

State of Alaska

Department of Education
& Early Development



2012-2013 Report Card to the Public

ACKNOWLEDGEMENTS

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

Print and electronic copies of this publication may be obtained by contacting:

Alaska Department of Education & Early Development
801 West 10th Street, Suite 200
P.O. Box 110500
Juneau, AK 99811-0500

A free PDF download of this publication is available at:

<http://education.alaska.gov/stats>

Governor of Alaska
Sean Parnell

Alaska Department of Education & Early Development
Mike Hanley, Commissioner

Alaska State Board of Education & Early Development

Jim Merriner, Chair
Public-at-Large
Anchorage

Esther J. Cox, First Vice-Chair
3rd Judicial District
Anchorage

Janel Keplinger, Second Vice-Chair
Public-at-Large
Kodiak

James K. Fields
Public / REAA Representative
Glennallen

Lieutenant Colonel Douglas Hays
Military Advisor
Joint Base Elmendorf Richardson

Sue Hull
Public / Fourth Judicial District
Fairbanks

Carol "Bunny" Schaeffer
Public / Second Judicial District
Kotzebue

Vacant
Public / First Judicial District

Carly Williams
Student Advisor
Palmer High School

Table of Contents

A Message from the Commissioner	5
Alaska Education at a Glance	6
Standards and Assessments	7
History.....	7
Comprehensive System of Student Assessment.....	7
Standards Based Assessments (SBAs)	9
SBAs Statewide Performance by Grade	9
SBAs Statewide Performance Trends.....	23
SBAs Statewide Participation Rate by Grade	25
High School Graduation Qualifying Examination (HSGQE)	33
HSGQE Statewide Performance by Grade	33
HSGQE Statewide Performance Trends.....	38
HSGQE Statewide Participation Rate (Grade 10).....	39
National Assessment of Educational Progress (NAEP)	40
College Entrance Examinations	43
Scholastic Aptitude Test (SAT)	43
American College Test (ACT).....	43
Alaska School and District Accountability	44
Overview	44
Alaska School Performance Index (ASPI)	44
Annual Measurable Objective (AMO) Targets	44
Designation of Schools.....	45
2012-2013 Reward Schools – Highest Performing	46
2012-2013 Reward Schools – High Progress.....	48
2013-2014 Priority Schools.....	50
2013-2014 Focus Schools.....	51
High School Completion Requirements	53
Graduation Rate	54
Annual Dropout Rate (Grades 7-12)	55
Change in Average Daily Membership	56
Student Attendance Rate	56

Accreditation 57
Teacher Quality 58
Alaska Statewide Mentor Project..... 59
Definitions and Methodology 61

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 2012-2013. 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.

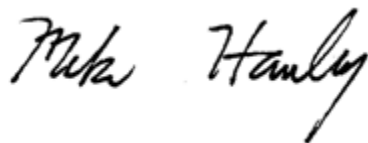
Public knowledge of our schools is an important part of Alaska's school accountability system. This publication reports the status of public education in Alaska. It is a source of information for Alaska's educational policymakers, including legislators, the Governor, the State Board of Education & Early 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 2012-2013

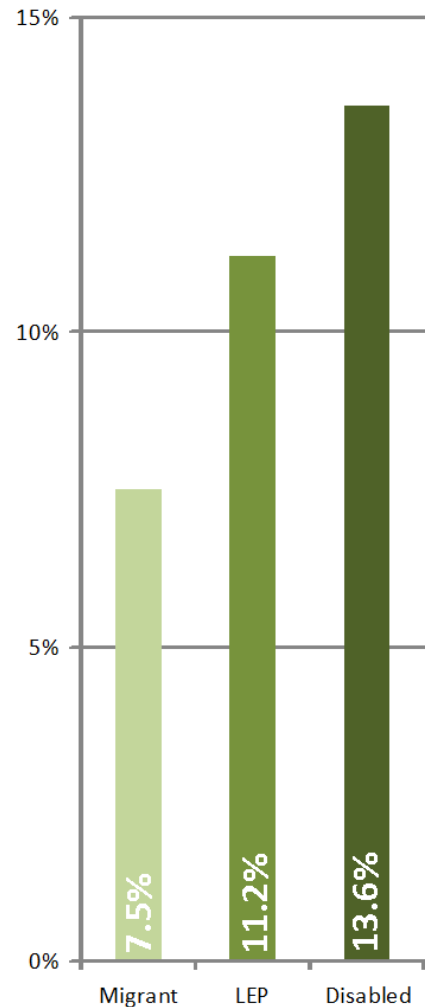
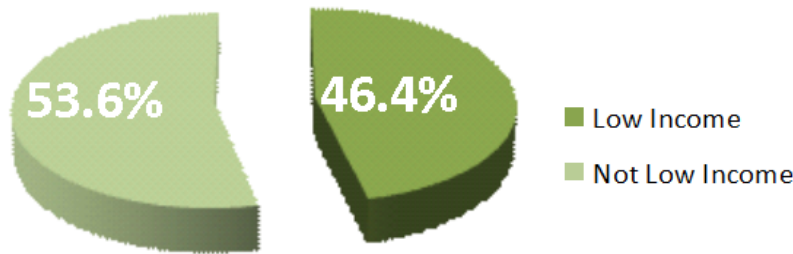
Number of Public School Districts	53*	K-12 Student Population in Average Daily Membership (ADM)	128,966
Regional Education Attendance Areas	19	Change in ADM from 11-12 to 12-13	0.1%
City, Borough, and Municipality Districts	34	School-Age Low Income Children	55,941
Public Schools: Pre-Elementary to Grade 12	509	Number of High School Graduates in 2013**	7,861
State-Operated Schools	1	Number of Dropouts (Grades 7-12) in 2013	2,364
Charter Schools	27	School District Square Miles	685,175
Correspondence Schools	32	State Population (7/1/2012 DOLWD estimate)	732,298

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

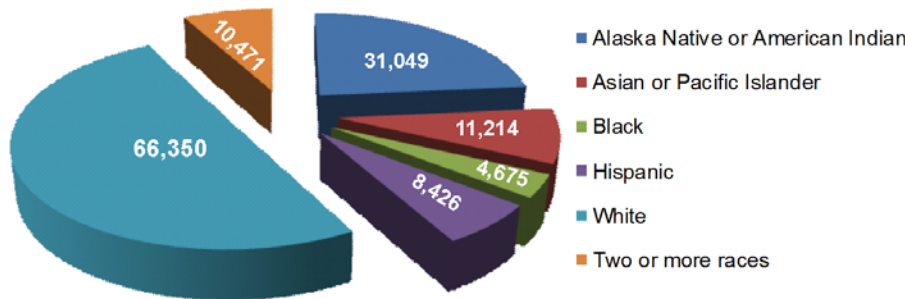
** This number reflects all high school graduates in 2013. This number may differ significantly from the number of graduates in the 2013 cohort group, used to report graduation rate.

PE-12 Statewide Enrollment In Supplemental Programs

PE-12 Statewide Enrollment by Economic Status



PE-12 Statewide Enrollment by Ethnicity



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 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:

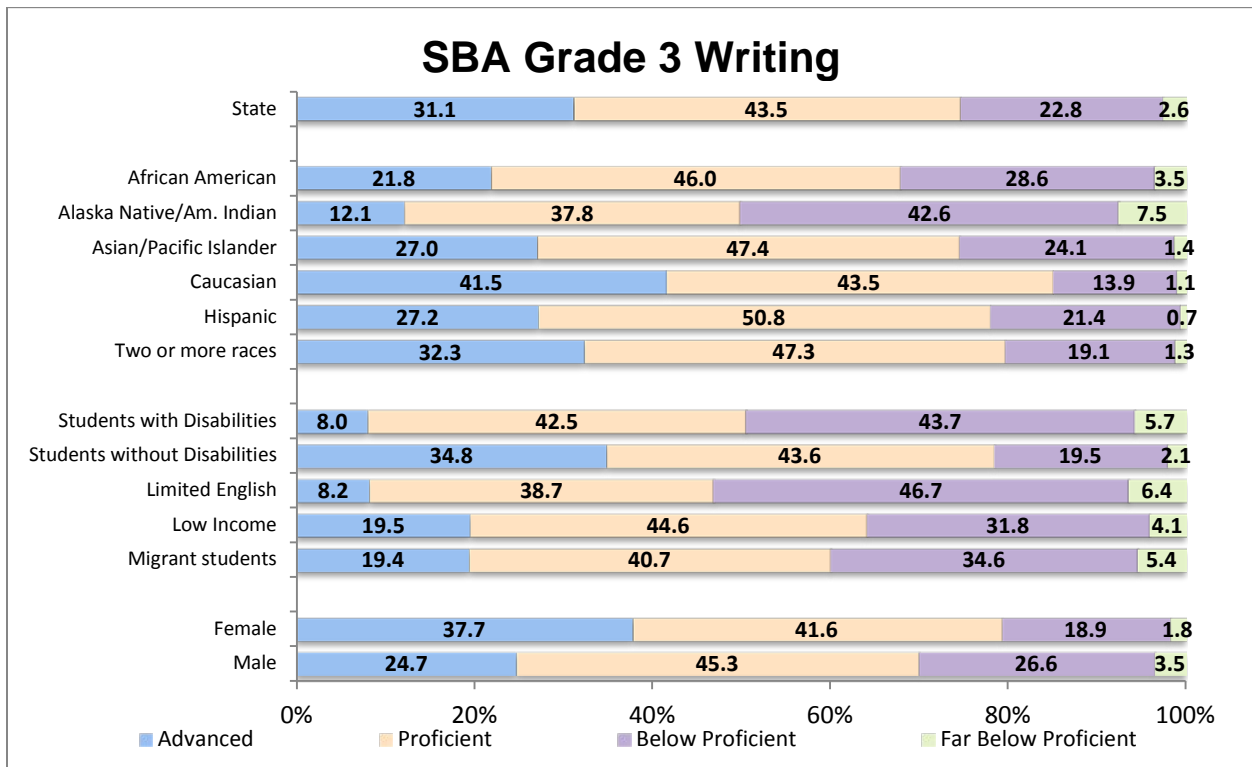
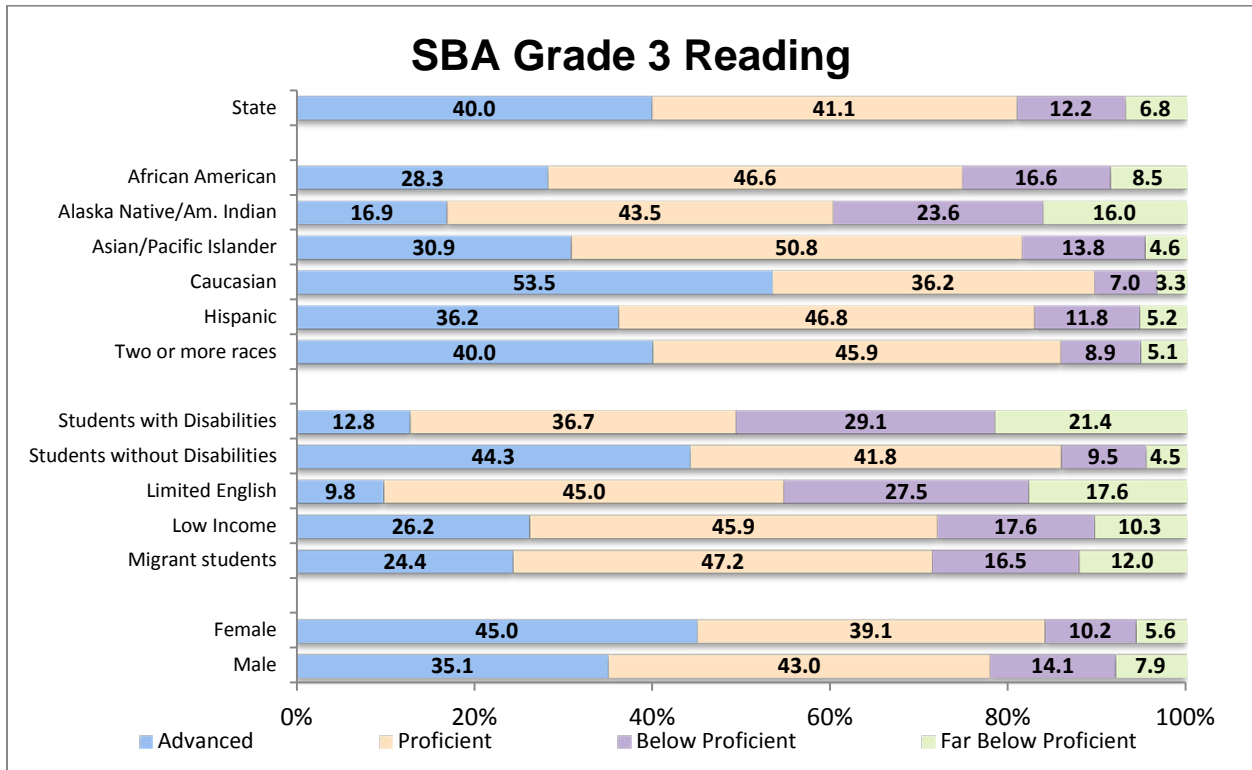
- Provided districts with grade level expectations in reading, writing, mathematics, and science;
- Developed Standards Based Assessments to measure progress in reading, writing, mathematics, and science;
- Developed the High School Graduation Qualifying Examination to ensure all Alaska high school graduates 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.

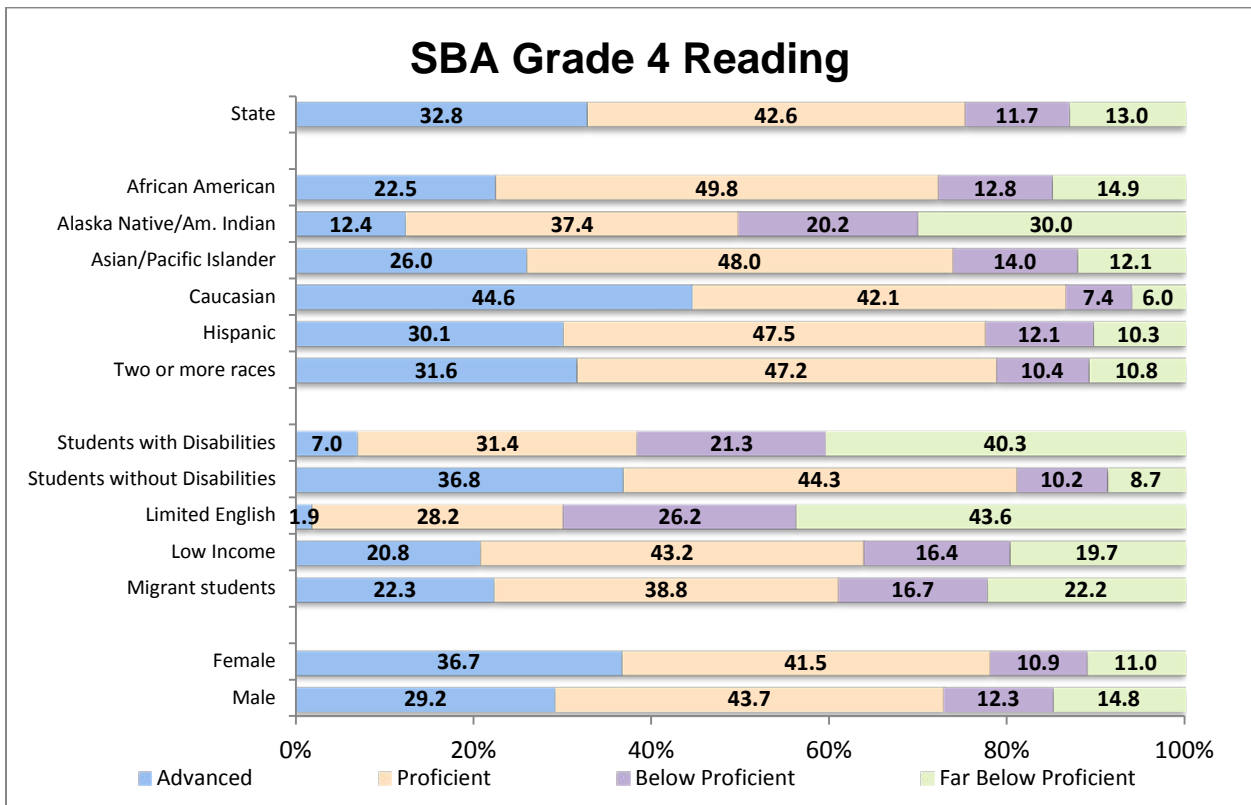
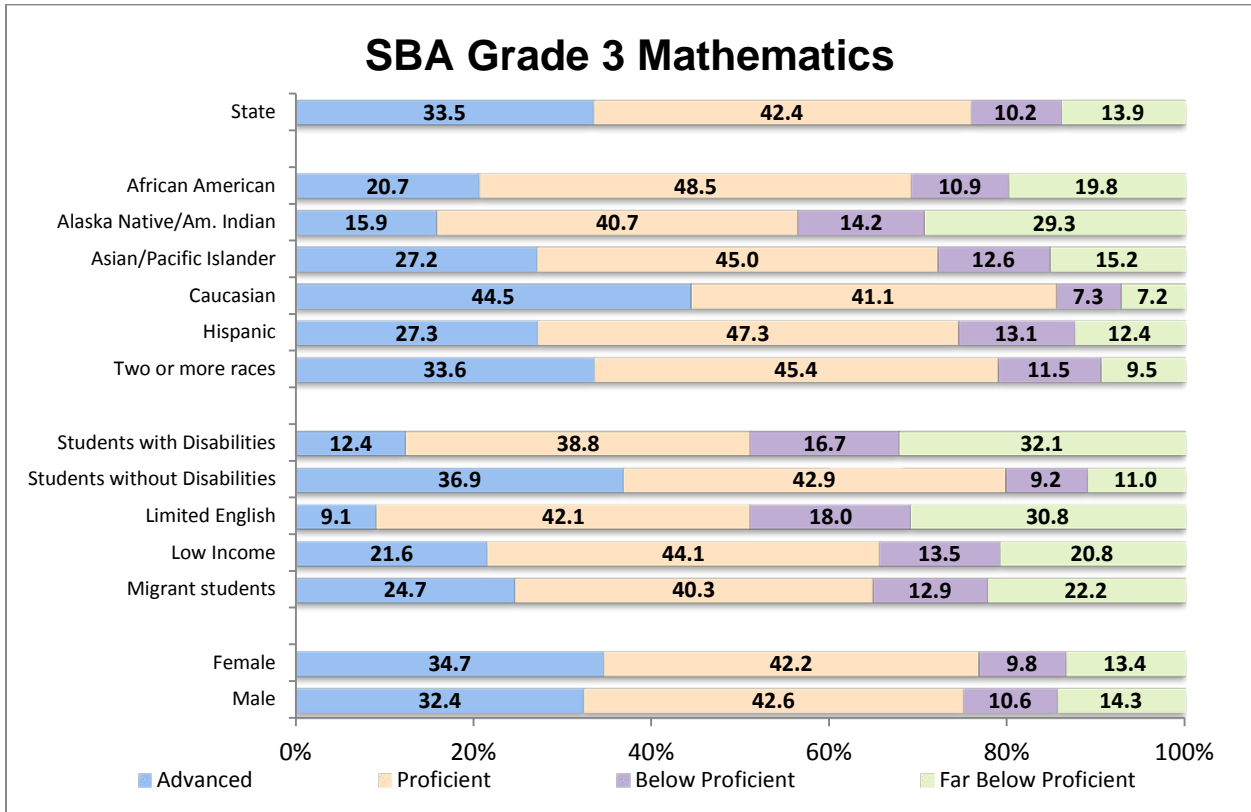
The following pages document the performance of Alaskan students on Alaska's Standards Based Assessments and High School Graduation Qualifying Examination.

STANDARDS BASED ASSESSMENTS (SBAs)

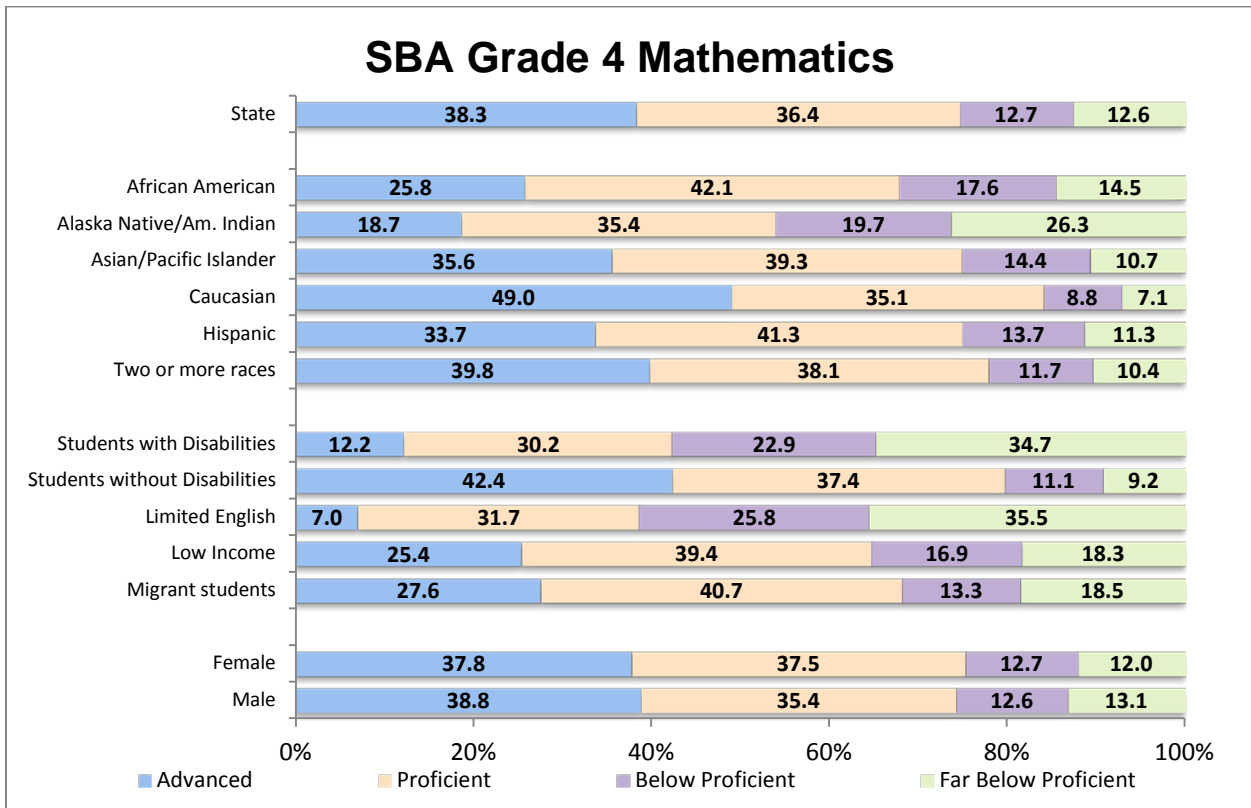
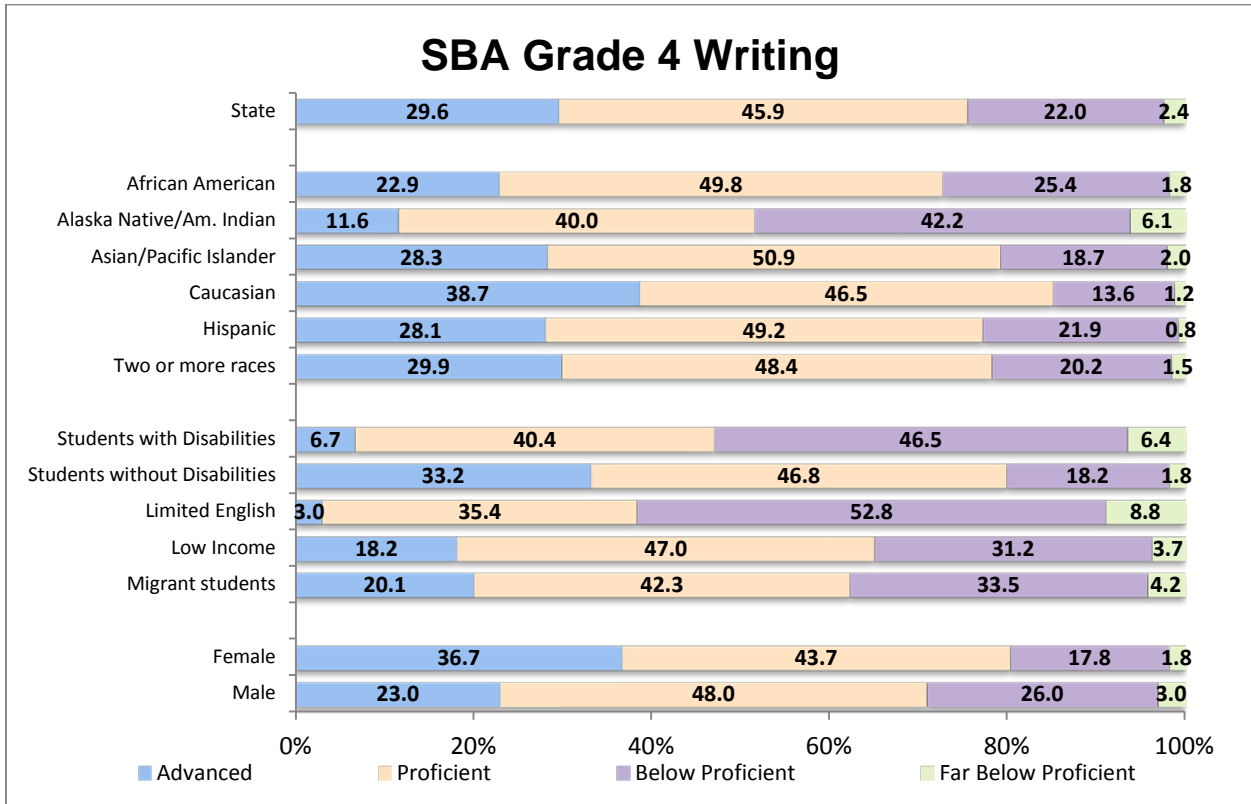
SBAs Statewide Performance by Grade



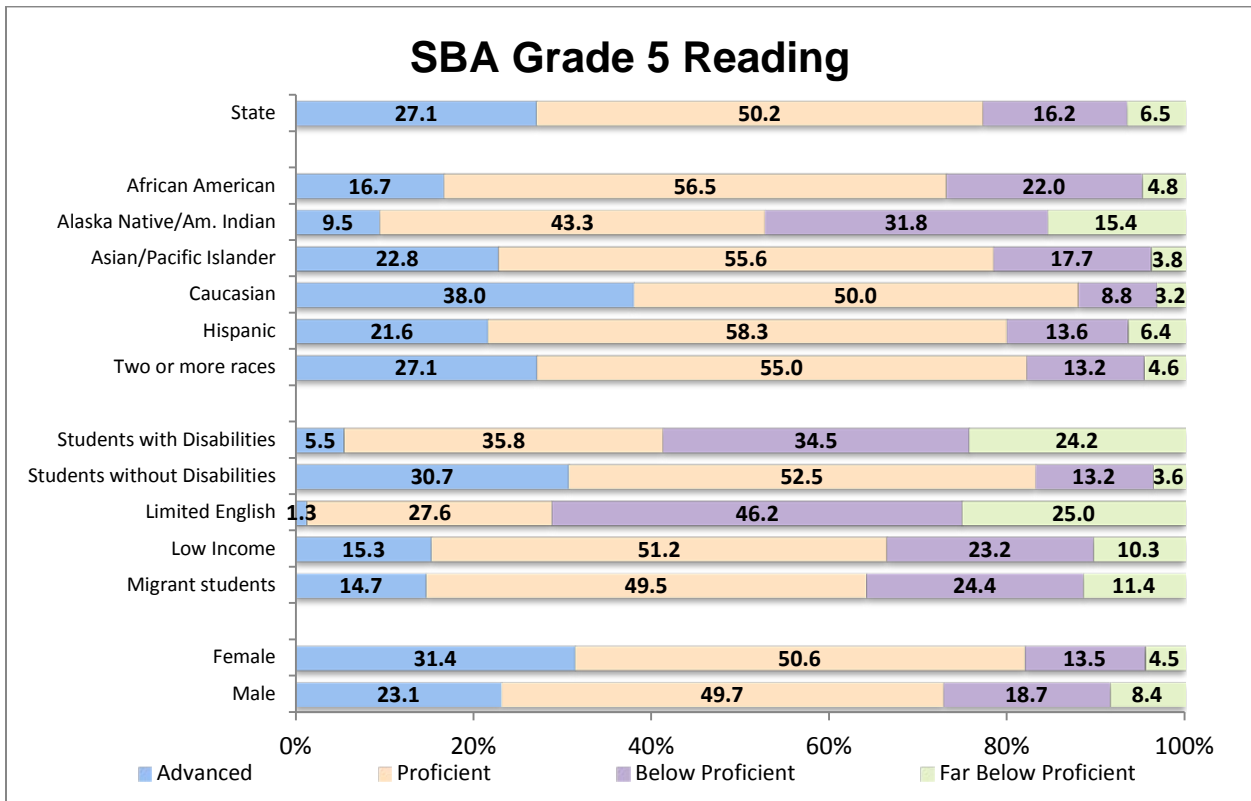
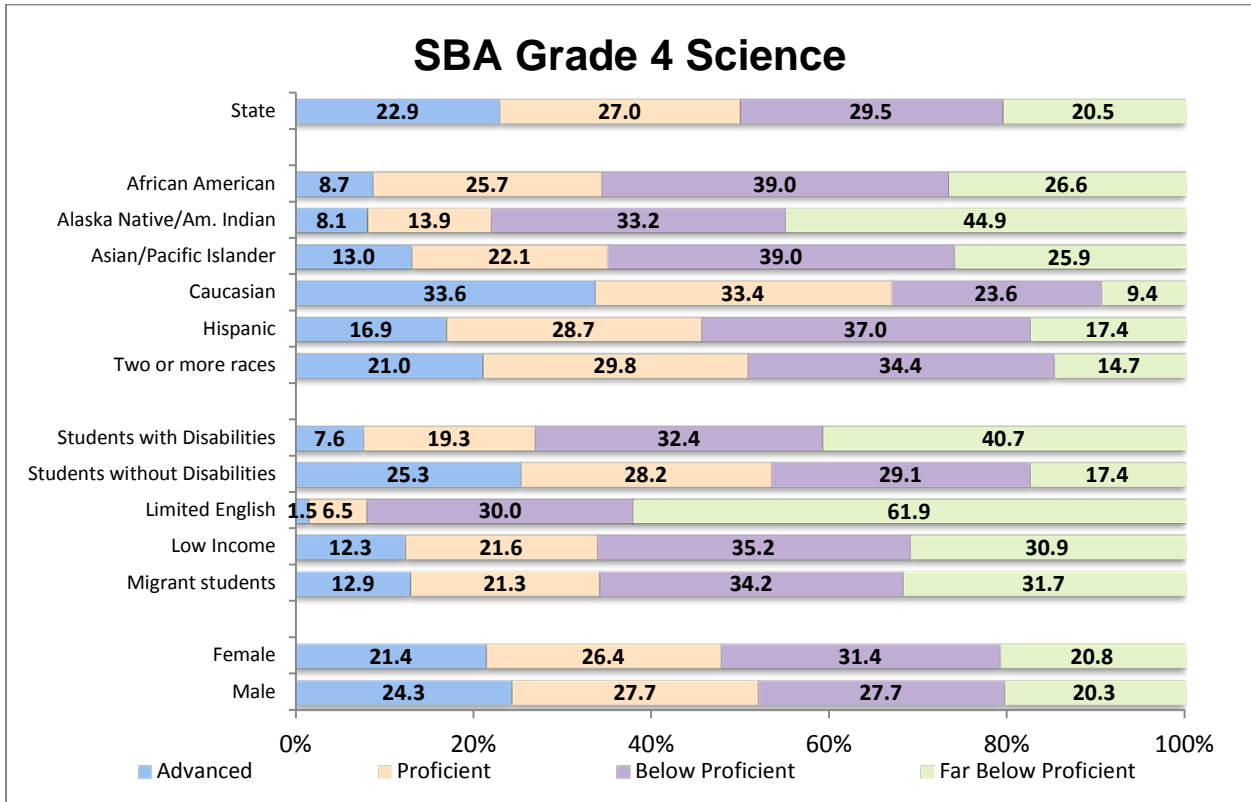
SBA Statewide Performance by Grade (Continued)



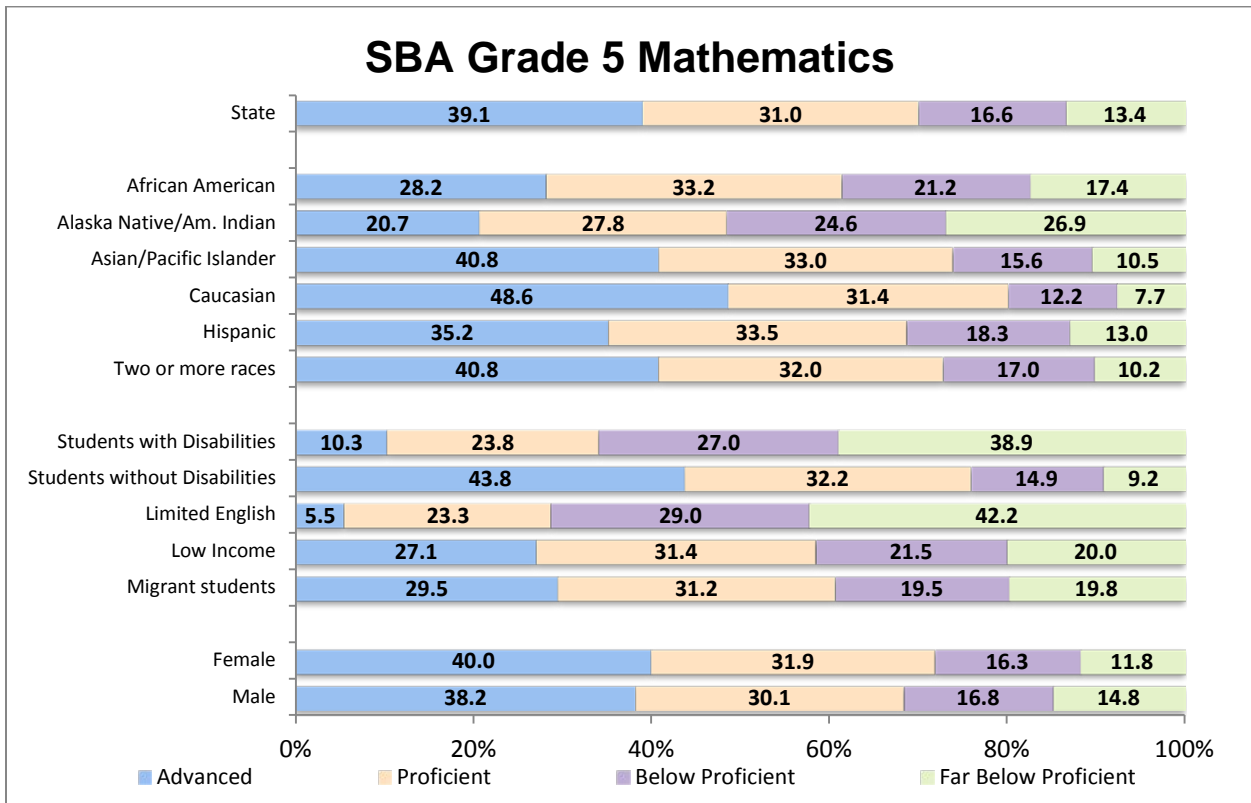
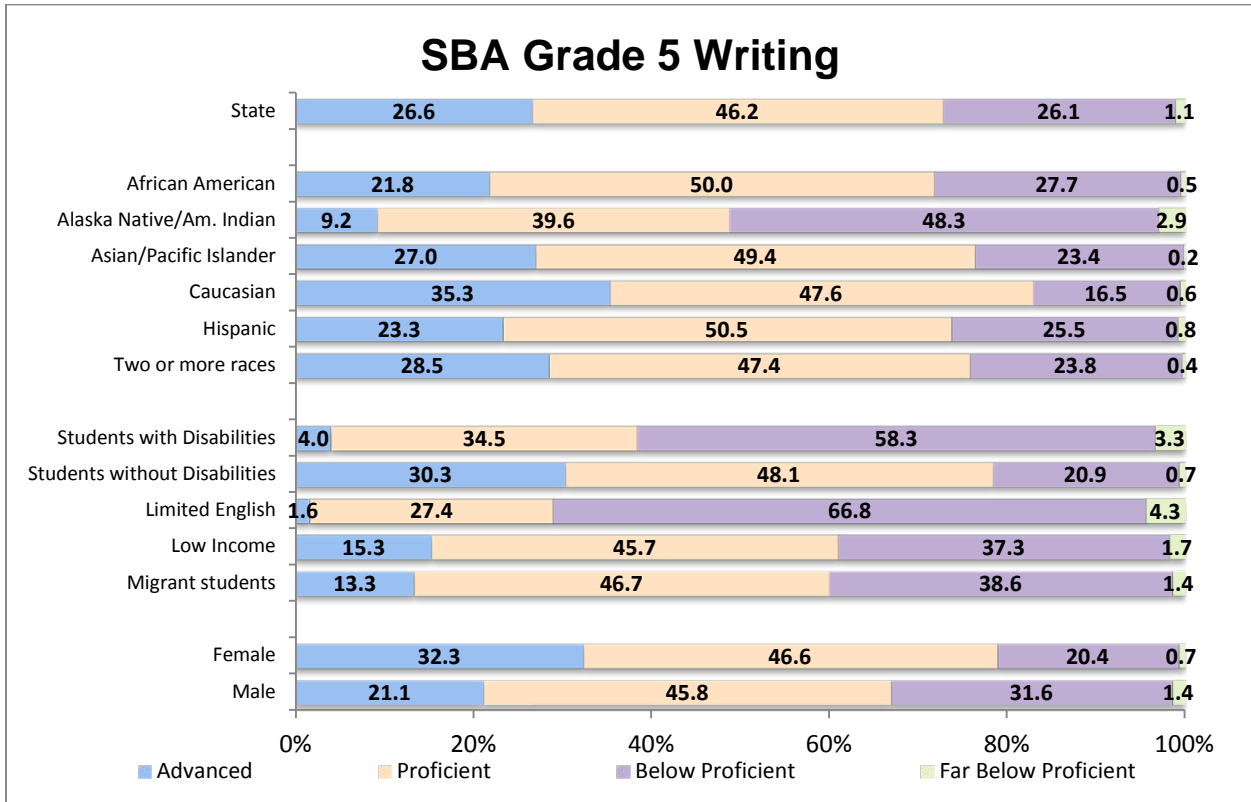
SBA Statewide Performance by Grade (Continued)



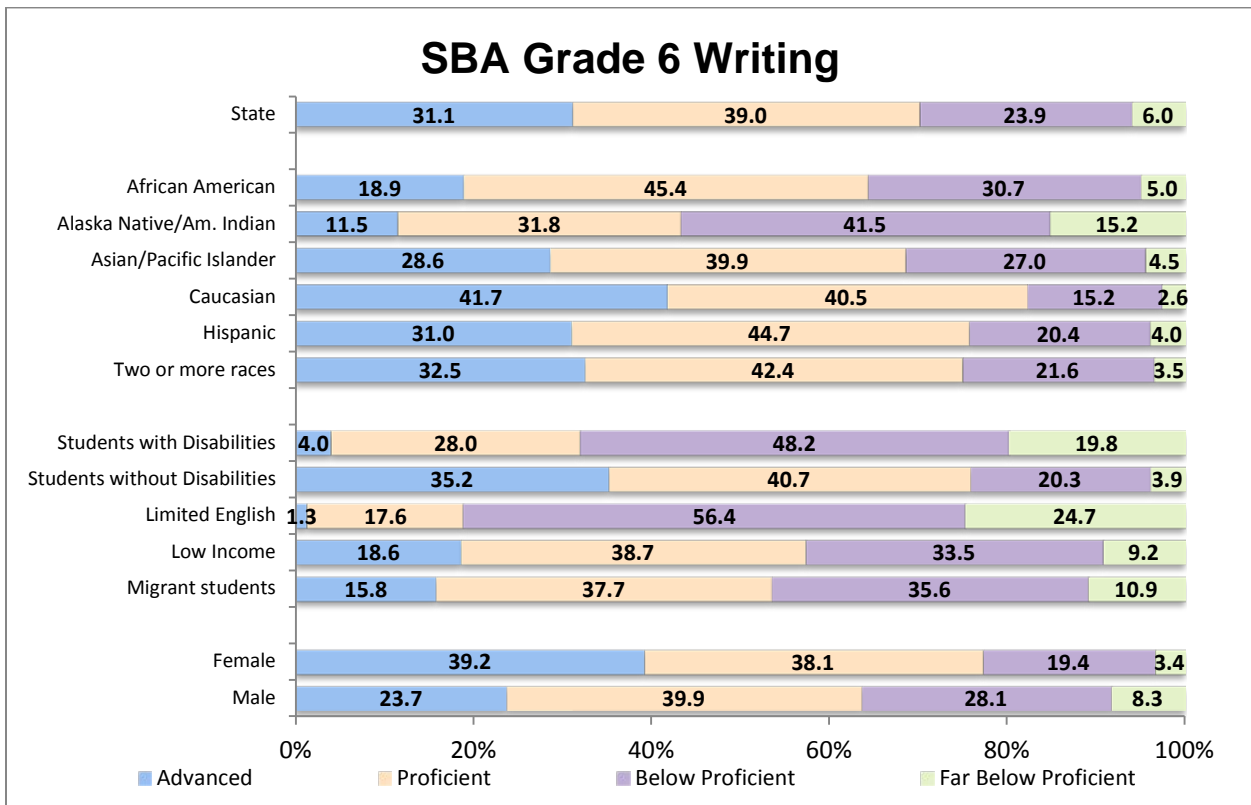
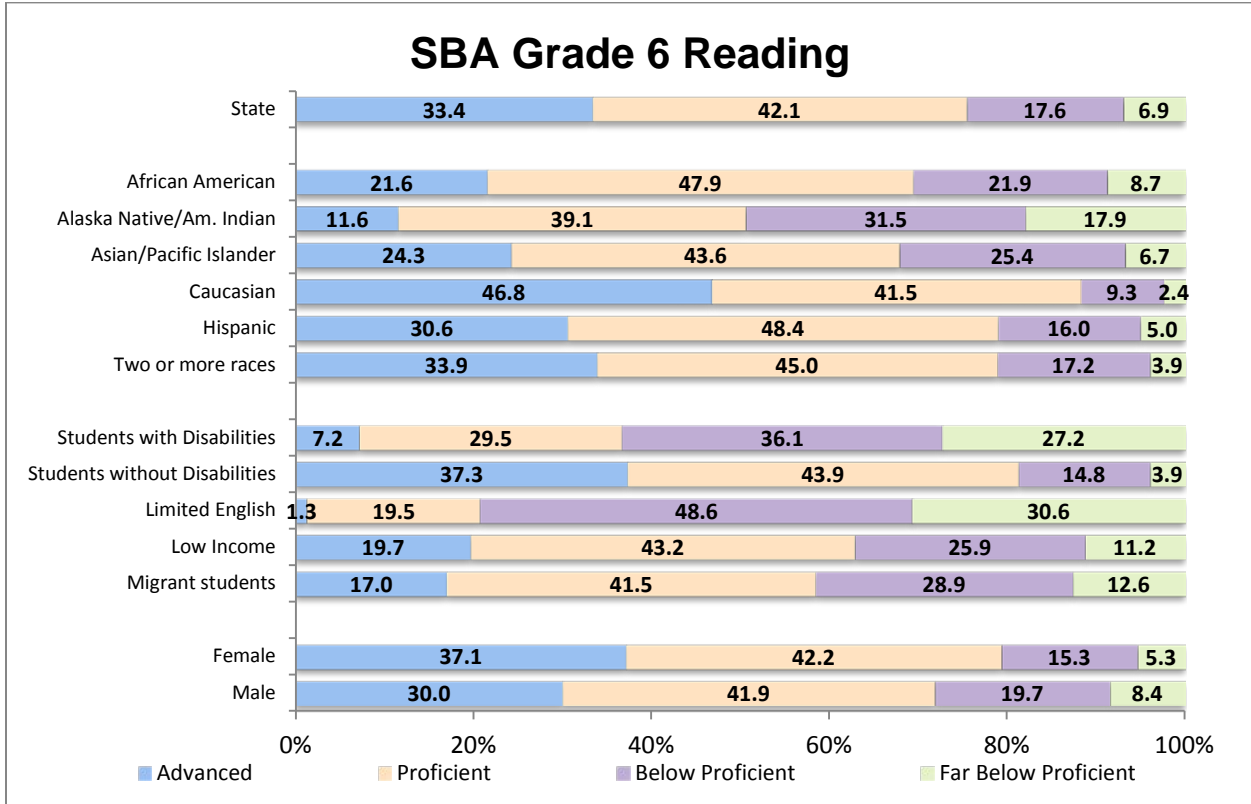
SBA Statewide Performance by Grade (Continued)



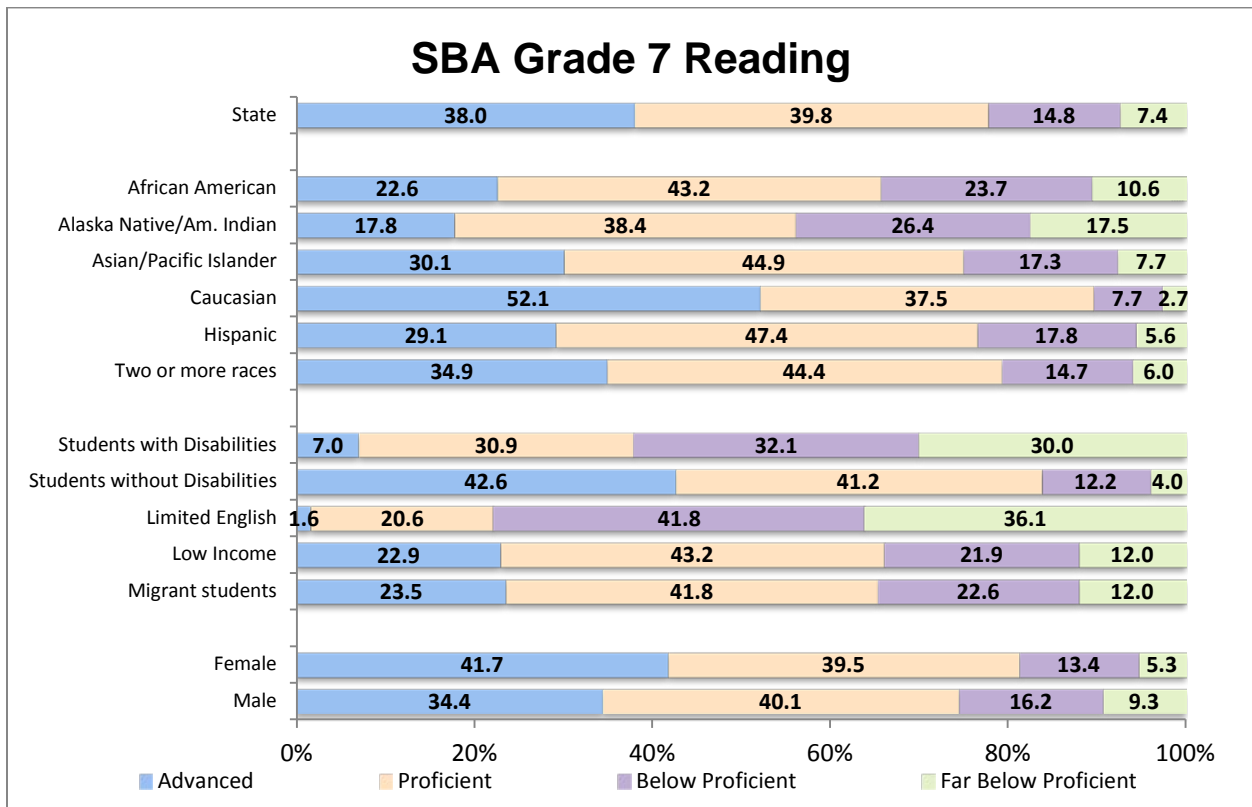
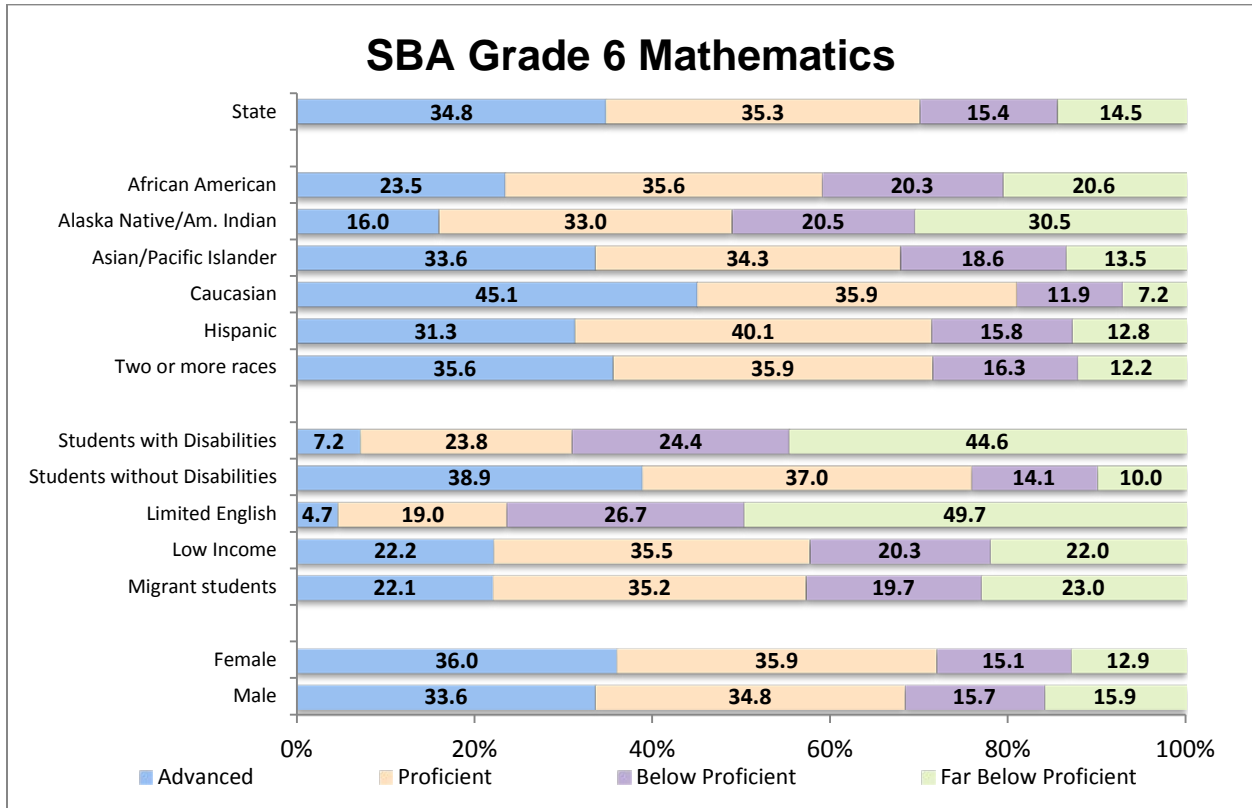
SBA Statewide Performance by Grade (Continued)



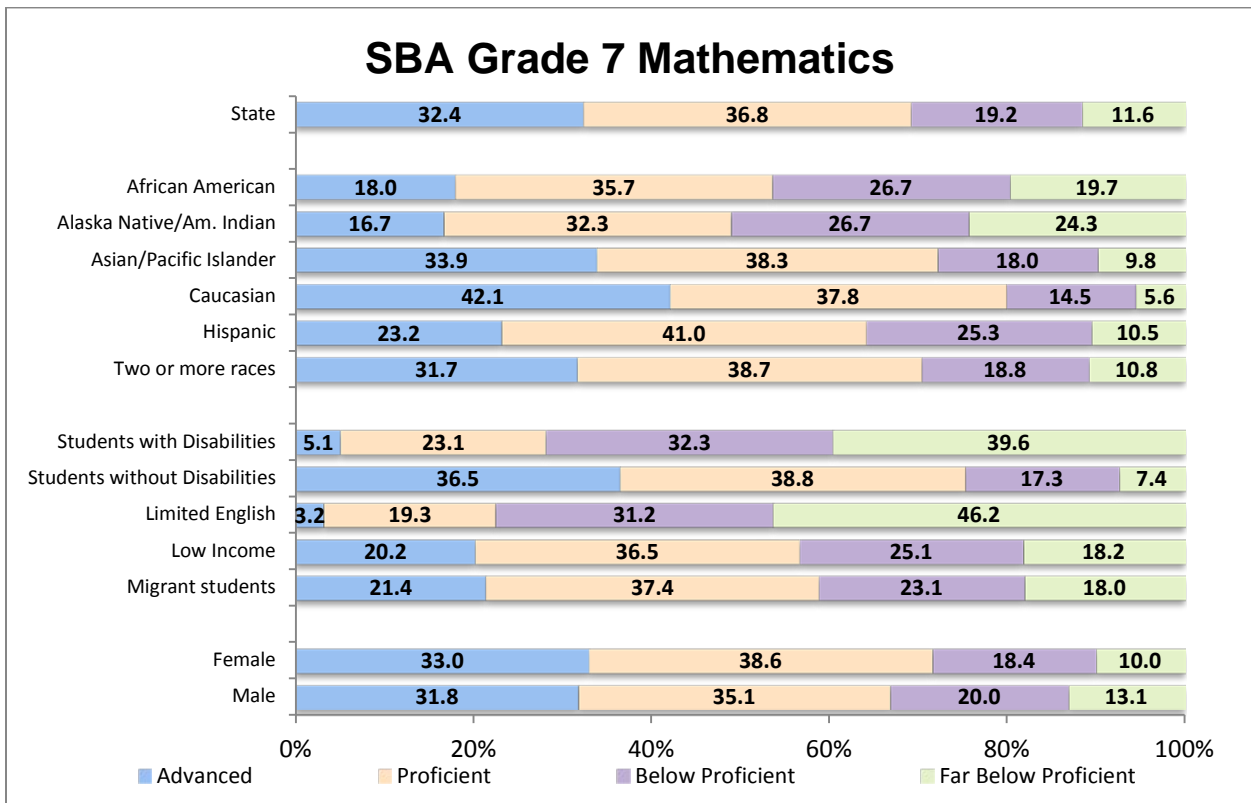
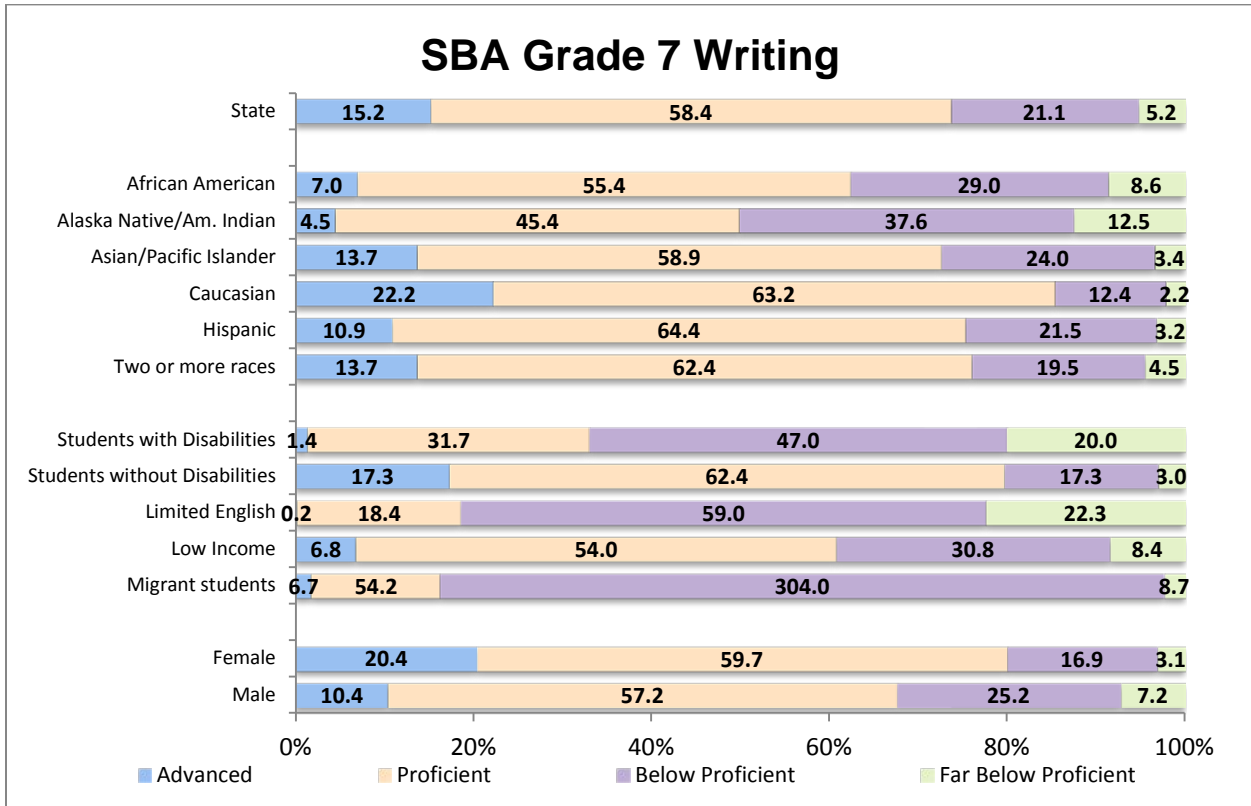
SBA Statewide Performance by Grade (Continued)



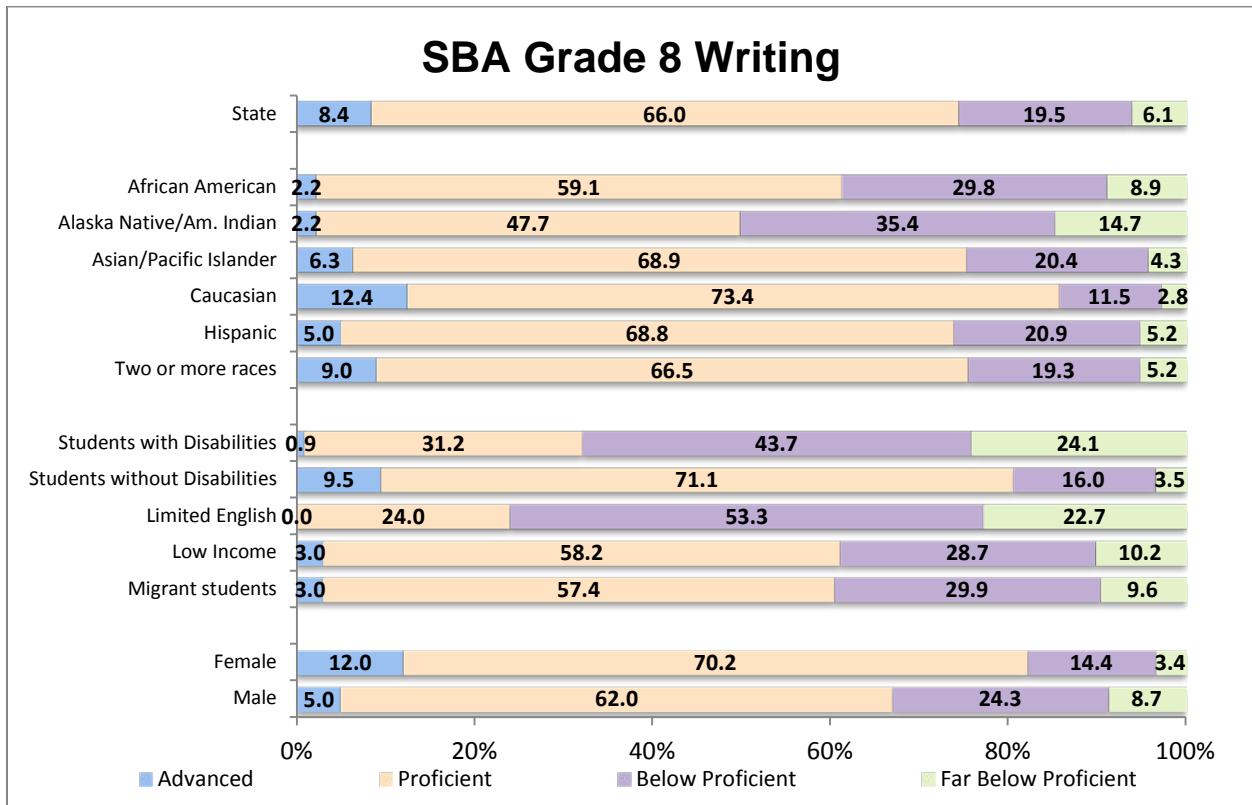
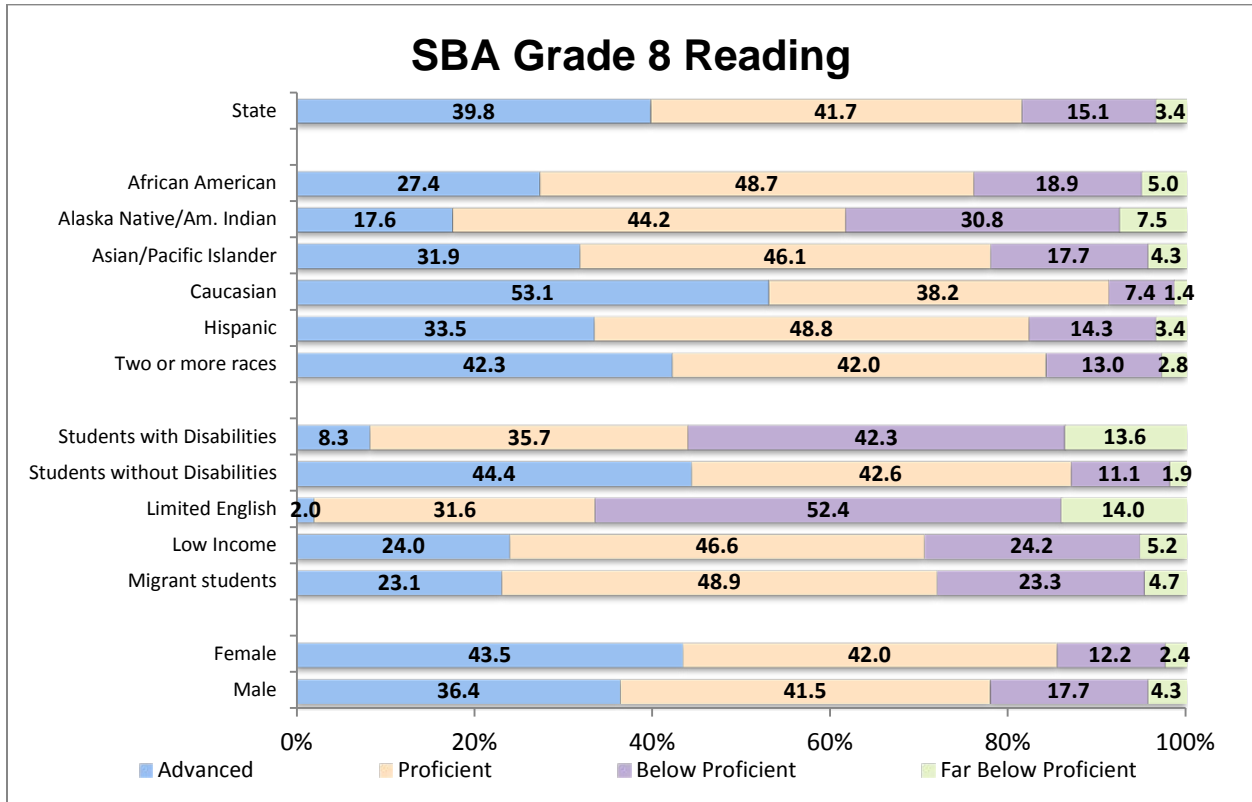
SBA Statewide Performance by Grade (Continued)



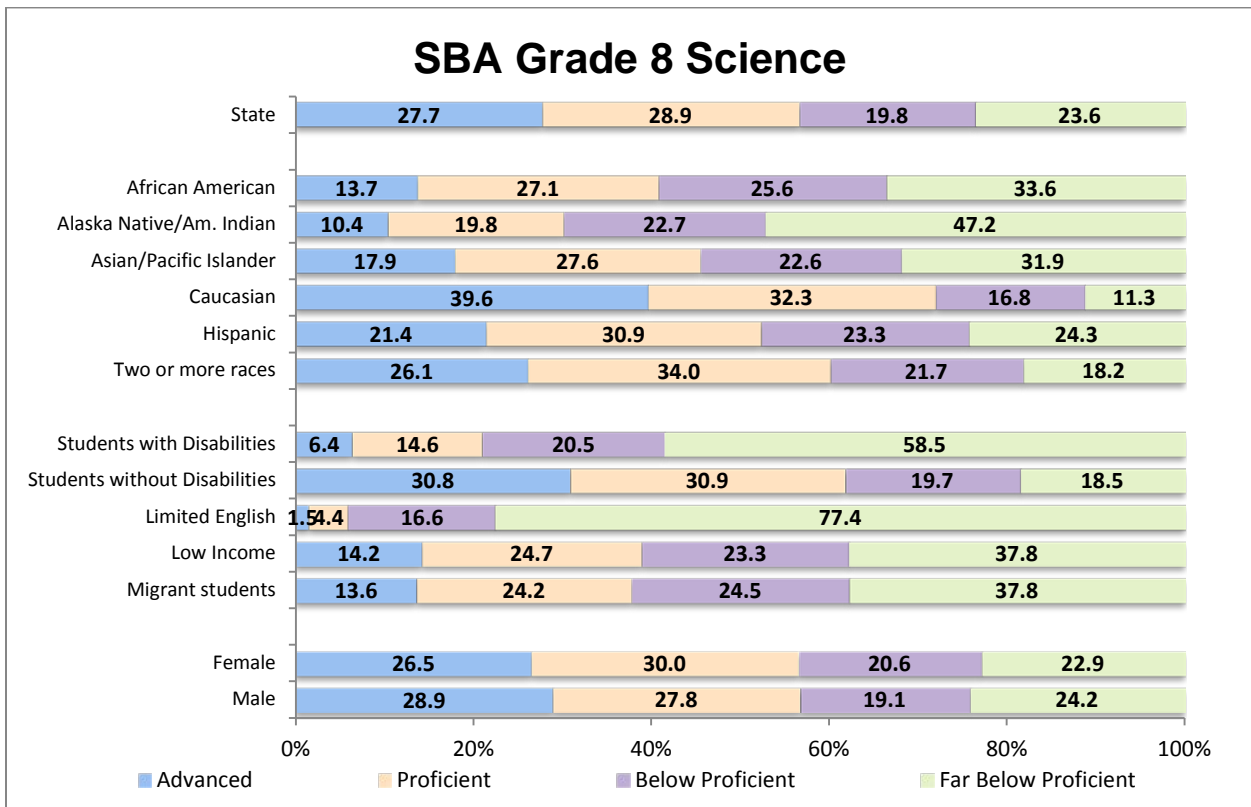
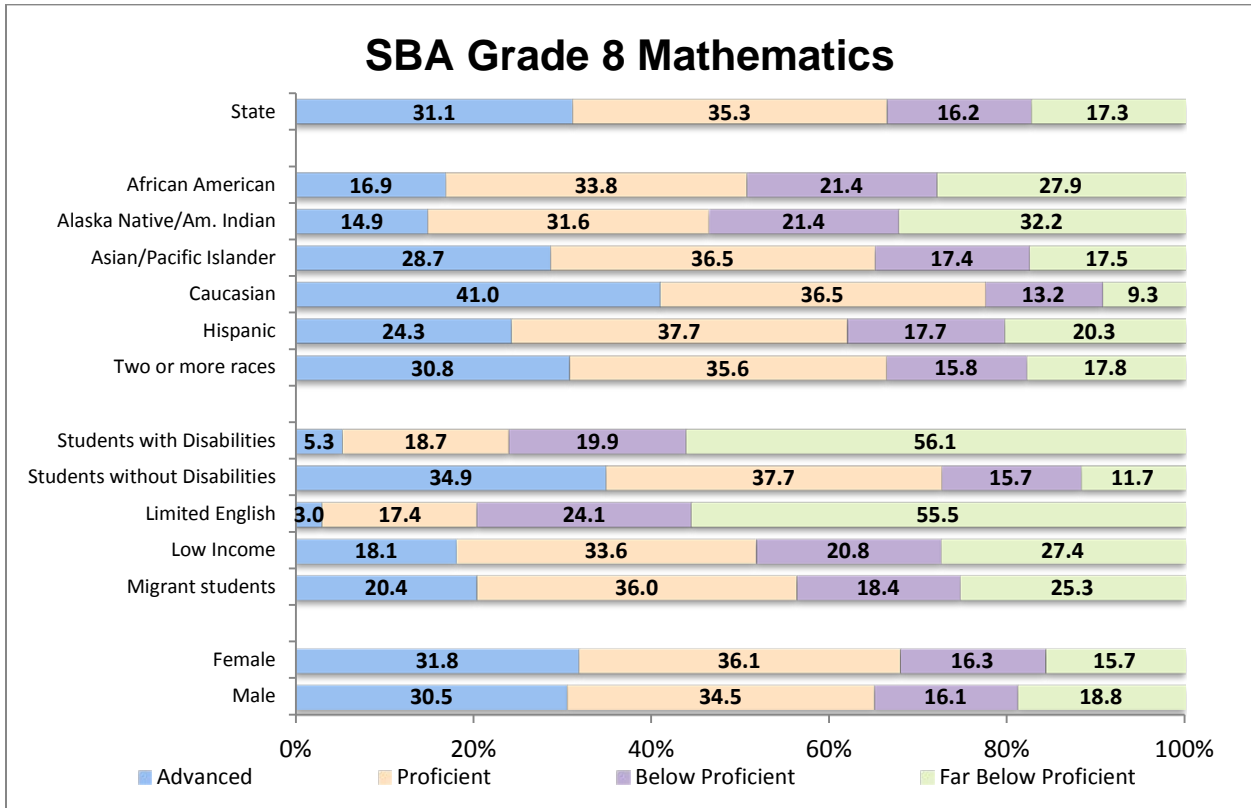
SBA Statewide Performance by Grade (Continued)



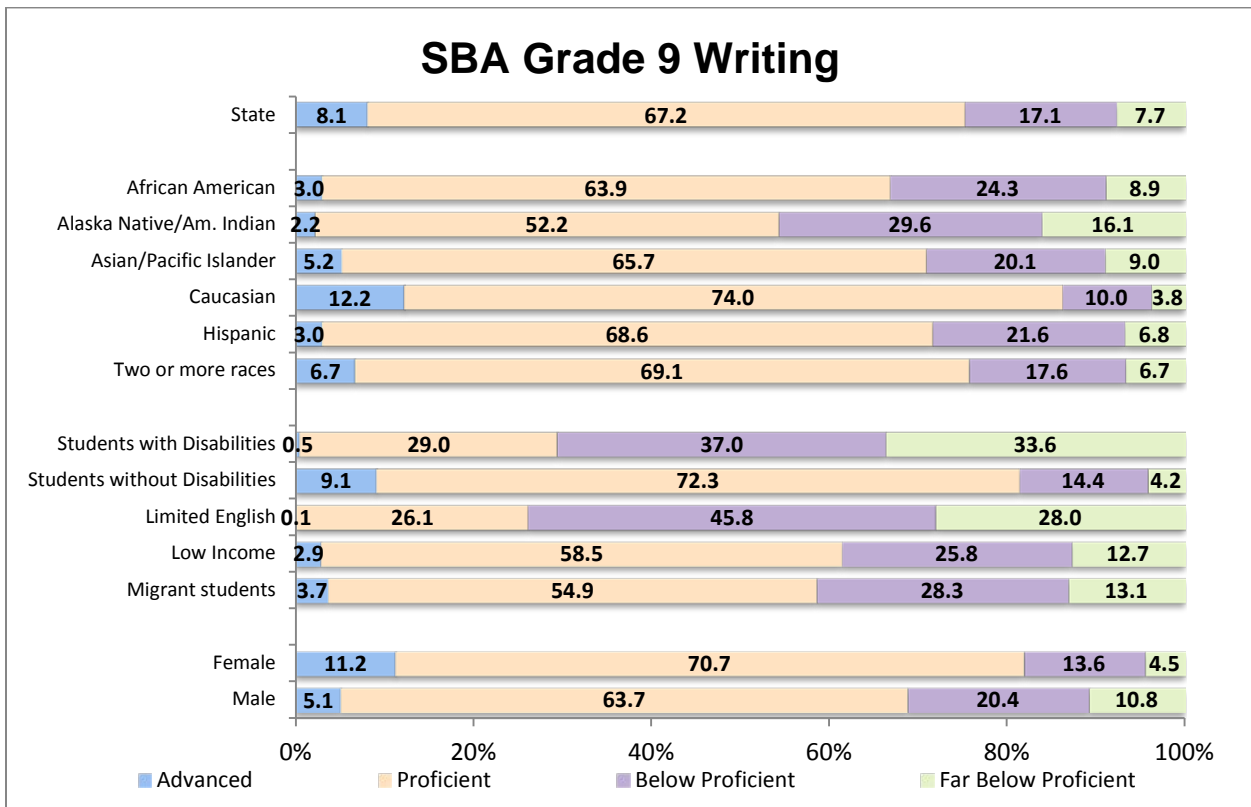
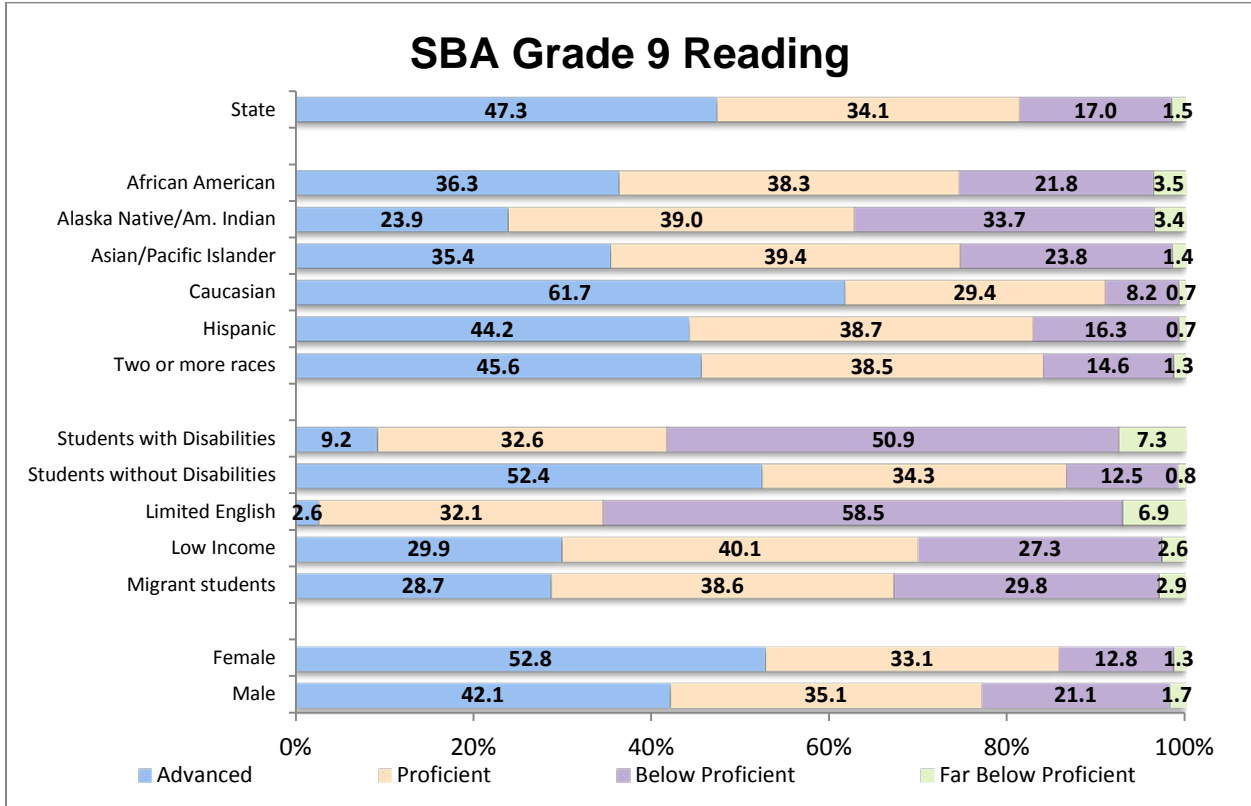
SBA Statewide Performance by Grade (Continued)



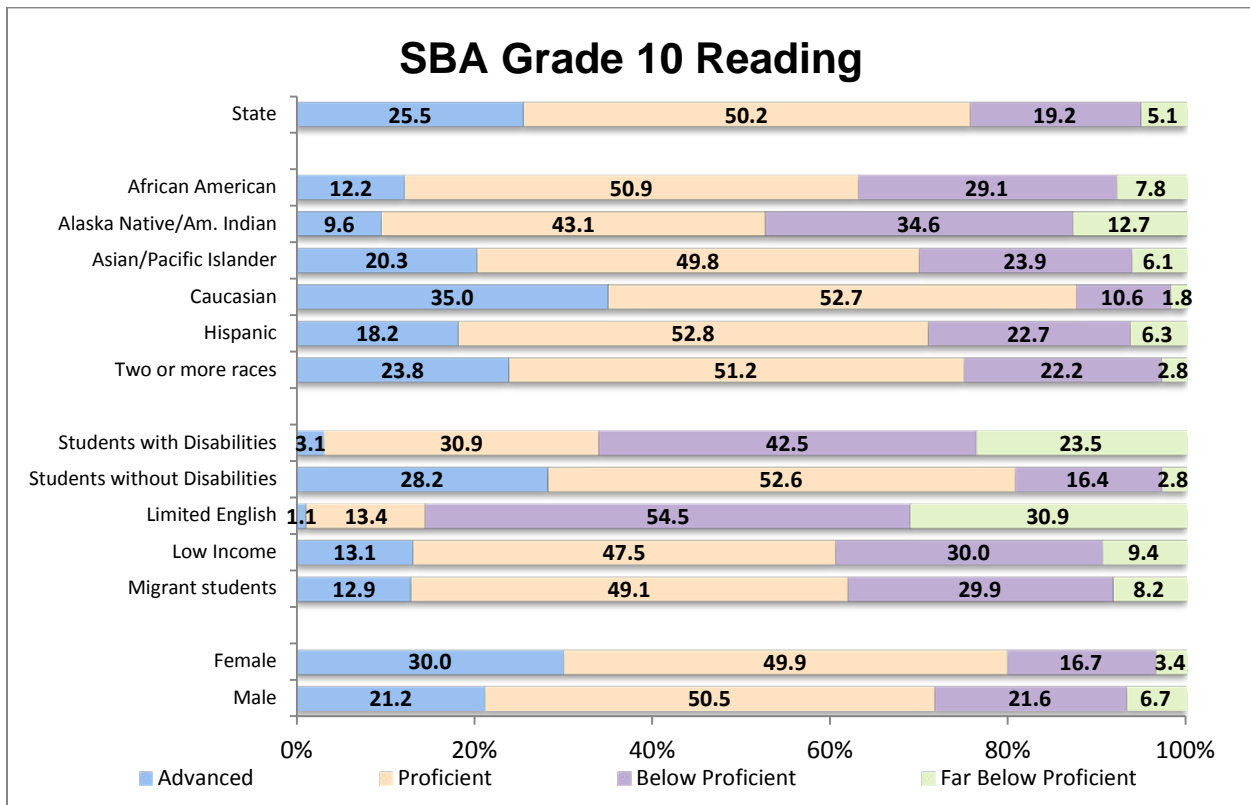
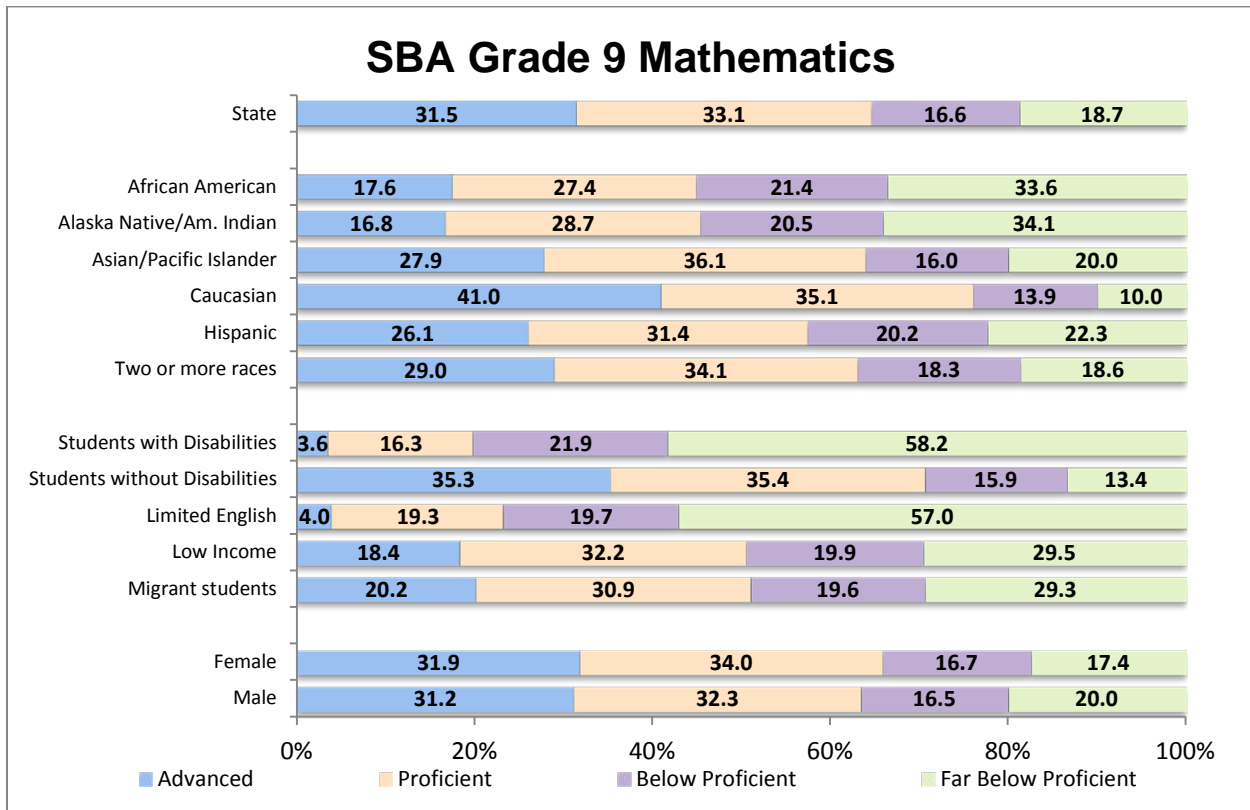
SBA Statewide Performance by Grade (Continued)



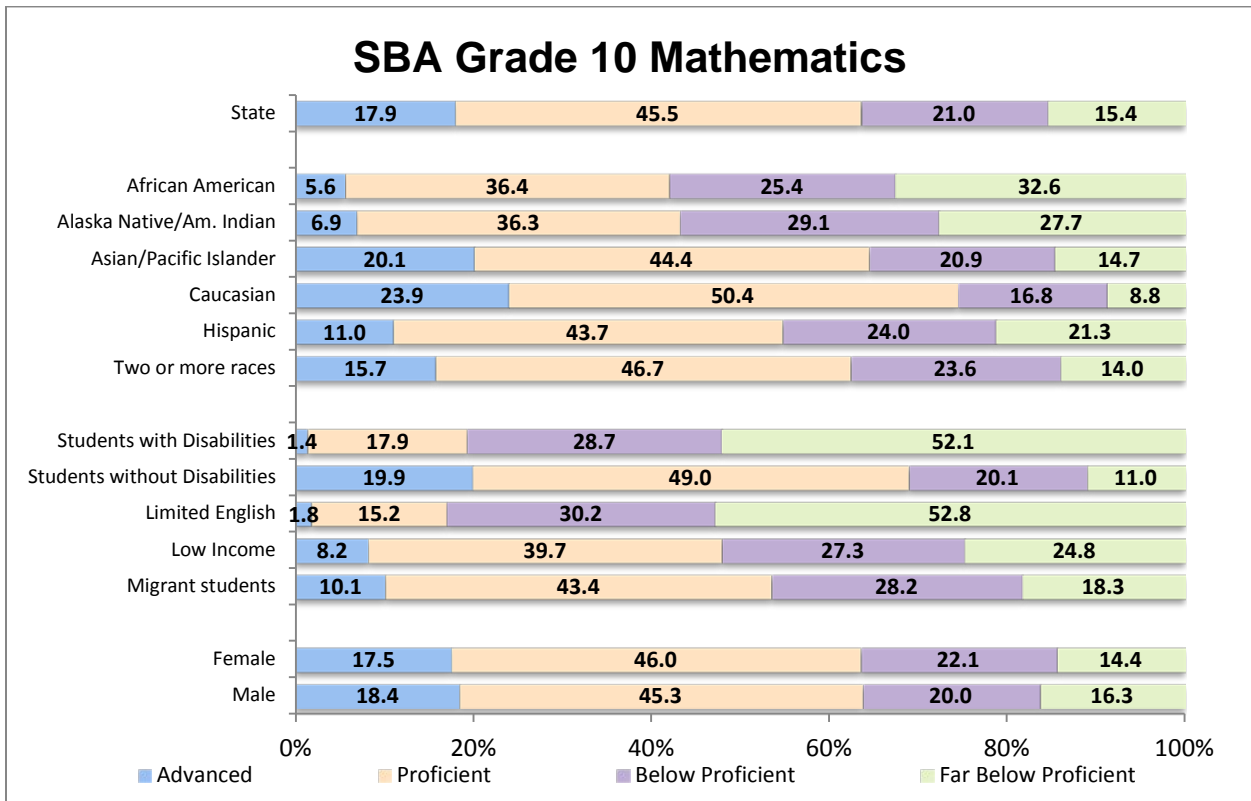
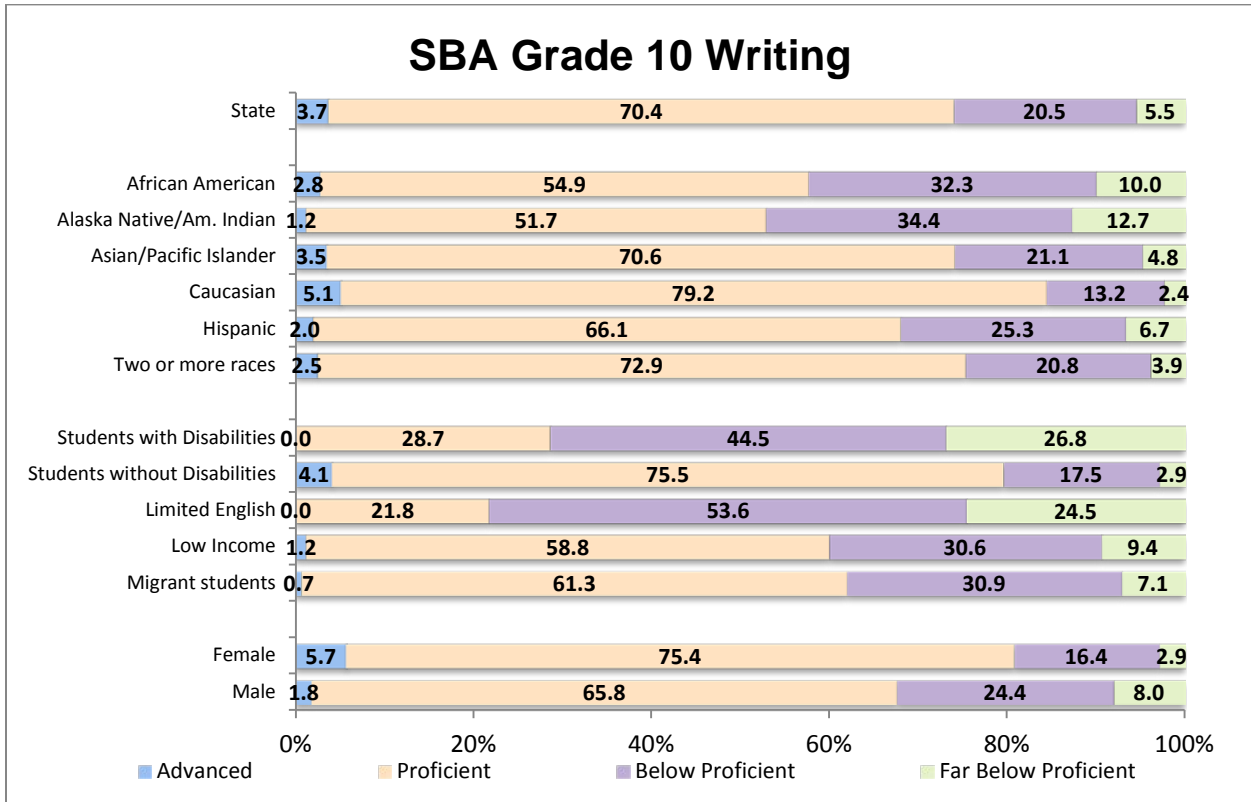
SBA Statewide Performance by Grade (Continued)



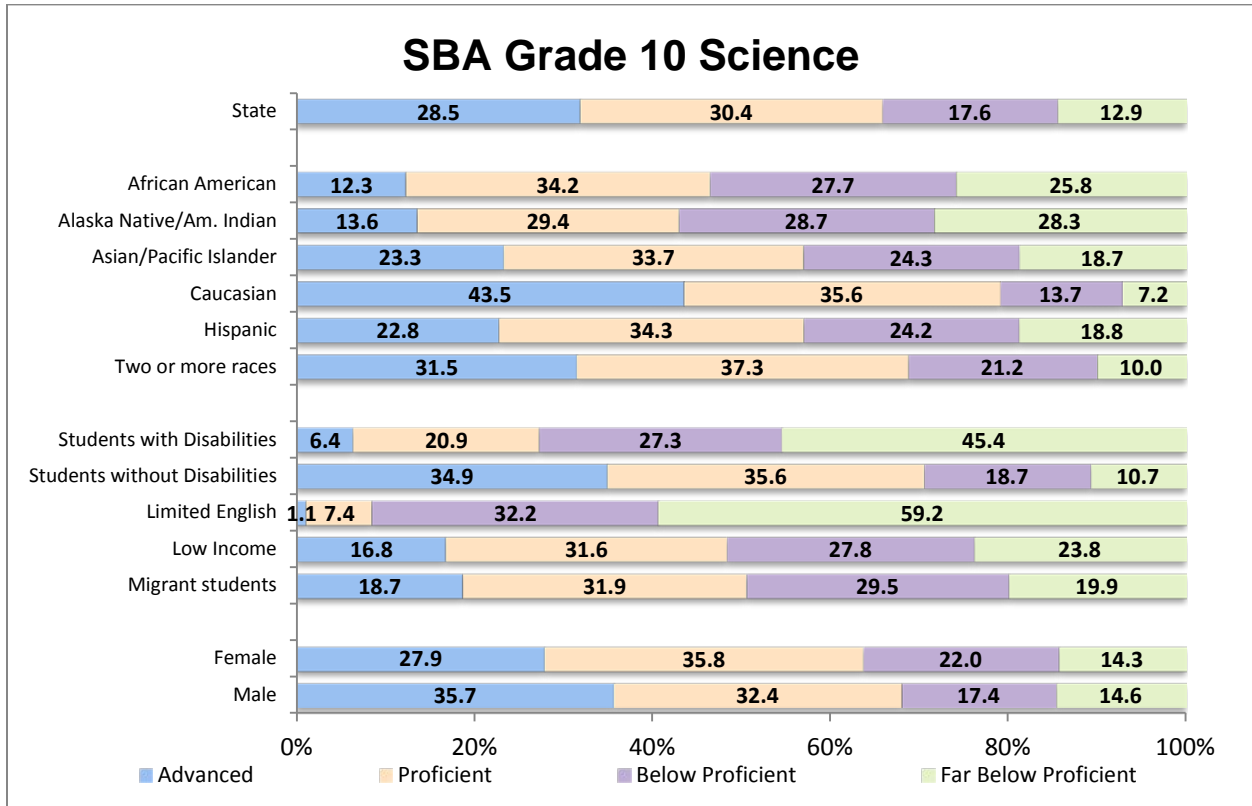
SBA Statewide Performance by Grade (Continued)



SBA Statewide Performance by Grade (Continued)



SBA 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	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%
	2013	3,814	40.0%	3,916	41.1%	1,160	12.2%	645	6.8%	9,689	98.4%
Writing	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%
	2013	2,970	31.1%	4,148	43.5%	2,176	22.8%	252	2.6%	9,689	98.5%
Math	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%
	2013	3,214	33.5%	4,061	42.4%	978	10.2%	1,330	13.9%	9,689	98.9%
Grade 4											
Reading	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%
	2013	3,099	32.8%	4,027	42.6%	1,102	11.7%	1,226	13.0%	9,585	98.6%
Writing	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%
	2013	2,799	29.6%	4,339	45.9%	2,084	22.0%	230	2.4%	9,585	98.6%
Math	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%
	2013	3,627	38.3%	3,449	36.4%	1,198	12.7%	1,191	12.6%	9,585	98.7%
Science 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%
	2013	2,132	22.9%	2,516	27.0%	2,745	29.5%	1,910	20.5%	9,585	97.1%
Grade 5											
Reading	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%
	2013	2,543	27.1%	4,701	50.2%	1,514	16.2%	609	6.5%	9,479	98.8%
Writing	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%
	2013	2,492	26.6%	4,327	46.2%	2,449	26.1%	99	1.1%	9,479	98.8%
Math	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%
	2013	3,667	39.1%	2,907	31.0%	1,555	16.6%	1,253	13.4%	9,479	99.0%
Grade 6											
Reading	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%
	2013	3,184	33.4%	4,009	42.1%	1,675	17.6%	661	6.9%	9,652	98.7%
Writing	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%
	2013	2,972	31.1%	3,721	39.0%	2,280	23.9%	568	6.0%	9,652	98.8%
Math	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%
	2013	3,326	34.8%	3,375	35.3%	1,477	15.4%	1,383	14.5%	9,652	99.1%

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.

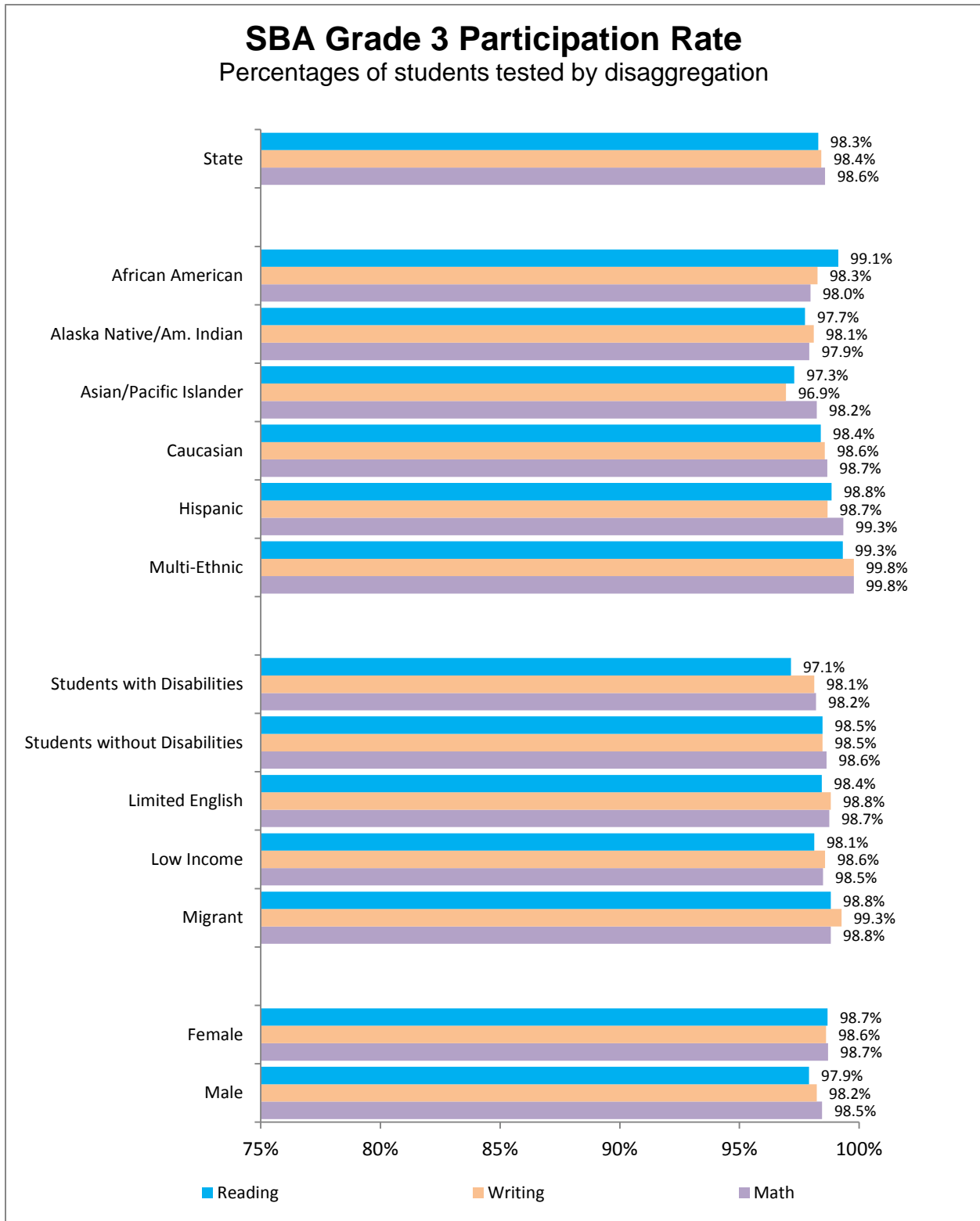
⁴ Grade 10 SBAs test takers do not necessarily reflect the same population as the Grade 10 HSGQE test takers.

SBAs Statewide Performance Trends (Continued)

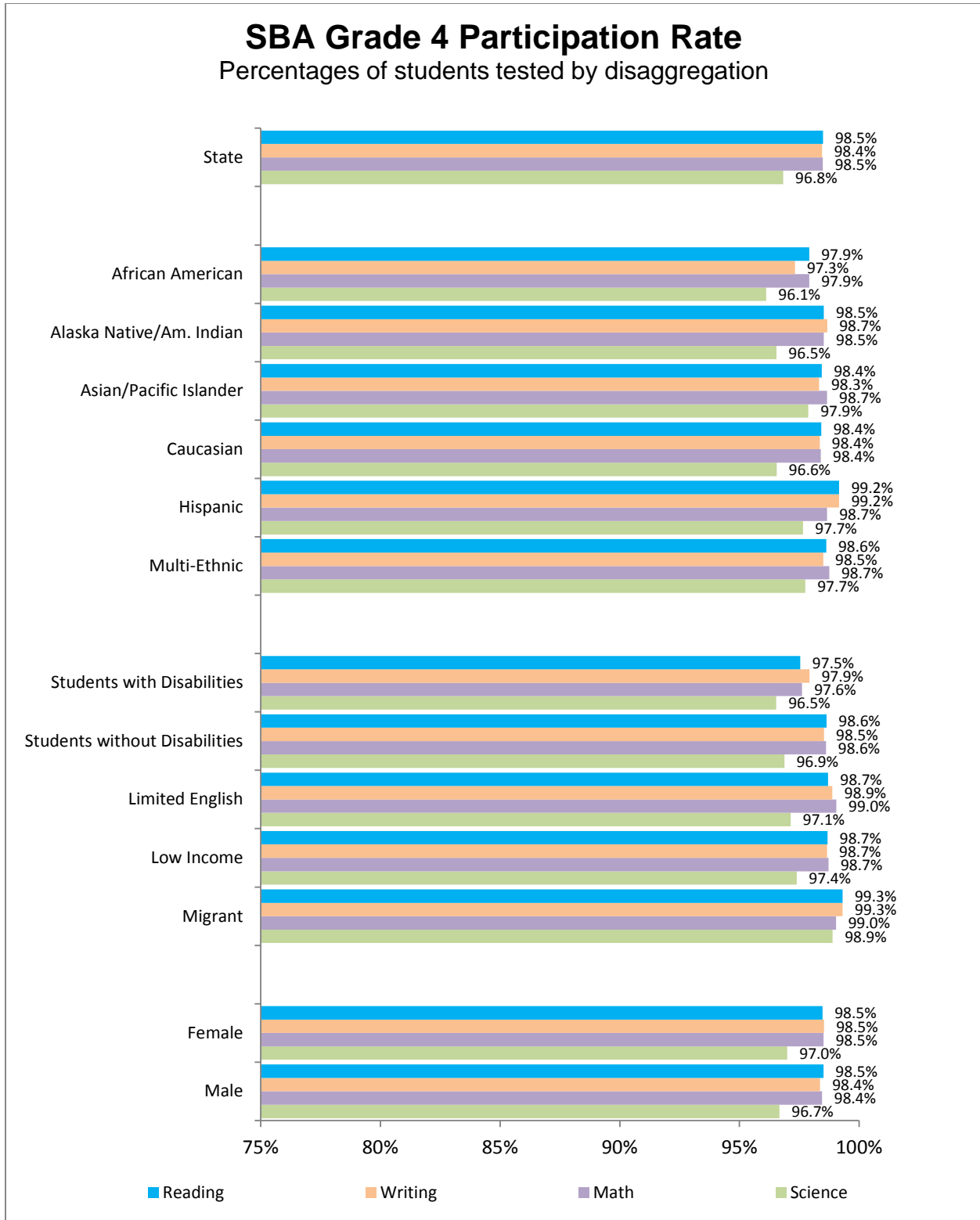
Subject	Year	Advanced		Proficient		Below Proficient		Far Below		Enrollment	Participation Rate ²
		Count	Percentage ¹	Count	Percentage ¹	Count	Percentage ¹	Count	Percentage ¹		
Grade 7											
Reading	2011	3,612	38.8%	3,644	39.2%	1,399	15.0%	645	6.9%	9,461	98.3%
	2012	3,517	36.7%	4,103	42.8%	1,382	14.4%	594	6.2%	9,723	98.7%
	2013	3,619	38.0%	3,796	39.8%	1,412	14.8%	704	7.4%	9,627	99.0%
Writing	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%
	2013	1,448	15.2%	5,546	58.4%	2,008	21.1%	495	5.2%	9,627	98.6%
Math	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%
	2013	3,079	32.4%	3,496	36.8%	1,826	19.2%	1,104	11.6%	9,627	98.7%
Grade 8											
Reading	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%
	2013	3,765	39.8%	3,945	41.7%	1,423	15.1%	320	3.4%	9,604	98.4%
Writing	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%
	2013	793	8.4%	6,239	66.0%	1,844	19.5%	579	6.1%	9,604	98.4%
Math	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%
	2013	2,945	31.1%	3,340	35.3%	1,535	16.2%	1,639	17.3%	9,604	98.5%
Science 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%
	2013	2,570	27.7%	2,678	28.9%	1,839	19.8%	2,191	23.6%	9,604	96.6%
Grade 9											
Reading	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%
	2013	4,340	47.3%	3,128	34.1%	1,561	17.0%	141	1.5%	9,376	97.8%
Writing	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%
	2013	742	8.1%	6,147	67.2%	1,561	17.1%	703	7.7%	9,376	97.6%
Math	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%
	2013	2,886	31.5%	3,030	33.1%	1,519	16.6%	1,715	18.7%	9,376	97.6%
Grade 10⁴											
Reading	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%
	2013	2,227	25.5%	4,384	50.2%	1,678	19.2%	444	5.1%	9,076	96.2%
Writing	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%
	2013	321	3.7%	6,143	70.4%	1,785	20.5%	478	5.5%	9,076	96.2%
Math	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%
	2013	1,561	17.9%	3,971	45.6%	1,831	21.0%	1,342	15.4%	9,076	95.9%
Science ³	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%
	2013	2,698	31.9%	2,882	34.0%	1,663	19.6%	1,223	14.4%	9,076	93.3%

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.

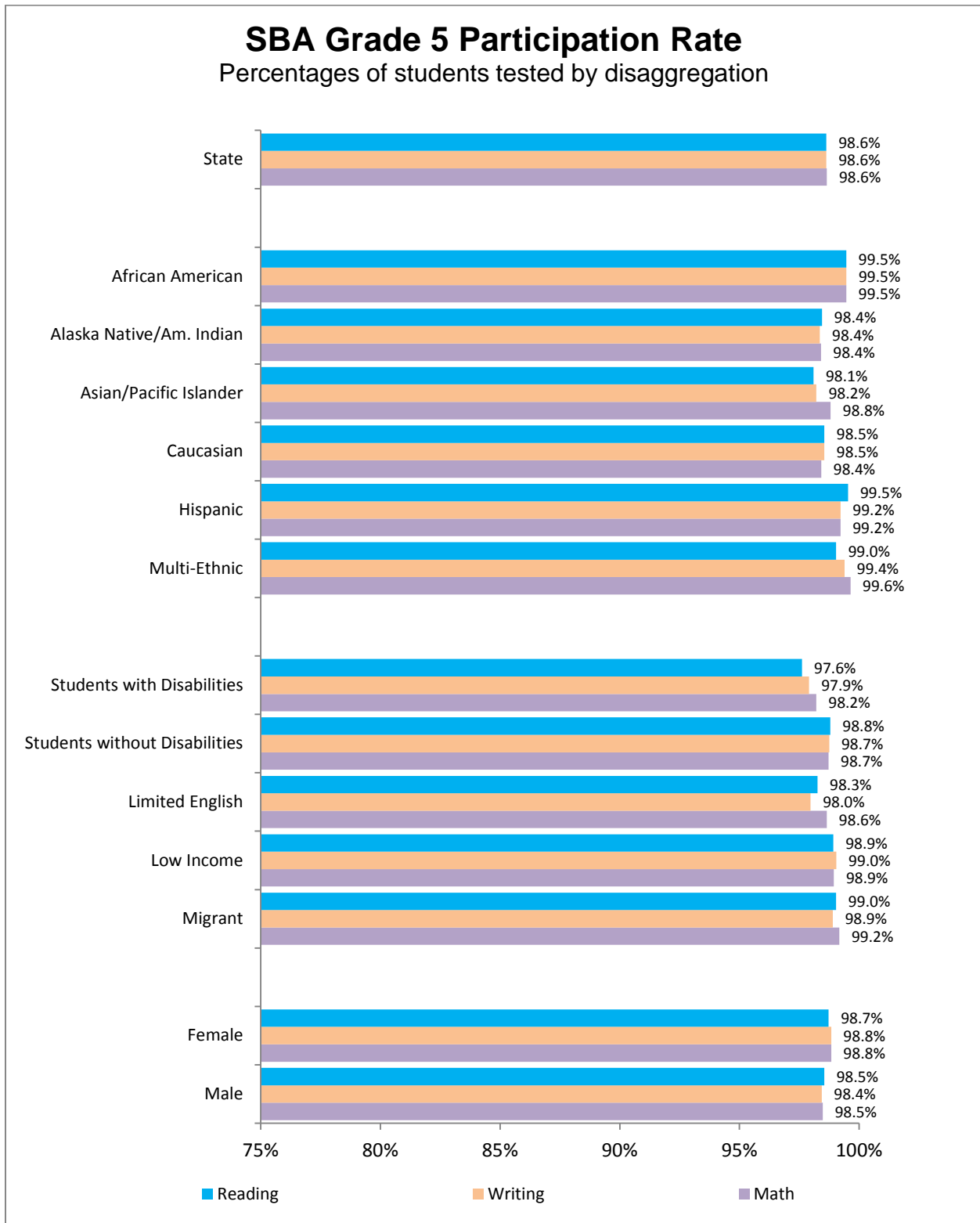
SBA's Statewide Participation Rate by Grade



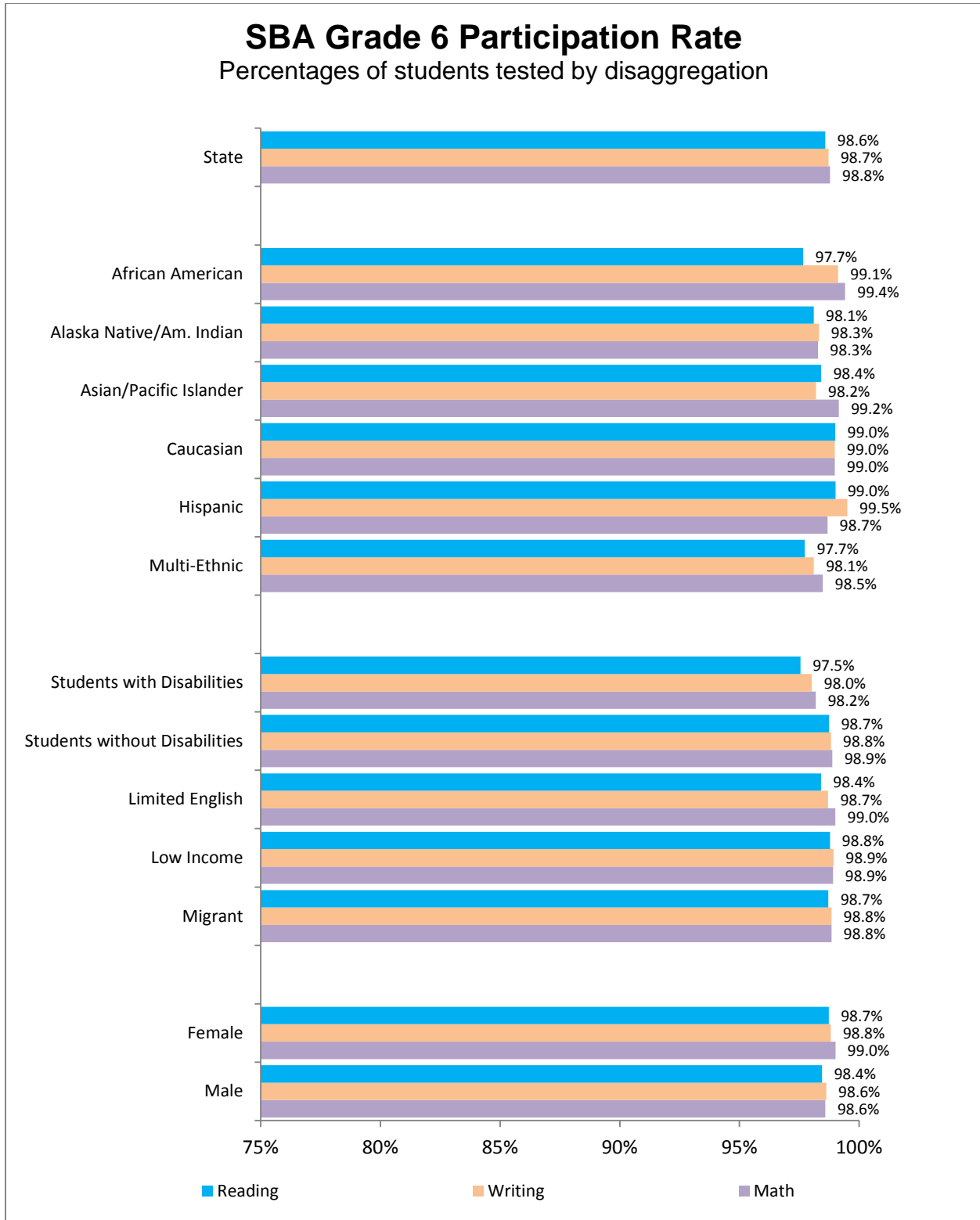
SBA Statewide Participation Rate by Grade (Continued)



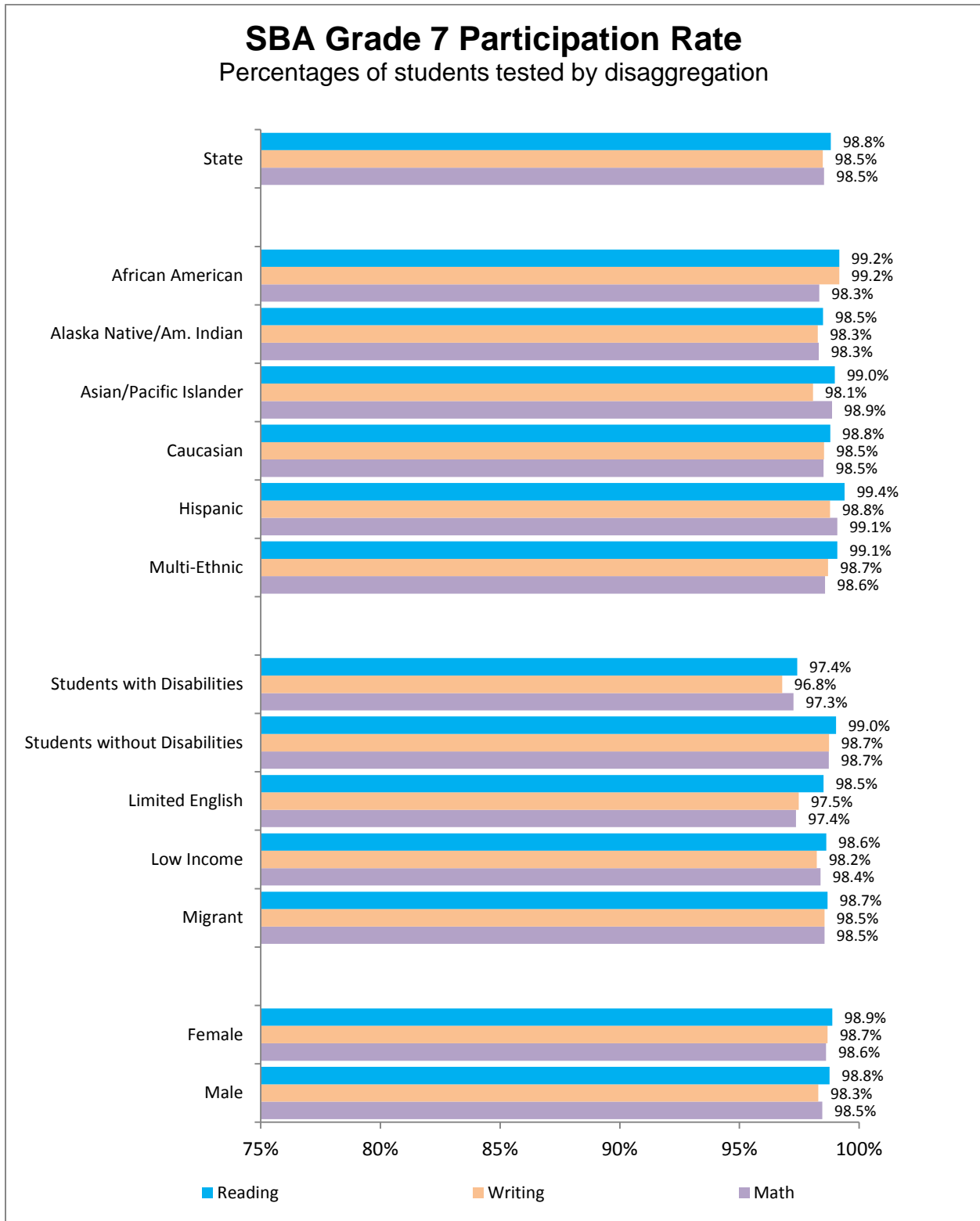
SBA's Statewide Participation Rate by Grade (Continued)



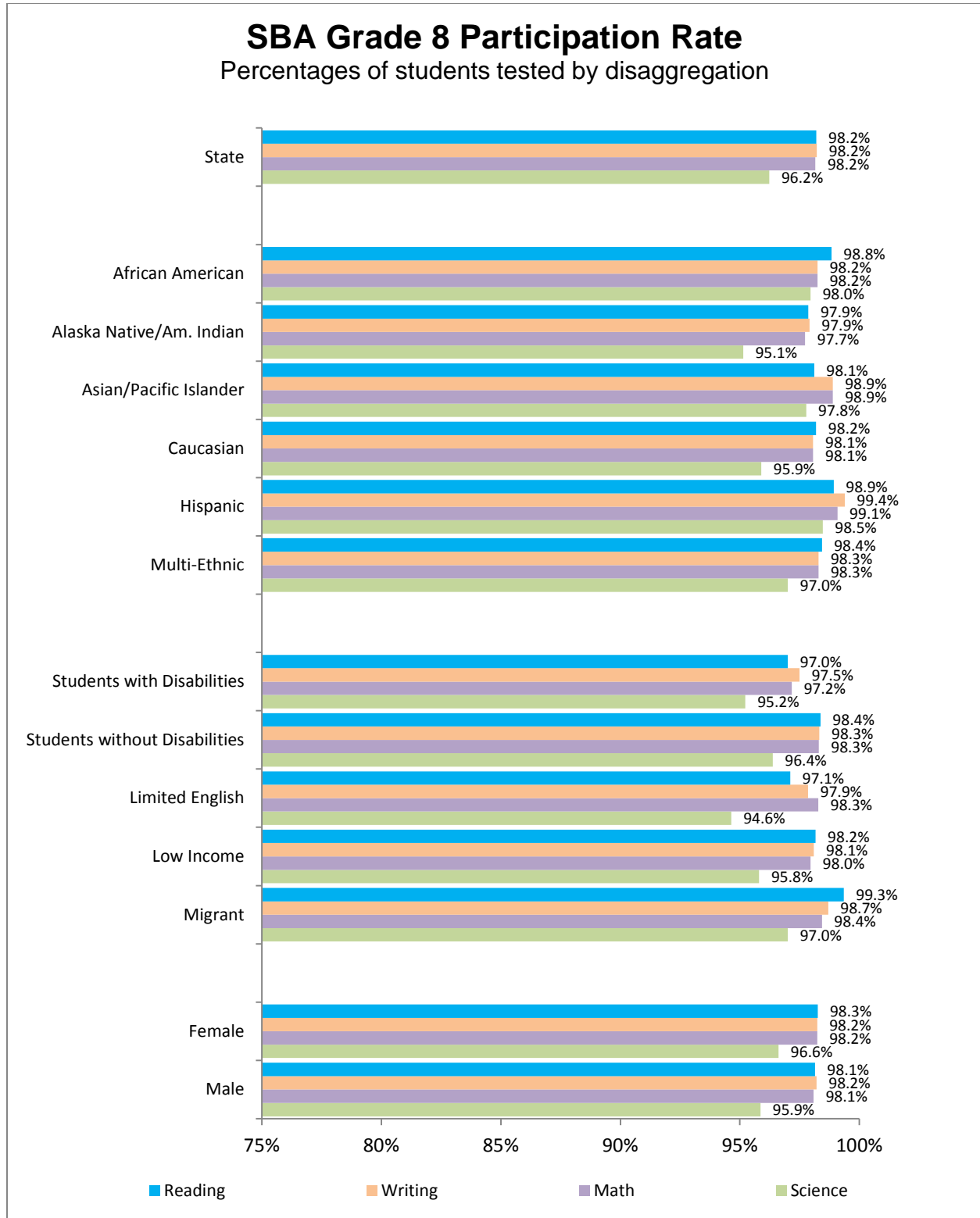
SBA Statewide Participation Rate by Grade (Continued)



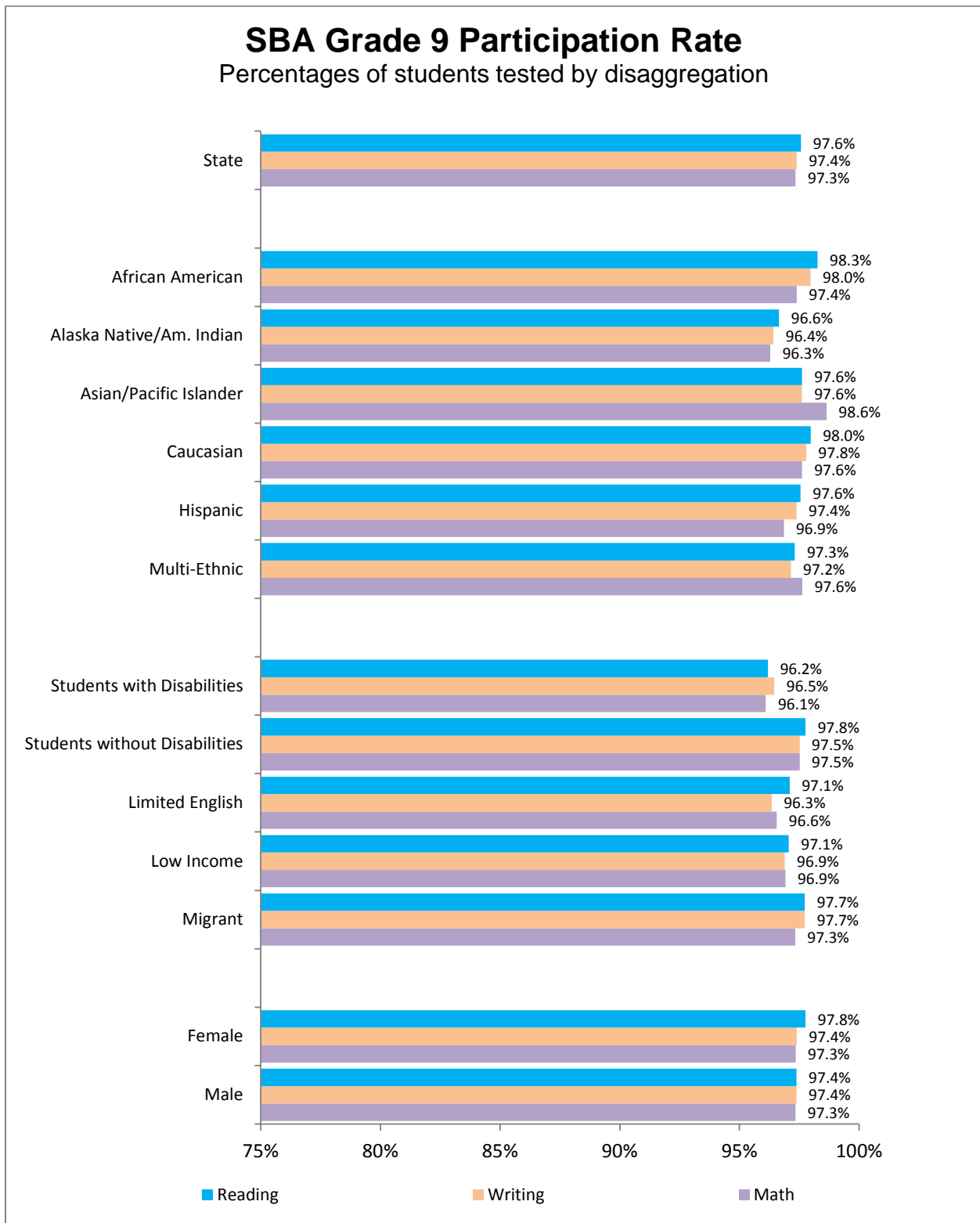
SBA Statewide Participation Rate by Grade (Continued)



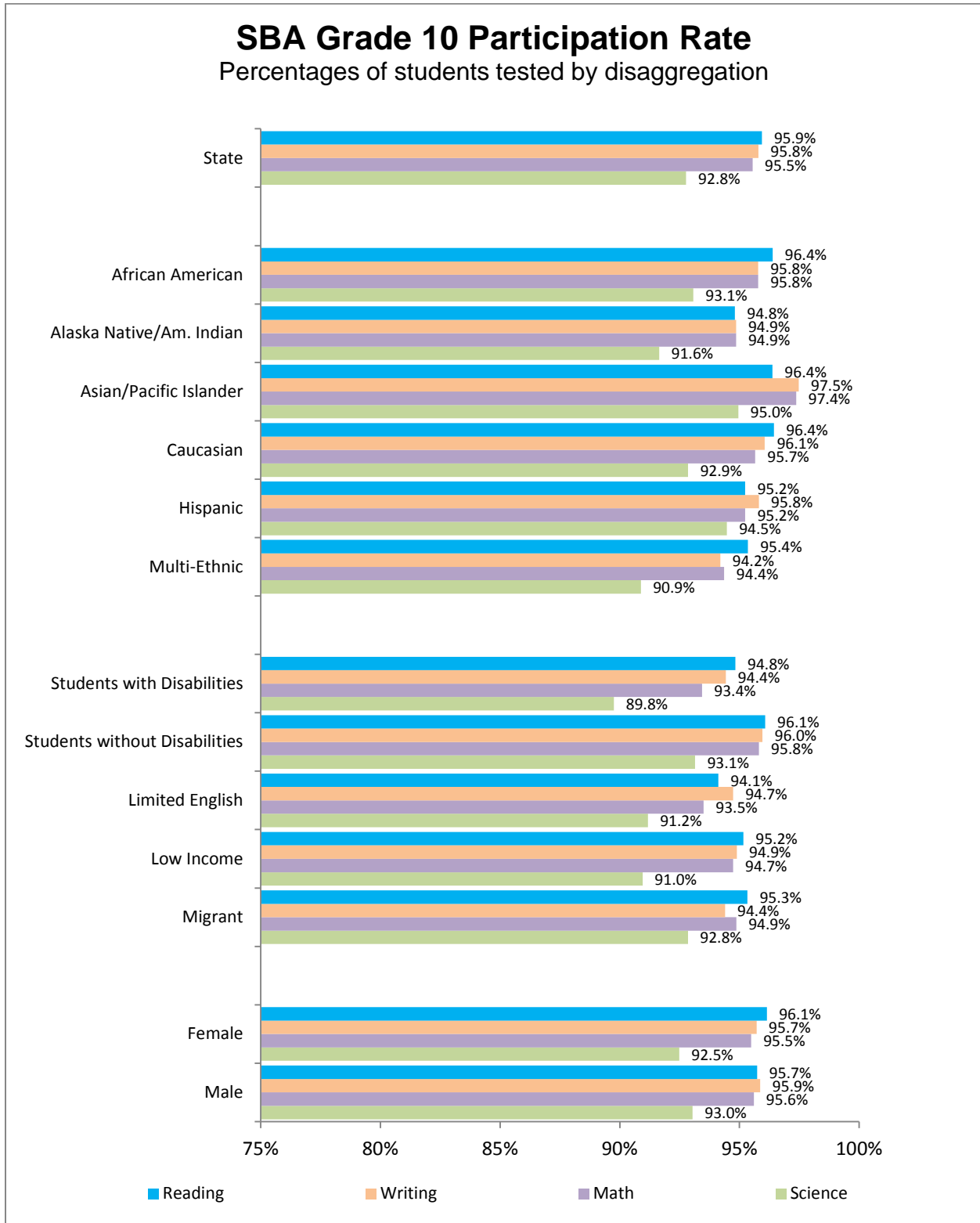
SBA Statewide Participation Rate by Grade (Continued)



SBA Statewide Participation Rate by Grade (Continued)

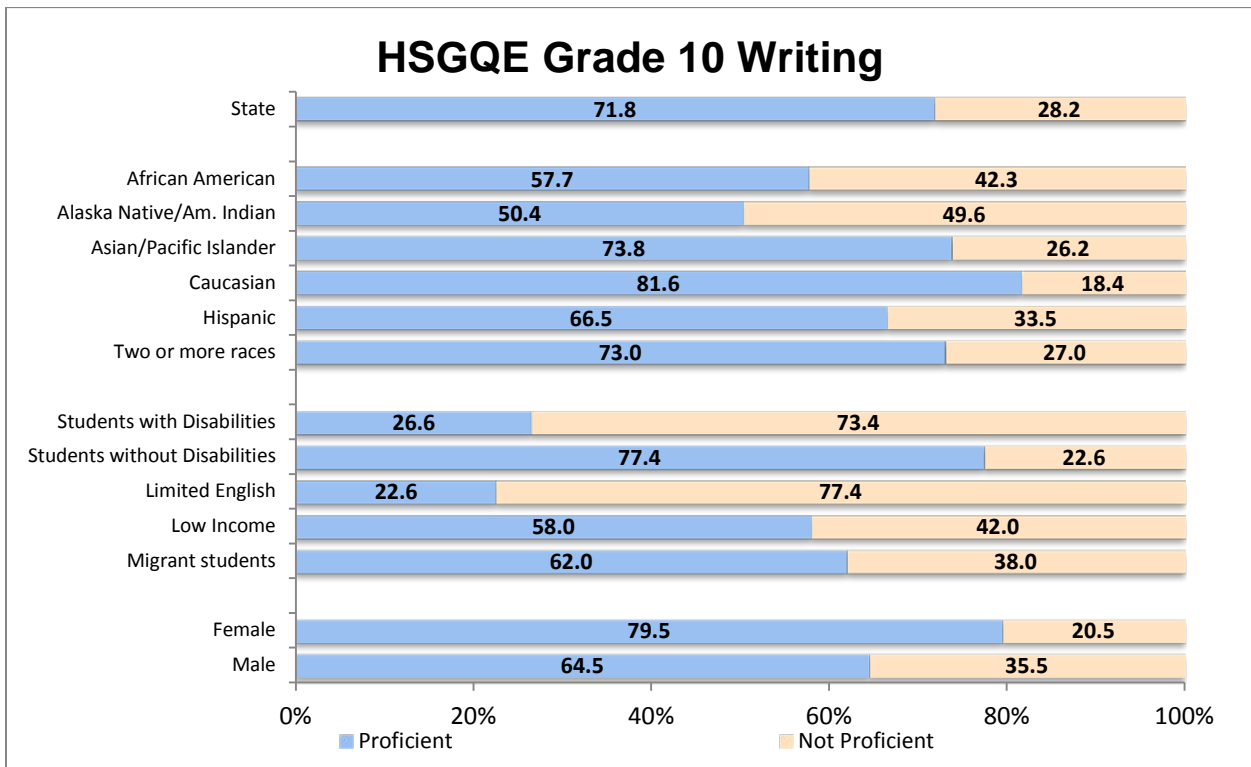
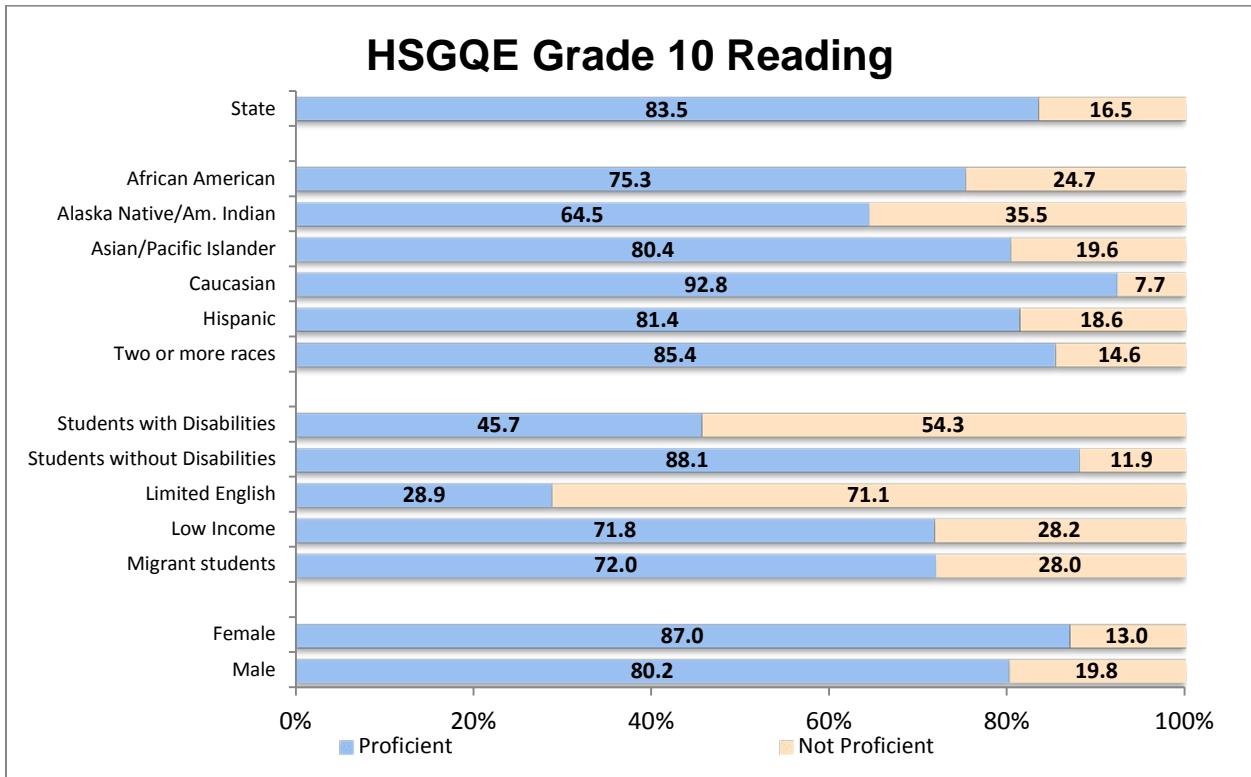


SBA Statewide Participation Rate by Grade (Continued)

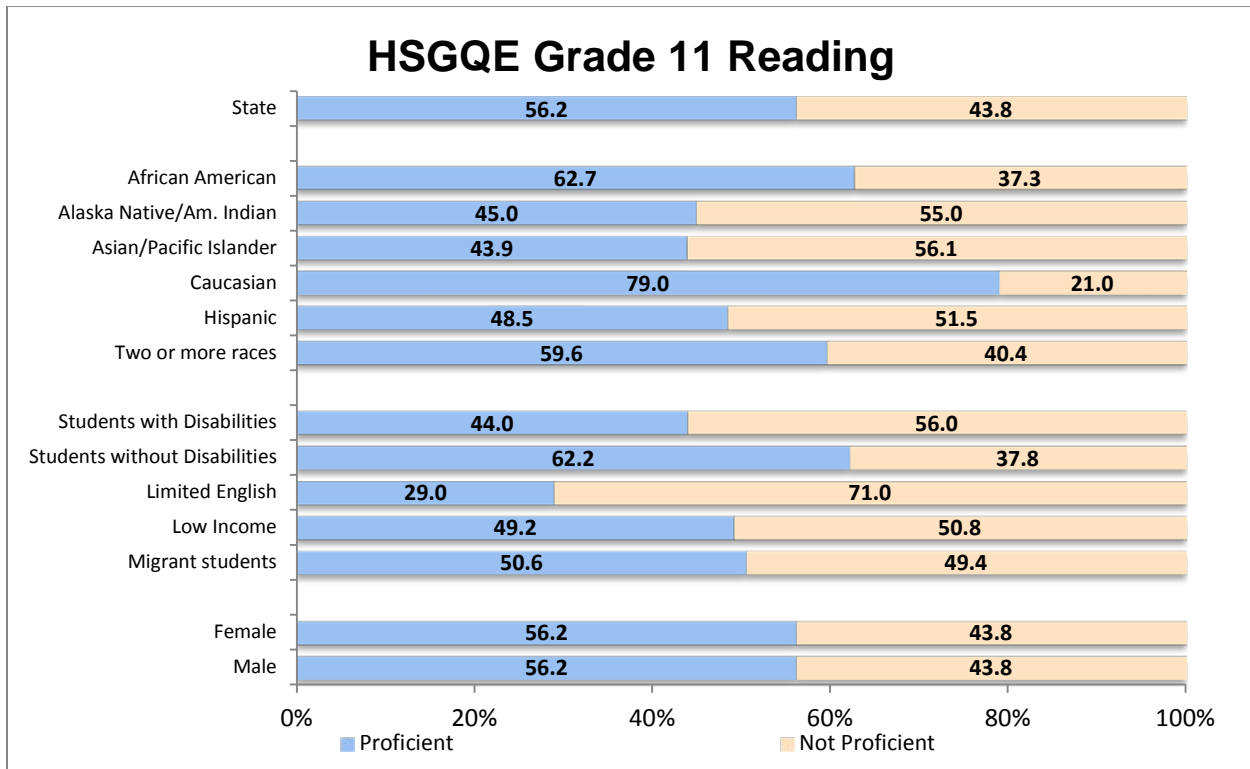
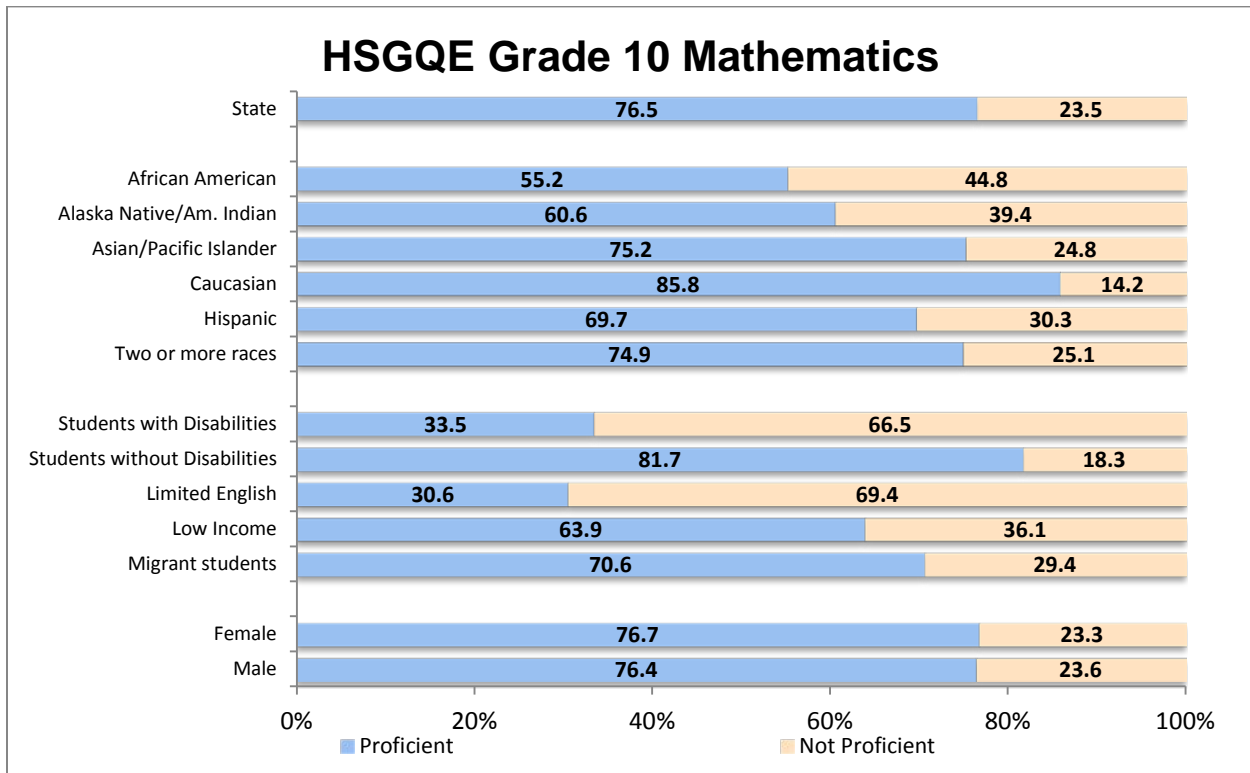


HIGH SCHOOL GRADUATION QUALIFYING EXAMINATION (HSGQE)

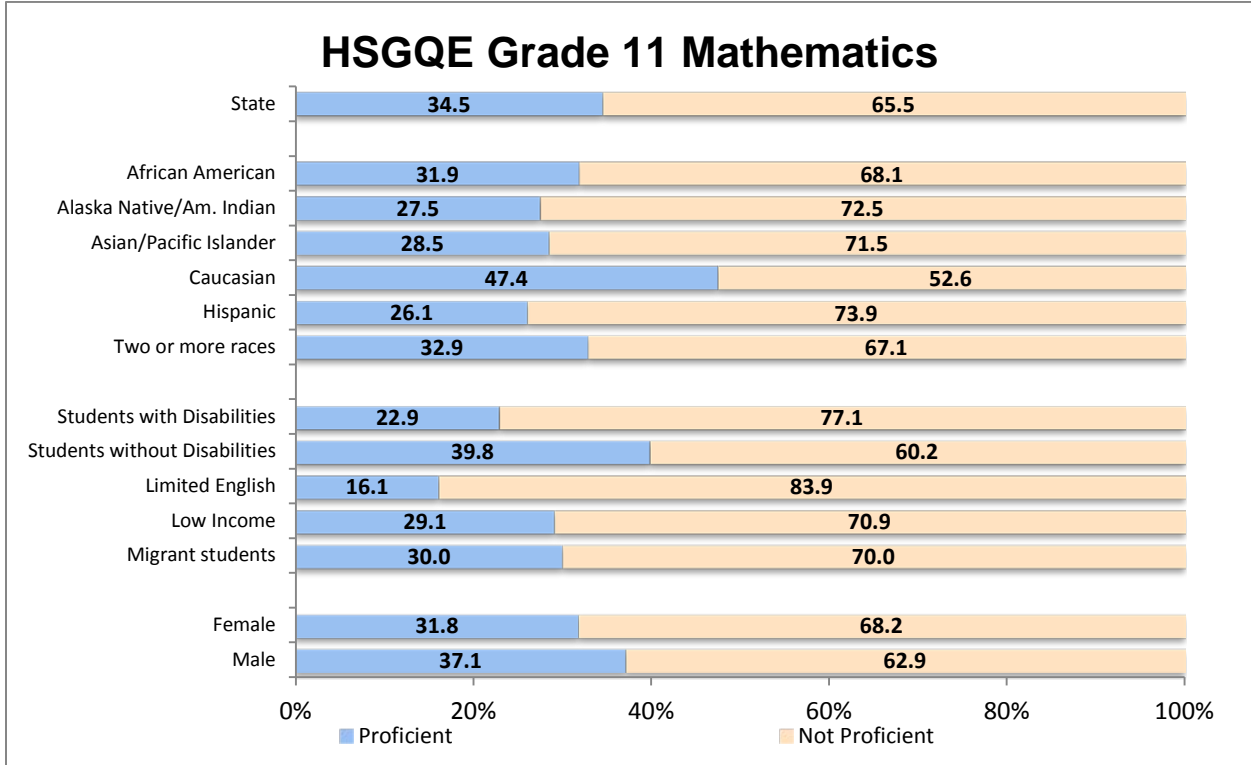
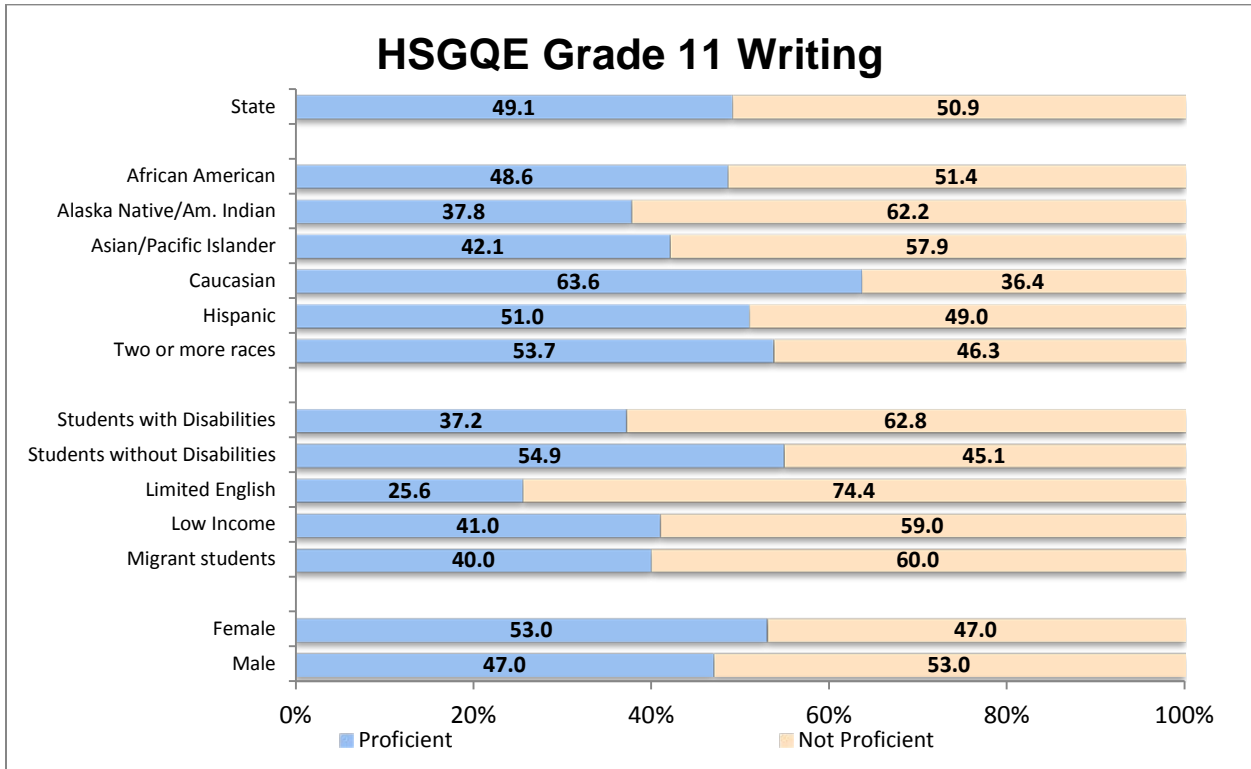
HSGQE Statewide Performance by Grade



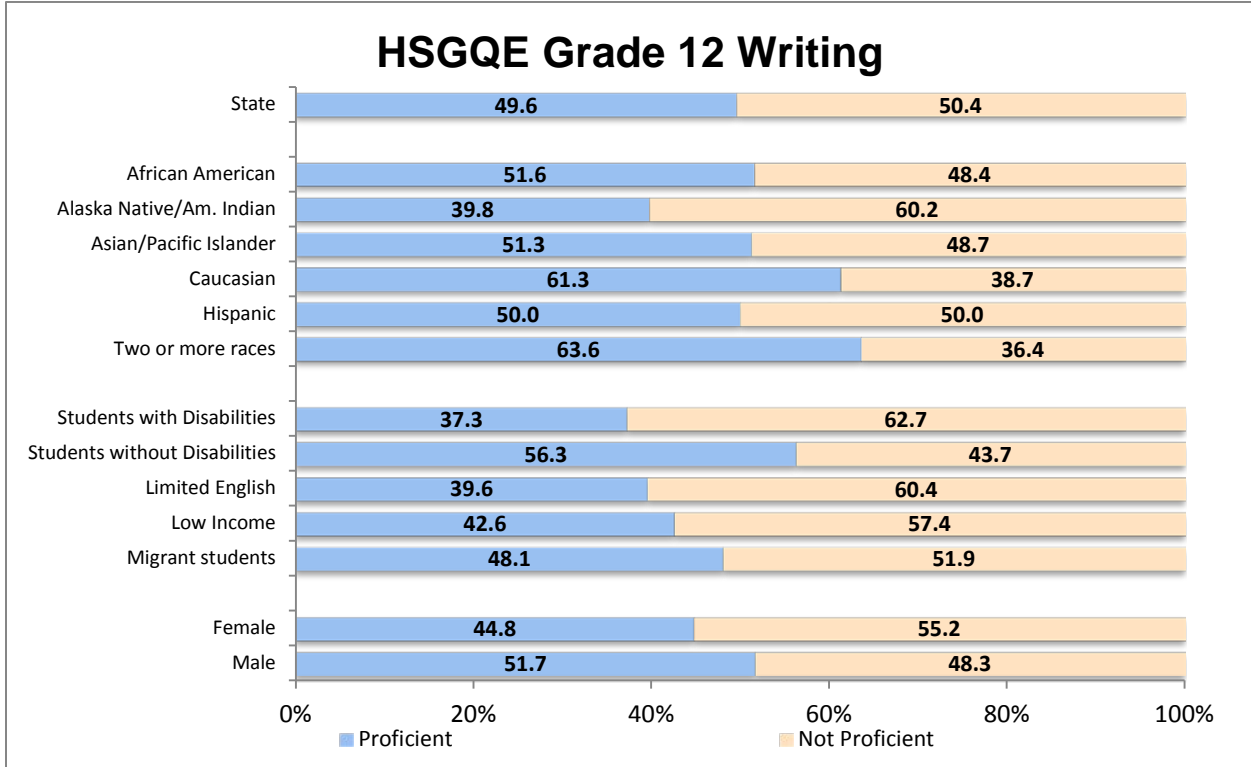
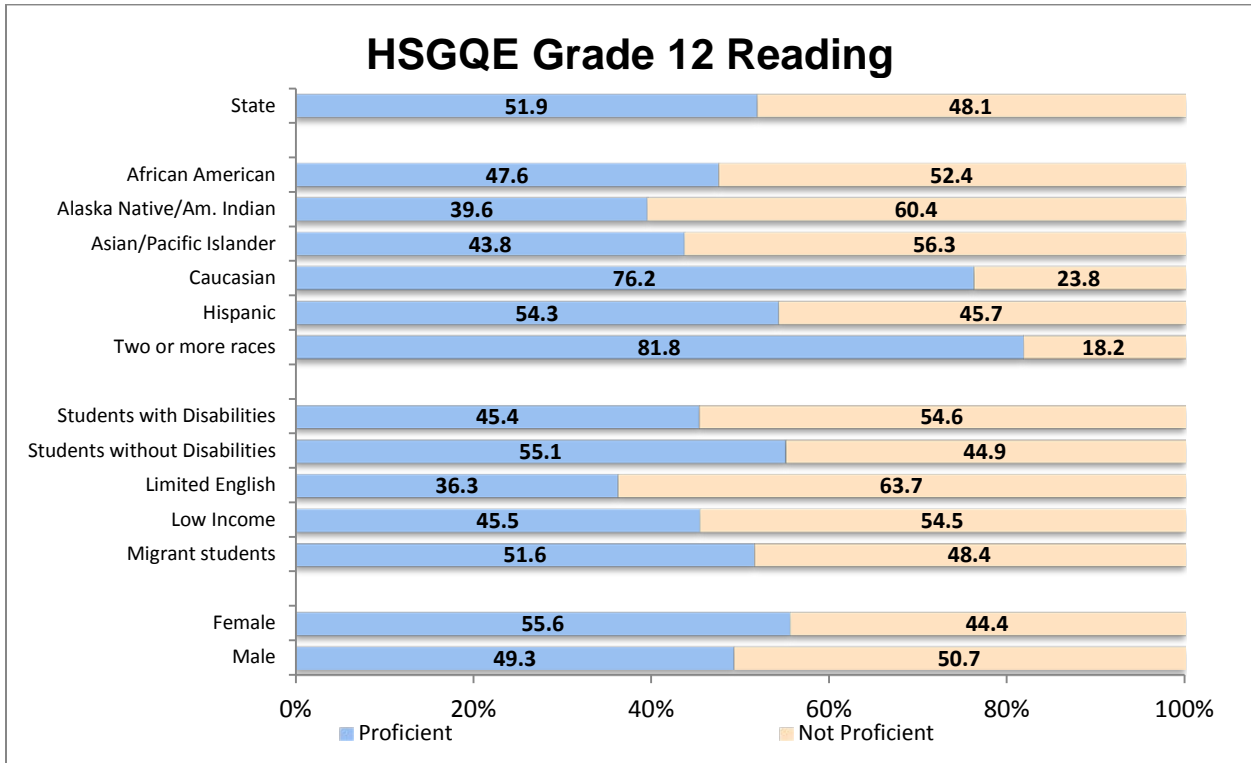
HSGQE Statewide Performance by Grade (Continued)



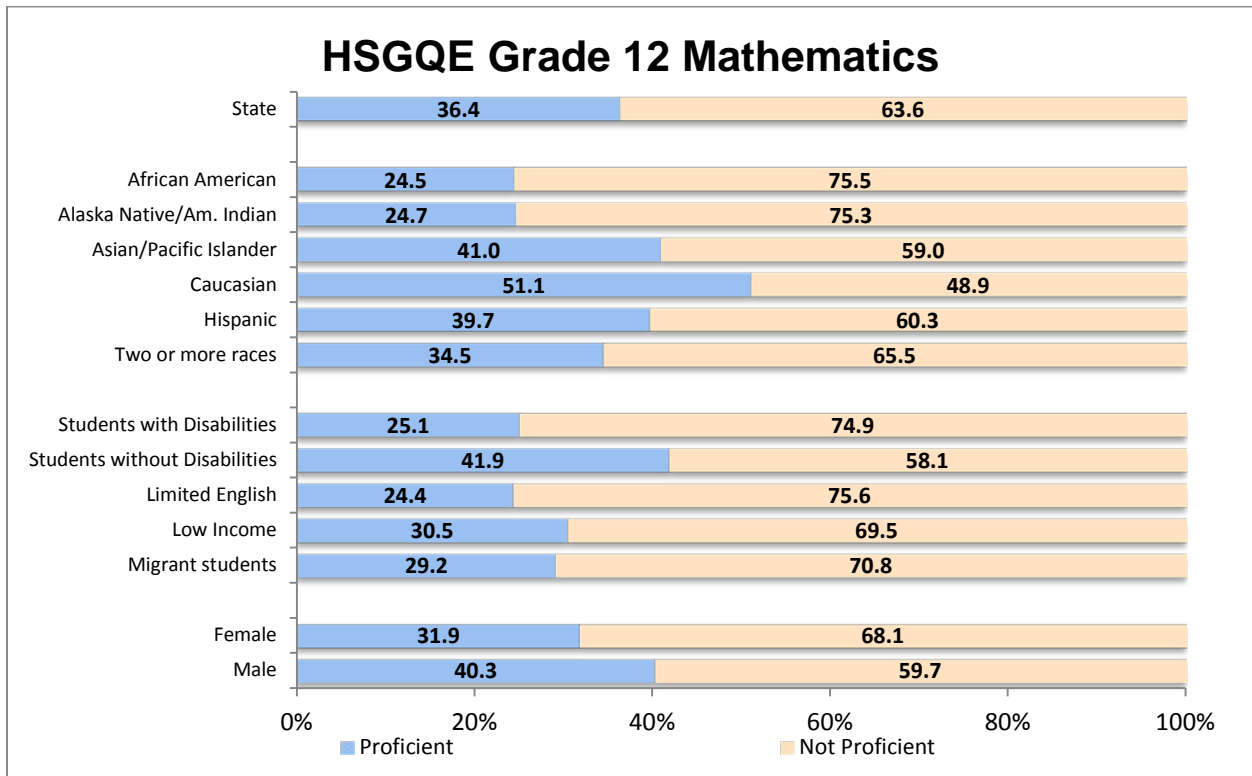
HSGQE Statewide Performance by Grade (Continued)



HSGQE Statewide Performance by Grade (Continued)



HSGQE Statewide Performance by Grade (Continued)



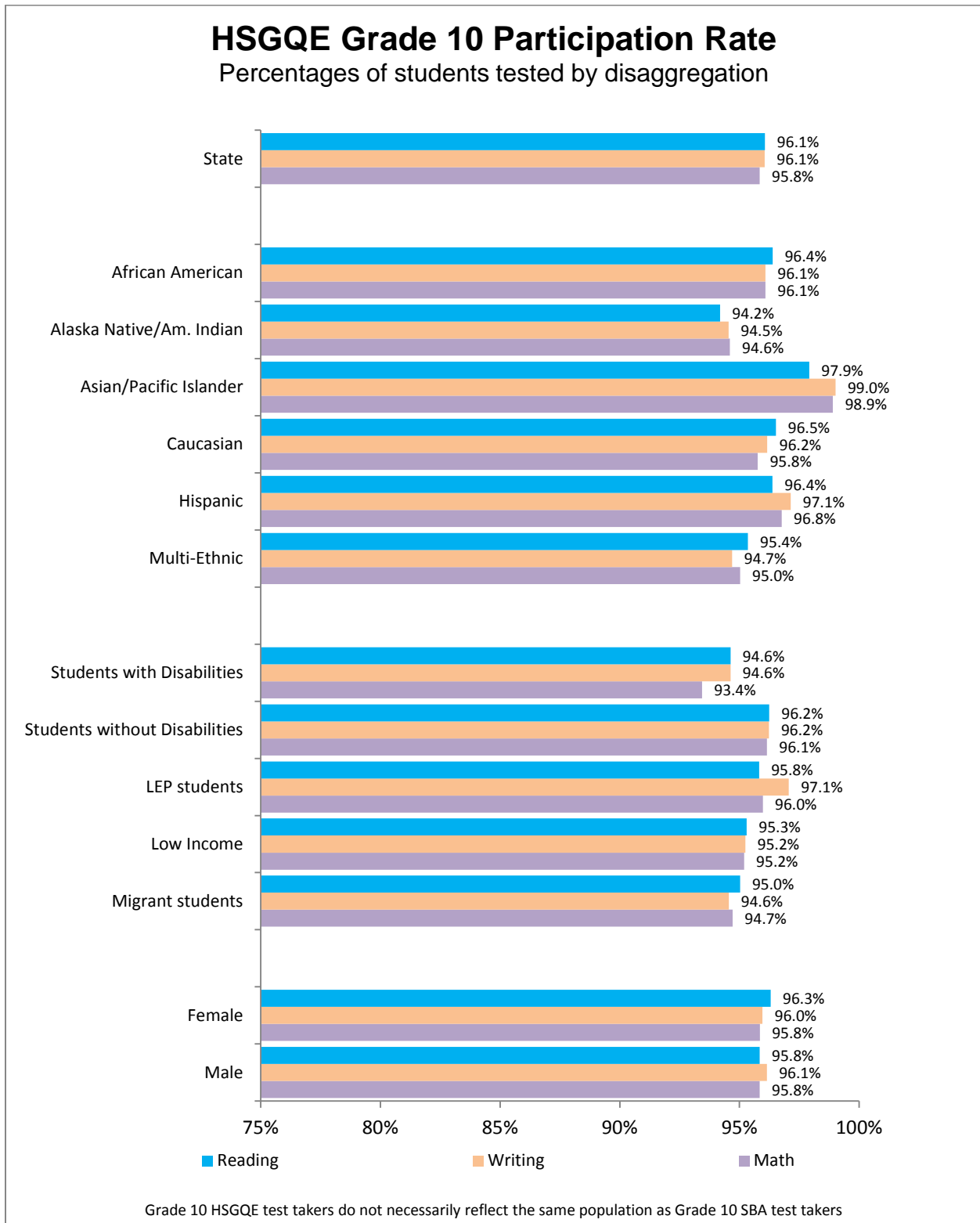
HSGQE Statewide Performance Trends

Subject	Year	Proficient		Not Proficient		Enrollment	Participation Rate ²
		Count	Percentage ¹	Count	Percentage ¹		
Grade 10							
Reading	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%
	2013	7,282	83.5%	1,437	16.5%	9,076	96.1%
Writing	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%
	2013	6,262	71.8%	2,456	28.2%	9,076	96.1%
Math	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%
	2013	6,658	76.5%	2,041	23.5%	9,076	95.8%
Grade 11							
Reading	2011	469	56.7%	358	43.3%	N/A	N/A
	2012	481	48.4%	512	51.6%	N/A	N/A
	2013	455	56.2%	355	43.8%	N/A	N/A
Writing	2011	654	51.6%	614	48.4%	N/A	N/A
	2012	547	42.5%	741	57.5%	N/A	N/A
	2013	620	49.1%	644	50.9%	N/A	N/A
Math	2011	513	37.7%	848	62.3%	N/A	N/A
	2012	504	39.2%	782	60.8%	N/A	N/A
	2013	438	34.5%	833	65.5%	N/A	N/A
Grade 12							
Reading	2011	148	47.6%	163	52.4%	N/A	N/A
	2012	172	42.5%	233	57.5%	N/A	N/A
	2013	189	51.9%	175	48.1%	N/A	N/A
Writing	2011	230	46.3%	267	53.7%	N/A	N/A
	2012	193	37.1%	327	62.9%	N/A	N/A
	2013	292	49.6%	297	50.4%	N/A	N/A
Math	2011	189	31.8%	406	68.2%	N/A	N/A
	2012	219	34.7%	412	65.3%	N/A	N/A
	2013	221	36.4%	386	63.6%	N/A	N/A
Adult							
Reading	2011	11	42.3%	15	57.7%	N/A	N/A
	2012	11	35.5%	20	64.5%	N/A	N/A
	2013	11	22.9%	37	77.1%	N/A	N/A
Writing	2011	15	37.5%	25	62.5%	N/A	N/A
	2012	11	26.2%	31	73.8%	N/A	N/A
	2013	21	30.9%	47	69.1%	N/A	N/A
Math	2011	17	27.4%	45	72.6%	N/A	N/A
	2012	17	19.1%	72	80.9%	N/A	N/A
	2013	20	19.2%	84	80.8%	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)



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 2013 administration. The charts on the following pages show Alaska students' scores on the 2013 NAEP assessments compared to the public school students' scores nationally:

NAEP 2013 Grade 4 Reading	% Advanced		% Proficient		% Basic		% Below Basic	
	National	Alaska	National	Alaska	National	Alaska	National	Alaska
Student Subgroup								
All students	8	6	26	22	33	30	33	42
White	11	10	33	31	34	34	21	25
Black	2	3	15	16	32	30	50	52
Hispanic	3	4	17	22	33	35	48	38
Asian/Pacific Islander	18	3	33	15	28	31	21	51
American Indian/Alaska Native	4	1	18	6	30	19	48	74
Two or more races	10	4	28	21	32	38	29	38
Eligible for National School Lunch Program	3	2	17	13	34	27	47	57
Students with Disabilities	2	1	9	6	20	16	69	78
English Language Learners	1	*	6	1	24	9	69	90

NAEP 2013 Grade 8 Reading	% Advanced		% Proficient		% Basic		% Below Basic	
	National	Alaska	National	Alaska	National	Alaska	National	Alaska
Student Subgroup								
All students	4	3	31	28	42	40	23	29
White	5	5	39	39	41	40	15	16
Black	1	1	15	15	44	53	40	31
Hispanic	1	2	20	28	46	42	33	27
Asian/Pacific Islander	9	2	41	21	35	43	15	34
American Indian/Alaska Native	1	1	18	11	44	35	37	53
Two or more races	5	3	33	31	41	47	21	20
Eligible for National School Lunch Program	1	1	19	16	46	41	34	42
Students with Disabilities	*	*	8	5	30	26	62	69
English Language Learners	*	*	3	1	26	16	70	84

NAEP 2013 Grade 4 Reading Participation Rate Percentages	National	Alaska
Students with Disabilities	83	92
English Language Learners	92	97

NAEP 2013 Grade 8 Reading Participation Rate Percentages	National	Alaska
Students with Disabilities	84	93
English Language Learners	90	96

* - Statistic rounds to zero percent

NAEP 2013 Grade 4 Math	% Advanced		% Proficient		% Basic		% Below Basic	
	National	Alaska	National	Alaska	National	Alaska	National	Alaska
	Student Subgroup							
All students	6	8	34	30	41	40	18	23
White	10	11	43	41	37	38	9	10
Black	1	2	17	20	48	50	34	28
Hispanic	2	3	24	30	47	44	27	23
Asian/Pacific Islander	23	4	41	28	27	43	9	25
American Indian/Alaska Native	2	1	22	12	46	37	30	50
Two or more races	9	4	36	30	41	46	14	19
Eligible for National School Lunch Program	2	2	23	20	47	43	27	35
Students with Disabilities	2	1	16	13	38	36	45	50
English Language Learners	1	*	13	8	45	27	41	65

NAEP 2013 Grade 8 Math	% Advanced		% Proficient		% Basic		% Below Basic	
	National	Alaska	National	Alaska	National	Alaska	National	Alaska
	Student Subgroup							
All students	8	7	26	26	39	39	27	28
White	11	11	33	35	39	39	17	15
Black	2	4	12	17	38	38	49	42
Hispanic	3	4	18	20	41	46	38	30
Asian/Pacific Islander	25	3	34	21	27	42	13	34
American Indian/Alaska Native	3	2	18	13	38	35	40	49
Two or more races	10	6	27	29	38	41	24	24
Eligible for National School Lunch Program	3	2	17	17	41	38	39	43
Students with Disabilities	1	1	7	6	26	27	66	66
English Language Learners	1	*	4	2	25	21	69	78

NAEP 2013 Grade 4 Math Participation Rate Percentages	National	Alaska
Students with Disabilities	90	94
English Language Learners	96	98

NAEP 2013 Grade 8 Math Participation Rate Percentages	National	Alaska
Students with Disabilities	89	93
English Language Learners	93	98

* - 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.

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 2012-2013 was no exception.

Test Population	Test Subsection	ALASKA	NATIONAL
		Average Score	Average Score
All Graduating Seniors	Critical Reading	508	496
	Mathematics	505	514
	Writing	482	488
Public School Graduating Seniors	Critical Reading	506	491
	Mathematics	506	503
	Writing	480	480

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 2012-2013.

Test Population	Test Subsection	ALASKA	NATIONAL
		Average Score	Average Score
All Graduating Seniors	English	20.1	20.2
	Mathematics	21.2	20.9
	Reading	21.7	21.1
	Science	21.0	20.7
	Composite	21.1	20.9
Public School Graduating Seniors	English	20.0	19.8
	Mathematics	21.2	20.7
	Reading	21.6	20.8
	Science	21.0	20.5
	Composite*	21.1	20.6

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, reading, and science, but below the national average in English.

* Per ACT, Inc. "Both national and state ACT data should be interpreted with an understanding of the tested students being reviewed, and a realization that this is not solely a look at public school tested students. There are many differences in state testing patterns such as full statewide testing of all juniors vs. states where students choose to take the ACT. We also see data differences by the percent of students choosing to take the ACT within states. It is important when viewing the data comparatively to understand these differences and view the data in light of these differences."

ALASKA SCHOOL AND DISTRICT ACCOUNTABILITY

Overview

In September 2012 Alaska applied for a flexibility waiver from the provisions of the federal Elementary and Secondary Education Act (ESEA). The waiver was approved in May 2013 by the United States Department of Education. In June 2013, the State Board adopted a new accountability system for Alaska's public schools. The new accountability system is based on two separate systems: the Alaska School Performance Index (ASPI) and Annual Measurable Objective (AMO) targets.

Alaska School Performance Index (ASPI)

The Alaska School Performance Index (ASPI) system effectively replaces the former Adequate Yearly Progress (AYP) model that has been in place since 2002. AYP reporting was established following implementation of the No Child Left Behind Act (NCLB). Schools are scored on a 100-point scale, based on student growth as well as proficiency in state assessments, attendance, high school graduation, and student performance on work-ready and college entrance exams. The overall ASPI score will determine the category, or star rating, of each school. The top performing schools in the state will be rated as 5-star schools, while the lowest performing schools will be rated as 1-star schools.

In 2012-2013 there were 503 schools that received a star rating.

**2012-2013 Count of Schools
by ASPI Rating**

Rating	Count	Percent
*****	53	10.5%
****	189	37.6%
***	164	32.6%
**	48	9.5%
*	49	9.7%

**2012-2013 Count of Title 1
Schools by ASPI Rating**

Rating	Count	Percent
*****	10	3.6%
****	85	30.4%
***	113	40.4%
**	38	13.6%
*	34	12.1%

Annual Measurable Objective (AMO) Targets

In addition to the ASPI star designation, each school and district, as well as the state, will receive individualized AMO targets in reading, writing and mathematics. The targets will be ambitious but achievable. The targets will increase by annual increments toward the goal of reducing by half the percentage of students that are not proficient within six years for each assessment area. Progress toward AMO targets will be reported annually for the all-students group and for each of the currently identified subgroups that include at least five students (economically disadvantaged students, limited English proficient students, students with disabilities and all six race/ethnicity groups).

Designation of Schools

Schools may receive a designation in addition to their ASPI star rating:

Reward schools are in the top 10% of the highest-performing and high-progress schools in the state. These schools will be given special recognition and encouraged to serve as models for other schools.

Priority schools are identified from among the 1-star and 2-star schools for the most rigorous attention and support. At least 5% of the lowest performing Title I schools are designated Priority and remain so for at least three years. Priority schools are required to develop and implement a comprehensive school improvement plan to implement the seven turnaround principles as required by state regulations and the U.S. Department of Education.

Focus schools are selected from among the 1-star and 2-star schools that were not identified as Priority schools but would benefit from a program of improvement targeted to their specific needs. At least 10% of the lowest-performing Title I schools are designated as Focus schools for at least two years. Focus schools are required to develop and implement a school improvement plan targeted to their specific needs, including consideration of the seven turnaround principles that are referenced in state regulations.

Priority, Focus, 1-star, and 2-star schools are required to submit School Improvement Plans for approval to EED. All 3-star schools are required to complete a School Improvement Plan and submit it to their district office for approval. Any 4-star or 5-star schools that have not met AMO targets or that have experienced declines in the Growth and Proficiency Index or the graduation rates for two years are required to submit a plan to improve the performance of the low-performing subgroup(s) to the district for approval.

2012-2013 Reward Schools – Highest Performing

Aleutians East Borough School District

- Cold Bay School

Anchorage School District

- Bear Valley Elementary
- Chugach Optional Elementary
- Eagle Academy Charter School
- Girdwood School
- Northern Lights ABC K-8 School
- Polaris K-12 School

Denali Borough School District

- Cantwell School

Dillingham City School District

- Dillingham Correspondence School

Fairbanks North Star Borough School District

- Anderson Elementary
- Crawford Elementary

Galena City School District

- Sidney C. Huntington Elementary

Haines Borough School District

- Haines Home School

Kenai Peninsula Borough School District

- Aurora Borealis Charter School
- Kaleidoscope School of Arts & Sciences
- Paul Banks Elementary
- West Homer Elementary

Kodiak Island Borough School District

- Chiniak School
- Peterson Elementary

Lake and Peninsula Borough School District

- Chignik Lagoon School
- Igiugig School

2012-2013 Reward Schools – Highest Performing (Continued)

Matanuska-Susitna Borough School District

- Academy Charter School
- Alaska Middle College School
- Mat-Su Career & Tech Ed High School

Nome City School District

- Anvil City Science Academy
- Extensions Correspondence

Skagway City School District

- Skagway School

Southeast Island School District

- Edna Bay School
- Port Alexander School

Wrangell School District

- Stikine Middle School

Yakutat School District

- Yakutat Home School

2012-2013 Reward Schools – High Progress

Alaska Gateway Borough School District

- Mentasta Lake Katie John School

Aleutians East Borough School District

- Aleutians Correspondence Education School

Anchorage School District

- Bear Valley Elementary
- Chugach Optional Elementary
- Chugiak Elementary
- Girdwood School
- Ravenwood Elementary
- South Anchorage High School

Copper River School District

- Kenny Lake School

Denali Borough School District

- Cantwell School

Fairbanks North Star Borough School District

- Chinook Montessori Charter School
- Crawford Elementary
- Hutchison High School

Haines Borough School District

- Haines Home School

Juneau School District

- Juneau Community Charter School

Kenai Peninsula Borough School District

- Aurora Borealis Charter School
- Cooper Landing School
- Kaleidoscope School of Arts & Sciences
- McNeil Canyon Elementary
- Moose Pass School
- West Homer Elementary

Kodiak Island Borough School District

- Chiniak School

2012-2013 Reward Schools – High Progress (Continued)

Lake and Peninsula Borough School District

- Chignik Bay School
- Chignik Lagoon School

Matanuska-Susitna Borough School District

- Academy Charter School
- John Shaw Elementary
- Talkeetna Elementary

Nome City School District

- Anvil City Science Academy
- Extensions Correspondence

Pelican City School District

- Pelican School

Sitka School District

- Sitka Correspondence

Skagway City School District

- Skagway School

Southeast Island School District

- Edna Bay School
- Port Alexander School
- Port Protection School

Wrangell School District

- Stikine Middle School

Yakutat School District

- Yakutat Home School

2013-2014 Priority Schools

Bering Strait School District

- Tukurngailnguq School

Kashunamiut School District

- Chevak School

Lower Kuskokwim School District

- Anna Tobeluk Memorial School
- Ayaprun School
- Chaputnguak School
- Chief Paul Memorial School
- Joann A. Alexie Memorial School
- Lewis Angapak Memorial School
- William Miller Memorial School
- Nelson Island Area School
- Paul T. Albert Memorial School

Northwest Arctic Borough School District

- Davis-Ramoth School
- McQueen School
- Shungnak School

Yupit School District

- Akiachak School
- Tuluksak School

Note: 2013-2014 Priority School status is assigned based upon 2012-2013 accountability data.

2013-2014 Focus Schools

Alaska Gateway Borough School District

- Tanacross School
- Tetlin School

Anchorage School District

- Avail School

Bering Strait School District

- Brevig Mission School
- Diomedea School
- Gambell School
- Hogarth Kingeekuk, Sr. Memorial School

Kuspuk School District

- Crow Village Sam School
- George Morgan, Sr. High School
- Joseph S. & Olinga Gregory Elementary

Lower Kuskokwim School District

- Akiuk Memorial School
- Akula Elitnaurvik School
- Eek School
- Z. John Williams Memorial School

Lower Yukon School District

- Alakanuk School
- Hooper Bay School
- Ignatius Beans School
- Kotlik School
- Pilot Station School

Matanuska-Susitna Borough School District

- Burchell High School

Northwest Arctic Borough School District

- Aqqaluk High/Noorvik Elementary

Sitka School District

- Pacific High School

Note: 2013-2014 Focus School status is assigned based upon 2012-2013 accountability data

2013-2014 Focus Schools (Continued)

Southwest Region School District

- Togiak School

Yukon Flats School District

- Arctic Village School
- John Fredson School
- Stevens Village School

Yukon-Koyukuk School District

- Allakaket School
- Kaltag School

Yupiit School District

- Akiak School

Note: 2013-2014 Focus School status is assigned based upon 2012-2013 accountability data

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 2013, a total of 7,861 graduates were awarded a regular high school diploma. Additionally, 365 students received a certificate of achievement.

2012-2013 Graduates by Ethnicity

Ethnicity	% of 12th Grade Enrollment	% of Graduates in 2012-2013
Alaska Native or American Indian	21.7%	19.0%
Asian or Pacific Islander	9.0%	9.2%
Black	4.1%	3.4%
Hispanic	6.0%	6.1%
White	53.3%	56.3%
Two or more races	6.0%	5.9%

Percentage of 12th grade enrollment represents the October 1, 2010 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

GRADUATION RATE

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 is added to the cohort group upon entering ninth grade for the first time or by transferring into a public high school in Alaska. A student may only be removed from the cohort group if that student transfers to another high school with a diploma track, moves outside the country, or dies.

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. In 2012-2013, there were 7,129 graduates among the 9,927 students in the statewide four-year cohort group.

2012-2013 Cohort Graduation Rate by Subgroup

Subgroup	Graduates in Cohort	Graduation Rate
Alaska Native or American Indian	1,235	57.1%
Asian or Pacific Islander	673	77.0%
Black	233	64.5%
Hispanic	432	72.7%
White	4,155	77.9%
Two or more races	401	66.9%
Female	3,583	75.1%
Male	3,546	68.8%
Students with disabilities	452	42.6%
Limited English Proficient (LEP)	338	39.6%
Economically disadvantaged	2,299	59.5%
Statewide	7,129	71.8%

Note: The count of graduates in the four-year cohort group does not represent the total number of graduates in Alaska's public schools.

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 2012-2013, a total of 58,529 students were enrolled in grades 7 through 12¹. A total of 2,361 students in grades 7 through 12 dropped out of school before the end of the school year². This equates to a 2012-2013 dropout rate of 4.0 percent, as compared to a 4.8 percent dropout rate in 2011-2012.

2012-2013 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	Dropout % 7-12	Dropouts Count 7-12	% of Total Dropouts Count 7-12
Alaska Native/American Indian	13,280	22.7%	821	6.2%	821	34.7%
Asian/Pacific Islander	5,234	8.9%	178	3.4%	178	7.5%
Black	2,172	3.7%	102	4.7%	102	4.3%
Hispanic	3,735	6.4%	172	4.6%	172	7.3%
White	30,112	51.4%	913	3.0%	913	38.6%
Two or more races	3,996	6.8%	178	4.5%	178	7.5%
Statewide Totals	58,529	n/a	2,364	4.0%	2,364	n/a

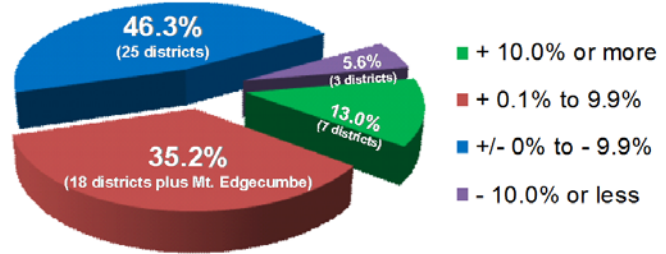
¹ Based on October 1, 2012 enrollment counts

² The dropout count reflects any student who was enrolled at any point of the school year (July 1, 2012 to June 31, 2013) whose enrollment was terminated for any reason other than those specifically exempted

CHANGE IN AVERAGE DAILY MEMBERSHIP

The average daily membership (ADM) for 2012-2013 increased by 0.1 percent compared to 2011-2012. Twenty-five districts and Mount Edgecumbe High School experienced an increase in ADM compared to the previous year. The most significant percentage increases were in Tanana City School District (42.6 percent), Hydaburg City School District (21.5 percent), and Denali Borough School District (19.3 percent).

Annual Change in Average Daily Membership



Twenty-eight districts experienced a decrease in ADM in 2012-2013 compared to 2011-2012. The most significant percentage decreases were in Iditarod School District (-29.8 percent), Aleutian Region School District (-18.4 percent), and Pelican City School District (-18.1 percent).

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.

The attendance rate is calculated using the aggregate daily attendance divided by the aggregate daily membership for students in grades KG-12. Attendance of pre-elementary children is not considered in the attendance rate calculation. In the 2012-2013 school year, the attendance rates of 11 districts and Mt. Edgecumbe High School exceeded 95 percent, 30 districts reported attendance rates of between 90 percent and 95 percent, and 12 districts did not achieve a 90 percent attendance rate.

2012-2013 Attendance Rate by Subgroup

Subgroup	Attendance Rate
Alaska Native or American Indian	90.1%
Asian or Pacific Islander	93.7%
Black	93.7%
Hispanic	92.9%
White	93.8%
Two or more races	92.7%
Female	92.9%
Male	92.8%
Students with disabilities	91.3%
Limited English Proficient (LEP)	90.3%
Economically disadvantaged	91.5%
Migrant students	90.9%
Statewide	92.8%

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. As of this school year, the Commission is now 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 involving a comprehensive Internal Review compared to the accreditation standards, followed by a third party, on-site External Review of the school's education program that is conducted every five years.

2012-2013 Summary of Schools Accredited by Northwest Association of Accredited Schools

Total Accredited Schools in Alaska	149
Public	136
Private	13

Breakout of Public Schools	
Public Elementary Schools	7
Public Middle Schools	2
Public High Schools	50
Public K-12 Schools	63
Public Special Purpose Schools	6
Public Distance Delivery Schools	8

Voluntary school accreditation has resulted in one out of every four public schools in Alaska (136 of 509, or 27 percent) earning accreditation status. The largest category of accredited schools serves the 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-four school districts have at least one accredited school.

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 2012-2013 school year, there were 24,044 total core classes taught in Alaska's public school system. Statewide, nine out of every ten core classes (90.12%, 21,882 classes) were taught by HQTs in 2012-2013.

2012-2013 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	1,367	1,322	45	3.40%
Low-Poverty Schools	1,500	1,458	42	2.88%
Mid-Poverty Schools	3,651	3,578	73	2.04%
All Elementary Schools	6,518	6,358	160	2.52%
Secondary Schools**				
High-Poverty Schools	1,815	1,444	371	25.69%
Low-Poverty Schools	7,918	7,168	750	10.46%
Mid-Poverty Schools	7,793	6,912	881	12.75%
All Secondary Schools	17,526	15,524	2,002	12.90%
Grand Total	24,044	21,882	2,162	9.88%

* Includes K-8

** Includes middle schools and K-12

ALASKA STATEWIDE MENTOR PROJECT

The Statewide Mentoring Program reflects the teacher mentoring and principal coaching activities. These activities are designed to increase teacher and principal retention and student achievement. The department collaborates with the University of Alaska Statewide Office and the New Teacher Center to ensure that mentors and coaches are properly trained, that mentors and coaches are assigned to and serve beginning teachers and principals, and that the program is evaluated for effectiveness in meeting the goals of increased teacher retention and student achievement.

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

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). 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. Results 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, 3-7 superintendents 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.

The Alaska Administrator Coaching Project (AACP) continues to served Alaska's new principals and superintendents. Data collected indicates that early career principals overwhelmingly report the knowledge and skills necessary for effective school leadership are learned through the Alaska Administrator Coaching Project.

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.

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.

Alaska School Performance Index (ASPI) – The ASPI measures schools on a 100-point scale based on student growth, participation and proficiency in state assessments, attendance, high school graduation, and performance on work-ready and college entrance examinations.

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.

Elementary and Secondary Education Act (ESEA) - The Elementary and Secondary Education Act was passed in 1965 as a part of the "War on Poverty." ESEA emphasizes equal access to education and establishes high standards and accountability. The law authorizes federally funded education programs that are administered by the states. In 2002, Congress amended ESEA and reauthorized it as the No Child Left Behind Act (NCLB).

ESEA Flexibility Waiver – The U.S. Department of Education invited each state to request flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility has been granted to states through a waiver process. Alaska received an ESEA flexibility waiver in May 2013.

Focus School – A focus school is a school that is selected from among the 1-star and 2-star schools not identified as Priority Schools but determined to be in need of targeted assistance, with consideration given to the seven turnaround principles referenced in state regulations. At least 10% of the lowest-performing Title I schools are designated as Focus Schools. The Focus School designation is applied for at least two years.

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 2009-2010 will be part of the 2013 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 (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.

Priority School – A Priority School is a one- or two-star school determined to be in need of the most rigorous attention and support. A Priority School is required to develop and implement a comprehensive school improvement plan to include the seven turnaround principles required by state regulations and the U.S. Department of Education. At least 5% of the lowest performing Title I schools are designated as Priority Schools. The Priority School designation is applied for at least three years.

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.

Reward School – A Reward School ranks in the top 10% of the highest-performing or high-progress public schools in Alaska. These schools receive special recognition and are encouraged to serve as models for other schools.

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.

Alaska’s Public Schools: A Report Card to the Public is a product of the Alaska Department of Education & Early Development, Division of Teaching and Learning Support. If you have any questions or comments regarding this report, please contact:

Erik McCormick, Director of Assessments, Accountability, and Student Information

- (907) 465-8686, erik.mccormick@alaska.gov

Eric Caldwell, Research Analyst III, Assessments, Accountability, and Student Information

- (907) 465-8435, eric.caldwell@alaska.gov