

Table 51

Taku School Overview

Statement of Program

Taku Elementary is a welcoming, safe, and positive kindergarten through sixth grade school environment. At Taku, everyone, big and small, is valued, actively involved, and encouraged to reach his/her highest potential. Our teachers set high expectations for their students and deliver effective classroom instruction.

Taku offers Title I school-wide services along with Bilingual Education, Gifted Education, Special Education, On Target, and a 21st Century after-school program. In partnership with UAA and other Alaska schools, Taku provides professional development through the Alaska Innovative Education Network. Taku is host to interns in the UAA Elementary Education Program.

From the Report Card/MLP

SCHOOL GOALS	
Goal	Level of Achievement
The percentage of students proficient in reading comprehension will increase by 5% as measured by Houghton-Mifflin running records assessments or the DRAs.	Partially Attained
The percentage of students referred to the office for inappropriate behavior will decrease by 5%.	Not Attained
The percentage of students proficient in writing will increase by 5% as measured by the Title I Writing Assessment.	Attained

From the School Report Card

BUDGET*	
2004-2005 Actual Expenditures	\$1,908,419
2005-2006 Revised Budgeted Amount	\$1,962,766
2006-2007 Proposed Budget	\$2,207,196
*Dollars budgeted or expended are general fund only.	

From IFAS

	School	District	Source of Information
Membership	390	50,051	Fall OASIS
Capacity	89%	N/A	Board Report - #189 3/7/06
Attendance Rate	93%	93%	SMS end of year report
Retention Rate	0.0%	1.2%	Report Card File
Transiency Rate	29.59%	22.72%	Report Card File
Economically Disadvantaged	240	16,769	Fall OASIS
Ave. Weekly Volunteer Hours	80	5,032	Report Card File
Students Taking an Alternate Assessment	0	264	SMS
Change in Enrollment	1.0%	0.3%	Report Card File

Taku School Characteristics

Teacher Qualification				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
31	100%	27%	0	84%

SCHOOL BUSINESS PARTNERSHIPS
Costco on Dimond Anchor Park United Methodist Church

From MLP

ETHNICITY REPORT - OCTOBER 2005						
Caucasian	African American	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	Multi-Ethnic	Total
177 45.38%	33 8.46%	61 15.64%	43 11.03%	42 10.77%	34 8.72%	390 100.00%

From Fall Oasis

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
219	189	86.3%

From participation file (3-10 graders)

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

Taku 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
If there are 20 or fewer students enrolled, value is "N/A"													
All Students	219	217	99.1%	Yes	187	146	78.1%	63.8%	Yes	138	73.8%	49.2%	Yes
African American	26	26	100%	Yes	21	13	61.9%	48.5%	Yes	14	66.7%	32.5%	Yes
AkNa & Amln	24	23	95.8%	Yes	21	13	61.9%	48.5%	Yes	9	42.9%	32.5%	Yes
Asian	30	29	96.7%	Yes	24	21	87.5%	50%	Yes	17	70.8%	34.1%	Yes
Caucasian	100	100	100%	Yes	89	74	83.1%	60.3%	Yes	71	79.8%	45.4%	Yes
Hispanic	20	20	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	138	138	100%	Yes	117	89	76.1%	61.8%	Yes	79	67.5%	47%	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	49	49	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Attendance Rate: 93.1% (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.

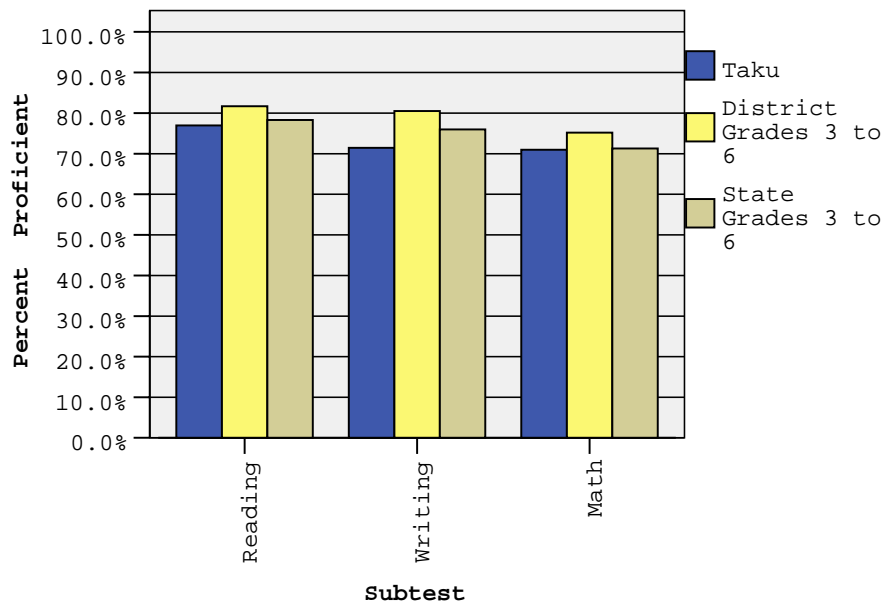
*** Results cannot be published without releasing personally identifiable information.

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

Taku Elementary School SBA Proficiency – Spring 2006

	Reading		Writing		Math	
	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient
All Grades	78.3%	77.0%	73.8%	71.4%	70.8%	71.0%
3 rd Grade	82.8%	77.0%	77.2%	67.2%	84.2%	85.2%
4 th Grade	76.4%	79.6%	74.5%	75.9%	58.2%	68.5%
5 th Grade	78.0%	77.4%	72.0%	79.2%	68.0%	60.4%
6 th Grade	75.0%	73.5%	70.0%	63.3%	72.5%	67.3%

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
Taku SBA Proficiency by NCLB Groups – Spring 2006

		Reading		Writing		Math	
		Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient
Ethnicity	All Students	77.0%	23.0%	71.4%	28.6%	71.0%	29.0%
	African American	61.5%	38.5%	50.0%	50.0%	53.8%	46.2%
	AK Native/ American Indian	56.5%	43.5%	52.2%	47.8%	43.5%	56.5%
	Asian	75.9%	24.1%	79.3%	20.7%	62.1%	37.9%
	Caucasian	87.0%	13.0%	76.0%	24.0%	80.0%	20.0%
	Hispanic	70.0%	30.0%	85.0%	15.0%	85.0%	15.0%
	Multi-Ethnic	78.9%	21.1%	73.7%	26.3%	78.9%	21.1%
LowIncome	Yes	73.9%	26.1%	69.6%	30.4%	66.7%	33.3%
	No	82.3%	17.7%	74.7%	25.3%	78.5%	21.5%
Disabled	Yes	48.6%	51.4%	42.9%	57.1%	48.6%	51.4%
	No	82.4%	17.6%	76.9%	23.1%	75.3%	24.7%
LEP	Yes	73.5%	26.5%	77.6%	22.4%	67.3%	32.7%
	No	78.0%	22.0%	69.6%	30.4%	72.0%	28.0%
Migrant	Yes	70.0%	30.0%	60.0%	40.0%	60.0%	40.0%
	No	77.3%	22.7%	72.0%	28.0%	71.5%	28.5%
Gender	Female	82.5%	17.5%	78.1%	21.9%	69.3%	30.7%
	Male	70.9%	29.1%	64.1%	35.9%	72.8%	27.2%

Anchorage School District: Profile of Performance 2005-2006

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

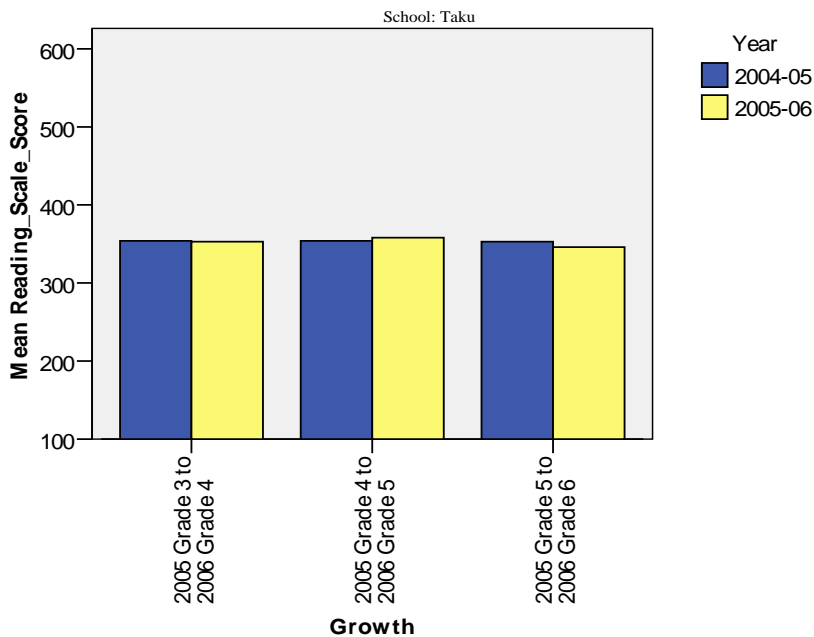
		Reading		Writing		Math	
		2004-2005 Mean Scale Score	2005-2006 Mean Scale Score	2004-2005 Mean Scale Score	2005-2006 Mean Scale Score	2004-2005 Mean Scale Score	2005-2006 Mean Scale Score
Ethnicity	All Students	351.2	353.0	344.9	349.5	343.5	346.4
	African American	348.4	330.7	342.7	310.6	333.8	296.8
	AK Native/ American Indian	321.3	315.0	330.8	308.7	333.1	295.7
	Asian	338.6	351.0	339.8	354.6	335.4	340.7
	Caucasian	365.3	372.7	350.8	368.7	349.0	371.0
	Hispanic	340.1	339.1	337.3	352.2	334.0	344.5
	Multi-Ethnic	367.2	343.5	361.6	340.9	371.3	356.9
Low Income	Yes	334.2	343.6	328.0	342.1	330.2	336.9
	No	371.4	369.4	364.7	362.5	359.2	362.9
Disabled	Yes	296.1	301.9	306.1	303.5	297.3	308.5
	No	363.1	362.8	353.3	358.4	353.6	353.7
LEP	Yes	327.8	341.7	325.1	347.4	326.8	331.3
	No	357.0	356.3	349.8	350.2	347.7	350.8
Migrant	Yes	318.5	319.2	302.0	318.8	298.5	314.8
	No	353.1	354.6	347.4	351.0	346.1	347.9
Gender	Female	358.0	361.6	353.4	360.1	343.4	344.8
	Male	344.4	343.6	336.5	337.9	343.6	348.2

Taku 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	354.0	353.4	-0.6	353.7	358.2	4.5	352.9	346.1	-6.8
	African American	321.8	325.9	4.1	374.7	332.3	-42.4	324.0	330.4	6.4
	AK Native/American Indian	277.7	256.0	-21.7	346.6	348.2	1.6	310.8	302.9	-7.9
	Asian	363.3	356.8	-6.5	334.4	348.7	14.3	337.2	298.0	-39.2
	Caucasian	368.7	372.2	3.5	385.9	389.1	3.2	380.3	369.8	-10.5
	Hispanic	337.7	317.3	-20.4	328.0	343.4	15.4	349.7	337.2	-12.5
	Multi-Ethnic	371.1	364.7	-6.4	370.8	357.9	-12.9	.	406.3	.
LowIncome	Yes	351.4	352.7	1.3	333.2	341.0	7.8	347.1	345.7	-1.4
	No	361.9	351.1	-10.8	390.3	385.8	-4.5	361.4	344.7	-16.7
Disabled	Yes	297.0	300.4	3.4	304.7	326.2	21.5	253.9	273.1	19.2
	No	367.8	364.9	-2.9	362.7	362.3	-0.3	371.0	360.4	-10.7
LEP	Yes	357.2	347.0	-10.2	324.1	336.7	12.6	290.8	307.9	17.1
	No	353.3	353.8	0.5	366.4	365.7	-0.7	367.2	353.0	-14.2
Migrant	Yes	287.7	298.2	10.5	337.9	339.1	1.2	353.3	339.8	-13.5
	No	356.7	355.3	-1.3	355.0	358.4	3.4	353.7	346.2	-7.5
Gender	Female	368.1	359.7	-8.4	357.8	364.9	7.1	342.7	351.3	8.7
	Male	343.4	346.7	3.3	350.2	350.0	-0.2	364.1	339.7	-24.4

. 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

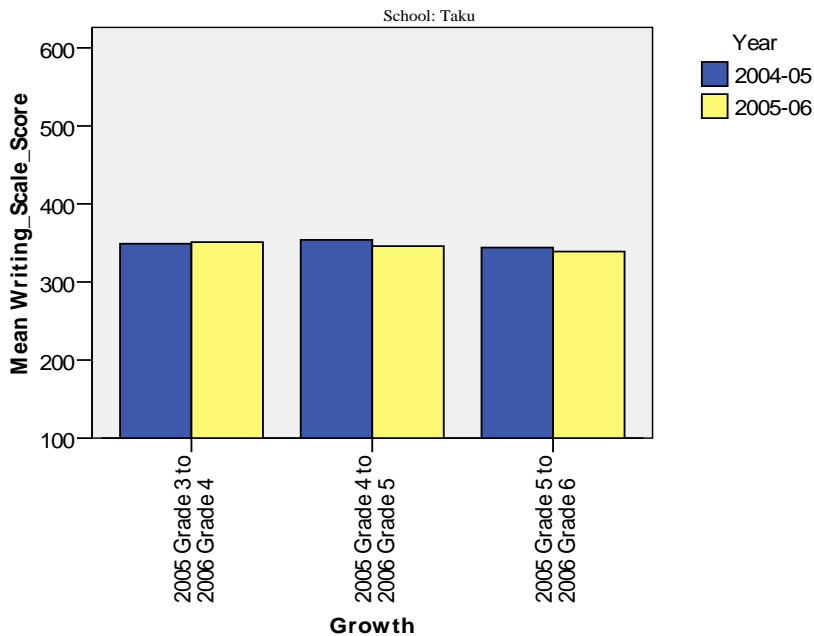


Taku SBA Growth in Average Scale Score by NCLB Groups: Writing

		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	348.7	351.2	2.5	353.9	346.1	-7.8	344.3	338.8	-5.5
	African American	315.7	317.3	1.7	365.0	299.4	-65.7	300.7	309.2	8.5
	AK Native/ American Indian	280.1	264.2	-15.9	369.8	348.9	-20.9	330.7	317.3	-13.4
	Asian	370.4	359.7	-10.7	331.2	358.0	26.8	318.1	299.7	-18.4
	Caucasian	354.9	367.1	12.2	379.3	367.8	-11.5	366.4	358.7	-7.7
	Hispanic	338.0	342.4	4.4	338.7	354.2	15.5	346.9	341.1	-5.8
	Multi-Ethnic	372.8	379.9	7.1	374.7	343.3	-31.4	.	382.4	.
LowIncome	Yes	349.2	351.0	1.8	324.1	328.7	4.6	332.8	336.9	4.1
	No	350.3	350.8	0.5	402.4	373.7	-28.7	356.2	342.0	-14.2
Disabled	Yes	318.7	307.2	-11.5	316.9	320.1	3.2	280.3	263.8	-16.5
	No	355.7	361.3	5.7	360.0	349.4	-10.7	354.7	354.2	-0.5
LEP	Yes	350.1	356.7	6.6	326.8	335.9	9.1	299.7	302.3	2.7
	No	349.4	349.7	0.3	364.2	349.0	-15.2	353.1	345.7	-7.4
Migrant	Yes	328.9	298.1	-30.8	288.3	323.8	35.5	339.4	303.7	-35.7
	No	350.0	353.4	3.4	356.7	347.2	-9.5	343.9	340.1	-3.8
Gender	Female	357.8	363.9	6.1	368.7	356.3	-12.4	331.0	342.4	11.4
	Male	342.2	341.0	-1.2	336.1	333.7	-2.4	355.8	335.9	-19.9

. 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

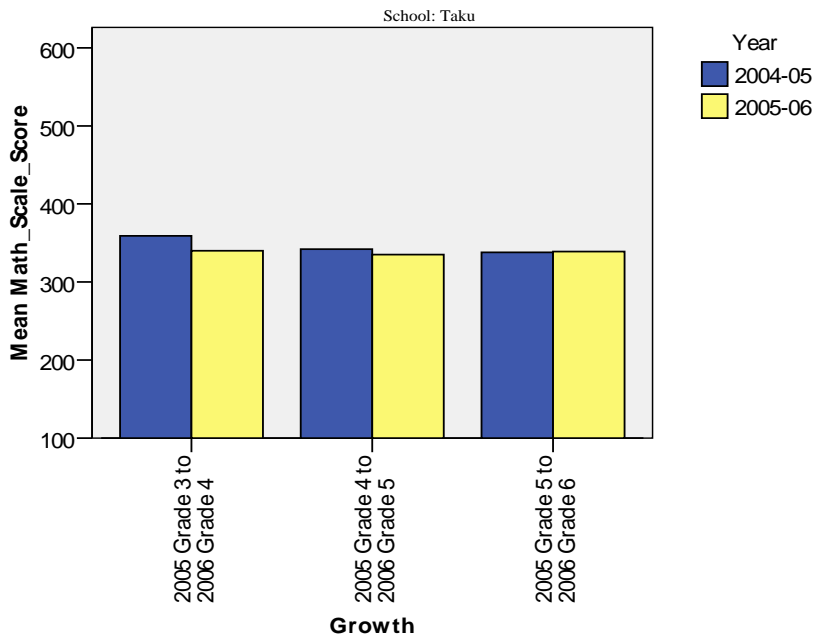


Taku SBA Growth in Average Scale Score by NCLB Groups: Math

		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	359.0	340.4	-18.7	341.7	335.2	-6.5	337.9	339.1	1.2
	African American	318.8	297.9	-20.9	347.7	292.3	-55.4	305.0	303.4	-1.6
	AK Native/ American Indian	275.2	238.5	-36.7	318.1	327.7	9.6	305.8	320.9	15.1
	Asian	361.3	344.8	-16.5	332.4	333.7	1.3	336.2	300.0	-36.2
	Caucasian	373.7	359.2	-14.5	351.9	357.1	5.2	359.3	362.8	3.5
	Hispanic	352.7	341.3	-11.4	355.0	346.4	-8.6	335.7	328.2	-7.5
	Multi-Ethnic	402.1	380.7	-21.4	362.8	359.9	-2.9	.	334.3	.
LowIncome	Yes	365.4	343.7	-21.7	312.2	315.0	2.8	327.1	332.7	5.6
	No	345.9	333.1	-12.8	393.3	368.8	-24.5	351.4	346.7	-4.7
Disabled	Yes	328.0	305.4	-22.7	266.7	297.2	30.5	269.9	260.1	-9.8
	No	365.8	348.9	-16.9	354.7	340.3	-14.4	350.0	354.4	4.4
LEP	Yes	360.2	334.0	-26.2	330.1	324.7	-5.4	295.8	290.9	-4.9
	No	359.3	341.8	-17.5	347.4	339.7	-7.7	347.2	348.0	0.8
Migrant	Yes	347.7	308.2	-39.5	264.9	260.1	-4.8	321.3	303.8	-17.5
	No	359.7	342.3	-17.4	346.0	338.4	-7.6	338.7	340.2	1.5
Gender	Female	369.1	340.7	-28.4	335.8	327.9	-7.9	319.7	334.3	14.7
	Male	351.4	339.7	-11.7	350.2	343.0	-7.2	357.1	342.7	-14.4

. 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 2005-2006

Taku 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	23.5%	34.6%	31.2%	53.5%	47.1%	47.1%	14.3%	12.0%	14.1%	8.8%	6.3%	7.7%	219	99.1%	98.1%	98.1%
	African American	15.4%	20.7%	21.4%	46.2%	51.1%	52.9%	34.6%	18.9%	17.1%	3.8%	9.4%	8.6%	26	100.0%	98.2%	98.5%
	AK Native/ American Indian	8.7%	19.3%	12.4%	47.8%	49.7%	45.5%	21.7%	19.1%	25.7%	21.7%	11.9%	16.4%	24	95.8%	97.5%	97.7%
	Asian	17.2%	24.7%	27.4%	58.6%	49.6%	50.7%	20.7%	16.3%	14.8%	3.4%	9.4%	7.0%	30	96.7%	97.1%	97.5%
	Caucasian	35.0%	44.8%	41.6%	52.0%	44.3%	46.3%	5.0%	7.4%	8.2%	8.0%	3.5%	3.8%	100	100.0%	98.5%	98.3%
	Hispanic	10.0%	22.4%	22.4%	60.0%	51.8%	53.0%	25.0%	17.3%	17.3%	5.0%	8.5%	7.3%	20	100.0%	97.0%	97.2%
	Multi-Ethnic	15.8%	27.4%	28.2%	63.2%	50.5%	50.5%	5.3%	14.8%	13.9%	15.8%	7.4%	7.3%	19	100.0%	98.5%	98.7%
Low Income	Yes	17.4%	18.7%	17.4%	56.5%	51.0%	48.4%	15.2%	19.4%	21.3%	10.9%	11.0%	12.9%	138	100.0%	97.6%	97.9%
	No	34.2%	45.1%	41.4%	48.1%	44.5%	46.1%	12.7%	7.2%	8.6%	5.1%	3.3%	3.8%	81	97.5%	98.4%	98.2%
Disabled	Yes	5.7%	8.8%	8.1%	42.9%	36.7%	35.2%	20.0%	28.5%	29.9%	31.4%	26.1%	26.8%	35	100.0%	93.7%	94.0%
	No	26.9%	39.1%	34.9%	55.5%	48.9%	49.1%	13.2%	9.1%	11.4%	4.4%	2.9%	4.5%	184	98.9%	98.9%	98.8%
LEP	Yes	14.3%	15.1%	9.0%	59.2%	52.1%	43.7%	24.5%	20.5%	28.6%	2.0%	12.4%	18.7%	49	100.0%	96.7%	97.3%
	No	26.2%	38.3%	35.5%	51.8%	46.1%	47.8%	11.3%	10.4%	11.2%	10.7%	5.2%	5.6%	170	98.8%	98.3%	98.2%
Migrant	Yes	0.0%	20.0%	13.0%	70.0%	53.7%	44.6%	20.0%	17.1%	25.2%	10.0%	9.2%	17.2%	10	100.0%	99.4%	98.1%
	No	24.6%	35.1%	32.3%	52.7%	46.9%	47.3%	14.0%	11.8%	13.3%	8.7%	6.2%	7.1%	209	99.0%	98.0%	98.1%
Gender	Female	28.1%	39.3%	34.9%	54.4%	46.2%	47.0%	10.5%	10.0%	12.3%	7.0%	4.5%	5.8%	115	99.1%	98.5%	98.4%
	Male	18.4%	30.0%	27.5%	52.4%	47.9%	47.2%	18.4%	13.9%	15.7%	10.7%	8.1%	9.5%	104	99.0%	97.7%	97.7%

Anchorage School District: Profile of Performance 2005-2006

Taku 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	21.2%	31.4%	27.4%	50.2%	49.1%	48.6%	27.6%	18.0%	21.9%	0.9%	1.6%	2.1%	219	99.1%	98.1%	98.1%
	African American	7.7%	18.0%	18.8%	42.3%	50.7%	52.0%	46.2%	29.2%	27.3%	3.8%	2.1%	1.9%	26	100.0%	98.2%	98.3%
	AK Native/ American Indian	8.7%	15.5%	10.5%	43.5%	52.5%	45.2%	43.5%	28.7%	39.6%	4.3%	3.2%	4.7%	24	95.8%	97.5%	97.9%
	Asian	20.7%	25.7%	27.6%	58.6%	49.8%	51.0%	20.7%	21.9%	19.3%	0.0%	2.6%	2.0%	30	96.7%	97.0%	97.5%
	Caucasian	31.0%	40.5%	36.3%	45.0%	47.1%	49.0%	24.0%	11.6%	13.7%	0.0%	0.8%	1.0%	100	100.0%	98.5%	98.2%
	Hispanic	10.0%	20.9%	20.2%	75.0%	52.7%	55.2%	15.0%	24.5%	23.1%	0.0%	1.8%	1.5%	20	100.0%	97.0%	97.2%
	Multi-Ethnic	15.8%	25.2%	25.6%	57.9%	51.2%	51.5%	26.3%	21.8%	21.0%	0.0%	1.9%	1.9%	19	100.0%	98.5%	98.6%
Low Income	Yes	18.1%	16.4%	15.3%	51.4%	52.2%	48.7%	29.0%	28.5%	32.4%	1.4%	2.9%	3.6%	138	100.0%	97.6%	98.0%
	No	26.6%	41.3%	36.5%	48.1%	47.0%	48.6%	25.3%	11.1%	13.9%	0.0%	0.7%	0.9%	81	97.5%	98.4%	98.1%
Disabled	Yes	8.6%	7.7%	6.4%	34.3%	40.2%	38.5%	51.4%	45.6%	47.9%	5.7%	6.5%	7.2%	35	100.0%	93.8%	94.2%
	No	23.6%	35.5%	30.9%	53.3%	50.6%	50.3%	23.1%	13.1%	17.6%	0.0%	0.7%	1.2%	184	98.9%	98.9%	98.7%
LEP	Yes	16.3%	14.9%	9.1%	61.2%	53.9%	45.1%	22.4%	28.3%	41.0%	0.0%	2.9%	4.8%	49	100.0%	96.6%	97.5%
	No	22.6%	34.6%	31.0%	47.0%	48.1%	49.3%	29.2%	16.0%	18.1%	1.2%	1.3%	1.5%	170	98.8%	98.3%	98.2%
Migrant	Yes	10.0%	20.2%	12.2%	50.0%	50.6%	43.4%	40.0%	26.5%	39.8%	0.0%	2.7%	4.5%	10	100.0%	99.4%	98.3%
	No	21.7%	31.8%	28.4%	50.2%	49.0%	49.0%	27.1%	17.7%	20.7%	1.0%	1.5%	1.9%	209	99.0%	98.0%	98.1%
Gender	Female	26.3%	37.8%	33.4%	51.8%	47.8%	47.9%	21.1%	13.5%	17.4%	0.9%	1.0%	1.3%	115	99.1%	98.4%	98.4%
	Male	15.5%	25.2%	21.7%	48.5%	50.3%	49.3%	35.0%	22.3%	26.2%	1.0%	2.2%	2.8%	104	99.0%	97.7%	97.7%

Anchorage School District: Profile of Performance 2005-2006

Taku 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	32.3%	38.3%	32.9%	38.7%	37.0%	38.4%	15.2%	13.1%	14.7%	13.8%	11.7%	14.0%	219	99.1%	98.4%	98.2%
	African American	7.7%	19.2%	19.7%	46.2%	39.8%	40.5%	15.4%	18.2%	19.7%	30.8%	22.9%	20.0%	26	100.0%	98.2%	98.5%
	AK Native/ American Indian	13.0%	24.5%	16.3%	30.4%	40.1%	37.1%	13.0%	17.2%	21.4%	43.5%	18.1%	25.2%	24	95.8%	97.4%	97.7%
	Asian	24.1%	33.8%	35.2%	37.9%	37.3%	39.0%	34.5%	13.7%	13.5%	3.4%	15.2%	12.4%	30	96.7%	98.6%	98.8%
	Caucasian	48.0%	47.7%	41.6%	32.0%	35.1%	38.5%	12.0%	10.3%	11.2%	8.0%	6.9%	8.6%	100	100.0%	98.5%	98.3%
	Hispanic	20.0%	27.2%	26.4%	65.0%	39.1%	40.9%	5.0%	19.3%	18.3%	10.0%	14.5%	14.4%	20	100.0%	99.0%	98.7%
	Multi-Ethnic	31.6%	31.5%	32.1%	47.4%	39.6%	39.6%	15.8%	13.9%	13.6%	5.3%	15.0%	14.7%	19	100.0%	98.7%	98.8%
Low Income	Yes	25.4%	23.2%	20.5%	41.3%	39.3%	38.6%	16.7%	18.1%	19.3%	16.7%	19.4%	21.6%	138	100.0%	98.1%	98.1%
	No	44.3%	48.3%	42.1%	34.2%	35.4%	38.3%	12.7%	9.7%	11.2%	8.9%	6.6%	8.4%	81	97.5%	98.6%	98.3%
Disabled	Yes	14.3%	12.7%	11.0%	34.3%	29.6%	28.7%	17.1%	22.4%	22.6%	34.3%	35.3%	37.7%	35	100.0%	93.7%	94.1%
	No	35.7%	42.7%	36.5%	39.6%	38.2%	40.0%	14.8%	11.4%	13.4%	9.9%	7.6%	10.1%	184	98.9%	99.3%	98.9%
LEP	Yes	18.4%	23.6%	14.7%	49.0%	38.5%	35.1%	22.4%	18.1%	22.4%	10.2%	19.8%	27.8%	49	100.0%	98.8%	98.3%
	No	36.3%	41.2%	36.5%	35.7%	36.7%	39.1%	13.1%	12.1%	13.1%	14.9%	10.1%	11.3%	170	98.8%	98.3%	98.2%
Migrant	Yes	10.0%	25.7%	18.7%	50.0%	38.4%	35.1%	10.0%	17.6%	20.1%	30.0%	18.4%	26.1%	10	100.0%	99.4%	98.1%
	No	33.3%	38.7%	33.8%	38.2%	36.9%	38.7%	15.5%	12.9%	14.3%	13.0%	11.4%	13.2%	209	99.0%	98.4%	98.2%
Gender	Female	30.7%	38.1%	33.0%	38.6%	37.8%	39.2%	17.5%	13.3%	14.8%	13.2%	10.9%	13.1%	115	99.1%	98.7%	98.5%
	Male	34.0%	38.5%	32.8%	38.8%	36.2%	37.7%	12.6%	12.9%	14.6%	14.6%	12.5%	14.9%	104	99.0%	98.1%	97.9%

Taku TerraNova 5th grade

Percent in each quartile

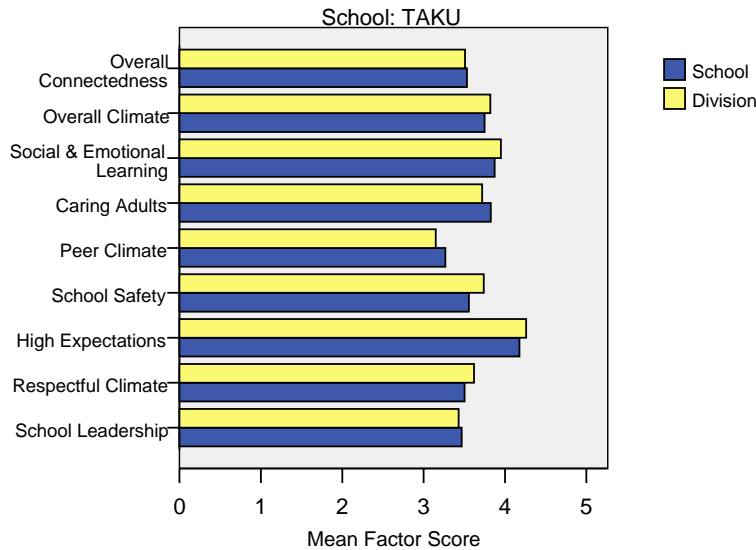
Reading	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	24.5%	30.4%	28.3%	26.8%	28.3%	24.5%	18.9%	18.3%
2004-2005	19.1%	29.2%	34.0%	27.6%	19.1%	24.5%	27.7%	18.7%
2003-2004	11.6%	30.6%	27.9%	26.9%	34.9%	24.2%	25.6%	18.3%
2002-2003	22.7%	29.1%	15.9%	26.6%	20.5%	23.8%	40.9%	20.5%
2001-2002	25.0%	30.3%	17.2%	26.0%	21.9%	24.6%	35.9%	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	22.6%	34.0%	32.1%	26.5%	26.4%	22.0%	18.9%	17.5%
2004-2005	23.4%	32.1%	29.8%	28.3%	23.4%	21.2%	23.4%	18.4%
2003-2004	18.6%	34.1%	16.3%	26.5%	30.2%	21.7%	34.9%	17.7%
2002-2003	18.2%	32.8%	27.3%	26.5%	13.6%	20.9%	40.9%	19.8%
2001-2002	28.1%	32.3%	20.3%	26.4%	21.9%	22.9%	29.7%	18.4%

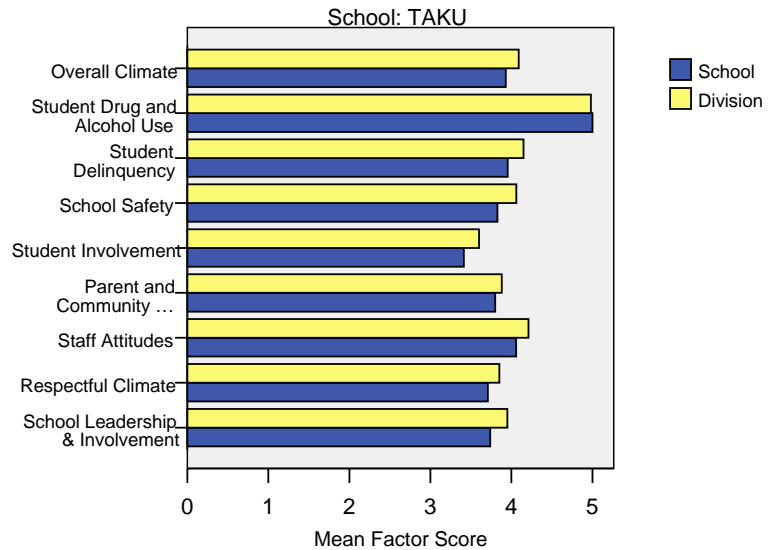
Math	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	26.4%	28.4%	28.3%	31.9%	24.5%	22.3%	20.8%	17.5%
2004-2005	21.3%	26.9%	36.2%	31.1%	21.3%	22.9%	21.3%	19.1%
2003-2004	14.0%	28.3%	25.6%	29.3%	25.6%	22.6%	34.9%	19.8%
2002-2003	9.1%	24.7%	25.0%	30.6%	25.0%	22.6%	40.9%	22.1%
2001-2002	13.8%	24.1%	33.8%	30.1%	18.5%	24.8%	33.8%	20.9%

Taku 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).