

Table 91

S.A.V.E Overview

Statement of Program

SAVE I High School is an alternative high school for credit recovery and remediation for ASD students in danger of not graduating.

From the Report Card/MLP

SCHOOL GOALS	
Goal	Level of Achievement
The number of graduates from the SAVE program will increase from 50 to 80.	Partially Attained
The number of student dropouts will be fewer than 85 students.	Attained
All seniors eligible for graduation will pass all sections of the High School Graduation Qualifying Exam.	Partially Attained

From the Report Card/MLP

BUDGET*	
2004-2005 Actual Expenditures	\$1,348,365
2004-06 Revised Budgeted Amount	\$1,459,389
2006-07 Proposed Budget	\$1,583,375
*Dollars budgeted or expended are general fund only.	

From IFAS

	School	District	Source of Information
Membership	233	50,051	Fall OASIS
Capacity	N/A	N/A	Board Report - #189 3/7/06
Attendance Rate	91%	93%	SMS end of year report
Transiency Rate	57.10%	22.72%	Report Card File
Economically Disadvantaged	51	16,769	Fall OASIS
Ave. Weekly Volunteer Hours	.5	5,032	Report Card File
Graduation Rate	23.6%	63.9%	Cohort group rate – NCLB formula
Dropout Rate	25.4%	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	8	270	SMS
Change in Enrollment	-2.2%	0.3%	Report Card File

S.A.V.E. Characteristics

Teacher Qualification				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
14	100%	58%	0	75%

SCHOOL BUSINESS PARTNERSHIPS
Arctic Roadrunner Tastee Freez Challenge AK

From MLP

ACCREDITATION		
Initial Accreditation	Name of Accrediting Organization	Level of Accreditation
1974	Northwest Association of Accredited Schools	Full

ETHNICITY REPORT - OCTOBER 2005						
Caucasian	African American	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	Multi-Ethnic	Total
122	27	45	12	19	8	233
52.36%	11.59%	19.31%	5.15%	8.15%	3.43%	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	70	26	34	31	207	10	378
Final Dropouts	22	7	7	6	53	1	96
% of Dropouts	31.4%	26.9%	20.6%	19.4%	25.6%	10.0%	25.4%

From Summer Oasis

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
5	0	0.0%

From participation file (3-10 graders)

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

SAVE High School

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

**Meets AYP
Level 2 - (First Year Meeting 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
If there are 20 or fewer students enrolled, value is "N/A"													
All Students	5	5	100%	Yes	<5	<5	***	***	N/A	<5	***	***	N/A
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	<5	<5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	<5	<5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	<5	<5	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	<5	<5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	<5	<5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	<5	<5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LEP	<5	<5	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) : 23.6% (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

Anchorage School District: Profile of Performance 2005-06

SAVE HSGQE - 10th Grade Results

Reading	Proficient		Not Proficient	
	School	District	School	District
2005-2006	40.0%	76.4%	60.0%	23.6%
2004-2005	100.0%	72.5%	0.0%	27.5%
2003-2004	66.6%	73.3%	33.3%	26.7%
2002-2003	66.6%	72.8%	33.4%	27.1%

Writing	Proficient		Not Proficient	
	School	District	School	District
2005-2006	60.0%	90.8%	40.0%	9.2%
2004-2005	100.0%	85.6%	0.0%	14.4%
2003-2004	66.7%	87.0%	33.3%	13.0%
2002-2003	50.0%	85.4%	50.0%	14.6%

Math	Proficient		Not Proficient	
	School	District	School	District
2005-2006	60.0%	79.9%	40.0%	20.1%
2004-2005	50.0%	76.3%	50.0%	14.4%
2003-2004	33.3%	69.8%	66.6%	30.2%
2002-2003	60.0%	74.3%	40.0%	25.7%

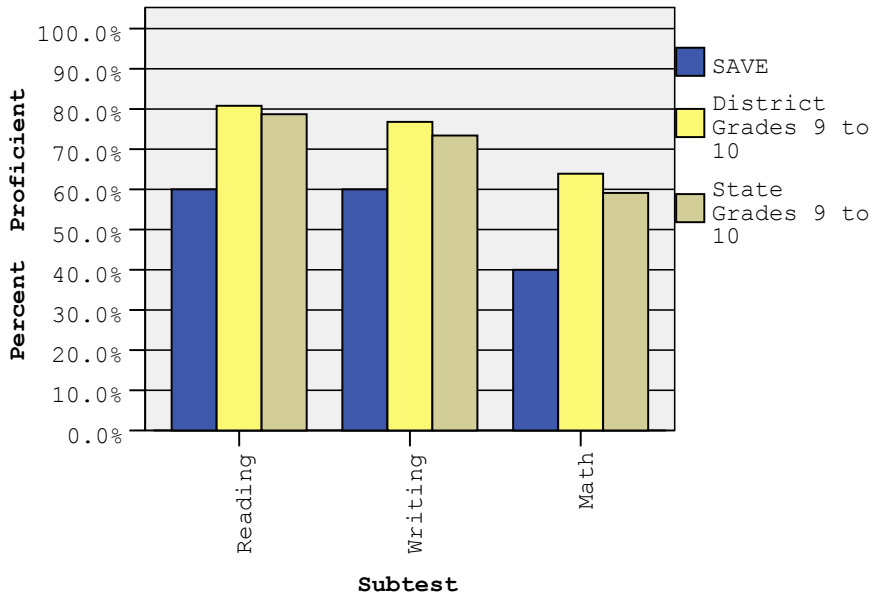
SAVE HSGQE Scores Spring 2006				
Students	Proficient		Not Proficient	
	Number	Percent	Number	Percent
Grade 10				
Reading	*	*	*	*
Writing	*	*	*	*
Math	*	*	*	*

Anchorage School District: Profile of Performance 2005-06

SAVE High School SBA Proficiency – Spring 2006

	Reading		Writing		Math	
	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient
All Grades	N/A	60.0%	N/A	60.0%	N/A	40.0%
10th Grade	N/A	60.0%	N/A	60.0%	N/A	40.0%

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



* District and State Grades 9 to 10

Anchorage School District: Profile of Performance 2005-06

SAVE 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%	60.0%	40.0%	40.0%	60.0%
	African American	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%
	AK Native/ American Indian	100.0%	0.0%	100.0%	0.0%	50.0%	50.0%
	Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Caucasian	50.0%	50.0%	50.0%	50.0%	50.0%	50.0%
	Hispanic	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Multi-Ethnic	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Low Income	Yes	66.7%	33.3%	66.7%	33.3%	33.3%	66.7%
	No	50.0%	50.0%	50.0%	50.0%	50.0%	50.0%
Disabled	Yes	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	No	60.0%	40.0%	60.0%	40.0%	40.0%	60.0%
LEP	Yes	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	No	60.0%	40.0%	60.0%	40.0%	40.0%	60.0%
Migrant	Yes	100.0%	0.0%	100.0%	0.0%	0.0%	100.0%
	No	50.0%	50.0%	50.0%	50.0%	50.0%	50.0%
Gender	Female	100.0%	0.0%	100.0%	0.0%	66.7%	33.3%
	Male	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%

Anchorage School District: Profile of Performance 2005-06

SAVE 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	N/A	N/A	N/A	N/A	N/A	N/A
	African American	N/A	N/A	N/A	N/A	N/A	N/A
	AK Native/ American Indian	N/A	N/A	N/A	N/A	N/A	N/A
	Asian	N/A	N/A	N/A	N/A	N/A	N/A
	Caucasian	N/A	N/A	N/A	N/A	N/A	N/A
	Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
	Multi-Ethnic	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	Yes	N/A	N/A	N/A	N/A	N/A	N/A
	No	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	Yes	N/A	N/A	N/A	N/A	N/A	N/A
	No	N/A	N/A	N/A	N/A	N/A	N/A
LEP	Yes	N/A	N/A	N/A	N/A	N/A	N/A
	No	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Yes	N/A	N/A	N/A	N/A	N/A	N/A
	No	N/A	N/A	N/A	N/A	N/A	N/A
Gender	Female	N/A	N/A	N/A	N/A	N/A	N/A
	Male	N/A	N/A	N/A	N/A	N/A	N/A

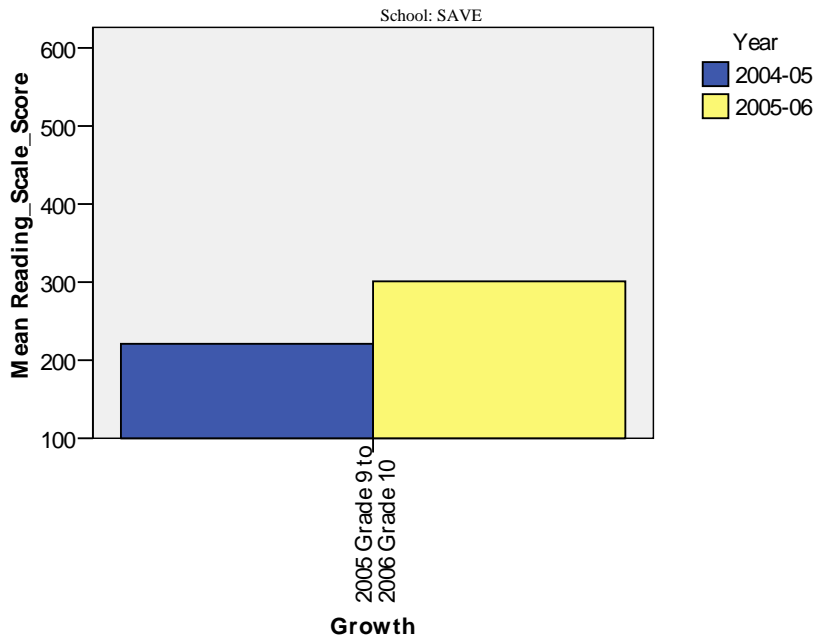
Anchorage School District: Profile of Performance 2005-06

SAVE SBA Growth in Average Scale Score by NCLB Groups: Reading

		Average Scale Score of Students Tested in District Both Years		
		Grade 9 in 2005	Grade 10 in 2006	Difference
Ethnicity	All Students	220.7	301.2	80.5
	African American	223.7	218.3	-5.3
	AK Native/American Indian	.	357.7	.
	Asian	.	.	.
	Caucasian	216.9	287.1	70.2
	Hispanic	.	.	.
	Multi-Ethnic	.	.	.
Low Income	Yes	224.2	311.0	86.8
	No	217.3	286.8	69.5
Disabled	Yes	.	.	.
	No	220.7	301.3	80.7
LEP	Yes	.	.	.
	No	221.4	300.7	79.3
Migrant	Yes	.	305.1	.
	No	221.0	301.4	80.4
Gender	Female	.	372.9	.
	Male	221.2	195.0	-26.2

. 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



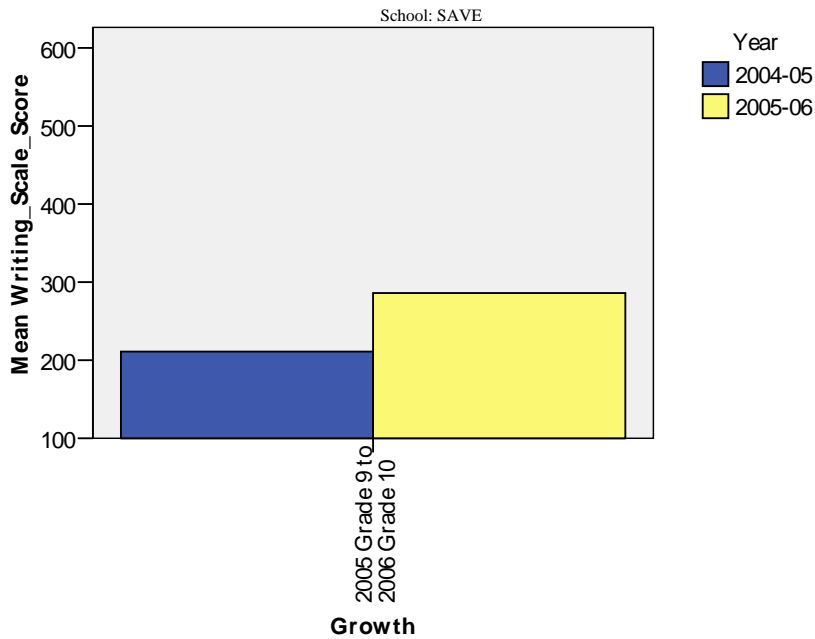
Anchorage School District: Profile of Performance 2005-06

SAVE SBA Growth in Average Scale Score by NCLB Groups: Writing

		Average Scale Score of Students Tested in District Both Years		
		Grade 9 in 2005	Grade 10 in 2006	Difference
Ethnicity	All Students	211.0	286.4	75.4
	African American	164.8	197.9	33.1
	AK Native/American Indian	.	351.0	.
	Asian	.	.	.
	Caucasian	256.7	266.2	9.5
	Hispanic	.	.	.
	Multi-Ethnic	.	.	.
Low Income	Yes	165.4	299.7	134.3
	No	256.9	266.1	9.2
Disabled	Yes	.	.	.
	No	210.8	285.9	75.1
LEP	Yes	.	.	.
	No	211.3	285.8	74.5
Migrant	Yes	.	317.2	.
	No	210.7	279.3	68.7
Gender	Female	.	351.7	.
	Male	211.4	187.7	-23.7

. 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

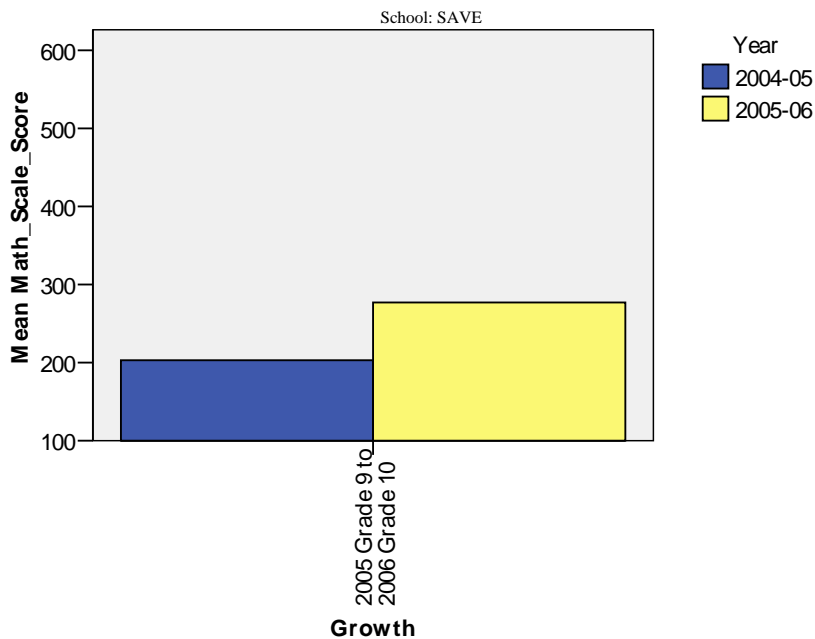


SAVE SBA Growth in Average Scale Score by NCLB Groups: Math

		Average Scale Score of Students Tested in District Both Years		
		Grade 9 in 2005	Grade 10 in 2006	Difference
Ethnicity	All Students	203.3	276.8	73.5
	African American	220.7	226.2	5.5
	AK Native/American Indian	.	304.3	.
	Asian	.	.	.
	Caucasian	185.4	275.7	90.3
	Hispanic	.	.	.
	Multi-Ethnic	.	.	.
Low Income	Yes	220.8	277.9	57.1
	No	185.2	276.0	90.8
Disabled	Yes	.	.	.
	No	202.7	277.2	74.5
LEP	Yes	.	.	.
	No	203.1	276.7	73.6
Migrant	Yes	.	296.7	.
	No	202.9	272.1	69.2
Gender	Female	.	314.4	.
	Male	202.8	221.9	19.1

. 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 2005-06

SAVE Grades 9-10 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	40.0%	37.9%	35.1%	20.0%	43.0%	43.6%	0.0%	15.2%	17.2%	40.0%	4.0%	4.1%	5	100.0%	94.9%	93.7%
	African American	*	19.8%	19.9%	*	45.3%	47.0%	*	26.9%	26.0%	*	7.9%	7.1%	*	100.0%	94.2%	94.0%
	AK Native/ American Indian	*	21.7%	15.6%	*	44.8%	45.0%	*	26.2%	31.2%	*	7.3%	8.3%	*	100.0%	91.7%	92.0%
	Asian	0.0%	20.7%	24.0%	0.0%	49.1%	49.0%	0.0%	22.5%	21.3%	0.0%	7.7%	5.8%	0	0.0%	95.7%	94.6%
	Caucasian	*	49.3%	46.5%	*	40.6%	42.0%	*	8.5%	9.7%	*	1.6%	1.8%	*	100.0%	96.0%	94.4%
	Hispanic	0.0%	20.4%	23.7%	0.0%	48.8%	46.7%	0.0%	24.3%	23.2%	0.0%	6.5%	6.4%	0	0.0%	93.3%	91.9%
	Multi-Ethnic	0.0%	31.5%	33.3%	0.0%	40.1%	42.6%	0.0%	21.6%	18.7%	0.0%	6.8%	5.4%	0	0.0%	91.5%	92.6%
Low Income	Yes	*	17.0%	18.9%	*	44.1%	44.8%	*	28.8%	28.4%	*	10.1%	7.9%	*	100.0%	90.7%	92.7%
	No	*	44.1%	42.4%	*	42.6%	43.1%	*	11.1%	12.1%	*	2.2%	2.4%	*	100.0%	96.3%	94.1%
Disabled	Yes	0.0%	5.7%	6.1%	0.0%	35.4%	32.0%	0.0%	40.1%	42.5%	0.0%	18.7%	19.4%	0	0.0%	85.3%	86.5%
	No	40.0%	41.5%	38.4%	20.0%	43.8%	44.9%	0.0%	12.4%	14.2%	40.0%	2.3%	2.4%	5	100.0%	96.2%	94.6%
LEP	Yes	0.0%	7.1%	5.6%	0.0%	48.8%	43.7%	0.0%	32.5%	39.0%	0.0%	11.6%	11.7%	0	0.0%	92.5%	92.6%
	No	40.0%	42.8%	39.6%	20.0%	42.0%	43.6%	0.0%	12.4%	13.8%	40.0%	2.8%	3.0%	5	100.0%	95.3%	93.9%
Migrant	Yes	*	20.6%	19.5%	*	49.4%	43.6%	*	21.7%	28.1%	*	8.3%	8.8%	*	100.0%	90.9%	94.3%
	No	*	38.3%	36.1%	*	42.8%	43.6%	*	15.0%	16.4%	*	3.9%	3.8%	*	100.0%	95.1%	93.7%
Gender	Female	*	40.4%	37.7%	*	43.8%	45.1%	*	12.9%	14.3%	*	3.0%	2.8%	*	100.0%	95.4%	93.8%
	Male	*	35.4%	32.6%	*	42.2%	42.2%	*	17.4%	19.8%	*	5.0%	5.4%	*	100.0%	94.5%	93.6%

*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

SAVE Grades 9-10 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%	5.6%	4.4%	60.0%	71.2%	69.0%	0.0%	16.9%	19.5%	40.0%	6.4%	7.0%	5	100.0%	94.6%	93.4%
	African American	*	1.2%	1.2%	*	60.4%	61.6%	*	26.9%	26.0%	*	11.5%	11.3%	*	100.0%	94.3%	94.3%
	AK Native/ American Indian	*	1.6%	1.0%	*	57.6%	53.6%	*	28.7%	32.9%	*	12.1%	12.5%	*	100.0%	90.3%	91.7%
	Asian	0.0%	2.6%	2.8%	0.0%	64.6%	67.3%	0.0%	23.6%	22.9%	0.0%	9.3%	7.0%	0	0.0%	95.9%	94.4%
	Caucasian	*	7.9%	6.4%	*	77.8%	76.6%	*	10.9%	12.7%	*	3.4%	4.2%	*	100.0%	95.8%	94.2%
	Hispanic	0.0%	2.8%	2.9%	0.0%	67.1%	64.3%	0.0%	20.9%	23.4%	0.0%	9.2%	9.3%	0	0.0%	92.0%	91.1%
	Multi-Ethnic	0.0%	4.1%	3.9%	0.0%	61.5%	66.4%	0.0%	24.1%	21.7%	0.0%	10.3%	8.0%	0	0.0%	91.2%	91.9%
Low Income	Yes	*	1.2%	1.5%	*	54.8%	55.3%	*	30.0%	30.4%	*	13.9%	12.7%	*	100.0%	89.6%	92.2%
	No	*	6.9%	5.8%	*	76.0%	75.2%	*	13.0%	14.6%	*	4.1%	4.4%	*	100.0%	96.2%	94.0%
Disabled	Yes	0.0%	0.1%	0.1%	0.0%	26.2%	24.5%	0.0%	43.1%	44.3%	0.0%	30.6%	31.0%	0	0.0%	85.4%	86.6%
	No	0.0%	6.2%	5.0%	60.0%	76.3%	74.2%	0.0%	13.9%	16.6%	40.0%	3.6%	4.2%	5	100.0%	95.8%	94.3%
LEP	Yes	0.0%	0.3%	0.2%	0.0%	51.5%	45.1%	0.0%	33.2%	38.8%	0.0%	15.1%	15.8%	0	0.0%	92.6%	92.6%
	No	0.0%	6.4%	5.1%	60.0%	74.4%	72.7%	0.0%	14.2%	16.5%	40.0%	4.9%	5.6%	5	100.0%	94.9%	93.6%
Migrant	Yes	*	1.7%	1.2%	*	57.4%	56.0%	*	29.5%	30.6%	*	11.4%	12.2%	*	100.0%	88.9%	94.3%
	No	*	5.7%	4.7%	*	71.5%	69.9%	*	16.6%	18.8%	*	6.2%	6.7%	*	100.0%	94.7%	93.4%
Gender	Female	*	7.2%	6.3%	*	76.4%	75.3%	*	12.7%	14.7%	*	3.7%	3.7%	*	100.0%	95.1%	93.6%
	Male	*	4.0%	2.7%	*	66.1%	63.1%	*	20.9%	24.0%	*	9.0%	10.1%	*	100.0%	94.1%	93.2%

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Anchorage School District: Profile of Performance 2005-06

SAVE Grades 9-10 SBA Results Compared with District and State: Math

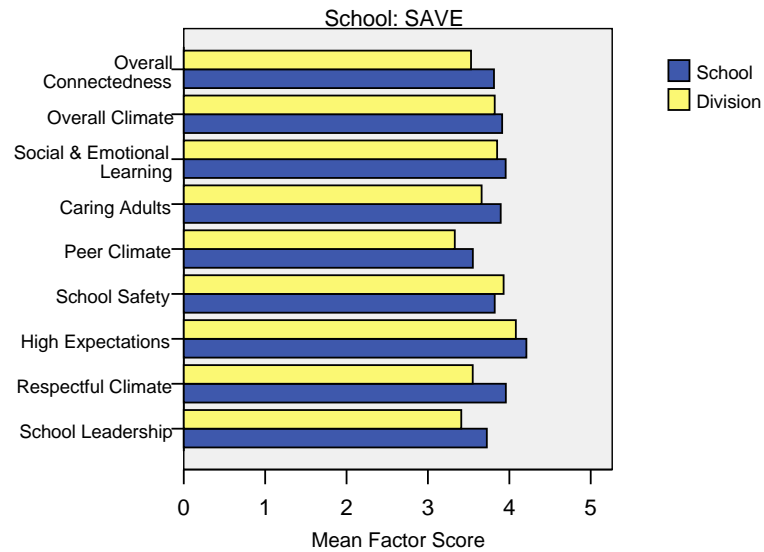
Math		% Advanced			% Proficient			% Below Proficient			% Far Below Proficient			Total Students Tested	Percent Tested		
		School	District	State	School	District	State	School	District	State	School	District	State	School	School	District	State
Ethnicity	All Students	0.0%	24.6%	20.6%	40.0%	39.3%	38.5%	20.0%	18.5%	20.7%	40.0%	17.6%	20.2%	5	100.0%	94.3%	93.2%
	African American	*	8.6%	8.3%	*	29.6%	29.9%	*	25.5%	26.0%	*	36.3%	35.8%	*	100.0%	94.3%	93.9%
	AK Native/ American Indian	*	11.8%	8.7%	*	38.7%	33.0%	*	22.3%	25.0%	*	27.3%	33.3%	*	100.0%	89.0%	91.2%
	Asian	0.0%	19.2%	21.8%	0.0%	40.2%	39.8%	0.0%	20.3%	20.5%	0.0%	20.3%	17.9%	0	0.0%	95.9%	94.9%
	Caucasian	*	32.2%	27.1%	*	41.1%	41.4%	*	15.7%	18.2%	*	11.0%	13.3%	*	100.0%	95.5%	93.9%
	Hispanic	0.0%	12.4%	11.1%	0.0%	35.2%	36.9%	0.0%	24.2%	24.8%	0.0%	28.2%	27.2%	0	0.0%	92.0%	91.6%
	Multi-Ethnic	0.0%	15.6%	16.3%	0.0%	36.7%	36.9%	0.0%	20.4%	21.4%	0.0%	27.2%	25.4%	0	0.0%	92.2%	93.3%
Low Income	Yes	*	9.9%	9.5%	*	33.2%	32.7%	*	24.1%	25.5%	*	32.8%	32.3%	*	100.0%	89.6%	92.2%
	No	*	28.9%	25.6%	*	41.1%	41.1%	*	16.8%	18.5%	*	13.2%	14.8%	*	100.0%	95.8%	93.6%
Disabled	Yes	0.0%	3.2%	2.4%	0.0%	12.1%	12.7%	0.0%	24.2%	23.9%	0.0%	60.5%	61.0%	0	0.0%	85.4%	86.9%
	No	0.0%	27.0%	22.7%	40.0%	42.4%	41.5%	20.0%	17.8%	20.3%	40.0%	12.8%	15.5%	5	100.0%	95.5%	94.0%
LEP	Yes	0.0%	8.2%	5.7%	0.0%	33.2%	28.8%	0.0%	25.3%	27.4%	0.0%	33.3%	38.2%	0	0.0%	92.9%	92.9%
	No	0.0%	27.2%	22.9%	40.0%	40.3%	40.0%	20.0%	17.4%	19.6%	40.0%	15.1%	17.4%	5	100.0%	94.6%	93.3%
Migrant	Yes	*	9.4%	10.9%	*	40.9%	33.9%	*	21.6%	24.1%	*	28.1%	31.0%	*	100.0%	86.4%	94.0%
	No	*	24.9%	21.3%	*	39.3%	38.8%	*	18.4%	20.5%	*	17.4%	19.5%	*	100.0%	94.5%	93.2%
Gender	Female	*	22.6%	19.6%	*	41.9%	40.2%	*	19.6%	21.4%	*	15.8%	18.8%	*	100.0%	94.4%	93.2%
	Male	*	26.4%	21.6%	*	36.8%	36.8%	*	17.4%	20.1%	*	19.4%	21.5%	*	100.0%	94.2%	93.2%

*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.

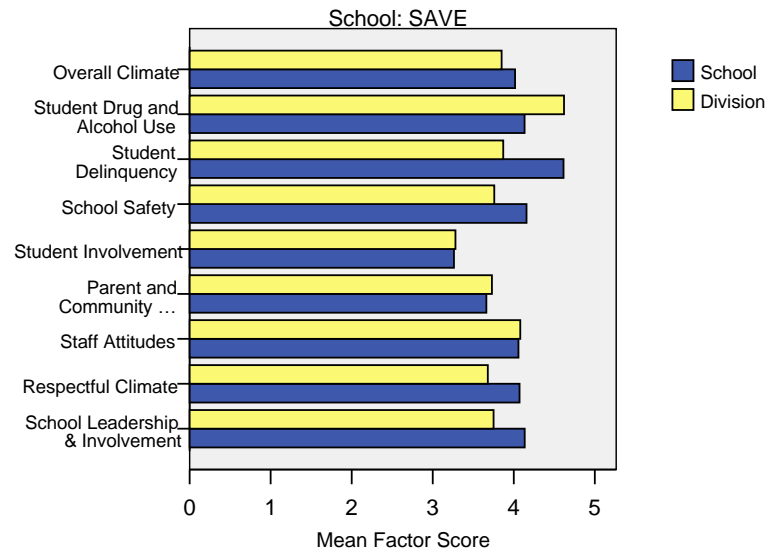
Anchorage School District: Profile of Performance 2005-06

SAVE 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.

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- **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).