

ANCHORAGE SCHOOL DISTRICT  
ANCHORAGE, ALASKA

ASD MEMORANDUM #61 (2000-2001)

September 25, 2000

TO: SCHOOL BOARD  
FROM: OFFICE OF THE SUPERINTENDENT  
SUBJECT: PROFILE OF PERFORMANCE: 1999-2000

PERTINENT FACTS:

The enclosed Profile of Performance: 1999-2000 reviews some of the achievements of the Anchorage School District for last year. The analysis has two sections this year. Part A displays and discusses Districtwide data and the extent to which the District reached the achievement related goals set by the Board. Part B includes detailed information regarding each school

The focus of the report is on academic outcomes and success in meeting local goals. The report does not include results for State Benchmark Tests, the State High School Graduation Qualifying Exam and High School Advanced Placement Tests. These results were not available when this report was prepared. These results will be reported to the Board and community when they are received.

Anchorage School District demographics continue to change. Anchorage had a September 30<sup>th</sup> enrollment of over 49,000 students. There were record levels of cultural and linguistic diversity. Student mobility remained high, and substantial numbers of students were eligible for free and reduced lunch.

Overall student academic performance continues to be strong. Norm referenced test scores show overall performance above the 60<sup>th</sup> percentile on standardized tests. More than 60 percent of graduating seniors took College entry examinations and Anchorage average scores continue to be above those of the State and nation.

Results on local Anchorage tests and our own Anchorage Writing Assessment show that most students are meeting Anchorage Performance Standards. Most grade three students reach the Board goal of all students being independent readers, but many are still working to reach that level of performance. While direct year-to-year comparisons are not possible in writing because students wrote on different topics each year, a lower percentage of students are meeting standards across the six traits. Writing Conventions is again the most difficult area for students to master. Grade six

pre-algebra qualifying exams show an increase in the percent of students recommended for pre-algebra, with substantial differences in the proportion of students recommended among schools.

Absolute student performance on the California Achievement Tests remains very strong with an overall score well above the national average at the 64<sup>th</sup> percentile<sup>1</sup>. Continuing students demonstrate increasing grade-to-grade performance in Reading, Language Arts, and Math. We did not achieve the School Board goal for an increase in spelling performance but did maintain performance just above the national average at the 51<sup>st</sup> percentile.

Other District performance indicators remain positive. Students attend school regularly with about 94 percent in class on any given day. Less than three percent of Anchorage students were reported as dropouts during the year. However, about 12.5 percent of the class of 1999-2000 left school as dropouts over the four years of high school and these 425 students must be a concern.

The above average performance shown in the overall profile averages does not mean that every student is being successful. American Native, Black, and Hispanic students do not do well as White and Asian American students. Differences show up across indicators including test scores, grades, credits earned, and drop out rates. Every group has students who are high and low performers.

Parent, staff and student responses to School Report Card surveys at elementary, middle level, and high school indicate a substantial level of satisfaction and support for local school programs. Parents find Anchorage schools to be positive environments where students and academic success are valued. Parent satisfaction with the Anchorage School District and the school their child attends increased notably over the prior year.

Our continued focus on goal setting, accountability for performance, and the improvement of District programs should allow the District to maintain or improve our high level of student achievement. Good teaching, good curriculum the hard work of students, and the support of parents and community continue to result in overall performance well above the national average.

CC/FS/RF/TS/SH

Attachment

Prepared by: Fred Stofflet, Executive Director, Curriculum & Evaluation  
Ray Fenton, Supervisor, Assessment & Evaluation

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<sup>1</sup> CAT testing at grade 11 was dropped for 1999-2000 so only grades 3-10 are included in this average.

**Tom Straugh, Coordinator, Testing**  
**Sarah Hotchkiss, Assessment Specialist**

**Approved by: Carol Comeau, Superintendent (Acting)**