

Table 71

Bartlett High School Overview

Statement of Program

Bartlett High School is one of the seven large, comprehensive high schools in the Anchorage School District. Bartlett is located near Elmendorf Air Force Base and draws students from both the military base and the Muldoon community at large. The staff at Bartlett High School has a strong commitment to meeting the unique and individual need of our diverse student population. Through varied instructional methods, extracurricular activities, and consistent support, students at Bartlett have an opportunity to achieve their highest potential and develop a strong sense of community. The Bartlett High School staff is committed to the overall growth of each student as an independent, self-reliant person who can participate cooperatively in a group atmosphere. Being aware of the rapid pace of change, our school community seeks to provide each student with the tools to function responsibly in our world. As a staff, we recognize that students differ and we attempt to provide programs that afford every individual the opportunity for an education tailored to his or her needs. The school bears the responsibility to provide an atmosphere where each student is challenged to strive for excellence. We aim to supply each student with the physical and mental skills to gather knowledge, solve problems, think critically, and communicate effectively. Bartlett High School is committed to "Excellence without Exception."

From the Report Card/MLP

SCHOOL GOALS	
Goal	Level of Achievement
The percentage of students in the following sub-groups – economically disadvantaged, disabled, and LEP – who are proficient on the state assessments will increase sufficiently to earn AYP through either the AMO target or safe harbor.	Not Attained
Maintain a safe learning environment; focusing upon improving student interactions and reduce suspensions resulting from negative interactions.	Attained
Increase student enrollment in advance placement (AP) courses, raising enrollment from 89 students to 135. This represents a 50% gain. In particular, we will focus on increasing enrollment among under-represented sub-groups.	Partially Attained

From the Report Card/MLP

BUDGET*	
2004-2005 Actual Expenditures	\$8,755,935
2004-06 Revised Budgeted Amount	\$9,230,067
2006-07 Proposed Budget	\$9,751,401
*Dollars budgeted or expended are general fund only.	

From IFAS

Bartlett High School Characteristics

	School	District	Source of Information
Membership	1,820	50,051	Fall OASIS
Capacity	94%	N/A	Board Report - #189 3/7/06
Attendance Rate	89%	93%	SMS end of year report
Transiency Rate	25.48%	22.72%	Report Card File
Economically Disadvantaged	535	16,769	Fall OASIS
Ave. Weekly Volunteer Hours	25	5,032	Report Card File
Graduation Rate	68.3%	63.9%	Cohort group rate – NCLB formula
Dropout Rate	7.82%	5.78%	OASIS end of year report
AP courses offered in 2005-2006	14	25	SMS transcript file
Students successfully completing AP courses	130	1,386	SMS transcript file
AP courses completed by students	229	2,524	SMS transcript file
Students Taking an Alternate Assessment	32	264	SMS
Students Taking a HSGQE Alternative Assessment	55	270	SMS
Change in Enrollment	-6.4%	0.3%	Report Card File

Teacher Qualification				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
100	100%	45%	2	76%

SCHOOL BUSINESS PARTNERSHIPS
Fort Richardson Youth Education Support Services Fred Meyer - Muldoon Totem Ocean Trailer Express (TOTE)

From MLP

ACCREDITATION		
Initial Accreditation	Name of Accrediting Organization	Level of Accreditation
1973	Northwest Association of Accredited Schools	Full

ETHNICITY REPORT - OCTOBER 2005						
Caucasian	African American	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	Multi-Ethnic	Total
825	319	283	213	97	83	1820
45.33%	17.53%	15.55%	11.70%	5.33%	4.56%	100.00%

From Fall Oasis

Bartlett High School Characteristics

TOTAL DROPOUT RATES							
Data Type	AK Native/ American Indian	Asian/ Pac. Islander	African American	Hispanic	Caucasian	Multi- Ethnic	Total
Enrollment	300	231	346	114	888	91	1,970
Final Dropouts	33	11	20	10	74	6	154
% of Dropouts	11.00%	4.76%	5.78%	8.77%	8.33%	6.59%	7.82%

From Summer Oasis

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
927	827	89.2%

From participation file (3-10 graders)

Test	Students/Subject	SAT/ACT				
		<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>
	No. Graduates	324	333	326	300	327
SAT	Percent Tested	50%	51%	53%	58%	40%
	Critical Reading*	482	489	480	490	479
	Math	502	499	484	482	490
	Writing					457
ACT	Percent Tested	20%	29%	28%	29%	22%
	English	20.5	19.5	19.2	20.2	19.0
	Math	22.1	21.0	20.6	19.9	19.5

*Reported as Verbal Score prior to 2005-2006

**Anchorage School District
2005-2006 Adequate Yearly Progress**

Bartlett High School

AMO For Language Arts: 71.48%
AMO For Math: 57.61%

**Does Not Meet AYP
Level 4**

Group	Participation Rate				"FAY"	Language Arts Performance				Math Performance			
	(A) Number Enrolled	(B) Number Tested	Participation Rate (%)	(C) Participation Rate Met	(D) Tested and Enrolled "FAY"	(E) Proficient on LA	(F) Percent Proficient on LA	(G) LA Target	(H) Met AMO for LA	(I) Proficient on Math	(J) Percent Proficient in Math	(K) Math Target	(L) Met AMO for Math
All Students	927	893	96.3%	Yes	798	573	71.8%	67.8%	Yes	416	52.1%	53.5%	No
African American	161	156	96.9%	Yes	139	96	69.1%	62.6%	Yes	55	39.6%	47.8%	No
AkNa & Amln	138	129	93.5%	Yes-Avg(2)	113	73	64.6%	61.6%	Yes	58	51.3%	46.8%	Yes
Asian	123	120	97.6%	Yes	103	64	62.1%	61.1%	Yes	48	46.6%	46.3%	Yes
Caucasian	396	382	96.5%	Yes	357	279	78.2%	65.9%	Yes	220	61.6%	51.5%	Yes
Hispanic	55	54	98.2%	Yes	42	29	69%	55.2%	Yes	12	28.6%	39.8%	No
Multi-Ethnic	54	52	96.3%	Yes	44	32	72.7%	55.6%	Yes	23	52.3%	40.3%	Yes
Low Income	335	313	93.4%	Yes-Avg(2)	261	152	58.2%	65%	Yes-SH	109	41.8%	50.5%	No
Disabled	116	108	93.1%	Yes-Avg(2)	100	29	29%	61%	No	21	21%	46.1%	No
LEP	173	167	96.5%	Yes	143	74	51.7%	62.7%	Yes-SH	55	38.5%	48%	No

Graduation Rate: 68.3% (Threshold is 55.58%)

N/A is used to indicate when a group does not need to be evaluated when:

(1) 20 or fewer students are enrolled in a group for all groups except "All Students".

(2) 40 or fewer students are enrolled FAY (column D) in the Disabled & LEP groups.

* For the groups where the number enrolled is fewer than or equal to 40, participation is met when no more than 2 miss the test. Groups can also meet this target using the average of the past two or three years.

** Where a group achieves a "Yes" without meeting the listed target, it has done so using either the 99% confidence interval or Safe Harbor.

*** Results cannot be published without releasing personally identifiable information.

This document was prepared by the ASD Assessment and Evaluation

7/19/2006

Anchorage School District: Profile of Performance 2005-06

Bartlett HSGQE - 10th Grade Results

Reading	Proficient		Not Proficient	
	School	District	School	District
2005-2006	69.8%	76.4%	30.2%	23.6%
2004-2005	62.2%	72.5%	37.8%	27.5%
2003-2004	66.6%	73.3%	33.3%	26.7%
2002-2003	62.4%	72.8%	37.6%	27.1%

Writing	Proficient		Not Proficient	
	School	District	School	District
2005-2006	88.8%	90.8%	11.2%	9.2%
2004-2005	79.3%	85.6%	20.7%	14.4%
2003-2004	83.3%	87.0%	16.7%	13.0%
2002-2003	81.7%	85.4%	18.3%	14.6%

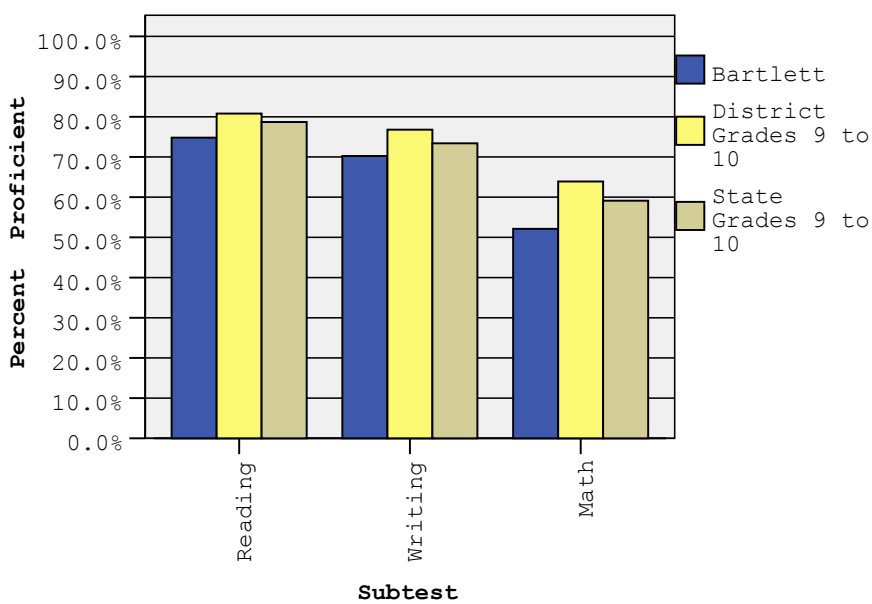
Math	Proficient		Not Proficient	
	School	District	School	District
2005-2006	74.9%	79.9%	25.1%	20.1%
2004-2005	67.0%	76.3%	33.0%	14.4%
2003-2004	62.8%	69.8%	37.1%	30.2%
2002-2003	65.6%	74.3%	34.3%	25.7%

Bartlett HSGQE Scores Spring 2006				
Students	Proficient		Not Proficient	
	Number	Percent	Number	Percent
Grade 10				
Reading	296	69.8%	128	30.2%
Writing	374	88.8%	47	11.2%
Math	314	74.9%	105	25.1%

Bartlett High School SBA Proficiency – Spring 2006

	Reading		Writing		Math	
	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient
All Grades	76.1%	74.8%	72.1%	70.2%	54.5%	52.1%
9th Grade	76.1%	70.4%	72.1%	68.5%	54.5%	47.1%
10th Grade	N/A	79.2%	N/A	72.0%	N/A	57.3%

SBA Spring 2006 Proficiency Rate Comparison of School, District, and State *



* District and State Grades 9 to 10

Anchorage School District: Profile of Performance 2005-06

Bartlett SBA Proficiency by NCLB Groups – Spring 2006

		Reading		Writing		Math	
		Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient
Ethnicity	All Students	74.8%	25.2%	70.2%	29.8%	52.1%	47.9%
	African American	69.3%	30.7%	66.0%	34.0%	38.8%	61.2%
	AK Native/ American Indian	65.9%	34.1%	64.8%	35.2%	51.3%	48.7%
	Asian	65.2%	34.8%	61.7%	38.3%	48.3%	51.7%
	Caucasian	85.0%	15.0%	78.8%	21.2%	63.5%	36.5%
	Hispanic	66.0%	34.0%	63.5%	36.5%	30.8%	69.2%
	Multi-Ethnic	72.0%	28.0%	62.0%	38.0%	45.1%	54.9%
Low Income	Yes	61.5%	38.5%	57.4%	42.6%	41.6%	58.4%
	No	81.9%	18.1%	77.0%	23.0%	57.7%	42.3%
Disabled	Yes	29.5%	70.5%	21.4%	78.6%	9.8%	90.2%
	No	80.0%	20.0%	75.6%	24.4%	56.7%	43.3%
LEP	Yes	54.1%	45.9%	51.0%	49.0%	39.2%	60.8%
	No	79.5%	20.5%	74.6%	25.4%	55.1%	44.9%
Migrant	Yes	75.9%	24.1%	65.5%	34.5%	60.0%	40.0%
	No	74.8%	25.2%	70.4%	29.6%	51.9%	48.1%
Gender	Female	79.3%	20.7%	77.6%	22.4%	52.6%	47.4%
	Male	70.4%	29.6%	62.9%	37.1%	51.6%	48.4%

Anchorage School District: Profile of Performance 2005-06

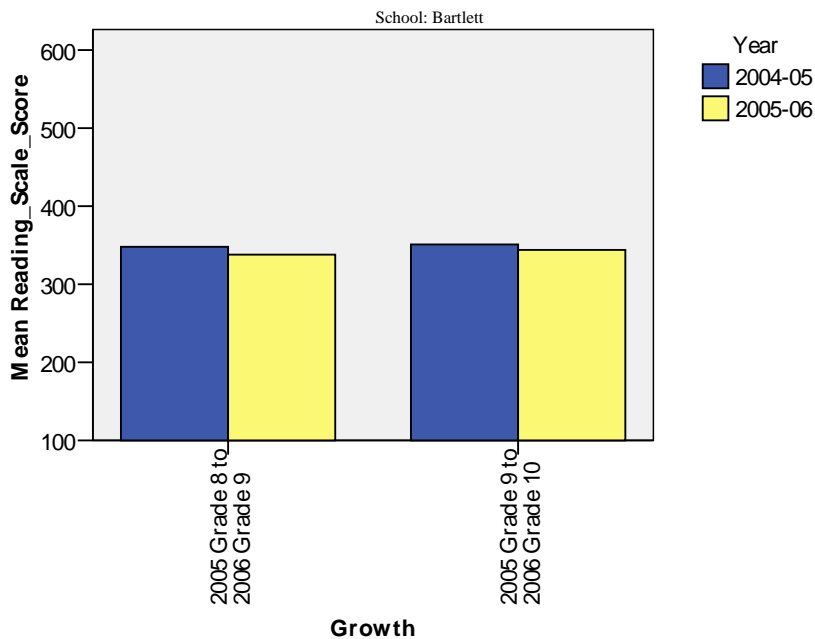
Bartlett SBA Mean Scale Score Comparison: 2004-2005 to 2005-2006

		Reading		Writing		Math	
		2004-2005 Mean Scale Score	2005-2006 Mean Scale Score	2004-2005 Mean Scale Score	2005-2006 Mean Scale Score	2004-2005 Mean Scale Score	2005-2006 Mean Scale Score
Ethnicity	All Students	349.0	337.5	333.6	331.6	310.0	300.9
	African American	344.1	318.6	325.9	318.0	289.1	281.8
	AK Native/ American Indian	320.8	328.5	305.8	321.4	285.6	290.3
	Asian	307.0	315.8	302.0	314.7	294.5	299.6
	Caucasian	370.0	358.1	353.6	350.3	330.8	318.7
	Hispanic	345.8	323.6	330.6	313.3	296.5	277.4
	Multi-Ethnic	368.4	327.1	337.4	315.2	323.0	287.6
Low Income	Yes	311.3	319.1	302.1	311.5	280.9	288.1
	No	360.1	348.5	343.0	342.9	318.5	308.5
Disabled	Yes	279.1	265.0	259.4	252.9	243.9	228.4
	No	356.3	348.4	341.0	342.8	316.8	311.2
LEP	Yes	294.2	308.9	282.2	308.4	272.3	286.5
	No	358.3	343.3	341.8	336.4	316.2	304.0
Migrant	Yes	322.1	335.6	310.0	317.4	278.8	297.1
	No	349.6	337.6	334.1	332.1	310.7	301.0
Gender	Female	351.2	343.7	339.9	340.2	306.3	305.1
	Male	346.8	331.9	327.3	323.3	313.5	297.0

Anchorage School District: Profile of Performance 2005-06
Bartlett SBA Growth in Average Scale Score by NCLB Groups: Reading

		Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years		
		Grade 8 in 2005	Grade 9 in 2006	Difference	Grade 9 in 2005	Grade 10 in 2006	Difference
Ethnicity	All Students	348.2	338.0	-10.2	351.1	343.7	-7.4
	African American	322.3	318.8	-3.5	346.4	340.7	-5.7
	AK Native/American Indian	339.2	327.7	-11.5	338.4	333.1	-5.3
	Asian	323.7	316.3	-7.3	311.0	302.4	-8.6
	Caucasian	371.1	357.7	-13.4	375.8	370.9	-4.9
	Hispanic	337.4	323.7	-13.7	354.2	341.0	-13.2
	Multi-Ethnic	352.9	327.1	-25.8	366.3	352.8	-13.5
Low Income	Yes	326.0	319.4	-6.6	310.7	308.2	-2.5
	No	360.8	347.9	-12.9	368.7	361.3	-7.3
Disabled	Yes	276.2	265.0	-11.2	270.1	255.7	-14.4
	No	360.3	347.8	-12.5	359.4	350.7	-8.7
LEP	Yes	316.7	309.2	-7.5	296.9	289.1	-7.8
	No	354.7	343.3	-11.4	364.0	358.4	-5.6
Migrant	Yes	334.1	335.7	1.6	329.8	345.9	16.1
	No	349.4	337.7	-11.7	352.2	344.0	-8.2
Gender	Female	354.9	344.1	-10.8	355.3	344.8	-10.5
	Male	343.0	332.4	-10.7	346.7	343.2	-3.5

Measure of Growth in SBA Reading for Students Who Tested in 2005 and Again in 2006

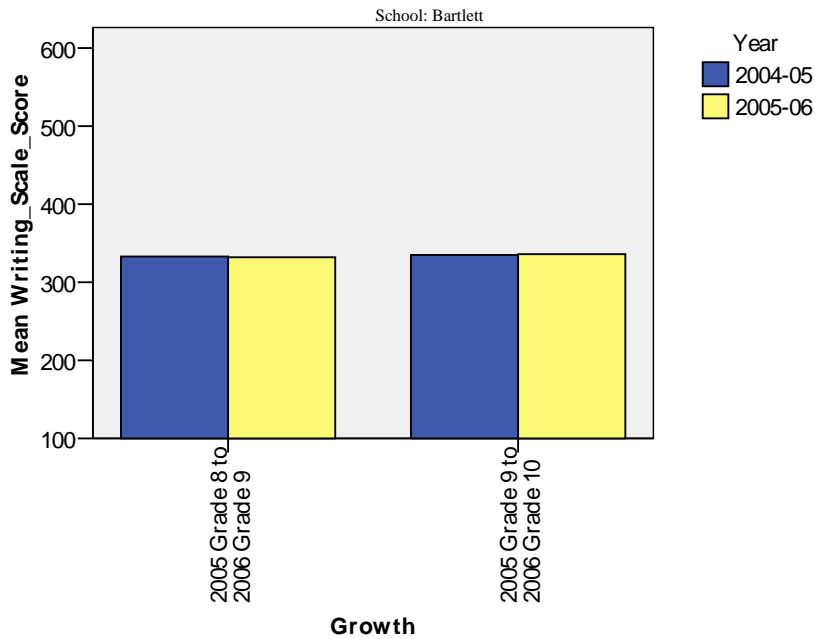


Anchorage School District: Profile of Performance 2005-06

Bartlett SBA Growth in Average Scale Score by NCLB Groups: Writing

		Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years		
		Grade 8 in 2005	Grade 9 in 2006	Difference	Grade 9 in 2005	Grade 10 in 2006	Difference
Ethnicity	All Students	333.1	331.7	-1.4	334.8	335.9	1.1
	African American	320.4	317.7	-2.7	333.2	328.0	-5.2
	AK Native/American Indian	318.9	323.1	4.2	322.8	321.8	-1.0
	Asian	317.0	315.4	-1.6	304.7	311.2	6.5
	Caucasian	348.8	349.9	1.1	355.7	358.3	2.7
	Hispanic	336.2	313.0	-23.2	332.1	326.7	-5.4
	Multi-Ethnic	338.3	314.8	-23.5	333.4	344.7	11.3
Low Income	Yes	312.7	311.2	-1.5	299.9	306.1	6.2
	No	344.7	343.3	-1.3	352.0	351.4	-0.6
Disabled	Yes	256.1	252.7	-3.4	251.8	257.9	6.1
	No	346.4	342.7	-3.7	344.2	342.0	-2.2
LEP	Yes	309.9	308.1	-1.8	284.3	288.8	4.5
	No	338.0	336.4	-1.6	346.7	348.2	1.5
Migrant	Yes	308.8	316.9	8.1	300.7	332.3	31.7
	No	334.2	332.0	-2.2	337.1	335.7	-1.4
Gender	Female	348.3	339.8	-8.5	343.4	347.7	4.3
	Male	320.7	323.2	2.5	327.9	324.1	-3.8

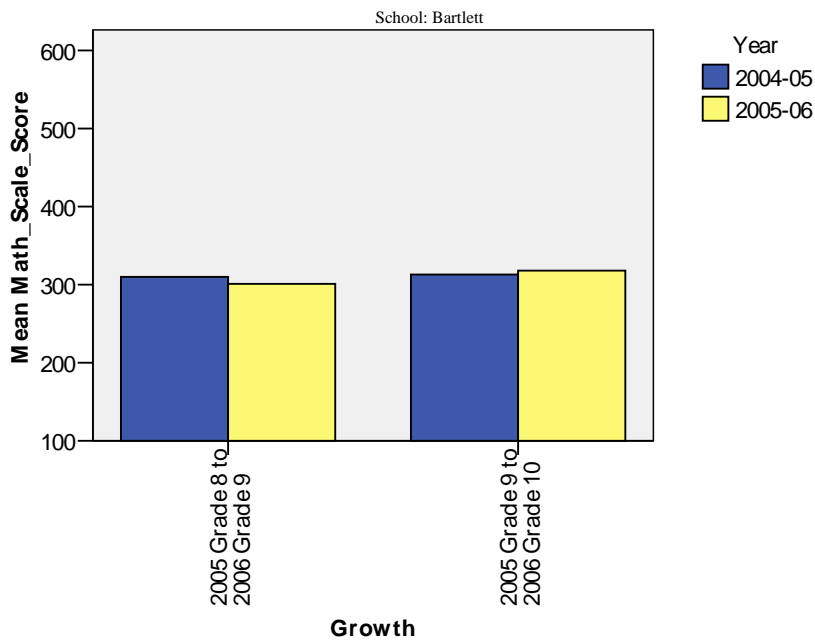
Measure of Growth in SBA Writing for Students Who Tested in 2005 and Again in 2006



Bartlett SBA Growth in Average Scale Score by NCLB Groups: Math

		Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years		
		Grade 8 in 2005	Grade 9 in 2006	Difference	Grade 9 in 2005	Grade 10 in 2006	Difference
Ethnicity	All Students	309.8	300.9	-8.9	312.7	318.3	5.7
	African American	283.2	282.0	-1.2	293.1	297.7	4.6
	AK Native/American Indian	280.3	283.8	3.5	303.9	310.2	6.3
	Asian	298.7	300.2	1.5	293.9	303.1	9.2
	Caucasian	332.7	319.3	-13.4	335.0	342.4	7.4
	Hispanic	297.1	276.7	-20.4	304.8	287.9	-16.9
	Multi-Ethnic	307.4	287.7	-19.7	319.2	323.0	3.8
Low Income	Yes	291.9	288.1	-3.8	283.3	292.8	9.5
	No	321.0	308.4	-12.7	327.7	330.2	2.5
Disabled	Yes	232.8	227.9	-4.9	231.7	255.3	23.7
	No	323.2	311.0	-12.2	321.1	322.7	1.6
LEP	Yes	290.3	286.8	-3.5	276.4	284.7	8.3
	No	313.7	304.2	-9.5	321.9	326.1	4.2
Migrant	Yes	294.7	297.3	2.7	291.0	315.4	24.4
	No	311.1	300.7	-10.4	313.8	317.9	4.1
Gender	Female	312.4	304.7	-7.7	311.2	314.0	2.8
	Male	307.9	297.1	-10.8	315.3	322.8	7.5

Measure of Growth in SBA Math for Students Who Tested in 2005 and Again in 2006



Anchorage School District: Profile of Performance 2005-06

Bartlett Grades 9-10 SBA Results Compared with District and State: Reading

Reading		% Advanced			% Proficient			% Below Proficient			% Far Below Proficient			Total Students Tested	Percent Tested		
		School	District	State	School	District	State	School	District	State	School	District	State	School	School	District	State
Ethnicity	All Students	25.1%	37.9%	35.1%	49.7%	43.0%	43.6%	19.1%	15.2%	17.2%	6.1%	4.0%	4.1%	927	96.3%	94.9%	93.7%
	African American	19.0%	19.8%	19.9%	50.3%	45.3%	47.0%	25.5%	26.9%	26.0%	5.2%	7.9%	7.1%	161	96.9%	94.2%	94.0%
	AK Native/ American Indian	17.9%	21.7%	15.6%	48.0%	44.8%	45.0%	26.0%	26.2%	31.2%	8.1%	7.3%	8.3%	138	93.5%	91.7%	92.0%
	Asian	7.8%	20.7%	24.0%	57.4%	49.1%	49.0%	22.6%	22.5%	21.3%	12.2%	7.7%	5.8%	123	97.6%	95.7%	94.6%
	Caucasian	36.8%	49.3%	46.5%	48.2%	40.6%	42.0%	11.1%	8.5%	9.7%	3.9%	1.6%	1.8%	396	96.5%	96.0%	94.4%
	Hispanic	18.9%	20.4%	23.7%	47.2%	48.8%	46.7%	26.4%	24.3%	23.2%	7.5%	6.5%	6.4%	55	98.2%	93.3%	91.9%
	Multi-Ethnic	24.0%	31.5%	33.3%	48.0%	40.1%	42.6%	24.0%	21.6%	18.7%	4.0%	6.8%	5.4%	54	96.3%	91.5%	92.6%
Low Income	Yes	13.4%	17.0%	18.9%	48.2%	44.1%	44.8%	27.4%	28.8%	28.4%	11.0%	10.1%	7.9%	335	93.4%	90.7%	92.7%
	No	31.4%	44.1%	42.4%	50.5%	42.6%	43.1%	14.6%	11.1%	12.1%	3.4%	2.2%	2.4%	592	98.0%	96.3%	94.1%
Disabled	Yes	1.1%	5.7%	6.1%	28.4%	35.4%	32.0%	39.8%	40.1%	42.5%	30.7%	18.7%	19.4%	116	93.1%	85.3%	86.5%
	No	27.8%	41.5%	38.4%	52.2%	43.8%	44.9%	16.7%	12.4%	14.2%	3.3%	2.3%	2.4%	811	96.8%	96.2%	94.6%
LEP	Yes	4.5%	7.1%	5.6%	49.7%	48.8%	43.7%	33.8%	32.5%	39.0%	12.1%	11.6%	11.7%	173	96.5%	92.5%	92.6%
	No	29.7%	42.8%	39.6%	49.7%	42.0%	43.6%	15.8%	12.4%	13.8%	4.7%	2.8%	3.0%	754	96.3%	95.3%	93.9%
Migrant	Yes	20.7%	20.6%	19.5%	55.2%	49.4%	43.6%	20.7%	21.7%	28.1%	3.4%	8.3%	8.8%	34	88.2%	90.9%	94.3%
	No	25.2%	38.3%	36.1%	49.5%	42.8%	43.6%	19.1%	15.0%	16.4%	6.2%	3.9%	3.8%	893	96.6%	95.1%	93.7%
Gender	Female	25.4%	40.4%	37.7%	53.9%	43.8%	45.1%	16.2%	12.9%	14.3%	4.5%	3.0%	2.8%	453	96.9%	95.4%	93.8%
	Male	24.8%	35.4%	32.6%	45.6%	42.2%	42.2%	22.0%	17.4%	19.8%	7.6%	5.0%	5.4%	474	95.8%	94.5%	93.6%

Anchorage School District: Profile of Performance 2005-06

Bartlett Grades 9-10 SBA Results Compared with District and State: Writing

Writing		% Advanced			% Proficient			% Below Proficient			% Far Below Proficient			Total Students Tested	Percent Tested		
		School	District	State	School	District	State	School	District	State	School	District	State	School	School	District	State
Ethnicity	All Students	2.8%	5.6%	4.4%	67.4%	71.2%	69.0%	20.9%	16.9%	19.5%	8.9%	6.4%	7.0%	927	96.3%	94.6%	93.4%
	African American	0.0%	1.2%	1.2%	66.0%	60.4%	61.6%	24.7%	26.9%	26.0%	9.3%	11.5%	11.3%	161	96.9%	94.3%	94.3%
	AK Native/American Indian	0.0%	1.6%	1.0%	64.8%	57.6%	53.6%	21.3%	28.7%	32.9%	13.9%	12.1%	12.5%	138	93.5%	90.3%	91.7%
	Asian	0.0%	2.6%	2.8%	61.7%	64.6%	67.3%	28.7%	23.6%	22.9%	9.6%	9.3%	7.0%	123	97.6%	95.9%	94.4%
	Caucasian	6.1%	7.9%	6.4%	72.6%	77.8%	76.6%	15.9%	10.9%	12.7%	5.3%	3.4%	4.2%	396	96.5%	95.8%	94.2%
	Hispanic	1.9%	2.8%	2.9%	61.5%	67.1%	64.3%	26.9%	20.9%	23.4%	9.6%	9.2%	9.3%	55	98.2%	92.0%	91.1%
	Multi-Ethnic	2.0%	4.1%	3.9%	60.0%	61.5%	66.4%	20.0%	24.1%	21.7%	18.0%	10.3%	8.0%	54	96.3%	91.2%	91.9%
Low Income	Yes	0.0%	1.2%	1.5%	57.4%	54.8%	55.3%	26.5%	30.0%	30.4%	16.2%	13.9%	12.7%	335	93.4%	89.6%	92.2%
	No	4.3%	6.9%	5.8%	72.7%	76.0%	75.2%	18.0%	13.0%	14.6%	5.0%	4.1%	4.4%	592	98.0%	96.2%	94.0%
Disabled	Yes	0.0%	0.1%	0.1%	21.4%	26.2%	24.5%	40.5%	43.1%	44.3%	38.1%	30.6%	31.0%	116	93.1%	85.4%	86.6%
	No	3.1%	6.2%	5.0%	72.5%	76.3%	74.2%	18.7%	13.9%	16.6%	5.6%	3.6%	4.2%	811	96.8%	95.8%	94.3%
LEP	Yes	0.0%	0.3%	0.2%	51.0%	51.5%	45.1%	33.1%	33.2%	38.8%	15.9%	15.1%	15.8%	173	96.5%	92.6%	92.6%
	No	3.5%	6.4%	5.1%	71.2%	74.4%	72.7%	18.1%	14.2%	16.5%	7.2%	4.9%	5.6%	754	96.3%	94.9%	93.6%
Migrant	Yes	0.0%	1.7%	1.2%	65.5%	57.4%	56.0%	27.6%	29.5%	30.6%	6.9%	11.4%	12.2%	34	88.2%	88.9%	94.3%
	No	2.9%	5.7%	4.7%	67.5%	71.5%	69.9%	20.7%	16.6%	18.8%	8.9%	6.2%	6.7%	893	96.6%	94.7%	93.4%
Gender	Female	2.8%	7.2%	6.3%	74.8%	76.4%	75.3%	15.3%	12.7%	14.7%	7.1%	3.7%	3.7%	453	96.9%	95.1%	93.6%
	Male	2.8%	4.0%	2.7%	60.0%	66.1%	63.1%	26.5%	20.9%	24.0%	10.6%	9.0%	10.1%	474	95.8%	94.1%	93.2%

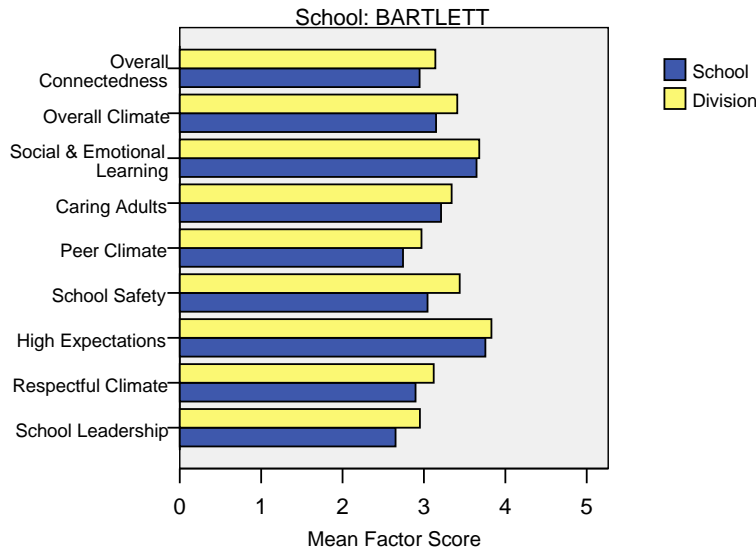
Anchorage School District: Profile of Performance 2005-06

Bartlett Grades 9-10 SBA Results Compared with District and State: Math

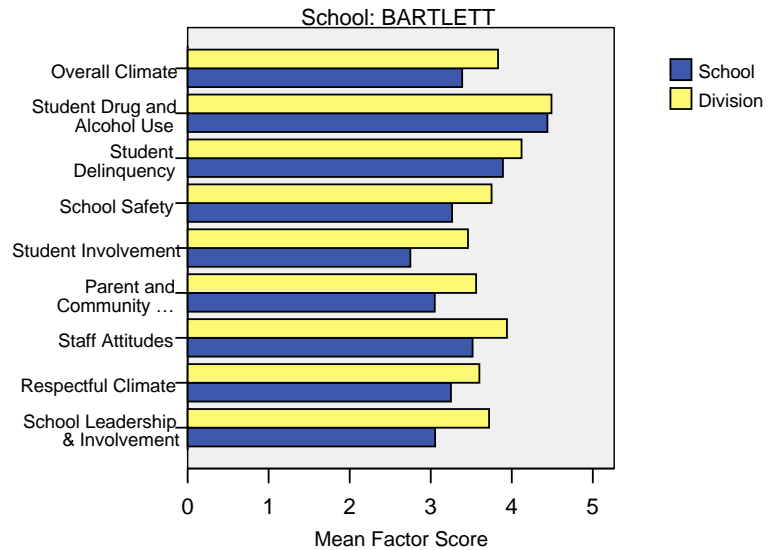
Math		% Advanced			% Proficient			% Below Proficient			% Far Below Proficient			Total Students Tested	Percent Tested		
		School	District	State	School	District	State	School	District	State	School	District	State	School	School	District	State
Ethnicity	All Students	15.5%	24.6%	20.6%	36.6%	39.3%	38.5%	24.8%	18.5%	20.7%	23.1%	17.6%	20.2%	927	96.3%	94.3%	93.2%
	African American	8.6%	8.6%	8.3%	30.3%	29.6%	29.9%	27.6%	25.5%	26.0%	33.6%	36.3%	35.8%	161	96.9%	94.3%	93.9%
	AK Native/ American Indian	5.1%	11.8%	8.7%	46.2%	38.7%	33.0%	25.6%	22.3%	25.0%	23.1%	27.3%	33.3%	138	93.5%	89.0%	91.2%
	Asian	12.1%	19.2%	21.8%	36.2%	40.2%	39.8%	24.1%	20.3%	20.5%	27.6%	20.3%	17.9%	123	97.6%	95.9%	94.9%
	Caucasian	23.9%	32.2%	27.1%	39.6%	41.1%	41.4%	22.2%	15.7%	18.2%	14.3%	11.0%	13.3%	396	96.5%	95.5%	93.9%
	Hispanic	7.7%	12.4%	11.1%	23.1%	35.2%	36.9%	30.8%	24.2%	24.8%	38.5%	28.2%	27.2%	55	98.2%	92.0%	91.6%
	Multi-Ethnic	17.6%	15.6%	16.3%	27.5%	36.7%	36.9%	27.5%	20.4%	21.4%	27.5%	27.2%	25.4%	54	96.3%	92.2%	93.3%
Low Income	Yes	8.5%	9.9%	9.5%	33.1%	33.2%	32.7%	27.0%	24.1%	25.5%	31.4%	32.8%	32.3%	335	93.4%	89.6%	92.2%
	No	19.2%	28.9%	25.6%	38.5%	41.1%	41.1%	23.6%	16.8%	18.5%	18.7%	13.2%	14.8%	592	98.0%	95.8%	93.6%
Disabled	Yes	0.0%	3.2%	2.4%	9.8%	12.1%	12.7%	24.4%	24.2%	23.9%	65.9%	60.5%	61.0%	116	93.1%	85.4%	86.9%
	No	17.2%	27.0%	22.7%	39.5%	42.4%	41.5%	24.8%	17.8%	20.3%	18.5%	12.8%	15.5%	811	96.8%	95.5%	94.0%
LEP	Yes	6.3%	8.2%	5.7%	32.9%	33.2%	28.8%	25.3%	25.3%	27.4%	35.4%	33.3%	38.2%	173	96.5%	92.9%	92.9%
	No	17.6%	27.2%	22.9%	37.5%	40.3%	40.0%	24.6%	17.4%	19.6%	20.3%	15.1%	17.4%	754	96.3%	94.6%	93.3%
Migrant	Yes	4.0%	9.4%	10.9%	56.0%	40.9%	33.9%	24.0%	21.6%	24.1%	16.0%	28.1%	31.0%	34	88.2%	86.4%	94.0%
	No	15.9%	24.9%	21.3%	36.0%	39.3%	38.8%	24.8%	18.4%	20.5%	23.3%	17.4%	19.5%	893	96.6%	94.5%	93.2%
Gender	Female	12.9%	22.6%	19.6%	39.7%	41.9%	40.2%	28.2%	19.6%	21.4%	19.1%	15.8%	18.8%	453	96.9%	94.4%	93.2%
	Male	18.1%	26.4%	21.6%	33.6%	36.8%	36.8%	21.4%	17.4%	20.1%	27.0%	19.4%	21.5%	474	95.8%	94.2%	93.2%

Bartlett School Climate Survey Results

2006 Student Climate Survey Results



2006 Staff Climate Survey Results



The factors measured in the Student and Staff Climate Survey were:

- **Overall Connectedness – Student Survey:** The Overall Connectedness score for the student survey was computed as an average of three scales: Respectful Climate, Peer Climate, and Caring Adults.
- **Overall Climate – Student Survey:** The Overall Climate score for the student survey was computed as the average of three scales: School Leadership, High Expectations, and School Safety.
- **Overall Climate – Staff Survey:** The Overall Climate score for the staff survey was computed as the average of 6 scales: School Leadership, Respectful Climate, Staff Attitudes, Parent and Community Involvement, Student Involvement, School Safety, Student Delinquency, and Drug and Alcohol Use scores.
- **School Leadership:** Reflects feelings about the decision making of school leaders, fairness of school rules, and student participation in school governance. 1 indicates a low level of school leadership and 5 indicates a high level of school leadership.
- **Respectful Climate:** Fairness of rules and how well students and staff treat one another. 1 indicates a lack of respect and 5 indicates a highly respectful climate.
- **High Expectations:** Expectations of students from peers and adults. 1 indicates a lack of high expectations and 5 indicates very high expectations.

- **School Safety:** Presence of school bullies, gangs and general crime and violence in the community. 1 indicates a low level of safety and 5 indicates a high level of safety.
- **Peer Climate:** Reflects feelings about how respectful and helpful students are to one another. 1 indicates a negative peer climate and 5 indicates a very positive climate.
- **Caring Adults:** Reflects the caring adult relationships students have in the school. 1 indicates a lack of caring relationships and 5 indicates a high number of caring adults.
- **Social & Emotional Learning:** Reflects students' ability to think about the consequences of their actions and to empathize with others. 1 indicates poor social and emotional learning and 5 indicates higher levels of social and emotional learning.
- **Staff Attitudes:** Reflects feelings about competence and attitude towards jobs. 1 indicates more negative attitudes and 5 indicates highly positive attitudes.
- **Parent and Community Involvement:** Accessibility of the school for parents and how connected adults in the community are to the school. 1 indicates a low level of parent and community involvement and 5 indicates a high level of parent and community involvement.
- **Student Involvement:** Reflects feelings about how involved students are in the schools' decision making process. 1 indicates a low level of student involvement and 5 indicates a high level of student involvement.
- **Student Delinquency:** Reflects staff members' reports of witnessed student fights, stealing, and bullying. 1 indicates a high level of delinquency and 5 indicates a low level (5 is most desired).
- **Student Drug and Alcohol Use:** Reflects staff members' reports of observing students under the influence of drugs or alcohol. 1 indicates a high level of drug and alcohol use and 5 indicates a low level (5 is most desired).