

**Wendler Middle School Overview**

**Statement of Program**

Wendler is a vibrant, diverse and caring middle school serving students in grades 7-8. This urban, digitally literate school is home to approximately 800 students. As a community of active learners we focus on academic challenges and thorough preparation for high school and beyond. In addition, Wendler provides skill remediation targeted to academic improvement bringing students up to and above grade level.

As a functioning and inclusive middle school, Wendler provides a wide ranging and exploration-based elective program engaging students, often for the first time, in the arts. Students, parents and staff take pride in Wendler’s role as a community partner and students participate in service projects that enrich that experience. Parents work directly with teachers and staff to foster academic success for our students and promote direct connections with local businesses, including a functioning branch of a local credit union here at the school.

Wendler is a safe and caring place, with a positive and secure climate that promotes individual responsibility and academic growth. Wendler’s friendly and helpful atmosphere breaks down barriers and supports an active and creative learning environment.

From the School Report Card

<b>SCHOOL GOALS</b>	
<b>Goal</b>	<b>Level of Achievement</b>
Student scores on the state language arts assessments will show a 3 percent increase. Subgroups will show a 10 percent decrease in those rated not proficient.	Partially Attained
Students will demonstrate a 3 percent increase in proficiency on the state math assessments. Subgroups will show a 10 percent decrease in those rated not proficient.	Attained
Wendler will focus on customer service and school safety achieving an above average score on at least half of the measures of the annual ASD School Climate survey. At least 85 percent of seventh-graders will complete the Aggressors, Victims and Bystanders program.	Partially Attained

From the School Report Card

<b>BUDGET*</b>	
2005-2006 Actual Expenditures	\$5,041,691
2006-2007 Revised Budgeted Amount	\$5,209,223
2007-2008 Proposed Budget	\$4,487,296
*Dollars budgeted or expended are general fund only.	

From IFAS

**Wendler Middle School Characteristics**

	School	District	Source of Information
Membership	842	49,230	Fall OASIS
Capacity	117%	N/A	Board Report - #202 3/12/07
Attendance Rate	91.9%	92.5%	NCLB Summer Data Collection
Retention Rate K-8	0.0%	1.0%	SMS and NCLB Summer Data Collection
Transiency Rate	20.6%	26.8%	NCLB Summer Data Collection
Economically Disadvantaged	354	18,325	Fall OASIS
Ave. Weekly Volunteer Hours	30	5,111	Dept of Ed Report Card Report
Dropout Rate - EED's Regulation Calculation	1.43%	5.10%	NCLB Summer Data Collection and Fall Oasis
Students Taking the Alternate Assessment	14	230	SMS
Change in Enrollment	-8.4%	-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%	39%	0	72%

<b>SCHOOL BUSINESS PARTNERSHIPS</b>
Denali Alaskan Federal Credit Union Aurora Vending Alaska Aces UAA

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
391	118	128	87	51	67	842

From Fall Oasis

**Wendler Middle School Characteristics Continued**

<b>FULL ACADEMIC YEAR (FAY)</b>		
<b>Students Enrolled</b>	<b>Students Enrolled for FAY</b>	<b>Percent FAY</b>
833	771	92.6%

From participation file (3-10 graders)

<b>TOTAL DROPOUT RATE - EED'S REGULATION CALCULATION</b>							
<b>Data Type</b>	<b>AK Native/ American Indian</b>	<b>Asian/ Pac. Islander</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>2 or more races</b>	<b>Total</b>
Enrollment	128	87	118	51	391	67	842
Final Dropouts	0	2	1	1	7	1	12
% of Dropouts	0.00%	2.30%	0.85%	1.96%	1.79%	1.49%	1.43%

From NCLB Summer Data Collection and Fall OASIS

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

**Wendler Middle School**

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

**Does Not Meet AYP  
Level 4**

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	833	820	98.4%	Yes	757	616	81.4%	67.7%	Yes	551	72.8%	53.4%	Yes
African American	115	114	99.1%	Yes	105	76	72.4%	61.2%	Yes	63	60%	46.4%	Yes
AkNa & Amln	131	128	97.7%	Yes	110	74	67.3%	61.4%	Yes	63	57.3%	46.6%	Yes
Asian	91	90	98.9%	Yes	82	63	76.8%	59.9%	Yes	59	72%	44.9%	Yes
Caucasian	383	379	99%	Yes	362	329	90.9%	66%	Yes	300	82.9%	51.6%	Yes
Hispanic	48	46	95.8%	Yes	39	28	71.8%	54.6%	Yes	23	59%	39.2%	Yes
Multi-Ethnic	65	63	96.9%	Yes	59	46	78%	57.8%	Yes	43	72.9%	42.6%	Yes
Low Income	352	345	98%	Yes	304	213	70.1%	65.4%	Yes	195	64.1%	51%	Yes
Disabled	127	126	99.2%	Yes	115	48	41.7%	61.7%	No	37	32.2%	46.9%	Yes-SH
LEP	138	134	97.1%	Yes	118	78	66.1%	61.8%	Yes	75	63.6%	47%	Yes

Attendance Rate: Met

91.9% (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

Does Not Meet AYP  
Does Not Meet Growth  
Level 4

Wendler 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	757	641	84.7%	71.48%	Yes	587	77.5%	57.61%	Yes
African American	105	82	78.1%	71.48%	Yes	73	69.5%	57.61%	Yes
AkNa & AmIn	110	80	72.7%	71.48%	Yes	72	65.5%	57.61%	Yes
Asian	82	67	81.7%	71.48%	Yes	62	75.6%	57.61%	Yes
Caucasian	362	333	92%	71.48%	Yes	311	85.9%	57.61%	Yes
Hispanic	39	***	90% or less	71.48%	Yes	***	90% or less	57.61%	Yes
Multi-Ethnic	59	50	84.7%	71.48%	Yes	***	95% or less	57.61%	Yes
Low Income	304	228	75%	71.48%	Yes	211	69.4%	57.61%	Yes
Disabled	115	57	49.6%	71.48%	No	45	39.1%	57.61%	No
LEP	118	86	72.9%	71.48%	Yes	80	67.8%	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.

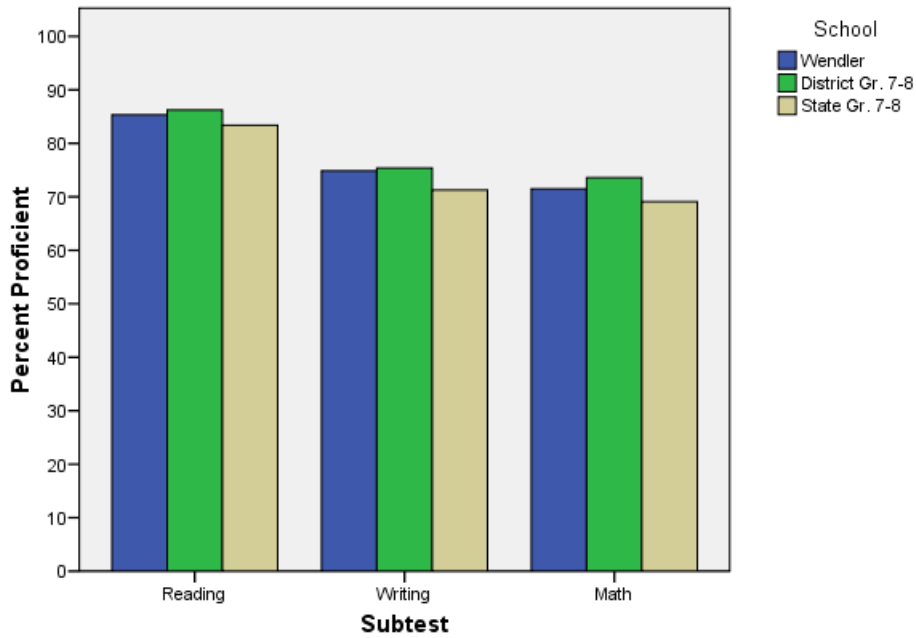
This document was prepared by the ASD Assessment and Evaluation Department.

9/14/2007

SBA Proficiency Comparison by Grade for Wendler

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	79.60%	85.32%	76.06%	74.84%	62.09%	71.48%
7th Grade	77.94%	85.32%	77.45%	77.81%	62.35%	75.37%
8th Grade	81.12%	85.32%	74.77%	71.89%	61.85%	67.58%

2007 SBA Results Compared for Wendler, District, & State



SBA 2007 Proficient & Not Proficient by NCLB Groups for Wendler

	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	85.32%	14.68%	74.84%	25.16%	71.48%	28.52%
Black	77.19%	22.81%	64.91%	35.09%	57.89%	42.11%
Alaska Native / American Indian	71.07%	28.93%	61.16%	38.84%	55.83%	44.17%
Asian / Pacific Islander	79.31%	20.69%	73.56%	26.44%	71.59%	28.41%
White	93.88%	6.12%	84.80%	15.20%	83.11%	16.89%
Hispanic	84.09%	15.91%	61.36%	38.64%	52.17%	47.83%
2 or More Races	85.48%	14.52%	70.97%	29.03%	70.97%	29.03%
Low Income	76.19%	23.81%	61.01%	38.99%	60.95%	39.05%
Not Low Income	91.88%	8.12%	84.80%	15.20%	79.14%	20.86%
Disabled	45.54%	54.46%	30.63%	69.37%	28.18%	71.82%
Not Disabled	91.76%	8.24%	81.94%	18.06%	78.35%	21.65%
LEP	72.87%	27.13%	61.24%	38.76%	61.36%	38.64%
Not LEP	87.70%	12.30%	77.45%	22.55%	73.47%	26.53%
Migrant	71.43%	28.57%	54.29%	45.71%	48.57%	51.43%
Not Migrant	85.96%	14.04%	75.78%	24.22%	72.53%	27.47%
Female	90.21%	9.79%	79.90%	20.10%	71.88%	28.13%
Male	80.00%	20.00%	69.35%	30.65%	71.06%	28.94%

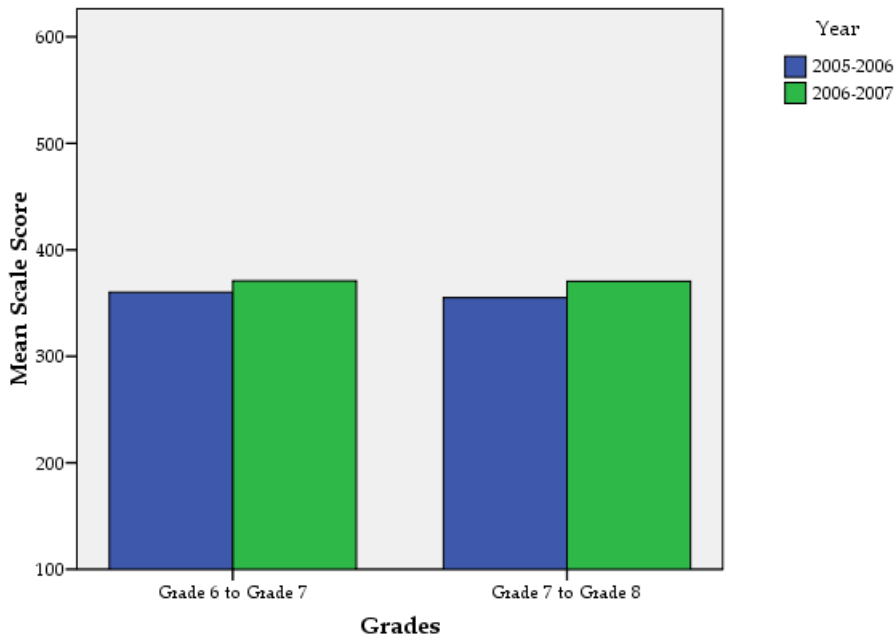
SBA Mean Scale Score Comparison by NCLB Groups for Wendler

	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	357.29	369.13	344.06	344.55	324.45	339.91
Black	331.63	353.09	326.60	329.63	291.98	313.15
Alaska Native / American Indian	330.41	342.21	311.76	313.42	304.16	310.87
Asian / Pacific Islander	345.93	350.52	338.81	335.34	328.97	336.20
White	379.88	390.28	364.17	365.69	342.56	362.93
Hispanic	334.86	353.18	323.08	321.00	304.53	309.63
2 or More Races	362.90	360.37	351.54	334.45	332.49	334.52
Low Income	332.53	347.74	320.68	319.76	302.47	316.86
Not Low Income	374.94	384.49	360.68	362.38	340.07	356.66
Disabled	288.28	297.23	268.86	271.19	259.04	272.01
Not Disabled	369.81	380.77	357.85	356.31	336.22	350.68
LEP	326.46	339.07	317.33	316.96	301.71	316.58
Not LEP	362.00	374.88	348.15	349.83	327.96	344.49
Migrant	331.41	339.66	308.76	312.66	298.85	304.43
Not Migrant	358.36	370.48	345.53	346.00	325.51	341.52
Female	365.41	376.53	360.28	358.10	325.66	337.92
Male	348.26	361.09	326.08	329.83	323.08	342.04

Wendler 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	360.09	370.83	10.74	355.13	370.54	15.41
	Black	334.69	350.06	15.37	335.38	355.17	19.79
	AK Native/ American Indian	323.61	332.73	9.12	337.76	347.88	10.12
	Asian	343.31	359.71	16.40	333.59	350.23	16.64
	White	384.93	393.31	8.39	375.43	389.27	13.85
	Hispanic	335.47	345.42	9.95	338.42	363.70	25.28
	2 or More Races	341.30	356.52	15.22	352.75	369.14	16.39
Low Income	Yes	327.60	344.09	16.49	333.65	353.79	20.15
	No	379.84	386.81	6.97	371.22	383.02	11.81
Disabled	Yes	287.67	299.69	12.02	293.23	299.85	6.62
	No	372.35	382.72	10.37	365.75	382.63	16.88
LEP	Yes	326.98	339.31	12.33	323.31	343.32	20.01
	No	366.69	377.27	10.58	360.83	375.51	14.68
Migrant	Yes	306.38	329.38	23.00	330.92	350.85	19.92
	No	362.50	372.67	10.17	356.03	371.27	15.24
Gender	Female	368.31	378.19	9.87	355.97	377.71	21.74
	Male	351.28	363.03	11.76	354.14	362.13	7.99

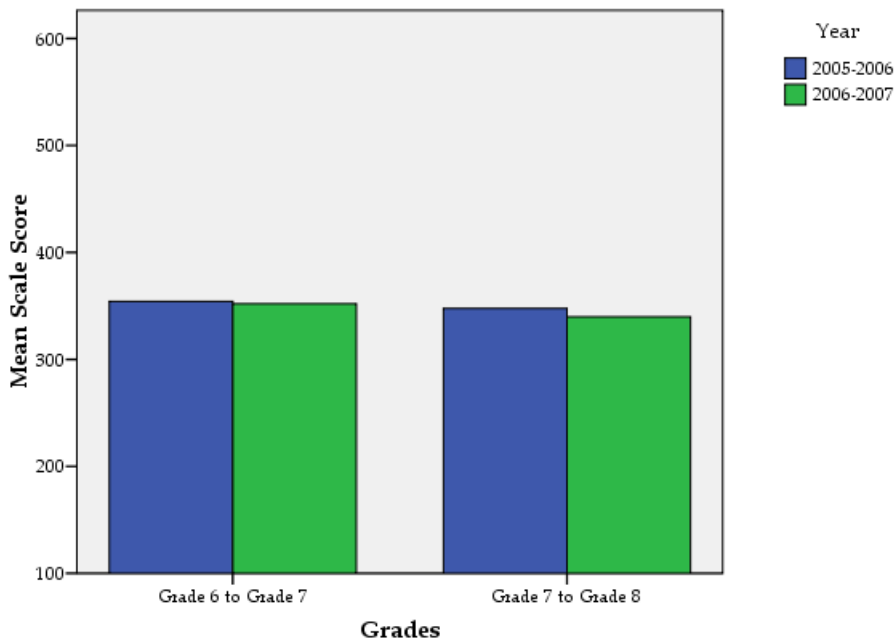
Growth in Mean Scale Score in Reading by Grade for Wendler between 2005-2006 and 2006-2007



Wendler 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	354.16	352.01	-2.16	347.58	339.85	-7.73
	Black	330.55	326.90	-3.65	340.90	330.07	-10.83
	AK Native/ American Indian	316.90	316.31	-0.59	316.29	309.92	-6.37
	Asian	347.51	346.97	-0.54	335.61	330.70	-4.91
	White	376.32	374.56	-1.77	363.84	355.73	-8.11
	Hispanic	323.84	320.05	-3.79	337.47	327.90	-9.57
	2 or More Races	342.30	337.70	-4.59	346.64	342.43	-4.21
Low Income	Yes	323.11	320.35	-2.75	329.64	321.29	-8.35
	No	372.95	371.00	-1.96	361.02	353.69	-7.33
Disabled	Yes	286.07	279.55	-6.53	273.34	268.11	-5.23
	No	365.65	363.89	-1.76	360.32	352.12	-8.20
LEP	Yes	322.73	318.81	-3.91	319.87	316.71	-3.16
	No	360.41	358.81	-1.59	352.55	344.07	-8.47
Migrant	Yes	310.00	309.38	-0.63	330.31	324.92	-5.38
	No	356.13	353.90	-2.23	348.23	340.41	-7.82
Gender	Female	367.83	368.46	0.63	358.83	350.40	-8.43
	Male	339.58	334.65	-4.93	334.31	327.48	-6.83

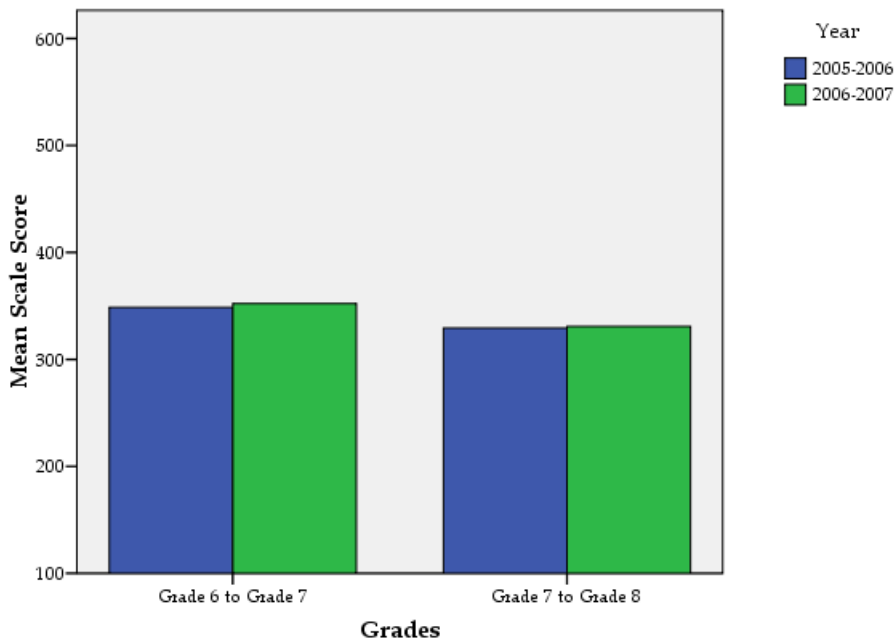
Growth in Mean Scale Score in Writing by Grade for Wendler between 2005-2006 and 2006-2007



Wendler 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	348.54	352.21	3.67	329.27	330.78	1.50
	Black	319.31	322.90	3.59	301.31	303.55	2.24
	AK Native/ American Indian	314.55	308.20	-6.35	306.84	312.75	5.91
	Asian	344.32	353.26	8.95	322.02	324.68	2.66
	White	371.39	375.72	4.32	347.73	350.07	2.34
	Hispanic	303.21	315.42	12.21	318.60	310.65	-7.95
	2 or More Races	345.00	349.74	4.74	337.36	330.36	-7.00
Low Income	Yes	316.36	322.84	6.49	311.32	315.69	4.37
	No	367.64	369.83	2.20	342.65	342.18	-0.47
Disabled	Yes	279.76	280.45	0.69	269.42	271.55	2.13
	No	360.08	363.99	3.91	339.51	340.55	1.04
LEP	Yes	311.64	322.70	11.06	308.16	311.32	3.16
	No	356.11	358.27	2.15	333.12	334.36	1.23
Migrant	Yes	297.07	298.06	1.00	318.46	312.31	-6.15
	No	350.68	354.62	3.94	329.67	331.47	1.79
Gender	Female	349.58	352.70	3.12	327.04	327.06	0.03
	Male	347.43	351.70	4.27	331.90	335.11	3.22

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



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

2007 SBA Results Compared for Wendler, District and State

Reading	Wendler	District Gr. 7-8	State Gr. 7-8	Wendler	District Gr. 7-8	State Gr. 7-8	Wendler	District Gr. 7-8	State Gr. 7-8	Wendler	District Gr. 7-8	State Gr. 7-8	Wendler	District Gr. 7-8	State Gr. 7-8
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
All Students	31.22%	37.34%	34.58%	54.10%	48.88%	48.79%	10.82%	10.43%	12.47%	3.86%	3.36%	4.15%	96.52%	97.55%	97.47%
Black	23.68%	22.87%	21.54%	53.51%	55.46%	57.93%	19.30%	16.89%	16.25%	3.51%	4.78%	4.28%	99.13%	97.02%	96.83%
Alaska Native/American Indian	20.66%	19.51%	14.75%	50.41%	52.09%	50.98%	18.18%	20.12%	24.62%	10.74%	8.27%	9.65%	92.37%	96.64%	96.86%
Asian/Pacific Islander	19.54%	25.48%	30.16%	59.77%	56.40%	53.26%	17.24%	13.82%	12.98%	3.45%	4.30%	3.60%	95.60%	96.40%	97.23%
White	42.55%	48.60%	45.37%	51.33%	44.04%	45.83%	3.46%	5.68%	6.89%	2.66%	1.67%	1.91%	98.17%	98.26%	97.89%
Hispanic	18.18%	27.12%	28.09%	65.91%	57.42%	56.30%	.	11.44%	11.71%	.	4.03%	3.90%	91.67%	96.33%	96.71%
2 or More Races	22.58%	28.00%	30.83%	62.90%	52.94%	52.80%	.	15.76%	13.10%	.	3.29%	3.27%	95.38%	97.47%	97.47%
Low Income	21.73%	20.46%	20.23%	54.46%	55.86%	53.26%	16.67%	16.92%	19.30%	7.14%	6.76%	7.21%	95.45%	96.09%	96.76%
Not Low Income	38.03%	47.86%	44.23%	53.85%	44.53%	45.79%	6.62%	6.38%	7.88%	1.50%	1.24%	2.09%	97.30%	98.48%	97.95%
Disabled	8.93%	7.44%	6.08%	36.61%	40.05%	38.23%	29.46%	32.49%	34.45%	25.00%	20.02%	21.24%	88.19%	91.89%	92.04%
Not Disabled	34.83%	41.37%	38.43%	56.94%	50.07%	50.22%	7.80%	7.45%	9.51%	0.43%	1.11%	1.85%	98.02%	98.36%	98.26%
LEP	11.63%	15.31%	9.80%	61.24%	60.05%	52.51%	23.26%	18.65%	27.40%	3.88%	5.99%	10.29%	93.48%	95.42%	96.53%
Not LEP	34.96%	41.50%	39.29%	52.74%	46.77%	48.09%	8.44%	8.87%	9.64%	3.85%	2.86%	2.99%	97.12%	97.96%	97.65%
Migrant	25.71%	19.10%	16.73%	45.71%	55.21%	51.74%	11.43%	18.06%	24.33%	17.14%	7.64%	7.19%	92.11%	96.97%	97.56%
Not Migrant	31.47%	38.08%	35.80%	54.49%	48.62%	48.59%	10.79%	10.11%	11.66%	3.25%	3.18%	3.94%	96.73%	97.57%	97.47%
Female	33.89%	41.17%	38.62%	56.32%	48.72%	48.85%	7.88%	7.98%	9.97%	1.91%	2.13%	2.55%	96.54%	97.51%	97.60%
Male	28.31%	33.75%	30.78%	51.69%	49.03%	48.74%	14.03%	12.72%	14.82%	5.97%	4.50%	5.66%	96.49%	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 Wendler, District and State

Writing	Wendler	District Gr. 7-8	State Gr. 7-8	Wendler	District Gr. 7-8	State Gr. 7-8	Wendler	District Gr. 7-8	State Gr. 7-8	Wendler	District Gr. 7-8	State Gr. 7-8	Wendler	District Gr. 7-8	State Gr. 7-8
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
All Students	8.09%	11.51%	10.42%	66.75%	63.88%	60.84%	17.81%	18.37%	20.67%	7.35%	6.24%	8.07%	96.40%	97.49%	97.48%
Black	2.63%	4.08%	4.40%	62.28%	61.39%	61.56%	27.19%	23.64%	23.49%	7.89%	10.88%	10.55%	99.13%	97.35%	97.07%
Alaska Native/American Indian	3.31%	3.79%	2.57%	57.85%	50.77%	45.56%	20.66%	30.30%	33.97%	18.18%	15.15%	17.90%	92.37%	96.45%	97.04%
Asian/Pacific Islander	6.90%	8.94%	9.22%	66.67%	64.25%	66.94%	20.69%	20.93%	18.22%	5.75%	5.88%	5.62%	95.60%	96.51%	97.30%
White	12.53%	16.40%	14.94%	72.27%	67.72%	66.50%	10.93%	12.56%	14.54%	4.27%	3.32%	4.02%	97.91%	98.09%	97.75%
Hispanic	6.82%	5.50%	6.40%	54.55%	63.21%	63.49%	27.27%	26.00%	23.96%	11.36%	5.29%	6.15%	91.67%	96.53%	97.08%
2 or More Races	.	5.40%	7.07%	.	61.27%	60.46%	.	24.65%	23.91%	.	8.69%	8.56%	95.38%	97.70%	97.87%
Low Income	3.87%	3.85%	3.94%	57.14%	56.21%	53.14%	25.89%	28.18%	29.41%	13.10%	11.76%	13.52%	95.45%	96.33%	96.92%
Not Low Income	11.13%	16.30%	14.80%	73.66%	68.68%	66.03%	11.99%	12.23%	14.79%	3.21%	2.79%	4.38%	97.09%	98.24%	97.86%
Disabled	.	0.69%	0.70%	.	29.05%	25.05%	32.43%	39.04%	42.15%	36.94%	31.23%	32.10%	87.40%	91.58%	91.92%
Not Disabled	9.39%	12.96%	11.74%	72.54%	68.56%	65.66%	15.46%	15.60%	17.78%	2.60%	2.88%	4.83%	98.02%	98.35%	98.28%
LEP	3.10%	3.15%	1.71%	58.14%	57.87%	44.40%	28.68%	29.36%	35.88%	10.08%	9.62%	18.01%	93.48%	95.92%	96.78%
Not LEP	9.05%	13.09%	12.09%	68.40%	65.02%	63.97%	15.73%	16.28%	17.78%	6.82%	5.60%	6.17%	96.98%	97.80%	97.62%
Migrant	.	3.82%	3.39%	.	51.04%	47.09%	28.57%	30.21%	32.96%	17.14%	14.93%	16.56%	92.11%	96.97%	97.63%
Not Migrant	8.33%	11.82%	10.91%	67.45%	64.40%	61.77%	17.32%	17.89%	19.84%	6.90%	5.89%	7.49%	96.60%	97.52%	97.47%
Female	10.05%	15.98%	14.52%	69.86%	66.26%	64.27%	16.51%	14.52%	16.81%	3.59%	3.24%	4.41%	96.31%	97.32%	97.55%
Male	5.97%	7.32%	6.57%	63.38%	61.65%	57.61%	19.22%	21.98%	24.31%	11.43%	9.06%	11.51%	96.49%	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 Wendler, District and State

Math	Wendler	District Gr. 7-8	State Gr. 7-8	Wendler	District Gr. 7-8	State Gr. 7-8	Wendler	District Gr. 7-8	State Gr. 7-8	Wendler	District Gr. 7-8	State Gr. 7-8	Wendler	District Gr. 7-8	State Gr. 7-8
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
All Students	28.89%	33.01%	28.88%	42.59%	40.57%	40.20%	16.06%	15.39%	17.90%	12.45%	11.02%	13.02%	96.40%	97.68%	97.47%
Black	17.54%	16.13%	14.55%	40.35%	42.28%	43.54%	19.30%	21.39%	23.21%	22.81%	20.20%	18.70%	99.13%	97.52%	97.20%
Alaska Native/American Indian	17.50%	17.85%	14.03%	38.33%	39.38%	36.37%	20.83%	22.56%	24.73%	23.33%	20.21%	24.87%	91.60%	96.25%	96.92%
Asian/Pacific Islander	26.14%	31.44%	32.84%	45.45%	42.14%	42.70%	17.05%	14.60%	14.75%	11.36%	11.82%	9.71%	96.70%	97.93%	98.40%
White	40.21%	41.97%	36.75%	42.90%	39.95%	40.98%	11.53%	11.72%	14.68%	5.36%	6.37%	7.59%	97.39%	98.04%	97.62%
Hispanic	15.22%	21.71%	22.01%	36.96%	41.54%	43.16%	28.26%	22.55%	20.77%	19.57%	14.20%	14.05%	95.83%	97.76%	97.93%
2 or More Races	17.74%	22.88%	23.36%	53.23%	42.45%	41.94%	17.74%	18.87%	18.58%	11.29%	15.80%	16.12%	95.38%	97.24%	97.34%
Low Income	16.86%	17.07%	16.25%	44.08%	42.15%	40.06%	19.53%	21.43%	23.03%	19.53%	19.35%	20.66%	96.02%	96.84%	96.99%
Not Low Income	37.63%	43.05%	37.40%	41.51%	39.58%	40.30%	13.55%	11.59%	14.44%	7.31%	5.77%	7.86%	96.67%	98.22%	97.79%
Disabled	8.18%	6.64%	4.96%	20.00%	23.37%	21.84%	24.55%	23.37%	26.66%	47.27%	46.62%	46.54%	86.61%	91.79%	91.92%
Not Disabled	32.18%	36.56%	32.10%	46.18%	42.89%	42.68%	14.72%	14.32%	16.72%	6.93%	6.24%	8.51%	98.16%	98.53%	98.27%
LEP	16.67%	18.88%	11.96%	44.70%	42.94%	35.77%	18.94%	21.05%	26.15%	19.70%	17.13%	26.12%	95.65%	97.71%	97.44%
Not LEP	31.30%	35.75%	32.13%	42.18%	40.11%	41.05%	15.50%	14.29%	16.31%	11.03%	9.84%	10.51%	96.55%	97.67%	97.48%
Migrant	17.14%	18.28%	17.76%	31.43%	39.66%	35.51%	28.57%	21.03%	23.81%	22.86%	21.03%	22.92%	92.11%	97.64%	97.71%
Not Migrant	29.43%	33.62%	29.64%	43.10%	40.61%	40.52%	15.49%	15.16%	17.49%	11.98%	10.61%	12.35%	96.60%	97.68%	97.46%
Female	24.52%	32.46%	28.46%	47.36%	42.49%	42.03%	16.59%	15.73%	18.21%	11.54%	9.32%	11.30%	95.85%	97.51%	97.55%
Male	33.59%	33.53%	29.27%	37.47%	38.78%	38.48%	15.50%	15.08%	17.60%	13.44%	12.61%	14.65%	96.99%	97.84%	97.40%

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

Wendler TerraNova 7th grade

Percent in each quartile

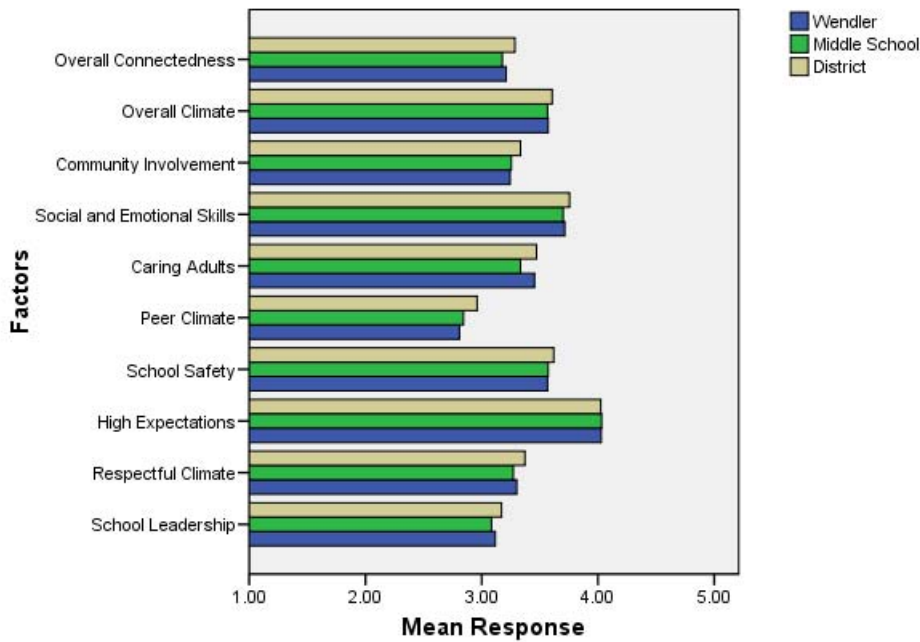
Reading	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2006-2007	34.5%	35.6%	28.4%	28.0%	22.6%	21.5%	14.5%	14.9%
2005-2006	25.9%	34.6%	35.2%	28.4%	24.4%	21.8%	14.4%	15.3%
2004-2005	25.9%	33.9%	25.7%	27.1%	25.9%	21.7%	22.5%	17.4%
2003-2004	27.6%	35.1%	31.6%	28.2%	25.3%	21.4%	15.6%	15.3%
2002-2003	26.2%	35.3%	31.0%	28.9%	26.8%	20.1%	16.0%	15.7%
2001-2002	26.1%	34.4%	31.4%	28.6%	23.5%	20.9%	19.0%	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	34.3%	35.4%	28.7%	28.7%	22.3%	21.5%	14.7%	14.3%
2005-2006	30.1%	34.9%	30.3%	28.4%	25.7%	21.4%	13.9%	15.3%
2004-2005	23.6%	34.4%	33.2%	28.2%	22.5%	20.5%	20.8%	16.9%
2003-2004	27.0%	35.3%	32.4%	28.5%	25.5%	21.7%	15.1%	14.5%
2002-2003	27.9%	34.2%	26.8%	29.8%	24.9%	22.0%	20.4%	14.0%
2001-2002	28.3%	34.0%	30.9%	29.7%	23.3%	20.6%	17.6%	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	29.7%	31.5%	26.9%	28.3%	26.6%	23.0%	16.8%	17.2%
2005-2006	23.0%	31.4%	26.0%	27.8%	28.4%	23.4%	22.5%	17.4%
2004-2005	18.0%	29.7%	27.4%	26.4%	25.7%	22.9%	28.9%	20.9%
2003-2004	25.6%	30.2%	26.6%	27.6%	27.6%	23.9%	20.2%	18.4%
2002-2003	27.5%	31.2%	27.1%	26.9%	26.0%	23.1%	19.4%	18.8%
2001-2002	22.1%	29.7%	25.0%	27.5%	26.0%	22.9%	26.9%	19.9%

Student Survey Results

2007 Climate and Connectedness Student Survey - Wendler



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)

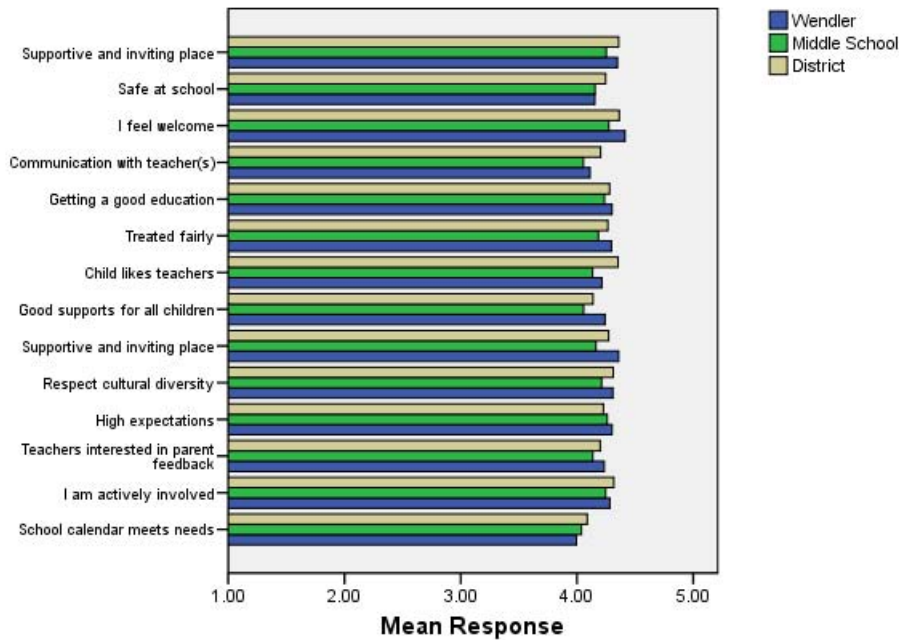
- **School Leadership and Student Involvement:** This factor reflects students’ feelings about the decision making of school leaders as well as student participation in the school governance.
- **Respectful Climate:** This factor reflects students’ feelings about fairness of rules and respect for students’ 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**

\* The response rate is not high enough to provide statistically reliable results.

**Parent/Guardian Survey Results**

**2007 Climate and Connectedness Parent/Guardian Survey - Wendler**



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