

**Table 15**  
**College Gate School Overview**

**Statement of Program**

College Gate is a neighborhood school with a strong partnership with parents and our PTA. We provide a comprehensive instructional program for students in kindergarten through sixth grade. Our program emphasizes academic excellence, responsibility, decision-making, and meeting social/emotional needs. We strive to help each student be the best he or she can be. We focus on reading, mathematics, writing, and higher level thinking across the curriculum. Our two computer labs offer students weekly access to word-processing, report writing, and information through the Internet. All classes conduct both a school service and a community service project as a part of citizenship development.

We offer a full-day kindergarten program, a first grade multi-sensory methodology classroom, bilingual tutorial services, Creating Successful Futures Program for K-3rd, as well as a variety of special education services. The YMCA before and after-school program is available for all parents. The school staff includes classroom teachers, a principal, librarian, physical education teacher, music teacher, special education teachers and aides, speech/language specialist, bilingual tutors, nurse, art teacher, psychologist, and 6th grade band and orchestra teachers. College Gate has a dedicated partnership with several community organizations that support students in the academic and artistic arenas.

From the Report Card/MLP

<b>SCHOOL GOALS</b>	
<b>Goal</b>	<b>Level of Achievement</b>
85% of K-6 students will demonstrate grade level reading proficiency.	Partially Attained
84% of 3rd – 6th grade students will demonstrate grade level math proficiency.	Not Attained
College Gate will develop a school-wide discipline plan using Geoff Colvin’s book and information.	Attained

From the School Report Card

<b>BUDGET*</b>	
2004-2005 Actual Expenditures	\$1,788,927
2005-2006 Revised Budgeted Amount	\$1,722,621
2006-2007 Proposed Budget	\$2,018,972
*Dollars budgeted or expended are general fund only.	

From IFAS

	School	District	Source of Information
Membership	342	50,051	Fall OASIS
Capacity	64%	N/A	Board Report - #189 3/7/06
Attendance Rate	94%	93%	SMS end of year report
Retention Rate	0.3%	1.2%	Report Card File
Transiency Rate	23.20%	22.72%	Report Card File
Economically Disadvantaged	131	16,769	Fall OASIS
Ave. Weekly Volunteer Hours	70	5,032	Report Card File
Students Taking an Alternate Assessment	0	264	SMS
Change in Enrollment	-6.1%	0.3%	Report Card File

Anchorage School District: Profile of Performance ..... 2005-2006  
 College Gate School Characteristics

Teacher Qualification				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
29	100%	40%	0	70%

SCHOOL BUSINESS PARTNERSHIPS
Stellar Designs owned by Tim & Danita Ellis First National Bank of Alaska - Parkway Branch

From MLP

ETHNICITY REPORT - OCTOBER 2005						
Caucasian	African American	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	Multi-Ethnic	Total
152	40	45	39	18	48	342
44.44%	11.70%	13.16%	11.40%	5.26%	14.04%	100.00%

From Fall Oasis

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
179	164	91.6%

From participation file (3-10 graders)

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

**College Gate Elementary**

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

**Meets AYP**

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
If there are 20 or fewer students enrolled, value is "N/A"													
All Students	179	178	99.4%	Yes	164	134	81.7%	63.3%	Yes	128	78%	48.6%	Yes
African American	26	25	96.2%	Yes	21	15	71.4%	48.5%	Yes	15	71.4%	32.5%	Yes
AkNa & Amln	20	20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	17	17	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	89	89	100%	Yes	85	76	89.4%	60.1%	Yes	72	84.7%	45.1%	Yes
Hispanic	11	11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	16	16	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	63	62	98.4%	Yes	53	37	69.8%	57%	Yes	37	69.8%	41.8%	Yes
Disabled	36	35	97.2%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LEP	23	23	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Attendance Rate: 94.2% (Threshold is 85%)

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.

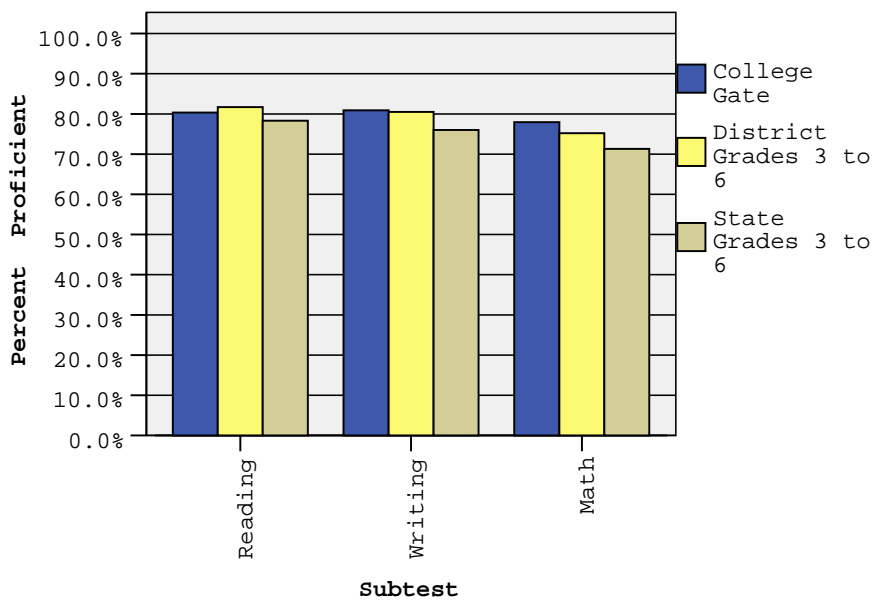
\*\*\* Results cannot be published without releasing personally identifiable information.

This document was prepared by the ASD Assessment and Evaluation 7/19/2006

College Gate Elementary School SBA Proficiency – Spring 2006

	Reading		Writing		Math	
	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient
All Grades	83.4%	80.3%	79.1%	80.9%	78.7%	78.0%
3 <sup>rd</sup> Grade	83.3%	78.6%	81.0%	78.6%	88.1%	83.3%
4 <sup>th</sup> Grade	81.8%	92.5%	84.1%	95.0%	81.8%	87.5%
5 <sup>th</sup> Grade	86.2%	76.3%	83.1%	76.3%	75.4%	76.3%
6 <sup>th</sup> Grade	81.7%	75.9%	70.0%	75.9%	73.3%	68.4%

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



\* District and State Grades 3 to 6

Anchorage School District: Profile of Performance ..... 2005-2006

College Gate SBA Proficiency by NCLB Groups – Spring 2006

		Reading		Writing		Math	
		Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient
Ethnicity	All Students	80.3%	19.7%	80.9%	19.1%	78.0%	22.0%
	African American	76.0%	24.0%	72.0%	28.0%	68.0%	32.0%
	AK Native/ American Indian	65.0%	35.0%	65.0%	35.0%	75.0%	25.0%
	Asian	88.2%	11.8%	88.2%	11.8%	94.1%	5.9%
	Caucasian	89.9%	10.1%	89.9%	10.1%	86.4%	13.6%
	Hispanic	72.7%	27.3%	81.8%	18.2%	63.6%	36.4%
	Multi-Ethnic	50.0%	50.0%	56.3%	43.8%	43.8%	56.3%
LowIncome	Yes	67.7%	32.3%	71.0%	29.0%	70.5%	29.5%
	No	87.1%	12.9%	86.2%	13.8%	81.9%	18.1%
Disabled	Yes	45.7%	54.3%	54.3%	45.7%	37.1%	62.9%
	No	88.8%	11.2%	87.4%	12.6%	88.0%	12.0%
LEP	Yes	78.3%	21.7%	87.0%	13.0%	73.9%	26.1%
	No	80.6%	19.4%	80.0%	20.0%	78.6%	21.4%
Migrant	Yes	100.0%	0.0%	100.0%	0.0%	50.0%	50.0%
	No	79.8%	20.2%	80.3%	19.7%	78.6%	21.4%
Gender	Female	74.4%	25.6%	80.0%	20.0%	72.2%	27.8%
	Male	86.4%	13.6%	81.8%	18.2%	83.9%	16.1%

**Anchorage School District: Profile of Performance ..... 2005-2006**

College Gate SBA Mean Scale Score Comparison: 2004-2005 to 2005-2006

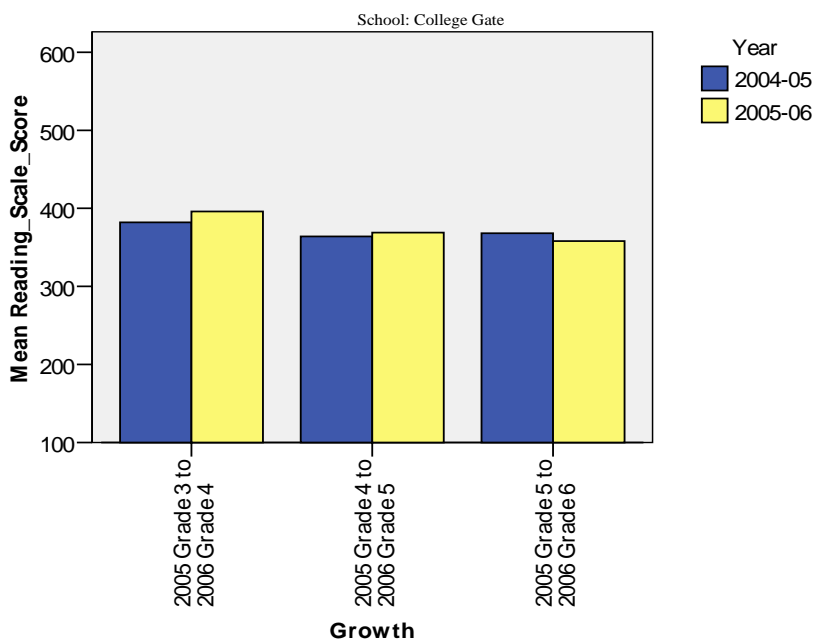
		Reading		Writing		Math	
		2004-2005 Mean Scale Score	2005-2006 Mean Scale Score	2004-2005 Mean Scale Score	2005-2006 Mean Scale Score	2004-2005 Mean Scale Score	2005-2006 Mean Scale Score
Ethnicity	All Students	368.7	370.5	365.1	373.5	357.3	357.0
	African American	360.0	352.1	358.2	352.2	339.0	316.0
	AK Native/ American Indian	328.0	335.6	329.4	334.6	337.4	325.7
	Asian	375.0	377.4	372.3	391.6	374.0	379.3
	Caucasian	384.0	391.4	373.6	392.8	367.7	377.3
	Hispanic	351.9	371.8	365.3	368.8	342.8	359.9
	Multi-Ethnic	347.9	317.7	363.9	332.4	339.2	322.8
Low Income	Yes	347.8	353.0	344.5	355.8	345.3	338.6
	No	377.3	379.8	373.7	383.0	362.3	366.6
Disabled	Yes	299.8	299.1	306.8	305.0	302.5	287.6
	No	387.9	387.9	381.4	390.3	372.6	374.1
LEP	Yes	354.1	354.7	363.0	360.5	346.0	351.0
	No	370.7	372.8	365.4	375.5	358.9	357.9
Migrant	Yes	343.9	388.2	326.2	392.0	358.5	337.3
	No	369.9	369.9	367.1	373.0	357.3	357.4
Gender	Female	371.8	367.8	370.9	376.6	355.5	347.7
	Male	365.0	373.2	358.5	370.4	359.4	366.6

College Gate 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			Average Scale Score of Students Tested in District Both Years		
		Grade 3 in 2005	Grade 4 in 2006	Difference	Grade 4 in 2005	Grade 5 in 2006	Difference	Grade 5 in 2005	Grade 6 in 2006	Difference
Ethnicity	All Students	381.7	396.3	14.7	364.0	369.4	5.4	367.7	358.2	-9.5
	African American	371.1	375.7	4.6	348.8	342.9	-5.9	359.7	347.3	-12.4
	AK Native/ American Indian	380.4	429.7	49.3	328.2	318.0	-10.2	323.6	321.7	-1.9
	Asian	372.9	383.1	10.2	401.3	420.8	19.5	350.4	340.7	-9.7
	Caucasian	401.0	412.4	11.4	366.7	372.2	5.5	396.9	381.1	-15.8
	Hispanic	311.8	379.9	68.1	431.7	437.3	5.7	318.0	299.4	-18.7
	Multi-Ethnic	315.2	307.0	-8.2	267.1	311.7	44.6	327.8	332.9	5.1
LowIncome	Yes	373.3	387.8	14.5	363.4	356.7	-6.7	344.2	327.0	-17.2
	No	385.7	401.2	15.5	364.9	377.1	12.2	375.3	366.8	-8.5
Disabled	Yes	309.7	321.3	11.7	293.0	292.4	-0.6	281.7	292.2	10.5
	No	401.1	414.7	13.6	384.8	385.9	1.1	392.7	377.3	-15.4
LEP	Yes	360.4	364.7	4.3	389.2	400.0	10.8	315.1	304.7	-10.4
	No	385.9	403.1	17.2	359.3	360.8	1.5	374.4	362.7	-11.7
Migrant	Yes	400.0	427.4	27.4	.	333.2	.	332.9	326.1	-6.8
	No	379.8	392.9	13.1	363.7	369.3	5.7	369.0	358.4	-10.7
Gender	Female	390.2	387.0	-3.2	375.1	370.7	-4.4	353.8	347.9	-5.9
	Male	375.3	402.8	27.5	351.4	364.7	13.3	382.2	366.0	-16.2

. No students tested in both years in this category

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

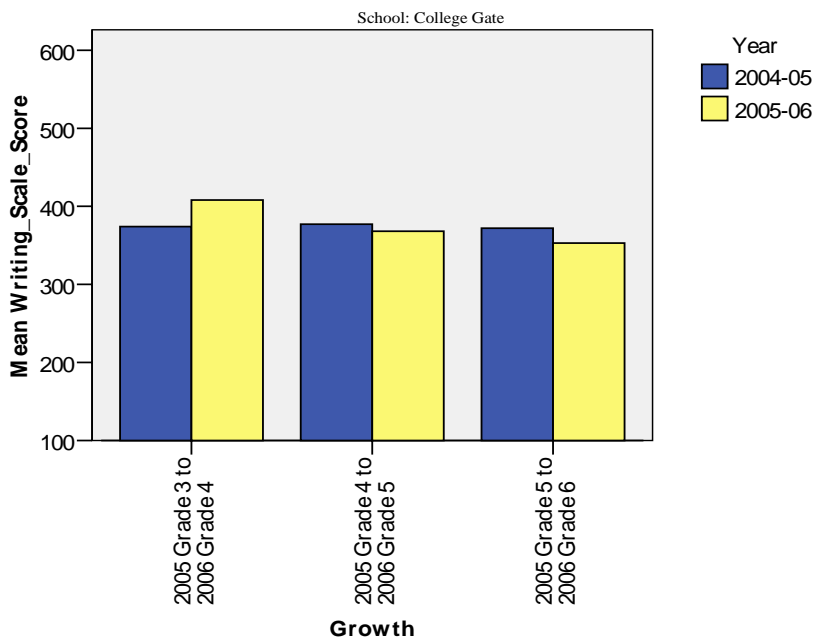


College Gate SBA Growth in Average Scale Score by NCLB Groups: Writing

		Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years		
		Grade 3 in 2005	Grade 4 in 2006	Difference	Grade 4 in 2005	Grade 5 in 2006	Difference	Grade 5 in 2005	Grade 6 in 2006	Difference
Ethnicity	All Students	374.0	408.4	34.4	376.7	368.2	-8.5	371.9	353.1	-18.8
	African American	377.8	395.9	18.1	363.7	350.3	-13.4	318.0	337.4	19.4
	AK Native/American Indian	384.2	437.0	52.8	325.1	329.7	4.6	329.3	304.9	-24.4
	Asian	412.3	415.8	3.5	425.4	419.7	-5.7	328.2	330.0	1.8
	Caucasian	373.7	419.2	45.5	369.9	369.1	-0.8	403.3	380.8	-22.5
	Hispanic	309.7	354.3	44.7	432.0	426.4	-5.6	332.7	284.2	-48.5
	Multi-Ethnic	316.1	342.7	26.6	328.8	306.9	-21.9	381.7	346.3	-35.4
LowIncome	Yes	370.4	395.7	25.3	367.2	363.0	-4.2	346.1	323.7	-22.4
	No	375.9	415.1	39.2	385.3	371.8	-13.5	379.4	361.7	-17.7
Disabled	Yes	292.0	346.4	54.4	321.7	275.2	-46.5	312.9	300.1	-12.8
	No	395.8	423.9	28.1	393.7	389.3	-4.3	388.0	368.4	-19.7
LEP	Yes	384.2	384.0	-0.2	430.1	390.7	-39.4	325.8	275.9	-49.9
	No	373.3	413.8	40.5	366.4	362.7	-3.7	376.2	360.0	-16.2
Migrant	Yes	378.7	432.2	53.5	.	344.1	.	338.3	318.8	-19.5
	No	373.7	406.3	32.7	377.0	369.4	-7.6	371.7	354.2	-17.5
Gender	Female	377.1	407.7	30.6	391.8	377.9	-13.9	364.7	348.3	-16.4
	Male	372.4	408.7	36.3	360.2	357.0	-3.2	378.1	357.7	-20.4

. No students tested in both years in this category

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



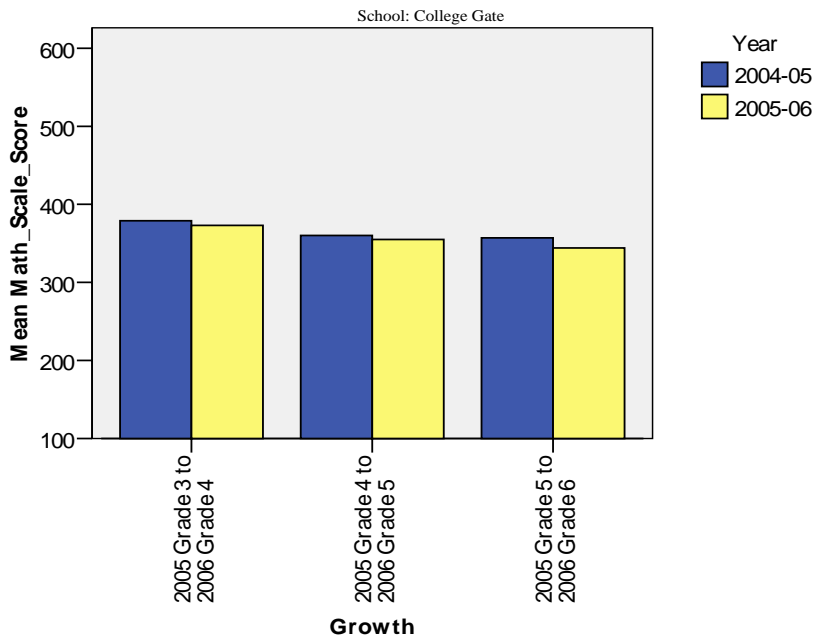
**Anchorage School District: Profile of Performance ..... 2005-2006**

**College Gate 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			Average Scale Score of Students Tested in District Both Years		
		Grade 3 in 2005	Grade 4 in 2006	Difference	Grade 4 in 2005	Grade 5 in 2006	Difference	Grade 5 in 2005	Grade 6 in 2006	Difference
Ethnicity	All Students	379.0	373.4	-5.6	359.7	355.2	-4.5	356.9	344.1	-12.8
	African American	354.8	344.9	-9.9	335.7	299.3	-36.4	315.0	304.4	-10.7
	AK Native/ American Indian	417.2	407.0	-10.2	344.1	305.7	-38.4	339.3	322.9	-16.4
	Asian	383.3	387.8	4.5	386.4	406.7	20.3	332.2	334.0	1.8
	Caucasian	385.7	379.2	-6.5	359.9	379.1	19.2	386.3	370.8	-15.5
	Hispanic	346.7	356.3	9.7	417.0	407.4	-9.6	302.7	289.2	-13.5
	Multi-Ethnic	312.1	317.7	5.6	314.8	301.9	-12.9	368.7	340.3	-28.4
LowIncome	Yes	365.4	360.7	-4.7	358.2	344.0	-14.2	341.1	316.7	-24.4
	No	385.9	379.1	-6.8	361.3	361.8	0.5	361.4	350.7	-10.7
Disabled	Yes	328.0	322.4	-5.6	310.7	271.2	-39.5	291.9	275.1	-16.8
	No	392.8	385.9	-6.9	374.7	374.3	-0.3	375.0	364.4	-10.7
LEP	Yes	365.2	361.0	-4.2	389.1	390.7	1.6	279.8	273.9	-5.9
	No	382.3	374.8	-7.5	354.4	345.7	-8.7	365.2	351.0	-14.2
Migrant	Yes	393.7	363.2	-30.5	.	260.1	.	376.3	.	.
	No	377.7	374.3	-3.3	360.0	357.4	-2.6	356.7	344.2	-12.5
Gender	Female	365.1	343.7	-21.4	369.8	349.9	-19.9	346.7	336.3	-10.4
	Male	391.4	396.7	5.3	349.2	360.0	10.8	366.1	350.7	-15.4

. No students tested in both years in this category

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



Anchorage School District: Profile of Performance ..... 2005-2006

College Gate Grades 3-6 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	36.0%	34.6%	31.2%	44.4%	47.1%	47.1%	13.5%	12.0%	14.1%	6.2%	6.3%	7.7%	179	99.4%	98.1%	98.1%
	African American	16.0%	20.7%	21.4%	60.0%	51.1%	52.9%	16.0%	18.9%	17.1%	8.0%	9.4%	8.6%	26	96.2%	98.2%	98.5%
	AK Native/ American Indian	20.0%	19.3%	12.4%	45.0%	49.7%	45.5%	15.0%	19.1%	25.7%	20.0%	11.9%	16.4%	20	100.0%	97.5%	97.7%
	Asian	41.2%	24.7%	27.4%	47.1%	49.6%	50.7%	11.8%	16.3%	14.8%	0.0%	9.4%	7.0%	17	100.0%	97.1%	97.5%
	Caucasian	46.1%	44.8%	41.6%	43.8%	44.3%	46.3%	9.0%	7.4%	8.2%	1.1%	3.5%	3.8%	89	100.0%	98.5%	98.3%
	Hispanic	45.5%	22.4%	22.4%	27.3%	51.8%	53.0%	18.2%	17.3%	17.3%	9.1%	8.5%	7.3%	11	100.0%	97.0%	97.2%
	Multi-Ethnic	18.8%	27.4%	28.2%	31.3%	50.5%	50.5%	31.3%	14.8%	13.9%	18.8%	7.4%	7.3%	16	100.0%	98.5%	98.7%
Low Income	Yes	29.0%	18.7%	17.4%	38.7%	51.0%	48.4%	22.6%	19.4%	21.3%	9.7%	11.0%	12.9%	63	98.4%	97.6%	97.9%
	No	39.7%	45.1%	41.4%	47.4%	44.5%	46.1%	8.6%	7.2%	8.6%	4.3%	3.3%	3.8%	116	100.0%	98.4%	98.2%
Disabled	Yes	5.7%	8.8%	8.1%	40.0%	36.7%	35.2%	31.4%	28.5%	29.9%	22.9%	26.1%	26.8%	36	97.2%	93.7%	94.0%
	No	43.4%	39.1%	34.9%	45.5%	48.9%	49.1%	9.1%	9.1%	11.4%	2.1%	2.9%	4.5%	143	100.0%	98.9%	98.8%
LEP	Yes	26.1%	15.1%	9.0%	52.2%	52.1%	43.7%	13.0%	20.5%	28.6%	8.7%	12.4%	18.7%	23	100.0%	96.7%	97.3%
	No	37.4%	38.3%	35.5%	43.2%	46.1%	47.8%	13.5%	10.4%	11.2%	5.8%	5.2%	5.6%	156	99.4%	98.3%	98.2%
Migrant	Yes	40.0%	20.0%	13.0%	60.0%	53.7%	44.6%	0.0%	17.1%	25.2%	0.0%	9.2%	17.2%	5	100.0%	99.4%	98.1%
	No	35.8%	35.1%	32.3%	43.9%	46.9%	47.3%	13.9%	11.8%	13.3%	6.4%	6.2%	7.1%	174	99.4%	98.0%	98.1%
Gender	Female	35.6%	39.3%	34.9%	38.9%	46.2%	47.0%	17.8%	10.0%	12.3%	7.8%	4.5%	5.8%	91	98.9%	98.5%	98.4%
	Male	36.4%	30.0%	27.5%	50.0%	47.9%	47.2%	9.1%	13.9%	15.7%	4.5%	8.1%	9.5%	88	100.0%	97.7%	97.7%

Anchorage School District: Profile of Performance ..... 2005-2006

College Gate Grades 3-6 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	33.7%	31.4%	27.4%	47.2%	49.1%	48.6%	17.4%	18.0%	21.9%	1.7%	1.6%	2.1%	179	99.4%	98.1%	98.1%
	African American	24.0%	18.0%	18.8%	48.0%	50.7%	52.0%	28.0%	29.2%	27.3%	0.0%	2.1%	1.9%	26	96.2%	98.2%	98.3%
	AK Native/ American Indian	15.0%	15.5%	10.5%	50.0%	52.5%	45.2%	30.0%	28.7%	39.6%	5.0%	3.2%	4.7%	20	100.0%	97.5%	97.9%
	Asian	47.1%	25.7%	27.6%	41.2%	49.8%	51.0%	11.8%	21.9%	19.3%	0.0%	2.6%	2.0%	17	100.0%	97.0%	97.5%
	Caucasian	40.4%	40.5%	36.3%	49.4%	47.1%	49.0%	10.1%	11.6%	13.7%	0.0%	0.8%	1.0%	89	100.0%	98.5%	98.2%
	Hispanic	36.4%	20.9%	20.2%	45.5%	52.7%	55.2%	18.2%	24.5%	23.1%	0.0%	1.8%	1.5%	11	100.0%	97.0%	97.2%
	Multi-Ethnic	18.8%	25.2%	25.6%	37.5%	51.2%	51.5%	31.3%	21.8%	21.0%	12.5%	1.9%	1.9%	16	100.0%	98.5%	98.6%
Low Income	Yes	22.6%	16.4%	15.3%	48.4%	52.2%	48.7%	29.0%	28.5%	32.4%	0.0%	2.9%	3.6%	63	98.4%	97.6%	98.0%
	No	39.7%	41.3%	36.5%	46.6%	47.0%	48.6%	11.2%	11.1%	13.9%	2.6%	0.7%	0.9%	116	100.0%	98.4%	98.1%
Disabled	Yes	2.9%	7.7%	6.4%	51.4%	40.2%	38.5%	37.1%	45.6%	47.9%	8.6%	6.5%	7.2%	36	97.2%	93.8%	94.2%
	No	41.3%	35.5%	30.9%	46.2%	50.6%	50.3%	12.6%	13.1%	17.6%	0.0%	0.7%	1.2%	143	100.0%	98.9%	98.7%
LEP	Yes	21.7%	14.9%	9.1%	65.2%	53.9%	45.1%	8.7%	28.3%	41.0%	4.3%	2.9%	4.8%	23	100.0%	96.6%	97.5%
	No	35.5%	34.6%	31.0%	44.5%	48.1%	49.3%	18.7%	16.0%	18.1%	1.3%	1.3%	1.5%	156	99.4%	98.3%	98.2%
Migrant	Yes	40.0%	20.2%	12.2%	60.0%	50.6%	43.4%	0.0%	26.5%	39.8%	0.0%	2.7%	4.5%	5	100.0%	99.4%	98.3%
	No	33.5%	31.8%	28.4%	46.8%	49.0%	49.0%	17.9%	17.7%	20.7%	1.7%	1.5%	1.9%	174	99.4%	98.0%	98.1%
Gender	Female	33.3%	37.8%	33.4%	46.7%	47.8%	47.9%	18.9%	13.5%	17.4%	1.1%	1.0%	1.3%	91	98.9%	98.4%	98.4%
	Male	34.1%	25.2%	21.7%	47.7%	50.3%	49.3%	15.9%	22.3%	26.2%	2.3%	2.2%	2.8%	88	100.0%	97.7%	97.7%

Anchorage School District: Profile of Performance ..... 2005-2006

College Gate Grades 3-6 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	38.4%	38.3%	32.9%	39.5%	37.0%	38.4%	13.0%	13.1%	14.7%	9.0%	11.7%	14.0%	179	99.4%	98.4%	98.2%
	African American	8.0%	19.2%	19.7%	60.0%	39.8%	40.5%	12.0%	18.2%	19.7%	20.0%	22.9%	20.0%	26	96.2%	98.2%	98.5%
	AK Native/ American Indian	20.0%	24.5%	16.3%	55.0%	40.1%	37.1%	10.0%	17.2%	21.4%	15.0%	18.1%	25.2%	20	100.0%	97.4%	97.7%
	Asian	52.9%	33.8%	35.2%	41.2%	37.3%	39.0%	5.9%	13.7%	13.5%	0.0%	15.2%	12.4%	17	100.0%	98.6%	98.8%
	Caucasian	47.7%	47.7%	41.6%	38.6%	35.1%	38.5%	9.1%	10.3%	11.2%	4.5%	6.9%	8.6%	89	100.0%	98.5%	98.3%
	Hispanic	45.5%	27.2%	26.4%	18.2%	39.1%	40.9%	36.4%	19.3%	18.3%	0.0%	14.5%	14.4%	11	100.0%	99.0%	98.7%
	Multi-Ethnic	37.5%	31.5%	32.1%	6.3%	39.6%	39.6%	31.3%	13.9%	13.6%	25.0%	15.0%	14.7%	16	100.0%	98.7%	98.8%
Low Income	Yes	23.0%	23.2%	20.5%	47.5%	39.3%	38.6%	23.0%	18.1%	19.3%	6.6%	19.4%	21.6%	63	98.4%	98.1%	98.1%
	No	46.6%	48.3%	42.1%	35.3%	35.4%	38.3%	7.8%	9.7%	11.2%	10.3%	6.6%	8.4%	116	100.0%	98.6%	98.3%
Disabled	Yes	8.6%	12.7%	11.0%	28.6%	29.6%	28.7%	28.6%	22.4%	22.6%	34.3%	35.3%	37.7%	36	97.2%	93.7%	94.1%
	No	45.8%	42.7%	36.5%	42.3%	38.2%	40.0%	9.2%	11.4%	13.4%	2.8%	7.6%	10.1%	143	100.0%	99.3%	98.9%
LEP	Yes	34.8%	23.6%	14.7%	39.1%	38.5%	35.1%	21.7%	18.1%	22.4%	4.3%	19.8%	27.8%	23	100.0%	98.8%	98.3%
	No	39.0%	41.2%	36.5%	39.6%	36.7%	39.1%	11.7%	12.1%	13.1%	9.7%	10.1%	11.3%	156	99.4%	98.3%	98.2%
Migrant	Yes	50.0%	25.7%	18.7%	0.0%	38.4%	35.1%	50.0%	17.6%	20.1%	0.0%	18.4%	26.1%	5	100.0%	99.4%	98.1%
	No	38.2%	38.7%	33.8%	40.5%	36.9%	38.7%	12.1%	12.9%	14.3%	9.2%	11.4%	13.2%	174	99.4%	98.4%	98.2%
Gender	Female	35.6%	38.1%	33.0%	36.7%	37.8%	39.2%	16.7%	13.3%	14.8%	11.1%	10.9%	13.1%	91	98.9%	98.7%	98.5%
	Male	41.4%	38.5%	32.8%	42.5%	36.2%	37.7%	9.2%	12.9%	14.6%	6.9%	12.5%	14.9%	88	100.0%	98.1%	97.9%

Anchorage School District: Profile of Performance ..... 2005-2006

College Gate TerraNova 5th grade

Percent in each quartile

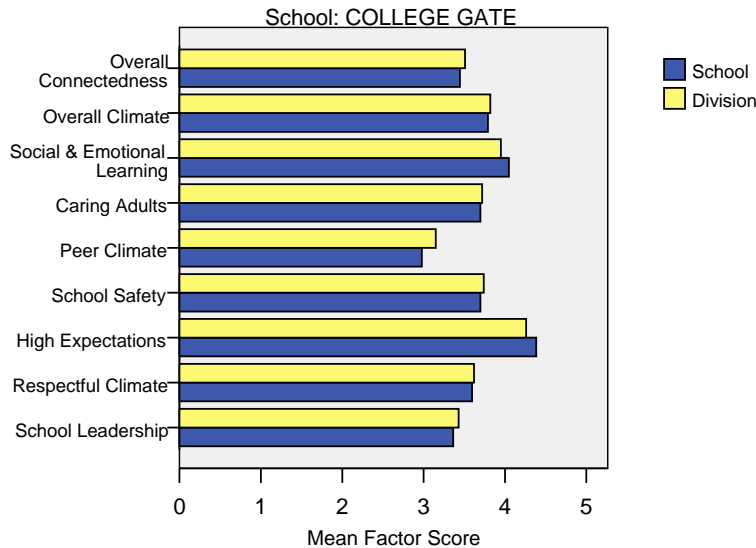
Reading	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	28.9%	30.4%	18.4%	26.8%	26.3%	24.5%	26.3%	18.3%
2004-2005	23.8%	29.2%	30.2%	27.6%	31.7%	24.5%	14.3%	18.7%
2003-2004	26.2%	30.6%	35.4%	26.9%	21.5%	24.2%	16.9%	18.3%
2002-2003	29.5%	29.1%	29.5%	26.6%	24.6%	23.8%	16.4%	20.5%
2001-2002	18.9%	30.3%	31.1%	26.0%	29.7%	24.6%	20.3%	19.0%

Language	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	21.1%	34.0%	23.7%	26.5%	34.2%	22.0%	21.1%	17.5%
2004-2005	31.7%	32.1%	25.4%	28.3%	27.0%	21.2%	15.9%	18.4%
2003-2004	29.2%	34.1%	26.2%	26.5%	30.8%	21.7%	13.8%	17.7%
2002-2003	37.7%	32.8%	27.9%	26.5%	19.7%	20.9%	14.8%	19.8%
2001-2002	18.9%	32.3%	31.1%	26.4%	29.7%	22.9%	20.3%	18.4%

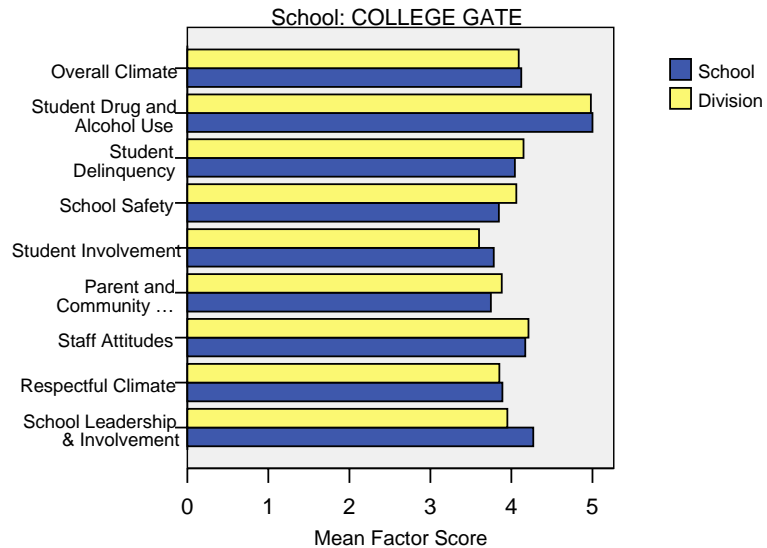
Math	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	26.3%	28.4%	39.5%	31.9%	10.5%	22.3%	23.7%	17.5%
2004-2005	25.4%	26.9%	30.2%	31.1%	25.4%	22.9%	19.0%	19.1%
2003-2004	23.1%	28.3%	30.8%	29.3%	23.1%	22.6%	23.1%	19.8%
2002-2003	18.0%	24.7%	39.3%	30.6%	29.5%	22.6%	13.1%	22.1%
2001-2002	23.0%	24.1%	24.3%	30.1%	31.1%	24.8%	21.6%	20.9%

College Gate 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).