

Bayshore School Overview

Statement of Program

Bayshore Elementary School provides a well-rounded education for children in grades K-6 in a traditional neighborhood setting. The rigorous program is focused on district and state standards. Our dedicated 90-minute literacy and math blocks help students learn in flexible groups based on regular review of performance.

Reading and math instruction is provided according to students' specific needs. We also use assessment-driven instruction in writing. Additional classes are provided in art, music and physical education that are taught by a content area specialist. PTA and staff members are dedicated to providing personal development activities for students such as, chorus, choir chimes, community service, Student Council, spirit days and numerous sports opportunities.

From the School Report Card

SCHOOL GOALS	
Goal	Level of Achievement
The principal and grade level teams will have four trainings addressing teacher skills in math, reading and writing to help individualize instruction for students.	Attained
Students in K-6 will improve school behavior as measured by teacher referrals and the district's climate survey.	Attained

From the School Report Card

BUDGET*	
2005-2006 Actual Expenditures	\$2,631,216
2006-2007 Revised Budgeted Amount	\$2,683,985
2007-2008 Proposed Budget	\$2,727,641
*Dollars budgeted or expended are general fund only.	

From IFAS

Bayshore School Characteristics

	School	District	Source of Information
Membership	559	49,230	Fall OASIS
Capacity	114%	N/A	Board Report - #202 3/12/07
Attendance Rate	94.3%	92.5%	NCLB Summer Data Collection
Retention Rate K-8	0.4%	1.0%	SMS and NCLB Summer Data Collection
Transiency Rate	13.5%	26.8%	NCLB Summer Data Collection
Economically Disadvantaged	81	18,325	Fall OASIS
Ave. Weekly Volunteer Hours	0	5,111	Dept of Ed Report Card Report
Students Taking the Alternate Assessment	0	230	SMS
Change in Enrollment	-1.9%	-1.0%	Fall Oasis

Teacher Qualification				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
35	100%	35%	0	100%

SCHOOL BUSINESS PARTNERSHIPS
Kinkos Printing Carrs-Safeway

From the School Report Card

ETHNICITY REPORT - OCTOBER 2006						
White	Black	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	2 or more races	Total
338	20	34	78	29	60	559

From Fall Oasis

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
343	334	97.4%

From participation file (3-10 graders)

**Anchorage School District
2006-2007 Adequate Yearly Progress - Anchorage Status Report**

Bayshore 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	(C) Participation Rate (%)	(D) Participation Rate Met	(E) Tested and Enrolled "FAY"	(F) Proficient on LA	(G) Percent Proficient on LA	(H) LA Target	(I) Met AMO for LA	(J) Proficient on Math	(K) Percent Proficient in Math	(L) Math Target	(M) Met AMO for Math
All Students	343	340	99.1%	Yes	331	295	89.1%	65.7%	Yes	268	81%	51.3%	Yes
African American	14	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AkNa & Amln	17	17	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	45	43	95.6%	Yes	42	38	90.5%	55.2%	Yes	34	81%	39.8%	Yes
Caucasian	221	221	100%	Yes	216	197	91.2%	64.3%	Yes	182	84.3%	49.8%	Yes
Hispanic	17	17	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	29	28	96.6%	Yes	28	25	89.3%	51.6%	Yes	24	85.7%	35.9%	Yes
Low Income	48	48	100%	Yes	44	34	77.3%	55.6%	Yes	26	59.1%	40.3%	Yes
Disabled	51	50	98%	Yes	49	31	63.3%	56.5%	Yes	21	42.9%	41.2%	Yes
LEP	46	44	95.7%	Yes	43	33	76.7%	55.4%	Yes	29	67.4%	40.1%	Yes

Attendance Rate: Met

94.3% (Threshold is 85%)

N/A is used to indicate:

(1) Subgroups with 20 or fewer students enrolled on the first day of testing shall not be included in participation rate calculation.

(2) Subgroups with 25 or fewer students enrolled for the "full academic year" shall not have the performance score computed.

* For the groups where the number enrolled is less 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

7/30/2007

**Anchorage School District
2006-2007 Adequate Yearly Progress - Growth Report**

Meets AYP
Does Not Meet Growth

Bayshore Elementary

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

Group	"FAY"	Language Arts Performance				Math Performance			
		(E) Number of Students Proficient or on Track to Proficiency on LA	(F) Percent Proficient or on Track to Proficiency on LA	(G) LA Target	(H) Met AMO for LA	(I) Number of Students Proficient or on Track to Proficiency on Math	(J) Percent Proficient or on Track to Proficiency on Math	(K) Math Target	(L) Met AMO for Math
If there are 20 or fewer students enrolled, value is "N/A"	(D) Tested and Enrolled "FAY"								
All Students	331	301	90.9%	71.48%	Yes	276	83.4%	57.61%	Yes
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AkNa & AmIn	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	42	***	95% or less	71.48%	Yes	***	95% or less	57.61%	Yes
Caucasian	216	201	93.1%	71.48%	Yes	185	85.6%	57.61%	Yes
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	28	***	90% or less	71.48%	Yes	***	90% or less	57.61%	Yes
Low Income	44	***	95% or less	71.48%	Yes	***	95% or less	57.61%	Yes
Disabled	49	34	69.4%	71.48%	No	***	95% or less	57.61%	No
LEP	43	***	95% or less	71.48%	Yes	33	76.7%	57.61%	Yes

Participation Rate: Met

Other Indicator: Met

N/A is used to indicate:

- (1) Subgroups with 20 or fewer students enrolled on the first day of testing shall not be included in participation rate calculation.
- (2) Subgroups with 25 or fewer students enrolled for the "full academic year" shall not have the performance score computed.

* For the groups where the number enrolled is less 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.

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

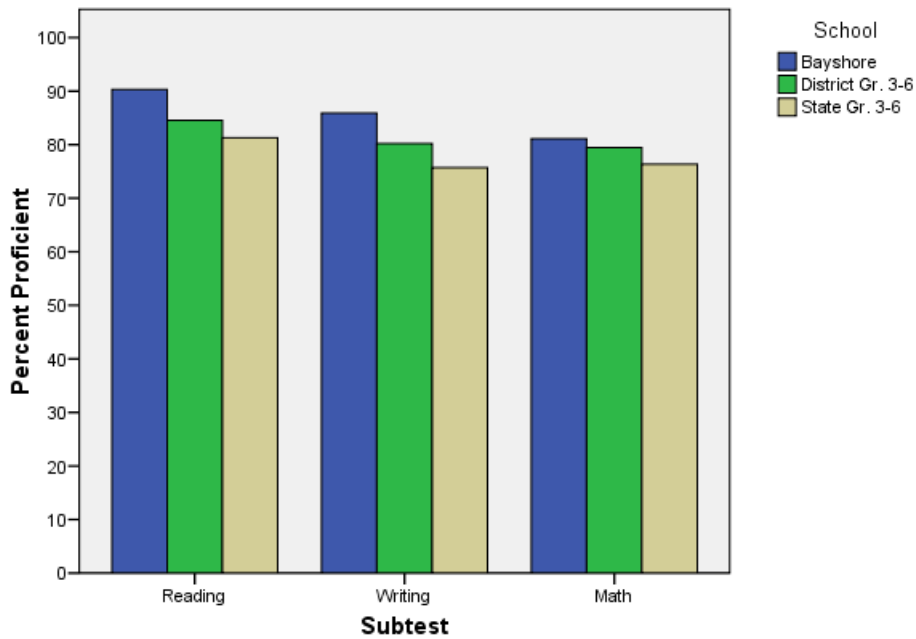
This document was prepared by the ASD Assessment and Evaluation Department.

9/14/2007

SBA Proficiency Comparison by Grade for Bayshore

Category	Subtest					
	Reading		Writing		Math	
	Year		Year		Year	
	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
	Percent Proficient	Percent Proficient	Percent Proficient	Percent Proficient	Percent Proficient	Percent Proficient
All Students	88.55%	90.29%	87.43%	85.88%	79.94%	81.12%
3rd Grade	93.06%	90.48%	86.11%	91.67%	83.33%	89.29%
4th Grade	88.37%	92.11%	87.50%	85.53%	85.23%	78.67%
5th Grade	84.62%	89.89%	85.71%	84.27%	74.73%	78.65%
6th Grade	89.16%	89.01%	90.36%	82.42%	77.11%	78.02%

2007 SBA Results Compared for Bayshore, District, & State



SBA 2007 Proficient & Not Proficient by NCLB Groups for Bayshore

	Subtest					
	Reading		Writing		Math	
	Year		Year		Year	
	2006-2007		2006-2007		2006-2007	
	Percent Proficient	Percent Not Proficient	Percent Proficient	Percent Not Proficient	Percent Proficient	Percent Not Proficient
All Students	90.29%	9.71%	85.88%	14.12%	81.12%	18.88%
Black	.	.	64.29%	35.71%	50.00%	50.00%
Alaska Native / American Indian	76.47%	23.53%	.	.	76.47%	23.53%
Asian / Pacific Islander	93.02%	6.98%	86.05%	13.95%	81.40%	18.60%
White	92.31%	7.69%	88.24%	11.76%	84.55%	15.45%
Hispanic	70.59%	29.41%	64.71%	35.29%	58.82%	41.18%
2 or More Races	.	.	89.29%	10.71%	85.71%	14.29%
Low Income	83.33%	16.67%	66.67%	33.33%	59.57%	40.43%
Not Low Income	91.44%	8.56%	89.04%	10.96%	84.59%	15.41%
Disabled	72.00%	28.00%	54.00%	46.00%	44.00%	56.00%
Not Disabled	93.45%	6.55%	91.38%	8.62%	87.54%	12.46%
LEP	79.55%	20.45%	72.73%	27.27%	68.18%	31.82%
Not LEP	91.89%	8.11%	87.84%	12.16%	83.05%	16.95%
Migrant
Not Migrant	90.42%	9.58%	85.93%	14.07%	81.08%	18.92%
Female	90.74%	9.26%	90.74%	9.26%	84.47%	15.53%
Male	89.89%	10.11%	81.46%	18.54%	78.09%	21.91%

. Data is suppressed based on Alaska Department of Education and Early Development Protocol

SBA Mean Scale Score Comparison by NCLB Groups for Bayshore

	Subtest					
	Reading		Writing		Math	
	Year		Year		Year	
	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score
All Students	386.63	400.87	387.65	407.12	361.71	383.13
Black	361.53	374.21	367.80	361.64	344.00	336.79
Alaska Native / American Indian	352.14	375.82	347.93	393.29	334.43	360.82
Asian / Pacific Islander	380.24	398.77	390.93	401.14	362.55	398.40
White	392.38	407.18	391.51	415.56	366.27	385.65
Hispanic	361.22	351.06	361.67	351.41	331.17	335.88
2 or More Races	404.15	413.11	403.50	414.64	369.68	405.36
Low Income	357.45	357.08	360.08	356.92	340.09	340.57
Not Low Income	392.17	408.07	392.85	415.37	365.79	389.98
Disabled	334.02	340.08	322.17	334.44	309.72	311.90
Not Disabled	396.62	411.36	400.28	419.65	371.52	395.46
LEP	360.67	358.16	368.41	358.30	348.53	353.98
Not LEP	390.80	407.22	390.72	414.38	363.87	387.48
Migrant	382.14	381.67	402.00	377.50	391.00	378.67
Not Migrant	386.72	401.22	387.34	407.65	361.09	383.21
Female	398.19	413.17	409.07	429.91	369.64	388.73
Male	375.87	389.68	367.95	386.37	354.42	378.07

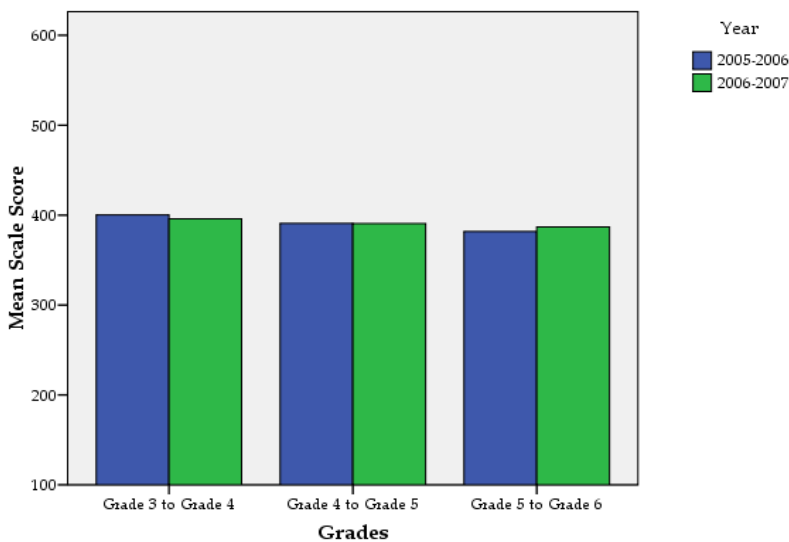
Anchorage School District: Profile of Performance 2006-2007

Bayshore 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 2006	Grade 4 in 2007	Difference	Grade 4 in 2006	Grade 5 in 2007	Difference	Grade 5 in 2006	Grade 6 in 2007	Difference
Ethnicity	All Students	400.27	395.83	-4.44	390.80	390.61	-0.19	381.80	386.86	5.06
	Black	*	*	*	394.00	405.00	11.00	327.17	347.83	20.67
	AK Native / American Indian	*	*	*	373.25	365.13	-8.13	*	*	*
	Asian	379.67	409.83	30.17	390.10	381.09	-9.01	383.67	403.17	19.50
	White	409.53	402.18	-7.35	387.51	390.29	2.78	386.75	389.00	2.25
	Hispanic	311.67	279.00	-32.67	412.50	398.25	-14.25	329.25	331.75	2.50
	2 or More Races	408.00	403.33	-4.67	419.71	424.43	4.71	432.40	431.80	-0.60
Low Income	Yes	343.25	336.42	-6.83	379.44	385.35	5.92	326.20	315.80	-10.40
	No	411.86	407.92	-3.95	393.64	391.97	-1.67	389.21	396.33	7.12
Disabled	Yes	323.75	334.92	11.17	361.22	362.40	1.18	311.27	325.00	13.73
	No	415.83	408.22	-7.61	394.55	394.48	-0.07	392.28	396.05	3.77
LEP	Yes	369.63	381.50	11.88	355.25	365.89	10.64	328.87	336.07	7.20
	No	404.16	397.65	-6.51	394.75	393.62	-1.13	393.14	397.74	4.60
Migrant	Yes	*	*	*	416.00	393.33	-22.67	*	*	*
	No	401.77	397.65	-4.12	389.82	390.51	0.69	381.80	386.86	5.06
Gender	Female	399.78	395.50	-4.28	406.15	416.77	10.62	407.97	410.17	2.19
	Male	400.67	396.10	-4.56	376.20	367.43	-8.76	362.57	369.73	7.16

* Data is suppressed based on Alaska Department of Education and Early Development Protocol

Growth in Mean Scale Score in Reading by Grade for Bayshore between 2005-2006 and 2006-2007



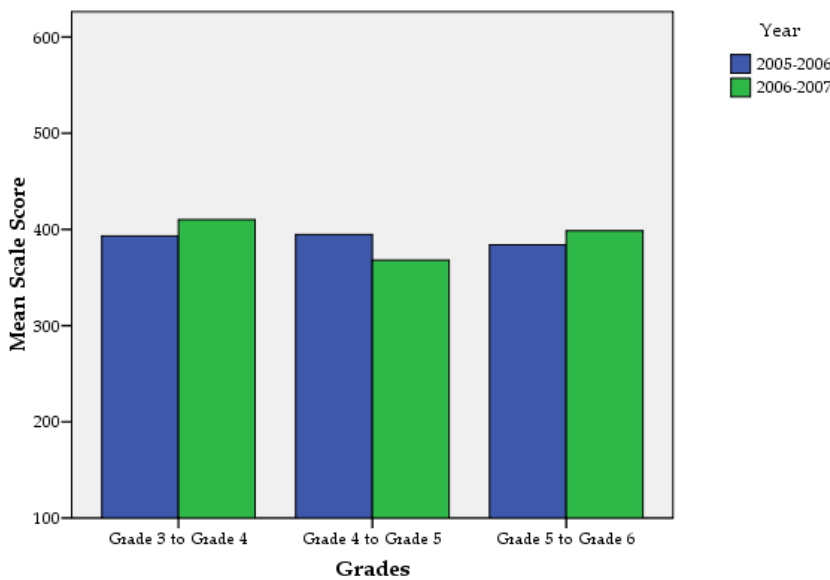
Anchorage School District: Profile of Performance 2006-2007

Bayshore 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 2006	Grade 4 in 2007	Difference	Grade 4 in 2006	Grade 5 in 2007	Difference	Grade 5 in 2006	Grade 6 in 2007	Difference
Ethnicity	All Students	393.23	410.34	17.11	394.62	368.04	-26.59	384.01	398.66	14.65
	Black	*	*	*	417.50	396.25	-21.25	333.50	324.00	-9.50
	AK Native / American Indian	*	*	*	370.75	346.50	-24.25	*	*	*
	Asian	367.17	387.33	20.17	405.60	368.73	-36.87	401.83	413.17	11.33
	White	402.26	420.32	18.05	393.06	366.98	-26.08	387.65	406.02	18.37
	Hispanic	287.67	289.00	1.33	388.25	389.00	0.75	336.75	343.75	7.00
	2 or More Races	410.33	426.00	15.67	407.71	370.86	-36.86	417.80	419.00	1.20
Low Income	Yes	357.08	343.92	-13.17	384.53	365.29	-19.24	335.00	311.70	-23.30
	No	400.58	423.85	23.27	397.26	368.74	-28.52	390.55	410.25	19.71
Disabled	Yes	311.50	341.50	30.00	335.30	325.20	-10.10	306.18	302.45	-3.73
	No	409.85	424.34	14.49	402.86	373.90	-28.96	395.58	412.96	17.38
LEP	Yes	364.13	379.25	15.13	372.38	344.11	-28.26	332.60	337.73	5.13
	No	396.92	414.29	17.37	397.03	370.95	-26.08	395.03	411.71	16.69
Migrant	Yes	*	*	*	430.33	390.00	-40.33	*	*	*
	No	393.04	412.35	19.30	393.27	367.21	-26.05	384.01	398.66	14.65
Gender	Female	406.19	423.47	17.28	419.82	387.28	-32.54	408.22	445.11	36.89
	Male	382.59	399.56	16.97	371.77	350.98	-20.79	366.22	364.53	-1.69

* Data is suppressed based on Alaska Department of Education and Early Development Protocol

Growth in Mean Scale Score in Writing by Grade for Bayshore between 2005-2006 and 2006-2007



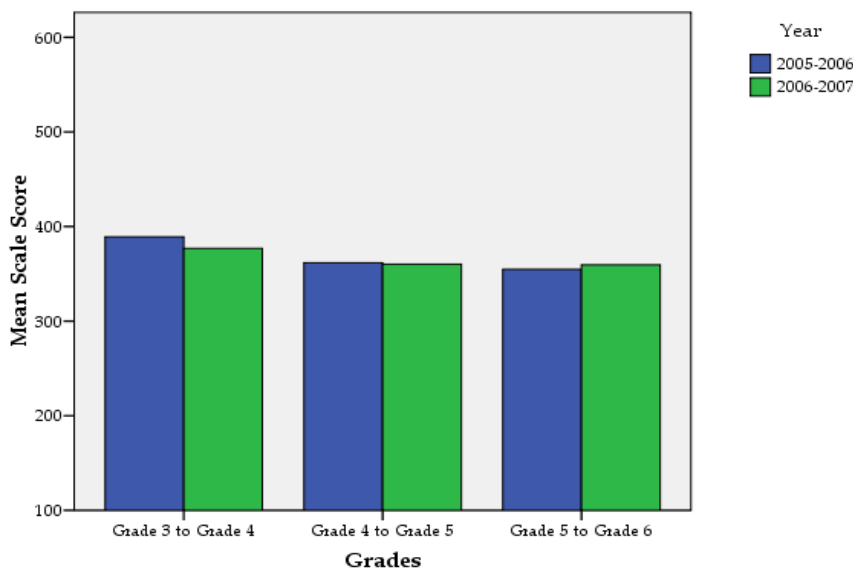
Anchorage School District: Profile of Performance 2006-2007

Bayshore 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 2006	Grade 4 in 2007	Difference	Grade 4 in 2006	Grade 5 in 2007	Difference	Grade 5 in 2006	Grade 6 in 2007	Difference
Ethnicity	All Students	389.06	376.91	-12.14	361.73	360.25	-1.48	354.78	359.48	4.71
	Black	*	*	*	358.50	349.75	-8.75	308.00	309.67	1.67
	AK Native / American Indian	*	*	*	315.00	324.25	9.25	*	*	*
	Asian	361.17	372.50	11.33	386.36	384.36	-2.00	368.75	386.17	17.42
	White	393.58	381.18	-12.40	359.12	353.49	-5.63	359.74	361.84	2.11
	Hispanic	336.33	294.67	-41.67	363.00	417.00	54.00	288.00	276.00	-12.00
	2 or More Races	387.33	394.00	6.67	401.50	384.43	-17.07	383.40	411.80	28.40
LowIncome	Yes	351.67	325.45	-26.21	364.24	362.53	-1.71	315.20	296.90	-18.30
	No	396.66	386.51	-10.15	361.08	359.67	-1.41	360.05	367.83	7.77
Disabled	Yes	311.92	292.92	-19.00	326.50	340.70	14.20	284.27	276.73	-7.55
	No	404.75	394.29	-10.45	366.63	362.93	-3.69	365.26	371.78	6.53
LEP	Yes	376.13	372.38	-3.75	351.33	373.56	22.22	320.13	320.93	0.80
	No	390.70	377.50	-13.20	363.01	358.64	-4.38	362.20	367.74	5.54
Migrant	Yes	*	*	*	410.00	370.33	-39.67	*	*	*
	No	388.46	377.10	-11.36	359.90	359.88	-0.02	354.78	359.48	4.71
Gender	Female	385.63	374.19	-11.43	368.79	363.49	-5.31	375.78	379.19	3.42
	Male	391.87	379.08	-12.79	355.33	357.39	2.06	339.35	345.00	5.65

* Data is suppressed based on Alaska Department of Education and Early Development Protocol

Growth in Mean Scale Score in Math by Grade for Bayshore between 2005-2006 and 2006-2007



Anchorage School District: Profile of Performance 2006-2007

2007 SBA Results Compared for Bayshore, District and State

Reading	Bayshore	District Gr. 3-6	State Gr. 3-6	Bayshore	District Gr. 3-6	State Gr. 3-6	Bayshore	District Gr. 3-6	State Gr. 3-6	Bayshore	District Gr. 3-6	State Gr. 3-6	Bayshore	District Gr. 3-6	State Gr. 3-6
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
All Students	52.35%	40.26%	35.99%	37.94%	44.27%	45.32%	5.59%	10.62%	13.15%	4.12%	4.85%	5.54%	99.13%	98.11%	98.03%
Black	35.71%	23.45%	23.73%	50.00%	53.19%	54.11%	.	16.14%	15.84%	.	7.22%	6.31%	100.00%	98.34%	98.38%
Alaska Native/American Indian	29.41%	24.11%	15.61%	47.06%	50.80%	47.89%	.	16.30%	24.91%	.	8.79%	11.59%	100.00%	98.12%	97.99%
Asian/Pacific Islander	51.16%	30.28%	31.90%	41.86%	47.79%	49.48%	.	15.14%	13.86%	.	6.78%	4.76%	95.56%	96.69%	96.81%
White	56.56%	51.78%	47.36%	35.75%	38.93%	42.11%	4.52%	6.44%	7.61%	3.17%	2.86%	2.92%	100.00%	98.58%	98.28%
Hispanic	29.41%	26.49%	26.93%	41.18%	51.75%	53.59%	.	15.67%	14.23%	.	6.09%	5.25%	100.00%	96.83%	96.78%
2 or More Races	57.14%	33.67%	35.48%	35.71%	48.41%	48.32%	.	12.72%	11.32%	.	5.20%	4.87%	96.55%	97.80%	98.01%
Low Income	25.00%	24.18%	22.26%	58.33%	51.26%	49.25%	8.33%	16.49%	19.70%	8.33%	8.07%	8.79%	100.00%	97.62%	97.64%
Not Low Income	56.85%	52.03%	46.53%	34.59%	39.16%	42.30%	5.14%	6.33%	8.11%	3.42%	2.49%	3.05%	98.98%	98.47%	98.33%
Disabled	24.00%	10.97%	9.75%	48.00%	39.39%	38.40%	12.00%	28.57%	31.46%	16.00%	21.07%	20.39%	98.04%	93.89%	93.28%
Not Disabled	57.24%	45.33%	40.30%	36.21%	45.12%	46.46%	4.48%	7.51%	10.14%	2.07%	2.03%	3.10%	99.32%	98.88%	98.86%
LEP	29.55%	19.90%	12.01%	50.00%	51.99%	46.72%	.	19.86%	28.83%	.	8.25%	12.44%	95.65%	96.40%	97.06%
Not LEP	55.74%	44.47%	40.94%	36.15%	42.68%	45.04%	4.05%	8.71%	9.91%	4.05%	4.14%	4.12%	99.66%	98.47%	98.24%
Migrant	.	27.27%	17.31%	.	50.59%	46.88%	.	15.42%	24.98%	.	6.72%	10.84%	100.00%	98.25%	97.90%
Not Migrant	52.40%	40.74%	37.19%	38.02%	44.04%	45.22%	5.69%	10.45%	12.38%	3.89%	4.78%	5.20%	99.11%	98.10%	98.04%
Female	58.64%	44.81%	39.66%	32.10%	43.29%	45.27%	5.56%	8.68%	11.05%	3.70%	3.22%	4.02%	99.39%	98.29%	98.27%
Male	46.63%	35.88%	32.48%	43.26%	45.22%	45.38%	5.62%	12.49%	15.15%	4.49%	6.41%	7.00%	98.89%	97.94%	97.82%

. Suppressed based on Department of Education and Early Development Reporting Protocol

Anchorage School District: Profile of Performance 2006-2007

2007 SBA Results Compared for Bayshore, District and State

Writing	Bayshore	District Gr. 3-6	State Gr. 3-6	Bayshore	District Gr. 3-6	State Gr. 3-6	Bayshore	District Gr. 3-6	State Gr. 3-6	Bayshore	District Gr. 3-6	State Gr. 3-6	Bayshore	District Gr. 3-6	State Gr. 3-6
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
All Students	52.65%	37.42%	32.27%	33.24%	42.80%	43.46%	13.24%	17.95%	21.55%	0.88%	1.84%	2.72%	99.13%	97.89%	97.96%
Black	42.86%	22.98%	22.88%	21.43%	45.50%	47.67%	.	28.61%	26.69%	.	2.91%	2.76%	100.00%	98.34%	98.38%
Alaska Native/American Indian	29.41%	20.50%	13.52%	58.82%	48.21%	41.47%	.	27.50%	38.67%	.	3.79%	6.35%	100.00%	97.82%	97.89%
Asian/Pacific Islander	53.49%	31.66%	33.39%	32.56%	43.40%	44.94%	.	21.83%	19.46%	.	3.10%	2.22%	95.56%	96.50%	96.60%
White	57.47%	47.32%	41.82%	30.77%	40.08%	43.19%	.	11.74%	13.71%	.	0.86%	1.28%	100.00%	98.37%	98.24%
Hispanic	35.29%	27.04%	26.10%	29.41%	45.48%	49.40%	.	25.34%	22.63%	.	2.15%	1.87%	100.00%	96.51%	96.40%
2 or More Races	42.86%	31.96%	32.10%	46.43%	45.41%	46.06%	.	20.68%	20.01%	.	1.94%	1.83%	96.55%	97.57%	97.96%
Low Income	35.42%	21.92%	19.79%	31.25%	47.14%	44.61%	.	27.71%	31.37%	.	3.23%	4.23%	100.00%	97.49%	97.62%
Not Low Income	55.48%	48.78%	41.86%	33.56%	39.61%	42.58%	.	10.79%	14.00%	.	0.81%	1.56%	98.98%	98.19%	98.21%
Disabled	18.00%	9.08%	8.06%	36.00%	37.94%	35.73%	.	46.21%	47.78%	.	6.77%	8.42%	98.04%	94.03%	93.53%
Not Disabled	58.62%	42.35%	36.26%	32.76%	43.64%	44.74%	.	13.03%	17.23%	.	0.98%	1.78%	99.32%	98.60%	98.73%
LEP	27.27%	21.56%	12.98%	45.45%	46.28%	39.61%	.	28.29%	40.75%	.	3.86%	6.65%	95.65%	96.20%	97.01%
Not LEP	56.42%	40.70%	36.25%	31.42%	42.07%	44.26%	.	15.81%	17.59%	.	1.42%	1.91%	99.66%	98.25%	98.16%
Migrant	.	22.62%	14.85%	.	49.80%	41.35%	.	25.20%	38.18%	.	2.38%	5.62%	100.00%	97.86%	97.90%
Not Migrant	52.69%	37.97%	33.39%	33.23%	42.54%	43.60%	13.17%	17.68%	20.48%	0.90%	1.82%	2.53%	99.11%	97.89%	97.96%
Female	61.11%	45.49%	39.27%	29.63%	40.22%	42.00%	.	13.29%	16.98%	.	0.99%	1.75%	99.39%	97.95%	98.22%
Male	44.94%	29.68%	25.58%	36.52%	45.26%	44.86%	16.85%	22.41%	25.91%	1.69%	2.65%	3.65%	98.89%	97.84%	97.71%

. Suppressed based on Department of Education and Early Development Reporting Protocol

Anchorage School District: Profile of Performance 2006-2007

2007 SBA Results Compared for Bayshore, District and State

Math	Bayshore	District Gr. 3-6	State Gr. 3-6	Bayshore	District Gr. 3-6	State Gr. 3-6	Bayshore	District Gr. 3-6	State Gr. 3-6	Bayshore	District Gr. 3-6	State Gr. 3-6	Bayshore	District Gr. 3-6	State Gr. 3-6
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
All Students	53.69%	42.23%	37.50%	27.43%	37.21%	38.87%	9.73%	11.75%	13.26%	9.14%	8.81%	10.38%	98.83%	98.21%	98.04%
Black	21.43%	22.38%	23.00%	28.57%	40.92%	42.84%	.	18.82%	18.07%	.	17.88%	16.10%	100.00%	98.52%	98.45%
Alaska Native/American Indian	29.41%	29.36%	20.15%	47.06%	39.88%	39.45%	.	16.68%	20.52%	.	14.09%	19.88%	100.00%	98.02%	97.84%
Asian/Pacific Islander	67.44%	38.15%	39.92%	13.95%	39.38%	40.04%	11.63%	12.31%	11.73%	6.98%	10.17%	8.31%	95.56%	98.28%	98.22%
White	55.00%	51.71%	46.62%	29.55%	34.85%	37.82%	6.82%	8.52%	9.66%	8.64%	4.92%	5.90%	99.55%	98.28%	98.11%
Hispanic	35.29%	31.85%	31.40%	23.53%	39.53%	42.28%	.	14.81%	14.64%	.	13.81%	11.68%	100.00%	98.03%	97.55%
2 or More Races	64.29%	36.05%	37.64%	21.43%	39.38%	39.72%	.	14.11%	13.48%	.	10.47%	9.17%	96.55%	97.88%	98.21%
Low Income	36.17%	27.90%	25.44%	23.40%	41.02%	40.74%	19.15%	16.48%	18.04%	21.28%	14.61%	15.78%	97.92%	98.19%	97.97%
Not Low Income	56.51%	52.82%	46.82%	28.08%	34.39%	37.42%	8.22%	8.26%	9.57%	7.19%	4.53%	6.20%	98.98%	98.22%	98.09%
Disabled	22.00%	14.36%	12.98%	22.00%	31.17%	32.16%	20.00%	23.87%	23.53%	36.00%	30.60%	31.33%	98.04%	94.03%	93.69%
Not Disabled	59.17%	47.07%	41.54%	28.37%	38.25%	39.97%	7.96%	9.65%	11.56%	4.50%	5.03%	6.92%	98.97%	98.97%	98.80%
LEP	45.45%	27.53%	18.03%	22.73%	41.28%	38.26%	18.18%	15.98%	21.56%	13.64%	15.21%	22.15%	95.65%	98.28%	97.81%
Not LEP	54.92%	45.34%	41.55%	28.14%	36.35%	38.99%	8.47%	10.85%	11.53%	8.47%	7.46%	7.93%	99.33%	98.19%	98.09%
Migrant	.	32.94%	23.17%	.	41.81%	38.30%	.	14.40%	20.00%	.	10.85%	18.53%	100.00%	98.45%	97.82%
Not Migrant	53.75%	42.58%	38.42%	27.33%	37.04%	38.90%	9.91%	11.65%	12.82%	9.01%	8.73%	9.85%	98.81%	98.20%	98.06%
Female	57.14%	43.29%	38.12%	27.33%	37.50%	39.45%	8.70%	11.77%	13.19%	6.83%	7.44%	9.24%	98.77%	98.29%	98.21%
Male	50.56%	41.22%	36.91%	27.53%	36.92%	38.31%	10.67%	11.73%	13.32%	11.24%	10.12%	11.46%	98.89%	98.13%	97.89%

. Suppressed based on Department of Education and Early Development Reporting Protocol

Anchorage School District: Profile of Performance 2006-2007

Bayshore TerraNova 5th grade

Percent in each quartile

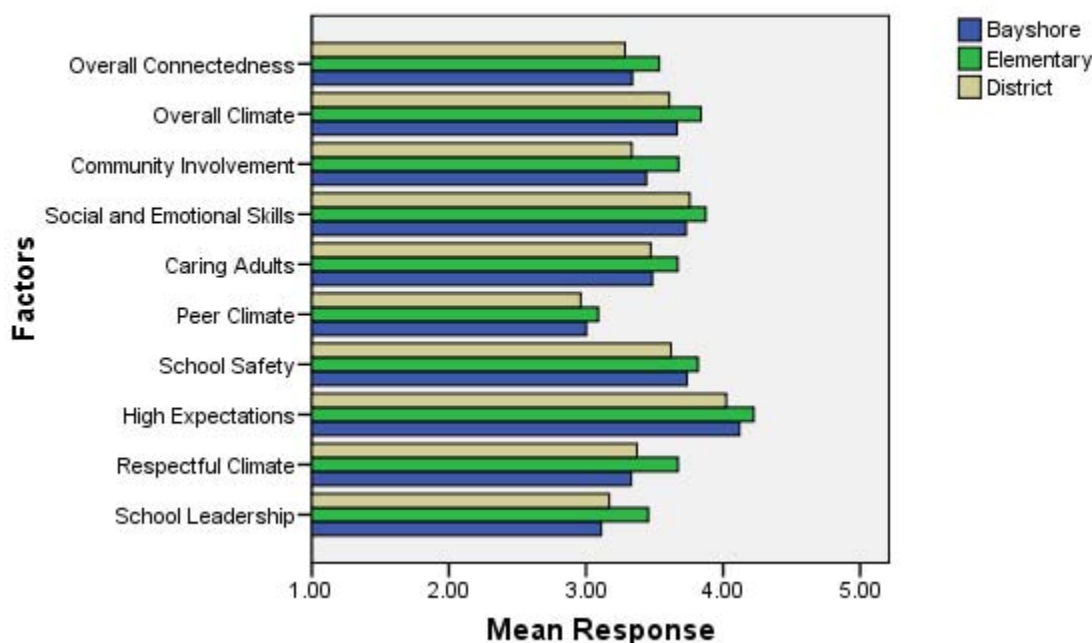
Reading	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2006-2007	35.6%	33.1%	27.6%	26.1%	24.1%	23.6%	12.6%	17.2%
2005-2006	37.0%	30.4%	32.6%	26.8%	18.5%	24.5%	12.0%	18.3%
2004-2005	15.9%	29.2%	43.9%	27.6%	30.5%	24.5%	9.8%	18.7%
2003-2004	40.4%	30.6%	25.8%	26.9%	20.2%	24.2%	13.5%	18.3%
2002-2003	40.4%	29.1%	29.8%	26.6%	22.3%	23.8%	7.4%	20.5%
2001-2002	43.2%	30.3%	29.7%	26.0%	21.6%	24.6%	5.4%	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
2006-2007	40.2%	34.7%	26.4%	26.9%	24.1%	21.4%	9.2%	17.0%
2005-2006	40.2%	34.0%	31.5%	26.5%	18.5%	22.0%	9.8%	17.5%
2004-2005	32.9%	32.1%	35.4%	28.3%	25.6%	21.2%	6.1%	18.4%
2003-2004	44.9%	34.1%	30.3%	26.5%	14.6%	21.7%	10.1%	17.7%
2002-2003	52.1%	32.8%	23.4%	26.5%	13.8%	20.9%	10.6%	19.8%
2001-2002	41.9%	32.3%	32.4%	26.4%	20.3%	22.9%	5.4%	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
2006-2007	28.7%	29.7%	43.7%	31.6%	11.5%	21.2%	16.1%	17.4%
2005-2006	31.5%	28.4%	38.0%	31.9%	20.7%	22.3%	9.8%	17.5%
2004-2005	24.4%	26.9%	40.2%	31.1%	23.2%	22.9%	12.2%	19.1%
2003-2004	36.0%	28.3%	37.1%	29.3%	18.0%	22.6%	9.0%	19.8%
2002-2003	30.1%	24.7%	45.2%	30.6%	12.9%	22.6%	11.8%	22.1%
2001-2002	27.0%	24.1%	45.9%	30.1%	12.2%	24.8%	14.9%	20.9%

Student Survey Results

2007 Climate and Connectedness Student Survey - Bayshore

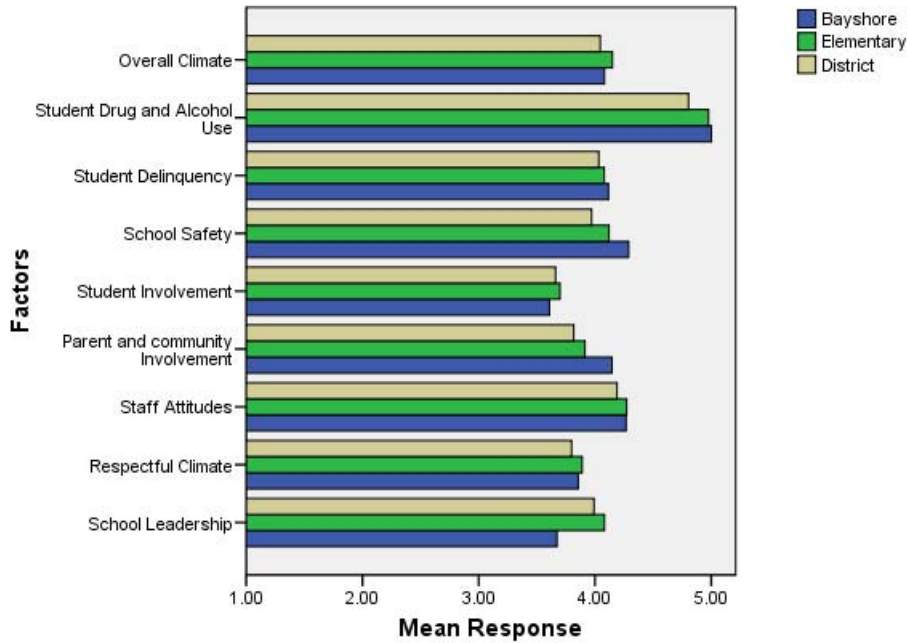


Each question in the survey related to a factor or concept, and a score was calculated based on the average response for the questions related to each factor. The factors measured in the survey were: (Individual questions provided answer categories of strongly agree, agree, agree some/disagree some, disagree, and strongly disagree; 5 being strongly agree and 1 being strongly disagree)

- **School Leadership and Student Involvement:** This factor reflects students’ feelings about the decision making of school leaders as well as student participation in the school governance.
- **Respectful Climate:** This factor reflects students’ feelings about fairness of rules and respect for students’ contributions.
- **High Expectations:** This factor reflects students’ feelings about their own expectations as well as those of adults in their school and community.
- **School Safety:** This factor reflects students’ feelings about bullies and gangs at school as well as general crime and violence in the community.
- **Peer Climate:** This factor reflects students’ feelings about how respectful students are to one another and how helpful students are to other students.
- **Caring Adults:** This factor reflects students’ feelings about how close they feel to other adults in the school.
- **Social and Emotional Learning:** This factor reflects students’ ability to think about the consequences of their actions and to empathize with others.
- **Community Involvement:** This factor reflects students’ feelings about how supportive and welcoming the school is with parents and the community.
- **Overall Climate:** The Overall Climate score was computed as the average of three scales: School Leadership, High Expectations, and School Safety.
- **Overall Connectedness:** Overall Connectedness score was computed as an average of three scales: Respectful Climate, Peer Climate, and Caring Adults.

Staff Survey Results

2007 Climate and Connectedness Staff Survey - Bayshore

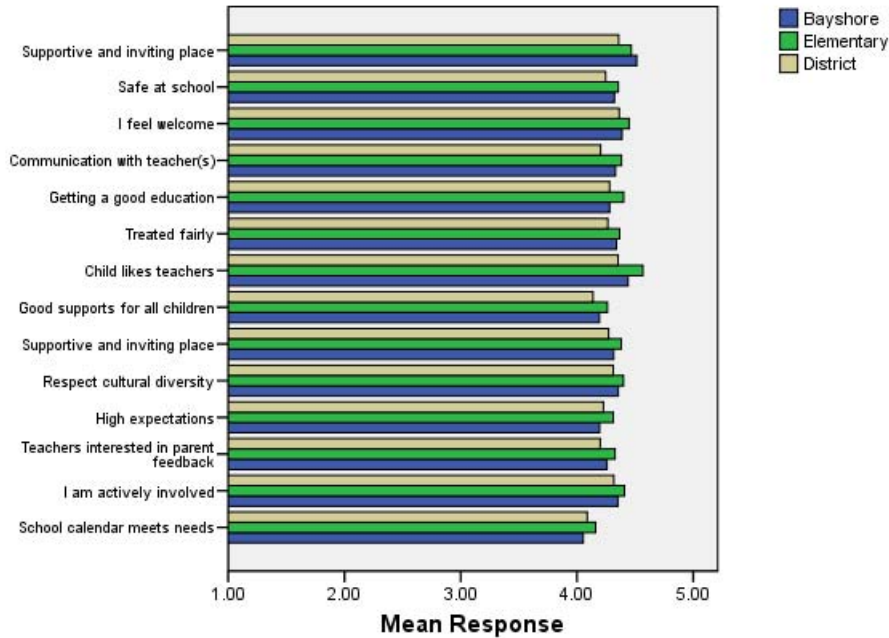


Each question in the survey related to a factor or concept, and a score was calculated based on the average response for the questions related to each factor. The factors were: (Individual questions provided answer categories of strongly agree, agree, agree some/disagree some, disagree, and strongly disagree; 5 being strongly agree and 1 being strongly disagree)

- **School Leadership:** This factor reflects staff members’ feelings about the decision making of school leaders as well as the fairness of school rules.
- **Respectful Climate:** This factor reflects staff members’ feelings about how students treat each other and how well students and staff members treat one another.
- **Staff Attitudes:** This scale reflects staff members’ feelings about the competence of teachers as well how positive their attitudes are towards their jobs.
- **Parent and Community Involvement:** This factor reflects staff members’ feelings about how accessible the school is for parents as well as how connected adults in the community are to the school.
- **Student Involvement:** This factor reflects staff members’ feeling about how involved students are in the decision making process.
- **School Safety:** This factor reflects staff members’ feelings about the impact of gangs and bullies well as general crime and violence in the community.
- **Student Delinquency:** This factor uses staff members’ reports of observing students getting into fights, stealing, and bullying.
- **Student Drug and Alcohol Use:** This factor uses staff members’ reports of observing students under the influence of drugs or alcohol.
- **Overall Climate:** Computed as the mean of 6 scales: School Leadership, Respectful Climate, Staff Attitudes, Parent and Community Involvement, Student Involvement, and School safety, Student Delinquency, and Drug and Alcohol Use scores.

Parent/Guardian Survey Results

2007 Climate and Connectedness Parent/Guardian Survey - Bayshore



Questions on the Parent/Guardian Survey included:

- My child’s school is a supportive and inviting place
- My child is safe at school
- I feel welcome at this school
- I am satisfied with communication with my child’s teacher (s)
- My child is getting a good education at this school
- My child is treated fairly at school
- My child likes his/her teachers
- At this school, there are good supports for all children, including children with learning disabilities
- This school is a supportive and inviting place for parents/guardians
- Adults at this school respect cultural diversity
- Adults at this school have high expectations of my child
- Teachers at my child’s school are interested in what I have to say
- I feel like I am actively involved in my child’s education
- The District’s school calendar meets the needs of my child and our family