

Table 79

West High School Overview

Statement of Program

West Anchorage High School is accredited by the Northwest Association of Accredited Schools. West serves an ethnically diverse population. A comprehensive curriculum is offered, including college preparatory, business, technical, remedial, and enrichment programs. Unique programs at West are the English-As-A-Second-Language program, Highly Gifted program, Kanaknagaq (a Native Education Program), School Through the Arts program, International Baccalaureate, and the Spanish Immersion program. Students attend four 80-minute periods, three days of the week on a rotating schedule. Twice each week students attend six classes for fifty minutes. West has approximately 1850 students with about 40% of our graduates attending college, university, technology schools or other post-secondary schooling.

From the Report Card/MLP

SCHOOL GOALS	
Goal	Level of Achievement
Increase the percent proficient in all AYP categories.	Partially Attained
Continue to increase the number of students in advanced and rigorous courses with primary focus on sub groups currently under-represented.	Partially Attained
Decrease acts of aggression and acts of harassment and bullying.	Attained

From the Report Card/MLP

BUDGET*	
2004-2005 Actual Expenditures	\$8,895,948
2004-06 Revised Budgeted Amount	\$9,408,481
2006-07 Proposed Budget	\$10,207,859

\*Dollars budgeted or expended are general fund only.

From IFAS

	School	District	Source of Information
Membership	1,920	50,051	Fall OASIS
Capacity	114%	N/A	Board Report - #189 3/7/06
Attendance Rate	87%	93%	SMS end of year report
Transiency Rate	26.85%	22.72%	Report Card File
Economically Disadvantaged	547	16,769	Fall OASIS
Ave. Weekly Volunteer Hours	20	5,032	Report Card File
Graduation Rate	58.6%	63.91%	Cohort group rate – NCLB formula
Dropout Rate	8.32%	5.78%	OASIS end of year report
AP courses offered in 2005-2006*	14	25	SMS transcript file
Students successfully completing AP courses	133	1,386	SMS transcript file
AP courses completed by students	178	2,524	SMS transcript file
Students Taking an Alternate Assessment	15	264	SMS
Students Taking a HSGQE Alternative Assessment	40	270	SMS
Change in Enrollment	1.3%	0.3%	Report Card File

\* Students enrolled in the IB program receive weighted grades for courses that are co-seated with AP students.

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

<b>Teacher Qualification</b>				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
103	100%	50%	0	70%

<b>SCHOOL BUSINESS PARTNERSHIPS</b>
Alaska Airlines Costco The Cookie Mom West High Alumni Foundation

<b>ACCREDITATION</b>		
Initial Accreditation	Name of Accrediting Organization	Level of Accreditation
1932	Northwest Association of Accredited Schools	Full

<b>ETHNICITY REPORT - OCTOBER 2005</b>						
Caucasian	African American	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	Multi-Ethnic	Total
913	165	279	305	167	91	1920
47.55%	8.59%	14.53%	15.89%	8.70%	4.74%	100.00%

From Fall Oasis

<b>TOTAL DROPOUT RATES</b>							
Data Type	AK Native/ American Indian	Asian/ Pac. Islander	African American	Hispanic	Caucasian	Multi-Ethnic	Total
Enrollment	320	328	155	190	964	99	2,056
Final Dropouts	36	23	12	25	59	16	171
% of Dropouts	12.25%	7.01%	7.47%	13.16%	6.12%	16.16%	8.6%

From Summer Oasis

<b>FULL ACADEMIC YEAR (FAY)</b>		
Students Enrolled	Students Enrolled for FAY	Percent FAY
1,008	921	91.4%

From participation file (3-10 graders)

West High School Characteristics

<u>Test</u>	<u>Students/Subject</u>	<u>SAT/ACT</u>				
		<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>
	No. Graduates	266	321	272	330	300
SAT	Percent Tested	63%	55%	57%	66%	51%
	Critical Reading*	515	519	516	524	530
	Math	523	529	522	529	538
	Writing					508
ACT	Percent Tested	15%	15%	18%	17%	10%
	English	20.3	21.4	22.2	22.2	22.1
	Math	22.0	22.1	23.4	23.2	22.7

\*Reported as Verbal Score prior to 2005-2006

Anchorage School District  
2005-2006 Adequate Yearly Progress

West High School

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

Does Not Meet AYP  
Level 4

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	1008	968	96%	Yes	888	666	75%	67.9%	Yes	533	60%	53.7%	Yes
African American	82	79	96.3%	Yes	74	36	48.6%	59.3%	No	17	23%	44.2%	No
AkNa & Amln	141	131	92.9%	No	108	67	62%	61.4%	Yes	53	49.1%	46.5%	Yes
Asian	157	156	99.4%	Yes	141	95	67.4%	62.6%	Yes	76	53.9%	47.9%	Yes
Caucasian	482	466	96.7%	Yes	444	389	87.6%	66.5%	Yes	331	74.5%	52.1%	Yes
Hispanic	88	83	94.3%	Yes-Avg(2)	77	50	64.9%	59.5%	Yes	35	45.5%	44.5%	Yes
Multi-Ethnic	58	53	91.4%	No	44	29	65.9%	55.6%	Yes	21	47.7%	40.3%	Yes
Low Income	329	304	92.4%	Yes-Avg(2)	263	146	55.5%	65%	No	111	42.2%	50.5%	No
Disabled	109	99	90.8%	No	90	22	24.4%	60.4%	No	10	11.1%	45.5%	No
LEP	235	223	94.9%	Yes	201	112	55.7%	64.1%	Yes-SH	80	39.8%	49.5%	No

Graduation Rate: 58.6% (Threshold is 55.58%)

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

(1) 20 or fewer students are enrolled in a group for all groups except "All Students".

(2) 40 or fewer students are enrolled FAY (column D) in the Disabled & LEP groups.

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

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

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

This document was prepared by the ASD Assessment and Evaluation

7/19/2006

Anchorage School District: Profile of Performance ..... 2005-06

West HSGQE - 10th Grade Results

Reading	Proficient		Not Proficient	
	School	District	School	District
2005-2006	70.7%	76.4%	29.3%	23.6%
2004-2005	63.0%	72.5%	37.0%	27.5%
2003-2004	61.5%	73.3%	38.5%	26.7%
2002-2003	66.5%	72.8%	33.5%	27.1%

Writing	Proficient		Not Proficient	
	School	District	School	District
2005-2006	86.2%	90.8%	13.8%	9.2%
2004-2005	77.7%	85.6%	22.3%	14.4%
2003-2004	82.4%	87.0%	17.6%	13.0%
2002-2003	81.7%	85.4%	18.3%	14.6%

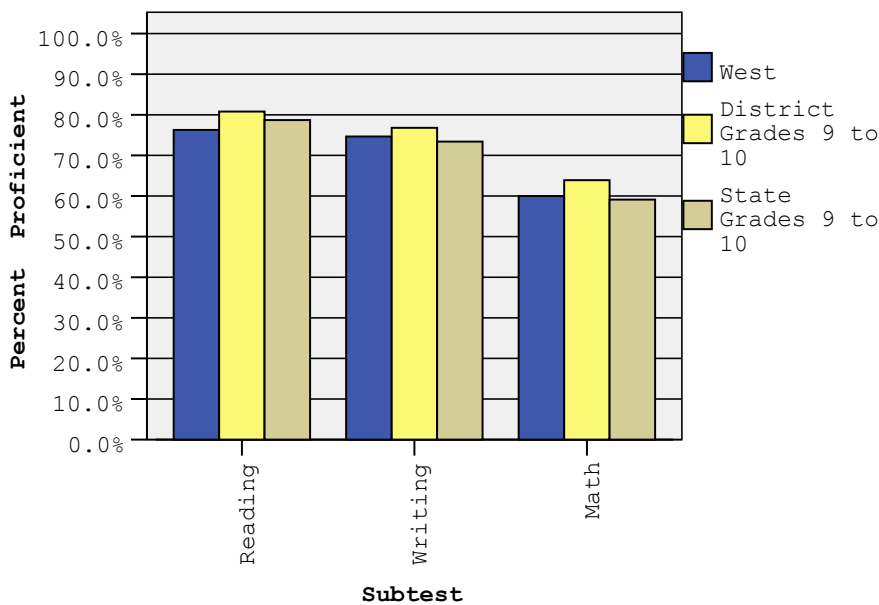
Math	Proficient		Not Proficient	
	School	District	School	District
2005-2006	73.3%	79.9%	26.7%	20.1%
2004-2005	72.8%	76.3%	27.2%	14.4%
2003-2004	57.0%	69.8%	43.0%	30.2%
2002-2003	71.6%	74.3%	28.5%	25.7%

West HSGQE Scores Spring 2006				
Students	Proficient		Not Proficient	
	Number	Percent	Number	Percent
<b>Grade 10</b>				
Reading	314	70.7%	130	29.3%
Writing	382	86.2%	61	13.8%
Math	324	73.3%	118	26.7%

West High School SBA Proficiency – Spring 2006

	Reading		Writing		Math	
	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient
All Grades	76.0%	76.3%	73.5%	74.6%	58.3%	60.0%
9th Grade	76.0%	74.3%	73.5%	76.2%	58.3%	58.8%
10th Grade	N/A	78.4%	N/A	73.0%	N/A	61.3%

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**

**West SBA Proficiency by NCLB Groups – Spring 2006**

		Reading		Writing		Math	
		Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient
Ethnicity	All Students	76.3%	23.7%	74.6%	25.4%	60.0%	40.0%
	African American	53.3%	46.7%	58.7%	41.3%	24.0%	76.0%
	AK Native/ American Indian	66.7%	33.3%	59.7%	40.3%	47.5%	52.5%
	Asian	64.1%	35.9%	68.0%	32.0%	53.9%	46.1%
	Caucasian	89.7%	10.3%	85.9%	14.1%	75.8%	24.2%
	Hispanic	64.6%	35.4%	68.8%	31.2%	45.6%	54.4%
	Multi-Ethnic	68.8%	31.3%	61.2%	38.8%	43.1%	56.9%
Low Income	Yes	59.5%	40.5%	58.1%	41.9%	43.1%	56.9%
	No	83.7%	16.3%	82.0%	18.0%	67.4%	32.6%
Disabled	Yes	32.2%	67.8%	21.6%	78.4%	8.7%	91.3%
	No	80.9%	19.1%	80.2%	19.8%	65.6%	34.4%
LEP	Yes	57.3%	42.7%	56.7%	43.3%	39.3%	60.7%
	No	81.8%	18.2%	79.9%	20.1%	66.1%	33.9%
Migrant	Yes	76.2%	23.8%	70.0%	30.0%	52.4%	47.6%
	No	76.3%	23.7%	74.8%	25.2%	60.2%	39.8%
Gender	Female	79.5%	20.5%	80.7%	19.3%	58.1%	41.9%
	Male	73.3%	26.7%	69.0%	31.0%	61.6%	38.4%

**Anchorage School District: Profile of Performance ..... 2005-06**

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

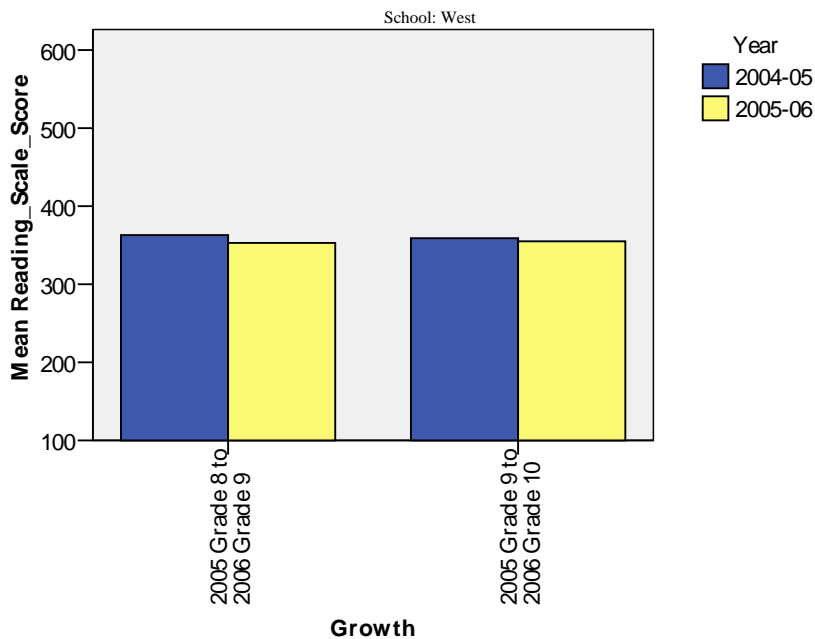
		Reading		Writing		Math	
		2004-2005 Mean Scale Score	2005-2006 Mean Scale Score	2004-2005 Mean Scale Score	2005-2006 Mean Scale Score	2004-2005 Mean Scale Score	2005-2006 Mean Scale Score
Ethnicity	All Students	355.9	353.0	342.6	355.8	323.8	323.4
	African American	297.9	303.2	298.3	313.5	263.7	271.7
	AK Native/ American Indian	337.7	319.9	325.6	316.4	299.5	291.1
	Asian	327.8	321.4	314.3	321.0	304.8	308.0
	Caucasian	388.9	388.8	371.1	393.7	355.3	353.3
	Hispanic	320.3	311.0	319.3	310.8	293.9	289.3
	Multi-Ethnic	328.3	337.2	308.1	328.6	292.7	300.1
Low Income	Yes	320.6	310.5	306.0	312.1	287.1	285.5
	No	366.2	373.5	353.2	376.7	334.4	341.5
Disabled	Yes	270.0	273.2	262.3	256.5	231.2	244.5
	No	365.0	362.4	351.2	367.1	333.5	332.6
LEP	Yes	302.7	305.4	292.9	303.0	280.5	287.3
	No	369.7	367.6	355.5	372.0	335.2	334.5
Migrant	Yes	359.9	316.5	339.2	326.1	340.0	284.3
	No	355.7	354.0	342.7	356.6	323.4	324.5
Gender	Female	360.2	363.1	352.8	369.3	321.5	318.3
	Male	351.4	343.6	332.4	342.8	326.1	328.2

**Anchorage School District: Profile of Performance ..... 2005-06**

**West 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		
		Grade 8 in 2005	Grade 9 in 2006	Difference	Grade 9 in 2005	Grade 10 in 2006	Difference
Ethnicity	All Students	363.1	352.7	-10.4	358.8	354.9	-3.9
	African American	299.4	302.7	3.3	298.2	306.0	7.8
	AK Native/American Indian	310.9	306.1	-4.8	367.3	364.8	-2.5
	Asian	328.0	321.4	-6.6	326.7	317.2	-9.5
	Caucasian	402.8	388.9	-13.9	391.7	387.3	-4.3
	Hispanic	319.2	311.0	-8.2	327.1	330.7	3.6
	Multi-Ethnic	332.3	336.8	4.5	346.4	348.7	2.3
Low Income	Yes	317.7	311.2	-6.5	319.9	317.1	-2.8
	No	386.7	374.3	-12.4	376.0	370.4	-5.6
Disabled	Yes	270.1	272.7	2.6	265.8	260.9	-4.9
	No	375.4	361.7	-13.7	370.2	363.0	-7.2
LEP	Yes	310.9	305.1	-5.8	306.3	299.8	-6.5
	No	380.0	368.4	-11.7	374.7	370.2	-4.5
Migrant	Yes	331.8	316.9	-14.9	376.7	374.3	-2.3
	No	364.2	354.0	-10.2	359.1	353.7	-5.4
Gender	Female	371.3	362.8	-8.5	363.4	357.7	-5.7
	Male	355.7	344.2	-11.5	355.9	351.1	-4.8

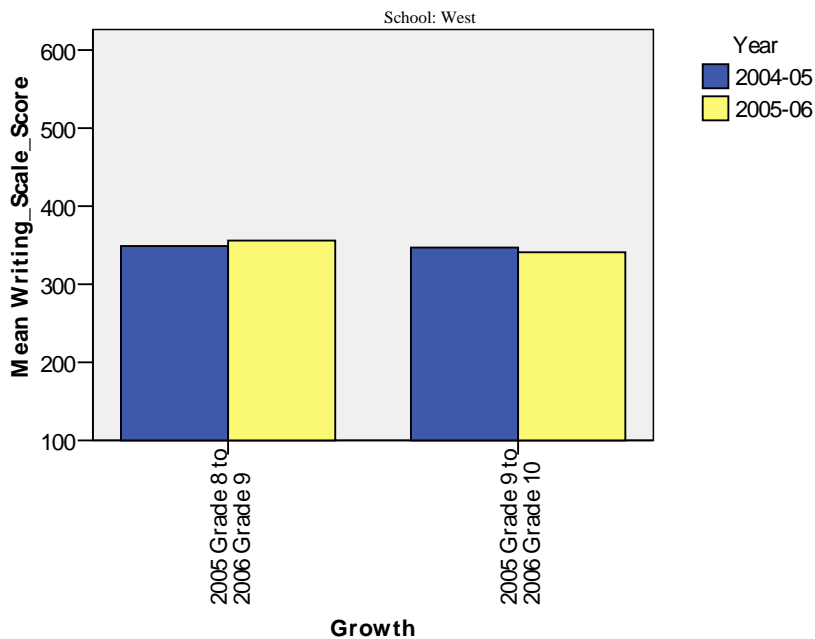
**Measure of Growth in SBA Reading for Students Who Tested in 2005 and Again in 2006**



**Anchorage School District: Profile of Performance ..... 2005-06**  
**West 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	348.8	355.9	7.1	346.7	341.3	-5.3
	African American	302.2	313.0	10.8	293.1	302.7	9.6
	AK Native/American Indian	283.8	286.8	3.0	359.4	345.2	-14.2
	Asian	319.7	321.2	1.5	312.9	315.1	2.2
	Caucasian	383.7	394.3	10.7	376.0	368.4	-7.6
	Hispanic	315.1	310.7	-4.4	325.8	328.9	3.1
	Multi-Ethnic	328.4	328.7	0.3	330.2	323.0	-7.2
Low Income	Yes	304.9	312.1	7.2	309.3	307.8	-1.5
	No	372.0	377.4	5.4	361.7	354.2	-7.5
Disabled	Yes	260.8	255.9	-4.9	255.7	244.3	-11.4
	No	360.2	367.0	6.8	357.1	349.7	-7.4
LEP	Yes	303.3	302.8	-0.5	295.4	294.7	-0.7
	No	363.7	372.2	8.5	361.9	354.1	-7.8
Migrant	Yes	314.7	326.3	11.7	363.0	364.4	1.4
	No	350.1	356.7	6.6	345.8	340.9	-4.9
Gender	Female	361.4	368.7	7.3	358.2	354.0	-4.2
	Male	336.9	343.1	6.2	336.3	328.8	-7.5

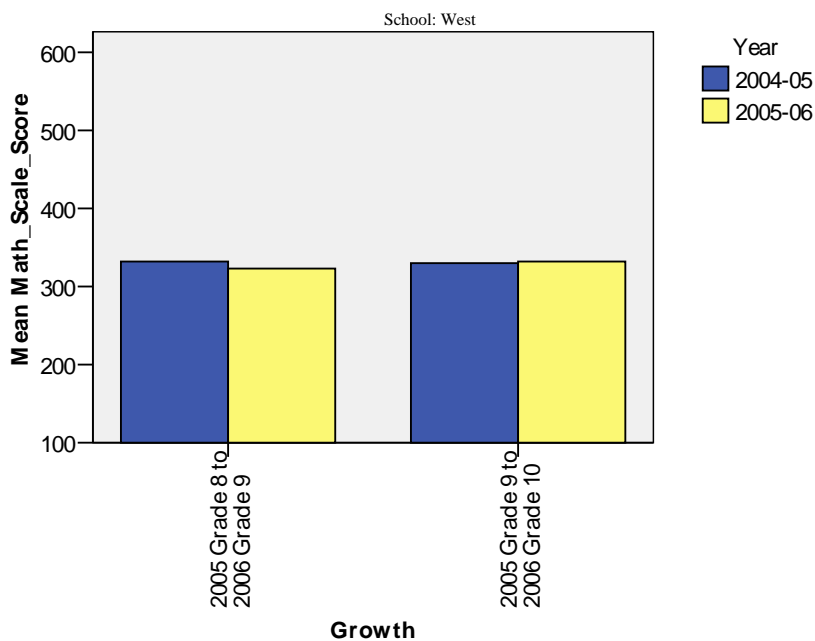
**Measure of Growth in SBA Writing for Students Who Tested in 2005 and Again in 2006**



West 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	332.4	322.7	-9.7	330.2	332.0	1.8
	African American	279.9	272.1	-7.8	266.3	270.8	4.5
	AK Native/American Indian	313.0	284.4	-28.7	333.7	328.2	-5.5
	Asian	307.8	307.9	0.1	306.7	314.3	7.7
	Caucasian	365.2	353.0	-12.2	360.1	362.7	2.6
	Hispanic	289.3	288.8	-0.5	303.4	308.7	5.3
	Multi-Ethnic	294.7	300.2	5.5	305.9	306.1	0.2
Low Income	Yes	289.7	286.3	-3.3	294.0	297.4	3.4
	No	354.1	341.7	-12.4	344.8	344.9	0.1
Disabled	Yes	248.4	244.7	-3.7	235.2	240.0	4.8
	No	341.9	333.1	-8.8	341.3	340.8	-0.5
LEP	Yes	288.0	287.4	-0.6	285.7	289.2	3.5
	No	345.8	334.9	-10.9	342.7	343.3	0.7
Migrant	Yes	293.2	284.0	-9.2	360.1	347.7	-12.4
	No	333.3	324.8	-8.5	330.4	330.7	0.3
Gender	Female	326.7	318.2	-8.5	328.9	327.1	-1.8
	Male	336.7	328.3	-8.3	332.0	335.4	3.4

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



**Anchorage School District: Profile of Performance ..... 2005-06**

**West 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	33.6%	37.9%	35.1%	42.7%	43.0%	43.6%	18.3%	15.2%	17.2%	5.4%	4.0%	4.1%	1008	96.0%	94.9%	93.7%
	African American	8.0%	19.8%	19.9%	45.3%	45.3%	47.0%	34.7%	26.9%	26.0%	12.0%	7.9%	7.1%	82	96.3%	94.2%	94.0%
	AK Native/ American Indian	14.3%	21.7%	15.6%	52.4%	44.8%	45.0%	27.8%	26.2%	31.2%	5.6%	7.3%	8.3%	141	92.9%	91.7%	92.0%
	Asian	14.4%	20.7%	24.0%	49.7%	49.1%	49.0%	28.1%	22.5%	21.3%	7.8%	7.7%	5.8%	157	99.4%	95.7%	94.6%
	Caucasian	53.3%	49.3%	46.5%	36.4%	40.6%	42.0%	7.9%	8.5%	9.7%	2.4%	1.6%	1.8%	482	96.7%	96.0%	94.4%
	Hispanic	14.6%	20.4%	23.7%	50.0%	48.8%	46.7%	25.6%	24.3%	23.2%	9.8%	6.5%	6.4%	88	94.3%	93.3%	91.9%
	Multi-Ethnic	31.3%	31.5%	33.3%	37.5%	40.1%	42.6%	22.9%	21.6%	18.7%	8.3%	6.8%	5.4%	58	91.4%	91.5%	92.6%
Low Income	Yes	15.6%	17.0%	18.9%	43.9%	44.1%	44.8%	30.4%	28.8%	28.4%	10.0%	10.1%	7.9%	329	92.4%	90.7%	92.7%
	No	41.6%	44.1%	42.4%	42.1%	42.6%	43.1%	12.9%	11.1%	12.1%	3.4%	2.2%	2.4%	679	97.8%	96.3%	94.1%
Disabled	Yes	3.3%	5.7%	6.1%	28.9%	35.4%	32.0%	41.1%	40.1%	42.5%	26.7%	18.7%	19.4%	109	90.8%	85.3%	86.5%
	No	36.8%	41.5%	38.4%	44.1%	43.8%	44.9%	15.9%	12.4%	14.2%	3.2%	2.3%	2.4%	899	96.7%	96.2%	94.6%
LEP	Yes	6.6%	7.1%	5.6%	50.7%	48.8%	43.7%	31.0%	32.5%	39.0%	11.7%	11.6%	11.7%	235	94.9%	92.5%	92.6%
	No	41.5%	42.8%	39.6%	40.3%	42.0%	43.6%	14.6%	12.4%	13.8%	3.6%	2.8%	3.0%	773	96.4%	95.3%	93.9%
Migrant	Yes	23.8%	20.6%	19.5%	52.4%	49.4%	43.6%	19.0%	21.7%	28.1%	4.8%	8.3%	8.8%	24	87.5%	90.9%	94.3%
	No	33.8%	38.3%	36.1%	42.4%	42.8%	43.6%	18.3%	15.0%	16.4%	5.4%	3.9%	3.8%	984	96.2%	95.1%	93.7%
Gender	Female	35.3%	40.4%	37.7%	44.2%	43.8%	45.1%	17.0%	12.9%	14.3%	3.5%	3.0%	2.8%	487	95.1%	95.4%	93.8%
	Male	32.0%	35.4%	32.6%	41.3%	42.2%	42.2%	19.5%	17.4%	19.8%	7.2%	5.0%	5.4%	521	96.9%	94.5%	93.6%

Anchorage School District: Profile of Performance ..... 2005-06

West 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	6.8%	5.6%	4.4%	67.9%	71.2%	69.0%	18.2%	16.9%	19.5%	7.1%	6.4%	7.0%	1008	96.0%	94.6%	93.4%
	African American	2.7%	1.2%	1.2%	56.0%	60.4%	61.6%	29.3%	26.9%	26.0%	12.0%	11.5%	11.3%	82	96.3%	94.3%	94.3%
	AK Native/ American Indian	0.8%	1.6%	1.0%	58.8%	57.6%	53.6%	32.8%	28.7%	32.9%	7.6%	12.1%	12.5%	141	92.9%	90.3%	91.7%
	Asian	0.7%	2.6%	2.8%	67.3%	64.6%	67.3%	19.0%	23.6%	22.9%	13.1%	9.3%	7.0%	157	99.4%	95.9%	94.4%
	Caucasian	11.9%	7.9%	6.4%	74.0%	77.8%	76.6%	10.8%	10.9%	12.7%	3.3%	3.4%	4.2%	482	96.7%	95.8%	94.2%
	Hispanic	2.6%	2.8%	2.9%	66.2%	67.1%	64.3%	19.5%	20.9%	23.4%	11.7%	9.2%	9.3%	88	94.3%	92.0%	91.1%
	Multi-Ethnic	6.1%	4.1%	3.9%	55.1%	61.5%	66.4%	30.6%	24.1%	21.7%	8.2%	10.3%	8.0%	58	91.4%	91.2%	91.9%
Low Income	Yes	0.7%	1.2%	1.5%	57.4%	54.8%	55.3%	31.0%	30.0%	30.4%	10.9%	13.9%	12.7%	329	92.4%	89.6%	92.2%
	No	9.5%	6.9%	5.8%	72.5%	76.0%	75.2%	12.6%	13.0%	14.6%	5.4%	4.1%	4.4%	679	97.8%	96.2%	94.0%
Disabled	Yes	0.0%	0.1%	0.1%	21.6%	26.2%	24.5%	42.0%	43.1%	44.3%	36.4%	30.6%	31.0%	109	90.8%	85.4%	86.6%
	No	7.5%	6.2%	5.0%	72.7%	76.3%	74.2%	15.7%	13.9%	16.6%	4.1%	3.6%	4.2%	899	96.7%	95.8%	94.3%
LEP	Yes	0.5%	0.3%	0.2%	56.2%	51.5%	45.1%	27.1%	33.2%	38.8%	16.2%	15.1%	15.8%	235	94.9%	92.6%	92.6%
	No	8.6%	6.4%	5.1%	71.3%	74.4%	72.7%	15.6%	14.2%	16.5%	4.5%	4.9%	5.6%	773	96.4%	94.9%	93.6%
Migrant	Yes	0.0%	1.7%	1.2%	70.0%	57.4%	56.0%	30.0%	29.5%	30.6%	0.0%	11.4%	12.2%	24	87.5%	88.9%	94.3%
	No	6.9%	5.7%	4.7%	67.8%	71.5%	69.9%	18.0%	16.6%	18.8%	7.3%	6.2%	6.7%	984	96.2%	94.7%	93.4%
Gender	Female	10.0%	7.2%	6.3%	70.7%	76.4%	75.3%	14.4%	12.7%	14.7%	4.9%	3.7%	3.7%	487	95.1%	95.1%	93.6%
	Male	3.8%	4.0%	2.7%	65.2%	66.1%	63.1%	21.8%	20.9%	24.0%	9.2%	9.0%	10.1%	521	96.9%	94.1%	93.2%

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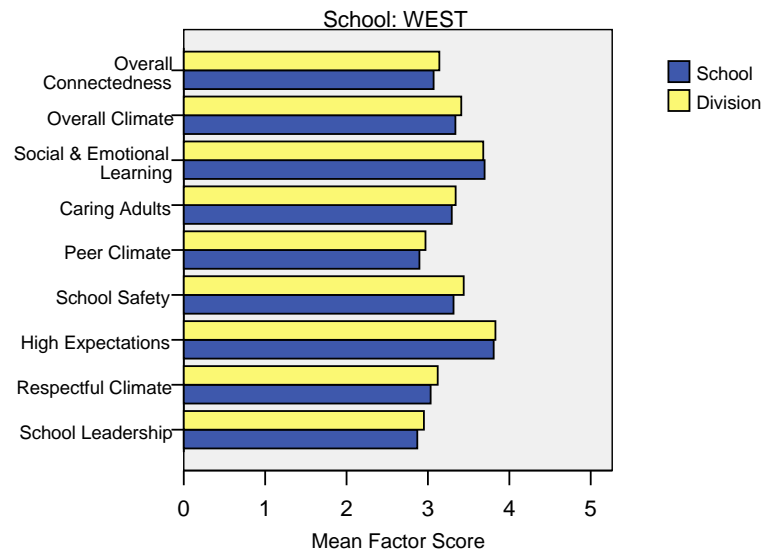
West Grades 9-10 SBA Results Compared with District and State: Math

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	25.7%	24.6%	20.6%	34.3%	39.3%	38.5%	20.1%	18.5%	20.7%	20.0%	17.6%	20.2%	1008	96.0%	94.3%	93.2%
	African American	5.3%	8.6%	8.3%	18.7%	29.6%	29.9%	32.0%	25.5%	26.0%	44.0%	36.3%	35.8%	82	96.3%	94.3%	93.9%
	AK Native/ American Indian	8.3%	11.8%	8.7%	39.2%	38.7%	33.0%	29.2%	22.3%	25.0%	23.3%	27.3%	33.3%	141	92.9%	89.0%	91.2%
	Asian	18.4%	19.2%	21.8%	35.5%	40.2%	39.8%	23.0%	20.3%	20.5%	23.0%	20.3%	17.9%	157	99.4%	95.9%	94.9%
	Caucasian	39.8%	32.2%	27.1%	36.0%	41.1%	41.4%	14.4%	15.7%	18.2%	9.8%	11.0%	13.3%	482	96.7%	95.5%	93.9%
	Hispanic	12.7%	12.4%	11.1%	32.9%	35.2%	36.9%	20.3%	24.2%	24.8%	34.2%	28.2%	27.2%	88	94.3%	92.0%	91.6%
	Multi-Ethnic	13.7%	15.6%	16.3%	29.4%	36.7%	36.9%	21.6%	20.4%	21.4%	35.3%	27.2%	25.4%	58	91.4%	92.2%	93.3%
Low Income	Yes	9.9%	9.9%	9.5%	33.2%	33.2%	32.7%	24.0%	24.1%	25.5%	32.9%	32.8%	32.3%	329	92.4%	89.6%	92.2%
	No	32.6%	28.9%	25.6%	34.8%	41.1%	41.1%	18.3%	16.8%	18.5%	14.3%	13.2%	14.8%	679	97.8%	95.8%	93.6%
Disabled	Yes	4.3%	3.2%	2.4%	4.3%	12.1%	12.7%	21.7%	24.2%	23.9%	69.6%	60.5%	61.0%	109	90.8%	85.4%	86.9%
	No	28.0%	27.0%	22.7%	37.6%	42.4%	41.5%	19.9%	17.8%	20.3%	14.5%	12.8%	15.5%	899	96.7%	95.5%	94.0%
LEP	Yes	9.0%	8.2%	5.7%	30.3%	33.2%	28.8%	27.0%	25.3%	27.4%	33.6%	33.3%	38.2%	235	94.9%	92.9%	92.9%
	No	30.6%	27.2%	22.9%	35.5%	40.3%	40.0%	18.0%	17.4%	19.6%	15.9%	15.1%	17.4%	773	96.4%	94.6%	93.3%
Migrant	Yes	14.3%	9.4%	10.9%	38.1%	40.9%	33.9%	23.8%	21.6%	24.1%	23.8%	28.1%	31.0%	24	87.5%	86.4%	94.0%
	No	25.9%	24.9%	21.3%	34.2%	39.3%	38.8%	20.0%	18.4%	20.5%	19.9%	17.4%	19.5%	984	96.2%	94.5%	93.2%
Gender	Female	22.9%	22.6%	19.6%	35.3%	41.9%	40.2%	21.9%	19.6%	21.4%	19.9%	15.8%	18.8%	487	95.1%	94.4%	93.2%
	Male	28.2%	26.4%	21.6%	33.4%	36.8%	36.8%	18.4%	17.4%	20.1%	20.0%	19.4%	21.5%	521	96.9%	94.2%	93.2%

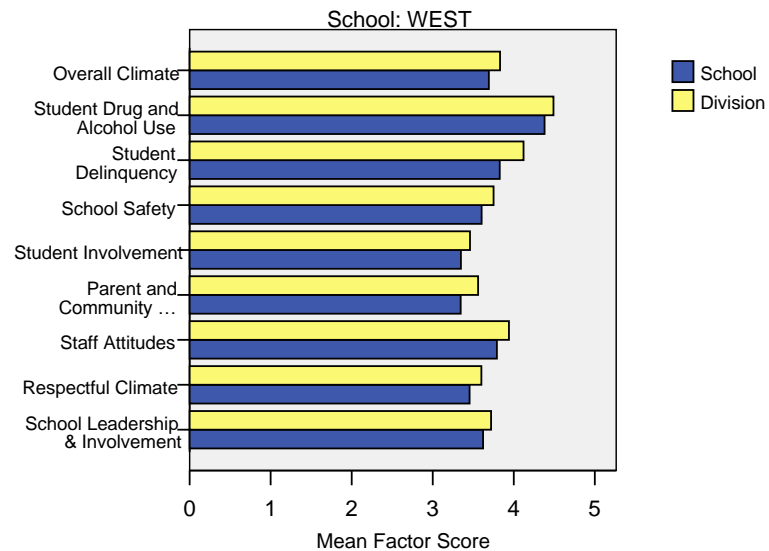
**Anchorage School District: Profile of Performance ..... 2005-06**

West 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.

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- **Peer Climate:** Reflects feelings about how respectful and helpful students are to one another. 1 indicates a negative peer climate and 5 indicates a very positive climate.
- **Caring Adults:** Reflects the caring adult relationships students have in the school. 1 indicates a lack of caring relationships and 5 indicates a high number of caring adults.
- **Social & Emotional Learning:** Reflects students' ability to think about the consequences of their actions and to empathize with others. 1 indicates poor social and emotional learning and 5 indicates higher levels of social and emotional learning.
- **Staff Attitudes:** Reflects feelings about competence and attitude towards jobs. 1 indicates more negative attitudes and 5 indicates highly positive attitudes.
- **Parent and Community Involvement:** Accessibility of the school for parents and how connected adults in the community are to the school. 1 indicates a low level of parent and community involvement and 5 indicates a high level of parent and community involvement.
- **Student Involvement:** Reflects feelings about how involved students are in the schools' decision making process. 1 indicates a low level of student involvement and 5 indicates a high level of student involvement.
- **Student Delinquency:** Reflects staff members' reports of witnessed student fights, stealing, and bullying. 1 indicates a high level of delinquency and 5 indicates a low level (5 is most desired).
- **Student Drug and Alcohol Use:** Reflects staff members' reports of observing students under the influence of drugs or alcohol. 1 indicates a high level of drug and alcohol use and 5 indicates a low level (5 is most desired).