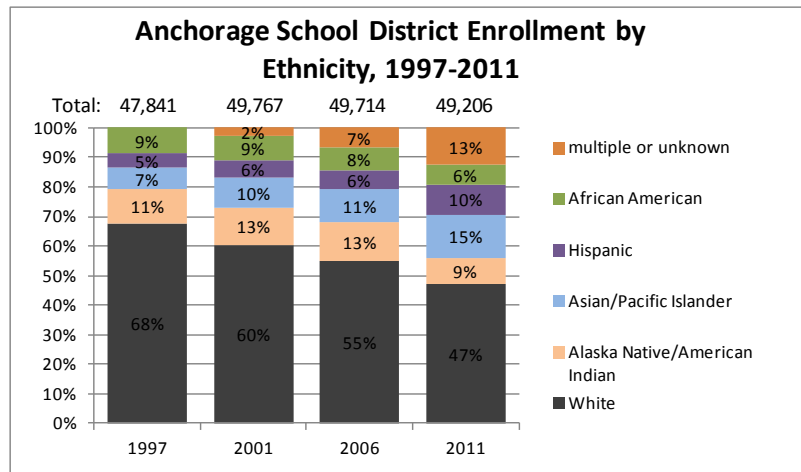




Anchorage School District Overview November 2011



Enrollment

The Anchorage School District is a large, ethnically, economically, and linguistically diverse district in southcentral Alaska. Enrollment has been just under 50,000 students for over a decade (see chart below) but the composition of those students has changed, with more students from diverse backgrounds.

Economically Disadvantaged (Low-Income) Students

In the last five years, the number and share of students from economically disadvantaged homes has increased significantly. The number of low income students increased from 16,769 in the 2005-06 year to 21,778 in 2010-2011, boosting the percentage from 34 percent of all students to 44 percent (see table).

	2005-06	2010-11
Economically disadvantaged	16,769	21,778
Not disadvantaged	32,945	27,428
Total Enrollment	49,714	49,206
Percent economically disadvantaged	34%	44%

Special Programs

In addition to the growth in numbers of low-income students, the number of students in many special programs has also increased. As the table on the next page shows, the district served double the number of students in its migrant programs in 2010-11 as in

	2005-2006	2010-2011	Change, 2006-2011
Bilingual	6490	5497	-15.3%
Migrant	1287	2591	101.3%
Title 1 Homeless	1767	2439	38.0%
Title 1 School wide	8070	10198	26.4%
Indian Education	2032	3378	66.2%
Gifted	3035	4580	50.9%
Special Education	8541	8,660	1.4%
Total District Enrollment	49714	49206	-1.0%

2005-06. Also seeing substantial growth were the Title I Homeless and School-Wide, Indian Education, and Gifted programs. But during the same period, the number of children served by bilingual programs declined, and special education enrollment changed little.

Top Five Languages spoken by ASD English Language Learners, 2005-06 and 2010-11		
	2005_06	2011_11
Spanish	1,599	1,438
Hmong	819	1,164
Samoan	542	977
Filipino	687	731
Yupik	*	304
Korean	459	*
Other	1,654	1,519

*=not in the top five that year; included in Other

While the number of students eligible for and served by bilingual programs has dropped in the last five years, the number of languages students in those programs speak has remained large. Four of the top five languages five years ago are still in the top five. Korean has been replaced by Yup'ik as the fifth most common home language for English language learners. In addition to the languages listed in the table below, the district serves student speaking 86 other languages, ranging from Albanian to Ibo to Navajo to Tlingit.

Transiency

The district reports a transiency rate for each of its schools, calculated for any given school by dividing the number of students enrolled for fewer than 170 days at that school by the total number enrolled in the school at any point in the school year. This rate measures the percentage of students who changed enrollment during the school year—not those who changed schools between one year and the next. The overall district transiency rate in 2010-2011 was 26.71 percent, meaning that just over 13,000 of the district's students changed schools during the year.

Transiency rates vary widely from school to school; the ones reported here are all from the 2010-2011 school year. Elementary schools with the lowest transiency rates see about one in ten students come or go during the school year; in those with the highest rates, more than two of every five students is transient. Transiency at middle and high schools varies almost as much, with middle schools from 12 percent to 30 percent and high schools from 15 percent to 36 percent. The highest rates are, not surprisingly, in schools that serve at-risk students.

Continuation School, a computer-based school serving expelled students, had a 100 percent transiency rate. Alternative programs have the lowest transiency rates, with Chugach Optional (an interdisciplinary curriculum, with emphasis on student need and interest, individualized learning, and flexible space and schedules) and Northern Lights ABC (a back-to-basics curriculum) have transiency rates of 5.4 percent and 6.9 percent, respectively.

Suspensions and Expulsions

In each of the last two years the school district imposed about 4,500 suspensions and 50 to 100 expulsions. But many students who are suspended may be suspended more than one time in the

Anchorage School District Suspensions and Expulsions, 2009/10 and 2010/11		
	2009-2010	2010-2011
Suspensions		
Elementary	1052	940
Middle	1498	1391
High	2130	2145
Total	4680	4476
Expulsions		
Middle	18	9
High	48	97
Total	66	106

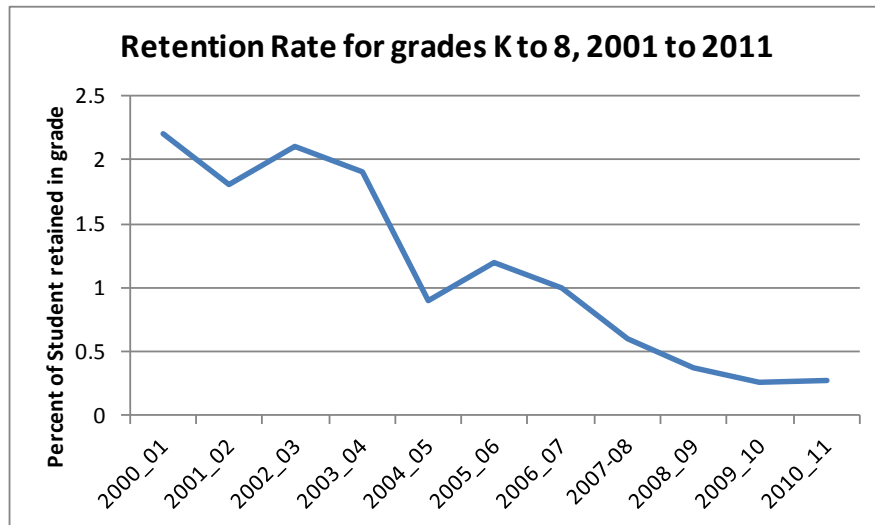
ASD Expulsions by Cause, 2009/10 and 2010/11			
Incident Type	Middle school	High school	Total
Drugs, Street	9	52	61
Alcohol, Sales	1	48	49
Weapons-Other	6	15	21
Assault	6	13	19
Arson/Fire	2	6	8
Criminal Acts	0	6	6
Other	3	5	8
Total	27	145	172

school year, so the suspension numbers represent fewer than 4,500 students; we don't know how many fewer. Fighting is among the top reasons for suspension at all grade levels. In elementary schools, fighting, dangerous actions, disruptive behavior, and willful disobedience account for about two-thirds of suspensions. In middle school, fighting, dangerous actions, willful disobedience, and reckless and unsafe behavior account for about half of all suspensions. In high school, drugs, willful disobedience, fighting, obscenity/profanity, and disruptive behavior account for about half of all suspensions.

Looking at expulsions drugs and alcohol accounted for over 60 percent of expulsions in the last two years, followed by weapons, assault, and arson.

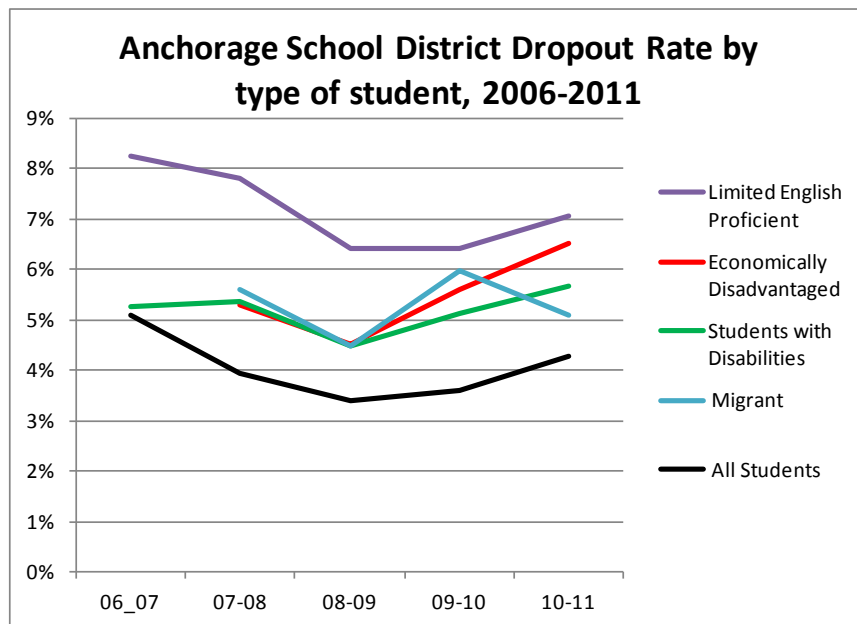
Retention and Dropout rates

The district reports the retention rate—that is, the share of students held back in a grade—for students in kindergarten through 8th grade. Over the last ten years, the rate has declined from



over two percent to less than one-half of one percent. The definition used to calculate the rate—the number of students retained in grades k through 8 divided by the enrollment in those grades—does not appear to have changed in that time.

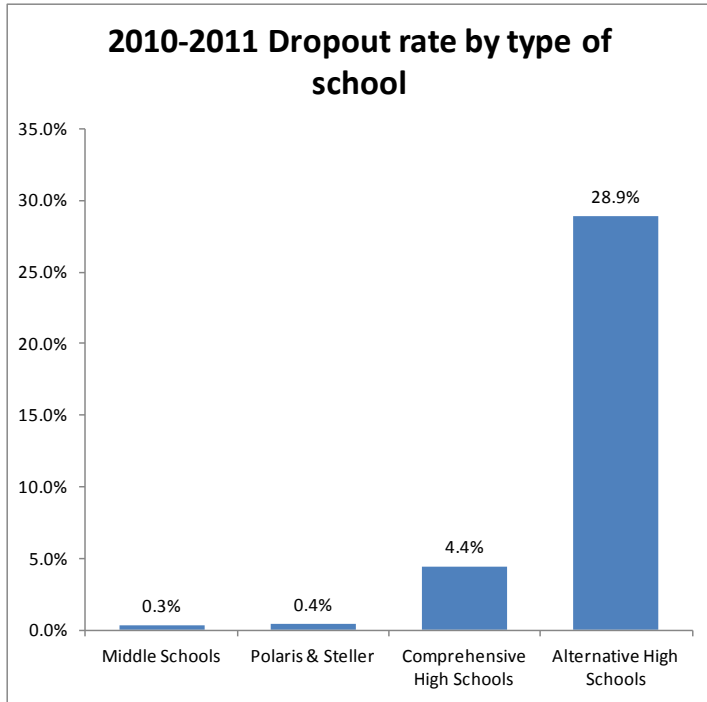
The dropout rate is calculated by dividing the number of dropouts each year in grades 7 through



12 by the total enrollment in grades 7 through 12. District dropout rates have been gradually declining over the last five years.

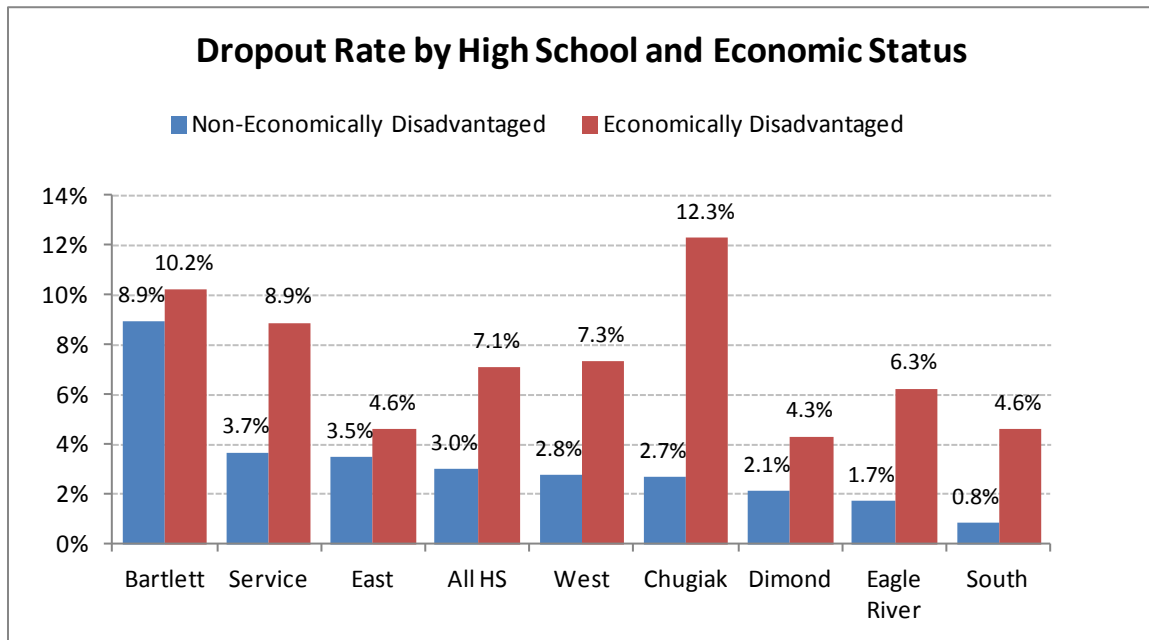
Changes in who was counted as a dropout, and when they were counted, make longer-term longitudinal comparisons unreliable in establishing trends. Students do not always tell school officials they are dropping out of school. They may simply

stop attending, either during the year, or fail to return after summer break. In those cases, it is left to school officials to ascertain whether students have transferred to other schools or dropped out. When students transfer to other public schools, officials will know because there will be a request for the student's records, but this is not necessarily the case if they transfer to home school.



Not surprisingly, dropout rates in middle school are much lower than the district-wide average, and rates for those in alternative schools for students who have not succeeded in the district's comprehensive high schools are much higher.

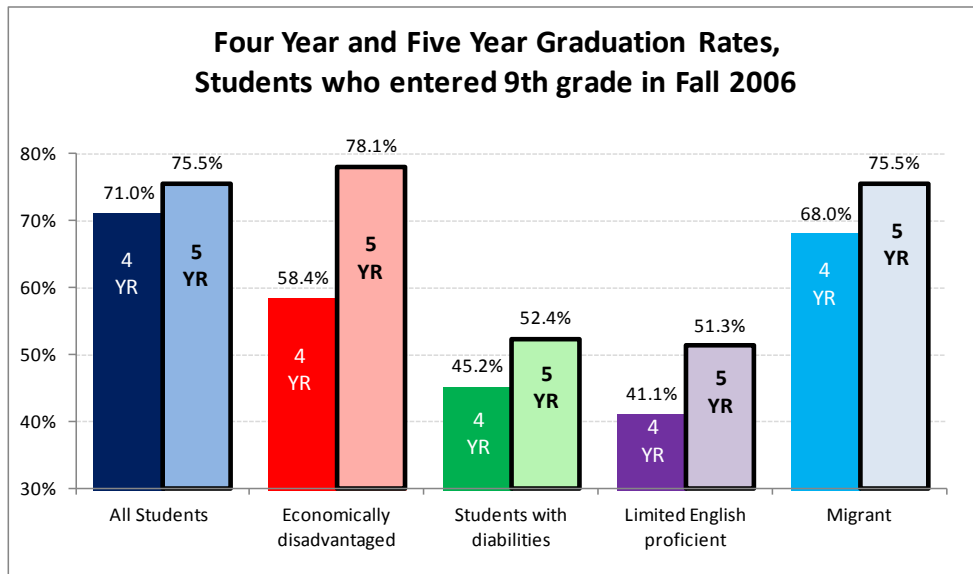
Dropout rates vary considerably across the district's main high schools, in ways that are not fully explained by different demographics. In 2011, some of the high schools with low dropout rates among students not economically disadvantaged had some of the higher dropout rates among economically disadvantaged students. But at other schools both groups of students had relatively low (or high) rates.



Graduation Rates

In 2010-2011 year, the state changed how it calculates the high school graduation rate. The new four-year graduation rate shows the number of students who enter ninth grade and graduate in four years or less. The five-year rate shows the number of students who enter ninth-grade and graduate in five years or less. The two rates together give a better picture of how many students do graduate (although some graduate later) rather than failing to complete high school. If the new state calculation were applied to the 2010 graduating class, the four-year graduation rate would have been 71.04 percent. The four-year graduation rate increased by 1.1 percentage points from the 2009-2010 to the 2010-2011 school year.

Anchorage School District Four year Graduation Rate, 2007 - 2011					
	2006_07	2007_08	2008_09	2009_10	2010_11
Old Method	63.02%	64.26%	70.01%	69.71%	
New Method				71.04%	72.14%



Source: ASD Profile of Performance 2010-2011

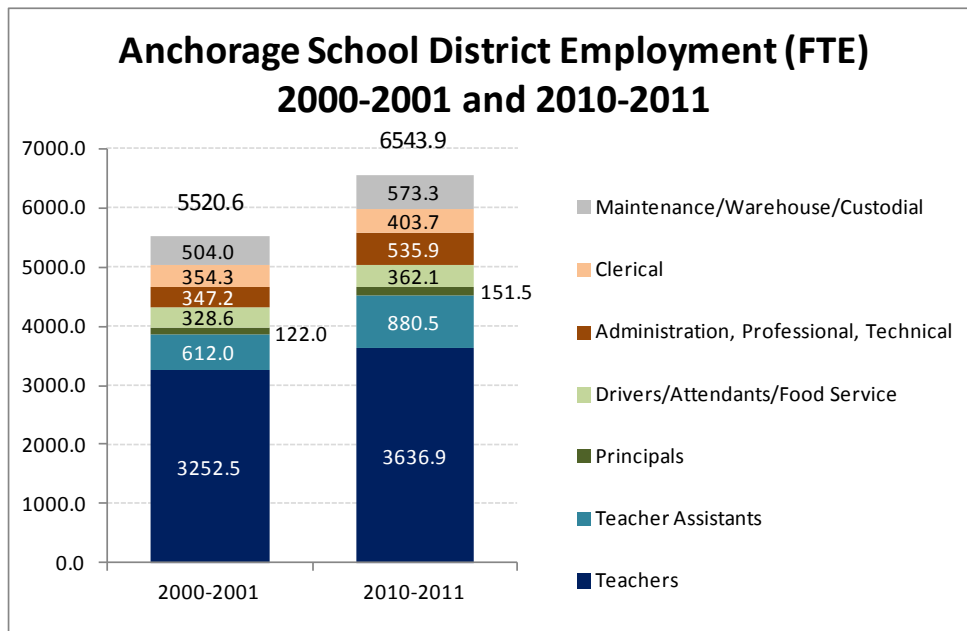
Teachers, Administrators, and other Staff

The chart below shows district employment on a full-time equivalent (FTE) basis in 2000-2001 and in 2010-2011. Total employment has grown about 19 percent. About 8 percent of the jobs are funded by restricted funds—grants and short term funding—which are up from about 6 percent of jobs in 2001. About 2.5 percent are funded by student nutrition funds. Teachers make up the largest share of jobs and the largest share of the increase in jobs as well. There were 384 more teachers in 2011 than in 2001, 288 of them paid from the general fund. The largest number of new teacher positions were 30 additional health teachers; 24 additional teachers needed because of providing elementary planning time; 23 additional counselors; 18 additional English Language learner teachers; 15.5 additional Gifted Program teachers, and 13.5 Nurse, Librarian, Technology and Reading teachers for Begich Middle School and Eagle River and South High Schools (which were built after 2001).

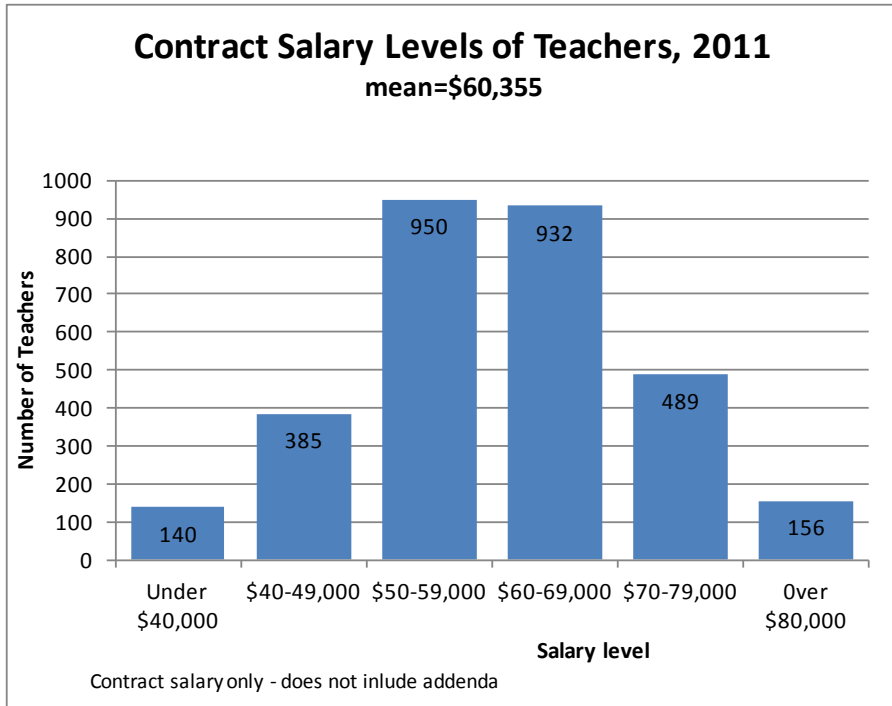
Growth in ASD Employment, 2001-2011 (FTE)			
By source of funding			
	2000-2001	2010-2011	Percent Growth
General Fund FTE	5028.2	5824.1	16%
Non-General fund FTE	492.4	719.8	46%
Total FTE	5520.6	6543.9	19%

Teaching assistants showed the second largest growth, at 268 additional FTE. Because many of the teaching assistant positions are less than full time, the 880 FTE of teaching assistants in the district in 2011 represents more

than 880 jobs. Between 2001 and 2011 the district added about 175 FTE in special education assistants, and 34.5 FTE of assistants to cover expanded full-day kindergarten programs.



Source: March 24 2010 Memo from Carol Comeau to the School Board
2010-2011 numbers are proposed budget, not actual

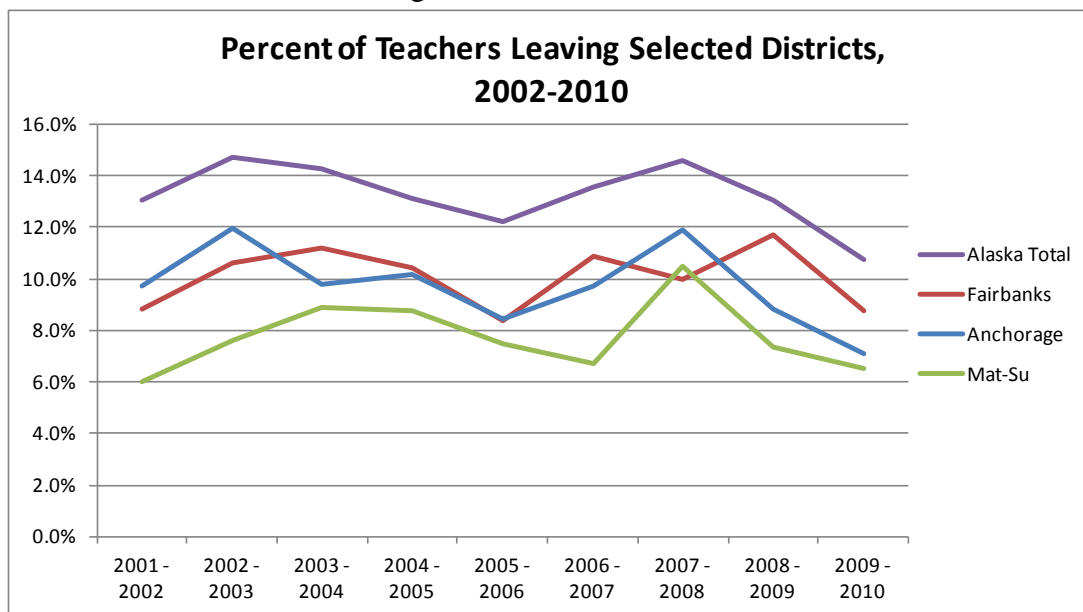


We have contract salary information for just over 3,000 teachers employed by the district in May 2011. Their average salary is \$60,355; about 5 percent make less than \$40,000 (mostly teachers who work part time) and about 5 percent make over \$80,000.

Source: Alaska DEED Certified Staff Accounting Database

Teacher Turnover

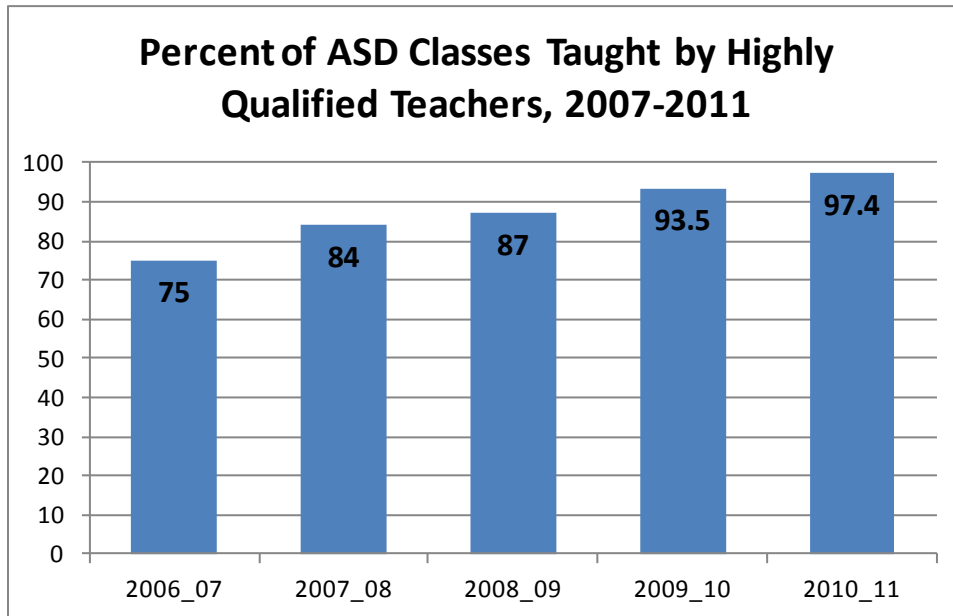
Over the last decade, the district's teacher turnover (defined here as the percentage of teachers in any given year who do not work in the district the following year) has varied around 10 percent. This rate is similar to that in other urban districts in Alaska, and well below that of many rural districts and the statewide average.



Source: Alaska DEED Certified staffing database

Teacher Qualifications

In 2010-2011, 42 percent of the district's teachers had earned a master's or higher degree; 46 percent were National Board certified. In the last five years, the percent of classes taught by highly qualified teachers increased from 75 percent to almost 100 percent.



Source: Alaska DEED Certified staffing database

In May 2011, just over 70 percent of the classes taught by teachers not classified as highly qualified were at the high school level. Math was the most frequent subject area taught by teachers not classified as highly qualified teachers, but still accounted for only about one-quarter of the classes taught by such teachers.

Number of Classes Taught by Non-HQ Teachers, May 2011, by subject and level			
Subject	Elementary	Middle	Secondary
Science	2	7	41
Social Studies	1	17	52
Language Arts	5	17	40
Math	7	18	56
Other	4	13	32
Total	19	72	221

Source: Alaska DEED Certified staffing database