

Taku School Overview

Statement of Program

Taku Elementary provides a welcoming, safe and positive K-6 environment for instruction. We focus on the acquisition of essential academic skills. We have classroom teachers; music, art, library and PE teachers; and two bilingual tutors. Other services provided at the school include a school psychologist, speech, occupational and physical therapy, band and orchestra.

Taku is a Title I school. It hosts the On Target program in collaboration with South Central Counseling Center. Taku is home to a 21st Century after-school program, and is fortunate to have an active PTA. We work together for the benefit of all students, providing many enriching experiences. With UAA and other Alaska schools as our partners, Taku provides professional development through the Alaska Innovative Network. Effective staff development is emphasized, driven by data on student achievement, particularly in regard to our school goals. Taku is a host to interns in the UAA Elementary Education Program.

From the School Report Card

SCHOOL GOALS	
Goal	Level of Achievement
Student proficiency on the state reading assessments will increase by 5 percent.	Partially Attained
Student performance will improve by 5 percent based on standardized test results and teacher assessments.	Attained
The percentage of office referrals for inappropriate behaviors will decrease by 5 percent.	Partially Attained

From the School Report Card

BUDGET*	
2005-2006 Actual Expenditures	\$2,074,397
2006-2007 Revised Budgeted Amount	\$2,210,980
2007-2008 Proposed Budget	\$2,324,306
*Dollars budgeted or expended are general fund only.	

From IFAS

Taku School Characteristics

	School	District	Source of Information
Membership	448	49,230	Fall OASIS
Capacity	100%	N/A	Board Report - #202 3/12/07
Attendance Rate	92.4%	92.5%	NCLB Summer Data Collection
Retention Rate K-8	0.0%	1.0%	SMS and NCLB Summer Data Collection
Transiency Rate	32.4%	26.8%	NCLB Summer Data Collection
Economically Disadvantaged	267	18,325	Fall OASIS
Ave. Weekly Volunteer Hours	12	5,111	Dept of Ed Report Card Report
Students Taking the Alternate Assessment	0	230	SMS
Change in Enrollment	14.0%	-1.0%	Fall Oasis

Teacher Qualification				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
32	100%	32%	0	98%

SCHOOL BUSINESS PARTNERSHIPS
None listed

From the School Report Card

ETHNICITY REPORT - OCTOBER 2006						
White	Black	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	2 or more races	Total
186	42	70	48	44	58	448

From Fall Oasis

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
237	215	90.7%

From participation file (3-10 graders)

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

Taku Elementary

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

Meets AYP under Safe Harbor

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	237	237	100%	Yes	215	165	76.7%	64.3%	Yes	154	71.6%	49.8%	Yes
African American	28	28	100%	Yes	26	20	76.9%	50.8%	Yes	17	65.4%	35%	Yes
AkNa & Amln	28	28	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	30	30	100%	Yes	27	***	90% or more	51.2%	Yes	22	81.5%	35.5%	Yes
Caucasian	102	102	100%	Yes	94	73	77.7%	60.6%	Yes	67	71.3%	45.7%	Yes
Hispanic	24	24	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	25	25	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	147	147	100%	Yes	129	96	74.4%	62.2%	Yes	86	66.7%	47.5%	Yes
Disabled	39	39	100%	Yes	33	16	48.5%	53.2%	Yes-SH	14	42.4%	37.6%	Yes
LEP	57	57	100%	Yes	51	37	72.5%	56.7%	Yes	38	74.5%	41.5%	Yes

Attendance Rate: Met

92.4% (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

Taku 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
All Students	215	168	78.1%	71.48%	Yes	160	74.4%	57.61%	Yes
African American	26	***	90% or less	71.48%	Yes	***	90% or less	57.61%	Yes
AkNa & AmIn	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	27	***	90% or more	71.48%	Yes	***	90% or less	57.61%	Yes
Caucasian	94	***	95% or less	71.48%	Yes	70	74.5%	57.61%	Yes
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	129	***	95% or less	71.48%	Yes	90	69.8%	57.61%	Yes
Disabled	33	***	90% or less	71.48%	No	***	90% or less	57.61%	No
LEP	51	***	95% or less	71.48%	Yes	***	95% or less	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.

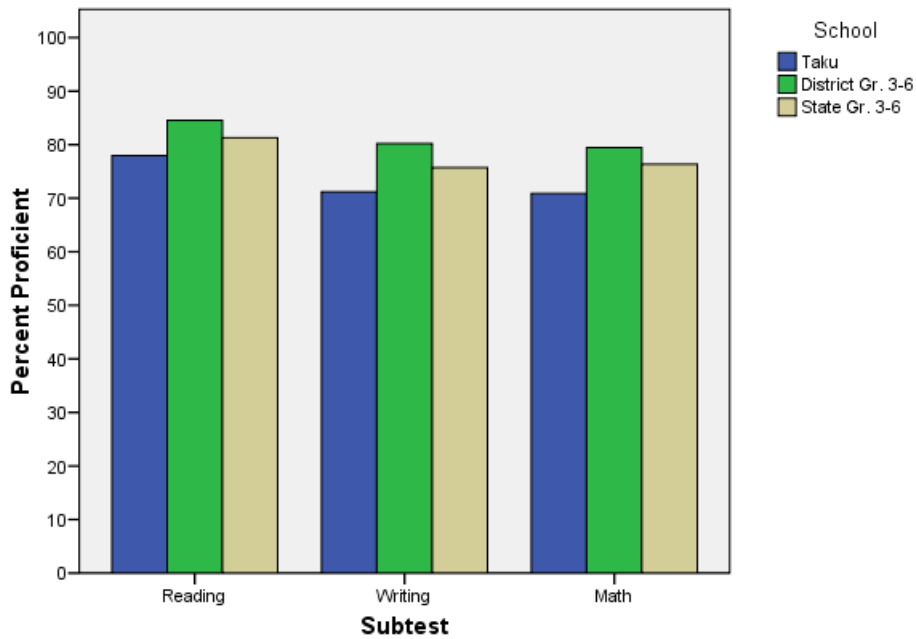
This document was prepared by the ASD Assessment and Evaluation Department.

9/14/2007

SBA Proficiency Comparison by Grade for Taku

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	76.96%	77.97%	71.43%	71.19%	70.97%	70.89%
3rd Grade	77.05%	80.95%	67.21%	71.43%	85.25%	76.19%
4th Grade	79.63%	76.67%	75.93%	75.00%	68.52%	71.67%
5th Grade	77.36%	77.97%	79.25%	67.80%	60.38%	66.10%
6th Grade	73.47%	75.93%	63.27%	70.37%	67.35%	69.09%

2007 SBA Results Compared for Taku, District, & State



SBA 2007 Proficient & Not Proficient by NCLB Groups for Taku

	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	77.97%	22.03%	71.19%	28.81%	70.89%	29.11%
Black	75.00%	25.00%	64.29%	35.71%	60.71%	39.29%
Alaska Native / American Indian	67.86%	32.14%	60.71%	39.29%	57.14%	42.86%
Asian / Pacific Islander	90.00%	10.00%	90.00%	10.00%	80.00%	20.00%
White	78.22%	21.78%	73.27%	26.73%	71.57%	28.43%
Hispanic	75.00%	25.00%	58.33%	41.67%	75.00%	25.00%
2 or More Races	80.00%	20.00%	72.00%	28.00%	80.00%	20.00%
Low Income	74.83%	25.17%	66.67%	33.33%	65.99%	34.01%
Not Low Income	83.15%	16.85%	78.65%	21.35%	78.89%	21.11%
Disabled	51.28%	48.72%	30.77%	69.23%	41.03%	58.97%
Not Disabled	83.25%	16.75%	79.19%	20.81%	76.77%	23.23%
LEP	76.79%	23.21%	69.64%	30.36%	73.68%	26.32%
Not LEP	78.33%	21.67%	71.67%	28.33%	70.00%	30.00%
Migrant	66.67%	33.33%			33.33%	66.67%
Not Migrant	78.41%	21.59%	70.48%	29.52%	72.37%	27.63%
Female	82.71%	17.29%	76.69%	23.31%	73.68%	26.32%
Male	71.84%	28.16%	64.08%	35.92%	67.31%	32.69%

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

SBA Mean Scale Score Comparison by NCLB Groups for Taku

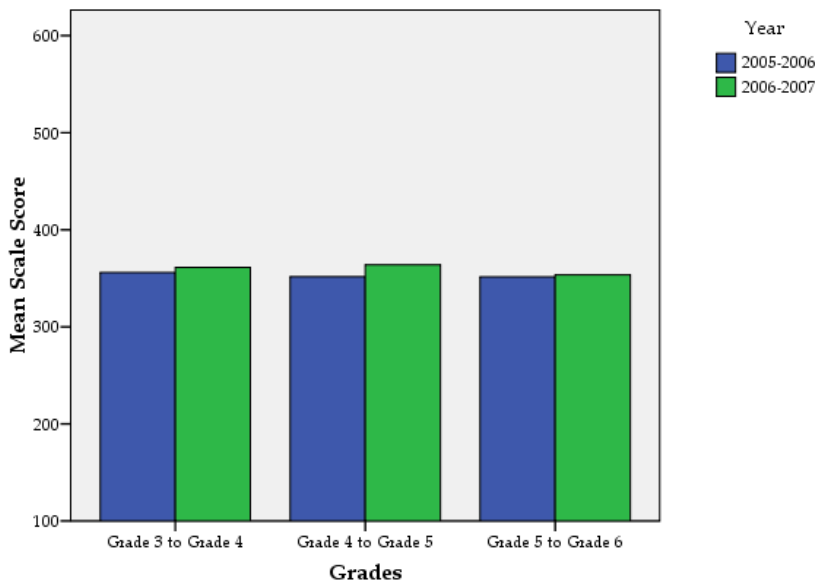
	Subtest					
	Reading		Writing		Math	
	Year		Year		Year	
	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score
All Students	353.01	360.58	349.54	348.14	346.40	345.31
Black	330.65	349.21	310.62	333.86	296.85	312.00
Alaska Native / American Indian	315.00	334.61	308.65	308.75	295.70	315.64
Asian / Pacific Islander	351.03	377.27	354.59	381.67	340.72	368.13
White	372.74	367.98	368.71	356.27	370.98	355.20
Hispanic	339.05	334.17	352.20	321.08	344.50	320.29
2 or More Races	343.53	377.88	340.89	361.16	356.89	372.16
Low Income	343.63	351.84	342.12	337.54	336.93	335.20
Not Low Income	369.41	375.02	362.49	365.65	362.95	361.83
Disabled	301.91	311.74	303.46	291.10	308.46	294.67
Not Disabled	362.84	370.25	358.40	359.43	353.70	355.29
LEP	341.69	353.79	347.37	341.86	331.27	342.16
Not LEP	356.32	362.70	350.17	350.09	350.82	346.31
Migrant	319.20	337.67	318.80	344.78	314.80	315.89
Not Migrant	354.65	361.49	351.02	348.27	347.93	346.47
Female	361.56	367.58	360.08	360.50	344.79	345.29
Male	343.55	351.55	337.87	332.17	348.18	345.35

Taku 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	356.04	361.20	5.17	351.72	363.90	12.18	351.40	353.52	2.13
	Black	326.43	334.29	7.86	332.00	336.86	4.86	394.00	380.20	-13.80
	AK Native / American Indian	309.00	282.75	-26.25	*	*	*	304.86	314.71	9.86
	Asian	390.00	406.71	16.71	346.40	358.60	12.20	359.50	359.83	0.33
	White	369.50	374.23	4.73	360.47	374.16	13.68	370.21	375.05	4.84
	Hispanic	318.00	318.50	0.50	318.67	354.33	35.67	319.40	338.40	19.00
	2 or More Races	*	*	*	394.17	395.67	1.50	329.17	314.67	-14.50
Low Income	Yes	352.13	354.70	2.57	348.48	363.38	14.90	326.52	334.15	7.63
	No	360.92	369.33	8.42	356.19	364.62	8.43	383.38	378.43	-4.95
Disabled	Yes	306.64	276.91	-29.73	307.25	328.50	21.25	300.67	304.33	3.67
	No	368.67	382.77	14.09	365.76	375.08	9.32	358.64	360.55	1.90
LEP	Yes	348.73	380.91	32.18	337.67	353.40	15.73	328.36	325.93	-2.43
	No	357.91	356.16	-1.74	357.74	368.40	10.66	360.88	364.88	4.00
Migrant	Yes	*	*	*	304.33	337.33	33.00	*	*	*
	No	356.94	362.88	5.94	354.74	365.60	10.85	351.96	353.72	1.76
Gender	Female	370.58	370.44	-0.14	360.32	371.76	11.44	355.70	357.26	1.57
	Male	326.94	342.72	15.78	343.12	356.04	12.92	347.44	350.08	2.64

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

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

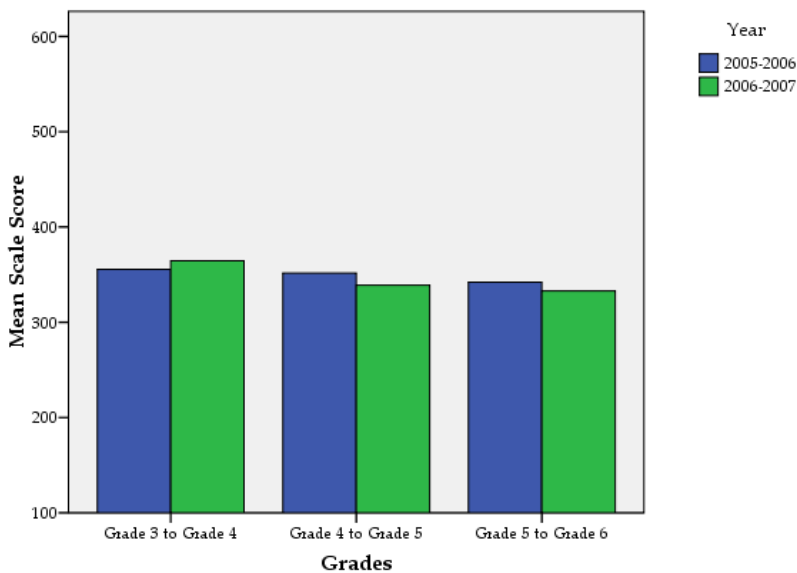


Taku SBA Growth in Average Scale Score by NCLB Groups: Writing

		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	355.57	364.61	9.04	351.56	338.76	-12.80	342.00	332.83	-9.17
	Black	315.14	324.71	9.57	325.57	305.57	-20.00	362.20	348.20	-14.00
	AK Native / American Indian	321.75	285.00	-36.75	*	*	*	292.14	274.00	-18.14
	Asian	389.86	429.57	39.71	360.00	344.20	-15.80	362.17	378.33	16.17
	White	368.73	377.50	8.77	354.53	337.53	-17.00	360.84	358.11	-2.74
	Hispanic	322.50	314.25	-8.25	335.50	333.33	-2.17	327.80	306.80	-21.00
	2 or More Races	*	*	*	376.67	389.00	12.33	315.33	284.83	-30.50
Low Income	Yes	354.50	359.97	5.47	349.66	332.83	-16.83	321.33	311.74	-9.59
	No	356.92	370.42	13.50	354.19	346.95	-7.24	368.57	359.95	-8.62
Disabled	Yes	311.64	276.45	-35.18	315.67	294.00	-21.67	282.17	271.67	-10.50
	No	366.81	387.16	20.35	362.89	352.89	-10.00	350.55	341.57	-8.98
LEP	Yes	360.18	380.45	20.27	349.13	329.33	-19.80	325.29	316.21	-9.07
	No	354.40	360.56	6.16	352.60	342.80	-9.80	348.88	339.68	-9.21
Migrant	Yes	*	*	*	306.67	312.67	6.00	*	*	*
	No	354.81	363.67	8.87	354.43	340.43	-14.00	342.78	332.98	-9.80
Gender	Female	374.94	381.36	6.42	353.88	351.80	-2.08	351.09	339.74	-11.35
	Male	316.83	331.11	14.28	349.24	325.72	-23.52	333.64	326.48	-7.16

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

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

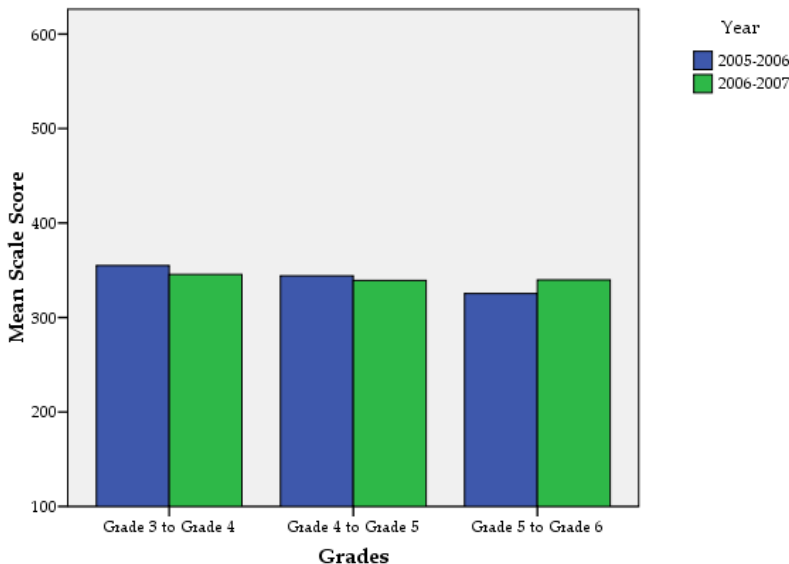


Taku SBA Growth in Average Scale Score by NCLB Groups: Math

		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	355.02	345.52	-9.50	344.10	339.22	-4.88	325.38	339.85	14.48
	Black	290.14	286.43	-3.71	307.43	294.57	-12.86	318.80	333.60	14.80
	AK Native / American Indian	313.50	262.50	-51.00	*	*	*	276.57	319.57	43.00
	Asian	382.86	391.14	8.29	336.50	322.90	-13.60	354.33	374.83	20.50
	White	375.87	366.10	-9.77	359.42	359.47	0.05	337.95	337.32	-0.63
	Hispanic	323.25	305.25	-18.00	325.17	338.50	13.33	320.40	339.40	19.00
	2 or More Races	*	*	*	385.00	374.67	-10.33	323.17	342.17	19.00
Low Income	Yes	349.43	338.27	-11.17	344.24	330.17	-14.07	303.96	325.52	21.56
	No	362.00	354.58	-7.42	343.90	351.71	7.81	352.90	358.29	5.38
Disabled	Yes	303.55	264.00	-39.55	309.00	302.58	-6.42	268.67	269.33	0.67
	No	368.19	366.37	-1.81	355.18	350.79	-4.39	333.48	349.93	16.45
LEP	Yes	351.27	351.82	0.55	325.00	320.00	-5.00	322.21	345.57	23.36
	No	355.98	343.91	-12.07	352.29	347.46	-4.83	326.68	337.50	10.82
Migrant	Yes	*	*	*	297.67	283.67	-14.00	*	*	*
	No	355.00	344.75	-10.25	347.06	342.77	-4.30	328.22	342.17	13.96
Gender	Female	367.28	352.14	-15.14	338.80	337.92	-0.88	327.48	335.83	8.35
	Male	330.50	332.28	1.78	349.40	340.52	-8.88	323.44	343.56	20.12

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

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



Anchorage School District: Profile of Performance 2006-2007

2007 SBA Results Compared for Taku, District and State

Reading	Taku	District Gr. 3-6	State Gr. 3-6	Taku	District Gr. 3-6	State Gr. 3-6	Taku	District Gr. 3-6	State Gr. 3-6	Taku	District Gr. 3-6	State Gr. 3-6	Taku	District Gr. 3-6	State Gr. 3-6
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
All Students	27.54%	40.26%	35.99%	50.42%	44.27%	45.32%	14.83%	10.62%	13.15%	7.20%	4.85%	5.54%	99.58%	98.11%	98.03%
Black	21.43%	23.45%	23.73%	53.57%	53.19%	54.11%	14.29%	16.14%	15.84%	10.71%	7.22%	6.31%	100.00%	98.34%	98.38%
Alaska Native/American Indian	17.86%	24.11%	15.61%	50.00%	50.80%	47.89%	.	16.30%	24.91%	.	8.79%	11.59%	100.00%	98.12%	97.99%
Asian/Pacific Islander	23.33%	30.28%	31.90%	66.67%	47.79%	49.48%	.	15.14%	13.86%	.	6.78%	4.76%	100.00%	96.69%	96.81%
White	35.64%	51.78%	47.36%	42.57%	38.93%	42.11%	11.88%	6.44%	7.61%	9.90%	2.86%	2.92%	99.02%	98.58%	98.28%
Hispanic	.	26.49%	26.93%	.	51.75%	53.59%	.	15.67%	14.23%	.	6.09%	5.25%	100.00%	96.83%	96.78%
2 or More Races	40.00%	33.67%	35.48%	40.00%	48.41%	48.32%	.	12.72%	11.32%	.	5.20%	4.87%	100.00%	97.80%	98.01%
Low Income	24.49%	24.18%	22.26%	50.34%	51.26%	49.25%	17.01%	16.49%	19.70%	8.16%	8.07%	8.79%	100.00%	97.62%	97.64%
Not Low Income	32.58%	52.03%	46.53%	50.56%	39.16%	42.30%	11.24%	6.33%	8.11%	5.62%	2.49%	3.05%	98.89%	98.47%	98.33%
Disabled	17.95%	10.97%	9.75%	33.33%	39.39%	38.40%	20.51%	28.57%	31.46%	28.21%	21.07%	20.39%	100.00%	93.89%	93.28%
Not Disabled	29.44%	45.33%	40.30%	53.81%	45.12%	46.46%	13.71%	7.51%	10.14%	3.05%	2.03%	3.10%	99.49%	98.88%	98.86%
LEP	19.64%	19.90%	12.01%	57.14%	51.99%	46.72%	.	19.86%	28.83%	.	8.25%	12.44%	98.25%	96.40%	97.06%
Not LEP	30.00%	44.47%	40.94%	48.33%	42.68%	45.04%	13.33%	8.71%	9.91%	8.33%	4.14%	4.12%	100.00%	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	27.75%	40.74%	37.19%	50.66%	44.04%	45.22%	14.10%	10.45%	12.38%	7.49%	4.78%	5.20%	99.56%	98.10%	98.04%
Female	30.83%	44.81%	39.66%	51.88%	43.29%	45.27%	11.28%	8.68%	11.05%	6.02%	3.22%	4.02%	100.00%	98.29%	98.27%
Male	23.30%	35.88%	32.48%	48.54%	45.22%	45.38%	19.42%	12.49%	15.15%	8.74%	6.41%	7.00%	99.04%	97.94%	97.82%

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

2007 SBA Results Compared for Taku, District and State

Writing	Taku	District Gr. 3-6	State Gr. 3-6	Taku	District Gr. 3-6	State Gr. 3-6	Taku	District Gr. 3-6	State Gr. 3-6	Taku	District Gr. 3-6	State Gr. 3-6	Taku	District Gr. 3-6	State Gr. 3-6
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
All Students	24.58%	37.42%	32.27%	46.61%	42.80%	43.46%	26.27%	17.95%	21.55%	2.54%	1.84%	2.72%	99.58%	97.89%	97.96%
Black	10.71%	22.98%	22.88%	53.57%	45.50%	47.67%	.	28.61%	26.69%	.	2.91%	2.76%	100.00%	98.34%	98.38%
Alaska Native/American Indian	10.71%	20.50%	13.52%	50.00%	48.21%	41.47%	.	27.50%	38.67%	.	3.79%	6.35%	100.00%	97.82%	97.89%
Asian/Pacific Islander	40.00%	31.66%	33.39%	50.00%	43.40%	44.94%	.	21.83%	19.46%	.	3.10%	2.22%	100.00%	96.50%	96.60%
White	29.70%	47.32%	41.82%	43.56%	40.08%	43.19%	.	11.74%	13.71%	.	0.86%	1.28%	99.02%	98.37%	98.24%
Hispanic	.	27.04%	26.10%	.	45.48%	49.40%	.	25.34%	22.63%	.	2.15%	1.87%	100.00%	96.51%	96.40%
2 or More Races	32.00%	31.96%	32.10%	40.00%	45.41%	46.06%	.	20.68%	20.01%	.	1.94%	1.83%	100.00%	97.57%	97.96%
Low Income	19.05%	21.92%	19.79%	47.62%	47.14%	44.61%	29.93%	27.71%	31.37%	3.40%	3.23%	4.23%	100.00%	97.49%	97.62%
Not Low Income	33.71%	48.78%	41.86%	44.94%	39.61%	42.58%	.	10.79%	14.00%	.	0.81%	1.56%	98.89%	98.19%	98.21%
Disabled	7.69%	9.08%	8.06%	23.08%	37.94%	35.73%	.	46.21%	47.78%	.	6.77%	8.42%	100.00%	94.03%	93.53%
Not Disabled	27.92%	42.35%	36.26%	51.27%	43.64%	44.74%	18.78%	13.03%	17.23%	2.03%	0.98%	1.78%	99.49%	98.60%	98.73%
LEP	25.00%	21.56%	12.98%	44.64%	46.28%	39.61%	25.00%	28.29%	40.75%	5.36%	3.86%	6.65%	98.25%	96.20%	97.01%
Not LEP	24.44%	40.70%	36.25%	47.22%	42.07%	44.26%	26.67%	15.81%	17.59%	1.67%	1.42%	1.91%	100.00%	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	24.67%	37.97%	33.39%	45.81%	42.54%	43.60%	27.31%	17.68%	20.48%	2.20%	1.82%	2.53%	99.56%	97.89%	97.96%
Female	30.83%	45.49%	39.27%	45.86%	40.22%	42.00%	.	13.29%	16.98%	.	0.99%	1.75%	100.00%	97.95%	98.22%
Male	16.50%	29.68%	25.58%	47.57%	45.26%	44.86%	31.07%	22.41%	25.91%	4.85%	2.65%	3.65%	99.04%	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 Taku, District and State

Math	Taku	District Gr. 3-6	State Gr. 3-6	Taku	District Gr. 3-6	State Gr. 3-6	Taku	District Gr. 3-6	State Gr. 3-6	Taku	District Gr. 3-6	State Gr. 3-6	Taku	District Gr. 3-6	State Gr. 3-6
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
All Students	29.96%	42.23%	37.50%	40.93%	37.21%	38.87%	15.61%	11.75%	13.26%	13.50%	8.81%	10.38%	100.00%	98.21%	98.04%
Black	10.71%	22.38%	23.00%	50.00%	40.92%	42.84%	14.29%	18.82%	18.07%	25.00%	17.88%	16.10%	100.00%	98.52%	98.45%
Alaska Native/American Indian	14.29%	29.36%	20.15%	42.86%	39.88%	39.45%	.	16.68%	20.52%	.	14.09%	19.88%	100.00%	98.02%	97.84%
Asian/Pacific Islander	40.00%	38.15%	39.92%	40.00%	39.38%	40.04%	10.00%	12.31%	11.73%	10.00%	10.17%	8.31%	100.00%	98.28%	98.22%
White	39.22%	51.71%	46.62%	32.35%	34.85%	37.82%	16.67%	8.52%	9.66%	11.76%	4.92%	5.90%	100.00%	98.28%	98.11%
Hispanic	12.50%	31.85%	31.40%	62.50%	39.53%	42.28%	.	14.81%	14.64%	.	13.81%	11.68%	100.00%	98.03%	97.55%
2 or More Races	36.00%	36.05%	37.64%	44.00%	39.38%	39.72%	.	14.11%	13.48%	.	10.47%	9.17%	100.00%	97.88%	98.21%
Low Income	22.45%	27.90%	25.44%	43.54%	41.02%	40.74%	19.73%	16.48%	18.04%	14.29%	14.61%	15.78%	100.00%	98.19%	97.97%
Not Low Income	42.22%	52.82%	46.82%	36.67%	34.39%	37.42%	8.89%	8.26%	9.57%	12.22%	4.53%	6.20%	100.00%	98.22%	98.09%
Disabled	12.82%	14.36%	12.98%	28.21%	31.17%	32.16%	20.51%	23.87%	23.53%	38.46%	30.60%	31.33%	100.00%	94.03%	93.69%
Not Disabled	33.33%	47.07%	41.54%	43.43%	38.25%	39.97%	14.65%	9.65%	11.56%	8.59%	5.03%	6.92%	100.00%	98.97%	98.80%
LEP	29.82%	27.53%	18.03%	43.86%	41.28%	38.26%	8.77%	15.98%	21.56%	17.54%	15.21%	22.15%	100.00%	98.28%	97.81%
Not LEP	30.00%	45.34%	41.55%	40.00%	36.35%	38.99%	17.78%	10.85%	11.53%	12.22%	7.46%	7.93%	100.00%	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	30.26%	42.58%	38.42%	42.11%	37.04%	38.90%	13.60%	11.65%	12.82%	14.04%	8.73%	9.85%	100.00%	98.20%	98.06%
Female	29.32%	43.29%	38.12%	44.36%	37.50%	39.45%	14.29%	11.77%	13.19%	12.03%	7.44%	9.24%	100.00%	98.29%	98.21%
Male	30.77%	41.22%	36.91%	36.54%	36.92%	38.31%	17.31%	11.73%	13.32%	15.38%	10.12%	11.46%	100.00%	98.13%	97.89%

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

Anchorage School District: Profile of Performance 2006-2007

Taku TerraNova 5th grade

Percent in each quartile

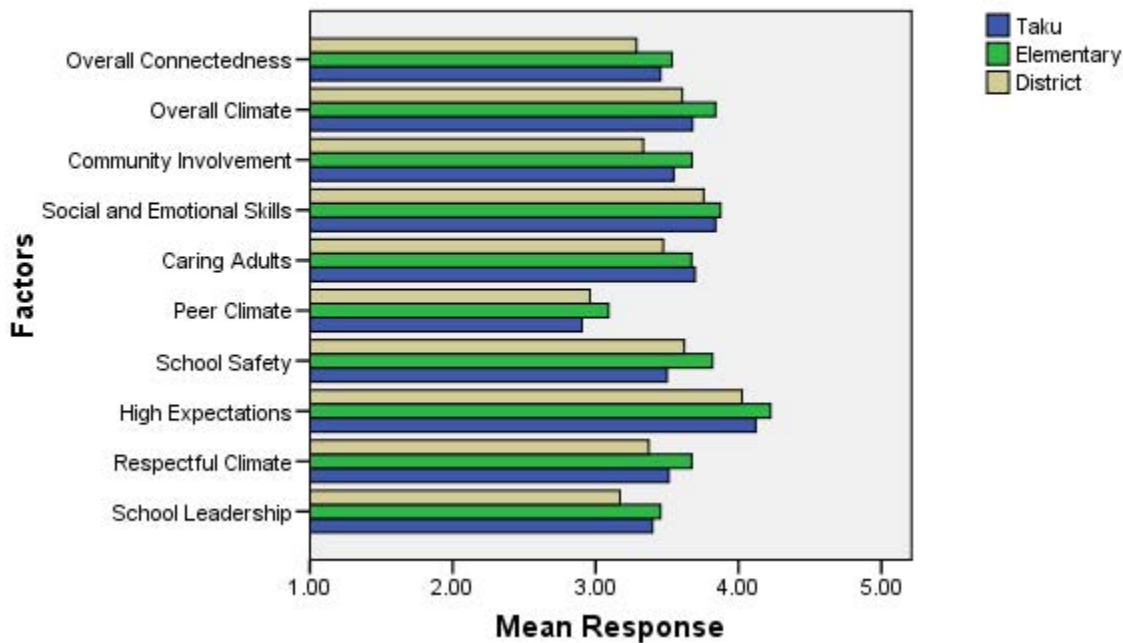
Reading	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2006-2007	25.0%	33.1%	28.3%	26.1%	20.0%	23.6%	26.7%	17.2%
2005-2006	24.5%	30.4%	28.3%	26.8%	28.3%	24.5%	18.9%	18.3%
2004-2005	19.1%	29.2%	34.0%	27.6%	19.1%	24.5%	27.7%	18.7%
2003-2004	11.6%	30.6%	27.9%	26.9%	34.9%	24.2%	25.6%	18.3%
2002-2003	22.7%	29.1%	15.9%	26.6%	20.5%	23.8%	40.9%	20.5%
2001-2002	25.0%	30.3%	17.2%	26.0%	21.9%	24.6%	35.9%	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	20.0%	34.7%	28.3%	26.9%	28.3%	21.4%	23.3%	17.0%
2005-2006	22.6%	34.0%	32.1%	26.5%	26.4%	22.0%	18.9%	17.5%
2004-2005	23.4%	32.1%	29.8%	28.3%	23.4%	21.2%	23.4%	18.4%
2003-2004	18.6%	34.1%	16.3%	26.5%	30.2%	21.7%	34.9%	17.7%
2002-2003	18.2%	32.8%	27.3%	26.5%	13.6%	20.9%	40.9%	19.8%
2001-2002	28.1%	32.3%	20.3%	26.4%	21.9%	22.9%	29.7%	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	16.7%	29.7%	26.7%	31.6%	26.7%	21.2%	30.0%	17.4%
2005-2006	26.4%	28.4%	28.3%	31.9%	24.5%	22.3%	20.8%	17.5%
2004-2005	21.3%	26.9%	36.2%	31.1%	21.3%	22.9%	21.3%	19.1%
2003-2004	14.0%	28.3%	25.6%	29.3%	25.6%	22.6%	34.9%	19.8%
2002-2003	9.1%	24.7%	25.0%	30.6%	25.0%	22.6%	40.9%	22.1%
2001-2002	13.8%	24.1%	33.8%	30.1%	18.5%	24.8%	33.8%	20.9%

Student Survey Results

2007 Climate and Connectedness Student Survey - Taku

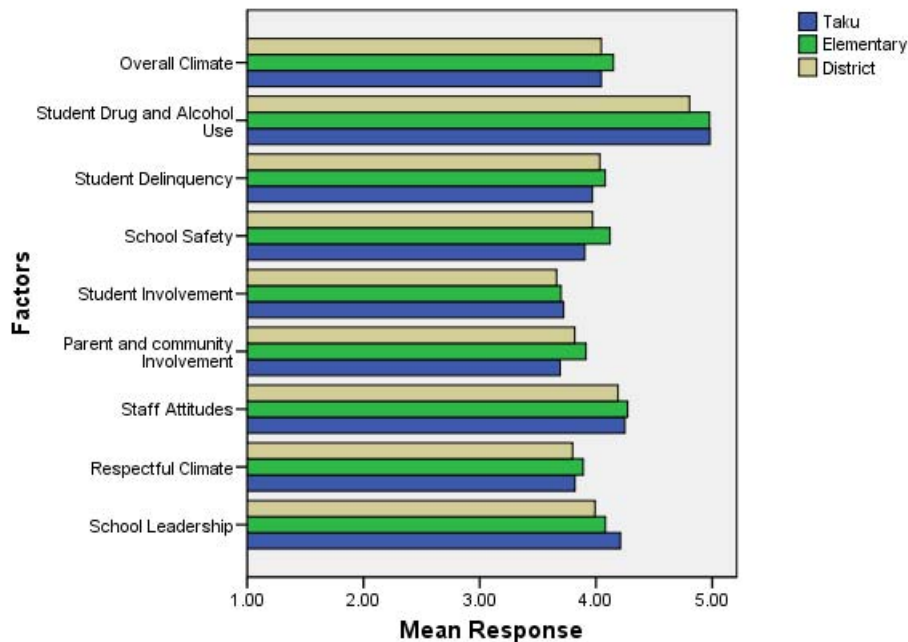


Each question in the survey related to a factor or concept, and a score was calculated based on the average response for the questions related to each factor. The factors measured in the survey were: (Individual questions provided answer categories of strongly agree, agree, agree some/disagree some,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

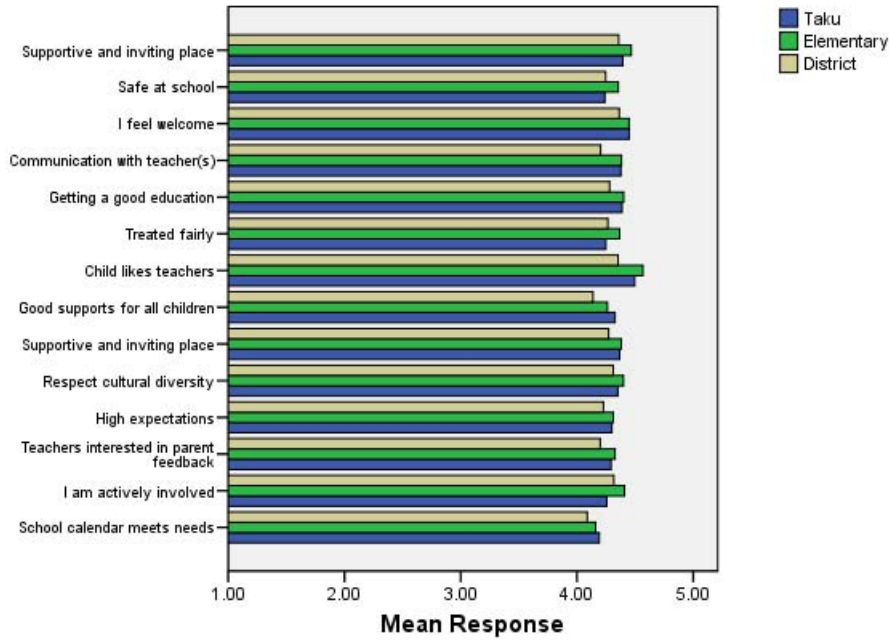


Each question in the survey related to a factor or concept, and a score was calculated based on the average response for the questions related to each factor. The factors were: (Individual questions provided answer categories of strongly agree, agree, agree some/disagree some, disagree, and strongly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



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