

Table 93

Winterberry School Overview

Statement of Program

Winterberry Charter School is an elementary school serving grades K-6. The mission of Winterberry is to educate the whole child utilizing methods that stimulate the mind, heart, and body. Students actively engage in academic subjects presented through the arts and are encouraged to use their bodies to make learning meaningful.

Winterberry is located in downtown Anchorage allowing staff and students to participate in and experience performances at the museum, PAC, as well as many other exciting venues. Students at Winterberry are developing a larger view of their role in the greater community by working on improvement projects for the school that in turn beautify the downtown area.

From the Report Card/MLP

SCHOOL GOALS	
Goal	Level of Achievement
70% of grade five students will perform within the average or above average range on the TerraNova tests during the 2005-2006 school year.	Partially Attained
Decrease incidents of name-calling and aggressive behavior.	Partially Attained

From the Report Card/MLP

BUDGET*	
2004-2005 Actual Expenditures	\$0
2004-06 Revised Budgeted Amount	\$1,290,751
2006-07 Proposed Budget	\$1,402,694
*Dollars budgeted or expended are general fund only.	

From IFAS

	School	District	Source of Information
Membership	141	50,051	Board Report – #71 10/11/05
Capacity	N/A	N/A	Board Report - #189 3/7/06
Attendance Rate	91%	93%	SMS end of year report
Retention Rate	2.5%	1.2%	Report Card File
Transiency Rate	41.71%	22.72%	Report Card File
Economically Disadvantaged	15	16,769	Fall OASIS
Ave. Weekly Volunteer Hours	135	5,032	Report Card File
Students Taking an Alternate Assessment	0	264	SMS
Change in Enrollment	N/A	0.3%	Report Card File

Anchorage School District: Profile of Performance 2005-06
 Winterberry School Characteristics

Teacher Qualification				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
8	100%	77%	0	22%

SCHOOL BUSINESS PARTNERSHIPS
None listed

From MLP

ETHNICITY REPORT - OCTOBER 2005						
Caucasian	African American	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	Multi-Ethnic	Total
111	6	6	1	3	14	141
78.72%	4.26%	4.26%	0.71%	2.13%	9.93%	100.00%

From Fall Oasis

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
50	40	80.0%

From participation file (3-10 graders)

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

Winterberry Charter School

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

**Does Not Meet AYP
Level 1**

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	50	47	94%	No	37	30	81.1%	54.2%	Yes	22	59.5%	38.7%	Yes
African American	<5	<5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AkNa & Amln	<5	<5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	<5	<5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	41	38	92.7%	No	29	25	86.2%	51.9%	Yes	19	65.5%	36.2%	Yes
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	<5	<5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	<5	<5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	8	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LEP	<5	<5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Attendance Rate: 90.9% (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

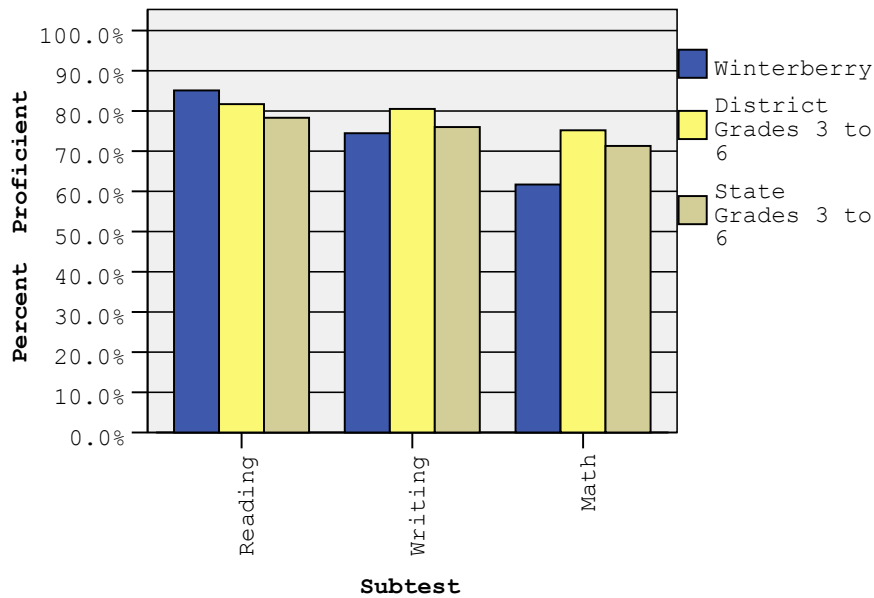
7/19/2006

Anchorage School District: Profile of Performance 2005-06

Winterberry Elementary School SBA Proficiency – Spring 2006

	Reading		Writing		Math	
	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient
All Grades	N/A	85.1%	N/A	74.5%	N/A	61.7%
3 rd Grade	N/A	84.2%	N/A	68.4%	N/A	63.2%
4 th Grade	N/A	66.7%	N/A	66.7%	N/A	55.6%
5 th Grade	N/A	91.7%	N/A	91.7%	N/A	66.7%
6 th Grade	N/A	100.0%	N/A	71.4%	N/A	57.1%

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



* District and State Grades 3 to 6

Anchorage School District: Profile of Performance 2005-06

Winterberry SBA Proficiency by NCLB Groups – Spring 2006

		Reading		Writing		Math	
		Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient
Ethnicity	All Students	85.1%	14.9%	74.5%	25.5%	61.7%	38.3%
	African American	33.3%	66.7%	33.3%	66.7%	0.0%	100.0%
	AK Native/ American Indian	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
	Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Caucasian	89.5%	10.5%	78.9%	21.1%	68.4%	31.6%
	Hispanic	100.0%	0.0%	100.0%	0.0%	0.0%	100.0%
	Multi-Ethnic	75.0%	25.0%	50.0%	50.0%	50.0%	50.0%
LowIncome	Yes	50.0%	50.0%	50.0%	50.0%	50.0%	50.0%
	No	86.7%	13.3%	75.6%	24.4%	62.2%	37.8%
Disabled	Yes	87.5%	12.5%	62.5%	37.5%	50.0%	50.0%
	No	84.6%	15.4%	76.9%	23.1%	64.1%	35.9%
LEP	Yes	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	No	85.1%	14.9%	74.5%	25.5%	61.7%	38.3%
Migrant	Yes	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	No	85.1%	14.9%	74.5%	25.5%	61.7%	38.3%
Gender	Female	86.4%	13.6%	81.8%	18.2%	59.1%	40.9%
	Male	84.0%	16.0%	68.0%	32.0%	64.0%	36.0%

Anchorage School District: Profile of Performance 2005-06

Winterberry 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	N/A	369.9	N/A	358.7	N/A	337.1
	African American	N/A	299.7	N/A	278.7	N/A	248.0
	AK Native/ American Indian	N/A	436.0	N/A	488.0	N/A	494.0
	Asian	N/A	.	N/A	.	N/A	.
	Caucasian	N/A	377.1	N/A	363.6	N/A	342.8
	Hispanic	N/A	362.0	N/A	382.0	N/A	298.0
	Multi-Ethnic	N/A	339.5	N/A	334.0	N/A	320.0
Low Income	Yes	N/A	282.5	N/A	310.0	N/A	258.0
	No	N/A	373.8	N/A	360.8	N/A	340.6
Disabled	Yes	N/A	336.3	N/A	319.0	N/A	285.3
	No	N/A	376.8	N/A	366.8	N/A	347.7
LEP	Yes	N/A	.	N/A	.	N/A	.
	No	N/A	369.9	N/A	358.7	N/A	337.1
Migrant	Yes	N/A	.	N/A	.	N/A	.
	No	N/A	369.9	N/A	358.7	N/A	337.1
Gender	Female	N/A	376.1	N/A	377.6	N/A	342.0
	Male	N/A	364.5	N/A	342.0	N/A	332.7

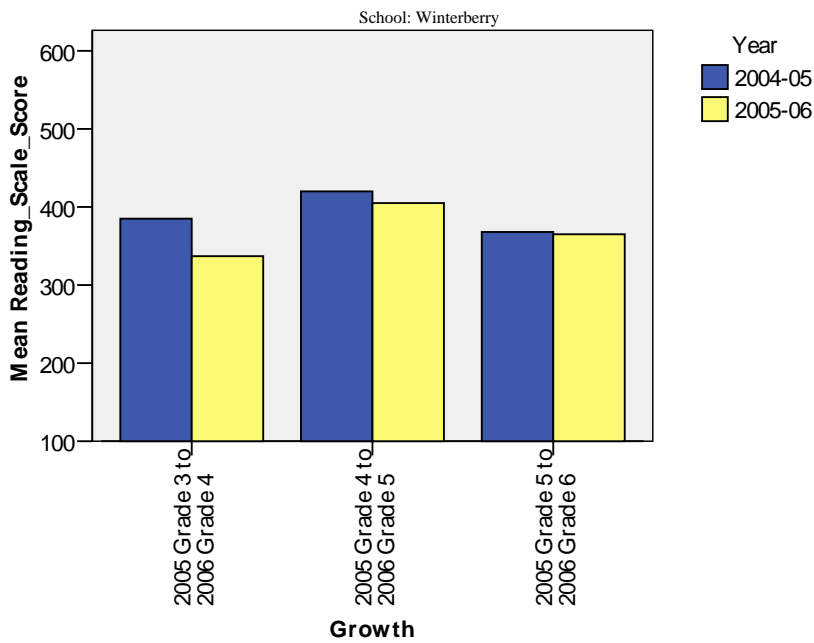
. No students tested in both years in this category

Winterberry 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	384.8	336.9	-47.9	419.7	405.3	-14.4	368.0	365.4	-2.6
	African American	.	.	.	349.1	336.7	-12.4	.	.	.
	AK Native/ American Indian	.	.	.	530.4	435.7	-94.7	.	.	.
	Asian	.	.	.	.	.	.	.	.	.
	Caucasian	401.7	352.3	-49.4	429.0	416.4	-12.7	328.7	350.2	21.5
	Hispanic	.	.	.	.	.	.	406.7	362.3	-44.4
	Multi-Ethnic	300.4	284.7	-15.7	.	.	.	.	439.7	.
LowIncome	Yes	.	192.1	.	.	372.8	.	.	.	.
	No	385.0	355.4	-29.7	419.7	407.2	-12.5	367.9	365.1	-2.8
Disabled	Yes	.	191.9	.	369.7	366.3	-3.3	329.0	363.4	34.4
	No	385.2	355.0	-30.2	440.1	416.7	-23.4	406.8	365.9	-40.9
LEP	Yes	.	.	.	.	.	.	.	.	.
	No	384.7	337.2	-47.5	419.9	405.1	-14.8	368.3	364.8	-3.5
Migrant	Yes	.	.	.	.	.	.	.	.	.
	No	385.1	336.7	-48.4	419.8	404.9	-14.9	367.7	365.3	-2.3
Gender	Female	366.4	354.7	-11.7	466.2	410.0	-56.2	368.1	336.7	-31.4
	Male	402.9	322.1	-80.8	359.3	399.8	40.5	.	385.7	.

. 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

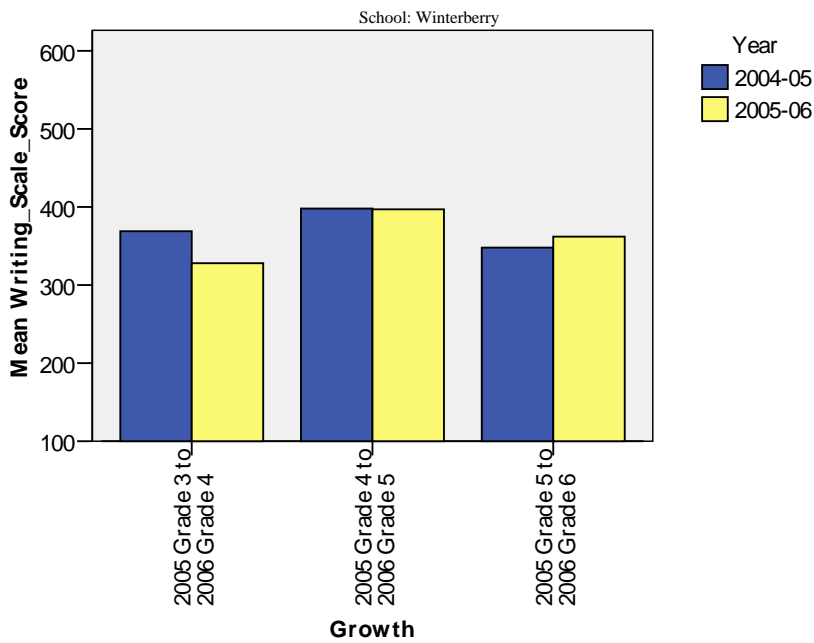


Winterberry SBA Growth in Average Scale Score by NCLB Groups: Writing

		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	369.1	327.7	-41.4	397.8	396.9	-0.9	347.7	362.3	14.7
	African American	.	.	.	325.2	300.0	-25.2	.	.	.
	AK Native/ American Indian	.	.	.	468.3	487.8	19.5	.	.	.
	Asian	.	.	.	.	.	.	.	.	.
	Caucasian	394.8	344.9	-49.9	416.7	409.3	-7.3	291.0	336.4	45.4
	Hispanic	.	.	.	.	.	.	403.8	381.9	-21.9
	Multi-Ethnic	243.3	270.8	27.5	.	.	.	.	474.0	.
LowIncome	Yes	.	259.2	.	.	361.1	.	.	.	.
	No	368.7	337.3	-31.4	398.0	400.4	2.4	347.7	362.2	14.5
Disabled	Yes	.	258.7	.	324.8	349.9	25.1	290.7	321.3	30.7
	No	369.4	336.7	-32.7	427.2	413.0	-14.2	404.1	392.7	-11.4
LEP	Yes	.	.	.	.	.	.	.	.	.
	No	369.0	328.4	-40.7	397.7	397.2	-0.5	347.9	362.1	14.2
Migrant	Yes	.	.	.	.	.	.	.	.	.
	No	369.2	328.0	-41.2	398.1	396.7	-1.4	347.8	361.9	14.1
Gender	Female	363.3	330.8	-32.5	452.4	430.7	-21.7	348.2	355.0	6.8
	Male	375.7	326.2	-49.5	325.9	373.1	47.2	.	367.8	.

. 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

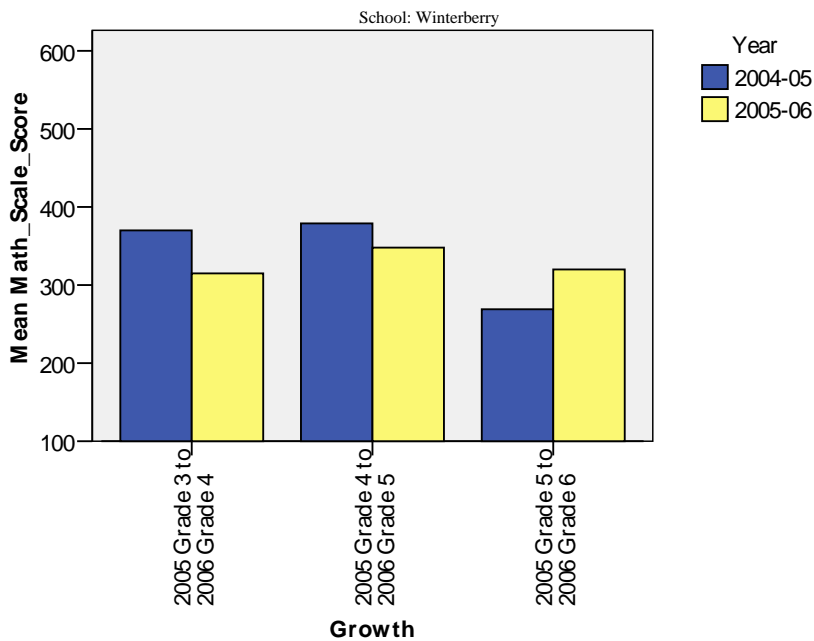


Winterberry SBA Growth in Average Scale Score by NCLB Groups: Math

		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	369.7	315.3	-54.4	379.0	348.4	-30.7	268.7	320.2	51.5
	African American	.	.	.	287.8	275.9	-11.9	.	.	.
	AK Native/ American Indian	.	.	.	534.2	494.0	-40.2	.	.	.
	Asian	.	.	.	.	.	.	.	.	.
	Caucasian	393.0	334.4	-58.7	386.7	348.2	-38.5	194.9	305.1	110.2
	Hispanic	.	.	.	.	.	.	342.0	298.4	-43.7
	Multi-Ethnic	251.2	248.0	-3.2	.	.	.	.	418.9	.
LowIncome	Yes	.	197.8	.	.	317.7	.	.	.	.
	No	369.7	330.2	-39.5	378.9	351.1	-27.8	269.3	319.8	50.5
Disabled	Yes	.	198.3	.	286.0	284.4	-1.6	194.7	308.2	113.5
	No	370.1	329.7	-40.4	416.8	369.9	-46.9	341.7	330.3	-11.4
LEP	Yes	.	.	.	.	.	.	.	.	.
	No	369.9	315.1	-54.8	379.3	347.8	-31.5	269.4	319.7	50.3
Migrant	Yes	.	.	.	.	.	.	.	.	.
	No	369.8	314.9	-54.9	378.7	348.3	-30.4	269.0	320.4	51.4
Gender	Female	320.2	295.0	-25.2	446.1	380.7	-65.4	268.8	256.9	-11.9
	Male	420.3	330.8	-89.5	291.4	324.7	33.3	.	368.0	.

. 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

Winterberry 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	34.0%	34.6%	31.2%	51.1%	47.1%	47.1%	6.4%	12.0%	14.1%	8.5%	6.3%	7.7%	50	94.0%	98.1%	98.1%
	African American	*	20.7%	21.4%	*	51.1%	52.9%	*	18.9%	17.1%	*	9.4%	8.6%	*	100.0%	98.2%	98.5%
	AK Native/ American Indian	*	19.3%	12.4%	*	49.7%	45.5%	*	19.1%	25.7%	*	11.9%	16.4%	*	100.0%	97.5%	97.7%
	Asian	0.0%	24.7%	27.4%	0.0%	49.6%	50.7%	0.0%	16.3%	14.8%	0.0%	9.4%	7.0%	0	0.0%	97.1%	97.5%
	Caucasian	36.8%	44.8%	41.6%	52.6%	44.3%	46.3%	5.3%	7.4%	8.2%	5.3%	3.5%	3.8%	41	92.7%	98.5%	98.3%
	Hispanic	*	22.4%	22.4%	*	51.8%	53.0%	*	17.3%	17.3%	*	8.5%	7.3%	*	100.0%	97.0%	97.2%
	Multi-Ethnic	*	27.4%	28.2%	*	50.5%	50.5%	*	14.8%	13.9%	*	7.4%	7.3%	*	100.0%	98.5%	98.7%
Low Income	Yes	*	18.7%	17.4%	*	51.0%	48.4%	*	19.4%	21.3%	*	11.0%	12.9%	*	100.0%	97.6%	97.9%
	No	35.6%	45.1%	41.4%	51.1%	44.5%	46.1%	6.7%	7.2%	8.6%	6.7%	3.3%	3.8%	48	93.8%	98.4%	98.2%
Disabled	Yes	12.5%	8.8%	8.1%	75.0%	36.7%	35.2%	0.0%	28.5%	29.9%	12.5%	26.1%	26.8%	8	100.0%	93.7%	94.0%
	No	38.5%	39.1%	34.9%	46.2%	48.9%	49.1%	7.7%	9.1%	11.4%	7.7%	2.9%	4.5%	42	92.9%	98.9%	98.8%
LEP	Yes	0.0%	15.1%	9.0%	0.0%	52.1%	43.7%	0.0%	20.5%	28.6%	0.0%	12.4%	18.7%	0	0.0%	96.7%	97.3%
	No	34.0%	38.3%	35.5%	51.1%	46.1%	47.8%	6.4%	10.4%	11.2%	8.5%	5.2%	5.6%	50	94.0%	98.3%	98.2%
Migrant	Yes	0.0%	20.0%	13.0%	0.0%	53.7%	44.6%	0.0%	17.1%	25.2%	0.0%	9.2%	17.2%	0	0.0%	99.4%	98.1%
	No	34.0%	35.1%	32.3%	51.1%	46.9%	47.3%	6.4%	11.8%	13.3%	8.5%	6.2%	7.1%	50	94.0%	98.0%	98.1%
Gender	Female	40.9%	39.3%	34.9%	45.5%	46.2%	47.0%	9.1%	10.0%	12.3%	4.5%	4.5%	5.8%	25	88.0%	98.5%	98.4%
	Male	28.0%	30.0%	27.5%	56.0%	47.9%	47.2%	4.0%	13.9%	15.7%	12.0%	8.1%	9.5%	25	100.0%	97.7%	97.7%

*The total number of students tested in this category is fewer than 5. Results cannot be reported according to the state's protocol for reporting results.

Anchorage School District: Profile of Performance 2005-06

Winterberry 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	27.7%	31.4%	27.4%	46.8%	49.1%	48.6%	23.4%	18.0%	21.9%	2.1%	1.6%	2.1%	50	94.0%	98.1%	98.1%
	African American	*	18.0%	18.8%	*	50.7%	52.0%	*	29.2%	27.3%	*	2.1%	1.9%	*	100.0%	98.2%	98.3%
	AK Native/ American Indian	*	15.5%	10.5%	*	52.5%	45.2%	*	28.7%	39.6%	*	3.2%	4.7%	*	100.0%	97.5%	97.9%
	Asian	0.0%	25.7%	27.6%	0.0%	49.8%	51.0%	0.0%	21.9%	19.3%	0.0%	2.6%	2.0%	0	0.0%	97.0%	97.5%
	Caucasian	28.9%	40.5%	36.3%	50.0%	47.1%	49.0%	18.4%	11.6%	13.7%	2.6%	0.8%	1.0%	41	92.7%	98.5%	98.2%
	Hispanic	*	20.9%	20.2%	*	52.7%	55.2%	*	24.5%	23.1%	*	1.8%	1.5%	*	100.0%	97.0%	97.2%
	Multi-Ethnic	*	25.2%	25.6%	*	51.2%	51.5%	*	21.8%	21.0%	*	1.9%	1.9%	*	100.0%	98.5%	98.6%
Low Income	Yes	*	16.4%	15.3%	*	52.2%	48.7%	*	28.5%	32.4%	*	2.9%	3.6%	*	100.0%	97.6%	98.0%
	No	28.9%	41.3%	36.5%	46.7%	47.0%	48.6%	22.2%	11.1%	13.9%	2.2%	0.7%	0.9%	48	93.8%	98.4%	98.1%
Disabled	Yes	12.5%	7.7%	6.4%	50.0%	40.2%	38.5%	37.5%	45.6%	47.9%	0.0%	6.5%	7.2%	8	100.0%	93.8%	94.2%
	No	30.8%	35.5%	30.9%	46.2%	50.6%	50.3%	20.5%	13.1%	17.6%	2.6%	0.7%	1.2%	42	92.9%	98.9%	98.7%
LEP	Yes	0.0%	14.9%	9.1%	0.0%	53.9%	45.1%	0.0%	28.3%	41.0%	0.0%	2.9%	4.8%	0	0.0%	96.6%	97.5%
	No	27.7%	34.6%	31.0%	46.8%	48.1%	49.3%	23.4%	16.0%	18.1%	2.1%	1.3%	1.5%	50	94.0%	98.3%	98.2%
Migrant	Yes	0.0%	20.2%	12.2%	0.0%	50.6%	43.4%	0.0%	26.5%	39.8%	0.0%	2.7%	4.5%	0	0.0%	99.4%	98.3%
	No	27.7%	31.8%	28.4%	46.8%	49.0%	49.0%	23.4%	17.7%	20.7%	2.1%	1.5%	1.9%	50	94.0%	98.0%	98.1%
Gender	Female	45.5%	37.8%	33.4%	36.4%	47.8%	47.9%	13.6%	13.5%	17.4%	4.5%	1.0%	1.3%	25	88.0%	98.4%	98.4%
	Male	12.0%	25.2%	21.7%	56.0%	50.3%	49.3%	32.0%	22.3%	26.2%	0.0%	2.2%	2.8%	25	100.0%	97.7%	97.7%

*The total number of students tested in this category is fewer than 5. Results cannot be reported according to the state's protocol for reporting results.

Anchorage School District: Profile of Performance 2005-06

Winterberry 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	29.8%	38.3%	32.9%	31.9%	37.0%	38.4%	25.5%	13.1%	14.7%	12.8%	11.7%	14.0%	50	94.0%	98.4%	98.2%
	African American	*	19.2%	19.7%	*	39.8%	40.5%	*	18.2%	19.7%	*	22.9%	20.0%	*	100.0%	98.2%	98.5%
	AK Native/ American Indian	*	24.5%	16.3%	*	40.1%	37.1%	*	17.2%	21.4%	*	18.1%	25.2%	*	100.0%	97.4%	97.7%
	Asian	0.0%	33.8%	35.2%	0.0%	37.3%	39.0%	0.0%	13.7%	13.5%	0.0%	15.2%	12.4%	0	0.0%	98.6%	98.8%
	Caucasian	31.6%	47.7%	41.6%	36.8%	35.1%	38.5%	21.1%	10.3%	11.2%	10.5%	6.9%	8.6%	41	92.7%	98.5%	98.3%
	Hispanic	*	27.2%	26.4%	*	39.1%	40.9%	*	19.3%	18.3%	*	14.5%	14.4%	*	100.0%	99.0%	98.7%
	Multi-Ethnic	*	31.5%	32.1%	*	39.6%	39.6%	*	13.9%	13.6%	*	15.0%	14.7%	*	100.0%	98.7%	98.8%
Low Income	Yes	*	23.2%	20.5%	*	39.3%	38.6%	*	18.1%	19.3%	*	19.4%	21.6%	*	100.0%	98.1%	98.1%
	No	31.1%	48.3%	42.1%	31.1%	35.4%	38.3%	26.7%	9.7%	11.2%	11.1%	6.6%	8.4%	48	93.8%	98.6%	98.3%
Disabled	Yes	12.5%	12.7%	11.0%	37.5%	29.6%	28.7%	25.0%	22.4%	22.6%	25.0%	35.3%	37.7%	8	100.0%	93.7%	94.1%
	No	33.3%	42.7%	36.5%	30.8%	38.2%	40.0%	25.6%	11.4%	13.4%	10.3%	7.6%	10.1%	42	92.9%	99.3%	98.9%
LEP	Yes	0.0%	23.6%	14.7%	0.0%	38.5%	35.1%	0.0%	18.1%	22.4%	0.0%	19.8%	27.8%	0	0.0%	98.8%	98.3%
	No	29.8%	41.2%	36.5%	31.9%	36.7%	39.1%	25.5%	12.1%	13.1%	12.8%	10.1%	11.3%	50	94.0%	98.3%	98.2%
Migrant	Yes	0.0%	25.7%	18.7%	0.0%	38.4%	35.1%	0.0%	17.6%	20.1%	0.0%	18.4%	26.1%	0	0.0%	99.4%	98.1%
	No	29.8%	38.7%	33.8%	31.9%	36.9%	38.7%	25.5%	12.9%	14.3%	12.8%	11.4%	13.2%	50	94.0%	98.4%	98.2%
Gender	Female	36.4%	38.1%	33.0%	22.7%	37.8%	39.2%	22.7%	13.3%	14.8%	18.2%	10.9%	13.1%	25	88.0%	98.7%	98.5%
	Male	24.0%	38.5%	32.8%	40.0%	36.2%	37.7%	28.0%	12.9%	14.6%	8.0%	12.5%	14.9%	25	100.0%	98.1%	97.9%

*The total number of students tested in this category is fewer than 5. Results cannot be reported according to the state's protocol for reporting results.

Anchorage School District: Profile of Performance 2005-06

Winterberry TerraNova 5th grade

Percent in each quartile

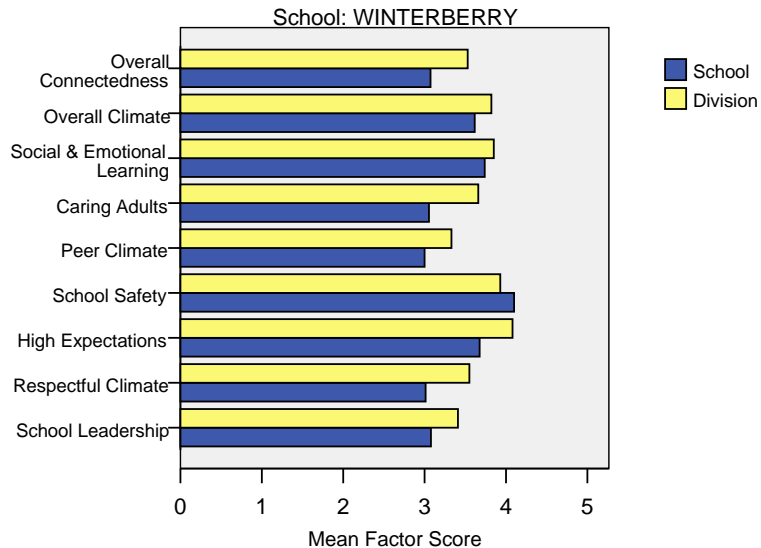
Reading	Above Average		Average				Below Average	
	4th Quartile (76-100 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (0-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	50.0%	30.4%	33.3%	26.8%	8.3%	24.5%	8.3%	18.3%
2004-2005		29.2%		27.6%		24.5%		18.7%
2003-2004		30.6%		26.9%		24.2%		18.3%
2002-2003		29.1%		26.6%		23.8%		20.5%
2001-2002		30.3%		26.0%		24.6%		19.0%

Language	Above Average		Average				Below Average	
	4th Quartile (76-100 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (0-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	58.3%	34.0%	25.0%	26.5%	8.3%	22.0%	8.3%	17.5%
2004-2005		32.1%		28.3%		21.2%		18.4%
2003-2004		34.1%		26.5%		21.7%		17.7%
2002-2003		32.8%		26.5%		20.9%		19.8%
2001-2002		32.3%		26.4%		22.9%		18.4%

Math	Above Average		Average				Below Average	
	4th Quartile (76-100 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (0-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	25.0%	28.4%	41.7%	31.9%	33.3%	22.3%	0.0%	17.5%
2004-2005		26.9%		31.1%		22.9%		19.1%
2003-2004		28.3%		29.3%		22.6%		19.8%
2002-2003		24.7%		30.6%		22.6%		22.1%
2001-2002		24.1%		30.1%		24.8%		20.9%

Winterberry School Climate Survey Results

2006 Student Climate Survey Results



Staff results by school were not calculated because of the low response rate.

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).