

STATE OF ALASKA

Department of Education & Early Development

Report Card To THE PUBLIC

2009 - 2010



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 2009-2010. 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, and mathematics from grades 3 through 10; science in grades 4, 8, and 10; and on our state's high school graduation qualifying examination.

Detailed report cards about individual Alaska schools and school districts are available online at <http://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,

A handwritten signature in black ink that reads "Mike Hanley". The signature is written in a cursive, slightly slanted style.

Mike Hanley, Commissioner
Alaska Department of Education & Early Development

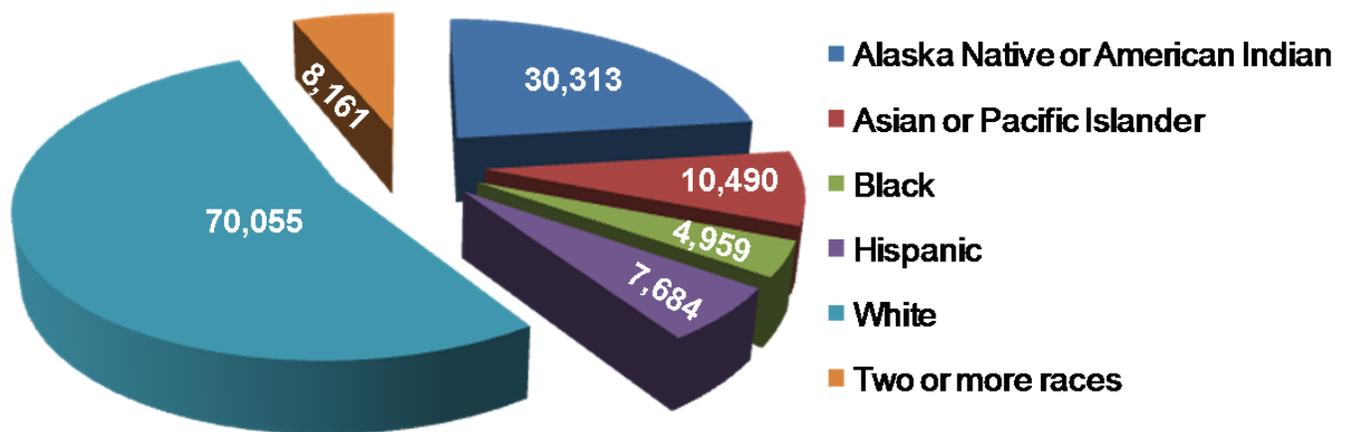
ALASKA EDUCATION AT A GLANCE

Statewide Profile 2009-2010

Number of Public School Districts	53*	K-12 Student Population in Average Daily Membership (ADM)	129,229
Regional Education Attendance Areas	19	Change in ADM from 08-09	0.6%
City, Borough, and Municipality Districts	34	School-Age Low Income Children	47,239
Funding Communities	274	Number of High School Graduates in 2010	8,245
Public Schools: Pre-Elementary to Grade 12	508	Number of Dropouts (Grades 7-12) in 2010	2,990
State-Operated Schools	1	School District Square Miles	685,175
Charter Schools	27	State Population (6/30/2009 estimate)	692,314
Correspondence Schools	27		

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

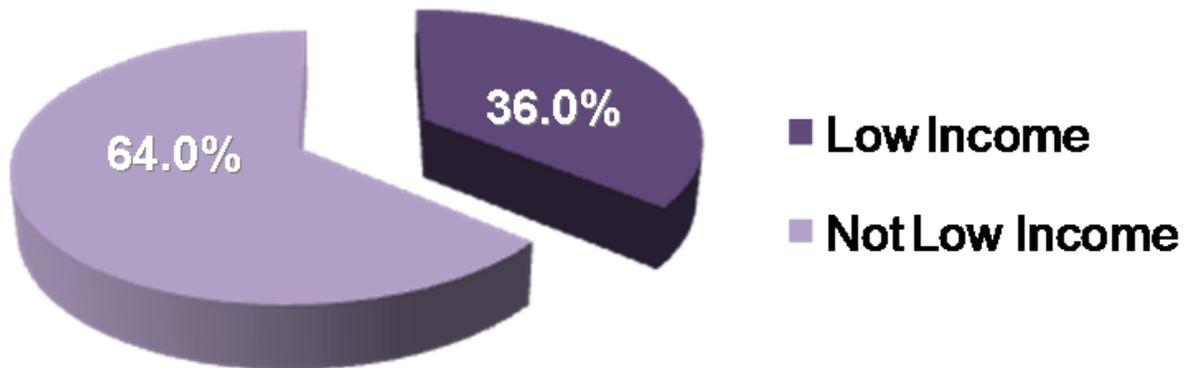
PE-12 Statewide Enrollment by Ethnicity



ALASKA EDUCATION AT A GLANCE (Continued)

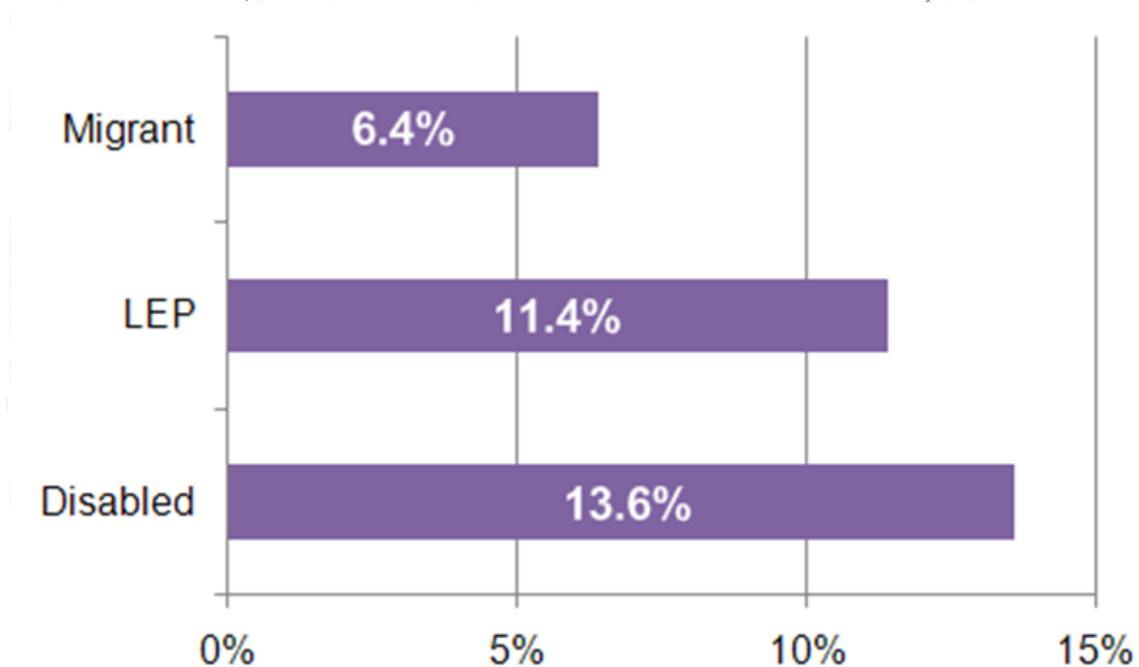
Percentage of PE-12 Students in Low-Income Families

(Based on October 1, 2009 Student Counts)



Percentage of PE-12 Students in Supplemental Programs

(Based on October 1, 2009 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
- A work/college ready transitional skill assessment
 - *WorkKeys* assessment has been administered to all students in grade 11

Implementing and administering a statewide, comprehensive assessment system to measure the skills and knowledge of Alaska's students is a primary activity of the Alaska Department of

Education & Early Development. The implemented system measures student achievement in relation to statewide performance standards; provides valid, reliable information to policy makers; allows for data-driven decision making; and improves classroom instruction.

To this end, EED has:

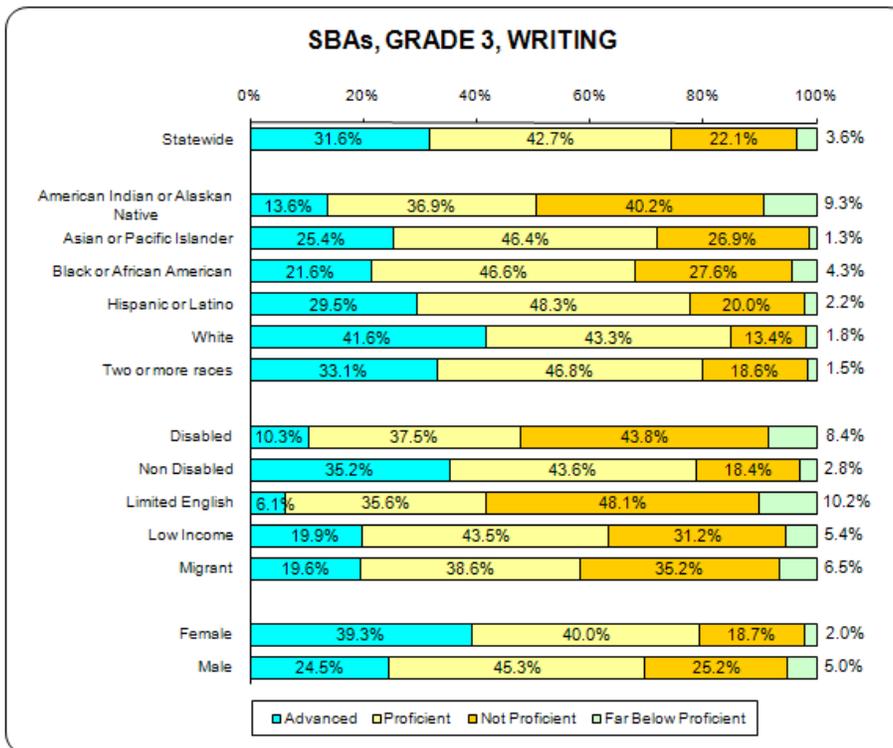
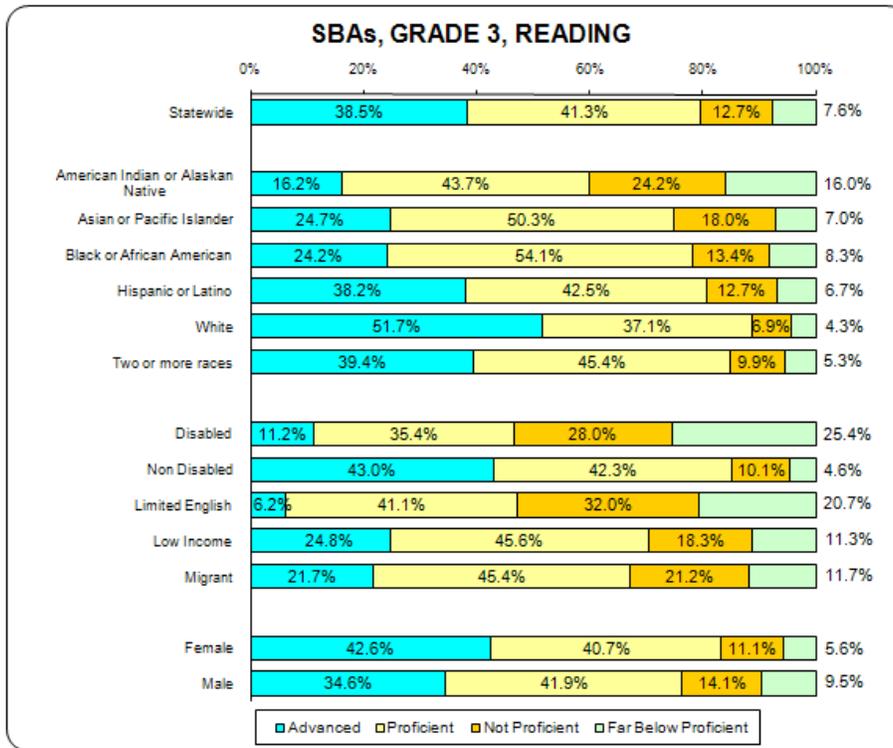
- Provided districts with grade level expectations in reading, writing, mathematics, and science;
- Developed Standards Based Assessments to measure progress in reading, writing, mathematics, and science;
- Developed the High School Graduation Qualifying Examination to ensure all Alaska high school graduates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

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

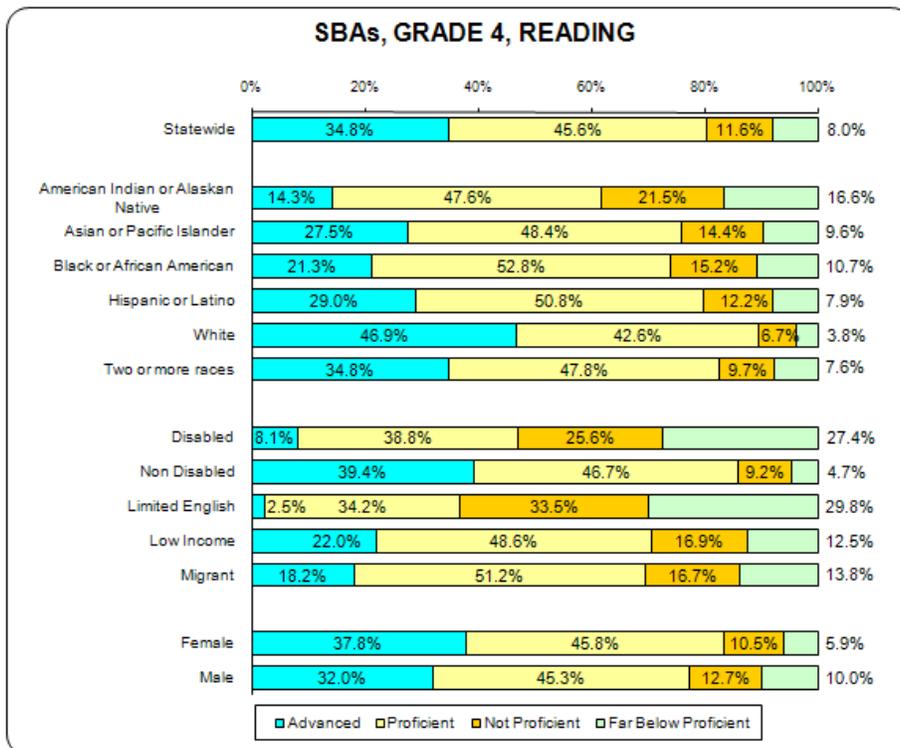
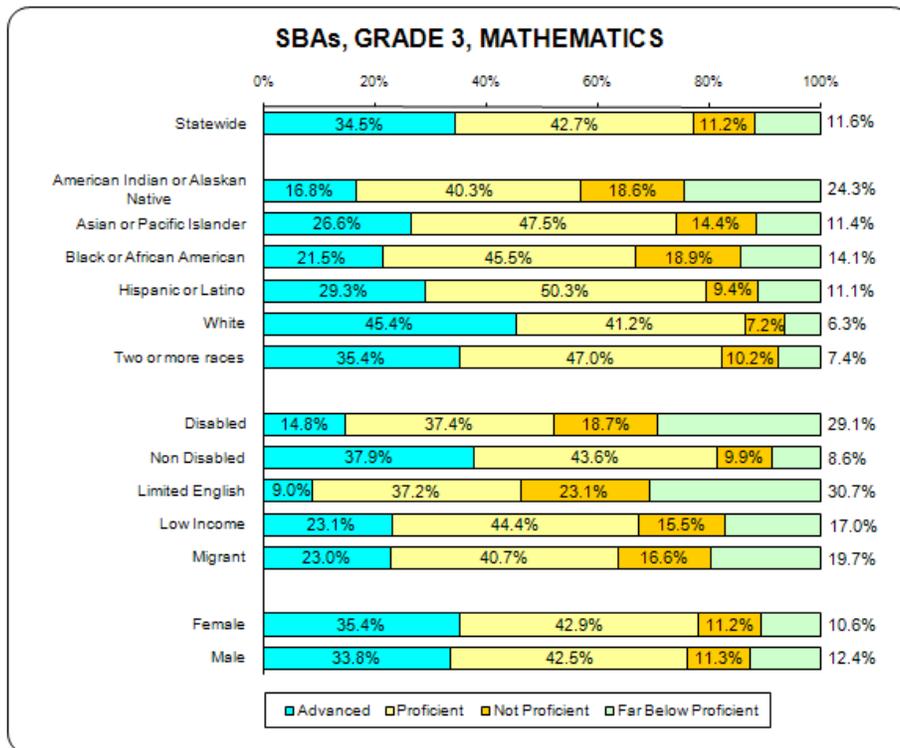
The following pages document the performance of Alaskan students on Alaska's Standards Based Assessments and High School Graduation Qualifying Examination, as well as performance on the nationally norm-referenced TerraNova Third Edition.

STANDARDS BASED ASSESSMENTS (SBAs)

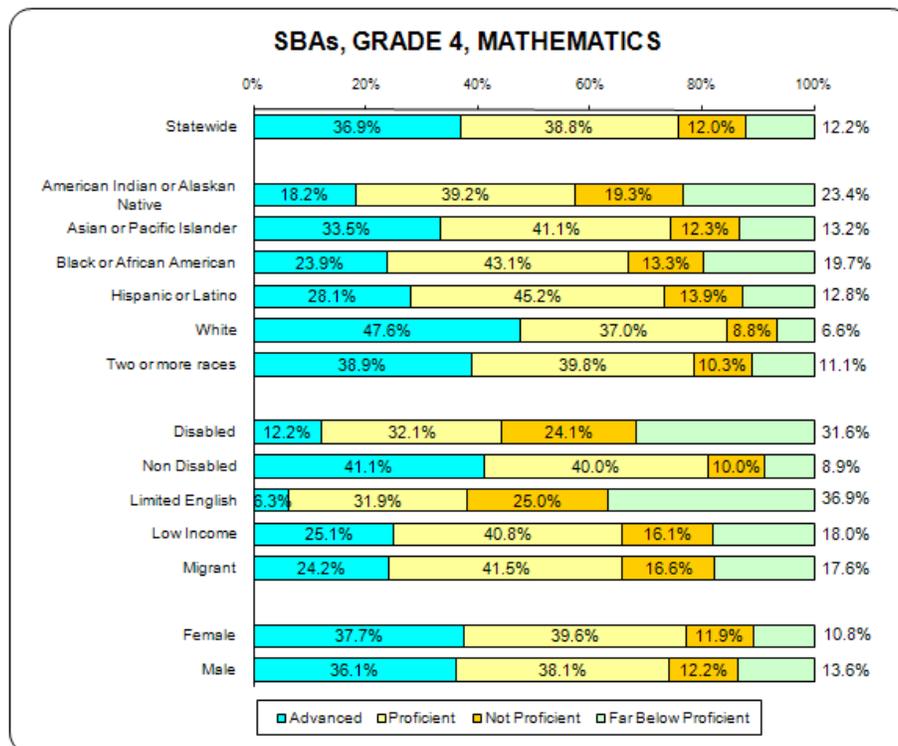
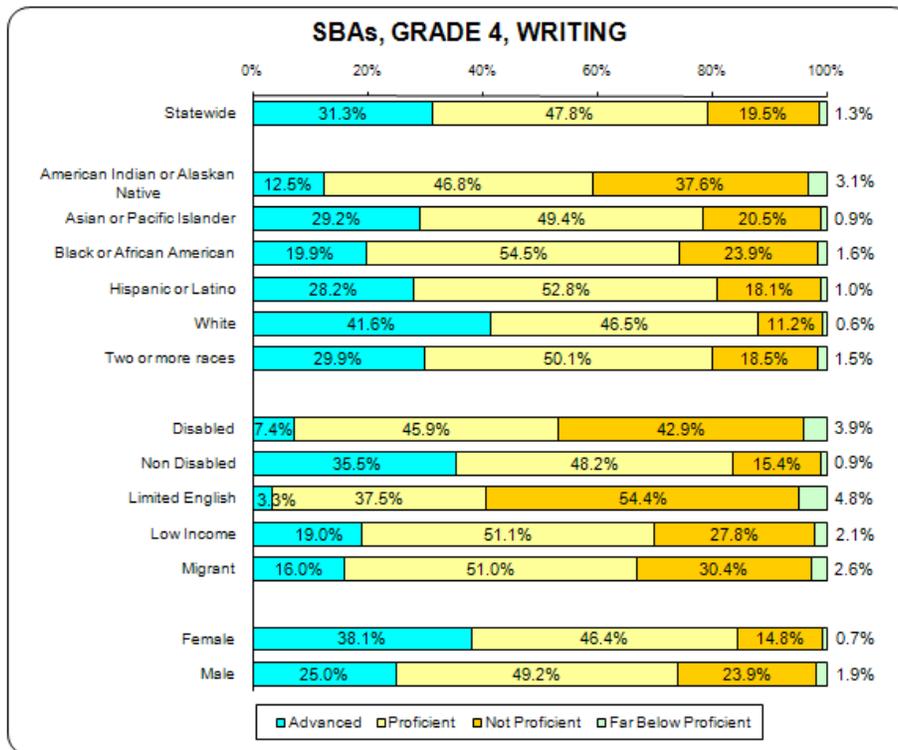
SBAs Statewide Performance by Grade



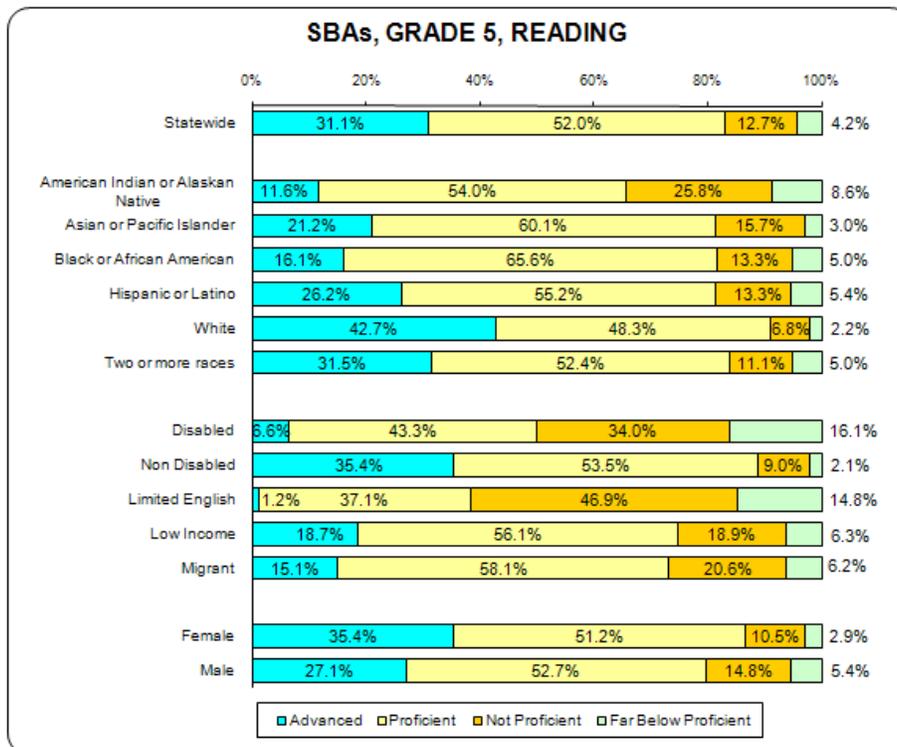
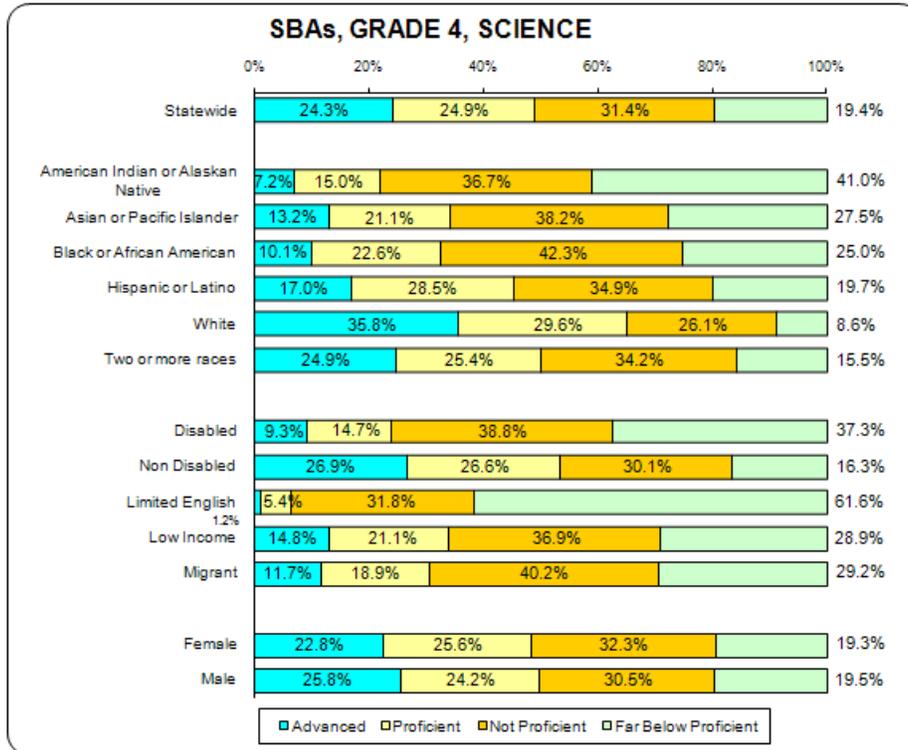
SBAs Statewide Performance by Grade (Continued)



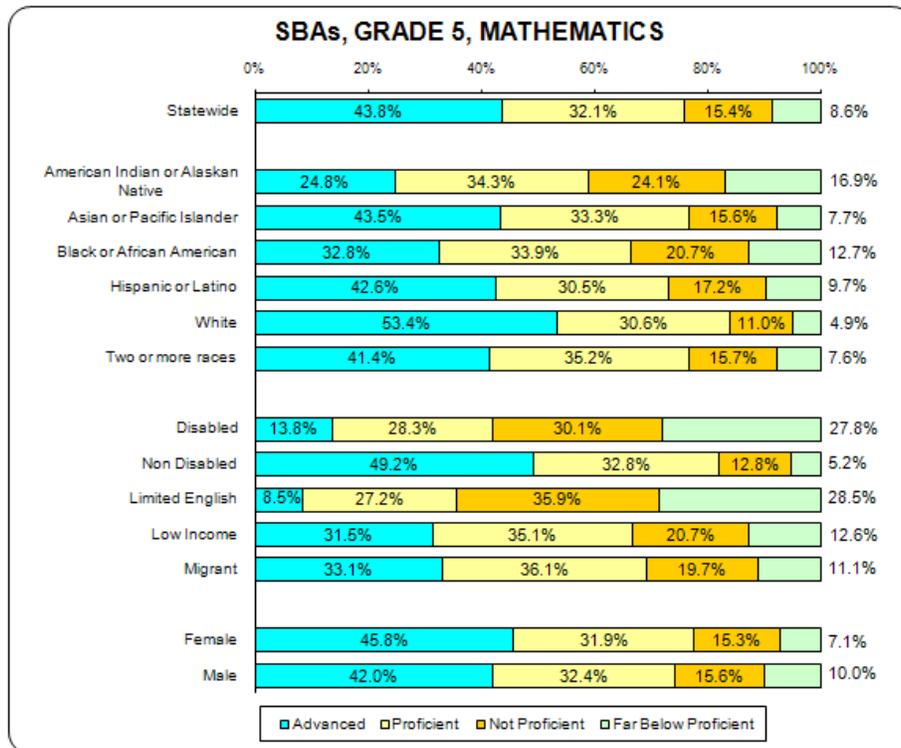
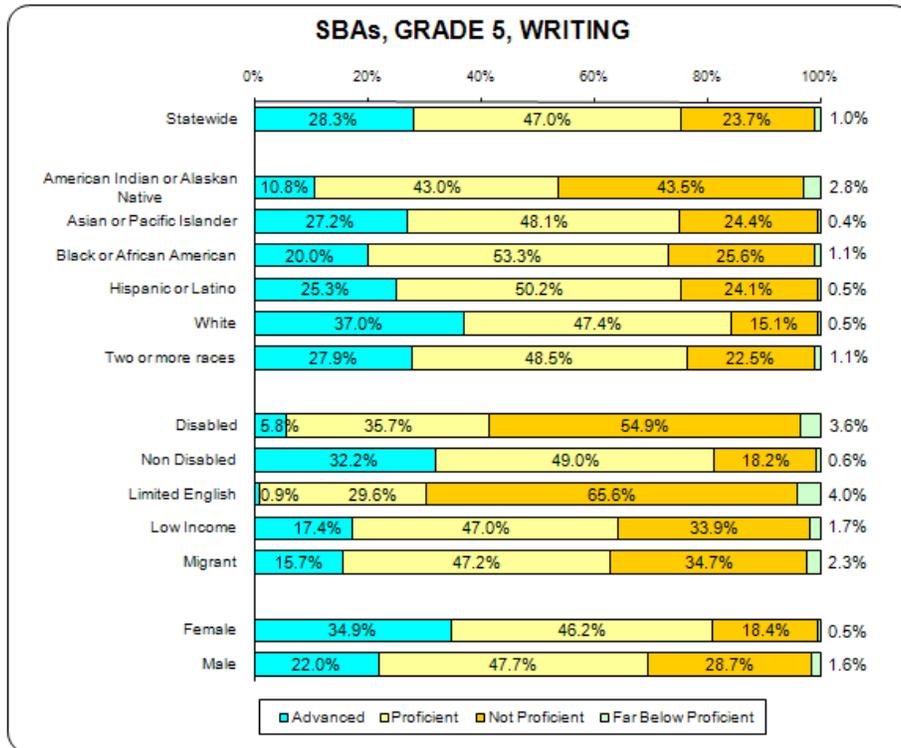
SBAs Statewide Performance by Grade (Continued)



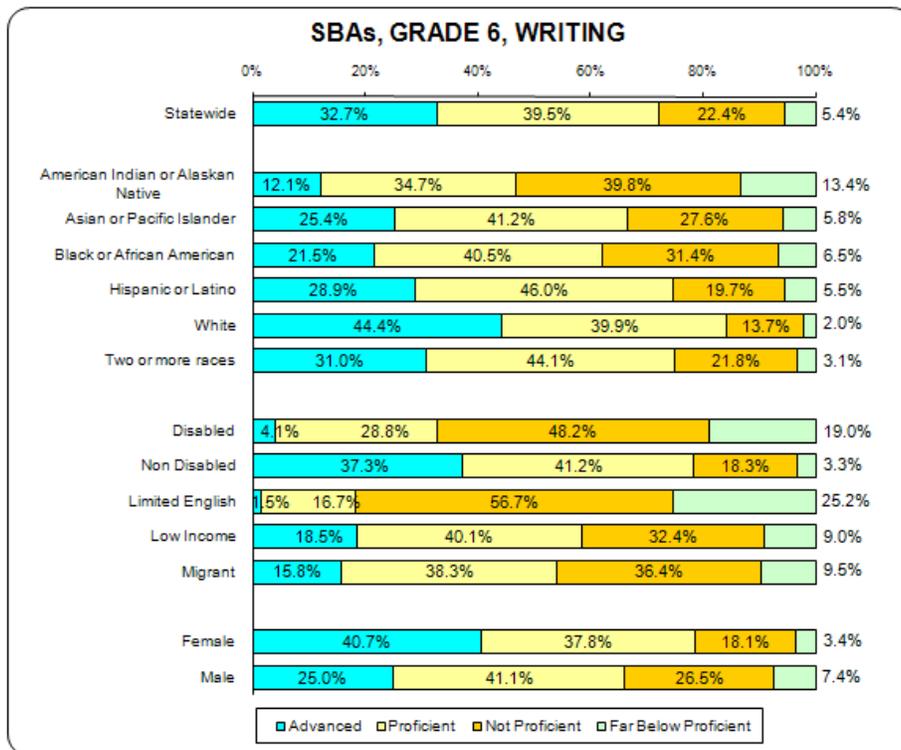
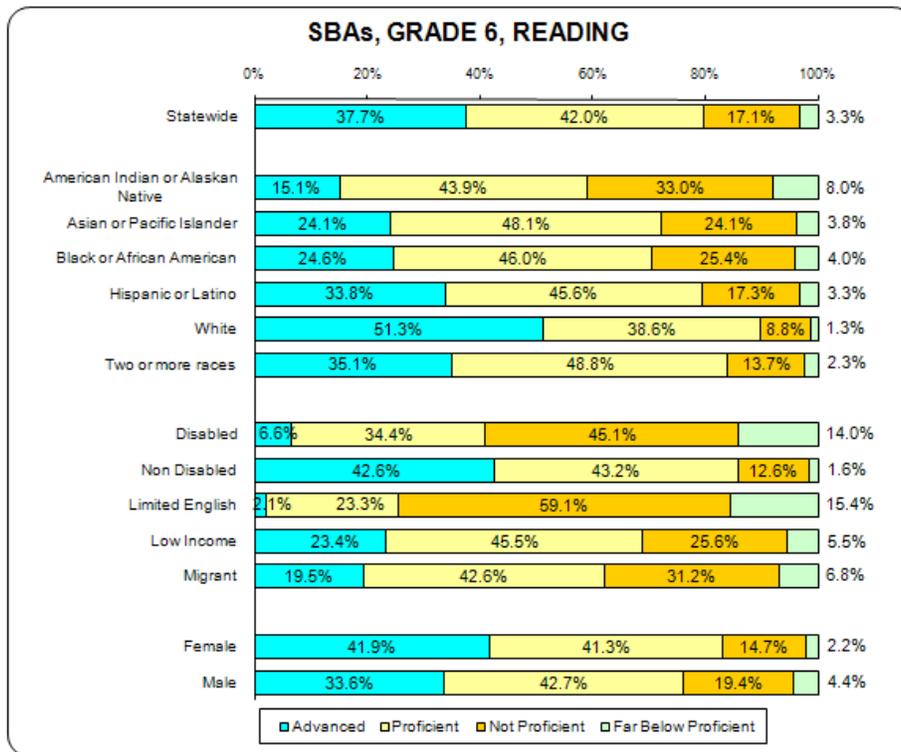
SBAs Statewide Performance by Grade (Continued)



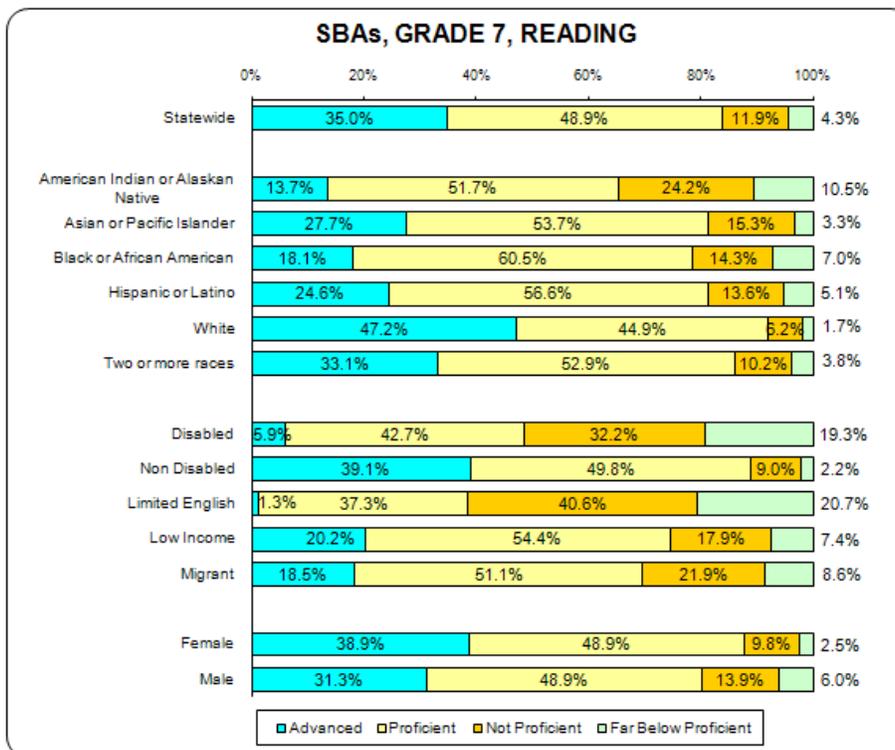
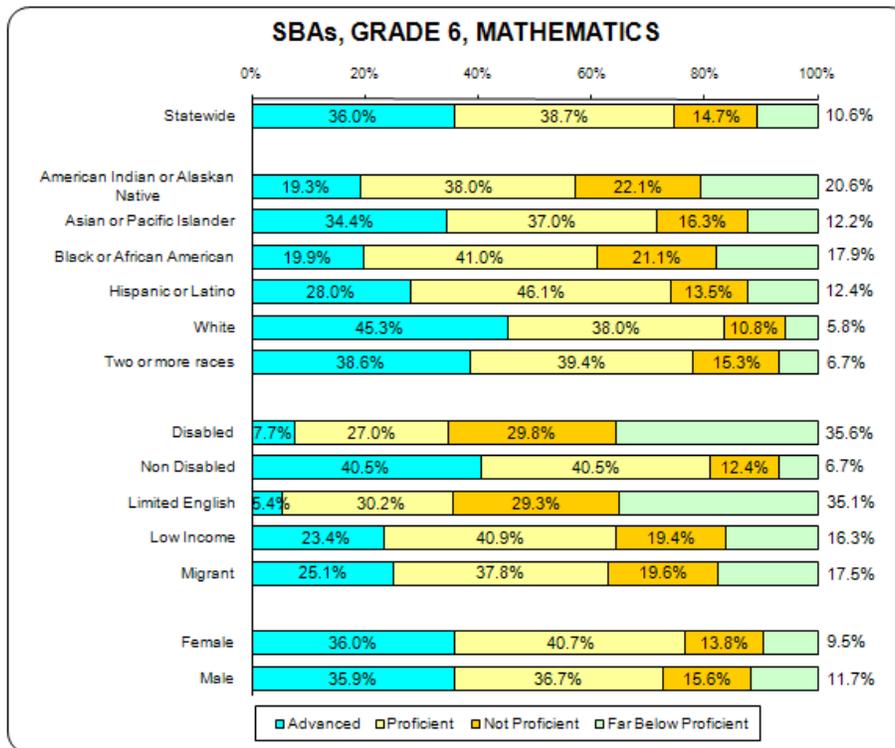
SBA's Statewide Performance by Grade (Continued)



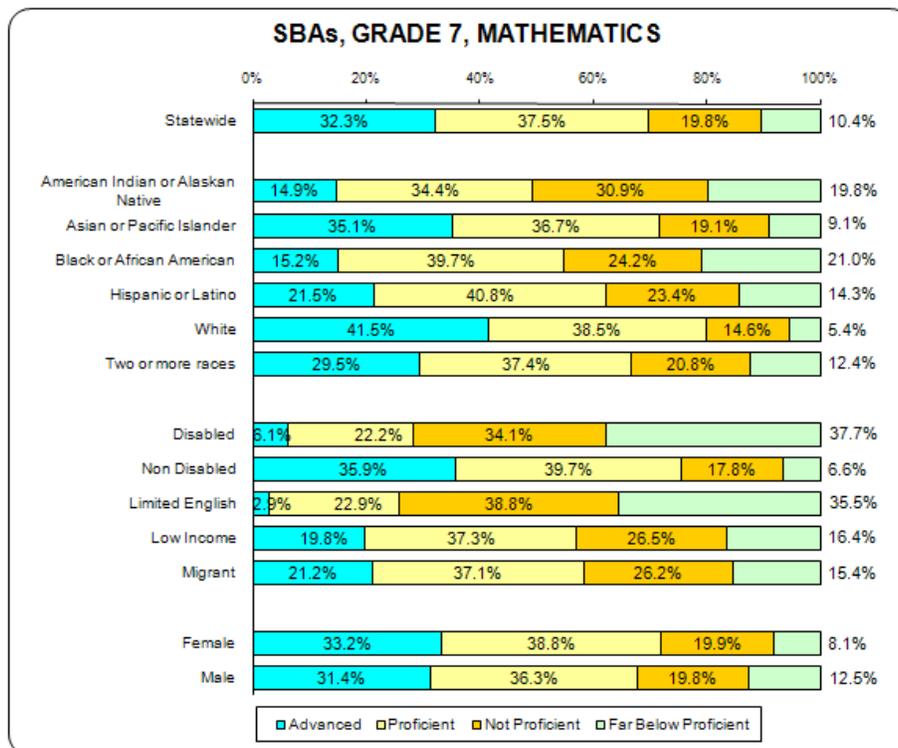
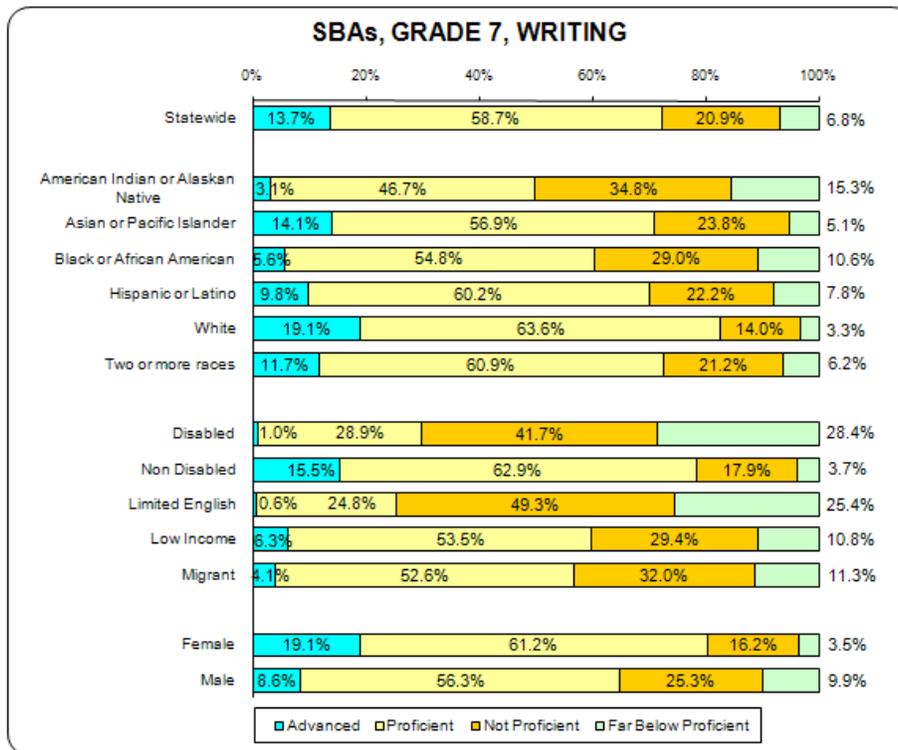
SBAs Statewide Performance by Grade (Continued)



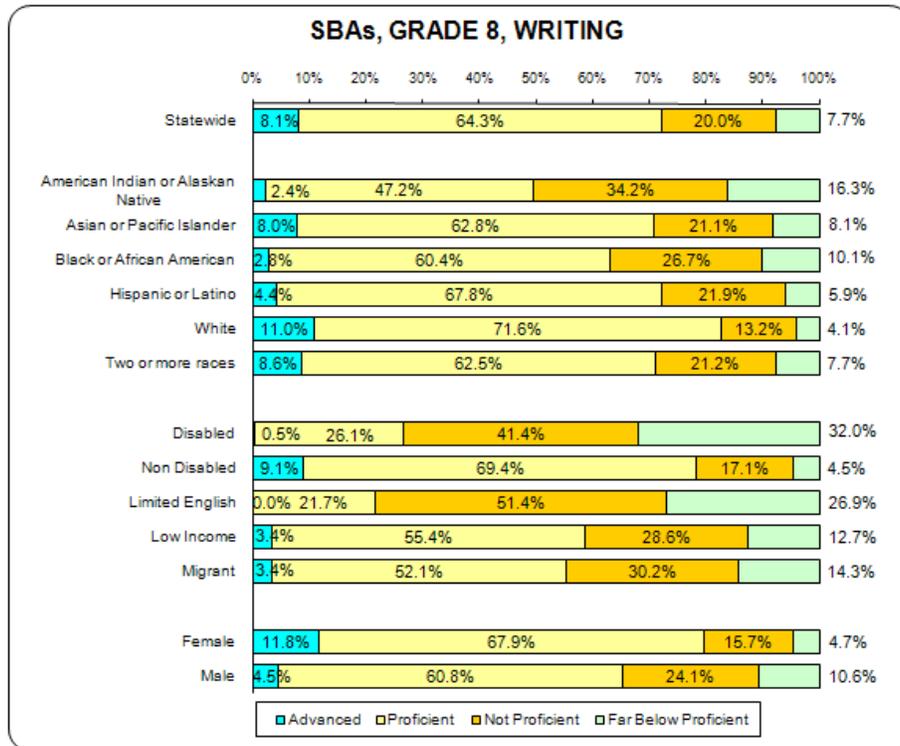
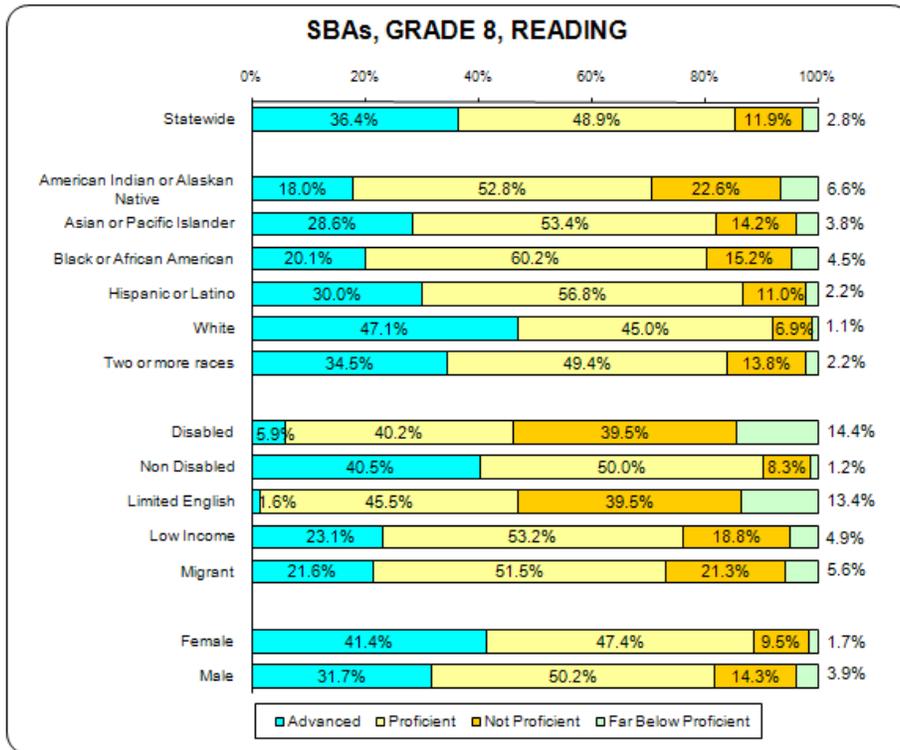
SBAs Statewide Performance by Grade (Continued)



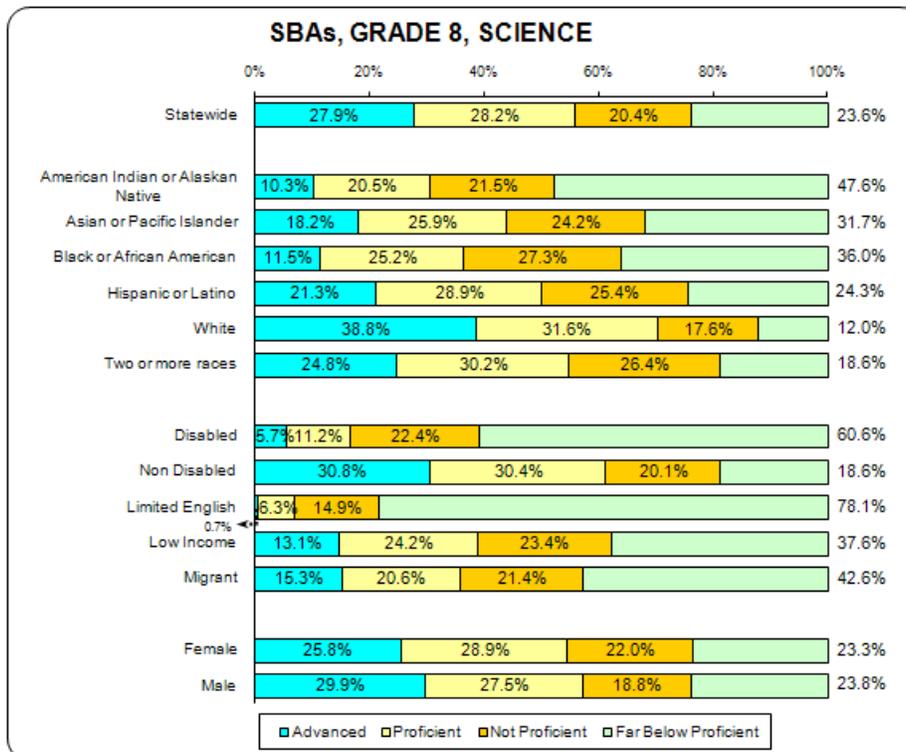
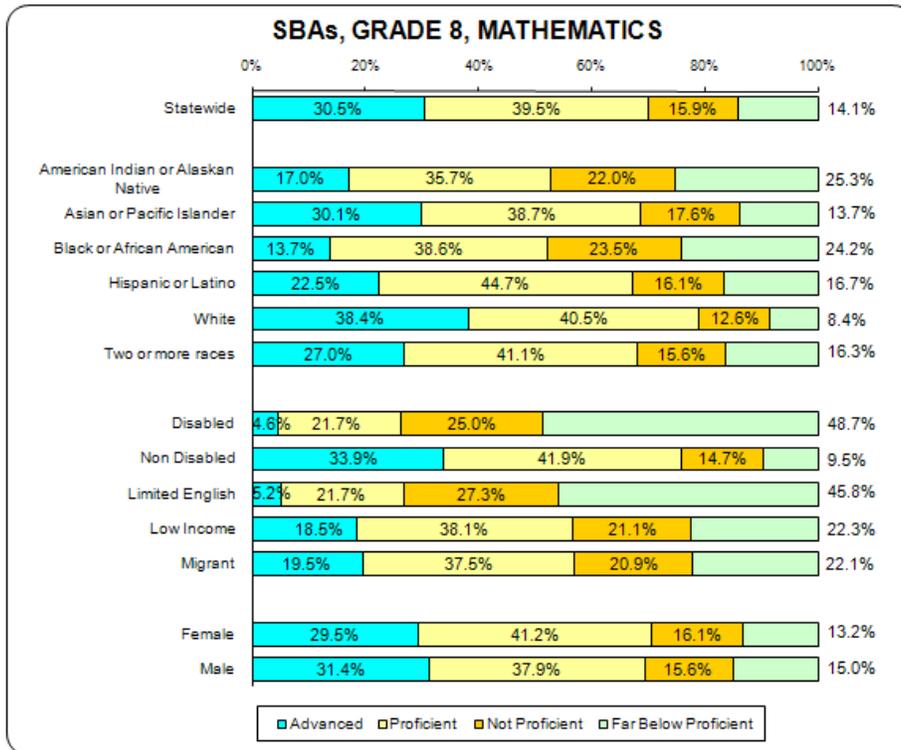
SBA's Statewide Performance by Grade (Continued)



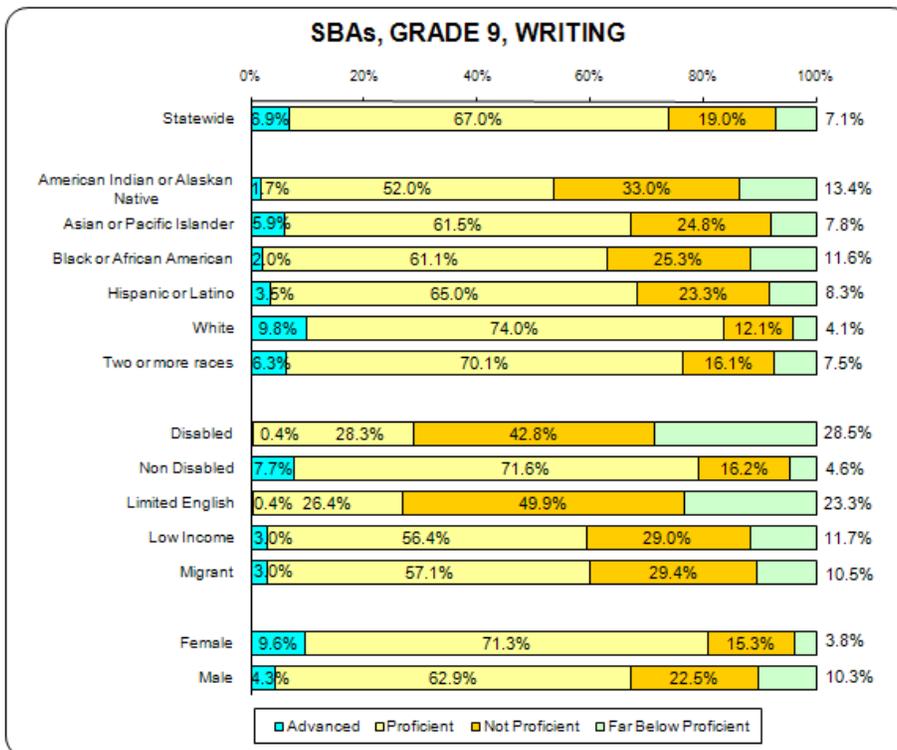
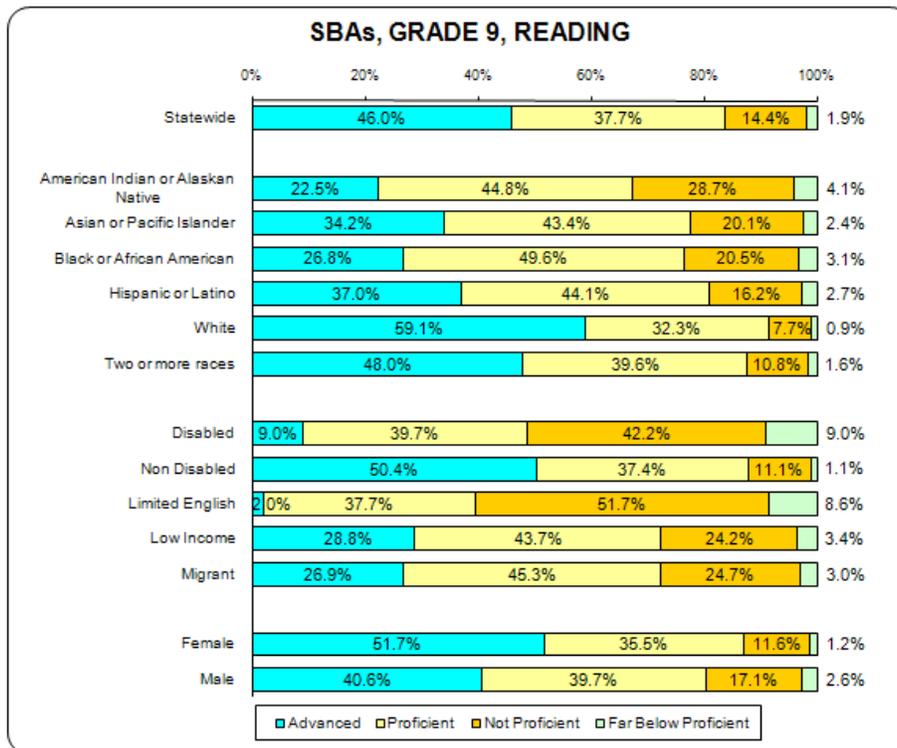
SBAs Statewide Performance by Grade (Continued)



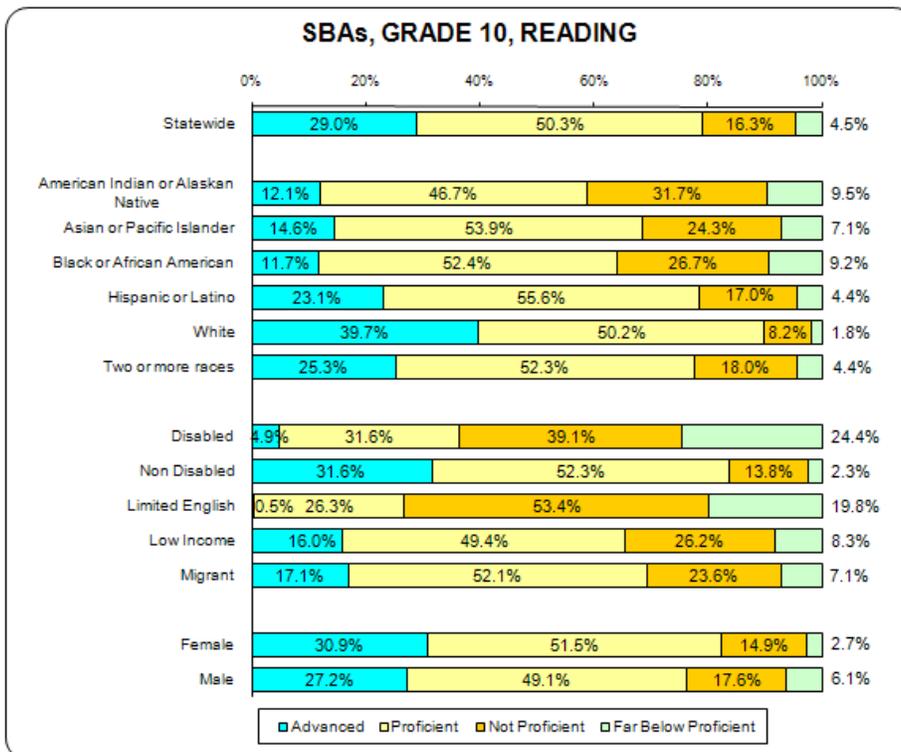
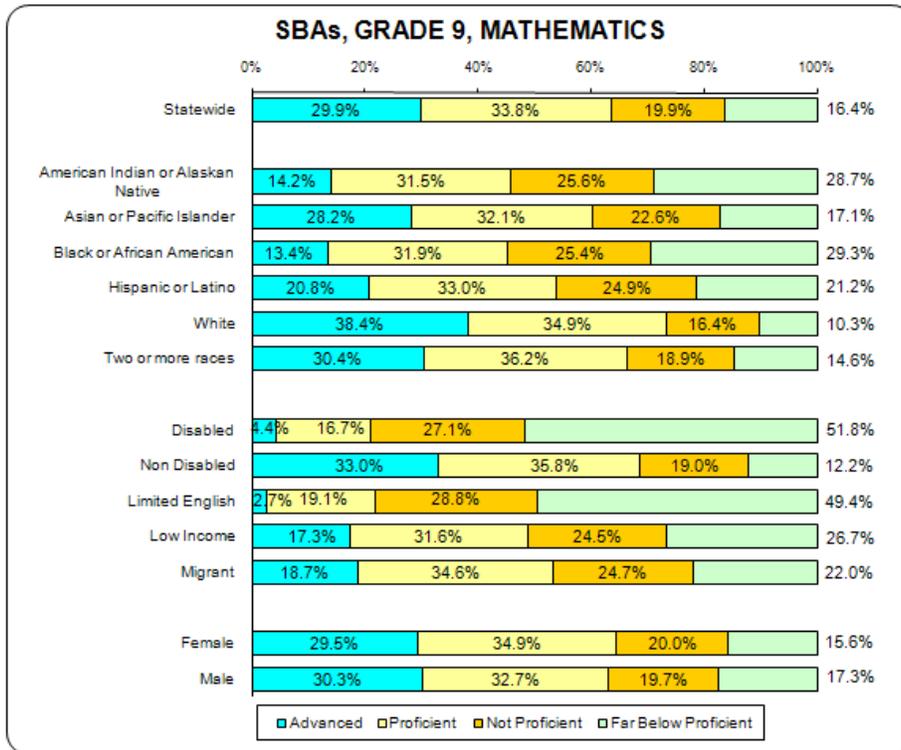
SBAs Statewide Performance by Grade (Continued)



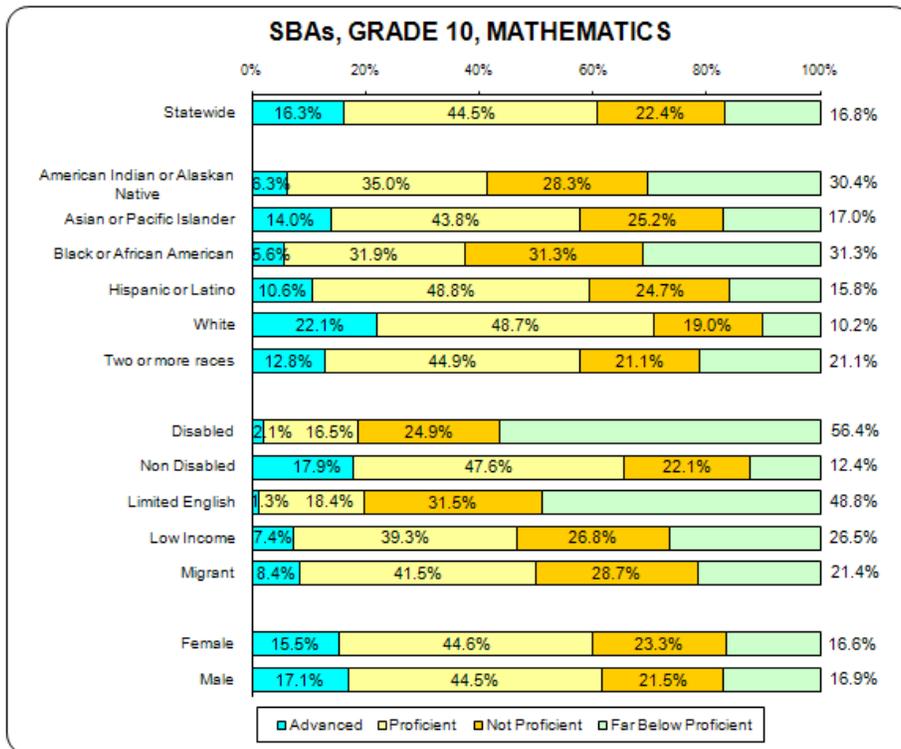
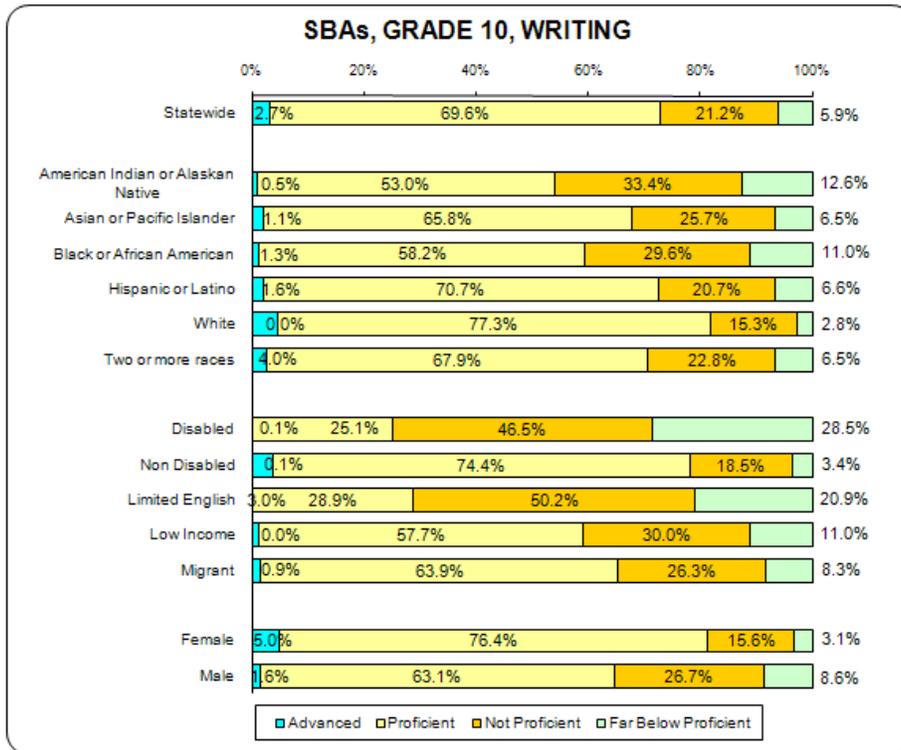
SBAs Statewide Performance by Grade (Continued)



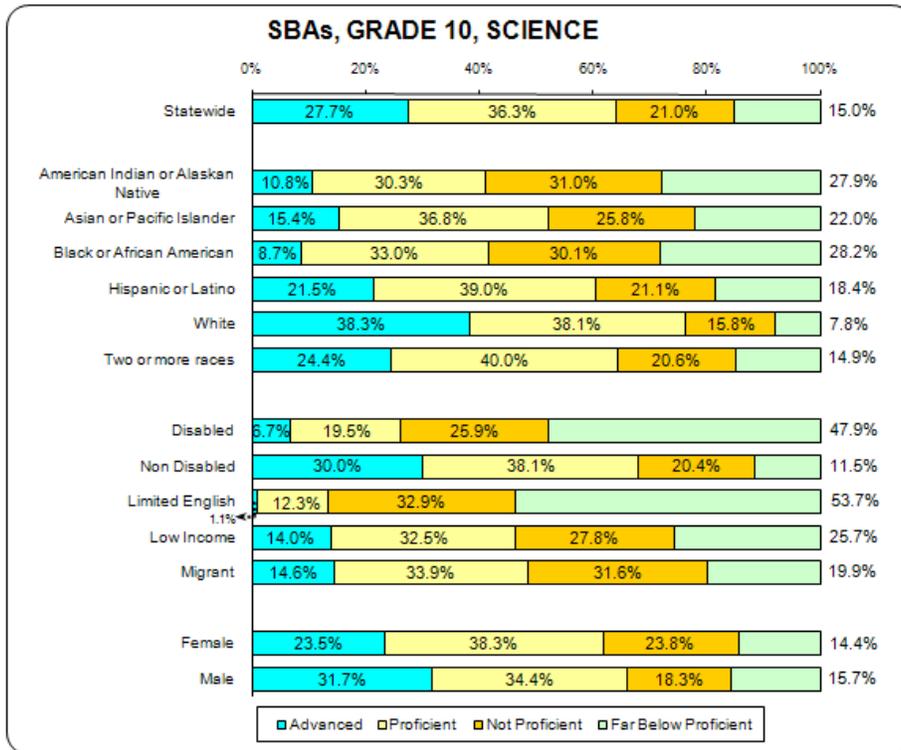
SBA's Statewide Performance by Grade (Continued)



SBA's 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	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%
	2010	3,732	38.5%	4,010	41.3%	1,228	12.7%	736	7.6%	9,913	97.9%
Writing	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%
	2010	3,070	31.6%	4,150	42.7%	2,141	22.1%	347	3.6%	9,913	97.9%
Math	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%
	2010	3,363	34.5%	4,154	42.7%	1,092	11.2%	1,125	11.6%	9,913	98.2%
Grade 4											
Reading	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%
	2010	3,388	34.8%	4,432	45.6%	1,130	11.6%	779	8.0%	9,956	97.7%
Writing	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%
	2010	3,051	31.3%	4,656	47.8%	1,898	19.5%	130	1.3%	9,956	97.8%
Math	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%
	2010	3,591	36.9%	3,782	38.8%	1,173	12.0%	1,191	12.2%	9,956	97.8%
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%
	2010	2,334	24.3%	2,386	24.9%	3,009	31.4%	1,860	19.4%	9,956	96.3%
Grade 5											
Reading	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%
	2010	2,990	31.1%	4,999	52.0%	1,225	12.7%	404	4.2%	9,808	98.1%
Writing	2008	2,528	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%
	2010	2,714	28.3%	4,513	47.0%	2,280	23.7%	100	1.0%	9,808	98.0%
Math	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%
	2010	4,219	43.8%	3,092	32.1%	1,486	15.4%	827	8.6%	9,808	98.1%
Grade 6											
Reading	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%
	2010	3,503	37.7%	3,905	42.0%	1,587	17.1%	308	3.3%	9,507	97.9%
Writing	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%
	2010	3,039	32.7%	3,668	39.5%	2,083	22.4%	504	5.4%	9,507	97.8%
Math	2008	3,257	35.3%	3,583	38.8%	1,414	15.3%	976	10.6%	9,402	98.2%
	2009	3,128	33.9%	3,262	35.4%	1,484	16.1%	1,343	14.6%	9,440	97.6%
	2010	3,354	36.0%	3,603	38.7%	1,374	14.7%	991	10.6%	9,507	98.1%

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.

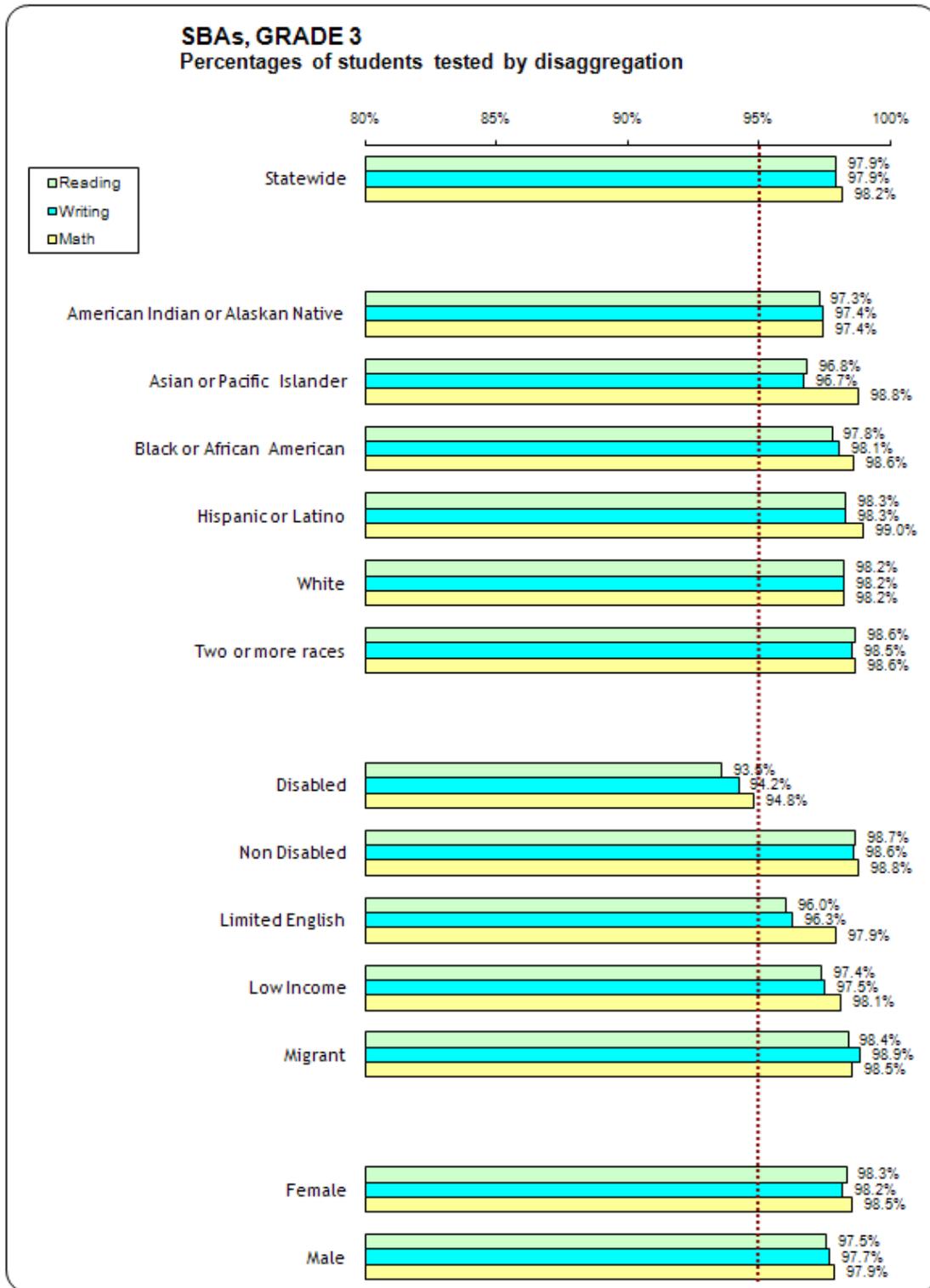
⁴ Grade 10 SBAs test takers do not necessarily reflect the same population as the Grade 10 HSGQE test takers.

SBAs Statewide Performance Trends (Continued)

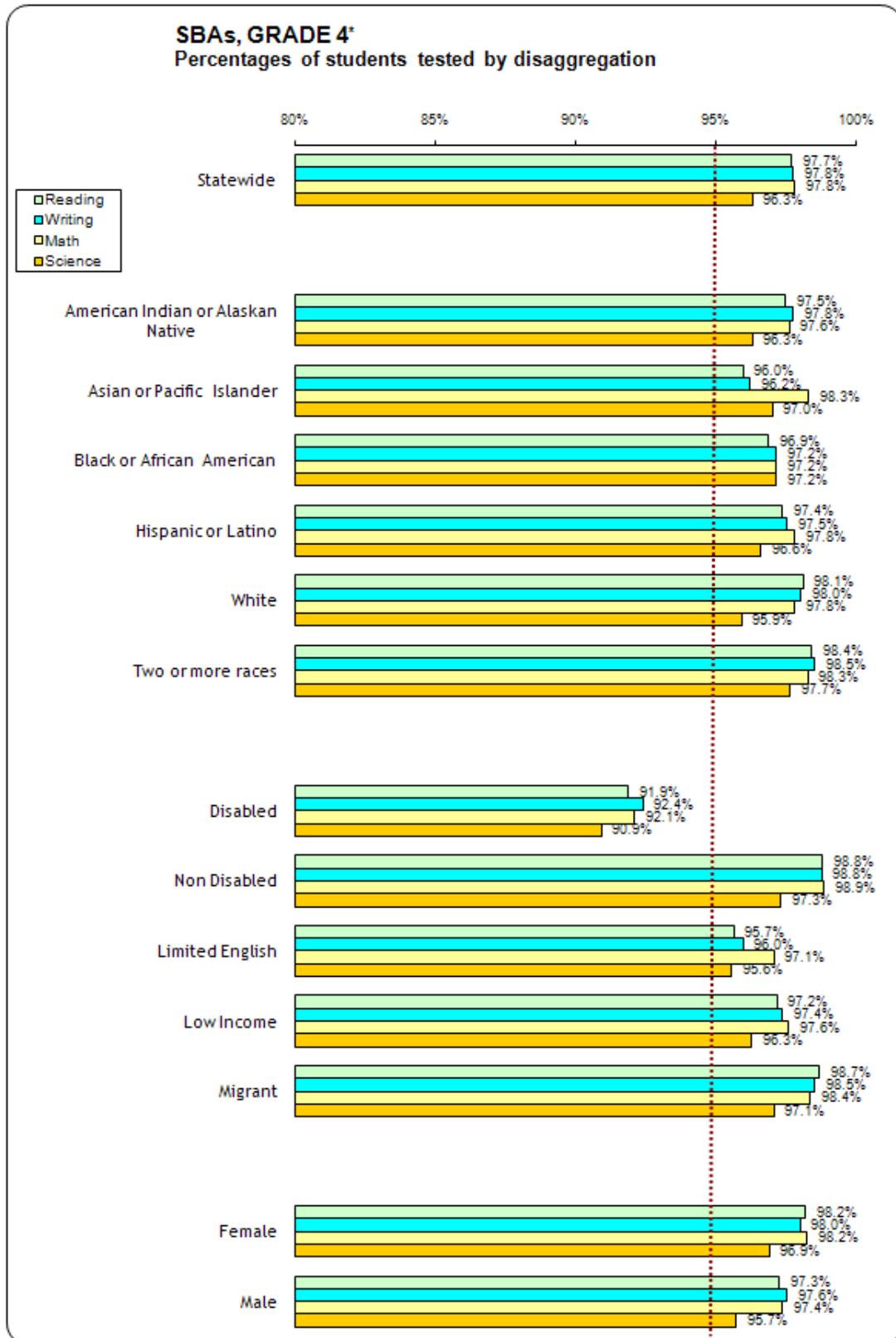
Subject	Year	Advanced		Proficient		Below Proficient		Far Below		Enrollment	Participation Rate ²
		Count	Percentage ¹	Count	Percentage ¹	Count	Percentage ¹	Count	Percentage ¹		
Grade 7											
Reading	2008	2,987	31.8%	4,617	49.2%	1,328	14.1%	454	4.8%	9,609	97.7%
	2009	3,016	32.5%	4,375	47.2%	1,289	13.9%	599	6.5%	9,506	97.6%
	2010	3,276	35.0%	4,579	48.9%	1,111	11.9%	401	4.3%	9,590	97.7%
Writing	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%
	2010	1,279	13.7%	5,484	58.7%	1,950	20.9%	634	6.8%	9,590	97.5%
Math	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%
	2010	3,020	32.3%	3,513	37.5%	1,854	19.8%	972	10.4%	9,590	97.6%
Grade 8											
Reading	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%
	2010	3,382	36.4%	4,539	48.9%	1,110	11.9%	258	2.8%	9,494	97.8%
Writing	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%
	2010	746	8.1%	5,954	64.3%	1,852	20.0%	713	7.7%	9,494	97.6%
Math	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%
	2010	2,829	30.5%	3,669	39.5%	1,473	15.9%	1,311	14.1%	9,494	97.8%
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%
	2010	2,522	27.9%	2,550	28.2%	1,843	20.4%	2,132	23.6%	9,494	95.3%
Grade 9											
Reading	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%
	2010	4,335	46.0%	3,552	37.7%	1,361	14.4%	182	1.9%	9,761	96.6%
Writing	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%
	2010	647	6.9%	6,295	67.0%	1,788	19.0%	669	7.1%	9,761	96.3%
Math	2008	2,788	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%
	2010	2,809	29.9%	3,170	33.8%	1,863	19.9%	1,543	16.4%	9,761	96.1%
Grade 10⁴											
Reading	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%
	2010	2,601	29.0%	4,508	50.3%	1,460	16.3%	400	4.5%	9,501	94.4%
Writing	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%
	2010	296	3.3%	6,249	69.6%	1,906	21.2%	529	5.9%	9,501	94.5%
Math	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%
	2010	1,465	16.3%	3,997	44.5%	2,009	22.4%	1,504	16.8%	9,501	94.5%
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%
	2010	2,423	27.7%	3,175	36.3%	1,835	21.0%	1,314	15.0%	9,501	92.1%

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 SEAs administered only to grades 4, 8, and 10.⁴ Grade 10 SEAs test takers do not necessarily reflect the same population as the Grade 10 HSGQE test takers.

SBAs Statewide Participation Rate by Grade

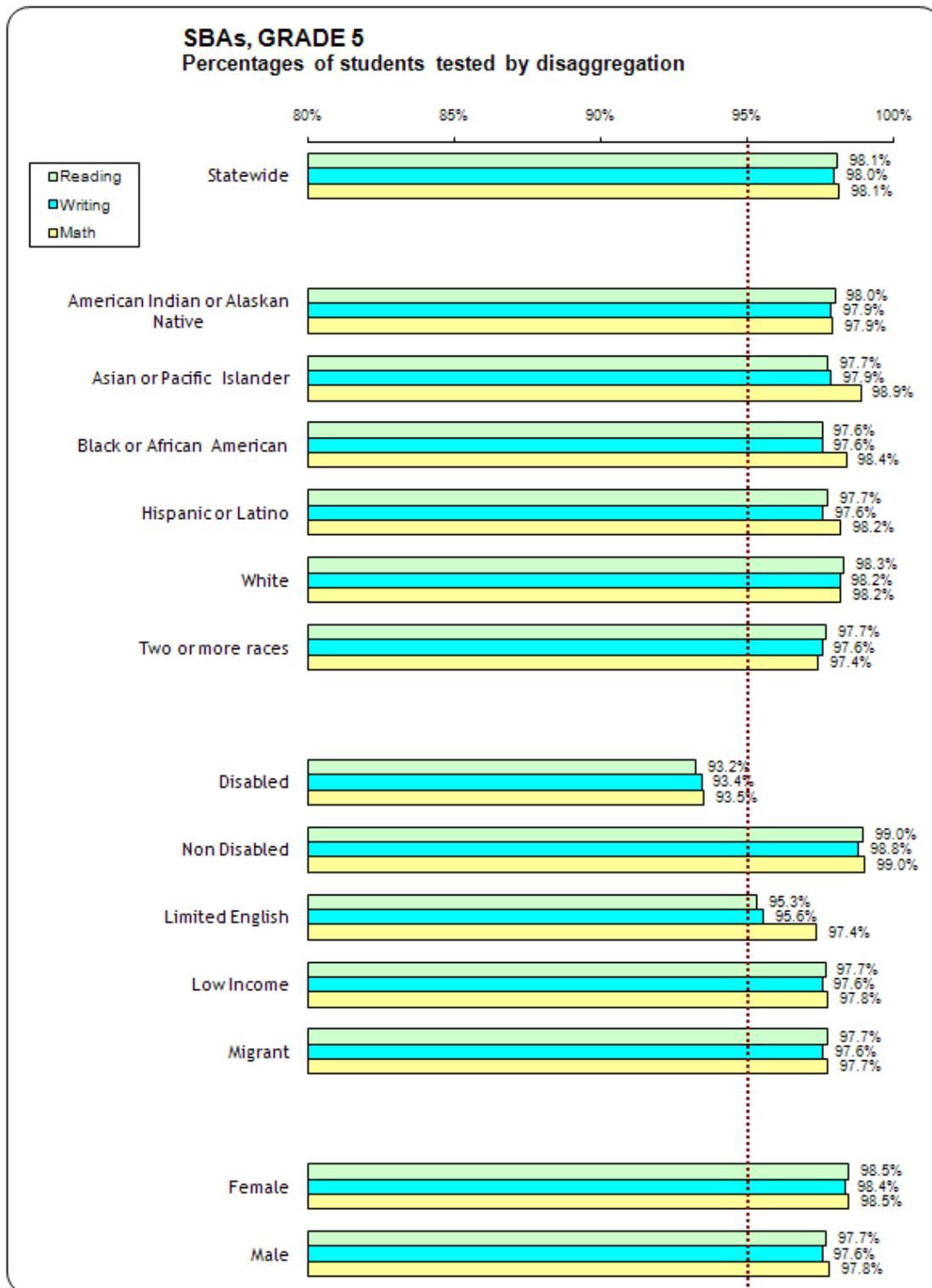


SBAs Statewide Participation Rate by Grade (Continued)

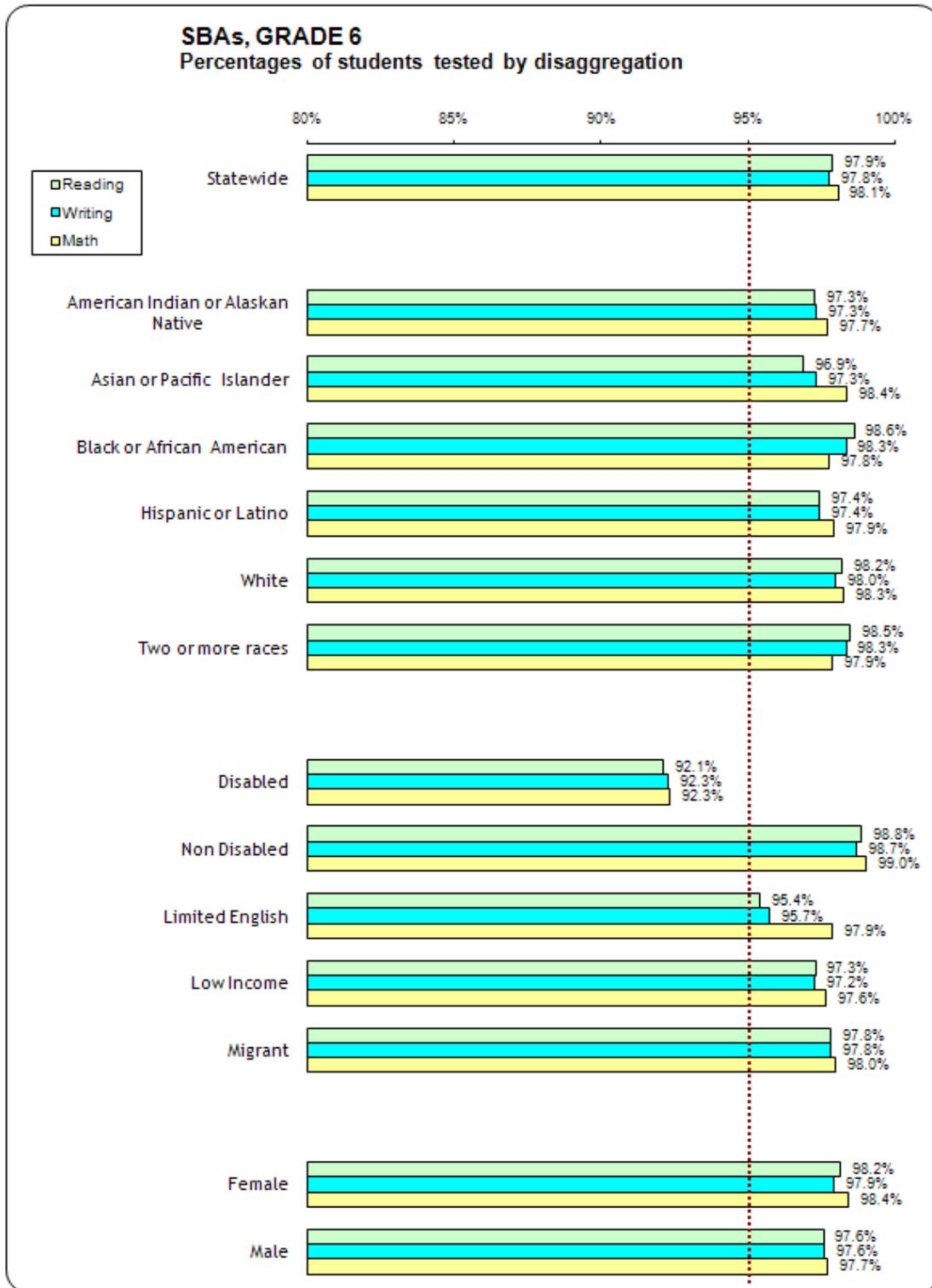


* The SBAs Science test is administered in grades 4, 8, and 10.

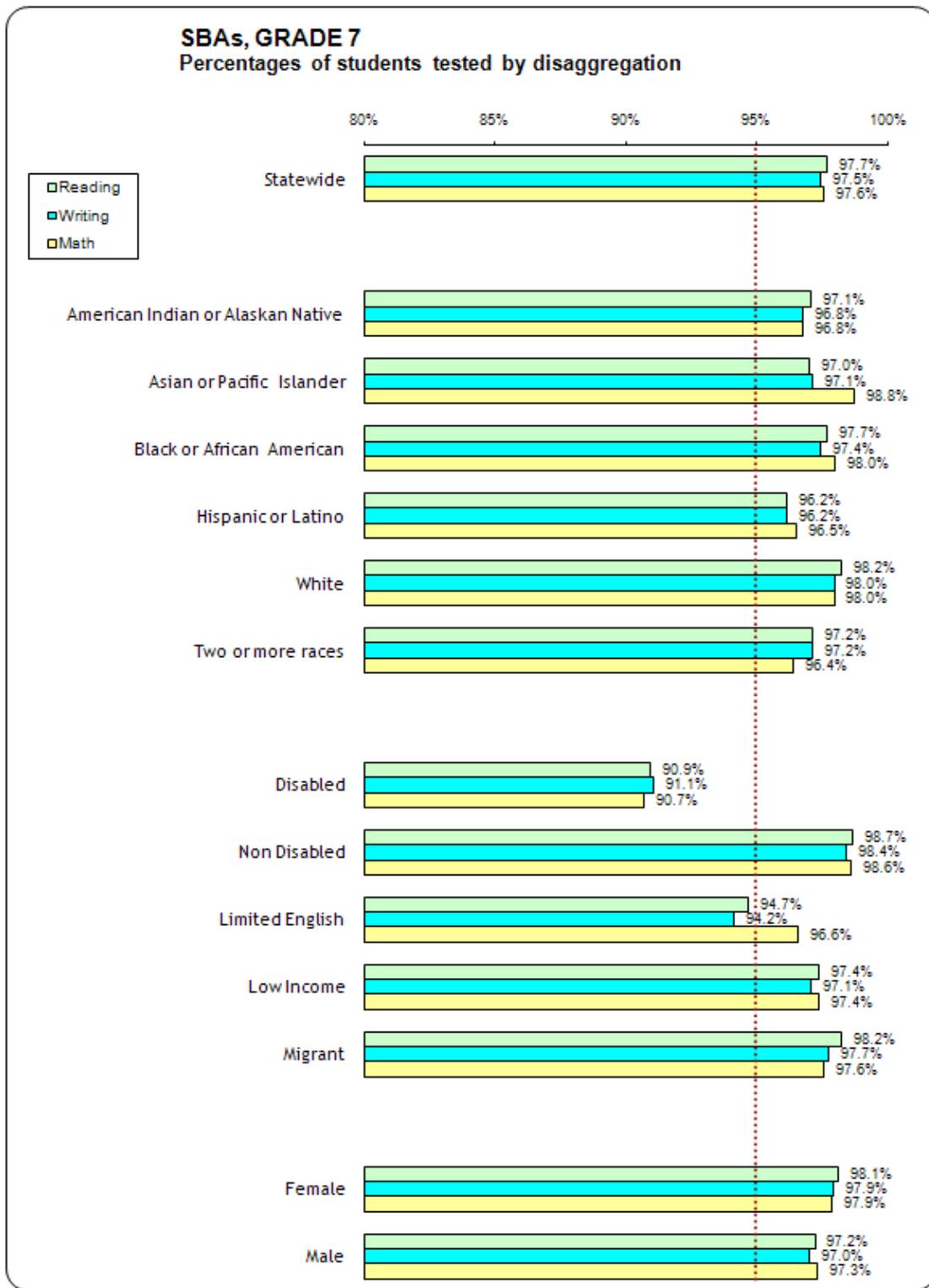
SBAs Statewide Participation Rate by Grade (Continued)



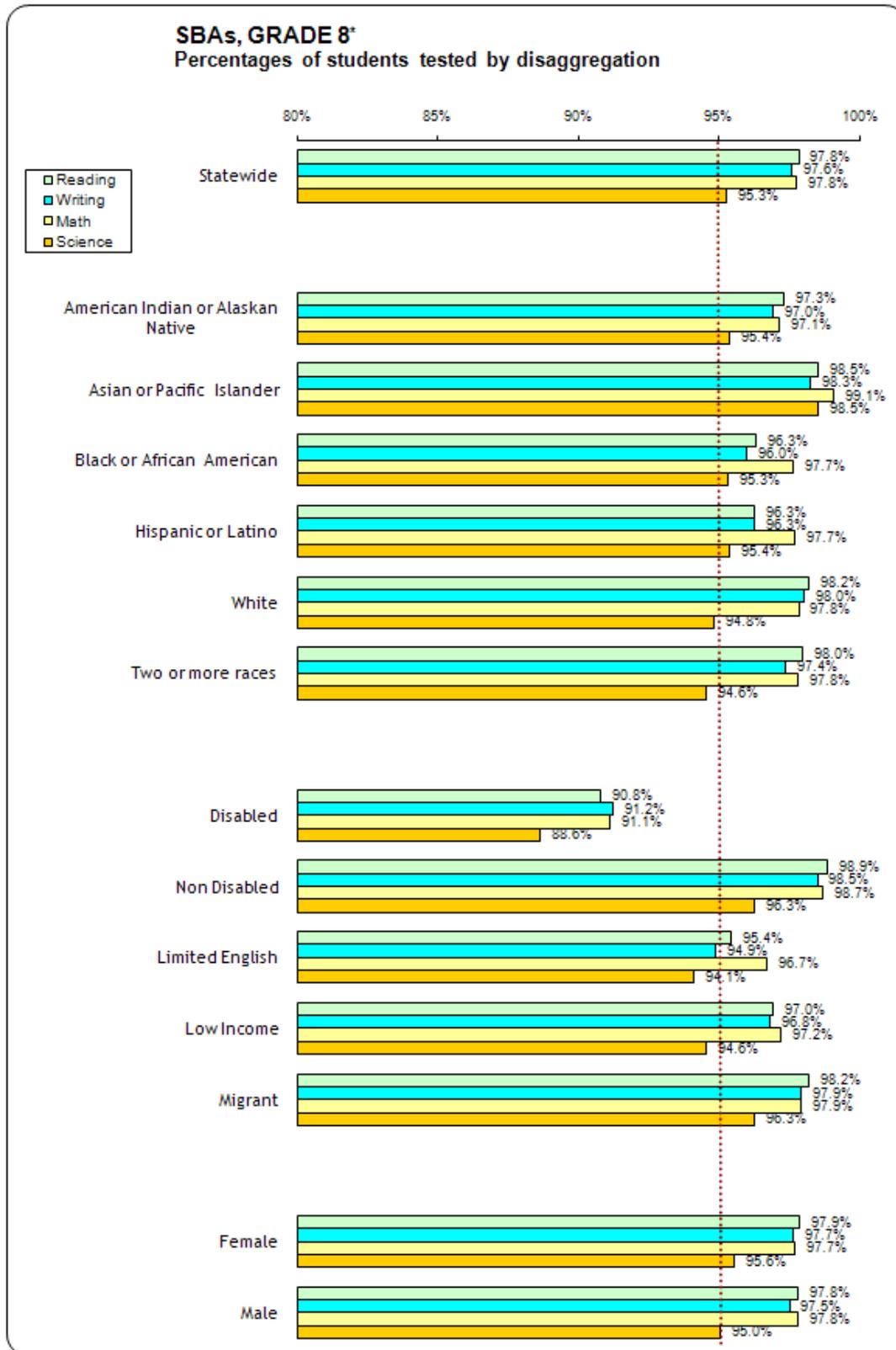
SBA's Statewide Participation Rate by Grade (Continued)



SBA's Statewide Participation Rate by Grade (Continued)

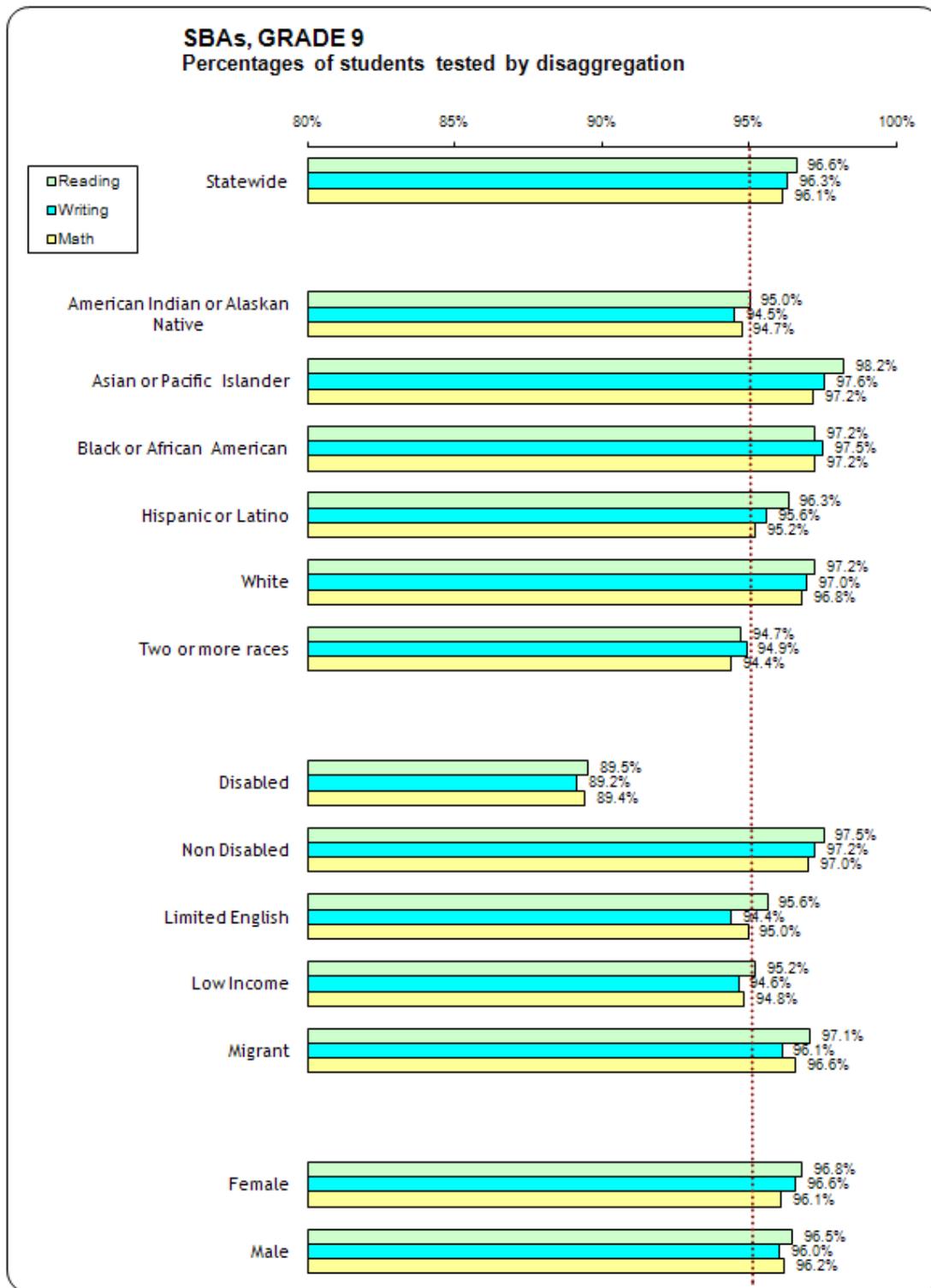


SBAs Statewide Participation Rate by Grade (Continued)

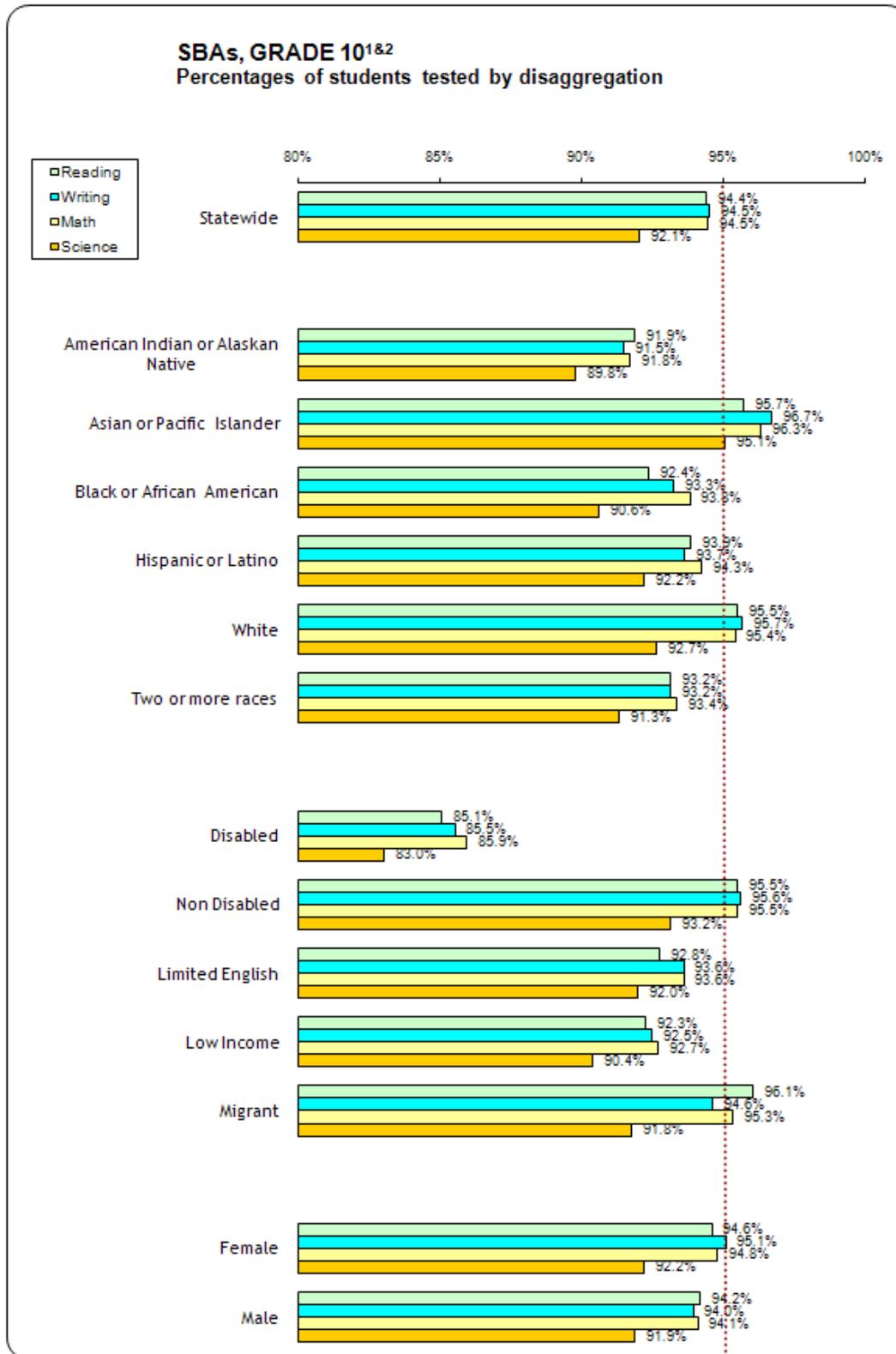


* The SBAs Science test is administered in grades 4, 8, and 10.

SBA's Statewide Participation Rate by Grade (Continued)



SBAs Statewide Participation Rate by Grade (Continued)

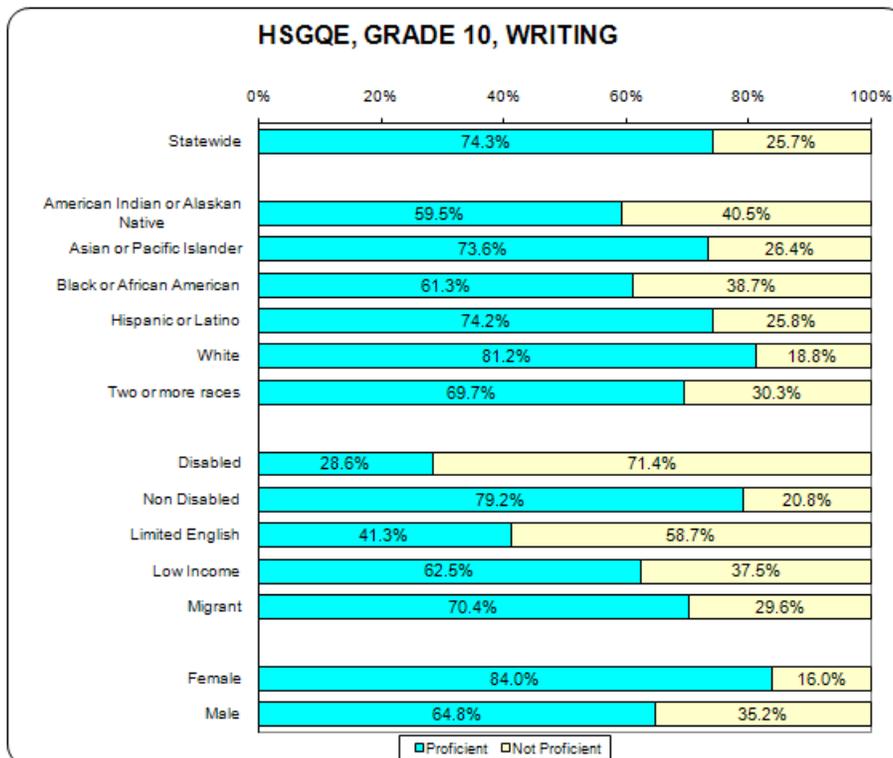
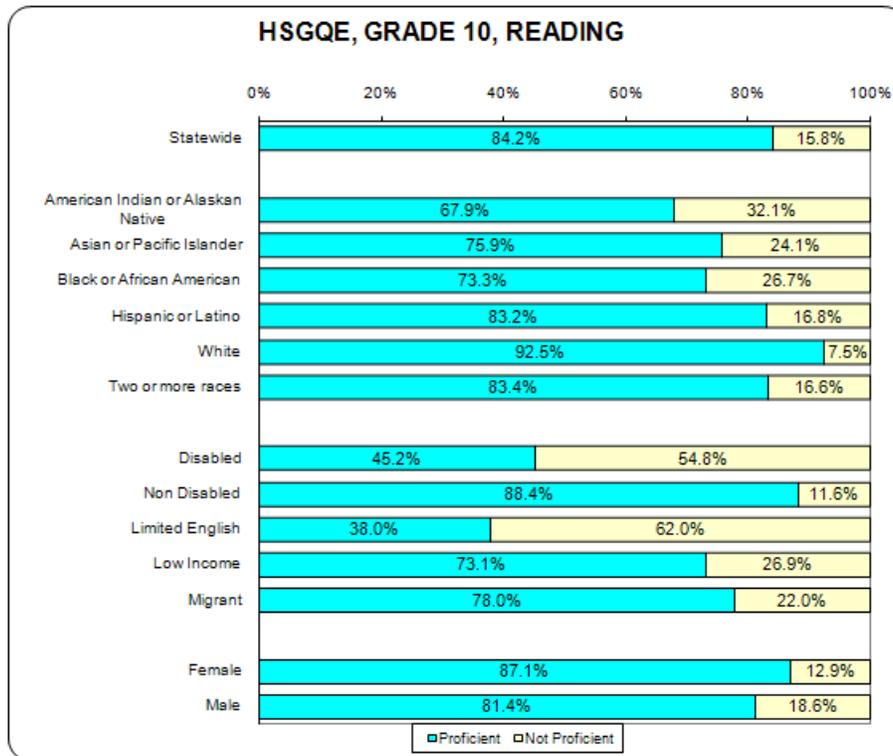


¹ The SBAs Science test is administered in grades 4, 8, and 10.

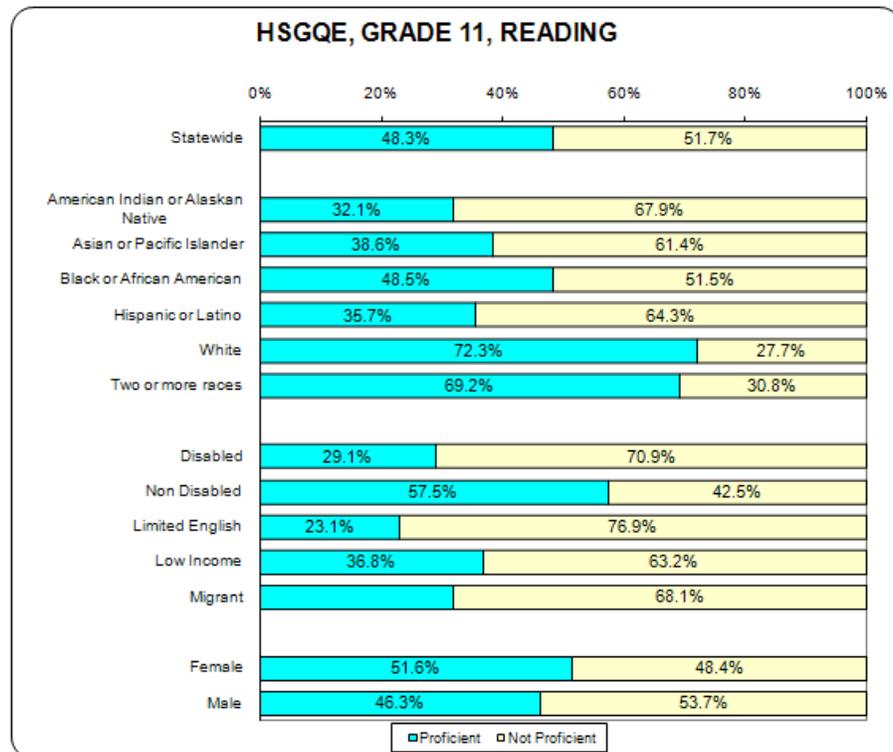
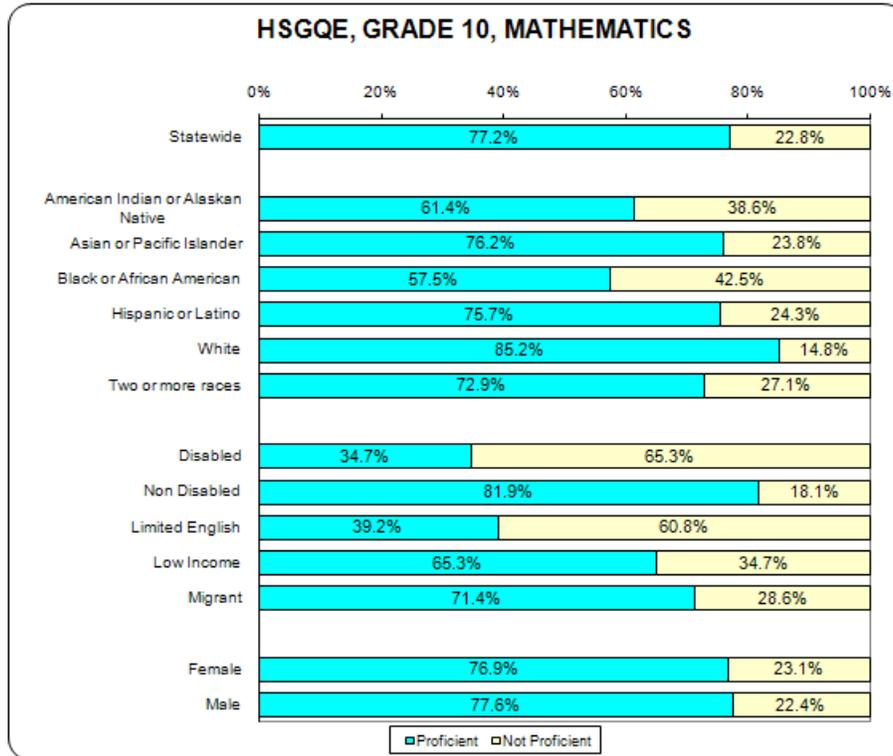
² Grade 10 HSGQE test takers do not necessarily reflect the same population as the Grade 10 SBAs test takers.

HIGH SCHOOL GRADUATION QUALIFYING EXAMINATION (HSGQE)

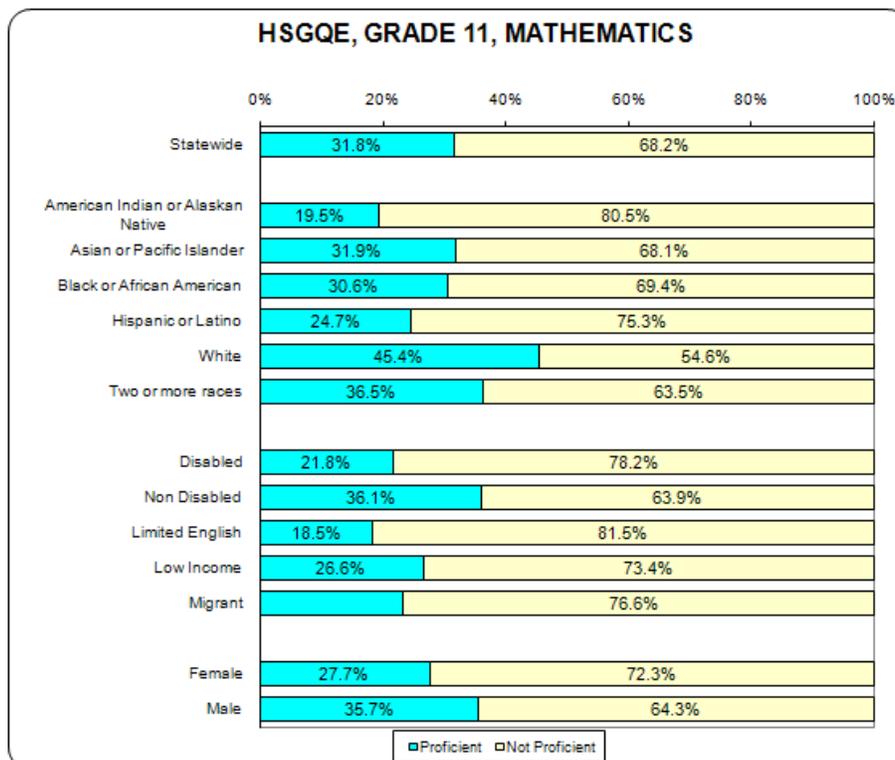
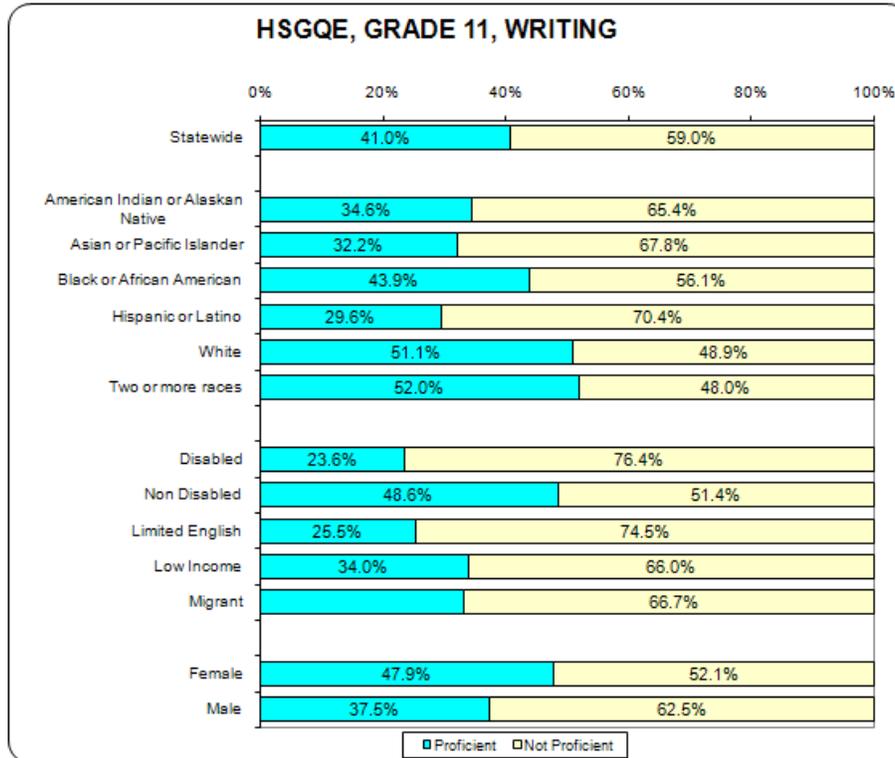
HSGQE Statewide Performance by Grade



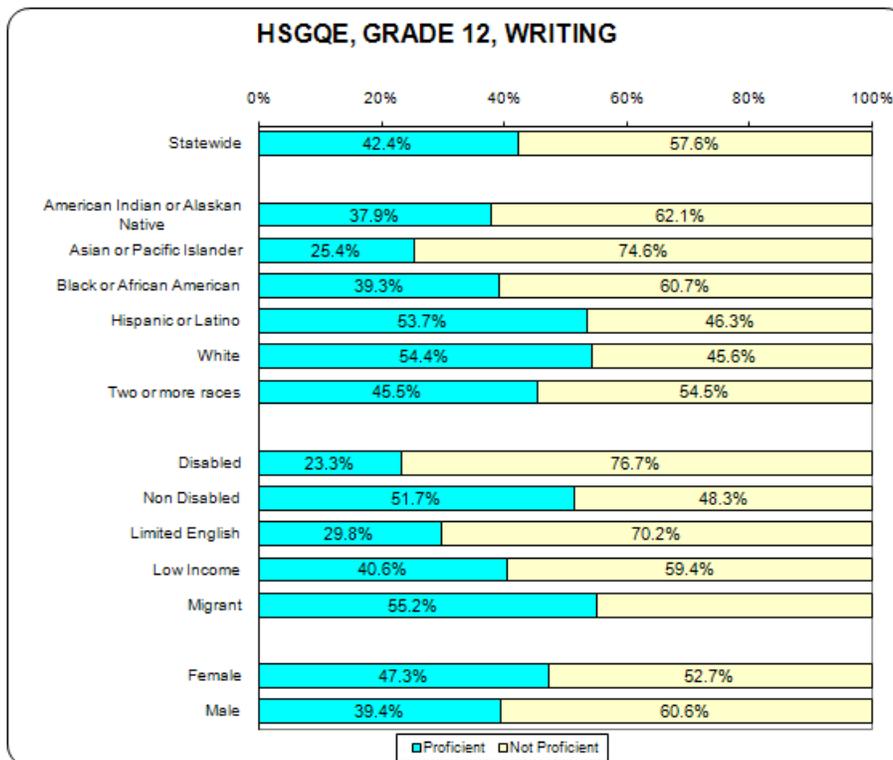
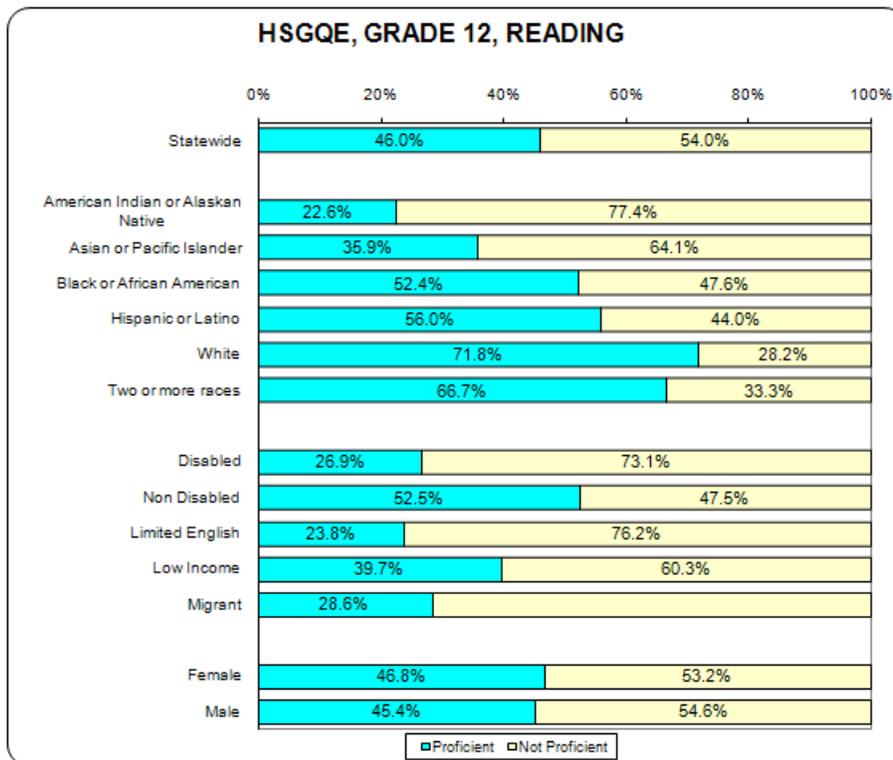
HSGQE Statewide Performance by Grade (Continued)



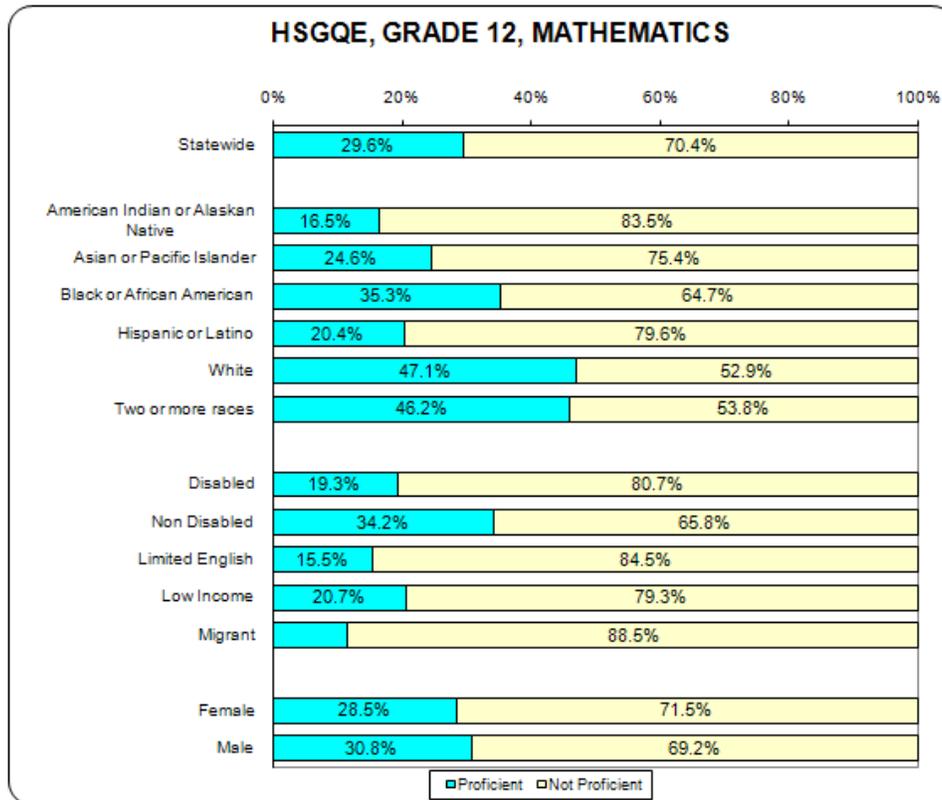
HSGQE Statewide Performance by Grade (Continued)



HSGQE Statewide Performance by Grade (Continued)



HSGQE Statewide Performance by Grade (Continued)



HSGQE Statewide Performance Trends

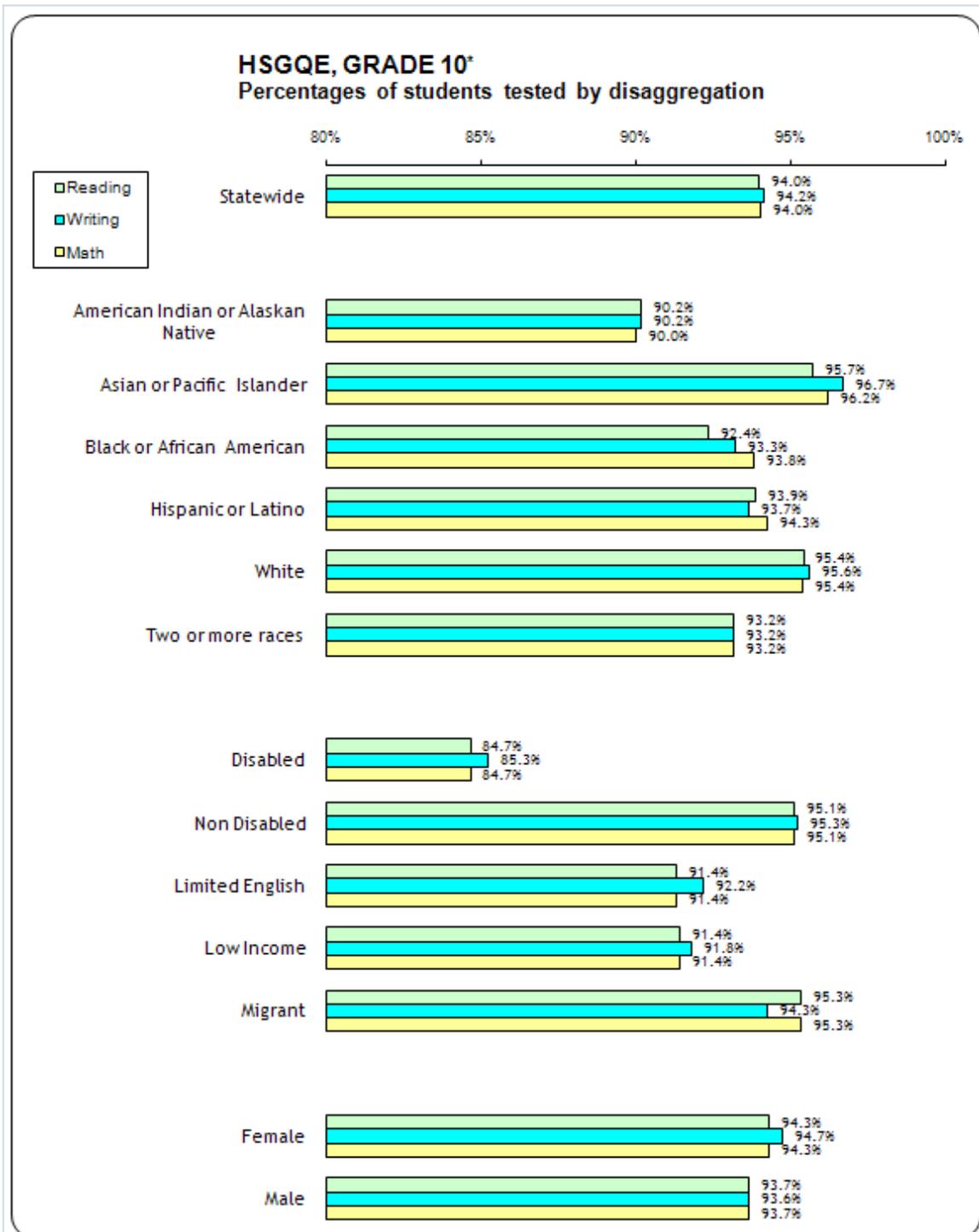
Subject	Year	Proficient		Not Proficient		Enrollment	Participation Rate ²
		Count	Percentage ¹	Count	Percentage ¹		
Grade 10							
Reading	2008	8,019	85.2%	1,395	14.8%	9,990	94.2%
	2009	8,190	90.0%	907	10.0%	9,708	93.7%
	2010	7,518	84.2%	1,411	15.8%	9,501	94.0%
Writing	2008	7,191	76.3%	2,238	23.7%	9,990	94.4%
	2009	7,226	78.8%	1,949	21.2%	9,708	94.5%
	2010	6,645	74.3%	2,303	25.7%	9,501	94.2%
Math	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%
	2010	6,902	77.2%	2,033	22.8%	9,501	94.0%
Grade 11							
Reading	2008	283	47.2%	316	52.8%	N/A	N/A
	2009	600	63.6%	344	36.4%	N/A	N/A
	2010	320	48.3%	342	51.7%	N/A	N/A
Writing	2008	328	34.9%	613	65.1%	N/A	N/A
	2009	701	49.3%	720	50.7%	N/A	N/A
	2010	442	41.0%	637	59.0%	N/A	N/A
Math	2008	321	32.0%	682	68.0%	N/A	N/A
	2009	676	45.1%	824	54.9%	N/A	N/A
	2010	336	31.8%	721	68.2%	N/A	N/A
Grade 12							
Reading	2008	134	49.4%	137	50.6%	N/A	N/A
	2009	164	57.5%	121	42.5%	N/A	N/A
	2010	122	46.0%	143	54.0%	N/A	N/A
Writing	2008	214	61.0%	137	39.0%	N/A	N/A
	2009	288	68.4%	133	31.6%	N/A	N/A
	2010	189	42.4%	257	57.6%	N/A	N/A
Math	2008	152	33.7%	299	66.3%	N/A	N/A
	2009	205	39.0%	320	61.0%	N/A	N/A
	2010	142	29.6%	338	70.4%	N/A	N/A
Adult							
Reading	2008	15	30.0%	35	70.0%	N/A	N/A
	2009	14	37.8%	23	62.2%	N/A	N/A
	2010	3	13.0%	20	87.0%	N/A	N/A
Writing	2008	~	~	~	~	N/A	N/A
	2009	6	25.0%	18	75.0%	N/A	N/A
	2010	5	20.0%	20	80.0%	N/A	N/A
Math	2008	13	15.9%	69	84.1%	N/A	N/A
	2009	10	17.5%	47	82.5%	N/A	N/A
	2010	10	16.9%	49	83.1%	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.

~ Data has been suppressed for confidentiality purposes.

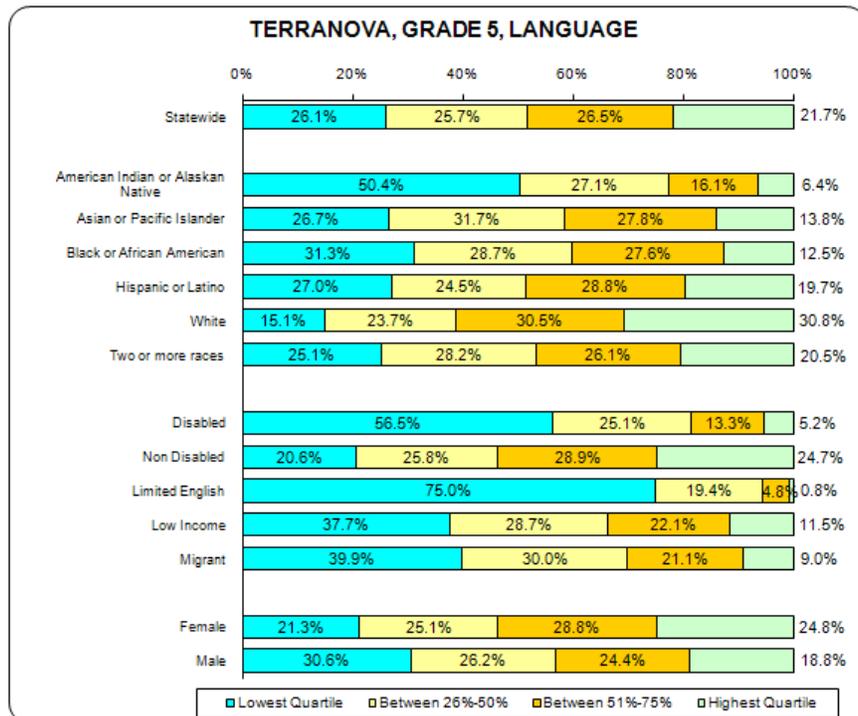
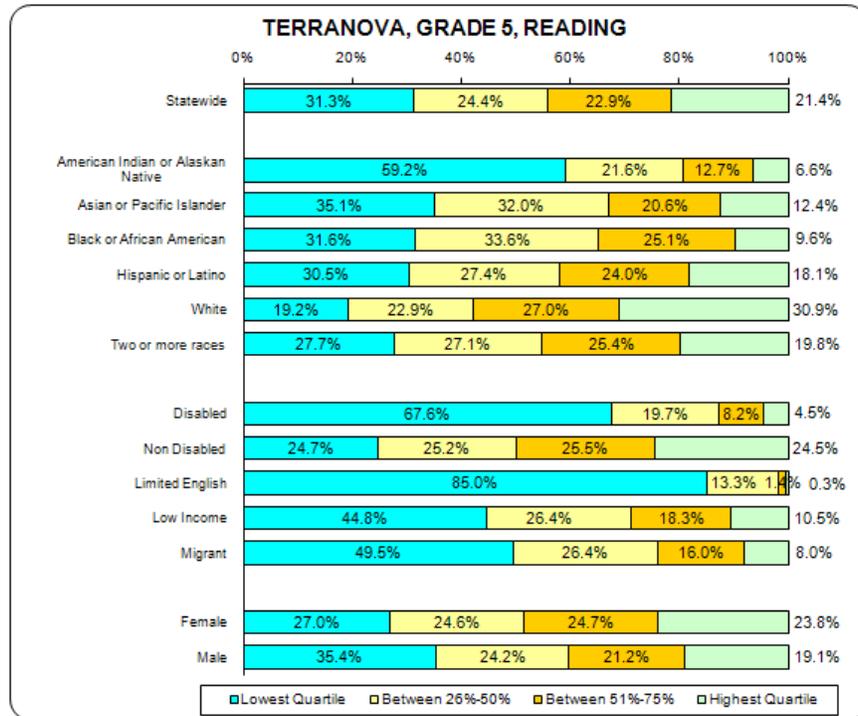
HSGQE Statewide Participation Rate (Grade 10)



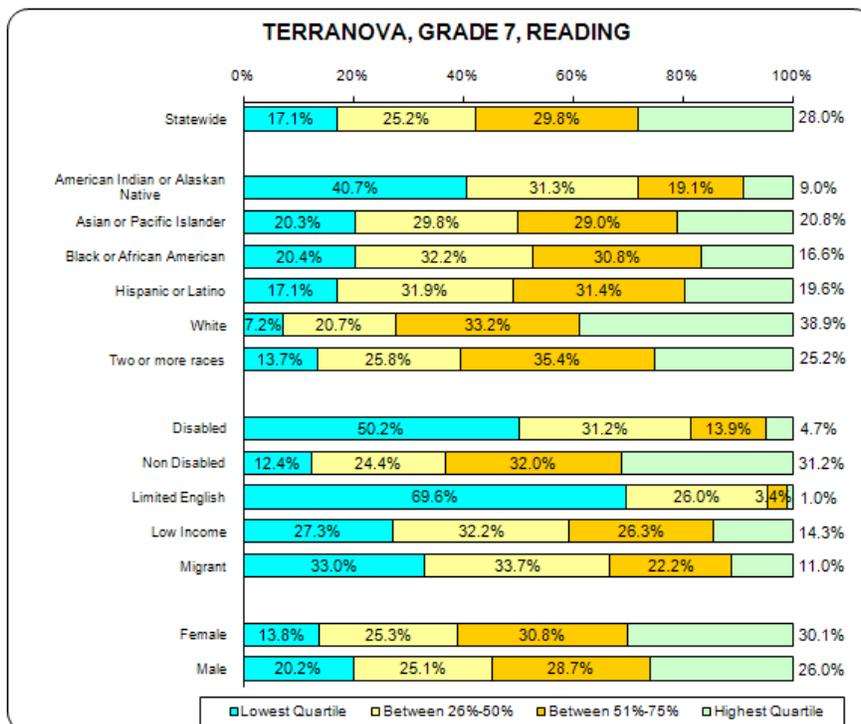
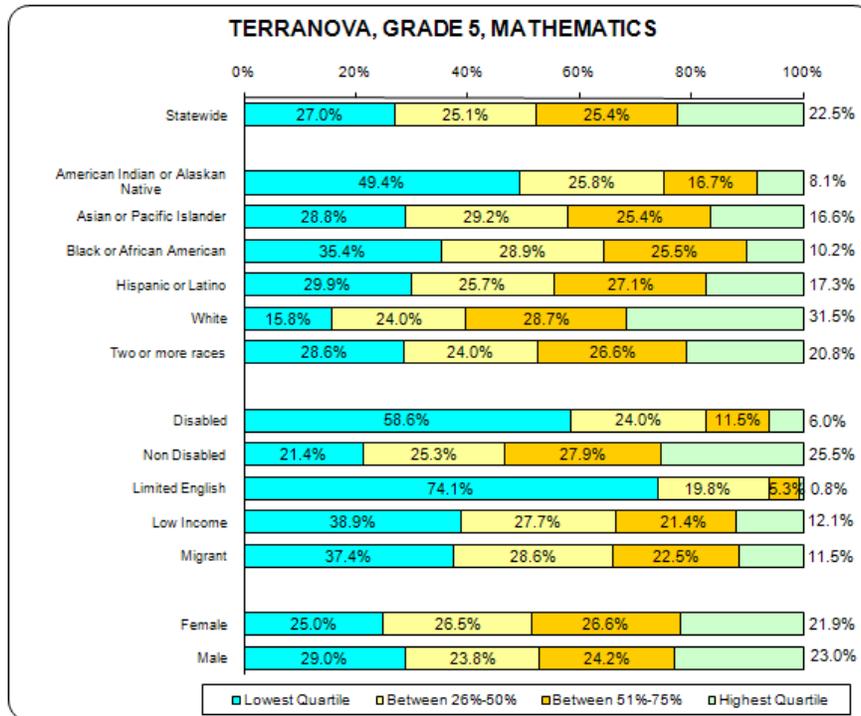
* Grade 10 HSGQE test takers do not necessarily reflect the same population as the Grade 10 SBA test takers.

TERRANOVA THIRD EDITION (TN³)

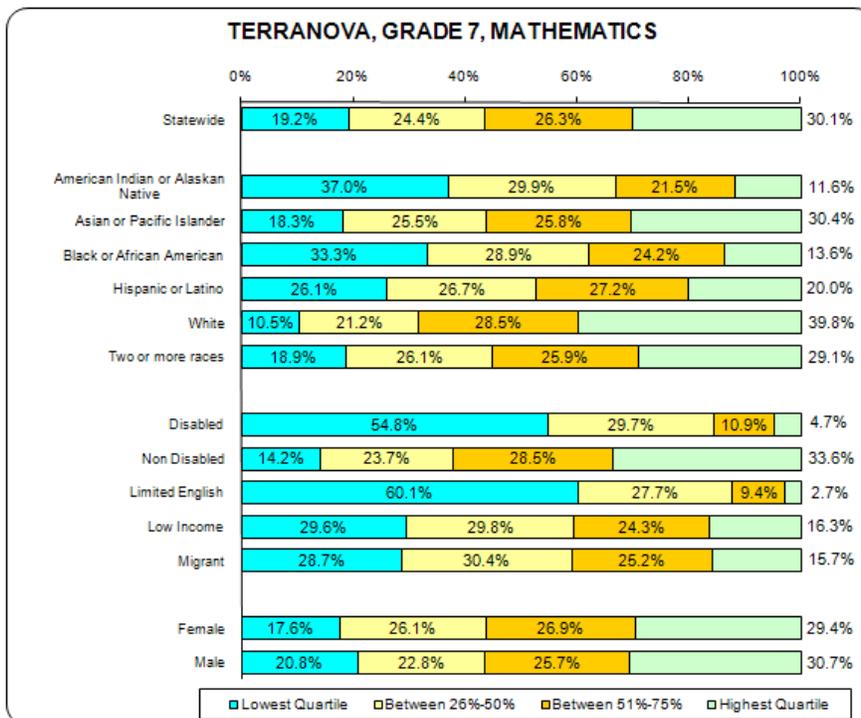
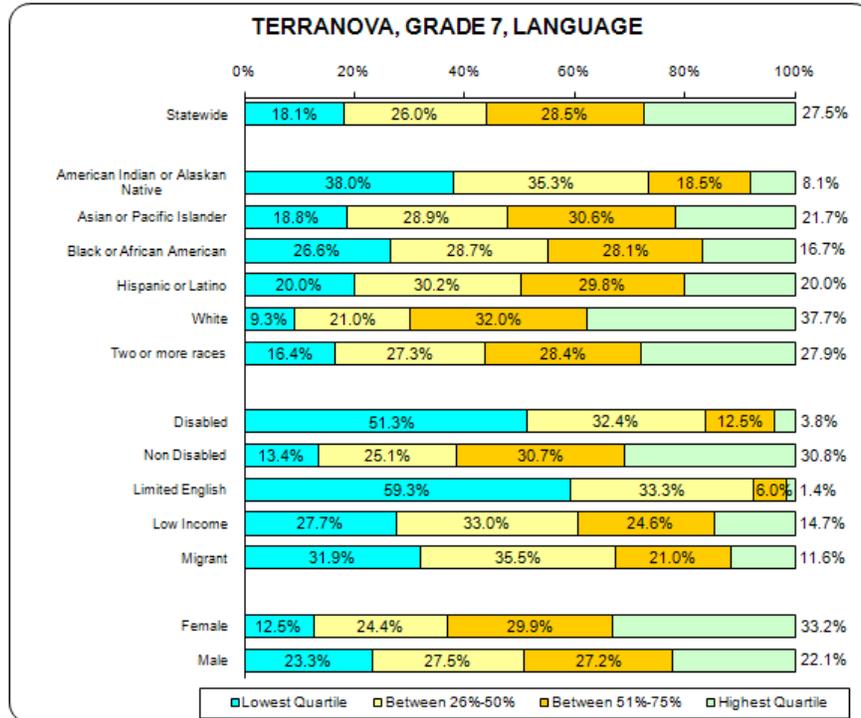
TN³ Statewide Performance by Grade



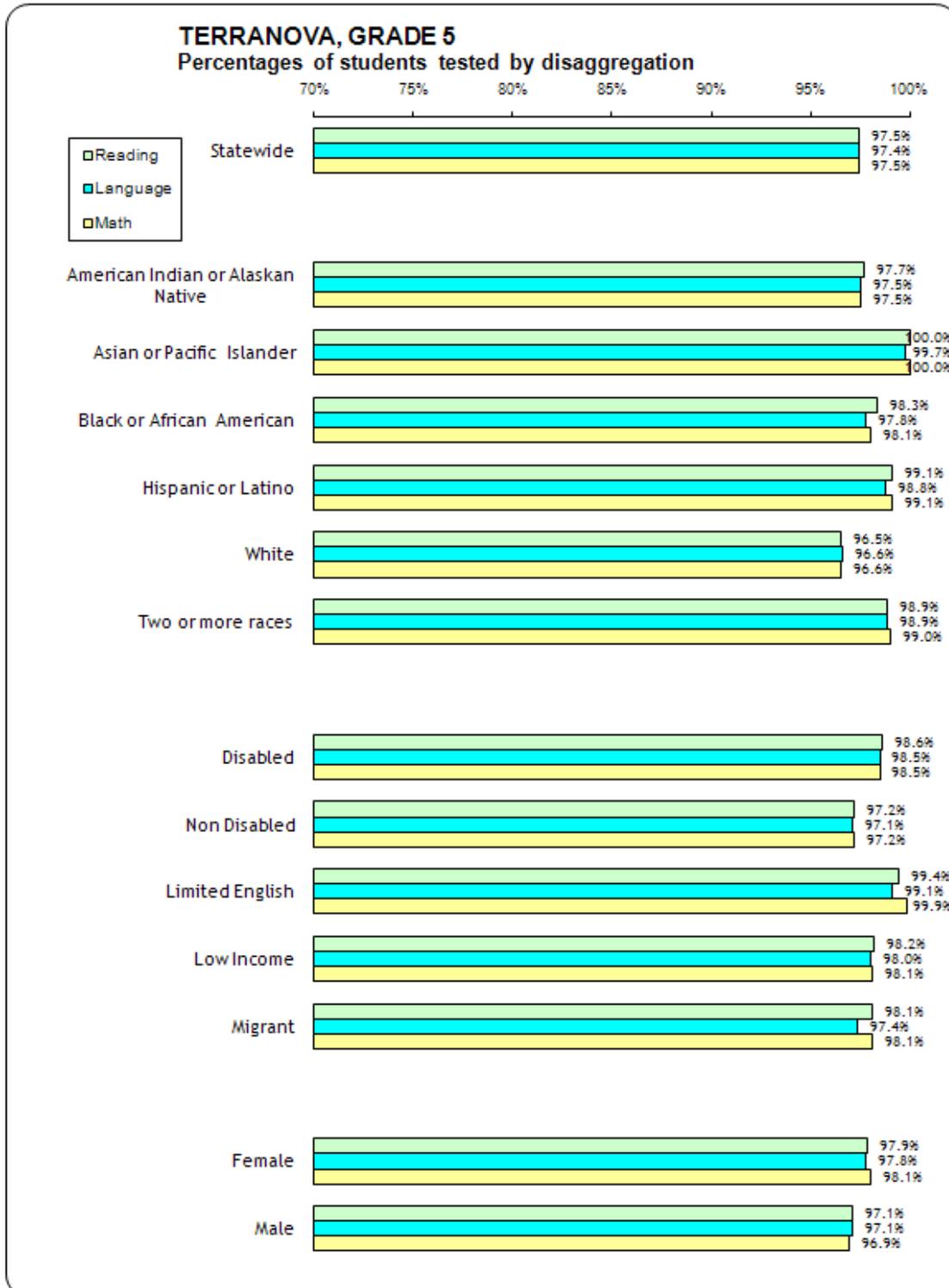
TN³ Statewide Performance by Grade (Continued)



TN³ Statewide Performance by Grade (Continued)



TN³ Statewide Participation Rate by Grade



The TerraNova is administered in February, while participation data is collected in April. The difference in timing may cause participation of certain subgroups to be over or understated.

TN³ Statewide Participation Rate by Grade (Continued)



The TerraNova is administered in February, while participation data is collected in April. The difference in timing may cause participation of certain subgroups to be over or understated.

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

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

The most recent data available for NAEP reading and mathematics is from the 2009 administration. The charts on the following pages show Alaska students' scores on the 2009 NAEP assessments compared to the public school students' scores nationally:

NAEP 2009 Grade 4 Reading	% Advanced		% Proficient		% Basic		% Below Basic	
	National	Alaska	National	Alaska	National	Alaska	National	Alaska
Student Subgroup								
All students	7	5	24	22	34	32	34	41
White	10	8	31	30	36	37	23	25
Black	2	1	13	12	32	37	53	50
Hispanic	2	4	14	22	32	38	52	36
Asian American/Pacific Islander	17	3	32	16	30	32	21	49
American Indian/Alaska Native	5	1	17	7	30	18	48	73
Eligible for National School Lunch Program	2	2	15	13	34	27	49	59
Students with Disabilities	2	1	10	5	22	17	66	77
English Language Learners	#	#	6	4	23	10	71	86

NAEP 2009 Grade 8 Reading	% Advanced		% Proficient		% Basic		% Below Basic	
	National	Alaska	National	Alaska	National	Alaska	National	Alaska
Student Subgroup								
All students	2	2	28	25	43	45	26	28
White	3	2	36	34	44	47	17	17
Black	#	#	12	12	43	49	44	39
Hispanic	1	2	15	23	43	45	41	30
Asian American/Pacific Islander	6	1	38	20	38	46	18	34
American Indian/Alaska Native	2	1	19	10	41	37	37	52
Eligible for National School Lunch Program	1	1	15	15	44	43	40	42
Students with Disabilities	#	#	7	5	29	26	63	69
English Language Learners	#	#	3	2	22	23	75	75

NAEP 2009 Grade 4 Reading Participation Rate Percentages	National	Alaska
Students with Disabilities	71	83
English Language Learners	84	90

NAEP 2009 Grade 8 Reading Participation Rate Percentages	National	Alaska
Students with Disabilities	72	86
English Language Learners	83	87

- Statistic rounds to zero percent

NAEP 2009 Grade 4 Math	% Advanced		% Proficient		% Basic		% Below Basic	
	National	Alaska	National	Alaska	National	Alaska	National	Alaska
Student Subgroup								
All students	6	6	33	32	43	41	19	22
White	8	9	42	43	40	38	10	9
Black	1	#	15	16	48	53	37	30
Hispanic	1	2	20	25	49	49	30	23
Asian American/Pacific Islander	18	4	43	31	31	43	9	22
American Indian/Alaska Native	2	2	21	12	45	39	32	47
Eligible for National School Lunch Program	1	2	20	22	49	43	29	33
Students with Disabilities	2	1	17	15	40	39	41	45
English Language Learners	1	#	11	3	45	32	43	64

NAEP 2009 Grade 8 Math	% Advanced		% Proficient		% Basic		% Below Basic	
	National	Alaska	National	Alaska	National	Alaska	National	Alaska
Student Subgroup								
All students	7	6	25	27	39	41	29	25
White	10	8	32	35	40	43	18	14
Black	1	1	11	16	37	41	51	42
Hispanic	2	5	15	18	39	46	44	31
Asian American/Pacific Islander	20	7	33	25	31	41	16	28
American Indian/Alaska Native	3	2	16	13	37	36	43	49
Eligible for National School Lunch Program	2	3	15	17	40	41	43	40
Students with Disabilities	1	#	8	6	27	28	64	66
English Language Learners	1	1	4	2	23	25	72	73

NAEP 2009 Grade 4 Math Participation Rate Percentages	National	Alaska
Students with Disabilities	84	93
English Language Learners	94	97

NAEP 2009 Grade 8 Math Participation Rate Percentages	National	Alaska
Students with Disabilities	78	75
English Language Learners	92	94

- Statistic rounds to zero percent

COLLEGE ENTRANCE EXAMINATIONS

Scholastic Aptitude Test (SAT)

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

Alaska's public school seniors have scored higher than the national public school average score in all sections of the SAT for more than a decade, and 2009-2010 was no exception. Alaska test takers in the "all schools" category scored much higher than the national average in critical reading, and slightly below the national average in mathematics and writing.

Test Population	Test Subsection	ALASKA	NATIONAL
		Average Score	Average Score
All Graduating Seniors	Critical Reading	518	501
	Mathematics	515	516
	Writing	491	492
Public School Graduating Seniors	Critical Reading	520	498
	Mathematics	518	511
	Writing	493	488

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 2009-2010. 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, 302 schools met AYP targets and 203 schools did not meet AYP targets in 2009-2010. In terms of percentages, 60 percent of schools made AYP and 40 percent of schools did not. Comparatively, 505 public schools administered state-mandated standardized assessments in 2008-2009, of which 283 schools (56 percent) made AYP and 222 (44 percent) did not.

Alaska's AYP targets for 2009-2010 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/2010/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 2010, 42 schools made AYP for the second consecutive year and have been removed from the list of AYP schools in improvement. Additionally, 51 schools designated as Level 2 or above made AYP in 2010 and will have their designation removed if AYP is made again in 2011.

Overall, 157 schools were identified at Level 2 or above in 2010. This represents 31 percent of Alaska's 505 public schools. In 2010, 20 public school districts (37 percent) met AYP targets while 34 (63 percent) did not. In 2009, 23 public school districts (43 percent) met AYP targets while 31 (57 percent) did not.

Count of All Schools by AYP Level: 2009-2010

Level	Status	Count	Met in 10
Level 1	Alert Status	44	n/a
Level 2	Improvement (Year 1)	50	18
Level 3	Improvement (Year 2)	25	4
Level 4	Corrective Action	16	5
Level 5	Restructuring	117	24

Count of Title I Schools by AYP Level: 2009-2010

Level	Status	Count	Met in 10
Level 2	Improvement (Year 1)	29	13
Level 3	Improvement (Year 2)	14	3
Level 4	Corrective Action	7	2
Level 5	Restructuring	72	15

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 or demonstrate improvement. Of the 293 public schools that use graduation rate as an indicator, 223 (76 percent) either met or exceeded the target rate .

2009-2010 Graduation Rate by Subgroup

Subgroup	High School Graduates	Graduation Rate
Alaska Native or American Indian	1,616	55.4%
Asian or Pacific Islander	660	70.2%
Black	273	60.3%
Hispanic	412	63.1%
White	4,855	74.2%
Two or more races	429	63.8%
Female	4,235	71.4%
Male	4,010	64.2%
Students with disabilities	567	40.1%
Limited English Proficient (LEP)	603	46.9%
Economically disadvantaged	2,394	58.8%
Statewide	8,245	67.7%

Attendance Rate

To meet the AYP target, a school must achieve an attendance rate of 85 percent or demonstrate improvement. Of the 239 public schools that use attendance rate as an indicator, 237 (99 percent) either met or exceeded the target rate.

2009-2010 Attendance Rate by Subgroup

Subgroup	Attendance Rate
Alaska Native or American Indian	89.7%
Asian or Pacific Islander	93.2%
Black	93.4%
Hispanic	92.2%
White	93.3%
Two or more races	91.9%
Female	92.4%
Male	92.3%
Students with disabilities	91.0%
Limited English Proficient (LEP)	90.0%
Economically disadvantaged	90.9%
Migrant students	90.6%
Statewide	92.4%

2010-2011 Title I AYP Schools in Improvement

AYP Level 5 (Restructuring)

Alaska Gateway School District

Tetlin School
Walter Northway School

Anchorage School District

Clark Middle School
Fairview Elementary
North Star Elementary
Ptarmigan Elementary
Whaley School
William Tyson Elementary
Williwaw Elementary
Willow Crest Elementary

Bering Strait School District

Aniguiin School
Gambell School
Hogarth Kingeekuk Memorial School
Shishmaref School
Tukurngailnguq School

Dillingham City School District

Dillingham Elementary
Dillingham Middle/High School

Iditarod Area School District

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

Kashunamiut School District

Chevak School

Ketchikan Gateway Borough School District

Revilla Junior/Senior High School

Kodiak Island Borough School District

Kodiak Middle School

Red coloring indicates the school met its AYP target in 2009-2010. If the school meets its 2010-2011 AYP target, the school will be removed from improvement status.

2010-2011 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

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
Mid-Valley High

Nome Public Schools

Nome Elementary

Red coloring indicates the school met its AYP target in 2009-2010. If the school meets its 2010-2011 AYP target, the school will be removed from improvement status.

2010-2011 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

John Fredson School

Stevens Village School

Yukon-Koyukuk School District

Jimmy Huntington School

Yupiiit School District

Akiachak School

Akiak School

Tuluksak School

Red coloring indicates the school met its AYP target in 2009-2010. If the school meets its 2010-2011 AYP target, the school will be removed from improvement status.

2010-2011 Title I AYP Schools in Improvement (Continued)

AYP Level 4 (Corrective Action)

Alaska Gateway School District

Gateway Correspondence

Anchorage School District

Airport Heights Elementary

Chinook Elementary

Lake Otis Elementary

Bering Strait School District

Diomedes School

Fairbanks North Star Borough School District

Denali Elementary

Southwest Region School District

Twin Hills School

Red coloring indicates the school met its AYP target in 2009-2010. If the school meets its 2010-2011 AYP target, the school will be removed from improvement status.

2010-2011 Title I AYP Schools in Improvement (Continued)

AYP Level 3 (Improvement – Year 2)

Anchorage School District

Muldoon Elementary
Russian Jack Elementary
Spring Hill Elementary

Bering Strait School District

Brevig Mission School

Juneau School District

Riverbend Elementary

Kenai Peninsula Borough School District

Port Graham School

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

Yukon Flats School District

Circle School

Red coloring indicates the school met its AYP target in 2009-2010. If the school meets its 2010-2011 AYP target, the school will be removed from improvement status.

2010-2011 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

Taku Elementary

Wonder Park Elementary

Bering Strait School District

Wales School

Fairbanks North Star Borough School District

Anne Wien Elementary

Joy Elementary

Nordale Elementary

Juneau School District

Gastineau Elementary

Kenai Peninsula Borough School District

Mt. View Elementary

Tebughna School

Kuspuk School District

Crow Village Sam School

Lower Kuskokwim School District

EEK School

Kwigillingok School

Qugcuun Memorial School

Rocky Mountain School

Lower Yukon School District

Pilot Station School

Russian Mission School

Red coloring indicates the school met its AYP target in 2009-2010. If the school meets its 2010-2011 AYP target, the school will be removed from improvement status.

2010-2011 Title I AYP Schools in Improvement: AYP Level 2 (Continued)

Matanuska-Susitna Borough School District

Butte Elementary
Goose Bay Elementary
John Shaw Elementary
Knik Elementary

Sitka School District

Baranof Elementary
Blatchley Middle School
Keet Gooshi Heen Elementary

Southeast Island School District

Naukati School

Southwest Region School District

Koliganek School

Yukon-Koyukuk School District

Andrew K. Demoski School
Kaltag Elementary

Red coloring indicates the school met its AYP target in 2009-2010. If the school meets its 2010-2011 AYP target, the school will be removed from improvement status.

2010-2011 AYP Districts in Alert Status, Improvement, or Corrective Action

Level 4 (Corrective Action)

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

Level 3 (Improvement - Year 2)

Delta-Greely School District
Ketchikan Gateway Borough School District
Kodiak Island Borough School District

Level 2 (Improvement - Year 1)

Craig City School District

Level 1 (Alert Status)

Aleutians East Borough School District
Chatham School District
Chugach School District
Copper River School District
Hoonah City School District
Kenai Peninsula Borough School District
Klawock City School District
Nenana City School District
Sitka School District
Valdez City School District

Red coloring indicates the district met its AYP target in 2009-2010. If the district meets its 2010-2011 AYP target, the district will be removed from improvement status.

2010-2011 AYP Districts Not in Alert Status, Improvement, or Corrective Action

Aleutian Region School District
Annette Island School District
Bristol Bay Borough School District
Cordova City School District
Denali Borough School District
Haines Borough School District
Hydaburg City School District
Kake City School District
Mount Edgecumbe High School*
Pelican City School District
Petersburg City School District
Pribilof School District
Saint Mary's School District
Skagway School District
Southeast Island School District
Tanana City School District
Unalaska City School District
Valdez City School District
Yakutat School District

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

HIGH SCHOOL COMPLETION REQUIREMENTS

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

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

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

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

In 2010, a total of 8,245 graduates were awarded a regular high school diploma. Additionally, 333 students received a certificate of completion.

2009-2010 Graduates by Ethnicity

Ethnicity	% of 12th Grade Enrollment	% of Graduates in 2008-2009
Alaska Native or American Indian	22.5%	19.6%
Asian or Pacific Islander	8.7%	8.0%
Black	3.7%	3.3%
Hispanic	5.3%	5.0%
White	54.6%	58.9%
Two or more races	5.1%	5.2%

Percentage of 12th grade enrollment represents the October 1, 2009 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 2009-2010, a total of 60,120 students were enrolled in grades 7 through 12¹. A total of 2,990 students in grades 7 through 12 dropped out of school before the end of the school year². This equates to a dropout rate of 5.0 percent.

2009-2010 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	13,703	22.8%	1,144	8.3%	1,144	38.3%
Asian/Pacific Islander	4,924	5.7%	174	3.5%	174	5.8%
Black	2,229	3.5%	104	4.7%	104	3.5%
Hispanic	3,319	5.4%	141	4.2%	141	4.7%
White	32,726	55.0%	1,219	3.7%	1,219	40.8%
Two or more races	3,219	6.0%	208	6.5%	208	7.0%
Statewide Totals	60,120	n/a	2,990	5.0%	2,990	n/a

¹ Based on October 1 enrollment counts

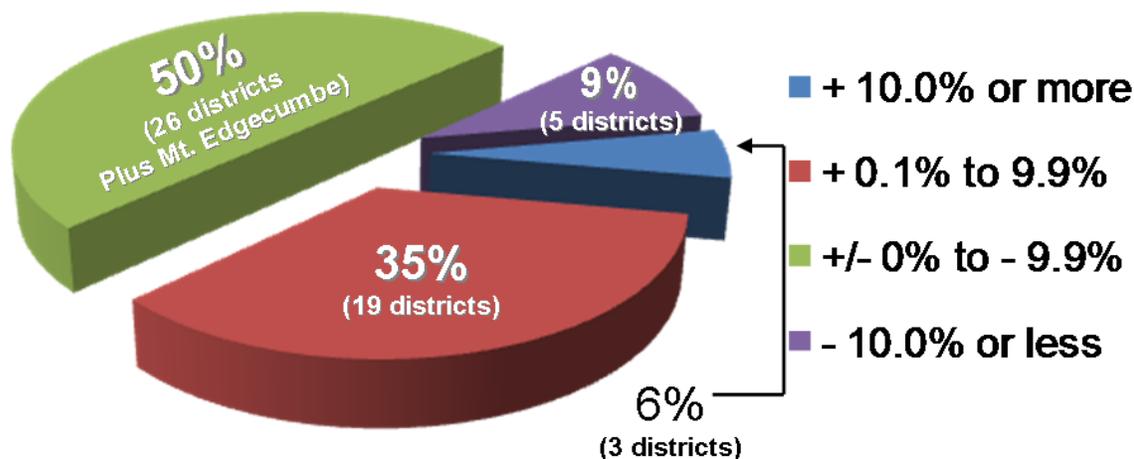
² The dropout count reflects any student who was enrolled at any point of the school year (July 1, 2008 to June 31, 2009) whose enrollment was terminated for any reason other than those specifically exempted

CHANGE IN AVERAGE DAILY MEMBERSHIP

The average daily membership (ADM) for 2009-2010 increased by 0.7 percent compared to 2008-2009. Twenty-two districts experienced an increase in ADM compared to the previous year. The most significant percentage increases were in Chugach School District (17.4 percent), Denali Borough School District (13.1 percent) and Tanana City School District (10.5 percent). Significantly, Denali and Tanana experienced the greatest *decreases* between 2007-2008 and 2008-2009.

Thirty districts and Mount Edgecumbe High School experienced lower ADM in 2009-2010 than in 2008-2009 and one district experienced no change. Overall, seven of the eight districts experiencing the greatest percentage decrease in ADM were located in the Southeast region, with Hydaburg City School District (-22.2 percent), Southeast Island School District (-15.6 percent), and Hoonah City School District (-14.1 percent) having the most significant decreases.

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 2009-2010 school year, nine districts' attendance rates exceeded 95 percent, 29 districts reported attendance rates of between 90 percent and 95 percent, and 16 districts did not achieve a 90 percent attendance rate.

ACCREDITATION

The decision to seek accreditation is a local school board option. Since the 1970s, the Alaska State Board of Education & Early Development has delegated accreditation to the Northwest Accreditation Commission. 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 (131 of 507, or 26 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-two school districts have at least one accredited school.

Information on school accreditation by the regional Northwest Accreditation Commission may be obtained from Stowell Johnstone, Executive Secretary, Alaska Committee of the Northwest Accreditation Commission, 3210 Seawind Drive, Anchorage, AK 99516 or directly from the Northwest Accreditation Commission, 1510 Robert St, Suite 103, Boise, ID 83705-5194.

2009-2010 Summary of Schools Accredited by Northwest Association of Accredited Schools

Total Accredited Schools in Alaska	143
Public	131
Private	12

Breakout of Public Schools	
Public Elementary Schools	7
Public Middle Schools	2
Public High Schools	52
Public K-12 Schools	57
Public Special Purpose Schools	8
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 2009-2010 school year, there were 23,333 total core classes taught in Alaska's public school system. Statewide, eight out of every nine core classes (88.8%, 19,709 classes) were taught by HQTs. Roughly 1 in 13 (7.7%) core classes in Alaska's public secondary schools were not taught by an HQT in 2009-2010.

2009-2010 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	2,053	1,645	408	19.9%
Low-Poverty Schools	2,549	2,042	507	19.9%
Mid-Poverty Schools	4,450	3,704	746	16.8%
All Elementary Schools	9,052	7,391	1,661	18.4%
Secondary School**				
High-Poverty Schools	1,308	1,179	129	9.9%
Low-Poverty Schools	4,576	4,208	368	8.0%
Mid-Poverty Schools	7,505	6,973	532	7.1%
All Secondary Schools	13,389	12,360	1,029	7.7%
Grand Total	23,333	19,709	2,615	11.2%

* Includes K - 8 and K - 12 schools

** Includes middle schools

Note: Prior to 2008-2009, HQT was measured at the class level of instruction. In 2008-2009 and 2009-2010 HGT was reported at the school level, due to changes in 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 support the profession of teaching in Alaska. The project provides individualized support to first- and second-year teachers, developing an effective teaching force that is responsive to the diverse academic needs and cultural backgrounds of all students.

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

The project goals include:

- Improved teacher retention
- Improved student achievement

ASMP has served between 330 and 420 early career teachers yearly (teachers with fewer than 2 years experience), with typical years around 375. Each year about 75% ($\pm 3\%$) of the early career teachers are located in rural school districts. ASMP typically trains about 27 mentors each year with each mentor serving an average caseload of 14 early career teachers. Mentors from ASMP have worked in two-thirds of all 53 school districts plus Mt. Edgecumbe High School and one-third of all 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 80% for all participating teachers, rising to 87% in 2009-2010 (89% urban and 86% rural). In comparison an average rural retention rate of 68% existed previous to the implementation of ASMP.

Further, ASMP has promising evidence linking mentoring of teachers to student achievement by closing the achievement gap typically seen between the students of new and veteran teachers. Alaska state standards-based assessments (SBAs) were analyzed for 300 teachers in grades 4-10 with 196 new teachers receiving mentoring and a comparison group of 104 veteran teachers. Results from the study showed that, in the case of Mathematics, students in classrooms of mentored first- and second-year teachers perform the same as those in classrooms of veteran teachers. Also, although mentoring new teachers did not bring the students' standardized scores of new teachers up to the same level as students in veteran classes, they are much closer than

expected based on past research (statistically significant but very small effect sizes) for Reading, Writing, and Science. Results of the study can be found at ASMP's website, under the research link.

The ASMP model includes:

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

In January 2005 the mentor program was expanded to support principals in a program now referred to as the Alaska Administrator Coaching Project (AACP). 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 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 is 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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