

Table 25

Huffman School Overview

Statement of Program

Huffman Elementary School provides a well-rounded education for children in grades pre-K–6 in a traditional neighborhood setting. A strong focus on the whole child is evident throughout the activities offered. Huffman offers an excellent academic program, as well as before and after school activities that support the academic growth of our students, such as homework club and accelerated math. PTA and staff are dedicated to providing asset-building activities for all students such as drama, chorus, community service, student council, gardening club, and numerous sports opportunities.

Huffman’s activities in 2005-2006 included a school-wide production of “The King and I,” a multicultural carnival which showcased the backgrounds of many of our students, and an emphasis on wellness activities. We are very proud of our participation in the local Heart Run. Our school has held the record for the largest number of walkers/runners for the past seven years.

From the Report Card/MLP

SCHOOL GOALS	
Goal	Level of Achievement
Student performance in the area of mathematics will improve 91.5% to 94% as determined by scores on the Standards Based Assessments.	Partially Attained
Student performance in the area of reading comprehension will improve from 93.8% to 95% as determined by scores on the Standards Based Assessments.	Partially Attained

From the School Report Card

BUDGET*	
2004-2005 Actual Expenditures	\$1,873,126
2005-2006 Revised Budgeted Amount	\$1,950,315
2006-2007 Proposed Budget	\$2,032,937

*Dollars budgeted or expended are general fund only.

From IFAS

	School	District	Source of Information
Membership	406	50,051	Fall OASIS
Capacity	89%	N/A	Board Report - #189 3/7/06
Attendance Rate	95%	93%	SMS end of year report
Retention Rate	0.0%	1.2%	Report Card File
Transiency Rate	12.28%	22.72%	Report Card File
Economically Disadvantaged	28	16,769	Fall OASIS
Ave. Weekly Volunteer Hours	25	5,032	Report Card File
Students Taking an Alternate Assessment	0	264	SMS
Change in Enrollment	-9.4%	0.3%	Report Card File

Huffman School Characteristics

Teacher Qualification					
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"	
27	100%	48%	0	95%	

SCHOOL BUSINESS PARTNERSHIPS
Northrim Bank Aurora Vending

From MLP

ETHNICITY REPORT - OCTOBER 2005						
Caucasian	African American	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	Multi-Ethnic	Total
328	9	21	28	6	14	406
80.79%	2.22%	5.17%	6.90%	1.48%	3.45%	100.00%

From Fall Oasis

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
255	240	94.1%

From participation file (3-10 graders)

Anchorage School District
2005-2006 Adequate Yearly Progress

Huffman 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	255	253	99.2%	Yes	237	219	92.4%	64.6%	Yes	217	91.6%	50.1%	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	12	12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	17	17	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	213	212	99.5%	Yes	203	192	94.6%	64.1%	Yes	188	92.6%	49.5%	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	<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	17	17	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	35	33	94.3%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LEP	22	21	95.5%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Attendance Rate: 94.9% (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.

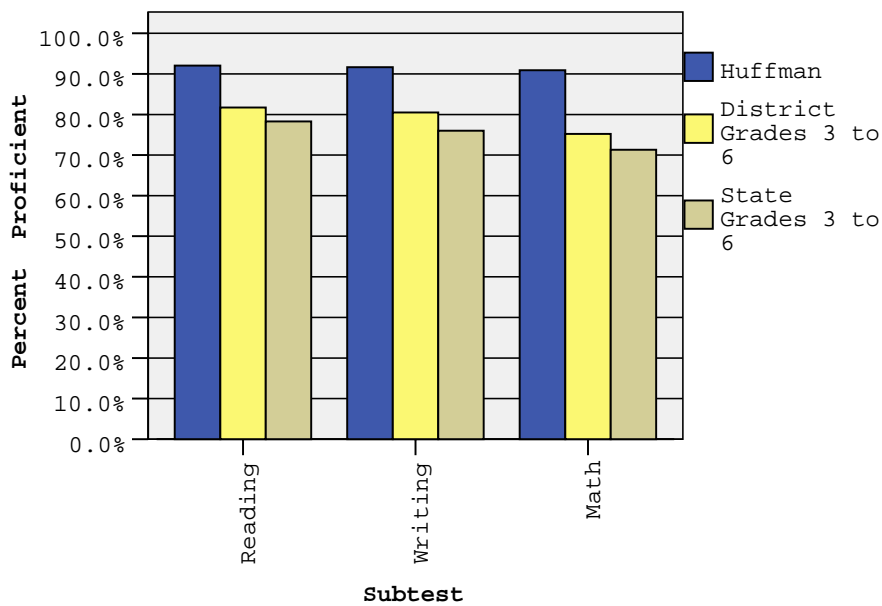
*** Results cannot be published without releasing personally identifiable information.

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

Huffman Elementary School SBA Proficiency – Spring 2006

	Reading		Writing		Math	
	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient
All Grades	94.1%	92.1%	92.6%	91.7%	90.4%	90.9%
3 rd Grade	95.9%	84.7%	89.8%	79.7%	98.0%	86.7%
4 th Grade	94.3%	96.4%	94.3%	98.2%	90.0%	90.9%
5 th Grade	96.9%	91.9%	93.8%	97.3%	92.3%	91.9%
6 th Grade	90.8%	95.3%	92.0%	90.6%	85.1%	93.8%

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

Huffman SBA Proficiency by NCLB Groups – Spring 2006

		Reading		Writing		Math	
		Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient
Ethnicity	All Students	92.1%	7.9%	91.7%	8.3%	90.9%	9.1%
	African American	80.0%	20.0%	80.0%	20.0%	80.0%	20.0%
	AK Native/ American Indian	75.0%	25.0%	66.7%	33.3%	83.3%	16.7%
	Asian	94.1%	5.9%	94.1%	5.9%	94.1%	5.9%
	Caucasian	93.4%	6.6%	93.4%	6.6%	92.0%	8.0%
	Hispanic	66.7%	33.3%	100.0%	0.0%	66.7%	33.3%
	Multi-Ethnic	100.0%	0.0%	75.0%	25.0%	75.0%	25.0%
LowIncome	Yes	58.8%	41.2%	41.2%	58.8%	52.9%	47.1%
	No	94.5%	5.5%	95.3%	4.7%	93.6%	6.4%
Disabled	Yes	60.6%	39.4%	63.6%	36.4%	63.6%	36.4%
	No	96.8%	3.2%	95.9%	4.1%	95.0%	5.0%
LEP	Yes	90.0%	10.0%	90.0%	10.0%	85.7%	14.3%
	No	92.2%	7.8%	91.8%	8.2%	91.4%	8.6%
Migrant	Yes	60.0%	40.0%	40.0%	60.0%	60.0%	40.0%
	No	92.7%	7.3%	92.7%	7.3%	91.5%	8.5%
Gender	Female	92.0%	8.0%	94.7%	5.3%	90.3%	9.7%
	Male	92.1%	7.9%	89.2%	10.8%	91.4%	8.6%

Anchorage School District: Profile of Performance 2005-2006

Huffman 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	404.2	403.6	404.3	401.0	399.2	401.0
	African American	314.6	405.0	313.4	388.6	284.4	375.8
	AK Native/ American Indian	378.2	353.2	367.3	334.9	355.0	350.4
	Asian	384.7	391.8	393.7	390.1	372.9	376.1
	Caucasian	410.7	408.1	410.3	406.8	408.0	407.3
	Hispanic	375.2	351.0	378.0	351.7	375.3	369.0
	Multi-Ethnic	403.0	408.8	411.5	388.5	388.5	382.8
Low Income	Yes	342.5	333.8	327.8	317.4	312.5	323.8
	No	406.8	408.7	407.6	407.0	402.9	406.6
Disabled	Yes	336.2	324.8	344.7	331.6	338.6	335.8
	No	413.7	415.5	412.6	411.4	407.6	410.8
LEP	Yes	364.7	389.0	361.8	391.8	351.3	383.1
	No	407.0	404.9	407.4	401.8	402.8	402.6
Migrant	Yes	377.0	320.2	337.3	295.4	343.0	310.2
	No	404.5	405.3	405.1	403.1	399.8	402.8
Gender	Female	407.9	412.8	415.8	413.4	396.2	401.4
	Male	401.2	396.2	395.0	390.9	401.6	400.7

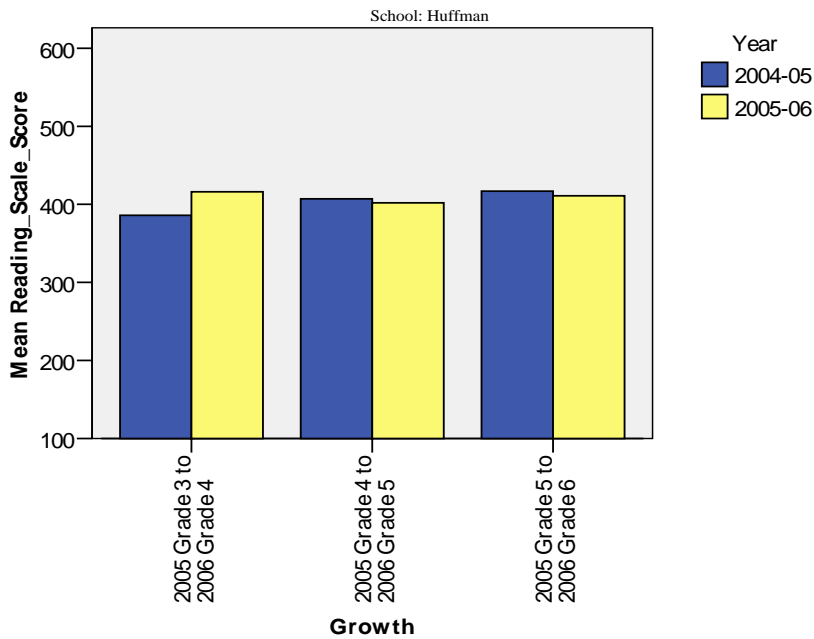
Anchorage School District: Profile of Performance 2005-2006

Huffman 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	386.3	415.8	29.5	407.4	401.7	-5.7	417.2	411.0	-6.2
	African American	428.7	440.2	11.5	.	414.1	.	248.3	291.8	43.5
	AK Native/American Indian	333.7	370.3	36.7	384.0	365.4	-18.7	414.7	386.2	-28.5
	Asian	393.1	418.7	25.6	391.8	390.9	-0.9	412.7	338.3	-74.4
	Caucasian	390.4	419.7	29.3	409.2	404.0	-5.2	420.1	418.7	-1.4
	Hispanic	285.9	307.1	21.2	.	.	.	463.4	439.7	-23.7
	Multi-Ethnic	417.0	421.4	4.4	.	453.2	.	.	.	.
LowIncome	Yes	355.8	378.9	23.1	349.7	332.3	-17.4	345.0	358.4	13.4
	No	388.2	419.0	30.8	410.1	405.7	-4.4	420.8	413.9	-6.9
Disabled	Yes	321.3	341.8	20.5	336.4	342.7	6.3	301.2	308.0	6.8
	No	396.7	427.2	30.5	415.9	409.1	-6.8	428.3	419.8	-8.5
LEP	Yes	346.7	383.3	36.7	368.0	375.4	7.4	398.7	379.2	-19.5
	No	390.1	418.7	28.6	408.8	403.9	-4.9	418.7	415.3	-3.3
Migrant	Yes	.	.	.	382.2	330.0	-52.2	367.1	350.7	-16.4
	No	385.9	416.1	30.2	407.3	403.8	-3.5	418.4	411.7	-6.7
Gender	Female	395.0	424.4	29.4	408.7	407.2	-1.5	422.9	413.1	-9.8
	Male	376.8	408.9	32.1	404.7	399.3	-5.3	411.0	409.4	-1.6

. 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



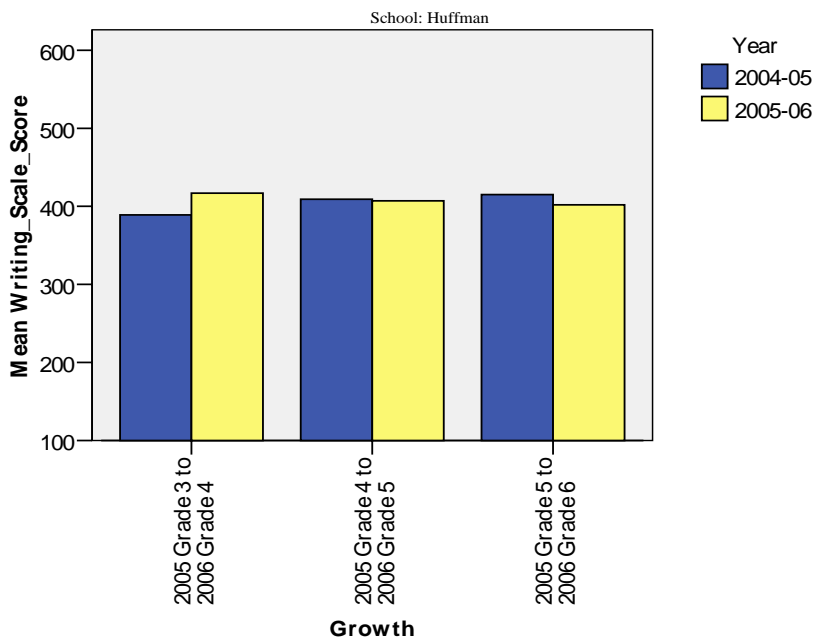
Anchorage School District: Profile of Performance 2005-2006

Huffman 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	389.4	416.7	27.3	409.2	407.0	-2.2	415.1	401.7	-13.4
	African American	411.9	443.1	31.2	.	337.8	.	291.4	274.7	-16.7
	AK Native/American Indian	377.0	385.4	8.4	360.7	367.2	6.5	386.9	356.1	-30.8
	Asian	399.8	401.9	2.1	398.7	392.3	-6.3	427.0	362.4	-64.7
	Caucasian	392.2	421.0	28.8	412.1	409.7	-2.4	416.8	408.9	-7.9
	Hispanic	306.3	324.8	18.5	.	.	.	471.2	406.0	-65.2
	Multi-Ethnic	422.7	457.2	34.5	.	488.1	.	.	.	.
LowIncome	Yes	360.7	370.3	9.7	315.0	335.4	20.4	354.7	316.2	-38.5
	No	391.1	420.7	29.6	414.8	410.9	-3.9	417.7	406.3	-11.4
Disabled	Yes	340.4	360.7	20.3	350.2	357.0	6.8	319.1	304.7	-14.4
	No	397.9	425.1	27.2	417.3	412.8	-4.5	424.4	409.7	-14.7
LEP	Yes	349.0	412.4	63.4	377.7	372.2	-5.5	386.9	373.1	-13.8
	No	393.8	416.9	23.1	410.7	409.3	-1.3	417.0	405.4	-11.7
Migrant	Yes	.	.	.	326.1	348.7	22.6	360.8	296.9	-63.9
	No	389.3	416.8	27.5	412.4	408.7	-3.7	416.2	404.0	-12.2
Gender	Female	404.7	430.2	25.5	419.9	420.1	0.2	431.3	411.8	-19.5
	Male	374.7	406.3	31.7	402.0	398.4	-3.6	400.7	393.2	-7.5

. 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



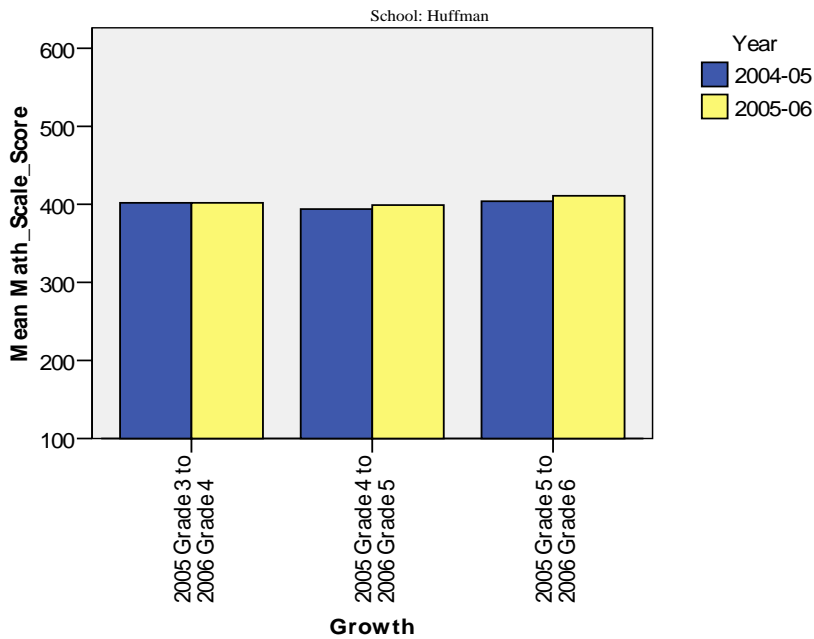
Anchorage School District: Profile of Performance 2005-2006

Huffman 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	402.2	402.0	-0.2	394.1	398.7	4.6	403.8	410.9	7.1
	African American	392.3	412.8	20.5	.	412.7	.	278.2	226.0	-52.2
	AK Native/American Indian	433.7	394.2	-39.5	368.9	374.1	5.2	364.3	333.8	-30.5
	Asian	378.7	387.3	8.7	381.0	370.4	-10.7	351.7	359.2	7.5
	Caucasian	413.1	407.7	-5.4	395.8	400.9	5.1	411.7	420.3	8.7
	Hispanic	316.4	334.7	18.3	.	.	.	457.1	437.7	-19.4
	Multi-Ethnic	348.9	356.1	7.2	.	521.8	.	.	.	.
LowIncome	Yes	368.0	380.4	12.4	308.7	313.2	4.5	318.9	322.1	3.2
	No	404.8	403.9	-0.9	398.7	404.3	5.7	409.0	415.4	6.4
Disabled	Yes	352.2	338.0	-14.2	334.1	364.7	30.6	305.8	320.9	15.1
	No	411.3	410.8	-0.5	402.4	402.7	0.3	414.2	418.0	3.8
LEP	Yes	363.7	393.2	29.5	385.9	402.1	16.2	340.3	353.8	13.5
	No	406.7	403.3	-3.3	394.0	399.4	5.4	411.7	418.2	6.5
Migrant	Yes	.	.	.	348.8	322.9	-25.9	331.7	302.3	-29.4
	No	402.4	401.7	-0.7	395.2	401.0	5.8	406.1	411.7	5.6
Gender	Female	417.9	410.1	-7.8	372.3	387.8	15.5	402.4	408.7	6.3
	Male	387.0	395.4	8.4	407.7	407.2	-0.5	406.9	412.1	5.2

. 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

Huffman 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	50.8%	34.6%	31.2%	41.3%	47.1%	47.1%	5.6%	12.0%	14.1%	2.4%	6.3%	7.7%	255	99.2%	98.1%	98.1%
	African American	40.0%	20.7%	21.4%	40.0%	51.1%	52.9%	20.0%	18.9%	17.1%	0.0%	9.4%	8.6%	5	100.0%	98.2%	98.5%
	AK Native/ American Indian	25.0%	19.3%	12.4%	50.0%	49.7%	45.5%	25.0%	19.1%	25.7%	0.0%	11.9%	16.4%	12	100.0%	97.5%	97.7%
	Asian	47.1%	24.7%	27.4%	47.1%	49.6%	50.7%	0.0%	16.3%	14.8%	5.9%	9.4%	7.0%	17	100.0%	97.1%	97.5%
	Caucasian	52.6%	44.8%	41.6%	40.8%	44.3%	46.3%	4.7%	7.4%	8.2%	1.9%	3.5%	3.8%	213	99.5%	98.5%	98.3%
	Hispanic	*	22.4%	22.4%	*	51.8%	53.0%	*	17.3%	17.3%	*	8.5%	7.3%	*	75.0%	97.0%	97.2%
	Multi-Ethnic	*	27.4%	28.2%	*	50.5%	50.5%	*	14.8%	13.9%	*	7.4%	7.3%	*	100.0%	98.5%	98.7%
Low Income	Yes	11.8%	18.7%	17.4%	47.1%	51.0%	48.4%	29.4%	19.4%	21.3%	11.8%	11.0%	12.9%	17	100.0%	97.6%	97.9%
	No	53.6%	45.1%	41.4%	40.9%	44.5%	46.1%	3.8%	7.2%	8.6%	1.7%	3.3%	3.8%	238	99.2%	98.4%	98.2%
Disabled	Yes	12.1%	8.8%	8.1%	48.5%	36.7%	35.2%	24.2%	28.5%	29.9%	15.2%	26.1%	26.8%	35	94.3%	93.7%	94.0%
	No	56.6%	39.1%	34.9%	40.2%	48.9%	49.1%	2.7%	9.1%	11.4%	0.5%	2.9%	4.5%	220	100.0%	98.9%	98.8%
LEP	Yes	50.0%	15.1%	9.0%	40.0%	52.1%	43.7%	0.0%	20.5%	28.6%	10.0%	12.4%	18.7%	22	95.5%	96.7%	97.3%
	No	50.9%	38.3%	35.5%	41.4%	46.1%	47.8%	6.0%	10.4%	11.2%	1.7%	5.2%	5.6%	233	99.6%	98.3%	98.2%
Migrant	Yes	0.0%	20.0%	13.0%	60.0%	53.7%	44.6%	40.0%	17.1%	25.2%	0.0%	9.2%	17.2%	5	100.0%	99.4%	98.1%
	No	51.8%	35.1%	32.3%	40.9%	46.9%	47.3%	4.9%	11.8%	13.3%	2.4%	6.2%	7.1%	250	99.2%	98.0%	98.1%
Gender	Female	59.3%	39.3%	34.9%	32.7%	46.2%	47.0%	6.2%	10.0%	12.3%	1.8%	4.5%	5.8%	114	99.1%	98.5%	98.4%
	Male	43.9%	30.0%	27.5%	48.2%	47.9%	47.2%	5.0%	13.9%	15.7%	2.9%	8.1%	9.5%	141	99.3%	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

Huffman 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	46.8%	31.4%	27.4%	44.8%	49.1%	48.6%	7.5%	18.0%	21.9%	0.8%	1.6%	2.1%	255	99.2%	98.1%	98.1%
	African American	40.0%	18.0%	18.8%	40.0%	50.7%	52.0%	20.0%	29.2%	27.3%	0.0%	2.1%	1.9%	5	100.0%	98.2%	98.3%
	AK Native/ American Indian	25.0%	15.5%	10.5%	41.7%	52.5%	45.2%	25.0%	28.7%	39.6%	8.3%	3.2%	4.7%	12	100.0%	97.5%	97.9%
	Asian	29.4%	25.7%	27.6%	64.7%	49.8%	51.0%	5.9%	21.9%	19.3%	0.0%	2.6%	2.0%	17	100.0%	97.0%	97.5%
	Caucasian	49.3%	40.5%	36.3%	44.1%	47.1%	49.0%	6.6%	11.6%	13.7%	0.0%	0.8%	1.0%	213	99.5%	98.5%	98.2%
	Hispanic	*	20.9%	20.2%	*	52.7%	55.2%	*	24.5%	23.1%	*	1.8%	1.5%	*	75.0%	97.0%	97.2%
	Multi-Ethnic	*	25.2%	25.6%	*	51.2%	51.5%	*	21.8%	21.0%	*	1.9%	1.9%	*	100.0%	98.5%	98.6%
Low Income	Yes	5.9%	16.4%	15.3%	35.3%	52.2%	48.7%	52.9%	28.5%	32.4%	5.9%	2.9%	3.6%	17	100.0%	97.6%	98.0%
	No	49.8%	41.3%	36.5%	45.5%	47.0%	48.6%	4.3%	11.1%	13.9%	0.4%	0.7%	0.9%	238	99.2%	98.4%	98.1%
Disabled	Yes	15.2%	7.7%	6.4%	48.5%	40.2%	38.5%	33.3%	45.6%	47.9%	3.0%	6.5%	7.2%	35	94.3%	93.8%	94.2%
	No	51.6%	35.5%	30.9%	44.3%	50.6%	50.3%	3.7%	13.1%	17.6%	0.5%	0.7%	1.2%	220	100.0%	98.9%	98.7%
LEP	Yes	45.0%	14.9%	9.1%	45.0%	53.9%	45.1%	10.0%	28.3%	41.0%	0.0%	2.9%	4.8%	22	95.5%	96.6%	97.5%
	No	47.0%	34.6%	31.0%	44.8%	48.1%	49.3%	7.3%	16.0%	18.1%	0.9%	1.3%	1.5%	233	99.6%	98.3%	98.2%
Migrant	Yes	0.0%	20.2%	12.2%	40.0%	50.6%	43.4%	40.0%	26.5%	39.8%	20.0%	2.7%	4.5%	5	100.0%	99.4%	98.3%
	No	47.8%	31.8%	28.4%	44.9%	49.0%	49.0%	6.9%	17.7%	20.7%	0.4%	1.5%	1.9%	250	99.2%	98.0%	98.1%
Gender	Female	54.0%	37.8%	33.4%	40.7%	47.8%	47.9%	4.4%	13.5%	17.4%	0.9%	1.0%	1.3%	114	99.1%	98.4%	98.4%
	Male	41.0%	25.2%	21.7%	48.2%	50.3%	49.3%	10.1%	22.3%	26.2%	0.7%	2.2%	2.8%	141	99.3%	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

Huffman 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	64.0%	38.3%	32.9%	26.9%	37.0%	38.4%	6.3%	13.1%	14.7%	2.8%	11.7%	14.0%	255	99.2%	98.4%	98.2%
	African American	80.0%	19.2%	19.7%	0.0%	39.8%	40.5%	0.0%	18.2%	19.7%	20.0%	22.9%	20.0%	5	100.0%	98.2%	98.5%
	AK Native/ American Indian	33.3%	24.5%	16.3%	50.0%	40.1%	37.1%	8.3%	17.2%	21.4%	8.3%	18.1%	25.2%	12	100.0%	97.4%	97.7%
	Asian	47.1%	33.8%	35.2%	47.1%	37.3%	39.0%	0.0%	13.7%	13.5%	5.9%	15.2%	12.4%	17	100.0%	98.6%	98.8%
	Caucasian	67.0%	47.7%	41.6%	25.0%	35.1%	38.5%	7.1%	10.3%	11.2%	0.9%	6.9%	8.6%	213	99.5%	98.5%	98.3%
	Hispanic	*	27.2%	26.4%	*	39.1%	40.9%	*	19.3%	18.3%	*	14.5%	14.4%	*	75.0%	99.0%	98.7%
	Multi-Ethnic	*	31.5%	32.1%	*	39.6%	39.6%	*	13.9%	13.6%	*	15.0%	14.7%	*	100.0%	98.7%	98.8%
Low Income	Yes	17.6%	23.2%	20.5%	35.3%	39.3%	38.6%	41.2%	18.1%	19.3%	5.9%	19.4%	21.6%	17	100.0%	98.1%	98.1%
	No	67.4%	48.3%	42.1%	26.3%	35.4%	38.3%	3.8%	9.7%	11.2%	2.5%	6.6%	8.4%	238	99.2%	98.6%	98.3%
Disabled	Yes	27.3%	12.7%	11.0%	36.4%	29.6%	28.7%	24.2%	22.4%	22.6%	12.1%	35.3%	37.7%	35	94.3%	93.7%	94.1%
	No	69.5%	42.7%	36.5%	25.5%	38.2%	40.0%	3.6%	11.4%	13.4%	1.4%	7.6%	10.1%	220	100.0%	99.3%	98.9%
LEP	Yes	57.1%	23.6%	14.7%	28.6%	38.5%	35.1%	4.8%	18.1%	22.4%	9.5%	19.8%	27.8%	22	95.5%	98.8%	98.3%
	No	64.7%	41.2%	36.5%	26.7%	36.7%	39.1%	6.5%	12.1%	13.1%	2.2%	10.1%	11.3%	233	99.6%	98.3%	98.2%
Migrant	Yes	0.0%	25.7%	18.7%	60.0%	38.4%	35.1%	40.0%	17.6%	20.1%	0.0%	18.4%	26.1%	5	100.0%	99.4%	98.1%
	No	65.3%	38.7%	33.8%	26.2%	36.9%	38.7%	5.6%	12.9%	14.3%	2.8%	11.4%	13.2%	250	99.2%	98.4%	98.2%
Gender	Female	61.9%	38.1%	33.0%	28.3%	37.8%	39.2%	5.3%	13.3%	14.8%	4.4%	10.9%	13.1%	114	99.1%	98.7%	98.5%
	Male	65.7%	38.5%	32.8%	25.7%	36.2%	37.7%	7.1%	12.9%	14.6%	1.4%	12.5%	14.9%	141	99.3%	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

Huffman TerraNova 5th grade

Percent in each quartile

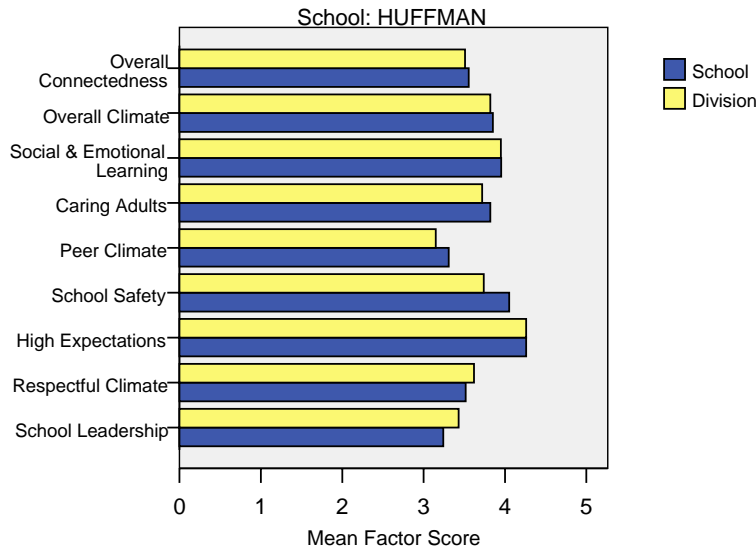
Reading	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	50.0%	30.4%	23.6%	26.8%	20.8%	24.5%	5.6%	18.3%
2004-2005	56.7%	29.2%	23.9%	27.6%	10.4%	24.5%	9.0%	18.7%
2003-2004	36.3%	30.6%	38.8%	26.9%	13.8%	24.2%	11.3%	18.3%
2002-2003	50.0%	29.1%	24.2%	26.6%	18.2%	23.8%	7.6%	20.5%
2001-2002	34.2%	30.3%	32.9%	26.0%	25.0%	24.6%	7.9%	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	48.6%	34.0%	29.2%	26.5%	16.7%	22.0%	5.6%	17.5%
2004-2005	61.2%	32.1%	17.9%	28.3%	13.4%	21.2%	7.5%	18.4%
2003-2004	45.0%	34.1%	27.5%	26.5%	16.3%	21.7%	11.3%	17.7%
2002-2003	51.5%	32.8%	25.8%	26.5%	16.7%	20.9%	6.1%	19.8%
2001-2002	39.5%	32.3%	31.6%	26.4%	17.1%	22.9%	11.8%	18.4%

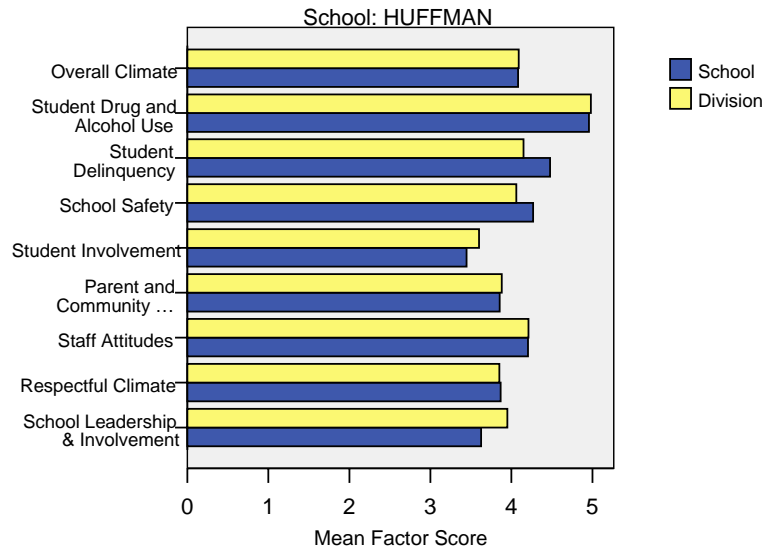
Math	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	50.0%	28.4%	27.8%	31.9%	16.7%	22.3%	5.6%	17.5%
2004-2005	61.2%	26.9%	23.9%	31.1%	11.9%	22.9%	3.0%	19.1%
2003-2004	45.6%	28.3%	25.3%	29.3%	25.3%	22.6%	3.8%	19.8%
2002-2003	47.0%	24.7%	31.8%	30.6%	16.7%	22.6%	4.5%	22.1%
2001-2002	34.2%	24.1%	31.6%	30.1%	25.0%	24.8%	9.2%	20.9%

Huffman 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).