

Table 27

Kasuun School Overview

Statement of Program

Kasuun is a kindergarten through 6th grade school with approximately 470 students. It is a part of the Anchorage School District.

From the Report Card/MLP

SCHOOL GOALS	
Goal	Level of Achievement
The percentage of students in grades 1-6 who are proficient in reading as measured by the DRA will increase from 80-85%.	Partially Attained
Students will demonstrate a 1 point average growth in writing using the 6-Traits standards.	Attained
The average scores on the Standards Based Assessment in the areas of numeration and geometry for grades 3-6 will increase at least 4%.	Not Attained

From the School Report Card

BUDGET*	
2004-2005 Actual Expenditures	\$2,068,967
2005-2006 Revised Budgeted Amount	\$2,136,055
2006-2007 Proposed Budget	\$2,449,826

*Dollars budgeted or expended are general fund only.

From IFAS

	School	District	Source of Information
Membership	489	50,051	Fall OASIS
Capacity	91%	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	14.37%	22.72%	Report Card File
Economically Disadvantaged	142	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	3.4%	0.3%	Report Card File

Kasuun School Characteristics

Teacher Qualification				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
29	100%	40%	0	95%

SCHOOL BUSINESS PARTNERSHIPS
Alaska Bureau of Land Management McDonalds Lake Otis

From MLP

ETHNICITY REPORT - OCTOBER 2005						
Caucasian	African American	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	Multi-Ethnic	Total
260 53.17%	23 4.70%	68 13.91%	53 10.84%	36 7.36%	49 10.02%	489 100.00%

From Fall Oasis

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
270	260	96.3%

From participation file (3-10 graders)

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

Kasuun 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
All Students	270	268	99.3%	Yes	258	215	83.3%	64.9%	Yes	186	72.1%	50.4%	Yes
African American	10	10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AkNa & Amln	41	41	100%	Yes	40	32	80%	54.8%	Yes	25	62.5%	39.4%	Yes
Asian	36	36	100%	Yes	35	31	88.6%	53.7%	Yes	27	77.1%	38.1%	Yes
Caucasian	148	146	98.6%	Yes	140	122	87.1%	62.6%	Yes	104	74.3%	47.9%	Yes
Hispanic	20	20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	15	15	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	72	72	100%	Yes	67	51	76.1%	58.6%	Yes	43	64.2%	43.5%	Yes
Disabled	39	38	97.4%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LEP	40	39	97.5%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Attendance Rate: 94.8% (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.

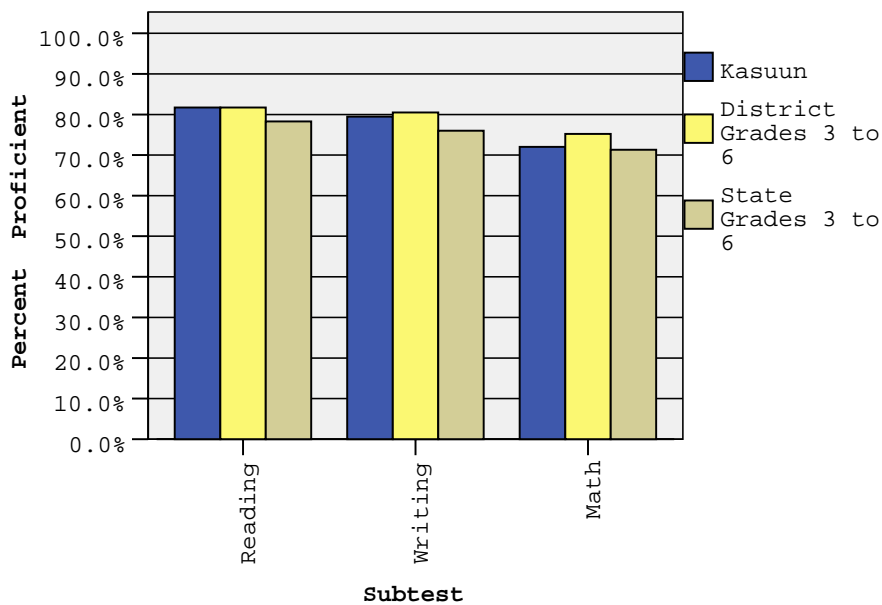
*** Results cannot be published without releasing personally identifiable information.

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

Kasuun Elementary School SBA Proficiency – Spring 2006

	Reading		Writing		Math	
	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient
All Grades	84.9%	81.7%	82.1%	79.5%	79.9%	72.0%
3 rd Grade	87.7%	80.3%	79.5%	74.6%	82.2%	76.1%
4 th Grade	78.8%	81.4%	78.8%	81.4%	75.8%	71.4%
5 th Grade	86.2%	78.3%	81.5%	80.0%	75.4%	68.3%
6 th Grade	86.7%	86.6%	88.0%	82.1%	85.3%	71.6%

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

Kasuun SBA Proficiency by NCLB Groups – Spring 2006

		Reading		Writing		Math	
		Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient
Ethnicity	All Students	81.7%	18.3%	79.5%	20.5%	72.0%	28.0%
	African American	50.0%	50.0%	50.0%	50.0%	60.0%	40.0%
	AK Native/ American Indian	78.0%	22.0%	73.2%	26.8%	61.0%	39.0%
	Asian	88.9%	11.1%	91.7%	8.3%	77.8%	22.2%
	Caucasian	85.6%	14.4%	84.2%	15.8%	75.3%	24.7%
	Hispanic	75.0%	25.0%	70.0%	30.0%	70.0%	30.0%
	Multi-Ethnic	66.7%	33.3%	53.3%	46.7%	66.7%	33.3%
LowIncome	Yes	70.8%	29.2%	68.1%	31.9%	63.9%	36.1%
	No	85.7%	14.3%	83.7%	16.3%	75.0%	25.0%
Disabled	Yes	39.5%	60.5%	39.5%	60.5%	39.5%	60.5%
	No	88.7%	11.3%	86.1%	13.9%	77.4%	22.6%
LEP	Yes	79.5%	20.5%	79.5%	20.5%	76.9%	23.1%
	No	82.1%	17.9%	79.5%	20.5%	71.2%	28.8%
Migrant	Yes	81.8%	18.2%	81.8%	18.2%	81.8%	18.2%
	No	81.7%	18.3%	79.4%	20.6%	71.6%	28.4%
Gender	Female	85.1%	14.9%	87.3%	12.7%	73.9%	26.1%
	Male	78.4%	21.6%	71.6%	28.4%	70.1%	29.9%

Anchorage School District: Profile of Performance 2005-2006

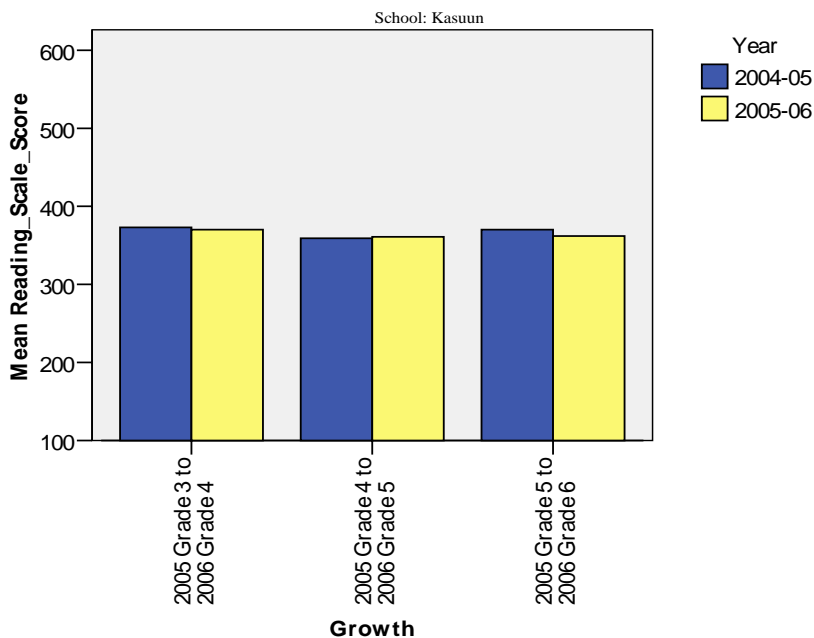
Kasuun SBA Mean Scale Score Comparison: 2004-2005 to 2005-2006

		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	369.2	366.1	362.9	358.0	349.2	346.2
	African American	316.5	323.3	310.7	323.7	287.5	303.3
	AK Native/ American Indian	348.2	350.3	335.5	337.2	332.2	333.0
	Asian	363.4	364.3	368.2	368.8	348.8	342.6
	Caucasian	381.0	379.4	374.1	366.5	359.0	355.3
	Hispanic	378.4	354.6	370.3	358.8	349.6	348.8
	Multi-Ethnic	335.9	329.1	326.6	329.3	338.0	326.7
Low Income	Yes	345.5	343.5	338.0	338.4	331.3	330.1
	No	374.9	374.5	368.9	365.2	353.5	352.1
Disabled	Yes	287.8	288.8	273.8	287.1	272.3	290.6
	No	381.3	378.9	376.1	369.8	360.6	355.3
LEP	Yes	346.0	348.2	359.0	352.3	331.1	337.2
	No	372.9	369.2	363.5	359.0	352.0	347.7
Migrant	Yes	339.2	345.7	342.4	346.5	331.4	346.0
	No	370.2	367.0	363.6	358.5	349.8	346.2
Gender	Female	377.8	375.0	375.9	371.0	350.9	348.1
	Male	360.4	357.3	349.6	345.1	347.4	344.2

Kasuun 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	373.1	369.7	-3.4	358.8	360.9	2.1	369.7	362.3	-7.3
	African American	321.4	331.7	10.3	295.2	306.0	10.8	395.1	342.7	-52.4
	AK Native/American Indian	366.9	352.1	-14.8	358.3	351.8	-6.5	362.4	365.7	3.3
	Asian	378.0	377.4	-0.6	346.7	345.2	-1.5	354.9	341.1	-13.8
	Caucasian	379.8	379.9	0.1	374.7	378.3	3.7	371.0	367.4	-3.6
	Hispanic	377.2	343.0	-34.2	357.1	367.7	10.6	404.8	386.9	-17.9
	Multi-Ethnic	321.3	325.8	4.5	300.4	304.7	4.3	341.2	340.0	-1.2
LowIncome	Yes	360.7	342.2	-18.5	326.9	332.1	5.2	339.3	340.8	1.5
	No	375.7	377.3	1.7	375.0	375.4	0.4	377.7	367.2	-10.5
Disabled	Yes	281.1	283.7	2.6	272.8	291.9	19.1	302.7	310.3	7.7
	No	387.4	380.7	-6.7	379.2	376.0	-3.2	381.1	369.7	-11.4
LEP	Yes	361.9	358.1	-3.8	321.3	345.8	24.5	319.4	323.7	4.3
	No	376.0	372.4	-3.6	364.7	363.2	-1.5	377.9	368.1	-9.8
Migrant	Yes	382.8	381.9	-0.9	314.7	325.3	10.7	329.0	331.4	2.4
	No	373.2	369.0	-4.2	363.1	363.7	0.6	370.8	362.9	-7.9
Gender	Female	386.3	381.8	-4.5	369.4	365.7	-3.7	376.2	366.0	-10.2
	Male	359.7	356.2	-3.5	348.9	356.1	7.2	365.3	357.8	-7.5

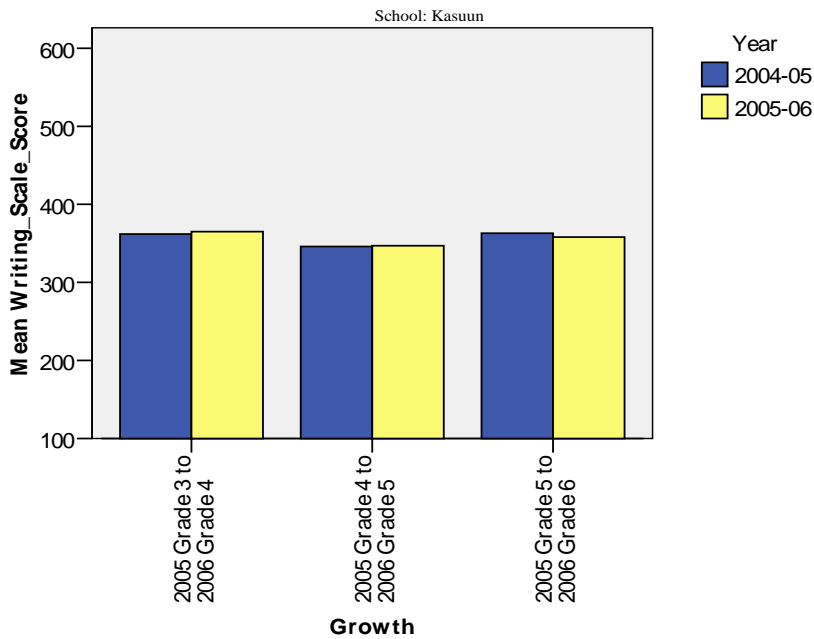
Measure of Growth in SBA Reading for Students Who Tested in 2005 and Again in 2006



Kasuun 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	361.8	364.9	3.1	345.7	347.3	1.7	363.0	358.4	-4.6
	African American	308.2	351.0	42.8	297.1	302.7	5.6	380.8	333.9	-46.9
	AK Native/ American Indian	331.3	340.8	9.5	346.4	336.7	-9.7	342.7	350.0	7.3
	Asian	365.7	381.2	15.5	337.9	349.1	11.2	370.3	347.8	-22.5
	Caucasian	373.7	369.3	-4.3	362.0	354.4	-7.6	358.7	358.2	-0.5
	Hispanic	355.1	364.7	9.6	350.8	371.9	21.1	386.7	414.3	27.7
	Multi-Ethnic	347.4	337.7	-9.7	268.2	310.0	41.8	323.1	328.7	5.6
LowIncome	Yes	351.9	354.1	2.2	309.3	328.8	19.5	332.4	319.7	-12.7
	No	365.0	367.4	2.4	364.7	357.2	-7.5	370.9	367.1	-3.8
Disabled	Yes	253.8	278.9	25.1	262.7	288.3	25.7	299.0	320.4	21.4
	No	379.2	376.0	-3.2	366.1	360.7	-5.4	373.8	362.9	-10.9
LEP	Yes	360.3	380.8	20.5	330.4	355.7	25.3	319.2	311.0	-8.2
	No	362.7	362.2	-0.5	348.9	346.1	-2.8	370.3	364.8	-5.5
Migrant	Yes	381.7	396.3	14.7	324.0	317.4	-6.6	340.7	322.2	-18.5
	No	361.1	362.7	1.6	348.8	349.9	1.1	363.7	359.3	-4.3
Gender	Female	381.4	377.7	-3.7	360.2	363.0	2.8	369.1	363.7	-5.4
	Male	343.9	351.1	7.2	334.3	331.8	-2.5	357.4	350.7	-6.7

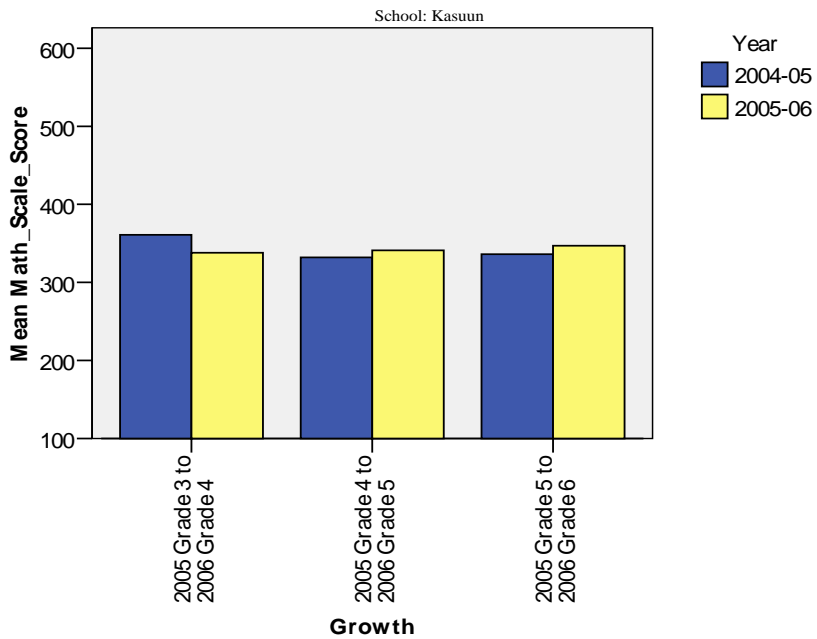
Measure of Growth in SBA Writing for Students Who Tested in 2005 and Again in 2006



Kasuun 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	360.7	338.2	-22.5	331.9	341.1	9.2	336.3	346.8	10.5
	African American	312.7	331.3	18.7	241.0	288.4	47.4	317.7	293.2	-24.5
	AK Native/ American Indian	351.1	326.7	-24.4	330.8	343.9	13.1	322.7	332.8	10.2
	Asian	366.4	342.7	-23.7	313.2	325.0	11.8	337.1	326.7	-10.4
	Caucasian	369.9	342.1	-27.8	349.3	348.8	-0.5	332.4	347.7	15.3
	Hispanic	333.0	330.4	-2.6	319.7	362.2	42.5	356.9	397.1	40.2
	Multi-Ethnic	318.8	302.9	-15.9	321.7	323.3	1.7	336.0	352.4	16.4
LowIncome	Yes	363.2	336.0	-27.2	307.1	328.7	21.6	299.8	312.9	13.1
	No	360.3	337.8	-22.5	344.4	347.7	3.3	346.2	355.0	8.8
Disabled	Yes	261.7	273.2	11.5	259.9	284.1	24.2	284.3	313.8	29.5
	No	375.7	346.3	-29.4	349.0	354.4	5.4	344.7	352.2	7.5
LEP	Yes	349.1	345.7	-3.4	307.8	342.9	35.1	281.7	305.3	23.7
	No	363.4	335.7	-27.7	336.2	341.0	4.8	344.1	352.7	8.6
Migrant	Yes	381.9	392.1	10.2	283.3	313.8	30.5	313.4	324.7	11.3
	No	360.0	335.4	-24.7	336.7	344.2	7.5	336.9	347.1	10.2
Gender	Female	369.8	336.9	-32.9	326.7	339.3	12.7	340.0	350.4	10.4
	Male	351.2	338.0	-13.2	336.1	343.7	7.6	332.8	343.9	11.1

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



Anchorage School District: Profile of Performance 2005-2006

Kasuum 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	29.9%	34.6%	31.2%	51.9%	47.1%	47.1%	13.8%	12.0%	14.1%	4.5%	6.3%	7.7%	270	99.3%	98.1%	98.1%
	African American	20.0%	20.7%	21.4%	30.0%	51.1%	52.9%	30.0%	18.9%	17.1%	20.0%	9.4%	8.6%	10	100.0%	98.2%	98.5%
	AK Native/ American Indian	17.1%	19.3%	12.4%	61.0%	49.7%	45.5%	19.5%	19.1%	25.7%	2.4%	11.9%	16.4%	41	100.0%	97.5%	97.7%
	Asian	16.7%	24.7%	27.4%	72.2%	49.6%	50.7%	8.3%	16.3%	14.8%	2.8%	9.4%	7.0%	36	100.0%	97.1%	97.5%
	Caucasian	39.7%	44.8%	41.6%	45.9%	44.3%	46.3%	10.3%	7.4%	8.2%	4.1%	3.5%	3.8%	148	98.6%	98.5%	98.3%
	Hispanic	25.0%	22.4%	22.4%	50.0%	51.8%	53.0%	25.0%	17.3%	17.3%	0.0%	8.5%	7.3%	20	100.0%	97.0%	97.2%
	Multi-Ethnic	13.3%	27.4%	28.2%	53.3%	50.5%	50.5%	20.0%	14.8%	13.9%	13.3%	7.4%	7.3%	15	100.0%	98.5%	98.7%
Low Income	Yes	19.4%	18.7%	17.4%	51.4%	51.0%	48.4%	25.0%	19.4%	21.3%	4.2%	11.0%	12.9%	72	100.0%	97.6%	97.9%
	No	33.7%	45.1%	41.4%	52.0%	44.5%	46.1%	9.7%	7.2%	8.6%	4.6%	3.3%	3.8%	198	99.0%	98.4%	98.2%
Disabled	Yes	0.0%	8.8%	8.1%	39.5%	36.7%	35.2%	36.8%	28.5%	29.9%	23.7%	26.1%	26.8%	39	97.4%	93.7%	94.0%
	No	34.8%	39.1%	34.9%	53.9%	48.9%	49.1%	10.0%	9.1%	11.4%	1.3%	2.9%	4.5%	231	99.6%	98.9%	98.8%
LEP	Yes	12.8%	15.1%	9.0%	66.7%	52.1%	43.7%	17.9%	20.5%	28.6%	2.6%	12.4%	18.7%	40	97.5%	96.7%	97.3%
	No	32.8%	38.3%	35.5%	49.3%	46.1%	47.8%	13.1%	10.4%	11.2%	4.8%	5.2%	5.6%	230	99.6%	98.3%	98.2%
Migrant	Yes	0.0%	20.0%	13.0%	81.8%	53.7%	44.6%	18.2%	17.1%	25.2%	0.0%	9.2%	17.2%	11	100.0%	99.4%	98.1%
	No	31.1%	35.1%	32.3%	50.6%	46.9%	47.3%	13.6%	11.8%	13.3%	4.7%	6.2%	7.1%	259	99.2%	98.0%	98.1%
Gender	Female	37.3%	39.3%	34.9%	47.8%	46.2%	47.0%	9.7%	10.0%	12.3%	5.2%	4.5%	5.8%	134	100.0%	98.5%	98.4%
	Male	22.4%	30.0%	27.5%	56.0%	47.9%	47.2%	17.9%	13.9%	15.7%	3.7%	8.1%	9.5%	136	98.5%	97.7%	97.7%

Anchorage School District: Profile of Performance 2005-2006

Kasuum 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	23.9%	31.4%	27.4%	55.6%	49.1%	48.6%	19.0%	18.0%	21.9%	1.5%	1.6%	2.1%	270	99.3%	98.1%	98.1%
	African American	20.0%	18.0%	18.8%	30.0%	50.7%	52.0%	50.0%	29.2%	27.3%	0.0%	2.1%	1.9%	10	100.0%	98.2%	98.3%
	AK Native/ American Indian	9.8%	15.5%	10.5%	63.4%	52.5%	45.2%	24.4%	28.7%	39.6%	2.4%	3.2%	4.7%	41	100.0%	97.5%	97.9%
	Asian	27.8%	25.7%	27.6%	63.9%	49.8%	51.0%	8.3%	21.9%	19.3%	0.0%	2.6%	2.0%	36	100.0%	97.0%	97.5%
	Caucasian	26.7%	40.5%	36.3%	57.5%	47.1%	49.0%	13.7%	11.6%	13.7%	2.1%	0.8%	1.0%	148	98.6%	98.5%	98.2%
	Hispanic	30.0%	20.9%	20.2%	40.0%	52.7%	55.2%	30.0%	24.5%	23.1%	0.0%	1.8%	1.5%	20	100.0%	97.0%	97.2%
	Multi-Ethnic	20.0%	25.2%	25.6%	33.3%	51.2%	51.5%	46.7%	21.8%	21.0%	0.0%	1.9%	1.9%	15	100.0%	98.5%	98.6%
Low Income	Yes	15.3%	16.4%	15.3%	52.8%	52.2%	48.7%	29.2%	28.5%	32.4%	2.8%	2.9%	3.6%	72	100.0%	97.6%	98.0%
	No	27.0%	41.3%	36.5%	56.6%	47.0%	48.6%	15.3%	11.1%	13.9%	1.0%	0.7%	0.9%	198	99.0%	98.4%	98.1%
Disabled	Yes	2.6%	7.7%	6.4%	36.8%	40.2%	38.5%	52.6%	45.6%	47.9%	7.9%	6.5%	7.2%	39	97.4%	93.8%	94.2%
	No	27.4%	35.5%	30.9%	58.7%	50.6%	50.3%	13.5%	13.1%	17.6%	0.4%	0.7%	1.2%	231	99.6%	98.9%	98.7%
LEP	Yes	23.1%	14.9%	9.1%	56.4%	53.9%	45.1%	20.5%	28.3%	41.0%	0.0%	2.9%	4.8%	40	97.5%	96.6%	97.5%
	No	24.0%	34.6%	31.0%	55.5%	48.1%	49.3%	18.8%	16.0%	18.1%	1.7%	1.3%	1.5%	230	99.6%	98.3%	98.2%
Migrant	Yes	9.1%	20.2%	12.2%	72.7%	50.6%	43.4%	18.2%	26.5%	39.8%	0.0%	2.7%	4.5%	11	100.0%	99.4%	98.3%
	No	24.5%	31.8%	28.4%	54.9%	49.0%	49.0%	19.1%	17.7%	20.7%	1.6%	1.5%	1.9%	259	99.2%	98.0%	98.1%
Gender	Female	28.4%	37.8%	33.4%	59.0%	47.8%	47.9%	11.2%	13.5%	17.4%	1.5%	1.0%	1.3%	134	100.0%	98.4%	98.4%
	Male	19.4%	25.2%	21.7%	52.2%	50.3%	49.3%	26.9%	22.3%	26.2%	1.5%	2.2%	2.8%	136	98.5%	97.7%	97.7%

Anchorage School District: Profile of Performance 2005-2006

Kasuun 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	30.2%	38.3%	32.9%	41.8%	37.0%	38.4%	18.7%	13.1%	14.7%	9.3%	11.7%	14.0%	270	99.3%	98.4%	98.2%
	African American	10.0%	19.2%	19.7%	50.0%	39.8%	40.5%	0.0%	18.2%	19.7%	40.0%	22.9%	20.0%	10	100.0%	98.2%	98.5%
	AK Native/ American Indian	22.0%	24.5%	16.3%	39.0%	40.1%	37.1%	34.1%	17.2%	21.4%	4.9%	18.1%	25.2%	41	100.0%	97.4%	97.7%
	Asian	27.8%	33.8%	35.2%	50.0%	37.3%	39.0%	13.9%	13.7%	13.5%	8.3%	15.2%	12.4%	36	100.0%	98.6%	98.8%
	Caucasian	36.3%	47.7%	41.6%	39.0%	35.1%	38.5%	17.1%	10.3%	11.2%	7.5%	6.9%	8.6%	148	98.6%	98.5%	98.3%
	Hispanic	35.0%	27.2%	26.4%	35.0%	39.1%	40.9%	15.0%	19.3%	18.3%	15.0%	14.5%	14.4%	20	100.0%	99.0%	98.7%
	Multi-Ethnic	6.7%	31.5%	32.1%	60.0%	39.6%	39.6%	20.0%	13.9%	13.6%	13.3%	15.0%	14.7%	15	100.0%	98.7%	98.8%
Low Income	Yes	19.4%	23.2%	20.5%	44.4%	39.3%	38.6%	22.2%	18.1%	19.3%	13.9%	19.4%	21.6%	72	100.0%	98.1%	98.1%
	No	34.2%	48.3%	42.1%	40.8%	35.4%	38.3%	17.3%	9.7%	11.2%	7.7%	6.6%	8.4%	198	99.0%	98.6%	98.3%
Disabled	Yes	2.6%	12.7%	11.0%	36.8%	29.6%	28.7%	26.3%	22.4%	22.6%	34.2%	35.3%	37.7%	39	97.4%	93.7%	94.1%
	No	34.8%	42.7%	36.5%	42.6%	38.2%	40.0%	17.4%	11.4%	13.4%	5.2%	7.6%	10.1%	231	99.6%	99.3%	98.9%
LEP	Yes	23.1%	23.6%	14.7%	53.8%	38.5%	35.1%	7.7%	18.1%	22.4%	15.4%	19.8%	27.8%	40	97.5%	98.8%	98.3%
	No	31.4%	41.2%	36.5%	39.7%	36.7%	39.1%	20.5%	12.1%	13.1%	8.3%	10.1%	11.3%	230	99.6%	98.3%	98.2%
Migrant	Yes	27.3%	25.7%	18.7%	54.5%	38.4%	35.1%	18.2%	17.6%	20.1%	0.0%	18.4%	26.1%	11	100.0%	99.4%	98.1%
	No	30.4%	38.7%	33.8%	41.2%	36.9%	38.7%	18.7%	12.9%	14.3%	9.7%	11.4%	13.2%	259	99.2%	98.4%	98.2%
Gender	Female	32.1%	38.1%	33.0%	41.8%	37.8%	39.2%	17.9%	13.3%	14.8%	8.2%	10.9%	13.1%	134	100.0%	98.7%	98.5%
	Male	28.4%	38.5%	32.8%	41.8%	36.2%	37.7%	19.4%	12.9%	14.6%	10.4%	12.5%	14.9%	136	98.5%	98.1%	97.9%

Anchorage School District: Profile of Performance 2005-2006

Kasuun TerraNova 5th grade

Percent in each quartile

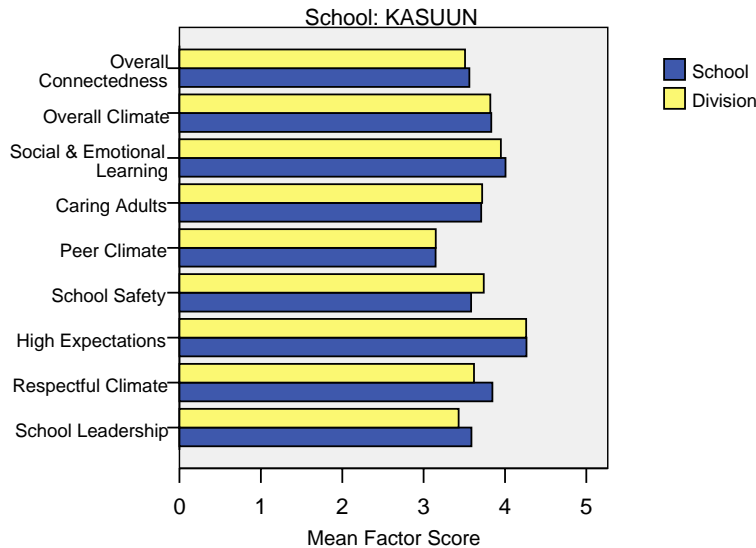
Reading	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	24.6%	30.4%	27.9%	26.8%	24.6%	24.5%	23.0%	18.3%
2004-2005	34.9%	29.2%	31.7%	27.6%	19.0%	24.5%	14.3%	18.7%
2003-2004	29.7%	30.6%	32.4%	26.9%	33.8%	24.2%	4.1%	18.3%
2002-2003	33.3%	29.1%	23.1%	26.6%	28.2%	23.8%	15.4%	20.5%
2001-2002	34.9%	30.3%	21.7%	26.0%	28.9%	24.6%	14.5%	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	19.7%	34.0%	34.4%	26.5%	29.5%	22.0%	16.4%	17.5%
2004-2005	28.6%	32.1%	31.7%	28.3%	30.2%	21.2%	9.5%	18.4%
2003-2004	36.5%	34.1%	36.5%	26.5%	18.9%	21.7%	8.1%	17.7%
2002-2003	33.3%	32.8%	35.9%	26.5%	16.7%	20.9%	14.1%	19.8%
2001-2002	32.5%	32.3%	32.5%	26.4%	21.7%	22.9%	13.3%	18.4%

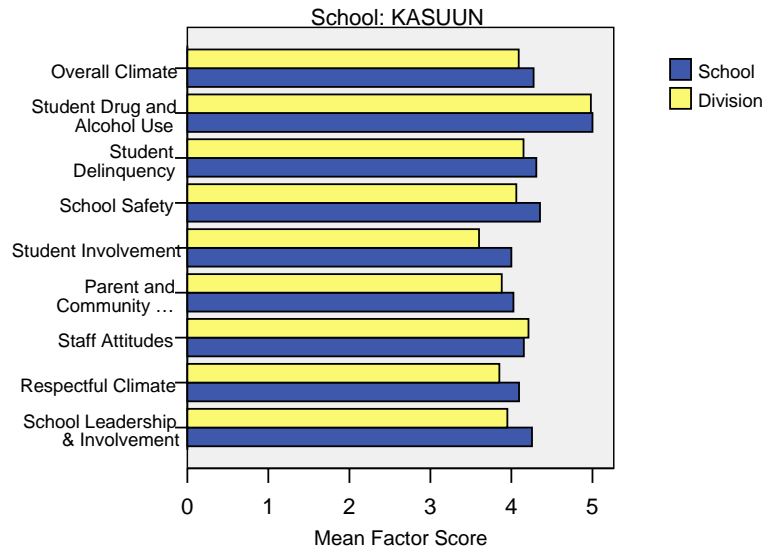
Math	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	14.8%	28.4%	29.5%	31.9%	27.9%	22.3%	27.9%	17.5%
2004-2005	20.6%	26.9%	30.2%	31.1%	34.9%	22.9%	14.3%	19.1%
2003-2004	23.0%	28.3%	41.9%	29.3%	18.9%	22.6%	16.2%	19.8%
2002-2003	19.2%	24.7%	37.2%	30.6%	32.1%	22.6%	11.5%	22.1%
2001-2002	28.9%	24.1%	28.9%	30.1%	27.7%	24.8%	14.5%	20.9%

Kasuun 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).