

**School District Report Card to the Public  
Required Elements Checklist  
1998-99 School Year  
AS Sec. 14.03.120(e)**

District: Anchorage School District Date: October 31, 1999

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Data Element	District Check	AKDOEE Check
Progress Toward Goals	X	_____
Comments		
Students	X	_____
Parents	X	_____
Community	X	_____
Parent Involvement	X	_____
Other Indicators of Performance	X	_____
Environmental Education	X	_____
Change in ADM	X	_____
Transiency Rate	X	_____
Attendance Rate		
District Totals	X	_____
School Totals	X	_____
Dropout Rate (Grades 7 - 12)	X	_____
Graduation Rate (Grades 9 - 12)		
District Totals	X	_____
School Totals	X	_____
Percentage Promoted to Next grade (Grades 1 - 8)		
District Totals	X	_____
School Totals	X	_____
Standardized Test Results	X	_____
Completed <i>School District Report Card to the Public</i> forms (pages 9 - 45)	X	_____
Copy of <i>School District Report Card to the Public</i> made available locally	X	_____

Please send completed Report Cards via e-mail attachment, hard copy, or through district-prepared diskettes by **October 31, 1999** to:

Alaska Department of Education  
 Attn: Erik McCormick  
 Teaching and Learning Support  
 801 W. 10th Street, Suite 200  
 Juneau, AK 99801-1894  
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**ANCHORAGE SCHOOL DISTRICT  
PROGRESS TOWARD 1998-99 GOALS  
Anchorage School District**

The Anchorage School Board adopted a mission statement and series of goals for the 1998-1999 school year in Fall 1998. These goals set the direction for the Anchorage educational program in 1998-99. The goals set for Anchorage performance focused on providing Academic Excellence, a Supportive Learning Environment, and Public Accountability. Detailed reports of success on the goals are included in the Anchorage School District Profile of Performance.

**Goals**

**Major Goal:** Increase academic excellence by emphasizing student achievement, developing respect for diversity, maintaining quality staff recruitment and training, and maximizing opportunities for lifelong learning.

**Major Goal:** Establish a **supportive learning environment** by providing safe and caring schools which are barrier-free, by promoting health and wellness, and by collaborating with other community agencies where appropriate.

**Progress Toward Goals**

Individual schools set goals directed toward improving achievement. Weighted grades were used at the High School level to encourage students to take advanced classes.

Additional funds from Senate Bill 36 were allocated to reduce class sizes and to develop computer technology at the high school level.

The District adopted Performance Standards in Language Arts (Reading, Writing, Oral Language) and Mathematics in all grade levels, K – 8, and for appropriate High School courses.

The Anchorage School District took an active part in Community Wide implementation of the ASSETS Program. Safety issues were a major discussion item among secondary principals and divisions. The APD and the District cooperated on sharing information on problem situations and individuals.

**ANCHORAGE SCHOOL DISTRICT  
PROGRESS TOWARD 1998-99 GOALS  
(Continued)**

**Major Goal:** Ensure **public accountability** by continuing standardized testing and other performance assessment, through the wise use of financial resources, through construction and maintenance of school facilities, and through effective communication to internal and external audiences.

CAT results, Performance Measures, other test results, and other outcome information was reported in the annual Profile of Performance. Each school completed a school report card , both developing and evaluating progress toward meeting academic goals.

The District budget process included public meetings to review each major element of the budget. Regular updates on the financial status of the district and an annual outside audit are presented to the School Board and the community.

Parent and student input was collected as part of the certificated staff evaluation process in 1998-98. Both closed and open ended questions were asked of students and parents to provide input to principals and supervisors in the evaluation process.

Anchorage voters approved a \$173,150,000 bond request for new schools, planning of new schools, and upgrades of existing facilities in April 1999.

**ANCHORAGE SCHOOL DISTRICT  
PROGRESS TOWARD 1998-99 GOALS  
(Continued)**

**Commitment** All students will acquire basic reading skills and strategies to read independently by the end of the third grade.

A definition of "Independent Reader" was developed. An Anchorage "Independent Reader Test" was developed and implemented. Based on teacher ratings of students meeting the local 3<sup>rd</sup> grade benchmarks and performance on the tests, some 59 percent of students made the goal and some 41 percent did not. Apparently this is a stringent standard, since some 69 percent of local 3<sup>rd</sup> grade students scored at the 40<sup>th</sup> percentile or higher on the CAT Reading Sub-test.

**Commitment:** All students will show measurable success and increased achievement at each successive grade level in math, reading and writing conventions including spelling

Based on CAT scores, this goal was met. Looking across the grades at continuing students, math scores moved up 1 point, reading scores moved down 1 point, and language arts scores remained constant. All of these score indicate that students made 1 year's growth over a 1 year period of time.

**Commitment:** Student performance standards will be adopted in the areas of reading, mathematics, and language arts.

This goal was attained. The District adopted Performance Standards in Language Arts (Reading, Writing, Oral Language) and Mathematics in all grade levels, K – 8, and for appropriate High School courses. Final approval to the standards was provided in late April and early May 1999.

**ANCHORAGE SCHOOL DISTRICT  
PROGRESS TOWARD 1998-99 GOALS  
(Continued)**

**Focus:** Preparing students to pass the State required high school graduation examination.

The first administration of the examination will be in March 2000, so we do not have results as to the performance of Anchorage students. The District has begun to move towards standards based educational programs through adoption of local standards, in-service and training to local teachers and principals, discussions with parents and community groups, and on-going planning for implementation of standards-based education. The District took part in the field test of both the High School Graduation Qualifying Examination at grade 10 and the Benchmark Examinations at grades 3, 6 and 8 in March 1999. Experience in the administration of the tests as well as some familiarity with the types of questions asked was gleaned from the field-test experience.

**Focus:** Increasing student achievement in spelling will be increased by three percentile points as measured by the national standardized test at each grade level while maintaining or improving in all other areas

This goal was not met. Spelling scores for continuing district students declined 1 point (from the 53 percentile to the 52 percentile) overall. There was considerable work on spelling at the school level as documented in individual School Report Cards, and success was seen on measures other than the CAT, but not on the CAT.

**ANCHORAGE SCHOOL DISTRICT  
PROGRESS TOWARD 1998-99 GOALS  
(Continued)**

**Focus:** Increasing parental and community awareness of the critical role families play in the academic success of students

"The Partnership 2000" model with Joyce Epsteins model of parental involvement was continued in the District.

Continued evolution of the Search Institute's "Asset Building" framework was carried out in Anchorage.

ASD and the PTAs worked together to provide information to parents on their role in working with students.

**Focus:** Creating positive community relations and understanding of issues critical to the Anchorage School District by establishing coalitions with parents, business leaders and political leaders.

Various task forces and advisory groups were formed throughout the year. These included Controversial Issues Review Committee, High School Education Specifications Task Force, various boundary study groups, standards review groups and others. School units used collaborative processes to develop their individual schools goals. Strong efforts in informing the community of the need for revenue reform resulted in local support for the bonds in April 1999. An Administrative Exchange was held between District Administrators and local business leaders in October 1998. There are over 400 School-Business Partnerships functioning in the District.

**Comments on Schools' Performance**

**Student Comments  
Student Report Card Survey  
1998-99 School Year  
Number of Respondents = 20,622**

<b>Question</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Our school is clean and well maintained.	21%	37%	24%	9%	5%
I am treated fairly by adults here at school.	26%	34%	21%	9%	5%
I am treated fairly by other students.	18%	38%	25%	9%	5%
I find my school work interesting.	19%	28%	29%	11%	8%
I understand the school work I am given.	24%	40%	25%	5%	2%
Our school rules are fair.	25%	28%	23%	11%	7%
My teachers treat me with respect.	39%	32%	17%	5%	3%
Students here treat me with respect.	18%	37%	26%	9%	6%
Our school rules are fairly enforced.	25%	31%	25%	9%	5%
I like school.	24%	24%	25%	9%	5%
I am safe at school.	31%	30%	21%	7%	5%
If I have a problem at school, I know where I can go for help.	36%	32%	17%	5%	4%
Have chances to participate in school activities.	40%	36%	14%	3%	2%
I use computers at school.	36%	27%	15%	7%	7%
The library/media center has the materials I need to do my school work.	24%	32%	23%	8%	5%
I feel welcome at school.	29%	34%	22%	6%	4%
I feel safe on the bus and at the bus stop.	15%	20%	36%	6%	8%

**Methodology Used to Collect Comments from Students:**

Students in grades 3 - 12 were surveyed in spring 1999 in school using "scanner" survey forms.

**Comments on Schools' Performance**

**Parent Comments  
Parent Report Card Survey  
1998-99 School Year  
Number of Respondents = 4,707**

<b>Question</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>When I think about how well our Anchorage schools are doing, I am generally SATISFIED with:</b>					
The performance of the Anchorage School District.	13%	42%	27%	10%	4%
The performance of my child's school.	38%	45%	9%	3%	1%
The performance of my child's teacher(s).	62%	27%	5%	2%	1%
<b>When I think about what is being taught, I am generally SATISFIED with:</b>					
The curriculum at our school.	33%	49%	10%	4%	1%
<b>When I think about my relationship with the staff, school, and information, I am SATISFIED with:</b>					
My ability to get information on classes and school activities.	48%	38%	7%	2%	1%
<b>To what extent do you AGREE with each of the following statements?</b>					
I have the ability to review school books and library materials.	34%	39%	18%	3%	1%
I am invited to make suggestions about the library materials to be included or excluded.	19%	28%	32%	9%	2%
I feel welcome at school.	58%	30%	8%	1%	1%
My child is safe at school.	47%	37%	6%	2%	1%
My child is safe on the way to and from school.	40%	35%	12%	5%	3%

**Methodology Used to Collect Comments from Parents:**

Parent were surveyed in spring 1999 using "scanner" survey forms.

**Comments on Schools' Performance**

**Staff Comments  
Staff Report Card Survey  
1998-99 School Year  
Number of Respondents = 1,352**

<b>Question</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>Indicate the extent to which you are satisfied with:</b>					
Your job.	37%	41%	10%	5%	1%
Involvement in decision making at school	19%	37%	23%	12%	7%
The District curriculum.	7%	28%	33%	18%	10%
Opportunities for training on the District curriculum and materials.	13%	33%	25%	13%	5%
We are provided with adequate information before new practices or procedures are implemented.	7%	24%	25%	22%	9%
The principal and other staff provide me with the support I need when working with students.	38%	30%	11%	8%	3%
The principal and other staff provide me with the support I need when working with parents.	37%	25%	12%	6%	2%
The administrator(s) are approachable.	53%	27%	10%	6%	3%
The administrator(s) are available if I need help.	43%	33%	12%	9%	4%
The work load in this school is equitably divided.	16%	33%	21%	16%	7%
We have freedom in our selection of materials.	26%	38%	20%	8%	3%
I have freedom in selection of teaching materials.	31%	39%	20%	5%	2%
I have input in purchase of supplemental materials.	31%	39%	20%	5%	2%
Instruction here focuses on student success in meeting the District goals.	28%	40%	15%	3%	2%
The District curriculum is well defined.	11%	38%	16%	8%	2%
Teachers here work together effectively.	30%	41%	16%	8%	2%
Staff and teachers have good working relationships.	35%	42%	12%	6%	2%
Our school rules are fairly enforced.	29%	40%	12%	11%	6%
I feel safe at school.	35%	40%	12%	7%	2%
Students are safe here.	30%	41%	14%	9%	1%
School staff are treated with respect by students.	15%	44%	16%	16%	6%
Students are treated with respect by staff.	35%	50%	8%	2%	1%
Conference/planning time is adequate.	13%	30%	21%	19%	12%
I integrate computers/technology into instruction.	17%	37%	26%	9%	6%
Library/media resources are adequate.	15%	38%	20%	16%	5%
Student guidance and counseling are adequate.	15%	28%	21%	19%	13%
When I do good work it is recognized.	20%	38%	20%	13%	7%
Staff morale is high.	14%	38%	20%	15%	11%
We have good support from our parents.	14%	33%	24%	18%	8%
Students here are well behaved.	9%	40%	24%	14%	6%

**Methodology Used to Collect Comments from Parents:**

Staff were surveyed in spring 1999 using "scanner" survey forms.

## **Community Member Comments**

Anchorage is a large, diverse, metropolitan community. Citizens took part in advisory groups related to standards development, elementary boundaries, curriculum adoptions, secondary school facilities, school-to-work advisory boards, controversial issues review, and other formalized structures. Participation in School Business Partnerships and volunteer programs was very high. Overall, the community is supportive of quality education and the District. Community members want assurances that the resources devoted to education are used wisely. Given that, most Anchorage residents support education as evidenced by a “YES” vote on the 173.15 million dollar bond issues for major maintenance and new construction passed in April 1999.

### **Methodology Used to Collect Comments from Community Members:**

Community member feelings are compiled through participation in various committees and task forces, other advisory groups, and through public commentary at public School Board Meetings through the year. Specific support was noted in the election in April 1999 for the bond issue before the voters.

## Meaning Parent Involvement

### Parent Involvement Questionnaire

The Report Card Legislation AS Sec. 14.03.120 (e)(6) requires that school districts report on ways that meaningful parent involvement in school performance was encouraged. Completion of this questionnaire meets this requirement.

Collect completed Questionnaires from all schools in the district. Using the scale of 1 - 4, with one being "never" and four being "often", circle the average in which the schools in your district report meaningful parent involvement. Please list the specific programs in each category that are successful in your district.

- 1. Parental Responsibility:** School and district programs to assist parents to provide for children's health and safety.

	Never	Seldom	Some	Often
<b>Parent Education Workshops</b> (Average = 3.07) (e.g. parenting classes, communication workshops)	1	2	3	4
<b>School Information Workshop(s)</b> (Average = 3.33) (e.g. workshops on ways parents can better prepare children for school, immunization, etc.)	1	2	3	4
<b>Written Material Sent Home on Parenting</b> (Average = 3.56)	1	2	3	4
<b>Resources for Parents to Check Out</b> (Average = 3.26) (Library, Resource Center Video Tapes)	1	2	3	4
<b>Home-Visiting Programs</b> (Average = 2.29)	1	2	3	4
<b>Alternatives for families who cannot attend training, workshops (e.g. audio-conferencing, etc.)</b> (Average = 3.06)	1	2	3	4
<b>Other</b> (Specify): (See individual School Reports)				

## 2. Parent-School Two Way Communication

	Never	Seldom	Some	Often
Open House (Average = 3.65)	1	2	3	4
Parent Orientation (Average = 3.55)	1	2	3	4
Newsletter (e.g. district, school) (Average = 3.94)	1	2	3	4
Teacher Initiated Letter and Telephone Calls (Average = 3.93)	1	2	3	4
Student Newspaper (Average = 2.41)	1	2	3	4
Telephone Calls Made by Teachers to Parents (Average = 3.94)	1	2	3	4
Home Visits by Teachers (Average = 2.42)	1	2	3	4
Home-School Coordinator Activities (Average = 2.16)	1	2	3	4
Needs Survey (Average = 3.27)	1	2	3	4
Parent-Teacher Conference (attendance) (Average = 3.88)	1	2	3	4
Other (Specify): (See individual School Reports)				

## 3. Parents involved at School

	Never	Seldom	Some	Often
Student Performances (e.g., concerts, plays) (Average = 3.71)	1	2	3	4
Attend Award Assemblies, Athletic Events (Average = 3.57)	1	2	3	4
Special School Functions (Average = 3.72)	1	2	3	4
Booster Clubs (Average = 1.86)	1	2	3	4
Classroom/School Volunteers (Average = 3.73)	1	2	3	4
Mentoring Programs (Average = 2.89)	1	2	3	4
Other (Specify): (See individual School Reports)				

#### 4. Parents as Teachers: Supporting Learning at Home

	Never	Seldom	Some	Often
<b>School-Home Learning Activities</b> (Average = 3.23) (e.g. parent technology classes, "math night," etc.)	1	2	3	4
<b>Provide Families with Information on the Knowledge and Skills required for Each Class</b> (Average = 3.61)	1	2	3	4
<b>"Interactive" Homework Between Parent and Child</b> (Average = 3.63)	1	2	3	4
<b>Other</b> (Specify): (See individual School Reports)				

#### 5. Parents as Advisors, Decision Makers, and Advocates: Leadership

	Never	Seldom	Some	Often
<b>Independent Advocacy Groups</b> (Average = 2.81) (e.g. disabled students, Alaska Native, bilingual groups)	1	2	3	4
<b>Organized Parent Group</b> (e.g., Parent Teacher Association) (Average = 3.68)	1	2	3	4
<b>District Committees</b> (Average = 2.91) (e.g., curriculum, textbook selection)	1	2	3	4
<b>School/Business Advisory Committee (Voc./Tech. Ed.)</b> (Average = 2.56)	1	2	3	4
<b>Other</b> (Specify): (See individual School Reports)				

#### 6. Parents as Partners: Collaborating with Communities/Businesses

	Never	Seldom	Some	Often
<b>School/Work Placements</b> (Average = 2.09)	1	2	3	4
<b>Job Exploration Site Visits</b> (Average = 2.58)	1	2	3	4
<b>Internships/Apprentice Programs</b> (Average = 1.93)	1	2	3	4
<b>Recreation Programs</b> (Average = 3.31)	1	2	3	4
<b>Collaborative Health Services</b> (Average = 2.64)	1	2	3	4
<b>Cultural Programs</b> (Average = 3.11)	1	2	3	4
<b>Before and After School Care Programs</b> (Average = 3.01)	1	2	3	4
<b>Other</b> (Specify): (See individual School Reports)				

**Indicators of School Performance Selected by the District  
1998-99**

	<b>Indicators of Student Performance</b>	<b>Comments</b>
<b>Student Assessment</b> (indicate grade or other levels in "Comments" section)	___ report card	K - 12
	___ report card narrative	K - 6
	___ portfolio assessment (indicate content areas)	
	___ writing assessment	5, 7, 9
	___ grade point average	7 - 12
	___ exhibitions	K - 12
	___ student awards and recognition programs	K - 12
<b>School Information</b>	___ clear academic expectations for students	K - 12
	___ class size/teaching load	K - 12
	___ counseling and student support services	K - 12
	___ course offering and equitable access	7 - 12
	___ climate for learning	K - 12
	___ behavior guidelines and procedures	K - 12
	___ flexibility in learning alternatives	K - 12
	___ student participation in extra curricular	7 - 12
	___ student participation in co-curricular	7 - 12
	___ attendance	K - 12
	___ professional development opportunities	K - 12
	___ school level honors and awards	K - 12
	___ recognition programs for students, staff and programs	K - 12
<b>Student Follow-up Information</b>	___ graduate surveys	Post 12
	___ dropout or transfer exit interviews	
	___ employer feedback	
	___ post secondary institutional feedback	
<b>District Information</b>	___ standardized, norm-referenced tests (other than state tests)	3 - 11
	___ direct writing assessment	5, 7, 9
	___ district-level student standards developed	K - 12
	___ district performance assessments	4, 5, 7, 8, 9
	___ district quality indicators	K - 12
	___ district curriculum in place as per 4 AAC 05.080	K - 12
	___ district assessment in place as per 4 AAC 05.080	K - 12
	___ all school meet requirements for educational program as per 4 AAC 05.070	K - 12
	___ number of elementary schools accredited by Northwest Association of Schools and Colleges	
	___ number of secondary schools accredited by NWASC	7 - 12

## **Other Indicators of Performance Recognized by the District**

The Anchorage School District Profile of Performance: 1998-99 presents several outcome indicators related to students in Anchorage which are not required in the *School District Report Card to the Public*. The Profile should be considered a part of this report. Significant items from that report include: 1) Anchorage students perform at a level above the national norm on norm-referenced tests, scoring above the 64th percentile on the CAT; 2) Anchorage students perform well on locally developed Curriculum Referenced Tests and the Anchorage Writing Assessments; 3) Anchorage secondary students perform well on ACT and SAT examinations, exceeding the state and national averages on both examinations with about one-third of the population taking the ACT and over half taking the SAT; 4) the drop-out rate for Anchorage students is relatively stable over time and relatively low; 5) most secondary students are making progress toward graduation in a timely fashion; 6) most students are in school on a regular basis; and 7) secondary students typically earn higher grades in elective and upper division classes than in required, lower division classes. The Anchorage School District Profile of Performance: 1998-99 speaks to each of these areas in detail.

Also enclosed is an analysis of Advanced Placement Examination Results. This report indicates strong performance on Advanced Placement Examinations by Anchorage students in 1998-99.

## Environmental Education

### Model Environmental Education Form 1998-99

The completion of this form and reporting its information to the public meets the requirements of AS Sec 14.03.120 (e)(7) to summarize and evaluate their environmental education curriculum.

1. Check the statements that apply to your district.

- My district follows a comprehensive environmental education curriculum.  
 My district follows a Board-adopted environmental education curriculum.  
 My district provides courses whose topics focus on environmental education or natural resource conservation.

2. Circle the grades in which environmental education instruction is routinely provided. (Woven into topic areas across grades)

k    1    2    3    4    5    6    7    8    9    10    11    12

3. How much are the following topics and approaches covered in your environmental education curriculum? Circle the number that most closely represents your district's level of emphasis.

#### Recommended Topics:

- a. balance of resource development with environmental safeguards  
not covered    1    2    3    4    5    high emphasis
- b. dependence of the state on resource development  
not covered    1    2    3    4    5    high emphasis
- c. pollution prevention, waste reduction and recycling  
not covered    1    2    3    4    5    high emphasis

#### Possible additional topic areas:

- d. wildlife populations and habitat/wildlife management  
not covered    1    2    3    4    5    high emphasis
- e. endangered species and biodiversity  
not covered    1    2    3    4    5    high emphasis
- f. wetlands/wetlands management  
not covered    1    2    3    4    5    high emphasis
- g. careers in environmental science  
not covered    1    2    3    4    5    high emphasis

<b>h. forestry/forestry ecology</b>							
not covered	1	2	3	4	5	high emphasis	
<b>i. mining/geology</b>							
not covered	1	2	3	4	5	high emphasis	
<b>j. marine/aquatic/fishing</b>							
not covered	1	2	3	4	5	high emphasis	
<b>k. field-based studies</b>							
not covered	1	2	3	4	5	high emphasis	
<b>l. community or action projects</b>							
not covered	1	2	3	4	5	high emphasis	

**Answer the following:**

**4. List the three major goals of your district's environmental education curriculum.**

- Help students understand that environmental issues should not be considered in isolation from economic and developmental issues.*
- Promote waste reduction, pollution prevention and recycling.*
- Help student understand that the environment is more than, but includes, our backyard and our community.*

**5. Summarize how these goals are being achieved and briefly evaluate your district's effort in this area:**

**How well are you meeting goal 1?**

not at all    1    2    3    4    5    very well

**Briefly describe the basis for your judgment.**

*Dialogue between science teachers, economics and social studies teachers and curriculum coordinators.*

**How well are you meeting goal 2?**

not at all    1    2    3    4    5    very well

**Briefly describe the basis for your judgment.**

*A number of schools and students are involved in community recycling projects as well as waste reduction and pollution prevention (Green Star Program).*

**How well are you meeting goal 3?**

not at all    1    2    3    4    5    very well

**Briefly describe the basis for your judgment.**

*Based on requests for information on computer network that report global information and requests for credit classes.*

## Student Statistical Rates

### Annual Percent Change in Enrollment (ADM)

The Department of Education has received this information for FY98 and FY99 on the Foundation Report District Adjusted Units (form number 05-93-036) which is submitted two weeks after the fourth Friday in October. **Districts do not need to resubmit the information to the Department.** Each district must include the information in their local report to the public.

#### Change in Enrollment: District Totals

Current year (FY99) average daily membership districtwide		<u>48,115.53</u>
Prior year (FY98) average daily membership districtwide	-	<u>47,315.76</u>
	=	<u>799.77</u>
Prior year average daily membership districtwide		<u>47,315.76</u>
Annual percent change in enrollment districtwide		<u>1.7%</u>

### Percent of Enrollment Change Due to Student Transfers into and out of the District (Transience Rate)

This indicator measures the enrollment change due to transfers of the district population over the school year. A student transferring into the district more than once during the school year should only be counted once.

#### Transience Rate: District Totals

Number of Students enrolled more than 169 days		<u>44,638</u>
Number of Students enrolled at least one day	÷	<u>53,268</u>
Stability Rate	-	<u>83.7%</u>
Transience Rate	=	<u>16.3%</u>

## Student Statistical Rates

### Attendance Rate

#### Attendance: District Total

Aggregate Days Attendance	<u>8,264,457</u>
Aggregate Days Membership	÷ <u>8,823,528</u>
Attendance Rate	= <u>93.7%</u>

#### Attendance: School Totals (provide the numbers and rate for each school)

School	Aggregate Days Attendance	Aggregate Days Membership	Percent Attendance
Abbott Loop	102,932	97,352	94.6%
Airport Heights	61,343	57,387	93.6%
Alpenglow	102,336	97,846	95.6%
Aurora	97,700	94,337	96.6%
Baxter	84,903	80,548	94.9%
Bayshore	103,096	97,888	94.9%
Bear Valley	92,398	87,775	95.0%
Birchwood	74,485	70,799	95.1%
Bowman	124,454	117,411	94.3%
Campbell	95,610	90,352	94.5%
Chester Valley	67,210	62,705	93.3%
Chinook	104,565	97,344	93.1%
Chugach Optional	46,081	44,107	95.7%
Chugial Elementary	92,022	86,773	94.3%
College Gate	83,982	79,250	94.4%
Creekside Park	67,434	62,007	92.0%
Denali	92,345	86,182	93.3%
Eagle River	71,215	67,267	94.5%
Fairview	77,825	71,874	92.4%
Fire Lake	67,767	63,627	93.9%
Girdwood	28,671	26,781	93.4%
Government Hill	74,837	70,567	94.3%
Homestead	89,381	85,368	95.5%
Huffman	91,445	87,091	95.2%
Inlet View	46,023	43,387	94.3%
Kasuun	116,019	110,449	95.2%
Kennedy	47,679	45,974	96.4%
Kincaid	91,295	86,523	94.8%
Klatt	95,512	89,532	93.7%
Lake Hood	87,269	82,601	94.7%

## Student Statistical Rates

### Attendance Rate (Continued)

#### Attendance: School Totals (continued)

School	Aggregate Days Attendance	Aggregate Days Membership	Percent Attendance
Lake Otis	92,087	86,982	94.5%
Mt. Spurr	52,627	50,736	96.4%
Mountain View	79,969	72,390	90.5%
Muldoon	75,541	70,329	93.1%
North Star	96,365	89,044	92.4%
Northern Lights	89,767	86,063	95.9%
Northwood	80,461	73,775	91.7%
Nunaka Valley	70,189	66,698	95.0%
Ocean View	74,994	71,485	95.3%
O'Malley	86,341	81,597	94.5%
Polaris	83,952	81,430	97.0%
Ptarmigan	72,295	67,807	93.8%
Rabbit Creek	82,796	78,383	94.7%
Ravenwood	72,812	69,127	94.9%
Rogers Park	107,211	101,621	94.8%
Russian Jack	70,073	64,750	92.4%
Sand Lake	104,677	100,312	95.8%
Scenic Park	101,658	96,236	94.7%
Spring Hill	99,164	93,678	94.5%
Susitna	97,850	92,280	94.3%
Taku	63,271	58,096	91.8%
Tudor	96,705	90,658	93.7%
Turnagain	74,830	69,661	93.1%
Tyson	77,129	71,626	92.9%
Ursa Major	70,846	68,403	96.6%
Ursa Minor	53,126	51,481	96.9%
Williwaw	98,489	92,127	93.5%
Willow Crest	93,678	86,845	92.7%
Wonder Park	91,937	84,689	92.1%
Wood, Gladys	95,928	91,135	95.0%
Central	136,363	127,679	93.6%
Clark	142,281	132,469	93.1%
Goldenview	155,276	144,980	93.4%
Gruening	109,128	102,162	93.6%
Hanshew	163,137	151,115	92.6%

## Student Statistical Rates

### Attendance Rate (Continued)

#### Attendance: School Totals (continued)

<u>School</u>	<u>Aggregate Days Attendance</u>	<u>Aggregate Days Membership</u>	<u>Percent Attendance</u>
Mears	173,074	161,715	93.4%
Mirror Lake	121,620	113,396	93.2%
Romig	135,724	125,240	92.3%
Wendler	170,440	156,776	92.0%
AVAIL	9,086	9,086	100.0%
Bartlett	321,713	289,363	89.9%
Benny Benson	49,532	43,841	88.5%
Chugiak High School	357,818	334,007	93.3%
Dimond	369,108	341,855	92.6%
East	339,999	315,910	92.9%
High School Completion	43,238	43,238	100.0%
SAVE	41,021	41,021	100.0%
Service	398,610	371,998	93.3%
Steller	52,852	51,614	97.7%
West	279,687	249,324	89.1%
Booth	3,100	3,100	100.0%
Charter North	480	480	100.0%
Jesse Lee	6,250	6,250	100.0%
Maplewood	1,062	1,062	100.0%
McKinley Heights	1,812	1,812	100.0%
McLaughlin	30,493	30,493	100.0%
Mt Iliamna	40,020	36,050	90.1%
North Star Hospital	4,763	4,761	100.0%
Outreach/Private	4,249	4,249	100.0%
Part Time	2,612	2,612	100.0%
Providence Heights	824	824	100.0%
Whaley	34,171	28,638	83.8%
Aquarian	20,051	19,447	97.0%
Family Partnership	91,216	91,215	100.0%
Village Charter	3,547	3,364	94.8%
Walden Pond	24,575	22,791	92.7%

## Student Statistical Rates

### Dropout Worksheet

The Dropout Worksheet must be completed and returned to the department as a supplement to the dropout figures required by the Report Card Legislation.

Districts must report the number and percent of public school dropouts. This indicator is computed by dividing the number of dropouts by the number of students enrolled in grades 7 - 12 on October 1 of the previous school year.

Number of students dropping out in grades 7 - 12	<u>1,404</u>	
Number of students enrolled Oct. 1 of previous year	<u>21,408</u>	
Percent of students dropping out in grades 7 - 12		6.6%

### High School Graduates

Districts are required to report the number of high school graduates for the 1998-99 school year via forms 05-93-015 and 05-93-014.

1999 School Year High School Graduates	<u>2,588</u>
1999 Summer High School Graduates	+ <u>22</u>
	= <u>2,610</u>

## Student Statistical Rates

### Percent of Students Who Are Promoted to the Next Grade

Anchorage School District  
1998-99 District Report Card Data  
Percent of Students Promoted by Grade and School

School	Grade 1			Grade 2			Grade 3		
	Num Prom	End Mem.	% Prom	Num Prom	End Mem.	% Prom	Num Prom	End Mem.	% Prom
Abbott Loop	87	87	100.0%	84	86	97.7%	74	74	100.0%
Airport Heights	49	49	100.0%	49	50	98.0%	45	45	100.0%
Alpenglow	83	84	98.8%	75	75	100.0%	94	94	100.0%
Aurora	88	91	96.7%	65	65	100.0%	64	65	98.5%
Baxter	81	81	100.0%	52	52	100.0%	75	75	100.0%
Bayshore	90	90	100.0%	75	75	100.0%	74	74	100.0%
Bear Valley	71	71	100.0%	75	75	100.0%	70	70	100.0%
Birchwood	48	49	98.0%	45	47	95.7%	60	60	100.0%
Bowman	81	86	94.2%	90	90	100.0%	79	79	100.0%
Campbell	77	79	97.5%	62	63	98.4%	73	73	100.0%
Chester Valley	55	55	100.0%	54	54	100.0%	58	58	100.0%
Chinook	83	85	97.6%	81	82	98.8%	88	88	100.0%
Chugach Optional	36	36	100.0%	37	37	100.0%	34	34	100.0%
Chugiak Elem.	76	78	97.4%	80	80	100.0%	84	84	100.0%
College Gate	68	69	98.6%	60	60	100.0%	76	76	100.0%
Creekside Park	56	58	96.6%	52	53	98.1%	43	44	97.7%
Denali	78	78	100.0%	69	70	98.6%	70	71	98.6%
Eagle River	49	51	96.1%	47	47	100.0%	55	55	100.0%
Fairview	65	66	98.5%	79	79	100.0%	61	61	100.0%
Fire Lake	45	47	95.7%	58	59	98.3%	66	68	97.1%
Girdwood	17	17	100.0%	13	13	100.0%	22	22	100.0%
Government Hill	77	81	95.1%	72	72	100.0%	60	60	100.0%
Homestead	61	63	96.8%	69	69	100.0%	81	81	100.0%
Huffman	58	58	100.0%	67	67	100.0%	68	68	100.0%
Inlet View	37	38	97.4%	37	37	100.0%	43	43	100.0%
Kasuun	92	94	97.9%	117	117	100.0%	96	97	99.0%
Kennedy	49	49	100.0%	31	31	100.0%	33	33	100.0%
Kincaid	66	67	98.5%	77	77	100.0%	82	82	100.0%
Klatt	76	81	93.8%	84	84	100.0%	86	87	98.9%
Lake Hook	69	69	100.0%	88	88	100.0%	74	74	100.0%
Lake Otis	84	91	92.3%	78	79	98.7%	84	85	98.8%
Mt. Spurr	41	42	97.6%	43	43	100.0%	52	52	100.0%
Mountain View	66	66	100.0%	64	64	100.0%	61	61	100.0%
Muldoon	74	74	100.0%	63	63	100.0%	58	58	100.0%
North Star	83	85	97.6%	91	92	98.9%	59	59	100.0%

## Student Statistical Rates

### Percent of Students Who Are Promoted to the Next Grade

Anchorage School District  
1998-99 District Report Card Data  
Percent of Students Promoted by Grade and School

School	Grade 1			Grade 2			Grade 3		
	Num Prom	End Mem.	% Prom	Num Prom	End Mem.	% Prom	Num Prom	End Mem.	% Prom
Northern Lights	74	75	98.7%	78	78	100.0%	75	75	100.0%
Northwood	61	64	95.3%	54	55	98.2%	63	65	96.9%
Nunaka Valley	58	59	98.3%	57	57	100.0%	48	48	100.0%
Ocean View	53	53	100.0%	63	63	100.0%	72	72	100.0%
O'Malley	68	68	100.0%	57	57	100.0%	85	85	100.0%
Polaris	28	28	100.0%	32	32	100.0%	40	40	100.0%
Ptarmigan	58	61	95.1%	60	60	100.0%	62	62	100.0%
Rabbit Creek	56	56	100.0%	60	61	98.4%	71	71	100.0%
Ravenwood	48	48	100.0%	53	53	100.0%	62	62	100.0%
Rogers Park	80	80	100.0%	83	83	100.0%	84	84	100.0%
Russian Jack	61	61	100.0%	57	57	100.0%	52	52	100.0%
Sand Lake	87	87	100.0%	77	77	100.0%	80	80	100.0%
Scenic Park	88	90	97.8%	78	78	100.0%	78	78	100.0%
Spring Hill	75	77	97.4%	68	69	98.6%	80	83	96.4%
Susitna	66	67	98.5%	82	86	95.3%	79	80	98.8%
Taku	65	65	100.0%	57	57	100.0%	50	50	100.0%
Tudor	88	92	95.7%	64	65	98.5%	77	78	98.7%
Turnagain	55	55	100.0%	63	63	100.0%	66	66	100.0%
Tyson	73	73	100.0%	57	57	100.0%	55	55	100.0%
Ursa Major	69	70	98.6%	56	56	100.0%	54	55	98.2%
Ursa Minor	49	49	100.0%	38	38	100.0%	41	41	100.0%
Williwaw	78	78	100.0%	86	86	100.0%	72	72	100.0%
Willow Crest	82	86	95.3%	79	80	98.8%	83	83	100.0%
Wonder Park	74	74	100.0%	81	81	100.0%	85	85	100.0%
Wood	66	67	98.5%	91	91	100.0%	74	74	100.0%
Aquarian Charter	29	29	100.0%	17	17	100.0%	8	8	100.0%
Family Partnership	67	68	98.5%	54	54	100.0%	46	48	95.8%
Village Charter	1	1	100.0%	3	3	100.0%	3	5	60.0%
Maplewood	1	1	100.0%	1	1	100.0%	2	2	100.0%
Whaley	7	7	100.0%	14	14	100.0%	12	12	100.0%
Providence Heights	1	1	100.0%	1	1	100.0%	2	2	100.0%
Jesse Lee	0	0	--	1	1	100.0%	3	3	100.0%
Outreach/Private	1	1	100.0%	0	0	--	0	0	--
District	4,083	4,156	98.2%	4,005	4,026	99.5%	4,066	4,086	99.5%

## Student Statistical Rates

### Percent of Students Who Are Promoted to the Next Grade

Anchorage School District  
1998-99 District Report Card Data  
Percent of Students Promoted by Grade and School

School	Grade 4			Grade 5			Grade 6		
	Num Prom	End Mem.	% Prom	Num Prom	End Mem.	% Prom	Num Prom	End Mem.	% Prom
Abbott Loop	79	80	98.8%	88	88	100.0%	74	74	100.0%
Airport Heights	39	43	90.7%	51	53	96.2%	38	38	100.0%
Alpenglow	89	89	100.0%	83	83	100.0%	81	81	100.0%
Aurora	66	67	98.5%	70	71	98.6%	69	69	100.0%
Baxter	56	57	98.2%	88	88	100.0%	71	71	100.0%
Bayshore	81	81	100.0%	81	81	100.0%	62	62	100.0%
Bear Valley	75	75	100.0%	80	80	100.0%	85	85	100.0%
Birchwood	53	54	98.1%	59	60	98.3%	47	47	100.0%
Bowman	105	105	100.0%	76	76	100.0%	86	86	100.0%
Campbell	74	74	100.0%	88	88	100.0%	73	73	100.0%
Chester Valley	49	49	100.0%	67	67	100.0%	56	56	100.0%
Chinook	69	69	100.0%	95	95	100.0%	81	81	100.0%
Chugach Optional	33	33	100.0%	40	40	100.0%	35	35	100.0%
Chugiak Elem.	90	92	97.8%	89	89	100.0%	0	0	--
College Gate	61	61	100.0%	64	65	98.5%	64	64	100.0%
Creekside Park	52	52	100.0%	54	54	100.0%	58	58	100.0%
Denali	65	65	100.0%	74	74	100.0%	48	48	100.0%
Eagle River	77	77	100.0%	57	59	96.6%	67	68	98.5%
Fairview	51	51	100.0%	67	67	100.0%	53	53	100.0%
Fire Lake	82	82	100.0%	79	79	100.0%	0	0	--
Girdwood	14	14	100.0%	22	22	100.0%	14	14	100.0%
Government Hill	50	50	100.0%	45	45	100.0%	32	33	97.0%
Homestead	86	88	97.7%	64	64	100.0%	75	75	100.0%
Huffman	70	71	98.6%	83	84	98.8%	90	91	98.9%
Inlet View	31	31	100.0%	36	37	97.3%	33	33	100.0%
Kasuun	96	96	100.0%	91	91	100.0%	76	76	100.0%
Kennedy	36	36	100.0%	34	34	100.0%	18	18	100.0%
Kincaid	66	66	100.0%	90	90	100.0%	62	62	100.0%
Klatt	68	68	100.0%	74	74	100.0%	70	70	100.0%
Lake Hook	67	67	100.0%	72	72	100.0%	63	63	100.0%
Lake Otis	55	55	100.0%	55	57	96.5%	53	53	100.0%
Mt. Spurr	36	36	100.0%	42	43	97.7%	23	23	100.0%
Mountain View	75	76	98.7%	41	41	100.0%	57	57	100.0%
Muldoon	61	61	100.0%	58	58	100.0%	45	45	100.0%
North Star	72	72	100.0%	75	75	100.0%	46	46	100.0%

## Student Statistical Rates

### Percent of Students Who Are Promoted to the Next Grade

Anchorage School District  
1998-99 District Report Card Data  
Percent of Students Promoted by Grade and School

School	Grade 4			Grade 5			Grade 6		
	Num Prom	End Mem.	% Prom	Num Prom	End Mem.	% Prom	Num Prom	End Mem.	% Prom
Northern Lights	53	54	98.1%	54	54	100.0%	48	48	100.0%
Northwood	60	60	100.0%	54	56	96.4%	50	51	98.0%
Nunaka Valley	51	51	100.0%	62	62	100.0%	47	47	100.0%
Ocean View	72	72	100.0%	51	51	100.0%	58	58	100.0%
O'Malley	66	66	100.0%	85	85	100.0%	86	86	100.0%
Polaris	33	33	100.0%	38	38	100.0%	43	43	100.0%
Ptarmigan	63	63	100.0%	49	49	100.0%	48	48	100.0%
Rabbit Creek	72	72	100.0%	73	74	98.6%	78	78	100.0%
Ravenwood	66	66	100.0%	66	66	100.0%	70	70	100.0%
Rogers Park	93	93	100.0%	99	99	100.0%	94	94	100.0%
Russian Jack	59	59	100.0%	37	38	97.4%	47	47	100.0%
Sand Lake	88	88	100.0%	80	80	100.0%	79	79	100.0%
Scenic Park	80	80	100.0%	86	86	100.0%	91	91	100.0%
Spring Hill	88	88	100.0%	84	84	100.0%	75	75	100.0%
Susitna	77	77	100.0%	75	75	100.0%	77	77	100.0%
Taku	43	44	97.7%	45	45	100.0%	42	42	100.0%
Tudor	82	83	98.8%	75	75	100.0%	73	73	100.0%
Turnagain	57	57	100.0%	60	60	100.0%	65	65	100.0%
Tyson	69	70	98.6%	54	54	100.0%	44	44	100.0%
Ursa Major	53	54	98.1%	40	40	100.0%	30	30	100.0%
Ursa Minor	34	34	100.0%	31	31	100.0%	31	31	100.0%
Williwaw	75	75	100.0%	75	75	100.0%	75	75	100.0%
Willow Crest	67	67	100.0%	77	77	100.0%	62	62	100.0%
Wonder Park	54	54	100.0%	78	78	100.0%	55	55	100.0%
Wood	59	59	100.0%	93	93	100.0%	85	85	100.0%
Aquarian Charter	10	10	100.0%	9	9	100.0%	6	6	100.0%
Family Partnership	47	47	100.0%	40	41	97.6%	45	45	100.0%
Village Charter	0	0	--	2	2	100.0%	2	2	100.0%
Maplewood	1	1	100.0%	0	0	--	0	0	--
McLaughlin	0	0	--	0	0	--	1	1	100.0%
Whaley	19	19	100.0%	17	17	100.0%	24	24	100.0%
Providence Heights	1	1	100.0%	0	0	--	4	4	100.0%
Jesse Lee	1	1	100.0%	2	2	100.0%	0	0	--
Mirror Lake	0	0	--	0	0	--	194	198	98.0%
District	3,922	3,941	99.5%	4,023	4,040	99.6%	3,734	3,742	99.8%

## Student Statistical Rates

### Percent of Students Who Are Promoted to the Next Grade

Anchorage School District  
1998-99 District Report Card Data  
Percent of Students Promoted by Grade and School

School	Grade 7			Grade 8		
	Num Prom	End Mem.	% Prom	Num Prom	End Mem.	% Prom
Birchwood	29	29	100.0%	0	0	--
Denali	10	10	100.0%	12	12	100.0%
Girdwood	12	12	100.0%	23	23	100.0%
Northern Lights ABC	38	38	100.0%	0	0	--
Polaris	38	38	100.0%	34	34	100.0%
Family Partnership	43	43	100.0%	28	28	100.0%
Waldon Pond	18	18	100.0%	26	26	100.0%
Booth	1	1	100.0%	6	6	100.0%
McKinley Heights	1	1	100.0%	1	1	100.0%
McLaughlin	9	9	100.0%	15	16	93.8%
Whaley	24	24	100.0%	34	34	100.0%
North Star Hospital	5	5	100.0%	4	4	100.0%
Jesse Lee	7	7	100.0%	5	5	100.0%
Central	384	394	97.5%	342	346	98.8%
Clark	368	424	86.8%	262	323	81.1%
Goldenvue	387	437	88.6%	390	414	94.2%
Gruening	290	293	99.0%	304	310	98.1%
Hanshew	384	451	85.1%	416	440	94.5%
Mears	468	469	99.8%	474	478	99.2%
Mirror Lake	232	241	96.3%	230	241	95.4%
Romig	304	376	80.9%	315	352	89.5%
Wendler	500	504	99.2%	427	430	99.3%
Steller	47	47	100.0%	49	49	100.0%
Benson	17	17	100.0%	48	48	100.0%
Outreach/Private	0	0	--	7	7	100.0%
District	3,616	3,888	93.0%	3,452	3,627	95.2%

**Percent of District Students in each Quartile of Standardized National Achievement Examinations** (National average is for 25 percent of the population to be in each quartile) -- **Data reflects April 1999 test administration.**

**Grade 4 (California Achievement Tests)**

<u>Quartile</u>	<u>Total Reading</u>	<u>Total Language Arts</u>	<u>Total Mathematics</u>
Quartile 4 (76 - 99)	32.1%	33.3%	41.0%
Quartiles 2 & 3 (26 - 75)	49.9%	48.9%	41.0%
Quartile One (1 - 25)	17.9%	17.8%	18.1%

**Grade 8 (California Achievement Tests)**

<u>Quartile</u>	<u>Total Reading</u>	<u>Total Language Arts</u>	<u>Total Mathematics</u>
Quartile 4 (76 - 99)	37.7%	31.6%	35.8%
Quartiles 2 & 3 (26 - 75)	48.5%	51.5%	48.8%
Quartile One (1 - 25)	13.8%	16.9%	15.4%

**Grade 11 (California Achievement Tests)**

<u>Quartile</u>	<u>Total Reading</u>	<u>Total Language Arts</u>	<u>Total Mathematics</u>
Quartile 4 (76 - 99)	34.7%	25.8%	39.8%
Quartiles 2 & 3 (26 - 75)	46.4%	53.2%	44.6%
Quartile One (1 - 25)	18.8%	21.0%	15.6%

**Measures of Central Tendency and Number of Tested Students**  
**-- Data reflects April 1998 test administration --**

**1998-99 Percentile Rank of District Average Scores**

<u>Grade</u>	<u>Reading</u>	<u>Language Arts</u>	<u>Mathematics</u>
Grade 4	60	59	65
Grade 8	65	59	64
Grade 11	59	53	65

**Student Enrollment versus Tested Population**

<u>Grade</u>	<u>Enrollment on</u> <u>on March 31</u>	<u>Number</u> <u>Tested</u> <u>Reading</u>	<u>Percent</u> <u>Tested</u> <u>Reading</u>	<u>Number</u> <u>Tested</u> <u>Lang. Arts</u>	<u>Percent</u> <u>Tested</u> <u>Lang. Arts</u>	<u>Number</u> <u>Tested</u> <u>Math</u>	<u>Percent</u> <u>Tested</u> <u>Math</u>
Grade 4	3,961	3,690	93.2%	3,686	93.1%	3,689	93.1%
Grade 8	3,650	3,410	93.4%	3,395	93.0%	3,366	92.2%
Grade 11	3,075	2,526	82.1%	2,515	81.8%	2,531	82.3%