

**Table 90
McLaughlin**

Statement of Program

McLaughlin School provides a full day of academic and vocational classes for all residents of McLaughlin Youth Center (MYC). In these classes, youth meet the same challenging academic standards as other Anchorage School District students and are able to obtain credit towards a high school diploma. Our goal is to provide a solid educational program to those youth who are placed on detention or long-term treatment units. Since many of our youth were not attending school prior to their placement at M.Y.C., they are significantly behind their peers in credits and academic skills. The program has an emphasis on basic skill development, vocational training, and transitioning the youth back into appropriate school and employment settings. McLaughlin School serves a disproportionate amount of students with special needs. At least half of the students receive special education and/or ESL services. There is a significant turnover rate of students with school placements ranging from 1 day to several years.

From the Report Card/MLP

SCHOOL GOALS	
Goal	Level of Achievement
One hundred percent of graduating seniors will pass their High School Graduation Qualifying Exam.	Partially Attained
McLaughlin School will continue to collaborate with McLaughlin Youth Center staff on safety issues by participating in joint professional training activities on this topic.	Attained
Students will successfully transition back into the community.	Partially Attained

From the Report Card/MLP

BUDGET*	
2004-2005 Actual Expenditures	\$1,802,643
2004-06 Revised Budgeted Amount	\$1,621,381
2006-07 Proposed Budget	\$1,749,960
*Dollars budgeted or expended are general fund only.	

From IFAS

	School	District	Source of Information
Membership	140	50,051	Fall OASIS
Capacity	N/A	N/A	Board Report - #189 3/7/06
Attendance Rate	100%	93%	SMS end of year report
Transiency Rate	88.83%	22.72%	Report Card File
Economically Disadvantaged	140	16,769	Fall OASIS
Ave. Weekly Volunteer Hours	3	5,032	Report Card File
Graduation Rate	9.3%	63.9%	Cohort group rate – NCLB formula
Dropout Rate	40.39%	5.78%	OASIS end of year report
AP courses offered in 2005-2006	0	25	SMS transcript file
Students successfully completing AP courses	0	1,386	SMS transcript file
AP courses completed by students	0	2,524	SMS transcript file
Students Taking an Alternate Assessment	0	264	SMS
Students Taking a HSGQE Alternative Assessment	6	270	SMS
Change in Enrollment	-8.7%	0.3%	Report Card File

McLaughlin Characteristics

Teacher Qualification				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
19	100%	64%	0	57%

SCHOOL BUSINESS PARTNERSHIPS
Out North Theater The UPS Store

From MLP

ACCREDITATION		
Initial Accreditation	Name of Accrediting Organization	Level of Accreditation
1983	Northwest Association of Accredited Schools	Full

ETHNICITY REPORT - OCTOBER 2005						
Caucasian	African American	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	Multi-Ethnic	Total
33	20	56	18		13	140
23.57%	14.29%	40.00%	12.86%	0.00%	9.29%	100.00%

From Fall Oasis

TOTAL DROPOUT RATES							
Data Type	AK Native/ American Indian	Asian/ Pac. Islander	African American	Hispanic	Caucasian	Multi-Ethnic	Total
Enrollment	133	33	45	8	66	22	307
Final Dropouts	44	9	24	3	36	8	124
% of Dropouts	33.1%	27.3%	53.3%	37.5%	54.5%	36.4%	40.4%

From Summer Oasis

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
71	22	31.0%

From participation file (3-10 graders)

Anchorage School District
2005-2006 Adequate Yearly Progress

McLaughlin Secondary School

AMO For Language Arts: 71.48%
AMO For Math: 57.61%

Does Not Meet AYP
Level 3

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	71	68	95.8%	Yes	21	13	61.9%	48.5%	Yes	6	28.6%	32.5%	No
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	35	34	97.1%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	13	12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	8	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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	8	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	69	66	95.7%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	17	16	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LEP	13	13	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Graduation Rate (IMP) : 9.3% (Threshold is 55.58%)

N/A is used to indicate when a group does not need to be evaluated when:

(1) 20 or fewer students are enrolled in a group for all groups except "All Students".

(2) 40 or fewer students are enrolled FAY (column D) in the Disabled & LEP groups.

* For the groups where the number enrolled is fewer than or equal to 40, participation is met when no more than 2 miss the test. Groups can also meet this target using the average of the past two or three years.

** Where a group achieves a "Yes" without meeting the listed target, it has done so using either the 99% confidence interval or Safe Harbor.

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

This document was prepared by the ASD Assessment and Evaluation

7/19/2006

McLaughlin HSGQE - 10th Grade Results

Reading	Proficient		Not Proficient	
	School	District	School	District
2005-2006	56.4%	76.4%	43.6%	23.6%
2004-2005	30.3%	72.5%	69.7%	27.5%
2003-2004	33.4%	73.3%	66.7%	26.7%
2002-2003	55.2%	72.8%	44.9%	27.1%

Writing	Proficient		Not Proficient	
	School	District	School	District
2005-2006	64.1%	90.8%	35.9%	9.2%
2004-2005	50.0%	85.6%	50.1%	14.4%
2003-2004	65.0%	87.0%	35.0%	13.0%
2002-2003	69.8%	85.4%	30.2%	14.6%

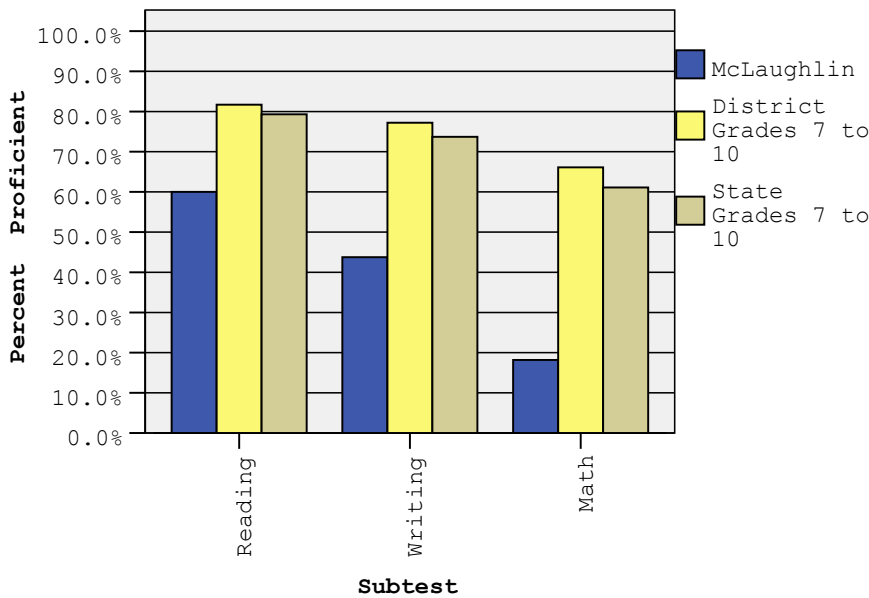
Math	Proficient		Not Proficient	
	School	District	School	District
2005-2006	25.0%	79.9%	75.0%	20.1%
2004-2005	39.4%	76.3%	60.6%	14.4%
2003-2004	28.2%	69.8%	71.8%	30.2%
2002-2003	33.3%	74.3%	66.7%	25.7%

McLaughlin HSGQE Scores Spring 2006				
Students	Proficient		Not Proficient	
	Number	Percent	Number	Percent
Grade 10				
Reading	22	56.4%	17	43.6%
Writing	25	64.1%	14	35.9%
Math	10	25.0%	30	75.0%

McLaughlin High School SBA Proficiency – Spring 2006

	Reading		Writing		Math	
	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient
All Grades	60.4%	60.0%	42.2%	43.8%	20.0%	18.2%
5th Grade	.0%	N/A	.0%	N/A	.0%	N/A
7th Grade	100.0%	N/A	.0%	N/A	.0%	N/A
8th Grade	66.7%	33.3%	42.9%	33.3%	26.7%	16.7%
9th Grade	56.7%	70.0%	46.4%	65.0%	18.5%	38.1%
10th Grade	N/A	59.0%	N/A	34.2%	N/A	7.7%

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



* District and State Grades 7 to 10

Anchorage School District: Profile of Performance 2005-06

McLaughlin SBA Proficiency by NCLB Groups – Spring 2006

		Reading		Writing		Math	
		Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient
Ethnicity	All Students	60.0%	40.0%	43.8%	56.3%	18.2%	81.8%
	African American	80.0%	20.0%	40.0%	60.0%	0.0%	100.0%
	AK Native/ American Indian	52.9%	47.1%	32.4%	67.6%	21.2%	78.8%
	Asian	66.7%	33.3%	60.0%	40.0%	8.3%	91.7%
	Caucasian	85.7%	14.3%	50.0%	50.0%	14.3%	85.7%
	Hispanic	0.0%	100.0%	100.0%	0.0%	0.0%	100.0%
	Multi-Ethnic	62.5%	37.5%	62.5%	37.5%	37.5%	62.5%
Low Income	Yes	60.3%	39.7%	43.5%	56.5%	15.6%	84.4%
	No	50.0%	50.0%	50.0%	50.0%	100.0%	0.0%
Disabled	Yes	43.8%	56.3%	6.7%	93.3%	0.0%	100.0%
	No	65.3%	34.7%	55.1%	44.9%	24.0%	76.0%
LEP	Yes	45.5%	54.5%	50.0%	50.0%	8.3%	91.7%
	No	63.0%	37.0%	42.6%	57.4%	20.4%	79.6%
Migrant	Yes	25.0%	75.0%	25.0%	75.0%	0.0%	100.0%
	No	62.3%	37.7%	45.0%	55.0%	19.4%	80.6%
Gender	Female	47.1%	52.9%	37.5%	62.5%	6.3%	93.8%
	Male	64.6%	35.4%	45.8%	54.2%	22.0%	78.0%

Anchorage School District: Profile of Performance 2005-06

McLaughlin 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	317.5	328.1	290.2	317.3	262.7	277.0
	African American	314.1	451.0	295.6	369.0	241.9	231.0
	AK Native/ American Indian	300.9	330.5	266.9	315.4	251.3	279.2
	Asian	290.9	285.0	279.8	306.7	263.6	280.3
	Caucasian	374.4	370.0	328.2	317.7	289.0	260.0
	Hispanic	310.0	254.0	336.0	303.0	245.0	271.0
	Multi-Ethnic	446.5	311.3	402.0	324.3	369.5	296.0
Low Income	Yes	317.5	327.8	290.2	314.6	262.7	271.5
	No	.	331.5	.	349.5	.	345.5
Disabled	Yes	290.8	302.0	288.8	257.7	239.0	231.0
	No	324.5	331.5	290.6	325.0	268.6	282.8
LEP	Yes	293.5	281.8	293.5	314.3	275.0	292.0
	No	322.3	336.5	289.5	317.7	260.0	274.4
Migrant	Yes	265.0	260.5	257.0	283.0	236.0	238.5
	No	319.8	333.8	291.0	320.1	263.3	280.1
Gender	Female	297.5	290.7	277.3	306.3	255.0	258.0
	Male	319.3	333.0	291.5	318.7	263.4	279.4

. No students tested in both years in this category

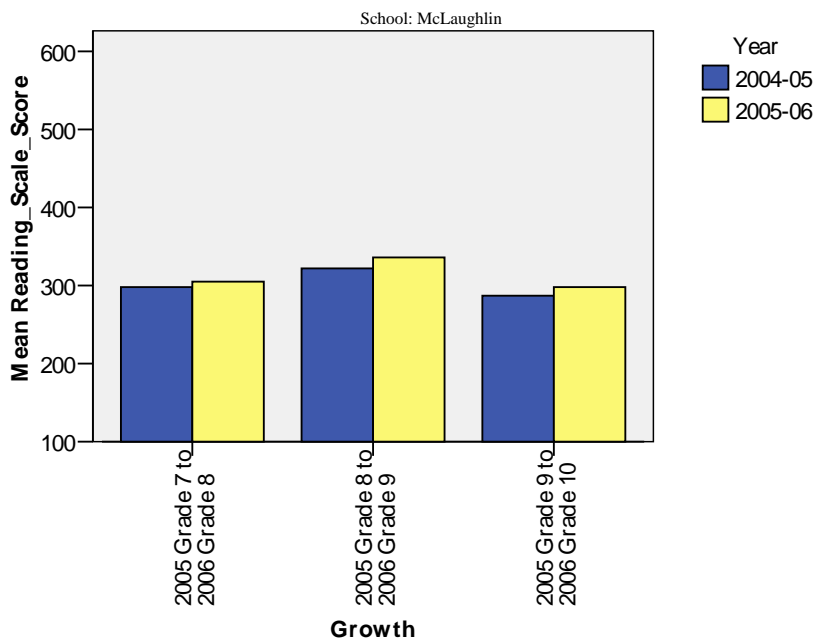
Anchorage School District: Profile of Performance 2005-06

McLaughlin 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 7 in 2005	Grade 8 in 2006	Difference	Grade 8 in 2005	Grade 9 in 2006	Difference	Grade 9 in 2005	Grade 10 in 2006	Difference
Ethnicity	All Students	298.0	305.4	7.4	321.7	336.2	14.5	286.9	298.1	11.2
	African American	.	.	.	295.7	451.3	155.7	274.0	295.4	21.4
	AK Native/American Indian	298.2	286.0	-12.2	344.1	351.7	7.6	262.8	280.9	18.1
	Asian	.	.	.	348.4	284.7	-63.7	283.2	300.0	16.8
	Caucasian	.	.	.	325.9	370.1	44.2	310.3	354.8	44.5
	Hispanic	.	.	.	243.0	254.4	11.4	.	.	.
	Multi-Ethnic	.	.	.	327.8	310.9	-16.9	367.7	317.3	-50.4
Low Income	Yes	298.4	304.7	6.3	322.2	336.0	13.8	287.1	297.7	10.6
	No	.	.	.	.	.	.	.	.	.
Disabled	Yes	.	258.4	.	.	324.2	.	242.9	254.1	11.2
	No	297.8	313.9	16.1	321.7	337.3	15.7	320.0	320.4	0.4
LEP	Yes	.	.	.	301.1	281.7	-19.4	253.8	273.9	20.1
	No	298.3	304.8	6.5	330.4	350.7	20.3	300.2	303.0	2.8
Migrant	Yes	257.7	290.2	32.5	279.9	231.1	-48.8	265.3	250.8	-14.5
	No	337.7	308.3	-29.4	325.0	342.4	17.4	288.7	301.2	12.5
Gender	Female	.	257.7	.	303.8	306.9	3.1	285.7	300.3	14.7
	Male	298.4	313.7	15.3	324.2	339.0	14.8	287.1	296.7	9.6

. 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



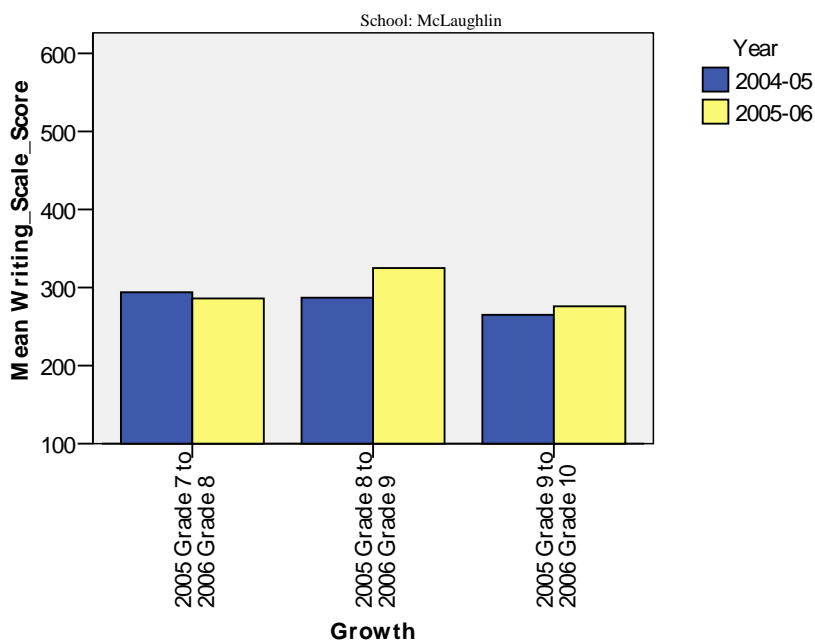
Anchorage School District: Profile of Performance 2005-06

McLaughlin 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 7 in 2005	Grade 8 in 2006	Difference	Grade 8 in 2005	Grade 9 in 2006	Difference	Grade 9 in 2005	Grade 10 in 2006	Difference
Ethnicity	All Students	293.7	286.2	-7.5	286.9	325.1	38.2	265.3	275.8	10.5
	African American	.	.	.	252.0	369.4	117.4	228.7	262.2	33.5
	AK Native/American Indian	294.1	287.2	-6.9	272.8	330.9	58.1	256.7	264.3	7.7
	Asian	.	.	.	329.2	309.0	-20.2	259.1	278.7	19.6
	Caucasian	.	.	.	330.3	317.8	-12.5	255.4	298.7	43.3
	Hispanic	.	.	.	275.7	303.2	27.5	.	.	.
	Multi-Ethnic	.	.	.	271.7	324.3	52.7	330.0	311.4	-18.7
LowIncome	Yes	294.2	286.0	-8.2	287.1	324.7	37.6	264.8	275.9	11.1
	No	.	.	.	.	.	.	.	.	.
Disabled	Yes	.	285.2	.	113.9	244.1	130.2	250.3	218.8	-31.5
	No	293.7	286.3	-7.3	299.0	336.4	37.4	275.7	302.2	26.5
LEP	Yes	.	.	.	300.8	313.9	13.1	251.7	265.3	13.7
	No	294.4	285.7	-8.7	282.2	328.0	45.8	271.1	277.7	6.6
Migrant	Yes	259.9	268.1	8.2	215.3	297.8	82.5	257.4	236.7	-20.7
	No	328.0	290.4	-37.7	291.7	327.2	35.5	265.9	278.1	12.2
Gender	Female	.	289.9	.	311.7	315.3	3.7	248.0	284.4	36.4
	Male	294.2	285.0	-9.2	283.1	326.7	43.6	272.8	270.9	-1.9

. 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



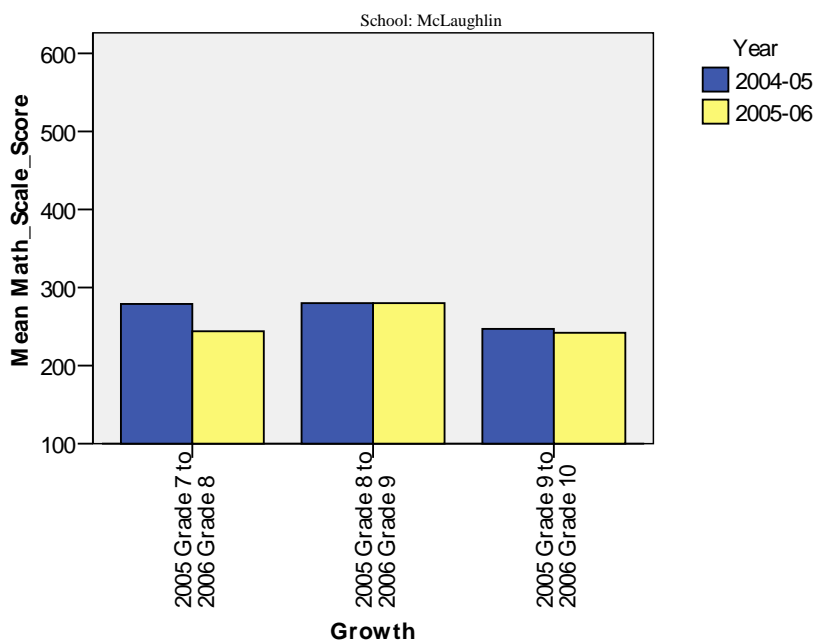
Anchorage School District: Profile of Performance 2005-06

McLaughlin 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 7 in 2005	Grade 8 in 2006	Difference	Grade 8 in 2005	Grade 9 in 2006	Difference	Grade 9 in 2005	Grade 10 in 2006	Difference
Ethnicity	All Students	279.3	243.8	-35.5	280.4	279.7	-0.7	247.2	242.0	-5.2
	African American	.	.	.	202.9	231.1	28.2	213.3	249.8	36.5
	AK Native/American Indian	278.7	216.8	-61.9	307.0	290.4	-16.7	241.7	229.2	-12.5
	Asian	.	.	.	307.8	281.9	-25.9	253.7	263.3	9.7
	Caucasian	.	.	.	294.2	260.0	-34.2	203.1	233.7	30.6
	Hispanic	.	.	.	218.3	270.8	52.5	.	.	.
	Multi-Ethnic	.	.	.	255.7	296.2	40.5	303.9	258.1	-45.8
Low Income	Yes	278.8	243.9	-34.9	279.7	280.3	0.7	247.0	242.4	-4.7
	No	.	.	.	.	.	.	.	.	.
Disabled	Yes	.	257.8	.	340.4	217.7	-122.7	222.2	215.0	-7.2
	No	278.7	241.2	-37.5	275.9	288.1	12.2	268.3	255.8	-12.5
LEP	Yes	.	.	.	256.0	292.4	36.4	253.7	236.2	-17.5
	No	279.1	243.7	-35.4	288.8	276.9	-11.9	245.7	244.3	-1.3
Migrant	Yes	246.4	231.7	-14.7	221.2	245.0	23.8	236.1	226.7	-9.4
	No	310.9	246.1	-64.8	284.3	282.8	-1.5	248.4	242.7	-5.7
Gender	Female	.	175.4	.	261.7	300.2	38.5	231.9	230.1	-1.8
	Male	278.8	257.9	-20.9	282.7	278.3	-4.3	255.0	249.4	-5.7

. 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 2005-06

McLaughlin Grades 7-10 SBA Results Compared with District and State: Reading

Reading		% Advanced			% Proficient			% Below Proficient			% Far Below Proficient			Total Students Tested	Percent Tested		
		School	District	State	School	District	State	School	District	State	School	District	State	School	School	District	State
Ethnicity	All Students	13.8%	35.6%	32.6%	46.2%	46.1%	46.7%	27.7%	13.8%	15.8%	12.3%	4.5%	5.0%	71	95.8%	96.1%	95.5%
	African American	20.0%	18.2%	18.2%	60.0%	50.1%	51.5%	0.0%	23.1%	22.7%	20.0%	8.6%	7.5%	5	100.0%	95.7%	95.8%
	AK Native/American Indian	8.8%	18.4%	13.8%	44.1%	49.2%	47.5%	32.4%	23.6%	28.3%	14.7%	8.8%	10.3%	35	97.1%	93.3%	94.2%
	Asian	0.0%	21.7%	24.0%	66.7%	51.1%	51.7%	22.2%	20.0%	18.5%	11.1%	7.3%	5.8%	13	92.3%	96.7%	96.1%
	Caucasian	42.9%	46.9%	43.7%	42.9%	43.3%	44.9%	14.3%	7.8%	9.0%	0.0%	2.0%	2.3%	8	87.5%	97.0%	96.0%
	Hispanic	*	19.8%	21.9%	*	50.6%	50.9%	*	22.4%	20.6%	*	7.2%	6.5%	*	100.0%	94.0%	93.8%
	Multi-Ethnic	25.0%	27.4%	27.1%	37.5%	46.7%	49.6%	25.0%	19.1%	17.8%	12.5%	6.8%	5.5%	8	100.0%	94.6%	95.1%
Low Income	Yes	12.7%	16.0%	17.0%	47.6%	49.8%	48.4%	27.0%	24.2%	25.3%	12.7%	10.0%	9.3%	69	95.7%	93.9%	95.0%
	No	*	43.8%	41.0%	*	44.5%	45.7%	*	9.5%	10.7%	*	2.2%	2.7%	*	100.0%	97.1%	95.7%
Disabled	Yes	0.0%	5.8%	5.5%	43.8%	36.0%	34.2%	18.8%	36.6%	37.8%	37.5%	21.6%	22.6%	17	94.1%	88.6%	89.3%
	No	18.4%	39.3%	36.0%	46.9%	47.3%	48.2%	30.6%	11.0%	13.0%	4.1%	2.4%	2.8%	54	96.3%	97.1%	96.3%
LEP	Yes	0.0%	8.3%	6.0%	45.5%	51.5%	45.8%	36.4%	28.9%	34.9%	18.2%	11.3%	13.3%	13	100.0%	94.5%	94.7%
	No	16.7%	40.3%	37.1%	46.3%	45.1%	46.8%	25.9%	11.2%	12.5%	11.1%	3.4%	3.6%	58	94.8%	96.4%	95.6%
Migrant	Yes	0.0%	18.3%	16.5%	25.0%	51.8%	45.9%	50.0%	19.2%	26.8%	25.0%	10.7%	10.8%	5	80.0%	94.6%	96.2%
	No	14.8%	36.1%	33.7%	47.5%	45.9%	46.7%	26.2%	13.6%	15.0%	11.5%	4.3%	4.6%	66	97.0%	96.2%	95.4%
Gender	Female	11.8%	38.4%	35.2%	35.3%	46.7%	47.8%	41.2%	11.9%	13.5%	11.8%	3.0%	3.6%	17	100.0%	96.5%	95.7%
	Male	14.6%	33.0%	30.1%	50.0%	45.5%	45.6%	22.9%	15.6%	17.9%	12.5%	5.9%	6.4%	54	94.4%	95.7%	95.2%

*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 2005-06

McLaughlin Grades 7-10 SBA Results Compared with District and State: Writing

Writing		% Advanced			% Proficient			% Below Proficient			% Far Below Proficient			Total Students Tested	Percent Tested		
		School	District	State	School	District	State	School	District	State	School	District	State	School	School	District	State
Ethnicity	All Students	0.0%	9.6%	7.9%	43.8%	67.7%	65.8%	43.8%	16.8%	19.3%	12.5%	6.0%	6.9%	71	95.8%	96.1%	95.4%
	African American	0.0%	3.0%	3.3%	40.0%	61.4%	62.2%	40.0%	24.6%	24.2%	20.0%	10.9%	10.3%	5	100.0%	96.0%	95.9%
	AK Native/American Indian	0.0%	2.7%	2.0%	32.4%	56.5%	52.0%	55.9%	29.3%	32.7%	11.8%	11.5%	13.2%	35	97.1%	93.2%	94.1%
	Asian	0.0%	6.0%	6.3%	60.0%	63.6%	66.5%	30.0%	22.1%	20.4%	10.0%	8.3%	6.8%	13	92.3%	96.9%	96.0%
	Caucasian	0.0%	13.4%	11.3%	50.0%	72.7%	72.2%	33.3%	10.8%	12.7%	16.7%	3.2%	3.8%	8	87.5%	97.0%	95.9%
	Hispanic	*	4.5%	4.6%	*	64.2%	64.0%	*	23.3%	23.2%	*	8.0%	8.2%	*	100.0%	93.8%	93.8%
	Multi-Ethnic	0.0%	7.0%	6.6%	62.5%	61.4%	64.4%	25.0%	22.9%	22.0%	12.5%	8.8%	7.0%	8	100.0%	94.6%	95.0%
Low Income	Yes	0.0%	3.1%	3.1%	43.5%	56.2%	55.0%	43.5%	29.0%	29.7%	12.9%	11.7%	12.2%	69	95.7%	93.6%	94.8%
	No	*	12.2%	10.5%	*	72.5%	71.6%	*	11.7%	13.8%	*	3.6%	4.1%	*	100.0%	97.2%	95.7%
Disabled	Yes	0.0%	0.7%	0.5%	6.7%	28.8%	26.9%	46.7%	40.8%	42.1%	46.7%	29.7%	30.5%	17	94.1%	89.3%	89.6%
	No	0.0%	10.7%	8.9%	55.1%	72.5%	70.7%	42.9%	13.8%	16.5%	2.0%	3.0%	4.0%	54	96.3%	97.0%	96.2%
LEP	Yes	0.0%	1.7%	1.0%	50.0%	53.0%	45.3%	30.0%	32.5%	37.7%	20.0%	12.8%	16.0%	13	100.0%	94.7%	94.8%
	No	0.0%	10.9%	9.1%	42.6%	70.2%	69.3%	46.3%	14.1%	16.2%	11.1%	4.8%	5.4%	58	94.8%	96.4%	95.5%
Migrant	Yes	0.0%	4.1%	2.7%	25.0%	53.9%	52.9%	50.0%	30.4%	31.8%	25.0%	11.5%	12.6%	5	80.0%	93.7%	96.2%
	No	0.0%	9.7%	8.3%	45.0%	68.1%	66.7%	43.3%	16.4%	18.4%	11.7%	5.8%	6.5%	66	97.0%	96.2%	95.4%
Gender	Female	0.0%	12.5%	10.8%	37.5%	71.8%	70.7%	56.3%	12.6%	14.8%	6.3%	3.1%	3.7%	17	100.0%	96.5%	95.6%
	Male	0.0%	6.8%	5.3%	45.8%	63.8%	61.1%	39.6%	20.8%	23.6%	14.6%	8.7%	10.0%	54	94.4%	95.8%	95.2%

*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 2005-06

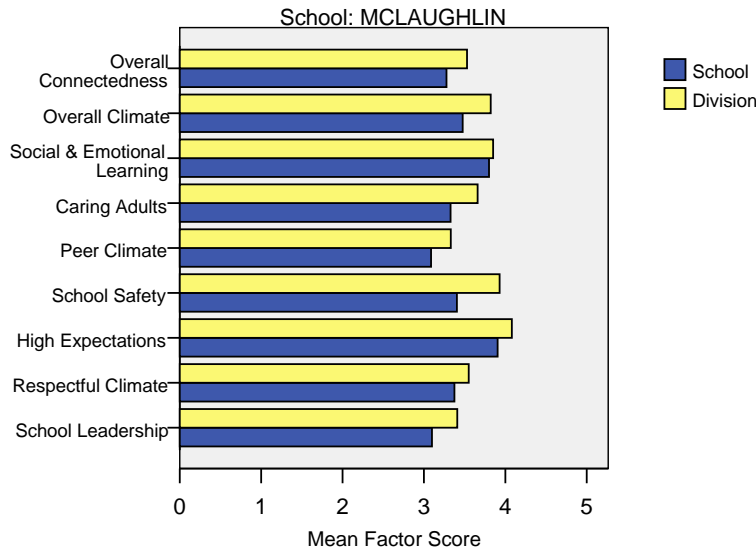
McLaughlin Grades 7-10 SBA Results Compared with District and State: Math

Math		% Advanced			% Proficient			% Below Proficient			% Far Below Proficient			Total Students Tested	Percent Tested		
		School	District	State	School	District	State	School	District	State	School	District	State	School	School	District	State
Ethnicity	All Students	0.0%	27.5%	22.6%	18.2%	38.5%	38.5%	31.8%	18.0%	20.4%	50.0%	15.9%	18.4%	71	95.8%	96.0%	95.3%
	African American	0.0%	10.9%	10.7%	0.0%	33.2%	33.1%	60.0%	25.0%	26.0%	40.0%	30.9%	30.2%	5	100.0%	95.8%	95.7%
	AK Native/American Indian	0.0%	14.0%	9.8%	21.2%	37.0%	33.2%	18.2%	23.7%	25.9%	60.6%	25.2%	31.1%	35	97.1%	92.2%	93.7%
	Asian	0.0%	23.7%	24.9%	8.3%	39.0%	39.6%	58.3%	19.3%	19.4%	33.3%	18.0%	16.1%	13	92.3%	97.3%	96.6%
	Caucasian	0.0%	35.6%	29.6%	14.3%	39.8%	41.1%	28.6%	14.8%	17.5%	57.1%	9.8%	11.8%	8	87.5%	96.9%	95.7%
	Hispanic	*	14.7%	13.7%	*	36.9%	38.6%	*	22.8%	23.7%	*	25.6%	24.0%	*	100.0%	94.8%	94.6%
	Multi-Ethnic	0.0%	18.1%	17.4%	37.5%	37.3%	38.4%	25.0%	21.0%	22.2%	37.5%	23.6%	22.0%	8	100.0%	94.9%	95.7%
Low Income	Yes	0.0%	12.7%	11.2%	15.6%	35.4%	34.2%	32.8%	24.0%	25.5%	51.6%	27.8%	29.1%	69	95.7%	93.7%	94.7%
	No	*	33.7%	28.7%	*	39.8%	40.8%	*	15.5%	17.7%	*	10.9%	12.7%	*	100.0%	97.0%	95.5%
Disabled	Yes	0.0%	4.5%	3.1%	0.0%	14.6%	14.9%	25.0%	24.6%	24.7%	75.0%	56.3%	57.3%	17	94.1%	89.2%	89.7%
	No	0.0%	30.4%	25.1%	24.0%	41.5%	41.5%	34.0%	17.2%	19.9%	42.0%	10.9%	13.5%	54	96.3%	97.0%	96.0%
LEP	Yes	0.0%	11.2%	7.2%	8.3%	34.6%	29.9%	41.7%	24.3%	27.3%	50.0%	29.8%	35.6%	13	100.0%	95.5%	95.2%
	No	0.0%	30.4%	25.3%	20.4%	39.2%	40.0%	29.6%	16.9%	19.2%	50.0%	13.5%	15.5%	58	94.8%	96.1%	95.3%
Migrant	Yes	0.0%	15.6%	12.7%	0.0%	36.0%	33.0%	25.0%	23.3%	25.7%	75.0%	25.1%	28.6%	5	80.0%	92.9%	96.0%
	No	0.0%	27.9%	23.3%	19.4%	38.6%	38.9%	32.3%	17.9%	20.1%	48.4%	15.6%	17.7%	66	97.0%	96.1%	95.2%
Gender	Female	0.0%	26.3%	21.8%	6.3%	40.7%	40.0%	18.8%	19.1%	21.2%	75.0%	14.0%	17.0%	17	100.0%	96.3%	95.3%
	Male	0.0%	28.7%	23.4%	22.0%	36.5%	37.1%	36.0%	17.0%	19.7%	42.0%	17.7%	19.8%	54	94.4%	95.8%	95.2%

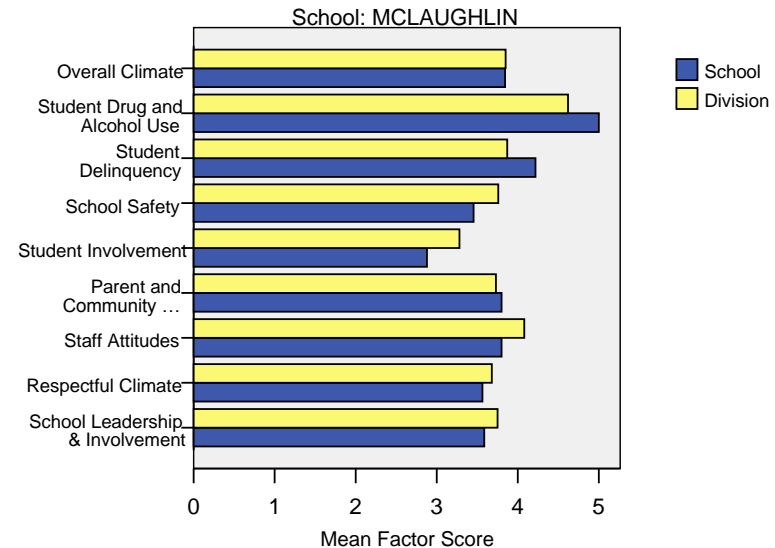
*The total number of students tested in this category is fewer than 5. Results cannot be reported according to the state's protocol for reporting results.

McLaughlin 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.

Anchorage School District: Profile of Performance 2005-06

- **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).