

**Table 73
Dimond High School Overview**

Statement of Program

A. J. Dimond High School is dedicated to optimal learning for all students and to developing them to lead fulfilling and productive lives. We opened our new building three years ago. Our 2,000 member student body is ethnically diverse and speaks more than 35 languages. Dimond offers a wide educational program which includes Advanced Placement, Honors, ESL, Cook Inlet Tribal Corporation, career tech, fine arts, five world languages, and Intensive Needs classes.

Dimond is one of five high school Japanese Immersion programs in the United States. Extended-year and summer school programs were offered during 2005-2006.

Dimond contains a freshman house and three sophomore-senior houses, and a comprehensive athletics and activities program.

From the Report Card/MLP

SCHOOL GOALS	
Goal	Level of Achievement
Reduce the freshman failure rate by 5% and increase freshman academic success.	Attained
Increase student enrollment, diversity and success in rigorous courses.	Attained
Improve student learning including performance on the Standards Based Assessment and High School Graduation Qualifying Exam.	Attained

From the Report Card/MLP

BUDGET*	
2004-2005 Actual Expenditures	\$9,129,054
2004-06 Revised Budgeted Amount	\$9,386,905
2006-07 Proposed Budget	\$10,075,609

*Dollars budgeted or expended are general fund only.

From IFAS

	School	District	Source of Information
Membership	1,967	50,051	Fall OASIS
Capacity	115%	N/A	Board Report - #189 3/7/06
Attendance Rate	92%	93%	SMS end of year report
Transiency Rate	17.33%	22.72%	Report Card File
Economically Disadvantaged	257	16,769	Fall OASIS
Ave. Weekly Volunteer Hours	120	5,032	Report Card File
Graduation Rate	82.8%	63.91%	Cohort group rate – NCLB formula
Dropout Rate	4.36%	5.78%	OASIS end of year report
AP courses offered in 2005-2006	19	25	SMS transcript file
Students successfully completing AP courses	201	1,386	SMS transcript file
AP courses completed by students	366	2,524	SMS transcript file
Students Taking an Alternate Assessment	17	264	SMS
Students Taking a HSGQE Alternative Assessment	17	270	SMS
Change in Enrollment	-1.1%	0.3%	Report Card File

Dimond High School Characteristics

Teacher Qualification				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
104	100%	49%	0	64%

SCHOOL BUSINESS PARTNERSHIPS	
Alaska Department of Fish & Game Alyeska Resort American Legion Spenard Post 28 Big Brothers/Big Sisters Dimond Alumni Foundation Downtown Kiwanis Club Downtown Marriott Hotel From MLP Kids' Kitchen	Learning for Life Mt. McKinley Lions Club Nine Star Northwest Airlines Sand Lake Community Schools South Anchorage Rotary Club Tastee Freez Tikigaq U.S.K.H.

From MLP

ACCREDITATION		
Initial Accreditation	Name of Accrediting Organization	Level of Accreditation
1967	Northwest Association of Accredited Schools	Full

ETHNICITY REPORT - OCTOBER 2005						
Caucasian	African American	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	Multi-Ethnic	Total
1231	84	229	277	99	47	1967
62.58%	4.27%	11.64%	14.08%	5.03%	2.39%	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	251	288	86	105	1261	50	2,041
Final Dropouts	24	7	6	6	45	1	89
% of Dropouts	9.56%	2.43%	6.98%	5.71%	3.57%	2.00%	4.36%

From Summer Oasis

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
969	908	93.7%

From participation file (3-10 graders)

Dimond High School Characteristics

<u>Test</u>	<u>Students/Subject</u>	<u>SAT/ACT</u>				
		<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>
	No. Graduates	423	448	408	412	438
SAT	Percent Tested	61%	64%	55%	63%	57%
	Critical Reading*	501	517	516	525	513
	Math	518	523	515	535	528
	Writing					491
ACT	Percent Tested	36%	30%	30%	31%	32%
	English	21.4	21.2	21.9	22.4	21.2
	Math	22.4	22.4	22.2	22.9	22.5

*Reported as Verbal Score prior to 2005-2006

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

Dimond 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	969	954	98.5%	Yes	894	740	82.8%	68%	Yes	595	66.6%	53.8%	Yes
African American	37	36	97.3%	Yes	33	18	54.5%	53.2%	Yes	15	45.5%	37.6%	Yes
AkNa & Amln	117	111	94.9%	Yes	95	69	72.6%	60.7%	Yes	59	62.1%	45.8%	Yes
Asian	149	147	98.7%	Yes	137	109	79.6%	62.5%	Yes	89	65%	47.8%	Yes
Caucasian	584	579	99.1%	Yes	558	485	86.9%	67%	Yes	389	69.7%	52.7%	Yes
Hispanic	52	52	100%	Yes	46	40	87%	56%	Yes	28	60.9%	40.6%	Yes
Multi-Ethnic	30	29	96.7%	Yes	25	19	76%	50.4%	Yes	15	60%	34.6%	Yes
Low Income	157	150	95.5%	Yes	126	82	65.1%	62.1%	Yes	57	45.2%	47.4%	No
Disabled	86	83	96.5%	Yes	80	31	38.8%	59.7%	No	25	31.2%	44.7%	No
LEP	128	127	99.2%	Yes	113	78	69%	61.6%	Yes	56	49.6%	46.8%	Yes

Graduation Rate: 82.8% (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

Dimond HSGQE - 10th Grade Results

Reading	Proficient		Not Proficient	
	School	District	School	District
2005-2006	79.7%	76.4%	20.3%	23.6%
2004-2005	77.0%	72.5%	23.1%	27.5%
2003-2004	79.5%	73.3%	20.5%	26.7%
2002-2003	77.2%	72.8%	22.8%	27.1%

Writing	Proficient		Not Proficient	
	School	District	School	District
2005-2006	94.3%	90.8%	5.7%	9.2%
2004-2005	88.2%	85.6%	11.8%	14.4%
2003-2004	89.2%	87.0%	10.8%	13.0%
2002-2003	88.0%	85.4%	12.0%	14.6%

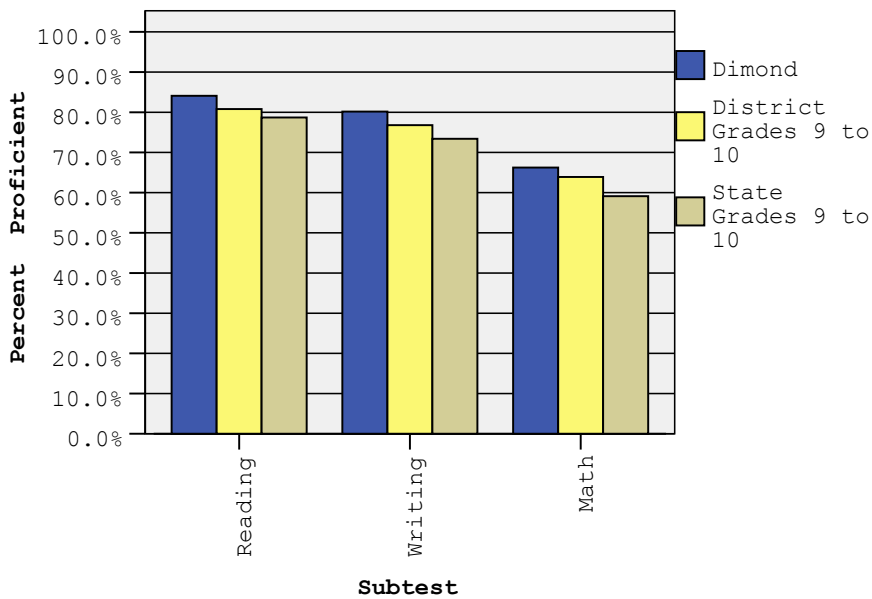
Math	Proficient		Not Proficient	
	School	District	School	District
2005-2006	86.0%	79.9%	14.0%	20.1%
2004-2005	79.8%	76.3%	20.3%	14.4%
2003-2004	73.8%	69.8%	26.2%	30.2%
2002-2003	75.1%	74.3%	24.9%	25.7%

Dimond HSGQE Scores Spring 2006				
Students	Proficient		Not Proficient	
	Number	Percent	Number	Percent
Grade 10				
Reading	385	79.7%	98	20.3%
Writing	459	94.3%	28	5.7%
Math	417	86.0%	68	14.0%

Dimond High School SBA Proficiency – Spring 2006

	Reading		Writing		Math	
	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient
All Grades	82.2%	84.1%	79.3%	80.2%	64.6%	66.2%
9th Grade	82.2%	81.2%	79.3%	77.8%	64.6%	62.3%
10th Grade	N/A	86.8%	N/A	82.3%	N/A	69.9%

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

Dimond SBA Proficiency by NCLB Groups – Spring 2006

		Reading		Writing		Math	
		Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient
Ethnicity	All Students	84.1%	15.9%	80.2%	19.8%	66.2%	33.8%
	African American	60.0%	40.0%	65.7%	34.3%	47.1%	52.9%
	AK Native/ American Indian	71.0%	29.0%	68.5%	31.5%	62.9%	37.1%
	Asian	80.6%	19.4%	78.3%	21.7%	65.5%	34.5%
	Caucasian	89.5%	10.5%	83.4%	16.6%	69.4%	30.6%
	Hispanic	82.4%	17.6%	84.6%	15.4%	58.8%	41.2%
	Multi-Ethnic	75.0%	25.0%	78.6%	21.4%	55.2%	44.8%
Low Income	Yes	63.9%	36.1%	64.1%	35.9%	46.9%	53.1%
	No	87.8%	12.2%	83.1%	16.9%	69.7%	30.3%
Disabled	Yes	43.8%	56.2%	32.4%	67.6%	25.3%	74.7%
	No	87.5%	12.5%	84.3%	15.7%	69.8%	30.2%
LEP	Yes	67.5%	32.5%	63.7%	36.3%	47.2%	52.8%
	No	86.6%	13.4%	82.7%	17.3%	69.1%	30.9%
Migrant	Yes	75.9%	24.1%	65.5%	34.5%	62.1%	37.9%
	No	84.4%	15.6%	80.6%	19.4%	66.4%	33.6%
Gender	Female	89.1%	10.9%	89.3%	10.7%	67.5%	32.5%
	Male	79.3%	20.7%	71.5%	28.5%	65.0%	35.0%

Anchorage School District: Profile of Performance 2005-06

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

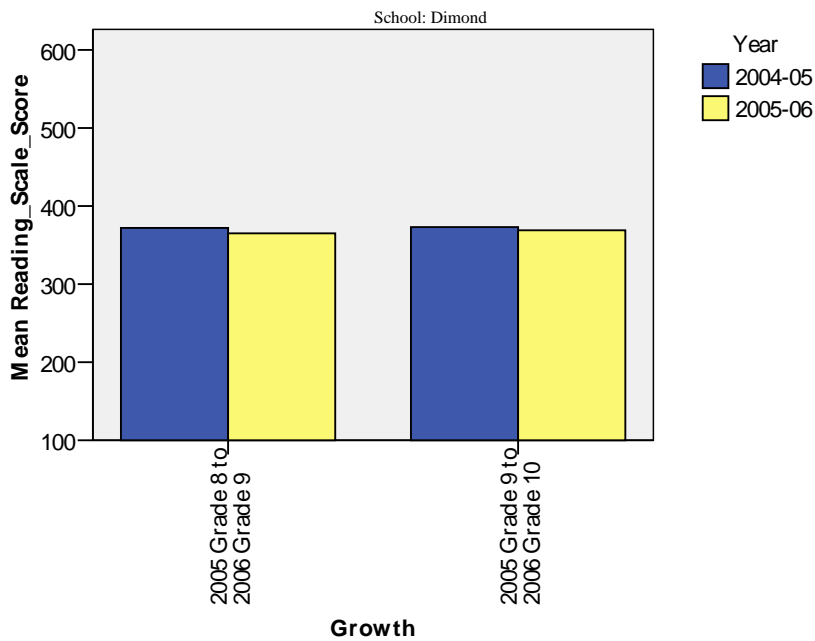
		Reading		Writing		Math	
		2004-2005 Mean Scale Score	2005-2006 Mean Scale Score	2004-2005 Mean Scale Score	2005-2006 Mean Scale Score	2004-2005 Mean Scale Score	2005-2006 Mean Scale Score
Ethnicity	All Students	367.7	364.4	354.9	355.7	328.5	320.9
	African American	333.5	342.9	321.2	321.8	287.4	270.5
	AK Native/ American Indian	329.5	329.1	313.4	314.4	299.9	304.7
	Asian	357.1	350.3	346.8	344.9	327.4	322.7
	Caucasian	382.6	376.9	368.6	368.4	339.0	328.7
	Hispanic	357.6	336.4	350.2	336.2	325.3	288.9
	Multi-Ethnic	333.9	366.9	335.8	362.9	279.5	305.3
Low Income	Yes	341.3	329.7	330.7	326.3	301.3	296.0
	No	370.5	370.8	357.3	361.3	331.3	325.6
Disabled	Yes	282.9	286.8	262.8	272.6	242.7	267.8
	No	375.1	372.1	363.0	364.1	335.8	326.2
LEP	Yes	319.0	318.0	304.8	310.0	290.4	295.9
	No	374.4	371.2	361.8	362.5	333.8	324.6
Migrant	Yes	342.5	339.7	325.0	331.4	309.8	321.9
	No	368.3	365.2	355.6	356.5	328.9	320.8
Gender	Female	377.9	379.8	370.9	376.1	329.1	323.9
	Male	357.1	350.7	338.4	337.6	327.9	318.1

Anchorage School District: Profile of Performance 2005-06

Dimond 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	371.7	365.3	-6.3	373.0	369.4	-3.6
	African American	347.1	342.7	-4.4	335.8	329.9	-5.9
	AK Native/American Indian	335.4	328.7	-6.7	345.2	365.5	20.3
	Asian	360.9	352.1	-8.8	361.3	353.8	-7.5
	Caucasian	386.0	377.4	-8.6	385.7	384.2	-1.5
	Hispanic	359.8	335.9	-23.9	365.7	351.3	-14.4
	Multi-Ethnic	372.2	367.0	-5.2	327.1	328.7	1.6
Low Income	Yes	347.3	329.8	-17.5	333.4	332.7	-0.7
	No	376.7	371.2	-5.5	378.9	376.1	-2.8
Disabled	Yes	296.7	287.3	-9.3	280.0	288.4	8.4
	No	380.1	371.7	-8.4	379.8	374.9	-4.9
LEP	Yes	325.4	318.7	-6.7	328.2	325.0	-3.2
	No	378.9	371.1	-7.8	380.3	375.8	-4.5
Migrant	Yes	347.0	340.4	-6.6	344.7	334.2	-10.5
	No	372.8	364.9	-7.9	372.7	370.3	-2.3
Gender	Female	386.2	380.0	-6.2	383.1	371.7	-11.4
	Male	360.3	350.8	-9.5	362.4	365.7	3.3

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

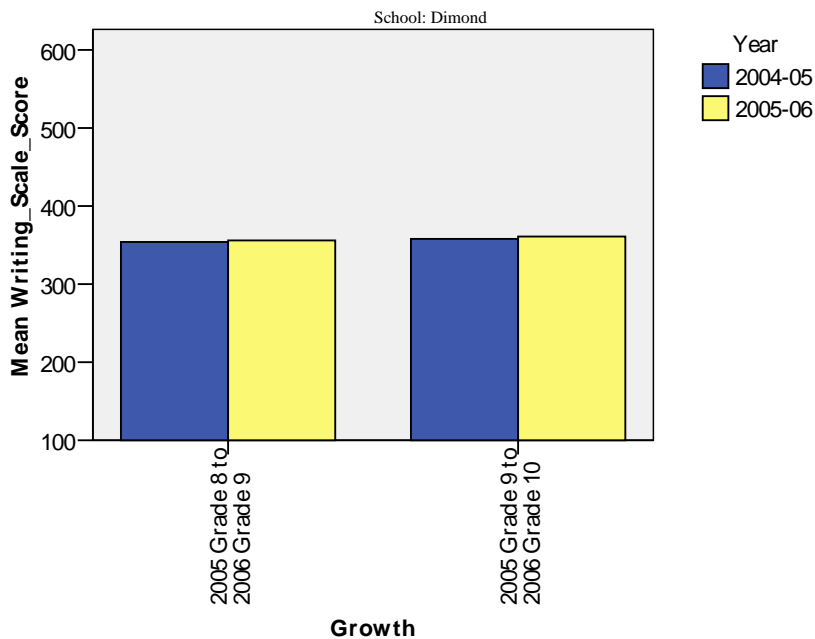


Anchorage School District: Profile of Performance 2005-06

Dimond 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	354.0	356.4	2.4	357.7	361.2	3.5
	African American	337.8	321.9	-15.9	321.7	311.3	-10.4
	AK Native/ American Indian	332.2	321.5	-10.7	312.6	359.2	46.6
	Asian	338.3	346.8	8.5	353.4	358.7	5.3
	Caucasian	364.7	368.2	3.5	370.9	371.1	0.2
	Hispanic	348.7	336.3	-12.4	354.0	360.4	6.4
	Multi-Ethnic	360.1	362.7	2.6	327.8	330.9	3.1
Low Income	Yes	326.4	325.7	-0.7	317.2	328.0	10.8
	No	358.9	362.1	3.2	365.3	366.8	1.5
Disabled	Yes	278.0	273.4	-4.6	256.7	271.2	14.5
	No	361.8	363.9	2.1	365.7	368.3	2.7
LEP	Yes	307.2	313.0	5.8	317.1	320.7	3.6
	No	360.3	361.8	1.5	365.4	366.7	1.3
Migrant	Yes	334.7	331.2	-3.5	320.9	322.1	1.2
	No	353.7	357.3	3.7	359.0	362.4	3.4
Gender	Female	370.1	375.7	5.6	374.8	379.9	5.1
	Male	339.4	337.7	-1.7	341.2	342.0	0.8

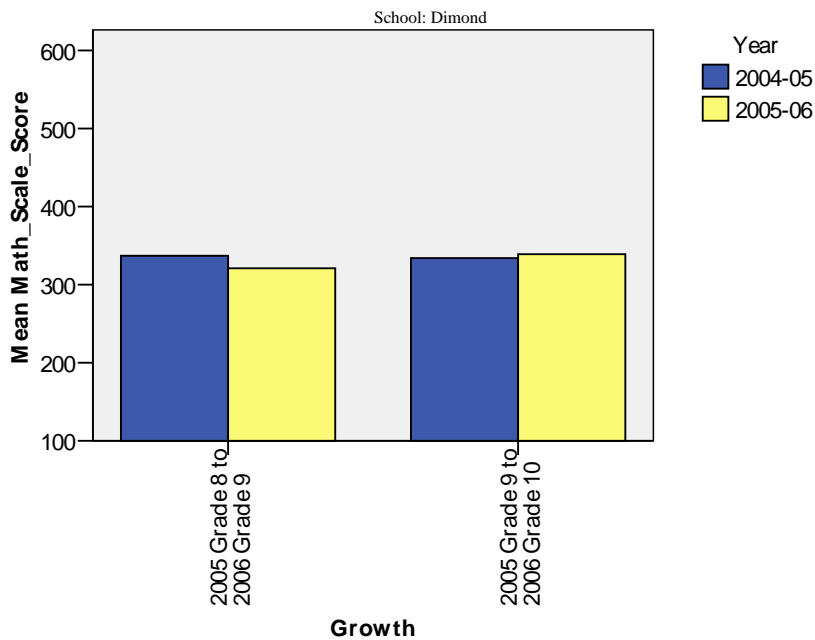
Measure of Growth in SBA Writing for Students Who Tested in 2005 and Again in 2006



Dimond 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	337.3	320.8	-16.5	334.4	338.7	4.3
	African American	302.7	271.2	-31.5	297.9	303.1	5.2
	AK Native/American Indian	301.2	306.3	5.2	311.0	325.4	14.4
	Asian	332.1	321.7	-10.4	328.8	335.9	7.1
	Caucasian	349.4	328.7	-20.7	342.2	349.0	6.8
	Hispanic	312.9	289.1	-23.8	332.3	324.8	-7.5
	Multi-Ethnic	328.0	305.4	-22.7	273.7	280.2	6.5
Low Income	Yes	310.8	295.9	-14.9	290.7	302.3	11.7
	No	342.2	326.0	-16.2	340.1	344.7	4.6
Disabled	Yes	270.3	267.8	-2.5	246.4	267.7	21.3
	No	343.7	326.2	-17.5	340.9	344.1	3.2
LEP	Yes	298.7	296.3	-2.3	302.0	306.4	4.4
	No	342.1	323.7	-18.4	338.8	343.9	5.1
Migrant	Yes	311.4	321.7	10.3	305.2	296.0	-9.2
	No	337.9	321.1	-16.8	335.3	339.8	4.5
Gender	Female	338.0	324.4	-13.7	333.7	337.2	3.5
	Male	335.8	317.9	-17.9	333.7	341.3	7.7

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



Anchorage School District: Profile of Performance 2005-06

Dimond 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	38.3%	37.9%	35.1%	45.8%	43.0%	43.6%	12.9%	15.2%	17.2%	3.0%	4.0%	4.1%	969	98.5%	94.9%	93.7%
	African American	34.3%	19.8%	19.9%	25.7%	45.3%	47.0%	37.1%	26.9%	26.0%	2.9%	7.9%	7.1%	37	97.3%	94.2%	94.0%
	AK Native/ American Indian	25.2%	21.7%	15.6%	45.8%	44.8%	45.0%	21.5%	26.2%	31.2%	7.5%	7.3%	8.3%	117	94.9%	91.7%	92.0%
	Asian	25.0%	20.7%	24.0%	55.6%	49.1%	49.0%	16.0%	22.5%	21.3%	3.5%	7.7%	5.8%	149	98.7%	95.7%	94.6%
	Caucasian	45.8%	49.3%	46.5%	43.7%	40.6%	42.0%	8.6%	8.5%	9.7%	1.9%	1.6%	1.8%	584	99.1%	96.0%	94.4%
	Hispanic	25.5%	20.4%	23.7%	56.9%	48.8%	46.7%	15.7%	24.3%	23.2%	2.0%	6.5%	6.4%	52	100.0%	93.3%	91.9%
	Multi-Ethnic	32.1%	31.5%	33.3%	42.9%	40.1%	42.6%	17.9%	21.6%	18.7%	7.1%	6.8%	5.4%	30	96.7%	91.5%	92.6%
Low Income	Yes	25.7%	17.0%	18.9%	38.2%	44.1%	44.8%	25.7%	28.8%	28.4%	10.4%	10.1%	7.9%	157	95.5%	90.7%	92.7%
	No	40.6%	44.1%	42.4%	47.2%	42.6%	43.1%	10.6%	11.1%	12.1%	1.6%	2.2%	2.4%	812	99.0%	96.3%	94.1%
Disabled	Yes	9.6%	5.7%	6.1%	34.2%	35.4%	32.0%	37.0%	40.1%	42.5%	19.2%	18.7%	19.4%	86	96.5%	85.3%	86.5%
	No	40.7%	41.5%	38.4%	46.8%	43.8%	44.9%	10.9%	12.4%	14.2%	1.6%	2.3%	2.4%	883	98.6%	96.2%	94.6%
LEP	Yes	11.4%	7.1%	5.6%	56.1%	48.8%	43.7%	25.2%	32.5%	39.0%	7.3%	11.6%	11.7%	128	99.2%	92.5%	92.6%
	No	42.4%	42.8%	39.6%	44.2%	42.0%	43.6%	11.1%	12.4%	13.8%	2.3%	2.8%	3.0%	841	98.3%	95.3%	93.9%
Migrant	Yes	24.1%	20.6%	19.5%	51.7%	49.4%	43.6%	10.3%	21.7%	28.1%	13.8%	8.3%	8.8%	30	100.0%	90.9%	94.3%
	No	38.8%	38.3%	36.1%	45.6%	42.8%	43.6%	13.0%	15.0%	16.4%	2.6%	3.9%	3.8%	939	98.4%	95.1%	93.7%
Gender	Female	41.3%	40.4%	37.7%	47.8%	43.8%	45.1%	9.0%	12.9%	14.3%	2.0%	3.0%	2.8%	470	98.7%	95.4%	93.8%
	Male	35.5%	35.4%	32.6%	43.8%	42.2%	42.2%	16.7%	17.4%	19.8%	4.0%	5.0%	5.4%	499	98.2%	94.5%	93.6%

Anchorage School District: Profile of Performance 2005-06

Dimond 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	5.8%	5.6%	4.4%	74.4%	71.2%	69.0%	14.3%	16.9%	19.5%	5.5%	6.4%	7.0%	969	98.5%	94.6%	93.4%
	African American	2.9%	1.2%	1.2%	62.9%	60.4%	61.6%	17.1%	26.9%	26.0%	17.1%	11.5%	11.3%	37	97.3%	94.3%	94.3%
	AK Native/ American Indian	2.8%	1.6%	1.0%	65.7%	57.6%	53.6%	14.8%	28.7%	32.9%	16.7%	12.1%	12.5%	117	94.9%	90.3%	91.7%
	Asian	3.5%	2.6%	2.8%	74.8%	64.6%	67.3%	18.9%	23.6%	22.9%	2.8%	9.3%	7.0%	149	98.7%	95.9%	94.4%
	Caucasian	7.3%	7.9%	6.4%	76.0%	77.8%	76.6%	12.8%	10.9%	12.7%	3.8%	3.4%	4.2%	584	99.1%	95.8%	94.2%
	Hispanic	1.9%	2.8%	2.9%	82.7%	67.1%	64.3%	15.4%	20.9%	23.4%	0.0%	9.2%	9.3%	52	100.0%	92.0%	91.1%
	Multi-Ethnic	7.1%	4.1%	3.9%	71.4%	61.5%	66.4%	14.3%	24.1%	21.7%	7.1%	10.3%	8.0%	30	96.7%	91.2%	91.9%
Low Income	Yes	4.1%	1.2%	1.5%	60.0%	54.8%	55.3%	24.1%	30.0%	30.4%	11.7%	13.9%	12.7%	157	95.5%	89.6%	92.2%
	No	6.1%	6.9%	5.8%	77.0%	76.0%	75.2%	12.5%	13.0%	14.6%	4.4%	4.1%	4.4%	812	99.0%	96.2%	94.0%
Disabled	Yes	0.0%	0.1%	0.1%	32.4%	26.2%	24.5%	35.1%	43.1%	44.3%	32.4%	30.6%	31.0%	86	96.5%	85.4%	86.6%
	No	6.3%	6.2%	5.0%	78.0%	76.3%	74.2%	12.5%	13.9%	16.6%	3.2%	3.6%	4.2%	883	98.6%	95.8%	94.3%
LEP	Yes	0.0%	0.3%	0.2%	63.7%	51.5%	45.1%	29.0%	33.2%	38.8%	7.3%	15.1%	15.8%	128	99.2%	92.6%	92.6%
	No	6.6%	6.4%	5.1%	76.0%	74.4%	72.7%	12.0%	14.2%	16.5%	5.3%	4.9%	5.6%	841	98.3%	94.9%	93.6%
Migrant	Yes	3.4%	1.7%	1.2%	62.1%	57.4%	56.0%	20.7%	29.5%	30.6%	13.8%	11.4%	12.2%	30	100.0%	88.9%	94.3%
	No	5.8%	5.7%	4.7%	74.8%	71.5%	69.9%	14.1%	16.6%	18.8%	5.3%	6.2%	6.7%	939	98.4%	94.7%	93.4%
Gender	Female	8.1%	7.2%	6.3%	81.2%	76.4%	75.3%	8.5%	12.7%	14.7%	2.2%	3.7%	3.7%	470	98.7%	95.1%	93.6%
	Male	3.5%	4.0%	2.7%	67.9%	66.1%	63.1%	19.8%	20.9%	24.0%	8.8%	9.0%	10.1%	499	98.2%	94.1%	93.2%

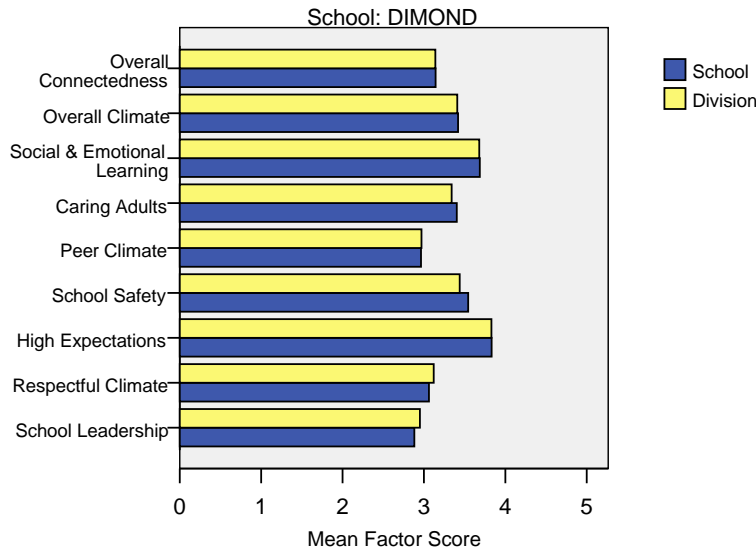
Anchorage School District: Profile of Performance 2005-06

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

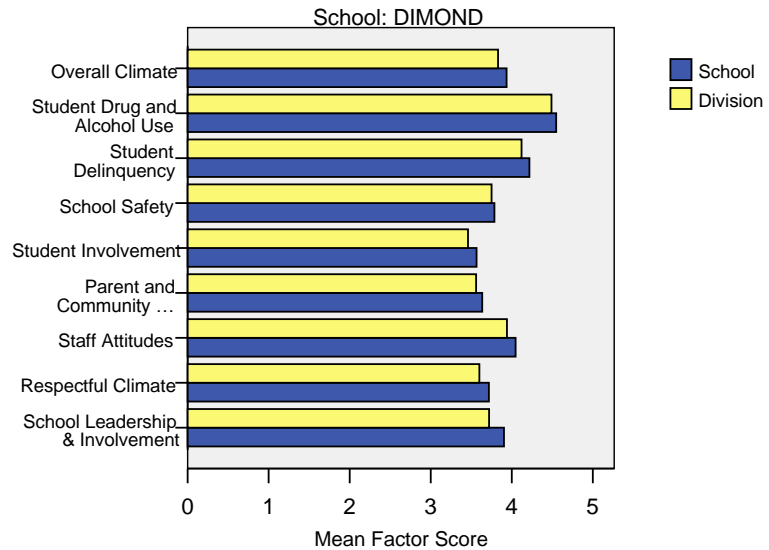
Math		% Advanced			% Proficient			% Below Proficient			% Far Below Proficient			Total Students Tested	Percent Tested		
		School	District	State	School	District	State	School	District	State	School	District	State	School	School	District	State
Ethnicity	All Students	23.9%	24.6%	20.6%	42.3%	39.3%	38.5%	18.2%	18.5%	20.7%	15.6%	17.6%	20.2%	969	98.5%	94.3%	93.2%
	African American	11.8%	8.6%	8.3%	35.3%	29.6%	29.9%	14.7%	25.5%	26.0%	38.2%	36.3%	35.8%	37	97.3%	94.3%	93.9%
	AK Native/ American Indian	18.1%	11.8%	8.7%	44.8%	38.7%	33.0%	13.3%	22.3%	25.0%	23.8%	27.3%	33.3%	117	94.9%	89.0%	91.2%
	Asian	18.3%	19.2%	21.8%	47.2%	40.2%	39.8%	23.9%	20.3%	20.5%	10.6%	20.3%	17.9%	149	98.7%	95.9%	94.9%
	Caucasian	29.2%	32.2%	27.1%	40.2%	41.1%	41.4%	17.2%	15.7%	18.2%	13.4%	11.0%	13.3%	584	99.1%	95.5%	93.9%
	Hispanic	9.8%	12.4%	11.1%	49.0%	35.2%	36.9%	21.6%	24.2%	24.8%	19.6%	28.2%	27.2%	52	100.0%	92.0%	91.6%
	Multi-Ethnic	6.9%	15.6%	16.3%	48.3%	36.7%	36.9%	24.1%	20.4%	21.4%	20.7%	27.2%	25.4%	30	96.7%	92.2%	93.3%
Low Income	Yes	11.2%	9.9%	9.5%	35.7%	33.2%	32.7%	23.8%	24.1%	25.5%	29.4%	32.8%	32.3%	157	95.5%	89.6%	92.2%
	No	26.2%	28.9%	25.6%	43.5%	41.1%	41.1%	17.2%	16.8%	18.5%	13.1%	13.2%	14.8%	812	99.0%	95.8%	93.6%
Disabled	Yes	9.3%	3.2%	2.4%	16.0%	12.1%	12.7%	24.0%	24.2%	23.9%	50.7%	60.5%	61.0%	86	96.5%	85.4%	86.9%
	No	25.2%	27.0%	22.7%	44.6%	42.4%	41.5%	17.7%	17.8%	20.3%	12.5%	12.8%	15.5%	883	98.6%	95.5%	94.0%
LEP	Yes	8.9%	8.2%	5.7%	38.2%	33.2%	28.8%	30.9%	25.3%	27.4%	22.0%	33.3%	38.2%	128	99.2%	92.9%	92.9%
	No	26.2%	27.2%	22.9%	42.9%	40.3%	40.0%	16.2%	17.4%	19.6%	14.6%	15.1%	17.4%	841	98.3%	94.6%	93.3%
Migrant	Yes	6.9%	9.4%	10.9%	55.2%	40.9%	33.9%	17.2%	21.6%	24.1%	20.7%	28.1%	31.0%	30	100.0%	86.4%	94.0%
	No	24.5%	24.9%	21.3%	41.9%	39.3%	38.8%	18.2%	18.4%	20.5%	15.4%	17.4%	19.5%	939	98.4%	94.5%	93.2%
Gender	Female	23.0%	22.6%	19.6%	44.5%	41.9%	40.2%	18.0%	19.6%	21.4%	14.5%	15.8%	18.8%	470	98.7%	94.4%	93.2%
	Male	24.8%	26.4%	21.6%	40.2%	36.8%	36.8%	18.3%	17.4%	20.1%	16.7%	19.4%	21.5%	499	98.2%	94.2%	93.2%

Dimond 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).