

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #58 (2003-2004)

September 22, 2003

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: PROFILE OF PERFORMANCE 2002-2003

PERTINENT FACTS:

The Profile of Performance is the Anchorage School District (ASD) report to the School Board and community on the academic achievement of Anchorage students and schools. The report is divided into two parts. Each is briefly described below.

Part I provides an overview of the District and the success of the District in meeting the School Board Goals for the 2002-2003 school year.

Part I of the report also provides a summary of performance across the entire District on a variety of indicators used in the identification and analysis of "achievement gaps" among the ethnic and other groups designated by the federal "No Child Left Behind" Act and related Alaska State regulations.

Part II of the report provides summary profiles for each of the Anchorage schools. Part II includes information on the attainment of school goals, staff and student demographics, and student academic achievement at the school level.

ASD Demographics:

The Profile report contains a review of demographic descriptors and trends prior to the achievement measures to provide a more complete picture of the ASD. Data are presented on the composition of the student body in terms of ethnicity and participation in specially funded programs and programs for students with special needs. Economic levels of the students are briefly described. This demographic profile provides a background for interpreting the outcome indicators that are presented later in the profile report.

ASD Mission and Goals for 2002-2003 – Summary Statements:

The Profile report is intended to show where the ASD made progress toward meeting Board goals in 2002-2003. While detailed discussion and supporting data tables are provided in the Profile Report, several summary statements related to Board goals are briefly presented below.

- High School Graduation Qualifying Examination results from Spring 2003 show improved performances in math, and consistent performance in reading and writing compared to those in 2002 (Tables 13-15 and 20-22).
- Approximately 77 percent of ASD seniors (class of 2004), as of the posting of spring 2003 test results, had demonstrated adequate proficiency (that is received “passing scores”) on all three tests on the HSGQE. The exact number of seniors who still need to pass one or more tests fluctuates based on transfers in and out of the District. Status as of the Spring 2003 posting is:

77 percent proficient on all three sub-tests
(reading, writing, and math)
83 percent proficient on reading
90 percent proficient on writing
81 percent proficient on math

- Over 75 percent of ASD third grade students reached independent reader as indicated by a “proficient” or higher rating on the third grade Benchmark Reading Test and on the District third grade Reading Assessment (Table 25).
- While the overall District indicators are generally positive relative to the test results from the state assessments, there are substantial differences in the test results among the grade levels, and among the ethnic and other NCLB designated groups of students (Table A - L, Graphs 1 and 2).
- The dropout rate among 7-12 graders in 2002-03 was 5.3 percent (1,176 students). This was lower than the rate shown for 2001-02, which was 6.0 percent (1,296) (Table 26).

Related performance and other indicators and sources for information:

As a supplement to tables and data provided in this hard copy edition of the Profile of Performance, additional supporting District and school information is available on State and District web pages.

Individual School Report Cards provide more information on school goals, the activities undertaken at the school to reach those goals, and an assessment of the success of those activities. This information is reported to the State of Alaska Department of Education and Early Development (DEED) as part of the annual District report in June each year.

These reports are available through the state's web site at: http://www.eed.state.ak.us/DOE_Rolodex/schools/ReportCard/RCSearch.cfm

The No Child Left Behind Act (NCLB), has a strong focus on Adequate Yearly Progress (AYP) for schools and designated ethnic and other student groups. AYP and the related student achievement and participation results are discussed in greater depth in the school reports and profiles and in various web sites and resources from the Anchorage School District and State.

The State produces two sets of reports related to student achievement:

State reports published August 20, 2003, regarding to school performance relative to Adequate Yearly Progress (AYP) as required under the No Child Left Behind Act (NCLB) are located at:

www.eed.state.ak.us/doe_rolodex/ayp/search.cfm

State reports on student achievement in specific tests: State Benchmarks at grades 3, 6 and 8; CTB Terra Nova/CAT 6 at grades 4, 5, 7 and 9; and the High School Graduation Qualifying Exam beginning in Grade 10, are available at: <http://www.eed.state.ak.us/tls/assessment/results.html>

In addition to the state reports, the Anchorage School District provides a summary of school performance relative to Adequate Yearly Progress (AYP) in this profile (Page 13). This summary is also available at the District web site: <http://www.asdk12.org/NCLB/AYP/table.asp>.

District and school AYP designation information was provided by the Alaska Department of Education and Early Development. Additional information about No Child Left Behind (NCLB) and Adequate Yearly Progress (AYP) is available on the federal web site at www.nclb.gov, on the state's web site at www.eed.state.ak.us, and on the District's NCLB web site: <http://www.asdk12.org/NCLB/AYP/>.

The ASD Assessment & Evaluation Office is developing and placing on-line supplementary tables and information related to the Profile and performance topics. These will be available through the District web page as they are

developed. Additional information, including web page addresses, is provided in the following sections of this report.

The Profile of Performance is available for a small charge from the Public Affairs Office of the Anchorage School District, 4600 DeBarr Avenue, Anchorage, AK (907) 742-4153. Copies are available to the public in all Anchorage libraries. The complete Profile of Performance will be available on the District website at <http://www.asdk12.org>.

Specific questions regarding the content of the document should be referred to the Anchorage School District Assessment and Evaluation Department at (907) 742-4420. The ASD Assessment & Evaluation Office is located on the 4th floor of the Legal Building, on the corner of 6th and K.

Attachment

CC/JC/EM

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