

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 the academic achievement of Anchorage students. 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 profiles each of the Anchorage schools.

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 focus is on the regular education program and does not include measures of the success of special education students who 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 "1999-2000 Goals Accomplishments: Report" (July, 2000) is available through The Superintendent's Office of the Anchorage School District, 4600 DeBarr Avenue, Anchorage, AK (907) 742-4312. It examines the success of the activities that were undertaken to manage district programs in an effort to fulfill board goals. The Profile includes an analysis of outcome measures available for Board goals that directly relate to student achievement.

The profile includes a discussion of parent, student, and staff satisfaction for the District as a whole. Individual School Report Cards are available at each school. A complete District Report Card (Board Memo #396 June 2000) is prepared for the State of Alaska and is available from the Superintendent's Office.

The Profile of Performance has a question and answer format. Questions identify the topics which are reviewed. Answers provide overviews of the findings relative to the topic. Discussion sections further explore the data that support the brief summary 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) 742-4153. Copies are available to the public in all Anchorage libraries. Selected information from the profile will be available through the Anchorage School District WWW site at http://www.asd.k12.ak.us/Depts/Assess_Eval/ in October.

Specific questions on the content of the document should be referred to the Anchorage School District Assessment and Evaluation Department at (907) 787-3829.

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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 tests, locally developed Writing Assessment and the ACT and SAT results for 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 1999-2000 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 1999-2000 are reviewed. Data is presented on the composition of the student body in terms of ethnicity participation in programs for students with special needs. Student mobility and continuity are discussed. Economic levels of the students are briefly described. The demographic profile provides a background for interpreting the outcome indicators that are presented later in the report.

The primary indicator of academic achievement used in 1999-2000 is a norm-referenced measure of basic skills. The 1995 edition of the California Achievement Tests (CAT/5) was administered to over 30,000 students in grades 3-10 in April 2000. 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 4-10 are tested in Vocabulary, Reading Comprehension, Spelling, Language Mechanics, Language Expression, Mathematics Computation, Mathematics Concepts and Applications, and Study Skills. All students in grades 3-10 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 year-to-year growth and to 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. The State of Alaska has reduced required CAT testing to grades 4 and 7 for 2000-2001 and will be considering a change to another norm referenced for 2001-2002.

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 that 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 learned or taught. The Anchorage School Board has reduced the amount of student testing with the California Achievement Test to include only the two required state grade levels. This will be the last Profile of Performance that will include tables that track individual student year-to-year growth.

The Anchorage Writing Assessment at grades 5, 7, and 9 provides information on how well students are meeting District expectations on the traits of good writing. The assessment takes place at mid-year so that students that are not meeting district expectations may be identified prior to the year when they must take Alaska Benchmark exams or the Alaska High School Graduation Qualifying Examination. Schools and teachers have a chance to use results to identify students who need extra help to meet State standards in writing.

All grade 6 students take a Math Pre-Algebra qualification test to help with 7th grade placement. The test is designed by District teachers to identify students who are ready for pre-algebra placement in grade 7. The test is keyed to the ASD math curriculum and provides a measure of the attainment of advanced math skills across the district.

Grade 3 student took the Independent Reader examination that combines a comprehension test and teacher judgments to assess the School Board goal calling all Anchorage children to 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.

Results of new State of Alaska Benchmark exams, the Alaska High School Graduation Qualifying Examination, and Advanced Placement Exams did not arrive in time for inclusion in this report. Information on these important indicators of Anchorage School District success will be included in a later supplemental report.

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 middle schools. 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 characteristics of the student population served by the Anchorage School District in 1999-2000?

Answer: The Anchorage School District is one of the 100 largest school districts in the United States in terms of overall enrollment. Over 49,294 students enrolled in Anchorage schools in September 1999. Our student population in 1999-2000 was 303 students lower than it was at the same time the prior year.

The Anchorage student population reflects 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, 36 percent of the total population in 1999-2000.

Anchorage is characterized by its mobility. One in five of the students (19 percent) served by the District entered or left a District schools after September 30, 1999; i.e., moved into or out of a school during the school year. Better than 44 percent of the students served in 1999-2000 were new to their school building. 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 percent) is slightly below the district high of 33.2 percent in 1995-96 but still substantial. A number of schools have more than 70 percent of the students qualify for assistance.

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. The number of non-English speaking students, category "A" or "B" has increased by more than a thousand students over the past five years.

Anchorage has all of the characteristics and concerns found in any large urban school district in the United States. The United States Department of Education has reported that Anchorage with over 49,000 students is one of the 100 largest school districts in the United States.

Demographics are emphasized in the Profile because individual students characteristics are correlates of individual and school success. While factors such as family income and language do not limit the success of any student, they do indicate factors that affect the educational resources needed to turn students potential into student performance. Generally, schools that work with students with "at risk" factors have a harder job to do and need more resources to produce equal academic outcomes.

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 non-White population makes up over 35 percent of the total student population and is growing. In 1995-96, non-Whites made up about 30 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 Membership
1995-96 to 1999-2000**

| Year | Data Type | American Native | Asian/Pacific Islander | Black | Hispanic | White | Other | Total |
|----------------------|-----------|-----------------|------------------------|-------|----------|--------|--------|--------|
| 1999-2000 | Number | 5,950 | 4,460 | 4,263 | 2,665 | 31,759 | 197 | 49,294 |
| | Percent | 12.0% | 9.0% | 9.0% | 5.0% | 64.0% | <0.17% | 100.0% |
| 1998-99 | Number | 5,893 | 4,299 | 4,334 | 2,250 | 32,551 | N/A | 49,597 |
| | Percent | 11.0% | 8.7% | 8.7% | 5.1% | 65.6% | N/A | 100.0% |
| 1997-98 | Number | 5,644 | 3,819 | 4,234 | 2,381 | 32,557 | N/A | 48,635 |
| | Percent | 11.6% | 7.9% | 8.7% | 4.9% | 66.9% | N/A | 100.0% |
| 1996-97 | Number | 5,392 | 3,558 | 4,182 | 2,233 | 32,546 | N/A | 47,911 |
| | Percent | 11.3% | 7.4% | 8.7% | 4.7% | 69.9% | N/A | 100.0% |
| 1995-96 ¹ | Number | 5,203 | 3,341 | 4,104 | 2,123 | 33,070 | N/A | 47,871 |
| | Percent | 10.9% | 7.0% | 8.6% | 4.4% | 69.1% | N/A | 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 indicated in Table 2, labeled "Percent," represents the portion 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 indicated in Table 3 also labeled "Percent," is the portion 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 as a whole. Examination of the individual school reports in Part II of the Profile show some schools with mobility that is twice the District average.

American Native students seem particularly prone to move during the school year. One in three of American Native students enrolled in the District in 1999-2000 moved into or out of a school after September 30, 1999. The mobility patterns for racial-ethnic groups have improved 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). It is a continuing problem here in Anchorage where about 20 percent move. The impact of mobility is reflected in the lower test scores of mobile students highlighted later in the report.

¹ 1995-96 based on September 30th membership..

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 program is available in sixteen elementary and eight middle schools. More than 90 percent of the students in some Anchorage schools qualify for free or reduced price lunches.

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 |
|-------------|------------------|------------------------|-------------------------------|--------------|-----------------|--------------|--------------|
| 1999-2000 | Number* | 4,625 | 4,789 | 4,646 | 2,887 | 33,716 | 53,086 |
| | Percent** | 68.7% | 82.0% | 75.5% | 76.4% | 84.5% | 80.9% |
| 1998-99 | Number | 6,553 | 4,666 | 4,703 | 2,788 | 34,545 | 53,267 |
| | Percent | 70.1% | 86.6% | 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% |

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

** "Percent" 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 |
|-------------|------------------|------------------------|-------------------------------|--------------|-----------------|--------------|--------------|
| 1999-2000 | Number* | 6,736 | 4,789 | 4,646 | 2,887 | 33,716 | 53,086 |
| | Percent** | 53.9% | 60.6% | 54.5% | 57.5% | 61.3% | 59.2% |
| 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% |

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

** "Percent" 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 |
|-------------|---|---|---|
| 1999-2000 | 27,629 | 8,786 | 31.0% |
| 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% |

* 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 that 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.

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 percent this year because of the increased cost of basic living expenses here in Anchorage

Table 5 recognizes that a number of students have special needs. This table shows that the trend for an increasing number of students to be identified as having special needs reversed in 1999-2000 with a decline from 9,595 to 9,124 at the same time of year in 1999-2000. These are duplicated counts so some students may be counted in more than one category.

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 require special support. School level programs for students with special needs are noted in the school profiles presented in Part II of the Profile of Performance.

Table 5
Special Need Population
1995-96 to 1999-2000
Active Membership at End of School Year

| Areas of Need | Number of Students | | | | |
|------------------------------|--------------------|--------------|--------------|--------------|--------------|
| | <u>99-00</u> | <u>98-99</u> | <u>97-98</u> | <u>96-97</u> | <u>95-96</u> |
| Mentally Retarded | 290 | 304 | 275 | 261 | 248 |
| Specific Learning Disability | 4,180 | 4,411 | 4,520 | 4,587 | 4,466 |
| Emotionally Disturbed | 413 | 420 | 410 | 362 | 362 |
| Orthopedically Handicapped | 31 | 32 | 37 | 32 | 37 |
| Speech Impaired | 1,227 | 1,236 | 1,259 | 1,347 | 1,268 |
| Visually Impaired | 15 | 15 | 16 | 20 | 17 |
| Health Impaired | 226 | 228 | 208 | 152 | 121 |
| Hard of Hearing | 99 | 106 | 119 | 107 | 114 |
| Deaf | 39 | 41 | 37 | 39 | 39 |
| Deaf-Blind | 1 | 1 | 2 | 1 | 2 |
| Multi-handicapped | 224 | 239 | 241 | 229 | 220 |
| Developmental Delayed | 356 | 344 | 293 | 274 | 235 |
| Traumatic Brain Injury | 35 | 36 | 39 | 28 | 25 |
| Autism | 95 | 93 | 82 | 53 | 36 |
| Gifted | 1,893 | 2,089 | 2,270 | 2,247 | 1,960 |

Table 6

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

| Areas of Need | Number of Students | | | | |
|--|--------------------|--------------|--------------|--------------|--------------|
| | <u>99-00</u> | <u>98-99</u> | <u>97-98</u> | <u>96-97</u> | <u>95-96</u> |
| Bilingual | | | | | |
| “A” or “B” (Totally or Dominant Non-English) | 3,230 | 3,053 | 2,731 | 2,418 | 2,165 |
| “C” (Low Achievers) | 544 | 545 | 602 | 409 | 328 |
| Migrant Eligible Students (Actually receiving service) | 966 | 617 | 545 | 540 | 350 |
| Title I/Chapter I Students | | | | | |
| Targeted Assistance Schools | 401 | 486 | 386 | 327 | 924 |
| Schoolwide Programs | 5,543 | 6,252 | 5,415 | 4,475 | 2,513 |
| Homeless Program | 1,407 | 1,495 | 1,058 | 1,076 | 1,102 |
| Neglected and Delinquent | 237 | 199 | 198 | 222 | 120 |
| Indian Education Eligible Students (Receiving Tutoring/Counseling services) | 2,195 | 2,815 | 1,908 | 2,121 | 2,029 |

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 the substantial numbers of students that qualify for program as well as an increase in school wide programs here in Anchorage. The more than 10 percent of Anchorage students are now served through the Title I program.

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. Anchorage has the same problems and complexity found in most urban school districts in America.

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 school communities. The task of reaching the school board goal of academic excellence for all makes it necessary to recognize some schools have much higher rates of poverty and student mobility.

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Question: How did Anchorage students do on the norm referenced tests administered in April of 2000?

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 10 have taken the California Achievement Test each spring for the past five years allowing an examination of student growth over time.

When overall Anchorage students achievement is considered by looking at average Normal Curve Equivalent (NCE) scores and converting them to the equivalent percentile rank scores, the overall Anchorage percentile score for 1999-2000 would be the 64th percentile. This reflects the consistent high level of academic performance in Anchorage where this overall score has stayed about the 60th percentile for the past five years.

Reading, Language Arts, and Mathematics composite scores are key indicators of student status. The Anchorage average scores are well above the national average of the 50th percentile. More than 94 percent of Anchorage students in the tested grades took CAT tests last year.

Reading is basic to success in all educational areas and the tests include both vocabulary and comprehension. Anchorage scores range from the 57th percentile at grade 6 to the 64th percentile at grade 7.

Total Language Arts items focus on the mechanics of writing and recognition of errors. Anchorage scores range from the 54th percentile at grade 3 to the 67th percentile at grade 5.

Mathematics items focus on basic math operations and problem solving. Anchorage scores range from the 62nd percentile at grade 8, to the 69th percentile at grade 6.

Discussion: Table 7 shows that most Anchorage students in the grades that are selected for testing 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 with special needs be provided accommodations, and that students that are not capable of taking tests even with accommodations be provided with alternative assessments. The percentage of students tested at high schools is lower than at middle level or elementary schools because fewer high school students complete make-up tests when they are absent on the primary testing days. The percentage of students tested in Anchorage has increased as fewer special needs students are excluded.

Table 8 shows that average performance of students in grades 3 through 10 on the Total Reading, Total Language Arts, Total Mathematics, and Total Battery scores of the California Achievement Tests. With more than 94 percent of the students tested, it is fair to say that the scores represent a valid cross-section of English speaking students in the regular education program.

Anchorage 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 61st percentile to the 66th percentile. This is very strong performance for a large urban school district.

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 66th percentile. Vocabulary ranges from the 51st to 60th 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 48th percentile to the 69th percentiles. Language Expression scores range from the 55th to the 63rd percentile at grade 6. The Language Arts total scores range from the 54th to the 67th 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 at or above the national average in both Computation and Concepts and Applications at every grade. The Math Computation scores range from the 50th to the 67th percentile. The Math Concepts and Applications scores range from the 62nd 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 range from the 62nd to the 69th percentile.

Table 12 shows the breakdown of scores in Reading, Language Arts, Mathematics and on the Total Battery by quartile. The first quartile includes students with scores at or below the 25th percentile and the fourth quartile includes students with scores above the 75th percentile – our lowest and highest scoring students. The national expectation is that 25 percent of students fall into each quartile so having less than 25 percent in the lowest quartile and more than 25 percent in the highest quartile is good on a norm referenced achievement test that is being used to track year-to-year growth in a school district.

Table 12 generally reflects the high average ASD scores with high percentages of students in the top quartile. But, it also shows that high average scores do not tell the whole story. Anchorage grades are large with 3,000 to 4,200 students represented so small percentages may represent large numbers of students. For example, 39.4 percent of the students in grade 3 were in the top quartile in reading. This represents better than 1,600 students. On the other hand, the 20.8 percent of the students below the 25th percentile in reading at grade 3 represents more than 800 students who have not performed well on the CAT. In relative terms, the ASD math program has resulted in the lowest percentages of students scoring below the 25th percentile but there are many students that need help in all of the academic areas.

The five year history tables, Tables 15 through 19, show minor year to year changes in scores with overall performance generally well above the national average. In some areas like reading the scores have gone down slightly while in other areas like math they have gone up a little. However, the changes are small and reflect the overall strong continued performance across all areas.

This is the fifth year that all students in grades 3 through 10 have taken CAT tests, includes Science, Social Studies. 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. Science scores ranged from the 80th to the 49th percentile in 1999-00 with performance above the 60th percentile in six of the eight grades tested. Social Studies performance ranged from the 68th to the 57th percentile with performance at or above the 60th percentile in six of the eight 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. At some grades the match between test and curriculum is very good while at others the specific content of the test is not included in Anchorage instruction though the skills tested are covered.

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 47th to the 57th percentile in 1999-00. Scores are at or above the national average at seven of the eight grades tested. Spelling continues to be the area of lowest Anchorage performance on the CAT tests. Scores increases slightly at two grade levels and declined slightly at one grade level when compared to last year. Scores were the same over the past two years at the other five grades tested.

In Word Analysis, Grade 3 students scored at the 51st percentile in 1999-00. Study skills scores range from the 49th percentile to the 66th percentile. Study Skills scores are above national average in six of the seven grades tested and at or above the 60th percentile in two 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. It is remarkable to have an overall performance in grades 3rd through 10th that is at the 64th percentile.

Table 7

**Anchorage School District
Percent Tested by Grade
Number of Bilingual, Special Ed., and Other Excluded by Grade
March 2000**

| Grade | March 30¹ Enrollment | Number Tested | Percent Tested | Number Bilingual Excluded | Number Special Ed. Excluded | Number Other Excluded |
|--------------|--|--------------------------|---------------------------|--|--|--------------------------------------|
| 3 | 3,909 | 3,785 | 96 | 36 | 25 | 63 |
| 4 | 4,049 | 3,922 | 96 | 17 | 43 | 67 |
| 5 | 3,875 | 2,729 | 96 | 42 | 7 | 97 |
| 6 | 3,938 | 2,824 | 97 | 22 | 11 | 81 |
| 7 | 3,765 | 3,618 | 96 | 46 | 17 | 84 |
| 8 | 3,649 | 3,487 | 95 | 13 | 35 | 114 |
| 9 | 3,536 | 3,285 | 92 | 71 | 15 | 165 |
| 10 | 3,269 | 2,894 | 88 | 49 | 4 | 322 |

¹ Level 3 special education students are not included in these grade level totals. Level 3 students are to be tested, tested with accommodations, or with an alternate assessment. Many level 3 students qualify for alternate assessment.

Table 8
Percentile Rank Scores and
Number of Students Tested
California Achievement Test Survey Battery 5 (CAT)
Spring 2000

| Grade Level | | Total Reading | Total Language Arts | Total Mathematics | Total Battery |
|--------------------|---------------|----------------------|----------------------------|--------------------------|----------------------|
| 3 | Percentile | 62 | 54 | 63 | 61 |
| | Number Tested | 3,754 | 3,777 | 3,766 | 3,705 |
| 4 | Percentile | 61 | 60 | 68 | 64 |
| | Number Tested | 3,913 | 3,903 | 3,889 | 3,864 |
| 5 | Percentile | 59 | 67 | 64 | 65 |
| | Number Tested | 3,723 | 3,716 | 3,722 | 3,691 |
| 6 | Percentile | 57 | 65 | 69 | 65 |
| | Number Tested | 3,816 | 3,812 | 3,812 | 3,775 |
| 7 | Percentile | 64 | 62 | 65 | 65 |
| | Number Tested | 3,608 | 3,611 | 3,600 | 3,542 |
| 8 | Percentile | 63 | 59 | 62 | 64 |
| | Number Tested | 3,479 | 3,467 | 3,477 | 3,397 |
| 9 | Percentile | 61 | 60 | 68 | 66 |
| | Number Tested | 3,275 | 3,275 | 3,273 | 3,225 |
| 10 | Percentile | 63 | 60 | 67 | 66 |
| | Number Tested | 2,880 | 2,878 | 2,873 | 2,803 |

Table 9
Anchorage School District
Breakdown of CAT Percentile Reading Scores
by Sub-test Area -- Spring 2000

| Grade Level | | Reading Vocabulary | Reading Comprehension | Reading Total |
|-------------|---------------|--------------------|-----------------------|---------------|
| 3 | Percentile | 60 | 62 | 62 |
| | Number Tested | 3,773 | 3,775 | 3,754 |
| 4 | Percentile | 60 | 60 | 61 |
| | Number Tested | 3,918 | 3,922 | 3,913 |
| 5 | Percentile | 55 | 58 | 59 |
| | Number Tested | 3,729 | 3,729 | 3,723 |
| 6 | Percentile | 51 | 62 | 57 |
| | Number Tested | 3,822 | 3,818 | 3,816 |
| 7 | Percentile | 59 | 66 | 64 |
| | Number Tested | 3,608 | 3,609 | 3,608 |
| 8 | Percentile | 60 | 63 | 63 |
| | Number Tested | 3,482 | 3,481 | 3,479 |
| 9 | Percentile | 54 | 62 | 61 |
| | Number Tested | 3,275 | 3,279 | 3,275 |
| 10 | Percentile | 58 | 64 | 63 |
| | Number Tested | 2,884 | 2,885 | 2,880 |

Table 10
Anchorage School District
Breakdown of CAT Percentile Language Arts Scores
by Sub-test Area -- Spring 2000

| Grade Level | | Language Mechanics | Language Expression | Language Total |
|-------------|---------------|--------------------|---------------------|----------------|
| 3 | Percentile | 48 | 59 | 54 |
| | Number Tested | 3,785 | 3,783 | 3,777 |
| 4 | Percentile | 59 | 59 | 60 |
| | Number Tested | 3,913 | 3,911 | 3,903 |
| 5 | Percentile | 69 | 63 | 67 |
| | Number Tested | 3,725 | 3,726 | 3,716 |
| 6 | Percentile | 67 | 61 | 65 |
| | Number Tested | 3,815 | 3,821 | 3,812 |
| 7 | Percentile | 67 | 55 | 62 |
| | Number Tested | 3,618 | 3,615 | 3,611 |
| 8 | Percentile | 61 | 55 | 59 |
| | Number Tested | 3,471 | 3,470 | 3,467 |
| 9 | Percentile | 60 | 58 | 60 |
| | Number Tested | 3,283 | 3,280 | 3,275 |
| 10 | Percentile | 61 | 56 | 60 |
| | Number Tested | 2,887 | 2,887 | 2,878 |

Table 11
Anchorage School District
Breakdown of CAT Percentile Mathematics Scores
by Sub-test Area -- Spring 2000

| Grade Level | | Math Computation | Math Concepts and Applications | Math Total |
|--------------------|---------------|-------------------------|---------------------------------------|-------------------|
| 3 | Percentile | 60 | 62 | 63 |
| | Number Tested | 3,783 | 3,773 | 3,766 |
| 4 | Percentile | 65 | 68 | 68 |
| | Number Tested | 3,904 | 3,899 | 3,889 |
| 5 | Percentile | 59 | 65 | 64 |
| | Number Tested | 3,729 | 3,729 | 3,722 |
| 6 | Percentile | 67 | 72 | 69 |
| | Number Tested | 3,819 | 3,813 | 3,812 |
| 7 | Percentile | 61 | 66 | 65 |
| | Number Tested | 3,606 | 3,602 | 3,600 |
| 8 | Percentile | 50 | 74 | 62 |
| | Number Tested | 3,481 | 3,480 | 3,477 |
| 9 | Percentile | 63 | 72 | 68 |
| | Number Tested | 3,284 | 3,282 | 3,273 |
| 10 | Percentile | 60 | 72 | 67 |
| | Number Tested | 2,881 | 2,885 | 2,873 |

Table 12
Quartile Distribution of
Students' Individual Performances
CAT -- Spring 2000

| Grade Level | | Total Reading | Total Language Arts | Total Mathematics | Total Battery |
|--------------------|-------------------|----------------------|----------------------------|--------------------------|----------------------|
| 3 | Quartile 4 | 39.4 | 32.2 | 42.8 | 38.5 |
| | Quartiles 2 and 3 | 39.8 | 42.8 | 39.9 | 40.9 |
| | Quartile 1 | 20.8 | 25.0 | 17.4 | 20.6 |
| 4 | Quartile 4 | 35.0 | 35.8 | 45.3 | 40.0 |
| | Quartiles 2 and 3 | 47.5 | 45.7 | 37.5 | 42.9 |
| | Quartile 1 | 17.5 | 18.5 | 17.2 | 17.1 |
| 5 | Quartile 4 | 36.1 | 41.7 | 40.0 | 40.6 |
| | Quartiles 2 and 3 | 43.0 | 43.1 | 43.4 | 42.9 |
| | Quartile 1 | 20.9 | 15.3 | 16.6 | 16.5 |
| 6 | Quartile 4 | 32.5 | 41.8 | 47.8 | 41.5 |
| | Quartiles 2 and 3 | 47.6 | 42.6 | 37.2 | 42.0 |
| | Quartile 1 | 19.9 | 15.6 | 15.0 | 16.6 |
| 7 | Quartile 4 | 36.7 | 36.1 | 40.2 | 38.5 |
| | Quartiles 2 and 3 | 47.8 | 45.7 | 45.2 | 45.3 |
| | Quartile 1 | 15.5 | 18.2 | 14.7 | 16.2 |
| 8 | Quartile 4 | 37.6 | 32.7 | 35.5 | 39.0 |
| | Quartiles 2 and 3 | 47.2 | 49.8 | 48.1 | 46.1 |
| | Quartile 1 | 15.1 | 17.5 | 16.5 | 14.9 |
| 9 | Quartile 4 | 34.9 | 36.0 | 43.3 | 40.1 |
| | Quartiles 2 and 3 | 47.2 | 47.8 | 45.7 | 46.0 |
| | Quartile 1 | 17.9 | 16.2 | 11.0 | 13.9 |
| 10 | Quartile 4 | 38.2 | 34.5 | 42.7 | 42.8 |
| | Quartiles 2 and 3 | 44.8 | 46.1 | 44.0 | 41.7 |
| | Quartile 1 | 17.0 | 19.4 | 13.3 | 15.5 |

Table 13
Five-Year History
Percentile Rank Scores
CAT Total Reading -- Spring 1996 through Spring 2000 -- Grades 3 through 11

| Year | Data Type | Gr3 | Gr4 | Gr5 | Gr6 | Gr7 | Gr8 | Gr9 | Gr10 | Gr11 |
|-------------|------------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|
| 1999-00 | Percentile | 62 | 61 | 59 | 57 | 64 | 63 | 61 | 63 | - |
| | Number Tested | 3,754 | 3,913 | 3,723 | 3,816 | 3,608 | 3,479 | 3,275 | 2,880 | - |
| 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 |

Table 14
Five-Year History
Percentile Rank Scores
CAT Total Language Arts -- Spring 1996 through Spring 2000 -- Grades 3 through 11

| Year | Data Type | Gr3 | Gr4 | Gr5 | Gr6 | Gr7 | Gr8 | Gr9 | Gr10 | Gr11 |
|-------------|------------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|
| 1999-00 | Percentile | 54 | 60 | 67 | 65 | 62 | 59 | 60 | 60 | - |
| | Number Tested | 3,777 | 3,903 | 3,716 | 3,812 | 3,611 | 3,467 | 3,275 | 2,878 | - |
| 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 |

Table 15
Five-Year History
Percentile Rank Scores
CAT Total Mathematics -- Spring 1996 through Spring 2000 -- Grades 3 through 11

| Year | Data Type | Gr3 | Gr4 | Gr5 | Gr6 | Gr7 | Gr8 | Gr9 | Gr10 | Gr11 |
|-------------|------------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|
| 1999-00 | Percentile | 63 | 68 | 64 | 69 | 65 | 62 | 68 | 67 | - |
| | Number Tested | 3,766 | 3,889 | 3,722 | 3,812 | 3,600 | 3,477 | 3,273 | 2,873 | - |
| 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 |

Table 16
Five-Year History
Percentile Rank Scores
CAT Science -- Spring 1996 through Spring 2000 -- Grades 3 through 11

| Year | Data Type | Gr3 | Gr4 | Gr5 | Gr6 | Gr7 | Gr8 | Gr9 | Gr10 | Gr11 |
|-------------|------------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|
| 1999-00 | Percentile | 60 | 61 | 49 | 53 | 67 | 80 | 69 | 69 | - |
| | Number Tested | 3,777 | 3,889 | 3,708 | 3,796 | 3,595 | 3,485 | 3,265 | 2,894 | - |
| 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 | 3,554 | 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 |

Table 17
Five-Year History
Percentile Rank Scores
CAT Social Studies -- Spring 1996 through Spring 2000 -- Grades 3 through 11

| Year | Data Type | Gr3 | Gr4 | Gr5 | Gr6 | Gr7 | Gr8 | Gr9 | Gr10 | Gr11 |
|-------------|------------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|
| 1999-00 | Percentile | 60 | 57 | 63 | 57 | 66 | 64 | 68 | 65 | - |
| | Number Tested | 3,772 | 3,881 | 3,707 | 3,792 | 3,596 | 3,487 | 3,270 | 2,890 | - |
| 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 |

Table 18
Five-Year History
Percentile Rank Scores
CAT Spelling -- Spring 1996 through Spring 2000 -- Grades 3 through 11

| Year | Data Type | Gr3 | Gr4 | Gr5 | Gr6 | Gr7 | Gr8 | Gr9 | Gr10 | Gr11 |
|-------------|------------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|
| 1999-00 | Percentile | 51 | 57 | 52 | 50 | 50 | 47 | 52 | 51 | - |
| | Number Tested | 3,784 | 3,919 | 3,726 | 3,824 | 3,616 | 2,479 | 3,285 | 2,893 | - |
| 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 | 59 | 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
Five-Year History
Percentile Rank Scores
CAT Word Analysis -- Spring 1996 through Spring 2000 -- Grade 3
CAT Study Skills -- Spring 1996 through Spring 2000 -- Grades 4 through 11

| Year | Data Type | Gr3* | Gr4 | Gr5 | Gr6 | Gr7 | Gr8 | Gr9 | Gr10 | Gr11 |
|-------------|------------------|-------------|------------|------------|------------|------------|------------|------------|-------------|-------------|
| 1999-00 | Percentile | 51 | 66 | 58 | 60 | 58 | 49 | 59 | 54 | - |
| | Number Tested | 3,776 | 3,889 | 3,713 | 3,792 | 3,603 | 3,486 | 3,279 | 2,884 | - |
| 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

"Left Blank Intentionally"

Question: How did Anchorage students do on local assessments?

Answer: Local assessments are specific 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 an 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, or State cut score.

Local tests in social studies and science were discontinued as part of budget cuts made in the fall of 1999-2000. The local assessments conducted last year included the grade 3 Independent Reader Assessment, the grade 6 pre-algebra assessment, and writing assessment at grades 5, 7, and 9. Pilot testing took place with new Anchorage spelling tests.

Performance on the ASD Independent Reader Assessment suggests that progress has been made but more work is needed to meet the Goal to have every child an independent reader by the end of grade 3. Some 70 percent of grade 3 students were judged by their teachers to be independent readers while some 30 percent were not. This is an improvement of about 10 percent over last year.

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 re-instituted. Writing Assessment was revised in 1999-2000 to cut down on the time teachers were out of the classroom and to allow students a choice of two topics for their essays. Results appear to be weaker than last year with lower performance in the area of conventions. Writing assessment results are discussed elsewhere in this document.

Some 28 percent of grade 6 students were recommended for pre-algebra in grade 7 based on the 6th grade placement test. This is a substantial gain from last year. The percent of students recommended from regular elementary school ranged from 2 percent to 63 percent. Middle schools have, based on testing and feeder school patterns, from 12 percent to 47 percent of their 7th graders ready for pre-algebra or more advanced math studies.

Discussion: Assessments are discussed in order and information is provided on the validity and reliability of the new and revised exams developed for 1999-2000.

Question: How many 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: for example, results from IRA, IRA Practice Tests beginning in the fall, and attitudes about reading throughout the school year. Table 20 indicates the number of students rated as "independent" or "not independent" based on a teacher's judgment and using ASD's K-3 Reading Performance Standards.

Table 20
Number of students rated as independent readers, Spring 2000

| Rating | No. | % |
|-----------------|------------|----------|
| Independent | 2,415 | 70 |
| Not Independent | 1,050 | 30 |
| Total Rated | 3,465 | 100 |

IRA Scores

Question: What are the overall scores for the IRA for Spring, 2000? Overall mean scores for all 3rd grade students who participated in the IRA as listed in Table 21:

Table 21
Mean Scores (percent correct) for IRA

| Testlet Name | Mean Score | No. | S.D |
|---------------------|-------------------|------------|------------|
| Earthquake | 68 | 3,447 | 23 |
| Eskimo Boy | 62 | 3,447 | 21 |
| Northwest Items | 81 | 3,447 | 23 |

As can be noted in Table 21 a majority of 3rd graders completed the IRA, with average percent correct scores ranging from a low of 62 percent on the Eskimo Boy testlet to 81 percent on Northwest Items. These scores are roughly similar to those of 3rd graders who completed the IRA in Spring, 1999. There was a one point gain on one test, and the scores on the third test were the same. See Table 22 below for a comparison.

Table 22
Comparison of Mean Scores for IRA, 1999 vs. 2000

| Testlet Name | Mean Score, IRA 1999 | Mean Score, IRA 2000 |
|---------------------|-----------------------------|-----------------------------|
| Earthquake | 67 | 68 |
| Eskimo Boy | 60 | 62 |
| Northwest Items | 81 | 81 |

Making this comparison between the two years (1999 and 2000) helps to support statistical reliability, suggesting that with repeated administrations of the objective sections of the IRA result in a consistently narrow range scores.

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 similar graphics. Table 23 provides a breakdown of scores, based on delivery mode (print vs. computer).

Table 23
Comparison of Paper Vs. Electronic Administration

| Testlet Name | Delivery Mode | Mean | Overall Mean | No. |
|-----------------|---------------|-----------------|--------------|-------|
| Earthquake | Paper | 69 | 68 | 1,118 |
| | Electronic | 68 | | 2,329 |
| Eskimo Boy | Paper | 64 ¹ | 62 | 1,118 |
| | Electronic | 62 | | 2,329 |
| Northwest Items | Paper | 82 | 81 | 1,116 |
| | Electronic | 81 | | 2,329 |

¹ Statistical difference between groups ($F=.68$, $df = 1$, $p < .009$)

Table 31 shows that there is a difference in group performance for one testlet, based on mode of delivery. It should be noted that principals and classroom teachers selected the administration 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 sum, as Table 24 shows there was not a statistically significant difference in mean scores between groups (paper vs. electronic) for Earthquake and Northwest Items; however, the Paper group scored higher on Eskimo Boy. Overall, there is not a difference.

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

Table 24
Comparison of teacher ratings of independence based on delivery mode

| Rating | Delivery Mode | No. | % |
|-----------------|---------------|-------|----|
| Independent | Paper | 903 | 79 |
| Not Independent | Paper | 233 | 21 |
| Independent | Electronic | 1,512 | 65 |
| Not Independent | Electronic | 817 | 35 |
| Total | | 3,465 | |

As Table 24 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 a surprise. Teachers that used the electronic versions had the advantage of being able to review the objective test results prior to making their judgment about Independent Reader status.

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

There is a .71 correlation when comparing 1999-2000 CAT 5 Total Reading scores with a child's mean IRA score (n = 3,159). This is evidence of the concurrent validity of the IRA. While the tests are different in specific content they are both tests of reading ability. A strong positive correlation between IRA and CAT Total Reading was expected because of results of last year's correlation of a student's IRA total score and their CAT Total Reading score; the correlation last year was .72 (n=3,450). Again, this is evidence that the IRA is a valid test of reading ability even though it includes much longer reading passages, has real authored stories, and more "higher order" questions that require students to draw inferences based on what they have read.

Question: What changes were made this second year (2000) compared with the 1999?

Two basic changes were made:

- Training for teachers
- Practice version availability

When 3rd grade teachers participated in multi-day, district-wide reading workshops a representative from Assessment and Evaluation attended the meetings and conducted IRA training. Nearly every 3rd grade teacher was able to see any new features, discuss scoring routines, view the electronic IRA and have the chance to better understand how the IRA would be used in the upcoming spring testing period.

In the late fall of 2000 several testlets were made available to all third teachers for their students to use as practice tests to help prepare students for the State Benchmark Reading exam. Each teacher was emailed notification that they could use the new practice system beginning at that point and through the end of the school year. According to database counts most 3rd grade students participated sometime during the year by completing at least one practice test. The data show that there were 3,047 instances of a student taking the first testlet in the series. Note that it is possible that some students took the first testlet twice, however a very conservative estimate would be that about 2,800 students took at least one of the Practice Tests. Presumably, this included students who visited a computer lab as a group to complete IRA Practice Tests, as well as students taking the tests in individual classrooms which held a few computers. Partly due to the success and interest of practice versions of the IRA during the 1999-2000 school year an electronic system will be available for 2000-2001 which will permit students around the district to complete IRA-like testlets anytime during a school year.

The implementation of the Grade 3 IRA demonstrated that Anchorage can do low cost and highly effective on-line testing to measure student achievement. The revised IRA tests will be made available to all elementary teachers in 2000-2001. It is expected that the voluntary on-demand tests will be used by teachers to help prepare students for State Benchmark Reading exams.

Grade 6 Pre-Algebra Assessment

There was a notable increase in the proportion of students recommended for pre-algebra over the prior year. The overall increase was an increase of 100 students from 823 students to 983 recommended. 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.

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. 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.

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 25 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 25
Pre-Algebra Qualification Examination
Grade 6
Spring 2000

| | Students Enrolled | Students Tested or Excused | Percent Tested |
|-----------------------|------------------------------|---|---------------------------|
| Number | 3,938 | 3,535 | 90% |
| Recommendation | Math 7 | Review | Pre-Algebra |
| Number | 1986 | 569 | 983 |
| Percent | 56% | 16% | 28% |

Table 26 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 year. The percentage of students who were recommended ranged from 2 percent to above 64 percent at individual elementary schools. From 12 percent to 56 percent of incoming students were recommended for placement at various district Middle schools.

Table 26
Pre-Algebra Qualification Examination
Percent Recommended by School
Spring 2000

| Current School | Grade | Number Tested/ Reported | Average Score | Percent Recommended |
|------------------|-------|-----------------------------------|------------------|------------------------|
| Abbott Loop | 6 | 77 | 20 | 21 |
| Airport Heights | 6 | 41 | 19 | 10 |
| Alpenglow | 6 | 90 | 23 | 34 |
| Aurora | 6 | 50 | 19 | 6 |
| Baxter | 6 | 69 | 21 | 26 |
| Bayshore | 6 | 82 | 24 | 40 |
| Bear Valley | 6 | 83 | 26 | 52 |
| Birchwood | 6 | 26 | 20 | 27 |
| Willard Bowman | 6 | 71 | 22 | 21 |
| Campbell | 6 | 84 | 17 | 13 |
| Chester Valley | 6 | 60 | 19 | 18 |
| Chinook | 6 | 91 | 16 | 7 |
| Chugach Optional | 6 | 39 | 23 | 33 |
| Chugiak Elem. | | No 6 th Grade Students | | |
| College Gate | 6 | 60 | 19 | 22 |
| Creekside | 6 | 51 | 21 | 26 |
| Denali | 6 | 68 | 20 | 25 |
| Eagle River | 6 | 58 | 20 | 21 |
| Fairview | 6 | 54 | 17 | 9 |
| Fire Lake | | No 6 th Grade Students | | |
| Girdwood | 6 | 19 | 22 | 32 |
| Government Hill | 6 | 35 | 16 | 3 |
| Homestead | 6 | 47 | 23 | 30 |
| Huffman | 6 | 82 | 25 | 50 |
| Inlet View | 6 | 36 | 22 | 33 |
| Kasuun | 6 | 86 | 23 | 38 |
| Kennedy | 6 | 27 | 16 | 4 |
| Kincaid | 6 | 88 | 23 | 42 |
| Klatt | 6 | 67 | 22 | 25 |
| Lake Hood | 6 | | | |
| Lake Otis | 6 | 53 | 17 | 9 |
| Mt. Spurr | 6 | 38 | 26 | 57 |
| Mt. View | 6 | 48 | 14 | 2 |
| Muldoon | 6 | 47 | 13 | 4 |
| North Star | 6 | 72 | 16 | 4 |
| Northern Lights | 6 | 54 | 28 | 63 |
| Northwood | 6 | 50 | 22 | 32 |
| Nunaka Valley | 6 | 55 | 19 | 21 |
| Ocean View | 6 | 47 | 26 | 55 |
| O'Malley | 6 | 78 | 27 | 55 |
| Orion | 6 | 41 | 20 | 10 |

Table 26 (Cont'd)
Grade 6 Pre-Algebra Qualification Exam
Percent Recommended by School

| Current School | Grade | Number Tested/ Reported | Average Score | Percent Recommended |
|--------------------------|--------------|------------------------------------|--------------------------|--------------------------------|
| Ptarmigan | 6 | 47 | 22 | 21 |
| Rabbit Creek | 6 | 78 | 21 | 39 |
| Ravenwood | 6 | 72 | 26 | 54 |
| Rogers Park | 6 | 93 | 25 | 54 |
| Russian Jack | 6 | 37 | 15 | 8 |
| Sand Lake | 6 | 87 | 22 | 24 |
| Scenic Park | 6 | 89 | 22 | 33 |
| Spring Hill | 6 | 74 | 21 | 23 |
| Susitna | 6 | 79 | 22 | 38 |
| Taku | 6 | 59 | 22 | 36 |
| Tudor | 6 | 62 | 17 | 15 |
| Turnagain | 6 | 51 | 22 | 40 |
| Tyson, William | 6 | 46 | 18 | 13 |
| Ursa Major | 6 | 18 | 21 | 28 |
| Ursa Minor | 6 | 20 | 21 | 30 |
| Williwaw | 6 | 65 | 18 | 16 |
| Willow Crest | 6 | 65 | 18 | 12 |
| Wonder Park | 6 | 64 | 15 | 8 |
| Gladys Wood | 6 | 22 | 21 | 9 |
| <i>Middle Schools</i> | | | | |
| Mirror Lake | 6 | 192 | 20 | 19 |
| <i>Multi-Grade</i> | | | | |
| Polaris | 6 | 42 | 23 | 36 |
| Acquarian | 6 | 13 | 22 | 23 |
| Family Partnership | 6 | 30 | 25 | 50 |
| Village | 6 | 1 | 36 | 100 |
| Whaley Center | 6 | 1 | 3 | 0 |
| Average | | 3535 | 21 | 28 |
| Next School | | | | |
| Averages | | | | |
| Central | 6 | 360 | 20 | 23 |
| Clark | 6 | 291 | 17 | 12 |
| Goldenview | 6 | 409 | 25 | 47 |
| Gruening | 6 | 263 | 23 | 36 |
| Hanshew | 6 | 414 | 21 | 28 |
| Mears | 6 | 471 | 21 | 26 |
| Mirror Lake | 6 | 192 | 20 | 19 |
| Romig | 6 | 406 | 20 | 22 |
| Steller/Other | 6 | 28 | 23 | 39 |
| Wendler | 6 | 468 | 20 | 26 |
| Average Placement | | 3439 | 21 | 28 |

Question: How well do Anchorage students write?

Answer: Students generally do well in writing with most students meeting or exceeding district standards. More than 50 percent of the students were found to meet the ASD standards for performance in the traits of Ideas and Content, Organization, Voice, Effective Word Choice, and Sentence Fluency.

The percentage of students identified as being above the standard was generally lower this year than last year. Forty-two percent of the students meet or exceed the standards in all six areas. Last year, 48 percent of the students were at or above standard in all areas. However, direct comparisons are questionable because students wrote on different topics.

The Anchorage Writing Assessment was changed in 1999-2000 to reduce the time teachers are taken out of the classroom to learn to use the traits of good writing. Training was changed slightly to better align with the State Benchmark examinations and the High School Graduation Qualifying Examination. In addition to these changes the students were allowed to select between two writing assignments in the hope that the ability to select a topic would increase interest in the assessment.

Because there were significant differences in how students wrote on the two prompts used for 1999-2000 the average scores by trait and grade level are somewhat confounded. Year-to-year changes in prompts also make direct comparisons difficult. Reduced time spent in training teachers reduced the consistency of graders so that exact agreements fell to a level of around 50 percent. A full discussion of some of the technical problems is available in a paper presented by the Assessment staff to the American Educational Research Association, "Improving the Validity and Reliability of Large-Scale Writing Assessment."

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 300 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.

Table 27 provides a comparison of performance for students tested at the various grades. Each student paper is scored by two teachers on each trait on a 1 through 5 scale. The rubric based scoring requires that a paper have a score of 3 or better to meet district standards. Average scores in the various areas range from a low of 2.9 to a high of 3.5. Overall, the area of conventions was the lowest in 1999-2000 with an overall average of 3.0 across the grades.

Conventions (spelling, capitalization, grammar etc.) remain an area of real concern with 43 percent of grade 5 students and 56 percent of the grade 7 students performing below expectation. It is an area where performance has shown improvement over the past few years so the performance is disappointing.

Table 27

**Percentage Distribution of Writing Scores
by Grade Level
Spring 1999-2000²**

| Grade | Area | Number Tested | | Below Expectation | | Meeting or Exceeding Expectation | |
|-------|-----------------------|---------------|------|-------------------|------|----------------------------------|------|
| | | 1999 | 2000 | 1999 | 2000 | 1999 | 2000 |
| 5 | Ideas & Content | 3426 | 3632 | 26.6 | 27.2 | 72.4 | 72.8 |
| | Organization | | | 37.0 | 36.3 | 63.0 | 63.7 |
| | Voice | | | 24.0 | 24.8 | 76.0 | 75.2 |
| | Effective Word Choice | | | 24.1 | 33.6 | 76.0 | 66.4 |
| | Sentence Fluency | | | 30.5 | 38.4 | 69.5 | 61.6 |
| | Writing | | | 31.0 | 43.1 | 69.0 | 56.9 |
| | Conventions | | | | | | |
| 7 | Ideas & Content | 3260 | 3686 | 23.8 | 43.3 | 76.1 | 56.7 |
| | Organization | | | 33.9 | 47.1 | 67.1 | 52.9 |
| | Voice | | | 23.1 | 42.6 | 76.9 | 57.4 |
| | Effective Word Choice | | | 18.3 | 46.6 | 81.7 | 53.6 |
| | Sentence Fluency | | | 21.5 | 48.7 | 78.5 | 51.3 |
| | Writing | | | 24.5 | 55.8 | 75.5 | 44.2 |
| | Conventions | | | | | | |
| 9 | Ideas & Content | 2734 | 3696 | 16.5 | 32.4 | 83.5 | 67.7 |
| | Organization | | | 23.0 | 41.1 | 77.0 | 58.9 |
| | Voice | | | 9.4 | 33.0 | 90.6 | 67.0 |
| | Effective Word Choice | | | 16.5 | 36.0 | 83.5 | 64.0 |
| | Sentence Fluency | | | 17.9 | 38.4 | 82.1 | 61.6 |
| | Writing | | | 19.7 | 43.2 | 80.3 | 56.8 |
| | Conventions | | | | | | |

One third of the new Alaska Benchmark and High School qualifying examinations are based on writing. Short answers and extended essays are part of the Math and Reading exams as well as the central focus of the Writing exam. While the scoring system used by the state is slightly different than that used by the district, it is similar and uses a scale based on the same six traits of good writing.

² Two prompts were used at each grade level for 1999-2000. There was a significant difference in scores between the two prompts suggesting that either one was harder to write about than the other or that less able writers were more likely to choose one prompt over the other. Scores from the two prompts are averaged in this table but direct year-to-year comparison is not possible because differences in prompts and teacher training.

Training teachers in assessing the traits of good writing and using the Anchorage Writing Assessment to help identify students that need to develop improved writing skills is an essential element in preparing students to meet Anchorage School District and State of Alaska goals. The overall results of the 1999-2000 writing assessment suggest that as many 6,000 students who participated in the assessment need to improve in one or more areas.

"Left Blank Intentionally"

Question: How well did the Anchorage School District meet School Board goals for 1999-2000?

Answer: The Anchorage School District continues to show strong academic performance. Anchorage students did about as well in meeting School Board goals for improved performance as they did the prior year.

- Students did demonstrate overall gains in Reading, Writing, and Mathematics, but did not make gains at all grade levels in all subjects.
- About 70 percent of Anchorage 3rd grade students were judged to be “Independent Readers,” about 30 percent were not. Thus the goal of “all students” being independent readers by the end of grade 3 was not attained.
- The goal of having an increased percentage of students succeeding in Algebra I by the 8th grade was not achieved, though this year may be considered baseline.
- The goal related to spelling was partially met. Baseline data was collected on local tests for future use in pre- and post testing. CAT spelling scores did not increase at all grade levels. The pattern was mixed with scores in 1999-00 similar to 1998-99

Discussion: Many of the goals included in the “Anchorage School District Mission and Goals for 1999-2000” are directly related to student achievement and the data that are reported in the Profile of Performance. The goals are presented and then specific goals are discussed in some detail.

The Anchorage School District’s Mission and Goals for 1999-2000:

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 show academic growth as indicated by performance on:*
 - a. State Benchmark exams (grades 3, 6, and 8)*
 - b. norm referenced tests (grades 3-10)**
 - c. Anchorage Writing Assessment (grades 5, 7, and 9)*
 - d. High School Graduation Qualifying exam (grade 10)*
- *All students will acquire basic reading skills and strategies to read independently by the end of the 3rd grade.**
- *The percentage of students who have taken and successfully completed Algebra I by the end of the 8th grade will be increased from year to year.*

- *All students will demonstrate a high level of spelling skills or growth in spelling as demonstrated by their performance on a series of district-developed grade level high frequency words and administered on a pre and post test basis annually.**
 - a. *Baseline data were generated in the spring of 2000.*
 - b. *Schools will be doing pre and post tests in the fall and spring of 2000-2001 and subsequent school years.*
 - c. *Increase students achievement in spelling as measured by the national standardized test at each grade level.*

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

- *Increasing parental and community awareness of the critical role families and the community play in the academic success of students.*
- *Continuing to create 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.*
- *Continuing to work to reduce the class sizes across all grade levels.*

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

District accomplishment of the majority of the non-academic achievement goals and major goal activities in all areas were reported in the "1999-2000 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) 742-4312.

Analysis of the 3rd grade CAT reading performance indicates that 69 percent of the 3rd grade students attained scores at or above the 40th percentile on the CAT reading test. Thirty-one percent were below the 40th percentile. The national expectations would have been 60 percent at or above and 40 percent below this point.

Since there has never been a direct relationship established between "independent reader" and a specific level of performance on the CAT, 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 percentile, 78 percent of the 3rd graders meet or exceeded the criterion. At either the 40th or 25th percentile, the majority, in fact a larger majority than in the national population, of Anchorage students have attained independent reader status by the end of 3rd grade.

Even with this high rate of success, many students may require concerted efforts to improve their reading skills. The CAT scores suggest that while 2,415 are meeting the goal of being Independent Readers there are as many as 1,050 students who have not yet reached that point by the end of grade 3. This is consistent with the findings of the Anchorage Independent Reader Assessment that provides concurrent evidence of the level of reading performance for these students.

The 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. The Independent Reader ratings indicate 70 percent of the 3rd grade students were judged to be "Independent Readers" while 30 percent of students were judged not to be meeting that standard. This is consistent with the information drawn from the CAT using the 40th percentile as a "cut score." This is also about a ten percent improvement over last year but it suggests that there are still many students that need extra help. A extended discussion of the Independent Reader Exam is provided later in this document.

The average percentile rank score in reading for students tested at grade 3 is one percentile point higher in 1999-2000 than it was the prior year (62 vs. 61). The number of students recognized as Independent Readers by their teachers increased by 10 percent over the prior year to 69 percent and the number of correct answers improved slightly on two of the three objective tests that are part of the Independent Reader Assessment.

Additional information on 3rd grade reading performance will be available when state benchmark reading scores arrive. Performance on the Alaska State Benchmark Reading exam will become the primary basis for making judgments about students reading performances in the future.

The Board goal for grade 3 students reaching the status of independent reader was met by the majority of students by the end of grade 3, about 70 percent of the students. There was a small gain in 3rd grade CAT reading performance. However, some 30 percent of the students were not rated as independent readers so many students still need to improve their reading skills. Student reading performance on the Alaska State Benchmark Reading Exam will provide information later in the fall on the number of students that have met state standards by demonstrating proficient or advanced performance.

Tables 28 through 33, show average performance for all students measured in Reading, Language Arts, and Mathematics and for those students who continued from 1998-99 to 1999-2000. The percentile ranking of the mean NCE score is shown for each grade level and for combined groups. While all students did not make gains and the scores at some grade levels are up while others were down, there were small gains made when scores are looked at across all of the grades in CAT Total Reading, Total Language Arts, and Total Mathematics scores. This was true for year-to-year grade level analysis and continuing student analyses.

In the area of reading where eight grade levels are tested, three declined and five gained. Across the grade levels there was no change (see table 28) in overall grade level to grade level performance. If scores of students who were here in Anchorage to be measured both years are compared, two groups posted gains, one posted declines, and five posted no change. Overall, there was a gain of one point in reading for continuing students.

Table 30 and 31 show Language Arts performance. Gains were posted for five grade levels with two declines, and one no change. Overall there was a one percentile point gain. If continuing student scores are examined, (see table 31) gains were posted by two grades, two grades had no change, and declines were posted for three. The overall comparison was an increase of two percentile points for continuing students.

Examination of average scores posted in mathematics shows five gains, two with no change, and one with a decline when the data in table 32 is examined. There was a one point gain in the overall math average. When groups of students that have continued from one year to the next are examined (see table 33) the scores show three gains, one no change, and three declines. An overall gain of two percentile points was posted for continuing students.

While all students did not make the gains in all areas, and every grade did not demonstrate increase scores, students did make small overall gains. On average, Anchorage students generally maintained their performance levels that are well above the national average.

State of Alaska HSGQE and Benchmarks results are not available as of this writing but will be reported when available. Writing Assessment results do not lend themselves to the direct assessment of growth due to the change in students and prompts from year to year. However, there is some indication that overall performance was lower and that mechanics – spelling and grammar – again stands out as an area that needs improvement.

Table 28
Comparison of Percentile Rank of Reading Mean NCE
All Students Tested By Grade for 1998-99 and 1999-2000

| Grade | Number 98-99 Students | All Students 98-99 | Number 99-00 Students | All Students 99-00 |
|--------------|--------------------------------------|-----------------------------------|--------------------------------------|-----------------------------------|
| Third | 3,801 | 61 | 3,754 | 62 |
| Fourth | 3,690 | 60 | 3,913 | 61 |
| Fifth | 3,790 | 61 | 3,723 | 59 |
| Sixth | 3,524 | 60 | 3,816 | 57 |
| Seventh | 3,687 | 62 | 3,608 | 64 |
| Eighth | 3,410 | 65 | 3,439 | 63 |
| Ninth | 3,185 | 60 | 3,275 | 61 |
| Tenth | 2,863 | 62 | 2,880 | 63 |
| Combined* | 30,476 | 61 | 28,469 | 61 |

Table 29
Comparison of Percentile Rank of Reading Mean NCE
Continuing Students for 1998-99 and 1999-2000

| Number Continuing Students | Grade 98-99 | Grade 99-00 | Percentile Rank 98-99 | Percentile Rank 99-00 |
|---|------------------------|------------------------|--------------------------------------|--------------------------------------|
| 3,308 | 3 | 4 | 64 | 64 |
| 3,196 | 4 | 5 | 61 | 61 |
| 3,300 | 5 | 6 | 62 | 61 |
| 3,023 | 6 | 7 | 61 | 67 |
| 2,997 | 7 | 8 | 65 | 65 |
| 2,736 | 8 | 9 | 68 | 68 |
| 2,480 | 9 | 10 | 64 | 68 |
| 21,040 | | | 64 | 65 |

Table 30
Comparison of Percentile Rank of Language Arts Mean NCE
All Students Tested By Grade for 1998-99 and 1999-2000

| Grade | Number 98-99 Students | All Students 98-99 | Number 99-00 Students | All Students 99-00 |
|--------------|--------------------------------------|-----------------------------------|--------------------------------------|-----------------------------------|
| Third | 3,796 | 53 | 3,777 | 54 |
| Fourth | 3,686 | 59 | 3,903 | 60 |
| Fifth | 3,795 | 68 | 3,716 | 67 |
| Sixth | 3,514 | 66 | 3,812 | 65 |
| Seventh | 3,685 | 60 | 3,611 | 62 |
| Eighth | 3,395 | 59 | 3,467 | 59 |
| Ninth | 3,193 | 59 | 3,275 | 60 |
| Tenth | 2,866 | 56 | 2,878 | 60 |
| Combined* | 30,444 | 60 | 28,461 | 61 |

* includes 11th grade scores for 98-99

Table 31
Comparison of Percentile Rank of Language Arts Mean NCE
Continuing Students for 1998-99 and 1999-2000

| Number Continuing Students | Grade 98-99 | Grade 99-00 | Percentile Rank 98-99 | Percentile Rank 99-00 |
|-----------------------------------|--------------------|--------------------|------------------------------|------------------------------|
| 3,300 | 3 | 4 | 54 | 62 |
| 3,190 | 4 | 5 | 60 | 70 |
| 3,301 | 5 | 6 | 69 | 68 |
| 3,017 | 6 | 7 | 68 | 68 |
| 2,987 | 7 | 8 | 64 | 61 |
| 2,729 | 8 | 9 | 62 | 62 |
| 2,485 | 9 | 10 | 63 | 62 |
| 21,009 | | | 62 | 64 |

Table 32
Comparison of Percentile Rank of Mathematics Mean NCE
All Students Tested By Grade
Grade for 1998-99 and 1999-2000

| Grade | Number 98-99 Students | All Students 98-99 | Number 99-00 Students | All Students 99-00 |
|--------------|------------------------------|---------------------------|------------------------------|---------------------------|
| Third | 3,793 | 60 | 3,766 | 63 |
| Fourth | 3,689 | 65 | 3,889 | 68 |
| Fifth | 3,776 | 64 | 3,722 | 64 |
| Sixth | 3,514 | 68 | 3,812 | 69 |
| Seventh | 3,681 | 64 | 3,600 | 65 |
| Eighth | 3,366 | 64 | 3,477 | 62 |
| Ninth | 3,190 | 68 | 3,273 | 68 |
| Tenth | 2,871 | 65 | 2,873 | 67 |
| Combined* | 30,411 | 65 | 28,433 | 66 |

* includes 11th grade scores for 98-99

Table 33
Comparison of Percentile Rank of Mathematics Mean NCE
Continuing Students for 1998-99 and 1999-2000

| Number Continuing Students | Grade 98-99 | Grade 99-00 | Percentile Rank 98-99 | Percentile Rank 99-00 |
|-----------------------------------|--------------------|--------------------|------------------------------|------------------------------|
| 3,284 | 3 | 4 | 62 | 71 |
| 3,198 | 4 | 5 | 67 | 67 |
| 3,288 | 5 | 6 | 65 | 72 |
| 3,010 | 6 | 7 | 70 | 68 |
| 2,985 | 7 | 8 | 67 | 64 |
| 2,719 | 8 | 9 | 67 | 70 |
| 2,478 | 9 | 10 | 72 | 69 |
| 20,962 | | | 67 | 69 |

Table 33.1
Grade 8 Student Math Performance
Final Semester Grades 1995-96 Through 1999-2000
Percent of Students by Category

| Year | Not To Algebra Yet | Algebra Grade "D" or "F" | Algebra Grade "A" or "B" or "C" | Students Beyond Algebra |
|-----------|--------------------|--------------------------|---------------------------------|-------------------------|
| 1999-2000 | 78.4 | 4.2 | 15.9 | 1.5 |
| 1998-1999 | 77.8 | 2.6 | 17.2 | 2.4 |
| 1997-1998 | 79.4 | 2.7 | 16.3 | 1.7 |
| 1996-1997 | 82.4 | 1.9 | 12.9 | 2.9 |
| 1995-1996 | 83.8 | 1.6 | 13.0 | 1.6 |

Goal 3, increasing the percentage of students who successfully complete Algebra I by the end of the 8th grade, was not met. As shown in Table 33.1, the percentage declined from 19.6 percent in 1998-99 to 17.4 percent in 1999-2000. The percentage is up from 1995-96 when 14.6 percent of the students met the criteria.

This was the first year increasing this goal was explicitly stated. This set of data may be more baseline data than evaluative. Performances on the Anchorage 6th grade math test to identify students for pre-Algebra in grade 7 were up in 1999-00 compared to 1998-99. This may indicate some movement toward meeting the goal in the future.

Goal 4 for the District related to improvement in the area of spelling. The goal for 1999-2000 was improved spelling across all grade levels of the CAT Spelling test and the introduction of a new series of Anchorage School District developed spelling tests.

Two tables are presented relative to this goal, Table 34 and Table 35. Table 34 provides spelling data for all students tested in each of the years. Table 35 provides the average scores of the students assessed both in 1998-99 and 1999-2000. Table 34 shows that one grade level posted a three NCE gain, one had a two NCE gain, five stayed the same and one grade declined two NCE in student spelling performance. Overall, there was no gain in spelling with students maintaining a level of performance just above the national average at the 51st percentile.

Table 35 shows the spelling scores for students who were tested in both 1998-99 and 1999-2000. The grade to grade changes present a pattern of ups and downs. There was a gain in the overall or combined score. The average in 1998-99 score was at the 52nd percentile and the 1999-2000 score was at the 53rd percentile. Spelling scores on average increased for continuing students by one percentile point.

Spelling performance of the Anchorage School District remains close to the national average. Over all, the school board goal of improved performance in spelling at every grade level was not met though there was a one point overall gain for continuing students.

Table 34
Comparison of Percentile Rank of Spelling Mean NCE
All Students Tested By Grade
1998-99 and 1999-2000

| Grade | Number 98-99 Students | All Students 98-99 | Number 99-00 Students | All Students 99-00 |
|--------------|--------------------------------------|-----------------------------------|--------------------------------------|-----------------------------------|
| Third | 3,810 | 51 | 3,784 | 51 |
| Fourth | 3,699 | 54 | 3,919 | 57 |
| Fifth | 3,802 | 52 | 3,726 | 52 |
| Sixth | 3,527 | 50 | 3,824 | 50 |
| Seventh | 3,695 | 50 | 3,616 | 50 |
| Eighth | 3,408 | 49 | 3,479 | 47 |
| Ninth | 3,196 | 52 | 3,285 | 52 |
| Tenth | 2,874 | 49 | 2,893 | 51 |
| Combined* | 30,546 | 51 | 28,547 | 51 |

* includes 11th grade scores for 98-99

Table 35
Comparison of Percentile Rank of Spelling Mean NCE
Continuing Students for 1998-99 and 1999-2000

| Number Continuing Students | Grade 98-99 | Grade 99-00 | Percentile Rank 98-99 | Percentile Rank 99-00 |
|---|------------------------|------------------------|--------------------------------------|--------------------------------------|
| 3,319 | 3 | 4 | 52 | 60 |
| 3,223 | 4 | 5 | 55 | 54 |
| 3,318 | 5 | 6 | 53 | 52 |
| 3,029 | 6 | 7 | 52 | 53 |
| 3,000 | 7 | 8 | 52 | 49 |
| 2,747 | 8 | 9 | 51 | 54 |
| 2,497 | 9 | 10 | 55 | 53 |
| 31,133 | | | 52 | 53 |

The goal related to collection of baseline data on spelling performance using local tests was met. Students in grades 2 through 10 were tested with spelling tests in May 2000. Some 150 words were tested at each grade level.

Sampling procedures were used, so each student only had to take a 10 or 15 item test. Enough classes were selected to have around 200 students tested per word, with a spread across schools to insure that each word was tested in both high and low achieving schools. The grade-level words and baseline data are provided in the appendix. Pre- and post spelling tests will be administered in September and May of the 2000-2001 school year.

In summary, academic goals specified by the Board for the 1999-2000 school year were not all met, though improvement was detected in the indicators related to most.

Overall academic growth in Reading, Writing, and Mathematics as shown by CAT scores did improve.

The majority of the 3rd graders are independent readers according to either IRA or CAT. There was a improvement in performance on the Anchorage Independent Reader Assessment with an increase of 10 percent in teachers ratings and increases in scores of 1 point on Earthquake, 2 points on Eskimo Boy and equal performance to the prior year on the NWEA items on making inferences.

There is a decline in the percentage of grade students that have completed in Algebra I by the end of the 8th grade. Here, it should be noted that the Board goal for improvement was set in December 1999 and the passing rate for 1999-2000 may well serve as a benchmark level if the goal is continued into future years.

Spelling scores did not make the overall improvement called for by the Board. There were grade level variations in performance with some up and some down. Spelling scores generally remained about the same on the CAT from 1998-99 to 1999-00.

Spelling will be tested with the California Achievement Test grades 4 and 7 next year. Information on performance on locally developed pre-post measures based on lists of spelling words will be reported next year.

Year-to-year analysis of student growth will no longer be available due to the discontinuation of the CAT testing at all but the two grades required by the State of Alaska. Future goals will be examined in terms of percentage of students meeting benchmarks during certain years rather than the year-to-year growth of individuals.

Question: How well did Anchorage seniors perform on college entrance examinations in 1999-2000?

Answer: Many Anchorage students who plan to go to college 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 1999-2000, Educational Testing Service reported scores for 1,393 Anchorage seniors on the SAT, 59 percent of the graduating class. American College Testing reported scores for 721 graduates on the ACT, 30 percent of the graduating class.

College entry 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 1999-2000.

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 524 on Verbal, 530 on Mathematics, and 1,054 on SAT Total are above the national averages of 505, 514 and 1,016, respectively. The ACT averages for Anchorage of 22.3 for English, 24.1 for Mathematics, and 23.4 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 mixed this past year.

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. SAT scores follow the same pattern. Math scores for students that completed four years of math are 29 points higher than those with only three years of math. In English, scores are higher for students that have taken advanced courses.

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 higher. The SAT Total is up from 1,053 to 1,054. The ACT Composite is up from 23.2 to 23.4. The proportion of graduates taking the SAT and ACT has increased by about 1 percent.

Discussion: Tables 36 and 37 provide the average ACT and SAT scores for the members of the class of 2000 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 36 presents the Scholastic Achievement Test (SAT) results for 1999-2000. Anchorage students average score of 524 in Verbal was above the national average of 505 and above the average of 516 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 506. The Total Score of 1,054 was above the national average of 1,019 and the average for the rest of Alaska of 1022. The SAT scale has a standard deviation of 100 so small year-to-year differences (see Table 38) are common and have little meaning.

Table 37 presents the American College Testing Program, ACT, results for 1999-2000. Anchorage students' average score of 22.3 in English is above the national average of 20.5 and the average for the rest of Alaska of 19.7. The Anchorage Mathematics average of 24.1 is above the national average of 20.7 and the average for the rest of Alaska of 20.2. The Composite average of 23.4 is above the national average of 21.0 and the average for the rest of Alaska of 20.5. 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 38 and 39 show the ACT and SAT scores since 1995-96. 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 55 percent to 59 percent range. The proportion of students taking the ACT ranges from about 26 percent to close to 30 percent of graduating seniors.

Table 40 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 percent to 15 percent better on ACT subject area tests.

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.

Table 36

**Anchorage School District
Average (Mean) SAT Scores by Geographic Region
1999-2000 Seniors**

| Geographic Region | Number Tested | Verbal | Average SAT Scores Mathematics | Total |
|------------------------------|----------------------|---------------|---|--------------|
| Anchorage | 1,393 | 524 | 530 | 1,054 |
| Alaska (Excluding Anchorage) | 2,213 | 516 | 506 | 1,022 |
| Alaska (Including Anchorage) | 3,606 | 519 | 515 | 1,034 |
| Nation | 1,260,278 | 505 | 514 | 1,019 |

Standard Deviation = 100

Table 37

**Anchorage School District
Average (Mean) ACT Scores by Geographic Region
1999-2000 Seniors**

| Geographic Region | Number Tested | English | Average ACT Scores Mathematics | Composite |
|------------------------------|----------------------|----------------|---|------------------|
| Anchorage | 721 | 22.3 | 24.1 | 23.4 |
| Alaska (Excluding Anchorage) | 1,861 | 19.7 | 20.2 | 20.5 |
| Alaska (Including Anchorage) | 2,582 | 20.4 | 21.3 | 21.3 |
| Nation | 1,1065,138 | 20.5 | 20.7 | 21.0 |

Standard Deviation = 4.5

Table 38

**Anchorage Performances on
the Scholastic Achievement Test (SAT)
1995-96 through 1999-2000**

| Year | Anchorage Graduates Taking the SAT | | Anchorage Average Scores | | | National Average Scores | | |
|---------|------------------------------------|---------|--------------------------|------|-------|-------------------------|------|-------|
| | Number | Percent | Verbal | Math | Total | Verbal | Math | Total |
| 1999-00 | 1,393 | 59 | 524 | 530 | 1,054 | 505 | 514 | 1,019 |
| 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 | 1,013 |

Table 39

**Average (Mean) American College Testing (ACT) Scores by Sub-test Area
Anchorage Seniors
1995-96 through 1999-2000**

| Year | Anchorage Graduates Taking the ACT | | Enhanced Average ACT Scores | | | National Composite |
|---------|------------------------------------|---------|-----------------------------|-------|-----------|--------------------|
| | Number | Percent | English | Math | Composite | |
| 1999-00 | 721 | 30% | 22.3 | 24.1 | 23.4 | 21.0 |
| 1998-99 | 652 | 29% | 22.2 | 23.4 | 23.2 | 21.0 |
| 1997-98 | 601 | 26% | 22.5 | 23.96 | 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 |

Table 40

**Anchorage School District
Average ACT Scores by Level of
Academic Preparation
Anchorage - Nation
1999-2000 School Year**

| Content Area | Group | Anchorage | | Nation | |
|--------------|----------------|---------------|---------|---------------|---------|
| | | Number Tested | Average | Number Tested | Average |
| English | Core or More* | 477 | 23.5 | 645,513 | 21.5 |
| | Less than Core | 220 | 20.0 | 376,645 | 18.8 |
| Math | Core or More* | 477 | 25.5 | 645,513 | 21.8 |
| | Less than Core | 220 | 21.2 | 376,645 | 19.0 |
| Reading | Core or More* | 477 | 24.9 | 645,513 | 24.6 |
| | Less than Core | 220 | 21.7 | 376,645 | 21.8 |
| Science | Core or More* | 477 | 23.8 | 645,513 | 23.5 |
| | Less than Core | 220 | 21.3 | 376,645 | 20.9 |
| Composite | Core or More* | 477 | 24.5 | 645,513 | 24.0 |
| | Less than Core | 220 | 21.2 | 376,645 | 20.8 |

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.

"Left Blank Intentionally"

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 41, 42, 43, and 44 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 3 through 8 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 29th to the 42nd percentile depending on grade and test area. Average scores for students eligible for reduced price lunches range from the 39th to the 58th percentile. Average scores for students not eligible for free and reduced lunch range from the 61st to the 76th 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 45 and 46 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 1999-2000.

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 41
CAT Total Reading Percentile Rank Scores
by Lunch Eligibility Status Spring 2000

| Grade Level | Information | Not Eligible for F/R Lunch | Eligible for Reduced Lunch | Eligible for Free Lunch |
|--------------------|--------------------|-----------------------------------|-----------------------------------|--------------------------------|
| 3 | Percentile | 69 | 48 | 37 |
| | Number Tested | 2,567 | 337 | 850 |
| 4 | Percentile | 69 | 50 | 35 |
| | Number Tested | 2,764 | 289 | 860 |
| 5 | Percentile | 67 | 46 | 30 |
| | Number Tested | 2,673 | 277 | 773 |
| 6 | Percentile | 65 | 39 | 29 |
| | Number Tested | 2,845 | 222 | 749 |
| 7 | Percentile | 69 | 50 | 35 |
| | Number Tested | 2,783 | 207 | 618 |
| 8 | Percentile | 67 | 42 | 36 |
| | Number Tested | 2,788 | 179 | 512 |

Table 42
CAT Total Language Arts Percentile Rank Scores
by Lunch Eligibility Status Spring 2000

| Grade Level | Information | Not Eligible for F/R Lunch | Eligible for Reduced Lunch | Eligible for Free Lunch |
|--------------------|--------------------|-----------------------------------|-----------------------------------|--------------------------------|
| 3 | Percentile | 61 | 44 | 31 |
| | Number Tested | 2,581 | 341 | 855 |
| 4 | Percentile | 66 | 49 | 35 |
| | Number Tested | 2,754 | 287 | 862 |
| 5 | Percentile | 73 | 58 | 40 |
| | Number Tested | 2,664 | 278 | 774 |
| 6 | Percentile | 72 | 52 | 37 |
| | Number Tested | 2,837 | 225 | 750 |
| 7 | Percentile | 67 | 47 | 34 |
| | Number Tested | 2,790 | 207 | 614 |
| 8 | Percentile | 61 | 40 | 34 |
| | Number Tested | 2,775 | 181 | 511 |

Table 43
CAT Total Mathematics Percentile Rank Scores
by Lunch Eligibility Status Spring 2000

| Grade Level | Information | Not Eligible for F/R Lunch | Eligible for Reduced Lunch | Eligible for Free Lunch |
|--------------------|--------------------|-----------------------------------|-----------------------------------|--------------------------------|
| 3 | Percentile | 69 | 52 | 40 |
| | Number Tested | 2,575 | 339 | 852 |
| 4 | Percentile | 75 | 58 | 42 |
| | Number Tested | 2,741 | 290 | 858 |
| 5 | Percentile | 71 | 49 | 37 |
| | Number Tested | 2,672 | 276 | 774 |
| 6 | Percentile | 76 | 57 | 42 |
| | Number Tested | 2,840 | 225 | 747 |
| 7 | Percentile | 69 | 52 | 39 |
| | Number Tested | 2,780 | 209 | 611 |
| 8 | Percentile | 65 | 46 | 38 |
| | Number Tested | 2,779 | 184 | 514 |

Table 44
CAT Total Battery Percentile Rank Scores
by Lunch Eligibility Status Spring 2000

| Grade Level | Information | Not Eligible for F/R Lunch | Eligible for Reduced Lunch | Eligible for Free Lunch |
|--------------------|--------------------|-----------------------------------|-----------------------------------|--------------------------------|
| 3 | Percentile | 67 | 47 | 33 |
| | Number Tested | 2,539 | 335 | 831 |
| 4 | Percentile | 71 | 51 | 35 |
| | Number Tested | 2,731 | 287 | 846 |
| 5 | Percentile | 73 | 51 | 34 |
| | Number Tested | 2,655 | 276 | 760 |
| 6 | Percentile | 72 | 47 | 33 |
| | Number Tested | 2,821 | 220 | 734 |
| 7 | Percentile | 69 | 49 | 33 |
| | Number Tested | 2,742 | 205 | 595 |
| 8 | Percentile | 65 | 40 | 33 |
| | Number Tested | 2,727 | 175 | 495 |

Table 45
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* |
|------------------------------|------------------------------------|---|--|
| William Tyson ¹ | 462 | 403 | 87% |
| Fairview ^{1,2} | 489 | 426 | 87% |
| Mt. View ¹ | 427 | 368 | 86% |
| North Star ^{1,2} | 554 | 387 | 70% |
| Williwaw ¹ | 516 | 343 | 66% |
| Wonder Park ¹ | 473 | 307 | 65% |
| Muldoon ¹ | 437 | 272 | 62% |
| Russian Jack ¹ | 374 | 227 | 61% |
| Ptarmigan ¹ | 437 | 247 | 57% |
| Willow Crest ¹ | 554 | 312 | 56% |
| Kennedy | 234 | 131 | 56% |
| Ursa Major ¹ | 158 | 84 | 53% |
| Ursa Minor ¹ | 221 | 118 | 53% |
| Creekside Park ¹ | 409 | 207 | 51% |
| Nunaka Valley | 362 | 166 | 46% |
| Taku | 404 | 183 | 45% |
| Orion | 395 | 173 | 44% |
| Chester Valley | 331 | 140 | 42% |
| Airport Heights | 321 | 134 | 42% |
| Denali ¹ | 465 | 187 | 40% |
| Northwood | 408 | 159 | 39% |
| Government Hill ¹ | 439 | 172 | 39% |
| Tudor | 576 | 215 | 37% |
| Baxter | 449 | 167 | 37% |
| Lake Otis | 510 | 177 | 35% |
| Turnagain | 387 | 118 | 35% |
| College Gate | 468 | 154 | 33% |
| Chinook | 589 | 191 | 32% |
| Aurora | 437 | 138 | 32% |
| Susitna | 560 | 172 | 31% |
| Turnagain | 387 | 118 | 30% |
| Klatt | 492 | 143 | 29% |
| Lake Hood | 490 | 138 | 28% |
| Polaris K-12 | 226 | 61 | 27% |
| Aquarian | 160 | 42 | 26% |
| Family Partnership K-12 | 480 | 123 | 26% |
| Abbott Loop | 592 | 153 | 26% |
| Eagle River | 424 | 108 | 25% |
| Inlet View | 249 | 61 | 24% |
| Gladys Wood | 501 | 113 | 23% |
| Campbell | 469 | 108 | 23% |
| Fire Lake | 349 | 80 | 23% |
| Mt Spurr | 282 | 60 | 21% |

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

¹ - Title I ² - Even Start

Table 45
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* |
|-----------------|------------------------------------|---|--|
| Spring Hill | 517 | 118 | 23% |
| Rogers Park | 558 | 121 | 22% |
| Village | 32 | 7 | 22% |
| Scenic Park | 539 | 111 | 21% |
| Kasuun | 647 | 133 | 21% |
| Birchwood | 362 | 53 | 15% |
| Chugiak Elem. | 519 | 77 | 15% |
| Girdwood | 120 | 18 | 15% |
| Sand Lake | 585 | 65 | 11% |
| Rabbit Creek | 428 | 45 | 11% |
| Kincaid | 537 | 65 | 12% |
| Bowman | 652 | 68 | 10% |
| Ocean View | 412 | 41 | 10% |
| Homestead | 446 | 44 | 10% |
| Bayshore | 560 | 41 | 7% |
| Huffman | 497 | 24 | 5% |
| Northern Lights | 473 | 24 | 5% |
| Chugach | 249 | 9 | 4% |
| Alpenglow | 595 | 24 | 4% |
| O'Malley | 467 | 12 | 3% |
| Ravenwood | 371 | 8 | 2% |
| Bear Valley | 503 | 10 | 2% |
| TOTAL | 27,629 | 8,786 | 32% |

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

Table 46
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 | 784 | 470 | 60% |
| Search | 98 | 51 | 52% |
| Walden Pond 7-12 | 121 | 43 | 36% |
| Romig | 761 | 256 | 34% |
| Central | 729 | 234 | 32% |
| Wendler | 945 | 228 | 24% |
| Hanshew | 970 | 161 | 17% |
| Mirror Lake | 564 | 91 | 16% |
| Mears | 966 | 131 | 14% |
| Gruening | 598 | 46 | 8% |
| Goldenview | 826 | 48 | 6% |
| TOTAL | 7,362 | 1,759 | 24% |

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

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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 stay in one school tend to do better than students who move from school to school. This assertion is generally born out through the examination of Tables 47, 48, 49, and 50. 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 57th percentile to the 64th. New students scores range from the 51st to the 60th percentile.

The pattern of higher scores in Reading, Language Arts, Total Mathematics, and the Total Battery supports the argument that students who move less 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 47, 48, 49, and 50 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 may have an impact on the Reading and Language Arts scores.

All of the 3rd 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 3rd 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. These changes reflect the academic gains reported across the nation in recent years.

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 47

**Relationship of Tenure in District
and Norm-Referenced Test Performance
in Total Reading
Spring 2000**

| Grade Level | Information | First or Second Year | Third or Fourth Year | Fifth Year or More | Total |
|--------------------|--------------------|-----------------------------|-----------------------------|---------------------------|--------------|
| 3* | Percentile | 60 | 64 | 39 | 62 |
| | Number Tested | 573 | 2,873 | 308 | 3,754 |
| 4 | Percentile | 59 | 62 | 62 | 61 |
| | Number Tested | 614 | 639 | 2,660 | 3,913 |
| 5 | Percentile | 60 | 56 | 60 | 59 |
| | Number Tested | 483 | 467 | 2,773 | 3,723 |
| 6 | Percentile | 51 | 55 | 59 | 57 |
| | Number Tested | 458 | 423 | 2,935 | 3,816 |
| 7 | Percentile | 57 | 64 | 65 | 64 |
| | Number Tested | 422 | 358 | 2,828 | 3,608 |
| 8 | Percentile | 60 | 60 | 64 | 63 |
| | Number Tested | 403 | 351 | 2,725 | 3,479 |
| 9 | Percentile | 54 | 56 | 62 | 61 |
| | Number Tested | 358 | 290 | 2,627 | 3,275 |
| 10 | Percentile | 54 | 54 | 65 | 63 |
| | Number Tested | 303 | 260 | 2,317 | 2,880 |

* 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 48

**Relationship of Tenure in District
and Norm-Referenced Test Performance
in Total Language Arts
Spring 2000**

| Grade Level | Information | First or Second Year | Third or Fourth Year | Fifth Year or More | Total |
|-------------|---------------|----------------------|----------------------|--------------------|-------|
| 3* | Percentile | 53 | 56 | 32 | 54 |
| | Number Tested | 588 | 2,881 | 308 | 3,777 |
| 4 | Percentile | 58 | 61 | 60 | 60 |
| | Number Tested | 614 | 639 | 2,650 | 3,903 |
| 5 | Percentile | 67 | 65 | 67 | 67 |
| | Number Tested | 484 | 466 | 2,766 | 3,716 |
| 6 | Percentile | 60 | 63 | 66 | 65 |
| | Number Tested | 455 | 420 | 2,937 | 3,812 |
| 7 | Percentile | 55 | 63 | 62 | 62 |
| | Number Tested | 424 | 357 | 2,830 | 3,611 |
| 8 | Percentile | 55 | 53 | 60 | 59 |
| | Number Tested | 405 | 351 | 2,711 | 3,467 |
| 9 | Percentile | 56 | 58 | 60 | 60 |
| | Number Tested | 357 | 292 | 2,626 | 3,275 |
| 10 | Percentile | 52 | 52 | 61 | 60 |
| | Number Tested | 303 | 263 | 2,312 | 2,878 |

* 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 49

**Relationship of Tenure in District
and Norm-Referenced Test Performance
in Total Mathematics
Spring 2000**

| Grade Level | Information | First or Second Year | Third or Fourth Year | Fifth Year or More | Total |
|--------------------|--------------------|-----------------------------|-----------------------------|---------------------------|--------------|
| 3* | Percentile | 61 | 65 | 42 | 63 |
| | Number Tested | 586 | 2,874 | 306 | 3,766 |
| 4 | Percentile | 66 | 68 | 69 | 68 |
| | Number Tested | 613 | 637 | 2,639 | 3,889 |
| 5 | Percentile | 63 | 62 | 64 | 64 |
| | Number Tested | 482 | 467 | 2,773 | 3,722 |
| 6 | Percentile | 65 | 66 | 71 | 69 |
| | Number Tested | 457 | 419 | 2,936 | 3,812 |
| 7 | Percentile | 60 | 65 | 66 | 65 |
| | Number Tested | 421 | 356 | 2,823 | 3,600 |
| 8 | Percentile | 59 | 58 | 64 | 62 |
| | Number Tested | 403 | 348 | 2,726 | 3,477 |
| 9 | Percentile | 64 | 64 | 69 | 68 |
| | Number Tested | 355 | 293 | 2,625 | 3,273 |
| 10 | Percentile | 63 | 61 | 68 | 67 |
| | Number Tested | 300 | 262 | 2,311 | 2,873 |

* 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 50
Relationship of Tenure in District
and Norm-Referenced Test Performance
in Total Battery
Spring 2000

| Grade Level | Information | First or Second Year | Third or Fourth Year | Fifth Year or More | Total |
|--------------------|--------------------|-----------------------------|-----------------------------|---------------------------|--------------|
| 3* | Percentile | 60 | 63 | 36 | 61 |
| | Number Tested | 570 | 2,835 | 300 | 3,705 |
| 4 | Percentile | 61 | 65 | 64 | 64 |
| | Number Tested | 608 | 633 | 2,623 | 3,864 |
| 5 | Percentile | 65 | 64 | 66 | 65 |
| | Number Tested | 479 | 463 | 2,749 | 3,691 |
| 6 | Percentile | 60 | 62 | 67 | 65 |
| | Number Tested | 453 | 416 | 2,906 | 3,775 |
| 7 | Percentile | 59 | 65 | 66 | 65 |
| | Number Tested | 412 | 352 | 2,778 | 3,542 |
| 8 | Percentile | 60 | 59 | 65 | 64 |
| | Number Tested | 396 | 343 | 2,658 | 3,397 |
| 9 | Percentile | 61 | 62 | 67 | 66 |
| | Number Tested | 350 | 289 | 2,586 | 3,225 |
| 10 | Percentile | 58 | 58 | 68 | 66 |
| | Number Tested | 298 | 254 | 2,251 | 2,803 |

* 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.

"Left Blank Intentionally"

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 1999-2000 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 51, 52, 53, and 54 describe the differences in average performance for Total Reading, Total Mathematics, Total Language Arts and Total Battery. Transient students are those students who changed schools at least once between September 30, 1999 and the end of the school year.

Reading scores range from the 39th to the 52nd percentile for students who move. Scores for students who stay in the same program for the year range from the 58th to the 64th 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 that makes educating students more difficult. While there are many factors beyond making a change of teachers and schools that 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 Standards, books, instruction, and teacher expectation all support less disruption and greater achievement.

Table 51
Relationship of Total Reading Performance
to Transience During School Year
Spring 2000

| Grade Level | Information | Not Transient | Transient | Total |
|--------------------|--------------------|----------------------|------------------|--------------|
| 3 | Percentile | 63 | 46 | 62 |
| | Number Tested | 3,581 | 173 | 3,754 |
| 4 | Percentile | 62 | 46 | 61 |
| | Number Tested | 3,723 | 190 | 3,913 |
| 5 | Percentile | 59 | 42 | 58 |
| | Number Tested | 3,602 | 142 | 3,744 |
| 6 | Percentile | 58 | 42 | 57 |
| | Number Tested | 3,665 | 151 | 3,816 |
| 7 | Percentile | 64 | 52 | 64 |
| | Number Tested | 3,446 | 162 | 3,608 |
| 8 | Percentile | 64 | 43 | 63 |
| | Number Tested | 3,325 | 154 | 3,479 |
| 9 | Percentile | 61 | 40 | 61 |
| | Number Tested | 3,149 | 126 | 3,275 |
| 10 | Percentile | 64 | 39 | 63 |
| | Number Tested | 2,766 | 114 | 2,880 |

Table 52
Relationship of Total Language Arts Performance
to Transience During School Year
Spring 2000

| Grade Level | Information | Not Transient | Transient | Total |
|--------------------|--------------------|----------------------|------------------|--------------|
| 3 | Percentile | 55 | 38 | 54 |
| | Number Tested | 2,590 | 175 | 3,765 |
| 4 | Percentile | 60 | 42 | 59 |
| | Number Tested | 3,712 | 191 | 3,903 |
| 5 | Percentile | 67 | 50 | 67 |
| | Number Tested | 3,594 | 144 | 3,738 |
| 6 | Percentile | 66 | 45 | 65 |
| | Number Tested | 3,661 | 151 | 3,812 |
| 7 | Percentile | 62 | 46 | 62 |
| | Number Tested | 3,451 | 160 | 3,611 |
| 8 | Percentile | 60 | 38 | 59 |
| | Number Tested | 3,316 | 151 | 3,467 |
| 9 | Percentile | 61 | 37 | 60 |
| | Number Tested | 3,149 | 126 | 3,275 |
| 10 | Percentile | 61 | 33 | 60 |
| | Number Tested | 2,764 | 114 | 2,878 |

Table 53

**Relationship of Total Mathematics Performance
to Transience During School Year
Spring 2000**

| Grade Level | Information | Not Transient | Transient | Total |
|--------------------|--------------------|----------------------|------------------|--------------|
| 3 | Percentile | 63 | 49 | 63 |
| | Number Tested | 3,581 | 173 | 3,754 |
| 4 | Percentile | 69 | 51 | 68 |
| | Number Tested | 3,702 | 187 | 3,889 |
| 5 | Percentile | 64 | 47 | 64 |
| | Number Tested | 3,598 | 145 | 3,743 |
| 6 | Percentile | 70 | 49 | 69 |
| | Number Tested | 3,660 | 152 | 3,812 |
| 7 | Percentile | 66 | 49 | 65 |
| | Number Tested | 3,443 | 157 | 3,600 |
| 8 | Percentile | 63 | 44 | 62 |
| | Number Tested | 3,322 | 155 | 3,477 |
| 9 | Percentile | 69 | 42 | 68 |
| | Number Tested | 3,149 | 124 | 3,273 |
| 10 | Percentile | 67 | 45 | 67 |
| | Number Tested | 2,764 | 109 | 2,873 |

Table 54
Relationship of Total Battery Performance
to Transience During School Year
Spring 2000

| Grade Level | Information | Not Transient | Transient | Total |
|--------------------|--------------------|----------------------|------------------|--------------|
| 3 | Percentile | 61 | 44 | 61 |
| | Number Tested | 3,535 | 170 | 3,705 |
| 4 | Percentile | 65 | 46 | 64 |
| | Number Tested | 3,679 | 185 | 3,864 |
| 5 | Percentile | 66 | 47 | 65 |
| | Number Tested | 3,571 | 151 | 3,712 |
| 6 | Percentile | 66 | 44 | 65 |
| | Number Tested | 3,625 | 150 | 3,775 |
| 7 | Percentile | 66 | 50 | 65 |
| | Number Tested | 3,391 | 151 | 3,542 |
| 8 | Percentile | 64 | 42 | 64 |
| | Number Tested | 3,253 | 144 | 3,397 |
| 9 | Percentile | 67 | 42 | 66 |
| | Number Tested | 3,109 | 116 | 3,225 |
| 10 | Percentile | 67 | 40 | 66 |
| | Number Tested | 2,698 | 105 | 2,803 |

"Left Blank Intentionally"

Question: How do grades and credits relate to secondary school performance in 1999-2000?

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 1999-2000 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 5.81 credits and earned an average of 5.21 credits. The average number of credits earned was 5.33 for grade 9 students, 5.21 for grade 10 students, 5.24 for grade 11 students, and 5.02 for grade 12 students. An Anchorage student requires 22.5 credits for graduation. That works out to an average of 5.63 credits

Examination of Tables 57 and 58 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 12 percent of the grades reflecting "D" or "F" performance: Language Arts, 12 percent; Mathematics 16 percent; Science 15 percent; and Social Studies, 13 percent. Eight percent of the grades earned are "Fs."

The lower grades earned in math are consistent with the reports of our graduated in the 1999-2000 Graduate Survey. Graduates indicated that math and science were their most difficult areas. Many students indicated that they felt the need for more support and tutoring in math. Casual examination of initial student reports on the Alaska High School Graduation Qualifying Exam suggest that this is the area students are most likely to fail. Additional analysis of HSGQE results will be available later this year.

The Graduation Support Service Program was initiated during the 1997-98 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 absences and grades remains strong with an overall correlation above negative .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 55, 56, 57, and 58 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 1999-2000. 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 57 shows a strong secondary program with most students making adequate progress toward graduation. The average credits earned has reached 5.21 credits. Table 58 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 showing that progress is being made.

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 6.41 per course per semester. Keeping students present and interested continues to be one of the features of a successful program.

Table 55

**Middle School Student
Class and GPA Analysis
by Grade
Spring 2000**

| Data Type | 7 | 8 | 7-8 |
|-----------------------------|----------|----------|------------|
| Number of Students | 3,536 | 3,392 | 6,928 |
| Average Courses Attempted | 6.96 | 6.96 | 6.96 |
| Average Courses Earned | 6.38 | 6.41 | 6.39 |
| Mean Grade Point Average | 2.74 | 2.72 | 2.73 |
| Average Absences per Course | 5.06 | 5.43 | 5.24 |
| Absence - GPA Correlation | -0.4221 | -0.3767 | -0.3998 |

Table 56

**Distribution of Attempted Classes and
Earned Marks by Area
Combined Grades 7 - 8
Spring 2000**

| | Total Credits | Percent A | Percent B | Percent C | Percent D | Percent F* |
|----------------|--------------------------|----------------------|----------------------|----------------------|----------------------|-----------------------|
| Language Arts | 8,044.50 | 30% | 27% | 21% | 12% | 10% |
| Mathematics | 6,887.25 | 22% | 28% | 24% | 14% | 12% |
| Science | 6,826.50 | 24% | 29% | 22% | 13% | 11% |
| Social Studies | 6,740.00 | 30% | 27% | 21% | 11% | 10% |
| All Courses | 48,218.25 | 36% | 27% | 19% | 10% | 8% |

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

Table 57

**High School Student
Credit and GPA Analysis
by Grade
Spring 2000**

| Date Type | 9 | 10 | 11 | 12 | 9-12 |
|--------------------------------|----------|-----------|-----------|-----------|-------------|
| Number of Students | 3,258 | 2,963 | 2,582 | 2,345 | 11,148 |
| Average Credits Attempted | 5.98 | 5.98 | 5.84 | 5.36 | 5.81 |
| Average Credits Earned | 5.33 | 5.21 | 5.24 | 5.02 | 5.21 |
| Mean Grade Point Average | 2.55 | 2.46 | 2.55 | 2.84 | 2.59 |
| Average Absences per Course | 4.82 | 5.29 | 5.61 | 6.41 | 5.46 |
| Absence - GPA Correlation | -0.5620 | -0.5857 | -0.5177 | -0.4706 | -0.5153 |

Table 58

**Distribution of Attempted Credits and
Earned Marks by Area
Combined Grades 9 - 12
Spring 2000**

| | Total Credits | Percent A | Percent B | Percent C | Percent D | Percent F* |
|----------------|--------------------------|----------------------|----------------------|----------------------|----------------------|-----------------------|
| Language Arts | 11,560.50 | 27% | 29% | 21% | 12% | 8% |
| Mathematics | 9,458.75 | 19% | 24% | 25% | 16% | 12% |
| Science | 9,610.25 | 21% | 27% | 25% | 15% | 9% |
| Social Studies | 11,675.75 | 27% | 26% | 23% | 13% | 8% |
| All Courses | 64,816.50 | 33% | 26% | 20% | 11% | 8% |

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

Question: What was the level of attendance for District students in 1999-2000?

Answer: Ninety-three percent of the students were in school on the average school day of 1999-2000. The rate of attendance was consistent with that of prior years. Attendance has not been a systemic problem in Anchorage.

Discussion: Table 59 shows that overall attendance in Anchorage was good with an overall average of 93.6 percent during the 1999-2000 school year. Attendance in Anchorage schools has ranged between 93.8 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 school on the average school day.

Table 59

**Anchorage School District
Five Year History of District Wide Attendance
1995-96 through 1999-2000**

| School Year | Average Daily Attendance | Average Daily Membership | Percent Attendance |
|-------------|--------------------------|--------------------------|--------------------|
| 1999-2000 | 45,731.0 | 48,863.1 | 93.6% |
| 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% |

"Left Blank Intentionally"

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

Answer: The number of students identified as dropouts during the 1999-2000 school year is the lowest that it has been in five years (1,377 students, 2.5 percent).

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 9th grade in 1996-97 and should have graduated with the class of 2000 indicates that about 12.5 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 11.5 percent left over the summer. In all, 67 percent of the students who started as freshmen in 1996-97 completed 12th grade in Anchorage.

Analysis of District records show that from 3.2 percent to 2.5 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 1999-2000 was 2.5 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, 653 students during 1999-2000.

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 24 percent 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 60 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 1995-96 and 1999-2000. 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 1999-2000 to a high of 3.17 percent in 1995-96. About 4,462 students have left school as official dropouts over the past three years.

Table 60 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 61 presents information on those students who entered high school as freshmen in September 1996 and who, with normal matriculation, would have graduated with the class of 1999-2000.

There were 3,451 students who entered the freshmen class in September 1996. Of those 2,313 or 67 percent of the group, completed their senior year in Anchorage in 1999-2000. There were 431 or 12.5 percent, who were shown on the school records as dropouts. Another 288, or 8.3 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 ninety eight students left during the summer and did not indicate their intentions. Some of these students may well have been dropouts.

Tables 62 and 63 also examine the holding pattern of the District through high school. Table 62 reviews the class entering 9th grade in 1996-97 as to its mobility pattern for each year of high school. Table 63 presents a five year historical perspective on transfer patterns, presenting the overall patterns for the entering 9th grade classes the years 1992 to 1996.

The data in Table 62, review the progress of the entering high school class from 1996 - 1997. 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 63 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, though they have been declining, 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.

Table 60

**Anchorage School District
School Year Dropouts
1995-96 to 1999-2000**

| | American Natives | Asian/ Pacific Islanders | Black | Hispanics | Whites | Other | Total |
|------------------|---------------------|--------------------------------|-------|-----------|--------|-------|--------|
| 1999-2000 | | | | | | | |
| Enrollment | 6,736 | 4,789 | 4,646 | 2,887 | 33,716 | 312 | 53,086 |
| Final Dropouts | 356 | 125 | 152 | 78 | 653 | 13 | 1,377 |
| Percent Dropouts | 5.29% | 2.61% | 3.27% | 2.70% | 1.94% | 4.17% | 2.59% |
| 1998-99 | | | | | | | |
| Enrollment | 6,553 | 4,666 | 4,703 | 2,788 | 34,545 | N/A | 53,267 |
| Final Dropouts | 362 | 130 | 164 | 86 | 774 | N/A | 1,516 |
| Percent Dropouts | 5.52% | 2.79% | 3.49% | 3.08% | 2.24% | N/A | 2.85% |
| 1997-98 | | | | | | | |
| Enrollment | 6,421 | 4,159 | 4,634 | 2,654 | 34,752 | N/A | 52,620 |
| Final Dropouts | 362 | 106 | 157 | 96 | 848 | N/A | 1,569 |
| Percent Dropouts | 5.64% | 2.55% | 3.39% | 3.62% | 2.44% | N/A | 2.98% |
| 1996-97 | | | | | | | |
| Enrollment | 6,143 | 3,844 | 4,599 | 2,511 | 34,638 | N/A | 51,735 |
| Final Dropouts | 374 | 114 | 165 | 95 | 846 | N/A | 1,594 |
| Percent Dropouts | 6.09% | 2.97% | 3.59% | 3.78% | 2.44% | N/A | 3.08% |
| 1995-96 | | | | | | | |
| Enrollment | 5,877 | 3,622 | 4,456 | 2,340 | 35,200 | N/A | 51,495 |
| Final Dropouts | 475 | 106 | 157 | 94 | 899 | N/A | 1,631 |
| Percent Dropouts | 6.38% | 2.93% | 3.52% | 4.02% | 2.55% | N/A | 3.17% |

Table 61

**Anchorage School District
Four -Year Transfer Pattern
of Students in Grade 9
at Beginning of 1996-97 School Year
Ethnic Group Patterns**

| | American Natives American | Pacific Islanders Pacific | Black | Hispanics | Whites | Other | Total |
|---|--|--|--------------|------------------|----------------|--------------|----------------|
| Beginning of 9 th Grade Membership* | 332 | 267 | 302 | 166 | 2,378 | 6 | 3,451 |
| Completed/ Early Graduate or still enrolled 6/2000 | 171 51.5% | 192 71.9% | 178 58.9% | 102 61.4% | 1,668 70.1% | 2 33.3% | 2,313 67.0% |
| Transfer Out of ASD | 36 10.8% | 17 6.4% | 35 11.6% | 17 10.2% | 183 7.7% | 0 0.0% | 288 8.3% |
| Death of Student | 0 0.0% | 0 0.0% | 0 0.0% | 0 0.0% | 5 0.2% | 0 0.0% | 5 0.1% |
| Suspensions | 3 0.9% | 0 0.0% | 2 0.7% | 0 0.0% | 10 0.4% | 1 16.7% | 16 0.5% |
| Drop Out | 85 25.6% | 30 11.2% | 42 13.9% | 32 19.3% | 239 10.1% | 3 50.0% | 431 12.5% |
| Summer Leavers from 9 th Grade Cohort | 37 11.1% | 28 10.5% | 45 14.9% | 15 9.0% | 273 11.5% | 0 0.0% | 398 11.5% |

* Students enrolled on 9/30/96 were considered in school at the "Beginning of the Year."

Table 62

**Anchorage School District
Four-Year Transfer Pattern
of Students in Grade 9
at Beginning of 1996-97 School Year
Grade Level Patterns**

| | Grade Nine | Grade Ten | Grade Eleven | Grade Twelve | Total |
|--|-----------------------|----------------------|-------------------------|-------------------------|----------------|
| Beginning of Grade Level Membership* | 3,451 | 3,171 | 2,840 | 2,541 | 3,451 |
| Completed/ Early Graduate or still enrolled 6/2000 | 0 0.0% | 0 0.0% | 3 0.1% | 2,310 90.9% | 2,313 67.0% |
| Transfer Out of ASD | 98 2.8% | 77 2.4% | 58 2.0% | 55 2.2% | 288 8.3% |
| Death of Student | 1 <0.1% | 0 0.0% | 3 0.1% | 1 0.0% | 5 0.1% |
| Suspension | 1 <0.1% | 0 0.0% | 0 0.0% | 15 0.6% | 16 0.5% |
| Drop Out | 44 1.3% | 106 3.3% | 121 4.3% | 160 6.3% | 431 12.5% |
| Summer Leaver | 136 3.9% | 148 4.7% | 114 4.0% | 0 0.0% | 398 11.5% |
| Continued Enrollment | 3,171 91.9% | 2,840 89.6% | 2,541 89.5% | 0 0.0% | 0 0.0% |

*Students enrolled on 9/30/96 were considered in school at the "Beginning of Grade 9."
Students in other grades reflect continuations from the previous year.

Table 63

**Anchorage School District
Four-Year Transfer Pattern
of Students in Grade 9
at Beginning of 1992-1993
through the 1996-97 School Year
Five-Year History**

| Class of: | 92/93 | 93/94 | 94/95 | 95/96 | 96/97 |
|--|----------------|----------------|----------------|----------------|----------------|
| Beginning of 9 th Grade Cohort Membership* | 3,156 | 3,216 | 3,251 | 3,396 | 3,451 |
| Completed or Early Graduate, or Still Enrolled In June of Grade 12 | 1,949 61.8% | 2,039 63.4% | 2,064 63.5% | 2,314 68.1% | 2,313 67.0% |
| Transfer Out of ASD | 294 9.3% | 300 9.3% | 290 8.9% | 286 8.4% | 288 8.3% |
| Death of Student | 3 0.1% | 3 0.1% | 1 <0.1% | 5 0.1% | 5 0.1% |
| Suspensions | 4 0.1% | 6 0.2% | 6 0.2% | 7 0.2% | 16 0.5% |
| Drop Out | 499 15.8% | 450 14.0% | 493 15.2% | 423 12.5% | 431 12.5% |
| Summer Leaver | 407 12.9% | 418 13.0% | 397 12.2% | 361 10.6% | 398 11.5% |

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

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 64 to 72), Asian/Pacific Islander (Tables 73 to 81), Black (Tables 82 to 90), Hispanic (Tables 91 to 99), White (Tables 100 to 108), and Other (Tables 109 to 117) 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 10.

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 1995-1996 through 1999-2000.

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 annual average of 5.63 needed to reach the 22.5 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 64

**Anchorage School District
American Native
Total Reading CAT Results
Spring 2000**

| Grade | Number Tested | Percentile Tested |
|--------------|----------------------|--------------------------|
| 3 | 486 | 39 |
| 4 | 506 | 39 |
| 5 | 462 | 36 |
| 6 | 434 | 36 |
| 7 | 423 | 42 |
| 8 | 353 | 44 |
| 9 | 311 | 43 |
| 10 | 260 | 45 |

Table 65

**Anchorage School District
American Native
Total Language Arts CAT Results
Spring 2000**

| Grade | Number Tested | Percentile Tested |
|--------------|----------------------|--------------------------|
| 3 | 488 | 32 |
| 4 | 503 | 36 |
| 5 | 459 | 45 |
| 6 | 435 | 44 |
| 7 | 423 | 39 |
| 8 | 354 | 39 |
| 9 | 312 | 42 |
| 10 | 267 | 40 |

Table 66

**Anchorage School District
American Native
Total Mathematics CAT Results
Spring 2000**

| Grade | Number Tested | Percentile Tested |
|--------------|----------------------|--------------------------|
| 3 | 481 | 45 |
| 4 | 503 | 46 |
| 5 | 459 | 43 |
| 6 | 437 | 51 |
| 7 | 430 | 50 |
| 8 | 356 | 49 |
| 9 | 310 | 54 |
| 10 | 268 | 53 |

Table 67

**Anchorage School District
American Native
Total Battery CAT Results
Spring 2000**

| Grade | Number Tested | Percentile Tested |
|--------------|----------------------|--------------------------|
| 3 | 467 | 37 |
| 4 | 498 | 39 |
| 5 | 454 | 42 |
| 6 | 426 | 42 |
| 7 | 414 | 43 |
| 8 | 341 | 44 |
| 9 | 300 | 48 |
| 10 | 252 | 48 |

Table 68

**Anchorage School District
American Native
Percentile Rank Scores Corresponding to
Average (Mean) NCE Scores
CAT 1995-96 to 1999-2000**

| Gr. | Area | 99-00 | | 98-99 | | 97-98 | | 96-97 | | 95-96 | |
|-----|---------------|-------|------|-------|------|-------|------|-------|------|-------|------|
| | | No. | %ile | No. | %ile | No. | %ile | No. | %ile | No. | %ile |
| 3 | Reading | 486 | 39 | 477 | 39 | 433 | 38 | 384 | 40 | 383 | 41 |
| 3 | Language Arts | 488 | 32 | 469 | 31 | 430 | 29 | 380 | 31 | 383 | 30 |
| 3 | Mathematics | 481 | 45 | 476 | 41 | 436 | 42 | 382 | 46 | 384 | 46 |
| 3 | Total Battery | 467 | 37 | 464 | 36 | 424 | 33 | 375 | 36 | 378 | 38 |
| 4 | Reading | 506 | 39 | 453 | 39 | 394 | 39 | 381 | 41 | 385 | 43 |
| 4 | Language Arts | 503 | 36 | 454 | 38 | 392 | 42 | 384 | 42 | 392 | 33 |
| 4 | Mathematics | 503 | 46 | 450 | 47 | 396 | 50 | 382 | 49 | 396 | 44 |
| 4 | Total Battery | 498 | 39 | 442 | 40 | 388 | 41 | 375 | 41 | 373 | 39 |
| 5 | Reading | 462 | 36 | 404 | 37 | 380 | 37 | 389 | 37 | 384 | 43 |
| 5 | Language Arts | 459 | 45 | 408 | 46 | 379 | 48 | 393 | 45 | 384 | 49 |
| 5 | Mathematics | 459 | 43 | 404 | 46 | 376 | 44 | 393 | 46 | 384 | 45 |
| 5 | Total Battery | 454 | 42 | 402 | 43 | 371 | 41 | 387 | 41 | 375 | 46 |
| 6 | Reading | 434 | 36 | 402 | 37 | 392 | 38 | 391 | 44 | 346 | 38 |
| 6 | Language Arts | 435 | 44 | 401 | 45 | 392 | 43 | 391 | 47 | 347 | 40 |
| 6 | Mathematics | 437 | 51 | 396 | 51 | 395 | 50 | 392 | 54 | 342 | 50 |
| 6 | Total Battery | 426 | 42 | 393 | 43 | 389 | 41 | 389 | 47 | 341 | 40 |
| 7 | Reading | 423 | 42 | 391 | 40 | 398 | 45 | 341 | 37 | 312 | 46 |
| 7 | Language Arts | 423 | 39 | 391 | 36 | 394 | 39 | 349 | 35 | 313 | 38 |
| 7 | Mathematics | 430 | 50 | 392 | 48 | 396 | 50 | 353 | 47 | 312 | 49 |
| 7 | Total Battery | 414 | 43 | 377 | 41 | 380 | 41 | 336 | 36 | 304 | 44 |
| 8 | Reading | 353 | 44 | 371 | 47 | 316 | 42 | 284 | 42 | 282 | 44 |
| 8 | Language Arts | 354 | 39 | 370 | 40 | 314 | 37 | 285 | 42 | 282 | 39 |
| 8 | Mathematics | 356 | 49 | 360 | 49 | 318 | 46 | 280 | 45 | 280 | 49 |
| 8 | Total Battery | 341 | 44 | 350 | 46 | 307 | 39 | 272 | 40 | 272 | 44 |
| 9 | Reading | 311 | 43 | 293 | 40 | 268 | 44 | 254 | 38 | 244 | 42 |
| 9 | Language Arts | 312 | 42 | 292 | 40 | 258 | 41 | 254 | 39 | 263 | 40 |
| 9 | Mathematics | 310 | 54 | 295 | 54 | 266 | 54 | 253 | 49 | 265 | 52 |
| 9 | Total Battery | 300 | 48 | 287 | 46 | 257 | 46 | 250 | 42 | 243 | 45 |
| 10 | Reading | 260 | 45 | 269 | 44 | 205 | 43 | 226 | 50 | 168 | 45 |
| 10 | Language Arts | 267 | 40 | 264 | 39 | 201 | 37 | 228 | 42 | 190 | 39 |
| 10 | Mathematics | 268 | 53 | 269 | 50 | 206 | 50 | 228 | 56 | 191 | 49 |
| 10 | Total Battery | 252 | 48 | 263 | 45 | 199 | 42 | 225 | 50 | 163 | 45 |

**Table 69
Anchorage School District
American Native
Free/Reduced Price Lunch Information
Spring 2000**

| Year | School Level | Number of Children Enrolled | Number of Children from Low Income Families* | Percent of Children from Low Income Families* |
|-------------|---------------------|------------------------------------|---|--|
| 1999-2000 | Elementary | 4,157 | 1,898 | 46% |

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

**Table 70
American Native
Secondary Students
Credit and GPA Analysis
by Grade -- Spring 2000**

| Grade | 7 | 8 | 7-8 | | |
|-----------------------------|----------|----------|------------|--|--|
| Number of Students | 419 | 322 | 741 | | |
| Average Credits Attempted | 6.96 | 6.93 | 6.95 | | |
| Average Credits Earned | 5.79 | 5.87 | 5.83 | | |
| Mean Grade Point Average | 2.21 | 2.23 | 2.22 | | |
| Average Absences per Course | 6.89 | 7.01 | 6.94 | | |
| Absence - GPA Correlation | -0.4894 | -0.4552 | -0.4749 | | |

| Grade | 9 | 10 | 11 | 12 | 9-12 |
|-----------------------------|----------|-----------|-----------|-----------|-------------|
| Number of Students | 296 | 253 | 208 | 160 | 917 |
| Average Credits Attempted | 5.93 | 5.92 | 5.71 | 5.18 | 5.75 |
| Average Credits Earned | 4.66 | 4.39 | 4.61 | 4.52 | 4.55 |
| Mean Grade Point Average | 2.01 | 1.86 | 2.13 | 2.43 | 2.07 |
| Average Absences per Course | 6.40 | 7.41 | 7.39 | 7.39 | 7.07 |
| Absence - GPA Correlation | -0.5470 | -0.6582 | -0.6091 | -0.5415 | -0.5762 |

Table 71
American Native
Distribution of Attempted Credits
and Earned Marks by Area
Combined Grades 9 - 12
Spring 2000

| | Total Credits | Percent A | Percent B | Percent C | Percent D | Percent F* |
|----------------|----------------------|------------------|------------------|------------------|------------------|-------------------|
| Language Arts | 960.75 | 15% | 24% | 22% | 15% | 16% |
| Mathematics | 771.00 | 11% | 21% | 24% | 18% | 17% |
| Science | 775.50 | 12% | 18% | 25% | 19% | 18% |
| Social Studies | 947.75 | 15% | 21% | 24% | 17% | 14% |
| All Courses | 5,271.00 | 21% | 22% | 22% | 15% | 13% |

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

Table 72
Anchorage School District
American Native
School Year Dropouts
1995-96 to 1999-2000

| Year | Enrollment | Final Dropouts | Percent Dropouts |
|-------------|-------------------|-----------------------|-------------------------|
| 1999-2000 | 6,736 | 356 | 5.29% |
| 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% |

Table 73

**Anchorage School District
Asian/Pacific Islander
Total Reading CAT Results
Spring 2000**

| Grade | Number Tested | Percentile Tested |
|--------------|----------------------|--------------------------|
| 3 | 351 | 47 |
| 4 | 367 | 47 |
| 5 | 362 | 44 |
| 6 | 360 | 44 |
| 7 | 360 | 51 |
| 8 | 336 | 43 |
| 9 | 304 | 43 |
| 10 | 270 | 42 |

Table 74

**Anchorage School District
Asian/Pacific Islander
Total Language Arts CAT Results
Spring 2000**

| Grade | Number Tested | Percentile Tested |
|--------------|----------------------|--------------------------|
| 3 | 352 | 46 |
| 4 | 367 | 53 |
| 5 | 363 | 62 |
| 6 | 360 | 61 |
| 7 | 359 | 60 |
| 8 | 338 | 49 |
| 9 | 308 | 53 |
| 10 | 268 | 50 |

Table 75

**Anchorage School District
Asian/Pacific Islander
Total Mathematics CAT Results
Spring 2000**

| Grade | Number Tested | Percentile Tested |
|--------------|----------------------|--------------------------|
| 3 | 350 | 56 |
| 4 | 368 | 64 |
| 5 | 361 | 62 |
| 6 | 358 | 68 |
| 7 | 359 | 64 |
| 8 | 340 | 54 |
| 9 | 307 | 62 |
| 10 | 269 | 63 |

Table 76

**Anchorage School District
Asian/Pacific Islander
Total Battery CAT Results
Spring 2000**

| Grade | Number Tested | Percentile Tested |
|--------------|----------------------|--------------------------|
| 3 | 349 | 49 |
| 4 | 366 | 54 |
| 5 | 360 | 58 |
| 6 | 358 | 57 |
| 7 | 358 | 60 |
| 8 | 333 | 50 |
| 9 | 301 | 55 |
| 10 | 263 | 54 |

Table 77
Anchorage School District
Asian/Pacific Islanders
Percentile Rank Scores Corresponding to
Average (Mean) NCE Scores
CAT 1995-96 to 1999-2000

| Gr. | Area | 99-00 | | 98-99 | | 97-98 | | 96-97 | | 95-96 | |
|-----|---------------|-------|------|-------|------|-------|------|-------|------|-------|------|
| | | No. | %ile | No. | %ile | No. | %ile | No. | %ile | No. | %ile |
| 3 | Reading | 351 | 47 | 344 | 48 | 306 | 49 | 275 | 53 | 262 | 56 |
| 3 | Language Arts | 352 | 46 | 346 | 49 | 308 | 49 | 274 | 52 | 262 | 51 |
| 3 | Mathematics | 350 | 56 | 347 | 55 | 308 | 60 | 272 | 60 | 261 | 64 |
| 3 | Total Battery | 349 | 49 | 343 | 50 | 303 | 51 | 272 | 55 | 260 | 58 |
| 4 | Reading | 367 | 47 | 347 | 51 | 302 | 50 | 268 | 57 | 245 | 50 |
| 4 | Language Arts | 367 | 53 | 347 | 57 | 301 | 60 | 266 | 63 | 241 | 53 |
| 4 | Mathematics | 368 | 64 | 347 | 64 | 302 | 67 | 268 | 71 | 242 | 59 |
| 4 | Total Battery | 366 | 54 | 345 | 57 | 300 | 59 | 266 | 64 | 238 | 54 |
| 5 | Reading | 362 | 44 | 333 | 45 | 272 | 51 | 257 | 45 | 247 | 46 |
| 5 | Language Arts | 363 | 62 | 332 | 61 | 272 | 70 | 285 | 61 | 247 | 61 |
| 5 | Mathematics | 361 | 62 | 334 | 61 | 271 | 67 | 257 | 58 | 247 | 61 |
| 5 | Total Battery | 360 | 58 | 332 | 57 | 270 | 65 | 256 | 56 | 247 | 57 |
| 6 | Reading | 360 | 44 | 324 | 46 | 384 | 45 | 262 | 46 | 245 | 48 |
| 6 | Language Arts | 360 | 61 | 324 | 63 | 285 | 60 | 261 | 62 | 247 | 58 |
| 6 | Mathematics | 358 | 68 | 326 | 67 | 286 | 65 | 262 | 66 | 243 | 64 |
| 6 | Total Battery | 358 | 57 | 322 | 60 | 282 | 56 | 260 | 58 | 242 | 57 |
| 7 | Reading | 360 | 51 | 325 | 45 | 285 | 47 | 256 | 46 | 223 | 48 |
| 7 | Language Arts | 359 | 60 | 325 | 51 | 285 | 51 | 253 | 52 | 221 | 50 |
| 7 | Mathematics | 359 | 64 | 324 | 59 | 283 | 59 | 255 | 61 | 22 | 62 |
| 7 | Total Battery | 358 | 60 | 322 | 52 | 282 | 52 | 251 | 52 | 218 | 54 |
| 8 | Reading | 336 | 43 | 308 | 50 | 278 | 47 | 242 | 46 | 226 | 51 |
| 8 | Language Arts | 338 | 49 | 306 | 52 | 277 | 51 | 242 | 49 | 226 | 51 |
| 8 | Mathematics | 340 | 54 | 304 | 58 | 278 | 59 | 243 | 59 | 225 | 64 |
| 8 | Total Battery | 333 | 50 | 302 | 55 | 276 | 52 | 242 | 52 | 225 | 57 |
| 9 | Reading | 304 | 43 | 293 | 41 | 255 | 39 | 217 | 46 | 184 | 43 |
| 9 | Language Arts | 308 | 53 | 296 | 50 | 255 | 49 | 217 | 53 | 217 | 49 |
| 9 | Mathematics | 307 | 62 | 296 | 64 | 254 | 65 | 218 | 68 | 216 | 67 |
| 9 | Total Battery | 301 | 55 | 292 | 54 | 251 | 52 | 217 | 58 | 182 | 54 |
| 10 | Reading | 270 | 42 | 271 | 41 | 299 | 46 | 217 | 45 | 140 | 45 |
| 10 | Language Arts | 268 | 50 | 271 | 47 | 230 | 48 | 218 | 49 | 171 | 46 |
| 10 | Mathematics | 269 | 63 | 271 | 58 | 234 | 65 | 218 | 66 | 173 | 62 |
| 10 | Total Battery | 263 | 54 | 268 | 51 | 227 | 54 | 217 | 55 | 139 | 50 |

**Table 78
Asian/Pacific Islander
Anchorage School District
Free/Reduced Price Lunch Information
Spring 2000**

| Year | School Level | Number of Children Enrolled | Number of Children from Low Income Families* | Percent of Children from Low Income Families* |
|-------------|---------------------|------------------------------------|---|--|
| 1999-2000 | Elementary | 2,671 | 1,144 | 43% |

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

**Table 79
Anchorage School District
Asian/Pacific Islander
Secondary Students Credit
and GPA Analysis by Grade
Spring 2000**

| Grade | 7 | 8 | 7-8 | | |
|-----------------------------|----------|-----------|------------|-----------|-------------|
| Number of Students | 352 | 341 | 693 | | |
| Average Credits Attempted | 6.98 | 6.96 | 6.97 | | |
| Average Credits Earned | 6.68 | 6.48 | 6.58 | | |
| Mean Grade Point Average | 3.06 | 2.83 | 2.94 | | |
| Average Absences per Course | 2.93 | 3.81 | 3.36 | | |
| Absence - GPA Correlation | -0.4065 | -0.4208 | -0.4238 | | |
| Grade | 9 | 10 | 11 | 12 | 9-12 |
| Number of Students | 328 | 303 | 255 | 223 | 1,109 |
| Average Credits Attempted | 5.98 | 6.00 | 5.88 | 5.49 | 5.86 |
| Average Credits Earned | 5.40 | 4.94 | 5.17 | 5.02 | 5.14 |
| Mean Grade Point Average | 2.68 | 2.34 | 2.54 | 2.74 | 2.57 |
| Average Absences per Course | 4.05 | 5.62 | 5.43 | 5.36 | 5.06 |
| Absence - GPA Correlation | -0.6484 | -0.7320 | -0.6797 | -0.6262 | -0.6743 |

Table 80

**Asian/Pacific Islanders
Distribution of Attempted Credits
and Earned Marks by Area
Combined Grades 9 - 12
Spring 2000**

| | Total Credits | Percent A | Percent B | Percent C | Percent D | Percent F* |
|----------------|----------------------|------------------|------------------|------------------|------------------|-------------------|
| Language Arts | 1,173.00 | 29% | 28% | 20% | 11% | 8% |
| Mathematics | 963.25 | 21% | 24% | 23% | 15% | 11% |
| Science | 979.00 | 20% | 26% | 23% | 14% | 10% |
| Social Studies | 1,182.75 | 30% | 25% | 20% | 12% | 8% |
| All Courses | 6,500.25 | 34% | 25% | 18% | 11% | 8% |

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

Table 81

**Anchorage School District
Asian/Pacific Islanders
School Year Dropouts
1995-96 to 1999-2000**

| Year | Enrollment | Final Dropouts | Percent Dropouts |
|-------------|-------------------|-----------------------|-------------------------|
| 1999-2000 | 4,789 | 125 | 2.61% |
| 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% |

Table 82
Anchorage School District
Black
Total Reading CAT Results
Spring 2000

| Grade | Number Tested | Percentile Tested |
|-------|---------------|-------------------|
| 3 | 339 | 44 |
| 4 | 335 | 41 |
| 5 | 334 | 37 |
| 6 | 349 | 38 |
| 7 | 317 | 39 |
| 8 | 292 | 42 |
| 9 | 245 | 35 |
| 10 | 235 | 36 |

Table 83
Anchorage School District
Black
Total Language Arts CAT Results
Spring 2000

| Grade | Number Tested | Percentile Tested |
|-------|---------------|-------------------|
| 3 | 340 | 39 |
| 4 | 332 | 39 |
| 5 | 336 | 50 |
| 6 | 354 | 46 |
| 7 | 316 | 40 |
| 8 | 292 | 38 |
| 9 | 238 | 40 |
| 10 | 235 | 39 |

Table 84

**Anchorage School District
Black
Total Mathematics CAT Results
Spring 2000**

| Grade | Number Tested | Percentile Tested |
|--------------|----------------------|--------------------------|
| 3 | 340 | 44 |
| 4 | 333 | 46 |
| 5 | 336 | 42 |
| 6 | 352 | 46 |
| 7 | 315 | 40 |
| 8 | 288 | 41 |
| 9 | 239 | 44 |
| 10 | 232 | 42 |

Table 85

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

| Grade | Number Tested | Percentile Tested |
|--------------|----------------------|--------------------------|
| 3 | 335 | 42 |
| 4 | 330 | 41 |
| 5 | 331 | 43 |
| 6 | 347 | 42 |
| 7 | 311 | 39 |
| 8 | 281 | 40 |
| 9 | 233 | 40 |
| 10 | 225 | 39 |

Table 86

**Anchorage School District
Black
Percentile Rank Scores Corresponding
to Average (Mean) NCE Scores
CAT 1995-96 to 1999-2000**

| Gr. | Area | 99-00 | | 98-99 | | 97-98 | | 96-97 | | 95-96 | |
|-----|---------------|-------|------|-------|------|-------|------|-------|------|-------|------|
| | | No. | %ile | No. | %ile | No. | %ile | No. | %ile | No. | %ile |
| 3 | Reading | 339 | 44 | 350 | 39 | 317 | 40 | 339 | 42 | 300 | 41 |
| 3 | Language Arts | 340 | 39 | 349 | 32 | 315 | 35 | 337 | 36 | 303 | 32 |
| 3 | Mathematics | 340 | 44 | 348 | 38 | 316 | 39 | 341 | 42 | 303 | 41 |
| 3 | Total Battery | 335 | 42 | 347 | 35 | 311 | 35 | 330 | 37 | 300 | 37 |
| 4 | Reading | 335 | 41 | 338 | 47 | 343 | 43 | 288 | 45 | 280 | 46 |
| 4 | Language Arts | 332 | 39 | 340 | 43 | 336 | 45 | 292 | 43 | 284 | 38 |
| 4 | Mathematics | 333 | 46 | 339 | 47 | 344 | 49 | 292 | 48 | 290 | 42 |
| 4 | Total Battery | 330 | 41 | 334 | 45 | 336 | 44 | 288 | 44 | 275 | 41 |
| 5 | Reading | 334 | 37 | 343 | 39 | 295 | 34 | 304 | 36 | 273 | 37 |
| 5 | Language Arts | 336 | 50 | 343 | 50 | 389 | 45 | 305 | 49 | 274 | 45 |
| 5 | Mathematics | 336 | 42 | 339 | 43 | 294 | 38 | 303 | 40 | 271 | 37 |
| 5 | Total Battery | 331 | 43 | 338 | 45 | 289 | 38 | 302 | 41 | 268 | 39 |
| 6 | Reading | 349 | 38 | 298 | 39 | 293 | 40 | 274 | 38 | 298 | 40 |
| 6 | Language Arts | 354 | 46 | 296 | 47 | 292 | 48 | 272 | 43 | 299 | 43 |
| 6 | Mathematics | 352 | 46 | 299 | 44 | 293 | 46 | 273 | 41 | 300 | 45 |
| 6 | Total Battery | 347 | 42 | 294 | 42 | 290 | 43 | 270 | 38 | 295 | 41 |
| 7 | Reading | 317 | 39 | 315 | 40 | 268 | 39 | 302 | 40 | 262 | 40 |
| 7 | Language Arts | 316 | 40 | 318 | 39 | 267 | 39 | 302 | 38 | 266 | 33 |
| 7 | Mathematics | 315 | 40 | 320 | 44 | 365 | 40 | 304 | 43 | 259 | 39 |
| 7 | Total Battery | 311 | 39 | 312 | 40 | 260 | 36 | 297 | 38 | 254 | 37 |
| 8 | Reading | 292 | 42 | 248 | 43 | 280 | 41 | 243 | 37 | 278 | 47 |
| 8 | Language Arts | 292 | 38 | 247 | 41 | 277 | 36 | 243 | 35 | 276 | 39 |
| 8 | Mathematics | 288 | 41 | 249 | 40 | 277 | 38 | 239 | 35 | 274 | 43 |
| 8 | Total Battery | 281 | 40 | 243 | 41 | 272 | 36 | 239 | 34 | 270 | 43 |
| 9 | Reading | 345 | 35 | 269 | 35 | 218 | 33 | 259 | 37 | 235 | 37 |
| 9 | Language Arts | 238 | 40 | 273 | 39 | 219 | 33 | 261 | 35 | 261 | 37 |
| 9 | Mathematics | 239 | 44 | 272 | 46 | 219 | 42 | 260 | 42 | 263 | 46 |
| 9 | Total Battery | 233 | 40 | 266 | 41 | 214 | 35 | 255 | 37 | 234 | 39 |
| 10 | Reading | 235 | 36 | 201 | 36 | 242 | 37 | 261 | 36 | 214 | 37 |
| 10 | Language Arts | 235 | 39 | 201 | 33 | 243 | 34 | 264 | 32 | 230 | 27 |
| 10 | Mathematics | 232 | 42 | 200 | 38 | 248 | 41 | 264 | 37 | 228 | 34 |
| 10 | Total Battery | 225 | 39 | 195 | 36 | 238 | 35 | 259 | 33 | 210 | 31 |

**Table 87
Anchorage School District
Black
Free/Reduced Price Lunch Information
Spring 2000**

| Year | School Level | Number of Children Enrolled | Number of Children from Low Income Families* | Percent of Children from Low Income Families* |
|-------------|---------------------|------------------------------------|---|--|
| 1999-2000 | Elementary | 2,790 | 1,353 | 49% |

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

**Table 88
Black Secondary Students
Credit and GPA Analysis
by Grade
Spring 2000**

| Grade | 7 | 8 | | | 7-8 |
|-----------------------------|----------|-----------|-----------|-----------|-------------|
| Number of Students | 312 | 282 | | | 594 |
| Average Credits Attempted | 6.98 | 6.97 | | | 6.97 |
| Average Credits Earned | 6.15 | 6.37 | | | 6.26 |
| Mean Grade Point Average | 2.36 | 2.49 | | | 2.42 |
| Average Absences per Course | 4.83 | 5.07 | | | 4.95 |
| Absence - GPA Correlation | -0.3950 | -0.3822 | | | -0.3861 |
| Grade | 9 | 10 | 11 | 12 | 9-12 |
| Number of Students | 241 | 237 | 170 | 164 | 812 |
| Average Credits Attempted | 5.98 | 5.96 | 5.79 | 5.40 | 5.82 |
| Average Credits Earned | 4.89 | 4.82 | 5.01 | 4.93 | 4.90 |
| Mean Grade Point Average | 2.07 | 2.03 | 2.16 | 2.56 | 2.17 |
| Average Absences per Course | 5.52 | 5.84 | 5.44 | 6.87 | 5.87 |
| Absence - GPA Correlation | -0.5763 | -0.5526 | -0.5323 | -0.5835 | -0.5248 |

Table 89

**Black Distribution
of Attempted Credits
and Earned Marks by Area
Combined Grades 9 - 12
Spring 2000**

| | Total Credits | Percent A | Percent B | Percent C | Percent D | Percent F* |
|----------------|----------------------|------------------|------------------|------------------|------------------|-------------------|
| Language Arts | 845.50 | 15% | 26% | 28% | 16% | 12% |
| Mathematics | 695.25 | 7% | 17% | 26% | 23% | 22% |
| Science | 667.25 | 9% | 20% | 29% | 23% | 15% |
| Social Studies | 847.25 | 15% | 24% | 28% | 17% | 12% |
| All Courses | 4,724.25 | 21% | 23% | 24% | 16% | 12% |

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

Table 90

**Anchorage School District
Black
School Year Dropouts
1995-96 to 1999-2000**

| Year | Enrollment | Final Dropouts | Percent Dropouts |
|-------------|-------------------|-----------------------|-------------------------|
| 1999-2000 | 4,646 | 152 | 3.27% |
| 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% |

Table 91

**Anchorage School District
Hispanic
Total Reading CAT Results
Spring 2000**

| Grade | Number Tested | Percentile Tested |
|--------------|----------------------|--------------------------|
| 3 | 212 | 49 |
| 4 | 210 | 49 |
| 5 | 210 | 44 |
| 6 | 183 | 38 |
| 7 | 178 | 52 |
| 8 | 167 | 48 |
| 9 | 143 | 47 |
| 10 | 142 | 43 |

Table 92

**Anchorage School District
Hispanic
Total Language Arts CAT Results
Spring 2000**

| Grade | Number Tested | Percentile Tested |
|--------------|----------------------|--------------------------|
| 3 | 213 | 43 |
| 4 | 212 | 48 |
| 5 | 212 | 55 |
| 6 | 181 | 48 |
| 7 | 177 | 49 |
| 8 | 166 | 44 |
| 9 | 144 | 47 |
| 10 | 140 | 44 |

Table 93

**Anchorage School District
Hispanic
Total Mathematics ITBS Results
Spring 2000**

| Grade | Number Tested | Percentile Tested |
|--------------|----------------------|--------------------------|
| 3 | 214 | 55 |
| 4 | 213 | 57 |
| 5 | 212 | 53 |
| 6 | 182 | 50 |
| 7 | 177 | 54 |
| 8 | 164 | 46 |
| 9 | 144 | 56 |
| 10 | 139 | 47 |

Table 94

**Anchorage School District
Hispanic
Total Battery CAT Results
Spring 2000**

| Grade | Number Tested | Percentile Tested |
|--------------|----------------------|--------------------------|
| 3 | 208 | 49 |
| 4 | 208 | 51 |
| 5 | 210 | 52 |
| 6 | 179 | 44 |
| 7 | 174 | 52 |
| 8 | 162 | 46 |
| 9 | 143 | 51 |
| 10 | 134 | 47 |

Table 95

**Anchorage School District
Hispanic
Percentile Rank Scores Corresponding
to Average (Mean) NCE Scores
CAT 1995-96 to 1999-2000**

| Gr. | Area | 99-00 | | 98-99 | | 97-98 | | 96-97 | | 95-96 | |
|-----|---------------|-------|------|-------|------|-------|------|-------|------|-------|------|
| | | No. | %ile | No. | %ile | No. | %ile | No. | %ile | No. | %ile |
| 3 | Reading | 212 | 49 | 193 | 49 | 190 | 45 | 176 | 47 | | |
| 3 | Language Arts | 213 | 43 | 192 | 45 | 189 | 39 | 174 | 40 | | |
| 3 | Mathematics | 214 | 55 | 194 | 53 | 189 | 48 | 173 | 52 | | |
| 3 | Total Battery | 208 | 49 | 189 | 49 | 185 | 41 | 171 | 44 | | |
| 4 | Reading | 210 | 49 | 198 | 48 | 178 | 49 | 142 | 41 | 135 | 45 |
| 4 | Language Arts | 212 | 48 | 197 | 48 | 177 | 47 | 142 | 52 | 132 | 36 |
| 4 | Mathematics | 213 | 57 | 197 | 50 | 178 | 51 | 142 | 48 | 133 | 39 |
| 4 | Total Battery | 208 | 51 | 196 | 47 | 177 | 48 | 140 | 47 | 132 | 39 |
| 5 | Reading | 210 | 44 | 175 | 40 | 146 | 46 | 146 | 50 | 150 | 45 |
| 5 | Language Arts | 212 | 55 | 172 | 53 | 145 | 57 | 146 | 52 | 150 | 51 |
| 5 | Mathematics | 212 | 53 | 173 | 48 | 144 | 49 | 147 | 54 | 151 | 47 |
| 5 | Total Battery | 210 | 52 | 171 | 47 | 144 | 51 | 146 | 51 | 149 | 48 |
| 6 | Reading | 183 | 38 | 153 | 47 | 143 | 44 | 148 | 47 | 138 | 43 |
| 6 | Language Arts | 181 | 48 | 152 | 54 | 144 | 52 | 148 | 44 | 138 | 49 |
| 6 | Mathematics | 182 | 50 | 153 | 52 | 142 | 53 | 148 | 49 | 139 | 50 |
| 6 | Total Battery | 179 | 44 | 152 | 50 | 141 | 48 | 148 | 45 | 137 | 46 |
| 7 | Reading | 178 | 52 | 168 | 46 | 152 | 53 | 151 | 46 | 122 | 43 |
| 7 | Language Arts | 177 | 49 | 167 | 46 | 150 | 45 | 149 | 44 | 123 | 41 |
| 7 | Mathematics | 177 | 54 | 168 | 47 | 150 | 48 | 150 | 47 | 124 | 46 |
| 7 | Total Battery | 174 | 52 | 165 | 46 | 148 | 47 | 146 | 45 | 121 | 42 |
| 8 | Reading | 167 | 48 | 143 | 54 | 159 | 46 | 118 | 44 | 130 | 43 |
| 8 | Language Arts | 166 | 44 | 142 | 46 | 158 | 42 | 117 | 46 | 130 | 39 |
| 8 | Mathematics | 164 | 46 | 141 | 50 | 162 | 47 | 117 | 51 | 130 | 42 |
| 8 | Total Battery | 162 | 46 | 139 | 50 | 157 | 44 | 115 | 48 | 127 | 41 |
| 9 | Reading | 143 | 47 | 162 | 41 | 106 | 42 | 130 | 40 | 92 | 37 |
| 9 | Language Arts | 144 | 47 | 162 | 46 | 105 | 43 | 131 | 34 | 111 | 36 |
| 9 | Mathematics | 144 | 56 | 163 | 49 | 106 | 51 | 131 | 42 | 111 | 46 |
| 9 | Total Battery | 143 | 51 | 162 | 47 | 105 | 46 | 130 | 38 | 91 | 39 |
| 10 | Reading | 142 | 43 | 98 | 52 | 131 | 49 | 109 | 32 | 72 | 40 |
| 10 | Language Arts | 140 | 44 | 100 | 49 | 130 | 45 | 109 | 31 | 81 | 35 |
| 10 | Mathematics | 139 | 47 | 102 | 54 | 132 | 50 | 109 | 38 | 82 | 44 |
| 10 | Total Battery | 134 | 47 | 97 | 54 | 129 | 48 | 109 | 31 | 70 | 39 |

Table 96
Anchorage School District
Hispanic
Free/Reduced Price Lunch Information
Spring 2000

| Year | School Level | Number of Children Enrolled | Number of Children from Low Income Families* | Percent of Children from Low Income Families* |
|-------------|---------------------|------------------------------------|---|--|
| 1999-2000 | Elementary | 1,790 | 856 | 48% |

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

Table 97
Hispanic Secondary Students
Credit and GPA Analysis
by Grade
Spring 2000

| Grade | 7 | 8 | | | 7-8 |
|-----------------------------|----------|-----------|-----------|-----------|-------------|
| Number of Students | 173 | 166 | | | 339 |
| Average Credits Attempted | 6.93 | 6.94 | | | 6.94 |
| Average Credits Earned | 6.23 | 6.22 | | | 6.22 |
| Mean Grade Point Average | 2.47 | 2.43 | | | 2.45 |
| Average Absences per Course | 4.94 | 4.95 | | | 4.95 |
| Absence - GPA Correlation | -0.3248 | -0.4381 | | | -0.3816 |
| Grade | 9 | 10 | 11 | 12 | 9-12 |
| Number of Students | 143 | 159 | 97 | 111 | 510 |
| Average Credits Attempted | 5.97 | 5.98 | 5.83 | 5.36 | 5.81 |
| Average Credits Earned | 5.24 | 4.94 | 4.89 | 4.82 | 4.99 |
| Mean Grade Point Average | 2.30 | 2.19 | 2.27 | 2.58 | 2.32 |
| Average Absences per Course | 5.46 | 5.64 | 6.10 | 7.54 | 6.09 |
| Absence - GPA Correlation | -0.5817 | -0.6769 | -0.5651 | -0.5094 | -0.5591 |

Table 98

**Hispanic Distribution
of Attempted Credits
and Earned Marks by Area
Combined Grades 9 - 12
Spring 2000**

| | Total Credits | Percent A | Percent B | Percent C | Percent D | Percent F* |
|----------------|----------------------|------------------|------------------|------------------|------------------|-------------------|
| Language Arts | 547.00 | 20% | 26% | 22% | 16% | 12% |
| Mathematics | 426.50 | 12% | 17% | 26% | 21% | 19% |
| Science | 424.50 | 13% | 22% | 29% | 20% | 13% |
| Social Studies | 528.50 | 20% | 24% | 23% | 18% | 10% |
| All Courses | 2,964.50 | 25% | 24% | 22% | 15% | 10% |

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

Table 99

**Anchorage School District
Hispanic
School Year Dropouts
1995-96 to 1999-2000**

| Year | Enrollment | Final Dropouts | Percent Dropouts |
|-------------|-------------------|-----------------------|-------------------------|
| 1999-2000 | 2,887 | 78 | 2.70% |
| 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% |

Table 100
Anchorage School District
White
Total Reading CAT Results
Spring 2000

| Grade | Number Tested | Percentile Tested |
|--------------|----------------------|--------------------------|
| 3 | 2360 | 72 |
| 4 | 2483 | 71 |
| 5 | 2343 | 69 |
| 6 | 2482 | 67 |
| 7 | 2320 | 73 |
| 8 | 2327 | 72 |
| 9 | 2257 | 68 |
| 10 | 1961 | 72 |

Table 101
Anchorage School District
White
Total Language Arts CAT Results
Spring 2000

| Grade | Number Tested | Percentile Tested |
|--------------|----------------------|--------------------------|
| 3 | 2378 | 63 |
| 4 | 2477 | 68 |
| 5 | 2334 | 75 |
| 6 | 2474 | 73 |
| 7 | 2326 | 69 |
| 8 | 2313 | 66 |
| 9 | 2258 | 66 |
| 10 | 1956 | 67 |

Table 102

**Anchorage School District
White
Total Mathematics CAT Results
Spring 2000**

| Grade | Number Tested | Percentile Tested |
|--------------|----------------------|--------------------------|
| 3 | 2375 | 70 |
| 4 | 2460 | 76 |
| 5 | 2342 | 72 |
| 6 | 2475 | 77 |
| 7 | 2310 | 72 |
| 8 | 2323 | 69 |
| 9 | 2258 | 73 |
| 10 | 1953 | 73 |

Table 103

**Anchorage School District
White
Total Battery CAT Results
Spring 2000**

| Grade | Number Tested | Percentile Tested |
|--------------|----------------------|--------------------------|
| 3 | 2340 | 70 |
| 4 | 2450 | 74 |
| 5 | 2324 | 75 |
| 6 | 2457 | 74 |
| 7 | 2276 | 74 |
| 8 | 2276 | 72 |
| 9 | 2233 | 73 |
| 10 | 1917 | 74 |

Table 104

**Anchorage School District
White
Percentile Rank Scores Corresponding
to Average (Mean) NCE Scores
CAT 1995-96 to 1999-2000**

| Gr. | Area | 99-00 | | 98-99 | | 97-98 | | 96-97 | | 95-96 | |
|-----|---------------|-------|------|-------|------|-------|------|-------|------|-------|------|
| | | No. | %ile | No. | %ile | No. | %ile | No. | %ile | No. | %ile |
| 3 | Reading | 2,360 | 72 | 2,437 | 70 | 2,364 | 68 | 2,577 | 70 | 2,409 | 70 |
| 3 | Language Arts | 2,378 | 63 | 2,440 | 62 | 2,356 | 58 | 2,561 | 60 | 2,409 | 58 |
| 3 | Mathematics | 2,375 | 70 | 2,428 | 68 | 2,368 | 66 | 2,571 | 67 | 2,414 | 67 |
| 3 | Total Battery | 2,340 | 70 | 2,406 | 69 | 2,333 | 64 | 2,540 | 66 | 2,381 | 67 |
| 4 | Reading | 2,483 | 71 | 2,354 | 68 | 2,568 | 70 | 2,359 | 70 | 2,506 | 70 |
| 4 | Language Arts | 2,477 | 68 | 2,348 | 66 | 2,563 | 67 | 2,358 | 68 | 2,505 | 62 |
| 4 | Mathematics | 2,460 | 76 | 2,356 | 72 | 2,569 | 72 | 2,358 | 73 | 2,534 | 69 |
| 4 | Total Battery | 2,450 | 74 | 2,329 | 70 | 2,548 | 70 | 2,342 | 71 | 2,481 | 68 |
| 5 | Reading | 2,343 | 69 | 2,535 | 70 | 2,362 | 71 | 2,473 | 70 | 2,534 | 71 |
| 5 | Language Arts | 2,334 | 75 | 2,540 | 75 | 2,349 | 75 | 2,476 | 73 | 2,541 | 72 |
| 5 | Mathematics | 2,342 | 72 | 2,526 | 70 | 2,346 | 70 | 2,470 | 69 | 2,528 | 67 |
| 5 | Total Battery | 2,324 | 75 | 2,511 | 75 | 2,327 | 74 | 2,450 | 73 | 2,501 | 73 |
| 6 | Reading | 2,482 | 67 | 2,347 | 68 | 2,462 | 67 | 2,492 | 67 | 2,357 | 69 |
| 6 | Language Arts | 2,474 | 73 | 2,341 | 72 | 2,461 | 70 | 2,493 | 71 | 2,351 | 69 |
| 6 | Mathematics | 2,475 | 77 | 2,340 | 75 | 2,458 | 72 | 2,492 | 74 | 2,357 | 73 |
| 6 | Total Battery | 2,457 | 74 | 2,330 | 73 | 2,435 | 70 | 2,478 | 72 | 2,331 | 72 |
| 7 | Reading | 2,320 | 73 | 2,488 | 71 | 2,430 | 69 | 2,284 | 70 | 2,289 | 72 |
| 7 | Language Arts | 2,326 | 69 | 2,483 | 68 | 2,429 | 67 | 2,285 | 66 | 2,295 | 64 |
| 7 | Mathematics | 2,310 | 72 | 2,477 | 71 | 2,426 | 69 | 2,290 | 70 | 2,283 | 70 |
| 7 | Total Battery | 2,276 | 74 | 2,450 | 72 | 2,377 | 68 | 2,249 | 69 | 2,249 | 70 |
| 8 | Reading | 2,327 | 72 | 2,340 | 72 | 2,210 | 71 | 2,163 | 69 | 2,254 | 70 |
| 8 | Language Arts | 2,313 | 66 | 2,330 | 65 | 2,202 | 64 | 2,162 | 61 | 2,253 | 60 |
| 8 | Mathematics | 2,323 | 69 | 2,312 | 70 | 2,206 | 68 | 2,169 | 68 | 2,245 | 66 |
| 8 | Total Battery | 2,276 | 72 | 2,281 | 72 | 2,162 | 68 | 2,130 | 67 | 2,208 | 68 |
| 9 | Reading | 2,257 | 68 | 2,168 | 69 | 2,124 | 66 | 2,187 | 68 | 1,852 | 67 |
| 9 | Language Arts | 2,258 | 66 | 2,170 | 65 | 2,116 | 63 | 2,188 | 63 | 2,184 | 61 |
| 9 | Mathematics | 2,258 | 73 | 2,164 | 74 | 2,123 | 72 | 2,186 | 72 | 2,187 | 71 |
| 9 | Total Battery | 2,233 | 73 | 2,154 | 73 | 2,092 | 69 | 2,175 | 71 | 1,846 | 68 |
| 10 | Reading | 1,961 | 72 | 2,024 | 69 | 2,011 | 70 | 2,052 | 69 | 1,669 | 73 |
| 10 | Language Arts | 1,956 | 67 | 2,030 | 62 | 1,994 | 61 | 2,058 | 61 | 1,946 | 63 |
| 10 | Mathematics | 1,953 | 73 | 2,029 | 71 | 2,020 | 71 | 2,053 | 70 | 1,941 | 72 |
| 10 | Total Battery | 1,917 | 74 | 2,004 | 71 | 1,978 | 69 | 2,038 | 69 | 1,651 | 73 |

Table 105
Anchorage School District
White
Free/Reduced Price Lunch Information
Spring 2000

| Year | School Level | Number of Children Enrolled | Number of Children from Low Income Families* | Percent of Children from Low Income Families* |
|-------------|---------------------|------------------------------------|---|--|
| 1999-2000 | Elementary | 18,575 | 3,291 | 18% |

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

Table 106
White Secondary Students
Credit and GPA Analysis
by Grade
Spring 2000

| Grade | 7 | 8 | 7-8 | | |
|-----------------------------|----------|-----------|------------|-----------|-------------|
| Number of Students | 2,280 | 2,281 | 4,561 | | |
| Average Credits Attempted | 6.96 | 6.96 | 6.96 | | |
| Average Credits Earned | 6.49 | 6.49 | 6.49 | | |
| Mean Grade Point Average | 2.86 | 2.82 | 2.84 | | |
| Average Absences per Course | 5.10 | 5.52 | 5.31 | | |
| Absence - GPA Correlation | -0.4012 | -0.3528 | -0.3765 | | |
| Grade | 9 | 10 | 11 | 12 | 9-12 |
| Number of Students | 2,250 | 2,011 | 1,852 | 1,687 | 7,800 |
| Average Credits Attempted | 5.98 | 5.99 | 5.85 | 5.35 | 5.81 |
| Average Credits Earned | 5.46 | 5.42 | 5.36 | 5.09 | 5.35 |
| Mean Grade Point Average | 2.67 | 2.62 | 2.65 | 2.94 | 2.71 |
| Average Absences per Course | 4.61 | 4.88 | 5.43 | 6.33 | 5.25 |
| Absence - GPA Correlation | -0.5372 | -0.5166 | -0.4620 | -0.4205 | -0.4607 |

Table 107

**White Distribution
of Attempted Credits
and Earned Marks by Area
Combined Grades 9 - 12
Spring 2000**

| | Total Credits | Percent A | Percent B | Percent C | Percent D | Percent F* |
|----------------|----------------------|------------------|------------------|------------------|------------------|-------------------|
| Language Arts | 8,034.25 | 30% | 30% | 20% | 11% | 7% |
| Mathematics | 6,602.75 | 21% | 26% | 25% | 15% | 10% |
| Science | 6,764.00 | 24% | 29% | 24% | 14% | 8% |
| Social Studies | 8,151.50 | 30% | 27% | 22% | 12% | 7% |
| All Courses | 45,356.50 | 36% | 26% | 19% | 10% | 6% |

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

Table 108

**Anchorage School District
Whites
School Year Dropouts
1995-96 to 1999-2000**

| Year | Enrollment | Final Dropouts | Percent Dropouts |
|-------------|-------------------|-----------------------|-------------------------|
| 1999-2000 | 33,716 | 653 | 1.94% |
| 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% |

Table 109

**Anchorage School District
Other
Total Reading CAT Results
Spring 2000**

| Grade | Number Tested | Percentile Tested |
|--------------|--------------------------|------------------------------|
| 3 | 6 | 30 |
| 4 | 12 | 64 |
| 5 | 12 | 24 |
| 6 | 8 | 35 |
| 7 | 10 | 41 |
| 8 | 4 | 63 |
| 9 | 15 | 35 |
| 10 | 12 | 31 |

Table 110

**Anchorage School District
Other
Total Language Arts CAT Results
Spring 2000**

| Grade | Number Tested | Percentile Tested |
|--------------|--------------------------|------------------------------|
| 3 | 6 | 29 |
| 4 | 12 | 64 |
| 5 | 12 | 40 |
| 6 | 8 | 45 |
| 7 | 10 | 31 |
| 8 | 4 | 74 |
| 9 | 15 | 50 |
| 10 | 12 | 28 |

Table 111
Anchorage School District
Other
Total Mathematics CAT Results
Spring 2000

| Grade | Number Tested | Percentile Tested |
|-------|---------------|-------------------|
| 3 | 6 | 20 |
| 4 | 12 | 63 |
| 5 | 12 | 31 |
| 6 | 8 | 45 |
| 7 | 9 | 48 |
| 8 | 6 | 65 |
| 9 | 15 | 57 |
| 10 | 12 | 31 |

Table 112
Anchorage School District
Other
Total Battery CAT Results
Spring 2000

| Grade | Number Tested | Percentile Tested |
|-------|---------------|-------------------|
| 3 | 6 | 25 |
| 4 | 12 | 66 |
| 5 | 12 | 31 |
| 6 | 8 | 38 |
| 7 | 9 | 38 |
| 8 | 4 | 74 |
| 9 | 15 | 48 |
| 10 | 12 | 30 |

Table 113

**Anchorage School District
Other
Percentile Rank Scores Corresponding
to Average (Mean) NCE Scores
CAT 1995-96 to 1999-2000**

| Gr. | Area | 99-00 | | 98-99 | | 97-98 | | 96-97 | | 95-96 | |
|-----|---------------|-------|------|-------|------|-----------|------|-------|------|-------|------|
| | | No. | %ile | No. | %ile | No. | %ile | No. | %ile | No. | %ile |
| 3 | Reading | 6 | 30 | | | | | | | | |
| 3 | Language Arts | 6 | 29 | | | | | | | | |
| 3 | Mathematics | 6 | 20 | Data | Not | Available | | | | | |
| 3 | Total Battery | 6 | 25 | | | | | | | | |
| 4 | Reading | 12 | 64 | | | | | | | | |
| 4 | Language Arts | 12 | 64 | | | | | | | | |
| 4 | Mathematics | 12 | 63 | Data | Not | Available | | | | | |
| 4 | Total Battery | 12 | 66 | | | | | | | | |
| 5 | Reading | 12 | 26 | | | | | | | | |
| 5 | Language Arts | 12 | 40 | | | | | | | | |
| 5 | Mathematics | 12 | 31 | Data | Not | Available | | | | | |
| 5 | Total Battery | 12 | 31 | | | | | | | | |
| 6 | Reading | 8 | 35 | | | | | | | | |
| 6 | Language Arts | 8 | 45 | | | | | | | | |
| 6 | Mathematics | 8 | 45 | Data | Not | Available | | | | | |
| 6 | Total Battery | 8 | 38 | | | | | | | | |
| 7 | Reading | 10 | 41 | | | | | | | | |
| 7 | Language Arts | 10 | 31 | | | | | | | | |
| 7 | Mathematics | 9 | 48 | Data | Not | Available | | | | | |
| 7 | Total Battery | 9 | 38 | | | | | | | | |
| 8 | Reading | 4 | 63 | | | | | | | | |
| 8 | Language Arts | 4 | 74 | | | | | | | | |
| 8 | Mathematics | 6 | 65 | Data | Not | Available | | | | | |
| 8 | Total Battery | 4 | 74 | | | | | | | | |
| 9 | Reading | 15 | 35 | | | | | | | | |
| 9 | Language Arts | 15 | 50 | | | | | | | | |
| 9 | Mathematics | 15 | 57 | Data | Not | Available | | | | | |
| 9 | Total Battery | 15 | 48 | | | | | | | | |
| 10 | Reading | 12 | 31 | | | | | | | | |
| 10 | Language Arts | 12 | 28 | | | | | | | | |
| 10 | Mathematics | 12 | 31 | Data | Not | Available | | | | | |
| 10 | Total Battery | 12 | 30 | | | | | | | | |

Table 114
Anchorage School District
Other
Free/Reduced Price Lunch Information
Spring 2000

| Year | School Level | Number of Children Enrolled | Number of Children from Low Income Families* | Percent of Children from Low Income Families* |
|-------------|---------------------|------------------------------------|---|--|
| 1999-2000 | Elementary | 217 | 88 | 37% |

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

Table 115
Other Secondary Students
Credit and GPA Analysis
by Grade
Spring 2000

| Grade | 7 | 8 | | | 7-8 |
|-----------------------------|----------|-----------|-----------|-----------|-------------|
| Number of Students | | | | | |
| Average Credits Attempted | | | | | |
| Average Credits Earned | Data | Not | Available | | |
| Mean Grade Point Average | | | | | |
| Average Absences per Course | | | | | |
| Absence - GPA Correlation | | | | | |
| Grade | 9 | 10 | 11 | 12 | 9-12 |
| Number of Students | | | | | |
| Average Credits Attempted | | | | | |
| Average Credits Earned | | | | | |
| Mean Grade Point Average | Data | Not | Available | | |
| Average Absences per Course | | | | | |
| Absence - GPA Correlation | | | | | |

**Table 116
Other Distribution
of Attempted Credits
and Earned Marks by Area
Combined Grades 9 - 12
Spring 2000**

| | Total Credits | Percent A | Percent B | Percent C | Percent D | Percent F* |
|----------------|------------------|--------------|--------------|--------------|--------------|---------------|
| Language Arts | | | | | | |
| Mathematics | | | | | | |
| Science | | Data | Not | Available | | |
| Social Studies | | | | | | |
| All Courses | | | | | | |

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

**Table 117
Anchorage School District
Other
School Year Dropouts
1995-96 to 1999-2000**

| Year | Enrollment | Final Dropouts | Percent Dropouts |
|-----------|--------------------|-------------------|---------------------|
| 1999-2000 | 312 | 13 | 4.17% |
| 1998-99 | Data Not Available | | |
| 1997-98 | | | |
| 1996-97 | | | |
| 1995-96 | | | |

"Left Blank Intentionally"

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 1999-2000.

The overall response rate for the school report cards was down in 1999-2000. 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 118 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 (56 percent) of parents indicate that they either agree (42 percent) or strongly agree (14 percent) that they are satisfied with the performance of the Anchorage School District.
- A majority (85 percent) of parents indicate that they either agree (45 percent) or strongly agree (40 percent) that they are satisfied with the performance of the program in which their children are enrolled.
- A majority (89 percent) of parents indicate that they either agree (31 percent) or strongly agree (58 percent) that they are satisfied with the performance of those who teach their children.
- A majority (76 percent) of students indicate that they either agree (32 percent) or strongly agree (44 percent) that their teachers treat them with respect.
- A majority (75 percent) of students indicate that they either agree (33 percent) or strongly agree (42 percent) that they know where to go for help if they have a problem at school.
- A majority (69 percent) of students indicate that they either agree (43 percent) or strongly agree (26 percent) that they understand the school work that they are given.
- A majority (69 percent) of the students indicate that they either agree (35 percent) or strongly agree (34 percent) that they feel welcome at school.
- A majority (76 percent) of staff indicate that they either agree (42 percent) or strongly agree (34 percent) that they are satisfied with their job.
- A majority (73 percent) of staff indicate that they either agree (36 percent) or strongly agree (43 percent) that the principal and other school staff provide needed support for working with students.
- A majority (80 percent) of staff indicate that they either agree (35 percent) or strongly agree (45 percent) that the principal and other school staff provide needed support for working with parents.

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 percent: “B”, 38 percent. The Anchorage School District survey comparison gives the District 40 percent “A” and 45 percent “B”; the school 58 percent “A” and 31 percent “B.” While the Gallup Poll and ASD surveys are not directly comparable the high ratings given by Anchorage parents is notable. The 85 percent that agree or strongly agree for the District and 88 percent for the school and teacher are the highest ratings Anchorage has had in recent years.

Tables 119, 120, and 121 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 122, 123, and 124. Middle Level results are presented in tables 125, 126, and 127. High School results are presented in 128, 129 and 130.

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 118

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

| School | Enrollment | Parent | Student | Staff |
|---------------------|-------------------|---------------|----------------|--------------|
| Abbott Loop | 605 | 57 | 183 | 39 |
| Airport Heights | 320 | 26 | 82 | 18 |
| Alpenglow | 597 | 61 | 324 | 15 |
| Aquarian | 188 | 61 | 66 | |
| Aurora | 456 | 93 | 193 | 14 |
| Baxter | 418 | 47 | 247 | 24 |
| Bayshore | 556 | 87 | 220 | 18 |
| Bear Valley | 506 | 49 | 189 | 9 |
| Birchwood ABC | 418 | 82 | 195 | 19 |
| Bowman | 641 | 125 | 242 | 30 |
| Campbell | 478 | 70 | 175 | 21 |
| Chester Valley | 346 | 2 | 170 | 28 |
| Chinook | 585 | 146 | 252 | 24 |
| Chugach Optional | 252 | 61 | 83 | 6 |
| Chugiak Elementary | 516 | 89 | 207 | 16 |
| College Gate | 451 | 65 | 239 | 19 |
| Creekside Park | 413 | 84 | 125 | 22 |
| Denali | 436 | 64 | 118 | 16 |
| Eagle River | 435 | 14 | 191 | 12 |
| Fairview | 466 | 83 | 139 | 21 |
| Fire Lake | 345 | 23 | 163 | 12 |
| Girdwood | 152 | 5 | 89 | 5 |
| Government Hill | 453 | 124 | 136 | 24 |
| Homestead | 444 | 94 | 177 | 19 |
| Huffman | 495 | 111 | 236 | 10 |
| Inlet View | 258 | 77 | 126 | 20 |
| Kasuun | 649 | 78 | 362 | 20 |
| Kennedy | 232 | 53 | 85 | 6 |
| Kincaid | 533 | 60 | 117 | |
| Klatt | 503 | 83 | 177 | 14 |
| Lake Hood | 489 | 90 | 263 | 21 |
| Lake Otis | 521 | 57 | 159 | 21 |
| Mt. Spurr | 290 | 66 | 136 | 17 |
| Mt. View | 442 | 47 | 92 | 14 |
| Muldoon | 461 | 51 | 119 | 24 |
| North Star | 545 | 89 | 148 | 23 |
| Northern Lights ABC | 517 | 96 | 224 | 11 |
| Northwood | 420 | 64 | 68 | 15 |
| Nunaka Valley | 362 | 3 | | |
| O'Malley | 462 | 44 | 253 | 12 |
| Ocean View | 410 | 259 | 239 | 18 |
| Orion | 407 | 74 | 164 | 15 |
| Ptarmigan | 412 | 40 | 194 | 21 |

Table 118
Anchorage School District
School Report Card Surveys
Return by School (continued)

| School | Enrollment | Parent | Student | Staff |
|--|-------------------|---------------|----------------|--------------|
| Rabbit Creek | 422 | 87 | 182 | 16 |
| Ravenwood | 380 | 62 | 122 | 14 |
| Rogers Park | 547 | 44 | 293 | 15 |
| Russian Jack | 371 | 33 | 72 | |
| Sand Lake | 580 | 85 | 233 | 13 |
| Scenic Park | 553 | 117 | 271 | 29 |
| Spring Hill | 525 | 128 | 291 | 24 |
| Susitna | 549 | 85 | 233 | 25 |
| Taku | 403 | 68 | 196 | 19 |
| Tudor | 517 | 72 | 210 | 16 |
| Turnagain | 393 | 48 | 209 | 26 |
| Tyson, William | 452 | 210 | 17 | |
| Ursa Major | 152 | 38 | 73 | 15 |
| Ursa Minor | 213 | 38 | 74 | 15 |
| Williwaw | 504 | 125 | 185 | 47 |
| Willow Crest | 544 | 53 | 266 | 31 |
| Wonder Park | 475 | 51 | 170 | 17 |
| Woods, Gladys | 501 | 24 | 176 | 15 |
| Polaris* | 451 | | | |
| *Polaris did a different survey system | | | | |

| School | Enrollment | Parent | Student | Staff |
|--|-------------------|---------------|----------------|--------------|
| Bartlett | 1845 | 17 | 945 | 50 |
| Benson/Search | 315 | 46 | 208 | 12 |
| Central | 734 | 83 | 512 | 38 |
| Chugiak High | 2026 | 195 | 1286 | 60 |
| Clark | 825 | 138 | | |
| Dimond | 2120 | | | |
| East | 1962 | 82 | | |
| Goldenview | 868 | 81 | 668 | 48 |
| Gruening | 601 | 131 | 502 | 23 |
| Hanshew | 907 | 32 | 639 | 50 |
| Mears | 951 | | | |
| Mirror Lake | 673 | 89 | 604 | 16 |
| Romig | 787 | 56 | 454 | 37 |
| SAVE | 227 | 43 | 103 | 15 |
| Service | 2330 | 174 | | |
| Steller* | 296 | | | |
| Wendler | 939 | 69 | 752 | 33 |
| West | 1674 | 153 | 137 | 72 |
| *Steller did a different survey system | | | | |

Table 119
Anchorage School District
Parent Report Card Survey
Number = 6,136

| 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. | 14% | 42% | 25% | 13% | 7% |
| The performance of my child’s school. | 40% | 45% | 10% | 4% | 2% |
| The performance of my child’s teacher(s). | 58% | 31% | 7% | 2% | 1% |
| When I think about what is being taught, I am generally SATISFIED with: | | | | | |
| The curriculum at our school. | 33% | 50% | 12% | 5% | 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% | 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. | 33% | 41% | 21% | 4% | 1% |
| I am invited to make suggestions about the library materials to be included or excluded. | 21% | 29% | 37% | 10% | 3% |
| I feel welcome at school. | 58% | 32% | 7% | 2% | 1% |
| My child is safe at school. | 44% | 42% | 10% | 3% | 1% |
| My child is safe on the way to and from school. | 39% | 40% | 15% | 5% | 2% |

Table 120
Anchorage School District
Student Report Card Survey
Number = 17,999

| Question | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|-------------------|-------|---------|----------|----------------------|
| Our school is clean and well maintained. | 25% | 40% | 23% | 9% | 4% |
| I am treated fairly by adults here at school. | 30% | 36% | 20% | 9% | 5% |
| I am treated fairly by other students. | 21% | 39% | 25% | 10% | 6% |
| I find my school work interesting. | 21% | 30% | 29% | 11% | 8% |
| I understand the school work I am given. | 26% | 43% | 24% | 5% | 2% |
| Our school rules are fair. | 28% | 30% | 22% | 12% | 8% |
| My teachers treat me with respect. | 44% | 32% | 16% | 5% | 3% |
| Student here treat me with respect. | 19% | 39% | 25% | 10% | 6% |
| Our school rules are fairly enforced. | 28% | 33% | 24% | 9% | 6% |
| I like school. | 27% | 26% | 24% | 10% | 13% |
| I am safe at school. | 37% | 32% | 20% | 7% | 5% |
| If I have a problem at school, I know where I can go for help. | 42% | 33% | 16% | 5% | 4% |
| Have chances to participate in school activities. | 45% | 36% | 14% | 3% | 3% |
| I use computers at school. | 49% | 29% | 13% | 5% | 4% |
| The library/media center has the materials I need to do my school work. | 29% | 34% | 24% | 8% | 6% |
| I feel welcome at school. | 34% | 35% | 21% | 6% | 4% |
| I feel safe on the bus and at the bus stop. | 20% | 23% | 41% | 7% | 9% |

Table 121
Anchorage School District Staff Report Card Survey Number = 1,642

| Question | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|-------------------|-------|---------|----------|----------------------|
| Indicate the extent to which you are satisfied with: | | | | | |
| Your job. | 29% | 42% | 15% | 10% | 3% |
| Involvement in decision making at the school. | 20% | 39% | 25% | 11% | 6% |
| The District curriculum. | 8% | 26% | 36% | 20% | 10% |
| Opportunities for training on the district curriculum and materials. | 15% | 36% | 29% | 15% | 6% |
| We are provided with adequate information before new practices or procedures are implemented. | 10% | 31% | 27% | 23% | 10% |
| The principal and other staff provide me with the support I need when working with students. | 43% | 36% | 11% | 7% | 3% |
| The principal and other staff provide me with the support I need with working with parents. | 45% | 35% | 14% | 5% | 2% |
| The administrator(s) are approachable. | 54% | 28% | 10% | 6% | 3% |
| The administrator(s) are available if I need help. | 46% | 30% | 12% | 8% | 3% |
| The work load in this school is equitably divided. | 17% | 35% | 23% | 16% | 8% |
| We have freedom in our selection of materials. | 31% | 41% | 21% | 5% | 2% |
| I have freedom in selection of teaching materials. | 35% | 41% | 19% | 4% | 1% |
| I have input in purchase of supplemental materials. | 33% | 39% | 20% | 6% | 2% |
| Instruction here focuses on student success in meeting the District goals. | 38% | 46% | 12% | 3% | 1% |
| The District curriculum is well defined. | 13% | 41% | 33% | 10% | 3% |
| Teachers here work together effectively. | 34% | 43% | 14% | 7% | 3% |
| Staff & teachers have good working relationships. | 39% | 42% | 11% | 6% | 2% |
| Our school rules are fairly enforced. | 31% | 39% | 14% | 11% | 6% |
| I feel safe at school. | 41% | 42% | 11% | 5% | 2% |
| Students are safe here. | 37% | 45% | 11% | 6% | 2% |
| School staff are treated with respect by students. | 18% | 46% | 18% | 14% | 4% |
| Students are treated with respect by the staff. | 40% | 51% | 7% | 2% | 1% |
| Conference/planning time is adequate. | 14% | 30% | 23% | 20% | 13% |
| I integrate computers/technology into instruction. | 18% | 43% | 28% | 8% | 3% |
| Library/media resources are adequate. | 17% | 43% | 21% | 14% | 4% |
| Students guidance and counseling are adequate. | 13% | 31% | 22% | 20% | 14% |
| When I do good work it is recognized. | 20% | 40% | 22% | 12% | 6% |
| Staff morale is high. | 11% | 26% | 23% | 21% | 19% |
| We have good support from our parents. | 14% | 35% | 28% | 17% | 6% |
| Students here are well behaved. | 11% | 41% | 28% | 14% | 5% |

Table 122
Elementary
Parent Report Card Survey
Number = 4,630

| 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. | 15% | 42% | 25% | 12% | 6% |
| The performance of my child’s school. | 43% | 44% | 9% | 3% | 1% |
| The performance of my child’s teacher(s). | 66% | 27% | 5% | 2% | 1% |
| When I think about what is being taught, I am generally SATISFIED with: | | | | | |
| The curriculum at our school. | 35% | 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. | 53% | 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. | 39% | 41% | 18% | 3% | 1% |
| I am invited to make suggestions about the library materials to be included or excluded. | 23% | 30% | 35% | 9% | 3% |
| I feel welcome at school. | 64% | 29% | 5% | 1% | 1% |
| My child is safe at school. | 50% | 40% | 8% | 2% | 1% |
| My child is safe on the way to and from school. | 43% | 38% | 14% | 5% | 2% |

Table 123
Elementary
Student Report Card Survey
Number = 10,912

| Question | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|-------------------|-------|---------|----------|----------------------|
| Our school is clean and well maintained. | 31% | 41% | 20% | 6% | 3% |
| I am treated fairly by adults here at school. | 40% | 35% | 16% | 6% | 3% |
| I am treated fairly by other students. | 24% | 38% | 23% | 10% | 6% |
| I find my school work interesting. | 31% | 34% | 23% | 7% | 6% |
| I understand the school work I am given. | 32% | 42% | 21% | 4% | 2% |
| Our school rules are fair. | 39% | 30% | 17% | 8% | 6% |
| My teachers treat me with respect. | 60% | 26% | 10% | 3% | 2% |
| Student here treat me with respect. | 23% | 38% | 33% | 10% | 6% |
| Our school rules are fairly enforced. | 37% | 33% | 19% | 6% | 5% |
| I like school. | 38% | 26% | 19% | 7% | 10% |
| I am safe at school. | 51% | 39% | 13% | 4% | 3% |
| If I have a problem at school, I know where I can go for help. | 53% | 29% | 11% | 4% | 3% |
| Have chances to participate in school activities. | 54% | 31% | 11% | 3% | 2% |
| I use computers at school. | 60% | 23% | 9% | 4% | 4% |
| The library/media center has the materials I need to do my school work. | 35% | 33% | 20% | 6% | 5% |
| I feel welcome at school. | 46% | 31% | 15% | 4% | 4% |
| I feel safe on the bus and at the bus stop. | 31% | 17% | 46% | 6% | 10% |

Table 124
Elementary Staff Report Card Survey Number = 1,134

| Question | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|----------------|-------|---------|----------|-------------------|
| Indicate the extent to which you are satisfied with: | | | | | |
| Your job. | 30% | 44% | 14% | 10% | 2% |
| Involvement in decision making at the school. | 22% | 40% | 24% | 10% | 4% |
| The District curriculum. | 8% | 24% | 38% | 20% | 10% |
| Opportunities for training on the district curriculum and materials. | 16% | 37% | 27% | 14% | 5% |
| We are provided with adequate information before new practices or procedures are implemented. | 10% | 29% | 28% | 23% | 10% |
| The principal and other staff provide me with the support I need when working with students. | 47% | 35% | 10% | 6% | 3% |
| The principal and other staff provide me with the support I need with working with parents. | 49% | 33% | 12% | 4% | 2% |
| The administrator(s) are approachable. | 56% | 25% | 10% | 6% | 3% |
| The administrator(s) are available if I need help. | 48% | 27% | 12% | 9% | 3% |
| The work load in this school is equitably divided. | 19% | 37% | 22% | 16% | 7% |
| We have freedom in our selection of materials. | 31% | 42% | 20% | 5% | 2% |
| I have freedom in selection of teaching materials. | 35% | 41% | 19% | 4% | 1% |
| I have input in purchase of supplemental materials. | 33% | 39% | 20% | 6% | 2% |
| Instruction here focuses on student success in meeting the District goals. | 43% | 44% | 10% | 2% | 1% |
| The District curriculum is well defined. | 14% | 40% | 33% | 10% | 3% |
| Teachers here work together effectively. | 37% | 41% | 13% | 6% | 2% |
| Staff & teachers have good working relationships. | 43% | 40% | 10% | 6% | 2% |
| Our school rules are fairly enforced. | 36% | 40% | 13% | 8% | 4% |
| I feel safe at school. | 45% | 40% | 10% | 4% | 1% |
| Students are safe here. | 42% | 43% | 9% | 5% | 1% |
| School staff are treated with respect by students. | 41% | 48% | 16% | 12% | 3% |
| Students are treated with respect by the staff. | 46% | 47% | 5% | 2% | 1% |
| Conference/planning time is adequate. | 11% | 25% | 23% | 25% | 17% |
| I integrate computers/technology into instruction. | 15% | 43% | 29% | 10% | 4% |
| Library/media resources are adequate. | 15% | 45% | 22% | 14% | 5% |
| Students guidance and counseling are adequate. | 11% | 24% | 23% | 24% | 19% |
| When I do good work it is recognized. | 21% | 42% | 22% | 10% | 5% |
| Staff morale is high. | 13% | 30% | 22% | 20% | 16% |
| We have good support from our parents. | 17% | 36% | 24% | 17% | 6% |
| Students here are well behaved. | 12% | 43% | 27% | 13% | 5% |

Table 125
Middle Level Parent Report Card Survey
Number = 679

| 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% | 45% | 24% | 13% | 6% |
| The performance of my child’s school. | 33% | 48% | 12% | 5% | 2% |
| The performance of my child’s teacher(s). | 39% | 44% | 12% | 4% | 2% |
| When I think about what is being taught, I am generally SATISFIED with: | | | | | |
| The curriculum at our school. | 29% | 51% | 15% | 5% | 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. | 34% | 45% | 12% | 6% | 3% |
| To what extent do you AGREE with each of the following statements. | | | | | |
| I have the ability to review school books and library materials. | 26% | 41% | 28% | 4% | 2% |
| I am invited to make suggestions about the library materials to be included or excluded. | 17% | 29% | 41% | 12% | 2% |
| I feel welcome at school. | 45% | 41% | 10% | 4% | 1% |
| My child is safe at school. | 33% | 47% | 13% | 5% | 2% |
| My child is safe on the way to and from school. | 29% | 50% | 14% | 6% | 1% |

Table 126
Middle Level
Student Report Card Survey
Number = 4,132

| Question | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|-------------------|-------|---------|----------|----------------------|
| Our school is clean and well maintained. | 19% | 42% | 24% | 10% | 5% |
| I am treated fairly by adults here at school. | 16% | 38% | 27% | 13% | 7% |
| I am treated fairly by other students. | 16% | 41% | 27% | 11% | 6% |
| I find my school work interesting. | 6% | 25% | 40% | 17% | 12% |
| I understand the school work I am given. | 17% | 45% | 30% | 6% | 3% |
| Our school rules are fair. | 12% | 30% | 30% | 17% | 11% |
| My teachers treat me with respect. | 23% | 42% | 24% | 7% | 4% |
| Student here treat me with respect. | 15% | 40% | 30% | 11% | 6% |
| Our school rules are fairly enforced. | 15% | 35% | 30% | 13% | 8% |
| I like school. | 11% | 25% | 32% | 14% | 18% |
| I am safe at school. | 18% | 37% | 27% | 10% | 7% |
| If I have a problem at school, I know where I can go for help. | 28% | 41% | 21% | 6% | 4% |
| Have chances to participate in school activities. | 37% | 42% | 15% | 3% | 3% |
| I use computers at school. | 36% | 38% | 18% | 5% | 4% |
| The library/media center has the materials I need to do my school work. | 23% | 40% | 26% | 8% | 4% |
| I feel welcome at school. | 18% | 42% | 27% | 7% | 6% |
| I feel safe on the bus and at the bus stop. | 23% | 34% | 28% | 8% | 8% |

Table 127
Middle School Staff Report Card Survey Number = 247

| Question | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|----------------|-------|---------|----------|-------------------|
| Indicate the extent to which you are satisfied with: | | | | | |
| Your job. | 25% | 41% | 17% | 11% | 6% |
| Involvement in decision making at the school. | 15% | 33% | 25% | 16% | 11% |
| The District curriculum. | 7% | 33% | 32% | 19% | 8% |
| Opportunities for training on the district curriculum and materials. | 8% | 33% | 36% | 16% | 7% |
| We are provided with adequate information before new practices or procedures are implemented. | 9% | 32% | 25% | 23% | 11% |
| The principal and other staff provide me with the support I need when working with students. | 34% | 40% | 14% | 8% | 4% |
| The principal and other staff provide me with the support I need with working with parents. | 35% | 40% | 16% | 6% | 3% |
| The administrator(s) are approachable. | 45% | 33% | 9% | 7% | 6% |
| The administrator(s) are available if I need help. | 41% | 34% | 13% | 7% | 5% |
| The work load in this school is equitably divided. | 11% | 35% | 27% | 16% | 10% |
| We have freedom in our selection of materials. | 27% | 41% | 23% | 5% | 4% |
| I have freedom in selection of teaching materials. | 30% | 41% | 21% | 5% | 2% |
| I have input in purchase of supplemental materials. | 30% | 39% | 18% | 10% | 3% |
| Instruction here focuses on student success in meeting the District goals. | 31% | 51% | 12% | 5% | 1% |
| The District curriculum is well defined. | 11% | 43% | 31% | 11% | 4% |
| Teachers here work together effectively. | 25% | 51% | 15% | 8% | 2% |
| Staff & teachers have good working relationships. | 32% | 48% | 12% | 6% | 3% |
| Our school rules are fairly enforced. | 20% | 45% | 14% | 15% | 7% |
| I feel safe at school. | 32% | 46% | 13% | 8% | 2% |
| Students are safe here. | 29% | 49% | 12% | 8% | 3% |
| School staff are treated with respect by students. | 9% | 44% | 20% | 21% | 6% |
| Students are treated with respect by the staff. | 28% | 61% | 10% | 1% | 0% |
| Conference/planning time is adequate. | 27% | 42% | 20% | 7% | 5% |
| I integrate computers/technology into instruction. | 25% | 47% | 21% | 6% | 1% |
| Library/media resources are adequate. | 29% | 47% | 13% | 10% | 2% |
| Students guidance and counseling are adequate. | 25% | 47% | 17% | 10% | 2% |
| When I do good work it is recognized. | 16% | 34% | 24% | 17% | 10% |
| Staff morale is high. | 10% | 21% | 22% | 24% | 23% |
| We have good support from our parents. | 10% | 35% | 30% | 17% | 7% |
| Students here are well behaved. | 9% | 38% | 30% | 17% | 6% |

Table 128
High School
Parent Report Card Survey
Number = 781

| 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. | 9% | 39% | 25% | 18% | 9% |
| The performance of my child’s school. | 24% | 46% | 19% | 8% | 4% |
| The performance of my child’s teacher(s). | 30% | 44% | 18% | 6% | 2% |
| When I think about what is being taught, I am generally SATISFIED with: | | | | | |
| The curriculum at our school. | 22% | 51% | 17% | 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. | 29% | 45% | 15% | 8% | 4% |
| To what extent do you AGREE with each of the following statements. | | | | | |
| I have the ability to review school books and library materials. | 18% | 39% | 31% | 8% | 3% |
| I am invited to make suggestions about the library materials to be included or excluded. | 10% | 22% | 46% | 15% | 8% |
| I feel welcome at school. | 35% | 42% | 16% | 5% | 3% |
| My child is safe at school. | 23% | 48% | 21% | 7% | 2% |
| My child is safe on the way to and from school. | 24% | 49% | 21% | 6% | 2% |

Table 129
High School
Student Report Card Survey
Number = 2,955

| Question | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|-------------------|-------|---------|----------|----------------------|
| Our school is clean and well maintained. | 11% | 30% | 34% | 9% | 4% |
| I am treated fairly by adults here at school. | 14% | 36% | 30% | 14% | 7% |
| I am treated fairly by other students. | 16% | 43% | 28% | 9% | 5% |
| I find my school work interesting. | 7% | 23% | 38% | 19% | 13% |
| I understand the school work I am given. | 18% | 44% | 28% | 8% | 3% |
| Our school rules are fair. | 10% | 30% | 32% | 18% | 10% |
| My teachers treat me with respect. | 18% | 42% | 27% | 9% | 5% |
| Student here treat me with respect. | 14% | 41% | 31% | 9% | 5% |
| Our school rules are fairly enforced. | 10% | 31% | 33% | 16% | 9% |
| I like school. | 10% | 26% | 35% | 14% | 15% |
| I am safe at school. | 14% | 36% | 32% | 11% | 7% |
| If I have a problem at school, I know where I can go for help. | 20% | 39% | 25% | 10% | 6% |
| Have chances to participate in school activities. | 25% | 44% | 22% | 5% | 4% |
| I use computers at school. | 25% | 39% | 22% | 10% | 5% |
| The library/media center has the materials I need to do my school work. | 12% | 32% | 34% | 13% | 9% |
| I feel welcome at school. | 14% | 39% | 33% | 9% | 5% |
| I feel safe on the bus and at the bus stop. | 13% | 26% | 43% | 8% | 9% |

Table 130
High School Staff Report Card Survey Number = 261

| Question | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|-------------------|-------|---------|----------|----------------------|
| Indicate the extent to which you are satisfied with: | | | | | |
| Your job. | 34% | 35% | 17% | 10% | 4% |
| Involvement in decision making at the school. | 15% | 36% | 31% | 12% | 7% |
| The District curriculum. | 9% | 25% | 34% | 20% | 12% |
| Opportunities for training on the district curriculum and materials. | 12% | 32% | 32% | 17% | 6% |
| We are provided with adequate information before new practices or procedures are implemented. | 9% | 37% | 27% | 19% | 10% |
| The principal and other staff provide me with the support I need when working with students. | 24% | 39% | 12% | 12% | 3% |
| The principal and other staff provide me with the support I need with working with parents. | 36% | 37% | 17% | 7% | 2% |
| The administrator(s) are approachable. | 52% | 31% | 12% | 5% | 0% |
| The administrator(s) are available if I need help. | 42% | 38% | 12% | 7% | 2% |
| The work load in this school is equitably divided. | 13% | 30% | 27% | 16% | 14% |
| We have freedom in our selection of materials. | 34% | 42% | 19% | 4% | 1% |
| I have freedom in selection of teaching materials. | 38% | 39% | 20% | 3% | 0% |
| I have input in purchase of supplemental materials. | 33% | 40% | 22% | 3% | 2% |
| Instruction here focuses on student success in meeting the District goals. | 26% | 51% | 19% | 4% | 1% |
| The District curriculum is well defined. | 12% | 41% | 33% | 10% | 3% |
| Teachers here work together effectively. | 26% | 45% | 17% | 8% | 4% |
| Staff & teachers have good working relationships. | 30% | 45% | 18% | 6% | 1% |
| Our school rules are fairly enforced. | 20% | 30% | 18% | 19% | 13% |
| I feel safe at school. | 30% | 44% | 16% | 7% | 3% |
| Students are safe here. | 31% | 51% | 17% | 8% | 3% |
| School staff are treated with respect by students. | 14% | 38% | 24% | 19% | 5% |
| Students are treated with respect by the staff. | 24% | 57% | 17% | 2% | 0% |
| Conference/planning time is adequate. | 18% | 37% | 27% | 13% | 5% |
| I integrate computers/technology into instruction. | 23% | 40% | 29% | 6% | 2% |
| Library/media resources are adequate. | 13% | 35% | 28% | 20% | 4% |
| Students guidance and counseling are adequate. | 13% | 44% | 22% | 16% | 4% |
| When I do good work it is recognized. | 18% | 38% | 23% | 15% | 7% |
| Staff morale is high. | 6% | 16% | 26% | 26% | 26% |
| We have good support from our parents. | 6% | 29% | 42% | 17% | 7% |
| Students here are well behaved. | 10% | 39% | 31% | 15% | 5% |

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 January 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 742-4153 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 \$6,456 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 131

**1996-97 through 1998-99 Actual Expenditures,
1999-2000 and 2000-01 Budgeted
for General Fund**

| Year | Actual Expenditures General Fund | Student Population Full-Time Equivalence | Expenditures per Student FTE |
|-------------|---|---|---|
| 2000-01 | 313,807,164* | 48,604** | 6,456 |
| 1999-00 | 328,376,412 | 48,553 | 6,763 |
| 1998-99 | 313,806,375 | 48,462 | 6,475 |
| 1997-98 | 302,786,900 | 47,613 | 6,359 |
| 1996-97 | 283,335,043 | 46,777 | 6,057 |

* Budgeted
** Projected enrollment

"Left Blank Intentionally"

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 2000. 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.

Table 132 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 two to five goals: one goal must address standards implementation and one goal must address reading. Detailed discussions of individual school goals and their accomplishments are available from the individual schools in the School Report Card for 1999-2000. 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 67 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, 8 and 10. 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, or Migrant Education. Examination of the tables which follow provides insight into the size, diversity, and achievement of the Anchorage School District - one of the one hundred largest public school districts in the United States.

Table 132

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* | |
|--|---------------|
| 1998-1999 Expenditures | \$313,806,375 |
| 1999-2000 Budgeted Amount | \$328,376,412 |
| 2000-2001 Adopted Budget | \$313,807,164 |
| *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, 1999 Membership | Percent of Capacity | Special Education | Gifted | Bilingual |
| 48,746 | Elementary 99% | 2,986 Elem | 1,172 | 2,982 |
| | Middle Level 81% | 2,739 Sec | 918 | 591 |
| | High School 90% | | 44 | 773 |

| AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP | | |
|--|---------------------------------|---------------------------------------|
| Average Daily Attendance | Average Daily Membership | Percentage of Daily Attendance |
| 45,731.0 | 48,863.1 | 93.6% |

| CERTIFICATED STAFFING | FTE | SUPPORT STAFFING | FTE |
|--|------------|----------------------------|------------|
| Principals/ Assistant Principals | 116 | Special Ed. Aides | 25.355 |
| Classroom Teachers | 2000.2 | Title I Coordinators | 12.5 |
| Librarians | 74.5 | Bilingual Tutors | 33.06 |
| Special Education Teachers | 348.1 | Indian Ed. Tutor/Counselor | 16.8 |
| Pre-School Teachers | 5.5 | Library Aides | 1.4 |
| Art Teachers | 57.4 | Title I Tutor/TA | 3.0 |
| Music Teacher | 57.2 | Title I Parent Worker | 12.5 |
| Physical Ed. Teacher | 57.4 | Teacher Assistants/Aides | 50.75 |
| Gifted Teacher | 25.8 | Pre-School Aides | 8.0 |
| Bilingual Teachers | 40 | Interpreter | 3.0 |
| Counselors | 69.7 | Title VII Specialist | 1.0 |
| Nurses | 67.5 | Title VII Secretary/FSSC | .5 |
| Headmaster | 1.0 | Clerical Support | 235.68 |
| ROTC Teacher | 4.0 | Custodians | 271.3 |
| Technology Teacher | 1.0 | International Tutors | 10 |
| Support Teachers | 3.0 | Speech Tutor | 4.0 |
| Indian Ed Teacher | 1.0 | Indian Ed Supervisor | 1.0 |
| Special Education Counselor | 1.0 | Computer TA | .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, partial Spanish Immersion, Japanese Immersion, Back-to-Basics (ABC), Montessori K-6, Underachieving, Children in transition, Resolving conflicts creatively (RCCP) | | | |

Anchorage School District Characteristics

| ETHNICITY REPORT - OCTOBER 1999 | | | | | | | |
|---------------------------------|--------|-------|-----------------|-------------------------|----------|----------------|--------------|
| Other | White | Black | American Native | Asian/ Pac. Islander | Hispanic | Total Minority | School Total |
| 197 | 31,759 | 4,263 | 5,950 | 4,460 | 2,665 | 17,535 | 49,294 |
| 0.40% | 64.43% | 8.65% | 12.07% | 9.05% | 5.41% | 35.57% | |

| 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* |
| 1999-2000 | Elementary | 27,629 | 8,786 | 32% |
| | Middle Level | 7,362 | 1,759 | 23% |

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

| RETENTION REPORT | | | | | | | | | | |
|----------------------|----|----|-----|-----|-----|-----|-----|-----|------|-------|
| Grade Repeated | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
| Number Not Promoted | 0 | 57 | 21 | 14 | 23 | 33 | 13 | 178 | 147 | 486 |
| Percent Not Promoted | 0% | 1% | .5% | .3% | .5% | .8% | .3% | .4% | 4.2% | 1.5% |

| TOTAL DROPOUT RATES | | | | | | | |
|---------------------|-----------------|-------------------------|-------|----------|--------|-------|--------|
| Data Type | American Native | Asian/ Pac. Islander | Black | Hispanic | White | Other | Total |
| Enrollment | 6,736 | 4,789 | 4,646 | 2,887 | 33,716 | 312 | 53,086 |
| Final Dropouts | 356 | 125 | 152 | 78 | 653 | 13 | 1,377 |
| Percent Dropouts | 5.29% | 2.61% | 3.27% | 2.70% | 1.94% | 4.17% | 2.59% |

| STUDENT POPULATION MOBILITY | | | | | | | |
|-----------------------------|----------------|-------------|--------------|-------------|----------------|------------------|--|
| Membership | New Enrollment | Withdrawals | Transfer Out | Transfer In | Total Mobility | Percent Mobility | |
| Elem. | 27,717 | 2,836 | 2,144 | 2,168 | 2,121 | 33.4% | |
| Sec. | 21,062 | 2,209 | 3,283 | 1,421 | 1,307 | 39% | |

| STABILITY RATES OF STUDENTS | | | | | | | |
|-----------------------------|-----------------|-------------------------|--------|----------|--------|--------|--------|
| Data Type | American Native | Asian/ Pac. Islander | Black | Hispanic | White | Other | Total |
| Number | 6,736 | 4,789 | 4,646 | 2,887 | 33,716 | 312 | 53,086 |
| % in One Sch. | 68.66% | 82.04% | 75.48% | 76.41% | 84.52% | 55.45% | 80.88% |
| % in Same Sch. | 53.85% | 60.60% | 54.54% | 57.46% | 61.34% | 7.37% | 56.20% |

Anchorage School District Achievement

**Cat Percentile Rank Scores
and Number Tested**

| SUBTEST | | GRADE | | | |
|--------------------------------|-------------|-----------|-----------|-----------|-----------|
| | | 3 | 4 | 5 | 6 |
| Reading Vocabulary | %ile | 60 | 60 | 55 | 51 |
| | No. | 3773 | 3918 | 3729 | 3822 |
| Reading Comprehension | %ile | 62 | 60 | 58 | 62 |
| | No. | 3775 | 3922 | 3729 | 3818 |
| Total Reading | %ile | 62 | 61 | 59 | 57 |
| | No. | 3754 | 3913 | 3723 | 3816 |
| Language Mechanics | %ile | 48 | 59 | 69 | 67 |
| | No. | 3785 | 3913 | 3725 | 3815 |
| Language Expression | %ile | 59 | 59 | 63 | 61 |
| | No. | 3783 | 3911 | 3726 | 3821 |
| Total Language | %ile | 54 | 60 | 67 | 65 |
| | No. | 3777 | 3903 | 3716 | 3812 |
| Math Computation | %ile | 60 | 65 | 59 | 67 |
| | No. | 3783 | 3904 | 3729 | 3819 |
| Math Concepts and Applications | %ile | 62 | 68 | 65 | 72 |
| | No. | 3773 | 3899 | 3729 | 3819 |
| Total Mathematics | %ile | 63 | 68 | 64 | 69 |
| | No. | 3766 | 3889 | 3722 | 3812 |
| Total Battery | %ile | 61 | 64 | 65 | 65 |
| | No. | 3705 | 3864 | 3691 | 3775 |
| Word Analysis | %ile | 51 | | | |
| | No. | 3776 | | | |
| Study Skills | %ile | | 66 | 58 | 60 |
| | No. | | 3889 | 3713 | 3792 |
| Spelling | %ile | 51 | 57 | 52 | 50 |
| | No. | 3784 | 3919 | 3726 | 3824 |
| Science | %ile | 60 | 61 | 49 | 53 |
| | No. | 3777 | 3889 | 3708 | 3796 |
| Social Studies | %ile | 60 | 57 | 63 | 57 |
| | No. | 3772 | 3881 | 3707 | 3792 |

Anchorage School District Achievement

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

| SUBTEST | | GRADE | | | |
|--------------------------------|-------------|-----------|-----------|-----------|-----------|
| | | 7 | 8 | 9 | 10 |
| Reading Vocabulary | %ile | 59 | 60 | 54 | 58 |
| | No. | 3608 | 3482 | 3278 | 2884 |
| Reading Comprehension | %ile | 66 | 63 | 62 | 64 |
| | No. | 3609 | 3481 | 3279 | 2885 |
| Total Reading | %ile | 64 | 63 | 61 | 63 |
| | No. | 3608 | 3479 | 3275 | 2880 |
| Language Mechanics | %ile | 67 | 61 | 66 | 61 |
| | No. | 3618 | 3471 | 3283 | 2887 |
| Language Expression | %ile | 55 | 55 | 58 | 56 |
| | No. | 3615 | 3470 | 3280 | 2887 |
| Total Language | %ile | 62 | 59 | 60 | 60 |
| | No. | 3611 | 3467 | 3275 | 2878 |
| Math Computation | %ile | 61 | 50 | 63 | 60 |
| | No. | 3606 | 3481 | 3284 | 2881 |
| Math Concepts and Applications | %ile | 66 | 74 | 72 | 72 |
| | No. | 3602 | 3480 | 3282 | 2885 |
| Total Mathematics | %ile | 65 | 62 | 68 | 67 |
| | No. | 3600 | 3477 | 3273 | 2873 |
| Total Battery | %ile | 65 | 67 | 66 | 66 |
| | No. | 3542 | 3397 | 3225 | 2803 |
| Study Skills | %ile | 58 | 49 | 59 | 54 |
| | No. | 3603 | 3486 | 3279 | 2887 |
| Spelling | %ile | 50 | 47 | 52 | 51 |
| | No. | 3616 | 3479 | 3285 | 2893 |
| Science | %ile | 67 | 80 | 69 | 69 |
| | No. | 3595 | 3485 | 3265 | 2894 |
| Social Studies | %ile | 66 | 64 | 68 | 65 |
| | No. | 3596 | 3487 | 3270 | 2890 |

Anchorage School District Achievement

| <u>Test</u> | <u>Students/Subject</u> | <u>SAT/ACT</u> | | | | |
|-------------|-------------------------|----------------|--------------|--------------|--------------|--------------|
| | | <u>99-00</u> | <u>98-99</u> | <u>97-98</u> | <u>96-97</u> | <u>95-96</u> |
| | No. Graduates | 2,334 | 2,588 | 2,303 | 2,319 | 2,295 |
| SAT | Percent Tested | 59.6% | 57% | 56% | 58% | 55% |
| | Verbal | 524 | 523 | 526 | 522 | 528 |
| | Math | 530 | 530 | 533 | 527 | 529 |
| ACT | Percent Tested | 30% | 25% | 26% | 26% | 30% |
| | English | 22.3 | 22.2 | 22.5 | 21.8 | 22.0 |
| | Math | 24.1 | 23.4 | 23.9 | 23.6 | 22.7 |

| 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 | 0.90 | 0.89 | 0.97 | 0.94 |
| Mathematics | 0.85 | 0.80 | 0.71 | 0.42 |
| Science | 0.85 | 0.82 | 0.79 | 0.51 |
| Social Studies | 0.87 | 0.87 | 0.97 | 1.05 |
| Others | 1.86 | 1.83 | 1.81 | 2.10 |
| Total | 5.33 | 5.21 | 5.24 | 5.02 |

Anchorage School District Achievement

| CONTINUING STUDENTS IN ONE SCHOOL SPRING 1999-2000 EXPECTED GAIN | | | | | | | |
|--|------------|---------------|--|------------------------------|--|-----------|-----------|
| Gr. | Area | Number Tested | % Achieved Less Than One Year's Growth | % Achieved One Year's Growth | % Achieved More Than One Year's Growth | 1999 Mean | 2000 Mean |
| 4 | Reading | 2798 | 28.2 | 37.8 | 34.0 | 64 | 65* |
| | Lang. Arts | 2791 | 25.6 | 31.1 | 43.3 | 56 | 63* |
| | Math | 2778 | 23.3 | 29.3 | 47.4 | 63 | 73* |
| 5 | Reading | 2758 | 31.4 | 37.2 | 31.4 | 63 | 63 |
| | Lang. Arts | 2748 | 18.3 | 35.2 | 46.5 | 61 | 71* |
| | Math | 2750 | 32.5 | 34.8 | 32.7 | 68 | 68 |
| 6 | Reading | 2853 | 32.4 | 38.5 | 29.1 | 63 | 62 |
| | Lang. Arts | 2855 | 32.4 | 38.5 | 29.1 | 70 | 70 |
| | Math | 2841 | 20.6 | 36.4 | 43.4 | 66 | 74* |
| 7 | Reading | 2270 | 23.6 | 36.6 | 39.8 | 60 | 65* |
| | Lang. Arts | 2269 | 35.5 | 39.6 | 24.9 | 67 | 64* |
| | Math | 2260 | 33.5 | 40.2 | 26.3 | 70 | 67* |
| 8 | Reading | 2750 | 26.6 | 43.2 | 30.2 | 66 | 66 |
| | Lang. Arts | 2738 | 32.5 | 41.6 | 25.9 | 65 | 62* |
| | Math | 2736 | 32.2 | 43.5 | 24.3 | 68 | 66* |
| 9 | Reading | 2518 | 37.6 | 40.4 | 21.9 | 69 | 63* |
| | Lang. Arts | 2514 | 28.8 | 42.4 | 28.8 | 63 | 63 |
| | Math | 2500 | 21.2 | 45.0 | 33.8 | 68 | 71* |
| 10 | Reading | 2336 | 25.8 | 42.5 | 31.7 | 64 | 66* |
| | Lang. Arts | 2341 | 29.6 | 41.6 | 28.8 | 63 | 63 |
| | Math | 2337 | 33.1 | 42.9 | 24.0 | 73 | 70* |

* Indicates Significant Difference in Means at .05 level.

Anchorage School District Achievement

| CONTINUING STUDENTS IN DISTRICT SPRING 1999-2000 EXPECTED GAIN | | | | | | | |
|--|------------|---------------|---------------------------------------|------------------------------|--|-----------|-----------|
| Gr. | Area | Number Tested | % Achieved Less Than One Year' Growth | % Achieved One Year's Growth | % Achieved More Than One Year's Growth | 1999 Mean | 2000 Mean |
| 4 | Reading | 3308 | 28.4 | 37.4 | 34.2 | 64 | 64* |
| | Lang. Arts | 3300 | 25.5 | 30.5 | 44.0 | 54 | 62* |
| | Math | 3284 | 23.7 | 29.3 | 47.3 | 62 | 71* |
| 5 | Reading | 3196 | 31.5 | 37.5 | 31.0 | 61 | 61 |
| | Lang. Arts | 3190 | 18.4 | 34.9 | 46.7 | 60 | 70* |
| | Math | 3198 | 31.8 | 34.9 | 33.3 | 67 | 67 |
| 6 | Reading | 3300 | 32.7 | 38.1 | 29.2 | 62 | 61* |
| | Lang. Arts | 3301 | 32.8 | 38.2 | 29.0 | 69 | 68* |
| | Math | 3288 | 21.2 | 36.6 | 42.2 | 65 | 72* |
| 7 | Reading | 3023 | 22.2 | 36.6 | 41.2 | 61 | 67* |
| | Lang. Arts | 3017 | 34.4 | 39.2 | 26.4 | 68 | 68* |
| | Math | 3010 | 33.8 | 39.7 | 26.5 | 70 | 68* |
| 8 | Reading | 2997 | 26.8 | 43.6 | 29.7 | 65 | 65 |
| | Lang. Arts | 2987 | 32.3 | 41.4 | 26.3 | 64 | 61* |
| | Math | 2985 | 32.6 | 43.2 | 24.2 | 67 | 64* |
| 9 | Reading | 2736 | 37.8 | 40.2 | 22.1 | 68 | 68* |
| | Lang. Arts | 2729 | 29.3 | 41.9 | 28.8 | 62 | 62 |
| | Math | 2719 | 21.1 | 44.8 | 34.0 | 67 | 70* |
| 10 | Reading | 2480 | 25.7 | 42.5 | 31.8 | 64 | 68* |
| | Lang. Arts | 2485 | 30.0 | 41.4 | 28.6 | 63 | 62 |
| | Math | 2478 | 33.0 | 43.1 | 23.9 | 72 | 69* |

* Indicates Significant Difference in Means at .05 level.

Anchorage School District Achievement

| HISTORICAL PERFORMANCES | | | | | | |
|---|-------------------|--------------|--------------|--------------|--------------|--------------|
| CAT PERCENTILE RANK SCORES 1995-96 THROUGH 1999-2000 | | | | | | |
| Grade | Area | 99-00 | 98-99 | 97-98 | 96-97 | 95-96 |
| 4 | Total Reading | 61 | 60 | 63 | 64 | 64 |
| | Total Lang. Arts | 60 | 59 | 63 | 63 | 56 |
| | Total Mathematics | 68 | 65 | 67 | 69 | 62 |
| | Total Battery | 64 | 62 | 65 | 66 | 61 |
| 6 | Total Reading | 57 | 60 | 60 | 61 | 61 |
| | Total Lang. Arts | 65 | 66 | 65 | 66 | 63 |
| | Total Mathematics | 69 | 68 | 67 | 68 | 67 |
| | Total Battery | 65 | 66 | 65 | 66 | 64 |
| 8 | Total Reading | 63 | 65 | 64 | 63 | 63 |
| | Total Lang. Arts | 59 | 59 | 59 | 57 | 55 |
| | Total Mathematics | 62 | 64 | 63 | 64 | 62 |
| | Total Battery | 67 | 65 | 64 | 64 | 62 |
| 10 | Total Reading | 63 | 62 | 64 | 62 | 66 |
| | Total Lang. Arts | 60 | 56 | 58 | 55 | 57 |
| | Total Mathematics | 67 | 65 | 67 | 65 | 66 |
| | Total Battery | 66 | 61 | 61 | 64 | 65 |