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DEPARTMENT OF ENVIRONMENTAL CONSERVATION
FY 2002 REPORT ON PERFORMANCE MEASURES

SPILL PREVENTION AND RESPONSE

MEASURE: The number of oil spills greater than one gallon per year compared to the number of spills requiring a response.

STATUS:

	1996	1997	1998	1999	2000	2001
Number of spill > 1 gallon	1603	1630	1706	1659	1564	1592
Number of responses	237	285	343	277	223	529

MEASURE: The number of hazardous substance spills compared to the number of hazardous substance spills requiring response.

STATUS:	1996	1997	1998	1999	2000	2001
Number of spill	581	561	630	445	532	458
Number of responses	71	80	65	64	77	82

MEASURE: The time the division takes from receiving a report of a spill to the determination of "no further action".

STATUS: The average time is approximately four years.

MEASURE: The state cleanup costs per spill per year.

STATUS: Average costs for 1996 through 2000 were $5,841 per year. In 2001, average costs were $2,067.

MEASURE: The state cleanup costs per contaminated site per year.

STATUS: Average costs for 1996 through were $6,726 per year. In 2001, average costs were $11,349.

MEASURE: The average environmental hazard per contaminated site.

STATUS: Progress is shown in the chart below:

Number of Sites by Relative Risk Ranking

	1996	1997	1998	1999	2000	2001
High	534	642	674	672	754	776
Medium	450	485	512	506	596	660
Low	349	377	406	397	466	493
Unranked	90	164	176	173	202	117
Total	1423	1668	1768	1748	2018	2046

SPILL PREVENTION AND RESPONSE (continued)

MEASURE: The number of underground storage tank owners issued "no further action" letters during the year.

STATUS:

FY 2000	124
FY 2001	137

CORRECTION

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SPILL PREVENTION AND RESPONSE (continued)

MEASURE: The number of underground storage tank owners issued "no further action" letters during the year.

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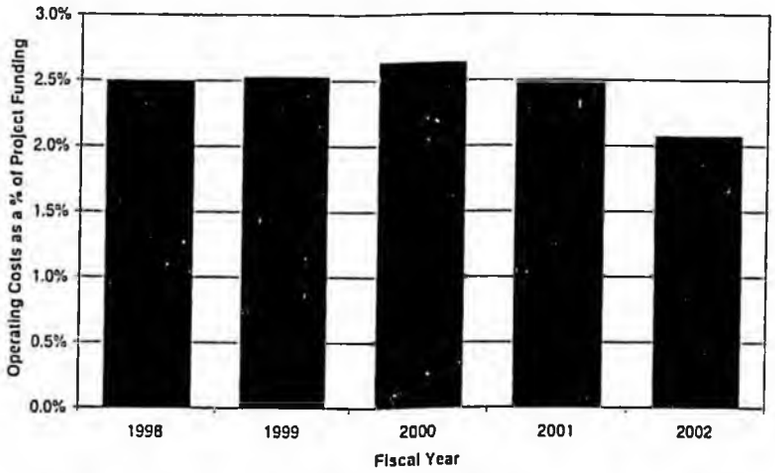
FY 2000	124
FY 2001	137

FACILITY CONSTRUCTION AND OPERATIONS

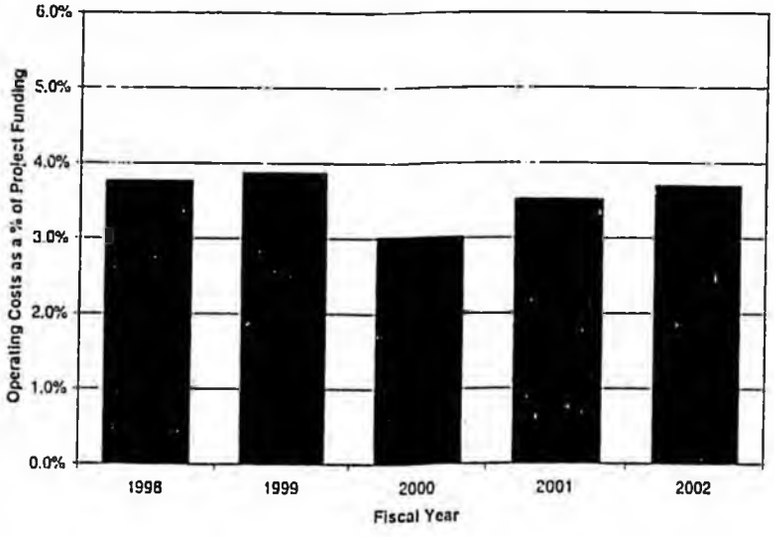
MEASURE: The agency operating costs per sanitation project.

STATUS: Between 1998 and 2002, operating costs for Municipal Water, Sewerage and Solid Waste Matching Grant projects varied between 2.1 and 2.6% of project funding. Operating costs for Village Safe Water projects ranged from 3.5 to 3.9% of project funding.

Municipal Water, Sewer, Solid Waste Matching Grant Program



Village Safe Water Program



FACILITY CONSTRUCTION AND OPERATIONS (continued)

MEASURE: The number and cost of sanitation projects per division engineer.

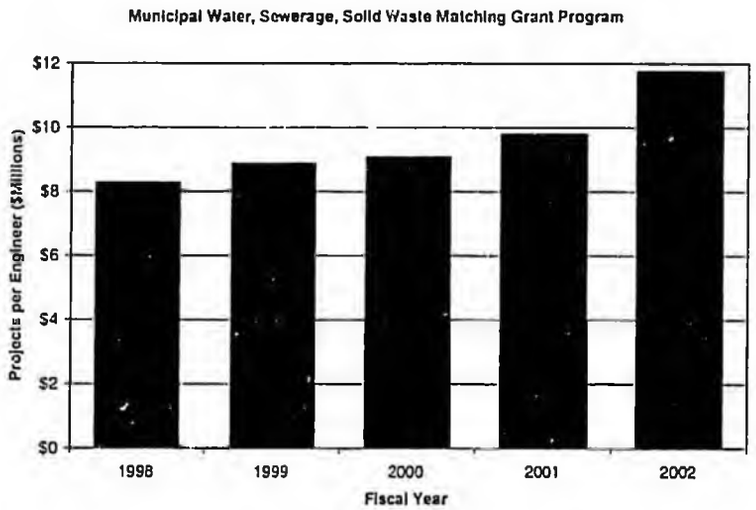
STATUS: Between 1998 and 2002:

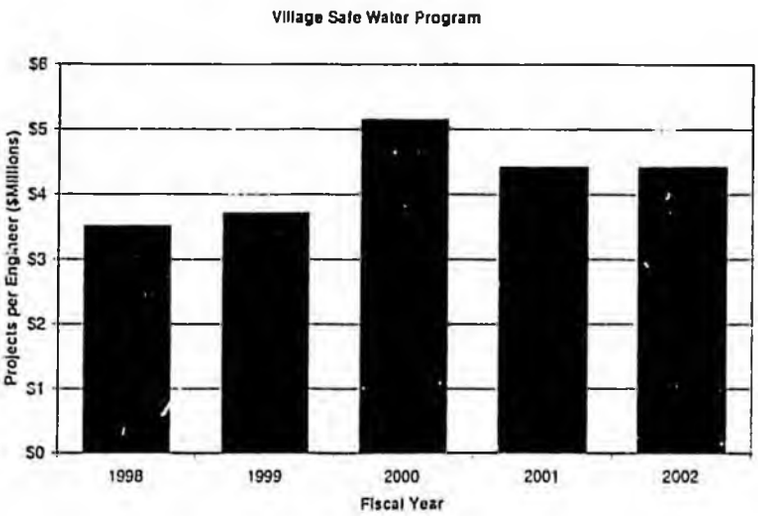
Municipal Water, Sewerage and Solid Waste Matching Grant

Funding per engineer from 8 million per engineer to almost 12 million. Number of projects managed varied between a low of 10.0 (in 1999) and a high of 14.5 (in 2001), with a 2002 level of 11.0 projects per engineer.

Village Safe Water

Funding per engineer has increased from 3.5 million to almost 4.5 million. Number of projects per engineer varied from a low of 4.3 (in 1999) to a high of 6.0 (in 2000) with a 2002 level of 5.2 projects per engineer.





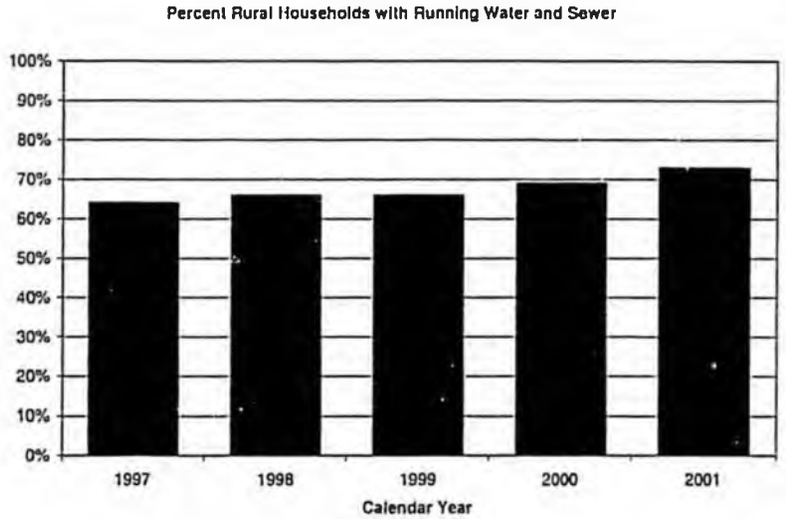
FACILITY CONSTRUCTION AND OPERATIONS (continued)

MEASURE: The cost per household served.

STATUS: Baseline of 11 projects completed between 1983 and 2000 average costs was 67,267. Increased data for 25 projects revised the baseline cost per household to 65,574.

MEASURE: The percentage of households with improved sanitation systems.

STATUS: The percentage of rural households with access to running water and sewer increased 4 percent in the last year growing from 69 percent in 2000 to 73 percent in 2001.



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1-16-02

DEPARTMENT OF ENVIRONMENTAL CONSERVATION
FY 2002 REPORT ON PERFORMANCE MEASURES

COMMISSIONER'S OFFICE

MEASURE: The percentage of divisions that meet assigned performance measures

STATUS: 100% of divisions are tracking performance measures.

MEASURE: The percentage of permittees out of compliance with state law or regulations.

STATUS: Out of compliance percentages are illustrated in the table below. Compliance data was not kept for wastewater permits prior to 2001.

Type of Permit	2000	2001
Wastewater	N/A	1 %
Air	21 %	17 %
Solid Waste	41 %	40 %
Spill Contingency Plans	22 %	26 %
Food	41 %	45%

Spill Contingency Plans: The division more than doubled the number of audits and inspections of facilities and vessels during this period and it more than tripled the number of facility and vessel drills. The result of this increase in monitoring resulted in an increase in violations discovered.

Food: There were two factors that predominantly contributed to this increase: 1) lack of routine inspections; 2) increased focus during inspections on critical items that contribute to food borne illness.

MEASURE: The number of critical violations in inspected public or private facilities that significantly affect the health or safety of the public.

STATUS: Statistics are in the table below.

	Calendar Year			
	1997	1998	1999	2000
Pesticides	5	6	2	12
Food	825	751	592	753

Pesticides: We issued more product stop sales because of the internet sting and we also visited areas of the state we had never inspected before.

Food: There were two factors that predominantly contributed to this increase: 1) lack of routine inspections; 2) increased focus during inspections on critical items that contribute to food borne illness.

COMMISSIONER'S OFFICE (continued)

MEASURE: The average time taken to adjudicate decisions in permit disputes.

STATUS: Calendar year 1999 average = 306 days
Calendar year 2000 average = 15 days

MEASURE: The percentage of adjudicated decisions that are appealed to the courts.

STATUS: The single decision made in FY 01 to deny a hearing request has been appealed to the courts.

MEASURE: The average time taken to respond to complaints and questions that have been elevated to the Commissioner's Office.

STATUS: See table below:

Type of question or complaint	Number	Average Time to Respond
Coastal Consistency Elevation	2	15
Written Correspondence	300	10
Telephone Calls	5 per day	24 hours

DEPARTMENT OF ENVIRONMENTAL CONSERVATION
FY 2002 REPORT ON PERFORMANCE MEASURES

ADMINISTRATIVE SERVICES

MEASURE: The percentage of employee complaints and grievances filed and resolved at the departmental level as compared to all other departments.

STATUS: Percentages filed and resolved at the departmental level are:

FY 1999	33%
FY 2000	79%
FY 2001	50%

MEASURE: The percentage of employee grievances overturned by hearing officers as compared to all other departments.

STATUS: Percentages of grievances overturned by a hearing officer are:

FY 1999	8%	FY 2000	0%	FY 2001	0%

MEASURE: The percentage of indirect costs collected for the commissioner and the administrative services division and for shared overhead costs.

STATUS: The percentage of indirect collected is:

FY 1999	14.2%	FY 2000	13.7%	FY 2001	13.4%

MEASURE: The percentage of penalties for total payroll or vendor payments per year.

STATUS: Penalty payments are reported below:

	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001
Payroll	0.0	0.0	0.0	0.0	0.0
Vendor	.015%	.0079%	.0011%	.0025%	.0098%

MEASURE: The number of audit exceptions resolved.

STATUS: Number and percentages of audit exceptions resolved shown below:

	FY 1996	FY 1997	FY 1998	FY 1999
Audit Exceptions	12	6	5	2
Exceptions Resolved	8	4	5	2
Percentage	66%	66%	100%	100%

ENVIRONMENTAL HEALTH

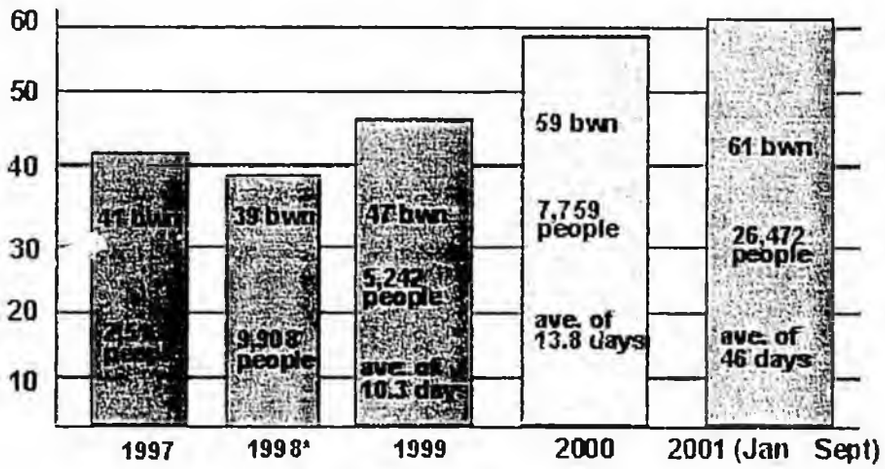
MEASURE: The change in cost per (A) permitted facility; and (B) non-permitted facility.

STATUS:

Solid Waste Management	
Permitted Facility	$4,087/facility
Non-permitted Facility	$ 645/facility
Food Safety and Sanitation	
Permitted Facility	$ 285/facility
Non-permitted Facility	$ 196/facility

MEASURE: The number of "boil water" notices issued, the population affected, and the duration for the year.

STATUS: The chart below shows progress:



MEASURE: The percentage of sanitary surveys that result in significant compliance violations.

STATUS: During the first 3 quarters of this calendar year, 11% of the surveys completed found significant deficiencies.

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ENVIRONMENTAL HEALTH

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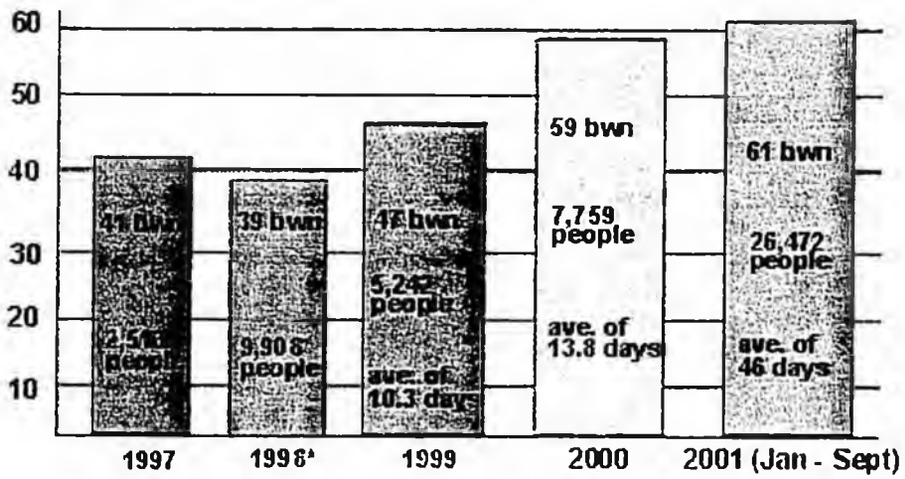


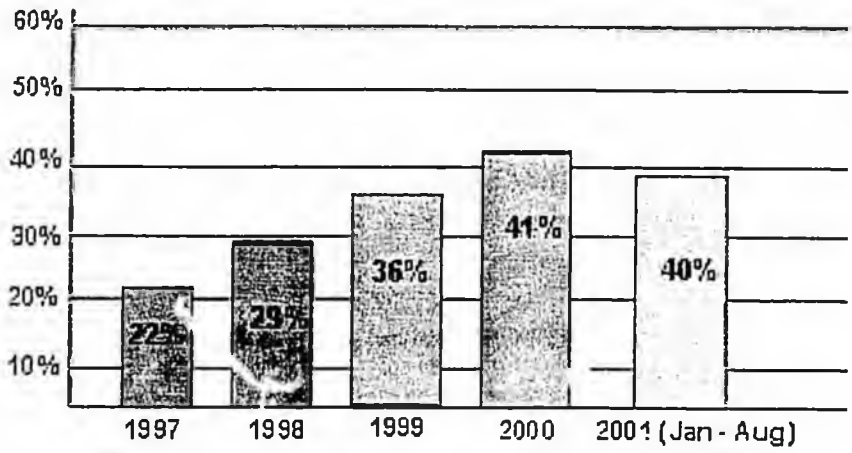
MEASURE: The percentage of sanitary surveys that result in significant compliance violations.

STATUS: During the first 3 quarters of this calendar year, 11% of the surveys completed found significant deficiencies.

ENVIRONMENTAL HEALTH (continued)

MEASURE: The percentage of landfills with a permit or an alternative to a permit.

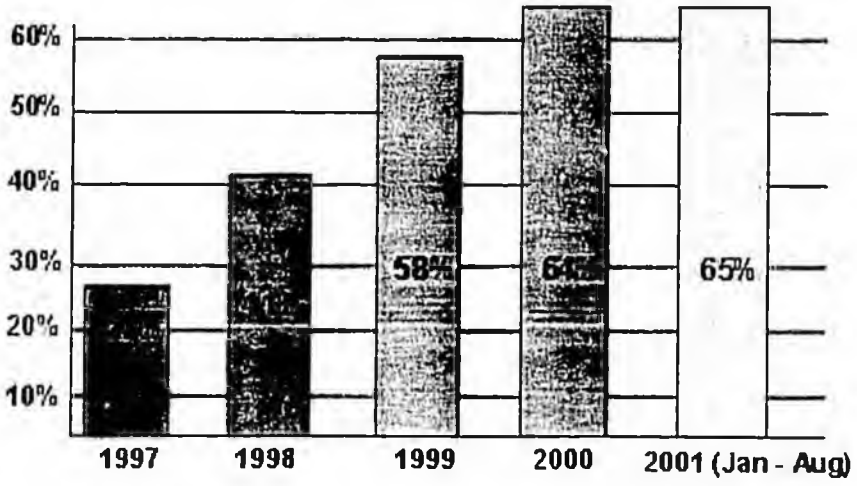
STATUS: Progress on this measures is shown in the chart below:



The percentage has gone down slightly since 2000 as the number of active sites has increased. This is due to new landfill permit applications as well as a few existing sites being captured in the database for the first time.

MEASURE: The percentage of landfills with an inspection score of 80 or higher.

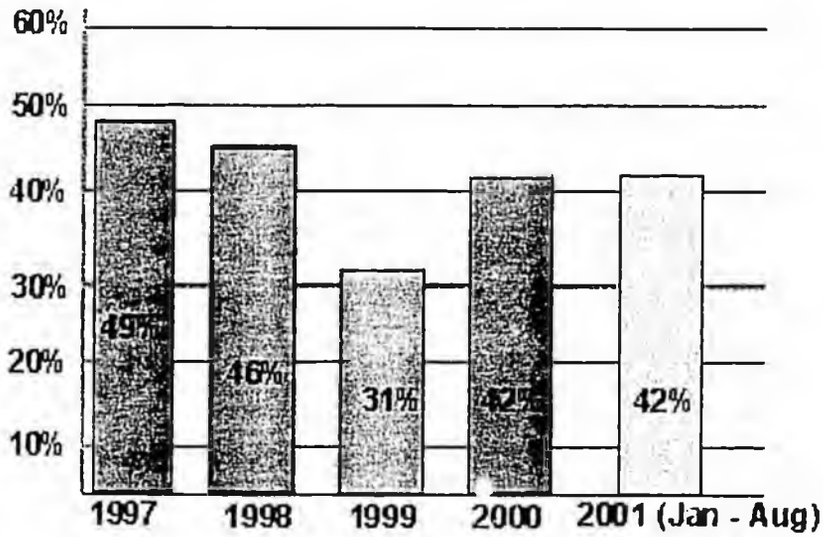
STATUS: Progress on this measures is shown in the chart below:



ENVIRONMENTAL HEALTH (continued)

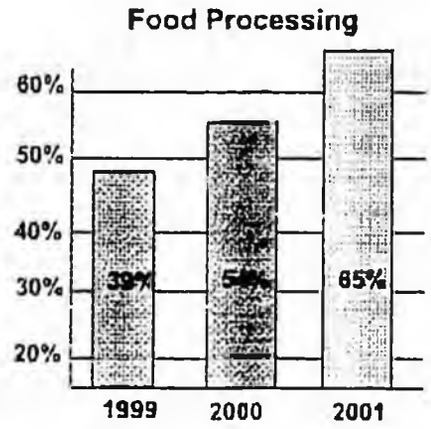
MEASURE: The number of critical violations affecting food safety.

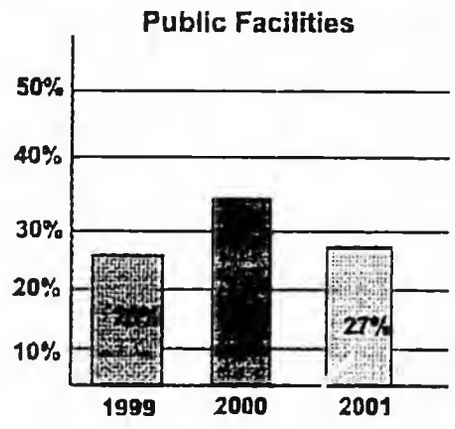
STATUS: Progress on this measures is shown in the chart below:



MEASURE: The percentage of facilities inspected according to risk-based inspection frequency.

STATUS: Progress on this measures is shown in the chart below:





Public facilities decrease was due to an increased focus on high risk food establishments and fresh frozen vessels.

STATEWIDE PUBLIC SERVICES

MEASURE: The percentage change in compliance.

STATUS: SPS annually assists users in voluntarily correcting 95% of the compliance violations.

MEASURE: The facility savings resulting from Statewide Public Services assistance.

STATUS: Progress on this measures is shown in the chart below:

Project	Savings
Reusing and recycling materials; facilitating the exchange of materials considered waste by one operator, but useful by another operator.	1.8 million
Fuel and waste disposal costs	$191,000
Household hazardous waste	$92,784

MEASURE: The cost per barrel of hazardous waste collected and disposed of in a legal manner.

STATUS:

Southeast Alaska	182 barrels of waste were disposed at $ 08 per barrel.
Kodiak Island	150 barrels of used oil were burned as an alternative fuel source, saving $735 per barrel.
Yukon River	107 barrels of used oil and household hazardous waste were removed at no cost to the communities, saving $766 per barrel.

MEASURE: The cost per business or community provided environmental assessment training.

STATUS: 3,350 individuals at an average state cost of $7.39 per individual.

MEASURE: The cost per industry sector or community group served.

STATUS: The cost of compliance assistance training per attendee:

Timber industry sector ranged from $14 to $19
North Slope oil industry ranged from $9 to $11
Green Star and schools ranged from $2.25 to $6
Communities typically range from $11 to $22

STATEWIDE PUBLIC SERVICES (continued)

MEASURE: The percentage of contacts that result in compliance.

STATUS: The compliance rate is 95%.

MEASURE: The percentage of completed environmental assessments in communities.

STATUS: Environmental assessments have been completed by 65% of the communities/tribes in Alaska.

MEASURE: The percentage of department contacts that result in a favorable experience.

STATUS: 99% satisfaction rate.

AIR AND WATER QUALITY

MEASURE: The cost per permit issued.

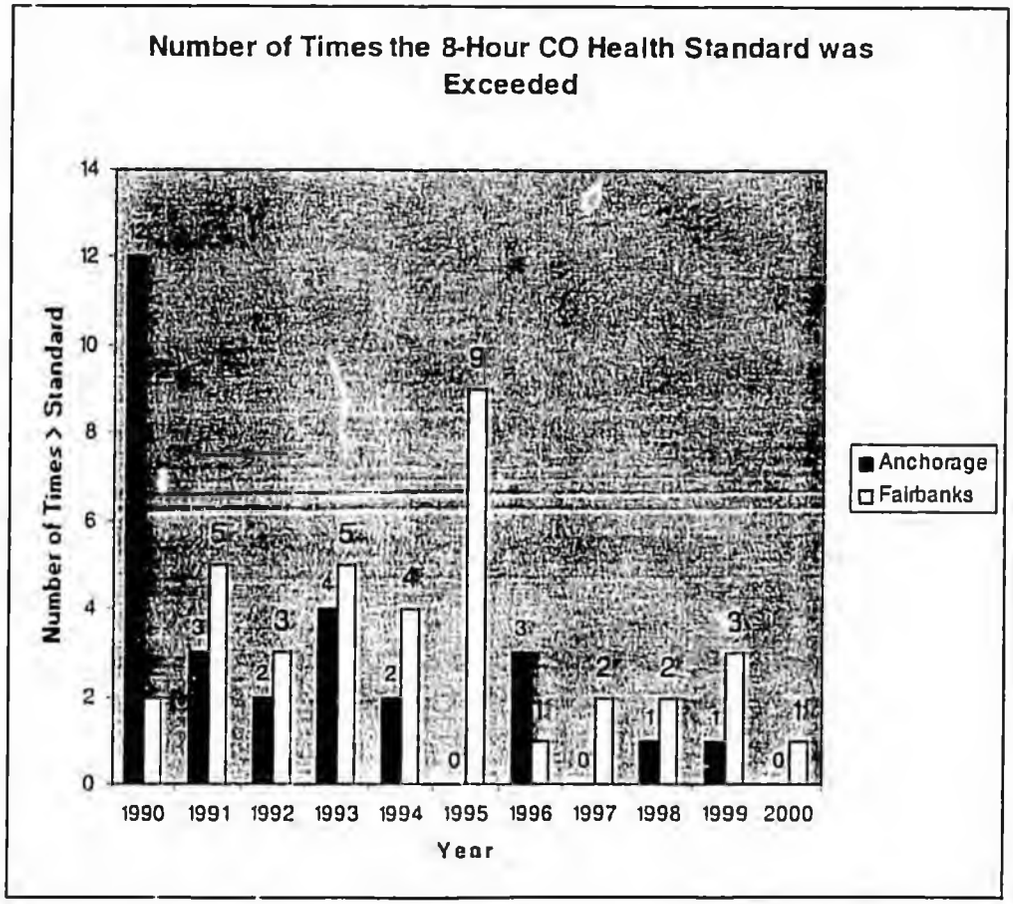
STATUS: Progress is shown in the chart below:

	FY 2000	FY 2001
Air – Operating Permit	$9,006	$7,412
Air – Construction Permit	$19,890	$13,990

Water Quality -We have implemented a time and expenses tracking system to determine actual permit costs. Data will be available next year

MEASURE: Whether the carbon monoxide levels in Fairbanks and Anchorage meet health standards.

STATUS: Progress is shown in the chart below. For the past four winters Anchorage has met the health standard benchmark. In 2000, Fairbanks met the standard. The federal health standard provides for one event per calendar year above the 9 part per million exposure level - the second event is considered a health violation. Under federal law, a community must meet the standard for two contiguous years to qualify as attaining the standard.



AIR AND WATER QUALITY (continued)

MEASURE: The average time taken from receipt of a permit application to approval.

STATUS: Progress is shown in the chart below:

	FY 2000	FY 2001
Air – Operating Permit	428	461
Air – Construction Permit	278	150
Water Quality - Individual	n/a	136
Water Quality – General	n/a	62

Air Quality – Operating permits average time may continue to grow as the backlog of very old individual Title V permits are completed. In addition to those permits, the department issues pre-approved limits, owner requested limits, permits by rule and general permits.

MEASURE: The average time taken from receipt of a permittee complaint to resolution of the complaint.

STATUS: The average time is 51 days.

MEASURE: The percentage of facilities inspected according to risk-based inspection frequency.

STATUS: Initial data is shown in the chart below:

	FY 2001
Air	82%
Water	n/a (will be available next year)

MEASURE: The number of activities covered by fast-track general permits as compared to the total number of permits.

STATUS: Progress is shown in the chart below:

	FY 2000	FY 2001
Air – Total	462	471
Air – General	270	282
Water - Total	n/a	162
Water – General	n/a	101

DEPARTMENT OF ENVIRONMENTAL CONSERVATION
FY 2002 REPORT ON PERFORMANCE MEASURES

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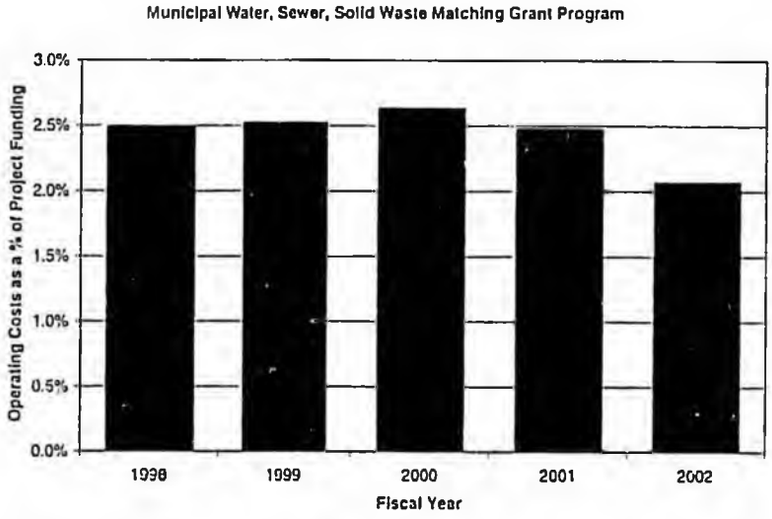

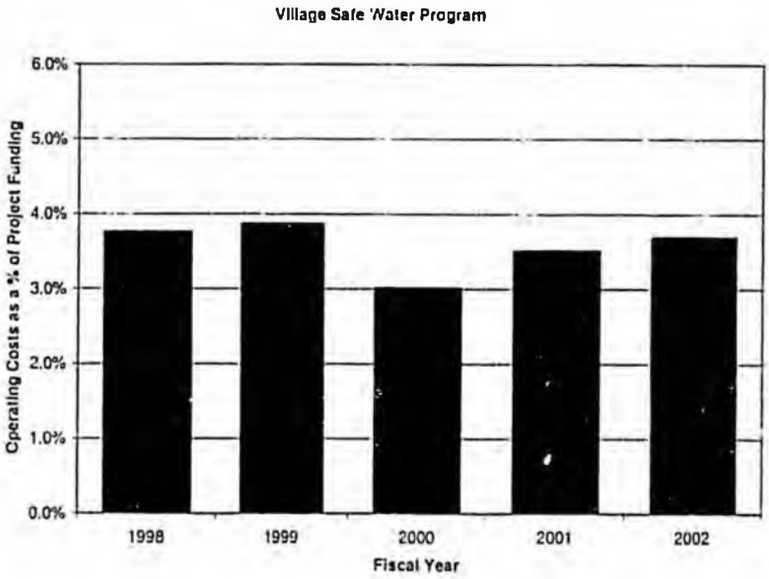

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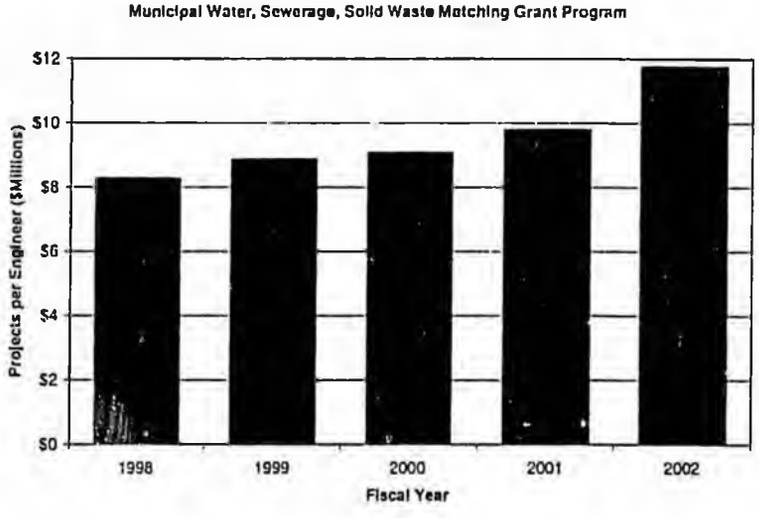

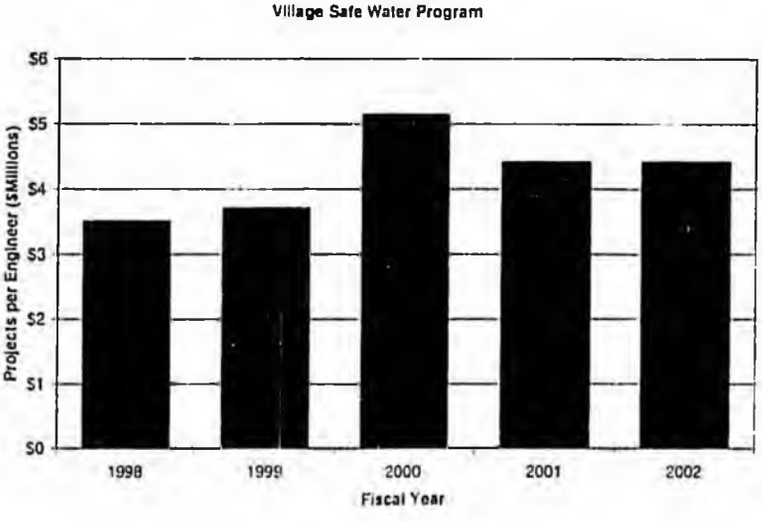

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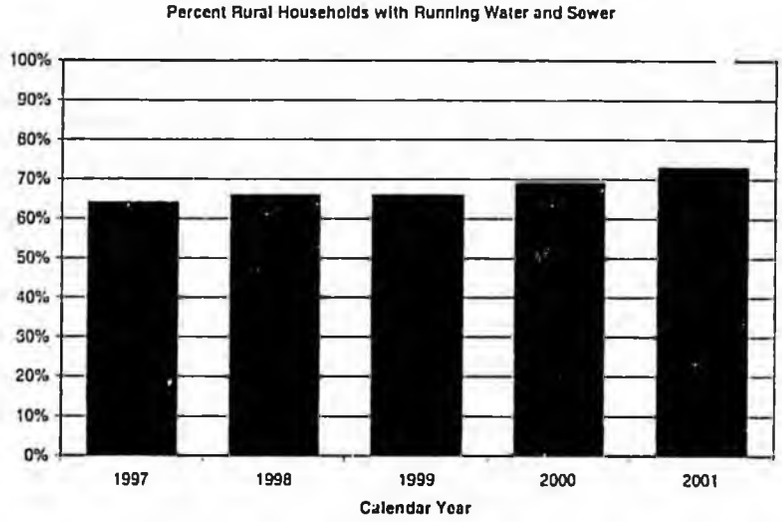
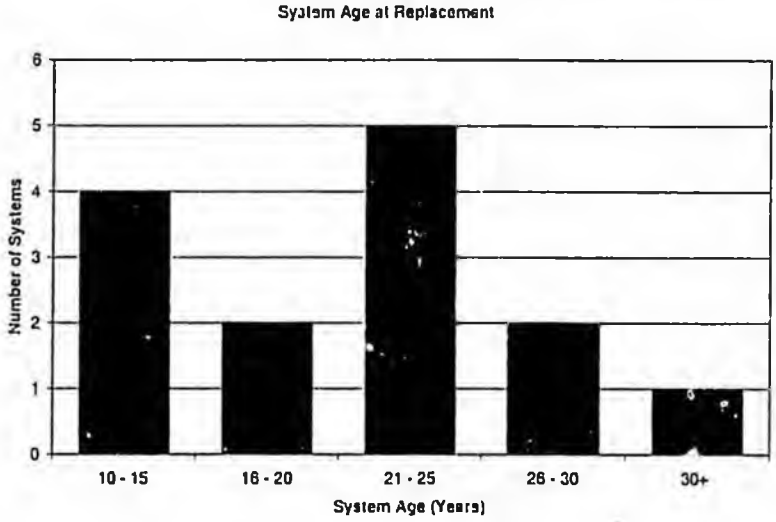


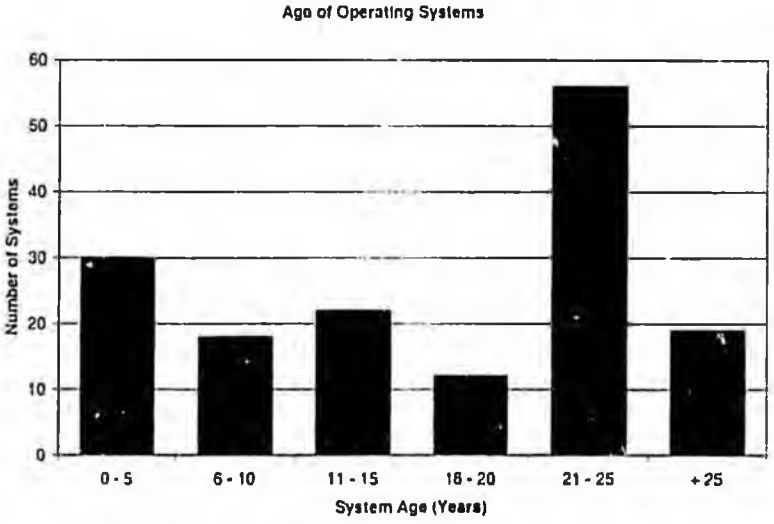
FACILITY CONSTRUCTION AND OPERATIONS (continued)

MEASURE: The actual life cycle cost compared to the design life cycle cost per year.

STATUS: Since the early 1960's, 14 community sanitation facilities -- largely water treatment facilities -- have been replaced in rural Alaska. Eight facilities were 21 years old or older at the time of replacement. The remaining six were replaced within 20 years of construction. Designs and construction practices have improved significantly since the 1960's and 70's. Facilities constructed more recently should significantly outlast those constructed earlier.

A frequency distribution of the age of 157 operating rural sanitation facilities shows that nearly half are 21 years old or older. The number of facilities meeting or exceeding a 20-year design life is expected to increase with time as more and more facilities pass the 20-year mark.





State of Alaska
FY2003 Governor's Operating Budget

Department of Education and Early Development
Missions and Measures (HB 250)

Contents

Commissioner: Shirley J. Holloway, Ph.D.
Tel: (907) 465-2800 **Fax:** (907) 465-4156 **E-mail:** Shirley_Holloway@eed.state.ak.us

Department Mission

The mission of the Department of Education & Early Development is to support the development of lifelong learners.

Governor's Key Department-wide Performance Measures for FY2003

Measure:
the percentage of students who meet the proficiency level in benchmark assessments in grades 3, 6, and 8; Sec 50(b)(1) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:
Percent Proficient in Reading, Writing and Mathematics on Benchmark Examinations, Spring 2001

Grade	Reading	Writing	Mathematics
3rd	71.2	53.5	66.3
6th	69.4	73.0	62.9
8th	82.5	67.9	39.5

Benchmark Comparisons:
Benchmark examinations were administered for the first time in March of 2000. The State Board of Education and Early Development set the proficiency level for each grade. These proficiency levels are Advanced; Proficient; Below Proficient; and, Not Proficient. Proficiency is defined as the sum of students who scored at the Advanced and Proficient levels on the Benchmark exams. The following chart illustrates the percentage of students who have met the proficiency levels in the two administrations of the benchmarks, Spring 2000 and 2001, the October 1 enrollment, and the participation rate in the assessments. With only two administrations, there is not sufficient data to see trends emerging.

		Grade 3					
		Advanced/Proficient		Below/Not Proficient		October 1	Participation
Subject	Test Year	Count	Percentage[1]	Count	Percentage[1]	Enrollment	Rate[2]
READING	2000	7,220	72.5%	2,740	27.5%	10,706	93.0%
	2001	7,065	71.2%	2,855	28.8%	10,700	92.7%
WRITING	2000	4,851	48.8%	5,084	51.2%	10,706	92.8%
	2001	5,302	53.5%	4,617	46.5%	10,700	92.7%
MATHEMATICS	2000	6,453	65.0%	3,478	35.0%	10,706	92.8%
	2001	6,550	66.3%	3,326	33.7%	10,700	92.3%

		Grade 6					
		Advanced/Proficient		Below/Not Proficient		October 1	Participation
Subject	Test Year	Count	Percentage[1]	Count	Percentage[1]	Enrollment	Rate[2]
READING	2000	6,958	69.9%	3,001	30.1%	10,574	94.2%
	2001	6,912	69.4%	3,043	30.6%	10,623	93.7%
WRITING	2000	7,180	72.2%	2,760	27.8%	10,574	94.0%
	2001	7,265	73.0%	2,687	27.0%	10,623	93.7%
MATHEMATICS	2000	6,161	62.2%	3,752	37.8%	10,574	93.7%
	2001	6,241	62.9%	3,681	37.1%	10,623	93.4%

		Grade 8					
		Advanced/Proficient		Below/Not Proficient		October 1	Participation
Subject	Test Year	Count	Percentage[1]	Count	Percentage[1]	Enrollment	Rate[2]
READING	2000	7,963	83.2%	1,613	16.8%	10,575	90.8%
	2001	7,824	82.5%	1,660	17.5%	10,377	91.4%
WRITING	2000	6,479	67.5%	3,125	32.5%	10,575	90.8%
	2001	6,420	67.9%	3,040	32.1%	10,377	91.2%
MATHEMATICS	2000	3,724	39.0%	5,815	61.0%	10,575	90.2%
	2001	3,711	39.5%	5,675	60.5%	10,377	90.5%

1 Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

2 Participation rate is calculated by dividing the total count of students tested by the October 1, 2000 enrollment.

Background and Strategies:
State law requires a comprehensive system of student assessments including a developmental profile for students entering kindergarten or first grade, benchmark assessments in reading, writing, and mathematics at grades 3, 6, and 8, taking the Terra Nova at grades 4, 5, 7, and 9, and passage of the High School Graduation Qualifying Exam in order to receive a high school diploma beginning in 2004. The department has:

1. Provided school districts with state performance standards in reading, writing, and mathematics at the

appropriate grade levels.
2. Developed the benchmark examinations in reading, writing, and mathematics for grades 3, 6, and 8.
3. Provided professional development opportunities for standards based instruction.
4. Provided technical assistance to school districts in aligning curriculum to state standards.

The department continues to:
1. Work with school districts to develop programs that provide students with opportunities to learn in order to reach the state standards at the appropriate age/grade levels.
2. Develop intervention strategies to assist students that fail to meet standards or are at risk of failing to meet standards at the appropriate age/grade levels.
3. Work with school districts to target staff development and teacher in-service opportunities to support standards-based instruction and assessments.
4. Target federal grant dollars to support increased student performance in reading, writing, and mathematics.
5. Administer a norm-referenced assessment, linked to Alaska performance standards, at grades 4, 5, 7, and 9.

Measure:
the percentage of students performing above the national average on state-adopted norm-referenced tests; Sec 50(b)(2) Ch 90 SLA 2001(HB 250)

Alaska's Target & Progress:
The following data shows the percentage of students performing above the national average on the California Achievement Test, Version 5 (CAT/5) for school year 2000-2001

Grade	Reading	Language	Math
4th	58	55	62
7th	58	56	64

Benchmark Comparisons:
The following chart contains information on the Grade 4 results for the CAT/5 in school years 1998-1999, 1999-2000, and 2000-2001, including the percentage of students scoring in the top and bottom quartile and the percentile ranking for those students scoring above the national average. The same information is included for Grade 7, except for the 1998-1999 school year when the CAT/5 was not required for Grade 7.

GRADE 4

School Year	READING			LANGUAGE			MATH		
	Top Quartile	Bottom Quartile	Percentile Rank	Top Quartile	Bottom Quartile	Percentile Rank	Top Quartile	Bottom Quartile	Percentile Rank
1998-1999	31.0	23.0	57	29.2	25.2	52	35.3	22.2	60
1999-2000	31.9	21.9	58	30.7	24.5	53	37.3	20.5	62
2000-2001	33.0	20.8	59	31.1	23.0	55	37.8	18.9	63

GRADE 7

School Year	READING			LANGUAGE			MATH		
	Top Quartile	Bottom Quartile	Percentile Rank	Top Quartile	Bottom Quartile	Percentile Rank	Top Quartile	Bottom Quartile	Percentile Rank
1998-1999	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1999-2000	31.9	21.2	58	31.7	22.6	57	38.1	17.5	63
2000-2001	31.2	20.9	59	31.6	21.1	57	40.5	16.3	65

Background and Strategies:
The department used the CAT/5 norm-referenced test for the past 5 years. The department has entered into a new contract to administer the TerraNova-CAT/6 test in grades 4, 5, 7, and 9 beginning in the 2001-2002 school year.

The addition of norm-referenced tests at grades 5 and 9 will provide a transition to an assessment system with capabilities not now available. Under the new system, students will be assessed each year from grades 3 to 10 using a combination of Benchmark, HSGQE and norm-referenced tests, which will allow for a measure of student academic growth from year-to-year. The ability to track student growth will allow the department to implement a critical portion of the school designation system that will assign a designation of distinguished, successful, deficient, or in-crisis to each public school in the state as required by AS 14.03.123

Measure:
the percentage of students who took and passed the state high school graduation qualifying exam in the current school year; and
Sec 50(b)(3) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:
Results of Spring 2001 High School Graduation Qualifying Exam for the graduating Class of 2003.

Reading	65.9%
Writing	46.6%
Mathematics	44.0%

Benchmark Comparisons:
The High School Graduation Qualifying Examination (HSGQE) was administered for the first time in March of 2000. The State Board of Education & Early Development set the proficiency level for the exam. The exam is offered in October and March of each school year to provide additional opportunities for high school sophomores, juniors, and seniors to take the exam. The following chart illustrates the HSGQE results comparing the Grade 10 students (Class of 2002) in the spring of 2000 to the 10th Grade Students in the spring of 2001 (Class of 2003):

READING

Test Date	Number Proficient	Percent Proficient[1]	Number Not Proficient	Percent Not Proficient[1]	October 1 Enrollment	Participation Rate[2]
Spring 2000	6,178	74.6%	2,098	25.4%	10,217	81.0%
Spring 2001	5,469	65.9%	2,831	34.1%	10,110	82.1%

WRITING

Test Date	Number Proficient	Percent Proficient[1]	Number Not Proficient	Percent Not Proficient[1]	October 1 Enrollment	Participation Rate[2]
Spring 2000	3,924	47.6%	4,319	52.4%	10,217	80.7%
Spring 2001	4,039	46.6%	4,625	53.4%	10,110	85.7%

MATHEMATICS

Test Date	Number Proficient	Percent Proficient[1]	Number Not Proficient	Percent Not Proficient[1]	October 1 Enrollment	Participation Rate[2]
Spring 2000	2,717	33.3%	5,454	66.7%	10,217	80.0%
Spring 2001	3,807	44.0%	4,852	56.0%	10,110	85.6%

1 Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

2 Participation rate is calculated by dividing the total count of students tested by the October 1, 2000 enrollment.

Background and Strategies:
State law requires a comprehensive system of student assessments including a developmental profile for students entering kindergarten or first grade, Benchmark assessments in reading, writing, and mathematics at grades 3, 6, and 8, and passage of the High School Graduation Qualifying Exam in order to receive a high school diploma beginning in 2004. The department has:

1. Provided school districts with state performance standards in reading, writing, and mathematics.
2. Developed the graduation qualifying examination in reading, writing, and mathematics.
3. Provided professional development opportunities for standards based instruction.
4. Provided technical assistance to school districts in aligning curriculum to state standards.

During the last legislative session, there was significant discussion about what our students are being tested on and how well they are being asked to perform in these areas in order to receive a high school diploma. The legislature was very clear in passing SB 133, Chapter 94, SLA 2001, that the competency exam is to measure the "minimum competency in essential skills" for all high school graduates.

This direction led the department to refocus the content of the exam and refine the test items. This spring we will

administer a new refocused version of the HSGQE. The refocused version will contain questions measuring the minimum competencies of essential skills. Because of the significant changes to the test we will need to set new cut scores in the summer of 2002.

Measure:
the percentage of students in a high school grade level who pass the state high school graduation qualifying exam on a cumulative basis;
Sec 50(b)(4) Ch 90 SLA 2001(HB 250)

Alaska's Target & Progress:
The following charts illustrate the percentage of students in the class of 2002 and 2003 that have passed the three parts of the HSGQE based on October 2001 enrollment data. The results for each administration of the high school examination are detailed on pages 9 and 10.

Class of 2002

	Number Proficient	Percent Proficient	October 2001 Enrollment
Reading	7,811	93.1%	8,387
Writing	5,711	68.1%	8,387
Mathematics	4,730	56.4%	8,387

Class of 2003

	Number Proficient	Percent Proficient	October 2001 Enrollment
Reading	6,513	70.4%	9,254
Writing	4,837	52.3%	9,254
Mathematics	4,184	45.2%	9,254

Benchmark Comparisons:
The following chart illustrates the results for the class of 2002 for each administration of the High School Graduation Qualifying Exam beginning with the first administration in the spring of 2000.

STATEWIDE HSGQE
CLASS OF 2002

HSGQE Student Test Results: Spring 2000, Fall 2001, Spring 2001 and Fall 2001

READING

Grade	Test Date	Number Proficient	Percent Proficient	Number Not Proficient	Percent Not Proficient	October 1 Enrollment
Grade 10	March 2000	6,178	74.6%	2,098	25.4%	10,217
Grade 11	October 2000	994	43.6%	1,286	56.4%	8,887
Grade 11	March 2001	365	25.6%	1,063	74.4%	8,887
Grade 12	October 2001	274	29.6%	652	70.4%	8,387
		7,811				

WRITING

Grade	Test Date	Number Proficient	Percent Proficient	Number Not Proficient	Percent Not Proficient	October 1 Enrollment
Grade 10	March 2000	3,924	47.6%	4,319	52.4%	10,217
Grade 11	October 2000	897	22.6%	3,066	77.4%	8,887
Grade 11	March 2001	615	21.4%	2,254	78.6%	8,887
Grade 12	October 2001	275	17.4%	1,308	82.6%	8,387
		5,711				

MATH

Grade	Test Date	Number Proficient	Percent Proficient	Number Not Proficient	Percent Not Proficient	October 1 Enrollment
Grade 10	March 2000	2,717	33.3%	5,454	66.7%	10,217
Grade 11	October 2000	1,022	21.2%	3,788	78.8%	8,887
Grade 11	March 2001	849	23.2%	2,805	76.8%	8,887
Grade 12	October 2001	142	7.1%	1,867	92.9%	8,387
		4,730				

The following chart illustrates the results for the Class of 2003 for each administration of the HSGQE beginning with the spring of 2001.

STATEWIDE HSGQE
CLASS OF 2003

HSGQE Student Test Results: Spring 2001 and Fall 2001

READING

Grade	Test Date	Number Proficient	Percent Proficient	Number Not Proficient	Percent Not Proficient	October 1 Enrollment
Grade 10	March 2001	5,470	65.9%	2,831	34.1%	10,110
Grade 11	October 2001	1,043	42.2%	1,431	57.8%	9,254
		6,513				

WRITING

Grade	Test Date	Number Proficient	Percent Proficient	Number Not Proficient	Percent Not Proficient	October 1 Enrollment
Grade 10	March 2001	4,034	46.7%	4,595	53.3%	10,110
Grade 11	October 2001	803	23.4%	2,632	76.6%	9,254
		4,837				

MATH

Grade	Test Date	Number Proficient	Percent Proficient	Number Not Proficient	Percent Not Proficient	October 1 Enrollment
Grade 10	March 2001	3,806	44.0%	4,843	56.0%	10,110
Grade 11	October 2001	378	9.9%	3,445	90.1%	9,254
		4,184				

Background and Strategies:
Alaska's education reform movement is on the right track. We are raising academic standards, seeking new resources and demanding accountability. The high-stakes consequences of the High School Graduation Qualifying Exam will be implemented for students graduating in the spring of 2004 rather than 2002.

During the last legislative session, there was significant discussion about what our students are being tested on and how well they are being asked to perform in these areas in order to receive a high school diploma. The legislature was very clear in passing SB 133, Chapter 94, SLA 2001, that the competency exam is to measure the "minimum competency in essential skills" for all high school graduates.

The commissioner convened a committee of approximately 45 educators to work with the department and the department's test contractor, CTB McGraw-Hill, in refocusing the High School Graduation Qualifying Exam on essential skills. Subcommittees in each of the content areas, reading, writing, and mathematics, reviewed test items that could potentially be used to measure essential skills. Based upon the committee's work specifications for new versions of the HSGQE were developed. In the spring of 2002 we will administer a new refocused version of the HSGQE. The refocused version will contain questions measuring the minimum competencies of essential skills. Because of the significant changes to the test new cut scores will be determined in the summer of 2002.

The delay of the high stakes consequences of the HSGQE until the spring of 2004, while continuing to administer the Benchmark exams in grades 3, 6, and 8 as well as the revised and refocused HSGQE, will give us the tools and the time needed to be sure the standards reflect what Alaskans think is important, the test is a good measure and students are adequately prepared. The additional time will assure that all students, including those with learning disabilities and those in highly mobile families who move in and out of our schools, will have had a reasonable opportunity to learn what's tested.

One of the biggest challenges is tracking a group of students, the graduating class of 2002, 2003, etc., through the assessment system as they move in and out of the state and between districts, schools and programs. This year the department will begin to assign a unique student identifier to all students in the state. Implementation of the unique student identifier will be the key to tracking and reporting achievement data more effectively.

We know that the number of students in a graduating class declines throughout the high school years. For example, the October 1999 enrollment for the Class of 2002 was 10,217, in October 2000 it was 8,887, and in October 2001 it was 8,387. We cannot identify all of the reasons for the decline in enrollment. Some students have left the state. Some have gone to home schooling. Others did not have sufficient credit to advance to the next grade level. Some have dropped out. To complicate the situation even further, some of these students who are no longer in the system may have passed one or more sections of the test in the spring of 2000 or the fall of 2001. The single student identifier will give us the tools to report the data more accurately and effectively as students move through the system.

The charts on the following pages summarize test data by school district for Benchmark and HSGQE administered in Spring 2001 and Fall.

Benchmark Assessment - Reading

Spring 2001

District	Grade 3 # Prof./Adv.	Grade 3 % Prof./Adv.	Grade 3 Tested	Grade 6 # Prof./Adv.	Grade 6 % Prof./Adv.	Grade 6 Tested	Grade 8 # Prof./Adv.	Grade 8 % Prof./Adv.	Grade 8 Tested
Alaska Gateway	18	55	33	24	62	39	26	74	35
Aleutian Region	*	*	*	*	*	*	*	*	*
Aleutians East	13	72	18	10	50	20	18	69	26
Alyeska Central	12	92	13	19	100	19	29	91	32
Anchorage	2,831	73	3,861	2,772	75	3,712	3,052	87	3,524
Annette Island	18	75	24	12	60	20	17	85	20
Bering Strait	54	36	152	34	23	147	41	36	114
Bristol Bay	6	50	12	13	68	19	15	83	18
Chatham	8	36	22	14	78	18	23	70	33
Chugach	*	*	*	8	67	12	9	75	12
Copper River	40	75	53	35	69	51	51	82	62
Cordova	33	83	40	29	73	40	33	89	37
Craig	30	91	33	34	76	45	33	92	36
Delta/Greely	31	69	45	45	75	60	66	86	77
Denali	16	89	18	18	90	20	34	87	39
Dillingham	31	66	47	23	52	44	24	71	34
Fairbanks	983	81	1,217	941	78	1,208	1,021	89	1,142
Galena	159	80	199	173	82	212	165	91	181
Haines	23	77	30	16	64	25	35	88	40
Hoonah	8	50	16	10	59	17	13	68	19
Hydaburg	*	*	*	*	*	*	*	*	*
Iditarod Area	29	66	44	17	44	39	31	65	48
Juneau	324	78	416	300	76	397	367	89	413
Kake	7	58	12	15	65	23	8	73	11
Kashunamiut	13	50	26	7	32	22	11	48	23
Kenai Peninsula	569	81	699	600	78	774	683	88	773
Ketchikan	161	83	195	159	81	196	170	88	193
Klawock	14	100	14	10	77	13	9	60	15
Kodiak Island	129	69	186	152	64	237	151	77	196
Kuspuk	12	27	44	15	35	43	12	43	28
Lake & Peninsula	19	63	30	13	34	38	25	58	43
Lower Kuskokwim	89	33	270	69	25	276	110	47	236
Lower Yukon	36	23	159	22	15	147	41	32	129
Mat-Su	757	81	940	766	80	962	834	91	914
Mt. Edgecumbe	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nenana	72	76	95	107	76	141	89	90	99
Nome	39	46	85	20	40	50	36	75	48
North Slope	56	42	134	53	35	151	68	48	141
Northwest Arctic	74	38	195	37	21	174	53	38	140
Pelican	*	*	*	*	*	*	*	*	*
Petersburg	35	88	40	46	96	48	52	95	55
Pribilof	10	67	15	7	64	11	*	*	*
Saint Mary's	4	36	11	*	*	*	*	*	*
Sitka	99	88	112	94	76	123	105	92	114
Skagway	*	*	*	*	*	*	*	*	*
Southeast Island	13	87	15	18	72	25	18	90	20
Southwest Region	21	31	68	21	30	69	27	51	53
Tanana	*	*	*	8	73	11	*	*	*
Unalaska	23	82	28	19	73	26	20	91	22
Valdez	54	72	75	39	71	55	76	93	82
Wrangell	28	88	32	16	57	28	38	88	43
Yakutat	6	46	13	10	63	16	10	91	11
Yukon Flats	6	24	25	8	32	25	10	37	27
Yukon/Koyukuk	17	39	44	18	36	50	29	57	51
Yupiit	5	18	28	5	19	26	6	17	36

** Results are not published when ten or fewer students are tested at a grade level or three or fewer students are reported in an individual cell.*

Benchmark Assessment - Writing

Spring 2001

District	Grade 3 # Prof./Adv.	Grade 3 % Prof./Adv.	Grade 3 Tested	Grade 6 # Prof./Adv.	Grade 6 % Prof./Adv.	Grade 6 Tested	Grade 8 # Prof./Adv.	Grade 8 % Prof./Adv.	Grade 8 Tested
Alaska Gateway	12	38	32	26	65	40	20	57	35
Aleutian Region	*	*	*	*	*	*	*	*	*
Aleutians East	11	61	18	14	70	20	16	62	26
Alyeska Central	10	77	13	19	100	19	25	78	32
Anchorage	2,186	57	3,862	2,899	78	3,715	2,507	71	3,516
Annette Island	11	46	24	13	65	20	9	43	21
Bering Strait	37	25	147	49	34	144	30	26	115
Bristol Bay	6	50	12	15	79	19	12	67	18
Chatham	*	*	*	10	56	18	20	61	33
Chugach	*	*	*	9	75	12	6	50	12
Copper River	30	58	52	38	76	50	43	70	61
Cordova	24	62	39	31	78	40	28	76	37
Craig	20	61	33	34	76	45	22	61	36
Delta/Greely	29	64	45	48	79	61	61	79	77
Denali	10	56	18	16	80	20	32	84	38
Dillingham	16	34	47	27	64	42	18	51	35
Fairbanks	792	65	1,212	987	82	1,204	843	74	1,135
Galena	85	42	201	163	75	216	130	71	182
Haines	18	60	30	20	80	25	27	68	40
Hoonah	*	*	*	7	41	17	9	47	19
Hydaburg	*	*	*	*	*	*	*	*	*
Iditarod Area	21	48	44	21	55	38	27	56	48
Juneau	249	60	416	323	81	399	326	78	416
Kake	6	50	12	17	74	23	7	64	11
Kashunamiut	14	52	27	12	55	22	8	35	23
Kenai Peninsula	404	58	700	603	78	771	579	75	777
Ketchikan	104	54	193	167	84	198	111	58	193
Klawock	8	57	14	10	71	14	8	53	15
Kodiak Island	86	47	184	166	70	237	115	59	194
Kuspuk	*	*	*	19	44	43	9	36	25
Lake & Peninsula	13	43	30	14	38	37	18	42	43
Lower Kuskokwim	81	30	270	78	28	274	93	40	233
Lower Yukon	25	16	158	35	24	147	20	15	130
Mat-Su	594	63	948	780	81	963	716	79	910
Mt. Edgecumbe	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nenana	40	40	99	107	76	141	69	71	97
Nome	23	27	85	23	46	50	30	63	48
North Slope	39	29	133	67	44	153	46	34	135
Northwest Arctic	49	25	193	44	26	172	34	24	139
Pelican	*	*	*	*	*	*	*	*	*
Petersburg	23	58	40	43	90	48	46	84	55
Pribilof	8	50	16	8	73	11	*	*	*
Saint Mary's	5	45	11	7	58	12	*	*	*
Sitka	75	66	114	100	81	123	97	84	116
Skagway	*	*	*	*	*	*	*	*	*
Southeast Island	6	40	15	17	68	25	14	70	20
Southwest Region	8	11	70	34	49	69	14	26	53
Tanana	*	*	*	7	64	11	*	*	*
Unalaska	17	61	28	19	73	26	19	86	22
Valdez	38	51	75	47	85	55	65	79	82
Wrangell	20	63	32	20	71	28	33	77	43
Yakutat	*	*	*	10	63	16	*	*	*
Yukon Flats	*	*	*	9	36	25	7	26	27
Yukon/Koyukuk	15	34	44	17	35	49	22	42	52
Yupiit	*	*	*	6	23	26	4	11	35

** Results are not published when ten or fewer students are tested at a grade level or three or fewer students are reported in an individual cell.*

Benchmark Assessment - Math

Spring 2001

District	Grade 3 # Prof./Adv.	Grade 3 % Prof./Adv.	Grade 3 Tested	Grade 6 # Prof./Adv.	Grade 6 % Prof./Adv.	Grade 6 Tested	Grade 8 # Prof./Adv.	Grade 8 % Prof./Adv.	Grade 8 Tested
Alaska Gateway	13	42	31	24	62	39	6	17	35
Aleutian Region	*	*	*	*	*	*	*	*	*
Aleutians East	14	78	18	10	50	20	9	35	26
Alyeska Central	13	93	14	16	84	19	16	50	32
Anchorage	2,601	68	3,846	2,460	67	3,686	1,508	44	3,460
Annette Island	18	75	24	9	45	20	*	*	*
Bering Strait	56	37	152	29	20	148	6	5	115
Bristol Bay	6	50	12	13	68	19	6	33	18
Chatham	11	50	22	8	44	18	9	27	33
Chugach	*	*	*	7	58	12	*	*	*
Copper River	36	69	52	32	64	50	25	40	62
Cordova	34	85	40	31	78	40	22	59	37
Craig	27	82	33	36	80	45	11	31	36
Delta/Greely	29	64	45	41	68	60	38	49	77
Denali	14	78	18	18	90	20	18	46	39
Dillingham	27	57	47	22	51	43	7	21	34
Fairbanks	880	73	1,207	841	70	1,207	434	38	1,135
Galena	134	68	197	132	62	212	64	36	177
Haines	23	77	30	19	76	25	22	55	40
Hoonah	6	38	16	11	65	17	7	37	19
Hydaburg	*	*	*	*	*	*	*	*	*
Iditarod Area	29	67	43	15	38	39	15	31	48
Juneau	338	81	417	302	76	397	226	55	414
Kake	7	58	12	14	61	23	4	36	11
Kashunamiut	17	68	25	*	*	*	4	17	23
Kenai Peninsula	496	71	695	541	70	774	360	47	773
Ketchikan	143	74	192	158	81	194	85	44	192
Klawock	8	57	14	9	64	14	*	*	*
Kodiak Island	119	64	185	143	60	238	54	27	197
Kuspuk	13	30	43	14	33	43	*	*	*
Lake & Peninsula	13	43	30	7	18	38	12	28	43
Lower Kuskokwim	143	54	267	83	30	276	35	15	232
Lower Yukon	31	20	158	13	9	148	4	3	127
Mat-Su	687	73	941	673	70	958	410	46	900
Mt. Edgecumbe	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nenana	55	57	96	92	67	137	32	32	99
Nome	34	40	85	18	35	51	17	35	48
North Slope	70	53	132	71	46	153	29	22	133
Northwest Arctic	54	28	192	31	18	173	4	3	141
Pelican	*	*	*	*	*	*	*	*	*
Petersburg	32	80	40	39	81	48	36	65	55
Pribilof	10	63	16	6	55	11	*	*	*
Saint Mary's	5	45	11	*	*	*	*	*	*
Sitka	94	82	114	78	64	121	68	59	116
Skagway	*	*	*	*	*	*	*	*	*
Southeast Island	10	67	15	17	68	25	7	35	20
Southwest Region	24	34	70	29	41	71	15	28	53
Tanana	*	*	*	5	45	11	*	*	*
Unalaska	22	79	28	19	73	26	9	41	22
Valdez	52	69	75	38	69	55	28	34	82
Wrangell	26	81	32	21	75	28	25	58	43
Yakutat	10	83	12	9	56	16	*	*	*
Yukon Flats	5	21	24	7	28	25	*	*	*
Yukon/Koyukuk	21	48	44	15	30	50	5	10	52
Yupiit	8	30	27	*	*	*	*	*	*

** Results are not published when ten or fewer students are tested at a grade level or three or fewer students are reported in an individual cell.*

High School Graduation Qualifying Examination – Spring 2001 Results (Class of 2003)

District	READING Grade 10 # Proficient	READING Grade 10 % Proficient	READING Grade 10 Tested	WRITING Grade 10 # Proficient	WRITING Grade 10 % Proficient	WRITING Grade 10 Tested	MATH Grade 10 # Proficient	MATH Grade 10 % Proficient	MATH Grade 10 Tested
Alaska Gateway	12	44	27	14	48	29	13	50	26
Aleutian Region	*	*	*	*	*	*	*	*	*
Aleutians East	*	*	*	*	*	*	*	*	*
Alyeska Central	19	63	30	13	68	19	14	36	39
Anchorage	2,007	66	3023	1,482	47	3187	1,502	47	3229
Annette Island	7	29	24	5	21	24	*	*	*
Bering Strait	21	32	65	16	23	69	14	20	69
Bristol Bay	12	92	13	8	62	13	10	77	13
Chatham	6	40	15	4	27	15	5	31	16
Chugach	*	*	*	*	*	*	*	*	*
Copper River	26	68	38	21	55	38	23	59	39
Cordova	31	86	36	24	65	37	23	62	37
Craig	19	53	36	15	43	35	11	31	35
Delta/Greely	59	76	78	45	56	80	39	49	80
Denali	13	87	15	9	69	13	8	53	15
Dillingham	25	71	35	18	47	38	12	31	39
Fairbanks	738	70	1048	533	50	1066	461	43	1069
Galena	94	71	133	59	44	134	40	30	132
Haines	28	85	33	23	70	33	21	66	32
Hoonah	11	69	16	7	44	16	6	38	16
Hydaburg	*	*	*	*	*	*	*	*	*
Iditarod Area	22	55	40	12	33	36	14	30	46
Juneau	275	74	371	202	53	381	213	57	375
Kake	10	53	19	5	25	20	*	*	*
Kashunamiut	*	*	*	*	*	*	*	*	*
Kenai Peninsula	588	79	748	410	53	776	408	53	764
Ketchikan	96	63	152	81	51	159	72	47	152
Klawock	7	50	14	5	38	13	6	43	14
Kodiak Island	134	68	196	92	46	201	69	35	197
Kuspuk	8	28	29	*	*	*	8	22	36
Lake & Peninsula	9	30	30	4	13	30	*	*	*
Lower Kuskokwim	37	24	155	28	17	169	20	12	166
Lower Yukon	12	19	63	9	14	63	5	8	59
Mat-Su	663	74	895	541	57	949	460	49	934
Mt. Edgecumbe	39	42	93	34	33	103	50	42	118
Nenana	47	70	67	32	47	68	21	32	66
Nome	31	53	59	20	33	61	18	32	56
North Slope	35	31	112	22	18	119	23	19	119
Northwest Arctic	22	26	85	15	17	90	9	11	85
Pelican	*	*	*	*	*	*	*	*	*
Petersburg	34	71	48	26	54	48	24	50	48
Pribilof	*	*	*	4	31	13	*	*	*
Saint Mary's	*	*	*	*	*	*	*	*	*
Sitka	100	79	127	74	58	127	70	55	127
Skagway	9	69	13	8	62	13	6	50	12
Southeast Island	9	64	14	10	63	16	6	38	16
Southwest Region	8	28	29	6	21	28	7	25	28
Tanana	*	*	*	*	*	*	*	*	*
Unalaska	23	82	28	14	52	27	16	57	28
Valdez	55	89	62	43	69	62	42	68	62
Wrangell	24	60	40	15	43	35	13	37	35
Yakutat	11	79	14	4	29	14	4	29	14
Yukon Flats	*	*	*	*	*	*	*	*	*
Yukon/Koyukuk	9	38	24	6	25	24	*	*	*
Yupiit	*	*	*	*	*	*	*	*	*

** Results are not published when ten or fewer students are tested at a grade level or three or fewer students are reported in an individual cell.*

Executive Administration

Mission Statement

To provide support and policy direction to the divisions within the department.

Key Performance Measures for FY2003

Measure:
the percentage of divisions that meet assigned performance measures;
Sec 49(b)(1) Ch 90 SLA 2001(HB 250)

Alaska's Target & Progress:
All the department's divisions report progress in meeting assigned performance measures. Of 61 measures for the department, 80% either meet the assigned measure or are on track.

Benchmark Comparisons:
This information will continue to be refined as the data collected for each measure becomes more consistent and comparable.

Background and Strategies:
The Commissioner has met with every division director to review the measures, progress to date and data to be used in reporting the measure. Three agencies within the department's budget report to their own board/commission; the Alaska State Council on the Arts, the Professional Teaching Practices Commission, and the Alaska Commission on Postsecondary Education.

Measure:
the change in the percentage of students meeting proficiency levels in uniformly administered benchmark tests in grades 3, 6, and 8 per student expenditure for K-12 support (public school funding) and per the amount reported on the district audited financial statements;
Sec 49(b)(2) Ch 90 SLA 2001(HB 250)

Alaska's Target & Progress:
The following chart illustrates the progress with current data.

Benchmark Examinations:

	Spring 2000	Spring 2001	% Change
Grade 3 Reading	72.5	71.2	-1.8%
Grade 3 Writing	48.8	53.5	9.6%
Grade 3 Mathematics	65.0	66.3	2.0%
Grade 6 Reading	69.9	69.4	-0.7%
Grade 6 Writing	72.2	73.0	1.1%
Grade 6 Mathematics	62.2	62.9	1.1%
Grade 8 Reading	83.2	82.5	-0.8%
Grade 8 Writing	67.5	67.9	0.6%
Grade 8 Mathematics	39.0	39.5	1.3%
	FY2000	FY2001	% Change
ADM	131,696.48	132,256.25	0.4%
State Aid - Foundation Program	672,198.2	672,386.0	0.0%
Per Student Expenditure	5.1	5.1	0.0%
Audited Expenditures	992,050.3	*	
* FY2001 Audit Information not yet compiled			

Measure:
the change in the percentage of students passing the high school graduation qualifying exam per change in per-student expenditure for K-12 support (public school funding) and per the amount reported on the district audited financial statements; and
Sec 49(b)(3) Ch 90 SLA 2001(HB 250)

Alaska's Target & Progress:

High School Graduation Qualifying Examination:

	Spring 2000	Spring 2001	% Change
Reading	74.6	65.9	-11.7%
Writing	47.6	46.6	-2.1%
Mathematics	33.3	44.0	32.1%
	FY2000	FY2001	% Change
ADM	131,696.48	132,256.25	0.4%
State Aid - Foundation Program	672,198.2	672,386.0	0.0%
Per Student Expenditure	5.1	5.1	0.0%
Audited Expenditures	992,050.3	*	
* FY2001 Audit Information not yet compiled			

Benchmark Comparisons:
This is the first year that comparative data is available. The timing of receipt of audited data does not allow it to be included at this time.

Measure:
the average time taken to respond to complaints and questions that have been elevated to the commissioner's office.
Sec 49(b)(4) Ch 90 SLA 2001(HB 250)

Alaska's Target & Progress:

The average time to respond to correspondence tracked in the commissioner's office was 27 days for FY2001.

Benchmark Comparisons:
The correspondence tracking system has not been adequately maintained in prior years to provide a benchmark comparison this reporting cycle. This will be the benchmark for next year's report.

Background and Strategies:
Although the correspondence tracking system has been in place for sometime, the department had not implemented an electronic log until this reporting requirement was instituted. Additional effort will be necessary to maintain the log and provide accurate information

Teaching and Learning Support

Mission Statement

To improve student performance.

Key Performance Measures for FY2003

Measure:
the percentage of students who meet the proficiency level in benchmark assessments in grades 3, 6, and 8; Sec 50(b)(1) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:
Percent Proficient in Reading, Writing and Mathematics on Benchmark Examinations, Spring 2001

Grade	Reading	Writing	Mathematics
3rd	71.2	53.5	66.3
6th	69.4	73.0	62.9
8th	82.5	67.9	39.5

Benchmark Comparisons:

Benchmark examinations were administered for the first time in March of 2000. The State Board of Education and Early Development set the proficiency level for each grade. These proficiency levels are Advanced; Proficient; Below Proficient; and, Not Proficient. Proficiency is defined as the sum of students who scored at the Advanced and Proficient levels on the Benchmark exams. The following chart illustrates the percentage of students who have met the proficiency levels in the two administrations of the benchmarks, Spring 2000 and 2001, the October 1 enrollment, and the participation rate in the assessments.

		Grade 3					
		Advanced/Proficient		Below/Not Proficient		October 1	Participation
Subject	Test Year	Count	Percentage[1]	Count	Percentage[1]	Enrollment	Rate[2]
READING	2000	7,220	72.5%	2,740	27.5%	10,706	93.0%
	2001	7,065	71.2%	2,855	28.8%	10,700	92.7%
WRITING	2000	4,851	48.8%	5,084	51.2%	10,706	92.8%
	2001	5,302	53.5%	4,617	46.5%	10,700	92.7%
MATHEMATICS	2000	6,453	65.0%	3,478	35.0%	10,706	92.8%
	2001	6,550	66.3%	3,326	33.7%	10,700	92.3%

		Grade 6					
		Advanced/Proficient		Below/Not Proficient		October 1	Participation
Subject	Test Year	Count	Percentage[1]	Count	Percentage[1]	Enrollment	Rate[2]
READING	2000	6,958	69.9%	3,001	30.1%	10,574	94.2%
	2001	6,912	69.4%	3,043	30.6%	10,623	93.7%
WRITING	2000	7,180	72.2%	2,760	27.8%	10,574	94.0%
	2001	7,265	73.0%	2,687	27.0%	10,623	93.7%
MATHEMATICS	2000	6,161	62.2%	3,752	37.8%	10,574	93.7%
	2001	6,241	62.9%	3,681	37.1%	10,623	93.4%

		Grade 8					
		Advanced/Proficient		Below/Not Proficient		October 1	Participation
Subject	Test Year	Count	Percentage[1]	Count	Percentage[1]	Enrollment	Rate[2]
READING	2000	7,993	83.2%	1,613	16.8%	10,575	90.8%
	2001	7,824	82.5%	1,660	17.5%	10,377	91.4%
WRITING	2000	6,479	67.5%	3,125	32.5%	10,575	90.8%
	2001	6,420	67.9%	3,040	32.1%	10,377	91.2%
MATHEMATICS	2000	3,724	39.0%	5,815	61.0%	10,575	90.2%
	2001	3,711	39.5%	5,675	60.5%	10,377	90.5%

1 Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

2 Participation rate is calculated by dividing the total count of students tested by the October 1, 2000 enrollment.

Background and Strategies:

State law requires a comprehensive system of student assessments including a developmental profile for students entering kindergarten or first grade, benchmark assessments in reading, writing, and mathematics at grades 3, 6, and 8, taking the Terra Nova at grades 4, 5, 7, and 9, and passage of the High School Graduation Qualifying Exam in order to receive a high school diploma beginning in 2004. The department has:

1. Provided school districts with state performance standards in reading, writing, and mathematics at the appropriate grade levels.
2. Developed the benchmark examinations in reading, writing, and mathematics for grades 3, 6, and 8.

3. Provided professional development opportunities for standards based instruction.
4. Provided technical assistance to school districts in aligning curriculum to state standards.

The department continues to:

1. Work with school districts to develop programs that provide students with opportunities to learn in order to reach the state standards at the appropriate age/grade levels.
2. Develop intervention strategies to assist students that fail to meet standards or are at risk of failing to meet standards at the appropriate age/grade levels.
3. Work with school districts to target staff development and teacher in-service opportunities to support standards-based instruction and assessments.
4. Target federal grant dollars to support increased student performance in reading, writing, and mathematics.
5. Administer the norm-referenced assessment, linked to Alaska performance standards at grades 4, 5, 7, and 9.

Measure:
the percentage of students performing above the national average on state-adopted norm-referenced tests; Sec 50(b)(2) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:
The following data shows the percentage of students performing above the national average on the California Achievement Test, Version 5 (CAT/5) for school year 2000-2001

Grade	Reading	Language	Math
4th	58	55	62
7th	58	56	64

Benchmark Comparisons:
The following chart contains information on the Grade 4 results for the CAT/5 in school years 1998-1999, 1999-2000, and 2000-2001, including the percentage of students scoring in the top and bottom quartile and the percentile ranking for those students scoring above the national average. The same information is included for Grade 7, except for the 1998-1999 school year when the CAT/5 was not required for Grade 7.

GRADE 4

School Year	READING			LANGUAGE			MATH		
	Top Quartile	Bottom Quartile	Percentile Rank	Top Quartile	Bottom Quartile	Percentile Rank	Top Quartile	Bottom Quartile	Percentile Rank
1998-1999	31.0	23.0	57	29.2	25.2	52	35.3	22.2	60
1999-2000	31.9	21.9	58	30.7	24.5	53	37.3	20.5	62
2000-2001	33.0	20.8	59	31.1	23.0	55	37.8	18.9	63

GRADE 7

School Year	READING			LANGUAGE			MATH		
	Top Quartile	Bottom Quartile	Percentile Rank	Top Quartile	Bottom Quartile	Percentile Rank	Top Quartile	Bottom Quartile	Percentile Rank
1998-1999	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1999-2000	31.9	21.2	58	31.7	22.6	57	38.1	17.5	63
2000-2001	31.2	20.9	59	31.6	21.1	57	40.5	16.3	65

Background and Strategies:
The department used the CAT/5 norm-referenced test for the past 5 years. The department has entered into a new contract to administer the TerraNova-CAT/6 test in grades 4, 5, 7, and 9 beginning in the 2001-2002 school year. The addition of norm-referenced tests at grades 5 and 9 will provide a transition to an assessment system with capabilities not now available. Under the new system, students will be assessed each year from grades 3 to 10 using a combination of Benchmark, HSGQE and norm-referenced tests, which will allow for a measure of student academic growth from year-to-year. The ability to track student growth will allow the department to implement a

critical portion of the school designation system that will assign a designation of distinguished, successful, deficient, or in-crisis to each public school in the state as required by AS 14.03.123

Measure:
the percentage of students who took and passed the state high school graduation qualifying exam in the current school year; and
Sec 50(b)(3) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:
Results of Spring 2001 High School Graduation Qualifying Exam for the graduating Class of 2003.

Reading	65.9%
Writing	46.6%
Mathematics	44.0%

Benchmark Comparisons:
The High School Graduation Qualifying Examination (HSGQE) was administered for the first time in March of 2000. The State Board of Education & Early Development set the proficiency level for the exam. The exam is offered in October and March of each school year to provide additional opportunities for high school sophomores, juniors, and seniors to take the exam. The following chart illustrates the HSGQE results comparing the Grade 10 students (Class of 2002) in the spring of 2000 to the 10th Grade Students in the spring of 2001 (Class of 2003):

READING

Test Date	Number Proficient	Percent Proficient[1]	Number Not Proficient	Percent Not Proficient[1]	October 1 Enrollment	Participation Rate[2]
Spring 2000	6,178	74.6%	2,098	25.4%	10,217	81.0%
Spring 2001	5,469	65.9%	2,831	34.1%	10,110	82.1%

WRITING

Test Date	Number Proficient	Percent Proficient[1]	Number Not Proficient	Percent Not Proficient[1]	October 1 Enrollment	Participation Rate[2]
Spring 2000	3,924	47.6%	4,319	52.4%	10,217	80.7%
Spring 2001	4,039	46.6%	4,625	53.4%	10,110	85.7%

MATHEMATICS

Test Date	Number Proficient	Percent Proficient[1]	Number Not Proficient	Percent Not Proficient[1]	October 1 Enrollment	Participation Rate[2]
Spring 2000	2,717	33.3%	5,454	66.7%	10,217	80.0%
Spring 2001	3,807	44.0%	4,852	56.0%	10,110	85.6%

1 Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

2 Participation rate is calculated by dividing the total count of students tested by the October 1, 2000 enrollment.

Background and Strategies:
State law requires a comprehensive system of student assessments including a developmental profile for students entering kindergarten or first grade, Benchmark assessments in reading, writing, and mathematics at grades 3, 6, and 8, and passage of the High School Graduation Qualifying Exam in order to receive a high school diploma beginning in 2004. The department has:

1. Provided school districts with state performance standards in reading, writing, and mathematics.
2. Developed the graduation qualifying examination in reading, writing, and mathematics.
3. Provided professional development opportunities for standards based instruction.

Provided technical assistance to school districts in aligning curriculum to state standards.

During the last legislative session, there was significant discussion about what our students are being tested on and how well they are being asked to perform in these areas in order to receive a high school diploma. The legislature was very clear in passing SB 133, Chapter 94, SLA 2001, that the competency exam is to measure the "minimum

competency in essential skills" for all high school graduates.

This direction led the department to refocus the content of the exam and refine the test items. This spring we will administer a new refocused version of the HSGQE. The refocused version will contain questions measuring the minimum competencies of essential skills. Because of the significant changes to the test we will need to set new cut scores in the summer of 2002.

Measure:
the percentage of students in a high school grade level who pass the state high school graduation qualifying exam on a cumulative basis.
Sec 50(b)(4) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:
The following chart illustrates the percentage of students in the class of 2002 and 2003 that have passed the three parts of the HSGQE based on October 2000 enrollment data. The results for each administration of the high school examination are detailed on pages 25 and 26.

Class of 2002

	Number Proficient	Percent Proficient	October 2001 Enrollment
Reading	7,811	93.1%	8,387
Writing	5,711	68.1%	8,387
Mathematics	4,730	56.4%	8,387

Class of 2003

	Number Proficient	Percent Proficient	October 2001 Enrollment
Reading	6,513	70.4%	9,254
Writing	4,837	52.3%	9,254
Mathematics	4,184	45.2%	9,254

Benchmark Comparisons:
The following chart illustrates the results for the class of 2002 for each administration of the High School Graduation Qualifying Exam beginning with the first administration in the spring of 2000.

STATEWIDE HSGQE
CLASS OF 2002

HSGQE Student Test Results: Spring 2000, Fall 2001,
Spring 2001 and Fall 2001

READING

Grade	Test Date	Number Proficient	Percent Proficient	Number Not Proficient	Percent Not Proficient	October 1 Enrollment
Grade 10	March 2000	6,178	74.6%	2,098	25.4%	10,217
Grade 11	October 2000	994	43.6%	1,286	56.4%	8,887
Grade 11	March 2001	365	25.6%	1,063	74.4%	8,887
Grade 12	October 2001	274	29.6%	652	70.4%	8,387
		7,811				

WRITING

Grade	Test Date	Number Proficient	Percent Proficient	Number Not Proficient	Percent Not Proficient	October 1 Enrollment
Grade 10	March 2000	3,924	47.6%	4,319	52.4%	10,217
Grade 11	October 2000	897	22.6%	3,066	77.4%	8,887
Grade 11	March 2001	615	21.4%	2,254	78.6%	8,887
Grade 12	October 2001	275	17.4%	1,308	82.6%	8,387
		5,711				

MATH

Grade	Test Date	Number Proficient	Percent Proficient	Number Not Proficient	Percent Not Proficient	October 1 Enrollment
Grade 10	March 2000	2,717	33.3%	5,454	66.7%	10,217
Grade 11	October 2000	1,022	21.2%	3,788	78.8%	8,887
Grade 11	March 2001	849	23.2%	2,805	76.8%	8,887
Grade 12	October 2001	142	7.1%	1,867	92.9%	8,387
		4,730				

The following chart illustrates the results for the Class of 2003 for each administration of the HSGQE beginning with the spring of 2001.

STATEWIDE HSGQE
CLASS OF 2003

HSGQE Student Test Results: Spring 2001 and Fall 2001

READING

Grade	Test Date	Number Proficient	Percent Proficient	Number Not Proficient	Percent Not Proficient	October 1 Enrollment
Grade 10	March 2001	5,470	65.9%	2,831	34.1%	10,110
Grade 11	October 2001	1,043	42.2%	1,431	57.8%	9,254
		6,513				

WRITING

Grade	Test Date	Number Proficient	Percent Proficient	Number Not Proficient	Percent Not Proficient	October 1 Enrollment
Grade 10	March 2001	4,034	46.7%	4,595	53.3%	10,110
Grade 11	October 2001	803	23.4%	2,632	76.6%	9,254
		4,837				

MATH

Grade	Test Date	Number Proficient	Percent Proficient	Number Not Proficient	Percent Not Proficient	October 1 Enrollment
Grade 10	March 2001	3,806	44.0%	4,843	56.0%	10,110
Grade 11	October 2001	378	9.9%	3,445	90.1%	9,254
		4,184				

Background and Strategies:
Alaska's education reform movement is on the right track. We are raising academic standards, seeking new resources and demanding accountability. The high-stakes consequences of the High School Graduation Qualifying Exam will be implemented for students graduating in the spring of 2004 rather than 2002.

During the last legislative session, there was significant discussion about what our students are being tested on and how well they are being asked to perform in these areas in order to receive a high school diploma. The legislature was very clear in passing SB 133, Chapter 94, SLA 2001, that the competency exam is to measure the "minimum competency in essential skills" for all high school graduates.

The commissioner convened a committee of approximately 45 educators to work with the department and the department's test contractor, CTB McGraw-Hill, in refocusing the High School Graduation Qualifying Exam on essential skills. Subcommittees in each of the content areas, reading, writing, and mathematics, reviewed test items that could potentially be used to measure essential skills. Based upon the committee's work specifications for new versions of the HSGQE were developed. In the spring of 2002 we will administer a new refocused version of the HSGQE. The refocused version will contain questions measuring the minimum competencies of essential skills. Because of the significant changes to the test new cut scores will be determined in the summer of 2002.

The delay of the high stakes consequences of the HSGQE until the spring of 2004, while continuing to administer the Benchmark exams in grades 3, 6, and 8 as well as the revised and refocused HSGQE, will give us the tools and the time needed to be sure the standards reflect what Alaskans think is important, the test is a good measure and students are adequately prepared. The additional time will assure that all students, including those with learning disabilities and those in highly mobile families who move in and out of our schools, will have had a reasonable opportunity to learn what's tested.

One of the biggest challenges is tracking a group of students, the graduating class of 2002, 2003, etc., through the assessment system as they move in and out of the state and between districts, schools and programs. This year the department will begin to assign a unique student identifier to all students in the state. Implementation of the unique student identifier will be the key to tracking and reporting achievement data more effectively.

We know that the number of students in a graduating class declines throughout the high school years. For example, the October 1999 enrollment for the Class of 2002 was 10,217, in October 2000 it was 8,887, and in October 2001 it was 8,387. We cannot identify all of the reasons for the decline in enrollment. Some students have left the state. Some have gone to home schooling. Others did not have sufficient credit to advance to the next grade level. Some have dropped out. To complicate the situation even further, some of these students who are no longer in the system may have passed one or more sections of the test in the spring of 2000 or the fall of 2001. The single student identifier will give us the tools to report the data more accurately and effectively as students move through the system.

The charts on the following pages summarize test data by school district for Benchmark and HSGQE administered in Spring 2001 and Fall.

Benchmark Assessment - Reading

Spring 2001

District	Grade 3 # Prof./Adv.	Grade 3 % Prof./Adv.	Grade 3 Tested	Grade 6 # Prof./Adv.	Grade 6 % Prof./Adv.	Grade 6 Tested	Grade 8 # Prof./Adv.	Grade 8 % Prof./Adv.	Grade 8 Tested
Alaska Gateway	18	55	33	24	62	39	26	74	35
Aleutian Region	*	*	*	*	*	*	*	*	*
Aleutians East	13	72	18	10	50	20	18	69	26
Alyeska Central	12	92	13	19	100	19	29	91	32
Anchorage	2,831	73	3,861	2,772	75	3,712	3,052	87	3,524
Annette Island	18	75	24	12	60	20	17	85	20
Bering Strait	54	36	152	34	23	147	41	36	114
Bristol Bay	6	50	12	13	68	19	15	83	18
Chatham	8	36	22	14	78	18	23	70	33
Chugach	*	*	*	8	67	12	9	75	12
Copper River	40	75	53	35	69	51	51	82	62
Cordova	33	83	40	29	73	40	33	89	37
Craig	30	91	33	34	76	45	33	92	36
Delta/Greely	31	69	45	45	75	60	66	86	77
Denali	16	89	18	18	90	20	34	87	39
Dillingham	31	66	47	23	52	44	24	71	34
Fairbanks	983	81	1,217	941	78	1,208	1,021	89	1,142
Galena	159	80	199	173	82	212	165	91	181
Haines	23	77	30	16	64	25	35	88	40
Hoonah	8	50	16	10	59	17	13	68	19
Hydaburg	*	*	*	*	*	*	*	*	*
Iditarod Area	29	66	44	17	44	39	31	65	48
Juneau	324	78	416	300	76	397	367	89	413
Kake	7	58	12	15	65	23	8	73	11
Kashunamiut	13	50	26	7	32	22	11	48	23
Kenai Peninsula	569	81	699	600	78	774	683	88	773
Ketchikan	161	83	195	159	81	196	170	88	193
Klawock	14	100	14	10	77	13	9	60	15
Kodiak Island	129	69	186	152	64	237	151	77	196
Kuspuk	12	27	44	15	35	43	12	43	28
Lake & Peninsula	19	63	30	13	34	38	25	58	43
Lower Kuskokwim	89	33	270	69	25	276	110	47	236
Lower Yukon	36	23	159	22	15	147	41	32	129
Mat-Su	757	81	940	766	80	962	834	91	914
Mt. Edgecumbe	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nenana	72	76	95	107	76	141	89	90	99
Nome	39	46	85	20	40	50	36	75	48
North Slope	56	42	134	53	35	151	68	48	141
Northwest Arctic	74	38	195	37	21	174	53	38	140
Pelican	*	*	*	*	*	*	*	*	*
Petersburg	35	88	40	46	96	48	52	95	55
Pribilof	10	67	15	7	64	11	*	*	*
Saint Mary's	4	36	11	*	*	*	*	*	*
Sitka	99	88	112	94	76	123	105	92	114
Skagway	*	*	*	*	*	*	*	*	*
Southeast Island	13	87	15	18	72	25	18	90	20
Southwest Region	21	31	68	21	30	69	27	51	53
Tanana	*	*	*	8	73	11	*	*	*
Unalaska	23	82	28	19	73	26	20	91	22
Valdez	54	72	75	39	71	55	76	93	82
Wrangell	28	88	32	16	57	28	38	88	43
Yakutat	6	46	13	10	63	16	10	91	11
Yukon Flats	6	24	25	8	32	25	10	37	27
Yukon/Koyukuk	17	39	44	18	36	50	29	57	51
Yupiit	5	18	28	5	19	26	6	17	36

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Benchmark Assessment - Writing

Spring 2001

District	Grade 3 # Prof./Adv.	Grade 3 % Prof./Adv.	Grade 3 Tested	Grade 6 # Prof./Adv.	Grade 6 % Prof./Adv.	Grade 6 Tested	Grade 8 # Prof./Adv.	Grade 8 % Prof./Adv.	Grade 8 Tested
Alaska Gateway	12	38	32	26	65	40	20	57	35
Aleutian Region	*	*	*	*	*	*	*	*	*
Aleutians East	11	61	18	14	70	20	16	62	26
Alyeska Central	10	77	13	19	100	19	25	78	32
Anchorage	2,186	57	3,862	2,899	78	3,715	2,507	71	3,516
Annette Island	11	46	24	13	65	20	9	43	21
Bering Strait	37	25	147	49	34	144	30	26	115
Bristol Bay	6	50	12	15	79	19	12	67	18
Chatham	*	*	*	10	56	18	20	61	33
Chugach	*	*	*	9	75	12	6	50	12
Copper River	30	58	52	38	76	50	43	70	61
Cordova	24	62	39	31	78	40	28	76	37
Craig	20	61	33	34	76	45	22	61	36
Delta/Greely	29	64	45	48	79	61	61	79	77
Denali	10	56	18	16	80	20	32	84	38
Dillingham	16	34	47	27	64	42	18	51	35
Fairbanks	792	65	1,212	987	82	1,204	843	74	1,135
Galena	85	42	201	163	75	216	130	71	182
Haines	18	60	30	20	80	25	27	68	40
Hoonah	*	*	*	7	41	17	9	47	19
Hydaburg	*	*	*	*	*	*	*	*	*
Iditarod Area	21	48	44	21	55	38	27	56	48
Juneau	249	60	416	323	81	399	326	78	416
Kake	6	50	12	17	74	23	7	64	11
Kashunamiut	14	52	27	12	55	22	8	35	23
Kenai Peninsula	404	58	700	603	78	771	579	75	777
Ketchikan	104	54	193	167	84	198	111	58	193
Klawock	8	57	14	10	71	14	8	53	15
Kodiak Island	86	47	184	166	70	237	115	59	194
Kuspuk	*	*	*	19	44	43	9	36	25
Lake & Peninsula	13	43	30	14	38	37	18	42	43
Lower Kuskokwim	81	30	270	78	28	274	93	40	233
Lower Yukon	25	16	158	35	24	147	20	15	130
Mat-Su	594	63	948	780	81	963	716	79	910
Mt. Edgecumbe	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nenana	40	40	99	107	76	141	69	71	97
Nome	23	27	85	23	46	50	30	63	48
North Slope	39	29	133	67	44	153	46	34	135
Northwest Arctic	49	25	193	44	26	172	34	24	139
Pelican	*	*	*	*	*	*	*	*	*
Petersburg	23	58	40	43	90	48	46	84	55
Pribilof	8	50	16	8	73	11	*	*	*
Saint Mary's	5	45	11	7	58	12	*	*	*
Sitka	75	66	114	100	81	123	97	84	116
Skagway	*	*	*	*	*	*	*	*	*
Southeast Island	6	40	15	17	68	25	14	70	20
Southwest Region	8	11	70	34	49	69	14	26	53
Tanana	*	*	*	7	64	11	*	*	*
Unalaska	17	61	28	19	73	26	19	86	22
Valdez	38	51	75	47	85	55	65	79	82
Wrangell	20	63	32	20	71	28	33	77	43
Yakutat	*	*	*	10	63	16	*	*	*
Yukon Flats	*	*	*	9	36	25	7	26	27
Yukon/Koyukuk	15	34	44	17	35	49	22	42	52
Yupiit	*	*	*	6	23	26	4	11	35

** Results are not published when ten or fewer students are tested at a grade level or three or fewer students are reported in an individual cell.*

Benchmark Assessment - Math

Spring 2001

District	Grade 3 # Prof./Adv.	Grade 3 % Prof./Adv.	Grade 3 Tested	Grade 6 # Prof./Adv.	Grade 6 % Prof./Adv.	Grade 6 Tested	Grade 8 # Prof./Adv.	Grade 8 % Prof./Adv	Grade 8 Tested
Alaska Gateway	13	42	31	24	62	39	6	17	35
Aleutian Region	*	*	*	*	*	*	*	*	*
Aleutians East	14	78	18	10	50	20	9	35	26
Alyeska Central	13	93	14	16	84	19	16	50	32
Anchorage	2,601	68	3,846	2,460	67	3,686	1,508	44	3,460
Annette Island	18	75	24	9	45	20	*	*	*
Bering Strait	56	37	152	29	20	148	6	5	115
Bristol Bay	6	50	12	13	68	19	6	33	18
Chatham	11	50	22	8	44	18	9	27	33
Chugach	*	*	*	7	58	12	*	*	*
Copper River	36	69	52	32	64	50	25	40	62
Cordova	34	85	40	31	78	40	22	59	37
Craig	27	82	33	36	80	45	11	31	36
Delta/Greely	29	64	45	41	68	60	38	49	77
Denali	14	78	18	18	90	20	18	46	39
Dillingham	27	57	47	22	51	43	7	21	34
Fairbanks	880	73	1,207	841	70	1,207	434	38	1,135
Galena	134	68	197	132	62	212	64	36	177
Haines	23	77	30	19	76	25	22	55	40
Hoonah	6	38	16	11	65	17	7	37	19
Hydaburg	*	*	*	*	*	*	*	*	*
Iditarod Area	29	67	43	15	38	39	15	31	48
Juneau	338	81	417	302	76	397	226	55	414
Kake	7	58	12	14	61	23	4	36	11
Kashunamiut	17	68	25	*	*	*	4	17	23
Kenai Peninsula	496	71	695	541	70	774	360	47	773
Ketchikan	143	74	192	158	81	194	85	44	192
Klawock	8	57	14	9	64	14	*	*	*
Kodiak Island	119	64	185	143	60	238	54	27	197
Kuspuk	13	30	43	14	33	43	*	*	*
Lake & Peninsula	13	43	30	7	18	38	12	28	43
Lower Kuskokwim	143	54	267	83	30	276	35	15	232
Lower Yukon	31	20	158	13	9	148	4	3	127
Mat-Su	687	73	941	673	70	958	410	46	900
Mt. Edgecumbe	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nenana	55	57	96	92	67	137	32	32	99
Nome	34	40	85	18	35	51	17	35	48
North Slope	70	53	132	71	46	153	29	22	133
Northwest Arctic	54	28	192	31	18	173	4	3	141
Pelican	*	*	*	*	*	*	*	*	*
Petersburg	32	80	40	39	81	48	36	65	55
Pribilof	10	63	16	6	55	11	*	*	*
Saint Mary's	5	45	11	*	*	*	*	*	*
Sitka	94	82	114	78	64	121	68	59	116
Skagway	*	*	*	*	*	*	*	*	*
Southeast Island	10	67	15	17	68	25	7	35	20
Southwest Region	24	34	70	29	41	71	15	28	53
Tanana	*	*	*	5	45	11	*	*	*
Unalaska	22	79	28	19	73	26	9	41	22
Valdez	52	69	75	38	69	55	28	34	82
Wrangell	26	81	32	21	75	28	25	58	43
Yakutat	10	83	12	9	56	16	*	*	*
Yukon Flats	5	21	24	7	28	25	*	*	*
Yukon/Koyukuk	21	48	44	15	30	50	5	10	52
Yuplit	8	30	27	*	*	*	*	*	*

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Early Development

Mission Statement

To provide early child care and education programs. (HB 250)

Key Performance Measures for FY2003

Measure:
the percentage change in the number of children served in licensed and in registered child care facilities;
Sec 51(b)(1) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:
Children served (capacity) in licensed care from FY00 to FY01 decreased 6% or 996 spaces
Children served (capacity) in registered care from FY00 to FY01 decreased 11% or 700 spaces

Benchmark Comparisons:

	FY2000	FY2001
No. of Licensed Facilities	609	580
Capacity/Served	16,505	15,509
No. of Registered Facilities	2,028	1,456
Capacity/Served	6,524	5,824

Effective July 1, 2000, the Department of Education & Early Development took over the statewide responsibility for licensing child care facilities. New child care regulations have been adopted that will improve quality care and move facilities from a category of registered care to licensed care. Registered care is limited to having no more than 4 children in care, including the provider's own children, and is not eligible for the child care grant program.

This combination of factors contributed to the slight decrease in the capacity served from FY2000 to FY2001 as shown in the above chart, i.e.: program transition to different agency and changes in licensing regulations.

Data currently available does not specifically address the measure of number of children served, but rather the capacity, or the number of spaces, for child care available in Alaska. With implementation of new licensing regulations, the number of licensed facilities will increase as the provision for registered care is eliminated. As of January 1, 2002, no new registered facilities will be approved and those facilities will have a transition period to become licensed.

Background and Strategies:
Child care licensing provides consumer protection through quality assurance. Minimum licensing standards should be the floor and not the ceiling. The high percentage of children in licensed facilities indicates that parents, as consumers of child care at all income levels, are seeking quality child care. Incentives are being developed to encourage more providers to pursue licensing.

A high percentage of states have moved to tiered reimbursement rates, paying more for higher quality care. Licensing is usually used to identify the lowest level of quality acceptable for funding, with some states ruling out programs with poor licensing records. There are different ways to distinguish between levels of quality. So far, most states have two levels: licensing and facilities that are both licensed and accredited.

To achieve Alaska's goal of high quality, safe child care, the department is:

1. Revising standards through regulation to reflect the higher expectations of the system.
2. Continuing to provide technical assistance to unlicensed facilities to meet minimum licensing standards.
3. Re-structuring the payment system to provide incentives for achieving and maintaining high quality care.

High School Graduation Qualifying Examination – Spring 2001 Results (Class of 2003)

District	READING Grade 10 # Proficient	% Proficient	Tested	WRITING Grade 10 # Proficient	% Proficient	Tested	MATH Grade 10 # Proficient	% Proficient	Tested
Alaska Gateway	12	44	27	14	48	29	13	50	26
Aleutian Region	*	*	*	*	*	*	*	*	*
Aleutians East	*	*	*	*	*	*	*	*	*
Alyeska Central	59	63	30	13	68	19	14	36	39
Anchorage	2,007	66	3023	1,482	47	3187	1,502	47	3229
Annette Island	7	29	24	5	21	24	*	*	*
Bering Strait	21	32	65	16	23	69	14	20	69
Bristol Bay	12	92	13	8	62	13	10	77	13
Chatham	6	40	15	4	27	15	5	31	16
Chugach	*	*	*	*	*	*	*	*	*
Copper River	26	68	38	21	55	38	23	59	39
Cordova	31	86	36	24	65	37	23	62	37
Craig	19	53	36	15	43	35	11	31	35
Delta/Greely	59	76	78	45	56	80	39	49	80
Denali	13	87	15	9	69	13	8	53	15
Dillingham	25	71	35	18	47	38	12	31	39
Fairbanks	738	70	1048	533	50	1066	461	43	1069
Galena	94	71	133	59	44	134	40	30	132
Haines	28	85	33	23	70	33	21	66	32
Hoonah	11	69	16	7	44	16	6	38	16
Hydaburg	*	*	*	*	*	*	*	*	*
Iditarod Area	22	55	40	12	33	36	14	30	46
Juneau	275	74	371	202	53	381	213	57	375
Kake	10	53	19	5	25	20	*	*	*
Kashunamiut	*	*	*	*	*	*	*	*	*
Kenai Peninsula	588	79	748	410	53	776	408	53	764
Ketchikan	96	63	152	81	51	159	72	47	152
Klawock	7	50	14	5	38	13	6	43	14
Kodiak Island	134	68	196	92	46	201	69	35	197
Kuspuk	8	28	29	*	*	*	8	22	36
Lake & Peninsula	9	30	30	4	13	30	*	*	*
Lower Kuskokwim	37	24	155	28	17	169	20	12	166
Lower Yukon	12	19	63	9	14	63	5	8	59
Mat-Su	663	74	895	541	57	949	460	49	934
Mt. Edgecumbe	39	42	93	34	33	103	50	42	118
Nenana	47	70	67	32	47	68	21	32	66
Nome	31	53	59	20	33	61	18	32	56
North Slope	35	31	112	22	18	119	23	19	119
Northwest Arctic	22	26	85	15	17	90	9	11	85
Pelican	*	*	*	*	*	*	*	*	*
Petersburg	34	71	48	26	54	48	24	50	48
Pribilof	*	*	*	4	31	13	*	*	*
Saint Mary's	*	*	*	*	*	*	*	*	*
Sitka	100	79	127	74	58	127	70	55	127
Skagway	9	69	13	8	62	13	6	50	12
Southeast Island	9	64	14	10	63	16	6	38	16
Southwest Region	8	28	29	6	21	28	7	25	28
Tanana	*	*	*	*	*	*	*	*	*
Unalaska	23	82	28	14	52	27	16	57	28
Valdez	55	89	62	43	69	62	42	68	62
Wrangell	24	60	40	15	43	35	13	37	35
Yakutat	11	79	14	4	29	14	4	29	14
Yukon Flats	*	*	*	*	*	*	*	*	*
Yukon/Koyukuk	9	38	24	6	25	24	*	*	*
Yupiit	*	*	*	*	*	*	*	*	*

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Measure:
the percentage change in the number of eligible children served in a Head Start program;
Sec 51(b)(2) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:

	No. of Children Served FY2000	No. of Children Served FY2001	% Change
Head Start – Ages 3 & 4		2,703	
Early Head Start – Ages 0 to 3		946	
Total	**3,483**	**3,649**	**4.8**

There are approximately 14,500 children eligible for Head Start programs due to family income. In FY01, Head Start served 166, or 4.8% more eligible children than were served in FY00.

Benchmark Comparisons:
Head Start grantees utilize a combination of state and local sources to apply for and receive federal Head Start funds which require a 20% match. Additional local match dollars contributed to the 4.8% increase children served from FY2000 to FY2001. Alaska's goal is to increase the number of children served by Head Start by 2% each year for the next 4 years.

Background and Strategies:
To increase the number of eligible children served in a Head Start program, the department will:
Improve data collection on children and families served through Head Start programs to target unserved or underserved communities to expand existing programs or establish new programs;
Support grantees in meeting the 20% match requirement to access additional federal funds targeted for increases in FFY 2003. State funds are essential in helping grantees meet the match requirement.
Improve the quality of Head Start programs by providing training to head start workers through the System for Early Education Development (SEED) program.

Measure:
the percentage change in the number of staff in child care facilities who received at least 15 hours of training in the current fiscal year;
Sec 51(b)(3) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:
Data on this measure is not yet available.

Benchmark Comparisons:
Benchmark Comparisons are not yet available. A data collection system is under development. When completed, this information will serve as a baseline to assess progress in future years. Statewide data will be maintained by EED and individuals will be able to add to their training profiles as they complete additional training and provide appropriate documentation. A status report will be generated annually.

Background and Strategies:
The division is utilizing federal funds to implement a comprehensive data collection system. The target date for centralizing training data by individual staff members in facilities across the state is June 30, 2002. Initially this information was to be collected by June 30, 2001 however, delayed implementation of the System for Early Education and Development (SEED) program prevented the division from implementing the data collection effort.

Training and credentialing are both strategies for capacity building and achieving higher quality in child care. Alaska's SEED program is implementing a system of professional development for early childhood education that identifies the types of training and education necessary to achieve competency in the areas essential for early childhood programs.

Measure:
the percentage change in the number of children who receive federally funded meals;
Sec 51(b)(4) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:

	FY2000	FY2001	% Change
No. of Children	56,647	59,052	4.2%

In FY2001, 59,052 children, or 45% of the eligible population received federally funded meals. This is an increase of 4.2% over FFY2001.

Benchmark Comparisons:
The Child Nutrition Program distributes federal funds for reimbursement of meals served to eligible children and adults in approved agencies. In comparison to other states, Alaska has a good record on school lunch. In FFY 01, Alaska served 45% of the eligible population, as compared with 42.5% in FFY2000.

Background and Strategies:
By including proprietary child care centers in the program, Alaska was able to distribute over $400,000 in additional federal USDA funds. New centers continue to come into the program on a regular basis.

Measure:
the change in the ratio of registered providers compared to licensed providers.
Sec 51(b)(5) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:

	FY2000	FY2001
No. of Registered Providers	2,028	1,456
No. of Licensed Providers	609	580
Ratio	**3:1**	**3:1**

Benchmark Comparisons:
New regulations have passed with an implementation date of January 1, 2002, that will eliminate the category of registered care. These regulations enhance the health and safety requirements for children in child care facilities and require registered providers who accept public funds to become licensed. The Department of Education & Early Development is expecting approximately 75% of registered facilities to apply for licensing in FY2002.

Background and Strategies:
Child care licensing provides consumer protection through quality assurance. Minimum licensing standards should be the floor and not the ceiling. The high percentage of children in licensed facilities indicates that parents, as consumers of child care at all income levels, are seeking quality child care. Incentives are being developed to encourage more providers to pursue licensing and minimum licensing standards should be the floor and not the ceiling.

A high percentage of states have moved to tiered reimbursement rates, paying more for higher quality care. Licensing is usually used to identify the lowest level of quality acceptable for funding, with some states ruling out programs with poor licensing records. There are different ways to distinguish between levels of quality. So far, most states have two levels: licensing and facilities that are both licensed and accredited.

To achieve Alaska's goal of high quality, safe child care, the department is:
1. Revising standards through regulation to reflect the higher expectations of the system.
2. Continuing to provide technical assistance to unlicensed facilities to meet minimum licensing standards.

Re-structuring the payment system to provide incentives for achieving and maintaining high quality care.

Education Support Services

Mission Statement

To provide support services to departmental programs and the operation of public schools.

Key Performance Measures for FY2003

Measure:
the number of late penalties for payroll or vendor payments;
Sec 52(b)(1) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:
There were no penalty payments for payroll or vendor payments in FY2001.

Benchmark Comparisons:

Penalty Payments	FY2000	FY2001
Payroll	0	0
Vendor	0	0

Background and Strategies:
The Division of Education and Support Services monitors payroll and vendor payments very carefully. Staff is held to performance standards requiring accurate and timely certification of payroll and payment of invoices within a five-day turnaround time.

Measure:
the cost of administrative services personnel compared to the total personnel costs for the department;
Sec 52(b)(2) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:
FY2002 Personal Services costs totaled $27,569,400. Administrative Services personnel costs were $960,800 or 3.5%.

Benchmark Comparisons:

Personal Services Costs

	FY2001 Authorized	FY2002 Authorized
Department	26,057.5	27,569.4
Administrative Services	990.0	960.8
%	3.8%	3.5%

Background and Strategies:
The data used is the FY2002 authorized appropriated amounts for personal services. The department had 373 full time and 114 part time positions approved by the Conference Committee. Administrative Services has 17 full time positions.

Measure:
the number of department decisions on the annual school construction and major maintenance lists upheld by the State Board of Education and Early Development compared to the number of appeals;
Sec 52(b)(3) Ch 90 SLA 2001(HB 250)

Alaska's Target & Progress:
No appeals were filed for the prior year ranking.

The department issues the prioritized school construction and major maintenance lists on November 5, as required by statute. There is a period of reconsideration where school districts may ask the department to review the scoring decisions. A new list is issued on December 15 based on the reconsideration. School districts may choose to appeal the department's decision and a hearing officer is appointed to consider any appeals.

Benchmark Comparisons:

	FY01 CIP List	FY02 CIP List
Number of Appeal Hearings	1	0
Upheld by Board	1	0

Background and Strategies:
Ongoing efforts to improve the consistency and validity of the rating process have reduced the number of formal CIP appeals. The department annually provides training to school districts in preparing the CIP applications, which has contributed significantly to the quality of the application process.

Measure:
the percentage of school districts meeting the minimum expenditure for instruction.
Sec 52(b)(4) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:
In FY2002, 24 of 53 school districts met the 70% minimum expenditure for instruction requirement based on their approved budgets. 29 school districts requested and received a waiver of the requirement from the State Board of Education and Early Development in accordance with AS 14.17.520(d).

Benchmark Comparisons:
In 1998 the legislature passed the new public school funding formula. The law includes a requirement for school districts to spend 70% of the school operating fund on instruction. The 70% requirement is in law at AS 14.17.520 and was phased in over a three-year period beginning with FY99. The minimum expenditure for instruction requirement was 60% in FY99, 65% in FY2000, and 70% in FY2001 and thereafter. Concurrently, the districts and department were required to improve statewide comparability and consistency in data reporting.

- The financial information in the FY2002 budgets, including the instructional percentages, will provide a baseline for comparative data in future years now that the implementation period and corresponding changes to data collection have been completed.

The minimum instructional expenditure law has been implemented through the three-year phase in FY99, FY00, and FY01 to the required 70% minimum on instruction. Implementation also included an emphasis on uniform expenditure classifications in order to improve statewide comparability and consistency in data reporting. A revised statewide school district chart of accounts is effective starting FY2002. This chart of account revision reflects three years of working towards increased uniform data in statewide reporting. The emphasis on collection of uniform data also brought about two changes in regulation affecting the instructional component; in FY2001 School Administration was included in instruction and in FY2002 School Administration-Support was broken out and support staff are no longer included in instruction. The 29 waivers in FY2002 are calculated under the fully revised regulations and chart of accounts, and incorporate three years of budget review and increased accuracy in financial reporting.

- Statewide the districts have shown continued improvement towards directing revenues towards instruction. In FY99 only eight districts budgeted 70% on instruction, this year 24 districts have budgeted 70% on instruction.

The increase in the number of waivers represents the implementation period and includes changes to data collection and comparability from one year to the next.

On an individual basis 49 of the 53 school districts have increased the instructional percentage since FY99. Of the

four that have not shown an increase two were affected by data reporting requirements and two are small districts with declining enrollments.

Background and Strategies:
Districts have reported progress towards the 70% for instruction by reducing non-instructional staff and cutting back on other non-instructional expenditures.

- The department has focused on the administrative categories and with the new detail now provided from the revised chart of accounts the department will also focus on operations and maintenance.

The department's internal auditors review the individual districts twice a year; one budget review and one financial statement review. The reviews encompass a wide range of items and include individual correspondence to each district regarding expenditures.

The table on the following page titled "Minimum Expenditure for Instruction Summary"; illustrates the districts meeting this requirement since its inception in FY99.

Minimum Expenditure for Instruction Summary

	60% Instructional Percentage FY 1999 Budget	60% Instructional Percentage FY 1999 Financial Statement	65% Instructional Percentage FY 2000 Budget	65% Instructional Percentage FY 2000 Financial Statement	70% Instructional Percentage FY 2001 Budget	70% Instructional Percentage FY 2002 Budget
Alaska Gateway	**62%**	**63%**	**65%**	**68%**	**69%**	**65%**
Aleutian Region	**56**	62	**62**	62	**65**	**67**
Aleutians East Borough	**50**	58	**64**	62	**69**	**67**
Anchorage	75	72	74	72	81	78
Annette Island	65	63	65	**57**	**69**	**71**
Bering Strait	61	63	65	65	70	70
Bristol Bay Borough	64	65	65	65	**69**	**69**
Chatham	75	70	67	**64**	**68**	**69**
Chugach	67	75	70	76	72	74
Copper River	67	65	66	66	**69**	**69**
Cordova City	65	69	66	66	75	70
Craig City	67	70	71	72	73	75
Delta Greely	66	71	72	70	77	73
Denali Borough	64	63	66	67	72	**68**
Dillingham City	73	67	71	67	78	74
Fairbanks North Star Borough	73	73	72	72	79	77
Galena City	67	72	73	69	82	75
Haines Borough	67	66	67	68	76	73
Hoonah City	61	**55**	**62**	59	**65**	**67**
Hydaburg City	**46**	47	65	**61**	**65**	**64**
Iditarod Area	**55**	59	65	67	75	**69**
Juneau Borough	74	73	74	74	82	78
Kake City	**54**	57	**63**	60	**63**	**62**
Kashunamiut	**59**	58	**61**	69	74	74
Kenai Peninsula Borough	68	68	68	68	76	73
Ketchikan Gateway Borough	69	69	70	69	78	76
Klawock City	63	61	69	65	74	70
Kodiak Island Borough	68	69	70	70	76	74
Kuspuk	61	62	65	65	73	**68**
Lake & Peninsula Borough	**55**	64	72	70	**69**	**67**
Lower Kuskokwim	66	64	67	66	75	73
Lower Yukon	60	61	**63**	62	**69**	**68**
Matanuska Susitna Borough	73	74	72	73	81	77
Nenana City	69	69	75	74	75	76
Nome City	61	63	**64**	64	**68**	**68**
North Slope Borough	**56**	57	**64**	63	**66**	**65**
Northwest Arctic Borough	**55**	56	**59**	58	**66**	**65**
Pelican City	62	61	69	68	**68**	**58**
Petersburg City	69	69	68	69	74	75
Pribilof Islands	**57**	56	**58**	61	**62**	**61**
Sitka Borough	76	75	76	76	84	81
Skagway City	**58**	58	**62**	60	**69**	**66**
Southeast Island	66	71	65	68	69	**69**
Southwest Region	62	65	68	66	74	**69**
St. Mary's City	65	60	66	65	**69**	**68**
Tanana City	61	**52**	**45**	46	**50**	**47**
Unalaska City	64	64	66	**61**	72	72
Valdez City	69	68	70	68	77	74
Wrangell City	70	69	70	70	76	74
Yakutat City	65	60	**62**	62	**69**	**69**
Yukon Flats	**52**	54	**52**	54	**57**	**61**
Yukon/Koyukuk	63	63	**63**	64	**69**	**68**
Yupiit	**53**	51	**62**	59	72	**63**
Total Waivers	13	2	16	4	24	29

Bold = Waiver Requested and Approved

SUMMARY OF PERCENTAGES BY CATEGORY

Districts below 60%	13	13	4	6	2	2
Districts between (60% - 65%)	14	16	12	13	2	6
Districts between (65% - 70%)	18	13	21	22	20	21
Districts at 70% and above	8	11	16	12	29	24
	53	53	53	53	53	53

Alyeska Central School

Mission Statement

To provide an educational program for state students through distance delivery.

Key Performance Measures for FY2003

Measure:
the percentage of students who meet the proficiency level in benchmark assessments in grades 3, 6, and 8;
Sec 53(b)(1) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:

Participating ACS students meeting the Proficient and Advanced Percentage Levels.

	Reading	Writing	Math
3rd Grade	92%	76%	92%
6th Grade	100%	100%	84%
8th Grade	90%	78%	50%

Background and Strategies:
As an alternative home based program, home teachers (usually the parent) are the primary adults working with students. ACS provides home teachers with, rigorous courses and assistance with strategies necessary for teaching at home, especially in math and writing. ACS teachers also create libraries of academic materials for use by home teachers who need additional resources beyond the current standards based curriculum.

Measure:
the percentage of students performing above the national average on the state-adopted norm-referenced tests;
Sec 53(b)(2) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:

Percentage of ACS students performing above the national average:

	Reading	Writing	Math
4th grade	62%	52%	52%
7th grade	88%	76%	78%

Background and Strategies:
Low participation rates in these assessments has limited the schools' ability to provide comparable data. ACS is striving to increase participation in all required assessments. ACS works with local school districts whenever possible to accommodate ACS students participation on site. Whenever the local district is unable or unwilling to accommodate ACS students a test center is established.

Measure:
the percentage of students enrolled in ACS who take and pass the state high school graduation qualifying exam in the current school year;
Sec 53(b)(3) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:

Percentage of participating ACS students passing the individual HSGQE sections - Spring 2001

	Reading	Writing	Math
10th Grade	**63%**	**68%**	**36%**

Benchmark Comparisons:
The following chart compares Spring 2000 to Spring 2001 10th grade students taking and passing the exam.

	Reading	Writing	Math
Spring 2000	65.9%	46.6%	44.0%
Spring 2001	63.0%	68.0%	36.0%

Background and Strategies:
ACS is in the process of revising high school math courses to focus on the skills tested on the HSGQE. In addition, two standards based math courses have been developed for students needing remediation.

Measure:
the percentage of students in a high school grade level at ACS who pass the state high school graduation qualifying exam on a cumulative basis;
Sec 53(b)(4) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:
With transient population by grade level the current cohort tracking system is not adequate to respond to this measure.

Background and Strategies:
ACS is in the process of developing the methodology to track each high school grade levels achievements on the HSGQE.

Measure:
the percentage of ACS students utilizing post-secondary institutions while participating in ACS programs; and
Sec 53(b)(5) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:
4% of ACS students utilized a post secondary institution while participating in the regular ACS program.

Background and Strategies:
ACS encourages and funds post secondary course enrollments for students in 10th -12th grade through a process of course selection guidelines and student eligiblity requirements.

Measure:
the percentage of students enrolled in a state-funded correspondence school program who are enrolled at ACS.
Sec 53(b)(6) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:

	FY2000	FY2001
ACS Enrollment (ADM)*	1,419	1,306
Statewide Correspondence ADM	6,407	7,039
	22.1%	18.6%

*Average Daily Membership

Benchmark Comparisons:
Alaska law requires that a student can only be counted as 1.0 Full Time Equivalent. A cooperative agreement must be completed for each student enrolled in an out of district correspondence program. Districts of residence have preference in counting. Very few students are enrolled in two different state wide correspondence programs.

Background and Strategies:
For FY2001 the total enrollment of ACS represented 18% of Alaska's home school correspondence students. As a statewide correspondence program, ACS is set up for remote students where parents must rely on ACS to provide all necessary materials and teaching support.

Commissions and Boards

Mission Statement

Alaska State Council on the Arts
To encourage lifelong participation in the state's artistic diversity.

Key Performance Measures for FY2003

Measure:
the year to year change in ratio of nonstate funds to state funds appropriated to ASCA;
Sec 54(b)(1) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:
The ratio of nonstate funds to state funds appropriated to ASCA is 1.5:1. There is no change in the ratio from FY00 to FY01.

Benchmark Comparisons:
ASCA's budget is reflective of state arts agencies nationwide, with approximately 50% of the funding coming from federal and private sources. The following chart illustrates appropriations of non-state to state funds appropriated to ASCA for the past three years.

	FY00 Authorized	FY01 Authorized	FY02 Authorized
Non-State Funds	$643.1	$722.3	$720.0
State Funds	$461.1	$463.8	$462.7
Ratio:	1.4:1	1.5:1	1.5:1

Measure:
the percentage of administration costs compared to grants issued;
Sec 54(b)(2) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:
25% Administrative
75% Grants and Program Service Delivery

Benchmark Comparisons:
Funding for the ASCA has remained constant over the past 3 years. The administrative to direct service costs has also remained constant.

Measure:
the percentage change of artists and of vendors participating in the Silver Hand program.
Sec 54(b)(3) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:
1,500 current Silver Hand artists.

Benchmark Comparisons:
Participation in the Silver Hand program has increased dramatically over the past 3 years. The ASCA is developing a tracking mechanism to be able to provide accurate and comparable data on the number of artists and vendors participating in the Silver Hand program.

Background and Strategies:
The Silver Hand program was established by Alaska Statute in 1961 under the Alaska Native Arts and Crafts Sales Act (HB4). Management of the program was transferred from the Department of Community and Economic Development (DCED) to the Alaska State Council on the Arts (ASCA) in FY1999.

Since program transfer to ASCA the number of Silver Hand permit holders has grown from 643 to 1,500 individuals. Currently, ASCA processes approximately 40 memberships per month.

For the Silver Hand program to remain respected among Native Alaskans, which is key to its success, and work as an effective marketing tool for the State, much more outreach and education is needed to target the artists, vendors and public for whom the program is designed to serve. Additional resources are necessary to provide the following services and outreach:

- Site visits by ASCA's staff to meet with and educate artists and shop owners about the program;
- Creation of Native language radio PSAs to publicize the program;
- Creation of rack cards and other recognizable materials for consumers to be placed in all points of entry;
- Enforcement of the program with shop owners and permit holders;
- Statutory expansion of the program to include contemporary Native Artists;

Long term funded Marketing plan to educate Alaskans and "Outsiders" about the program.

Alaska Vocational Technical Center

Mission Statement

To provide market-driven vocational and technical training to state residents.

Key Performance Measures for FY2003

Measure:
the percentage of graduates employed in their areas of training;
Sec 55(b)(1) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:
The Council on Occupation Education (COE) reports the 90% of AVTEC graduates in FY00 are employed in their area of training. Up from 86% in FY99.

Benchmark Comparisons:
AVTEC's average is directly in line with the benchmark established by COE for the 371 similar participating across the nation accredited by COE. The standard set by COE for public institutions for FY00 is 90%. Up from 86% the prior year. COE establishes an acceptable range for its institutions of one standard deviation of the standard which in this case is 68% or greater.

Background and Strategies:
The goal of AVTEC is for all students to find training-related employment. We continue to employ a full-time Job Placement Specialist in that effort. We've expanded our presence in job fairs around the state to network with potential employers. Additionally, AVTEC hosts an annual job fair on campus that has seen increased attendance by state employers.

Measure:
the wage increase realized by graduates of training programs;
Sec 55(b)(2) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:
AVTEC graduates increased their median annual wage by 21%. The average quarterly wage for graduates was $7,206, up from pre-training wage of $6,428. This statistic is the most current available and is found on page 6 of the "Employment and Earnings of Participating Exiting Alaska Training Programs – FY1999". A special report published by the Alaska Department of Labor, Research and Analysis Section on February 5, 2001.

Benchmark Comparisons:
While there is no established benchmark for this measure, a comparison to other Alaskan public postsecondary institutions indicates that AVTEC graduates enjoy the highest post-training wage. Alaska Technical Center's graduates post-training quarterly wage was $6,702. The University of Alaska System graduates earned $6,423 per quarter after graduation. Based on this report, AVTEC's graduates post-training wage was 8% greater than Alaska Technical Center and 12% greater than the University.

Measure:
the percentage of students who completed long-term training programs;
Sec 55(b)(3) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:
COE reports that 80% of AVTEC students completed long-term training programs in FY00. The same as reported the previous year.

Benchmark Comparisons:
Nationwide, completion rate for public institutions accredited by COE is 76%. Up from 67% the prior year. AVTEC is above the national average for similar institutions.

Background and Strategies:

While our completion rates continue to improve from the 66% range just a few years ago, AVTEC continues to strive for a 100% completion rate. Increased coordination with sponsoring agencies to pre-screen potential students is helping to avoid sending students with serious substance abuse issues, which remains the primary factor in non-completion. AVTEC has also expanded a foundation skills training program to help prepare students with reading and math deficiencies prior to entering their training program.

Measure:
the percentage of students living in student housing compared to student housing capacity; and
Sec 55(b)(4) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:
Internal AVTEC Dormitory Census Report for FY01 indicates 55%. Down from 70% the prior year. However, occupancy is averaging 74% for the current year. Family housing comprised of 19 one and two bedroom apartments remain at 100% capacity.

Benchmark Comparisons:
There is no established benchmark for housing occupancy; AVTEC is striving for a minimum of 75% capacity.

Background and Strategies:
AVTEC faces some challenges with respect to its dormitory. The existing dormitory is old and inadequate in comparison to today's student expectations. Gang showers, poor insulation, no sound proofing, lack of telephone and computer connections cause students to look elsewhere for accommodations even if they are more expensive. AVTEC has funding and is in the architectural design stage for a new 64-bed dormitory schedule for completion in January 2003. AVTEC's plan is to remodel the existing dormitory upon completion of the new dormitory. Both facilities will incorporate the amenities that students expect. Therefore, we anticipate achieving a minimum of 75% occupancy rate with new and remodeled facilities.

Measure:
for each long-term program, the percentage of students who applied to the program who actually enrolled in the program.
Sec 55(b)(5) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:
Current Status:

Program	FY00			FY01			FY02		
	capacity	applied	enrolled	capacity	applied	enrolled	capacity	applied	enrolled
Industrial Electrical	20	33	22	30	32	30	30	25	25
Information Technology	14	24	14	16	25	16	32	41	32
Diesel Engine	14	17	14	14	13	13	30	15	15
Heavy Equipment	15	19	15	15	9	9			*

*Diesel and Heavy programs were combined to a single program for FY02

Benchmark Comparisons:
There is no established benchmark, except to say it is AVTEC's goal to provide training to all those who seek it.

Background and Strategies:
By increasing instructional staff, AVTEC has successfully increased program capacity where needed. Only one program had a waiting list this year compared to four in previous years and that program's capacity was just doubled.

Mt. Edgecumbe Boarding School

Mission Statement

To provide a residential high school for Alaska students.

Key Performance Measures for FY2003

Measure:
the percentage of applicants who are admitted to the school;
Sec 56(b)(1) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:
Mt. Edgecumbe has more applicants than it has space available. For school year 2001-02, 291 students submitted completed applications, and 150 new students were admitted. Thus, the percentage of applicants who were admitted to Mt. Edgecumbe for school year 2000-01 was 51.5%. The number of beds in the dormitories and classroom space in the academic area limit Mt. Edgecumbe's enrollment. In school year 2001-02, the school was able to boost its dormitory capacity to house 325 residential students and 14 non-residential students for a beginning of the year total of 339 students - its largest enrollment since the school re-opened in 1985.

Benchmark Comparisons:
Since school year 1993-94, an average of 51% of all students who submitted completed applications were admitted to Mt. Edgecumbe High School.

Background and Strategies:
The percentage of applicants who were admitted to Mt. Edgecumbe in school year 2001-02, (51.5%), compares favorably with the preceding seven years' average of 51%. Actually, a lower percentage of applicants admitted should be interpreted as a favorable number, for one of Mt. Edgecumbe's goals is reduce student attrition. In other words, because enrollment in the school is limited by residential capacity, if more students continue enrollment in Mt. Edgecumbe from year to year, there will be fewer spaces for new students and, consequently, a lower percentage of applicants admitted to school. As stated earlier in this report, Mt. Edgecumbe is partnering with the AASB, the University system, and other boarding schools through its Resiliency Grant to identify and implement those assets which make students successful and, hopefully, encourages them to stay longer at boarding schools. In addition, Mt. Edgecumbe offers students a full complement of recreational, counseling, and tutorial services in a clean, safe, structured environment.

Measure:
the percentage of students enrolled at Mt. Edgecumbe High School who take and pass the state high school qualifying exam in the current school year;
Sec 56(b)(2) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:
Seventy-three (73) Mt. Edgecumbe High School sophomores (Class of 2003) took the HSGQE in Spring 2001. Mt. Edgecumbe High School's sophomores performed as follows on last spring's HSGQE:

.	Reading	Writing	Math	Tested
Spring 2000	66.0%	56.[illegible]%	30.0%	84
Spring 2001	49.3%	36.1%	48.6%	73

Benchmark Comparisons:
The State of Alaska averages of sophomores (Class of 2003) passing the HSGQE Spring 2001 were as follows:

.	Reading	Writing	Math
State Average	65.9%	46.6%	44.0%
MEHS	49.3%	36.1%	48.6%

Background and Strategies:

Mt. Edgecumbe High School is doing the following to improve students' HSGQE test scores:

1. Providing an extensive, after-school tutorial program (staffed by five (5) tutors with specialties in different subject areas) - that runs from 6:00-10:00 p.m., Sundays through Thursdays, throughout the school year - for those students in need of academic assistance.
2. Employing a staff reading specialist and Quality School tutor whose focus is to help students build requisite skills and strategies that will enable them to pass the HSGQE
3. Adapting its curriculum to provide intensive, year-long instruction to students in classes that strengthen students' literacy skills - reading, writing, and math.
4. Sending key staff members to summer school at the University of Arizona to obtain reading specialist endorsements, so they can act as on-site staff training resources.
5. Serving as an AK Department of Education & Early Development pilot site and training center for the Carnegie Math program, a nationally recognized, computer-assisted algebra and geometry program, that appears to be having a significant, positive impact on increasing students' math skills.
6. Offering intensive tutorial sessions in preparation for those students who wish to review academic material, to take practice HSGQE questions, and to learn test-taking strategies.

Measure:

the percentage of students in a high school grade level at Mt. Edgecumbe who pass the state high school graduation qualifying exam on a cumulative basis;
Sec 56(b)(3) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:

- 62 out of 160 (39%) Mt. Edgecumbe H.S. students have passed all three sections of the HSGQE since Spring 2000.
- 93 out of 160 (58%) Mt. Edgecumbe H.S. students have passed two or more sections of the HSGQE since Spring 2000.
- 118 out of 160 (74%) Mt. Edgecumbe H.S. students have passed at least one section of the HSGQE since Spring 2000.
- Comparing Spring 2000 and Fall 2000 HSGQE test scores, students who stayed and Mt. Edgecumbe H.S. and re-took the HSGQE gained an average of:

  27 points on the reading portion of the HSGQE;

  22 points on the writing portion of the HSGQE; and

  26 points on the math portion of HSGQE.

Benchmark Comparisons:

17 out of 73 (23.3%) Mt. Edgecumbe H.S. 10th grade students taking the AHSQE passed all three sections of the exam on their first attempt in Spring 2001.

19 out of 84 (22.6%) Mt. Edgecumbe H.S. 10th grade students taking the AHSQE passed all three sections of the exam on their first attempt in Spring 2000.

Background and Strategies:

In addition to the "Background and Strategies" noted previously, Mt. Edgecumbe:

Requires that all students who have not passed all sections of the HSGQE continue to re-take those areas of the test they have not passed in order to gain experience with the test and continue to strive to pass the test.

Individually reviews the results of the HSGQE with each student about those areas of the HSGQE that he/she

was deficient in, so the student can concentrate on learning those skills and be better prepared for the next exam.

Regularly reports HSGQE student test results, and other assessment data, to all teachers and provides on-going professional in-service on how teachers can use this data to improve student performance.

Uses a variety of assessment tools to measure student progress.

Contracts with a university reading specialist to interpret HSGQE and other assessment results, to provide staff with individual consultation, and to overall help guide school reading strategies.

Measure:
the average duration of an individual student's enrollment at the school;
Sec 56(b)(4) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:

- Fifty-five percent (55%) of all students who enrolled in Mt. Edgecumbe High School for school year 2000-01 returned to Mt. Edgecumbe for school year 2001-02.

- Thirty-three percent (33%) of all Mt. Edgecumbe High School students who enrolled as 9th graders, attended all four years at Mt. Edgecumbe High School and received their diplomas in the May 2001.

Benchmark Comparisons:

- For the seven years preceding school year 2000-01, an average of 50% of all students who enrolled in Mt. Edgecumbe High School, returned to Mt. Edgecumbe the following year.

- In the twelve years preceding school year 2000-01, an average of 39% of those students who enrolled in Mt. Edgecumbe High School as 9th graders stayed all four years and graduated from Mt. Edgecumbe High School.

Background and Strategies:
Mt. Edgecumbe High School continues to offer programs that support long-term student attendance and graduation success. Some of these programs are:

1. Activities of the Teen Assets program provide access to three counselors at the U of A Sitka campus, whose duties are to identify a) assets which make students academically and socially successful at a boarding school; b) things which encourage students to stay at a boarding school; and c) processes that build programs which enhance students' assets and success.
2. An after-school tutorial program, staffed by five tutors, keeps the school open to students from 6:00 to 10:00 p.m., Sundays through Thursdays, and provides ongoing academic assistance to students.
3. Complete computer lab, library, and classroom accessibility from 6:00 to 10:00 p.m., Sundays through Thursdays.
4. A variety of recreational programs aimed at promoting students' healthy life choices.
5. Academic and personal counseling support services that utilize school resources and community providers to insure students receive appropriate social services.
6. Varied cultural activities that provide students with a tie to their own and other's cultures.
7. Numerous school-to-work programs, internships, and other educational opportunities provided as a result of school partnerships with businesses (such as IBM, Alyeska Pipeline, and British Petroleum), Native corporations and university partners (UAA, UAS, SJC).

Measure:
the percentage of graduates who enroll in a postsecondary education institution or program; and
Sec 56(b)(5) Ch 90 SLA 2001(HB 250)

Alaska's Target & Progress:
92% of the Mt. Edgecumbe High School graduating Class of 2001 enrolled in a post-secondary educational institution or program.

Benchmark Comparisons:
In the preceding five years, an average of 88% of the Mt. Edgecumbe High School graduating class enrolled in a post-secondary educational institution or program. Ninety percent (90%) of the Mt. Edgecumbe student population

is Alaska Native.

Nationwide, only 17% of Alaska Native/American Indian high school graduates go on to college.

Background and Strategies:

Mt. Edgecumbe High School:

1. Partners with the University of Southeast-Sitka Campus and Sheldon Jackson College to offer college courses to Mt. Edgecumbe students that allow them to gain college credit while attending high school.

2. Requires all students to earn 24 pre-requisite credits to obtain a diploma. These required courses emphasize essential academic skills – reading, writing, math - and Pacific Rim languages, technology, and social science.

3. Explores ways to work with the private sector and the university system to provide scholarships, internships, resources, and school-to-work opportunities for students. Mt. Edgecumbe's active partners include IBM, BP, Alyeska, UAA, UAS, and SJC.

4. Offers a challenging, diverse academic curriculum bolstered by a variety of electives (some provided by the University of Alaska Southeast-Sitka Campus and Sheldon Jackson College) that prepares students for the rigors of post-secondary study.

5. Actively promotes an inclusive, technology-rich environment where students are expected to utilize technology during their course of study.

6. Lends strong staff encouragement and counseling assistance to students to help them explore post-secondary opportunities and apply for scholarships that make paying for college a reality. One class, Senior Futures, focuses specifically on teaching skills that prepare students for post-secondary life; assisting students in completing scholarship applications; and providing opportunities for vocational exploration.

Measure:
the total state cost per student (set out as instructional costs and residential costs) at Mt. Edgecumbe High School compared to the per student cost for high school students in the school districts in the students' home communities. Sec 56(b)(6) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:
The average yearly cost to educate a Mt. Edgecumbe High School student in FY2001 was $13,425. This total cost includes classroom instruction, room, board, travel to and from school, and all other miscellaneous expenses, such as recreation and counseling services.

Benchmark Comparisons:
In the preceding five years, the average yearly cost to educate a Mt. Edgecumbe High School student was $13,469 per year. Mt. Edgecumbe has continued its trend to reduce, or maintain, its yearly cost per student since FY94.

	FY1997	FY1998	FY1999	FY2000	FY2001
No. of Students	293	307	302	329	330
Instruct/Resid Costs	$ 4,024,135	$ 4,063,500	$ 4,028,374	$ 4,284,755	$ 4,430,200
Average Yearly Cost	$ 13,734	$ 13,236	$ 13,339	$ 13,024	$ 13,425

Included in the Instructional/Residential Costs are foundation funding (I/A receipts) and general funds only. A comparison of regional educational attendance areas must be made on an individual basis. The Mt. Edgecumbe High School student population is made up of 330 students coming from over 100 different Alaskan communities.

Background and Strategies:
Even though costs to operate schools have risen, Mt. Edgecumbe has been able to reduce the average cost per year required to educate students through essentially two avenues:

1) increased student numbers to obtain economy of scale and

2) increased privatization by contracting for necessary support services when applicable.

Alaska Library and Museums

Mission Statement

To provide access to information and to preserve the history of the state.

Key Performance Measures for FY2003

Measure:
the number of public inquiries and the number of governmental inquiries per dollar appropriated for library personnel costs;
Sec 57(b)(1) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:
32,295 contacts with the public includes reference questions answered, number of patrons served through the Talking Book Library, number of information and assistance contacts with libraries statewide, interlibrary loans provided and the number of library materials circulated.

Personnel cost divided by the number of public contacts equals $62.83

Background and Strategies:
Dividing the total operating budget by number of contacts is not indicative of the cost of service as the operating budget includes the cost of books and library materials, costs for automation, bibliographic services, special collections work and preservation work and supplies. This measure is more reasonably determined by using the number of contacts with the public per dollar appropriated for library personnel. The total cost of personal services for the Library is $2,028,935. It should be understood this number also includes costs for those members of the staff who do not interact directly with the public, i.e. administrative support staff, catalogers, etc.

Measure:
the number of items catalogued per dollar appropriated for library services;
Sec 57(b)(2) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:
While the Library's operating budget is $3,203,900 excluding grants, only 1.85 positions cataloged and processed library materials. Last year, as the State Library cataloged all Alaska State documents, no other library had to catalog these records, saving staff time and expense at the local level. They cataloged and processed 1,228 books and 7,572 government documents for a total of 8,800 items. The Library's personnel cost for cataloging is $88,323.00
The cost per item cataloged per dollar appropriated for cataloging is $10.02

Background and Strategies:
The staff cataloged 64 % more books and related materials than the previous year. This is a very labor intensive task. On the other hand, the number of federal government documents processed fell 33% (from 11,539 to 7,572) due to the reduction of these items in paper format. Processing federal documents is much less labor intensive than cataloging. This accounts for the increase in cataloging and processing costs over the previous year-cataloging accounted for a greater percentage of the total work load.

Measure:
what percentage of Alaskans have access to the Internet;
Sec 57(b)(3) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:
According to the Denali Commission Report released last year, 61% of Alaskan Communities (164 of 267) lack access to the internet. These are, of course, smaller remote communities. While we do not have an exact percentage of the population without internet access, the figure is estimated between 12 to 15%.

In the past year the State Library equipped 7 new libraries for internet access and provided training to staff and volunteers.

Measure:
the time taken for response to requests made via the Internet and made by voice or in writing and the personnel cost per response; and
Sec 57(b)(4) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:
The Library deals generally with two types of distance requests, interlibrary loan and reference referrals.

Interlibrary Loan has set a standard of 24 hour turnaround to process requests for other libraries and also for sending out State Library materials in response to specific requests. This standard is met 98% of the time.

Reference Referrals attempts to meet requests within 24 to 48 hours, depending upon the complexity of the request and the research required. In examining response time over a period of months we meet the goal of 48 hour response in 96% of requests.

Background and Strategies:
Percentages were derived from a thorough review of requests submitted during FY2001.

Measure:
the percentage increase in Internet inquiries made via the library network from the previous year.
Sec 57(b)(5) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:
This is a new measure for FY 02 and statistics to address this measure had not yet been developed. The Library installed software at the beginning of FY 02 to capture this information so statistics will be available for the next budget cycle.

Measure:
the average time taken from the division's receipt of records and archives to the time that they are made available to the public;
Sec 57(c)(1) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:
In the past the staff was able to process incoming archives records at a rate of 4 cubic feet per day, and those archival records were processed within 48 hours. However, staff must now also handle electronic records issues and on-line bibliographical databases. Currently, only one staff member is devoted to archival processing, so paper records are being processed at a rate of 2 cubic feet per day.

Background and Strategies:
The Archives changed the level of Archives review from a folder by folder examination to review of the records at the box level.

Measure:
the percentage of records retained having long-term value for legal, administrative, or historical reasons;
Sec 57(c)(2) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:
The Archives does not permanently retain any records with no long term value.

Background and Strategies:
The Archives has a target of reducing agency created records by 98% i.e. only 2% being permanently archived for legal, administrative or historical reasons. The Archives used to retain 5% but has met its 2% target since revising retention schedules several years ago.