

Table 92

Whaley School Overview

Statement of Program

Students at Whaley School learn, achieve and succeed in different ways; the dedicated and highly trained staff recognize the unique differences among all students. Whaley's vast programs offer a safe and positive educational environment where students are challenged, growth is expected, and diversity is celebrated. These students have unique needs and benefit from the supportive environments provided through day and residential programs. Students work toward returning to their neighborhood school with high expectations and open team communication with parents/guardians. Whaley is committed to meeting the specific needs of all students.

From the Report Card/MLP

SCHOOL GOALS	
Goal	Level of Achievement
Increase student performance in language arts.	Partially attained
Improve mathematics achievement of students.	Partially attained

From the Report Card/MLP

BUDGET*	
2004-2005 Actual Expenditures	\$3,467,187
2004-06 Revised Budgeted Amount	\$4,278,691
2006-07 Proposed Budget	\$3,580,206
*Dollars budgeted or expended are general fund only.	

From IFAS

	School	District	Source of Information
Membership	474	50,051	Fall OASIS
Capacity	N/A	N/A	Board Report - #189 3/7/06
Attendance Rate	90%	93%	SMS end of year report
Transiency Rate	70.22%	22.72%	Report Card File
Economically Disadvantaged	152	16,769	Fall OASIS
Ave. Weekly Volunteer Hours	3	5,032	Report Card File
Graduation Rate	9.3%	63.9%	Cohort group rate – NCLB formula
Dropout Rate	10.87%	5.78%	OASIS end of year report
AP courses offered in 2005-2006	0	25	SMS transcript file
Students successfully completing AP courses	0	1,386	SMS transcript file
AP courses completed by students	0	2,524	SMS transcript file
Students Taking an Alternate Assessment	6	264	SMS
Students Taking a HSGQE Alternative Assessment	4	270	SMS
Change in Enrollment	5.7%	0.3%	Report Card File

Whaley School Characteristics

Teacher Qualification				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
27	100%	30%	0	27%

SCHOOL BUSINESS PARTNERSHIPS
Russian Jack Rotary Club Carrs Fred Meyer Sam's Club

From MLP

ACCREDITATION		
Initial Accreditation	Name of Accrediting Organization	Level of Accreditation
Not accredited	Northwest Association of Accredited Schools	

ETHNICITY REPORT - OCTOBER 2005						
Caucasian	African American	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	Multi-Ethnic	Total
223	48	149	14	15	25	474
47.05%	10.13%	31.43%	2.95%	3.16%	5.27%	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	176	16	44	15	195	14	460
Final Dropouts	17	4	7	2	20	0	50
% of Dropouts	9.7%	25.0%	15.9%	13.3%	10.3%	0%	10.9%

From Summer Oasis

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
262	106	40.5%

From participation file (3-10 graders)

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

Whaley School

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

**Does Not Meet AYP
Level 5**

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	262	175	66.8%	No	83	28	33.7%	59.9%	Yes-SH	18	21.7%	45%	Yes-SH
African American	27	22	81.5%	No	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AkNa & Amln	99	63	63.6%	No	22	10	45.5%	49.1%	Yes-SH	<5	18.2%	33.1%	Yes-SH
Asian	9	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	113	72	63.7%	No	40	13	32.5%	54.8%	No	9	22.5%	39.4%	No
Hispanic	5	<5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	9	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	139	85	61.2%	No	41	13	31.7%	55.1%	Yes-SH	6	14.6%	39.6%	No
Disabled	166	123	74.1%	No	72	22	30.6%	59.1%	Yes-SH	15	20.8%	44%	Yes-SH
LEP	25	19	76%	No	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Graduation Rate: 9.3% (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.

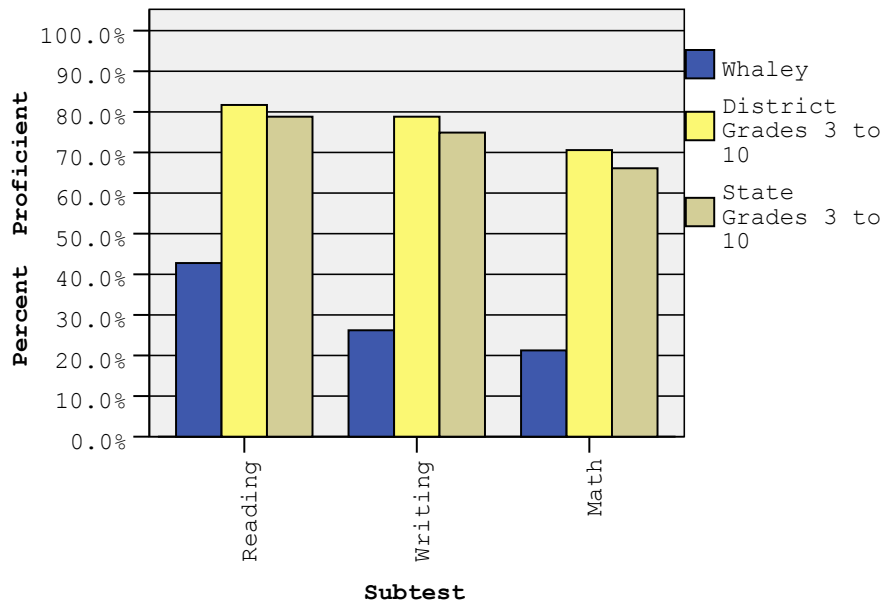
This document was prepared by the ASD Assessment and Evaluation

7/19/2006

Whaley Elementary School SBA Proficiency – Spring 2006

	Reading		Writing		Math	
	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient
All Grades	37.9%	42.5%	28.7%	26.7%	14.3%	21.7%
3 rd Grade	58.3%	37.5%	6.3%	37.5%	26.7%	42.9%
4 th Grade	41.2%	38.5%	47.1%	38.5%	33.3%	69.2%
5 th Grade	20.0%	25.0%	10.0%	25.0%	4.5%	25.0%
6 th Grade	22.7%	10.0%	33.3%	11.1%	23.8%	20.0%
7 th Grade	27.6%	36.8%	23.3%	26.3%	3.2%	17.6%
8 th Grade	55.6%	35.7%	26.7%	6.9%	20.0%	11.1%
9 th Grade	42.9%	56.1%	40.9%	31.7%	6.7%	12.5%
10 th Grade	N/A	52.8%	N/A	35.3%	N/A	20.0%

SBA Spring 2006 Proficiency Rate Comparison of School, District, and State *



* District and State Grades 3 to 10

Anchorage School District: Profile of Performance 2005-06

Whaley SBA Proficiency by NCLB Groups – Spring 2006

		Reading		Writing		Math	
		Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient
Ethnicity	All Students	42.8%	57.2%	26.2%	73.8%	21.3%	78.8%
	African American	26.3%	73.7%	0.0%	100.0%	0.0%	100.0%
	AK Native/ American Indian	42.6%	57.4%	26.7%	73.3%	23.7%	76.3%
	Asian	42.9%	57.1%	42.9%	57.1%	42.9%	57.1%
	Caucasian	49.3%	50.7%	35.8%	64.2%	24.2%	75.8%
	Hispanic	33.3%	66.7%	0.0%	100.0%	0.0%	100.0%
	Multi-Ethnic	28.6%	71.4%	0.0%	100.0%	20.0%	80.0%
LowIncome	Yes	34.6%	65.4%	19.8%	80.2%	16.5%	83.5%
	No	50.6%	49.4%	32.5%	67.5%	25.9%	74.1%
Disabled	Yes	32.5%	67.5%	16.8%	83.2%	17.1%	82.9%
	No	65.4%	34.6%	47.1%	52.9%	30.6%	69.4%
LEP	Yes	35.3%	64.7%	23.5%	76.5%	16.7%	83.3%
	No	43.6%	56.4%	26.5%	73.5%	21.8%	78.2%
Migrant	Yes	25.0%	75.0%	12.5%	87.5%	0.0%	100.0%
	No	43.7%	56.3%	26.9%	73.1%	22.2%	77.8%
Gender	Female	56.8%	43.2%	47.6%	52.4%	23.3%	76.7%
	Male	37.7%	62.3%	18.9%	81.1%	20.5%	79.5%

Anchorage School District: Profile of Performance 2005-06

Whaley 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	283.8	285.1	257.2	259.2	241.9	255.1
	African American	260.5	261.4	238.0	230.4	222.1	222.5
	AK Native/ American Indian	275.4	284.2	248.3	246.4	248.4	256.4
	Asian	299.0	299.6	248.0	292.9	270.0	287.7
	Caucasian	296.6	293.3	268.3	279.1	242.1	264.5
	Hispanic	268.0	252.3	261.5	257.0	252.3	208.3
	Multi-Ethnic	290.3	282.3	257.1	229.8	240.3	238.5
Low Income	Yes	272.6	279.9	239.2	254.4	235.9	251.1
	No	288.2	291.7	264.2	265.3	244.3	260.3
Disabled	Yes	271.7	276.5	243.4	250.7	232.2	249.7
	No	309.5	312.3	290.5	286.1	266.2	273.0
LEP	Yes	272.7	273.6	240.1	250.5	240.8	235.6
	No	284.4	286.8	258.1	260.4	241.9	258.0
Migrant	Yes	267.0	280.0	232.4	249.0	227.6	224.0
	No	284.3	285.5	257.9	259.9	242.3	257.0
Gender	Female	311.8	299.2	288.9	299.2	247.6	270.4
	Male	273.0	280.5	245.4	247.1	239.8	250.0

Anchorage School District: Profile of Performance 2005-06

Whaley 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	295.8	294.9	-0.9	283.7	281.3	-2.3	320.0	251.4	-68.7
	African American	264.2	.	.	255.1	264.7	9.6	328.8	271.9	-56.9
	AK Native/ American Indian	289.3	248.3	-41.0	251.4	294.7	43.3	312.2	.	.
	Asian	.	.	.	358.9	286.1	-72.8	214.3	.	.
	Caucasian	310.7	311.3	0.7	301.0	279.4	-21.7	321.7	249.2	-72.5
	Hispanic	.	.	.	.	.	.	406.7	.	.
	Multi-Ethnic	.	405.7	.	243.2	.	.	.	.	.
LowIncome	Yes	286.9	261.1	-25.8	267.3	269.8	2.5	319.4	268.7	-50.7
	No	323.0	335.4	12.4	352.7	401.2	48.5	321.9	224.1	-97.8
Disabled	Yes	286.8	286.9	0.1	283.7	288.3	4.7	297.0	249.4	-47.7
	No	322.2	393.0	70.8	.	204.7	.	359.8	261.9	-97.9
LEP	Yes	224.3	.	.	380.4	326.7	-53.7	214.2	.	.
	No	302.7	295.2	-7.5	269.9	272.1	2.2	326.3	250.8	-75.5
Migrant	Yes	.	.	.	261.0	262.4	1.4	.	.	.
	No	296.1	294.7	-1.4	287.8	284.9	-2.9	319.7	251.3	-68.4
Gender	Female	.	.	.	235.2	281.0	45.8	344.1	99.7	-244.4
	Male	295.9	295.1	-0.8	288.3	280.8	-7.5	309.4	267.7	-41.7

. No students tested in both years in this category

Anchorage School District: Profile of Performance 2005-06

Whaley 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 6 in 2005	Grade 7 in 2006	Difference	Grade 7 in 2005	Grade 8 in 2006	Difference
Ethnicity	All Students	305.7	268.2	-37.5	263.9	280.1	16.2
	African American	243.7	252.3	8.7	241.0	227.4	-13.7
	AK Native/American Indian	313.1	258.7	-54.4	276.8	285.9	9.1
	Asian	297.4	257.7	-39.7	276.2	311.0	34.8
	Caucasian	345.9	285.1	-60.8	279.3	301.8	22.5
	Hispanic	.	.	.	261.7	252.2	-9.5
	Multi-Ethnic	.	.	.	227.7	227.3	-0.3
Low Income	Yes	305.2	252.0	-53.2	271.1	280.7	9.6
	No	309.3	286.8	-22.5	256.4	278.7	22.3
Disabled	Yes	292.7	271.2	-21.5	260.9	267.1	6.2
	No	342.7	262.3	-80.4	332.0	333.4	1.4
LEP	Yes	300.1	257.7	-42.4	211.8	217.9	6.1
	No	307.4	268.7	-38.7	275.2	287.0	11.8
Migrant	Yes	260.9	175.1	-85.8	328.3	294.8	-33.5
	No	309.0	274.4	-34.7	257.7	278.2	20.5
Gender	Female	331.8	271.9	-59.9	293.7	303.3	9.7
	Male	294.2	266.0	-28.2	258.1	271.7	13.6

. No students tested in both years in this category

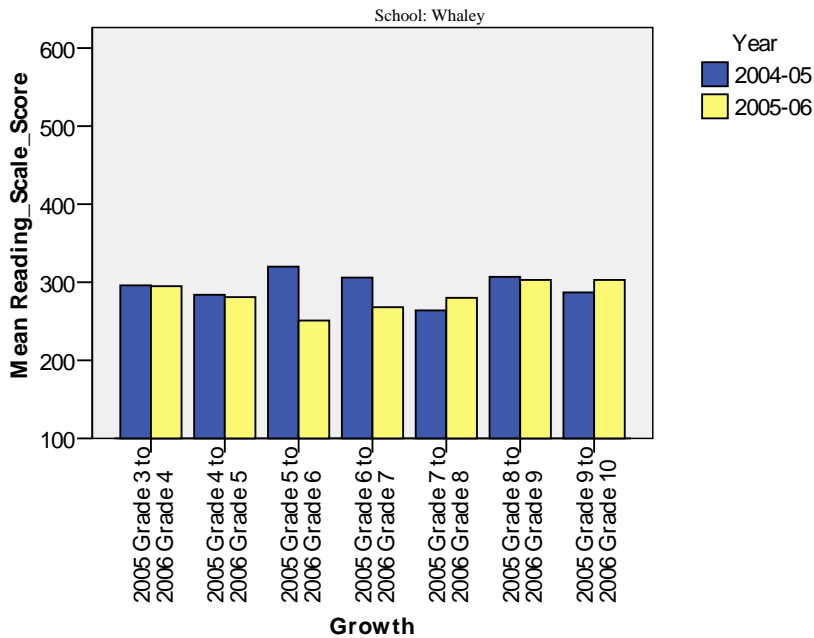
Anchorage School District: Profile of Performance 2005-06

Whaley 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	307.3	303.3	-4.0	287.0	303.4	16.4
	African American	.	309.7	.	240.8	269.9	29.1
	AK Native/American Indian	317.7	296.6	-21.1	300.2	310.0	9.8
	Asian	246.1	231.1	-15.0	.	.	.
	Caucasian	304.4	318.4	14.1	293.7	308.2	14.5
	Hispanic	.	.	.	280.6	.	.
	Multi-Ethnic	316.0	298.0	-18.0	.	231.7	.
Low Income	Yes	304.8	305.8	1.0	278.4	273.6	-4.8
	No	310.2	300.2	-10.0	290.9	312.1	21.2
Disabled	Yes	274.3	283.3	9.0	264.0	272.4	8.4
	No	363.7	329.7	-34.0	302.8	329.9	27.1
LEP	Yes	292.7	263.6	-29.1	281.2	246.0	-35.2
	No	310.1	311.1	1.0	287.3	304.8	17.5
Migrant	Yes	262.4	317.4	55.1	.	.	.
	No	310.9	301.9	-9.0	286.6	303.3	16.7
Gender	Female	354.0	326.0	-28.0	273.1	324.7	51.6
	Male	278.8	288.8	10.0	294.4	294.6	0.2

. 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



Anchorage School District: Profile of Performance 2005-06

Whaley 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	252.1	293.7	41.6	290.8	259.9	-30.9	315.7	236.3	-79.4
	African American	202.4	.	.	265.2	223.0	-42.2	.	208.7	.
	AK Native/ American Indian	206.4	299.1	92.7	276.3	247.8	-28.5	318.4	.	.
	Asian	.	.	.	300.7	361.2	60.5	270.9	.	.
	Caucasian	276.8	315.9	39.1	305.7	263.3	-42.4	311.0	239.4	-71.7
	Hispanic	.	.	.	.	.	.	421.8	.	.
	Multi-Ethnic	.	258.8	.	252.4	.	.	.	.	.
LowIncome	Yes	240.7	293.2	52.5	282.9	250.1	-32.8	314.3	247.8	-66.5
	No	290.7	295.3	4.7	324.0	374.4	50.4	321.7	212.2	-109.5
Disabled	Yes	235.1	283.7	48.6	290.8	258.9	-31.9	286.7	231.3	-55.4
	No	311.4	412.7	101.3	.	271.0	.	365.1	252.7	-112.4
LEP	Yes	201.9	.	.	334.3	357.8	23.5	271.4	.	.
	No	255.0	294.4	39.4	284.7	241.2	-43.5	318.9	236.1	-82.8
Migrant	Yes	.	.	.	267.7	252.3	-15.4	.	.	.
	No	252.2	294.0	41.8	295.1	261.7	-33.4	315.8	235.9	-79.9
Gender	Female	.	.	.	238.4	176.7	-61.7	340.2	.	.
	Male	251.7	294.2	42.5	294.9	268.1	-26.8	306.3	235.8	-70.5

. No students tested in both years in this category

Anchorage School District: Profile of Performance 2005-06

Whaley 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 6 in 2005	Grade 7 in 2006	Difference	Grade 7 in 2005	Grade 8 in 2006	Difference
Ethnicity	All Students	273.0	245.4	-28.0	225.7	238.2	12.5
	African American	268.8	213.9	-55.0	182.7	205.3	22.7
	AK Native/American Indian	271.2	238.0	-33.0	204.6	198.7	-5.9
	Asian	269.3	253.8	-15.0	261.4	300.7	39.3
	Caucasian	279.7	273.2	-7.0	235.9	257.1	21.2
	Hispanic	.	.	.	261.0	257.4	-3.6
	Multi-Ethnic	.	.	.	232.8	181.9	-50.9
Low Income	Yes	277.4	232.7	-44.0	228.2	244.0	15.8
	No	266.9	259.1	-8.0	224.3	232.8	8.5
Disabled	Yes	264.0	255.4	-9.0	220.7	219.2	-1.5
	No	302.8	217.9	-85.0	332.7	325.3	-7.3
LEP	Yes	251.2	254.0	3.0	229.1	219.7	-9.4
	No	276.3	244.8	-31.0	225.4	239.7	14.3
Migrant	Yes	151.7	155.2	3.0	250.9	266.1	15.2
	No	279.7	250.3	-30.0	224.0	236.4	12.4
Gender	Female	307.1	274.7	-32.0	258.8	297.9	39.1
	Male	256.4	231.7	-24.0	219.2	218.0	-1.2

. No students tested in both years in this category

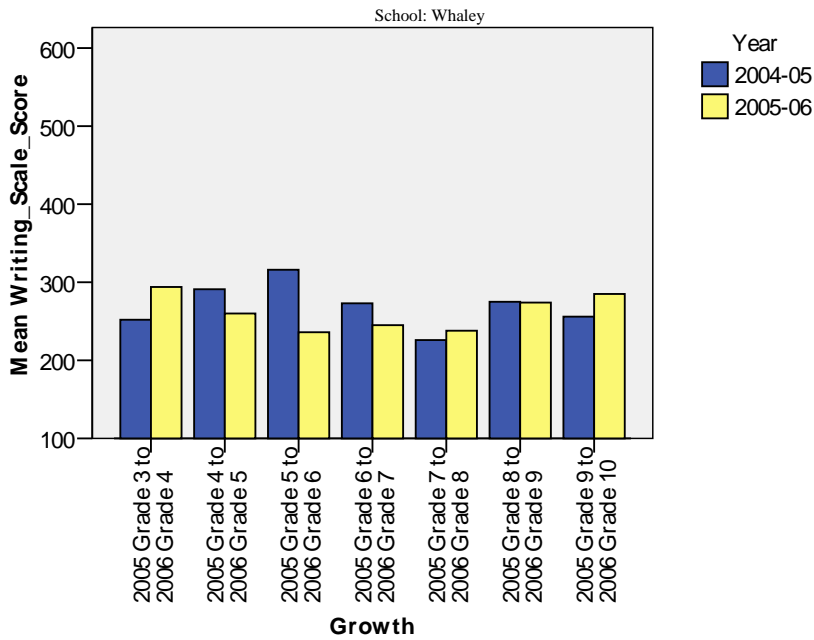
Anchorage School District: Profile of Performance 2005-06

Whaley 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	274.9	274.2	-0.7	255.9	285.1	29.2
	African American	.	260.3	.	145.0	231.4	86.4
	AK Native/ American Indian	301.8	260.7	-41.1	297.8	296.9	-0.9
	Asian	222.2	225.7	3.5	.	.	.
	Caucasian	266.3	304.1	37.8	251.3	289.8	38.5
	Hispanic	.	.	.	233.7	.	.
	Multi-Ethnic	239.7	250.9	11.3	.	198.3	.
Low Income	Yes	270.1	268.0	-2.1	208.1	242.7	34.6
	No	283.4	280.8	-2.6	278.4	297.7	19.3
Disabled	Yes	234.9	250.2	15.3	198.9	259.1	60.2
	No	347.0	306.3	-40.7	297.0	305.4	8.4
LEP	Yes	263.8	238.7	-25.1	233.8	216.9	-16.9
	No	277.2	280.7	3.4	257.2	287.0	29.8
Migrant	Yes	302.3	267.1	-35.2	.	.	.
	No	272.7	274.4	1.7	255.7	285.2	29.5
Gender	Female	327.7	311.9	-15.8	266.7	312.3	45.7
	Male	246.1	251.0	4.9	249.1	271.7	22.6

. 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



Anchorage School District: Profile of Performance 2005-06

Whaley 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	263.4	314.7	51.3	263.2	286.0	22.8	293.1	235.7	-57.4
	African American	255.9	.	.	170.3	206.8	36.5	274.4	246.7	-27.7
	AK Native/ American Indian	244.5	346.4	101.9	272.7	250.2	-22.5	286.9	.	.
	Asian	.	.	.	349.7	444.3	94.7	242.0	.	.
	Caucasian	261.2	296.0	34.8	273.1	304.7	31.6	292.8	234.9	-57.9
	Hispanic	.	.	.	.	.	.	382.2	.	.
	Multi-Ethnic	.	356.2	.	243.9	.	.	.	.	.
LowIncome	Yes	253.7	320.3	66.7	261.0	276.4	15.4	291.7	238.2	-53.5
	No	294.1	309.7	15.6	274.8	403.9	129.1	297.7	234.3	-63.4
Disabled	Yes	259.4	310.7	51.3	263.2	290.0	26.8	263.1	231.7	-31.4
	No	276.9	373.1	96.2	.	241.8	.	359.4	252.7	-106.7
LEP	Yes	230.0	.	.	329.7	350.2	20.5	241.9	.	.
	No	265.8	314.9	49.1	253.7	274.3	20.7	296.0	236.4	-59.7
Migrant	Yes	.	.	.	254.1	201.7	-52.4	.	.	.
	No	263.3	314.8	51.5	265.4	302.7	37.3	293.2	236.0	-57.2
Gender	Female	.	.	.	232.9	413.1	180.2	293.3	195.8	-97.5
	Male	262.7	315.3	52.7	265.0	275.4	10.4	293.7	241.2	-52.5

. No students tested in both years in this category

Anchorage School District: Profile of Performance 2005-06

Whaley 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 6 in 2005	Grade 7 in 2006	Difference	Grade 7 in 2005	Grade 8 in 2006	Difference
Ethnicity	All Students	268.8	234.9	-33.9	217.7	228.3	10.7
	African American	204.2	212.0	7.8	216.1	204.7	-11.4
	AK Native/American Indian	288.3	251.8	-36.5	211.9	229.7	17.8
	Asian	260.7	218.2	-42.5	252.9	262.1	9.2
	Caucasian	290.7	243.3	-47.4	213.0	249.4	36.4
	Hispanic	.	.	.	245.8	207.9	-37.9
	Multi-Ethnic	.	.	.	201.2	167.0	-34.2
Low Income	Yes	274.9	236.1	-38.8	226.3	231.8	5.5
	No	259.0	233.4	-25.7	205.7	225.2	19.5
Disabled	Yes	255.8	235.9	-19.9	212.7	214.3	1.7
	No	313.2	229.0	-84.2	330.1	289.7	-40.4
LEP	Yes	248.3	217.8	-30.5	214.4	177.7	-36.7
	No	271.7	236.2	-35.5	217.9	235.1	17.2
Migrant	Yes	208.7	.	.	241.0	235.4	-5.7
	No	272.1	234.7	-37.4	215.8	227.9	12.1
Gender	Female	315.4	245.7	-69.7	234.2	258.0	23.8
	Male	245.9	228.1	-17.8	214.3	216.8	2.5

. No students tested in both years in this category

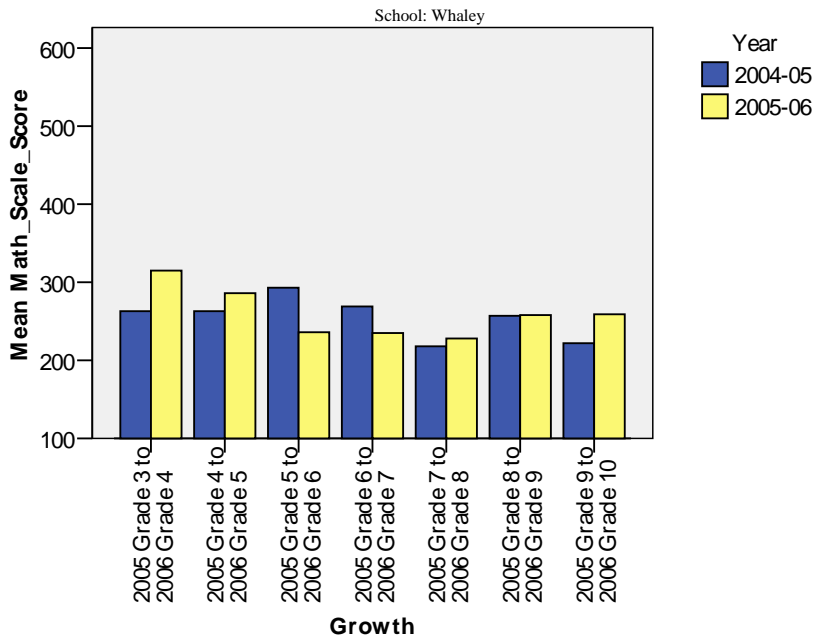
Anchorage School District: Profile of Performance 2005-06

Whaley 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	257.0	257.7	0.7	221.8	258.9	37.1
	African American	.	253.7	.	223.2	232.0	8.8
	AK Native/American Indian	263.2	265.1	1.9	255.3	269.8	14.5
	Asian	203.3	178.4	-25.0	.	.	.
	Caucasian	259.7	258.9	-0.8	187.7	256.3	68.7
	Hispanic	.	.	.	192.1	.	.
	Multi-Ethnic	221.1	215.8	-5.3	.	216.7	.
Low Income	Yes	244.4	245.2	0.8	191.9	247.1	55.2
	No	277.9	272.3	-5.6	237.0	263.4	26.4
Disabled	Yes	226.0	228.7	2.7	175.8	236.9	61.1
	No	316.8	297.7	-19.2	263.2	277.0	13.8
LEP	Yes	232.2	224.1	-8.1	192.3	206.8	14.5
	No	263.3	265.4	2.1	222.7	262.2	39.5
Migrant	Yes	268.7	231.9	-36.8	.	.	.
	No	255.7	260.0	4.3	222.1	258.7	36.6
Gender	Female	296.1	274.8	-21.3	244.4	270.7	26.3
	Male	233.4	247.2	13.9	210.9	254.1	43.2

. 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 2005-06

Whaley Grades 3-10 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	6.0%	35.1%	31.9%	36.7%	46.6%	46.9%	31.9%	12.9%	14.9%	25.3%	5.4%	6.3%	262	66.8%	97.1%	96.7%
	African American	0.0%	19.4%	19.8%	26.3%	50.6%	52.2%	31.6%	21.1%	20.0%	42.1%	9.0%	8.0%	27	81.5%	96.9%	97.1%
	AK Native/ American Indian	8.2%	18.8%	13.1%	34.4%	49.5%	46.5%	31.1%	21.3%	27.1%	26.2%	10.4%	13.3%	99	63.6%	95.4%	95.9%
	Asian	0.0%	23.1%	25.6%	42.9%	50.4%	51.2%	57.1%	18.3%	16.8%	0.0%	8.2%	6.4%	9	88.9%	96.9%	96.8%
	Caucasian	7.2%	45.9%	42.7%	42.0%	43.8%	45.6%	29.0%	7.6%	8.7%	21.7%	2.7%	3.0%	113	63.7%	97.7%	97.1%
	Hispanic	0.0%	21.1%	22.2%	33.3%	51.2%	52.0%	33.3%	19.8%	18.9%	33.3%	7.9%	6.9%	5	60.0%	95.5%	95.5%
	Multi-Ethnic	0.0%	27.4%	27.8%	28.6%	49.1%	50.2%	42.9%	16.4%	15.4%	28.6%	7.2%	6.6%	9	77.8%	97.1%	97.3%
Low Income	Yes	2.5%	17.5%	17.2%	32.1%	50.5%	48.4%	38.3%	21.5%	23.1%	27.2%	10.5%	11.2%	139	61.2%	96.0%	96.5%
	No	9.4%	44.4%	41.2%	41.2%	44.5%	45.9%	25.9%	8.4%	9.7%	23.5%	2.7%	3.2%	123	73.2%	97.6%	96.8%
Disabled	Yes	0.9%	7.5%	6.9%	31.6%	36.4%	34.8%	36.8%	32.0%	33.4%	30.7%	24.1%	24.9%	166	74.1%	91.4%	91.8%
	No	17.3%	39.2%	35.5%	48.1%	48.1%	48.6%	21.2%	10.1%	12.3%	13.5%	2.6%	3.6%	96	54.2%	98.0%	97.4%
LEP	Yes	0.0%	11.8%	7.5%	35.3%	51.8%	44.8%	35.3%	24.6%	31.7%	29.4%	11.8%	16.0%	25	76.0%	95.6%	96.0%
	No	6.7%	39.3%	36.3%	36.9%	45.6%	47.3%	31.5%	10.8%	11.9%	24.8%	4.2%	4.5%	237	65.8%	97.3%	96.9%
Migrant	Yes	0.0%	19.2%	14.9%	25.0%	52.8%	45.3%	50.0%	18.1%	26.0%	25.0%	9.9%	13.8%	8	100.0%	97.1%	97.0%
	No	6.3%	35.6%	33.0%	37.3%	46.4%	47.0%	31.0%	12.8%	14.2%	25.3%	5.3%	5.8%	254	65.7%	97.1%	96.7%
Gender	Female	11.4%	38.8%	35.1%	45.5%	46.4%	47.4%	34.1%	11.0%	12.9%	9.1%	3.8%	4.6%	72	61.1%	97.5%	97.0%
	Male	4.1%	31.6%	28.9%	33.6%	46.7%	46.4%	31.1%	14.8%	16.8%	31.1%	7.0%	7.9%	190	68.9%	96.7%	96.4%

Anchorage School District: Profile of Performance 2005-06

Whaley Grades 3-10 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	0.6%	20.2%	17.4%	25.6%	58.6%	57.5%	45.1%	17.4%	20.6%	28.7%	3.8%	4.6%	262	66.8%	97.1%	96.7%
	African American	0.0%	10.3%	10.9%	0.0%	56.2%	57.3%	60.0%	26.8%	25.7%	40.0%	6.6%	6.2%	27	81.5%	97.0%	97.0%
	AK Native/ American Indian	0.0%	9.2%	6.2%	26.7%	54.5%	48.7%	45.0%	29.0%	36.1%	28.3%	7.3%	9.1%	99	63.6%	95.3%	95.9%
	Asian	0.0%	15.1%	16.6%	42.9%	57.2%	59.1%	28.6%	22.0%	19.8%	28.6%	5.7%	4.5%	9	88.9%	96.9%	96.7%
	Caucasian	1.5%	26.2%	23.3%	34.3%	60.5%	61.1%	40.3%	11.2%	13.2%	23.9%	2.1%	2.5%	113	63.7%	97.7%	97.0%
	Hispanic	0.0%	12.9%	12.5%	0.0%	58.3%	59.6%	100.0%	23.9%	23.1%	0.0%	4.8%	4.8%	5	60.0%	95.4%	95.5%
	Multi-Ethnic	0.0%	18.5%	18.1%	0.0%	54.9%	56.6%	42.9%	22.2%	21.4%	57.1%	4.4%	3.9%	9	77.8%	97.1%	97.2%
Low Income	Yes	0.0%	10.7%	9.6%	19.8%	53.9%	51.6%	49.4%	28.7%	31.2%	30.9%	6.7%	7.6%	139	61.2%	95.8%	96.5%
	No	1.2%	25.3%	22.3%	31.3%	61.0%	61.2%	41.0%	11.4%	13.9%	26.5%	2.3%	2.7%	123	73.2%	97.7%	96.8%
Disabled	Yes	0.0%	4.6%	3.7%	16.8%	35.2%	33.2%	48.7%	43.5%	45.3%	34.5%	16.6%	17.8%	166	74.1%	91.8%	92.1%
	No	2.0%	22.6%	19.4%	45.1%	62.0%	61.0%	37.3%	13.5%	17.0%	15.7%	1.9%	2.7%	96	54.2%	97.9%	97.4%
LEP	Yes	0.0%	8.5%	5.1%	23.5%	53.4%	45.2%	29.4%	30.3%	39.4%	47.1%	7.7%	10.3%	25	76.0%	95.7%	96.1%
	No	0.7%	22.4%	19.6%	25.9%	59.5%	59.7%	46.9%	15.0%	17.1%	26.5%	3.1%	3.5%	237	65.8%	97.3%	96.8%
Migrant	Yes	0.0%	12.7%	7.2%	12.5%	52.2%	48.5%	75.0%	28.4%	35.5%	12.5%	6.8%	8.8%	8	100.0%	96.7%	97.2%
	No	0.6%	20.5%	18.1%	26.3%	58.8%	58.1%	43.6%	17.0%	19.5%	29.5%	3.7%	4.3%	254	65.7%	97.1%	96.6%
Gender	Female	0.0%	24.9%	21.8%	47.6%	60.0%	59.6%	45.2%	13.0%	16.1%	7.1%	2.1%	2.5%	72	61.1%	97.4%	96.9%
	Male	0.8%	15.8%	13.2%	18.0%	57.2%	55.4%	45.1%	21.5%	24.8%	36.1%	5.5%	6.5%	190	68.9%	96.7%	96.4%

Anchorage School District: Profile of Performance 2005-06

Whaley Grades 3-10 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	4.4%	32.8%	27.6%	16.9%	37.8%	38.5%	19.4%	15.6%	17.6%	59.4%	13.8%	16.3%	262	66.8%	97.2%	96.7%
	African American	0.0%	14.9%	15.1%	0.0%	36.4%	36.7%	10.0%	21.7%	22.9%	90.0%	27.0%	25.3%	27	81.5%	97.0%	97.0%
	AK Native/ American Indian	1.7%	19.3%	13.0%	22.0%	38.6%	35.1%	23.7%	20.4%	23.7%	52.5%	21.6%	28.2%	99	63.6%	94.8%	95.6%
	Asian	14.3%	28.4%	29.9%	28.6%	38.2%	39.3%	14.3%	16.7%	16.6%	42.9%	16.7%	14.3%	9	88.9%	97.9%	97.6%
	Caucasian	7.6%	41.3%	35.4%	16.7%	37.6%	39.9%	19.7%	12.7%	14.5%	56.1%	8.4%	10.3%	113	63.7%	97.6%	96.9%
	Hispanic	0.0%	21.1%	20.1%	0.0%	38.0%	39.8%	33.3%	21.0%	21.0%	66.7%	19.9%	19.1%	5	60.0%	96.9%	96.6%
	Multi-Ethnic	0.0%	26.6%	26.3%	20.0%	38.8%	39.1%	0.0%	16.5%	17.0%	80.0%	18.1%	17.6%	9	77.8%	97.3%	97.5%
Low Income	Yes	2.5%	18.7%	16.2%	13.9%	37.6%	36.6%	20.3%	20.7%	22.1%	63.3%	23.1%	25.1%	139	61.2%	96.2%	96.5%
	No	6.2%	40.3%	34.8%	19.8%	37.9%	39.7%	18.5%	12.9%	14.8%	55.6%	9.0%	10.7%	123	73.2%	97.7%	96.7%
Disabled	Yes	2.7%	9.1%	7.4%	14.4%	23.0%	22.4%	15.3%	23.4%	23.6%	67.6%	44.5%	46.6%	166	74.1%	91.7%	92.0%
	No	8.2%	36.3%	30.5%	22.4%	39.9%	40.8%	28.6%	14.4%	16.8%	40.8%	9.3%	11.9%	96	54.2%	98.0%	97.4%
LEP	Yes	5.6%	17.6%	11.1%	11.1%	36.6%	32.6%	11.1%	21.1%	24.8%	72.2%	24.6%	31.6%	25	76.0%	97.2%	96.8%
	No	4.2%	35.6%	30.7%	17.6%	38.0%	39.6%	20.4%	14.6%	16.3%	57.7%	11.8%	13.5%	237	65.8%	97.2%	96.7%
Migrant	Yes	0.0%	21.0%	15.5%	0.0%	37.3%	34.0%	0.0%	20.2%	23.1%	100.0%	21.5%	27.4%	8	100.0%	96.2%	96.9%
	No	4.6%	33.2%	28.4%	17.6%	37.8%	38.8%	20.3%	15.4%	17.3%	57.5%	13.6%	15.5%	254	65.7%	97.2%	96.7%
Gender	Female	7.0%	32.1%	27.2%	16.3%	39.2%	39.6%	27.9%	16.2%	18.1%	48.8%	12.4%	15.1%	72	61.1%	97.4%	96.9%
	Male	3.4%	33.5%	28.0%	17.1%	36.4%	37.4%	16.2%	15.0%	17.2%	63.2%	15.2%	17.4%	190	68.9%	96.9%	96.5%

Anchorage School District: Profile of Performance 2005-06

Whaley 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	16.7%	30.4%	16.7%	26.8%	25.0%	24.5%	41.7%	18.3%
2004-2005	5.9%	29.2%	5.9%	27.6%	11.8%	24.5%	76.5%	18.7%
2003-2004	6.7%	30.6%	33.3%	26.9%	6.7%	24.2%	53.3%	18.3%
2002-2003	0.0%	29.1%	14.3%	26.6%	28.6%	23.8%	57.1%	20.5%
2001-2002	15.4%	30.3%	7.7%	26.0%	7.7%	24.6%	69.2%	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	16.7%	34.0%	16.7%	26.5%	16.7%	22.0%	50.0%	17.5%
2004-2005	0.0%	32.1%	11.8%	28.3%	17.6%	21.2%	70.6%	18.4%
2003-2004	6.7%	34.1%	20.0%	26.5%	20.0%	21.7%	53.3%	17.7%
2002-2003	0.0%	32.8%	14.3%	26.5%	0.0%	20.9%	85.7%	19.8%
2001-2002	0.0%	32.3%	15.4%	26.4%	15.4%	22.9%	69.2%	18.4%

Math	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	8.3%	28.4%	33.3%	31.9%	16.7%	22.3%	41.7%	17.5%
2004-2005	0.0%	26.9%	17.6%	31.1%	17.6%	22.9%	64.7%	19.1%
2003-2004	6.7%	28.3%	20.0%	29.3%	20.0%	22.6%	53.3%	19.8%
2002-2003	0.0%	24.7%	0.0%	30.6%	14.3%	22.6%	85.7%	22.1%
2001-2002	0.0%	24.1%	7.7%	30.1%	0.0%	24.8%	92.3%	20.9%

Anchorage School District: Profile of Performance 2005-06

Whaley TerraNova 7th 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	6.7%	34.6%	6.7%	28.4%	33.3%	21.8%	53.3%	15.3%
2004-2005	4.3%	33.9%	4.3%	27.1%	26.1%	21.7%	65.2%	17.4%
2003-2004	0.0%	35.1%	13.0%	28.2%	39.1%	21.4%	47.8%	15.3%
2002-2003	6.7%	35.3%	6.7%	28.9%	40.0%	20.1%	46.7%	15.7%
2001-2002	0.0%	34.4%	0.0%	28.6%	23.8%	20.9%	76.2%	16.2%

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	6.7%	34.9%	20.0%	28.4%	20.0%	21.4%	53.3%	15.3%
2004-2005	4.3%	34.4%	4.3%	28.2%	21.7%	20.5%	69.6%	16.9%
2003-2004	8.7%	35.3%	4.3%	28.5%	21.7%	21.7%	65.2%	14.5%
2002-2003	0.0%	34.2%	0.0%	29.8%	46.2%	22.0%	53.8%	14.0%
2001-2002	0.0%	34.0%	0.0%	29.7%	4.8%	20.6%	95.2%	15.7%

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	0.0%	31.4%	33.3%	27.8%	13.3%	23.4%	53.3%	17.4%
2004-2005	0.0%	29.7%	0.0%	26.4%	21.7%	22.9%	78.3%	20.9%
2003-2004	4.2%	30.2%	8.3%	27.6%	8.3%	23.9%	79.2%	18.4%
2002-2003	0.0%	31.2%	15.4%	26.9%	23.1%	23.1%	61.5%	18.8%
2001-2002	0.0%	29.7%	4.8%	27.5%	19.0%	22.9%	76.2%	19.9%

Whaley HSGQE - 10th Grade Results

Reading	Proficient		Not Proficient	
	School	District	School	District
2005-2006	47.5%	76.4%	52.5%	23.6%
2004-2005	24.3%	72.5%	75.6%	27.5%
2003-2004	25.0%	73.3%	75.0%	26.7%
2002-2003	16.7%	72.8%	83.3%	27.1%

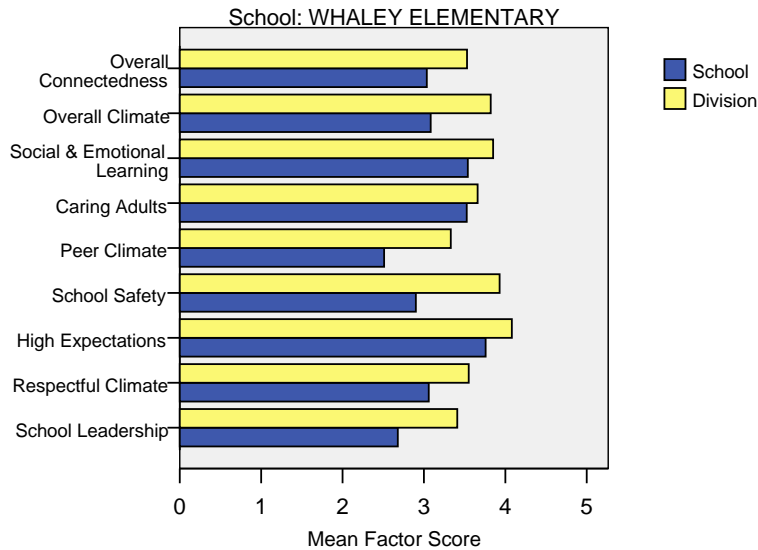
Writing	Proficient		Not Proficient	
	School	District	School	District
2005-2006	63.2%	90.8%	36.8%	9.2%
2004-2005	45.9%	85.6%	54.0%	14.4%
2003-2004	39.1%	87.0%	60.9%	13.0%
2002-2003	30.8%	85.4%	69.2%	14.6%

Math	Proficient		Not Proficient	
	School	District	School	District
2005-2006	30.8%	79.9%	69.2%	20.1%
2004-2005	13.1%	76.3%	86.8%	14.4%
2003-2004	30.4%	69.8%	69.6%	30.2%
2002-2003	0.0%	74.3%	100.0%	25.7%

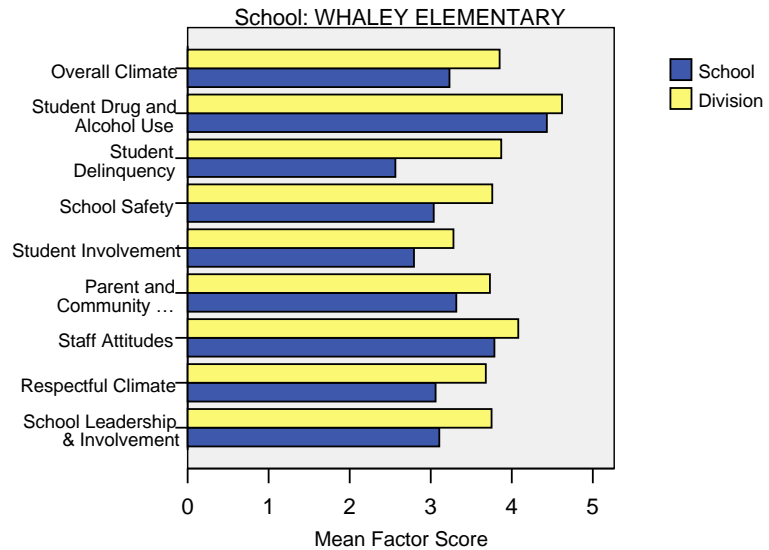
Whaley HSGQE Scores Spring 2006				
	Proficient		Not Proficient	
Students	Number	Percent	Number	Percent
Grade 10				
Reading	19	47.5%	21	52.5%
Writing	24	63.2%	14	36.8%
Math	12	30.8%	27	69.2%

Whaley 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).