

**Table 50
Susitna School Overview**

Statement of Program

Susitna Elementary is a large, diverse elementary school in East Anchorage committed to the success of all learners as they become knowledgeable, responsible and caring citizens. Susitna is home to two programs: a neighborhood program and an "open optional" alternative program. The Susitna community values high expectations for students in a welcoming environment of supportive and caring adults.

Susitna Elementary School houses sixteen K-6 traditional classrooms and seven open optional multiage classrooms. The school offers full-day kindergarten programs, three special education resource classes and one "Extended Resource" class. Specialists include, a music teacher, physical education teacher, librarian and bilingual and Indian Education tutors. An art teacher, orchestra teacher, speech specialist, school nurse and school psychologist provide instruction and services. Special education teachers provide both in-class and individualized instruction. Susitna has a student assistant team that meets weekly to develop problem solving and special education strategies.

Susitna's Positive School Climate Committee has devised a discipline policy aimed at pupil responsibility for appropriate behavior; we encourage activities that promote self direction, mutual respect, decision making, critical thinking and positive self-image. Susitna has a before and after-school child care program and a breakfast program. Susitna utilizes the Learning Opportunity and the Safe and Drug Free Schools grants to promote increased achievement, student wellness, and positive attitudes. Incentives and donations from school-business partners support the school-wide positive discipline initiative.

From the Report Card/MLP

SCHOOL GOALS	
Goal	Level of Achievement
The percentage of students in grades 3-6 who are proficient on the state assessment in language arts will increase from 76.1% to 80%.	Partially Attained
The percentage of students in grades 3-6 who are proficient on the state assessment in mathematics will increase from 71% to 75%.	Partially Attained

From the School Report Card

BUDGET*	
2004-2005 Actual Expenditures	\$2,437,565
2005-2006 Revised Budgeted Amount	\$2,477,292
2006-2007 Proposed Budget	\$2,666,243
*Dollars budgeted or expended are general fund only.	

From IFAS

	School	District	Source of Information
Membership	535	50,051	Fall OASIS
Capacity	104%	N/A	Board Report - #189 3/7/06
Attendance Rate	94%	93%	SMS end of year report
Retention Rate	0.0%	1.2%	Report Card File
Transiency Rate	23.03%	22.72%	Report Card File
Economically Disadvantaged	253	16,769	Fall OASIS
Ave. Weekly Volunteer Hours	32	5,032	Report Card File
Students Taking an Alternate Assessment	0	264	SMS
Change in Enrollment	0.2%	0.3%	Report Card File

Susitna School Characteristics

Teacher Qualification				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
32	100%	32%	0	80%

SCHOOL BUSINESS PARTNERSHIPS
Glen Carron Trailer Park Fred Meyer Muldoon Carrs Muldoon Subway of Alaska

From MLP

ETHNICITY REPORT - OCTOBER 2005						
Caucasian	African American	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	Multi-Ethnic	Total
253 47.29%	47 8.79%	129 24.11%	39 7.29%	22 4.11%	45 8.41%	535 100.00%

From Fall Oasis

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
303	266	87.8%

From participation file (3-10 graders)

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

Susitna 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
If there are 20 or fewer students enrolled, value is "N/A"													
All Students	303	301	99.3%	Yes	264	207	78.4%	65%	Yes	192	72.7%	50.5%	Yes
African American	31	31	100%	Yes	29	22	75.9%	51.9%	Yes	19	65.5%	36.2%	Yes
AkNa & Amln	61	60	98.4%	Yes	51	33	64.7%	56.7%	Yes	37	72.5%	41.5%	Yes
Asian	25	25	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	154	153	99.4%	Yes	139	115	82.7%	62.6%	Yes	105	75.5%	47.8%	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	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	140	140	100%	Yes	114	78	68.4%	61.6%	Yes	67	58.8%	46.8%	Yes
Disabled	35	35	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LEP	33	33	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Attendance Rate: 93.8% (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.

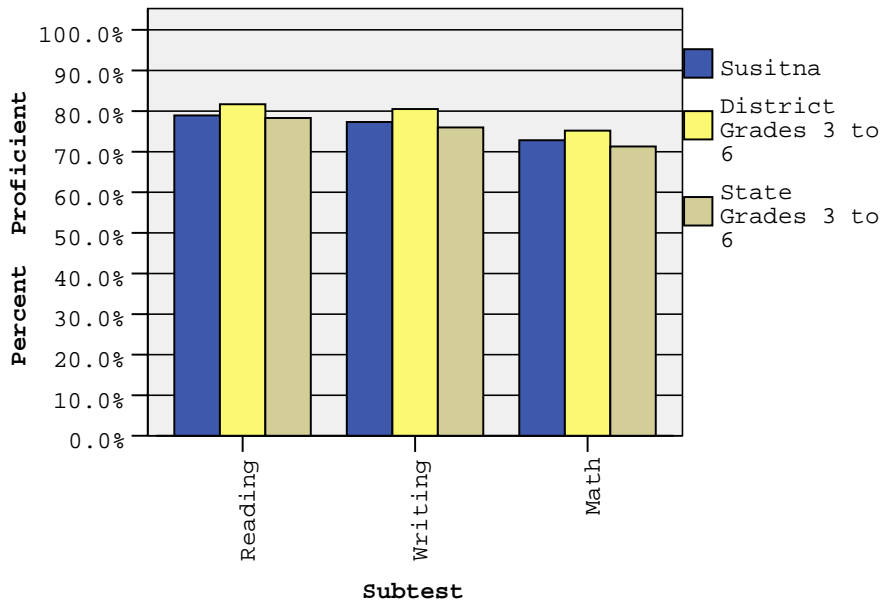
This document was prepared by the ASD Assessment and Evaluation 7/19/2006

Anchorage School District: Profile of Performance 2005-2006

Susitna Elementary School SBA Proficiency – Spring 2006

	Reading		Writing		Math	
	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient
All Grades	75.3%	78.9%	74.0%	77.3%	70.9%	72.8%
3 rd Grade	73.1%	78.5%	67.2%	77.2%	79.1%	75.6%
4 th Grade	75.3%	82.4%	76.7%	83.8%	68.5%	77.9%
5 th Grade	78.7%	75.3%	78.7%	75.3%	72.0%	66.2%
6 th Grade	74.1%	80.0%	72.8%	73.7%	65.4%	72.0%

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
Susitna SBA Proficiency by NCLB Groups – Spring 2006

		Reading		Writing		Math	
		Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient
Ethnicity	All Students	78.9%	21.1%	77.3%	22.7%	72.8%	27.2%
	African American	71.0%	29.0%	74.2%	25.8%	67.7%	32.3%
	AK Native/ American Indian	66.1%	33.9%	66.1%	33.9%	71.2%	28.8%
	Asian	80.0%	20.0%	76.0%	24.0%	72.0%	28.0%
	Caucasian	82.9%	17.1%	82.4%	17.6%	75.5%	24.5%
	Hispanic	100.0%	0.0%	69.2%	30.8%	61.5%	38.5%
	Multi-Ethnic	84.2%	15.8%	84.2%	15.8%	73.7%	26.3%
LowIncome	Yes	69.1%	30.9%	65.5%	34.5%	59.0%	41.0%
	No	87.5%	12.5%	87.6%	12.4%	84.9%	15.1%
Disabled	Yes	28.6%	71.4%	31.4%	68.6%	25.7%	74.3%
	No	85.6%	14.4%	83.4%	16.6%	79.1%	20.9%
LEP	Yes	69.7%	30.3%	60.6%	39.4%	54.5%	45.5%
	No	80.1%	19.9%	79.4%	20.6%	75.1%	24.9%
Migrant	Yes	66.7%	33.3%	60.0%	40.0%	60.0%	40.0%
	No	79.3%	20.7%	77.9%	22.1%	73.3%	26.7%
Gender	Female	81.9%	18.1%	81.1%	18.9%	71.2%	28.8%
	Male	76.0%	24.0%	73.7%	26.3%	74.3%	25.7%

Anchorage School District: Profile of Performance 2005-2006

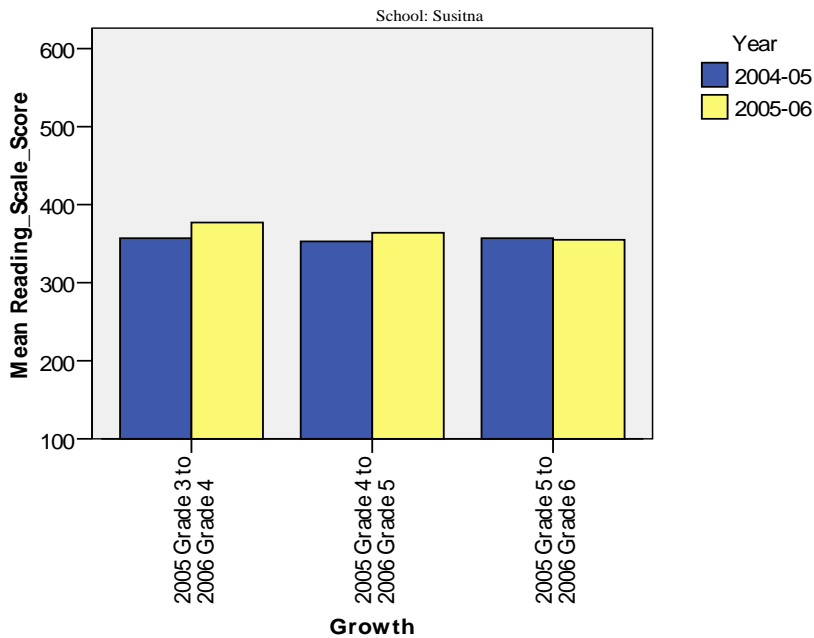
Susitna SBA Mean Scale Score Comparison: 2004-2005 to 2005-2006

		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	352.7	362.4	347.7	351.1	340.8	345.0
	African American	346.7	355.5	341.5	356.7	327.8	332.3
	AK Native/ American Indian	321.0	330.0	325.9	325.5	316.6	329.8
	Asian	323.5	348.2	315.5	346.1	306.3	335.8
	Caucasian	373.4	379.5	363.5	363.0	363.3	357.9
	Hispanic	326.0	360.8	339.8	327.9	313.8	318.9
	Multi-Ethnic	360.8	356.8	349.4	347.3	327.2	339.9
Low Income	Yes	329.2	334.7	326.5	329.9	316.8	322.0
	No	365.2	386.4	359.0	369.4	353.6	365.0
Disabled	Yes	286.4	278.6	292.5	272.2	282.3	266.0
	No	364.2	373.5	357.3	361.5	351.0	355.5
LEP	Yes	292.8	310.5	297.1	311.3	298.4	302.4
	No	361.0	368.8	354.7	356.0	346.7	350.3
Migrant	Yes	327.8	335.8	327.5	330.0	309.8	323.2
	No	353.7	363.2	348.6	351.8	342.1	345.7
Gender	Female	356.9	368.5	352.3	361.4	331.0	341.2
	Male	348.7	356.3	343.4	341.0	350.0	348.6

Susitna 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	357.3	376.8	19.5	353.4	363.7	10.3	357.2	355.0	-2.2
	African American	291.7	324.2	32.5	362.9	374.1	11.2	355.3	349.8	-5.5
	AK Native/ American Indian	382.7	393.8	11.2	379.0	376.9	-2.1	308.7	309.2	0.5
	Asian	358.1	379.7	21.6	315.8	337.9	22.1	330.7	330.3	-0.3
	Caucasian	389.4	411.7	22.3	357.2	373.0	15.8	383.1	384.7	1.6
	Hispanic	336.9	366.1	29.2	368.3	353.8	-14.5	360.4	349.7	-10.7
	Multi-Ethnic	322.0	336.4	14.4	360.7	351.2	-9.5	389.9	375.1	-14.8
LowIncome	Yes	319.8	334.9	15.1	317.7	325.3	7.7	329.0	328.4	-0.6
	No	393.2	419.0	25.8	376.1	388.7	12.6	380.8	379.9	-0.9
Disabled	Yes	284.3	288.8	4.5	276.4	266.7	-9.7	280.2	266.0	-14.2
	No	366.7	388.2	21.5	362.9	375.1	12.2	364.3	362.8	-1.5
LEP	Yes	312.7	319.3	6.7	286.0	325.4	39.4	269.7	282.2	12.5
	No	367.1	388.7	21.6	357.8	368.9	11.1	366.7	365.3	-1.3
Migrant	Yes	294.4	358.7	64.3	328.2	338.0	9.8	331.1	311.7	-19.4
	No	359.9	378.1	18.2	353.3	363.8	10.5	359.4	357.7	-1.7
Gender	Female	364.0	381.4	17.4	364.7	379.2	14.5	367.9	365.1	-2.8
	Male	348.8	372.9	24.1	336.7	345.3	8.7	349.0	347.4	-1.6

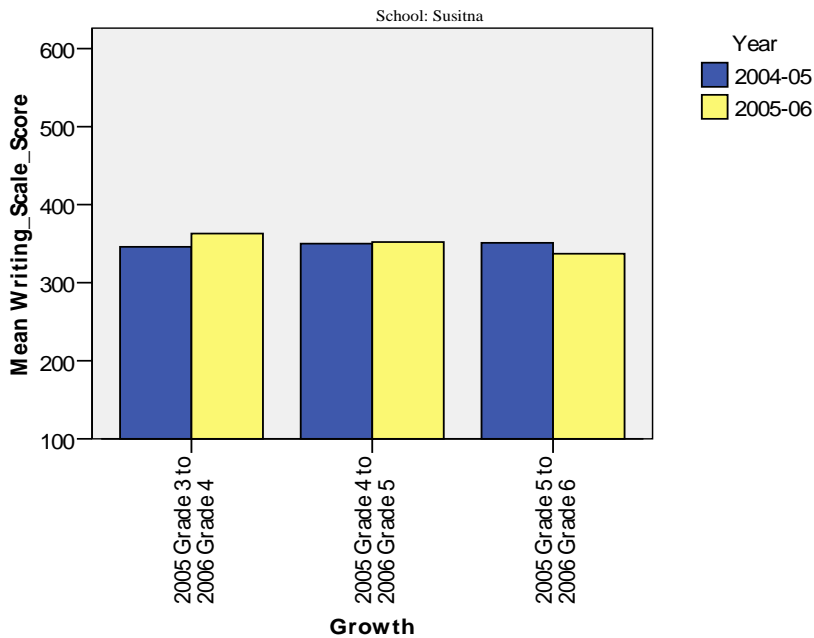
Measure of Growth in SBA Reading for Students Who Tested in 2005 and Again in 2006



Susitna 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	346.4	362.7	16.3	350.2	352.0	1.8	351.1	336.7	-14.4
	African American	261.9	341.1	79.2	362.3	381.8	19.5	350.4	344.7	-5.7
	AK Native/American Indian	361.0	401.9	40.9	374.2	365.7	-8.5	315.9	292.1	-23.8
	Asian	364.8	396.9	32.1	325.7	329.3	3.7	319.0	319.4	0.4
	Caucasian	372.2	383.0	10.8	348.1	350.7	2.6	372.8	364.9	-7.9
	Hispanic	337.3	334.8	-2.5	348.4	338.7	-9.7	345.2	307.0	-38.2
	Multi-Ethnic	322.7	307.2	-15.5	357.9	360.1	2.2	370.3	352.8	-17.5
LowIncome	Yes	316.7	329.3	12.7	327.0	320.4	-6.6	330.7	315.2	-15.5
	No	375.1	396.7	21.6	364.8	372.9	8.1	366.7	356.3	-10.4
Disabled	Yes	278.4	290.7	12.3	290.2	247.0	-43.2	293.1	241.7	-51.4
	No	355.9	373.1	17.2	358.3	364.8	6.5	355.4	345.7	-9.7
LEP	Yes	312.0	321.4	9.4	296.7	312.2	15.5	272.9	286.1	13.2
	No	354.8	371.9	17.1	353.7	357.3	3.7	360.0	344.4	-15.7
Migrant	Yes	306.2	338.0	31.8	366.1	360.7	-5.4	337.8	333.9	-3.9
	No	348.3	363.8	15.5	350.4	351.7	1.3	351.2	338.0	-13.2
Gender	Female	358.7	376.2	17.5	361.9	372.1	10.2	356.3	354.8	-1.5
	Male	334.7	352.3	17.7	336.0	328.4	-7.6	346.7	322.2	-24.5

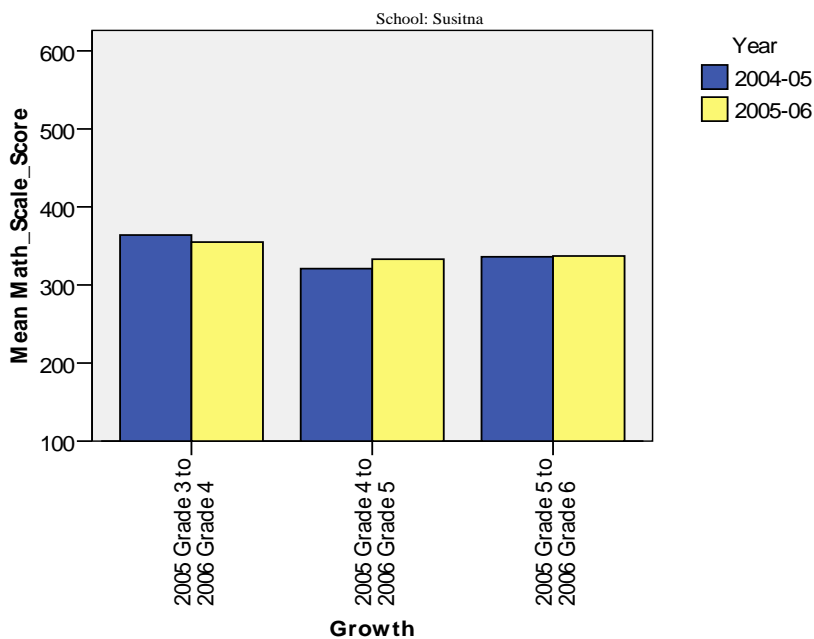
Measure of Growth in SBA Writing for Students Who Tested in 2005 and Again in 2006



Susitna 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	363.7	355.3	-8.3	321.0	333.4	12.4	335.7	337.2	1.5
	African American	274.1	308.7	34.6	338.8	336.9	-1.9	359.7	361.3	1.7
	AK Native/American Indian	379.9	378.2	-1.7	373.2	335.0	-38.2	301.1	304.7	3.6
	Asian	361.9	358.1	-3.8	290.3	333.8	43.5	303.4	316.7	13.3
	Caucasian	405.0	390.4	-14.7	320.7	335.2	14.5	361.9	358.1	-3.8
	Hispanic	311.8	296.9	-14.9	344.7	316.3	-28.4	285.0	307.4	22.4
	Multi-Ethnic	313.2	294.0	-19.2	309.1	330.7	21.6	350.8	341.9	-8.9
LowIncome	Yes	330.3	322.8	-7.5	288.4	303.7	15.3	310.2	303.0	-7.2
	No	398.7	386.2	-12.5	343.9	352.1	8.2	359.3	365.8	6.5
Disabled	Yes	279.7	280.3	0.7	261.0	244.4	-16.7	266.7	250.2	-16.5
	No	377.1	364.7	-12.4	328.8	342.9	14.1	341.7	344.3	2.7
LEP	Yes	319.4	312.7	-6.7	282.2	313.0	30.8	254.1	268.7	14.6
	No	374.9	364.1	-10.8	324.3	334.8	10.5	346.4	345.7	-0.7
Migrant	Yes	339.0	368.4	29.4	349.7	318.2	-31.5	307.9	296.1	-11.8
	No	364.8	353.9	-10.9	320.7	333.3	12.7	338.0	339.4	1.4
Gender	Female	360.2	350.0	-10.2	320.1	346.7	26.6	330.8	333.9	3.1
	Male	368.3	358.8	-9.5	322.4	314.7	-7.7	341.2	339.0	-2.2

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



Anchorage School District: Profile of Performance 2005-2006

Susitna 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	29.8%	34.6%	31.2%	49.2%	47.1%	47.1%	13.4%	12.0%	14.1%	7.7%	6.3%	7.7%	303	99.3%	98.1%	98.1%
	African American	25.8%	20.7%	21.4%	45.2%	51.1%	52.9%	19.4%	18.9%	17.1%	9.7%	9.4%	8.6%	31	100.0%	98.2%	98.5%
	AK Native/ American Indian	13.6%	19.3%	12.4%	52.5%	49.7%	45.5%	22.0%	19.1%	25.7%	11.9%	11.9%	16.4%	61	98.4%	97.5%	97.7%
	Asian	24.0%	24.7%	27.4%	56.0%	49.6%	50.7%	12.0%	16.3%	14.8%	8.0%	9.4%	7.0%	25	100.0%	97.1%	97.5%
	Caucasian	40.1%	44.8%	41.6%	42.8%	44.3%	46.3%	10.5%	7.4%	8.2%	6.6%	3.5%	3.8%	154	99.4%	98.5%	98.3%
	Hispanic	15.4%	22.4%	22.4%	84.6%	51.8%	53.0%	0.0%	17.3%	17.3%	0.0%	8.5%	7.3%	13	100.0%	97.0%	97.2%
	Multi-Ethnic	21.1%	27.4%	28.2%	63.2%	50.5%	50.5%	10.5%	14.8%	13.9%	5.3%	7.4%	7.3%	19	100.0%	98.5%	98.7%
Low Income	Yes	15.1%	18.7%	17.4%	54.0%	51.0%	48.4%	19.4%	19.4%	21.3%	11.5%	11.0%	12.9%	140	100.0%	97.6%	97.9%
	No	42.5%	45.1%	41.4%	45.0%	44.5%	46.1%	8.1%	7.2%	8.6%	4.4%	3.3%	3.8%	163	98.8%	98.4%	98.2%
Disabled	Yes	8.6%	8.8%	8.1%	20.0%	36.7%	35.2%	28.6%	28.5%	29.9%	42.9%	26.1%	26.8%	35	100.0%	93.7%	94.0%
	No	32.6%	39.1%	34.9%	53.0%	48.9%	49.1%	11.4%	9.1%	11.4%	3.0%	2.9%	4.5%	268	99.3%	98.9%	98.8%
LEP	Yes	3.0%	15.1%	9.0%	66.7%	52.1%	43.7%	12.1%	20.5%	28.6%	18.2%	12.4%	18.7%	33	100.0%	96.7%	97.3%
	No	33.1%	38.3%	35.5%	47.0%	46.1%	47.8%	13.5%	10.4%	11.2%	6.4%	5.2%	5.6%	270	99.3%	98.3%	98.2%
Migrant	Yes	11.1%	20.0%	13.0%	55.6%	53.7%	44.6%	22.2%	17.1%	25.2%	11.1%	9.2%	17.2%	10	100.0%	99.4%	98.1%
	No	30.3%	35.1%	32.3%	49.0%	46.9%	47.3%	13.1%	11.8%	13.3%	7.6%	6.2%	7.1%	293	99.3%	98.0%	98.1%
Gender	Female	32.9%	39.3%	34.9%	49.0%	46.2%	47.0%	11.4%	10.0%	12.3%	6.7%	4.5%	5.8%	150	99.3%	98.5%	98.4%
	Male	26.7%	30.0%	27.5%	49.3%	47.9%	47.2%	15.3%	13.9%	15.7%	8.7%	8.1%	9.5%	153	99.3%	97.7%	97.7%

Anchorage School District: Profile of Performance 2005-2006

Susitna 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	21.0%	31.4%	27.4%	56.3%	49.1%	48.6%	20.3%	18.0%	21.9%	2.3%	1.6%	2.1%	303	99.3%	98.1%	98.1%
	African American	29.0%	18.0%	18.8%	45.2%	50.7%	52.0%	22.6%	29.2%	27.3%	3.2%	2.1%	1.9%	31	100.0%	98.2%	98.3%
	AK Native/ American Indian	11.9%	15.5%	10.5%	54.2%	52.5%	45.2%	27.1%	28.7%	39.6%	6.8%	3.2%	4.7%	61	98.4%	97.5%	97.9%
	Asian	16.0%	25.7%	27.6%	60.0%	49.8%	51.0%	24.0%	21.9%	19.3%	0.0%	2.6%	2.0%	25	100.0%	97.0%	97.5%
	Caucasian	25.5%	40.5%	36.3%	56.9%	47.1%	49.0%	16.3%	11.6%	13.7%	1.3%	0.8%	1.0%	154	99.4%	98.5%	98.2%
	Hispanic	0.0%	20.9%	20.2%	69.2%	52.7%	55.2%	30.8%	24.5%	23.1%	0.0%	1.8%	1.5%	13	100.0%	97.0%	97.2%
	Multi-Ethnic	21.1%	25.2%	25.6%	63.2%	51.2%	51.5%	15.8%	21.8%	21.0%	0.0%	1.9%	1.9%	19	100.0%	98.5%	98.6%
Low Income	Yes	14.4%	16.4%	15.3%	51.1%	52.2%	48.7%	30.2%	28.5%	32.4%	4.3%	2.9%	3.6%	140	100.0%	97.6%	98.0%
	No	26.7%	41.3%	36.5%	60.9%	47.0%	48.6%	11.8%	11.1%	13.9%	0.6%	0.7%	0.9%	163	98.8%	98.4%	98.1%
Disabled	Yes	2.9%	7.7%	6.4%	28.6%	40.2%	38.5%	57.1%	45.6%	47.9%	11.4%	6.5%	7.2%	35	100.0%	93.8%	94.2%
	No	23.4%	35.5%	30.9%	60.0%	50.6%	50.3%	15.5%	13.1%	17.6%	1.1%	0.7%	1.2%	268	99.3%	98.9%	98.7%
LEP	Yes	0.0%	14.9%	9.1%	60.6%	53.9%	45.1%	39.4%	28.3%	41.0%	0.0%	2.9%	4.8%	33	100.0%	96.6%	97.5%
	No	23.6%	34.6%	31.0%	55.8%	48.1%	49.3%	18.0%	16.0%	18.1%	2.6%	1.3%	1.5%	270	99.3%	98.3%	98.2%
Migrant	Yes	20.0%	20.2%	12.2%	40.0%	50.6%	43.4%	30.0%	26.5%	39.8%	10.0%	2.7%	4.5%	10	100.0%	99.4%	98.3%
	No	21.0%	31.8%	28.4%	56.9%	49.0%	49.0%	20.0%	17.7%	20.7%	2.1%	1.5%	1.9%	293	99.3%	98.0%	98.1%
Gender	Female	24.3%	37.8%	33.4%	56.8%	47.8%	47.9%	16.9%	13.5%	17.4%	2.0%	1.0%	1.3%	150	99.3%	98.4%	98.4%
	Male	17.8%	25.2%	21.7%	55.9%	50.3%	49.3%	23.7%	22.3%	26.2%	2.6%	2.2%	2.8%	153	99.3%	97.7%	97.7%

Anchorage School District: Profile of Performance 2005-2006

Susitna 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	30.5%	38.3%	32.9%	42.3%	37.0%	38.4%	15.1%	13.1%	14.7%	12.1%	11.7%	14.0%	303	99.3%	98.4%	98.2%
	African American	22.6%	19.2%	19.7%	45.2%	39.8%	40.5%	16.1%	18.2%	19.7%	16.1%	22.9%	20.0%	31	100.0%	98.2%	98.5%
	AK Native/ American Indian	25.4%	24.5%	16.3%	45.8%	40.1%	37.1%	11.9%	17.2%	21.4%	16.9%	18.1%	25.2%	61	98.4%	97.4%	97.7%
	Asian	16.0%	33.8%	35.2%	56.0%	37.3%	39.0%	8.0%	13.7%	13.5%	20.0%	15.2%	12.4%	25	100.0%	98.6%	98.8%
	Caucasian	39.7%	47.7%	41.6%	35.8%	35.1%	38.5%	15.2%	10.3%	11.2%	9.3%	6.9%	8.6%	154	99.4%	98.5%	98.3%
	Hispanic	7.7%	27.2%	26.4%	53.8%	39.1%	40.9%	30.8%	19.3%	18.3%	7.7%	14.5%	14.4%	13	100.0%	99.0%	98.7%
	Multi-Ethnic	21.1%	31.5%	32.1%	52.6%	39.6%	39.6%	21.1%	13.9%	13.6%	5.3%	15.0%	14.7%	19	100.0%	98.7%	98.8%
Low Income	Yes	19.4%	23.2%	20.5%	39.6%	39.3%	38.6%	20.9%	18.1%	19.3%	20.1%	19.4%	21.6%	140	100.0%	98.1%	98.1%
	No	40.3%	48.3%	42.1%	44.7%	35.4%	38.3%	10.1%	9.7%	11.2%	5.0%	6.6%	8.4%	163	98.8%	98.6%	98.3%
Disabled	Yes	5.7%	12.7%	11.0%	20.0%	29.6%	28.7%	28.6%	22.4%	22.6%	45.7%	35.3%	37.7%	35	100.0%	93.7%	94.1%
	No	33.8%	42.7%	36.5%	45.2%	38.2%	40.0%	13.3%	11.4%	13.4%	7.6%	7.6%	10.1%	268	99.3%	99.3%	98.9%
LEP	Yes	9.1%	23.6%	14.7%	45.5%	38.5%	35.1%	18.2%	18.1%	22.4%	27.3%	19.8%	27.8%	33	100.0%	98.8%	98.3%
	No	33.2%	41.2%	36.5%	41.9%	36.7%	39.1%	14.7%	12.1%	13.1%	10.2%	10.1%	11.3%	270	99.3%	98.3%	98.2%
Migrant	Yes	30.0%	25.7%	18.7%	30.0%	38.4%	35.1%	20.0%	17.6%	20.1%	20.0%	18.4%	26.1%	10	100.0%	99.4%	98.1%
	No	30.6%	38.7%	33.8%	42.7%	36.9%	38.7%	14.9%	12.9%	14.3%	11.8%	11.4%	13.2%	293	99.3%	98.4%	98.2%
Gender	Female	24.7%	38.1%	33.0%	46.6%	37.8%	39.2%	17.1%	13.3%	14.8%	11.6%	10.9%	13.1%	150	99.3%	98.7%	98.5%
	Male	36.2%	38.5%	32.8%	38.2%	36.2%	37.7%	13.2%	12.9%	14.6%	12.5%	12.5%	14.9%	153	99.3%	98.1%	97.9%

Susitna TerraNova 5th grade

Percent in each quartile

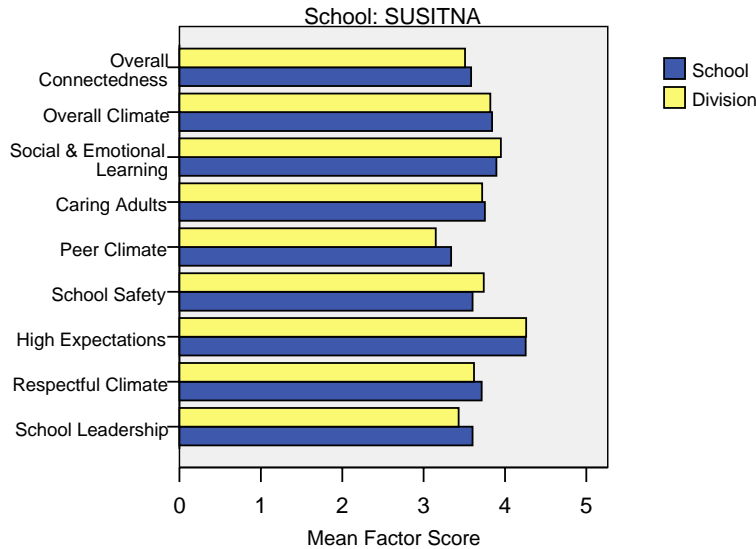
Reading	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	20.0%	30.4%	30.7%	26.8%	28.0%	24.5%	21.3%	18.3%
2004-2005	17.6%	29.2%	28.4%	27.6%	29.7%	24.5%	24.3%	18.7%
2003-2004	16.7%	30.6%	22.6%	26.9%	28.6%	24.2%	32.1%	18.3%
2002-2003	18.2%	29.1%	16.9%	26.6%	27.3%	23.8%	37.7%	20.5%
2001-2002	28.2%	30.3%	25.9%	26.0%	25.9%	24.6%	20.0%	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	25.3%	34.0%	32.0%	26.5%	25.3%	22.0%	17.3%	17.5%
2004-2005	20.3%	32.1%	21.6%	28.3%	35.1%	21.2%	23.0%	18.4%
2003-2004	19.0%	34.1%	21.4%	26.5%	31.0%	21.7%	28.6%	17.7%
2002-2003	15.6%	32.8%	28.6%	26.5%	20.8%	20.9%	35.1%	19.8%
2001-2002	25.9%	32.3%	30.6%	26.4%	24.7%	22.9%	18.8%	18.4%

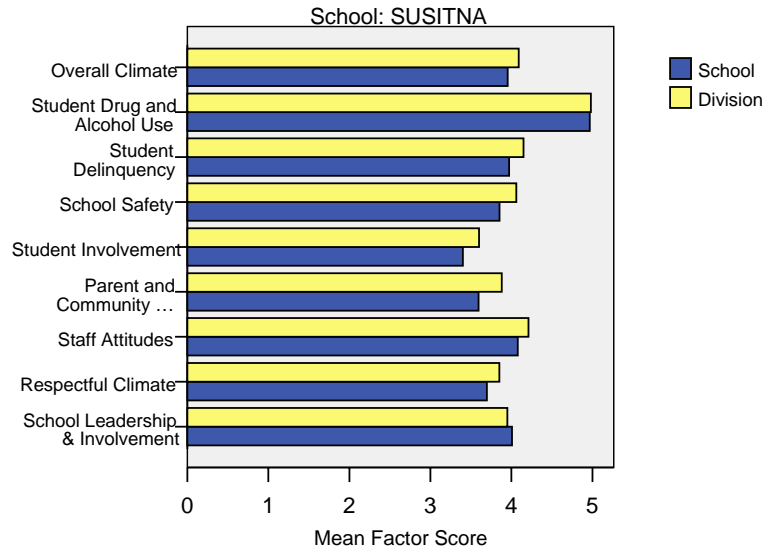
Math	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	13.3%	28.4%	40.0%	31.9%	24.0%	22.3%	22.7%	17.5%
2004-2005	17.6%	26.9%	36.5%	31.1%	28.4%	22.9%	17.6%	19.1%
2003-2004	21.4%	28.3%	20.2%	29.3%	26.2%	22.6%	32.1%	19.8%
2002-2003	10.5%	24.7%	32.9%	30.6%	23.7%	22.6%	32.9%	22.1%
2001-2002	22.4%	24.1%	31.8%	30.1%	22.4%	24.8%	23.5%	20.9%

Susitna 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).