

Question: What is the Profile of Performance?

Answer: The Profile of Performance is the Anchorage School District report card to the School Board and community on academic achievement. Part I of the report provides a summary of performance across the entire district on a variety of important indicators of success. Part II of the report takes a look at each of the more than 90 schools and programs in Anchorage.

Discussion: This report is divided into two major sections. Part I provides an overview of the district. It includes an overview of District performance on critical achievement indicators, examination of the district-wide performance of students by ethnic and income group, and the satisfaction of students, parents, and staff with Anchorage programs. Part II provides profiles for each school in the District with information on attainment of school goals, staff and student demographics, and the history of academic achievement at the school.

The Profile of Performance does not address all student outcomes. The focus is on the regular education program and does not include measures of the success of special education students that do not participate in the district and state testing programs. It does not address the social or physical wellness of students other than through end-of-year report card surveys.

The District and schools' budgets and expenditures are only given as information items. The fiscal area is reviewed with the Board and public through an extensive budget deliberation process and monthly reports of expenditures. District reports on the fiscal performance of the Anchorage School District are available from the Office of Business Management.

The Superintendent's End-of-Year Report on goal attainment for 1998-99 is available through The Superintendent's Office of the Anchorage School District, 4600 DeBarr Avenue, Anchorage, AK (907) 269-2111. It examines the success of the activities that were undertaken to manage district programs in an effort to fulfill board goals related to academic excellence and to provide prudent and effective management.

This report includes a discussion of parent, student, and staff satisfaction for the District as a whole. Individual School Report Cards which are available at each school. A District Report Card is prepared for the State of Alaska and is available from the Superintendent's Office.

The Profile of Performance is organized in a question and answer format. The questions identify the topics which are reviewed, the answers provide overviews of the findings relative to the topic. Discussion sections further explore the data that supports the answers.

The Profile of Performance is available for a small charge from the Public Affairs Office of the Anchorage School District, 4600 DeBarr Avenue, Anchorage, AK (907) 269-2131. Copies are available to the public in all Anchorage libraries. Selected information from the profile will be available through the Anchorage School District world-wide web site at http://www.asd.k12.ak.us/Depts/Assess_Eval/ in early October.

Specific questions on the content of the document should be referred to the Anchorage School District Assessment and Evaluation Department at (907) 269-2211.

Question: What student outcome measures are reviewed in the profile of the Anchorage School District?

Answer: Outcome measures reviewed in this document include norm referenced basic skills achievement tests, locally developed curriculum referenced tests, locally developed performance assessments and the ACT and SAT results for those graduating seniors who elected to take college entrance exams. Grades and credits earned for secondary students, attendance patterns and drop out information are also included. Several demographic descriptors and trends which describe the 1998-99 student population are reviewed prior to the achievement measures to provide a rounded picture of the Anchorage School District environment.

Discussion: Anchorage School District performance is examined from several perspectives. First, the demographic characteristics of the students served in the District in 1998-99 are reviewed. Data is presented on the composition of the student body in terms of ethnicity, grade level, and participation in programs for students with special needs. Student mobility and continuity are discussed. Economic levels of the students are briefly described. This demographic profile provides a background for interpreting the outcome indicators which are presented later in the report.

The primary indicator of academic achievement used in 1998-99 is a norm referenced measure of basic skills. The 1995 edition of the California Achievement Tests (CAT/5) were administered to students in grades 3-11 in March 1999. The tests were administered to all students who were enrolled with two exceptions: Non-English speaking students who were in the District less than three years and special education students with Individual Education Plans (I.E.P.) which specifically exclude norm referenced testing. Other students may have missed the test period due to absences.

The CAT tests include basic skill tests in reading, mathematics, and language arts. Students in grade 3 are tested in Word Analysis, Vocabulary, Reading Comprehension, Spelling, Language Mechanics, Language Expression, Mathematics Computation, Mathematics Concepts and Applications. Students in grades 4-11 are tested in Vocabulary, Reading Comprehension, Spelling, Language Mechanics, Language Expression, Mathematics Computation, Mathematics Concepts and Applications, and Study Skills. All students in grades 3-11 are also tested in Science and Social Studies. Individual tests are available for inspection at the Anchorage School District Assessment and Evaluation Office. Students are tested to monitor the year-to-year growth of all students and provide an annual objective measure of performance to parents.

The State of Alaska adopted the California Achievement Test 5, Survey Battery (CAT) as the required measure for the Alaska Statewide Student Assessment Program in 1995-96. A study of the CAT tests reported in the 1995-96 Profile of Performance indicated that Anchorage teachers and curriculum specialists found more than 90 percent of CAT items in reading, language arts, and mathematics to be consistent with Anchorage curriculum goals and instruction.

Norm referenced tests like the CAT use multiple choice questions to measure basic skills in reading, the mechanics of writing, and mathematics. The tests provide an objective, standardized measure which allows reliable comparisons of performance between groups of students on changes in basic skill performance over time. The tests allow the comparison of Anchorage students with a national sample of students tested in 1991 and the tracking of changes in Anchorage performance on a consistent measure.

CAT tests are short 20 item tests in individual subject areas that are not meant measure all of what is taught. CAT tests are not designed to be a measure of success in reaching Alaska or Anchorage benchmarks. CAT tests are not keyed to the adopted Anchorage curriculum.

Anchorage Curriculum Referenced Tests (CRTs) are developed by Anchorage teachers and Assessment and Evaluation staff to measure student success on important aspects of the Anchorage curriculum. In

1998-99, grades 5, 7, and 9 participated in the Anchorage Direct Writing Assessment. The Jamestown Assessment Unit which combines instruction and assessment in social studies and language arts was administered at grade 4. A social studies assessment with a performance activity was given to all grade 8 Social Studies classes and a 8th grade Science assessment was given to all Science classes. All special education and bilingual students that are taking part in regular education classes are expected to participate.

A Math Pre-Algebra qualification test was administered to all 6th grade students. While the test is a hard one designed to select advanced students for pre-algebra placement in grade 7, it is keyed to the math curriculum and provides a measure of the attainment of advanced math skills across the district.

A new computerized Independent Reader examination was introduced in grade 3 to assess the School Board goal stating that all children should read independently by the end of 3rd grade. Student success is judged relative to key elements of the new Anchorage School District K-3 Language Arts Benchmarks and is a standards based test.

Staff training and parent notification has started to support the implementation of the new State of Alaska High School Graduation Qualifying Examination and the State Benchmark exams in reading, writing, and math. All students in grades 3, 6, and 8 will take Benchmark exams. All students in grade 10 will be tested on the High School Graduation Qualifying Exam. The exams are scheduled for three half days in March, 2000. Results from these exams will be available in the fall of 2000.

The Benchmark and HSGQE will not provide the same sort of growth information for program evaluation that is currently available from the CAT tests and will only provide scores in the areas of reading, writing, and math. The Assessment and Evaluation Department is reviewing current testing practices with principals and staff and will make a recommendation for changes in the ASD assessment program as part of the 2000-2001 budget.

Grades and credits earned by students are direct indicators of the extent to which students are meeting the expectations of teachers. Grades and credits also identify those subjects which are the most difficult for students to master. Grade retention identifies the students that are not meeting minimum standards at elementary and mid-levels. High school credits earned chart the success of students as they move from grade 9 to graduation.

Attendance and drop out information are indirect indicators of student attitudes and interest in school. High absence and drop out rates are indicators of alienation and the failure to provide programs which engage students and move them along to academic success. Students who miss a great deal of school do not benefit from the instruction offered. Dropping out is a total failure of the school-student relationship. While the choice of going to school is always in the hands of the student and family, the reasons behind the choice not to come to school have to be considered by a school system that wants all students to have success.

Question: What are the demographic characteristics of the student population served by the Anchorage School District in 1998-99?

Answer: The 1998-99 school year was a growth year for the District in terms of overall enrollment. Over 49,551 students enrolled in Anchorage schools in September 1998. Our student population in 1998-99 was at an all time high, up over 758 students from 1997-98 and 1,583 students over 1996-97.

The ethnic diversity of the Anchorage student population is a reflection of the changing Anchorage community. The majority group in the District continues to be White. Students whose ethnic background is other than White account for an increasing portion of the overall District population, equating to 33 percent of the total population in 1998-99. This compares to a minority student membership of just over 29 percent of the population five years ago.

Anchorage is characterized by its mobility. One in five of the students served by the District entered or left one or more District schools after September 30, 1998; i.e., moved into or out of a school during the school year. Better than 44 percent of the students served in 1998-99 were new to their schools that year. These transience and mobility figures are similar to those for the District over the past several years indicating a continuing pattern of high mobility. The most recent national mobility indicator is 16.1 percent.*

Three out of ten of the District's elementary students were eligible for subsidized lunches due to low family income. This proportion (31.0%) is slightly below the district high of 33.2% in 1995-96 but still substantial.

The District's population includes several thousand students with special needs. Gifted students, learning disabled students, mentally retarded students, and others with specific identified needs are included in Tables 5 and 6. This diversity of needs of the District's population was recognized and addressed by the Anchorage School District during 1998-99 through a variety of special programs.

Discussion: Table 1 provides a five year review of the membership in the District at the beginning of the school year broken down by racial-ethnic group. This is a snapshot view including every student enrolled in a District school by October 31 of the year shown.

The 1998-99 school year saw 49,597 students enrolled at the beginning of the year. This figure was an all time high, and demonstrated growth of over 1,583 students from 1996-97.

The non-White population makes up over 33 percent of the total student population and is growing. In 1994-95, non-Whites made up about 29 percent of the total population. All non-White racial-ethnic populations have grown in absolute numbers over the past five years. Among the racial-ethnic minority groups, the Asian/Pacific Islander group has had the greatest growth over the past five years. The Black group has had the least growth.

*National Center for Educational Statistics, The Condition of Education 1995, p.46.

Table 1

Anchorage School District
Beginning of Year (September 30) Membership 1994-95
(Estimated Ratio Ethnic Breakdown)
Beginning of Year (October) Membership 1995-96
Beginning of Year (October) Membership 1996-97
Beginning of Year (October) Membership 1997-98
Beginning of Year (October) Membership 1998-99

Year	Data Type	American Native	Asian/Pacific Islander	Black	Hispanic	White	Total
1998-99	Number	5,893	4,299	4,334	2,520	32,551	49,597
	Percent	11.9%	8.7%	8.7%	5.1%	65.6%	100.0%
1997-98	Number	5,644	3,819	4,234	2,381	32,557	48,635
	Percent	11.6%	7.9%	8.7%	4.9%	66.9%	100.0%
1996-97	Number	5,392	3,558	4,182	2,233	32,546	47,911
	Percent	11.3%	7.4%	8.7%	4.7%	67.9%	100.0%
1995-96	Number	5,203	3,341	4,104	2,123	33,070	47,841
	Percent	10.9%	7.0%	8.6%	4.4%	69.1%	100.0%
1994-95	Number	4,977	3,143	4,217	1,898	33,374	47,609
	Percent	10.5%	6.6%	8.9%	4.0%	71.1%	100.0%

Stability of the student population is examined in Tables 2 and 3. Table 2 examines within-year stability and Table 3 examines year-to-year continuity. The stability indices in Table 2, labeled "% in One Sch.," represent the portions of the total enrollment for the given sub-group and year that remained in a single school from the end of the first month of school through the end of the school year. The continuity indices in Table 3, labeled "% in Same Sch.," are the portions of the enrollment, again presented as percentages, that continued in the same school from the end of one school year to the beginning of the next school year. These data show a notable degree of mobility in the District.

American Native students seem particularly prone to move during the school year. One in three of American Native students enrolled in the District in 1998-99 moved into or out of a school after September 30, 1998. The mobility patterns for racial-ethnic groups have been relatively consistent over the past five years.

Student exposure to curriculum and the continuity of the process of learning has a substantial effect on student achievement. Students who move, particularly students who move between schools with inconsistent expectations and programs, have problems catching up. This is an increasing problem across the United States where about 17 percent of school age children move each year (Bureau of Census, 1995) and a continuing problem here in Anchorage where about 20% move.

Table 4 presents the portion of the elementary student population participating in the free or reduced price lunch program. This variable is a pseudo-indicator of the socio-economic condition of the District's

student population. It indicates that approximately one-third of the District's elementary students are eligible for free or reduced price lunch. In addition to the lunch program, a breakfast programs is available in sixteen elementary and eight middle schools.

Table 2
Anchorage School District
Stability Rates of Students
in One School September 30 through End-of-Year

Year	Data Type	American Native	Asian/Pacific Islander	Black	Hispanic	White	Total
1998-99	Number*	6,553	4,666	4,703	2,788	34,545	53,267
	Percent**	70.1%	80.6%	75.1%	75.9%	83.3%	80.3%
1997-98	Number	6,421	4,159	4,634	2,654	34,752	52,620
	Percent	67.1%	80.2%	74.5%	75.3%	83.1%	79.8%
1996-97	Number	6,143	3,844	4,599	2,511	34,638	51,735
	Percent	66.8%	81.2%	74.3%	73.5%	82.9%	79.6%
1995-96	Number	5,877	3,622	4,456	2,340	35,200	51,495
	Percent	66.3%	79.3%	71.7%	73.9%	82.0%	78.7%
1994-95	Number	5,733	3,404	4,577	2,133	35,608	51,475
	Percent	65.2%	79.6%	71.5%	72.2%	81.4%	78.2%

* "Number" is the total count of students who attended in Anchorage School for one or more days in the year.

** "% in Same Sch." is the percent of the count who started the school year (enrolled on September 30) in the same school in which they finished the year.

Table 3
Anchorage School District
Continuity Rates of Students
Beginning in Same School as Previous Year

Year	Data Type	American Native	Asian/Pacific Islander	Black	Hispanic	White	Total
1998-99	Number*	6,553	4,666	4,703	2,788	34,545	53,267
	Percent**	52.2%	56.7%	51.4%	53.4%	59.6%	57.4%
1997-98	Number	6,421	4,159	4,634	2,654	34,752	52,620
	Percent	49.4%	55.4%	52.9%	53.3%	57.4%	55.6%
1996-97	Number	6,143	3,844	4,599	2,511	34,638	51,735
	Percent	46.6%	52.7%	48.7%	47.9%	57.4%	54.5%
1995-96	Number	5,877	3,622	4,456	2,340	35,200	51,495
	Percent	51.3%	57.7%	52.8%	50.7%	59.0%	57.1%
1994-95	Number	5,733	3,404	4,577	2,133	35,608	51,475

Percent	48.4%	60.1%	52.5%	51.1%	59.6%	57.4%
---------	-------	-------	-------	-------	-------	-------

* "Number" is the total count of students who attended in Anchorage School for one or more days in the year.

** "% in Same Sch." is the percent of the count who started the school year (enrolled on September 30) in the same school in which they finished the previous year.

Table 4
Anchorage School District
Elementary
Free/Reduced Price Lunch Information

Year	Number of Children Enrolled Sept. 30	Number of* Children from Low Income Families	Percent of Children from Low Income Families
1998-99	27,788	8,836	31.0%
1997-98	27,706	8,366	30.0%
1996-97	26,771	8,256	30.8%
1995-96	27,709	9,203	33.2%
1994-95	27,725	7,724	28.0%

* Estimate of children from low income families is based on Free/Reduced Lunch Program. Program is not offered at the high school level.

Low income alone is not a cause of low achievement but it has a strong and consistent correlation with performance. Low income is a factor which creates stress in families and reduces the resources that are available for health care, nutrition, and a host of other factors that affect the ability of the student to make use of educational opportunities. In some Anchorage schools two out of three students qualify for free or reduced price lunch.

The National School Lunch Program and School Breakfast Program provide help for Anchorage elementary and middle level school students who are unable to pay the full price of meals. In 1999-2000, reduced price meals will be available to individual students with a family income at or below \$19,092. Free meals are available to a single student with a family income at or below \$13,416. As family size increases, the allowable income increases by \$6,512 for reduced-price meals and \$4,576 for free meals. Allowable income level has increased by about 2% because of the increased cost of living in Anchorage.

Anchorage students that have recognized special needs are enumerated in Table 5. This table shows an increasing number of students active at the end of 1998-99 who had been identified as having special needs. Table 6 shows the special programs population for the District over the past five years. Some of these students benefit from more than one program and may be counted more than once. Anchorage offers a comprehensive program to meet the needs of students who need special support and the numbers have grown over the past five years.

Table 5

**Anchorage School District 1994-95 to 1998-99
Active Membership at End of School Year**

Areas of Need	Number of Students				
	<u>98-99</u>	<u>97-98</u>	<u>96-97</u>	<u>95-96</u>	<u>94-95</u>
Mentally Retarded	304	275	261	248	253
Specific Learning Disability (Slingerland)	4,411	4,520	4,587	4,466	4,434
Emotionally Disturbed	420	410	362	362	368
Orthopedically Handicapped	32	37	32	37	39
Speech Impaired	1,236	1,259	1,347	1,268	1,287
Visually Impaired	15	16	20	17	14
Health Impaired	228	208	152	121	106
Hard of Hearing	106	119	107	114	117
Deaf	41	37	39	39	44
Deaf-Blind	1	2	1	2	2
Multi-handicapped	239	241	229	220	207
Developmental Delayed	344	293	274	235	267
Traumatic Brain Injury	36	39	28	25	20
Autism	93	82	53	36	28
Gifted	2,089	2,270	2,247	1,960	2,072

Table 6

**Anchorage School District
Five-Year Special Programs Population
Active Membership at End of School Year**

Areas of Need	Number of Students				
	<u>98-99</u>	<u>97-98</u>	<u>96-97</u>	<u>95-96</u>	<u>94-95</u>
Bilingual					
“A” or “B” (Totally or Dominant Non-English)	3,053	2,731	3,418	2,165	2,300
“C” (Low Achievers)	545	602	409	328	451
Migrant Eligible Students (Actually receiving service)	617	545	540	350	227
Title I/Chapter I Students					
Targeted Assistance Schools	486	386	327	924	933
Schoolwide Programs	6,252	5,415	4,475	2,513	1,029
Homeless Program	1,495	1,058	1,073	1,102	1,048
Neglected and Delinquent	199	198	222	120	197
Indian Education Tutoring/ Counseling Students	2,815*	1,908	2,121	2,029	2,212
* data not available from Mears and Central					

The Bilingual and Title I programs deserve special note. More and more students come to Anchorage who are new to the United States or have limited proficiency in English. This places special demands on these students who must struggle with mastering reading, writing, and communication skills as well as subject area content. The increase in Title I and Migrant numbers reflects increasing summer school and other additions to the programs as well as the number of schools with substantial numbers of students below the poverty level.

The demographic information examined in Tables 1 through 6 shows that the Anchorage School District provides a variety of services to a large number of students from differing backgrounds. These students are mobile, represent the entire economic spectrum, and possess a diversity of educational needs. To accommodate this diversity, the District's program must be both flexible and varied in program offerings.

Part II of this document profiles individual schools. The diversity in school demographics suggests that the process of providing a good education for each child must take into account the differences in demographics that exist among the various Anchorage communities. The task of reaching the school board goal of academic excellence for all is a harder task in those schools that have much higher rates of poverty and student mobility.

Question: How did Anchorage students do on the norm referenced tests administered at the end of March of 1999?

Answer: Norm referenced tests are powerful tools for assessing group performance over time. They allow a comparison of student performance against a national population. They allow the comparison of group and individual growth over time. Anchorage Students in grades 3 through 11 have taken the California Achievement Test each spring for the past four years.

Reading, Language Arts, and Mathematics composite scores are key indicators of student status. The Anchorage average scores in all three areas are well above the national average of the 50th percentile. More than 93% of Anchorage students took these CAT tests last year.

Reading is basic to success in all educational areas and includes both vocabulary and comprehension. Anchorage scores range from the 59th percentile at grade 11 to the 62nd percentile at grades 7 and 10.

Total Language Arts items focus on the mechanics of writing and recognition of errors. Anchorage scores range from the 53rd percentile at grade three to the 68th percentile at grade five.

Mathematics items focus on basic math operations and problem solving. Anchorage scores range from the 60th percentile at grade 3, to the 68th percentile at grade 9.

Discussion: Table 7 shows that most Anchorage students are tested. Strict new Federal requirements have been put into place to assure that schools do not exclude special education and bilingual students from State and district-wide assessments. The regulations require that there be an accounting of all students, that students who may be tested with accommodations be provided accommodations, and that students that are not capable of taking tests even with accommodations be provided with alternative assessments. High schools have higher numbers of students that do not complete make-up tests when they are absent on the primary testing days.

The percentage of students tested in Anchorage has increased as fewer students are excluded. The Assessment Department and Special Education Department are active in working with the State Department of Education on the regulations and alternative assessments that will be required with State Benchmark Tests and the High School Graduation Qualifying Exam. Under current regulations special education students who are unable to pass the High School Graduation Qualifying Exam must be denied a diploma.

Table 8 shows that average performance of students in grades 3 through 11 on the Total Reading, Total Language Arts, Total Mathematics, and Total Battery scores of the California Achievement Tests. More than 92 percent of the students were tested. The scores represent a valid cross-section of English speaking students in the regular education program. Scores in all of the basic skills areas are above the national average of the 50th percentile. The individual grade level performance on the Total Battery scores range from the 60th percentile to the 67th percentile.

Table 9 shows the average scores on the two sections of the CAT test that are combined to produce the Total Reading score: Vocabulary and Reading Comprehension. The CAT Vocabulary test emphasizes understanding words within context and, Reading Comprehension includes both the direct recall of specific facts and making inferences based on knowledge gained through reading. Anchorage students score consistently better than the national average of the 50th percentile on both Vocabulary and Comprehension. Performance on Reading Comprehension ranges from the 58th to the 64th percentile. Vocabulary ranges from the 53rd to 63rd percentile.

Table 10 shows the average scores on the two sections of the CAT test that are combined to produce the Total Language Arts score: Mechanics and Expression. The Mechanics test measures the ability to recognize violations of the rules of good punctuation. Expression asks students about the best way to construct sentences and choose effective language to express ideas. Grade 3 Mechanics is one of the few areas where Anchorage students are below the national average. The Mechanics scores across the grades range from the 47th percentile to the 70th percentiles. Language Expression scores range from the 51st at eleventh grade up to the 64th percentile at grade 5. The Language Arts total scores range from the 53rd to the 66th percentile.

Table 11 shows the average scores on the two sections of the CAT test which are combined to produce the Total Math score: Math Computation and Math Concepts and Applications. The Math Computation test focuses on the basic math operations and checks the ability to manipulate numbers. The Math Concepts and Applications test examine concepts which underlie computation and includes multi-step problems where students determine the appropriate operations and then apply them to information presented through a story problem or table. Anchorage students are above the national average in both Computation and Concepts and Applications at every grade. The Math Computation scores range from the 52nd to the 66th percentile. The Math Concepts and Applications scores range from the 60th to the 74th percentile. Concepts and Applications scores are slightly higher than Computation scores reflecting the Anchorage emphasis on problem solving and application across the curriculum. The Total Math scores are at or above the 60th percentile at every grade. The Total Math scores range from the 60th to the 68th percentile.

This is the fourth year that all students in grades 3 through 11 have taken CAT tests in Science, Social Studies, Spelling, and Study Skills. The CAT Science and Social Studies tests ask students to read materials taken from those content areas, to apply concepts, and to analyze and organize information. The Study Skills test includes analysis of research materials, charts, and graphs. The spelling test calls on students to identify common words that are correctly or incorrectly spelled. Anchorage students may not have been exposed to some of the factual information included on these tests and they may not match our common modes of instruction. However, the item by item analysis of the tests done by teachers at the time of the CAT test adoption indicated that our students should have generally mastered the skills needed to do well on these tests.

Tables 16 and 17 present the CAT Science and Social Studies information along with past scores for samples of students who were tested on similar ITBS/TAP tests in 1994-1995. Anchorage performance is well above the national average at all grades on both tests. Science scores ranged from the 51st to the 79th percentile with performance above the 60th percentile in seven of the nine grades tested. Social Studies performance ranged from the 58th to the 66th percentile with performance at or above the 60th percentile in five of the nine grades tested.

Science and Social Studies scores are notably higher at some grades and lower at others. These differences may be attributed to differences in test content and match with our unique Anchorage curriculum. Overall, the Science and Social Studies scores in Anchorage continue to be well above the national average even if the national tests in these areas are not a perfect fit with what we are teaching.

Tables 18 and 19 present the CAT Spelling and Study Skills scores. Spelling scores are generally close to the national average of 50 they range from the 46th to the 54th percentile. Scores are at or above the national average at six of the nine grades tested. Spelling continues to be the area of lowest Anchorage performance on the CAT tests and scores declined slightly at six grade levels when compared last.

In Word Analysis, Grade 3 students scored at the 52nd percentile. Study skills scores range from the 50th percentile to the 66th percentile. Study Skills scores are above national average in seven of the eight grades tested and at or above the 60th percentile in four of the grades.

Reading, Language Arts, and Mathematics are the basic skill areas that are keys to academic success in school. The overall performance of Anchorage students in these areas is consistently above the national average. Overall, CAT test scores are strong and reflect the academic excellence of the programs that serve our large and diverse community.

Table 7

**Anchorage School District
Percent Tested by Grade
Number Bilingual, Special Ed., and Other Excluded by Grade
March 1999**

Grade	March 30 Enrollment	Number Tested	Percent Tested	Number Bilingual Excluded	Number Special Ed. Excluded	Number Other Excluded
3	4064	3854	95	28	102	80
4	3913	3736	95	28	110	56
5	4021	3822	95	20	81	112
6	3702	3544	96	19	72	93
7	3890	3733	96	10	57	185
8	3576	3449	96	22	42	85
9	3420	3217	94	25	31	163
10	3148	2901	92	5	16	236
11	3005	2570	86	16	40	312

Table 8
Percentile Rank Scores and
Number of Students Tested
California Achievement Test Survey Battery 5 (CAT)
Spring 1999

Grade Level		Total Reading	Total Language Arts	Total Mathematics	Total Battery
3	Percentile	61	53	60	60
	Number Tested	3,801	3,796	3,793	3,749
4	Percentile	60	59	65	62
	Number Tested	3,690	3,686	3,689	3,646
5	Percentile	61	68	64	67
	Number Tested	3,790	3,795	3,776	3,754
6	Percentile	60	66	68	66
	Number Tested	3,524	3,514	3,514	3,491
7	Percentile	62	60	64	64
	Number Tested	3,687	3,684	3,681	3,626
8	Percentile	65	59	64	65
	Number Tested	3,410	3,395	3,366	3,315
9	Percentile	60	59	68	65
	Number Tested	3,185	3,193	3,190	3,161
10	Percentile	62	56	65	64
	Number Tested	2,863	2,866	2,871	2,827
11	Percentile	59	53	65	61
	Number Tested	2,526	2,515	2,531	2,487

Table 9
Anchorage School District
Breakdown of CAT Percentile Reading Scores
by Sub-test Area -- Spring 1999

Grade Level		Vocabulary	Reading Comprehension	Reading Total
3	Percentile	59	61	61
	Number Tested	3,817	3,809	3,801
4	Percentile	60	58	60
	Number Tested	3,696	3,701	3,690
5	Percentile	58	60	61
	Number Tested	3,794	3,797	3,790
6	Percentile	53	63	60
	Number Tested	3,528	3,525	3,524
7	Percentile	58	64	62
	Number Tested	3,689	3,689	3,687
8	Percentile	63	64	65
	Number Tested	3,418	3,413	3,410
9	Percentile	53	63	60
	Number Tested	3,188	3,192	3,185
10	Percentile	57	63	62
	Number Tested	2,868	2,866	2,863
11	Percentile	57	60	59
	Number Tested	2,532	2,530	2,526

Table 10
Anchorage School District
Breakdown of CAT Percentile Language Arts Scores
by Sub-test Area -- Spring 1999

Grade Level		Language Mechanics	Language Expression	Language Total
3	Percentile	47	58	53
	Number Tested	3,813	3,806	3,796
4	Percentile	58	58	59
	Number Tested	3,692	3,693	3,686
5	Percentile	70	64	68
	Number Tested	3,801	3,798	3,795
6	Percentile	68	62	66
	Number Tested	3,516	3,519	3,514
7	Percentile	66	53	60
	Number Tested	3,691	3,687	3,684
8	Percentile	62	55	59
	Number Tested	3,403	3,402	3,395
9	Percentile	59	58	59
	Number Tested	3,198	3,198	3,193
10	Percentile	57	54	56
	Number Tested	2,878	2,873	2,866
11	Percentile	55	51	53
	Number Tested	2,535	2,522	2,515

Table 11
Anchorage School District
Breakdown of CAT Percentile Mathematics Scores
by Sub-test Area -- Spring 1999

Grade Level		Math Computation	Math Concepts and Applications	Math Total
3	Percentile	58	60	60
	Number Tested	3,823	3,805	3,793
4	Percentile	62	65	65
	Number Tested	3,706	3,696	3,689
5	Percentile	57	67	64
	Number Tested	3,790	3,784	3,774
6	Percentile	66	70	68
	Number Tested	3,523	3,522	3,514
7	Percentile	61	65	64
	Number Tested	3,684	3,683	3,681
8	Percentile	52	74	64
	Number Tested	3,372	3,374	3,366
9	Percentile	63	71	68
	Number Tested	3,197	3,191	3,190
10	Percentile	60	70	65
	Number Tested	2,874	2,872	2,871
11	Percentile	60	67	65
	Number Tested	2,533	2,534	2,531

Table 12
Quartile Distribution of
Students' Individual Performances
CAT -- Spring 1999

Grade Level		Total Reading	Total Language Arts	Total Mathematics	Total Battery
3	Quartile 4	38.0	31.0	40.1	36.6
	Quartiles 2 and 3	40.3	43.6	41.6	42.0
	Quartile 1	21.8	25.4	18.4	21.5
4	Quartile 4	32.1	33.3	41.0	35.8
	Quartiles 2 and 3	49.9	48.9	41.0	47.0
	Quartile 1	17.9	17.8	18.1	17.2
5	Quartile 4	37.3	42.6	40.0	41.9
	Quartiles 2 and 3	44.6	43.2	43.8	43.0
	Quartile 1	18.1	14.2	16.2	15.1
6	Quartile 4	31.9	40.7	45.6	40.7
	Quartiles 2 and 3	49.0	45.5	40.4	43.9
	Quartile 1	19.2	13.7	14.0	15.4
7	Quartile 4	34.4	33.7	37.8	37.0
	Quartiles 2 and 3	50.3	48.6	48.5	47.4
	Quartile 1	15.4	17.7	13.7	15.6
8	Quartile 4	37.7	31.6	35.8	37.9
	Quartiles 2 and 3	48.5	51.5	48.8	48.4
	Quartile 1	13.8	16.9	15.4	13.6
9	Quartile 4	34.1	34.1	42.4	39.9
	Quartiles 2 and 3	47.6	48.6	47.2	46.1
	Quartile 1	18.3	17.3	10.4	14.0
10	Quartile 4	37.0	30.5	40.3	40.2
	Quartiles 2 and 3	45.6	48.8	46.6	44.4
	Quartile 1	17.4	20.7	130	15.4
11	Quartile 4	34.7	25.8	39.8	36.6
	Quartiles 2 and 3	46.4	53.2	44.6	44.8
	Quartile 1	18.8	21.0	15.6	18.7

Table 13

**Five-Year History
Percentile Rank Scores
ITBS and TAP Reading Comprehension -- Spring 1995 -- Grades 4, 6, 8, and 11
CAT Total Reading -- Spring 1996 through Spring 1999 -- Grades 3 through 11**

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
1998-99	Percentile	61	58	60	63	64	64	63	63	60
	Number Tested	3,801	3,690	3,790	3,524	3,687	3,410	3,185	2,863	2,526
1997-98	Percentile	61	63	62	60	64	64	60	64	58
	Number Tested	3,610	3,785	3,455	3,574	3,533	3,243	2,971	2,818	2,499
1996-97	Percentile	63	64	62	61	64	63	62	62	58
	Number Tested	3,751	3,438	3,569	3,567	3,334	3,050	3,047	2,865	2,344
1995-96	Percentile	63	64	63	61	64	63	60	66	58
	Number Tested	3,490	3,551	3,588	3,384	3,208	3,171	2,607	2,263	1,996
1994-95	Percentile	-	54	-	58	-	59	-	-	61
	Number Tested	-	3,630	-	3,389	-	3,081	-	-	2,242

Table 14

**Five-Year History
Percentile Rank Scores
ITBS Total Language Arts -- Spring 1995 -- Grades 4, 6, and 8
CAT Total Language Arts -- Spring 1996 through Spring 1999 -- Grades 3 through 11**

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
1998-99	Percentile	53	59	68	66	60	59	59	56	53
	Number Tested	3,796	3,686	3,795	3,514	3,684	3,395	3,193	2,866	2,515
1997-98	Percentile	52	63	70	65	62	59	59	58	53
	Number Tested	3,598	3,769	3,434	3,574	3,525	3,228	2,953	2,798	2,481
1996-97	Percentile	55	63	67	66	60	57	58	55	51
	Number Tested	3,726	3,442	3,578	3,565	3,338	3,049	3,051	2,877	2,348
1995-96	Percentile	51	56	66	63	57	55	55	57	53
	Number Tested	3,496	3,554	3,596	3,382	3,218	3,167	3,036	2,618	2,295
1994-95	Percentile	-	54	-	57	-	62	-	-	-
	Number Tested	-	3,576	-	3,328	-	3,072	-	-	-

Table 15

**Five-Year History
Percentile Rank Scores
ITBS Mathematics Total & TAP Mathematics -- Spring 1995 -- Grades 4, 6, & 8
CAT Total Mathematics -- Spring 1996 through Spring 1999-- Grades 3 through 11**

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
1998-99	Percentile	60	65	64	68	64	64	68	65	65
	Number Tested	3,793	3,689	3,776	3,514	3,681	3,366	3,190	2,871	2,531
1997-98	Percentile	61	67	65	67	65	63	68	67	64
	Number Tested	3,617	3,789	3,431	3,574	3,520	3,241	2,968	2,840	2,502
1996-97	Percentile	63	69	63	68	66	64	67	65	63
	Number Tested	3,739	3,442	3,570	3,567	3,352	3,048	3,048	2,872	2,346
1995-96	Percentile	62	62	61	67	64	62	66	66	63
	Number Tested	3,500	3,585	3,581	3,381	3,199	3,154	3,042	2,615	2,319
1994-95	Percentile	-	61	-	62	-	59	-	-	62
	Number Tested	-	3,634	-	3,389	-	3,098	-	-	2,260

Table 16

**Five-Year History
Percentile Rank Scores
Observed Performance for Sample on Science -- Spring 1995
CAT Science -- Spring 1996 through Spring 1999-- Grades 3 through 11**

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
1998-99	Percentile	60	61	51	55	64	79	67	67	60
	Number Tested	3,803	3,685	3,782	3,512	3,686	3,371	3,182	2,874	2,536
1997-98	Percentile	59	64	63	55	66	79	66	69	57
	Number Tested	3,610	3,779	3,433	3,562	3,533	3,241	2,975	2,826	2,492
1996-97	Percentile	61	66	53	57	63	76	67	67	57
	Number Tested	3,748	3,436	3,560	3,560	5,354	3,061	3,050	2,863	2,318
1995-96	Percentile	59	62	53	56	64	76	68	69	56
	Number Tested	3,484	3,565	3,548	3,377	3,208	3,165	3,044	2,622	2,327
1994-95	Percentile	72	-	-	76	72	70	-	-	-
	Number Tested	782	-	-	696	1,428	1,724	-	-	-

Table 17

Five-Year History
Percentile Rank Scores
Observed Performance for Sample on Social Studies -- Spring 1995
CAT Social Studies -- Spring 1996 through Spring 1999-- Grades 3 through 11

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
1998-99	Percentile	59	57	64	59	66	64	66	62	58
	Number Tested	3,798	3,679	3,780	3,508	3,681	3,375	3,181	2,866	2,523
1997-98	Percentile	58	60	66	59	67	64	67	64	58
	Number Tested	3,612	3,762	3,435	3,565	3,522	3,241	2,973	2,825	2,490
1996-97	Percentile	61	61	65	60	65	64	67	63	57
	Number Tested	3,738	3,426	3,556	3,552	3,355	3,057	3,046	2,862	2,313
1995-96	Percentile	60	57	66	60	64	61	67	65	60
	Number Tested	3,471	3,563	3,544	3,370	3,189	3,165	3,039	2,619	2,324
1994-95	Percentile	54	-	-	65	60	61	-	-	-
	Number Tested	656	-	-	719	1,190	169	-	-	-

Table 18
Four-Year History
Percentile Rank Scores
CAT Spelling -- Spring 1996 through Spring 1999 -- Grades 3 through 11

Year	Data Type	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
1998-99	Percentile	51	54	52	50	50	49	52	49	46
	Number Tested	3,810	3,699	3,802	3,527	3,695	3,408	3,196	2,874	2,535
1997-98	Percentile	50	57	54	52	50	47	51	52	47
	Number Tested	3,628	3,787	3,454	3,589	3,539	3,235	2,982	2,835	2,513
1996-97	Percentile	52	58	54	51	50	49	52	50	46
	Number Tested	3,764	3,449	3,573	3,575	3,351	3,053	3,053	2,879	2,349
1995-96	Percentile	49	54	53	51	47	48	51	53	44
	Number Tested	3,500	3,572	3,601	3,389	3,224	3,176	3,038	2,627	2,299

Table 19
Four-Year History
Percentile Rank Scores
CAT Word Analysis -- Spring 1996 through Spring 1999-- Grade 3
CAT Study Skills -- Spring 1996 through Spring 1999 -- Grades 4 through 11

Year	Data Type	Gr3*	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10	Gr11
1998-99	Percentile	52	66	60	63	58	50	60	53	52
	Number Tested	3,826	3,685	3,782	3,514	3,685	3,380	3,188	2,875	2,533
1997-98	Percentile	52	68	61	63	60	50	60	55	52
	Number Tested	3,626	3,779	3,437	3,563	3,529	3,251	2,976	2,828	2,494
1996-97	Percentile	54	69	62	64	58	49	58	52	53
	Number Tested	3,761	3,440	3,567	3,569	3,349	3,058	3,050	2,870	2,325
1995-96	Percentile	51	67	62	61	56	46	60	54	51
	Number Tested	3,500	3,569	3,584	3,378	3,214	3,155	3,045	2,627	2,325

*Word Analysis

Question: How well did the Anchorage School District meet School Board goals for 1998-99?

Answer: The Anchorage School District did not do as well in meeting School Board goals related to academic achievement as in 1998-99.

- Between 828 and 1164 grade 3 students had CAT Total Reading scores low enough to question their ability to be independent readers.
- Students did not demonstrate increased success at increasing grade levels in Language Arts, writing, and spelling. Students did have a gain in overall Mathematics reflecting continued growth in math problem solving and computation skills.
- Students did not attain the goal of a three percentile point gain in spelling.

Discussion: The Anchorage School District's Mission and Goals for 1998-99:

The mission of the Anchorage School District is to educate students for success in life.

Goals:

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

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

- *all students will acquire basic reading skills and strategies to read independently by the end of the third grade.**
- *all students will show measurable success and increased achievement at each successive grade level in math, reading, and writing conventions including spelling.**
- *Student performance standards will be adapted in the areas of reading, mathematics and Language Arts.*

We, the Anchorage School Board, Superintendent and District staff will focus on:

- *Preparing students to pass the State required high school graduation examination.*
- *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.**
- *Increasing parental and community awareness of the critical role families play in the academic success of students.*
- *Creating positive community relations and understanding of issues critical to the Anchorage School District by establishing coalitions with parents, business leaders and political leaders at all levels..*

District accomplishment of the majority of the non-academic achievement goals and major goal activities in all areas were reported in the "1998-99 Goals Accomplishments" report distributed by the Superintendent in July, 1999. A copy of this is available in the Superintendent's Office, 4600 DeBarr Avenue, Anchorage, AK (907) 269-2450.

*The goals that are marked with asterisks are capable of being directly evaluated through analysis of student performance on the CAT/5 and the Independent Reader Exam. That analysis is presented in the paragraphs which follow.

Analysis of the third grade reading performance indicates that 69 percent of the third grade students attained scores at or above the 40th percentile on the CAT reading test.

Other score points could be used as a cut off score to define independent reading. If the 25th percentile was adopted as the minimum score required to demonstrate independent reading performance rather than the 40th, 79 percent of the third graders would meet or exceeded this criterion. At either the 40th or 25th percentile, the majority of Anchorage students have attained independent reader status by the end of third grade.

Even with this high percentage of success, many students may require concerted efforts to improve their reading skills. The CAT scores suggest that as many as 1,200 students have not met the goal of being independent readers by the end of grade three. This is consistent with the findings of the new Anchorage Independent Reader Assessment.

The new Anchorage Independent Reader Assessment goes beyond the content of the CAT test to include both an active assessment of the student by the classroom teacher and exam questions keyed directly to the Anchorage K-3 Benchmarks. When teachers assessed their own students relative to the District standards, they found that 41% of students were not meeting standards – about 1,400 students. When teacher assessments are added to the Independent Reader Exam scores, the number not meeting the board goal is in the 30% to 40% range, between 1,000 and 1,400 students. A extended discussion of the Independent Reader Exam is provided later in this document.

It is clear that a substantial number of students are not attaining the School Board Goal of having every student an independent reader by the end of grade 3. Students that have benefited from the emphasis on Reading at lower grades will reach grade 3 in 1999-2000. It is hoped that this effort will pay off with increased performance in reading for next year’s third graders.

Tables 20 through 25, show average performance for all students measured in Reading, Language Arts, and Mathematics and for those students who continued from 1997-98 to 1998-99. The percentile ranking of the mean NCE score is shown for each grade level and for combined groups. In the area of reading, three of nine grade levels posted identical mean scores, four declined and two gained. Across the grade levels there was a decline of one point (see table 20). If scores of students who were measured both years are compared, three groups posted gains, three posted declines, and two posted no increase. Overall, there was a decline of one.

Table 22 and 23 show Language Arts performance. Gains were posted for three grade levels with four declines, two no change, and overall a one percentile point decline. If continuing student scores are examined, (see table 23) gains were posted by two grades, one no change and declines were posted for five. The overall comparison was no change.

Examination of average scores posted in mathematics shows three gains, one no change, and five declines when the data in table 24 is examined. There was no change in the overall math average. When graduating class groups are examined (see table 25) the scores show three gains, and five declines. An overall modest gain of one percentile point was posted for continuing students.

These tables indicate that in Mathematics the School Board goal for growth was achieved. However the goal of progress for all students in Reading and Language Arts was not achieved.

Table 20
Comparison of Percentile Rank of Reading Mean NCE
All Students Tested
Grade for 1997-98 and 1998-98

Grade	Number 97-98 Students	All Students 97-98	Number 98-99 Students	All Students 98-99
Third	3,610	61	3,801	61
Fourth	3,785	63	3,690	60
Fifth	3,455	62	3,790	61
Sixth	3,574	60	3,524	60
Seventh	3,533	64	3,687	62
Eighth	3,243	64	3,410	65
Ninth	2,971	60	3,185	60
Tenth	2,818	64	2,863	62
Eleventh	2,499	58	2,526	59
Combined	29,488	62	30,476	61

Table 21
Comparison of Percentile Rank of Reading Mean NCE by
Continuing Students for 1997-98 and 1998-99

Number Continuing Students	Grade 97-98	Grade 98-99	Percentile Rank 97-98	Percentile Rank 98-99
3,129	3	4	62	62
3,280	4	5	64	63
3,021	5	6	63	62
3,134	6	7	61	64
2,939	7	8	66	67
2,665	8	9	66	62
2,435	9	10	62	64
2,132	10	11	68	61
22,735			64	63

Table 22
Comparison of Percentile Rank of Language Arts Mean NCE by
All Students Tested
Grade for 1997-98 and 1998-99

Grade	Number 97-98 Students	All Students 97-98	Number 98-99 Students	All Students 98-99
Third	3,598	52	3,796	53
Fourth	3,769	63	3,686	59
Fifth	3,434	70	3,795	68
Sixth	3,574	65	3,514	66
Seventh	3,525	62	3,684	60
Eighth	3,228	50	3,395	59

Anchorage School District: Profile of Performance.....1998-99

Ninth	2,953	59	3,193	59
Tenth	2,798	58	2,866	56
Eleventh	2,481	53	2,515	53
Combined	29,360	61	30,444	60

Table 23
Comparison of Percentile Rank of Language Arts Mean NCE by
Continuing Students for 1997-98 and 1998-99

Number Continuing Students	Grade 97-98	Grade 98-99	Percentile Rank 97-98	Percentile Rank 98-99
3,121	3	4	53	61
3,270	4	5	64	70
3,005	5	6	71	68
3,131	6	7	66	62
2,915	7	8	64	61
2,663	8	9	61	61
2,438	9	10	61	58
2,124	10	11	63	55
22,667			63	63

Table 24
Comparison of Percentile Rank of Mathematics Mean NCE by
All Students Tested
Grade for 1997-98 and 1998-99

Grade	Number 97-98 Students	All Students 97-98	Number 98-99 Students	All Students 98-99
Third	3,617	61	3,793	60
Fourth	3,789	67	3,689	65
Fifth	3,431	65	3,776	64
Sixth	3,574	67	3,514	68
Seventh	3,520	65	3,681	64
Eighth	3,241	63	3,366	64
Ninth	2,968	68	3,190	68
Tenth	2,840	67	2,871	65
Eleventh	2,502	64	2,531	65
Combined	29,482	65	30,411	65

Table 25
Comparison of Percentile Rank of Mathematics Mean NCE by
Continuing Students for 1997-98 and 1998-99

Number Continuing Students	Grade 97-98	Grade 98-99	Percentile Rank 97-98	Percentile Rank 98-99
3,136	3	4	62	67
3,270	4	5	68	66
2,994	5	6	66	71
3,128	6	7	68	67
2,890	7	8	67	66
2,675	8	9	66	70

Anchorage School District: Profile of Performance.....1998-99

2,444	9	10	71	68
2,152	10	11	70	67
22,689			67	68

- *The cross-grade level spelling “Percentile Rank Score” will be increased by three percentile points while maintaining or improving in all other areas.*

The third academic goal for the District related to CAT test achievements was in the area of spelling. The goal was a three percentile gain across all grade levels.

Two tables are presented. One provides spelling data for all students tested. The second provides the average scores of the students assessed both in 1997-98 and 1998-99. Table 26 shows that three grade levels posted gains, two no change, and five declined. Overall, there was no gain in spelling.

Table 27 shows data for students who were tested twice. Two grades posted gains but declines were observed in six grades. The overall or combined score in 1997-98 was 53rd percentile with the 1998-99 score being 52nd percentile for continuing students. Spelling scores declined for continuing students.

While the spelling performance of the Anchorage School District remains close to the national average. It is disappointing that the spelling scores are below scores in other areas and that the School Board goal of improved performance in spelling was not met. It is hoped that the efforts to improve student writing and editing will have a positive effect on the editing skills measured by the CAT spelling test.

Table 26
Comparison of Percentile Rank of Spelling Mean NCE by
Grade for All Students Tested
1997-98 and 1998-99

Grade	Number 97-98 Students	All Students 97-98	Number 98-99 Students	All Students 98-99
Third	3,628	50	3,810	51
Fourth	3,787	57	3,699	54
Fifth	3,454	54	3,802	52
Sixth	3,589	52	3,527	50
Seventh	3,539	50	3,695	50
Eighth	3,235	47	3,408	49
Ninth	2,982	51	3,196	52
Tenth	2,835	52	2,874	49
Eleventh	2,513	47	2,535	46
Combined	29,562	51	30,546	51

Table 27
Comparison of Percentile Rank of Spelling Mean NCE by
Continuing Students for 1997-98 and 1998-99

Number Continuing Students	Grade 97-98	Grade 98-99	Percentile Rank 97-98	Percentile Rank 98-99
3,155	3	4	51	56
3,287	4	5	58	54
3,026	5	6	55	52
3,151	6	7	52	51
2,935	7	8	52	51
2,668	8	9	49	54

Anchorage School District: Profile of Performance.....1998-99

2,450	9	10	53	50
2,145	10	11	55	49
22,817			53	52

Question: How did Anchorage students do on local assessments?

Answer: Local assessments are keyed to Anchorage standards and call for student success on our own approved Anchorage curriculum. Tests are made to directly reflect what is taught in our classrooms and to be consistent with the textbooks and instructional techniques that are used in the District. Scoring is done relative to a absolute standard that calls for mastery of specific knowledge and skills rather than performance relative to the average performance of a national sample of students.

Performance is positive but could be stronger in some specific content areas. Assessment results raise questions as to the coverage of the approved curriculum in some schools.

- Performance on the new ASD Independent Reader Assessment prototype suggests that it will take substantial effort to meet the Anchorage School Board Goal to have every child an independent reader by the end of grade three. As many as 41% of grade 3 students may not be independent readers when judged by ASD standards.
- Performance on the grade 4 integrated social studies and language art exam is improved in almost every area. Over 70% meet or exceed expectations in reading and over 60% meet or exceed expectations in writing. There is still a need to work on listening and map making skills.
- Performance on the grade six pre-algebra assessment indicates substantial differences in the proportion of students at various schools able to demonstrate the entry level skills needed for pre-algebra. Individual school performance ranged from 0% to more than 45% of students recommended for pre-algebra.
- Performance on the new grade 8 Social Studies exam is strong overall but suggests that Law Related Education and some other specific elements of the curriculum are not being given the same emphasis at all schools.
- Performance on the new grade 8 Science exam is strong in some areas and weaker in other. It shows that Chemistry may not be covered at all schools. The Performance Assessment element of the Science exam is still to be developed.

The Anchorage School District has used Criterion Referenced Tests (CRT) and Performance Assessments (PA) for evaluating the success of students on elements of the Anchorage Curriculum since the 1970s. CRT/PAs have been part of the Districtwide Student Assessment program to improve on the quality of achievement information available from national norm referenced tests. This has been of particular importance in critical areas that are not measured well on norm referenced tests because they require demonstrations of skill (writing) or because of the desire to see how students perform on our specific ASD approved curriculum (science, social studies). The tests of student mastery differ from national norm referenced tests in that they are specific to Anchorage and demand high levels of performance to achieve mastery.

Writing Assessment has been included as a District assessment for the last fifteen years. The State writing assessment program was discontinued two years ago and local writing assessment was reinstated. Writing assessment results are reported elsewhere in this document.

Current ASD Assessments that are included in this section of the report:

- Grade 3 Independent Reader Assessment,
- Grade 4 Jamestown Integrated Language Arts and Social Studies Assessments,
- Grade 6 Pre-Algebra Placement Assessment,
- Grade 8 Social Studies CRT (Revised for 1998-99),
- Grade 8 Science CRT.

Discussion: Assessments are discussed in order and information is provided on the validity and reliability of the new and revised exams developed for 1998-99.

Question: How many third grade students were rated as independent readers by teachers? Teachers were given the opportunity to rate their students as independent readers (or *not* independent readers). Various information sources were available to teachers to permit them to make a decision about each child: results from IRA, observations of reading performance, and attitudes about reading throughout the school year. Table 28 indicates the number of students rated as "independent" or "not independent" based on a teacher's judgement and using ASD's K-3 Reading Benchmarks and Continuum.

Table 28
Number of students rated as independent readers, Spring 1999

Rating	No.	%
Independent	2150	59
Not Independent	1467	41
Total Rated	3617	

IRA Scores

Question: What are the overall scores for the IRA for Spring, 1999? Overall mean scores for all 3rd grade students who participated in the IRA as listed in Table 29:

Table 29
Mean Scores for IRA

Testlet Name	Mean Score	No.	S.D
Earthquake	67	3489	23
Owl Moon	71	3480	21
Eskimo Boy	60	3467	20
Northwest Items	81	3527	23
(Optional) Aurora	56	1758	31

As can be noted in Table 29 a majority of 3rd graders completed the IRA, with average percent correct scores ranging from a low of 56% on the optional Aurora testlet to 81% on Northwest Items. These scores are roughly constant to those of 4th graders in the Spring, 1999 pilot study. See Table 30 below for a comparison.

Table 30
Comparison of Mean Scores for IRA, 1999 4th Grade Pilot Study vs. 1999 Third Grade Students

Testlet Name	Mean Score, 3rd Grade	Mean Score, 4th Gr. Pilot
Earthquake	67	72
Owl Moon	71	75
Eskimo Boy	60	62
Northwest	81	76

Items		
(Optional) Aurora	56	62

Mid-year 4th graders scored similarly to 3rd grade students.

Question: Are there differences between mode of administration of the IRA, that is "paper" (print) mode compared with "electronic" mode? Note that each mode of administration contained the same number of items, presented in the same sequence, with the same wording, and identical pictures. Table 31 provides a breakdown of scores, based on delivery mode (print vs. computer).

**Table 31
Comparison of Electronic Vs. Paper Administration**

Testlet Name	Delivery Mode	Mean	Overall Mean	No.
Earthquake	Paper	70	67	1881
	Electronic	64		1608
Owl Moon	Paper	76	71	1883
	Electronic	66		1597
Eskimo Boy	Paper	63	60	1895
	Electronic	57		1572
Northwest Items	Paper	82	81	1846
	Electronic	79		1681
(Optional) Aurora	Paper	54	56	947
	Electronic	57		811

Note: differences between groups are statistically significant for all subtests listed above.

Table 4 shows that there are differences in group performance, based on mode of delivery. It should be noted that principals and classroom teachers selected the administrative mode. In other words, teachers or principals (or both) chose whether a class or school would use the print or electronic version. Therefore, it shouldn't be surprising that composite group performance is not homogenous. In contrast, when assignment to paper or electronic modes was made randomly in the Spring, 1999 Pilot Study there were no differences between average scores for regular subtests based on delivery mode. The Pilot Study showed that for the four mandatory testlets the composite mean for the paper group was the same (statistically) as the electronic group composite mean score.

Question: Do teachers rate students differently depending on which mode of administration (computer vs. print) is used?

**Table 32
Comparison of teacher ratings of independence based on delivery mode**

Rating	Delivery Mode	No.	%
Independent	Paper	1190	65
Not Independent	Paper	648	35
Independent	Electronic	960	54
Not Independent	Electronic	819	46
Total		3617	

As Table 32 indicates there may be a difference in the way teachers rate students depending on whether teachers use paper or electronic delivery modes. Once again, it should be noted that assignment to either

electronic or paper groups was voluntary, or "self-selected". Therefore, to note differences in the way students are rated (based on delivery mode) is not unexpected.

Question: Does the IRA measure reading ability? How does the CAT 5 Total Reading Score correlate with combined scores on IRA tests?

There is a .72 correlation when comparing 1998-99 CAT 5 Total Reading score with a child's mean IRA score (n = 3450). This helps to suggest that the IRA is a valid test of reading; i.e. that a student's score on the IRA is related to their score on CAT 5 Reading subtests. A positive correlation between IRA and CAT Total Reading was expected because of results of the Spring 1999 trial study. In the Spring 1999 Pilot Study a similar correlation (.68) was noted between IRA score and CAT 5 Total Reading.

The .72 correlation also reflects the fact that the assessments are not the same. The Independent Reader Assessment is keyed to Anchorage School District K-3 Language Arts Benchmarks so there is a greater emphasis on making use of information to draw conclusions. The difference in emphasis on analytic thinking reflects the focus of the Anchorage curriculum.

Question: What does this implementation of the IRA via computer suggest about future intranet based assessments?

In order to start the IRA system teachers only need to log on through a web browser (Netscape or Explorer) with a short password. At that point the system "recognizes" them and displays their class list, permitting the teacher to set up an testlet for students in a secure environment. Only a web browser is needed at the schools, so Assessment & Evaluation staff do not have to visit, configure, and arrange for IRA use at individual school sites. A school computer merely needs a web browser. Distribution of materials to schools, scanning and reporting are simplified or reduced because a student or teacher enters data directly through a web browser.

In a technical sense the Spring 1999 IRA computer-based delivery was a success. In spite of an enormous load on the computer system in Assessment & Evaluation there were no computer crashes, technical malfunctions or hardware outages. About 1600 student users accessed the Assessment & Evaluation intranet web server along with about 225 teachers. The total number of file requests and submissions exceeded 140,000. This means that the computer file server recorded more than 140,000 separate instances of providing a testlet to a student, providing reports to teachers, receiving data from testlets, and other activities without any technical problems or errors.

Teachers got practically instant results. They were able to review reports about a individual child's progress as a reader on the IRA as soon as he/she finished. The strength or weakness of the whole class on a reading skill was available as soon as the IRA was administered. Some teachers accessed the teacher tips section that contained strategies for improving reading instruction. In spite of a lack of intensive inservice training about IRA for third grade teachers, most teachers showed that they could use the system with little or no special assistance from Assessment & Evaluation.

It is clear that intranet systems like the IRA offer promise. However more work still needs to be done on the IRA to make it more useful for teachers. We have identified a number of things to work on in 1999-2000 that include: more communication with teachers about using test results to tailor instruction to individual students, more training about the IRA and its reporting features, continued improvement of open-ended response rubrics, and offering teachers the ability to give reading assessments throughout the school year to check on student progress when they see fit. Efforts have started to incorporating new reading passages and assessment items into the corpus of the IRA and to integrate the IRA into the training that the reading teachers are providing to schools.

The *Grade 4 Jamestown Integrated Social Studies and Language Arts Assessment Unit* was developed to assess the success of EXCELS! project. The assessment is based on the ASD performance goals in Social

Studies and Language arts. The Jamestown Unit is a series of lessons and supplemental materials that introduce students to early European settlement in the United States and the contact of Europeans with Native Americans. The instructional unit becomes the Language Arts and Social Studies curriculum for about a week. The actual length of the unit depends on how much enrichment is done by the individual teacher.

Students do a series of standard performance tasks as part of instruction to demonstrate their level of skill and knowledge. Assessments include listening for details, drawing a map, reading a newspaper, working in a group and drawing conclusions based on the examination of artifacts, and writing an essay. Scoring is done by classroom teachers and a group of trained district scoring using scoring scales (rubrics) and examples that show the quality of work required to meet district standards.

The tasks are ones that all students should master. The expectation is that 70% or more of the students will show performance at or above mastery.

Table 33 shows the student performance for 1997 through 1999. Class groups are randomly chosen to participate to get a cross section of classrooms. Class sizes at participating schools ranged from 11 at Denali Montessori to 26 at Ocean View and Williwaw. The goal was to have about 400 students from 20 class groups participate.

Table 33
Grade 4 Jamestown Integrated Performance Assessment

Area/Year	Number Tested	Less Than Mastery	Mastery	Greater Than Mastery
Listening				
1997	314	52%	35%	14%
1998	498	28%	66%	6%
1999	298	47%	34%	19%
Map Making				
1997	328	46%	41%	13%
1998	466	46%	43%	11%
1999	313	43%	51%	6%
Reading Comprehension				
1997	328	27%	39%	35%
1998	467	27%	30%	43%
1999	311	26%	32%	42%
Writing Ideas & Content				
1997	327	37%	39%	24%
1998	407	34%	39%	27%
1999	308	40%	41%	19%
Writing Conventions				
1997	328	39%	36%	26%
1998	409	36%	38%	26%
1999	309	28%	41%	31%

There were slight year-to-year changes in scoring protocols between 1997 and 1998 that may have affected Map Making Scores. The independent raters that participated in the Summer scoring for 1999 recommended that the Map Making exercise be changed so that students would clearly understand that one of the requirements is to label the map. Some of the summer scoring group were concerned about the substantial differences they found between classes that they felt might be due to differences in instruction rather than differences in student ability.

There was fair agreement between classroom teachers and trained scorers on their rating of students. Teachers gave slightly higher scores in most areas than District trained raters: Listening (3.0 vs. 2.6), Map Making (2.9 vs. 2.5), Reading (2.6 vs. 2.3), and Writing (5.9 vs. 5.8.). However, the overall scores of teachers and trained raters correlated beyond .7 showing substantial agreement as to which students were high and low performers.

There was, however, a consistent pattern of classroom teachers giving slightly higher scores than trained raters. This was most notable in the area of Map Making. When school-by-school results were compared, there were greater differences between teachers and trained raters in the lower scoring schools with teachers giving notably higher scores. This suggests that the teachers in the lower scoring schools may expect less of students or, at least, give higher marks for work of lower quality than teachers at higher scoring schools. More work may need to be done to expose teachers to the quality of work expected of students to meet District standards.

More work needs to be done in development of student listening and map making skills.

Results in the writing area were mixed. Writing Conventions – spelling and grammar – improved. Writing Ideas and Content declined slightly.

The writing assignment calls on students to make a generalization from what they have learned about Jamestown and select an item from our current times that would benefit the people of Jamestown. Students then write about the item and describe how it would make life better in colonial Jamestown.

Generalizations from classroom lessons to their own lives is a basic element in early grades instruction in history and a difficult task for young students. This is an area that may need reinforcement. (See National Standards in History of Grades K-4, National Center for History in the Schools, UCLA. p. 7).

In 1999, the number of participating students and classrooms was below that desired to have a representative sample for the District. This was due in part to the refusal of Birchwood and Chugiak elementary schools to participate in the integrated language arts and social studies assessment.

Grade 6 Pre-Algebra Assessment

There was a notable increase in the proportion of students recommended for pre-algebra over the prior year. The most notable increases were in the schools that feed Wendler, Goldenview and Mirror Lake. The number of students recommended for placement at Mirror Lake almost doubled.

Unlike other Assessment and Evaluation Department criterion referenced tests, the grade 6 Pre-Algebra Assessment is not designed to survey the most important skills in the curriculum that all students are expected to master. The Pre-Algebra assessment is keyed to the curriculum but is designed to measure the areas that are most important for success in pre-algebra. The test is weighted in favor of analytical and mathematical reasoning skills over simple computation.

The grade 6 Pre-Algebra Placement exam was developed by teachers familiar with the ASD curriculum and the skills needed for success in pre-algebra. Curriculum and Evaluation staff worked with teachers to refine the test and set reasonable “cut” scores based on a large scale student trial.

Tests, pre-printed answer sheets, and administration instructions were provided to the principal at each school with 6th grade students. Schools were asked to test students on one day and return completed materials promptly to provide adequate test security. More than 3,300 students were tested. Classroom and school level reports on individual student success were provided to each school. Middle level schools were provided with reports of scores for their incoming students as well as CAT math scores to assist in student placements.

District level summary reports were provided to principals and the Math Curriculum Coordinator. An item by item analysis of school and student performance was also provided to the Math Curriculum Coordinator to allow an examination of the extent to which higher order skills are being covered by teachers.

Students who scored high on the test were recommended for pre-algebra. Students who were above or below the identified “cut” score but within the range of scores where classification should not be made on the basis of the test score alone were put into a “review” category. Students who were low on the test were recommended for Math 7. Table 34 provides a summary of the overall recommendations made for grade 6 students.

Actual assignment to pre-algebra is made by middle school counselors. Assignment is based on multiple criteria. Counselors are asked to consider the student CAT math score, the Pre-Algebra Placement score, and the recommendation of the classroom teacher. A teacher recommendation and high marks on either of the two tests should be enough to allow an assignment to a grade 7 pre-algebra class.

Table 34
Pre-Algebra Qualification Examination
Grade 6
Spring 1999

	Students Enrolled	Students Tested or Excused	Percent Tested
Number	3,778	3,361	89%
Recommendation	Math 7	Review	Pre-Algebra
Number	2,009	529	823
Percent	60%	15%	25%

Table 35 indicates the percentage of students recommended for placement for pre-algebra by school. Differences in school averages of less than three points are not notable.

There was a notable increase in the number of students recommended for pre-algebra over the prior of one year. The percentage of students who were recommended ranged from 0% to above 60% at

individual elementary schools. From 6% to 41% of incoming students were recommended for placement at various district Middle schools.

Clark Middle School continues to have a significantly lower number of incoming students recommended for placement in pre-algebra based on their demonstrated level of math skills.

Table 35
Pre-Algebra Qualification Examination
Grade 6
Spring 1999

Current School	Grade	Number Tested/ Reported	Average Score	Percent Recommended
Average			21	25
Abbott Loop	6	64	18	9
Airport Heights	6	34	17	18
Alpenglow	6	78	22	27
Aurora	6	66	19	11
Baxter	6	70	22	27
Bayshore	6	60	20	15
Bear Valley	6	82	26	57
Birchwood	6	43	19	19
Willard Bowman	6	79	19	18
Campbell	6	68	18	15
Chester Valley	6	45	19	22
Chinook	6	76	17	13
Chugach Optional	6	33	27	61
Chugiak Elem.		No Sixth Grade Students		
College Gate	6	54	18	11
Creekside	6	51	19	16
Denali	6	44	20	27
Eagle River	6	66	20	21
Fairview	6	43	19	23
Fire Lake		No Sixth Grade Students		
Girdwood	6	11	23	27
Government Hill	6	29	17	14
Homestead	6	68	22	28
Huffman	6	40	26	47
Inlet View	6	31	23	32
Kasuun	6	68	20	22
Kennedy	6	18	12	-
Kincaid	6	59	22	32
Klatt	6	63	23	18
Lake Hood	6	63	19	18
Lake Otis	6	48	23	27
Mt. Spurr	6	23	18	13
Mt. View	6	25	12	-
Muldoon	6	42	15	7
North Star	6	41	15	-
Northern Lights	6	48	27	58
Northwood	6	46	23	39
Nunaka Valley	6	42	16	5
Ocean View	6	56	22	25
O'Malley	6	75	26	45

Ptarmigan	6	46	15	4
Rabbit Creek	6	74	23	35
Ravenwood	6	70	27	53
Rogers Park	6	93	27	56
Russian Jack	6	45	12	-

Table 35
Grade 6 Pre-Algebra Qualification Exam
Spring 1999
(Continued)

Current School	Grade	Number Tested/ Reported	Average Score	Percent Recommended
Sand Lake	6	77	24	46
Scenic Park	6	87	21	23
Spring Hill	6	71	21	24
Susitna	6	73	22	33
Taku	6	42	20	26
Tudor	6	67	19	13
Turnagain	6	60	21	27
Tyson, William	6	39	13	-
Ursa Major	6	26	22	23
Ursa Minor	6	34	18	9
Williwaw	6	25	15	-
Willow Crest	6	56	18	5
Wonder Park	6	52	15	6
Gladys Wood	6	85	23	35
<i>Middle Schools</i>				
Mirror Lake	6	181	19	16
<i>Multi-Grade</i>				
Polaris	6	43	23	28
Acquarian	6	6	18	17
Family Partnership	6	1	32	1
Village	6	2	33	100
Whaley Center	6	10	8	-
Average			21	25
Next School Averages				
Central	6	284	19	16
Clark	6	322	15	6
Goldenview	6	455	24	41
Gruening	6	149	24	39
Hanshew	6	424	21	22
Mears	6	425	21	27
Mirror Lake	6	315	20	19
Romig	6	297	19	20
Steller/Other	6	59	19	19
Wendler	6	549	21	41

Average Placement	21	25
--------------------------	-----------	-----------

How did grade 8 students do on the Social Studies CRT?

The *Grade 8 Social Studies CRT* is an end-of-course survey test that covers all of the major areas teachers are expected to cover during the year. The key emphasis in grade 8 Social Studies is to build on student prior knowledge and experience in social studies to develop a more sophisticated understanding of the social sciences as a whole and to be able to recognize and take on the perspectives of social scientists. Course content areas and activities include political science, anthropology, economics, geography, psychology, sociology, and law as well as a unit that introduces early river civilizations.

The Social Studies Coordinator and Middle Level Department Chairs developed a set of specifications for the new test in 1995-96. A draft test was developed which included a set of multiple choice items and a performance assessment. The multiple-choice test takes one class period. The performance assessment takes one additional class period.

Prior to 1996-97 the Grade 8 Social Studies CRT was given to randomly selected groups of students to provide a snap shot of district-wide performance. The majority of Department Chairs indicated that they wanted all students to take the test to assure that the entire scope of the social studies program was being offered at every Middle School. Some Department Chairs raised the concern that the integration of language arts, mathematics, science, and social studies lessons by Middle Level instructional teams might result in a reduction in the coverage of social studies content. Some Chairs were concerned that not all teachers were covering all of the required course content. The multiple-choice test is focused on knowledge of content.

The Exploring the Site performance assessment calls for students to take the perspectives of a number of social scientists relative to artifacts found in different layers of the large Mississippian Civilization mound excavated at Cahokia, Illinois. Students have to write a short statement which shows that they understand the perspective of a historian, economist, and anthropologist. The scoring team in 1998 revised the scoring rubric to require that a student must 1) indicate why the conclusion drawn is consistent with the point of view of the social science and 2) give reasons to support the conclusion that includes a reference to specific evidence from the site.

The 1999 scoring team raised some concerns about the performance assessment. Some saw indications that not all teachers followed the test administration directions for Exploring the Site. They felt that some students did not appear to have an entire class period to do the exercise. Some felt that students were not asked to prepare a draft response and the submit a final response for scoring. Some felt that the assessment indicated that students were not getting enough experience in the critical skills of social studies: analysis of data, taking a point of view, and justifying a position with evidence.

Table 36 is based on a Mastery criteria where students are expected to answer two out of three related items (66%) to show that they have knowledge of an area. If a student has more than 75% of the items in an area correct they have reached a level designated as "Greater than Mastery" in the chart.

Overall, students had a mastery level of 58% on the social studies content sections of the assessment and only 39% when both the content items and the performance assessment are combined.

Law related education stands out as an area where many students demonstrate "Less than Mastery." Examination of the individual school performances indicate that there are notable differences in performance on Law, Sociology, and Psychology. These differences are so great from school to school that content in these areas may not be covered in some classrooms. Geography and Economics items place a heavy reliance on the interpretation of tables and graphs. School differences in these areas appear

to be related to difference in skill the interpretation of tables and graphs rather than differences in instruction. Mears, Mirror Lake, and Goldenview did well on the content section of the assessment.

Table 36
Grade 8 Social Studies CRT
Spring 1999

Area	Number Tested	Less Than Mastery	Mastery	Greater Than Mastery
Political Science	3051	20%	40%	40%
Anthropology	3049	35%	42%	23%
Economics	3050	48%	40%	12%
Geography	3062	44%	28%	28%
Psychology	2984	41%	38%	21%
Sociology	2880	43%	45%	12%
Law	2841	64%	31%	5%
Performance	3062	81%	10%	9%
Total		61%	27%	12%
Total w/out Performance		42%	34%	22%

Reports of overall district and school performance have been made to the Social Studies Curriculum Coordinator and to Department Chairs at each middle school. Curriculum review is an ongoing process and the results of student performance will be examined relative to the content that to be emphasized in grade 8 social studies.

Benchmark and High School Graduation Qualifying examinations require skill similar to those used to respond to the Social Studies CRT in that students will be required to support their answers in writing in both reading and mathematics. As the curriculum changes to reflect this emphasis, we should observe increased performance.

Students did not do quite as well as they did in 1997-98. The results raise some questions about the consistency of grade 8 social studies instruction across the middle schools.

The *Grade 8 Science CRT*

The grade 8 Science CRT places the focus on student knowledge in the four content areas emphasized at grade 8: Chemistry, Earth and Space Science, Life Science, and Physics. The exam is designed as an end-of-course exam that includes the items that should be covered in every Middle school.

The current grade 8 Science CRT is a major revision of the test used through 1997-98. The earlier test provided a balance between performance activities and knowledge. The Science Department Chairs felt that it was important to revise the test to emphasize knowledge and the content of the Anchorage curriculum. The emphasis on the Anchorage curriculum and emphasis on mastery of the knowledge most important to the curriculum differentiates the CRT from the 20 item science section of the California Achievement Test written by grade 8 students.

The effort to develop a performance unit which would include student hands-on work with substances, decision making, and the application of knowledge to a practical problem has not yet been successful. A group of teachers and secondary curriculum staff met late in the 1997-98 school year and started development of a performance unit. Some additional conceptual work was done in 1998-99 but the performance unit did not progress to the point that it could be field tested with students. Work will continue on the performance assessment in 1998-99.

The grade 8 Science CRT was given in all middle schools during the second and third week of May. Overall performance was similar to that in 1997-98 when 2,100 students took the experimental version of the exam. In 1998-1999 there were more than 3,000 students tested. However some students did not take any of the Chemistry section because the teachers felt that the area had not been covered.

Overall performance levels were lower in 1998-99 than they had been the prior year. Performance in the Life Science area improved. Performance in the other areas declined with the percentage showing less than mastery increasing from 43% to 70% in Chemistry; from 32% to 35% in Earth Science; and, from 35% to 42%. Students did not demonstrate the 75% level of mastery desired on curriculum referenced tests.

Table 37

**Grade 8 Science CRT
Spring 1999**

Area	Number Tested	Number Items	Average Correct	Less Than Mastery	Mastery	Greater Than Mastery
Chemistry	3097	14	8	70%	20%	10%
Earth Science	3170	15	10	35%	25%	40%
Life Science	3167	17	11	16%	20%	64%
Physics	3152	15	10	42%	29%	29%
Total		61	40			

Table 38 presents the results by school. The average performances by area are significantly different from school to school. The results raise a question as to the extent that instruction is consistent across the district. It appears that some schools may not cover or provide the same emphasis on some areas of the grade 8 science course and that many teachers were unable to cover all of the material expected in the course. Testing has expanded to include the Bilingual and Special Education students capable of taking

the assessment with assistance in an effort to conform with the new Federal regulations on assessing Special Education and Bilingual Students (Individuals with Disabilities Education Act, 1997).

Table 38

**Grade 8 Science CRT
Mastery and Above Performance by School
Spring 1999**

School	N	Chemistry		Earth Science		Life Science		Physics	
		Mastery	Above	Mastery	Above	Mastery	Above	Mastery	Above
Whaley	9	-%	-%	22%	11%	22%	33%	22%	11%
Benson	32	19%	6%	31%	42%	22%	66%	28%	22%
Central	295	20%	9%	30%	29%	17%	65%	30%	39%
Clark	257	11%	3%	25%	21%	27%	44%	22%	18%
Denali	12	8%	8%	33%	25%	8%	50%	25%	8%
Girdwood	23	35%	30%	30%	52%	13%	83%	44%	39%
Golden View	367	25%	13%	22%	57%	17%	77%	29%	38%
Gruening	272	17%	7%	23%	41%	24%	61%	28%	27%
Hanshew	404	22%	12%	24%	41%	20%	69%	28%	36%
McLaughlin	15	6%	-%	18%	12%	41%	12%	12%	-%
Mears	434	18%	11%	26%	46%	21%	66%	33%	28%
Mirror Lake	219	22%	13%	30%	44%	21%	70%	34%	23%
Polaris	27	22%	19%	36%	39%	11%	89%	36%	36%
Romig	306	17%	16%	26%	31%	24%	56%	29%	33%
Steller	45	40%	5%	16%	64%	11%	82%	36%	47%
Walden	25	8%	-%	20%	20%	24%	44%	36%	8%
Wendler	354	19%	8%	22%	37%	17%	63%	27%	24%
Overall		19%	10%	25%	41%	24%	41%	29%	29%

A school by school and item by item analysis of performance on the Science grade 8 CRT and copy of the test has been provided to the Science Department Heads at each Middle School. A copy of an overall item analysis and the school by school breakdown of results was provided to the District Science Curriculum Coordinator.

Question: How well do Anchorage students write?

Answer: We are doing well in writing with scores meeting or exceeding district standards for at least 70% of the students on each of the individual traits of good writing. However, four thousand five hundred and eighty students are below expectation in at least one of the six areas. Only 48% of the students meet or exceed the standards in all six areas.

The Anchorage Writing Assessment was changed in 1998-1999 to better align with the State Benchmark examinations and the High School Diploma Qualification Test that will take place in March 2000 for all students in grades 3, 6, 8 and 10. Reports of student writing scores from the Anchorage Writing Assessment will be given to teachers of students in grades 6, 8, and 10 to help them recognize the students that need to develop additional writing skills prior to participating in the state tests.

Discussion: Anchorage does a local writing assessment that provides training for 125 teachers a year in using the six-traits of good writing as an instructional model. It also provides a useful basis for school level writing assessment for those schools that set a local school goal in writing.

Assessment and Evaluation and the Language Arts Curriculum Coordinator are exploring alternative for the assessment of writing that will not require teachers to leave their classrooms for training in the traits of good writing and objective scoring student papers.

Table 38 provides a comparison of performance for students tested at the various grades. The high school grade assessed in writing was shifted from grade 10 to grade 9 to reduce the amount of testing at the grade of the new High School Qualifying Exam and to aid in the identification of students that need additional help in writing to prepare them for the 10th grade exam.

Writing scores improve with increasing grade levels. More students in grade nine are meeting or exceeding expectations in every one of the traits of good writing. While the grade 9 performance is not quite as strong as the performance of grade 10 students the prior year, the grade 9 performance is notable with 8 out of 10 students meeting or exceeding standards in all areas other than Organization.

While Writing Conventions (spelling, capitalization, grammar etc.) remains an area of concern with 31% of grade five students performing below expectation, it is an area where performance has shown a real improvement over the years. For many years, it was consistently the lowest performance area in writing. Now we have improved to the point where 69% of grade 5 students, 73% of grade 7 students and 80% of grade 9 students are meeting or exceeding expectations in the area.

Part of this improvement may be due to the renewed curriculum emphasis on writing. During the year there were efforts to train teachers to use the six trait of good writing as the basis of instruction, to improve spelling instruction, and to use writing assessment to measure success in meeting school goals.

Table 38.1
Percentage Distribution of Writing Scores
by Grade Level
CRT Testing
Spring 1998-99

Grade	Area	Number Tested		Below Expectation		Meeting or Exceeding Expectation	
		1998	1999	1998	1999	1998	1999
5	Ideas & Content	3265	3426	27.6	23.5	72.4	76.5
	Organization			37.0	32.4	63.0	67.6
	Voice			24.0	20.4	76.0	79.6
	Effective Word Choice			24.0	24.1	76.0	75.9
	Sentence Fluency			30.5	26.2	69.5	73.8
	Writing			31.0	30.7	69.0	69.3
	Conventions						
7	Ideas & Content	2374	3260	23.9	20.2	76.1	79.8
	Organization			32.9	27.7	67.1	72.3
	Voice			23.1	15.9	76.9	84.1
	Effective Word Choice			18.3	22.2	81.7	77.8
	Sentence Fluency			21.5	22.0	78.5	78.0
	Writing			24.5	27.4	75.5	72.6
	Conventions						
9	Ideas & Content	N/A	2734	N/A	16.5	N/A	83.5
	Organization			N/A	23.0	N/A	77.0
	Voice			N/A	9.4	N/A	90.6
	Effective Word Choice			N/A	16.5	N/A	83.5
	Sentence Fluency			N/A	17.9	N/A	82.1
	Writing			N/A	19.7	N/A	80.3
	Conventions						
10	Ideas & Content	2470	N/A	14.5	N/A	85.5	N/A
	Organization			19.4	N/A	80.6	N/A
	Voice			6.8	N/A	93.2	N/A
	Effective Word Choice			9.6	N/A	90.4	N/A
	Sentence Fluency			14.0	N/A	86.0	N/A
	Writing			19.1	N/A	80.9	N/A
	Conventions						

Each of the traits of good writing is scored on a scale that runs from zero to 5. If a paper does not provide enough of a sample of writing in an area to allow a valid score the paper is given a zero. Papers that can be scored are scored from one to five. A score of 3 is assigned if the paper meets minimum performance expectations on the trait for the grade level. A score of one or two indicates that the paper is below expectation. A score of four or five reflects a paper that is above expectation.

Tables 39, 40, and 41 present the average scores on each trait for the papers from each school. The expected average score is always 3 or better. Differences in writing performance between individual schools are statistically significant. A score difference of .3 or larger is large enough that it means that there is a real difference between schools.

Table 39

**Anchorage Direct Writing Assessment
Anchorage School District
Grade 5 School Average Scores
Spring 1998-99**

School	Idea		Organization		Voice		Word		Sentence Fluency		Mechanics	
	N	M	N	M	N	M	N	M	N	M	N	M
Abbott Loop	62	3.0	64	2.7	64	3.1	62	2.9	64	2.7	64	2.6
Airport Hts.	48	2.9	48	2.7	48	3.1	48	2.7	48	2.7	47	2.7
Alpenglow	74	3.6	74	3.3	74	3.5	74	3.4	74	3.5	74	3.3
Aquarian	7	3.7	7	3.2	7	3.5	7	3.0	7	3.4	7	3.0
Aurora	72	3.1	70	2.8	72	3.0	71	3.4	72	3.0	71	3.0
Baxter	77	3.0	77	2.7	77	3.0	76	3.0	77	2.9	76	2.8
Bayshore	68	3.2	68	2.9	68	3.3	67	2.8	68	3.2	67	3.2
Bear Valley	71	3.6	71	3.2	71	3.7	71	3.2	70	3.3	68	3.1
Birchwood	44	3.0	44	3.1	44	3.2	44	3.4	44	3.2	44	3.3
Bowman	67	3.3	67	3.0	67	3.3	66	3.2	67	3.1	66	2.9
Campbell	77	2.8	78	2.6	78	2.8	79	3.2	78	2.7	78	2.8
Chester Valley	57	2.8	57	2.7	57	3.0	57	2.6	57	2.9	57	2.8
Chinook	79	2.8	79	2.6	78	2.7	79	2.9	79	2.5	78	2.7
Chugach Opt.	30	3.3	50	3.0	30	3.4	29	2.6	30	3.2	30	3.0
Chugiak Elem.	77	3.1	77	2.8	77	3.2	77	3.3	76	3.0	77	3.2
College Gate	52	2.9	52	2.7	51	3.0	52	2.9	52	3.1	52	2.8
Creekside	47	3.1	47	2.9	47	3.1	47	2.8	47	2.9	47	2.9
Denali	64	3.1	63	2.9	62	3.3	64	3.0	63	2.9	63	2.9
Eagle River	53	3.3	54	3.0	54	3.5	54	3.1	54	3.2	53	2.9
Fairview	40	2.9	39	2.6	39	3.2	40	2.8	40	2.9	40	3.0
Family Partnership	36	3.2	36	3.0	35	3.3	36	3.0	36	3.0	35	3.2
Fire Lake	61	2.8	61	2.6	60	2.9	61	2.6	61	2.7	61	2.7
Girdwood	15	3.2	14	2.7	14	3.5	14	3.0	14	3.2	15	3.4
Gov't Hill	32	2.9	32	2.7	32	3.0	32	2.9	32	2.8	32	2.8
Homestead	59	3.1	59	2.9	59	3.2	59	2.9	59	2.9	59	3.2
Huffman	78	3.7	78	3.3	78	3.7	78	3.4	78	3.4	78	3.3
Inlet View	29	3.4	29	2.9	29	3.5	29	3.3	29	2.9	28	2.9
Kasuun	70	3.2	70	3.1	70	3.4	70	3.2	69	3.2	70	2.9
Kennedy	28	2.7	28	2.6	26	2.7	27	2.7	28	2.8	27	2.9

Kincaid	73	3.3	73	3.0	73	3.3	73	3.1	73	3.1	73	3.0
Klatt	65	3.1	64	2.9	63	3.1	64	3.0	65	2.9	65	2.7
Lake Hood	54	3.1	54	2.8	54	3.0	54	2.8	54	2.8	53	2.6
Lake Otis	47	3.0	47	2.9	47	3.2	47	3.0	47	3.0	47	2.8

Table 39

**Anchorage Direct Writing Assessment
Anchorage School District
Grade 5 School Average Scores
Spring 1998-99
(continued)**

School	Idea		Organization		Voice		Word		Sentence Fluency		Mechanics	
	N	M	N	M	N	M	N	M	N	M	N	M
Mt. Spurr	36	3.5	36	3.1	36	3.5	36	3.1	36	2.9	36	3.0
Mt. View	25	2.8	25	2.6	25	2.9	24	2.5	25	2.6	25	2.4
Muldoon	48	2.5	49	2.4	49	2.6	49	2.3	49	2.4	49	2.3
North Star	72	2.9	73	2.5	73	3.1	73	2.7	73	2.6	72	2.5
Northern Lts.	49	3.5	50	3.2	50	3.6	48	3.4	49	3.5	49	3.6
Northwood	47	2.8	47	2.8	47	3.2	47	2.9	47	2.7	47	2.8
Nunaka Valley	59	2.9	50	2.7	59	2.8	60	2.8	59	2.8	60	2.9
Ocean View	46	3.5	46	3.5	46	3.6	47	3.3	46	3.6	47	3.9
O'Malley	66	3.4	67	3.1	67	3.4	67	3.3	67	3.4	66	3.5
Polaris	35	3.4	35	3.2	35	3.4	35	3.2	35	3.2	35	2.8
Ptarmigan	44	2.5	44	2.2	43	2.5	43	2.5	44	2.5	43	2.6
Rabbit Creek	64	3.3	64	3.1	66	3.3	67	3.2	66	3.2	67	3.3
Ravenwood	55	3.3	55	3.3	55	3.4	54	3.2	55	3.3	54	3.2
Rogers Park	76	3.2	76	3.0	75	3.2	76	3.2	75	3.3	75	3.1
Russian Jack	32	2.6	32	2.5	32	2.8	32	2.6	32	2.6	32	2.8
Sand Lake	70	3.3	71	2.9	71	3.4	71	3.1	70	3.1	71	2.9
Scenic Park	81	3.1	81	2.9	80	3.1	80	2.7	81	2.9	81	2.8
Spring Hill	71	3.2	71	2.9	71	3.2	71	3.1	70	3.0	71	3.0
Susitna	66	3.1	66	2.8	65	3.2	66	2.7	65	2.7	66	2.7
Taku	37	3.2	37	3.0	36	3.3	37	3.1	37	3.2	37	2.9
Tudor	58	2.9	58	2.5	56	2.8	58	2.7	57	2.5	58	2.5
Turnagain	54	3.4	54	3.1	54	3.5	54	3.2	53	3.2	54	3.2
Tyson, Wm.	46	2.8	48	2.7	48	2.9	47	2.6	47	2.7	48	2.7
Ursa Major	36	2.9	36	3.0	36	3.0	37	2.8	37	2.8	37	3.0
Ursa Minor	34	3.0	34	2.9	33	3.0	34	2.7	34	2.9	33	3.1
Williwaw	70	2.6	71	2.4	72	2.6	71	2.5	72	2.4	71	2.5
Willow Crest	57	2.8	57	2.5	57	2.9	57	2.6	57	2.8	56	2.7
Wonder Park	60	2.8	60	2.5	61	2.7	61	2.6	60	2.7	60	2.6
Wood, Gladys	88	2.9	88	2.6	88	3.0	88	2.8	88	2.8	88	2.8

Table 40

**Anchorage Direct Writing Assessment
Anchorage School District
Grade 7 School Average Scores
Spring 1998-99**

School	Idea		Organization		Voice		Word		Sentence Fluency		Mechanics	
	N	M	N	M	N	M	N	M	N	M	N	M
Benson/Search	26	2.8	26	2.6	26	3.1	26	2.8	25	2.7	25	2.5
Birchwood	27	3.4	27	3.2	27	3.6	27	3.2	27	3.2	27	3.1
Central	302	3.0	303	2.9	304	3.1	304	2.9	304	3.0	301	3.0
Clark	320	2.7	321	2.5	320	2.9	319	2.6	321	2.7	320	2.6
Denali	8	3.1	8	2.9	8	2.9	8	2.9	8	3.1	8	3.5
Girdwood	12	4.2	12	4.0	12	4.0	12	3.8	12	3.8	12	3.8
Goldenview	393	3.4	393	3.2	394	3.5	394	3.2	392	3.3	391	3.2
Gruening	228	3.2	228	3.0	229	3.3	228	3.1	228	3.1	227	3.0
Hanshew	380	3.2	383	3.0	380	3.3	381	3.0	384	3.0	381	3.0
Mears	341	3.2	241	3.0	339	3.3	341	3.1	339	3.1	339	3.1
Mirror Lake	200	3.3	200	3.0	198	3.6	200	3.1	200	3.1	201	3.3
Northern Lts.	38	3.8	37	3.5	38	3.8	38	3.5	38	3.6	37	3.8
Polaris K-12	31	3.4	30	3.4	31	3.6	31	3.2	31	3.3	30	3.3
Romig	331	3.0	332	2.8	330	3.1	331	2.9	331	3.0	422	2.9
Steller	39	3.4	39	3.1	39	3.4	39	3.2	39	3.2	39	3.3
Wendler	423	3.1	423	2.9	425	3.2	424	2.9	422	2.9	422	2.9
Family Partnership	37	3.4	37	3.2	37	3.2	37	3.1	37	3.1	37	3.1
Walden Pond	13	2.7	13	2.6	13	2.9	13	2.6	13	2.7	13	2.6

Table 41

**Anchorage Direct Writing Assessment
Anchorage School District
Grade 9 School Average Scores
Spring 1998-99**

School	Idea		Organization		Voice		Word		Sentence Fluency		Mechanics	
	N	M	N	M	N	M	N	M	N	M	N	M
Bartlett	448	3.2	448	3.0	448	3.4	449	3.0	448	3.1	449	3.1
Benny Benson	8	1.8	8	1.7	8	3.2	8	2.2	8	2.5	8	2.3
Chugiak High	452	3.5	455	3.4	457	3.6	455	3.3	456	3.5	454	3.4
Dimond	464	3.4	466	3.2	463	3.5	465	3.2	468	3.3	464	3.3
East	420	3.2	424	3.1	419	3.4	426	3.1	422	3.2	420	3.2
McLaughlin	8	2.5	8	2.2	8	2.8	8	2.7	8	2.6	8	2.7
Polaris K-12	25	3.3	24	2.9	24	3.5	25	3.2	25	3.1	25	2.8
Service	452	2.5	451	3.4	450	3.6	451	3.2	451	3.4	452	3.4

Steller	43	3.7	43	3.6	43	3.6	42	3.7	43	3.7	43	3.7
West	336	3.3	336	3.1	336	3.4	337	3.0	333	3.2	331	3.2
Family Partnership	30	3.7	30	3.4	30	3.8	30	3.4	30	3.6	30	3.7
Walden Pond	32	3.0	32	2.7	32	3.2	32	2.7	32	2.8	32	2.7

Question: How well did Anchorage seniors perform on advanced placement (AP) and college entrance examinations in 1998-99?

Answer: Anchorage students who plan to go to college often take either or both of the national college entrance examinations, the Scholastic Achievement Test (SAT) or the American College Testing (ACT) program test. The SAT is more commonly required by colleges in the western United States and is taken by more Anchorage graduates than the ACT. In 1998-99, Educational Testing Service reported scores for 1,365 Anchorage seniors on the SAT, 59 percent of the graduating class. American College Testing reported scores for 652 graduates on the ACT, 27 percent of the graduating class. The tests are voluntary and only reflect the performance of (mostly) college-bound students. Looking across the country, the percentage of seniors taking college entry exams ranged from about 5 percent in Mississippi to 80 percent in Massachusetts (Harvard Educational Review, 1995). The proportion of students taking the test has a substantial effect on average scores. The percent of Anchorage students taking both the ACT and SAT increased slightly in 1998-99.

Anchorage seniors do well on both the ACT and SAT. Performance is above both the national average and the average of students from other Alaska schools on both tests. The Anchorage SAT averages of 523 on Verbal, 530 on Mathematics, and 1,053 on SAT Total are above the national averages of 505, 511 and 1,016, respectively. The ACT averages for Anchorage of 22.2 for English, 23.4 for Mathematics, and 23.2 for Composite are above the national averages of 20.5, 20.7, and 21.0.

National scores have increased slightly over the past five years with slight decreases in both SAT and ACT math scores this past year. Anchorage scores increased over the first four years of the period and were down slightly this past year. In Anchorage, the slight decline may be related to the increased number of test takers and decrease in the proportion that report taking a core of college preparatory courses.

On the ACT, scores for students who report having taken at least four years of English, three years of Mathematics, three years of Social Studies, and three years of Natural Sciences show that better prepared students have scores which are about 8 percent higher than students without this core. The Anchorage students reporting that they completed the core curriculum fell from 63% last year to 61% this year.

The continued performance of Anchorage students above the level of national and state average ACT and SAT scores demonstrates the efficacy of the District's preparation program for college bound students. This preparation curriculum assists Anchorage students in generally doing better on the exams than other students from around the state of Alaska and students from across the United States. The results provide strong evidence that our college bound students can and do receive a solid education in the Anchorage School District.

When scores are compared with those of five years ago, an increase is seen for both Anchorage and the United States. When compared with last year, the SAT and ACT scores are slightly lower. The SAT Total is down from 1,059 to 1,053. The ACT Composite is down from 23.6 to 23.2. The proportion of graduates taking the SAT and ACT has increased by about 1%. The declines are small.

At the same time, we have a record number of students taking AP exams. Advanced placement (AP) courses give high school students the chance to take courses with content and materials equal to basic college courses. More than 1,600 Anchorage students completed AP exams in 1998-99 and 70% demonstrated acceptable college level performance. This was an increase in both the number of students taking AP classes and in the percent with scores of 3 or higher.

Discussion: Tables 43 and 44 provide the average ACT and SAT scores for the members of the class of 1999 who elected to take the tests. Almost all of these students plan to go on to college. Most Anchorage students

indicate that their likely choices of colleges are the University of Alaska Anchorage or public schools in Washington or Oregon.

Table 42 presents the Scholastic Achievement Test (SAT) results for 1998-99. Anchorage students average score of 523 in Verbal was above the national average of 505 and above the average of 511 for the rest of Alaska. The Mathematics score of 530 was above the national average of 511 and the average for the rest of Alaska of 504. The Total Score of 1,053 was above the national average of 1,016 and the average for the rest of Alaska of 1,015. The SAT scale has a standard deviation of 100 so small year-to-year differences are common and have little meaning.

Table 43 presents the American College Testing Program, ACT, results for 1998-99. Anchorage students' average score of 22.2 in English is above the national average of 20.5 and the average for the rest of Alaska of 20.1. The Anchorage Mathematics average of 23.4 is above the national average of 20.7 and the average for the rest of Alaska of 20.1. The Composite average of 23.2 is above the national average of 21.0 and the average for the rest of Alaska of 20.4. These differences are positive and notable though they are not large. Numerically, the standard deviation on the ACT is 4.5 points.

Student achievement on SAT and ACT above that of the rest of Alaska and the nation has been the pattern for Anchorage over the past 10 years. Tables 44 and 45 show the ACT and SAT scores since 1994-95. The proportion of students taking the college entrance examinations has increased over the years with the percent taking the SAT being relatively stable in the 50 percent to 59 percent range. The proportion of students taking the ACT increasing from about 20 percent to close to 30 percent of graduating seniors.

The popularity of the ACT may reflect the use of the scores by University of Alaska. The University of Alaska Anchorage is now the most frequent college choice reported by our Anchorage students taking ACT and SAT college placement exams.

Table 46 is based on information about college preparation supplied by students when they take the ACT test. Students report the courses they have taken and ACT compares scores of those who have completed what they call the college preparation core (four years of English and three years or more for each of math, social science and natural science) and those who have not. Anchorage students score higher than the comparable national groups for both students with and without the core courses.

Students who have completed the core classes consistently do better than those who have not completed the core. Students that have completed the core do from 8% to 15% better on ACT subject area tests. New Anchorage graduation requirements coming into effect for the "Class of 2000" should increase the number of students who have completed the academic core in the future.

The College Board, Educational Testing Service, and American College Testing are careful in cautioning users of college entry test scores that data is based on a self-selected group of students that does not reflect the ethnic, cultural, and income characteristics of the student population as a whole. Anchorage college-bound students who take these tests do well. They out perform the national average and the average for the rest of Alaska. We can infer from these results that the Anchorage academic program provides an education with enough rigor and quality that our students who take these tests are prepared to meet the challenges they will face at college.

Appendix A presents a summary of student performance on Advance Placement Exams. Table 1 shows that overall performance is strong with 1,123 students having scores of three and above. Table 2 shows that the number of students participating and average scores vary by secondary school. Table 3 shows that the average Anchorage Advanced Placement Test score is equal to national performance and above that of the rest of Alaska.

Table 42

**Anchorage School District
Average (Mean) SAT Scores by Geographic Region
1998-99 Seniors**

Geographic Region	Number Tested	Verbal	Average SAT Scores Mathematics	Total
Anchorage	1,365	523	530	1053
Alaska (Excluding Anchorage)	2,220	511	504	1015
Alaska (Including Anchorage)	3,585	516	514	1030
Nation	1,220,130	505	511	1016

Standard Deviation = 100

Table 43

**Anchorage School District
Average (Mean) ACT Scores by Geographic Region
1998-99 Seniors**

Geographic Region	Number Tested	English	Average ACT Scores Mathematics	Composite
Anchorage	652	22.2	23.4	23.2
Alaska (Excluding Anchorage)	1,825	19.4	20.1	20.4
Alaska (Including Anchorage)	2,477	20.1	21.0	21.1
Nation	1,019,053	20.5	20.7	21.0

Standard Deviation = 4.5

Table 44

**Anchorage Performances on
the Scholastic Achievement Test (SAT)
1993-94 through 1994-95
Estimated Scores 1995 Recentered Scale*
1995-96 through 1998-99 Recentered Scores**

Anchorage Graduates Taking the SAT			Anchorage Average Scores			National Average Scores		
Year	Number	Percent	Verbal	Math	Total	Verbal	Math	Total
1998-99	1,365	59%	523	530	1,053	505	511	1,016
1997-98	1,286	56%	526	533	1,059	505	512	1,017
1996-97	1,317	57%	522	527	1,049	505	511	1,016
1995-96	1,250	55%	527	529	1,056	505	508	1013
1994-95	1,157	54%	528	528	1,056	504	506	1,010

*Scores converted using software provided by the College Board.

Table 45

**Average (Mean) American College Testing (ACT) Scores by Sub-test Area
Anchorage Seniors
1993-94 through 1998-99**

Year	Anchorage Graduates Taking the ACT		Enhanced Average ACT Scores			National Composite
	Number	Percent	English	Math	Composite	
1998-99	652	27%	22.2	23.4	23.2	21.0
1997-98	601	26%	22.5	23.9	23.6	21.0
1996-97	606	26%	21.8	23.6	23.1	21.0
1995-96	681	30%	22.0	22.7	23.1	20.9
1994-95	690	32%	21.9	22.4	22.8	20.8

Table 46

**Anchorage School District
Average ACT Scores by Level of
Academic Preparation
Anchorage - Nation
1998-99 School Year**

Content Area	Group	Anchorage		Nation	
		Number Tested	Average	Number Tested	Average
English	Core or More*	395	24.0	615,545	21.6
	Less than Core	236	19.2	367,537	18.7
Math	Core or More*	395	25.4	615,545	21.8
	Less than Core	236	20.1	367,537	18.9
Reading	Core or More*	395	25.9	615,545	22.4
	Less than Core	236	21.1	367,537	19.8
Science	Core or More*	395	24.1	615,545	21.9
	Less than Core	236	20.3	367,537	19.6
Composite	Core or More*	395	25.0	615,545	22.0
	Less than Core	236	20.3	367,537	19.4

Notes:

* Core: English -- 4+ yrs; Mathematics -- 3+ yrs; Social Studies -- 3+ yrs; Natural Sciences -- 3+ yrs.

** 61 percent of Anchorage ACT test takers reported having completed an academic core.
60 percent of the national group of test takers reported having completed an academic core.

Question: What is the relationship between family economic status and student achievement?

Answer: While there is no simple causal relationship between family economic status and achievement, there are many factors which relate family economic status to school success. Families with more money have more to spend on books and experiences which enrich the intellectual life of children outside of school. Students from affluent families often have the experience of pre-school, have private places to study, and have access to books and computers. Poverty tends to reduce prenatal resources and may affect health care. School programs that serve students in less affluent areas may have more barriers to overcome.

Discussion: Tables 47, 48, 49, and 50 show a clear pattern in the CAT Total Reading, Total Language Arts, Total Mathematics, and Total Battery scores for those students who qualify for free or reduced lunch prices. Tables only include students in grades three through eight because these are the only grades at which both test scores and free and reduced price lunch information are available.

Average scores for students eligible for free lunch range from the 27th to the 38th percentile depending on grade and test area. Average scores for students eligible for reduced price lunches range from the 42nd to the 58th percentile. Average scores for students not eligible for free and reduced lunch range from the 61st to the 74th percentile. While individual students on free or reduced lunch may score at any level, the relation of low family income and lower achievement is persistent and obvious.

School profiles presented in Part II of the report show that some Anchorage schools have substantial numbers of children who are being raised in poverty. This is one of the many problems affecting students which makes the process of education more difficult.

Tables 51 and 52 show the percentage of students eligible for free and reduced price lunch in each Anchorage elementary and middle level school. The percentage of students ranges from less than 5 percent in the most affluent areas to over 90 percent in the least. Thirty of our elementary schools now have at least one child in three on free and reduced lunch and the proportion is more than one student in two in thirteen schools. Enrollments in the schools with very high percentages of students receiving free and reduced price lunch increased in 1998-99.

While the Anchorage School District is making a substantial effort to enrich and support children and schools impacted by poverty through Title I; the problem remains substantial. The differences in academic achievement for students and heavily impacted schools are a notable and a continuing challenge.

Table 47

**CAT Total Reading Percentile Rank Scores
by Lunch Eligibility Status
Spring 1999**

Grade Level	Information	Not Eligible for F/R Lunch	Eligible for Reduced Lunch	Eligible for Free Lunch
3	Percentile	69	50	33
	Number Tested	2,641	275	885
4	Percentile	67	45	37
	Number Tested	2,614	271	805
5	Percentile	67	50	35
	Number Tested	2,752	255	783
6	Percentile	66	44	34
	Number Tested	2,644	219	661
7	Percentile	68	47	35
	Number Tested	2,826	206	655
8	Percentile	69	49	38
	Number Tested	2,756	159	495

Table 48

**CAT Total Language Arts Percentile Rank Scores
by Lunch Eligibility Status
Spring 1999**

Grade Level	Information	Not Eligible for F/R Lunch	Eligible for Reduced Lunch	Eligible for Free Lunch
3	Percentile	61	42	27
	Number Tested	2,642	277	877
4	Percentile	65	46	37
	Number Tested	2,612	269	805
5	Percentile	74	58	43
	Number Tested	2,759	254	782
6	Percentile	71	53	41
	Number Tested	2,636	221	657
7	Percentile	66	42	32
	Number Tested	2,826	206	652
8	Percentile	62	45	33

Number Tested	2,744	159	492
---------------	-------	-----	-----

Table 49

**CAT Total Mathematics Percentile Rank Scores
by Lunch Eligibility Status
Spring 1999**

Grade Level	Information	Not Eligible for F/R Lunch	Eligible for Reduced Lunch	Eligible for Free Lunch
3	Percentile	68	48	33
	Number Tested	2,641	273	879
4	Percentile	72	50	42
	Number Tested	2,611	271	807
5	Percentile	69	50	41
	Number Tested	2,740	252	774
6	Percentile	74	55	42
	Number Tested	2,636	220	658
7	Percentile	69	50	40
	Number Tested	2,828	204	649
8	Percentile	67	47	37
	Number Tested	2,722	155	489

Table 50

**CAT Total Battery Percentile Rank Scores
by Lunch Eligibility Status
Spring 1999**

Grade Level	Information	Not Eligible for F/R Lunch	Eligible for Reduced Lunch	Eligible for Free Lunch
3	Percentile	67	45	28
	Number Tested	2,617	270	862
4	Percentile	68	45	36
	Number Tested	2,592	267	787
5	Percentile	73	54	39
	Number Tested	2,727	254	773
6	Percentile	72	50	37
	Number Tested	2,623	218	650
7	Percentile	68	43	32
	Number Tested	2,794	200	632
8	Percentile	67	46	33
	Number Tested			

Number Tested	2,684	155	476
---------------	-------	-----	-----

Table 51
Free and Reduced Price Lunch - Elementary School
End-of-Year 1999

School	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income families*
Fairview ^{1, 2}	407	396	97
Mt. View ¹	431	412	95
Tyson, William ¹	429	387	90
Muldoon ¹	403	292	72
North Star ^{1, 2}	526	373	70
Williwaw ¹	562	381	67
Wonder Park ¹	512	343	66
Russian Jack ¹	417	242	58
Ptarmigan ^{1, 3}	406	219	53
Ursa Minor	304	172	56
Willow Crest ³	540	291	53
Creekside Park	389	199	51
Ursa Major ¹	404	206	50
Kennedy ¹	272	133	48
Nunaka Valley	387	181	46
Chester Valley	371	173	46
Government Hill ¹	415	188	45
Airport Heights	340	145	42
Taku ³	354	151	42
Tudor	557	227	40
Northwood	433	173	39
Chinook	564	213	37
Lake Otis	516	186	36
Denali	472	172	36
Aurora	557	179	32
Abbott Loop	556	176	31
Baxter	467	148	31
College Gate	465	148	31
Eagle River	392	121	30
Klatt	525	159	30
Woods, Gladys	523	140	26
Mt. Spurr	288	75	25
Turnagain	428	108	25
Susitna	552	143	25
Scenic Park	556	134	24
Lake Hood	487	114	23
Spring Hill	550	129	23
Campbell	534	117	21
Inlet View	260	53	20
Fire Lake	377	79	20
Kasuun	639	124	19
Rogers Park	594	111	18
Girdwood	123	21	17
Chugiak Elementary	522	84	16
Birchwood ABC	384	60	15
Bowman	672	92	13
Kincaid	508	64	12
Ocean View	408	43	10
Rabbit Creek	460	46	10
Sand Lake	583	59	10
Homestead	492	47	9

Bayshore	570	50	8
Polaris	249	20	8
Northern Lights ABC	464	25	5
Alpenglow	560	28	5

Table 51
Free and Reduced Price Lunch - Elementary School
End-of-Year 1999 (continued)

School	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income families*
Chugach Optional	257	13	5
Ravenwood	395	17	4
Village	25	1	4
Bear Valley	503	18	3
Huffman	511	17	3
O'Malley	484	14	2
Aquarian	111	2	1
Family Partnership	346	2	<1
TOTAL	27,788	8,836	31

* Estimate of children from low income families is based on Free/Reduced Lunch Program.
 1 - Title I 2 - Even Start 3 - ASD Under-achieving

Table 52
Free and Reduced Price Lunch - Middle Level
End-of-Year 1999

School	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
Clark ¹	820	495	60
Central	786	256	32
Birchwood Sec	29	9	31
Romig ³	781	233	29
Denali (Montessori)	41	10	24
Wendler	964	235	24
Hanshew	912	158	17
Mears	966	144	14
Mirror Lake	677	101	14
Girdwood	25	3	12
Northern Lights Sec	48	4	8
Gruening	605	50	8
Benson/Search	544	39	7
Goldenview	875	53	6
Polaris	237	2	<1
TOTAL	8,310	1,792	21

* Estimate of children from low income families is based on Free/Reduced Lunch Program.
 1 - Title I 2 - Even Start 3 - ASD Under-achieving

Question: What is the relationship between student achievement and the length of time a student has been enrolled in the Anchorage School District?

Answer: Students who are more stable tend to do better than students who move from school to school. This assertion is generally born out through the examination of Tables 53, 54, 55, and 56. The tables compare CAT performance of students who are in their first or second year in Anchorage schools with continuing students who have more years in Anchorage schools. The average scores of students new to Anchorage are below the average of those who have been with us for a few years. Those who have been in Anchorage schools five or more years also do better than those who have been here for only three or four years.

Students who come to Anchorage are generally at or above the national average by the time they are tested in the spring of their first or second year. Average scores for all Anchorage students in Reading range from the 59th percentile to the 65th . New students scores range from the 46th to the 64th percentile.

The pattern of higher scores in Reading, Language Arts, Total Mathematics, and the Total Battery supports the argument that students who are more stable and have continued exposure to the Anchorage curriculum do better. Students who are in their third or fourth year generally do better than students in their first or second year, and students who have been here five or more years do best of all.

Discussion: Tables 53, 54, 55, and 56 show the same pattern of higher performance in Reading, Language Arts, Mathematics, and the Total Battery scores for Anchorage students who have had longer tenures in the Anchorage schools. The tables do not examine the relationship between mobility within Anchorage and achievement. Bilingual students who do not speak English may be excluded from CAT testing for their first three years in an English speaking school. Exclusion of these students from the first and second year group and inclusion of these students in the third and fourth and fifth year and more groups has an impact on the Reading and Language Arts scores.

All of the third grade students who started with the District other than those who have been held back or were enrolled in Special Education Pre-School programs are in their third or fourth year. The third grade students who are in their fifth year are generally students who have been held back or they are Special Education students who have an Individual Education Plan which includes standardized testing. These students are assessed with instruments appropriate to their level of development and their progress is tracked as part of the IEP process. With an emphasis on the inclusion of Special Education students in regular school activities, the number of Special Education students tested on norm referenced tests has been increasing across the District.

There has been some increase in the scores of new-to-District students and continuing students over the past five years. This is now reflected in the higher scores of some incoming students relative to District students in elementary grades.

The difference in percentile rank scores between new and continuing students ranges from -1 to +10 with a median difference of about +5 percentile points. This is a notable difference in a District as large, diverse, and mobile as the Anchorage School District. It is a reassurance that while we here in Anchorage may do it differently than it is done "outside," we are doing it in such a way that students who stick with us are doing better (on average) than the students who come to join us.

Table 53

**Relationship of Tenure in District
and Norm-Referenced Test Performance
in Total Reading
Spring 1999**

Grade Level	Information	First or Second Year	Third or Fourth Year	Fifth Year or More	Total
3*	Percentile	61	62	39	61
	Number Tested	634	2,937	230	3,801
4	Percentile	64	57	60	60
	Number Tested	552	585	2,553	3,690
5	Percentile	60	55	62	61
	Number Tested	511	452	2,827	3,790
6	Percentile	55	57	60	60
	Number Tested	431	266	2,727	3,524
7	Percentile	61	58	63	62
	Number Tested	485	384	2,818	3,687
8	Percentile	63	61	66	65
	Number Tested	401	319	2,690	3,410
9	Percentile	55	50	62	60
	Number Tested	364	286	2,535	3,185
10	Percentile	52	58	63	62
	Number Tested	313	212	2,338	2,863
11	Percentile	46	55	60	59
	Number Tested	226	204	2,096	2,526

* The "third or fourth year" column includes some students who are actually in their fifth year, or beyond. Students in grade 3 who have been enrolled for five or more years have been held back or were identified as having special needs and enrolled in pre-school.

Table 54

**Relationship of Tenure in District
and Norm-Referenced Test Performance
in Total Language Arts
Spring 1999**

Grade Level	Information	First or Second Year	Third or Fourth Year	Fifth Year or More	Total
3*	Percentile	53	55	33	53
	Number Tested	633	2,936	227	3,796
4	Percentile	62	57	58	59
	Number Tested	549	587	2,550	3,686
5	Percentile	65	65	69	68
	Number Tested	511	456	2,828	3,795
6	Percentile	63	66	66	66
	Number Tested	427	364	2,723	3,514
7	Percentile	57	55	61	60
	Number Tested	482	382	2,820	3,684
8	Percentile	57	55	60	59
	Number Tested	399	317	2,679	3,395
9	Percentile	52	50	60	59
	Number Tested	364	286	2,543	3,193
10	Percentile	48	56	57	56
	Number Tested	312	211	2,343	2,866
11	Percentile	45	53	54	53
	Number Tested	227	204	2,084	2,515

* The "third or fourth year" column includes some students who are actually in their fifth year, or beyond. Students in grade 3 who have been enrolled for five or more years have been held back or were identified as having special needs and enrolled in pre-school.

Table 55

**Relationship of Tenure in District
and Norm-Referenced Test Performance
in Total Mathematics
Spring 1999**

Grade Level	Information	First or Second Year	Third or Fourth Year	Fifth Year or More	Total
3*	Percentile	58	62	39	60
	Number Tested	634	2934	225	3,793
4	Percentile	66	63	66	65
	Number Tested	553	587	2,549	3,646
5	Percentile	61	58	65	64
	Number Tested	509	452	2,815	3,776
6	Percentile	63	68	69	68
	Number Tested	430	365	2,719	3,491
7	Percentile	60	60	66	64
	Number Tested	482	382	2,817	3,626
8	Percentile	60	60	65	64
	Number Tested	397	312	2,657	3,315
9	Percentile	63	64	69	68
	Number Tested	360	289	2,541	3,161
10	Percentile	55	64	67	65
	Number Tested	310	213	2,348	2,827
11	Percentile	59	62	66	65
	Number Tested	231	206	2,094	2,487

* The "third or fourth year" column includes some students who are actually in their fifth year, or beyond. Students in grade 3 who have been enrolled for five or more years have been held back or were identified as having special needs and enrolled in pre-school.

Table 56

**Relationship of Tenure in District
and Norm-Referenced Test Performance
in Total Battery
Spring 1999**

Grade Level	Information	First or Second Year	Third or Fourth Year	Fifth Year or More	Total
3*	Percentile	60	61	36	60
	Number Tested	627	2,901	221	3,749
4	Percentile	65	60	62	62
	Number Tested	545	580	2,521	3,646
5	Percentile	64	61	68	67
	Number Tested	506	450	2,798	3,754
6	Percentile	61	65	57	66
	Number Tested	427	362	2,702	3,491
7	Percentile	60	59	65	64
	Number Tested	478	379	2,769	3,626
8	Percentile	62	60	66	65
	Number Tested	389	309	2,617	3,315
9	Percentile	60	57	67	65
	Number Tested	359	283	2,519	3,161
10	Percentile	54	62	66	64
	Number Tested	308	208	2,311	2,827
11	Percentile	51	59	62	61
	Number Tested	224	201	2,062	2,487

* The "third or fourth year" column includes some students who are actually in their fifth year, or beyond. Students in grade 3 who have been enrolled for five or more years have been held back or were identified as having special needs and enrolled in pre-school.

Question: What is the relation between transience during the school year and achievement?

Answer: It may be as hard on a student to change schools as it is for an adult to change jobs. It goes beyond the loss of friends and the task of getting acquainted with a new teacher. Textbooks may be different, the grading system may differ, and the curricular emphasis may not align with the prior school even though the change may be from one Anchorage school to another.

Information on performance and mobility for 1998-99 is similar to that provided in past years. Students who move during the year have notably lower scores in Reading, Language Arts, and Mathematics at all grade levels than do students who have remained in one District school during the year.

Discussion: Tables 57, 58, 59, and 60 describe the differences in average performance for Total Reading, Total Mathematics, Total Language Arts and Total Battery. In general, more than 10 percent of students at a given grade level have made at least one change of schools during the year.

Reading scores range from the 34th to the 50th percentile for students who move. Scores for students who stay in the same program for the year range from the 59th to the 65th percentile. In every case, “stable” students have higher scores and the gap is ten or more percentile points for each grade level.

The same pattern holds true for Total Language Arts, Total Mathematics and Total Battery scores. Students who move tend to have lower scores than students continuing enrollment in the same school.

The mobility of Anchorage students is one element which makes educating students more difficult. While there are many factors beyond making a change of teachers and schools which may affect the test scores of mobile students, the common element is the change of schools. Thousands of students must adapt to new schools within Anchorage each year. Schools in which there is high mobility face a more difficult job than schools where students are stable.

The more that can be done to assure that students can make a smooth and pain free transition the better. Continuity of books, instruction, and teacher expectation all support less disruption and greater achievement.

Table 57
Relationship of Total Reading Performance
to Transience During School Year
Spring 1999

Grade Level	Information	Not Transient	Transient	Total
3	Percentile	61	45	63
	Number Tested	3,801	409	3,392
4	Percentile	60	50	61
	Number Tested	3,690	379	3,311
5	Percentile	61	43	63
	Number Tested	3,790	351	3,439
6	Percentile	60	40	61
	Number Tested	3,524	298	3,226
7	Percentile	62	46	64
	Number Tested	3,687	323	3,364
8	Percentile	65	41	66
	Number Tested	3,410	322	3,088
9	Percentile	60	36	63
	Number Tested	3,185	325	2,860
10	Percentile	62	34	65
	Number Tested	2,863	291	2,572
11	Percentile	59	36	61
	Number Tested	2,526	284	2,242

Table 58

**Relationship of Total Language Arts Performance
to Transience During School Year
Spring 1999**

Grade Level	Information	Not Transient	Transient	Total
3	Percentile	53	37	55
	Number Tested	3,796	407	3,389
4	Percentile	59	41	60
	Number Tested	3,686	371	3,315
5	Percentile	68	51	70
	Number Tested	3,795	351	3,444
6	Percentile	66	45	68
	Number Tested	3,514	293	3,221
7	Percentile	60	39	62
	Number Tested	3,684	318	3,366
8	Percentile	59	39	61
	Number Tested	3,395	315	3,080
9	Percentile	59	34	61
	Number Tested	3,193	326	2,867
10	Percentile	56	29	60
	Number Tested	2,866	291	2,575
11	Percentile	53	32	56
	Number Tested	2,515	275	2,240

Table 59

**Relationship of Total Mathematics Performance
to Transience During School Year
Spring 1999**

Grade Level	Information	Not Transient	Transient	Total
3	Percentile	60	44	62
	Number Tested	3,793	408	3,385
4	Percentile	65	51	67
	Number Tested	3,689	374	3,315
5	Percentile	64	47	65
	Number Tested	3,776	350	3,426
6	Percentile	68	43	70
	Number Tested	3,514	290	3,224
7	Percentile	64	47	66
	Number Tested	3,681	323	3,358
8	Percentile	64	42	66
	Number Tested	3,366	309	3,057
9	Percentile	68	42	70
	Number Tested	3,190	321	2,869
10	Percentile	65	36	68
	Number Tested	2,871	296	2,575
11	Percentile	65	41	67
	Number Tested	2,531	277	2,254

Table 60
Relationship of Total Battery Performance
to Transience During School Year
Spring 1999

Grade Level	Information	Not Transient	Transient	Total
3	Percentile	60	42	61
	Number Tested	3,749	397	3,352
4	Percentile	62	49	64
	Number Tested	3,646	367	3,279
5	Percentile	67	48	68
	Number Tested	3,454	348	3,406
6	Percentile	66	41	68
	Number Tested	3,491	288	3,203
7	Percentile	64	44	65
	Number Tested	3,626	310	3,316
8	Percentile	65	42	67
	Number Tested	3,315	293	3,022
9	Percentile	65	38	68
	Number Tested	3,161	313	2,848
10	Percentile	64	33	67
	Number Tested	2,827	278	2,549
11	Percentile	61	36	64
	Number Tested	2,487	262	2,225

Question: How do grades and credits relate to secondary school performance in 1998-99?

Answer: Students in Anchorage are generally graded on a four point scale with a 2.0 grade point average being the equivalent of a middle "C." Grades are the means by which teachers "pay" students for their work. Grades may be given to encourage as well as reward and may reflect effort and attitude as well as the quality of the work produced.

Students who are in Advanced Placement courses are given more credit for the work they do than students in other classes. For an AP student, a grade of "A" is given a 5.0 rather than 4.0; a grade of "C" is given a 3.0 rather than 2.0. Additional credit is given based on the expectation that grades are harder to earn in AP courses because of the more rigorous curriculum. AP courses are included in the grade point averages reported throughout this document.

Anchorage high school grades are consistent with the above average basic skills performance measured on the CAT. The average grades for 11,089 students who had one or more marks assigned during 1998-99 was 2.61 or "B-." About 59 percent of the grades given were marks of "A" or "B". This continues a trend of higher grades for high school students over the past few years.

Anchorage high school students attempted an average of 5.76 credits and earned an average of 5.18 credits. The average number of credits earned was 5.32 for grade 9 students, 5.28 for grade 10 students, 5.23 for grade 11 students, and 4.81 for grade 12 students. An Anchorage student requires 21 credits for graduation. An Anchorage student graduating in the year 2000 will be required to earn 24 credits for graduation.

Examination of Tables 63 and 64 shows that there was an increase in high school credits attempted over the prior year. However, the relative number of low and unacceptable grades remains high with more than 22 percent of the grades reflecting "D" or "F" performance: Language Arts, 24 percent; Mathematics 30 percent; Science 25 percent; and Social Studies, 23 percent. Eleven percent of the grades earned are "Fs."

The Graduation Support Service Program was initiated during the 1996-97 school year to help students make up credits to allow them to keep up with their classmates and graduate. More than 2,000 students made use of the service to make up required course work and earn needed credits. It is clear that G.S.S. is starting to affect credits and grades.

The negative relation between poor attendance and grades remains strong with an overall correlation above .5. While many factors affect both grades and attendance, they are strongly linked at high school. Those students who miss school regularly tend to earn lower grades.

Discussion: Tables 61, 62, 63, and 64 present the grades, credits attempted, credits earned, grade point average, average absences and the correlation between grade point average and attendance for the more than 17,000 secondary students who were issued report cards in 1998-99. The data is drawn from the District Student Management System which contains transcript information for all secondary students. Averages and standard deviations of average scores are presented to provide a sense of the range of scores. Two-thirds of the scores fall within one standard deviation above or below the average.

The majority of students earn enough credits to graduate in four years. Students who fail courses have opportunities to retake the classes and to gain the credits necessary to graduate and more students are taking advantage of the Graduation Support System. The opportunity to complete the credits needed has increased along with the need to complete more credits. Students can now make-up credits through summer school, extended day courses in their home schools after regular school hours, and non-district

alternatives such as the state correspondence program. Some students also continue into a fifth year of high school.

Table 63 shows a strong secondary program with most students making adequate progress toward graduation. The average credits earned has reached 5.28 credits being sufficient to produce the 21 credits needed for graduation. Table 64 supports these averages by showing the number and percentage of various letter grades earned during the year. The number of credits earned and the average grades have both increased over last year.

It is not clear how much of an effect summer school and the G.S.S. program have had. But, it is clear that more students are earning credits and higher grades.

The correlation between attendance and school success remains strong. It is stronger at high school than middle level where more students make use of District transportation and attendance is higher. It is also higher for grades 9 through 11 than it is for grade 12. It appears that there was an increase in the number of absences of seniors last year with the average reaching 6.25 per course per semester. Keeping students present and interested continues to be one of the features of a successful program.

Table 61

**Middle School Student
Class and GPA Analysis
by Grade
Spring 1999**

Data Type	7	8	7-8
Number of Students	3,646	3,309	6,955
Average Courses Attempted	6.97	6.94	6.95
Average Courses Earned	6.32	6.37	6.34
Mean Grade Point Average	2.69	2.75	2.72
Average Absences per Course	5.17	5.52	5.33
Absence - GPA Correlation	-0.4398	-0.3499	-0.3961

Table 62

**Distribution of Attempted Classes and
Earned Marks by Area
Combined Grades 7 - 8
Spring 1999**

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	7,647.00	29%	28%	21%	11%	11%
Mathematics	6,922.00	22%	28%	24%	14%	12%
Science	6,881.00	24%	29%	23%	13%	11%
Social Studies	6,816.00	30%	27%	20%	11%	12%
All Courses	48,349.75	36%	27%	19%	10%	18%

*Includes "F," "WF," and "I."

Table 63

**High School Student
Credit and GPA Analysis
by Grade
Spring 1999**

Date Type	9	10	11	12	9-12
Number of Students	3,179	2,859	2,644	2,407	11,089
Average Credits Attempted	5.94	5.95	5.85	5.19	5.76
Average Credits Earned	5.32	5.28	5.23	4.81	5.18
Mean Grade Point Average	2.59	2.52	2.58	2.77	2.61
Average Absences per Course	4.68	5.01	5.41	6.25	5.28
Absence - GPA Correlation	-0.5627	-0.5231	-0.5037	-0.4355	-0.4940

Table 64

**Distribution of Attempted Credits and
Earned Marks by Area
Combined Grades 9 - 12
Spring 1999**

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	11,576.75	28%	28%	20%	12%	12%
Mathematics	9,380.75	19%	26%	25%	16%	14%
Science	9,270.00	23%	28%	24%	14%	11%
Social Studies	11,695.75	30%	26%	21%	12%	11%
All Courses	63,868.75	33%	26%	19%	11%	11%

*Includes "F," "WF," and "I."

Question: What was the level of attendance for District students in 1998-99?

Answer: More students were attending Anchorage schools than ever before. Ninety-three percent of the students were in school on the average school day of 1998-99. The rate of attendance was consistent with that of prior years. Attendance has not been a systemic problem in Anchorage.

Discussion: Table 65 shows that overall attendance in Anchorage was good with an overall average of 93.6 percent during the 1998-99 school year. Attendance in Anchorage schools has ranged between 94.4 and 92.4 percent over the past five years. Overall level of attendance is not a major problem area. Unfortunately, even this good attendance rate, means there are between 2,500 and 3,000 students missing from their classes on the average school day.

Table 65
Anchorage School District
Five Year History of District Wide Attendance
1994-95 through 1998-99

School Year	Average Daily Membership	Average Daily Attendance	Percent Attendance
1998-99	45,913.6	49,019.5	93.6%
1997-98	45,053.6	48,220.3	92.4%
1996-97	47,500.7	44,537.9	93.8%
1995-96	47,046.9	44,133.5	93.8%
1994-95	46,881.6	44,235.3	94.4%

Question: How many students dropped out of the Anchorage School District last year?

Answer: The number of students identified as dropouts during the 1998-1999 school year is the lowest that it has been in five years (1,516 students, 2.8%).

Unfortunately, it is difficult to accurately assess the true number of dropouts because students frequently leave school without giving their reason for leaving. Students who leave may enroll in another public school system, a private school, a home-study program, or G.E.D. program without notifying District. This is particularly true for students who complete a school year and do not reappear to enroll at the start of the following year. If a student leaves and we have no evidence of enrollment in another school, we consider the student to be a dropout.

Analysis of the enrollment pattern of the group of students who entered ninth grade in 1994-95 and should have graduated with the class of 1999 indicates that about 13 percent of the students may have dropped out of school over their expected four year high school career. This is a 2 percent improvement over last year. Another 10 percent left over the summer. In all, 68 percent of the students who started as freshmen in 1995-96 completed 12th grade in Anchorage.

Analysis of District records show that from 3.2 percent to 2.8 percent of Anchorage students have left school during the school term each of the past five years with their last known intention being to "dropout." The figure for 1998-99 was 2.8 percent, which shows a slight drop from last year. The most recent national information placed the annual event dropout rate for students in grades 10-12 at about 5.7 percent (Condition of Education 1997, Indicator 7, p. 215). The comparison is not an exact one but it is clear that the Anchorage dropout rate is lower than the national rate and moving lower.

Dropout patterns varied by racial-ethnic group. American Native students continue to be more likely to drop out than students from other backgrounds. The next most likely group to drop out was Hispanic students. White students, however, have the highest absolute number of dropouts, 774 students during 1998-1999.

Examination of the four year transfer pattern suggests that the true drop out rate over the four years of high school is somewhere between the 12.5 percent of students declared to be dropouts and the 23% that would result from a combination of known dropouts and summer leavers.

Discussion: A dropout is most often thought of as an individual who leaves school without obtaining a high school diploma. When students leave school in Anchorage during the course of the school year, the school registrar reports their reason for leaving using a set of standard District codes. Table 54 is based on an analysis of students who left an Anchorage school during the school year and were coded as dropouts by school registrars between 1994-95 and 1998-99. The table shows that the number of students leaving is a small percentage of the Anchorage student body ranging from a low of 2.85 percent (1,516 students) in 1998-99 to a high of 3.17 percent in 1996-97. About 4,700 students have left school as official dropouts over the past three years.

Table 66 shows that among the racial-ethnic groups, American Native students are the most likely to drop out during the school year. White students are the least likely to leave school as dropouts. Asian and Hispanic groups show a pattern of increased numbers of dropouts over the past five years though the rates for both of these groups have improved over the past year

The identification of the actual number of dropouts is complicated by the fact that many students leave the school district during the summer months and neither the students nor their parents report that they

are moving. Table 67 presents information on those students who entered high school as freshmen in September 1994 and who, with normal matriculation, would have graduated with the class of 1998-99.

There were 3,396 students who entered the freshmen class in September 1995. Of those 2,314 or 68.1 percent of the group, completed their senior year in Anchorage in 1998-99. There were 423 or 12.5 percent, who were shown on the school records as dropouts. Another 286, or 8.4 percent, indicated that they were transferring out of the Anchorage School District. Five students died and seven students were suspended from school and did not return. Three hundred and sixty one students left during the summer and did not indicate their intentions. Some of these students may well have been dropouts.

Tables 68 and 69 also examine the holding pattern of the District through high school. Table 68 reviews the class entering ninth grade in as to its mobility pattern for each year of high school. Table 69 presents a five year historical perspective on transfer patterns, presenting the overall patterns for the entering ninth grade classes the years 1992 to 1996.

The data in Table 68, review the progress of the entering high school class from 1995 - 1996. The students demonstrate an increasing tendency to drop out with increased grade level coupled with a decreasing likelihood to transfer from the District with increased grade level. The number of summer leavers also declines over the years.

The five-year history provided in Table 69 demonstrates a pattern of fluctuating holding power. Dropout figures fluctuate up and down in the range of 12 to 15 percent. Similarly, summer leaving was in the range of 11 to 13 percent. From 8 to 9 percent of each entering high school class transferred out of the District.

The dropout rates in Anchorage have not changed dramatically over the years. The information on holding power suggests that several hundred Anchorage students leave school each year without benefit of a completed program. Leaving school without completing high school represents a total breakdown of the school-student interaction. The dropout situation may be symptomatic of the alienation of a significant portion of the local population from the educational activities in the schools. It is important to continue monitoring our level of dropouts and summer leavers as more rigorous District and State standards take effect.

“Left Blank Intentionally”

Table 66

**Anchorage School District
School Year Dropouts
1994-95 to 1998-99**

	American Natives	Asian/ Pacific Islanders	Black	Hispanics	Whites	Total
1998-99						
Enrollment	6,553	4,666	4,703	2,788	34,545	53,267
Final Dropouts	362	130	164	86	774	1,516
Percent Dropouts	5.52%	2.79%	3.49%	3.08%	2.24%	2.85%
1997-98						
Enrollment	6,421	4,159	4,634	2,654	34,752	52,620
Final Dropouts	362	106	157	96	848	1,569
Percent Dropouts	5.64%	2.55%	3.39%	3.62%	2.44%	2.98%
1996-97						
Enrollment	6,143	3,844	4,599	2,511	34,638	51,735
Final Dropouts	374	114	165	95	846	1,594
Percent Dropouts	6.09%	2.97%	3.59%	3.78%	2.44%	3.08%
1995-96						
Enrollment	5,877	3,622	4,456	2,340	35,200	51,495
Final Dropouts	475	106	157	94	899	1,631
Percent Dropouts	6.38%	2.93%	3.52%	4.02%	2.55%	3.17%
1994-95						
Enrollment	5,733	3,404	4,577	2,133	35,608	51,475
Final Dropouts	366	95	185	79	890	1,615
Percent Dropouts	6.36%	2.79%	4.04%	3.70%	2.50%	3.14%

Table 67

**Anchorage School District
Four -Year Transfer Pattern
of Students in Grade 9
at Beginning of 1995-96 School Year
Ethnic Group Patterns**

	American Natives	Asian/ Pacific Islanders	Black	Hispanics	Whites	Total
Beginning of Ninth Grade Membership*	321	251	293	139	2,392	3,396
Completed/ Early Graduate or still enrolled 6/98	162 50.5%	172 68.5%	194 66.2%	85 61.2%	1,701 71.1%	2,314 68.1%
Transfer Out of ASD	38 11.8%	24 9.6%	31 10.6%	14 10.1%	179 7.5%	286 8.4%
Death of Student	2 0.6%	0 0.0%	0 0.0%	0 0.0%	3 0.1%	5 0.1%
Suspensions	0 0.0%	1 0.4%	2 0.7%	0 0.0%	4 0.2%	7 0.2%
Drop Out	75 23.4%	33 13.1%	42 14.3%	25 18.0%	248 10.4%	423 12.5%
Summer Leavers from Ninth Grade Cohort	44 13.7%	21 8.4%	24 8.2%	15 10.8%	257 10.7%	361 10.6%

* Students enrolled on 9/30/95 were considered in school at the "Beginning of the Year."

Table 68

**Anchorage School District
Four-Year Transfer Pattern
of Students in Grade 9
at Beginning of 1995-96 School Year
Grade Level Patterns**

	Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	Total
Beginning of Ninth Grade Membership	3,396	3,119	2,816	2,493	3,396
Completed/ Early Graduate	0 0.0%	0 0.0%	8 0.3%	2,306 92.5%	2,314 68.1%
Transfer Out of ASD	112 3.3%	85 2.7%	60 2.1%	29 1.2%	286 8.4%
Death of Student	2 0.1%	2 0.1%	0 0.0%	1 0.0%	5 0.1%
Suspension	0 0.0%	1 0.0%	0 0.0%	6 0.2%	7 0.2%
Drop Out	39 1.1%	90 2.9%	143 5.1%	151 6.1%	423 12.5%
Summer Leaver	124 3.7%	125 4.0%	112 4.0%	0 0.0%	361 10.6%
Continued Enrollment	3,119 91.8%	2,816 90.3%	2,493 88.5%	0 0.0%	0 0.0%

*Students enrolled on 9/30/95 were considered in school at the "Beginning of Year."
 **Information on students continuing beyond four years was not available at the time of this report.

Table 69

**Anchorage School District
Four-Year Transfer Pattern
of Students in Grade 9
at Beginning of 1991-1992
through the 1995-96 School Year
Five-Year History**

Class of:	1992	1993	1994	1995	1996
Beginning of Ninth Grade Cohort Membership*	2,975	3,156	3,216	3,251	3,396
Completed/ Early Graduate/ or Still Enrolled in June	1,845 62.0%	1,949 61.8%	2,039 63.4%	2,064 63.5%	2,314 68.1%
Transfer Out of ASD	293 9.8%	294 9.3%	300 9.3%	290 8.9%	286 8.4%
Death of Student	3 0.1%	3 0.1%	3 0.1%	1 <0.1%	5 0.2%
Suspensions	3 0.1%	4 0.1%	6 0.2%	6 0.2%	7 0.3%
Drop Out	447 15.0%	499 15.8%	450 14.0%	493 15.2%	423 12.4%
Summer Leaver	384 12.9%	407 12.9%	418 13.0%	397 12.2%	361 15.1%

*Students enrolled on 9/30 were considered in school at the "Beginning of Year."

Question: Do the performance patterns of the various ethnic-racial groups which make up the Anchorage student population differ from overall District performance?

Answer: Yes. Since two thirds of Anchorage students are White, this group dominates the statistical average of overall District performance. There are substantial differences among the various ethnic groups with the White group generally having higher average achievement scores, less mobility, and lower utilization of the free lunch program.

Discussion: Several tables follow which examine the performances of the American Native (Tables 70 to 78), Asian/Pacific Islander (Tables 79 to 87), Black (Tables 88 to 96), Hispanic (Tables 97 to 105), and White (Tables 106 to 114) ethnic racial groups. The tables provide a comprehensive collection of statistics for each group.

Each set of tables follows the same organization. First, there are breakdowns of CAT performance including average scores in Total Reading, Total Language Arts, Total Mathematics, and Total Battery for grades 3 through 11. There is then a summary of ITBS/TAP Reading, Language Arts, and Math scores for 1994-95 and CAT performance including average scores in Total Reading, Total Language Arts, Total Mathematics, and Total Battery for the remainder of the years through 1998-1999 for grades 3 through 11.

Test scores are followed by the number and percentage of elementary children from low income families, a breakdown of secondary credits and grade point averages, a breakdown of secondary grades by subject area, and annual counts of school year dropouts from 1994-1995 through 1998-1999.

The tables show that there is a substantial disparity among the groups on both academic and economic indicators. Minority students on average have lower test scores. Minority students are twice as likely to be from low income families. Average credit attainment for minority secondary students is generally below the 5.25 annual average needed to reach the 21 credits required for high school graduation.

A higher number of minority students earn grades of "D" and "F." For example, more than one in five of the grades earned by Black students in high school Math is an "F". Dropout rates are notably higher than the District average for Hispanic, American Native, and Black students.

There continues to be a substantial disparity among ethnic groups. Achievement differences are consistent across grades, credits, and test scores. A high proportion of minority students, better than 40 percent, qualify for free or reduced price lunch based on family income.

Ethnicity is not the cause of lower test scores, grades, or credit attainment. Individual students from all groups are present among Anchorage high achievers. Average group performance must, however, be a concern and causes of differences deserve further exploration. We must continue to explore what can be done to improve school programs so that every student will attain the academic excellence called for by District Goals.

Table 70

**Anchorage School District
American Native
Total Reading CAT Results
Spring 1999**

Grade	Number Tested	Percentile Tested
3	477	39
4	453	39
5	404	37
6	402	37
7	391	40
8	371	47
9	293	40
10	269	44
11	193	41

Table 71

**Anchorage School District
American Native
Total Language Arts CAT Results
Spring 1999**

Grade	Number Tested	Percentile Tested
3	469	31
4	454	38
5	408	46
6	401	45
7	391	36
8	370	40
9	292	40
10	264	39
11	192	39

Table 72

**Anchorage School District
American Native
Total Mathematics CAT Results
Spring 1999**

Grade	Number Tested	Percentile Tested
3	476	41
4	450	47
5	404	46
6	396	51
7	392	48
8	360	49
9	295	54
10	269	50
11	196	51

Table 73

**Anchorage School District
American Native
Total Battery CAT Results
Spring 1999**

Grade	Number Tested	Percentile Tested
3	464	36
4	442	40
5	402	43
6	393	43
7	377	41
8	350	46
9	287	46
10	263	45
11	190	43

Table 74

**Anchorage School District
American Native
Percentile Rank Scores Corresponding to
Average (Mean) NCE Scores
ITBS and TAP 1994-95
CAT 1995-96 to 1998-99**

Gr.	Area	98-99		97-98		96-97		95-96		94-95	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	477	39	433	38	384	40	383	41		
3	Language Arts	469	31	430	29	380	31	383	30		
3	Mathematics	476	41	436	42	382	46	384	46		
3	Total Battery	464	36	424	33	375	36	378	38		
4	Reading	453	39	394	39	381	41	385	43	381	38
4	Language Arts	454	38	392	42	384	42	392	33	371	39
4	Mathematics	450	47	396	50	382	49	396	44	382	46
4	Total Battery	442	40	388	41	375	41	373	39		
5	Reading	404	37	380	37	389	37	384	43		
5	Language Arts	408	46	379	48	393	45	384	49		
5	Mathematics	404	46	376	44	393	46	384	45		
5	Total Battery	402	43	371	41	387	41	375	46		
6	Reading	402	37	392	38	391	44	346	38	326	41
6	Language Arts	401	45	392	43	391	47	347	40	313	43
6	Mathematics	396	51	395	50	392	54	342	50	321	45
6	Total Battery	393	43	389	41	389	47	341	40		
7	Reading	391	40	398	45	341	37	312	46		
7	Language Arts	391	36	394	39	349	35	313	38		
7	Mathematics	392	48	396	50	353	47	312	49		
7	Total Battery	377	41	380	41	336	36	304	44		
8	Reading	371	47	316	42	284	42	282	44	253	45
8	Language Arts	370	40	314	37	285	42	282	39	251	50
8	Mathematics	360	49	318	46	280	45	280	49	246	48
8	Total Battery	350	46	307	39	272	40	272	44		
9	Reading	293	40	268	44	254	38	244	42		
9	Language Arts	292	40	258	41	254	39	263	40		
9	Mathematics	295	54	266	54	253	49	265	52		
9	Total Battery	287	46	257	46	250	42	243	45		
10	Reading	269	44	205	43	226	50	168	45		
10	Language Arts	264	39	201	37	228	42	190	39		
10	Mathematics	269	50	206	50	228	56	191	49		
10	Total Battery	263	45	199	42	225	50	163	45		

11	Reading	193	41	177	46	164	43	160	42	169	48
11	Language Arts	192	39	174	41	162	35	181	36		
11	Mathematics	196	51	175	51	164	45	182	46	151	45
11	Total Battery	190	43	169	44	161	40	157	40		

Table 75

**Anchorage School District
American Native
Free/Reduced Price Lunch Information
Spring 1999**

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	3,874	2,001	51

*Estimate of children from low income families is based on Free/Reduced Lunch Program.

Table 76

**American Native
Secondary Students
Credit and GPA Analysis
by Grade -- Spring 1999**

Grade	7	8	7-8	
Number of Students	391	347	738	
Average Credits Attempted	6.96	6.92	6.94	
Average Credits Earned	5.55	5.74	5.64	
Mean Grade Point Average	2.04	2.24	2.13	
Average Absences per Course	6.65	7.02	6.83	
Absence - GPA Correlation	-0.5075	-0.3511	-0.4234	

Grade	9	10	11	12	9-12
Number of Students	299	256	198	175	928
Average Credits Attempted	5.91	5.88	5.80	5.80	5.72
Average Credits Earned	4.53	4.65	4.60	4.24	4.52
Mean Grade Point Average	1.92	2.05	2.10	2.25	2.06
Average Absences per Course	6.62	6.73	6.81	7.42	6.84

Anchorage School District: Profile of Performance.....1998-99

Absence - GPA Correlation	-0.6044	-0.6476	-0.5662	-0.5046	-0.5801
---------------------------	---------	---------	---------	---------	---------

Table 77

**American Native
Distribution of Attempted Credits
and Earned Marks by Area
Combined Grades 9 - 12
Spring 1999**

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	979.50	16%	24%	21%	16%	12%
Mathematics	775.00	11%	21%	24%	18%	16%
Science	745.75	10%	22%	24%	19%	25%
Social Studies	974.50	17%	21%	22%	17%	29%
All Courses	5,312.25	20%	23%	21%	15%	21%

*Includes "F," "WF," and "I."

Table 78

**Anchorage School District
American Native
School Year Dropouts
1994-95 to 1998-99**

Year	Enrollment	Final Dropouts	Percent Dropouts
1998-99	6,553	362	5.52%
1997-98	6,421	362	5.64%
1996-97	6,143	374	6.09%
1995-96	5,877	375	6.38%
1994-95	5,733	366	6.36%

Table 79

**Anchorage School District
Asian/Pacific Islander
Total Reading CAT Results
Spring 1999**

Grade	Number Tested	Percentile Tested
3	344	48
4	347	51
5	333	45
6	324	46
7	325	45
8	308	50
9	293	41
10	271	41
11	221	38

Table 80

**Anchorage School District
Asian/Pacific Islander
Total Language Arts CAT Results
Spring 1999**

Grade	Number Tested	Percentile Tested
3	346	49
4	347	57
5	332	61
6	324	63
7	325	51
8	306	52
9	296	50
10	271	47
11	223	43

Table 81

**Anchorage School District
Asian/Pacific Islander
Total Mathematics CAT Results
Spring 1999**

Grade	Number Tested	Percentile Tested
3	347	55
4	347	64
5	334	61
6	326	67
7	324	59
8	304	58
9	296	64
10	271	58
11	227	62

Table 82

**Anchorage School District
Asian/Pacific Islander
Total Battery CAT Results
Spring 1999**

Grade	Number Tested	Percentile Tested
3	343	50
4	345	57
5	332	57
6	322	60
7	322	52
8	302	55
9	292	54
10	268	51
11	220	49

Table 83
Anchorage School District
Asian/Pacific Islanders
Percentile Rank Scores Corresponding to
Average (Mean) NCE Scores
ITBS & TAP 1994-95
CAT 1995-96 to 1997-98

Gr.	Area	98-99		97-98		96-97		95-96		94-95	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	344	48	306	49	275	53	262	56		
3	Language Arts	346	49	308	49	274	52	262	51		
3	Mathematics	347	55	308	60	272	60	261	64		
3	Total Battery	343	50	303	51	272	55	260	58		
4	Reading	347	51	302	50	268	57	245	50	223	48
4	Language Arts	347	57	301	60	266	63	241	53	224	59
4	Mathematics	347	64	302	67	268	71	242	59	223	63
4	Total Battery	345	57	300	59	266	64	238	54		
5	Reading	333	45	272	51	257	45	247	46		
5	Language Arts	332	61	272	70	285	61	247	61		
5	Mathematics	334	61	271	67	257	58	247	61		
5	Total Battery	332	57	270	65	256	56	247	57		
6	Reading	324	46	384	45	262	46	245	48	219	47
6	Language Arts	324	63	285	60	261	62	247	58	217	55
6	Mathematics	326	67	286	65	262	66	243	64	222	59
6	Total Battery	322	60	282	56	260	58	242	57		
7	Reading	325	45	285	47	256	46	223	48		
7	Language Arts	325	51	285	51	253	52	221	50		
7	Mathematics	324	59	283	59	255	61	22	62		
7	Total Battery	322	52	282	52	251	52	218	54		
8	Reading	308	50	278	47	242	46	226	51	228	49
8	Language Arts	306	52	277	51	242	49	226	51	229	60
8	Mathematics	304	58	278	59	243	59	225	64	229	58
8	Total Battery	302	55	276	52	242	52	225	57		
9	Reading	293	41	255	39	217	46	184	43		
9	Language Arts	296	50	255	49	217	53	217	49		
9	Mathematics	296	64	254	65	218	68	216	67		
9	Total Battery	292	54	251	52	217	58	182	54		
10	Reading	271	41	299	46	217	45	140	45		
10	Language Arts	271	47	230	48	218	49	171	46		
10	Mathematics	271	58	234	65	218	66	173	62		
10	Total Battery	268	51	227	54	217	55	139	50		

11	Reading	221	38	209	35	162	33	148	38	167	42
11	Language Arts	223	43	207	41	163	39	188	42		
11	Mathematics	227	62	210	60	164	60	193	61	173	58
11	Total Battery	220	49	207	46	162	43	145	47		

Table 84
Asian/Pacific Islander
Anchorage School District
Free/Reduced Price Lunch Information
Spring 1999

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	2,624	1,118	42

*Estimate of children from low income families is based on Free/Reduced Lunch Program.

Table 85
Anchorage School District
Asian/Pacific Islander
Secondary Students Credit
and GPA Analysis by Grade
Spring 1999

Grade	7	8			7-8
Number of Students	328	306			634
Average Credits Attempted	6.99	6.96			6.97
Average Credits Earned	6.55	6.53			6.54
Mean Grade Point Average	2.91	2.91			2.91
Average Absences per Course	3.13	3.73			3.42
Absence - GPA Correlation	-0.4386	-0.3642			-0.3994

Grade	9	10	11	12	9-12
Number of Students	296	275	244	229	1044
Average Credits Attempted	5.96	5.93	5.88	5.33	5.80
Average Credits Earned	5.38	5.13	5.16	4.79	5.13
Mean Grade Point Average	2.70	2.53	2.57	2.69	2.62
Average Absences per Course	3.92	4.65	5.09	5.97	4.84

Absence - GPA Correlation	-0.5911	-0.6759	-0.6111	-0.4796	-0.5900
---------------------------	---------	---------	---------	---------	---------

Table 86

**Asian/Pacific Islanders
Distribution of Attempted Credits
and Earned Marks by Area
Combined Grades 9 - 12
Spring 1999**

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	1,109.00	30%	29%	19%	10%	12%
Mathematics	900.75	21%	26%	23%	14%	16%
Science	883.78	25%	26%	23%	13%	13%
Social Studies	1,111.75	33%	26%	18%	13%	10%
All Courses	6,051.25	36%	25%	18%	10%	11%

*Includes "F," "WF," and "I."

Table 87

**Anchorage School District
Asian/Pacific Islanders
School Year Dropouts
1994-95 to 1998-99**

Year	Enrollment	Final Dropouts	Percent Dropouts
1998-99	4,666	130	2.79%
1997-98	4,159	106	2.55%
1996-97	3,844	114	2.97%
1995-96	3,622	106	2.93%
1994-95	3,404	95	2.79%

Table 88

**Anchorage School District
Black
Total Reading CAT Results
Spring 1999**

Grade	Number Tested	Percentile Tested
3	350	39
4	338	47
5	343	39
6	298	39
7	315	40
8	248	43
9	269	35
10	201	36
11	205	35

Table 89

**Anchorage School District
Black
Total Language Arts CAT Results
Spring 1999**

Grade	Number Tested	Percentile Tested
3	349	32
4	340	43
5	343	50
6	296	47
7	318	39
8	247	41
9	273	39
10	201	33
11	204	31

Table 90

**Anchorage School District
Black
Total Mathematics CAT Results
Spring 1999**

Grade	Number Tested	Percentile Tested
3	348	38
4	339	47
5	339	43
6	299	44
7	320	44
8	249	40
9	272	46
10	200	38
11	203	37

Table 91

**Anchorage School District
Black
Total Battery CAT Results
Spring 1999**

Grade	Number Tested	Percentile Tested
3	347	35
4	334	45
5	338	45
6	294	42
7	312	40
8	243	41
9	266	41
10	195	36
11	199	33

Table 92

**Anchorage School District
Black
Percentile Rank Scores Corresponding
to Average (Mean) NCE Scores
ITBS & TAP 1994-95 and CAT 1995-96 to 1998-99**

Gr.	Area	98-99		97-98		96-97		95-96		94-95	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	350	39	317	40	339	42	300	41		
3	Language Arts	349	32	315	35	337	36	303	32		
3	Mathematics	348	38	316	39	341	42	303	41		
3	Total Battery	347	35	311	35	330	37	300	37		
4	Reading	338	47	343	43	288	45	280	46	266	33
4	Language Arts	340	43	336	45	292	43	284	38	257	36
4	Mathematics	339	47	344	49	292	48	290	42	264	36
4	Total Battery	334	45	336	44	288	44	275	41		
5	Reading	343	39	295	34	304	36	273	37		
5	Language Arts	343	50	389	45	305	49	274	45		
5	Mathematics	339	43	294	38	303	40	271	37		
5	Total Battery	338	45	289	38	302	41	268	39		
6	Reading	298	39	293	40	274	38	298	40	263	35
6	Language Arts	296	47	292	48	272	43	299	43	255	37
6	Mathematics	299	44	293	46	273	41	300	45	262	36
6	Total Battery	294	42	290	43	270	38	295	41		
7	Reading	315	40	268	39	302	40	262	40		
7	Language Arts	318	39	267	39	302	38	266	33		
7	Mathematics	320	44	365	40	304	43	259	39		
7	Total Battery	312	40	260	36	297	38	254	37		
8	Reading	248	43	280	41	243	37	278	47	270	36
8	Language Arts	247	41	277	36	243	35	276	39	266	43
8	Mathematics	249	40	277	38	239	35	274	43	265	34
8	Total Battery	243	41	272	36	239	34	270	43		
9	Reading	269	35	218	33	259	37	235	37		
9	Language Arts	273	39	219	33	261	35	261	37		
9	Mathematics	272	46	219	42	260	42	263	46		
9	Total Battery	266	41	214	35	255	37	234	39		
10	Reading	201	36	242	37	261	36	214	37		
10	Language Arts	201	33	243	34	264	32	230	27		
10	Mathematics	200	38	248	41	264	37	228	34		
10	Total Battery	195	36	238	35	259	33	210	31		
11	Reading	205	35	222	33	182	30	176	36	168	40

11	Language Arts	204	31	223	32	186	26	190	36		
11	Mathematics	203	37	228	34	186	33	188	38	170	36
11	Total Battery	199	33	217	30	182	27	173	35		

Table 93
Anchorage School District
Black
Free/Reduced Price Lunch Information
Spring 1999

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	2,711	1,434	52

*Estimate of children from low income families is based on Free/Reduced Lunch Program.

Table 94
Black Secondary Students
Credit and GPA Analysis
by Grade
Spring 1999

Grade	7	8			7-8
Number of Students	311	244			555
Average Credits Attempted	6.99	6.98			6.99
Average Credits Earned	6.27	6.08			6.19
Mean Grade Point Average	2.46	2.39			2.43
Average Absences per Course	4.41	4.38			4.40
Absence - GPA Correlation	-0.4330	-0.4175			-0.4244

Grade	9	10	11	12	9-12
Number of Students	261	204	207	219	891
Average Credits Attempted	5.96	5.94	5.79	5.24	5.74
Average Credits Earned	5.07	4.83	4.91	4.65	4.88
Mean Grade Point Average	2.20	2.06	2.24	2.40	2.23
Average Absences per Course	4.93	4.89	5.74	6.70	5.54
Absence - GPA Correlation	-0.5532	-0.5702	-0.5550	-0.5727	-0.5296

Table 95

**Black Distribution
of Attempted Credits
and Earned Marks by Area
Combined Grades 9 - 12
Spring 1999**

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	938.00	17%	27%	25%	15%	16%
Mathematics	741.00	9%	20%	24%	25%	22%
Science	691.00	10%	23%	26%	24%	17%
Social Studies	929.00	18%	25%	27%	16%	14%
All Courses	5,113.00	22%	25%	23%	16%	14%

*Includes "F," "WF," and "I."

Table 96

**Anchorage School District
Black
School Year Dropouts
1994-95 to 1998-99**

Year	Enrollment	Final Dropouts	Percent Dropouts
1998-99	4,703	86	3.08%
1997-98	4,634	157	3.39%
1996-97	4,599	165	3.59%
1995-96	4,456	157	3.52%
1994-95	4,577	185	4.04%

Table 97

**Anchorage School District
Hispanic
Total Reading CAT Results
Spring 1999**

Grade	Number Tested	Percentile Tested
3	193	49
4	198	48
5	175	40
6	153	47
7	168	46
8	143	54
9	162	41
10	98	52
11	109	44

Table 98

**Anchorage School District
Hispanic
Total Language Arts CAT Results
Spring 1999**

Grade	Number Tested	Percentile Tested
3	192	45
4	197	48
5	172	53
6	152	54
7	167	46
8	142	46
9	162	46
10	100	49
11	108	43

Table 99

**Anchorage School District
Hispanic
Total Mathematics ITBS Results
Spring 1999**

Grade	Number Tested	Percentile Tested
3	194	53
4	197	50
5	173	48
6	153	52
7	168	47
8	141	50
9	163	49
10	102	54
11	110	46

Table 100

**Anchorage School District
Hispanic
Total Battery CAT Results
Spring 1999**

Grade	Number Tested	Percentile Tested
3	189	49
4	196	47
5	171	47
6	152	50
7	165	46
8	139	50
9	162	47
10	97	54
11	108	44

Table 101
Anchorage School District
Hispanic
Percentile Rank Scores Corresponding
to Average (Mean) NCE Scores
ITBS & TAP 1994-95
CAT 1995-96 to 1998-99

Gr.	Area	98-99		97-98		96-97		95-96		94-95	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	193	49	190	45	176	47				
3	Language Arts	192	45	189	39	174	40				
3	Mathematics	194	53	189	48	173	52				
3	Total Battery	189	49	185	41	171	44				
4	Reading	198	48	178	49	142	41	135	45	136	44
4	Language Arts	197	48	177	47	142	52	132	36	134	41
4	Mathematics	197	50	178	51	142	48	133	39	135	47
4	Total Battery	196	47	177	48	140	47	132	39		
5	Reading	175	40	146	46	146	50	150	45		
5	Language Arts	172	53	145	57	146	52	150	51		
5	Mathematics	173	48	144	49	147	54	151	47		
5	Total Battery	171	47	144	51	146	51	149	48		
6	Reading	153	47	143	44	148	47	138	43	108	46
6	Language Arts	152	54	144	52	148	44	138	49	108	47
6	Mathematics	153	52	142	53	148	49	139	50	111	44
6	Total Battery	152	50	141	48	148	45	137	46		
7	Reading	168	46	152	53	151	46	122	43		
7	Language Arts	167	46	150	45	149	44	123	41		
7	Mathematics	168	47	150	48	150	47	124	46		
7	Total Battery	165	46	148	47	146	45	121	42		
8	Reading	143	54	159	46	118	44	130	43	115	44
8	Language Arts	142	46	158	42	117	46	130	39	112	45
8	Mathematics	141	50	162	47	117	51	130	42	113	41
8	Total Battery	139	50	157	44	115	48	127	41		
9	Reading	162	41	106	42	130	40	92	37		
9	Language Arts	162	46	105	43	131	34	111	36		
9	Mathematics	163	49	106	51	131	42	111	46		
9	Total Battery	162	47	105	46	130	38	91	39		
10	Reading	98	52	131	49	109	32	72	40		
10	Language Arts	100	49	130	45	109	31	81	35		
10	Mathematics	102	54	132	50	109	38	82	44		
10	Total Battery	97	54	129	48	109	31	70	39		

11	Reading	109	44	102	37	71	32	70	42	92	43
11	Language Arts	108	43	101	34	73	31	77	39		
11	Mathematics	110	46	103	45	73	38	80	44	92	35
11	Total Battery	108	44	100	37	71	31	70	41		

Table 102
Anchorage School District
Hispanic
Free/Reduced Price Lunch Information
Spring 1999

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	1,674	843	50

*Estimate of children from low income families is based on Free/Reduced Lunch Program.

Table 103
Hispanic Secondary Students
Credit and GPA Analysis
by Grade
Spring 1999

Grade	7	8			7-8
Number of Students	171	149			320
Average Credits Attempted	7.03	7.01			7.02
Average Credits Earned	6.29	6.48			6.38
Mean Grade Point Average	2.44	5.60			2.49
Average Absences per Course	4.99	5.60			5.28
Absence - GPA Correlation	-0.3921	-0.2660			-0.3345

Grade	9	10	11	12	9-12
Number of Students	172	103	117	100	492
Average Credits Attempted	5.98	5.80	5.78	5.24	5.75
Average Credits Earned	5.11	4.95	4.95	4.86	4.99
Mean Grade Point Average	2.28	2.24	2.29	2.52	2.33
Average Absences per Course	5.09	6.01	6.94	6.38	5.99
Absence - GPA Correlation	-0.6112	-0.6013	-0.5085	-0.3148	-0.5273

Table 104

**Hispanic Distribution
of Attempted Credits
and Earned Marks by Area
Combined Grades 9 - 12
Spring 1999**

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	533.25	22%	25%	26%	15%	12%
Mathematics	419.25	12%	22%	27%	17%	22%
Science	394.75	14%	25%	24%	19%	18%
Social Studies	509.00	20%	25%	24%	16%	15%
All Courses	2,826.75	25%	25%	23%	14%	13%

*Includes "F," "WF," and "I."

Table 105

**Anchorage School District
Hispanic
School Year Dropouts
1994-95 to 1998-99**

Year	Enrollment	Final Dropouts	Percent Dropouts
1998-99	2,788	86	3.08%
1997-98	2,654	96	3.62%
1996-97	2,511	95	3.78%
1995-96	2,340	94	4.02%
1994-95	2,133	79	3.70%

Table 106

**Anchorage School District
White
Total Reading CAT Results
Spring 1999**

Grade	Number Tested	Percentile Tested
3	2,437	70
4	2,354	68
5	2,535	70
6	2,347	68
7	2,488	71
8	2,340	72
9	2,168	69
10	2,024	69
11	1,798	66

Table 107

**Anchorage School District
White
Total Language Arts CAT Results
Spring 1999**

Grade	Number Tested	Percentile Tested
3	2,440	62
4	2,348	66
5	2,540	75
6	2,341	72
7	2,483	68
8	2,330	65
9	2,170	65
10	2,030	62
11	1,788	59

Table 108

**Anchorage School District
White
Total Mathematics CAT Results
Spring 1999**

Grade	Number Tested	Percentile Tested
3	2,428	68
4	2,356	72
5	2,526	70
6	2,340	75
7	2,477	71
8	2,312	70
9	2,164	74
10	2,029	71
11	1,795	70

Table 109

**Anchorage School District
White
Total Battery CAT Results
Spring 1999**

Grade	Number Tested	Percentile Tested
3	2,406	69
4	2,329	70
5	2,511	75
6	2,330	73
7	2,450	72
8	2,281	72
9	2,154	73
10	2,004	71
11	1,770	68

Table 110
Anchorage School District
White
Percentile Rank Scores Corresponding
to Average (Mean) NCE Scores
ITBS & TAP 1994-95 -- CAT 1995-96 to 1998-99

Gr.	Area	98-99		97-98		96-97		95-96		94-95	
		No.	%ile	No.	%ile	No.	%ile	No.	%ile	No.	%ile
3	Reading	2,437	70	2,364	68	2,577	70	2,409	70		
3	Language Arts	2,440	62	2,356	58	2,561	60	2,409	58		
3	Mathematics	2,428	68	2,368	66	2,571	67	2,414	67		
3	Total Battery	2,406	69	2,333	64	2,540	66	2,381	67		
4	Reading	2,354	68	2,568	70	2,359	70	2,506	70	2,624	59
4	Language Arts	2,348	66	2,563	67	2,358	68	2,505	62	2,590	58
4	Mathematics	2,356	72	2,569	72	2,358	73	2,534	69	2,630	66
4	Total Battery	2,329	70	2,548	70	2,342	71	2,481	68		
5	Reading	2,535	70	2,362	71	2,473	70	2,534	71		
5	Language Arts	2,540	75	2,349	75	2,476	73	2,541	72		
5	Mathematics	2,526	70	2,346	70	2,470	69	2,528	67		
5	Total Battery	2,511	75	2,327	74	2,450	73	2,501	73		
6	Reading	2,347	68	2,462	67	2,492	67	2,357	69	2,473	64
6	Language Arts	2,341	72	2,461	70	2,493	71	2,351	69	2,220	62
6	Mathematics	2,340	75	2,458	72	2,492	74	2,357	73	2,473	67
6	Total Battery	2,330	73	2,435	70	2,478	72	2,331	72		
7	Reading	2,488	71	2,430	69	2,284	70	2,289	72		
7	Language Arts	2,483	68	2,429	67	2,285	66	2,295	64		
7	Mathematics	2,477	71	2,426	69	2,290	70	2,283	70		
7	Total Battery	2,450	72	2,377	68	2,249	69	2,249	70		
8	Reading	2,340	72	2,210	71	2,163	69	2,254	70	2,215	64
8	Language Arts	2,330	65	2,202	64	2,162	61	2,253	60	2,084	67
8	Mathematics	2,312	70	2,206	68	2,169	68	2,245	66	2,245	64
8	Total Battery	2,281	72	2,162	68	2,130	67	2,208	68		
9	Reading	2,168	69	2,124	66	2,187	68	1,852	67		
9	Language Arts	2,170	65	2,116	63	2,188	63	2,184	61		
9	Mathematics	2,164	74	2,123	72	2,186	72	2,187	71		
9	Total Battery	2,154	73	2,092	69	2,175	71	1,846	68		
10	Reading	2,024	69	2,011	70	2,052	69	1,669	73		
10	Language Arts	2,030	62	1,994	61	2,058	61	1,946	63		
10	Mathematics	2,029	71	2,020	71	2,053	70	1,941	72		
10	Total Battery	2,004	71	1,978	69	2,038	69	1,651	73		
11	Reading	1,798	66	1,789	64	1,765	64	1,442	65	1,666	67

Anchorage School District: Profile of Performance.....1998-99

11	Language Arts	1,788	59	1,776	57	1,764	57	1,659	59		
11	Mathematics	1,795	70	1,786	68	1,759	68	1,676	68	1,674	68
11	Total Battery	1,770	68	1,755	65	1,746	65	1,421	66		

Table 111
Anchorage School District
White
Free/Reduced Price Lunch Information
Spring 1999

Year	School Level	Number of Children Enrolled	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	18,756	3,575	19

*Estimate of children from low income families is based on Free/Reduced Lunch Program.

Table 112
White Secondary Students
Credit and GPA Analysis
by Grade
Spring 1999

Grade	7	8			7-8
Number of Students	2,445	2,263			4,708
Average Credits Attempted	6.96	6.92			6.94
Average Credits Earned	6.42	6.47			6.45
Mean Grade Point Average	2.80	2.86			2.83
Average Absences per Course	5.31	5.65			5.47
Absence - GPA Correlation	-0.4295	-0.3493			-0.3906

Grade	9	10	11	12	9-12
Number of Students	2,151	2,021	1,878	1,684	7,734
Average Credits Attempted	5.94	5.97	5.86	5.17	5.76
Average Credits Earned	5.47	5.44	5.36	4.89	5.31
Mean Grade Point Average	2.74	2.64	2.69	2.91	2.74
Average Absences per Course	4.45	4.80	5.17	6.10	5.08
Absence - GPA Correlation	-0.5320	-0.4547	-0.4578	-0.4055	-0.4457

Table 113

**White Distribution
of Attempted Credits
and Earned Marks by Area
Combined Grades 9 - 12
Spring 1999**

	Total Credits	Percent A	Percent B	Percent C	Percent D	Percent F*
Language Arts	8,017.00	31%	29%	20%	11%	9%
Mathematics	6,544.75	21%	27%	26%	14%	12%
Science	6,554.75	26%	30%	23%	13%	8%
Social Studies	8,173.50	33%	27%	21%	11%	8%
All Courses	44,565.50	37%	27%	19%	10%	7%

*Includes "F," "WF," and "I."

Table 114

**Anchorage School District
Whites
School Year Dropouts
1994-95 to 1998-99**

Year	Enrollment	Final Dropouts	Percent Dropouts
1998-99	34,545	774	2.24%
1997-98	34,752	848	2.44%
1996-97	34,638	846	2.44%
1995-96	35,200	899	2.55%
1994-95	35,608	890	2.50%

Question: What is the level of satisfaction among students, staff, and parents with the programs of the Anchorage School District?

Answer: Parents, students, and staff are given the opportunity to express their feelings on a variety of school related issues on surveys conducted as part of the School Report Card process each spring. The tables which follow provide the overall responses from across the District and responses broken down by elementary, middle level, and secondary programs. Individual school results were provided to schools in the spring and taken into account in the preparation of the District Report Card for 1998-1999.

The overall response rate for the school report cards was down in 1998-1999. Informal indicators that included comments from parents surveyed on their attitude toward the certificated staff evaluation process, conversations with parents, and conversations with principals and teachers indicated that many felt that there had been too many surveys conducted during the year. Some parents felt that they had given their opinion as part of the certificated staff evaluation process and did not need to comment again. Some principals indicated that there was too much activity at the end of the year. Not all schools distributed school report card materials. Table 115 shows the number of surveys returned from each school.

In general, parent, student, and staff responses are positive toward the Anchorage School District and individual school programs. When compared to last year, the overall levels of satisfaction or critical items are similar.

Individuals were asked the extent to which they would agree with a number of statements. Some of the cross-District highlights include:

- A majority (54%) of parents indicate that they either agree (42%) or strongly agree (12%) that they are satisfied with the performance of the Anchorage School District.
- A majority (81%) of parents indicate that they either agree (45%) or strongly agree (36%) that they are satisfied with the performance of the program in which their children are enrolled.
- A majority (86%) of parents indicate that they either agree (30%) or strongly agree (56%) that they are satisfied with the performance of those who teach their children.

- A majority (71%) of students indicate that they either agree (32%) or strongly agree (39%) that their teachers treat them with respect.
- A majority (68%) of students indicate that they either agree (32%) or strongly agree (36%) that they know where to go for help if they have a problem at school.
- A majority (64%) of students indicate that they either agree (40%) or strongly agree (24%) that they understand the school work that they are given.
- A majority (63%) of the students indicate that they either agree (34%) or strongly agree (29%) that they feel welcome at school.

- A majority (78%) of staff indicate that they either agree (41%) or strongly agree (37%) that they are satisfied with their job.
- A majority (68%) of staff indicate that they either agree (30%) or strongly agree (38%) that the principal and other school staff provide needed support for working with students.
- A majority (67%) of staff indicate that they either agree (30%) or strongly agree (37%) that the principal and other school staff provide needed support for working with parents.

Some of the items were changed for 1998-1999 to shorten the parent and student surveys. For those items that remain, the results are not as positive. Staff and parents are not as positive as they were a year ago.

If the responses of parents, teachers, and students were considered as a grading scale with a “Strongly Agree” to a positive statement being equivalent to an “A,” the overall response would be in the “B-” range. Parents could be said to give the District as a whole a grade of “B-” and their local school a grade of “A-.” These are good marks from those community members who know the schools best.

Discussion: The primary purpose of School Report Card surveys is to give parents, students, and staff an opportunity to share their feelings on general issues related to satisfaction with their school and their job. Surveys are made available late in the year close to the time of the last elementary parent-teacher conferences and secondary report card pickup. There are substantial differences in the proportion of parents and staff responding at various schools and various grade levels. Students in grades 3 - 12 were surveyed in class at school. All surveys were anonymous and there was the opportunity to write comments. Surveys with comments were returned to school principals in time to be considered for the School Report Card.

A standard set of questions was asked of parents, students, and staff. Individual schools were allowed to add additional questions and all school surveys were individualized to include questions on the success of the individual school's goals. Information on school goal success is included in Part II of the report as part of individual school profiles.

While the overall number of parents, students, and staff responding to school report card surveys is substantial, the proportion responding differed notably from school-to-school. Those schools with the highest response rates made substantial efforts to notify parents in advance, to distribute and do an active collection of surveys at school, and to have all students and staff participate. Some schools did not distribute surveys or did very limited distributions.

There is no overall rule of thumb about what constitutes a good response to the School Report Card Surveys. All questions are worded to be positive and the hope is that most responses will be either "strongly agree" or "agree." Because of the large number of overall responses, 1 percent of Anchorage parents, students, or staff equate to about 54 parents, 197 students, or 12 staff members.

A 1997 Phi Delta Kappa sponsored Gallup Poll found that in a national sample 15 percent of public school parents gave their community schools an "A" and another 42 percent gave a "B." Parents gave the school their children attend higher grades: "A, 26%": "B, 38%" The Anchorage School District survey comparison gives the District 12 % "A" and 42 % "B"; the school 36 % "A" and 45 % "B."

Tables 116, 117, and 118 summarize the parent, student, and staff surveys by question for the District as a whole. These summary tables are followed by a breakdown of the results for each of the three instructional levels. Elementary results are presented in tables 119, 120, and 121. Middle Level results are presented in tables 122, 123, and 124. High School results are presented in 125, 126 and 127.

While overall responses are positive at all three levels, elementary responses were the most positive. The response rate for parents was best at elementary and weakest at high school. Differences between educational levels and among schools are statistically significant. Results should be considered with caution because of the low response rates at some schools.

Table 115

**Anchorage School District
School Report Card Surveys
Return by School**

School	Enrollment	Parent	Student	Staff
Abbott Loop	556	64	134	12
Airport Heights	340	62	169	0
Alpenglow	560	80	327	14
Aquarian	111	0	23	10
Aurora	557	232	284	26
Baxter	467	176	243	21
Bayshore	570	59	122	0
Bear Valley	503	118	271	8
Birchwood ABC	413	172	200	13
Bowman	672	136	298	4
Campbell	534	16	250	22
Chester Valley	371	46	187	9
Chinook	564	144	268	21
Chugach Optional	257	104	67	12
Chugiak Elementary	522	182	189	25
College Gate	465	74	215	0
Creekside Park	389	0	156	9
Denali	513	118	344	8
Eagle River	392	282	218	10
Fairview	407	81	102	8
Fire Lake	377	86	176	2
Girdwood	148	24	91	0
Government Hill	415	56	0	28
Homestead	492	88	265	0
Huffman	511	86	257	2
Inlet View	260	116	102	16
Kasuun	639	2	207	5
Kennedy	272	6	114	8
Kincaid	508	2	176	17
Klatt	525	62	130	11
Lake Hood	487	106	234	15
Lake Otis	516	88	165	13
Mt. Spurr	288	136	139	13
Mt. View	431	105	115	16
Muldoon	403	13	147	5
North Star	526	60	234	15
Northern Lights ABC	512	151	139	0
Northwood	433	4	105	5
Nunaka Valley	387	50	165	13
O'Malley	484	50	264	12
Ocean View	408	44	204	11
Ptarmigan	406	18	171	0
Rabbit Creek	460	57	231	11

Ravenwood	395	12	128	0
Rogers Park	594	15	292	10
Russian Jack	417	34	154	2
Sand Lake	583	70	220	21
Scenic Park	556	22	293	11

Table 115

**Anchorage School District
School Report Card Surveys
Return by School (continued)**

School	Enrollment	Parent	Student	Staff
Spring Hill	550	108	229	14
Susitna	552	57	252	18
Taku	354	46	111	19
Tudor	557	51	251	26
Turnagain	428	24	244	22
Tyson, William	429	53	186	33
Ursa Major	404	5	179	20
Ursa Minor	291	0	150	17
Williwaw	562	65	170	15
Willow Crest	540	34	207	21
Wonder Park	512	74	0	12
Woods, Gladys	523	51	231	0
Polaris	249	61	229	0

School	Enrollment	Parent	Student	Staff
Bartlett	1,881	238	558	29
Benson/Search	223	0	0	0
Central	786	0	0	15
Chugiak High	2,065	151	0	51
Clark	820	82	506	37
Dimond	2,145	90	1176	69
East	1,986	91	388	82
Goldenview	875	86	691	24
Gruening	605	10	463	7
Hanshew	912	80	738	18
Mears	966	74	720	10
Mirror Lake	677	116	601	31
Romig	781	13	520	18
SAVE	244	0	113	14
Service	2,265	106	0	48
Steller*	304	0	0	0
Wendler	964	2	828	29
West	1,633	0	994	47
*Steller did a different survey system				

Table 116
Anchorage School District
Parent Report Card Survey
Number = 5,872

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When I think about how well our Anchorage Schools are doing, I am generally SATISFIED with:					
The performance of the Anchorage School District.	12%	42%	26%	11%	4%
The performance of my child’s school.	36%	45%	10%	3%	1%
The performance of my child’s teacher(s).	56%	30%	7%	2%	1%
When I think about what is being taught, I am generally SATISFIED with:					
The curriculum at our school.	30%	49%	11%	4%	1%
When I think about my relationship with the staff, School and information, I am SATISFIED with:					
My ability to get information on class and school activities.	44%	39%	9%	3%	1%
To what extent do you AGREE with each of the following statements.					
I have the ability to review school books and library materials.	30%	39%	21%	4%	1%
I am invited to make suggestions about the library materials to be included or excluded.	18%	27%	33%	9%	2%
I feel welcome at school.	54%	32%	7%	2%	1%
My child is safe at school.	42%	38%	8%	3%	1%
My child is safe on the way to and from school.	36%	38%	14%	5%	2%

Table 117
Anchorage School District
Student Report Card Survey
Number = 20,622

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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%
Student 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%	12%
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%

Table 118
Anchorage School District
Staff Report Card Survey
Number = 1,352

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Indicate the extent to which you are satisfied with:					
Your job.	37%	41%	10%	5%	1%
Involvement in decision making at the 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 with working with parents.	37%	30%	12%	6%	2%
The administrator(s) are approachable.	53%	25%	10%	6%	3%
The administrator(s) are available if I need help.	43%	27%	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.	29%	38%	18%	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%	30%	13%	3%
Teachers here work together effectively.	30%	41%	16%	8%	2%
Staff & 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 the 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%
Students 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%

Table 119
Elementary
Parent Report Card Survey
Number = 4,707

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When I think about how well our Anchorage Schools are doing, I am generally SATISFIED with:					
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%
When I think about what is being taught, I am generally SATISFIED with:					
The curriculum at our school.	33%	49%	10%	4%	1%
When I think about my relationship with the staff, School and information, I am SATISFIED with:					
My ability to get information on class and school activities.	48%	38%	7%	2%	1%
To what extent do you AGREE with each of the following statements.					
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%	6%	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%

Table 120
Elementary
Student Report Card Survey
Number = 11,558

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our school is clean and well maintained.	27%	39%	20%	6%	3%
I am treated fairly by adults here at school.	37%	33%	16%	6%	3%
I am treated fairly by other students.	21%	35%	23%	10%	6%
I find my school work interesting.	28%	31%	23%	7%	6%
I understand the school work I am given.	30%	39%	21%	4%	2%
Our school rules are fair.	37%	27%	17%	8%	6%
My teachers treat me with respect.	55%	25%	11%	3%	2%
Student here treat me with respect.	21%	36%	23%	9%	7%
Our school rules are fairly enforced.	36%	29%	19%	6%	5%
I like school.	35%	24%	19%	6%	11%
I am safe at school.	46%	27%	14%	4%	3%
If I have a problem at school, I know where I can go for help.	48%	26%	12%	3%	3%
Have chances to participate in school activities.	49%	30%	11%	3%	2%
I use computers at school.	46%	21%	12%	6%	8%
The library/media center has the materials I need to do my school work.	32%	30%	19%	7%	5%
I feel welcome at school.	40%	29%	16%	5%	4%
I feel safe on the bus and at the bus stop.	16%	13%	38%	4%	8%

Table 121
Elementary
Staff Report Card Survey
Number = 773

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Indicate the extent to which you are satisfied with:					
Your job.	37%	42%	9%	4%	1%
Involvement in decision making at the school.	21%	42%	24%	8%	4%
The District curriculum.	7%	28%	32%	19%	9%
Opportunities for training on the district curriculum and materials.	16%	34%	24%	13%	4%
We are provided with adequate information before new practices or procedures are implemented.	7%	24%	25%	23%	8%
The principal and other staff provide me with the support I need when working with students.	43%	29%	11%	5%	2%
The principal and other staff provide me with the support I need with working with parents.	42%	28%	11%	4%	2%
The administrator(s) are approachable.	57%	25%	8%	5%	3%
The administrator(s) are available if I need help.	45%	25%	11%	9%	3%
The work load in this school is equitably divided.	18%	35%	20%	14%	7%
We have freedom in our selection of materials.	26%	37%	21%	7%	3%
I have freedom in selection of teaching materials.	30%	38%	19%	6%	2%
I have input in purchase of supplemental materials.	32%	40%	20%	5%	2%
Instruction here focuses on student success in meeting the District goals.	34%	40%	12%	2%	1%
The District curriculum is well defined.	12%	39%	29%	11%	3%
Teachers here work together effectively.	33%	40%	15%	7%	2%
Staff & teachers have good working relationships.	38%	41%	12%	6%	1%
Our school rules are fairly enforced.	36%	41%	12%	7%	3%
I feel safe at school.	43%	39%	10%	4%	1%
Students are safe here.	37%	40%	12%	5%	1%
School staff are treated with respect by students.	19%	46%	15%	13%	4%
Students are treated with respect by the staff.	42%	46%	5%	2%	1%
Conference/planning time is adequate.	9%	24%	21%	24%	16%
I integrate computers/technology into instruction.	14%	38%	28%	10%	5%
Library/media resources are adequate.	16%	38%	18%	18%	6%
Students guidance and counseling are adequate.	9%	21%	21%	23%	21%
When I do good work it is recognized.	22%	40%	19%	10%	5%

Staff morale is high.	15%	40%	21%	14%	7%
We have good support from our parents.	17%	33%	20%	17%	10%
Students here are well behaved.	10%	42%	21%	12%	6%

Table 122
Middle Level
Parent Report Card Survey
Number = 463

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When I think about how well our Anchorage Schools are doing, I am generally SATISFIED with:					
The performance of the Anchorage School District.	16%	46%	23%	10%	3%
The performance of my child’s school.	38%	42%	13%	4%	1%
The performance of my child’s teacher(s).	41%	42%	11%	3%	1%
When I think about what is being taught, I am generally SATISFIED with:					
The curriculum at our school.	26%	53%	11%	5%	2%
When I think about my relationship with the staff, School and information, I am SATISFIED with:					
My ability to get information on class and school activities.	36%	42%	13%	4%	1%
To what extent do you AGREE with each of the following statements.					
I have the ability to review school books and library materials.	19%	40%	31%	4%	1%
I am invited to make suggestions about the library materials to be included or excluded.	12%	28%	39%	9%	2%
I feel welcome at school.	46%	40%	8%	2%	1%
My child is safe at school.	34%	43%	13%	3%	1%
My child is safe on the way to and from school.	28%	44%	16%	6%	2%

Table 123
Middle Level
Student Report Card Survey
Number = 5,067

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our school is clean and well maintained.	14%	41%	27%	10%	4%
I am treated fairly by adults here at school.	13%	36%	27%	13%	7%
I am treated fairly by other students.	12%	40%	29%	10%	5%
I find my school work interesting.	5%	22%	39%	18%	12%
I understand the school work I am given.	15%	41%	31%	7%	3%
Our school rules are fair.	10%	28%	30%	17%	11%
My teachers treat me with respect.	19%	40%	26%	8%	4%
Student here treat me with respect.	12%	38%	30%	9%	6%
Our school rules are fairly enforced.	12%	33%	32%	12%	7%
I like school.	10%	23%	32%	13%	17%
I am safe at school.	15%	38%	29%	9%	5%
If I have a problem at school, I know where I can go for help.	23%	39%	22%	6%	4%
Have chances to participate in school activities.	31%	44%	16%	3%	2%
I use computers at school.	27%	34%	19%	10%	6%
The library/media center has the materials I need to do my school work.	18%	37%	26%	8%	4%
I feel welcome at school.	14%	39%	30%	7%	4%
I feel safe on the bus and at the bus stop.	17%	32%	28%	8%	7%

Table 124
Middle School
Staff Report Card Survey
Number = 189

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Indicate the extent to which you are satisfied with:					
Your job.	39%	40%	11%	8%	1%
Involvement in decision making at the school.	24%	41%	16%	14%	4%
The District curriculum.	6%	34%	33%	16%	7%
Opportunities for training on the district curriculum and materials.	12%	37%	27%	12%	3%
We are provided with adequate information before new practices or procedures are implemented.	11%	27%	24%	24%	5%
The principal and other staff provide me with the support I need when working with students.	37%	34%	9%	10%	1%
The principal and other staff provide me with the support I need with working with parents.	38%	34%	11%	5%	1%
The administrator(s) are approachable.	59%	27%	5%	5%	2%
The administrator(s) are available if I need help.	51%	30%	11%	5%	1%
The work load in this school is equitably divided.	20%	32%	16%	24%	5%
We have freedom in our selection of materials.	32%	40%	21%	5%	1%
I have freedom in selection of teaching materials.	34%	38%	20%	3%	1%
I have input in purchase of supplemental materials.	33%	37%	23%	4%	2%
Instruction here focuses on student success in meeting the District goals.	29%	40%	15%	5%	2%
The District curriculum is well defined.	10%	40%	30%	15%	4%
Teachers here work together effectively.	28%	50%	14%	5%	1%
Staff & teachers have good working relationships.	40%	44%	11%	2%	1%
Our school rules are fairly enforced.	30%	44%	12%	12%	2%
I feel safe at school.	32%	44%	10%	11%	1%
Students are safe here.	29%	48%	11%	10%	-
School staff are treated with respect by students.	9%	40%	19%	27%	4%
Students are treated with respect by the staff.	28%	56%	11%	3%	-
Conference/planning time is adequate.	30%	39%	17%	7%	4%
I integrate computers/technology into instruction.	24%	34%	27%	8%	5%
Library/media resources are adequate.	24%	47%	18%	7%	2%
Students guidance and counseling are adequate.	22%	41%	24%	11%	2%
When I do good work it is recognized.	24%	41%	18%	12%	4%

Staff morale is high.	21%	43%	22%	12%	1%
We have good support from our parents.	14%	28%	24%	10%	1%
Students here are well behaved.	8%	34%	28%	20%	5%

Table 125
High School
Parent Report Card Survey
Number = 702

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When I think about how well our Anchorage Schools are doing, I am generally SATISFIED with:					
The performance of the Anchorage School District.	8%	43%	22%	15%	5%
The performance of my child’s school.	21%	46%	18%	7%	2%
The performance of my child’s teacher(s).	31%	42%	13%	5%	2%
When I think about what is being taught, I am generally SATISFIED with:					
The curriculum at our school.	20%	49%	16%	8%	2%
When I think about my relationship with the staff, School and information, I am SATISFIED with:					
My ability to get information on class and school activities.	24%	42%	15%	9%	3%
To what extent do you AGREE with each of the following statements.					
I have the ability to review school books and library materials.	16%	35%	31%	8%	2%
I am invited to make suggestions about the library materials to be included or excluded.	12%	22%	39%	11%	4%
I feel welcome at school.	34%	39%	13%	4%	2%
My child is safe at school.	17%	46%	20%	5%	2%
My child is safe on the way to and from school.	18%	47%	21%	5%	1%

Table 126
High School
Student Report Card Survey
Number = 3,997

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our school is clean and well maintained.	12%	28%	29%	15%	10%
I am treated fairly by adults here at school.	13%	38%	28%	11%	6%
I am treated fairly by other students.	15%	43%	26%	7%	4%
I find my school work interesting.	11%	25%	35%	15%	9%
I understand the school work I am given.	18%	41%	28%	6%	3%
Our school rules are fair.	10%	30%	32%	14%	8%
My teachers treat me with respect.	18%	41%	24%	7%	4%
Student here treat me with respect.	14%	40%	29%	7%	4%
Our school rules are fairly enforced.	12%	33%	32%	13%	6%
I like school.	12%	27%	32%	12%	11%
I am safe at school.	10%	30%	32%	13%	10%
If I have a problem at school, I know where I can go for help.	17%	38%	24%	8%	6%
Have chances to participate in school activities.	23%	42%	20%	6%	4%
I use computers at school.	20%	36%	22%	10%	7%
The library/media center has the materials I need to do my school work.	11%	32%	31%	12%	7%
I feel welcome at school.	14%	39%	31%	7%	4%
I feel safe on the bus and at the bus stop.	12%	25%	38%	7%	9%

Table 127
High School
Staff Report Card Survey
Number = 390

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Indicate the extent to which you are satisfied with:					
Your job.	34%	41%	12%	6%	1%
Involvement in decision making at the school.	13%	27%	24%	18%	13%
The District curriculum.	5%	25%	33%	15%	14%
Opportunities for training on the district curriculum and materials.	9%	30%	27%	13%	9%
We are provided with adequate information before new practices or procedures are implemented.	6%	23%	27%	21%	12%
The principal and other staff provide me with the support I need when working with students.	30%	30%	13%	12%	5%
The principal and other staff provide me with the support I need with working with parents.	26%	32%	15%	10%	4%
The administrator(s) are approachable.	42%	26%	15%	10%	4%
The administrator(s) are available if I need help.	35%	30%	15%	12%	5%
The work load in this school is equitably divided.	12%	29%	27%	17%	10%
We have freedom in our selection of materials.	23%	40%	19%	10%	3%
I have freedom in selection of teaching materials.	25%	40%	17%	6%	3%
I have input in purchase of supplemental materials.	28%	39%	19%	7%	3%
Instruction here focuses on student success in meeting the District goals.	19%	40%	20%	6%	3%
The District curriculum is well defined.	8%	36%	32%	14%	4%
Teachers here work together effectively.	24%	40%	18%	10%	4%
Staff & teachers have good working relationships.	27%	44%	11%	10%	4%
Our school rules are fairly enforced.	16%	36%	14%	18%	13%
I feel safe at school.	21%	41%	17%	13%	5%
Students are safe here.	16%	41%	20%	14%	4%
School staff are treated with respect by students.	10%	43%	18%	17%	9%
Students are treated with respect by the staff.	24%	56%	13%	3%	1%
Conference/planning time is adequate.	13%	38%	22%	15%	7%
I integrate computers/technology into instruction.	19%	38%	24%	9%	6%
Library/media resources are adequate.	10%	35%	26%	18%	5%
Students guidance and counseling are adequate.	23%	35%	21%	14%	4%

When I do good work it is recognized.	15%	32%	21%	17%	12%
Staff morale is high.	7%	31%	19%	17%	24%
We have good support from our parents.	7%	35%	33%	16%	4%
Students here are well behaved.	6%	39%	29%	15%	6%

Question: What is the budgeting process?

Answer: Active involvement of all interested individuals in the annual budget development process is invited and encouraged. Community members' suggestions and input add much to the decision making processes involved in developing the budget. Parents, other community members, staff members, and students may become involved in a number of ways. The parent teacher organizations in the schools work closely with principals. Advisory groups and committees focus on a number of common concerns and interests. Many of these groups and committees make budget development suggestions and recommendations each year. The School Board conducts public hearings in September during which budget recommendations are reviewed and discussed in detail. Public testimony at these meetings is important and is strongly encouraged. Budget hearings are also cable cast on Channel 43 and a phone-in number is available to viewers so that questions can be answered on the air.

If you would like more information on how to provide suggestions or to contact the groups which are currently working with the School District, please contact the principal of your neighborhood school. You may also call the Public Affairs Office at 269-2131 for additional information and the contact telephone numbers for any of the groups in which you may be interested.

Discussion: The overall Anchorage School District budget provides for an expenditure of \$6,204 for each student. According to the State of Alaska School Report Card, Anchorage has less to spend per child than any other Alaska District. The student population is stated with half-day kindergarten students on a full-time student equivalent (FTE) of .5 basis and full-day kindergarten students are included on a FTE of 1.0 basis.

Please examine the Anchorage School District Budget for a full accounting of expenditures including the costs associated with construction and food services.

Table 128

**1995-96 through 1997-98 Actual Expenditures,
1998-99 and 1999-00 Budgeted
for General Fund**

Year	Actual Expenditures General Fund	Student Population Full-Time Equivalence	Expenditures per Student FTE
1999-00	\$328,376,412*	50,201**	\$6,541*
1998-99	\$313,806,375*	48,219	\$6,508*
1997-98	\$302,786,900	47,613	\$6,359
1996-97	\$283,335,043	46,470	\$6,097
1995-96	\$281,381,980	46,447	\$6,058

* Budgeted
** Projected enrollment

Question: How do the performances of individual schools vary on the indicators used in the profile?

Answer: While the overall District indicators are very positive with norm referenced test performance and ACT/SAT scores for college bound seniors well above the national average, there are substantial differences in the test scores of individual schools.

Some schools are boundary free providing education with a special instructional flavor or philosophy for students drawn from throughout the community. Some schools have special programs which 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.

The individual school profiles include many of the factors which affect performance. Crowded schools and crowded classrooms, students who come from an impoverished environment, and high levels of student mobility are all factors which make the task of education more difficult. Adequate and uncrowded classrooms, stable attendance, and well prepared students make the task easier.

The individual profiles show schools where positive achievement growth is the norm. Most Anchorage schools have levels of performance above the expected national average. The schools with lower performance tend to be those schools with the highest percentages of students qualifying for free and reduced price lunch, the lowest stability, and the highest student mobility. But even in those schools where achievement is the most difficult, the majority of the students who continue from year to year show that they make the expected one year or more of academic gain.

Discussion: Individual school profiles are expanded to include more information on each school. Elementary profiles now include school goals from individual school report cards, number of students retained, student membership and attendance, staffing, ethnicity, free lunch information, stability and mobility information, and the identification of special programs offered in the school. Secondary schools have additional information on SAT/ACT scores, grades, and the rate at which students are earning credits.

While this is a detailed statistical profile, it still does not give a sense of the spirit and vivacity found in the individual schools. Only a visit to the school and talking with students and staff can provide a real sense of the vitality and character of an Anchorage school.

There is a focus on achievement in the school profiles. The achievement indicators include norm referenced test scores earned by students in the spring of 1999. There is also an examination of the growth of students who have continued in the school for a full year. Students who are counted as having a "Gain" or "Loss" have improved or lost 7 or more NCE points over the past year. Students who have moved from grade 6 to grade 7 and from grade 8 to grade 9 have for the most part actually changed school buildings but are following the normal path of Anchorage students so they are included in measures of growth.

Tables 129 which begins the section provides a profile of performance across the District with which individual school performance might be compared. The first section of the table shows the areas where school goals have been identified for elementary, middle, and high schools. The schools are charged to identify from three to five goals, two of which must address improving student achievement or the instructional program. Detailed discussions of individual school goals and their accomplishments are available from the individual schools in the School Report Card for 1998-99. Schools must have goals, and progress toward those goals must be reviewed with members of the community each year, to fulfill District and state requirements.

The next section shows the average percentile rank scores and the progress made by students who have continued from one year to the next. Average scores for the District are above the expected 50th percentile. While this does not mean that an individual student is "above average," it means that on the whole Anchorage students do quite well. At every grade level, more than 58 percent of the continuing Anchorage students are showing the expected full year or more of academic growth as measured on the norm referenced tests.

The next section shows the five year historical profile of scores in Total Reading, Total Language Arts, and Total Mathematics at grades 4, 6, and 8 as well as the Reading and Mathematics scores for grade 11. There is a consistent pattern of scores which show strong academic achievement. The above average norm referenced test performance is consistent with the above average ACT/SAT history of our college bound students.

Elementary retention rates, free and reduced price lunch program participation, progress made by students toward graduation, graduation rate, and the stability and mobility of the district population all support a positive overall image of the Anchorage School District. Examination of these figures for the individual schools show that there is a great deal of variation among programs and student populations.

Many Anchorage schools have large numbers of students who come from low income homes and have a high student mobility. These are the schools where the task of education is most difficult and where teachers have to work the hardest to help students achieve. Schools with the greatest needs have some additional support from special programs such as Even Start, Title I, Bilingual Education, Migrant Education, and the Anchorage Underachieving Schools program. Examination of the tables which follow provides insight into the size, diversity, and achievement of Anchorage - one of the ninety largest public school districts in the United States.

Table 129

Anchorage School District Overview

The **Anchorage School District's** mission is to educate students for success in life.

SCHOOL GOALS	
Goal	Level of Achievement
Increase academic excellence	Partially Attained
Establish a supportive learning environment	Attained
Ensure public accountability	Attained

BUDGET*	
1997-98 Expenditures	\$302,786,900
1998-99 Budgeted Amount	\$313,806,375
1999-00 Adopted Budget	\$328,376,412
*Dollars budgeted or expended are general fund only.	

Anchorage School District Overview

School Report Card Statement

The Anchorage School Board, Superintendent and District staff committed that:

- all students will acquire basic skills and strategies to read independently by the end of the third grade.
- all students will show measurable success and increased achievement at each successive grade level in math, reading and writing conventions including spelling.
- student performance standards will be adopted in the areas of reading, mathematics and Language Arts.

Anchorage School District Characteristics

SCHOOL MEMBERSHIP				
September 30, 1998 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
49,551	Elementary 102% Middle Level 83% High School 98%	8,742	1,862	4,540

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
45,913.6	49,019.5	93.6%

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/ Assistant Principals	115	Special Ed. Aides	238.24
Classroom Teachers	1989.5	Title I Coordinators	15.5
Librarians	73.5	Bilingual Tutors	93.09
Special Education Teachers	355	Indian Ed. Tutor/Counselor	17.2
Pre-School Teachers	5	Library Aides	4
Art Teachers	30.9	Title I Tutor/TA	12
Music Teacher	53.4	Title I Parent Worker	21
Physical Ed. Teacher	55.7	Teacher Assistants/Aides	38.45
Gifted Teacher	29	Migrant Ed. Tutor	1
Bilingual Teachers	36	Pre-School Aides	8
Counselors	72.93	Interpreter	1
Nurses	71.45	Title VII Specialist	1
Headmaster	1	Title VII Secretary/FSSC	1
		Clerical Support	233.3
		Custodians	270.8
		International Tutors	8.6
Special Programs: Bilingual Ed., Title I, Title VII, Slingerland for grades 1-6, Full day Kindergarten, Intensive needs sites, Indian Ed., Migrant Ed., Computer Labs, Gifted sites, Community Schools, Open Optional, Special Ed Pre-school, Breakfast program, Spanish Immersion, Japanese Immersion, Back-to-Basics (ABC), Montessori K-8, Underachieving, Children in transition, Resolving conflicts creatively (RCCP)			

Anchorage School District Characteristics

ETHNICITY REPORT - OCTOBER 1998						
White	Black	American Native	Asian/ Pac. Islander	Hispanic	Total Minority	School Total
32,551	4,334	5,893	4,299	2,520	17,046	49,597
65.63%	8.74%	11.88%	8.67%	5.08%	34.37%	

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low Income Families*	Percent of Children from Low Income Families*
1998-99	Elementary	27,778	8,836	31
	Middle Level	8,310	1,792	21

* Estimate of children from low income families is based on Free/Reduced Lunch Program.

RETENTION REPORT										
Grade Repeated	1	2	3	4	5	6	7	8	Total	
Number Not Promoted	66	20	17	13	15	5	325	192	653	
Percent Not Promoted	1.6%	.50%	.42%	.33%	.35%	.13%	8.51%	5.42%	2.10%	

STUDENT POPULATION MOBILITY							
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility	
Elem.	27,918	3,112	2,223	2,368	2,292	9,995	35.8%
Sec.	21,095	2,422	3,613	1,323	1,291	8,649	41.0%

STABILITY RATES OF STUDENTS						
Data Type	American Native	Asian/ Pac. Islander	Black	Hispanic	White	Total
Number	6,553	4,666	4,703	2,788	34,545	53,267
% in One Sch.	70.23%	80.58%	75.14%	75.86%	83.31%	80.34%
% in Same Sch.	52.16%	56.73%	51.44%	53.37%	59.64%	57.40%

Anchorage School District Achievement

**Cat Percentile Rank Scores
and Number Tested**

SUBTEST		GRADE			
		3	4	5	6
Reading Vocabulary	%ile	59	60	58	53
	No.	3,817	3,696	3,769	3,528
Reading Comprehension	%ile	61	58	60	63
	No.	3,809	3,701	3,772	3,525
Total Reading	%ile	61	60	61	60
	No.	3,801	3,690	3,765	3,524
Language Mechanics	%ile	47	58	71	68
	No.	3,813	3,692	3,776	3,516
Language Expression	%ile	58	58	64	62
	No.	3,806	3,693	3,773	3,519
Total Language	%ile	53	59	68	66
	No.	3,796	3,686	3,770	3,514
Math Computation	%ile	58	62	57	66
	No.	3,823	3,706	3,765	3,523
Math Concepts and Applications	%ile	60	65	67	70
	No.	3,805	3,696	3,759	3,522
Total Mathematics	%ile	60	65	64	68
	No.	3,793	3,689	3,751	3,514
Total Battery	%ile	60	62	67	66
	No.	3,749	3,646	3,729	3,491
Word Analysis	%ile	52			
	No.	3,826			
Study Skills	%ile		66	60	63
	No.		3,685	3,757	3,514
Spelling	%ile	51	54	53	50
	No.	3,810	3,699	3,777	3,527
Science	%ile	60	61	51	55
	No.	3,803	3,685	3,757	3,512
Social Studies	%ile	59	57	64	59
	No.	3,798	3,679	3,755	3,508

Anchorage School District Achievement

**Cat Percentile Rank Scores
and Number Tested (continued)**

SUBTEST		GRADE				
		7	8	9	10	11
Reading Vocabulary	%ile	58	63	53	57	57
	No.	3,689	3,418	3,188	2,868	2,532
Reading Comprehension	%ile	64	64	62	63	60
	No.	3,689	3,413	3,192	2,866	2,530
Total Reading	%ile	62	65	60	62	59
	No.	3,687	3,410	3,185	2,863	2,526
Language Mechanics	%ile	66	62	59	57	55
	No.	3,691	3,403	3,198	2,878	2,535
Language Expression	%ile	53	55	58	54	51
	No.	3,687	3,402	3,198	2,873	2,522
Total Language	%ile	60	59	59	56	53
	No.	3,684	3,395	3,193	2,866	2,515
Math Computation	%ile	61	52	63	60	60
	No.	3,684	3,372	3,197	2,874	2,533
Math Concepts and Applications	%ile	65	74	71	70	67
	No.	3,683	3,374	3,191	2,872	2,534
Total Mathematics	%ile	64	64	68	65	65
	No.	3,681	3,366	3,190	2,871	2,531
Total Battery	%ile	64	65	65	64	61
	No.	3,626	3,315	3,161	2,827	2,487
Study Skills	%ile	58	50	60	53	52
	No.	3,685	3,380	3,188	2,875	2,533
Spelling	%ile	50	49	52	49	46
	No.	3,695	3,408	3,196	2,874	2,535
Science	%ile	64	79	67	67	60
	No.	3,686	3,371	3,182	2,874	2,536
Social Studies	%ile	66	64	66	62	58
	No.	3,681	3,375	3,181	2,866	2,523

Anchorage School District Achievement

<u>Test</u>	<u>Students/Subject</u>	<u>SAT/ACT</u>				
		<u>98-99</u>	<u>97-98</u>	<u>96-97</u>	<u>95-96</u>	<u>94-95</u>
	No. Graduates	2,588	2,303	2,319	2,295	2,164
SAT	Percent Tested	57%	56%	58%	55%	54%
	Verbal	523	526	522	528	449
	Math	530	533	527	529	505
ACT	Percent Tested	25%	26%	26%	30%	32%
	English	22.2	22.5	21.8	22.0	21.9
	Math	23.4	23.9	23.6	22.7	22.4

PROGRESS TOWARD GRADUATION				
<u>Area</u>	<u>Average Credits Earned</u>			
	<u>9th</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>
Language Arts	0.88	0.90	0.96	0.99
Mathematics	0.84	0.84	0.73	0.42
Science	0.86	0.83	0.80	0.41
Social Studies	0.90	0.92	0.98	0.99
Others	1.83	1.79	1.76	1.99
Total	5.32	5.28	5.23	4.81

Anchorage School District Achievement

CONTINUING STUDENTS IN ONE SCHOOL SPRING 1998-99 EXPECTED GAIN							
Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	2593	30.0	38.4	31.6	64	64
	Lang. Arts	2591	23.9	33.3	42.8	55	63*
	Math	2596	29.1	29.6	41.3	64	70*
5	Reading	2738	32.0	37.3	30.7	65	65
	Lang. Arts	2738	21.2	36.5	42.3	65	72*
	Math	2734	35.7	34.5	29.8	70	68*
6	Reading	2469	34.1	37.2	28.6	64	63*
	Lang. Arts	2454	33.9	40.2	25.9	72	70*
	Math	2451	24.0	36.4	39.5	68	73*
7	Reading	2327	24.3	40.3	35.4	61	64*
	Lang. Arts	2321	37.7	36.8	25.5	67	63*
	Math	2323	34.4	38.4	27.3	69	67*
8	Reading	2687	26.6	41.9	31.4	67	68*
	Lang. Arts	2670	34.7	40.5	24.8	66	62*
	Math	2642	28.5	47.5	24.0	68	67*
9	Reading	2431	35.7	41.1	23.2	66	62*
	Lang. Arts	2432	28.2	41.2	30.7	61	62
	Math	2438	21.1	42.9	36.0	67	71*
10	Reading	2299	26.1	42.2	31.6	63	65*
	Lang. Arts	2301	34.0	40.0	26.0	62	60*
	Math	2308	32.6	43.8	23.5	72	69*
11	Reading	1980	41.4	38.1	20.5	69	62*
	Lang. Arts	1976	40.3	39.5	20.2	64	57*
	Math	1998	35.1	41.9	23.0	72	68*

* Indicates Significant Difference in Means at .05 level.

Anchorage School District Achievement

CONTINUING STUDENTS IN DISTRICT SPRING 1998-99 EXPECTED GAIN							
Gr.	Area	Number Tested	% Achieved Less Than One Year' Growth	% Achieved One Year's Growth	% Achieved More Than One Year's Growth	1998 Mean	1999 Mean
4	Reading	3,129	30.0	37.9	32.1	62	62
	Lang. Arts	3,121	24.1	32.5	43.4	53	61*
	Math	3,136	28.8	29.8	41.4	62	67*
5	Reading	3,259	32.6	37.3	30.1	64	63
	Lang. Arts	3,249	21.5	37.0	41.5	64	70*
	Math	3,249	35.6	34.2	30.2	68	66*
6	Reading	3,021	34.1	37.0	28.9	63	62*
	Lang. Arts	3,005	34.5	40.0	25.5	71	68*
	Math	2,994	24.3	36.9	38.8	66	71*
7	Reading	3,134	24.2	39.4	36.3	61	64*
	Lang. Arts	3,131	35.4	38.3	26.3	66	62*
	Math	3,128	33.4	38.8	27.7	68	67*
8	Reading	2,939	26.7	41.9	31.4	66	67*
	Lang. Arts	2,915	34.3	40.5	25.2	64	61*
	Math	2,890	28.8	46.3	24.9	67	66*
9	Reading	2,665	35.8	40.8	23.4	66	62*
	Lang. Arts	2,663	28.3	41.2	30.5	61	61
	Math	2,675	21.3	43.1	35.6	66	70*
10	Reading	2,435	26.4	41.9	31.7	62	64*
	Lang. Arts	2,438	34.2	39.6	26.2	61	58*
	Math	2,444	32.9	43.9	23.2	71	68*
11	Reading	3,132	41.6	38.1	20.4	68	61*
	Lang. Arts	2,124	40.3	39.4	20.2	63	55*
	Math	2,152	35.0	42.3	22.6	70	67*

* Indicates Significant Difference in Means at .05 level.

Anchorage School District Achievement

HISTORICAL PERFORMANCES						
ITBS PERCENTILE RANK SCORES 1994-95						
CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1998-99						
Grade	Area	98-99	97-98	96-97	95-96	94-95
4	Total Reading	60	63	64	64	54
	Total Lang. Arts	59	63	63	56	54
	Total Mathematics	65	67	69	62	61
	Total Battery	62	65	66	61	-
6	Total Reading	60	60	61	61	58
	Total Lang. Arts	66	65	66	63	57
	Total Mathematics	68	67	68	67	62
	Total Battery	66	65	66	64	-
8	Total Reading	65	64	63	63	59
	Total Lang. Arts	59	59	57	55	62
	Total Mathematics	64	63	64	62	59
	Total Battery	65	64	64	62	-
11	Total Reading	59	58	58	58	62
	Total Lang. Arts	53	53	51	53	-
	Total Mathematics	65	64	63	63	62
	Total Battery	61	61	60	60	-

"Left Blank Intentionally"

APPENDIX A

Advanced Placement Examinations

"Left Blank Intentionally"

Table 1
Advanced Placement Examinations 1998-1999
Overall Anchorage Performance

Score Level	Number	Percent of Total
Five	231	14
Four	372	23
Three	520	32
Two	374	23
One	105	7
Total Three or Higher	1,123	70
Total Tested	1,602	

Table 2
Advanced Placement Examinations 1998-1999
Anchorage High School Performance

School/District	Number Tested	Number Three or Higher	Percent of Total
Bartlett	192	110	57
Chugiak	280	210	75
Dimond	438	265	61
East	118	84	71
Service	437	349	80
West	136	104	77
Steller	1	1	100
District Total	1,602	1,123	70

Table 3
Advanced Placement Examinations 1998-1999
Anchorage, Alaska, and National Performance

District/ Area	Number Tested	Average Score
Anchorage	1,602	3.16
Alaska		
Excluding Anchorage	1,040	2.98
Alaska	2,642	3.09
Western U.S.	289,683	3.05
All Tested	1,149,515	3.02