mt. Edgecumbe High School and one-third of all 510 schools each year. In total, the project has served 51 districts and over 1,800 early career teachers since 2004.

The Alaska Statewide Mentor Project was adapted from the national New Teacher Center (NTC) model. ASMP is a research-based program that has been shown to develop reflective teachers who are responsive to the diverse cultural backgrounds of all students. Many studies have shown there is a problem with teacher turnover brought about because of a "revolving door" of teachers. About half of new teachers in the U.S. leave the profession within their first five years. Additional research shows that mentored teachers not only stay in the profession longer than other teachers, but they achieve greater professional efficacy over the course of their careers, with greater gains in student achievement (Ingersoll, 2005).

The retention rate for all participating teachers continues to be approximately 84% (93% urban and 80% rural). In comparison an average rural retention rate of 68% existed previous to the implementation of ASMP.

Further, ASMP has promising evidence linking mentoring of teachers to student achievement by closing the achievement gap typically seen between the students of new and veteran teachers. One study analyzed Alaska state standards-based assessments (SBAs) for 300 teachers in grades 4-10 with 196 new teachers receiving mentoring and a comparison group of 104 veteran teachers. Results from the study showed that, in the case of Mathematics, students in classrooms of mentored first- and second-year teachers perform the same as those in classrooms of veteran teachers.

Also, although mentoring new teachers did not bring the students' standardized scores of new teachers up to the same level as students in veteran classes, they are much closer than expected based on past research (statistically significant but very small effect sizes) for Reading, Writing, and Science. Results of the study can be found at ASMP's website, under the research link.

The ASMP model includes:

- Exemplary teachers who are fully released from classroom duties to mentor first- and second-year beginning teachers. (Each mentor works with 15-18 beginning teachers.)
- On-going professional development for mentors through eight-week long Mentor Academies over a two-year period.
- The use of a non-evaluative Formative Assessment System to structure the mentoring activities and keep them focused on teaching standards and student work.

In January 2005 the mentor program was expanded to support principals in a program now referred to as the Alaska Administrator Coaching Project (AACP). Historical participation levels for AACP includes 10-12 coaches working with 65-80 new principals, 3-7superintendents and 15-20 UAA administrative interns.

The program beliefs include:

- Recognition that new principals are beginners in a complex and challenging profession, and principals are expected to master multiple programs, processes, and information.
- Principal professional development takes place in a supportive and collegial environment where principals can practice new skills and solicit feedback from colleagues and their principal coach.
- Instructional Leadership is a combination of the beliefs and the actions necessary for shaping the culture of a school around teaching and learning. Considerations that focus the work of an instructional leader:
 - Schools exist to serve students, and
 - Good teaching practices are modeled, encouraged, nurtured, and supported.

The AACP includes five components:

1. Coaching – a two year relationship between a coach and the new administrator.
2. Cohort structure – developing a deep relationship between colleagues.
3. Curricular coherence and relevance – processes and products used during the institutes have direct and immediate application on the job.
4. Performance learning – problem-based learning strategies and interpersonal skills that demonstrate and allow participants to practice learning.
5. Research based content focused on leadership, teaching and learning.

DEFINITIONS AND METHODOLOGY

Accreditation – A process whereby a third party audits a school to ensure that best practices are followed and a reasonable core of standards are met.

Adequate Yearly Progress (AYP) – AYP is an indicator of whether a school has met annual measurable objectives (AMO) based on school- or district-level performance of FAY students on the Standards Based Assessments and other indicators. For more information regarding how AYP is calculated in Alaska, visit <http://education.alaska.gov/tls/assessment/accountability.html>.

Aggregate Daily Attendance (AgDA) – AgDA measures the cumulative sum of days present for all students during a single school year.

Aggregate Daily Membership (AgDM) – AgDM measures the cumulative sum of days present and absent (*i.e.*, days enrolled) for all students during a single school year.

Attendance Rate – Attendance rate is computed by taking the aggregate daily attendance during the school year divided by the aggregate daily membership for the school year. This ratio is expressed as a percentage.

Average Daily Membership (ADM) – ADM is calculated on an individual level by taking the total days of a student's membership during the state mandated reporting period divided by the days in session for that period multiplied by the student's FTE status. [membership / (days in session * FTE)] This is reported as a count at the school, district, and state level.

Days in Membership – Days in membership are FTE days in which an enrolled student is scheduled to attend a school and/or receive special services under an IEP, or enrolled and participating in a district correspondence program. Days in membership include state approved in-service days, days present, and days absent.

Dropout – A student who was enrolled in a public school district for a portion of the school year who terminated his or her enrollment for a non-exempt reason. A student who graduates; transfers to a public or private school; transfers to a district- or state-approved education program; or is absent due to suspension, illness, or death is not considered a dropout.

Dropout Rate – The dropout rate is computed by taking the number of dropouts during the school year (July 1 to June 30) divided by the number of students enrolled in grades 7 through 12 as reported in the October 1 enrollment count of the same school year. This ratio is expressed as a percentage.

Elementary School – Per AS 14.03.060, an elementary school is defined as consisting of “grades kindergarten through eight or any appropriate combination of grades within this range.”

Enrollment Change – Enrollment change is computed by taking the present school year's enrollment divided by the previous school year's enrollment as reported during the October 1 enrollment count. This ratio is expressed as a percentage.

Full Academic Year (FAY) – FAY is a designator that may be applied to a student at the school, district, or state level and indicates that a student has been continually enrolled within the given academic environment (school, district, or state) from October 1 through the first day of administration of Standards Based Assessments in April.

Full-Time Equivalent (FTE) – FTE represents the fraction of a day in membership during which a student is actively engaged in instruction. FTE is expressed as a real number (1.00, 0.75, 0.50, and 0.25 are accepted values).

Graduate – An individual who has received formal recognition for the successful completion of a prescribed program of studies as set out by the local school board and has either passed all three sections of the High School Graduation Qualifying Examination (HSGQE), upon transfer into this state has passed an equivalent competency examination in the state from which the student transferred, or is a student with a disability who has failed to pass the HSGQE but has successfully completed a department-approved alternative assessment program.

Graduation Rate – The graduation rate is calculated using the adjusted four-year cohort graduation rate method, as mandated by the United States Department of Education. Alaska began using the adjusted four-year cohort graduation rate in the 2010-2011 school year. Students are assigned to a cohort based upon their entrance in grade nine, with the expectation of graduating within four-years; therefore, a student who enters grade nine in 2008-2009 will be part of the 2012 cohort group. The graduation rate is equal to the number of students in the cohort group who graduate within four years divided by the total number of students in the cohort group. A student may be removed from a school's cohort through verifiable transfer to another diploma-track high school program, by moving out of country, or by death.

High School Graduation Qualifying Examination (HSGQE) – The HSGQE is a high-stakes examination that analyzes whether students have attained basic skills in reading, writing, and mathematics prior to graduation. The student must attain proficiency in each of the three subject areas of the HSGQE in order to receive a regular diploma.

High School Graduates – The number of students receiving a regular diploma during the school year (July 1 to June 30).

Individualized Education Program (IEP) – An IEP details the educational plan for a student who receives special education services. All students in Alaska who receive special education services must have an up-to-date IEP.

Limited English Proficient (LEP) – An LEP designation indicates the student has scored below the proficient level on a state-approved assessment of English language proficiency and has not yet met the exit criteria to be removed from LEP status.

Low Income Student – A student is identified as a low income student based upon receipt of Temporary Assistance for Needy Families (TANF) funding or is eligible to participate in the federal Free and Reduced Lunch Program of the National School Lunch Act (NSLA).

Migrant Student – A migrant student is one who has been certified as an eligible migrant student through the migrant student identification and recruitment process.

No Child Left Behind Act of 2001 (NCLB) – NCLB is the main federal law affecting education from kindergarten through high school. The law is built on four principles: accountability for results, more choices for parents, greater local control and flexibility, and an emphasis on doing what works based on scientific research. This law is also referred to as the Elementary and Secondary Education Act (ESEA).

October 1 Enrollment – Official enrollment counts are reported for every public school and public school district within Alaska and reflects actual enrollment on October 1 of the school year.

Retention Rate – The retention rate is computed by taking the enrolled number of students in grades kindergarten through eight on the last day in membership and dividing by the total membership of grades kindergarten through eight on the last day of the school year (June 30). This ratio is expressed as a percentage.

School Age – Per AS 14.03.070, a child who is at least six years of age and less than 20 years of age on September 1 following the beginning of the school year is considered to be of school age.

Secondary School – Per AS 14.03.060, a secondary school is defined as consisting of “grades seven through 12 or any appropriate combination of grades within this range.”

Standards Based Assessments (SBAs) – The SBAs are a battery of standardized tests administered each April to measure student achievement based on Alaska’s core academic standards.

Student – A person eligible under the laws of Alaska for free public education and who is attending public school.

Teacher Quality – Teacher quality is defined as the number of core classes taught by a highly qualified teacher (HQT) divided by the number of core classes taught overall. These results are reported at the school level.

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