

Table 69

Romig Middle School Overview

Statement of Program
<p>Romig Middle School serves seventh and eighth graders. It offers the middle school model to students receiving traditional, gifted, English as a Second Language, special education, remedial and accelerated services. Romig has a Spanish Immersion program and the Anchorage School District's Highly Gifted program. We are currently piloting a Native American Program for the school district.</p> <p>Our mission is to provide an environment, which allows students to develop to their highest potential and become productive citizens in an ever-changing diverse society. Our science wing provides advanced study and exploration. Our three computer labs and mobile labs provide technology opportunities for students. Romig is attached to West High, which allows our students to take advanced classes in math and world languages. Romig is dedicated to providing a safe, supportive and respectful learning environment.</p>

From the Report Card/MLP

SCHOOL GOALS	
Goal	Level of Achievement
The percentage of students in higher level math will increase.	Attained
Students will demonstrate increased achievement in language arts/reading by 6%.	Attained
Establish a safe, positive learning environment.	Attained

From the Report Card/MLP

BUDGET*	
2004-2005 Actual Expenditures	\$4,193,056
2004-06 Revised Budgeted Amount	\$4,313,373
2006-07 Proposed Budget	\$4,715,650

*Dollars budgeted or expended are general fund only.

From IFAS

	School	District	Source of Information
Membership	835	50,051	Fall OASIS
Capacity	100%	N/A	Board Report - #189 3/7/06
Attendance Rate	93%	93%	SMS end of year report
Retention Rate	7.9%	1.2%	Report Card File
Transiency Rate	19.08%	22.72%	Report Card File
Economically Disadvantaged	330	16,769	Fall OASIS
Ave. Weekly Volunteer Hours	30	5,032	Report Card File
Dropout Rate	0.34%	5.78%	OASIS end of year report
Students Taking an Alternate Assessment	2	264	SMS
Change in Enrollment	-0.5%	0.3%	Report Card File

Romig Middle School Characteristics

Teacher Qualification				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
52	100%	45%	0	62%

SCHOOL BUSINESS PARTNERSHIPS
Tastee Freez Aurora Vending National Bank of Alaska AFACT

From MLP

ETHNICITY REPORT - OCTOBER 2005						
Caucasian	African American	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	Multi-Ethnic	Total
379	49	141	137	89	40	835
45.39%	5.87%	16.89%	16.41%	10.66%	4.79%	100.00%

From Fall Oasis

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
847	763	90.1%

From participation file (3-10 graders)

TOTAL DROPOUT RATES							
Data Type	AK Native/ American Indian	Asian/ Pac. Islander	African American	Hispanic	Caucasian	Multi-Ethnic	Total
Enrollment	145	143	56	93	391	45	873
Final Dropouts	1				1	1	3
% of Dropouts	0.69%	0.0%	0.0%	0.0%	0.26%	2.22%	0.34%

From Summer Oasis

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

Romig Middle School

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

**Does Not Meet AYP
Level 4**

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	847	835	98.6%	Yes	753	546	72.5%	67.6%	Yes	500	66.4%	53.4%	Yes
African American	55	54	98.2%	Yes	47	25	53.2%	56.1%	No	17	36.2%	40.8%	No
AkNa & Amln	132	128	97%	Yes	114	63	55.3%	61.6%	No	60	52.6%	46.8%	Yes
Asian	143	143	100%	Yes	124	94	75.8%	62%	Yes	89	71.8%	47.3%	Yes
Caucasian	384	379	98.7%	Yes	357	294	82.4%	65.9%	Yes	280	78.4%	51.5%	Yes
Hispanic	90	88	97.8%	Yes	76	47	61.8%	59.4%	Yes	34	44.7%	44.4%	Yes
Multi-Ethnic	43	43	100%	Yes	35	23	65.7%	53.7%	Yes	20	57.1%	38.1%	Yes
Low Income	343	334	97.4%	Yes	282	160	56.7%	65.2%	No	133	47.2%	50.8%	No
Disabled	89	88	98.9%	Yes	81	21	25.9%	59.8%	No	12	14.8%	44.8%	No
LEP	238	237	99.6%	Yes	200	119	59.5%	64%	Yes-SH	101	50.5%	49.5%	Yes

Attendance Rate: 92.7% (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.

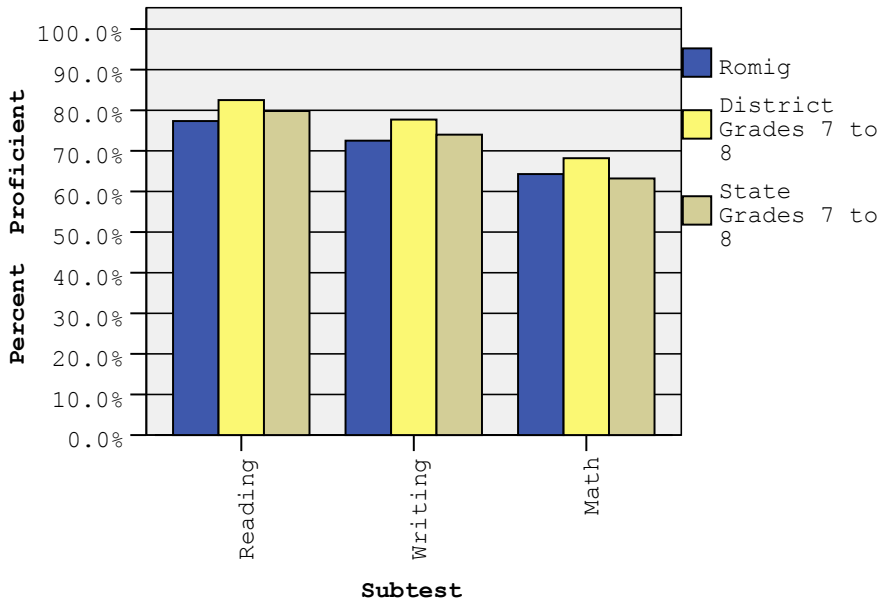
This document was prepared by the ASD Assessment and Evaluation

7/19/2006

Romig Middle School SBA Proficiency – Spring 2006

	Reading		Writing		Math	
	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient
All Grades	74.3%	77.3%	73.3%	72.6%	63.0%	64.2%
7 th Grade	71.1%	74.7%	72.9%	69.4%	65.9%	62.6%
8 th Grade	77.4%	80.1%	73.7%	76.1%	60.0%	66.0%

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



* District and State Grades 7 to 8

Anchorage School District: Profile of Performance 2005-06

Romig Middle School SBA Proficiency by NCLB groups – Spring 2006

		Reading		Writing		Math	
		Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient
Ethnicity	All Students	77.3%	22.7%	72.5%	27.5%	64.3%	35.7%
	African American	59.6%	40.4%	56.6%	43.4%	33.3%	66.7%
	AK Native/ American Indian	65.3%	34.7%	54.0%	46.0%	52.0%	48.0%
	Asian	78.1%	21.9%	79.3%	20.7%	70.2%	29.8%
	Caucasian	88.2%	11.8%	82.5%	17.5%	77.3%	22.7%
	Hispanic	60.2%	39.8%	57.6%	42.4%	42.5%	57.5%
	Multi-Ethnic	70.0%	30.0%	66.7%	33.3%	50.0%	50.0%
Low Income	Yes	62.5%	37.5%	54.9%	45.1%	45.2%	54.8%
	No	87.2%	12.8%	84.1%	15.9%	76.7%	23.3%
Disabled	Yes	33.3%	66.7%	15.3%	84.7%	12.8%	87.2%
	No	82.3%	17.7%	79.2%	20.8%	70.3%	29.7%
LEP	Yes	62.2%	37.8%	58.9%	41.1%	49.1%	50.9%
	No	83.3%	16.7%	77.9%	22.1%	70.2%	29.8%
Migrant	Yes	65.2%	34.8%	56.5%	43.5%	56.0%	44.0%
	No	77.7%	22.3%	73.0%	27.0%	64.5%	35.5%
Gender	Female	81.6%	18.4%	79.0%	21.0%	64.8%	35.2%
	Male	73.1%	26.9%	66.2%	33.8%	63.8%	36.2%

Anchorage School District: Profile of Performance 2005-06

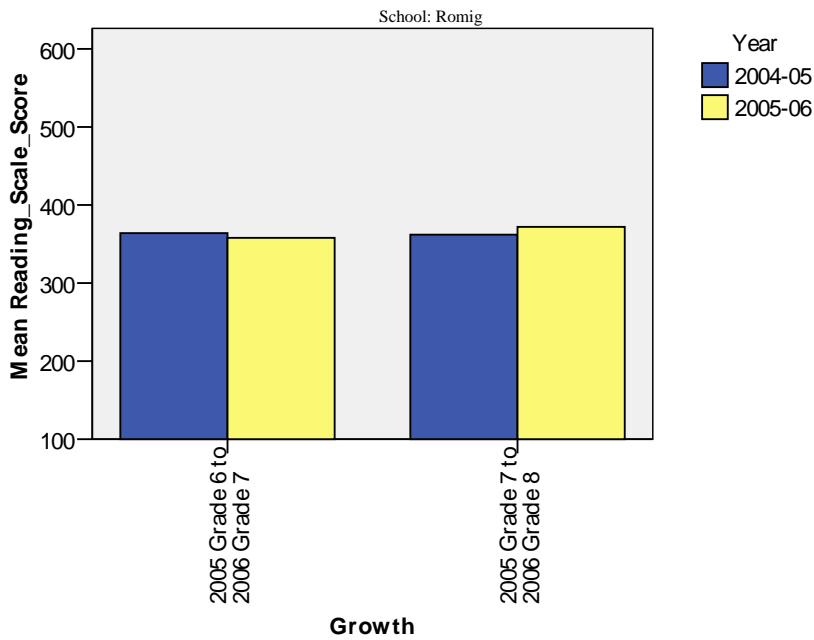
Romig SBA Mean Scale Score Comparison: 2004-2005 to 2005-2006

		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	358.7	364.5	349.3	353.8	334.1	338.7
	African American	318.8	315.0	334.8	323.3	298.1	292.0
	AK Native/ American Indian	335.3	335.1	316.2	314.7	308.5	310.0
	Asian	340.7	354.2	334.5	349.3	329.5	339.3
	Caucasian	388.6	397.0	377.3	384.6	359.7	367.8
	Hispanic	313.0	324.2	307.1	312.0	292.1	294.7
	Multi-Ethnic	336.1	338.8	337.6	335.2	302.2	315.1
Low Income	Yes	327.3	327.3	316.2	312.6	300.3	299.8
	No	374.1	389.2	365.7	381.0	351.1	364.1
Disabled	Yes	271.3	287.0	261.2	260.4	241.5	248.0
	No	368.5	373.3	359.0	364.7	344.1	349.3
LEP	Yes	309.3	322.2	304.0	312.2	290.9	301.8
	No	374.7	381.2	363.9	370.2	348.7	353.2
Migrant	Yes	336.8	350.7	320.3	338.4	296.4	331.0
	No	359.4	364.9	350.2	354.2	335.3	339.0
Gender	Female	363.9	371.8	361.0	371.7	331.2	341.9
	Male	353.8	357.2	338.5	336.2	336.9	335.7

Romig 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		
		Grade 6 in 2005	Grade 7 in 2006	Difference	Grade 7 in 2005	Grade 8 in 2006	Difference
Ethnicity	All Students	364.3	357.8	-6.5	362.4	371.7	9.3
	African American	323.7	301.2	-22.5	321.9	332.1	10.2
	AK Native/American Indian	331.7	322.8	-8.8	370.5	394.4	23.9
	Asian	363.1	350.7	-12.4	346.8	355.9	9.1
	Caucasian	393.4	393.7	0.3	389.2	400.0	10.8
	Hispanic	340.9	327.1	-13.8	301.3	318.8	17.5
	Multi-Ethnic	337.0	323.4	-13.7	352.7	355.2	2.5
Low Income	Yes	320.8	319.9	-0.9	326.7	336.3	9.7
	No	391.2	385.0	-6.2	383.1	393.7	10.6
Disabled	Yes	275.3	281.8	6.5	286.4	292.7	6.3
	No	374.7	367.2	-7.5	368.9	379.1	10.2
LEP	Yes	324.7	318.3	-6.3	315.0	326.4	11.4
	No	377.1	372.7	-4.4	379.8	389.9	10.1
Migrant	Yes	322.4	321.7	-0.7	369.2	396.0	26.8
	No	364.9	359.1	-5.8	362.3	370.8	8.5
Gender	Female	373.0	364.4	-8.6	367.7	381.2	13.5
	Male	352.8	350.9	-1.9	355.7	363.3	7.7

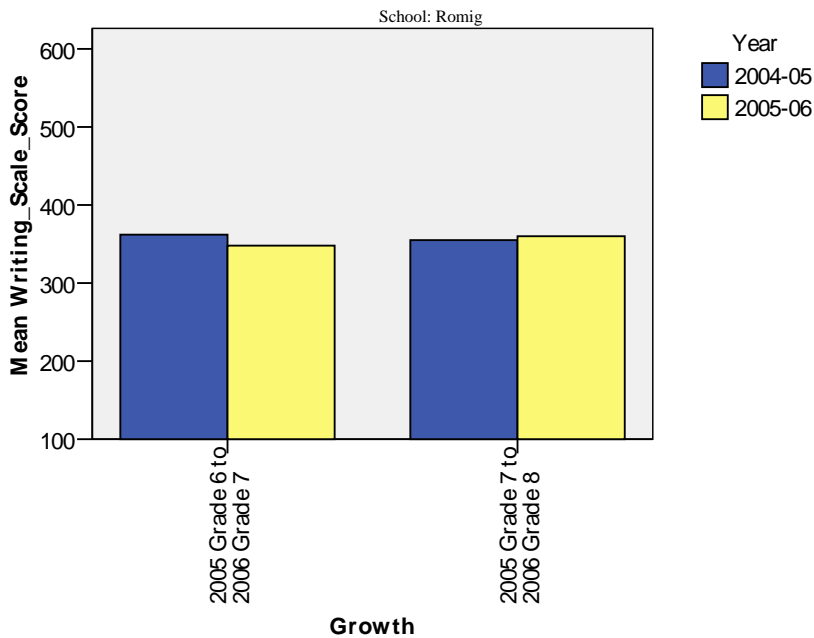
Measure of Growth in SBA Reading for Students Who Tested in 2005 and Again in 2006



Romig 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		
		Grade 6 in 2005	Grade 7 in 2006	Difference	Grade 7 in 2005	Grade 8 in 2006	Difference
Ethnicity	All Students	362.4	347.7	-14.7	355.2	360.0	4.8
	African American	315.9	303.1	-12.8	334.3	349.8	15.5
	AK Native/American Indian	321.0	319.9	-1.1	350.7	341.2	-9.5
	Asian	372.8	345.9	-26.9	343.7	354.3	10.7
	Caucasian	390.2	381.0	-9.2	380.1	387.7	7.6
	Hispanic	339.3	316.8	-22.5	306.4	301.7	-4.7
	Multi-Ethnic	339.7	320.2	-19.5	362.9	352.1	-10.8
Low Income	Yes	321.7	305.3	-16.4	321.0	322.4	1.4
	No	388.1	378.7	-9.4	374.8	382.9	8.1
Disabled	Yes	270.4	258.7	-11.7	264.2	262.0	-2.2
	No	374.9	360.1	-14.8	364.3	369.8	5.5
LEP	Yes	327.0	311.4	-15.7	312.7	315.2	2.5
	No	373.8	361.9	-11.9	370.7	379.3	8.7
Migrant	Yes	313.2	314.0	0.8	372.1	375.7	3.6
	No	365.3	348.8	-16.5	355.4	359.7	4.3
Gender	Female	378.7	367.2	-11.5	371.9	377.1	5.2
	Male	344.7	328.3	-16.4	340.0	345.4	5.4

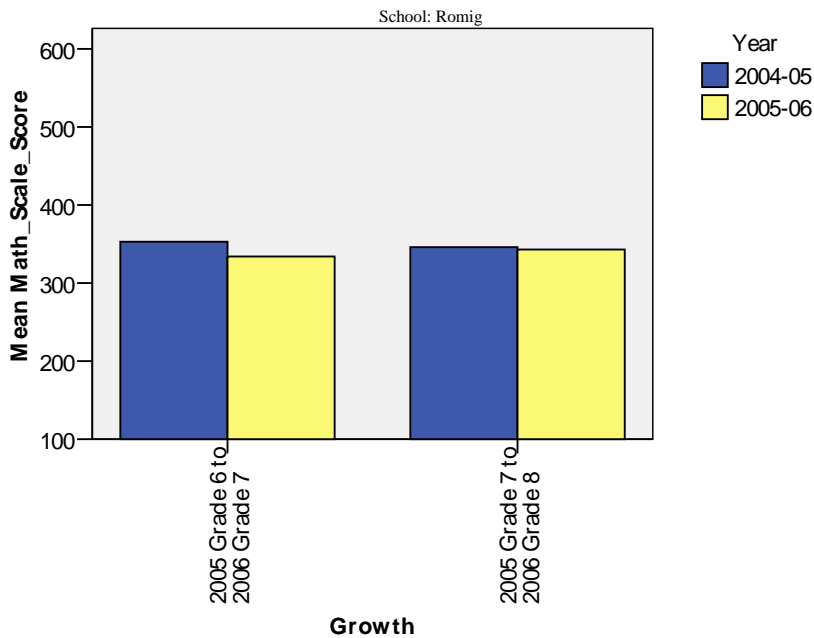
Measure of Growth in SBA Writing for Students Who Tested in 2005 and Again in 2006



Romig 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		
		Grade 6 in 2005	Grade 7 in 2006	Difference	Grade 7 in 2005	Grade 8 in 2006	Difference
Ethnicity	All Students	352.9	334.1	-18.8	346.3	342.8	-3.5
	African American	303.0	279.4	-23.7	308.7	308.2	-0.5
	AK Native/American Indian	313.3	296.9	-16.4	352.7	328.8	-23.9
	Asian	358.2	342.0	-16.2	341.1	337.7	-3.4
	Caucasian	382.3	364.8	-17.5	369.4	370.7	1.3
	Hispanic	322.7	299.2	-23.5	302.9	287.1	-15.8
	Multi-Ethnic	348.7	305.3	-43.4	334.0	325.4	-8.6
Low Income	Yes	310.1	291.7	-18.4	315.8	308.9	-6.9
	No	382.4	363.7	-18.7	365.2	365.0	-0.2
Disabled	Yes	268.9	252.1	-16.8	252.3	241.8	-10.5
	No	363.0	345.4	-17.7	355.7	354.2	-1.5
LEP	Yes	318.8	301.9	-16.9	306.7	301.3	-5.3
	No	365.2	347.0	-18.2	362.1	359.7	-2.4
Migrant	Yes	319.3	304.8	-14.5	352.4	377.7	25.3
	No	353.7	336.2	-17.5	345.9	343.1	-2.8
Gender	Female	358.7	340.3	-18.4	348.0	344.4	-3.6
	Male	346.1	328.7	-17.4	343.8	342.9	-0.9

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



Anchorage School District: Profile of Performance 2005-06

Romig Grades 7-8 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	32.0%	33.4%	30.1%	45.3%	49.1%	49.7%	15.9%	12.5%	14.4%	6.8%	5.0%	5.9%	847	98.6%	97.3%	97.3%
	African American	7.7%	16.6%	16.6%	51.9%	54.7%	55.9%	21.2%	19.4%	19.5%	19.2%	9.3%	7.9%	55	98.2%	97.3%	97.6%
	AK Native/ American Indian	16.9%	15.4%	12.1%	48.3%	53.2%	50.0%	23.7%	21.2%	25.6%	11.0%	10.2%	12.3%	132	97.0%	94.7%	96.3%
	Asian	24.1%	22.6%	24.0%	54.0%	53.0%	54.4%	16.8%	17.5%	15.8%	5.1%	6.9%	5.9%	143	100.0%	97.8%	97.6%
	Caucasian	50.0%	44.6%	41.0%	38.2%	45.9%	47.9%	8.5%	7.2%	8.3%	3.3%	2.4%	2.8%	384	98.7%	98.1%	97.8%
	Hispanic	9.6%	19.3%	20.4%	50.6%	52.2%	54.7%	30.1%	20.6%	18.3%	9.6%	7.9%	6.7%	90	97.8%	94.7%	95.6%
	Multi-Ethnic	17.5%	23.7%	21.9%	52.5%	52.6%	55.5%	20.0%	16.9%	17.0%	10.0%	6.8%	5.6%	43	100.0%	97.6%	97.3%
Low Income	Yes	12.0%	15.4%	15.4%	50.5%	53.3%	51.4%	26.2%	21.3%	22.7%	11.4%	9.9%	10.5%	343	97.4%	96.1%	96.9%
	No	45.3%	43.4%	39.3%	41.9%	46.7%	48.6%	9.0%	7.6%	9.1%	3.8%	2.3%	3.0%	504	99.4%	97.9%	97.5%
Disabled	Yes	4.9%	5.8%	4.9%	28.4%	36.5%	36.2%	34.6%	33.7%	33.6%	32.1%	23.9%	25.3%	89	98.9%	91.6%	91.8%
	No	35.1%	37.1%	33.5%	47.3%	50.8%	51.5%	13.7%	9.6%	11.8%	3.9%	2.5%	3.2%	758	98.5%	98.1%	98.1%
LEP	Yes	8.4%	9.4%	6.3%	53.8%	54.0%	47.7%	28.0%	25.6%	31.5%	9.8%	11.0%	14.6%	238	99.6%	96.3%	96.5%
	No	41.3%	37.7%	34.6%	42.0%	48.2%	50.1%	11.1%	10.1%	11.1%	5.6%	4.0%	4.2%	609	98.2%	97.5%	97.5%
Migrant	Yes	26.1%	16.7%	13.8%	39.1%	53.5%	48.0%	17.4%	17.4%	25.6%	17.4%	12.4%	12.6%	27	96.3%	97.4%	97.9%
	No	32.2%	34.0%	31.3%	45.5%	48.9%	49.8%	15.8%	12.3%	13.5%	6.5%	4.8%	5.4%	820	98.7%	97.3%	97.3%
Gender	Female	34.1%	36.4%	32.7%	47.5%	49.5%	50.4%	13.9%	11.0%	12.7%	4.5%	3.1%	4.3%	419	99.3%	97.7%	97.6%
	Male	29.9%	30.7%	27.6%	43.2%	48.7%	49.0%	17.8%	13.8%	16.0%	9.0%	6.8%	7.4%	428	97.9%	96.9%	97.0%

Anchorage School District: Profile of Performance 2005-06

Romig Grades 7-8 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	15.5%	13.4%	11.4%	57.1%	64.3%	62.6%	19.6%	16.7%	19.2%	7.9%	5.6%	6.8%	847	98.6%	97.6%	97.4%
	African American	5.7%	4.8%	5.4%	50.9%	62.4%	62.9%	34.0%	22.5%	22.4%	9.4%	10.3%	9.3%	55	98.2%	97.6%	97.5%
	AK Native/American Indian	4.0%	3.7%	3.1%	50.0%	55.5%	50.4%	33.1%	29.8%	32.6%	12.9%	11.0%	13.9%	132	97.0%	96.0%	96.6%
	Asian	8.6%	9.3%	9.7%	70.7%	62.6%	65.7%	12.9%	20.7%	17.9%	7.9%	7.4%	6.6%	143	100.0%	97.9%	97.6%
	Caucasian	26.4%	18.9%	16.3%	56.1%	67.5%	67.6%	12.7%	10.6%	12.6%	4.9%	3.0%	3.5%	384	98.7%	98.2%	97.8%
	Hispanic	4.7%	5.9%	6.1%	52.9%	61.6%	63.8%	29.4%	25.5%	22.9%	12.9%	7.0%	7.1%	90	97.8%	95.5%	96.2%
	Multi-Ethnic	9.5%	9.5%	8.8%	57.1%	61.3%	62.7%	26.2%	21.8%	22.3%	7.1%	7.4%	6.2%	43	100.0%	97.9%	97.7%
Low Income	Yes	4.0%	4.3%	4.3%	50.9%	57.0%	54.8%	31.8%	28.3%	29.1%	13.3%	10.3%	11.8%	343	97.4%	96.3%	96.9%
	No	23.0%	18.4%	15.9%	61.1%	68.4%	67.5%	11.6%	10.3%	12.9%	4.3%	3.0%	3.7%	504	99.4%	98.4%	97.7%
Disabled	Yes	1.2%	1.1%	0.8%	14.1%	31.0%	28.9%	45.9%	38.9%	40.2%	38.8%	29.0%	30.0%	89	98.9%	92.9%	92.5%
	No	17.1%	15.1%	12.8%	62.1%	68.8%	67.1%	16.6%	13.7%	16.3%	4.2%	2.4%	3.7%	758	98.5%	98.3%	98.1%
LEP	Yes	2.6%	3.0%	1.6%	56.3%	54.3%	45.5%	29.0%	31.9%	36.7%	12.1%	10.9%	16.2%	238	99.6%	96.6%	96.6%
	No	20.5%	15.3%	13.3%	57.4%	66.1%	65.8%	15.9%	14.0%	15.9%	6.2%	4.6%	5.1%	609	98.2%	97.8%	97.6%
Migrant	Yes	21.7%	5.8%	4.2%	34.8%	51.6%	50.0%	21.7%	31.0%	33.0%	21.7%	11.6%	12.9%	27	96.3%	97.4%	98.0%
	No	15.3%	13.7%	12.0%	57.7%	64.8%	63.5%	19.6%	16.2%	18.1%	7.4%	5.4%	6.4%	820	98.7%	97.6%	97.4%
Gender	Female	21.3%	17.6%	15.2%	57.7%	67.3%	66.2%	17.8%	12.5%	15.0%	3.2%	2.6%	3.6%	419	99.3%	97.8%	97.5%
	Male	9.7%	9.4%	7.8%	56.4%	61.5%	59.2%	21.4%	20.7%	23.2%	12.4%	8.4%	9.9%	428	97.9%	97.4%	97.2%

Anchorage School District: Profile of Performance 2005-06

Romig Grades 7-8 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	31.7%	30.4%	24.6%	32.6%	37.8%	38.6%	17.6%	17.6%	20.2%	18.1%	14.2%	16.7%	847	98.6%	97.7%	97.4%
	African American	13.0%	13.1%	13.0%	20.4%	36.7%	36.3%	38.9%	24.6%	25.9%	27.8%	25.6%	24.8%	55	98.2%	97.3%	97.5%
	AK Native/ American Indian	17.6%	16.0%	11.0%	34.4%	35.7%	33.5%	20.8%	24.9%	26.6%	27.2%	23.4%	29.0%	132	97.0%	95.2%	96.3%
	Asian	29.8%	28.0%	27.9%	40.4%	37.8%	39.3%	16.3%	18.3%	18.3%	13.5%	15.8%	14.4%	143	100.0%	98.7%	98.4%
	Caucasian	45.7%	39.0%	32.2%	31.6%	38.4%	40.8%	12.3%	14.0%	16.7%	10.4%	8.6%	10.3%	384	98.7%	98.2%	97.7%
	Hispanic	11.5%	16.7%	16.0%	31.0%	38.3%	40.1%	21.8%	21.7%	22.7%	35.6%	23.3%	21.2%	90	97.8%	97.4%	97.4%
	Multi-Ethnic	21.4%	20.3%	18.4%	28.6%	37.8%	39.6%	23.8%	21.5%	22.9%	26.2%	20.3%	19.1%	43	100.0%	97.6%	97.7%
Low Income	Yes	12.9%	14.5%	12.6%	32.3%	36.8%	35.4%	24.3%	23.9%	25.4%	30.5%	24.8%	26.6%	343	97.4%	96.5%	96.9%
	No	44.0%	39.2%	32.2%	32.7%	38.4%	40.5%	13.3%	14.1%	16.9%	10.0%	8.4%	10.4%	504	99.4%	98.4%	97.7%
Disabled	Yes	5.8%	5.6%	3.8%	7.0%	16.7%	16.8%	19.8%	25.0%	25.3%	67.4%	52.8%	54.0%	89	98.9%	92.6%	92.3%
	No	34.7%	33.8%	27.4%	35.5%	40.6%	41.5%	17.4%	16.6%	19.5%	12.3%	9.0%	11.6%	758	98.5%	98.5%	98.1%
LEP	Yes	15.5%	13.9%	8.5%	33.6%	35.9%	30.9%	21.1%	23.5%	27.2%	29.7%	26.7%	33.4%	238	99.6%	97.9%	97.2%
	No	38.1%	33.4%	27.7%	32.1%	38.2%	40.0%	16.2%	16.5%	18.8%	13.5%	11.9%	13.5%	609	98.2%	97.7%	97.4%
Migrant	Yes	32.0%	19.7%	14.3%	24.0%	32.8%	32.2%	24.0%	24.3%	27.1%	20.0%	23.2%	26.4%	27	96.3%	97.7%	97.9%
	No	31.7%	30.8%	25.4%	32.8%	38.0%	39.0%	17.4%	17.3%	19.7%	18.0%	13.9%	15.9%	820	98.7%	97.7%	97.3%
Gender	Female	32.5%	29.9%	23.9%	32.3%	39.4%	39.7%	19.6%	18.6%	21.1%	15.6%	12.1%	15.3%	419	99.3%	98.1%	97.5%
	Male	30.9%	30.9%	25.3%	32.9%	36.3%	37.4%	15.7%	16.6%	19.3%	20.5%	16.1%	18.0%	428	97.9%	97.4%	97.2%

Anchorage School District: Profile of Performance 2005-06

Romig TerraNova 7th grade

Percent in each quartile

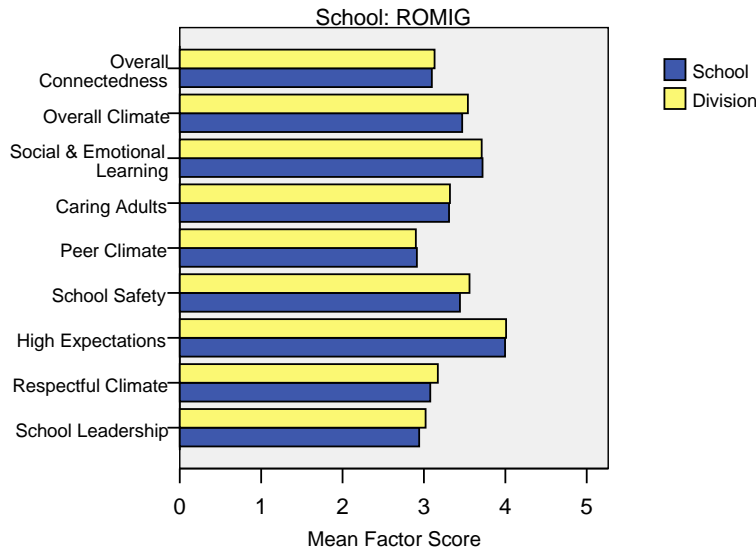
Reading	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	32.4%	34.6%	25.2%	28.4%	20.9%	21.8%	21.6%	15.3%
2004-2005	33.3%	33.9%	20.6%	27.1%	23.1%	21.7%	23.1%	17.4%
2003-2004	32.8%	35.1%	25.1%	28.2%	23.7%	21.4%	18.5%	15.3%
2002-2003	27.6%	35.3%	26.9%	28.9%	24.0%	20.1%	21.4%	15.7%
2001-2002	24.9%	34.4%	27.4%	28.6%	26.1%	20.9%	21.6%	16.2%

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	33.1%	34.9%	24.5%	28.4%	22.8%	21.4%	19.7%	15.3%
2004-2005	34.8%	34.4%	22.8%	28.2%	21.6%	20.5%	20.8%	16.9%
2003-2004	36.3%	35.3%	24.4%	28.5%	23.9%	21.7%	15.5%	14.5%
2002-2003	30.3%	34.2%	28.8%	29.8%	24.5%	22.0%	16.3%	14.0%
2001-2002	28.1%	34.0%	27.6%	29.7%	24.4%	20.6%	19.8%	15.7%

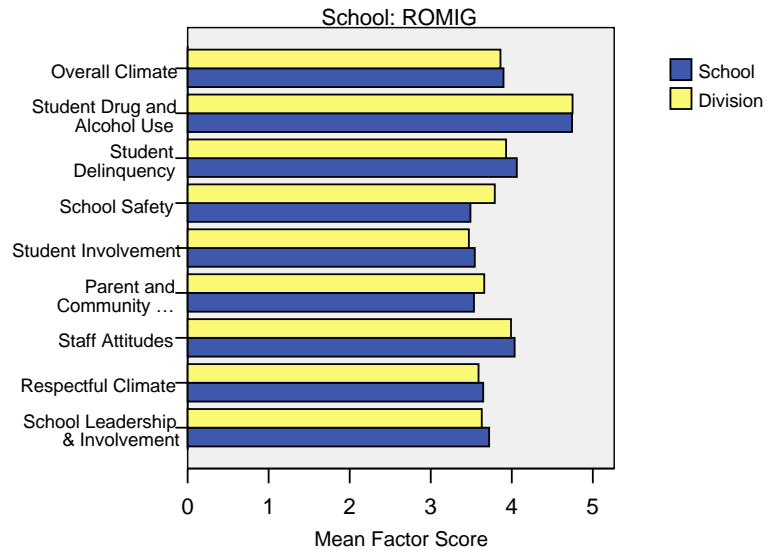
Math	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	32.6%	31.4%	24.2%	27.8%	21.5%	23.4%	21.7%	17.4%
2004-2005	31.8%	29.7%	23.8%	26.4%	21.8%	22.9%	22.6%	20.9%
2003-2004	30.1%	30.2%	27.8%	27.6%	22.4%	23.9%	19.8%	18.4%
2002-2003	31.6%	31.2%	25.4%	26.9%	20.6%	23.1%	22.5%	18.8%
2001-2002	29.4%	29.7%	27.9%	27.5%	23.9%	22.9%	18.9%	19.9%

Romig 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).