

Table 47

Sand Lake School Overview

Statement of Program

Sand Lake Elementary is home to a neighborhood school program as well as a Japanese partial immersion program. In 2005-2006, Sand Lake focused on continuing its success at meeting state standards and making Adequate Yearly Progress as stipulated by federal law (NCLB). Particular emphasis was placed on the following: strengthening student performance in written expression, technology integration and best practices for teaching and learning. Key successes of the 2005-2006 school year included the continuation of a student council, development of a school-wide student publication, and excellent musical performances by our Orff, Chorus and Taiko groups. A host of activities promoted oral and written expression in both Japanese and English. These successful initiatives will be carried forward in the 2006/2007 school year.

From the Report Card/MLP

SCHOOL GOALS	
Goal	Level of Achievement
Sand Lake School will continue to make Adequate Yearly Progress (AYP) in all 31 measurable areas as mandated by state and federal policy and articulated through the No Child Left Behind Act (NCLB). In particular, Sand Lake School will improve the performance of students, in grades 3 through 6, with disabilities from the current 53% (language arts) and 50% (math) to a level of 60% respectively.	Partially Attained
Sand Lake will build on the excellence of its program by continuing to increase student achievement in written and oral expression as measured by student participation and proficiency rates on the Standards Based Assessments. Sand Lake will show a 5% improvement in proficiency rates for written expression.	Partially Attained
Sand Lake will continue to work for excellence by promoting positive social skills, citizenship and character development among its students.	Attained

From the School Report Card

BUDGET*	
2004-2005 Actual Expenditures	\$2,676,237
2005-2006 Revised Budgeted Amount	\$2,840,660
2006-2007 Proposed Budget	\$3,011,821
*Dollars budgeted or expended are general fund only.	

From IFAS

	School	District	Source of Information
Membership	629	50,051	Fall OASIS
Capacity	118%	N/A	Board Report - #189 3/7/06
Attendance Rate	95%	93%	SMS end of year report
Retention Rate	0.2%	1.2%	Report Card File
Transiency Rate	9.20%	22.72%	Report Card File
Economically Disadvantaged	123	16,769	Fall OASIS
Ave. Weekly Volunteer Hours	97	5,032	Report Card File
Students Taking an Alternate Assessment	1	264	SMS
Change in Enrollment	-0.8%	0.3%	Report Card File

Sand Lake School Characteristics

Teacher Qualification				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
33	100%	35%	0	79%

SCHOOL BUSINESS PARTNERSHIPS
Tastee Freez Northwest Airlines Wells Fargo Bank

From MLP

ETHNICITY REPORT - OCTOBER 2005						
Caucasian	African American	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	Multi-Ethnic	Total
376 59.78%	19 3.02%	68 10.81%	109 17.33%	22 3.50%	35 5.56%	629 100.00%

From Fall Oasis

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
357	343	96.1%

From participation file (3-10 graders)

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

Sand Lake Elementary

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

Meets AYP

Group	Participation Rate				"FAY"	Language Arts Performance				Math Performance			
	(A) Number Enrolled	(B) Number Tested	Participation Rate (%)	(C) Participation Rate Met	(D) Tested and Enrolled "FAY"	(E) Proficient on LA	(F) Percent Proficient on LA	(G) LA Target	(H) Met AMO for LA	(I) Proficient on Math	(J) Percent Proficient in Math	(K) Math Target	(L) Met AMO for Math
All Students	357	356	99.7%	Yes	341	310	90.9%	65.8%	Yes	294	86.2%	51.4%	Yes
African American	13	13	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AkNa & Amln	32	32	100%	Yes	31	27	87.1%	52.6%	Yes	22	71%	36.9%	Yes
Asian	59	59	100%	Yes	58	54	93.1%	57.7%	Yes	50	86.2%	42.5%	Yes
Caucasian	226	225	99.6%	Yes	217	198	91.2%	64.3%	Yes	195	89.9%	49.8%	Yes
Hispanic	13	13	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	14	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	75	75	100%	Yes	67	59	88.1%	58.6%	Yes	53	79.1%	43.5%	Yes
Disabled	36	36	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LEP	35	35	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Attendance Rate: 94.7% (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.

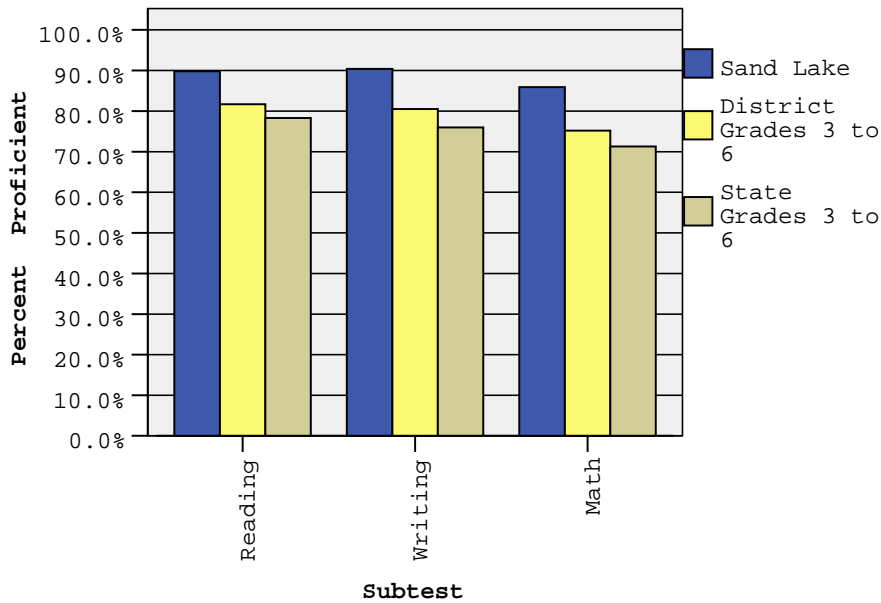
*** Results cannot be published without releasing personally identifiable information.

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

Sand Lake Elementary School SBA Proficiency – Spring 2006

	Reading		Writing		Math	
	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient
All Grades	89.0%	89.8%	88.5%	90.4%	87.9%	85.9%
3 rd Grade	96.7%	84.2%	93.3%	88.4%	95.5%	86.3%
4 th Grade	86.6%	94.4%	86.6%	96.7%	86.6%	91.2%
5 th Grade	90.7%	94.9%	89.7%	94.9%	86.6%	89.7%
6 th Grade	81.4%	86.8%	83.7%	82.4%	82.6%	76.9%

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
Sand Lake SBA Proficiency by NCLB Groups – Spring 2006

		Reading		Writing		Math	
		Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient
Ethnicity	All Students	89.8%	10.2%	90.4%	9.6%	85.9%	14.1%
	African American	84.6%	15.4%	76.9%	23.1%	69.2%	30.8%
	AK Native/ American Indian	84.4%	15.6%	84.4%	15.6%	71.9%	28.1%
	Asian	91.5%	8.5%	89.8%	10.2%	84.7%	15.3%
	Caucasian	90.6%	9.4%	92.9%	7.1%	89.7%	10.3%
	Hispanic	91.7%	8.3%	91.7%	8.3%	84.6%	15.4%
	Multi-Ethnic	85.7%	14.3%	78.6%	21.4%	78.6%	21.4%
LowIncome	Yes	84.0%	16.0%	82.7%	17.3%	78.7%	21.3%
	No	91.4%	8.6%	92.5%	7.5%	87.9%	12.1%
Disabled	Yes	51.4%	48.6%	62.9%	37.1%	48.6%	51.4%
	No	94.0%	6.0%	93.4%	6.6%	90.0%	10.0%
LEP	Yes	79.4%	20.6%	82.4%	17.6%	77.1%	22.9%
	No	90.9%	9.1%	91.3%	8.8%	86.9%	13.1%
Migrant	Yes	73.7%	26.3%	84.2%	15.8%	68.4%	31.6%
	No	90.7%	9.3%	90.7%	9.3%	86.9%	13.1%
Gender	Female	88.4%	11.6%	89.5%	10.5%	84.6%	15.4%
	Male	91.3%	8.7%	91.3%	8.7%	87.3%	12.7%

Anchorage School District: Profile of Performance 2005-2006

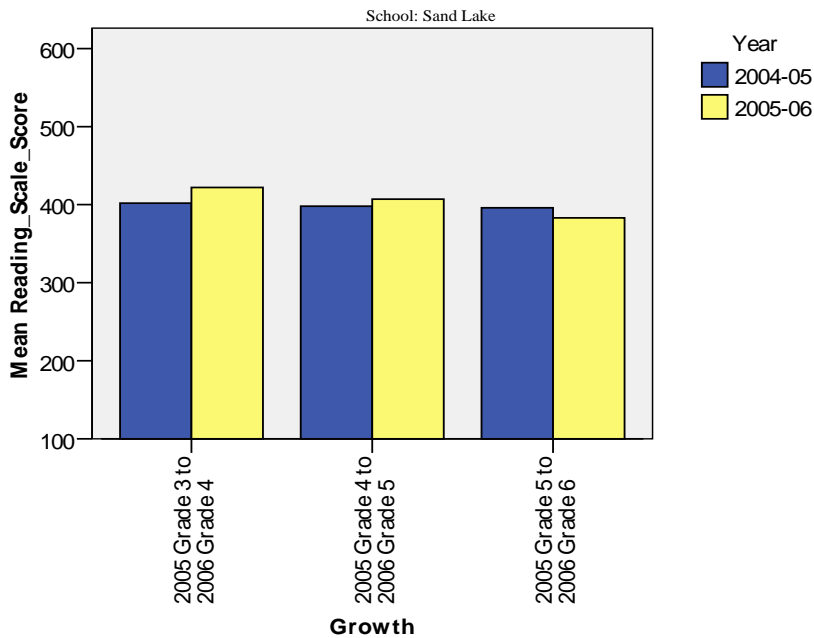
Sand Lake SBA Mean Scale Score Comparison: 2004-2005 to 2005-2006

		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	388.7	402.3	383.2	400.2	383.8	387.9
	African American	370.6	363.9	352.6	372.5	355.8	345.4
	AK Native/ American Indian	359.3	383.5	351.9	373.0	353.4	348.9
	Asian	381.7	386.9	382.1	386.5	392.6	391.2
	Caucasian	396.0	410.7	389.8	409.0	387.6	394.5
	Hispanic	369.2	424.3	379.3	421.9	376.8	391.8
	Multi-Ethnic	420.5	393.5	408.4	384.7	397.3	392.1
Low Income	Yes	353.4	368.8	347.8	373.9	357.0	355.8
	No	397.4	411.3	391.9	407.2	390.3	396.5
Disabled	Yes	314.1	329.3	311.2	337.0	311.9	322.3
	No	398.2	410.3	392.4	407.1	393.0	395.0
LEP	Yes	353.0	350.3	351.3	361.9	353.8	360.9
	No	393.4	407.9	387.4	404.2	387.8	390.8
Migrant	Yes	382.9	372.1	368.3	377.3	377.7	353.9
	No	389.0	404.0	383.9	401.5	384.1	389.8
Gender	Female	392.9	402.9	393.3	408.9	381.3	384.4
	Male	384.7	401.7	373.6	391.0	386.3	391.6

Sand Lake 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	402.1	421.7	19.6	397.8	406.9	9.1	395.7	383.3	-12.4
	African American	314.4	337.7	23.3	384.2	390.0	5.8	413.1	392.7	-20.4
	AK Native/ American Indian	403.9	437.1	33.2	393.3	403.3	10.0	326.4	328.7	2.3
	Asian	401.0	408.4	7.4	373.7	376.2	2.5	384.9	380.1	-4.8
	Caucasian	404.8	425.9	21.1	407.7	418.3	10.7	409.0	391.4	-17.7
	Hispanic	405.2	444.0	38.8	393.1	400.7	7.6	385.8	386.9	1.1
	Multi-Ethnic	431.3	464.8	33.5	455.4	486.7	31.3	398.2	370.0	-28.2
LowIncome	Yes	368.7	382.2	13.5	419.9	425.1	5.2	359.3	337.8	-21.5
	No	412.7	435.3	22.7	395.0	404.4	9.4	406.7	397.2	-9.5
Disabled	Yes	323.1	341.7	18.6	338.8	372.9	34.1	297.7	265.3	-32.4
	No	411.4	431.7	20.3	402.2	409.0	6.8	407.1	394.7	-12.4
LEP	Yes	399.9	390.1	-9.8	340.3	338.8	-1.5	336.4	322.7	-13.7
	No	402.0	426.4	24.4	402.7	413.2	10.5	403.9	391.1	-12.8
Migrant	Yes	394.8	429.9	35.1	529.7	474.3	-55.4	353.0	327.4	-25.7
	No	403.2	422.0	18.8	396.1	405.7	9.6	399.8	387.9	-11.9
Gender	Female	400.3	422.8	22.5	388.4	398.7	10.3	415.2	398.0	-17.2
	Male	403.7	422.2	18.5	407.9	415.1	7.2	377.3	366.8	-10.5

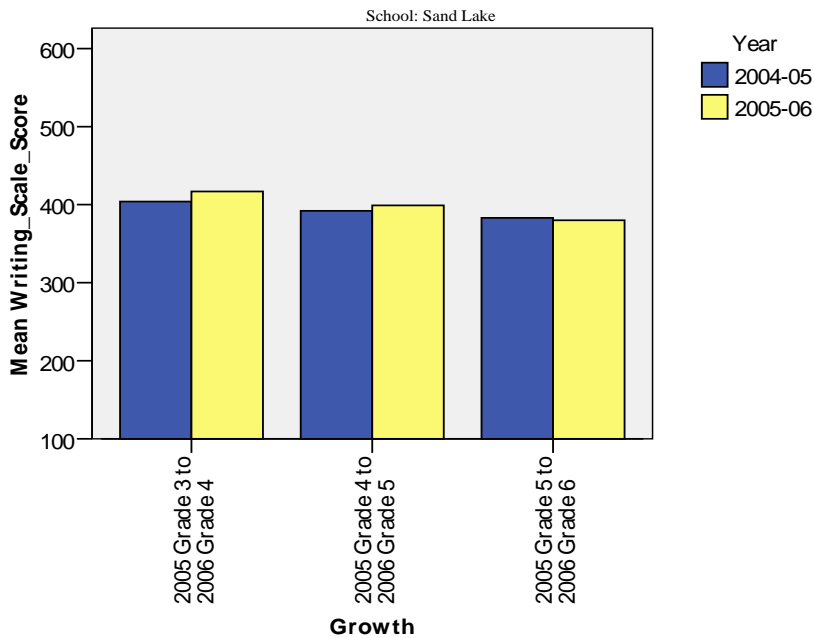
Measure of Growth in SBA Reading for Students Who Tested in 2005 and Again in 2006



Sand Lake 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	403.8	416.9	13.1	391.7	399.3	7.7	383.0	380.4	-2.6
	African American	288.2	317.0	28.8	351.1	395.7	44.6	401.8	412.9	11.1
	AK Native/American Indian	388.3	419.8	31.5	357.4	377.2	19.8	337.7	312.0	-25.7
	Asian	396.7	399.2	2.5	369.9	378.1	8.2	387.3	381.8	-5.5
	Caucasian	414.7	424.3	9.7	404.0	406.4	2.4	387.7	390.2	2.5
	Hispanic	409.1	452.7	43.6	384.8	412.9	28.1	376.7	358.3	-18.4
	Multi-Ethnic	399.4	427.7	28.3	421.2	456.0	34.8	399.1	366.7	-32.4
LowIncome	Yes	378.9	394.1	15.2	412.3	418.8	6.5	350.4	338.7	-11.7
	No	412.0	424.4	12.4	388.7	396.2	7.5	392.9	392.1	-0.8
Disabled	Yes	347.8	362.9	15.1	340.7	377.3	36.7	289.0	266.4	-22.7
	No	411.2	424.0	12.8	396.1	399.7	3.6	392.8	391.9	-0.9
LEP	Yes	385.3	394.8	9.5	329.4	352.7	23.3	337.2	335.0	-2.2
	No	405.7	419.2	13.5	396.9	403.1	6.2	388.3	385.8	-2.5
Migrant	Yes	398.7	428.3	29.7	468.0	432.4	-35.7	329.7	338.2	8.5
	No	405.1	415.7	10.6	390.8	397.9	7.1	387.7	384.3	-3.3
Gender	Female	410.4	424.7	14.3	392.2	400.0	7.8	406.1	401.7	-4.4
	Male	398.9	410.1	11.2	392.3	396.8	4.5	358.4	356.7	-1.7

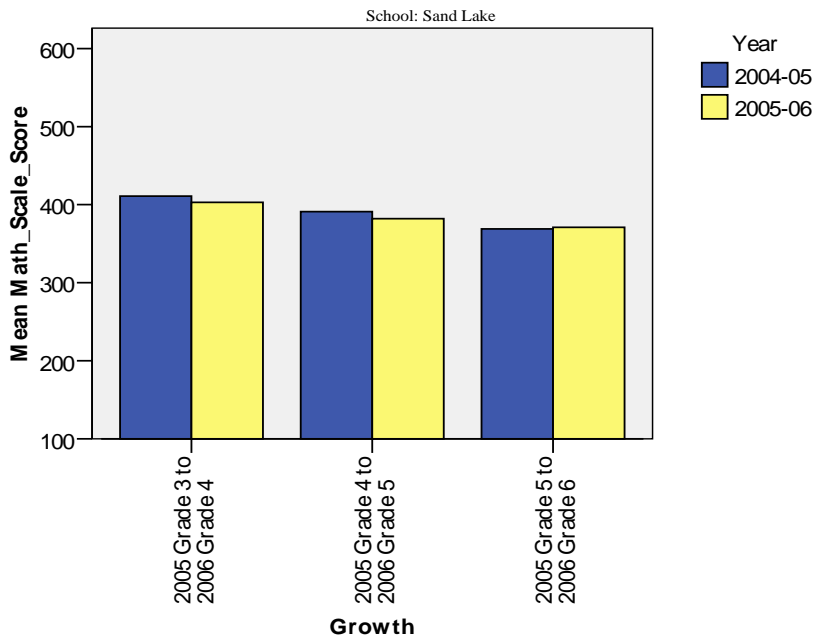
Measure of Growth in SBA Writing for Students Who Tested in 2005 and Again in 2006



Sand Lake 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	411.4	402.7	-8.7	391.2	382.0	-9.2	369.1	370.7	1.6
	African American	290.9	286.1	-4.8	365.3	358.8	-6.5	402.4	395.7	-6.7
	AK Native/American Indian	390.0	376.4	-13.7	368.2	337.7	-30.5	318.4	310.6	-7.8
	Asian	418.8	410.9	-7.9	368.7	371.3	2.7	388.0	394.4	6.4
	Caucasian	418.2	408.0	-10.2	398.1	389.7	-8.4	370.8	371.9	1.1
	Hispanic	430.3	397.8	-32.5	466.4	431.7	-34.7	351.2	359.0	7.8
	Multi-Ethnic	413.7	420.2	6.5	482.9	396.1	-86.8	370.3	414.8	44.5
LowIncome	Yes	370.7	357.3	-13.4	426.0	397.4	-28.7	332.7	333.2	0.5
	No	423.1	416.7	-6.4	384.8	378.9	-5.9	379.7	384.3	4.7
Disabled	Yes	354.4	340.7	-13.7	326.2	333.0	6.8	301.1	279.7	-21.4
	No	416.9	410.1	-6.8	395.3	384.8	-10.5	377.4	380.7	3.3
LEP	Yes	402.0	376.4	-25.7	346.7	343.2	-3.5	331.9	353.1	21.2
	No	410.8	404.9	-5.9	393.7	385.3	-8.3	374.0	374.4	0.4
Migrant	Yes	389.2	384.0	-5.2	534.1	472.7	-61.4	317.8	316.9	-0.9
	No	413.3	403.8	-9.5	389.4	380.7	-8.7	374.2	377.0	2.8
Gender	Female	406.7	400.2	-6.5	377.9	368.1	-9.8	380.3	384.8	4.5
	Male	413.7	405.3	-8.3	403.0	395.4	-7.6	357.7	357.2	-0.5

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



Anchorage School District: Profile of Performance 2005-2006

Sand Lake 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	51.1%	34.6%	31.2%	38.7%	47.1%	47.1%	7.6%	12.0%	14.1%	2.5%	6.3%	7.7%	357	99.7%	98.1%	98.1%
	African American	23.1%	20.7%	21.4%	61.5%	51.1%	52.9%	15.4%	18.9%	17.1%	0.0%	9.4%	8.6%	13	100.0%	98.2%	98.5%
	AK Native/ American Indian	43.8%	19.3%	12.4%	40.6%	49.7%	45.5%	12.5%	19.1%	25.7%	3.1%	11.9%	16.4%	32	100.0%	97.5%	97.7%
	Asian	37.3%	24.7%	27.4%	54.2%	49.6%	50.7%	6.8%	16.3%	14.8%	1.7%	9.4%	7.0%	59	100.0%	97.1%	97.5%
	Caucasian	57.1%	44.8%	41.6%	33.5%	44.3%	46.3%	7.1%	7.4%	8.2%	2.2%	3.5%	3.8%	226	99.6%	98.5%	98.3%
	Hispanic	58.3%	22.4%	22.4%	33.3%	51.8%	53.0%	8.3%	17.3%	17.3%	0.0%	8.5%	7.3%	13	100.0%	97.0%	97.2%
	Multi-Ethnic	50.0%	27.4%	28.2%	35.7%	50.5%	50.5%	0.0%	14.8%	13.9%	14.3%	7.4%	7.3%	14	100.0%	98.5%	98.7%
Low Income	Yes	28.0%	18.7%	17.4%	56.0%	51.0%	48.4%	13.3%	19.4%	21.3%	2.7%	11.0%	12.9%	75	100.0%	97.6%	97.9%
	No	57.3%	45.1%	41.4%	34.1%	44.5%	46.1%	6.1%	7.2%	8.6%	2.5%	3.3%	3.8%	282	99.6%	98.4%	98.2%
Disabled	Yes	20.0%	8.8%	8.1%	31.4%	36.7%	35.2%	31.4%	28.5%	29.9%	17.1%	26.1%	26.8%	36	100.0%	93.7%	94.0%
	No	54.5%	39.1%	34.9%	39.5%	48.9%	49.1%	5.0%	9.1%	11.4%	0.9%	2.9%	4.5%	321	99.7%	98.9%	98.8%
LEP	Yes	14.7%	15.1%	9.0%	64.7%	52.1%	43.7%	14.7%	20.5%	28.6%	5.9%	12.4%	18.7%	35	100.0%	96.7%	97.3%
	No	55.0%	38.3%	35.5%	35.9%	46.1%	47.8%	6.9%	10.4%	11.2%	2.2%	5.2%	5.6%	322	99.7%	98.3%	98.2%
Migrant	Yes	36.8%	20.0%	13.0%	36.8%	53.7%	44.6%	26.3%	17.1%	25.2%	0.0%	9.2%	17.2%	19	100.0%	99.4%	98.1%
	No	51.9%	35.1%	32.3%	38.8%	46.9%	47.3%	6.6%	11.8%	13.3%	2.7%	6.2%	7.1%	338	99.7%	98.0%	98.1%
Gender	Female	52.5%	39.3%	34.9%	35.9%	46.2%	47.0%	8.8%	10.0%	12.3%	2.8%	4.5%	5.8%	183	99.5%	98.5%	98.4%
	Male	49.7%	30.0%	27.5%	41.6%	47.9%	47.2%	6.4%	13.9%	15.7%	2.3%	8.1%	9.5%	174	100.0%	97.7%	97.7%

Anchorage School District: Profile of Performance 2005-2006

Sand Lake 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	46.6%	31.4%	27.4%	43.8%	49.1%	48.6%	9.0%	18.0%	21.9%	0.6%	1.6%	2.1%	357	99.7%	98.1%	98.1%
	African American	30.8%	18.0%	18.8%	46.2%	50.7%	52.0%	23.1%	29.2%	27.3%	0.0%	2.1%	1.9%	13	100.0%	98.2%	98.3%
	AK Native/ American Indian	34.4%	15.5%	10.5%	50.0%	52.5%	45.2%	12.5%	28.7%	39.6%	3.1%	3.2%	4.7%	32	100.0%	97.5%	97.9%
	Asian	33.9%	25.7%	27.6%	55.9%	49.8%	51.0%	10.2%	21.9%	19.3%	0.0%	2.6%	2.0%	59	100.0%	97.0%	97.5%
	Caucasian	51.8%	40.5%	36.3%	41.1%	47.1%	49.0%	6.7%	11.6%	13.7%	0.4%	0.8%	1.0%	226	99.6%	98.5%	98.2%
	Hispanic	75.0%	20.9%	20.2%	16.7%	52.7%	55.2%	8.3%	24.5%	23.1%	0.0%	1.8%	1.5%	13	100.0%	97.0%	97.2%
	Multi-Ethnic	35.7%	25.2%	25.6%	42.9%	51.2%	51.5%	21.4%	21.8%	21.0%	0.0%	1.9%	1.9%	14	100.0%	98.5%	98.6%
Low Income	Yes	30.7%	16.4%	15.3%	52.0%	52.2%	48.7%	16.0%	28.5%	32.4%	1.3%	2.9%	3.6%	75	100.0%	97.6%	98.0%
	No	50.9%	41.3%	36.5%	41.6%	47.0%	48.6%	7.2%	11.1%	13.9%	0.4%	0.7%	0.9%	282	99.6%	98.4%	98.1%
Disabled	Yes	20.0%	7.7%	6.4%	42.9%	40.2%	38.5%	34.3%	45.6%	47.9%	2.9%	6.5%	7.2%	36	100.0%	93.8%	94.2%
	No	49.5%	35.5%	30.9%	43.9%	50.6%	50.3%	6.3%	13.1%	17.6%	0.3%	0.7%	1.2%	321	99.7%	98.9%	98.7%
LEP	Yes	20.6%	14.9%	9.1%	61.8%	53.9%	45.1%	17.6%	28.3%	41.0%	0.0%	2.9%	4.8%	35	100.0%	96.6%	97.5%
	No	49.4%	34.6%	31.0%	41.9%	48.1%	49.3%	8.1%	16.0%	18.1%	0.6%	1.3%	1.5%	322	99.7%	98.3%	98.2%
Migrant	Yes	42.1%	20.2%	12.2%	42.1%	50.6%	43.4%	10.5%	26.5%	39.8%	5.3%	2.7%	4.5%	19	100.0%	99.4%	98.3%
	No	46.9%	31.8%	28.4%	43.9%	49.0%	49.0%	9.0%	17.7%	20.7%	0.3%	1.5%	1.9%	338	99.7%	98.0%	98.1%
Gender	Female	50.3%	37.8%	33.4%	39.2%	47.8%	47.9%	9.9%	13.5%	17.4%	0.6%	1.0%	1.3%	183	99.5%	98.4%	98.4%
	Male	42.8%	25.2%	21.7%	48.6%	50.3%	49.3%	8.1%	22.3%	26.2%	0.6%	2.2%	2.8%	174	100.0%	97.7%	97.7%

Anchorage School District: Profile of Performance 2005-2006

Sand Lake 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	59.4%	38.3%	32.9%	26.5%	37.0%	38.4%	8.7%	13.1%	14.7%	5.4%	11.7%	14.0%	357	99.7%	98.4%	98.2%
	African American	46.2%	19.2%	19.7%	23.1%	39.8%	40.5%	7.7%	18.2%	19.7%	23.1%	22.9%	20.0%	13	100.0%	98.2%	98.5%
	AK Native/ American Indian	37.5%	24.5%	16.3%	34.4%	40.1%	37.1%	15.6%	17.2%	21.4%	12.5%	18.1%	25.2%	32	100.0%	97.4%	97.7%
	Asian	59.3%	33.8%	35.2%	25.4%	37.3%	39.0%	10.2%	13.7%	13.5%	5.1%	15.2%	12.4%	59	100.0%	98.6%	98.8%
	Caucasian	63.4%	47.7%	41.6%	26.3%	35.1%	38.5%	7.1%	10.3%	11.2%	3.1%	6.9%	8.6%	226	99.6%	98.5%	98.3%
	Hispanic	61.5%	27.2%	26.4%	23.1%	39.1%	40.9%	7.7%	19.3%	18.3%	7.7%	14.5%	14.4%	13	100.0%	99.0%	98.7%
	Multi-Ethnic	57.1%	31.5%	32.1%	21.4%	39.6%	39.6%	14.3%	13.9%	13.6%	7.1%	15.0%	14.7%	14	100.0%	98.7%	98.8%
Low Income	Yes	40.0%	23.2%	20.5%	38.7%	39.3%	38.6%	10.7%	18.1%	19.3%	10.7%	19.4%	21.6%	75	100.0%	98.1%	98.1%
	No	64.6%	48.3%	42.1%	23.2%	35.4%	38.3%	8.2%	9.7%	11.2%	3.9%	6.6%	8.4%	282	99.6%	98.6%	98.3%
Disabled	Yes	31.4%	12.7%	11.0%	17.1%	29.6%	28.7%	22.9%	22.4%	22.6%	28.6%	35.3%	37.7%	36	100.0%	93.7%	94.1%
	No	62.5%	42.7%	36.5%	27.5%	38.2%	40.0%	7.2%	11.4%	13.4%	2.8%	7.6%	10.1%	321	99.7%	99.3%	98.9%
LEP	Yes	34.3%	23.6%	14.7%	42.9%	38.5%	35.1%	14.3%	18.1%	22.4%	8.6%	19.8%	27.8%	35	100.0%	98.8%	98.3%
	No	62.2%	41.2%	36.5%	24.7%	36.7%	39.1%	8.1%	12.1%	13.1%	5.0%	10.1%	11.3%	322	99.7%	98.3%	98.2%
Migrant	Yes	47.4%	25.7%	18.7%	21.1%	38.4%	35.1%	21.1%	17.6%	20.1%	10.5%	18.4%	26.1%	19	100.0%	99.4%	98.1%
	No	60.1%	38.7%	33.8%	26.8%	36.9%	38.7%	8.0%	12.9%	14.3%	5.1%	11.4%	13.2%	338	99.7%	98.4%	98.2%
Gender	Female	53.8%	38.1%	33.0%	30.8%	37.8%	39.2%	9.3%	13.3%	14.8%	6.0%	10.9%	13.1%	183	99.5%	98.7%	98.5%
	Male	65.3%	38.5%	32.8%	22.0%	36.2%	37.7%	8.1%	12.9%	14.6%	4.6%	12.5%	14.9%	174	100.0%	98.1%	97.9%

Sand Lake TerraNova 5th grade

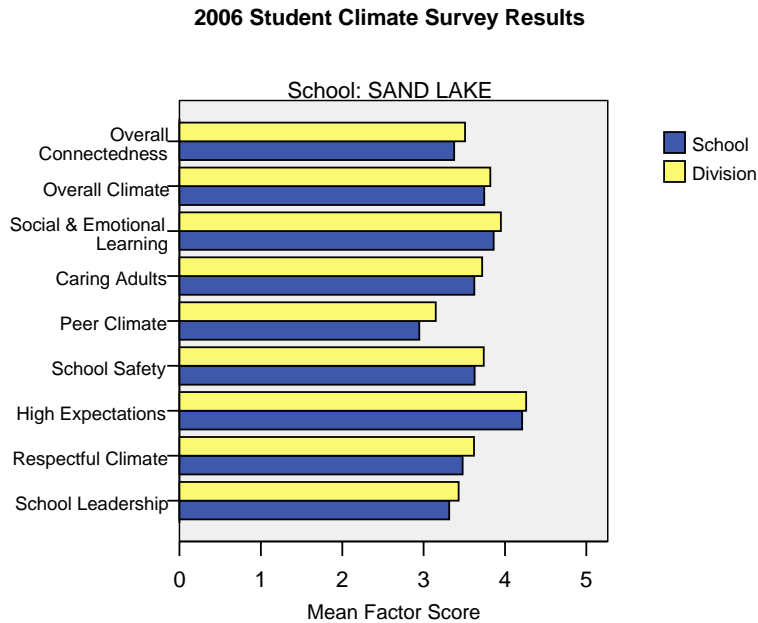
Percent in each quartile

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	36.4%	30.4%	41.6%	26.8%	16.9%	24.5%	5.2%	18.3%
2004-2005	36.5%	29.2%	31.3%	27.6%	22.9%	24.5%	9.4%	18.7%
2003-2004	34.8%	30.6%	30.3%	26.9%	19.1%	24.2%	15.7%	18.3%
2002-2003	35.7%	29.1%	29.8%	26.6%	13.1%	23.8%	21.4%	20.5%
2001-2002	32.9%	30.3%	27.6%	26.0%	21.1%	24.6%	18.4%	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	53.2%	34.0%	22.1%	26.5%	16.9%	22.0%	7.8%	17.5%
2004-2005	43.8%	32.1%	30.2%	28.3%	17.7%	21.2%	8.3%	18.4%
2003-2004	42.7%	34.1%	23.6%	26.5%	22.5%	21.7%	11.2%	17.7%
2002-2003	42.9%	32.8%	25.0%	26.5%	16.7%	20.9%	15.5%	19.8%
2001-2002	35.5%	32.3%	23.7%	26.4%	27.6%	22.9%	13.2%	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	40.3%	28.4%	44.2%	31.9%	7.8%	22.3%	7.8%	17.5%
2004-2005	38.5%	26.9%	36.5%	31.1%	16.7%	22.9%	8.3%	19.1%
2003-2004	39.3%	28.3%	24.7%	29.3%	20.2%	22.6%	15.7%	19.8%
2002-2003	42.9%	24.7%	22.6%	30.6%	13.1%	22.6%	21.4%	22.1%
2001-2002	31.6%	24.1%	30.3%	30.1%	23.7%	24.8%	14.5%	20.9%

Sand Lake School Climate Survey Results



Staff results by school were not calculated because of the low response rate.

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).