

Anchorage School District
Profile of Performance
and
School Report Card to the Public
2004-2005



Assessment and Evaluation Department
October 10, 2005

Format of the Report

- Part I – District Information
 - Overview
 - Board Goal Performance
- Part II – School Information
 - School Goals
 - Demographics
 - Student Academic Achievement

Race/Ethnic Distribution Beginning of the Year Membership

Year	Data Type	Alaska Native	American Indian*	Asian/Pac. Islander	African American	Hispanic	Caucasian	Multi Ethnic
04-05	Number	5,980	644	5,429	3,977	3,143	27,960	2,793
	Percent	11.9%	1.2%	10.8%	7.9%	6.2%	56.0%	5.5%
03-04	Number	6,036	673	5,416	4,179	3,102	28,827	2,176
	Percent	12.0%	1.3%	10.7%	8.3%	6.2%	57.2%	4.3%
02-03	Number	6,366	*	5,311	4,196	3,041	29,157	1,702
	Percent	13%	*	11%	8%	6%	59%	3%
01-02	Number	6,267	*	5,038	4,234	2,897	29,978	1,241
	Percent	13%	*	10%	9%	6%	60%	2%

Socioeconomic Status of Students

- Economically Disadvantaged Students (EDS):
 - Eligible for Free and Reduced-Price Lunch
 - All Students in Provision 3 Schools
 - Migrant Students
 - Sibling Matches
- 26.2 percent of all ASD students were EDS in 2004-2005
- EDS scored lower on standardized tests compared to non-EDS

Special Programs

During 2004-2005:

1. Special Education Services: 7,136 students eligible
2. Bilingual Program: 6,911 students eligible & served
3. Migrant Program: 1,576 students eligible
4. Title I Targeted Assistance: 245 students served
5. Title I Schoolwide Program: 9,266 students enrolled
6. Homeless Program: 2,094 students served
7. Neglected & Delinquent: 911 students served
8. Title VII Indian Education: 2,916 students served
9. Gifted Program: 2,473 students served

ASD Board Goal Indicators

- 1- Increase in achievement on the state measures of academic performance.
- 2- Increase in reading achievement by 3rd graders.
- 3- Increase in the percentage of students completing accelerated math in grades 8, 9, and 10.
- 4- Decrease in the dropout rate.
- 5- Increase in the graduation rate.
- 6- Increase in the percentage of students successfully completing AP courses.

Board Goal Indicator Results

- Caution should be used when comparing 2004 Benchmark & TerraNova results to 2005 Standards Based Assessment (SBA) results:
 - SBA assesses students at grade level – not at age span, as was done under the Benchmark system.
 - SBA results from 2005 establish a new baseline.
 - This affects goals 1a, 1b, and 2a.

Benchmark System

Benchmark	Age Group	Grades when students are instructed on standards	Grade level of benchmark exam
1	5-7 yrs	Grades K-2	Grade 3
2	8-10 yrs	Grades 3-5	Grade 6
3	11-14 yrs	Grades 6-8	Grade 8
High School	15-18 yrs	Grades 9-12	Grades 10-12

Goal 1 - Indicator a

The percentage of students scoring proficient or above in each designated group will increase by at least ten percent of the difference between the previous year's percent proficient for that group and 100 percent.

Results (tables on pages 32 & 34):

- Language Arts – gains were achieved in all groups.
Six of the designated student groups achieved the target.
- Math – gains were achieved in all but one group.
Target was met in three groups.

**For Goal 1 – Indicator a:
Year to Year Comparison of % Proficient in Language Arts**

	Language Arts						
	2003-04		2004-05		Target*	Result	Was the Target Met?
	# Tested	Percent Proficient	# Tested	Percent Proficient	Increase in Percentage Points Required by the Goal	Percentage Points Gained or Lost	
All Students	30,508	76.6%	29,645	79.4%	2.3%	2.8%	
African American	2,584	63.9%	2,406	66.6%	3.6%	2.7%	No
Alaska Native	3,528	58.2%	3,472	62.1%	4.2%	3.9%	No
American Indian	424	71.5%	378	76.2%	2.9%	4.7%	Yes
Asian/Pacific Islander	3,430	67.9%	3,376	72.0%	3.2%	4.1%	Yes
Caucasian	17,662	85.6%	16,811	87.8%	1.4%	2.2%	Yes
Multiethnic	1,019	67.0%	1,363	74.6%	3.3%	7.6%	Yes
Hispanic	1,861	66.5%	1,839	69.6%	3.4%	3.1%	No
Economically Disadvantaged	9,217	58.6%	8,305	62.9%	4.1%	4.3%	Yes
Students with Disabilities	4,371	38.0%	4,097	41.1%	6.2%	3.1%	No
LEP	4,639	56.4%	4,046	58.7%	4.4%	2.3%	No
Migrant	815	62.1%	851	63.6%	3.8%	1.5%	No
Male	15,587	72.0%	15,103	74.7%	2.8%	2.7%	No
Female	14,921	81.4%	14,542	84.3%	1.9%	2.9%	Yes

*10% of difference between 2003-04 Percent Proficient and 100%

**For Goal 1 – Indicator a:
Year to Year Comparison of % Proficient in Math**

	Math						
	2003-04		2004-05		Target*	Result	Target Met?
	# Tested	Percent Proficient	# Tested	Percent Proficient	Increase in Percentage Points Required by the Goal	Percentage Points Gained or Lost	
All Students	30,558	68.9%	29,911	70.2%	3.1%	1.3%	
African American	2,580	49.3%	2,435	48.6%	5.1%	-0.7%	No
Alaska Native	3,542	52.7%	3,489	55.1%	4.7%	2.4%	No
American Indian	425	59.3%	382	66.2%	4.1%	6.9%	Yes
Asian/Pacific Islander	3,438	62.7%	3,439	66.4%	3.7%	3.7%	Yes
Caucasian	17,690	78.6%	16,899	79.1%	2.1%	0.5%	No
Multiethnic	1,020	57.5%	1,380	63.9%	4.3%	6.4%	Yes
Hispanic	1,863	55.1%	1,887	58.9%	4.5%	3.8%	No
Economically Disadvantaged	9,235	50.9%	8,403	54.3%	4.9%	3.4%	No
Students with Disabilities	4,397	32.8%	4,158	33.9%	6.7%	1.1%	No
LEP	4,639	50.2%	4,177	52.5%	5.0%	2.3%	No
Migrant	822	56.8%	852	59.0%	4.3%	2.2%	No
Male	15,610	69.0%	15,275	69.5%	3.1%	0.5%	No
Female	14,948	68.8%	14,636	71.0%	3.1%	2.2%	No

Goal 1 - Indicator b

The percentage of students in each designated student group in the advanced proficient category will increase by at least five percent over a two-year period.

Results (tables on pages 36 & 38):

- Reading, Writing & Math – a decrease was seen in all groups.

The primary purpose of the Standards Based Assessment is to measure whether students are proficient on the Grade Level Expectations (GLEs). The standard errors for determining advanced performance are quite large due to the fact that the student is performing at a higher level than the test is designed to measure.

**For Goal 1 – Indicator b:
Year to Year Comparison of % Advanced Proficient in Reading**

	Reading									
	2002-03		2003-04		2004-05		Target*	Results After Two Years		
	# Tested	Percent Advanced	# Tested	Percent Advanced	# Tested	Percent Advanced	Percentage Point Increase Required After Two Years	Percentage Points Gained or Lost After Two Years	Percent Gain or Loss After Two Years	Target Met?
All Students	30,323	39.3%	30,421	40.2%	29,643	32.9%	2.0	-6.4	-16.3%	No
African American	2,627	23.1%	2,572	23.7%	2,402	16.2%	1.2	-6.9	-29.9%	No
Alaska Native	3,416	19.5%	3,520	20.6%	3,467	15.9%	1.0	-3.6	-18.5%	No
American Indian	399	33.3%	423	34.8%	379	25.6%	1.7	-7.7	-23.1%	No
Asian/Pacific Islander	3,372	25.2%	3,421	27.8%	3,381	21.4%	1.3	-3.8	-15.1%	No
Caucasian	17,896	50.3%	17,607	51.2%	16,800	43.3%	2.5	-7.0	-13.9%	No
Multiethnic	802	28.6%	1,020	29.2%	1,369	26.0%	1.4	-2.6	-9.1%	No
Hispanic	1,811	23.2%	1,858	26.4%	1,845	19.9%	1.2	-3.3	-14.2%	No
Economically Disadvantaged	6,730	18.8%	9,169	20.6%	8,289	14.6%	0.9	-4.2	-22.3%	No
Students with Disabilities	4,203	11.3%	4,218	11.8%	3,953	7.5%	0.6	-3.8	-33.6%	No
LEP	5,025	18.9%	4,634	16.2%	4,062	9.1%	0.9	-9.8	-51.9%	No
Migrant	742	21.3%	814	23.7%	846	18.0%	1.1	-3.3	-15.5%	No
Male	15,546	35.9%	15,525	36.5%	15,098	29.4%	1.8	-6.5	-18.1%	No
Female	14,777	42.8%	14,896	44.1%	14,545	36.5%	2.1	-6.3	-14.7%	No

**For Goal 1 – Indicator b:
Year to Year Comparison of % Advanced Proficient in Writing**

	Writing									
	2002-03		2003-04		2004-05		Target*	Results After Two Year		
	# Tested	Percent Advanced	# Tested	Percent Advanced	# Tested	Percent Advanced	Percentage Point Increase Required After Two Years	Percentage Points Gained or Lost After Two Years	Percent Gain or Loss After Two Years	Target Met?
All Students	30,289	24.3%	30,408	24.9%	29,629	20.4%	1.2	-3.9	-16.0%	No
African American	2,630	12.2%	2,572	13.2%	2,411	10.4%	0.6	-1.8	-14.8%	No
Alaska Native	3,412	10.1%	3,513	9.5%	3,474	7.4%	0.5	-2.7	-26.7%	No
American Indian	397	17.1%	423	18.4%	377	15.1%	0.9	-2.0	-11.7%	No
Asian/Pacific Islander	3,367	16.8%	3,419	17.7%	3,373	15.4%	0.8	-1.4	-8.3%	No
Caucasian	17,867	32.0%	17,607	32.8%	16,792	26.7%	1.6	-5.3	-16.6%	No
Multiethnic	799	15.5%	1,019	17.5%	1,364	17.7%	0.8	2.2	14.2%	Yes
Hispanic	1,817	12.9%	1,855	13.7%	1,838	12.1%	0.6	-0.8	-6.2%	No
Economically Disadvantaged	6,723	8.5%	9,165	10.2%	8,295	9.2%	0.4	0.7	8.2%	Yes
Students with Disabilities	4,194	4.1%	4,219	4.3%	3,956	4.7%	0.2	0.6	14.6%	Yes
LEP	5,015	11.9%	4,629	9.1%	4,051	7.3%	0.6	-4.6	-38.7%	No
Migrant	742	12.3%	808	11.3%	847	9.8%	0.6	-2.5	-20.3%	No
Male	15,530	19.6%	15,513	20.3%	15,092	16.2%	1.0	-3.4	-17.3%	No
Female	14,759	29.4%	14,895	29.7%	14,537	24.8%	1.5	-4.6	-15.6%	No

**For Goal 1 – Indicator b:
Year to Year Comparison of % Advanced Proficient in Math**

	Math									
	2002-03		2003-04		2004-05		Target*	Results After Two Years		
	# Tested	Percent Advanced	# Tested	Percent Advanced	# Tested	Percent Advanced	Percentage Point Increase Required After Two Years	Percentage Points Gained or Lost After Two Years	Percent Gain or Loss After Two Years	Target Met?
All Students	30,214	35.0%	30,559	34.2%	29,712	32.3%	1.8	-2.7	-7.7%	No
African American	2,630	15.6%	2,580	15.3%	2,415	14.5%	0.8	-1.1	-7.1%	No
Alaska Native	3,399	18.2%	3,542	18.2%	3,451	17.4%	0.9	-0.8	-4.4%	No
American Indian	398	25.1%	425	25.9%	379	24.8%	1.3	-0.3	-1.2%	No
Asian/Pacific Islander	3,358	29.1%	3,438	29.3%	3,422	28.6%	1.5	-0.5	-1.7%	No
Caucasian	17,819	44.3%	17,691	43.3%	16,794	40.9%	2.2	-3.4	-7.7%	No
Multiethnic	802	24.6%	1,020	24.9%	1,375	23.9%	1.2	-0.7	-2.8%	No
Hispanic	1,808	20.6%	1,863	20.6%	1,876	20.7%	1.0	0.1	0.5%	No
Economically Disadvantaged	6,710	16.5%	9,235	17.6%	8,317	16.7%	0.8	0.2	1.2%	No
Students with Disabilities	4,191	10.2%	4,397	10.3%	3,959	8.2%	0.5	-2.0	-19.6%	No
LEP	5,004	21.3%	4,639	18.0%	4,154	14.8%	1.1	-6.5	-30.5%	No
Migrant	732	22.7%	822	21.0%	840	20.2%	1.1	-2.5	-11.0%	No
Male	15,488	36.3%	15,611	35.8%	15,155	33.5%	1.8	-2.8	-7.7%	No
Female	14,726	33.6%	14,948	32.5%	14,557	31.1%	1.7	-2.5	-7.4%	No

Goal 2 - Indicator a

Over a two-year period, there will be an increase of at least 5% of students, in each designated group at each school, demonstrating proficiency or higher on the reading portion of the grade 3 Alaska Standards Based Assessment.

Results (tables on pages 57-123):

- District level: gains were made in all groups except Disabled, Hispanic, and Migrant groups.
- Individual school level: target was met by 28 of 64. When the data is reported by school, numbers are small, percent proficient fluctuates greatly, reliability is compromised.

**For Goal 2 – Indicator a:
Year to Year Comparison of % Proficient in Reading on the SBA**

	2002-03		2003-04		2004-05		Target*	Results After Two Years		
	# Tested	Percent Proficient	# Tested	Percent Proficient	# Tested	Percent Proficient	Percentage Point Increase Required After Two Years	Percentage Points Gained or Lost After Two Years	Percent Gain or Loss After Two Years	Target Met?
All Students	3,793	77.5%	3,631	77.4%	3,504	80.4%	3.9	2.9	3.7%	No
African American	339	68.1%	305	69.5%	259	72.6%	3.4	4.5	6.6%	Yes
Alaska Native	433	64.4%	443	61.6%	460	66.1%	3.2	1.7	2.6%	No
American Indian	55	78.2%	56	73.2%	34	88.2%	3.9	10.0	12.8%	Yes
Asian/Pacific Islander	408	66.7%	392	68.4%	341	77.1%	3.3	10.4	15.6%	Yes
Caucasian	2,133	85.0%	2,008	85.9%	1,878	86.5%	4.3	1.5	1.8%	No
Multiethnic	172	68.6%	192	70.8%	285	80.4%	3.4	11.8	17.2%	Yes
Hispanic	253	72.3%	235	66.0%	247	71.7%	3.6	-0.6	-0.8%	No
Economically Disadvantaged	1,269	62.1%	1,313	63.1%	1,240	67.0%	3.1	4.9	7.9%	Yes
Students with Disabilities	578	49.1%	550	46.2%	587	47.7%	2.5	-1.4	-2.9%	No
LEP	604	61.4%	574	60.1%	545	66.4%	3.1	5.0	8.1%	Yes
Migrant	117	70.1%	100	67.0%	125	64.8%	3.5	-5.3	-7.6%	No
Male	1,936	74.4%	1,849	74.5%	1,786	76.0%	3.7	1.6	2.2%	No
Female	1,857	80.7%	1,782	80.4%	1,718	84.9%	4.0	4.2	5.2%	Yes

Goal 2 - Indicator b

Over a two-year period, there will be an increase of at least five percent of students in each designated student group at each school demonstrating proficiency or higher as measured by the Developmental Reading Assessment in third grade.

Results (tables on pages 124-190):

- District level: gains were made in nine groups.
- Individual schools: target was met in the All Students category by 20 of the 61 schools. Small cell sizes at the designated group level is too small to make reliable inferences.

**For Goal 2 – Indicator b:
Year to Year Comparison of % Proficient in Reading on the DRA**

	2002-03		2003-04		2004-05		Target*	Results After One Year		
	# Tested	Percent Proficient	# Tested	Percent Proficient	# Tested	Percent Proficient	Percentage Point Increase Required After Two Years	Percentage Points Gained or Lost After Two Years	Percent Gain or Loss After Two Years	Target Met?
All Students	3358	80.3%	3511	84.1%	3523	80.5%	4.0	0.2	0.2%	No
African American	304	73.0%	293	77.8%	260	74.3%	3.7	1.3	1.8%	No
Alaska Native	406	68.2%	425	77.2%	462	66.5%	3.4	-1.7	-2.5%	No
American Indian	48	72.9%	54	77.8%	36	89.2%	3.6	16.3	22.4%	Yes
Asian/Pacific Islander	375	76.8%	379	78.1%	345	77.7%	3.8	0.9	1.2%	No
Caucasian	1828	85.9%	1945	89.0%	1884	85.3%	4.3	-0.6	-0.7%	No
Multiethnic	159	79.2%	190	82.1%	286	82.9%	4.0	3.7	4.7%	No
Hispanic	238	75.6%	225	76.0%	250	76.4%	3.8	0.8	1.1%	No
Economically Disadvantaged	1226	67.0%	1271	73.5%	1251	69.4%	3.4	2.4	3.6%	No
Students with Disabilities	-	-	478	56.3%	594	47.1%	**	**	**	**
LEP	572	70.1%	569	70.7%	555	71.6%	3.5	1.5	2.1%	No
Migrant	118	74.6%	98	74.5%	126	69.0%	3.7	-5.6	-7.5%	No
Male	1710	78.1%	1788	81.4%	1799	76.6%	3.9	-1.5	-1.9%	No
Female	1648	82.6%	1723	86.8%	1724	84.6%	4.1	2.0	2.4%	No

Goal 3 – Algebra I

The percentage of students in each designated student group who successfully complete Algebra I in eighth grade with a grade of C or higher will increase by five percent in a year-to-year comparison.

Results (table on page 192):

- A loss in percentage points was seen in all but two groups.
- For All Students, the percent completing the course in 2004-2005 decreased 12.1 percent from 2003-2004.
- A gain of percentage points was obtained in two groups, Alaska Native and Asian/Pacific Islander, and both of these groups achieved the target.

**For Goal 3 – Algebra I
Year to Year Comparison of Students Completing Algebra I in 8th Grade**

	2003-04		2004-05		Target*	Results		
	# Enrolled in 8th Grade	% Completed Course	# Enrolled in 8th Grade	% Completed Course	Percentage Point Increase Required	Percentage Points Gained or Lost	Percent Gain or Loss	Target Met?
All Students	4365	21.4%	4326	18.8%	1.1	-2.6	-12.1%	No
African American	359	9.8%	364	9.6%	0.5	-0.2	-2.0%	No
Alaska Native	536	6.5%	548	7.7%	0.3	1.2	18.5%	Yes
American Indian	61	18.0%	51	11.8%	0.9	-6.2	-34.4%	No
Asian/Pacific Islander	496	20.6%	472	23.5%	1.0	2.9	14.1%	Yes
Caucasian	2521	27.2%	2455	23.1%	1.4	-4.1	-15.1%	No
Multiethnic	128	21.9%	169	13.6%	1.1	-8.3	-37.9%	No
Hispanic	264	13.6%	267	10.9%	0.7	-2.7	-19.9%	No
Economically Disadvantaged	**	**	1158	9.3%	**	**	**	**
Students with Disabilities	544	1.5%	532	0.9%	0.1	-0.6	-40.0%	No
LEP	***	***	569	8.4%	***	***	***	***
Migrant	105	10.5%	135	8.9%	0.5	-1.6	-15.2%	No
Male	2223	20.8%	2225	16.5%	1.0	-4.3	-20.7%	No
Female	2142	22.0%	2101	21.1%	1.1	-0.9	-4.1%	No

Goal 3 – Geometry

The percentage of students in each designated student group who successfully complete Geometry in ninth grade with a grade of C or higher will increase by five percent in a year-to-year comparison.

Results (table on page 194):

- A gain was seen overall and in eight groups.
- 6.7 percent increase in All Students and target was achieved.
- Six of the designated student groups achieved the target.
- Three groups lost percentage points: American Indian, Disabled, and Migrant.

**For Goal 3 – Geometry
Year to Year Comparison of Students Completing Geometry in Ninth Grade**

	2003-04		2004-05		Target*	Results After One Year		
	# Enrolled in 9th Grade	% Completed Course	# Enrolled in 9th Grade	% Completed Course	Percentage Point Increase Required	Percentage Points Gained or Lost	Percent Gain or Loss	Target Met?
All Students	4095	15.0%	4461	16.0%	0.8	1.0	6.7%	Yes
African American	349	5.2%	356	6.7%	0.3	1.5	28.8%	Yes
Alaska Native	501	2.2%	586	3.6%	0.1	1.4	63.6%	Yes
American Indian	57	8.8%	63	7.9%	0.4	-0.9	-10.2%	No
Asian/Pacific Islander	442	14.0%	507	16.8%	0.7	2.8	20.0%	Yes
Caucasian	2384	20.8%	2535	21.2%	1.0	0.4	1.9%	No
Multiethnic	106	5.7%	146	13.7%	0.3	8.0	140.4%	Yes
Hispanic	256	7.0%	268	7.5%	0.4	0.5	7.1%	Yes
Economically Disadvantaged	**	**	362	2.5%	**	**	**	**
Students with Disabilities	528	1.3%	489	0.6%	0.1	-0.7	-53.8%	No
LEP	***	***	508	3.9%	***	***	***	***
Migrant	91	5.5%	106	1.9%	0.3	-3.6	-65.5%	No
Male	2102	14.2%	2283	15.6%	0.7	1.4	9.9%	Yes
Female	1993	15.9%	2178	16.4%	0.8	0.5	3.1%	No

Goal 3 – Algebra II

The percentage of students in each designated student group who successfully complete Algebra II in tenth grade with a grade of C or higher will increase by five percent in a year-to-year comparison.

Results (table on page 196):

- A loss was seen overall and in seven of the groups.
- All Students decreased by 3.5 percent.
- Three of the groups with a gain in percentage points achieved the target: African American, American Indian, and Multiethnic.

**For Goal 3 – Algebra II
Year to Year Comparison of Students Completing Algebra II in Tenth Grade**

	2003-04		2004-05		Target*	Results After One Year		
	# Enrolled in 10th Grade	% Completed Course	# Enrolled in 10th Grade	% Completed Course	Percentage Point Increase Required	Percentage Points Gained or Lost	Percent Gain or Loss	Target Met?
All Students	4143	14.2%	4041	13.7%	0.7	-0.5	-3.5%	No
African American	371	5.1%	335	5.4%	0.3	0.3	5.9%	Yes
Alaska Native	478	4.0%	496	1.4%	0.2	-2.6	-65.0%	No
American Indian	62	4.8%	53	7.6%	0.2	2.8	58.3%	Yes
Asian/Pacific Islander	445	18.0%	451	12.9%	0.9	-5.1	-28.3%	No
Caucasian	2474	18.2%	2340	18.9%	0.9	0.7	3.8%	No
Multiethnic	94	2.1%	117	5.1%	0.1	3.0	142.9%	Yes
Hispanic	219	7.8%	249	7.2%	0.4	-0.6	-7.7%	No
Economically Disadvantaged	**	**	300	2.3%	**	**	**	**
Students with Disabilities	477	1.1%	444	0.9%	0.1	-0.2	-18.2%	No
LEP	***	***	484	4.6%	***	***	***	***
Migrant	77	6.5%	82	3.7%	0.3	-2.8	-43.1%	No
Male	2167	13.3%	2066	12.5%	0.7	-0.8	-6.0%	No
Female	1976	15.2%	1975	14.8%	0.8	-0.4	-2.6%	No

Goal 4 – Dropout Rate

There will be at least a five-percent decrease in the dropout rate of middle and high school students over a period of two years as compared to the 2002–2003 school year .

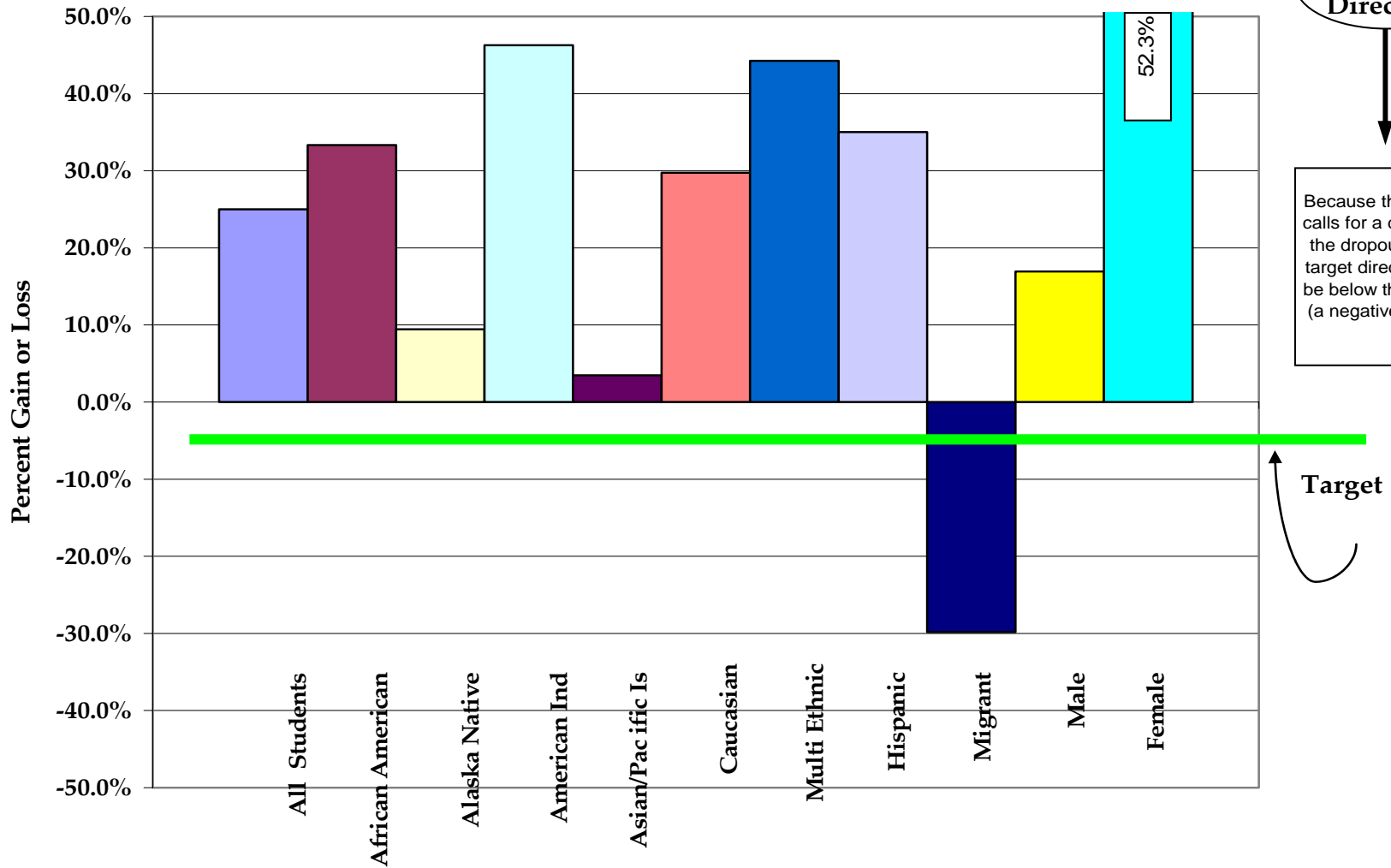
Results (tables on page 209 & 211):

- Rate increased in all categories except in the Migrant group.
- 2004-2005 rate is not directly comparable to previous years because of a change in identification of dropouts.
- New group, “summer leavers” added 570 students to the dropouts in 2004-2005.
- With “summer leavers” removed from 2004-2005 rate calculation, dropout rate would be 4.2 percent, less than the 2003-2004 rate of 4.6 percent.

For Goal 4 – Dropout Rate Year to Year Comparison

	2002-03		2003-04		2004-05		Target*	Results		
	# Students Enrolled	Dropout Rate	# Students Enrolled	Dropout Rate	# Students Enrolled	Dropout Rate	Percentage Point Decrease Required	Percentage Points Gained or Lost	Percent Gain or Loss	Target Met?
All Students	24,117	5.2%	24,266	4.6%	25,193	6.5%	-0.3	1.3	25.0%	No
African American	2,029	6.3%	2,015	5.1%	2,071	8.4%	-0.3	2.1	33.3%	No
Alaska Native	2,708	10.6%	2,828	9.9%	3,080	11.6%	-0.5	1.0	9.4%	No
American Indian	312	6.7%	313	6.4%	325	9.8%	-0.3	3.1	46.3%	No
Asian/Pacific Islander	2,640	5.8%	2,672	4.8%	2,843	6.0%	-0.3	0.2	3.4%	No
Caucasian	14,567	3.7%	14,392	3.3%	14,549	4.8%	-0.2	1.1	29.7%	No
Multiethnic	522	6.1%	655	7.6%	831	8.8%	-0.3	2.7	44.3%	No
Hispanic	1,339	6.0%	1,391	4.7%	1,494	8.1%	-0.3	2.1	35.0%	No
Economically Disadvantaged	-	-	-	-	3,645	5.8%	**	**	**	**
Students with Disabilities	-	-	2,893	4.9%	2,827	4.6%	**	**	**	**
LEP	2,149	5.8%	-	-	2,854	6.5%	**	**	**	**
Migrant	461	6.7%	501	4.4%	592	4.7%	-0.3	-2.0	-29.9%	Yes
Male	12,509	5.9%	12,520	5.0%	13,000	6.9%	-0.3	1.0	16.9%	No
Female	11,608	4.4%	11,746	4.3%	12,193	6.7%	-0.2	2.3	52.3%	No

Goal 4 - Dropouts
Percent Gain or Loss in the Dropout Rate Between 2002-03 & 2004-05
Grades 7-12
Anchorage School District



Target Direction

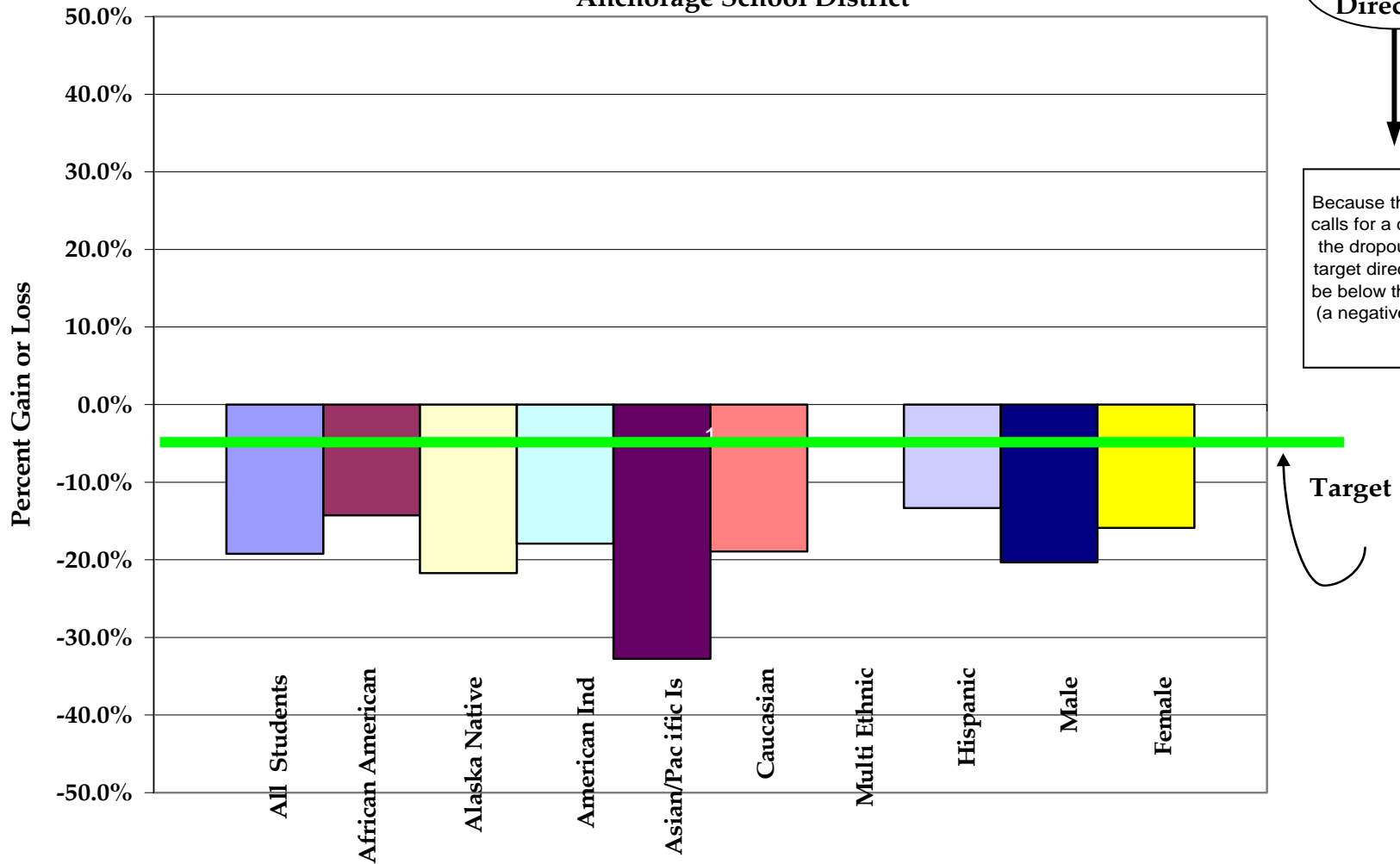
Because the indicator calls for a decrease in the dropout rate, the target direction would be below the zero line (a negative number).

Target

For Goal 4 – Dropout Rate Excluding “Summer Leavers”

	2002-03		2003-04		2004-05		Target*	Results		
	# Students Enrolled	Dropout Rate	# Students Enrolled	Dropout Rate	# Students Enrolled	Dropout Rate	Percentage Point Decrease Required After Two Years	Percentage Points Gained or Lost	Percent Gain or Loss	Target Met?
All Students	24,117	5.2%	24,266	4.6%	25,193	4.2%	-0.3	-1.0	-19.2%	Yes
African American	2,029	6.3%	2,015	5.1%	2,071	5.4%	-0.3	-0.9	-14.3%	Yes
Alaska Native	2,708	10.6%	2,828	9.9%	3,080	8.3%	-0.5	-2.3	-21.7%	Yes
American Indian	312	6.7%	313	6.4%	325	5.5%	-0.3	-1.2	-17.9%	Yes
Asian/Pacific Islander	2,640	5.8%	2,672	4.8%	2,843	3.9%	-0.3	-1.9	-32.8%	Yes
Caucasian	14,567	3.7%	14,392	3.3%	14,549	3.0%	-0.2	-0.7	-18.9%	Yes
Multi-Ethnic	522	6.1%	655	7.6%	831	6.1%	-0.3	0.0	0.0%	No
Hispanic	1,339	6.0%	1,391	4.7%	1,494	5.2%	-0.3	-0.8	-13.3%	Yes
Economically Disadvantaged	-	-	-	-	3,645	-	***	***	***	***
Students with Disabilities	-	-	2,893	4.9%	2,827	-	***	***	***	***
LEP	-	-	-	-	2,854	-	***	***	***	***
Migrant	461	6.7%	501	4.4%	592	-	-0.3	***	***	***
Male	12,509	5.9%	12,520	5.0%	13,000	4.7%	-0.3	-1.2	-20.3%	Yes
Female	11,608	4.4%	11,746	4.3%	12,193	3.7%	-0.2	-0.7	-15.9%	Yes

Goal 4 - Dropouts
Percent Gain or Loss in the Dropout Rate Between 2002-03 & 2004-05
with "Summer Leavers" removed
Grades 7-12
Anchorage School District



Goal 5 – Graduation Rate

There will be at least a five-percent increase in the district's graduation rate in a year to year comparison.

Results (table on page 214):

- Decreased in all categories except in the Multiethnic category.
- Comparison of 2005 rate to the previous years should be done with caution because 2005 graduation rate was affected by “summer leaver” dropouts described previously.
- If “summer leavers” are eliminated from 2005 calculation, graduation rate = approximately 63 percent. This is comparable to the 2004 rate of 62.8 percent.

For Goal 5 – Graduation Rate

	2003-04		2004-05		Target*	Results		
	# High School Graduates	Graduation Rate	# High School Graduates	Graduation Rate	Percentage Point Increase Required	Percentage Points Gained or Lost	Percent Gain or Loss	Target Met?
All Students	2,630	62.8%	2,589	59.6%	3.1	-3.2	-5.1%	No
African American	198	56.9%	154	46.7%	2.8	-10.2	-17.9%	No
Alaska Native	164	34.8%	167	32.4%	1.7	-2.4	-6.9%	No
American Indian	30	50.8%	23	39.7%	2.5	-11.1	-21.9%	No
Asian/Pacific Islander	282	60.3%	285	57.5%	3.0	-2.8	-4.6%	No
Caucasian	1,805	71.1%	1,781	69.6%	3.6	-1.5	-2.1%	No
Multiethnic	39	44.3%	65	47.8%	2.2	3.5	7.9%	Yes
Hispanic	112	51.1%	114	46.5%	2.6	-4.6	-9.0%	No
Economically Disadvantaged	-	-	84	-	**	**	**	**
Students with Disabilities	193	-	205	-	**	**	**	**
LEP	-	-	161	-	**	**	**	**
Migrant	31	-	32	-	**	**	**	**
Male	1,263	59.1%	1,289	54.7%	3.0	-4.4	-7.4%	No
Female	1,311	68.4%	1,300	65.6%	3.4	-2.8	-4.1%	No

Goal 6 – AP Courses

There will be at least a five-percent increase in the percent of high school students who successfully complete AP courses for the 2004-2005 school year. “Successfully complete” is defined as passing the AP course with a grade of C or higher.

Results (table on page 217):

- Percentage of students increased by 6.8 percent in 2004-2005 from 2003-2004.
- The goal of at least a 5-percent increase was met.

For Goal 6 – AP Courses

	2003-04		2004-05		Target*	Results After One Year		
	# of Students Enrolled in High School	% Completing AP Courses	# of Students Enrolled in High School	% Completing AP Courses	Percentage Point Increase Required	Percentage Points Gained or Lost	Percent Gain or Loss	Target Met?
All Students	15,556	7.4%	16,432	7.9%	0.4	0.5	6.8%	Yes
African American	1,289	2.6%	1,338	3.1%	0.1	0.5	19.2%	Yes
Alaska Native	1,737	1.2%	1,962	1.2%	0.1	0.0	0.0%	No
American Indian	203	1.5%	218	2.8%	0.1	1.3	86.7%	Yes
Asian/Pacific Islander	1,715	7.2%	1,863	8.1%	0.4	0.9	12.5%	Yes
Caucasian	9,364	10.0%	9,601	10.6%	0.5	0.6	6.0%	Yes
Multiethnic	385	3.9%	499	3.2%	0.2	-0.7	-17.9%	No
Hispanic	863	3.4%	951	4.6%	0.2	1.2	35.3%	Yes
Economically Disadvantaged	**	**	1,197	1.7%	**	**	**	**
Students with Disabilities	1,766	0.3%	1,763	0.2%	0.0	-0.1	-33.3%	No
LEP	**	**	1,734	1.0%	**	**	**	**
Migrant	272	1.8%	314	1.9%	0.1	0.1	5.6%	Yes
Male	8,079	6.6%	8,510	6.4%	0.3	-0.2	-3.0%	No
Female	7,477	8.4%	7,922	9.4%	0.4	1.0	11.9%	Yes

Contact Information

The complete *Profile of Performance* is available on the ASD web site: http://www.asdk12.org/depts/assess_eval/pop0304.asp

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