

**Table 24  
Homestead School Overview**

**Statement of Program**

At the foundation of Homestead Elementary is an educational community of learners. Together students, staff and families create a caring and nurturing environment that fosters academic and personal excellence. At Homestead, everyone is challenged to exceed their potential, encouraged to risk and confident that they will be supported.

Homestead Elementary provides a K-6 instructional program in a traditional neighborhood school environment. Offerings include, but are not limited to, classroom instruction, music, physical education, art, technology, special education, and speech services. Homestead also houses the IGNITE Program, providing gifted services to Eagle River area schools. Our school serves as a community site for many after school activities including Camp Fire, scouting, and a variety of athletic programs. Homestead is dedicated to offering an exceptional education while striving to meet the individual needs of all students. A dedicated staff coupled with a supportive and involved educational community has created an atmosphere where every Homestead Husky can "Run with the Best."

From the Report Card/MLP

<b>SCHOOL GOALS</b>	
<b>Goal</b>	<b>Level of Achievement</b>
The percentage of students in grades 3-6 who are proficient on state assessment in language arts will increase from 86.5 to 88.5 percent.	Attained
Increase and improve technological supports for instruction.	Attained
Healthy life styles will be promoted throughout our educational community.	Attained

From the School Report Card

<b>BUDGET*</b>	
2004-2005 Actual Expenditures	\$2,060,087
2005-2006 Revised Budgeted Amount	\$1,864,667
2006-2007 Proposed Budget	\$1,890,492
*Dollars budgeted or expended are general fund only.	

From IFAS

	School	District	Source of Information
Membership	349	50,051	Fall OASIS
Capacity	68%	N/A	Board Report - #189 3/7/06
Attendance Rate	95%	93%	SMS end of year report
Retention Rate	0.6%	1.2%	Report Card File
Transiency Rate	17.22%	22.72%	Report Card File
Economically Disadvantaged	48	16,769	Fall OASIS
Ave. Weekly Volunteer Hours	100	5,032	Report Card File
Students Taking an Alternate Assessment	1	264	SMS
Change in Enrollment	-12.4%	0.3%	Report Card File

**Homestead School Characteristics**

<b>Teacher Qualification</b>				
<b># of teachers</b>	<b>% fully licensed</b>	<b>% with advanced degrees</b>	<b># Nationally Board Certified</b>	<b>% of classes taught by "highly qualified teachers"</b>
25	100%	34%	0	100%

<b>SCHOOL BUSINESS PARTNERSHIPS</b>
Wells Fargo Bank Wal-Mart

From MLP

<b>ETHNICITY REPORT - OCTOBER 2005</b>						
<b>Caucasian</b>	<b>African American</b>	<b>AK Native/ American Indian</b>	<b>Asian/ Pac. Islander</b>	<b>Hispanic</b>	<b>Multi-Ethnic</b>	<b>Total</b>
288 82.52%	4 1.15%	26 7.45%	11 3.15%	4 1.15%	16 4.58%	349 100.00%

From Fall Oasis

<b>FULL ACADEMIC YEAR (FAY)</b>		
<b>Students Enrolled</b>	<b>Students Enrolled for FAY</b>	<b>Percent FAY</b>
216	197	91.2%

From participation file (3-10 graders)

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

**Homestead 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	(L) Met AMO for Math
If there are 20 or fewer students enrolled, value is "N/A"													
All Students	216	216	100%	Yes	197	178	90.4%	64%	Yes	170	86.3%	49.4%	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	14	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	9	9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	177	177	100%	Yes	161	146	90.7%	63.2%	Yes	138	85.7%	48.5%	Yes
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	11	11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	22	22	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	22	22	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LEP	10	10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Attendance Rate: 95.2% (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.

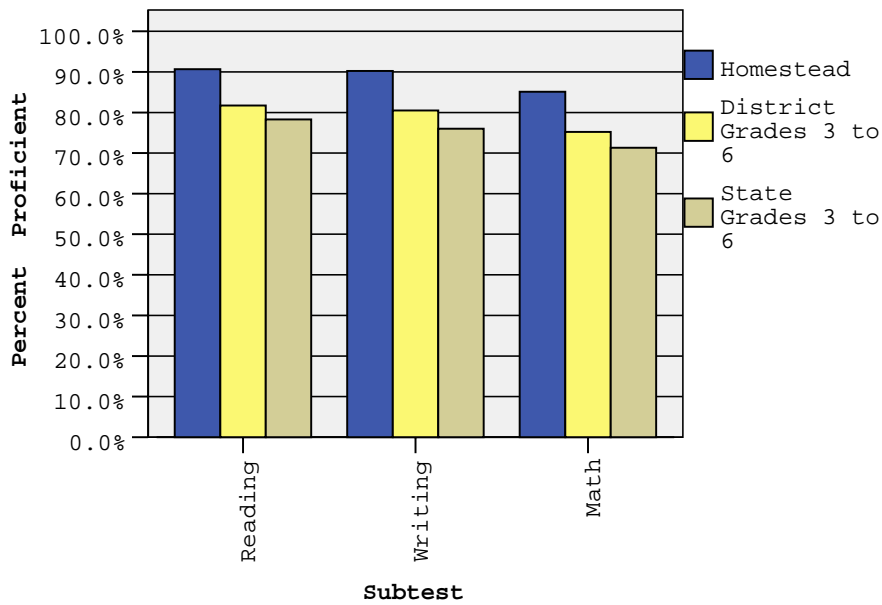
\*\*\* Results cannot be published without releasing personally identifiable information.

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

Homestead Elementary School SBA Proficiency – Spring 2006

	Reading		Writing		Math	
	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient
All Grades	90.4%	90.7%	88.6%	90.2%	84.5%	85.1%
3 <sup>rd</sup> Grade	90.0%	86.3%	89.8%	86.3%	79.3%	80.4%
4 <sup>th</sup> Grade	93.8%	95.0%	95.2%	95.0%	90.5%	90.0%
5 <sup>th</sup> Grade	93.1%	90.3%	94.7%	88.7%	89.5%	88.7%
6 <sup>th</sup> Grade	84.8%	90.2%	75.8%	90.5%	79.1%	78.6%

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**

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

		Reading		Writing		Math	
		Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient
Ethnicity	All Students	90.7%	9.3%	90.2%	9.8%	85.1%	14.9%
	African American	100.0%	0.0%	100.0%	0.0%	66.7%	33.3%
	AK Native/ American Indian	71.4%	28.6%	85.7%	14.3%	78.6%	21.4%
	Asian	100.0%	0.0%	100.0%	0.0%	88.9%	11.1%
	Caucasian	90.9%	9.1%	89.8%	10.2%	84.7%	15.3%
	Hispanic	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
	Multi-Ethnic	100.0%	0.0%	90.9%	9.1%	100.0%	0.0%
LowIncome	Yes	86.4%	13.6%	95.5%	4.5%	77.3%	22.7%
	No	91.1%	8.9%	89.6%	10.4%	86.0%	14.0%
Disabled	Yes	52.4%	47.6%	47.6%	52.4%	47.6%	52.4%
	No	94.8%	5.2%	94.8%	5.2%	89.2%	10.8%
LEP	Yes	100.0%	0.0%	100.0%	0.0%	90.0%	10.0%
	No	90.2%	9.8%	89.8%	10.2%	84.9%	15.1%
Migrant	Yes	50.0%	50.0%	83.3%	16.7%	50.0%	50.0%
	No	91.8%	8.2%	90.4%	9.6%	86.1%	13.9%
Gender	Female	95.1%	4.9%	98.0%	2.0%	88.2%	11.8%
	Male	86.6%	13.4%	83.2%	16.8%	82.3%	17.7%

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

Homestead 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	385.4	393.7	381.0	388.1	370.0	370.6
	African American	316.3	375.0	301.5	375.3	272.0	362.7
	AK Native/ American Indian	356.2	368.1	350.6	355.3	337.9	327.6
	Asian	385.8	397.6	378.6	395.3	376.6	372.6
	Caucasian	389.6	394.2	385.8	389.1	376.5	372.6
	Hispanic	371.7	405.0	365.8	376.5	324.8	377.5
	Multi-Ethnic	396.8	418.7	386.8	413.6	350.4	392.9
Low Income	Yes	384.3	392.0	368.3	375.0	354.3	350.6
	No	385.5	393.9	382.5	389.6	371.9	372.9
Disabled	Yes	308.7	305.2	301.2	309.0	309.0	314.7
	No	392.4	403.4	388.0	396.7	375.5	376.7
LEP	Yes	355.8	407.0	358.8	399.4	335.3	367.1
	No	386.1	393.1	381.5	387.6	371.1	370.8
Migrant	Yes	412.3	347.7	396.3	347.7	382.4	290.5
	No	384.5	395.1	380.4	389.3	369.6	372.9
Gender	Female	396.4	407.8	394.9	402.1	375.4	375.1
	Male	374.6	380.9	367.3	375.4	364.8	366.6

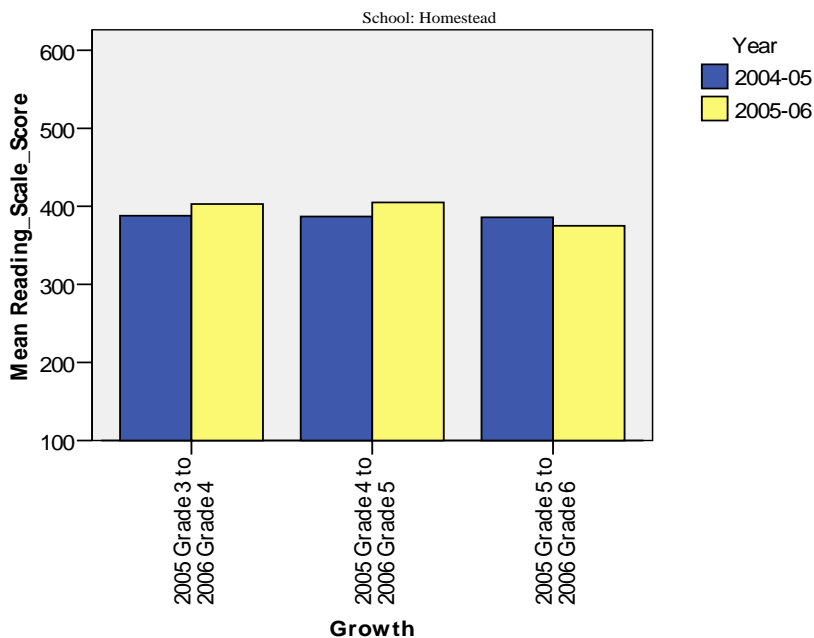
**Anchorage School District: Profile of Performance ..... 2005-2006**

**Homestead 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	388.1	402.7	14.6	386.8	404.9	18.1	385.7	375.3	-10.4
	African American	410.4	374.7	-35.7	.	.	.	.	.	.
	AK Native/American Indian	387.9	396.6	8.7	358.3	344.8	-13.5	364.4	357.7	-6.7
	Asian	374.0	393.4	19.4	.	.	.	337.9	363.1	25.2
	Caucasian	387.8	402.9	15.1	385.7	408.3	22.7	391.0	377.4	-13.7
	Hispanic	397.2	421.0	23.8	364.1	388.7	24.6	.	.	.
	Multi-Ethnic	334.3	435.8	101.5	420.4	421.7	1.3	412.2	401.0	-11.2
LowIncome	Yes	402.7	399.2	-3.5	336.9	330.1	-6.8	361.3	368.8	7.5
	No	384.7	404.3	19.7	390.0	409.4	19.4	388.7	376.2	-12.5
Disabled	Yes	312.1	293.7	-18.4	302.8	359.9	57.1	295.7	306.3	10.7
	No	398.4	414.7	16.3	394.2	408.0	13.8	389.1	378.7	-10.4
LEP	Yes	382.9	402.1	19.2	283.3	340.8	57.5	338.4	345.7	7.3
	No	388.0	403.4	15.4	390.7	407.2	16.5	387.9	376.1	-11.8
Migrant	Yes	415.8	398.9	-16.9	363.7	286.3	-77.4	301.0	341.4	40.4
	No	387.2	403.0	15.8	387.1	406.7	19.6	388.8	375.9	-12.9
Gender	Female	397.3	415.8	18.5	402.4	426.7	24.3	397.2	378.0	-19.2
	Male	378.7	392.2	13.5	370.9	383.1	12.2	378.3	372.8	-5.5

. 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**



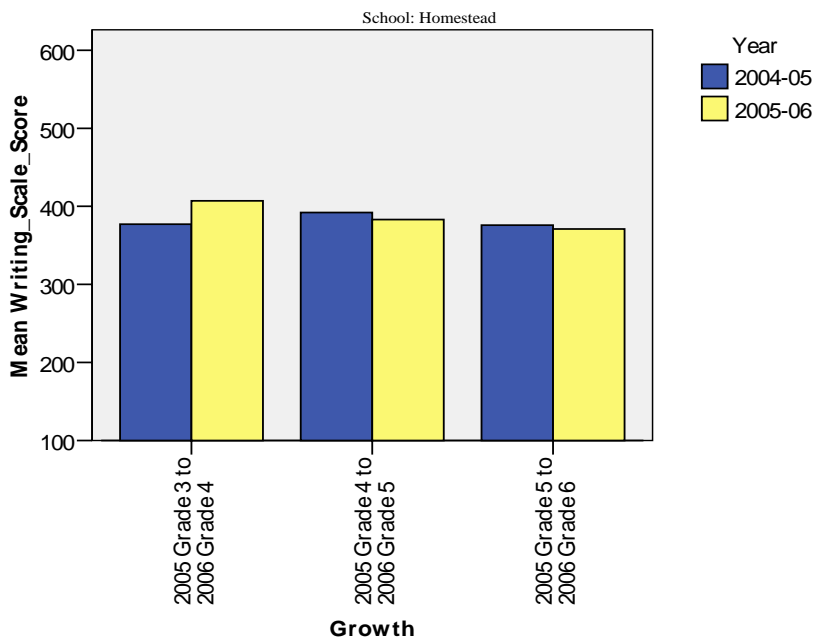
**Anchorage School District: Profile of Performance ..... 2005-2006**

**Homestead 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	376.8	406.9	30.1	391.7	383.3	-8.3	376.0	371.4	-4.6
	African American	383.2	379.0	-4.2	.	.	.	.	.	.
	AK Native/American Indian	389.3	392.3	3.0	319.4	359.7	40.3	346.2	325.0	-21.2
	Asian	332.7	391.2	58.5	.	.	.	388.3	343.8	-44.5
	Caucasian	379.7	409.3	29.7	392.0	384.4	-7.6	379.7	374.2	-5.5
	Hispanic	362.1	378.7	16.6	429.8	373.9	-55.9	.	.	.
	Multi-Ethnic	316.4	411.7	95.3	439.2	387.0	-52.2	398.1	428.7	30.6
LowIncome	Yes	373.9	392.1	18.2	305.3	332.8	27.5	346.4	340.7	-5.7
	No	377.0	409.4	32.4	397.7	386.2	-11.5	378.9	373.1	-5.8
Disabled	Yes	313.8	314.9	1.1	314.7	302.3	-12.4	286.0	304.4	18.4
	No	386.2	417.0	30.8	399.1	388.7	-10.4	378.8	373.9	-4.9
LEP	Yes	355.3	407.8	52.5	310.4	348.7	38.3	388.2	368.0	-20.2
	No	378.7	407.2	28.5	395.9	384.1	-11.8	376.3	370.8	-5.5
Migrant	Yes	415.7	394.3	-21.4	295.0	311.4	16.4	300.7	313.2	12.5
	No	375.1	406.7	31.6	393.8	383.9	-9.9	378.7	372.3	-6.3
Gender	Female	388.4	416.7	28.3	423.2	410.0	-13.2	380.1	384.7	4.6
	Male	365.9	398.1	32.2	360.3	355.8	-4.5	373.4	357.7	-15.7

. 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**



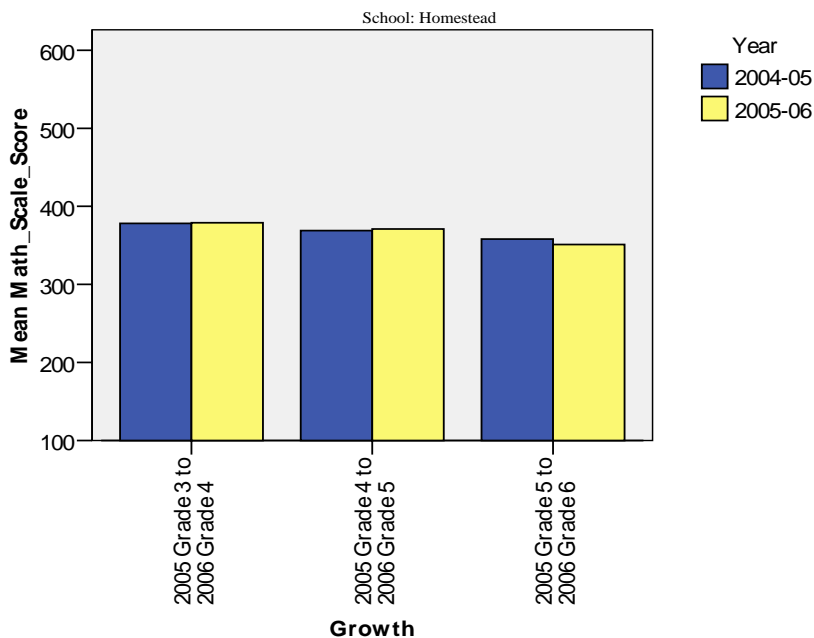
**Anchorage School District: Profile of Performance ..... 2005-2006**

**Homestead 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	378.4	378.7	0.3	369.2	371.0	1.8	358.1	350.7	-7.4
	African American	364.9	361.1	-3.8	.	.	.	.	.	.
	AK Native/American Indian	397.5	355.9	-41.7	292.7	303.2	10.5	336.9	327.1	-9.8
	Asian	337.8	361.9	24.1	.	.	.	327.0	307.4	-19.7
	Caucasian	380.2	382.0	1.8	375.1	374.7	-0.4	362.8	351.9	-10.9
	Hispanic	395.3	372.8	-22.5	320.4	381.7	61.3	.	.	.
	Multi-Ethnic	375.7	401.2	25.5	378.9	372.1	-6.8	356.3	408.8	52.5
LowIncome	Yes	351.7	346.3	-5.3	298.0	326.4	28.4	352.7	335.2	-17.5
	No	382.1	383.7	1.6	373.8	372.9	-0.9	357.7	352.3	-5.3
Disabled	Yes	329.4	304.7	-24.7	312.2	338.0	25.8	337.1	328.7	-8.4
	No	384.9	387.1	2.2	374.3	372.8	-1.5	358.4	351.7	-6.7
LEP	Yes	346.0	365.4	19.4	289.7	299.2	9.5	326.9	320.1	-6.8
	No	379.8	379.9	0.1	371.7	374.3	2.7	358.0	352.4	-5.6
Migrant	Yes	363.2	307.0	-56.2	259.1	200.7	-58.4	326.8	301.9	-24.9
	No	378.3	380.8	2.5	371.4	373.7	2.3	358.2	352.0	-6.2
Gender	Female	387.7	380.2	-7.5	379.9	379.1	-0.8	363.3	352.8	-10.5
	Male	367.7	378.3	10.7	358.0	363.4	5.4	352.7	349.2	-3.5

. 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

Homestead 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	42.5%	34.6%	31.2%	48.1%	47.1%	47.1%	6.5%	12.0%	14.1%	2.8%	6.3%	7.7%	216	100.0%	98.1%	98.1%
	African American	*	20.7%	21.4%	*	51.1%	52.9%	*	18.9%	17.1%	*	9.4%	8.6%	*	100.0%	98.2%	98.5%
	AK Native/ American Indian	35.7%	19.3%	12.4%	35.7%	49.7%	45.5%	28.6%	19.1%	25.7%	0.0%	11.9%	16.4%	14	100.0%	97.5%	97.7%
	Asian	44.4%	24.7%	27.4%	55.6%	49.6%	50.7%	0.0%	16.3%	14.8%	0.0%	9.4%	7.0%	9	100.0%	97.1%	97.5%
	Caucasian	42.3%	44.8%	41.6%	48.6%	44.3%	46.3%	5.7%	7.4%	8.2%	3.4%	3.5%	3.8%	177	100.0%	98.5%	98.3%
	Hispanic	*	22.4%	22.4%	*	51.8%	53.0%	*	17.3%	17.3%	*	8.5%	7.3%	*	100.0%	97.0%	97.2%
	Multi-Ethnic	54.5%	27.4%	28.2%	45.5%	50.5%	50.5%	0.0%	14.8%	13.9%	0.0%	7.4%	7.3%	11	100.0%	98.5%	98.7%
Low Income	Yes	40.9%	18.7%	17.4%	45.5%	51.0%	48.4%	13.6%	19.4%	21.3%	0.0%	11.0%	12.9%	22	100.0%	97.6%	97.9%
	No	42.7%	45.1%	41.4%	48.4%	44.5%	46.1%	5.7%	7.2%	8.6%	3.1%	3.3%	3.8%	194	100.0%	98.4%	98.2%
Disabled	Yes	4.8%	8.8%	8.1%	47.6%	36.7%	35.2%	23.8%	28.5%	29.9%	23.8%	26.1%	26.8%	22	100.0%	93.7%	94.0%
	No	46.6%	39.1%	34.9%	48.2%	48.9%	49.1%	4.7%	9.1%	11.4%	0.5%	2.9%	4.5%	194	100.0%	98.9%	98.8%
LEP	Yes	50.0%	15.1%	9.0%	50.0%	52.1%	43.7%	0.0%	20.5%	28.6%	0.0%	12.4%	18.7%	10	100.0%	96.7%	97.3%
	No	42.2%	38.3%	35.5%	48.0%	46.1%	47.8%	6.9%	10.4%	11.2%	2.9%	5.2%	5.6%	206	100.0%	98.3%	98.2%
Migrant	Yes	16.7%	20.0%	13.0%	33.3%	53.7%	44.6%	50.0%	17.1%	25.2%	0.0%	9.2%	17.2%	6	100.0%	99.4%	98.1%
	No	43.3%	35.1%	32.3%	48.6%	46.9%	47.3%	5.3%	11.8%	13.3%	2.9%	6.2%	7.1%	210	100.0%	98.0%	98.1%
Gender	Female	49.0%	39.3%	34.9%	46.1%	46.2%	47.0%	3.9%	10.0%	12.3%	1.0%	4.5%	5.8%	103	100.0%	98.5%	98.4%
	Male	36.6%	30.0%	27.5%	50.0%	47.9%	47.2%	8.9%	13.9%	15.7%	4.5%	8.1%	9.5%	113	100.0%	97.7%	97.7%

\*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 ..... 2005-2006

Homestead 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	40.9%	31.4%	27.4%	49.3%	49.1%	48.6%	9.3%	18.0%	21.9%	0.5%	1.6%	2.1%	216	100.0%	98.1%	98.1%
	African American	*	18.0%	18.8%	*	50.7%	52.0%	*	29.2%	27.3%	*	2.1%	1.9%	*	100.0%	98.2%	98.3%
	AK Native/ American Indian	21.4%	15.5%	10.5%	64.3%	52.5%	45.2%	7.1%	28.7%	39.6%	7.1%	3.2%	4.7%	14	100.0%	97.5%	97.9%
	Asian	44.4%	25.7%	27.6%	55.6%	49.8%	51.0%	0.0%	21.9%	19.3%	0.0%	2.6%	2.0%	9	100.0%	97.0%	97.5%
	Caucasian	41.5%	40.5%	36.3%	48.3%	47.1%	49.0%	10.2%	11.6%	13.7%	0.0%	0.8%	1.0%	177	100.0%	98.5%	98.2%
	Hispanic	*	20.9%	20.2%	*	52.7%	55.2%	*	24.5%	23.1%	*	1.8%	1.5%	*	100.0%	97.0%	97.2%
	Multi-Ethnic	63.6%	25.2%	25.6%	27.3%	51.2%	51.5%	9.1%	21.8%	21.0%	0.0%	1.9%	1.9%	11	100.0%	98.5%	98.6%
Low Income	Yes	36.4%	16.4%	15.3%	59.1%	52.2%	48.7%	4.5%	28.5%	32.4%	0.0%	2.9%	3.6%	22	100.0%	97.6%	98.0%
	No	41.5%	41.3%	36.5%	48.2%	47.0%	48.6%	9.8%	11.1%	13.9%	0.5%	0.7%	0.9%	194	100.0%	98.4%	98.1%
Disabled	Yes	0.0%	7.7%	6.4%	47.6%	40.2%	38.5%	52.4%	45.6%	47.9%	0.0%	6.5%	7.2%	22	100.0%	93.8%	94.2%
	No	45.4%	35.5%	30.9%	49.5%	50.6%	50.3%	4.6%	13.1%	17.6%	0.5%	0.7%	1.2%	194	100.0%	98.9%	98.7%
LEP	Yes	50.0%	14.9%	9.1%	50.0%	53.9%	45.1%	0.0%	28.3%	41.0%	0.0%	2.9%	4.8%	10	100.0%	96.6%	97.5%
	No	40.5%	34.6%	31.0%	49.3%	48.1%	49.3%	9.8%	16.0%	18.1%	0.5%	1.3%	1.5%	206	100.0%	98.3%	98.2%
Migrant	Yes	16.7%	20.2%	12.2%	66.7%	50.6%	43.4%	16.7%	26.5%	39.8%	0.0%	2.7%	4.5%	6	100.0%	99.4%	98.3%
	No	41.6%	31.8%	28.4%	48.8%	49.0%	49.0%	9.1%	17.7%	20.7%	0.5%	1.5%	1.9%	210	100.0%	98.0%	98.1%
Gender	Female	47.1%	37.8%	33.4%	51.0%	47.8%	47.9%	2.0%	13.5%	17.4%	0.0%	1.0%	1.3%	103	100.0%	98.4%	98.4%
	Male	35.4%	25.2%	21.7%	47.8%	50.3%	49.3%	15.9%	22.3%	26.2%	0.9%	2.2%	2.8%	113	100.0%	97.7%	97.7%

\*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 ..... 2005-2006

Homestead 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	44.7%	38.3%	32.9%	40.5%	37.0%	38.4%	11.2%	13.1%	14.7%	3.7%	11.7%	14.0%	216	100.0%	98.4%	98.2%
	African American	*	19.2%	19.7%	*	39.8%	40.5%	*	18.2%	19.7%	*	22.9%	20.0%	*	100.0%	98.2%	98.5%
	AK Native/ American Indian	21.4%	24.5%	16.3%	57.1%	40.1%	37.1%	7.1%	17.2%	21.4%	14.3%	18.1%	25.2%	14	100.0%	97.4%	97.7%
	Asian	33.3%	33.8%	35.2%	55.6%	37.3%	39.0%	11.1%	13.7%	13.5%	0.0%	15.2%	12.4%	9	100.0%	98.6%	98.8%
	Caucasian	46.6%	47.7%	41.6%	38.1%	35.1%	38.5%	11.9%	10.3%	11.2%	3.4%	6.9%	8.6%	177	100.0%	98.5%	98.3%
	Hispanic	*	27.2%	26.4%	*	39.1%	40.9%	*	19.3%	18.3%	*	14.5%	14.4%	*	100.0%	99.0%	98.7%
	Multi-Ethnic	54.5%	31.5%	32.1%	45.5%	39.6%	39.6%	0.0%	13.9%	13.6%	0.0%	15.0%	14.7%	11	100.0%	98.7%	98.8%
Low Income	Yes	27.3%	23.2%	20.5%	50.0%	39.3%	38.6%	13.6%	18.1%	19.3%	9.1%	19.4%	21.6%	22	100.0%	98.1%	98.1%
	No	46.6%	48.3%	42.1%	39.4%	35.4%	38.3%	10.9%	9.7%	11.2%	3.1%	6.6%	8.4%	194	100.0%	98.6%	98.3%
Disabled	Yes	9.5%	12.7%	11.0%	38.1%	29.6%	28.7%	23.8%	22.4%	22.6%	28.6%	35.3%	37.7%	22	100.0%	93.7%	94.1%
	No	48.5%	42.7%	36.5%	40.7%	38.2%	40.0%	9.8%	11.4%	13.4%	1.0%	7.6%	10.1%	194	100.0%	99.3%	98.9%
LEP	Yes	30.0%	23.6%	14.7%	60.0%	38.5%	35.1%	10.0%	18.1%	22.4%	0.0%	19.8%	27.8%	10	100.0%	98.8%	98.3%
	No	45.4%	41.2%	36.5%	39.5%	36.7%	39.1%	11.2%	12.1%	13.1%	3.9%	10.1%	11.3%	206	100.0%	98.3%	98.2%
Migrant	Yes	0.0%	25.7%	18.7%	50.0%	38.4%	35.1%	16.7%	17.6%	20.1%	33.3%	18.4%	26.1%	6	100.0%	99.4%	98.1%
	No	45.9%	38.7%	33.8%	40.2%	36.9%	38.7%	11.0%	12.9%	14.3%	2.9%	11.4%	13.2%	210	100.0%	98.4%	98.2%
Gender	Female	48.0%	38.1%	33.0%	40.2%	37.8%	39.2%	8.8%	13.3%	14.8%	2.9%	10.9%	13.1%	103	100.0%	98.7%	98.5%
	Male	41.6%	38.5%	32.8%	40.7%	36.2%	37.7%	13.3%	12.9%	14.6%	4.4%	12.5%	14.9%	113	100.0%	98.1%	97.9%

\*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 ..... 2005-2006

Homestead TerraNova 5th grade  
Percent in each quartile

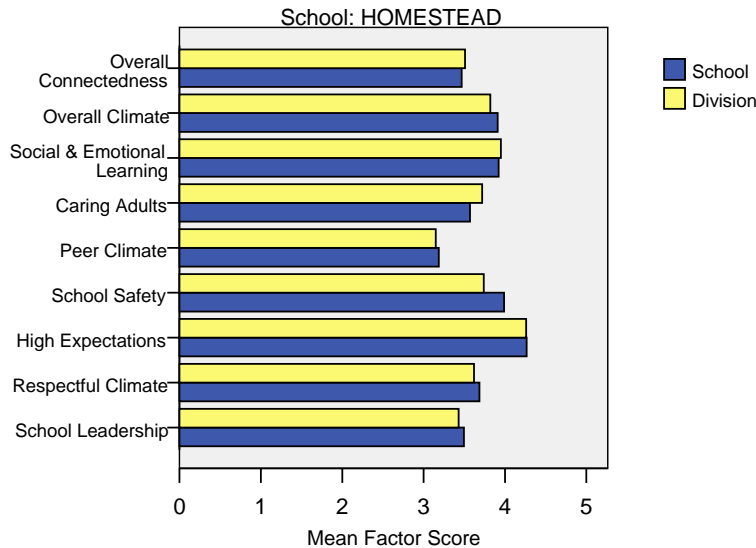
Reading	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	35.0%	30.4%	40.0%	26.8%	20.0%	24.5%	5.0%	18.3%
2004-2005	36.2%	29.2%	36.2%	27.6%	20.7%	24.5%	6.9%	18.7%
2003-2004	42.9%	30.6%	38.6%	26.9%	8.6%	24.2%	10.0%	18.3%
2002-2003	51.2%	29.1%	22.0%	26.6%	18.3%	23.8%	8.5%	20.5%
2001-2002	34.8%	30.3%	30.3%	26.0%	24.2%	24.6%	10.6%	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	48.3%	34.0%	31.7%	26.5%	11.7%	22.0%	8.3%	17.5%
2004-2005	36.2%	32.1%	37.9%	28.3%	19.0%	21.2%	6.9%	18.4%
2003-2004	47.1%	34.1%	32.9%	26.5%	8.6%	21.7%	11.4%	17.7%
2002-2003	46.3%	32.8%	25.6%	26.5%	18.3%	20.9%	9.8%	19.8%
2001-2002	39.4%	32.3%	30.3%	26.4%	16.7%	22.9%	13.6%	18.4%

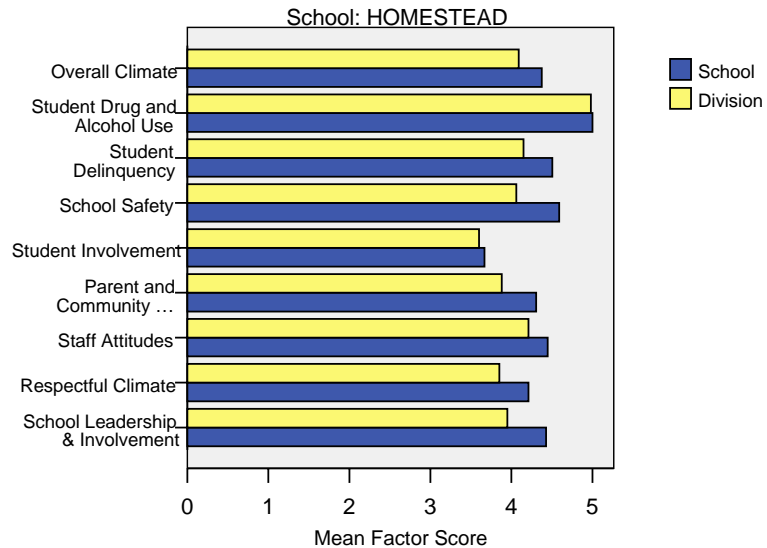
Math	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	41.7%	28.4%	35.0%	31.9%	18.3%	22.3%	5.0%	17.5%
2004-2005	34.5%	26.9%	37.9%	31.1%	22.4%	22.9%	5.2%	19.1%
2003-2004	44.3%	28.3%	37.1%	29.3%	11.4%	22.6%	7.1%	19.8%
2002-2003	36.6%	24.7%	36.6%	30.6%	15.9%	22.6%	11.0%	22.1%
2001-2002	33.3%	24.1%	34.8%	30.1%	22.7%	24.8%	9.1%	20.9%

Homestead 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).