

Table 35

**North Star School Overview**

**Statement of Program**

Richly diverse populations of pre-kindergarten through sixth grade students attend North Star Elementary School. They are supported by many highly qualified teachers and paraprofessionals. Students benefit from multiple specialized programs, including 21<sup>st</sup> Century after school tutoring, Campfire, for before and after-school child care, Indian Education student support, a neighborhood preschool and a Child in Transition/Homeless (CIT/H) preschool. Bilingual tutors and a fully staffed Bilingual Learning Lab support students whose primary language is not English. In addition, there is a full time counselor and school nurse.

North Star is a Title I school that qualifies all children for free breakfast and lunch. The schoolwide Title I model ensures that each classroom has an additional certified teacher working to meet the needs of all students during an uninterrupted block of core instruction. At North Star we strive to be “a diverse and caring community of lifelong learners, supporting each other on our journeys to do our personal best for ourselves and others.”

From the Report Card/MLP

SCHOOL GOALS	
Goal	Level of Achievement
Improve Reading Proficiency.	Attained
Improve Writing Proficiency.	Attained
Improve Mathematics Proficiency.	Attained

From the School Report Card

BUDGET*	
2004-2005 Actual Expenditures	\$2,123,269
2005-2006 Revised Budgeted Amount	\$2,234,599
2006-2007 Proposed Budget	\$2,296,450

\*Dollars budgeted or expended are general fund only.

From IFAS

	School	District	Source of Information
Membership	443	50,051	Fall OASIS
Capacity	73%	N/A	Board Report - #189 3/7/06
Attendance Rate	92%	93%	SMS end of year report
Retention Rate	2.3%	1.2%	Report Card File
Transiency Rate	41.05%	22.72%	Report Card File
Economically Disadvantaged	443	16,769	Fall OASIS
Ave. Weekly Volunteer Hours	10	5,032	Report Card File
Students Taking an Alternate Assessment	0	264	SMS
Change in Enrollment	-7.4	0.3%	Report Card File

North Star 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>
41	100%	35%	0	87%

<b>SCHOOL BUSINESS PARTNERSHIPS</b>
Anchorage Community Council Midtown Rotary Big Brother/Big Sister Program Steller Secondary School ASD Indian Education Program for Family Enrichment Subway Restaurant Wayne's Texas Barbeque Chuck E. Cheese

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>
106	41	105	69	68	54	443
23.93%	9.26%	23.70%	15.58%	15.35%	12.19%	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>
220	177	80.5%

From participation file (3-10 graders)

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

**North Star Elementary**

**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
All Students	220	220	100%	Yes	177	124	70.1%	63.6%	Yes	96	54.2%	49%	Yes
African American	24	24	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AkNa & Amln	57	57	100%	Yes	44	27	61.4%	55.6%	Yes	18	40.9%	40.3%	Yes
Asian	33	33	100%	Yes	26	16	61.5%	50.8%	Yes	11	42.3%	35%	Yes
Caucasian	53	53	100%	Yes	43	33	76.7%	55.4%	Yes	32	74.4%	40.1%	Yes
Hispanic	34	34	100%	Yes	31	21	67.7%	52.6%	Yes	14	45.2%	36.9%	Yes
Multi-Ethnic	19	19	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	220	220	100%	Yes	177	124	70.1%	63.6%	Yes	96	54.2%	49%	Yes
Disabled	40	40	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LEP	72	72	100%	Yes	58	39	67.2%	57.7%	Yes	23	39.7%	42.5%	No

Attendance Rate: 92.3% (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.

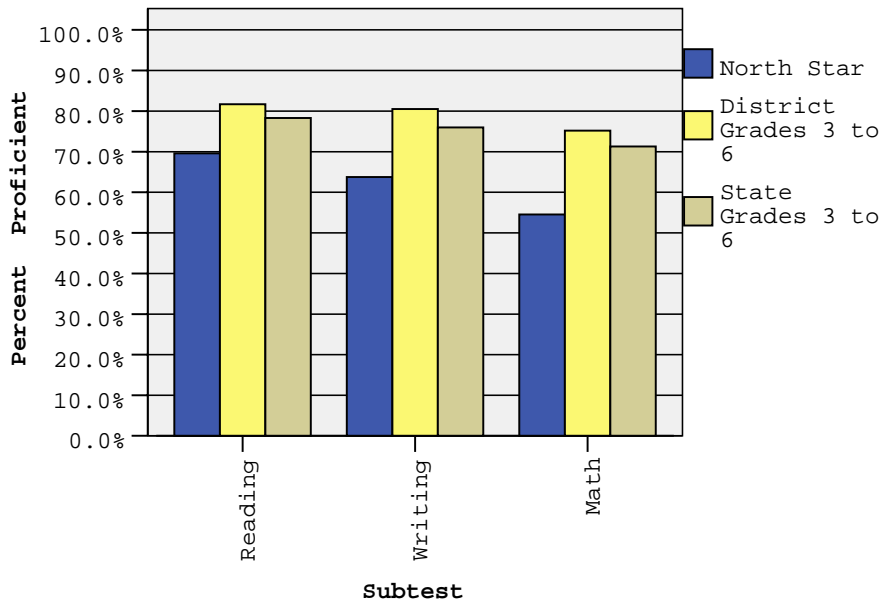
This document was prepared by the ASD Assessment and Evaluation 7/19/2006

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

**No Star Elementary School SBA Proficiency – Spring 2006**

	Reading		Writing		Math	
	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient
All Grades	61.8%	69.6%	60.7%	63.8%	48.6%	54.5%
3 <sup>rd</sup> Grade	54.0%	74.5%	60.3%	66.1%	50.8%	71.9%
4 <sup>th</sup> Grade	65.3%	74.1%	56.3%	69.0%	49.0%	52.5%
5 <sup>th</sup> Grade	58.0%	70.8%	60.0%	62.5%	41.2%	43.8%
6 <sup>th</sup> Grade	72.0%	58.9%	66.0%	57.1%	52.8%	48.2%

**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**

**No Star SBA Proficiency by NCLB Groups – Spring 2006**

		Reading		Writing		Math	
		Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient
Ethnicity	All Students	69.6%	30.4%	63.8%	36.2%	54.5%	45.5%
	African American	70.8%	29.2%	70.8%	29.2%	66.7%	33.3%
	AK Native/ American Indian	58.9%	41.1%	50.9%	49.1%	40.4%	59.6%
	Asian	67.7%	32.3%	64.5%	35.5%	48.5%	51.5%
	Caucasian	77.4%	22.6%	73.6%	26.4%	73.6%	26.4%
	Hispanic	67.6%	32.4%	64.7%	35.3%	44.1%	55.9%
	Multi-Ethnic	84.2%	15.8%	63.2%	36.8%	57.9%	42.1%
LowIncome	Yes	69.6%	30.4%	63.8%	36.2%	54.5%	45.5%
	No	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Disabled	Yes	33.3%	66.7%	25.0%	75.0%	17.5%	82.5%
	No	77.5%	22.5%	72.5%	27.5%	62.8%	37.2%
LEP	Yes	71.4%	28.6%	67.1%	32.9%	41.7%	58.3%
	No	68.7%	31.3%	62.2%	37.8%	60.8%	39.2%
Migrant	Yes	66.7%	33.3%	55.6%	44.4%	44.4%	55.6%
	No	69.7%	30.3%	64.1%	35.9%	55.0%	45.0%
Gender	Female	76.5%	23.5%	72.2%	27.8%	55.2%	44.8%
	Male	61.8%	38.2%	54.4%	45.6%	53.8%	46.2%

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

No Star 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	334.4	335.9	320.6	328.0	305.5	311.8
	African American	333.6	348.9	321.7	337.7	280.0	319.5
	AK Native/ American Indian	324.4	314.3	307.3	301.5	302.3	293.5
	Asian	330.1	328.7	323.9	317.0	309.9	305.9
	Caucasian	360.0	360.5	341.4	356.2	325.9	336.6
	Hispanic	324.1	325.6	311.7	328.6	301.2	303.7
	Multi-Ethnic	322.8	344.1	308.0	333.6	286.3	312.4
Low Income	Yes	334.4	335.9	320.6	328.0	305.5	311.8
	No	.	.	.	.	.	.
Disabled	Yes	273.8	266.5	263.2	258.5	255.8	251.5
	No	350.2	351.0	335.8	343.6	317.9	325.2
LEP	Yes	320.9	325.1	312.0	321.1	301.1	297.0
	No	342.3	341.0	325.8	331.3	308.3	319.0
Migrant	Yes	300.4	357.4	292.3	341.7	284.6	306.7
	No	336.0	334.9	322.0	327.4	306.4	312.0
Gender	Female	338.4	347.2	325.6	340.9	298.5	315.0
	Male	331.2	323.1	316.7	313.7	311.2	308.2

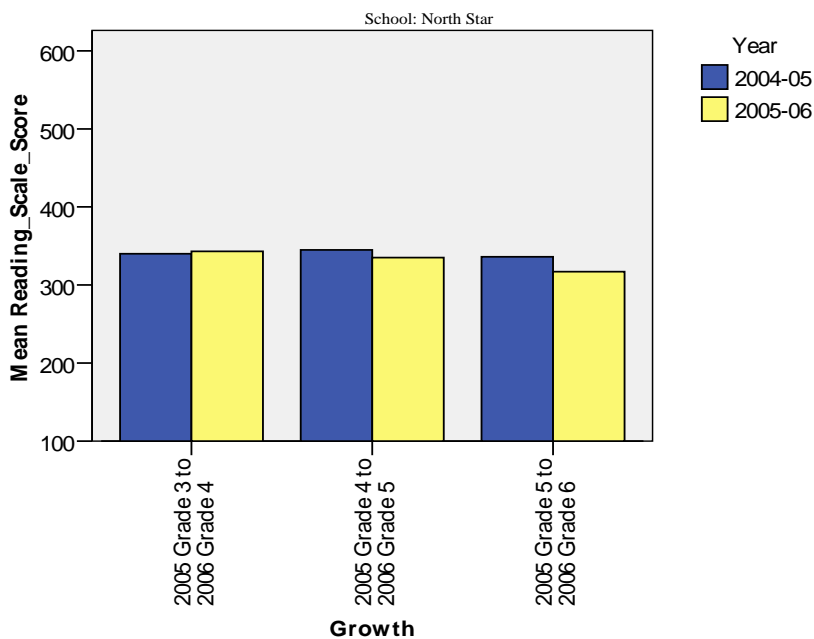
. No students tested in both years in this category

No Star 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	340.1	342.7	2.6	344.8	334.9	-9.9	335.7	317.3	-18.4
	African American	346.4	326.7	-19.7	390.2	361.0	-29.2	381.1	342.7	-38.4
	AK Native/ American Indian	313.9	315.1	1.2	338.8	312.8	-26.0	288.4	284.7	-3.7
	Asian	314.0	318.4	4.4	374.7	357.2	-17.5	311.9	301.1	-10.8
	Caucasian	346.8	360.9	14.1	352.7	345.3	-7.3	401.0	372.4	-28.7
	Hispanic	365.2	363.0	-2.2	291.1	297.7	6.6	312.8	297.9	-14.9
	Multi-Ethnic	362.3	368.8	6.5	277.4	305.7	28.3	317.2	324.0	6.8
LowIncome	Yes	339.7	343.2	3.5	344.9	335.1	-9.8	336.3	316.8	-19.5
	No	.	.	.	.	.	.	.	.	.
Disabled	Yes	282.1	282.7	0.6	250.8	274.9	24.1	270.7	248.3	-22.4
	No	365.4	362.7	-2.7	357.2	345.0	-12.2	352.1	333.7	-18.4
LEP	Yes	340.9	346.1	5.2	313.3	307.8	-5.5	319.4	301.7	-17.7
	No	340.0	340.4	0.4	356.7	347.2	-9.5	348.9	326.1	-22.8
Migrant	Yes	317.8	360.9	43.1	.	.	.	340.0	341.4	1.4
	No	343.2	341.0	-2.2	345.1	334.7	-10.4	335.8	315.9	-19.9
Gender	Female	340.3	344.8	4.5	348.4	335.7	-12.7	352.2	333.0	-19.2
	Male	340.7	339.2	-1.5	342.9	334.1	-8.8	319.3	296.8	-22.5

. 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

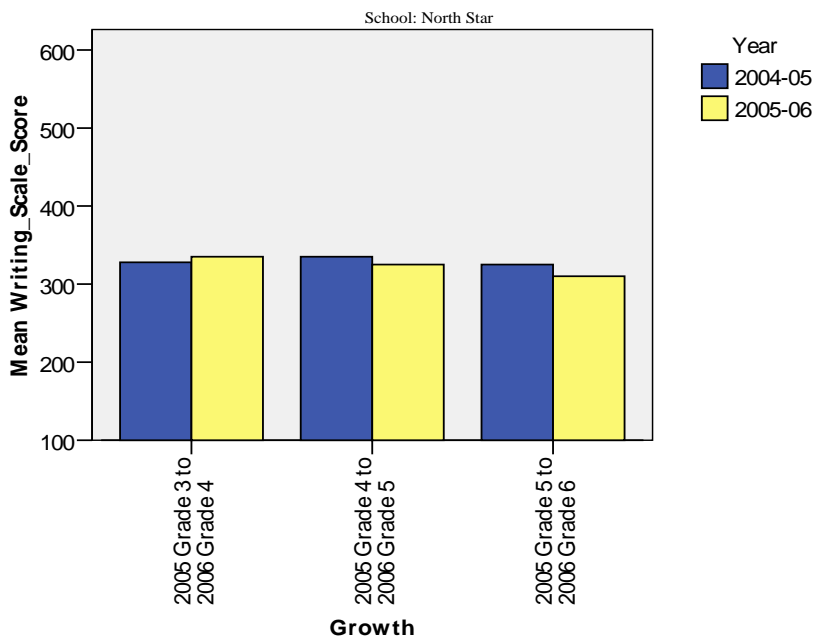


No Star SBA Growth in Average Scale Score by NCLB Groups: Writing

		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	327.8	334.9	7.1	334.7	325.3	-9.3	325.0	310.4	-14.7
	African American	317.2	309.0	-8.2	388.1	370.7	-17.4	349.8	323.9	-25.9
	AK Native/American Indian	318.3	308.8	-9.5	303.9	317.7	13.8	282.2	266.0	-16.2
	Asian	299.7	311.2	11.5	375.9	339.1	-36.8	307.3	291.8	-15.5
	Caucasian	338.7	351.3	12.7	334.0	335.4	1.4	382.7	370.2	-12.5
	Hispanic	344.1	359.7	15.6	298.8	281.9	-16.9	303.7	317.3	13.7
	Multi-Ethnic	342.4	364.7	22.3	247.2	283.0	35.8	311.1	306.7	-4.4
LowIncome	Yes	327.9	335.1	7.2	335.3	324.8	-10.5	325.4	309.7	-15.7
	No	.	.	.	.	.	.	.	.	.
Disabled	Yes	291.8	280.9	-10.9	244.7	275.3	30.7	250.0	231.4	-18.7
	No	344.2	354.0	9.8	347.1	333.7	-13.4	342.8	328.9	-13.9
LEP	Yes	321.3	343.8	22.5	314.4	298.7	-15.7	313.2	305.0	-8.2
	No	333.7	329.2	-4.5	343.9	337.1	-6.8	333.3	313.8	-19.5
Migrant	Yes	314.7	335.3	20.7	.	.	.	327.7	336.2	8.5
	No	330.1	334.7	4.6	334.8	324.9	-9.9	324.7	309.3	-15.4
Gender	Female	326.4	337.7	11.3	349.2	329.0	-20.2	346.1	328.7	-17.4
	Male	330.9	331.1	0.2	327.3	321.8	-5.5	302.4	286.7	-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

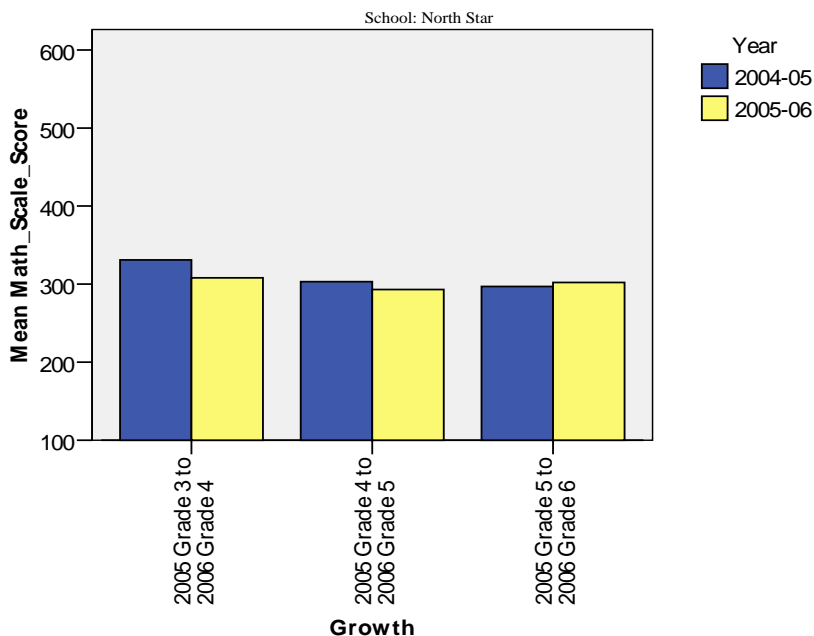


No Star SBA Growth in Average Scale Score by NCLB Groups: Math

		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	330.7	308.2	-22.5	302.9	293.1	-9.8	297.3	301.8	4.5
	African American	311.7	275.3	-36.4	363.0	319.4	-43.7	301.7	310.2	8.5
	AK Native/ American Indian	329.1	285.7	-43.4	278.8	279.9	1.1	284.7	269.3	-15.4
	Asian	297.4	294.7	-2.7	340.2	329.0	-11.2	270.1	283.7	13.6
	Caucasian	342.9	341.1	-1.8	311.3	291.8	-19.5	337.4	353.7	16.3
	Hispanic	347.0	314.4	-32.7	256.7	252.2	-4.5	293.9	311.1	17.2
	Multi-Ethnic	335.8	327.9	-7.9	203.7	232.3	28.7	273.0	286.4	13.4
LowIncome	Yes	331.2	308.0	-23.2	303.1	292.7	-10.4	296.8	301.9	5.1
	No	.	.	.	.	.	.	.	.	.
Disabled	Yes	288.7	262.2	-26.5	206.9	226.1	19.2	254.3	242.8	-11.5
	No	347.7	323.3	-24.4	314.0	304.4	-9.6	306.7	316.2	9.5
LEP	Yes	317.1	299.7	-17.4	287.8	282.9	-4.9	283.7	293.3	9.7
	No	343.4	312.7	-30.7	309.2	298.0	-11.2	306.1	306.7	0.6
Migrant	Yes	307.9	274.1	-33.8	.	.	.	276.4	302.7	26.3
	No	334.0	311.4	-22.7	302.7	293.2	-9.5	296.9	302.1	5.2
Gender	Female	323.8	299.9	-23.9	293.7	292.3	-1.3	297.0	306.4	9.4
	Male	343.2	318.0	-25.2	308.1	293.7	-14.4	296.8	296.9	0.1

. 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**

**No Star 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	17.1%	34.6%	31.2%	52.5%	47.1%	47.1%	17.1%	12.0%	14.1%	13.4%	6.3%	7.7%	220	100.0%	98.1%	98.1%
	African American	25.0%	20.7%	21.4%	45.8%	51.1%	52.9%	25.0%	18.9%	17.1%	4.2%	9.4%	8.6%	24	100.0%	98.2%	98.5%
	AK Native/ American Indian	10.7%	19.3%	12.4%	48.2%	49.7%	45.5%	14.3%	19.1%	25.7%	26.8%	11.9%	16.4%	57	100.0%	97.5%	97.7%
	Asian	16.1%	24.7%	27.4%	51.6%	49.6%	50.7%	19.4%	16.3%	14.8%	12.9%	9.4%	7.0%	33	100.0%	97.1%	97.5%
	Caucasian	26.4%	44.8%	41.6%	50.9%	44.3%	46.3%	13.2%	7.4%	8.2%	9.4%	3.5%	3.8%	53	100.0%	98.5%	98.3%
	Hispanic	11.8%	22.4%	22.4%	55.9%	51.8%	53.0%	20.6%	17.3%	17.3%	11.8%	8.5%	7.3%	34	100.0%	97.0%	97.2%
	Multi-Ethnic	10.5%	27.4%	28.2%	73.7%	50.5%	50.5%	15.8%	14.8%	13.9%	0.0%	7.4%	7.3%	19	100.0%	98.5%	98.7%
Low Income	Yes	17.1%	18.7%	17.4%	52.5%	51.0%	48.4%	17.1%	19.4%	21.3%	13.4%	11.0%	12.9%	220	100.0%	97.6%	97.9%
	No	0.0%	45.1%	41.4%	0.0%	44.5%	46.1%	0.0%	7.2%	8.6%	0.0%	3.3%	3.8%	0	0.0%	98.4%	98.2%
Disabled	Yes	0.0%	8.8%	8.1%	33.3%	36.7%	35.2%	17.9%	28.5%	29.9%	48.7%	26.1%	26.8%	40	100.0%	93.7%	94.0%
	No	20.8%	39.1%	34.9%	56.7%	48.9%	49.1%	16.9%	9.1%	11.4%	5.6%	2.9%	4.5%	180	100.0%	98.9%	98.8%
LEP	Yes	12.9%	15.1%	9.0%	58.6%	52.1%	43.7%	18.6%	20.5%	28.6%	10.0%	12.4%	18.7%	72	100.0%	96.7%	97.3%
	No	19.0%	38.3%	35.5%	49.7%	46.1%	47.8%	16.3%	10.4%	11.2%	15.0%	5.2%	5.6%	148	100.0%	98.3%	98.2%
Migrant	Yes	22.2%	20.0%	13.0%	44.4%	53.7%	44.6%	22.2%	17.1%	25.2%	11.1%	9.2%	17.2%	9	100.0%	99.4%	98.1%
	No	16.8%	35.1%	32.3%	52.9%	46.9%	47.3%	16.8%	11.8%	13.3%	13.5%	6.2%	7.1%	211	100.0%	98.0%	98.1%
Gender	Female	20.0%	39.3%	34.9%	56.5%	46.2%	47.0%	14.8%	10.0%	12.3%	8.7%	4.5%	5.8%	116	100.0%	98.5%	98.4%
	Male	13.7%	30.0%	27.5%	48.0%	47.9%	47.2%	19.6%	13.9%	15.7%	18.6%	8.1%	9.5%	104	100.0%	97.7%	97.7%

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

No Star 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	13.8%	31.4%	27.4%	50.0%	49.1%	48.6%	29.8%	18.0%	21.9%	6.4%	1.6%	2.1%	220	100.0%	98.1%	98.1%
	African American	16.7%	18.0%	18.8%	54.2%	50.7%	52.0%	25.0%	29.2%	27.3%	4.2%	2.1%	1.9%	24	100.0%	98.2%	98.3%
	AK Native/ American Indian	7.0%	15.5%	10.5%	43.9%	52.5%	45.2%	40.4%	28.7%	39.6%	8.8%	3.2%	4.7%	57	100.0%	97.5%	97.9%
	Asian	12.9%	25.7%	27.6%	51.6%	49.8%	51.0%	19.4%	21.9%	19.3%	16.1%	2.6%	2.0%	33	100.0%	97.0%	97.5%
	Caucasian	22.6%	40.5%	36.3%	50.9%	47.1%	49.0%	24.5%	11.6%	13.7%	1.9%	0.8%	1.0%	53	100.0%	98.5%	98.2%
	Hispanic	8.8%	20.9%	20.2%	55.9%	52.7%	55.2%	29.4%	24.5%	23.1%	5.9%	1.8%	1.5%	34	100.0%	97.0%	97.2%
	Multi-Ethnic	15.8%	25.2%	25.6%	47.4%	51.2%	51.5%	36.8%	21.8%	21.0%	0.0%	1.9%	1.9%	19	100.0%	98.5%	98.6%
Low Income	Yes	13.8%	16.4%	15.3%	50.0%	52.2%	48.7%	29.8%	28.5%	32.4%	6.4%	2.9%	3.6%	220	100.0%	97.6%	98.0%
	No	0.0%	41.3%	36.5%	0.0%	47.0%	48.6%	0.0%	11.1%	13.9%	0.0%	0.7%	0.9%	0	0.0%	98.4%	98.1%
Disabled	Yes	0.0%	7.7%	6.4%	25.0%	40.2%	38.5%	55.0%	45.6%	47.9%	20.0%	6.5%	7.2%	40	100.0%	93.8%	94.2%
	No	16.9%	35.5%	30.9%	55.6%	50.6%	50.3%	24.2%	13.1%	17.6%	3.4%	0.7%	1.2%	180	100.0%	98.9%	98.7%
LEP	Yes	7.1%	14.9%	9.1%	60.0%	53.9%	45.1%	24.3%	28.3%	41.0%	8.6%	2.9%	4.8%	72	100.0%	96.6%	97.5%
	No	16.9%	34.6%	31.0%	45.3%	48.1%	49.3%	32.4%	16.0%	18.1%	5.4%	1.3%	1.5%	148	100.0%	98.3%	98.2%
Migrant	Yes	11.1%	20.2%	12.2%	44.4%	50.6%	43.4%	44.4%	26.5%	39.8%	0.0%	2.7%	4.5%	9	100.0%	99.4%	98.3%
	No	13.9%	31.8%	28.4%	50.2%	49.0%	49.0%	29.2%	17.7%	20.7%	6.7%	1.5%	1.9%	211	100.0%	98.0%	98.1%
Gender	Female	16.5%	37.8%	33.4%	55.7%	47.8%	47.9%	24.3%	13.5%	17.4%	3.5%	1.0%	1.3%	116	100.0%	98.4%	98.4%
	Male	10.7%	25.2%	21.7%	43.7%	50.3%	49.3%	35.9%	22.3%	26.2%	9.7%	2.2%	2.8%	104	100.0%	97.7%	97.7%

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

No Star 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	18.6%	38.3%	32.9%	35.9%	37.0%	38.4%	20.5%	13.1%	14.7%	25.0%	11.7%	14.0%	220	100.0%	98.4%	98.2%
	African American	12.5%	19.2%	19.7%	54.2%	39.8%	40.5%	12.5%	18.2%	19.7%	20.8%	22.9%	20.0%	24	100.0%	98.2%	98.5%
	AK Native/ American Indian	14.0%	24.5%	16.3%	26.3%	40.1%	37.1%	28.1%	17.2%	21.4%	31.6%	18.1%	25.2%	57	100.0%	97.4%	97.7%
	Asian	18.2%	33.8%	35.2%	30.3%	37.3%	39.0%	21.2%	13.7%	13.5%	30.3%	15.2%	12.4%	33	100.0%	98.6%	98.8%
	Caucasian	26.4%	47.7%	41.6%	47.2%	35.1%	38.5%	13.2%	10.3%	11.2%	13.2%	6.9%	8.6%	53	100.0%	98.5%	98.3%
	Hispanic	20.6%	27.2%	26.4%	23.5%	39.1%	40.9%	29.4%	19.3%	18.3%	26.5%	14.5%	14.4%	34	100.0%	99.0%	98.7%
	Multi-Ethnic	15.8%	31.5%	32.1%	42.1%	39.6%	39.6%	10.5%	13.9%	13.6%	31.6%	15.0%	14.7%	19	100.0%	98.7%	98.8%
Low Income	Yes	18.6%	23.2%	20.5%	35.9%	39.3%	38.6%	20.5%	18.1%	19.3%	25.0%	19.4%	21.6%	220	100.0%	98.1%	98.1%
	No	0.0%	48.3%	42.1%	0.0%	35.4%	38.3%	0.0%	9.7%	11.2%	0.0%	6.6%	8.4%	0	0.0%	98.6%	98.3%
Disabled	Yes	0.0%	12.7%	11.0%	17.5%	29.6%	28.7%	27.5%	22.4%	22.6%	55.0%	35.3%	37.7%	40	100.0%	93.7%	94.1%
	No	22.8%	42.7%	36.5%	40.0%	38.2%	40.0%	18.9%	11.4%	13.4%	18.3%	7.6%	10.1%	180	100.0%	99.3%	98.9%
LEP	Yes	15.3%	23.6%	14.7%	26.4%	38.5%	35.1%	27.8%	18.1%	22.4%	30.6%	19.8%	27.8%	72	100.0%	98.8%	98.3%
	No	20.3%	41.2%	36.5%	40.5%	36.7%	39.1%	16.9%	12.1%	13.1%	22.3%	10.1%	11.3%	148	100.0%	98.3%	98.2%
Migrant	Yes	22.2%	25.7%	18.7%	22.2%	38.4%	35.1%	22.2%	17.6%	20.1%	33.3%	18.4%	26.1%	9	100.0%	99.4%	98.1%
	No	18.5%	38.7%	33.8%	36.5%	36.9%	38.7%	20.4%	12.9%	14.3%	24.6%	11.4%	13.2%	211	100.0%	98.4%	98.2%
Gender	Female	19.0%	38.1%	33.0%	36.2%	37.8%	39.2%	21.6%	13.3%	14.8%	23.3%	10.9%	13.1%	116	100.0%	98.7%	98.5%
	Male	18.3%	38.5%	32.8%	35.6%	36.2%	37.7%	19.2%	12.9%	14.6%	26.9%	12.5%	14.9%	104	100.0%	98.1%	97.9%

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

No Star TerraNova 5th grade

Percent in each quartile

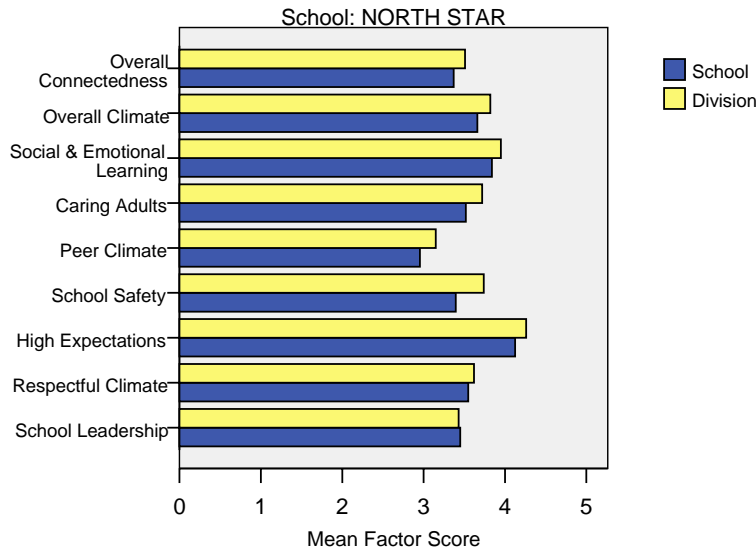
Reading	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	12.0%	30.4%	30.0%	26.8%	24.0%	24.5%	34.0%	18.3%
2004-2005	12.7%	29.2%	16.4%	27.6%	25.5%	24.5%	45.5%	18.7%
2003-2004	10.3%	30.6%	23.5%	26.9%	32.4%	24.2%	33.8%	18.3%
2002-2003	14.6%	29.1%	14.6%	26.6%	30.5%	23.8%	40.2%	20.5%
2001-2002	20.6%	30.3%	22.2%	26.0%	22.2%	24.6%	34.9%	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	22.0%	34.0%	18.0%	26.5%	26.0%	22.0%	34.0%	17.5%
2004-2005	16.4%	32.1%	21.8%	28.3%	14.5%	21.2%	47.3%	18.4%
2003-2004	8.8%	34.1%	33.8%	26.5%	29.4%	21.7%	27.9%	17.7%
2002-2003	19.5%	32.8%	17.1%	26.5%	23.2%	20.9%	40.2%	19.8%
2001-2002	19.0%	32.3%	22.2%	26.4%	30.2%	22.9%	28.6%	18.4%

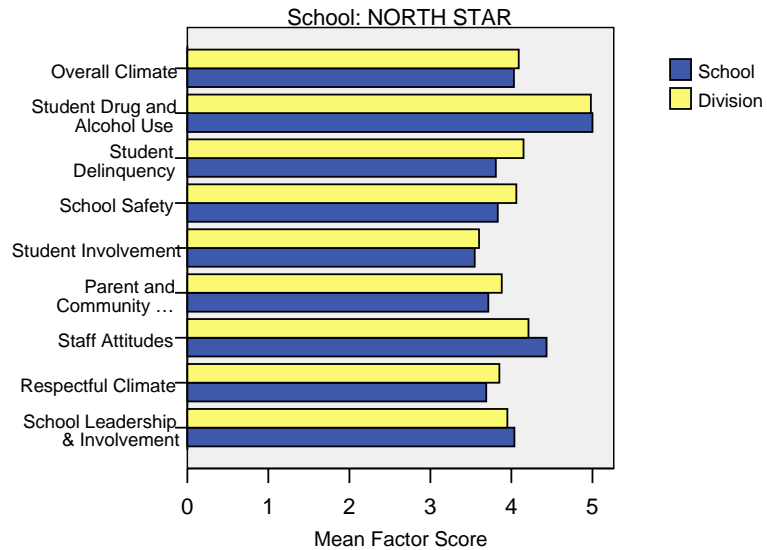
Math	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	10.0%	28.4%	28.0%	31.9%	22.0%	22.3%	40.0%	17.5%
2004-2005	5.5%	26.9%	21.8%	31.1%	23.6%	22.9%	49.1%	19.1%
2003-2004	8.8%	28.3%	23.5%	29.3%	25.0%	22.6%	42.6%	19.8%
2002-2003	7.3%	24.7%	18.3%	30.6%	24.4%	22.6%	50.0%	22.1%
2001-2002	11.1%	24.1%	22.2%	30.1%	25.4%	24.8%	41.3%	20.9%

North Star 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).