

Table 84

Continuation School Overview

**Statement of Program**

The Continuation Program is a limited educational opportunity for students who are expelled from the Anchorage School District, on a long-term suspension from the District, or in need of a transitional educational placement pending enrollment into the District. Student acceptance into the program is contingent upon their offense or transitional situation and/or educational need. On-line and traditional courses in the core curricular areas are provided in a structured educational environment.

From the Report Card/MLP

<b>SCHOOL GOALS</b>	
<b>Goal</b>	<b>Level of Achievement</b>
Students will attend Continuation for 80% of the time they are enrolled in the program.	Attained
9th grade students will pass 100% of the class work they attempt while enrolled at Continuation.	Attained
95% of our seniors will pass the High School Graduation Qualifying Exam while enrolled in our program.	Partially Attained

From the Report Card/MLP

<b>BUDGET*</b>	
2004-2005 Actual Expenditures	\$313,874
2004-06 Revised Budgeted Amount	\$358,144
2006-07 Proposed Budget	\$406,936
*Dollars budgeted or expended are general fund only.	

From IFAS

	School	District	Source of Information
Membership	30	50,051	Fall OASIS
Capacity	N/A	N/A	Board Report - #189 3/7/06
Attendance Rate	100%	93%	SMS end of year report
Transiency Rate	97.47%	22.72%	Report Card File
Economically Disadvantaged	14	16,769	Fall OASIS
Ave. Weekly Volunteer Hours	0	5,032	Report Card File
Dropout Rate	15.28%	5.78%	OASIS end of year report
AP courses offered in 2005-2006	0	25	SMS transcript file
Students successfully completing AP courses	0	1,386	SMS transcript file
AP courses completed by students	0	2,524	SMS transcript file
Students Taking an Alternate Assessment	0	264	SMS
Students Taking a HSGQE Alternative Assessment	0	270	SMS
Change in Enrollment	28.0%	0.3%	Report Card File

Anchorage School District: Profile of Performance ..... 2005-06  
 Continuation School Characteristics

Teacher Qualification				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
2	100%	50%	0	10%

SCHOOL BUSINESS PARTNERSHIPS
None listed

From MLP

ACCREDITATION		
Initial Accreditation	Name of Accrediting Organization	Level of Accreditation
Not accredited	Northwest Association of Accredited Schools	

ETHNICITY REPORT – OCTOBER 2004						
Caucasian	African American	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	Multi-Ethnic	Total
6	8	7	2	5	2	30
20.00%	26.67%	23.33%	6.67%	16.67%	6.67%	100.00%

From Fall Oasis

TOTAL DROPOUT RATES							
Data Type	AK Native/ American Indian	Asian/ Pac. Islander	African American	Hispanic	Caucasian	Multi-Ethnic	Total
Enrollment	18	5	12	4	30	3	72
Final Dropouts	2	1	1	0	7	0	11
% of Dropouts	11.1%	20.0%	8.3%	0.0%	23.3%	0.0%	16.7%

From Summer Oasis

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
28	2	7.1%

From participation file (3-10 graders)

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

**Continuation Program**

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

**Does Not Meet AYP  
Level 1**

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
If there are 20 or fewer students enrolled, value is "N/A"													
All Students	28	25	89.3%	No	<5	<5	***	***	Yes	<5	***	***	Yes
African American	5	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AkNa & Amln	8	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	<5	<5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	7	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	<5	<5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	<5	<5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	10	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	<5	<5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LEP	<5	<5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Attendance Rate: 100.0 (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

Anchorage School District: Profile of Performance ..... 2005-06

Continuation TerraNova 7th 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	0.0%	34.6%	0.0%	28.4%	0.0%	21.8%	100.0%	15.3%
2004-2005	0.0%	33.9%	0.0%	27.1%	0.0%	21.7%	0.0%	17.4%
2003-2004	0.0%	35.1%	0.0%	28.2%	100.0%	21.4%	0.0%	15.3%
2002-2003	100.0%	35.3%	0.0%	28.9%	0.0%	20.1%	0.0%	15.7%
2001-2002	0.0%	34.4%	0.0%	28.6%	0.0%	20.9%	0.0%	16.2%

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	0.0%	34.9%	0.0%	28.4%	100.0%	21.4%	0.0%	15.3%
2004-2005	0.0%	34.4%	0.0%	28.2%	0.0%	20.5%	0.0%	16.9%
2003-2004	0.0%	35.3%	0.0%	28.5%	100.0%	21.7%	0.0%	14.5%
2002-2003	100.0%	34.2%	0.0%	29.8%	0.0%	22.0%	0.0%	14.0%
2001-2002	0.0%	34.0%	0.0%	29.7%	0.0%	20.6%	0.0%	15.7%

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	0.0%	31.4%	0.0%	27.8%	0.0%	23.4%	100.0%	17.4%
2004-2005	0.0%	29.7%	0.0%	26.4%	0.0%	22.9%	0.0%	20.9%
2003-2004	0.0%	30.2%	0.0%	27.6%	100.0%	23.9%	0.0%	18.4%
2002-2003	100.0%	31.2%	0.0%	26.9%	0.0%	23.1%	0.0%	18.8%
2001-2002	0.0%	29.7%	0.0%	27.5%	0.0%	22.9%	0.0%	19.9%

Anchorage School District: Profile of Performance ..... 2005-06

Continuation HSGQE - 10th Grade Results

Reading	Proficient		Not Proficient	
	School	District	School	District
2005-2006	40.0%	76.4%	60.0%	23.6%
2004-2005	100.0%	72.5%	0.0%	27.5%
2003-2004	45.5%	73.3%	54.5%	26.7%
2002-2003	50.0%	72.8%	50.0%	27.1%

Writing	Proficient		Not Proficient	
	School	District	School	District
2005-2006	70.0%	90.8%	30.0%	9.2%
2004-2005	100.0%	85.6%	0.0%	14.4%
2003-2004	54.5%	87.0%	45.5%	13.0%
2002-2003	100.0%	85.4%	0.0%	14.6%

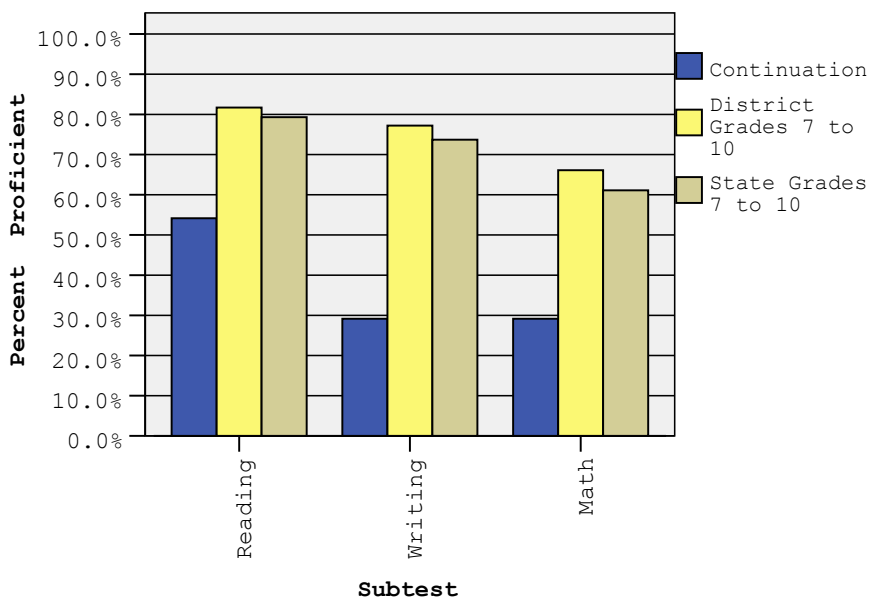
Math	Proficient		Not Proficient	
	School	District	School	District
2005-2006	40.0%	79.9%	60.0%	20.1%
2004-2005	87.5%	76.3%	12.5%	14.4%
2003-2004	45.5%	69.8%	54.6%	30.2%
2002-2003	75.0%	74.3%	25.0%	25.7%

Continuation HSGQE Scores Spring 2006				
Students	Proficient		Not Proficient	
	Number	Percent	Number	Percent
<b>Grade 10</b>				
Reading	*	*	*	*
Writing	*	*	*	*
Math	*	*	*	*

Continuation Secondary School SBA Proficiency – Spring 2006

	Reading		Writing		Math	
	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient
All Grades	75.0%	54.2%	58.3%	29.2%	33.3%	29.2%
7th Grade	N/A	.0%	N/A	.0%	N/A	.0%
8th Grade	100.0%	100.0%	50.0%	50.0%	25.0%	50.0%
9th Grade	62.5%	63.6%	62.5%	45.5%	37.5%	36.4%
10th Grade	N/A	40.0%	N/A	10.0%	N/A	20.0%

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



\* District and State Grades 7 to 10

**Anchorage School District: Profile of Performance ..... 2005-06**

**Continuation SBA Proficiency by NCLB Groups – Spring 2006**

		Reading		Writing		Math	
		Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient
Ethnicity	All Students	54.2%	45.8%	29.2%	70.8%	29.2%	70.8%
	African American	50.0%	50.0%	20.0%	80.0%	25.0%	75.0%
	AK Native/ American Indian	50.0%	50.0%	14.3%	85.7%	37.5%	62.5%
	Asian	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%
	Caucasian	100.0%	0.0%	80.0%	20.0%	60.0%	40.0%
	Hispanic	33.3%	66.7%	33.3%	66.7%	0.0%	100.0%
	Multi-Ethnic	50.0%	50.0%	0.0%	100.0%	0.0%	100.0%
Low Income	Yes	71.4%	28.6%	42.9%	57.1%	28.6%	71.4%
	No	47.1%	52.9%	23.5%	76.5%	29.4%	70.6%
Disabled	Yes	50.0%	50.0%	0.0%	100.0%	0.0%	100.0%
	No	55.0%	45.0%	35.0%	65.0%	35.0%	65.0%
LEP	Yes	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%
	No	65.0%	35.0%	35.0%	65.0%	35.0%	65.0%
Migrant	Yes	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	No	54.2%	45.8%	29.2%	70.8%	29.2%	70.8%
Gender	Female	85.7%	14.3%	50.0%	50.0%	42.9%	57.1%
	Male	41.2%	58.8%	18.8%	81.3%	23.5%	76.5%

Anchorage School District: Profile of Performance ..... 2005-06

Continuation 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	337.0	326.1	321.2	294.6	283.1	281.9
	African American	255.0	348.0	239.0	301.0	207.0	280.3
	AK Native/ American Indian	362.2	285.0	328.2	272.0	302.4	265.5
	Asian	271.0	.	276.5	.	251.5	.
	Caucasian	393.7	355.8	394.0	312.8	322.7	327.3
	Hispanic	.	312.0	.	298.0	.	242.0
	Multi-Ethnic	.	334.0	.	287.0	.	250.0
Low Income	Yes	317.5	386.0	357.5	345.3	294.0	304.3
	No	340.9	302.1	313.9	274.4	280.9	272.9
Disabled	Yes	.	283.7	.	249.0	.	227.3
	No	337.0	337.6	321.2	307.1	283.1	296.7
LEP	Yes	311.0	.	307.0	.	242.5	.
	No	342.2	326.1	324.0	294.6	291.2	281.9
Migrant	Yes	.	.	.	.	.	.
	No	337.0	326.1	321.2	294.6	283.1	281.9
Gender	Female	361.5	395.5	348.8	351.3	304.8	311.8
	Male	324.8	298.3	307.4	272.0	272.3	269.9

. No students tested in both years in this category

**Anchorage School District: Profile of Performance ..... 2005-06**

**Continuation 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 6 in 2005	Grade 7 in 2006	Difference	Grade 7 in 2005	Grade 8 in 2006	Difference
Ethnicity	All Students	252.4	184.7	-67.7	366.2	348.0	-18.2
	African American	.	.	.	.	.	.
	AK Native/ American Indian	252.0	185.4	-66.7	.	.	.
	Asian	.	.	.	.	.	.
	Caucasian	.	.	.	366.1	347.7	-18.4
	Hispanic	.	.	.	.	.	.
	Multi-Ethnic	.	.	.	.	.	.
Low Income	Yes	.	.	.	400.0	364.4	-35.7
	No	252.1	184.7	-67.4	331.8	331.9	0.1
Disabled	Yes	252.4	184.7	-67.7	332.2	332.0	-0.2
	No	.	.	.	400.3	363.8	-36.5
LEP	Yes	.	.	.	.	.	.
	No	251.8	184.9	-66.9	365.7	348.3	-17.4
Migrant	Yes	.	.	.	.	.	.
	No	252.3	184.8	-67.5	366.4	347.7	-18.7
Gender	Female	.	.	.	.	.	.
	Male	251.7	185.3	-66.4	366.0	348.4	-17.7

. No students tested in both years in this category

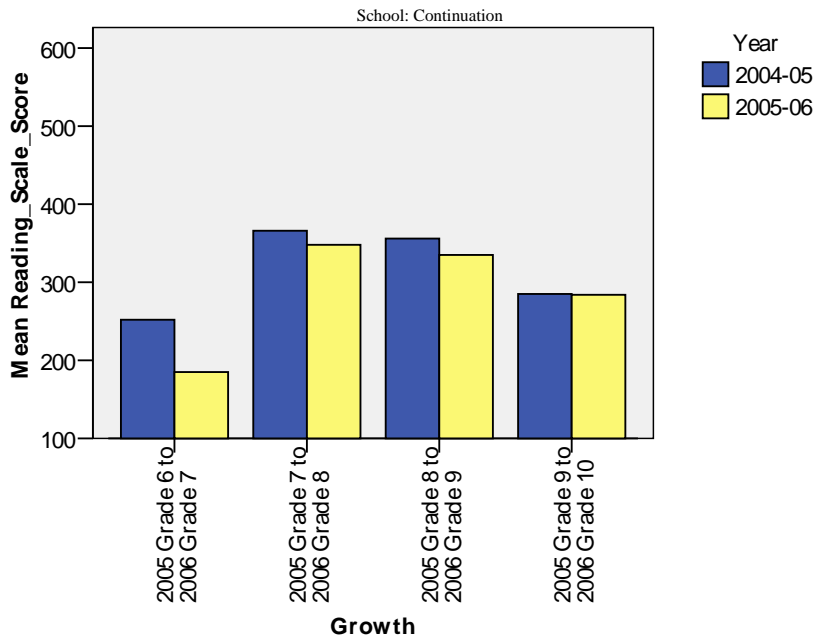
**Anchorage School District: Profile of Performance ..... 2005-06**

**Continuation 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	356.1	334.7	-21.4	284.8	283.9	-0.9
	African American	342.4	347.7	5.3	227.2	198.0	-29.2
	AK Native/American Indian	351.9	318.1	-33.8	353.3	317.8	-35.5
	Asian	.	.	.	230.7	269.2	38.5
	Caucasian	368.8	363.9	-4.9	236.7	347.3	110.7
	Hispanic	.	312.0	.	270.1	222.7	-47.4
	Multi-Ethnic	369.3	333.8	-35.5	320.4	258.7	-61.7
Low Income	Yes	384.7	393.2	8.5	275.9	268.1	-7.8
	No	334.7	313.3	-21.4	290.0	291.4	1.4
Disabled	Yes	290.1	333.7	43.6	269.8	222.9	-46.9
	No	367.4	334.7	-32.7	287.2	290.0	2.8
LEP	Yes	.	.	.	274.3	254.8	-19.5
	No	356.0	335.4	-20.7	290.7	303.2	12.5
Migrant	Yes	.	.	.	.	.	.
	No	356.2	335.0	-21.2	285.1	283.7	-1.4
Gender	Female	397.3	395.8	-1.5	309.4	317.7	8.3
	Male	325.7	300.2	-25.5	273.9	269.1	-4.8

. 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**



**Anchorage School District: Profile of Performance ..... 2005-06**

**Continuation 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 6 in 2005	Grade 7 in 2006	Difference	Grade 7 in 2005	Grade 8 in 2006	Difference
Ethnicity	All Students	196.3	214.8	18.5	323.4	283.7	-39.7
	African American	.	.	.	.	.	.
	AK Native/ American Indian	195.7	215.3	19.7	.	.	.
	Asian	.	.	.	.	.	.
	Caucasian	.	.	.	323.2	284.0	-39.2
	Hispanic	.	.	.	.	.	.
	Multi-Ethnic	.	.	.	.	.	.
Low Income	Yes	.	.	.	369.7	334.3	-35.4
	No	196.2	215.0	18.8	275.1	233.7	-41.4
Disabled	Yes	196.3	214.8	18.5	275.4	233.7	-41.7
	No	.	.	.	369.9	334.1	-35.8
LEP	Yes	.	.	.	.	.	.
	No	196.1	214.7	18.6	322.8	283.9	-38.9
Migrant	Yes	.	.	.	.	.	.
	No	195.9	215.1	19.2	323.3	283.8	-39.5
Gender	Female	.	.	.	.	.	.
	Male	195.8	214.9	19.1	322.7	284.3	-38.4

. No students tested in both years in this category

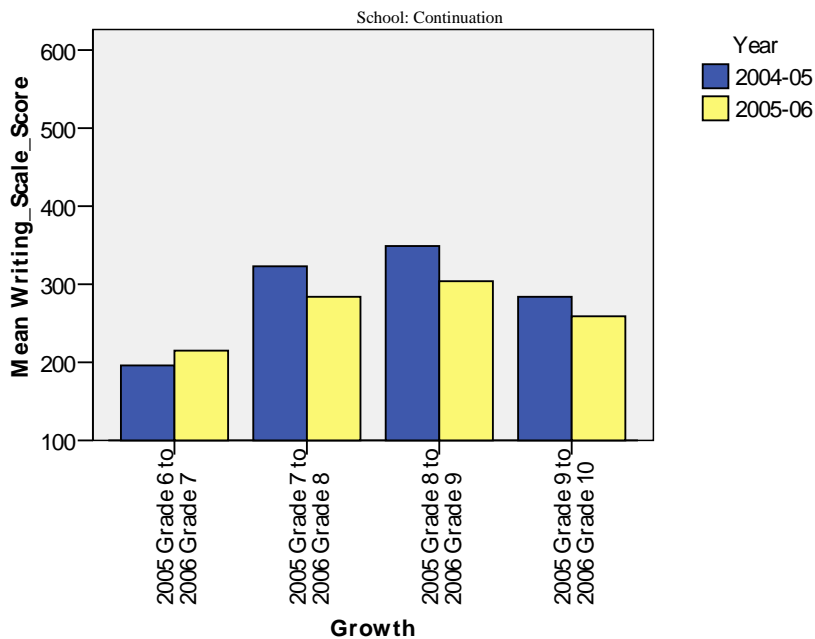
**Anchorage School District: Profile of Performance ..... 2005-06**

**Continuation 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	349.2	304.0	-45.2	284.1	258.7	-25.0
	African American	367.3	300.8	-66.5	210.4	228.7	19.0
	AK Native/American Indian	315.7	291.2	-24.5	318.9	260.1	-59.0
	Asian	.	.	.	279.0	267.4	-12.0
	Caucasian	359.1	341.7	-17.4	295.8	325.9	30.0
	Hispanic	.	297.7	.	290.2	254.0	-36.0
	Multi-Ethnic	357.9	287.1	-70.8	312.3	234.8	-77.0
Low Income	Yes	386.0	349.4	-36.7	272.7	240.2	-33.0
	No	320.8	286.9	-33.9	288.7	267.3	-22.0
Disabled	Yes	285.2	298.0	12.8	290.1	253.7	-36.0
	No	359.3	303.8	-55.5	283.4	258.7	-24.0
LEP	Yes	.	.	.	293.9	256.1	-38.0
	No	348.7	304.3	-44.4	279.0	261.4	-18.0
Migrant	Yes	.	.	.	.	.	.
	No	349.4	303.7	-45.7	284.2	259.0	-25.0
Gender	Female	379.9	351.1	-28.8	307.3	271.8	-35.0
	Male	325.0	277.4	-47.7	271.7	250.2	-22.0

. 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**



Continuation 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 6 in 2005	Grade 7 in 2006	Difference	Grade 7 in 2005	Grade 8 in 2006	Difference
Ethnicity	All Students	192.2	192.0	-0.2	350.1	285.7	-64.4
	African American	.	.	.	.	.	.
	AK Native/American Indian	191.7	192.2	0.5	.	.	.
	Asian	.	.	.	.	.	.
	Caucasian	.	.	.	349.8	285.9	-63.9
	Hispanic	.	.	.	.	.	.
	Multi-Ethnic	.	.	.	.	.	.
Low Income	Yes	.	.	.	452.7	340.2	-112.5
	No	191.8	191.9	0.1	245.7	232.3	-13.4
Disabled	Yes	192.2	192.0	-0.2	246.1	231.7	-14.4
	No	.	.	.	453.4	339.7	-113.7
LEP	Yes	.	.	.	.	.	.
	No	191.7	192.3	0.7	350.0	286.4	-63.7
Migrant	Yes	.	.	.	.	.	.
	No	192.4	191.7	-0.7	350.2	286.0	-64.2
Gender	Female	.	.	.	.	.	.
	Male	192.0	192.4	0.3	349.7	286.2	-63.5

. No students tested in both years in this category

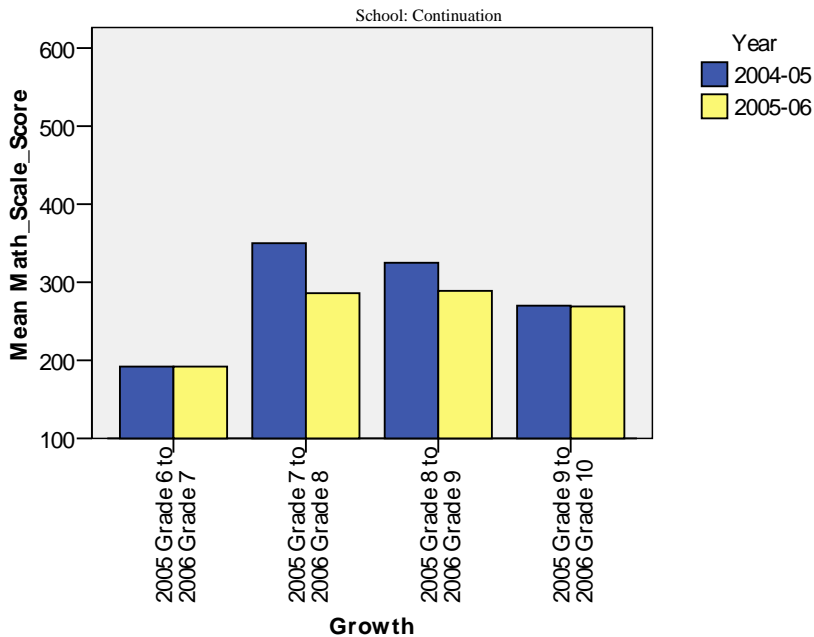
**Anchorage School District: Profile of Performance ..... 2005-06**

**Continuation 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	324.8	288.9	-35.9	269.7	269.3	-1.0
	African American	308.2	280.0	-28.2	205.1	206.7	2.0
	AK Native/American Indian	300.3	289.8	-10.5	319.4	309.7	-9.0
	Asian	.	.	.	244.9	230.1	-15.0
	Caucasian	352.7	369.3	16.7	240.0	290.4	50.0
	Hispanic	.	241.7	.	235.8	234.9	-1.0
	Multi-Ethnic	355.4	249.7	-105.7	343.2	259.0	-84.0
Low Income	Yes	369.9	292.1	-77.8	256.3	246.8	-9.0
	No	291.0	288.4	-2.6	276.7	278.2	1.0
Disabled	Yes	231.8	257.9	26.1	235.7	235.3	-1.0
	No	341.2	292.0	-49.2	274.1	272.7	-1.0
LEP	Yes	.	.	.	275.4	238.7	-36.0
	No	324.7	289.2	-35.5	267.9	290.1	22.0
Migrant	Yes	.	.	.	.	.	.
	No	325.1	288.7	-36.4	269.8	268.9	-1.0
Gender	Female	357.4	311.7	-45.7	309.2	320.0	11.0
	Male	300.9	276.1	-24.8	250.3	246.8	-3.0

. 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 ..... 2005-06**

**Continuation Grades 7-10 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	12.5%	35.6%	32.6%	41.7%	46.1%	46.7%	33.3%	13.8%	15.8%	12.5%	4.5%	5.0%	28	89.3%	96.1%	95.5%	
	African American	25.0%	18.2%	18.2%	25.0%	50.1%	51.5%	25.0%	23.1%	22.7%	25.0%	8.6%	7.5%	5	100.0%	95.7%	95.8%	
	AK Native/ American Indian	12.5%	18.4%	13.8%	37.5%	49.2%	47.5%	25.0%	23.6%	28.3%	25.0%	8.8%	10.3%	8	100.0%	93.3%	94.2%	
	Asian	*	21.7%	24.0%	*	51.1%	51.7%	*	20.0%	18.5%	*	7.3%	5.8%	*	100.0%	96.7%	96.1%	
	Caucasian	20.0%	46.9%	43.7%	80.0%	43.3%	44.9%	0.0%	7.8%	9.0%	0.0%	2.0%	2.3%	7	71.4%	97.0%	96.0%	
	Hispanic	*	19.8%	21.9%	*	50.6%	50.9%	*	22.4%	20.6%	*	7.2%	6.5%	*	100.0%	94.0%	93.8%	
	Multi-Ethnic	*	27.4%	27.1%	*	46.7%	49.6%	*	19.1%	17.8%	*	6.8%	5.5%	*	66.7%	94.6%	95.1%	
Low Income	Yes	28.6%	16.0%	17.0%	42.9%	49.8%	48.4%	14.3%	24.2%	25.3%	14.3%	10.0%	9.3%	10	80.0%	93.9%	95.0%	
	No	5.9%	43.8%	41.0%	41.2%	44.5%	45.7%	41.2%	9.5%	10.7%	11.8%	2.2%	2.7%	18	94.4%	97.1%	95.7%	
Disabled	Yes	*	5.8%	5.5%	*	36.0%	34.2%	*	36.6%	37.8%	*	21.6%	22.6%	*	100.0%	88.6%	89.3%	
	No	15.0%	39.3%	36.0%	40.0%	47.3%	48.2%	35.0%	11.0%	13.0%	10.0%	2.4%	2.8%	24	87.5%	97.1%	96.3%	
LEP	Yes	*	8.3%	6.0%	*	51.5%	45.8%	*	28.9%	34.9%	*	11.3%	13.3%	*	100.0%	94.5%	94.7%	
	No	15.0%	40.3%	37.1%	50.0%	45.1%	46.8%	20.0%	11.2%	12.5%	15.0%	3.4%	3.6%	24	87.5%	96.4%	95.6%	
Migrant	Yes	0.0%	18.3%	16.5%	0.0%	51.8%	45.9%	0.0%	19.2%	26.8%	0.0%	10.7%	10.8%	0	0.0%	94.6%	96.2%	
	No	12.5%	36.1%	33.7%	41.7%	45.9%	46.7%	33.3%	13.6%	15.0%	12.5%	4.3%	4.6%	28	89.3%	96.2%	95.4%	
Gender	Female	42.9%	38.4%	35.2%	42.9%	46.7%	47.8%	14.3%	11.9%	13.5%	0.0%	3.0%	3.6%	9	88.9%	96.5%	95.7%	
	Male	0.0%	33.0%	30.1%	41.2%	45.5%	45.6%	41.2%	15.6%	17.9%	17.6%	5.9%	6.4%	19	89.5%	95.7%	95.2%	

\*The total number of students tested in this category is fewer than 5. Results cannot be reported according to the state's protocol for reporting results.

Anchorage School District: Profile of Performance ..... 2005-06

Continuation Grades 7-10 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	0.0%	9.6%	7.9%	29.2%	67.7%	65.8%	54.2%	16.8%	19.3%	16.7%	6.0%	6.9%	28	89.3%	96.1%	95.4%
	African American	0.0%	3.0%	3.3%	20.0%	61.4%	62.2%	40.0%	24.6%	24.2%	40.0%	10.9%	10.3%	5	100.0%	96.0%	95.9%
	AK Native/ American Indian	0.0%	2.7%	2.0%	14.3%	56.5%	52.0%	57.1%	29.3%	32.7%	28.6%	11.5%	13.2%	8	100.0%	93.2%	94.1%
	Asian	*	6.0%	6.3%	*	63.6%	66.5%	*	22.1%	20.4%	*	8.3%	6.8%	*	100.0%	96.9%	96.0%
	Caucasian	0.0%	13.4%	11.3%	80.0%	72.7%	72.2%	20.0%	10.8%	12.7%	0.0%	3.2%	3.8%	7	71.4%	97.0%	95.9%
	Hispanic	*	4.5%	4.6%	*	64.2%	64.0%	*	23.3%	23.2%	*	8.0%	8.2%	*	100.0%	93.8%	93.8%
	Multi-Ethnic	*	7.0%	6.6%	*	61.4%	64.4%	*	22.9%	22.0%	*	8.8%	7.0%	*	66.7%	94.6%	95.0%
Low Income	Yes	0.0%	3.1%	3.1%	42.9%	56.2%	55.0%	42.9%	29.0%	29.7%	14.3%	11.7%	12.2%	10	80.0%	93.6%	94.8%
	No	0.0%	12.2%	10.5%	23.5%	72.5%	71.6%	58.8%	11.7%	13.8%	17.6%	3.6%	4.1%	18	94.4%	97.2%	95.7%
Disabled	Yes	*	0.7%	0.5%	*	28.8%	26.9%	*	40.8%	42.1%	*	29.7%	30.5%	*	100.0%	89.3%	89.6%
	No	0.0%	10.7%	8.9%	35.0%	72.5%	70.7%	50.0%	13.8%	16.5%	15.0%	3.0%	4.0%	24	87.5%	97.0%	96.2%
LEP	Yes	*	1.7%	1.0%	*	53.0%	45.3%	*	32.5%	37.7%	*	12.8%	16.0%	*	100.0%	94.7%	94.8%
	No	0.0%	10.9%	9.1%	35.0%	70.2%	69.3%	45.0%	14.1%	16.2%	20.0%	4.8%	5.4%	24	87.5%	96.4%	95.5%
Migrant	Yes	0.0%	4.1%	2.7%	0.0%	53.9%	52.9%	0.0%	30.4%	31.8%	0.0%	11.5%	12.6%	0	0.0%	93.7%	96.2%
	No	0.0%	9.7%	8.3%	29.2%	68.1%	66.7%	54.2%	16.4%	18.4%	16.7%	5.8%	6.5%	28	89.3%	96.2%	95.4%
Gender	Female	0.0%	12.5%	10.8%	50.0%	71.8%	70.7%	50.0%	12.6%	14.8%	0.0%	3.1%	3.7%	9	88.9%	96.5%	95.6%
	Male	0.0%	6.8%	5.3%	18.8%	63.8%	61.1%	56.3%	20.8%	23.6%	25.0%	8.7%	10.0%	19	89.5%	95.8%	95.2%

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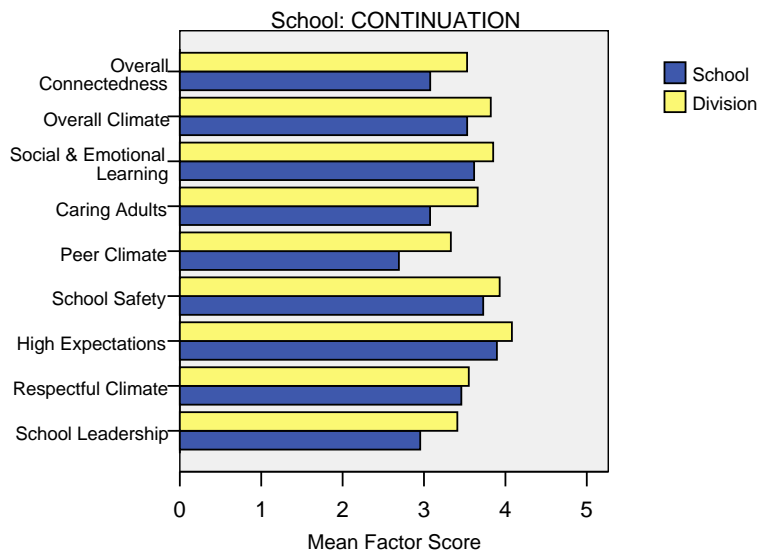
Continuation Grades 7-10 SBA Results Compared with District and State: Math

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	8.3%	27.5%	22.6%	20.8%	38.5%	38.5%	29.2%	18.0%	20.4%	41.7%	15.9%	18.4%	28	89.3%	96.0%	95.3%
	African American	0.0%	10.9%	10.7%	25.0%	33.2%	33.1%	25.0%	25.0%	26.0%	50.0%	30.9%	30.2%	5	100.0%	95.8%	95.7%
	AK Native/ American Indian	12.5%	14.0%	9.8%	25.0%	37.0%	33.2%	37.5%	23.7%	25.9%	25.0%	25.2%	31.1%	8	100.0%	92.2%	93.7%
	Asian	*	23.7%	24.9%	*	39.0%	39.6%	*	19.3%	19.4%	*	18.0%	16.1%	*	100.0%	97.3%	96.6%
	Caucasian	20.0%	35.6%	29.6%	40.0%	39.8%	41.1%	20.0%	14.8%	17.5%	20.0%	9.8%	11.8%	7	71.4%	96.9%	95.7%
	Hispanic	*	14.7%	13.7%	*	36.9%	38.6%	*	22.8%	23.7%	*	25.6%	24.0%	*	100.0%	94.8%	94.6%
	Multi-Ethnic	*	18.1%	17.4%	*	37.3%	38.4%	*	21.0%	22.2%	*	23.6%	22.0%	*	66.7%	94.9%	95.7%
Low Income	Yes	0.0%	12.7%	11.2%	28.6%	35.4%	34.2%	28.6%	24.0%	25.5%	42.9%	27.8%	29.1%	10	80.0%	93.7%	94.7%
	No	11.8%	33.7%	28.7%	17.6%	39.8%	40.8%	29.4%	15.5%	17.7%	41.2%	10.9%	12.7%	18	94.4%	97.0%	95.5%
Disabled	Yes	*	4.5%	3.1%	*	14.6%	14.9%	*	24.6%	24.7%	*	56.3%	57.3%	*	100.0%	89.2%	89.7%
	No	10.0%	30.4%	25.1%	25.0%	41.5%	41.5%	30.0%	17.2%	19.9%	35.0%	10.9%	13.5%	24	87.5%	97.0%	96.0%
LEP	Yes	*	11.2%	7.2%	*	34.6%	29.9%	*	24.3%	27.3%	*	29.8%	35.6%	*	100.0%	95.5%	95.2%
	No	10.0%	30.4%	25.3%	25.0%	39.2%	40.0%	30.0%	16.9%	19.2%	35.0%	13.5%	15.5%	24	87.5%	96.1%	95.3%
Migrant	Yes	0.0%	15.6%	12.7%	0.0%	36.0%	33.0%	0.0%	23.3%	25.7%	0.0%	25.1%	28.6%	0	0.0%	92.9%	96.0%
	No	8.3%	27.9%	23.3%	20.8%	38.6%	38.9%	29.2%	17.9%	20.1%	41.7%	15.6%	17.7%	28	89.3%	96.1%	95.2%
Gender	Female	28.6%	26.3%	21.8%	14.3%	40.7%	40.0%	42.9%	19.1%	21.2%	14.3%	14.0%	17.0%	9	88.9%	96.3%	95.3%
	Male	0.0%	28.7%	23.4%	23.5%	36.5%	37.1%	23.5%	17.0%	19.7%	52.9%	17.7%	19.8%	19	89.5%	95.8%	95.2%

\*The total number of students tested in this category is fewer than 5. Results cannot be reported according to the state's protocol for reporting results.

Continuation School Climate Survey Results

2006 Student Climate Survey Results



Staff results by school are not reported because of small numbers

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.

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- **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).