

Service High School Overview

Statement of Program

Robert Service High School is a comprehensive four-year public school fully accredited by the Northwest Association of Schools and Colleges. Over 100 faculty members serve more than 1,900 students. We continue to grow in diversity with our population comprised of more than 40 percent minority students.

In 2006-07, our school restructured many programs. The Freshmen Academy completed its second year showing marked academic improvement. The number of freshmen who earned two or more A's remained constant, while freshmen who earned two or more F's decreased by more than 7 percent.

The Leadership Academy, a Smaller Learning Community, debuted with 180 students enrolled in our Naval JROTC program. The Seminar School, serving more than 200 students and their families, completed its 16th year as a model SLC. Research and development of the Discovery Academy, a career pathways program, began last year and will continue in 2007-08.

Service's rigorous curriculum includes a full menu of honors, Advanced Placement and other high-level classes. Service is the only school in Alaska that offers AVID, which allows marginally prepared students to challenge our most rigorous classes. Service students again scored above district and state averages on all three sections of the state graduation exam. Service High School has a legacy of success and high academic achievement that our community is determined to continue.

From the School Report Card

SCHOOL GOALS	
Goal	Level of Achievement
Make Adequate Yearly Progress for the entire school.	Attained
Increase the number of students taking honors and Advanced Placement courses by 5 percent.	Attained
Increase parental involvement and improve communication between our families and the school.	Attained

From the School Report Card

BUDGET*	
2005-2006 Actual Expenditures	\$8,910,449
2006-2007 Revised Budgeted Amount	\$9,481,600
2007-2008 Proposed Budget	\$10,763,799
*Dollars budgeted or expended are general fund only.	

From IFAS

Service High School Characteristics

	School	District	Source of Information
Membership	1,942	49,230	Fall OASIS
Capacity (7 -12)	86%	N/A	Board Report - #202 3/12/07
Attendance Rate	91.3%	92.5%	NCLB Summer Data Collection
Transiency Rate	23.9%	26.8%	NCLB Summer Data Collection
Economically Disadvantaged	380	18,325	Fall OASIS
Ave. Weekly Volunteer Hours	100	5,111	Dept of Ed Report Card Report
Graduation Rate	71.94%	64.99%	NCLB Summer Data Collection & A&E Graduation File
Dropout Rate - EED's Regulation Calculation	4.22%	5.10%	NCLB Summer Data Collection and Fall Oasis
AP courses offered in 2006-2007	15	168	SMS transcript file
Students successfully completing AP courses	200	1,451	SMS transcript file
AP courses completed by students	360	2,807	SMS transcript file
Students Taking the Alternate Assessment	8	230	SMS
# of students approved for an HSGQE Alternative Assessment (Gr. 11-12)	55	413	SMS
# of students meeting HSGQE requirement using an alternative assessment (Gr. 11-12)	26	201	SMS
Change in Enrollment	11.5%	-1.0%	Fall Oasis

Teacher Qualification				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
94	100%	44%	0	79%

SCHOOL BUSINESS PARTNERSHIPS
Alaska Physical Therapy Association (APTAK)
Alaska Air Academy
Alaska Incentors Alliance
Animal Food Warehouse
KIVGIQ Group
South Rotary
Big Brothers/Big Sisters

From the School Report Card

Service High School Characteristics Continued

ACCREDITATION		
Initial Accreditation	Name of Accrediting Organization	Level of Accreditation
1972	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
1,141	125	260	230	115	71	1,942

From Fall Oasis

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
1,040	978	94.0%

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	260	230	125	115	1141	71	1942
Final Dropouts	14	1	10	4	49	4	82
% of Dropouts	5.38%	0.43%	8.00%	3.48%	4.29%	5.63%	4.22%

From NCLB Summer Data Collection and Fall OASIS

Test	Student/Subject	SAT/ACT				
		2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Senior Cohort						
SAT	Critical Reading*	535	548	550	537	519
	Math	551	545	547	547	535
	Writing				513	489
ACT	English	22.8	22.4	23.0	22.8	22.2
	Math	24.7	23.9	24.6	24.2	23.7
	Composite	23.7	23.6	24.3	23.9	23.1

*Reported as Verbal Score prior to 2005-2006

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

Service High School

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

**Meets AYP under Safe Harbor
Level 2 (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	(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	1040	1024	98.5%	Yes	964	808	83.8%	68.1%	Yes	718	74.5%	53.9%	Yes
African American	61	61	100%	Yes	52	35	67.3%	56.9%	Yes	28	53.8%	41.6%	Yes
AkNa & Amln	149	147	98.7%	Yes	135	100	74.1%	62.4%	Yes	77	57%	47.7%	Yes
Asian	116	114	98.3%	Yes	105	93	88.6%	61.2%	Yes	86	81.9%	46.4%	Yes
Caucasian	609	600	98.5%	Yes	575	500	87%	67.1%	Yes	458	79.7%	52.8%	Yes
Hispanic	60	59	98.3%	Yes	56	48	85.7%	57.4%	Yes	39	69.6%	42.2%	Yes
Multi-Ethnic	45	43	95.6%	Yes	41	32	78%	55.1%	Yes	30	73.2%	39.6%	Yes
Low Income	244	236	96.7%	Yes	203	152	74.9%	64.1%	Yes	126	62.1%	49.5%	Yes
Disabled	118	116	98.3%	Yes	108	42	38.9%	61.4%	Yes-SH	38	35.2%	46.5%	Yes-SH
LEP	140	136	97.1%	Yes	123	94	76.4%	62%	Yes	78	63.4%	47.2%	Yes

Graduation Rate: Met

71.6% (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 2 (First Year Meeting AYP)

Service 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	964	816	84.6%	71.48%	Yes	740	76.8%	57.61%	Yes
African American	52	***	95% or less	71.48%	No	***	95% or less	57.61%	No
AkNa & AmIn	135	105	77.8%	71.48%	Yes	84	62.2%	57.61%	Yes
Asian	105	***	95% or less	71.48%	Yes	***	95% or less	57.61%	Yes
Caucasian	575	***	95% or less	71.48%	Yes	468	81.4%	57.61%	Yes
Hispanic	56	***	95% or less	71.48%	Yes	***	95% or less	57.61%	Yes
Multi-Ethnic	41	***	95% or less	71.48%	Yes	***	95% or less	57.61%	Yes
Low Income	203	***	95% or less	71.48%	Yes	135	66.5%	57.61%	Yes
Disabled	108	***	95% or less	71.48%	No	47	43.5%	57.61%	No
LEP	123	***	95% or less	71.48%	Yes	82	66.7%	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.

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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

Service HSGQE - 10th Grade Results

Reading	Proficient		Not Proficient	
	School	District	School	District
2006-2007	91.8%	91.4%	8.2%	8.6%
2005-2006	77.2%	76.4%	22.8%	23.6%
2004-2005	75.4%	72.5%	24.5%	27.5%
2003-2004	83.0%	73.3%	17.1%	26.7%

Writing	Proficient		Not Proficient	
	School	District	School	District
2006-2007	81.7%	82.5%	18.3%	17.5%
2005-2006	89.8%	90.8%	10.2%	9.2%
2004-2005	88.7%	85.6%	11.3%	14.4%
2003-2004	94.2%	87.0%	5.8%	13.0%

Math	Proficient		Not Proficient	
	School	District	School	District
2006-2007	82.9%	82.3%	17.1%	17.7%
2005-2006	79.8%	79.9%	20.2%	20.1%
2004-2005	80.4%	76.3%	19.6%	14.4%
2003-2004	80.7%	69.8%	19.3%	30.2%

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

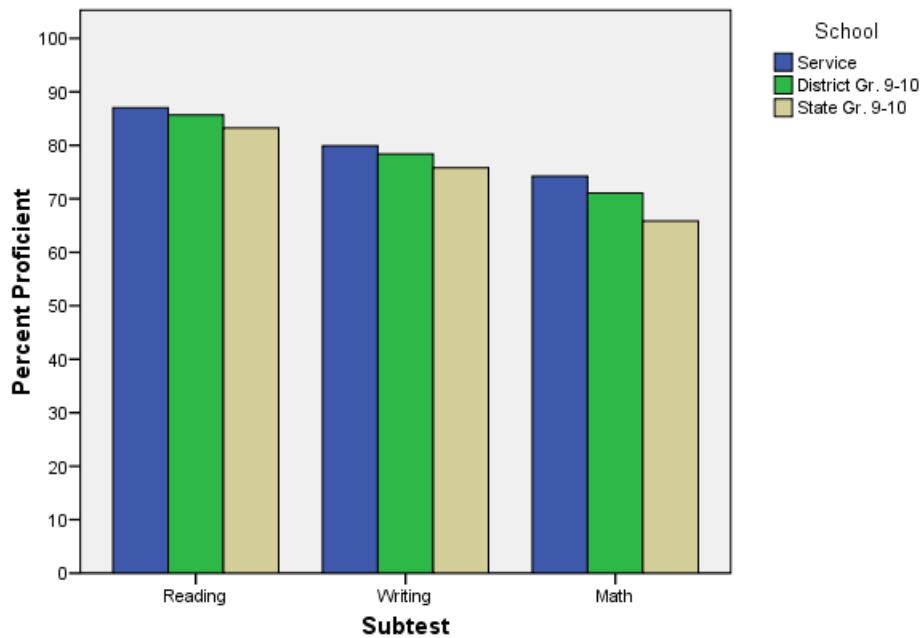
Grade 11			Grade 12		
Subtest	Number	Percent	Subtest	Number	Percent
Reading	410	95.6%	Reading	321	97.3%
Writing	396	92.3%	Writing	322	97.6%
Math	392	91.4%	Math	319	96.7%

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 Service

		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	79.94%	87.00%	72.54%	79.90%	62.17%	74.20%
	9th Grade	76.91%	87.48%	69.69%	80.22%	56.20%	75.46%
	10th Grade	83.19%	86.45%	75.61%	79.52%	68.60%	72.73%

2007 SBA Results Compared for Service, District, & State



Anchorage School District: Profile of Performance 2006-2007

SBA 2007 Proficient & Not Proficient by NCLB Groups for Service

		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
Category	All Students	87.00%	13.00%	79.90%	20.10%	74.20%	25.80%
	Black	78.95%	21.05%	67.86%	32.14%	54.39%	45.61%
	Alaska Native / American Indian	78.91%	21.09%	63.19%	36.81%	55.56%	44.44%
	Asian / Pacific Islander	92.04%	7.96%	85.84%	14.16%	81.42%	18.58%
	White	90.19%	9.81%	83.95%	16.05%	79.86%	20.14%
	Hispanic	78.95%	21.05%	80.70%	19.30%	68.42%	31.58%
	2 or More Races	79.07%	20.93%	79.07%	20.93%	73.81%	26.19%
	Low Income	76.42%	23.58%	66.23%	33.77%	57.94%	42.06%
	Not Low Income	90.12%	9.88%	83.98%	16.02%	79.12%	20.88%
	Disabled	43.81%	56.19%	33.02%	66.98%	30.56%	69.44%
	Not Disabled	92.03%	7.97%	85.43%	14.57%	79.46%	20.54%
	LEP	77.61%	22.39%	73.13%	26.87%	61.94%	38.06%
	Not LEP	88.44%	11.56%	80.94%	19.06%	76.09%	23.91%
	Migrant	64.29%	35.71%	51.85%	48.15%	42.86%	57.14%
	Not Migrant	87.65%	12.35%	80.67%	19.33%	75.10%	24.90%
	Female	91.51%	8.49%	88.15%	11.85%	77.08%	22.92%
	Male	82.86%	17.14%	72.33%	27.67%	71.56%	28.44%

Anchorage School District: Profile of Performance 2006-2007

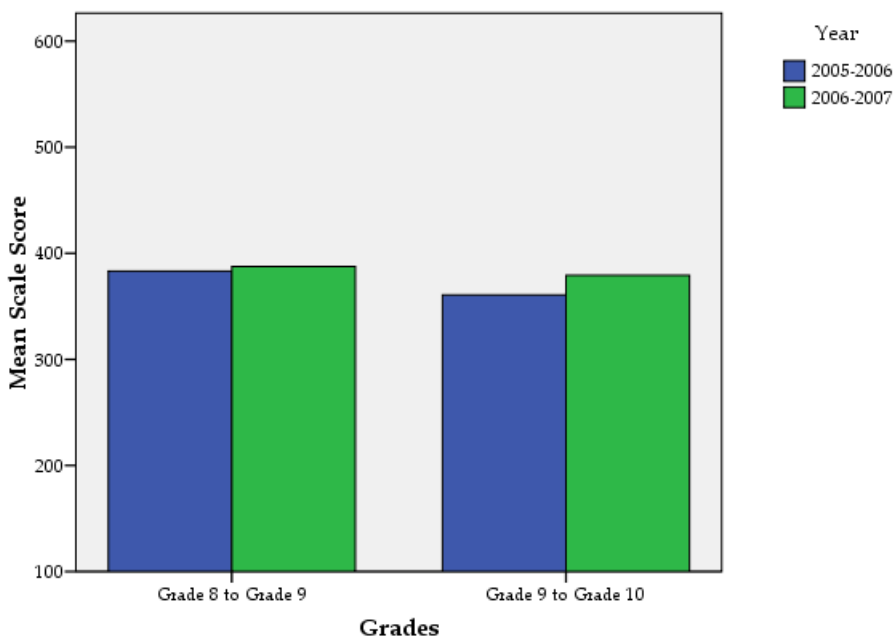
SBA Mean Scale Score Comparison by NCLB Groups for Service

		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	359.02	382.40	344.04	361.27	325.15	345.69
	Black	317.32	354.40	301.32	331.50	268.35	303.84
	Alaska Native / American Indian	320.31	352.95	302.90	326.08	287.94	315.73
	Asian / Pacific Islander	363.20	381.45	354.49	373.98	354.19	360.91
	White	373.81	396.32	358.49	371.36	337.34	356.85
	Hispanic	327.60	354.16	313.76	346.07	298.63	324.32
	2 or More Races	366.20	368.91	348.03	365.56	314.21	336.26
	Low Income	323.59	348.40	307.53	327.87	294.84	312.13
	Not Low Income	367.56	392.40	352.68	371.23	332.25	355.84
	Disabled	279.73	300.80	252.73	275.50	247.40	271.74
	Not Disabled	369.90	391.89	356.58	371.38	335.65	354.61
	LEP	320.64	344.89	312.82	336.07	305.02	324.40
	Not LEP	364.34	388.16	348.37	365.14	328.04	348.97
	Migrant	314.96	326.61	298.08	312.41	285.80	293.07
	Not Migrant	360.28	384.00	345.36	362.61	326.24	347.20
	Female	370.96	395.03	364.84	379.47	326.32	349.23
	Male	348.68	370.79	326.21	344.55	324.16	342.46

Service 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	383.13	387.56	4.43	360.73	379.30	18.57
	Black	361.69	370.58	8.88	326.34	342.32	15.98
	AK Native/ American Indian	343.68	357.56	13.88	332.65	350.65	18.00
	Asian	389.50	390.93	1.43	356.27	367.96	11.69
	White	395.71	397.91	2.20	377.89	397.42	19.53
	Hispanic	354.44	363.48	9.04	312.33	349.48	37.15
	2 or More Races	377.00	380.05	3.05	362.36	371.59	9.23
Low Income	Yes	350.26	358.23	7.97	321.01	342.73	21.72
	No	392.39	395.76	3.37	371.59	389.15	17.56
Disabled	Yes	294.09	302.96	8.87	282.10	301.38	19.29
	No	394.24	398.16	3.92	369.15	387.19	18.04
LEP	Yes	346.42	348.60	2.17	328.55	344.66	16.10
	No	387.43	392.14	4.71	366.56	385.80	19.24
Migrant	Yes	324.67	342.33	17.67	285.40	313.53	28.13
	No	384.58	388.68	4.10	363.50	381.71	18.22
Gender	Female	390.49	397.00	6.51	376.54	393.97	17.43
	Male	376.34	378.85	2.51	345.51	365.30	19.79

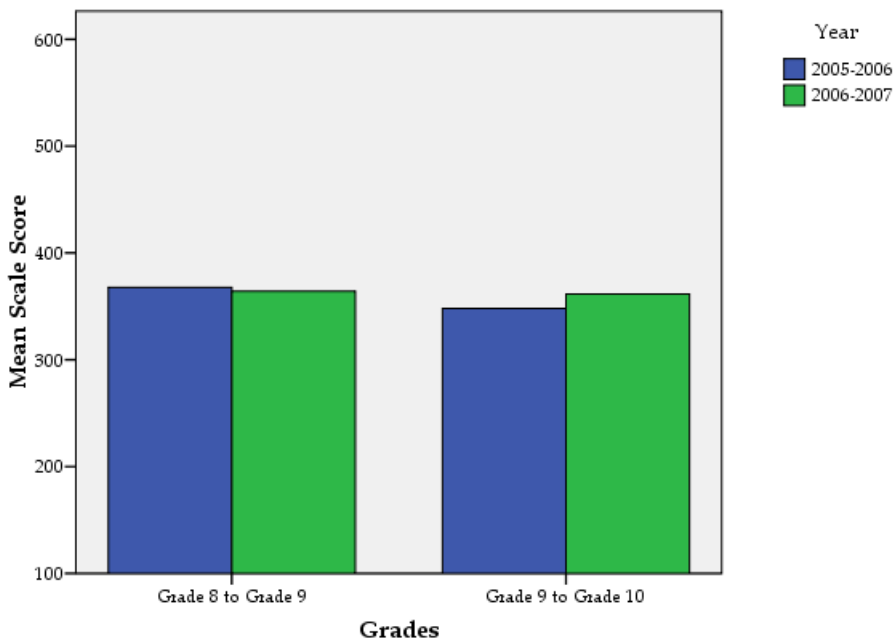
Growth in Mean Scale Score in Reading by Grade for Service between 2005-2006 and 2006-2007



Service 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	367.73	364.09	-3.63	348.02	361.58	13.56
	Black	344.62	345.58	0.96	303.73	316.33	12.60
	AK Native/ American Indian	330.78	324.04	-6.74	320.00	335.12	15.12
	Asian	379.05	380.95	1.89	341.55	364.41	22.86
	White	378.18	372.44	-5.74	365.21	373.15	7.94
	Hispanic	348.48	352.48	4.00	308.83	347.12	38.29
	2 or More Races	360.47	366.95	6.47	358.64	374.14	15.50
Low Income	Yes	337.71	332.17	-5.54	304.97	329.67	24.70
	No	376.18	373.06	-3.12	359.92	370.34	10.42
Disabled	Yes	275.89	268.44	-7.45	259.68	286.77	27.09
	No	379.18	376.00	-3.18	357.46	369.28	11.83
LEP	Yes	330.90	328.94	-1.96	321.43	344.68	23.25
	No	372.04	368.29	-3.75	352.83	364.75	11.93
Migrant	Yes	300.67	318.58	17.92	269.93	305.29	35.35
	No	369.39	365.22	-4.17	350.88	363.53	12.65
Gender	Female	381.04	376.47	-4.57	371.23	385.82	14.59
	Male	355.45	352.63	-2.81	325.78	338.48	12.70

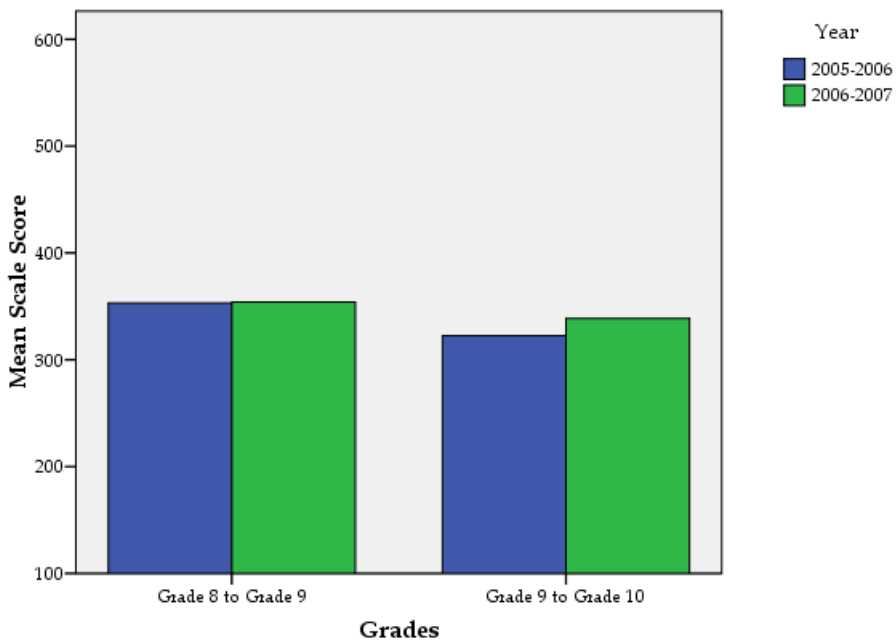
Growth in Mean Scale Score in Writing by Grade for Service between 2005-2006 and 2006-2007



Service 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	353.18	354.09	0.91	322.45	338.71	16.26
	Black	325.44	314.15	-11.29	275.97	289.39	13.43
	AK Native/ American Indian	314.21	324.43	10.21	299.65	313.92	14.27
	Asian	360.75	373.79	13.04	328.98	344.64	15.66
	White	365.69	363.01	-2.68	336.08	351.50	15.42
	Hispanic	320.96	326.89	5.93	291.28	329.64	38.36
	2 or More Races	350.33	354.50	4.17	321.23	327.68	6.45
Low Income	Yes	319.74	322.95	3.22	289.45	302.34	12.89
	No	362.45	362.90	0.45	331.54	348.91	17.37
Disabled	Yes	270.04	279.85	9.82	248.17	265.46	17.29
	No	363.41	363.39	-0.02	330.36	346.64	16.27
LEP	Yes	313.45	327.11	13.66	301.93	323.21	21.28
	No	357.96	357.33	-0.63	326.28	341.65	15.37
Migrant	Yes	298.64	318.25	19.61	268.93	268.40	-0.53
	No	354.42	354.98	0.56	324.41	341.32	16.91
Gender	Female	353.69	353.58	-0.11	330.00	346.25	16.25
	Male	352.70	354.55	1.85	315.18	331.59	16.41

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



Anchorage School District: Profile of Performance 2006-2007

2007 SBA Results Compared for Service, District and State

Reading	Service	District Gr. 9-10	State Gr. 9-10	Service	District Gr. 9-10	State Gr. 9-10	Service	District Gr. 9-10	State Gr. 9-10	Service	District Gr. 9-10	State Gr. 9-10	Service	District Gr. 9-10	State Gr. 9-10
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
All Students	47.32%	47.05%	42.20%	39.68%	38.62%	41.04%	11.81%	12.84%	14.93%	1.19%	1.49%	1.83%	96.92%	95.58%	94.84%
Black	31.58%	29.00%	27.58%	47.37%	46.52%	49.10%	.	21.85%	21.13%	.	2.64%	2.19%	93.44%	94.15%	94.17%
Alaska Native/American Indian	27.89%	30.41%	20.83%	51.02%	43.85%	46.39%	.	22.89%	28.79%	.	2.85%	3.99%	98.66%	93.20%	93.44%
Asian/Pacific Islander	46.02%	30.95%	33.74%	46.02%	47.36%	47.28%	.	19.34%	17.21%	.	2.34%	1.76%	97.41%	96.28%	96.17%
White	56.18%	58.62%	54.41%	34.01%	34.12%	36.95%	8.80%	6.67%	7.86%	1.02%	0.60%	0.78%	97.04%	96.26%	95.46%
Hispanic	26.32%	29.33%	30.61%	52.63%	43.99%	46.81%	.	23.32%	19.81%	.	3.37%	2.77%	95.00%	94.55%	93.16%
2 or More Races	44.19%	36.59%	37.94%	34.88%	40.06%	43.43%	13.95%	20.50%	16.14%	6.98%	2.84%	2.50%	95.56%	95.20%	95.25%
Low Income	27.07%	25.59%	24.59%	49.34%	45.73%	45.96%	20.52%	25.40%	26.03%	3.06%	3.29%	3.41%	93.85%	92.29%	93.20%
Not Low Income	53.27%	56.07%	51.16%	36.84%	35.64%	38.54%	9.24%	7.56%	9.27%	0.64%	0.73%	1.03%	97.86%	97.03%	95.71%
Disabled	7.62%	8.07%	7.43%	36.19%	38.99%	37.96%	47.62%	45.28%	45.05%	8.57%	7.66%	9.55%	88.98%	86.61%	86.54%
Not Disabled	51.94%	51.45%	46.22%	40.09%	38.58%	41.40%	7.64%	9.17%	11.44%	0.33%	0.79%	0.93%	97.94%	96.71%	95.91%
LEP	23.13%	15.53%	9.87%	54.48%	49.13%	46.15%	20.15%	30.78%	38.31%	2.24%	4.56%	5.67%	95.71%	93.72%	93.91%
Not LEP	51.03%	52.31%	47.40%	37.41%	36.87%	40.22%	10.53%	9.85%	11.16%	1.03%	0.97%	1.21%	97.11%	95.89%	95.00%
Migrant	14.29%	32.41%	25.57%	50.00%	42.13%	44.18%	.	23.15%	27.31%	.	2.31%	2.95%	96.55%	92.70%	95.38%
Not Migrant	48.27%	47.50%	43.40%	39.39%	38.52%	40.82%	11.22%	12.52%	14.03%	1.12%	1.46%	1.75%	96.93%	95.67%	94.81%
Female	52.17%	50.98%	46.18%	39.34%	38.24%	40.59%	.	9.95%	12.07%	.	0.82%	1.16%	98.37%	95.94%	95.02%
Male	42.86%	43.28%	38.36%	40.00%	38.99%	41.48%	14.86%	15.61%	17.68%	2.29%	2.12%	2.48%	95.63%	95.23%	94.67%

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

Anchorage School District: Profile of Performance 2006-2007

2007 SBA Results Compared for Service, District and State

Writing	Service	District Gr. 9-10	State Gr. 9-10	Service	District Gr. 9-10	State Gr. 9-10	Service	District Gr. 9-10	State Gr. 9-10	Service	District Gr. 9-10	State Gr. 9-10	Service	District Gr. 9-10	State Gr. 9-10
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
All Students	6.56%	6.49%	5.23%	73.36%	71.87%	70.58%	15.21%	16.03%	18.21%	4.87%	5.60%	5.99%	96.73%	95.50%	94.86%
Black	.	1.90%	1.81%	.	63.38%	63.65%	26.79%	25.43%	25.61%	5.36%	9.30%	8.93%	91.80%	93.44%	93.81%
Alaska Native/American Indian	.	2.53%	1.56%	.	58.05%	56.29%	27.08%	28.74%	30.82%	9.72%	10.69%	11.33%	96.64%	92.24%	93.38%
Asian/Pacific Islander	6.19%	4.01%	4.15%	79.65%	70.75%	73.27%	.	18.40%	17.05%	.	6.84%	5.53%	97.41%	95.60%	95.81%
White	8.77%	8.80%	7.38%	75.21%	77.49%	77.17%	11.47%	10.41%	12.05%	4.55%	3.30%	3.40%	97.37%	96.63%	95.62%
Hispanic	.	2.65%	2.22%	.	63.86%	67.45%	14.04%	23.37%	22.30%	5.26%	10.12%	8.03%	95.00%	94.32%	93.16%
2 or More Races	6.98%	6.03%	4.86%	72.09%	62.54%	69.35%	.	24.44%	19.60%	.	6.98%	6.20%	95.56%	94.59%	94.61%
Low Income	1.73%	1.98%	2.18%	64.50%	57.67%	58.99%	25.54%	28.55%	28.01%	8.23%	11.81%	10.83%	94.67%	92.07%	93.23%
Not Low Income	8.00%	8.39%	6.78%	76.00%	77.83%	76.48%	12.13%	10.78%	13.21%	3.87%	3.00%	3.53%	97.36%	97.01%	95.71%
Disabled	.	.	.	.	.	.	42.45%	42.03%	43.45%	24.53%	28.65%	27.86%	89.83%	87.68%	86.88%
Not Disabled	7.33%	7.24%	5.83%	78.11%	76.75%	75.45%	12.00%	13.05%	15.27%	2.56%	2.96%	3.45%	97.61%	96.48%	95.88%
LEP	.	0.97%	0.48%	.	58.11%	49.96%	22.39%	28.47%	35.01%	4.48%	12.44%	14.54%	95.71%	93.54%	93.95%
Not LEP	7.45%	7.42%	5.99%	73.51%	74.16%	73.90%	14.11%	13.96%	15.50%	4.93%	4.46%	4.61%	96.89%	95.83%	95.01%
Migrant	.	.	2.03%	.	.	59.08%	.	27.19%	29.24%	.	12.44%	9.65%	93.10%	93.13%	95.74%
Not Migrant	6.64%	6.67%	5.46%	74.06%	72.25%	71.41%	14.50%	15.69%	17.40%	4.80%	5.39%	5.73%	96.83%	95.57%	94.80%
Female	9.75%	9.34%	7.51%	78.42%	75.53%	75.20%	10.37%	12.14%	13.94%	1.45%	2.99%	3.34%	98.17%	95.72%	95.11%
Male	3.63%	3.78%	3.02%	68.70%	68.38%	66.12%	19.66%	19.75%	22.31%	8.02%	8.10%	8.55%	95.45%	95.29%	94.62%

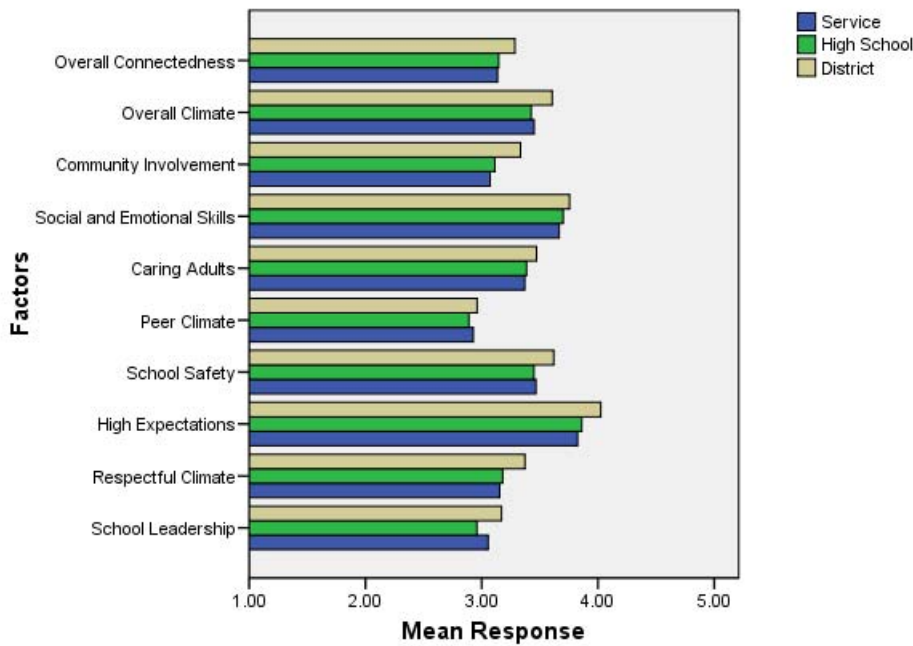
. Suppressed based on Department of Education and Early Development Reporting Protocol

2007 SBA Results Compared for Service, District and State

Math	Service	District Gr. 9-10	State Gr. 9-10	Service	District Gr. 9-10	State Gr. 9-10	Service	District Gr. 9-10	State Gr. 9-10	Service	District Gr. 9-10	State Gr. 9-10	Service	District Gr. 9-10	State Gr. 9-10
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
All Students	30.78%	29.60%	24.34%	43.43%	41.47%	41.50%	15.74%	16.16%	19.29%	10.06%	12.77%	14.87%	96.54%	95.15%	94.78%
Black	17.54%	13.33%	11.14%	36.84%	35.24%	36.66%	17.54%	26.10%	27.20%	28.07%	25.33%	25.00%	93.44%	93.09%	93.69%
Alaska Native/American Indian	15.28%	16.51%	10.78%	40.28%	37.67%	36.02%	27.78%	24.19%	27.18%	16.67%	21.63%	26.02%	96.64%	91.18%	93.02%
Asian/Pacific Islander	38.05%	24.94%	25.63%	43.36%	42.71%	43.33%	13.27%	18.71%	18.54%	5.31%	13.65%	12.51%	97.41%	95.82%	96.47%
White	36.55%	37.47%	31.92%	43.32%	42.81%	43.83%	13.03%	12.39%	15.19%	7.11%	7.34%	9.06%	97.04%	96.22%	95.46%
Hispanic	14.04%	14.59%	14.15%	54.39%	42.58%	41.90%	21.05%	18.18%	22.86%	10.53%	24.64%	21.09%	95.00%	95.00%	94.84%
2 or More Races	23.81%	20.06%	18.09%	50.00%	39.49%	44.05%	9.52%	18.47%	19.77%	16.67%	21.97%	18.09%	93.33%	94.29%	94.61%
Low Income	14.16%	13.07%	12.41%	43.78%	37.99%	37.15%	25.32%	23.83%	25.42%	16.74%	25.11%	25.02%	95.49%	91.77%	92.90%
Not Low Income	35.80%	36.54%	30.38%	43.32%	42.93%	43.71%	12.84%	12.94%	16.19%	8.04%	7.59%	9.72%	96.86%	96.65%	95.76%
Disabled	4.63%	4.09%	2.61%	25.93%	20.84%	19.58%	28.70%	25.61%	26.51%	40.74%	49.46%	51.30%	91.53%	86.97%	86.62%
Not Disabled	33.93%	32.51%	26.86%	45.54%	43.82%	44.05%	14.17%	15.08%	18.46%	6.36%	8.58%	10.64%	97.18%	96.18%	95.82%
LEP	18.66%	12.77%	7.54%	43.28%	38.39%	33.65%	26.12%	22.15%	26.84%	11.94%	26.69%	31.97%	95.71%	93.99%	94.47%
Not LEP	32.64%	32.44%	27.06%	43.45%	41.98%	42.78%	14.14%	15.15%	18.07%	9.77%	10.42%	12.09%	96.67%	95.35%	94.83%
Migrant	10.71%	18.69%	14.51%	32.14%	33.18%	36.85%	25.00%	22.90%	25.53%	32.14%	25.23%	23.10%	96.55%	91.85%	94.95%
Not Migrant	31.35%	29.94%	25.04%	43.75%	41.72%	41.84%	15.47%	15.95%	18.84%	9.43%	12.39%	14.27%	96.54%	95.26%	94.76%
Female	29.38%	28.65%	23.70%	47.71%	43.23%	42.52%	16.04%	16.79%	20.01%	6.88%	11.34%	13.78%	97.76%	95.20%	94.76%
Male	32.06%	30.51%	24.95%	39.50%	39.79%	40.53%	15.46%	15.57%	18.61%	12.98%	14.13%	15.91%	95.45%	95.10%	94.79%

Student Survey Results

2007 Climate and Connectedness Student Survey - Service

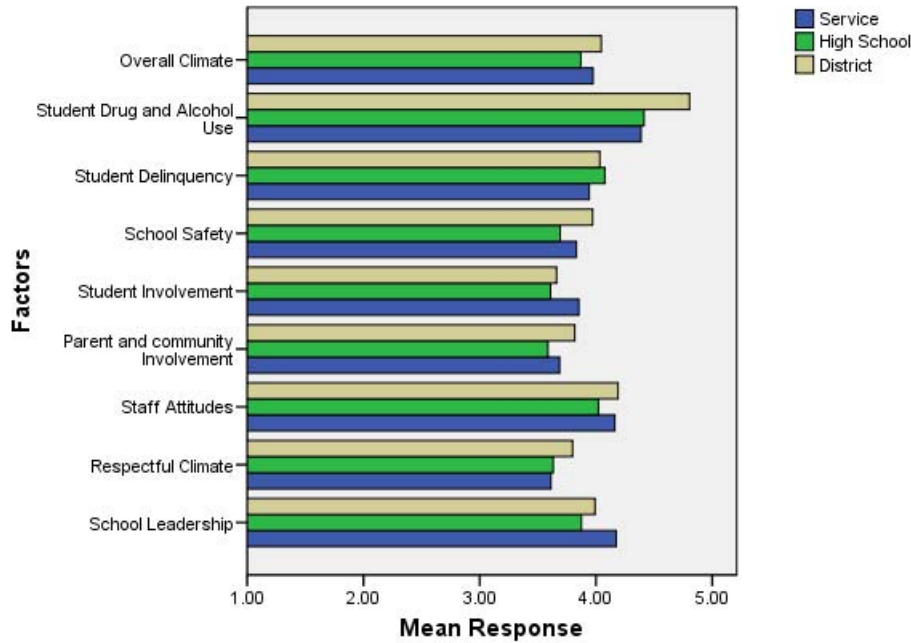


Each question in the survey related to a factor or concept, and a score was calculated based on the average response for the questions related to each factor. The factors measured in the survey were: (Individual questions provided answer categories of strongly agree, agree, agree some/disagree some,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

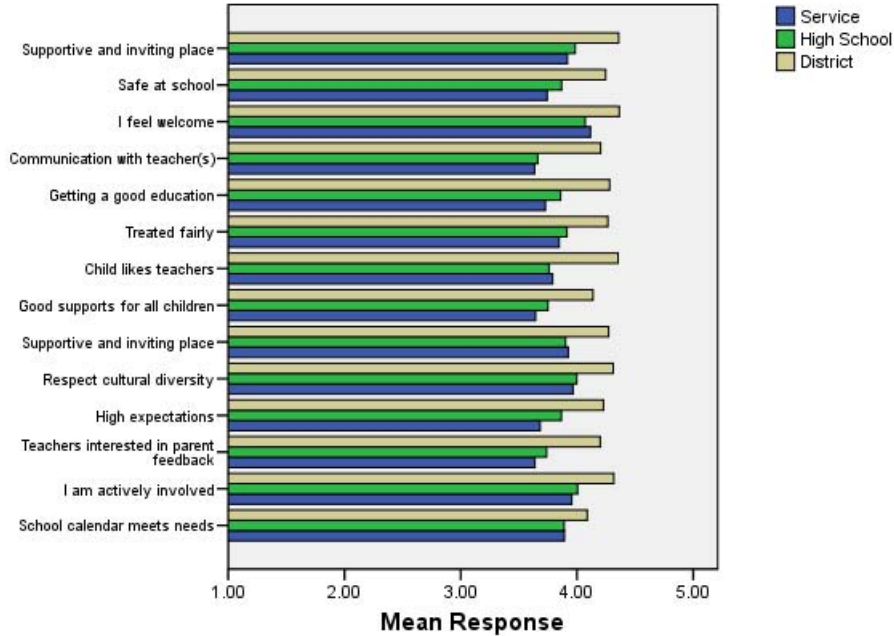


Each question in the survey related to a factor or concept, and a score was calculated based on the average response for the questions related to each factor. The factors were: (Individual questions provided answer categories of strongly agree, agree, agree some/disagree some, disagree, and strongly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



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