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Introduction

The *Profile of Performance* is the Anchorage School District (ASD) report to the school board and community on the academic achievement of Anchorage students and schools. The report is divided into two parts. Each is briefly described below.

District Information:

Part I provides an overview of ASD and the success of the district in meeting the school board goals for the 2008-09 school year. It includes a summary of district performance on critical achievement and enrollment indicators related to board goals. The report contains an examination of the districtwide performance of students by designated student groups identified by federal and state regulations, as well as the results of a survey done to provide schools with information about perceptions and experiences related to school climate for use in setting up school goals and directing resources.

Part I of the report also provides a summary of performance across the entire district on a variety of indicators used in the identification and analysis of achievement gaps among the race/ethnicity and other groups designated by the federal education law, No Child Left Behind (NCLB), and related Alaska state regulations. In compliance with the federal and state requirements, district and school-level student achievement information is reported based on specified student characteristics such as race/ethnicity, low-income status, limited English proficiency and students with disability status. District-level disaggregated achievement results can be found in Part I of this report. The reporting format is consistent with the state status and growth reports on adequate yearly progress (AYP) at the district and school level. The table on page 276 provides the data on the districtwide performance of full academic year (FAY) students in grades 3-10. The tables on pages 277, 278 and 279 break down the data by the grade spans of 3-5, 6-8 and 9-10. The grade span AYP is a provision in the state regulations under the "safe harbor" provision.

Additionally, the state of Alaska has been approved for a growth model calculation for AYP in those schools that did not make AYP under the status model. The growth model determines whether those students who are on track meet AYP for the categories in which the school missed in the status model. The table on page 281 provides the data on the districtwide performance of FAY students in grades 3-10 using the growth model calculations.

Tables providing data related to the goals and discussion items contained in *Profile* are listed in the List of Tables (pages 287-290).

We use both status and growth models in our reporting in *Profile*. A status model looks at a subgroup's or school's level of proficiency for a specific year or average of years. This level of proficiency is then compared to an established target. When looking at gains under the status model, you compare the status of last year's cohort with the status of this year's cohort. An example is the comparison of last year's grade 5 reading scores with the reading scores of this year's grade 5 students.

Growth models generally refer to models of accountability that measure progress by tracking achievement scores of the same students from one year to the next with the intent of determining whether or not students have made progress. Comparisons are made based on successive cohorts. An example is the comparison of this year's grade 5 reading SBA scores for a group of students with the same students' grade 4 reading SBA scores.

The Standards Based Assessments (SBAs) scale scores are intended to make scores more meaningful by defining a scale of measurement that is not tied to a particular test form. The scale ranges across all content areas are identical with a minimum of 100 and a maximum of 600. However, the proficient cut score varies across the three content areas and scores cannot be compared directly across the content areas.

Since a given raw score may not represent the same skill level on every test form, all statewide assessment score reports include scale scores. Scale scores are statistical conversions of raw scores that adjust for slight shifts in item difficulties and permit valid comparisons across all test administrations within a particular content area.

When new test forms are developed, the new set of items will require slightly different levels of content-area skill to answer the items correctly. This depends on the difficulty of the specific questions used on each form. To be fair to students and to permit valid comparison of test scores across administrations, the skills represented by each score point must remain consistent from year to year. Scale scores adjust for slight shifts in underlying difficulty levels at each score point and provide valid points of comparison across all test administrations within a particular grade and content area. With scale scores, schools can compare the demonstrated knowledge and performance of groups of students across years (DRC Spring 2009 Alaska Standards Based Assessments Operational Technical Report).

School Information:

Part II of the report provides a summary profile for each of ASD's schools. The profile for each school contains information on the attainment of school goals, staff and student demographics and student academic achievement at the school. The summary profiles are consistent with the district-produced report cards for each school.

Online Resources and References

As a supplement to tables and data provided in this printed edition of *Profile*, additional district and school information is available on state and district Web sites.

The Alaska Department of Education and Early Development (EED) provides online information such as the following: (1) individual school worksheets related to adequate yearly progress, (2) individual school report cards compiled by the state with information provided by the schools and districts and (3) district- and school-based reports on student achievement on the state assessments. EED Web site: www.eed.state.ak.us/tls/assessment/results.html.

The district provides an array of related information and the complete *Profile* on the ASD Assessment and Evaluation Web site at www.asdk12.org/depts/assess_eval/.

Specific questions regarding the content of the document should be referred to the ASD Assessment and Evaluation Department (907) 742-4420; 5530 E. Northern Lights Blvd., Anchorage, Alaska-99504.

Individual School Report Cards, School Reports and Designations

Individual school report cards provide information specific to each school. ASD reports this information to the state each year. ASD also produces and distributes a school report card to parents specific to their child's school. These reports are available on the ASD Assessment and Evaluation Web site at http://www.asdk12.org/depts/assess_eval/report_card.asp. The Individual School Report Cards are also available at www.eed.state.ak.us/DOE_Rolodex/schools/ReportCard/RCSearch.cfm.

The state accountability and reporting regulations that guide NCLB implementation in Alaska are outlined in the Alaska Consolidated State Application Accountability Workbook, available at www.eed.state.ak.us/tls/assessment/accountability.html.

The ASD Assessment and Evaluation Department works directly with the Alaska Department of Education and Early Development to verify and align student achievement and demographic data used in the district's and state's computations for NCLB and Alaska school accountability laws and regulations.

The following state produced reports regarding school performance relative to adequate yearly progress for the 2008-09 school year are available at www.eed.state.ak.us/tls/assessment/accountability.html.

- District AYP Worksheets
- List of Schools Meeting AYP by District
- List of Schools Not meeting AYP by District
- School Site AYP Worksheets
- Summary of Schools Considered for AYP by District

The state produced reports on student achievement on specific tests at the state, district and/or school level including the Alternate Assessment, Standards Based Assessment, Developmental Profile, High School Graduation Qualifying Examination and the TerraNova 3rd Edition. They can be accessed at www.eed.state.ak.us/tls/assessment/results.html.

In addition to the state reports, the ASD provides a summary of school performance relative to AYP in Profile (pages 10-11). This summary is also available on ASD's Web site, www.asdk12.org/NCLB/AYP/08_09/AYPResults_Aug2009.pdf.

School Level Performance and Reports

The overall district indicators remain generally positive with norm-referenced TerraNova 3rd Edition test performance of ASD students and SAT/ACT scores for college-bound seniors at or above the national average. HSGQE and SBA grades 3-10 results are above the state averages as well. There was a decrease in the percent proficient on the SBAs in reading for all grade levels, except grade 10. The percent proficient in writing increased at all grade levels except for grades 4 and 6. Math proficiency rates decreased at all grade levels except for grade 10. Science proficiency rates increased at grades 8 and 10 but decreased at grade 4 (tables 61-68).

When viewing those same scores by comparing successive cohorts, all cohort groups decreased in the percent proficient in reading. In writing there were four successive cohort increases and three successive cohort decreases in the percent proficient. The percent proficient in mathematics decreased for all cohorts (table 130).

There are substantial differences in the test scores of individual ASD schools. Each school is unique. Some schools have no attendance boundaries, providing education with a special instructional focus or philosophy for students drawn from throughout the Anchorage community. Some schools have special programs that house groups of students with special needs. Some schools offer both school-within-a-school optional programs and the regular curriculum. Most schools are neighborhood schools reflecting the community in which they are located.

Individual school profiles describe many of the factors that affect academic performance. Crowded schools, the impoverished environment experienced by some of our students and high levels of student transiency are factors that can make the task of education more challenging. Adequate facilities, stable attendance and well-prepared students make the task easier.

Elementary and middle school profiles include school goals from individual school report cards, membership, capacity, attendance, retention, transiency, economic status, volunteer hours, students on the alternate assessment, change in enrollment, teacher qualifications, school business partnerships, race/ethnicity and full academic year enrollment. The middle school profiles have the additional reporting field of dropout rates. The high school profiles have the additional fields of the dropout rate, graduation rate, students taking the alternative HSGQE, accreditation and information on SAT and ACT scores. SBA and HSGQE scores have been disaggregated by race/ethnicity, economic status, English proficiency and students with disabilities in compliance with NCLB.

As *Profile* is primarily a statistical report, it does not give a sense of the spirit and vitality found in the individual schools. Only a visit to the school and dialogue with students and staff can provide a real sense of the character of an ASD school.

The focus on student achievement in the school profiles is very intentional. The focus reflects the school board goals for improved achievement on the part of all students, as well as current federal and state legislation.

There is an interest in both the status of current performance of schools and students and the growth in performance of schools and students. Only by accelerating growth of students who lag behind will they be able to “catch up” and demonstrate proficiency on the SBA and the HSGQE.

The schools are charged with identifying site-specific goals. Schools must set goals and their progress toward those goals must be reviewed with members of the community each year to fulfill district and state requirements. The individual school goals and school accomplishments are listed in the school overviews in Part II of this document.

Measurements Used and Reported

Outcome measures reviewed in this document and used by ASD and the state of Alaska in 2008-09 include (1) the TerraNova 3rd Edition, (2) the Alaska Standards Based Assessments (SBA) and (3) the Alaska High School Graduation Qualifying Exam (HSGQE). Table 3 outlines the local, state and national assessments administered to all students in 2008-09. Also referenced are (4) the Developmental Reading Assessment (DRA) for students in kindergarten through grade 6, (5) Developmental Profile for kindergarten and new-to-district grade 1 students and (6) English Language Proficiency Assessment-IPT administered to all K-12 students identified as limited English proficient.

Norm-referenced tests are a tool for assessing group and individual performance over time. They allow a comparison of student performance and group and individual growth against a national norm. The TerraNova is a multiple choice, nationally-normed standardized test that covers skills in reading, language and mathematics. The TerraNova was administered to 6,964 students in grades 5 and 7 in February 2009.

The Alaska SBA, developed under the guidance of Data Recognition Corporation (DRC), was administered for the first time in grades 3-9 in April 2005. The content areas assessed were reading, writing and mathematics. Beginning in April 2006, grades 3-9 took the SBA and grade 10 students took a combined SBA/HSGQE. The students in grade 10 received a score for the HSGQE graduation requirement and a SBA score for assessing the student’s performance based upon the grade 10 Grade Level Expectations (GLEs). Beginning in April 2008, grades 4, 8 and 10 were assessed in the content area of science.

The Standards Based Assessments are untimed, statewide tests designed to provide information about what students know and are able to do in reading, writing and mathematics at grade level and science at grades 4, 8 and 10. They estimate the degree to which the students have mastered the Academic Performance Standards outlined in the Grade Level Expectations. There are three types of questions used in the Standards Based Assessments: multiple choice, short-constructed response and extended-constructed response. Students demonstrate one of four different levels of performance on each subject test: advanced, proficient, below proficient and far below proficient. The Standards Based Assessments are the foundation of the Alaska school accountability system and approximately 28,681 students in the Anchorage School District participated in 2008-09.

Federal law and state regulations require 95 percent participation on the Standards Based Assessments for all students and designated categories of students in grades 3–10. The schedule of state assessments is provided in table 3.

The HSGQE continues to be used to meet the state-legislated graduation requirement. It is administered to students for the first time in the spring of grade 10 as part of the combined SBA/HSGQE. Students who have not demonstrated proficiency in the three subjects of reading, writing and mathematics in grades 11 and 12 have the opportunity to retest twice each year (tables 43-44).

ASD Demographics

The *Profile* report contains a review of demographic descriptors and trends to provide a complete picture of the ASD. Data is presented on the composition of the student body in terms of race/ethnicity and participation in specially funded programs and programs for students with special needs. Economic levels of the students are briefly described. This demographic profile provides a background for interpreting the outcome indicators that are presented later in the report.

Tables 5 through 11 report information on a number of services provided to a large number of students from differing backgrounds.

ASD is one of the largest school districts in the United States in terms of enrollment – approximately the 93rd largest school district in the nation (NCES, Characteristics of the 100 largest public elementary and secondary districts in the United States: 2006-07, June 2009). On October 1, 2008, 48,837 students were enrolled in Anchorage schools, according to the Fall OASIS data submitted to the state.

The ASD student population reflects the changing demographics of the Anchorage community. The white group decreased to 49.23 percent and this percentage has decreased each year since 1998-99. In 2008-09 students of color accounted for 50.77 percent of the total student population (table 4).

Anchorage has the characteristics of students who are found in many large urban school districts in the United States.

Enrollment

Table 4 provides a five-year overview of the membership in the district in each school year presented by race/ethnicity group. Our enrollment of 48,837 students in 2008-09 is our lowest enrollment reported in the past five years.

Table 5 reflects the district's linguistic diversity. Table 5 reports the influencing language of students as reported in the SMS bilingual module. The five most common influencing languages of our students, other than English are Spanish, Hmong, Samoan, Filipino, and Yupik.

Socioeconomic Status of Students

The National School Lunch Program and the School Breakfast Program provide assistance for elementary and middle school students who are unable to pay the full price of meals. In addition to the lunch program, a breakfast program was available in 38 elementary schools, five middle schools, two alternative schools, and all comprehensive high schools.

Free and reduced-price lunch eligibility is determined by income. Eligibility levels are set by the federal government. In 2008-09 reduced-priced meals were available to households, whose gross monthly incomes were between \$2,005 and \$6,861, depending upon total household members. Free meals were available to families whose gross monthly incomes were between \$1,409 and \$4,821 depending upon total household members.

Free and reduced-price lunch is considered as one of the indicators of the socioeconomic status of the district's student population. For 2008-09, students included in the "economically disadvantaged" designated student group included those meeting the free and reduced-price lunch income guidelines, students included in the Alaska Temporary Assistance Program (ATAP) file provided by the state, all students in provision 2 or 3 schools, migrant students and sibling matches. All students at McLaughlin, AVAIL, Child in Transition Program and Whaley (excluding ACE/ACT) were also included but not their sibling matches. Provision 3 is a special assistance program for schoolwide free meals set up by Congress under the National School Lunch and School Breakfast programs.

In years prior to 2004-05 only those meeting the income guidelines, ATAP file and sibling matches were included in the designated group of low-income. The additional categories included since 2004-05 were guided by state and federal reporting requirements. Table 8 displays the number and percentage of economically disadvantaged students in ASD and in each ASD school. One out of every three students in ASD was included in the designated group of low-income in 2008-09.

The percentage of students eligible for assistance in individual schools ranged from 1.2 to 100 percent. In 20 elementary schools, three middle schools, four alternative schools, and one charter school, more than half of the students were eligible for assistance. Six

schools met the requirements for Provision 3 status during the 2008-09 school year along with Whaley Center and Mt. Iliamna (excluding students in ACE and ACT). AVAIL and McLaughlin meet the requirements for 100 percent low-income but are not supported schools in the school lunch program.

Students identified as economically disadvantaged scored lower on standardized tests than students who were not economically disadvantaged, as shown in table 9. This suggests a high correlation between economic status and achievement. However, performance by individuals varies greatly. Many individual students achieved well and are exceptions to this pattern.

Table 9 compares the performance on the Standards Based Assessment of low-income and not low-income students by grade based upon enrollment on the first day of testing. The percent proficient for students identified as low-income ranged from 27.10 in grade 4 science to 70.53 in grade 3 reading. The gap between the two groups ranged from 20.58 percentage points in grade 10 reading to 32.11 percentage points in grade 8 science.

Special Needs Students and Services

The district served approximately 8,622 students with special needs who were eligible for special education services in 2008-09. The number of students who received special education services is listed by category in table 10.

Table 10 shows the distribution of special needs students by category from the year 2004 to 2009. The total number of students with identified special needs served by the district increased in 2008-09 to 8,622 from 8,469 served in the previous year. The total number of special needs students served in 2008-09 mirrors the numbers served in 2004-05 but there have been some dramatic increases in some of the categories. In the category of autism, there has been a 76 percent increase from 2004-05 to 2008-09.

Special Programs

ASD offers a comprehensive program to meet the needs of all students. Special programs and services reported are the English Language Learner Program, Migrant Education, Title I Education, Title VII Indian Education and Gifted Education.

Table 11 shows the number of students served by special programs for the district over the past five years. Some students qualify for and benefit from more than one program and may be counted more than once.

Increasing numbers of students come to Anchorage who are new to the United States or who have limited proficiency in English (LEP). This situation places special demands on these students to master reading, writing and oral communication skills as well as subject area content. Based upon the figures reported in table 11 for the 2008-09 school year, there were 6,015 students eligible for English language learner services and 5,808 students served. The category of monitor-year one and monitor-year two was added in 2005-06. Students in monitor status are not eligible for bilingual services but are included in the limited English proficient designated group for the purposes of determining AYP status. During the 2008-09 school year we had 2,799 students in monitor status compared to 2,766 in 2007-08.

The assessment used to assess the English language proficiency of students changed in 2005-06. All school districts in the state are required to use the assessment provided by EED, the English Language Proficiency Assessment-IPT (ELPA-IPT). Based upon student performance on the ELPA-IPT, there were 833 students in the beginner category, 3,443 in the intermediate category and 891 in the proficient category. Test scores were not available for 873 students. ASD exited 891 students from the program based on their overall proficiency score.

Migrant Education figures in table 11 indicate that 2,146 students in ASD were eligible based upon the Student Management System (SMS) Year End report. The 1,309 students served represent the cumulative number of students who utilized the services available to them through the program from Sept. 1, 2008-Aug. 31, 2009. This number includes students eligible and served who are enrolled in ASD, 3-5-year-old children eligible and served in our community as well as students outside the ASD. This can include home or private-school students as well as students who have dropped out of school.

Title I served 215 fewer students during the 2008-09 school year than reported in 2007-08.

Title VII Indian Education figures in table 11 indicates that 8,468 students were eligible for services based upon the SMS Year End report. A student was eligible for service if the family had a Federal 506 form on file with the Title VII Indian Education Department; 3,466 students received direct services in 2008-09. This is a 47 percent increase in students served from 2007-08.

Gifted education served 3,563 students during the 2008-09 school year. This is an increase of 249 students from the previous year.

Attendance

Table 12 shows that the ASD attendance rate was 92.76 percent during the 2008-09 school year, using the average aggregate number of students in attendance (average daily attendance) and the average aggregate number of students enrolled (average daily membership). Attendance in ASD schools has remained fairly consistent, ranging from 92.66 to 93.59 percent over the past ten years.

No Child Left Behind and School Accountability

The No Child Left Behind Act of 2001 requires states and districts to report on the progress of schools based on an accountability measure known as Adequate Yearly Progress (AYP). Under this measure schools have to meet as many as 31 targets related to student participation in testing, proficiency on standards-based assessments in language arts and math, and either attendance or graduation rates, depending upon the grade level of the schools.

For the 2008-09 school year, 39 of 96 schools made AYP (41 percent) this year whereas 57 did not (59 percent). Of the 57 schools that did not make AYP, 15 schools missed only one of the 31 targets required to meet AYP. The most frequently missed target in the 15 schools missing by only one target was in the cell of students with disabilities.

The Annual Measurable Objectives (AMOs) did not change from 2007-08. They will increase in 2010-11 from 77.18 to 82.88 percent proficient in language arts and from 66.09 to 74.57 percent proficient in mathematics. Beginning in 2010-11 the AMOs will increase annually to meet the goal of 100 percent proficient in 2013-14.

Of the 24 Title I schools, six made AYP (25 percent) whereas 18 did not (75 percent). Three Title I schools, AVAIL, Nunaka Valley and Tudor, did not make AYP in 2007-08, but made AYP in 2008-09.

Summary of Adequate Yearly Progress (AYP) Components and Requirements

AYP is an accountability system within the federal education act, No Child Left Behind (NCLB). Under NCLB, all schools must show annual progress toward achieving academic proficiency for 100 percent of their students by 2014. Alaska's AYP calculations are set by the Alaska State Board of Education and Early Development and include measurements of three factors:

1. Percentage of students meeting or exceeding the Annual Measurable Objective (AMO) in language arts and mathematics for 2008-09 (AMO of 77.18 percent for language arts and 66.09 percent for mathematics): in 2008-09, 80.4 percent of students enrolled in ASD for the full academic year met the AMO in language arts and 71.4 percent in mathematics.
2. Test participation requires that all schools, districts and student groups must have at least 95 percent of their students take the designated state tests: in 2008-09, 98.8 percent of the students enrolled were tested.
3. Graduation rates for schools that graduate students (threshold is 55.58 percent); attendance rates for others (threshold is 85 percent): in order for a school to meet the graduation rate or attendance rate, the school must meet or exceed the threshold or demonstrate improvement from the previous year. The district met both thresholds in 2008-09 with an attendance rate of 92.8 percent and a estimated four-year cohort graduation rate of 69.4 percent.

Proficiency in language arts and mathematics is determined by the performance of full academic year students on the Alaska Standards Based Assessment (grades 3-10).

Full-academic-year (FAY) students are continuously enrolled in school from October 1 through the first day of testing.

AYP is determined for the following:

- The ASD as a whole (all students grades 3 – 10 for participation, all FAY students for academic proficiency) or under the provision of “safe harbor,” the grade spans of 3-5, 6-8 and 9-10
- Each individual school (all students grades 3-10 for participation, all FAY students for academic proficiency)
- Student groups at each school within the district, if the group is large enough to be numerically significant (25 or fewer for all other groups except “all students”). The groups designated by state regulation are the following:
 - Schoolwide—all students
 - African American/Black
 - Alaska Native/American Indian
 - Asian
 - White
 - Hispanic

- 2 or more races (multi-ethnic)
- Economically Disadvantaged (EDS)
- Students with Disabilities (SWD)
- Limited English Proficient (LEP)

The table on page 276 shows AYP results for the district as a whole. The tables on pages 277, 278 and 279 report the data by the grade spans of 3-5, 6-8 and 9-10. Individual AYP tables are included for each ASD school in Part II of *Profile*. The individual school AYP results are also available on the district Web site at www.asdk12.org/NCLB/AYP. A district-produced chart with a summary of individual school performance follows this summary overview (pages 10-11).

Consequences of not making AYP:

- Schools that do not make AYP must notify parents and develop a school improvement plan.
- Schools receiving Title I funds that do not make AYP two years in a row enter “school improvement” status and provide supplemental services.
- Title I schools that do not make AYP three years in a row continue “school improvement” status, provide supplemental services and school choice if available.
- Title I schools that do not make AYP four years in a row continue to implement school improvement, supplemental services, choice and inform parents. In addition, the district must take one of the following actions: replacement of staff, implementation of a new curriculum, decrease management authority at school level, appoint an outside expert, extend the school day or year or restructure the internal organization of the school.
- Title I schools that do not make AYP five years in a row continue with actions listed above. In addition, the district is required to prepare a restructuring plan to take one of the following actions if the school remains in restructuring status the following year: reopen school as a public charter school, replace all or most of the staff, enter into a contract with a management company or turn over operation of the school to the state.
- Non-Title 1 schools that do not make AYP two years in a row continue to notify parents and implement a school improvement plan.
- A school is eligible to exit school improvement status if it makes AYP two years in a row.

District and school AYP designation information was provided by the Alaska Department of Education and Early Development and the ASD Assessment and Evaluation Department. Additional information about NCLB and AYP is available on the following Web sites:

- U.S. Department of Education, www.nclb.gov
- Alaska EED, www.eed.state.ak.us/tls/assessment/accountability.html
- Anchorage School District, www.asdk12.org/NCLB/AYP/

Table 1: Summary of School Performance Relative to Adequate Yearly Progress

TITLE I SCHOOLS ARE INDICATED IN BOLD BLUE TYPE		Adequate Yearly Progress?	All Students	AF AM	AKNA/AI	Asian/NH/OPI	White	Hispanic	Multi-Ethnic	EDS	SWD	LEP
SCHOOL												
Abbott Loop	yes/Level 2											
Airport Heights	no/Level 3	●●		●●	●				●●		●●	
Alaska Native Cultural Charter School	no/Level 1	●●		●●					●●			
Alaska State School for Deaf & Hard of Hearing	no/Level 5	●●										
Alpenglow	yes											
Aquarian Charter	yes											
Aurora	yes											
AVAIL	yes/Level 5											
Bartlett High School	no/Level 5	●		●●	●			●	●●		●●	
Baxter	no/Level 1										●	
Bayshore	yes											
Bear Valley	yes											
Begich Middle School	no/Level 2	●●	●●	●●	●		●		●●		●●	●●
Benson Secondary School	no/Level 5	●●										
Birchwood ABC	yes											
Bowman	no/Level 3										●	
Campbell	no/Level 2										●●	
Central Middle School	no/Level 5	●	●	●●	●●		●		●●		●●	●●
Chester Valley	no/Level 2										●●	
Chinook	no/Level 4								●●		●●	
Chugach Optional	yes											
Chugiak Elementary	no/Level 1										●	
Chugiak High School	no/Level 4										●●	
COHO School	no/Level 3	●●										
College Gate	no/Level 2				●						●●	
Continuation Program	no/Level 4	●										
Creekside Park	no/Level 1										●●	
Crossroads	no/Level 5	●										
Denali Montessori	no/Level 3								●			
Dimond High School	no/Level 5						●					●
Eagle Academy Charter	yes											
Eagle River Elementary	yes											
Eagle River High School	yes											
East High School	no/Level 5		●	●●●							●●	●
Fairview	no/Level 5										●	
Family Partnership Charter	no/Level 5	●				●		●	●●●		●	
Fire Lake	yes											
Frontier Charter	yes											
Girdwood	yes											
Gladys Wood	no/Level 1										●	
Goldenview Middle School	no/Level 3										●	●
Government Hill	yes											
Gruening Middle School	yes/Level 5											
Hanshew Middle School	no/Level 5							●	●	●●	●●	
Highland Tech Charter	yes/Level 4											
Homestead	yes											
Huffman	yes											
Inlet View	yes											
Kasun	yes											
Kincaid	no/Level 1										●	
Klatt	no/Level 1						●		●			●

For schools that did not make adequate yearly progress, areas needing improvement:

- Test participation (must be 95% or better)
- Language arts performance
- Mathematics performance
- Graduation/attendance rate

The data used in this report is preliminary only and has been provided by the State of Alaska's Department of Education and Early Development. Preliminary data is subject to change.

Table 2: Summary of School Performance Relative to Adequate Yearly Progress Continued

TITLE I SCHOOLS ARE INDICATED IN BOLD BLUE TYPE	Adequate Yearly Progress?	All Students	AF AM	AKNA/AI	Asian/NH/OP1	White	Hispanic	Multi-Ethnic	EDS	SWD	LEP
Lake Hood	no/Level 1									●●	
Lake Otis	no/Level 3			●					●		
McLaughlin Secondary School	yes/Level 4										
Mears Middle School	no/Level 5									●●	●●
Mirror Lake Middle School	no/Level 1									●●	
Mount Spurr	yes										
Mountain View	no/Level 2	●●			●●				●●	●	●
Muldoon	no/Level 2	●●			●				●●		●●
North Star	no/Level 5	●●						●	●●	●●	●●
Northern Lights ABC	yes										
Northwood ABC	no/Level 1									●	
Nunaka Valley	yes/Level 2										
Ocean View	no/Level 1									●●	
O'Malley	yes										
Orion	no/Level 1									●	
Polaris K-12 School	yes										
Ptarmigan	no/Level 4	●						●●	●	●●	●
Rabbit Creek	yes										
Ravenwood	yes										
Rilke Schule	yes										
Rogers Park	yes										
Romig Middle School	no/Level 5	●	●●	●	●●		●		●●	●	●●
Russian Jack	no/Level 2								●	●●	
Sand Lake	no/Level 1								●		
SAVE High School	yes										
Scenic Park	yes										
Service High School	no/Level 4			●						●●	
South High School	no/Level 1								●●	●●	
Spring Hill	no/Level 2								●	●●	
Steller Secondary School	yes										
Susitna	no/Level 1									●	
Taku	no/Level 2								●	●●	
Trailside	no/Level 1									●	
Tudor	yes/Level 2										
Turnagain	no/Level 1								●	●	
Tyson	no/Level 5									●	
Ursa Major	yes										
Ursa Minor	yes										
Wendler Middle School	no/Level 5	●●			●		●●		●●	●●	●●
West High School	no/Level 5			●●					●●	●●	●●
Whaley and Special Schools	no/Level 5	●●		●		●		●	●●	●●	●●
Williwaw	no/Level 5	●			●				●	●●	●●
Willow Crest	no/Level 5	●						●		●	
Winterberry Charter	yes										
Wonder Park	no/Level 2	●			●					●●	●

For schools that did not make adequate yearly progress, areas needing improvement:

- Test participation (must be 95% or better)
- Language arts performance
- Mathematics performance
- Graduation/attendance rate

The data used in this report is preliminary only and has been provided by the State of Alaska's Department of Education and Early Development. Preliminary data is subject to change.

Table 3: Local, State and National Assessments

The following assessments were administered to ASD students in 2008-09.

Source: Assessment and Evaluation Department

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Local	DRA	DRA	DRA	DRA	DRA	DRA	DRA						
State	DP	DP*		SBA	SBA	SBA	SBA	SBA	SBA	SBA	SBA/HSGQE	HSGQE Retest	HSGQE Retest
	ELPA-IPT	ELPA-IPT	ELPA-IPT	ELPA-IPT	ELPA-IPT	ELPA-IPT	ELPA-IPT	ELPA-IPT	ELPA-IPT	ELPA-IPT	ELPA-IPT	ELPA-IPT	ELPA-IPT
National						TN		TN					

- DP The Developmental Profile, a state assessment of school readiness, is given to all students entering kindergarten and new-to-district grade 1 students (*).

- DRA The Developmental Reading Assessment is used by ASD to test skills in reading and administered to all students in kindergarten, grade 1 and grade 2 with follow-up testing in grades 3-6 dependent on DRA and SBA proficiency levels.

- ELPA-IPT The English Language Proficiency (ELP) Assessment – IDEA Proficiency Test (IPT) measures students’ understanding and use of English at school in four separate skills or domains: reading, writing, listening and speaking. The assessment is administered to all eligible K-12 English Language Learners.

- HSGQE The High School Graduation Qualifying Examination (HSGQE) is a state assessment of the essential skills high school graduates are expected to have in reading, writing and mathematics. Students must pass all three subtests and meet district graduation requirements before they are eligible to receive a high school diploma. Students begin taking the exam in the spring of their sophomore year and have an opportunity to retest twice each year until they have passed all three subtests.

- SBA The Standards Based Assessment is a state assessment that tests skills in reading, writing and mathematics at grades 3-10 and science at grades 4, 8 and 10. The SBAs are aligned with state standards articulated through the grade level expectations (GLEs).

- TN TerraNova 3rd edition, a nationally-normed test, is administered to students in grades 5 and 7 and required by the state of Alaska to assess reading, language and mathematics.

Table 4: Membership
 Fall OASIS – October 1 Count for Race/Ethnicity and SWD
 Source: See notes below

	AF AM	AKNA/AI	Asian	NH/OPI	White	Hispanic	ME	Total	EDS*	SWD	LEP*
08-09											
Number	2,952	4,247	4,513	1,782	24,041	4,959	6,343	48,837	17,377	6,833	5,087
Percent	6.04%	8.70%	9.24%	3.65%	49.23%	10.15%	12.99%	100.00%	35.58%	13.99%	10.42%
07-08											
Number	3,020	4,338	4,277	1,634	24,362	5,002	6,225	48,858	17,717	6,684	5,241
Percent	6.18%	8.88%	8.75%	3.34%	49.86%	10.24%	12.74%	100.00%	36.26%	13.68%	10.73%
06-07											
Number	3,703	6,627	5,484	N/A	26,428	3,099	3,889	49,230	18,352	N/A	N/A
Percent	7.50%	13.50%	11.10%	N/A	53.70%	6.30%	7.90%	100.00%	37.30%	N/A	N/A
05-06											
Number	3,831	6,551	5,505	N/A	27,295	3,184	3,348	49,714	16,769	N/A	N/A
Percent	7.70%	13.20%	11.10%	N/A	54.90%	6.40%	6.70%	100.00%	33.50%	N/A	N/A
04-05											
Number	3,953	6,542	5,400	N/A	27,776	3,129	2,766	49,566	13,085	N/A	N/A
Percent	8.00%	13.20%	10.90%	N/A	56.00%	6.30%	5.60%	100.00%	26.20%	N/A	N/A
03-04											
Number	4,179	6,709	5,416	N/A	28,827	3,102	2,176	50,409	N/A	N/A	N/A
Percent	8.30%	13.30%	10.70%	N/A	57.20%	6.20%	4.30%	100.00%	N/A	N/A	N/A
02-03											
Number	4,196	6,366	5,311	N/A	29,157	3,041	1,702	49,773	N/A	N/A	N/A
Percent	8%	13%	11%	N/A	59%	6%	3%	100%	N/A	N/A	N/A
01-02											
Number	4,234	6,267	5,038	N/A	29,978	2,897	1,241	49,655	N/A	N/A	N/A
Percent	9%	13%	10%	N/A	60%	6%	2%	100%	N/A	N/A	N/A
00-01											
Number	4,227	6,177	4,760	N/A	30,886	2,754	695	49,499	N/A	N/A	N/A
Percent	9%	12%	10%	N/A	62%	6%	1%	100%	N/A	N/A	N/A
99-00											
Number	4,263	5,950	4,460	N/A	31,759	2,665	197	49,294	N/A	N/A	N/A
Percent	9%	12%	9%	N/A	64%	5%	0.4%	100%	N/A	N/A	N/A

The double bold line indicates a change in how the enrollment files were obtained. Since the 2004-05 school year, the enrollment information was obtained from the Fall OASIS file. Fall OASIS is the report that our district files with the state providing information about our foundation Average Daily Membership (ADM) for the 20 school calendar days ending with the fourth Friday in October for the current school year. For all other years the enrollment information was obtained from the ASD Demographics Department using the ASD Ethnicity Report.

* EDS and LEP data were extracted from SMS on October 1.
 Enrollment percentage totals may not equal 100% due to rounding.

Table 5: The Influencing Language of the Eligible English Language Learners in the 2008-09 School Year

	Enrollment	Percent
Spanish	1,458	2.99%
Hmong	1,199	2.46%
Samoan	908	1.86%
Filipino	698	1.43%
Yupik	281	0.58%
Other	1,471	3.01%
Total Served	6,015	12.32%
District Enrollment	48,837	100.00%

Source: Fall OASIS – October 1 Count/Student Management System Bilingual Module

Table 6: The Influencing Language of the English Language Learners Served in the 2008-09 School Year

	Enrollment	Percent
Spanish	1,401	2.87%
Hmong	1,177	2.41%
Samoan	889	1.82%
Filipino	686	1.40%
Yupik	265	0.54%
Other	1,390	2.85%
Total Eligible	5,808	11.89%
District Enrollment	48,837	100.00%

Source: Fall OASIS – October 1 Count/Student Management System Bilingual Module

Table 7: Percent of Eligible and Served English Language Learners in 2008-09

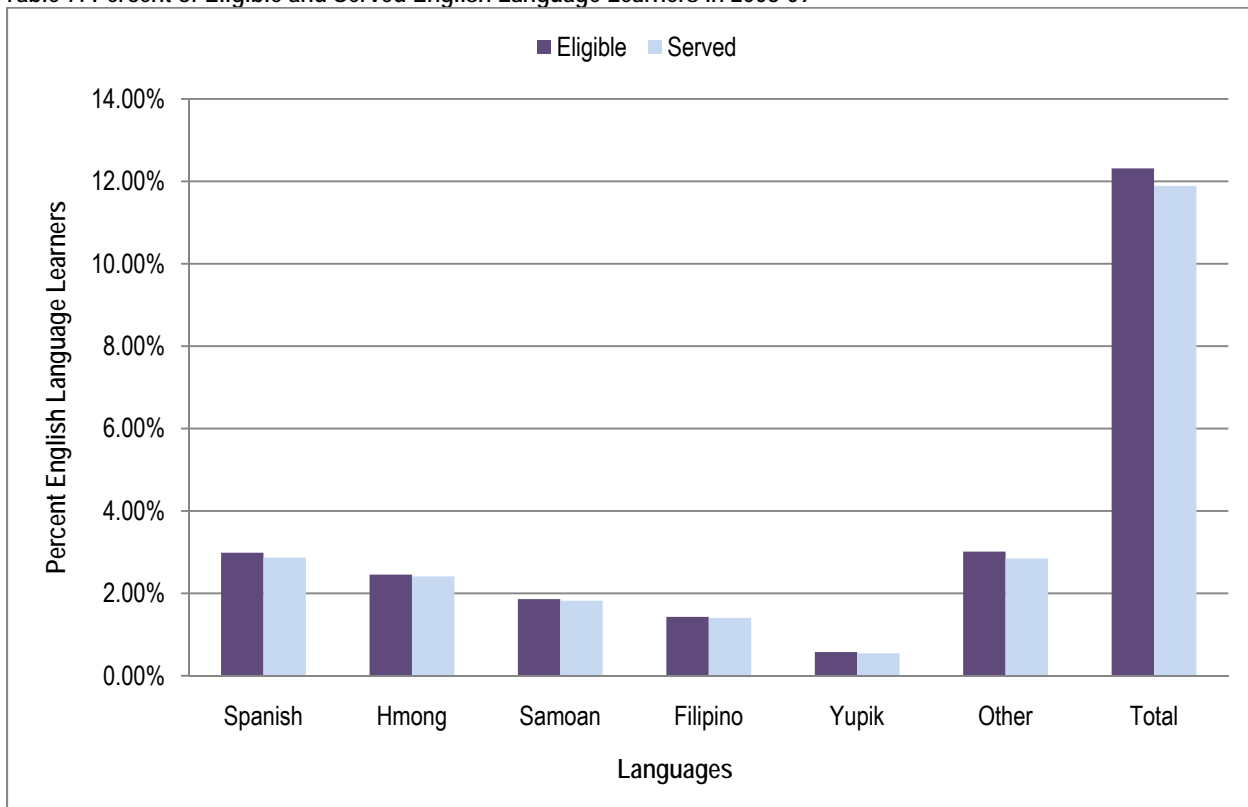


Table 8: 2008-09 Economically Disadvantaged Students

Source: Fall OASIS – October 1 Count for Enrollment/4th Friday in October Count for EDS

School	Number Identified as EDS	Number Enrolled	Percent Identified as EDS
Abbott Loop Elementary School	204	459	44.44%
Airport Heights Elementary School	232	323	71.83%
Alaska Native Charter School	116	161	72.05%
Alaska State School for the Deaf & Hard of Hearing	16	45	35.56%
Alpenglow Elementary School	47	552	8.51%
Aquarian Charter School	43	361	11.91%
Aurora Elementary School	183	424	43.16%
AVAIL**	61	62	98.39%
Bartlett High School	692	1,702	40.66%
Baxter Elementary School	162	358	45.25%
Bayshore Elementary School	81	545	14.86%
Bear Valley Elementary School	33	463	7.13%
Begich Middle School	670	1,186	56.49%
Benson Secondary School/SEARCH	100	248	40.32%
Birchwood ABC Elementary School	33	290	11.38%
Bowman Elementary School	86	475	18.11%
Campbell Elementary School	169	407	41.52%
Central Middle School Of Science	313	684	45.76%
Chester Valley Elementary School	130	275	47.27%
Chinook Elementary School	308	507	60.75%
Chugach Optional Elementary School	11	256	4.30%
Chugiak Elementary School	67	479	13.99%
Chugiak High School	122	1,270	9.61%
Clark Middle School	N/A	N/A	N/A
COHO School	6	41	14.63%
College Gate Elementary School	184	393	46.82%
Continuation School	15	36	41.67%
Creekside Park Elementary School	241	381	63.25%
Crossroads School	33	55	60.00%
Denali Montessori School	128	384	33.33%
Dimond High School	295	1,794	16.44%
Eagle Academy Charter School	2	164	1.22%
Eagle River Elementary School	130	368	35.33%
Eagle River High School	83	845	9.82%
East High School	1,008	2,193	45.96%
Fairview Elementary School*	417	417	100.00%
Family Partnership Charter School	84	580	14.48%
Fire Lake Elementary School	103	348	29.60%
Frontier Charter School	35	317	11.04%
Girdwood School	30	164	18.29%
Gladys Wood Elementary School	201	436	46.10%
Goldenview Middle School	88	758	11.61%
Government Hill Elementary School	203	428	47.43%

School	Number Identified as EDS	Number Enrolled	Percent Identified as EDS
Gruening Middle School	111	615	18.05%
Hanshaw Middle School	184	789	23.32%
Highland Tech Charter School	58	244	23.77%
Homestead Elementary School	51	330	15.45%
Huffman Elementary School	31	387	8.01%
Inlet View Elementary School	48	205	23.41%
Kasuun Elementary School	150	482	31.12%
Kincaid Elementary School	95	480	19.79%
Klatt Elementary School	158	352	44.89%
Lake Hood Elementary School	167	433	38.57%
Lake Otis Elementary School	245	422	58.06%
McLaughlin School**	102	103	99.03%
Mears Middle School	200	870	22.99%
Mirror Lake Middle School	86	668	12.87%
Mountain View Elementary School*	404	405	99.75%
Mount Spurr Elementary School	51	315	16.19%
Muldoon Elementary School*	419	420	99.76%
North Star Elementary School*	448	451	99.33%
Northern Lights ABC School	88	607	14.50%
Northwood Elementary School	200	325	61.54%
Nunaka Valley Elementary School	172	277	62.09%
Ocean View Elementary School	115	435	26.44%
O'Malley Elementary School	23	309	7.44%
Orion Elementary School	132	427	30.91%
Polaris K-12 School	41	479	8.56%
Ptarmigan Elementary School	343	483	71.01%
Rabbit Creek Elementary School	47	418	11.24%
Ravenwood Elementary School	23	401	5.74%
Rilke Schule Charter School	13	214	6.07%
Rogers Park Elementary School	157	525	29.90%
Romig Middle School	417	798	52.26%
Russian Jack Elementary School	279	381	73.23%
SAVE High School	81	254	31.89%
Sand Lake Elementary School	124	677	18.32%
Scenic Park Elementary School	147	365	40.27%
Service High School	401	1,921	20.87%
South High School	146	1,730	8.44%
Spring Hill Elementary School	156	328	47.56%
Steller Secondary School	23	294	7.82%
Susitna Elementary School	216	458	47.16%
Taku Elementary School	261	407	64.13%
Trailside Elementary School	89	482	18.46%
Tudor Elementary School	193	362	53.31%
Turnagain Elementary School	138	399	34.59%
Tyson Elementary School*	467	469	99.57%

School	Number Identified as EDS	Number Enrolled	Percent Identified as EDS
Ursa Major Elementary School	224	378	59.26%
Ursa Minor Elementary School	134	248	54.03%
Wendler Middle School	390	731	53.35%
West High School	659	1,801	36.59%
Whaley Center*	383	530	72.26%
Williwaw Elementary School*	405	405	100.00%
Willow Crest Elementary School	251	381	65.88%
Winterberry Charter School	5	185	2.70%
Wonder Park Elementary School	261	348	75.00%
Total	17,377	48,837	35.58%

*2008-09 Provision 2 or 3 Schools

2008-09 Whaley/Special Schools includes Whaley Center, Booth, McKinley Heights, North Star Hospital, Providence Heights, North Star Hospital at Bragaw, Providence Girls, Jesse Lee, Mt. Iliamna, ACT/ACT, Outreach, Anchorage Corrections, and DeBarr Residential. ACE/ACT students are not included in the 100% calculation for Provision 2 or 3 schools.

**AVAIL and McLaughlin meet the requirements for 100% low-income status but are not supported schools in the school lunch program.

Table 9: Economically Disadvantaged Students Compared to Non-Economically Disadvantaged Students Based on SBA Scores
School Year 2008-09

Source: Participation File and Test File

	Percent Proficient in			
	Reading	Writing	Mathematics	Science*
Grade 3				
EDS	70.53%	66.82%	65.83%	N/A
Non-EDS	89.48%	88.16%	86.76%	N/A
Grade 4				
EDS	66.20%	67.99%	62.99%	27.10%
Non-EDS	88.94%	89.28%	85.21%	61.13%
Grade 5				
EDS	69.63%	68.63%	61.39%	N/A
Non-EDS	90.57%	90.28%	82.62%	N/A
Grade 6				
EDS	65.04%	62.87%	56.50%	N/A
Non-EDS	89.12%	86.22%	82.50%	N/A
Grade 7				
EDS	67.07%	60.74%	51.98%	N/A
Non-EDS	89.51%	84.72%	76.81%	N/A
Grade 8				
EDS	68.29%	62.41%	47.19%	37.24%
Non-EDS	90.12%	86.96%	76.89%	71.35%
Grade 9				
EDS	66.25%	61.72%	47.25%	N/A
Non-EDS	87.79%	86.44%	70.21%	N/A
Grade 10				
EDS	70.16%	60.69%	51.25%	46.26%
Non-EDS	90.74%	86.25%	79.35%	76.55%
Grades 3-10				
EDS	67.88%	64.41%	56.49%	35.10%*
Non-EDS	89.53%	87.21%	79.72%	70.17%*

*SBA Science is only tested in grades 4, 8 and 10.

Table 10: Special Needs Population Total Number Served
 Source: NCLB Summer Data Collection and SMS Year End

	Number of Students Served Throughout School Year				
	04-05	05-06	06-07	07-08	08-09
Autism *	234	288	319	367	413
Deafness	41	37	39	34	31
Deaf-Blindness	4	4	2	2	1
Early Childhood Developmental Delay *	826	910	987	1,054	1,087
Emotional Disturbance *	501	509	490	497	487
Hearing Impairment	71	72	64	56	59
Mental Retardation *	333	344	327	311	315
Multiple Disabilities *	208	216	215	217	228
Orthopedic Impairment	41	36	37	34	35
Other Health Impairment	742	778	865	944	1,015
Specific Learning Disability	4,136	3,979	3,816	3,659	3,669
Speech or Language Impairment	1,441	1,322	1,222	1,242	1,229
Traumatic Brain Injury	35	31	34	32	31
Visual Impairment	13	15	14	20	22
Total	8,626	8,541	8,431	8,469	8,622

* Indicates the five categories in which students are claimed for intensive

Table 11: Five-Year Special Programs' Population

Source: See notes below

Areas of Need	Number of Students				
	04-05	05-06	06-07	07-08	08-09
English Language Learner Program					
Eligible	6,911	7,870	7,528	5,644	6,015
Served	N/A	6,490	6,645	5,268	5,808
Beginner	1,332	808	856	848	833
Intermediate	3,726	3,581	3,129	3,069	3,443
Proficient	1,350	2,258	2,520	778	891
Test Unavailable	503	1,229	1,073	1,004	873
Monitor					
Year 1	N/A	145	513	2,328	712
Year 2	N/A	229	145	448	2,087
Migrant					
Eligible	1,576	1,700	1,820	1,634	2,146
Served	845	1,287	1,100	1,274	1,309
Title I Students Served:					
Targeted Assistance Schools	245	109	111	0	0
Schoolwide Programs	9,266	8,070	10,113	9,899	9,271
Homeless Program	2,094	1,767	1,637	1,658	2,010
Neglected and Delinquent	911	392	535	521	582
Title VII Indian Education:					
Eligible	2,916	6,839	7,000	7,786	8,468
Served	N/A	2,032	2,176	2,363	3,466
Gifted	2,473	3,035	3,404	3,314	3,563

The English Language Learner Program data is obtained from SMS Year End. The reporting categories of beginning, intermediate and proficient went into effect during the 2005-06 school year with the implementation of the statewide English Language Proficiency Assessment-IPT.

The Title I Annual Performance Report is used for the categories of targeted assistance and schoolwide programs. The other categories were reported from the programs to Title I.

The Migrant Eligible Students reported are based upon on SMS Year End. The number reported for receiving services is a cumulative number of students served Sept. 1, 2008-Aug. 31, 2009 and is reported by the Migrant Education Department.

Title VII Indian Education Department reports the cumulative number served during the 2008-09 school year. The number eligible is obtained from SMS Year End and is based upon the family having a Federal 506 form on file.

Table 12: Ten-Year History of Districtwide Attendance

Source: NCLB Summer Data Collection

	Average of Aggregate Daily Attendance	Average of Aggregate Daily Membership	Average Attendance Rate
08-09	44,469.83	47,939.19	92.76%
07-08	44,698.19	48,148.53	92.83%
06-07	44,505.0	48,032.9	92.66%
05-06	45,872.6	49,200.7	93.24%
04-05	45,753.7	48,946.7	93.48%
03-04	45,896.7	49,055.8	93.56%
02-03	46,033.5	49,371.9	93.24%
01-02	45,886.0	49,248.1	93.17%
00-01	45,810.9	49,102.1	93.30%
99-00	45,731.0	48,863.1	93.59%

Legend

AF AM	African-American/Black
AKNA/AI	Alaska Native/American Indian
Asian	Asian
NH/OPI	Native Hawaiian/Other Pacific Islander
White	White
Hispanic	Hispanic
ME	Multi-Ethnic (2 or More Races)
EDS	Economically Disadvantaged Students
Non-EDS	Non-Economically Disadvantaged Students
SWD	Students with Disabilities
Non-SWD	Students without Disabilities
LEP	Limited English Proficient
Not LEP	Not Limited English Proficient
Migrant	Migrant
Not Migrant	Not Migrant
Female	Female
Male	Male

Cautions for interpretation:

The data should be interpreted with caution when comparing race/ethnicity changes from 2007-08 and 2008-09 to prior years. All students and staff went through a re-identification process for race/ethnicity at the beginning of the 2007-08 school year. Overall changes noted from this process were an increase in Multi-Ethnic and Hispanic and a decrease in all of the remaining race/ethnicity designated student groups. The numbers reported in the designated student group of Asian were also affected because of the Multi-Ethnic category and the reporting of Native Hawaiian or Other Pacific Islander as a separate category.

Caution also needs to be exercised when comparing the academic achievement of students in the Limited English Proficient student group from 2007-08 and 2008-09 to prior years. The exit criteria in 2007 changed from being overall proficient on the English Language Proficiency Assessment and proficient on the SBA reading and writing for two years to a single criterion of overall proficient on the English Language Proficiency Assessment. This change in exit criteria changed the overall eligible population served.

ASD School Board Ongoing Overall Goals: 2008-09

ASD Mission: To educate all students for success in life.

Academic Achievement

Increase student academic achievement using data to guide adoption of curriculum, methods, materials and professional development specifically designed to ensure that each group as designated by No Child Left Behind makes adequate yearly progress.

Supportive and effective learning environment

Establish and maintain a supportive and effective learning environment by

- providing safe, caring, barrier-free schools;
- promoting health and wellness;
- continuing to retain, recruit and train highly qualified staff with an emphasis on improving staff diversity to better reflect our student body;
- challenging each student academically;
- maximizing opportunities for lifelong learning;
- offering reinforcing extracurricular activities; and
- collaborating with other community agencies to maximize opportunities for lifelong learning.

Public accountability

Ensure public accountability through

- continued participation in the state and federal required testing programs;
- continued preparation and publication of the Profile of Performance, budget basics, and budget and bond summaries;
- effective consultation with the community to ensure wise use of financial resources and responsible construction and maintenance of facilities; and
- effective communication with students, staff, parents, community and government at all levels.

Diversity in the Workforce

The Anchorage School District is committed to establishing an environment of respect and mutual collaboration by attracting and retaining a quality work force, at every level in the District, who are committed to providing a positive learning environment, who value diversity, and who reflect the diversity of the Anchorage community and the relevant labor market.

Measurable Achievement Goals

We, the Anchorage School Board, Superintendent and District staff commit to the following:

1. Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicators:

- a. The percentage of students scoring not proficient in language arts and mathematics will decrease by 10 percent in each AYP-designated student group.

Reporting Directions: Results will be reported in the inverse as the respective percents proficient.

Examples:

Given that the Caucasian group was 11.3 percent not proficient last year in language arts, they would need to reduce the percent not proficient by 1.13 percent. Therefore, the target will be met if the percent not proficient is 10.17. Reporting in the inverse, the target is 89.83 percent proficient.

Given that the special education group was 57.2 percent not proficient last year in language arts, they would need to reduce the percent not proficient by 5.72 percent. Therefore, the target will be met if the percent not proficient is 51.48. Reporting in the inverse, the target is 48.52 percent proficient.

- b. In a year-to-year comparison, the percentage of students scoring proficient in reading on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.
- c. In a year-to-year comparison, the percentage of students scoring proficient in writing on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.
- d. In a year-to-year comparison, the percentage of students scoring proficient in mathematics on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.
- e. In a sequential cohort comparison, the percentage of students scoring proficient in mathematics on the Alaska Standards Based Assessment in the transition years of elementary to middle and middle to high school will be greater than the same students scoring proficient in the previous year (grade 6 to 7 and grade 8 to 9 will be compared).
- f. In a year-to-year comparison, the achievement gap in language arts and mathematics will decrease significantly between each AYP-designated ethnicity group and the White group, narrowing the achievement gap.
- g. In a year-to-year comparison, the achievement gap in language arts and mathematics will decrease significantly between the AYP-designated groups of economically disadvantaged and non-economically disadvantaged, limited English proficient and non-limited English proficient, and disabled and non-disabled students.
- h. The performance of the sequential cohort of students in grades 5, 7 and 9 will show an increase in the average scale score from the previous year on the writing content strands of *Structures and Conventions of Writing* and *Revision*.
- i. In a year-to-year comparison, the percentage of students scoring proficient in science on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in grades 4, 8 and 10.

Process direction for middle and high school education:

The district will develop well-articulated curricular and instructional interventions at the middle and high school levels for non-proficient students in language arts and mathematics.

Performance will be assessed on the Alaska Standards Based Assessment (grades 3-10). These assessments will provide information on the status of student group performance for each school at grade levels 3-10.

Results will also be provided on student performance in grade 10 on the Alaska High School Graduation Qualifying Exam (HSGQE) and on the cumulative performance of students in grades 11 and 12 at year-end.

Performance by students in grades 5 and 7 on the Terra Nova will be reported, though these scores are no longer included in the determination of adequate yearly progress.

Note: The state defined AMO for 2007-08 in language arts is 77.18 percent proficient and mathematics is 66.09 percent proficient.

2. A higher percentage of students will master reading skills and strategies to read proficiently at the end of grade 3.

Indicator:

In a year-to-year comparison, the percentage of students scoring proficient in reading on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in grade 3.

3. The percentage of students in accelerated mathematics sequence will increase.

Indicators:

- a. The percentage of students in each AYP-designated student group who successfully complete Algebra I in grade 8 or earlier with a grade of C or higher will increase by 5 percent in a year-to-year comparison.
- b. The district will increase the percentage of students still enrolled in the Anchorage School District who successfully completed Algebra I with a B or better in grade 8 or earlier and are enrolled in Geometry or Algebra II in grade 9 and successfully complete the course with a C or higher.

4. The dropout rate will decrease.

Indicator:

- a. The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

Reporting Direction:

Students' reported reasons for dropping out will be reported by grade levels 7-12.

5. The graduation rate will increase.

Indicator:

The graduation rate will increase by 5 percent from year-to-year in each AYP-designated student group across the district and in each school.

Reporting Direction:

The percentage of grade 9 students enrolled in the district who are on-track to meet graduation requirements at the end of their grade 9 year, including summer school credits, will increase. On-track means the student has earned a minimum of 5.5 credits and failed no more than one semester of a core subject.

6. The percentage of high school students successfully completing higher-level courses will increase.

Indicators:

- a. The district will maintain or increase the percentage of students scoring in the 4th quartile (76-99 percent) on the TerraNova 3rd Edition in grades 5 and 7.
- b. There will be at least a 5 percent increase in each AYP-designated student group in the percentage of high school students who successfully complete AP courses in a year-to-year comparison. "Successfully complete" is defined as passing the AP course with a grade of C or higher.
- c. Of the students who have successfully completed an AP course with a grade of C or higher, there will be an increase in the percentage of students in each AYP-designated student group who take the College Board AP examination.
- d. There will be an increase in the number of seniors who have successfully completed at least one higher level math course as defined by the National Center for Education Statistics (classified as more challenging than Algebra II) with a C or higher.
- e. There will be an increase in the number of seniors who have completed at least one higher level science course as defined by the National Center for Education Statistics (classified as more challenging than Biology) with a C or higher.

Process directions for middle and high school education:

- a. The district will continue to explore various assessments to identify readiness for advanced courses in middle and high school as well as for college/work readiness.
- b. The district will define the core curriculum we expect our students to successfully complete in order to be workforce and college ready.

7. Customer service and satisfaction will improve.

Indicator:

The district will increase the survey response rate and the *Respectful Climate* factor score measured in the student, staff and parent climate survey at the district and division levels.

8. Parent/guardian involvement will improve.

Indicators:

- a. The *Parent/Guardian and Community Involvement* factor score reported in the staff climate survey will increase at the district and division levels.
- b. The *Parent/Guardian and Community Involvement* factor score reported in the parent/guardian survey will increase at the district and division levels.

9. The ASD is committed to establishing an environment of respect and mutual collaboration by attracting and retaining a quality work force, at every level in the District, who are committed to providing a positive learning environment, who value diversity, and who reflect the diversity of the Anchorage community and the relevant labor market.

Indicator:

In a year-to-year comparison, the district will increase the percentage of non-white employees in the overall work force.

ASD 2008-09 Board Goal Indicator Data and Summary

The data should be interpreted with caution when comparing race/ethnicity changes from 2007-08 and 2008-09 to prior years. All students and staff went through a re-identification process for race/ethnicity at the beginning of the 2007-08 school year. Overall changes noted from this process were an increase in Multi-Ethnic and Hispanic and a decrease in all of the remaining race/ethnicity designated student groups. The numbers reported in the designated student group of Asian were also affected because of the Multi-Ethnic category and the reporting of Native Hawaiian or Other Pacific Islander as a separate category.

Caution also needs to be exercised when comparing the academic achievement of students in the Limited English Proficient student group from 2006-07 and 2008-09 to prior years. The exit criteria in 2007 changed from being overall proficient on the English Language Proficiency Assessment and proficient on the SBA reading and writing for two years to a single criterion of overall proficient on the English Language Proficiency Assessment. The change in the exit criteria changed the overall eligible population served.

Goal 1 – Indicator a. The percentage of students scoring not proficient in language arts and mathematics will decrease by 10 percent in each AYP-designated student group.

Results (pages 35 - 36):

In language arts there were percent gains from 2007-08 to 2008-09 in the percentage of students scoring not proficient at the All Students category and in all designated student groups except African American. The target was not achieved at the All Students category or in any of the designated student groups.

In mathematics there were percent gains from 2007-08 to 2008-09 in the percentage of students scoring not proficient at the All Students category and in all designated student groups. The target was not achieved at the All Students category or in any of the designated student groups.

Goal 1 – Indicator b. In a year-to-year comparison, the percentage of students scoring proficient in reading on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.

Results (pages 37 - 44):

Grade 3 reading SBA – there were percent losses from 2007-08 to 2008-09 in proficiency at the All Students category and in all designated student groups except African-American, White, Hispanic, Multi-Ethnic, Economically Disadvantaged, Limited English Proficient and Female. The target was not achieved at the All Students or in any of the designated student groups except for Multi-Ethnic and Limited English Proficient.

Grade 4 reading SBA – there were percent losses from 2007-08 to 2008-09 in proficiency at the for All Students category and in all designated student groups except Migrant. The target was not achieved at the All Students category or in any of the designated student groups.

Grade 5 reading SBA – there were percent losses from 2007-08 to 2008-09 in proficiency at the All Students category and in all designated student groups except Multi-Ethnic. The target was not achieved at the All Students category or in any of the designated student groups.

Grade 6 reading SBA – there were percent losses from 2007-08 to 2008-09 in proficiency at the All Students category and in all designated student groups. The target was not achieved at the All Students category or in any of the designated student groups.

Grade 7 reading SBA – there were percent losses from 2007-08 to 2008-09 in proficiency at the All Students category and in all designated student groups except White and Migrant. The target was not achieved at the All Students category or in any of the designated student groups.

Grade 8 reading SBA – there were percent losses from 2007-08 to 2008-09 in proficiency at the All Students category and in all designated student groups. The target was not achieved at the All Students category or in any of the designated student groups.

Grade 9 reading SBA – percent losses were obtained from 2007-08 to 2008-09 in proficiency at the All Students category and in all designated student groups except Native Hawaiian/Other Pacific Islander. The target was not achieved at the All Students category or in any of the designated student groups except Native Hawaiian/Other Pacific Islander.

Grade 10 reading SBA – there were percent gains from 2007-08 to 2008-09 in proficiency at the All Students category and in all designated student groups except Alaska Native/American Indian and Native Hawaiian/Other Pacific Islander. The target was not

achieved at the All Students category or in the designated student groups of Alaska Native/American Indian, Native Hawaiian/Other Pacific Islander, White and Male.

Goal 1 – Indicator c. In a year-to-year comparison, the percentage of students scoring proficient in writing on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.

Results (pages 45-52):

Grade 3 writing SBA – there were percent gains from 2007-08 to 2008-09 in proficiency at the All Students category and in all designated student groups except Asian, Native Hawaiian/Other Pacific Islander, Hispanic, Students with Disabilities, Migrant and Male. The target was not achieved at the All Students category or in any of the designated student groups except for African-American, Alaska Native/American Indian, Multi-Ethnic and Limited English Proficient.

Grade 4 writing SBA – there were percent loses from 2007-08 to 2008-09 in proficiency at the All Students category and in all designated student groups except Hispanic and Migrant. The target was not achieved at the All Students category or in any of the designated student groups except Migrant.

Grade 5 writing SBA – there were percent gains from 2007-08 to 2008-09 in proficiency at the All Students category and in all designated student groups except Asian. The target was achieved at the All Students category and in all of the designated student groups except Asian, White and Female.

Grade 6 writing SBA – there were percent loses from 2007-08 to 2008-09 in proficiency at the All Students category and in all designated student groups except African-American, Asian, Native Hawaiian/Other Pacific Islander, Students with Disabilities, Limited English Proficient and Migrant. The target was achieved in the designated student groups of African-American, Asian, Native Hawaiian/Other Pacific Islander and Migrant.

Grade 7 writing SBA – there were percent gains from 2007-08 to 2008-09 in proficiency at the All Students category and in all designated student groups except Asian, Multi-Ethnic and Limited English Proficient. The target was achieved at the All Students category and in all of the designated student groups except Asian, Multi-Ethnic, Limited English Proficient and Male.

Grade 8 writing SBA – there were percent gains from 2007-08 to 2008-09 in proficiency at the All Students category and in all designated student groups except African American, Native Hawaiian/Other Pacific Islander, Hispanic, Limited English Proficient and Migrant. The target was achieved at the All Students category and in all of the designated student groups except African-American, Native Hawaiian/Other Pacific Islander, Hispanic, Limited English Proficient, Migrant and Female.

Grade 9 writing SBA – there were percent gains from 2007-08 to 2008-09 in proficiency at the All Students category and in all designated student groups except Asian, White and Students with Disabilities. The target was not achieved at the All Students category but was met in the designated student groups of African-American, Alaska Native/American Indian, Native Hawaiian/Other Pacific Islander, Hispanic, Economically Disadvantaged, Limited English Proficient and Migrant.

Grade 10 writing SBA – there were percent gains from 2007-08 to 2008-09 in proficiency at the All Students category and in all designated student groups except Alaska Native/American Indian. The target was achieved at the All Students category and in all of the designated student groups except Alaska Native/American Indian, White, Migrant and Female.

Goal 1 – Indicator d. In a year-to-year comparison, the percentage of students scoring proficient in mathematics on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.

Results (pages 53 - 60):

Grade 3 mathematics SBA – there were percent losses from 2007-08 to 2008-09 in proficiency at the All Students category and in all designated student groups except Alaska Native/American Indian, Multi-Ethnic and Limited English Proficient. The target was not achieved at the All Students category or in any of the designated student groups except Limited English Proficient.

Grade 4 mathematics SBA – there were percent losses from 2007-08 to 2008-09 in proficiency at the All Students category and in all designated student groups except Native Hawaiian/Other Pacific Islander. The target was not achieved at the All Students category or in any of the designated student groups except Native Hawaiian/Other Pacific Islander.

Grade 5 mathematics SBA – there were percent losses from 2007-08 to 2008-09 in proficiency at the All Students category and in all designated student groups. The target was not achieved at the All Students category or in any of the designated student groups.

Grade 6 mathematics SBA – there were percent losses from 2007-08 to 2008-09 in proficiency at the All Students category and in all designated student groups except African-American. The target was not achieved at the All Students category or in any of the designated student groups except African-American.

Grade 7 mathematics SBA – there were percent losses from 2007-08 to 2008-09 in proficiency at the All Students category and in all designated student groups except African-American, Alaska Native/American Indian and Migrant. The target was not achieved at the All Students category or in any of the designated student groups except African-American, Alaska Native/American Indian and Migrant.

Grade 8 mathematics SBA – there were percent losses from 2007-08 to 2008-09 in proficiency at the All Students category and in all designated student groups except White and Multi-Ethnic. The target was not achieved at the All Students category or in any of the designated student groups.

Grade 9 mathematics SBA – there were percent losses from 2007-08 to 2008-09 in proficiency at the All Students category and in all designated student groups except Native Hawaiian/Other Pacific Islander, Limited English Proficient and Migrant. The target was not achieved at the All Students category or in any of the designated student groups except Native Hawaiian/Other Pacific Islander, Limited English Proficient and Migrant.

Grade 10 mathematics SBA – there were percent gains from 2007-08 to 2008-09 in proficiency at the All Students category and in all designated student groups except Native Hawaiian/Other Pacific Islander and Migrant. The target was achieved at the All Students category and in all of the designated student groups except Native Hawaiian/Other Pacific Islander and Migrant.

Goal 1 – Indicator e. In a sequential cohort comparison, the percentage of students scoring proficient in mathematics on the Alaska Standards Based Assessment in the transition years of elementary to middle and middle to high school will be greater than the same students scoring proficient in the previous year (grade 6 to 7 and grade 8 to 9 will be compared).

Results (pages 61 - 62):

Of those students who were proficient in mathematics on the SBA in grade 6 in 2007-08 and who returned and tested in grade 7 in 2008-09, there was a loss in percentage points at the All Students category and in all designated student groups. The target was not achieved at the All Students category or in any of the designated student groups.

Of those students who were proficient in mathematics on the SBA in grade 8 in 2007-08 and who returned and tested in grade 9 in 2008-09, there was a loss in percentage points at the All Students category and in all designated student groups except Native Hawaiian/Other Pacific Islander category. The target was not achieved at the All Students category or in any of the designated student groups.

Goal 1 – Indicator f. In a year-to-year comparison, the achievement gap in language arts and mathematics will decrease significantly between each AYP-designated group and the White group, narrowing the achievement gap.

Results (pages 63 - 64):

In language arts the achievement gap increased from 2007-08 to 2008-09 between each AYP-designated race/ethnicity group and the White group except African-American. The decrease was not statistically significant for the African-American category.

In mathematics the achievement gap increased from 2007-08 to 2008-09 between each AYP-designated race/ethnicity group and the White group except African-American. The decrease was not statistically significant for the African-American category.

Goal 1 – Indicator g. In a year-to-year comparison, the achievement gap in language arts and mathematics will decrease significantly between the AYP-designated groups of economically disadvantaged and non-economically disadvantaged, limited English proficient and non-limited English proficient and disabled and non-disabled students.

Results (pages 65 - 70):

In language arts the achievement gap increased from 2007-08 to 2008-09 between the economically disadvantaged group and the non-economically disadvantaged group.

In mathematics the achievement gap increased from 2007-08 to 2008-09 between the economically disadvantaged group and the non-economically disadvantaged group.

In language arts the achievement gap increased from 2007-08 to 2008-09 between the limited English proficient group and the non-limited English proficient group.

In mathematics the achievement gap increased from 2007-08 to 2008-09 between the limited English proficient group and the non-limited English proficient group.

In language arts the achievement gap increased from 2007-08 to 2008-09 between the disabled group and the non-disabled group.

In mathematics the achievement gap increased from 2007-08 to 2008-09 between the disabled group and the non-disabled group.

Goal 1 – Indicator h. The performance of the sequential cohort of students in grades 5, 7 and 9 will show an increase in the average scale score from the previous year on the writing content strands of *Structures and Conventions of Writing* and *Revision*.

Results (pages 71 - 76):

Of the grade 4 students who were tested in the writing content strand of *Structures and Conventions of Writing* in 2007-08 and who returned and tested as grade 5 students in 2008-09, there were losses in the average scale score and the target was not achieved at the All Students category or in any of the designated student groups except Asian and Limited English Proficient.

Of the grade 6 students who were tested in the writing content strand of *Structures and Conventions of Writing* in 2007-08 and who returned and tested as grade 7 students in 2008-09, there were gains in the average scale score and the target was met at the All Students category and in all of the designated student groups except Asian, Native Hawaiian/Other Pacific Islander, White, Students with Disabilities and Male.

Of the grade 8 students who were tested in the writing content strand of *Structures and Conventions of Writing* in 2007-08 and who returned and tested as grade 9 students in 2008-09, there were gains in the average scale score and the target was met at the All Students category and in all of the designated student groups except African-American, Asian, Native Hawaiian/Other Pacific Islander, Hispanic, Economically Disadvantaged and Limited English Proficient.

Of the grade 4 students who were tested in the writing content strand of *Revision* in 2007-078 and who returned and tested as grade 5 students in 2008-09, there were losses in the average scale score and the target was not achieved at the All Students category or in any of the designated student groups except for African-American, Alaska Native/American Indian, Asian, Hispanic, Economically Disadvantaged, Students with Disabilities and Limited English Proficient.

Of the grade 6 students who were tested in the writing content strand of *Revision* in 2007-08 and returned and tested as grade 7 students in 2008-09, there were losses in the average scale score and the target was not achieved at the All Students category or in any of the designated student groups except Students with Disabilities and Limited English Proficient.

Of the grade 8 students who were tested in the writing content strand of *Revision* in 2007-08 and who returned and tested as grade 9 students in 2008-09, there were losses in the average scale score and the target was not achieved at the All Students category or in any of the designated student groups, except African-American, Native Hawaiian/Other Pacific Islander, Economically Disadvantaged, Students with Disabilities and Limited English Proficient.

Goal 1 – Indicator i. In a year-to-year comparison, the percentage of students scoring proficient in science on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in grades 4, 8 and 10.

Results (pages 91 - 93):

Grade 4 science SBA – there were percent losses from 2007-08 to 2008-09 in proficiency at the All Students category and in all designated student groups. The target was not achieved at the All Students category or in any of the designated student groups.

Grade 8 science SBA – there were percent gains from 2007-08 to 2008-09 in proficiency at the All Students category and in all designated student groups except Migrant. The target was achieved at the All Students category and in all of the designated student groups except Migrant.

Grade 10 science SBA - there were percent gains from 2007-08 to 2008-09 in proficiency at the All Students category and in all designated student groups except Native Hawaiian/Other Pacific Islander, Limited English Proficient and Migrant. The target was achieved at the All Students category and in all of the designated student groups except Native Hawaiian/Other Pacific Islander, Limited English Proficient and Migrant.

Goal 2 – Indicator. In a year-to-year comparison, the percentage of students scoring proficient in reading on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP- designated group in grade 3.

Results (page 123):

There were percent losses from 2007-08 to 2008-09 in grade 3 SBA reading proficiency at the All Students category and in all designated student groups except African-American, White, Hispanic, Multi-Ethnic, Economically Disadvantaged, Limited English Proficient and Female. The target was not achieved at the All Students category or in any designated student groups except for Multi-Ethnic and Limited English Proficient.

Goal 3 – Indicator a. The percentage of students in each AYP-designated student group who successfully complete Algebra I in grade 8 or earlier with a grade of C or higher will increase by 5 percent in a year-to-year comparison.

Results (page 124):

Percent gains were made from the 2007-08 to 2008-09 of students successfully completing Algebra I in grade 8 or earlier for all the designated student groups except Students with Disabilities. The target was achieved at the All Students category and in all of the designed student groups except African-American, Alaska Native/American Indian and Students with Disabilities.

Goal 3 – Indicator b. The district will increase the percentage of students still enrolled in the Anchorage School District who successfully completed Algebra I with a B or better in grade 8 or earlier and are enrolled in Geometry or Algebra II in grade 9 and successfully complete the course with a C or higher.

Results (page 125):

The percentage of students who successfully completed Algebra I by grade 8 or earlier and successfully completed Geometry or Algebra II in grade 9 decreased at the All Students category and in all designated student groups except African-American, Alaska Native/American Indian, White, Economically Disadvantaged, Limited English Proficient and Migrant. The target was achieved in the designated student groups of African-American, Alaska Native/American Indian, White, Economically Disadvantaged, Limited English Proficient and Migrant.

Goal 4 – Indicator. The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

Results (pages 126 - 161):

At the district level decreases in the dropout rate were made from the 2007-08 school year to the 2008-09 school year for All Students and in all designated student groups except Multi-Ethnic. The target was achieved at the All Students category and in all of the designated student groups except Multi-Ethnic.

At the individual school level the target of a decrease of 5 percent or more from 2007-08 to 2008-09 was achieved at the All Students category by 12 of the 35 schools that serve students in grades 7-12 and have a dropout rate. Seven schools could not be calculated because they had zero percent dropouts in 2007-08. Continuation and COHO established their baseline year in 2008-09. Fourteen schools did not meet the target at the All Students category. Those schools that met the target at the All Students category include Central, Girdwood, Goldenview, Chugiak, Eagle River, East, Avail, Crossroads, McLaughlin, SAVE, Frontier and Highland Tech.

Goal 5 – Indicator. The graduation rate will increase by 5 percent from year-to-year in each AYP-designated student group across the district and in each school.

Results (pages 165 - 187):

At the district level there were increases in the graduation rate from 2007-08 to 2008-09 at the All Students category and in all designated student groups except Native Hawaiian/Other Pacific Islander and Migrant. The target was met at the All Students category and in all of the designated student groups except Native Hawaiian/Other Pacific Islander, Hispanic, Multi-Ethnic, Limited English Proficient and Migrant.

At the individual school level, the target was achieved at the All Students category by 15 of the 20 schools that reported graduation rates. COHO and Continuation established their baseline is 2008-09. Schools that met the target at the All Students category were Bartlett, Chugiak, East, Dimond, West, ASSDHH, Avail, Crossroads, McLaughlin, Polaris, Save, Whaley, Family Partnership, Frontier, Highland Tech.

Goal 5 – Reporting Direction. The percentage of grade 9 students enrolled in the district who are on-track to meet graduation requirements at the end of their grade 9 year, including summer school credits, will increase. On-track means the student has earned a minimum of 5.5 credits and failed no more than one semester of a core subject.

Results (pages 189 - 204):

At the district level the percentage of students who are on-track to graduate decreased from the 2007-08 school year at the All Students category and all designated student groups except Hispanic and Students with Disabilities. The target was met in Hispanic and Students with Disabilities.

At the individual school level, the target was achieved at the All Students category by four of the 15 schools. Five schools are not reportable because of zero grade 9 enrollment or zero percent on-track. Highland Tech is excluded because their grades and credits are not transcribed until the student transfers or graduates. Schools that met the target at the All Students category were South, West, Whaley and Frontier.

Goal 6 – Indicator a. The district will maintain or increase the percentage of students scoring in the 4th quartile (76-99 percent) on the TerraNova 3rd Edition in grades 5 and 7.

Results (pages 206 - 211):

Grade 5 TerraNova reading – there were losses in the percentage of student scoring in the 4th quartile between the 2007-08 and 2008-09 school year and the target was not achieved at the All Students category or in any of the designated student groups except African-American, Alaska Native/American Indian, Native Hawaiian/Other Pacific Islander, White, Economically Disadvantaged, Students with Disabilities and Migrant.

Grade 5 TerraNova language – there were losses in the percentage of student scoring in the 4th quartile between the 2007-08 and 2008-09 school year and the target was not achieved at the All Students category or in any of the designated student groups except Alaska Native/American Indian, Hispanic and Limited English Proficient.

Grade 5 TerraNova mathematics – there were losses in the percentage of student scoring in the 4th quartile between the 2007-08 and 2008-09 school year and the target was not achieved at the All Students category or in any of the designated student groups except Alaska Native/American Indian and Students with Disabilities.

Grade 7 TerraNova reading – there were gains in the percentage of student scoring in the 4th quartile between the 2007-08 and 2008-09 school year and the target was achieved at the All Students category and all designated student groups except African-American, Alaska Native/American Indian, Asian, Multi-Ethnic, Limited English Proficient and Male.

Grade 7 TerraNova language – there were losses in the percentage of student scoring in the 4th quartile between the 2007-08 and 2008-09 school year and the target was not achieved at the All Students category or in any of the designated student groups except African American, Asian, Native Hawaiian/Other Pacific Islander, White, Multi-Ethnic, Students with Disabilities and Female.

Grade 7 TerraNova mathematics – there were losses in the percentage of student scoring in the 4th quartile between the 2007-08 and 2008-09 school year and the target was not achieved at the All Student category or in any of the designated student groups except African American, Alaska Native/American Indian, Native Hawaiian/Other Pacific Islander, Economically Disadvantaged, Students with Disabilities and Migrant.

Goal 6 – Indicator b. There will be at least a 5 percent increase in each AYP-designated student group in the percentage of high school students who successfully complete AP courses in a year-to-year comparison. “Successfully complete” is defined as passing the AP course with a grade of C or higher.

Results (page 215):

For the year-to-year comparison of the percentage of students who successfully completed an AP course in the 2007-08 and 2008-09 school years, there were percent gains at the All Students category and in all designated students groups except Multi-Ethnic, Limited English Proficient and Male. The target was achieved at the designated student groups of African-American,

Alaska Native/American Indian, Native Hawaiian/Other Pacific Islander, Economically Disadvantaged, Students with Disabilities, Migrant and Female.

Goal 6 – Indicator c. Of the students who have successfully completed an AP course with a grade of *C* or higher, there will be an increase in the percentage of students in each AYP-designated student group who take the College Board AP examination.

Results (page 216):

When compared to 2007-08 there was an increase in the percentage of students who took the College Board AP examination who successfully completed the AP course with a *C* or higher at the All Students category and in all designated student groups except Native Hawaiian/Other Pacific Islander, Multi-Ethnic, Students with Disabilities, Limited English Proficient and Male.

Goal 6 – Indicator d. There will be an increase in the number of seniors who have successfully completed at least one higher level math course as defined by the National Center for Education Statistics (classified as more challenging than Algebra II) with a *C* or higher.

Results (page 222):

When compared to 2007-08 there were losses in the number of seniors who have successfully completed at least one higher level mathematics course at the All Students category and in all designated student groups except African American, Alaska Native/American Indian, Asian, Hispanic, Economically Disadvantaged and Students with Disabilities.

Goal 6 – Indicator e. There will be an increase in the number of seniors who have completed at least one higher level science course as defined by the National Center for Education Statistics (classified as more challenging than biology) with a *C* or higher.

Results (page 223):

When compared to 2007-08 there were losses in the number of seniors who have completed at least one higher level science course at the All Students category and in all designated student groups except African-American, Asian, Multi-Ethnic, Economically Disadvantaged, Students with Disabilities and Female.

Goal 7 – Indicator. The district will increase the survey response rate and the *Respectful Climate* Factor score measured in the student, staff and parent/guardian climate survey at the district and division levels.

Results (pages 229 – 231):

From the 2008-09 Climate 5-12 Student Surveys, elementary and middle school divisions had a decrease in the response rate, while high, alternative/charter and district had increases.

From the 2008-09 Climate Staff Surveys, all of the categories had an increase in the response rate.

From the 2008-09 Climate Parent/Guardian Surveys, all of the categories had a decrease in the response rate. The cancellation of the spring parent teacher conferences eliminated one of the three methods used to obtain these surveys.

The *Respectful Climate* factor was determined from the Student and Staff Climate Survey results. Respondents were asked a series of questions that were related to respectful climate. The *Respectful Climate* factor in both the student and staff survey included several questions that reflect feelings about fairness of rules and respect for contributions. For the parent results, several questions were combined to develop a *Respectful Climate* factor. The range of the factor score is from one to five, where one is low and five is high.

From the 2008-09 Climate Student Surveys, all of the categories had an increase in the *Respectful Climate* Factor Score. Alternative and Charter created new baseline data as of 2008-09.

From the 2008-09 Climate Staff Surveys, all of the categories had an increase in the *Respectful Climate* Factor Score. Alternative and Charter created new baseline data as of 2008-09.

From the 2008-09 Climate Parent/Guardian Surveys, all of the categories had a decrease in the *Respectful Climate* Factor Score. Alternative and Charter created new baseline data as of 2008-09.

Goal 8 – Indicator a. The *Parent/Guardian and Community Involvement* factor score reported in the staff climate survey will increase at the district and division levels.

Results (page 232):

The *Parent/Guardian and Community Involvement* factor was determined from the staff climate survey results. Respondents were asked a series of questions that were related to parent/guardian and community involvement. The *Parent/Guardian and Community Involvement* factor in the staff survey included several questions that reflect feelings about parent/guardian and community involvement. The range of the factor score is from one to five, where one is low and five is high.

From the 2008-09 Climate Staff Surveys the categories of elementary school and district had an increase in the mean score of respondents on the *Parent/Guardian and Community Involvement* factor. The categories of middle school and high school had a decrease. Alternative and Charter created new baseline data as of 2008-09.

Goal 8 – Indicator b. The *Parent/Guardian and Community Involvement* factor score reported in the parent/guardian climate survey will increase at the district and division levels.

Results (page 233):

The Parent/Guardian and Community Involvement factor was determined from the parent/guardian climate survey results. Respondents were asked a series of questions that were related to parent/guardian and community involvement. The *Parent/Guardian and Community Involvement* factor in the parent/guardian survey included several questions that reflect feelings about parent/guardian and community involvement. The range of the factor score is from one to five, where one is low and five is high.

From the 2008-09 Climate Parent/Guardian Surveys all the categories had a decrease in the mean score of respondents on the parent/guardian and community involvement factor. Alternative and Charter created new baseline data as of 2008-09.

Goal 9 – Indicator. In a year-to-year comparison, the district will increase the percentage of non-White employees in the overall work force.

Results (page 251):

The percentage of non-white employees increased between 2007-08 and 2008-09 from 22.83 to 23.12 percent.

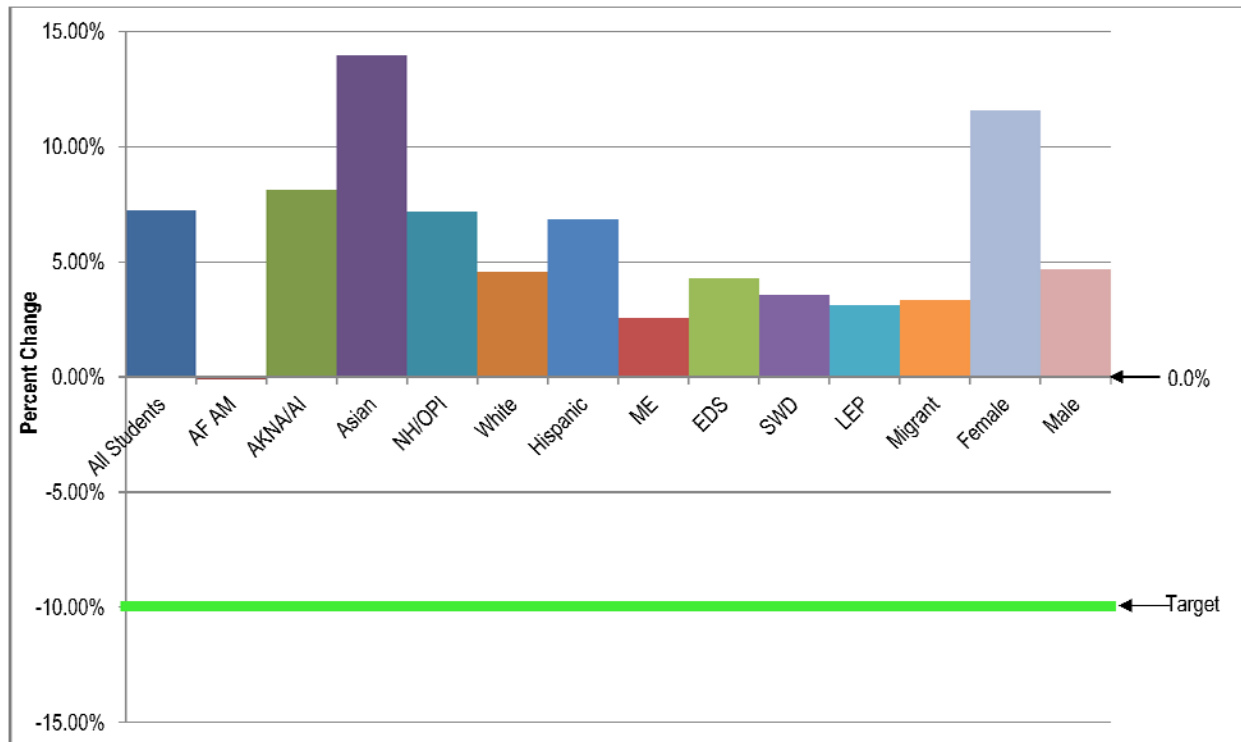
Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1a: The percentage of students scoring not proficient in language arts and mathematics will decrease by 10 percent in each AYP-designated student group (reported in the inverse as the respective percent proficient).

Year-to-Year Comparison of Percent Proficient in Language Arts (Reading and Writing Combined)
 2007-08 and 2008-09 Results Obtained From the SBA
 Anchorage School District, Grades 3-10

	Language Arts							
	07-08		08-09		Target*	Result		
	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Increase Required in Percent Proficient	Percentage Change in Percent Proficient	Percent of Non-Proficient Change	Target Met?
All Students	28,474	80.76%	28,806	79.37%	1.92%	-1.39%	7.22%	No
African-American/Black	1,746	69.87%	1,788	69.91%	3.01%	0.04%	-0.13%	No
Alaska Native/American Indian	2,477	63.54%	2,433	60.58%	3.65%	-2.96%	8.12%	No
Asian	2,589	77.13%	2,931	73.93%	2.29%	-3.20%	13.99%	No
Native Hawaiian/Other Pacific Islander	936	57.37%	1,031	54.32%	4.26%	-3.05%	7.15%	No
White	14,374	88.86%	14,094	88.35%	1.11%	-0.51%	4.58%	No
Hispanic	2,857	75.60%	2,957	73.93%	2.44%	-1.67%	6.84%	No
Multi-Ethnic (2 or More Races)	3,495	78.25%	3,572	77.69%	2.17%	-0.56%	2.57%	No
Economically Disadvantaged	10,401	66.85%	11,311	65.43%	3.32%	-1.42%	4.28%	No
Students with Disabilities	4,367	46.49%	4,510	44.59%	5.35%	-1.90%	3.55%	No
LEP	2,494	41.78%	2,685	39.96%	5.82%	-1.82%	3.13%	No
Migrant	1,127	69.65%	1,208	68.63%	3.04%	-1.02%	3.36%	No
Female	13,913	85.80%	14,024	84.16%	1.42%	-1.64%	11.55%	No
Male	14,561	75.95%	14,782	74.83%	2.41%	-1.12%	4.66%	No

* The target is 10% of 2007-08 percent not proficient.



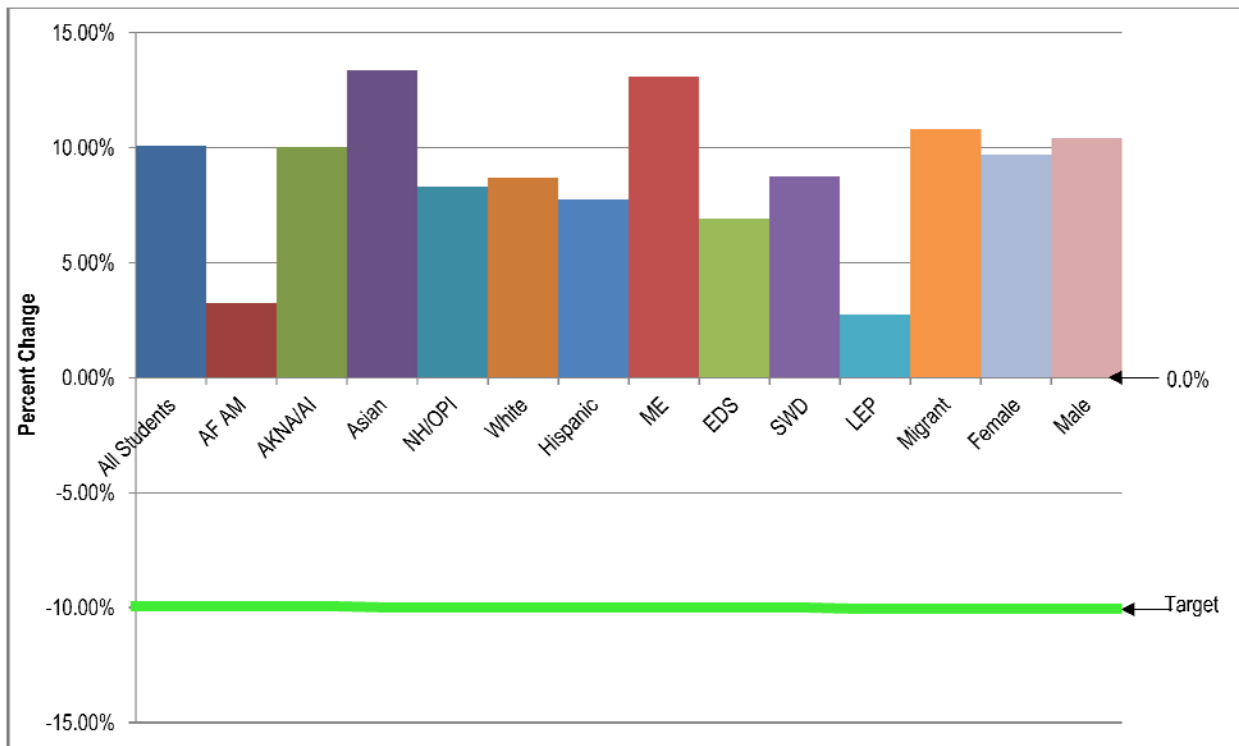
Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1a: The percentage of students scoring not proficient in language arts and mathematics will decrease by 10 percent in each AYP-designated student group (reported in the inverse as the respective percent proficient).

Year-to-Year Comparison of Percent Proficient in Mathematics
 2007-08 and 2008-09 Results Obtained From the Standards Based Assessment
 Anchorage School District, Grades 3-10

	Mathematics							
	07-08		08-09		Target*	Result		
	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Increase Required in Percent Proficient	Percentage Change in Percent Proficient	Percent of Non-Proficient Change	Target Met?
All Students	28,351	73.30%	28,668	70.60%	2.67%	-2.70%	10.11%	No
African-American/Black	1,735	52.85%	1,785	51.32%	4.72%	-1.53%	3.24%	No
Alaska Native/American Indian	2,445	57.51%	2,408	53.24%	4.25%	-4.27%	10.05%	No
Asian	2,608	73.04%	2,942	69.44%	2.70%	-3.60%	13.35%	No
Native Hawaiian/Other Pacific Islander	932	48.93%	1,025	44.68%	5.11%	-4.25%	8.32%	No
White	14,301	82.04%	14,009	80.48%	1.80%	-1.56%	8.69%	No
Hispanic	2,870	66.24%	2,955	63.62%	3.38%	-2.62%	7.76%	No
Multi-Ethnic (2 or More Races)	3,460	71.16%	3,544	67.38%	2.88%	-3.78%	13.11%	No
Economically Disadvantaged	10,354	59.30%	11,249	56.49%	4.07%	-2.81%	6.90%	No
Students with Disabilities	4,326	40.85%	4,468	35.68%	5.92%	-5.17%	8.74%	No
LEP	2,529	38.16%	2,727	36.45%	6.18%	-1.71%	2.77%	No
Migrant	1,119	65.33%	1,200	61.58%	3.47%	-3.75%	10.82%	No
Female	13,860	74.08%	13,956	71.57%	2.59%	-2.51%	9.68%	No
Male	14,491	72.55%	14,712	69.69%	2.75%	-2.86%	10.42%	No

* The target is 10% of 2007-08 percent not proficient.



Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

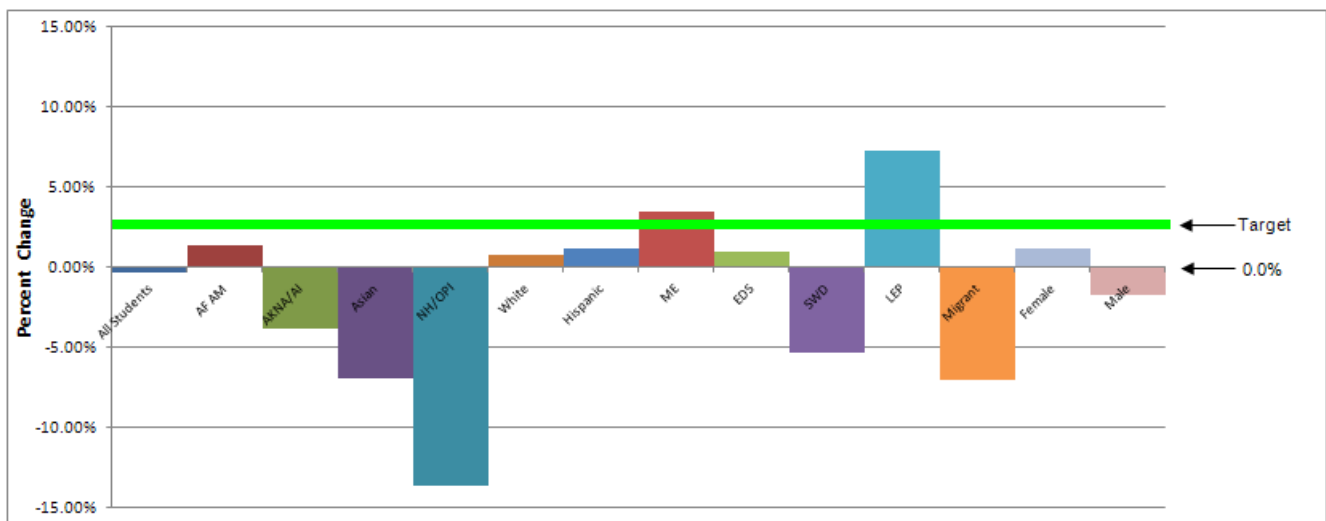
Indicator 1b: In a year-to-year comparison, the percentage of students scoring proficient in reading on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.

Grade 3

Year-to-Year Comparison of Percent Proficient in Reading on the Alaska SBA
Anchorage School District

	Reading							
	07-08		08-09		Target*	Result		
	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	3,661	80.93%	3,677	80.69%	2.02%	-0.24%	-0.30%	No
African-American/Black	222	72.97%	238	73.95%	1.82%	0.98%	1.34%	No
Alaska Native/American Indian	355	67.04%	338	64.50%	1.68%	-2.54%	-3.79%	No
Asian	311	79.42%	360	73.89%	1.99%	-5.53%	-6.96%	No
Native Hawaiian/Other Pacific Islander	134	64.18%	128	55.47%	1.60%	-8.71%	-13.57%	No
White	1,697	88.39%	1,673	89.06%	2.21%	0.67%	0.76%	No
Hispanic	432	77.55%	422	78.44%	1.94%	0.89%	1.15%	No
Multi-Ethnic (2 or More Races)	510	77.45%	518	80.12%	1.94%	2.67%	3.45%	Yes
Economically Disadvantaged	1,615	69.85%	1,707	70.53%	1.75%	0.68%	0.97%	No
Students with Disabilities	630	43.33%	558	41.04%	1.08%	-2.29%	-5.29%	No
LEP	329	45.90%	457	49.23%	1.15%	3.33%	7.25%	Yes
Migrant	154	81.17%	167	75.45%	2.03%	-5.72%	-7.05%	No
Female	1,797	84.14%	1,781	85.12%	2.10%	0.98%	1.16%	No
Male	1,864	77.84%	1,896	76.53%	1.95%	-1.31%	-1.68%	No

* The target is 2.5% of 2007-08 percent proficient.



Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

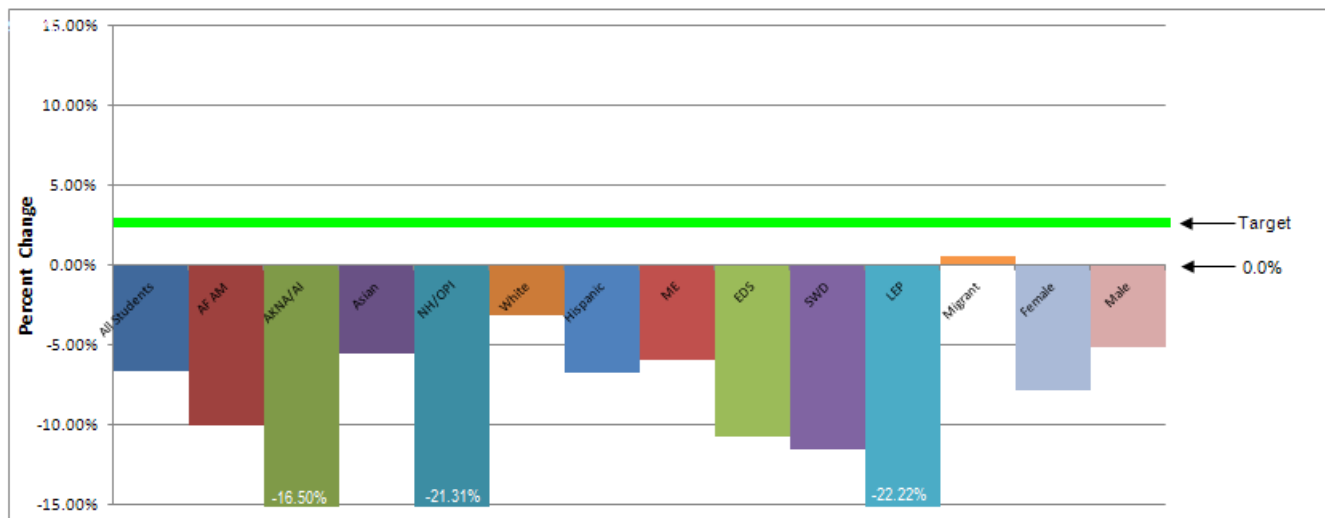
Indicator 1b: In a year-to-year comparison, the percentage of students scoring proficient in reading on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.

Grade 4

Year-to-Year Comparison of Percent Proficient in Reading on the Alaska SBA
Anchorage School District

	Reading							
	07-08		08-09		Target*	Result		
	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	3,442	83.99%	3,744	78.47%	2.10%	-5.52%	-6.57%	No
African-American/Black	207	75.36%	233	67.81%	1.88%	-7.55%	-10.02%	No
Alaska Native/American Indian	321	72.59%	358	60.61%	1.81%	-11.98%	-16.50%	No
Asian	281	75.80%	366	71.58%	1.89%	-4.22%	-5.57%	No
Native Hawaiian/Other Pacific Islander	136	66.18%	144	52.08%	1.65%	-14.10%	-21.31%	No
White	1,661	91.03%	1,708	88.23%	2.28%	-2.80%	-3.08%	No
Hispanic	370	80.00%	445	74.61%	2.00%	-5.39%	-6.74%	No
Multi-Ethnic (2 or More Races)	466	83.91%	490	78.98%	2.10%	-4.93%	-5.88%	No
Economically Disadvantaged	1,454	74.07%	1,718	66.12%	1.85%	-7.95%	-10.73%	No
Students with Disabilities	525	49.52%	632	43.83%	1.24%	-5.69%	-11.49%	No
LEP	343	49.56%	358	38.55%	1.24%	-11.01%	-22.22%	No
Migrant	135	74.81%	182	75.27%	1.87%	0.46%	0.61%	No
Female	1,711	88.14%	1,830	81.26%	2.20%	-6.88%	-7.81%	No
Male	1,731	79.90%	1,914	75.81%	2.00%	-4.09%	-5.12%	No

* The target is 2.5% of 2007-08 percent proficient.



Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

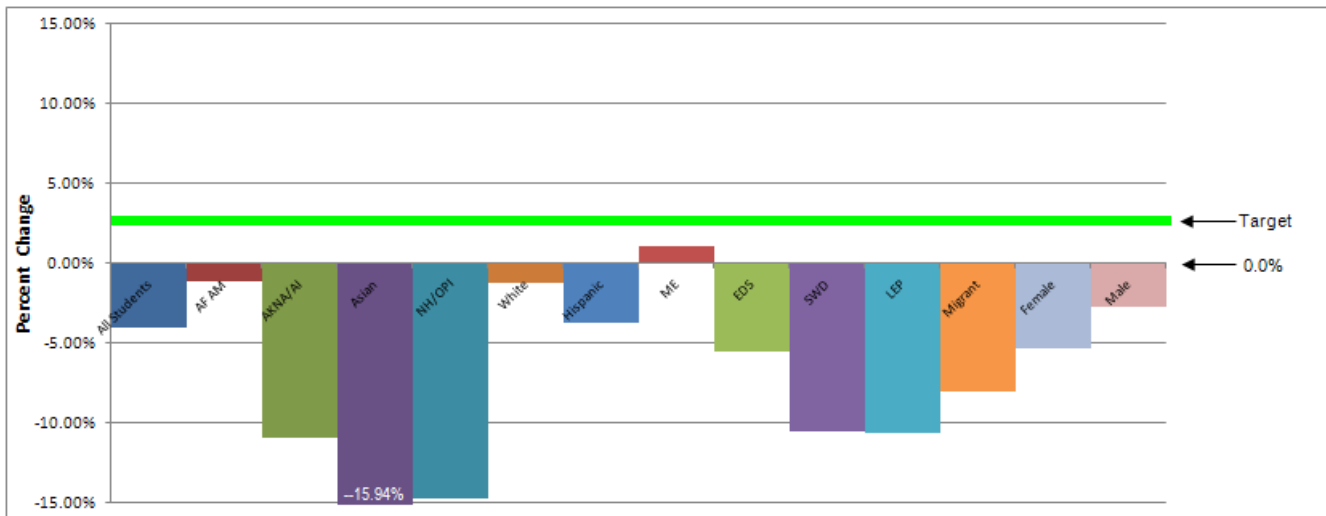
Indicator 1b: In a year-to-year comparison, the percentage of students scoring proficient in reading on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.

Grade 5

Year-to-Year Comparison of Percent Proficient in Reading on the Alaska SBA
Anchorage School District

	Reading							
	07-08		08-09		Target*	Result		
	Number Tested	Percent Proficient	Number Tested	Percent Proficient		Percentage Change	Percent Change	Target Met?
All Students	3,473	85.06%	3,520	81.62%	2.13%	-3.44%	-4.04%	No
African-American/Black	217	77.42%	209	76.56%	1.94%	-0.86%	-1.11%	No
Alaska Native/American Indian	306	72.55%	308	64.61%	1.81%	-7.94%	-10.94%	No
Asian	299	83.95%	333	70.57%	2.10%	-13.38%	-15.94%	No
Native Hawaiian/Other Pacific Islander	116	67.24%	150	57.33%	1.68%	-9.91%	-14.74%	No
White	1,719	91.86%	1,680	90.77%	2.30%	-1.09%	-1.19%	No
Hispanic	343	77.55%	371	74.66%	1.94%	-2.89%	-3.73%	No
Multi-Ethnic (2 or More Races)	473	82.45%	469	83.37%	2.06%	0.92%	1.12%	No
Economically Disadvantaged	1,372	73.69%	1,505	69.63%	1.84%	-4.06%	-5.51%	No
Students with Disabilities	520	51.73%	540	46.30%	1.29%	-5.43%	-10.50%	No
LEP	232	43.53%	329	38.91%	1.09%	-4.62%	-10.61%	No
Migrant	145	76.55%	152	70.39%	1.91%	-6.16%	-8.05%	No
Female	1,694	89.96%	1,738	85.16%	2.25%	-4.80%	-5.34%	No
Male	1,779	80.38%	1,782	78.17%	2.01%	-2.21%	-2.75%	No

* The target is 2.5% of 2007-08 percent proficient.



Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

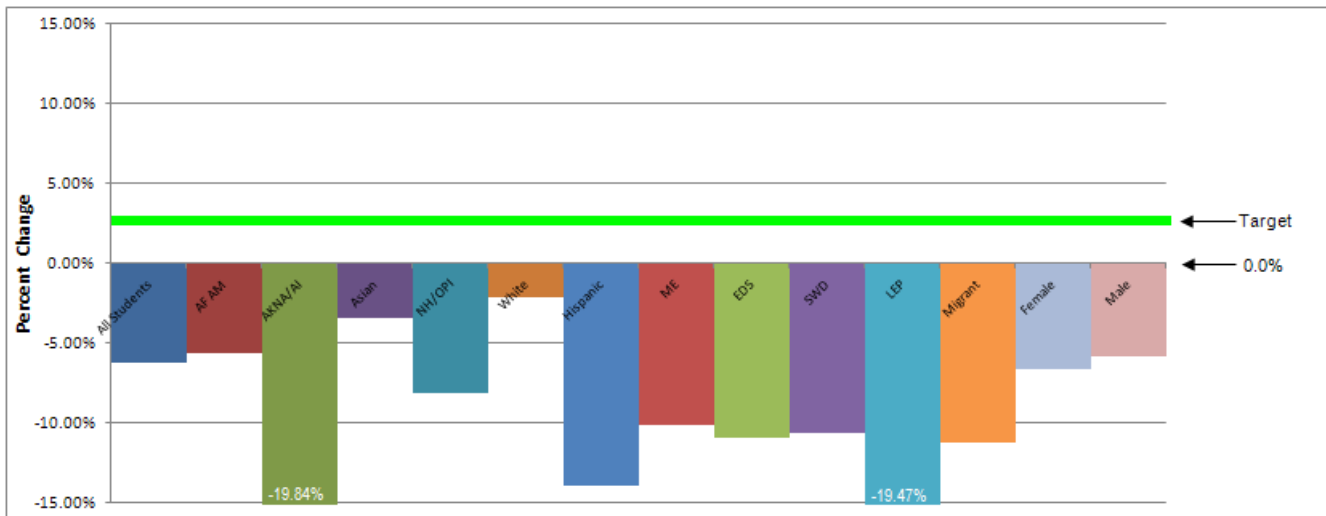
Indicator 1b: In a year-to-year comparison, the percentage of students scoring proficient in reading on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.

Grade 6

Year-to-Year Comparison of Percent Proficient in Reading on the Alaska SBA
Anchorage School District

	Reading							
	07-08		08-09		Target*	Result		
	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	3,494	84.54%	3,551	79.25%	2.11%	-5.29%	-6.26%	No
African-American/Black	203	73.89%	228	69.74%	1.85%	-4.15%	-5.62%	No
Alaska Native/American Indian	323	73.68%	298	59.06%	1.84%	-14.62%	-19.84%	No
Asian	310	76.45%	363	73.83%	1.91%	-2.62%	-3.43%	No
Native Hawaiian/Other Pacific Islander	98	65.31%	130	60.00%	1.63%	-5.31%	-8.13%	No
White	1,712	91.94%	1,723	90.02%	2.30%	-1.92%	-2.09%	No
Hispanic	382	80.10%	351	68.95%	2.00%	-11.15%	-13.92%	No
Multi-Ethnic (2 or More Races)	466	82.62%	458	74.24%	2.07%	-8.38%	-10.14%	No
Economically Disadvantaged	1,336	73.05%	1,453	65.04%	1.83%	-8.01%	-10.97%	No
Students with Disabilities	468	44.66%	491	39.92%	1.12%	-4.74%	-10.61%	No
LEP	243	38.27%	279	30.82%	0.96%	-7.45%	-19.47%	No
Migrant	162	76.54%	156	67.95%	1.91%	-8.59%	-11.22%	No
Female	1,721	89.19%	1,737	83.25%	2.23%	-5.94%	-6.66%	No
Male	1,773	80.03%	1,814	75.41%	2.00%	-4.62%	-5.77%	No

* The target is 2.5% of 2007-08 percent proficient.



Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

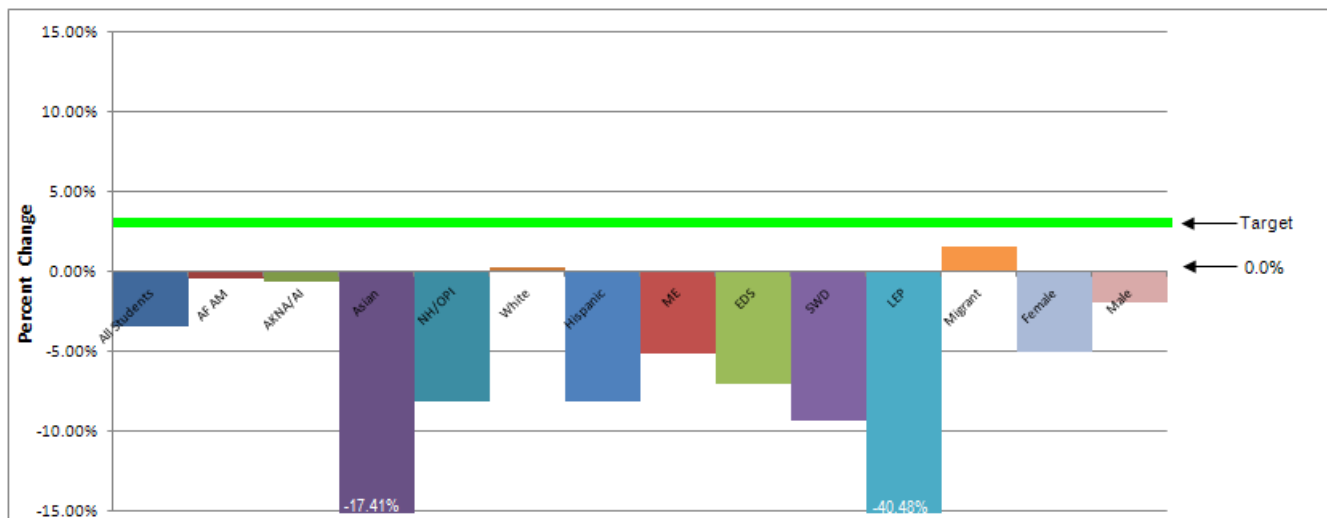
Indicator 1b: In a year-to-year comparison, the percentage of students scoring proficient in reading on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.

Grade 7

Year-to-Year Comparison of Percent Proficient in Reading on the Alaska SBA
Anchorage School District

	Reading							
	07-08		08-09		Target*	Result		
	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	3,554	83.99%	3,518	81.13%	2.10%	-2.86%	-3.41%	No
African-American/Black	223	73.09%	206	72.82%	1.83%	-0.27%	-0.37%	No
Alaska Native/American Indian	280	72.14%	304	71.71%	1.80%	-0.43%	-0.60%	No
Asian	335	82.69%	350	68.29%	2.07%	-14.40%	-17.41%	No
Native Hawaiian/Other Pacific Islander	129	58.91%	109	54.13%	1.47%	-4.78%	-8.11%	No
White	1,830	89.95%	1,726	90.21%	2.25%	0.26%	0.29%	No
Hispanic	331	79.46%	374	72.99%	1.99%	-6.47%	-8.14%	No
Multi-Ethnic (2 or More Races)	426	84.04%	449	79.73%	2.10%	-4.31%	-5.13%	No
Economically Disadvantaged	1,261	72.16%	1,315	67.07%	1.80%	-5.09%	-7.05%	No
Students with Disabilities	418	45.22%	439	41.00%	1.13%	-4.22%	-9.33%	No
LEP	325	52.92%	273	31.50%	1.32%	-21.42%	-40.48%	No
Migrant	131	70.23%	164	71.34%	1.76%	1.11%	1.58%	No
Female	1,719	87.73%	1,746	83.33%	2.19%	-4.40%	-5.02%	No
Male	1,835	80.49%	1,772	78.95%	2.01%	-1.54%	-1.91%	No

* The target is 2.5% of 2007-08 percent proficient.



Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

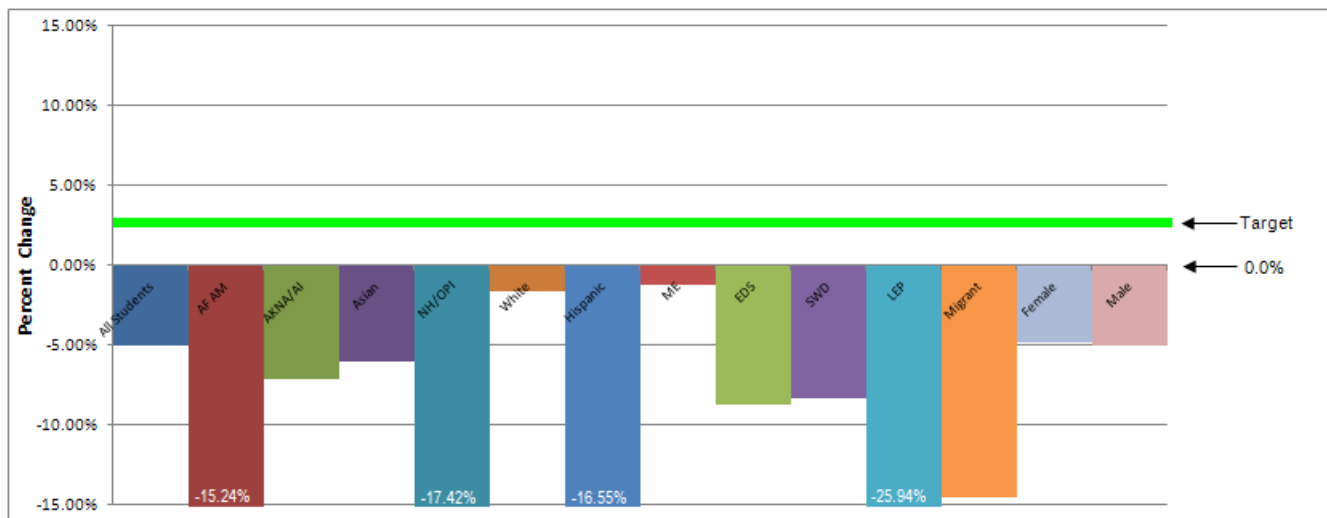
Indicator 1b: In a year-to-year comparison, the percentage of students scoring proficient in reading on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.

Grade 8

Year-to-Year Comparison of Percent Proficient in Reading on the Alaska SBA
Anchorage School District

	Reading							
	07-08		08-09		Target*	Result		
	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	3,640	86.29%	3,621	81.97%	2.16%	-4.32%	-5.01%	No
African-American/Black	235	81.28%	225	68.89%	2.03%	-12.39%	-15.24%	No
Alaska Native/American Indian	336	73.21%	269	68.03%	1.83%	-5.18%	-7.08%	No
Asian	350	82.57%	380	77.63%	2.06%	-4.94%	-5.98%	No
Native Hawaiian/Other Pacific Islander	109	66.06%	132	54.55%	1.65%	-11.51%	-17.42%	No
White	1,879	91.86%	1,832	90.39%	2.30%	-1.47%	-1.60%	No
Hispanic	337	86.35%	340	72.06%	2.16%	-14.29%	-16.55%	No
Multi-Ethnic (2 or More Races)	394	82.74%	443	81.72%	2.07%	-1.02%	-1.23%	No
Economically Disadvantaged	1,274	74.80%	1,353	68.29%	1.87%	-6.51%	-8.70%	No
Students with Disabilities	432	45.37%	423	41.61%	1.13%	-3.76%	-8.29%	No
LEP	343	60.06%	353	44.48%	1.50%	-15.58%	-25.94%	No
Migrant	164	76.22%	135	65.19%	1.91%	-11.03%	-14.47%	No
Female	1,768	90.33%	1,741	85.93%	2.26%	-4.40%	-4.87%	No
Male	1,872	82.48%	1,880	78.30%	2.06%	-4.18%	-5.07%	No

* The target is 2.5% of 2007-08 percent proficient.



Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

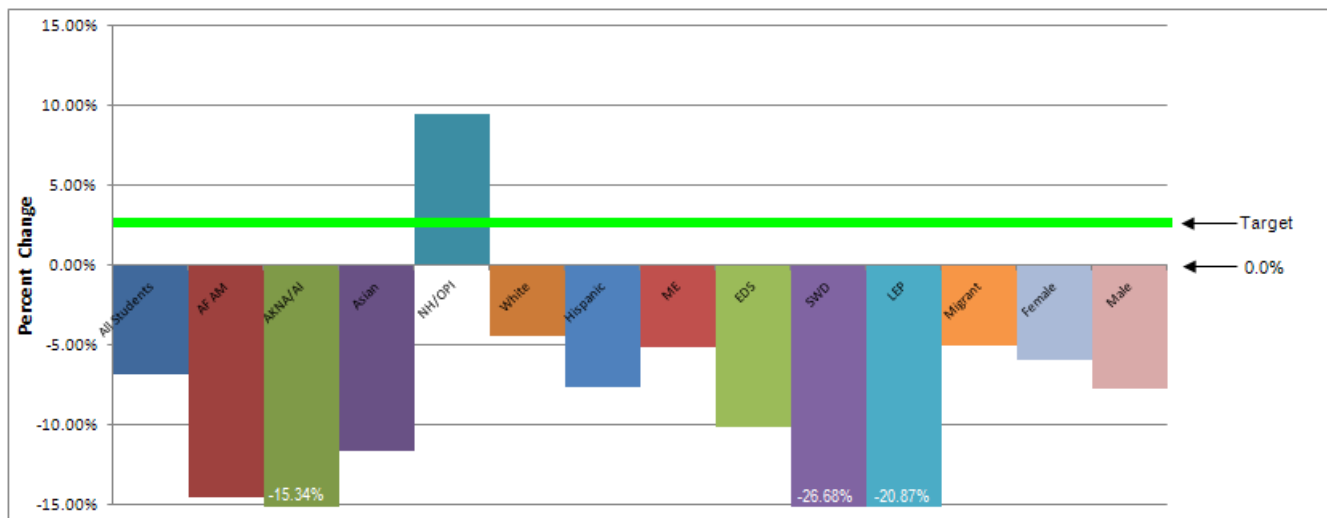
Indicator 1b: In a year-to-year comparison, the percentage of students scoring proficient in reading on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.

Grade 9

Year-to-Year Comparison of Percent Proficient in Reading on the Alaska SBA
Anchorage School District

	Reading							
	07-08		08-09		Target*	Result		
	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	3,581	86.60%	3,611	80.67%	2.16%	-5.93%	-6.85%	No
African-American/Black	224	80.80%	233	69.10%	2.02%	-11.70%	-14.48%	No
Alaska Native/American Indian	270	70.00%	297	59.26%	1.75%	-10.74%	-15.34%	No
Asian	358	84.64%	393	74.81%	2.12%	-9.83%	-11.61%	No
Native Hawaiian/Other Pacific Islander	112	53.57%	116	58.62%	1.34%	5.05%	9.43%	Yes
White	1,896	92.99%	1,867	88.86%	2.32%	-4.13%	-4.44%	No
Hispanic	350	82.29%	325	76.00%	2.06%	-6.29%	-7.64%	No
Multi-Ethnic (2 or More Races)	371	85.44%	380	81.05%	2.14%	-4.39%	-5.14%	No
Economically Disadvantaged	1,074	73.74%	1,193	66.30%	1.84%	-7.44%	-10.09%	No
Students with Disabilities	380	52.37%	388	38.40%	1.31%	-13.97%	-26.68%	No
LEP	302	52.32%	314	41.40%	1.31%	-10.92%	-20.87%	No
Migrant	117	72.65%	145	68.97%	1.82%	-3.68%	-5.07%	No
Female	1,726	89.92%	1,740	84.60%	2.25%	-5.32%	-5.92%	No
Male	1,855	83.50%	1,871	77.02%	2.09%	-6.48%	-7.76%	No

* The target is 2.5% of 2007-08 percent proficient.



Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

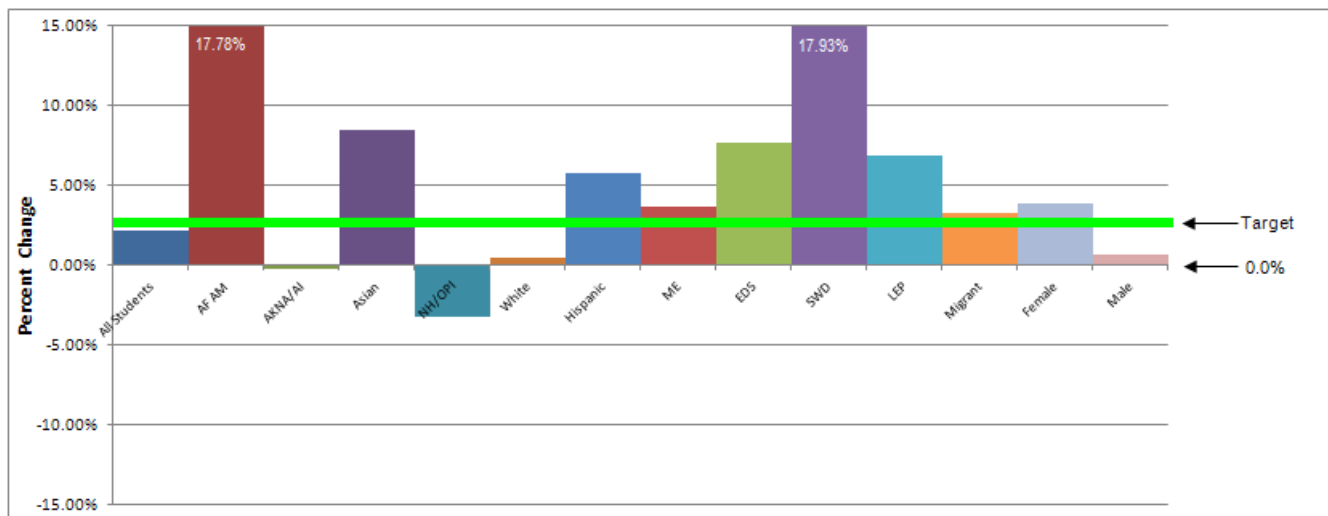
Indicator 1b: In a year-to-year comparison, the percentage of students scoring proficient in reading on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.

Grade 10

Year-to-Year Comparison of Percent Proficient in Reading on the Alaska SBA
Anchorage School District

	Reading							
	07-08		08-09		Target*	Result		
	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	3,506	82.94%	3,413	84.76%	2.07%	1.82%	2.19%	No
African-American/Black	202	69.80%	208	82.21%	1.75%	12.41%	17.78%	Yes
Alaska Native/American Indian	259	66.41%	243	66.26%	1.66%	-0.15%	-0.23%	No
Asian	346	72.25%	375	78.40%	1.81%	6.15%	8.51%	Yes
Native Hawaiian/Other Pacific Islander	98	53.06%	113	51.33%	1.33%	-1.73%	-3.26%	No
White	1,923	91.68%	1,814	92.12%	2.29%	0.44%	0.48%	No
Hispanic	304	73.68%	317	77.92%	1.84%	4.24%	5.75%	Yes
Multi-Ethnic (2 or More Races)	374	81.82%	343	84.84%	2.05%	3.02%	3.69%	Yes
Economically Disadvantaged	948	65.19%	992	70.16%	1.63%	4.97%	7.62%	Yes
Students with Disabilities	327	43.73%	351	51.57%	1.09%	7.84%	17.93%	Yes
LEP	365	42.19%	304	45.07%	1.05%	2.88%	6.83%	Yes
Migrant	110	70.00%	101	72.28%	1.75%	2.28%	3.26%	Yes
Female	1,728	84.78%	1,647	88.04%	2.12%	3.26%	3.85%	Yes
Male	1,778	81.16%	1,766	81.71%	2.03%	0.55%	0.68%	No

* The target is 2.5% of 2007-08 percent proficient.



Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

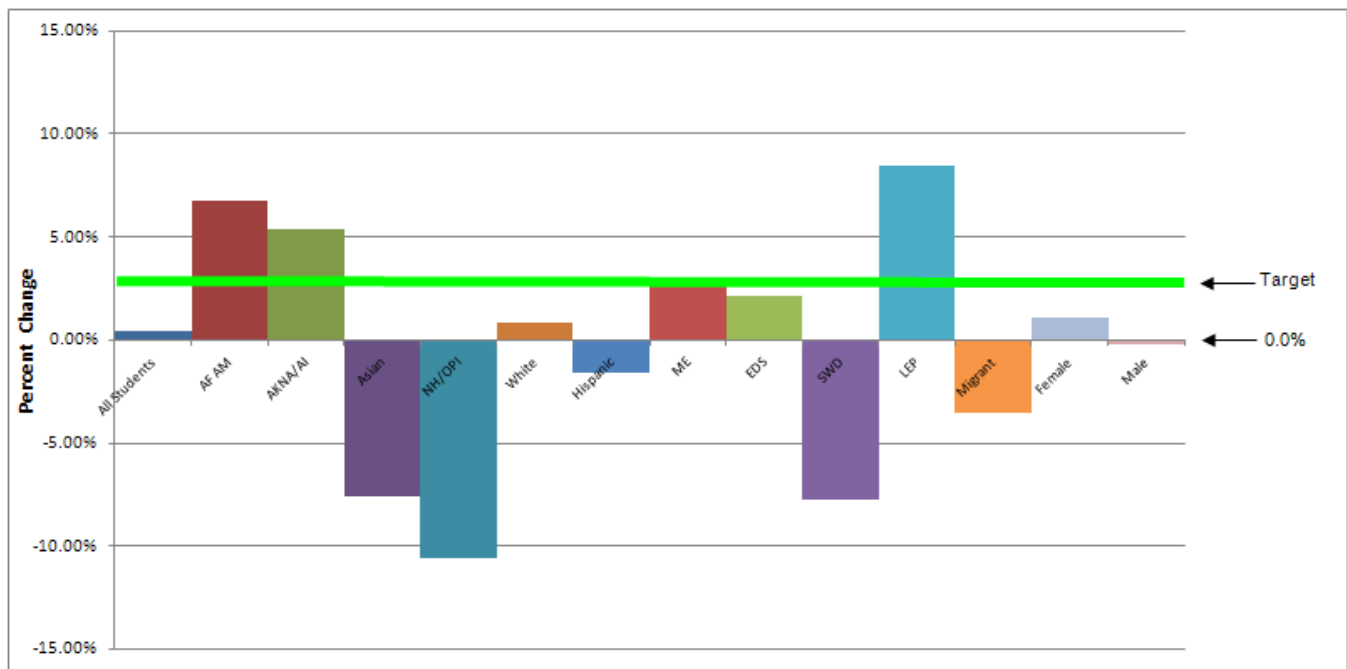
Indicator 1c: In a year-to-year comparison, the percentage of students scoring proficient in writing on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.

Grade 3

Year-to-Year Comparison of Percent Proficient in Writing on the Alaska SBA
Anchorage School District

	Writing							
	07-08		08-09		Target*	Result		
	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	3,662	77.94%	3,682	78.25%	1.95%	0.31%	0.40%	No
African-American/Black	223	66.82%	237	71.31%	1.67%	4.49%	6.72%	Yes
Alaska Native/American Indian	354	61.58%	339	64.90%	1.54%	3.32%	5.39%	Yes
Asian	311	76.53%	362	70.72%	1.91%	-5.81%	-7.59%	No
Native Hawaiian/Other Pacific Islander	134	53.73%	127	48.03%	1.34%	-5.70%	-10.61%	No
White	1,697	86.62%	1,675	87.34%	2.17%	0.72%	0.83%	No
Hispanic	432	74.54%	424	73.35%	1.86%	-1.19%	-1.60%	No
Multi-Ethnic (2 or More Races)	511	75.34%	518	77.41%	1.88%	2.07%	2.75%	Yes
Economically Disadvantaged	1,618	65.45%	1,712	66.82%	1.64%	1.37%	2.09%	No
Students with Disabilities	630	48.41%	562	44.66%	1.21%	-3.75%	-7.75%	No
LEP	329	43.77%	457	47.48%	1.09%	3.71%	8.48%	Yes
Migrant	154	74.03%	168	71.43%	1.85%	-2.60%	-3.51%	No
Female	1,797	83.03%	1,782	83.95%	2.08%	0.92%	1.11%	No
Male	1,865	73.03%	1,900	72.89%	1.83%	-0.14%	-0.19%	No

* The target is 2.5% of 2007-08 percent proficient.



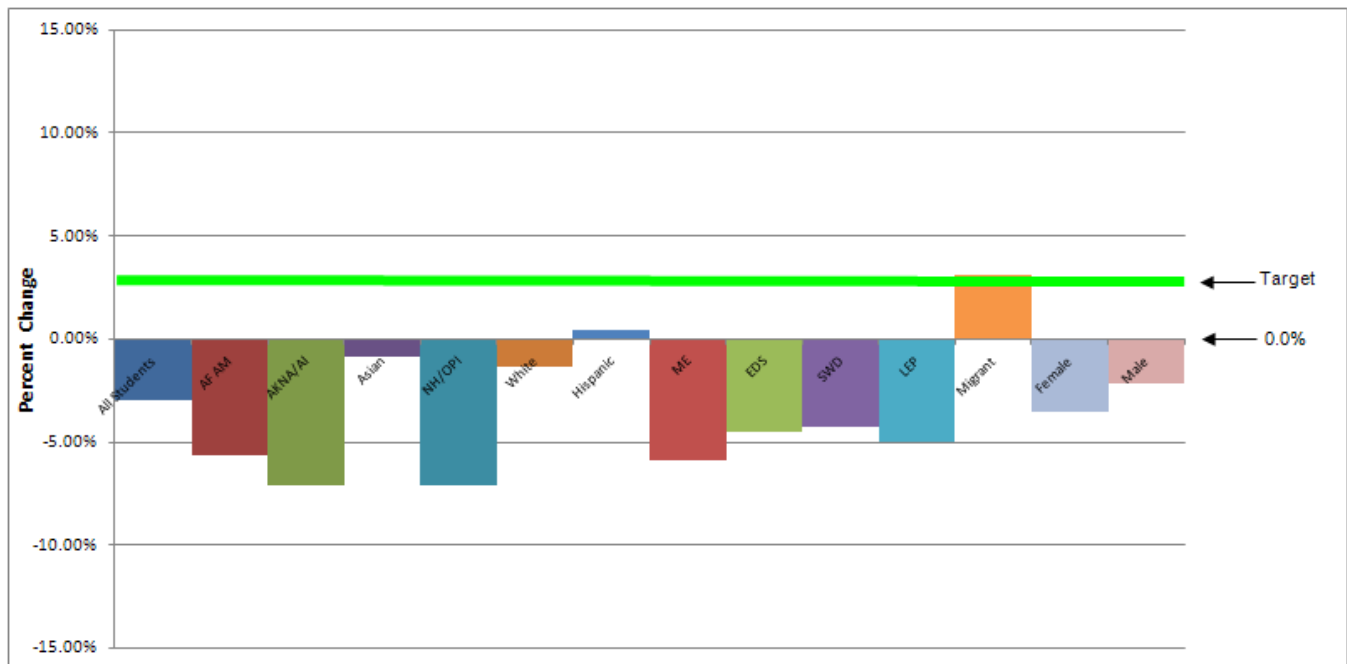
Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1c: In a year-to-year comparison, the percentage of students scoring proficient in writing on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.

Grade 4
Year-to-Year Comparison of Percent Proficient in Writing on the Alaska SBA
Anchorage School District

	Writing							
	07-08		08-09		Target*	Result		
	Number Tested	Percent Proficient	Number Tested	Percent Proficient		Percentage Change	Percent Change	Target Met?
All Students	3,442	81.93%	3,745	79.47%	2.05%	-2.46%	-3.00%	No
African-American/Black	207	75.85%	232	71.55%	1.90%	-4.30%	-5.67%	No
Alaska Native/American Indian	318	64.78%	359	60.17%	1.62%	-4.61%	-7.12%	No
Asian	280	77.14%	366	76.50%	1.93%	-0.64%	-0.83%	No
Native Hawaiian/Other Pacific Islander	137	62.77%	144	58.33%	1.57%	-4.44%	-7.07%	No
White	1,664	89.48%	1,709	88.24%	2.24%	-1.24%	-1.39%	No
Hispanic	370	77.84%	445	78.20%	1.95%	0.36%	0.46%	No
Multi-Ethnic (2 or More Races)	466	81.12%	490	76.33%	2.03%	-4.79%	-5.90%	No
Economically Disadvantaged	1,454	71.11%	1,720	67.91%	1.78%	-3.20%	-4.50%	No
Students with Disabilities	527	51.42%	634	49.21%	1.29%	-2.21%	-4.30%	No
LEP	342	50.00%	358	47.49%	1.25%	-2.51%	-5.02%	No
Migrant	136	73.53%	182	75.82%	1.84%	2.29%	3.11%	Yes
Female	1,709	87.54%	1,830	84.43%	2.19%	-3.11%	-3.55%	No
Male	1,733	76.40%	1,915	74.73%	1.91%	-1.67%	-2.19%	No

* The target is 2.5% of 2007-08 percent proficient.



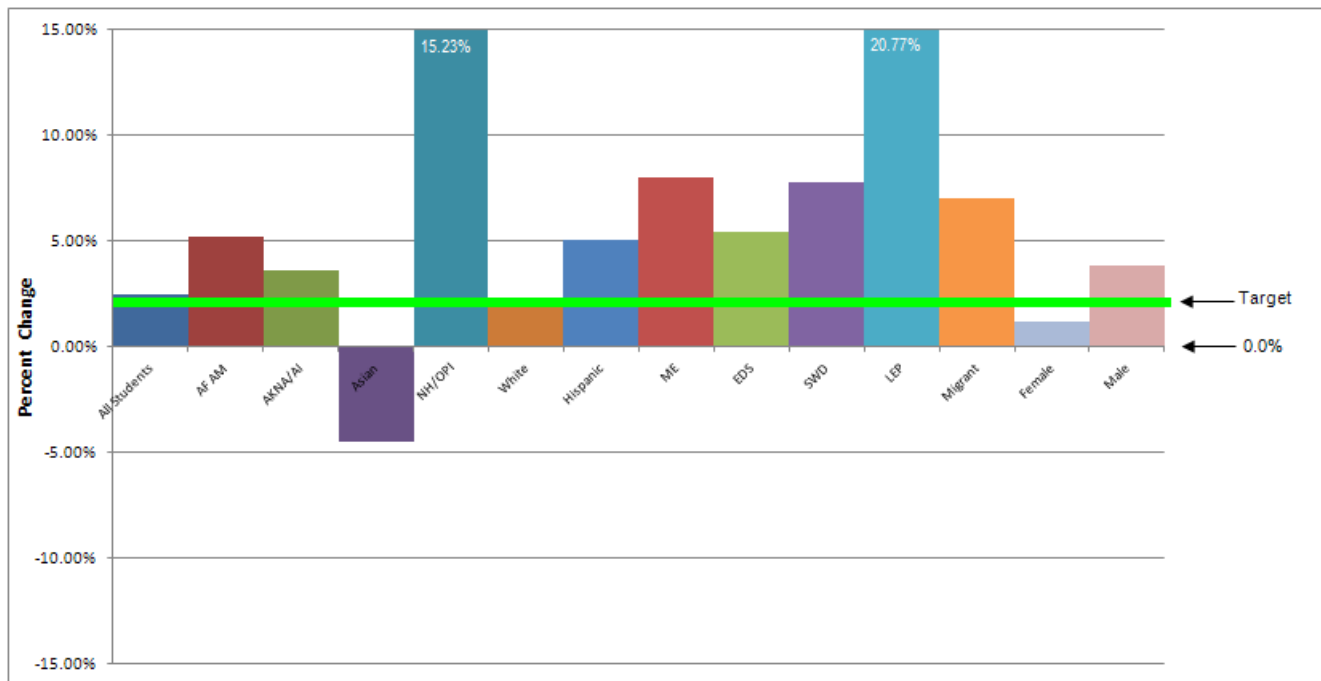
Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1c: In a year-to-year comparison, the percentage of students scoring proficient in writing on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.

Grade 5
Year-to-Year Comparison of Percent Proficient in Writing on the Alaska SBA
Anchorage School District

	Writing							
	07-08		08-09		Target*	Result		
	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	3,465	79.02%	3,527	81.00%	1.98%	1.98%	2.51%	Yes
African-American/Black	216	66.67%	211	70.14%	1.67%	3.47%	5.20%	Yes
Alaska Native/American Indian	306	61.11%	311	63.34%	1.53%	2.23%	3.65%	Yes
Asian	299	79.93%	334	76.35%	2.00%	-3.58%	-4.48%	No
Native Hawaiian/Other Pacific Islander	116	53.45%	151	61.59%	1.34%	8.14%	15.23%	Yes
White	1,716	87.82%	1,681	89.47%	2.20%	1.65%	1.88%	No
Hispanic	340	72.35%	371	76.01%	1.81%	3.66%	5.06%	Yes
Multi-Ethnic (2 or More Races)	472	74.79%	468	80.77%	1.87%	5.98%	8.00%	Yes
Economically Disadvantaged	1,367	65.11%	1,511	68.63%	1.63%	3.52%	5.41%	Yes
Students with Disabilities	514	46.89%	544	50.55%	1.17%	3.66%	7.81%	Yes
LEP	232	37.50%	329	45.29%	0.94%	7.79%	20.77%	Yes
Migrant	144	68.06%	151	72.85%	1.70%	4.79%	7.04%	Yes
Female	1,693	85.23%	1,740	86.26%	2.13%	1.03%	1.21%	No
Male	1,772	73.08%	1,787	75.88%	1.83%	2.80%	3.83%	Yes

* The target is 2.5% of 2007-08 percent proficient.



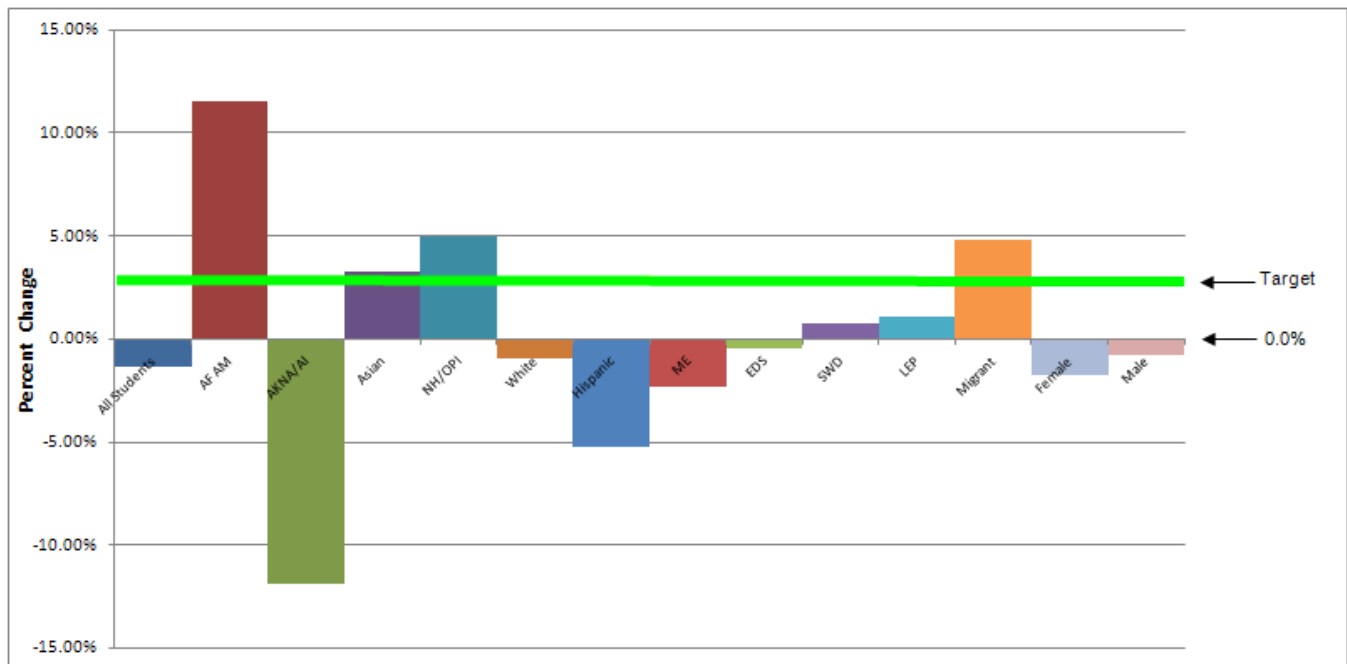
Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1c: In a year-to-year comparison, the percentage of students scoring proficient in writing on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.

Grade 6
Year-to-Year Comparison of Percent Proficient in Writing on the Alaska SBA
Anchorage School District

	Writing							
	07-08		08-09		Target*	Result		
	Number Tested	Percent Proficient	Number Tested	Percent Proficient		Percentage Change	Percent Change	Target Met?
All Students	3,495	77.71%	3,548	76.66%	1.94%	-1.05%	-1.35%	No
African-American/Black	204	60.29%	226	67.26%	1.51%	6.97%	11.56%	Yes
Alaska Native/American Indian	322	62.42%	298	55.03%	1.56%	-7.39%	-11.84%	No
Asian	310	70.97%	363	73.28%	1.77%	2.31%	3.25%	Yes
Native Hawaiian/Other Pacific Islander	98	57.14%	130	60.00%	1.43%	2.86%	5.01%	Yes
White	1,711	87.14%	1,723	86.30%	2.18%	-0.84%	-0.96%	No
Hispanic	384	73.44%	352	69.60%	1.84%	-3.84%	-5.23%	No
Multi-Ethnic (2 or More Races)	466	73.61%	456	71.93%	1.84%	-1.68%	-2.28%	No
Economically Disadvantaged	1,338	63.15%	1,449	62.87%	1.58%	-0.28%	-0.44%	No
Students with Disabilities	472	35.38%	488	35.66%	0.88%	0.28%	0.79%	No
LEP	244	31.56%	279	31.90%	0.79%	0.34%	1.08%	No
Migrant	163	65.03%	157	68.15%	1.63%	3.12%	4.80%	Yes
Female	1,719	84.82%	1,736	83.35%	2.12%	-1.47%	-1.73%	No
Male	1,776	70.83%	1,812	70.25%	1.77%	-0.58%	-0.82%	No

* The target is 2.5% of 2007-08 percent proficient.



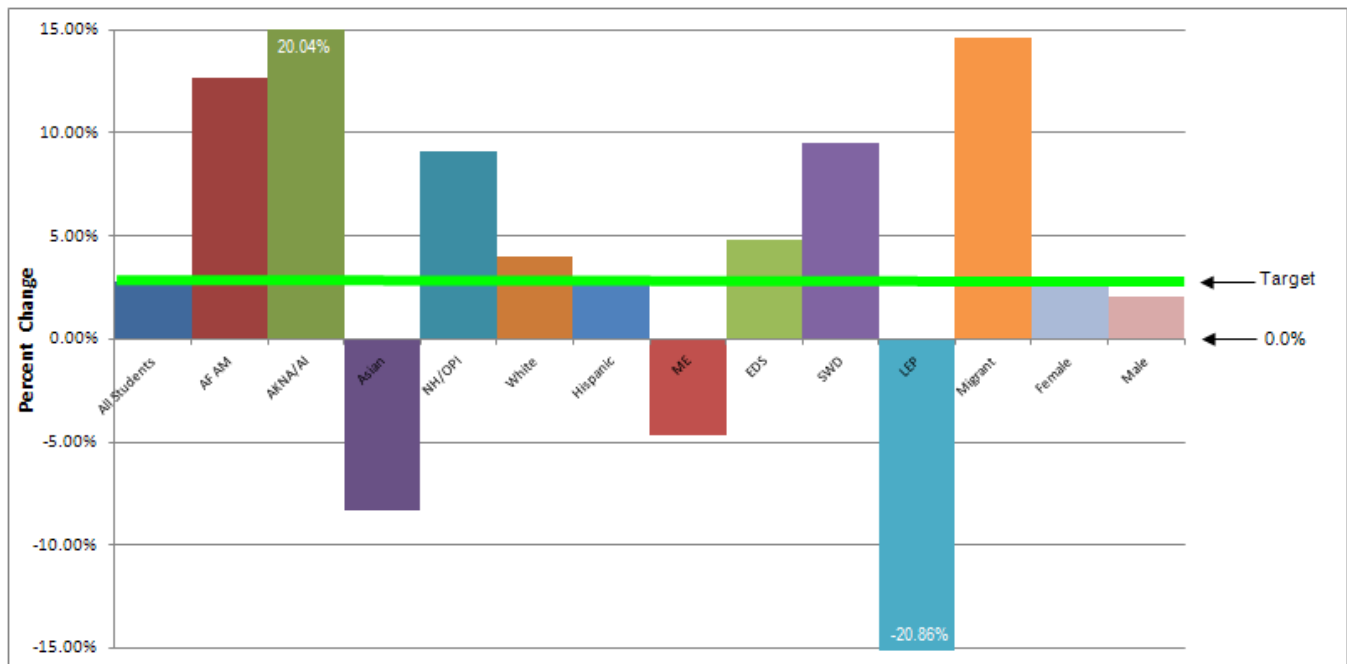
Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1c: In a year-to-year comparison, the percentage of students scoring proficient in writing on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.

Grade 7
Year-to-Year Comparison of Percent Proficient in Writing on the Alaska SBA
Anchorage School District

	Writing							
	07-08		08-09		Target*	Result		
	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	3,559	73.67%	3,527	75.73%	1.84%	2.06%	2.80%	Yes
African-American/Black	224	54.91%	207	61.84%	1.37%	6.93%	12.62%	Yes
Alaska Native/American Indian	281	54.45%	306	65.36%	1.36%	10.91%	20.04%	Yes
Asian	335	70.45%	350	64.57%	1.76%	-5.88%	-8.35%	No
Native Hawaiian/Other Pacific Islander	129	49.61%	109	54.13%	1.24%	4.52%	9.11%	Yes
White	1,830	81.97%	1,730	85.26%	2.05%	3.29%	4.01%	Yes
Hispanic	331	67.07%	375	69.07%	1.68%	2.00%	2.98%	Yes
Multi-Ethnic (2 or More Races)	429	75.52%	450	72.00%	1.89%	-3.52%	-4.66%	No
Economically Disadvantaged	1,268	57.97%	1,322	60.74%	1.45%	2.77%	4.78%	Yes
Students with Disabilities	419	28.64%	440	31.36%	0.72%	2.72%	9.50%	Yes
LEP	325	35.38%	275	28.00%	0.88%	-7.38%	-20.86%	No
Migrant	133	56.39%	164	64.63%	1.41%	8.24%	14.61%	Yes
Female	1,723	81.78%	1,751	84.18%	2.04%	2.40%	2.93%	Yes
Male	1,836	66.07%	1,776	67.40%	1.65%	1.33%	2.01%	No

* The target is 2.5% of 2007-08 percent proficient.



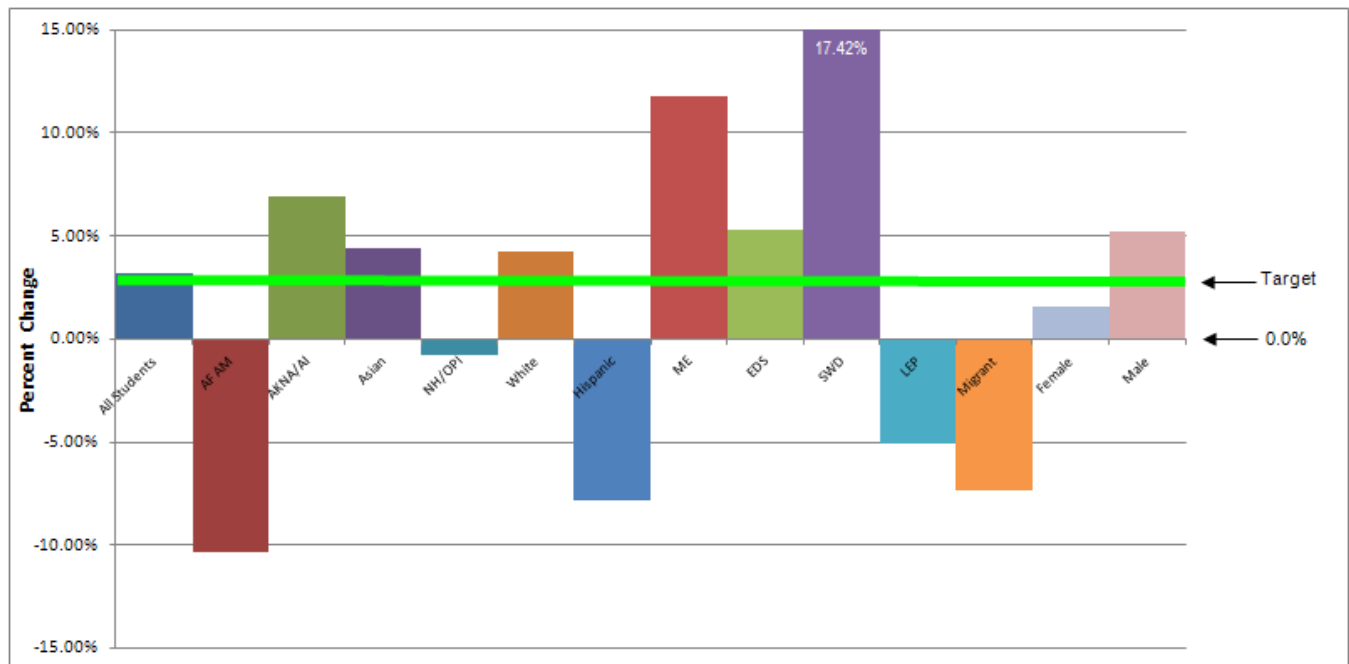
Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1c: In a year-to-year comparison, the percentage of students scoring proficient in writing on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.

Grade 8
Year-to-Year Comparison of Percent Proficient in Writing on the Alaska SBA
Anchorage School District

	Writing							
	07-08		08-09		Target*	Result		
	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	3,644	75.41%	3,609	77.81%	1.89%	2.40%	3.18%	Yes
African-American/Black	232	68.97%	220	61.82%	1.72%	-7.15%	-10.37%	No
Alaska Native/American Indian	338	54.73%	270	58.52%	1.37%	3.79%	6.92%	Yes
Asian	351	72.08%	380	75.26%	1.80%	3.18%	4.41%	Yes
Native Hawaiian/Other Pacific Islander	110	50.00%	131	49.62%	1.25%	-0.38%	-0.76%	No
White	1,884	83.28%	1,826	86.80%	2.08%	3.52%	4.23%	Yes
Hispanic	335	76.42%	338	70.41%	1.91%	-6.01%	-7.86%	No
Multi-Ethnic (2 or More Races)	394	68.53%	444	76.58%	1.71%	8.05%	11.75%	Yes
Economically Disadvantaged	1,277	59.28%	1,346	62.41%	1.48%	3.13%	5.28%	Yes
Students with Disabilities	430	26.98%	423	31.68%	0.67%	4.70%	17.42%	Yes
LEP	343	42.57%	349	40.40%	1.06%	-2.17%	-5.10%	No
Migrant	164	62.80%	134	58.21%	1.57%	-4.59%	-7.31%	No
Female	1,774	82.30%	1,740	83.56%	2.06%	1.26%	1.53%	No
Male	1,870	68.88%	1,869	72.45%	1.72%	3.57%	5.18%	Yes

* The target is 2.5% of 2007-08 percent proficient.



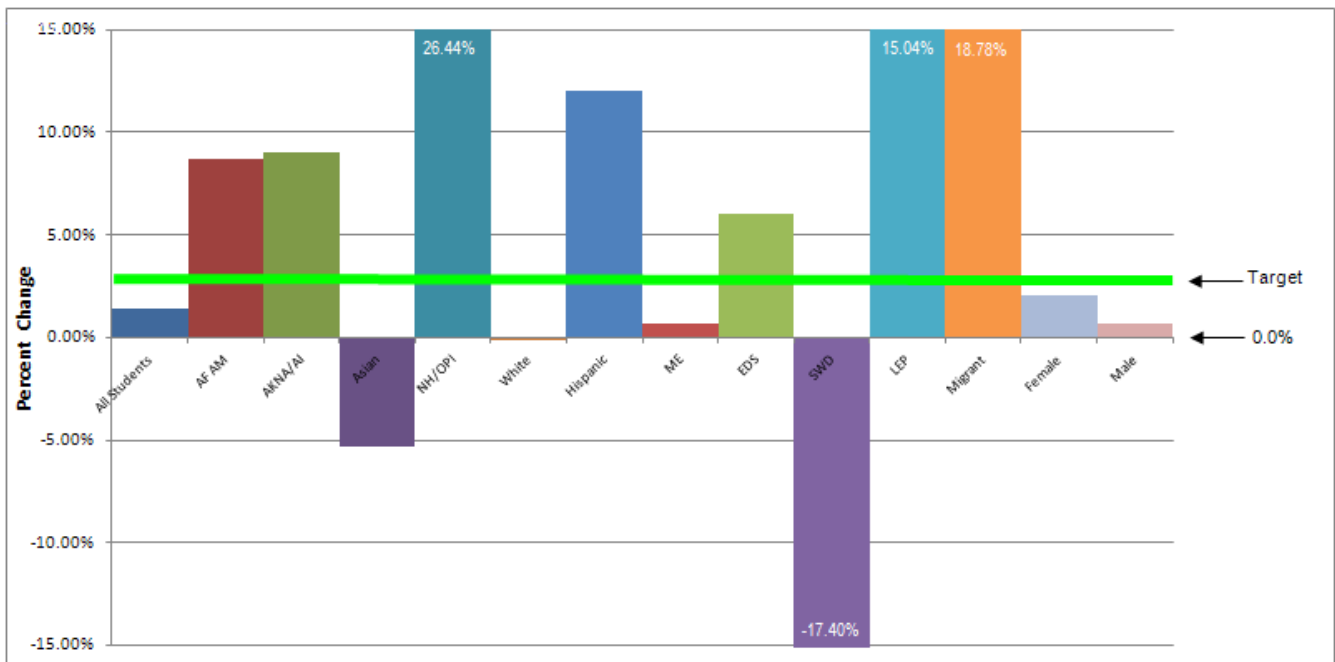
Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1c: In a year-to-year comparison, the percentage of students scoring proficient in writing on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.

Grade 9
Year-to-Year Comparison of Percent Proficient in Writing on the Alaska SBA
Anchorage School District

	Writing							
	07-08		08-09		Target*	Result		
	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	3,569	77.30%	3,589	78.38%	1.93%	1.08%	1.40%	No
African-American/Black	226	65.04%	232	70.69%	1.63%	5.65%	8.69%	Yes
Alaska Native/American Indian	270	51.85%	292	56.51%	1.30%	4.66%	8.99%	Yes
Asian	356	76.97%	387	72.87%	1.92%	-4.10%	-5.33%	No
Native Hawaiian/Other Pacific Islander	108	42.59%	117	53.85%	1.06%	11.26%	26.44%	Yes
White	1,892	86.95%	1,856	86.80%	2.17%	-0.15%	-0.17%	No
Hispanic	352	67.05%	321	75.08%	1.68%	8.03%	11.98%	Yes
Multi-Ethnic (2 or More Races)	365	74.25%	384	74.74%	1.86%	0.49%	0.66%	No
Economically Disadvantaged	1,069	58.28%	1,175	61.79%	1.46%	3.51%	6.02%	Yes
Students with Disabilities	380	35.00%	384	28.91%	0.87%	-6.09%	-17.40%	No
LEP	296	32.77%	313	37.70%	0.82%	4.93%	15.04%	Yes
Migrant	117	52.99%	143	62.94%	1.32%	9.95%	18.78%	Yes
Female	1,716	82.98%	1,730	84.68%	2.07%	1.70%	2.05%	No
Male	1,853	72.05%	1,859	72.51%	1.80%	0.46%	0.64%	No

* The target is 2.5% of 2007-08 percent proficient.



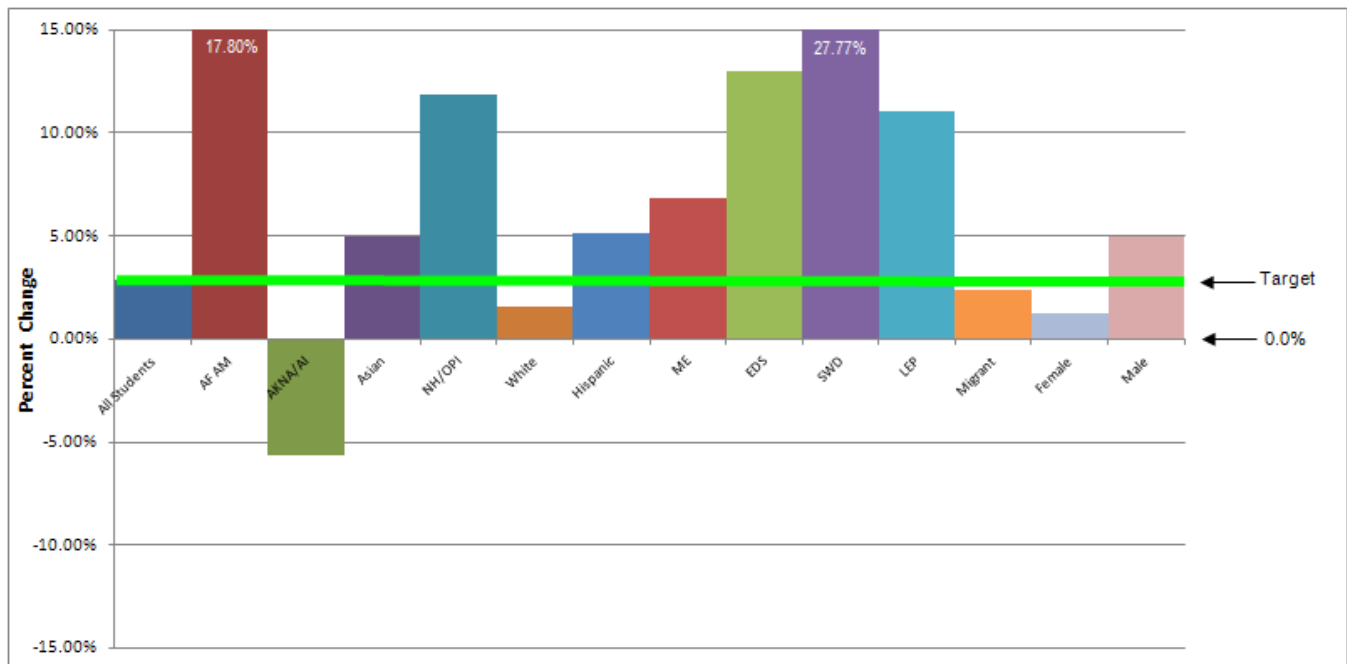
Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1c: In a year-to-year comparison, the percentage of students scoring proficient in writing on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.

Grade 10
Year-to-Year Comparison of Percent Proficient in Writing on the Alaska SBA
Anchorage School District

	Writing							
	07-08		08-09		Target*	Result		
	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	3,523	76.64%	3,429	78.83%	1.92%	2.19%	2.86%	Yes
African-American/Black	205	59.51%	204	70.10%	1.49%	10.59%	17.80%	Yes
Alaska Native/American Indian	273	56.78%	239	53.56%	1.42%	-3.22%	-5.67%	No
Asian	343	71.43%	376	75.00%	1.79%	3.57%	5.00%	Yes
Native Hawaiian/Other Pacific Islander	97	47.42%	115	53.04%	1.19%	5.62%	11.85%	Yes
White	1,933	86.34%	1,833	87.67%	2.16%	1.33%	1.54%	No
Hispanic	301	65.12%	320	68.44%	1.63%	3.32%	5.10%	Yes
Multi-Ethnic (2 or More Races)	371	71.97%	342	76.90%	1.80%	4.93%	6.85%	Yes
Economically Disadvantaged	953	53.73%	992	60.69%	1.34%	6.96%	12.95%	Yes
Students with Disabilities	328	28.66%	355	36.62%	0.72%	7.96%	27.77%	Yes
LEP	366	34.43%	306	38.24%	0.86%	3.81%	11.07%	Yes
Migrant	112	58.04%	101	59.41%	1.45%	1.37%	2.36%	No
Female	1,735	83.29%	1,653	84.33%	2.08%	1.04%	1.25%	No
Male	1,788	70.19%	1,776	73.70%	1.75%	3.51%	5.00%	Yes

* The target is 2.5% of 2007-08 percent proficient.



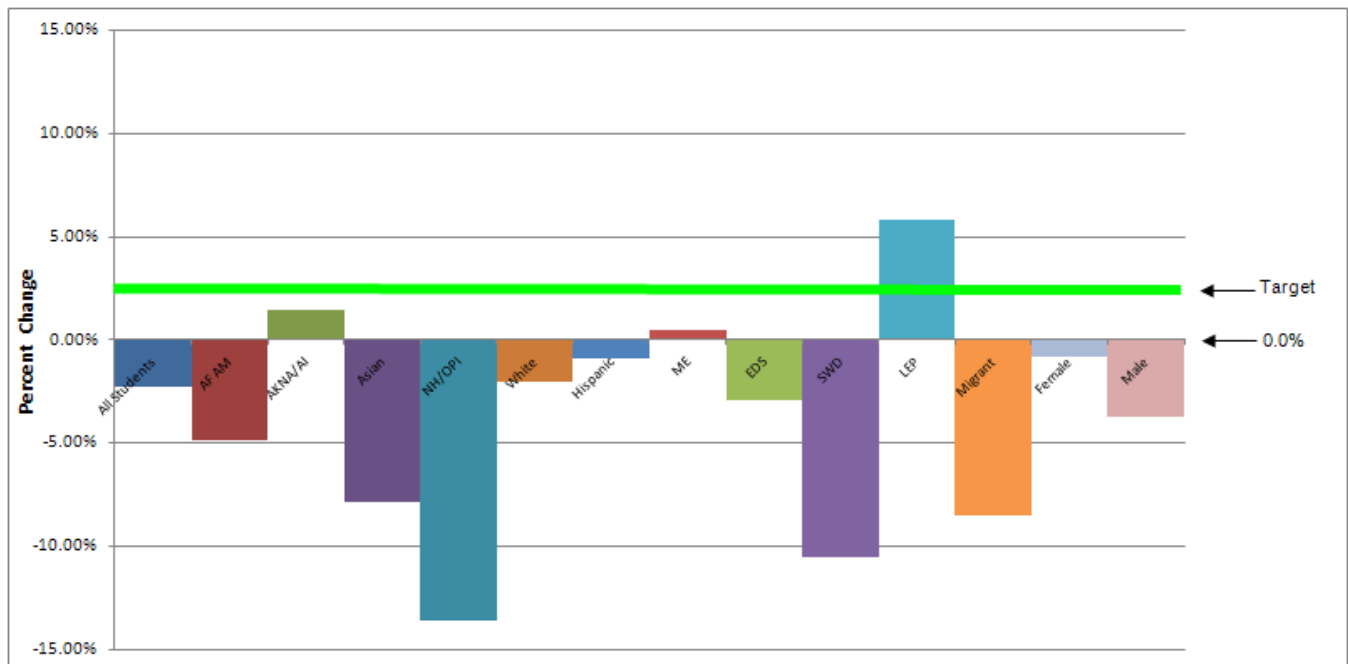
Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1d: In a year-to-year comparison, the percentage of students scoring proficient in mathematics on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.

Grade 3
Year-to-Year Comparison of Percent Proficient in Mathematics on the Alaska SBA
Anchorage School District

	Mathematics							
	07-08		08-09		Target*	Result		
	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	3,689	78.86%	3,691	77.03%	1.97%	-1.83%	-2.32%	No
African-American/Black	223	63.23%	241	60.17%	1.58%	-3.06%	-4.84%	No
Alaska Native/American Indian	363	62.53%	339	63.42%	1.56%	0.89%	1.42%	No
Asian	316	77.85%	364	71.70%	1.95%	-6.15%	-7.90%	No
Native Hawaiian/Other Pacific Islander	133	57.89%	128	50.00%	1.45%	-7.89%	-13.63%	No
White	1,700	88.71%	1,676	86.93%	2.22%	-1.78%	-2.01%	No
Hispanic	440	72.27%	426	71.60%	1.81%	-0.67%	-0.93%	No
Multi-Ethnic (2 or More Races)	514	76.26%	517	76.60%	1.91%	0.34%	0.45%	No
Economically Disadvantaged	1,637	67.81%	1,718	65.83%	1.70%	-1.98%	-2.92%	No
Students with Disabilities	630	49.84%	563	44.58%	1.25%	-5.26%	-10.55%	No
LEP	338	46.15%	467	48.82%	1.15%	2.67%	5.79%	Yes
Migrant	155	80.65%	168	73.81%	2.02%	-6.84%	-8.48%	No
Female	1,809	79.33%	1,782	78.68%	1.98%	-0.65%	-0.82%	No
Male	1,880	78.40%	1,909	75.48%	1.96%	-2.92%	-3.72%	No

* The target is 2.5% of 2007-08 percent proficient.



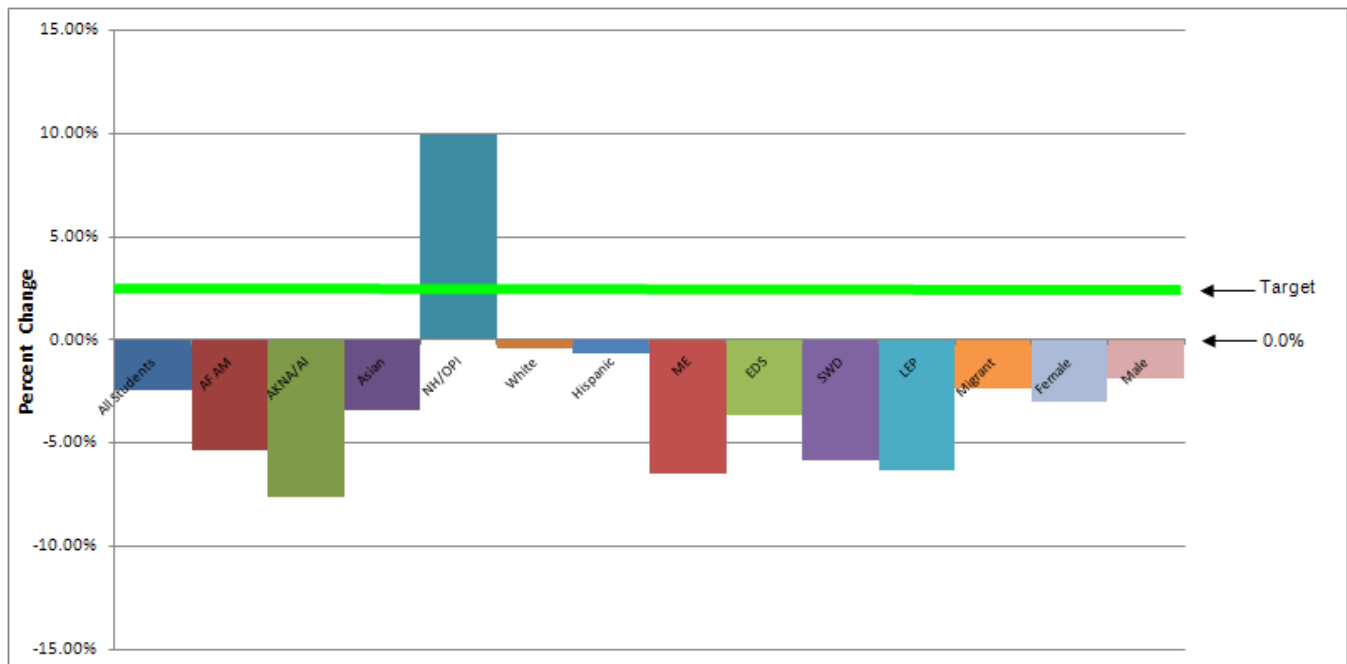
Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1d: In a year-to-year comparison, the percentage of students scoring proficient in mathematics on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.

Grade 4
Year-to-Year Comparison of Percent Proficient in Mathematics on the Alaska SBA
Anchorage School District

	Mathematics							
	07-08		08-09		Target*	Result		
	Number Tested	Percent Proficient	Number Tested	Percent Proficient		Percentage Change	Percent Change	Target Met?
All Students	3,459	76.87%	3,756	74.97%	1.92%	-1.90%	-2.47%	No
African-American/Black	208	62.02%	235	58.72%	1.55%	-3.30%	-5.32%	No
Alaska Native/American Indian	320	61.56%	357	56.86%	1.54%	-4.70%	-7.63%	No
Asian	287	76.66%	374	74.06%	1.92%	-2.60%	-3.39%	No
Native Hawaiian/Other Pacific Islander	139	48.92%	145	53.79%	1.22%	4.87%	9.96%	Yes
White	1,664	85.16%	1,707	84.83%	2.13%	-0.33%	-0.39%	No
Hispanic	376	71.54%	449	71.05%	1.79%	-0.49%	-0.68%	No
Multi-Ethnic (2 or More Races)	465	77.20%	489	72.19%	1.93%	-5.01%	-6.49%	No
Economically Disadvantaged	1,465	65.32%	1,727	62.94%	1.63%	-2.38%	-3.64%	No
Students with Disabilities	526	43.54%	634	41.01%	1.09%	-2.53%	-5.81%	No
LEP	356	46.07%	373	43.16%	1.15%	-2.91%	-6.32%	No
Migrant	136	72.06%	182	70.33%	1.80%	-1.73%	-2.40%	No
Female	1,715	78.25%	1,834	75.90%	1.96%	-2.35%	-3.00%	No
Male	1,744	75.52%	1,922	74.09%	1.89%	-1.43%	-1.89%	No

* The target is 2.5% of 2007-08 percent proficient.



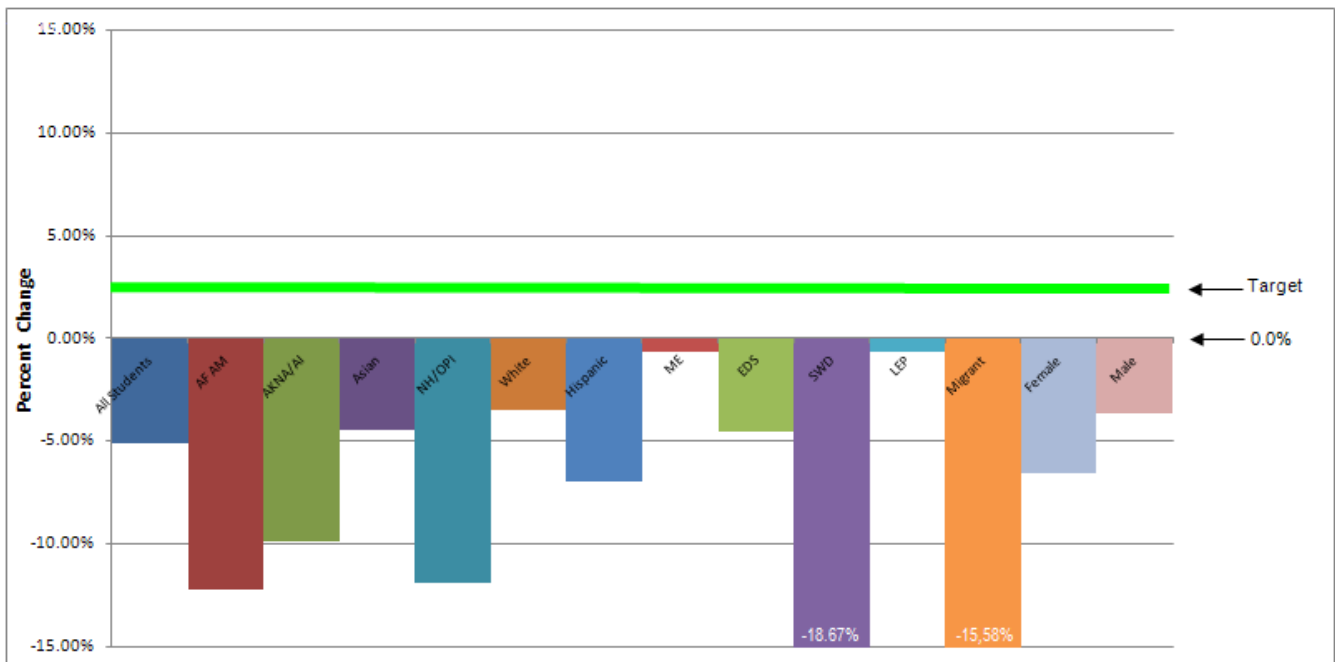
Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1d: In a year-to-year comparison, the percentage of students scoring proficient in mathematics on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.

Grade 5
Year-to-Year Comparison of Percent Proficient in Mathematics on the Alaska SBA
Anchorage School District

	Mathematics							
	07-08		08-09		Target*	Result		
	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	3,476	77.47%	3,534	73.51%	1.94%	-3.96%	-5.11%	No
African-American/Black	216	60.19%	212	52.83%	1.50%	-7.36%	-12.23%	No
Alaska Native/American Indian	306	61.44%	309	55.34%	1.54%	-6.10%	-9.93%	No
Asian	304	79.61%	338	76.04%	1.99%	-3.57%	-4.48%	No
Native Hawaiian/Other Pacific Islander	115	58.26%	152	51.32%	1.46%	-6.94%	-11.91%	No
White	1,717	86.14%	1,680	83.10%	2.15%	-3.04%	-3.53%	No
Hispanic	346	71.97%	375	66.93%	1.80%	-5.04%	-7.00%	No
Multi-Ethnic (2 or More Races)	472	71.61%	468	71.15%	1.79%	-0.46%	-0.64%	No
Economically Disadvantaged	1,375	64.29%	1,515	61.39%	1.61%	-2.90%	-4.51%	No
Students with Disabilities	517	43.33%	542	35.24%	1.08%	-8.09%	-18.67%	No
LEP	241	43.57%	342	43.27%	1.09%	-0.30%	-0.69%	No
Migrant	145	77.93%	152	65.79%	1.95%	-12.14%	-15.58%	No
Female	1,698	80.09%	1,741	74.84%	2.00%	-5.25%	-6.56%	No
Male	1,778	74.97%	1,793	72.23%	1.87%	-2.74%	-3.65%	No

* The target is 2.5% of 2007-08 percent proficient.



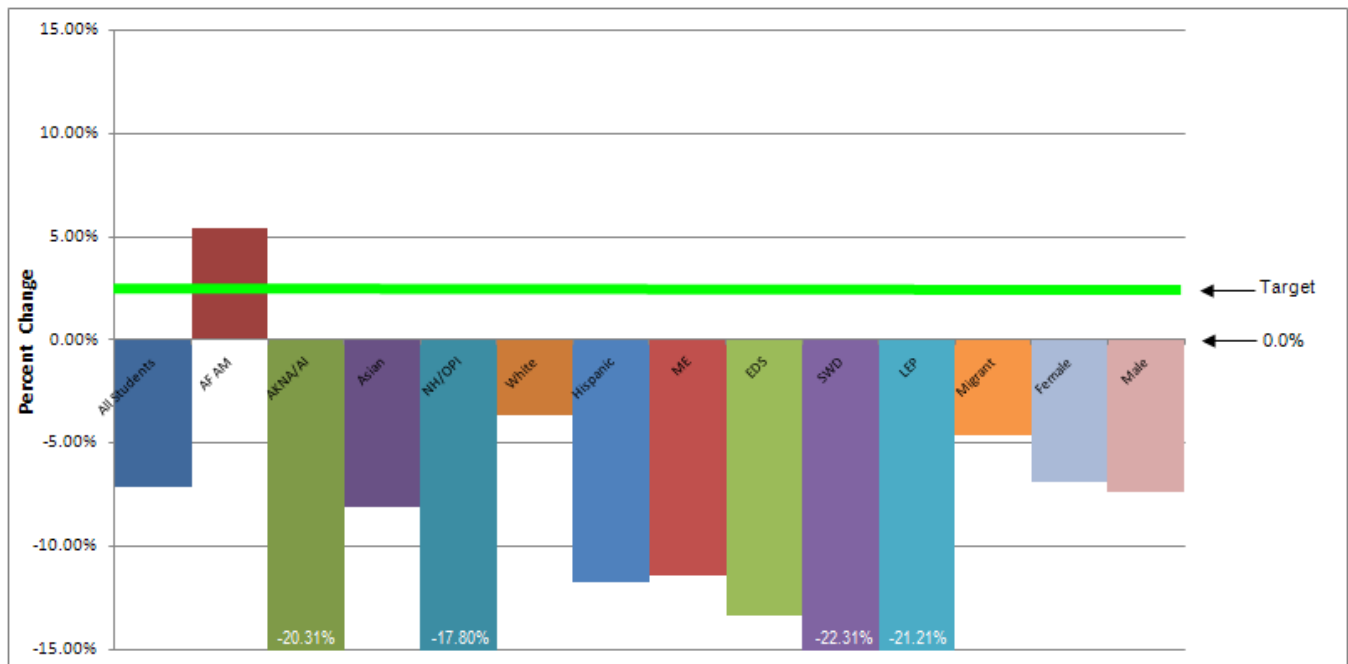
Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1d: In a year-to-year comparison, the percentage of students scoring proficient in mathematics on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.

Grade 6
Year-to-Year Comparison of Percent Proficient in Mathematics on the Alaska SBA
Anchorage School District

	Mathematics							
	07-08		08-09		Target*	Result		
	Number Tested	Percent Proficient	Number Tested	Percent Proficient		Percentage Change	Percent Change	Target Met?
All Students	3,499	77.34%	3,534	71.82%	1.93%	-5.52%	-7.14%	No
African-American/Black	205	52.68%	227	55.51%	1.32%	2.83%	5.37%	Yes
Alaska Native/American Indian	317	65.30%	294	52.04%	1.63%	-13.26%	-20.31%	No
Asian	314	78.66%	364	72.25%	1.97%	-6.41%	-8.15%	No
Native Hawaiian/Other Pacific Islander	99	63.64%	130	52.31%	1.59%	-11.33%	-17.80%	No
White	1,709	85.08%	1,718	81.96%	2.13%	-3.12%	-3.67%	No
Hispanic	389	71.72%	346	63.29%	1.79%	-8.43%	-11.75%	No
Multi-Ethnic (2 or More Races)	466	74.68%	455	66.15%	1.87%	-8.53%	-11.42%	No
Economically Disadvantaged	1,338	65.25%	1,446	56.50%	1.63%	-8.75%	-13.41%	No
Students with Disabilities	468	37.61%	486	29.22%	0.94%	-8.39%	-22.31%	No
LEP	257	43.19%	288	34.03%	1.08%	-9.16%	-21.21%	No
Migrant	162	67.90%	156	64.74%	1.70%	-3.16%	-4.65%	No
Female	1,723	79.63%	1,730	74.16%	1.99%	-5.47%	-6.87%	No
Male	1,776	75.11%	1,804	69.57%	1.88%	-5.54%	-7.38%	No

* The target is 2.5% of 2007-08 percent proficient.



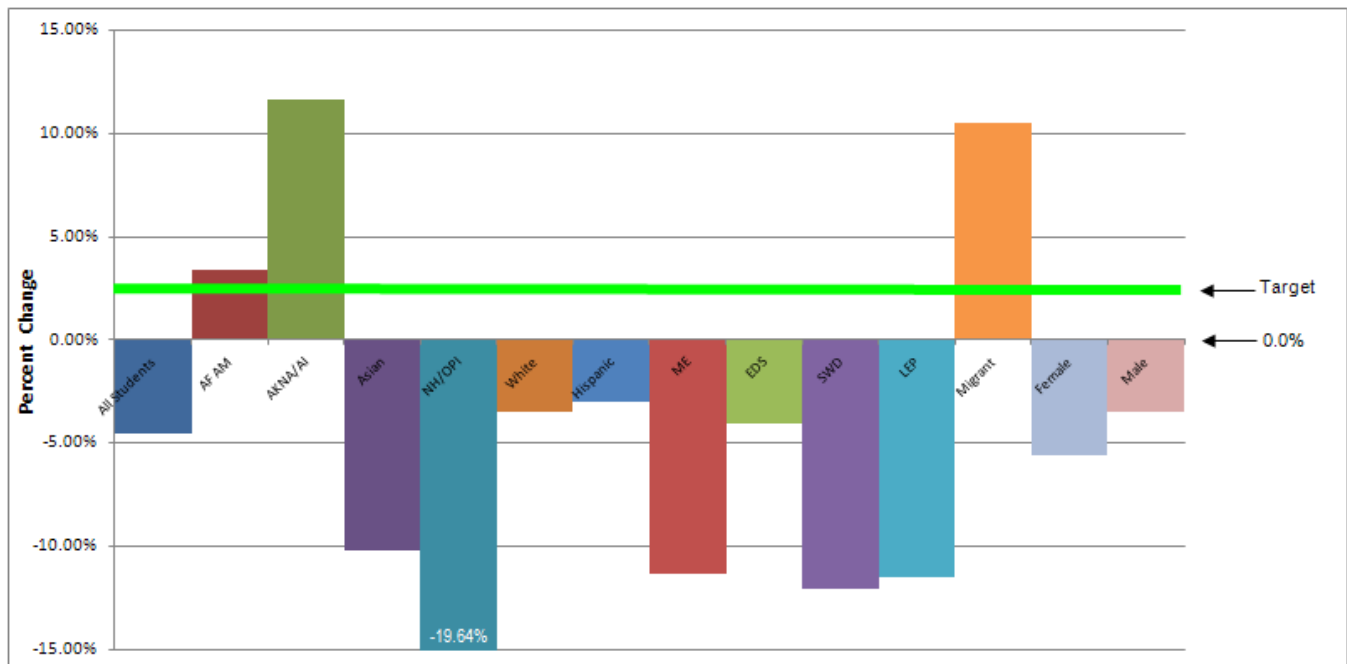
Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1d: In a year-to-year comparison, the percentage of students scoring proficient in mathematics on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.

Grade 7
Year-to-Year Comparison of Percent Proficient in Mathematics on the Alaska SBA
Anchorage School District

	Mathematics							
	07-08		08-09		Target*	Result		
	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	3,559	70.75%	3,520	67.53%	1.77%	-3.22%	-4.55%	No
African-American/Black	221	42.99%	207	44.44%	1.07%	1.45%	3.37%	Yes
Alaska Native/American Indian	278	50.72%	302	56.62%	1.27%	5.90%	11.63%	Yes
Asian	340	70.59%	352	63.35%	1.76%	-7.24%	-10.26%	No
Native Hawaiian/Other Pacific Islander	129	44.19%	107	35.51%	1.10%	-8.68%	-19.64%	No
White	1,829	80.54%	1,726	77.75%	2.01%	-2.79%	-3.46%	No
Hispanic	335	63.58%	378	61.64%	1.59%	-1.94%	-3.05%	No
Multi-Ethnic (2 or More Races)	427	70.02%	448	62.05%	1.75%	-7.97%	-11.38%	No
Economically Disadvantaged	1,270	54.17%	1,316	51.98%	1.35%	-2.19%	-4.04%	No
Students with Disabilities	414	26.81%	437	23.57%	0.67%	-3.24%	-12.09%	No
LEP	333	33.33%	278	29.50%	0.83%	-3.83%	-11.49%	No
Migrant	132	56.82%	164	62.80%	1.42%	5.98%	10.52%	Yes
Female	1,726	72.31%	1,747	68.23%	1.81%	-4.08%	-5.64%	No
Male	1,833	69.29%	1,773	66.84%	1.73%	-2.45%	-3.54%	No

* The target is 2.5% of 2007-08 percent proficient.



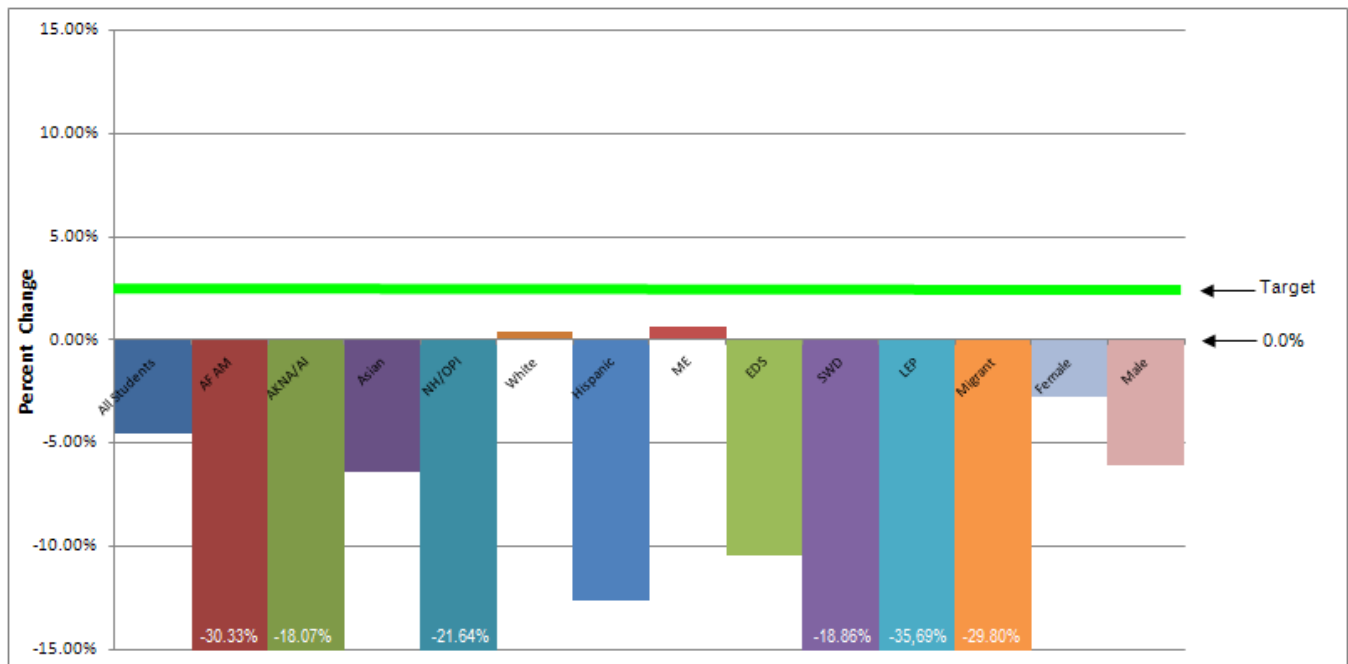
Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1d: In a year-to-year comparison, the percentage of students scoring proficient in mathematics on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.

Grade 8
Year-to-Year Comparison of Percent Proficient in Mathematics on the Alaska SBA
Anchorage School District

	Mathematics							
	07-08		08-09		Target*	Result		
	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	3,632	68.92%	3,618	65.81%	1.72%	-3.11%	-4.51%	No
African-American/Black	232	53.02%	222	36.94%	1.33%	-16.08%	-30.33%	No
Alaska Native/American Indian	337	54.30%	272	44.49%	1.36%	-9.81%	-18.07%	No
Asian	353	69.12%	382	64.66%	1.73%	-4.46%	-6.45%	No
Native Hawaiian/Other Pacific Islander	111	39.64%	132	31.06%	0.99%	-8.58%	-21.64%	No
White	1,870	77.11%	1,826	77.38%	1.93%	0.27%	0.35%	No
Hispanic	336	63.69%	338	55.62%	1.59%	-8.07%	-12.67%	No
Multi-Ethnic (2 or More Races)	393	64.38%	446	64.80%	1.61%	0.42%	0.65%	No
Economically Disadvantaged	1,271	52.71%	1,350	47.19%	1.32%	-5.52%	-10.47%	No
Students with Disabilities	430	25.35%	423	20.57%	0.63%	-4.78%	-18.86%	No
LEP	348	38.22%	354	24.58%	0.96%	-13.64%	-35.69%	No
Migrant	163	58.90%	133	41.35%	1.47%	-17.55%	-29.80%	No
Female	1,767	68.08%	1,747	66.17%	1.70%	-1.91%	-2.81%	No
Male	1,865	69.71%	1,871	65.47%	1.74%	-4.24%	-6.08%	No

* The target is 2.5% of 2007-08 percent proficient.



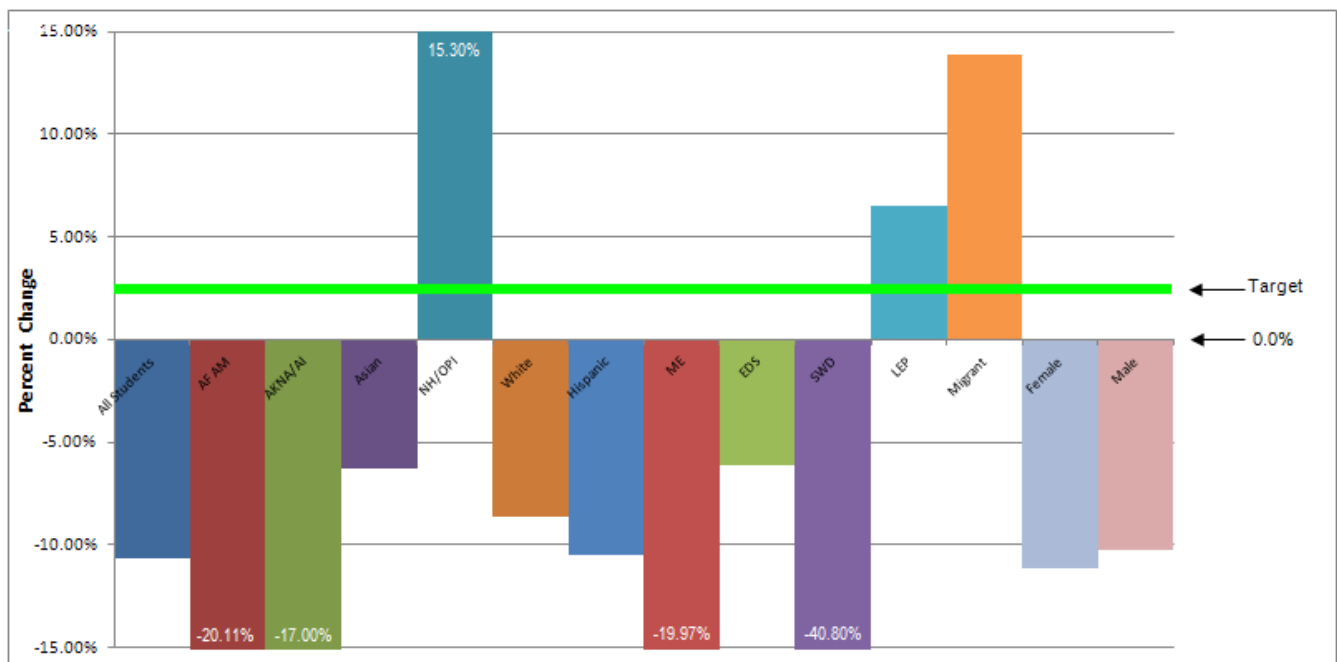
Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1d: In a year-to-year comparison, the percentage of students scoring proficient in mathematics on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.

Grade 9
Year-to-Year Comparison of Percent Proficient in Mathematics on the Alaska SBA
Anchorage School District

	Mathematics							
	07-08		08-09		Target*	Result		
	Number Tested	Percent Proficient	Number Tested	Percent Proficient		Percentage Change	Percent Change	Target Met?
All Students	3,549	70.19%	3,602	62.69%	1.75%	-7.50%	-10.69%	No
African-American/Black	226	52.65%	233	42.06%	1.32%	-10.59%	-20.11%	No
Alaska Native/American Indian	267	50.94%	298	42.28%	1.27%	-8.66%	-17.00%	No
Asian	357	70.87%	393	66.41%	1.77%	-4.46%	-6.29%	No
Native Hawaiian/Other Pacific Islander	107	37.38%	116	43.10%	0.93%	5.72%	15.30%	Yes
White	1,887	79.12%	1,859	72.30%	1.98%	-6.82%	-8.62%	No
Hispanic	348	58.62%	324	52.47%	1.47%	-6.15%	-10.49%	No
Multi-Ethnic (2 or More Races)	357	68.91%	379	55.15%	1.72%	-13.76%	-19.97%	No
Economically Disadvantaged	1,063	50.42%	1,183	47.34%	1.26%	-3.08%	-6.11%	No
Students with Disabilities	380	26.84%	384	15.89%	0.67%	-10.95%	-40.80%	No
LEP	297	29.63%	317	31.55%	0.74%	1.92%	6.48%	Yes
Migrant	115	47.83%	145	54.48%	1.20%	6.65%	13.90%	Yes
Female	1,707	70.94%	1,735	63.05%	1.77%	-7.89%	-11.12%	No
Male	1,842	69.49%	1,867	62.35%	1.74%	-7.14%	-10.27%	No

* The target is 2.5% of 2007-08 percent proficient.



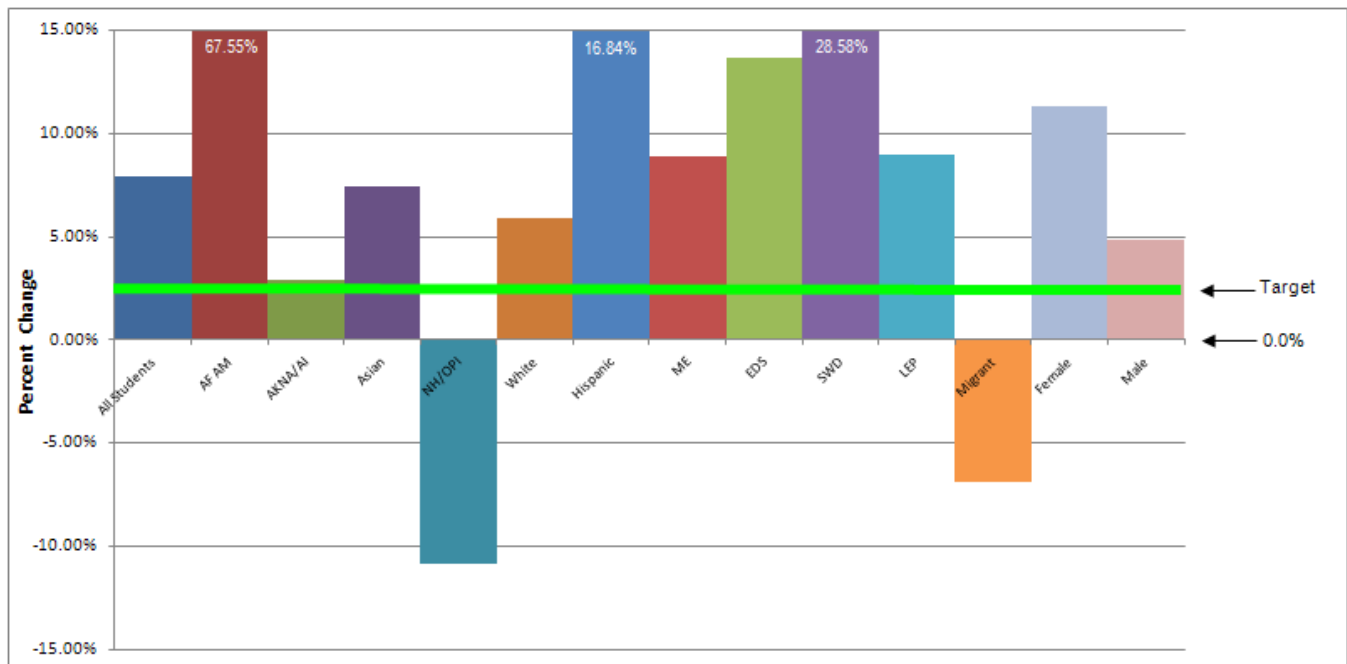
Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1d: In a year-to-year comparison, the percentage of students scoring proficient in mathematics on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in each grade level 3-10.

Grade 10
Year-to-Year Comparison of Percent Proficient in Mathematics on the Alaska SBA
Anchorage School District

	Mathematics							
	07-08		08-09		Target*	Result		
	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	3,500	65.94%	3,426	71.16%	1.65%	5.22%	7.92%	Yes
African-American/Black	204	35.29%	208	59.13%	0.88%	23.84%	67.55%	Yes
Alaska Native/American Indian	260	49.62%	241	51.04%	1.24%	1.42%	2.86%	Yes
Asian	339	63.13%	376	67.82%	1.58%	4.69%	7.43%	Yes
Native Hawaiian/Other Pacific Islander	100	40.00%	115	35.65%	1.00%	-4.35%	-10.88%	No
White	1,930	76.17%	1,822	80.68%	1.90%	4.51%	5.92%	Yes
Hispanic	301	51.83%	322	60.56%	1.30%	8.73%	16.84%	Yes
Multi-Ethnic (2 or More Races)	366	62.02%	342	67.54%	1.55%	5.52%	8.90%	Yes
Economically Disadvantaged	936	45.09%	999	51.25%	1.13%	6.16%	13.66%	Yes
Students with Disabilities	327	23.55%	360	30.28%	0.59%	6.73%	28.58%	Yes
LEP	359	27.02%	309	29.45%	0.68%	2.43%	8.99%	Yes
Migrant	111	53.15%	101	49.50%	1.33%	-3.65%	-6.87%	No
Female	1,718	63.85%	1,642	71.07%	1.60%	7.22%	11.31%	Yes
Male	1,782	67.96%	1,784	71.24%	1.70%	3.28%	4.83%	Yes

* The target is 2.5% of 2007-08 percent proficient.



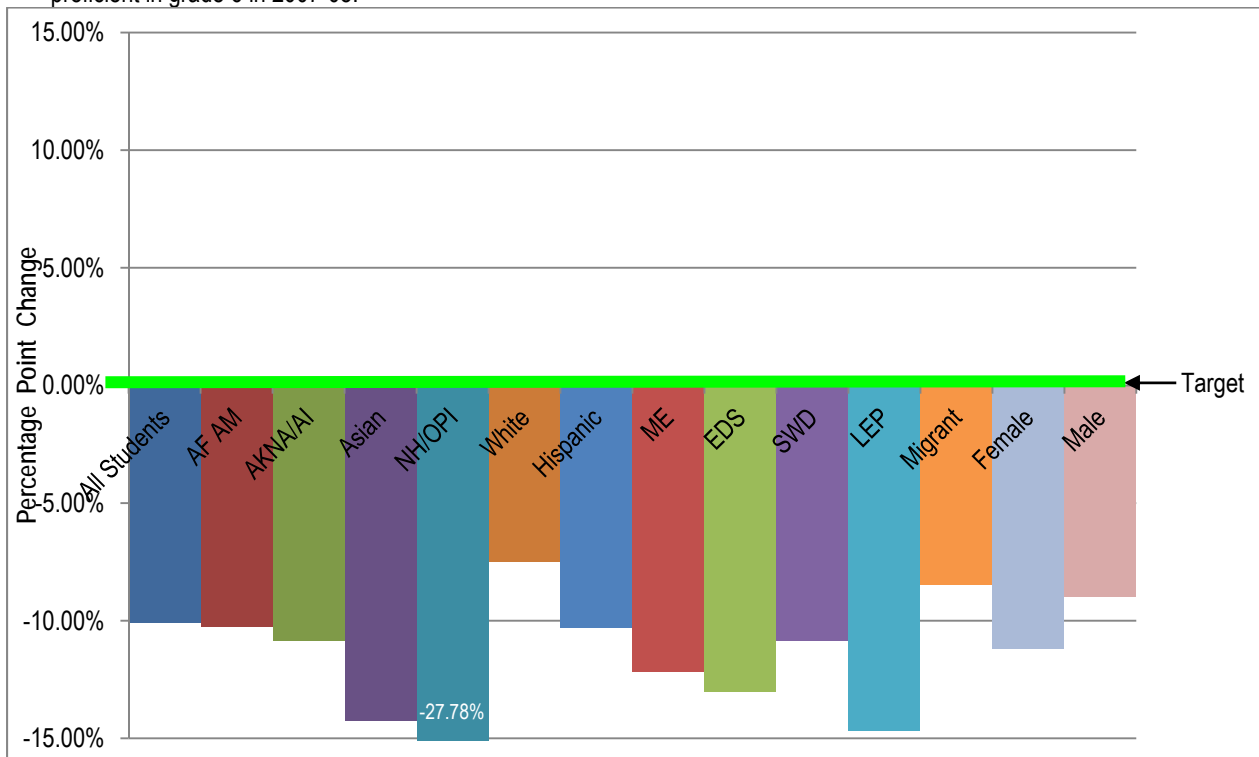
Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1e: In a sequential cohort comparison, the percentage of students scoring proficient in mathematics on the Alaska Standards Based Assessment in the transition years of elementary to middle and middle to high school will be greater than the same students scoring proficient in the previous year (grade 6 to 7 and grade 8 to 9 will be compared).

Sequential Cohort Year-to-Year Comparison of Percent Proficient in Mathematics on the Standards Based Assessment
Students with SBA Mathematics Scores in 2007-08 Grade 6 and in 2008-09 Grade 7
Anchorage School District

	Mathematics						
	Grade 6 in 07-08		Grade 7 in 08-09		Target*	Result	
	Number Tested	Percent Proficient	Number Tested	Percent Proficient		Percentage Change	Target Met?
All Students	3,110	78.07%	3,110	67.97%	>0%	-10.10%	No
African-American/Black	175	52.57%	175	42.29%	>0%	-10.28%	No
Alaska Native/American Indian	267	68.91%	267	58.05%	>0%	-10.86%	No
Asian	294	78.23%	294	63.95%	>0%	-14.28%	No
Native Hawaiian/Other Pacific Islander	90	62.22%	90	34.44%	>0%	-27.78%	No
White	1,534	85.66%	1,534	78.16%	>0%	-7.50%	No
Hispanic	340	71.76%	340	61.47%	>0%	-10.29%	No
Multi-Ethnic (2 or More Races)	410	75.12%	410	62.93%	>0%	-12.19%	No
Economically Disadvantaged	1,113	64.42%	1,113	51.39%	>0%	-13.03%	No
Students with Disabilities	396	35.35%	396	24.49%	>0%	-10.86%	No
LEP	211	36.49%	211	21.80%	>0%	-14.69%	No
Migrant	153	70.59%	153	62.09%	>0%	-8.50%	No
Female	1,544	80.25%	1,544	69.04%	>0%	-11.21%	No
Male	1,566	75.93%	1,566	66.92%	>0%	-9.01%	No

* The target is that the percent of students proficient in grade 7 in 2008-09 will be greater than the percent of those same students scoring proficient in grade 6 in 2007-08.



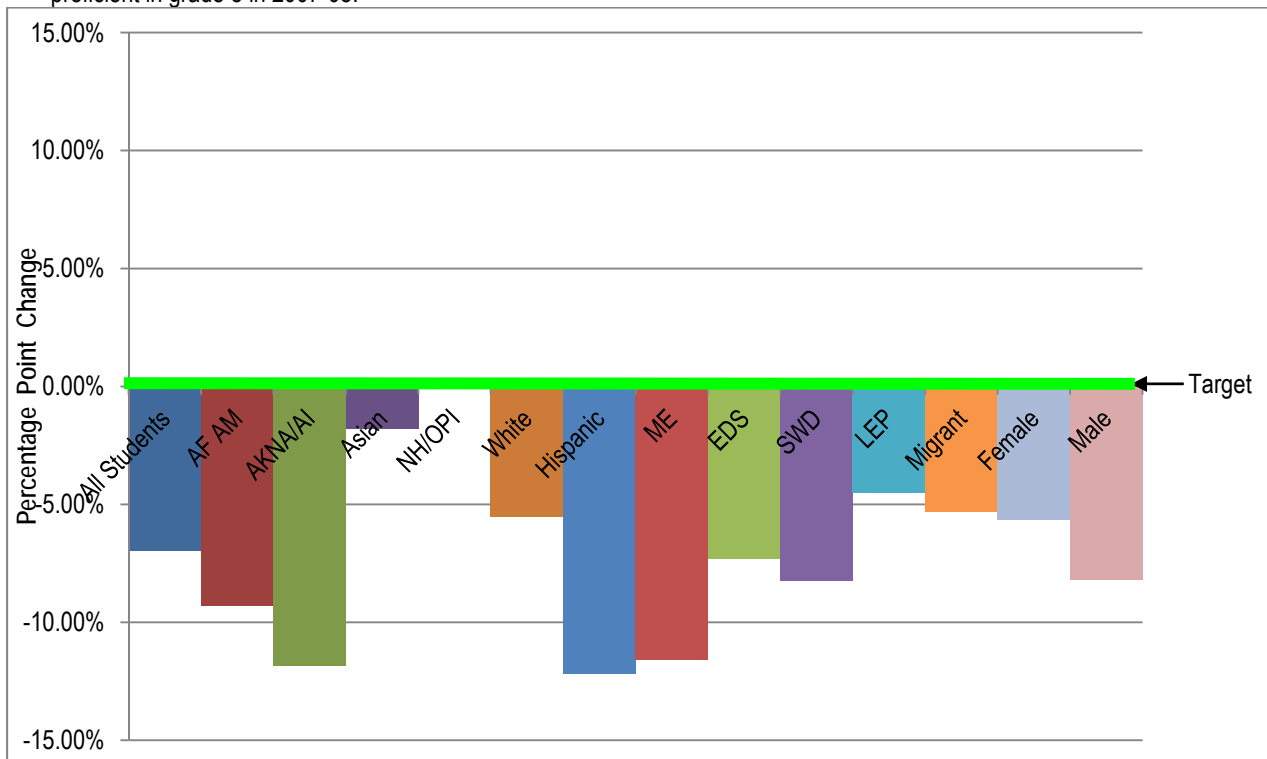
Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1e: In a sequential cohort comparison, the percentage of students scoring proficient in mathematics on the Alaska Standards Based Assessment in the transition years of elementary to middle and middle to high school will be greater than the same students scoring proficient in the previous year (grade 6 to 7 and grade 8 to 9 will be compared).

Sequential Cohort Year-to-Year Comparison of Percent Proficient in Mathematics on the Standards Based Assessment
Students with SBA Mathematics Scores in 2007-08 Grade 8 and in 2008-09 Grade 9
Anchorage School District

	Mathematics						
	Grade 8 in 07-08		Grade 9 in 08-09		Target*	Result	
	Number Tested	Percent Proficient	Number Tested	Percent Proficient		Increase Required	Percentage Change
All Students	3,145	71.48%	3,145	64.52%	>0%	-6.96%	No
African-American/Black	193	53.37%	193	44.04%	>0%	-9.33%	No
Alaska Native/American Indian	253	57.71%	253	45.85%	>0%	-11.86%	No
Asian	333	69.37%	333	67.57%	>0%	-1.80%	No
Native Hawaiian/Other Pacific Islander	97	44.33%	97	44.33%	>0%	0.00%	No
White	1,645	79.39%	1,645	73.86%	>0%	-5.53%	No
Hispanic	287	65.51%	287	53.31%	>0%	-12.20%	No
Multi-Ethnic (2 or More Races)	337	68.55%	337	56.97%	>0%	-11.58%	No
Economically Disadvantaged	970	56.39%	970	49.07%	>0%	-7.32%	No
Students with Disabilities	339	25.07%	339	16.81%	>0%	-8.26%	No
LEP	243	34.16%	243	29.63%	>0%	-4.53%	No
Migrant	131	63.36%	131	58.02%	>0%	-5.34%	No
Female	1,522	70.76%	1,522	65.11%	>0%	-5.65%	No
Male	1,623	72.15%	1,623	63.96%	>0%	-8.19%	No

* The target is that the percent of students proficient in grade 9 in 2008-09 will be greater than the percent of those same students scoring proficient in grade 8 in 2007-08.

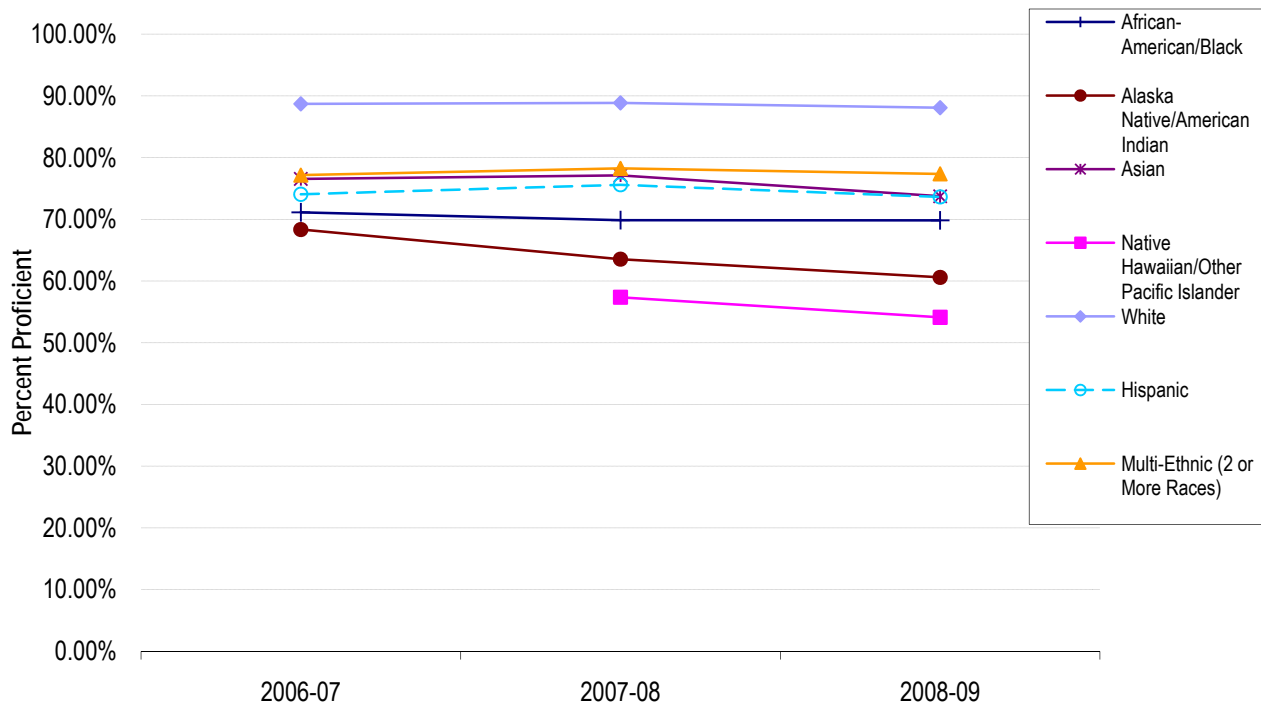


Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1f: In a year-to-year comparison, the achievement gap in language arts and mathematics will decrease significantly between each AYP-designated group and the White group, narrowing the achievement gap in grades 3-10.

**Year-to-Year Comparison of the Achievement Gap
Between White and Other Race/Ethnic Groups in Language Arts
2007-08 and 2008-09 Results Obtained From the SBA
Anchorage School District, Grades 3-10**

Language Arts								
	07-08			08-09			Result	
	Percent Proficient	Percent Proficient for White Students	Achievement Gap (Percentage Points)	Percent Proficient	Percent Proficient for White Students	Achievement Gap (Percentage Points)	Percentage Points Change in Achievement Gap	Significant Decrease?
African-American/Black	69.87%	88.86%	-18.99%	69.83%	88.08%	-18.25%	-0.74%	No
Alaska Native/American Indian	63.54%	88.86%	-25.32%	60.60%	88.08%	-27.49%	2.17%	N/A
Asian	77.13%	88.86%	-11.73%	73.74%	88.08%	-14.34%	2.61%	N/A
Native Hawaiian/Other Pacific Islander	57.37%	88.86%	-31.49%	54.12%	88.08%	-33.96%	2.47%	N/A
Hispanic	75.60%	88.86%	-13.26%	73.63%	88.08%	-14.45%	1.19%	N/A
Multi-Ethnic (2 or More Races)	78.25%	88.86%	-10.61%	77.36%	88.08%	-10.72%	0.11%	N/A

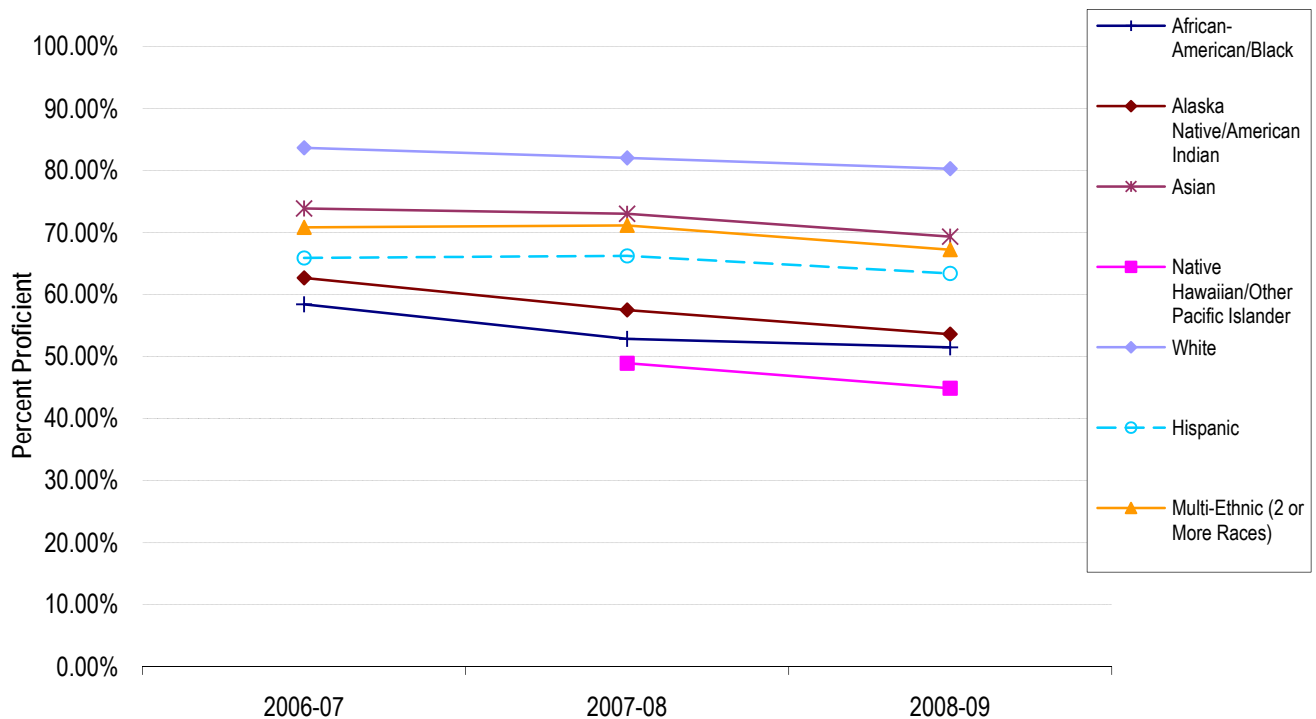


Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1f: In a year-to-year comparison, the achievement gap in language arts and mathematics will decrease significantly between each AYP-designated group and the white group, narrowing the achievement gap in grades 3-10.

**Year-to-Year Comparison of the Achievement Gap
Between White and Other Race/Ethnic Groups in Mathematics
2007-08 and 2008-09 Results Obtained From the SBA
Anchorage School District, Grades 3-10**

Mathematics								
	07-08			08-09			Result	
	Percent Proficient	Percent Proficient for White Students	Achievement Gap (Percentage Points)	Percent Proficient	Percent Proficient for White Students	Achievement Gap (Percentage Points)	Percentage Points Change in Achievement Gap	Significant Decrease?
African-American/Black	52.85%	82.04%	-29.19%	51.49%	80.30%	-28.80%	-0.39%	No
Alaska Native/American Indian	57.51%	82.04%	-24.53%	53.61%	80.30%	-26.68%	2.15%	N/A
Asian	73.04%	82.04%	-9.00%	69.35%	80.30%	-10.95%	1.95%	N/A
Native Hawaiian/Other Pacific Islander	48.93%	82.04%	-33.11%	44.89%	80.30%	-35.40%	2.29%	N/A
Hispanic	66.24%	82.04%	-15.80%	63.41%	80.30%	-16.88%	1.08%	N/A
Multi-Ethnic (2 or More Races)	71.16%	82.04%	-10.88%	67.24%	80.30%	-13.05%	2.17%	N/A

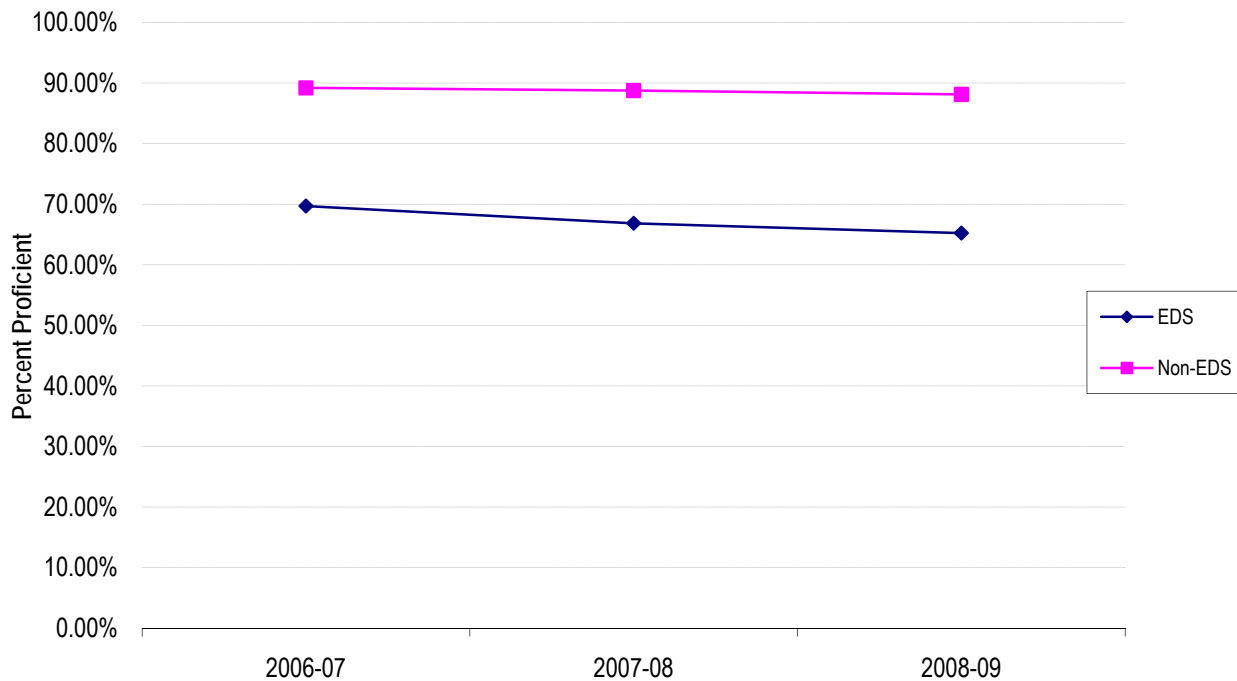


Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1g: In a year-to-year comparison, the achievement gap in language arts and mathematics will decrease significantly between the AYP-designated groups of economically disadvantaged and non-economically disadvantaged, limited English proficient and non-limited English proficient, and disabled and non-disabled students.

**Year-to-Year Comparison of the Achievement Gap
Between Economically Disadvantaged and Non-Economically Disadvantaged in Language Arts
2007-08 and 2008-09 Results Obtained From the SBA
Anchorage School District, Grades 3-10**

Language Arts							
07-08			08-09			Result	
Percent Proficient for EDS	Percent Proficient for Non-EDS	Achievement Gap (Percentage Points)	Percent Proficient for EDS	Percent Proficient for Non-EDS	Achievement Gap (Percentage Points)	Percentage Points Change in Achievement Gap	Significant Decrease?
66.85%	88.77%	-21.92%	65.24%	88.14%	-22.90%	0.98%	N/A

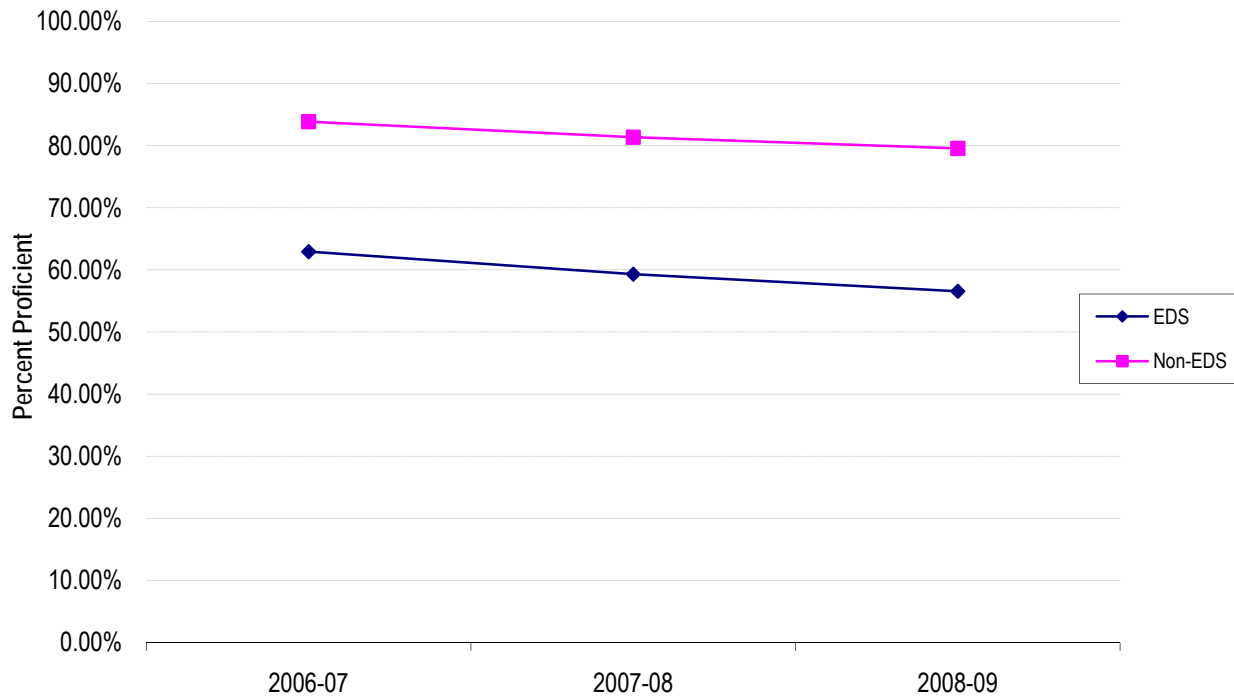


Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1g: In a year-to-year comparison, the achievement gap in language arts and mathematics will decrease significantly between the AYP-designated groups of economically disadvantaged and non-economically disadvantaged, limited English proficient and non-limited English proficient, and disabled and non-disabled students.

**Year-to-Year Comparison of the Achievement Gap
Between Economically Disadvantaged and Non-Economically Disadvantaged in Mathematics
2007-08 and 2008-09 Results Obtained From the SBA
Anchorage School District, Grades 3-10**

Mathematics							
07-08			08-09			Result	
Percent Proficient for EDS	Percent Proficient for Non-EDS	Achievement Gap (Percentage Points)	Percent Proficient for EDS	Percent Proficient for Non-EDS	Achievement Gap (Percentage Points)	Percentage Points Change in Achievement Gap	Significant Decrease?
59.30%	81.35%	-22.05%	56.55%	79.55%	-23.00%	0.95%	N/A



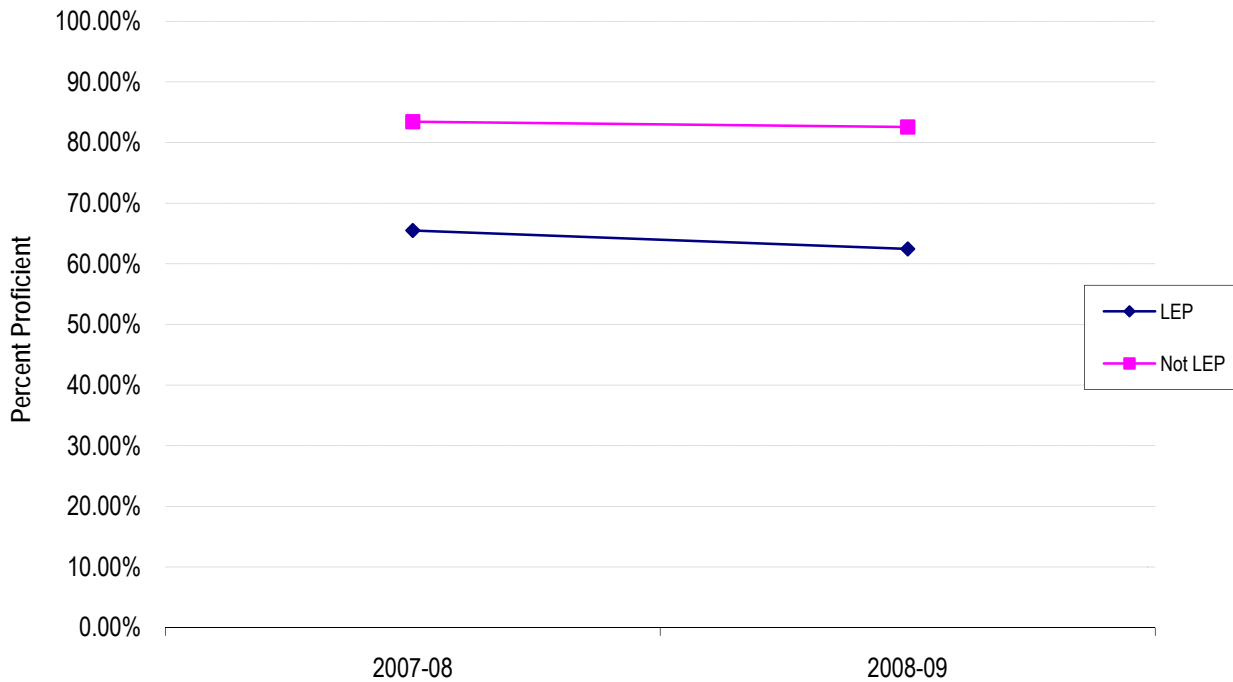
Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1g: In a year-to-year comparison, the achievement gap in language arts and mathematics will decrease significantly between the AYP-designated groups of economically disadvantaged and non-economically disadvantaged, limited English proficient and non-limited English proficient, and disabled and non-disabled students.

**Year-to-Year Comparison of the Achievement Gap
Between LEP and Non-LEP Students in Language Arts
2007-08 and 2008-09 Results Obtained From the SBA
Anchorage School District, Grades 3-10**

Language Arts							
07-08			08-09			Result	
Percent Proficient for LEP	Percent Proficient for Not LEP	Achievement Gap (Percentage Points)	Percent Proficient for LEP	Percent Proficient for Not LEP	Achievement Gap (Percentage Points)	Percentage Points Change in Achievement Gap	Significant Decrease?
65.49%	83.43%	-17.94%	62.45%	82.56%	-20.11%	2.17%	N/A

This analysis includes students who have been exited from the English Language Learner program and are considered a monitor year one (M1) or monitor year two (M2) student. M1 and M2 students are not eligible for bilingual services but are included in the LEP category for accountability purposes.



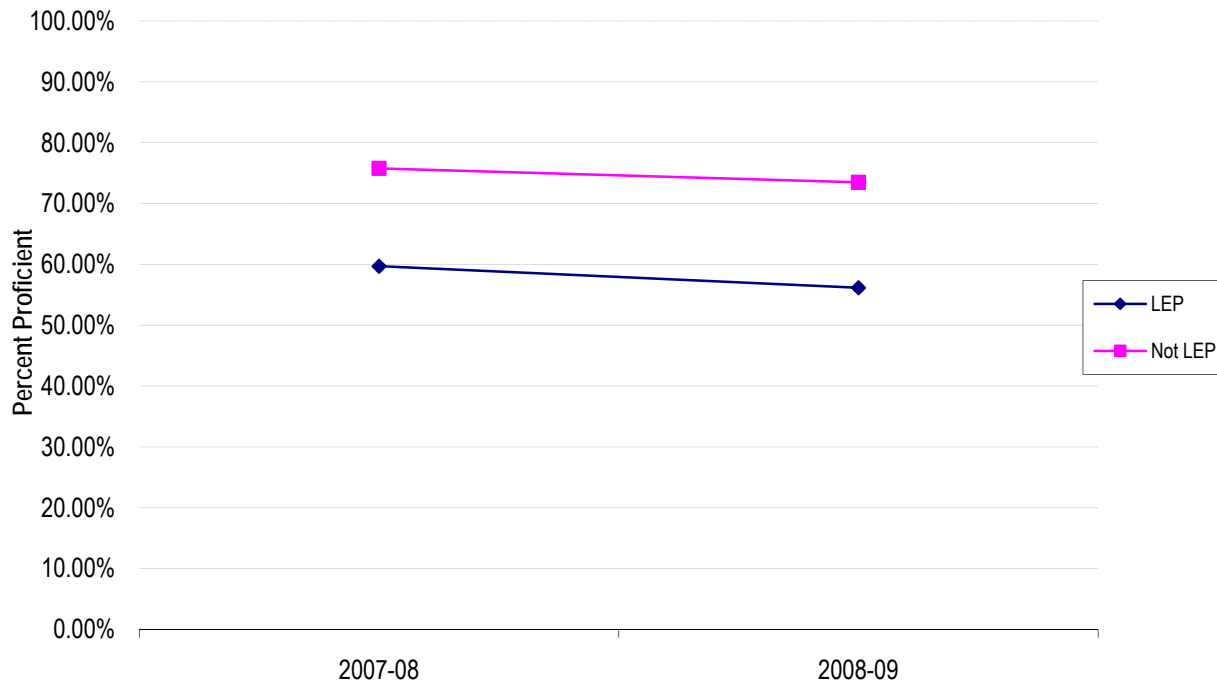
Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1g: In a year-to-year comparison, the achievement gap in language arts and mathematics will decrease significantly between the AYP-designated groups of economically disadvantaged and non-economically disadvantaged, limited English proficient and non-limited English proficient, and disabled and non-disabled students.

**Year-to-Year Comparison of the Achievement Gap
Between LEP and Non-LEP Students in Mathematics
2007-08 and 2008-09 Results Obtained From the SBA
Anchorage School District, Grades 3-10**

Mathematics							
07-08			08-09			Result	
Percent Proficient for LEP	Percent Proficient for Not LEP	Achievement Gap (Percentage Points)	Percent Proficient for LEP	Percent Proficient for Not LEP	Achievement Gap (Percentage Points)	Percentage Points Change in Achievement Gap	Significant Decrease?
59.70%	75.78%	-16.08%	56.15%	73.49%	-17.34%	1.26%	N/A

This analysis includes students who have been exited from the English Language Learner program and are considered a monitor year one (M1) or monitor year two (M2) student. M1 and M2 students are not eligible for bilingual services but are included in the LEP category for accountability purposes.



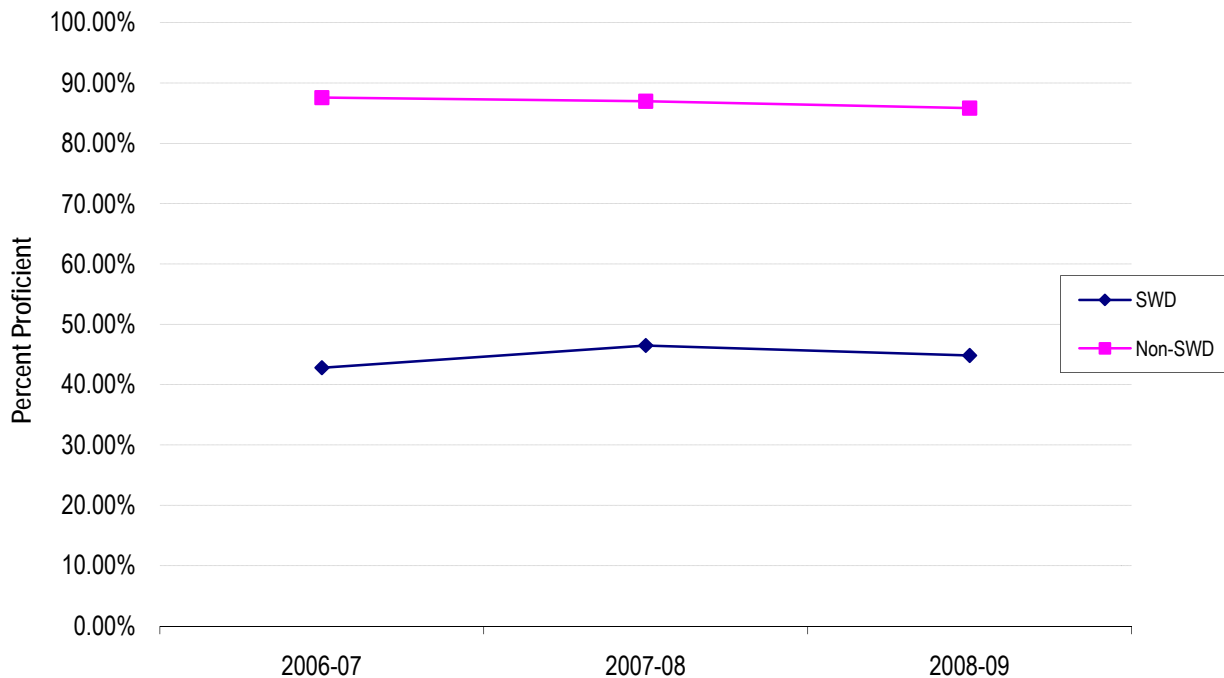
Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1g: In a year-to-year comparison, the achievement gap in language arts and mathematics will decrease significantly between the AYP-designated groups of economically disadvantaged and non-economically disadvantaged, limited English proficient and non-limited English proficient, and disabled and non-disabled students.

**Year-to-Year Comparison of the Achievement Gap
Between Students with Disabilities and Students without Disabilities in Language Arts
2007-08 and 2008-09 Results Obtained From the SBA
Anchorage School District, Grades 3-10**

Language Arts							
07-08			08-09			Result	
Percent Proficient for SWD	Percent Proficient for Non-SWD	Achievement Gap (Percentage Points)	Percent Proficient for SWD	Percent Proficient for Non-SWD	Achievement Gap (Percentage Points)	Percentage Points Change in Achievement Gap	Significant Decrease?
46.49%	86.97%	-40.48%	44.83%	85.83%	-41.00%	0.52%	N/A

This analysis includes students who have been exited from the special education program and are considered a monitor year one (M1) or monitor year two (M2) student. M1 and M2 students are not being served under special education but are included in the students with disabilities category for accountability purposes.



Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1g: In a year-to-year comparison, the achievement gap in language arts and mathematics will decrease significantly between the AYP-designated groups of economically disadvantaged and non-economically disadvantaged, limited English proficient and non-limited English proficient, and disabled and non-disabled students.

**Year-to-Year Comparison of the Achievement Gap
Between Students with Disabilities and Students without Disabilities in Mathematics
2007-08 and 2008-09 Results Obtained From the SBA
Anchorage School District, Grades 3-10**

Mathematics							
07-08			08-09			Result	
Percent Proficient for SWD	Percent Proficient for Non-SWD	Achievement Gap (Percentage Points)	Percent Proficient for SWD	Percent Proficient for Non-SWD	Achievement Gap (Percentage Points)	Percentage Points Change in Achievement Gap	Significant Decrease?
40.85%	79.14%	-38.29%	36.82%	77.05%	-40.24%	1.95%	N/A

This analysis includes students who have been exited from the special education program and are considered a monitor year one (M1) or monitor year two (M2) student. M1 and M2 students are not being served under special education but are included in the students with disabilities category for accountability purposes.

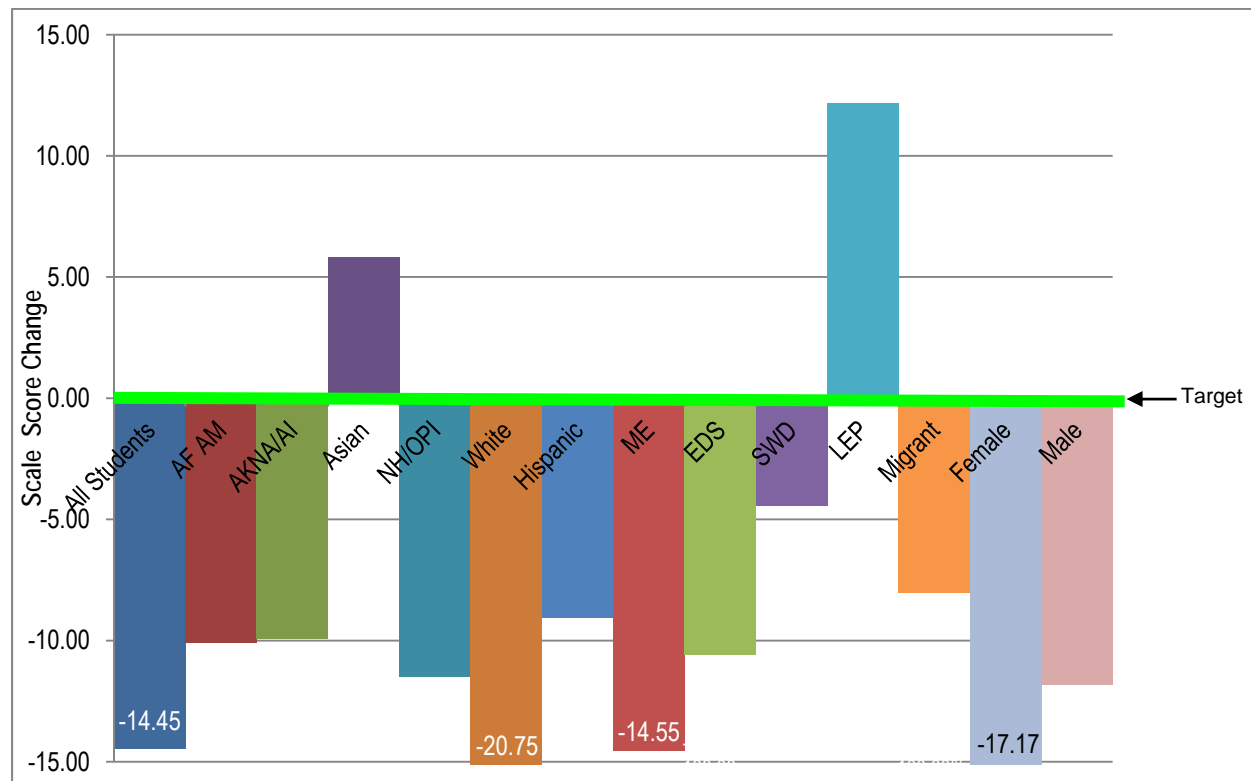


Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1h: The performance of the sequential cohort of students in grades 5, 7 and 9 will show an increase in the average scale score from the previous year on the writing content strands of *Structures and Conventions of Writing and Revision*.

Sequential Cohort Year-to-Year Comparison of Average Scale Score in the SBA Strand *Structures and Conventions of Writing*
 Students with SBA Scores in 2007-08 Grade 4 and in 2008-09 Grade 5
 Anchorage School District

Structures and Conventions of Writing							
	Grade 4 in 07-08		Grade 5 in 08-09		Target	Result	
	Number Tested	Average Scale Score	Number Tested	Average Scale Score	Increase Required	Scale Score Change	Target Met?
All Students	3,092	387.16	3,092	372.70	>0	-14.45	No
African-American/Black	176	356.27	176	346.16	>0	-10.11	No
Alaska Native/American Indian	268	342.39	268	332.45	>0	-9.94	No
Asian	265	376.04	265	381.84	>0	5.80	Yes
Native Hawaiian/Other Pacific Islander	128	346.04	128	334.56	>0	-11.48	No
White	1,500	411.64	1,500	390.89	>0	-20.75	No
Hispanic	327	363.94	327	354.89	>0	-9.05	No
Multi-Ethnic (2 or More Races)	428	378.99	428	364.44	>0	-14.55	No
Economically Disadvantaged	1,249	351.87	1,249	341.28	>0	-10.59	No
Students with Disabilities	496	306.39	496	301.96	>0	-4.43	No
LEP	243	292.07	243	304.24	>0	12.17	Yes
Migrant	139	354.56	139	346.53	>0	-8.04	No
Female	1,524	408.41	1,524	391.25	>0	-17.17	No
Male	1,568	366.49	1,568	354.67	>0	-11.82	No

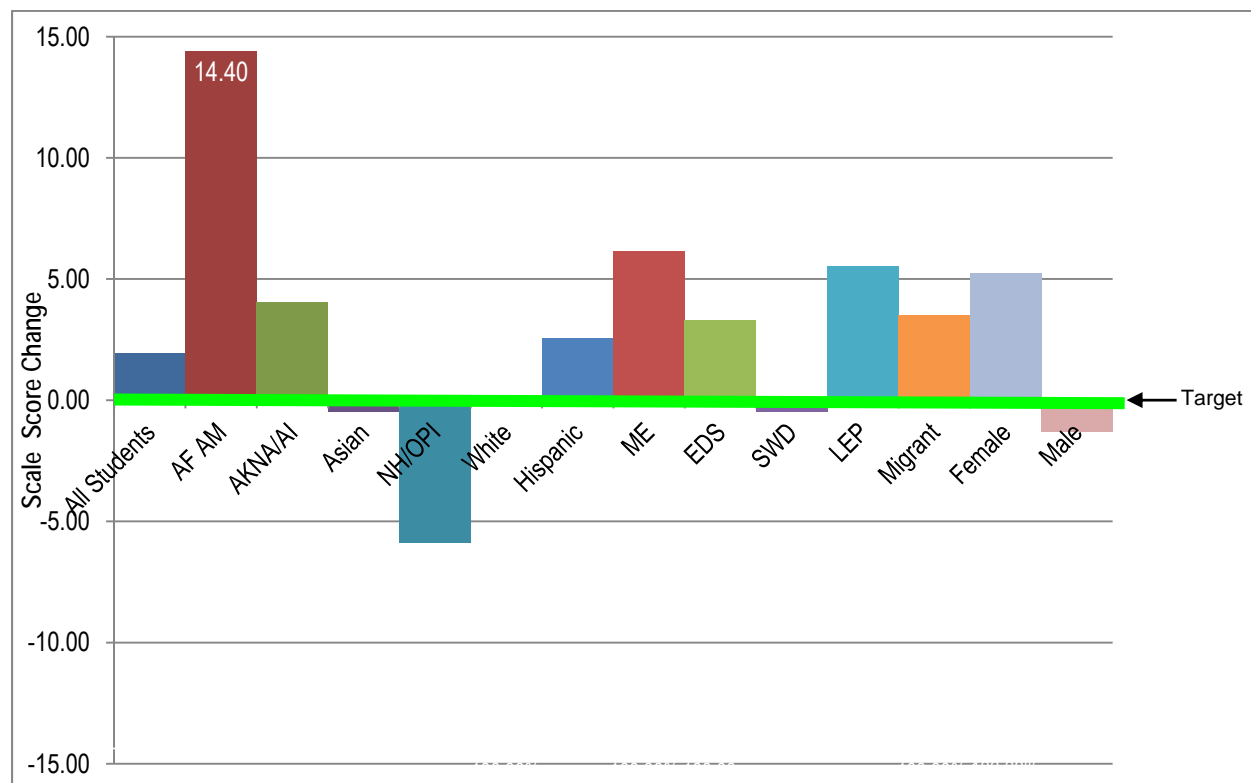


Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1h: The performance of the sequential cohort of students in grades 5, 7 and 9 will show an increase in the average scale score from the previous year on the writing content strands of *Structures and Conventions of Writing* and *Revision*.

Sequential Cohort Year-to-Year Comparison of Average Scale Score in the SBA Strand *Structures and Conventions of Writing*
 Students with SBA Scores in 2007-08 Grade 6 and in 2008-09 Grade 7
 Anchorage School District

Structures and Conventions of Writing							
	Grade 6 in 07-08		Grade 7 in 08-09		Target	Result	
	Number Tested	Average Scale Score	Number Tested	Average Scale Score	Increase Required	Scale Score Change	Target Met?
All Students	3,111	353.81	3,111	355.76	>0	1.95	Yes
African-American/Black	174	310.08	174	324.48	>0	14.40	Yes
Alaska Native/American Indian	272	324.94	272	328.99	>0	4.04	Yes
Asian	289	341.71	289	341.25	>0	-0.46	No
Native Hawaiian/Other Pacific Islander	91	315.92	91	310.04	>0	-5.88	No
White	1,538	376.49	1,538	376.32	>0	-0.17	No
Hispanic	334	335.38	334	337.95	>0	2.57	Yes
Multi-Ethnic (2 or More Races)	413	338.52	413	344.65	>0	6.13	Yes
Economically Disadvantaged	1,116	317.65	1,116	320.93	>0	3.28	Yes
Students with Disabilities	399	265.53	399	265.06	>0	-0.46	No
LEP	201	261.66	201	267.20	>0	5.54	Yes
Migrant	154	328.44	154	331.94	>0	3.50	Yes
Female	1,545	369.38	1,545	374.63	>0	5.25	Yes
Male	1,566	338.45	1,566	337.15	>0	-1.30	No

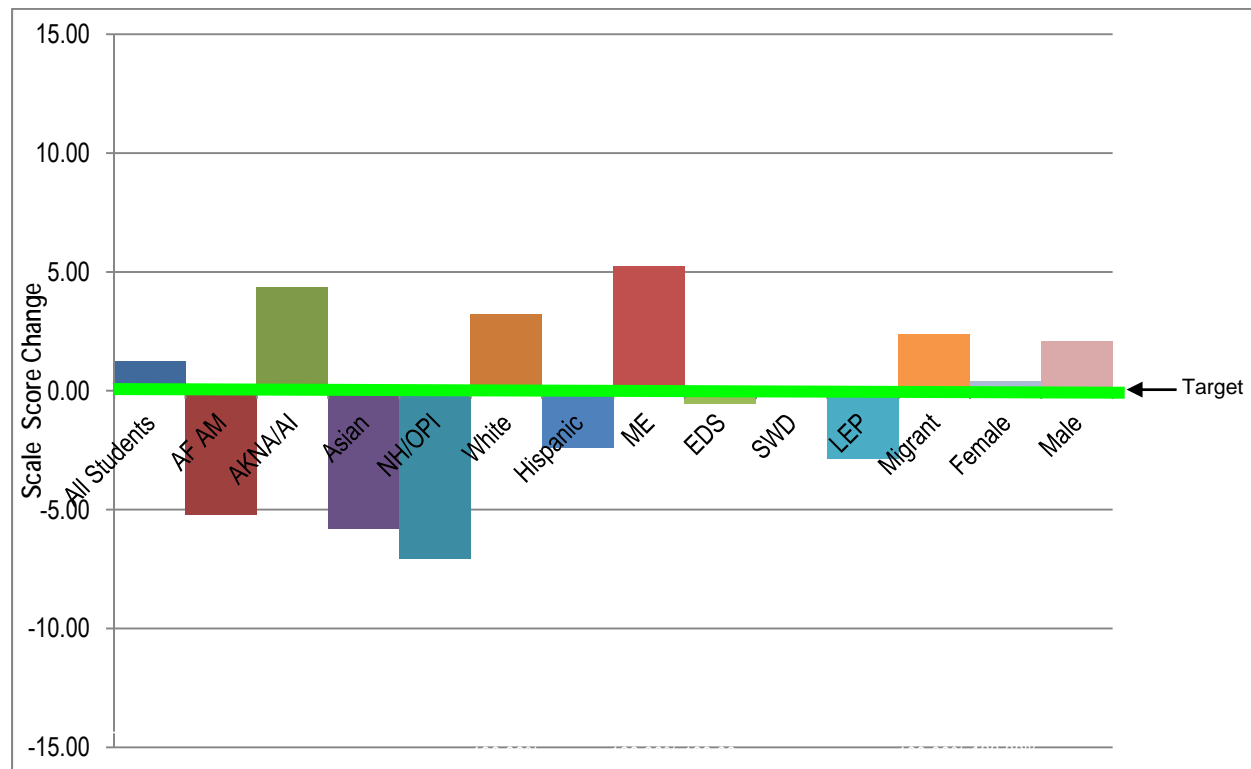


Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1h: The performance of the sequential cohort of students in grades 5, 7 and 9 will show an increase in the average scale score from the previous year on the writing content strands of *Structures and Conventions of Writing* and *Revision*.

Sequential Cohort Year-to-Year Comparison of Average Scale Score in the SBA Strand *Structures and Conventions of Writing*
 Students with SBA Scores in 2007-08 Grade 8 and in 2008-09 Grade 9
 Anchorage School District

Structures and Conventions of Writing							
	Grade 8 in 07-08		Grade 9 in 08-09		Target	Result	
	Number Tested	Average Scale Score	Number Tested	Average Scale Score	Increase Required	Scale Score Change	Target Met?
All Students	3,150	358.80	3,150	360.06	>0	1.26	Yes
African-American/Black	191	336.82	191	331.60	>0	-5.23	No
Alaska Native/American Indian	250	313.17	250	317.51	>0	4.34	Yes
Asian	326	352.77	326	346.95	>0	-5.81	No
Native Hawaiian/Other Pacific Islander	98	315.97	98	308.91	>0	-7.06	No
White	1,659	378.03	1,659	381.26	>0	3.23	Yes
Hispanic	283	347.98	283	345.59	>0	-2.39	No
Multi-Ethnic (2 or More Races)	343	338.20	343	343.44	>0	5.24	Yes
Economically Disadvantaged	967	324.02	967	323.48	>0	-0.55	No
Students with Disabilities	338	265.91	338	266.02	>0	0.11	Yes
LEP	243	285.49	243	282.64	>0	-2.85	No
Migrant	131	324.73	131	327.13	>0	2.40	Yes
Female	1,525	375.12	1,525	375.51	>0	0.39	Yes
Male	1,625	343.48	1,625	345.56	>0	2.08	Yes

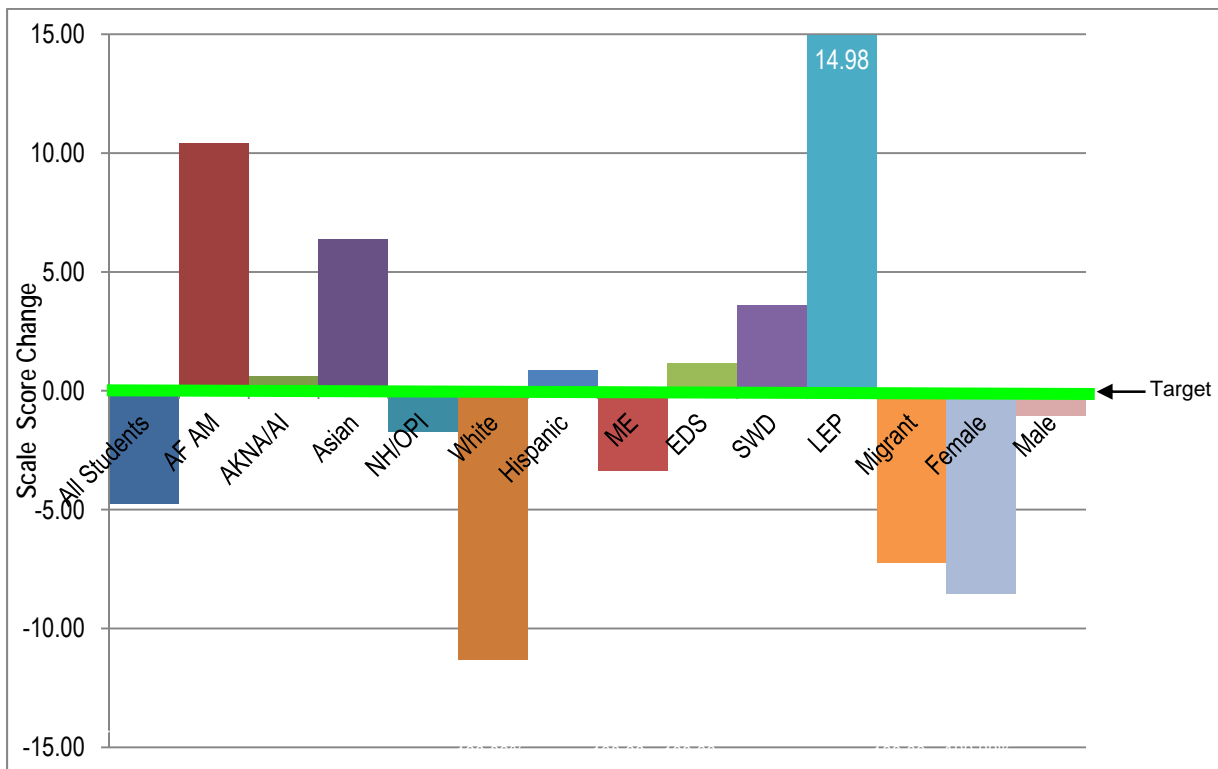


Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1h: The performance of the sequential cohort of students in grades 5, 7 and 9 will show an increase in the average scale score from the previous year on the writing content strands of *Structures and Conventions of Writing* and *Revision*.

Sequential Cohort Year-to-Year Comparison of Average Scale Score in the SBA Strand *Revision*
 Students with SBA Scores in 2007-08 Grade 4 and in 2008-09 Grade 5
 Anchorage School District

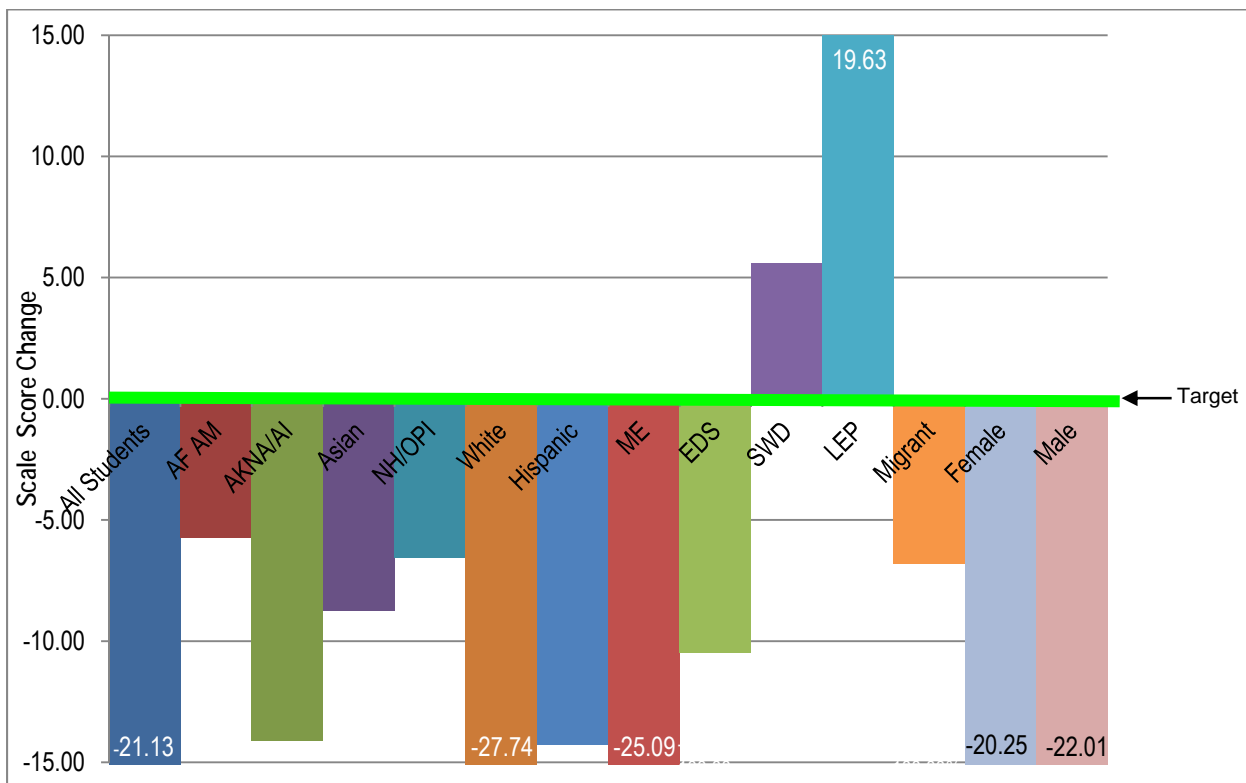
	Revision						
	Grade 4 in 07-08		Grade 5 in 08-09		Target	Result	
	Number Tested	Average Scale Score	Number Tested	Average Scale Score	Increase Required	Scale Score Change	Target Met?
All Students	3,092	378.61	3,092	373.88	>0	-4.73	No
African-American/Black	176	333.46	176	343.88	>0	10.42	Yes
Alaska Native/American Indian	268	327.59	268	328.18	>0	0.60	Yes
Asian	265	345.33	265	351.71	>0	6.37	Yes
Native Hawaiian/Other Pacific Islander	128	310.74	128	309.03	>0	-1.71	No
White	1,500	414.13	1,500	402.84	>0	-11.30	No
Hispanic	327	353.03	327	353.91	>0	0.88	Yes
Multi-Ethnic (2 or More Races)	428	365.07	428	361.71	>0	-3.35	No
Economically Disadvantaged	1,249	335.65	1,249	336.79	>0	1.15	Yes
Students with Disabilities	496	299.55	496	303.17	>0	3.62	Yes
LEP	243	262.91	243	277.88	>0	14.98	Yes
Migrant	139	352.01	139	344.76	>0	-7.24	No
Female	1,524	396.48	1,524	387.96	>0	-8.52	No
Male	1,568	361.24	1,568	360.19	>0	-1.05	No



Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.
 Indicator 1h: The performance of the sequential cohort of students in grades 5, 7 and 9 will show an increase in the average scale score from the previous year on the writing content strands of *Structures and Conventions of Writing* and *Revision*.

Sequential Cohort Year-to-Year Comparison of Average Scale Score in the SBA Strand *Revision*
 Students with SBA Scores in 2007-08 Grade 6 and in 2008-09 Grade 7
 Anchorage School District

	Revision						
	Grade 6 in 07-08		Grade 7 in 08-09		Target	Result	
	Number Tested	Average Scale Score	Number Tested	Average Scale Score	Increase Required	Scale Score Change	Target Met?
All Students	3,111	383.51	3,111	362.38	>0	-21.13	No
African-American/Black	174	336.41	174	330.70	>0	-5.72	No
Alaska Native/American Indian	272	346.50	272	332.40	>0	-14.11	No
Asian	289	348.38	289	339.63	>0	-8.75	No
Native Hawaiian/Other Pacific Islander	91	315.89	91	309.32	>0	-6.57	No
White	1,538	414.85	1,538	387.11	>0	-27.74	No
Hispanic	334	357.44	334	343.17	>0	-14.27	No
Multi-Ethnic (2 or More Races)	413	371.62	413	346.53	>0	-25.09	No
Economically Disadvantaged	1,116	334.02	1,116	323.52	>0	-10.50	No
Students with Disabilities	399	274.54	399	280.11	>0	5.57	Yes
LEP	201	244.51	201	264.13	>0	19.63	Yes
Migrant	154	337.97	154	331.15	>0	-6.82	No
Female	1,545	400.74	1,545	380.50	>0	-20.25	No
Male	1,566	366.51	1,566	344.51	>0	-22.01	No



Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1h: The performance of the sequential cohort of students in grades 5, 7 and 9 will show an increase in the average scale score from the previous year on the writing content strands of *Structures and Conventions of Writing* and *Revision*.

Sequential Cohort Year-to-Year Comparison of Average Scale Score in the SBA Strand *Revision*
 Students with SBA Scores in 2007-08 Grade 8 and in 2008-09 Grade 9
 Anchorage School District

	Revision						
	Grade 8 in 07-08		Grade 9 in 08-09		Target	Result	
	Number Tested	Average Scale Score	Number Tested	Average Scale Score	Increase Required	Scale Score Change	Target Met?
All Students	3,150	360.44	3,150	354.45	>0	-5.99	No
African-American/Black	191	328.98	191	334.15	>0	5.17	Yes
Alaska Native/American Indian	250	314.64	250	311.34	>0	-3.30	No
Asian	326	341.79	326	341.15	>0	-0.64	No
Native Hawaiian/Other Pacific Islander	98	290.47	98	301.82	>0	11.35	Yes
White	1,659	383.07	1,659	373.91	>0	-9.16	No
Hispanic	283	350.57	283	343.28	>0	-7.30	No
Multi-Ethnic (2 or More Races)	343	347.76	343	339.95	>0	-7.81	No
Economically Disadvantaged	967	319.40	967	319.62	>0	0.22	Yes
Students with Disabilities	338	262.43	338	269.51	>0	7.08	Yes
LEP	243	260.99	243	275.77	>0	14.78	Yes
Migrant	131	336.21	131	322.94	>0	-13.27	No
Female	1,525	376.88	1,525	368.13	>0	-8.75	No
Male	1,625	345.01	1,625	341.61	>0	-3.41	No

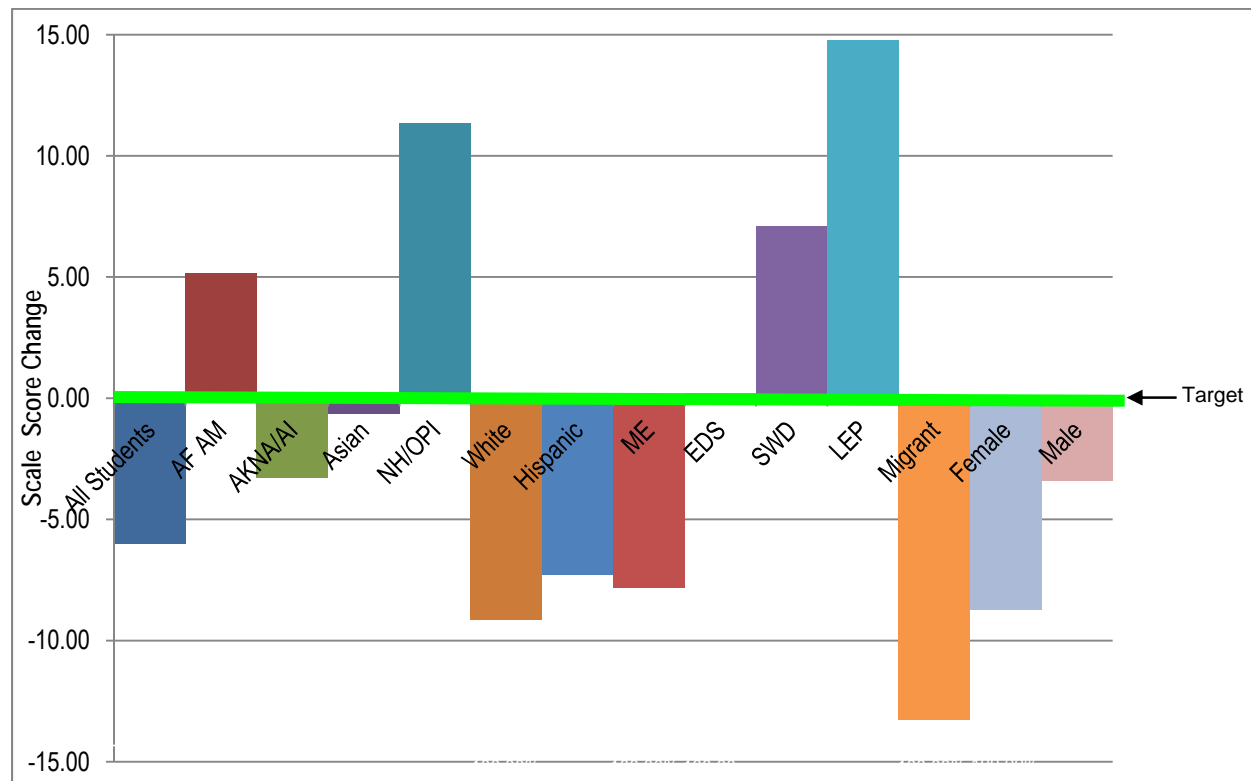


Table 13: SBA Strand Comparison of Reading Percent Proficient

Percent Proficient in Reading			
	Word Identification Skills	Forming a General Understanding	Analysis of General Content or Structure
08-09	80.73%	79.17%	82.45%
07-08	82.23%	80.78%	83.55%
06-07	81.73%	82.32%	84.12%
05-06	81.23%	80.25%	82.54%
04-05	79.14%	77.58%	79.05%

Table 14: Percent Proficient for Reading Strands in Grades 3-10

Anchorage School District

SBA Historical Strand Comparison of Percent Proficient in Reading

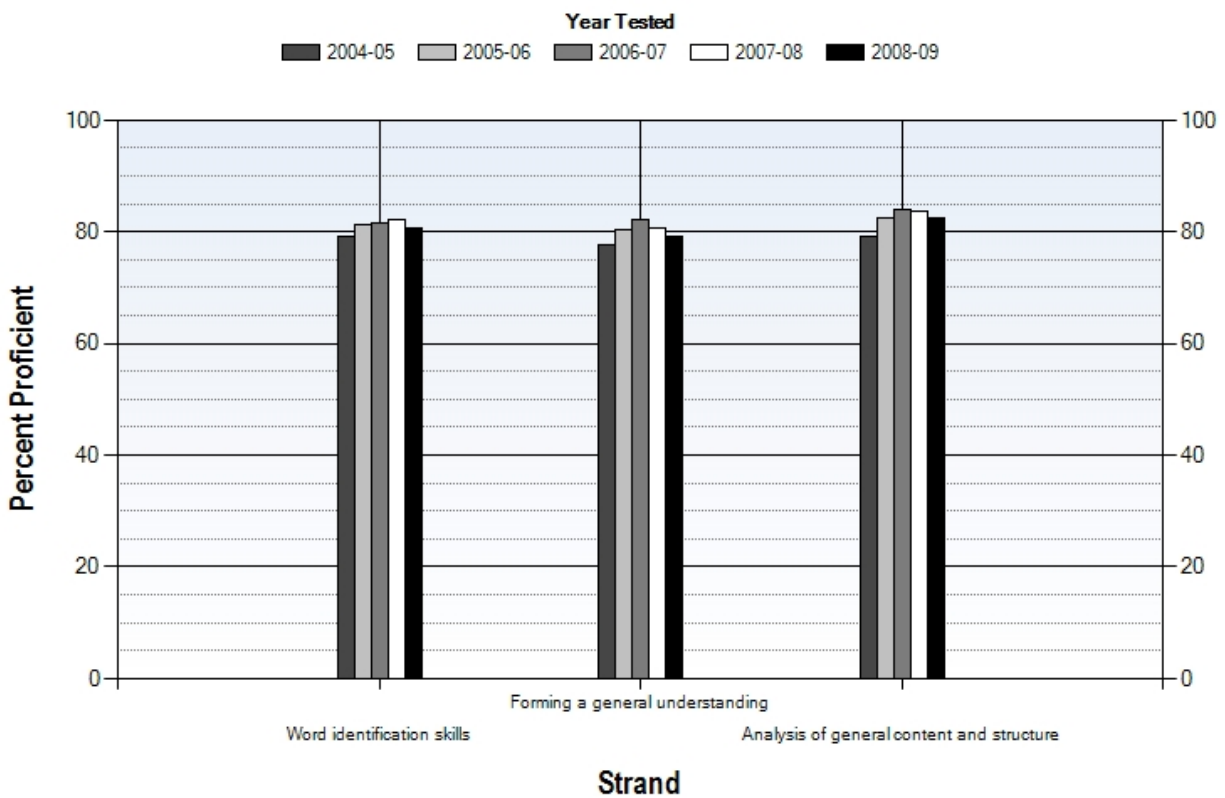


Table 15: SBA Strand Comparison of Writing Percent Proficient

Percent Proficient in Writing			
	Write Using a Variety of Forms	Structures and Conventions of Writing	Revise
08-09	78.70%	76.01%	76.33%
07-08	76.75%	73.52%	73.46%
06-07	78.63%	74.41%	74.17%
05-06	77.31%	76.99%	76.67%
04-05	74.68%	73.89%	74.53%

Table 16: Grades 3-10 Writing Strands Percent Proficient

Anchorage School District

SBA Historical Strand Comparison of Percent Proficient in Writing

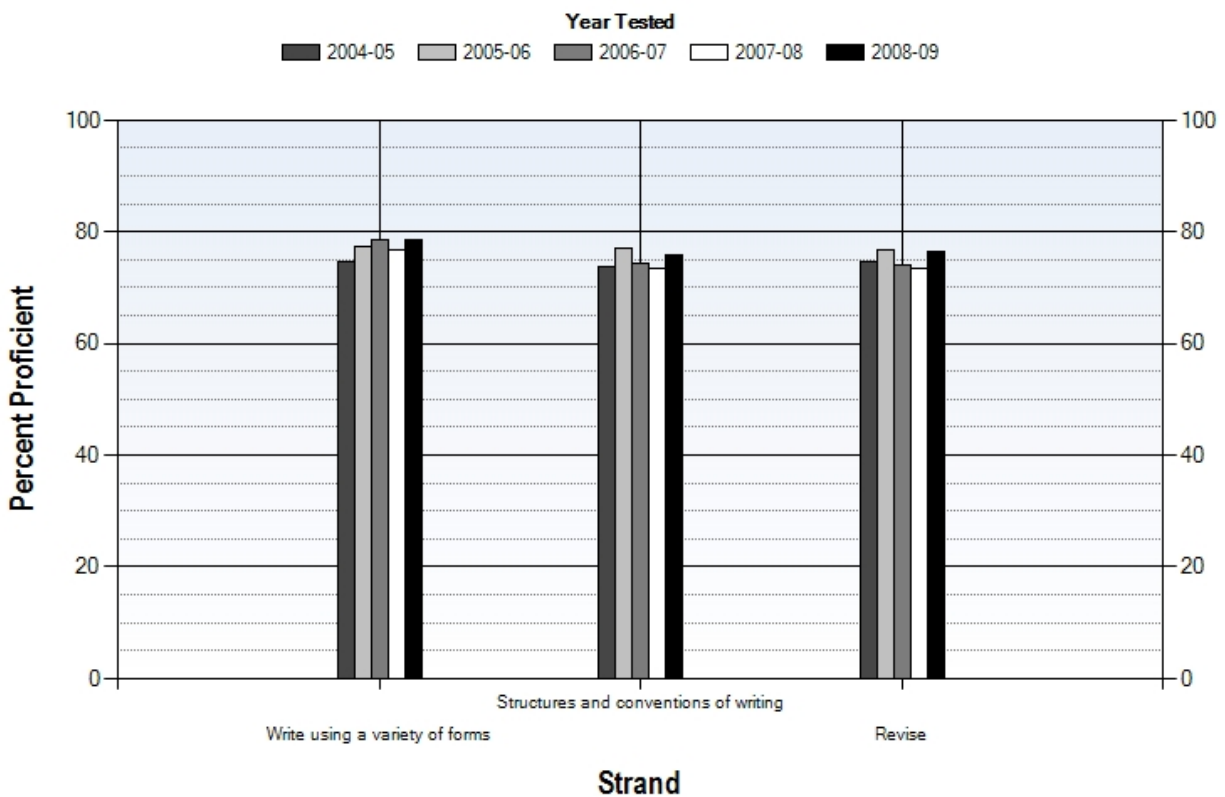


Table 17: SBA Strand Comparison of Mathematics Excluding Grade 10 Percent Proficient

Percent Proficient in Mathematics Excluding Grade 10						
	Numeration	Measurement	Estimation and Computation	Functions and Relationships	Geometry	Statistics and Probability
08-09	69.43%	66.69%	66.21%	66.37%	71.13%	72.07%
07-08	73.44%	72.05%	69.03%	69.38%	73.49%	69.89%
06-07	75.54%	73.22%	70.93%	71.32%	74.28%	71.40%
05-06	71.41%	67.59%	68.16%	67.61%	70.64%	72.25%
04-05	68.82%	64.20%	66.05%	66.25%	67.47%	69.16%

Table 18: Grades 3-9 Mathematics Strand Percent Proficient

Anchorage School District
SBA Historical Strand Comparison of Percent Proficient in Mathematics

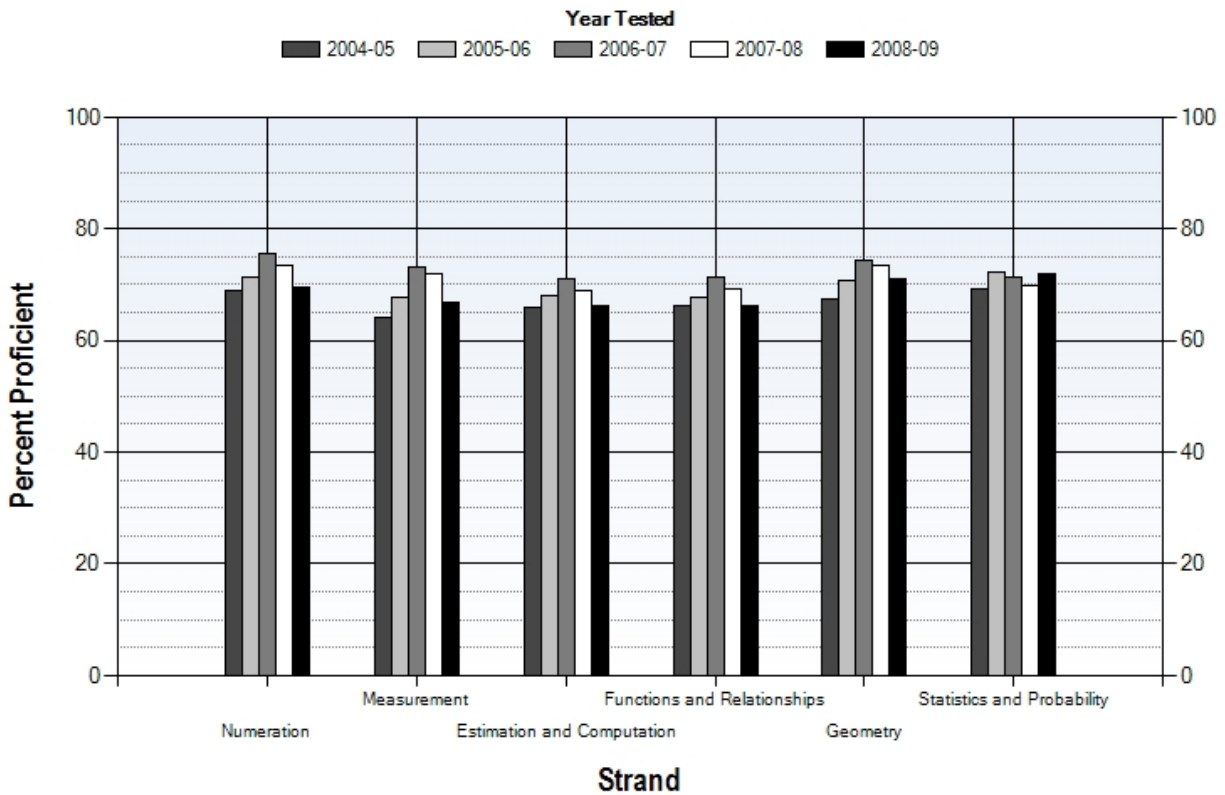


Table 19: SBA Strand Comparison of Mathematics Grade 10 Only Percent Proficient

Percent Proficient in Mathematics Grade 10 Only				
	Numeration/Estimation and Computation	Measurement/Geometry	Functions and Relationships	Statistics and Probability
08-09	74.20%	59.81%	76.47%	70.20%
07-08	71.71%	59.60%	67.42%	65.22%
06-07	71.40%	57.59%	76.39%	66.13%
05-06	73.97%	63.07%	70.64%	67.55%
04-05	N/A	N/A	N/A	N/A

Table 20: Grade 10 Only Mathematics Strand Percent Proficient

Anchorage School District
SBA Historical Strand Comparison of Percent Proficient in Mathematics (Grade 10)

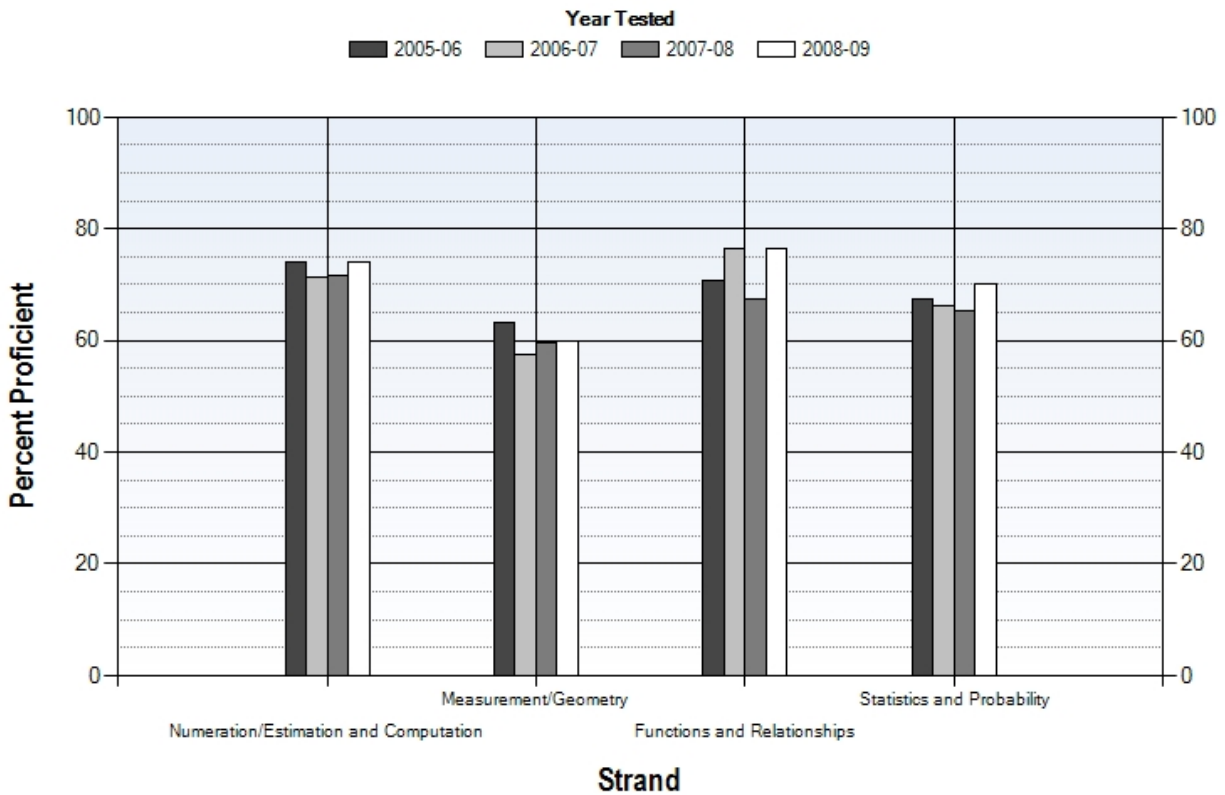


Table 21: SBA Strand Comparison of Science Grade 4 Percent Proficient

Percent Proficient in Science Grade 4				
	Science as Inquiry and Process/Science and Technology/ History and Nature of Science	Concepts of Physical Science	Concepts of Life Science	Concepts of Earth Science
08-09	48.85%	56.00%	42.13%	46.26%
07-08	50.93%	45.15%	41.49%	49.68%

Note: Science data is run by grade level rather than by combined grades because the first strand is different at each grade level.

Table 22: Grade 4 SBA Science Strand Percent Proficient

Anchorage School District

SBA Historical Strand Comparison of Percent Proficient in Science (Grade 4)

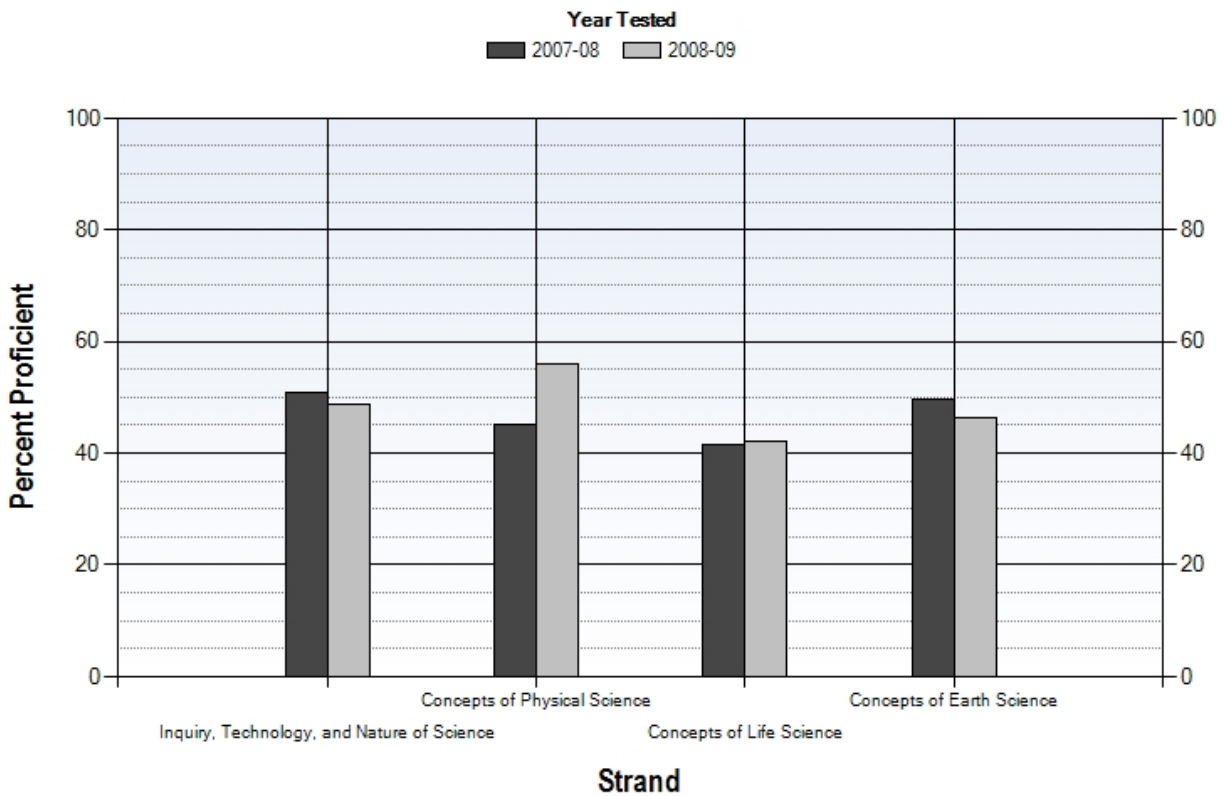


Table 23: SBA Strand Comparison of Science Grade 8 Percent Proficient

Percent Proficient in Science Grade 8				
	Science as Inquiry and Process/ History and Nature of Science	Concepts of Physical Science	Concepts of Life Science	Concepts of Earth Science
08-09	63.67%	56.28%	62.95%	51.19%
07-08	56.88%	53.08%	50.40%	56.43%

Note: Science data is run by grade level rather than by combined grades because the first strand is different at each grade level.

Table 24: Grade 8 SBA Science Strand Percent Proficient

Anchorage School District

SBA Historical Strand Comparison of Percent Proficient in Science (Grade 8)

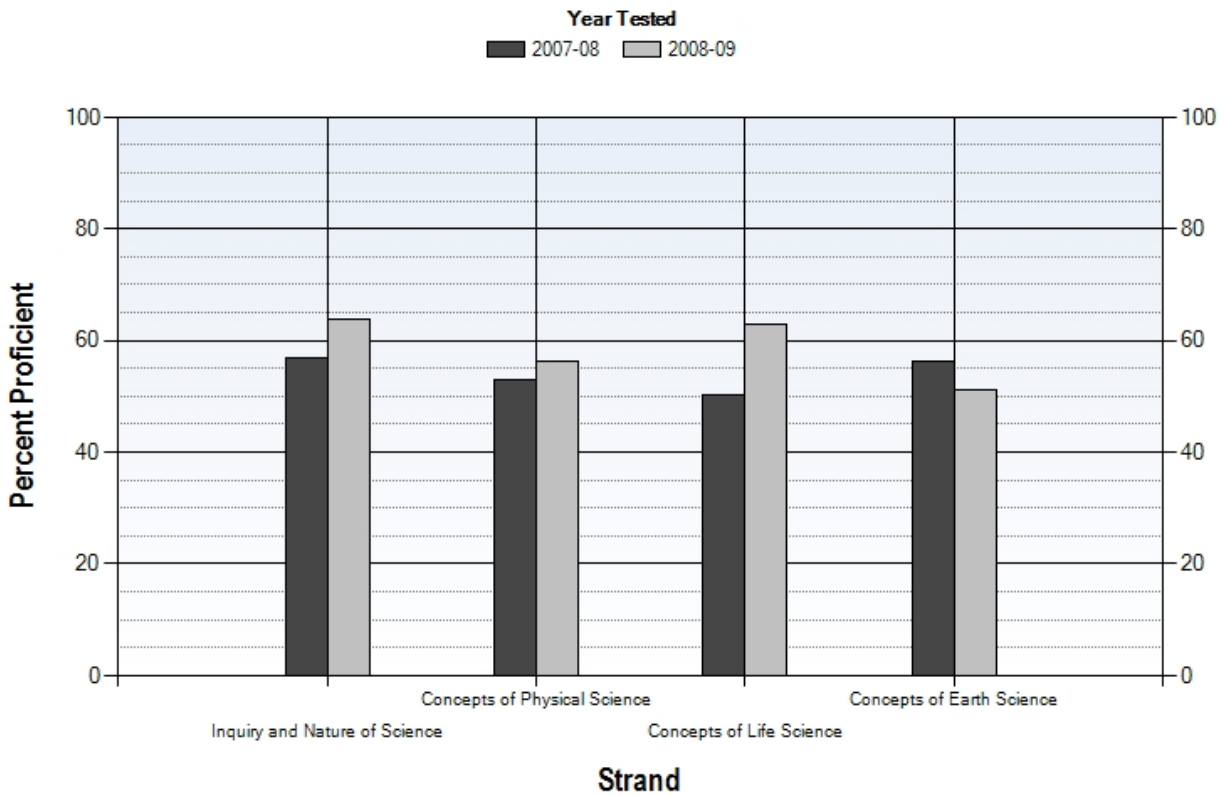


Table 25: Strand Comparison of Science Grade 10 Percent Proficient

Percent Proficient in Science Grade 10				
	Science as Inquiry and Process/Science and Technology/Cultural, Social, Personal Perspectives and Science/History and Nature of Science	Concepts of Physical Science	Concepts of Life Science	Concepts of Earth Science
08-09	66.32%	61.59%	56.78%	63.84%
07-08	63.60%	56.56%	55.89%	60.74%

Note: Science data is run by grade level rather than by combined grades because the first strand is different at each grade level.

Table 26: Grade 10 SBA Science Strand Percent Proficient

Anchorage School District

SBA Historical Strand Comparison of Percent Proficient in Science (Grade 10)

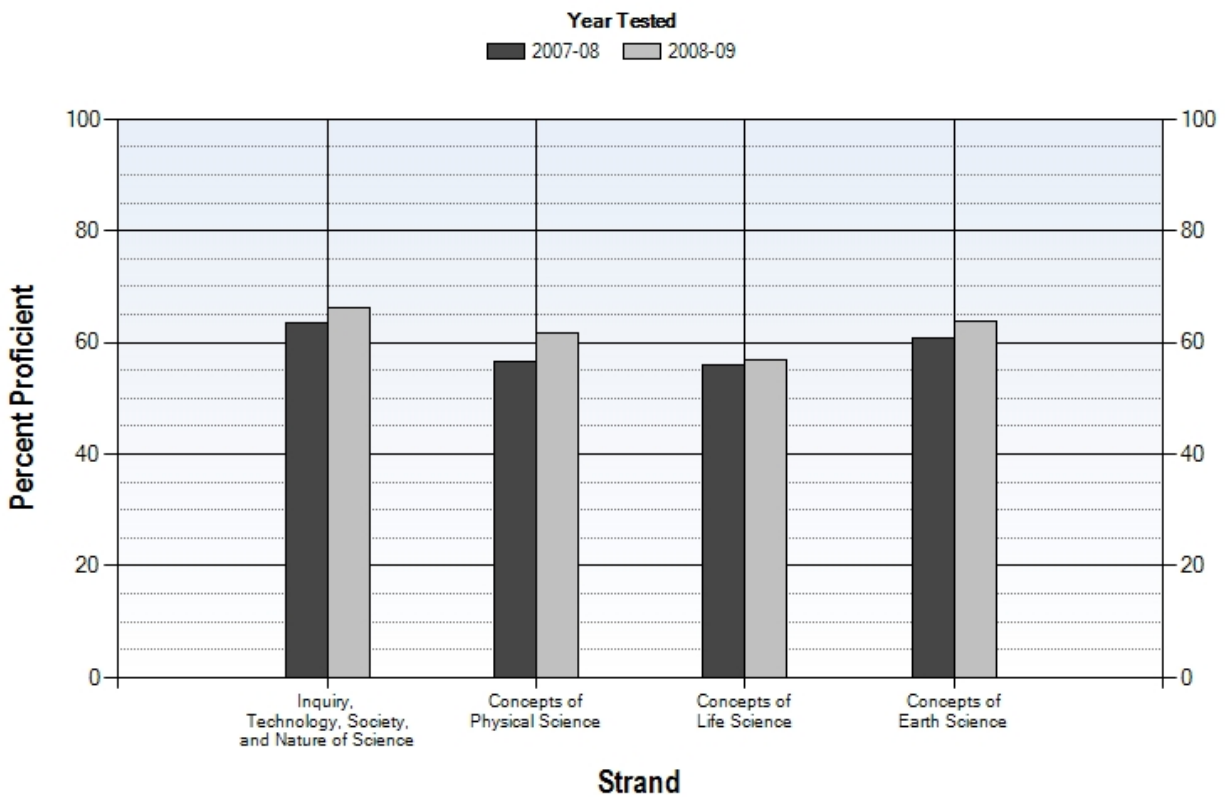


Table 27: SBA Strand Comparison of Reading Mean Scale Score

Mean Scale Score in Reading			
	Word Identification Skills	Forming a General Understanding	Analysis of General Content or Structure
08-09	378	370	376
07-08	386	379	380
06-07	388	383	382
05-06	375	372	375
04-05	371	369	370

Table 28: Grades 3-10 Reading Strand Mean Scale Score

Anchorage School District

SBA Historical Strand Comparison of Mean Scale Score in Reading

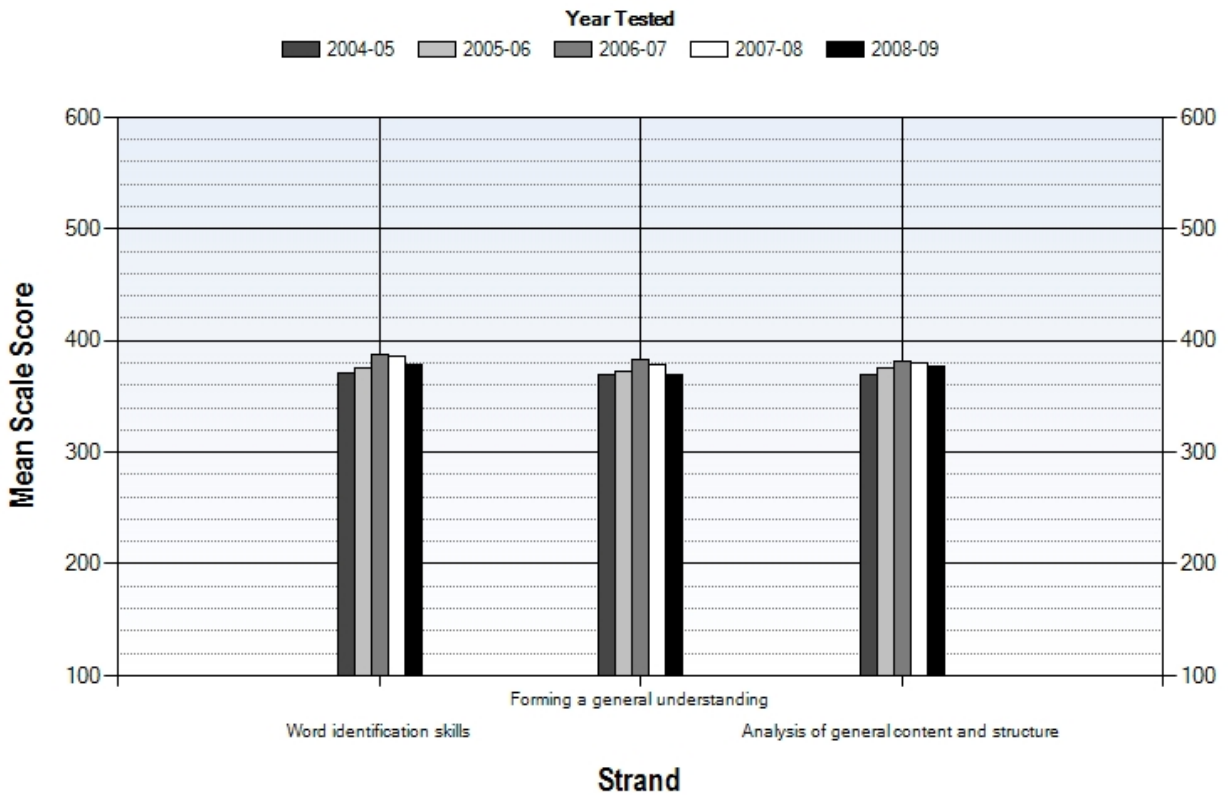


Table 29: SBA Strand Comparison of Writing Mean Scale Score

Mean Scale Score in Writing			
	Write Using a Variety of Forms	Structures and Conventions of Writing	Revise
08-09	365	364	369
07-08	372	361	365
06-07	376	365	368
05-06	365	364	368
04-05	360	359	363

Table 30: Grades 3-10 Writing Stand Mean Scale Score

Anchorage School District

SBA Historical Strand Comparison of Mean Scale Score in Writing

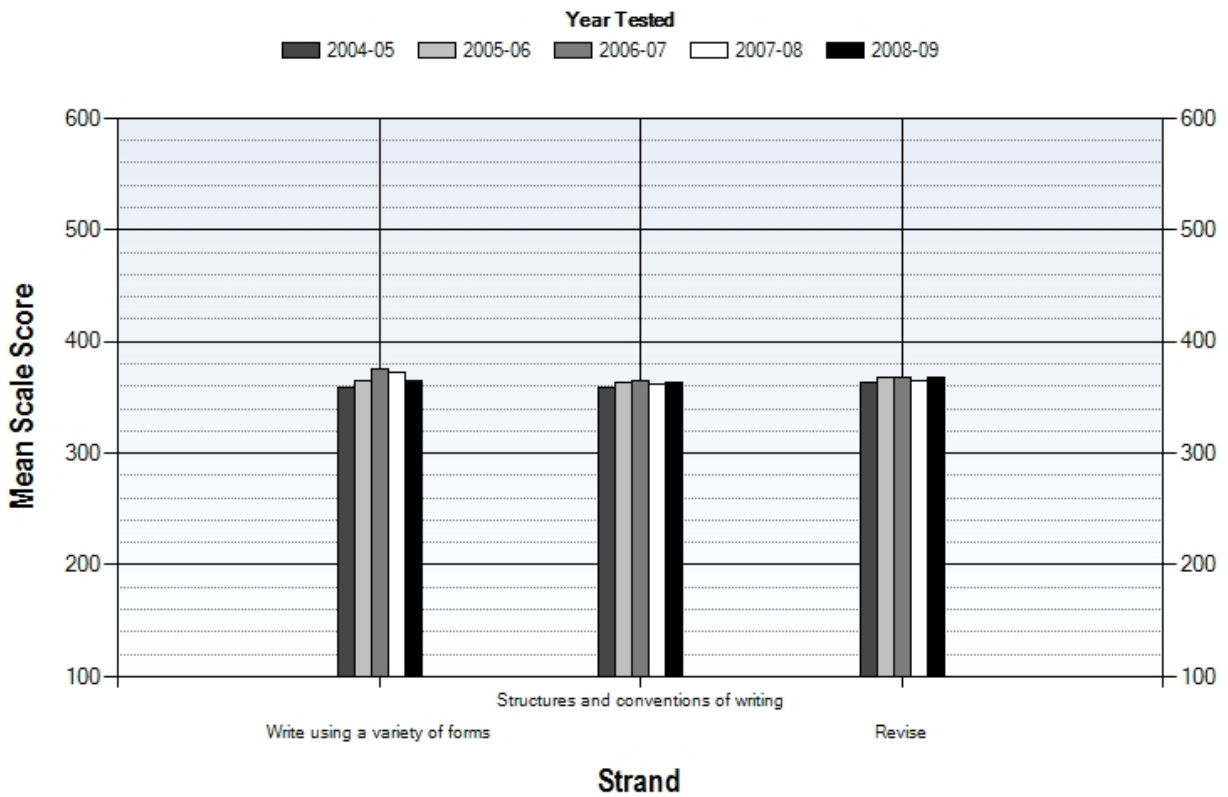


Table 31: SBA Strand Comparison of Mathematics Excluding Grade 10 Mean Scale Score

Mean Scale Score in Mathematics Excluding Grade 10						
	Numeration	Measurement	Estimation and Computation	Functions and Relationships	Geometry	Statistics and Probability
08-09	349	346	344	346	354	354
07-08	358	360	353	356	359	356
06-07	364	362	358	360	361	359
05-06	354	348	350	349	353	352
04-05	349	342	346	348	346	346

Table 32: Grades 3-9 Mathematics Strand Mean Scale Score

Anchorage School District
SBA Historical Strand Comparison of Mean Scale Score in Mathematics

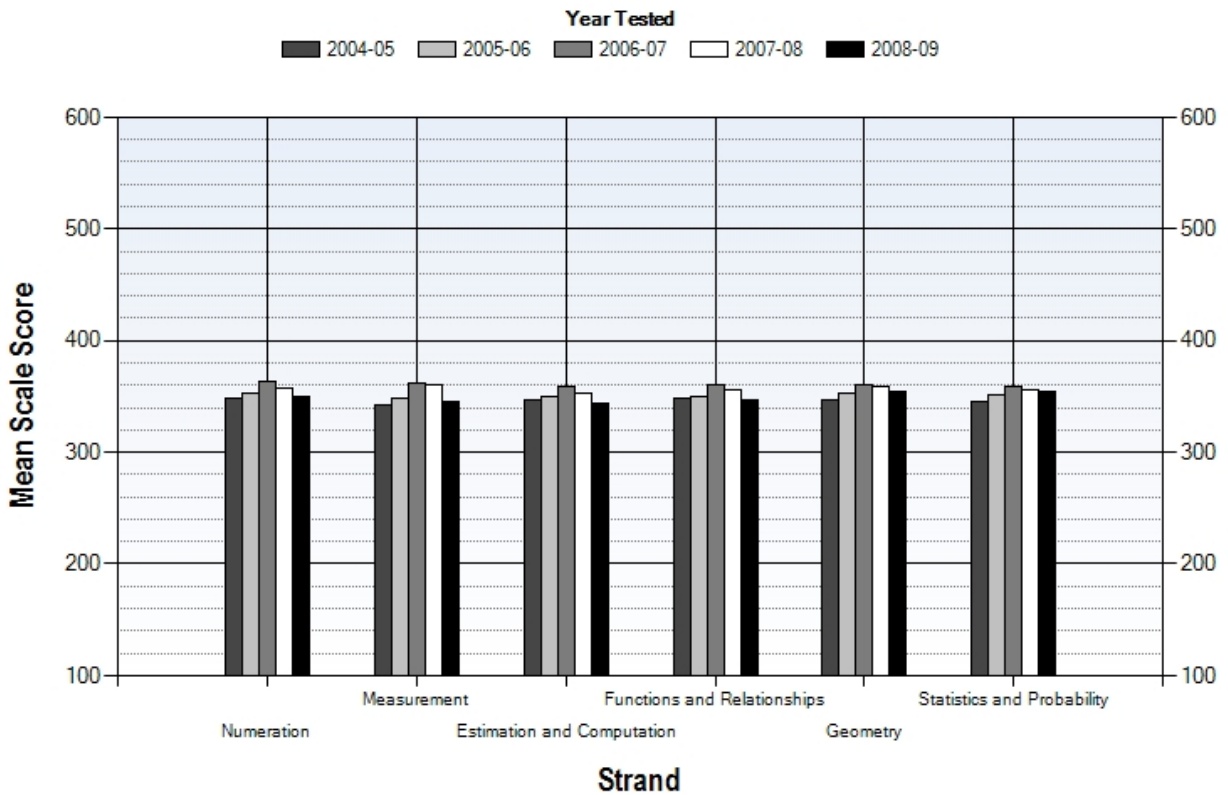


Table 33: SBA Strand Comparison of Mathematics Grade 10 Only Mean Scale Score

Mean Scale Score in Mathematics Grade 10 Only				
	Numeration/Estimation and Computation	Measurement/Geometry	Functions and Relationships	Statistics and Probability
08-09	340	340	350	342
07-08	347	340	339	328
06-07	340	342	356	339
05-06	345	340	341	327
04-05	N/A	N/A	N/A	N/A

Table 34: Grade 10 Only Mathematics Strand Mean Scale Score

Anchorage School District

SBA Historical Strand Comparison of Mean Scale Score in Mathematics (Grade 10)

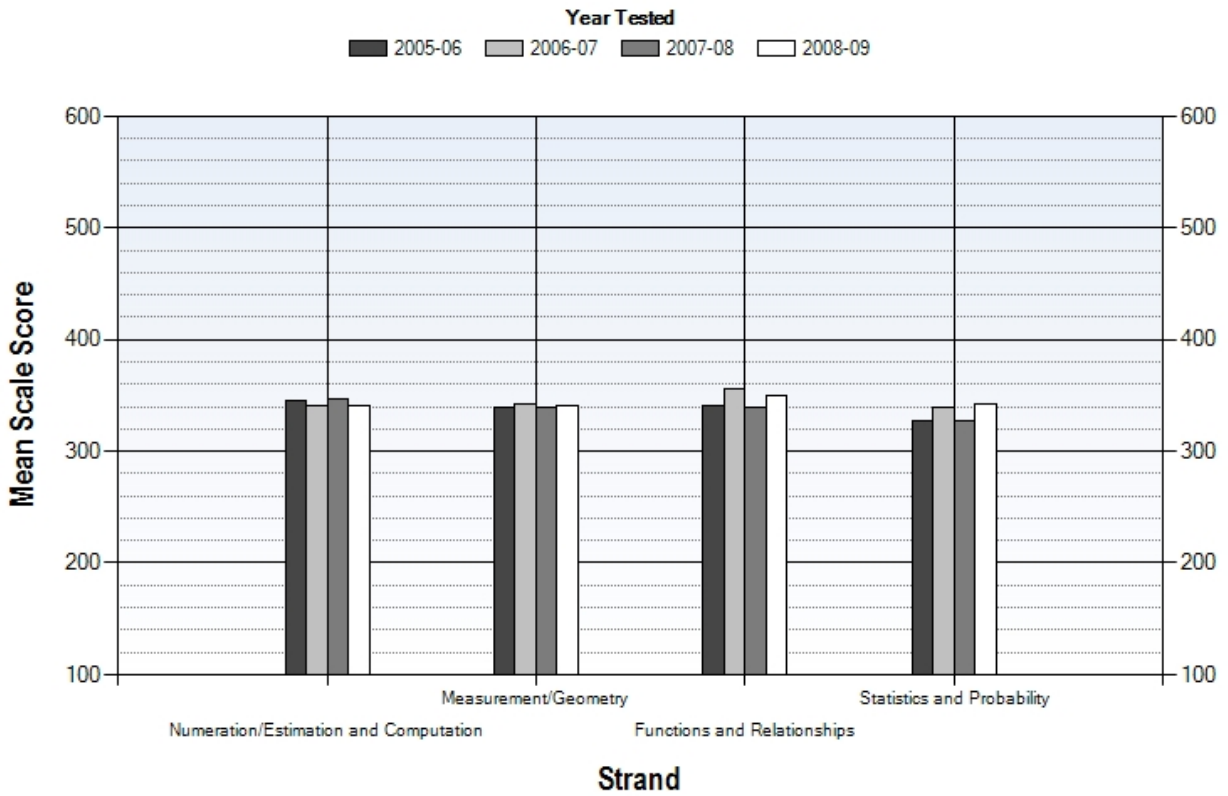


Table 35: SBA Strand Comparison of Science Grade 4 Mean Scale Score

Mean Scale Score in Science Grade 4				
	Science as Inquiry and Process/Science and Technology/ History and Nature of Science	Concepts of Physical Science	Concepts of Life Science	Concepts of Earth Science
08-09	300	304	296	297
07-08	306	307	303	301

Note: Science data is run by grade level rather than by combined grades because the first strand is different at each grade level.

Table 36: Grade 4 SBA Science Strand Mean Scale Score

Anchorage School District

SBA Historical Strand Comparison of Mean Scale Score in Science (Grade 4)

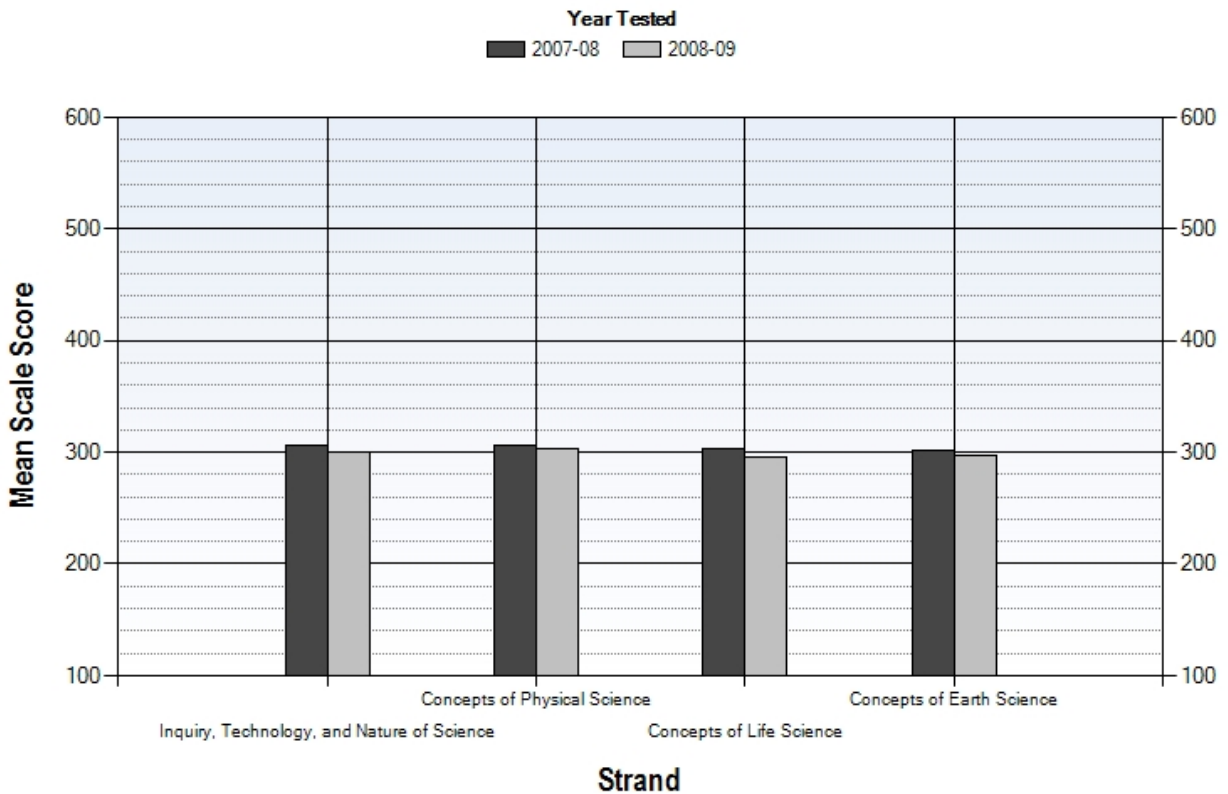


Table 37: SBA Strand Comparison of Science Grade 8 Mean Scale Score

Mean Scale Score in Science Grade 8				
	Science as Inquiry and Process/ History and Nature of Science	Concepts of Physical Science	Concepts of Life Science	Concepts of Earth Science
08-09	323	319	322	317
07-08	315	320	314	315

Note: Science data is run by grade level rather than by combined grades because the first strand is different at each grade level.

Table 38: Grade 8 SBA Science Strand Mean Scale Score

Anchorage School District

SBA Historical Strand Comparison of Mean Scale Score in Science (Grade 8)

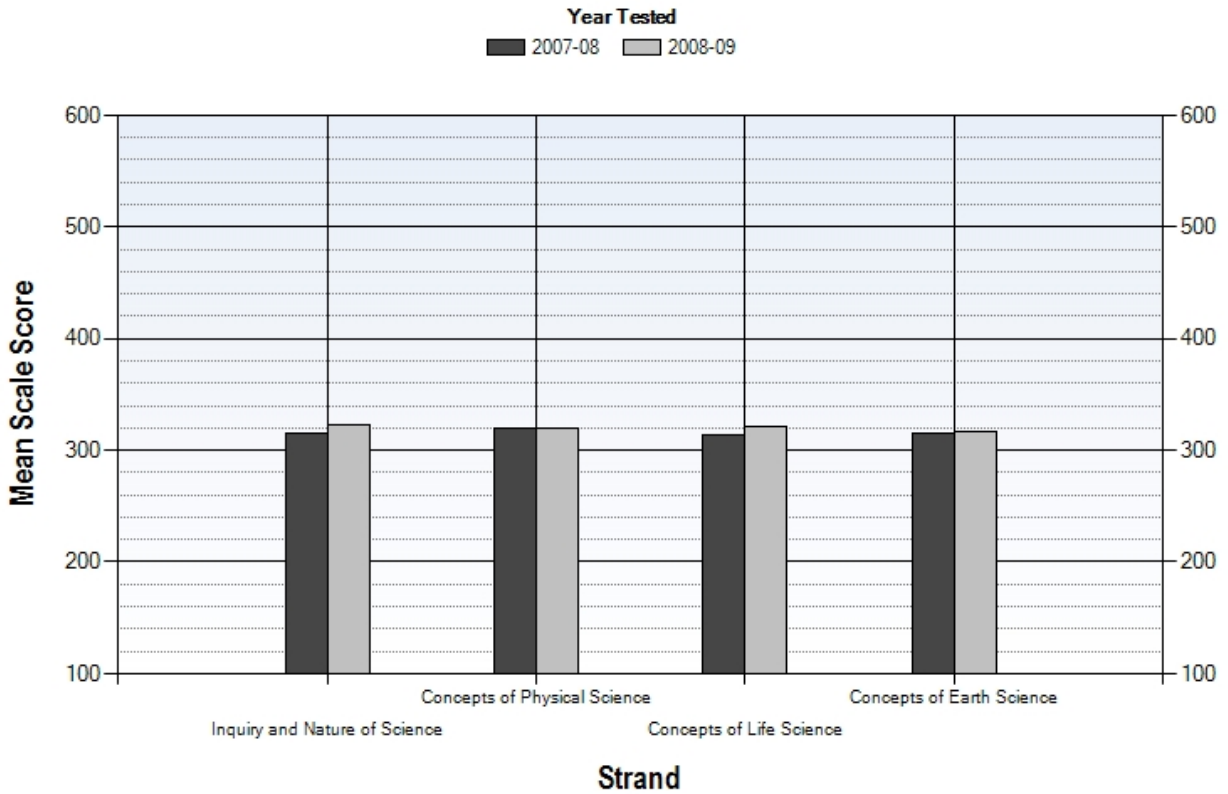


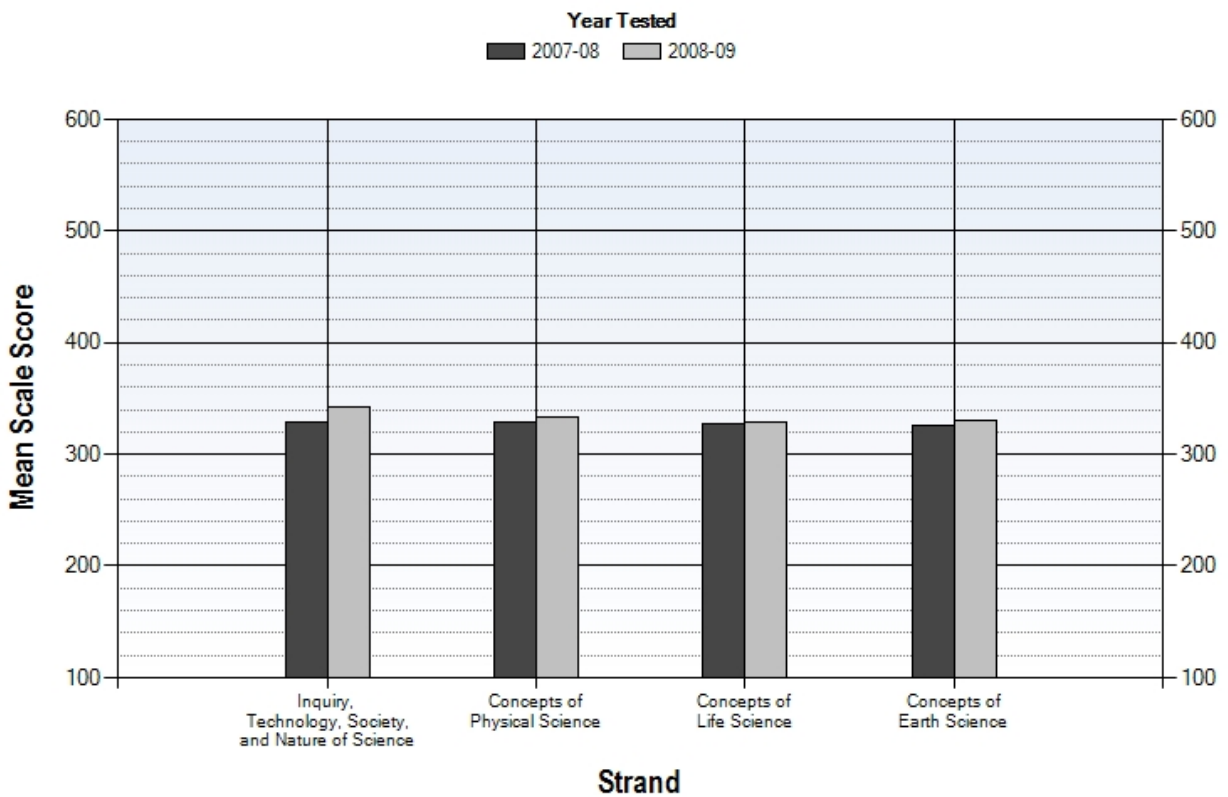
Table 39: SBA Strand Comparison of Science Grade 10 Mean Scale Score

Mean Scale Score in Science Grade 10				
	Science as Inquiry and Process/Science and Technology/Cultural, Social, Personal Perspectives and Science/History and Nature of Science	Concepts of Physical Science	Concepts of Life Science	Concepts of Earth Science
08-09	342	333	329	331
07-08	328	329	327	325

Note: Science data is run by grade level rather than by combined grades because the first strand is different at each grade level.

Table 40: Grade 10 SBA Science Strand Mean Scale Score

Anchorage School District
SBA Historical Strand Comparison of Mean Scale Score in Science (Grade 10)

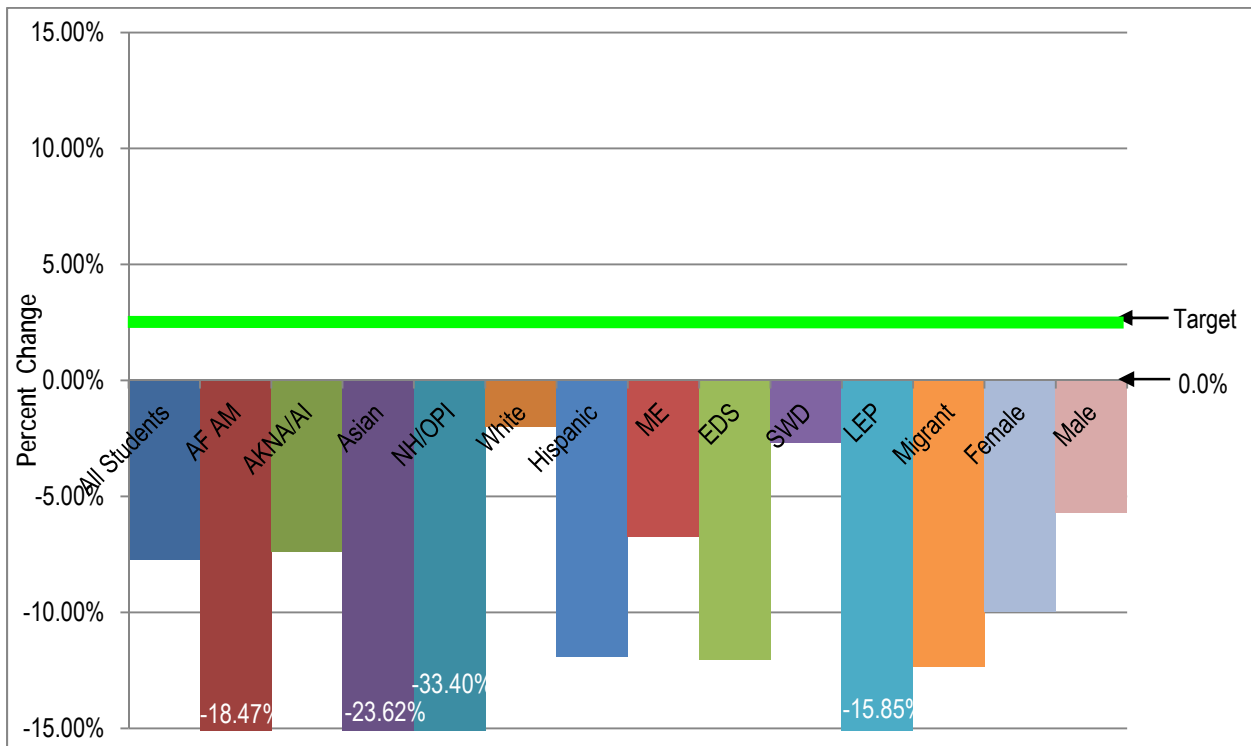


Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1i: In a year-to-year comparison, the percentage of students scoring proficient in science on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in grades 4, 8 and 10.

Grade 4
Year-to-Year Comparison of Percent Proficient in Science on the Alaska SBA
Anchorage School District

	Science							
	07-08		08-09		Target	Result		
	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Increase in Percentage Points Required by the Goal	Percentage Points Gained or Lost After One Year	Percent Gained or Lost After One Year	Was the Target Met?
All Students	3,442	49.24%	3,748	45.44%	1.23%	-3.81%	-7.73%	No
African-American/Black	207	28.02%	232	22.84%	0.70%	-5.17%	-18.47%	No
Alaska Native/American Indian	321	28.04%	362	25.97%	0.70%	-2.07%	-7.38%	No
Asian	285	31.58%	369	24.12%	0.79%	-7.46%	-23.62%	No
Native Hawaiian/Other Pacific Islander	137	14.60%	144	9.72%	0.36%	-4.88%	-33.40%	No
White	1,654	65.48%	1,705	64.16%	1.64%	-1.31%	-2.01%	No
Hispanic	371	42.32%	448	37.28%	1.06%	-5.04%	-11.91%	No
Multi-Ethnic (2 or More Races)	467	42.18%	488	39.34%	1.05%	-2.84%	-6.73%	No
Economically Disadvantaged	1,462	30.78%	1,725	27.07%	0.77%	-3.71%	-12.04%	No
Students with Disabilities	525	24.76%	635	24.09%	0.62%	-0.67%	-2.70%	No
LEP	350	7.14%	366	6.01%	0.18%	-1.13%	-15.85%	No
Migrant	134	36.57%	181	32.04%	0.91%	-4.52%	-12.37%	No
Female	1,707	48.51%	1,825	43.67%	1.21%	-4.83%	-9.97%	No
Male	1,735	49.97%	1,923	47.11%	1.25%	-2.86%	-5.72%	No

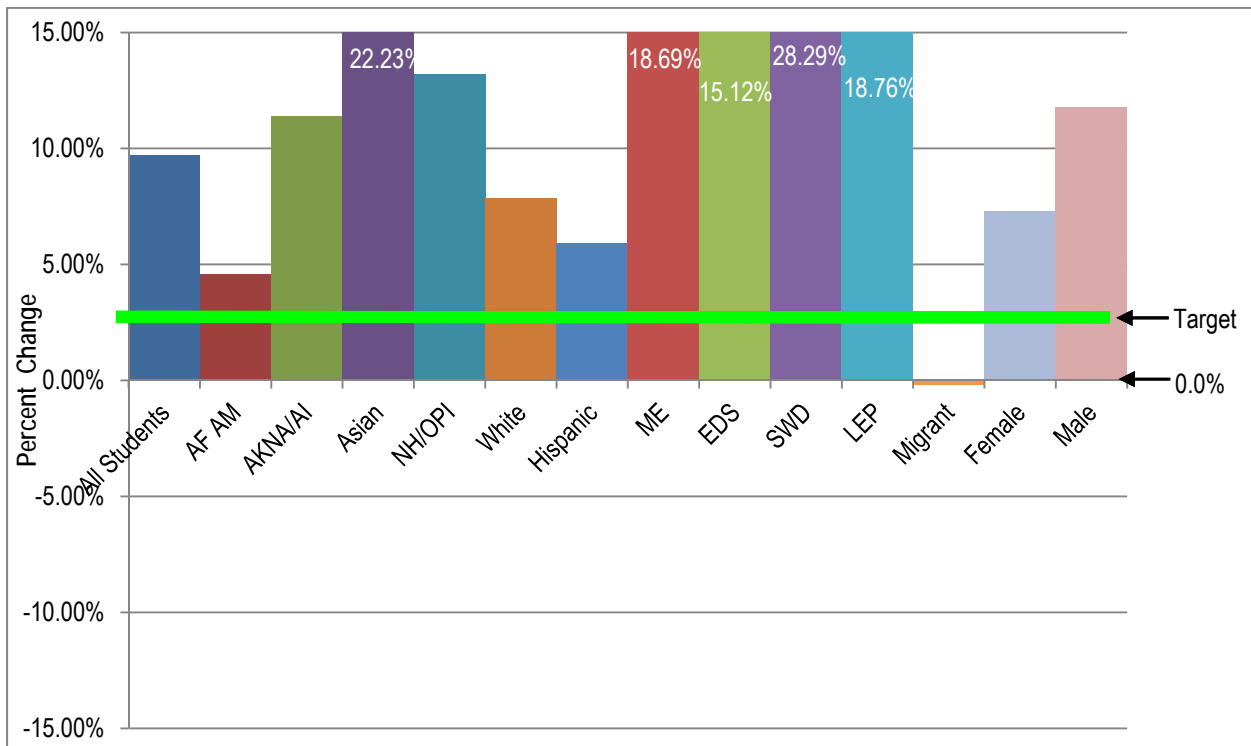


Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1i: In a year-to-year comparison, the percentage of students scoring proficient in science on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in grades 4, 8 and 10.

Grade 8
Year-to-Year Comparison of Percent Proficient in Science on the Alaska SBA
Anchorage School District

	Science							
	07-08		08-09		Target	Result		
	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Increase in Percentage Points Required by the Goal	Percentage Points Gained or Lost After One Year	Percent Gained or Lost After One Year	Was the Target Met?
All Students	3,583	53.45%	3,614	58.63%	1.34%	5.19%	9.70%	Yes
African-American/Black	232	29.74%	225	31.11%	0.74%	1.37%	4.61%	Yes
Alaska Native/American Indian	329	36.17%	268	40.30%	0.90%	4.13%	11.41%	Yes
Asian	350	38.86%	379	47.49%	0.97%	8.64%	22.23%	Yes
Native Hawaiian/Other Pacific Islander	109	18.35%	130	20.77%	0.46%	2.42%	13.19%	Yes
White	1,848	67.86%	1,831	73.18%	1.70%	5.33%	7.85%	Yes
Hispanic	332	42.17%	338	44.67%	1.05%	2.51%	5.94%	Yes
Multi-Ethnic (2 or More Races)	383	46.21%	443	54.85%	1.16%	8.64%	18.69%	Yes
Economically Disadvantaged	1,252	32.35%	1,348	37.24%	0.81%	4.89%	15.12%	Yes
Students with Disabilities	424	16.04%	418	20.57%	0.40%	4.54%	28.29%	Yes
LEP	347	10.37%	349	12.32%	0.26%	1.95%	18.76%	Yes
Migrant	156	42.31%	135	42.22%	1.06%	-0.09%	-0.20%	No
Female	1,745	51.98%	1,743	55.77%	1.30%	3.79%	7.29%	Yes
Male	1,838	54.84%	1,871	61.30%	1.37%	6.46%	11.78%	Yes



Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Indicator 1i: In a year-to-year comparison, the percentage of students scoring proficient in science on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in grades 4, 8 and 10.

Grade 10
Year-to-Year Comparison of Percent Proficient in Science on the Alaska SBA
Anchorage School District

	Science							
	07-08		08-09		Target	Result		
	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Increase in Percentage Points Required by the Goal	Percentage Points Gained or Lost After One Year	Percent Gained or Lost After One Year	Was the Target Met?
All Students	3,398	62.48%	3,429	67.92%	1.56%	5.44%	8.71%	Yes
African-American/Black	198	33.84%	211	52.61%	0.85%	18.77%	55.46%	Yes
Alaska Native/American Indian	247	46.15%	235	48.94%	1.15%	2.78%	6.03%	Yes
Asian	332	52.11%	376	56.12%	1.30%	4.01%	7.69%	Yes
Native Hawaiian/Other Pacific Islander	88	31.82%	107	26.17%	0.80%	-5.65%	-17.76%	No
White	1,888	74.36%	1,846	79.47%	1.86%	5.10%	6.86%	Yes
Hispanic	288	43.75%	313	54.31%	1.09%	10.56%	24.14%	Yes
Multi-Ethnic (2 or More Races)	357	59.10%	341	66.57%	1.48%	7.47%	12.63%	Yes
Economically Disadvantaged	882	41.27%	975	46.26%	1.03%	4.99%	12.08%	Yes
Students with Disabilities	308	21.43%	355	36.34%	0.54%	14.91%	69.58%	Yes
LEP	339	20.94%	297	19.53%	0.52%	-1.42%	-6.76%	No
Migrant	107	55.14%	94	51.06%	1.38%	-4.08%	-7.39%	No
Female	1,694	62.04%	1,659	64.68%	1.55%	2.64%	4.25%	Yes
Male	1,704	62.91%	1,770	70.96%	1.57%	8.05%	12.80%	Yes

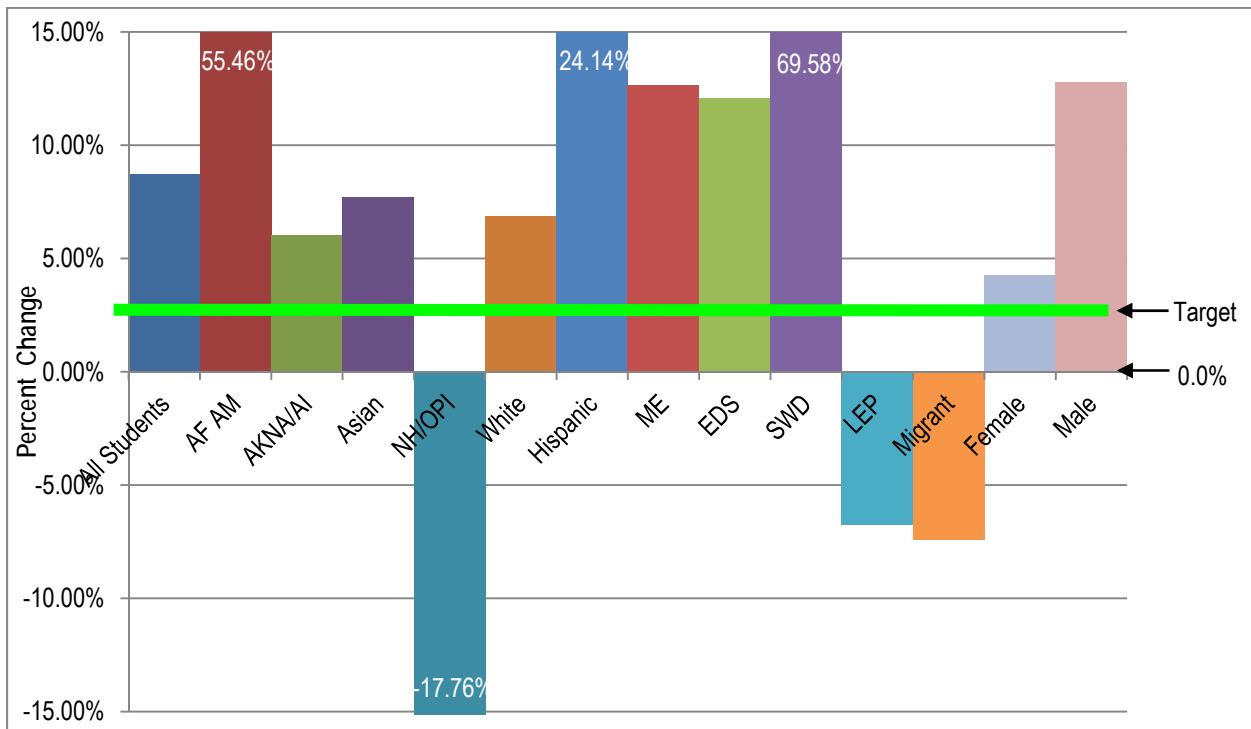


Table 41: HSGQE Grade 10 Summary

	District		State	
	Proficient or Above	Number Tested	Proficient or Above	Number Tested
Reading				
08-09	91.54%	3,415	90.0%	9,101
07-08	87.31%	3,506	85.3%	9,352
06-07	91.4%	3,472	90.9%	9,392
05-06	76.4%	3,680	73.7%	9,626
04-05	72.5%	3,362	69.1%	9,336
Writing				
08-09	80.15%	3,431	78.8%	9,178
07-08	78.96%	3,517	76.4%	9,378
06-07	82.5%	3,468	81.2%	9,387
05-06	90.8%	3,669	89.9%	9,558
04-05	85.6%	3,372	84.1%	9,267
Mathematics				
08-09	82.44%	3,429	80.2%	9,143
07-08	80.60%	3,500	76.4%	9,330
06-07	82.3%	3,455	80.7%	9,373
05-06	79.9%	3,665	77.1%	9,596
04-05	76.3%	3,354	71.9%	9,362

The double bold line indicates two changes to the passing scores, often called "cut scores," approved by the State Board of Education and Early Development for the Alaska High School Graduation Qualifying Examination in July 2006.

Table 42: HSGQE 2008-09 Proficient and Not Proficient by NCLB Groups for District - Grade 10

	Reading		Writing		Mathematics	
	Percent Proficient	Percent Not Proficient	Percent Proficient	Percent Not Proficient	Percent Proficient	Percent Not Proficient
All Students	91.54%	8.46%	80.15%	19.85%	82.44%	17.56%
African-American/Black	91.35%	8.65%	75.49%	24.51%	74.52%	25.48%
Alaska Native/American Indian	78.28%	21.72%	53.75%	46.25%	65.29%	34.71%
Asian	87.50%	12.50%	80.37%	19.63%	77.98%	22.02%
Native Hawaiian/Other Pacific Islander	72.57%	27.43%	57.39%	42.61%	48.70%	51.30%
White	95.81%	4.19%	87.13%	12.87%	90.40%	9.60%
Hispanic	86.44%	13.56%	72.19%	27.81%	74.84%	25.16%
Multi-Ethnic (2 or more races)	93.86%	6.14%	78.89%	21.11%	80.41%	19.59%
EDS	81.99%	18.01%	63.58%	36.42%	66.57%	33.43%
Non-EDS	95.46%	4.54%	86.91%	13.09%	89.00%	11.00%
Students with Disabilities	67.24%	32.76%	40.28%	59.72%	46.54%	53.46%
Students without Disabilities	94.32%	5.68%	84.75%	15.25%	86.67%	13.33%
LEP	63.49%	36.51%	47.06%	52.94%	44.66%	55.34%
Not LEP	94.28%	5.72%	83.39%	16.61%	86.19%	13.81%
Migrant	83.17%	16.83%	60.40%	39.60%	71.29%	28.71%
Not Migrant	91.79%	8.21%	80.75%	19.25%	82.78%	17.22%
Female	93.57%	6.43%	86.34%	13.66%	82.06%	17.94%
Male	89.64%	10.36%	74.40%	25.60%	82.80%	17.20%

Table 43: HSGQE 2008-09 Proficient and Not Proficient by NCLB Groups for District - Grade 11 Cumulative Results

	Reading		Writing		Mathematics	
	Percent Proficient	Percent Not Proficient	Percent Proficient	Percent Not Proficient	Percent Proficient	Percent Not Proficient
All Students	94.29%	5.71%	90.70%	9.30%	89.21%	10.79%
African-American/Black	87.06%	12.94%	83.58%	16.42%	76.62%	23.38%
Alaska Native/American Indian	87.50%	12.50%	78.88%	21.12%	81.90%	18.10%
Asian	92.61%	7.39%	89.97%	10.03%	90.77%	9.23%
Native Hawaiian/Other Pacific Islander	84.48%	15.52%	80.17%	19.83%	68.97%	31.03%
White	97.10%	2.90%	94.73%	5.27%	94.36%	5.64%
Hispanic	90.17%	9.83%	84.75%	15.25%	78.98%	21.02%
Multi-Ethnic (2 or more races)	96.16%	3.84%	90.14%	9.86%	87.12%	12.88%
EDS	87.31%	12.69%	79.80%	20.20%	78.37%	21.63%
Non-EDS	96.74%	3.26%	94.53%	5.47%	93.02%	6.98%
Students with Disabilities	74.58%	25.42%	61.30%	38.70%	59.89%	40.11%
Students without Disabilities	96.52%	3.48%	94.03%	5.97%	92.52%	7.48%
LEP	78.92%	21.08%	70.37%	29.63%	62.68%	37.32%
Not LEP	96.01%	3.99%	92.98%	7.02%	92.18%	7.82%
Migrant	89.69%	10.31%	86.60%	13.40%	83.51%	16.49%
Not Migrant	94.42%	5.58%	90.82%	9.18%	89.37%	10.63%
Female	96.07%	3.93%	94.20%	5.80%	90.21%	9.79%
Male	92.58%	7.42%	87.35%	12.65%	88.25%	11.75%

Table 44: HSGQE 2008-09 Proficient and Not Proficient by NCLB Groups for District - Grade 12 Cumulative Results

	Reading		Writing		Mathematics	
	Percent Proficient	Percent Not Proficient	Percent Proficient	Percent Not Proficient	Percent Proficient	Percent Not Proficient
All Students	93.44%	6.56%	93.08%	6.92%	91.22%	8.78%
African-American/Black	89.50%	10.50%	87.67%	12.33%	83.56%	16.44%
Alaska Native/American Indian	85.71%	14.29%	85.71%	14.29%	83.12%	16.88%
Asian	91.16%	8.84%	90.55%	9.45%	89.33%	10.67%
Native Hawaiian/Other Pacific Islander	86.15%	13.85%	88.46%	11.54%	81.54%	18.46%
White	95.70%	4.30%	95.43%	4.57%	94.46%	5.54%
Hispanic	93.03%	6.97%	93.03%	6.97%	88.85%	11.15%
Multi-Ethnic (2 or more races)	94.22%	5.78%	93.01%	6.99%	91.49%	8.51%
EDS	88.94%	11.06%	87.73%	12.27%	83.35%	16.65%
Non-EDS	94.88%	5.12%	94.80%	5.20%	93.75%	6.25%
Students with Disabilities	62.61%	37.39%	61.52%	38.48%	55.43%	44.57%
Students without Disabilities	98.29%	1.71%	98.05%	1.95%	96.85%	3.15%
LEP	80.91%	19.09%	81.55%	18.45%	74.43%	25.57%
Not LEP	94.70%	5.30%	94.24%	5.76%	92.91%	7.09%
Migrant	92.41%	7.59%	91.14%	8.86%	84.81%	15.19%
Not Migrant	93.46%	6.54%	93.13%	6.87%	91.37%	8.63%
Female	94.63%	5.37%	94.57%	5.43%	91.51%	8.49%
Male	92.32%	7.68%	91.69%	8.31%	90.95%	9.05%

HSGQE Year End Report

Table 45: HSGQE Grade 12 Students Enrolled in the Anchorage School District at the School Year End, 2009

	Not Passed Exam		Passed Exam		Total Number (Unduplicated)
	Number (Unduplicated)	Percentage (Unduplicated)	Number (Unduplicated)	Percentage (Unduplicated)	
ACE Students*	109	88.62%	14	11.38%	123
Alt Assessment**	****	95% or more	****	5% or fewer	45
Credit Deficient***	59	23.60%	191	76.40%	250
Grade 12 Students (Excluding ACE, Alt Assess, & Credit Deficient)	127	4.28%	2,842	95.72%	2,969
Total	340	10.04%	3,047	89.96%	3,387

* **ACE Students:** One-hundred twenty three (123) seniors are currently attending the Alternative Career Education (ACE) program. This is a special education program for students who are on the non-diploma track, have completed their high school credit requirements and are continuing to work on goals per their individual education plan.

** **Alternate Assessment:** Forty-five (45) seniors are special education students, with severe cognitive disabilities, who take the Alternate Assessment and do not take the HSGQE.

*** **Credit Deficient:** 250 students were considered as not having enough credits to be on track to graduate; in order to be on track to graduate a student needs to have greater than 18.5 credits. Of those, 191 have passed all three parts of the HSGQE.

**** Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol.

Of the seniors enrolled in the Anchorage School District at the school year end, 2009, 95.72 percent with sufficient credits to be on track to graduate and who are required to pass the HSGQE have passed. This is a decrease of 0.77 percentage points from the percent of students who had passed at the school year end, 2008 (96.49 percent).

Excluding students in ACE, students taking the Alternate Assessment and students who do not have the required number of academic credits to be on track to graduate, a total of 127 seniors have not passed all three parts of the High School Graduation Qualifying Exam (HSGQE). ASD considers students in their fourth year of high school to be seniors regardless of credits earned.

The State Board of Education and Early Development approved two recommended changes to the passing scores, often called "cut scores," for the Alaska High School Graduation Qualifying Examination in July 2006. The changes in the cut scores went into effect for the Fall 2006 HSGQE test administration. The reading cut score was lowered, the writing cut score went up and the Mathematics cut score was not changed. The state board moved the cut score for the reading test from 322 to 287 partly because the test now contains more reading passages at a higher level. The state board raised the cut score for the writing test from 275 to 304. The cut scores were last set in 2002. Since then, Alaska has developed specific academic expectations for each grade level, which provide a better framework for setting cut scores.

Table 46: Number of Grade 12 Students Who Need to Pass Excluding ACE and Alternative Assessment

	Not Deficient in Academic Credits	Regardless of Credits Earned
Reading Only	7	7
Writing Only	9	18
Mathematics Only	58	76
Reading & Writing	7	11
Reading & Mathematics	9	14
Writing & Mathematics	10	15
Reading, Writing, & Mathematics	27	45
Total	127	186

Of these 127 seniors enrolled and not deficient in academic credits in ASD at the school year end, 2009, 50 need to pass the reading subtest, 53 need to pass the writing subtest and 104 need to pass the mathematics subtest.

More specifically, 7 need to pass only the reading subtest, 9 need to pass only the writing subtest, 58 need to pass only the mathematics subtest, 7 need to pass reading and writing, 9 need to pass reading and mathematics, 10 need to pass writing and mathematics, and 27 need to pass all three parts.

HSGQE Status for Grade 12 Students Enrolled in the Anchorage School District at the School Year End, 2009 Excluding ACE and Alternate Assessment Students, and Students who are Deficient in Academic Credits*

Table 47: Grade 12 Students Enrolled Excluding ACE, Alternate Assessment, and Students Deficient in Credits

	Not Passed Not Waived		Passed or Waived		Total Number
	Number	Percent	Number	Percent	
All Students	109	3.67%	2,860	96.33%	2,969
African-American/Black	8	4.62%	165	95.38%	173
Alaska Native/American Indian	10	5.85%	161	94.15%	171
Asian	28	9.43%	269	90.57%	297
Native Hawaiian/Other Pacific Islander	17	15.18%	95	84.82%	112
White	25	1.48%	1,662	98.52%	1,687
Hispanic	12	4.80%	238	95.20%	250
Multi-Ethnic (2 or More Races)	9	3.23%	270	96.77%	279
Economically Disadvantaged	76	11.64%	577	88.36%	653
Non-Economically Disadvantaged	33	1.42%	2,283	98.58%	2,316
Students with Disabilities	35	45.45%	42	54.55%	77
Students without Disabilities	74	2.56%	2,818	97.44%	2,892
LEP	49	21.97%	174	78.03%	223
Not LEP	60	2.18%	2,686	97.82%	2,746
Female	59	4.00%	1,415	96.00%	1,474
Male	50	3.34%	1,445	96.66%	1,495

*Number of credits was obtained from SMS transcript information at the school year end, 2009.

HSGOE Status for Grade 12 Students Enrolled in the Anchorage School District at the School Year End, 2009
Excluding ACE and Alternate Assessment Students, and Students who are Deficient in Academic Credits*

Table 48: Grade 12 Students Enrolled in the Anchorage School District at the School Year End, 2009 by School

	Not Passed Not Waived		Passed or Waived		Total Number
	Number	Percent	Number	Percent	
Bartlett High School	5	1.74%	283	98.26%	288
Chugiak High School	***	5% or fewer	***	95% or more	268
Dimond High School	3	0.83%	357	99.17%	360
Eagle River High School	***	5% or fewer	***	95% or more	187
East High School	52	13.37%	337	86.63%	389
Service High School	4	1.14%	348	98.86%	352
South High School	***	5% or fewer	***	95% or more	369
West High School	23	6.59%	326	93.41%	349
Total Comprehensive High Schools	92	3.59%	2,470	96.41%	2,562
AVAIL	4	22.22%	14	77.78%	18
Benson Secondary School/SEARCH	3	3.45%	84	96.55%	87
COHO	***	40% or fewer	***	60% or more	7
Continuation	***	***	***	***	***
Crossroads School	***	20% or fewer	***	80% or more	17
Family Partnership Charter School	***	5% or fewer	***	95% or more	68
Frontier Charter School	***	40% or fewer	***	60% or more	5
Highland Tech Charter School	***	20% or fewer	***	80% or more	17
McLaughlin School	***	10% or fewer	***	90% or more	23
Polaris K-12 School	***	10% or fewer	***	90% or more	24
SAVE High School	4	3.96%	97	96.04%	101
Steller Secondary School	***	10% or fewer	***	90% or more	32
Whaley Center**	***	***	***	***	***
Total Alternative & Charter Schools	17	4.18%	390	95.82%	407

* Number of credits was obtained from SMS transcript information at the school year end, 2009.

** Whaley/Special Schools includes Whaley Center, Booth, McKinley Heights, Maplewood, North Star Hospital, Providence Heights, North Star Hospital at Bragaw, Providence Girls, Jesse Lee, Mt. Iliamna, ACT/ACT, Outreach, Anchorage Corrections, and DeBarr Residential.

*** Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol.

HSGQE Status for Grade 11 Students Enrolled in the Anchorage School District at the School Year End, 2009
Regardless of Credits Earned

Table 49: HSGQE for Grade 11 Students

	Not Passed		Passed		Total Number
	Number	Percent	Number	Percent	
Total	499	14.32%	2,985	85.68%	3,484

Table 50: Grade 11 Students Who Have Not Passed One or More Sections of the HSGQE

Number of Students Who Need to Pass...	
Reading Only	13
Writing Only	88
Mathematics Only	151
Reading & Writing	22
Reading & Mathematics	11
Writing & Mathematics	61
All Three (Reading, Writing, Mathematics)	153
Total	499

Table 51: HSGQE Status for Grade 11 Students Enrolled at School Year End by NCLB Group

	Not Passed		Passed		Total Number
	Number	Percent	Number	Percent	
All Students	499	14.32%	2,985	85.68%	3,484
African-American/Black	59	29.35%	142	70.65%	201
Alaska Native/American Indian	60	25.86%	172	74.14%	232
Asian	57	15.04%	322	84.96%	379
Native Hawaiian/Other Pacific Islander	44	37.93%	72	62.07%	116
White	146	7.70%	1,750	92.30%	1,896
Hispanic	71	24.07%	224	75.93%	295
Multi-Ethnic (2 or More Races)	62	16.99%	303	83.01%	365
Economically Disadvantaged	268	29.61%	637	70.39%	905
Non-Economically Disadvantaged	231	8.96%	2,348	91.04%	2,579
Students with Disabilities	173	51.95%	160	48.05%	333
Students without Disabilities	326	10.35%	2,825	89.65%	3,151
LEP	157	51.99%	145	48.01%	302
Not LEP	342	10.75%	2,840	89.25%	3,182
Female	201	11.78%	1,505	88.22%	1,706
Male	298	16.76%	1,480	83.24%	1,778

HSGQE Status for Grade 11 Students Enrolled in the Anchorage School District at the School Year End, 2009
Regardless of Credits Earned

Table 52: HSGQE Status for Grade 11 Students Enrolled at School Year End by School

	Not Passed		Passed		Total Number
	Number	Percent	Number	Percent	
Bartlett High School	58	16.57%	292	83.43%	350
Chugiak High School	19	6.55%	271	93.45%	290
Dimond High School	31	7.65%	374	92.35%	405
Eagle River High School	16	7.84%	188	92.16%	204
East High School	104	22.37%	361	77.63%	465
Service High School	53	10.77%	439	89.23%	492
South High School	21	5.12%	389	94.88%	410
West High School	91	21.51%	332	78.49%	423
Total Comprehensive High Schools	393	12.93%	2,646	87.07%	3,039
AVAIL	4	33.33%	8	66.67%	12
Benson Secondary School/SEARCH	21	34.43%	40	65.57%	61
COHO	5	31.25%	11	68.75%	16
Continuation	6	37.50%	10	62.50%	16
Crossroads School	6	37.50%	10	62.50%	16
Family Partnership Charter School	12	17.65%	56	82.35%	68
Frontier Charter School	4	14.29%	24	85.71%	28
Highland Tech Charter School	4	16.00%	21	84.00%	25
McLaughlin School	16	48.48%	17	51.52%	33
Polaris K-12 School	**	10% or fewer	**	90% or more	28
SAVE High School	11	15.49%	60	84.51%	71
Steller Secondary School	**	5% or fewer	**	95% or more	47
Whaley Center*	16	66.67%	8	33.33%	24
Total Alternative & Charter Schools	106	23.82%	339	76.18%	445

* Whaley/Special Schools includes Whaley Center, Booth, McKinley Heights, Maplewood, North Star Hospital, Providence Heights, North Star Hospital at Bragaw, Providence Girls, Jesse Lee, Mt. Iliamna, ACT/ACT, Outreach, Anchorage Corrections, and DeBarr Residential.

** Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol.

HSGQE Status for Grade 10 Students Enrolled in the Anchorage School District at the School Year End, 2009
Regardless of Credits Earned

Table 53: HSGQE for Grade 10 Students

	Not Passed		Passed		Total Number
	Number	Percent	Number	Percent	
Total	1,146	31.93%	2,443	68.07%	3,589

Table 54: Grade 10 Students Who Have Not Passed One or More Sections of the HSGQE

Number of Students Who Need to Pass...	
Reading Only	49
Writing Only	258
Mathematics Only	213
Reading & Writing	52
Reading & Mathematics	26
Writing & Mathematics	192
All Three (Reading, Writing, Mathematics)	356
Total	1,146

Table 55: HSGQE Status for Grade 10 Students Enrolled at School Year End by NCLB Group

	Not Passed		Passed		Total Number
	Number	Percent	Number	Percent	
All Students	1,146	31.93%	2,443	68.07%	3,589
African-American/Black	93	41.89%	129	58.11%	222
Alaska Native/American Indian	152	57.58%	112	42.42%	264
Asian	137	34.86%	256	65.14%	393
Native Hawaiian/Other Pacific Islander	82	67.21%	40	32.79%	122
White	415	21.88%	1,482	78.12%	1,897
Hispanic	134	40.48%	197	59.52%	331
Multi-Ethnic (2 or More Races)	133	36.94%	227	63.06%	360
Economically Disadvantaged	547	52.44%	496	47.56%	1,043
Non-Economically Disadvantaged	599	23.53%	1,947	76.47%	2,546
Students with Disabilities	309	75.55%	100	24.45%	409
Students without Disabilities	837	26.32%	2,343	73.68%	3,180
LEP	227	75.17%	75	24.83%	302
Not LEP	919	27.96%	2,368	72.04%	3,287
Female	509	29.35%	1,225	70.65%	1,734
Male	637	34.34%	1,218	65.66%	1,855

HSGQE Status for Grade 10 Students Enrolled in the Anchorage School District at the School Year End, 2009
Regardless of Credits Earned

Table 56: HSGQE Grade 10 Students Enrolled in the Anchorage School District at the School Year End by School

	Not Passed		Passed		Total Number
	Number	Percent	Number	Percent	
Bartlett High School	173	42.20%	237	57.80%	410
Chugiak High School	61	19.49%	252	80.51%	313
Dimond High School	119	26.98%	322	73.02%	441
Eagle River High School	44	20.56%	170	79.44%	214
East High School	233	40.88%	337	59.12%	570
Service High School	130	29.41%	312	70.59%	442
South High School	77	17.95%	352	82.05%	429
West High School	157	37.74%	259	62.26%	416
Total Comprehensive High Schools	994	30.73%	2,241	69.27%	3,235
AVAIL	6	60.00%	4	40.00%	10
Benson Secondary School/SEARCH	8	66.67%	4	33.33%	12
COHO	11	78.57%	3	21.43%	14
Continuation	**	60% or more	**	40% or fewer	6
Crossroads School	**	75% or more	**	25% or fewer	8
Family Partnership Charter School	31	44.93%	38	55.07%	69
Frontier Charter School	11	27.50%	29	72.50%	40
Highland Tech Charter School	12	26.67%	33	73.33%	45
McLaughlin School	17	62.96%	10	37.04%	27
Polaris K-12 School	3	8.33%	33	91.67%	36
Steller Secondary School	8	17.78%	37	82.22%	45
Whaley Center*	33	78.57%	9	21.43%	42
Total Alternative & Charter Schools	152	42.94%	202	57.06%	354

* Whaley/Special Schools includes Whaley Center, Booth, McKinley Heights, Maplewood, North Star Hospital, Providence Heights, North Star Hospital at Bragaw, Providence Girls, Jesse Lee, Mt. Iliamna, ACT/ACT, Outreach, Anchorage Corrections, and DeBarr Residential.

** Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol.

Table 57: TerraNova 3rd Edition Test Mean Normal Curve Equivalent and Number of Students Tested

Grade 5				
	Reading	Language	Mathematics	Total
Mean NCE Score				
08-09	50	51	50	50
07-08	50	52	51	51
Number Tested				
08-09	3,491	3,490	3,497	3,480
07-08	3,443	3,445	3,458	3,439
06-07	3,449	3,449	3,453	3,440
05-06	3,587	3,587	3,596	3,582
04-05	3,738	3,738	3,738	3,697
Grade 7				
Mean NCE Score				
08-09	56	55	54	55
07-08	56	55	54	56
Number Tested				
08-09	3,473	3,479	3,489	3,452
07-08	3,468	3,513	3,514	3,434
06-07	3,634	3,631	3,624	3,605
05-06	3,742	3,741	3,736	3,704
04-05	3,944	3,944	3,944	3,850

The double bold line indicates a change from the TerraNova 2nd edition to the TerraNova 3rd edition.

Table 58: TerraNova 3rd Edition Mean NCE Score Comparison Between Grade 5 and Grade 7

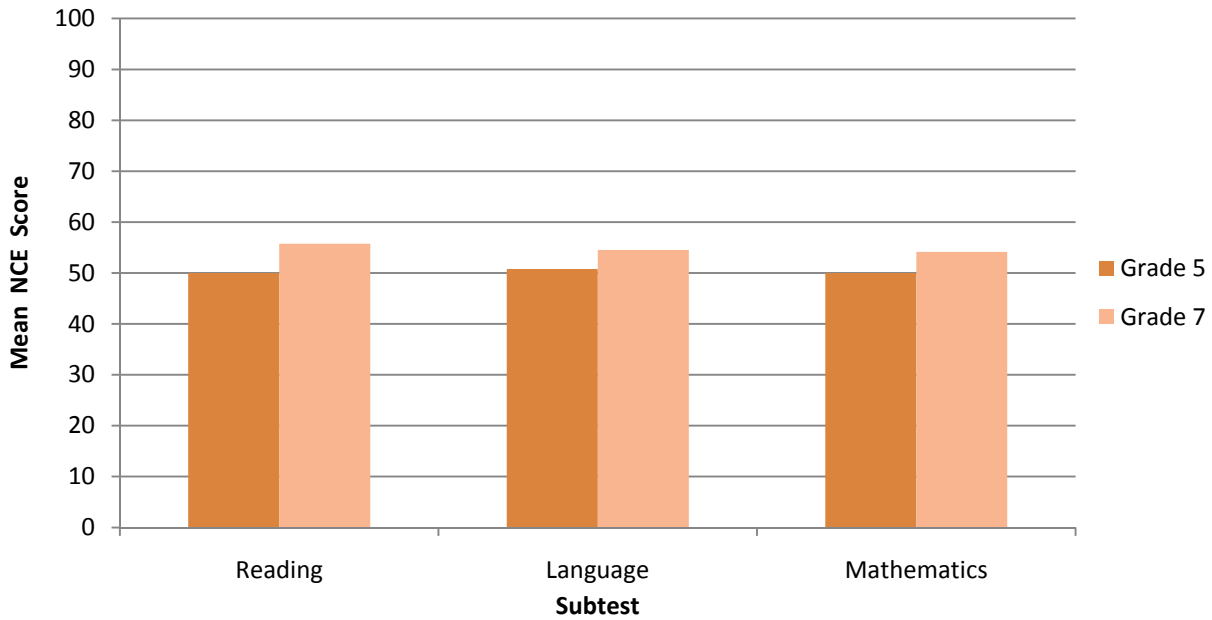


Table 59: TerraNova 3rd Edition Number of Students Participated Grade 5

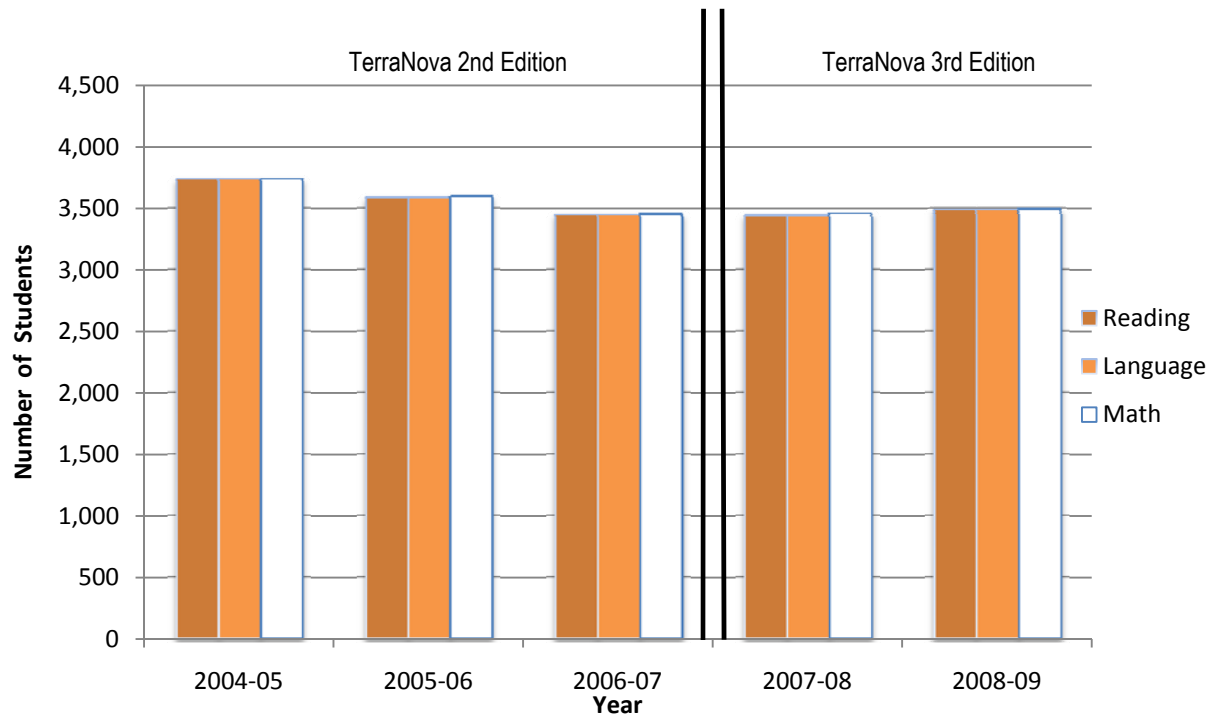


Table 60: TerraNova 3rd Edition Number of Students Participated Grade 7

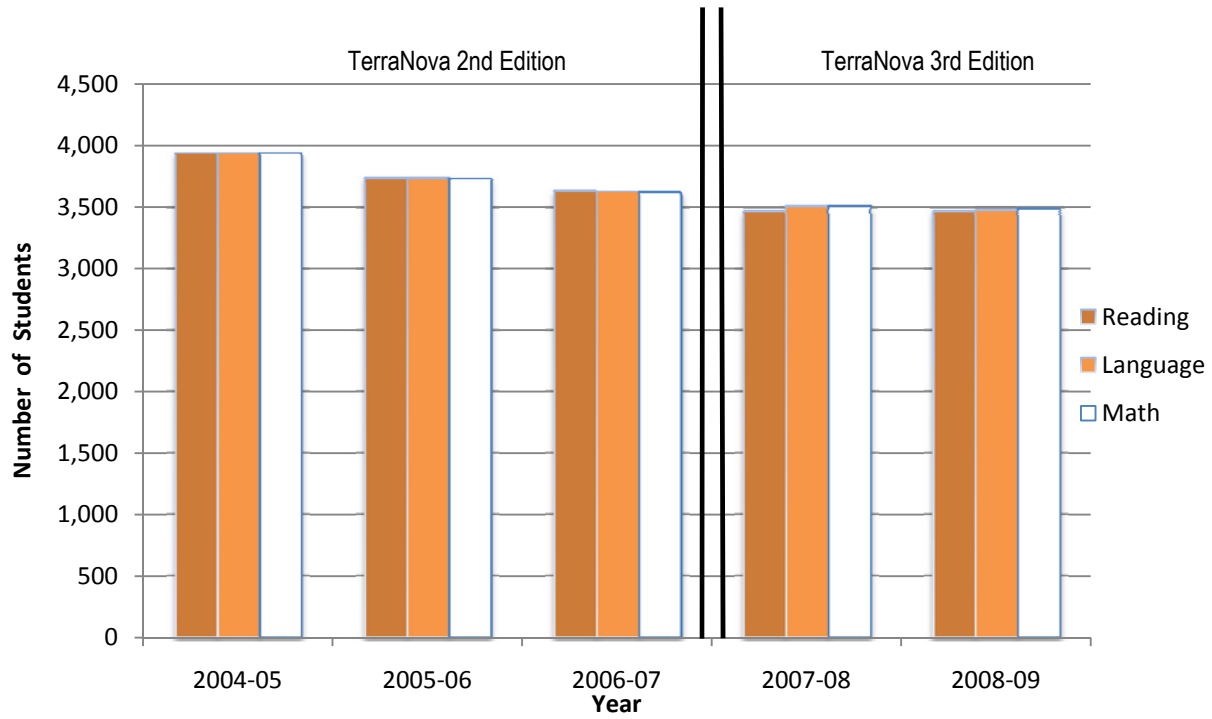
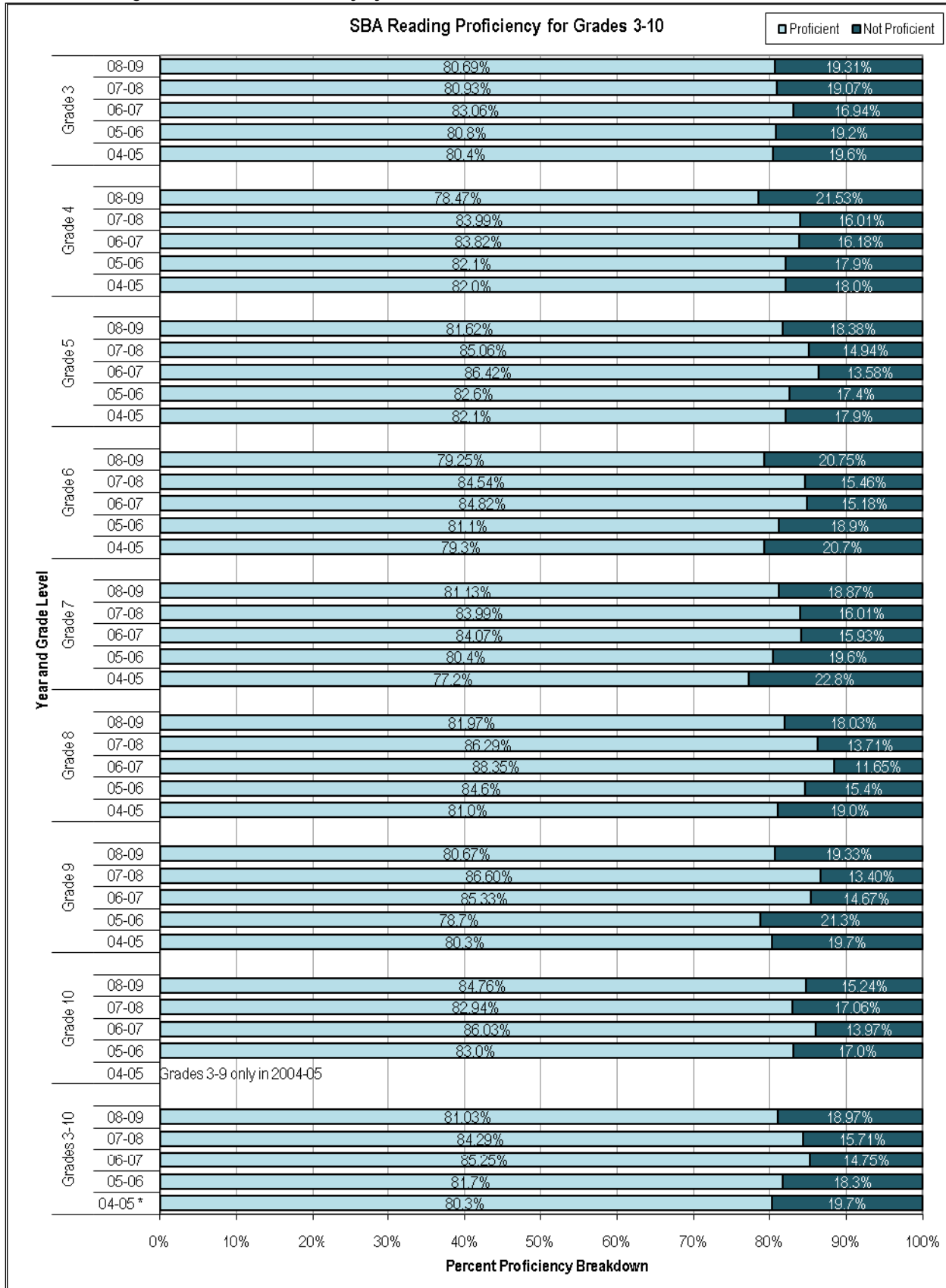


Table 61: Five-Year History Percent of Students Meeting Alaska Standards by Grade – Reading

READING	District		State	
	Proficient or Above	Number Tested	Proficient or Above	Number Tested
Grade 3				
08-09	80.69%	3,677	78.3%	9,694
07-08	80.93%	3,661	79.7%	9,445
06-07	83.06%	3,500	79.9%	9,155
05-06	80.8%	3,530	78.9%	7,398
04-05	80.4%	3,504	79.1%	7,185
Grade 4				
08-09	78.47%	3,744	78.0%	9,529
07-08	83.99%	3,442	81.0%	9,144
06-07	83.82%	3,523	81.7%	9,259
05-06	82.1%	3,500	79.2%	7,311
04-05	82.0%	3,599	78.1%	7,295
Grade 5				
08-09	81.62%	3,520	79.1%	9,251
07-08	85.06%	3,473	83.2%	9,203
06-07	86.42%	3,484	83.1%	9,194
05-06	82.6%	3,607	79.0%	7,436
04-05	82.1%	3,726	77.5%	7,523
Grade 6				
08-09	79.25%	3,551	77.4%	9,231
07-08	84.54%	3,494	80.8%	9,222
06-07	84.82%	3,565	80.5%	9,393
05-06	81.1%	3,688	76.1%	7,387
04-05	79.3%	3,785	75.9%	7,470
Grade 7				
08-09	81.13%	3,518	79.7%	9,279
07-08	83.99%	3,554	81.0%	9,386
06-07	84.07%	3,667	80.9%	9,701
05-06	80.4%	3,750	77.1%	7,621
04-05	77.2%	3,958	75.4%	7,837
Grade 8				
08-09	81.97%	3,621	81.9%	9,337
07-08	86.29%	3,640	85.3%	9,547
06-07	88.35%	3,690	85.9%	9,666
05-06	84.6%	3,827	82.4%	8,400
04-05	81.0%	3,841	80.3%	8,244
Grade 9				
08-09	80.67%	3,611	79.2%	9,635
07-08	86.60%	3,581	82.2%	9,783
06-07	85.33%	3,723	81.9%	10,167
05-06	78.7%	3,700	76.3%	7,922
04-05	80.3%	3,874	77.3%	8,089
Grade 10				
08-09	84.76%	3,413	83.0%	9,081
07-08	82.94%	3,506	80.3%	9,400
06-07	86.03%	3,471	84.6%	9,380
05-06	83.0%	3,681	81.2%	7,791
04-05	N/A	N/A	N/A	N/A
Grades 3-10				
08-09	81.03%	28,655	79.5%	75,037
07-08	84.29%	28,351	81.69%	75,130
06-07	85.25%	28,623	82.3%	75,915
05-06	81.7%	29,283	78.8%	77,783
04-05 *	80.3%*	26,287*	77.6%*	69,104*

* Grades 3-9 only

Table 62: Reading- Five-Year SBA Proficiency by Grades and District



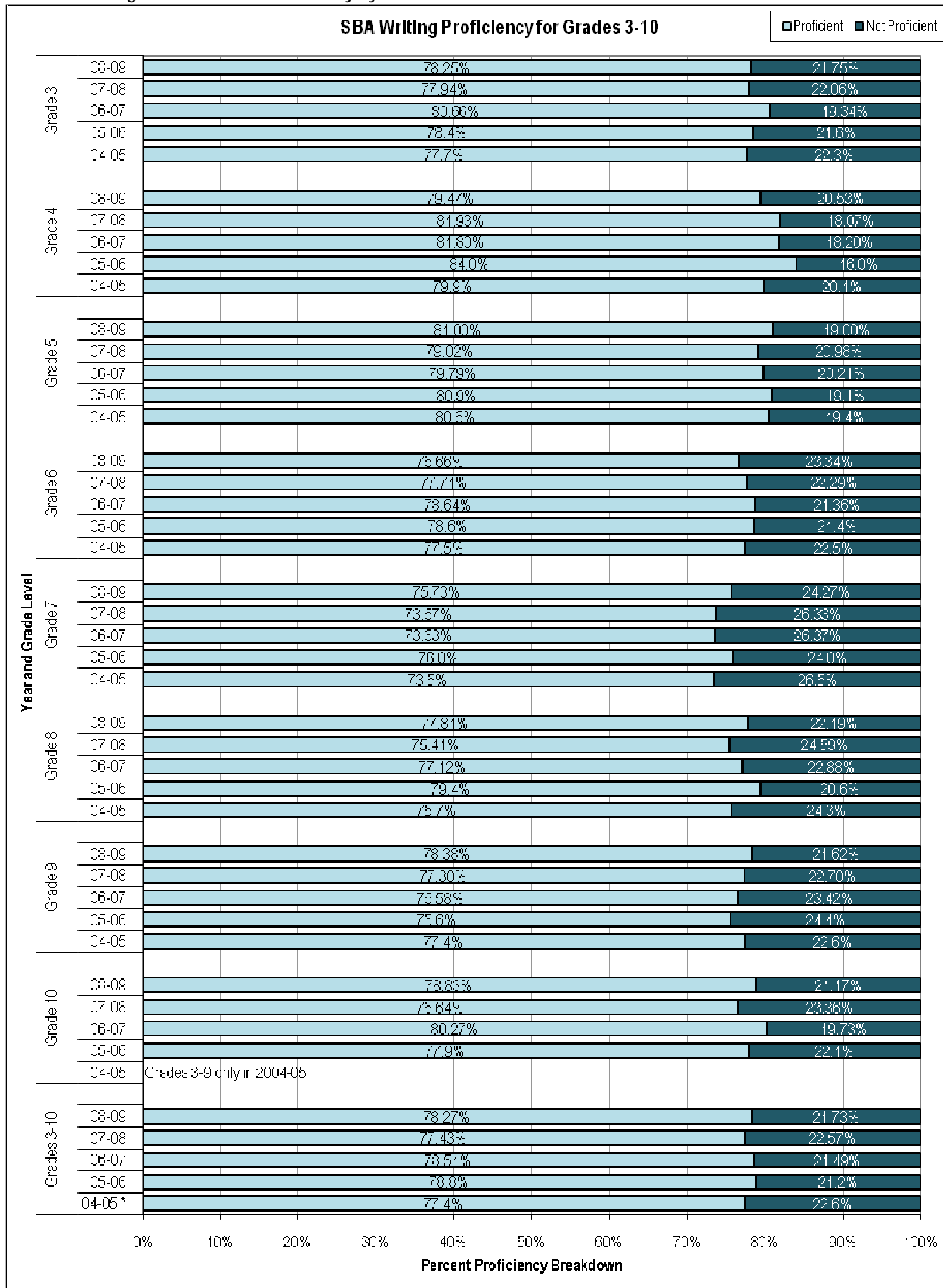
* Grades 3-9 only

Table 63: Five-Year History Percent of Students Meeting Alaska Standards by Grade – Writing

WRITING	District		State	
	Proficient or Above	Number Tested	Proficient or Above	Number Tested
Grade 3				
08-09	78.25%	3,682	74.8%	9,696
07-08	77.94%	3,662	74.8%	9,459
06-07	80.66%	3,474	76.8%	9,150
05-06	78.4%	3,530	75.2%	7,055
04-05	77.7%	3,504	74.8%	6,803
Grade 4				
08-09	79.47%	3,745	78.6%	9,516
07-08	81.93%	3,442	78.1%	9,147
06-07	81.80%	3,522	78.8%	9,245
05-06	84.0%	3,497	79.7%	7,355
04-05	79.9%	3,598	76.3%	7,145
Grade 5				
08-09	81.00%	3,527	77.3%	9,265
07-08	79.02%	3,465	74.8%	9,184
06-07	79.79%	3,478	74.5%	9,185
05-06	80.9%	3,606	77.4%	7,286
04-05	80.6%	3,720	75.4%	7,317
Grade 6				
08-09	76.66%	3,548	73.6%	9,229
07-08	77.71%	3,495	72.3%	9,218
06-07	78.64%	3,567	72.9%	9,392
05-06	78.6%	3,690	72.1%	7,005
04-05	77.5%	3,785	71.5%	7,050
Grade 7				
08-09	75.73%	3,527	73.5%	9,275
07-08	73.67%	3,559	70.8%	9,380
06-07	73.63%	3,660	70.1%	9,706
05-06	76.0%	3,771	71.8%	7,117
04-05	73.5%	3,960	70.9%	7,376
Grade 8				
08-09	77.81%	3,609	76.4%	9,317
07-08	75.41%	3,644	72.2%	9,536
06-07	77.12%	3,693	72.5%	9,663
05-06	79.4%	3,833	76.1%	7,760
04-05	75.7%	3,838	73.7%	7,602
Grade 9				
08-09	78.38%	3,589	76.0%	9,606
07-08	77.30%	3,569	72.0%	9,760
06-07	76.58%	3,724	73.1%	10,166
05-06	75.6%	3,685	71.9%	7,438
04-05	77.4%	3,859	72.9%	7,613
Grade 10				
08-09	78.83%	3,429	76.6%	9,158
07-08	76.64%	3,523	73.7%	9,425
06-07	80.27%	3,466	78.8%	9,377
05-06	77.9%	3,669	75.2%	7,196
04-05	N/A	N/A	N/A	N/A
Grades 3-10				
08-09	78.27%	28,656	74.6%	75,062
07-08	77.43%	28,359	73.59%	75,109
06-07	78.51%	28,584	74.6%	75,884
05-06	78.8%	29,281	74.9%	77,755
04-05 *	77.4%*	26,264*	73.6%*	69,181*

* Grades 3-9 only

Table 64: Writing- Five-Year SBA Proficiency by Grades and District



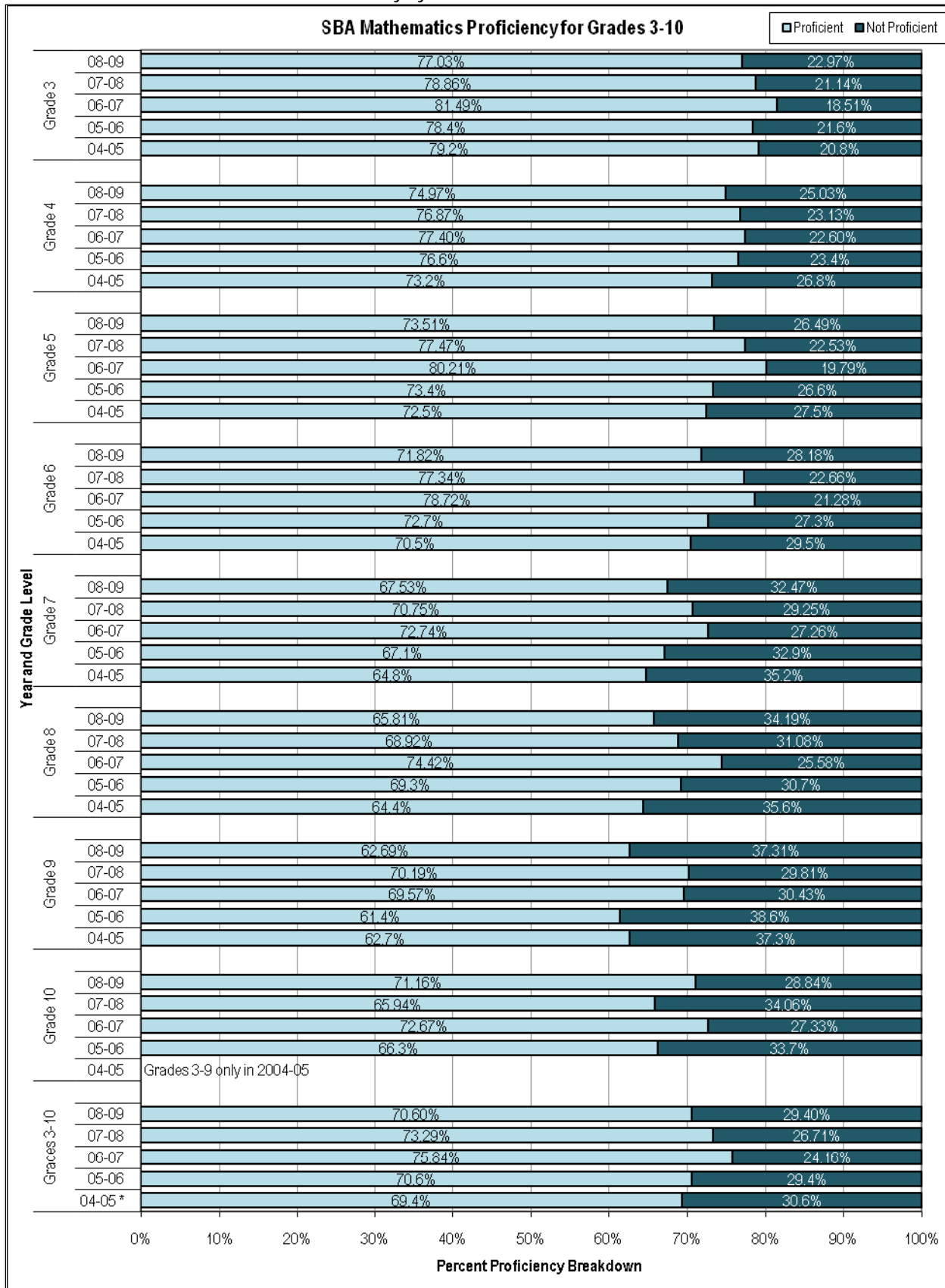
* Grades 3-9 only

Table 65: Five-Year History Percent of Students Meeting Alaska Standards by Grade – Mathematics

MATHEMATICS	District		State	
	Proficient or Above	Number Tested	Proficient or Above	Number Tested
Grade 3				
08-09	77.03%	3,691	74.9%	9,721
07-08	78.86%	3,689	77.7%	9,472
06-07	81.49%	3,484	78.7%	9,154
05-06	78.4%	3,539	75.8%	7,123
04-05	79.2%	3,510	75.5%	6,882
Grade 4				
08-09	74.97%	3,756	73.8%	9,532
07-08	76.87%	3,459	74.3%	9,163
06-07	77.40%	3,536	75.6%	9,254
05-06	76.6%	3,508	73.1%	6,753
04-05	73.2%	3,620	68.8%	6,448
Grade 5				
08-09	73.51%	3,534	70.4%	9,266
07-08	77.47%	3,476	75.2%	9,203
06-07	80.21%	3,486	76.8%	9,196
05-06	73.4%	3,622	69.6%	6,566
04-05	72.5%	3,732	66.8%	6,490
Grade 6				
08-09	71.82%	3,534	69.3%	9,217
07-08	77.34%	3,499	74.1%	9,230
06-07	78.72%	3,581	74.4%	9,400
05-06	72.7%	3,702	67.0%	6,507
04-05	70.5%	3,807	64.9%	6,413
Grade 7				
08-09	67.53%	3,520	66.2%	9,274
07-08	70.75%	3,559	68.4%	9,385
06-07	72.74%	3,672	68.8%	9,708
05-06	67.1%	3,777	61.7%	6,106
04-05	64.8%	3,973	61.0%	6,358
Grade 8				
08-09	65.81%	3,618	66.4%	9,334
07-08	68.92%	3,632	68.4%	9,522
06-07	74.42%	3,695	69.2%	9,659
05-06	69.3%	3,834	64.6%	6,593
04-05	64.4%	3,847	62.1%	6,407
Grade 9				
08-09	62.69%	3,602	59.5%	9,591
07-08	70.19%	3,549	63.1%	9,722
06-07	69.57%	3,710	62.7%	10,166
05-06	61.4%	3,672	56.4%	5,809
04-05	62.7%	3,876	56.5%	5,902
Grade 10				
08-09	71.16%	3,426	67.6%	9,124
07-08	65.94%	3,500	60.9%	9,370
06-07	72.67%	3,454	69.2%	9,359
05-06	66.3%	3,661	61.9%	5,925
04-05	N/A	N/A	N/A	N/A
Grades 3-10				
08-09	70.60%	28,681	68.5%	75,059
07-08	73.29%	28,363	70.26%	75,067
06-07	75.84%	28,618	71.8%	75,896
05-06	70.6%	29,315	66.1%	77,751
04-05 *	69.4%*	26,365*	64.8%*	69,290*

* Grades 3-9 only

Table 66: Mathematics – Five-Year SBA Proficiency by Grades and District



* Grades 3-9 only

Table 67: Five-Year History Percent of Students Meeting Alaska Standards by Grade – Science

SCIENCE	District		State	
	Proficient or Above	Number Tested	Proficient or Above	Number Tested
Grade 4				
08-09	45.44%	3,748	46.3%	9,383
07-08	49.24%	3,442	46.8%	8,917
06-07	N/A	N/A	N/A	N/A
05-06	N/A	N/A	N/A	N/A
04-05	N/A	N/A	N/A	N/A
Grade 8				
08-09	58.63%	3,614	54.9%	9,146
07-08	53.45%	3,583	51.3%	9,244
06-07	N/A	N/A	N/A	N/A
05-06	N/A	N/A	N/A	N/A
04-05	N/A	N/A	N/A	N/A
Grade 10				
08-09	67.92%	3,429	62.9%	8,844
07-08	62.48%	3,398	60.2%	8,949
06-07	N/A	N/A	N/A	N/A
05-06	N/A	N/A	N/A	N/A
04-05	N/A	N/A	N/A	N/A
Grades 4,8 and 10				
08-09	57.00%	10,791	54.6%	27,373
07-08	55.00%	10,423	52.7%	27,110
06-07	N/A	N/A	N/A	N/A
05-06	N/A	N/A	N/A	N/A
04-05	N/A	N/A	N/A	N/A

Table 68: Science – Five-Year SBA Proficiency by Grades and District

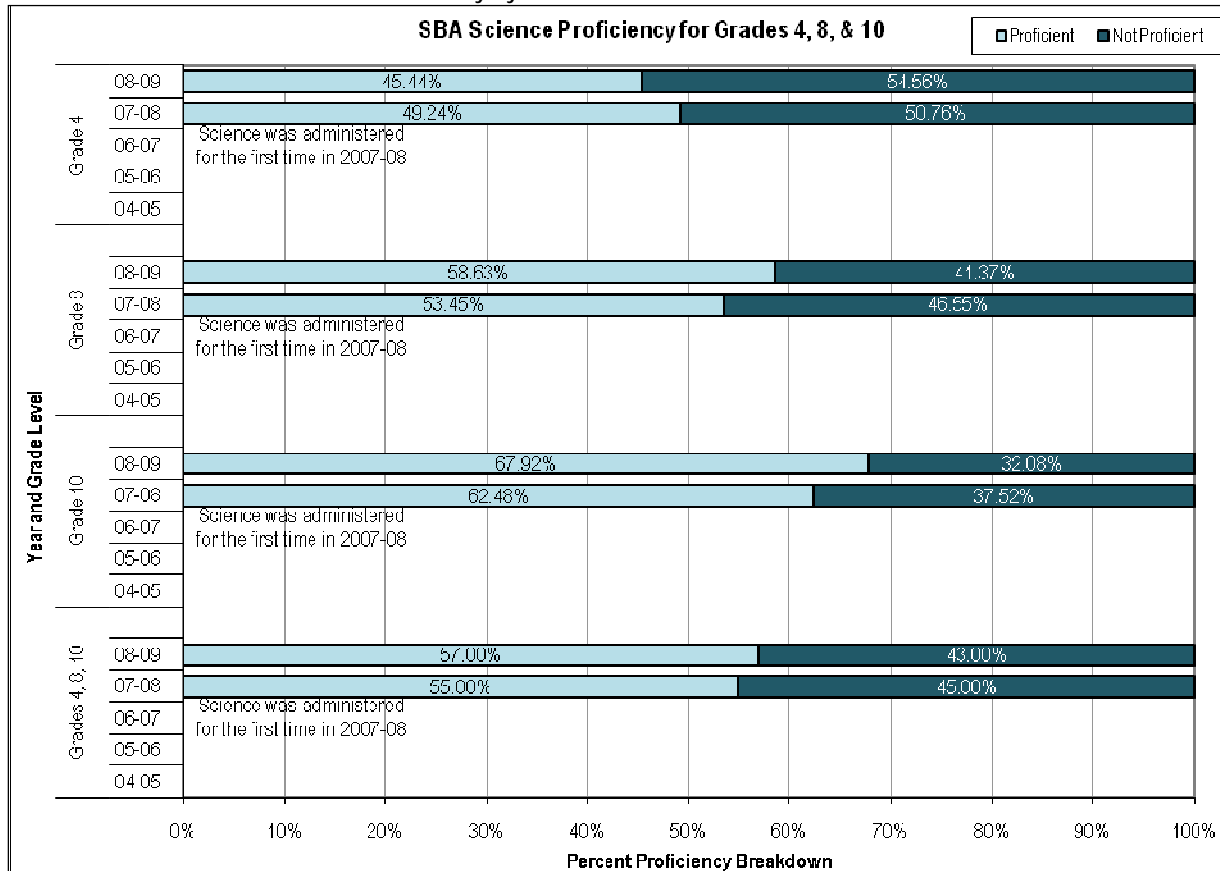
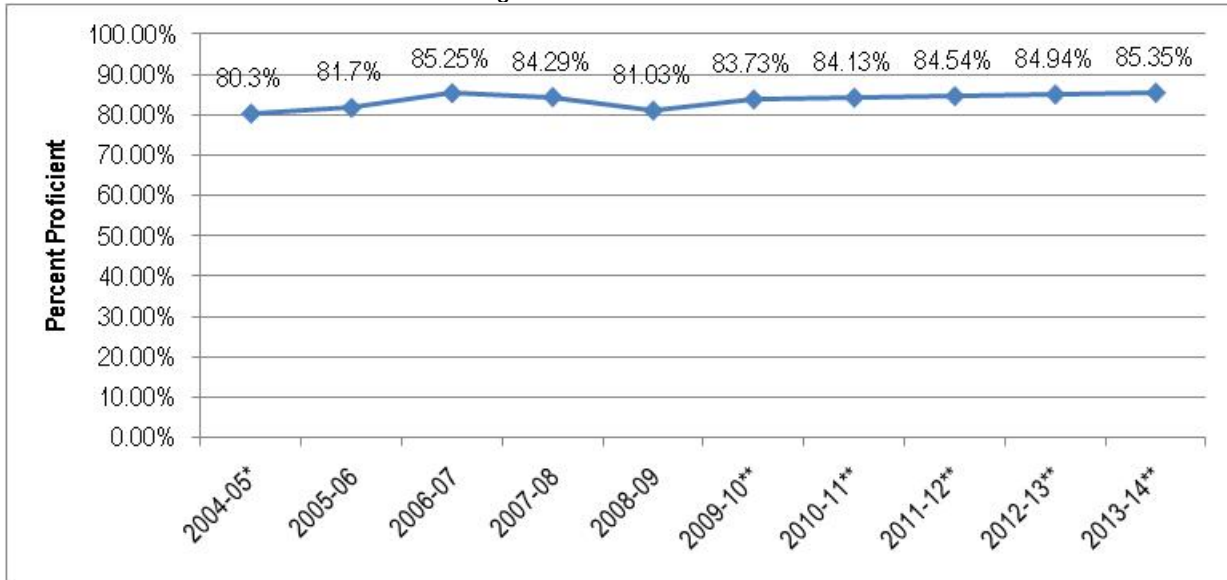


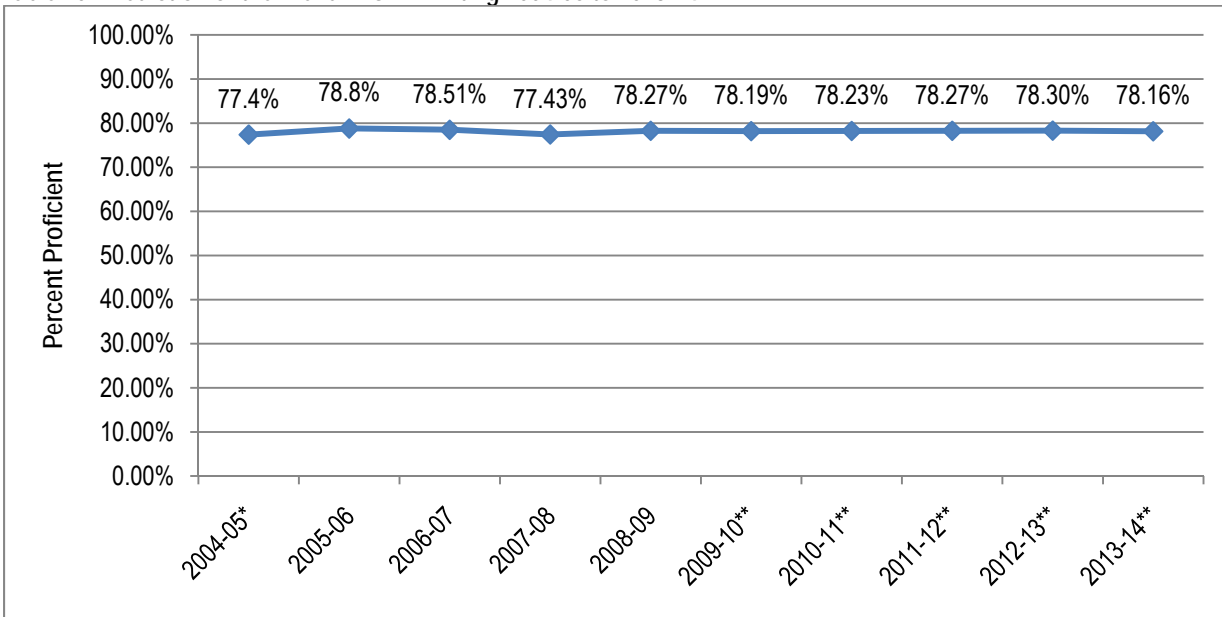
Table 69: Prediction of the Trend in SBA Reading 2004-05 to 2013-14



* Grades 3-9 only in 2004-05

** Percent proficient from 2009-10 to 2013-14 is predicted based upon the trend

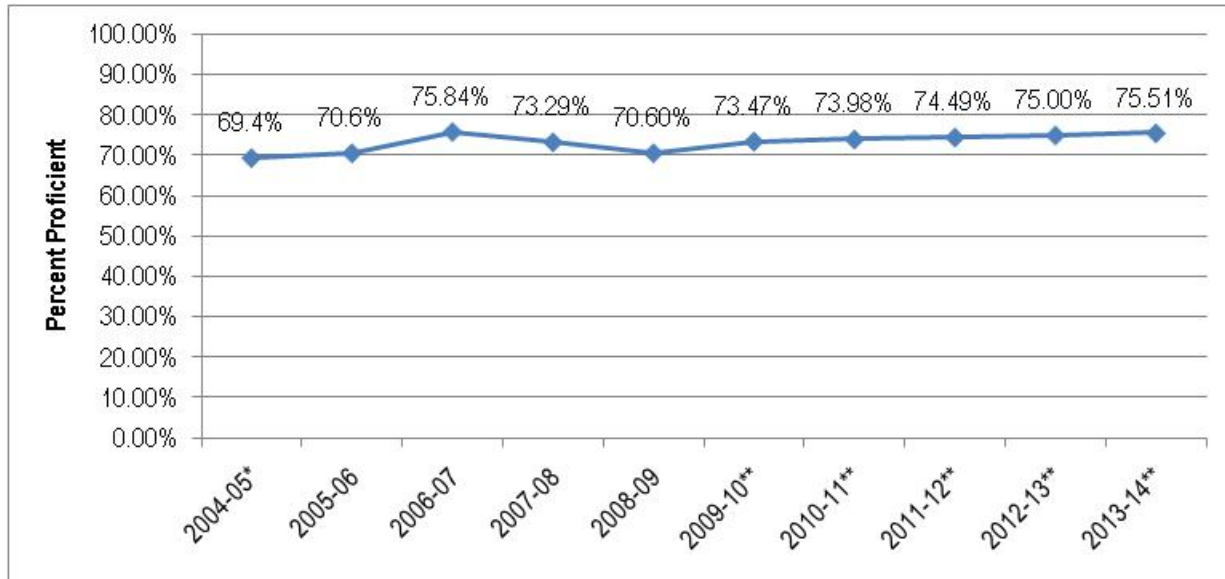
Table 70: Prediction of the Trend in SBA Writing 2004-05 to 2013-14



* Grades 3-9 only in 2004-05

** Percent proficient from 2009-10 to 2013-14 is predicted based upon the trend

Table 71: Prediction of the Trend in SBA Math 2004-05 to 2013-14



* Grades 3-9 only in 2004-05

** Percent proficient from 2009-10 to 2013-14 is predicted based upon the trend

Table 72: SBA Achievement in Grades 3-10 for 2008-09

	Advanced		Proficient		Below Proficient		Far Below	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 3								
Reading	1,492	40.58%	1,475	40.11%	371	10.09%	339	9.22%
Writing	1,185	32.18%	1,696	46.06%	732	19.88%	69	1.87%
Mathematics	1,268	34.35%	1,575	42.67%	393	10.65%	455	12.33%
Grade 4								
Reading	1,050	28.04%	1,888	50.43%	475	12.69%	331	8.84%
Writing	1,011	27.00%	1,965	52.47%	722	19.28%	47	1.26%
Mathematics	1,347	35.86%	1,469	39.11%	442	11.77%	498	13.26%
Science	711	18.97%	992	26.47%	1,378	36.77%	667	17.80%
Grade 5								
Reading	1,098	31.19%	1,775	50.43%	443	12.59%	204	5.80%
Writing	1,132	32.10%	1,725	48.91%	651	18.46%	19	0.54%
Mathematics	1,368	38.71%	1,230	34.80%	524	14.83%	412	11.66%
Grade 6								
Reading	1,240	34.92%	1,574	44.33%	556	15.66%	181	5.10%
Writing	1,254	35.34%	1,466	41.32%	712	20.07%	116	3.27%
Mathematics	1,398	39.56%	1,140	32.26%	514	14.54%	482	13.64%
Grade 7								
Reading	1,211	34.42%	1,643	46.70%	471	13.39%	193	5.49%
Writing	613	17.38%	2,058	58.35%	629	17.83%	227	6.44%
Mathematics	1,064	30.23%	1,313	37.30%	721	20.48%	422	11.99%
Grade 8								
Reading	1,151	31.79%	1,817	50.18%	490	13.53%	163	4.50%
Writing	318	8.81%	2,490	68.99%	620	17.18%	181	5.02%
Mathematics	996	27.53%	1,385	38.28%	623	17.22%	614	16.97%
Science	1,019	28.20%	1,100	30.44%	752	20.81%	743	20.56%
Grade 9								
Reading	1,577	43.67%	1,336	37.00%	578	16.01%	120	3.32%
Writing	228	6.35%	2,585	72.03%	547	15.24%	229	6.38%
Mathematics	976	27.10%	1,282	35.59%	662	18.38%	682	18.93%
Grade 10								
Reading	1,297	38.00%	1,596	46.76%	474	13.89%	46	1.35%
Writing	124	3.62%	2,579	75.21%	578	16.86%	148	4.32%
Mathematics	699	20.40%	1,739	50.76%	628	18.33%	360	10.51%
Science	1,010	29.45%	1,319	38.47%	679	19.80%	421	12.28%
Grades 3-10								
Reading	10,116	35.30%	13,104	45.73%	3,858	13.46%	1,577	5.50%
Writing	5,865	20.47%	16,564	57.80%	5,191	18.11%	1,036	3.62%
Mathematics	9,116	31.78%	11,133	38.82%	4,507	15.71%	3,925	13.69%
Science (Grades 4,8,10)	2,740	25.39%	3,411	31.61%	2,809	26.03%	1,831	16.97%

Table 73: SBA Achievement in Grades 3-10 for 2007-08

Students	Advanced		Proficient		Below Proficient		Far Below	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 3								
Reading	1,526	41.68%	1,437	39.25%	455	12.43%	243	6.64%
Writing	1,322	36.10%	1,532	41.84%	699	19.09%	109	2.98%
Mathematics	1,320	35.78%	1,589	43.07%	343	9.30%	437	11.85%
Grade 4								
Reading	1,371	39.83%	1,520	44.16%	314	9.12%	237	6.89%
Writing	1,199	34.83%	1,621	47.09%	588	17.08%	34	0.99%
Mathematics	1,301	37.61%	1,358	39.26%	423	12.23%	377	10.90%
Science	815	23.68%	880	25.57%	1,091	31.70%	656	19.06%
Grade 5								
Reading	1,206	34.73%	1,748	50.33%	405	11.66%	114	3.28%
Writing	1,126	32.50%	1,612	46.52%	709	20.46%	18	0.52%
Mathematics	1,608	46.26%	1,085	31.21%	513	14.76%	270	7.77%
Grade 6								
Reading	1,483	42.44%	1,471	42.10%	458	13.11%	82	2.35%
Writing	1,257	35.97%	1,459	41.75%	645	18.45%	134	3.83%
Mathematics	1,394	39.84%	1,312	37.50%	481	13.75%	312	8.92%
Grade 7								
Reading	1,209	34.02%	1,776	49.97%	429	12.07%	140	3.94%
Writing	521	14.64%	2,101	59.03%	722	20.29%	215	6.04%
Mathematics	1,182	33.21%	1,336	37.54%	673	18.91%	368	10.34%
Grade 8								
Reading	1,414	38.85%	1,727	47.45%	402	11.04%	97	2.66%
Writing	333	9.14%	2,415	66.27%	623	17.10%	273	7.49%
Mathematics	1,071	29.49%	1,432	39.43%	612	16.85%	517	14.23%
Science	968	27.02%	947	26.43%	740	20.65%	928	25.90%
Grade 9								
Reading	1,822	50.88%	1,279	35.72%	422	11.78%	58	1.62%
Writing	299	8.38%	2,460	68.93%	583	16.34%	227	6.36%
Mathematics	1,300	36.63%	1,191	33.56%	600	16.91%	458	12.91%
Grade 10								
Reading	1,065	30.38%	1,843	52.57%	488	13.92%	110	3.14%
Writing	205	5.82%	2,495	70.82%	640	18.17%	183	5.19%
Mathematics	751	21.46%	1,557	44.49%	692	19.77%	500	14.29%
Science	881	25.93%	1,242	36.55%	734	21.60%	541	15.92%
Grades 3-10								
Reading	11,096	39.14%	12,801	45.15%	3,373	11.90%	1,081	3.81%
Writing	6,262	22.08%	15,695	55.34%	5,209	18.37%	1,193	4.21%
Mathematics	9,927	35.00%	10,860	38.29%	4,337	15.29%	3,239	11.42%
Science (Grades 4,8, 10)	2,664	25.56%	3,069	29.44%	2,565	24.61%	2,125	20.39%

Table 74: SBA Achievement in Grades 3-10 for 2006-07

Students	Advanced		Proficient		Below Proficient		Far Below	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 3								
Reading	1,536	43.9%	1,371	39.2%	357	10.2%	236	6.7%
Writing	1,454	41.9%	1,348	38.8%	593	17.1%	79	2.3%
Mathematics	1,362	39.1%	1,477	42.4%	323	9.3%	322	9.2%
Grade 4								
Reading	1,400	39.7%	1,553	44.1%	334	9.5%	236	6.7%
Writing	1,249	35.5%	1,632	46.3%	607	17.2%	34	1.0%
Mathematics	1,407	39.8%	1,329	37.6%	413	11.7%	386	10.9%
Grade 5								
Reading	1,262	36.2%	1,749	50.2%	337	9.7%	136	3.9%
Writing	1,133	32.6%	1,642	47.2%	684	19.7%	19	0.5%
Mathematics	1,708	49.0%	1,088	31.2%	455	13.1%	235	6.7%
Grade 6								
Reading	1,467	41.2%	1,557	43.7%	467	13.1%	74	2.1%
Writing	1,418	39.8%	1,387	38.9%	636	17.8%	126	3.5%
Mathematics	1,472	41.1%	1,347	37.6%	464	13.0%	298	8.3%
Grade 7								
Reading	1,265	34.5%	1,818	49.6%	435	11.9%	149	4.1%
Writing	489	13.4%	2,206	60.3%	730	19.9%	235	6.4%
Mathematics	1,210	33.0%	1,461	39.8%	621	16.9%	380	10.3%
Grade 8								
Reading	1,482	40.2%	1,778	48.2%	332	9.0%	98	2.7%
Writing	357	9.7%	2,491	67.5%	621	16.8%	224	6.1%
Mathematics	1,222	33.1%	1,528	41.4%	513	13.9%	432	11.7%
Grade 9								
Reading	1,922	51.6%	1,255	33.7%	481	12.9%	65	1.7%
Writing	344	9.2%	2,508	67.3%	616	16.5%	256	6.9%
Mathematics	1,389	37.4%	1,192	32.1%	587	15.8%	542	14.6%
Grade 10								
Reading	1,463	42.1%	1,523	43.9%	443	12.8%	42	1.2%
Writing	123	3.5%	2,659	76.7%	537	15.5%	147	4.2%
Mathematics	732	21.2%	1,779	51.5%	571	16.5%	373	10.8%
Grades 3-10								
Reading	11,797	41.2%	12,604	44.0%	3,186	11.1%	1,036	3.6%
Writing	6,567	23.0%	15,873	55.5%	5,024	17.6%	1,120	3.9%
Mathematics	10,502	36.7%	11,201	39.1%	3,947	13.8%	2,968	10.4%

Table 75: SBA Achievement in Grades 3-10 for 2005-06

Students	Advanced		Proficient		Below Proficient		Far Below	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 3								
Reading	1,442	40.8%	1,412	40.0%	379	10.7%	297	8.4%
Writing	1,180	33.4%	1,587	45.0%	694	19.7%	69	2.0%
Mathematics	1,351	38.2%	1,424	40.2%	393	11.1%	371	10.5%
Grade 4								
Reading	1,137	32.5%	1,736	49.6%	383	10.9%	244	7.0%
Writing	1,010	28.9%	1,926	55.1%	525	15.0%	36	1.0%
Mathematics	1,295	36.9%	1,392	39.7%	406	11.6%	415	11.8%
Grade 5								
Reading	1,118	31.0%	1,860	51.6%	431	11.9%	198	5.5%
Writing	1,051	29.1%	1,867	51.8%	668	18.5%	20	0.6%
Mathematics	1,498	41.4%	1,161	32.1%	564	15.6%	399	11.0%
Grade 6								
Reading	1,255	34.0%	1,737	47.1%	528	14.3%	168	4.6%
Writing	1,255	34.0%	1,647	44.6%	688	18.6%	100	2.7%
Mathematics	1,358	36.7%	1,335	36.1%	515	13.9%	494	13.3%
Grade 7								
Reading	1,138	30.3%	1,878	50.1%	502	13.4%	232	6.2%
Writing	649	17.2%	2,218	58.8%	680	18.0%	224	5.9%
Mathematics	1,116	29.5%	1,420	37.6%	747	19.8%	494	13.1%
Grade 8								
Reading	1,396	36.5%	1,841	48.1%	442	11.5%	148	3.9%
Writing	370	9.7%	2,673	69.7%	590	15.4%	200	5.2%
Mathematics	1,199	31.3%	1,458	38.0%	590	15.4%	587	15.3%
Grade 9								
Reading	1,568	42.4%	1,343	36.3%	651	17.6%	138	3.7%
Writing	212	5.8%	2,574	69.9%	625	17.0%	274	7.4%
Mathematics	989	26.9%	1,266	34.5%	664	18.1%	753	20.5%
Grade 10								
Reading	1,226	33.3%	1,829	49.7%	469	12.7%	157	4.3%
Writing	198	5.4%	2,661	72.5%	616	16.8%	194	5.3%
Mathematics	812	22.2%	1,616	44.1%	692	18.9%	541	14.8%
Grades 3-10								
Reading	10,280	35.1%	13,636	46.6%	3,785	12.9%	1,582	5.4%
Writing	5,925	20.2%	17,153	58.6%	5,086	17.4%	1,117	3.8%
Mathematics	9,618	32.8%	11,072	37.8%	4,571	15.6%	4,054	13.8%

Table 76: SBA Achievement in Grades 3-10 for 2004-05

Students	Advanced		Proficient		Below Proficient		Far Below	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 3								
Reading	1,302	37.2%	1,514	43.2%	391	11.2%	297	8.5%
Writing	1,041	29.7%	1,680	47.9%	736	21.0%	47	1.3%
Mathematics	1,284	36.6%	1,497	42.6%	389	11.1%	340	9.7%
Grade 4								
Reading	1,021	28.4%	1,930	53.6%	397	11.0%	251	7.0%
Writing	926	25.7%	1,948	54.1%	695	19.3%	29	0.8%
Mathematics	1,144	31.6%	1,505	41.6%	461	12.7%	510	14.1%
Grade 5								
Reading	1,096	29.4%	1,963	52.7%	442	11.9%	225	6.0%
Writing	954	25.6%	2,044	54.9%	704	18.9%	18	0.5%
Mathematics	1,424	38.2%	1,280	34.3%	578	15.5%	450	12.1%
Grade 6								
Reading	1,236	32.7%	1,764	46.6%	591	15.6%	194	5.1%
Writing	1,224	32.3%	1,710	45.2%	756	20.0%	95	2.5%
Mathematics	1,345	35.3%	1,340	35.2%	596	15.7%	526	13.8%
Grade 7								
Reading	1,138	28.8%	1,919	48.5%	613	15.5%	288	7.3%
Writing	628	15.9%	2,281	57.6%	765	19.3%	286	7.2%
Mathematics	1,086	27.3%	1,489	37.5%	802	20.2%	596	15.0%
Grade 8								
Reading	1,268	33.0%	1,844	48.0%	552	14.4%	177	4.6%
Writing	264	6.9%	2,640	68.8%	709	18.5%	225	5.9%
Mathematics	971	25.2%	1,507	39.2%	679	17.7%	690	17.9%
Grade 9								
Reading	1,682	43.4%	1,431	36.9%	644	16.6%	117	3.0%
Writing	177	4.6%	2,808	72.8%	582	15.1%	292	7.6%
Mathematics	1,116	28.8%	1,312	33.8%	688	17.8%	760	19.6%
Grade 10								
Reading	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grades 3-10*								
Reading	8,743	33.3%	12,365	47.0%	3,630	13.8%	1,549	5.9%
Writing	5,214	19.9%	15,111	57.5%	4,947	18.8%	992	3.8%
Mathematics	8,370	31.7%	9,930	37.7%	4,193	15.9%	3,872	14.7%

* Grades 3-9 only

Goal 1: Students will demonstrate increased academic achievement as indicated by improved performance on state measures of academic performance. Students will meet the state defined Annual Measurable Objective.

Process direction for middle and high school education: The district will develop well-articulated and instructional interventions at the middle and high school levels for non-proficient students in language arts and mathematics.

At the middle school level, a support course for Math 6, 7 and 8 was created with a curriculum guide aligned to the GLEs to promote more consistent math interventions throughout the district. The process to review and adopt new middle school language arts materials occurred and was completed in 2008-09 leading to a language arts support course to be developed in 2009-10. This initiative will be modeled after the work that occurred in middle school math.

Two language arts support courses were developed at the high school level: Strategic Reading and Writing and Technical Writing in the 21st Century. Logically following that is the Algebra A support course to be developed in the fall of 2009-10 and piloted in the second semester.

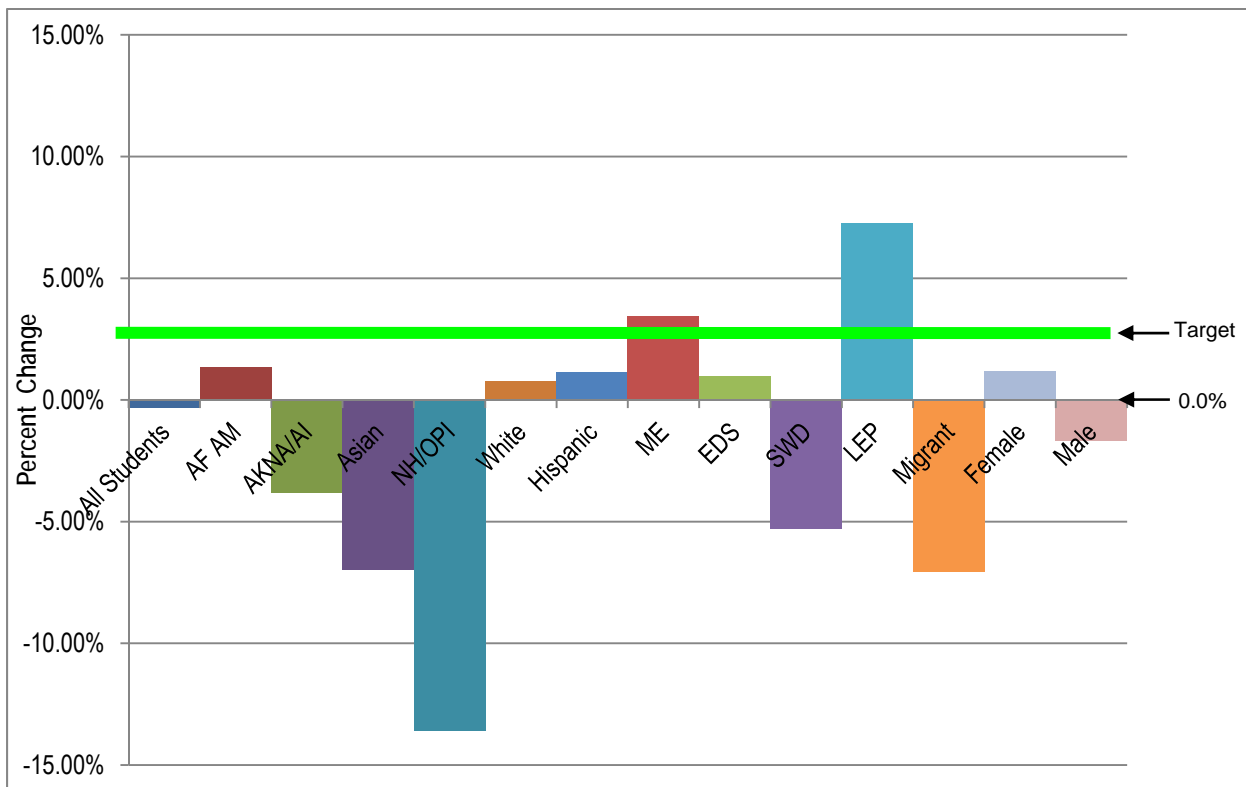
Goal 2: A higher percentage of students will master reading skills and strategies to read proficiently at the end of grade 3.
 Indicator: In a year-to-year comparison, the percentage of students scoring proficient in reading on the Alaska Standards Based Assessment will increase by 2.5 percent in each AYP-designated student group in grade 3.

Grade 3

Year-to-Year Comparison of Percent Proficient in Reading
 Anchorage School District

	Reading							
	07-08		08-09		Target*	Result		
	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	3,661	80.93%	3,677	80.69%	2.02%	-0.24%	-0.30%	No
African-American/Black	222	72.97%	238	73.95%	1.82%	0.98%	1.34%	No
Alaska Native/American Indian	355	67.04%	338	64.50%	1.68%	-2.54%	-3.79%	No
Asian	311	79.42%	360	73.89%	1.99%	-5.53%	-6.96%	No
Native Hawaiian/Other Pacific Islander	134	64.18%	128	55.47%	1.60%	-8.71%	-13.57%	No
White	1,697	88.39%	1,673	89.06%	2.21%	0.67%	0.76%	No
Hispanic	432	77.55%	422	78.44%	1.94%	0.89%	1.15%	No
Multi-Ethnic (2 or More Races)	510	77.45%	518	80.12%	1.94%	2.67%	3.45%	Yes
Economically Disadvantaged	1,615	69.85%	1,707	70.53%	1.75%	0.68%	0.97%	No
Students with Disabilities	630	43.33%	558	41.04%	1.08%	-2.29%	-5.29%	No
LEP	329	45.90%	457	49.23%	1.15%	3.33%	7.25%	Yes
Migrant	154	81.17%	167	75.45%	2.03%	-5.72%	-7.05%	No
Female	1,797	84.14%	1,781	85.12%	2.10%	0.98%	1.16%	No
Male	1,864	77.84%	1,896	76.53%	1.95%	-1.31%	-1.68%	No

* The target is 2.5% of 2007-08 percent proficient

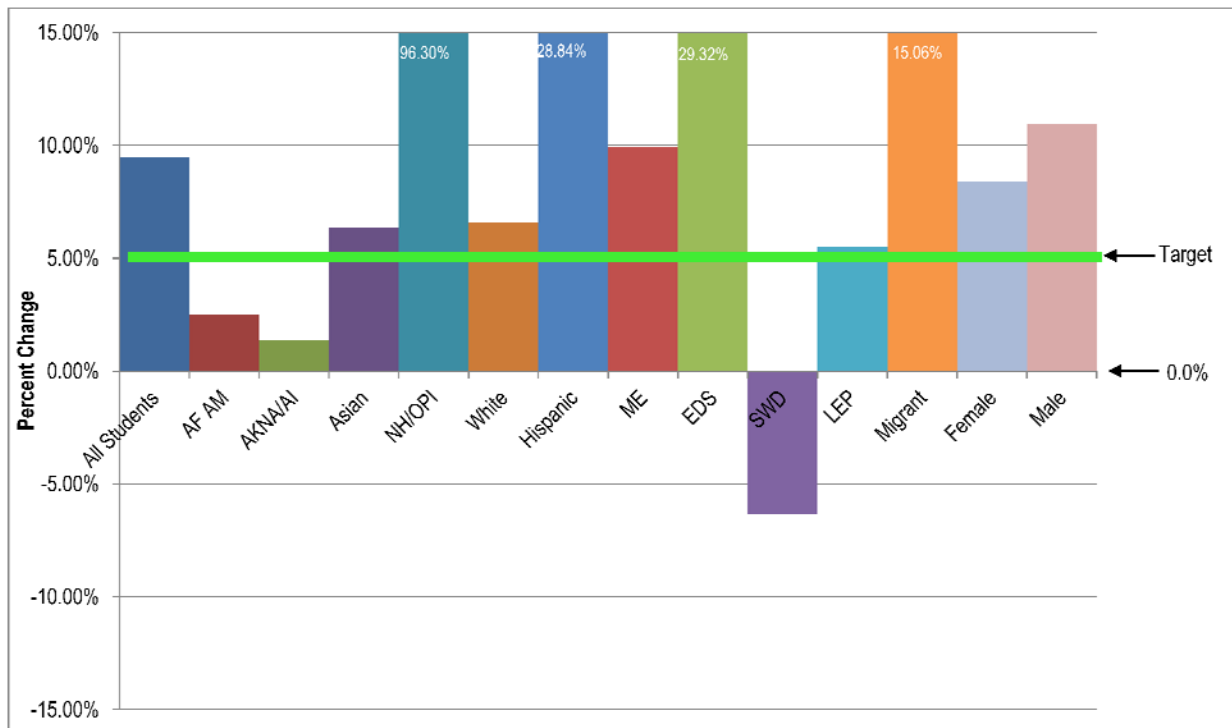


Goal 3: The percentage of students in accelerated mathematics sequence will increase.

Indicator 3a: The percentage of students in each AYP-designated student group who successfully complete Algebra I in grade 8 or earlier with a grade of C or higher will increase by 5 percent in a year-to-year comparison.

**Year-to-Year Comparison of the Percentage of Students
in Grade 8 Who Successfully Completed Algebra I in Current or Previous Years
Anchorage School District**

Mathematics								
	07-08		08-09		Target	Result		Target Met?
	Number Enrolled	% Successfully Completed	Number Enrolled	% Successfully Completed	Increase Required	Percentage Change	Percent Change	
All Students	4,008	23.80%	3,945	26.06%	1.19%	2.26%	9.50%	Yes
African-American/Black	268	11.94%	245	12.24%	0.60%	0.30%	2.51%	No
Alaska Native/American Indian	420	8.81%	336	8.93%	0.44%	0.12%	1.36%	No
Asian	369	33.06%	401	35.16%	1.65%	2.10%	6.35%	Yes
Native Hawaiian/Other Pacific Islander	117	5.13%	139	10.07%	0.26%	4.94%	96.30%	Yes
White	2,026	31.05%	1,979	33.10%	1.55%	2.05%	6.60%	Yes
Hispanic	379	14.25%	365	18.36%	0.71%	4.11%	28.84%	Yes
Multi-Ethnic (2 or More Races)	429	17.25%	480	18.96%	0.86%	1.71%	9.91%	Yes
Economically Disadvantaged	1,461	10.47%	1,433	13.54%	0.52%	3.07%	29.32%	Yes
Students with Disabilities	542	2.21%	532	2.07%	0.11%	-0.14%	-6.33%	No
LEP	400	8.50%	390	8.97%	0.43%	0.47%	5.53%	Yes
Migrant	187	10.16%	154	11.69%	0.51%	1.53%	15.06%	Yes
Female	1,952	26.13%	1,896	28.32%	1.31%	2.19%	8.38%	Yes
Male	2,056	21.60%	2,049	23.96%	1.08%	2.36%	10.93%	Yes



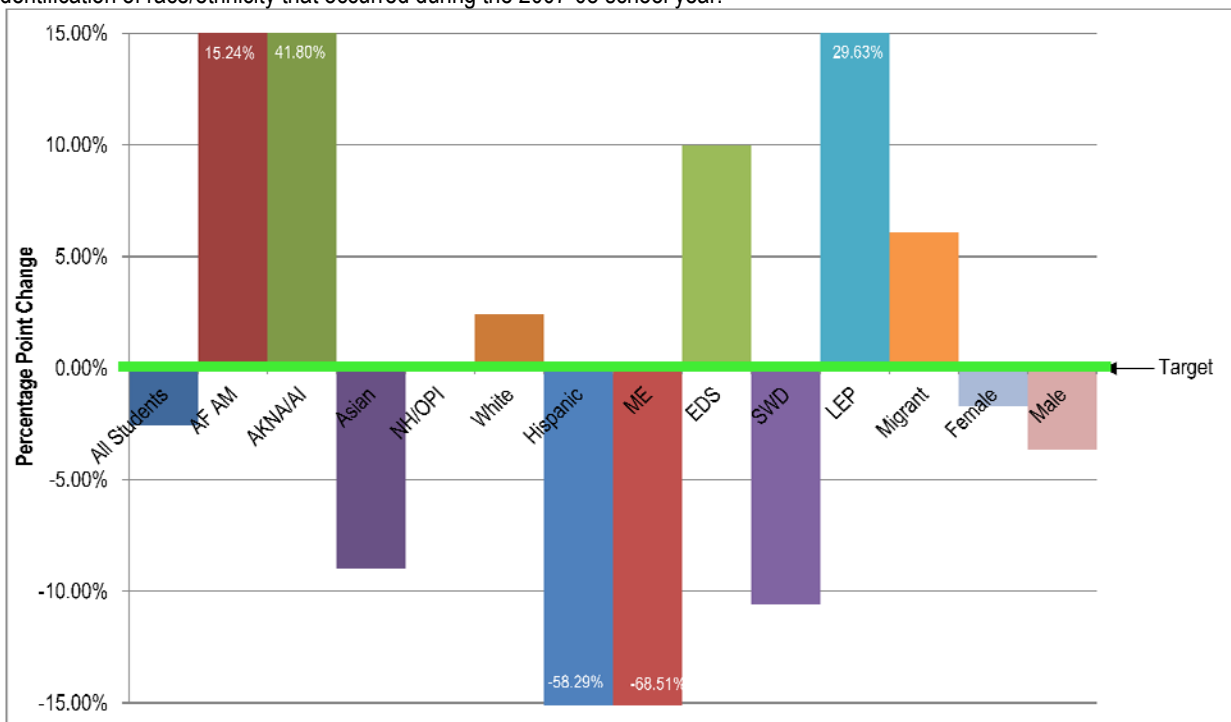
Goal 3: The percentage of students in accelerated mathematics sequence will increase.

Indicator 3b: The district will increase the percentage of students still enrolled in the Anchorage School District who successfully completed Algebra I with a B or better in grade 8 or earlier and are enrolled in Geometry or Algebra II in grade 9 and successfully complete the course with a C or higher.

**Percentage of Students Who Successfully Completed Algebra I by Grade 8
and Successfully Completed Geometry or Algebra II in Grade 9
Two-year Cohort, 2007-08 and 2008-09
Anchorage School District**

Mathematics									
	07-08			08-09			Target	Result	
	Algebra I in Grade 8 or Earlier in 06-07	Geometry or Algebra II in Grade 9 in 07-08	Percent of Students	Algebra I in Grade 8 or Earlier in 07-08	Geometry or Algebra II in Grade 9 in 08-09	Percent of Students	Percentage Points Required	Percentage Change	Target Met?
All Students	824	656	79.61%	767	591	77.05%	>0.0%	-2.56%	No
AF AM	35	18	51.43%	21	14	66.67%	>0.0%	15.24%	Yes
AKNA/AI	31	14	45.16%	23	20	86.96%	>0.0%	41.80%	Yes
Asian	119	96	80.67%	106	76	71.70%	>0.0%	-8.97%	No
NH/OPI	N/A	3	N/A	2	1	50.00%	N/A	N/A	N/A
White	585	455	77.78%	515	413	80.19%	>0.0%	2.41%	Yes
Hispanic	27	31	114.81%	46	26	56.52%	>0.0%	-58.29%	No
ME	27	39	144.44%	54	41	75.93%	>0.0%	-68.51%	No
EDS	167	72	43.11%	113	60	53.10%	>0.0%	9.99%	Yes
SWD	6	5	83.33%	11	8	72.73%	>0.0%	-10.60%	No
LEP	71	17	23.94%	28	15	53.57%	>0.0%	29.63%	Yes
Migrant	12	8	66.67%	11	8	72.73%	>0.0%	6.06%	Yes
Female	452	360	79.65%	422	329	77.96%	>0.0%	-1.69%	No
Male	372	296	79.57%	345	262	75.94%	>0.0%	-3.63%	No

Note: The reporting of over 100 percent in the categories of Hispanic and Multi-Ethnic between 2006-07 and 2007-08 is the result of the re-identification of race/ethnicity that occurred during the 2007-08 school year.



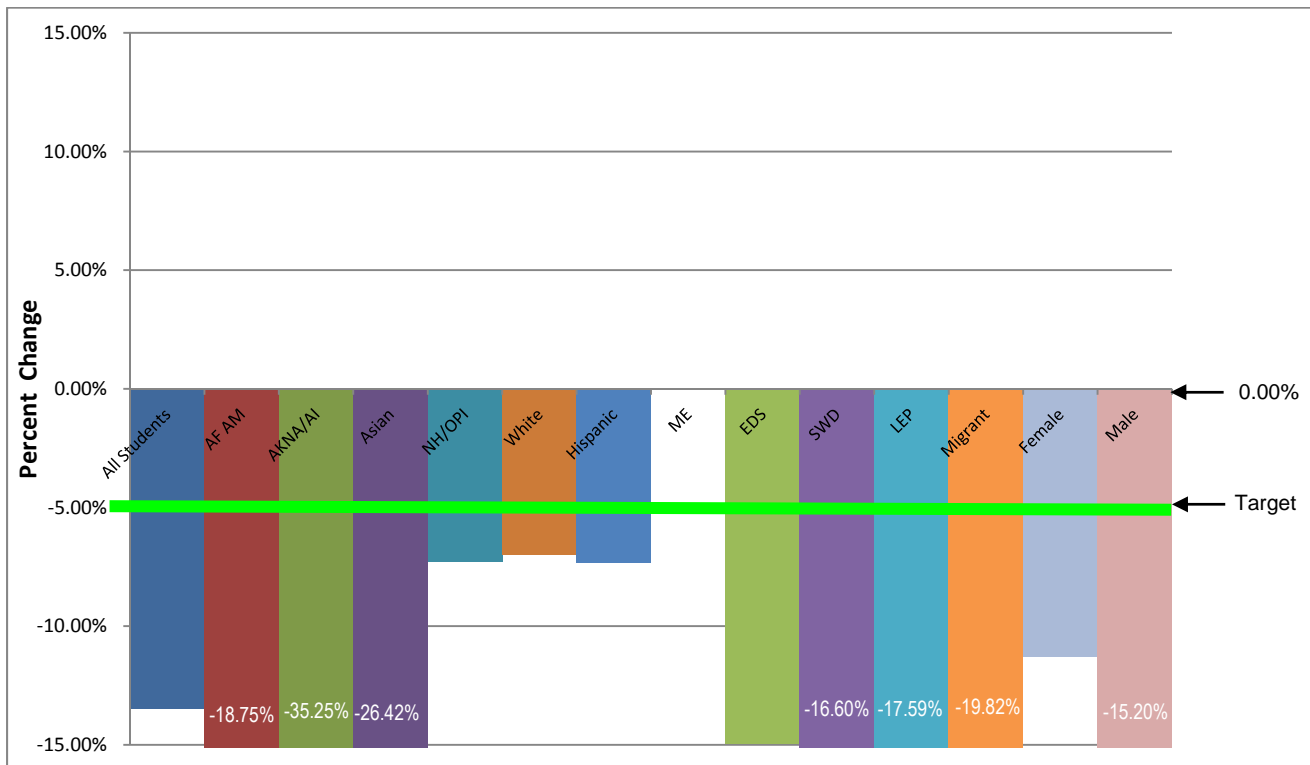
Goal 4: The dropout rate will decrease.

Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

Year-to-Year Comparison of Dropout Rate of Grades 7-12 Students
Anchorage School District, Districtwide

	07-08		08-09		Target*	Percentage Change	Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required		Percent Change	Target Met?
All Students	895	3.93%	764	3.40%	-0.20%	-0.53%	-13.49%	Yes
AF AM	85	5.92%	67	4.81%	-0.30%	-1.11%	-18.75%	Yes
AKNA/AI	162	8.54%	102	5.53%	-0.43%	-3.01%	-35.25%	Yes
Asian	86	4.05%	65	2.98%	-0.20%	-1.07%	-26.42%	Yes
NH/OPI	37	5.21%	37	4.83%	-0.26%	-0.38%	-7.29%	Yes
White	311	2.58%	280	2.40%	-0.13%	-0.18%	-6.98%	Yes
Hispanic	88	4.23%	82	3.92%	-0.21%	-0.31%	-7.33%	Yes
ME	126	5.11%	131	5.11%	-0.26%	0.00%	0.00%	No
EDS	353	5.29%	291	4.50%	-0.26%	-0.79%	-14.93%	Yes
SWD	148	5.36%	121	4.47%	-0.27%	-0.89%	-16.60%	Yes
LEP	177	7.79%	129	6.42%	-0.39%	-1.37%	-17.59%	Yes
Migrant	43	5.60%	34	4.49%	-0.28%	-1.11%	-19.82%	Yes
Female	363	3.28%	318	2.91%	-0.16%	-0.37%	-11.28%	Yes
Male	532	4.54%	446	3.85%	-0.23%	-0.69%	-15.20%	Yes

* The target is 5% of 2007-08 dropout rate.



Goal 4: The dropout rate will decrease.

Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students,
Girdwood School

	07-08		08-09		Target**		Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required	Percentage Change	Percent Change	Target Met?
All Students	*	10% or fewer	*	10% or fewer	*	*	*	Yes
AF AM	*	*	*	*	*	*	*	N/A
AKNA/AI	*	*	*	*	*	*	*	N/A
Asian	*	*	*	*	*	*	*	N/A
NH/OPI	*	*	*	*	*	*	*	N/A
White	*	10% or fewer	*	10% or fewer	*	*	*	Yes
Hispanic	*	*	*	*	*	*	*	N/A
ME	*	*	*	*	*	*	*	N/A
EDS	*	*	*	40% or fewer	*	*	*	N/A
SWD	*	40% or fewer	*	40% or fewer	*	*	*	N/A
LEP	*	*	*	*	*	*	*	N/A
Migrant	*	*	*	*	*	*	*	N/A
Female	*	10% or fewer	*	10% or fewer	*	*	*	N/A
Male	*	20% or fewer	*	20% or fewer	*	*	*	Yes

* Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

** The target is 5% of 2007-08 dropout rate.

Goal 4: The dropout rate will decrease.

Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students,
Northern Lights ABC School

	07-08		08-09		Target**		Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required	Percentage Change	Percent Change	Target Met?
All Students	*	5% or fewer	*	5% or fewer	*	*	*	N/A
AF AM	*	40% or fewer	*	40% or fewer	*	*	*	N/A
AKNA/AI	*	40% or fewer	*	25% or fewer	*	*	*	N/A
Asian	*	20% or fewer	*	20% or fewer	*	*	*	N/A
NH/OPI	*	*	*	*	*	*	*	N/A
White	*	5% or fewer	*	5% or fewer	*	*	*	N/A
Hispanic	*	40% or fewer	*	20% or fewer	*	*	*	N/A
ME	*	20% or fewer	*	20% or fewer	*	*	*	N/A
EDS	*	20% or fewer	*	20% or fewer	*	*	*	N/A
SWD	*	*	*	*	*	*	*	N/A
LEP	*	*	*	40% or fewer	*	*	*	N/A
Migrant	*	*	*	*	*	*	*	N/A
Female	*	5% or fewer	*	5% or fewer	*	*	*	N/A
Male	*	5% or fewer	*	5% or fewer	*	*	*	N/A

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** The target is 5% of 2007-08 dropout rate.

Goal 4: The dropout rate will decrease.

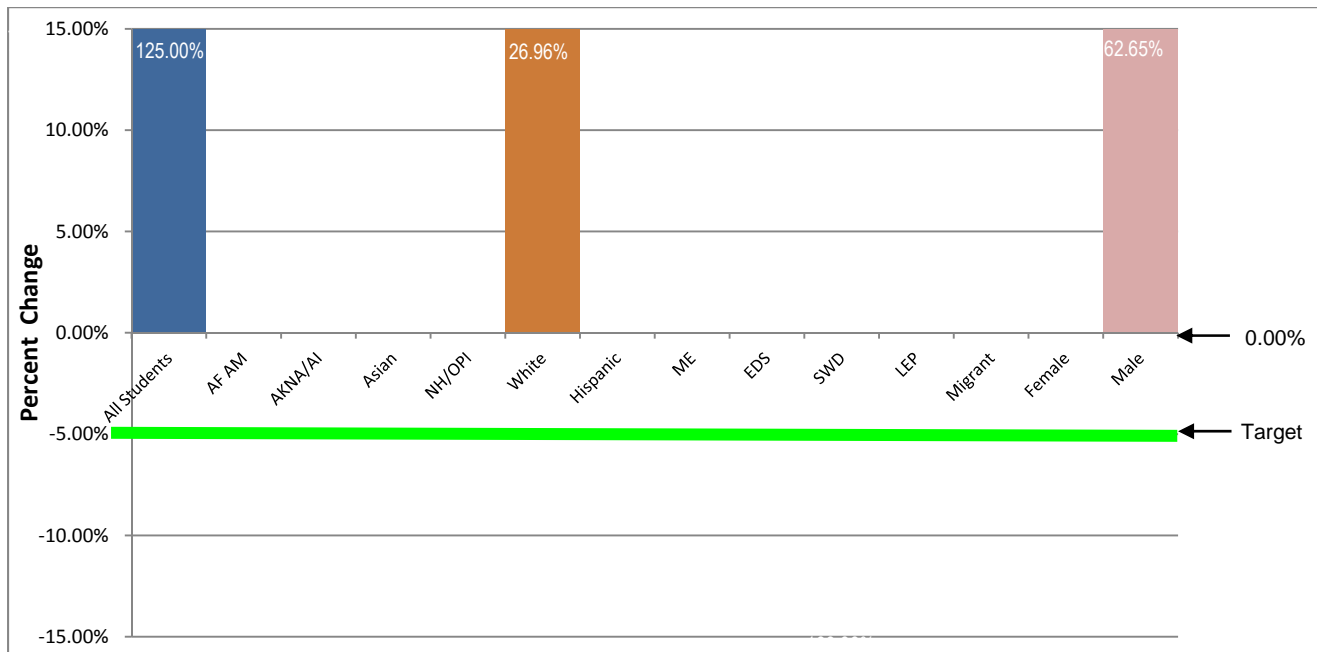
Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

**Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students,
Begich Middle School**

	07-08		08-09		Target**		Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required	Percentage Change	Percent Change	Target Met?
All Students	5	0.56%	11	1.26%	-0.03%	0.70%	125.00%	No
AF AM	*	5% or fewer	*	5% or fewer	*	*	*	No
AKNA/AI	*	5% or fewer	*	5% or fewer	*	*	*	No
Asian	*	5% or fewer	*	5% or fewer	*	*	*	N/A
NH/OPI	*	5% or fewer	*	5% or fewer	*	*	*	N/A
White	3	1.15%	4	1.46%	-0.06%	0.31%	26.96%	No
Hispanic	*	5% or fewer	*	5% or fewer	*	*	*	N/A
ME	*	5% or fewer	3	2.40%	*	*	*	N/A
EDS	*	5% or fewer	4	0.81%	*	*	*	N/A
SWD	*	5% or fewer	*	5% or fewer	*	*	*	Yes
LEP	*	5% or fewer	*	5% or fewer	*	*	*	N/A
Migrant	*	5% or fewer	*	5% or fewer	*	*	*	N/A
Female	*	5% or fewer	5	1.17%	*	*	*	No
Male	4	0.83%	6	1.35%	-0.04%	0.52%	62.65%	No

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** The target is 5% of 2007-08 dropout rate.



Goal 4: The dropout rate will decrease.

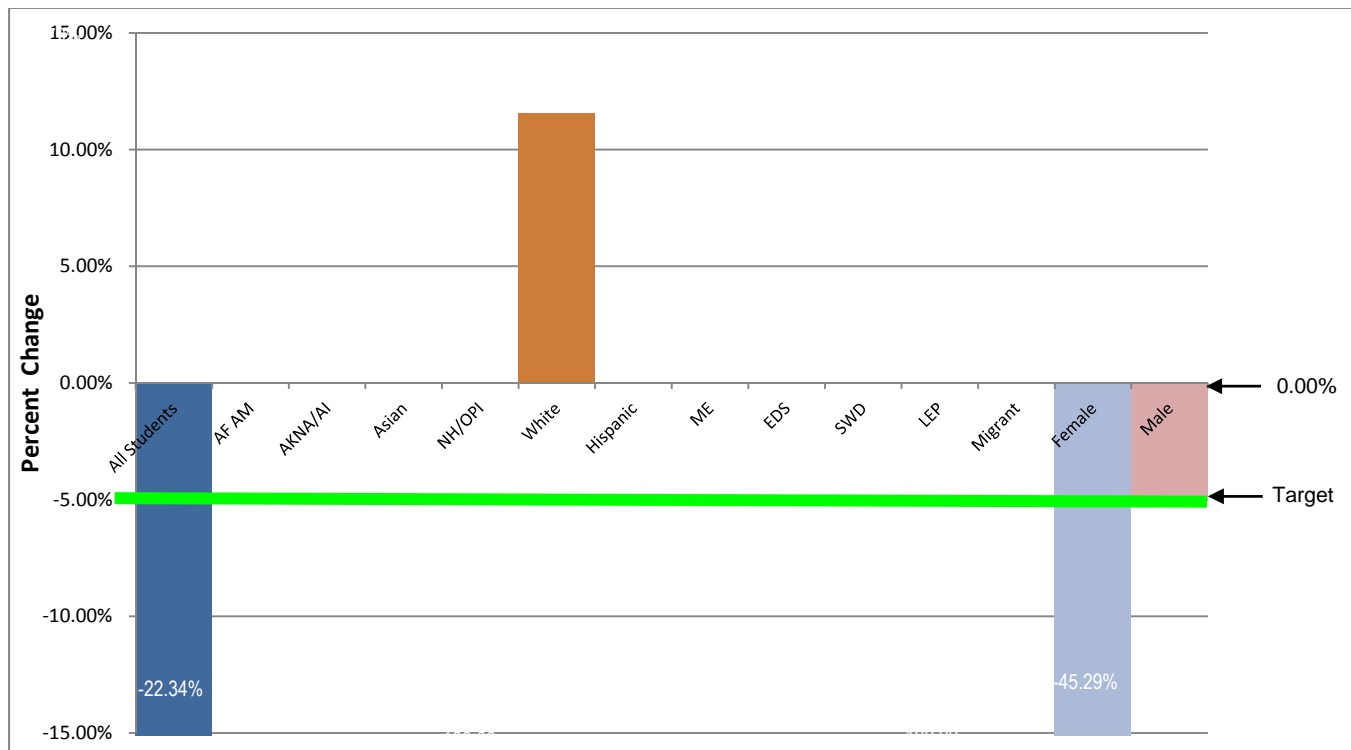
Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

**Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students,
Central Middle School**

	07-08		08-09		Target**		Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required	Percentage Change	Percent Change	Target Met?
All Students	12	1.88%	10	1.46%	-0.09%	-0.42%	-22.34%	Yes
AF AM	*	5% or fewer	*	5% or fewer	*	*	*	No
AKNA/AI	3	5.56%	*	5% or fewer	*	*	*	Yes
Asian	*	5% or fewer	*	5% or fewer	*	*	*	No
NH/OPI	*	10% or fewer	*	10% or fewer	*	*	*	N/A
White	5	1.82%	6	2.03%	-0.09%	0.21%	11.54%	No
Hispanic	*	5% or fewer	*	5% or fewer	*	*	*	N/A
ME	*	5% or fewer	*	5% or fewer	*	*	*	Yes
EDS	*	5% or fewer	*	5% or fewer	*	*	*	Yes
SWD	*	5% or fewer	*	5% or fewer	*	*	*	N/A
LEP	*	5% or fewer	*	5% or fewer	*	*	*	No
Migrant	*	10% or fewer	*	10% or fewer	*	*	*	N/A
Female	5	1.70%	3	0.93%	-0.09%	-0.77%	-45.29%	Yes
Male	7	2.04%	7	1.94%	-0.10%	-0.10%	-4.90%	No

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** The target is 5% of 2007-08 dropout rate.



Goal 4: The dropout rate will decrease.

Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students,
Goldenview Middle School

	07-08		08-09		Target**		Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required	Percentage Change	Percent Change	Target Met?
All Students	*	5% or fewer	*	5% or fewer	*	*	*	Yes
AF AM	*	20% or fewer	*	20% or fewer	*	*	*	N/A
AKNA/AI	*	5% or fewer	*	5% or fewer	*	*	*	Yes
Asian	*	5% or fewer	*	5% or fewer	*	*	*	N/A
NH/OPI	*	40% or fewer	*	*	*	*	*	Yes
White	*	5% or fewer	*	5% or fewer	*	*	*	N/A
Hispanic	*	5% or fewer	*	5% or fewer	*	*	*	N/A
ME	*	5% or fewer	*	5% or fewer	*	*	*	N/A
EDS	*	5% or fewer	*	5% or fewer	*	*	*	N/A
SWD	*	5% or fewer	*	5% or fewer	*	*	*	N/A
LEP	*	10% or fewer	*	10% or fewer	*	*	*	Yes
Migrant	*	10% or fewer	*	10% or fewer	*	*	*	N/A
Female	*	5% or fewer	*	5% or fewer	*	*	*	Yes
Male	*	5% or fewer	*	5% or fewer	*	*	*	Yes

* Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

** The target is 5% of 2007-08 dropout rate.

Goal 4: The dropout rate will decrease.

Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students,
Gruening Middle School

	07-08		08-09		Target**		Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required	Percentage Change	Percent Change	Target Met?
All Students	*	5% or fewer	*	5% or fewer	*	*	*	N/A
AF AM	*	10% or fewer	*	10% or fewer	*	*	*	N/A
AKNA/AI	*	10% or fewer	*	20% or fewer	*	*	*	N/A
Asian	*	20% or fewer	*	20% or fewer	*	*	*	N/A
NH/OPI	*	*	*	40% or fewer	*	*	*	N/A
White	*	5% or fewer	*	5% or fewer	*	*	*	N/A
Hispanic	*	5% or fewer	*	5% or fewer	*	*	*	N/A
ME	*	5% or fewer	*	5% or fewer	*	*	*	N/A
EDS	*	5% or fewer	*	5% or fewer	*	*	*	N/A
SWD	*	5% or fewer	*	5% or fewer	*	*	*	N/A
LEP	*	20% or fewer	*	40% or fewer	*	*	*	N/A
Migrant	*	20% or fewer	*	25% or fewer	*	*	*	N/A
Female	*	5% or fewer	*	5% or fewer	*	*	*	N/A
Male	*	5% or fewer	*	5% or fewer	*	*	*	N/A

* Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

** The target is 5% of 2007-08 dropout rate.

Goal 4: The dropout rate will decrease.

Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students,
Hanshew Middle School

	07-08		08-09		Target**		Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required	Percentage Change	Percent Change	Target Met?
All Students	*	5% or fewer	6	0.76%	*	*	*	No
AF AM	*	5% or fewer	*	10% or fewer	*	*	*	N/A
AKNA/AI	*	5% or fewer	*	5% or fewer	*	*	*	No
Asian	*	5% or fewer	*	5% or fewer	*	*	*	N/A
NH/OPI	*	20% or fewer	*	20% or fewer	*	*	*	N/A
White	*	5% or fewer	3	0.78%	*	*	*	N/A
Hispanic	*	5% or fewer	*	5% or fewer	*	*	*	N/A
ME	*	5% or fewer	*	5% or fewer	*	*	*	N/A
EDS	*	5% or fewer	*	5% or fewer	*	*	*	No
SWD	*	5% or fewer	*	5% or fewer	*	*	*	N/A
LEP	*	5% or fewer	*	5% or fewer	*	*	*	N/A
Migrant	*	10% or fewer	*	10% or fewer	*	*	*	Yes
Female	*	5% or fewer	*	5% or fewer	*	*	*	N/A
Male	*	5% or fewer	5	1.18%	*	*	*	No

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** The target is 5% of 2007-08 dropout rate.

Goal 4: The dropout rate will decrease.

Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students,
Mears Middle School

	07-08		08-09		Target**	Percentage Change	Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required		Percent Change	Target Met?
All Students	*	5% or fewer	3	0.34%	*	*	*	No
AF AM	*	10% or fewer	*	10% or fewer	*	*	*	N/A
AKNA/AI	*	5% or fewer	*	5% or fewer	*	*	*	N/A
Asian	*	5% or fewer	*	5% or fewer	*	*	*	N/A
NH/OPI	*	20% or fewer	*	20% or fewer	*	*	*	N/A
White	*	5% or fewer	*	5% or fewer	*	*	*	Yes
Hispanic	*	5% or fewer	*	5% or fewer	*	*	*	N/A
ME	*	5% or fewer	*	5% or fewer	*	*	*	N/A
EDS	*	5% or fewer	*	5% or fewer	*	*	*	N/A
SWD	*	5% or fewer	*	5% or fewer	*	*	*	Yes
LEP	*	5% or fewer	*	5% or fewer	*	*	*	N/A
Migrant	*	5% or fewer	*	10% or fewer	*	*	*	N/A
Female	*	5% or fewer	*	5% or fewer	*	*	*	No
Male	*	5% or fewer	*	5% or fewer	*	*	*	No

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** The target is 5% of 2007-08 dropout rate.

Goal 4: The dropout rate will decrease.

Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students,
Mirror Lake Middle School

	07-08		08-09		Target**		Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required	Percentage Change	Percent Change	Target Met?
All Students	*	5% or fewer	*	5% or fewer	*	*	*	No
AF AM	*	25% or fewer	*	25% or fewer	*	*	*	N/A
AKNA/AI	*	10% or fewer	*	10% or fewer	*	*	*	N/A
Asian	*	40% or fewer	*	40% or fewer	*	*	*	N/A
NH/OPI	*	*	*	*	*	*	*	N/A
White	*	5% or fewer	*	5% or fewer	*	*	*	No
Hispanic	*	10% or fewer	*	10% or fewer	*	*	*	No
ME	*	10% or fewer	*	10% or fewer	*	*	*	N/A
EDS	*	5% or fewer	*	5% or fewer	*	*	*	Yes
SWD	*	5% or fewer	*	10% or fewer	*	*	*	No
LEP	*	40% or fewer	*	*	*	*	*	N/A
Migrant	*	20% or fewer	*	20% or fewer	*	*	*	N/A
Female	*	5% or fewer	*	5% or fewer	*	*	*	No
Male	*	5% or fewer	*	5% or fewer	*	*	*	No

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** The target is 5% of 2007-08 dropout rate.

Goal 4: The dropout rate will decrease.

Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students,
Romig Middle School

	07-08		08-09		Target**		Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required	Percentage Change	Percent Change	Target Met?
All Students	*	5% or fewer	*	5% or fewer	*	*	*	No
AF AM	*	5% or fewer	*	5% or fewer	*	*	*	N/A
AKNA/AI	*	5% or fewer	*	5% or fewer	*	*	*	Yes
Asian	*	5% or fewer	*	5% or fewer	*	*	*	N/A
NH/OPI	*	5% or fewer	*	5% or fewer	*	*	*	N/A
White	*	5% or fewer	*	5% or fewer	*	*	*	N/A
Hispanic	*	5% or fewer	*	5% or fewer	*	*	*	N/A
ME	*	5% or fewer	*	5% or fewer	*	*	*	N/A
EDS	*	5% or fewer	*	5% or fewer	*	*	*	N/A
SWD	*	5% or fewer	*	5% or fewer	*	*	*	N/A
LEP	*	5% or fewer	*	5% or fewer	*	*	*	N/A
Migrant	*	10% or fewer	*	10% or fewer	*	*	*	N/A
Female	*	5% or fewer	*	5% or fewer	*	*	*	Yes
Male	*	5% or fewer	*	5% or fewer	*	*	*	N/A

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** The target is 5% of 2007-08 dropout rate.

Goal 4: The dropout rate will decrease.

Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

**Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students,
Wendler Middle School**

	07-08		08-09		Target**		Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required	Percentage Change	Percent Change	Target Met?
All Students	6	0.79%	8	1.09%	-0.04%	0.30%	37.97%	No
AF AM	*	5% or fewer	*	5% or fewer	*	*	*	N/A
AKNA/AI	*	5% or fewer	*	5% or fewer	*	*	*	No
Asian	*	5% or fewer	*	5% or fewer	*	*	*	N/A
NH/OPI	*	10% or fewer	*	5% or fewer	*	*	*	N/A
White	*	5% or fewer	3	1.36%	*	*	*	No
Hispanic	*	5% or fewer	*	5% or fewer	*	*	*	Yes
ME	*	5% or fewer	*	5% or fewer	*	*	*	Yes
EDS	4	1.03%	*	5% or fewer	*	*	*	Yes
SWD	*	5% or fewer	*	5% or fewer	*	*	*	N/A
LEP	*	5% or fewer	*	5% or fewer	*	*	*	No
Migrant	*	5% or fewer	*	5% or fewer	*	*	*	N/A
Female	3	0.76%	6	1.68%	-0.04%	0.92%	121.05%	No
Male	3	0.82%	*	5% or fewer	*	*	*	Yes

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** The target is 5% of 2007-08 dropout rate.



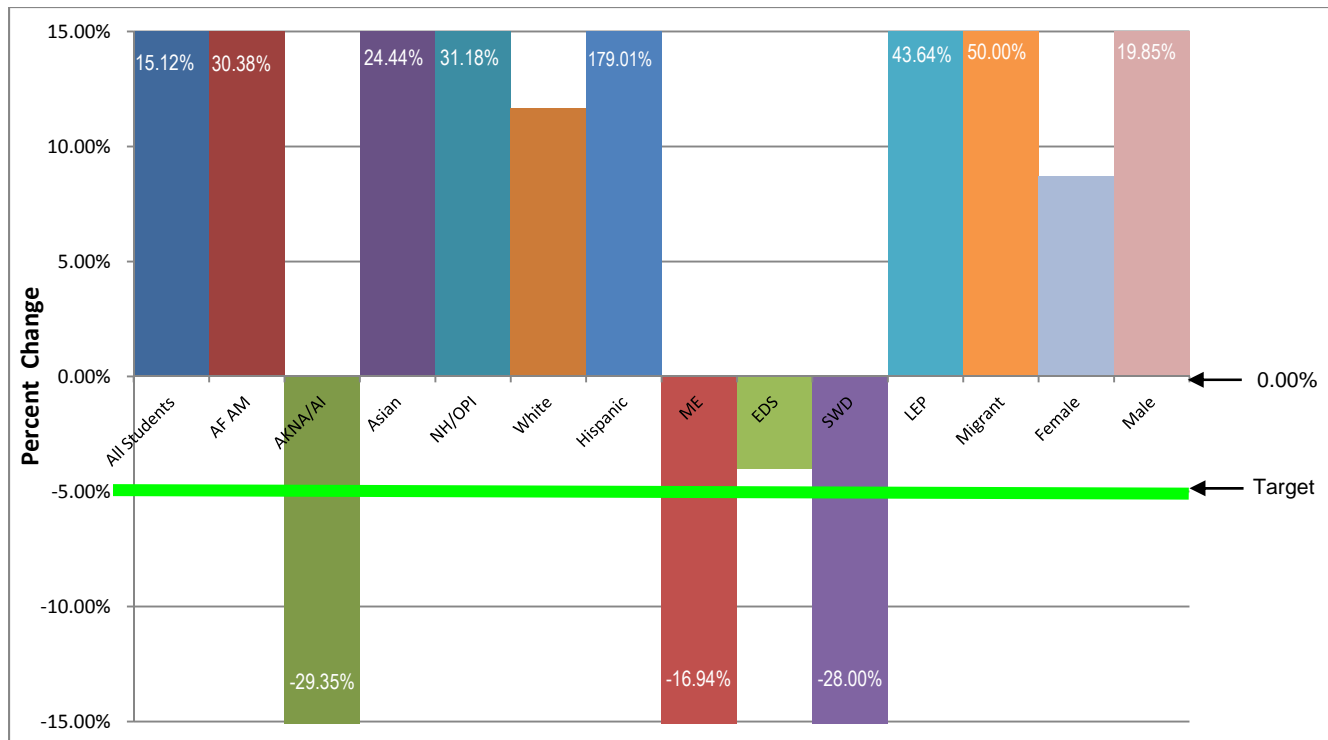
Goal 4: The dropout rate will decrease.

Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students,
Bartlett High School

	07-08		08-09		Target*		Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required	Percentage Change	Percent Change	Target Met?
All Students	102	6.02%	118	6.93%	-0.30%	0.91%	15.12%	No
AF AM	12	5.53%	15	7.21%	-0.28%	1.68%	30.38%	No
AKNA/AI	17	11.04%	11	7.80%	-0.55%	-3.24%	-29.35%	Yes
Asian	9	4.95%	13	6.16%	-0.25%	1.21%	24.44%	No
NH/OPI	4	6.35%	6	8.33%	-0.32%	1.98%	31.18%	No
White	33	5.06%	35	5.65%	-0.25%	0.59%	11.66%	No
Hispanic	7	4.05%	20	11.30%	-0.20%	7.25%	179.01%	No
ME	20	7.91%	18	6.57%	-0.40%	-1.34%	-16.94%	Yes
EDS	39	5.72%	38	5.49%	-0.29%	-0.23%	-4.02%	No
SWD	19	8.68%	14	6.25%	-0.43%	-2.43%	-28.00%	Yes
LEP	18	8.41%	25	12.08%	-0.42%	3.67%	43.64%	No
Migrant	4	5.88%	6	8.82%	-0.29%	2.94%	50.00%	No
Female	43	5.38%	47	5.85%	-0.27%	0.47%	8.74%	No
Male	59	6.60%	71	7.91%	-0.33%	1.31%	19.85%	No

* The target is 5% of 2007-08 dropout rate.



Goal 4: The dropout rate will decrease.

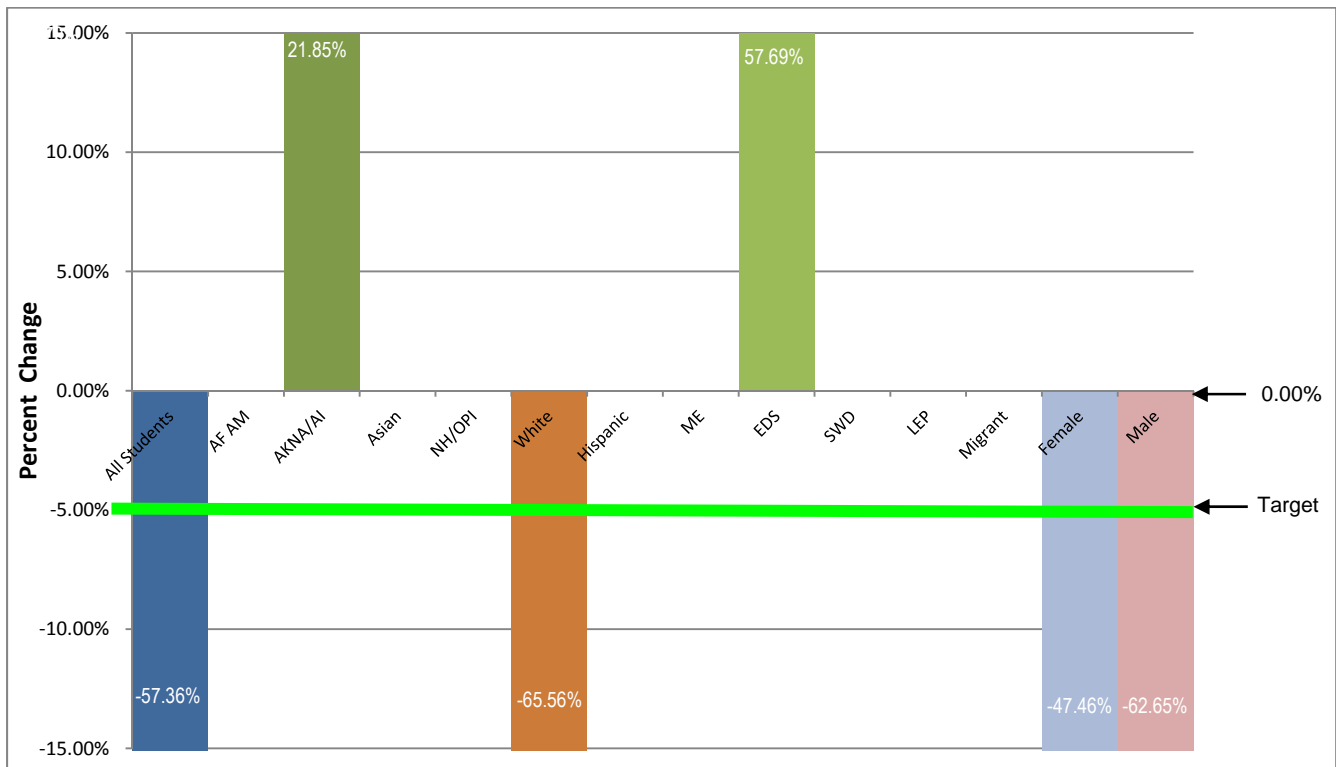
Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

**Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students,
Chugiak High School**

	07-08		08-09		Target**		Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required	Percentage Change	Percent Change	Target Met?
All Students	35	2.58%	14	1.10%	-0.13%	-1.48%	-57.36%	Yes
AF AM	*	10% or fewer	*	20% or fewer	*	*	*	N/A
AKNA/AI	3	4.76%	4	5.80%	-0.24%	1.04%	21.85%	No
Asian	*	10% or fewer	*	10% or fewer	*	*	*	N/A
NH/OPI	*	*	*	*	*	*	*	Yes
White	25	2.41%	8	0.83%	-0.12%	-1.58%	-65.56%	Yes
Hispanic	*	5% or fewer	*	5% or fewer	*	*	*	Yes
ME	4	3.25%	*	5% or fewer	*	*	*	Yes
EDS	3	2.08%	4	3.28%	-0.10%	1.20%	57.69%	No
SWD	10	5.62%	*	5% or fewer	*	*	*	Yes
LEP	*	10% or fewer	*	10% or fewer	*	*	*	N/A
Migrant	*	10% or fewer	*	10% or fewer	*	*	*	Yes
Female	12	1.77%	6	0.93%	-0.09%	-0.84%	-47.46%	Yes
Male	23	3.40%	8	1.27%	-0.17%	-2.13%	-62.65%	Yes

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** The target is 5% of 2007-08 dropout rate.



Goal 4: The dropout rate will decrease.

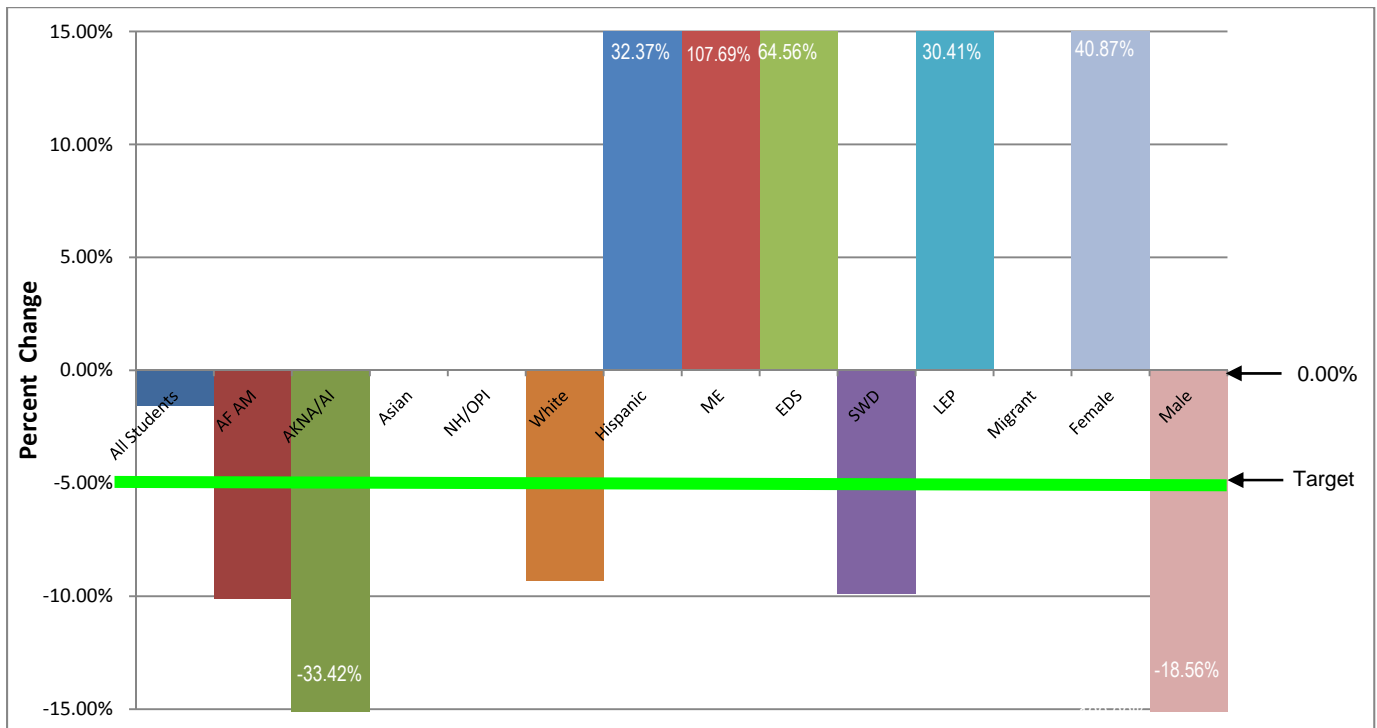
Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students, Dimond High School

	07-08		08-09		Target**		Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required	Percentage Change	Percent Change	Target Met?
All Students	35	1.93%	34	1.90%	-0.10%	-0.03%	-1.55%	No
AF AM	3	4.84%	3	4.35%	-0.24%	-0.49%	-10.12%	Yes
AKNA/AI	9	7.63%	6	5.08%	-0.38%	-2.55%	-33.42%	Yes
Asian	*	5% or fewer	*	5% or fewer	*	*	*	Yes
NH/OPI	*	5% or fewer	*	5% or fewer	*	*	*	No
White	12	1.18%	11	1.07%	-0.06%	-0.11%	-9.32%	Yes
Hispanic	4	2.78%	5	3.68%	-0.14%	0.90%	32.37%	No
ME	3	1.56%	6	3.24%	-0.08%	1.68%	107.69%	No
EDS	7	2.06%	10	3.39%	-0.10%	1.33%	64.56%	No
SWD	10	6.17%	9	5.56%	-0.31%	-0.61%	-9.89%	Yes
LEP	3	2.17%	3	2.83%	-0.11%	0.66%	30.41%	No
Migrant	*	5% or fewer	*	5% or fewer	*	*	*	N/A
Female	10	1.15%	14	1.62%	-0.06%	0.47%	40.87%	No
Male	25	2.64%	20	2.15%	-0.13%	-0.49%	-18.56%	Yes

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** The target is 5% of 2007-08 dropout rate.



Goal 4: The dropout rate will decrease.

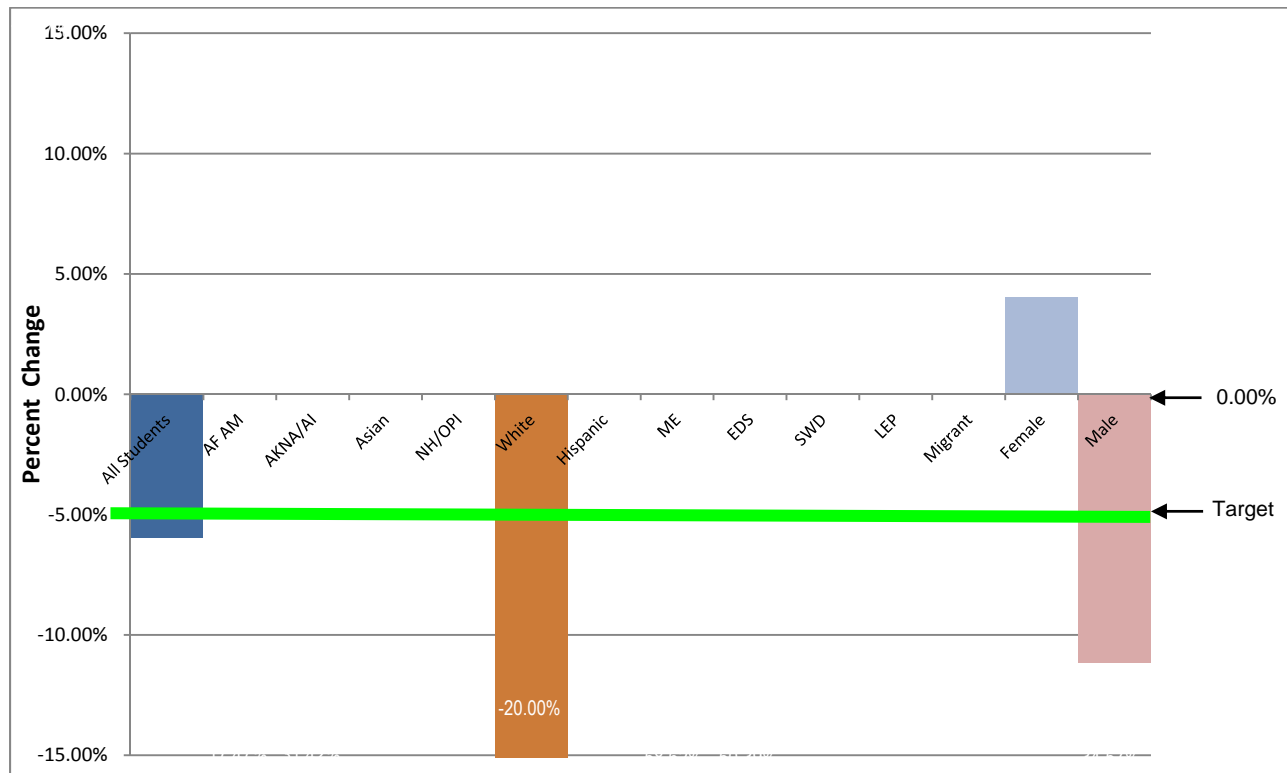
Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students, Eagle River High School

	07-08		08-09		Target**		Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required	Percentage Change	Percent Change	Target Met?
All Students	13	1.51%	12	1.42%	-0.08%	-0.09%	-5.96%	Yes
AF AM	*	5% or fewer	*	5% or fewer	*	*	*	N/A
AKNA/AI	*	10% or fewer	*	10% or fewer	*	*	*	Yes
Asian	*	10% or fewer	*	10% or fewer	*	*	*	N/A
NH/OPI	*	40% or fewer	*	*	*	*	*	N/A
White	10	1.65%	8	1.32%	-0.08%	-0.33%	-20.00%	Yes
Hispanic	*	5% or fewer	*	5% or fewer	*	*	*	Yes
ME	*	5% or fewer	*	5% or fewer	*	*	*	N/A
EDS	*	5% or fewer	*	5% or fewer	*	*	*	No
SWD	*	5% or fewer	*	5% or fewer	*	*	*	Yes
LEP	*	25% or fewer	*	40% or fewer	*	*	*	N/A
Migrant	*	40% or fewer	*	40% or fewer	*	*	*	N/A
Female	4	0.99%	4	1.03%	-0.05%	0.04%	4.04%	No
Male	9	1.97%	8	1.75%	-0.10%	-0.22%	-11.17%	Yes

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** The target is 5% of 2007-08 dropout rate.



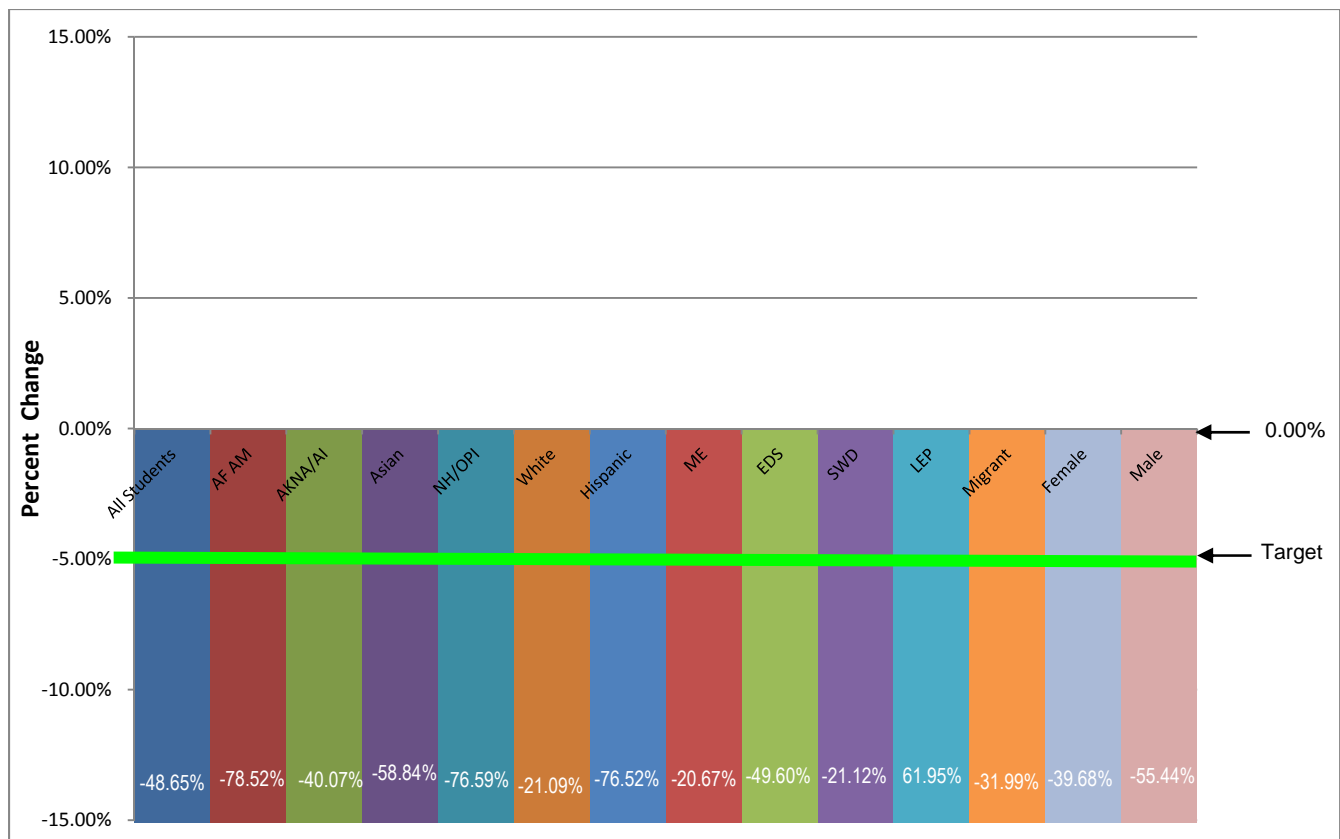
Goal 4: The dropout rate will decrease.

Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students,
East High School

	07-08		08-09		Target*	Percentage Change	Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required		Percent Change	Target Met?
All Students	145	6.66%	75	3.42%	-0.33%	-3.24%	-48.65%	Yes
AF AM	18	7.96%	4	1.71%	-0.40%	-6.25%	-78.52%	Yes
AKNA/AI	26	11.98%	15	7.18%	-0.60%	-4.80%	-40.07%	Yes
Asian	26	6.90%	12	2.84%	-0.35%	-4.06%	-58.84%	Yes
NH/OPI	12	8.16%	3	1.91%	-0.41%	-6.25%	-76.59%	Yes
White	28	4.22%	22	3.33%	-0.21%	-0.89%	-21.09%	Yes
Hispanic	14	5.28%	3	1.24%	-0.26%	-4.04%	-76.52%	Yes
ME	21	7.50%	16	5.95%	-0.38%	-1.55%	-20.67%	Yes
EDS	63	6.31%	32	3.18%	-0.32%	-3.13%	-49.60%	Yes
SWD	22	7.53%	17	5.94%	-0.38%	-1.59%	-21.12%	Yes
LEP	48	11.09%	18	4.22%	-0.55%	-6.87%	-61.95%	Yes
Migrant	6	5.94%	4	4.04%	-0.30%	-1.90%	-31.99%	Yes
Female	62	5.57%	37	3.36%	-0.28%	-2.21%	-39.68%	Yes
Male	83	7.81%	38	3.48%	-0.39%	-4.33%	-55.44%	Yes

* The target is 5% of 2007-08 dropout rate.



Goal 4: The dropout rate will decrease.

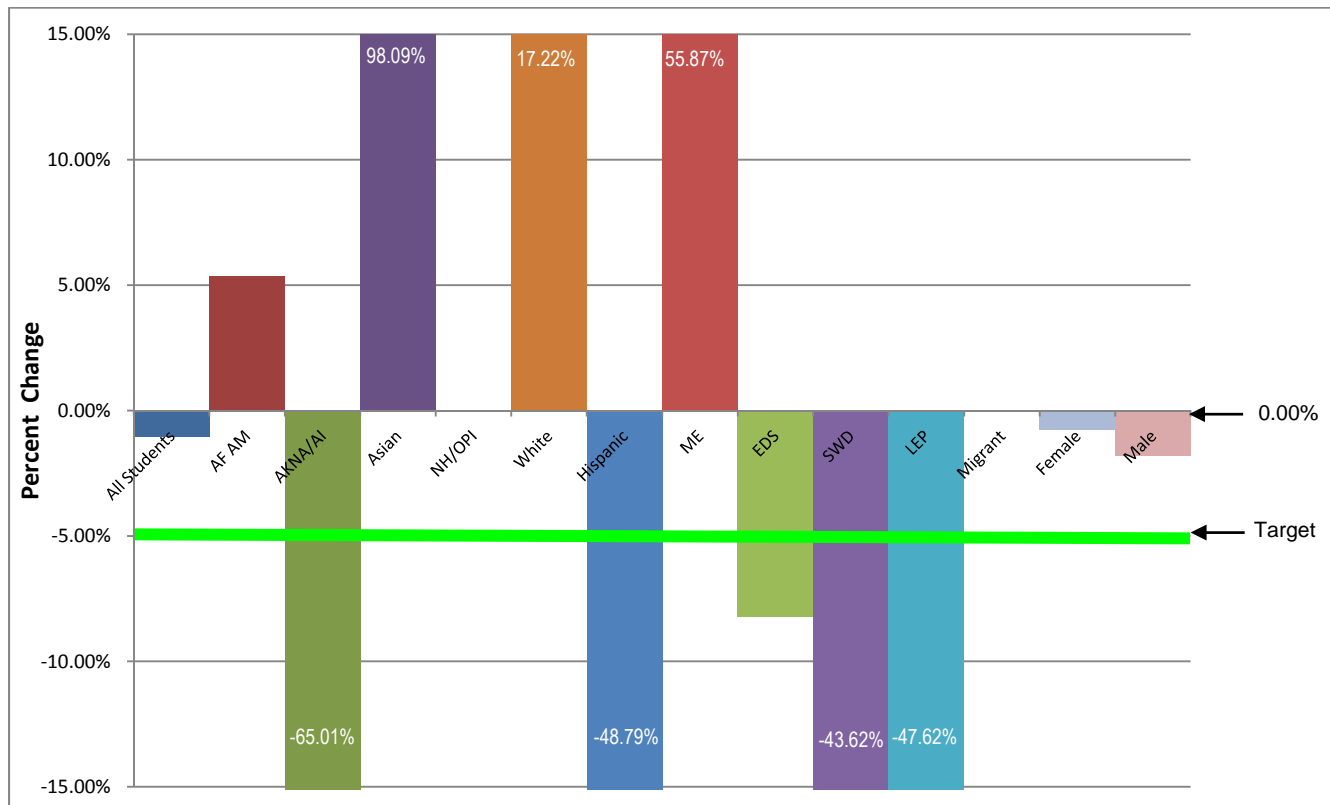
Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students, Service High School

	07-08		08-09		Target**		Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required	Percentage Change	Percent Change	Target Met?
All Students	72	3.84%	73	3.80%	-0.19%	-0.04%	-1.04%	No
AF AM	8	8.79%	10	9.26%	-0.44%	0.47%	5.35%	No
AKNA/AI	15	9.43%	6	3.30%	-0.47%	-6.13%	-65.01%	Yes
Asian	3	1.57%	6	3.11%	-0.08%	1.54%	98.09%	No
NH/OPI	*	5% or more	*	5% or fewer	*	*	*	Yes
White	31	3.02%	36	3.54%	-0.15%	0.52%	17.22%	No
Hispanic	6	3.30%	3	1.69%	-0.17%	-1.61%	-48.79%	Yes
ME	7	3.83%	12	5.97%	-0.19%	2.14%	55.87%	No
EDS	25	6.56%	24	6.02%	-0.33%	-0.54%	-8.23%	Yes
SWD	17	7.91%	10	4.46%	-0.40%	-3.45%	-43.62%	Yes
LEP	9	5.88%	4	3.08%	-0.29%	-2.80%	-47.62%	Yes
Migrant	7	14.00%	*	5% or fewer	*	*	*	Yes
Female	23	2.56%	23	2.54%	-0.13%	-0.02%	-0.78%	No
Male	49	5.02%	50	4.93%	-0.25%	-0.09%	-1.79%	No

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** The target is 5% of 2007-08 dropout rate.



Goal 4: The dropout rate will decrease.

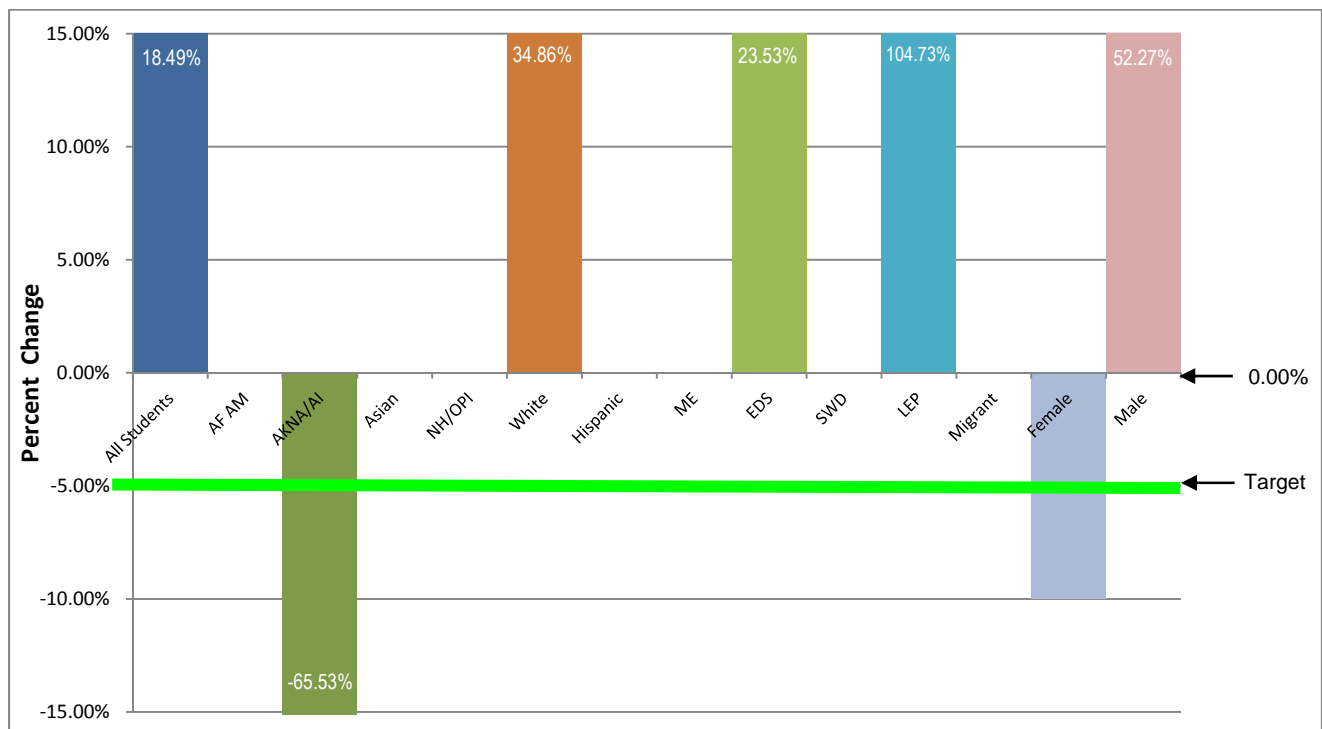
Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students, South High School

	07-08		08-09		Target**		Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required	Percentage Change	Percent Change	Target Met?
All Students	26	1.46%	30	1.73%	-0.07%	0.27%	18.49%	No
AF AM	*	10% or fewer	*	10% or fewer	*	*	*	Yes
AKNA/AI	8	8.79%	3	3.03%	-0.44%	-5.76%	-65.53%	Yes
Asian	*	5% or fewer	*	5% or fewer	*	*	*	N/A
NH/OPI	*	20% or fewer	*	20% or fewer	*	*	*	N/A
White	15	1.09%	19	1.47%	-0.05%	0.38%	34.86%	No
Hispanic	*	5% or fewer	4	3.45%	*	*	*	No
ME	*	5% or fewer	*	5% or fewer	*	*	*	N/A
EDS	5	3.91%	7	4.83%	-0.20%	0.92%	23.53%	No
SWD	3	2.56%	*	5% or fewer	*	*	*	Yes
LEP	4	4.65%	8	9.52%	-0.23%	4.87%	104.73%	No
Migrant	*	10% or fewer	*	10% or fewer	*	*	*	Yes
Female	14	1.60%	12	1.44%	-0.08%	-0.16%	-10.00%	Yes
Male	12	1.32%	18	2.01%	-0.07%	0.69%	52.27%	No

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** The target is 5% of 2007-08 dropout rate.



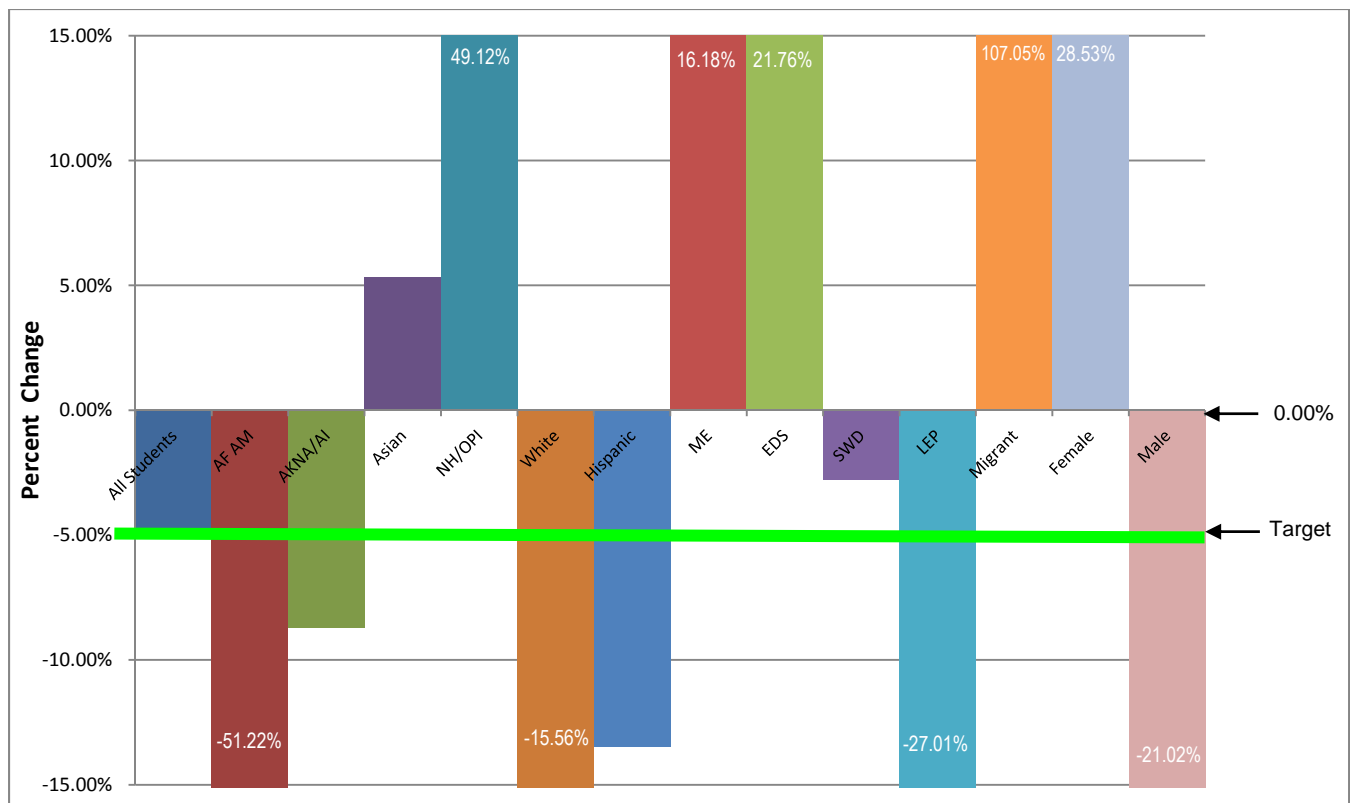
Goal 4: The dropout rate will decrease.

Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students,
West High School

	07-08		08-09		Target*		Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required	Percentage Change	Percent Change	Target Met?
All Students	104	5.66%	97	5.39%	-0.28%	-0.27%	-4.77%	No
AF AM	14	11.48%	7	5.60%	-0.57%	-5.88%	-51.22%	Yes
AKNA/AI	18	11.92%	16	10.88%	-0.60%	-1.04%	-8.72%	Yes
Asian	8	3.94%	9	4.15%	-0.20%	0.21%	5.33%	No
NH/OPI	6	6.25%	11	9.32%	-0.31%	3.07%	49.12%	No
White	22	2.70%	17	2.28%	-0.14%	-0.42%	-15.56%	Yes
Hispanic	18	7.50%	15	6.49%	-0.38%	-1.01%	-13.47%	Yes
ME	18	8.65%	22	10.05%	-0.43%	1.40%	16.18%	No
EDS	39	6.48%	52	7.89%	-0.32%	1.41%	21.76%	No
SWD	20	11.11%	19	10.80%	-0.56%	-0.31%	-2.79%	No
LEP	34	11.18%	23	8.16%	-0.56%	-3.02%	-27.01%	Yes
Migrant	3	6.38%	7	13.21%	-0.32%	6.83%	107.05%	No
Female	34	3.89%	44	5.00%	-0.19%	1.11%	28.53%	No
Male	70	7.28%	53	5.75%	-0.36%	-1.53%	-21.02%	Yes

* The target is 5% of 2007-08 dropout rate.



Goal 4: The dropout rate will decrease.

Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students,
Alaska State School for the Deaf and Hard of Hearing

	07-08		08-09		Target**		Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required	Percentage Change	Percent Change	Target Met?
All Students	*	10% or fewer	*	10% or fewer	*	*	*	N/A
AF AM	*	*	*	*	*	*	*	N/A
AKNA/AI	*	40% or fewer	*	*	*	*	*	N/A
Asian	*	*	*	*	*	*	*	N/A
NH/OPI	*	*	*	*	*	*	*	N/A
White	*	20% or fewer	*	20% or fewer	*	*	*	N/A
Hispanic	*	*	*	*	*	*	*	N/A
ME	*	*	*	*	*	*	*	N/A
EDS	*	25% or fewer	*	*	*	*	*	N/A
SWD	*	10% or fewer	*	10% or fewer	*	*	*	N/A
LEP	*	*	*	*	*	*	*	N/A
Migrant	*	*	*	*	*	*	*	N/A
Female	*	20% or fewer	*	20% or fewer	*	*	*	N/A
Male	*	20% or fewer	*	20% or fewer	*	*	*	N/A

* Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

** The target is 5% of 2007-08 dropout rate.

Goal 4: The dropout rate will decrease.

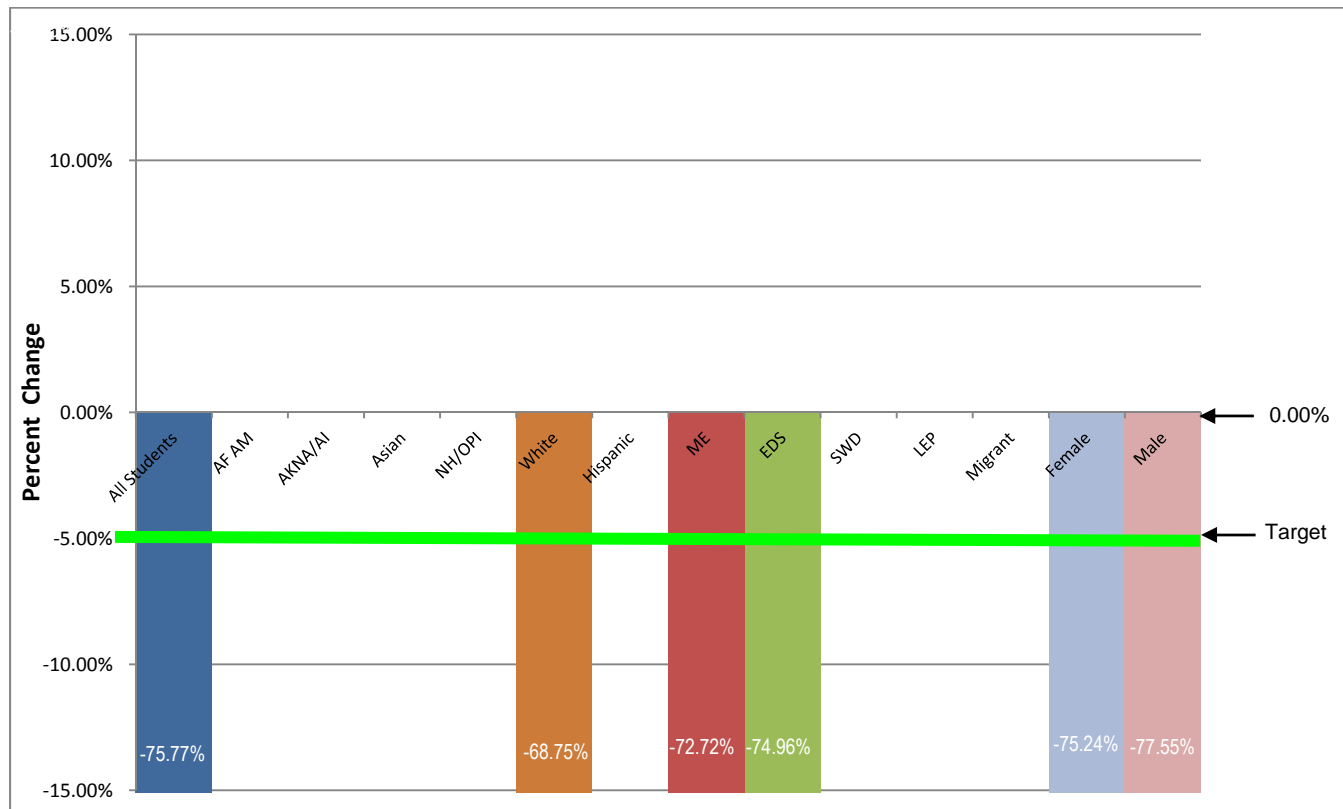
Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students, AVAIL

	07-08		08-09		Target**		Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required	Percentage Change	Percent Change	Target Met?
All Students	33	53.23%	8	12.90%	-2.66%	-40.33%	-75.77%	Yes
AF AM	*	40% or fewer	*	*	*	*	*	Yes
AKNA/AI	5	45.45%	*	20% or fewer	*	*	*	Yes
Asian	*	*	*	*	*	*	*	Yes
NH/OPI	*	*	*	*	*	*	*	N/A
White	8	80.00%	3	25.00%	-4.00%	-55.00%	-68.75%	Yes
Hispanic	5	55.56%	*	25% or fewer	*	*	*	Yes
ME	12	50.00%	3	13.64%	-2.50%	-36.36%	-72.72%	Yes
EDS	33	53.23%	8	13.33%	-2.66%	-39.90%	-74.96%	Yes
SWD	4	66.67%	*	40% or fewer	*	*	*	Yes
LEP	*	40% or more	*	20% or fewer	*	*	*	Yes
Migrant	*	40% or fewer	*	*	*	*	*	Yes
Female	19	47.50%	4	11.76%	-2.38%	-35.74%	-75.24%	Yes
Male	14	63.64%	4	14.29%	-3.18%	-49.35%	-77.55%	Yes

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** The target is 5% of 2007-08 dropout rate.



Goal 4: The dropout rate will decrease.

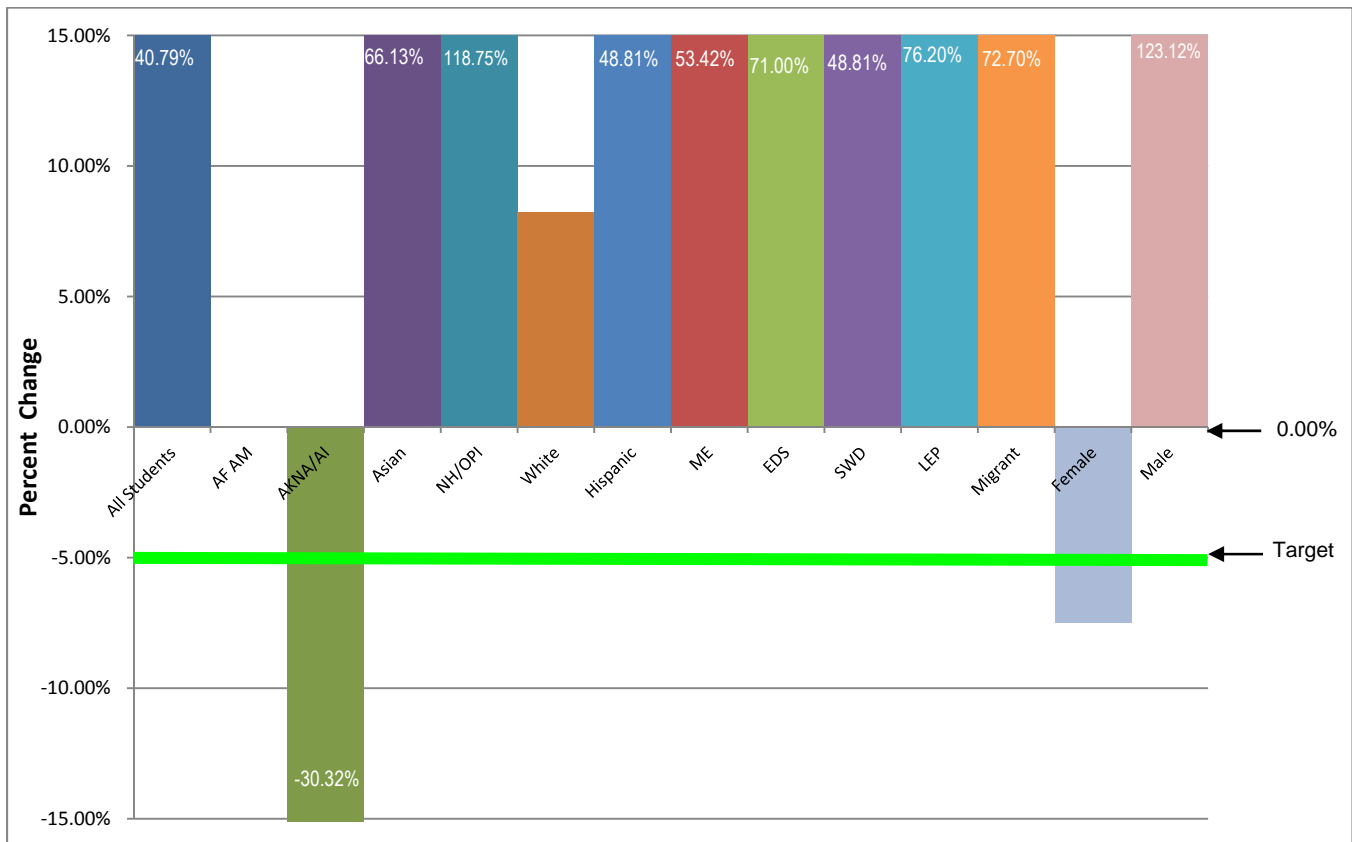
Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students,
Benson Secondary School/SEARCH

	07-08		08-09		Target**	Percentage Change	Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required		Percent Change	Target Met?
All Students	49	19.76%	69	27.82%	-0.99%	8.06%	40.79%	No
AF AM	*	10% or fewer	9	42.86%	*	*	*	No
AKNA/AI	6	26.09%	6	18.18%	-1.30%	-7.91%	-30.32%	Yes
Asian	5	27.78%	6	46.15%	-1.39%	18.37%	66.13%	No
NH/OPI	4	16.00%	7	35.00%	-0.80%	19.00%	118.75%	No
White	18	20.22%	21	21.88%	-1.01%	1.66%	8.21%	No
Hispanic	4	16.00%	5	23.81%	-0.80%	7.81%	48.81%	No
ME	10	22.22%	15	34.09%	-1.11%	11.87%	53.42%	No
EDS	19	14.62%	25	25.00%	-0.73%	10.38%	71.00%	No
SWD	4	11.76%	7	17.50%	-0.59%	5.74%	48.81%	No
LEP	12	23.53%	17	41.46%	-1.18%	17.93%	76.20%	No
Migrant	3	15.79%	6	27.27%	-0.79%	11.48%	72.70%	No
Female	32	23.53%	27	21.77%	-1.18%	-1.76%	-7.48%	Yes
Male	17	15.18%	42	33.87%	-0.76%	18.69%	123.12%	No

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** The target is 5% of 2007-08 dropout rate.



Goal 4: The dropout rate will decrease.

Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students,
COHO School

	07-08		08-09		Target**		Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required	Percentage Change	Percent Change	Target Met?
All Students	*	5% or fewer	*	5% or fewer	*	*	*	N/A
AF AM	*	*	*	*	*	*	*	N/A
AKNA/AI	*	*	*	*	*	*	*	N/A
Asian	*	*	*	*	*	*	*	N/A
NH/OPI	*	*	*	*	*	*	*	N/A
White	*	10% or fewer	*	10% or fewer	*	*	*	N/A
Hispanic	*	*	*	*	*	*	*	N/A
ME	*	*	*	*	*	*	*	N/A
EDS	*	*	*	40% or fewer	*	*	*	N/A
SWD	*	40% or fewer	*	40% or fewer	*	*	*	N/A
LEP	*	*	*	*	*	*	*	N/A
Migrant	*	*	*	*	*	*	*	N/A
Female	*	20% or fewer	*	20% or fewer	*	*	*	N/A
Male	*	10% or fewer	*	10% or fewer	*	*	*	N/A

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** The target is 5% of 2007-08 dropout rate.

Goal 4: The dropout rate will decrease.

Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students,
Continuation School

	07-08		08-09		Target**		Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required	Percentage Change	Percent Change	Target Met?
All Students	*	10% or fewer	18	50.00%	*	*	*	N/A
AF AM	*	*	*	40% or fewer	*	*	*	N/A
AKNA/AI	*	*	*	*	*	*	*	N/A
Asian	*	*	*	*	*	*	*	N/A
NH/OPI	*	*	*	40% or fewer	*	*	*	N/A
White	*	40% or fewer	7	46.67%	*	*	*	N/A
Hispanic	*	*	*	*	*	*	*	N/A
ME	*	*	*	*	*	*	*	N/A
EDS	*	20% or fewer	5	33.33%	*	*	*	N/A
SWD	*	*	*	*	*	*	*	N/A
LEP	*	25% or fewer	*	*	*	*	*	N/A
Migrant	*	*	*	*	*	*	*	N/A
Female	*	40% or fewer	6	42.86%	*	*	*	N/A
Male	*	10% or fewer	12	54.55%	*	*	*	N/A

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** The target is 5% of 2007-08 dropout rate.

Goal 4: The dropout rate will decrease.

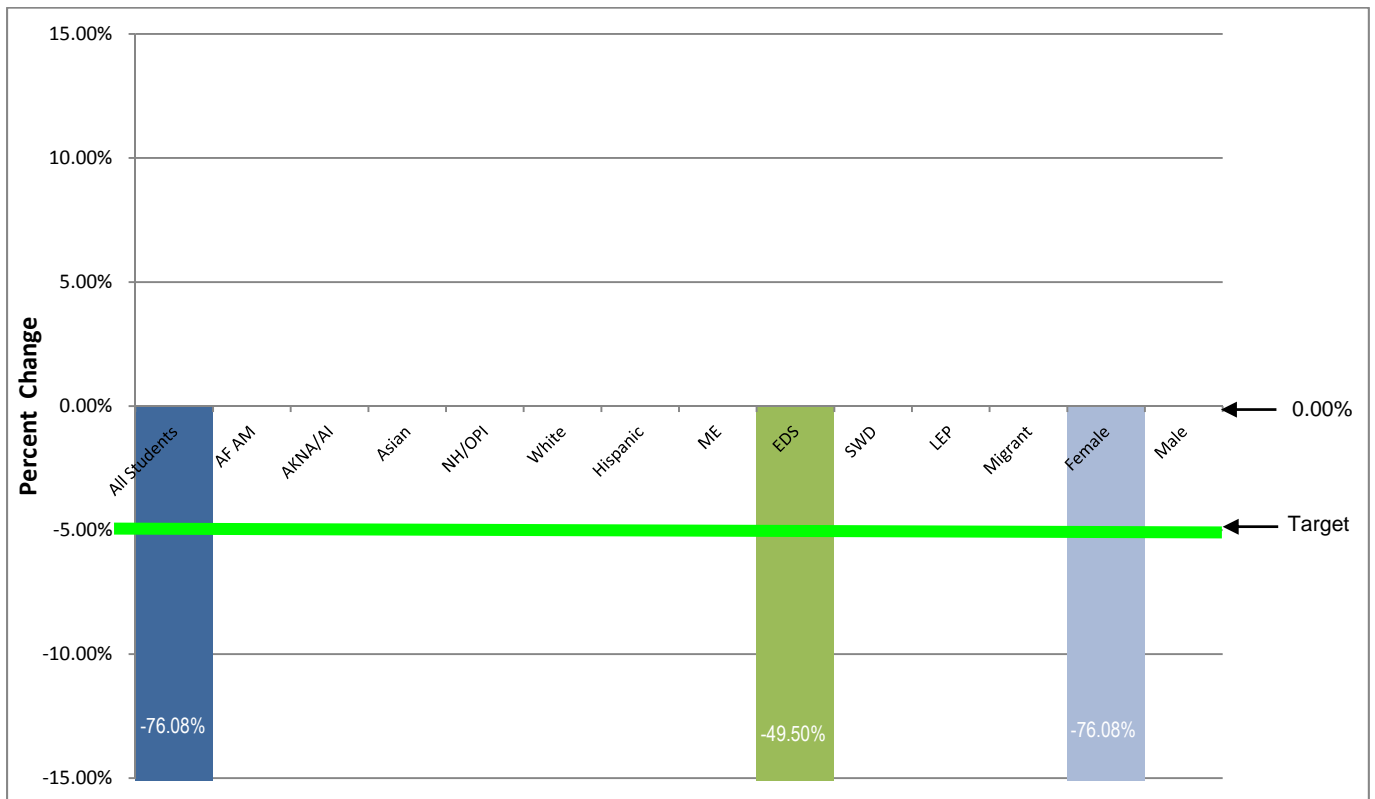
Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

**Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students,
Crossroads School**

	07-08		08-09		Target**		Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required	Percentage Change	Percent Change	Target Met?
All Students	26	45.61%	6	10.91%	-2.28%	-34.70%	-76.08%	Yes
AF AM	*	40% or fewer	*	40% or fewer	*	*	*	Yes
AKNA/AI	3	42.86%	*	20% or more	*	*	*	Yes
Asian	3	33.33%	*	*	*	*	*	Yes
NH/OPI	*	*	*	*	*	*	*	Yes
White	5	41.67%	*	20% or fewer	*	*	*	Yes
Hispanic	5	100.00%	*	40% or fewer	*	*	*	Yes
ME	6	40.00%	*	20% or fewer	*	*	*	Yes
EDS	9	30.00%	5	15.15%	-1.50%	-14.85%	-49.50%	Yes
SWD	*	*	*	40% or fewer	*	*	*	Yes
LEP	6	50.00%	*	25% or more	*	*	*	Yes
Migrant	*	*	*	40% or fewer	*	*	*	Yes
Female	26	45.61%	6	10.91%	-2.28%	-34.70%	-76.08%	Yes
Male	*	*	*	*	*	*	*	N/A

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** The target is 5% of 2007-08 dropout rate.



Goal 4: The dropout rate will decrease.

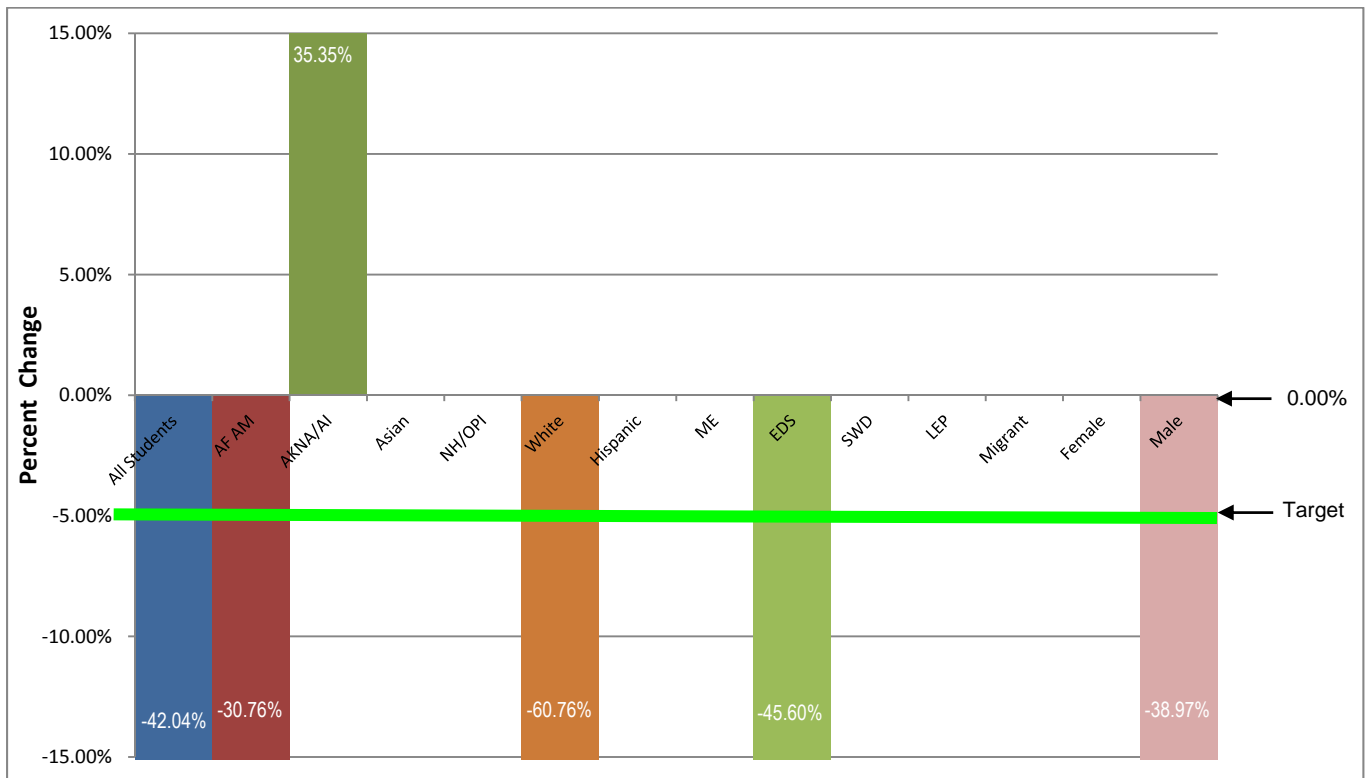
Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students,
McLaughlin School

	07-08		08-09		Target**		Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required	Percentage Change	Percent Change	Target Met?
All Students	38	30.16%	18	17.48%	-1.51%	-12.68%	-42.04%	Yes
AF AM	8	44.44%	4	30.77%	-2.22%	-13.67%	-30.76%	Yes
AKNA/AI	6	13.04%	6	17.65%	-0.65%	4.61%	35.35%	No
Asian	6	54.55%	*	40% or fewer	*	*	*	Yes
NH/OPI	*	*	*	*	*	*	*	N/A
White	13	35.14%	4	13.79%	-1.76%	-21.35%	-60.76%	Yes
Hispanic	*	*	*	40% or more	*	*	*	No
ME	4	50.00%	*	20% or fewer	*	*	*	Yes
EDS	38	32.76%	18	17.82%	-1.64%	-14.94%	-45.60%	Yes
SWD	4	13.79%	*	10% or fewer	*	*	*	Yes
LEP	6	23.08%	*	25% or fewer	*	*	*	Yes
Migrant	*	25% or more	*	40% or fewer	*	*	*	Yes
Female	5	35.71%	*	20% or fewer	*	*	*	Yes
Male	33	29.46%	16	17.98%	-1.47%	-11.48%	-38.97%	Yes

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** The target is 5% of 2007-08 dropout rate.



Goal 4: The dropout rate will decrease.

Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students,
Polaris K-12 School

	07-08		08-09		Target**		Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required	Percentage Change	Percent Change	Target Met?
All Students	*	5% or fewer	*	5% or fewer	*	*	*	N/A
AF AM	*	*	*	*	*	*	*	N/A
AKNA/AI	*	25% or fewer	*	20% or fewer	*	*	*	N/A
Asian	*	20% or fewer	*	20% or fewer	*	*	*	N/A
NH/OPI	*	*	*	*	*	*	*	N/A
White	*	5% or fewer	*	5% or fewer	*	*	*	N/A
Hispanic	*	25% or fewer	*	20% or fewer	*	*	*	N/A
ME	*	10% or fewer	*	20% or fewer	*	*	*	N/A
EDS	*	20% or fewer	*	40% or fewer	*	*	*	N/A
SWD	*	25% or fewer	*	20% or fewer	*	*	*	N/A
LEP	*	*	*	*	*	*	*	N/A
Migrant	*	*	*	*	*	*	*	N/A
Female	*	5% or fewer	*	5% or fewer	*	*	*	N/A
Male	*	5% or fewer	*	5% or fewer	*	*	*	N/A

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** The target is 5% of 2007-08 dropout rate.

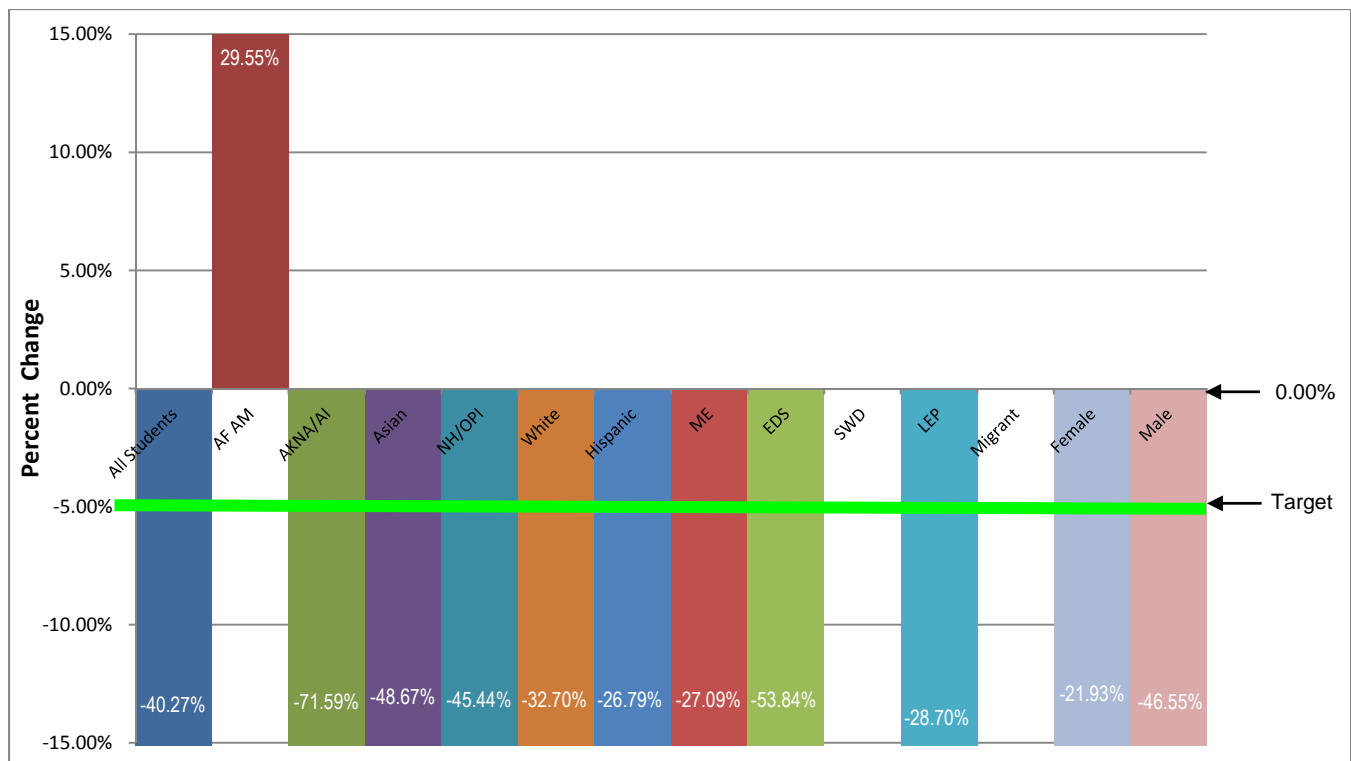
Goal 4: The dropout rate will decrease.

Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students,
SAVE High School

	07-08		08-09		Target*		Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required	Percentage Change	Percent Change	Target Met?
All Students	99	38.22%	58	22.83%	-1.91%	-15.39%	-40.27%	Yes
AF AM	4	21.05%	3	27.27%	-1.05%	6.22%	29.55%	No
AKNA/AI	16	64.00%	4	18.18%	-3.20%	-45.82%	-71.59%	Yes
Asian	16	69.57%	5	35.71%	-3.48%	-33.86%	-48.67%	Yes
NH/OPI	3	25.00%	3	13.64%	-1.25%	-11.36%	-45.44%	Yes
White	39	33.33%	24	22.43%	-1.67%	-10.90%	-32.70%	Yes
Hispanic	9	32.14%	8	23.53%	-1.61%	-8.61%	-26.79%	Yes
ME	12	34.29%	11	25.00%	-1.71%	-9.29%	-27.09%	Yes
EDS	26	32.91%	12	15.19%	-1.65%	-17.72%	-53.84%	Yes
SWD	6	25.00%	5	25.00%	-1.25%	0.00%	0.00%	No
LEP	18	42.86%	11	30.56%	-2.14%	-12.30%	-28.70%	Yes
Migrant	5	83.33%	*	40% or fewer	*	*	*	Yes
Female	29	25.22%	25	19.69%	-1.26%	-5.53%	-21.93%	Yes
Male	70	48.61%	33	25.98%	-2.43%	-22.63%	-46.55%	Yes

* The target is 5% of 2007-08 dropout rate.



Goal 4: The dropout rate will decrease.

Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students,
Steller Secondary School

	07-08		08-09		Target**		Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required	Percentage Change	Percent Change	Target Met?
All Students	*	5% or fewer	3	1.02%	*	*	*	N/A
AF AM	*	*	*	*	*	*	*	N/A
AKNA/AI	*	25% or fewer	*	40% or fewer	*	*	*	N/A
Asian	*	20% or fewer	*	20% or fewer	*	*	*	N/A
NH/OPI	*	*	*	*	*	*	*	N/A
White	*	5% or fewer	*	5% or fewer	*	*	*	N/A
Hispanic	*	20% or fewer	*	20% or fewer	*	*	*	N/A
ME	*	10% or fewer	*	10% or fewer	*	*	*	N/A
EDS	*	10% or fewer	*	10% or fewer	*	*	*	N/A
SWD	*	10% or fewer	*	10% or fewer	*	*	*	N/A
LEP	*	*	*	*	*	*	*	N/A
Migrant	*	*	*	*	*	*	*	N/A
Female	*	5% or fewer	*	5% or fewer	*	*	*	N/A
Male	*	5% or fewer	*	5% or fewer	*	*	*	N/A

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** The target is 5% of 2007-08 dropout rate.

Goal 4: The dropout rate will decrease.

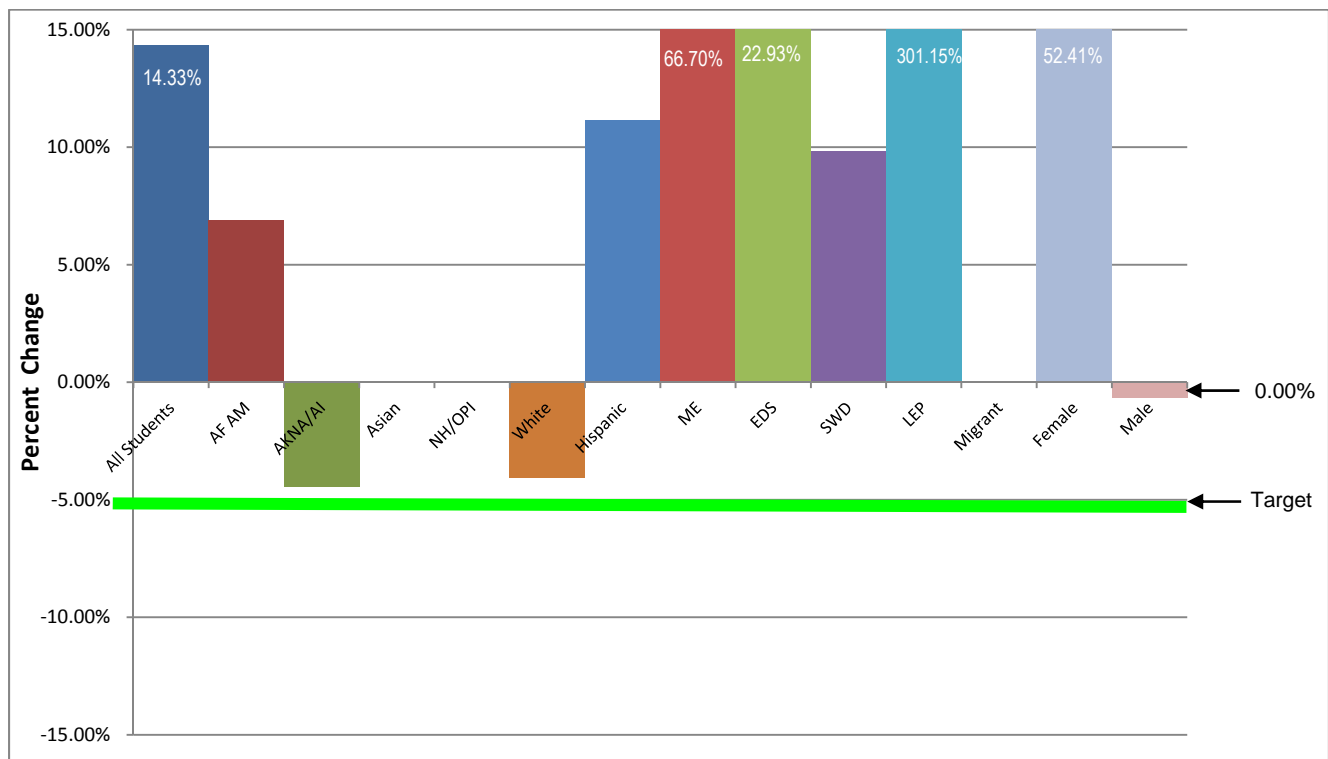
Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students, Whaley Center

	07-08		08-09		Target**		Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required	Percentage Change	Percent Change	Target Met?
All Students	35	10.54%	40	12.05%	-0.53%	1.51%	14.33%	No
AF AM	5	16.13%	5	17.24%	-0.81%	1.11%	6.88%	No
AKNA/AI	12	13.95%	10	13.33%	-0.70%	-0.62%	-4.44%	No
Asian	*	20% or fewer	*	20% or fewer	*	*	*	N/A
NH/OPI	*	*	*	40% or fewer	*	*	*	N/A
White	11	7.91%	11	7.59%	-0.40%	-0.32%	-4.05%	No
Hispanic	3	15.00%	4	16.67%	-0.75%	1.67%	11.13%	No
ME	4	10.00%	7	16.67%	-0.50%	6.67%	66.70%	No
EDS	29	12.78%	33	15.71%	-0.64%	2.93%	22.93%	No
SWD	21	8.86%	22	9.73%	-0.44%	0.87%	9.82%	No
LEP	3	6.98%	7	28.00%	-0.35%	21.02%	301.15%	No
Migrant	*	20% or fewer	4	36.36%	*	*	*	No
Female	10	7.69%	17	11.72%	-0.38%	4.03%	52.41%	No
Male	25	12.38%	23	12.30%	-0.62%	-0.08%	-0.65%	No

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** The target is 5% of 2007-08 dropout rate.



Goal 4: The dropout rate will decrease.

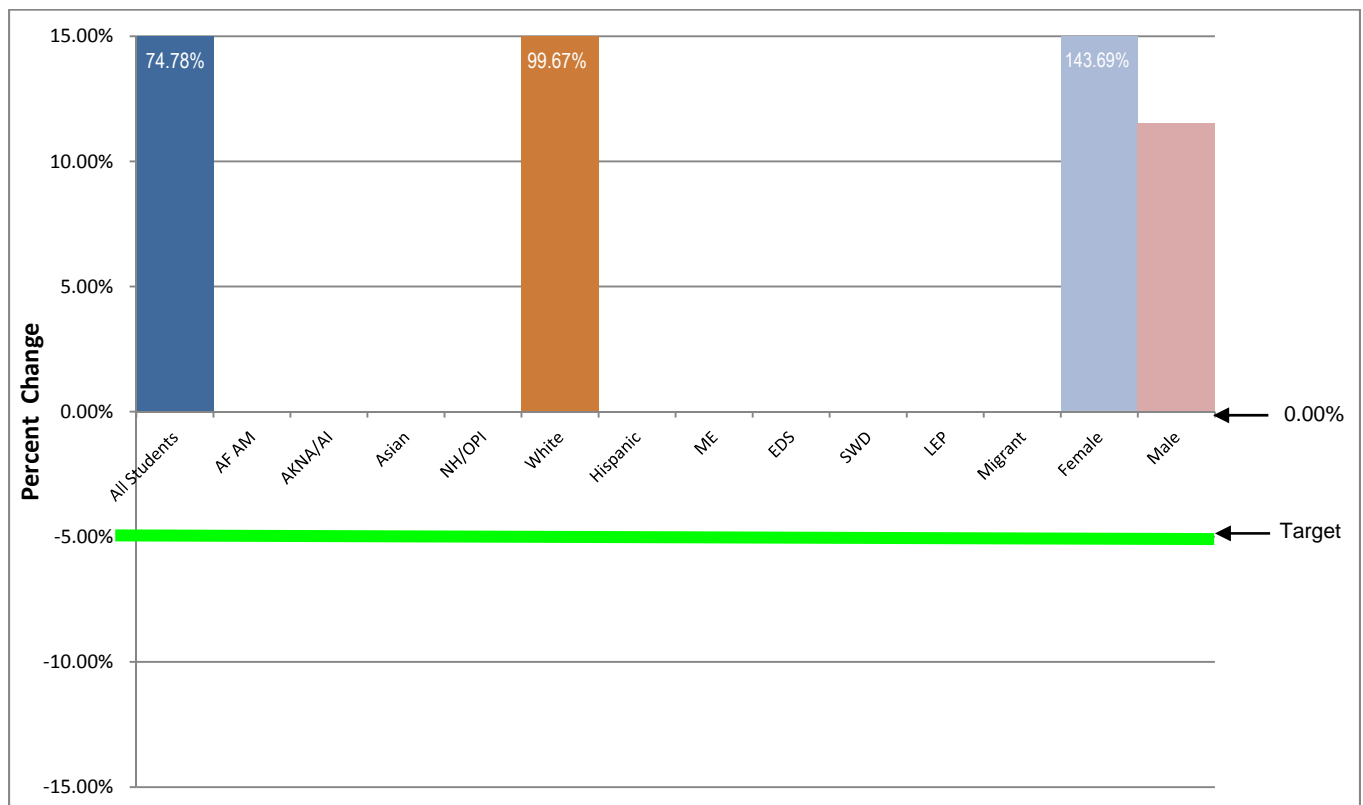
Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

**Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students,
Family Partnership Charter School**

	07-08		08-09		Target**	Percentage Change	Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required		Percent Change	Target Met?
All Students	12	3.41%	23	5.96%	-0.17%	2.55%	74.78%	No
AF AM	*	10% or fewer	*	20% or fewer	*	*	*	Yes
AKNA/AI	*	10% or fewer	3	7.89%	*	*	*	No
Asian	*	25% or fewer	*	20% or fewer	*	*	*	Yes
NH/OPI	*	*	*	40% or fewer	*	*	*	N/A
White	7	3.03%	15	6.05%	-0.15%	3.02%	99.67%	No
Hispanic	*	20% or fewer	*	10% or fewer	*	*	*	N/A
ME	*	10% or fewer	3	8.11%	*	*	*	N/A
EDS	*	5% or fewer	*	5% or fewer	*	*	*	Yes
SWD	*	20% or fewer	*	20% or fewer	*	*	*	No
LEP	*	20% or fewer	*	25% or fewer	*	*	*	Yes
Migrant	*	20% or fewer	*	20% or fewer	*	*	*	N/A
Female	6	2.93%	15	7.14%	-0.15%	4.21%	143.69%	No
Male	6	4.08%	8	4.55%	-0.20%	0.47%	11.52%	No

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** The target is 5% of 2007-08 dropout rate.



Goal 4: The dropout rate will decrease.

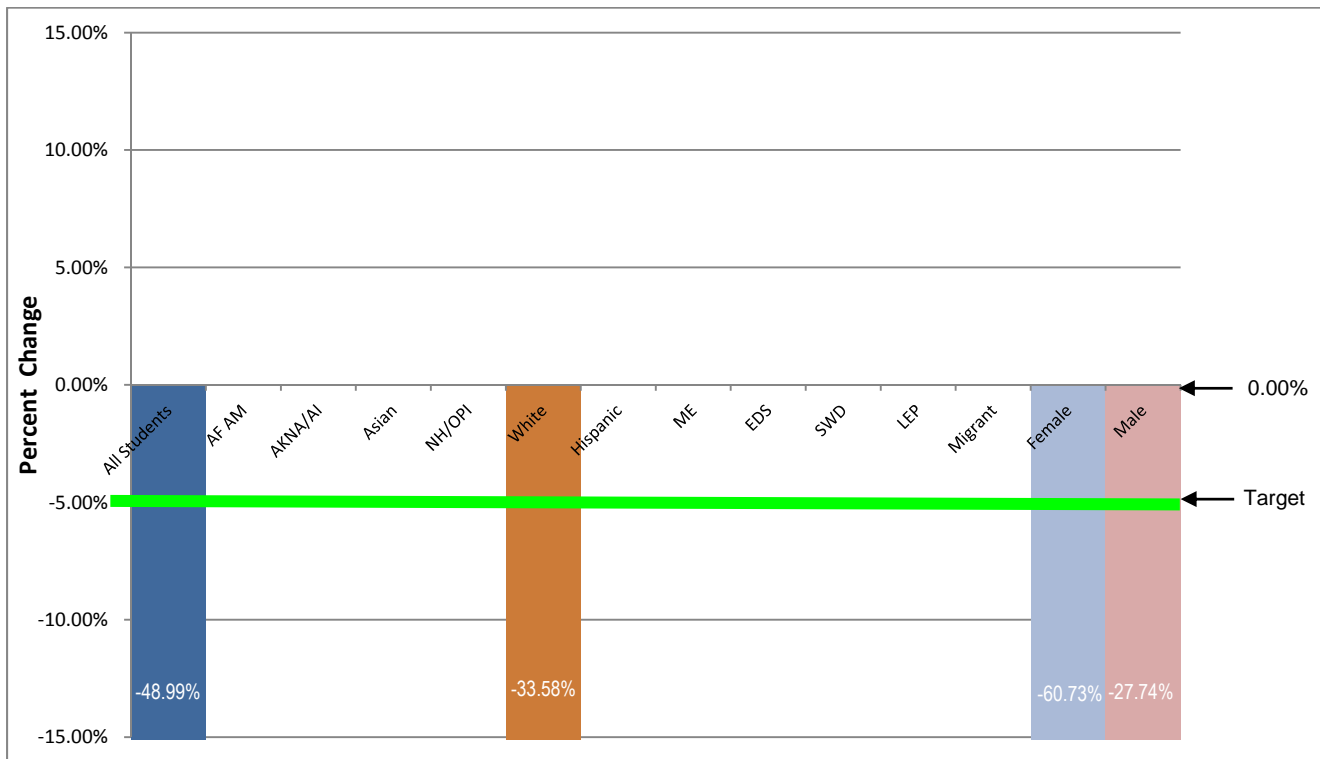
Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students, Frontier Charter School

	07-08		08-09		Target**		Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required	Percentage Change	Percent Change	Target Met?
All Students	28	14.29%	14	7.29%	-0.71%	-7.00%	-48.99%	Yes
AF AM	*	25% or fewer	*	20% or fewer	*	*	*	Yes
AKNA/AI	4	22.22%	*	20% or fewer	*	*	*	Yes
Asian	5	62.50%	*	*	*	*	*	Yes
NH/OPI	*	*	*	*	*	*	*	N/A
White	13	9.35%	9	6.21%	-0.47%	-3.14%	-33.58%	Yes
Hispanic	3	27.27%	*	25% or fewer	*	*	*	Yes
ME	*	20% or fewer	*	25% or fewer	*	*	*	No
EDS	6	18.18%	*	10% or fewer	*	*	*	Yes
SWD	*	*	*	*	*	*	*	N/A
LEP	8	57.14%	*	*	*	*	*	Yes
Migrant	*	40% or fewer	*	*	*	*	*	Yes
Female	18	18.18%	7	7.14%	-0.91%	-11.04%	-60.73%	Yes
Male	10	10.31%	7	7.45%	-0.52%	-2.86%	-27.74%	Yes

* Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

** The target is 5% of 2007-08 dropout rate.



Goal 4: The dropout rate will decrease.

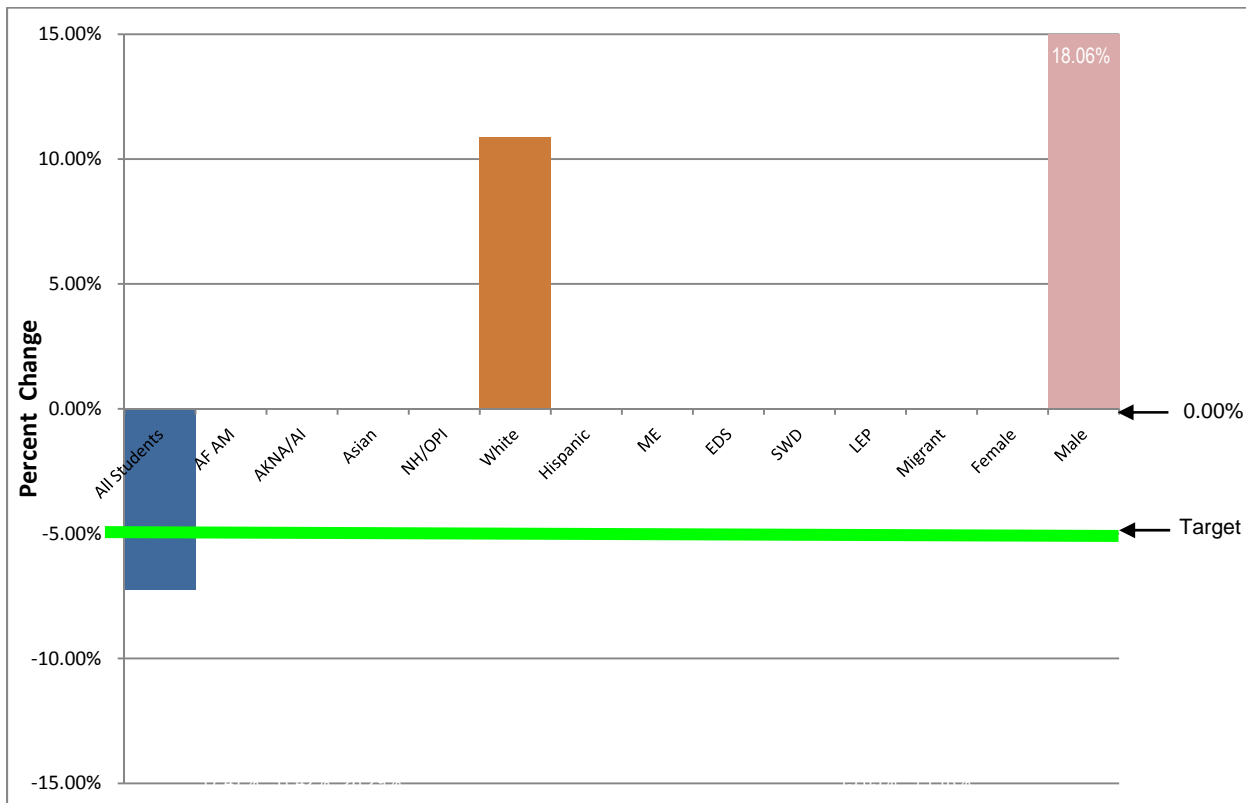
Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

**Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students,
Highland Tech Charter School**

	07-08		08-09		Target**		Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required	Percentage Change	Percent Change	Target Met?
All Students	11	4.42%	10	4.10%	-0.22%	-0.32%	-7.24%	Yes
AF AM	*	25% or fewer	*	40% or fewer	*	*	*	N/A
AKNA/AI	3	10.71%	*	10% or fewer	*	*	*	Yes
Asian	*	25% or fewer	*	40% or fewer	*	*	*	N/A
NH/OPI	*	40% or fewer	*	20% or fewer	*	*	*	N/A
White	8	5.52%	9	6.12%	-0.28%	0.60%	10.87%	No
Hispanic	*	20% or fewer	*	20% or fewer	*	*	*	N/A
ME	*	5% or fewer	*	10% or fewer	*	*	*	N/A
EDS	*	5% or fewer	3	5.17%	*	*	*	No
SWD	*	10% or fewer	*	10% or fewer	*	*	*	Yes
LEP	*	20% or more	*	40% or fewer	*	*	*	Yes
Migrant	*	20% or fewer	*	25% or fewer	*	*	*	Yes
Female	3	3.09%	*	5% or fewer	*	*	*	Yes
Male	8	5.26%	9	6.21%	-0.26%	0.95%	18.06%	No

* Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

** The target is 5% of 2007-08 dropout rate.



Goal 4: The dropout rate will decrease.

Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students,
Rilke Schule Charter School

	07-08		08-09		Target**		Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required	Percentage Change	Percent Change	Target Met?
All Students	*	20% or fewer	*	20% or fewer	*	*	*	N/A
AF AM	*	*	*	*	*	*	*	N/A
AKNA/AI	*	*	*	*	*	*	*	N/A
Asian	*	*	*	*	*	*	*	N/A
NH/OPI	*	*	*	*	*	*	*	N/A
White	*	20% or fewer	*	20% or fewer	*	*	*	N/A
Hispanic	*	*	*	*	*	*	*	N/A
ME	*	*	*	*	*	*	*	N/A
EDS	*	*	*	*	*	*	*	N/A
SWD	*	*	*	*	*	*	*	N/A
LEP	*	*	*	*	*	*	*	N/A
Migrant	*	*	*	*	*	*	*	N/A
Female	*	40% or fewer	*	20% or fewer	*	*	*	N/A
Male	*	40% or fewer	*	40% or fewer	*	*	*	N/A

* Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

** The target is 5% of 2007-08 dropout rate.

Goal 4: The dropout rate will decrease.

Indicator: The dropout rate of grades 7-12 students will decrease by 5 percent in each AYP-designated group in a year-to-year comparison across the district and in each school.

Year- to-Year Comparison of Dropout Rate of Grades 7-12 Students,
Winterberry Charter School

	07-08		08-09		Target**		Result	
	Number Dropouts	Percent Dropout	Number Dropouts	Percent Dropout	Decrease Required	Percentage Change	Percent Change	Target Met?
All Students	*	*	*	20% or fewer	*	*	*	N/A
AF AM	*	*	*	*	*	*	*	N/A
AKNA/AI	*	*	*	*	*	*	*	N/A
Asian	*	*	*	*	*	*	*	N/A
NH/OPI	*	*	*	*	*	*	*	N/A
White	*	*	*	20% or fewer	*	*	*	N/A
Hispanic	*	*	*	*	*	*	*	N/A
ME	*	*	*	*	*	*	*	N/A
EDS	*	*	*	*	*	*	*	N/A
SWD	*	*	*	*	*	*	*	N/A
LEP	*	*	*	*	*	*	*	N/A
Migrant	*	*	*	*	*	*	*	N/A
Female	*	*	*	20% or fewer	*	*	*	N/A
Male	*	*	*	40% or fewer	*	*	*	N/A

* Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

** The target is 5% of 2007-08 dropout rate.

Table 77: 2008-09 Reported Reasons for Dropping Out

Dropout Reason	Count	Percent	Dropout Reason	Count	Percent
Grade 7			Grade 8		
Expelled	3	10.34%	Expelled	6	19.35%
Non-attendance	*	*	Due to Illness	*	*
Non-district sponsored home school	*	*	Failing	*	*
Administrative Drop	4	13.79%	Non-attendance	7	22.58%
Unknown	18	62.07%	Non-district sponsored home school	*	*
Total Grade 7	29	100.00%	Family problem	*	*
			Administrative Drop	3	9.68%
			Unknown	9	29.03%
			Total Grade 8	31	100.00%
Grade 9			Grade 10		
Expelled	3	3.30%	Expelled	11	8.53%
Non-attendance	57	62.64%	Due to Illness	*	*
G.E.D.	*	*	Employment	*	*
Non-district sponsored home school	*	*	Non-attendance	82	63.57%
Family problem	3	3.30%	G.E.D.	6	4.65%
Administrative Drop	4	4.40%	Non-district sponsored home school	9	6.98%
Unknown	21	23.08%	Family problem	6	4.65%
Total Grade 9	91	100.00%	Administrative Drop	3	2.33%
			Pregnancy	*	*
			Unknown	9	6.98%
			Total Grade 10	129	100.00%
Grade 11			Grade 12		
Expelled	7	3.95%	Expelled	3	0.98%
Failing	*	*	Due to Illness	4	1.30%
Employment	3	1.69%	Employment	17	5.54%
Non-attendance	112	63.28%	Non-attendance	144	46.91%
G.E.D.	13	7.34%	G.E.D.	36	11.73%
Enter Military	*	*	Enter Military	*	*
Non-district sponsored home school	3	1.69%	Non-district sponsored home school	7	2.28%
Family problem	5	2.82%	Family problem	16	5.21%
Pregnancy	*	*	Administrative Drop	14	4.56%
Due to Drugs and Alcohol	4	2.26%	Pregnancy	9	2.93%
Unknown	27	15.25%	Due to Drugs and Alcohol	13	4.23%
Total Grade 11	177	100.00%	Unknown	43	14.01%
			Total Grade 12	307	100.00%
Grades 7-12			Grades 7-12		
Expelled	33	4.32%	Non-district sponsored home school	25	3.27%
Due to Illness	6	0.79%	Family problem	32	4.19%
Failing	*	*	Administrative Drop	28	3.66%
Employment	21	2.75%	Pregnancy	11	1.44%
Non-attendance	404	52.88%	Due to Drugs and Alcohol	17	2.23%
G.E.D.	56	7.33%	Unknown	127	16.62%
Enter Military	*	*	Total Grades 7-12	764	100.00%

* Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

Table 78: Anchorage School District Dropouts by Race/Ethnicity

Source: Fall OASIS – October 1 Count and NCLB Summer Data Collection – Year End

	AF AM	AKNA/AI	Asian	NH/OPI	White	Hispanic	Multi-Ethnic	Total
08-09								
Fall OASIS	1,393	1,844	2,179	766	11,653	2,094	2,566	22,495
Percent of Enrollment	6.19%	8.20%	9.69%	3.41%	51.80%	9.31%	11.41%	100.00%
Dropouts	67	102	65	37	280	82	131	764
Dropout Rate	4.81%	5.53%	2.98%	4.83%	2.40%	3.92%	5.11%	3.40%
07-08								
Fall OASIS	1,437	1,897	2,125	710	12,053	2,082	2,468	22,772
Percent of Enrollment	6.31%	8.33%	9.33%	3.12%	52.93%	9.14%	10.84%	100.00%
Dropouts	85	162	86	37	311	88	126	895
Dropout Rate	5.92%	8.54%	4.05%	5.21%	2.58%	4.23%	5.11%	3.93%
06-07								
Fall OASIS	1,849	3,006	2,748*	N/A	13,044	1,414	1,058	23,119
Percent of Enrollment	8.00%	13.00%	11.89%*	N/A	56.42%	6.12%	4.58%	100.00%
Dropouts	131	276	134*	N/A	461	90	87	1,179
Dropout Rate	7.08%	9.18%	4.88%*	N/A	3.53%	6.36 %	8.22%	5.10%
05-06								
Summer OASIS	2,057	3,490	2,919*	N/A	14,453	1,564	996	25,479
Percent of Enrollment	8.1%	13.7%	11.5%*	N/A	56.7%	6.1%	3.9%	100.0%
Dropouts	124	333	140*	N/A	694	112	70	1,473
Dropout Rate	6.03%	9.54%	4.80%*	N/A	4.80%	7.16%	7.03%	5.78%
04-05								
Summer OASIS	2,071	3,405	2,843*	N/A	14,549	1,494	831	25,193
Percent of Enrollment	8.2%	13.5%	11.3%*	N/A	57.8%	5.9%	3.3%	100.0%
Dropouts	174	389	170*	N/A	705	121	73	1,632
Dropout Rate	8.4%	11.4%	6.0%*	N/A	4.8%	8.1%	8.8%	6.5%

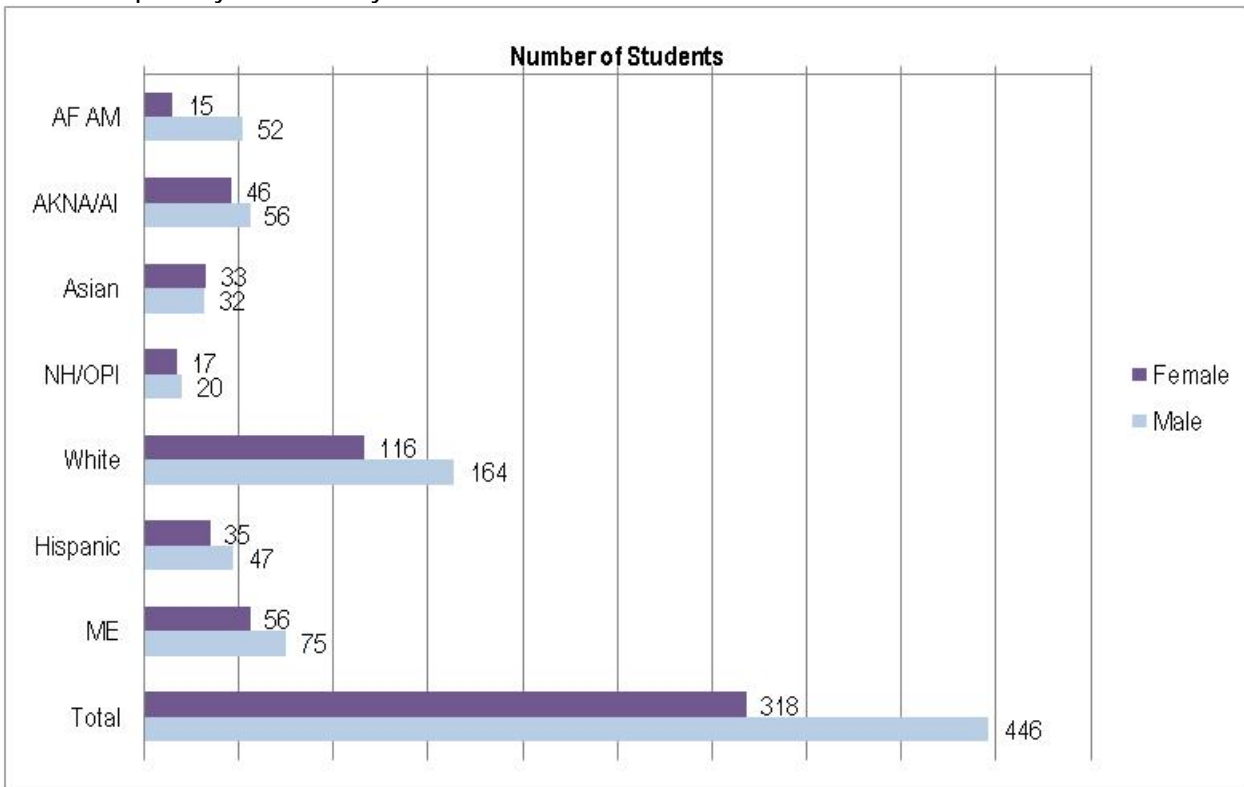
The double bold line indicates a change where the dropout data was taken from the Fall OASIS file instead of the Summer OASIS file starting in 2006-07.

* Prior to 2007-08 the Asian category includes Native Hawaiian/Other Pacific Islander. In 2007-08 Native Hawaiian/Other Pacific Islander is a separate ethnic category.

Table 79: Dropouts by Gender and Race/Ethnicity
 Source: NCLB Summer Data Collection

	Female	Male
African American	15	52
Alaska Native/American Indian	46	56
Asian	33	32
Native Hawaiian/Other Pacific Islander	17	20
White	116	164
Hispanic	35	47
Multi-Ethnic	56	75
Total	318	446

Table 80: Dropouts by Race/Ethnicity and Gender



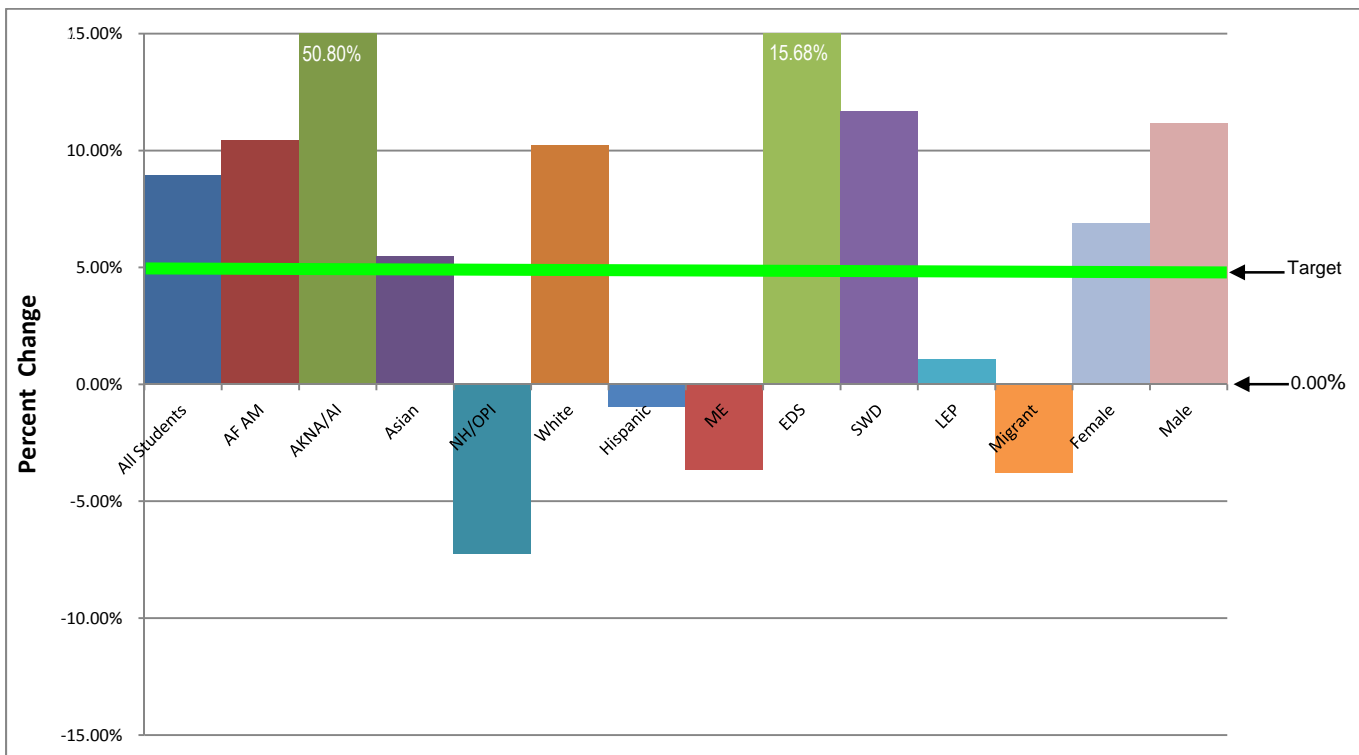
Goal 5: The graduation rate will increase.

Indicator: The graduation rate will increase by 5 percent from year-to-year in each AYP-designated student group across the district and in each school.

Year-to-Year Comparison of the Graduation Rate
Anchorage School District, Districtwide

Graduation Rate								
	07-08		08-09		Target*	Percentage Change	Result	
	Number Graduates	Percent Graduates	Number Graduates	Percent Graduates	Increase Required		Percent Change	Target Met?
All Students	2,965	64.26%	2,967	70.01%	3.21%	5.75%	8.95%	Yes
AF AM	179	56.11%	176	61.97%	2.81%	5.86%	10.44%	Yes
AKNA/AI	142	33.26%	170	50.15%	1.66%	16.89%	50.80%	Yes
Asian	274	65.08%	287	68.66%	3.25%	3.58%	5.50%	Yes
NH/OPI	76	63.33%	94	58.75%	3.17%	-4.58%	-7.24%	No
White	1,744	69.57%	1,721	76.69%	3.48%	7.13%	10.25%	Yes
Hispanic	248	67.21%	239	66.57%	3.36%	-0.63%	-0.94%	No
ME	302	66.96%	280	64.52%	3.35%	-2.45%	-3.65%	No
EDS	458	44.95%	561	51.99%	2.25%	7.05%	15.68%	Yes
SWD	195	35.45%	215	39.59%	1.77%	4.14%	11.68%	Yes
LEP	198	43.81%	197	44.27%	2.19%	0.46%	1.06%	No
Migrant	52	52.53%	48	50.53%	2.63%	-2.00%	-3.81%	No
Female	1,526	68.65%	1,493	73.37%	3.43%	4.72%	6.88%	Yes
Male	1,439	60.18%	1,474	66.91%	3.01%	6.72%	11.17%	Yes

* Target is 5% of 2007-08 graduation rate.



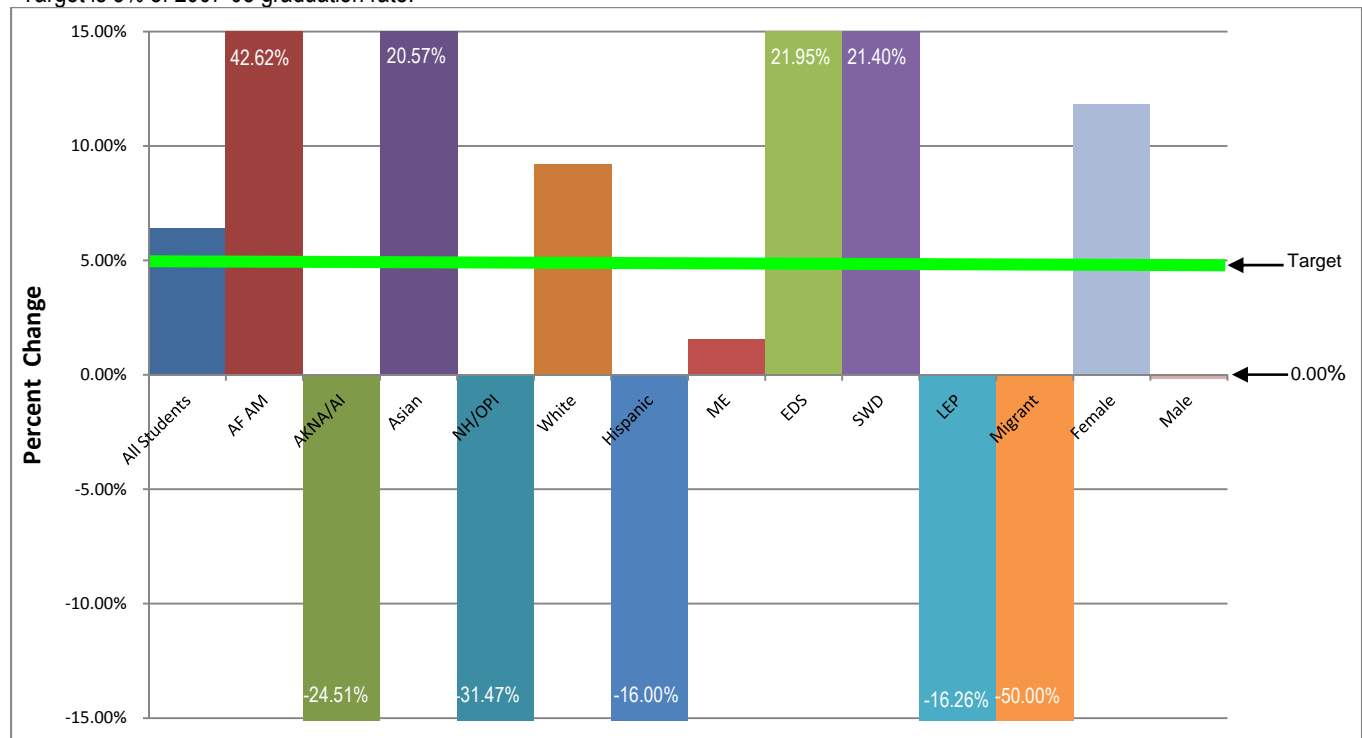
Goal 5: The graduation rate will increase.

Indicator: The graduation rate will increase by 5 percent from year-to-year in each AYP-designated student group across the district and in each school.

Year-to-Year Comparison of the Graduation Rate,
Bartlett High School

Graduation Rate								
	07-08		08-09		Target*	Percentage Change	Result	
	Number Graduates	Percent Graduates	Number Graduates	Percent Graduates	Increase Required		Percent Change	Target Met?
All Students	296	62.58%	285	66.59%	3.13%	4.01%	6.41%	Yes
AF AM	32	55.17%	48	78.69%	2.76%	23.52%	42.62%	Yes
AKNA/AI	24	54.55%	14	41.18%	2.73%	-13.37%	-24.51%	No
Asian	29	55.77%	39	67.24%	2.79%	11.47%	20.57%	Yes
NH/OPI	13	92.86%	7	63.64%	4.64%	-29.22%	-31.47%	No
White	127	62.25%	104	67.97%	3.11%	5.72%	9.19%	Yes
Hispanic	31	73.81%	31	62.00%	3.69%	-11.81%	-16.00%	No
ME	40	67.80%	42	68.85%	3.39%	1.06%	1.56%	No
EDS	69	54.33%	108	66.26%	2.72%	11.93%	21.95%	Yes
SWD	23	41.82%	33	50.77%	2.09%	8.95%	21.40%	Yes
LEP	23	44.23%	20	37.04%	2.21%	-7.19%	-16.26%	No
Migrant	8	80.00%	4	40.00%	4.00%	-40.00%	-50.00%	No
Female	150	66.96%	158	74.88%	3.35%	7.92%	11.82%	Yes
Male	146	58.63%	127	58.53%	2.93%	-0.11%	-0.19%	No

* Target is 5% of 2007-08 graduation rate.



Goal 5: The graduation rate will increase.

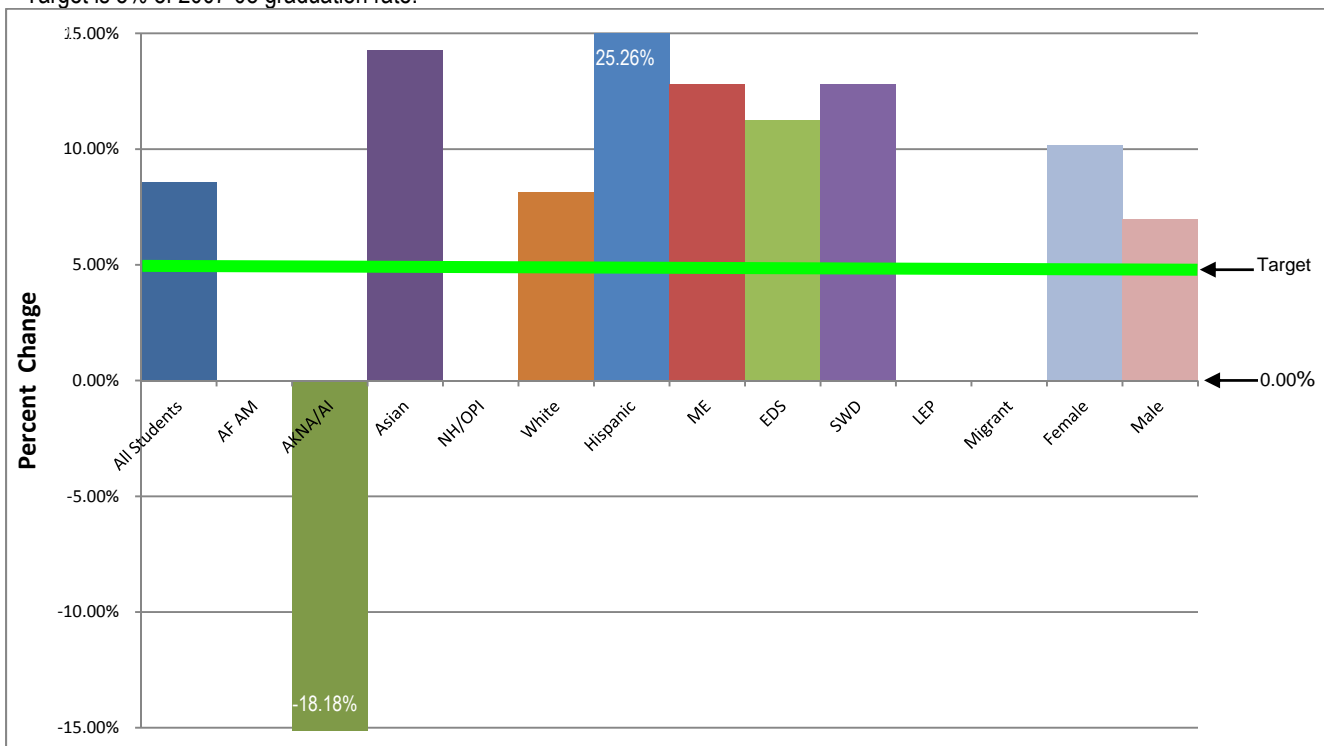
Indicator: The graduation rate will increase by 5 percent from year-to-year in each AYP-designated student group across the district and in each school.

Year-to-Year Comparison of the Graduation Rate,
Chugiak High School

Graduation Rate								
	07-08		08-09		Target**	Percentage Change	Result	
	Number Graduates	Percent Graduates	Number Graduates	Percent Graduates	Increase Required		Percent Change	Target Met?
All Students	311	81.41%	274	88.39%	4.07%	6.97%	8.57%	Yes
AF AM	5	83.33%	*	*	*	*	*	Yes
AKNA/AI	11	73.33%	9	60.00%	3.67%	-13.33%	-18.18%	No
Asian	7	77.78%	8	88.89%	3.89%	11.11%	14.29%	Yes
NH/OPI	*	*	*	*	*	*	*	N/A
White	246	83.11%	222	89.88%	4.16%	6.77%	8.15%	Yes
Hispanic	15	71.43%	17	89.47%	3.57%	18.05%	25.26%	Yes
ME	26	78.79%	16	88.89%	3.94%	10.10%	12.82%	Yes
EDS	15	68.18%	22	75.86%	3.41%	7.68%	11.26%	Yes
SWD	23	57.50%	24	64.86%	2.88%	7.36%	12.81%	Yes
LEP	*	*	*	*	*	*	*	No
Migrant	*	*	*	*	*	*	*	Yes
Female	140	81.40%	139	89.68%	4.07%	8.28%	10.18%	Yes
Male	171	81.43%	135	87.10%	4.07%	5.67%	6.96%	Yes

* Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

** Target is 5% of 2007-08 graduation rate.



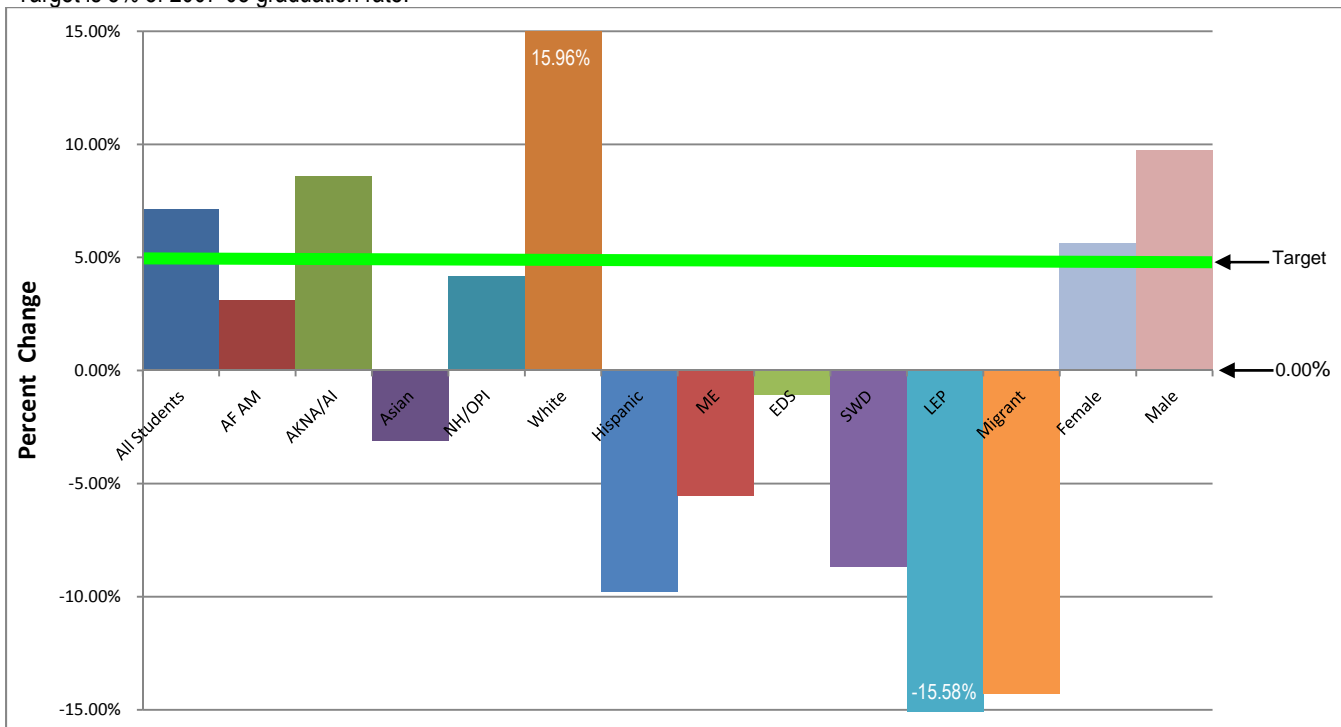
Goal 5: The graduation rate will increase.

Indicator: The graduation rate will increase by 5 percent from year-to-year in each AYP-designated student group across the district and in each school.

Year-to-Year Comparison of the Graduation Rate,
Dimond High School

Graduation Rate								
	07-08		08-09		Target*	Percentage Change	Result	
	Number Graduates	Percent Graduates	Number Graduates	Percent Graduates	Increase Required		Percent Change	Target Met?
All Students	387	81.99%	368	87.83%	4.10%	5.84%	7.12%	Yes
AF AM	8	72.73%	9	75.00%	3.64%	2.27%	3.13%	No
AKNA/AI	20	58.82%	23	63.89%	2.94%	5.07%	8.61%	Yes
Asian	51	91.07%	45	88.24%	4.55%	-2.84%	-3.11%	No
NH/OPI	12	80.00%	10	83.33%	4.00%	3.33%	4.17%	No
White	211	79.92%	228	92.68%	4.00%	12.76%	15.96%	Yes
Hispanic	38	95.00%	18	85.71%	4.75%	-9.29%	-9.77%	No
ME	47	90.38%	35	85.37%	4.52%	-5.02%	-5.55%	No
EDS	47	75.81%	39	75.00%	3.79%	-0.81%	-1.06%	No
SWD	23	60.53%	21	55.26%	3.03%	-5.26%	-8.70%	No
LEP	33	73.33%	13	61.90%	3.67%	-11.43%	-15.58%	No
Migrant	7	77.78%	6	66.67%	3.89%	-11.11%	-14.29%	No
Female	210	86.42%	178	91.28%	4.32%	4.86%	5.63%	Yes
Male	177	77.29%	190	84.82%	3.86%	7.53%	9.74%	Yes

* Target is 5% of 2007-08 graduation rate.



Goal 5: The graduation rate will increase.

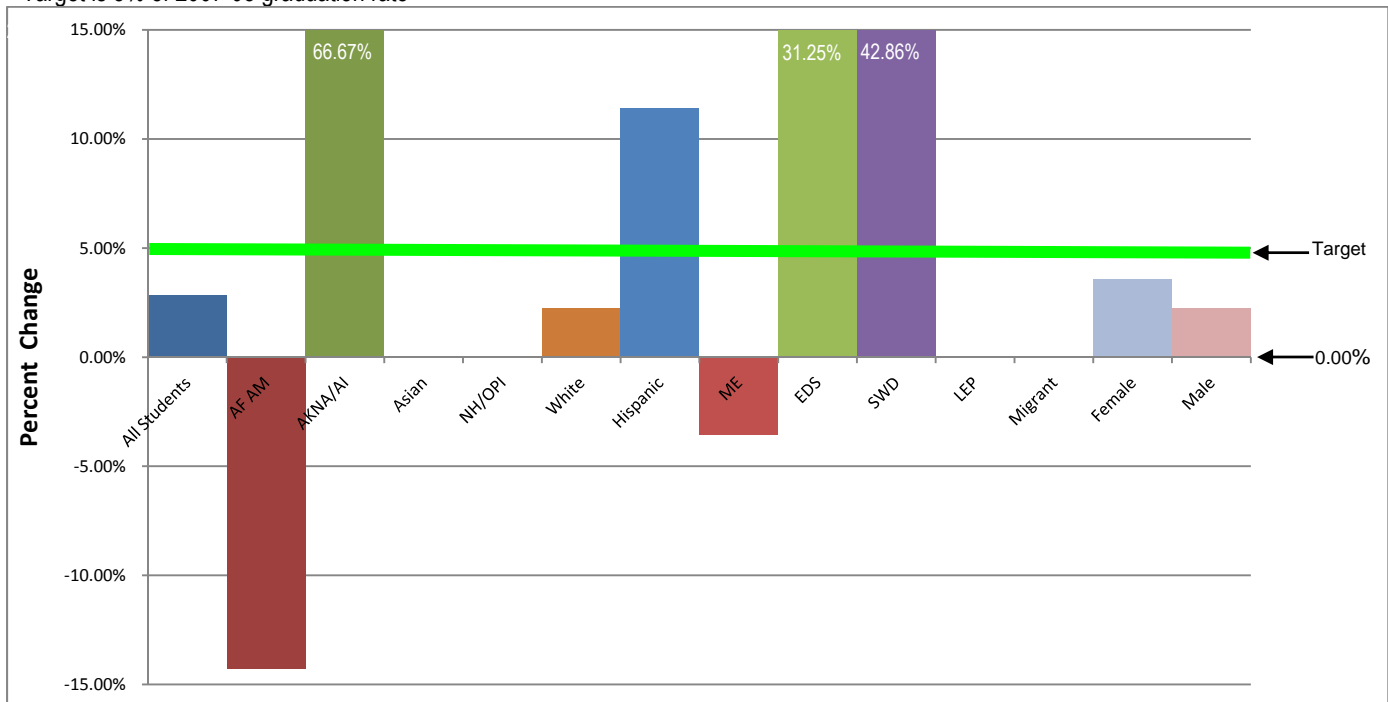
Indicator: The graduation rate will increase by 5 percent from year-to-year in each AYP-designated student group across the district and in each school.

Year-to-Year Comparison of the Graduation Rate,
Eagle River High School

Graduation Rate								
	07-08		08-09		Target**	Percentage Change	Result	
	Number Graduates	Percent Graduates	Number Graduates	Percent Graduates	Increase Required		Percent Change	Target Met?
All Students	158	85.87%	189	88.32%	4.29%	2.45%	2.85%	No
AF AM	14	77.78%	8	66.67%	3.89%	-11.11%	-14.29%	No
AKNA/AI	3	60.00%	9	100.00%	3.00%	40.00%	66.67%	Yes
Asian	6	100.00%	*	*	*	*	*	No
NH/OPI	*	*	*	*	*	*	*	No
White	109	87.20%	140	89.17%	4.36%	1.97%	2.26%	No
Hispanic	7	77.78%	13	86.67%	3.89%	8.89%	11.43%	Yes
ME	16	88.89%	12	85.71%	4.44%	-3.17%	-3.57%	No
EDS	13	61.90%	13	81.25%	3.10%	19.35%	31.25%	Yes
SWD	5	50.00%	15	71.43%	2.50%	21.43%	42.86%	Yes
LEP	*	*	*	*	*	*	*	No
Migrant	*	*	*	*	*	*	*	Yes
Female	78	90.70%	93	93.94%	4.53%	3.24%	3.57%	No
Male	80	81.63%	96	83.48%	4.08%	1.85%	2.26%	No

* Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

** Target is 5% of 2007-08 graduation rate



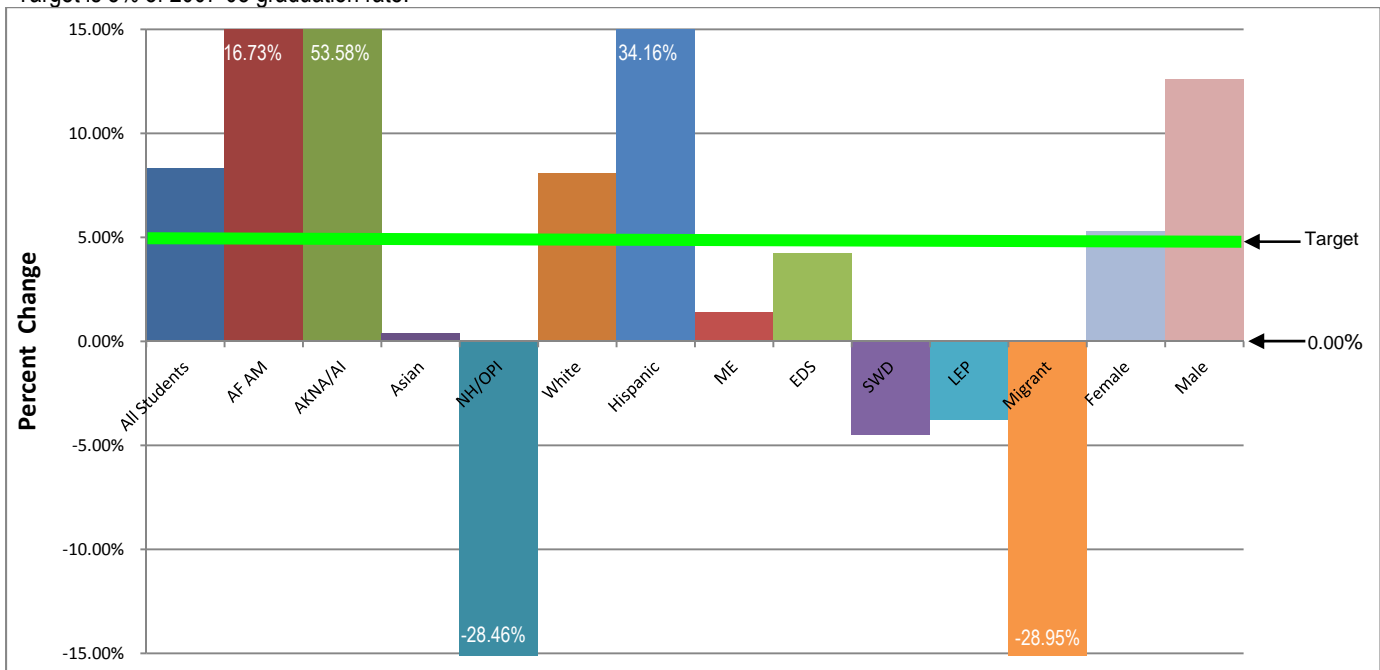
Goal 5: The graduation rate will increase.

Indicator: The graduation rate will increase by 5 percent from year-to-year in each AYP-designated student group across the district and in each school.

Year-to-Year Comparison of the Graduation Rate,
East High School

Graduation Rate								
	07-08		08-09		Target*	Percentage Change	Result	
	Number Graduates	Percent Graduates	Number Graduates	Percent Graduates	Increase Required		Percent Change	Target Met?
All Students	358	66.67%	356	72.21%	3.33%	5.54%	8.32%	Yes
AF AM	41	66.13%	44	77.19%	3.31%	11.06%	16.73%	Yes
AKNA/AI	17	36.96%	21	56.76%	1.85%	19.80%	53.58%	Yes
Asian	61	68.54%	75	68.81%	3.43%	0.27%	0.39%	No
NH/OPI	18	75.00%	22	53.66%	3.75%	-21.34%	-28.46%	No
White	134	72.04%	109	77.86%	3.60%	5.81%	8.07%	Yes
Hispanic	46	63.89%	42	85.71%	3.19%	21.83%	34.16%	Yes
ME	41	70.69%	43	71.67%	3.53%	0.98%	1.38%	No
EDS	102	56.35%	131	58.74%	2.82%	2.39%	4.24%	No
SWD	23	34.33%	20	32.79%	1.72%	-1.54%	-4.49%	No
LEP	41	45.05%	49	43.36%	2.25%	-1.69%	-3.76%	No
Migrant	8	66.67%	9	47.37%	3.33%	-19.30%	-28.95%	No
Female	203	70.00%	185	73.71%	3.50%	3.71%	5.29%	Yes
Male	155	62.75%	171	70.66%	3.14%	7.91%	12.60%	Yes

* Target is 5% of 2007-08 graduation rate.



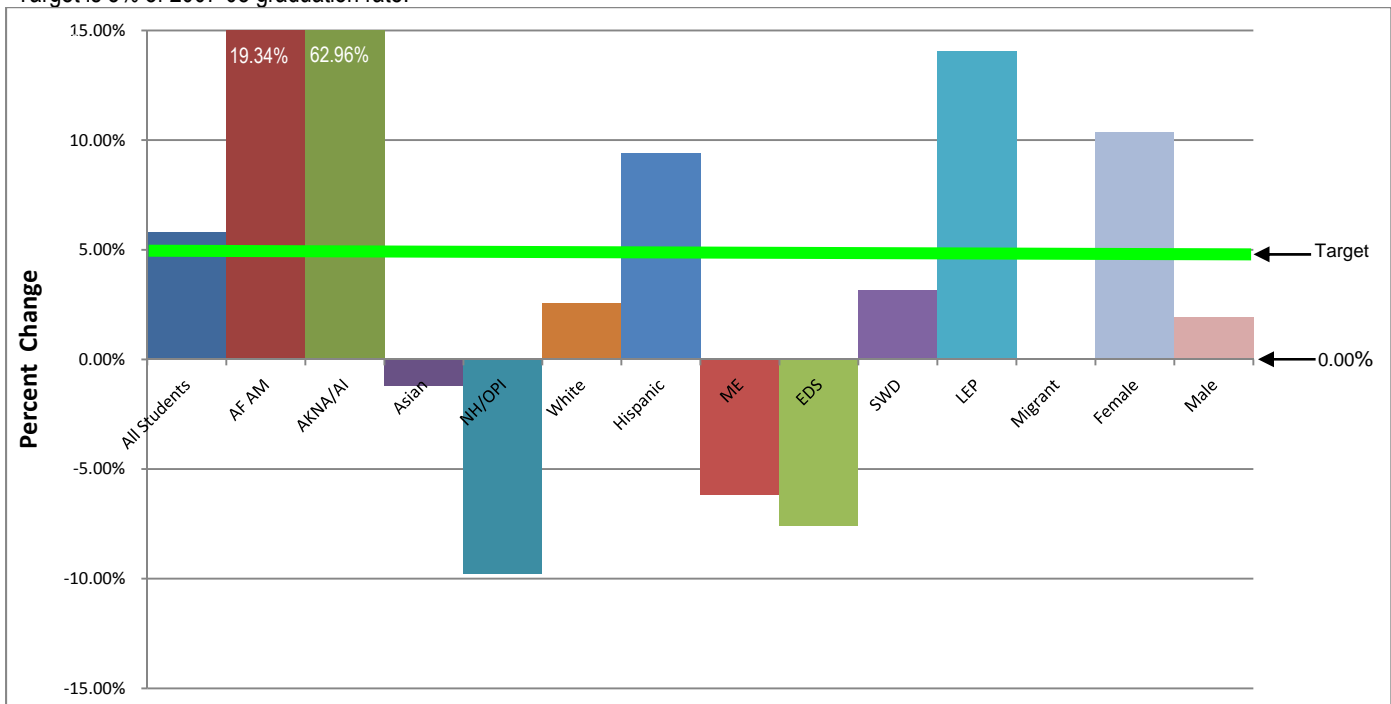
Goal 5: The graduation rate will increase.

Indicator: The graduation rate will increase by 5 percent from year-to-year in each AYP-designated student group across the district and in each school.

Year-to-Year Comparison of the Graduation Rate,
Service High School

Graduation Rate								
	07-08		08-09		Target*	Percentage Change	Result	
	Number Graduates	Percent Graduates	Number Graduates	Percent Graduates	Increase Required		Percent Change	Target Met?
All Students	349	75.87%	370	80.26%	3.79%	4.39%	5.79%	Yes
AF AM	18	62.07%	20	74.07%	3.10%	12.01%	19.34%	Yes
AKNA/AI	18	45.00%	22	73.33%	2.25%	28.33%	62.96%	Yes
Asian	40	88.89%	36	87.80%	4.44%	-1.08%	-1.22%	No
NH/OPI	7	87.50%	15	78.95%	4.38%	-8.55%	-9.77%	No
White	205	78.54%	203	80.56%	3.93%	2.01%	2.56%	No
Hispanic	31	77.50%	39	84.78%	3.88%	7.28%	9.40%	Yes
ME	30	81.08%	35	76.09%	4.05%	-4.99%	-6.16%	No
EDS	48	65.75%	48	60.76%	3.29%	-4.99%	-7.59%	No
SWD	30	46.15%	20	47.62%	2.31%	1.47%	3.17%	No
LEP	22	70.97%	34	80.95%	3.55%	9.98%	14.07%	Yes
Migrant	10	66.67%	6	66.67%	3.33%	0.00%	0.00%	No
Female	167	78.04%	180	86.12%	3.90%	8.09%	10.36%	Yes
Male	182	73.98%	190	75.40%	3.70%	1.41%	1.91%	No

* Target is 5% of 2007-08 graduation rate.



Goal 5: The graduation rate will increase.

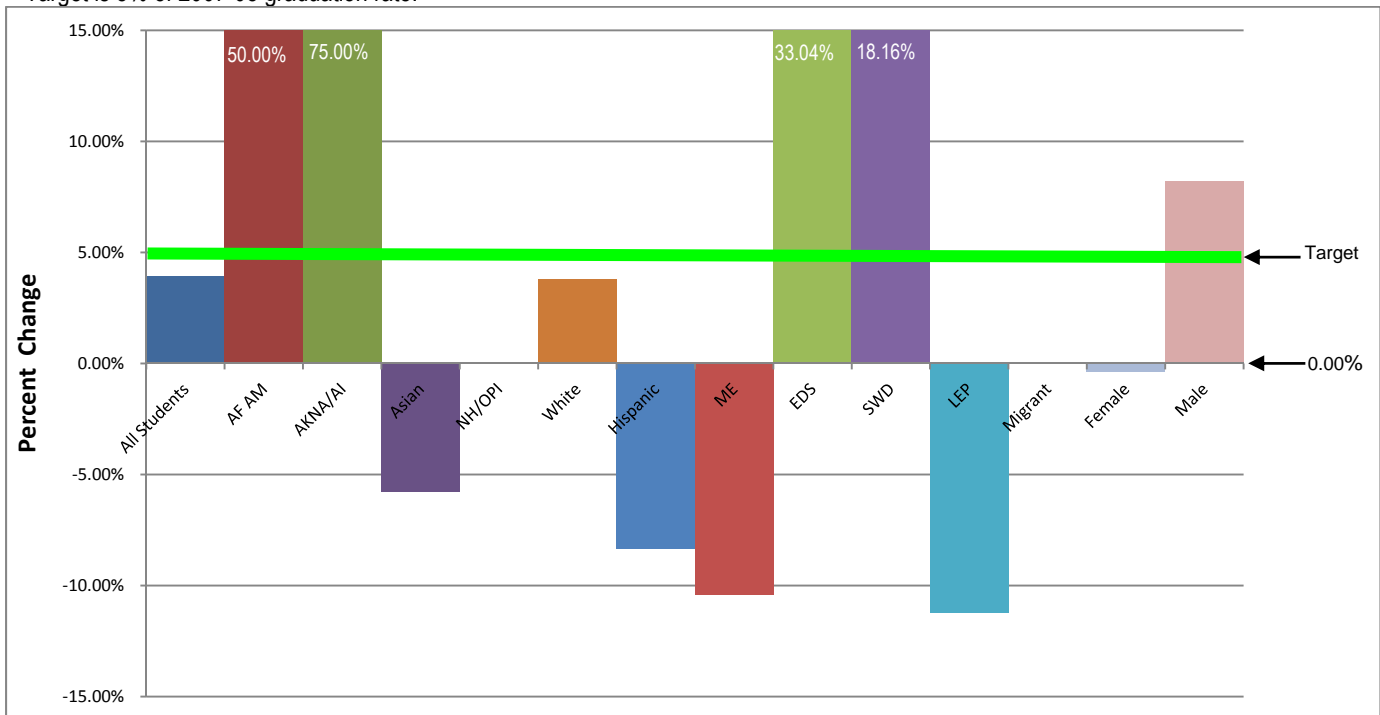
Indicator: The graduation rate will increase by 5 percent from year-to-year in each AYP-designated student group across the district and in each school.

**Year-to-Year Comparison of the Graduation Rate,
South High School**

Graduation Rate								
	07-08		08-09		Target**	Percentage Change	Result	
	Number Graduates	Percent Graduates	Number Graduates	Percent Graduates	Increase Required		Percent Change	Target Met?
All Students	433	82.79%	383	86.07%	4.14%	3.28%	3.96%	No
AF AM	8	66.67%	6	100.00%	3.33%	33.33%	50.00%	Yes
AKNA/AI	10	47.62%	15	83.33%	2.38%	35.71%	75.00%	Yes
Asian	18	85.71%	21	80.77%	4.29%	-4.95%	-5.77%	No
NH/OPI	*	*	*	*	*	*	*	No
White	350	84.13%	303	87.32%	4.21%	3.19%	3.79%	No
Hispanic	19	86.36%	19	79.17%	4.32%	-7.20%	-8.33%	No
ME	25	89.29%	16	80.00%	4.46%	-9.29%	-10.40%	No
EDS	15	55.56%	17	73.91%	2.78%	18.36%	33.04%	Yes
SWD	17	51.52%	14	60.87%	2.58%	9.35%	18.16%	Yes
LEP	15	65.22%	11	57.89%	3.26%	-7.32%	-11.23%	No
Migrant	3	60.00%	*	*	*	*	*	Yes
Female	220	84.62%	177	84.29%	4.23%	-0.33%	-0.39%	No
Male	213	80.99%	206	87.66%	4.05%	6.67%	8.24%	Yes

* Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

** Target is 5% of 2007-08 graduation rate.



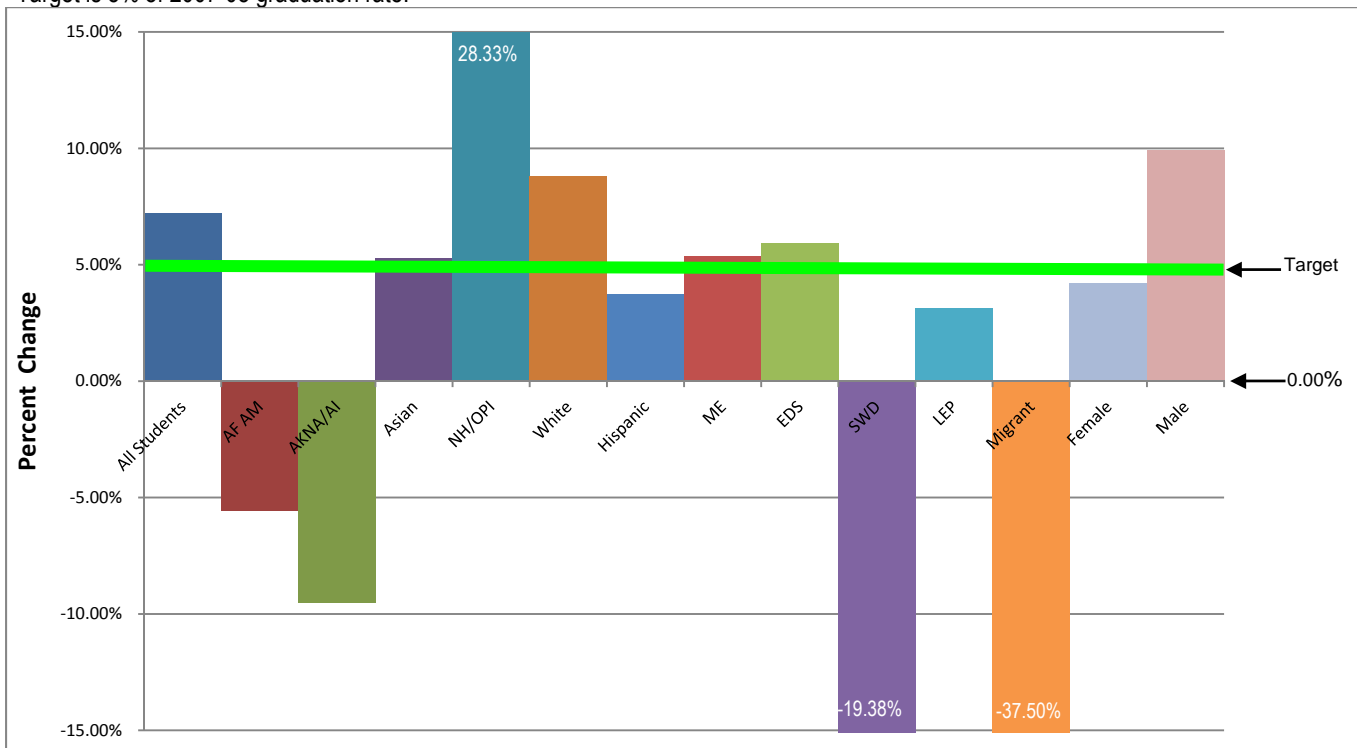
Goal 5: The graduation rate will increase.

Indicator: The graduation rate will increase by 5 percent from year-to-year in each AYP-designated student group across the district and in each school.

Year-to-Year Comparison of the Graduation Rate,
West High School

Graduation Rate								
	07-08		08-09		Target*	Percentage Change	Result	
	Number Graduates	Percent Graduates	Number Graduates	Percent Graduates	Increase Required		Percent Change	Target Met?
All Students	303	64.74%	320	69.41%	3.24%	4.67%	7.21%	Yes
AF AM	18	52.94%	18	50.00%	2.65%	-2.94%	-5.56%	No
AKNA/AI	14	36.84%	11	33.33%	1.84%	-3.51%	-9.52%	No
Asian	38	63.33%	40	66.67%	3.17%	3.33%	5.26%	Yes
NH/OPI	12	54.55%	21	70.00%	2.73%	15.45%	28.33%	Yes
White	159	74.30%	173	80.84%	3.71%	6.54%	8.81%	Yes
Hispanic	32	61.54%	30	63.83%	3.08%	2.29%	3.72%	No
ME	30	62.50%	27	65.85%	3.13%	3.35%	5.37%	Yes
EDS	47	48.96%	70	51.85%	2.45%	2.89%	5.91%	Yes
SWD	16	37.21%	12	30.00%	1.86%	-7.21%	-19.38%	No
LEP	32	43.84%	33	45.21%	2.19%	1.37%	3.13%	No
Migrant	4	80.00%	5	50.00%	4.00%	-30.00%	-37.50%	No
Female	150	68.18%	162	71.05%	3.41%	2.87%	4.21%	No
Male	153	61.69%	158	67.81%	3.08%	6.12%	9.92%	Yes

* Target is 5% of 2007-08 graduation rate.



Goal 5: The graduation rate will increase.

Indicator: The graduation rate will increase by 5 percent from year-to-year in each AYP-designated student group across the district and in each school.

Year-to-Year Comparison of the Graduation Rate,
ASSDHH

Graduation Rate								
	07-08		08-09		Target**	Percentage Change	Result	
	Number Graduates	Percent Graduates	Number Graduates	Percent Graduates	Increase Required		Percent Change	Target Met?
All Students	*	60% or fewer	5	50.00%	*	*	*	Yes
AF AM	*	*	*	*	*	*	*	N/A
AKNA/AI	*	*	*	*	*	*	*	No
Asian	*	*	*	*	*	*	*	N/A
NH/OPI	*	*	*	*	*	*	*	N/A
White	*	*	3	60.00%	*	*	*	Yes
Hispanic	*	*	*	*	*	*	*	N/A
ME	*	*	*	*	*	*	*	N/A
EDS	*	*	*	*	*	*	*	N/A
SWD	*	80% or fewer	4	40.00%	*	*	*	Yes
LEP	*	*	*	*	*	*	*	N/A
Migrant	*	*	*	*	*	*	*	N/A
Female	*	*	*	*	*	*	*	N/A
Male	*	60% or fewer	5	62.50%	*	*	*	Yes

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** Target is 5% of 2007-08 graduation rate

Goal 5: The graduation rate will increase.

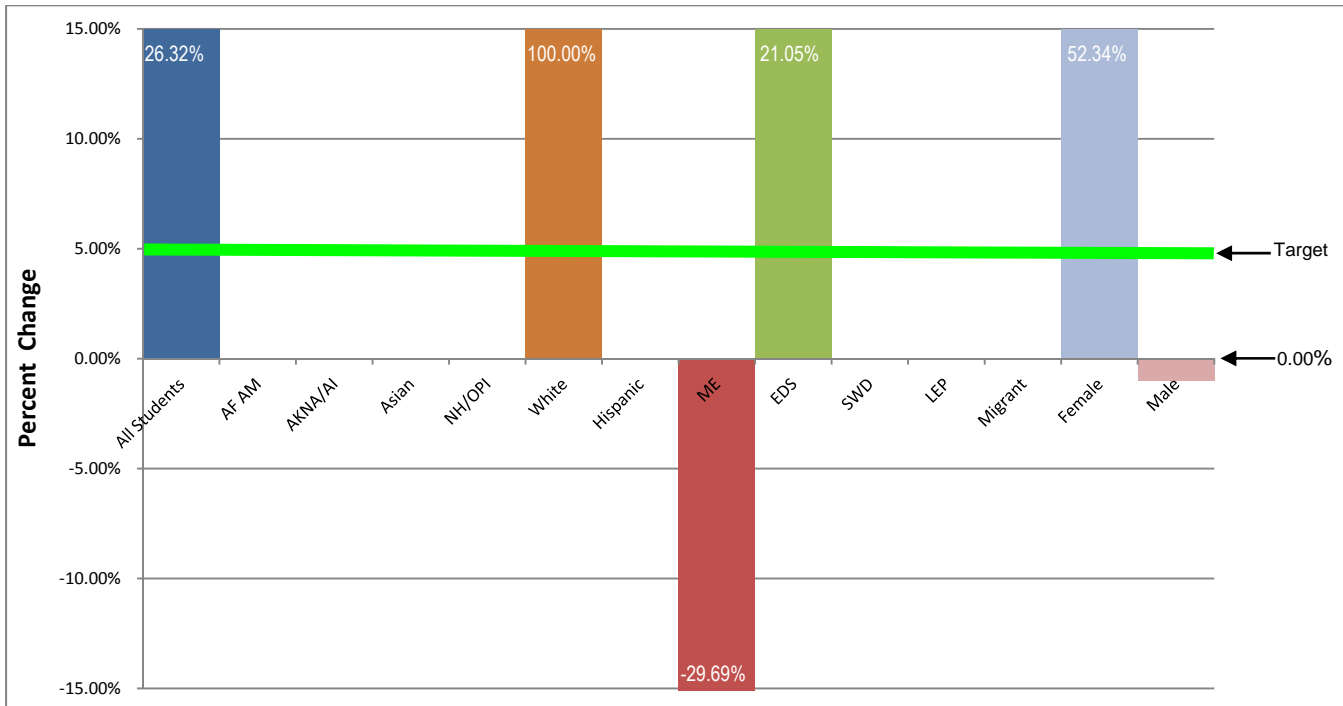
Indicator: The graduation rate will increase by 5 percent from year-to-year in each AYP-designated student group across the district and in each school.

Year-to-Year Comparison of the Graduation Rate,
AVAIL

Graduation Rate								
	07-08		08-09		Target**	Percentage Change	Result	
	Number Graduates	Percent Graduates	Number Graduates	Percent Graduates	Increase Required		Percent Change	Target Met?
All Students	16	22.22%	16	28.07%	1.11%	5.85%	26.32%	Yes
AF AM	5	50.00%	*	60% or fewer	*	*	*	No
AKNA/AI	*	80% or fewer	3	30.00%	*	*	*	N/A
Asian	*	*	*	*	*	*	*	N/A
NH/OPI	*	*	*	*	*	*	*	N/A
White	3	16.67%	4	33.33%	0.83%	16.67%	100.00%	Yes
Hispanic	*	60% or fewer	*	80% or fewer	*	*	*	N/A
ME	8	44.44%	5	31.25%	2.22%	-13.19%	-29.69%	No
EDS	16	23.19%	16	28.07%	1.16%	4.88%	21.05%	Yes
SWD	*	60% or fewer	*	*	*	*	*	No
LEP	*	60% or fewer	*	80% or fewer	*	*	*	N/A
Migrant	*	*	*	*	*	*	*	No
Female	8	20.51%	10	31.25%	1.03%	10.74%	52.34%	Yes
Male	8	24.24%	6	24.00%	1.21%	-0.24%	-1.00%	No

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** Target is 5% of 2007-08 graduation rate



Goal 5: The graduation rate will increase.

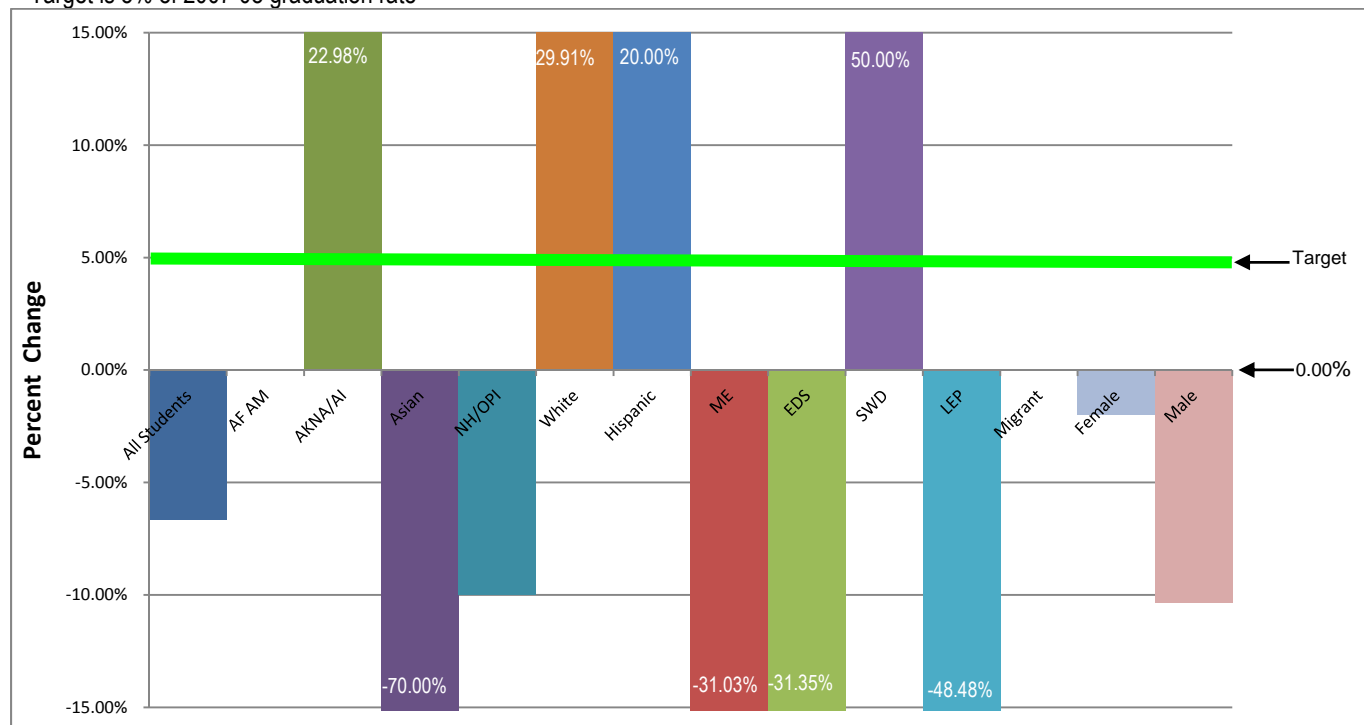
Indicator: The graduation rate will increase by 5 percent from year-to-year in each AYP-designated student group across the district and in each school.

Year-to-Year Comparison of the Graduation Rate,
Benson Secondary School/SEARCH

Graduation Rate								
	07-08		08-09		Target**	Percentage Change	Result	
	Number Graduates	Percent Graduates	Number Graduates	Percent Graduates	Increase Required		Percent Change	Target Met?
All Students	82	41.21%	75	38.46%	2.06%	-2.74%	-6.66%	No
AF AM	9	50.00%	*	80% or fewer	*	*	*	No
AKNA/AI	7	31.82%	9	39.13%	1.59%	7.31%	22.98%	Yes
Asian	10	52.63%	3	15.79%	2.63%	-36.84%	-70.00%	No
NH/OPI	5	41.67%	6	37.50%	2.08%	-4.17%	-10.00%	No
White	36	37.50%	38	48.72%	1.88%	11.22%	29.91%	Yes
Hispanic	4	33.33%	6	40.00%	1.67%	6.67%	20.00%	Yes
ME	11	55.00%	11	37.93%	2.75%	-17.07%	-31.03%	No
EDS	32	47.76%	20	32.79%	2.39%	-14.97%	-31.35%	No
SWD	7	33.33%	12	50.00%	1.67%	16.67%	50.00%	Yes
LEP	15	44.12%	10	22.73%	2.21%	-21.39%	-48.48%	No
Migrant	*	80% or fewer	5	31.25%	*	*	*	Yes
Female	47	46.08%	42	45.16%	2.30%	-0.92%	-1.99%	No
Male	35	36.08%	33	32.35%	1.80%	-3.73%	-10.34%	No

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** Target is 5% of 2007-08 graduation rate



Goal 5: The graduation rate will increase.

Indicator: The graduation rate will increase by 5 percent from year-to-year in each AYP-designated student group across the district and in each school.

Year-to-Year Comparison of the Graduation Rate,
COHO School

Graduation Rate								
	07-08		08-09		Target**	Percentage Change	Result	
	Number Graduates	Percent Graduates	Number Graduates	Percent Graduates	Increase Required		Percent Change	Target Met?
All Students	N/A	N/A	*	80% or fewer	*	*	*	N/A
AF AM	N/A	N/A	*	*	*	*	*	N/A
AKNA/AI	N/A	N/A	*	*	*	*	*	N/A
Asian	N/A	N/A	*	*	*	*	*	N/A
NH/OPI	N/A	N/A	*	*	*	*	*	N/A
White	N/A	N/A	*	80% or fewer	*	*	*	N/A
Hispanic	N/A	N/A	*	*	*	*	*	N/A
ME	N/A	N/A	*	*	*	*	*	N/A
EDS	N/A	N/A	*	*	*	*	*	N/A
SWD	N/A	N/A	*	*	*	*	*	N/A
LEP	N/A	N/A	*	*	*	*	*	N/A
Migrant	N/A	N/A	*	*	*	*	*	N/A
Female	N/A	N/A	*	60% or fewer	*	*	*	N/A
Male	N/A	N/A	*	60% or fewer	*	*	*	N/A

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** Target is 5% of 2007-08 graduation rate

Goal 5: The graduation rate will increase.

Indicator: The graduation rate will increase by 5 percent from year-to-year in each AYP-designated student group across the district and in each school.

Year-to-Year Comparison of the Graduation Rate,
Continuation School

Graduation Rate								
	07-08		08-09		Target**	Percentage Change	Result	
	Number Graduates	Percent Graduates	Number Graduates	Percent Graduates	Increase Required		Percent Change	Target Met?
All Students	N/A	N/A	*	75% or fewer	*	*	*	N/A
AF AM	N/A	N/A	*	*	*	*	*	N/A
AKNA/AI	N/A	N/A	*	*	*	*	*	N/A
Asian	N/A	N/A	*	*	*	*	*	N/A
NH/OPI	N/A	N/A	*	*	*	*	*	N/A
White	N/A	N/A	*	*	*	*	*	N/A
Hispanic	N/A	N/A	*	*	*	*	*	N/A
ME	N/A	N/A	*	*	*	*	*	N/A
EDS	N/A	N/A	*	*	*	*	*	N/A
SWD	N/A	N/A	*	*	*	*	*	N/A
LEP	N/A	N/A	*	*	*	*	*	N/A
Migrant	N/A	N/A	*	*	*	*	*	N/A
Female	N/A	N/A	*	*	*	*	*	N/A
Male	N/A	N/A	*	60% or fewer	*	*	*	N/A

* Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

** Target is 5% of 2007-08 graduation rate

Goal 5: The graduation rate will increase.

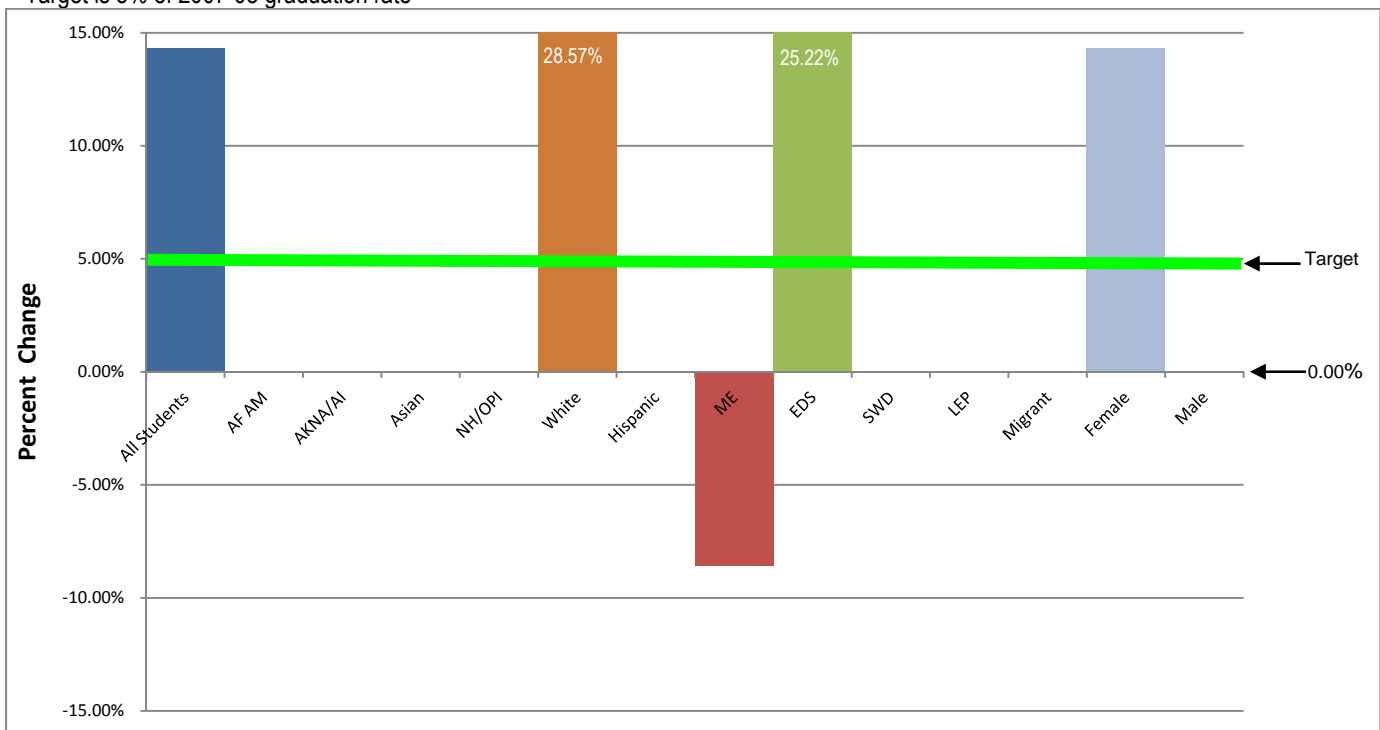
Indicator: The graduation rate will increase by 5 percent from year-to-year in each AYP-designated student group across the district and in each school.

Year-to-Year Comparison of the Graduation Rate,
Crossroads School

Graduation Rate								
	07-08		08-09		Target**	Percentage Change	Result	
	Number Graduates	Percent Graduates	Number Graduates	Percent Graduates	Increase Required		Percent Change	Target Met?
All Students	19	41.30%	17	47.22%	2.07%	5.92%	14.33%	Yes
AF AM	5	55.56%	*	*	*	*	*	No
AKNA/AI	*	60% or fewer	*	75% or fewer	*	*	*	N/A
Asian	3	50.00%	*	*	*	*	*	No
NH/OPI	*	*	*	*	*	*	*	N/A
White	5	55.56%	5	71.43%	2.78%	15.87%	28.57%	Yes
Hispanic	*	60% or fewer	*	60% or fewer	*	*	*	Yes
ME	5	62.50%	4	57.14%	3.13%	-5.36%	-8.57%	No
EDS	10	41.67%	12	52.17%	2.08%	10.51%	25.22%	Yes
SWD	*	*	*	*	*	*	*	No
LEP	*	75% or fewer	3	42.86%	*	*	*	Yes
Migrant	*	*	*	*	*	*	*	Yes
Female	19	41.30%	17	47.22%	2.07%	5.92%	14.33%	Yes
Male	*	*	*	*	*	*	*	N/A

* Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

** Target is 5% of 2007-08 graduation rate



Goal 5: The graduation rate will increase.

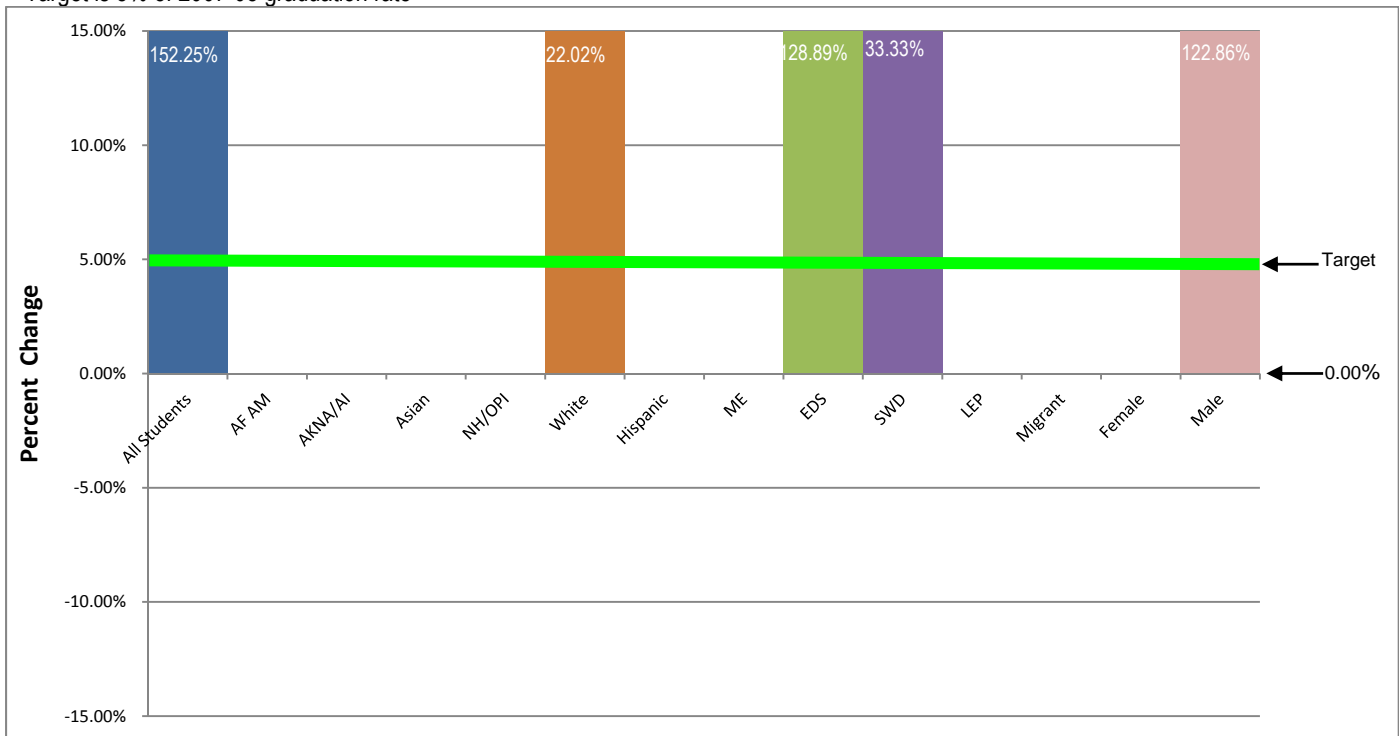
Indicator: The graduation rate will increase by 5 percent from year-to-year in each AYP-designated student group across the district and in each school.

Year-to-Year Comparison of the Graduation Rate,
McLaughlin School

Graduation Rate								
	07-08		08-09		Target**	Percentage Change	Result	
	Number Graduates	Percent Graduates	Number Graduates	Percent Graduates	Increase Required		Percent Change	Target Met?
All Students	12	10.71%	20	27.03%	0.54%	16.31%	152.25%	Yes
AF AM	*	80% or fewer	*	75% or fewer	*	*	*	No
AKNA/AI	*	95% or fewer	8	33.33%	*	*	*	Yes
Asian	*	80% or fewer	3	37.50%	*	*	*	Yes
NH/OPI	*	*	*	*	*	*	*	N/A
White	7	17.07%	5	20.83%	0.85%	3.76%	22.02%	Yes
Hispanic	*	*	*	*	*	*	*	N/A
ME	*	60% or fewer	*	75% or fewer	*	*	*	N/A
EDS	12	11.65%	20	26.67%	0.58%	15.02%	128.89%	Yes
SWD	6	33.33%	4	44.44%	1.67%	11.11%	33.33%	Yes
LEP	*	80% or fewer	*	60% or fewer	*	*	*	N/A
Migrant	*	*	*	*	*	*	*	N/A
Female	*	90% or fewer	*	80% or fewer	*	*	*	Yes
Male	10	12.82%	18	28.57%	0.64%	15.75%	122.86%	Yes

* Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

** Target is 5% of 2007-08 graduation rate



Goal 5: The graduation rate will increase.

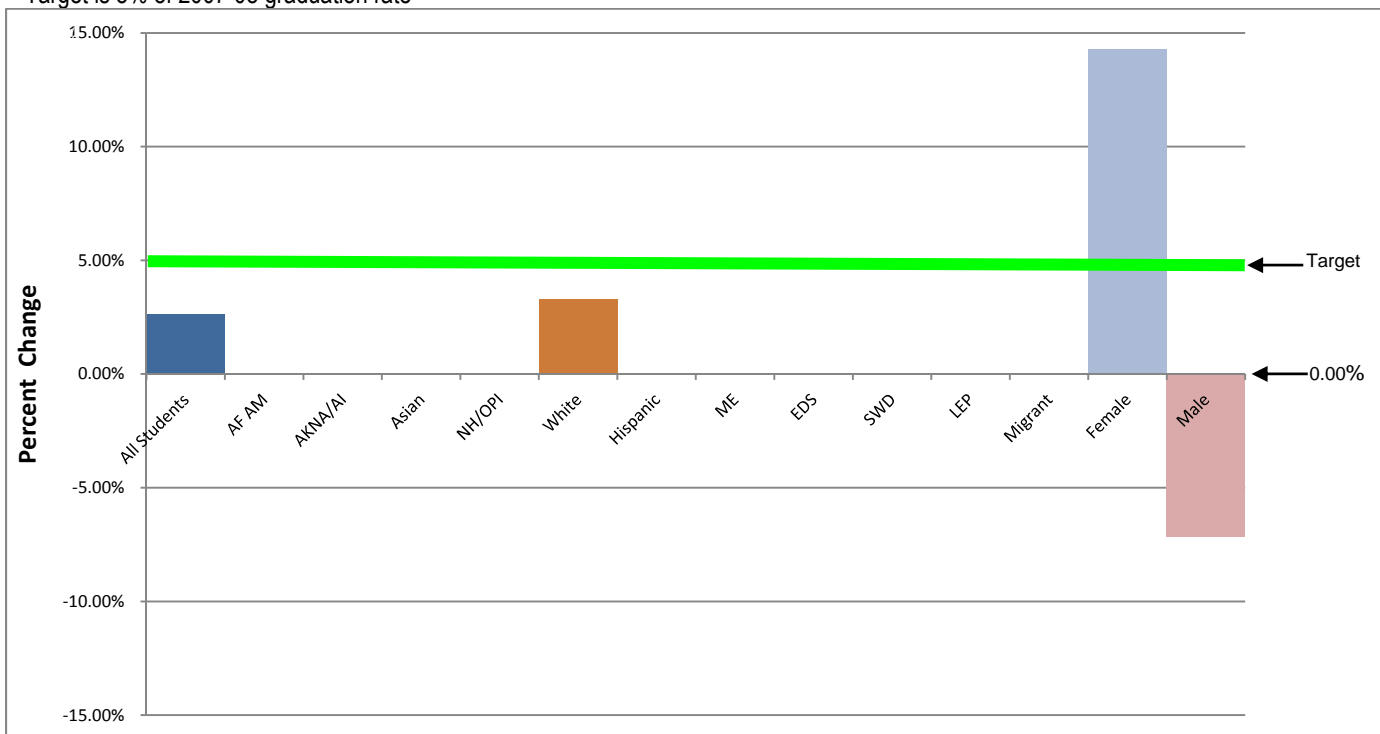
Indicator: The graduation rate will increase by 5 percent from year-to-year in each AYP-designated student group across the district and in each school.

Year-to-Year Comparison of the Graduation Rate,
Polaris K-12 School

Graduation Rate								
	07-08		08-09		Target**		Result	
	Number Graduates	Percent Graduates	Number Graduates	Percent Graduates	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	29	93.55%	24	96.00%	4.68%	2.45%	2.62%	No
AF AM	*	*	*	*	*	*	*	N/A
AKNA/AI	*	*	*	*	*	*	*	N/A
Asian	*	*	*	*	*	*	*	No
NH/OPI	*	*	*	*	*	*	*	N/A
White	23	92.00%	19	95.00%	4.60%	3.00%	3.26%	No
Hispanic	*	*	*	*	*	*	*	N/A
ME	*	*	*	*	*	*	*	No
EDS	*	*	*	*	*	*	*	N/A
SWD	*	*	*	*	*	*	*	N/A
LEP	*	*	*	*	*	*	*	N/A
Migrant	*	*	*	*	*	*	*	N/A
Female	14	87.50%	11	100.00%	4.38%	12.50%	14.29%	Yes
Male	15	100.00%	13	92.86%	5.00%	-7.14%	-7.14%	No

* Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

** Target is 5% of 2007-08 graduation rate



Goal 5: The graduation rate will increase.

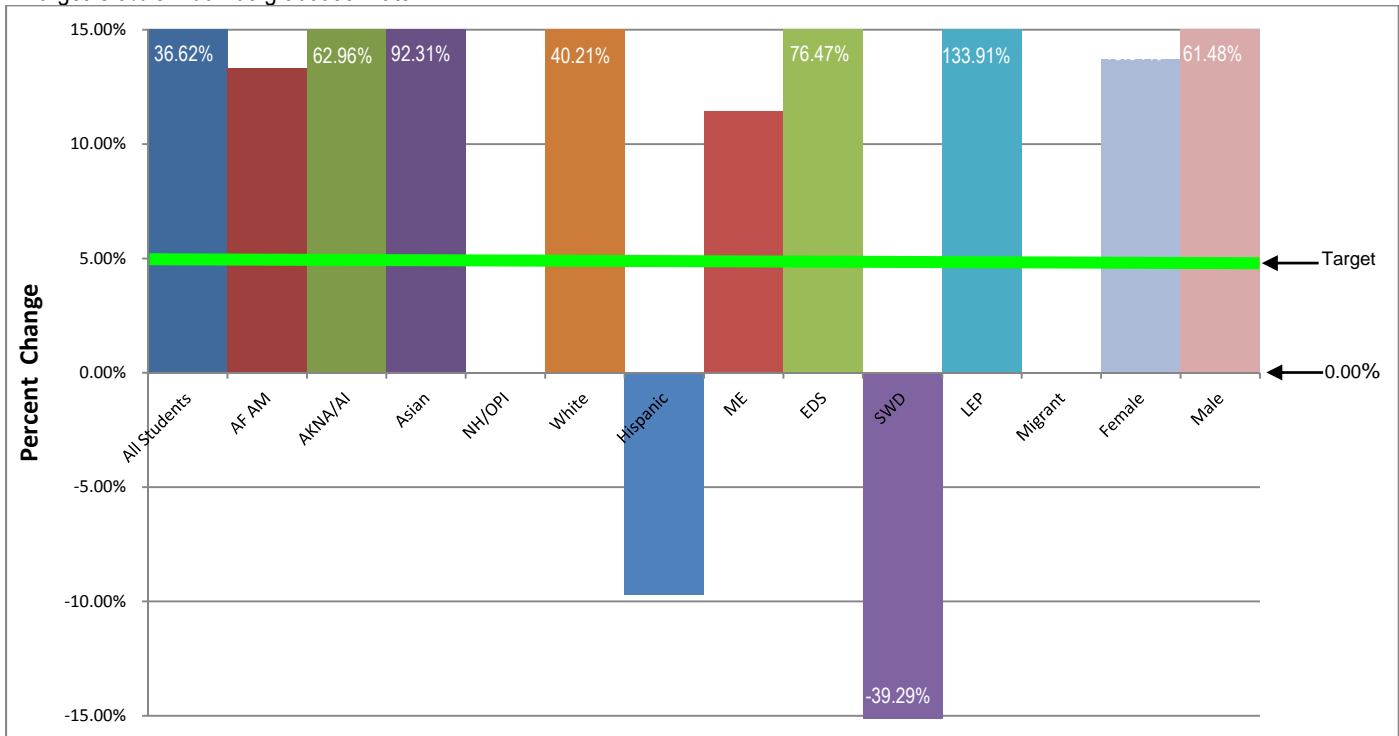
Indicator: The graduation rate will increase by 5 percent from year-to-year in each AYP-designated student group across the district and in each school.

Year-to-Year Comparison of the Graduation Rate,
SAVE High School

Graduation Rate								
	07-08		08-09		Target**	Percentage Change	Result	
	Number Graduates	Percent Graduates	Number Graduates	Percent Graduates	Increase Required		Percent Change	Target Met?
All Students	78	31.71%	94	43.32%	1.59%	11.61%	36.62%	Yes
AF AM	6	35.29%	4	40.00%	1.76%	4.71%	13.33%	Yes
AKNA/AI	9	27.27%	8	44.44%	1.36%	17.17%	62.96%	Yes
Asian	6	24.00%	6	46.15%	1.20%	22.15%	92.31%	Yes
NH/OPI	*	80% or fewer	6	42.86%	*	*	*	Yes
White	33	32.35%	44	45.36%	1.62%	13.01%	40.21%	Yes
Hispanic	12	48.00%	13	43.33%	2.40%	-4.67%	-9.72%	No
ME	11	33.33%	13	37.14%	1.67%	3.81%	11.43%	Yes
EDS	17	25.76%	30	45.45%	1.29%	19.70%	76.47%	Yes
SWD	8	47.06%	6	28.57%	2.35%	-18.49%	-39.29%	No
LEP	6	16.22%	11	37.93%	0.81%	21.71%	133.91%	Yes
Migrant	*	75% or fewer	3	50.00%	*	*	*	N/A
Female	44	42.72%	51	48.57%	2.14%	5.85%	13.70%	Yes
Male	34	23.78%	43	38.39%	1.19%	14.62%	61.48%	Yes

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** Target is 5% of 2007-08 graduation rate



Goal 5: The graduation rate will increase.

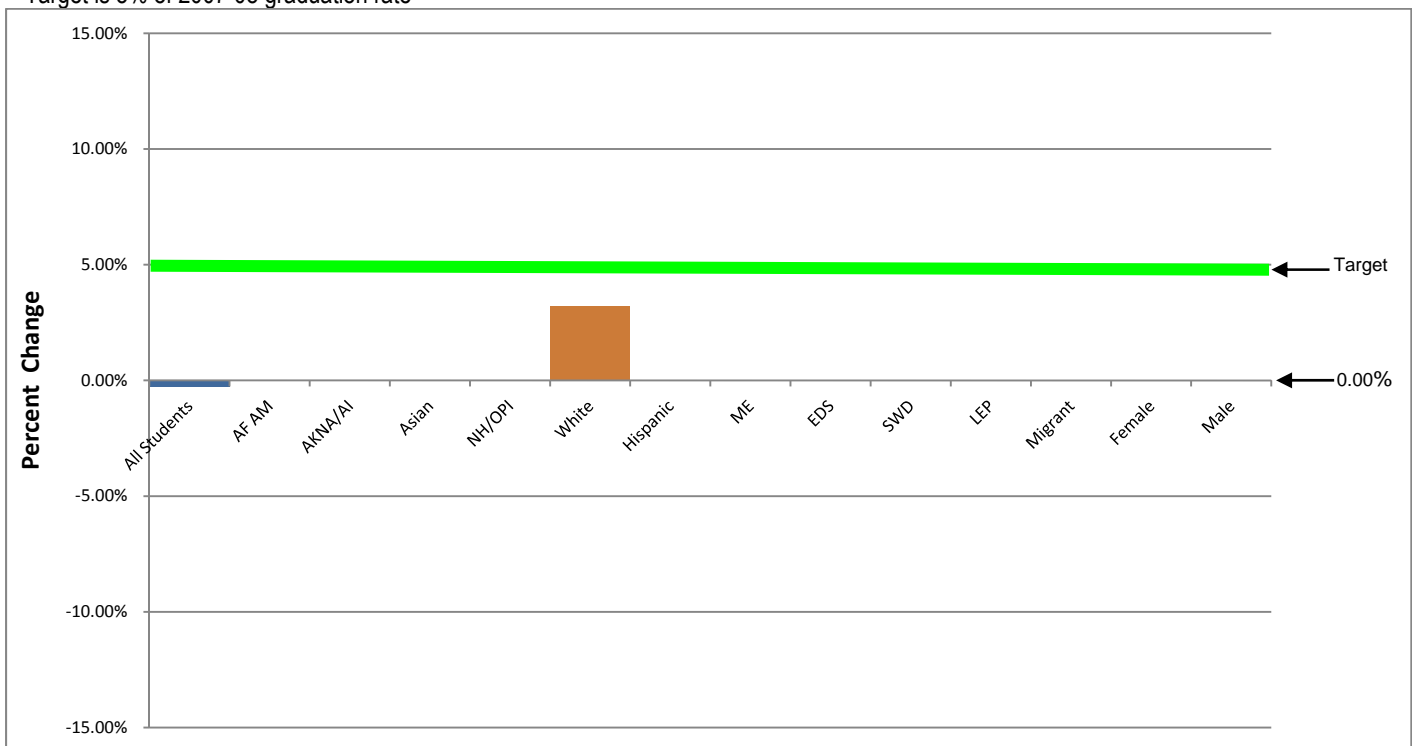
Indicator: The graduation rate will increase by 5 percent from year-to-year in each AYP-designated student group across the district and in each school.

Year-to-Year Comparison of the Graduation Rate,
Steller Secondary School

Graduation Rate								
	07-08		08-09		Target**		Result	
	Number Graduates	Percent Graduates	Number Graduates	Percent Graduates	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	40	97.56%	36	97.30%	4.88%	-0.26%	-0.27%	No
AF AM	*	*	*	*	*	*	*	N/A
AKNA/AI	*	*	*	*	*	*	*	N/A
Asian	*	*	*	*	*	*	*	No
NH/OPI	*	*	*	*	*	*	*	N/A
White	31	96.88%	31	100.00%	4.84%	3.13%	3.23%	No
Hispanic	*	*	*	*	*	*	*	No
ME	*	*	*	*	*	*	*	No
EDS	*	*	*	*	*	*	*	N/A
SWD	*	*	*	*	*	*	*	No
LEP	*	*	*	*	*	*	*	N/A
Migrant	*	*	*	*	*	*	*	N/A
Female	23	100.00%	19	100.00%	5.00%	0.00%	0.00%	No
Male	17	94.44%	17	94.44%	4.72%	0.00%	0.00%	No

* Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

** Target is 5% of 2007-08 graduation rate



Goal 5: The graduation rate will increase.

Indicator: The graduation rate will increase by 5 percent from year-to-year in each AYP-designated student group across the district and in each school.

Year-to-Year Comparison of the Graduation Rate,
Whaley Center

Graduation Rate								
	07-08		08-09		Target**	Percentage Change	Result	
	Number Graduates	Percent Graduates	Number Graduates	Percent Graduates	Increase Required		Percent Change	Target Met?
All Students	*	95% or fewer	21	15.33%	*	*	*	N/A
AF AM	*	75% or fewer	3	21.43%	*	*	*	N/A
AKNA/AI	*	90% or fewer	3	13.64%	*	*	*	N/A
Asian	*	60% or fewer	*	60% or fewer	*	*	*	N/A
NH/OPI	*	*	*	*	*	*	*	N/A
White	*	95% or fewer	10	14.71%	*	*	*	N/A
Hispanic	*	60% or fewer	*	75% or fewer	*	*	*	N/A
ME	*	80% or fewer	*	80% or fewer	*	*	*	N/A
EDS	*	95% or fewer	*	95% or fewer	*	*	*	N/A
SWD	*	95% or fewer	21	16.41%	*	*	*	N/A
LEP	*	80% or fewer	3	23.08%	*	*	*	N/A
Migrant	*	*	*	*	*	*	*	N/A
Female	*	95% or fewer	7	12.73%	*	*	*	N/A
Male	*	95% or fewer	14	17.07%	*	*	*	N/A

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** Target is 5% of 2007-08 graduation rate

Goal 5: The graduation rate will increase.

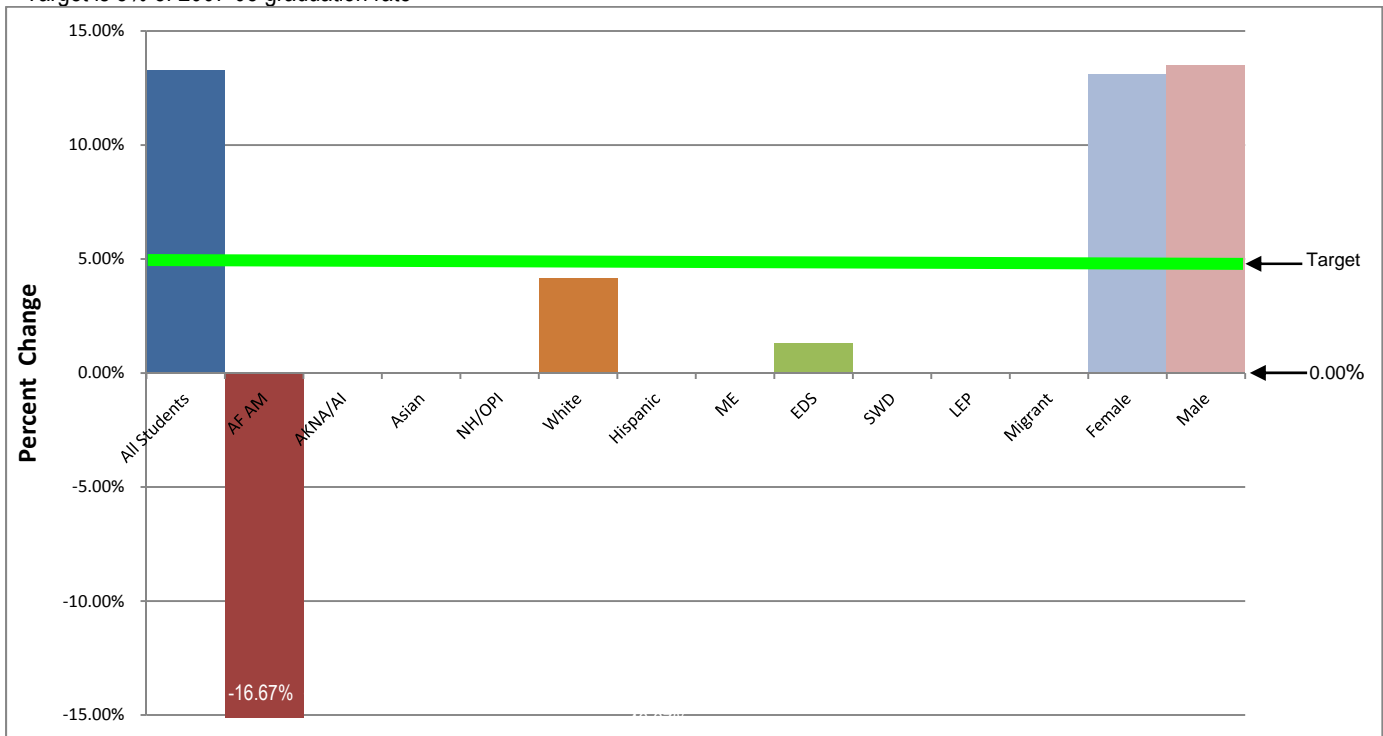
Indicator: The graduation rate will increase by 5 percent from year-to-year in each AYP-designated student group across the district and in each school.

Year-to-Year Comparison of the Graduation Rate,
Family Partnership Charter School

Graduation Rate								
	07-08		08-09		Target**		Result	
	Number Graduates	Percent Graduates	Number Graduates	Percent Graduates	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	46	56.10%	68	63.55%	2.80%	7.45%	13.29%	Yes
AF AM	4	80.00%	4	66.67%	4.00%	-13.33%	-16.67%	No
AKNA/AI	*	75% or fewer	9	64.29%	*	*	*	Yes
Asian	*	*	*	*	*	*	*	N/A
NH/OPI	*	*	*	*	*	*	*	N/A
White	35	60.34%	44	62.86%	3.02%	2.51%	4.16%	No
Hispanic	*	*	*	60% or fewer	*	*	*	No
ME	*	*	8	80.00%	*	*	*	Yes
EDS	8	57.14%	11	57.89%	2.86%	0.75%	1.32%	No
SWD	*	60% or fewer	*	60% or fewer	*	*	*	Yes
LEP	4	80.00%	*	*	*	*	*	No
Migrant	*	*	*	*	*	*	*	No
Female	28	57.14%	42	64.62%	2.86%	7.47%	13.08%	Yes
Male	18	54.55%	26	61.90%	2.73%	7.36%	13.49%	Yes

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** Target is 5% of 2007-08 graduation rate



Goal 5: The graduation rate will increase.

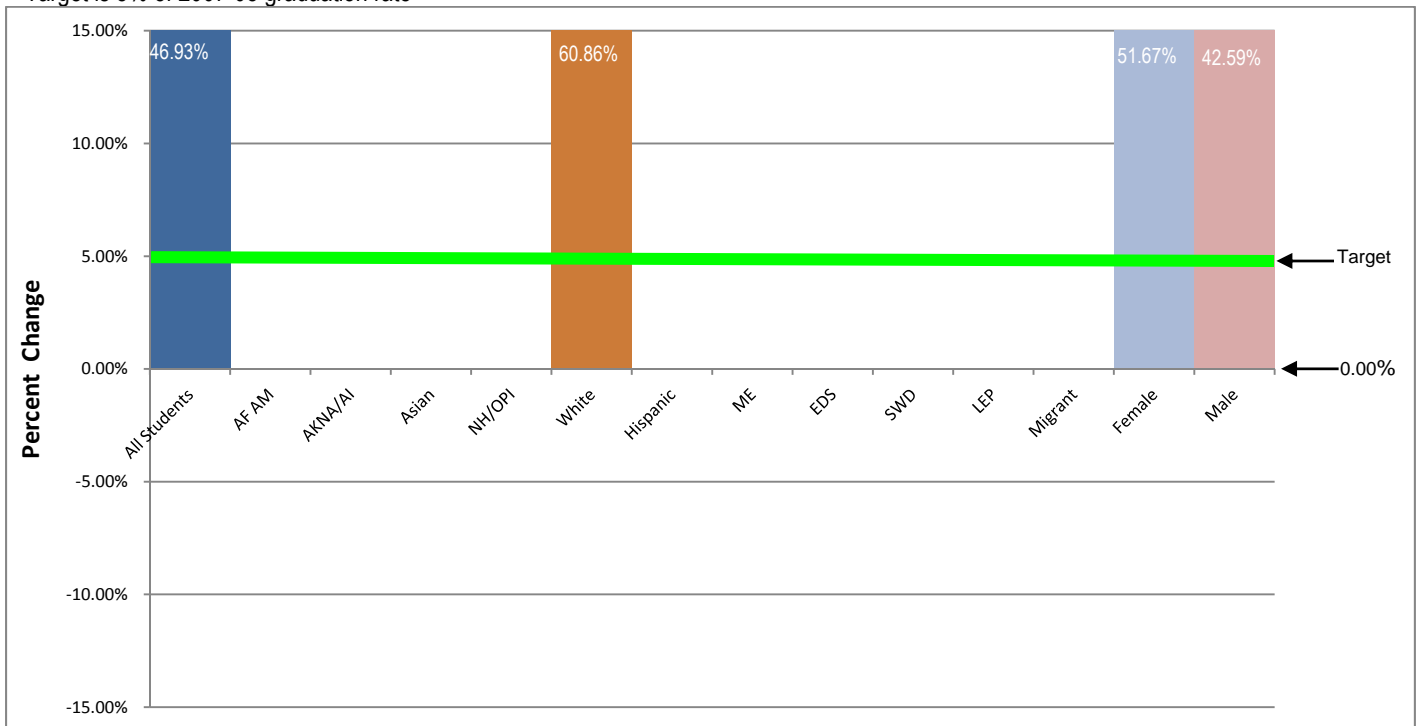
Indicator: The graduation rate will increase by 5 percent from year-to-year in each AYP-designated student group across the district and in each school.

Year-to-Year Comparison of the Graduation Rate,
Frontier Charter School

Graduation Rate								
	07-08		08-09		Target**	Percentage Change	Result	
	Number Graduates	Percent Graduates	Number Graduates	Percent Graduates	Increase Required		Percent Change	Target Met?
All Students	20	29.85%	25	43.86%	1.49%	14.01%	46.93%	Yes
AF AM	*	*	*	*	*	*	*	No
AKNA/AI	*	60% or fewer	*	*	*	*	*	N/A
Asian	*	60% or fewer	*	*	*	*	*	N/A
NH/OPI	*	*	*	*	*	*	*	N/A
White	16	34.04%	23	54.76%	1.70%	20.72%	60.86%	Yes
Hispanic	*	*	*	*	*	*	*	N/A
ME	*	*	*	*	*	*	*	No
EDS	*	80% or fewer	*	60% or fewer	*	*	*	Yes
SWD	*	*	*	*	*	*	*	N/A
LEP	*	60% or fewer	*	*	*	*	*	N/A
Migrant	*	*	*	*	*	*	*	N/A
Female	12	30.77%	14	46.67%	1.54%	15.90%	51.67%	Yes
Male	8	28.57%	11	40.74%	1.43%	12.17%	42.59%	Yes

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** Target is 5% of 2007-08 graduation rate



Goal 5: The graduation rate will increase.

Indicator: The graduation rate will increase by 5 percent from year-to-year in each AYP-designated student group across the district and in each school.

Year-to-Year Comparison of the Graduation Rate,
Highland Tech Charter School

Graduation Rate								
	07-08		08-09		Target**		Result	
	Number Graduates	Percent Graduates	Number Graduates	Percent Graduates	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	24	40.00%	20	62.50%	2.00%	22.50%	56.25%	Yes
AF AM	*	*	*	*	*	*	*	Yes
AKNA/AI	4	50.00%	*	*	*	*	*	Yes
Asian	*	*	*	*	*	*	*	N/A
NH/OPI	*	*	*	*	*	*	*	N/A
White	12	30.00%	13	59.09%	1.50%	29.09%	96.97%	Yes
Hispanic	*	*	*	*	*	*	*	N/A
ME	*	*	5	100.00%	*	*	*	Yes
EDS	*	60% or fewer	*	*	*	*	*	Yes
SWD	3	60.00%	*	*	*	*	*	Yes
LEP	*	*	*	*	*	*	*	N/A
Migrant	*	*	*	*	*	*	*	N/A
Female	10	40.00%	6	85.71%	2.00%	45.71%	114.29%	Yes
Male	14	40.00%	14	56.00%	2.00%	16.00%	40.00%	Yes

* Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

** Target is 5% of 2007-08 graduation rate

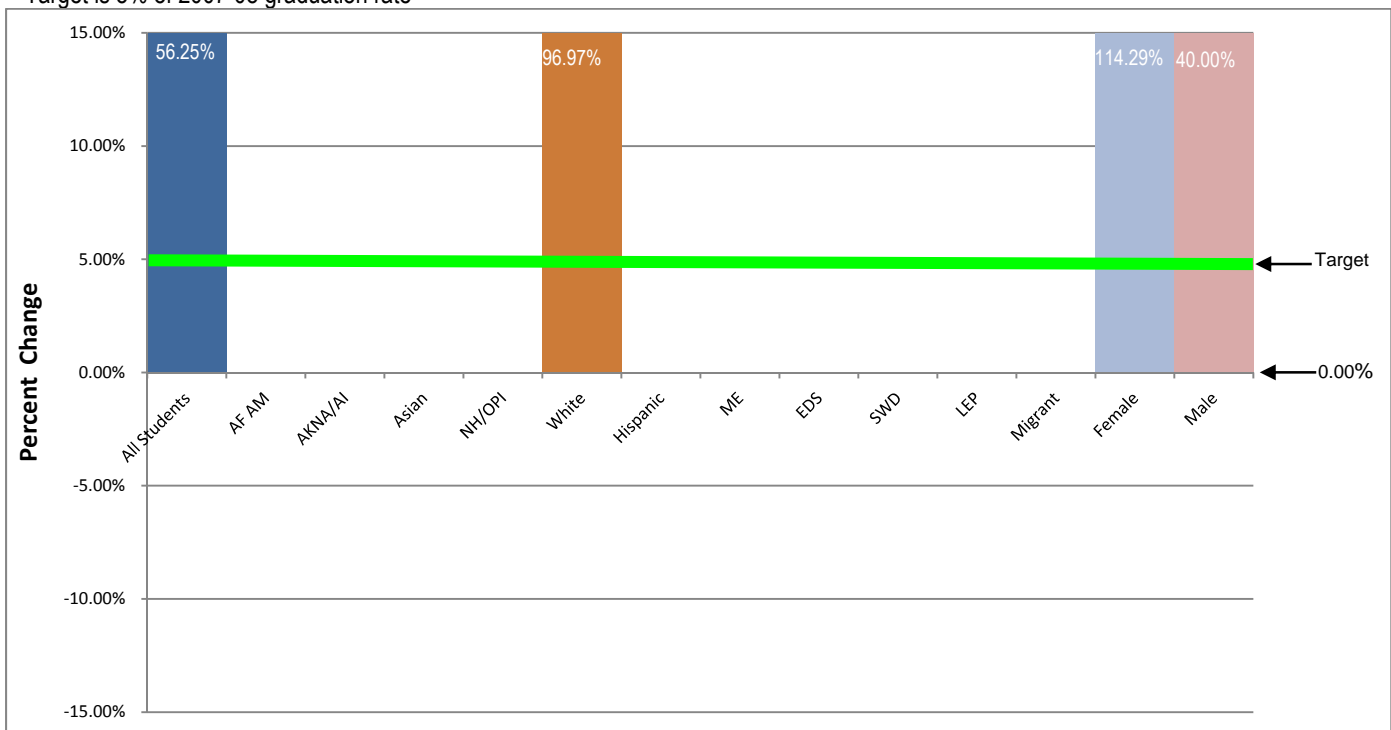


Table 81: Five-Year Comparison of Graduation Rates by School (finalized on April 1, 2010)

Source: Report Card/NCLB Summer Data Collection

Graduation Rate					
	04-05	05-06	06-07	07-08	08-09
Districtwide	59.59%	63.91%	64.99%	64.26%	70.01%
Comprehensive High Schools					
Bartlett High School	62.29%	68.27%	59.03%	62.58%	66.59%
Chugiak High School	81.60%	83.55%	81.77%	81.41%	88.39%
Dimond High School	73.84%	82.80%	83.12%	81.99%	87.83%
Eagle River High School	N/A	82.57%	81.70%	85.87%	88.32%
East High School	62.45%	66.36%	69.43%	66.67%	72.21%
Service High School	77.53%	74.79%	71.94%	75.87%	80.26%
South High School	82.20%	87.26%	83.74%	82.79%	86.07%
West High School	60.77%	58.59%	56.42%	64.74%	69.41%
Special & Charter Schools					
Alaska State School for the Deaf and Hard of Hearing	33.33%	16.67%	20.00%	28.57%	50.00%
AVAIL	18.33%	13.33%	31.03%	22.22%	28.07%
Benson Secondary School/SEARCH	31.90%	44.50%	35.52%	41.21%	38.46%
COHO	N/A	N/A	N/A	N/A	0.00%
Continuation School	N/A	N/A	N/A	N/A	11.11%
Crossroads School	36.17%	36.36%	43.40%	41.30%	47.22%
Family Partnership Charter School	38.18%	40.85%	64.20%	56.10%	63.55%
Frontier Charter School	34.48%	47.62%	58.62%	29.85%	43.86%
Highland Tech Charter School	N/A	43.24%	45.61%	40.00%	62.50%
McLaughlin School	7.21%	9.30%	13.76%	10.71%	27.03%
Polaris K-12 School	96.77%	92.59%	94.12%	93.55%	96.00%
SAVE High School	14.33%	23.55%	33.64%	31.71%	43.32%
Steller Secondary School	90.91%	90.24%	97.50%	97.56%	97.30%
Whaley Center	17.89%	9.28%	18.29%	0.00%	15.33%

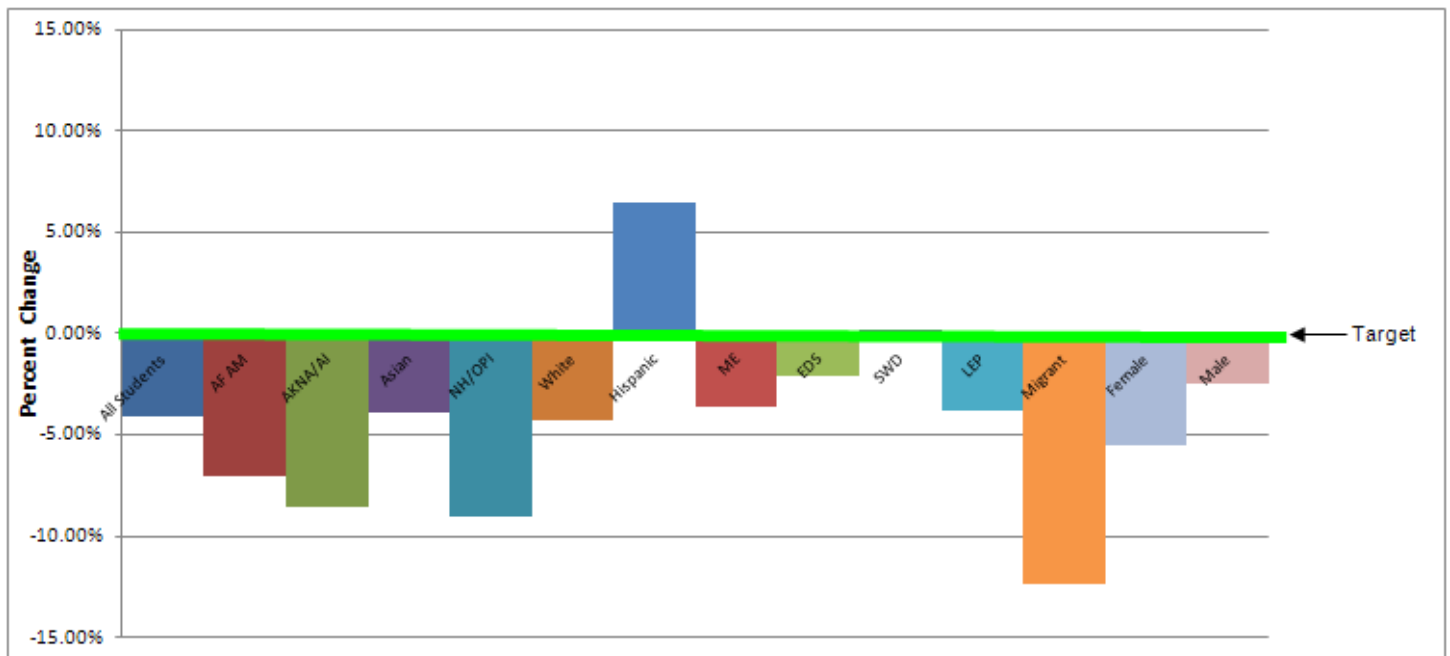
Note: Before 2008-09 Continuation and COHO Schools reported attendance rate instead of graduation rate because their students were accountable at their home school.

Goal 5: The graduation rate will increase.

Reporting Direction: The percentage of grade 9 students enrolled in the district who are on-track to meet graduation requirements at the end of their grade 9 year, including summer school credits, will increase. On-track means the student has earned a minimum of 5.5 credits and failed no more than one semester of a core subject.

**Year-to-Year Comparison of the Percentage of Grade 9 Students On-Track to Meet Graduation Requirements
Anchorage School District, Districtwide**

Percent On-Track to Graduate						
	Percent On-Track		Target	Results		
	07-08	08-09	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	77.04%	73.92%	>0%	-3.12%	-4.05%	No
African-American/Black	70.39%	65.43%	>0%	-4.96%	-7.05%	No
Alaska Native/American Indian	58.99%	53.92%	>0%	-5.07%	-8.59%	No
Asia	87.57%	84.13%	>0%	-3.44%	-3.93%	No
Native Hawaiian/Other Pacific Islander	60.87%	55.36%	>0%	-5.51%	-9.05%	No
White	83.71%	80.16%	>0%	-3.55%	-4.24%	No
Hispanic	65.71%	69.94%	>0%	4.23%	6.44%	Yes
Multi-Ethnic (2 or More Races)	65.76%	63.41%	>0%	-2.35%	-3.57%	No
Economically Disadvantaged	60.23%	58.98%	>0%	-1.25%	-2.08%	No
Students with Disabilities	61.05%	61.15%	>0%	0.10%	0.16%	Yes
LEP	63.61%	61.21%	>0%	-2.40%	-3.77%	No
Migrant	63.33%	55.48%	>0%	-7.85%	-12.40%	No
Female	82.20%	77.66%	>0%	-4.54%	-5.52%	No
Male	72.22%	70.40%	>0%	-1.82%	-2.52%	No

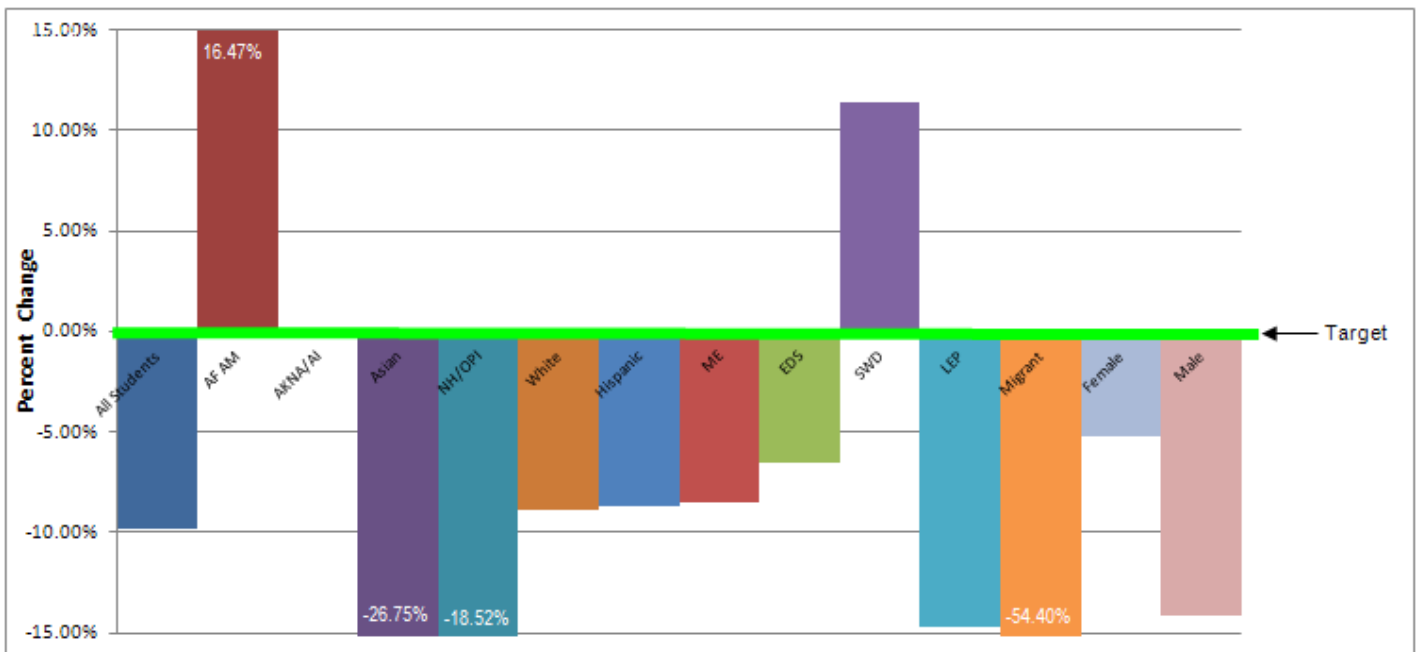


Goal 5: The graduation rate will increase.

Reporting Direction: The percentage of grade 9 students enrolled in the district who are on-track to meet graduation requirements at the end of their grade 9 year, including summer school credits, will increase. On-track means the student has earned a minimum of 5.5 credits and failed no more than one semester of a core subject.

Year-to-Year Comparison of the Percentage of Grade 9 Students On-Track to Meet Graduation Requirements, Bartlett High School

Percent On-Track to Graduate						
	Percent On-Track		Target	Results		
	07-08	08-09	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	67.12%	60.51%	>0%	-6.61%	-9.85%	No
African-American/Black	61.82%	72.00%	>0%	10.18%	16.47%	Yes
Alaska Native/American Indian	41.03%	40.91%	>0%	-0.12%	-0.29%	No
Asian	84.31%	61.76%	>0%	-22.55%	-26.75%	No
Native Hawaiian/Other Pacific Islander	56.25%	45.83%	>0%	-10.42%	-18.52%	No
White	74.29%	67.72%	>0%	-6.57%	-8.84%	No
Hispanic	60.87%	55.56%	>0%	-5.31%	-8.72%	No
Multi-Ethnic (2 or More Races)	61.29%	56.10%	>0%	-5.19%	-8.47%	No
Economically Disadvantaged	55.71%	52.09%	>0%	-3.62%	-6.50%	No
Students with Disabilities	48.33%	53.85%	>0%	5.52%	11.42%	Yes
LEP	50.00%	42.65%	>0%	-7.35%	-14.70%	No
Migrant	52.63%	24.00%	>0%	-28.63%	-54.40%	No
Female	71.84%	68.06%	>0%	-3.78%	-5.26%	No
Male	63.03%	54.12%	>0%	-8.91%	-14.14%	No



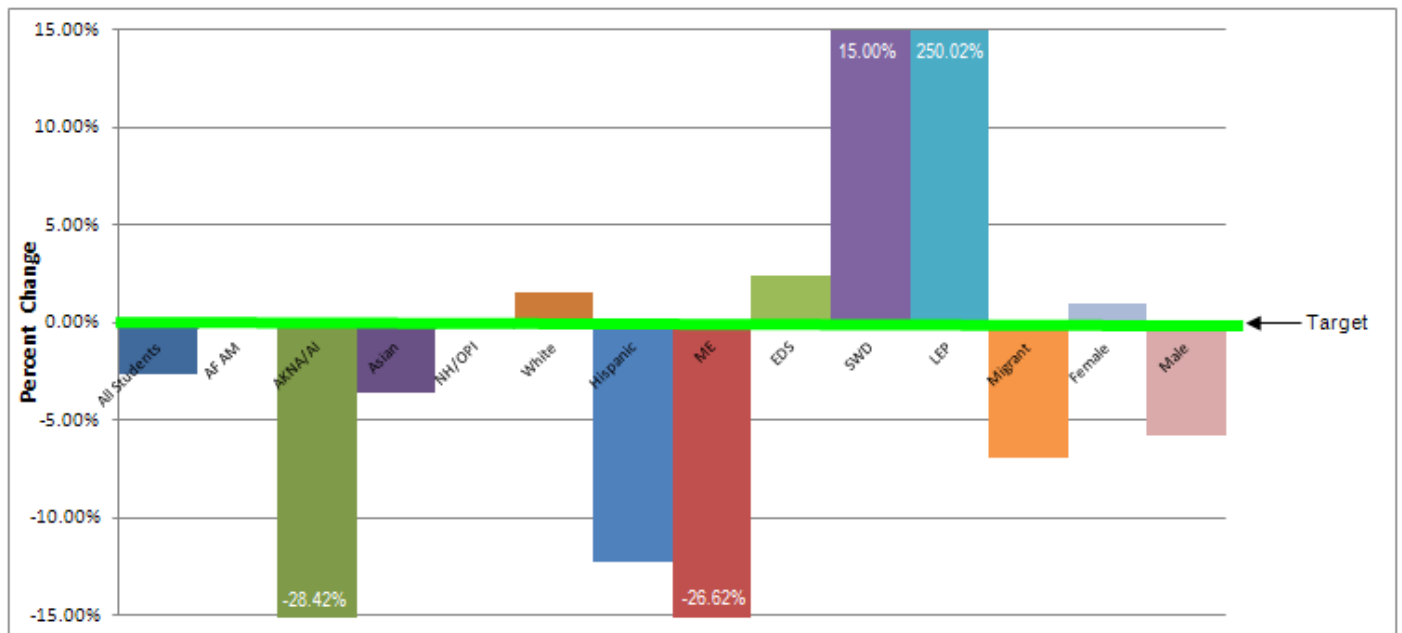
Goal 5: The graduation rate will increase.

Reporting Direction: The percentage of grade 9 students enrolled in the district who are on-track to meet graduation requirements at the end of their grade 9 year, including summer school credits, will increase. On-track means the student has earned a minimum of 5.5 credits and failed no more than one semester of a core subject.

Year-to-Year Comparison of the Percentage of Grade 9 Students On-Track to Meet Graduation Requirements, Chugiak High School

Percent On-Track to Graduate						
	Percent On-Track		Target	Results		
	07-08	08-09	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	81.93%	79.73%	>0%	-2.20%	-2.69%	No
African-American/Black	*	60% or more	>0%	0.00%	0.00%	N/A
Alaska Native/American Indian	80% or more	63.16%	>0%	-25.08%	-28.42%	No
Asian	75% or more	*	>0%	-2.78%	-3.57%	No
Native Hawaiian/Other Pacific Islander	*	*	>0%	66.67%	N/A	N/A
White	83.47%	84.72%	>0%	1.25%	1.50%	Yes
Hispanic	68.42%	60.00%	>0%	-8.42%	-12.31%	No
Multi-Ethnic (2 or More Races)	76.32%	56.00%	>0%	-20.32%	-26.62%	No
Economically Disadvantaged	61.54%	63.04%	>0%	1.50%	2.44%	Yes
Students with Disabilities	71.74%	82.50%	>0%	10.76%	15.00%	Yes
LEP	60% or fewer	*	>0%	71.43%	250.02%	Yes
Migrant	80% or more	80% or more	>0%	-6.29%	-6.92%	No
Female	86.42%	87.23%	>0%	0.81%	0.94%	Yes
Male	77.65%	73.13%	>0%	-4.52%	-5.82%	No

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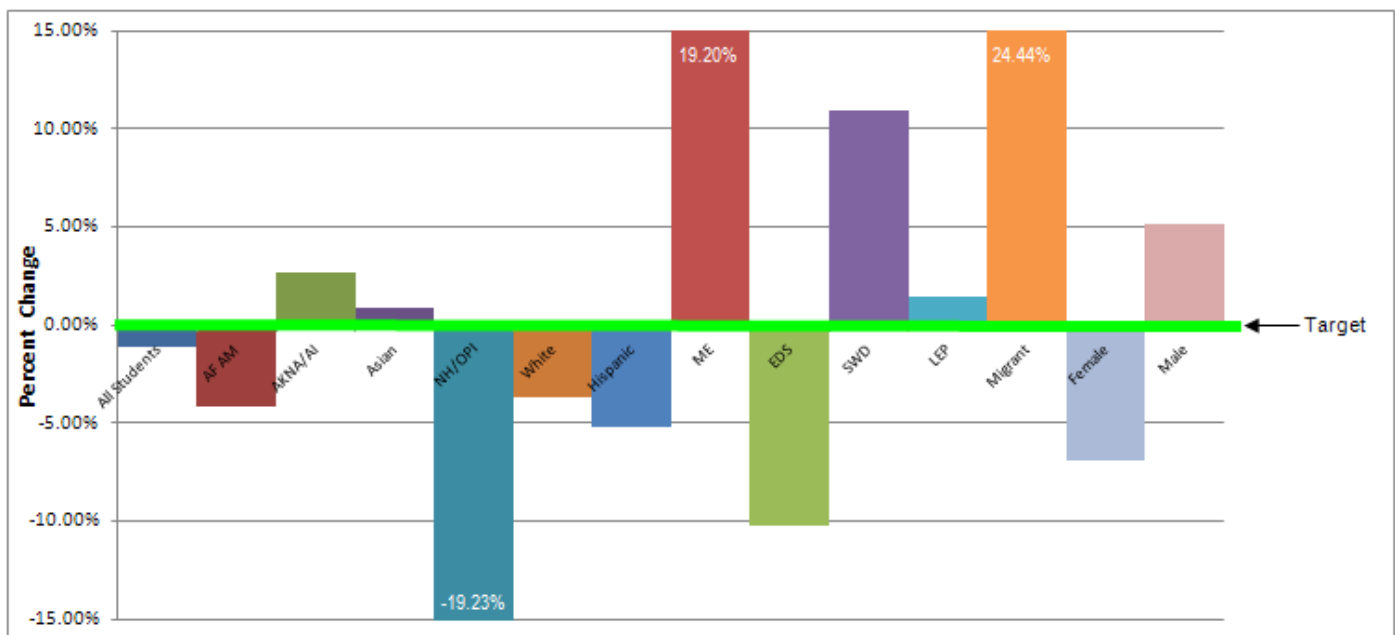


Goal 5: The graduation rate will increase.

Reporting Direction: The percentage of grade 9 students enrolled in the district who are on-track to meet graduation requirements at the end of their grade 9 year, including summer school credits, will increase. On-track means the student has earned a minimum of 5.5 credits and failed no more than one semester of a core subject.

Year-to-Year Comparison of the Percentage of Grade 9 Students On-Track to Meet Graduation Requirements, Dimond High School

Percent On-Track to Graduate						
	Percent On-Track		Target	Results		
	07-08	08-09	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	84.65%	83.70%	>0%	-0.95%	-1.12%	No
African-American/Black	78.26%	75.00%	>0%	-3.26%	-4.17%	No
Alaska Native/American Indian	61.29%	62.96%	>0%	1.67%	2.72%	Yes
Asian	91.67%	92.45%	>0%	0.78%	0.85%	Yes
Native Hawaiian/Other Pacific Islander	80% or more	75.00%	>0%	-17.86%	-19.23%	No
White	87.60%	84.41%	>0%	-3.19%	-3.64%	No
Hispanic	84.38%	80.00%	>0%	-4.38%	-5.19%	No
Multi-Ethnic (2 or More Races)	76.09%	90.70%	>0%	14.61%	19.20%	Yes
Economically Disadvantaged	72.55%	65.09%	>0%	-7.46%	-10.28%	No
Students with Disabilities	74.36%	82.50%	>0%	8.14%	10.95%	Yes
LEP	68.00%	68.97%	>0%	0.97%	1.43%	Yes
Migrant	56.25%	70.00%	>0%	13.75%	24.44%	Yes
Female	91.36%	85.07%	>0%	-6.29%	-6.88%	No
Male	78.39%	82.40%	>0%	4.01%	5.12%	Yes



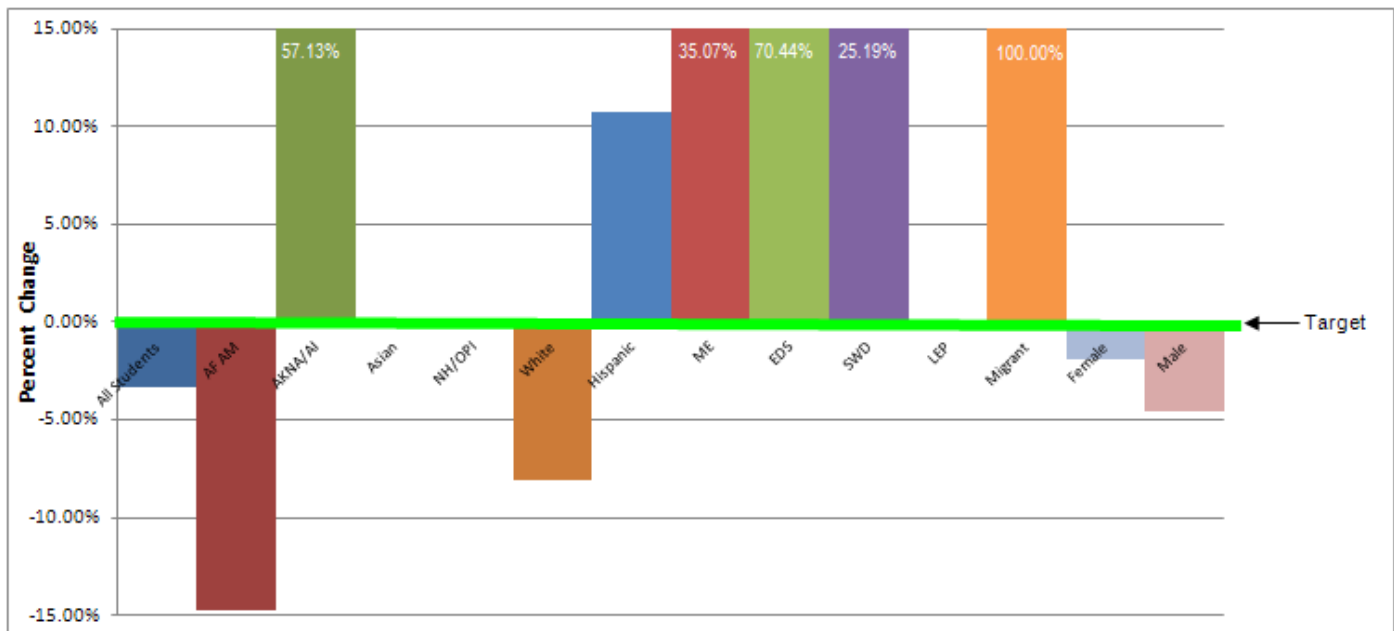
Goal 5: The graduation rate will increase.

Reporting Direction: The percentage of grade 9 students enrolled in the district who are on-track to meet graduation requirements at the end of their grade 9 year, including summer school credits, will increase. On-track means the student has earned a minimum of 5.5 credits and failed no more than one semester of a core subject.

Year-to-Year Comparison of the Percentage of Grade 9 Students On-Track to Meet Graduation Requirements, Eagle River High School

Percent On-Track to Graduate						
	Percent On-Track		Target	Results		
	07-08	08-09	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	81.17%	78.44%	>0%	-2.73%	-3.36%	No
African-American/Black	71.43%	60.87%	>0%	-10.56%	-14.78%	No
Alaska Native/American Indian	63.64%	*	>0%	36.36%	57.13%	Yes
Asian	60% or more	60% or more	>0%	0.00%	0.00%	N/A
Native Hawaiian/Other Pacific Islander	*	*	>0%	0.00%	N/A	N/A
White	85.26%	78.38%	>0%	-6.88%	-8.07%	No
Hispanic	72.22%	80.00%	>0%	7.78%	10.77%	Yes
Multi-Ethnic (2 or More Races)	68.75%	80% or more	>0%	24.11%	35.07%	Yes
Economically Disadvantaged	36.67%	62.50%	>0%	25.83%	70.44%	Yes
Students with Disabilities	57.69%	72.22%	>0%	14.53%	25.19%	Yes
LEP	*	*	>0%	0.00%	0.00%	No
Migrant	*	*	>0%	50.00%	100.00%	Yes
Female	85.29%	83.67%	>0%	-1.62%	-1.90%	No
Male	77.69%	74.17%	>0%	-3.52%	-4.53%	No

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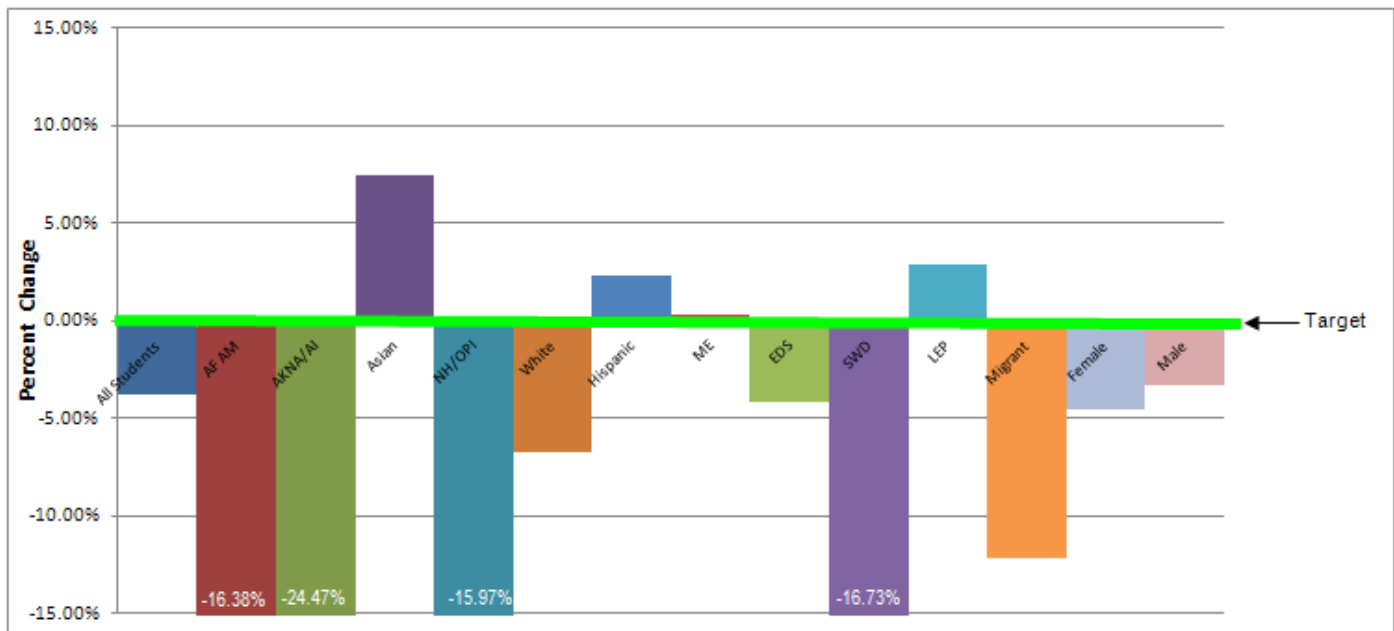


Goal 5: The graduation rate will increase.

Reporting Direction: The percentage of grade 9 students enrolled in the district who are on-track to meet graduation requirements at the end of their grade 9 year, including summer school credits, will increase. On-track means the student has earned a minimum of 5.5 credits and failed no more than one semester of a core subject.

Year-to-Year Comparison of the Percentage of Grade 9 Students On-Track to Meet Graduation Requirements, East High School

Percent On-Track to Graduate						
	Percent On-Track		Target	Results		
	07-08	08-09	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	78.50%	75.56%	>0%	-2.94%	-3.75%	No
African-American/Black	81.54%	68.18%	>0%	-13.36%	-16.38%	No
Alaska Native/American Indian	68.33%	51.61%	>0%	-16.72%	-24.47%	No
Asian	85.86%	92.25%	>0%	6.39%	7.44%	Yes
Native Hawaiian/Other Pacific Islander	70.00%	58.82%	>0%	-11.18%	-15.97%	No
White	88.20%	82.29%	>0%	-5.91%	-6.70%	No
Hispanic	71.05%	72.73%	>0%	1.68%	2.36%	Yes
Multi-Ethnic (2 or More Races)	64.79%	65.00%	>0%	0.21%	0.32%	Yes
Economically Disadvantaged	72.90%	69.87%	>0%	-3.03%	-4.16%	No
Students with Disabilities	69.62%	57.97%	>0%	-11.65%	-16.73%	No
LEP	74.07%	76.24%	>0%	2.17%	2.93%	Yes
Migrant	65.63%	57.69%	>0%	-7.94%	-12.10%	No
Female	84.98%	81.11%	>0%	-3.87%	-4.55%	No
Male	71.68%	69.34%	>0%	-2.34%	-3.26%	No

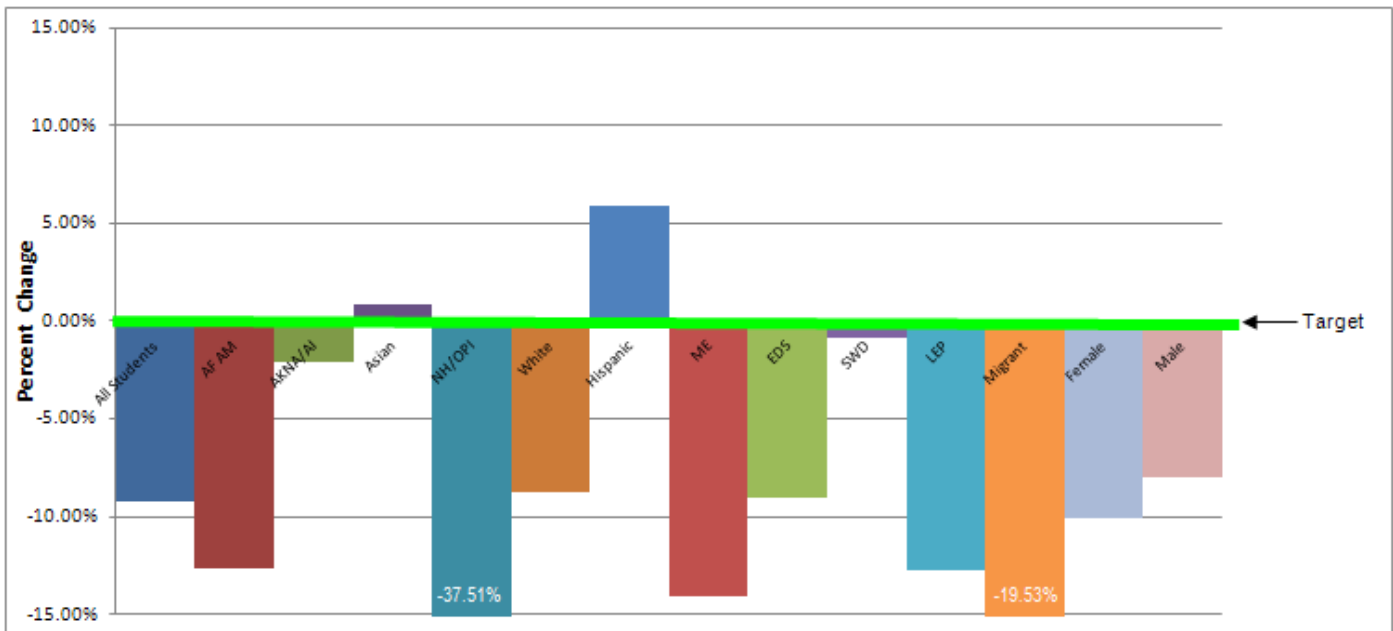


Goal 5: The graduation rate will increase.

Reporting Direction: The percentage of grade 9 students enrolled in the district who are on-track to meet graduation requirements at the end of their grade 9 year, including summer school credits, will increase. On-track means the student has earned a minimum of 5.5 credits and failed no more than one semester of a core subject.

Year-to-Year Comparison of the Percentage of Grade 9 Students On-Track to Meet Graduation Requirements, Service High School

Percent On-Track to Graduate						
	Percent On-Track		Target	Results		
	07-08	08-09	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	81.22%	73.71%	>0%	-7.51%	-9.25%	No
African-American/Black	75.00%	65.52%	>0%	-9.48%	-12.64%	No
Alaska Native/American Indian	63.64%	62.30%	>0%	-1.34%	-2.11%	No
Asian	94.34%	95% or fewer	>0%	0.78%	0.83%	Yes
Native Hawaiian/Other Pacific Islander	72.73%	45.45%	>0%	-27.28%	-37.51%	No
White	86.58%	79.02%	>0%	-7.56%	-8.73%	No
Hispanic	65.22%	69.05%	>0%	3.83%	5.87%	Yes
Multi-Ethnic (2 or More Races)	72.73%	62.50%	>0%	-10.23%	-14.07%	No
Economically Disadvantaged	64.91%	59.06%	>0%	-5.85%	-9.01%	No
Students with Disabilities	59.46%	58.97%	>0%	-0.49%	-0.82%	No
LEP	67.74%	59.09%	>0%	-8.65%	-12.77%	No
Migrant	76.92%	61.90%	>0%	-15.02%	-19.53%	No
Female	84.72%	76.19%	>0%	-8.53%	-10.07%	No
Male	77.88%	71.65%	>0%	-6.23%	-8.00%	No



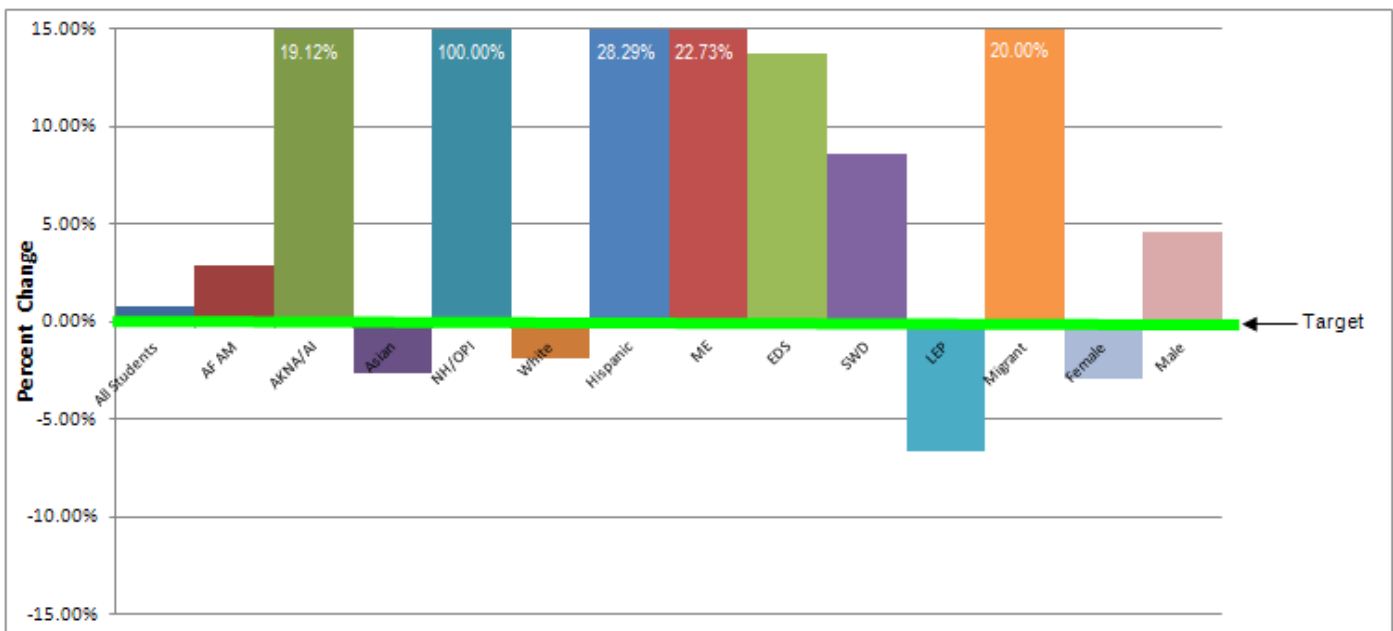
Goal 5: The graduation rate will increase.

Reporting Direction: The percentage of grade 9 students enrolled in the district who are on-track to meet graduation requirements at the end of their grade 9 year, including summer school credits, will increase. On-track means the student has earned a minimum of 5.5 credits and failed no more than one semester of a core subject.

Year-to-Year Comparison of the Percentage of Grade 9 Students On-Track to Meet Graduation Requirements, South High School

Percent On-Track to Graduate						
	Percent On-Track		Target	Results		
	07-08	08-09	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	85.23%	85.95%	>0%	0.72%	0.84%	Yes
African-American/Black	75% or more	60% or more	>0%	2.22%	2.85%	Yes
Alaska Native/American Indian	62.96%	75.00%	>0%	12.04%	19.12%	Yes
Asian	90% or more	90% or more	>0%	-2.45%	-2.60%	No
Native Hawaiian/Other Pacific Islander	*	*	>0%	50.00%	100.00%	Yes
White	89.60%	87.90%	>0%	-1.70%	-1.90%	No
Hispanic	61.90%	79.41%	>0%	17.51%	28.29%	Yes
Multi-Ethnic (2 or More Races)	61.11%	75.00%	>0%	13.89%	22.73%	Yes
Economically Disadvantaged	56.41%	64.15%	>0%	7.74%	13.72%	Yes
Students with Disabilities	62.50%	67.86%	>0%	5.36%	8.58%	Yes
LEP	68.18%	63.64%	>0%	-4.54%	-6.66%	No
Migrant	*	80% or more	>0%	15.00%	20.00%	Yes
Female	89.20%	86.64%	>0%	-2.56%	-2.87%	No
Male	81.50%	85.24%	>0%	3.74%	4.59%	Yes

* Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

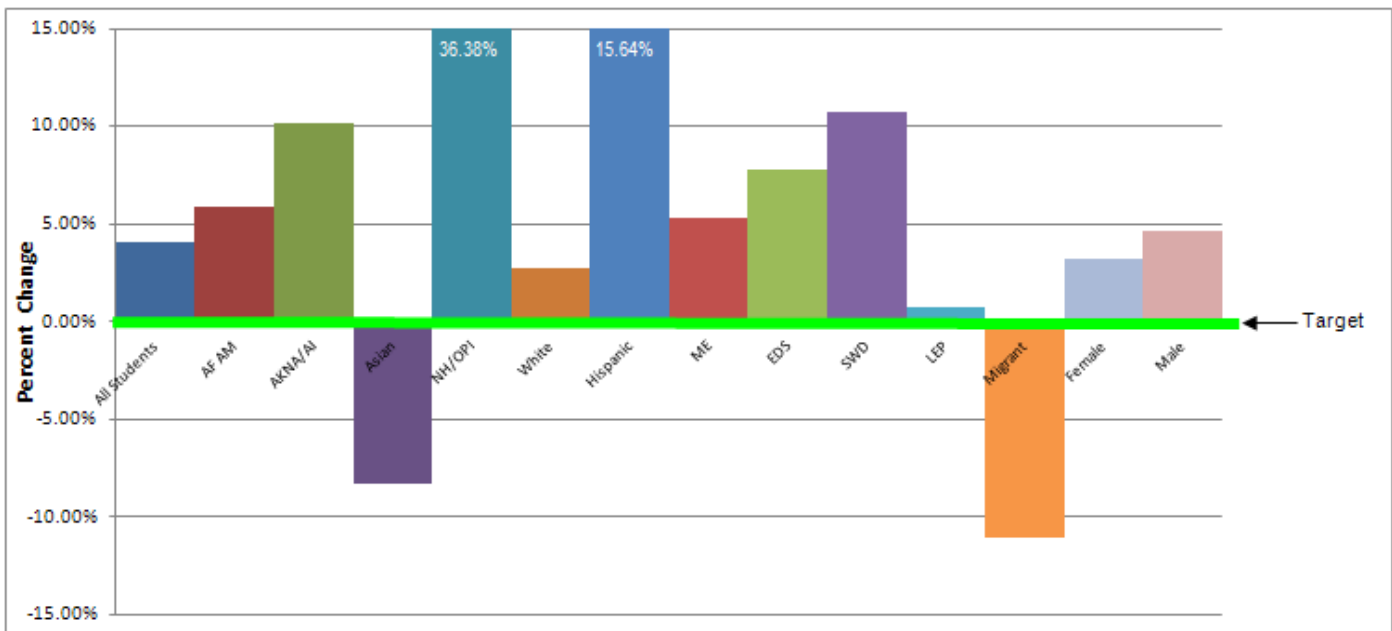


Goal 5: The graduation rate will increase.

Reporting Direction: The percentage of grade 9 students enrolled in the district who are on-track to meet graduation requirements at the end of their grade 9 year, including summer school credits, will increase. On-track means the student has earned a minimum of 5.5 credits and failed no more than one semester of a core subject.

Year-to-Year Comparison of the Percentage of Grade 9 Students On-Track to Meet Graduation Requirements, West High School

Percent On-Track to Graduate						
	Percent On-Track		Target	Results		
	07-08	08-09	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	70.13%	72.95%	>0%	2.82%	4.02%	Yes
African-American/Black	56.67%	60.00%	>0%	3.33%	5.88%	Yes
Alaska Native/American Indian	51.52%	56.76%	>0%	5.24%	10.17%	Yes
Asian	81.82%	75.00%	>0%	-6.82%	-8.34%	No
Native Hawaiian/Other Pacific Islander	40.00%	54.55%	>0%	14.55%	36.38%	Yes
White	81.22%	83.43%	>0%	2.21%	2.72%	Yes
Hispanic	64.47%	74.55%	>0%	10.08%	15.64%	Yes
Multi-Ethnic (2 or More Races)	59.57%	62.71%	>0%	3.14%	5.27%	Yes
Economically Disadvantaged	55.75%	60.10%	>0%	4.35%	7.80%	Yes
Students with Disabilities	56.25%	62.26%	>0%	6.01%	10.68%	Yes
LEP	57.14%	57.53%	>0%	0.39%	0.68%	Yes
Migrant	56.25%	50.00%	>0%	-6.25%	-11.11%	No
Female	75.00%	77.38%	>0%	2.38%	3.17%	Yes
Male	65.68%	68.70%	>0%	3.02%	4.60%	Yes



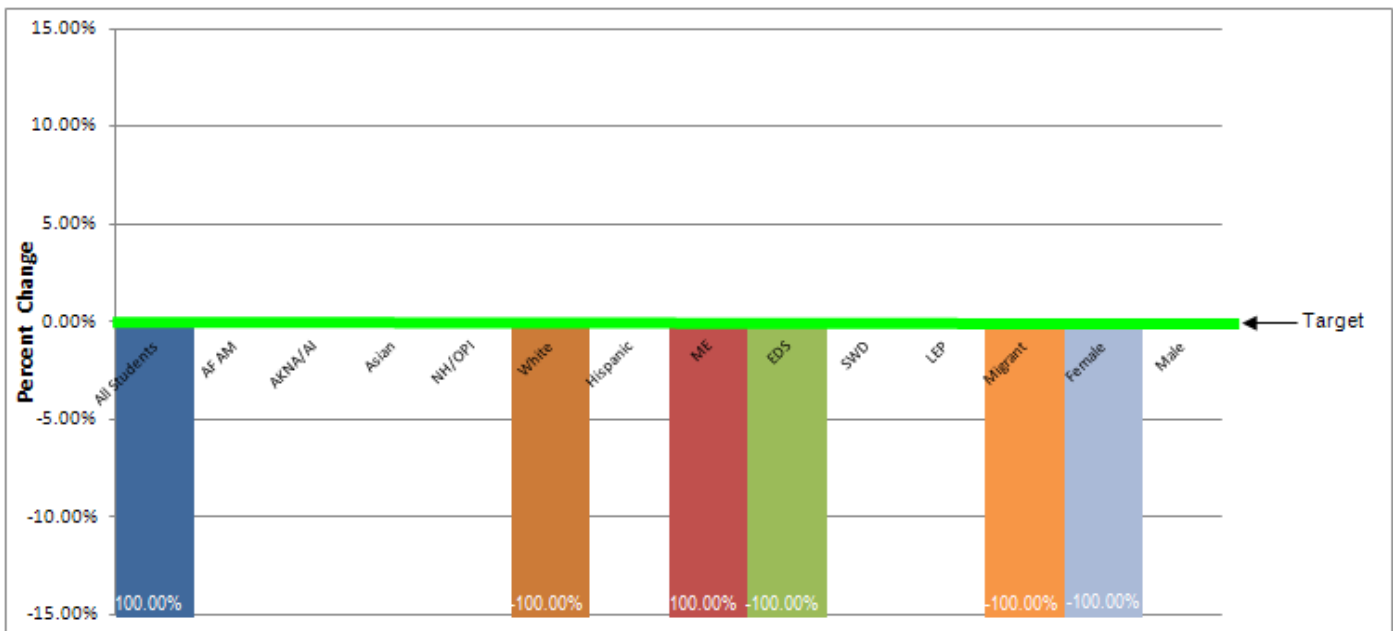
Goal 5: The graduation rate will increase.

Reporting Direction: The percentage of grade 9 students enrolled in the district who are on-track to meet graduation requirements at the end of their grade 9 year, including summer school credits, will increase. On-track means the student has earned a minimum of 5.5 credits and failed no more than one semester of a core subject.

Year-to-Year Comparison of the Percentage of Grade 9 Students On-Track to Meet Graduation Requirements, Crossroads School

Percent On-Track to Graduate						
	Percent On-Track		Target	Results		
	07-08	08-09	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	*	60% or fewer	>0%	-50.00%	-100.00%	No
African-American/Black	*	*	>0%	0.00%	N/A	N/A
Alaska Native/American Indian	*	*	>0%	0.00%	N/A	N/A
Asian	*	*	>0%	0.00%	N/A	N/A
Native Hawaiian/Other Pacific Islander	*	*	>0%	0.00%	N/A	N/A
White	*	*	>0%	-100.00%	-100.00%	No
Hispanic	*	*	>0%	0.00%	N/A	N/A
Multi-Ethnic (2 or More Races)	*	*	>0%	-100.00%	-100.00%	No
Economically Disadvantaged	*	*	>0%	-66.67%	-100.00%	No
Students with Disabilities	*	*	>0%	0.00%	N/A	N/A
LEP	*	*	>0%	0.00%	N/A	N/A
Migrant	*	*	>0%	-100.00%	-100.00%	No
Female	*	60% or fewer	>0%	-50.00%	-100.00%	No
Male	*	*	>0%	0.00%	N/A	N/A

* Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol



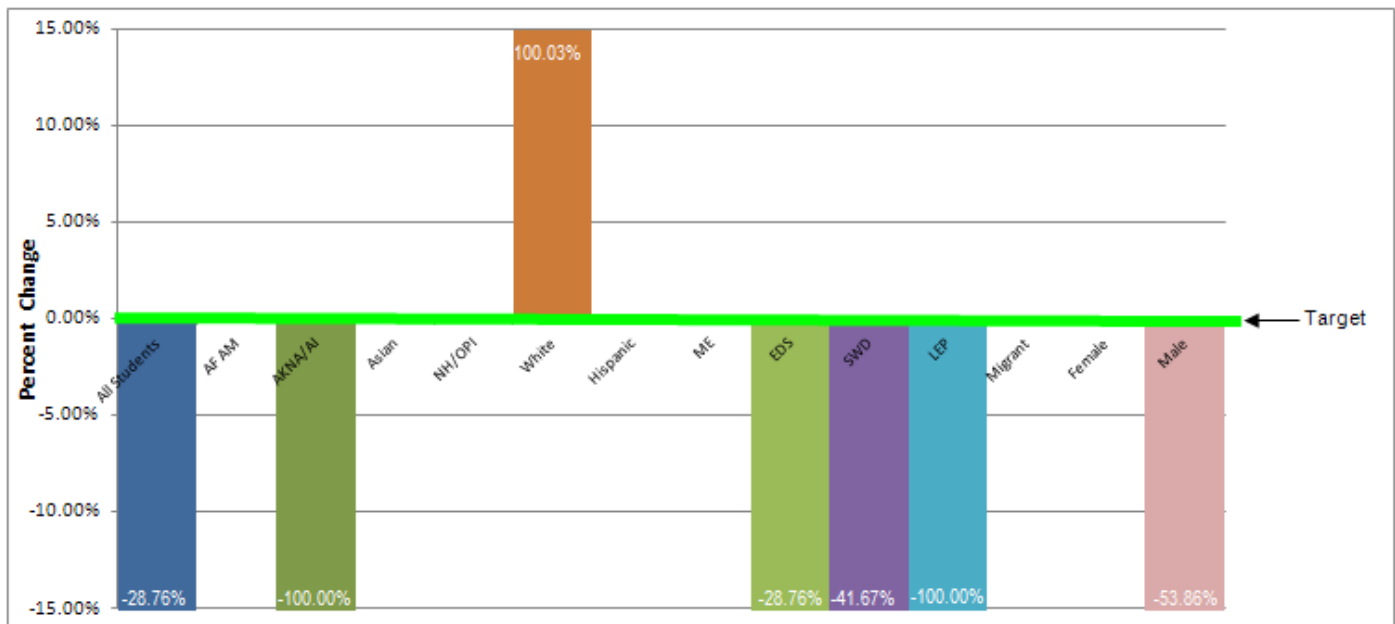
Goal 5: The graduation rate will increase.

Reporting Direction: The percentage of grade 9 students enrolled in the district who are on-track to meet graduation requirements at the end of their grade 9 year, including summer school credits, will increase. On-track means the student has earned a minimum of 5.5 credits and failed no more than one semester of a core subject.

Year-to-Year Comparison of the Percentage of Grade 9 Students On-Track to Meet Graduation Requirements, McLaughlin School

Percent On-Track to Graduate						
	Percent On-Track		Target	Results		
	07-08	08-09	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	26.32%	18.75%	>0%	-7.57%	-28.76%	No
African-American/Black	*	*	>0%	0.00%	N/A	N/A
Alaska Native/American Indian	57.14%	*	>0%	-57.14%	-100.00%	No
Asian	*	*	>0%	0.00%	N/A	N/A
Native Hawaiian/Other Pacific Islander	*	*	>0%	0.00%	N/A	N/A
White	*	*	>0%	33.34%	100.03%	Yes
Hispanic	*	*	>0%	0.00%	N/A	N/A
Multi-Ethnic (2 or More Races)	60% or fewer	*	>0%	25.00%	N/A	N/A
Economically Disadvantaged	26.32%	18.75%	>0%	-7.57%	-28.76%	No
Students with Disabilities	42.86%	75% or fewer	>0%	-17.86%	-41.67%	No
LEP	*	*	>0%	-50.00%	-100.00%	No
Migrant	*	*	>0%	0.00%	N/A	N/A
Female	*	*	>0%	33.33%	N/A	N/A
Male	33.33%	80% or fewer	>0%	-17.95%	-53.86%	No

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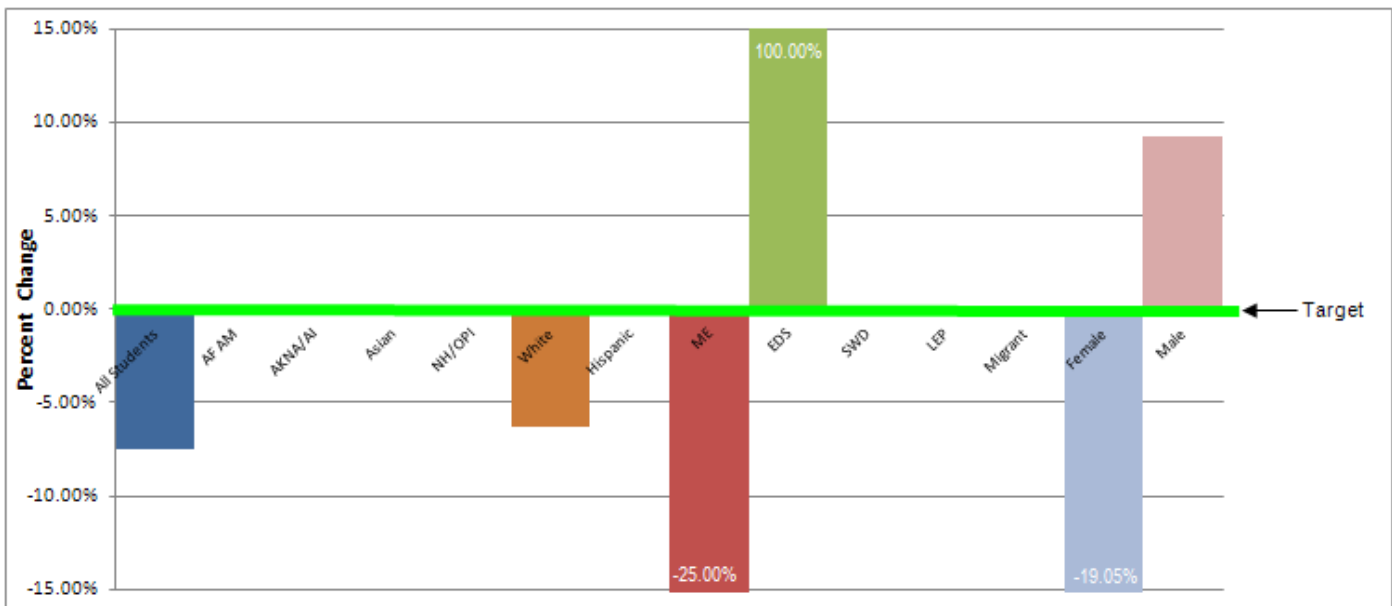
Goal 5: The graduation rate will increase.

Reporting Direction: The percentage of grade 9 students enrolled in the district who are on-track to meet graduation requirements at the end of their grade 9 year, including summer school credits, will increase. On-track means the student has earned a minimum of 5.5 credits and failed no more than one semester of a core subject.

Year-to-Year Comparison of the Percentage of Grade 9 Students On-Track to Meet Graduation Requirements, Polaris K-12 School

Percent On-Track to Graduate						
	Percent On-Track		Target	Results		
	07-08	08-09	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	85.37%	78.95%	>0%	-6.42%	-7.52%	No
African-American/Black	*	*	>0%	0.00%	0.00%	N/A
Alaska Native/American Indian	*	*	>0%	0.00%	0.00%	N/A
Asian	*	*	>0%	100.00%	N/A	N/A
Native Hawaiian/Other Pacific Islander	*	*	>0%	0.00%	N/A	N/A
White	86.11%	80.65%	>0%	-5.46%	-6.34%	No
Hispanic	*	*	>0%	0.00%	N/A	N/A
Multi-Ethnic (2 or More Races)	*	*	>0%	-16.67%	-25.00%	No
Economically Disadvantaged	*	*	>0%	50.00%	100.00%	Yes
Students with Disabilities	*	*	>0%	50.00%	N/A	N/A
LEP	*	*	>0%	0.00%	N/A	N/A
Migrant	*	*	>0%	100.00%	N/A	N/A
Female	90% or more	80.95%	>0%	-19.05%	-19.05%	No
Male	70.00%	76.47%	>0%	6.47%	9.24%	Yes

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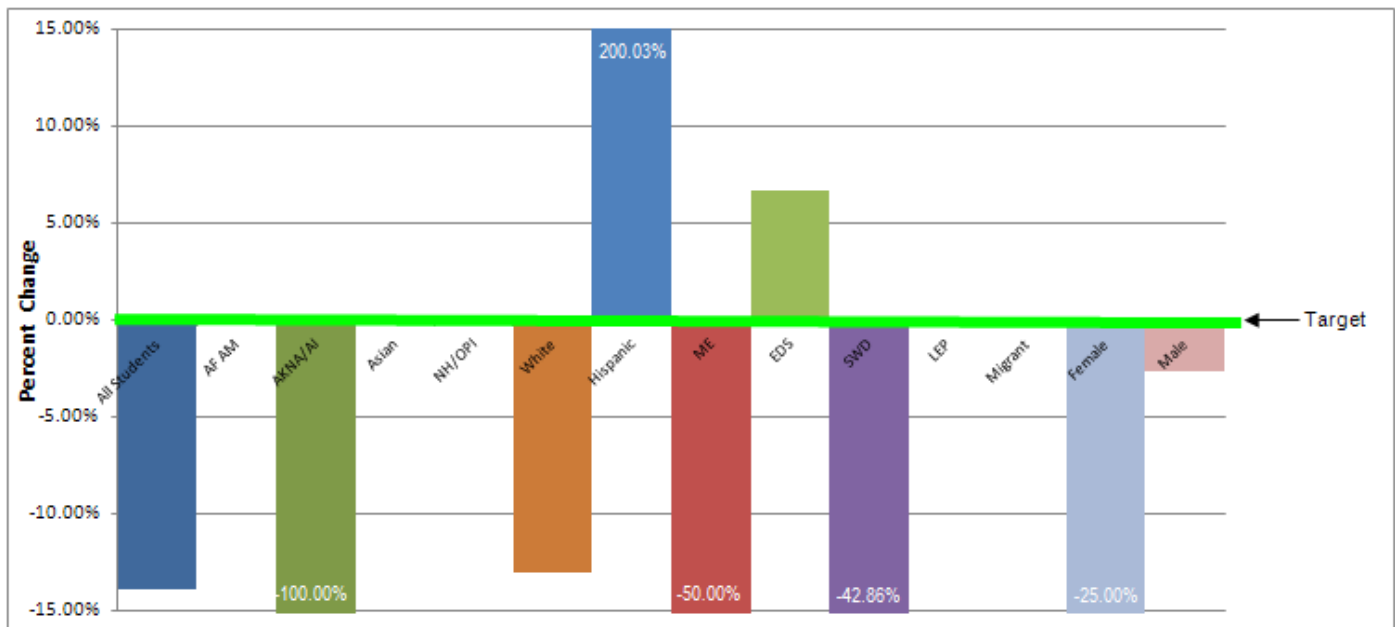
Goal 5: The graduation rate will increase.

Reporting Direction: The percentage of grade 9 students enrolled in the district who are on-track to meet graduation requirements at the end of their grade 9 year, including summer school credits, will increase. On-track means the student has earned a minimum of 5.5 credits and failed no more than one semester of a core subject.

Year-to-Year Comparison of the Percentage of Grade 9 Students On-Track to Meet Graduation Requirements, Steller Secondary School

Percent On-Track to Graduate						
	Percent On-Track		Target	Results		
	07-08	08-09	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	93.48%	80.43%	>0%	-13.05%	-13.96%	No
African-American/Black	*	*	>0%	0.00%	N/A	N/A
Alaska Native/American Indian	*	*	>0%	-100.00%	-100.00%	No
Asian	*	*	>0%	0.00%	0.00%	N/A
Native Hawaiian/Other Pacific Islander	*	*	>0%	0.00%	N/A	N/A
White	90% or more	84.62%	>0%	-12.68%	-13.03%	No
Hispanic	*	*	>0%	66.67%	200.03%	Yes
Multi-Ethnic (2 or More Races)	*	*	>0%	-50.00%	-50.00%	No
Economically Disadvantaged	*	60% or more	>0%	5.00%	6.67%	Yes
Students with Disabilities	75% or more	50.00%	>0%	-37.50%	-42.86%	No
LEP	*	*	>0%	0.00%	N/A	N/A
Migrant	*	*	>0%	0.00%	N/A	N/A
Female	90% or more	75.00%	>0%	-25.00%	-25.00%	No
Male	86.96%	84.62%	>0%	-2.34%	-2.69%	No

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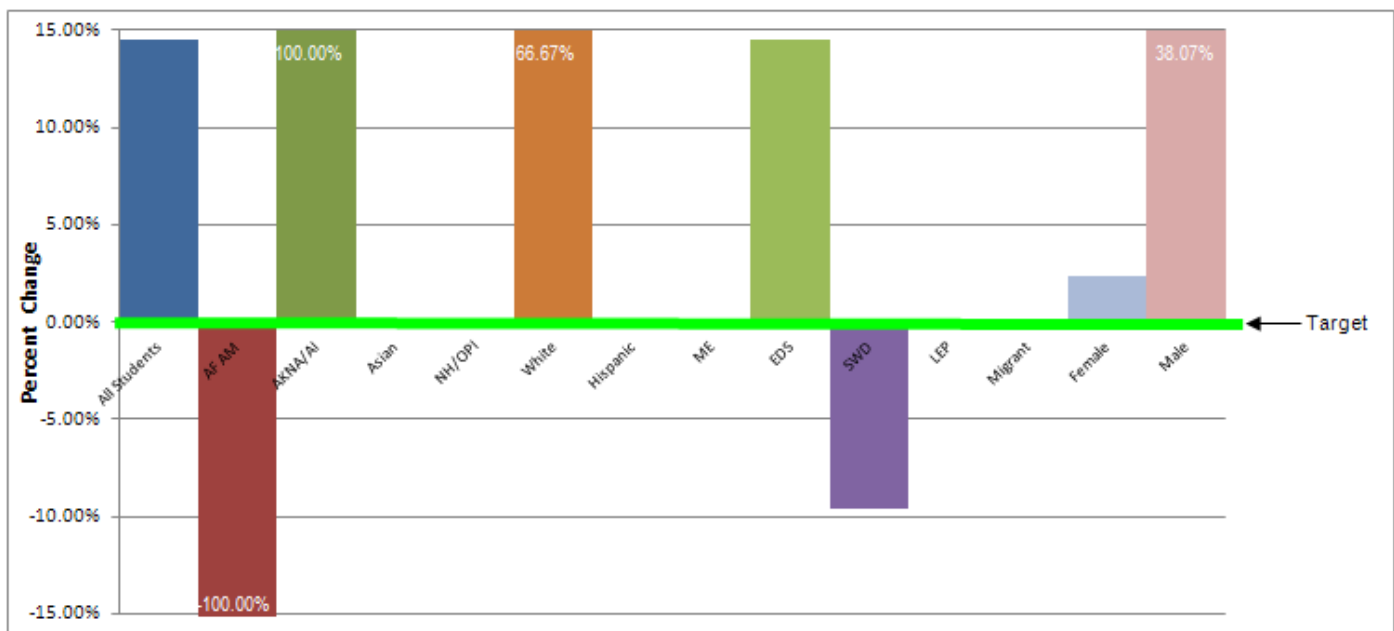
Goal 5: The graduation rate will increase.

Reporting Direction: The percentage of grade 9 students enrolled in the district who are on-track to meet graduation requirements at the end of their grade 9 year, including summer school credits, will increase. On-track means the student has earned a minimum of 5.5 credits and failed no more than one semester of a core subject.

Year-to-Year Comparison of the Percentage of Grade 9 Students On-Track to Meet Graduation Requirements, Whaley Center

Percent On-Track to Graduate						
	Percent On-Track		Target	Results		
	07-08	08-09	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	23.81%	27.27%	>0%	3.46%	14.53%	Yes
African-American/Black	60% or more	*	>0%	-60.00%	-100.00%	No
Alaska Native/American Indian	75% or fewer	50.00%	>0%	25.00%	100.00%	Yes
Asian	*	*	>0%	0.00%	N/A	N/A
Native Hawaiian/Other Pacific Islander	*	*	>0%	0.00%	N/A	N/A
White	15.00%	25.00%	>0%	10.00%	66.67%	Yes
Hispanic	*	*	>0%	0.00%	0.00%	No
Multi-Ethnic (2 or More Races)	*	80% or fewer	>0%	18.18%	N/A	N/A
Economically Disadvantaged	23.81%	27.27%	>0%	3.46%	14.53%	Yes
Students with Disabilities	38.46%	34.78%	>0%	-3.68%	-9.57%	No
LEP	*	*	>0%	0.00%	N/A	N/A
Migrant	*	*	>0%	0.00%	N/A	N/A
Female	80% or fewer	13.64%	>0%	0.31%	2.33%	Yes
Male	29.63%	40.91%	>0%	11.28%	38.07%	Yes

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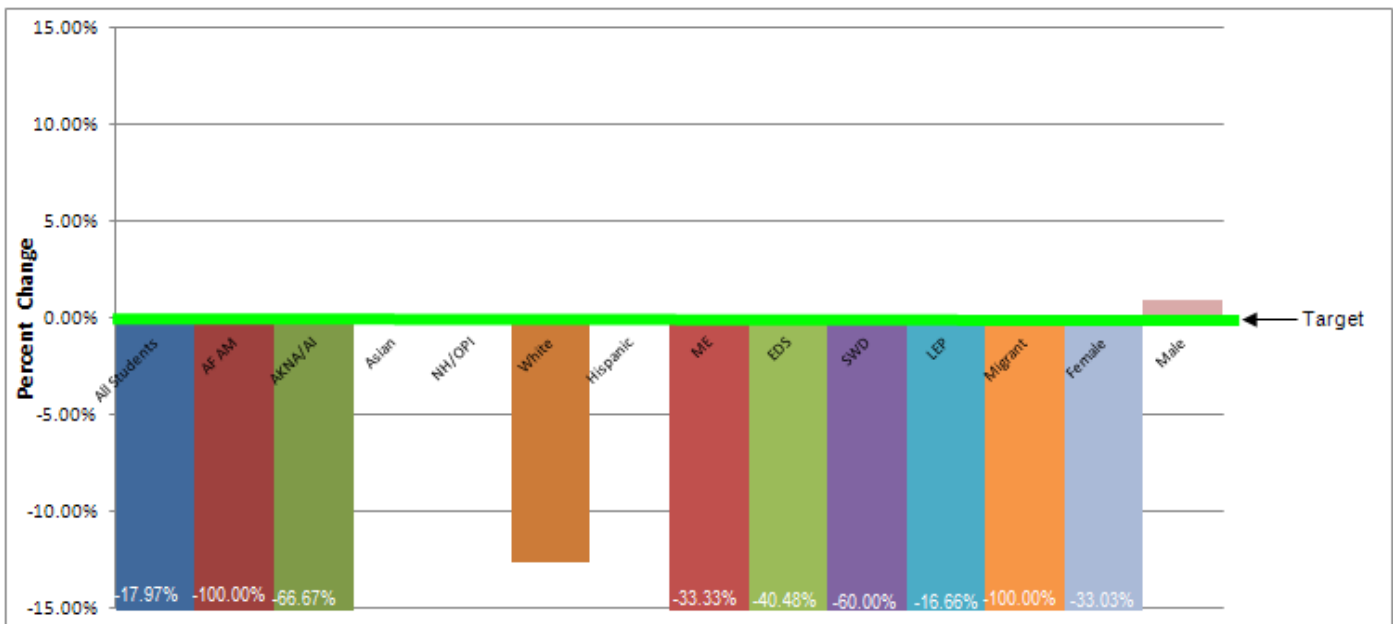
Goal 5: The graduation rate will increase.

Reporting Direction: The percentage of grade 9 students enrolled in the district who are on-track to meet graduation requirements at the end of their grade 9 year, including summer school credits, will increase. On-track means the student has earned a minimum of 5.5 credits and failed no more than one semester of a core subject.

Year-to-Year Comparison of the Percentage of Grade 9 Students On-Track to Meet Graduation Requirements, Family Partnership Charter School

Percent On-Track to Graduate						
	Percent On-Track		Target	Results		
	07-08	08-09	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	66.67%	54.69%	>0%	-11.98%	-17.97%	No
African-American/Black	*	*	>0%	-66.67%	-100.00%	No
Alaska Native/American Indian	*	*	>0%	-50.00%	-66.67%	No
Asian	*	*	>0%	0.00%	N/A	N/A
Native Hawaiian/Other Pacific Islander	*	*	>0%	100.00%	N/A	N/A
White	69.70%	60.87%	>0%	-8.83%	-12.67%	No
Hispanic	*	42.86%	>0%	42.86%	N/A	N/A
Multi-Ethnic (2 or More Races)	75% or more	*	>0%	-25.00%	-33.33%	No
Economically Disadvantaged	60.00%	35.71%	>0%	-24.29%	-40.48%	No
Students with Disabilities	*	60% or fewer	>0%	-60.00%	-60.00%	No
LEP	60% or more	*	>0%	-13.33%	-16.66%	No
Migrant	*	*	>0%	-100.00%	-100.00%	No
Female	70.00%	46.88%	>0%	-23.12%	-33.03%	No
Male	61.90%	62.50%	>0%	0.60%	0.97%	Yes

* Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol



Goal 5: The graduation rate will increase.

Reporting Direction: The percentage of grade 9 students enrolled in the district who are on-track to meet graduation requirements at the end of their grade 9 year, including summer school credits, will increase. On-track means the student has earned a minimum of 5.5 credits and failed no more than one semester of a core subject.

Year-to-Year Comparison of the Percentage of Grade 9 Students On-Track to Meet Graduation Requirements, Frontier Charter School

Percent On-Track to Graduate						
	Percent On-Track		Target	Results		
	07-08	08-09	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	52.78%	65.00%	>0%	12.22%	23.15%	Yes
African-American/Black	*	*	>0%	50.00%	N/A	N/A
Alaska Native/American Indian	*	60% or fewer	>0%	0.00%	N/A	N/A
Asian	*	*	>0%	0.00%	N/A	N/A
Native Hawaiian/Other Pacific Islander	*	*	>0%	0.00%	N/A	N/A
White	65.52%	76.67%	>0%	11.15%	17.02%	Yes
Hispanic	*	*	>0%	0.00%	N/A	N/A
Multi-Ethnic (2 or More Races)	*	*	>0%	100.00%	N/A	N/A
Economically Disadvantaged	*	60% or fewer	>0%	0.00%	N/A	N/A
Students with Disabilities	*	*	>0%	25.00%	N/A	N/A
LEP	*	*	>0%	0.00%	N/A	N/A
Migrant	*	*	>0%	0.00%	N/A	N/A
Female	41.18%	68.42%	>0%	27.24%	66.15%	Yes
Male	63.16%	61.90%	>0%	-1.26%	-1.99%	No

* Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

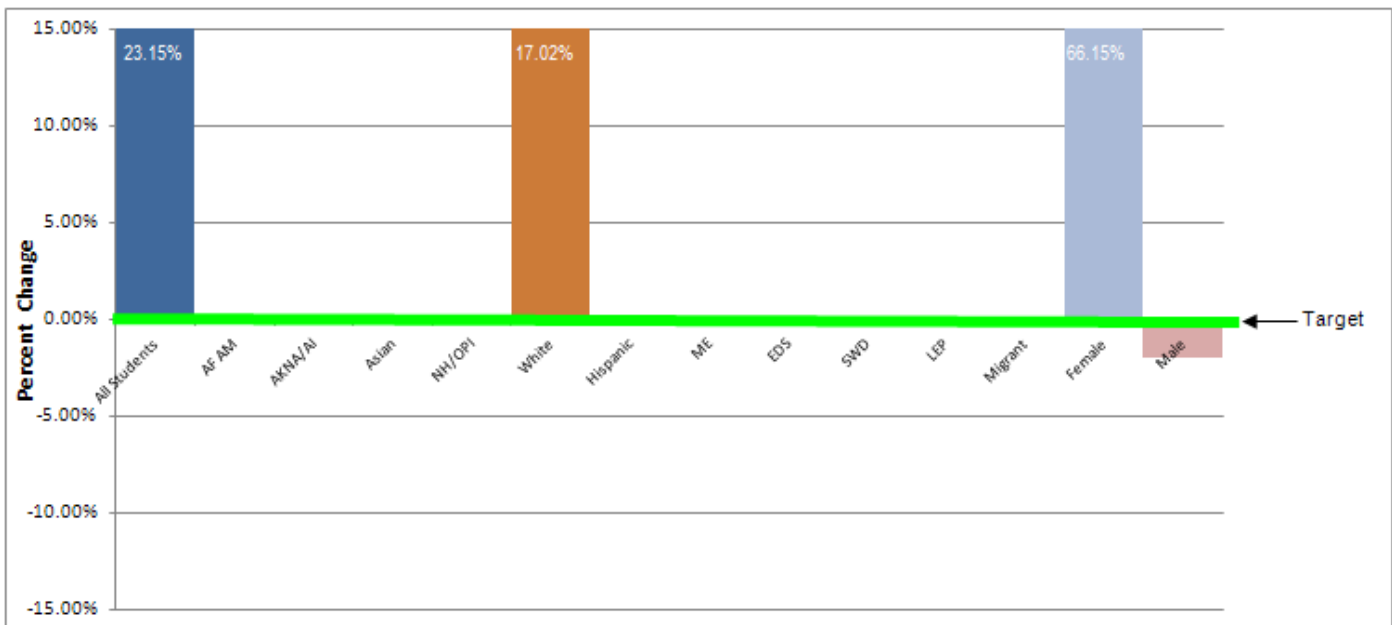


Table 82: Historical Comparison of Percent On-Track Indicator by School
 Source: Transcripts, End-of-Year SMS and NCLB Summer Data Collection

	Percent On-Track		
	2006-07	2007-08	2008-09
District	75.80%	77.04%	73.92%
Comprehensive High Schools			
Bartlett High School	62.76%	67.12%	60.51%
Chugiak High School	81.32%	81.93%	79.73%
Dimond High School	82.63%	84.65%	83.70%
Eagle River High School	83.13%	81.17%	78.44%
East High School	75.76%	78.50%	75.56%
Service High School	81.10%	81.22%	73.71%
South High School	87.03%	85.23%	85.95%
West High School	70.98%	70.13%	72.95%
Special and Charter Schools			
Alaska State School for the Deaf and Hard of Hearing	*	*	60% or more
AVAIL	*	*	*
Benson Secondary School/SEARCH	*	80% or fewer	60% or fewer
COHO	N/A	N/A	60% or fewer
Continuation	N/A	N/A	80% or fewer
Crossroads School	33.33%	*	60% or fewer
Family Partnership Charter School	65.45%	66.67%	54.69%
Frontier Charter School	53.13%	52.78%	65.00%
Highland Tech Charter School**	N/A	N/A	N/A
McLaughlin School	8.70%	26.32%	18.75%
Polaris K-12 School	83.33%	85.37%	78.95%
Steller Secondary School	82.00%	93.48%	80.43%
Whaley Center	37.25%	23.81%	27.27%

*Data not reportable due to low numbers

**Highland Tech does not have an on-track indicator because grades and credits are not transcribed until the student transfers or graduates.

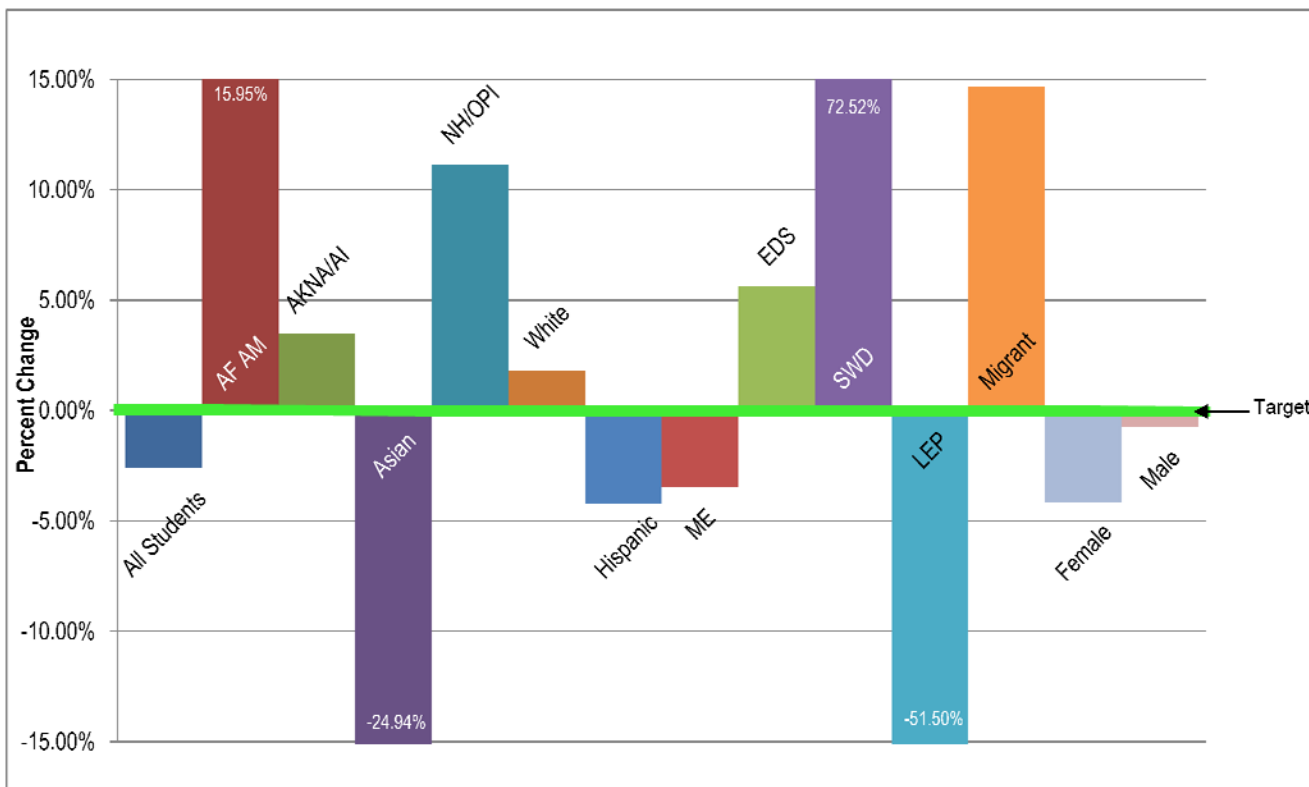
Goal 6: The percent of high school students successfully completing higher-level courses will increase.

Indicator 6a: The district will maintain or increase the percentage of students scoring in the fourth quartile (76-99 percent) on the TerraNova 3rd Edition in grades 5 and 7.

Grade 5

Year-to-Year Comparison of Percent of Students Scoring in the 4th Quartile in the TerraNova 3rd Edition Reading Test
Anchorage School District

Reading								
	07-08		08-09		Target	Results		
	Number Tested	Percent in the 4th Quartile	Number Tested	Percent in the 4th Quartile	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	3,443	25.65%	3,491	24.98%	≥0%	-0.67%	-2.62%	No
African-American/Black	214	9.81%	211	11.37%	≥0%	1.56%	15.95%	Yes
Alaska Native/American Indian	298	8.39%	311	8.68%	≥0%	0.29%	3.48%	Yes
Asian	295	19.32%	331	14.50%	≥0%	-4.82%	-24.94%	No
Native Hawaiian/Other Pacific Islander	118	6.78%	146	7.53%	≥0%	0.75%	11.12%	Yes
White	1,715	35.80%	1,663	36.44%	≥0%	0.64%	1.79%	Yes
Hispanic	339	16.22%	367	15.53%	≥0%	-0.69%	-4.25%	No
Multi-Ethnic (2 or More Races)	464	22.20%	462	21.43%	≥0%	-0.77%	-3.47%	No
Economically Disadvantaged	1,347	10.32%	1,468	10.90%	≥0%	0.58%	5.61%	Yes
Students with Disabilities	511	3.91%	593	6.75%	≥0%	2.84%	72.52%	Yes
LEP	226	1.77%	233	0.86%	≥0%	-0.91%	-51.50%	No
Migrant	144	11.11%	157	12.74%	≥0%	1.63%	14.66%	Yes
Female	1,691	29.45%	1,725	28.23%	≥0%	-1.22%	-4.14%	No
Male	1,752	21.97%	1,766	21.80%	≥0%	-0.17%	-0.77%	No



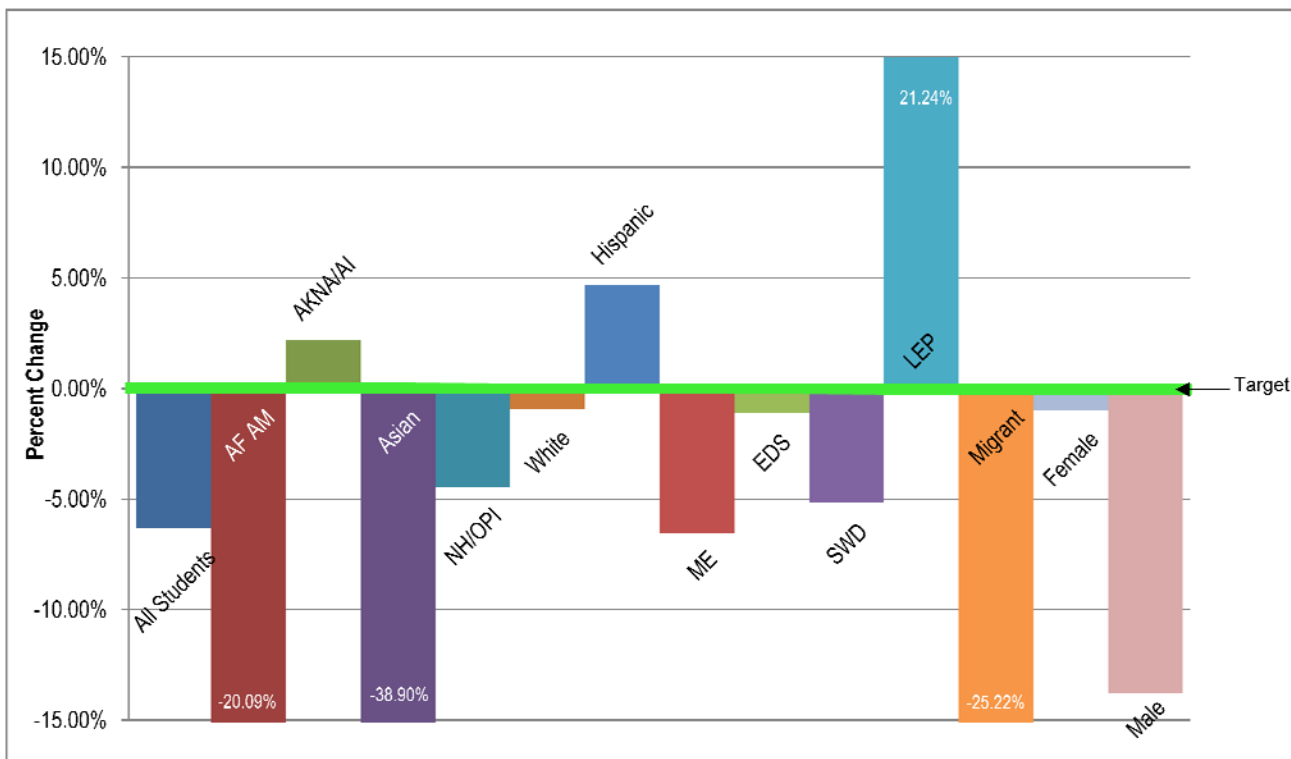
Goal 6: The percent of high school students successfully completing higher-level courses will increase.

Indicator 6a: The district will maintain or increase the percentage of students scoring in the fourth quartile (76-99 percent) on the TerraNova 3rd Edition in grades 5 and 7.

Grade 5

Year-to-Year Comparison of Percent of Students Scoring in the 4th Quartile in the TerraNova 3rd Edition Language Test
Anchorage School District

	Language							
	07-08		08-09		Target	Results		
	Number Tested	Percent in the 4th Quartile	Number Tested	Percent in the 4th Quartile	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	3,445	26.79%	3,490	25.10%	≥0%	-1.69%	-6.31%	No
African-American/Black	214	15.42%	211	12.32%	≥0%	-3.10%	-20.09%	No
Alaska Native/American Indian	299	10.70%	311	10.93%	≥0%	0.23%	2.17%	Yes
Asian	295	21.69%	332	13.25%	≥0%	-8.44%	-38.90%	No
Native Hawaiian/Other Pacific Islander	118	9.32%	146	8.90%	≥0%	-0.42%	-4.46%	No
White	1,715	36.62%	1,662	36.28%	≥0%	-0.34%	-0.92%	No
Hispanic	340	17.65%	368	18.48%	≥0%	0.83%	4.69%	Yes
Multi-Ethnic (2 or More Races)	464	20.47%	460	19.13%	≥0%	-1.34%	-6.54%	No
Economically Disadvantaged	1,348	11.65%	1,467	11.52%	≥0%	-0.13%	-1.11%	No
Students with Disabilities	511	5.68%	594	5.39%	≥0%	-0.29%	-5.15%	No
LEP	226	1.77%	233	2.15%	≥0%	0.38%	21.24%	Yes
Migrant	145	14.48%	157	10.83%	≥0%	-3.65%	-25.22%	No
Female	1,690	31.24%	1,723	30.93%	≥0%	-0.31%	-0.98%	No
Male	1,755	22.51%	1,767	19.41%	≥0%	-3.10%	-13.77%	No



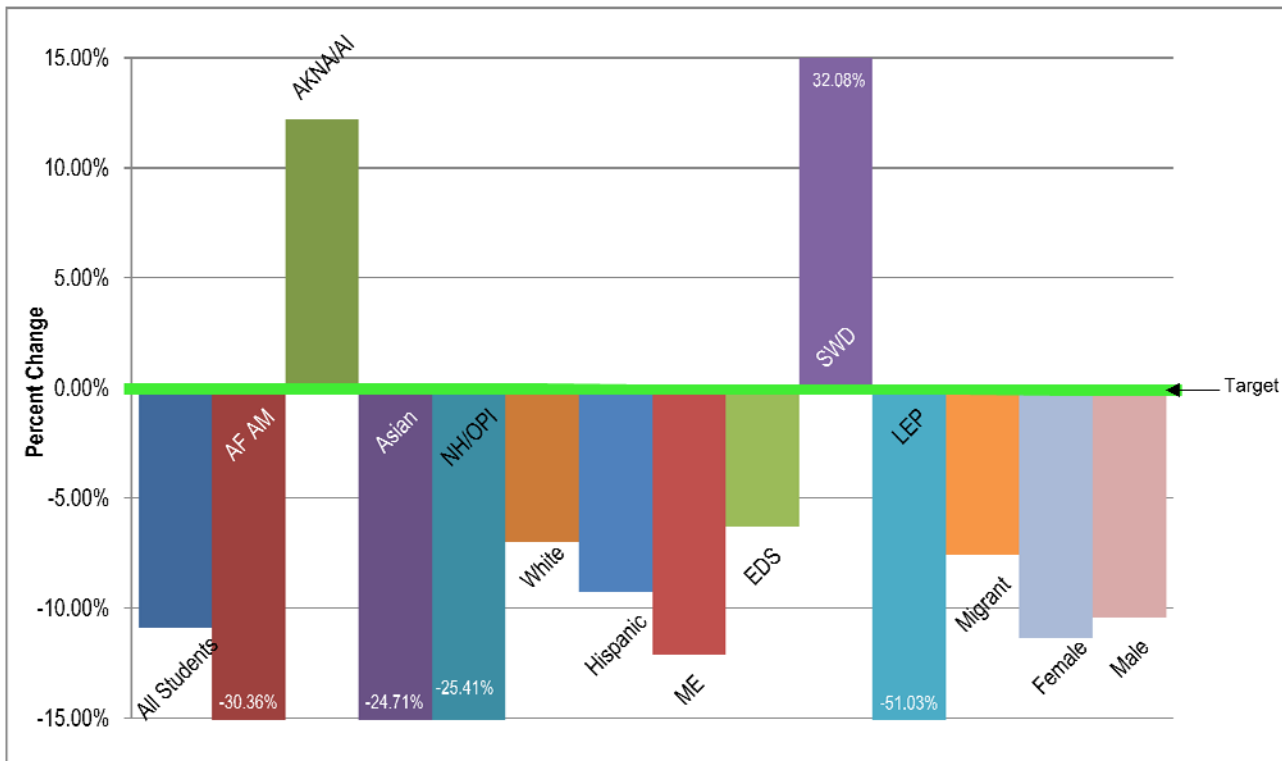
Goal 6: The percent of high school students successfully completing higher-level courses will increase.

Indicator 6a: The district will maintain or increase the percentage of students scoring in the fourth quartile (76-99 percent) on the TerraNova 3rd Edition in grades 5 and 7.

Grade 5

Year-to-Year Comparison of Percent of Students Scoring in the 4th Quartile in the TerraNova 3rd Edition Mathematics Test
Anchorage School District

Mathematics								
	07-08		08-09		Target	Results		
	Number Tested	Percent in the 4th Quartile	Number Tested	Percent in the 4th Quartile	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	3,458	25.45%	3,497	22.68%	≥0%	-2.77%	-10.90%	No
African-American/Black	216	11.57%	211	8.06%	≥0%	-3.51%	-30.36%	No
Alaska Native/American Indian	299	10.03%	311	11.25%	≥0%	1.22%	12.20%	Yes
Asian	297	24.58%	335	18.51%	≥0%	-6.07%	-24.71%	No
Native Hawaiian/Other Pacific Islander	117	13.68%	147	10.20%	≥0%	-3.48%	-25.41%	No
White	1,717	34.42%	1,665	32.01%	≥0%	-2.41%	-7.00%	No
Hispanic	345	15.36%	366	13.93%	≥0%	-1.43%	-9.28%	No
Multi-Ethnic (2 or More Races)	467	19.70%	462	17.32%	≥0%	-2.38%	-12.10%	No
Economically Disadvantaged	1,359	10.60%	1,470	9.93%	≥0%	-0.67%	-6.30%	No
Students with Disabilities	514	4.86%	592	6.42%	≥0%	1.56%	32.08%	Yes
LEP	233	4.29%	238	2.10%	≥0%	-2.19%	-51.03%	No
Migrant	145	11.72%	157	10.83%	≥0%	-0.89%	-7.61%	No
Female	1,696	25.77%	1,725	22.84%	≥0%	-2.93%	-11.37%	No
Male	1,762	25.14%	1,772	22.52%	≥0%	-2.62%	-10.43%	No



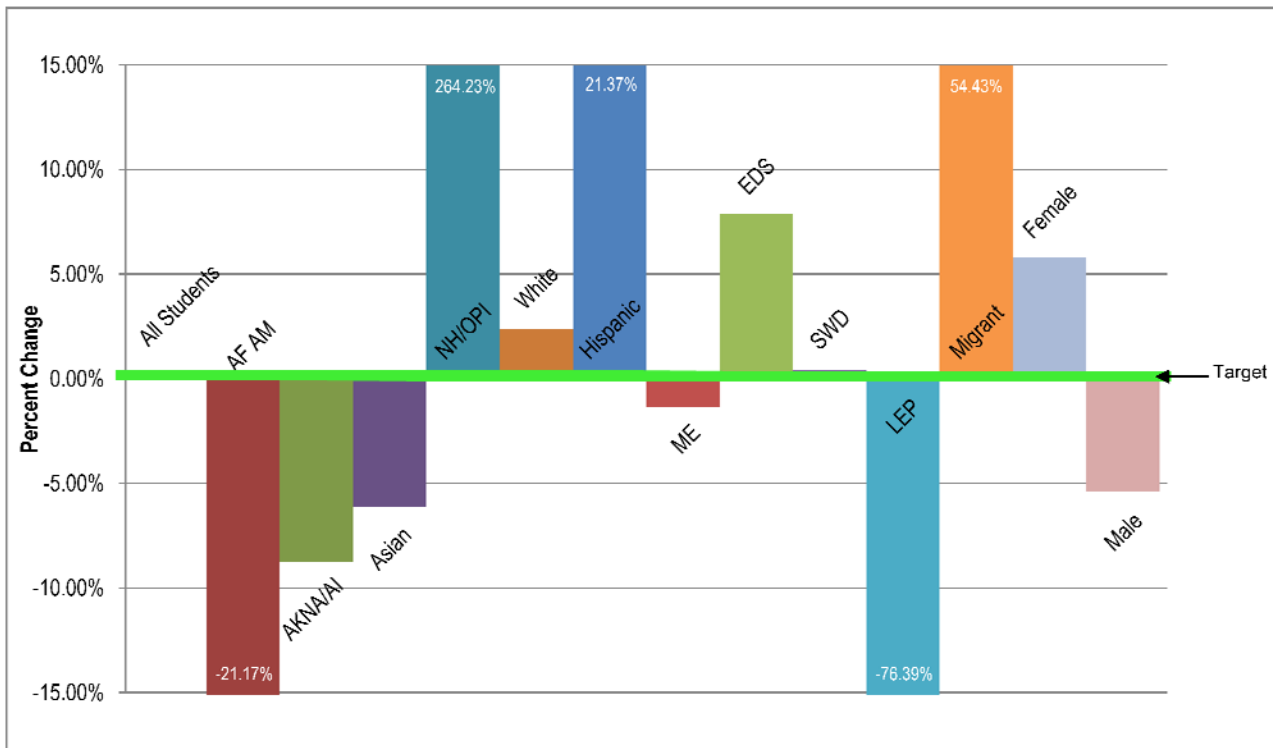
Goal 6: The percent of high school students successfully completing higher-level courses will increase.

Indicator 6a: The district will maintain or increase the percentage of students scoring in the fourth quartile (76-99 percent) on the TerraNova 3rd Edition in grades 5 and 7.

Grade 7

Year-to-Year Comparison of Percent of Students Scoring in the 4th Quartile in the TerraNova 3rd Edition Reading Test
Anchorage School District

Reading								
	07-08		08-09		Target	Results		
	Number Tested	Percent in the 4th Quartile	Number Tested	Percent in the 4th Quartile	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	3,468	30.31%	3,473	30.43%	≥0%	0.12%	0.41%	Yes
African-American/Black	216	14.81%	197	11.68%	≥0%	-3.13%	-21.17%	No
Alaska Native/American Indian	261	16.86%	299	15.38%	≥0%	-1.48%	-8.75%	No
Asian	321	20.87%	347	19.60%	≥0%	-1.27%	-6.10%	No
Native Hawaiian/Other Pacific Islander	124	3.23%	102	11.76%	≥0%	8.53%	264.23%	Yes
White	1,809	41.35%	1,708	42.33%	≥0%	0.98%	2.37%	Yes
Hispanic	321	17.45%	373	21.18%	≥0%	3.73%	21.37%	Yes
Multi-Ethnic (2 or More Races)	416	24.04%	447	23.71%	≥0%	-0.33%	-1.36%	No
Economically Disadvantaged	1,206	12.77%	1,256	13.77%	≥0%	1.00%	7.86%	Yes
Students with Disabilities	386	5.96%	451	5.99%	≥0%	0.03%	0.45%	Yes
LEP	306	3.27%	259	0.77%	≥0%	-2.50%	-76.39%	No
Migrant	122	13.11%	163	20.25%	≥0%	7.14%	54.43%	Yes
Female	1,692	31.44%	1,729	33.26%	≥0%	1.82%	5.78%	Yes
Male	1,776	29.22%	1,744	27.64%	≥0%	-1.58%	-5.42%	No



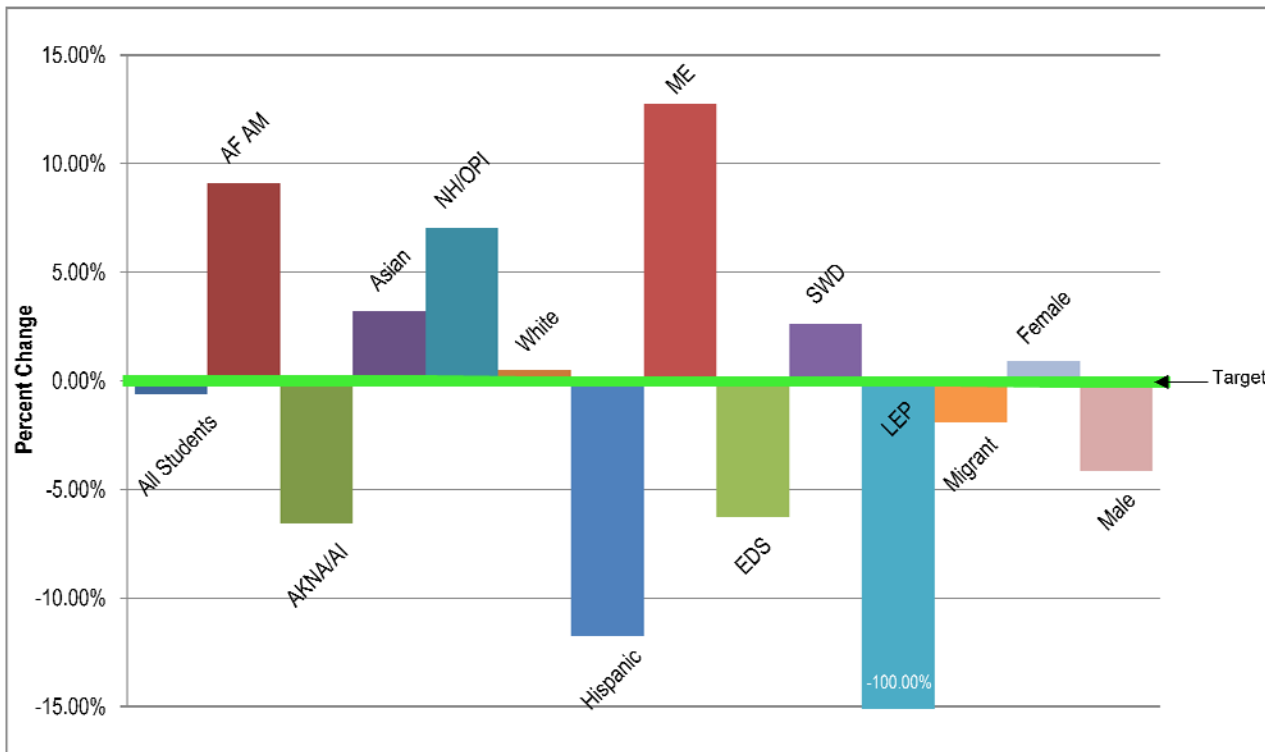
Goal 6: The percent of high school students successfully completing higher-level courses will increase.

Indicator 6a: The district will maintain or increase the percentage of students scoring in the fourth quartile (76-99 percent) on the TerraNova 3rd Edition in grades 5 and 7.

Grade 7

Year-to-Year Comparison of Percent of Students Scoring in the 4th Quartile in the TerraNova 3rd Edition Language Test
Anchorage School District

Language								
	07-08		08-09		Target	Results		
	Number Tested	Percent in the 4th Quartile	Number Tested	Percent in the 4th Quartile	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	3,513	30.26%	3,479	30.07%	≥0%	-0.19%	-0.64%	No
African-American/Black	216	14.35%	198	15.66%	≥0%	1.31%	9.10%	Yes
Alaska Native/American Indian	267	14.98%	300	14.00%	≥0%	-0.98%	-6.54%	No
Asian	328	19.82%	347	20.46%	≥0%	0.64%	3.23%	Yes
Native Hawaiian/Other Pacific Islander	126	6.35%	103	6.80%	≥0%	0.45%	7.03%	Yes
White	1,827	40.89%	1,711	41.09%	≥0%	0.20%	0.48%	Yes
Hispanic	329	21.88%	373	19.30%	≥0%	-2.58%	-11.78%	No
Multi-Ethnic (2 or More Races)	420	23.81%	447	26.85%	≥0%	3.04%	12.75%	Yes
Economically Disadvantaged	1,227	13.94%	1,255	13.07%	≥0%	-0.87%	-6.26%	No
Students with Disabilities	402	5.22%	448	5.36%	≥0%	0.14%	2.63%	Yes
LEP	318	2.83%	259	0.00%	≥0%	-2.83%	-100.00%	No
Migrant	126	18.25%	162	17.90%	≥0%	-0.35%	-1.91%	No
Female	1,700	36.18%	1,731	36.51%	≥0%	0.33%	0.91%	Yes
Male	1,813	24.71%	1,748	23.68%	≥0%	-1.03%	-4.15%	No



Goal 6: The percent of high school students successfully completing higher-level courses will increase.

Indicator 6a: The district will maintain or increase the percentage of students scoring in the fourth quartile (76-99 percent) on the TerraNova 3rd Edition in grades 5 and 7.

Grade 7

Year-to-Year Comparison of Percent of Students Scoring in the 4th Quartile in the TerraNova 3rd Edition Mathematics Test
Anchorage School District

Mathematics								
	07-08		08-09		Target	Results		
	Number Tested	Percent in the 4th Quartile	Number Tested	Percent in the 4th Quartile	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	3,514	32.27%	3,489	31.67%	≥0%	-0.60%	-1.86%	No
African-American/Black	219	10.05%	203	10.84%	≥0%	0.79%	7.84%	Yes
Alaska Native/American Indian	266	16.92%	300	18.00%	≥0%	1.08%	6.38%	Yes
Asian	331	29.91%	345	29.57%	≥0%	-0.34%	-1.15%	No
Native Hawaiian/Other Pacific Islander	124	2.42%	104	11.54%	≥0%	9.12%	376.80%	Yes
White	1,820	42.25%	1,713	41.56%	≥0%	-0.69%	-1.62%	No
Hispanic	335	22.99%	375	22.67%	≥0%	-0.32%	-1.41%	No
Multi-Ethnic (2 or More Races)	419	28.40%	449	26.28%	≥0%	-2.12%	-7.46%	No
Economically Disadvantaged	1,234	15.72%	1,264	16.38%	≥0%	0.66%	4.18%	Yes
Students with Disabilities	404	5.20%	447	7.38%	≥0%	2.18%	41.97%	Yes
LEP	324	4.63%	261	3.45%	≥0%	-1.18%	-25.52%	No
Migrant	126	19.05%	163	19.63%	≥0%	0.58%	3.05%	Yes
Female	1,701	30.75%	1,737	30.11%	≥0%	-0.64%	-2.08%	No
Male	1,813	33.70%	1,752	33.22%	≥0%	-0.48%	-1.43%	No

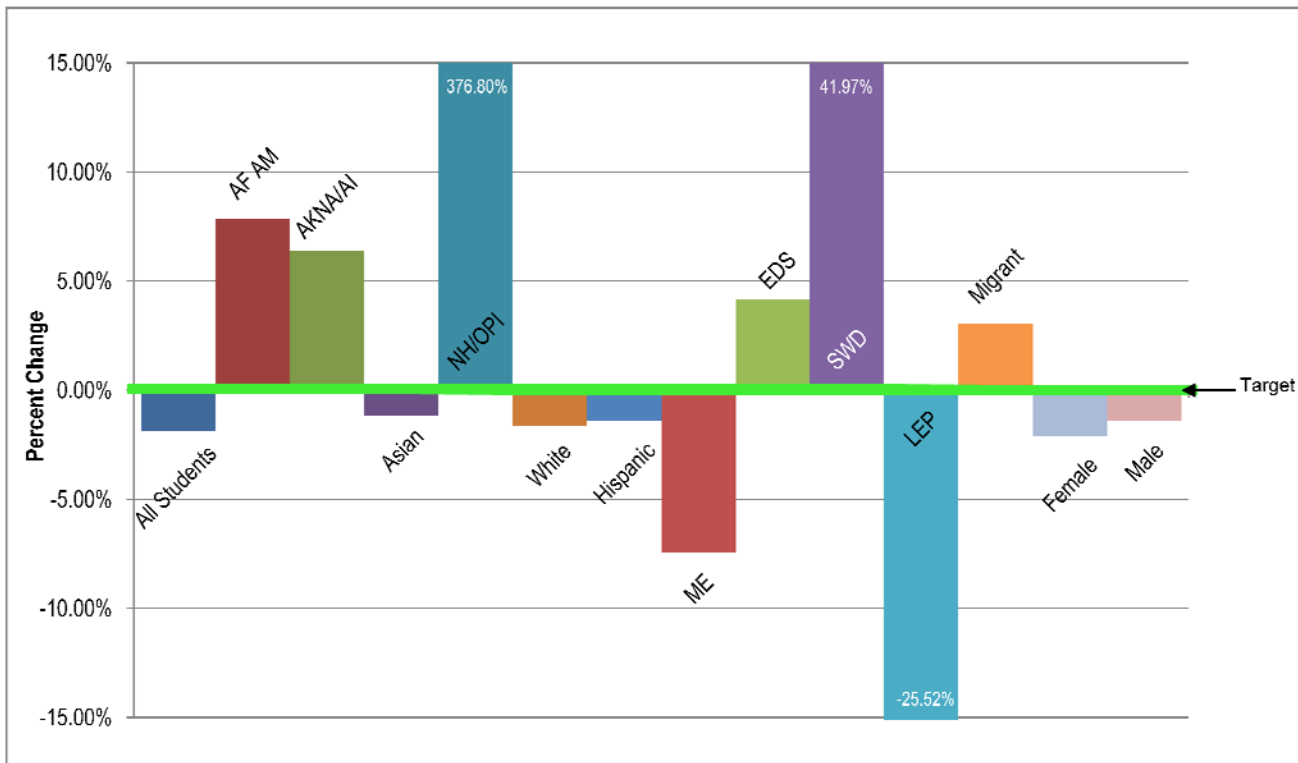


Table 83: TerraNova 3rd Edition Normal Curve Equivalent Scores for Grades 5 and 7

Grade 5	Reading	Language	Mathematics	Total
All Students	50	51	50	50
African-American/Black	42	42	40	41
Alaska Native/American Indian	39	40	40	39
Asian	43	45	48	45
Native Hawaiian/Other Pacific Islander	38	39	38	37
White	57	57	56	57
Hispanic	46	48	45	46
Multi-Ethnic (2 or more races)	48	48	48	48
EDS	41	42	42	41
Non-EDS	56	57	56	57
Students with Disabilities	34	34	34	33
Students without Disabilities	53	54	53	54
LEP	26	26	29	25
Not LEP	52	53	52	52
Migrant	41	43	43	42
Not Migrant	50	51	50	51
Female	52	54	50	52
Male	48	48	49	48
Grade 7	Reading	Language	Mathematics	Total
All Students	56	55	54	55
African-American/Black	48	48	44	46
Alaska Native/American Indian	48	46	46	46
Asian	49	49	52	49
Native Hawaiian/Other Pacific Islander	44	42	43	41
White	62	60	59	62
Hispanic	52	50	50	50
Multi-Ethnic (2 or more races)	53	53	52	52
EDS	47	46	46	46
Non-EDS	60	59	59	61
Students with Disabilities	38	36	35	34
Students without Disabilities	58	57	57	58
LEP	33	32	34	31
Not LEP	58	56	56	57
Migrant	50	48	49	48
Not Migrant	56	55	54	55
Female	58	58	54	57
Male	54	51	54	53

Table 84: TerraNova 3rd Edition Quartiles by NCLB Group for Grades 5 and 7

Grade 5	Quartiles for Reading				Quartiles for Language				Quartiles for Mathematics			
	1	2	3	4	1	2	3	4	1	2	3	4
All Students	26.73%	23.75%	24.55%	24.98%	22.84%	24.30%	27.77%	25.10%	24.62%	24.62%	28.08%	22.68%
AF AM	40.76%	26.54%	21.33%	11.37%	34.60%	29.86%	23.22%	12.32%	44.55%	25.12%	22.27%	8.06%
AKNA/AI	46.95%	27.65%	16.72%	8.68%	44.37%	25.40%	19.29%	10.93%	44.69%	24.76%	19.29%	11.25%
Asian	36.86%	31.72%	16.92%	14.50%	29.52%	30.72%	26.51%	13.25%	26.27%	29.85%	25.37%	18.51%
NH/OPI	49.32%	29.45%	13.70%	7.53%	43.84%	30.82%	16.44%	8.90%	48.98%	29.93%	10.88%	10.20%
White	14.61%	20.75%	28.20%	36.44%	12.58%	19.80%	31.35%	36.28%	14.23%	21.56%	32.19%	32.01%
Hispanic	34.60%	20.71%	29.16%	15.53%	26.90%	29.35%	25.27%	18.48%	30.60%	25.68%	29.78%	13.93%
ME	29.65%	25.54%	23.38%	21.43%	25.22%	26.52%	29.13%	19.13%	25.76%	29.00%	27.92%	17.32%
EDS	41.42%	27.25%	20.44%	10.90%	35.58%	29.52%	23.38%	11.52%	37.01%	28.91%	24.15%	9.93%
Non-EDS	16.07%	21.21%	27.53%	35.20%	13.59%	20.51%	30.94%	34.95%	15.64%	21.51%	30.93%	31.92%
SWD	61.72%	18.55%	12.98%	6.75%	55.72%	23.57%	15.32%	5.39%	60.30%	22.64%	10.64%	6.42%
Non SWD	19.57%	24.81%	26.92%	28.71%	16.09%	24.45%	30.32%	29.14%	17.35%	25.03%	31.64%	25.99%
LEP	86.70%	9.01%	3.43%	0.86%	77.25%	18.03%	2.58%	2.15%	72.27%	21.85%	3.78%	2.10%
Not LEP	21.62%	24.37%	26.56%	27.45%	18.71%	23.94%	29.92%	27.42%	20.89%	24.31%	30.14%	24.66%
Migrant	41.40%	26.75%	19.11%	12.74%	33.76%	26.75%	28.66%	10.83%	36.31%	26.11%	26.75%	10.83%
Not Migrant	26.03%	23.61%	24.81%	25.55%	22.32%	24.18%	27.72%	25.77%	24.07%	24.55%	28.14%	23.23%
Female	22.49%	23.36%	25.91%	28.23%	18.57%	22.63%	27.86%	30.93%	22.67%	26.38%	28.12%	22.84%
Male	30.86%	24.12%	23.22%	21.80%	26.99%	25.92%	27.67%	19.41%	26.52%	22.91%	28.05%	22.52%
Grade 7	Quartiles for Reading				Quartiles for Language				Quartiles for Mathematics			
	1	2	3	4	1	2	3	4	1	2	3	4
All Students	13.62%	24.16%	31.79%	30.43%	16.01%	24.81%	29.12%	30.07%	17.54%	24.56%	26.23%	31.67%
AF AM	20.81%	36.55%	30.96%	11.68%	25.76%	28.28%	30.30%	15.66%	32.02%	32.02%	25.12%	10.84%
AKNA/AI	21.07%	36.79%	26.76%	15.38%	30.00%	31.67%	24.33%	14.00%	31.67%	28.33%	22.00%	18.00%
Asian	26.51%	28.24%	25.65%	19.60%	23.34%	32.85%	23.34%	20.46%	18.55%	31.30%	20.58%	29.57%
NH/OPI	33.33%	35.29%	19.61%	11.76%	33.98%	35.92%	23.30%	6.80%	34.62%	36.54%	17.31%	11.54%
White	6.67%	16.80%	34.19%	42.33%	8.94%	18.70%	31.27%	41.09%	10.39%	20.49%	27.55%	41.56%
Hispanic	17.96%	27.61%	33.24%	21.18%	20.91%	29.49%	30.29%	19.30%	21.33%	26.67%	29.33%	22.67%
ME	13.87%	29.75%	32.66%	23.71%	15.44%	29.31%	28.41%	26.85%	20.94%	24.50%	28.29%	26.28%
EDS	23.65%	34.39%	28.18%	13.77%	26.93%	33.39%	26.61%	13.07%	27.93%	31.41%	24.29%	16.38%
Non-EDS	7.94%	18.36%	33.83%	39.87%	9.85%	19.96%	30.53%	39.66%	11.64%	20.67%	27.33%	40.36%
SWD	50.78%	29.05%	14.19%	5.99%	50.45%	31.70%	12.50%	5.36%	57.05%	27.52%	8.05%	7.38%
Non SWD	8.07%	23.43%	34.41%	34.08%	10.92%	23.79%	31.57%	33.72%	11.74%	24.13%	28.90%	35.24%
LEP	63.71%	30.12%	5.41%	0.77%	57.92%	35.91%	6.18%	0.00%	54.41%	31.42%	10.73%	3.45%
Not LEP	9.61%	23.47%	34.04%	32.88%	12.59%	23.86%	30.95%	32.60%	14.61%	23.86%	27.54%	33.99%
Migrant	15.95%	38.65%	25.15%	20.25%	26.54%	30.86%	24.69%	17.90%	26.99%	25.15%	28.22%	19.63%
Not Migrant	13.50%	23.44%	32.11%	30.94%	15.50%	24.51%	29.33%	30.66%	17.08%	24.53%	26.13%	32.26%
Female	10.06%	23.89%	32.79%	33.26%	10.63%	22.53%	30.33%	36.51%	15.43%	26.14%	28.32%	30.11%
Male	17.14%	24.43%	30.79%	27.64%	21.34%	27.06%	27.92%	23.68%	19.63%	23.00%	24.14%	33.22%

Table 85: Count of Test Results by Grade for EXPLORE, PLAN, PSAT, and WorkKeys in 2008-09

	Grade			
	8	9	10	11
EXPLORE	1,485	0	0	0
PLAN	0	0	509	0
PSAT	0	0	472	965
WorkKeys	0	0	0	0

Source: EXPLORE, PLAN, PSAT and WorkKeys test results from the paper reports

Goal 6: The percent of high school students successfully completing higher-level courses will increase.

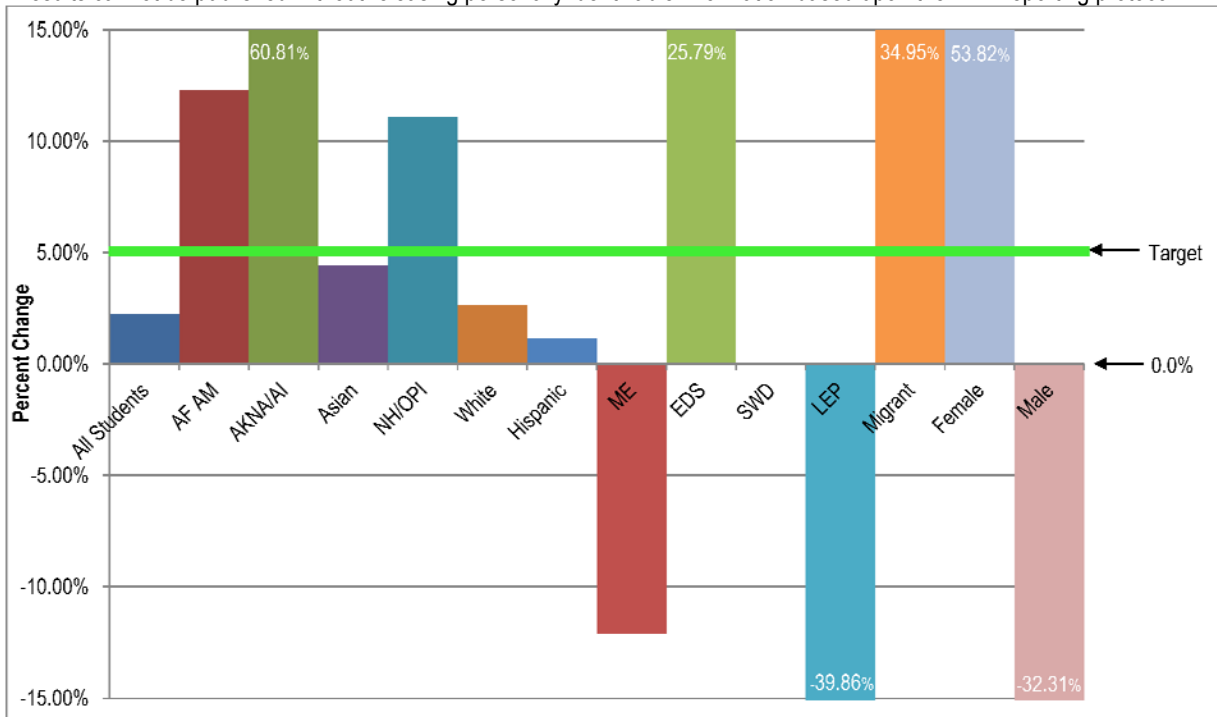
Indicator 6b: There will be at least a 5 percent increase in each AYP-designated student group in the percentage of high school students who successfully complete AP courses in a year-to-year comparison. "Successfully complete" is defined as passing the AP course with a grade of C or higher.

**Year-to-Year Comparison of Percent of High School Students Who Successfully Completed AP Courses
Anchorage School District**

AP Courses *										
	07-08			08-09			Target	Result		
	Enrollment Year End	Number Successfully Completed*	Percent Successfully Completed	Enrollment Year End	Number Successfully Completed*	Percent Successfully Completed	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	14,099	1,457	10.33%	14,167	1,496	10.56%	0.52%	0.23%	2.23%	No
AF AM	870	41	4.71%	888	47	5.29%	0.24%	0.58%	12.31%	Yes
AKNA/AI	1,036	23	2.22%	1,036	37	3.57%	0.11%	1.35%	60.81%	Yes
Asian	1,331	153	11.50%	1,499	180	12.01%	0.58%	0.51%	4.43%	No
NH/OPI	452	11	2.43%	481	13	2.70%	0.12%	0.27%	11.11%	Yes
White	7,743	1,030	13.30%	7,559	1,032	13.65%	0.67%	0.35%	2.63%	No
Hispanic	1,226	73	5.95%	1,246	75	6.02%	0.30%	0.07%	1.18%	No
ME	1,441	126	8.74%	1,458	112	7.68%	0.44%	-1.06%	-12.13%	No
EDS	3,710	82	2.21%	3,988	111	2.78%	0.11%	0.57%	25.79%	Yes
SWD	1,660	**	**	1,701	4	0.24%	**	**	**	Yes
LEP	1,340	37	2.76%	1,324	22	1.66%	0.14%	-1.10%	-39.86%	No
Migrant	388	8	2.06%	432	12	2.78%	0.10%	0.72%	34.95%	Yes
Female	6,884	586	8.51%	6,874	900	13.09%	0.43%	4.58%	53.82%	Yes
Male	7,215	871	12.07%	7,293	596	8.17%	0.60%	-3.90%	-32.31%	No

* Includes IB co-seated courses

** Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol



Goal 6: The percent of high school students successfully completing higher-level courses will increase.

Indicator 6c: Of the students who have successfully completed an AP course with a grade of C or higher, there will be an increase in the percentage of students in each AYP-designated student group who take the College Board AP examination.

Year-to-Year Comparison of Percent of High School Students Who Successfully Completed AP Courses and Took an AP Exam
Anchorage School District

AP Courses										
	07-08			08-09			Target	Result		
	Enrollment Year End	# Successfully Completed AP Courses & took AP Exam	% Successfully Completed AP Courses & took AP Exam	Enrollment Year End	# Successfully Completed AP Courses & took AP Exam	% Successfully Completed AP Courses & took AP Exam	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	14,099	1,320	9.36%	14,167	1,354	9.56%	>0	0.20%	2.14%	Yes
AF AM	870	35	4.02%	888	39	4.39%	>0	0.37%	9.20%	Yes
AKNA/AI	1,036	21	2.03%	1,036	34	3.28%	>0	1.25%	61.58%	Yes
Asian	1,331	135	10.14%	1,499	159	10.61%	>0	0.47%	4.64%	Yes
NH/OPI	452	10	2.21%	481	10	2.08%	>0	-0.13%	-5.88%	No
White	7,743	942	12.17%	7,559	950	12.57%	>0	0.40%	3.29%	Yes
Hispanic	1,226	63	5.14%	1,246	66	5.30%	>0	0.16%	3.11%	Yes
ME	1,441	114	7.91%	1,458	96	6.58%	>0	-1.33%	-16.81%	No
EDS	3,710	64	1.73%	3,988	85	2.13%	>0	0.40%	23.12%	Yes
SWD	1,660	*	*	1,701	*	*	*	*	*	No
LEP	1,340	30	2.24%	1,324	16	1.21%	>0	-1.03%	-45.98%	No
Migrant	388	6	1.55%	432	11	2.55%	>0	1.00%	64.52%	Yes
Female	6,884	781	11.35%	6,874	821	11.94%	>0	0.59%	5.20%	Yes
Male	7,215	539	7.47%	7,293	533	7.31%	>0	-0.16%	-2.14%	No

* Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

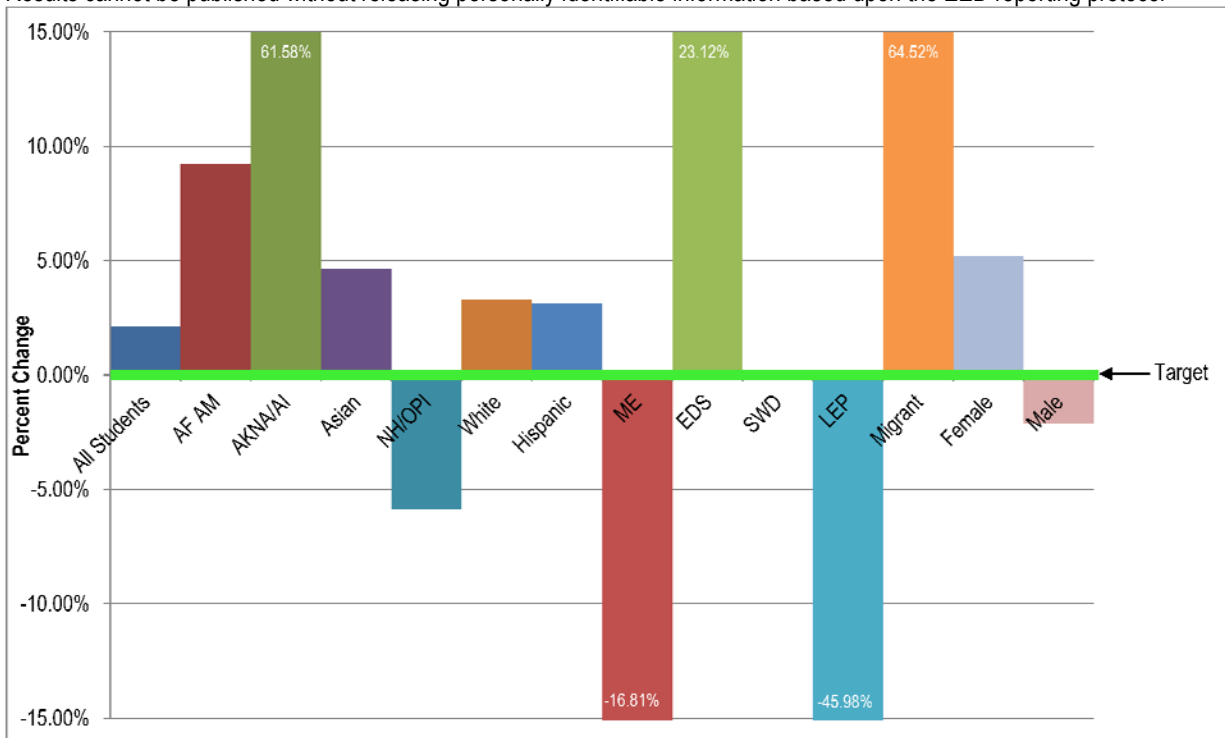


Table 86: Number of AP Courses Successfully Completed
 Source: SMS/NCLB Summer Data Collection

	Number of Courses				
	04-05	05-06*	06-07*	07-08*	08-09*
All Students	2,356	2,556	2,674	2,623	2,699
African-American/Black	62	88	63	63	73
Alaska Native/American Indian	38	63	81	42	58
Asian	313	339	303	286	374
Native Hawaiian/Other Pacific Islander	N/A	N/A	N/A	21	23
White	1,837	1,918	2,055	1,868	1,859
Hispanic	65	102	80	113	131
Multi-Ethnic (2 or More Races)	41	46	92	230	181
Economically Disadvantaged	23	115	128	136	179
Students with Disabilities	6	6	3	3	6
LEP	29	148	92	60	36
Migrant	7	11	9	16	18
Female	1,325	1,328	1,445	1,547	1,591
Male	1,031	1,228	1,229	1,076	1,108

Note: A student is counted more than once when he/she is taking more than one AP course.

*Including IB courses co-seated with AP courses from 2005-06 to 2008-09

Table 87: AP Test Performance by District and School

Source: 2004-05 through 2006-07 the College Board AP Paper Report; 2007-08 & 2008-09 AP Test File

Score	District**	Bartlett	Chugiak	Dimond	Eagle River	East	Service	South	West
08-09									
5	468	***	22	76	42	29	113	128	57
4	556	***	46	91	49	49	120	151	42
3	625	27	74	100	43	69	92	171	49
2	571	41	40	106	44	55	91	156	38
1	273	40	11	72	16	26	34	62	12
Total	2,493	117	193	445	194	228	450	668	198
% => 3*	66.15%	34.85%	70.22%	63.38%	71.01%	67.65%	68.50%	68.10%	75.68%
07-08									
5	433	6	22	81	31	37	86	119	51
4	514	15	74	92	41	48	67	124	53
3	649	25	95	116	48	76	71	154	64
2	501	40	60	90	35	55	59	130	32
1	302	46	21	77	14	22	44	56	22
Total	2,399	132	272	456	169	238	327	583	222
% => 3*	66.53%	34.85%	70.22%	63.38%	71.01%	67.65%	68.50%	68.10%	75.68%
06-07									
5	427	5	44	73	26	36	68	97	78
4	541	15	78	60	40	52	88	132	76
3	624	35	89	106	39	67	77	155	56
2	574	60	70	66	42	48	94	150	44
1	297	61	14	73	5	33	48	49	14
Total	2,463	176	295	378	152	236	375	583	268
% => 3*	65%	31%	72%	63%	69%	66%	62%	66%	78%
05-06									
5	351	***	39	69	11	33	65	65	69
4	513	***	77	82	13	62	75	140	50
3	627	33	97	85	20	69	71	202	50
2	581	80	79	65	19	67	63	172	36
1	307	95	15	44	5	49	28	63	8
Total	2,379	222	307	345	68	280	302	642	213
% => 3*	58%	21%	69%	68%	65%	58%	69%	63%	79%
04-05									
5	304	3	52	77	N/A	28	54	34	54
4	501	20	102	103	N/A	58	76	77	64
3	642	43	125	122	N/A	66	105	113	66
2	456	61	75	55	N/A	69	69	87	38
1	207	40	23	32	N/A	38	13	42	16
Total	2,110	167	377	389	N/A	259	317	353	238
% => 3*	69%	40%	74%	78%	N/A	59%	74%	63%	77%

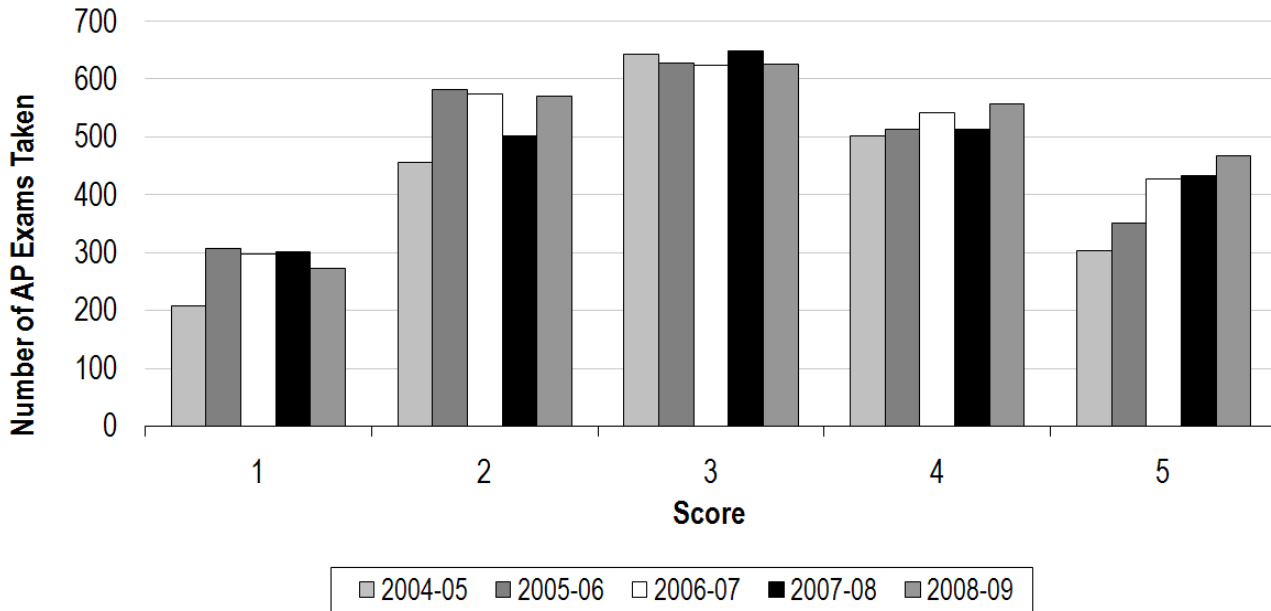
* Percentage of scores with grades of 3 or higher

** District scores are for the eight high schools and do not include charter or alternative schools

*** Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

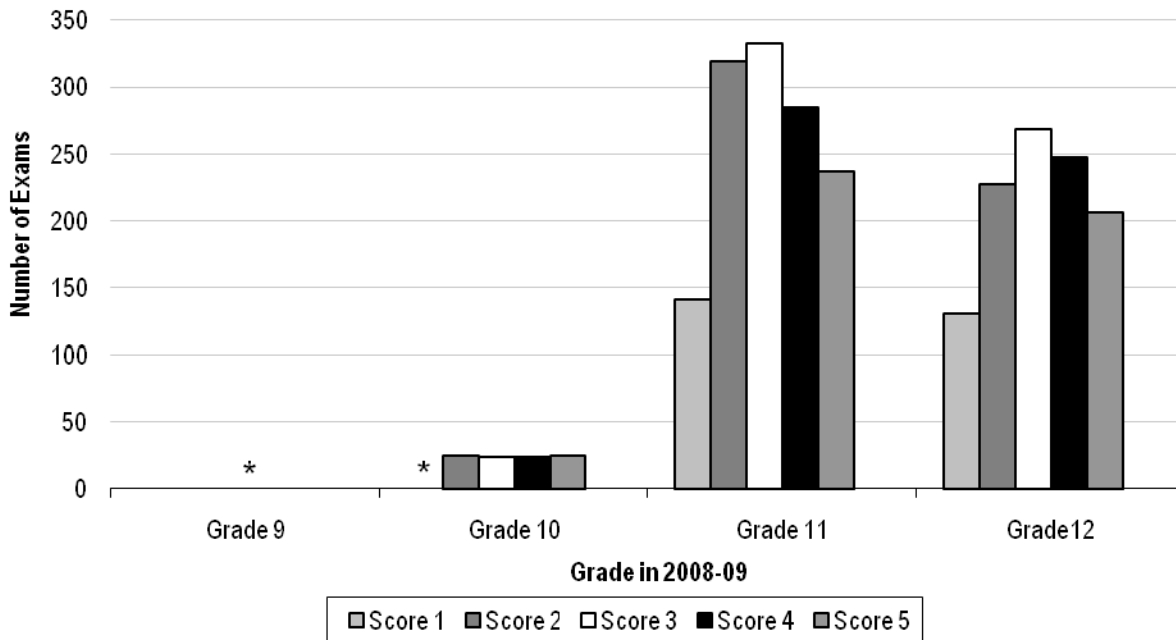
Note: 2005-06 was the first year for Eagle River High School

Table 88: Five-Year District AP Status by Year and Score



Source: 2004-05 through 2006-07 the College Board AP Paper Report; 2007-08 & 2008-09 AP Test File

Table 89: Number of AP Exams in 2008-09 by Grade and Score



* Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol
 Source: 2008-09 AP Test File

Table 90: AP Test Performance by Gender 2008-09

Source: 2008-09 AP Test File

	Female	Male
Score 5	231	237
Score 4	308	248
Score 3	349	276
Score 2	367	204
Score 1	180	93
Total	1,435	1,058
%=>3*	61.88%	71.93%

* Percentage of scores with grades of 3 or higher

Table 91: AP Examinees by Gender for 2008-09

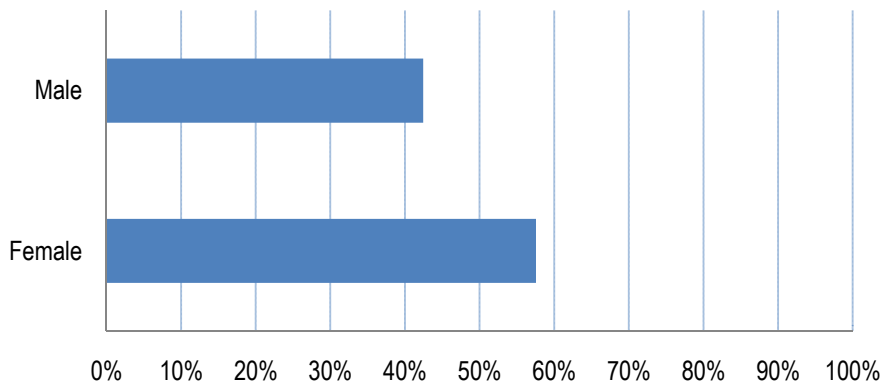


Table 92: AP Test Performance by Ethnicity 2008-09

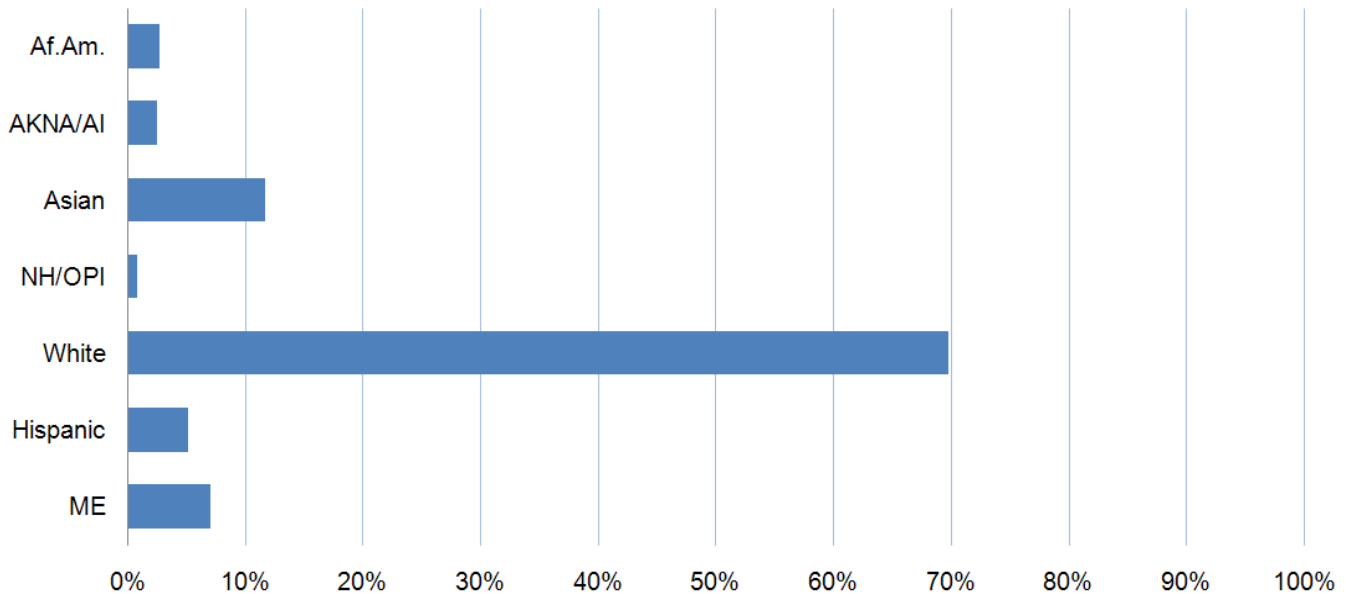
Source: 2008-09 AP Test File

	African American	Alaska Native/ American Indian	Asian	Native Hawaiian/ Other Pacific Islander	White	Hispanic	Multi-Ethnic
Score 5	*	11	52	3	371	13	17
Score 4	*	9	61	*	427	15	31
Score 3	16	13	71	*	440	34	49
Score 2	18	18	85	5	351	41	53
Score 1	13	8	73	7	136	12	24
Total	58	59	342	20	1,725	115	174
%=>3**	45.45%	60.47%	56.58%	40.00%	71.44%	52.00%	57.40%

* Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

** Percentage of scores with grades of 3 or higher

Table 93: AP Examinees by Ethnicity for 2008-09



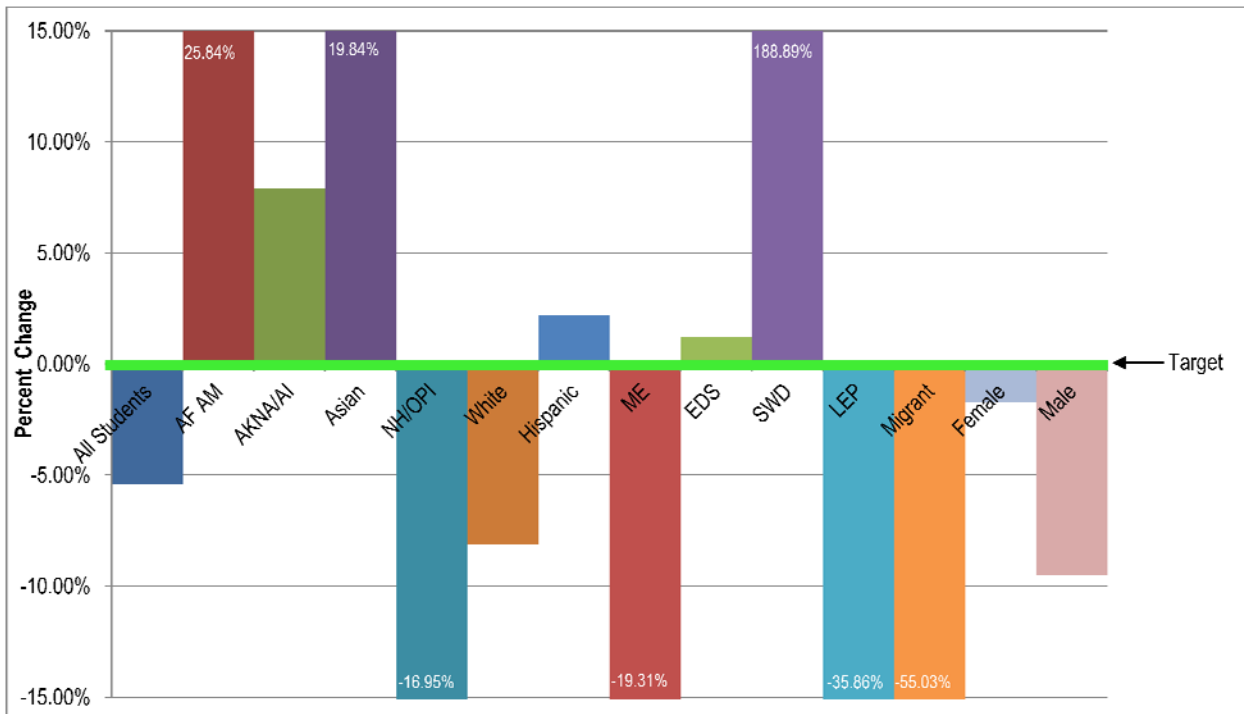
Goal 6: The percent of high school students successfully completing higher-level courses will increase.

Indicator 6d: There will be an increase in the number of seniors who have successfully completed at least one higher level mathematics course as defined by the National Center for Education Statistics (classified as more challenging than Algebra II) with a C or higher.

Year-to-Year Comparison of Percent of Seniors Who Successfully Completed Higher Level Mathematics Course
Anchorage School District

Higher Level Mathematics										
	07-08			08-09			Target	Results		
	Enrollment Year End	Number Successfully Completed	Percent Successfully Completed	Enrollment Year End	Number Successfully Completed	Percent Successfully Completed	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	3,405	921	27.05%	3,385	866	25.58%	>0	-1.47%	-5.43%	No
AF AM	224	26	11.61%	219	32	14.61%	>0	3.00%	25.84%	Yes
AKNA/AI	218	21	9.63%	231	24	10.39%	>0	0.76%	7.89%	Yes
Asian	307	82	26.71%	328	105	32.01%	>0	5.30%	19.84%	Yes
NH/OPI	108	10	9.26%	130	10	7.69%	>0	-1.57%	-16.95%	No
White	1,900	661	34.79%	1,861	595	31.97%	>0	-2.82%	-8.11%	No
Hispanic	279	39	13.98%	287	41	14.29%	>0	0.31%	2.22%	Yes
ME	369	82	22.22%	329	59	17.93%	>0	-4.29%	-19.31%	No
EDS	675	55	8.15%	824	68	8.25%	>0	0.10%	1.23%	Yes
SWD	449	*	*	460	6	1.30%	>0	*	*	Yes
LEP	297	27	9.09%	309	18	5.83%	>0	-3.26%	-35.86%	No
Migrant	71	6	8.45%	79	3	3.80%	>0	-4.65%	-55.03%	No
Female	1,652	483	29.24%	1,639	471	28.74%	>0	-0.50%	-1.71%	No
Male	1,753	438	24.99%	1,746	395	22.62%	>0	-2.37%	-9.48%	No

* Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

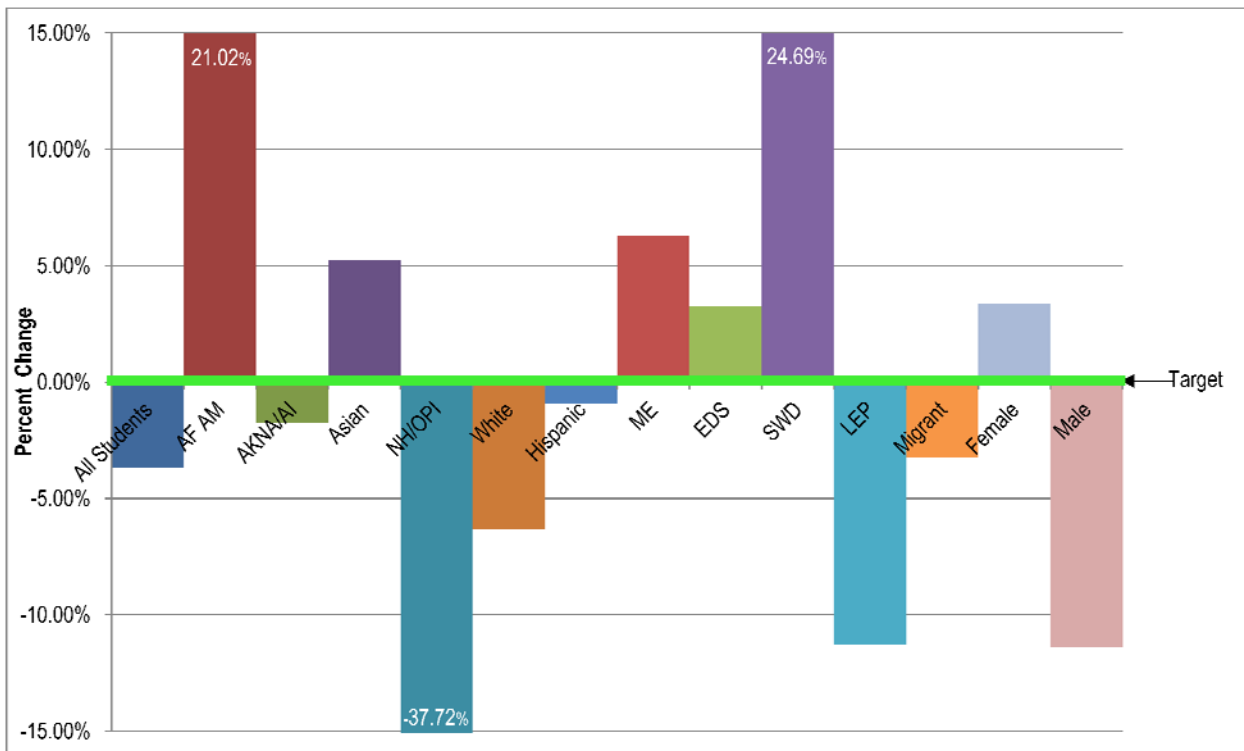


Goal 6: The percent of high school students successfully completing higher-level courses will increase.

Indicator 6e: There will be an increase in the number of seniors who have completed at least one higher level science course as defined by the National Center for Education Statistics (classified as more challenging than Biology) with a C or higher.

Year-to-Year Comparison of Percent of Seniors Who Successfully Completed Higher Level Science Course
Anchorage School District

Higher Level Science										
	07-08			08-09			Target	Results		
	Enrollment Year End	Number Successfully Completed	Percent Successfully Completed	Enrollment Year End	Number Successfully Completed	Percent Successfully Completed	Increase Required	Percentage Change	Percent Change	Target Met?
All Students	3,405	1,648	48.40%	3,385	1,578	46.62%	>0	-1.78%	-3.68%	No
AF AM	224	60	26.79%	219	71	32.42%	>0	5.63%	21.02%	Yes
AKNA/AI	218	49	22.48%	231	51	22.08%	>0	-0.40%	-1.78%	No
Asian	307	161	52.44%	328	181	55.18%	>0	2.74%	5.23%	Yes
NH/OPI	108	28	25.93%	130	21	16.15%	>0	-9.78%	-37.72%	No
White	1,900	1,091	57.42%	1,861	1,001	53.79%	>0	-3.63%	-6.32%	No
Hispanic	279	106	37.99%	287	108	37.63%	>0	-0.36%	-0.95%	No
ME	369	153	41.46%	329	145	44.07%	>0	2.61%	6.30%	Yes
EDS	675	165	24.44%	824	208	25.24%	>0	0.80%	3.27%	Yes
SWD	449	18	4.01%	460	23	5.00%	>0	0.99%	24.69%	Yes
LEP	297	65	21.89%	309	60	19.42%	>0	-2.47%	-11.28%	No
Migrant	71	13	18.31%	79	14	17.72%	>0	-0.59%	-3.22%	No
Female	1,652	863	52.24%	1,639	885	54.00%	>0	1.76%	3.37%	Yes
Male	1,753	785	44.78%	1,746	693	39.69%	>0	-5.09%	-11.37%	No



Goal 6: The percent of high school students successfully completing higher-level courses will increase.

Process directions for middle and high school education: The district will continue to explore various assessments to identify readiness for advanced courses in middle and high school as well as for college/work readiness.

When the 2009 American Recovery and Reinvestment Act funds became available, the district put together a comprehensive project that would prepare students for postsecondary education, training and careers to help meet Alaska's workforce needs. The project provides funding to enable all of our students to participate in ACT's longitudinal assessment system that includes EXPLORE at grade 8, PLAN at grade 10 and ACT at grade 11. All three assessments have a component that helps students find careers that match their interests as well as information on course planning. All three assessments provide college readiness benchmark scores which are the minimum scores needed on the subject area test to indicate a 50 percent chance of obtaining a B or higher or a 75 percent chance of obtaining a C or higher in entry level credit-bearing college courses. The PLAN scores can also be used to identify students who are likely to succeed in AP courses, as defined by getting a score of 3 or higher on the appropriate AP test. All three assessments will be made available to our students at no cost during the 2009-10 and 2010-11 school years.

Under state regulation, another ACT assessment, WorkKeys, will be required by all juniors beginning in the 2010-11 school year. WorkKeys is a job skills assessment system measuring "real world" skills employers believe are critical to job success. These skills are valuable for any occupation, skilled or professional, and at any level of education.

Process directions for middle and high school education: The district will define the core curriculum we expect our students to successfully complete in order to be workforce and college ready.

Through the use of ARRA funds, we are administering the PLAN to all grade 10 students and the ACT to all grade 11 students during the 2009-10 and 2010-11 school years. With the data we receive from these administrations, the district will be looking at whether our courses are teaching college and workforce readiness standards in core subjects. This will be done through multiple course pathways including career technology. It also mirrors the work the district is doing with the alignment of courses with career clusters and multiple course pathways within each career cluster.

Other *Profile* Indicators, Notes and TablesSAT and ACT Background and Reports:

- The College Board Educational Testing Service and ACT caution users of college entry test scores that such data are based on self-selected groups of students and may not reflect the ethnic, cultural and income characteristics of the student population as a whole.
- The SAT, and ACT provides annual reports and analysis related to student performance on the two tests. Data comparisons reported in *Profile* making comparisons to state and national cohorts are pulled from these reports.
- The SAT Reasoning Test is a comprehensive, standardized college entrance examination used to provide information for college admission. Designed to measure what students have learned in high school, the SAT tests students reading, writing and mathematics skills—the same skills they're learning in high school and are essential to college success. It also shows how well students can apply their skills. SAT scale scores range from 200 to 800 in each content area of critical reading, mathematics and writing. The average score on the SAT is about 500 on each of the portions of reading, mathematics and writing.
- The ACT is a comprehensive, standardized college entrance exam designed to assess high school students' general educational development and their ability to complete college-level work. The ACT is a curriculum-based achievement test that measures English, mathematics, reading and science skills deemed critical for successful college academic performance and is administered at various times throughout the year. The scores range from 1 to 36. The composite score is an average of the English, mathematics, reading and science. The writing test, which is optional, measures skills used in planning and writing a short essay and is reported on a scale of 2-12.
- Each year Anchorage's high school students voluntarily participate in college entrance examinations. Many Anchorage students who plan to go on to postsecondary institutions take either or both of the national college entrance examinations, the SAT or ACT. The SAT is taken by more Anchorage graduates than the ACT.
- According to the College Board, participation rate is an extremely important factor affecting the interpretation of college admission scores. In 2008-09 the College Board reported scores for 1,215 students in the senior cohort on the SAT. ACT reported scores for 637 students in the ACT senior cohort (tables 94 and 96). When looking specifically at the 2,967 graduates in 2009, 44.15 percent had an SAT score on record and 21.27 percent had an ACT score on record. In terms of overall participation, 48.84 percent of the graduating class had at least one college entrance examination score on file. This included either an ACT or SAT score.
- In 2008-09 Anchorage seniors reported in the senior cohort did well on the ACT and SAT. Performance was above the national and state average on both tests. The Anchorage SAT senior cohort averages of 525 on critical reading, 531 on mathematics and 500 on writing was above the national averages of 501, 515, and 493 respectively (table 96). The ACT senior cohort for Anchorage of 22.4 for English, 23.2 for mathematics, and 23.0 for composite was above the national averages of 20.6, 21.0 and 21.1 respectively (table 94).
- Student achievement on SAT and ACT was above that of Alaska and the nation (tables 94 and 96). This has been the pattern for Anchorage over the past several years. Table 98 shows the ACT and SAT senior cohort scores since 2004-05.

Table 94: Average ACT Scores District, State and National 2009 Senior Cohort*

	Number Tested	Average ACT Scores		
		English	Mathematics	Composite
District	637	22.4	23.2	23.0
State	2,254	20.1	21.1	21.0
National	1,480,469	20.6	21.0	21.1

Source: Graduating Class of 2009 ACT High School Profile Report

* The report includes performance on 2009 seniors who took the ACT as sophomores, juniors, or seniors through June 2009 and self-reported that they were scheduled to graduate in 2009. If a student took the test more than once, the most recent score is used.

Table 95: District ACT Results for All Students Tested in 2008-09 and Enrolled in ASD for the 2008-09 School Year

ACT						
	Reading	English	Mathematics	Science	Composite*	
	Mean	Mean	Mean	Mean	Count	Mean
All Students	24.02	22.64	23.50	22.46	713	23.20
AF AM	20.08	18.41	19.51	18.90	49	19.27
AKNA/AI	24.21	21.50	23.57	21.64	14	22.86
Asian	21.41	20.23	23.09	20.98	56	21.45
NH/OPI	19.85	16.38	18.85	18.15	13	18.46
White	25.22	24.01	24.55	23.61	473	24.39
Hispanic	22.20	20.44	21.76	20.34	41	21.17
ME	22.54	20.87	21.34	20.43	67	21.42
EDS	20.14	18.39	20.27	19.23	88	19.61
Non-EDS	24.57	23.24	23.96	22.91	625	23.71
SWD	16.37	14.05	16.26	16.00	19	15.68
Non-SWD	24.23	22.88	23.70	22.63	694	23.41
LEP	17.42	14.37	18.21	17.58	19	17.00
Not LEP	24.20	22.87	23.65	22.59	694	23.37
Migrant	22.38	20.50	21.50	19.75	8	21.25
Not Migrant	24.04	22.67	23.52	22.49	705	23.23
Female	23.81	22.71	22.85	21.80	418	22.85
Male	24.33	22.55	24.42	23.38	295	23.70
Grade 9	**	**	**	**	**	**
Grade 10	**	**	**	**	**	**
Grade 11	25.18	24.19	25.04	23.80	271	24.63
Grade 12	23.28	21.66	22.56	21.61	438	22.31

*ACT composite scores are calculated based upon the average of scores on the reading, English, math and science subtests.

** Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol ACT scale of 1-36

Table 96: Average SAT Scores District, State and National 2009 Senior Cohort*

	Number Tested	Average SAT Scores		
		Critical Reading	Mathematics	Writing
District	1,215	525	531	500
State	3,589	520	516	492
National	1,530,128	501	515	493

Source: College Board 2009 College-Bound Seniors District Profile Report

* The report includes performance for seniors who took the SAT Reasoning Test at any time during their high school years through March 2009. If a student took the test more than once, the most recent score is used.

Table 97: District Mean SAT Results for Students Tested in 2008-09 and Enrolled in ASD for the 2008-09 School Year

	SAT					Overall Count
	Critical Reading	Mathematics	Writing	Composite w/o Writing*	Composite w/ Writing**	
	Scale of 200-800	Scale of 200-800	Scale of 200-800	Scale of 200-1600	Scale of 200-2400	
All Students	532.59	544.30	512.04	1,076.89	1,588.93	1,408
AF AM	461.25	466.63	447.13	927.88	1,375.00	80
AKNA/AI	487.63	538.42	478.16	1,026.05	1,504.21	38
Asian	499.18	552.28	492.63	1,051.46	1,544.09	171
NH/OPI	422.63	430.00	428.95	852.63	1,281.58	19
White	551.56	556.95	528.06	1,108.51	1,636.58	909
Hispanic	490.00	503.78	464.46	993.78	1,458.24	74
ME	542.22	533.50	514.87	1,075.73	1,590.60	117
EDS	465.58	474.90	451.97	940.48	1,392.45	147
Non-EDS	540.40	552.39	519.04	1,092.79	1,611.83	1,261
SWD	410.40	420.40	382.80	830.80	1,213.60	25
Non-SWD	534.80	546.54	514.37	1,081.34	1,595.71	1,383
LEP	406.19	468.33	400.24	874.52	1,274.76	42
Not LEP	536.48	546.63	515.48	1,083.11	1,598.59	1,366
Migrant	500.00	487.50	490.00	987.50	1,477.50	12
Not Migrant	532.87	544.79	512.23	1,077.66	1,589.89	1,396
Female	536.05	533.42	525.30	1,069.47	1,594.77	774
Male	528.38	557.57	495.85	1,085.95	1,581.80	634
Grade 9	470.00	544.00	454.00	1,014.00	1,468.00	5
Grade 10	542.50	567.50	520.00	1,110.00	1,630.00	16
Grade 11	556.95	576.50	538.71	1,133.45	1,672.16	472
Grade 12	520.20	527.28	498.46	1,047.48	1,545.93	915

* SAT composite score without writing is based upon the addition of the verbal and math subtest scores.

**SAT composite score with writing is based upon the addition of the verbal, math and writing subtest scores.

Table 98: 5-Year Trend ACT and SAT Senior Cohort

SAT	04-05		05-06		06-07		07-08		08-09	
	District	National	District	National	District	National	District	National	District	National
Critical Reading*	529	508	521	503	526	502	532	502	525	501
Mathematics	533	520	534	518	534	515	543	515	531	515
Writing	N/A	N/A	499	497	497	494	506	494	500	493
ACT										
English	22.4	20.4	21.8	20.6	22.1	20.7	22.5	20.6	22.4	20.6
Mathematics	23.3	20.7	22.9	20.8	23.1	21.0	23.5	21.0	23.2	21.0
Composite	23.2	20.9	22.6	21.1	22.9	21.2	23.3	21.1	23.0	21.1

Source: ACT and College Board Summary Reports

* Critical Reading reported as Verbal Score prior to 2005-06

Table 99: Graduate Overview of Participation in ACT and SAT

	Class 2008 Graduates		Class 2009 Graduates	
	Count	Percent of Total Graduates	Count	Percent of Total Graduates
Total Graduates	2,963	100.00%	2,967	100.00%
Graduates with an SAT score on file	1,358	45.83%	1,310	44.15%
Graduates with an ACT score on file	591	19.95%	631	21.27%
Graduates with <u>both</u> an SAT and ACT score on file	454	15.32%	492	16.58%
Graduates with <u>at least one</u> SAT or ACT score on file	1,495	50.46%	1,449	48.84%

Source: Graduate, SAT and ACT files

Goal 7: Customer service and satisfaction will improve.

Indicator: The district will increase the survey response rate and the *Respectful Climate* factor score measured in the student, staff and parent climate survey at the district and division level.

**Grades 5 Through 12 Student Survey Results:
Respectful Climate Factor Score**

	Respectful Climate Factor Score		Increase Required	Change	Target Met?
	07-08	08-09			
Elementary School	3.70	3.79	>0	0.09	Yes
Middle School	3.26	3.34	>0	0.08	Yes
High School	3.19	3.24	>0	0.05	Yes
Alternative/Charter	3.68	N/A	>0	N/A	N/A
Alternative	N/A	3.75	>0	N/A	N/A
Charter	N/A	3.77	>0	N/A	N/A
District	3.37	3.44	>0	0.07	Yes

Note: *Respectful Climate* factor measured in the Student and Staff Climate Survey: This factor reflects students' or staff feelings about fairness of rules and respect for students' contributions. The range for the factor score is from 1 to 5, where 1 is low and 5 is high.

**Grades 5 Through 12 Student Survey Results:
Response Rate**

	Response Rate		Increase Required	Change	Target Met?
	07-08	08-09			
Elementary School	78.49%	77.08%	>0	-1.41%	No
Middle School	69.85%	69.08%	>0	-0.77%	No
High School	59.27%	60.78%	>0	1.51%	Yes
Alternative/Charter	36.37%	45.76%	>0	9.39%	Yes
Alternative	N/A	46.17%	>0	N/A	N/A
Charter	N/A	45.13%	>0	N/A	N/A
District	63.94%	64.84%	>0	0.90	Yes

Goal 7: Customer service and satisfaction will improve.

Indicator: The district will increase the survey response rate and the *Respectful Climate* factor score measured in the student, staff and parent climate survey at the district and division level.

**Staff Survey Results:
Respectful Climate Factor Score**

	Respectful Climate Factor Score		Increase Required	Change	Target Met?
	07-08	08-09			
Elementary School	3.82	3.90	>0	0.08	Yes
Middle School	3.57	3.68	>0	0.11	Yes
High School	3.71	3.72	>0	0.01	Yes
Alternative/Charter	3.95	N/A	>0	N/A	N/A
Alternative	N/A	3.78	>0	N/A	N/A
Charter	N/A	4.14	>0	N/A	N/A
District	3.76	3.83	>0	0.07	Yes

Note: *Respectful Climate* factor measured in the Student and Staff Climate Survey: This factor reflects students' or staff feelings about fairness of rules and respect for students' contributions. The range for the factor score is from 1 to 5, where 1 is low and 5 is high.

**Staff Survey Results:
Response Rate**

	Response Rate		Increase Required	Change	Target Met?
	07-08	08-09			
Elementary School	54.87%	64.38%	>0	9.51%	Yes
Middle School	66.03%	69.02%	>0	2.99%	Yes
High School	47.68%	53.13%	>0	5.45%	Yes
Alternative/Charter	45.12%	62.98%	>0	17.86%	Yes
Alternative	N/A	60.26%	>0	N/A	N/A
Charter	N/A	67.86%	>0	N/A	N/A
District	53.49%	61.95%	>0	8.46%	Yes

Goal 7: Customer service and satisfaction will improve.

Indicator: The district will increase the survey response rate and the *Respectful Climate* factor score measured in the student, staff and parent climate survey at the district and division level.

**Parent/Guardian Survey Results:
Respectful Climate Factor Score**

	Respectful Climate Factor Score		Increase Required	Change	Target Met?
	07-08	08-09			
Elementary School	4.39	4.34	>0	-0.05	No
Middle School	4.19	3.87	>0	-0.32	No
High School	3.96	3.88	>0	-0.08	No
Alternative/Charter	4.47	N/A	>0	N/A	N/A
Alternative	N/A	4.40	>0	N/A	N/A
Charter	N/A	4.50	>0	N/A	N/A
District	4.29	4.20	>0	-0.09	No

Note: *Respectful Climate* factor measured in the Parent/Guardian Climate Survey: This factor reflects parents' feelings about how supportive and respectful the school staff is to students and parents. Questions included in this factor were: I feel welcome at this school; I am satisfied with communication with my child's teacher(s); This school is a supportive and inviting place for parents/guardians; Adults at the school respect cultural diversity. The range for the factor score is from 1 to 5, where 1 is low and 5 is high.

**Parent/Guardian Survey Results:
Response Rate**

	Response Rate		Increase Required	Change	Target Met?
	07-08	08-09			
Elementary School	16.62%	8.62%	>0	-8.00%	No
Middle School	22.83%	5.68%	>0	-17.15%	No
High School	8.59%	6.18%	>0	-2.41	No
Alternative/Charter	9.80%	8.56%	>0	-1.24	No
Alternative	N/A	5.38%	>0	N/A	N/A
Charter	N/A	12.13%	>0	N/A	N/A
District	15.23%	7.54%	>0	-7.69%	No

Note: Cancellation of spring parent teacher conferences occurred in the 2008-09 school year which has historically been a time when a large number of the surveys were completed by parents. Surveys were also mailed home as another option as well as a link on the district's Web site.

Goal 8: Parent/guardian involvement will improve.

Indicator 8a: The *Parent/Guardian and Community Involvement* factor score reported in the staff climate survey will increase at the district and division levels.

**Staff Survey Results:
Parent/Guardian and Community Involvement Factor Score**

	Parent/Guardian and Community Involvement Factor Score		Increase Required	Change	Target Met?
	07-08	08-09			
Elementary School	3.87	3.91	>0	0.04	Yes
Middle School	3.81	3.80	>0	-0.01	No
High School	3.69	3.65	>0	-0.04	No
Alternative/Charter	3.85	N/A	>0	N/A	N/A
Alternative	N/A	3.65	>0	N/A	N/A
Charter	N/A	4.14	>0	N/A	N/A
District	3.82	3.83	>0	0.01	Yes

Note: *Parent and Community Involvement* factor measured in the Staff Climate Survey: This factor reflects staff members' feelings about how accessible the school is for parents as well as how connected adults in the community are to the school. The range for the factor score is from 1 to 5, where 1 is low and 5 is high.

Goal 8: Parent/guardian involvement will improve.

Indicator 8b: The *Parent/Guardian and Community Involvement* factor score reported in the parent/guardian climate survey will increase at the district and division levels.

**Parent/Guardian Survey Results:
Parent/Guardian and Community Involvement Factor Score**

	Parent/Guardian and Community Involvement Factor Score		Increase Required	Change	Target Met?
	07-08	08-09			
Elementary School	4.38	4.33	>0	-0.05	No
Middle School	4.20	3.89	>0	-0.31	No
High School	3.96	3.90	>0	-0.06	No
Alternative/Charter	4.46	N/A	>0	N/A	N/A
Alternative	N/A	4.38	>0	N/A	N/A
Charter	N/A	4.49	>0	N/A	N/A
District	4.28	4.20	>0	-0.08	No

Note: *Parent/Guardian and Community Involvement* factor measured in the Parent/Guardian Climate Survey: This factor is calculated by determining the mean of five questions: 1) I feel welcome at this school, 2) This school is a supportive and inviting place for parents/guardians, 3) Adults at this school respect cultural diversity, 4) Teachers at my child's school are interested in what I have to say and 5) I feel like I am actively involved in my child's education. The range for the factor score is from 1 to 5, where 1 is low and 5 is high.

Anchorage School District Student, Staff, and Parent/Guardian Climate Survey Results, Spring 2009

The Anchorage School District administered the School Climate and Connectedness Surveys in spring 2009 to students in grades 3-4 and 5-12, all school staff and parents/guardians of students in grades K-12. The surveys were done to provide schools with information about perceptions and experiences related to school climate for use in setting school goals and redirecting resources.

Respondents were asked to answer a series of questions that were related to a certain concept. For grades 5-12, staff and parent/guardian, there were five options from which to choose a response. The answer options ranged from strongly disagree (1) to strongly agree (5). In the grades 3-4 survey there were four options from which to choose a response, one option was don't know. The answer options ranged from no (1) to yes (3) with don't know coded as a (0) and not included in the results.

Student Survey Results – Grades 3-4 Survey

Table 100: Grades 3-4 Student Survey Response Rate

	Elementary	Alternative	Charter	District
# Surveys Completed	6,190	83	241	6,514
# Reportable Surveys	5,888	82	232	6,202
# Students Enrolled*	7,128	124	372	7,624
Reportable Response Rate	82.60%	66.13%	62.37%	81.35%

*Number enrolled as of April 7, 2009

Each question in the survey related to a factor or concept, and a score was calculated based on the mean response for the questions related to each factor. The factors measured in the survey were:

- **Caring Others:** This factor reflects students' feelings about how close they feel to other people in the school. Students selected responses between one and three where one indicates a lack of caring relationships and three indicates strong caring relationships at the school.
- **Social and Emotional Learning:** This factor reflects students' ability to think about the consequences of their actions and to empathize with others. Students selected responses between one and three where one indicates that students at the school perceive themselves as having poorer social and emotional learning, and three indicates higher levels of social and emotional learning.

Table 101: Grades 3-4 Climate and Connectedness Student Survey - Overall District

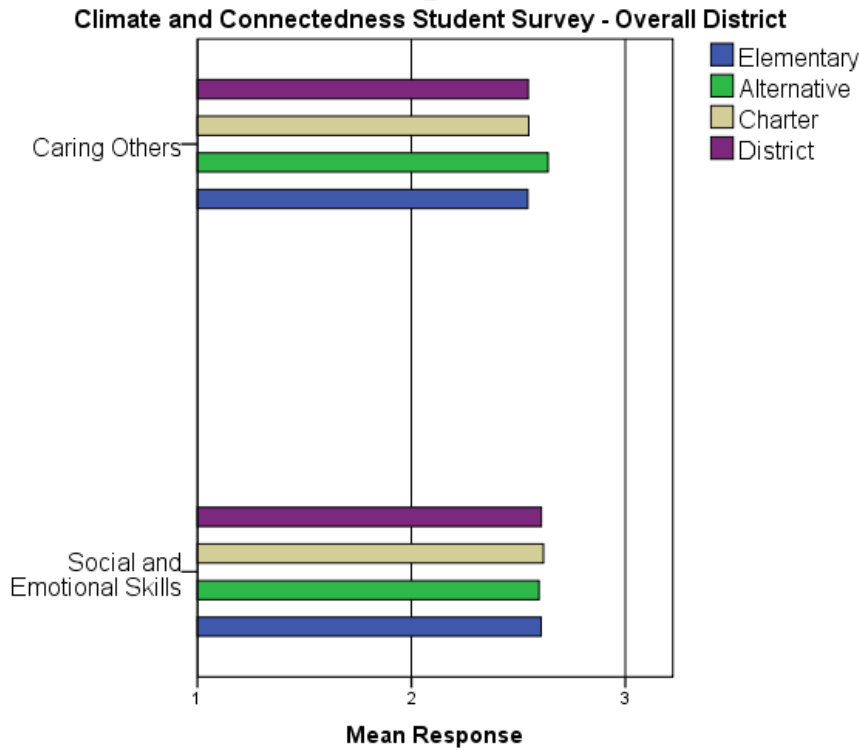


Table 102: Grades 3-4 Student Survey Mean Response by Factors Related to School Climate - Overall District

	Elementary	Alternative	Charter	District
Caring Others	2.54	2.64	2.55	2.55
Social and Emotional Skills	2.61	2.60	2.62	2.61

Range is from a low of 1 to a high of 3

Table 103: Grades 3-4 Student Survey Results of the Mean Factor Score by Ethnicity (Self-Reported)

Elementary	AF AM	AKNA/AI	Asian	NH/OPI	White	Hispanic	Multi-Ethnic
Caring Others	2.52	2.53	2.52	2.56	2.56	2.55	2.53
Social and Emotional Skills	2.56	2.58	2.59	2.62	2.64	2.61	2.59
Alternative School							
Caring Others	2.72	2.69	2.72	***	2.68	2.60	2.69
Social and Emotional Skills	2.20	2.66	2.68	***	2.62	3.00	2.68
Charter School							
Caring Others	2.68	2.63	3.00	2.64	2.55	2.76	2.53
Social and Emotional Skills	2.65	2.67	2.81	2.75	2.61	2.84	2.62
District							
Caring Others	2.52	2.53	2.52	2.56	2.57	2.55	2.53
Social and Emotional Skills	2.56	2.58	2.59	2.62	2.64	2.62	2.60

*** The results cannot be calculated because of missing responses.

Student Survey Results – Grades 5-12 Survey

Table 104: Grades 5-12 Student Survey Response Rate

	Elementary	Middle School	High School	Alternative	Charter	District
# Surveys Completed	5,571	5,664	9,300	994	608	22,137
# Reportable Surveys	4,887	4,948	7,630	826	538	18,829
# Students Enrolled*	6,340	7,163	12,554	1,789	1,192	29,038
Reportable Response Rate	77.08%	69.08%	60.78%	46.17%	45.13%	64.84%

*Number enrolled as of April 7, 2009

Each question in the survey related to a factor or concept, and a score was calculated based on the mean response for the questions related to each factor. The factors measured in the survey were:

- **School Leadership and Student Involvement:** This factor reflects students' feelings about the decision making of school leaders as well as student participation in the school governance. Students selected responses between one and five where one indicates a low level of school leadership and student involvement and five indicates a high level of school leadership and student involvement.
- **Respectful Climate:** This factor reflects students' feelings about fairness of rules and respect for students' contributions. Students selected responses between one and five where one indicates a lack of a respectful climate and five indicates a highly respectful climate for students.
- **High Expectations:** This factor reflects students' feelings about their own expectations as well as those of adults in their school and community. Students selected responses between one and five where one indicates a lack of high expectations and five indicates a high level of high expectations.
- **School Safety:** This factor reflects students' feelings about bullies and gangs at school as well as general crime and violence in the community. Students selected responses between one and five where one indicates a low level of school safety and five indicates a high level of school safety.
- **Peer Climate:** This factor reflects students' feelings about how respectful students are to one another and how helpful students are to other students. Students selected responses between one and five where one indicates a more negative peer climate and five indicates a very positive peer climate at the school.
- **Caring Adults:** This factor reflects students' feelings about how close they feel to adults in the school. Students selected responses between one and five where one indicates a lack of caring adult relationships and five indicates strong caring adult relationships at the school.
- **Social and Emotional Learning:** This factor reflects students' ability to think about the consequences of their actions and to empathize with others. Students selected responses between one and five where one indicates that students at the school perceive themselves as having poorer social and emotional learning, and five indicates higher levels of social and emotional learning.
- **Community Involvement:** This factor reflects students' feelings about how supportive and welcoming the school is with parents and the community. Students selected responses between one and five where one indicates a less supportive and welcoming environment and five indicates a more supportive and welcoming environment.
- **Overall Climate:** The overall climate score was computed as the mean of three scales: school leadership, high expectations and school safety.
- **Overall Connectedness:** Overall connectedness score was computed as a mean of four scales: respectful climate, peer climate, caring adults and community involvement.

Table 105: Grades 5-12 Climate and Connectedness Student Survey - Overall District

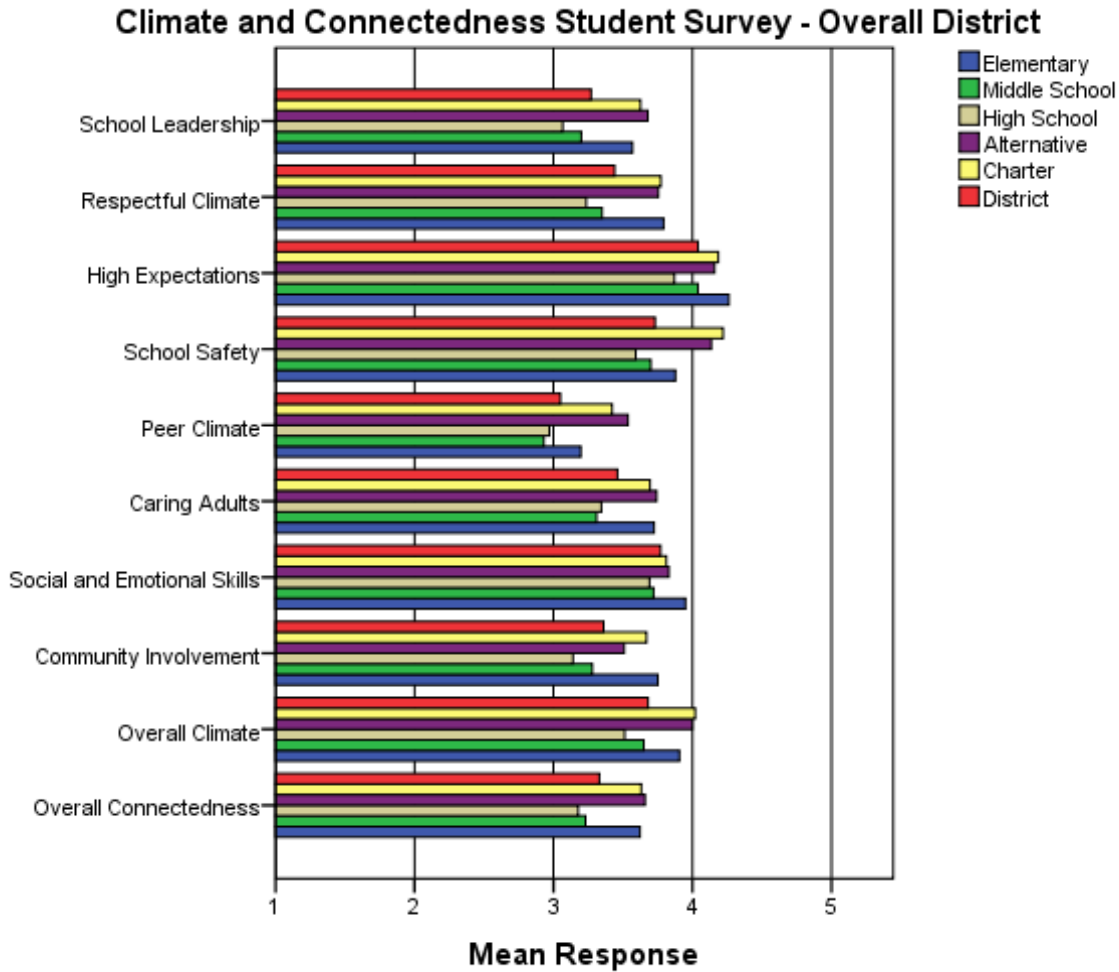


Table 106: Grades 5-12 Student Survey Mean Response by Factors Related to School Climate - Overall District

	Elementary	Middle School	High School	Alternative	Charter	District
School Leadership	3.57	3.20	3.07	3.68	3.63	3.27
Respectful Climate	3.79	3.35	3.24	3.75	3.77	3.44
High Expectations	4.26	4.04	3.87	4.16	4.19	4.04
School Safety	3.88	3.70	3.59	4.13	4.22	3.73
Peer Climate	3.20	2.93	2.97	3.53	3.42	3.05
Caring Adults	3.72	3.31	3.34	3.74	3.69	3.46
Social and Emotional Skills	3.95	3.72	3.69	3.83	3.81	3.77
Community Involvement	3.75	3.28	3.14	3.51	3.67	3.36
Overall Climate	3.91	3.65	3.51	4.00	4.02	3.68
Overall Connectedness	3.62	3.23	3.18	3.66	3.63	3.33

Range is from a low of 1 to a high of 5

Students were also asked to answer questions related to school danger. The questions ask about how often the student has observed specific dangerous behaviors in their school during the past year. The following table provides the responses for those questions:

Table 107: Grades 5-12 Student Survey Results of the School Danger Questions Percent of Students Responding in Each Category

Elementary	0 Times	1-2 Times	3-6 Times	7-12 Times	> 12 Times
Under the Influence of Drugs?	92.29%	5.31%	1.20%	0.29%	0.91%
Under the Influence of Alcohol?	92.47%	4.94%	1.25%	0.48%	0.87%
Destroy Things (Vandalism)?	51.26%	30.73%	11.01%	2.95%	4.05%
Get into Fights?	27.23%	35.63%	20.96%	5.91%	10.27%
Steal Things?	51.25%	27.29%	11.28%	4.26%	5.92%
Threaten or Bully?	36.51%	29.66%	15.81%	7.10%	10.93%
Under the Influence of Inhalants?	75.58%	14.53%	5.09%	2.06%	2.73%
Carry Weapons?	81.49%	13.83%	2.40%	0.72%	1.55%
Middle School					
Under the Influence of Drugs?	66.24%	17.40%	7.94%	2.46%	5.96%
Under the Influence of Alcohol?	71.28%	15.62%	6.45%	2.28%	4.37%
Destroy Things (Vandalism)?	39.20%	31.06%	14.99%	6.71%	8.03%
Get into Fights?	24.22%	36.40%	22.58%	7.49%	9.31%
Steal Things?	44.63%	26.52%	13.59%	6.52%	8.74%
Threaten or Bully?	29.78%	27.61%	16.68%	9.72%	16.21%
Under the Influence of Inhalants?	69.45%	16.17%	6.10%	2.80%	5.48%
Carry Weapons?	73.40%	17.13%	4.26%	1.46%	3.75%
High School					
Under the Influence of Drugs?	37.52%	19.41%	14.80%	7.22%	21.05%
Under the Influence of Alcohol?	44.98%	23.16%	14.13%	6.28%	11.45%
Destroy Things (Vandalism)?	42.27%	27.70%	14.50%	6.50%	9.03%
Get into Fights?	33.15%	35.40%	19.18%	5.22%	7.05%
Steal Things?	47.12%	23.50%	13.63%	6.16%	9.59%
Threaten or Bully?	35.79%	24.35%	16.96%	8.72%	14.19%
Under the Influence of Inhalants?	76.93%	11.29%	4.71%	2.05%	5.02%
Carry Weapons?	67.09%	18.81%	5.86%	2.77%	5.47%
Alternative School					
Under the Influence of Drugs?	66.91%	14.88%	6.03%	4.06%	8.12%
Under the Influence of Alcohol?	77.07%	12.21%	4.93%	1.97%	3.82%
Destroy Things (Vandalism)?	67.65%	21.11%	5.06%	2.35%	3.83%
Get into Fights?	68.88%	19.93%	5.66%	1.72%	3.81%
Steal Things?	70.12%	18.27%	5.31%	1.98%	4.32%
Threaten or Bully?	62.64%	20.84%	8.63%	2.59%	5.30%
Under the Influence of Inhalants?	88.89%	5.93%	2.10%	0.62%	2.47%
Carry Weapons?	83.78%	9.58%	2.83%	1.23%	2.58%
Charter School					
Under the Influence of Drugs?	85.41%	6.65%	3.86%	1.07%	3.00%
Under the Influence of Alcohol?	87.45%	6.71%	2.38%	1.95%	1.52%
Destroy Things (Vandalism)?	59.70%	25.00%	9.05%	1.94%	4.31%
Get into Fights?	44.61%	39.44%	9.05%	3.02%	3.88%
Steal Things?	59.40%	25.49%	7.78%	2.59%	4.75%
Threaten or Bully?	49.89%	27.86%	12.10%	4.75%	5.40%
Under the Influence of Inhalants?	81.21%	12.53%	3.46%	0.86%	1.94%
Carry Weapons?	81.47%	13.36%	2.59%	0.65%	1.94%
District					
Under the Influence of Drugs?	61.93%	14.67%	8.77%	3.85%	10.77%
Under the Influence of Alcohol?	66.83%	15.51%	8.03%	3.41%	6.23%
Destroy Things (Vandalism)?	45.37%	29.02%	13.16%	5.33%	7.12%
Get into Fights?	31.10%	35.14%	19.70%	5.79%	8.27%
Steal Things?	48.86%	25.11%	12.49%	5.48%	8.05%
Threaten or Bully?	35.92%	26.53%	16.10%	8.19%	13.26%
Under the Influence of Inhalants?	75.24%	13.22%	5.03%	2.16%	4.35%
Carry Weapons?	73.62%	16.52%	4.32%	1.77%	3.78%

Table 108: Grades 5-12 Student Survey Results of the Mean Factor Score by Ethnicity (Self-Reported)

Elementary	AF AM	AKNA/AI	Asian	NH/OPI	White	Hispanic	Multi-Ethnic
School Leadership	3.58	3.72	3.66	3.70	3.50	3.63	3.56
Respectful Climate	3.63	3.81	3.87	3.82	3.81	3.75	3.76
High Expectations	4.25	4.19	4.26	4.28	4.30	4.24	4.24
School Safety	3.76	3.78	3.60	3.49	4.06	3.80	3.79
Peer Climate	3.09	3.22	3.21	3.12	3.24	3.15	3.14
Caring Adults	3.68	3.69	3.59	3.73	3.78	3.68	3.71
Social and Emotional Skills	3.91	3.87	3.95	3.91	4.00	3.96	3.90
Community Involvement	3.66	3.75	3.68	3.74	3.80	3.73	3.71
Overall Climate	3.87	3.91	3.84	3.84	3.95	3.90	3.87
Overall Connectedness	3.51	3.63	3.60	3.62	3.66	3.59	3.58
Middle School							
School Leadership	3.11	3.31	3.32	3.25	3.19	3.20	3.11
Respectful Climate	3.14	3.44	3.41	3.29	3.40	3.29	3.25
High Expectations	3.94	4.00	4.04	4.08	4.09	4.02	3.98
School Safety	3.56	3.70	3.51	3.32	3.84	3.62	3.64
Peer Climate	2.81	3.00	3.02	2.94	2.95	2.88	2.86
Caring Adults	3.28	3.31	3.17	3.29	3.36	3.25	3.29
Social and Emotional Skills	3.61	3.65	3.77	3.78	3.77	3.66	3.63
Community Involvement	3.15	3.33	3.27	3.26	3.33	3.21	3.22
Overall Climate	3.52	3.68	3.62	3.57	3.71	3.62	3.58
Overall Connectedness	3.10	3.27	3.22	3.21	3.27	3.17	3.16
High School							
School Leadership	3.00	3.13	3.23	3.18	3.03	3.11	3.00
Respectful Climate	3.06	3.26	3.35	3.26	3.26	3.23	3.14
High Expectations	3.79	3.75	3.91	3.91	3.91	3.84	3.81
School Safety	3.47	3.42	3.39	3.35	3.72	3.53	3.51
Peer Climate	2.89	2.91	3.02	3.04	3.00	2.95	2.88
Caring Adults	3.36	3.29	3.13	3.34	3.42	3.25	3.29
Social and Emotional Skills	3.59	3.59	3.72	3.75	3.72	3.66	3.65
Community Involvement	3.07	3.13	3.13	3.19	3.17	3.13	3.07
Overall Climate	3.43	3.44	3.51	3.50	3.56	3.49	3.44
Overall Connectedness	3.09	3.13	3.16	3.21	3.22	3.16	3.10
Alternative School							
School Leadership	3.43	3.54	3.87	3.53	3.78	3.49	3.46
Respectful Climate	3.65	3.56	3.95	3.76	3.82	3.63	3.65
High Expectations	4.08	4.03	4.34	4.23	4.21	4.12	4.05
School Safety	3.90	3.86	4.04	3.97	4.27	3.97	3.92
Peer Climate	3.42	3.16	3.75	3.64	3.65	3.39	3.33
Caring Adults	3.68	3.52	3.73	3.45	3.85	3.56	3.60
Social and Emotional Skills	3.75	3.65	4.06	3.92	3.84	3.69	3.87
Community Involvement	3.21	3.21	3.65	3.40	3.67	3.23	3.27
Overall Climate	3.88	3.80	4.05	3.87	4.09	3.90	3.85
Overall Connectedness	3.52	3.36	3.79	3.56	3.77	3.48	3.50

Continued on Next Page

Table 109: Grades 5-12 Student Survey Results of the Mean Factor Score by Ethnicity Continued (Self-Reported)

Charter School	AF AM	AKNA/AI	Asian	NH/OPI	White	Hispanic	Multi-Ethnic
School Leadership	3.67	3.58	3.51	4.10	3.61	3.69	3.66
Respectful Climate	3.62	3.69	4.10	3.90	3.79	3.65	3.78
High Expectations	4.19	4.16	4.00	4.41	4.18	4.29	4.22
School Safety	3.99	4.05	4.08	3.98	4.27	3.84	4.31
Peer Climate	3.48	3.42	3.17	3.85	3.41	3.22	3.43
Caring Adults	3.69	3.61	3.54	4.00	3.73	3.53	3.62
Social and Emotional Skills	3.68	3.84	3.64	4.15	3.82	3.85	3.78
Community Involvement	3.56	3.65	3.24	4.14	3.67	3.51	3.70
Overall Climate	3.95	3.96	3.79	4.28	4.02	3.94	4.09
Overall Connectedness	3.59	3.59	3.48	3.91	3.65	3.43	3.59
District							
School Leadership	3.19	3.42	3.37	3.37	3.24	3.28	3.24
Respectful Climate	3.24	3.52	3.51	3.45	3.47	3.39	3.39
High Expectations	3.95	3.99	4.04	4.07	4.07	4.00	4.01
School Safety	3.58	3.66	3.49	3.41	3.88	3.64	3.67
Peer Climate	2.94	3.07	3.08	3.07	3.09	3.00	2.98
Caring Adults	3.43	3.45	3.27	3.44	3.52	3.37	3.44
Social and Emotional Skills	3.68	3.71	3.80	3.81	3.81	3.74	3.73
Community Involvement	3.24	3.41	3.31	3.38	3.40	3.31	3.33
Overall Climate	3.58	3.70	3.63	3.63	3.73	3.64	3.64
Overall Connectedness	3.21	3.36	3.29	3.34	3.38	3.28	3.29

Note: To make comparisons to the divisions and district overall mean factor scores reference Table 106 on page 237 .

Staff Survey Results

Table 110: Staff Survey Response Rate

	Elementary	Middle School	High School	Alternative	Charter	District**
# Surveys Completed	1,920	549	684	182	114	3,473
# Reportable Surveys	1,912	548	680	182	114	3,460
# Staff Members*	2,970	794	1,280	302	168	5,585
Reportable Response Rate	64.38%	69.02%	53.13%	60.26%	67.86%	61.95%

*Number of staff as of January 19, 2009

**Includes KCC responses

Each question in the survey related to a factor or concept, and a score was calculated based on the mean response for the questions related to each factor. The factors were:

- **School Leadership:** This factor reflects staff members' feelings about the decision making of school leaders as well as the fairness of school rules. Staff members selected responses between one and five where one indicates a low level of school leadership and five indicates a high level of school leadership.
- **Respectful Climate:** This factor reflects staff members' feelings about how students treat each other and how well students and staff members treat one another. Staff members selected responses between one and five where one indicates a low level of respect and five indicates a high level.
- **Staff Attitudes:** This scale reflects staff members' feelings about the competence of teachers as well as how positive their attitudes are towards their jobs. Staff members selected responses between one and five where one indicates more negative staff attitudes and five indicates highly positive staff attitudes.
- **Parent and Community Involvement:** This factor reflects staff members' feelings about how accessible the school is for parents as well as how connected adults in the community are to the school. Staff members selected responses between one and five where one indicates a low level of parent and community involvement and five indicates a high level of parent and community involvement.
- **Student Involvement:** This factor reflects staff members' feeling about how involved students are in the decision making process. Staff members selected responses between one and five where one indicates a low level of student involvement and five indicates a high level of student involvement.
- **School Safety:** This factor reflects staff members' feelings about the impact of gangs and bullies as well as general crime and violence in the community. Staff members selected responses between one and five where one indicates a low level school safety and five indicates a high level of school safety.
- **Student Delinquency:** This factor uses staff members' reports of observing students getting into fights, stealing and bullying. The student delinquency and student drug and alcohol scales differ from the other factors since the higher the score is the more negative the response. Staff members selected responses between one and five where one indicates a low level of student delinquency and five indicates a high level of student delinquency.
- **Student Drug and Alcohol Use:** This factor uses staff members' reports of observing students under the influence of drugs or alcohol. The student delinquency and student drug and alcohol use scales differ from the other factors since the higher the score is the more negative the response. Staff members selected responses between one and five where one indicates a low level of student drug and alcohol use and five indicates a high level of student drug and alcohol use.
- **Overall Climate:** Computed as the mean of eight scales: school leadership, respectful climate, staff attitudes, parent and community involvement, student involvement, school safety, student delinquency, and drug and alcohol use scores.

Table 111: Climate and Connectedness Staff Survey - District

Climate and Connectedness Staff Survey - District Report

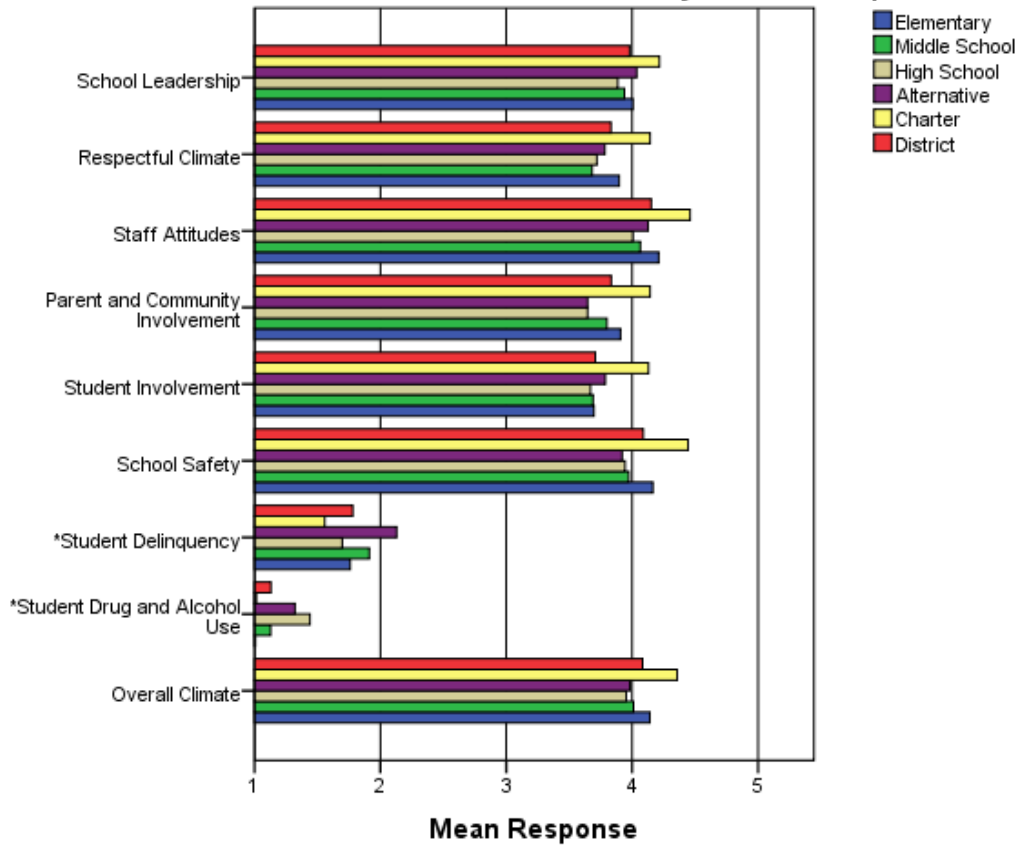


Table 112: Staff Survey Mean Response by Factors Related to School Climate - Overall District

	Elementary	Middle School	High School	Alternative	Charter	District
School Leadership	4.01	3.94	3.89	4.04	4.22	3.98
Respectful Climate	3.90	3.68	3.72	3.78	4.14	3.83
Staff Attitudes	4.21	4.07	4.01	4.13	4.46	4.15
Parent & Community Involvement	3.91	3.80	3.65	3.65	4.14	3.83
Student Involvement	3.70	3.69	3.67	3.79	4.13	3.71
School Safety	4.16	3.97	3.94	3.92	4.44	4.09
Student Delinquency*	1.76	1.91	1.70	2.13	1.56	1.78
Student Drug & Alcohol Use*	1.01	1.13	1.44	1.32	1.02	1.13
Overall Climate	4.14	4.01	3.95	3.98	4.36	4.08

Range is from a low of 1 to a high of 5

*Student Drug and Alcohol Use and Student Delinquency factor scale scores differ from other factors since the higher the score is the more negative the response.

Staff members were also asked to answer questions related to school danger. The questions ask about how often the staff member has observed specific dangerous behaviors in their school during the past year. The following table provides the responses for those questions:

Table 113: Staff Survey Results of the School Danger Questions Percent of Staff Responding in Each Category

	0 Times	1-2 Times	3-6 Times	7-12 Times	> 12 Times
Elementary					
Under the Influence of Drugs?	98.94%	1.06%	0.00%	0.00%	0.00%
Under the Influence of Alcohol?	99.33%	0.67%	0.00%	0.00%	0.00%
Destroy Things (Vandalism)?	45.64%	36.71%	12.20%	2.70%	2.75%
Get into Fights?	41.15%	38.62%	13.94%	2.70%	3.60%
Steal Things?	46.93%	37.52%	10.99%	3.10%	1.46%
Threaten or Bully?	26.91%	37.58%	21.35%	7.58%	6.57%
Under the Influence of Inhalants?	99.44%	0.50%	0.06%	0.00%	0.00%
Carry Weapons?	92.91%	6.31%	0.68%	0.06%	0.06%
Middle School					
Under the Influence of Drugs?	80.93%	14.79%	3.89%	0.19%	0.19%
Under the Influence of Alcohol?	89.11%	9.92%	0.97%	0.00%	0.00%
Destroy Things (Vandalism)?	34.04%	40.38%	17.69%	5.00%	2.88%
Get into Fights?	30.69%	46.14%	18.15%	4.05%	0.97%
Steal Things?	42.72%	37.48%	14.56%	3.88%	1.36%
Threaten or Bully?	17.76%	37.07%	25.29%	10.04%	9.85%
Under the Influence of Inhalants?	96.70%	3.11%	0.19%	0.00%	0.00%
Carry Weapons?	85.85%	12.40%	1.55%	0.19%	0.00%
High School					
Under the Influence of Drugs?	50.32%	31.17%	12.66%	3.48%	2.37%
Under the Influence of Alcohol?	64.82%	24.72%	7.13%	2.06%	1.27%
Destroy Things (Vandalism)?	40.16%	37.46%	14.60%	5.08%	2.70%
Get into Fights?	46.35%	38.10%	11.75%	2.54%	1.27%
Steal Things?	53.82%	29.62%	9.55%	3.66%	3.34%
Threaten or Bully?	32.70%	42.34%	16.59%	5.21%	3.16%
Under the Influence of Inhalants?	94.62%	4.75%	0.63%	0.00%	0.00%
Carry Weapons?	92.23%	6.97%	0.63%	0.00%	0.16%
Alternative School					
Under the Influence of Drugs?	68.59%	17.95%	10.26%	1.92%	1.28%
Under the Influence of Alcohol?	72.90%	18.06%	5.81%	2.58%	0.65%
Destroy Things (Vandalism)?	33.12%	25.32%	15.58%	5.84%	20.13%
Get into Fights?	47.06%	21.57%	9.15%	9.80%	12.42%
Steal Things?	40.65%	37.42%	12.26%	4.52%	5.16%
Threaten or Bully?	28.76%	32.68%	12.42%	6.54%	19.61%
Under the Influence of Inhalants?	94.81%	3.90%	0.65%	0.00%	0.65%
Carry Weapons?	76.77%	16.13%	5.81%	0.00%	1.29%
Charter School					
Under the Influence of Drugs?	97.27%	2.73%	0.00%	0.00%	0.00%
Under the Influence of Alcohol?	98.18%	1.82%	0.00%	0.00%	0.00%
Destroy Things (Vandalism)?	50.00%	40.00%	8.18%	0.00%	1.82%
Get into Fights?	46.36%	45.45%	8.18%	0.00%	0.00%
Steal Things?	55.96%	35.78%	6.42%	1.83%	0.00%
Threaten or Bully?	37.96%	40.74%	14.81%	3.70%	2.78%
Under the Influence of Inhalants?	100.00%	0.00%	0.00%	0.00%	0.00%
Carry Weapons?	95.45%	4.55%	0.00%	0.00%	0.00%
District					
Under the Influence of Drugs?	84.61%	10.27%	3.72%	0.81%	0.59%
Under the Influence of Alcohol?	89.29%	8.04%	1.86%	0.53%	0.28%
Destroy Things (Vandalism)?	42.33%	36.98%	13.53%	3.61%	3.55%
Get into Fights?	41.16%	39.07%	13.67%	3.11%	2.99%
Steal Things?	47.66%	35.86%	11.17%	3.37%	1.94%
Threaten or Bully?	27.29%	38.30%	20.26%	7.28%	6.88%
Under the Influence of Inhalants?	97.83%	1.92%	0.22%	0.00%	0.03%
Carry Weapons?	90.81%	7.95%	1.06%	0.06%	0.12%

Table 114: Staff Survey Results of the Mean Factor Score by Ethnicity (Self-Reported)

Elementary	AF AM	AKNA/AI	Asian	NH/OPI	White	Hispanic	ME
School Leadership	3.84	4.02	4.14	4.43	4.01	4.05	4.14
Respectful Climate	3.87	3.86	4.03	4.00	3.89	3.92	3.93
Staff Attitudes	4.12	4.20	4.25	4.36	4.21	4.22	4.23
Parent & Community Involvement	3.86	3.80	3.98	4.14	3.91	3.94	3.96
Student Involvement	3.68	3.74	3.82	4.07	3.68	3.82	3.87
School Safety	4.05	4.02	4.17	4.12	4.18	4.13	4.15
Student Delinquency*	1.75	1.80	1.37	1.40	1.78	1.58	1.84
Student Drug and Alcohol Use*	1.00	1.01	1.00	1.00	1.01	1.00	1.00
Overall Climate	4.07	4.07	4.25	4.34	4.14	4.21	4.16
Middle School							
School Leadership	3.99	3.79	4.16	4.31	3.97	3.84	3.72
Respectful Climate	3.60	3.55	3.98	4.00	3.70	3.54	3.61
Staff Attitudes	4.04	3.84	4.31	4.60	4.09	3.85	3.93
Parent & Community Involvement	3.82	3.76	4.14	4.21	3.80	3.86	3.52
Student Involvement	3.71	3.68	3.81	4.17	3.70	3.54	3.47
School Safety	3.94	4.04	4.27	4.10	3.98	3.73	3.71
Student Delinquency*	2.19	1.85	1.82	2.20	1.91	1.69	1.79
Student Drug and Alcohol Use*	1.16	1.13	1.15	2.00	1.12	1.28	1.02
Overall Climate	3.93	3.95	4.24	3.98	4.02	3.98	3.91
High School							
School Leadership	3.73	3.98	4.20	4.44	3.89	3.91	3.92
Respectful Climate	3.63	3.81	3.95	3.60	3.72	3.80	3.58
Staff Attitudes	3.78	3.97	4.22	4.30	4.01	4.00	4.11
Parent & Community Involvement	3.59	3.77	3.83	3.86	3.64	3.71	3.56
Student Involvement	3.58	3.59	3.98	4.33	3.66	3.75	3.70
School Safety	3.98	3.84	4.17	4.05	3.93	4.10	3.85
Student Delinquency*	1.82	2.06	1.60	1.85	1.70	1.47	1.63
Student Drug and Alcohol Use*	1.51	1.69	1.19	1.17	1.45	1.39	1.38
Overall Climate	3.87	3.89	4.27	4.21	3.95	3.96	3.92
Alternative School							
School Leadership	3.68	3.56	***	4.25	4.12	3.75	4.38
Respectful Climate	3.38	4.00	1.80	3.70	3.81	3.80	4.00
Staff Attitudes	3.68	4.20	4.20	4.40	4.16	4.00	4.32
Parent & Community Involvement	3.39	3.71	1.00	3.64	3.71	4.29	3.50
Student Involvement	3.22	3.50	4.33	3.67	3.84	4.00	4.22
School Safety	3.44	4.60	1.40	3.50	3.99	4.00	4.30
Student Delinquency*	2.06	1.70	5.00	2.30	2.13	2.00	2.23
Student Drug and Alcohol Use*	1.03	1.00	4.67	1.00	1.30	1.33	1.50
Overall Climate	3.72	4.66	***	4.69	4.00	4.06	4.07

Continued on Next Page

Table 115: Staff Survey Results of the Mean Factor Score by Ethnicity Continued (Self-Reported)

Charter School	AF AM	AKNA/AI	Asian	NH/OPI	White	Hispanic	ME
School Leadership	4.63	4.18	4.06	***	4.24	4.63	3.85
Respectful Climate	4.20	4.06	4.30	***	4.16	4.40	3.80
Staff Attitudes	4.40	4.50	4.10	***	4.48	4.80	4.12
Parent & Community Involvement	4.43	4.16	4.00	***	4.16	3.86	4.00
Student Involvement	4.33	4.14	3.83	***	4.11	4.00	4.39
School Safety	5.00	4.34	3.90	***	4.46	4.80	4.33
Student Delinquency*	1.40	1.83	1.20	***	1.52	1.40	2.00
Student Drug and Alcohol Use*	1.00	1.00	1.00	***	1.02	1.00	1.00
Overall Climate	4.57	4.36	4.12	***	4.37	4.51	4.13
District							
School Leadership	3.82	3.96	4.16	4.38	3.99	4.00	4.04
Respectful Climate	3.70	3.80	4.00	3.83	3.83	3.86	3.83
Staff Attitudes	3.95	4.10	4.25	4.38	4.16	4.14	4.17
Parent & Community Involvement	3.72	3.81	3.95	3.99	3.84	3.90	3.80
Student Involvement	3.60	3.73	3.85	4.08	3.70	3.77	3.83
School Safety	3.96	4.03	4.14	4.00	4.10	4.08	4.06
Student Delinquency*	1.87	1.85	1.49	1.77	1.79	1.58	1.83
Student Drug and Alcohol Use*	1.20	1.13	1.09	1.15	1.13	1.10	1.10
Overall Climate	3.95	4.05	4.26	4.30	4.09	4.14	4.08

*Student Drug and Alcohol Use and Student Delinquency factor scale scores differ from other factors since the higher the score is the more negative the response.

***Results cannot be calculated because of missing responses

Note: To make comparisons to the divisions and district overall mean factor scores reference Table 112 on page 242.

Parent/Guardian Survey Results

Table 116: Parent/Guardian Survey Response Rate

	Elementary	Middle School	High School	Alternative	Charter	District**
# Surveys Completed	2,223	423	856	140	281	3,923
# Primary Guardians*	25,800	7,447	13,854	2,602	2,317	52,020
Response Rate	8.62%	5.68%	6.18%	5.38%	12.13%	7.54%

*Number students enrolled as of March 1, 2009 without dual guardians included

**District data includes responses without a school designation

Two factors are calculated from the Parent/Guardian Survey. All results other than the factor scores below are reported by individual question: questions in the graphs are condensed phrases from the full question, while questions in the tables are the full question.

- **Respectful Climate:** This factor is calculated by determining the mean of five questions: 1) My child’s school is a supportive and inviting place, 2) I feel welcome at this school, 3) I am satisfied with communication with my child’s teacher(s), 4) This school is a supportive and inviting place for parents/guardians and 5) Adults at this school respect cultural diversity.
- **Parent/Guardian and Community Involvement:** This factor is calculated by determining the mean of five questions: 1) I feel welcome at this school, 2) This school is a supportive and inviting place for parents/guardians, 3) Adults at this school respect cultural diversity, 4) Teachers at my child’s school are interested in what I have to say and 5) I feel like I am actively involved in my child’s education.

Parent/Guardian Survey Mean Factor Scores (Range is from a low of 1 to a high of 5)

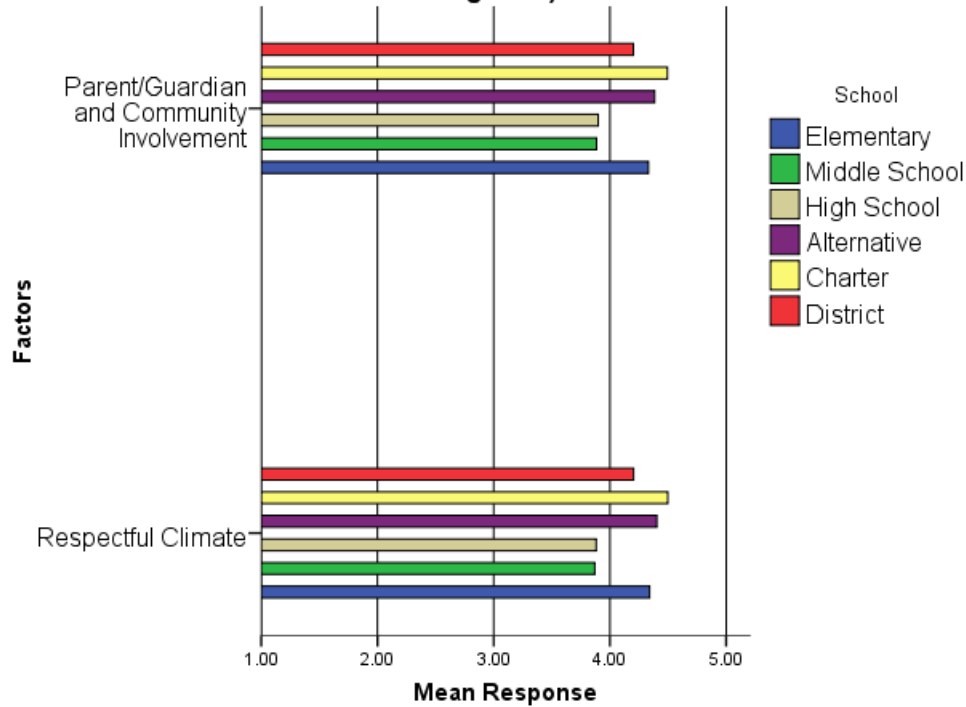


Table 117: Parent/Guardian Factor Scores

	Elementary	Middle School	High School	Alternative	Charter	District
Respectful Climate	4.34	3.87	3.88	4.40	4.50	4.20
Parent/Guardian and Community Involvement	4.33	3.89	3.90	4.38	4.49	4.20

Table 118: Climate and Connectedness Parent/Guardian Survey – Overall

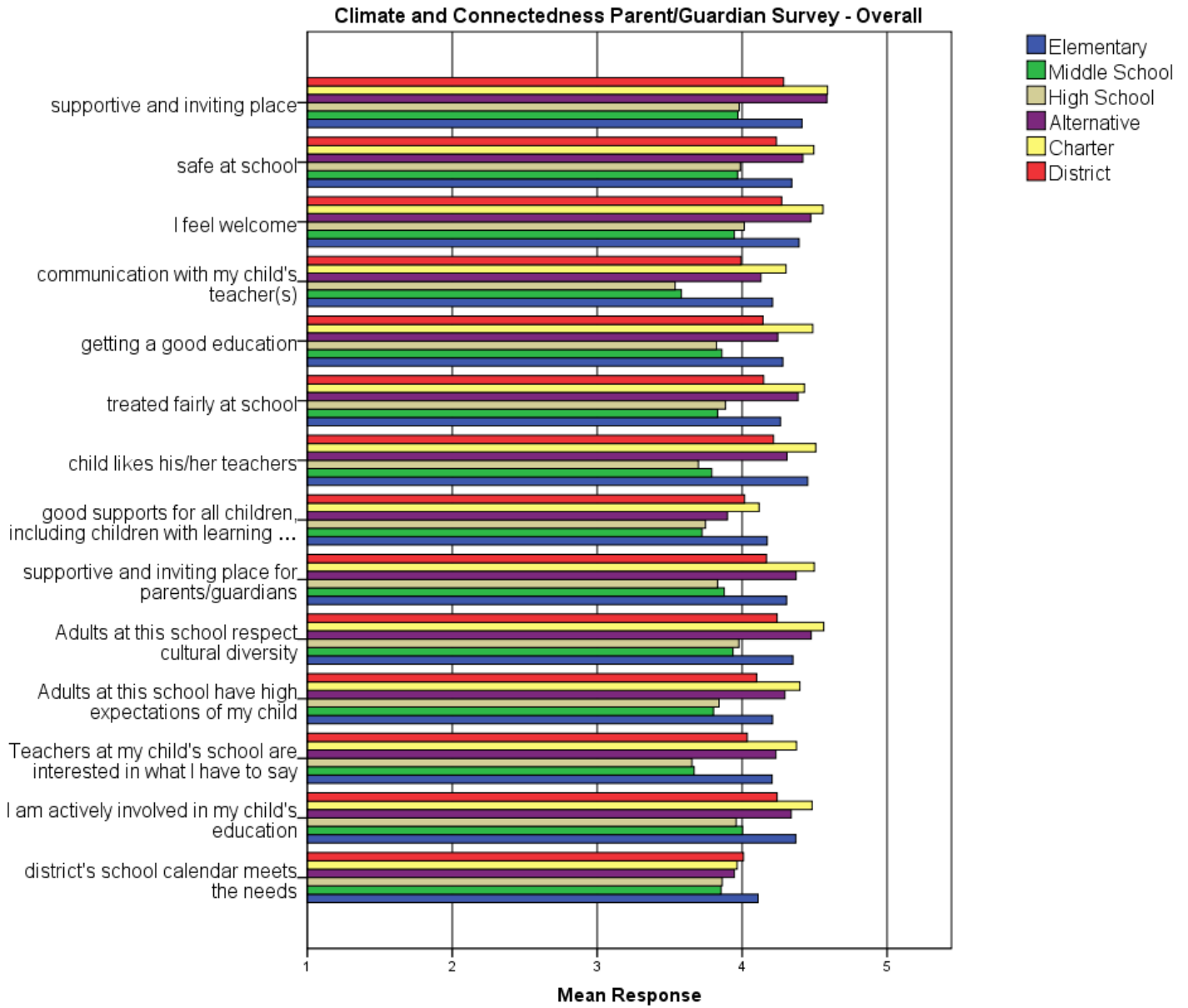


Table 119: Parent/Guardian Mean Response by Questions Related to School Climate - Overall

	Elementary	Middle School	High School	Alternative	Charter	District
My child's school is a supportive and inviting place	4.41	3.97	3.98	4.58	4.59	4.29
My child is safe at school	4.34	3.97	3.99	4.42	4.49	4.24
I feel welcome at this school	4.39	3.95	4.01	4.47	4.56	4.27
I am satisfied with communication with my child's teacher(s)	4.21	3.58	3.54	4.13	4.30	3.99
My child is getting a good education at this school	4.28	3.86	3.82	4.25	4.49	4.14
My child is treated fairly at school	4.26	3.83	3.88	4.38	4.43	4.15
My child likes his/her teachers	4.45	3.79	3.70	4.31	4.51	4.22
At this school, there are good supports for all children, including children with learning disabilities	4.17	3.72	3.75	3.90	4.12	4.02
This school is a supportive and inviting place for parents/guardians	4.31	3.88	3.83	4.37	4.50	4.17
Adults at this school respect cultural diversity	4.35	3.94	3.98	4.48	4.56	4.24
Adults at this school have high expectations of my child	4.21	3.80	3.84	4.29	4.40	4.10
Teachers at my child's school are interested in what I have to say	4.21	3.67	3.65	4.23	4.37	4.03
I feel like I am actively involved in my child's education	4.37	4.00	3.96	4.34	4.48	4.24
The district's school calendar meets the needs of my child and our family	4.11	3.85	3.86	3.95	3.97	4.01

Range is from a low of 1 to a high of 5

Table 120: Parent/Guardian Mean Response by Questions Related to School Climate by Ethnicity (Self-Reported)

Elementary	AF AM	AKNA/AI	Asian	NH/OPI	White	Hispanic	ME
My child's school is a supportive and inviting place	4.47	4.26	4.36	4.22	4.45	4.41	4.41
My child is safe at school	4.50	4.37	4.26	4.27	4.35	4.33	4.38
I feel welcome at this school	4.39	4.21	4.34	4.20	4.43	4.55	4.36
I am satisfied with communication with my child's teacher(s)	4.36	3.96	4.19	4.10	4.24	4.36	4.12
My child is getting a good education at this school	4.36	4.23	4.40	4.15	4.27	4.46	4.26
My child is treated fairly at school	4.16	4.11	4.21	4.12	4.30	4.22	4.30
My child likes his/her teachers	4.42	4.44	4.44	4.20	4.48	4.43	4.35
At this school, there are good supports for all children, including children with learning disabilities	4.32	4.06	4.24	4.15	4.14	4.35	4.31
This school is a supportive and inviting place for parents/guardians	4.37	4.20	4.24	4.15	4.33	4.47	4.29
Adults at this school respect cultural diversity	4.26	4.20	4.20	4.07	4.40	4.45	4.33
Adults at this school have high expectations of my child	4.16	4.08	4.23	4.00	4.23	4.30	4.26
Teachers at my child's school are interested in what I have to say	4.28	4.02	4.21	4.07	4.23	4.26	4.21
I feel like I am actively involved in my child's education	4.48	4.11	4.12	4.05	4.43	4.40	4.43
The district's school calendar meets the needs of my child and our family	4.24	4.08	4.12	4.02	4.09	4.28	4.26
Middle School							
My child's school is a supportive and inviting place	3.92	3.63	4.26	4.00	3.99	4.00	3.83
My child is safe at school	4.00	3.89	4.10	3.92	3.97	4.07	3.89
I feel welcome at this school	4.08	3.70	4.18	3.75	3.98	3.87	3.86
I am satisfied with communication with my child's teacher(s)	3.85	3.20	4.03	4.17	3.52	3.60	3.65
My child is getting a good education at this school	4.08	3.60	4.18	4.08	3.86	3.87	3.76
My child is treated fairly at school	3.77	3.55	3.97	4.25	3.88	3.73	3.59
My child likes his/her teachers	4.15	3.79	4.18	3.75	3.75	3.60	3.70
At this school, there are good supports for all children, including children with learning disabilities	3.83	3.42	4.00	3.91	3.73	3.80	3.77
This school is a supportive and inviting place for parents/guardians	4.00	3.50	4.13	3.92	3.88	4.00	3.97
Adults at this school respect cultural diversity	4.00	3.42	4.08	4.09	4.03	3.80	3.67
Adults at this school have high expectations of my child	3.85	3.45	4.10	4.00	3.83	4.00	3.70
Teachers at my child's school are interested in what I have to say	3.77	3.32	3.95	3.58	3.69	3.71	3.62
I feel like I am actively involved in my child's education	4.17	3.55	4.08	3.50	4.04	4.07	3.97
The district's school calendar meets the needs of my child and our family	4.00	3.60	4.00	3.42	3.86	4.07	3.92
High School							
My child's school is a supportive and inviting place	4.00	3.58	4.30	4.50	4.00	4.50	3.63
My child is safe at school	3.94	3.60	4.20	4.25	4.01	4.33	3.69
I feel welcome at this school	4.12	3.53	4.31	4.00	4.03	4.50	3.71
I am satisfied with communication with my child's teacher(s)	3.76	2.88	4.10	3.75	3.51	4.21	3.40
My child is getting a good education at this school	4.00	3.35	4.22	4.25	3.82	4.33	3.58
My child is treated fairly at school	4.00	3.40	4.13	4.00	3.92	4.38	3.51
My child likes his/her teachers	3.67	3.12	4.11	4.00	3.70	4.04	3.51
At this school, there are good supports for all children, including children with learning disabilities	3.81	3.00	4.14	4.00	3.80	4.18	3.37
This school is a supportive and inviting place for parents/guardians	4.03	3.21	4.11	3.75	3.87	4.38	3.45
Adults at this school respect cultural diversity	3.70	3.26	4.23	3.75	4.07	4.21	3.47
Adults at this school have high expectations of my child	3.85	3.53	4.16	4.25	3.83	4.50	3.69
Teachers at my child's school are interested in what I have to say	3.82	2.98	4.08	3.75	3.68	4.25	3.29
I feel like I am actively involved in my child's education	4.15	3.35	4.03	4.50	3.97	4.38	4.00
The district's school calendar meets the needs of my child and our family	4.00	3.42	4.15	4.00	3.89	4.39	3.73

Continued on Next Page

Table 121: Parent/Guardian Mean Response by Questions Related to School Climate by Ethnicity Continued (Self-Reported)

Alternative School	AF AM	AKNA/AI	Asian	NH/OPI	White	Hispanic	ME
My child's school is a supportive and inviting place	3.00	4.63	4.78	4.33	4.57	5.00	4.83
My child is safe at school	3.00	4.25	4.67	4.00	4.46	4.50	4.83
I feel welcome at this school	4.00	4.25	4.67	4.00	4.52	4.50	4.83
I am satisfied with communication with my child's teacher(s)	4.00	4.25	4.56	4.00	4.09	5.00	4.67
My child is getting a good education at this school	3.00	4.63	4.56	4.33	4.22	5.00	4.33
My child is treated fairly at school	4.00	4.13	4.89	4.00	4.37	5.00	4.83
My child likes his/her teachers	4.00	4.38	4.44	4.00	4.28	5.00	4.67
At this school, there are good supports for all children, including children with learning disabilities	4.00	4.25	4.43	4.00	3.87	3.50	3.83
This school is a supportive and inviting place for parents/guardians	4.00	4.25	4.78	4.00	4.36	4.50	4.67
Adults at this school respect cultural diversity	4.00	4.25	4.67	4.00	4.51	4.50	4.20
Adults at this school have high expectations of my child	4.00	4.50	4.63	4.33	4.22	4.00	5.00
Teachers at my child's school are interested in what I have to say	4.00	4.38	4.86	4.00	4.20	4.50	4.67
I feel like I am actively involved in my child's education	4.00	4.25	4.67	3.67	4.36	4.50	4.33
The district's school calendar meets the needs of my child and our family	4.00	4.38	4.88	3.33	3.88	4.50	3.67
Charter School							
My child's school is a supportive and inviting place	4.50	4.57	4.38	4.80	4.62	*	4.18
My child is safe at school	4.50	4.21	4.50	4.80	4.53	*	4.09
I feel welcome at this school	4.75	4.54	4.50	4.80	4.59	*	4.00
I am satisfied with communication with my child's teacher(s)	4.75	4.29	4.13	4.75	4.32	*	3.73
My child is getting a good education at this school	4.25	4.43	4.50	4.80	4.52	*	4.00
My child is treated fairly at school	4.25	4.29	4.38	4.80	4.47	*	3.73
My child likes his/her teachers	4.50	4.43	4.38	4.80	4.52	*	4.09
At this school, there are good supports for all children, including children with learning disabilities	3.50	4.07	4.13	4.40	4.13	*	3.82
This school is a supportive and inviting place for parents/guardians	4.25	4.36	4.38	4.80	4.56	*	4.00
Adults at this school respect cultural diversity	3.75	4.36	4.50	4.80	4.62	*	4.09
Adults at this school have high expectations of my child	4.50	4.14	3.88	4.80	4.44	*	4.27
Teachers at my child's school are interested in what I have to say	4.75	4.14	3.88	4.80	4.43	*	4.00
I feel like I am actively involved in my child's education	4.25	4.43	4.50	4.80	4.50	*	4.09
The district's school calendar meets the needs of my child and our family	4.00	4.14	4.00	4.60	3.92	*	4.18
District							
My child's school is a supportive and inviting place	4.27	4.10	4.34	4.24	4.32	4.41	4.17
My child is safe at school	4.30	4.16	4.25	4.23	4.25	4.29	4.16
I feel welcome at this school	4.29	4.05	4.32	4.14	4.30	4.47	4.16
I am satisfied with communication with my child's teacher(s)	4.15	3.70	4.14	4.12	4.00	4.24	3.89
My child is getting a good education at this school	4.22	4.02	4.31	4.20	4.15	4.36	4.03
My child is treated fairly at school	4.07	3.94	4.17	4.18	4.19	4.19	4.03
My child likes his/her teachers	4.18	4.11	4.34	4.14	4.23	4.28	4.09
At this school, there are good supports for all children, including children with learning disabilities	4.11	3.79	4.18	4.11	4.01	4.23	4.01
This school is a supportive and inviting place for parents/guardians	4.22	3.93	4.22	4.12	4.20	4.39	4.06
Adults at this school respect cultural diversity	4.04	3.97	4.20	4.11	4.32	4.33	4.05
Adults at this school have high expectations of my child	4.04	3.95	4.18	4.09	4.11	4.30	4.08
Teachers at my child's school are interested in what I have to say	4.11	3.76	4.14	4.02	4.06	4.20	3.94
I feel like I am actively involved in my child's education	4.34	3.92	4.11	4.02	4.29	4.36	4.24
The district's school calendar meets the needs of my child and our family	4.15	3.91	4.11	3.92	4.00	4.25	4.08

Range is from a low of 1 to a high of 5

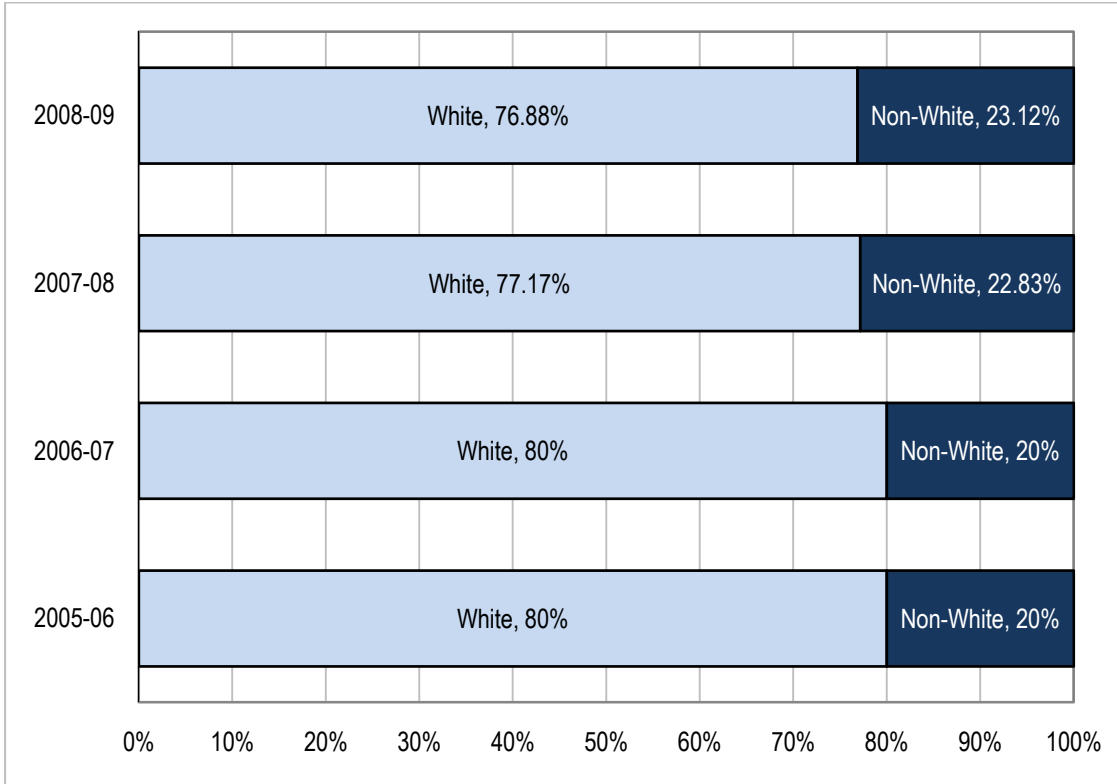
* Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

Note: To make comparisons to the divisions and district overall mean factor scores reference Table 119 on page 248.

Goal 9: The ASD is committed to establishing an environment of respect and mutual collaboration by attracting and retaining a quality work force, at every level in the district, who are committed to providing a positive learning environment, who value diversity and who reflect the diversity of the Anchorage community and the relevant labor market.


Indicator: In a year-to-year comparison, the district will increase the percentage of non-white employees in the overall workforce.

Four-Year Workforce Demographics



Source: EEO department

Board Goal Summary

														
	All	African American / Black	Alaska Native / American Indian	Asian	Native Hawaiian / Other Pacific Islander	White	Hispanic	Multi-Ethnic (2 or More Races)	Economically Disadvantaged Students	Students with Disabilities	Limited English Proficient	Migrant	Female	Male
1a: SBA Language Arts (LA) Gr 3-10	♦	▲	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
1a: SBA Math Gr 3-10	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
1b: Gr 3 Reading	♦	♦	♦	♦	♦	♦	▲	♦	♦	▲	♦	♦	♦	♦
1b: Gr 4 Reading	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
1b: Gr 5 Reading	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
1b: Gr 6 Reading	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
1b: Gr 7 Reading	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
1b: Gr 8 Reading	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
1b: Gr 9 Reading	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
1b: Gr 10 Reading	▲	▲	♦	▲	♦	♦	▲	▲	▲	▲	▲	▲	▲	♦
1c: Gr 3 Writing	▲	▲	▲	♦	♦	♦	▲	▲	♦	▲	♦	♦	♦	♦
1c: Gr 4 Writing	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
1c: Gr 5 Writing	▲	▲	▲	♦	▲	♦	▲	▲	▲	▲	▲	♦	♦	▲
1c: Gr 6 Writing	♦	▲	♦	▲	▲	♦	♦	♦	♦	♦	▲	♦	♦	♦
1c: Gr 7 Writing	▲	▲	▲	♦	▲	♦	♦	♦	♦	♦	♦	▲	♦	♦
1c: Gr 8 Writing	▲	♦	▲	▲	♦	▲	▲	▲	▲	▲	♦	♦	♦	▲
1c: Gr 9 Writing	▲	▲	▲	♦	▲	♦	▲	▲	♦	▲	▲	♦	♦	♦
1c: Gr 10 Writing	▲	▲	♦	▲	▲	♦	▲	▲	▲	▲	♦	♦	♦	▲
1d: Gr 3 Math	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
1d: Gr 4 Math	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
1d: Gr 5 Math	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
1d: Gr 6 Math	♦	▲	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
1d: Gr 7 Math	♦	▲	▲	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
1d: Gr 8 Math	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
1d: Gr 9 Math	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
1d: Gr 10 Math	▲	▲	▲	▲	♦	▲	▲	▲	▲	▲	♦	▲	▲	▲
1e: Change in Gr 6 to Gr 7 SBA Math	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
1e: Change in Gr 8 to Gr 9 SBA Math	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
1f: Race/Ethnicity Achievement Gap LA		▲	♦		♦		♦							
1f: Race/Ethnicity Achievement Gap Math		▲	♦		♦		♦							
1g: EDS Achievement Gap LA								♦						
1g: EDS Achievement Gap Math								♦						
1g: LEP Achievement Gap LA										♦				
1g: LEP Achievement Gap Math										♦				
1g: SWD Achievement Gap LA										♦				
1g: SWD Achievement Gap Math										♦				
1h: Structure and Conversions Grade 4 to 5	♦	♦	♦	▲	♦	♦	♦	♦	♦	▲	♦	♦	♦	♦
1h: Structure and Conversions Grade 6 to 7	▲	▲	▲	♦	♦	♦	▲	▲	▲	♦	▲	▲	▲	♦
1h: Structure and Conversions Grade 8 to 9	▲	▲	▲	♦	♦	♦	▲	▲	▲	♦	▲	▲	▲	♦
1h: Revision Grade 4 to 5	♦	▲	▲	▲	♦	♦	▲	▲	▲	♦	♦	♦	♦	♦
1h: Revision Grade 6 to 7	♦	♦	♦	♦	♦	♦	♦	♦	♦	▲	▲	♦	♦	♦
1h: Revision Grade 8 to 9	♦	▲	▲	▲	♦	♦	▲	▲	▲	♦	♦	♦	♦	♦
1i: Gr 4 Science	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
1i: Gr 8 Science	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	♦	▲	▲	▲
1i: Gr 10 Science	▲	▲	▲	▲	♦	♦	▲	▲	▲	♦	♦	▲	▲	▲
2: SBA Reading Gr 3	♦	▲	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
3a: Gr 8 Alg 1 Successful Completion	▲	▲	▲	▲	▲	▲	▲	▲	♦	▲	▲	▲	▲	▲
3b: Gr 8 Alg 1 Successful Completion & Gr 9 Geo/Alg II Successful Completion	♦	▲	▲	♦	♦	♦	♦	♦	♦	▲	▲	♦	♦	♦
4: Dropout Rate PRLIMINARY	▲	▲	▲	▲	♦	♦	▲	♦	▲	▲	▲	▲	▲	▲
5: Graduation Rate PRLIMINARY	▲	▲	▲	▲	♦	♦	♦	♦	▲	▲	▲	♦	▲	▲
5 Reporting Direction: 9th Graders On Track to Graduate	♦	♦	♦	♦	♦	♦	▲	♦	♦	▲	♦	♦	♦	♦
6a: Terra Nova Gr 5 4th Quartile Reading	♦	▲	▲	♦	▲	▲	♦	♦	▲	♦	▲	♦	♦	♦
6a: Terra Nova Gr 5 4th Quartile Language	♦	▲	▲	♦	♦	♦	▲	♦	♦	▲	♦	♦	♦	♦
6a: Terra Nova Gr 5 4th Quartile Math	♦	♦	▲	♦	♦	♦	♦	♦	♦	▲	♦	♦	♦	♦
6a: Terra Nova Gr 7 4th Quartile Reading	▲	♦	♦	♦	▲	▲	▲	♦	♦	▲	♦	▲	▲	♦
6a: Terra Nova Gr 7 4th Quartile Language	♦	▲	▲	▲	▲	♦	▲	♦	♦	♦	♦	♦	♦	♦
6a: Terra Nova Gr 7 4th Quartile Math	♦	▲	▲	▲	▲	♦	♦	♦	♦	♦	♦	♦	♦	♦
6b: Successfully Completed AP Courses	▲	▲	▲	♦	▲	♦	♦	♦	♦	♦	♦	▲	▲	♦
6c: Successfully Completed AP Course and Took AP Exam	▲	▲	▲	▲	♦	♦	♦	♦	♦	♦	♦	▲	▲	♦
6d: Higher-Level Math Courses	♦	▲	▲	▲	♦	♦	▲	♦	♦	♦	♦	♦	♦	♦
6e: Higher-Level Science Courses	♦	▲	♦	▲	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
7: Climate Survey Student Response Rate	▲													
7: Climate Survey Staff Response Rate	▲													
7: Climate Survey Parent/Guardian Response Rate	♦													
7: Climate Survey Student - Respectful Climate Factor	▲													
7: Climate Survey Staff - Respectful Climate Factor	▲													
7: Climate Survey Parent/Guardian - Respectful Climate Factor	♦													
8a: Climate Survey Staff -Parent/Community Involvement Factor	▲													
8b: Climate Survey Parent/Guardian -Parent/Community Involvement Factor	♦													
9: Diversity in the Workforce (Staff)	▲													

Key:	Loss in Goal	No Change	Gain in Goal but Target Not Met	Target Met	N/A
	♦	▲	♦	▲	

Anchorage School District Overview

Table 122: Anchorage School District School Goals

Goal	Level of Achievement
Listed under Board Goals on pages 23-26 .	

Table 123: Anchorage School District Budget

Budget*	
2007-08 Revised Expenditures	\$559,993,110
2008-09 Revised Budgeted Amount	\$579,454,494
2009-10 Proposed Budget	\$600,985,368

*Dollars budgeted or expended are general fund only

Table 124: Anchorage School District Characteristics

	District	Source of Information
Membership	48,837	Fall OASIS
Capacity	N/A	2008-18 ASD Capital Improvement Plan
Attendance Rate	92.76%	NCLB Summer Data Collection
Retention Rate K-8	0.37%	SMS and NCLB Summer Data Collection
Transiency Rate	26.05%	NCLB Summer Data Collection
Economically Disadvantaged	35.58%	Fall OASIS
Average Weekly Volunteer Hours	5,135	Department of Education Report Card Report
Graduation Rate	70.01%	NCLB Summer Data Collection and A&E Graduation File
Dropout Rate	3.40%	NCLB Summer Data Collection and Fall OASIS
AP Courses Offered	127	SMS transcript file
Students Successfully Completing AP Courses	1,472	SMS transcript file
AP Courses Completed by Students	2,626	SMS transcript file
Students Taking the Alternate Assessment	266	SMS
Number of students approved for an HSGQE Alternative Assessment (Gr. 11-12)	347	SMS
Number of students meeting HSGQE requirement using an alternative assessment (Gr. 11-12)	191	SMS
Change in Enrollment	-0.04%	Fall OASIS

Table 125: Anchorage School District Teacher Qualifications

Number of Teachers	Percent Fully Licensed	Percent with Advanced Degrees	Number Nationally Board Certified	Percent of Classes Taught by "Highly Qualified Teachers"
3,437	100.00%	44.02%	43	90.35%

Table 126: Anchorage School District Ethnicity Report

African-American/ Black	Alaska Native/ American Indian	Asian	Native Hawaiian/ Other Pacific Islander	White	Hispanic	Multi-Ethnic	Total
2,952	4,247	4,513	1,782	24,041	4,959	6,343	48,837

Table 127: Percent of District Dropouts

African-American/ Black	Alaska Native/ American Indian	Asian	Native Hawaiian/ Other Pacific Islander	White	Hispanic	Multi-Ethnic	Total
4.88%	5.86%	2.98%	4.96%	2.51%	4.01%	5.34%	3.53%

Table 128: Full Academic Year - District

Students Enrolled	Students Enrolled for FAY	Percent FAY
48,668	43,640	89.67%

Source: From participation file (Grades 3-10)

Table 129: Five-Year SAT and ACT District Results

	04-05	05-06	06-07	07-08	08-09
SAT					
Critical Reading	529	521	526	532	525
Mathematics	533	534	534	543	531
Writing	N/A	499	497	506	500
ACT					
English	22.4	21.8	22.1	22.5	22.4
Mathematics	23.3	22.9	23.1	23.5	23.2
Composite	23.2	22.6	22.9	23.3	23.0

Source: ACT Report and the College Board SAT Summary Report

Table 130: SBA Proficiency Comparison by Grade for District

Reading Percent Proficient						Percent Not Proficient
	04-05	05-06	06-07	07-08	08-09	08-09
All Students	80.30%	81.67%	85.25%	84.29%	81.03%	18.97%
Grade 3	80.37%	80.85%	83.06%	80.93%	80.69%	19.31%
Grade 4	81.99%	82.09%	83.82%	83.99%	78.47%	21.53%
Grade 5	82.10%	82.56%	86.42%	85.06%	81.62%	18.38%
Grade 6	79.26%	81.13%	84.82%	84.54%	79.25%	20.75%
Grade 7	77.24%	80.43%	84.07%	83.99%	81.13%	18.87%
Grade 8	81.04%	84.58%	88.35%	86.29%	81.97%	18.03%
Grade 9	80.35%	78.68%	85.33%	86.60%	80.67%	19.33%
Grade 10	N/A	82.99%	86.03%	82.94%	84.76%	15.24%
Writing Percent Proficient						Percent Not Proficient
All Students	77.39%	78.82%	78.51%	77.43%	78.27%	21.73%
Grade 3	77.65%	78.39%	80.66%	77.94%	78.25%	21.75%
Grade 4	79.88%	83.96%	81.80%	81.93%	79.47%	20.53%
Grade 5	80.59%	80.92%	79.79%	79.02%	81.00%	19.00%
Grade 6	77.52%	78.64%	78.64%	77.71%	76.66%	23.34%
Grade 7	73.46%	76.03%	73.63%	73.67%	75.73%	24.27%
Grade 8	75.68%	79.39%	77.12%	75.41%	77.81%	22.19%
Grade 9	77.37%	75.60%	76.58%	77.30%	78.38%	21.62%
Grade 10	N/A	77.92%	80.27%	76.64%	78.83%	21.17%
Mathematics Percent Proficient						Percent Not Proficient
All Students	69.42%	70.58%	75.84%	73.29%	70.60%	29.40%
Grade 3	79.23%	78.41%	81.49%	78.86%	77.03%	22.97%
Grade 4	73.18%	76.60%	77.40%	76.87%	74.97%	25.03%
Grade 5	72.45%	73.41%	80.21%	77.47%	73.51%	26.49%
Grade 6	70.53%	72.74%	78.72%	77.34%	71.82%	28.18%
Grade 7	64.81%	67.14%	72.74%	70.75%	67.53%	32.47%
Grade 8	64.43%	69.30%	74.42%	68.92%	65.81%	34.19%
Grade 9	62.67%	61.41%	69.57%	70.19%	62.69%	37.31%
Grade 10	N/A	66.32%	72.67%	65.94%	71.16%	28.84%
Science* Percent Proficient						Percent Not Proficient
All Students	N/A	N/A	N/A	55.00%	57.00%	43.00%
Grade 4	N/A	N/A	N/A	49.24%	45.44%	54.56%
Grade 8	N/A	N/A	N/A	53.45%	58.63%	41.37%
Grade 10	N/A	N/A	N/A	62.48%	67.92%	32.08%

* 2007-08 was the first year Science was administered for grades 4, 8 and 10 on the SBA.

Table 131: SBA 2008-09 Proficient and Not Proficient by NCLB Groups for District

	Reading		Writing		Mathematics		Science	
	Percent Proficient	Percent Not Proficient	Percent Proficient	Percent Not Proficient	Percent Proficient	Percent Not Proficient	Percent Proficient	Percent Not Proficient
All Students	81.03%	18.97%	78.27%	21.73%	70.60%	29.40%	57.00%	43.00%
AF AM	72.47%	27.53%	68.17%	31.83%	51.32%	48.68%	35.03%	64.97%
AKNA/AI	64.10%	35.90%	59.98%	40.02%	53.19%	46.81%	36.65%	63.35%
Asian	73.73%	26.27%	73.10%	26.90%	69.45%	30.55%	42.70%	57.30%
NH/OPI	55.48%	44.52%	55.08%	44.92%	44.68%	55.32%	18.11%	81.89%
White	89.97%	10.03%	87.22%	12.78%	80.48%	19.52%	72.48%	27.52%
Hispanic	74.50%	25.50%	72.74%	27.26%	63.56%	36.44%	44.40%	55.60%
Multi-Ethnic	80.34%	19.66%	75.87%	24.13%	67.44%	32.56%	52.04%	47.96%
EDS	67.87%	32.13%	64.41%	35.59%	56.50%	43.50%	35.08%	64.92%
Non-EDS	89.52%	10.48%	87.20%	12.80%	79.71%	20.29%	70.16%	29.84%
SWD	42.86%	57.14%	39.83%	60.17%	31.45%	68.55%	26.14%	73.86%
Non-SWD	86.91%	13.09%	84.20%	15.80%	76.63%	23.37%	61.63%	38.37%
LEP	40.76%	59.24%	40.44%	59.56%	36.47%	63.53%	12.15%	87.85%
Not LEP	85.17%	14.83%	82.15%	17.85%	74.19%	25.81%	61.64%	38.36%
Migrant	71.05%	28.95%	67.42%	32.58%	61.62%	38.38%	39.76%	60.24%
Not Migrant	81.47%	18.53%	78.74%	21.26%	70.99%	29.01%	57.68%	42.32%
Female	84.54%	15.46%	84.34%	15.66%	71.56%	28.44%	54.37%	45.63%
Male	77.70%	22.30%	72.50%	27.50%	69.69%	30.31%	59.47%	40.53%

Table 132: SBA Mean Scale Score Comparison by NCLB Groups for District: 2007-08 to 2008-09

	Reading		Writing		Mathematics		Science*	
	07-08	08-09	07-08	08-09	07-08	08-09	07-08	08-09
All Students	377.33	369.64	363.32	361.64	351.19	344.17	311.03	314.79
AF AM	346.81	340.62	330.83	335.56	311.13	304.96	269.08	280.23
AKNA/AI	341.71	330.69	321.73	321.95	318.67	310.42	276.43	279.67
Asian	360.06	347.67	353.96	347.46	349.78	340.20	289.00	292.40
NH/OPI	324.58	315.35	312.30	313.54	302.02	294.33	247.01	252.07
White	399.19	394.23	384.99	383.71	370.71	365.14	336.26	340.42
Hispanic	361.10	351.62	347.33	346.84	333.86	326.28	289.86	292.87
ME	367.97	362.19	353.35	352.23	342.31	336.66	298.93	305.94
EDS	344.35	336.11	327.99	329.01	320.64	314.41	273.10	279.18
Non-EDS	396.25	391.26	383.60	382.66	368.76	363.40	331.00	336.17
SWD	305.65	296.94	287.41	288.68	284.43	275.77	248.94	263.25
Non-SWD	388.09	380.83	374.71	372.90	361.18	354.71	319.54	322.53
LEP	301.47	292.39	288.27	290.79	287.56	282.65	239.72	242.45
Not LEP	384.61	377.57	370.50	368.91	357.42	350.64	318.89	322.28
Migrant	351.31	342.70	332.68	335.34	329.79	323.24	285.68	287.71
Not Migrant	378.40	370.82	364.58	362.79	352.07	345.09	312.03	315.86
Female	386.42	378.48	380.96	377.93	352.64	345.62	310.08	309.60
Male	368.63	361.24	346.44	346.16	349.81	342.80	311.95	319.68

*SBA Science is only tested in grades 4, 8 and 10.

Table 133: Grades 3 and 4 District SBA Mean Scale Score Comparison by NCLB Groups: 2007-08 to 2008-09

Grade 3	Reading		Writing		Mathematics		Science*	
	07-08	08-09	07-08	08-09	07-08	08-09	07-08	08-09
All Students	373.14	372.50	371.35	367.11	363.51	358.54	N/A	N/A
AF AM/Black	348.71	346.28	342.06	341.52	326.33	322.79	N/A	N/A
AKNA/AI	339.57	336.24	330.32	332.22	329.83	329.37	N/A	N/A
Asian	363.35	354.22	367.00	352.88	354.94	346.68	N/A	N/A
NH/OPI	331.22	316.38	319.27	319.61	312.09	302.38	N/A	N/A
White	394.90	397.03	394.99	390.36	388.21	381.60	N/A	N/A
Hispanic	361.08	358.56	359.71	355.32	347.48	342.90	N/A	N/A
ME	361.96	366.95	360.21	357.69	354.02	354.71	N/A	N/A
EDS	345.31	345.57	340.13	339.84	336.07	332.57	N/A	N/A
Non-EDS	395.11	395.84	396.06	390.80	385.40	381.15	N/A	N/A
SWD	307.52	297.95	306.19	302.48	307.33	295.87	N/A	N/A
Non-SWD	386.78	385.84	384.89	378.75	375.08	369.82	N/A	N/A
LEP	304.70	306.28	296.98	307.45	294.46	299.74	N/A	N/A
Not LEP	379.90	381.91	378.69	375.58	370.47	367.07	N/A	N/A
Migrant	360.51	355.22	357.90	349.82	361.98	348.43	N/A	N/A
Not Migrant	373.70	373.33	371.94	367.94	363.57	359.02	N/A	N/A
Female	380.99	383.49	387.40	380.85	364.66	360.37	N/A	N/A
Male	365.58	362.19	355.89	354.22	362.40	356.83	N/A	N/A
Grade 4								
All Students	386.91	367.49	386.89	369.22	359.09	353.19	301.96	297.49
AF AM/Black	357.20	342.18	356.46	343.51	324.47	320.06	266.01	266.49
AKNA/AI	345.80	327.67	340.87	327.33	325.61	316.54	265.29	263.11
Asian	364.57	342.29	370.41	356.97	353.20	343.66	273.54	269.73
NH/OPI	331.74	316.64	336.72	319.88	311.31	301.35	242.58	241.13
White	412.90	394.07	412.99	393.16	380.19	378.21	330.08	325.37
Hispanic	372.05	355.93	370.52	362.04	344.28	338.56	287.57	284.69
ME	377.17	360.21	376.29	358.76	352.00	344.60	289.68	289.71
EDS	353.69	336.48	350.98	339.09	330.07	324.39	269.28	268.93
Non-EDS	411.21	393.78	413.16	394.81	380.41	377.70	326.09	321.85
SWD	313.29	302.32	312.24	305.30	295.13	291.11	258.80	261.47
Non-SWD	400.16	380.72	400.39	382.25	370.56	365.79	309.72	304.84
LEP	307.80	291.85	306.62	301.75	298.35	288.48	229.79	232.94
Not LEP	395.67	375.48	395.75	376.35	366.06	360.32	310.13	304.48
Migrant	358.12	352.12	359.58	355.14	344.68	339.23	278.69	282.13
Not Migrant	388.09	368.27	388.02	369.94	359.68	353.90	302.90	298.27
Female	397.09	374.85	406.65	384.02	362.10	352.50	301.91	293.97
Male	376.85	360.44	367.40	355.07	356.13	353.84	302.00	300.84

*SBA Science is only tested in grades 4, 8 and 10.

Table 134: Grades 5 and 6 District SBA Mean Scale Score Comparison by NCLB Groups: 2007-08 to 2008-09

Grade 5	Reading		Writing		Mathematics	
	07-08	08-09	07-08	08-09	07-08	08-09
All Students	382.61	374.89	367.80	368.89	363.35	351.06
AF AM/Black	350.52	350.67	334.75	341.41	320.24	310.23
AKNA/AI	342.90	333.71	325.50	326.89	327.38	314.72
Asian	370.21	348.68	366.71	352.48	371.91	348.49
NH/OPI	333.80	324.90	322.41	321.84	325.58	308.99
White	406.68	399.81	390.13	392.85	382.92	372.59
Hispanic	360.74	359.58	346.48	354.16	346.84	332.34
ME	371.23	370.17	356.32	361.72	351.00	346.80
EDS	348.59	343.38	332.39	335.67	331.33	322.63
Non-EDS	404.82	398.43	390.87	393.80	384.31	372.40
SWD	312.84	304.07	296.46	301.42	296.38	281.70
Non-SWD	394.90	387.73	380.22	381.20	375.05	363.63
LEP	296.83	293.10	286.87	295.17	298.13	291.81
Not LEP	388.75	383.32	373.60	376.48	368.21	357.41
Migrant	353.63	344.49	335.96	342.76	341.53	329.00
Not Migrant	383.87	376.26	369.18	370.06	364.30	352.05
Female	395.11	383.47	384.58	384.80	367.31	354.67
Male	370.71	366.53	351.76	353.40	359.57	347.56
Grade 6						
All Students	378.90	365.90	367.72	360.94	357.73	352.68
AF AM/Black	342.85	331.48	329.05	328.97	314.90	307.16
AKNA/AI	347.87	318.26	330.57	315.71	330.66	312.91
Asian	356.34	349.49	350.95	350.32	358.77	356.39
NH/OPI	334.14	316.00	315.37	324.09	317.89	311.55
White	401.56	394.29	392.03	384.86	375.85	375.83
Hispanic	366.12	342.63	353.21	341.68	342.94	331.21
ME	367.79	352.25	355.21	349.80	348.65	338.80
EDS	346.92	328.47	330.26	325.58	330.11	318.23
Non-EDS	398.70	391.82	390.96	385.35	374.83	376.54
SWD	301.63	287.68	278.43	278.94	286.53	275.05
Non-SWD	390.86	378.45	381.66	374.02	368.72	365.06
LEP	293.67	276.96	274.69	275.87	291.06	284.25
Not LEP	385.28	373.49	374.71	368.20	363.02	358.75
Migrant	355.01	335.50	334.33	333.37	336.27	329.88
Not Migrant	380.07	367.30	369.36	362.22	358.77	353.73
Female	389.48	375.93	387.44	379.14	360.54	356.69
Male	368.64	356.30	348.64	343.50	355.00	348.83

Table 135: Grade 7 District SBA Mean Scale Score Comparison by NCLB Groups: 2007-08 to 2008-09

Grade 7	Reading		Writing		Mathematics		Science*	
	07-08	08-09	07-08	08-09	07-08	08-09	07-08	08-09
All Students	374.86	370.44	349.12	355.40	346.74	339.31	N/A	N/A
AF AM/Black	337.79	335.38	313.01	329.20	299.73	296.52	N/A	N/A
AKNA/AI	341.78	342.77	312.91	326.36	316.21	316.36	N/A	N/A
Asian	359.39	341.78	339.81	335.38	345.87	334.78	N/A	N/A
NH/OPI	316.30	319.57	297.88	309.36	289.10	289.67	N/A	N/A
White	395.16	395.21	366.90	377.63	365.84	359.23	N/A	N/A
Hispanic	359.37	350.55	337.34	337.87	331.17	321.30	N/A	N/A
ME	370.70	361.32	347.63	343.10	339.42	328.39	N/A	N/A
EDS	340.81	335.77	316.08	321.12	313.49	307.62	N/A	N/A
Non-EDS	393.58	391.14	367.41	375.96	365.18	358.23	N/A	N/A
SWD	301.83	295.63	274.01	274.04	272.38	264.93	N/A	N/A
Non-SWD	384.59	381.11	359.14	367.00	356.53	349.85	N/A	N/A
LEP	300.46	284.74	286.47	274.24	282.85	273.80	N/A	N/A
Not LEP	382.34	377.65	355.42	362.27	353.33	344.93	N/A	N/A
Migrant	346.83	347.93	317.74	331.12	316.75	321.96	N/A	N/A
Not Migrant	375.93	371.54	350.34	356.59	347.89	340.16	N/A	N/A
Female	383.59	375.67	366.52	374.61	349.47	340.97	N/A	N/A
Male	366.68	365.29	332.80	336.47	344.16	337.68	N/A	N/A
Grade 8								
All Students	378.38	367.38	352.47	358.51	338.98	332.76	309.58	317.51
AF AM/Black	353.95	326.91	330.35	325.10	305.05	280.85	269.13	276.15
AKNA/AI	345.00	333.27	308.50	320.90	308.19	297.70	275.48	289.54
Asian	365.13	352.00	345.17	349.48	340.16	330.72	286.27	299.35
NH/OPI	326.87	307.23	300.16	299.68	289.74	271.77	243.05	259.37
White	396.69	390.01	372.52	378.74	356.80	354.23	335.08	340.19
Hispanic	370.23	345.81	342.71	341.52	324.51	312.36	291.80	295.36
ME	367.10	362.73	336.72	352.77	325.87	327.32	296.02	311.15
EDS	346.76	332.74	315.25	322.67	306.70	298.14	270.45	283.87
Non-EDS	395.41	388.04	372.55	379.83	356.36	353.36	330.60	337.51
SWD	301.97	291.13	264.84	275.01	263.47	258.14	238.82	256.43
Non-SWD	388.67	377.46	364.19	369.60	349.12	342.64	319.08	325.49
LEP	315.45	295.46	285.63	289.57	286.66	266.93	236.38	245.13
Not LEP	384.93	375.15	359.41	365.89	344.53	339.90	317.43	325.24
Migrant	353.13	330.16	322.54	317.03	311.67	297.50	281.68	289.75
Not Migrant	379.57	368.82	353.88	360.11	340.27	334.10	310.85	318.58
Female	387.12	378.00	369.25	376.47	338.29	334.13	307.85	312.38
Male	370.12	357.55	336.54	341.79	339.64	331.47	311.23	322.28

*SBA Science is only tested in grades 4, 8 and 10.

Table 136: Grade 9 District SBA Mean Scale Score Comparison by NCLB Groups: 2007-08 to 2008-09

Grade 9	Reading		Writing		Mathematics		Science*	
	07-08	08-09	07-08	08-09	07-08	08-09	07-08	08-09
All Students	381.74	364.80	359.48	353.20	344.86	325.26	N/A	N/A
AF AM/Black	359.32	336.73	327.79	330.48	309.45	289.04	N/A	N/A
AKNA/AI	341.57	324.02	310.40	312.01	301.47	290.63	N/A	N/A
Asian	366.25	344.21	354.69	337.17	345.58	329.67	N/A	N/A
NH/OPI	311.38	314.39	292.52	305.12	283.82	285.01	N/A	N/A
White	403.73	386.70	383.07	373.92	365.97	342.42	N/A	N/A
Hispanic	358.13	349.42	331.50	340.45	316.01	308.58	N/A	N/A
ME	370.60	356.11	344.59	339.55	333.84	312.64	N/A	N/A
EDS	342.17	328.90	316.27	318.13	304.90	296.02	N/A	N/A
Non-EDS	398.69	382.51	377.96	370.26	361.94	339.56	N/A	N/A
SWD	311.98	286.14	278.31	269.62	268.56	250.76	N/A	N/A
Non-SWD	390.02	374.27	369.15	363.21	354.01	334.15	N/A	N/A
LEP	303.40	288.54	281.02	280.62	275.10	273.11	N/A	N/A
Not LEP	388.95	372.06	366.58	360.13	351.23	330.30	N/A	N/A
Migrant	339.23	330.81	310.71	316.37	303.17	299.79	N/A	N/A
Not Migrant	383.17	366.22	361.13	354.72	346.25	326.33	N/A	N/A
Female	391.73	373.96	375.17	368.82	345.21	325.98	N/A	N/A
Male	372.45	356.28	344.95	338.66	344.53	324.60	N/A	N/A
Grade 10								
All Students	362.43	374.07	352.61	359.33	335.43	339.87	321.73	330.84
AF AM/Black	321.88	356.71	313.74	344.34	288.60	311.39	272.22	299.68
AKNA/AI	326.32	329.00	310.25	308.34	303.56	297.47	292.19	293.91
Asian	337.08	348.68	342.35	345.55	332.24	333.08	305.14	307.64
NH/OPI	308.51	305.49	307.99	304.40	282.64	277.31	258.82	257.91
White	384.11	397.67	372.49	379.95	354.44	360.50	342.82	354.53
Hispanic	337.11	346.68	329.16	334.23	308.33	313.12	290.60	301.87
ME	355.99	367.35	341.85	350.46	323.60	330.91	314.14	322.38
EDS	322.54	333.10	308.82	319.70	296.14	300.63	283.20	290.84
Non-EDS	377.21	390.86	368.84	375.45	349.77	356.03	335.24	346.73
SWD	286.54	308.17	267.40	286.13	262.47	269.93	246.08	274.47
Non-SWD	370.23	381.62	361.35	367.79	342.95	348.10	329.27	337.35
LEP	286.93	292.80	283.14	288.65	276.29	273.87	253.40	251.02
Not LEP	371.20	382.02	360.66	366.25	342.19	346.42	329.30	338.41
Migrant	337.07	338.84	314.32	325.53	311.51	303.22	300.28	295.53
Not Migrant	363.25	375.14	353.86	360.35	336.21	340.99	322.43	331.84
Female	366.75	382.75	371.06	374.14	333.42	338.60	320.60	323.86
Male	358.23	365.97	334.70	345.54	337.37	341.05	322.86	337.39

*SBA Science is only tested in grades 4, 8 and 10.

Table 137: District SBA Grades 4-10 Change in Average Scale Score by NCLB Groups: Reading

	Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years		
	Grade 3 in 07-08	Grade 4 in 08-09	Difference	Grade 4 in 07-08	Grade 5 in 08-09	Difference	Grade 5 in 07-08	Grade 6 in 08-09	Difference	Grade 6 in 07-08	Grade 7 in 08-09	Difference
All Students	373.77	368.90	-4.87	387.71	376.79	-10.92	383.25	368.84	-14.41	380.58	371.90	-8.68
AF AM	347.99	339.01	-8.98	357.51	352.28	-5.24	349.63	329.30	-20.34	341.68	334.02	-7.66
AKNA/AI	341.16	331.06	-10.09	347.37	335.73	-11.64	343.80	321.87	-21.93	355.25	344.75	-10.49
Asian	362.70	350.16	-12.54	363.26	354.52	-8.73	369.70	361.23	-8.47	354.65	347.40	-7.25
NH/OPI	331.08	315.68	-15.40	331.73	323.63	-8.10	332.00	318.31	-13.69	334.56	318.55	-16.01
White	396.25	394.58	-1.67	413.94	401.18	-12.76	408.25	395.20	-13.05	403.37	395.96	-7.40
Hispanic	359.87	355.91	-3.96	370.61	359.17	-11.44	359.80	346.41	-13.39	366.08	351.57	-14.51
ME	363.11	360.16	-2.95	378.24	370.12	-8.12	370.56	353.56	-17.00	368.67	361.35	-7.33
EDS	345.16	337.56	-7.60	352.88	344.01	-8.87	348.03	331.08	-16.95	347.06	336.17	-10.89
Non-EDS	396.44	393.73	-2.71	411.26	398.96	-12.31	405.11	392.28	-12.84	399.20	391.75	-7.45
SWD	303.85	303.47	-0.38	308.45	305.92	-2.53	306.13	287.82	-18.31	299.56	296.37	-3.19
Non-SWD	389.22	383.35	-5.87	402.83	390.30	-12.52	396.39	382.64	-13.75	392.45	382.97	-9.48
LEP	291.00	286.43	-4.57	290.18	286.81	-3.36	284.09	273.85	-10.23	280.73	278.77	-1.95
Not LEP	380.85	375.95	-4.90	396.07	384.50	-11.57	389.21	374.55	-14.66	387.43	378.29	-9.14
Migrant	360.87	354.79	-6.08	356.76	347.61	-9.15	354.08	338.79	-15.30	361.21	346.48	-14.73
Not Migrant	374.48	369.67	-4.81	389.17	378.16	-11.00	384.68	370.31	-14.37	381.59	373.22	-8.36
Female	381.45	376.15	-5.30	398.08	386.10	-11.97	395.49	380.15	-15.33	391.11	378.12	-12.99
Male	366.36	361.90	-4.46	377.62	367.72	-9.90	371.67	358.13	-13.54	370.16	365.75	-4.41

Table 138: District SBA Grades 4-10 Change in Average Scale Score by NCLB Groups: Reading Continued

	Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years		
	Grade 7 in 07-08	Grade 8 in 08-09	Difference	Grade 8 in 07-08	Grade 9 in 08-09	Difference	Grade 9 in 07-08	Grade 10 in 08-09	Difference
All Students	376.32	369.59	-6.73	382.41	367.78	-14.63	386.44	377.85	-8.60
AF AM	337.63	328.70	-8.93	357.79	338.59	-19.20	366.02	359.63	-6.40
AKNA/AI	345.77	339.62	-6.15	350.09	329.77	-20.32	346.96	333.88	-13.07
Asian	361.41	354.46	-6.95	364.84	348.76	-16.08	368.95	354.59	-14.35
NH/OPI	315.44	308.25	-7.20	329.19	315.69	-13.50	309.88	305.88	-4.00
White	396.93	391.06	-5.87	400.44	388.77	-11.68	408.21	400.41	-7.80
Hispanic	356.28	348.94	-7.34	373.69	352.24	-21.44	356.92	348.84	-8.08
ME	372.47	363.73	-8.74	372.16	356.81	-15.35	377.61	370.44	-7.17
EDS	340.40	334.98	-5.42	351.05	332.17	-18.88	345.94	336.38	-9.56
Non-EDS	395.70	388.26	-7.43	396.54	383.82	-12.72	400.65	392.39	-8.26
SWD	297.14	292.54	-4.59	304.69	287.46	-17.23	317.74	312.20	-5.54
Non-SWD	386.74	379.73	-7.01	391.84	377.52	-14.32	394.09	385.15	-8.94
LEP	294.49	292.95	-1.54	307.71	289.28	-18.43	302.81	293.61	-9.20
Not LEP	384.17	376.94	-7.23	388.58	374.26	-14.32	393.61	385.07	-8.54
Migrant	347.85	335.77	-12.08	357.30	335.17	-22.14	342.76	336.39	-6.37
Not Migrant	377.49	370.98	-6.51	383.52	369.21	-14.30	387.82	379.15	-8.67
Female	385.50	380.02	-5.47	391.25	376.24	-15.01	395.72	386.82	-8.90
Male	367.82	359.93	-7.89	374.15	359.87	-14.28	377.79	369.47	-8.31

Table 139: District SBA Grades 4-10 Change in Average Scale Score by NCLB Groups: Writing

	Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years		
	Grade 3 in 07-08	Grade 4 in 08-09	Difference	Grade 4 in 07-08	Grade 5 in 08-09	Difference	Grade 5 in 07-08	Grade 6 in 08-09	Difference	Grade 6 in 07-08	Grade 7 in 08-09	Difference
All Students	371.63	370.39	-1.24	388.26	371.68	-16.58	368.56	363.59	-4.96	369.93	356.92	-13.01
AF AM	339.91	340.18	0.27	353.94	345.68	-8.26	334.13	326.46	-7.67	329.86	326.17	-3.70
AKNA/AI	332.90	331.04	-1.86	344.12	329.71	-14.41	326.26	319.82	-6.44	339.81	329.06	-10.75
Asian	366.14	363.08	-3.06	369.45	358.67	-10.78	366.26	360.09	-6.17	348.72	342.04	-6.68
NH/OPI	318.60	319.89	1.29	337.26	320.12	-17.14	321.03	325.56	4.53	317.60	311.10	-6.51
White	396.04	394.15	-1.89	414.93	395.05	-19.89	391.51	385.97	-5.54	394.64	378.59	-16.05
Hispanic	357.06	360.64	3.58	368.86	355.30	-13.56	345.36	344.67	-0.70	351.40	338.93	-12.48
ME	360.96	358.04	-2.92	378.17	362.68	-15.49	356.42	351.09	-5.33	355.98	342.58	-13.40
EDS	339.40	339.65	0.24	351.04	337.47	-13.57	331.84	327.83	-4.01	330.30	321.97	-8.32
Non-EDS	397.27	394.85	-2.42	413.47	394.85	-18.62	391.26	385.71	-5.55	392.10	376.47	-15.63
SWD	299.99	306.31	6.31	308.63	304.72	-3.90	290.09	280.19	-9.91	276.55	274.64	-1.91
Non-SWD	387.59	384.67	-2.92	403.50	384.50	-19.01	381.77	377.64	-4.13	383.67	369.03	-14.64
LEP	280.39	293.51	13.12	287.55	288.97	1.42	272.06	270.09	-1.97	260.55	268.84	8.29
Not LEP	379.43	376.96	-2.47	396.84	378.73	-18.11	374.36	369.22	-5.14	377.49	363.01	-14.48
Migrant	354.77	358.69	3.92	357.52	346.39	-11.13	337.50	336.78	-0.72	338.67	330.12	-8.55
Not Migrant	372.55	371.03	-1.52	389.70	372.87	-16.84	370.08	364.91	-5.17	371.56	358.32	-13.24
Female	387.14	384.71	-2.44	407.97	388.51	-19.45	385.46	383.01	-2.45	389.16	377.14	-12.03
Male	356.68	356.59	-0.09	369.09	355.30	-13.79	352.51	345.17	-7.34	350.95	336.98	-13.98

Table 140: District SBA Grades 4-10 Change in Average Scale Score by NCLB Groups: Writing Continued

	Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years		
	Grade 7 in 07-08	Grade 8 in 08-09	Difference	Grade 8 in 07-08	Grade 9 in 08-09	Difference	Grade 9 in 07-08	Grade 10 in 08-09	Difference
All Students	351.13	361.05	9.91	357.58	356.47	-1.11	365.19	363.71	-1.48
AF AM	315.18	327.13	11.96	334.29	334.21	-0.07	341.38	347.56	6.19
AKNA/AI	316.76	326.06	9.29	313.75	315.41	1.66	315.52	313.25	-2.27
Asian	341.93	353.74	11.81	346.18	342.22	-3.96	358.03	353.55	-4.48
NH/OPI	297.26	301.11	3.85	305.26	304.70	-0.55	291.22	308.39	17.17
White	369.12	380.05	10.92	377.09	376.48	-0.61	387.19	382.87	-4.32
Hispanic	336.22	346.10	9.88	347.26	343.48	-3.78	333.34	336.64	3.30
ME	348.23	353.75	5.52	342.47	341.06	-1.41	351.82	354.72	2.90
EDS	318.06	325.23	7.17	321.67	321.69	0.02	321.04	323.65	2.62
Non-EDS	369.06	380.46	11.40	373.49	371.88	-1.61	380.59	377.68	-2.91
SWD	270.46	277.02	6.56	266.50	271.27	4.76	285.16	288.38	3.22
Non-SWD	361.80	372.15	10.36	368.53	366.71	-1.82	374.11	372.10	-2.01
LEP	281.64	289.59	7.95	276.75	279.62	2.87	280.74	292.54	11.80
Not LEP	357.79	367.89	10.10	364.34	362.90	-1.45	372.32	369.71	-2.60
Migrant	320.51	322.10	1.59	328.61	320.11	-8.50	318.71	323.72	5.01
Not Migrant	352.40	362.65	10.26	358.84	358.05	-0.79	366.64	364.96	-1.68
Female	368.41	378.56	10.15	374.97	371.63	-3.34	379.79	378.90	-0.89
Male	335.01	344.70	9.69	341.27	342.24	0.97	351.62	349.58	-2.03

Table 141: District SBA Grades 4-10 Change in Average Scale Score by NCLB Groups: Mathematics

	Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years		
	Grade 3 in 07-08	Grade 4 in 08-09	Difference	Grade 4 in 07-08	Grade 5 in 08-09	Difference	Grade 5 in 07-08	Grade 6 in 08-09	Difference	Grade 6 in 07-08	Grade 7 in 08-09	Difference
All Students	363.98	354.52	-9.46	360.61	353.36	-7.25	364.74	355.77	-8.97	359.98	340.92	-19.06
AF AM	325.26	315.17	-10.10	322.23	313.82	-8.41	323.69	307.27	-16.42	316.89	294.75	-22.14
AKNA/AI	330.74	319.80	-10.94	329.30	317.43	-11.87	330.06	315.29	-14.77	337.45	319.90	-17.55
Asian	354.98	348.42	-6.57	352.18	351.18	-1.00	371.72	365.35	-6.37	358.45	338.01	-20.45
NH/OPI	311.45	303.06	-8.39	311.40	306.23	-5.16	324.71	315.10	-9.61	320.62	290.01	-30.60
White	389.38	379.02	-10.36	382.07	374.72	-7.35	384.32	377.63	-6.69	377.96	360.55	-17.41
Hispanic	345.66	338.88	-6.78	343.19	333.72	-9.47	346.45	335.49	-10.95	344.40	322.35	-22.05
ME	354.66	344.95	-9.72	353.99	347.58	-6.41	351.36	340.48	-10.88	348.40	329.09	-19.32
EDS	335.72	325.07	-10.64	330.91	323.82	-7.09	332.64	321.13	-11.51	330.58	307.81	-22.77
Non-EDS	386.44	377.89	-8.55	380.71	373.32	-7.39	384.61	377.22	-7.39	376.38	359.29	-17.08
SWD	299.64	292.11	-7.53	289.91	284.51	-5.40	288.78	275.69	-13.09	285.63	266.55	-19.08
Non-SWD	378.31	368.43	-9.88	374.13	366.52	-7.61	377.52	369.32	-8.20	370.92	351.79	-19.12
LEP	278.23	279.11	0.88	281.26	281.30	0.04	284.42	278.60	-5.82	282.63	263.57	-19.05
Not LEP	371.32	360.98	-10.34	367.35	359.51	-7.84	369.58	360.46	-9.13	365.33	346.29	-19.05
Migrant	357.77	341.73	-16.04	342.88	330.78	-12.11	344.58	332.49	-12.09	341.37	320.17	-21.20
Not Migrant	364.32	355.22	-9.10	361.44	354.42	-7.02	365.74	356.92	-8.82	360.94	342.00	-18.95
Female	365.12	354.01	-11.10	363.58	357.74	-5.84	368.48	360.99	-7.50	362.59	343.19	-19.40
Male	362.89	355.01	-7.87	357.72	349.09	-8.63	361.20	350.86	-10.34	357.40	338.68	-18.72

Table 142: District SBA Gr. 4-10 Change in Average Scale Score by NCLB Groups: Mathematics Continued

	Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years		
	Grade 7 in 07-08	Grade 8 in 08-09	Difference	Grade 8 in 07-08	Grade 9 in 08-09	Difference	Grade 9 in 07-08	Grade 10 in 08-09	Difference
All Students	349.16	335.52	-13.63	343.95	329.09	-14.86	350.91	345.55	-5.36
AF AM	300.54	282.73	-17.81	306.96	292.33	-14.62	318.27	316.25	-2.01
AKNA/AI	320.27	304.00	-16.28	314.49	296.55	-17.94	309.03	304.99	-4.04
Asian	348.28	333.11	-15.17	340.64	333.33	-7.31	349.23	338.85	-10.38
NH/OPI	288.92	272.34	-16.59	295.82	286.01	-9.81	284.77	283.47	-1.30
White	369.12	356.25	-12.88	361.38	345.97	-15.42	370.62	364.95	-5.67
Hispanic	330.15	316.15	-13.99	328.46	310.40	-18.05	317.94	316.82	-1.11
ME	339.04	328.44	-10.60	331.82	314.69	-17.13	341.78	336.88	-4.89
EDS	316.23	300.78	-15.45	313.48	299.49	-13.98	310.97	306.07	-4.90
Non-EDS	367.00	354.31	-12.69	357.45	342.08	-15.38	364.69	359.21	-5.48
SWD	269.68	259.43	-10.25	264.67	252.45	-12.22	273.49	274.09	0.60
Non-SWD	359.56	345.56	-14.00	353.50	338.30	-15.20	359.44	353.47	-5.98
LEP	278.27	263.23	-15.04	279.86	272.59	-7.27	276.16	275.74	-0.42
Not LEP	355.94	342.48	-13.46	349.30	333.72	-15.59	357.17	351.48	-5.69
Migrant	321.21	301.93	-19.28	319.44	304.27	-15.17	308.11	303.74	-4.37
Not Migrant	350.31	336.89	-13.42	345.02	330.16	-14.85	352.23	346.86	-5.37
Female	351.83	336.98	-14.85	343.28	329.66	-13.62	350.01	343.75	-6.26
Male	346.65	334.16	-12.50	344.59	328.55	-16.03	351.74	347.21	-4.53

Table 143: District TerraNova 3rd Edition Percent in Each Quartile for Grade 5

Reading	Above Average 4th Quartile (76-99 percentile)	Average		Below Average 1st Quartile (1-25 percentile)
		3rd Quartile (51-75 percentile)	2nd Quartile (26-50 percentile)	
08-09	24.98%	24.55%	23.75%	26.73%
07-08	25.65%	24.08%	23.73%	26.55%
06-07	33.1%	26.1%	23.6%	17.2%
05-06	30.4%	26.8%	24.5%	18.3%
04-05	29.2%	27.6%	24.5%	18.7%
Language				
08-09	25.10%	27.77%	24.30%	22.84%
07-08	26.79%	27.20%	24.12%	21.89%
06-07	34.7%	26.9%	21.4%	17.0%
05-06	34.0%	26.5%	22.0%	17.5%
04-05	32.1%	28.3%	21.2%	18.4%
Mathematics				
08-09	22.68%	28.08%	24.62%	24.62%
07-08	25.45%	26.40%	24.47%	23.68%
06-07	29.7%	31.6%	21.2%	17.4%
05-06	28.4%	31.9%	22.3%	17.5%
04-05	26.9%	31.1%	22.9%	19.1%

The double bold line indicates a change from the TerraNova 2nd edition to the TerraNova 3rd edition.

Table 144: 2008-09 TerraNova 3rd Edition Grade 5 Percent and Count of Students in Each Quartile

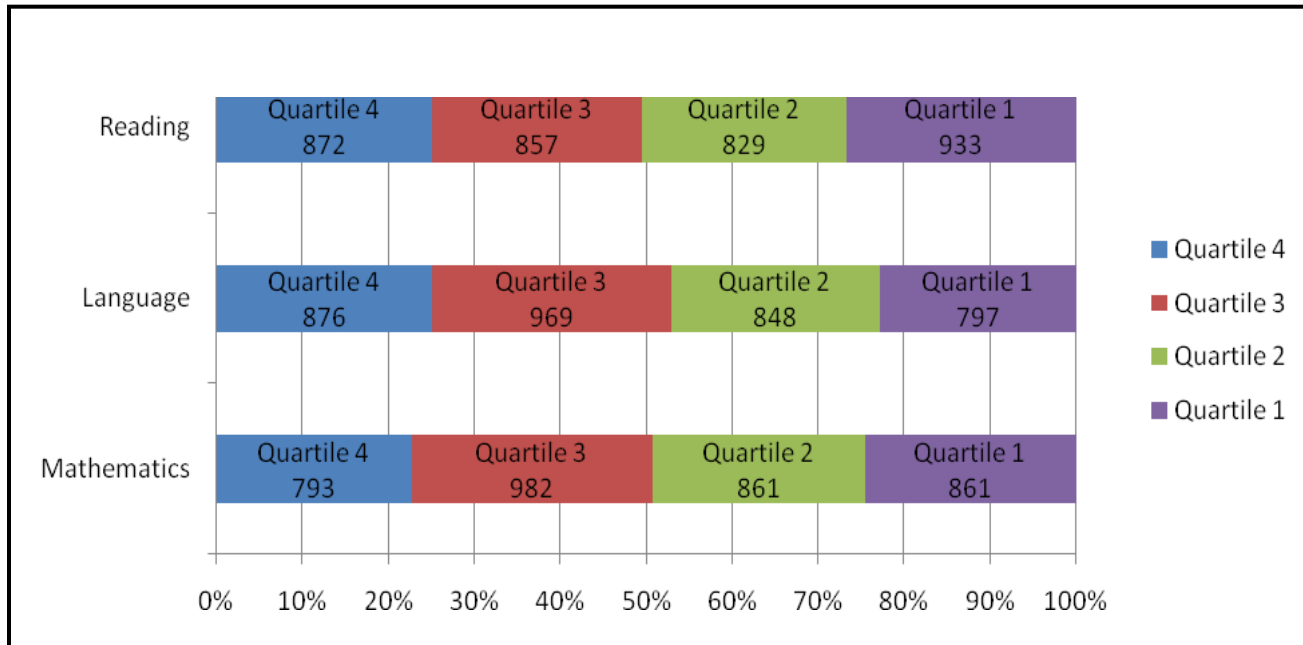


Table 145: District TerraNova 3rd Edition Percent in Each Quartile for Grade 7

Reading	Above Average 4th Quartile (76-99 percentile)	Average		Below Average 1st Quartile (1-25 percentile)
		3rd Quartile (51-75 percentile)	2nd Quartile (26-50 percentile)	
08-09	30.43%	31.79%	24.16%	13.62%
07-08	30.31%	32.50%	24.54%	12.66%
06-07	35.6%	28.0%	21.5%	14.9%
05-06	34.6%	28.4%	21.8%	15.3%
04-05	33.9%	27.1%	21.7%	17.4%
Language				
08-09	30.07%	29.12%	24.81%	16.01%
07-08	30.26%	29.23%	25.08%	15.43%
06-07	35.4%	28.7%	21.5%	14.3%
05-06	34.9%	28.4%	21.4%	15.3%
04-05	34.4%	28.2%	20.5%	16.9%
Mathematics				
08-09	31.67%	26.23%	24.56%	17.54%
07-08	32.27%	26.81%	24.16%	16.76%
06-07	31.5%	28.3%	23.0%	17.2%
05-06	31.4%	27.8%	23.4%	17.4%
04-05	29.7%	26.4%	22.9%	20.9%

The double bold line indicates a change from the TerraNova 2nd edition to the TerraNova 3rd edition.

Table 146: 2008-09 TerraNova 3rd Edition Grade 7 Percent and Count of Students in Each Quartile

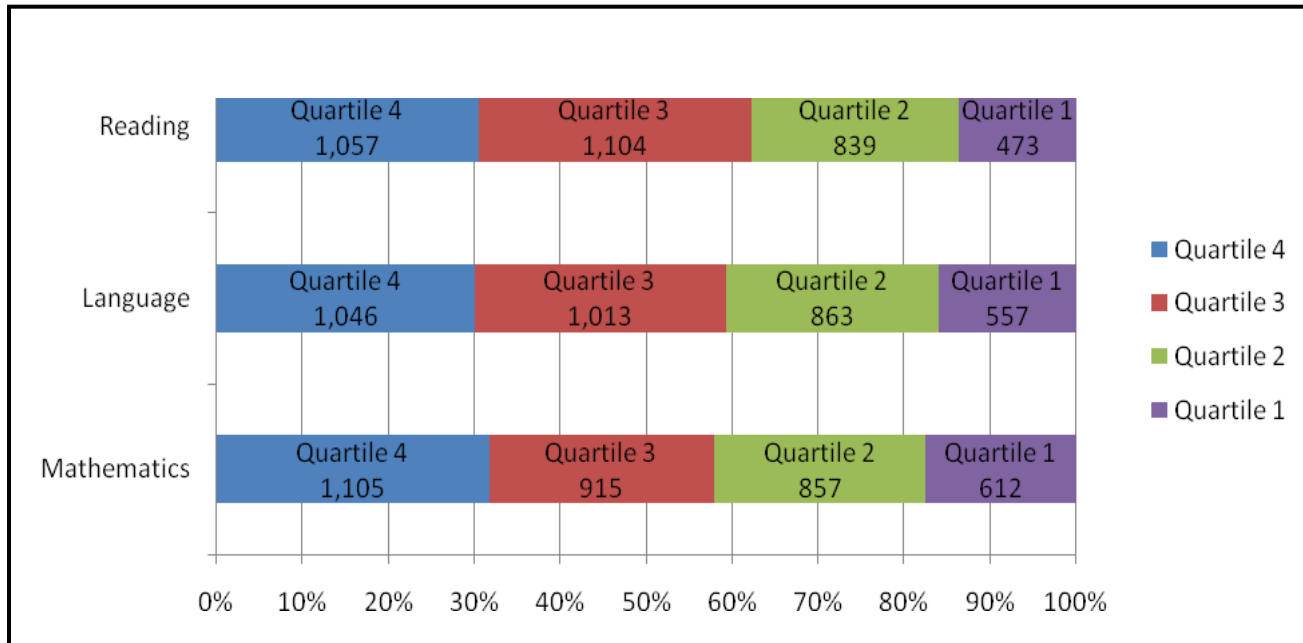


Table 147: Districtwide HSGQE Grade 10 Results

Reading	Proficient	Not Proficient
08-09	91.54%	8.46%
07-08	87.31%	12.69%
06-07	91.4%	8.6%
<hr/>		
05-06	76.4%	23.6%
04-05	72.5%	27.5%
Writing		
08-09	80.15%	19.85%
07-08	78.96%	21.04%
06-07	82.5%	17.5%
<hr/>		
05-06	90.8%	9.2%
04-05	85.6%	14.4%
Mathematics		
08-09	82.44%	17.56%
07-08	80.60%	19.40%
06-07	82.3%	17.7%
05-06	79.9%	20.1%
04-05	76.3%	14.4%

The double bold line indicates two changes to the passing scores, often called “cut scores,” approved by the State Board of Education and Early Development for the Alaska High School Graduation Qualifying Examination in July 2006.

Table 148: District HSGQE Cumulative Proficiency for Grade 11 and 12 Students 2008-09

	Grade 11		Grade 12	
	Number Students	Proficient	Number Students	Proficient
Reading	3,484	94.29%	3,383	93.44%
Writing	3,484	90.70%	3,383	93.08%
Mathematics	3,484	89.21%	3,383	91.22%

Table 149: 2008-09 SBA Reading Results Compared for District and State Grades 3-10

Reading										
	Percent Advanced Proficient		Percent Proficient		Percent Below Proficient		Percent Far Below Proficient		Percent Tested	
	District	State	District	State	District	State	District	State	District	State
All Students	35.30%	33.21%	45.73%	46.33%	13.46%	14.51%	5.50%	5.95%	96.91%	97.80%
AF AM	18.88%	19.44%	53.60%	54.11%	19.16%	18.80%	8.37%	7.65%	95.96%	97.60%
AKNA/AI	16.60%	12.85%	47.49%	46.30%	24.27%	27.86%	11.64%	12.99%	94.48%	97.15%
Asian	23.08%	23.63%	50.65%	49.96%	19.97%	19.79%	6.30%	6.63%	97.50%	97.82%
NH/OPI	9.20%	N/A	46.28%	N/A	31.12%	N/A	13.41%	N/A	96.96%	N/A
White	48.48%	44.99%	41.49%	44.39%	7.21%	7.81%	2.82%	2.81%	97.42%	98.10%
Hispanic	25.26%	26.30%	49.24%	50.87%	18.51%	16.66%	6.99%	6.18%	96.94%	97.59%
ME	30.11%	31.87%	50.23%	49.56%	13.35%	12.98%	6.31%	5.59%	96.55%	97.84%
EDS	18.01%	18.66%	49.86%	48.56%	22.05%	22.57%	10.08%	10.21%	95.85%	96.90%
Non-EDS	46.46%	43.47%	43.07%	44.76%	7.93%	8.82%	2.55%	2.95%	97.60%	98.44%
SWD	7.56%	7.27%	35.30%	35.48%	32.26%	33.89%	24.88%	23.36%	83.00%	96.55%
Non-SWD	39.57%	36.98%	47.34%	47.91%	10.57%	11.69%	2.52%	3.42%	99.47%	98.01%
LEP	3.45%	1.90%	37.31%	32.23%	40.64%	43.14%	18.60%	22.74%	94.68%	96.07%
Not LEP	38.57%	37.10%	46.59%	48.08%	10.67%	10.96%	4.16%	3.87%	97.14%	98.02%
Migrant	20.47%	16.20%	50.58%	47.82%	19.88%	25.17%	9.07%	10.81%	96.55%	98.22%
Not Migrant	35.95%	34.33%	45.52%	46.23%	13.18%	13.81%	5.35%	5.63%	96.92%	97.77%
Female	39.22%	36.70%	45.32%	46.23%	11.41%	12.51%	4.05%	4.56%	97.17%	97.95%
Male	31.58%	29.91%	46.12%	46.42%	15.41%	16.39%	6.89%	7.27%	96.65%	97.65%

Table 150: 2008-09 SBA Results Compared for District and State Grades 3-10

2008-09 SBA Results Compared for District & State Grades 3-10

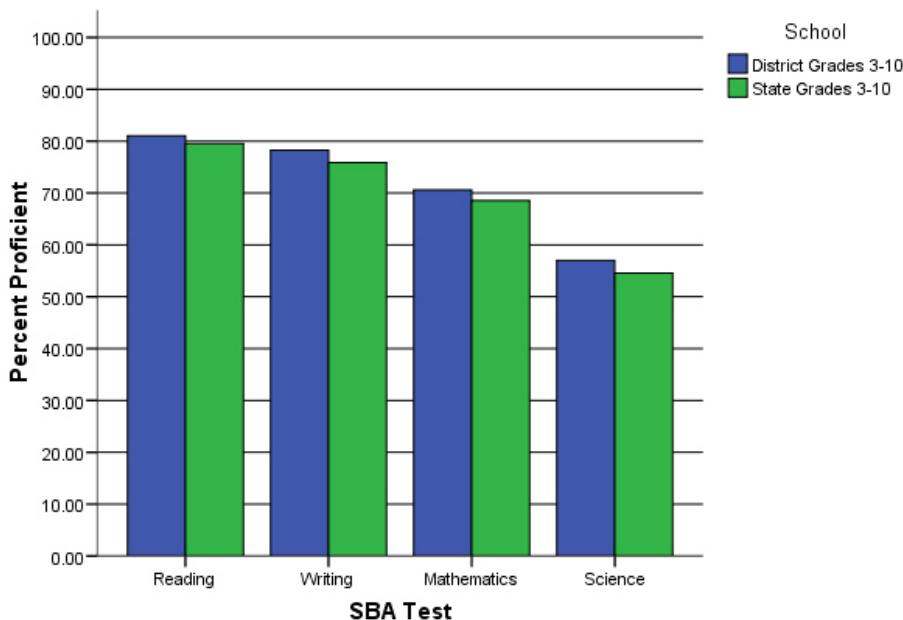


Table 151: 2008-09 SBA Writing Results Compared for District and State Grades 3-10

Writing										
	Percent Advanced Proficient		Percent Proficient		Percent Below Proficient		Percent Far Below Proficient		Percent Tested	
	District	State	District	State	District	State	District	State	District	State
All Students	20.47%	18.09%	57.80%	57.76%	18.11%	20.14%	3.62%	4.01%	96.91%	97.83%
AF AM	10.51%	10.76%	57.66%	58.97%	27.25%	26.16%	4.58%	4.11%	95.36%	97.26%
AKNA/AI	9.36%	6.33%	50.62%	48.80%	32.06%	36.34%	7.95%	8.54%	94.44%	97.25%
Asian	14.46%	15.04%	58.64%	57.46%	22.72%	23.43%	4.18%	4.07%	97.43%	97.77%
NH/OPI	7.91%	N/A	47.17%	N/A	37.21%	N/A	7.71%	N/A	97.15%	N/A
White	27.33%	24.12%	59.89%	61.33%	10.79%	12.46%	1.99%	2.10%	97.49%	98.16%
Hispanic	16.23%	15.88%	56.52%	58.87%	22.74%	21.27%	4.51%	3.98%	96.97%	97.62%
ME	17.93%	18.65%	57.94%	58.10%	19.90%	19.22%	4.22%	4.03%	96.60%	97.71%
EDS	10.98%	10.34%	53.42%	52.92%	29.28%	30.20%	6.32%	6.54%	95.77%	97.01%
Non-EDS	26.58%	23.55%	60.62%	61.18%	10.92%	13.04%	1.88%	2.22%	97.66%	98.41%
SWD	3.47%	3.66%	36.35%	36.43%	44.97%	44.66%	15.20%	15.24%	83.15%	96.82%
Non-SWD	23.09%	20.19%	61.11%	60.87%	13.97%	16.57%	1.83%	2.37%	99.44%	98.01%
LEP	2.59%	1.52%	37.85%	32.23%	48.69%	52.87%	10.88%	13.39%	94.64%	96.32%
Not LEP	22.30%	20.15%	59.85%	60.94%	14.98%	16.07%	2.87%	2.84%	97.14%	98.02%
Migrant	13.00%	8.76%	54.42%	52.40%	26.75%	32.13%	5.83%	6.71%	96.39%	98.24%
Not Migrant	20.79%	18.70%	57.95%	58.12%	17.74%	19.35%	3.52%	3.83%	96.93%	97.80%
Female	26.01%	22.94%	58.34%	59.26%	13.89%	15.74%	1.76%	2.06%	97.19%	97.97%
Male	15.20%	13.49%	57.30%	56.34%	22.12%	24.30%	5.38%	5.86%	96.65%	97.70%

Table 152: 2008-09 SBA Mathematics Results Compared for District and State Grades 3-10

Mathematics										
	Percent Advanced Proficient		Percent Proficient		Percent Below Proficient		Percent Far Below Proficient		Percent Tested	
	District	State	District	State	District	State	District	State	District	State
All Students	31.78%	28.88%	38.82%	39.67%	15.71%	16.87%	13.69%	14.58%	96.99%	97.82%
AF AM	14.01%	14.97%	37.31%	39.19%	21.96%	21.62%	26.72%	24.23%	96.23%	97.86%
AKNA/AI	17.70%	13.32%	35.49%	36.45%	21.48%	23.56%	25.33%	26.67%	94.37%	96.93%
Asian	29.32%	27.24%	40.13%	39.30%	16.92%	17.54%	13.63%	15.92%	98.26%	98.76%
NH/OPI	10.73%	N/A	33.95%	N/A	22.83%	N/A	32.49%	N/A	97.25%	N/A
White	41.61%	37.21%	38.87%	40.84%	11.92%	13.34%	7.61%	8.61%	97.35%	98.07%
Hispanic	22.41%	22.56%	41.14%	42.08%	18.53%	18.96%	17.92%	16.40%	97.37%	98.09%
ME	27.43%	29.29%	40.01%	39.62%	18.26%	17.46%	14.31%	13.64%	96.38%	97.59%
EDS	18.04%	17.61%	38.46%	38.26%	20.84%	21.58%	22.67%	22.56%	96.00%	97.08%
Non-EDS	40.66%	36.84%	39.05%	40.67%	12.41%	13.54%	7.88%	8.95%	97.65%	98.36%
SWD	7.58%	7.71%	23.88%	25.24%	23.35%	23.55%	45.19%	43.51%	83.13%	96.55%
Non-SWD	35.51%	31.96%	41.12%	41.77%	14.54%	15.90%	8.83%	10.38%	99.55%	98.04%
LEP	6.78%	4.05%	29.69%	26.04%	25.77%	27.88%	37.76%	42.03%	96.84%	97.24%
Not LEP	34.41%	32.00%	39.77%	41.38%	14.66%	15.48%	11.16%	11.14%	97.01%	97.90%
Migrant	21.90%	17.75%	39.72%	38.07%	19.73%	22.59%	18.65%	21.59%	96.47%	98.11%
Not Migrant	32.22%	29.61%	38.78%	39.78%	15.54%	16.49%	13.47%	14.12%	97.02%	97.81%
Female	32.07%	28.79%	39.49%	40.75%	16.11%	17.20%	12.33%	13.26%	97.16%	97.96%
Male	31.51%	28.96%	38.18%	38.65%	15.34%	16.55%	14.97%	15.84%	96.84%	97.70%

Table 153: 2008-09 SBA Science Results Compared for District and State Grades 4, 8 and 10

Science										
	Percent Advanced Proficient		Percent Proficient		Percent Below Proficient		Percent Far Below Proficient		Percent Tested	
	District	State	District	State	District	State	District	State	District	State
All Students	25.39%	23.22%	31.61%	31.33%	26.03%	26.21%	16.97%	19.24%	96.47%	95.00%
AF AM	9.43%	10.12%	25.60%	25.81%	34.88%	35.22%	30.09%	28.85%	95.70%	95.92%
AKNA/AI	10.29%	8.18%	26.36%	21.83%	31.33%	31.45%	32.02%	38.54%	93.11%	93.53%
Asian	13.52%	13.20%	29.18%	28.60%	34.07%	31.86%	23.22%	26.34%	97.06%	96.75%
NH/OPI	2.62%	N/A	15.49%	N/A	34.38%	N/A	47.51%	N/A	94.78%	N/A
White	37.90%	32.93%	34.58%	35.53%	19.36%	21.65%	8.16%	9.90%	97.36%	95.20%
Hispanic	13.92%	14.60%	30.48%	31.97%	32.76%	32.21%	22.84%	21.23%	96.32%	95.56%
ME	18.32%	19.83%	33.73%	33.82%	30.58%	29.27%	17.37%	17.08%	95.64%	95.19%
EDS	9.78%	11.00%	25.30%	25.67%	34.26%	32.05%	30.66%	31.29%	94.96%	94.26%
Non-EDS	34.76%	31.35%	35.40%	35.11%	21.09%	22.32%	8.75%	11.22%	97.40%	95.50%
SWD	8.74%	7.56%	17.40%	16.41%	30.18%	30.03%	43.68%	46.00%	84.92%	93.64%
Non-SWD	27.89%	25.44%	33.74%	33.45%	25.41%	25.67%	12.96%	15.45%	98.48%	95.25%
LEP	1.88%	0.98%	10.28%	8.12%	31.03%	29.06%	56.82%	61.84%	94.05%	93.51%
Not LEP	27.82%	25.91%	33.82%	34.14%	25.51%	25.86%	12.84%	14.08%	96.73%	95.18%
Migrant	13.41%	11.64%	26.34%	22.85%	34.63%	32.67%	25.61%	32.85%	92.97%	95.76%
Not Migrant	25.86%	23.96%	31.82%	31.88%	25.69%	25.79%	16.63%	18.37%	96.61%	94.95%
Female	21.89%	19.87%	32.49%	32.48%	27.61%	27.96%	18.02%	19.69%	96.62%	94.88%
Male	28.68%	26.34%	30.79%	30.26%	24.55%	24.58%	15.98%	18.82%	96.33%	95.11%

Adequate Yearly Progress-Status Worksheet Explanation,
Anchorage School District/Assessment and Evaluation

This document describes the Adequate Yearly Progress (AYP) worksheet template used to provide data for each school in our district. This document is designed to help describe the components on the AYP worksheet.

Name of School: The school name can be found at the center above the worksheet chart.

Meeting or Not Meeting: In the upper left hand corner of the worksheet there is a designation, indicating if the school "Meets AYP" or "Does Not Meet AYP." If the school does not meet AYP there is a corresponding AYP level, which indicates the number of years the school has missed AYP and/or consequences. Once designated level two or higher, a school or district stays at that level until they have two consecutive years of meeting AYP. A school that does not meet AYP for the first time will be designated "AYP Level 1."

Annual Measurable Objectives (AMO): On the upper right side of the worksheet are the AMO requirements for schools in the state for language arts and mathematics. This is the percentage of students who must be proficient within the performance areas for a school to meet AYP. A confidence interval is applied to make the designation statistically viable; therefore schools and subgroups must meet the lower limit of a 99% confidence interval around the state AMO.

Groups: Ten groups are used for determining AYP and are on the left hand side of the graph of the worksheet. Those groups include the school as a whole, six ethnic groups, and three special population groups.

Participation Rate: Each school must have 95% participation in testing to meet AYP. Alaska allows schools with a population of 40 or fewer as a school or 21 to 40 in a subgroup to meet this requirement if two or fewer students are not tested. Subgroups of 20 or fewer are excluded from the participation rate calculation due to the low statistical number. Column A is the number of students who were enrolled on the first day of testing based on a participation rate file submitted to the Department of Education. Column B is the number of students who had a valid score in reading, writing or Mathematics. Column C indicates if the school met the participation rate based on Column B/Column A.

Full Academic Year (FAY): Students who are enrolled continuously for the FAY, which is from October 1 to the first day of testing, are included in the performance calculations for each school and district. If a student moves from one school to another within the same district during the FAY, they are not included in the school performance calculations, but they are included in the district AYP performance calculation. Column D indicates the number of students in membership for the FAY. In the school and district as a whole, the performance is calculated regardless of size; however, the subgroups must have a minimum "n" of 26 to be included for performance.

Performance Calculation for AYP: The performance calculation is based on the number of students proficient under the status model and the students not proficient under the status model, but on track to be proficient under the growth model who were in membership for the FAY. Column E is the total number of students proficient for language arts, plus the total number of students who are not proficient under the status model, but on track to be proficient based on the growth model calculation. Column I is the total number proficient for mathematics, plus the total number of students who are not proficient under the status model, but on track to be proficient for mathematics under the growth model. The percentage of students proficient and on track to be proficient in membership for the FAY is reported in Column F for language arts and Column J for mathematics. Column H and Column L indicate whether the school or subgroups met or did not meet AYP based on performance meeting the state AMO listed in the top right hand corner of the worksheet. A 99% confidence interval is applied to the percent proficient in column F and J. A group does not meet AMO for that year if the group's performance score lies below the lower confidence interval of the AMO (columns G and K). If the subgroup has 25 or fewer students, they are not included in the calculation, as the group is considered too small to make a statistically reliable designation.

Other Indicator Status: If a school has 12th graders included in its enrollment, then the school is evaluated using the graduation rate as the other indicator. All other schools are evaluated using the attendance rate as the other indicator. The other indicator targets are 55.58% cohort rate for graduation and 85% for attendance rate. The school's graduation or attendance rate is listed in the lower right hand side of the worksheet table. A school must meet or exceed the target or demonstrate improvement from the previous year.

Safe Harbor: If the performance rate (column F and J) fails to be above the lower 99% confidence interval of the AMO, the group can be said to have made adequate yearly progress if the performance rate shows a reduction of at least 10% in the percent of students not proficient from the previous year's performance rate in that content area. If a group made adequate yearly progress because of safe harbor, then the initials "SH" will be included in the cell for that performance area.

2008-09 Adequate Yearly Progress
Districtwide - Status Report
Anchorage School District

Does Not Meet AYP
Level 4 (Fourth Year)

AMO For Language Arts: 77.18%
AMO For Mathematics: 66.09%

Table 154: 2008-09 AYP Status Report

Group	Participation Rate				"FAY" (D) Tested & Enrolled "FAY"	Language Arts Performance				Mathematics Performance			
	(A) Number Enrolled	(B) Number Tested	Participation Rate (%)	(C) Participation Rate Met *		(E) Proficient on LA	(F) Percent Proficient on LA	(G) LA Target	(H) Met AMO for LA**	(I) Proficient on Mathematics	(J) Percent Proficient in Mathematics	(K) Mathematics Target	(L) Met AMO for Mathematics**
All Students	29,498	29,154	98.8%	Yes	27,079	21,769	80.4%	76.6%	Yes	19,329	71.4%	65.4%	Yes
AF AM	1,856	1,827	98.4%	Yes	1,618	1,140	70.5%	74.7%	No	844	52.2%	63.3%	No
AKNA/AI	2,544	2,491	97.9%	Yes	2,223	1,394	62.7%	75.1%	No	1,221	54.9%	63.8%	No
Asian	4,046	4,021	99.4%	Yes	3,490	2,486	71.2%	75.5%	No	2,242	64.2%	64.2%	Yes
White	14,353	14,193	98.9%	Yes	13,571	12,016	88.5%	76.3%	Yes	10,927	80.5%	65.1%	Yes
Hispanic	3,033	3,004	99.0%	Yes	2,769	2,072	74.8%	75.3%	No	1,787	64.5%	64.0%	Yes
ME	3,666	3,618	98.7%	Yes	3,408	2,661	78.1%	75.5%	Yes	2,308	67.7%	64.2%	Yes
EDS	11,699	11,526	98.5%	Yes	10,066	6,714	66.7%	76.2%	No	5,780	57.4%	65.0%	No
SWD	4,876	4,781	98.1%	Yes	4,425	2,044	46.2%	75.7%	No	1,663	37.6%	64.4%	No
LEP	5,107	5,061	99.1%	Yes	4,458	2,883	64.7%	75.7%	No	2,554	57.3%	64.4%	No

Attendance Rate: Met 92.8% (Threshold is 85.0%)
Graduation Rate: Met 69.4% (Threshold is 55.58%)

Note: N/A is used to indicate when a group does not need to be evaluated when:

- (1) Subgroups with 20 or fewer students enrolled on the first day of testing shall not be included in participation rate calculation.
- (2) Subgroups with 25 or fewer students enrolled for the "full academic year" shall not have the performance score computed.

* For the groups where the number enrolled is less than or equal to 40, participation is met when no more than two miss the test. Groups can also meet this target using the average of the past two or three years.

** When a group achieves a "Yes" without meeting the listed target, it has done so using either the 99% confidence interval or Safe Harbor.

2008-09 Adequate Yearly Progress - Status Report
 Anchorage School District
 Grades 3-5

AMO For Language Arts: 77.18%
 AMO For Mathematics: 66.09%

Does Not Meet AYP
 Level 4 (Fourth Year)

Table 155: 2008-09 AYP Status Report Grades 3-5

Group	Participation Rate				"FAY" (D) Tested & Enrolled "FAY"	Language Arts Performance				Mathematics Performance			
	(A) Number Enrolled	(B) Number Tested	Participation Rate (%)	(C) Participation Rate Met *		(E) Proficient on LA	(F) Percent Proficient on LA	(G) LA Target	(H) Met AMO for LA**	(I) Proficient on Mathematics	(J) Percent Proficient in Mathematics	(K) Mathematics Target	(L) Met AMO for Mathematics**
All Students	11,190	11,102	99.2%	Yes	10,329	8,353	80.9%	76.2%	Yes	7,841	75.9%	65.0%	Yes
AF AM	703	696	99.0%	Yes	605	432	71.4%	73.2%	No	346	57.2%	61.6%	No
AKNA/AI	1,039	1,030	99.1%	Yes	942	611	64.9%	74.0%	No	567	60.2%	62.5%	No
Asian	1,520	1,514	99.6%	Yes	1,305	936	71.7%	74.5%	No	900	69.0%	63.0%	Yes
White	5,149	5,106	99.2%	Yes	4,878	4,344	89.1%	75.8%	Yes	4,150	85.1%	64.5%	Yes
Hispanic	1,272	1,261	99.1%	Yes	1,174	902	76.8%	74.3%	Yes	835	71.1%	62.9%	Yes
ME	1,507	1,495	99.2%	Yes	1,425	1,128	79.2%	74.6%	Yes	1,043	73.2%	63.2%	Yes
EDS	5,076	5,033	99.2%	Yes	4,462	3,078	69.0%	75.7%	No	2,870	64.3%	64.4%	No
SWD	2,123	2,097	98.8%	Yes	1,982	1,007	50.8%	75.0%	No	907	45.8%	63.6%	No
LEP	2,219	2,201	99.2%	Yes	1,944	1,356	69.8%	75.0%	No	1,300	66.9%	63.6%	Yes

Note: N/A is used to indicate when a group does not need to be evaluated when:

(1) Subgroups with 20 or fewer students enrolled on the first day of testing shall not be included in participation rate calculation.

(2) Subgroups with 25 or fewer students enrolled for the "full academic year" shall not have the performance score computed.

* For the groups where the number enrolled is less than or equal to 40, participation is met when no more than two miss the test. Groups can also meet this target using the average of the past two or three years.

** When a group achieves a "Yes" without meeting the listed target, it has done so using either the 99% confidence interval or Safe Harbor.

This document was prepared by the ASD Assessment and Evaluation Department.

8/2/2009

2008-09 Adequate Yearly Progress - Status Report
Anchorage School District
Grades 6-8

AMO For Language Arts: 77.18%
AMO For Mathematics: 66.09%

Does Not Meet AYP
Level 4 (Fourth Year)

Table 156: 2008-09 AYP Status Report Grades 6-8

Group	Participation Rate				"FAY" (D) Tested & Enrolled "FAY"	Language Arts Performance				Mathematics Performance			
	(A) Number Enrolled	(B) Number Tested	Participation Rate (%)	(C) Participation Rate Met *		(E) Proficient on LA	(F) Percent Proficient on LA	(G) LA Target	(H) Met AMO for LA**	(I) Proficient on Mathematics	(J) Percent Proficient in Mathematics	(K) Mathematics Target	(L) Met AMO for Mathematics**
All Students	10,946	10,850	99.1%	Yes	10,078	7,991	79.3%	76.2%	Yes	6,968	69.1%	65.0%	Yes
AF AM	679	673	99.1%	Yes	603	400	66.3%	73.2%	No	279	46.3%	61.6%	No
AKNA/AI	914	896	98.0%	Yes	790	501	63.4%	73.7%	No	424	53.7%	62.2%	No
Asian	1,492	1,489	99.8%	Yes	1,290	901	69.8%	74.5%	No	784	60.8%	63.0%	No
White	5,383	5,333	99.1%	Yes	5,110	4,501	88.1%	75.8%	Yes	4,039	79.0%	64.5%	Yes
Hispanic	1,090	1,080	99.1%	Yes	985	706	71.7%	74.1%	No	601	61.0%	62.6%	No
ME	1,388	1,379	99.4%	Yes	1,300	982	75.5%	74.5%	Yes	841	64.7%	63.0%	Yes
EDS	4,265	4,216	98.9%	Yes	3,669	2,371	64.6%	75.6%	No	1,940	52.9%	64.3%	No
SWD	1,787	1,757	98.3%	Yes	1,621	694	42.8%	74.8%	No	524	32.3%	63.4%	No
LEP	1,809	1,798	99.4%	Yes	1,590	953	59.9%	74.7%	No	805	50.6%	63.3%	No

Note: N/A is used to indicate when a group does not need to be evaluated when:

- (1) Subgroups with 20 or fewer students enrolled on the first day of testing shall not be included in participation rate calculation.
- (2) Subgroups with 25 or fewer students enrolled for the "full academic year" shall not have the performance score computed.

* For the groups where the number enrolled is less than or equal to 40, participation is met when no more than two miss the test. Groups can also meet this target using the average of the past two or three years.

** When a group achieves a "Yes" without meeting the listed target, it has done so using either the 99% confidence interval or Safe Harbor.

This document was prepared by the ASD Assessment and Evaluation Department.

8/2/2009

2008-09 Adequate Yearly Progress - Status Report
 Anchorage School District
 Grades 9-10

AMO For Language Arts: 77.18%
 AMO For Mathematics: 66.09%

Does Not Meet AYP
 Level 4 (Fourth Year)

Table 157: 2008-09 AYP Status Report Grades 9-10

Group	Participation Rate				"FAY" (D) Tested & Enrolled "FAY"	Language Arts Performance				Mathematics Performance			
	(A) Number Enrolled	(B) Number Tested	Participation Rate (%)	(C) Participation Rate Met		(E) Proficient on LA	(F) Percent Proficient on LA	(G) LA Target	(H) Met AMO for LA	(I) Proficient on Mathematics	(J) Percent Proficient in Mathematics	(K) Mathematics Target	(L) Met AMO for Mathematics
All Students	7,362	7,202	97.8%	Yes	6,672	5,425	81.3%	76.0%	Yes	4,520	67.7%	64.7%	Yes
AF AM	474	458	96.6%	Yes	410	308	75.1%	72.4%	Yes	219	53.4%	60.6%	Yes-SH
AKNA/AI	591	565	95.6%	Yes	491	282	57.4%	72.8%	No	230	46.8%	61.1%	No
Asian	1,034	1,018	98.5%	Yes	895	649	72.5%	73.9%	No	558	62.3%	62.4%	No
White	3,821	3,754	98.2%	Yes	3,583	3,171	88.5%	75.5%	Yes	2,738	76.4%	64.2%	Yes
Hispanic	671	663	98.8%	Yes	610	464	76.1%	73.2%	Yes	351	57.5%	61.6%	No
ME	771	744	96.5%	Yes	683	551	80.7%	73.4%	Yes	424	62.1%	61.9%	Yes
EDS	2,358	2,277	96.6%	Yes	1,935	1,265	65.4%	75.0%	No	970	50.1%	63.6%	No
SWD	966	927	96.0%	Yes	822	343	41.7%	73.8%	No	232	28.2%	62.2%	No
LEP	1,079	1,062	98.4%	Yes	924	574	62.1%	74.0%	No	449	48.6%	62.5%	No

N/A is used to indicate when a group does not need to be evaluated when:

- (1) Subgroups with 20 or fewer students enrolled on the first day of testing shall not be included in participation rate calculation.
- (2) Subgroups with 25 or fewer students enrolled for the "full academic year" shall not have the performance score computed.

* For the groups where the number enrolled is less than or equal to 40, participation is met when no more than two miss the test. Groups can also meet this target using the average of the past two or three years.

** When a group achieves a "Yes" without meeting the listed target, it has done so using either the 99% confidence interval or Safe Harbor.

*** Results cannot be published without releasing personally identifiable information.

This document was prepared by the ASD Assessment and Evaluation Department.

8/2/2009

Adequate Yearly Progress - Growth
Anchorage School District/Assessment and Evaluation
Worksheet Explanation

This document describes the Adequate Yearly Progress (AYP) growth worksheet template used to provide data for each school in our district. This document is designed to help describe the components on the AYP growth worksheet.

Name of School: The school name can be found at the center above the worksheet chart.

Meeting or Not Meeting: Whether a school meets or does not meet AYP with the growth model does not affect their ability to meet AYP if they have already met AYP in the status model. Instead those who did not make AYP apply the growth model to determine if those students who are on track in the growth model meet AYP for the categories in which the school missed in the status model. For instance, if Column H or Column L in the growth worksheet are equal to a "Yes" when they were equal to a "No" in the status model then you have met AYP in that category under the growth model.

On Track Designation: The not-proficient students' results from the status model calculations are analyzed to determine if any of those students in grades four through nine are on track to be proficient, based on a formula that accounts for regression to the mean. The formula to account for regression to the mean ensures that growth is because of improved achievement and not because of regression. Students are on track to become proficient when they reduce the gap between their score, corrected for regression, and 300 by enough scale score points to demonstrate that they will be proficient within four years, but not later than grade 10. The target for the four years, or the number of years between the student's grade and grade 10, is established in the first year the student has a growth calculation determined, and the target remains the same for the remaining years. Grade 3 and grade 10 students, and those in grades 4-9 who have no test record from the previous year or are not at a higher grade level than the previous year, are included in the AYP analysis and determination based on their status score results. No growth calculation is completed for this group of students.

Annual Measurable Objectives (AMO): On the upper right side of the worksheet are the AMO requirements for schools in the state for language arts and mathematics. This is the percentage of students who must be proficient within the performance areas for a school to meet AYP.

Groups: Ten groups are used for determining AYP and are on the left hand side of the graph of the worksheet. Those groups include the 'All Students', six ethnic subgroups, and three special population subgroups.

Full Academic Year (FAY): Students who are enrolled continuously for the FAY, which is from October 1 to the first day of testing, are included in the performance calculations for each school and district. If a student moves from one school to another within the same district during the FAY, they are not included in the school performance calculations, but they are included in the district AYP performance calculation. Column D indicates the number of students in membership for the FAY. In the 'All Students' row, the performance is calculated regardless of size; however, if the subgroups have 25 or fewer students, they are not included in the performance calculation, as the subgroup is considered too small to make a statistically reliable designation.

Performance Calculation for AYP in the growth model: The performance calculation is based on the number of students not-proficient under the status model, but on track to be proficient under the growth model who were in membership for the FAY. Column E is the total number of students proficient for language arts, plus the total number of students who are not proficient under the status model, but on track to be proficient based on the growth model calculation. Column I is the total number proficient for mathematics, plus the total number of students who are not proficient under the status model, but on track to be proficient for mathematics under the growth model. The percentage of students that are proficient and on track to be proficient in membership for the FAY is reported in Column F for language arts and Column J for mathematics. Column H and Column L indicate whether the school or subgroups met or did not meet AYP in the growth model based on performance meeting the state AMO listed in the top right hand corner of the worksheet. A group does not meet AMO in the growth model for that year if the group's performance score lies below the AMO (columns G and K). If the subgroup has 25 or fewer students, they are not included in the performance calculation, as the subgroup is considered too small to make a statistically reliable designation.

2008-09 Adequate Yearly Progress - Growth Report
Districtwide

Does Not Meet AYP
Does Not Meet Growth
Level 4

AMO For Language Arts: %
AMO For Mathematics: %

Table 158: 2008-09 AYP Growth Report

Group	"FAY" (D) Tested & Enrolled "FAY"	Language Arts Performance				Mathematics Performance			
		(E) Proficient on LA	(F) Percent Proficient on LA	(G) LA Target	(H) Met AMO for LA	(I) Proficient on Mathematics	(J) Percent Proficient in Mathematics	(K) Mathematics Target	(L) Met AMO for Mathematics
All Students									
AF AM									
AKNA/AI									
Asian									
White									
Hispanic									
ME									
EDS									
SWD									
LEP									

Participation Rate: Met

Other Indicator: Met

N/A is used to indicate:

- (1) Subgroups with 20 or fewer students enrolled on the first day of testing shall not be included in participation rate calculation.
- (2) Subgroups with 25 or fewer students enrolled for the "full academic year" shall not have the performance score computed.

This document was prepared by the ASD Assessment and Evaluation Department.

Glossary of Terms

Achievement Gap - Refers to the difference between the academic achievements of two groups of students. In most situations the group is being compared to the academic achievement of White students.

ACT - A college entrance test measuring English, Mathematics, reading and science. It assesses the general educational development of high school students and their ability to complete college-level work.

Adequate Yearly Progress (AYP) - Adequate Yearly Progress is the minimum level of improvement that school districts and schools must achieve each year as determined by the state under the No Child Left Behind Act.

Alaska Standards Based Assessment (SBA) – Statewide tests designed to provide information about what students know and are able to do in reading, writing and mathematics at grade level. They estimate the degree to which students have mastered the Academic Performance Standards for reading, writing, mathematics and science outlined in the Grade Level Expectations (GLEs). The SBA content areas of reading, writing and mathematics are administered in grades 3-10 and are the foundation of the Alaska school accountability system. Science is assessed in grades 4, 8 and 10.

Annual Measurable Objective (AMO) - AMO is the percent proficient on the assessments required by the state in order to meet the target for AYP. These are the AMOs for Alaska by year and subject:

School Year	AMO for Language Arts	AMO for Mathematics
01-02	64.03%	54.86%
02-03	64.03%	54.86%
03-04	64.03%	54.86%
04-05	71.48%	57.61%
05-06	71.48%	57.61%
06-07	71.48%	57.61%
07-08	77.18%	66.09%
08-09	77.18%	66.09%
09-10	77.18%	66.09%
10-11	82.88%	74.57%
11-12	88.58%	83.05%
12-13	94.28%	91.53%
13-14	100%	100%

Advanced Placement (AP) - The Advanced Placement Program provides motivated high school students with the opportunity to take college-level courses in a high school setting. Students gain college-level skills and in many cases also earn college credit while they are still in high school.

ASD - Anchorage School District, 5530 E. Northern Lights Blvd, Anchorage, AK, 99504, (907) 742-4153 or <http://www.asdk12.org>

Attendance Rate – The attendance rate is computed by taking the aggregate daily attendance (sum of the days present of all students when school is in session) and dividing by the aggregate daily membership (sum of the days present and absent of all students when school is in session). The result is expressed as a percentage.

Certificate of Achievement - Awarded to a student who has met all other graduation requirements of the school district and the state but fails to demonstrate proficiency all three sections of the HSGQE.

Change in Enrollment - Percent of enrollment change due to student transfer is computed by subtracting from one the quotient derived by dividing the number of students enrolled for at least 170 days in the school by the total number of students enrolled at least one day in the school. Also called Transiency Rate.

Cohort - a group of students defined by experiencing an event in a particular time span. A cohort can be a group of students tracked over time (sequential cohort) or a group of students identified by a specific point in time.

Criterion-referenced test - A test that measures a learner's achievement against specific performance standards. The score does not compare students with one another but demonstrates how well the student knows the tested content. The Alaska Standards Based Assessments and HSGQE are criterion-referenced tests.

Disaggregated data - "Disaggregate" means to separate a whole into its parts. In education, this term means that test results are reported by racial and ethnic groups of students and by students who are economically disadvantaged, have disabilities or have limited English proficiency. This practice allows parents and teachers to see more than just the average test score for a student's school. Instead, parents and teachers can see how each student group is performing.

Disaggregation - The process of breaking into parts. When data is disaggregated, the scores of a large group are sorted into smaller groupings.

Dropout – Defined as a student in grades 7-12 who was enrolled in the district at some time during the school year and whose enrollment terminated. This does not include an individual who graduated from high school or completed a state- or district-approved education program, as evidenced by receipt of formal recognition from school authorities; transferred to another public school, private school or state- or district-approved education program; is temporarily absent due to suspension; is absent due to illness or medical condition or died.

Dropout Rate – Computed by taking 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

Economically Disadvantaged Student (EDS) - Proxy used for accountability for identifying students who are eligible to participate in the free and reduced lunch program. The Anchorage School District disaggregates test scores, separating the scores from those identified as EDS from those not identified as EDS for comparison purposes as required by NCLB. Free and reduced-price lunch eligibility is determined by income and eligibility levels set by the federal government. Students included for the 2007-08 school year are those meeting the income guidelines, students included in the Alaska Temporary Assistance Program file provided by the state, all students in Provision 3 schools, migrant students and sibling matches. All students at AVAIL, the Child in Transition program, McLaughlin and Whaley (excluding ACE/ACT) are also included in this category but not their sibling matches.

Elementary and Secondary Education Act (ESEA) - The federal law that guides and provides oversight of public education in all fifty states. No Child Left Behind (NCLB) is the latest revision or authorization of this act.

EXPLORE – A curriculum-based educational and career planning program for grade 8 students that help students entering high school build rigorous academic plans. EXPLORE is the entry point to ACT's College Readiness System that also includes PLAN for grade 10 students and the ACT for grade 11 and 12 students.

Fall OASIS - The district is required to provide the Department of Education and Early Development with reports of our foundation Average Daily Membership (ADM) for the 20 school calendar days ending with the fourth Friday in October for the current school year.

FTE - Full-time equivalent. A standard measure of students or staff often used in the budget process. Two half-time students equal one full-time equivalent student.

Full Academic Year (FAY) - Full academic year is defined as October 1st through the first day of testing. It is calculated by school, by district and by state. Any student who is not continuously enrolled in the same school during this time span but is continuously enrolled for a full academic year in the district, would be included in the district calculation. Any student who meets the definition of continuous enrollment within the state will be included in the state's calculation. Any student who is not continuously enrolled in a public school in the state for the defined period is not included in the state accountability results.

Graduate – Defined as a student who has received a regular diploma from a state- or district-approved education program, as evidenced by receipt of a secondary school diploma from school authorities. Any student who receives a diploma under a waiver from the competency examination is considered a graduate. This does not include an individual who receives a certificate of achievement.

Growth Model – Generally refers to models of accountability that measure progress by tracking achievement scores of the same students from one year to the next with the intent of determining whether or not students have made progress. Comparisons are made based on successive cohorts. An example is the comparison of this year's grade 5 reading SBA scores for a group of students with the same students' grade 4 reading SBA scores.

Graduation Rate – Estimated 4-year cohort group rate, using numbers for students in their grade 9-12 years. The numerator is the sum of graduates in the current school year receiving a regular diploma before June 30, including the number of graduates receiving a diploma in the summer of the previous year. The denominator is the sum of the number of graduates above, plus the number of unduplicated 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 one school year prior, plus the number of dropouts in grade twelve during the current school year, plus the number of students continuing in grade twelve.

$$\text{2009 Graduation Rate} = \frac{\# \text{ FY 2009 Graduates} + \text{Summer 2008 Graduates (Reported in FY 2009)}}{\# \text{ of Summer 2008 Graduates (reported in FY 2009)} + \# \text{ of FY 2009 Graduates} + \# \text{ of Grade 9 Unduplicated Dropouts in FY 2006} + \# \text{ of Grade 10 Unduplicated Dropouts in FY 2007} + \# \text{ of Grade 11 Unduplicated Dropouts in FY 2008} + \# \text{ of Grade 12 Unduplicated Dropouts in FY 2009} + \# \text{ of Grade 12 Continuing Students (Reported in FY 2009 and included students with a certificate of achievement)}} \times 100$$

High School Graduation Qualifying Examination (HSGQE) – The HSGQE is used to determine student competency in the essential skills of reading, writing and mathematics. The HSGQE provides this information in the form of test scores that reflect the essential skills that students should know as a result of their public school experience. The state-legislated requirement to pass the HSGQE in order to earn a high school diploma has been in effect since 2004.

Independent reader - A student who can read without assistance. The Anchorage School District has a goal of each child attaining independent reader status by the end of the third grade.

Limited English proficient (LEP) - Refers to a student who has been identified as a limited English Proficient (LEP) student. The student meets the definition of LEP, has scored at some point below the overall proficiency level on a state-approved assessment of English Language Proficiency Assessment-IPT and has not yet met the criteria to be exited from LEP status.

Logit measures – The Standards Based Assessment is used to measure students' ability in reading, writing, mathematics and science. The logit measure is the calculation of students' ability by the computer model. Logit measures are then converted to scale scores to allow for comparison across different test forms.

Mean - An average, calculated by adding the values of a set of scores and dividing by the number of scores in the set.

Mean of the Normal Curve Equivalent (MNCE) - The Mean of the Normal Curve Equivalent (MNCE) is computed by adding the Normal Curve Equivalent scores of all students in a group, then dividing by the number of students in that group.

Migrant – Students who have been certified as an eligible migrant student through the migrant student identification and recruitment process.

My Learning Plan (MLP) – My Learning Plan (MLP) is the web-based service used by the Anchorage School District for tracking and managing professional development activities for educators. Some surveys completed by ASD staff and evaluations of professional development activities are done on MLP.

National Assessment of Educational Progress (NAEP) – The National Assessment of Educational Progress is a congressionally mandated project overseen by the National Center for Education Statistics to continuously monitor the knowledge, skills and performance of the nation's children and youth. Students in grades four and eight are assessed in reading/language arts and mathematics every other year.

NCLB Summer Data Collection – Also referred to Summer OASIS. The district is required to submit to the Department of Education and Early Development a detailed student data collection to support the annual submittal to the U.S. Department of Education. The data is based upon enrollment for the school year.

No Child Left Behind (NCLB) - NCLB is the most recent reauthorization (2001) of the Elementary and Secondary Education Act, which is the principal federal law affecting K-12 educators. It is scheduled for reauthorization in 2007.

Normal Curve Equivalent of the National Percentile (NCE) - The NCE uses a scale that ranges from 1 to 99 and coincides with the National Percentile scale at 1, 50 and 99. Normal Curve Equivalents have the advantage of being based on an equal-interval scale. The difference between two successive scores on the scales has the same meaning throughout the scale. This property allows for adding, subtracting, multiplying, and dividing the numbers to develop meaningful statistics (e.g. the average, or the gain).

Uses of NCE:

1. Allows one to compare the performance of students who take different levels or forms of the same test within a test battery.
2. Allows one to draw comparisons across subject matter for the same student.
3. Can be used to compute meaningful summary statistics.
4. Can be used to evaluate gains over time.
5. Can be used to combine data from different tests.

Limitation of NCE:

Does not give easily understood information about an individual student's achievement level, unless he/she is compared to another value or is converted to a percentile score.

Norm-referenced test - A test that measures a learner's achievement compared to a norm group. Expressed in a "percentile rank" which describes a student's achievement relative to his or her peers. The TerraNova is a norm-referenced test.

On-track-to-graduate – A freshman is on-track-to-graduate if they have earned a minimum of 5.5 credits and failed no more than one semester of a core subject at the end of their freshman year, including summer school credits.

Parental involvement - Parental involvement is the participation of parents in regular, two-way, meaningful communication involving students' academic learning and other school activities. The involvement includes ensuring that parents play an integral role in assisting their children's learning; that parents are encouraged to be actively involved in their children's education at school; that parents are full partners in their children's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children.

Participation File - The district is required to submit to the Department of Education and Early Development detailed student enrollment information as of the first day of the administration of the spring state assessments. The detailed student information is used for accountability purposes when calculating Adequate Yearly Progress.

Performance Standard Grade Level Expectation (PSGLE) – The Standards Based Assessments test students grades 3-10 on the Alaska Performance Standard/Grade Level Expectations in reading, writing and mathematics. Science is assessed at grades 4, 8 and 10. The PSGLE defines what all students should know and be able to do at the end of a given grade level. The standard scores reported on the SBA provide information on the student's performance on specific standard(s). PSGLEs are available for grades K-10 in reading, writing and mathematics, and grades 3-11 in science.

PLAN – PLAN is the educational and career-planning program for grade 10 students that provide early indicators of college readiness in English, math, reading and science. It is the most powerful predictor of success on the ACT.

PSAT – The PSAT is the preliminary SAT. It is the standardized test that provides firsthand practice for the SAT reasoning test. There are norms for grade 10 and 11.

Proficient - Proficient is mastery or the ability to do something at grade level.

Proficiency Level – A categorization of a student's current acquired knowledge and skills in a particular content area (reading, writing, mathematics and science).

Progress toward graduation - The number of credits a student earns in grades nine through twelve, leading to graduation.

Provision 2 and 3 Schools - Provision 3 is a special assistance program for school meals set up by Congress. Under the National School Lunch or School Breakfast programs, the provision 3 status allows all students at the school to eat for free. Provision 3 status also reduces the paperwork and meal count burden for the schools after the base year. Fairview, Mountain View, Muldoon, North Star, William Tyson, Williwaw and Mt. Iliamna had Provision 3 status in 2008-09. Whaley Center (excludes ACE and ACT) had Provision 2 status for the 2007-08 school year.

Quartile - Division of student test scores into four sections. The TerraNova 3rd Edition scores are divided into quartiles based on the national norm. Students in the first quartile score at or below the 25th percentile and are considered below the national average. Students in the fourth quartile score at or above the 76th percentile and are considered above the national average. Students in the second and third quartiles are considered to be within the average range of scores. The national expectation is that 25 percent of students will fall into each quartile. Having fewer than 25 percent of students in the first or lowest quartile is a positive result on a norm-referenced achievement test.

Report Card Data Submission - The district is required to provide the Department of Education and Early Development with a data submission by July 15 used to report and verify the information required to comply with the Public School Report Card to the Public state regulation and NCLB.

Retention Rate - A school reporting element for kindergarten through grade eight. The retention rate is computed by dividing the number of students being retained on the last day of school by the membership on the last day of the school year. Data is reported as an aggregate school retention rate, based on the combined number of retained students in kindergarten through grade eight as of the last day of school.

SAT - A college entrance test that measures critical reading and mathematical reasoning skills students have developed over time and skills they need to be successful academically. A writing section was added in March 2005. Many colleges and universities use the SAT as one indicator among others of a student's readiness to do college-level work.

Safe Harbor - "Safe Harbor" is a provision in No Child Left Behind intended for schools and districts that are making progress in student achievement but are not yet meeting target goals for Adequate Yearly Progress (AYP). It is designed to prevent the over-identification of schools not making AYP. If the performance rate fails to be above the lower bound of the 99 percent confidence interval of the AMO, the group can be said to have made AYP if the performance rate shows a reduction of at least 10 percent in the percent of students not proficient from the previous year's performance rate in that content area.

School Year – Defined as the 12-month period beginning with July 1 and ending June 30.

Standardized test - A test administered in accordance with explicit directions for uniform administration.

Statistical significance – The conclusion that results are unlikely to have occurred by chance; the observed relationship or difference is probably a real one.

Status Model – Status model looks at a subgroup's or school's level of proficiency for a specific year or average of years. This level of proficiency is then compared to an established target. When looking at gains under the status model, you are comparing the status of last year's cohort with the status of this year's cohort. An example is the comparison of last year's grade 5 reading scores with the reading scores of this year's grade 5 students.

Student Management System (SMS) – The Anchorage School District's student information system that serves as the system of record.

Supplemental services – Under the federal education law, No Child Left Behind (NCLB), some students who attend Title I schools that have reached an NCLB School Improvement Status of Level 2 or higher, are eligible for Supplemental Educational Services (SES). Supplemental Educational Service is extra academic assistance beyond the normal school day that school districts must provide free of charge to eligible students.

TerraNova, 3rd edition – A standardized norm-referenced test administered to grades five and seven in the ASD. The test measures skills in the core areas of reading, language and mathematics. The scores compare the student's performance with all other students who took the same test in the national norm group.

Title I - Title I provides federal funding for schools to help students who are behind academically or at risk of falling behind. Funding is based on the number of low-income children in a school, generally those eligible for the free lunch program. Title I is intended to supplement, not replace, state and district funds. Title I used to be called Chapter One.

Transiency Rate – Percent of enrollment change due to student transfer is computed by subtracting from one the quotient derived by dividing the number of students enrolled for at least 170 days in the school by the total number of students enrolled at least one day in the school.

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