

Dimond High School Overview

Statement of Program

Dimond High School is a comprehensive high school fully accredited by the Northwest Association of Schools and Colleges. The faculty of 115 teachers is dedicated to providing a safe environment for each student to learn and develop the skills, attitudes and knowledge needed for fulfilling and productive lives.

Our 1,900 students' ethnic and cultural diversity enriches our school. Dimond offers a full educational menu that includes Advanced Placement, honors, English as a second language, Cook Inlet Tribal Corp. courses, career technology, fine arts, Japanese Immersion and four other world languages, Army JROTC and special education intensive-needs classes.

The Freshman House provides educational and transitional support for our 500 ninth-graders. Sophomores, juniors and seniors are supported in three other houses in our large school. Extended-year, extended-day and summer-school programs supplement our core educational program. An energetic parent group supports school programs, raising \$30,000 in supplemental funds through the PTSA/Student Store. The Dimond High Alumni Association contributes leadership, funds and volunteers that resulted in the district's first high school athletic stadium with artificial turf.

From the School Report Card

SCHOOL GOALS	
Goal	Level of Achievement
The number of students in grades 9-10 rated as proficient on the state math and language arts assessments will increase by 10 percent.	Partially Attained
The overall freshman failure rate will be reduced by 5 percent.	Partially Attained
Student attendance and punctuality will increase by 2 percent.	Attained

From the School Report Card

BUDGET*	
2005-2006 Actual Expenditures	\$9,858,229
2006-2007 Revised Budgeted Amount	\$10,006,859
2007-2008 Proposed Budget	\$9,978,821

*Dollars budgeted or expended are general fund only.

From IFAS

Dimond High School Characteristics

	School	District	Source of Information
Membership	1,859	49,230	Fall OASIS
Capacity (7 -12)	114%	N/A	Board Report - #202 3/12/07
Attendance Rate	91.2%	92.5%	NCLB Summer Data Collection
Transiency Rate	21.1%	26.8%	NCLB Summer Data Collection
Economically Disadvantaged	353	18,325	Fall OASIS
Ave. Weekly Volunteer Hours	130	5,111	Dept of Ed Report Card Report
Graduation Rate	83.12%	64.99%	NCLB Summer Data Collection & A&E Graduation File
Dropout Rate - EED's Regulation Calculation	4.03%	5.10%	NCLB Summer Data Collection and Fall Oasis
AP courses offered in 2006-2007	19	168	SMS transcript file
Students successfully completing AP courses	169	1,451	SMS transcript file
AP courses completed by students	317	2,807	SMS transcript file
Students Taking the Alternate Assessment	6	230	SMS
# of students approved for an HSGQE Alternative Assessment (Gr. 11-12)	24	413	SMS
# of students meeting HSGQE requirement using an alternative assessment (Gr. 11-12)	19	201	SMS
Change in Enrollment	-4.9%	-1.0%	Fall Oasis

Teacher Qualification				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
97	100%	58%	0	89%

SCHOOL BUSINESS PARTNERSHIPS	
Alaska Department of Fish & Game Alyeska Resort American Legion Spenard Post 28 Big Brothers/Big Sisters Dimond Alumni Foundation Downtown Kiwanis Club Downtown Marriott Hotel Kids' Kitchen Learning for Life	Mt. McKinley Lions Club Nine Star Northwest Airlines Sand Lake Community Schools South Anchorage Rotary Club Tastee Freez Tikigaq U.S.K.H.

From the School Report Card

Dimond High School Characteristics Continued

ACCREDITATION		
Initial Accreditation	Name of Accrediting Organization	Level of Accreditation
1967	Northwest Association of Accredited Schools	Approved

ETHNICITY REPORT - OCTOBER 2006						
White	Black	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	2 or more races	Total
1,156	75	207	272	88	61	1,859

From Fall Oasis

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
911	859	94.3%

From participation file (3-10 graders)

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	207	272	75	88	1156	61	1859
Final Dropouts	17	15	2	4	35	2	75
% of Dropouts	8.21%	5.51%	2.67%	4.55%	3.03%	3.28%	4.03%

From NCLB Summer Data Collection and Fall OASIS

Test	Student/Subject	SAT/ACT				
		<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>
Senior Cohort						
SAT	Critical Reading*	517	516	525	513	504
	Math	523	515	535	528	522
	Writing				491	481
ACT	English	21.2	21.9	22.4	21.2	21.1
	Math	22.4	22.2	22.9	22.5	22.5
	Composite	22.3	22.5	22.9	22.2	22.2

*Reported as Verbal Score prior to 2005-2006

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

Dimond High 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	911	905	99.3%	Yes	850	748	88%	67.9%	Yes	664	78.1%	53.7%	Yes
African American	35	35	100%	Yes	33	29	87.9%	53.2%	Yes	21	63.6%	37.6%	Yes
AkNa & Amln	90	89	98.9%	Yes	79	56	70.9%	59.6%	Yes	51	64.6%	44.7%	Yes
Asian	129	129	100%	Yes	118	103	87.3%	61.8%	Yes	98	83.1%	47%	Yes
Caucasian	580	575	99.1%	Yes	550	502	91.3%	67%	Yes	449	81.6%	52.7%	Yes
Hispanic	38	38	100%	Yes	33	26	78.8%	53.2%	Yes	21	63.6%	37.6%	Yes
Multi-Ethnic	39	39	100%	Yes	37	32	86.5%	54.2%	Yes	24	64.9%	38.7%	Yes
Low Income	193	191	99%	Yes	168	127	75.6%	63.4%	Yes	100	59.5%	48.7%	Yes
Disabled	77	75	97.4%	Yes	71	32	45.1%	59%	Yes-SH	26	36.6%	43.9%	Yes-SH
LEP	110	110	100%	Yes	97	74	76.3%	60.8%	Yes	67	69.1%	45.9%	Yes

Graduation Rate: Met

83.1% (Threshold is 55.58%)

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)**

Dimond High 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	(L) Met AMO for Math
All Students	850	758	89.2%	71.48%	Yes	681	80.1%	57.61%	Yes
African American	33	***	90% or less	71.48%	Yes	***	90% or less	57.61%	Yes
AkNa & AmIn	79	***	95% or less	71.48%	Yes	***	95% or less	57.61%	Yes
Asian	118	***	95% or less	71.48%	Yes	101	85.6%	57.61%	Yes
Caucasian	550	507	92.2%	71.48%	Yes	456	82.9%	57.61%	Yes
Hispanic	33	***	90% or less	71.48%	Yes	***	90% or less	57.61%	Yes
Multi-Ethnic	37	***	90% or less	71.48%	Yes	***	90% or less	57.61%	Yes
Low Income	168	133	79.2%	71.48%	Yes	108	64.3%	57.61%	Yes
Disabled	71	36	50.7%	71.48%	No	30	42.3%	57.61%	No
LEP	97	78	80.4%	71.48%	Yes	71	73.2%	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.

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

9/14/2007

Anchorage School District: Profile of Performance 2006-2007

Dimond HSGQE - 10th Grade Results

Reading	Proficient		Not Proficient	
	School	District	School	District
2006-2007	94.1%	91.4%	5.9%	8.6%
2005-2006	79.7%	76.4%	20.3%	23.6%
2004-2005	77.0%	72.5%	23.1%	27.5%
2003-2004	79.5%	73.3%	20.5%	26.7%

Writing	Proficient		Not Proficient	
	School	District	School	District
2006-2007	83.7%	82.5%	16.3%	17.5%
2005-2006	94.3%	90.8%	5.7%	9.2%
2004-2005	88.2%	85.6%	11.8%	14.4%
2003-2004	89.2%	87.0%	10.8%	13.0%

Math	Proficient		Not Proficient	
	School	District	School	District
2006-2007	85.2%	82.3%	14.8%	17.7%
2005-2006	86.0%	79.9%	14.0%	20.1%
2004-2005	79.8%	76.3%	20.3%	14.4%
2003-2004	73.8%	69.8%	26.2%	30.2%

Dimond HSGQE Cumulative Proficiency for Grade 11 and Grade 12 Students (Spring 2007)

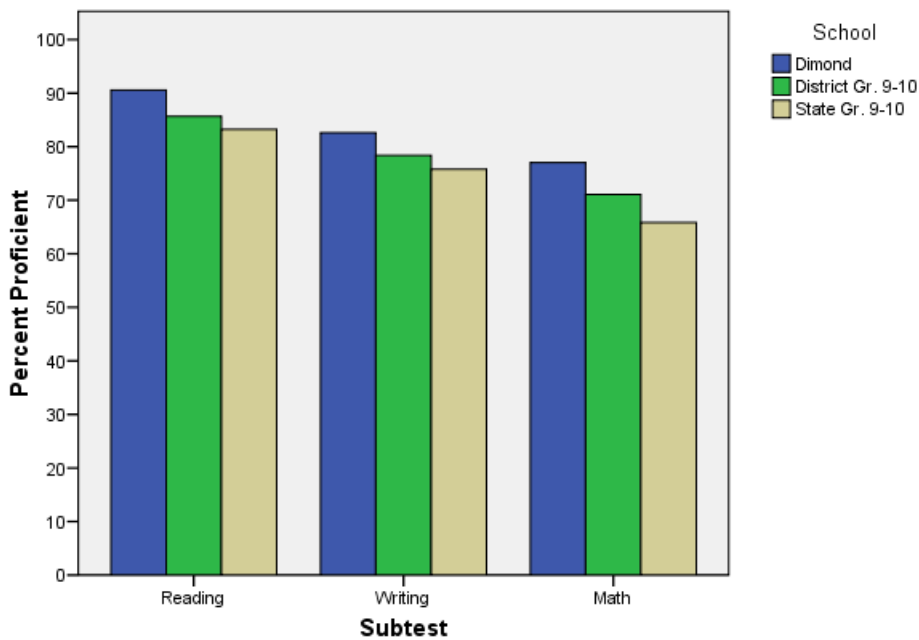
Grade 11			Grade 12		
Subtest	Number	Percent	Subtest	Number	Percent
Reading	422	96.6%	Reading	402	98.0%
Writing	413	94.5%	Writing	402	98.0%
Math	415	95.0%	Math	403	98.3%

The State Board of Education & Early Development approved two recommended changes to the passing scores, often called “cut scores,” for the Alaska High School Graduation Qualifying Examination in July 2006. The changes in the cut scores went into effect for the Fall 2006 HSGQE test administration. The reading cut score was lowered, the writing cut score went up and the math cut score was not changed. The state board moved the cut for the reading test from 322 to 287 partly because the test now contains more reading passages at a higher level. The state board raised the cut score for the writing test from 275 to 304.

SBA Proficiency Comparison by Grade for Dimond

		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
Category	All Students	84.10%	90.58%	80.17%	82.61%	66.24%	77.04%
	9th Grade	81.24%	91.67%	77.83%	83.76%	62.31%	77.73%
	10th Grade	86.78%	89.39%	82.34%	81.35%	69.90%	76.29%

2007 SBA Results Compared for Dimond, District, & State



Anchorage School District: Profile of Performance 2006-2007

SBA 2007 Proficient & Not Proficient by NCLB Groups for Dimond

	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	90.58%	9.42%	82.61%	17.39%	77.04%	22.96%
Black			74.29%	25.71%	62.86%	37.14%
Alaska Native / American Indian	73.56%	26.44%	64.37%	35.63%	60.92%	39.08%
Asian / Pacific Islander	92.19%	7.81%	82.17%	17.83%	80.62%	19.38%
White	93.27%	6.73%	86.64%	13.36%	81.10%	18.90%
Hispanic	86.84%	13.16%	78.95%	21.05%	68.42%	31.58%
2 or More Races	82.05%	17.95%	76.92%	23.08%	63.16%	36.84%
Low Income	80.75%	19.25%	66.31%	33.69%	58.06%	41.94%
Not Low Income	93.19%	6.81%	86.90%	13.10%	82.04%	17.96%
Disabled	55.07%	44.93%	33.33%	66.67%	36.76%	63.24%
Not Disabled	93.56%	6.44%	86.71%	13.29%	80.36%	19.64%
LEP	81.82%	18.18%	68.18%	31.82%	65.45%	34.55%
Not LEP	91.82%	8.18%	84.63%	15.37%	78.67%	21.33%
Migrant	90.00%	10.00%	75.86%	24.14%	68.97%	31.03%
Not Migrant	90.60%	9.40%	82.83%	17.17%	77.31%	22.69%
Female	93.10%	6.90%	86.70%	13.30%	75.00%	25.00%
Male	88.35%	11.65%	78.99%	21.01%	78.86%	21.14%

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

Anchorage School District: Profile of Performance 2006-2007

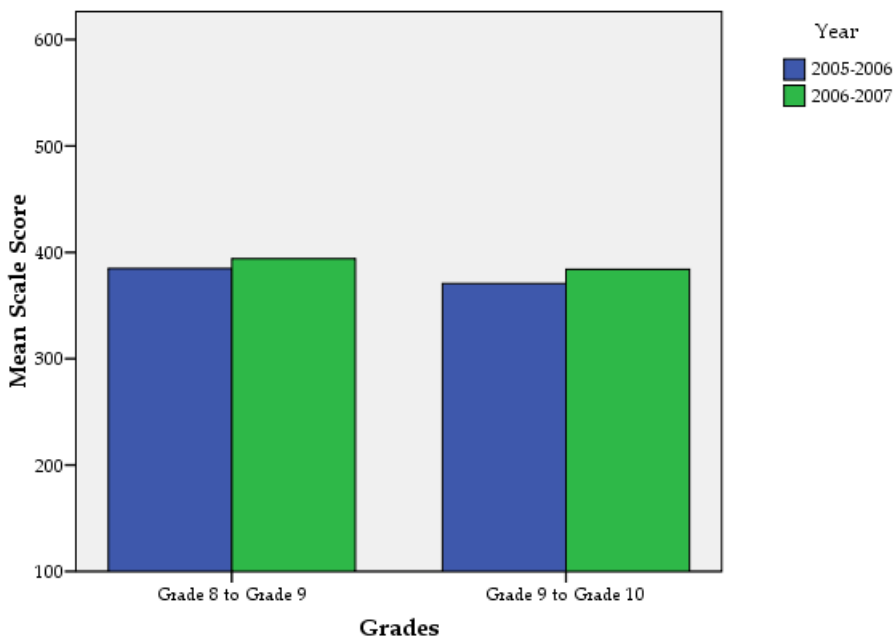
SBA Mean Scale Score Comparison by NCLB Groups for Dimond

		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
Category	All Students	366.89	387.56	358.54	367.44	330.18	350.82
	Black	335.20	372.66	315.26	352.77	290.62	315.86
	Alaska Native / American Indian	339.23	351.70	327.67	325.43	312.12	320.25
	Asian / Pacific Islander	352.40	377.07	352.62	363.40	329.99	358.39
	White	380.26	398.89	369.51	377.75	339.13	359.80
	Hispanic	345.80	371.13	351.90	345.16	312.76	321.58
	2 or More Races	352.14	367.28	350.29	359.05	295.83	322.63
	Low Income	331.33	355.29	327.18	332.89	298.99	318.90
	Not Low Income	373.35	396.12	364.27	376.54	335.80	359.21
	Disabled	287.26	312.20	272.12	275.41	267.72	279.96
	Not Disabled	373.62	393.88	365.94	375.11	335.62	356.66
	LEP	321.50	345.94	316.09	330.95	301.21	324.02
	Not LEP	373.75	393.42	365.01	372.54	334.56	354.58
	Migrant	336.76	374.73	326.62	352.66	308.38	343.90
	Not Migrant	367.86	388.01	359.56	367.94	330.87	351.05
	Female	375.62	393.78	377.98	380.43	331.02	346.19
	Male	358.56	382.02	339.99	355.96	329.38	354.92

Dimond 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 2006	Grade 9 in 2007	Difference	Grade 9 in 2006	Grade 10 in 2007	Difference
Ethnicity	All Students	384.71	394.09	9.38	370.66	383.96	13.29
	Black	368.84	385.11	16.26	329.27	361.53	32.27
	AK Native/ American Indian	355.50	358.26	2.76	335.59	352.16	16.57
	Asian	380.34	391.65	11.30	359.63	366.29	6.66
	White	394.60	404.08	9.49	381.08	395.08	14.00
	Hispanic	347.00	361.41	14.41	354.38	370.08	15.69
	2 or More Races	364.83	374.50	9.67	375.94	377.50	1.56
Low Income	Yes	351.77	363.15	11.37	336.60	346.13	9.53
	No	394.64	403.55	8.91	377.50	391.85	14.35
Disabled	Yes	295.44	307.47	12.03	292.13	320.52	28.39
	No	391.78	400.88	9.10	377.70	389.85	12.15
LEP	Yes	352.48	365.52	13.04	325.00	332.96	7.96
	No	388.70	397.92	9.22	376.34	390.65	14.31
Migrant	Yes	352.60	377.25	24.65	368.80	369.70	0.90
	No	386.25	394.89	8.64	370.71	384.33	13.62
Gender	Female	390.57	395.85	5.28	383.36	395.73	12.37
	Male	379.47	392.53	13.06	359.73	373.87	14.14

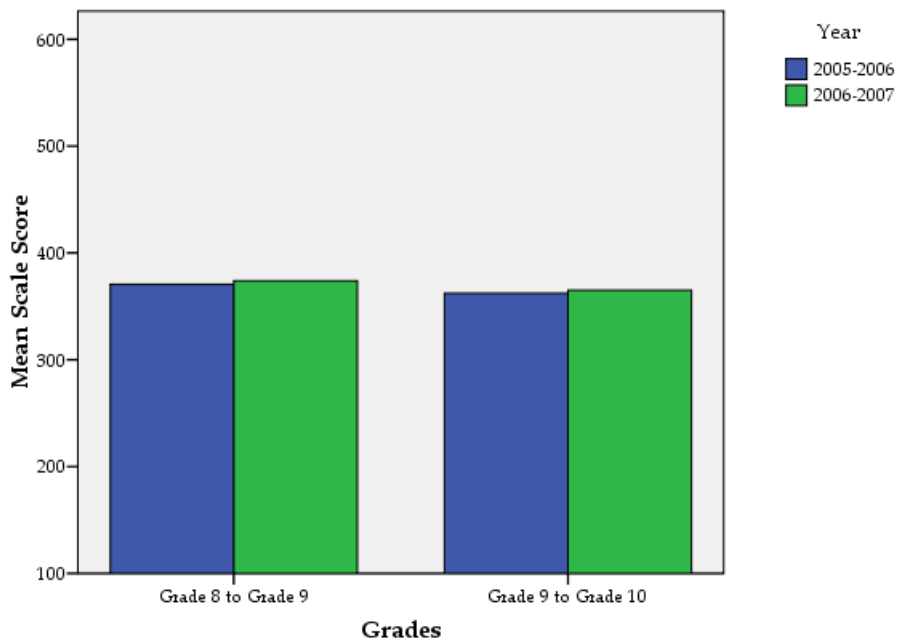
Growth in Mean Scale Score in Reading by Grade for Dimond between 2005-2006 and 2006-2007



Dimond 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 2006	Grade 9 in 2007	Difference	Grade 9 in 2006	Grade 10 in 2007	Difference
Ethnicity	All Students	370.71	373.83	3.11	362.33	365.02	2.69
	Black	368.47	365.21	-3.26	306.21	341.00	34.79
	AK Native/ American Indian	335.19	335.53	0.35	327.29	325.53	-1.76
	Asian	373.67	372.13	-1.54	352.53	364.11	11.58
	White	378.41	383.68	5.28	372.21	372.91	0.70
	Hispanic	344.24	336.27	-7.97	341.38	351.62	10.23
	2 or More Races	352.75	370.58	17.83	382.06	365.67	-16.39
Low Income	Yes	336.06	336.88	0.82	328.72	326.51	-2.21
	No	381.27	385.12	3.85	369.01	372.98	3.97
Disabled	Yes	268.28	266.66	-1.63	277.48	288.36	10.88
	No	378.81	382.23	3.42	369.74	372.08	2.34
LEP	Yes	330.53	341.35	10.82	316.36	332.00	15.64
	No	375.79	378.18	2.39	367.94	369.31	1.37
Migrant	Yes	343.40	349.00	5.60	377.56	360.78	-16.78
	No	372.02	375.01	2.98	361.97	365.12	3.15
Gender	Female	382.82	384.18	1.36	382.21	382.44	0.23
	Male	359.92	364.63	4.71	345.32	350.31	4.99

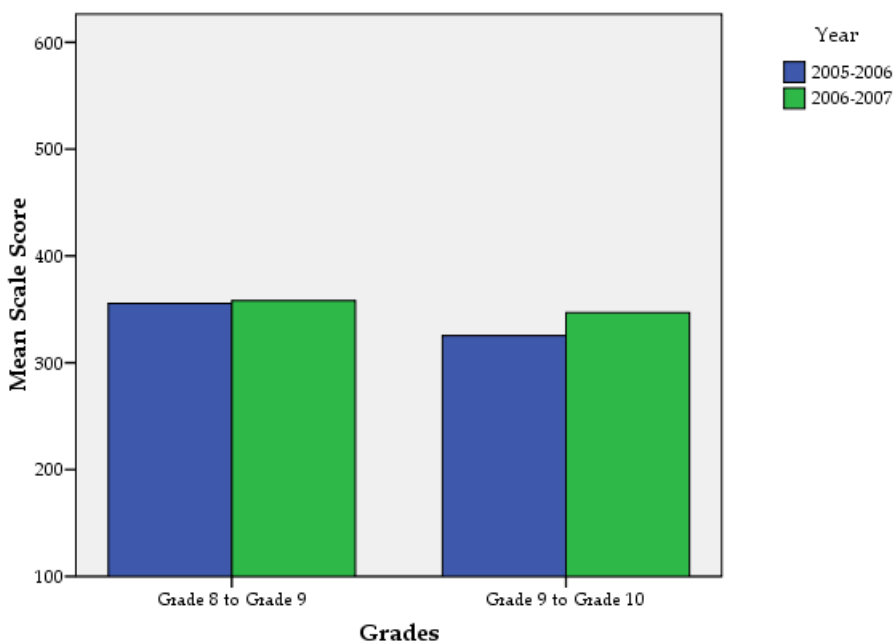
Growth in Mean Scale Score in Writing by Grade for Dimond between 2005-2006 and 2006-2007



Dimond 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 2006	Grade 9 in 2007	Difference	Grade 9 in 2006	Grade 10 in 2007	Difference
Ethnicity	All Students	355.61	358.22	2.60	325.27	346.90	21.63
	Black	323.05	318.95	-4.11	269.71	314.27	44.55
	AK Native/ American Indian	326.88	326.00	-0.88	315.78	323.36	7.58
	Asian	364.29	377.24	12.95	329.00	346.39	17.39
	White	363.88	365.28	1.40	331.44	356.10	24.65
	Hispanic	318.00	318.77	0.77	303.46	318.08	14.62
	2 or More Races	335.08	344.50	9.42	305.22	314.89	9.67
Low Income	Yes	327.73	326.52	-1.20	298.94	309.06	10.12
	No	364.21	367.93	3.72	330.75	354.75	24.00
Disabled	Yes	264.35	261.84	-2.51	266.70	300.73	34.03
	No	362.58	365.79	3.21	330.70	351.17	20.47
LEP	Yes	326.39	337.94	11.55	303.16	317.24	14.09
	No	359.47	360.94	1.47	328.09	350.77	22.68
Migrant	Yes	346.00	340.30	-5.70	362.89	351.89	-11.00
	No	356.07	359.07	3.00	324.38	346.78	22.40
Gender	Female	353.25	352.42	-0.83	329.16	344.91	15.75
	Male	357.72	363.39	5.66	321.96	348.59	26.63

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



Anchorage School District: Profile of Performance 2006-2007

2007 SBA Results Compared for Dimond, District and State

Reading	Dimond	District Gr. 9-10	State Gr. 9-10	Dimond	District Gr. 9-10	State Gr. 9-10	Dimond	District Gr. 9-10	State Gr. 9-10	Dimond	District Gr. 9-10	State Gr. 9-10	Dimond	District Gr. 9-10	State Gr. 9-10
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
All Students	53.03%	47.05%	42.20%	37.56%	38.62%	41.04%	8.86%	12.84%	14.93%	0.56%	1.49%	1.83%	97.91%	95.58%	94.84%
Black	51.43%	29.00%	27.58%	45.71%	46.52%	49.10%	.	21.85%	21.13%	.	2.64%	2.19%	100.00%	94.15%	94.17%
Alaska Native/American Indian	34.48%	30.41%	20.83%	39.08%	43.85%	46.39%	.	22.89%	28.79%	.	2.85%	3.99%	96.67%	93.20%	93.44%
Asian/Pacific Islander	41.41%	30.95%	33.74%	50.78%	47.36%	47.28%	.	19.34%	17.21%	.	2.34%	1.76%	99.22%	96.28%	96.17%
White	60.88%	58.62%	54.41%	32.39%	34.12%	36.95%	.	6.67%	7.86%	.	0.60%	0.78%	97.41%	96.26%	95.46%
Hispanic	36.84%	29.33%	30.61%	50.00%	43.99%	46.81%	.	23.32%	19.81%	.	3.37%	2.77%	100.00%	94.55%	93.16%
2 or More Races	35.90%	36.59%	37.94%	46.15%	40.06%	43.43%	.	20.50%	16.14%	.	2.84%	2.50%	100.00%	95.20%	95.25%
Low Income	33.16%	25.59%	24.59%	47.59%	45.73%	45.96%	17.65%	25.40%	26.03%	1.60%	3.29%	3.41%	96.89%	92.29%	93.20%
Not Low Income	58.30%	56.07%	51.16%	34.89%	35.64%	38.54%	.	7.56%	9.27%	.	0.73%	1.03%	98.19%	97.03%	95.71%
Disabled	13.04%	8.07%	7.43%	42.03%	38.99%	37.96%	40.58%	45.28%	45.05%	4.35%	7.66%	9.55%	89.61%	86.61%	86.54%
Not Disabled	56.38%	51.45%	46.22%	37.18%	38.58%	41.40%	.	9.17%	11.44%	.	0.79%	0.93%	98.68%	96.71%	95.91%
LEP	25.45%	15.53%	9.87%	56.36%	49.13%	46.15%	.	30.78%	38.31%	.	4.56%	5.67%	100.00%	93.72%	93.91%
Not LEP	56.91%	52.31%	47.40%	34.91%	36.87%	40.22%	7.80%	9.85%	11.16%	0.38%	0.97%	1.21%	97.63%	95.89%	95.00%
Migrant	43.33%	32.41%	25.57%	46.67%	42.13%	44.18%	.	23.15%	27.31%	.	2.31%	2.95%	96.77%	92.70%	95.38%
Not Migrant	53.36%	47.50%	43.40%	37.24%	38.52%	40.82%	8.82%	12.52%	14.03%	0.58%	1.46%	1.75%	97.95%	95.67%	94.81%
Female	56.67%	50.98%	46.18%	36.43%	38.24%	40.59%	.	9.95%	12.07%	.	0.82%	1.16%	98.59%	95.94%	95.02%
Male	49.79%	43.28%	38.36%	38.56%	38.99%	41.48%	11.02%	15.61%	17.68%	0.64%	2.12%	2.48%	97.32%	95.23%	94.67%

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

2007 SBA Results Compared for Dimond, District and State

Writing	Dimond	District Gr. 9-10	State Gr. 9-10	Dimond	District Gr. 9-10	State Gr. 9-10	Dimond	District Gr. 9-10	State Gr. 9-10	Dimond	District Gr. 9-10	State Gr. 9-10	Dimond	District Gr. 9-10	State Gr. 9-10
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
All Students	5.46%	6.49%	5.23%	77.15%	71.87%	70.58%	14.16%	16.03%	18.21%	3.23%	5.60%	5.99%	98.35%	95.50%	94.86%
Black	.	1.90%	1.81%	.	63.38%	63.65%	.	25.43%	25.61%	.	9.30%	8.93%	100.00%	93.44%	93.81%
Alaska Native/American Indian	.	2.53%	1.56%	.	58.05%	56.29%	24.14%	28.74%	30.82%	11.49%	10.69%	11.33%	95.56%	92.24%	93.38%
Asian/Pacific Islander	5.43%	4.01%	4.15%	76.74%	70.75%	73.27%	14.73%	18.40%	17.05%	3.10%	6.84%	5.53%	100.00%	95.60%	95.81%
White	7.03%	8.80%	7.38%	79.61%	77.49%	77.17%	11.07%	10.41%	12.05%	2.28%	3.30%	3.40%	98.10%	96.63%	95.62%
Hispanic	.	2.65%	2.22%	.	63.86%	67.45%	.	23.37%	22.30%	.	10.12%	8.03%	100.00%	94.32%	93.16%
2 or More Races	.	6.03%	4.86%	.	62.54%	69.35%	.	24.44%	19.60%	.	6.98%	6.20%	100.00%	94.59%	94.61%
Low Income	2.14%	1.98%	2.18%	64.17%	57.67%	58.99%	28.34%	28.55%	28.01%	5.35%	11.81%	10.83%	96.89%	92.07%	93.23%
Not Low Income	6.34%	8.39%	6.78%	80.56%	77.83%	76.48%	10.42%	10.78%	13.21%	2.68%	3.00%	3.53%	98.75%	97.01%	95.71%
Disabled	.	.	.	.	.	.	37.68%	42.03%	43.45%	28.99%	28.65%	27.86%	89.61%	87.68%	86.88%
Not Disabled	5.92%	7.24%	5.83%	80.80%	76.75%	75.45%	12.20%	13.05%	15.27%	1.09%	2.96%	3.45%	99.16%	96.48%	95.88%
LEP	.	0.97%	0.48%	.	58.11%	49.96%	25.45%	28.47%	35.01%	6.36%	12.44%	14.54%	100.00%	93.54%	93.95%
Not LEP	6.10%	7.42%	5.99%	78.53%	74.16%	73.90%	12.58%	13.96%	15.50%	2.80%	4.46%	4.61%	98.13%	95.83%	95.01%
Migrant	.	.	2.03%	.	.	59.08%	.	27.19%	29.24%	.	12.44%	9.65%	93.55%	93.13%	95.74%
Not Migrant	5.53%	6.67%	5.46%	77.30%	72.25%	71.41%	13.94%	15.69%	17.40%	3.23%	5.39%	5.73%	98.52%	95.57%	94.80%
Female	8.31%	9.34%	7.51%	78.38%	75.53%	75.20%	11.40%	12.14%	13.94%	1.90%	2.99%	3.34%	98.83%	95.72%	95.11%
Male	2.94%	3.78%	3.02%	76.05%	68.38%	66.12%	16.60%	19.75%	22.31%	4.41%	8.10%	8.55%	97.94%	95.29%	94.62%

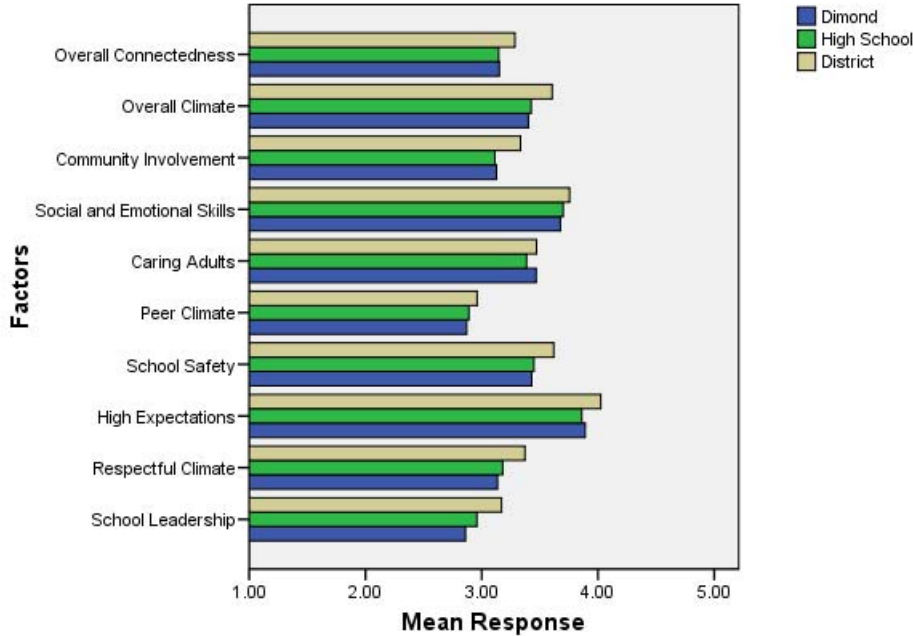
. Suppressed based on Department of Education and Early Development Reporting Protocol

2007 SBA Results Compared for Dimond, District and State

Math	Dimond	District Gr. 9-10	State Gr. 9-10	Dimond	District Gr. 9-10	State Gr. 9-10	Dimond	District Gr. 9-10	State Gr. 9-10	Dimond	District Gr. 9-10	State Gr. 9-10	Dimond	District Gr. 9-10	State Gr. 9-10
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
All Students	32.25%	29.60%	24.34%	44.79%	41.47%	41.50%	14.89%	16.16%	19.29%	8.06%	12.77%	14.87%	97.91%	95.15%	94.78%
Black	14.29%	13.33%	11.14%	48.57%	35.24%	36.66%	25.71%	26.10%	27.20%	11.43%	25.33%	25.00%	100.00%	93.09%	93.69%
Alaska Native/American Indian	22.99%	16.51%	10.78%	37.93%	37.67%	36.02%	25.29%	24.19%	27.18%	13.79%	21.63%	26.02%	95.56%	91.18%	93.02%
Asian/Pacific Islander	31.78%	24.94%	25.63%	48.84%	42.71%	43.33%	13.18%	18.71%	18.54%	6.20%	13.65%	12.51%	100.00%	95.82%	96.47%
White	37.10%	37.47%	31.92%	43.99%	42.81%	43.83%	12.54%	12.39%	15.19%	6.36%	7.34%	9.06%	97.59%	96.22%	95.46%
Hispanic	10.53%	14.59%	14.15%	57.89%	42.58%	41.90%	21.05%	18.18%	22.86%	10.53%	24.64%	21.09%	100.00%	95.00%	94.84%
2 or More Races	21.05%	20.06%	18.09%	42.11%	39.49%	44.05%	15.79%	18.47%	19.77%	21.05%	21.97%	18.09%	97.44%	94.29%	94.61%
Low Income	20.97%	13.07%	12.41%	37.10%	37.99%	37.15%	24.73%	23.83%	25.42%	17.20%	25.11%	25.02%	96.37%	91.77%	92.90%
Not Low Income	35.22%	36.54%	30.38%	46.82%	42.93%	43.71%	12.31%	12.94%	16.19%	5.66%	7.59%	9.72%	98.33%	96.65%	95.76%
Disabled	10.29%	4.09%	2.61%	26.47%	20.84%	19.58%	23.53%	25.61%	26.51%	39.71%	49.46%	51.30%	88.31%	86.97%	86.62%
Not Disabled	34.06%	32.51%	26.86%	46.30%	43.82%	44.05%	14.18%	15.08%	18.46%	5.45%	8.58%	10.64%	98.80%	96.18%	95.82%
LEP	20.00%	12.77%	7.54%	45.45%	38.39%	33.65%	19.09%	22.15%	26.84%	15.45%	26.69%	31.97%	100.00%	93.99%	94.47%
Not LEP	33.97%	32.44%	27.06%	44.70%	41.98%	42.78%	14.30%	15.15%	18.07%	7.02%	10.42%	12.09%	97.63%	95.35%	94.83%
Migrant	37.93%	18.69%	14.51%	31.03%	33.18%	36.85%	20.69%	22.90%	25.53%	10.34%	25.23%	23.10%	93.55%	91.85%	94.95%
Not Migrant	32.06%	29.94%	25.04%	45.25%	41.72%	41.84%	14.70%	15.95%	18.84%	7.99%	12.39%	14.27%	98.07%	95.26%	94.76%
Female	28.81%	28.65%	23.70%	46.19%	43.23%	42.52%	17.62%	16.79%	20.01%	7.38%	11.34%	13.78%	98.59%	95.20%	94.76%
Male	35.31%	30.51%	24.95%	43.55%	39.79%	40.53%	12.47%	15.57%	18.61%	8.67%	14.13%	15.91%	97.32%	95.10%	94.79%

Student Survey Results

2007 Climate and Connectedness Student Survey - Dimond

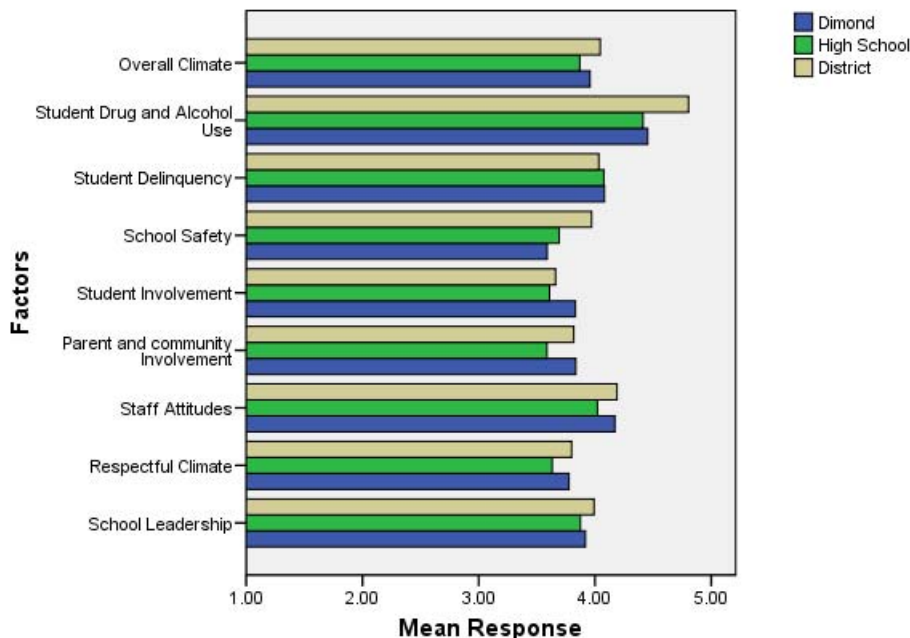


Each question in the survey related to a factor or concept, and a score was calculated based on the average response for the questions related to each factor. The factors measured in the survey were: (Individual questions provided answer categories of strongly agree, agree, agree some/disagree some,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

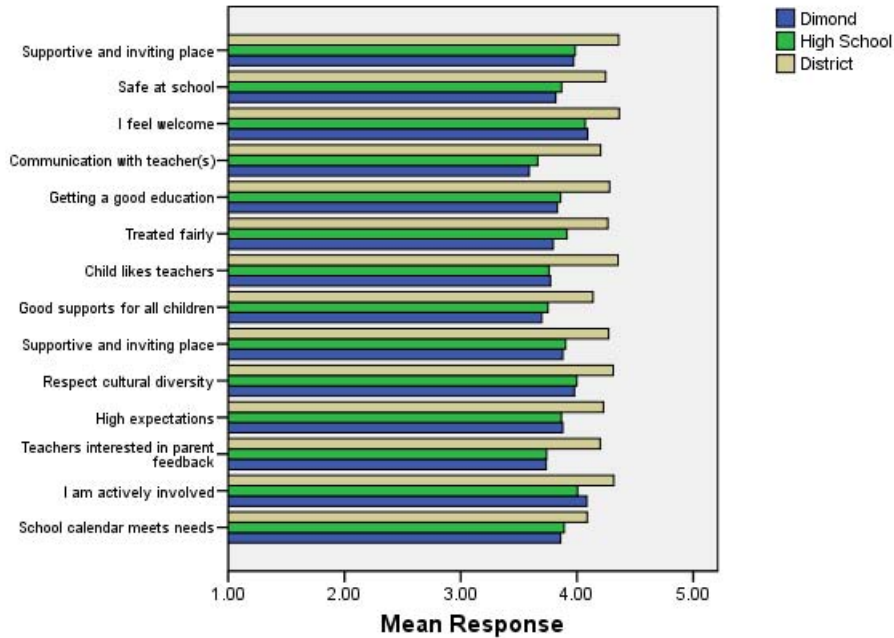


Each question in the survey related to a factor or concept, and a score was calculated based on the average response for the questions related to each factor. The factors were: (Individual questions provided answer categories of strongly agree, agree, agree some/disagree some, disagree, and strongly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



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