

SB

250

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STATE OF ALASKA
OFFICE OF THE GOVERNOR
JUNEAU

January 21, 2002

The Honorable Rick Halford
President of the Senate
Alaska State Legislature
State Capitol
Juneau, AK 99811-1182

Dear President Halford:

I am transmitting this bill extending the date for public school performance designations to September 2004, aligning it with the secondary school student competency testing examination. Aligning the effective date of these two programs makes sense because the school performance designations are based on student achievement, including the results of the competency exam.

The additional time will allow the Department of Education and Early Development to do three things regarding school performance designations:

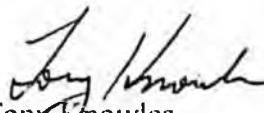
- Align state programs with the new requirements of the federal Elementary and Secondary Education Act;
- Collect the data necessary to measure growth;
- Build the capacity to effectively collect, analyze, and use the data. - what are this mean?

- what does this mean?

Correspondingly, the bill also delays the effective date for department reports and monitoring that are to be based on school designations. In addition, the bill clarifies that school designations are intended to reflect student achievement of "essential skills." It is those skills that students are tested on throughout the standardized testing program mandated by state law.

I urge your prompt and favorable action on this measure.

Sincerely,


Tony Knowles
Governor

SPONSOR STATEMENT

FISCAL NOTE

STATE OF ALASKA
2002 LEGISLATIVE SESSION

Fiscal Note Number: 1
 Bill Version: SB 250
 (S) Publish Date: 1/22/02

Revision Date/Time (Note if correction): _____ Dept. Affected: EED
 Title School Designators BRU Teaching and Learning Support
 Component Quality Schools
 Sponsor Rules
 Requester Governor Component No. 2147

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

OPERATING EXPENDITURES	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES						
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CHANGE IN REVENUES ()						
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FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF						
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type--Do not abbreviate)						
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2002) cost: 0.0

Check this box (X) if funding for this bill is included in the Governor's FY 2003 budget proposal:

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

This bill proposes to change the implementation date for the school designator system. It would have no fiscal impact on the Department of Education & Early Development.

Prepared by: Barbara Thompson Phone 465-8727
 Division Teaching and Learning Support Date/Time 1/16/02 1:06 PM
 Approved by: Ed McLain, Deputy Commissioner of Education Date 1/16/02
 Agency Education & Early Development

School Designators- Summary of Issues

Background- Current Alaska statutes (Sec. 14.03.123 *School Accountability* and Sec. 14.03.120 *Education Planning*) require the Department of Education and Early Development to develop a system to assign each school in Alaska a designation of Distinguished, Successful, Deficient, or In Crisis by August 2002. The Department is also charged annually to publish a "Report Card to the Public" that includes those school designations beginning January 2003.

To develop a system for designating school performance the Department convened a School Designators Committee to advise in the design and implementation of the school designator system. The Department hired consultants from the National Center for the Improvement of Educational Assessment, Inc. (Center for Assessment) to work with the Committee and Department towards establishing principles and guidelines within which the school designator system would be developed.

Goals-We assume that the primary intent of assigning school designation labels is to spur strengthened educational services to all students and to inform the public. The desired long-term outcome of the School Designator System therefore should be better schools, better-educated students, and more informed public and policymakers. The school designator system has been designed to contribute to strengthened education, be appropriate for the wide range of circumstances of Alaska public schools, and be technically sound, legally defensible, and politically acceptable to a wide range of stakeholders.

Indicators Used To Determine School Designations-The School Designator System (SDS) will base assignment of school designations upon, student performance on state benchmark and HSGQE assessments, commercial norm-referenced tests, and dropout rate (for high schools). Student performance measures will include Status (most recent performance of students in the school) and Growth (improvement over time of students in successive grades/years). Results from these indicators will be combined to inform a decision about assigning a designation. Additional indicators will be reported, as part of the School Report Card to the Public, but will not be used for determining school designations.

*Calculating a Score for Status-*The Status score will represent the average performance of all students in the school on the various assessments (i.e., benchmark and NRTs). The Status score will be calculated through an index assigning points for each student score in a designated performance level. Scores will be averaged across subjects and grade levels.

Performance on Benchmark Test	Accountability Points
Above Standard	150
Meets Standard	100
Nearly Meets Standard	50
Does Not Meet Standard	0

Calculating a Score for Growth- The Committee determined that growth will account for 2/3 of the total designator score. Growth will be measures based on the improvement made by a class of students from one year to the next year. This measure of improvement, is sensitive to "where students started" and uses classes of students; rather than tracking exactly the same students. Scores will be averaged across subjects and grade levels.

Persistence/Dropout Index- The Committee recommended that dropout or persistence rates should be included as an indicator for high schools. We recommend that persistence rate be used instead of dropout rate, where persistence is the inverse of dropouts: the percentage of students who continue in school.

Report Degree of Certainty-A degree of certainty (reliability) will be reported with each school designation. The degree of certainty should be taken into consideration when interpreting the school designation. The degree of certainty of the school designation would reflect the reliability or decision consistency of the assignment of the designation.

Implementation Date-The Department and Board are proceeding to implement as much of the proposed plan as possible by August 2002. This will include status measures on the benchmark exams and TerraNova CAT/6 in grades three through nine, but few if any growth measures. Due to standard setting for the refocused High School Graduation Qualifying Exam results from the grade 10 students will not be available until late September 2002.

Growth measures on state tests, which require at least two years' data, will first be available for all grades in 2003. It is expected that additional enhancements and refinements will be available in 2004 and after. A possible implementation schedule is indicated on the sample report.

The committee and the Department have expressed concern regarding the designation of schools on the basis of status scores only. The Department is recommending implementation of the designator system in 2004 to allow for the inclusion of growth data, and to more fully develop the capacity of the state and districts to collect, manage and analyze the data gathered by schools and districts.

The reauthorization of the Elementary and Secondary Education Act (ESEA) in December of 2001 also contains a significant number of school and district accountability requirements. The Department of Education and Early Development and the School Designator Committee believe that is critically important to incorporate the new Federal requirements into the Designator System that will be implemented in the state. Implementing the designator system in 2004 will allow the Department to ensure that our state accountability system is consistent with these new federal requirements.

30 (2) include
31 (A) copies of the reports and summaries of comments submitted
01 under this section by each public school in the district; and
02 (B) a compilation of the material described in (A) of this
03 paragraph by each public school in the district.
04 * Sec. 5. AS 14.03.120(f) is repealed and reenacted to read:
05 (f) By January 15 of each year, beginning in 2001, the department shall
06 provide to the governor and make available to the public and the legislature a report
07 on the performance of public schools in this state. The report must be entitled
08 "Alaska's Public Schools: A Report Card to the Public." The report must include
09 (1) comprehensive information on each public school compiled,
10 collected, and reported under (d) and (e) of this section for the prior school year
11 (2) a summary of the information described in (1) of this subsection;
12 the summary must be prepared in a manner that allows school performance to be
13 measured against established state education standards; and
14 (3) for a report due by or after January 15, 2003, the performance
15 designation under AS 14.03.123(b) received by each public school during the prior
16 school year.
17 * Sec. 6. AS 14.03.120(g) is amended to read:
18 (g) In this section, "district" has the meaning given in AS 14.17.990
19 [AS 14.17.250].
20 * Sec. 7. AS 14.03 is amended by adding a new section to read:
21 **Sec. 14.03.123. School accountability.** (a) Beginning in August 2002, and
22 during each of the following 12-month periods, the department shall assign each public
23 school in each district the performance designation of distinguished, successful,
24 deficient, or in crisis based on multiple student measures, including student
25 achievement. The state board of education shall establish this process by regulation.
26 (b) A public school assigned a performance designation of deficient or in crisis
27 shall develop a school improvement plan under (e) of this section. The department
28 shall inform the governing body of each district of the performance designation
29 assigned to each public school in the district.
30 (c) The state board shall adopt regulations to allow a district to appeal the
31 performance designation assigned to a public school in that district.
01 (d) The department may establish a program of special recognition for those
02 public schools that achieve a distinguished performance designation.
03 (e) A public school that receives a designation of deficient or in crisis shall
04 prepare a school improvement plan to improve student performance based on a process
05 established by the state board of education. The public school shall undertake an
06 improvement process under that plan to lead to a designation of successful or
07 distinguished. The school improvement plan must be prepared with the maximum
08 feasible public participation of the community, including, if appropriate, interest
09 individuals, teachers, parents, parent organizations, students, tribal organizations,
10 government representatives, and other community groups. The district shall consult
11 with and assist the public school in the preparation of the school improvement plan.
12 The school improvement plan must be approved by the local school board. The
13 commissioner may provide technical assistance to a public school or the district at
14 time during the preparation and implementation of the school improvement plan on the
15 request of an interested person and the approval of the district.
16 (f) Beginning August 1, 2002, and periodically during each of the following
17 12-month periods, the department shall monitor the progress of the implementation of
18 each school improvement plan prepared under (e) of this section.
19 (g) The department may use existing staff or contract with one or more
20 qualified persons to assist a public school that is deficient or in crisis under this
21 section to improve student performance. Qualified persons to provide assistance under
22 this section include educators, business leaders, members of the governing body of the
23 district, and community leaders. The provisions of AS 36.30 do not apply to a
24 contract awarded under this subsection.
25 (h) Notwithstanding any other provisions in this title, if the performance
26 designation of a public school has continued to be deficient or in crisis for two
27 consecutive school years, the chief school administrator, if the district employs a
28 school administrator, the president of the governing body, and the principal of the
29 public school shall, at a public meeting of the state board of education, present a
30 written report on the performance of that public school.
31 (i) The state board of education shall develop, by regulation, measures that
01 may be progressively implemented by the commissioner to assist a public school to

Subject: School Designator Bill

Date: Mon, 28 Jan 2002 08:36:30 -0900

From: Jerry Burnett <Jerry_Burnett@legis.state.ak.us>

Organization: Alaska State Legislature

To: Laura Jane Wineinger <Janey_Wincinger@legis.state.ak.us>

The School Designator Bill has **no** fiscal impact.

*file.
designators
file full*

Subject: Anchorage Daily News | Labels worry principals
Date: Sun, 17 Mar 2002 07:47:04 -0900
From: <Saved by Microsoft Internet Explorer 5>

News	Classifieds	Around Alaska	Real Estate	Services	Specials
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Alaska

Alaska

Labels worry principals

RATINGS: Description of new system greeted with tears, anger.

By Katie Pesznecker
Anchorage Daily News
(Published: October 17, 2001)

If reaction from a roomful of principals is a sign of what's to come, Alaska educators will take this summer's labeling of their schools very personally.

About 50 principals gathered Tuesday in a small meeting room in the Sheraton Anchorage Hotel as part of the 35th Annual Fall Principal's Conference. They learned about Alaska School Designators, a state system that will annually label every Alaska public school distinguished,

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successful, deficient or in-crisis, beginning in August 2002. The system was signed into law in June 1998 with Senate Bill 36.

The principals Tuesday learned these labels will likely be based entirely on student test scores. Their reactions ranged from anger to hopelessness -- one elementary principal even wept -- as Mark Leal, the Department of Education assessment administrator, reviewed a committee's proposed formula for ranking Alaska schools.

Test scores were originally envisioned as just one component in a school's label, Leal said. But Commissioner of Education Shirley Holloway told the School Designators Committee that these labels should represent a school's measurable student achievement -- and that alone. The best way to do that is test scores, Leal said.

As it stands now, a school's individual characteristics -- drop-out rates, how often students move, how many students don't speak English as their first language -- won't matter in its label. Instead, a school's test scores from a given year would account for one-third of its label. Two-thirds would be based on test progress from the previous year. Each school's label would be reported along with a "degree of certainty" -- basically a margin of error.

Leslie Vandergaw, principal at Chinook Elementary, where many students speak little or no English, contended the new system is stacked against schools with populations like hers.

"I'm trying to understand how this is in any way fair for the teachers in my building," she said, wiping away tears. "They're damn fine teachers and the kids are working hard."

Educators statewide predict morale-crushing labels will push teachers to transfer and parents to panic.

Schools with students moving in and out will be hit hard by the new system, said Leslie Campbell, a principal at Annewien Elementary School on Fort Wainwright in Fairbanks.

"We didn't teach them," Campbell said, referring to the frequent influx of new students. "But we're being held accountable for those kids. They're coming and going like a revolving door."

Another point that rattled principals: a student who doesn't take a test but should have will be factored into the school's label. That child would be worth zero in determining a school's average.

That could destroy small schools' ratings, said Phil Rees, principal at Point Hope in the North Slope Borough.

"What if at that time of year, you've got a cold stream going through or everyone's coming down with strep?" Rees said. "You lose."

"You do," Leal replied.

High school principals flared at another flaw: because of High School Graduation Qualifying Exam revisions, there won't be data from the spring 2002 test until fall 2002. That means high schools' August 2002 designations will be determined entirely by spring achievement test:



that ninth-graders take.

"When they take it, they won't be done with one year of school," said Mike Graham, East High principal. "That's frustrating. I'm all for school improvement. I want us to raise kids' skills. I'm not certain a label is going to help us do that."

Supporters say labels will hold schools accountable.

"We are asking young people to be accountable and to live up to expectations, and I think collectively we need to ask our schools to be accountable as well," Rep. Con Bunde, R-Anchorage, chairman of the House Special Committee on Education, said later Tuesday.

Some states that label schools have seen dramatic and immediate improvements. In Florida, for example, 78 schools received "F" grades the first year of school grading and only four schools received an "F" the second year.

"There's a value to the accountability," said Bunde, a former Anchorage teacher. "If there is a school in crisis, they wouldn't be the first one that's turned things around. The question is, what do we do to help them and what do they do to help themselves reverse this."

The School Designators Committee includes teachers, business people, school board members and parents. The members are toying with making drop-out rates part of the labeling formula. They could include other factors later -- anything from parent conference attendance to poverty levels to high school course offerings.

When the session ended, principals lingered to question Leal. A recovered Vandergaw apologized for her high emotions. Others sympathized and consoled her.

"What do you do to a community, the parents, the kids, the teachers, when you put a label on it?" Vandergaw said. "I have bright, wonderful children attending my school who are being judged because they can't speak and write the language."

Vandergaw removed her glasses and wiped away tears. She apologized again for crying. "What I want is for us to be recognized for the fact that we care about the achievement of our kids," she said. "But the support is not being labeled deficient."

Reporter Katie Pesznecker can be reached at kpesznecker@adn.com or 907 257-4589.

Please tell us your thoughts about this topic.

Your name:

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Anchorage Daily News

Panel mulls how to look at schools

LABELING: Questions plague committee as deadline looms.

By Katie Pesznecker

Anchorage Daily News

(Published: January 26, 2002)

The committee that will decide how to grade Alaska public schools has just six months to implement a new labeling system and a long list of unknowns.

The system, signed into law in June 1998, will place schools annually at one of four levels -- "distinguished," "successful," "deficient" or "in-crisis." But members of the School Designators Committee, which met Thursday and Friday in Anchorage, still don't know what criteria should put a school in a given category.

The legislation suggested using statistics such as test scores or drop-out and graduation rates and including more intangible measures like parental involvement or language issues to label schools. Education officials and politicians envisioned the system would identify struggling schools, then provide help, possibly in the form of funding or teacher training.

Opponents of labels worry that parents will lose faith in schools and teachers will transfer from places with bad rankings. Education officials say there won't be enough test score data available to fairly label schools by August, and Shirley Holloway, Alaska commissioner of education, has asked politicians to postpone the system until 2004.

"Too many options," said Viletta Knight, a Fairbanks mom and state Parent Teacher Association board member. She laughed nervously. "Too many choices."

Despite that, the committee pushes ahead through a gray area, hacking away at a system that may or may not be used this summer. Its current plan calls for one-third of a school's label to be based on test scores from that school year. Two-thirds would depend on yearly progress on standardized tests.

But there are countless loose ends. If a student is new to a school, should that score count? What if a student misses the test? Will high-achieving schools ignore a few low-performing kids?

The committee is part of the Alaska Department of Education and Early Development. Its members are parents, principals, teachers, superintendents, PTA and school board members across the state -- Chiniak, Huslia, Craig and Dillingham, and from what educators call "the Big Five" school districts: Anchorage, Fairbanks, Juneau, Kenai and Mat-Su.

Their suggestions go to state education officials, who will propose regulations to the State Board of Education as early as March, said Mark Leal, state assessment administrator. Officials looked across Alaska to fill seats.

"The committee is really guiding it," Leal said. "All of these decisions, people are going to question. So we want to at least have that discussion, so it's not just someone sitting in an office deciding how to do it."

At this week's meeting, suggestions and sometimes concerns were voiced.

"One of the things I'm struggling with is, what is the purpose of this whole law, I guess," said Sally Rue, a State Board member from Juneau.

*file in
my SB 250
Designator
Committee
file*

TO: Senator Lyda Green, 1-907-465-3805
FROM: Larry Wiget, Anchorage School District

ANCHORAGE SCHOOL DISTRICT Legislative Priorities 2002

JAN 30 2002

Governance

School Designators

The Anchorage School Board urges caution in labeling schools on the basis of test scores alone and supports legislation that delays the effective date of the school designator process from August 2002 to 2004.

Rationale: Senate Bill 36, which became AS 14.07.020(b). 5., requires the State Board to develop an annual system of rating schools, and designate each school by August 2002 in one of four categories: distinguished, successful, deficient, and in crisis. The categories are to be based on a school's student test scores and other indicators of student performance.

The Anchorage School Board supports assessment of student progress and the accountability implicit in this legislation. However, designating a school as deficient or in crisis on the basis of test scores alone ignores certain factors such as the high level of mobility that occurs in our schools. In some of our schools, we have almost a 100

percent turnover of students. This means that the students being measured on the benchmark exams in the spring may not be the students who started at the school in the fall.

The Anchorage School Board urges caution in labeling schools on the basis of test scores alone. Such labeling has the high potential to be misleading and adversely affect families and neighborhoods. Schools in low socioeconomic areas, schools in highly transient communities and schools designed to serve high needs populations are more likely to be labeled deficient as a result of factors



Anchorage School District

Educating Students for Success in Life

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FAIRBANKS NORTH STAR BOROUGH BOARD OF EDUCATION

Resolution 2002-01

JAN 30 2002
file
SB 250

A Resolution Regarding the Implementation of AS 14.03.173 - School Accountability

WHEREAS, in 1998, the legislature passed the school accountability law requiring school designators to be established for each Alaskan school in August 2002; and

WHEREAS, the school designators will be based on multiple student measures including student achievement; and

WHEREAS, in 2001, the legislature passed a law to revise the High School Graduation Qualifying Exam (HSGQE) to make sure it measures "essential" skills and knowledge and to extend its effective date to 2004; and

WHEREAS, effective in the spring of 2002, the Alaska State Board of Education and Early Development will replace the California Achievement Test (CAT) - Fifth Edition (part of statewide assessment for the past seven years) with the TerraNova/CAT - 2nd Edition; and

WHEREAS, the School Designator Committee has recommended the school designators be based on both achievement status and achievement growth which requires a minimum of two years of achievement data on the same students using the same tests and growth data will not be available in August, 2002; and

WHEREAS, the school accountability law requires the writing of school improvement plans for schools designated as "deficient" or "in crisis" and the development of these plans will require significant work which may be unnecessary because of a designator that is based on incomplete test data; and

WHEREAS, many school districts establish "specialized schools" for serving the needs of at risk, incarcerated, or special needs students and these schools will be designated as in crisis if the rating is solely based on test scores; and

WHEREAS, the public reporting of test scores and school designations in small schools may breach the confidentiality of student records; and

WHEREAS, a one-year pilot test of the school accountability system would provide information to assure the practicality and validity of the system; and

NOW, THEREFORE, BE IT RESOLVED that the Fairbanks North Star Borough Board of Education recommends a delay for the implementation of school designators; and

BE IT FURTHER RESOLVED that the Board recommends the school accountability system include at least two years of consistent student achievement data for computing growth; that the HSGQE scores for seniors be used as one of the high school indicators; that a minimum one-year pilot study be conducted prior to implementing school improvement plans; that steps are taken to assure confidentiality of student test information; and that specialized schools are treated fairly in assigning a school designator; and


BE IT FURTHER RESOLVED that the Board recommends a broader involvement of individuals across the state to develop and review the school accountability system.

PASSED AND APPROVED January 15, 2002.



Bart LeBon, President
Board of Education

ATTEST:


Susan Bossett
Secretary to the Board

Post-It® Fax Note	7671	Date	1/30/02	# of pages	1
To	SHSS	From	JIM HOLT		
Co./Dept.		Co.	FBK SD		
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Description of School Designator System And Questions and Answers

Alaska Department of Education and Early Development

What is the purpose of the School Designator System (SDS)?

The Alaska Department of Education and Early Development is charged statutorily (Sec. 14.03.123) to develop a system for assigning designations and providing assistance to schools. The purpose of the school designation system is to communicate school quality and performance to the public, educators, and others. It is expected that this program will recognize good performance and help lower performing schools get better through increased attention and targeted assistance.

What is the status of the SDS?

The Department will present a proposal to the state Board of Education in March 2002. The Board is responsible for issuing regulations that will direct the specific implementation of the SDS by August 2002. The specifications for the SDS will be set when the Board approves its final regulations. Therefore, the information presented here is a proposal from the Department, subject to change.

Who is developing the SDS?

The SDS is benefiting from input from many sources. The Department has convened a School Designator System Committee. The SDS Committee consists of over two dozen members who represent much of the diversity of Alaska. Members include very experienced educators, school principals, superintendents, school board members, parents, and businesspersons. A nationally experienced firm, the Center for Assessment, is helping with the design of the SDS. The Technical Review Committee established by the Department, consisting of Alaskans with measurement expertise, will also review the SDS design.

As part of the process, the Department is soliciting comments from many educator and policy-making groups. The state Board's regulations will also be subject to a period for public comment.

What will be reported?

The law requires that each school be assigned one of four labels: Distinguished, Successful, Deficient, or In Crisis. These labels will be based on school performance on a number of indicators which will also be reported, including students' performance in relation to the state standards on reading, mathematics, and writing; performance on norm-referenced tests; learning growth of students over the past year in reading, mathematics, and writing; dropout rates; and graduation rates. In addition, the SDS Committee recommended adding results from other performance indicators as they become available, including an early primary

assessment, post-graduation success, and local performance assessment. The degree of confidence in the designation will also be reported.

It may be desirable to combine elements from the existing school report with the information for the school designator system. This could provide information about the school context and quality, such as percent of students living in low-income families, special education, racial/ethnic diversity, and remoteness of the school. Attendance, expulsions, truancy, physical plant, course offerings, and teacher qualifications could also be reported. Although the SDS Committee did not recommend including these other indicators in the school designation rating, most of these elements are collected and reported, and could be combined into a single school report. A sample possible report is attached.

Why does the SDS emphasize student test scores?

In compliance with the state legislature's requirement that the SDS be built on "student measures, including student achievement," a very large part of the school's designation will reflect the performance of its students on the state benchmark and high school graduation qualifying exams. These exams provide a valid and reliable assessment of student performance on the content standards determined to be of most importance for Alaska. Standardized test scores provide a common "measuring stick" across all schools.

The Department and SDS Committee recognize that standardized tests are not the only indicator of school quality and student performance. However, very few other measures were available that met minimum criteria for rigor and fairness. As mentioned above, a number of other indicators have been identified that may be developed and included in the future.

How are status and growth included in the SDS?

One agreed upon indicator of school performance was how its students performed in relation to state standards—for example, how many of its students were passing the high school qualifying exam or performing in relation to the similar proficiency standard for the benchmark exams in grades 3, 6, and 8.

However, it was also agreed that it is more important how much students are learning, or how much their scores are improving from year to year. Thus, the SDS will include how much student test scores have increased from year to year.

Growth will count twice as much as status in assigning school designations. Provisions will be made for schools that are performing so high that it is not reasonable to expect much growth.

How will the system be fair to all schools?

Fairness is a primary concern for the Department and all those who have worked on the design of the School Designator System. There are several ways the system has been designed to be fair to all schools.

The SDS will apply objective, common measures to all schools.

Schools whose students have less advantaged backgrounds will “get credit” for helping those students progress. The growth component gives as much credit to helping a student who started low and learned “one year’s standard growth” as it does helping a student who started high. Schools are not competing with each other; they are recognized for helping their students grow, no matter where they started.

Much thought has been taken to make the system as reliable as possible for small schools. This includes including as many grades and students as possible.

The reporting of the degree of confidence in the designator is also an important safeguard against basing decisions on uncertain or unstable evidence.

For schools with substantial student transience, while the individual student tracking system is being developed, the Department will allow schools that can track individual students to present evidence for consideration if the results are substantially different than those based on the state’s unmatched data.

It is anticipated that on-going studies will alert the Department if there are changes in school circumstances, population shifts, or unforeseen situations.

Can you give an example of how the system is fair to a school serving less advantaged students?

It is recognized that students from lower socio-economic positions, or who have less proficiency in English, usually score lower on achievement tests. Often these are racial or ethnic minority students, although most studies indicate a stronger relationship with socio-economic status. It is not true, however, that these less advantaged students cannot learn. In fact, one of the underlying tenets of the standards movement is that all children can learn, most to higher levels than are currently being achieved. This view that all children can learn is supported by extensive research on the effectiveness of teachers, the power of expectations, and the effect of schools with powerful instructional programs.

If schools were only evaluated on how high their students scored—such as how many were Proficient on a benchmark exam or what percentage passed the HSGQE—then schools serving less advantaged students might be expected to rank low. However, the proposed SDS gives credit to schools for helping their students learn, no matter where they started. So, for example, a school whose grade 4 students were all reading one grade level below would receive credit for helping those students progress one grade’s worth on the exam by the end

of grade 5, as would a school whose students were all reading on level from grade 4 to grade 5. That is, schools get credit for helping students learn, no matter how low or high they start.

Some schools serve high percentages of students who are mobile. How does the system treat them?

Statistically speaking, in large enough sample sizes, if the students moving into a school are like the students moving out, then transience should not affect the school's results. Schools should monitor and document changes in population from year to year.

The proposed SDS system includes all students who are enrolled and tested in the school each year, with certain exceptions. One reason for this is to recognize that "all students count" and not to provide any incentive to push students out of the accountability and educational system. A study done by the Department on the limited Alaska data available indicates that using a matched student system would not result in very different school results than the proposed system that compares groups of students. However, the Department is very interested in studying a true student longitudinal growth system that will track growth from year to year for each individual student.

There is a difference between students who are transient within the state, within a district, or who move in or out of the state or in and out of the public school system. The Department is working on establishing a system that will allow student scores to be matched no matter where a student moves within the public school systems within the state, and is planning to study how much such a system should be used in the SDS and what differences it might make.

When will the school designator system be implemented?

The Department and Board are proceeding to implement as much of the proposed plan as possible by August 2002, which is required by law. This will include status measures on the benchmark exams and TerraNova CAT/6 in grades three through nine, but few if any growth measures. Due to standard setting for the refocused High School Graduation Qualifying Exam results from the grade 10 students will not be available until late September 2002.

Growth measures on state tests, which require at least two years' data, will first be available for all grades in 2003. It is expected that additional enhancements and refinements will be available in 2004 and after. A possible implementation schedule is indicated on the sample report.

The committee and the Department have expressed concern regarding the designation of schools on the basis of status scores only. The Department is recommending implementation of the designator system in 2004 to allow for the inclusion of growth data, and to more fully develop the capacity of the state and districts to collect, manage and analyze the data gathered by schools and districts.

The reauthorization of the Elementary and Secondary Education Act (ESEA) in December of 2001 also contains a significant number of school and district accountability requirements. The Department of Education and Early Development and the School Designator Committee believes that is critically important to incorporate the new Federal requirements into the Designator System that will be implemented in the state. Implementing the designator system in 2004 will allow the Department to ensure that our state accountability system is consistent with these new federal requirements.

February 13, 2002

Good afternoon.

My name is Linda Smith. My husband and I have lived in the Fairbanks and North Pole areas for 28 years. We have raised 2 wonderful boys who are currently attending UAF, attended the North Pole schools, and have families of their own in North Pole.

I am also a registered nurse. I've worked in Fairbanks physician offices, Fairbanks Memorial Hospital, and Denali Center for most of my 30 year career. I was a nurse in the Fairbanks Memorial Hospital Emergency Department for 13 years and am currently Assistant Administrator for Denali Center.

Over the years, due to my diverse employment, I have had the opportunity to observe the provision of health care in the interior from many different perspectives, but today I would like to mainly focus on my perspective as a parent.

In the mid 1990s one of our sons began to experience serious mental health problems. He had just turned 18. At the time, there was a severe shortage of mental health beds available in our community. As an "insider", I was aware that if no beds were available, patients who were at risk for harming themselves or others were sent to the jail in lieu of being admitted to a hospital bed.

This precaution was for their own safety, but how do you explain to a seriously depressed young man who has had no previous experience with the mental health system that he must go to jail? How do you explain this to his frantic parents?

Luckily when that day came for us, there was an available bed, but I did not breathe easy until Fairbanks Memorial Hospital expanded their mental health unit from 8 to 21 beds.

The need for additional mental health beds was identified and met by a proactive group of men and women who make up the hospital board. This group of dedicated volunteers have proven over and over that they have the needs of the interior as their highest priority.

The mental health expansion and many other services, the cancer treatment center, home care services, care provided to chronic inebriates, and millions of \$ in charity care to name a few are desperately needed and fill an extremely critical role for our community.

But as you may know, they do not pay for themselves, and are made possible in part by the elective surgeries and diagnostic services also provided by the hospital. Others have recently targeted these elective surgeries and diagnostic procedures for profit through efforts to weaken the CON process.

If the CON process is substantially weakened, as it will be by HIB SB 256, the viability and ability to provide services needed by all members of our community, and other communities of similar size, will be weakened. Access to care will be negatively impacted. It will be a serious step backwards in our goal to make Alaska a good place to live, work, and raise a family. Please do not pass this bill.

Linda Smith
1293 Rangeview Rd
North Pole, AK 99705

Points to consider - CON testimony - 2002

Name: David Caldwell - Sr. Financial Analyst at FMH

1. The CON is not meant to stop healthy competition - rather, it is meant to cut down on redundant healthcare facilities. So, is there a need for more OP Surgery capacity in Fairbanks? *If it ain't broke, don't fix it!*

Is there sufficient capacity? By looking at the hours our current operating rooms are open, we have 651,000 minutes of capacity per year. We are currently using 540,000 minutes. So we have in excess of 100,000 minutes of unused surgical capacity now.

And there is no evidence that patients are going Outside or to Anchorage because they are unable to obtain needed surgeries in Fairbanks. We conducted exhaustive research on outmigrations, and found, a 5% outmigration rate - and the majority of those were for heart & head procedures, which are not currently available in Fairbanks. So, no, there is no need based on capacity.

Would an ASC cost less in Fairbanks? Although there have been numerous National studies which show an ASC's charges are 20% or so below what a hospital might charge, this is not true in Fairbanks. Our latest analysis shows that the ASC's charges in Anchorage are generally higher than the charges for the same op surgeries at FMH. And the Medicaid reimbursement, using the ASC fee schedule, is comparable to what Medicaid pays FMH. You may not know this, but Medicaid is currently reimbursing FMH at 55 cents on the dollar for OP Surgery charges. Also, FMH fixed price surgeries (which are the most common, and would probably constitute 80% of an OP Surgery Center's business), have not increased in price since 1999, while ASC Fee schedule rates have gone up by about 7% over the same period. In addition, Many OP surgeries have two or more CPT codes. For those surgeries, an ASC gets 1.5 times the ASC fee schedule rate, while FMH does not receive any extra money from Medicaid, no matter how many CPTs are part of the surgery.

Some parties suggest that

ASC reimbursement is much less than hospital reimbursement. This is based on National, Medicare 1995 data and has no relevance to Alaska or Fairbanks in Feb of 2002!

I analyzed that data, using our database of Medicaid patients in 2001. I found that:

1. 4 of the Procedures on the list were performed on 2 or less Medicaid patients.
 2. 4 other Procedures are more appropriately performed in a Procedure Room, rather than an OP Surgical Suite. If the goal is to save the patient money, a Procedure Room is definitely less costly than a Surgical suite.
 3. Standard of Care for gall bladder surgery for Fairbanks surgeons require a hospital stay after surgery, so Lap Choles could not safely be done in an OP Surgery setting.
 4. Of the remaining surgeries, only one, Myringotomy, had a significant number of Medicaid patients on which it was performed (126). And the ASC fee schedule reimbursement for that type of surgery is more than is currently being paid by Medicaid to FMH!
- So, no, there is no cost savings to be gained from an ASC.

Lastly, it has been stated that it costs \$100K to \$300K to put a CON together - that is simply ludicrous. I would estimate that it took FMH, at most, \$10,000 to put together our CON. If it costs other groups that much to put together a CON, it might be wise for them to do the work locally, as we did, rather than hiring expensive Outside consultants to do the job for them - at least then they would be more likely to look at actual Fairbanks data, as we did, rather than relying on National data that does not translate at all well to the Fairbanks market.

In conclusion, the CON works well to limit redundant, unnecessary healthcare facilities in the State, and I believe the current threshold of \$1M needs to be retained.

Subject: HB245

Date: Wed, 08 May 2002 11:17:19 -0800

From: "Leon T. Webber" <ltw@alaska.net>

Organization: Intuitive Eye Press, Inc

To: Senator_Lyda_Green@legis.state.ak.us, Mercy Dennis <mercy@pobox.alaska.net>

Dear Senator Green:

As a 30 year Anchorage based marriage and family therapist I urge you to assist our profession by helping pass **HB245**.

Please let me know if there is a problem in supporting the recommendations of a task force that was designed to help improve our professions standards.

Thank you for your consideration.

Leon T. Webber, D.Mn., LMFT
135 Christensen Drive Suite 100
Anchorage, Alaska 99501
Business Phone 907.277.6888
FAX 907.272.1553
Email: ltw@alaska.net

Re: school designators

Subject: Re: school designators

Date: Fri, 26 Apr 2002 09:27:34 -0800

From: Senator Lyda Green <Senator_Lyda_Green@Legis.state.ak.us>

Organization: Alaska State Legislature

To: Moore <mooreofus@gci.net>

Kris,

Thank you for your correspondence. I agree with you. HB 352 moved out of the HESS Committee on Tuesday and is in Senate Rules at this time. I should be on the Senate Floor either today or Monday. I sponsored the Senate companion bill and will be voting yes on HB 352

Thanks for your input.

Lyda Green
Senator, District N

Moore wrote:

I see that the finance committee is meeting today to discuss postponing the designator system for two years. Please vote to begin this process in 2004 to allow for more time to gather data. We need to be sure the correct standards are in place and that they are culturally sensitive to the community. I hope to count on your vote in this area. Kris Moore

*Sent
4/26***DRAFT**

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Subject: school designators

Date: Wed, 24 Apr 2002 13:30:39 -0500

From: "Moore" <mooreofus@gci.net>

To: <Senator_Lyda_Green@legis.state.ak.us>

SB 250, HB 352
4/26 moved out of committee to Rules

I see that the finance committee is meeting today to discuss postponing the designator system for two years. Please vote to begin this process in 2004 to allow for more time to gather data. We need to be sure the correct standards are in place and that they are culturally sensitive to the community. I hope to count on your vote in this area.
Kris Moore

TO: Senator Lyda Green, 1-907-465-3805
FROM: Larry Wiget, Anchorage School District

ANCHORAGE SCHOOL DISTRICT Legislative Priorities 2002

JAN 30 2002

Governance

School Designators

The Anchorage School Board urges caution in labeling schools on the basis of test scores alone and supports legislation that delays the effective date of the school designator process from August 2002 to 2004.

Rationale: Senate Bill 36, which became AS 14.07.020(b). 5., requires the State Board to develop an annual system of rating schools, and designate each school by August 2002 in one of four categories: distinguished, successful, deficient, and in crisis. The categories are to be based on a school's student test scores and other indicators of student performance.

The Anchorage School Board supports assessment of student progress and the accountability implicit in this legislation. However, designating a school as deficient or in crisis on the basis of test scores alone ignores certain factors such as the high level of mobility that occurs in our schools. In some of our schools, we have almost a 100

percent turnover of students. This means that the students being measured on the benchmark exams in the spring may not be the students who started at the school in the fall.

The Anchorage School Board urges caution in labeling schools on the basis of test scores alone. Such labeling has the high potential to be misleading and adversely affect families and neighborhoods. Schools in low socioeconomic areas, schools in highly transient communities and schools designed to serve high needs populations are more likely to be labeled deficient as a result of factors



Anchorage School District

Educating Students for Success in Life

Larry Wiget
Executive Director, Public Affairs
Phone: 907-742-4322
Fax: 907-742-4175

Email: wiget_larry@msmail.asd.k12.ak.us

Debbie Ossiander, Chair
Legislative Subcommittee
Phone: 907-688-2308

Fax: 688-2319

Email: ossiander_debbie@msmail.asd.k12.ak.us

COMMITTEE: SENATE
HEALTH, EDUCATION &
SOCIAL SERVICES

SUBJECT: SB 250-SCHOOL PERFORMANCE
REPORTS

DATE: JANUARY 30, 2002



PLEASE SIGN IN

NAME PLEASE PRINT	ADDRESS (MAILING & ZIP)	E-MAIL	REPRESENTING (No Acronyms)	TESTIFY Y/N
<i>Larry Wibet</i>	<i>4600 DeBann Anchorage 99519</i>	<i>- DeBann</i>	<i>Chancellor School District</i>	<i>N</i>
<i>✓ ED McLain</i>	<i>861 W 16th St. TUNOM AK</i>		<i>Educ + Early Development</i>	<i>Y</i>
<i>✓ Bruce Johnson</i>		<i>Supports</i>	<i>AASIS</i>	<i>Y</i>

JAN 30 2002

SITE: Glennallen LIO

COMMITTEE: S HESS

DATE: 013002

SUBJECT OF MEETING:

SB 250

UPDATE #:



PLEASE SIGN IN

P R I N T YOUR NAME

ADDRESS (MAILING & ZIP)

REPRESENTING

**DO YOU WANT
TO TESTIFY?
Y OR N**

Byron Rice		CRSD	Y
Email address:			
Email address:			
Email address:			
Email address:			
Email address:			
Email address:			
Email address:			

JAN 30 2002

SITE: FAIRBANKS LIO

COMMITTEE: SHESS

DATE: 1/30/2002

SUBJECT OF MEETING:
SB 250

UPDATE #1:



PLEASE SIGN IN

DO YOU WANT

P R I N T YOUR NAME

ADDRESS (MAILING & ZIP)

REPRESENTING

**TO TESTIFY?
Y or N**

✓ Nick Stayrook		Fbx School District	Y
Email address:			
✓ Jim Holt		Fbx School District	Y
Email address:			
Email address:			
Email address:			
Email address:			

JAN 30 2002

COMMITTEE: SENATE
HEALTH, EDUCATION &
SOCIAL SERVICES

SUBJECT: SB 250-SCHOOL PERFORMANCE
REPORTS

DATE: JANUARY 30, 2002



PLEASE SIGN IN

NAME PLEASE PRINT	ADDRESS (MAILING & ZIP)	E-MAIL	REPRESENTING (No Acronyms)	TESTIFY Y/N
✓ MARK LEAL		mark_leal@cedl.state.ak.us	ED-CA AND Early Dev	Y

JAN 30 2002



Alaska State Legislature

Please enter into the record my testimony to the HES
 committee name
 committee on SB 256, dated 2/13/02
 bill/subject

FEB 19 2002

[Handwritten signature]
AES

Signed: Michael Janacek
 Testifier MICHAEL JANECEK

MEADOW LAKES COMMUNITY COUNCIL
 Representing (Optional)

P.O. BOX 878825, WASILLA, AK. 99687
 Address

907 376-5902 355-2852
 Phone No.

GOOD AFTERNOON

SEN GREEN & COM MEMBERS
MICHAEL JANECER
MLCC

SUPPORTIVE OF SB 256

MEADOW LAKES
SCHEME OF WHAT'S IMPORTANT TO ML
RESIDENTS LET ME SAY THAT WE ARE
VERY SUPPORTIVE OF A ^{RESIDENTIAL} YOUTH PSYCHIATRIC
CARE FACILITY CURRENTLY IN PLANNING
TO BE LOCATED IN MEADOW LAKES, IT SHOULD
GO WITHOUT SAYING THAT TREATING OUR
YOUTH IN OUR STATE WOULD BENEFIT
TREATMENT GREATLY TO HAVE FAMILY NEARBY.
MEDICAL TREATMENT DELIVERED IN AK.
WOULD SAVE CONSIDERABLE FUNDS
AS WELL AS GENERATING ECONOMIC
DEVELOPMENT THAT WOULD BE GREATLY
APPRECIATED BY ALASKAN RESIDENTS.

~~ZOO + JOBS~~

IF AN IMBALANCE ~~EXISTS~~ BETWEEN ACUTE
CARE AND OTHER PSYCHIATRIC CARE EXISTS
WE WOULD SUPPORT ^{ESTABLISHMENT OF A} AN MORATORIUM ON
ACUTE CARE BEDS.

^{IN ALASKA}
OUR NEEDS IN HEALTH CARE FAR OUT
WEIGH THE CURRENT 1 MIL \$ BOUNDARY
PROVIDED BY THE CERTIFICATE OF NEED PEM.
REGULATIONS.

~~ML RESIDENTS CERTAINLY WILL BE
WATCHING SB 256 CAREFULLY~~

~~THEY WILL BE WATCHING SB 256 CAREFULLY~~

ALL
GOOD AFTERNOON AND THANK YOU FOR
YOUR HARDWORK.

SHES
2/13/02

SB 256 Testimony

The MSB would like to have a residential treatment center for children located within the Borough.

As many of you are aware the Borough's population has been increasing at 3.5% per annum - the fastest in the State.

We would like improved psychiatric care for our rapidly growing number of residents.

Recognizing the importance of a certificate of need and the limited amount of State Medicaid dollars the actions you take will likely have a significant bearing on the number of children that can be treated, where they will be treated, how they will be treated and even have a effect on their future prognosis.

Our desire is for the State to review the mental health system in total, analyzing the full range of care.

We understand that approximately 85% of mental health services for children are funded through the Medicaid program.

Therefore, we think it is important to fully understand the budgetary impact of adding more acute care beds on the State's limited Medicaid budget.

We feel that a moratorium on the addition of psychiatric beds will facilitate actions to provide a more balanced system of care.

A moratorium will also allow for better placement of children and avoid new acute inpatient costs.

On July 20, 1983 - nearly 19 years ago, the C.O.A. expenditure was set at \$1,000,000 while not keeping up with the cost of living

*Dan Kelly - Assemblyman
Matanaska - Susitna Borough*

[Handwritten signatures]

1999-2000 Alaska District Profiles

	General Information				Supplemental Program Participation				
	Number of Schools	# Accredited Schools	FY 00 Audited Expenditures	1999-00 Average Daily Membership (ADM)	ADM % Change FY 98 to FY 00	Special Education as % of 10/1/00 Enrollment	Bilingual Education as % of 10/1/99 Enrollment	Migrant Education as % of 10/1/99 Enrollment	School-Age Low Income as % of 10/1/99 Enrollment
Alaska Gateway	8	2	5,657,647	485.40	-4.2%	20.0%	29.2%	40.0%	30.8%
Aleutian Region	3	0	2,253,458	75.15	60.9%	17.7%	16.5%	0.0%	10.1%
Aleutians East	6	0	5,767,567	299.55	-3.5%	12.4%	0.0%	26.5%	25.1%
Alveska Central	1	1	4,364,793	1,419.47	-46.0%	N/A	0.0%	0.4%	0.0%
Anchorage	92	21	314,231,543	48,157.22	0.1%	14.7%	9.7%	3.5%	17.2%
Annette Island	3	3	3,716,277	368.00	3.6%	17.9%	0.0%	3.2%	40.1%
Bering Strait	15	0	25,010,294	1,775.45	-0.4%	15.7%	50.1%	42.3%	43.6%
Bristol Bay	3	0	3,164,746	278.60	-5.8%	7.5%	2.6%	38.0%	4.5%
Chatham	5	0	2,704,458	257.00	-5.5%	6.5%	6.0%	12.1%	23.8%
Chugach	4	0	2,661,486	157.35	-2.3%	9.6%	1.8%	7.2%	6.0%
Copper River	9	2	5,942,254	727.29	1.9%	13.3%	0.9%	1.3%	16.2%
Cordova	2	1	3,837,694	485.45	-1.2%	9.9%	5.7%	33.7%	10.3%
Craig	3	2	3,389,350	420.60	-2.6%	12.6%	0.0%	13.3%	12.4%
Delta/Greely	6	2	6,459,565	898.78	-18.3%	8.6%	12.9%	0.7%	24.8%
Denali	3	3	3,966,143	326.50	-9.8%	8.2%	0.0%	0.0%	8.8%
Dillingham	2	0	5,554,906	561.80	2.5%	17.7%	39.4%	48.4%	21.3%
Fairbanks	33	5	109,903,583	15,804.16	-1.0%	13.0%	3.9%	1.5%	14.0%
Galena	4	2	18,041,399	3,660.00	13.2%	2.3%	3.4%	0.6%	0.3%
Haines	5	1	3,552,705	413.45	-7.9%	12.2%	0.7%	4.0%	17.9%
Hoonah	2	2	3,137,904	236.75	2.6%	13.1%	8.1%	16.1%	13.1%
Hydaburg	2	2	2,395,605	107.85	-2.4%	19.4%	0.0%	62.0%	10.2%
Iditarod	11	2	6,914,459	568.10	6.3%	10.6%	31.8%	23.2%	25.6%
Juneau	12	1	37,794,848	5,646.85	-1.0%	10.8%	11.4%	0.0%	13.7%
Kake	2	2	2,141,427	166.70	-10.3%	10.2%	23.5%	19.3%	30.7%
Kashunamiut	1	1	3,707,432	298.20	6.9%	8.7%	100.0%	44.3%	68.3%
Kenai Peninsula	40	7	73,527,510	9,982.41	-2.0%	11.8%	4.4%	7.4%	19.4%
Ketchikan	9	1	17,934,788	2,598.90	-4.6%	11.4%	1.9%	4.5%	18.5%
Klawock	2	2	2,326,987	206.00	2.5%	18.2%	0.0%	7.4%	27.1%
Kodlak	14	1	22,659,875	2,810.05	0.4%	12.8%	13.7%	18.7%	14.0%
Kuspuk	11	0	6,907,295	493.85	4.1%	14.9%	52.3%	3.0%	50.9%
Lake & Peninsula	15	0	10,666,230	480.95	-12.4%	11.8%	0.0%	70.1%	44.4%
Lower Kuskokwim	28	22	48,912,026	3,614.00	1.7%	13.2%	75.0%	26.4%	47.4%
Lower Yukon	11	11	23,798,029	1,936.15	4.0%	10.6%	92.2%	41.8%	68.1%
Mat-Su	30	5	80,753,629	12,513.08	-1.6%	15.3%	5.1%	3.8%	21.3%
Mt. Edgecumbe	1	0	4,854,999	329.00	6.9%	1.5%	7.0%	43.2%	0.0%
Nenana	2	0	4,080,918	1,005.00	152.5%	1.5%	0.0%	1.9%	4.7%
Nome	4	2	6,572,569	769.10	-0.9%	8.9%	74.7%	33.1%	17.4%
North Slope	10	10	44,201,167	2,008.90	-1.7%	9.4%	81.2%	48.6%	5.8%
Northwest Arctic	13	12	29,395,514	2,151.50	3.0%	11.3%	34.1%	40.0%	32.8%
Pellcan	1	1	627,993	33.65	12.9%	11.1%	0.0%	55.6%	16.7%
Petersburg	3	1	4,995,165	699.10	-7.0%	14.8%	2.4%	24.0%	13.3%
Pribilof	2	1	1,973,556	158.25	0.5%	13.1%	30.0%	0.0%	28.1%
Saint Mary's	1	1	1,873,388	144.15	11.0%	14.3%	100.0%	62.4%	69.2%
Sitka	6	1	11,768,002	1,722.11	1.6%	13.4%	2.2%	3.6%	13.3%
Skagway	1	1	1,663,348	131.30	2.1%	8.3%	0.8%	0.0%	0.8%
Southeast Islands	10	0	3,612,107	294.50	-1.1%	7.0%	0.0%	17.8%	20.1%
Southwest Region	9	0	10,740,066	758.25	-2.1%	13.2%	98.9%	60.1%	58.5%
Tanana	1	0	1,298,878	92.75	-10.8%	12.9%	58.1%	53.8%	23.7%
Unalaska	2	2	3,952,718	351.91	-0.3%	9.9%	15.8%	0.0%	5.9%
Valdez	3	1	8,095,840	865.20	1.2%	14.6%	0.0%	3.2%	9.2%
Wrangell	3	1	4,043,265	505.05	-4.1%	12.9%	0.0%	12.7%	15.4%
Yakutat	1	1	2,132,695	159.75	-3.8%	12.6%	15.1%	19.5%	13.2%
Yukon Flats	9	0	7,425,762	352.10	-6.3%	19.4%	13.6%	8.9%	44.2%
Yukon/Koyukuk	11	10	9,110,966	535.85	-2.4%	18.2%	68.7%	28.4%	31.1%
Yupitit	3	0	6,114,289	398.00	-1.0%	15.9%	100.0%	71.4%	53.7%
Statewide	493	149	\$1,041,691,117	131,696.48	-0.9%	13.0%	14.6%	9.0%	19.3%

When three or fewer students are tested in a grade, an asterisk() is printed to protect student confidentiality.

Grade 4
CAT-5 Test Results

Grade 7
CAT-5 Test Results

	Grade 4 CAT-5 Test Results						Grade 7 CAT-5 Test Results					
	Top Quartile Reading	Bottom Quartile Reading	Top Quartile Math	Bottom Quartile Math	Top Quartile Language	Bottom Quartile Language	Top Quartile Reading	Bottom Quartile Reading	Top Quartile Math	Bottom Quartile Math	Top Quartile Language	Bottom Quartile Language
Alaska Gateway	19.4%	30.6%	30.6%	27.8%	13.9%	33.3%	32.4%	29.7%	30.6%	27.8%	21.6%	32.4%
Aleutian Region	0.0%	50.0%	25.0%	25.0%	0.0%	100.0%	40.0%	20.0%	16.7%	16.7%	0.0%	16.7%
Aleutians East	17.4%	17.4%	44.0%	12.0%	17.4%	17.4%	7.7%	26.9%	51.9%	7.4%	30.8%	15.4%
Alyeska Central	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	20.0%	60.0%	20.0%	80.0%	20.0%	60.0%
Anchorage	35.7%	18.0%	41.9%	18.6%	35.0%	20.7%	34.4%	16.7%	41.0%	15.5%	35.9%	18.8%
Annette Island	18.2%	36.4%	23.5%	26.5%	11.8%	38.2%	4.0%	36.0%	8.0%	36.0%	4.0%	40.0%
Berina Strait	2.3%	63.6%	16.7%	52.4%	10.2%	56.3%	1.7%	71.9%	7.4%	50.4%	4.1%	56.6%
Bristol Bay	29.2%	33.3%	50.0%	16.7%	25.0%	33.3%	31.6%	0.0%	52.6%	0.0%	21.1%	5.3%
Chatham	11.8%	47.1%	5.9%	47.1%	6.3%	43.8%	18.8%	46.9%	22.6%	38.7%	18.2%	48.5%
Chugach	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	16.7%	41.7%	16.7%	8.3%	16.7%	16.7%
Copper River	28.9%	17.8%	35.6%	17.8%	24.4%	28.9%	32.3%	16.1%	41.9%	12.9%	30.6%	19.4%
Cordova	48.8%	24.4%	43.9%	17.1%	34.1%	17.1%	47.1%	11.8%	58.8%	5.9%	50.0%	11.8%
Craig	30.0%	13.3%	50.0%	6.7%	43.3%	20.0%	11.4%	17.1%	42.9%	5.7%	8.6%	51.4%
Delta/Greely	63.4%	28.1%	39.1%	18.8%	39.1%	26.6%	40.3%	13.0%	59.7%	9.1%	42.9%	19.5%
Denali	60.9%	0.0%	77.3%	0.0%	52.4%	0.0%	45.7%	8.6%	40.0%	14.3%	42.9%	14.3%
Dillingham	17.0%	27.7%	19.1%	31.9%	25.5%	31.9%	21.6%	40.5%	16.2%	32.4%	10.8%	35.1%
Fairbanks	35.7%	11.5%	42.1%	13.6%	35.8%	17.2%	35.6%	13.7%	39.1%	13.2%	36.4%	16.9%
Galena	47.8%	15.8%	38.2%	21.3%	40.6%	22.1%	46.7%	13.7%	40.0%	15.7%	38.4%	14.1%
Haines	51.2%	4.7%	47.6%	7.1%	47.6%	4.8%	32.5%	22.5%	51.3%	5.1%	12.8%	25.6%
Hoonah	13.3%	40.0%	46.7%	6.7%	26.7%	26.7%	9.1%	45.5%	50.0%	13.6%	18.2%	50.0%
Hydaburg	0.0%	30.8%	7.7%	61.5%	7.7%	61.5%	20.0%	60.0%	20.0%	60.0%	0.0%	60.0%
Iditarod	11.9%	45.2%	19.0%	35.7%	7.1%	47.6%	19.6%	45.7%	30.4%	19.6%	21.7%	34.8%
Juneau	35.2%	17.4%	51.4%	10.0%	33.5%	22.5%	40.1%	13.1%	41.6%	15.7%	39.5%	17.9%
Kake	0.0%	40.0%	0.0%	70.0%	0.0%	40.0%	35.7%	35.7%	50.0%	21.4%	35.7%	35.7%
Kashunamiut	0.0%	54.2%	8.3%	41.7%	0.0%	45.8%	4.5%	50.0%	13.0%	34.8%	13.0%	47.8%
Kenai Peninsula	33.0%	16.9%	34.0%	17.1%	29.2%	18.5%	34.3%	12.4%	39.8%	14.0%	33.1%	16.8%
Ketchikan	31.6%	16.8%	29.7%	21.0%	28.6%	27.6%	42.1%	13.8%	49.5%	15.5%	29.6%	27.0%
Klawock	0.0%	43.8%	37.5%	18.8%	0.0%	37.5%	20.0%	33.3%	26.7%	13.3%	13.3%	26.7%
Kodiak	26.1%	26.9%	27.1%	25.4%	26.3%	32.6%	24.1%	28.6%	25.4%	17.3%	24.6%	29.6%
Kusuk	2.0%	65.3%	8.3%	50.0%	4.2%	60.4%	6.5%	67.7%	6.5%	45.2%	6.5%	71.0%
Lake & Peninsula	8.1%	48.6%	11.4%	54.3%	13.9%	44.4%	15.4%	41.0%	25.6%	33.3%	17.9%	43.6%
Lower Kuskokwim	10.8%	62.1%	21.7%	33.0%	10.8%	51.0%	5.0%	68.5%	17.8%	38.0%	5.7%	48.7%
Lower Yukon	2.6%	71.1%	6.5%	58.2%	6.6%	53.6%	2.2%	78.7%	5.8%	54.7%	3.6%	63.8%
Mat-Su	35.3%	14.1%	38.0%	14.6%	31.5%	18.8%	35.4%	11.1%	45.5%	10.5%	32.5%	17.9%
Mt. Edgecumbe	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Nenana	46.3%	19.5%	24.4%	24.4%	39.0%	26.8%	45.3%	8.0%	40.0%	6.7%	37.3%	16.0%
Nome	16.1%	33.9%	33.3%	31.6%	19.3%	35.1%	44.0%	22.0%	40.0%	24.0%	44.0%	24.0%
North Slope	10.0%	46.1%	30.1%	25.1%	16.3%	43.5%	11.0%	57.9%	23.3%	32.2%	15.6%	38.1%
Northwest Arctic	6.7%	58.8%	6.0%	55.7%	7.3%	58.5%	5.8%	69.3%	3.7%	48.1%	5.8%	56.5%
Pelican	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Petersburg	36.7%	14.3%	28.6%	26.5%	32.7%	20.4%	40.0%	11.7%	46.7%	5.0%	43.3%	13.3%
Pribilof	22.2%	22.2%	22.2%	11.1%	11.1%	11.1%	0.0%	50.0%	0.0%	50.0%	0.0%	50.0%
Saint Mary's	9.1%	36.4%	63.6%	9.1%	0.0%	36.4%	22.2%	55.6%	55.6%	0.0%	11.1%	22.2%
Sitka	41.7%	14.4%	42.4%	15.9%	34.8%	20.5%	40.2%	13.6%	42.4%	10.6%	40.2%	12.9%
Skagway	55.6%	11.1%	52.9%	11.8%	29.4%	29.4%	45.5%	0.0%	36.4%	9.1%	63.6%	0.0%
Southeast Islands	21.1%	21.1%	5.3%	21.1%	15.8%	21.1%	54.2%	0.0%	20.8%	12.5%	45.8%	12.5%
Southwest Region	3.2%	72.6%	16.1%	53.2%	6.3%	60.3%	4.1%	69.4%	38.8%	34.7%	16.3%	44.9%
Tanana	0.0%	60.0%	0.0%	40.0%	0.0%	80.0%	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Unalaska	22.6%	29.0%	25.8%	29.0%	35.5%	25.8%	25.0%	10.7%	39.3%	21.4%	28.6%	7.1%
Valdez	42.5%	10.0%	35.0%	11.3%	37.5%	16.3%	34.1%	13.6%	45.5%	8.0%	30.7%	21.6%
Wrangell	42.5%	5.0%	65.0%	2.5%	32.5%	17.5%	36.4%	9.1%	56.8%	4.5%	25.0%	11.4%
Yakutat	18.2%	36.4%	18.2%	27.3%	18.2%	36.4%	11.1%	22.2%	11.1%	33.3%	22.2%	22.2%
Yukon Flats	3.0%	63.6%	9.4%	62.5%	0.0%	71.9%	4.0%	60.0%	12.0%	56.0%	4.0%	68.0%
Yukon/Koyukuk	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Yupik	6.5%	71.0%	0.0%	75.9%	10.3%	51.7%	0.0%	88.2%	3.2%	90.3%	5.9%	85.3%
Statewide	31.9%	21.9%	37.3%	20.5%	30.7%	24.5%	31.9%	21.2%	38.1%	17.5%	31.7%	22.6%

1999-2000 Alaska District Profiles - Continued

Grade 3 Benchmark Exam Results

	Advanced - Reading	Proficient - Reading	Below Proficient - Reading	Not Proficient - Reading	Advanced - Writing	Proficient - Writing	Below Proficient - Writing	Not Proficient - Writing	Advanced - Math	Proficient - Math	Below Proficient - Math	Not Proficient - Math
Alaska Gateway	4.5%	65.9%	13.6%	15.9%	0.0%	44.4%	35.6%	20.0%	10.9%	45.7%	23.9%	19.6%
Aleutian Region	0.0%	57.1%	14.3%	28.6%	0.0%	0.0%	71.4%	28.6%	14.3%	14.3%	42.9%	28.6%
Aleutians East	10.3%	44.8%	24.1%	20.7%	0.0%	27.6%	58.6%	13.8%	13.8%	37.9%	41.4%	6.9%
Alyeska Central	33.3%	60.0%	0.0%	6.7%	0.0%	53.3%	33.3%	13.3%	13.3%	60.0%	20.0%	6.7%
Anchorage	17.4%	57.7%	13.7%	11.2%	4.3%	49.0%	37.1%	9.6%	28.2%	38.7%	22.4%	10.8%
Annette Island	0.0%	80.0%	20.0%	0.0%	0.0%	37.5%	54.2%	8.3%	11.5%	34.6%	46.2%	7.7%
Bering Strait	3.1%	29.9%	44.1%	22.8%	3.2%	25.4%	50.8%	20.6%	6.5%	26.0%	43.9%	23.6%
Bristol Bay	6.3%	62.5%	6.3%	25.0%	0.0%	18.0%	62.5%	18.8%	6.3%	43.8%	31.3%	18.8%
Chatham	0.0%	61.9%	19.0%	19.0%	0.0%	38.1%	38.1%	23.8%	9.5%	57.1%	14.3%	19.0%
Chugach	16.7%	58.3%	8.3%	16.7%	8.3%	66.7%	25.0%	0.0%	41.7%	41.7%	8.3%	8.3%
Copper River	29.1%	54.5%	9.1%	7.3%	9.3%	51.9%	29.6%	9.3%	43.4%	32.1%	22.6%	1.9%
Cordova	25.7%	60.0%	5.7%	8.6%	8.6%	65.7%	20.0%	5.7%	45.7%	37.1%	14.3%	2.9%
Craig	11.4%	62.9%	22.9%	2.9%	0.0%	40.0%	42.9%	17.1%	25.7%	37.1%	20.0%	17.1%
Delta/Greely	7.3%	63.4%	19.5%	9.8%	2.4%	50.0%	47.6%	0.0%	19.5%	34.1%	39.0%	7.3%
Denali	12.5%	79.2%	4.2%	4.2%	4.2%	41.7%	50.0%	4.2%	29.2%	33.3%	33.3%	4.2%
Dillingham	9.5%	57.1%	21.4%	11.9%	0.0%	33.3%	52.4%	14.3%	26.2%	31.0%	23.8%	19.0%
Fairbanks	18.5%	64.8%	10.6%	6.1%	3.9%	53.5%	36.6%	5.9%	31.5%	41.2%	20.8%	6.5%
Galena	18.0%	61.9%	11.3%	8.8%	1.5%	47.2%	39.0%	12.3%	31.8%	33.9%	23.4%	10.9%
Haines	30.4%	56.5%	8.7%	4.3%	17.4%	60.9%	21.7%	0.0%	65.2%	30.4%	4.3%	0.0%
Hoonah	9.1%	54.5%	18.2%	18.2%	0.0%	27.3%	63.6%	9.1%	36.4%	18.2%	27.3%	18.2%
Hydaburg	12.5%	37.5%	25.0%	25.0%	0.0%	25.0%	50.0%	25.0%	25.0%	0.0%	62.5%	12.5%
Iditarod	10.5%	42.1%	28.9%	18.4%	5.3%	18.4%	57.9%	18.4%	21.6%	21.6%	45.9%	10.8%
Juneau	19.1%	60.3%	11.3%	9.3%	3.4%	48.8%	37.7%	10.0%	47.4%	31.5%	15.2%	5.9%
Kake	0.0%	63.6%	9.1%	27.3%	0.0%	27.3%	54.5%	18.2%	9.1%	18.2%	27.3%	45.5%
Kashunamiut	0.0%	45.5%	40.9%	13.6%	0.0%	40.0%	52.0%	8.0%	9.1%	27.3%	50.0%	13.6%
Kenai Peninsula	14.3%	63.1%	13.1%	9.5%	2.8%	47.9%	40.0%	9.4%	26.3%	42.6%	21.2%	9.9%
Ketchikan	16.8%	68.5%	9.2%	5.4%	1.6%	50.8%	41.1%	6.5%	35.0%	41.5%	16.9%	6.6%
Klawock	21.7%	39.1%	39.1%	0.0%	4.3%	30.4%	65.2%	0.0%	30.4%	34.8%	30.4%	4.3%
Kodiak	10.5%	53.2%	15.6%	20.7%	2.5%	41.9%	36.0%	19.5%	19.5%	36.4%	25.4%	18.6%
Kuspuk	0.0%	48.5%	18.2%	33.3%	0.0%	30.3%	48.5%	21.2%	9.4%	31.3%	31.3%	28.1%
Lake & Peninsula	0.0%	46.3%	19.5%	34.1%	0.0%	19.5%	53.7%	26.8%	4.9%	26.8%	34.1%	34.1%
Lower Kuskokwim	4.1%	32.5%	34.1%	29.3%	0.8%	22.5%	52.6%	24.1%	9.7%	32.3%	36.7%	21.4%
Lower Yukon	0.6%	28.1%	28.7%	42.7%	0.0%	20.9%	52.3%	26.7%	2.9%	22.2%	41.5%	33.3%
Mat-Su	15.7%	64.3%	11.4%	8.5%	3.8%	46.2%	42.7%	7.3%	28.1%	43.6%	22.6%	5.6%
Mt. Edgecumbe	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Nenana	12.3%	73.7%	7.0%	7.0%	0.0%	50.8%	41.0%	8.2%	27.4%	33.9%	25.8%	12.9%
Nome	5.6%	49.3%	16.9%	28.2%	1.4%	27.1%	57.1%	14.3%	5.9%	32.4%	42.6%	19.1%
North Slope	.2%	41.1%	26.5%	23.2%	0.5%	31.0%	44.0%	24.5%	19.0%	42.4%	30.4%	8.2%
Northwest Arctic	3.6%	36.5%	27.4%	32.5%	1.6%	27.1%	44.3%	27.1%	7.2%	26.8%	36.1%	29.9%
Pelican	20.0%	60.0%	0.0%	20.0%	0.0%	20.0%	60.0%	20.0%	20.0%	40.0%	20.0%	20.0%
Petersburg	37.3%	51.0%	5.9%	5.9%	3.8%	51.9%	38.5%	5.8%	44.2%	42.3%	9.6%	3.8%
Pribilof	0.0%	53.8%	30.8%	15.4%	0.0%	46.2%	38.5%	15.4%	7.1%	21.4%	64.3%	7.1%
Saint Mary's	0.0%	26.7%	53.3%	20.0%	0.0%	6.7%	86.7%	6.7%	0.0%	33.3%	33.3%	33.3%
Sitka	14.8%	66.1%	11.3%	7.8%	3.5%	52.2%	38.3%	6.1%	28.7%	46.1%	17.4%	7.8%
Skagway	11.1%	77.8%	11.1%	0.0%	22.2%	44.4%	33.3%	0.0%	55.6%	44.4%	0.0%	0.0%
Southeast Islands	17.6%	70.6%	5.9%	5.9%	0.0%	58.8%	35.3%	5.9%	23.5%	35.3%	29.4%	11.8%
Southwest Region	0.0%	27.4%	32.3%	40.3%	1.7%	10.0%	56.7%	31.7%	4.8%	25.8%	45.2%	24.2%
Tanana	0.0%	75.0%	12.5%	12.5%	0.0%	25.0%	50.0%	25.0%	12.5%	62.5%	12.5%	12.5%
Unalaska	10.5%	84.2%	5.3%	0.0%	0.0%	36.8%	63.2%	0.0%	10.5%	57.9%	26.3%	5.3%
Valdez	21.4%	62.5%	14.3%	1.8%	1.8%	60.7%	33.9%	3.6%	28.6%	46.4%	23.2%	1.8%
Wrangell	23.5%	64.7%	5.9%	5.9%	5.9%	41.2%	44.1%	8.8%	44.1%	47.1%	8.8%	0.0%
Yakutat	18.2%	81.8%	0.0%	0.0%	0.0%	54.5%	36.4%	9.1%	36.4%	54.5%	9.1%	0.0%
Yukon Flats	0.0%	37.0%	18.5%	44.4%	0.0%	11.5%	50.0%	38.5%	7.7%	23.1%	30.8%	38.5%
Yukon/Koyukuk	2.9%	37.1%	37.1%	22.9%	2.9%	20.0%	57.1%	20.0%	11.4%	42.9%	20.0%	25.7%
Yup'it	0.0%	11.1%	27.8%	61.1%	0.0%	8.8%	41.2%	50.0%	0.0%	11.8%	38.2%	50.0%
Statewide	15.0%	57.4%	15.0%	12.6%	3.4%	45.4%	40.1%	11.1%	26.7%	38.3%	23.9%	11.2%

Grade 6 Benchmark Exam Results

	Advanced - Reading	Proficient - Reading	Below Proficient - Reading	Not Proficient - Reading	Advanced - Writing	Proficient - Writing	Below Proficient - Writing	Not Proficient - Writing	Advanced - Math	Proficient - Math	Below Proficient - Math	Not Proficient - Math
Alaska Gateway	25.0%	22.5%	30.0%	22.5%	7.5%	40.0%	45.0%	7.5%	18.4%	26.3%	13.2%	42.1%
Aleutian Region	0.0%	60.0%	20.0%	20.0%	0.0%	40.0%	40.0%	20.0%	*N/A	*N/A	*N/A	*N/A
Aleutians East	13.0%	30.4%	43.5%	13.0%	8.7%	52.2%	34.8%	4.3%	18.2%	40.9%	18.2%	22.7%
Alyeska Central	61.1%	27.8%	11.1%	0.0%	27.8%	61.1%	11.1%	0.0%	16.7%	44.4%	33.3%	5.6%
Anchorage	47.0%	27.4%	17.0%	8.6%	25.3%	51.2%	20.6%	2.8%	34.1%	33.1%	13.6%	19.2%
Annette Island	22.2%	44.4%	25.9%	7.4%	3.8%	53.8%	38.5%	3.8%	0.0%	40.0%	20.0%	40.0%
Bering Strait	9.8%	15.4%	42.7%	32.2%	7.6%	31.0%	51.7%	9.7%	4.9%	14.7%	13.3%	67.1%
Bristol Bay	42.9%	38.1%	0.0%	19.0%	14.3%	57.1%	14.3%	14.3%	23.8%	42.9%	19.0%	14.3%
Chatham	27.3%	31.8%	18.2%	22.7%	27.3%	36.4%	27.3%	9.1%	22.7%	18.2%	22.7%	36.4%
Chugach	44.4%	33.3%	22.2%	0.0%	22.2%	44.4%	33.3%	0.0%	33.3%	44.4%	0.0%	22.2%
Copper River	43.4%	24.5%	20.8%	11.3%	21.2%	42.3%	30.0%	5.8%	23.5%	31.4%	27.5%	17.6%
Cordova	69.0%	21.4%	9.5%	0.0%	34.1%	53.7%	12.2%	0.0%	48.8%	31.7%	7.3%	12.2%
Craig	43.3%	33.3%	20.0%	3.3%	10.0%	70.0%	13.3%	6.7%	29.0%	45.2%	3.2%	22.6%
Delta/Greely	59.7%	19.5%	14.3%	6.5%	28.0%	45.3%	21.3%	5.3%	32.9%	28.9%	19.7%	18.4%
Denali	62.1%	13.8%	13.8%	10.3%	34.5%	44.8%	17.2%	3.4%	21.4%	50.0%	10.7%	17.9%
Dillingham	16.7%	33.3%	29.2%	20.8%	6.3%	39.6%	41.7%	12.6%	10.4%	27.1%	16.7%	45.8%
Fairbanks	46.8%	30.2%	16.7%	6.3%	23.9%	56.7%	17.1%	2.3%	25.5%	40.1%	17.0%	17.5%
Galena	56.9%	28.4%	11.2%	3.6%	18.9%	59.7%	18.9%	2.6%	25.1%	37.9%	22.1%	14.9%
Haines	40.6%	40.6%	15.6%	3.1%	28.1%	56.3%	12.5%	3.1%	34.4%	50.0%	3.1%	12.5%
Hoonah	20.0%	25.0%	25.0%	30.0%	5.0%	35.0%	55.0%	5.0%	15.0%	30.0%	25.0%	30.0%
Hydaburg	0.0%	20.0%	60.0%	20.0%	0.0%	25.0%	50.0%	25.0%	16.7%	16.7%	16.7%	50.0%
Iditarod	24.4%	19.5%	43.9%	12.2%	17.1%	34.1%	43.9%	4.9%	12.5%	27.5%	20.0%	40.0%
Juneau	48.4%	25.2%	15.2%	11.2%	18.8%	53.3%	23.2%	4.6%	32.2%	38.3%	13.3%	16.2%
Kake	33.3%	33.3%	25.0%	8.3%	8.3%	66.7%	16.7%	8.3%	0.0%	25.0%	41.7%	33.3%
Kashunamiut	14.3%	9.5%	28.6%	47.6%	4.8%	38.1%	42.9%	14.3%	0.0%	33.3%	4.8%	61.9%
Kenai Peninsula	45.6%	31.9%	16.8%	5.7%	20.9%	57.6%	19.4%	2.1%	30.1%	39.9%	16.5%	13.5%
Ketchikan	50.8%	29.2%	16.2%	3.8%	29.0%	51.4%	18.6%	1.1%	38.9%	36.2%	11.4%	13.5%
Klawock	7.7%	23.1%	53.8%	15.4%	7.7%	15.4%	61.5%	15.4%	0.0%	15.4%	15.4%	69.2%
Kodiak	41.2%	33.9%	17.6%	7.2%	17.0%	60.1%	18.8%	4.0%	21.1%	42.2%	17.5%	19.3%
Kuspuk	11.8%	17.6%	35.3%	35.3%	5.7%	25.7%	54.3%	14.3%	5.7%	25.7%	20.0%	48.6%
Lake & Peninsula	10.8%	24.3%	37.8%	27.0%	0.0%	37.8%	48.6%	13.5%	5.4%	21.6%	16.2%	56.8%
Lower Kuskokwim	11.4%	15.7%	32.9%	40.0%	3.9%	31.0%	49.8%	15.3%	7.0%	21.5%	21.5%	50.0%
Lower Yukon	6.0%	18.1%	34.2%	41.6%	1.3%	31.5%	48.3%	18.8%	1.4%	15.6%	15.6%	67.3%
Mat-Su	45.0%	33.3%	16.4%	5.4%	22.9%	56.8%	17.6%	2.6%	26.5%	41.4%	15.9%	16.2%
Mt. Edgecumbe	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Nenana	52.3%	29.5%	18.2%	0.0%	21.3%	66.0%	12.8%	0.0%	25.5%	42.6%	17.0%	14.9%
Nome	21.3%	34.0%	27.7%	17.0%	10.4%	47.9%	35.4%	6.3%	4.4%	35.6%	11.1%	48.9%
North Slope	18.5%	21.5%	33.1%	26.9%	6.2%	45.4%	37.7%	10.8%	12.4%	27.1%	24.8%	35.7%
Northwest Arctic	6.3%	19.4%	38.2%	36.1%	2.7%	29.0%	49.5%	18.8%	3.2%	26.8%	20.5%	49.5%
Pelican	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Petersburg	62.3%	26.2%	8.2%	3.3%	44.3%	45.9%	8.2%	1.6%	29.0%	46.8%	14.5%	9.7%
Pribilof	22.2%	55.6%	22.2%	0.0%	0.0%	66.7%	33.3%	0.0%	11.1%	33.3%	33.3%	22.2%
Saint Mary's	8.3%	41.7%	16.7%	33.3%	7.7%	46.2%	38.5%	7.7%	7.7%	38.5%	30.8%	23.1%
Sitka	43.5%	31.3%	18.3%	6.9%	32.3%	44.6%	21.5%	1.5%	31.3%	33.6%	16.0%	19.1%
Skagway	57.1%	42.9%	0.0%	0.0%	28.6%	71.4%	0.0%	0.0%	28.6%	42.9%	14.3%	14.3%
Southeast Islands	35.0%	35.0%	20.0%	10.0%	15.0%	55.0%	30.0%	0.0%	40.0%	20.0%	20.0%	20.0%
Southwest Realon	6.0%	17.9%	35.8%	40.3%	1.5%	29.9%	44.8%	23.9%	8.8%	23.5%	17.6%	50.0%
Tanana	28.6%	0.0%	57.1%	14.3%	0.0%	28.6%	57.1%	14.3%	12.5%	25.0%	37.5%	25.0%
Unalaska	34.6%	38.5%	19.2%	7.7%	14.8%	66.7%	18.5%	0.0%	19.2%	34.6%	19.2%	26.9%
Valdez	43.4%	28.9%	21.1%	6.6%	28.9%	48.7%	19.7%	2.6%	38.2%	35.5%	10.5%	15.8%
Wrangell	53.5%	32.6%	11.6%	2.3%	18.6%	65.1%	16.3%	0.0%	41.9%	46.5%	7.0%	4.7%
Yakutat	44.4%	33.3%	11.1%	11.1%	11.1%	66.7%	22.2%	0.0%	11.1%	55.6%	11.1%	22.2%
Yukon Flats	13.0%	8.7%	30.4%	47.8%	4.5%	31.8%	36.4%	27.3%	5.0%	25.0%	15.0%	55.0%
Yukon/Koyukuk	11.4%	29.5%	34.1%	25.0%	4.8%	38.1%	40.5%	16.7%	7.5%	22.5%	27.5%	42.5%
Yupik	0.0%	3.4%	41.4%	55.2%	0.0%	10.7%	53.6%	35.7%	0.0%	0.0%	13.8%	86.2%
Statewide	42.0%	27.9%	19.2%	10.9%	21.2%	51.0%	23.3%	4.4%	27.4%	34.7%	15.5%	22.3%

1999-2000 Alaska District Profiles - Continued

Grade 8 Benchmark Exam Results

	Advanced - Reading	Proficient - Reading	Below Proficient - Reading	Not Proficient - Reading	Advanced - Writing	Proficient - Writing	Below Proficient - Writing	Not Proficient - Writing	Advanced - Math	Proficient - Math	Below Proficient - Math	Not Proficient - Math
Alaska Gateway	57.5%	10.0%	12.5%	20.0%	12.5%	30.0%	52.5%	5.0%	5.0%	22.5%	37.5%	35.0%
Aleutian Region	57.1%	14.3%	0.0%	28.6%	14.3%	28.6%	57.1%	0.0%	0.0%	28.6%	57.1%	14.3%
Aleutians East	50.0%	42.3%	0.0%	7.7%	11.5%	46.2%	38.5%	3.8%	0.0%	28.9%	65.4%	7.7%
Alveska Central	67.6%	23.5%	2.9%	5.9%	15.2%	57.6%	24.2%	3.0%	6.1%	30.3%	45.5%	18.2%
Anchorage	70.2%	17.8%	5.9%	6.1%	24.2%	50.1%	23.8%	1.9%	9.5%	33.5%	42.5%	14.5%
Annette Island	46.7%	20.0%	23.3%	10.0%	9.7%	38.7%	51.6%	0.0%	0.0%	12.9%	54.8%	32.3%
Bering Strait	21.2%	20.4%	21.2%	37.2%	1.8%	23.9%	61.9%	12.4%	0.9%	5.5%	40.9%	52.7%
Bristol Bay	85.0%	10.0%	5.0%	0.0%	30.0%	60.0%	10.0%	0.0%	15.0%	40.0%	40.0%	5.0%
Chatham	27.3%	13.6%	22.7%	36.4%	13.6%	18.2%	59.1%	9.1%	4.5%	18.2%	31.8%	45.5%
Chugach	71.4%	14.3%	14.3%	0.0%	21.4%	50.0%	28.6%	0.0%	28.6%	7.1%	50.0%	14.3%
Copper River	71.7%	16.7%	5.0%	6.7%	16.9%	59.3%	20.3%	3.4%	13.6%	22.0%	45.8%	18.6%
Cordova	75.0%	16.7%	2.8%	5.6%	33.3%	36.1%	30.6%	0.0%	16.7%	36.1%	44.4%	2.8%
Craig	55.0%	30.0%	5.0%	10.0%	5.0%	60.0%	30.0%	5.0%	5.0%	30.0%	50.0%	15.0%
Delta/Greely	68.8%	17.2%	6.3%	7.8%	26.6%	46.9%	21.9%	4.7%	10.0%	40.0%	41.7%	8.3%
Denali	76.7%	20.0%	3.3%	0.0%	22.6%	51.6%	25.8%	0.0%	9.7%	45.2%	38.7%	6.5%
Dillingham	64.1%	17.9%	7.7%	10.3%	17.5%	37.5%	42.5%	2.5%	5.0%	37.5%	32.5%	25.0%
Fairbanks	71.3%	17.0%	6.5%	5.2%	22.6%	48.6%	26.9%	1.9%	5.4%	34.0%	45.9%	14.7%
Galena	77.8%	17.0%	3.4%	1.7%	21.5%	53.7%	24.3%	0.6%	2.9%	34.7%	52.0%	10.4%
Haines	62.1%	17.2%	6.9%	13.8%	17.2%	31.0%	51.7%	0.0%	6.9%	44.8%	37.9%	10.3%
Hoonah	20.0%	30.0%	10.0%	40.0%	10.0%	30.0%	50.0%	10.0%	10.0%	30.0%	30.0%	30.0%
Hydaburg	30.0%	30.0%	10.0%	30.0%	0.0%	30.0%	60.0%	10.0%	0.0%	0.0%	50.0%	50.0%
Iditarod	38.6%	13.6%	22.7%	25.0%	9.1%	36.6%	43.2%	9.1%	2.3%	31.8%	36.4%	29.5%
Juneau	70.7%	19.0%	5.0%	5.3%	26.1%	45.4%	27.6%	0.9%	12.9%	38.8%	37.9%	10.3%
Kake	52.4%	23.8%	4.8%	19.0%	19.0%	23.8%	57.1%	0.0%	4.8%	33.3%	33.3%	28.6%
Kashunmiut	9.1%	40.9%	22.7%	27.3%	4.3%	13.0%	69.6%	13.0%	0.0%	4.3%	39.1%	56.5%
Kenai Peninsula	70.7%	18.5%	5.4%	5.4%	20.9%	49.2%	28.4%	1.6%	6.1%	40.0%	42.7%	11.2%
Ketchikan	64.0%	20.7%	8.4%	6.9%	13.1%	48.2%	33.2%	5.5%	10.8%	28.7%	44.1%	16.4%
Klawock	53.8%	38.5%	0.0%	7.7%	7.1%	71.4%	21.4%	0.0%	14.3%	21.4%	42.9%	21.4%
Kodiak	58.7%	21.2%	12.0%	8.2%	15.9%	47.3%	35.2%	1.6%	3.3%	24.2%	50.5%	22.0%
Kuspuk	21.1%	13.2%	21.1%	44.7%	0.0%	21.1%	76.3%	2.6%	5.4%	8.1%	43.2%	43.2%
Lake & Peninsula	38.5%	30.8%	7.7%	23.1%	12.8%	30.8%	56.4%	0.0%	0.0%	20.5%	46.2%	33.3%
Lower Kuskokwim	23.1%	21.8%	20.0%	35.1%	2.6%	29.5%	60.4%	7.5%	1.3%	9.7%	54.9%	34.1%
Lower Yukon	13.7%	22.2%	21.4%	42.7%	0.8%	23.1%	66.1%	9.9%	0.0%	7.3%	35.0%	57.7%
Mat-Su	68.6%	19.4%	5.6%	6.4%	24.4%	47.7%	25.7%	2.2%	6.9%	34.2%	44.5%	14.4%
Mt. Edgecumbe	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Nenana	68.1%	14.9%	12.8%	4.3%	27.7%	40.4%	29.8%	2.1%	2.1%	36.2%	44.7%	17.0%
Nome	50.0%	23.1%	23.1%	3.8%	11.3%	45.3%	43.4%	0.0%	3.8%	15.4%	65.4%	15.4%
North Slope	28.9%	28.9%	13.4%	28.9%	5.9%	41.4%	43.4%	9.2%	2.7%	15.4%	50.3%	31.5%
Northwest Arctic	20.1%	22.2%	16.0%	41.7%	2.8%	26.4%	62.5%	8.3%	0.0%	9.6%	47.8%	42.6%
Pelican	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Petersburg	73.8%	16.9%	3.1%	6.2%	34.4%	42.2%	23.4%	0.0%	21.5%	26.2%	41.5%	10.8%
Pribilof	31.6%	42.1%	10.5%	15.8%	21.1%	36.8%	36.8%	5.3%	5.3%	15.8%	52.6%	26.3%
Saint Mary's	44.4%	22.2%	22.2%	11.1%	0.0%	44.4%	55.6%	0.0%	0.0%	33.3%	66.7%	0.0%
Sitka	69.4%	18.5%	8.3%	3.7%	26.6%	47.7%	24.8%	0.9%	12.8%	31.2%	44.0%	11.9%
Skaagway	100.0%	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%	16.7%	50.0%	33.3%	0.0%
Southeast Islands	66.7%	11.1%	11.1%	11.1%	33.3%	27.8%	33.3%	5.6%	11.1%	16.7%	55.6%	16.7%
Southwest Region	20.0%	22.0%	18.0%	40.0%	0.0%	25.0%	67.3%	7.7%	0.0%	21.6%	43.1%	35.3%
Tanana	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Unalaska	78.3%	13.0%	4.3%	4.3%	22.7%	59.1%	18.2%	0.0%	9.5%	42.9%	38.1%	9.5%
Valdez	74.4%	18.3%	4.9%	2.4%	34.1%	47.6%	18.3%	0.0%	8.5%	42.7%	42.7%	6.1%
Wrangell	77.6%	10.2%	4.1%	8.2%	26.5%	59.2%	12.2%	2.0%	16.3%	46.9%	26.5%	10.2%
Yakutat	60.0%	40.0%	0.0%	0.0%	20.0%	50.0%	30.0%	0.0%	0.0%	40.0%	40.0%	20.0%
Yukon Flats	13.3%	40.0%	20.0%	26.7%	0.0%	33.3%	60.0%	6.7%	0.0%	0.0%	33.3%	66.7%
Yukon/Koyukuk	37.5%	25.0%	22.5%	15.0%	2.3%	34.9%	58.1%	4.7%	0.0%	13.6%	43.2%	43.2%
Yupik	4.5%	13.6%	4.5%	77.3%	0.0%	13.6%	72.7%	13.6%	0.0%	4.3%	21.7%	73.9%
Statewide	64.4%	18.8%	7.5%	9.3%	20.9%	46.5%	29.9%	2.6%	7.5%	31.6%	43.8%	17.2%

Grade 10 HSGQE Results

Report Card
Specific Data

	Proficient - Reading	Not Proficient - Reading	Proficient - Writing	Not Proficient - Writing	Proficient - Math	Not Proficient - Math	Total # of Dropouts from Grades 7-12	Percentage of Dropouts Grades 7-12	Retention Rate Grades KG-8	Attendance Rate	High School Graduates (Regular Diplomas)
Alaska Gateway	71.0%	29.0%	29.0%	71.0%	16.7%	83.3%	15	6.7%	5.1%	90.5%	32
Aleutian Region	75.0%	25.0%	25.0%	75.0%	25.0%	75.0%	0	0.0%	0.0%	94.2%	1
Aleutians East	52.2%	47.8%	17.4%	82.6%	4.8%	95.2%	0	0.0%	1.0%	91.5%	13
Alyeska Central	92.9%	7.1%	48.3%	51.7%	27.6%	72.4%	59	6.2%	0.3%	100.0%	34
Anchorage	78.4%	21.6%	50.5%	49.5%	35.9%	64.1%	1,207	5.6%	2.2%	93.6%	2,355
Annette Island	55.6%	44.4%	29.6%	70.4%	3.7%	96.3%	0	0.0%	0.4%	95.8%	27
Bering Strait	29.7%	70.3%	22.7%	77.3%	14.3%	85.7%	21	3.2%	3.3%	89.2%	72
Bristol Bay	90.5%	9.5%	66.7%	33.3%	19.0%	81.0%	2	1.6%	1.0%	93.4%	18
Chatham	57.9%	42.1%	31.6%	68.4%	10.5%	89.5%	4	3.4%	0.0%	91.5%	14
Chugach	83.3%	16.7%	83.3%	16.7%	50.0%	50.0%	15	18.5%	0.0%	96.4%	3
Copper River	78.7%	21.3%	45.7%	54.3%	44.7%	55.3%	24	6.9%	11.0%	92.7%	42
Cordova	75.0%	25.0%	50.0%	50.0%	25.0%	75.0%	0	0.0%	1.1%	93.6%	30
Craig	73.1%	26.9%	56.0%	44.0%	20.8%	79.2%	2	1.0%	1.7%	90.5%	31
Delta/Greely	65.1%	34.9%	37.2%	62.8%	24.4%	75.6%	16	2.5%	0.9%	92.7%	56
Denali	92.0%	8.0%	52.0%	48.0%	66.7%	33.3%	0	0.0%	0.4%	92.6%	24
Dillingham	60.0%	40.0%	26.7%	73.3%	8.9%	91.1%	29	12.3%	0.7%	90.4%	22
Fairbanks	80.2%	19.8%	50.0%	50.0%	33.3%	66.7%	481	6.6%	1.4%	93.0%	808
Galena	84.4%	15.6%	48.3%	51.7%	30.8%	69.2%	45	3.2%	0.0%	99.7%	109
Haines	73.3%	26.7%	42.9%	57.1%	23.3%	76.7%	15	7.0%	1.4%	94.6%	28
Hoonah	79.3%	21.7%	34.8%	65.2%	34.8%	65.2%	43	3%	0.7%	93.0%	16
Hydaburg	20.0%	80.0%	0.0%	100.0%	0.0%	100.0%	3	5.9%	0.0%	80.4%	5
Iditarod	47.6%	52.4%	23.8%	76.2%	8.7%	91.3%	7	2.9%	0.0%	94.5%	27
Juneau	81.4%	18.6%	54.3%	45.7%	48.0%	52.0%	98	3.7%	1.0%	91.8%	329
Kake	66.7%	33.3%	33.3%	66.7%	16.7%	83.3%	33	9%	1.6%	97.0%	7
Kashunamiut	30.8%	69.2%	7.7%	92.3%	0.0%	100.0%	6	5.1%	3.4%	94.6%	10
Kenai Peninsula	79.1%	20.9%	49.2%	50.8%	37.6%	62.4%	233	4.6%	3.1%	93.6%	680
Ketchikan	87.7%	12.3%	55.5%	44.5%	34.3%	65.7%	82	6.8%	2.4%	94.7%	124
Klawock	47.1%	52.9%	25.0%	75.0%	12.5%	87.5%	2	2.1%	0.0%	90.3%	20
Kodlak	70.5%	29.5%	47.7%	52.3%	25.1%	74.9%	51	4.2%	0.1%	93.0%	133
Kuspuk	37.1%	62.9%	19.4%	80.6%	11.4%	88.6%	32	15.2%	0.0%	89.5%	25
Lake & Peninsula	42.1%	57.9%	21.1%	78.9%	15.8%	84.2%	5	2.4%	3.7%	90.4%	18
Lower Kuskokwim	34.4%	65.6%	25.0%	75.0%	8.5%	91.5%	127	9.0%	4.7%	92.3%	122
Lower Yukon	22.5%	77.5%	13.0%	87.0%	9.0%	91.0%	83	11.2%	1.0%	89.1%	56
Mat-Su	85.1%	14.9%	55.4%	44.6%	41.2%	58.8%	198	3.2%	3.1%	92.5%	708
Mt. Edgecumbe	65.9%	34.1%	56.0%	44.0%	30.5%	69.5%	0	0.0%	N/A	97.0%	48
Nenana	79.4%	20.6%	52.9%	47.1%	30.3%	69.7%	0	0.0%	0.1%	99.5%	21
Name	47.7%	52.3%	14.3%	85.7%	2.4%	97.6%	4	1.2%	4.6%	94.8%	31
North Slope	33.9%	66.1%	18.6%	81.4%	11.6%	88.4%	46	5.7%	1.7%	88.7%	103
Northwest Arctic	27.6%	72.4%	12.5%	87.5%	4.2%	95.8%	52	6.3%	1.2%	90.2%	77
Pellcan	75.0%	25.0%	50.0%	50.0%	0.0%	100.0%	0	0.0%	0.0%	93.2%	2
Petersburg	93.8%	6.2%	69.8%	30.2%	47.6%	52.4%	7	2.1%	0.6%	94.4%	41
Pribilof	61.5%	38.5%	42.9%	57.1%	14.3%	85.7%	2	2.8%	0.9%	89.1%	5
Saint Mary's	28.6%	71.4%	28.6%	71.4%	28.6%	71.4%	5	11.4%	0.0%	92.4%	5
Sitka	68.6%	31.4%	47.9%	52.1%	34.4%	65.6%	25	3.1%	1.0%	92.0%	112
Skagway	90.9%	9.1%	81.8%	18.2%	54.5%	45.5%	0	0.0%	0.0%	92.8%	4
Southeast Islands	84.0%	16.0%	36.0%	64.0%	26.9%	73.1%	4	2.8%	2.2%	92.4%	16
Southwest Region	16.2%	83.8%	10.5%	89.5%	2.6%	97.4%	11	4.4%	0.8%	90.0%	22
Tanana	37.5%	62.5%	0.0%	100.0%	0.0%	100.0%	0	0.0%	1.9%	97.6%	6
Unalaska	87.5%	12.5%	80.8%	19.2%	46.2%	53.8%	0	0.0%	2.1%	91.4%	17
Valdez	86.0%	14.0%	69.6%	30.4%	47.4%	52.6%	3	0.7%	1.4%	92.5%	50
Wrangell	81.2%	18.8%	48.5%	51.5%	41.9%	58.1%	3	1.2%	2.0%	94.5%	38
Yakutat	75.0%	25.0%	41.7%	58.3%	16.7%	83.3%	0	0.0%	0.8%	92.5%	8
Yukon Flats	31.2%	68.8%	12.5%	87.5%	6.2%	93.8%	19	13.3%	0.4%	74.4%	15
Yukon/Koyukuk	38.5%	61.5%	8.0%	92.0%	4.0%	96.0%	14	6.2%	0.8%	88.6%	38
Yupik	4.8%	95.2%	20.0%	80.0%	0.0%	100.0%	24	14.1%	7.7%	86.2%	13
Statewide	74.6%	25.4%	47.6%	52.4%	33.3%	66.7%	3,088	5.1%	2.1%	93.1%	6,671

Alaska Department of Education & Early Development
School Report Card

Since its inception, the Report Card to the Public has been a dynamic document reflecting changing priorities regarding the reporting of information concerning public education. In the late 80's and early 90's the Report Card to the Public focused on the reporting of detailed information from each school district in the state. In the mid-to-late 90's the focus shifted to the reporting of statewide information and brief summary regarding the districts in the state. Finally, in January 2001 the focus shifted once again and the department began reporting information for each public school in the state.

Providing information for each school in the state presented the department with two unique challenges:

Firstly, the small size of many schools in the state accentuated the inherent conflict between providing the public with information regarding student performance and federal requirements of confidentiality of individual student records.

Secondly, reporting information for each school increased the size of the document to more than 500 pages.

Due to the increased costs of producing a 520 page document as well as the numerous violations of Family Educational Rights and Privacy Act contained in the final document, the department decided to look into alternatives to publishing a paper version of the 1999/2000 School Report Card and future report cards.

Current Report Card Plans for Format and Content

In early February 2002 the 2000/2001 School Report Card to the Public was posted on the department website. Report cards for each school are arranged in alphabetical order by school name. At the end of March 2002 the department will publish a CD version of both the 1999/2000 and 2000/2001 School Report Cards to the Public. The department is also working to organize the data on the website in a more user-friendly format. By the end of March the web version of the school report card will be reformatted to include statewide and district information and individual schools will be organized by district.

The department is currently reviewing the current Report Card to the Public to identify areas that need to be improved in order to meet the intent of state statute and provide the public with useful information regarding public schools in the state. As part of this process the department is also working to identify the additional reporting requirements in the Elementary and Secondary Education Act to determine how these requirements can effectively be incorporated into the School Report Card to the Public beginning with the 2002/2003 school year.

Relation to Capacity Building

The focus on school accountability and the dramatic increases to the statewide system of student assessments have taxed the capacity of the data management staff to their limits. The department is currently developing a data management plan that will allow the department to collect, verify, manage, and warehouse data in an effective manner.