

Table 65

Hanshew Middle School Overview

Statement of Program

Hanshew Middle School is situated in south Anchorage at the foot of the Chugach Mountains and houses approximately 960 seventh and eighth graders. Hanshew is home to a very diverse population, representing many different cultures and ethnic backgrounds. The student population includes a continuum of learners including a life skills program, behavioral support, various levels of resource support, ESL, Indian Education, and gifted. Hanshew houses the middle school grades for the Alaska State School for the Deaf and Hard-of-Hearing Program.

High academic performance in a safe school environment is the goal of the Hanshew staff, students, and parents. Students are challenged and supported in their endeavors to increase academic gains. A wide-range of academic support is available and used to help with individualizing instruction. Teachers and staff encourage parent involvement and communication. Numerous activities are available to help engage students in their school and learning.

From the Report Card/MLP

SCHOOL GOALS	
Goal	Level of Achievement
Goal 1: Increase math achievement. The percentage of students in grades 7-8 who are proficient on the state assessment in math will increase from 66 to 70 percent.	Attained
Goal 2: Improve literacy achievement. The percentage of students in grades 7-8 who are proficient on the state assessment in language arts will increase from 77 to 80 percent. Hanshew continued the school-wide reading program.	Attained

From the Report Card/MLP

BUDGET*	
2004-2005 Actual Expenditures	\$5,093,906
2004-06 Revised Budgeted Amount	\$5,146,741
2006-07 Proposed Budget	\$5,218,500

*Dollars budgeted or expended are general fund only.

From IFAS

	School	District	Source of Information
Membership	946	50,051	Fall OASIS
Capacity	120%	N/A	Board Report - #189 3/7/06
Attendance Rate	93%	93%	SMS end of year report
Retention Rate	0.0%	1.2%	Report Card File
Transiency Rate	19.37%	22.72%	Report Card File
Economically Disadvantaged	294	16,769	Fall OASIS
Ave. Weekly Volunteer Hours	20	5,032	Report Card File
Dropout Rate	1.77%	5.78%	OASIS end of year report
Students Taking an Alternate Assessment	3	264	SMS
Change in Enrollment	-3.7%	0.3%	Report Card File

Anchorage School District: Profile of Performance 2005-06
Hanshaw Middle School Characteristics

Teacher Qualification				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
63	100%	32%	1	67%

SCHOOL BUSINESS PARTNERSHIPS
Alaska Information and Research Cabin Fever Alaska Mountain Bike Source

From MLP

ETHNICITY REPORT - OCTOBER 2005						
Caucasian	African American	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	Multi-Ethnic	Total
476 50.32%	76 8.03%	142 15.01%	140 14.80%	64 6.77%	48 5.07%	946 100.00%

From Fall Oasis

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
949	863	90.9%

From participation file (3-10 graders)

TOTAL DROPOUT RATES							
Data Type	AK Native/ American Indian	Asian/ Pac. Islander	African American	Hispanic	Caucasian	Multi-Ethnic	Total
Enrollment	157	147	75	69	517	54	1019
Final Dropouts	2	1	1	4	10		18
% of Dropouts	1.27%	0.68%	1.33%	5.80%	1.93%	0.0%	1.77%

From Summer Oasis

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

Hanshew Middle 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	949	940	99.1%	Yes	854	703	82.3%	67.9%	Yes	629	73.7%	53.7%	Yes
African American	73	72	98.6%	Yes	66	54	81.8%	58.5%	Yes	42	63.6%	43.4%	Yes
AkNa & Amln	145	144	99.3%	Yes	126	89	70.6%	62.1%	Yes	79	62.7%	47.4%	Yes
Asian	139	139	100%	Yes	128	111	86.7%	62.2%	Yes	103	80.5%	47.4%	Yes
Caucasian	481	476	99%	Yes	440	373	84.8%	66.5%	Yes	339	77%	52.1%	Yes
Hispanic	66	65	98.5%	Yes	58	45	77.6%	57.7%	Yes	40	69%	42.5%	Yes
Multi-Ethnic	45	44	97.8%	Yes	36	31	86.1%	53.9%	Yes	26	72.2%	38.4%	Yes
Low Income	304	300	98.7%	Yes	255	188	73.7%	64.9%	Yes	160	62.7%	50.4%	Yes
Disabled	108	106	98.1%	Yes	91	32	35.2%	60.5%	No	20	22%	45.5%	No
LEP	158	157	99.4%	Yes	134	102	76.1%	62.4%	Yes	88	65.7%	47.7%	Yes

Attendance Rate: 93.2% (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.

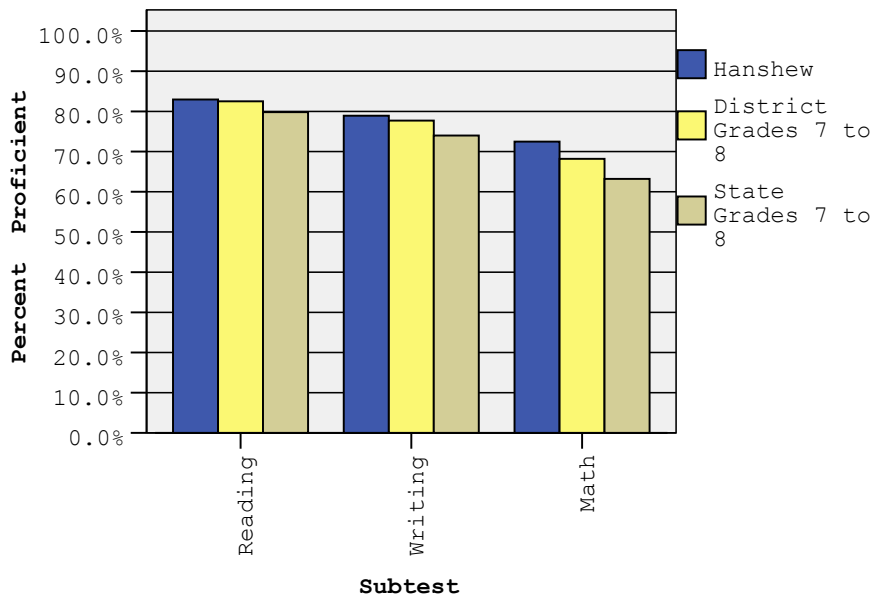
This document was prepared by the ASD Assessment and Evaluation

7/19/2006

Hanshew Middle School SBA Proficiency – Spring 2006

	Reading		Writing		Math	
	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient
All Grades	80.5%	83.0%	73.9%	78.9%	65.5%	72.5%
7 th Grade	79.9%	79.1%	74.5%	75.5%	68.2%	71.5%
8 th Grade	81.3%	86.5%	73.2%	82.0%	62.8%	73.4%

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



* District and State Grades 7 to 8

Anchorage School District: Profile of Performance 2005-06

Hanshew Middle School SBA Proficiency by NCLB groups – Spring 2006

		Reading		Writing		Math	
		Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient
Ethnicity	All Students	83.0%	17.0%	78.9%	21.1%	72.5%	27.5%
	African American	83.3%	16.7%	79.2%	20.8%	63.4%	36.6%
	AK Native/ American Indian	71.3%	28.7%	65.3%	34.7%	60.3%	39.7%
	Asian	83.9%	16.1%	83.8%	16.2%	81.0%	19.0%
	Caucasian	87.1%	12.9%	82.7%	17.3%	76.5%	23.5%
	Hispanic	78.1%	21.9%	73.4%	26.6%	65.6%	34.4%
	Multi-Ethnic	79.5%	20.5%	75.0%	25.0%	65.9%	34.1%
Low Income	Yes	74.4%	25.6%	66.0%	34.0%	59.7%	40.3%
	No	86.9%	13.1%	84.9%	15.1%	78.4%	21.6%
Disabled	Yes	43.0%	57.0%	35.6%	64.4%	19.8%	80.2%
	No	87.8%	12.2%	84.2%	15.8%	78.9%	21.1%
LEP	Yes	71.8%	28.2%	68.4%	31.6%	63.2%	36.8%
	No	85.2%	14.8%	81.0%	19.0%	74.3%	25.7%
Migrant	Yes	79.3%	20.7%	65.5%	34.5%	65.5%	34.5%
	No	83.1%	16.9%	79.3%	20.7%	72.7%	27.3%
Gender	Female	84.2%	15.8%	87.4%	12.6%	75.2%	24.8%
	Male	81.7%	18.3%	70.6%	29.4%	69.8%	30.2%

Anchorage School District: Profile of Performance 2005-06

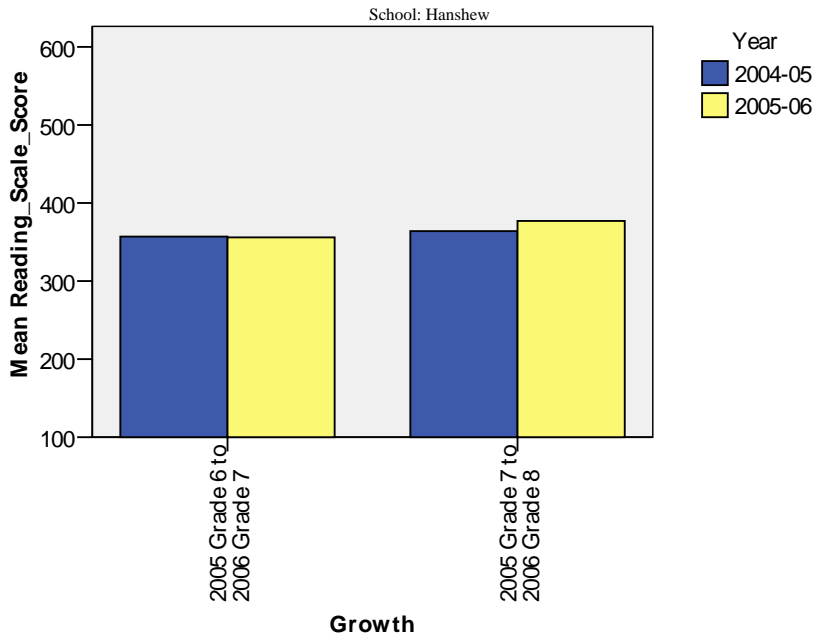
Hanshew SBA Mean Scale Score Comparison: 2004-2005 to 2005-2006

		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	361.1	367.1	342.3	352.0	330.8	342.7
	African American	330.0	352.3	315.7	334.8	288.9	314.2
	AK Native/ American Indian	324.2	335.1	311.4	317.4	310.2	313.0
	Asian	368.7	373.4	347.1	362.7	345.9	361.2
	Caucasian	377.4	379.8	356.3	364.9	340.4	353.2
	Hispanic	339.2	352.9	327.8	336.6	318.8	327.0
	Multi-Ethnic	343.2	360.2	322.1	344.4	315.8	335.3
Low Income	Yes	330.8	341.4	310.1	323.1	304.2	317.3
	No	372.1	379.1	354.1	365.5	340.4	354.5
Disabled	Yes	286.1	291.5	263.6	269.2	259.8	259.5
	No	371.1	376.2	352.9	362.1	340.3	352.8
LEP	Yes	322.8	336.0	307.3	324.1	305.8	321.1
	No	366.9	373.4	347.6	357.6	334.6	347.0
Migrant	Yes	332.7	339.0	301.1	315.3	288.3	320.6
	No	362.1	368.0	343.7	353.2	332.2	343.4
Gender	Female	368.1	370.6	358.4	366.1	331.1	345.5
	Male	354.8	363.7	328.1	338.2	330.5	339.9

Hanshew 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	357.3	355.8	-1.5	364.4	376.7	12.3
	African American	329.7	341.2	11.5	337.9	367.1	29.2
	AK Native/American Indian	329.7	329.8	0.2	333.5	324.9	-8.6
	Asian	358.1	359.7	1.6	371.8	387.9	16.1
	Caucasian	374.4	370.7	-3.7	377.2	387.0	9.8
	Hispanic	338.9	334.1	-4.8	341.3	366.8	25.5
	Multi-Ethnic	352.0	353.4	1.4	370.7	373.2	2.5
Low Income	Yes	331.8	329.9	-1.9	333.7	354.3	20.7
	No	370.2	370.0	-0.2	375.1	385.7	10.6
Disabled	Yes	294.3	287.8	-6.5	280.4	294.7	14.3
	No	364.7	365.2	0.5	373.9	386.1	12.2
LEP	Yes	328.7	324.3	-4.3	329.0	349.4	20.4
	No	363.1	362.7	-0.4	369.8	381.9	12.1
Migrant	Yes	311.4	309.7	-1.7	361.2	370.0	8.8
	No	357.9	358.1	0.2	364.3	376.8	12.5
Gender	Female	360.0	357.4	-2.6	362.7	383.2	20.5
	Male	352.8	354.9	2.1	364.7	371.3	6.7

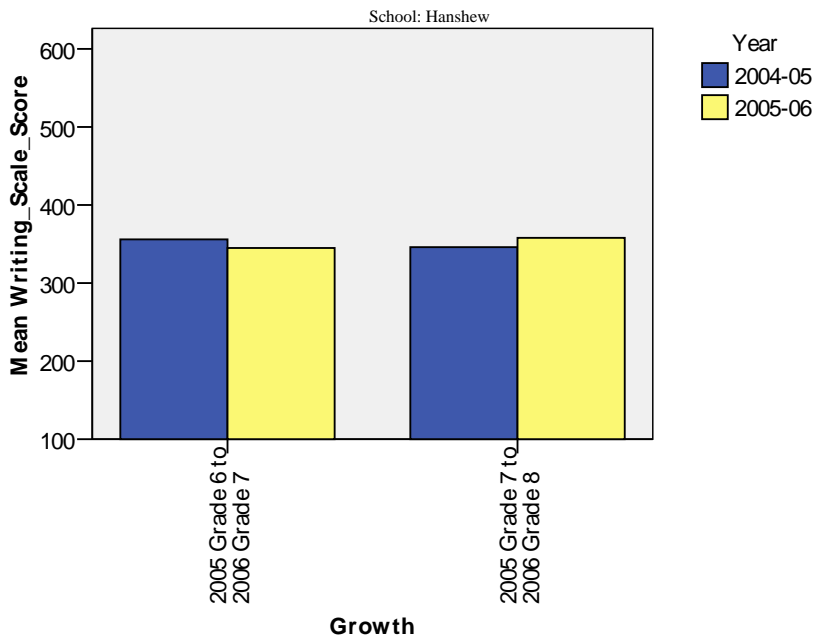
Measure of Growth in SBA Reading for Students Who Tested in 2005 and Again in 2006



Hanshew 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	356.4	344.7	-11.7	346.2	358.0	11.8
	African American	331.9	325.1	-6.8	336.3	346.8	10.5
	AK Native/American Indian	316.0	308.4	-7.6	310.7	315.7	5.0
	Asian	364.8	353.9	-10.9	347.7	372.3	24.7
	Caucasian	371.2	361.0	-10.2	357.1	367.7	10.6
	Hispanic	339.3	326.8	-12.5	330.4	342.7	12.3
	Multi-Ethnic	346.7	336.2	-10.5	351.9	360.1	8.2
Low Income	Yes	327.7	316.3	-11.4	314.0	332.4	18.4
	No	371.1	360.7	-10.4	357.8	368.9	11.1
Disabled	Yes	282.4	260.7	-21.7	261.2	278.0	16.8
	No	365.9	356.1	-9.8	356.3	367.8	11.5
LEP	Yes	337.0	321.4	-15.7	309.7	328.2	18.5
	No	359.8	349.9	-9.9	351.7	364.3	12.7
Migrant	Yes	309.2	296.0	-13.2	323.1	335.7	12.6
	No	357.3	346.8	-10.5	347.4	358.7	11.3
Gender	Female	366.7	360.2	-6.5	360.9	372.1	11.2
	Male	344.7	330.3	-14.4	332.0	346.4	14.4

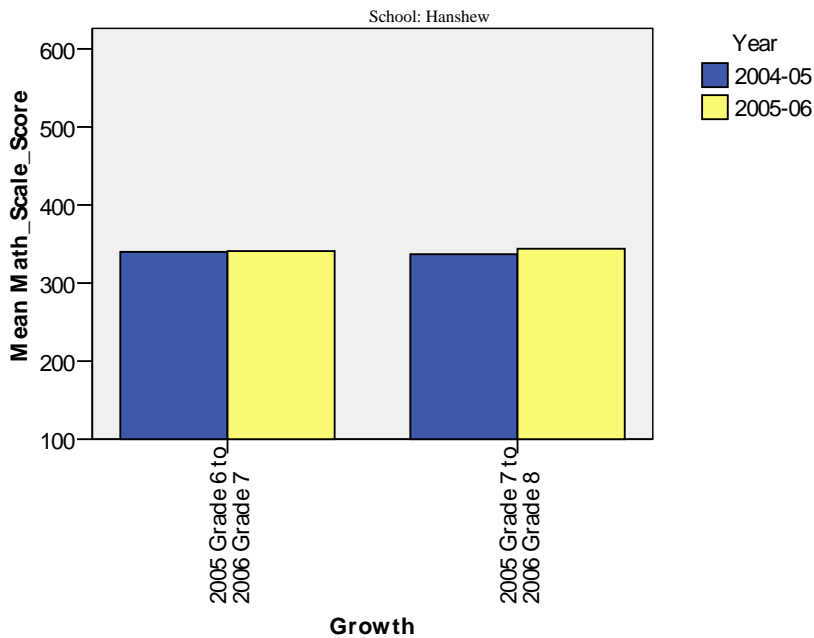
Measure of Growth in SBA Writing for Students Who Tested in 2005 and Again in 2006



Hanshew 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	339.9	341.1	1.2	337.3	343.8	6.5
	African American	306.0	313.4	7.4	300.7	316.2	15.5
	AK Native/American Indian	298.8	306.9	8.1	316.7	310.3	-6.3
	Asian	359.2	359.0	-0.2	350.1	362.7	12.6
	Caucasian	351.3	351.8	0.5	349.4	353.7	4.3
	Hispanic	329.7	327.2	-2.5	314.9	327.1	12.2
	Multi-Ethnic	330.7	333.3	2.7	335.0	340.4	5.4
Low Income	Yes	316.1	316.7	0.6	306.8	317.9	11.1
	No	354.4	354.7	0.3	349.2	354.0	4.8
Disabled	Yes	272.9	247.1	-25.8	268.3	272.8	4.5
	No	350.0	354.4	4.4	344.7	352.2	7.5
LEP	Yes	323.8	323.9	0.1	302.7	317.3	14.7
	No	344.2	345.0	0.8	343.1	348.7	5.6
Migrant	Yes	297.3	316.8	19.5	308.4	324.7	16.3
	No	341.7	342.2	0.5	337.9	345.1	7.2
Gender	Female	341.7	345.3	3.7	337.0	346.4	9.4
	Male	338.1	336.7	-1.4	337.8	341.9	4.1

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



Anchorage School District: Profile of Performance 2005-06

Hanshew Grades 7-8 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	30.0%	33.4%	30.1%	52.9%	49.1%	49.7%	13.5%	12.5%	14.4%	3.5%	5.0%	5.9%	949	99.1%	97.3%	97.3%
	African American	20.8%	16.6%	16.6%	62.5%	54.7%	55.9%	9.7%	19.4%	19.5%	6.9%	9.3%	7.9%	73	98.6%	97.3%	97.6%
	AK Native/ American Indian	12.6%	15.4%	12.1%	58.7%	53.2%	50.0%	23.1%	21.2%	25.6%	5.6%	10.2%	12.3%	145	99.3%	94.7%	96.3%
	Asian	35.0%	22.6%	24.0%	48.9%	53.0%	54.4%	13.1%	17.5%	15.8%	2.9%	6.9%	5.9%	139	100.0%	97.8%	97.6%
	Caucasian	35.9%	44.6%	41.0%	51.2%	45.9%	47.9%	10.4%	7.2%	8.3%	2.5%	2.4%	2.8%	481	99.0%	98.1%	97.8%
	Hispanic	26.6%	19.3%	20.4%	51.6%	52.2%	54.7%	20.3%	20.6%	18.3%	1.6%	7.9%	6.7%	66	98.5%	94.7%	95.6%
	Multi-Ethnic	27.3%	23.7%	21.9%	52.3%	52.6%	55.5%	13.6%	16.9%	17.0%	6.8%	6.8%	5.6%	45	97.8%	97.6%	97.3%
Low Income	Yes	16.8%	15.4%	15.4%	57.6%	53.3%	51.4%	19.5%	21.3%	22.7%	6.1%	9.9%	10.5%	304	98.7%	96.1%	96.9%
	No	36.2%	43.4%	39.3%	50.8%	46.7%	48.6%	10.7%	7.6%	9.1%	2.4%	2.3%	3.0%	645	99.2%	97.9%	97.5%
Disabled	Yes	3.0%	5.8%	4.9%	40.0%	36.5%	36.2%	37.0%	33.7%	33.6%	20.0%	23.9%	25.3%	108	98.1%	91.6%	91.8%
	No	33.3%	37.1%	33.5%	54.5%	50.8%	51.5%	10.7%	9.6%	11.8%	1.6%	2.5%	3.2%	841	99.2%	98.1%	98.1%
LEP	Yes	15.4%	9.4%	6.3%	56.4%	54.0%	47.7%	22.4%	25.6%	31.5%	5.8%	11.0%	14.6%	158	99.4%	96.3%	96.5%
	No	32.9%	37.7%	34.6%	52.3%	48.2%	50.1%	11.7%	10.1%	11.1%	3.1%	4.0%	4.2%	791	99.0%	97.5%	97.5%
Migrant	Yes	13.8%	16.7%	13.8%	65.5%	53.5%	48.0%	10.3%	17.4%	25.6%	10.3%	12.4%	12.6%	29	100.0%	97.4%	97.9%
	No	30.5%	34.0%	31.3%	52.5%	48.9%	49.8%	13.6%	12.3%	13.5%	3.3%	4.8%	5.4%	920	99.0%	97.3%	97.3%
Gender	Female	30.7%	36.4%	32.7%	53.5%	49.5%	50.4%	14.1%	11.0%	12.7%	1.7%	3.1%	4.3%	468	99.6%	97.7%	97.6%
	Male	29.3%	30.7%	27.6%	52.4%	48.7%	49.0%	13.0%	13.8%	16.0%	5.3%	6.8%	7.4%	481	98.5%	96.9%	97.0%

Anchorage School District: Profile of Performance 2005-06

Hanshew Grades 7-8 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	10.1%	13.4%	11.4%	68.8%	64.3%	62.6%	16.1%	16.7%	19.2%	5.0%	5.6%	6.8%	949	99.1%	97.6%	97.4%
	African American	4.2%	4.8%	5.4%	75.0%	62.4%	62.9%	13.9%	22.5%	22.4%	6.9%	10.3%	9.3%	73	98.6%	97.6%	97.5%
	AK Native/ American Indian	0.7%	3.7%	3.1%	64.6%	55.5%	50.4%	25.7%	29.8%	32.6%	9.0%	11.0%	13.9%	145	99.3%	96.0%	96.6%
	Asian	10.3%	9.3%	9.7%	73.5%	62.6%	65.7%	14.0%	20.7%	17.9%	2.2%	7.4%	6.6%	139	100.0%	97.9%	97.6%
	Caucasian	15.0%	18.9%	16.3%	67.7%	67.5%	67.6%	13.3%	10.6%	12.6%	4.0%	3.0%	3.5%	481	99.0%	98.2%	97.8%
	Hispanic	1.6%	5.9%	6.1%	71.9%	61.6%	63.8%	20.3%	25.5%	22.9%	6.3%	7.0%	7.1%	66	98.5%	95.5%	96.2%
	Multi-Ethnic	9.1%	9.5%	8.8%	65.9%	61.3%	62.7%	18.2%	21.8%	22.3%	6.8%	7.4%	6.2%	45	97.8%	97.9%	97.7%
Low Income	Yes	4.0%	4.3%	4.3%	62.0%	57.0%	54.8%	25.9%	28.3%	29.1%	8.1%	10.3%	11.8%	304	98.7%	96.3%	96.9%
	No	12.9%	18.4%	15.9%	72.1%	68.4%	67.5%	11.5%	10.3%	12.9%	3.6%	3.0%	3.7%	645	99.2%	98.4%	97.7%
Disabled	Yes	0.0%	1.1%	0.8%	35.6%	31.0%	28.9%	31.7%	38.9%	40.2%	32.7%	29.0%	30.0%	108	98.1%	92.9%	92.5%
	No	11.3%	15.1%	12.8%	72.9%	68.8%	67.1%	14.2%	13.7%	16.3%	1.7%	2.4%	3.7%	841	99.2%	98.3%	98.1%
LEP	Yes	0.6%	3.0%	1.6%	67.7%	54.3%	45.5%	24.5%	31.9%	36.7%	7.1%	10.9%	16.2%	158	99.4%	96.6%	96.6%
	No	11.9%	15.3%	13.3%	69.1%	66.1%	65.8%	14.4%	14.0%	15.9%	4.6%	4.6%	5.1%	791	99.0%	97.8%	97.6%
Migrant	Yes	0.0%	5.8%	4.2%	65.5%	51.6%	50.0%	24.1%	31.0%	33.0%	10.3%	11.6%	12.9%	29	100.0%	97.4%	98.0%
	No	10.4%	13.7%	12.0%	69.0%	64.8%	63.5%	15.8%	16.2%	18.1%	4.9%	5.4%	6.4%	920	99.0%	97.6%	97.4%
Gender	Female	13.9%	17.6%	15.2%	73.6%	67.3%	66.2%	10.0%	12.5%	15.0%	2.6%	2.6%	3.6%	468	99.6%	97.8%	97.5%
	Male	6.4%	9.4%	7.8%	64.2%	61.5%	59.2%	22.0%	20.7%	23.2%	7.4%	8.4%	9.9%	481	98.5%	97.4%	97.2%

Anchorage School District: Profile of Performance 2005-06

Hanshew Grades 7-8 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	29.2%	30.4%	24.6%	43.2%	37.8%	38.6%	16.6%	17.6%	20.2%	11.0%	14.2%	16.7%	949	99.1%	97.7%	97.4%
	African American	9.9%	13.1%	13.0%	53.5%	36.7%	36.3%	19.7%	24.6%	25.9%	16.9%	25.6%	24.8%	73	98.6%	97.3%	97.5%
	AK Native/ American Indian	14.2%	16.0%	11.0%	46.1%	35.7%	33.5%	24.1%	24.9%	26.6%	15.6%	23.4%	29.0%	145	99.3%	95.2%	96.3%
	Asian	38.7%	28.0%	27.9%	42.3%	37.8%	39.3%	13.9%	18.3%	18.3%	5.1%	15.8%	14.4%	139	100.0%	98.7%	98.4%
	Caucasian	35.9%	39.0%	32.2%	40.6%	38.4%	40.8%	13.7%	14.0%	16.7%	9.7%	8.6%	10.3%	481	99.0%	98.2%	97.7%
	Hispanic	18.8%	16.7%	16.0%	46.9%	38.3%	40.1%	20.3%	21.7%	22.7%	14.1%	23.3%	21.2%	66	98.5%	97.4%	97.4%
	Multi-Ethnic	22.7%	20.3%	18.4%	43.2%	37.8%	39.6%	20.5%	21.5%	22.9%	13.6%	20.3%	19.1%	45	97.8%	97.6%	97.7%
Low Income	Yes	17.3%	14.5%	12.6%	42.4%	36.8%	35.4%	23.7%	23.9%	25.4%	16.6%	24.8%	26.6%	304	98.7%	96.5%	96.9%
	No	34.8%	39.2%	32.2%	43.6%	38.4%	40.5%	13.2%	14.1%	16.9%	8.3%	8.4%	10.4%	645	99.2%	98.4%	97.7%
Disabled	Yes	5.0%	5.6%	3.8%	14.9%	16.7%	16.8%	29.7%	25.0%	25.3%	50.5%	52.8%	54.0%	108	98.1%	92.6%	92.3%
	No	32.2%	33.8%	27.4%	46.7%	40.6%	41.5%	15.0%	16.6%	19.5%	6.2%	9.0%	11.6%	841	99.2%	98.5%	98.1%
LEP	Yes	15.5%	13.9%	8.5%	47.7%	35.9%	30.9%	22.6%	23.5%	27.2%	14.2%	26.7%	33.4%	158	99.4%	97.9%	97.2%
	No	32.0%	33.4%	27.7%	42.3%	38.2%	40.0%	15.4%	16.5%	18.8%	10.3%	11.9%	13.5%	791	99.0%	97.7%	97.4%
Migrant	Yes	20.7%	19.7%	14.3%	44.8%	32.8%	32.2%	17.2%	24.3%	27.1%	17.2%	23.2%	26.4%	29	100.0%	97.7%	97.9%
	No	29.5%	30.8%	25.4%	43.2%	38.0%	39.0%	16.5%	17.3%	19.7%	10.8%	13.9%	15.9%	920	99.0%	97.7%	97.3%
Gender	Female	29.6%	29.9%	23.9%	45.6%	39.4%	39.7%	16.6%	18.6%	21.1%	8.2%	12.1%	15.3%	468	99.6%	98.1%	97.5%
	Male	28.9%	30.9%	25.3%	40.9%	36.3%	37.4%	16.5%	16.6%	19.3%	13.7%	16.1%	18.0%	481	98.5%	97.4%	97.2%

Anchorage School District: Profile of Performance 2005-06

Hanshew TerraNova 7th grade

Percent in each quartile

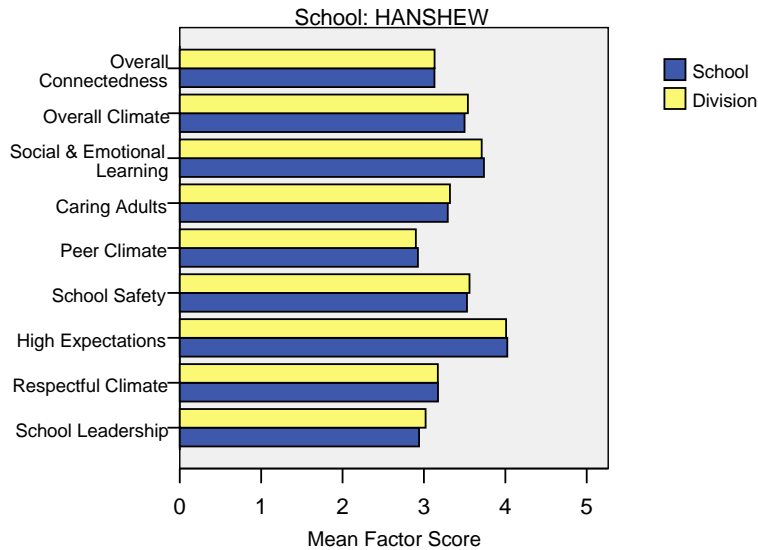
Reading	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	25.1%	34.6%	34.1%	28.4%	27.8%	21.8%	13.0%	15.3%
2004-2005	30.9%	33.9%	27.0%	27.1%	28.0%	21.7%	14.0%	17.4%
2003-2004	27.9%	35.0%	29.9%	28.2%	24.4%	21.4%	17.8%	15.3%
2002-2003	32.1%	35.3%	28.8%	28.9%	19.5%	20.1%	19.7%	15.7%
2001-2002	28.4%	34.4%	30.0%	28.6%	27.2%	20.9%	14.4%	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	27.4%	34.9%	34.8%	28.4%	23.8%	21.4%	13.9%	15.3%
2004-2005	32.3%	34.4%	30.9%	28.2%	23.0%	20.5%	13.8%	16.9%
2003-2004	30.9%	35.3%	28.1%	28.5%	25.3%	21.7%	15.8%	14.5%
2002-2003	30.2%	34.2%	31.9%	29.8%	21.7%	22.0%	16.1%	14.0%
2001-2002	30.9%	34.0%	31.3%	29.7%	22.4%	20.6%	15.4%	15.7%

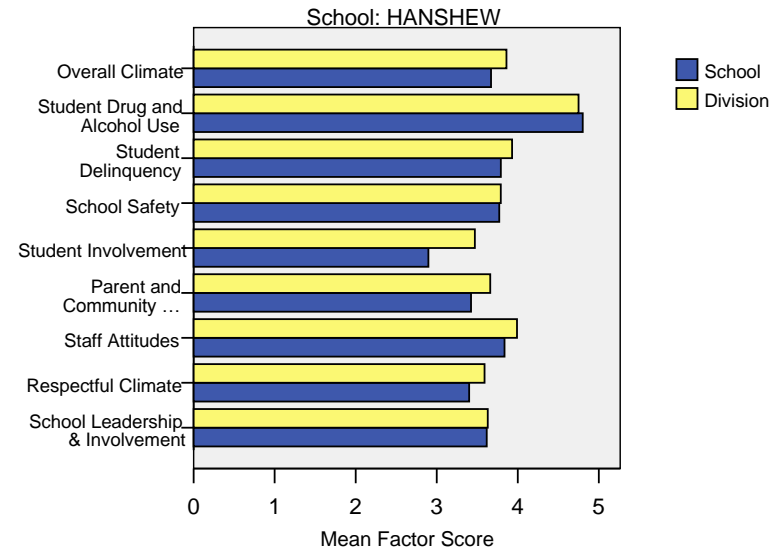
Math	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	28.7%	31.4%	29.0%	27.8%	27.8%	23.4%	14.5%	17.4%
2004-2005	29.7%	29.7%	27.4%	26.4%	26.6%	22.9%	16.3%	20.9%
2003-2004	26.8%	30.2%	26.6%	27.6%	25.8%	23.9%	20.8%	18.4%
2002-2003	24.4%	31.2%	29.5%	26.9%	25.4%	23.1%	20.7%	18.8%
2001-2002	27.0%	29.7%	30.2%	27.5%	22.8%	22.9%	20.0%	19.9%

Hanshew 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).