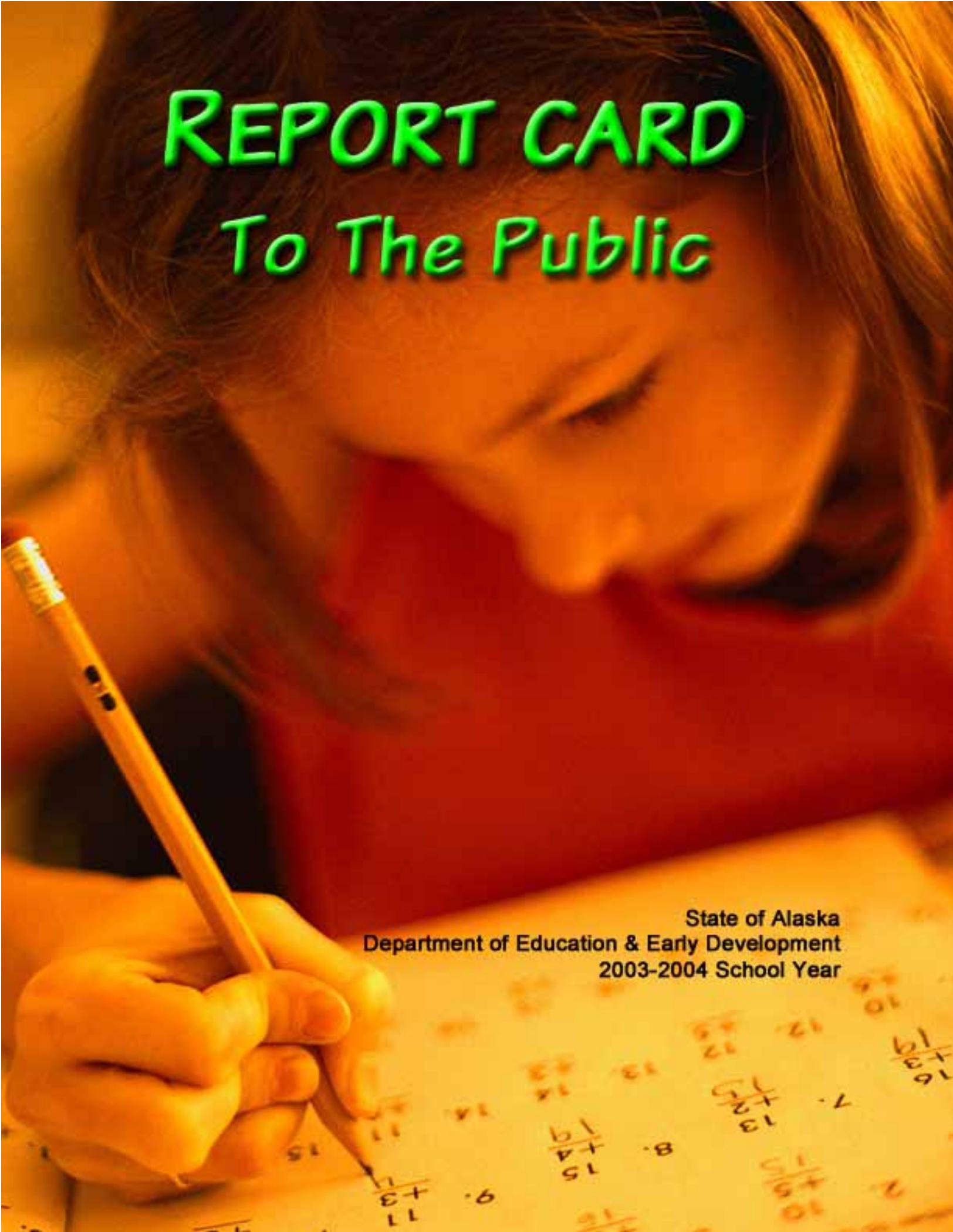


REPORT CARD To The Public

State of Alaska
Department of Education & Early Development
2003-2004 School Year



ACKNOWLEDGEMENTS

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

This publication is available through the Department of Education & Early Development, 801 W. 10th Street, Suite 200, Juneau, AK 99801-1894; or through the Internet at: www.eed.state.ak.us/stats/

Governor of Alaska
Frank H. Murkowski

Department of Education & Early Development
Roger Sampson, Commissioner

State Board of Education & Early Development
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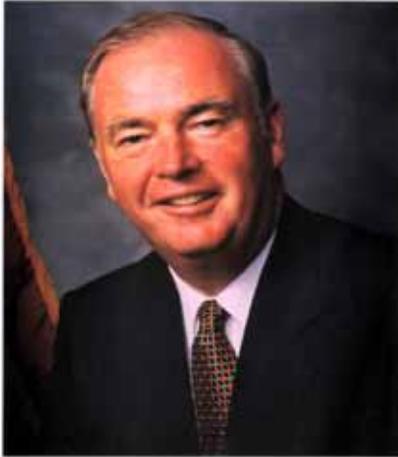
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A MESSAGE FROM THE GOVERNOR. . .



Governor Frank H. Murkowski

"My administration has adopted an educational agenda that gives each young person hope for a successful future..."

Fellow Alaskans:

It is my great pleasure to present the *Report Card to the Public, a Summary of Statistics from Alaska's Public Schools*. This publication represents a snapshot of the progress our schools are making under the Murkowski Administration. And we are making progress.

My administration has adopted an educational agenda that gives each young person hope for a successful future and provides Alaska an important cornerstone for prosperity.

We're achieving progress step by step, in a systematic, strategic way.

Our public education system is making the transition to a results-oriented, standards-based system of schools where data driven decision-making is the norm, not the exception.

Our state has adopted standards for schools, standards for teachers, standards for school administrators, and academic standards for students. We have built a solid student assessment system that is yielding detailed data for local and state policy makers to make critical decisions about schools. The data also provides teachers important information about the achievement level of each child. Armed with that information we can make the right and necessary decisions to help every student achieve their best potential and help every school become a quality place for students to learn.

This report gives every person who has a responsibility for our education system the information to make these decisions. It is my hope and aim that we make the best use of this information so we are successful in passing along to each and every young Alaskan the wonderful opportunities we adults have enjoyed.

A prosperous future for our children and a prosperous future for Alaska are one and the same.

A MESSAGE FROM THE COMMISSIONER. . .

This *Report Card to the Public, a Summary of Statistics from Alaska's Public Schools*, is published in accordance with Alaska Statute 14.03.120 for the school year 2003-2004.

This publication reports the status of public education. It is a source of information for Alaska's educational policy makers, including legislators, the Governor, the State Board of Education & Early Development, local boards of education, parents, and communities.

Under state law, each school district is required to report to its community information about its plans and performance. This publication is a statewide summary of those reports.

The full *Report Card* now includes school-level data for every school in the state. It also has been revised in this year's edition to incorporate elements required by the federal No Child Left Behind Act.

This publication is organized around the following key areas: State Profile; Standards and Assessments.

The publication is part of a more detailed Report Card provided to school districts, schools, legislators, the governor, State Board of Education & Early Development, and to the Alaska public on the Department of Education & Early Development's website. The entire report card includes a report card for each school district in spreadsheets, a school report card summary for each school, and data on state and local accountability.

The Report Card is an important part of Alaska's school accountability system and the Murkowski's Administrations education initiatives.

The standards-based initiatives have proven to be an excellent blueprint for revitalizing our education system and fulfilling our promise to young people for a brighter future. Our goal is no less than this: that every student achieves academically at the highest levels and is guided by outstanding teachers in quality schools—no exceptions.

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



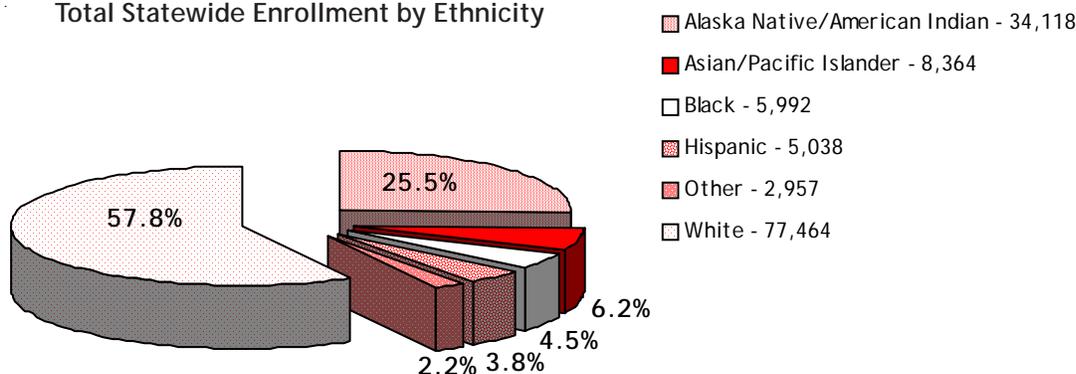
Commissioner Roger Sampson

ALASKA EDUCATION AT A GALANCE

Statewide Profile

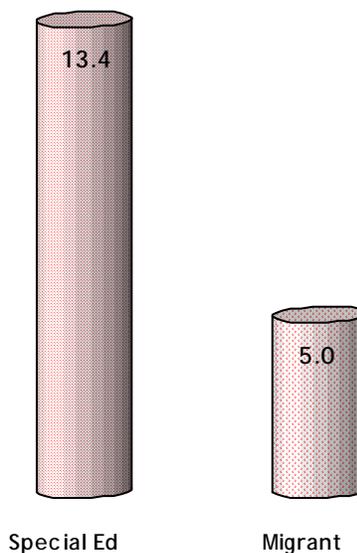
School District Square Miles.....	685,175	K-12 Student Populations in Average	
State Population (estimated 7/1/04).....	654,931	Daily Membership (ADM)	131,623
		Change in ADM from 03-04	-0.7%
Number of School Districts	53	School-Age Low-Income	
Regional Educational Attendance		Children	44,879
Areas (REAs)	19		
City/Borough Districts	34	Number of High School	
Funding Communities	267	Graduates 2004	7,290
Public Schools Pre-Elementary			
to Grade 12	497	Number of Dropouts	
State-Operated Schools	1	(Grades 7-12) 2004	3,033
Charter Schools	20		
Correspondence Schools	29		

Total Statewide Enrollment by Ethnicity



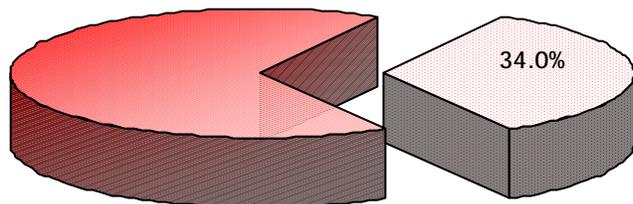
Supplemental Program Participation

Percentage of October 1, 2003 Enrollment (PE-12)



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

Percentage of October 1, 2003 Enrollment



VISION

The State Board of Education & Early Development is committed to develop, maintain and continuously improve a comprehensive, quality public education system.



MISSION

To ensure quality standards-based instruction to improve academic achievement for all students.

BELIEFS

- All students can meet the Alaska Standards.
- Every action of the State Board will support the mission statement.
- All students deserve high quality teachers, administrators, and paraprofessionals.
- All students can demonstrate reading proficiency by grade three.
- Curriculum aligned to Alaska Standards and best practices instruction is critical for all students to achieve at high levels.
- Barriers that reduce effective instructional time must be removed.
- Increasing the performance of all students can close the achievement gap.
- Effective parent and family involvement positively affects student achievement.

GOALS

- 1) **Continuous academic growth for all students, including closing the achievement gap in reading, writing and math**
 - a. Promote parent and family involvement in student learning.
 - b. Form partnerships with other organizations, including health services, tribal entities, and the business community critical to closing the achievement gap, especially for those groups identified as the lowest performing based upon assessment data.
 - c. Encourage schools and communities to focus on strategies to close their achievement gap.
 - d. Support principal and teacher use of student achievement data to improve instruction.
 - e. Promote scientifically based reading instruction.
- 2) **Continue to refine state assessment and accountability system**
 - a. Develop assessments that have instructional value.
 - b. Align assessments with Alaska Standards.
 - c. Ensure assessments provide a growth scale.
 - d. Ensure assessment results are timely.
- 3) **Promote the continuous growth of professionals and paraprofessionals to provide effective standards-based instruction**
 - a. Develop and implement a standards- and performance-based initial and continuing licensure system, including an alternative route to teacher licensure.
 - b. Promote and support inservices that directly impact instruction through the use of best practices and data.
 - c. Encourage Alaska teacher preparation programs to become standards- and performance-based systems.
 - d. Identify and develop avenues for paraprofessionals to meet highly qualified status.
 - e. Seek appropriate partners to support the development of an alternative state performance-based teacher preparation program.
 - f. Encourage districts to hire a workforce that is reflective of the community they serve.
 - g. Encourage Alaskans to become teachers, administrators and paraprofessionals.
 - h. Encourage paraprofessionals to gain certification as teachers.
- 4) **Increase effective instructional time**
 - a. Reduce the number of mandated trainings.
 - b. Develop alternative deliveries for mandated trainings.
 - c. Review statutes and regulations that impact effective use of instructional time.



STANDARDS AND ASSESSMENTS

In 1993, Alaskans began developing higher standards and accountability for their public school system. As the cornerstone of this effort, the Department of Education & Early Development developed academic standards and associated key elements in 12 content areas: English/language arts, mathematics, science, history, geography, government and citizenship, skills for a healthy life, arts, world languages, technology, employability, and library/information literacy. Also, in place, are cultural standards.

The content standards present students and teachers with a clear and challenging target; focus energy and resources on student achievement; and provide a tool for judging students' learning achievements and school performance.

During the late 1990s, performance standards were completed that translate the content standards into more concise expectations for student achievement. Developed in reading, writing, and mathematics, the performance standards detail the specific level of achievement expected of students at ages 7, 10, 14, and 18. In the spring of 2003, the department began the development of grade level expectations to express the standards at each grade level. Those grade level expectations for grades 3-10, were approved by the State Board of Education & Early Development in March 2004. The grade level expectations for the states test contractor for test development and an instructional guide for schools.

Comprehensive System of Student Assessment

State law requires a comprehensive system of student assessments including a developmental profile for students entering kindergarten or 1st grade, Benchmark assessments in reading, writing, and mathematics at grades 3-10 and passage of the High School Graduation Qualifying Exam in order to receive a high school diploma beginning in 2004.

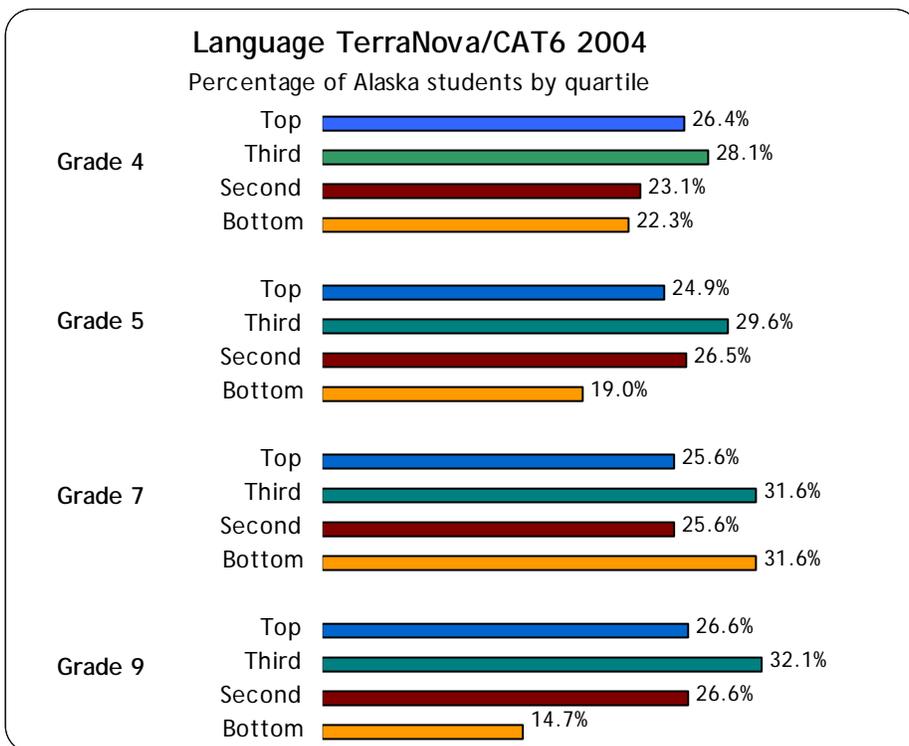
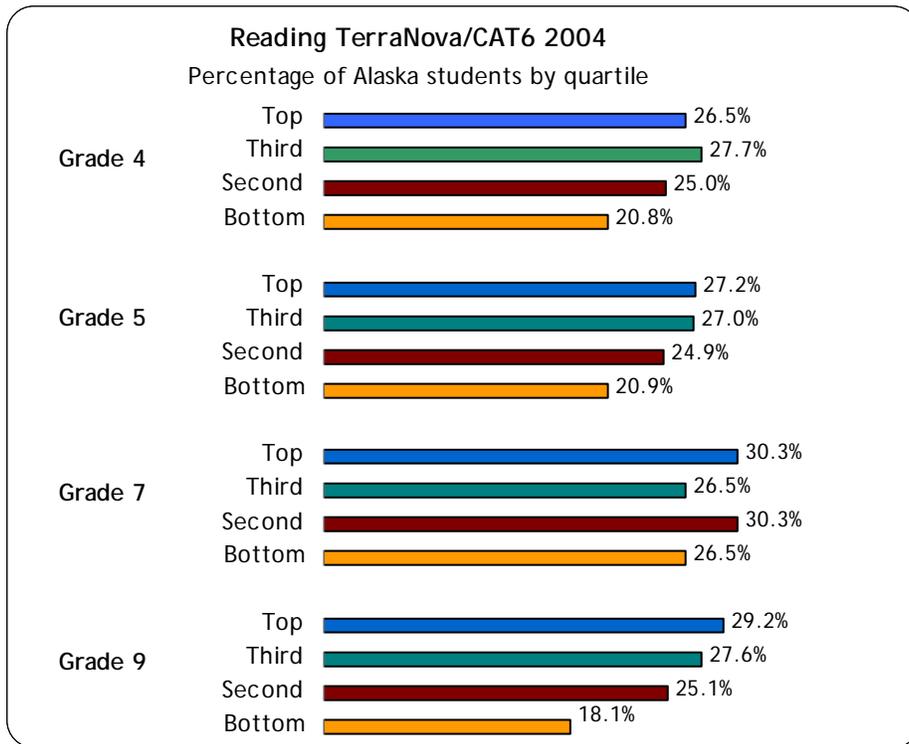
Implementing a statewide, comprehensive system to assess the skills and knowledge of Alaska's students is a primary activity of the Alaska Department of Education & Early Development. Such a system would measure student achievement in relation to adopted state standards; provide valid, reliable information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

The department has:

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

In 1997, the legislature passed a law requiring every high school student to pass a qualifying examination as a requisite to receiving a diploma. The following year, a law requiring examinations at earlier grades was also passed. Information from these assessments, aggregated to a statewide profile, provides parents, educators, policy makers, and the community-at-large with a picture of how Alaska's students perform in relation to the standards established by Alaskans.

TERRANOVA CAT/6 RESULTS BY QUARTILE



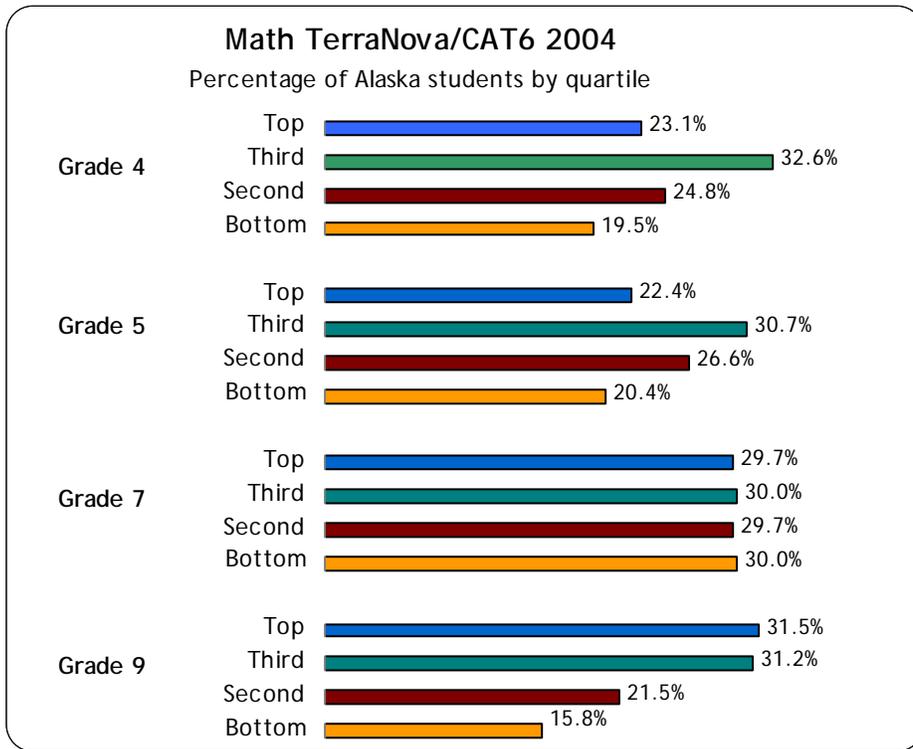


Table 1
2001, 2002, 2003, and 2004 Benchmark Exam Performance

Grade 3							
Subject	Test Year	Advanced/Proficient		Below/Not Proficient		Enrollment	Participation Rate ²
		Count	Percentage ¹	Count	Percentage ¹		
READING	2001	7,065	71.2%	2,855	28.8%	10,700	92.7%
	2002	7,133	74.6%	2,431	25.4%	10,011	95.5%
	2003	7,209	73.9%	2,551	26.1%	10,053	97.1%
	2004	7,018	73.8%	2,493	26.2%	9,711	97.9%
WRITING	2001	5,302	53.5%	4,617	46.5%	10,700	92.7%
	2002	5,558	58.0%	4,017	42.0%	10,011	95.6%
	2003	5,829	59.8%	3,918	40.2%	10,053	97.0%
	2004	5,598	58.8%	3,925	41.2%	9,711	98.1%
MATHEMATICS	2001	6,550	66.3%	3,326	33.7%	10,700	92.3%
	2002	6,759	70.8%	2,785	29.2%	10,011	95.3%
	2003	6,989	71.8%	2,740	28.2%	10,053	96.8%
	2004	6,876	72.2%	2,643	27.8%	9,711	98.0%

Grade 6							
Subject	Test Year	Advanced/Proficient		Below/Not Proficient		Enrollment	Participation Rate ²
		Count	Percentage ¹	Count	Percentage ¹		
READING	2001	6,912	69.4%	3,043	30.6%	10,623	93.7%
	2002	7,298	69.8%	3,155	30.2%	10,941	95.5%
	2003	7,343	69.8%	3,182	30.2%	10,829	97.2%
	2004	7,442	70.2%	3,166	29.8%	10,819	98.0%
WRITING	2001	7,265	73.0%	2,687	27.0%	10,623	93.7%
	2002	7,890	75.5%	2,554	24.5%	10,941	95.5%
	2003	7,892	75.0%	2,633	25.0%	10,829	97.2%
	2004	8,082	76.2%	2,525	23.8%	10,819	98.0%
MATHEMATICS	2001	6,241	62.9%	3,681	37.1%	10,623	93.4%
	2002	6,681	63.9%	3,769	36.1%	10,941	95.5%
	2003	6,764	64.3%	3,758	35.7%	10,829	97.2%
	2004	6,855	64.6%	3,751	35.4%	10,819	98.0%

Grade 8							
Subject	Test Year	Advanced/Proficient		Below/Not Proficient		Enrollment	Participation Rate ²
		Count	Percentage ¹	Count	Percentage ¹		
READING	2001	7,824	82.5%	1,660	17.5%	10,377	91.4%
	2002	8,097	81.6%	1,820	18.4%	10,702	92.7%
	2003	6,894	67.9%	3,265	32.1%	10,576	96.1%
	2004	7,229	67.8%	3,427	32.2%	10,925	97.5%
WRITING	2001	6,420	67.9%	3,040	32.1%	10,377	91.2%
	2002	6,580	66.3%	3,338	33.7%	10,702	92.7%
	2003	7,456	73.6%	2,681	26.4%	10,576	95.8%
	2004	8,115	76.3%	2,527	23.7%	10,925	97.4%
MATHEMATICS	2001	3,711	39.5%	5,675	60.5%	10,377	90.5%
	2002	3,973	40.2%	5,902	59.8%	10,702	92.3%
	2003	6,441	63.8%	3,656	36.2%	10,576	95.5%
	2004	6,777	63.8%	3,853	36.2%	10,925	97.3%

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 Eligibility Count.

Table 2
2004 Benchmark Exam Performance, Four Levels of Proficiency

Grade 3								
Subject	Advanced		Proficient		Below Proficient		Not Proficient	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Reading	1710	18.0%	5308	55.8%	1356	14.3%	1137	12.0%
Writing	579	6.1%	5019	52.7%	3207	33.7%	718	7.5%
Mathematics	3241	34.0%	3635	38.2%	1870	19.6%	773	8.1%

Grade 6								
Subject	Advanced		Proficient		Below Proficient		Not Proficient	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Reading	4401	41.5%	3041	28.7%	2071	19.5%	1095	10.3%
Writing	2422	22.8%	5660	53.4%	2208	20.8%	317	3.0%
Mathematics	3130	29.5%	3725	35.1%	1570	14.8%	2181	20.6%

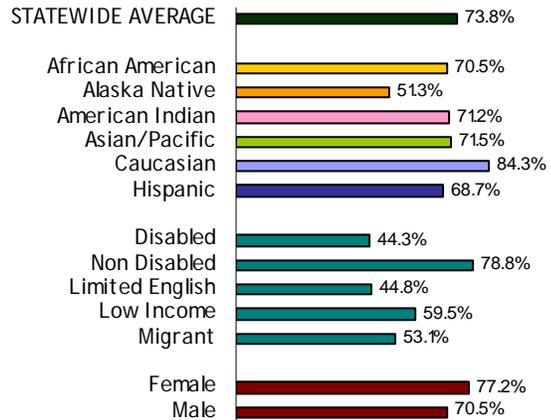
Grade 8								
Subject	Advanced		Proficient		Below Proficient		Not Proficient	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Reading	4205	39.5%	3024	28.4%	2235	21.0%	1192	11.2%
Writing	2532	23.8%	5583	52.5%	2232	21.0%	295	2.8%
Mathematics	3094	29.1%	3683	34.6%	1664	15.7%	2189	20.6%

STATEWIDE PERFORMANCE SPRING 2004 BENCHMARK RESULTS

The following charts illustrate statewide performance on the Benchmark Examinations, High School Graduation Qualifying Examination and TerraNova CAT6 administered in March 2004. Results are provided for each assessment and include a statewide average as well as information regarding the achievement of subgroups including major racial and ethnic groups, low income, limited English proficiency, disability status, migrant status, and gender.

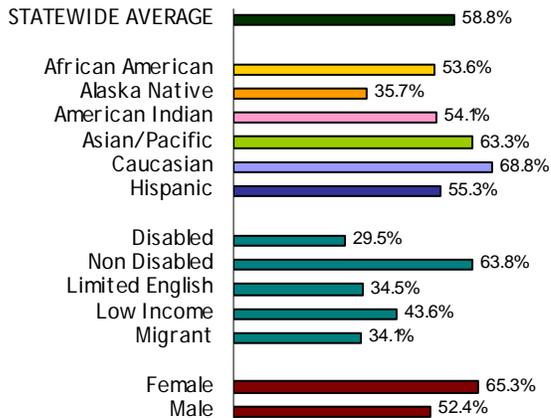
GRADE 3 Reading Benchmark 2004

Percentage of students at or above proficient level



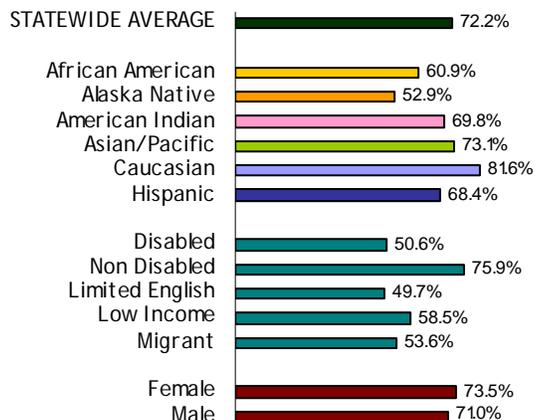
GRADE 3 Writing Benchmark 2004

Percentage of students at or above proficient level



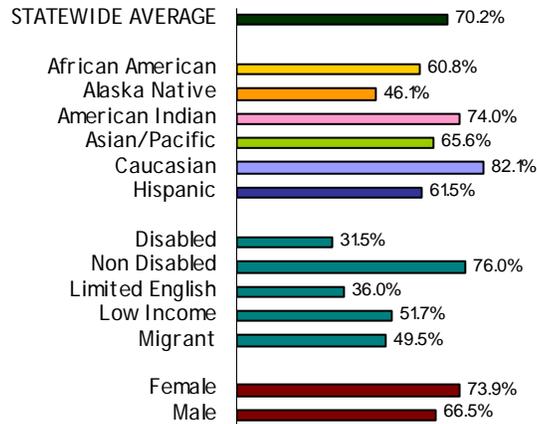
GRADE 3 Math Benchmark 2004

Percentage of students at or above proficient level



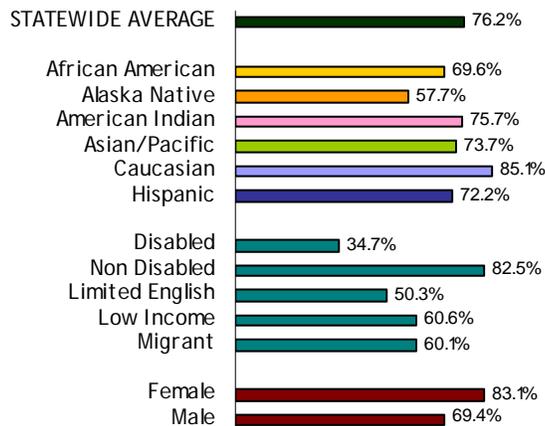
GRADE 6 Reading Benchmark 2004

Percentage of students at or above proficient level



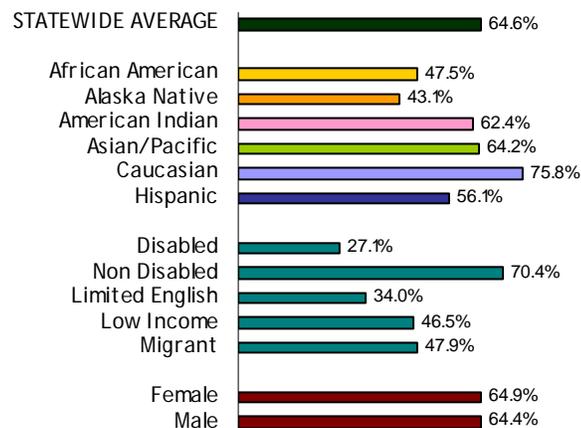
GRADE 6 Writing Benchmark 2004

Percentage of students at or above proficient level



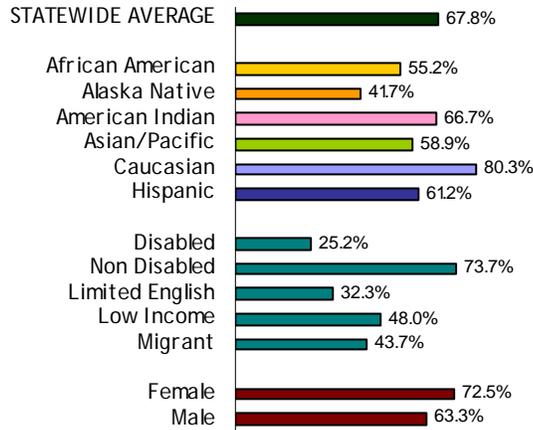
GRADE 6 Math Benchmark 2004

Percentage of students at or above proficient level



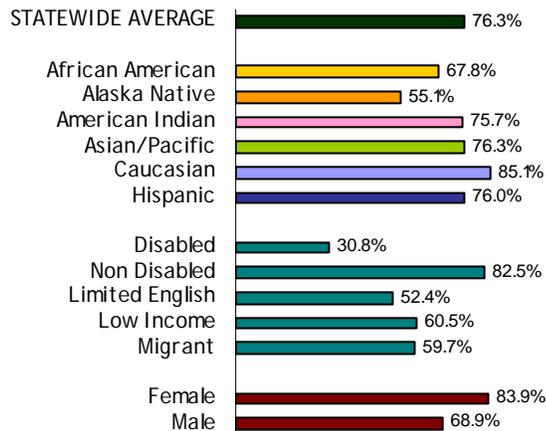
GRADE 8 Reading Benchmark 2004

Percentage of students at or above proficient level



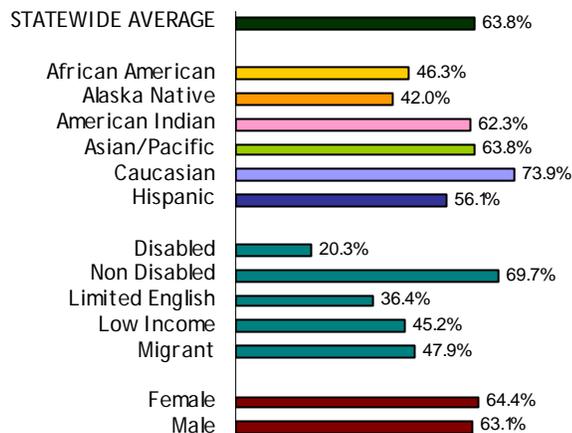
GRADE 8 Writing Benchmark 2004

Percentage of students at or above proficient level



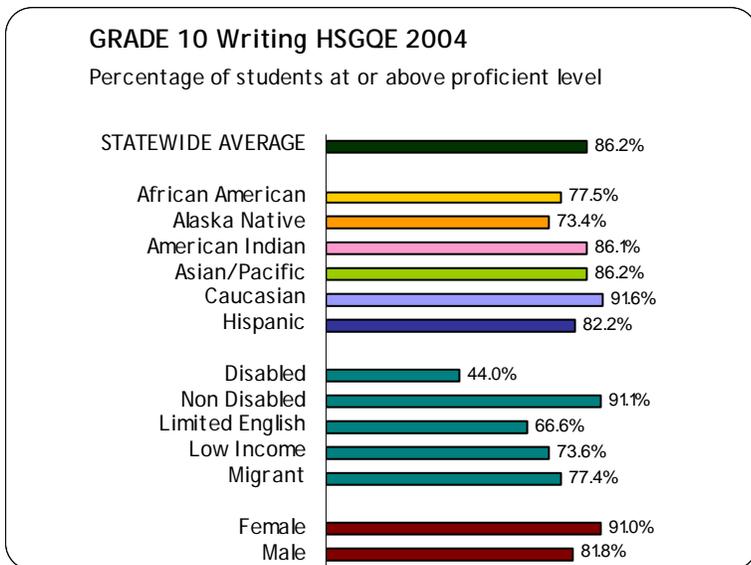
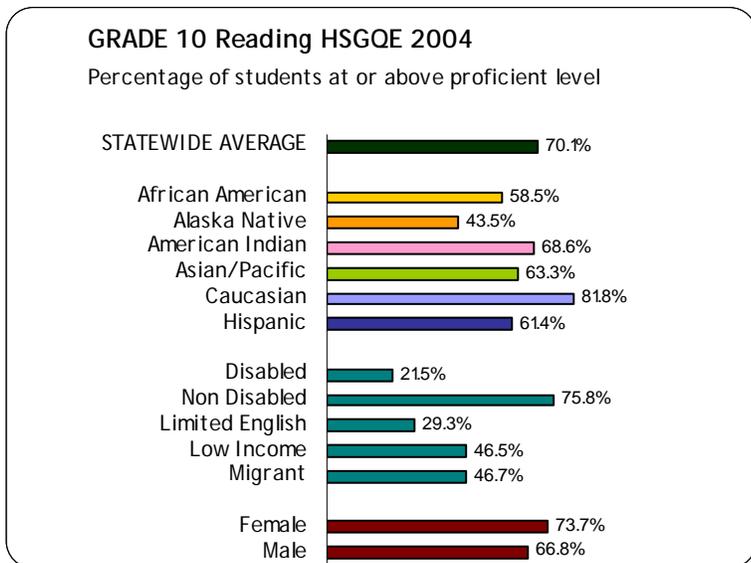
GRADE 8 Math Benchmark 2004

Percentage of students at or above proficient level



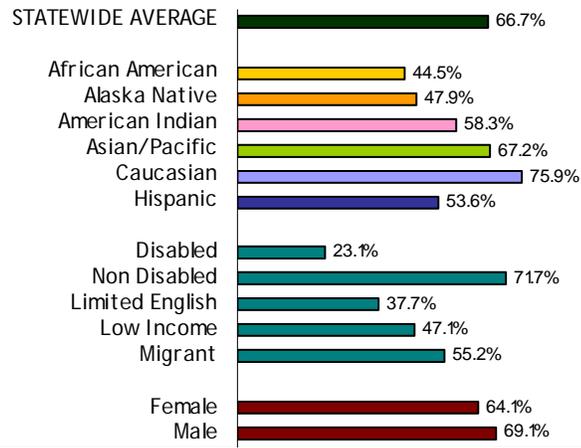
STATEWIDE PERFORMANCE SPRING 2004 10TH GRADE HSGQE RESULTS

The High School Graduation Qualifying Examination (HSGQE) was administered for the first time in March of 2000. The exam is administered in the fall and spring of each school year to provide multiple opportunities for high school students to take the exam prior to their senior year. State regulation 4 ACC 06.755 requires all students to take the HSGQE in the spring of their sophomore year. The following charts illustrate the HSGQE results for the grade 10 students in March 2004.

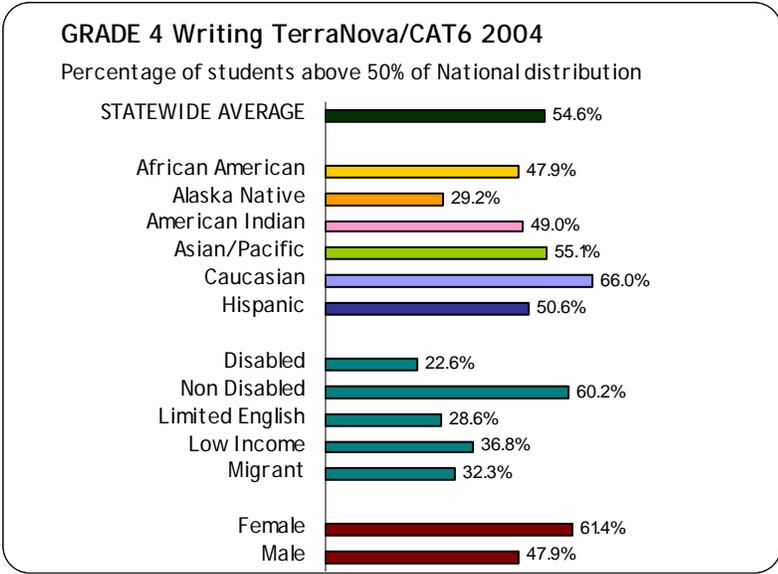
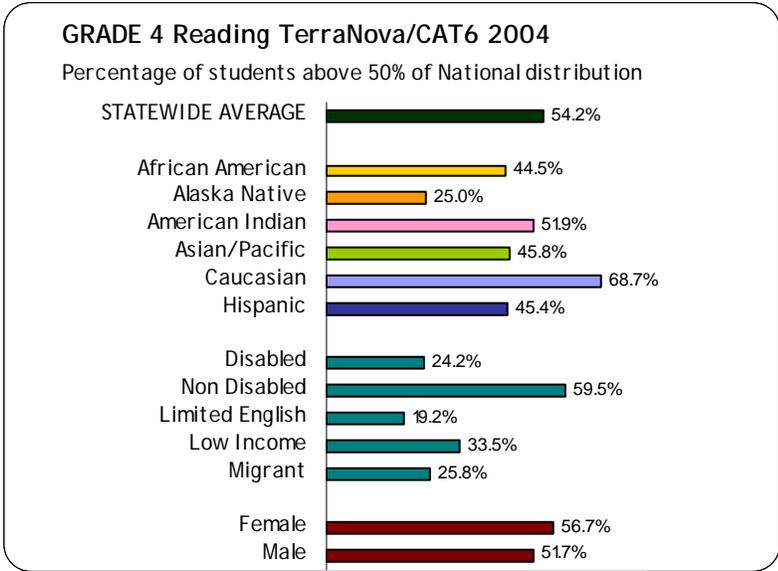


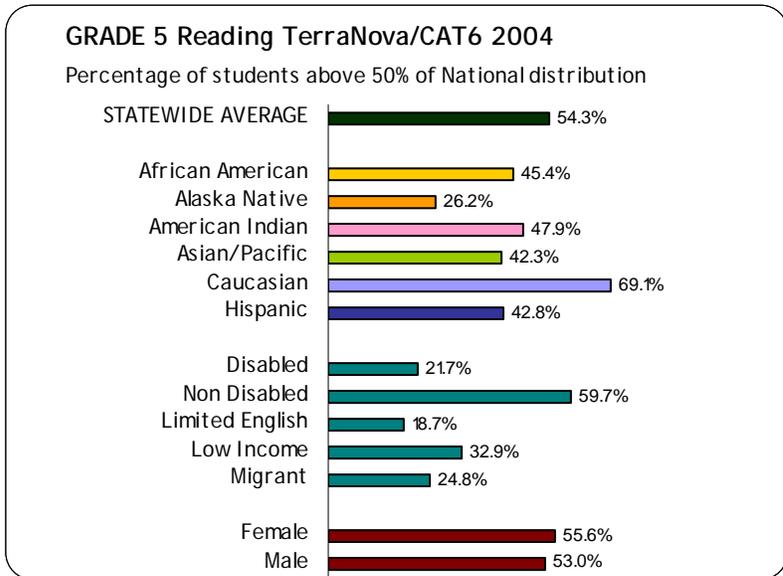
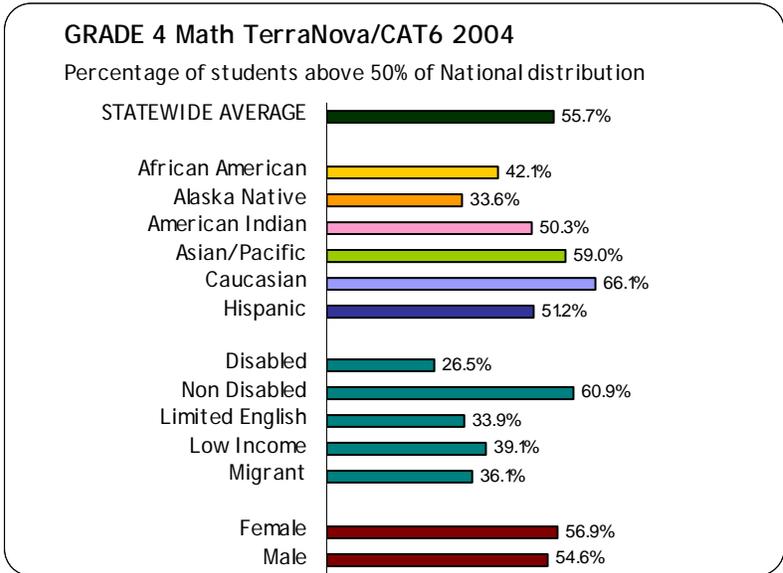
GRADE 10 Math HSGQE 2004

Percentage of students at or above proficient level



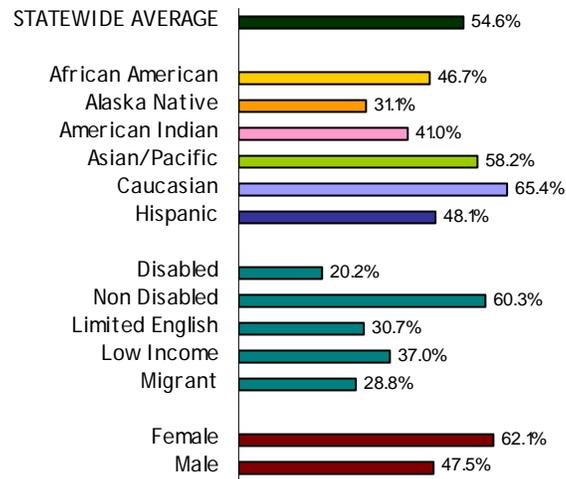
**STATEWIDE PERFORMANCE SPRING 2004
TERRANOVA CAT/6 RESULTS**





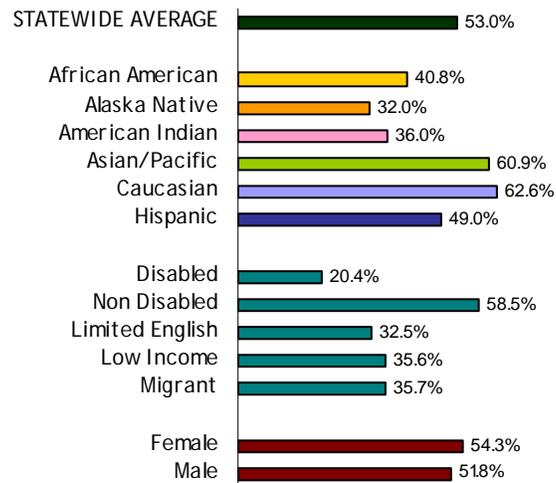
GRADE 5 Writing TerraNova/CAT6 2004

Percentage of students above 50% of National distribution



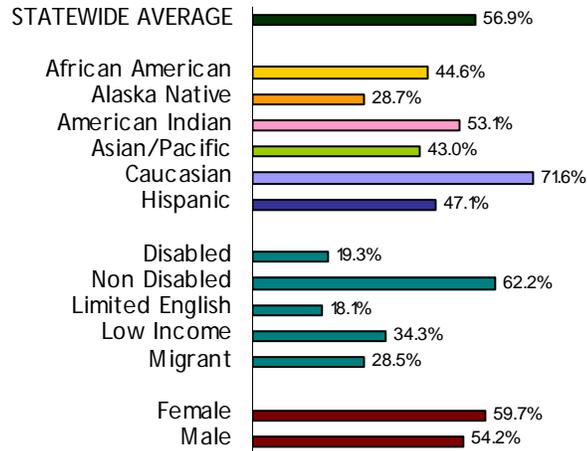
GRADE 5 Math TerraNova/CAT6 2004

Percentage of students above 50% of National distribution



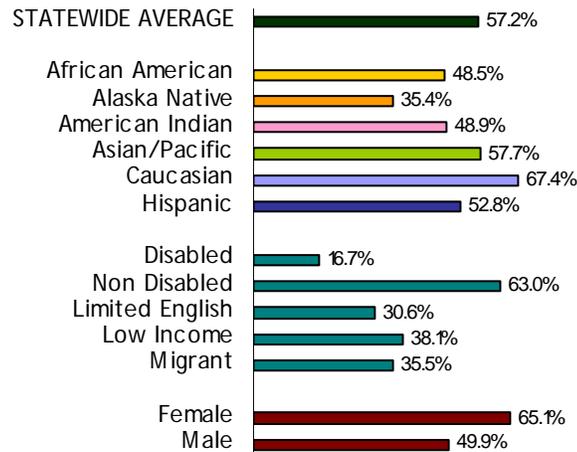
GRADE 7 Reading TerraNova/CAT6 2004

Percentage of students above 50% of National distribution



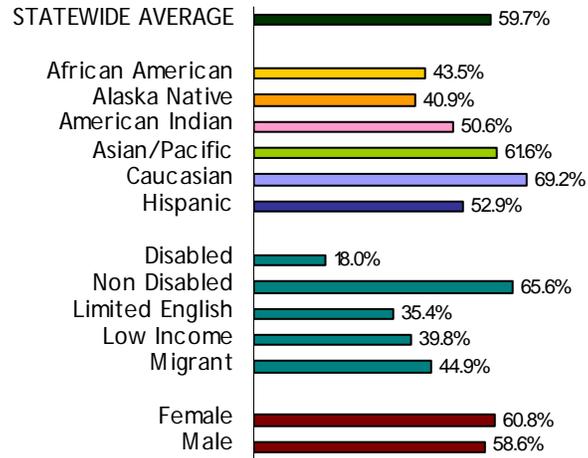
GRADE 7 Writing TerraNova/CAT6 2004

Percentage of students above 50% of National distribution



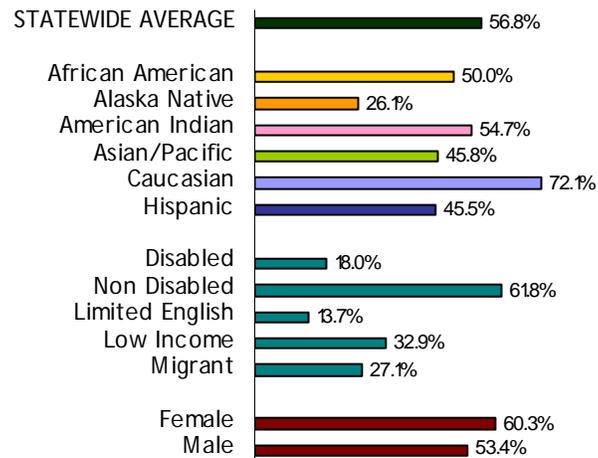
GRADE 7 Math TerraNova/CAT6 2004

Percentage of students above 50% of National distribution



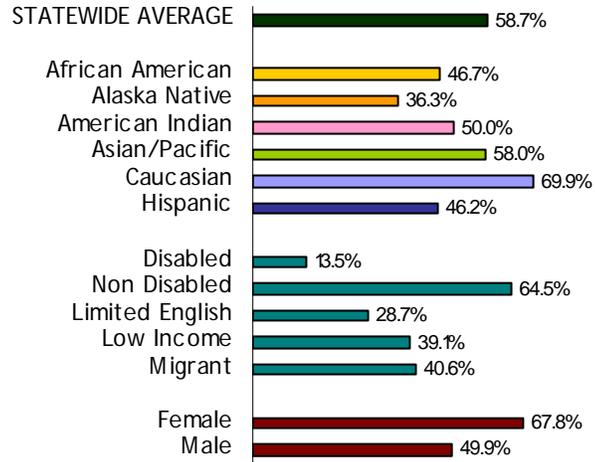
GRADE 9 Reading TerraNova/CAT6 2004

Percentage of students above 50% of National distribution



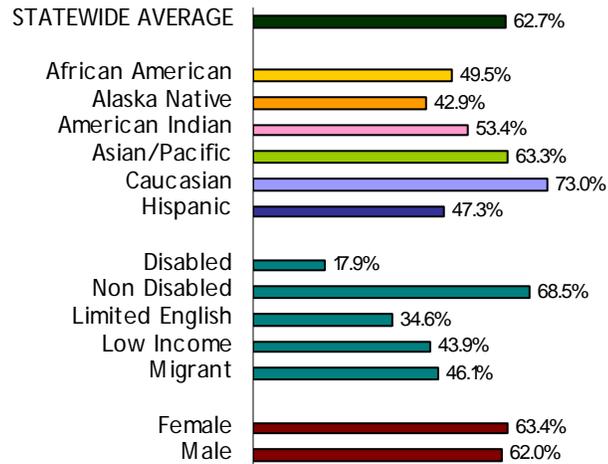
GRADE 9 Writing TerraNova/CAT6 2004

Percentage of students above 50% of National distribution



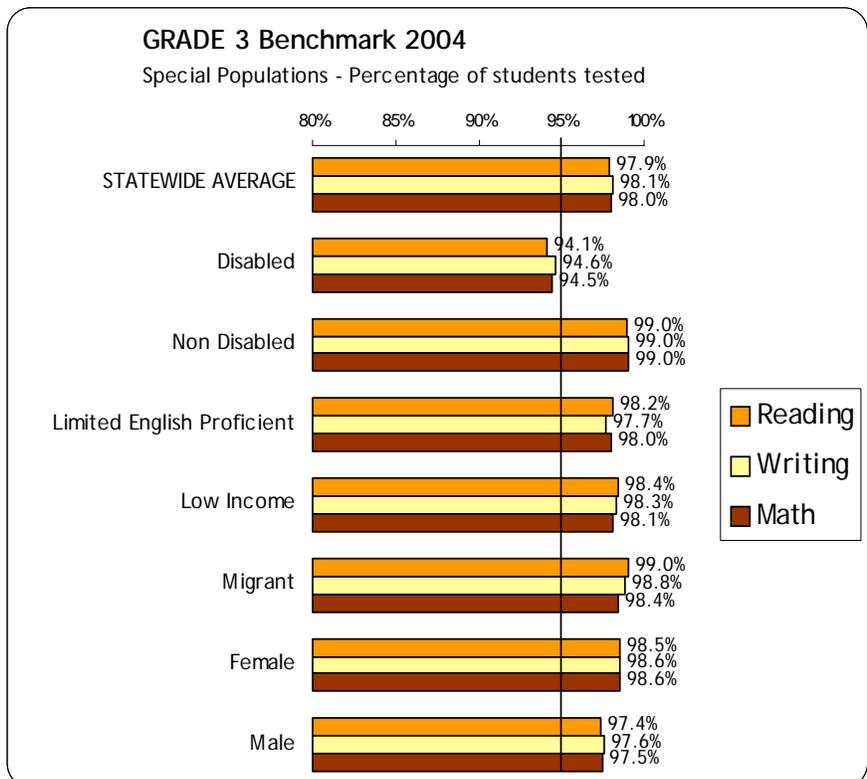
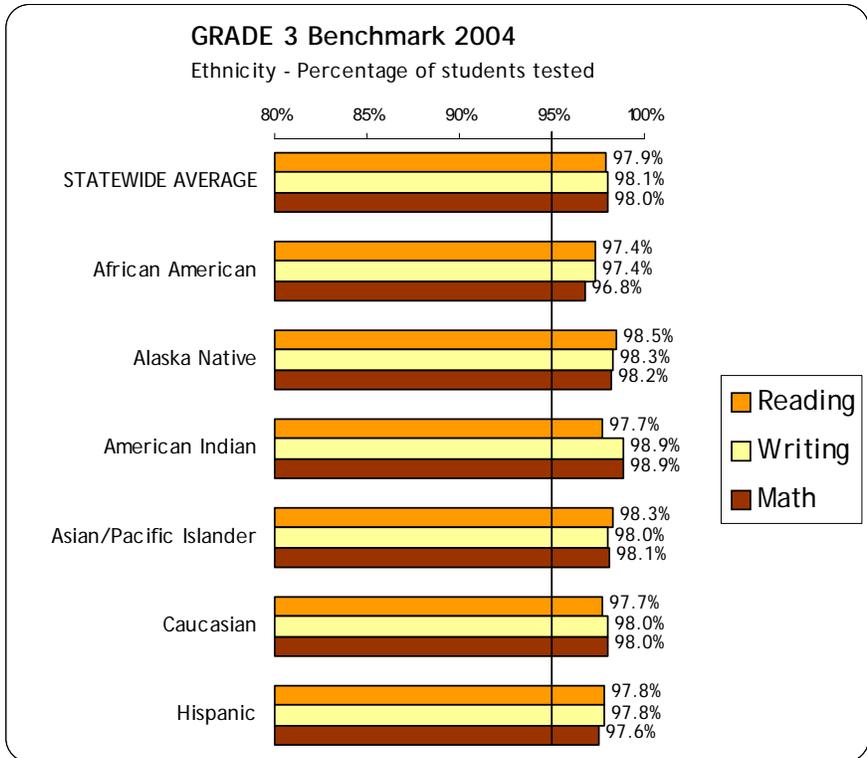
GRADE 9 Math TerraNova/CAT6 2004

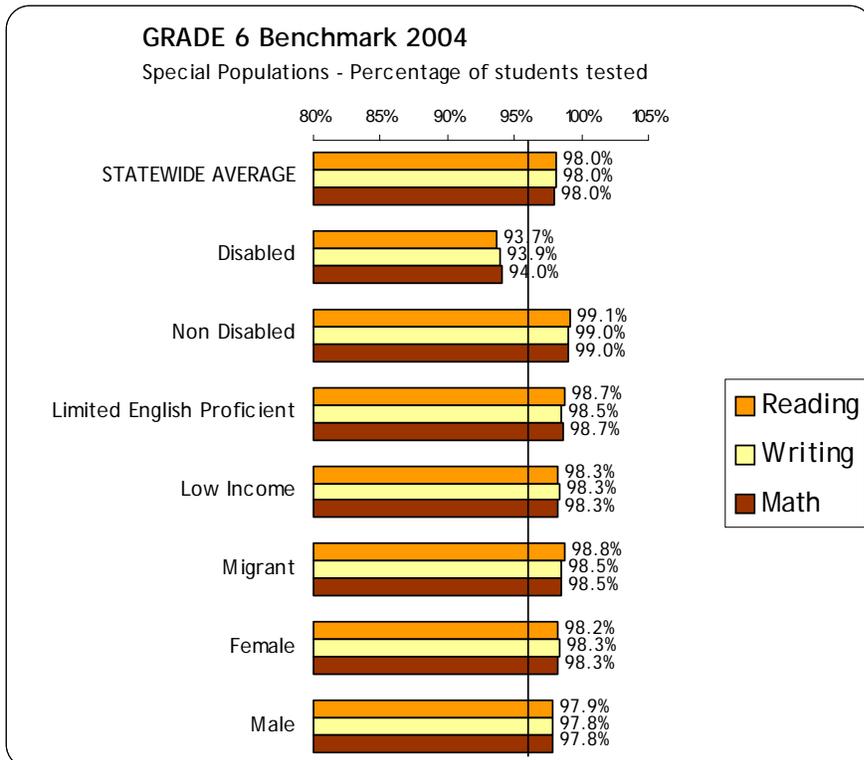
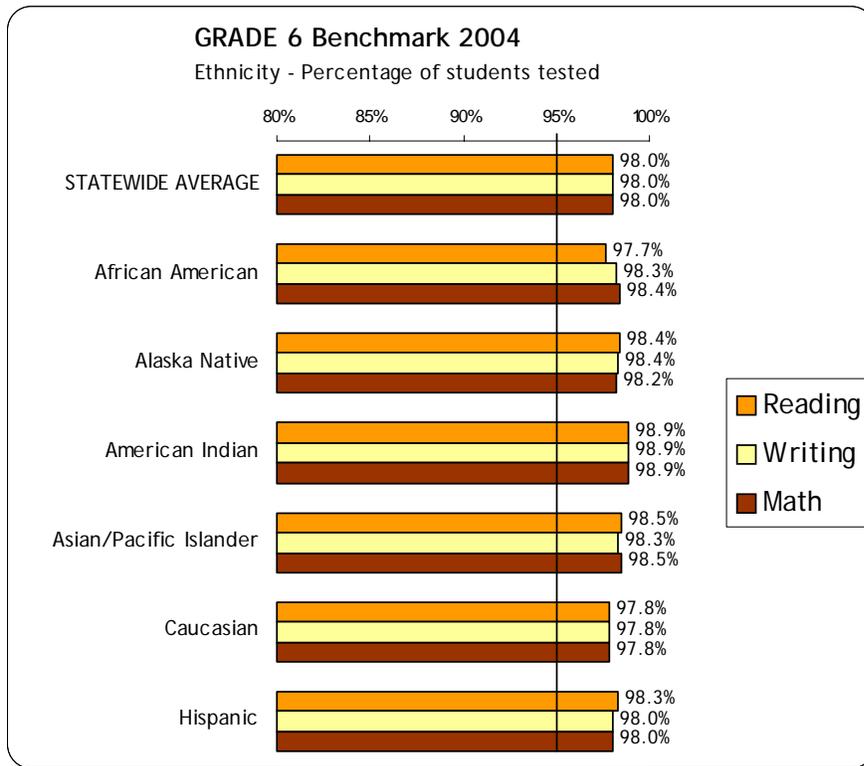
Percentage of students above 50% of National distribution

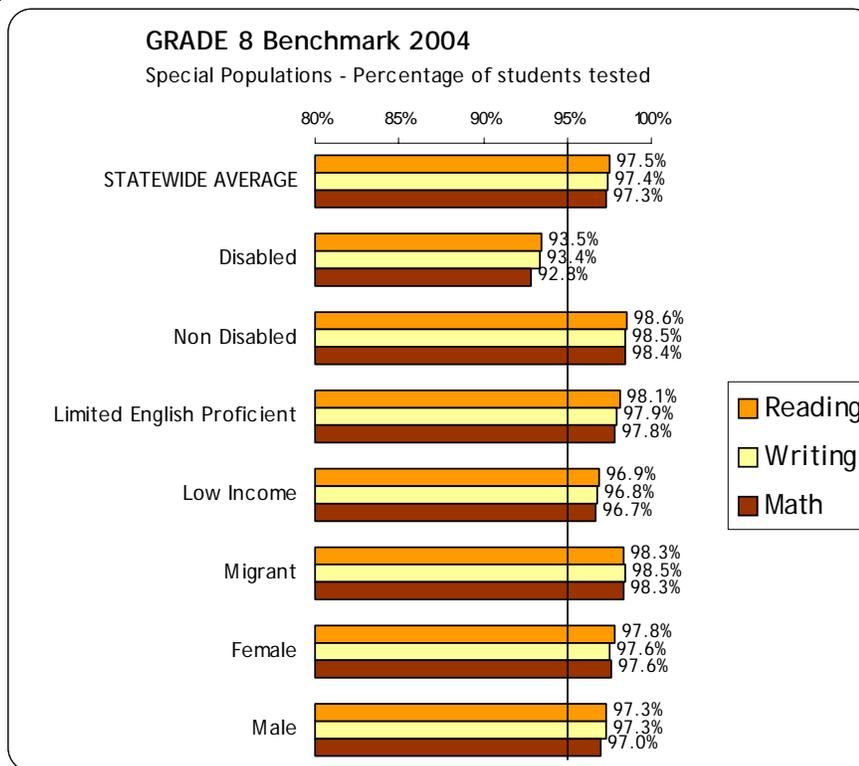
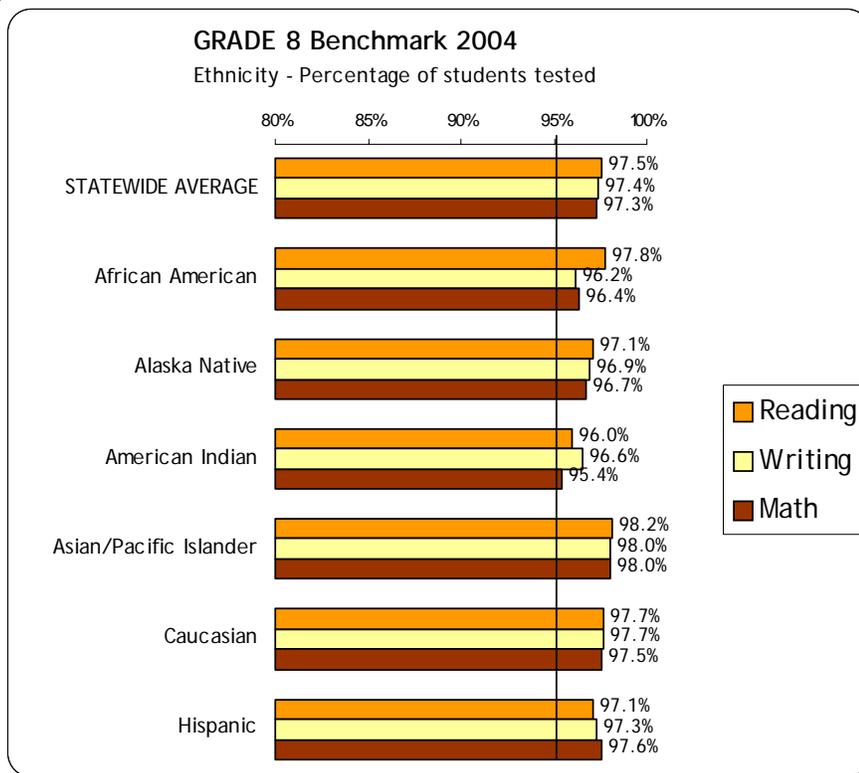


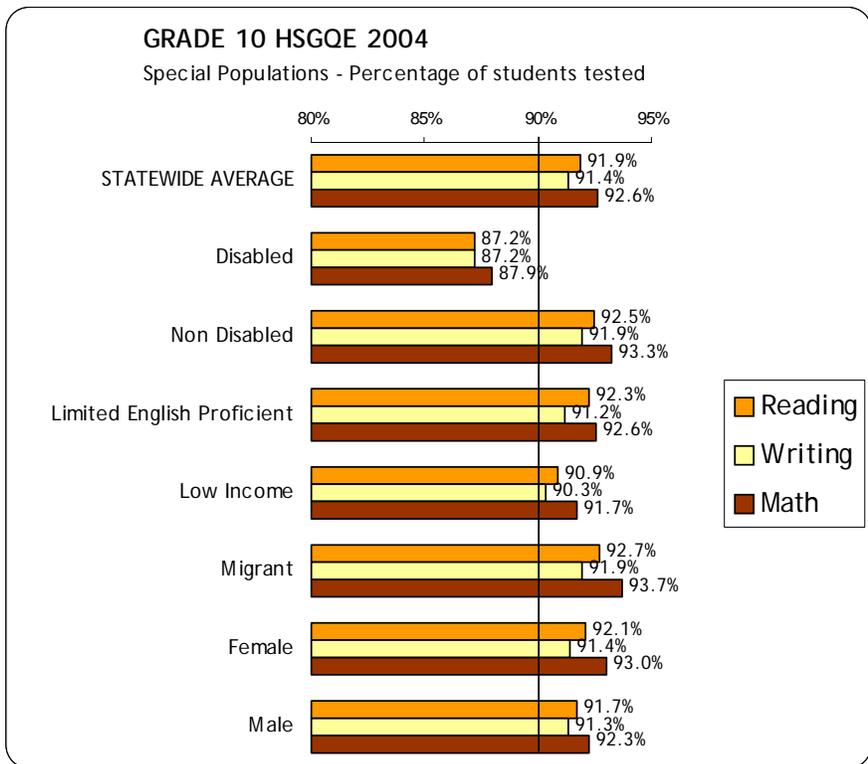
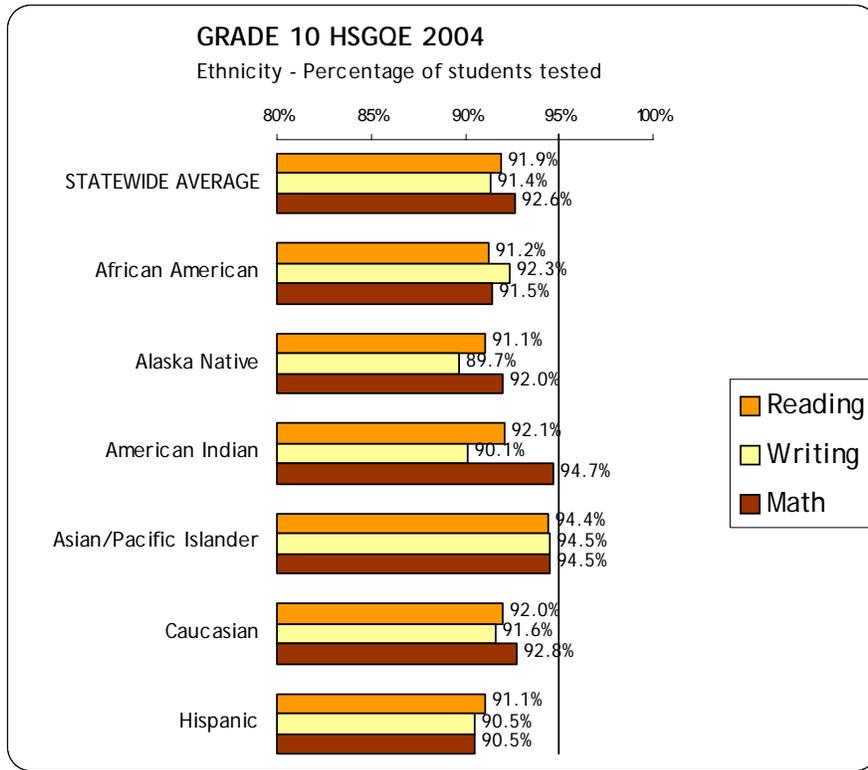
STATEWIDE PARTICIPATION RATE SPRING 2004 BENCHMARK RESULTS

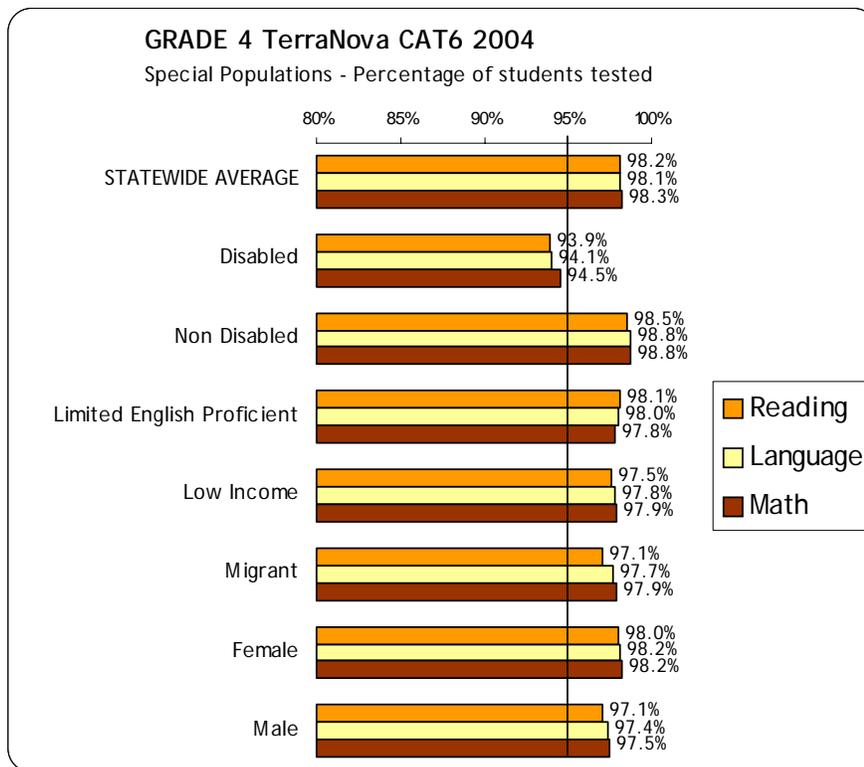
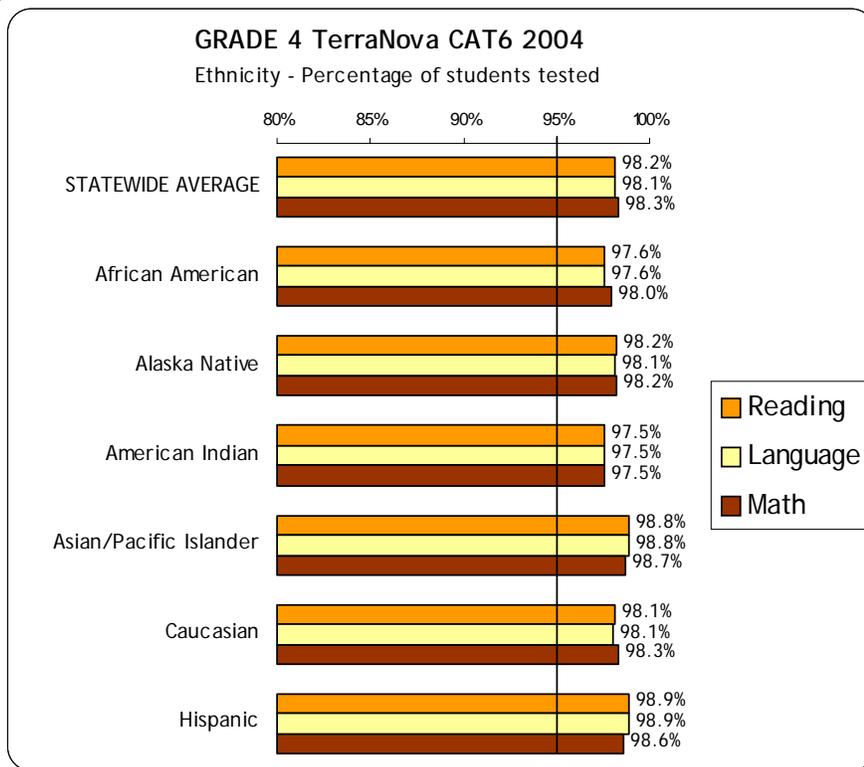
The following charts illustrate statewide performance on the Benchmark Examinations, High School Graduation Qualifying Examination and TerraNova CAT6 administered in March 2004. Results are provided for each assessment and include a statewide average as well as information regarding the achievement of subgroups including major racial and ethnic groups, low income, limited English proficiency, disability status, migrant status, and gender.

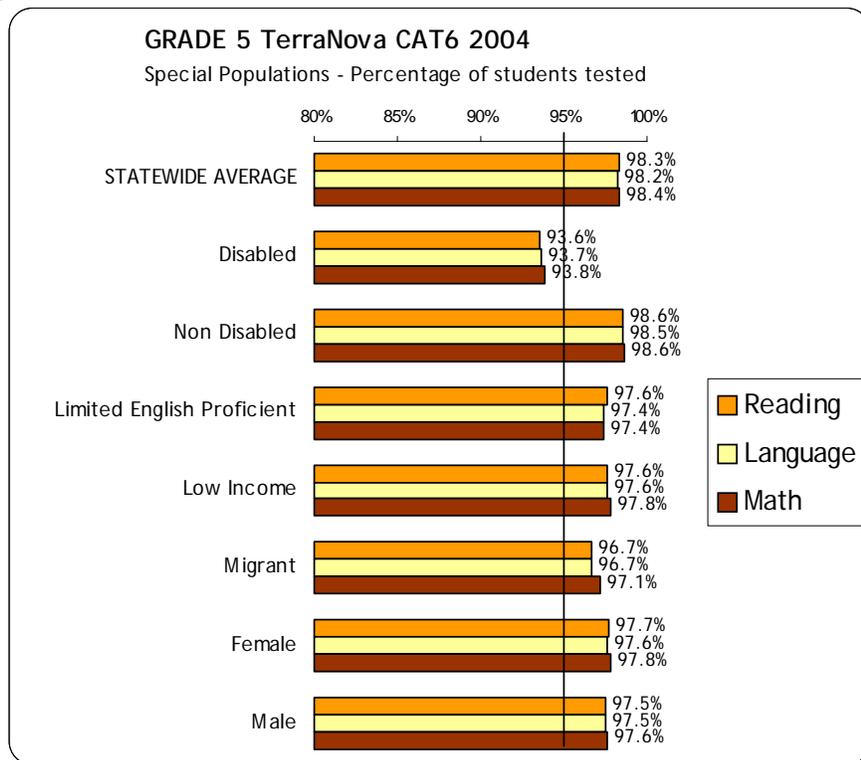
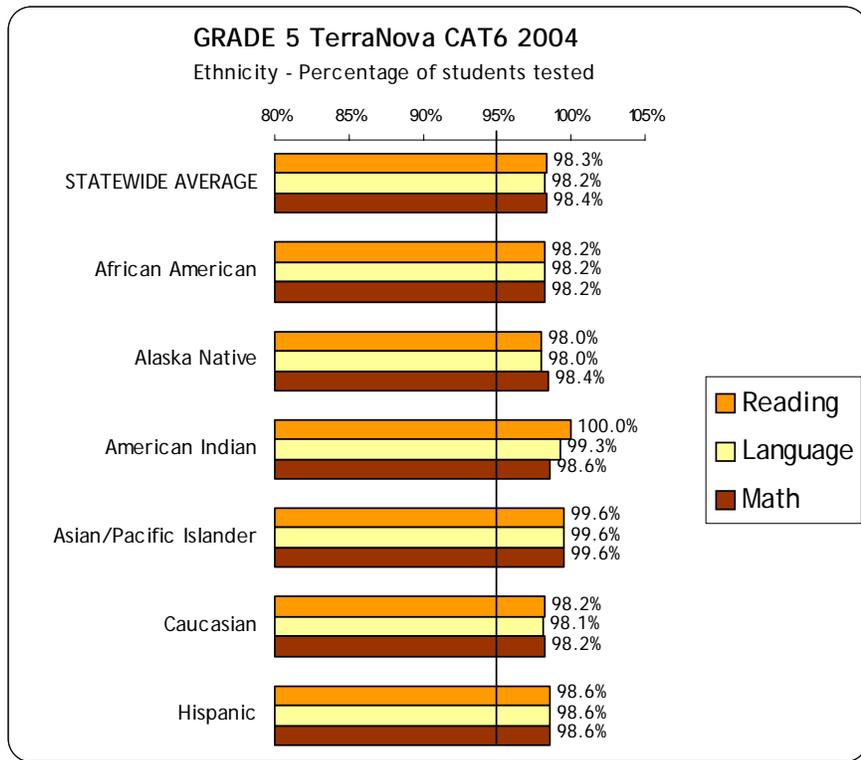


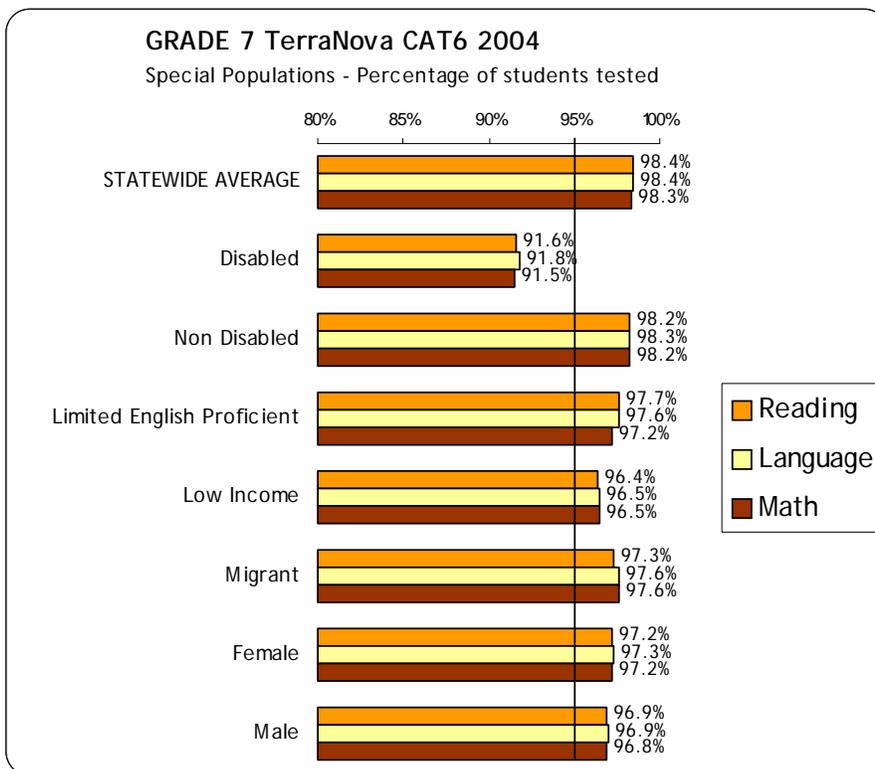
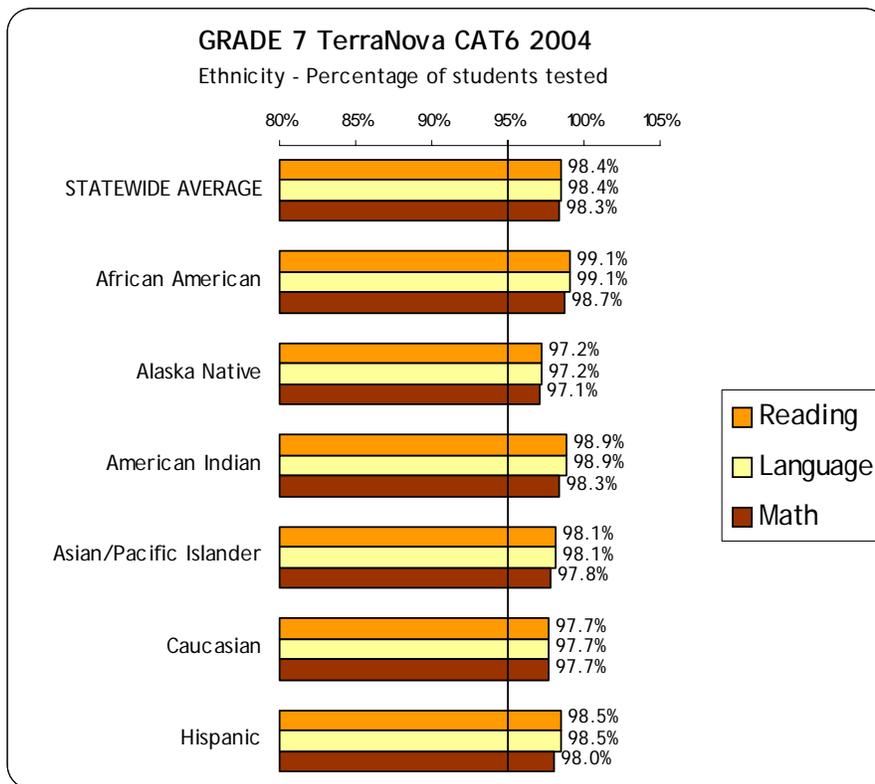


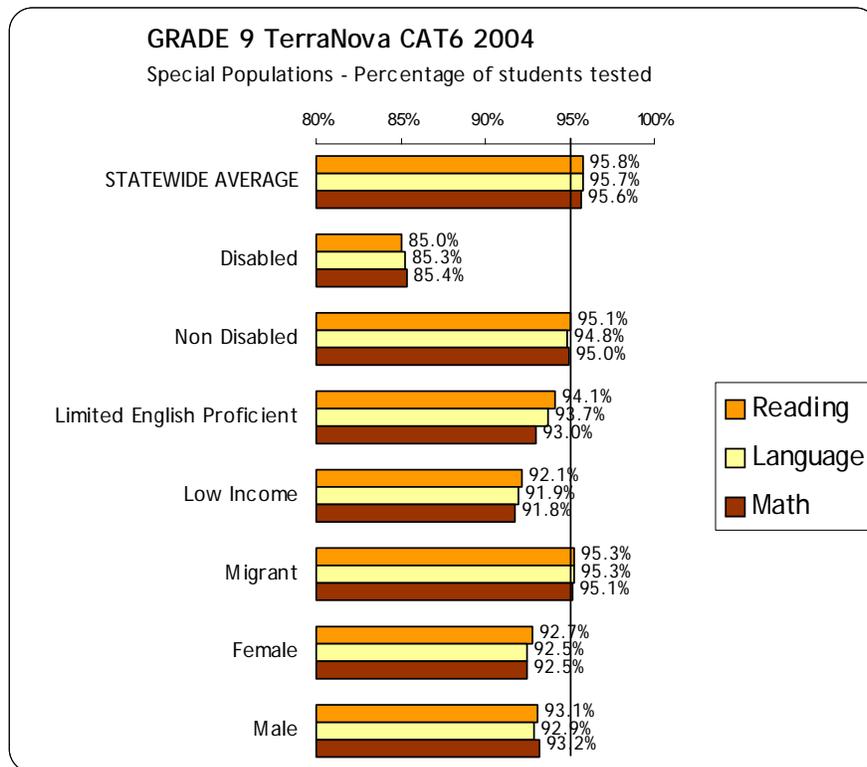
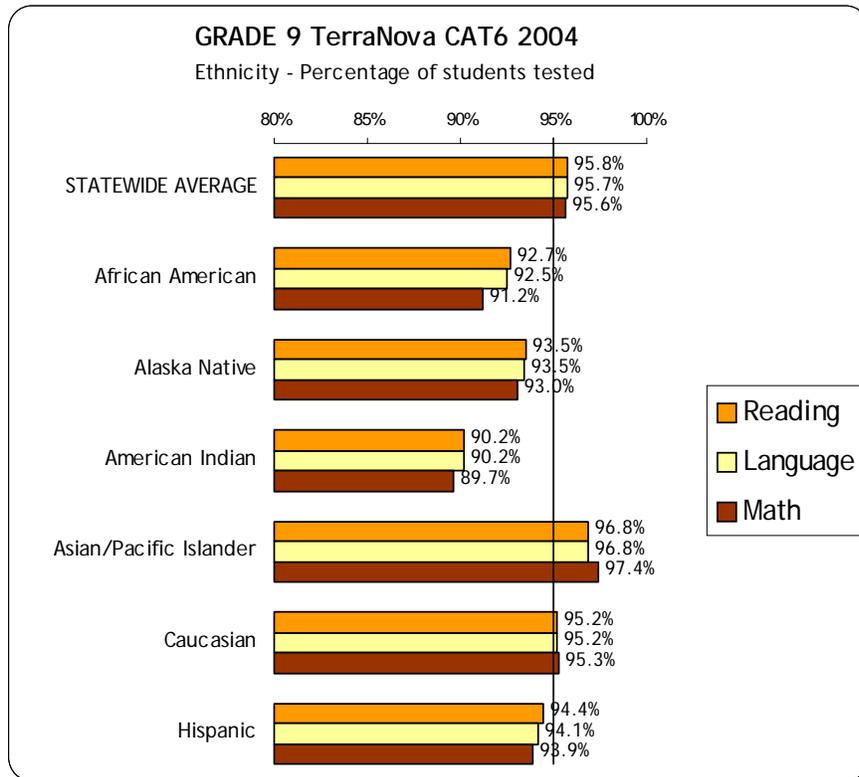






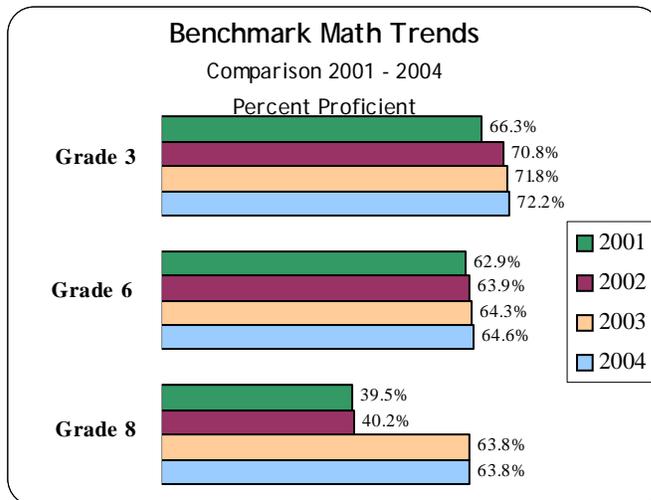
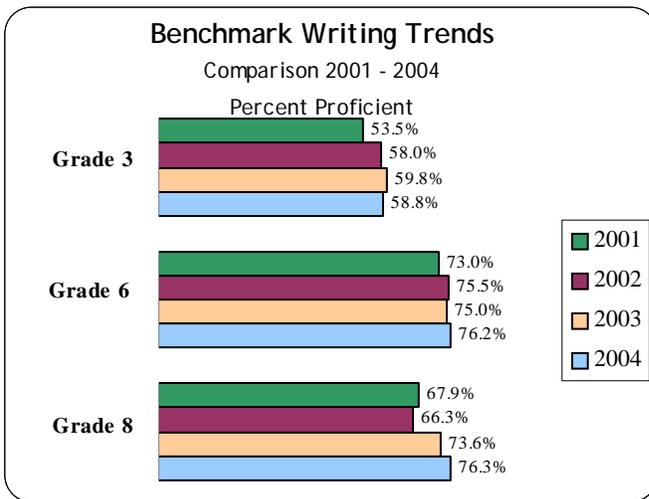
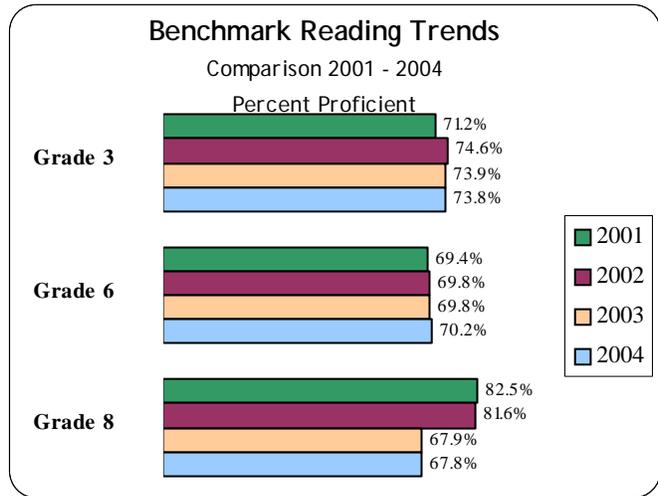






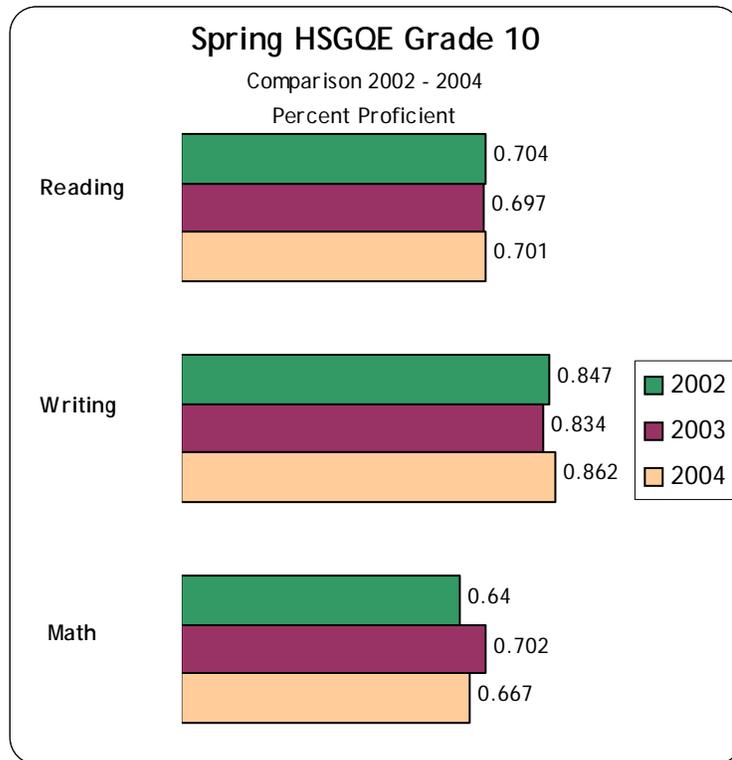
STATEWIDE PERFORMANCE TREND DATA 2004

Benchmark examinations were administered for the first time in March 2000. The State Board of Education and Early Development set the proficiency level for each grade. These proficiency levels are Advanced, Proficient, Below Proficient, and Not Proficient on the Benchmark exams. The following charts illustrate the percentage of students who have met the proficiency levels in four administrations of the Benchmark exams, spring 2001 - 2004.



The High School Graduation Qualifying Examination (HSGQE) was administered for the first time in 2000. During the 2001 Legislative session, there was significant discussion about what our students are being tested on and how well they are being asked to perform in these areas in order to receive a high school diploma. The legislature was very clear in passing SB 133, Chapter 94, SLA 2001, that the competency exam is to measure the "minimum competency in essential skills" for all high school graduates. In 2002, the Department of Education and Early Development refocused the HSGQE to measure competences of essential skills as required under state statutes.

The State Board of Education and Early Development set the proficiency levels for the refocused exam in August 2002. The exam is administered in the fall and spring of each school year to provide additional opportunities for high school sophomores, juniors, and seniors to take the exam. The following chart illustrates the HSGQE results for grade 10 students in the spring of 2002 - 2004.



2004 SAT Results

The SAT assessment measures student math and verbal skills. Participation in the test is voluntary and students may take the test more than once. Results from the SAT are used by some post-secondary institutions for admission, course placement, and scholarship decisions.

The results from the Class of 2004 indicate that across the United States, 48 percent of graduating seniors took the SAT test. In Alaska, 53 percent of seniors in the Class of 2004 took the SAT. The participation rate for graduating seniors from public schools was 41 percent nation wide and 46 percent in Alaska.

Alaska’s seniors continued to outscore the national average even though a greater percentage of Alaskans took the SAT than their national counterparts.

- Alaskan students enrolled in public schools averaged 521 on the verbal portion of the test, compared to 504 for the national average.
- On the verbal portion of the SAT, average scores for Alaska public school students in the class of 2004 were two points higher than the average score for students in the class of 2003.
- Alaskan students enrolled in public schools achieved an average of 519 on the math portion compared to 513 for the national average.

Table 3
SAT Verbal and Math

Test	ALASKA		NATIONAL		
	Average Score	% State Participation	Average Score	% National Participation	
All Graduating Seniors	Verbal	518	53%	508	48%
	Math	514		518	
Public School Graduating Seniors	Verbal	521	46%	504	41%
	Math	519		513	

American College Test (ACT)

The ACT assessment is a series of tests that assesses skills in English, mathematics, reading and science. Participation in the test is voluntary and students may take the test more than once. Results from the ACT Assessment are used by some post-secondary institutions for admission, course placement, and scholarship decisions.

Alaska graduates taking the ACT in 2004 achieved above the national averages in the areas of math, reading, and science reasoning and equal to the national average in English. The Alaska composite score, a weighted average of the four content scores, was above the national average composite score.

Table 4
Comparison of Alaska and National ACT Scores

	Alaska	Nation
Math	21.4	20.7
Reading	22.1	21.3
Science Reasoning	21.1	20.9
English	20.4	20.4
Composite	21.3	20.9

Data from the ACT continue to reflect a high positive relationship between taking a challenging high school curriculum and high ACT scores. For example, the Alaska seniors who reported taking a “core program”—defined by ACT as four years of English and three or more years of mathematics (Algebra 1 or higher), social studies, and natural sciences—achieved an average composite score of 23.8. Students in Alaska who reported taking less than the core program achieved an average composite score of 21.1.

High School Completion

Alaska school districts establish local high school graduation requirements that meet or exceed the state regulatory standards. Students are awarded high school credit on the basis of a passing grade for a course of study prescribed by the local school board. In the case of special education students precluded from taking regular course offerings, a certificate of achievement is awarded.

In order to graduate, Alaska students must pass the High School Graduation Qualifying Examination, an alternative assessment program, or be waived from passing the exam, and have earned at least 21 units of credit and completed at least the following:

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

Many districts require more credits than the state minimum.

In 2004, some 7,290 graduates were awarded a regular high school diploma and 184 were given a certificate of completion.

Table 5
2003-2004 Graduates by Ethnicity

Percentage of 12th grade enrollment represents the total 12th grade enrollment by ethnicity divided by October 1, 2003 enrollment in 12th grade.		
<u>Ethnicity</u>	<u>Percentage of 12th Grade Enrollment</u>	<u>2004 Graduates</u>
Alaska Native/American Indian	20.5	18.3
Asian/Pacific Islander	7.1	6.3
Black	4.4	3.9
Hispanic	3.2	2.7
White	63.2	68.8

Accreditation

Information on accreditation by the Northwest Association of Schools and Colleges may be obtained from Stowell Johnstone, Executive Secretary, Alaska Committee of the Northwest Association of Schools and Colleges, P.O. Box 230067, Anchorage, AK 99523-0067 or directly from the Northwest Association of Schools and Colleges, 1910 University Drive, Boise, Idaho 83725-1060.

2004 Accreditation Status

The decision to seek accreditation is a local school board option. Since the 1970s, the State Board of Education & Early Development has delegated accreditation to the Northwest Association of Schools and Colleges (NASC). Accreditation by NASC is a two-step process for school improvement, consisting of an annual report which details continuous growth, and a full-scale self-evaluation and third party verification of the total education program every six years.

Voluntary school accreditation has resulted in 30 percent of Alaska's public schools seeking accreditation status. The majority of accredited schools serve a K-12 grade span. Generally, Regional Education Attendance Areas (REAs) have a greater percentage of accredited schools. City and Borough school districts typically accredit their high schools and some middle schools; few accredit their elementary schools.

Thirty-seven school districts plus the Department of Education & Early Development have one or more accredited schools.

Table 6
Summary of Schools Accredited

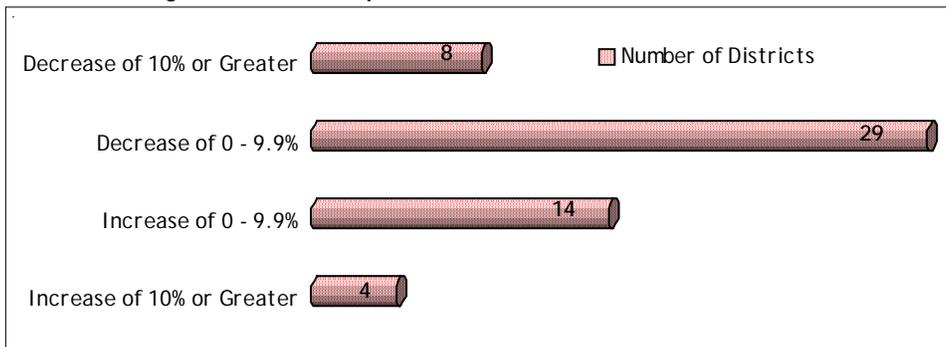
Summary of Schools Accredited by Northwest Association of Schools and Colleges (Adopted in December, 1999)

Elementary	9
Middle	2
High School	42
K-12	72
Special Purpose Schools	5
Supplemental Education Program	1
Total Accredited in Alaska	145
Public Schools	131
Private Schools	14

Annual Change in Membership

The average daily membership for 2003-2004 represented a 0.7 percent decrease over the previous year. Thirty-seven districts experienced no change or a decrease in this period. The most significant reductions were in Nenana and Pelican, at -25.9 percent, and -16.7 percent, respectively. Enrollments in 18 districts were higher than the previous year. The Denali Borough School District had the greatest increase with 84.2 percent. This increase was due to increase of the enrollment for Denali PEAK Correspondence Correspondence School. PEAK is a distance learning program which is operated statewide.

Table 7
Annual Change in Membership

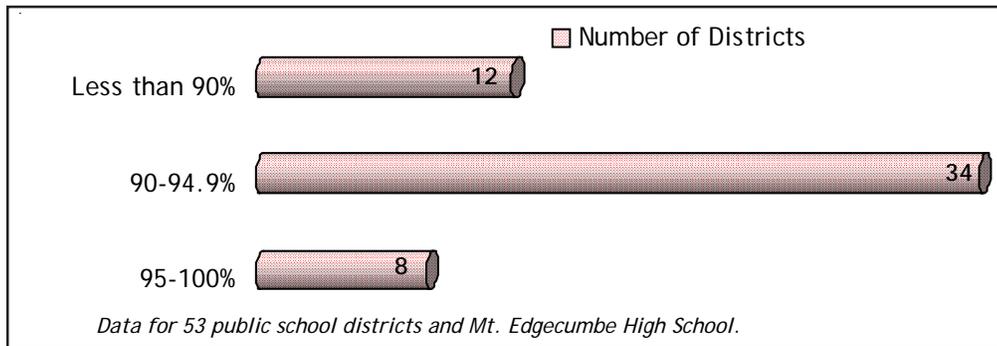


Attendance Rate

The amount of time students are present at school and actively engaged in learning relates directly to academic performance. The relationship between school attendance and student performance is well documented in national research.

Eight districts have attendance rates less than 90 percent, and 12 districts reported attendance rates at or above 95 percent. Over the last five years, the statewide average attendance rate has remained at about 93 percent.

Table 8
Attendance Rate



Annual Dropout Rate for Grades 7-12

Dropout rates answer the question, “What percentage of students dropped out of grades seven through twelve?” Students transferring to another school or alternative program that meets standard credit requirements are not considered dropouts. As defined by the National Center for Education Statistics, a student who leaves the district to obtain a GED is a dropout.

Of 62,473 students enrolled in grades seven through twelve, 3,033 students dropped out during the 2003-2004 school year. The statewide dropout rate dropped from 5.4 percent in 2002-2003 to 4.9 percent in 2003-2004. These dropout numbers represent children dropping out between July 1, 2003, and June 30, 2004. Table 9 profiles dropouts by ethnicity.

Table 9
Dropouts by Ethnicity

Ethnicity	Grades 7-12 Percentage of Total Enrollment	Grades 7-12 Percentage of Total Dropouts
Alaska Native/Native American	24.3	40.6
Asian/Pacific Islander	6.3	5.7
Black	4.3	5.3
Hispanic	3.4	3.6
Other	1.6	1.7
White	60.1	43.0

DEFINITIONS & METHODOLOGY

Accreditation. Indicates whether or not a school was accredited for 2003-2004.

Attendance Rate. Computed by taking the aggregate daily attendance during the regular school year and dividing by the aggregate daily membership for the school year, expressed as a percentage.

Aggregate daily attendance. The sum of the days present of all students when school is in session during the school year.

Aggregate daily membership. The sum of the days present and absent of all students when school is in session during the school year.

Average Volunteer Hours Per Week. The average number of volunteer hours a week spent in the school by parents and other members of the community.

Community Members Commenting. The number of community persons commenting to school or district personnel.

Dropout. A student who was enrolled in the district at some time during the school year and whose enrollment terminated. Dropouts do not include graduates, transfers to public or private schools, or transfers to state- or district-approved education programs. Students with absences due to suspension, illness, or medical conditions are not reported as dropouts.

Dropout Rate. Computed by dividing the number of dropouts in the current school year by the number of students enrolled in grades 7-12 on October 1 of the current school year. School year is defined as the 12-month period beginning with July 1 and ending June 30.

Enrollment Change. The annual percent of enrollment change is computed by taking the difference between the October 1 enrollment from the reporting school year and the October 1 enrollment from the previous school year and then dividing by the October 1 enrollment from the previous year, expressed as a percentage.

Enrollment Change Due to Transfers. Computed by subtracting from one the quotient derived by dividing the number of students enrolled at least 170 days in the school by the total number of students enrolled at least one day in the school.

Graduation Rate. The statistics is reported as a fraction. The numerator is the sum of the number of graduates receiving a regular diploma before June 30. The denominator is the sum of the number of graduates, plus the number of dropouts in grade nine three school years prior, plus the number of unduplicated dropouts in grade ten two school years prior, plus the number of unduplicated dropouts in grade eleven in the prior school year, plus the number of unduplicated dropouts in grade 12 during the current year, plus the number of grade 12 continuing students.

High School Graduates. The number of students that receive a regular diploma during the school year.

Parents Commenting. The number of parents commenting to school or district personnel.

Parent Survey Return Rate. Computed by counting the number of surveys returned by parents, and dividing that number by the number of parents eligible to be surveyed, expressed as a percentage.

Retention Rate. Computed by taking the number of students being retained on the last day of school and dividing by the membership on the last day of the school year, expressed as a percentage. The data is based on the combined number of retained students in grades kindergarten through grade 8 as of the last day of school.

School/Business Partnerships. The number of school/business or interagency partnerships operating under written agreement.

Students Commenting. The number of students commenting to school or district personnel.

Student Survey Return Rate. Computed by counting the number of surveys returned by students, and dividing that number by the number of students eligible to be surveyed, expressed as a percentage.

Statewide Assessments

HSGQE. The results for the spring High School Graduation Qualifying Exam. The state standards-based exam was required for students enrolled in the 10th grade.

Proficient. The number of students who scored at or above the cut (or passing) score.

% Proficient. The percentage of students who scored at or above the cut (or passing) score. Computed by counting the number of students receiving a passing score and dividing that number by the number of students participating in the test.

Not Proficient. The number who scored below the cut (or passing) score.

% Not Proficient. The percentage of students who scored below the cut (or passing) score. Computed by counting the number of students not receiving a passing score and dividing that number by the number of students participating in the test.

Benchmark Exams. The results for the spring state standards-based assessments for grades 3, 6, and 8. Results are broken out into the following four proficiency categories:

Advanced. Indicates mastery of the performance standards at a level above proficient.

Proficient. Indicates mastery of the performance standards sufficient to lead a successful adult life.

Below Proficient. Indicates mastery of some performance standards but not enough to be proficient.

Not Proficient. Indicates little mastery of the performance standards.

CAT/6 Exams. California Achievement Test, 6 (TerraNova, version 2). The results of the norm-referenced achievement tests administered during the 2003-2004 school year for grades 4, 5, 7, and 9 include:

Top Quarter (76-99). The percentage of students tested who are in the top quarter.

Third Quarter (51-75). The percentage of students tested who are in the third quarter.

Second Quarter (26-50). The percentage of students tested in the second quarter.

Bottom Quarter (1-25). The percentage of students tested who are in the bottom quarter.

In a normal distribution, 25 percent of the scores fall into each quarter.

Percentile Rank. The national percentile of the mean normal curve equivalent.

