

STATE OF ALASKA

DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT

2008 - 2009

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.

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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 2008-2009. 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; see the vision and mission statements that energize the Alaska Department of Education & Early Development; and review the performance and participation rate of students statewide on assessments in reading, writing, mathematics, and science from grades 3 through 10, and in our state's high school graduation qualifying examination.

Detailed report cards about individual Alaska schools and school districts are available online at <http://www.eed.state.ak.us/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,



Larry LeDoux, Commissioner
Alaska Department of Education & Early Development



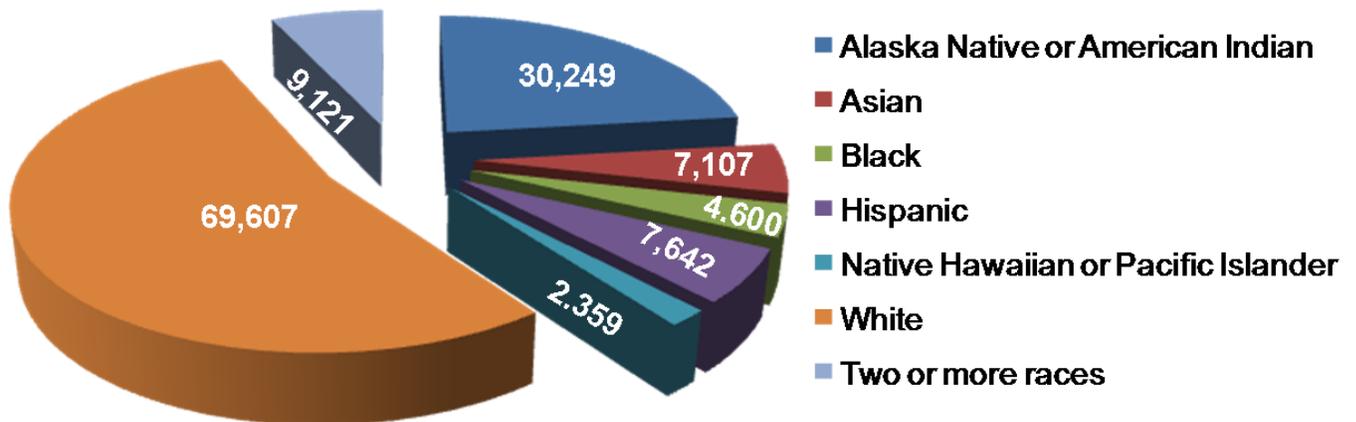
ALASKA EDUCATION AT A GLANCE

Statewide Profile 2008-2009

Number of Public School Districts	53*	K-12 Student Population in Average Daily Membership (ADM)	128,381
Regional Education Attendance Areas	19	Change in ADM from 07-08	-0.5%
City, Borough, and Municipality Districts	34	School-Age Low Income Children	50,792
Funding Communities	274	Number of High School Graduates in 2009	8,008
Public Schools: Pre-Elementary to Grade 12	507	Number of Dropouts (Grades 7-12) in 2009	3,146
State-Operated Schools	1	School District Square Miles	685,175
Charter Schools	24	State Population (6/30/2009 estimate)	692,314
Correspondence Schools	24		

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

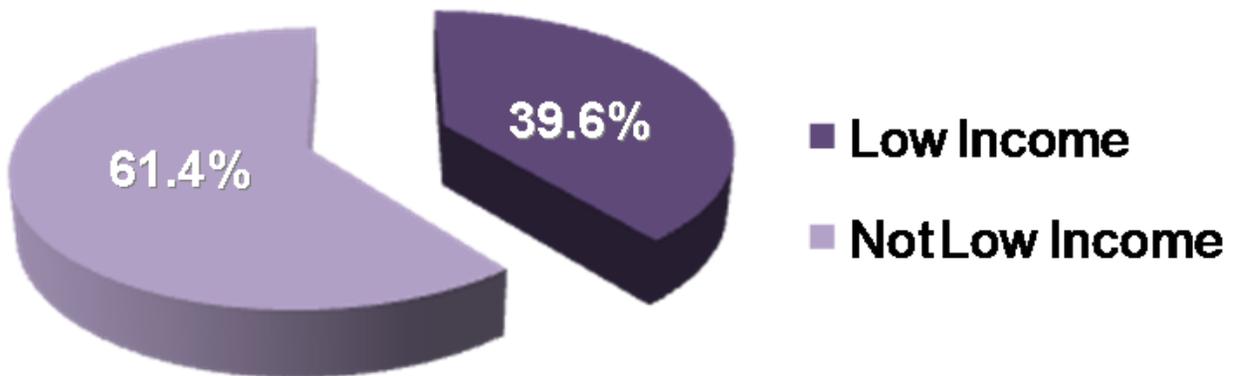
PE-12 Statewide Enrollment by Ethnicity



ALASKA EDUCATION AT A GLANCE (Continued)

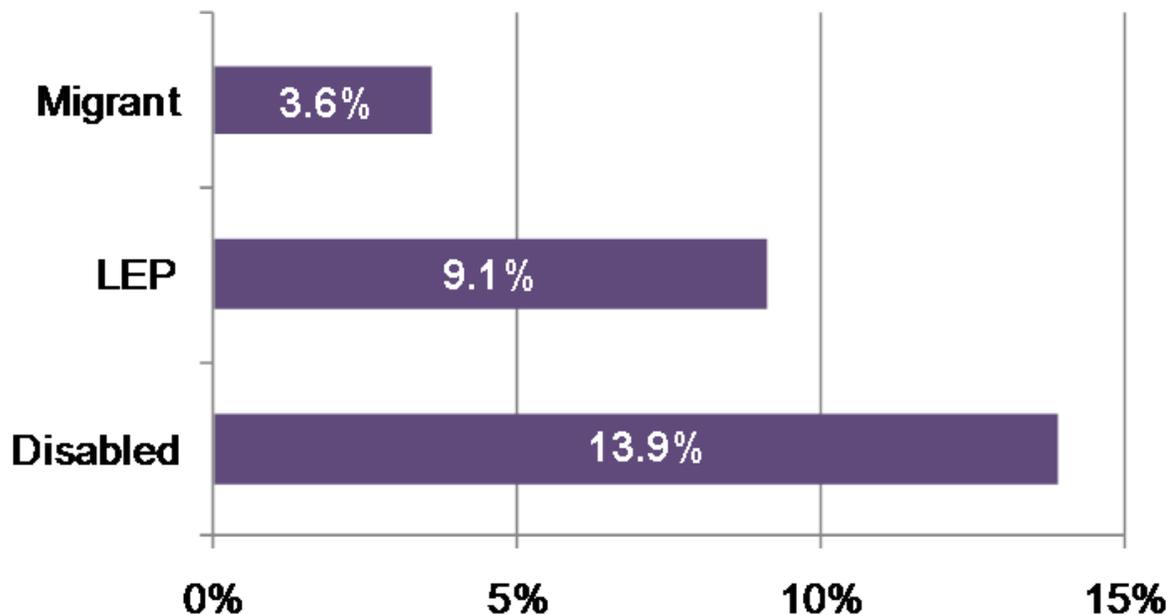
Percentage of PE-12 Students in Low-Income Families

(Based on October 1, 2008 Student Counts)



Percentage of PE-12 Students in Supplemental Programs

(Based on October 1, 2008 Student Counts)



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).

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
 - As of 2009, *TerraNova Third Edition* has been administered to fulfill this requirement

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; provide valid, reliable information to policy makers; allow for data-driven decision making; and improve classroom instruction.

To this end, EED has:

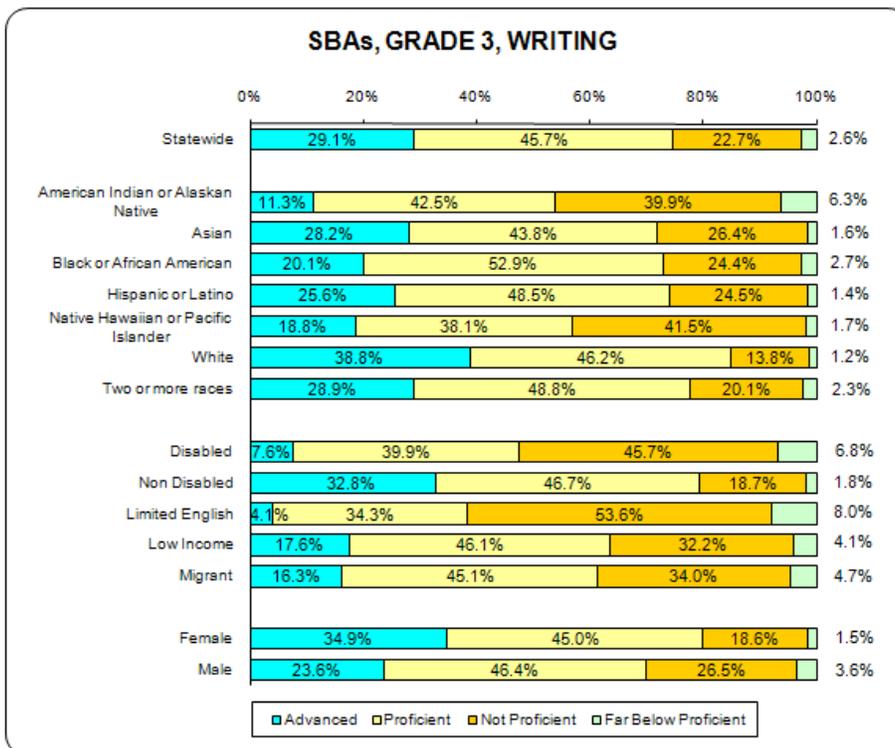
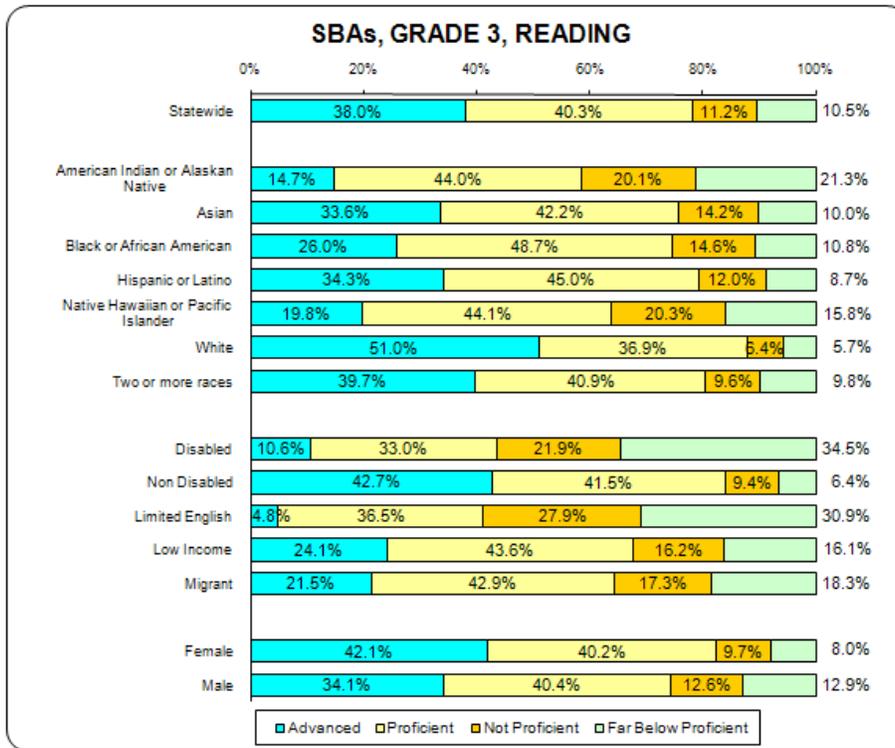
- Provided districts with grade level expectations in reading, writing, mathematics, and science;
- Developed Standards Based Assessments to measure progress in reading, writing, mathematics, and science;
- Developed the High School Graduation Qualifying Examination to ensure all Alaska high school graduates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

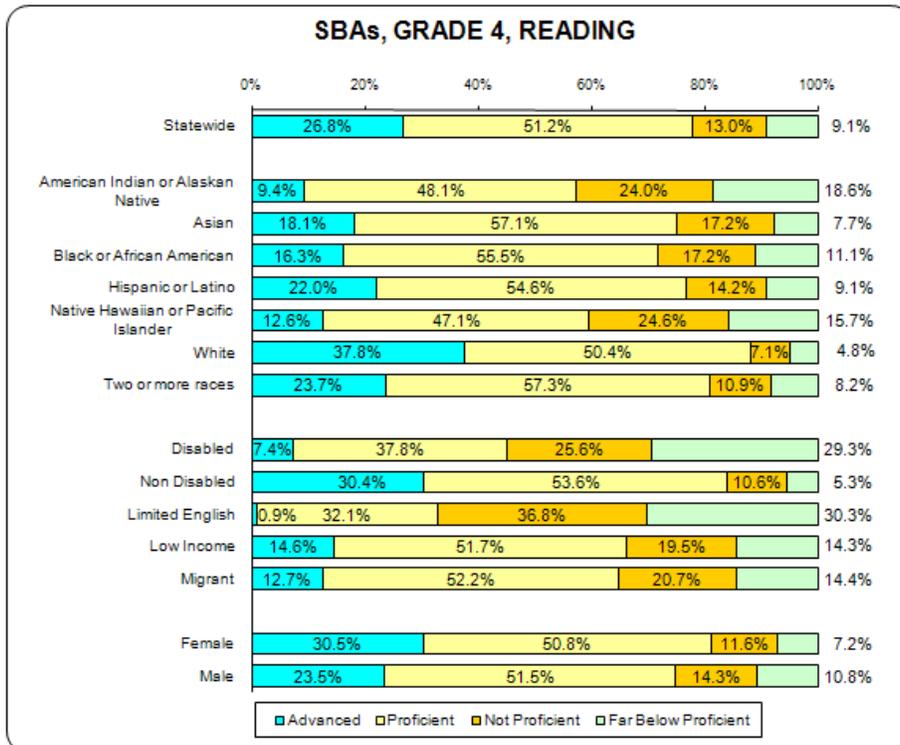
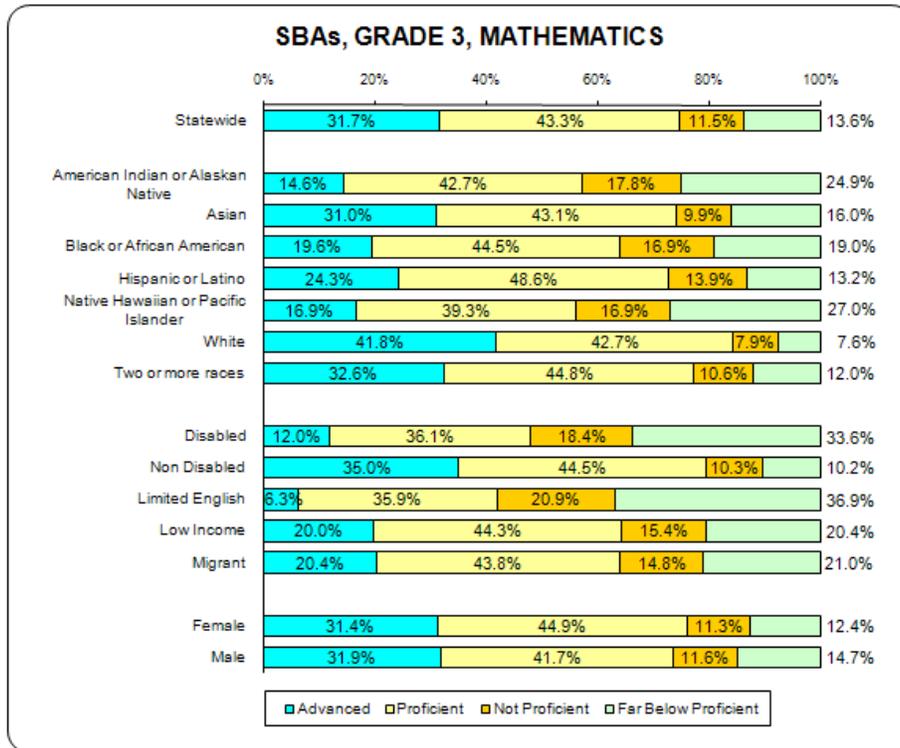
The following pages document the performance of Alaskan students on Alaska's Standards Based Assessments and High School Graduation Qualifying Examination, as well as performance on the nationally norm-referenced TerraNova Third Edition.

STANDARDS BASED ASSESSMENTS (SBAs)

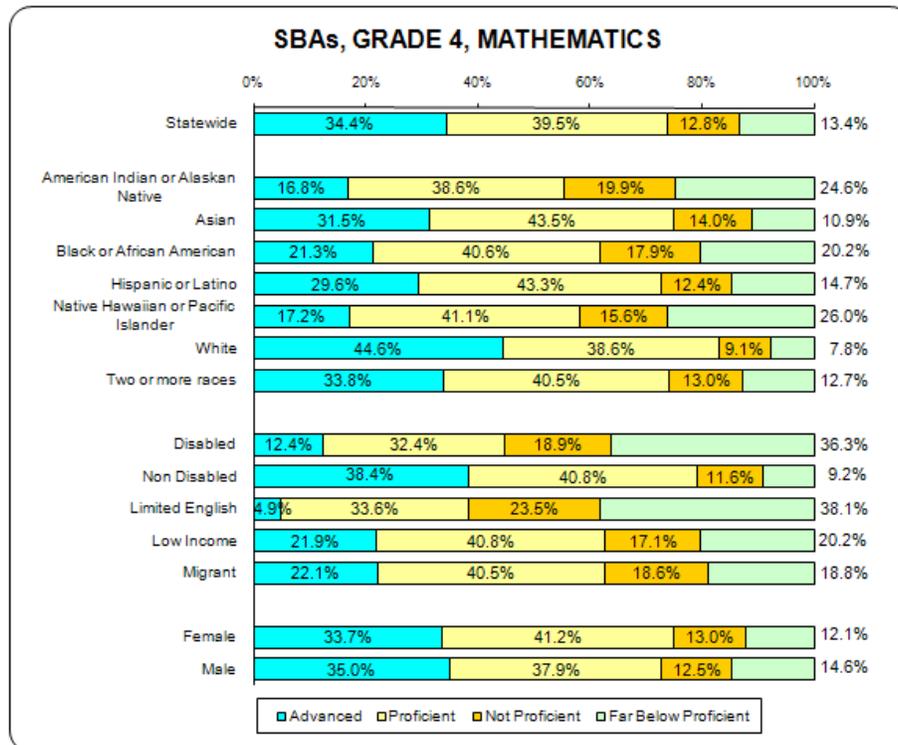
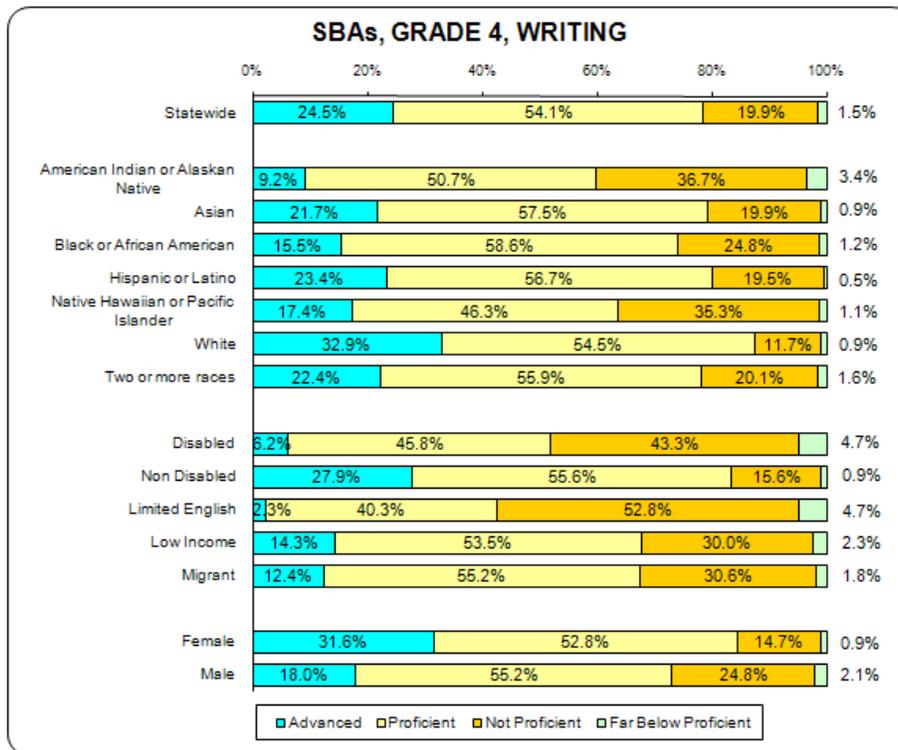
SBAs Statewide Performance by Grade



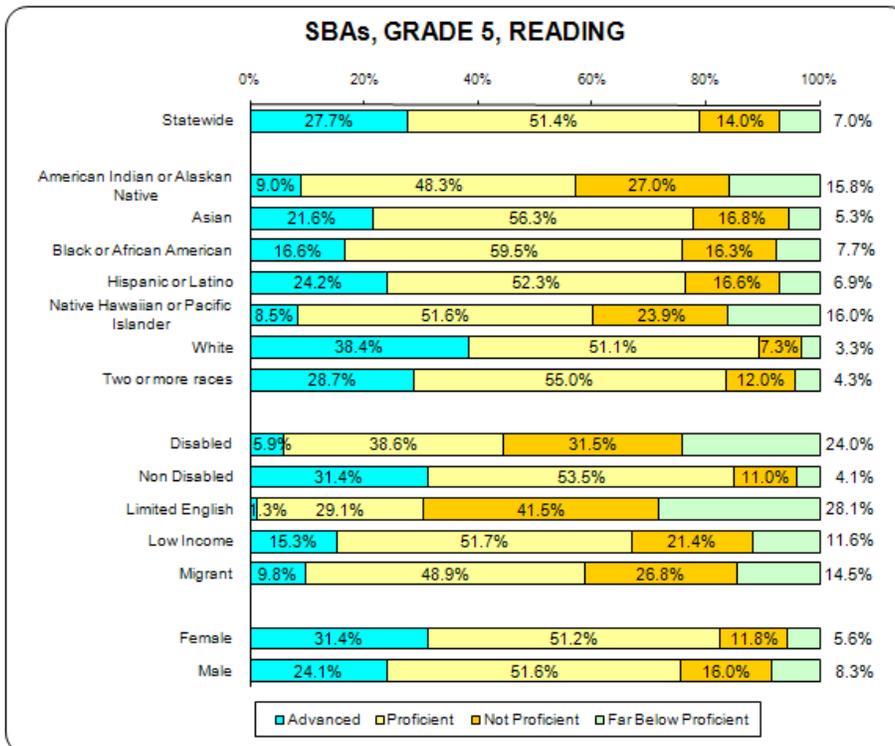
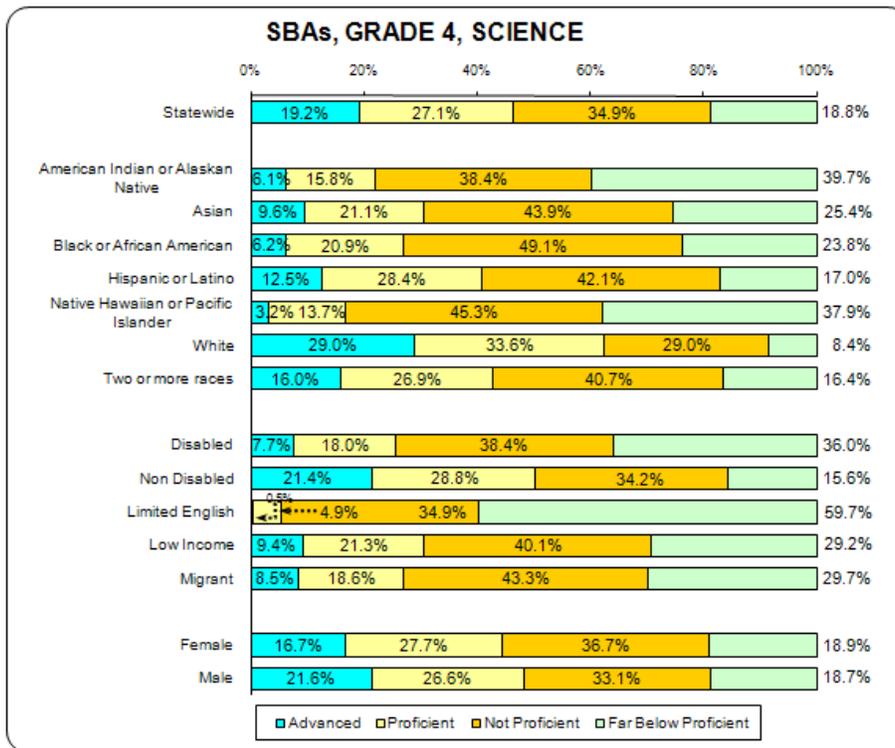
SBAs Statewide Performance by Grade (Continued)



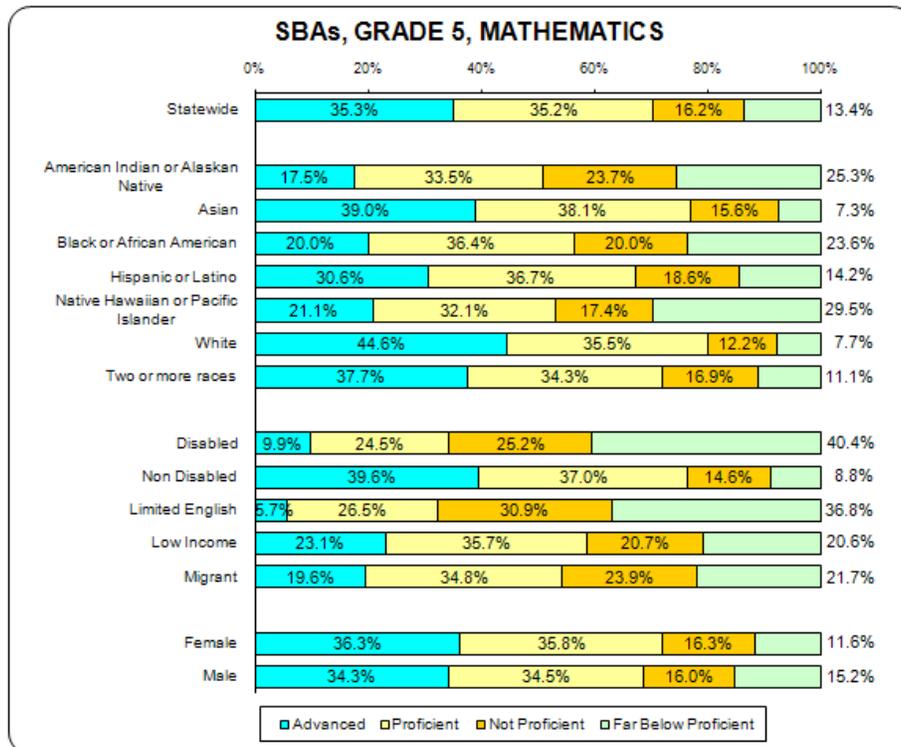
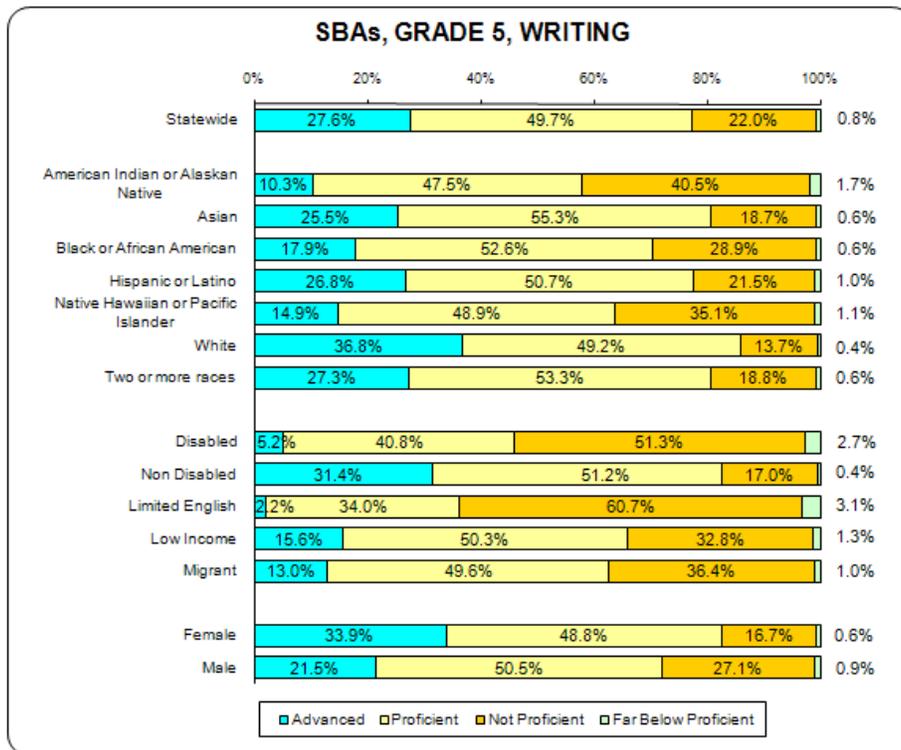
SBAs Statewide Performance by Grade (Continued)



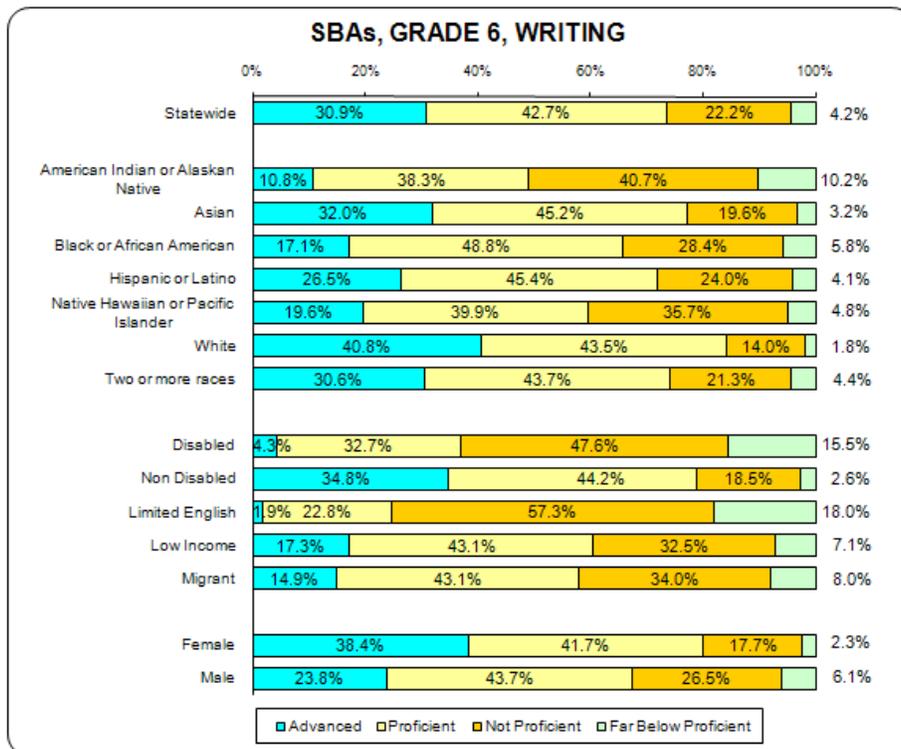
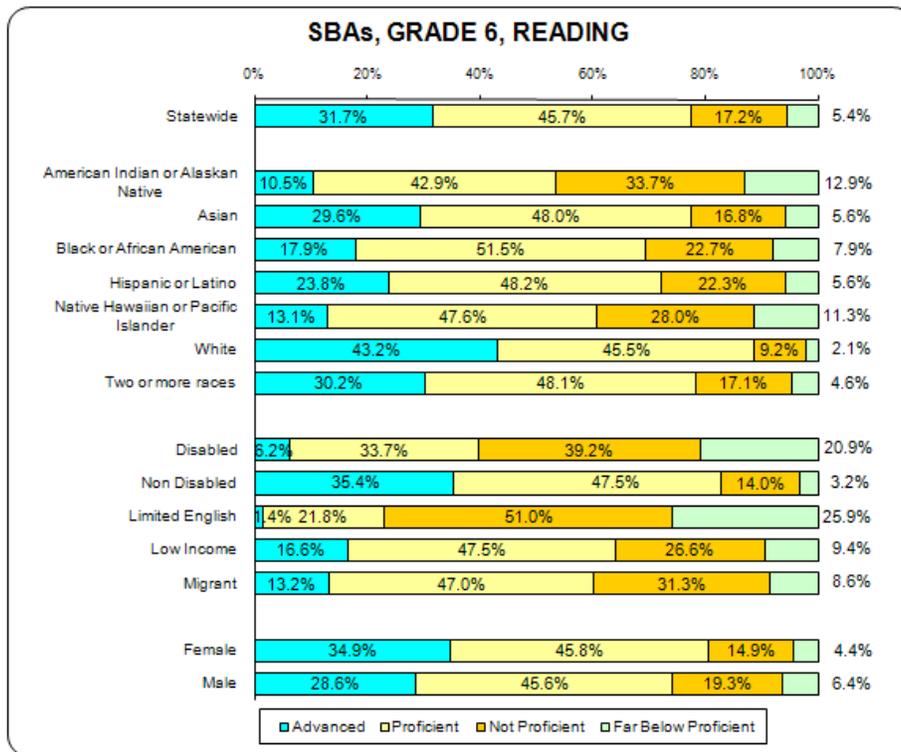
SBAs Statewide Performance by Grade (Continued)



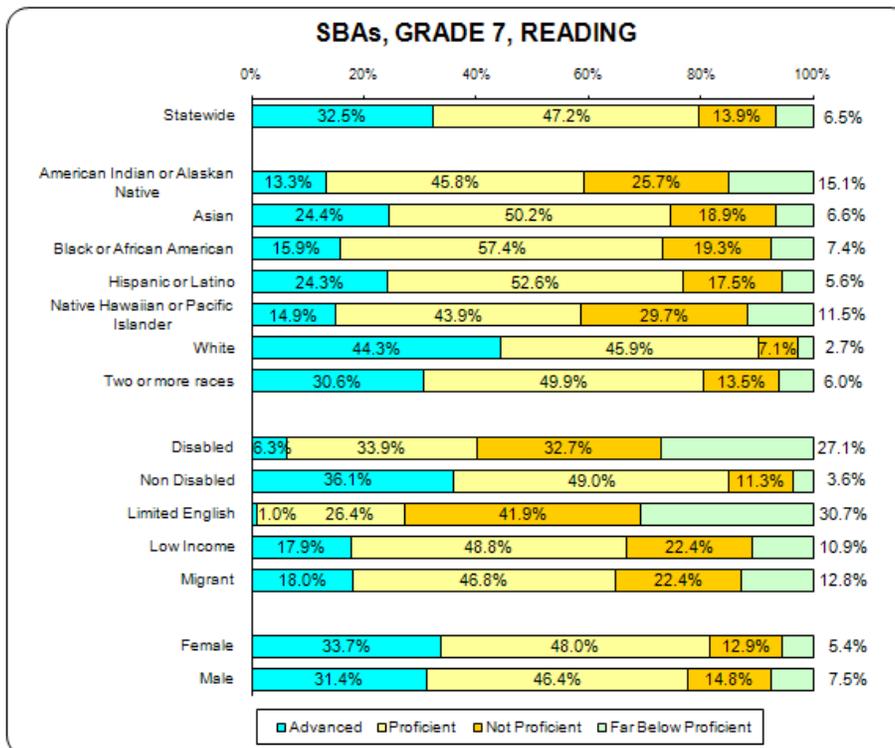
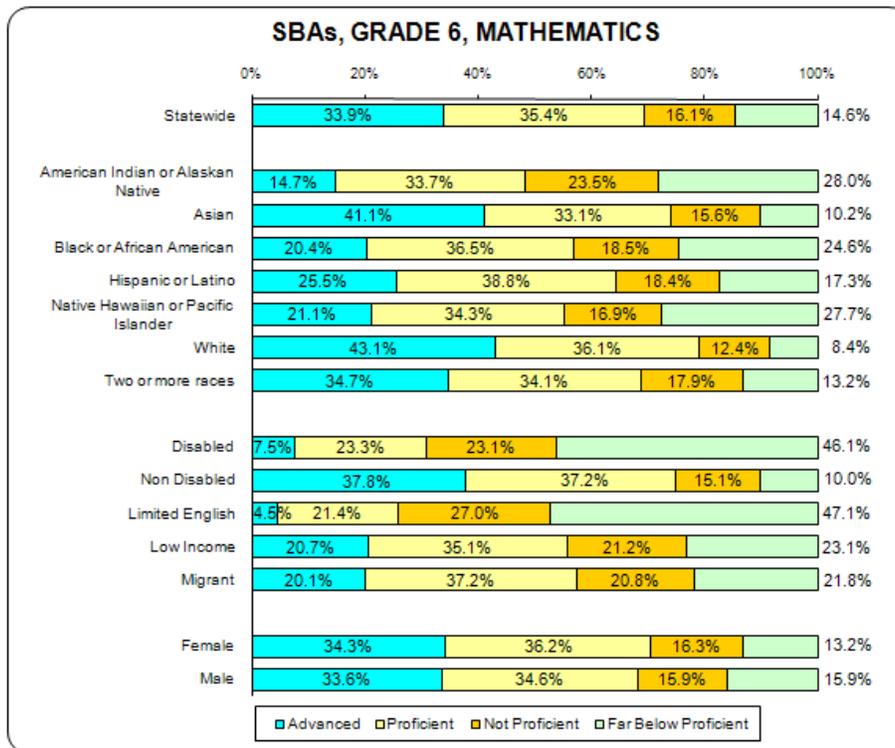
SBAs Statewide Performance by Grade (Continued)



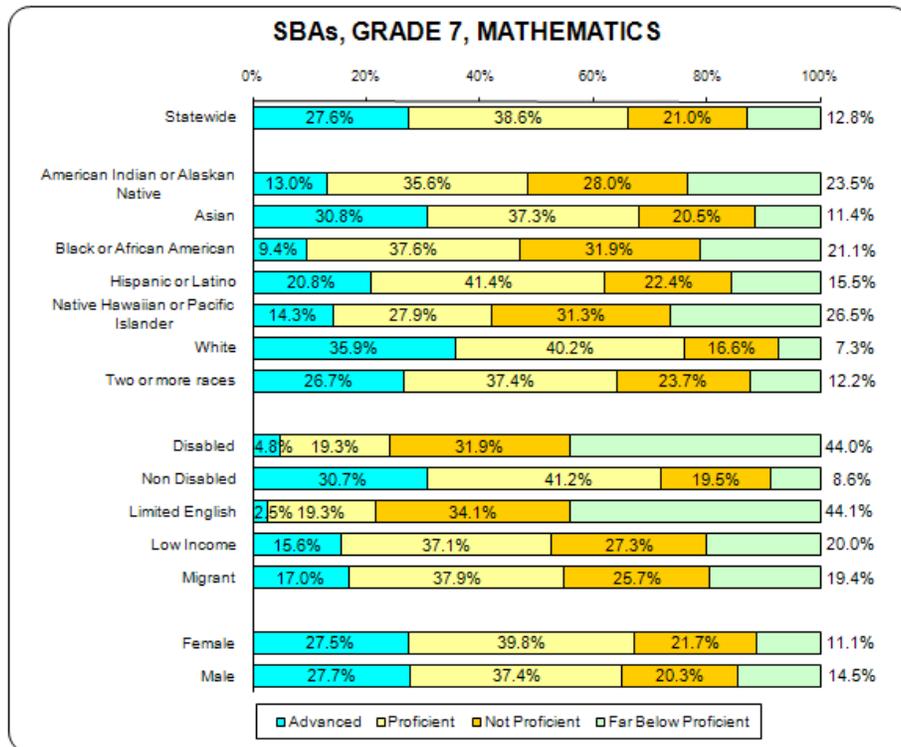
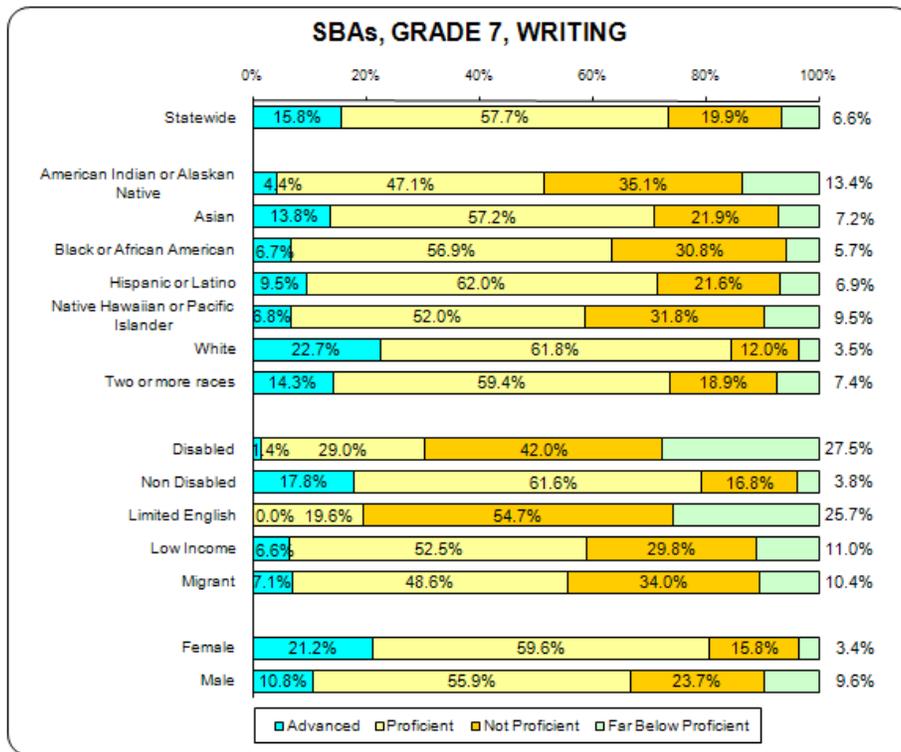
SBAs Statewide Performance by Grade (Continued)



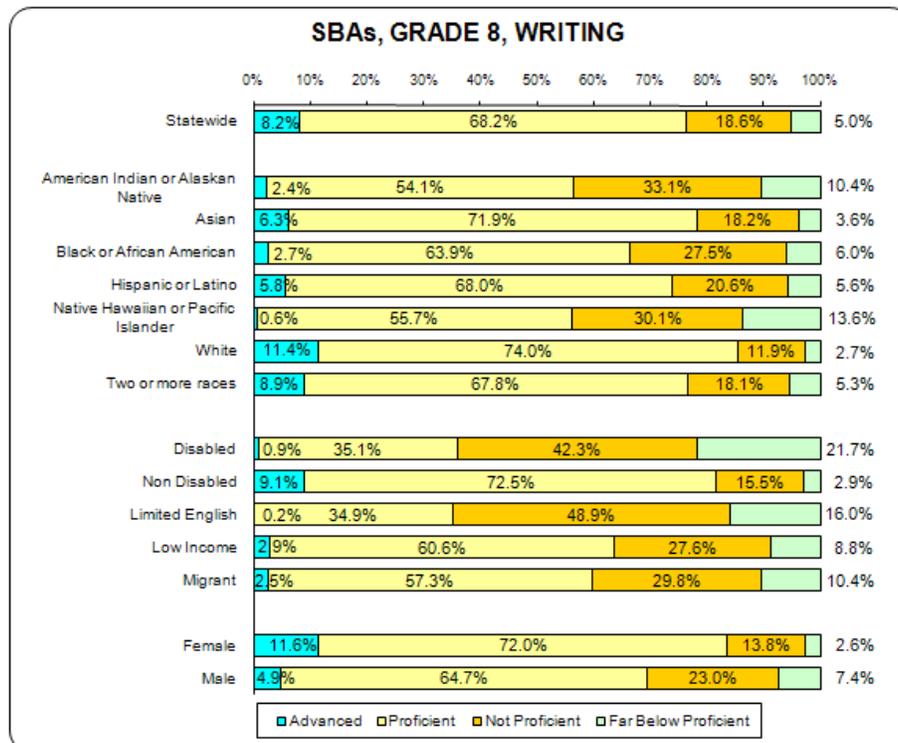
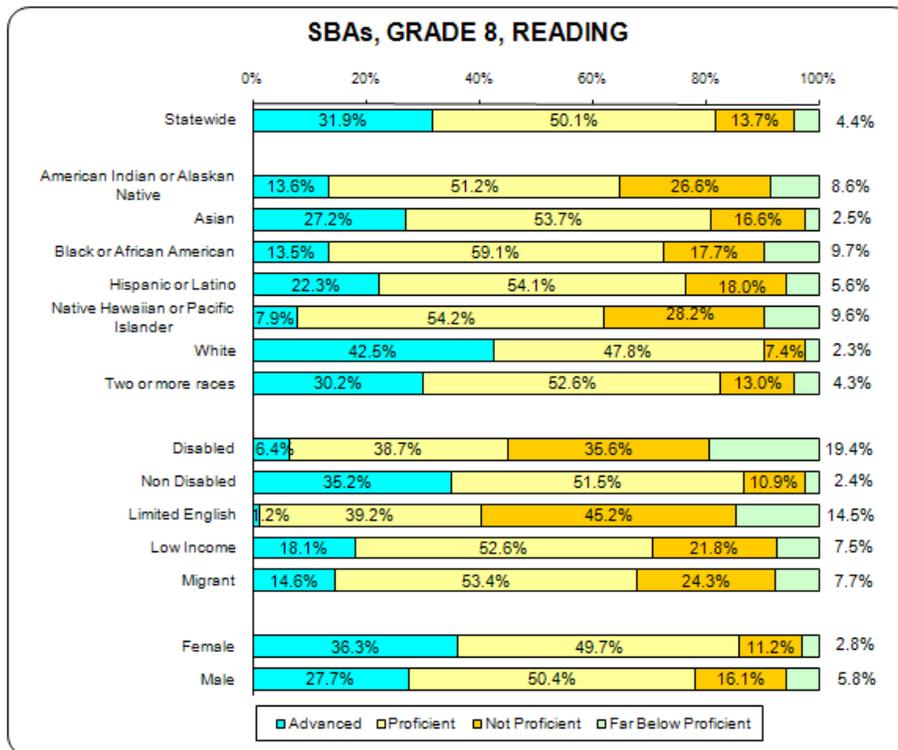
SBAs Statewide Performance by Grade (Continued)



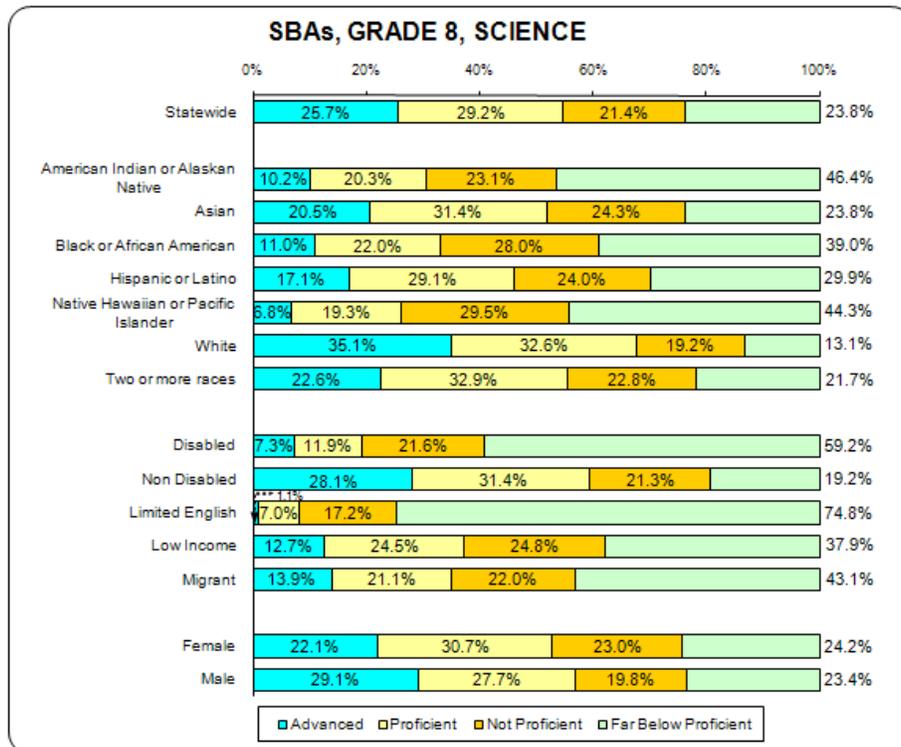
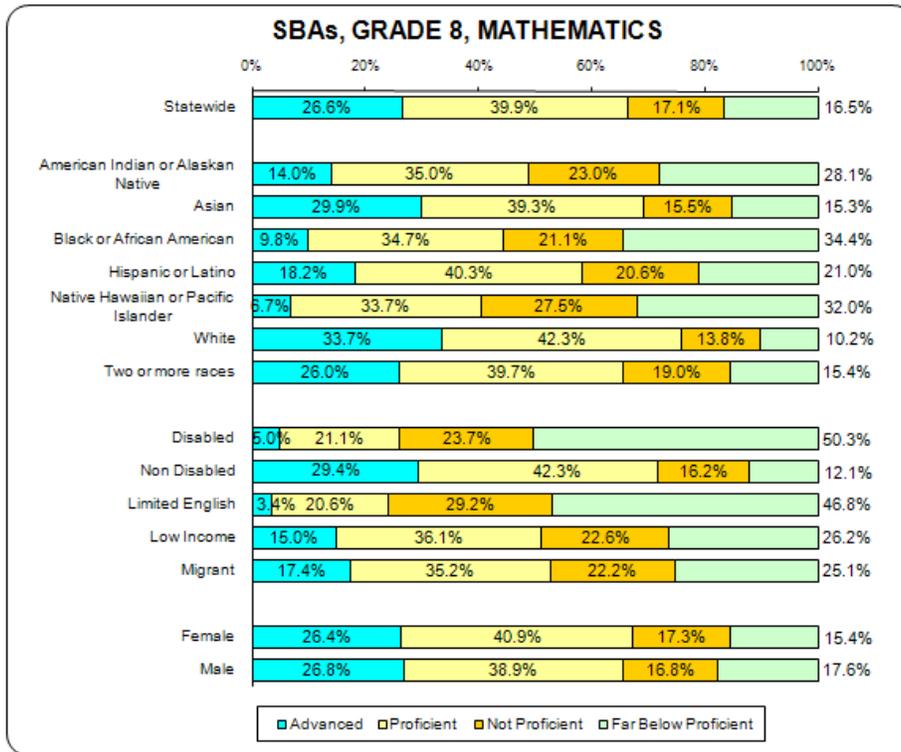
SBAs Statewide Performance by Grade (Continued)



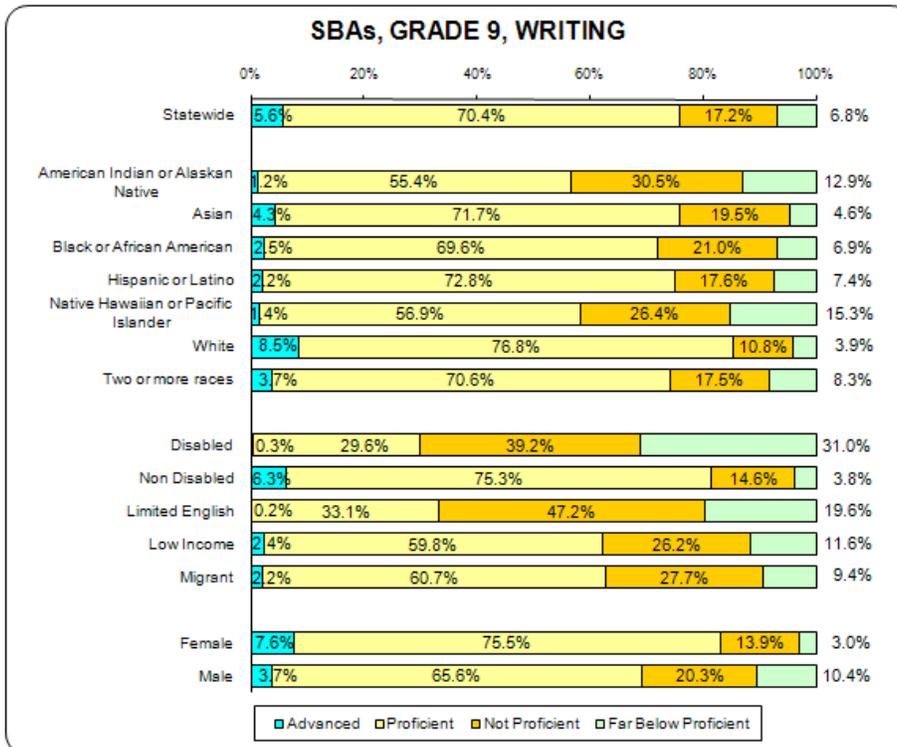
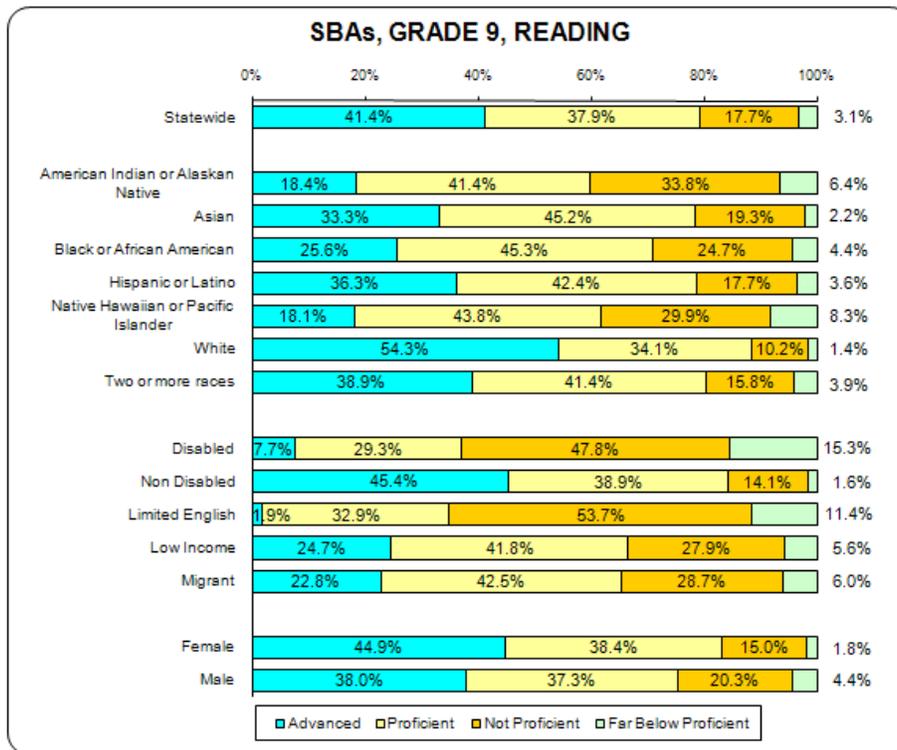
SBAs Statewide Performance by Grade (Continued)



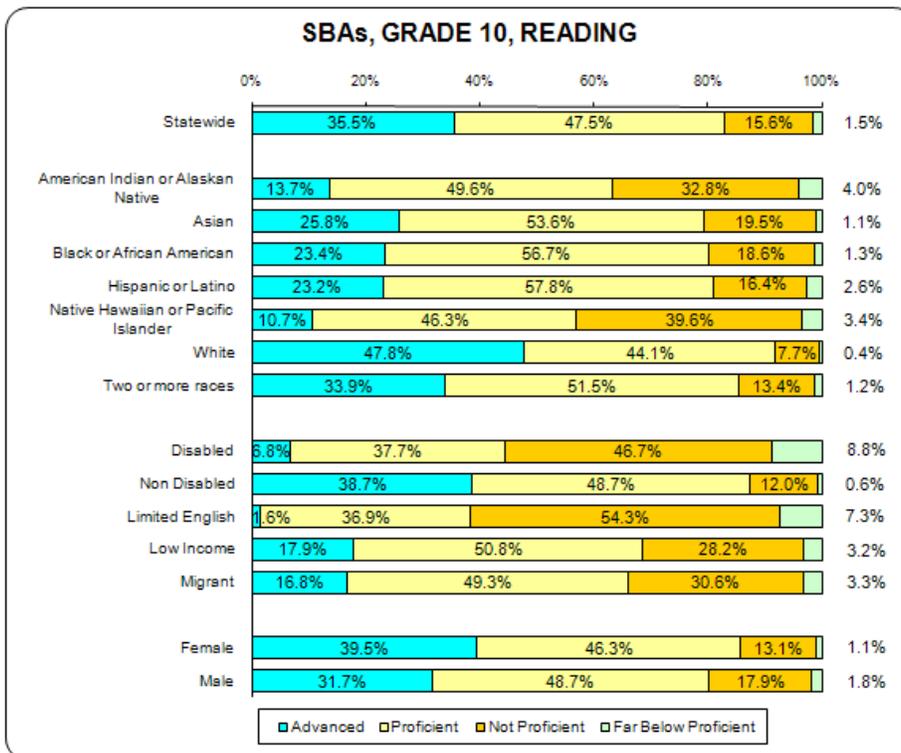
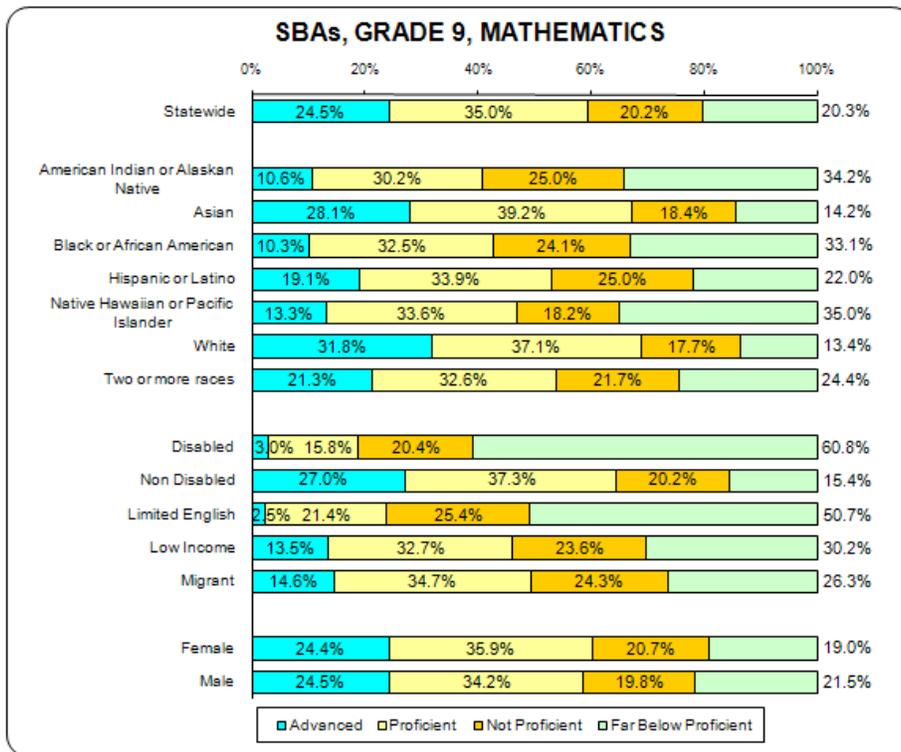
SBAs Statewide Performance by Grade (Continued)



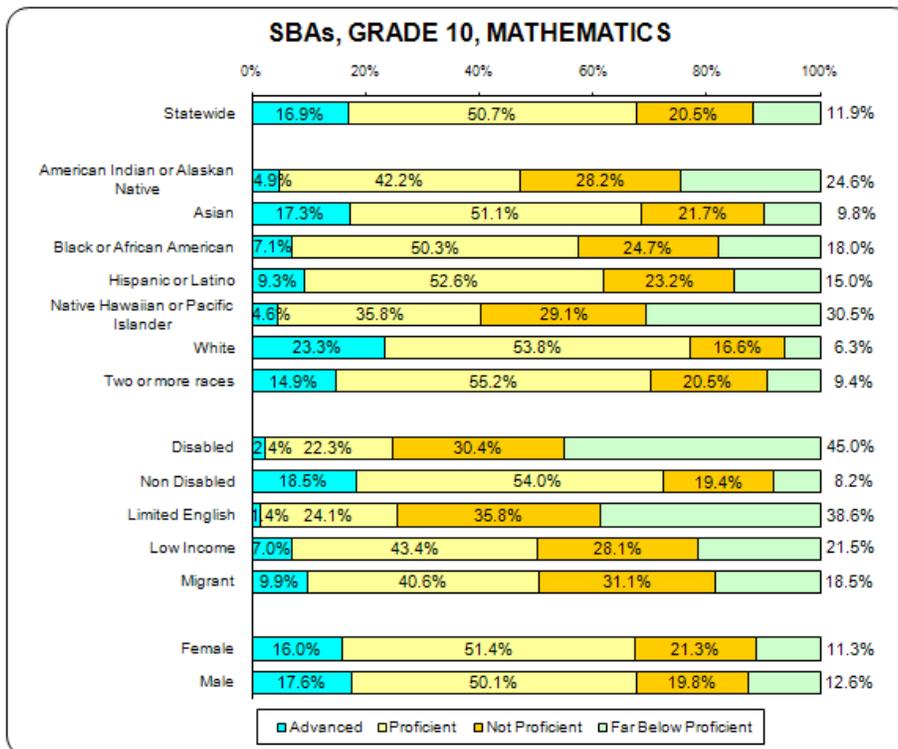
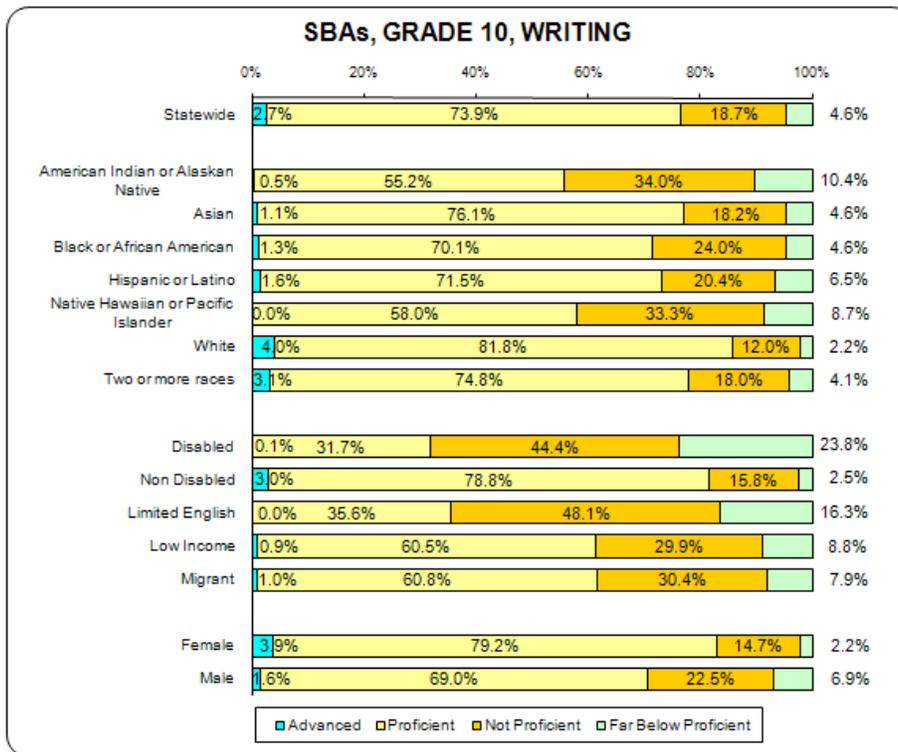
SBAs Statewide Performance by Grade (Continued)



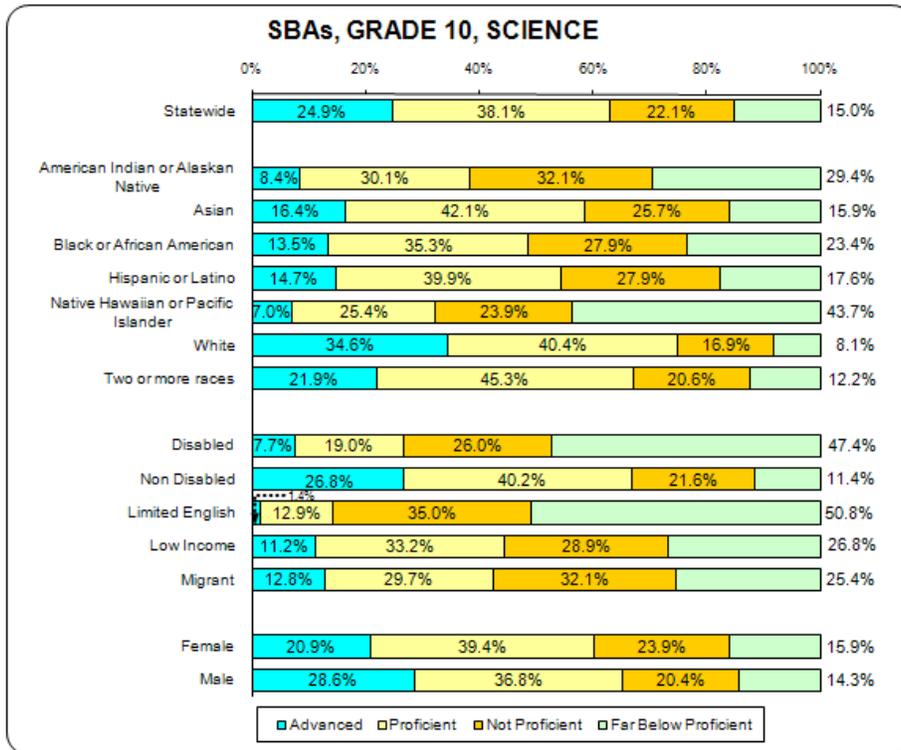
SBAs Statewide Performance by Grade (Continued)



SBAs 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	2007	3,671	40.1%	3,642	39.8%	1,175	12.8%	671	7.3%	9,337	98.1%
	2008	3,648	38.6%	3,877	41.0%	1,187	12.6%	733	7.8%	9,655	97.8%
	2009	3,686	38.0%	3,905	40.3%	1,087	11.2%	1,016	10.5%	9,922	97.7%
Writing	2007	3,306	36.2%	3,705	40.5%	1,828	20.0%	298	3.3%	9,337	97.9%
	2008	3,074	32.5%	4,001	42.3%	2,027	21.4%	357	3.8%	9,655	98.0%
	2009	2,819	29.1%	4,430	45.7%	2,200	22.7%	247	2.6%	9,922	97.7%
Math	2007	3,219	35.2%	3,973	43.5%	962	10.5%	986	10.8%	9,337	97.9%
	2008	3,172	33.5%	4,186	44.2%	996	10.5%	1,118	11.8%	9,655	98.1%
	2009	3,078	31.7%	4,207	43.3%	1,114	11.5%	1,322	13.6%	9,922	98.0%
Grade 4											
Reading	2007	3,353	36.2%	4,217	45.5%	967	10.4%	724	7.8%	9,444	98.1%
	2008	3,295	36.0%	4,116	45.0%	999	10.9%	734	8.0%	9,354	97.8%
	2009	2,555	26.8%	4,876	51.2%	1,235	13.0%	863	9.1%	9,725	98.0%
Writing	2007	2,935	31.7%	4,359	47.1%	1,818	19.7%	135	1.5%	9,444	97.9%
	2008	2,803	30.6%	4,341	47.5%	1,876	20.5%	127	1.4%	9,354	97.8%
	2009	2,333	24.5%	5,144	54.1%	1,894	19.9%	145	1.5%	9,725	97.9%
Math	2007	3,322	35.9%	3,673	39.7%	1,162	12.6%	1,098	11.9%	9,444	98.0%
	2008	3,128	34.1%	3,677	40.1%	1,208	13.2%	1,150	12.6%	9,354	98.0%
	2009	3,275	34.4%	3,763	39.5%	1,217	12.8%	1,277	13.4%	9,725	98.0%
Science ³	2008	1,972	22.1%	2,202	24.7%	2,792	31.3%	1,951	21.9%	9,354	95.3%
	2009	1,804	19.2%	2,545	27.1%	3,270	34.9%	1,764	18.8%	9,725	96.5%
Grade 5											
Reading	2007	2,873	31.2%	4,772	51.9%	1,180	12.8%	371	4.0%	9,368	98.2%
	2008	2,826	30.7%	4,834	52.5%	1,146	12.5%	397	4.3%	9,383	98.1%
	2009	2,561	27.7%	4,753	51.4%	1,291	14.0%	646	7.0%	9,445	97.9%
Writing	2007	2,523	27.5%	4,316	47.0%	2,268	24.7%	79	0.9%	9,368	98.1%
	2008	2,529	27.5%	4,339	47.2%	2,252	24.5%	65	0.7%	9,383	97.9%
	2009	2,557	27.6%	4,601	49.7%	2,037	22.0%	70	0.8%	9,445	98.1%
Math	2007	4,007	43.6%	3,052	33.2%	1,389	15.1%	750	8.2%	9,368	98.2%
	2008	3,817	41.5%	3,107	33.8%	1,489	16.2%	790	8.6%	9,383	98.1%
	2009	3,269	35.3%	3,258	35.2%	1,497	16.2%	1,242	13.4%	9,445	98.1%
Grade 6											
Reading	2007	3,423	36.4%	4,143	44.1%	1,543	16.4%	285	3.0%	9,575	98.1%
	2008	3,437	37.3%	4,015	43.5%	1,487	16.1%	284	3.1%	9,402	98.1%
	2009	2,926	31.7%	4,219	45.7%	1,584	17.2%	502	5.4%	9,440	97.8%
Writing	2007	3,161	33.7%	3,686	39.2%	2,053	21.9%	493	5.2%	9,575	98.1%
	2008	2,878	31.2%	3,786	41.1%	2,106	22.8%	448	4.9%	9,402	98.0%
	2009	2,851	30.9%	3,940	42.7%	2,048	22.2%	390	4.2%	9,440	97.8%
Math	2007	3,322	35.3%	3,679	39.1%	1,393	14.8%	1,007	10.7%	9,575	98.2%
	2008	3,257	35.3%	3,583	38.8%	1,414	15.3%	976	10.6%	9,402	98.2%
	2009	3,129	33.9%	3,262	35.4%	1,484	16.1%	1,343	14.6%	9,440	97.6%

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.

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

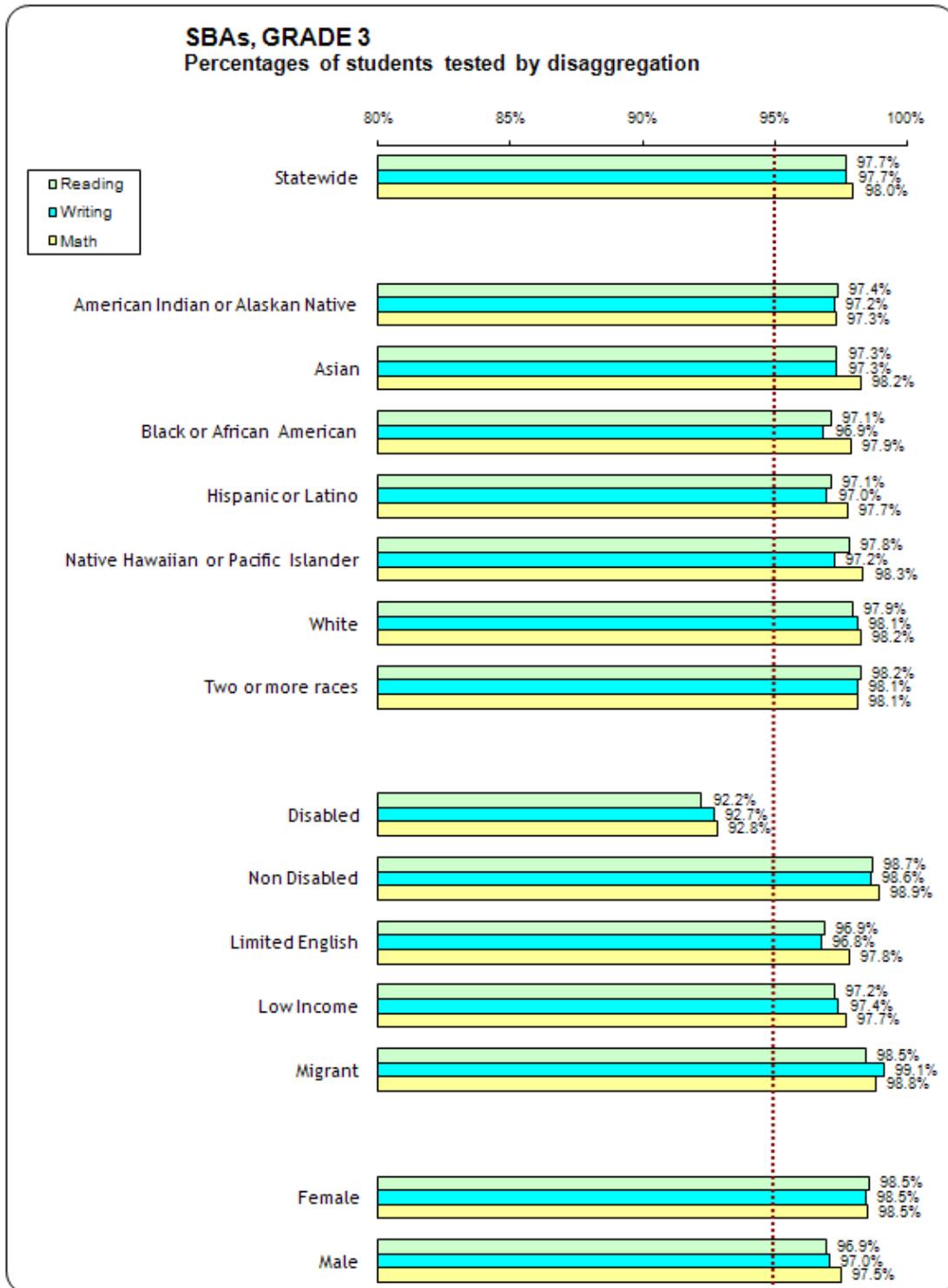
⁴ Grade 10 SERAs test takers do not necessarily reflect the same population as the Grade 10 HSGQE test takers.

SBAs Statewide Performance Trends (Continued)

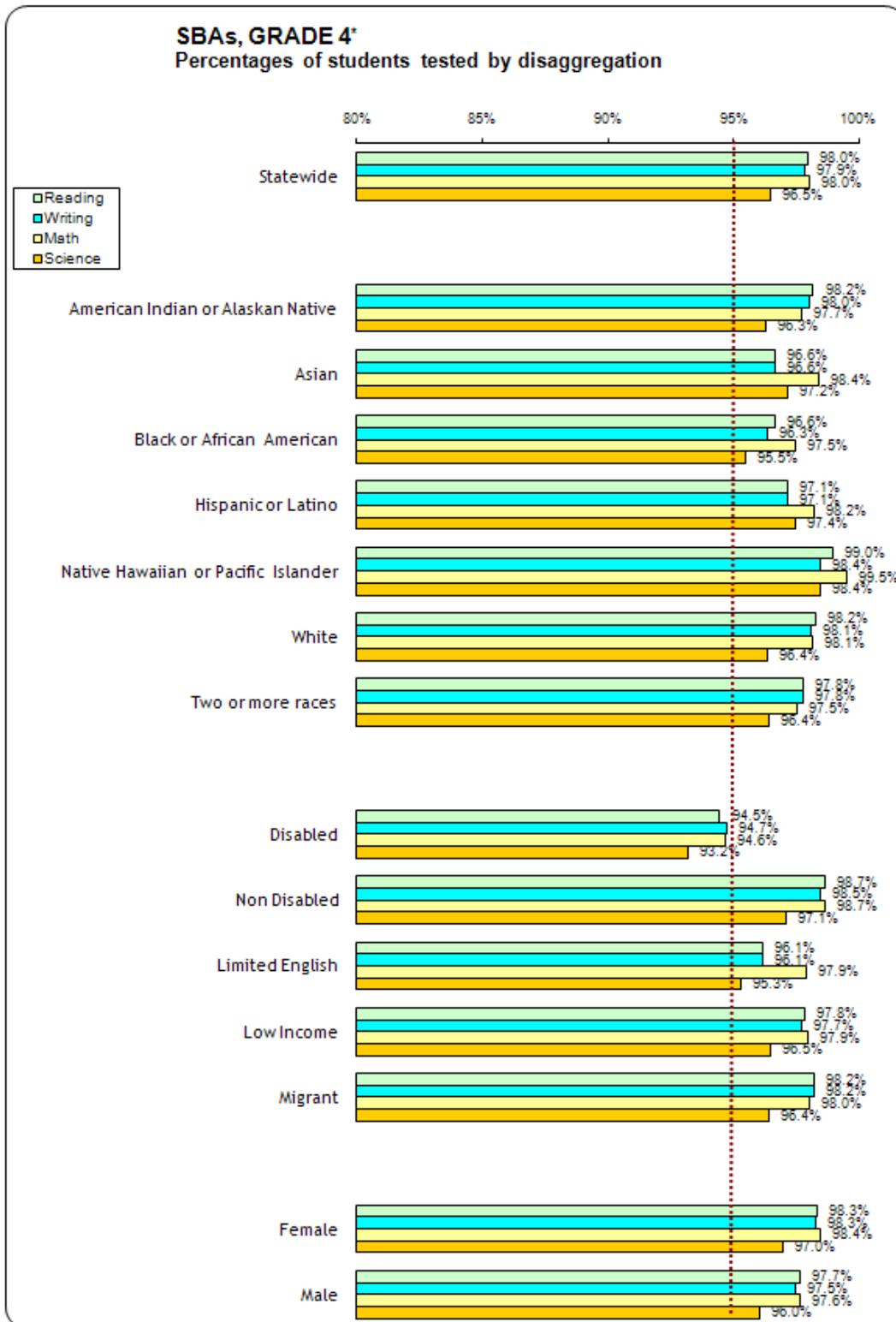
Subject	Year	Advanced		Proficient		Below Proficient		Far Below		Enrollment	Participation Rate ²
		Count	Percentage ¹	Count	Percentage ¹	Count	Percentage ¹	Count	Percentage ¹		
Grade 7											
Reading	2007	3,116	32.1%	4,732	48.8%	1,358	14.0%	494	5.1%	9,936	97.6%
	2008	2,987	31.8%	4,617	49.2%	1,328	14.1%	454	4.8%	9,609	97.7%
	2009	3,016	32.5%	4,375	47.2%	1,289	13.9%	599	6.5%	9,506	97.6%
Writing	2007	1,228	12.7%	5,573	57.4%	2,125	21.9%	779	8.0%	9,936	97.7%
	2008	1,222	13.0%	5,420	57.8%	2,043	21.8%	695	7.4%	9,609	97.6%
	2009	1,468	15.8%	5,352	57.7%	1,841	19.9%	614	6.6%	9,506	97.6%
Math	2007	2,807	28.9%	3,879	40.0%	1,907	19.6%	1,114	11.5%	9,936	97.7%
	2008	2,800	29.8%	3,618	38.6%	1,910	20.4%	1,057	11.3%	9,609	97.7%
	2009	2,561	27.6%	3,577	38.6%	1,947	21.0%	1,189	12.8%	9,506	97.6%
Grade 8											
Reading	2007	3,582	37.1%	4,715	48.8%	1,057	10.9%	308	3.2%	9,914	97.5%
	2008	3,558	37.3%	4,590	48.1%	1,110	11.6%	291	3.0%	9,743	98.0%
	2009	2,975	31.9%	4,674	50.1%	1,280	13.7%	408	4.4%	9,574	97.5%
Writing	2007	791	8.2%	6,209	64.3%	1,878	19.4%	781	8.1%	9,914	97.4%
	2008	749	7.9%	6,135	64.3%	1,914	20.1%	740	7.8%	9,743	97.9%
	2009	761	8.2%	6,357	68.2%	1,729	18.6%	470	5.0%	9,574	97.3%
Math	2007	2,785	28.8%	3,906	40.5%	1,558	16.1%	1,406	14.6%	9,914	97.4%
	2008	2,686	28.2%	3,825	40.2%	1,630	17.1%	1,383	14.5%	9,743	97.8%
	2009	2,481	26.6%	3,721	39.9%	1,592	17.1%	1,540	16.5%	9,574	97.5%
Science ³	2008	2,334	25.2%	2,406	26.0%	1,969	21.3%	2,535	27.4%	9,743	94.9%
	2009	2,353	25.7%	2,666	29.2%	1,954	21.4%	2,173	23.8%	9,574	95.5%
Grade 9											
Reading	2007	4,599	45.2%	3,735	36.7%	1,602	15.8%	230	2.3%	10,637	95.6%
	2008	4,324	44.2%	3,721	38.0%	1,507	15.4%	228	2.3%	10,171	96.2%
	2009	3,984	41.4%	3,647	37.9%	1,706	17.7%	298	3.1%	9,993	96.4%
Writing	2007	749	7.4%	6,676	65.7%	1,966	19.3%	774	7.6%	10,637	95.6%
	2008	625	6.4%	6,406	65.6%	1,937	19.9%	790	8.1%	10,171	95.9%
	2009	541	5.6%	6,763	70.4%	1,653	17.2%	649	6.8%	9,993	96.1%
Math	2007	3,049	30.0%	3,325	32.7%	1,979	19.5%	1,812	17.8%	10,637	95.6%
	2008	2,789	28.7%	3,343	34.4%	1,947	20.0%	1,642	16.9%	10,171	95.6%
	2009	2,346	24.5%	3,360	35.0%	1,940	20.2%	1,945	20.3%	9,993	96.0%
Grade 10⁴											
Reading	2007	3,661	38.9%	4,297	45.7%	1,320	14.0%	127	1.4%	10,040	93.7%
	2008	2,694	28.7%	4,857	51.7%	1,499	15.9%	350	3.7%	9,998	94.0%
	2009	3,219	35.5%	4,316	47.5%	1,413	15.6%	132	1.5%	9,708	93.5%
Writing	2007	274	2.9%	7,139	75.9%	1,595	17.0%	399	4.2%	10,040	93.7%
	2008	418	4.4%	6,525	69.2%	1,946	20.6%	535	5.7%	9,998	94.3%
	2009	246	2.7%	6,771	73.9%	1,716	18.7%	425	4.6%	9,708	94.3%
Math	2007	1,711	18.2%	4,790	51.0%	1,795	19.1%	1,092	11.6%	10,040	93.5%
	2008	1,619	17.3%	4,094	43.7%	2,074	22.1%	1,583	16.9%	9,998	93.7%
	2009	1,538	16.9%	4,628	50.7%	1,869	20.5%	1,089	11.9%	9,708	94.0%
Science ³	2008	2,122	23.7%	3,264	36.5%	1,973	22.0%	1,590	17.8%	9,998	89.5%
	2009	2,198	24.9%	3,366	38.1%	1,950	22.1%	1,330	15.0%	9,708	91.1%

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.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 Participation Rate by Grade

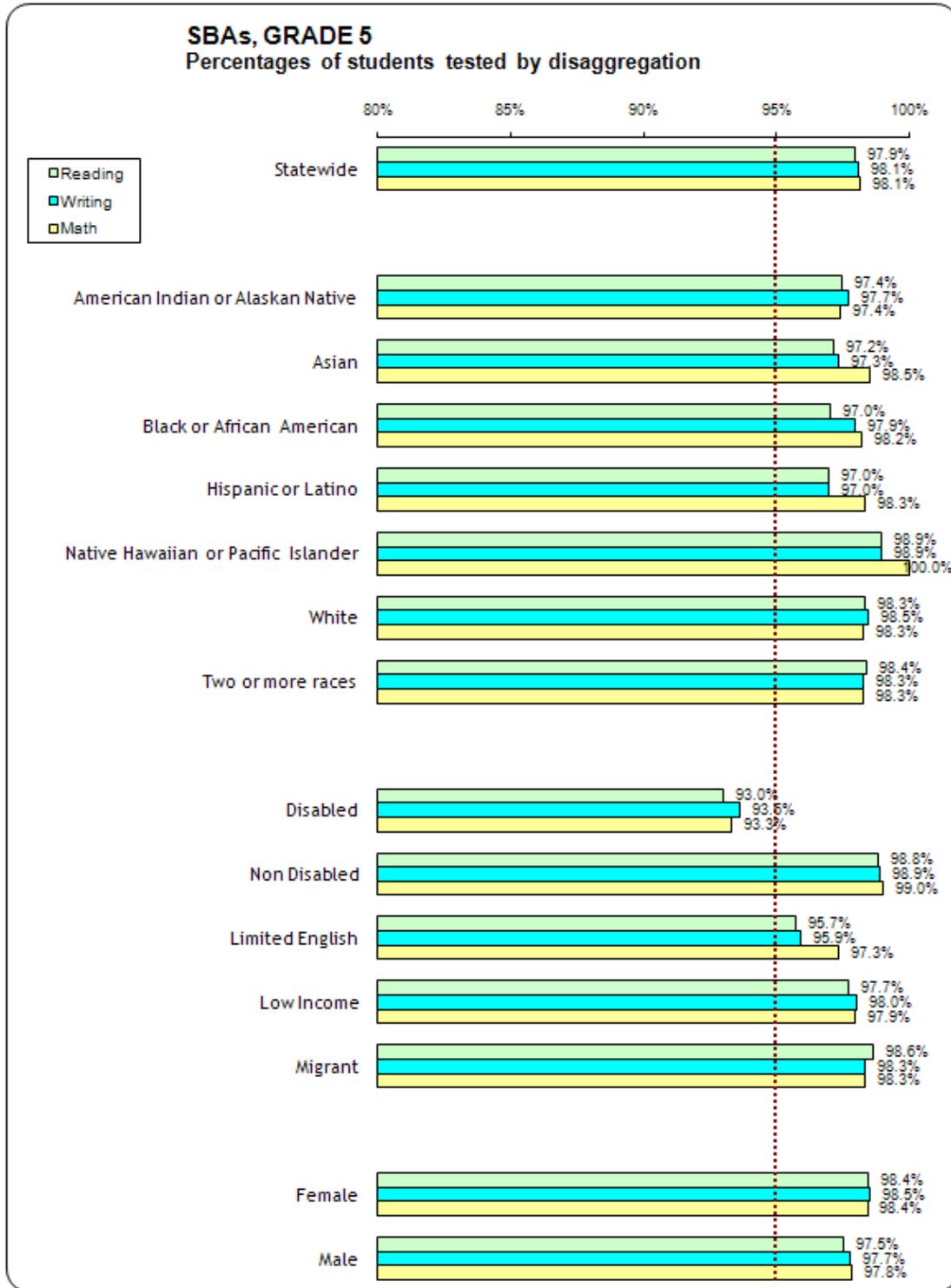


SBAs Statewide Participation Rate by Grade (Continued)

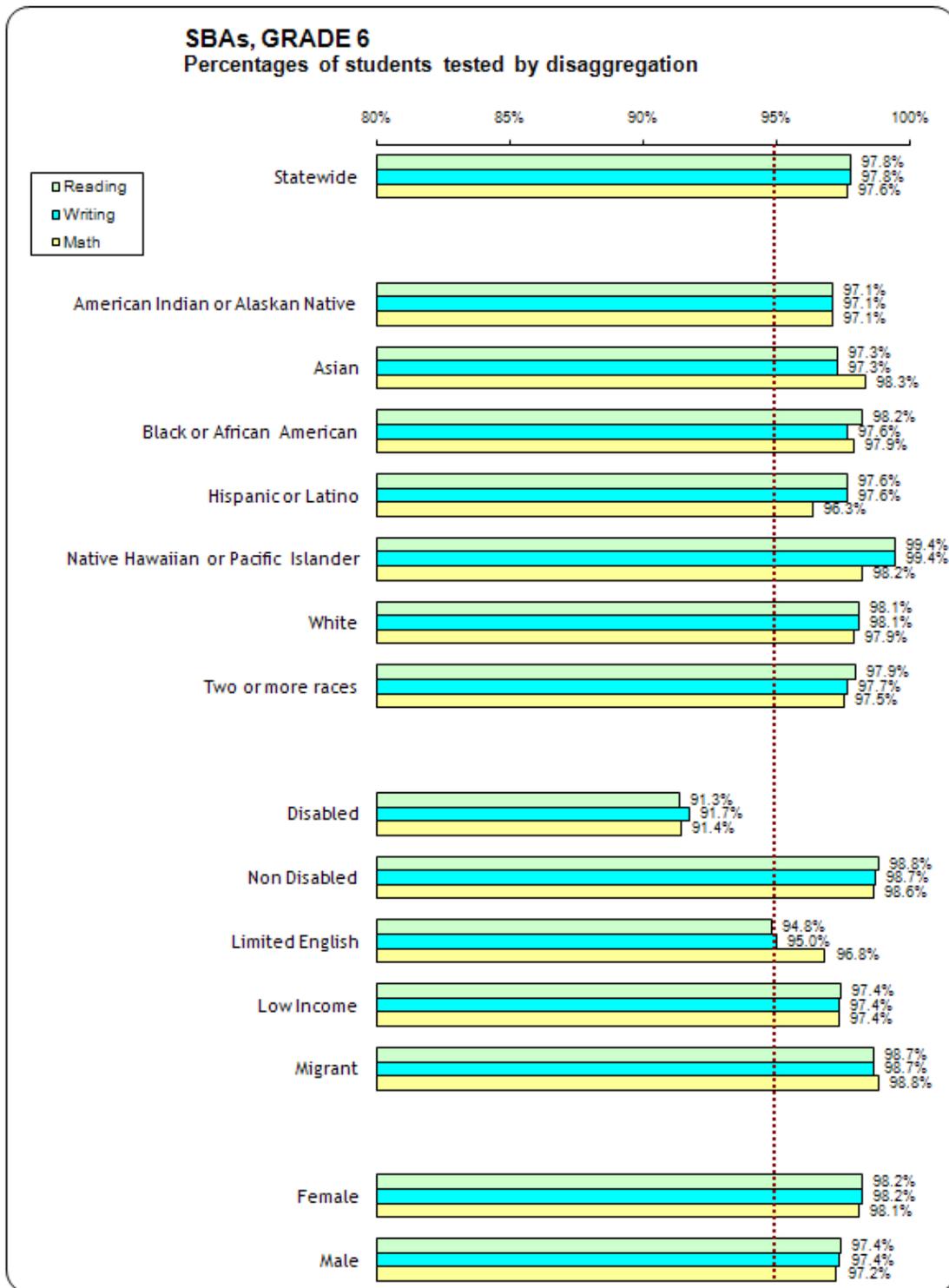


* The SEAs Science test is administered in grades 4, 8, and 10.

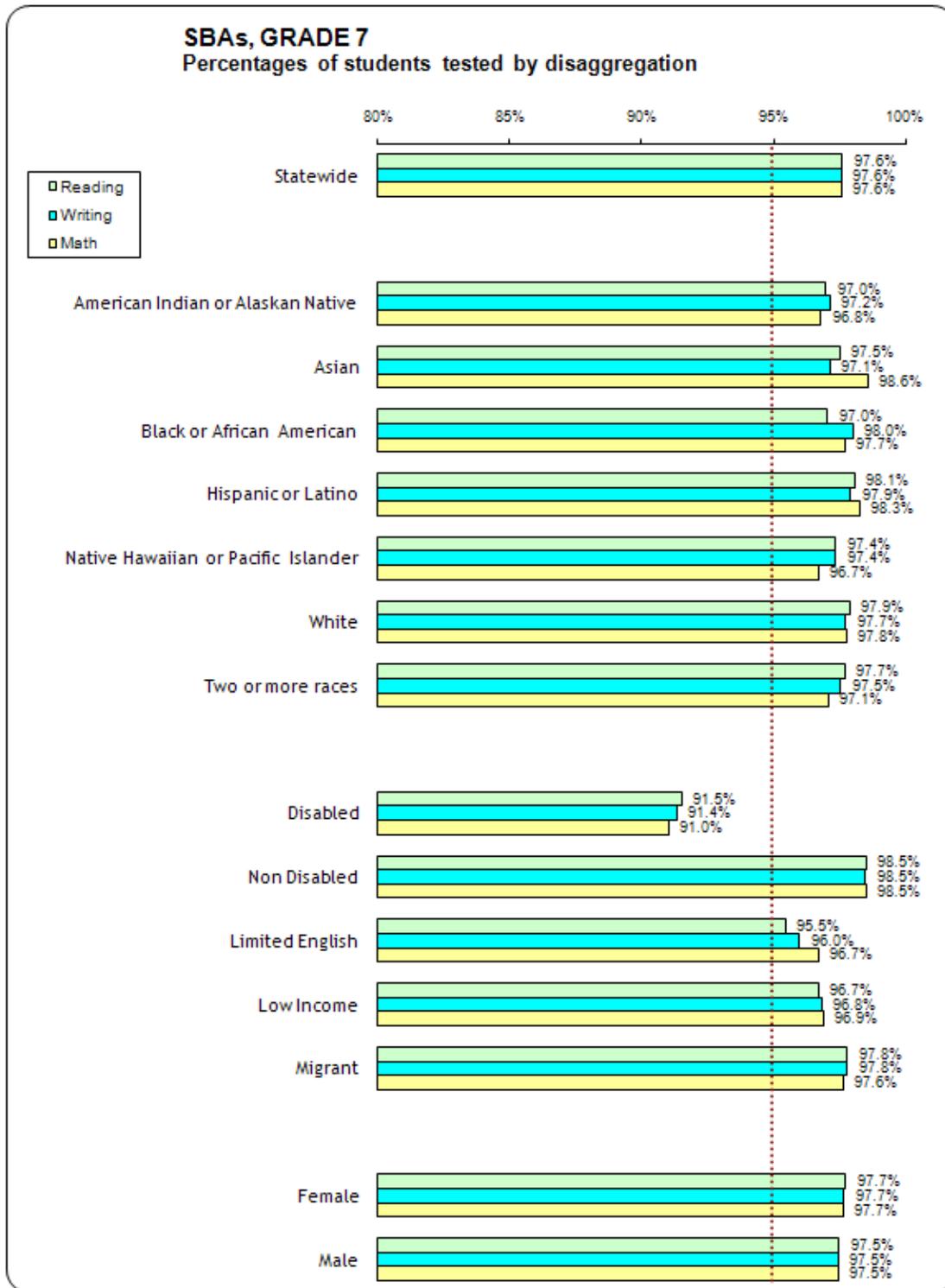
SBA's Statewide Participation Rate by Grade (Continued)



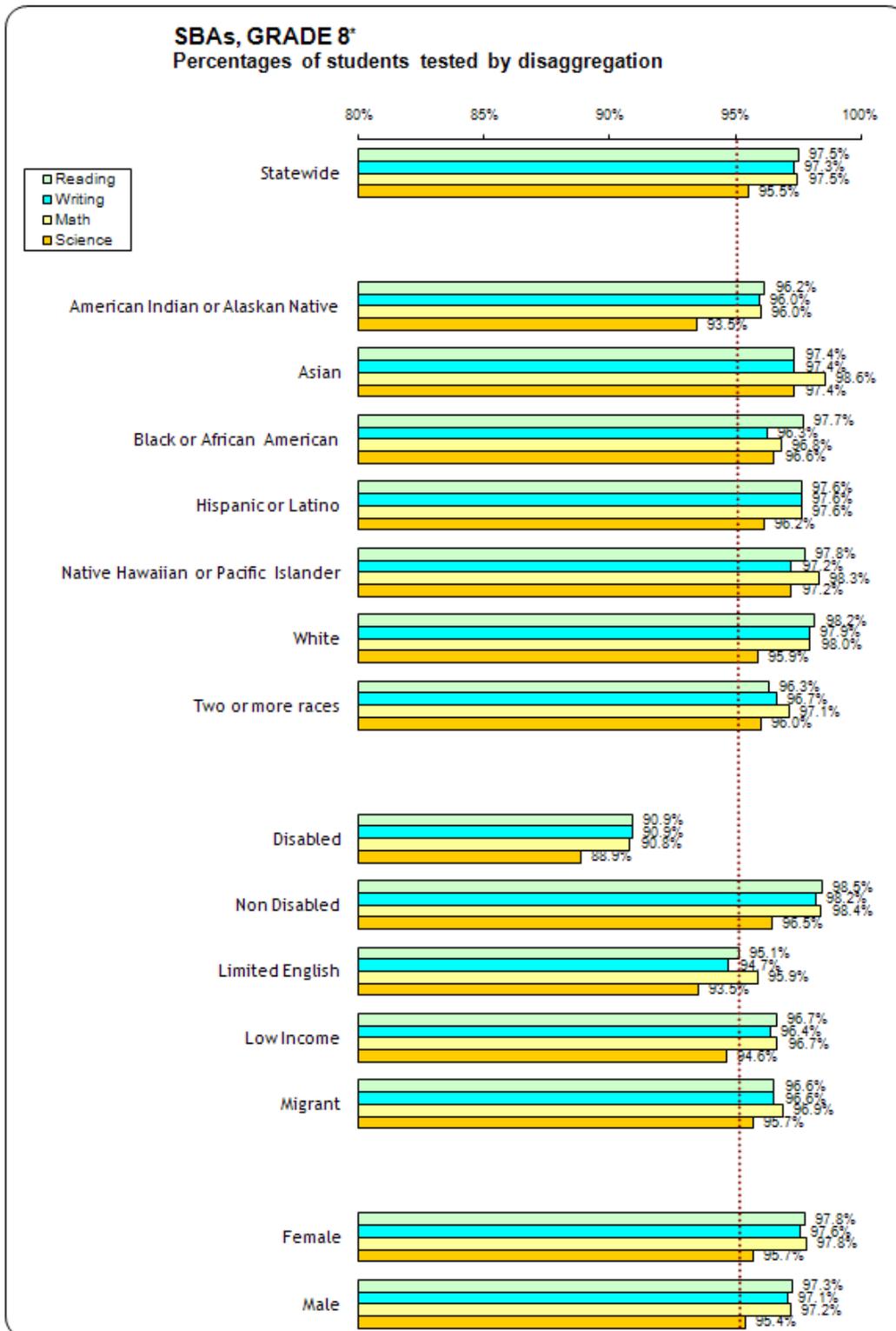
SBAs Statewide Participation Rate by Grade (Continued)



SBA's Statewide Participation Rate by Grade (Continued)

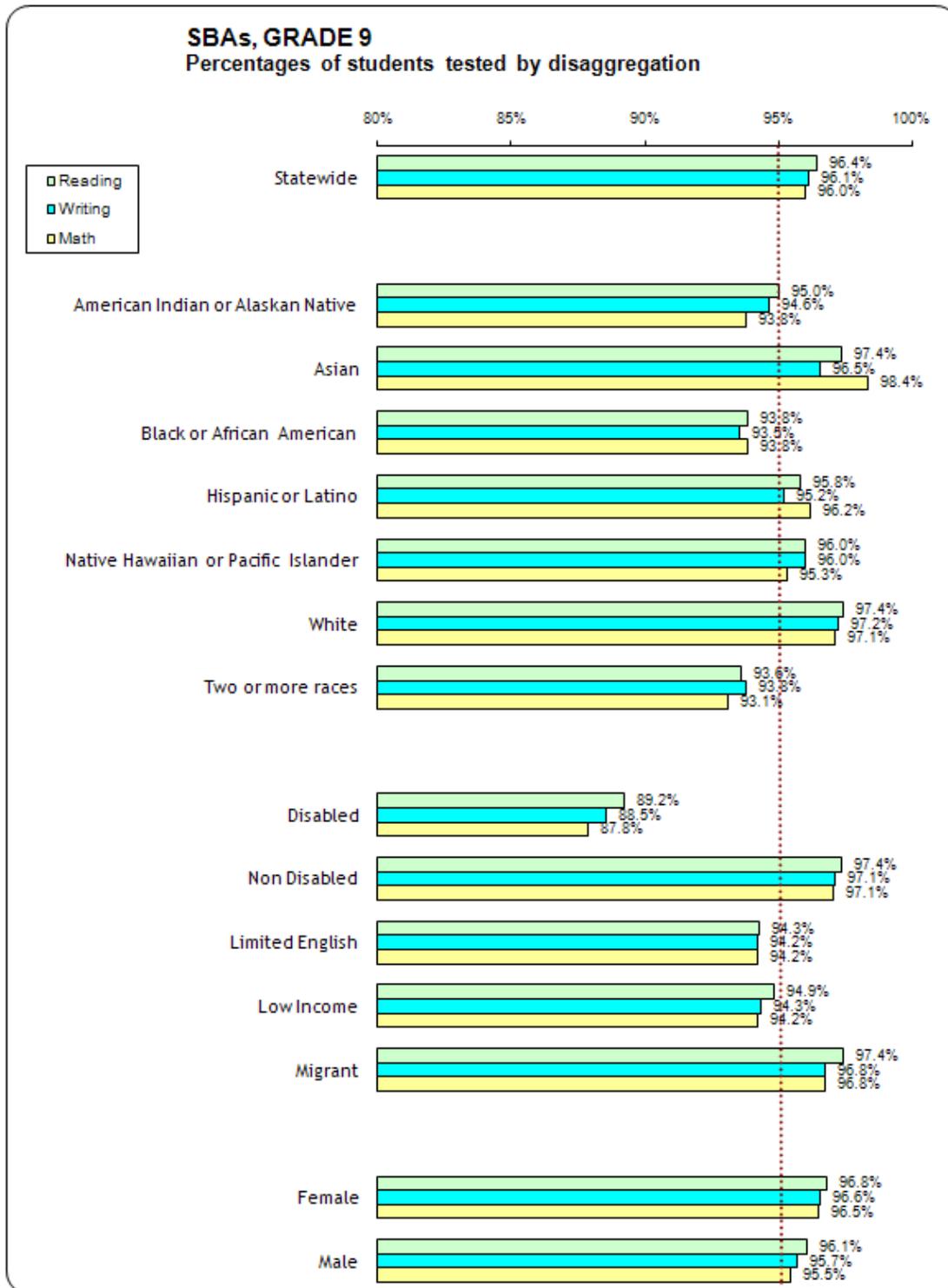


SBA's Statewide Participation Rate by Grade (Continued)

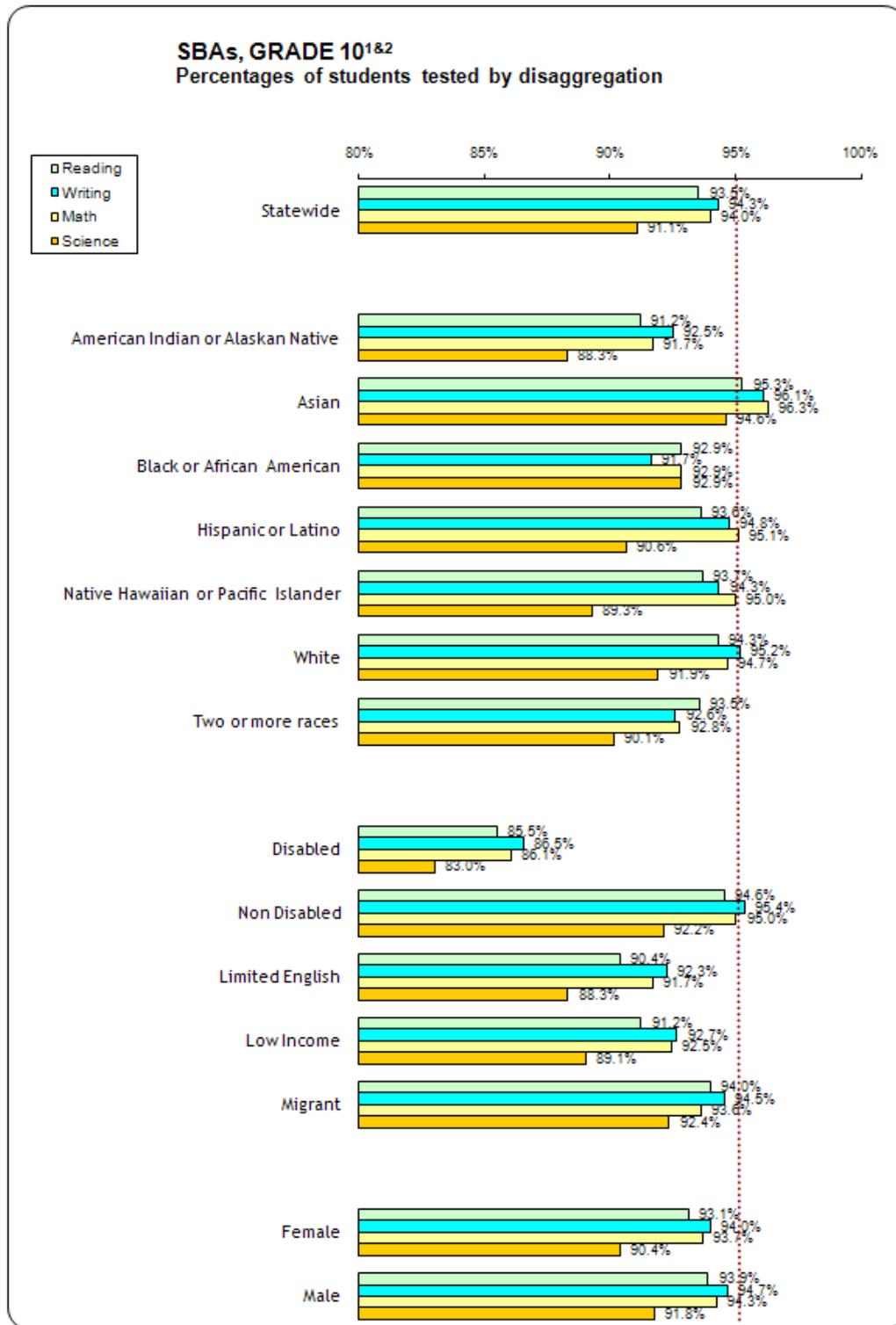


* The SBA's Science test is administered in grades 4, 8, and 10.

SBAs Statewide Participation Rate by Grade (Continued)



SBAs Statewide Participation Rate by Grade (Continued)

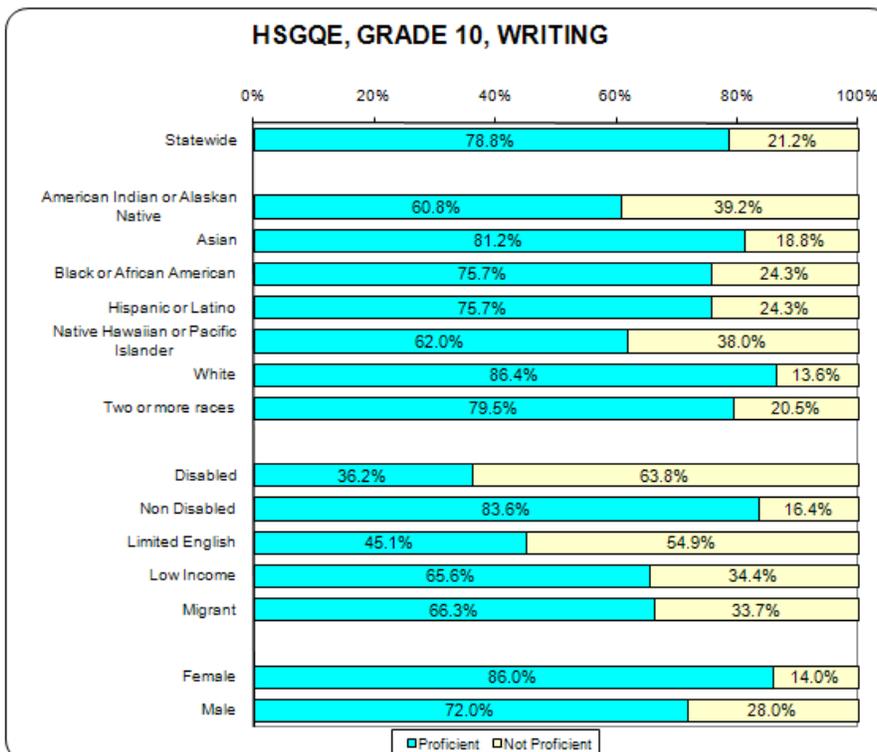
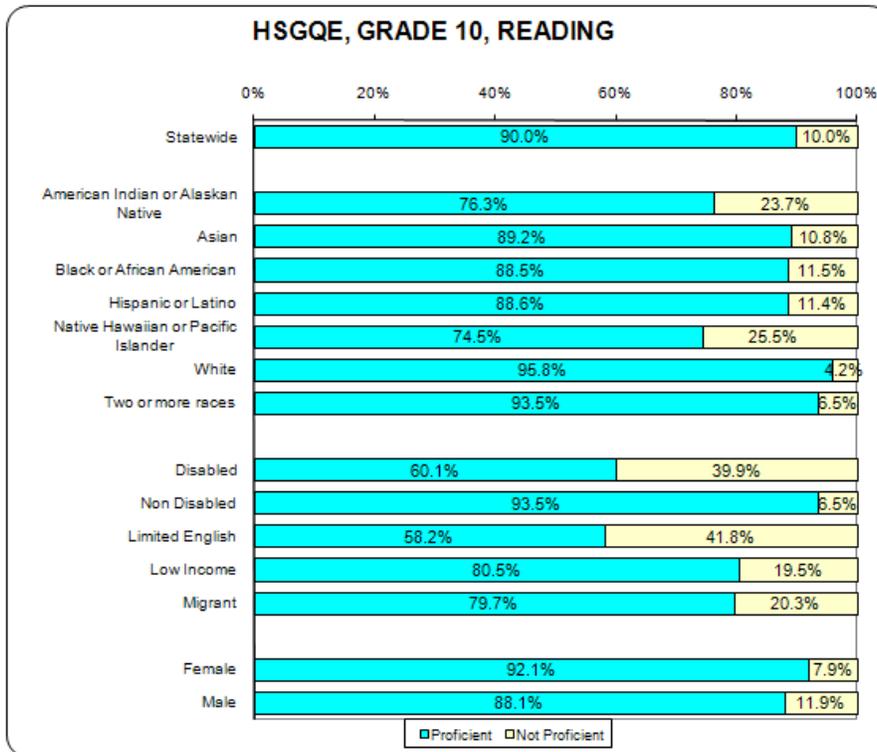


¹ The SEAs science test is administered in grades 4, 8, and 10.

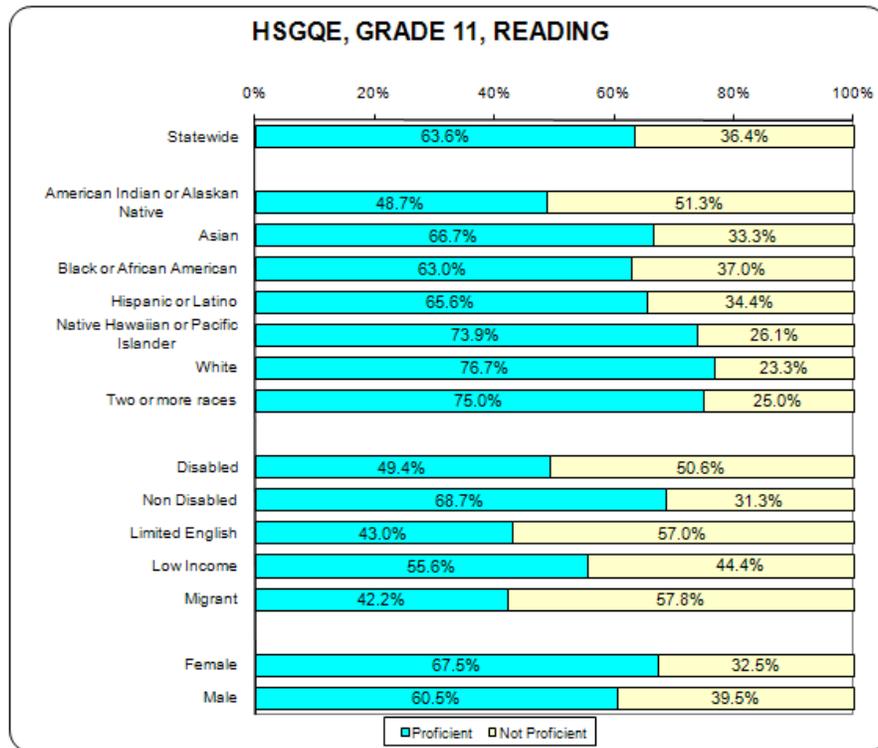
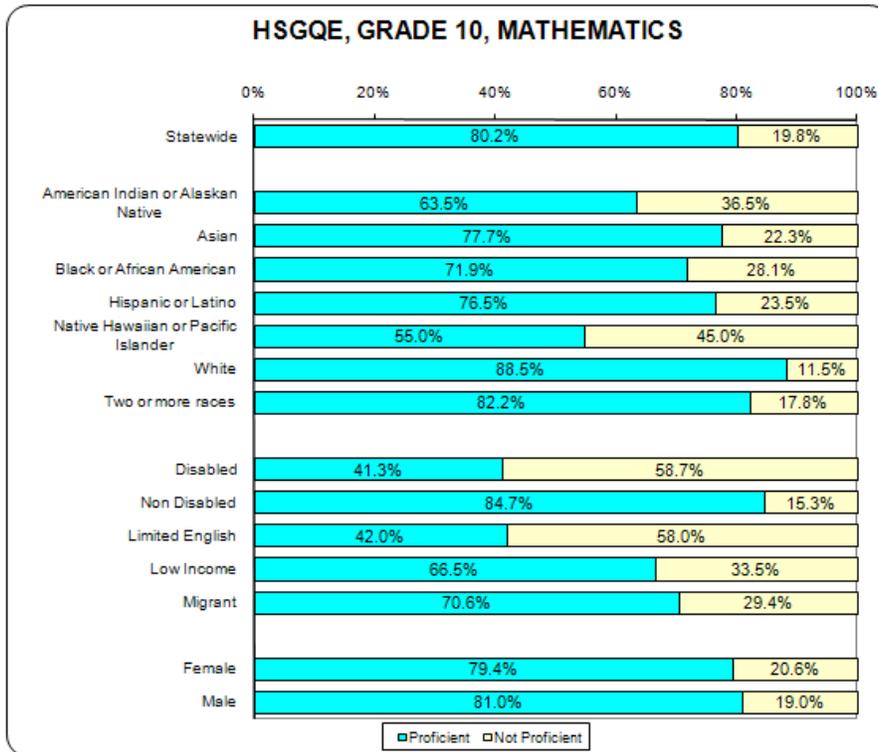
² Grade 10 HSGQE test takers do not necessarily reflect the same population as the Grade 10 SEAs test takers.

HIGH SCHOOL GRADUATION QUALIFYING EXAMINATION (HSGQE)

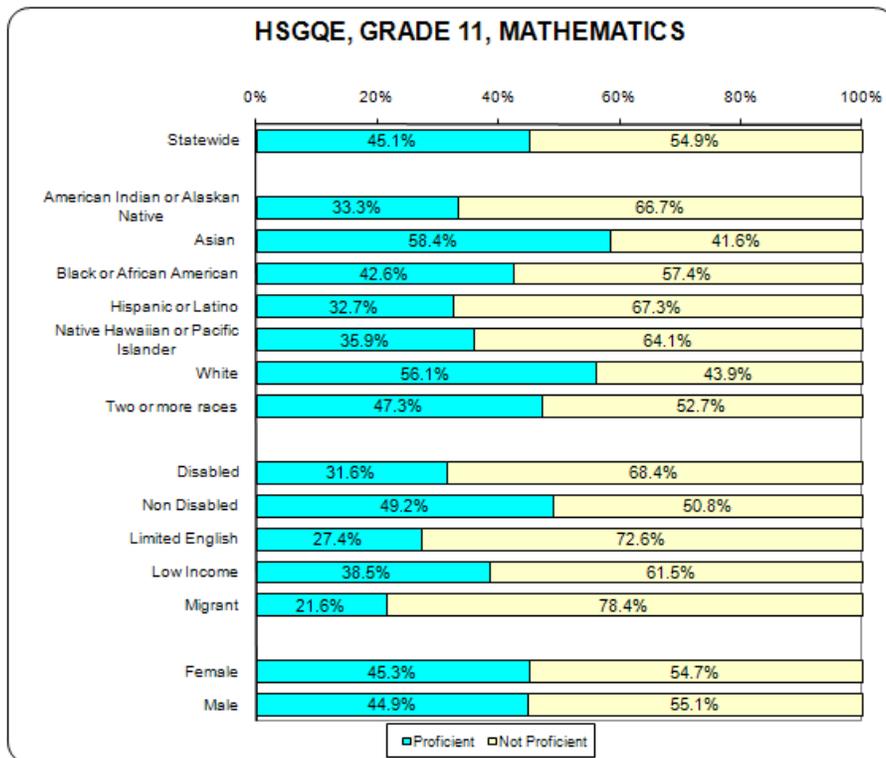
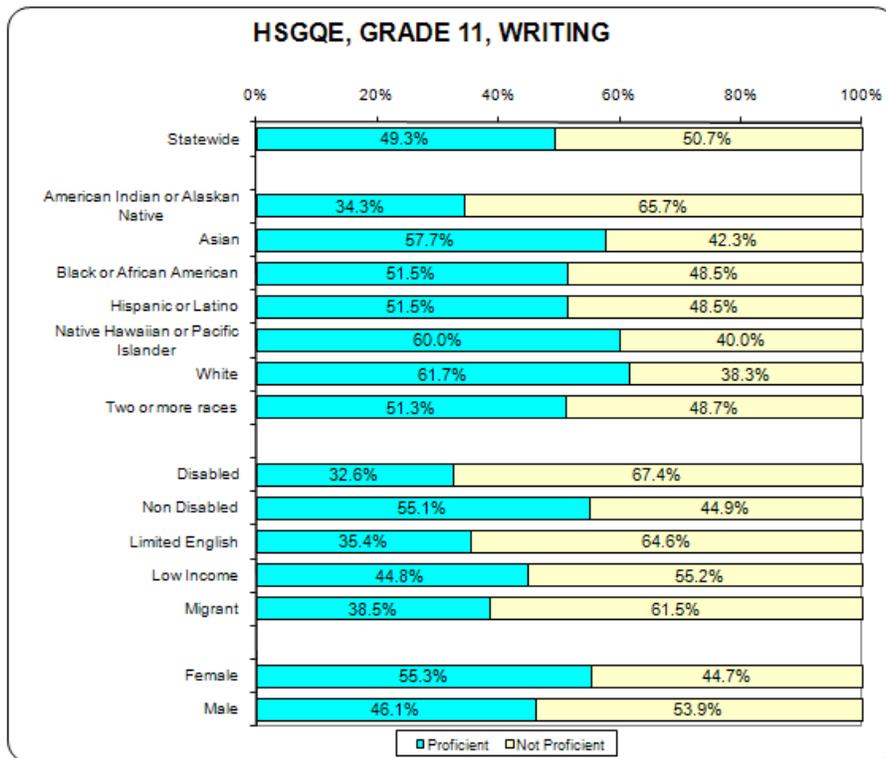
HSGQE Statewide Performance by Grade



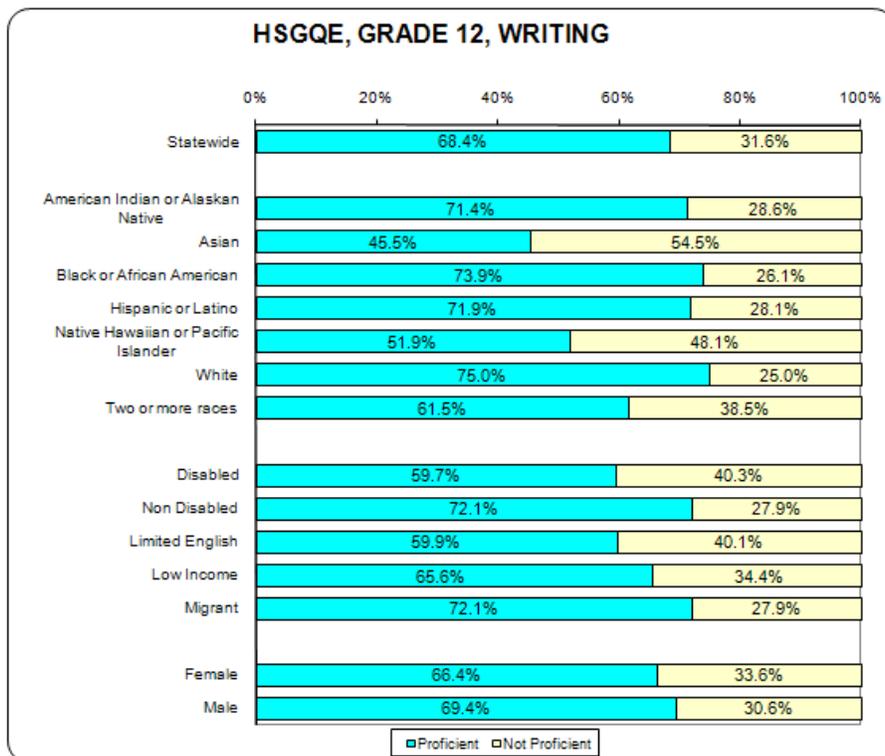
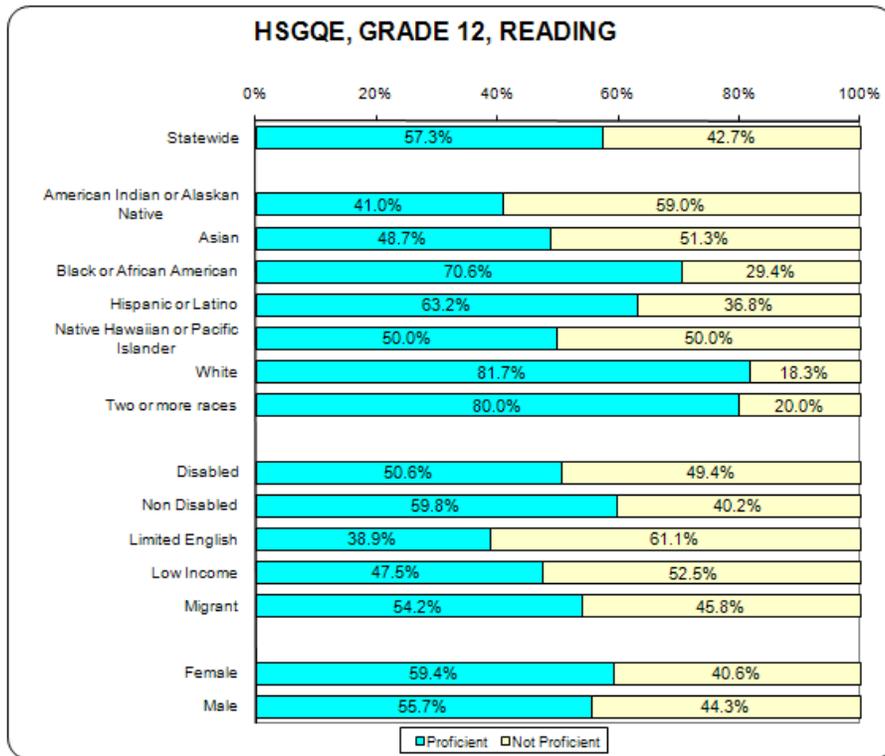
HSGQE Statewide Performance by Grade (Continued)



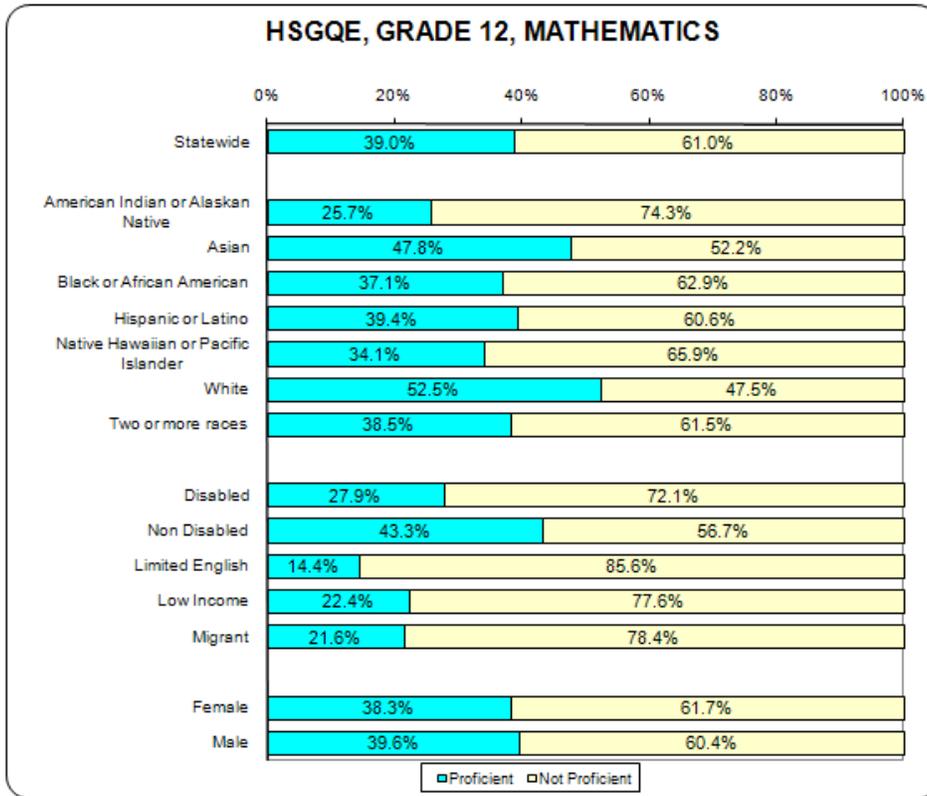
HSGQE Statewide Performance by Grade (Continued)



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	2007	8,534	90.9%	857	9.1%	10,040	93.5%
	2008	8,019	85.2%	1,395	14.8%	9,990	94.2%
	2009	8,190	90.0%	907	10.0%	9,708	93.7%
Writing	2007	7,622	81.2%	1,766	18.8%	10,040	93.5%
	2008	7,191	76.3%	2,238	23.7%	9,990	94.4%
	2009	7,226	78.8%	1,949	21.2%	9,708	94.5%
Math	2007	7,563	80.6%	1,815	19.4%	10,040	93.4%
	2008	7,160	76.3%	2,224	23.7%	9,990	93.9%
	2009	7,334	80.2%	1,806	19.8%	9,708	94.1%
Grade 11							
Reading	2007	590	58.6%	416	41.4%	N/A	N/A
	2008	283	47.2%	316	52.8%	N/A	N/A
	2009	600	63.6%	344	36.4%	N/A	N/A
Writing	2007	380	41.9%	526	58.1%	N/A	N/A
	2008	328	34.9%	613	65.1%	N/A	N/A
	2009	701	49.3%	720	50.7%	N/A	N/A
Math	2007	472	35.4%	860	64.6%	N/A	N/A
	2008	321	32.0%	682	68.0%	N/A	N/A
	2009	676	45.1%	824	54.9%	N/A	N/A
Grade 12							
Reading	2007	200	48.4%	213	51.6%	N/A	N/A
	2008	134	49.4%	137	50.6%	N/A	N/A
	2009	164	57.5%	121	42.5%	N/A	N/A
Writing ³	2007	182	60.7%	118	39.3%	N/A	N/A
	2008	214	61.0%	137	39.0%	N/A	N/A
	2009	288	68.4%	133	31.6%	N/A	N/A
Math	2007	215	35.3%	394	64.7%	N/A	N/A
	2008	152	33.7%	299	66.3%	N/A	N/A
	2009	205	39.0%	320	61.0%	N/A	N/A
Adult							
Reading	2007	39	46.4%	45	53.6%	N/A	N/A
	2008	15	30.0%	35	70.0%	N/A	N/A
	2009	14	37.8%	23	62.2%	N/A	N/A
Writing	2007	6	22.2%	21	77.8%	N/A	N/A
	2008	~	~	~	~	N/A	N/A
	2009	6	25.0%	18	75.0%	N/A	N/A
Math	2007	25	29.4%	60	70.6%	N/A	N/A
	2008	13	15.9%	69	84.1%	N/A	N/A
	2009	10	17.5%	47	82.5%	N/A	N/A

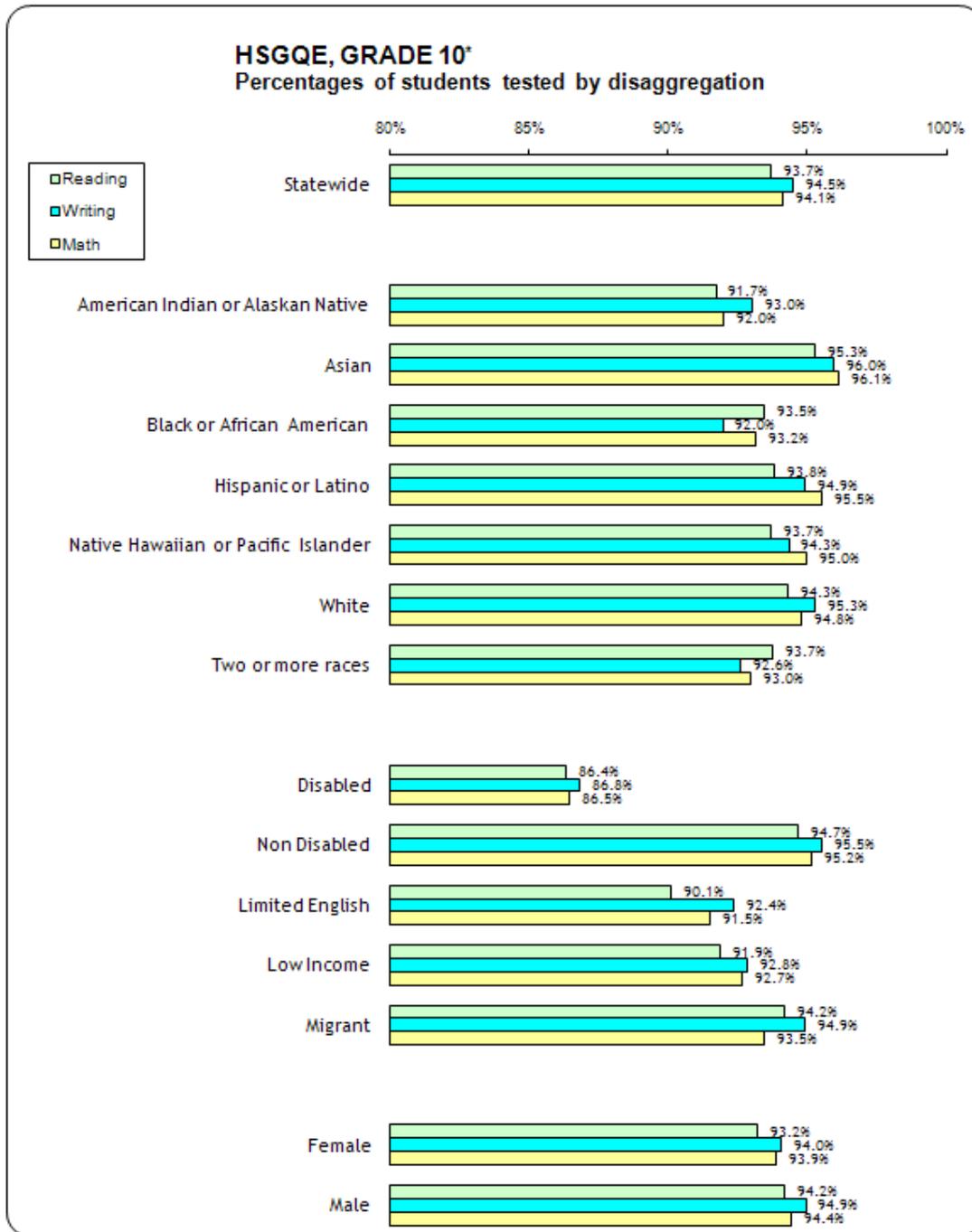
¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

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.

³ Approximately 80 twelfth grade students per year tested proficient in writing per **4 AAC 06.755(j)(2)(C)**.

~ Data has been suppressed for confidentiality purposes.

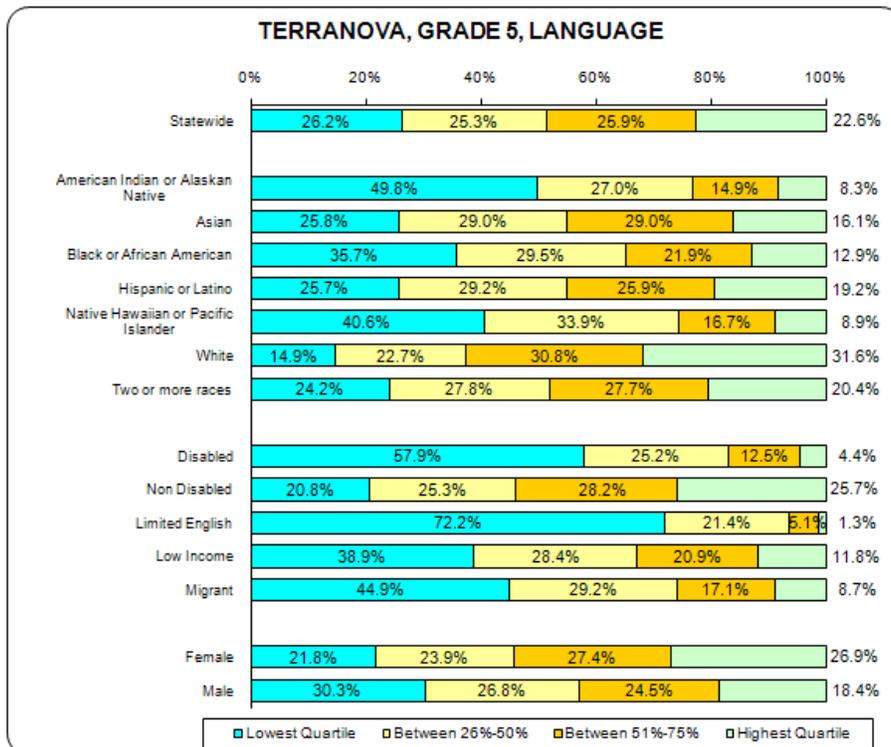
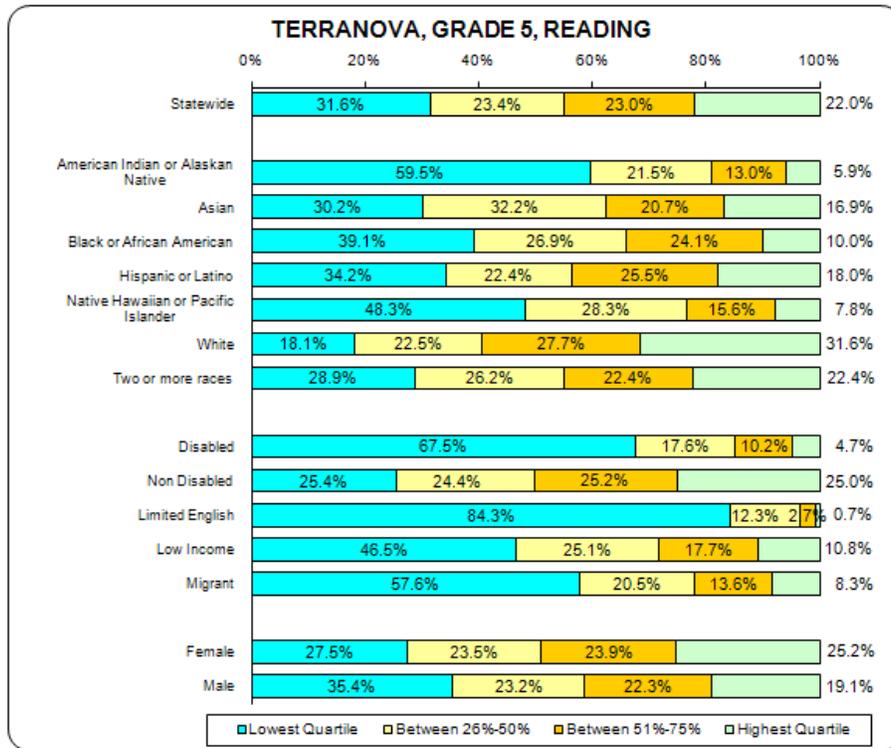
HSGQE Statewide Participation Rate (Grade 10)



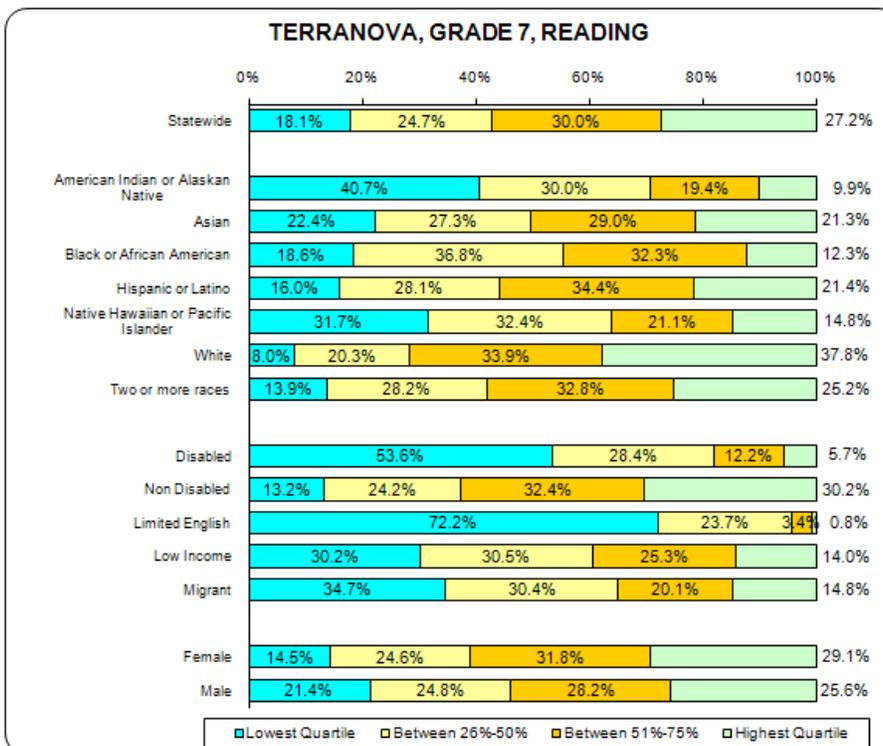
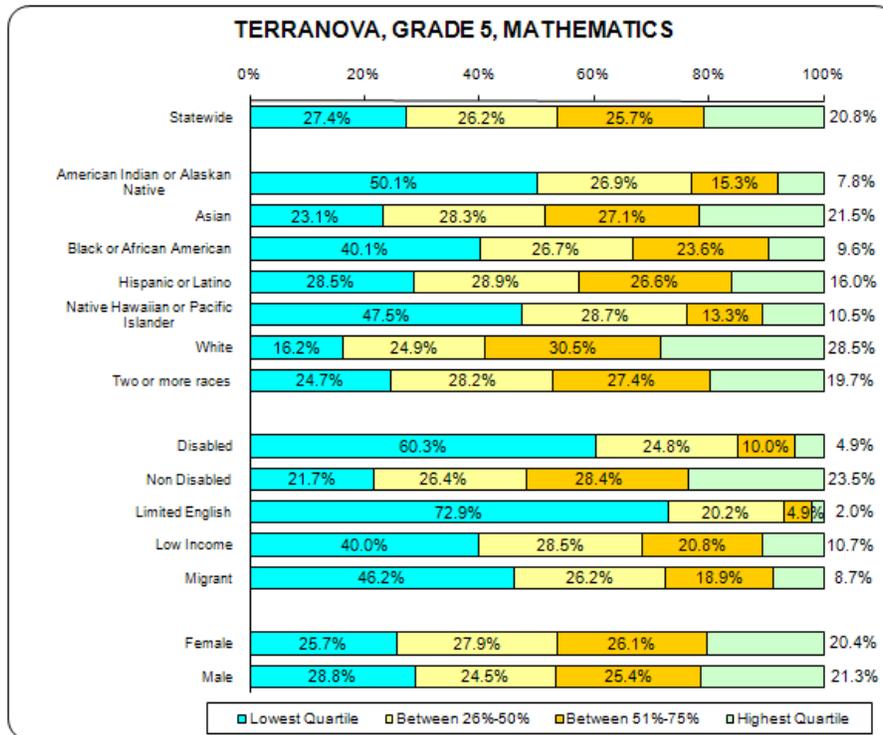
* Grade 10 HSGQE test takers do not necessarily reflect the same population as the Grade 10 SBA test takers.

TERRANOVA THIRD EDITION (TN³)

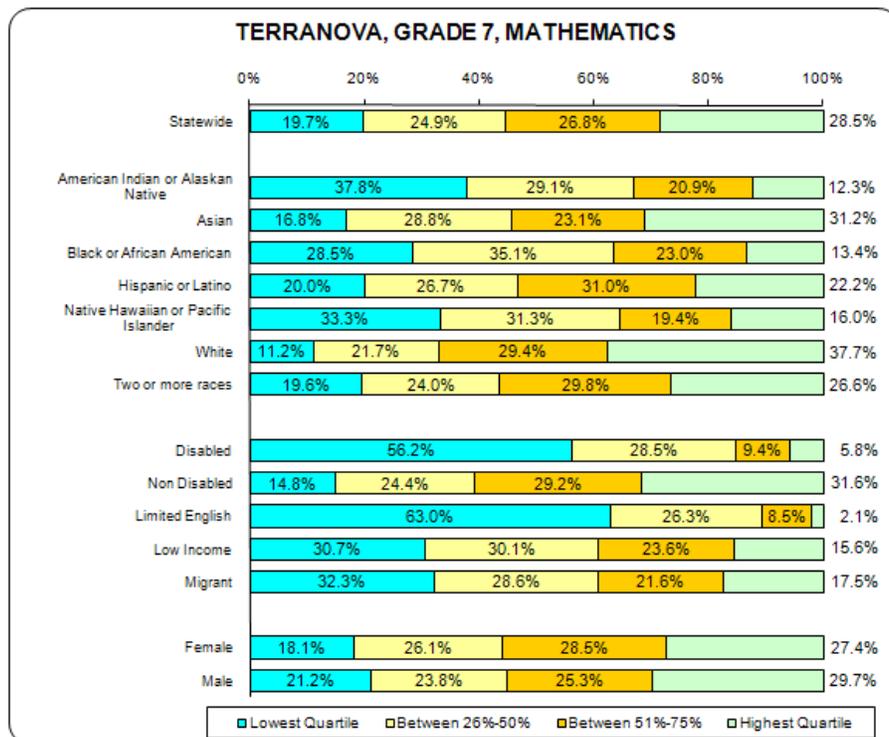
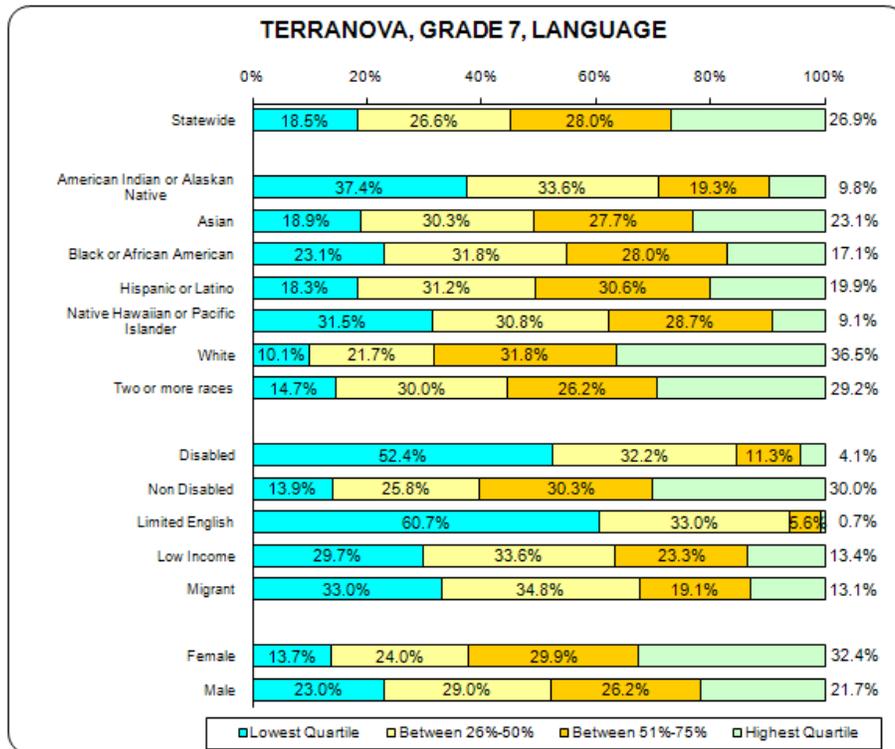
TN³ Statewide Performance by Grade



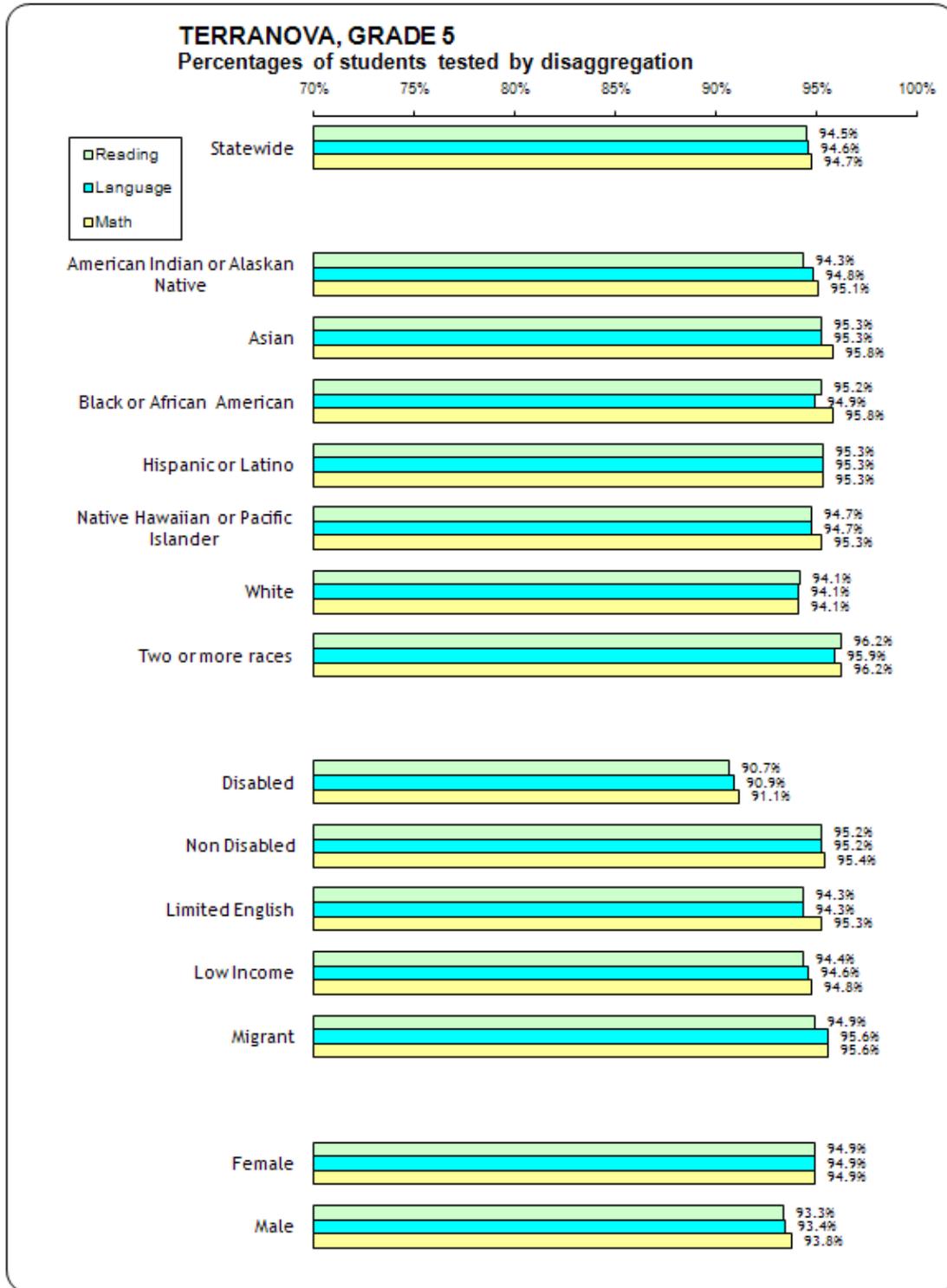
TN³ Statewide Performance by Grade (Continued)



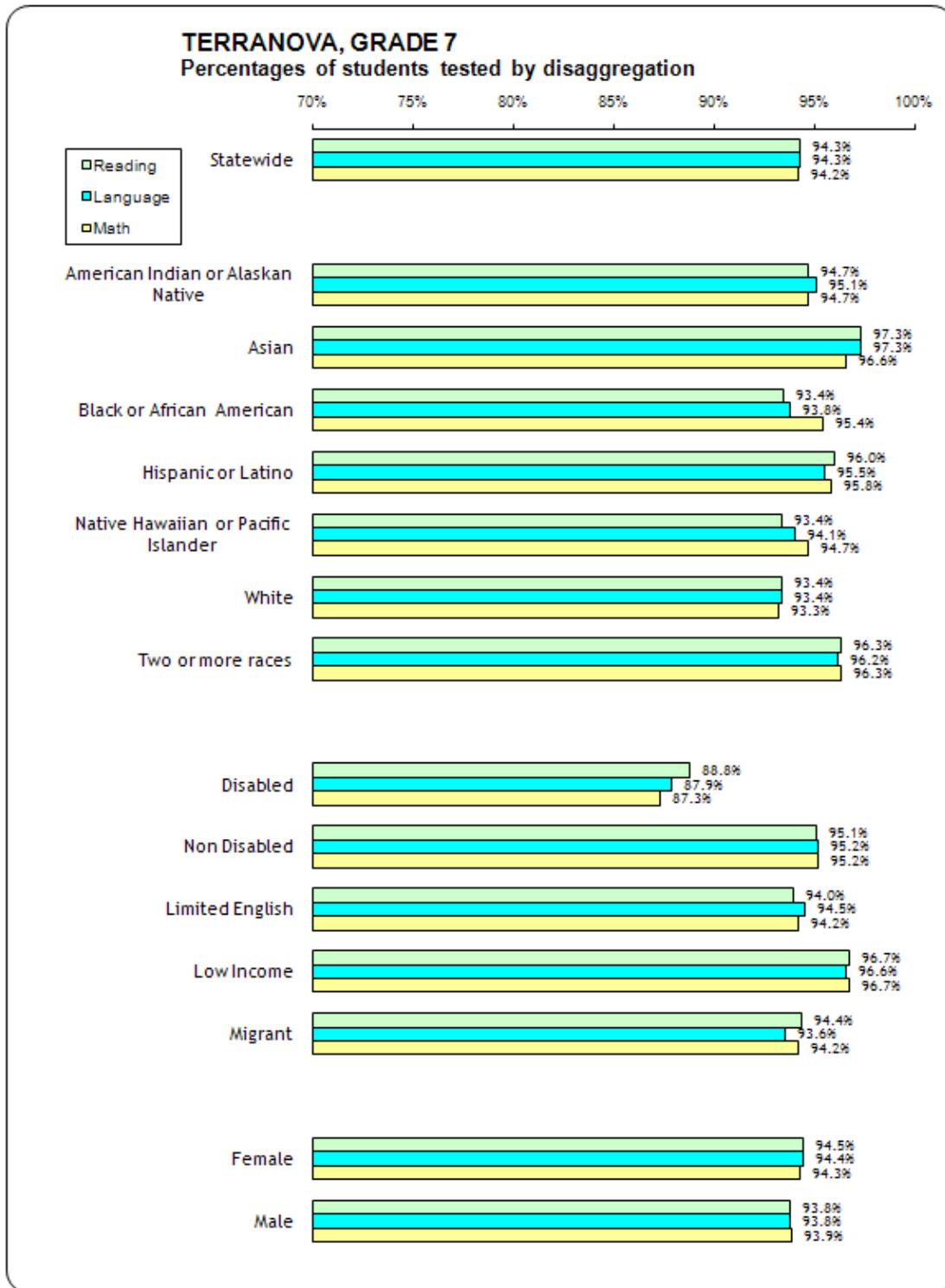
TN³ Statewide Performance by Grade (Continued)



TN³ Statewide Participation Rate by Grade



TN³ Statewide Participation Rate 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://www.eed.state.ak.us/tls/assessment/naep.html>.

There are three achievement levels for each grade assessed by NAEP: Basic, Proficient, and Advanced. 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	<u>Partial mastery</u> of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
Proficient	<u>Solid academic performance</u> 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	<u>Superior performance.</u>

The most recent data available for NAEP reading and mathematics is from the 2007 administration. Results from the 2009 test administration will be reported for the 2009-2010 Report Card to the Public.

The following charts show how Alaska students' scores on the 2007 NAEP assessments compared to the public school students' scores nationally:

NAEP 2007 Grade 4 Reading	% Advanced		% Proficient		% Basic		% Below Basic	
	National	Alaska	National	Alaska	National	Alaska	National	Alaska
Student Subgroup								
All students	7	6	24	22	34	33	34	38
White	10	9	31	31	36	37	23	23
Black	2	2	12	18	32	34	54	46
Hispanic	3	4	14	13	32	36	51	47
Asian American/Pacific Islander	14	7	30	21	32	33	24	40
American Indian/Alaska Native	4	2	16	8	31	24	49	67
Eligible for National School Lunch Program	2	2	14	12	33	29	50	56
Students with Disabilities	2	1	10	9	23	20	64	70
English Language Learners	1	1	6	7	23	20	70	72

NAEP 2007 Grade 8 Reading	% Advanced		% Proficient		% Basic		% Below Basic	
	National	Alaska	National	Alaska	National	Alaska	National	Alaska
Student Subgroup								
All students	2	2	27	25	43	44	27	29
White	3	3	35	34	44	47	17	17
Black	#	1	11	17	42	46	46	36
Hispanic	1	1	14	22	43	45	43	31
Asian American/Pacific Islander	5	1	35	25	39	48	21	25
American Indian/Alaska Native	2	#	17	9	39	35	42	55
Eligible for National School Lunch Program	1	#	15	14	43	41	42	44
Students with Disabilities	#	#	7	5	27	28	66	66
English Language Learners	#	#	4	7	25	29	71	63

NAEP 2007 Grade 4 Reading		
Participation Rate Percentages	National	Alaska
Students with Disabilities	66	78
English Language Learners	80	87

NAEP 2007 Grade 8 Reading		
Participation Rate Percentages	National	Alaska
Students with Disabilities	66	86
English Language Learners	77	96

NAEP 2007 Grade 4 Mathematics	% Advanced		% Proficient		% Basic		% Below Basic	
	National	Alaska	National	Alaska	National	Alaska	National	Alaska
Student Subgroup								
All students	5	6	33	32	43	41	19	21
White	8	8	43	42	40	40	9	10
Black	1	2	14	20	48	45	37	33
Hispanic	1	2	20	24	48	50	31	24
Asian American/Pacific Islander	16	4	43	32	32	43	9	21
American Indian/Alaska Native	3	2	23	14	46	41	28	43
Eligible for National School Lunch Program	1	2	20	20	49	44	30	34
Students with Disabilities	2	1	17	13	40	39	40	46
English Language Learners	1	1	12	13	43	37	44	49

NAEP 2007 Grade 8 Mathematics	% Advanced		% Proficient		% Basic		% Below Basic	
	National	Alaska	National	Alaska	National	Alaska	National	Alaska
Student Subgroup								
All students	7	7	24	25	39	41	30	27
White	9	10	32	33	41	42	19	14
Black	1	3	10	13	36	48	53	37
Hispanic	2	2	13	20	39	43	46	34
Asian American/Pacific Islander	17	6	32	27	33	37	18	29
American Indian/Alaska Native	2	2	15	10	38	38	44	51
Eligible for National School Lunch Program	2	3	14	14	39	38	45	45
Students with Disabilities	1	1	7	6	25	22	67	71
English Language Learners	1	1	5	8	24	32	70	59

NAEP 2007 Grade 4 Mathematics	National	Alaska
Participation Rate Percentages	80	91
Students with Disabilities	92	97

NAEP 2007 Grade 8 Mathematics	National	Alaska
Participation Rate Percentages	70	69
Students with Disabilities	89	97

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 2008-2009 was no exception. Alaska test takers in the "all schools" category scored higher than the national average in critical reading and mathematics, but slightly below the national average in writing.

Test Population	Test Subsection	ALASKA	NATIONAL
		Average Score	Average Score
All Graduating Seniors	Critical Reading	520	501
	Mathematics	516	515
	Writing	492	493
Public School Graduating Seniors	Critical Reading	519	496
	Mathematics	517	510
	Writing	492	487

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 scored higher than the national public school average in all sections of the ACT in 2008-2009. Alaska test takers in the "all schools" category scored 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	20.1	20.6
	Mathematics	21.1	21.0
	Reading	21.7	21.4
	Science	20.7	20.9
	Composite	21.0	21.1
Public School Graduating Seniors	English	20.3	20.2
	Mathematics	21.3	20.8
	Reading	21.9	21.1
	Science	20.8	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.

Of the 505 public schools in Alaska that administer state-mandated standardized assessments, 283 schools met AYP targets and 222 schools did not meet AYP targets in 2008-2009. In terms of percentages, 56 percent of schools made AYP and 44 percent of schools did not. Comparatively, 501 public schools administered state-mandated standardized assessments in 2007-2008, of which 295 schools (59 percent) made AYP and 206 (41 percent) did not.

Alaska's AYP targets for 2008-2009 were 77.18% of students testing proficient in language arts and 66.09% of students testing proficient in mathematics. Some schools and districts could also meet AYP targets using alternative methods of calculation. These methods are described in detail at http://www.eed.state.ak.us/AYP/2009/Understanding_AYP.pdf.

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 2009, 12 schools made AYP for the second consecutive year and have been removed from the list of AYP schools in improvement. Additionally, 40 schools designated as Level 2 or above made AYP in 2009 and will have their designation removed if AYP is made again in 2010.

Overall, 181 schools were identified at Level 2 or above in 2009. This represents 36 percent of Alaska's 505 public schools. In 2009, 23 public school districts (43 percent) met AYP targets while 31 (57 percent) did not. In 2008, 27 districts (50 percent) met AYP targets while 27 districts (50 percent) did not.

Count of All Schools by AYP Level: 2008-2009

Level	Status	Count	Met in 09
Level 1	Alert Status	65	n/a
Level 2	Improvement (Year 1)	42	6
Level 3	Improvement (Year 2)	16	3
Level 4	Corrective Action	20	8
Level 5	Restructuring	103	23

Count of Title I Schools by AYP Level: 2008-2009

Level	Status	Count	Met in 09
Level 2	Improvement (Year 1)	26	2
Level 3	Improvement (Year 2)	8	1
Level 4	Corrective Action	10	4
Level 5	Restructuring	74	14

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. Attendance rate is used by all other schools.

Graduation Rate

To meet the AYP target, a school must achieve a graduation rate of 55.58 percent. Of the 298 public schools that use graduation rate as an indicator, 218 (73 percent) either met or exceeded the target rate.

2008-2009 Graduation Rate by Subgroup

Subgroup	High School Graduates	Graduation Rate
Alaska Native or American Indian	1508	55.4%
Asian	469	70.2%
Black	283	60.2%
Hispanic	364	63.9%
Native Hawaiian or Pacific Islander	119	56.1%
White	4874	74.2%
Two or more races	391	62.5%
Female	4042	70.5%
Male	3966	64.9%
Students with disabilities	587	43.6%
Limited English Proficient (LEP)	590	49.3%
Economically disadvantaged	2082	60.2%
Statewide	8008	67.6%

Attendance Rate

To meet the AYP target, a school must achieve an attendance rate of 85 percent. Of the 250 public schools that use attendance rate as an indicator, 248 (99 percent) either met or exceeded the target rate.

2008-2009 Attendance Rate by Subgroup

Subgroup	Attendance Rate
Alaska Native or American Indian	89.6%
Asian	94.2%
Black	92.9%
Hispanic	92.2%
Native Hawaiian or Pacific Islander	90.6%
White	93.3%
Two or more races	91.5%
Female	92.3%
Male	92.2%
Students with disabilities	90.7%
Limited English Proficient (LEP)	90.9%
Economically disadvantaged	91.0%
Statewide	92.3%

2009-2010 Title I AYP Schools in Improvement

AYP Level 5 (Restructuring)

Alaska Gateway School District

Tetlin School
Walter Northway School

Anchorage School District

Avail School
Fairview Elementary
North Star Elementary
Whaley School
William Tyson Elementary
Williwaw Elementary
Willow Crest Elementary

Bering Strait School District

Aniguiin School
Anthony A. Andrews School
Gambell School
Hogarth Kingeekuk Memorial School
Koyuk-Malemute School
Shishmaref School
Tukurngailnguq School

Chatham School District

Angoon School

Dillingham City School District

Dillingham Middle/High School

Iditarod Area School District

David-Louis School
Holy Cross School
Innoko River School
Top of the Kuskokwim School

Kashunamiut School District

Chevak School

Ketchikan Gateway Borough School District

Revilla Junior/Senior High School

2009-2010 Title I AYP Schools in Improvement: AYP Level 5 (Continued)

Kuspuk School District

George Morgan, Sr. High School
Johnnie John, Sr. School

Lake and Peninsula School District

Newhalen School
Nondalton School

Lower Kuskokwim School District

Anna Tobeluk Memorial School
Ayaprun School
Bethel Regional High School
Chaputnguak School
Chief Paul Memorial School
Dick R. Kiunya Memorial School
Gladys Jung Elementary
Ket'acik/Aapalluk Memorial School
Kuinerrarmiut Elitnaurviat
Lewis Angapak Memorial School
Mikelnguut Elitnaurviat
Nelson Island Area School
Nightmute School
William Miller Memorial School
Z. John Williams Memorial School

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

2009-2010 Title I AYP Schools in Improvement: AYP Level 5 (Continued)

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

Yukon Flats School District

Arctic Village School
Fort Yukon School
John Fredson School
Stevens Village School

Yukon-Koyukuk School District

Jimmy Huntington School

Yupiit School District

Akiachak School
Akiak School
Tuluksak School

2009-2010 Title I AYP Schools in Improvement (Continued)

AYP Level 4 (Corrective Action)

Alaska Gateway School District

Gateway Correspondence

Anchorage School District

Chinook Elementary

Clark Middle School

Ptarmigan Elementary

Bering Strait School District

Diomedes School

Dillingham City School District

Dillingham Elementary

Fairbanks North Star Borough School District

Hunter Elementary

Kodiak Island Borough School District

Kodiak Middle School

Matanuska-Susitna Borough School District

MidValley High School

Northwest Arctic Borough School District

June Nelson Elementary

2009-2010 Title I AYP Schools in Improvement (Continued)

AYP Level 3 (Improvement – Year 2)

Anchorage School District

Airport Heights Elementary

Lake Otis Elementary

Fairbanks North Star Borough School District

Denali Elementary

Juneau School District

Riverbend Elementary

Kenai Peninsula Borough School District

Port Graham School

Kodiak Island Borough School District

Larsen Bay School

Southwest Region School District

Twin Hills School

Yukon Flats School District

Circle School

2009-2010 Title I AYP Schools in Improvement (Continued)

AYP Level 2 (Improvement – Year 1)

Alaska Gateway School District

Tok School

Anchorage School District

Mountain View Elementary

Muldoon Elementary

Nunaka Valley Elementary

Russian Jack Elementary

Spring Hill Elementary

Taku Elementary

Tudor Elementary

Wonder Park Elementary

Bering Strait School District

Brevig Mission School

Fairbanks North Star Borough School District

Nordale Elementary

Juneau School District

Gastineau Elementary

Kuspuk School District

Joseph S. and Olinga Gregory Elementary

Zackar Levi Elementary

Lower Kuskokwim School District

Akiuk Memorial School

Akula Elitnaurvik School

Ayaprun Elitnaurvik

Joann A. Alexie Memorial School

Paul T. Albert Memorial School

Lower Yukon School District

Russian Mission School

Matanuska-Susitna Borough School District

Goose Bay Elementary

John Shaw Elementary

Knik Elementary

2009-2010 Title I AYP Schools in Improvement: AYP Level 2 (Continued)

Sitka School District

Blatchley Middle School

Southwest Region School District

Koliganek School

Yukon-Koyukuk School District

Andrew K. Demoski School

2009-2010 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
Juneau Borough School District
Kashunamiut 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
Yupitit School District

Level 3 (Improvement – Year 2)

Chatham School District
Iditarod Area School District
Ketchikan Gateway Borough School District
Kodiak Island Borough School District

Level 2 (Improvement – Year 1)

Delta-Greely School District

Level 1 (Alert Status)

Craig City School District
Haines Borough School District
Kenai Peninsula Borough School District
Nenana City School District
Petersburg City School District
Saint Mary's School District
Sitka School District
Valdez City School District

Red coloring indicates the district met its AYP target in 2008-2009.

2009-2010 AYP Districts Not in Alert Status, Improvement, or Corrective Action

Aleutian Region School District
Aleutians East Borough School District
Annette Island School District
Bristol Bay Borough School District
Chugach School District
Copper River School District
Cordova City School District
Denali Borough School District
Hoonah City School District
Hydaburg City School District
Kake City School District
Klawock City School District
Mount Edgecumbe High School
Pelican City School District
Pribilof School District
Skagway School District
Southeast Island School District
Tanana City School District
Unalaska City School District
Wrangell Public 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 2009, a total of 8,008 graduates were awarded a regular high school diploma. Additionally, 271 students received a certificate of completion.

2008-2009 Graduates by Ethnicity

Ethnicity	% of 12th Grade Enrollment	% of Graduates in 2008-2009
Alaska Native or American Indian	21.4%	18.8%
Asian	5.8%	5.9%
Black	3.9%	3.5%
Hispanic	4.9%	4.5%
Native Hawaiian or Pacific Islander	2.1%	1.5%
White	56.5%	60.9%
Two or more races	5.3%	4.9%

Percentage of 12th grade enrollment represents the October 1, 2008 count of 12th grade enrollment by ethnicity

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 2008-2009, a total of 60,713 students were enrolled in grades 7 through 12¹. A total of 3,146 students in grades 7 through 12 dropped out of school before the end of the school year². This equates to a dropout rate of 5.2 percent.

2008-2009 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	13,810	22.8%	1,172	8.5%	1,172	37.3%
Asian	3,444	5.7%	108	3.1%	108	3.4%
Black	2,127	3.5%	118	5.5%	118	3.8%
Hispanic	3,290	5.4%	153	4.7%	153	4.9%
Native Hawaiian/Pacific Islander	1,011	1.7%	57	5.6%	57	1.8%
White	33,390	55.0%	1,340	4.0%	1,340	42.6%
Two or more races	3,634	6.0%	198	5.4%	198	6.3%
Statewide Totals	60,713	n/a	3,146	5.2%	3,146	n/a

¹ Based on October 1 enrollment counts

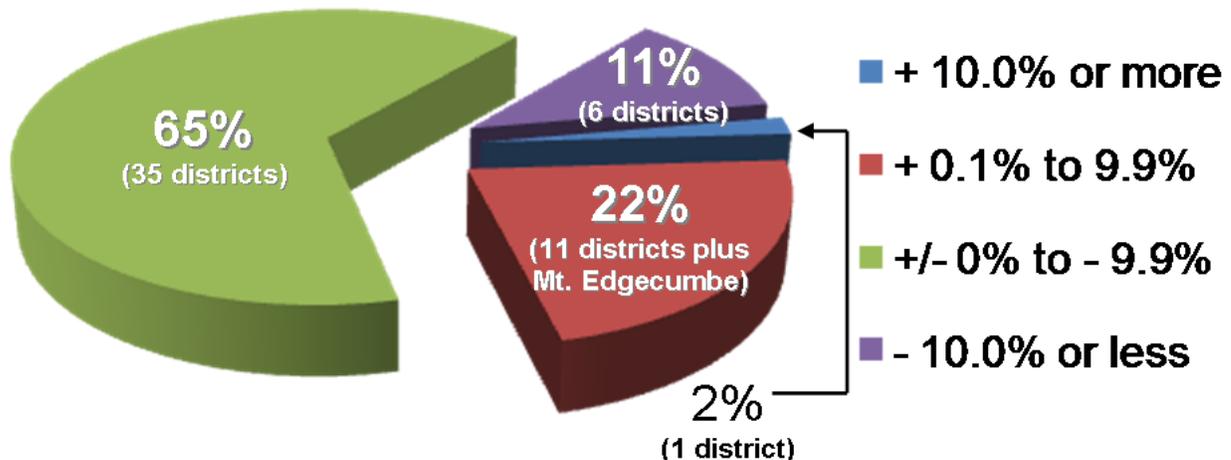
² The dropout count reflects any student who was enrolled at any point of the school year (July 1, 2008 to June 31, 2009) whose enrollment was terminated for any reason other than those specifically exempted

CHANGE IN AVERAGE DAILY MEMBERSHIP

The average daily membership (ADM) for 2008-2009 decreased by 0.5 percent compared to 2007-2008. Forty-one districts experienced a decrease in ADM compared to the previous year. The most significant reductions were in Tanana City School District (-31.8 percent) and Denali School District (-28.9 percent).

Twelve districts and Mount Edgecumbe High School experienced higher ADM in 2008-2009 than in 2007-2008. The greatest increase in ADM occurred in Nenana City School District, where ADM increased by 12.9 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 2008-2009 school year, eight districts' attendance rates exceeded 95 percent, 27 districts reported attendance rates of between 90 percent and 95 percent, and 19 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 Association of Accredited Schools. Accreditation is a two-step process for school improvement, consisting of an annual report detailing continuous growth, while a comprehensive self-evaluation and third party audit of the school's education program are performed every six years.

Voluntary school accreditation has resulted in one out of every four public schools in Alaska (126 of 507, or 25 percent) obtaining accreditation status. The majority of accredited schools serve a K-12 grade span. Regional Education Attendance Areas (REAs) often have a greater percentage of accredited 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 by the regional Northwest Association of Accredited Schools may be obtained from Stowell Johnstone, Executive Secretary, Alaska Committee of the Northwest Association of Accredited Schools, 3210 Seawind Drive, Anchorage, AK 99516 or directly from the Northwest Association of Accredited Schools, 1510 Robert St, Suite 103, Boise, ID 83705-5194.

2008-2009 Summary of Schools Accredited by Northwest Association of Accredited Schools

Total Accredited Schools in Alaska	147
Public	126
Private	21

Breakout of Public Schools	
Public Elementary Schools	6
Public Middle Schools	2
Public High Schools	48
Public K-12 Schools	58
Public Special Purpose Schools	7
Public Distance Delivery Schools	5

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 2008-2009 school year, there were 22,703 total core classes taught in Alaska's public school system. Statewide, nine out of every ten core classes (89.9%, 20,408 classes) were taught by HQTs. Only 1 in 20 (5.5%) core classes in Alaska's public secondary schools were not taught by an HQT in 2008-2009.

2008-2009 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	1,939	1,593	346	17.8%
Low-Poverty Schools	2,445	1,886	559	22.9%
Mid-Poverty Schools	4,220	3,604	616	14.6%
All Elementary Schools	8,604	7,083	1,521	17.7%
Secondary School**				
High-Poverty Schools	1,474	1,368	106	7.2%
Low-Poverty Schools	4,903	4,593	310	6.3%
Mid-Poverty Schools	7,722	7,364	358	4.6%
All Secondary Schools	14,099	13,325	774	5.5%
Grand Total	22,703	20,408	2,295	10.1%

* Includes K - 8 and K - 12 schools

** Includes middle schools

Note: The 2007-2008 Report Card measured HQT at the class level of instruction, while the 2008-2009 Report Card reports HGT at the school level. This change reflects EED's federal reporting requirements.

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 lift up and 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

With the exception of the initial 2004-2005 project year, ASMP has consistently served between 370 and 380 early career teachers each year with about 75% ($\pm 3\%$) located in rural school districts. Since the initial year, during which the project served 332 teachers and employed 22 mentors, funding has enabled ASMP to increase the number of mentors to 27, managing an average caseload of 14 early career teachers for every 1 mentor. ASMP mentors have worked in two-thirds of all 53³ school districts and one-third of all 508 schools each year. In total, the project has served 45 districts and nearly 300 schools at least once 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).

Since 2004, ASMP research indicates an average retention rate of 79% for all participating teachers, rising to 81% in FY08. 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 through an analysis of improved gain scores on standards based tests in reading, writing, and math. Results from an exploratory study on student achievement created a foundation for a large-scale study across grades 4–10, which is in progress this year.

³ Plus the state-operated Mount Edgumbe High School

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). This year AACP includes 12 coaches working with 84 new principals, 10 superintendents and 16 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 about 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.

The AACP includes five components:

- Coaching – a two year relationship between a coach and the new administrator.
- Cohort structure – developing a deep relationship between colleagues.
- Curricular coherence and relevance – processes and products used during the institutes have direct and immediate application on the job.
- Performance learning – problem-based learning strategies and interpersonal skills that demonstrate and allow participants to practice learning.
- 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://www.eed.state.ak.us/tls/assessment/accountability.html>.

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

Aggregate Daily Membership (AgDM) – The cumulative sum of the days present and absent 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 reported by adding the number of dropouts from the current school year's twelfth grade class, unduplicated dropouts from the previous year's eleventh grade class, unduplicated dropouts from the tenth grade class from two years' prior, and unduplicated dropouts from the ninth grade class from three years' prior divided by the number of high school graduates receiving a regular diploma on or before June 30. This ratio is expressed as a percentage.

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 are eligible to participate in the federal Free and Reduced Lunch Program of the National School Lunch Act (NSLA).

Migrant Student – A student 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.

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 Services. If you have any questions or comments regarding this report, please contact:

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Vision An Alaska education opens a world of possibilities.

- Our parents and students value and support learning
- Our communities support dreams and create opportunities
- Our schools inspire thinking and creativity
- Our graduates understand the past and build the future

Mission

Alaska's education system fosters creativity and curiosity, and embraces diversity. Alaska's students have the skills and knowledge to contribute to local, state, national and global communities by understanding the past and present, and they are prepared to create the future.

Alaska's Future One Student at a Time. Building Alaska's Future One Student at a Time. Building Alaska's Future One Student at a Time.