

**Table 77
South High School Overview**

Statement of Program

South Anchorage High School is a vibrant community of students, staff, parents, and community members. Our focus on academic excellence and success for all students is actively supported by our parents, our community, and our Parent Teacher Student Organization (PTSO).

From the Report Card/MLP

SCHOOL GOALS	
Goal	Level of Achievement
Goal #1: Achieve Adequate Yearly Progress (AYP) in all 31 categories	Partially Attained
Goal #2: Infuse academic enhancement skills into our 9 th grade language arts and social studies classes for more successful transition from middle school to high school.	Partially Attained
Goal #3: Increase student performance on the Advanced Placement (AP) exams by 2/10th of a point (based on a 1 – 5 scale) in all areas this year as well as increase the number of students enrolling in AP classes next year.	Partially Attained

From the Report Card/MLP

BUDGET*	
2004-2005 Actual Expenditures	\$8,565,093
2004-06 Revised Budgeted Amount	\$8,772,269
2006-07 Proposed Budget	\$9,358,900
*Dollars budgeted or expended are general fund only.	

From IFAS

	School	District	Source of Information
Membership	1,791	50,051	Fall OASIS
Capacity	107%	N/A	Board Report - #189 3/7/06
Attendance Rate	93%	93%	SMS end of year report
Transiency Rate	12.49%	22.72%	Report Card File
Economically Disadvantaged	101	16,769	Fall OASIS
Ave. Weekly Volunteer Hours	60	5,032	Report Card File
Graduation Rate	87.3%	63.91%	Cohort group rate – NCLB formula
Dropout Rate	6.18%	5.78%	OASIS end of year report
AP courses offered in 2005-2006	19	25	SMS transcript file
Students successfully completing AP courses	329	1,386	SMS transcript file
AP courses completed by students	672	2,524	SMS transcript file
Students Taking an Alternate Assessment	12	264	SMS
Students Taking a HSGQE Alternative Assessment	12	270	SMS
Change in Enrollment	4.1%	0.3%	Report Card File

Anchorage School District: Profile of Performance 2005-06
 South High School Characteristics

Teacher Qualification				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
86	100%	48%	3	79%

SCHOOL BUSINESS PARTNERSHIPS
Dimond Center Big Brothers/Big Sisters of Anchorage Hotel Captain Cook Prudential Vista Real Estate Company

From MLP

ACCREDITATION		
Initial Accreditation	Name of Accrediting Organization	Level of Accreditation
2004	Northwest Association of Accredited Schools	Provisional

ETHNICITY REPORT - OCTOBER 2005						
Caucasian	African American	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	Multi-Ethnic	Total
1495	21	91	94	64	26	1791
83.47%	1.17%	5.08%	5.25%	3.57%	1.45%	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	104	104	24	62	1,584	32	1,910
Final Dropouts	8	12	1	5	88	4	118
% of Dropouts	7.69%	11.54%	4.17%	8.06%	5.56%	12.50%	6.4%

From Summer Oasis

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
939	903	96.2%

From participation file (3-10 graders)

South High School Characteristics

<u>Test</u>	<u>Students/Subject</u>	3			
		<u>2004-2005</u>	<u>2003-2004</u>	<u>2002-2003</u>	<u>2001-2002</u>
	No. Graduates	370	254	New School 2004-2005	
SAT	Percent Tested	72%	52%		
	Critical Reading*	526	525		
	Math	542	534		
	Writing	506			
ACT	Percent Tested	31%	16%		
	English	23.3	24.2		
	Math	24.1	25.1		

*Reported at Verbal Score prior to 2005-2006

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

South High School

Meets AYP under Safe Harbor

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

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	939	925	98.5%	Yes	892	817	91.6%	68%	Yes	753	84.4%	53.8%	Yes
African American	12	12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AkNa & Amln	51	48	94.1%	Yes-Avg(2)	44	32	72.7%	55.6%	Yes	29	65.9%	40.3%	Yes
Asian	49	49	100%	Yes	48	34	70.8%	56.3%	Yes	37	77.1%	41%	Yes
Caucasian	779	770	98.8%	Yes	745	705	94.6%	67.6%	Yes	641	86%	53.4%	Yes
Hispanic	36	35	97.2%	Yes	33	25	75.8%	53.2%	Yes	26	78.8%	37.6%	Yes
Multi-Ethnic	12	11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	60	59	98.3%	Yes	52	31	59.6%	56.9%	Yes	35	67.3%	41.6%	Yes
Disabled	73	70	95.9%	Yes	67	39	58.2%	58.6%	Yes-SH	31	46.3%	43.5%	Yes
LEP	54	53	98.1%	Yes	49	30	61.2%	56.5%	Yes	33	67.3%	41.2%	Yes

Graduation Rate: 87.3% (Threshold is 55.58%)

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

- (1) 20 or fewer students are enrolled in a group for all groups except "All Students".
- (2) 40 or fewer students are enrolled FAY (column D) in the Disabled & LEP groups.

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

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

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

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

Anchorage School District: Profile of Performance 2005-06

South HSGQE - 10th Grade Results

Reading	Proficient		Not Proficient	
	School	District	School	District
2005-2006	91.4%	76.4%	8.6%	23.6%
2004-2005	88.7%	72.5%	11.4%	27.5%
2003-2004		73.3%		26.7%
2002-2003		72.8%		27.1%

Writing	Proficient		Not Proficient	
	School	District	School	District
2005-2006	97.5%	90.8%	2.5%	9.2%
2004-2005	94.6%	85.6%	5.4%	14.4%
2003-2004		87.0%		13.0%
2002-2003		85.4%		14.6%

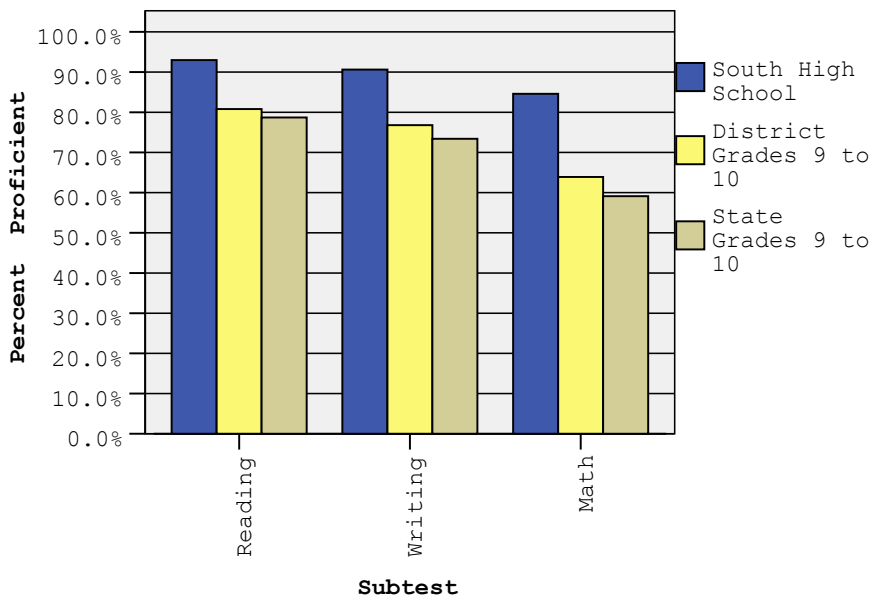
Math	Proficient		Not Proficient	
	School	District	School	District
2005-2006	93.4%	79.9%	6.6%	20.1%
2004-2005	88.4%	76.3%	11.6%	14.4%
2003-2004		69.8%		30.2%
2002-2003		74.3%		25.7%

South HSGQE Scores Spring 2006				
Students	Proficient		Not Proficient	
	Number	Percent	Number	Percent
Grade 10				
Reading	433	91.4%	41	8.6%
Writing	459	97.5%	12	2.5%
Math	439	93.4%	31	6.6%

South High School SBA Proficiency – Spring 2006

	Reading		Writing		Math	
	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient
All Grades	91.0%	93.0%	90.6%	90.6%	83.4%	84.6%
9th Grade	91.0%	90.6%	90.6%	87.8%	83.4%	82.2%
10th Grade	N/A	95.1%	N/A	93.2%	N/A	86.8%

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

South SBA Proficiency by NCLB Groups – Spring 2006

		Reading		Writing		Math	
		Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient
Ethnicity	All Students	93.0%	7.0%	90.6%	9.4%	84.6%	15.4%
	African American	91.7%	8.3%	91.7%	8.3%	83.3%	16.7%
	AK Native/ American Indian	81.8%	18.2%	73.8%	26.2%	64.3%	35.7%
	Asian	77.6%	22.4%	71.4%	28.6%	77.6%	22.4%
	Caucasian	95.3%	4.7%	93.5%	6.5%	86.5%	13.5%
	Hispanic	75.8%	24.2%	72.7%	27.3%	75.8%	24.2%
	Multi-Ethnic	100.0%	0.0%	90.9%	9.1%	90.9%	9.1%
Low Income	Yes	69.6%	30.4%	57.1%	42.9%	66.1%	33.9%
	No	94.5%	5.5%	92.8%	7.2%	85.8%	14.2%
Disabled	Yes	61.4%	38.6%	44.8%	55.2%	36.2%	63.8%
	No	95.1%	4.9%	93.8%	6.3%	87.9%	12.1%
LEP	Yes	61.2%	38.8%	54.0%	46.0%	63.3%	36.7%
	No	94.8%	5.2%	92.8%	7.2%	85.8%	14.2%
Migrant	Yes	75.0%	25.0%	62.5%	37.5%	57.1%	42.9%
	No	93.1%	6.9%	90.9%	9.1%	84.8%	15.2%
Gender	Female	94.1%	5.9%	93.6%	6.4%	85.2%	14.8%
	Male	91.9%	8.1%	87.7%	12.3%	83.9%	16.1%

Anchorage School District: Profile of Performance 2005-06

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

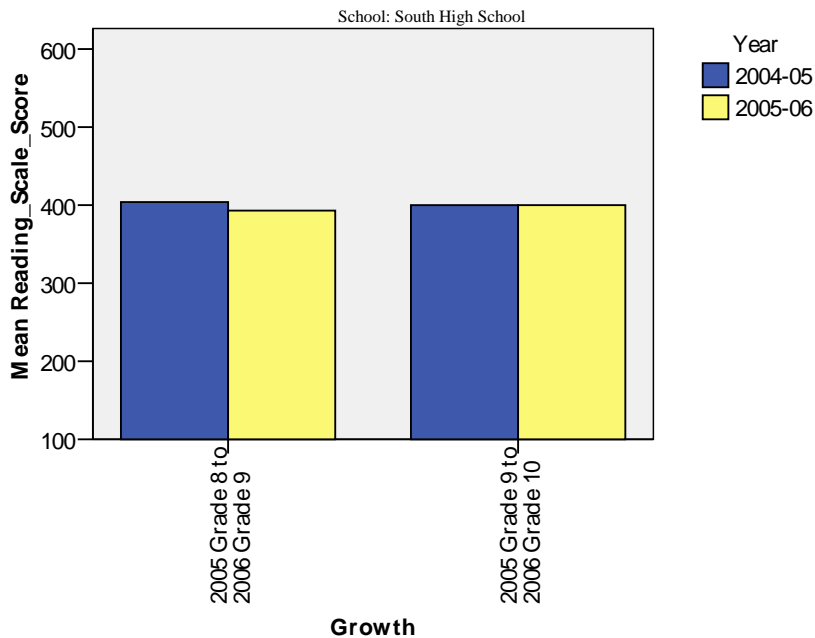
		Reading		Writing		Math	
		2004-2005 Mean Scale Score	2005-2006 Mean Scale Score	2004-2005 Mean Scale Score	2005-2006 Mean Scale Score	2004-2005 Mean Scale Score	2005-2006 Mean Scale Score
Ethnicity	All Students	397.4	393.2	388.9	383.2	360.1	353.9
	African American	368.0	384.4	341.0	381.6	343.7	354.4
	AK Native/ American Indian	347.6	362.1	332.8	335.2	324.2	324.2
	Asian	359.3	363.4	348.0	339.8	353.5	341.8
	Caucasian	404.9	400.6	397.5	392.5	364.8	359.1
	Hispanic	362.6	347.4	352.6	341.5	325.9	315.5
	Multi-Ethnic	381.7	371.0	357.3	334.8	340.8	334.4
Low Income	Yes	334.8	322.4	322.6	299.7	314.4	299.3
	No	400.0	399.6	391.7	390.7	362.1	358.8
Disabled	Yes	307.8	311.2	300.7	279.5	263.7	274.0
	No	405.1	398.4	396.5	389.8	368.5	358.9
LEP	Yes	310.9	309.3	297.3	299.0	304.1	301.4
	No	400.5	399.6	392.2	389.6	362.0	358.0
Migrant	Yes	348.8	311.4	322.9	277.0	325.8	284.8
	No	398.3	394.2	390.1	384.4	360.8	354.6
Gender	Female	407.6	404.3	401.0	400.3	360.0	354.9
	Male	387.3	381.6	377.0	365.3	360.3	352.9

Anchorage School District: Profile of Performance 2005-06

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

		Grade 8 in 2005	Grade 9 in 2006	Difference	Grade 9 in 2005	Grade 10 in 2006	Difference
Ethnicity	All Students	404.3	392.8	-11.5	400.4	399.7	-0.7
	African American	400.7	384.2	-16.5	391.9	402.1	10.2
	AK Native/ American Indian	409.2	365.3	-43.9	346.5	360.9	14.4
	Asian	375.1	362.7	-12.4	358.8	365.9	7.1
	Caucasian	411.4	400.7	-10.7	407.2	405.0	-2.2
	Hispanic	353.9	347.1	-6.8	368.3	373.8	5.5
	Multi-Ethnic	379.0	371.4	-7.6	383.7	362.2	-21.5
Low Income	Yes	317.8	321.9	4.1	363.7	367.3	3.7
	No	411.2	400.0	-11.2	402.1	400.7	-1.4
Disabled	Yes	314.3	310.8	-3.5	305.4	314.7	9.3
	No	409.7	398.2	-11.5	406.9	406.1	-0.8
LEP	Yes	312.7	309.3	-3.3	322.0	327.4	5.4
	No	410.1	399.7	-10.4	402.8	402.9	0.1
Migrant	Yes	304.4	310.7	6.3	413.2	472.0	58.8
	No	404.9	394.1	-10.8	400.3	398.8	-1.5
Gender	Female	416.0	404.4	-11.7	406.7	398.2	-8.5
	Male	390.8	381.9	-8.9	392.7	402.3	9.7

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

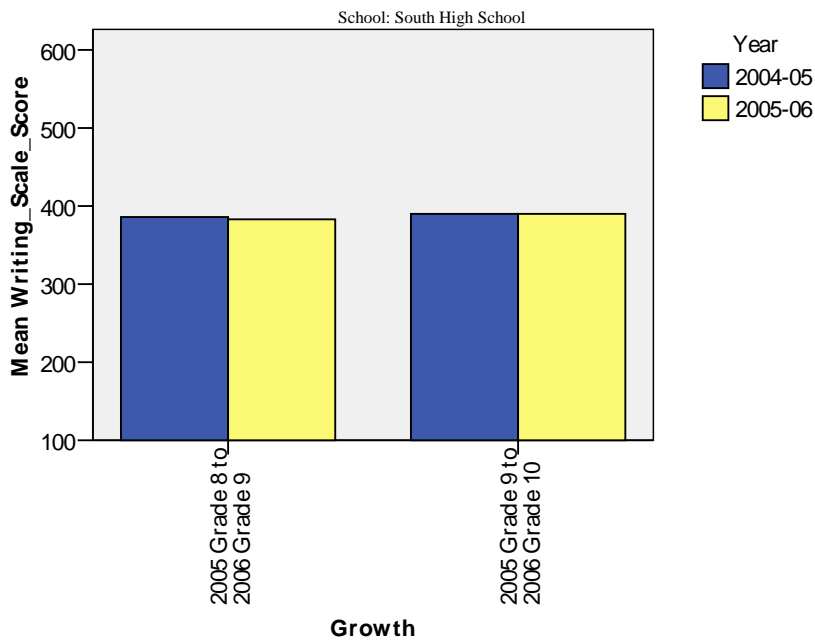


Anchorage School District: Profile of Performance 2005-06

South 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 8 in 2005	Grade 9 in 2006	Difference	Grade 9 in 2005	Grade 10 in 2006	Difference
Ethnicity	All Students	386.4	382.7	-3.7	390.2	390.0	-0.2
	African American	383.9	382.1	-1.8	376.3	367.8	-8.5
	AK Native/American Indian	366.5	334.4	-32.2	337.2	333.7	-3.5
	Asian	354.8	339.9	-14.9	342.7	358.3	15.7
	Caucasian	392.2	393.0	0.8	399.1	394.7	-4.4
	Hispanic	346.3	340.8	-5.5	352.4	382.7	30.3
	Multi-Ethnic	380.7	335.2	-45.5	361.9	379.1	17.2
Low Income	Yes	312.7	300.3	-12.4	350.0	335.4	-14.7
	No	392.1	390.7	-1.4	391.8	391.9	0.1
Disabled	Yes	287.4	279.7	-7.7	296.2	292.0	-4.2
	No	392.9	390.1	-2.8	398.3	396.8	-1.5
LEP	Yes	307.0	299.4	-7.6	314.7	329.2	14.5
	No	391.8	389.9	-1.9	393.7	392.3	-1.3
Migrant	Yes	293.2	277.0	-16.2	386.1	366.7	-19.4
	No	387.3	383.8	-3.5	390.4	389.7	-0.7
Gender	Female	403.7	400.2	-3.5	399.9	400.1	0.2
	Male	365.7	365.3	-0.3	381.0	380.4	-0.6

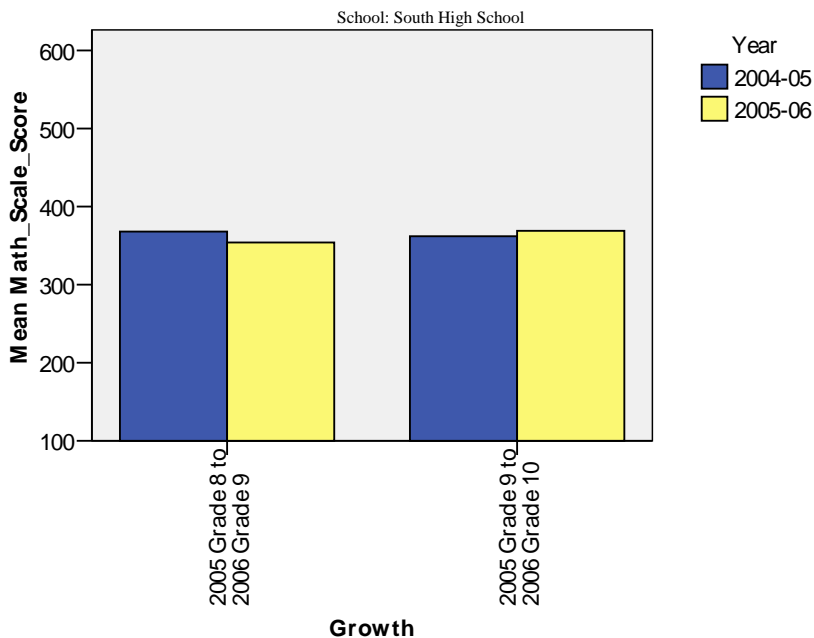
Measure of Growth in SBA Writing for Students Who Tested in 2005 and Again in 2006



South 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 8 in 2005	Grade 9 in 2006	Difference	Grade 9 in 2005	Grade 10 in 2006	Difference
Ethnicity	All Students	367.7	354.3	-13.4	362.0	369.4	7.4
	African American	357.1	353.7	-3.4	379.8	375.9	-3.9
	AK Native/American Indian	371.4	313.7	-57.7	308.7	310.5	1.8
	Asian	362.9	342.1	-20.8	342.3	350.8	8.5
	Caucasian	371.0	359.4	-11.7	366.7	373.2	6.5
	Hispanic	331.8	315.9	-15.9	331.7	356.3	24.7
	Multi-Ethnic	385.2	334.0	-51.2	343.1	353.7	10.6
Low Income	Yes	306.3	298.8	-7.5	328.4	331.7	3.3
	No	373.7	359.2	-14.5	363.9	371.1	7.2
Disabled	Yes	272.7	274.3	1.7	257.0	266.4	9.4
	No	375.1	358.7	-16.4	369.8	376.9	7.1
LEP	Yes	317.4	300.7	-16.7	307.2	333.0	25.8
	No	371.9	358.1	-13.8	364.3	370.8	6.5
Migrant	Yes	305.0	285.4	-19.7	354.7	342.2	-12.5
	No	368.8	354.9	-13.9	361.7	369.3	7.7
Gender	Female	373.2	355.0	-18.2	361.1	364.7	3.6
	Male	362.3	352.8	-9.5	363.4	372.7	9.3

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



Anchorage School District: Profile of Performance 2005-06

South 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	54.9%	37.9%	35.1%	38.0%	43.0%	43.6%	5.8%	15.2%	17.2%	1.2%	4.0%	4.1%	939	98.5%	94.9%	93.7%
	African American	58.3%	19.8%	19.9%	33.3%	45.3%	47.0%	0.0%	26.9%	26.0%	8.3%	7.9%	7.1%	12	100.0%	94.2%	94.0%
	AK Native/ American Indian	36.4%	21.7%	15.6%	45.5%	44.8%	45.0%	18.2%	26.2%	31.2%	0.0%	7.3%	8.3%	51	94.1%	91.7%	92.0%
	Asian	34.7%	20.7%	24.0%	42.9%	49.1%	49.0%	20.4%	22.5%	21.3%	2.0%	7.7%	5.8%	49	100.0%	95.7%	94.6%
	Caucasian	59.0%	49.3%	46.5%	36.3%	40.6%	42.0%	4.1%	8.5%	9.7%	0.7%	1.6%	1.8%	779	98.8%	96.0%	94.4%
	Hispanic	30.3%	20.4%	23.7%	45.5%	48.8%	46.7%	12.1%	24.3%	23.2%	12.1%	6.5%	6.4%	36	97.2%	93.3%	91.9%
	Multi-Ethnic	9.1%	31.5%	33.3%	90.9%	40.1%	42.6%	0.0%	21.6%	18.7%	0.0%	6.8%	5.4%	12	91.7%	91.5%	92.6%
Low Income	Yes	25.0%	17.0%	18.9%	44.6%	44.1%	44.8%	23.2%	28.8%	28.4%	7.1%	10.1%	7.9%	60	98.3%	90.7%	92.7%
	No	56.9%	44.1%	42.4%	37.6%	42.6%	43.1%	4.7%	11.1%	12.1%	0.8%	2.2%	2.4%	879	98.5%	96.3%	94.1%
Disabled	Yes	10.5%	5.7%	6.1%	50.9%	35.4%	32.0%	24.6%	40.1%	42.5%	14.0%	18.7%	19.4%	73	95.9%	85.3%	86.5%
	No	57.9%	41.5%	38.4%	37.2%	43.8%	44.9%	4.6%	12.4%	14.2%	0.4%	2.3%	2.4%	866	98.7%	96.2%	94.6%
LEP	Yes	10.2%	7.1%	5.6%	51.0%	48.8%	43.7%	30.6%	32.5%	39.0%	8.2%	11.6%	11.7%	54	98.1%	92.5%	92.6%
	No	57.5%	42.8%	39.6%	37.3%	42.0%	43.6%	4.4%	12.4%	13.8%	0.8%	2.8%	3.0%	885	98.5%	95.3%	93.9%
Migrant	Yes	37.5%	20.6%	19.5%	37.5%	49.4%	43.6%	25.0%	21.7%	28.1%	0.0%	8.3%	8.8%	10	100.0%	90.9%	94.3%
	No	55.1%	38.3%	36.1%	38.0%	42.8%	43.6%	5.7%	15.0%	16.4%	1.2%	3.9%	3.8%	929	98.5%	95.1%	93.7%
Gender	Female	57.8%	40.4%	37.7%	36.3%	43.8%	45.1%	4.8%	12.9%	14.3%	1.1%	3.0%	2.8%	471	98.7%	95.4%	93.8%
	Male	52.1%	35.4%	32.6%	39.8%	42.2%	42.2%	6.8%	17.4%	19.8%	1.3%	5.0%	5.4%	468	98.3%	94.5%	93.6%

Anchorage School District: Profile of Performance 2005-06

South 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	9.6%	5.6%	4.4%	81.0%	71.2%	69.0%	6.7%	16.9%	19.5%	2.6%	6.4%	7.0%	939	98.5%	94.6%	93.4%
	African American	8.3%	1.2%	1.2%	83.3%	60.4%	61.6%	0.0%	26.9%	26.0%	8.3%	11.5%	11.3%	12	100.0%	94.3%	94.3%
	AK Native/ American Indian	0.0%	1.6%	1.0%	73.8%	57.6%	53.6%	19.0%	28.7%	32.9%	7.1%	12.1%	12.5%	51	94.1%	90.3%	91.7%
	Asian	6.1%	2.6%	2.8%	65.3%	64.6%	67.3%	22.4%	23.6%	22.9%	6.1%	9.3%	7.0%	49	100.0%	95.9%	94.4%
	Caucasian	10.4%	7.9%	6.4%	83.1%	77.8%	76.6%	4.9%	10.9%	12.7%	1.6%	3.4%	4.2%	779	98.8%	95.8%	94.2%
	Hispanic	12.1%	2.8%	2.9%	60.6%	67.1%	64.3%	15.2%	20.9%	23.4%	12.1%	9.2%	9.3%	36	97.2%	92.0%	91.1%
	Multi-Ethnic	0.0%	4.1%	3.9%	90.9%	61.5%	66.4%	0.0%	24.1%	21.7%	9.1%	10.3%	8.0%	12	91.7%	91.2%	91.9%
Low Income	Yes	0.0%	1.2%	1.5%	57.1%	54.8%	55.3%	26.8%	30.0%	30.4%	16.1%	13.9%	12.7%	60	98.3%	89.6%	92.2%
	No	10.2%	6.9%	5.8%	82.6%	76.0%	75.2%	5.4%	13.0%	14.6%	1.8%	4.1%	4.4%	879	98.5%	96.2%	94.0%
Disabled	Yes	0.0%	0.1%	0.1%	44.8%	26.2%	24.5%	36.2%	43.1%	44.3%	19.0%	30.6%	31.0%	73	95.9%	85.4%	86.6%
	No	10.3%	6.2%	5.0%	83.5%	76.3%	74.2%	4.7%	13.9%	16.6%	1.5%	3.6%	4.2%	866	98.7%	95.8%	94.3%
LEP	Yes	2.0%	0.3%	0.2%	52.0%	51.5%	45.1%	34.0%	33.2%	38.8%	12.0%	15.1%	15.8%	54	98.1%	92.6%	92.6%
	No	10.0%	6.4%	5.1%	82.7%	74.4%	72.7%	5.1%	14.2%	16.5%	2.1%	4.9%	5.6%	885	98.5%	94.9%	93.6%
Migrant	Yes	0.0%	1.7%	1.2%	62.5%	57.4%	56.0%	0.0%	29.5%	30.6%	37.5%	11.4%	12.2%	10	100.0%	88.9%	94.3%
	No	9.7%	5.7%	4.7%	81.2%	71.5%	69.9%	6.8%	16.6%	18.8%	2.3%	6.2%	6.7%	929	98.5%	94.7%	93.4%
Gender	Female	10.6%	7.2%	6.3%	83.0%	76.4%	75.3%	4.9%	12.7%	14.7%	1.5%	3.7%	3.7%	471	98.7%	95.1%	93.6%
	Male	8.6%	4.0%	2.7%	79.1%	66.1%	63.1%	8.6%	20.9%	24.0%	3.7%	9.0%	10.1%	468	98.3%	94.1%	93.2%

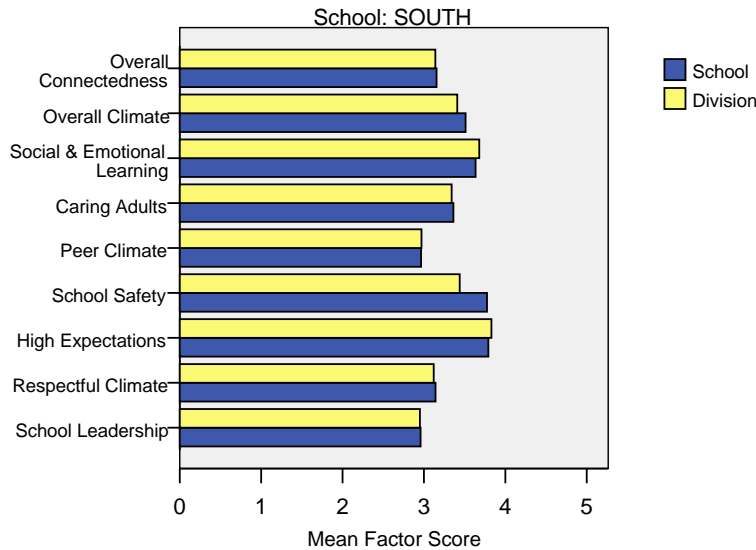
Anchorage School District: Profile of Performance 2005-06

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

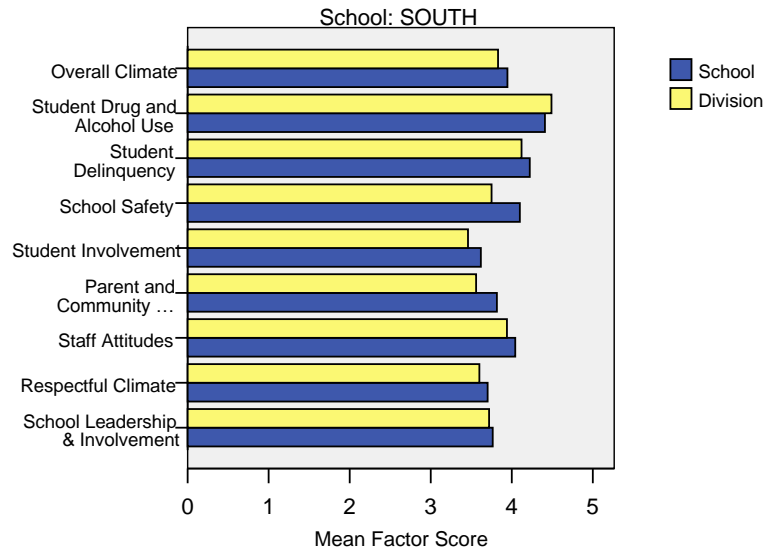
Math		% Advanced			% Proficient			% Below Proficient			% Far Below Proficient			Total Students Tested	Percent Tested		
		School	District	State	School	District	State	School	District	State	School	District	State	School	School	District	State
Ethnicity	All Students	37.7%	24.6%	20.6%	46.9%	39.3%	38.5%	9.0%	18.5%	20.7%	6.4%	17.6%	20.2%	939	98.5%	94.3%	93.2%
	African American	41.7%	8.6%	8.3%	41.7%	29.6%	29.9%	8.3%	25.5%	26.0%	8.3%	36.3%	35.8%	12	100.0%	94.3%	93.9%
	AK Native/ American Indian	14.3%	11.8%	8.7%	50.0%	38.7%	33.0%	19.0%	22.3%	25.0%	16.7%	27.3%	33.3%	51	94.1%	89.0%	91.2%
	Asian	32.7%	19.2%	21.8%	44.9%	40.2%	39.8%	10.2%	20.3%	20.5%	12.2%	20.3%	17.9%	49	100.0%	95.9%	94.9%
	Caucasian	39.5%	32.2%	27.1%	47.0%	41.1%	41.4%	8.5%	15.7%	18.2%	5.0%	11.0%	13.3%	779	98.8%	95.5%	93.9%
	Hispanic	36.4%	12.4%	11.1%	39.4%	35.2%	36.9%	9.1%	24.2%	24.8%	15.2%	28.2%	27.2%	36	97.2%	92.0%	91.6%
	Multi-Ethnic	27.3%	15.6%	16.3%	63.6%	36.7%	36.9%	0.0%	20.4%	21.4%	9.1%	27.2%	25.4%	12	91.7%	92.2%	93.3%
Low Income	Yes	17.9%	9.9%	9.5%	48.2%	33.2%	32.7%	8.9%	24.1%	25.5%	25.0%	32.8%	32.3%	60	98.3%	89.6%	92.2%
	No	39.0%	28.9%	25.6%	46.8%	41.1%	41.1%	9.0%	16.8%	18.5%	5.2%	13.2%	14.8%	879	98.5%	95.8%	93.6%
Disabled	Yes	3.4%	3.2%	2.4%	32.8%	12.1%	12.7%	15.5%	24.2%	23.9%	48.3%	60.5%	61.0%	73	95.9%	85.4%	86.9%
	No	40.0%	27.0%	22.7%	47.9%	42.4%	41.5%	8.5%	17.8%	20.3%	3.6%	12.8%	15.5%	866	98.7%	95.5%	94.0%
LEP	Yes	14.3%	8.2%	5.7%	49.0%	33.2%	28.8%	18.4%	25.3%	27.4%	18.4%	33.3%	38.2%	54	98.1%	92.9%	92.9%
	No	39.0%	27.2%	22.9%	46.8%	40.3%	40.0%	8.4%	17.4%	19.6%	5.7%	15.1%	17.4%	885	98.5%	94.6%	93.3%
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	No	37.8%	24.9%	21.3%	47.0%	39.3%	38.8%	9.1%	18.4%	20.5%	6.1%	17.4%	19.5%	929	98.5%	94.5%	93.2%
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	Male	40.6%	26.4%	21.6%	43.3%	36.8%	36.8%	8.9%	17.4%	20.1%	7.1%	19.4%	21.5%	468	98.3%	94.2%	93.2%

South High 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).