

**Clark Middle School Overview**

**Statement of Program**

Clark Middle School is a dynamic and energetic learning community that inspires diverse learners to excel and strive for academic and personal success. Clark Middle School is strongly supported by parents, educators and community members who are committed to excellence in academics, attendance and attitude. Our school values individuality, fosters a passion for learning and promotes the enrichment of mind, body and character.

Clark serves students in grades 7-8 through an academically rigorous and challenging curriculum. Students are provided instruction in the four core subjects: math, language arts, science and social studies. The core subjects embrace Socratic Seminar methodologies, which enhances reading comprehension, writing, listening and students’ speaking abilities as well as develops students’ critical thinking skills. In addition, Clark offers many electives, sports programs and academic competitions in which students can become involved and explore.

Instructional and support services are designed to foster exceptional academic excellence and support for all students. Such services include: gifted, enriched classes, bilingual, tutorial support after-school, Title I services, 21st Century after-school program, special education, migrant education, supplemental services, multi-media technology and participation in Advanced Placement courses.

Clark Middle School continues to be an integral partner in the development of the Mountain View arts and cultural district.

From the School Report Card

<b>SCHOOL GOALS</b>	
<b>Goal</b>	<b>Level of Achievement</b>
Student proficiency on the state language arts assessments will increase from 61.6 to 65.44 percent. Students in each subgroup who are rated not proficient will decrease by 10 percent.	Attained
Student proficiency on the state math assessments will increase from 53 to 57.7 percent. Students in each subgroup who are rated not proficient will decrease by 10 percent.	Attained

From the School Report Card

<b>BUDGET*</b>	
2005-2006 Actual Expenditures	\$4,564,750
2006-2007 Revised Budgeted Amount	\$4,787,956
2007-2008 Proposed Budget	\$3,842,187
*Dollars budgeted or expended are general fund only.	

From IFAS

**Clark Middle School Characteristics**

	School	District	Source of Information
Membership	803	49,230	Fall OASIS
Capacity	136%	N/A	Board Report - #202 3/12/07
Attendance Rate	89.1%	92.5%	NCLB Summer Data Collection
Retention Rate K-8	6.5%	1.0%	SMS and NCLB Summer Data Collection
Transiency Rate	34.2%	26.8%	NCLB Summer Data Collection
Economically Disadvantaged	803	18,325	Fall OASIS
Ave. Weekly Volunteer Hours	17	5,111	Dept of Ed Report Card Report
Dropout Rate - EED's Regulation Calculation	3.74%	5.10%	NCLB Summer Data Collection and Fall Oasis
Students Taking the Alternate Assessment	11	230	SMS
Change in Enrollment	1.9%	-1.0%	Fall Oasis

<b>Teacher Qualification</b>				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
51	100%	52%	0	82%

<b>SCHOOL BUSINESS PARTNERSHIPS</b>
Anchorage Neighborhood Housing Wells Fargo Bank Municipal Light and Power

From the School Report Card

<b>ETHNICITY REPORT - OCTOBER 2006</b>						
White	Black	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	2 or more races	Total
142	115	191	237	69	49	803

From Fall Oasis

<b>FULL ACADEMIC YEAR (FAY)</b>		
Students Enrolled	Students Enrolled for FAY	Percent FAY
790	683	86.5%

From participation file (3-10 graders)

Clark Middle School Characteristics Continued

TOTAL DROPOUT RATE - EED'S REGULATION CALCULATION							
Data Type	AK Native/ American Indian	Asian/ Pac. Islander	Black	Hispanic	White	2 or more races	Total
Enrollment	191	237	115	69	142	49	803
Final Dropouts	7	4	4	2	9	4	30
% of Dropouts	3.66%	1.69%	3.48%	2.90%	6.34%	8.16%	3.74%

From NCLB Summer Data Collection and Fall OASIS

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

**Clark Middle School**

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

**Meets AYP under Safe Harbor  
Level 4 (First Year Meeting 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	790	787	99.6%	Yes	679	474	69.8%	67.4%	Yes	423	62.3%	53.2%	Yes
African American	120	118	98.3%	Yes	96	68	70.8%	60.7%	Yes	52	54.2%	45.9%	Yes
AkNa & Amln	170	170	100%	Yes	147	93	63.3%	62.8%	Yes	86	58.5%	48.1%	Yes
Asian	241	240	99.6%	Yes	213	141	66.2%	64.3%	Yes	134	62.9%	49.7%	Yes
Caucasian	142	142	100%	Yes	122	97	79.5%	62%	Yes	86	70.5%	47.2%	Yes
Hispanic	68	68	100%	Yes	60	49	81.7%	57.9%	Yes	43	71.7%	42.7%	Yes
Multi-Ethnic	49	49	100%	Yes	41	26	63.4%	55.1%	Yes	22	53.7%	39.6%	Yes
Low Income	790	787	99.6%	Yes	679	474	69.8%	67.4%	Yes	423	62.3%	53.2%	Yes
Disabled	138	137	99.3%	Yes	118	41	34.7%	61.8%	Yes-SH	41	34.7%	47%	Yes-SH
LEP	323	322	99.7%	Yes	281	184	65.5%	65.2%	Yes	171	60.9%	50.7%	Yes

Attendance Rate: Met

89.1% (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 under Safe Harbor  
Does Not Meet Growth  
Level 4 (First Year Meeting AYP)**

**Clark Middle School**

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

Group	"FAY"	Language Arts Performance				Math Performance			
		(D) Tested and Enrolled "FAY"	(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
All Students	679	533	78.5%	71.48%	Yes	490	72.2%	57.61%	Yes
African American	96	74	77.1%	71.48%	Yes	59	61.5%	57.61%	Yes
AkNa & AmIn	147	108	73.5%	71.48%	Yes	99	67.3%	57.61%	Yes
Asian	213	168	78.9%	71.48%	Yes	161	75.6%	57.61%	Yes
Caucasian	122	102	83.6%	71.48%	Yes	92	75.4%	57.61%	Yes
Hispanic	60	52	86.7%	71.48%	Yes	51	85%	57.61%	Yes
Multi-Ethnic	41	29	70.7%	71.48%	No	28	68.3%	57.61%	Yes
Low Income	679	533	78.5%	71.48%	Yes	490	72.2%	57.61%	Yes
Disabled	118	56	47.5%	71.48%	No	58	49.2%	57.61%	No
LEP	281	221	78.6%	71.48%	Yes	209	74.4%	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.

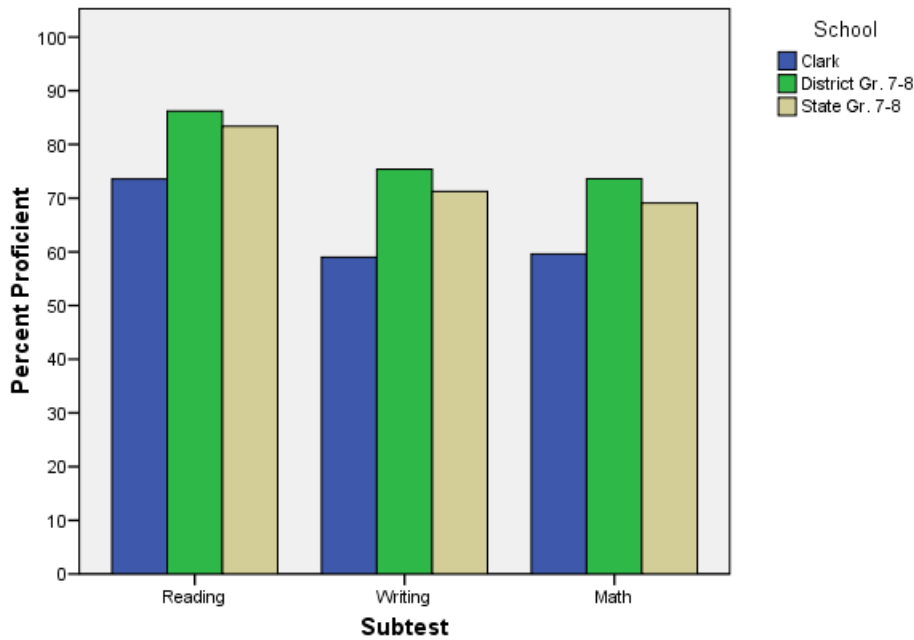
This document was prepared by the ASD Assessment and Evaluation Department.

9/14/2007

SBA Proficiency Comparison by Grade for Clark

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	64.58%	73.55%	59.55%	58.99%	51.69%	59.61%
7th Grade	62.03%	65.90%	57.47%	49.74%	50.50%	50.64%
8th Grade	67.30%	81.30%	61.79%	68.31%	52.96%	68.75%

2007 SBA Results Compared for Clark, District, & State



SBA 2007 Proficient & Not Proficient by NCLB Groups for Clark

	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	73.55%	26.45%	58.99%	41.01%	59.61%	40.39%
Black	77.39%	22.61%	60.00%	40.00%	50.43%	49.57%
Alaska Native / American Indian	64.88%	35.12%	49.70%	50.30%	55.09%	44.91%
Asian / Pacific Islander	70.46%	29.54%	58.65%	41.35%	62.03%	37.97%
White	83.45%	16.55%	70.29%	29.71%	69.06%	30.94%
Hispanic	81.82%	18.18%	69.70%	30.30%	67.16%	32.84%
2 or More Races	70.00%	30.00%	44.00%	56.00%	48.00%	52.00%
Low Income	73.55%	26.45%	58.99%	41.01%	59.61%	40.39%
Not Low Income						
Disabled	38.10%	61.90%	20.80%	79.20%	28.00%	72.00%
Not Disabled	80.43%	19.57%	66.36%	33.64%	65.69%	34.31%
LEP	69.81%	30.19%	54.72%	45.28%	57.99%	42.01%
Not LEP	76.15%	23.85%	61.98%	38.02%	60.75%	39.25%
Migrant	63.16%	36.84%	47.37%	52.63%	44.74%	55.26%
Not Migrant	74.08%	25.92%	59.59%	40.41%	60.38%	39.62%
Female	78.55%	21.45%	67.56%	32.44%	64.44%	35.56%
Male	68.91%	31.09%	51.00%	49.00%	55.11%	44.89%

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

SBA Mean Scale Score Comparison by NCLB Groups for Clark

	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	324.16	341.23	313.51	314.62	303.03	316.37
Black	321.85	343.16	317.55	314.12	299.66	303.49
Alaska Native / American Indian	319.13	328.70	308.96	299.78	303.02	309.34
Asian / Pacific Islander	312.09	331.16	302.96	310.64	298.90	315.84
White	360.47	367.83	344.06	338.51	329.53	336.45
Hispanic	309.97	354.08	297.91	327.30	280.74	321.73
2 or More Races	307.14	335.74	293.33	301.44	276.24	308.96
Low Income	324.16	341.23	313.51	314.62	303.03	316.37
Not Low Income						
Disabled	270.62	281.75	253.82	254.12	244.43	262.46
Not Disabled	334.32	352.78	324.85	326.29	314.06	326.74
LEP	302.99	330.38	291.75	305.33	287.26	310.17
Not LEP	339.23	348.79	329.03	321.11	314.49	320.70
Migrant	308.21	324.79	291.74	291.24	291.87	294.29
Not Migrant	325.00	342.08	314.65	315.82	303.61	317.51
Female	334.07	350.78	330.97	329.28	311.76	322.82
Male	315.76	332.38	298.75	300.94	295.68	310.35

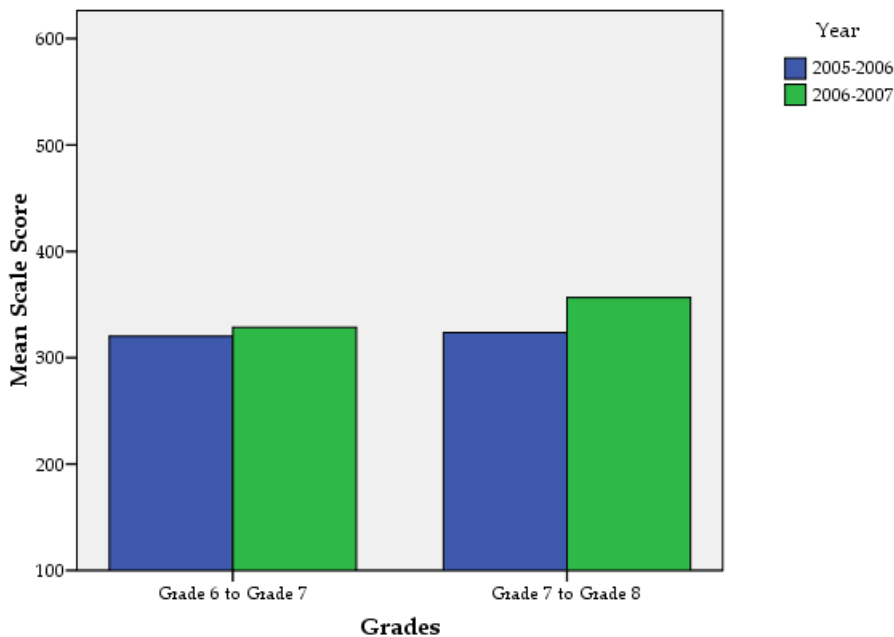
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Clark SBA Growth in Average Scale Score by NCLB groups: Reading

		Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years		
		Grade 6 in 2006	Grade 7 in 2007	Difference	Grade 7 in 2006	Grade 8 in 2007	Difference
Ethnicity	All Students	320.30	328.52	8.22	323.62	356.48	32.86
	Black	312.17	325.92	13.75	323.82	364.95	41.14
	AK Native/ American Indian	327.15	324.21	-2.94	321.33	342.73	21.40
	Asian	308.22	318.42	10.20	306.07	344.17	38.10
	White	345.09	351.65	6.56	353.36	382.13	28.77
	Hispanic	320.45	336.55	16.10	323.51	363.47	39.96
	2 or More Races	310.50	329.42	18.92	332.86	359.29	26.43
Low Income	Yes	320.30	328.52	8.22	323.62	356.48	32.86
	No	*	*	*	*	*	*
Disabled	Yes	257.68	266.03	8.35	264.81	298.57	33.76
	No	333.08	341.19	8.10	334.96	367.53	32.57
LEP	Yes	301.68	316.89	15.21	308.18	343.08	34.90
	No	330.47	334.97	4.50	337.15	368.46	31.31
Migrant	Yes	338.00	334.59	-3.41	310.47	318.84	8.37
	No	319.41	328.22	8.81	324.41	358.73	34.32
Gender	Female	326.81	338.74	11.93	330.43	367.19	36.76
	Male	313.79	318.30	4.51	317.93	347.58	29.65

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

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

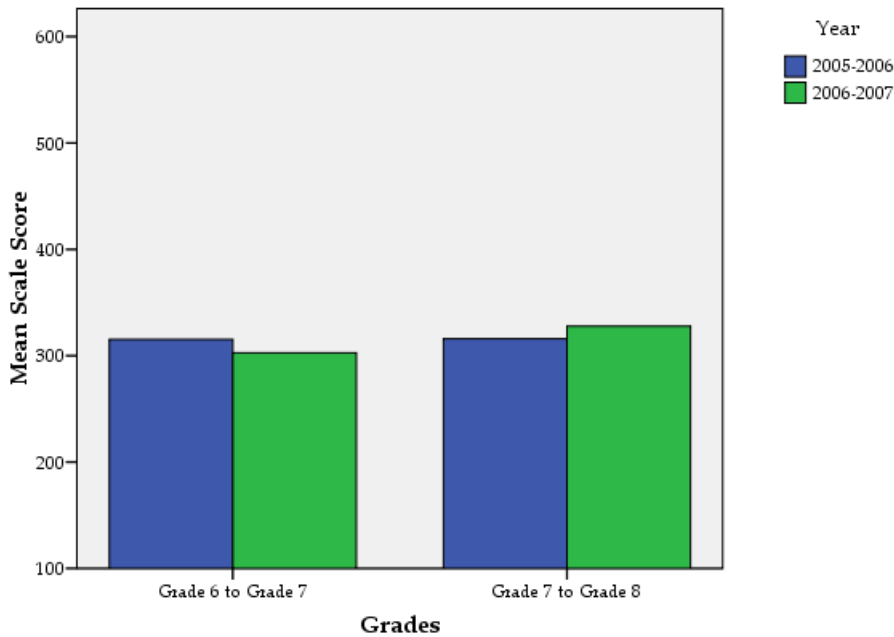


Clark SBA Growth in Average Scale Score by NCLB groups: Writing

		Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years		
		Grade 6 in 2006	Grade 7 in 2007	Difference	Grade 7 in 2006	Grade 8 in 2007	Difference
Ethnicity	All Students	315.28	302.79	-12.49	315.83	327.82	11.99
	Black	309.78	295.00	-14.78	327.82	339.70	11.89
	AK Native/ American Indian	310.06	298.71	-11.35	309.33	309.04	-0.29
	Asian	306.50	301.73	-4.77	300.21	318.83	18.62
	White	340.89	317.39	-23.51	343.98	352.33	8.34
	Hispanic	328.31	317.93	-10.38	307.43	332.11	24.68
	2 or More Races	307.88	287.21	-20.67	321.36	331.43	10.07
Low Income	Yes	315.28	302.79	-12.49	315.83	327.82	11.99
	No	*	*	*	*	*	*
Disabled	Yes	250.90	238.63	-12.27	254.54	270.09	15.56
	No	328.42	315.57	-12.84	327.70	338.84	11.14
LEP	Yes	300.14	295.53	-4.61	298.46	314.89	16.44
	No	323.55	306.83	-16.72	330.97	339.38	8.41
Migrant	Yes	314.35	304.59	-9.76	301.11	284.21	-16.89
	No	315.33	302.70	-12.63	316.73	330.43	13.70
Gender	Female	331.53	318.22	-13.31	331.38	342.80	11.42
	Male	299.03	287.27	-11.77	302.94	315.38	12.44

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

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

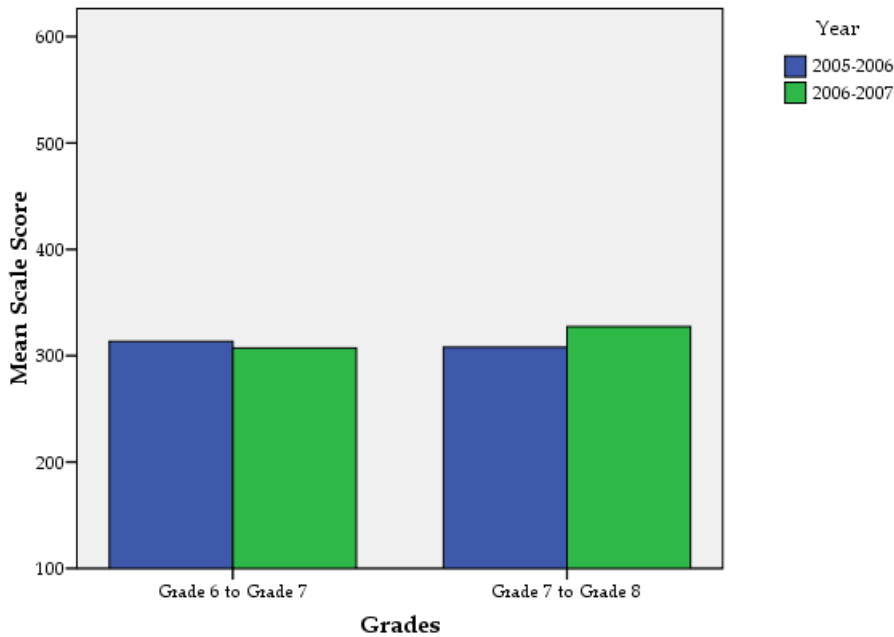


Clark SBA Growth in Average Scale Score by NCLB groups: Math

		Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years		
		Grade 6 in 2006	Grade 7 in 2007	Difference	Grade 7 in 2006	Grade 8 in 2007	Difference
Ethnicity	All Students	313.49	307.26	-6.23	307.93	327.37	19.43
	Black	298.44	291.47	-6.97	314.88	322.02	7.14
	AK Native/ American Indian	315.10	307.23	-7.86	306.29	318.35	12.06
	Asian	316.23	311.75	-4.48	297.72	318.24	20.52
	White	321.77	313.09	-8.68	329.05	355.06	26.02
	Hispanic	320.10	312.90	-7.21	300.22	327.00	26.78
	2 or More Races	305.25	305.67	0.42	296.85	334.00	37.15
Low Income	Yes	313.49	307.26	-6.23	307.93	327.37	19.43
	No	*	*	*	*	*	*
Disabled	Yes	251.00	251.15	0.15	241.54	275.00	33.46
	No	326.15	318.63	-7.52	320.69	337.17	16.48
LEP	Yes	306.98	305.16	-1.83	295.31	316.27	20.96
	No	317.09	308.42	-8.67	319.33	337.33	18.00
Migrant	Yes	319.35	307.12	-12.24	299.89	287.26	-12.63
	No	313.19	307.27	-5.93	308.41	329.77	21.36
Gender	Female	319.87	316.04	-3.83	315.20	331.99	16.78
	Male	307.10	298.48	-8.62	301.89	323.50	21.61

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

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



Anchorage School District: Profile of Performance ..... 2006-2007

2007 SBA Results Compared for Clark, District and State

Reading	Clark	District Gr. 7-8	State Gr. 7-8	Clark	District Gr. 7-8	State Gr. 7-8	Clark	District Gr. 7-8	State Gr. 7-8	Clark	District Gr. 7-8	State Gr. 7-8	Clark	District Gr. 7-8	State Gr. 7-8
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
All Students	18.32%	37.34%	34.58%	55.23%	48.88%	48.79%	18.45%	10.43%	12.47%	8.00%	3.36%	4.15%	97.97%	97.55%	97.47%
Black	16.52%	22.87%	21.54%	60.87%	55.46%	57.93%	16.52%	16.89%	16.25%	6.09%	4.78%	4.28%	95.83%	97.02%	96.83%
Alaska Native/American Indian	13.69%	19.51%	14.75%	51.19%	52.09%	50.98%	23.21%	20.12%	24.62%	11.90%	8.27%	9.65%	98.82%	96.64%	96.86%
Asian/Pacific Islander	13.08%	25.48%	30.16%	57.38%	56.40%	53.26%	18.99%	13.82%	12.98%	10.55%	4.30%	3.60%	98.34%	96.40%	97.23%
White	35.25%	48.60%	45.37%	48.20%	44.04%	45.83%	12.95%	5.68%	6.89%	3.60%	1.67%	1.91%	97.89%	98.26%	97.89%
Hispanic	21.21%	27.12%	28.09%	60.61%	57.42%	56.30%	.	11.44%	11.71%	.	4.03%	3.90%	97.06%	96.33%	96.71%
2 or More Races	12.00%	28.00%	30.83%	58.00%	52.94%	52.80%	22.00%	15.76%	13.10%	8.00%	3.29%	3.27%	100.00%	97.47%	97.47%
Low Income	18.32%	20.46%	20.23%	55.23%	55.86%	53.26%	18.45%	16.92%	19.30%	8.00%	6.76%	7.21%	97.97%	96.09%	96.76%
Not Low Income	N/A	47.86%	44.23%	N/A	44.53%	45.79%	N/A	6.38%	7.88%	N/A	1.24%	2.09%	N/A	98.48%	97.95%
Disabled	.	7.44%	6.08%	.	40.05%	38.23%	31.75%	32.49%	34.45%	30.16%	20.02%	21.24%	90.58%	91.89%	92.04%
Not Disabled	21.57%	41.37%	38.43%	58.86%	50.07%	50.22%	15.87%	7.45%	9.51%	3.70%	1.11%	1.85%	99.54%	98.36%	98.26%
LEP	11.01%	15.31%	9.80%	58.81%	60.05%	52.51%	20.75%	18.65%	27.40%	9.43%	5.99%	10.29%	98.14%	95.42%	96.53%
Not LEP	23.41%	41.50%	39.29%	52.74%	46.77%	48.09%	16.85%	8.87%	9.64%	7.00%	2.86%	2.99%	97.86%	97.96%	97.65%
Migrant	10.53%	19.10%	16.73%	52.63%	55.21%	51.74%	.	18.06%	24.33%	.	7.64%	7.19%	100.00%	96.97%	97.56%
Not Migrant	18.72%	38.08%	35.80%	55.36%	48.62%	48.59%	17.64%	10.11%	11.66%	8.28%	3.18%	3.94%	97.87%	97.57%	97.47%
Female	22.52%	41.17%	38.62%	56.03%	48.72%	48.85%	15.82%	7.98%	9.97%	5.63%	2.13%	2.55%	97.64%	97.51%	97.60%
Male	14.43%	33.75%	30.78%	54.48%	49.03%	48.74%	20.90%	12.72%	14.82%	10.20%	4.50%	5.66%	98.29%	97.58%	97.35%

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

Anchorage School District: Profile of Performance ..... 2006-2007

2007 SBA Results Compared for Clark, District and State

Writing	Clark	District Gr. 7-8	State Gr. 7-8	Clark	District Gr. 7-8	State Gr. 7-8	Clark	District Gr. 7-8	State Gr. 7-8	Clark	District Gr. 7-8	State Gr. 7-8	Clark	District Gr. 7-8	State Gr. 7-8
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
All Students	2.33%	11.51%	10.42%	56.66%	63.88%	60.84%	28.85%	18.37%	20.67%	12.16%	6.24%	8.07%	97.72%	97.49%	97.48%
Black	.	4.08%	4.40%	.	61.39%	61.56%	26.96%	23.64%	23.49%	13.04%	10.88%	10.55%	95.83%	97.35%	97.07%
Alaska Native/American Indian	2.99%	3.79%	2.57%	46.71%	50.77%	45.56%	34.13%	30.30%	33.97%	16.17%	15.15%	17.90%	98.24%	96.45%	97.04%
Asian/Pacific Islander	1.27%	8.94%	9.22%	57.38%	64.25%	66.94%	27.85%	20.93%	18.22%	13.50%	5.88%	5.62%	98.34%	96.51%	97.30%
White	5.80%	16.40%	14.94%	64.49%	67.72%	66.50%	21.01%	12.56%	14.54%	8.70%	3.32%	4.02%	97.18%	98.09%	97.75%
Hispanic	.	5.50%	6.40%	.	63.21%	63.49%	25.76%	26.00%	23.96%	4.55%	5.29%	6.15%	97.06%	96.53%	97.08%
2 or More Races	.	5.40%	7.07%	.	61.27%	60.46%	46.00%	24.65%	23.91%	10.00%	8.69%	8.56%	100.00%	97.70%	97.87%
Low Income	2.33%	3.85%	3.94%	56.66%	56.21%	53.14%	28.85%	28.18%	29.41%	12.16%	11.76%	13.52%	97.72%	96.33%	96.92%
Not Low Income	N/A	16.30%	14.80%	N/A	68.68%	66.03%	N/A	12.23%	14.79%	N/A	2.79%	4.38%	N/A	98.24%	97.86%
Disabled	.	0.69%	0.70%	.	29.05%	25.05%	40.00%	39.04%	42.15%	39.20%	31.23%	32.10%	89.86%	91.58%	91.92%
Not Disabled	2.78%	12.96%	11.74%	63.58%	68.56%	65.66%	26.70%	15.60%	17.78%	6.94%	2.88%	4.83%	99.39%	98.35%	98.28%
LEP	1.57%	3.15%	1.71%	53.14%	57.87%	44.40%	31.76%	29.36%	35.88%	13.52%	9.62%	18.01%	98.14%	95.92%	96.78%
Not LEP	2.86%	13.09%	12.09%	59.12%	65.02%	63.97%	26.81%	16.28%	17.78%	11.21%	5.60%	6.17%	97.43%	97.80%	97.62%
Migrant	.	3.82%	3.39%	.	51.04%	47.09%	34.21%	30.21%	32.96%	18.42%	14.93%	16.56%	100.00%	96.97%	97.63%
Not Migrant	2.45%	11.82%	10.91%	57.14%	64.40%	61.77%	28.57%	17.89%	19.84%	11.84%	5.89%	7.49%	97.61%	97.52%	97.47%
Female	4.02%	15.98%	14.52%	63.54%	66.26%	64.27%	25.47%	14.52%	16.81%	6.97%	3.24%	4.41%	97.64%	97.32%	97.55%
Male	0.75%	7.32%	6.57%	50.25%	61.65%	57.61%	32.00%	21.98%	24.31%	17.00%	9.06%	11.51%	97.80%	97.66%	97.42%

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

Anchorage School District: Profile of Performance ..... 2006-2007

2007 SBA Results Compared for Clark, District and State

Math		Clark	District Gr. 7-8	State Gr. 7-8	Clark	District Gr. 7-8	State Gr. 7-8	Clark	District Gr. 7-8	State Gr. 7-8	Clark	District Gr. 7-8	State Gr. 7-8	Clark	District Gr. 7-8	State Gr. 7-8
		% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
Category	All Students	16.26%	33.01%	28.88%	43.35%	40.57%	40.20%	22.58%	15.39%	17.90%	17.81%	11.02%	13.02%	97.97%	97.68%	97.47%
	Black	8.70%	16.13%	14.55%	41.74%	42.28%	43.54%	32.17%	21.39%	23.21%	17.39%	20.20%	18.70%	95.83%	97.52%	97.20%
	Alaska Native/American Indian	15.57%	17.85%	14.03%	39.52%	39.38%	36.37%	24.55%	22.56%	24.73%	20.36%	20.21%	24.87%	98.24%	96.25%	96.92%
	Asian/Pacific Islander	17.72%	31.44%	32.84%	44.30%	42.14%	42.70%	17.72%	14.60%	14.75%	20.25%	11.82%	9.71%	98.34%	97.93%	98.40%
	White	26.62%	41.97%	36.75%	42.45%	39.95%	40.98%	15.83%	11.72%	14.68%	15.11%	6.37%	7.59%	97.89%	98.04%	97.62%
	Hispanic	7.46%	21.71%	22.01%	59.70%	41.54%	43.16%	22.39%	22.55%	20.77%	10.45%	14.20%	14.05%	98.53%	97.76%	97.93%
	2 or More Races	12.00%	22.88%	23.36%	36.00%	42.45%	41.94%	36.00%	18.87%	18.58%	16.00%	15.80%	16.12%	100.00%	97.24%	97.34%
	Low Income	16.26%	17.07%	16.25%	43.35%	42.15%	40.06%	22.58%	21.43%	23.03%	17.81%	19.35%	20.66%	97.97%	96.84%	96.99%
	Not Low Income	N/A	43.05%	37.40%	N/A	39.58%	40.30%	N/A	11.59%	14.44%	N/A	5.77%	7.86%	N/A	98.22%	97.79%
	Disabled	.	6.64%	4.96%	.	23.37%	21.84%	17.60%	23.37%	26.66%	54.40%	46.62%	46.54%	89.86%	91.79%	91.92%
	Not Disabled	19.08%	36.56%	32.10%	46.62%	42.89%	42.68%	23.54%	14.32%	16.72%	10.77%	6.24%	8.51%	99.69%	98.53%	98.27%
	LEP	12.23%	18.88%	11.96%	45.77%	42.94%	35.77%	22.88%	21.05%	26.15%	19.12%	17.13%	26.12%	98.45%	97.71%	97.44%
	Not LEP	19.08%	35.75%	32.13%	41.67%	40.11%	41.05%	22.37%	14.29%	16.31%	16.89%	9.84%	10.51%	97.64%	97.67%	97.48%
	Migrant	7.89%	18.28%	17.76%	36.84%	39.66%	35.51%	31.58%	21.03%	23.81%	23.68%	21.03%	22.92%	100.00%	97.64%	97.71%
	Not Migrant	16.69%	33.62%	29.64%	43.69%	40.61%	40.52%	22.12%	15.16%	17.49%	17.50%	10.61%	12.35%	97.87%	97.68%	97.46%
	Female	15.51%	32.46%	28.46%	48.93%	42.49%	42.03%	22.99%	15.73%	18.21%	12.57%	9.32%	11.30%	97.90%	97.51%	97.55%
	Male	16.96%	33.53%	29.27%	38.15%	38.78%	38.48%	22.19%	15.08%	17.60%	22.69%	12.61%	14.65%	98.04%	97.84%	97.40%

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

Anchorage School District: Profile of Performance ..... 2006-2007

Clark TerraNova 7th grade

Percent in each quartile

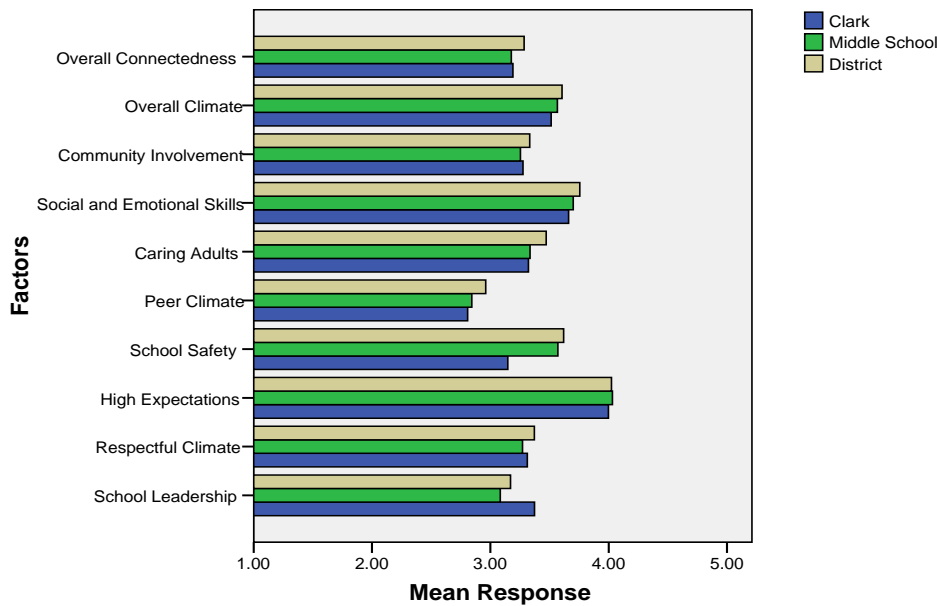
Reading	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2006-2007	12.7%	35.6%	21.4%	28.0%	31.7%	21.5%	34.1%	14.9%
2005-2006	12.8%	34.6%	21.2%	28.4%	34.3%	21.8%	31.7%	15.3%
2004-2005	11.6%	33.9%	19.7%	27.1%	29.1%	21.7%	39.5%	17.4%
2003-2004	12.4%	35.1%	24.0%	28.2%	34.3%	21.4%	29.3%	15.3%
2002-2003	13.1%	35.3%	25.7%	28.9%	30.4%	20.1%	30.8%	15.7%
2001-2002	15.8%	34.4%	26.0%	28.6%	28.4%	20.9%	29.9%	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
2006-2007	13.0%	35.4%	22.8%	28.7%	31.0%	21.5%	33.2%	14.3%
2005-2006	14.1%	34.9%	24.3%	28.4%	33.0%	21.4%	28.6%	15.3%
2004-2005	11.4%	34.4%	21.5%	28.2%	29.1%	20.5%	38.0%	16.9%
2003-2004	14.7%	35.3%	22.1%	28.5%	34.1%	21.7%	29.1%	14.5%
2002-2003	12.8%	34.2%	27.4%	29.8%	37.5%	22.0%	22.3%	14.0%
2001-2002	15.2%	34.0%	29.2%	29.7%	30.1%	20.6%	25.5%	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
2006-2007	10.1%	31.5%	23.6%	28.3%	29.4%	23.0%	36.9%	17.2%
2005-2006	12.6%	31.4%	20.4%	27.8%	34.4%	23.4%	32.7%	17.4%
2004-2005	9.1%	29.7%	21.0%	26.4%	30.1%	22.9%	39.7%	20.9%
2003-2004	12.4%	30.2%	23.2%	27.6%	31.4%	23.9%	33.1%	18.4%
2002-2003	14.5%	31.2%	21.0%	26.9%	30.6%	23.1%	33.8%	18.8%
2001-2002	9.9%	29.7%	25.5%	27.5%	31.1%	22.9%	33.5%	19.9%

Student Survey Results

**2007 Climate and Connectedness Student Survey - Clark**

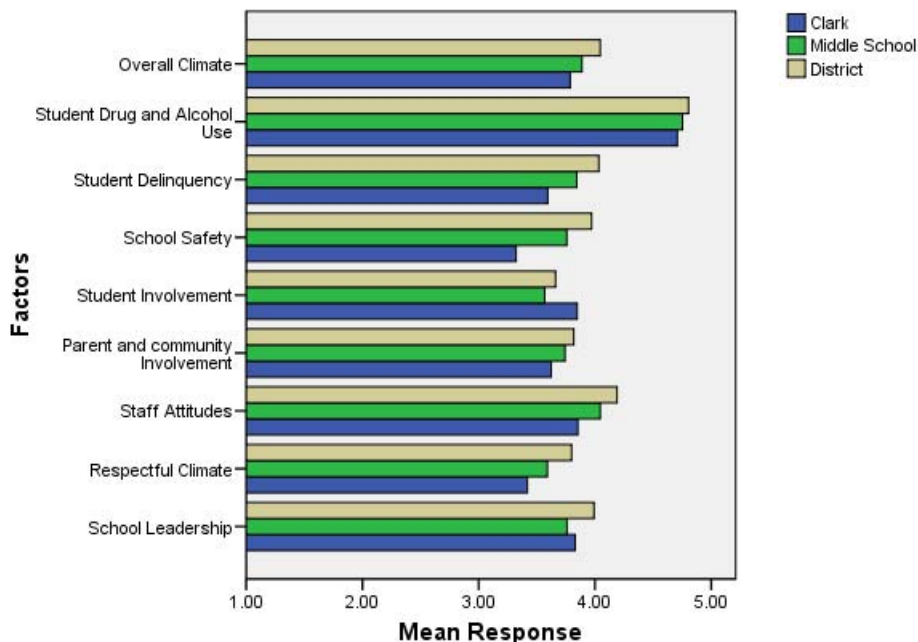


Each question in the survey related to a factor or concept, and a score was calculated based on the average response for the questions related to each factor. The factors measured in the survey were: (Individual questions provided answer categories of strongly agree, agree, agree some/disagree some,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

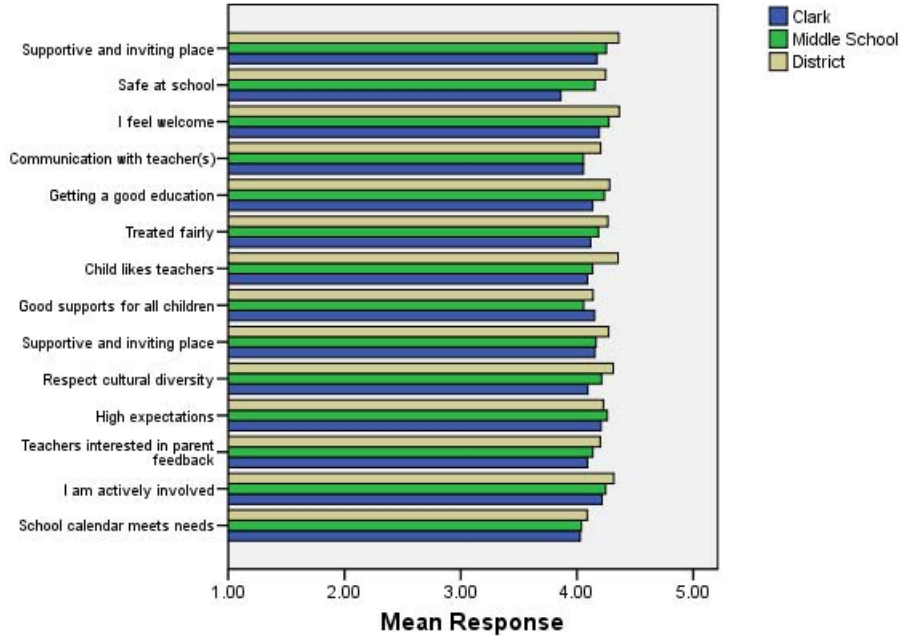


Each question in the survey related to a factor or concept, and a score was calculated based on the average response for the questions related to each factor. The factors were: (Individual questions provided answer categories of strongly agree, agree, agree some/disagree some, disagree, and strongly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



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