

**Table 74  
Eagle River High School Overview**

**Statement of Program**

Eagle River High School is the newest comprehensive High School in the Anchorage School District. ERHS offers an academic program with a rich focus on required coursework, the arts, physical education, and technology. ERHS is proud of our ability to provide a technology infused program. All subject areas and departments of the school utilize the latest technology and programs available in order to provide an enhanced academic setting for students and staff. Eagle River High School opened with 740 students grades 9-12. The smaller learning community environment and commitment to personalize education for every child has afforded ERHS excellent passing rates on the HSGQE in our opening year.

From the Report Card/MLP

<b>SCHOOL GOALS</b>	
<b>Goal</b>	<b>Level of Achievement</b>
90% of all students will be proficient in Language Arts. 82% of all students will be proficient in math as reported for AYP.	Attained
Provide a collegial environment that fosters high academic standards and staff cohesiveness.	Attained
Students at Eagle River High School feel safe, comfortable, and experience a positive school climate.	Attained

From the Report Card/MLP

<b>BUDGET*</b>	
2004-2005 Actual Expenditures	\$9,782
2004-06 Revised Budgeted Amount	\$4,864,366
2006-07 Proposed Budget	\$5,135,850
*Dollars budgeted or expended are general fund only.	

From IFAS

	School	District	Source of Information
Membership	726	50,051	Fall OASIS
Capacity	83%	N/A	Board Report - #189 3/7/06
Attendance Rate	94%	93%	SMS end of year report
Transiency Rate	18.34%	22.72%	Report Card File
Economically Disadvantaged	61	16,769	Fall OASIS
Ave. Weekly Volunteer Hours	10	5,032	Report Card File
Graduation Rate	82.6%	63.91%	Cohort group rate – NCLB formula
Dropout Rate	3.05%	5.78%	OASIS end of year report
AP courses offered in 2005-2006	12	25	SMS transcript file
Students successfully completing AP courses	49	1,386	SMS transcript file
AP courses completed by students	65	2,524	SMS transcript file
Students Taking an Alternate Assessment	0	264	SMS
Students Taking a HSGQE Alternative Assessment	5	270	SMS
Change in Enrollment	N/A	0.3%	Report Card File

**Eagle River High School Characteristics**

<b>Teacher Qualification</b>				
<b># of teachers</b>	<b>% fully licensed</b>	<b>% with advanced degrees</b>	<b># Nationally Board Certified</b>	<b>% of classes taught by "highly qualified teachers"</b>
41	100%	53%	1	83%

<b>SCHOOL BUSINESS PARTNERSHIPS</b>
Kaladi Brothers Dooley's Athletic Supply Ft. Richardson Youth Services

From MLP

<b>ACCREDITATION</b>		
<b>Initial Accreditation</b>	<b>Name of Accrediting Organization</b>	<b>Level of Accreditation</b>
2005	Northwest Association of Accredited Schools	Provisional

<b>ETHNICITY REPORT - OCTOBER 2005</b>						
<b>Caucasian</b>	<b>African American</b>	<b>AK Native/ American Indian</b>	<b>Asian/ Pac. Islander</b>	<b>Hispanic</b>	<b>Multi-Ethnic</b>	<b>Total</b>
529	64	28	32	37	36	726
72.87%	8.82%	3.86%	4.41%	5.10%	4.96%	100.00%

From Fall Oasis

<b>TOTAL DROPOUT RATES</b>							
<b>Data Type</b>	<b>AK Native/ American Indian</b>	<b>Asian/ Pac. Islander</b>	<b>African American</b>	<b>Hispanic</b>	<b>Caucasian</b>	<b>Multi-Ethnic</b>	<b>Total</b>
Enrollment	32	33	73	41	561	46	786
Final Dropouts	1	1	1	1	17	3	24
% of Dropouts	3.13%	3.03%	1.37%	2.44%	3.03%	6.52%	3.05%

From Summer Oasis

<b>FULL ACADEMIC YEAR (FAY)</b>		
<b>Students Enrolled</b>	<b>Students Enrolled for FAY</b>	<b>Percent FAY</b>
464	431	92.9%

From participation file (3-10 graders)

Eagle River High School Characteristics

<u>Test</u>	<u>Students/Subject</u>	<u>SAT/ACT</u>				
		<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>
	No. Graduates					90
SAT	Percent Tested		<b>New School 2005-2006</b>			36%
	Critical Reading*					512
	Math					513
	Writing					478
ACT	Percent Tested		<b>New School 2005-2006</b>			-
	English					-
	Math					-

\*Reported as Verbal Score prior to 2005-2006

**Anchorage School District  
2005-2006 Adequate Yearly Progress**

**Eagle River High School**

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

**Meets AYP**

Group	Participation Rate				"FAY"	Language Arts Performance				Math Performance			
	(A) Number Enrolled	(B) Number Tested	Participation Rate (%)	(C) 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
If there are 20 or fewer students enrolled, value is "N/A"													
All Students	464	459	98.9%	Yes	426	385	90.4%	66.4%	Yes	321	75.4%	52%	Yes
African American	41	41	100%	Yes	39	29	74.4%	54.6%	Yes	20	51.3%	39.2%	Yes
AkNa & Amln	19	18	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	20	20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	337	335	99.4%	Yes	316	294	93%	65.6%	Yes	250	79.1%	51.1%	Yes
Hispanic	20	19	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	27	26	96.3%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	43	43	100%	Yes	37	26	70.3%	54.2%	Yes	20	54.1%	38.7%	Yes
Disabled	32	31	96.9%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LEP	15	15	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Graduation Rate: 82.6% (Threshold is 55.58%)

N/A is used to indicate when a group does not need to be evaluated when:

- (1) 20 or fewer students are enrolled in a group for all groups except "All Students".
- (2) 40 or fewer students are enrolled FAY (column D) in the Disabled & LEP groups.

\* For the groups where the number enrolled is fewer 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 7/19/2006

Anchorage School District: Profile of Performance ..... 2005-06

Eagle River High HSGQE - 10th Grade Results

Reading	Proficient		Not Proficient	
	School	District	School	District
2005-2006	84.4%	76.4%	15.6%	23.6%
2004-2005		72.5%		27.5%
2003-2004		73.3%		26.7%
2002-2003		72.8%		27.1%

Writing	Proficient		Not Proficient	
	School	District	School	District
2005-2006	97.3%	90.8%	2.7%	9.2%
2004-2005		85.6%		14.4%
2003-2004		87.0%		13.0%
2002-2003		85.4%		14.6%

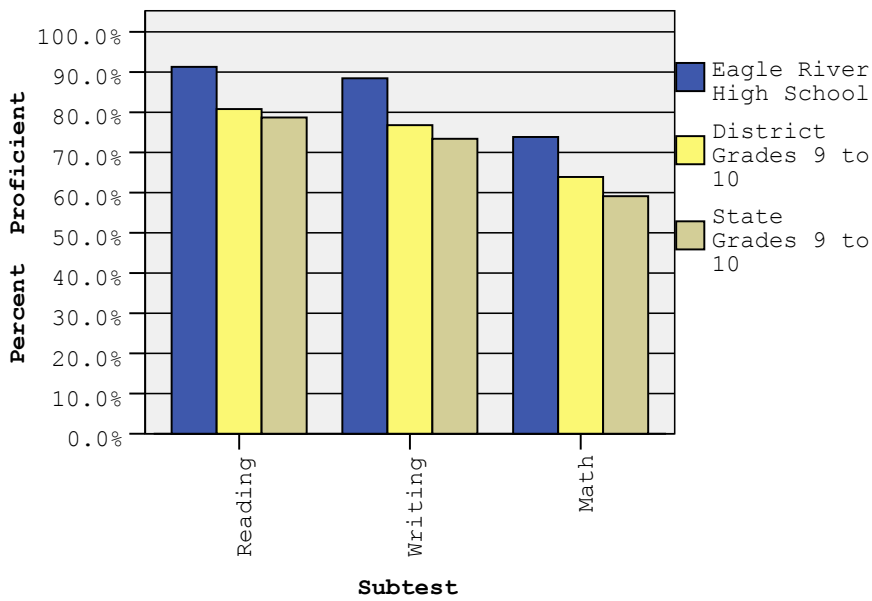
Math	Proficient		Not Proficient	
	School	District	School	District
2005-2006	88.4%	79.9%	11.6%	20.1%
2004-2005		76.3%		14.4%
2003-2004		69.8%		30.2%
2002-2003		74.3%		25.7%

Eagle River High HSGQE Scores Spring 2006				
Students	Proficient		Not Proficient	
	Number	Percent	Number	Percent
<b>Grade 10</b>				
Reading	190	84.4%	35	15.6%
Writing	219	97.3%	6	2.7%
Math	199	88.4%	26	11.6%

Eagle River High School SBA Proficiency – Spring 2006

	Reading		Writing		Math	
	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient
All Grades	N/A	91.3%	N/A	88.5%	N/A	73.9%
9th Grade	N/A	91.9%	N/A	87.6%	N/A	76.1%
10th Grade	N/A	90.7%	N/A	89.3%	N/A	71.6%

SBA Spring 2006 Proficiency Rate Comparison of School, District, and State \*



\* District and State Grades 9 to 10

Anchorage School District: Profile of Performance ..... 2005-06

Eagle River High SBA Proficiency by NCLB Groups – Spring 2006

		Reading		Writing		Math	
		Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient
Ethnicity	All Students	91.3%	8.7%	88.5%	11.5%	73.9%	26.1%
	African American	75.6%	24.4%	78.0%	22.0%	51.2%	48.8%
	AK Native/ American Indian	83.3%	16.7%	77.8%	22.2%	55.6%	44.4%
	Asian	75.0%	25.0%	70.0%	30.0%	75.0%	25.0%
	Caucasian	94.3%	5.7%	90.7%	9.3%	77.9%	22.1%
	Hispanic	100.0%	0.0%	100.0%	0.0%	63.2%	36.8%
	Multi-Ethnic	88.5%	11.5%	88.5%	11.5%	76.9%	23.1%
Low Income	Yes	74.4%	25.6%	79.1%	20.9%	48.8%	51.2%
	No	93.0%	7.0%	89.4%	10.6%	76.4%	23.6%
Disabled	Yes	67.7%	32.3%	48.4%	51.6%	19.4%	80.6%
	No	93.0%	7.0%	91.4%	8.6%	77.8%	22.2%
LEP	Yes	73.3%	26.7%	66.7%	33.3%	40.0%	60.0%
	No	91.9%	8.1%	89.2%	10.8%	75.0%	25.0%
Migrant	Yes	100.0%	0.0%	80.0%	20.0%	40.0%	60.0%
	No	91.2%	8.8%	88.5%	11.5%	74.2%	25.8%
Gender	Female	93.2%	6.8%	92.7%	7.3%	74.9%	25.1%
	Male	89.6%	10.4%	84.6%	15.4%	72.9%	27.1%

**Anchorage School District: Profile of Performance ..... 2005-06**

Eagle River High SBA Mean Scale Score Comparison: 2004-2005 to 2005-2006

		Reading		Writing		Math	
		2004-2005 Mean Scale Score	2005-2006 Mean Scale Score	2004-2005 Mean Scale Score	2005-2006 Mean Scale Score	2004-2005 Mean Scale Score	2005-2006 Mean Scale Score
Ethnicity	All Students	N/A	394.3	N/A	371.4	N/A	343.8
	African American	N/A	379.4	N/A	360.3	N/A	322.4
	AK Native/ American Indian	N/A	378.9	N/A	363.4	N/A	353.9
	Asian	N/A	360.5	N/A	340.2	N/A	343.5
	Caucasian	N/A	400.2	N/A	376.8	N/A	347.1
	Hispanic	N/A	372.5	N/A	357.3	N/A	335.0
	Multi-Ethnic	N/A	387.5	N/A	352.6	N/A	329.5
Low Income	Yes	N/A	366.7	N/A	340.1	N/A	324.6
	No	N/A	396.3	N/A	373.7	N/A	345.2
Disabled	Yes	N/A	308.5	N/A	282.9	N/A	256.4
	No	N/A	400.2	N/A	377.5	N/A	349.8
LEP	Yes	N/A	327.9	N/A	299.0	N/A	294.9
	No	N/A	396.4	N/A	373.7	N/A	345.3
Migrant	Yes	N/A	.	N/A	.	N/A	.
	No	N/A	394.3	N/A	371.4	N/A	343.8
Gender	Female	N/A	401.4	N/A	383.1	N/A	344.1
	Male	N/A	387.9	N/A	360.9	N/A	343.5

. No students tested in both years in this category



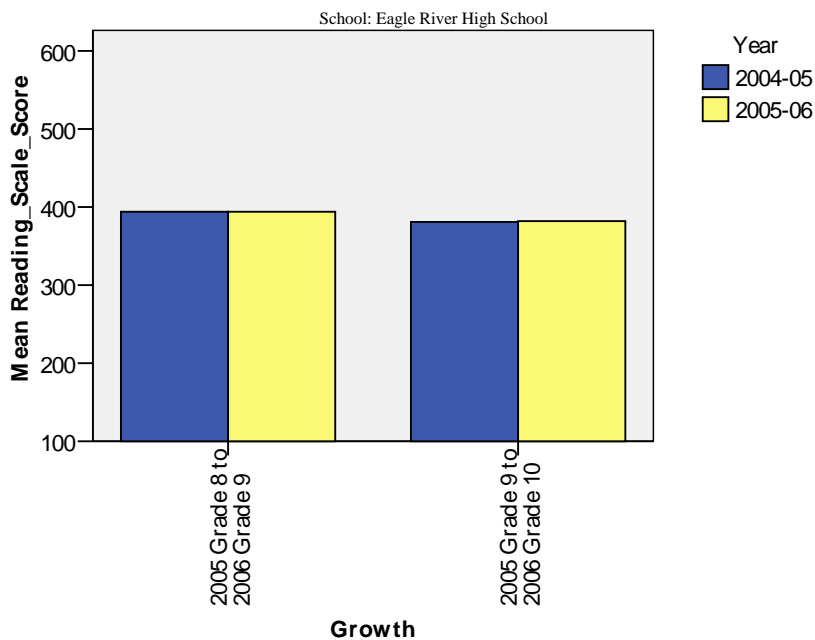
Anchorage School District: Profile of Performance ..... 2005-06

Eagle River High 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 2005	Grade 9 in 2006	Difference	Grade 9 in 2005	Grade 10 in 2006	Difference
Ethnicity	All Students	394.0	394.4	0.4	380.7	382.2	1.5
	African American	369.8	378.9	9.1	320.7	318.3	-2.3
	AK Native/American Indian	391.7	390.5	-1.2	314.1	334.2	20.1
	Asian	402.3	360.8	-41.5	361.4	367.7	6.3
	Caucasian	396.7	400.2	3.5	389.9	394.1	4.2
	Hispanic	386.7	373.3	-13.4	346.0	384.4	38.4
	Multi-Ethnic	388.1	387.7	-0.4	424.8	383.9	-40.9
Low Income	Yes	375.4	366.7	-8.7	338.2	340.0	1.8
	No	394.9	396.1	1.2	386.3	387.8	1.5
Disabled	Yes	301.0	309.4	8.4	307.7	337.2	29.5
	No	401.8	399.9	-1.9	387.7	386.3	-1.3
LEP	Yes	349.2	328.0	-21.2	291.1	341.7	50.6
	No	395.3	395.8	0.5	383.4	383.7	0.3
Migrant	Yes	.	.	.	373.9	376.1	2.2
	No	393.7	394.3	0.7	382.0	383.4	1.4
Gender	Female	403.1	400.7	-2.4	386.8	385.9	-0.9
	Male	386.4	387.7	1.3	376.2	379.0	2.8

. No students tested in both years in this category

Measure of Growth in SBA Reading for Students Who Tested in 2005 and Again in 2006



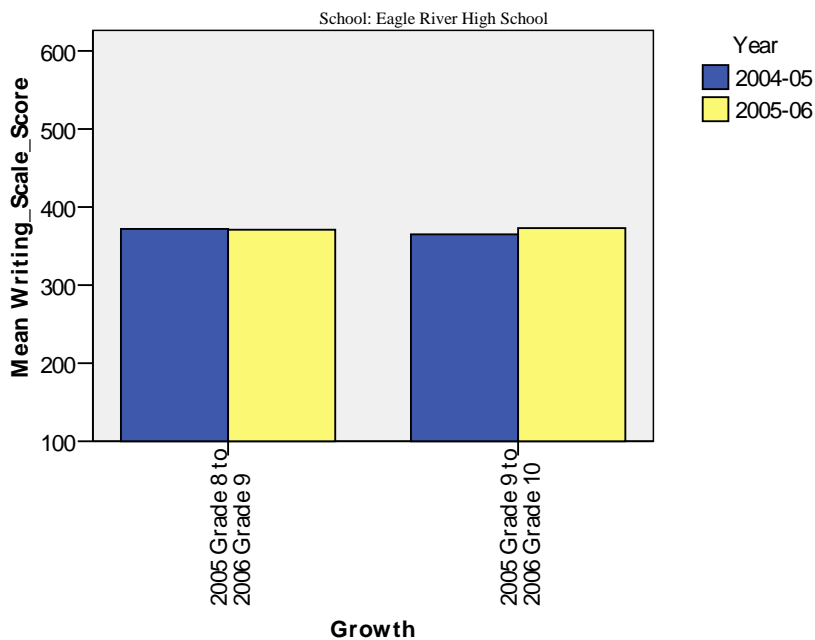
**Anchorage School District: Profile of Performance ..... 2005-06**

**Eagle River High 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 2005	Grade 9 in 2006	Difference	Grade 9 in 2005	Grade 10 in 2006	Difference
Ethnicity	All Students	371.7	371.2	-0.5	364.9	373.1	8.2
	African American	351.7	360.3	8.7	307.0	321.4	14.4
	AK Native/American Indian	343.6	381.7	38.1	286.8	305.4	18.6
	Asian	383.4	339.7	-43.7	375.2	377.0	1.8
	Caucasian	375.9	377.1	1.2	373.3	382.8	9.5
	Hispanic	359.0	357.4	-1.6	343.7	367.2	23.5
	Multi-Ethnic	348.8	352.9	4.1	390.7	370.3	-20.4
Low Income	Yes	354.2	340.0	-14.2	320.1	330.7	10.6
	No	373.3	373.8	0.5	370.4	378.7	8.3
Disabled	Yes	285.7	283.2	-2.5	294.9	307.1	12.2
	No	378.7	377.3	-1.3	371.0	378.4	7.4
LEP	Yes	334.1	298.7	-35.4	293.8	322.9	29.1
	No	373.4	373.7	0.3	366.2	375.0	8.8
Migrant	Yes	.	.	.	364.3	331.8	-32.5
	No	372.0	371.4	-0.6	364.7	374.2	9.5
Gender	Female	388.8	382.9	-5.9	372.7	387.3	14.7
	Male	355.2	361.0	5.8	357.1	359.7	2.6

. No students tested in both years in this category

**Measure of Growth in SBA Writing for Students Who Tested in 2005 and Again in 2006**

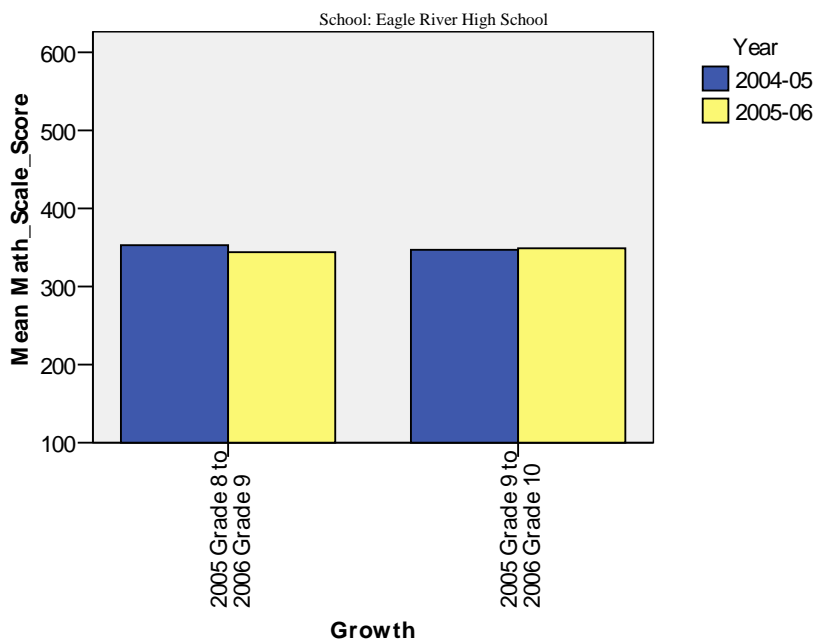


Eagle River High SBA Growth in Average Scale Score by NCLB Groups: Math

		Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years		
		Grade 8 in 2005	Grade 9 in 2006	Difference	Grade 9 in 2005	Grade 10 in 2006	Difference
Ethnicity	All Students	353.0	344.4	-8.6	346.7	349.2	2.5
	African American	319.8	321.9	2.1	282.7	295.3	12.7
	AK Native/American Indian	315.2	349.5	34.3	300.6	288.2	-12.4
	Asian	368.3	343.8	-24.5	389.4	361.7	-27.7
	Caucasian	358.7	347.2	-11.5	351.9	356.1	4.2
	Hispanic	349.7	335.3	-14.4	314.0	318.4	4.4
	Multi-Ethnic	328.1	329.7	1.6	401.8	374.9	-26.9
Low Income	Yes	334.4	324.7	-9.7	296.2	305.0	8.8
	No	353.9	345.1	-8.8	353.3	353.8	0.5
Disabled	Yes	245.0	256.4	11.4	268.7	271.2	2.5
	No	361.8	349.9	-11.9	353.7	354.3	0.7
LEP	Yes	335.2	295.0	-40.2	281.1	283.7	2.6
	No	353.3	344.8	-8.5	348.4	350.7	2.3
Migrant	Yes	.	.	.	299.9	293.1	-6.8
	No	352.7	344.3	-8.3	348.0	350.4	2.4
Gender	Female	356.1	343.7	-12.4	345.8	346.9	1.1
	Male	350.4	342.7	-7.7	349.2	350.0	0.8

. No students tested in both years in this category

Measure of Growth in SBA Math for Students Who Tested in 2005 and Again in 2006



Anchorage School District: Profile of Performance ..... 2005-06

Eagle River Grades 9-10 SBA Results Compared with District and State: Reading

Reading		% Advanced			% Proficient			% Below Proficient			% Far Below Proficient			Total Students Tested	Percent Tested		
		School	District	State	School	District	State	School	District	State	School	District	State	School	School	District	State
Ethnicity	All Students	52.5%	37.9%	35.1%	38.8%	43.0%	43.6%	8.1%	15.2%	17.2%	0.7%	4.0%	4.1%	464	98.9%	94.9%	93.7%
	African American	29.3%	19.8%	19.9%	46.3%	45.3%	47.0%	22.0%	26.9%	26.0%	2.4%	7.9%	7.1%	41	100.0%	94.2%	94.0%
	AK Native/ American Indian	55.6%	21.7%	15.6%	27.8%	44.8%	45.0%	16.7%	26.2%	31.2%	0.0%	7.3%	8.3%	19	94.7%	91.7%	92.0%
	Asian	35.0%	20.7%	24.0%	40.0%	49.1%	49.0%	25.0%	22.5%	21.3%	0.0%	7.7%	5.8%	20	100.0%	95.7%	94.6%
	Caucasian	56.1%	49.3%	46.5%	38.2%	40.6%	42.0%	5.1%	8.5%	9.7%	0.6%	1.6%	1.8%	337	99.4%	96.0%	94.4%
	Hispanic	42.1%	20.4%	23.7%	57.9%	48.8%	46.7%	0.0%	24.3%	23.2%	0.0%	6.5%	6.4%	20	95.0%	93.3%	91.9%
	Multi-Ethnic	61.5%	31.5%	33.3%	26.9%	40.1%	42.6%	11.5%	21.6%	18.7%	0.0%	6.8%	5.4%	27	96.3%	91.5%	92.6%
Low Income	Yes	39.5%	17.0%	18.9%	34.9%	44.1%	44.8%	23.3%	28.8%	28.4%	2.3%	10.1%	7.9%	43	100.0%	90.7%	92.7%
	No	53.8%	44.1%	42.4%	39.2%	42.6%	43.1%	6.5%	11.1%	12.1%	0.5%	2.2%	2.4%	421	98.8%	96.3%	94.1%
Disabled	Yes	12.9%	5.7%	6.1%	54.8%	35.4%	32.0%	32.3%	40.1%	42.5%	0.0%	18.7%	19.4%	32	96.9%	85.3%	86.5%
	No	55.4%	41.5%	38.4%	37.6%	43.8%	44.9%	6.3%	12.4%	14.2%	0.7%	2.3%	2.4%	432	99.1%	96.2%	94.6%
LEP	Yes	20.0%	7.1%	5.6%	53.3%	48.8%	43.7%	26.7%	32.5%	39.0%	0.0%	11.6%	11.7%	15	100.0%	92.5%	92.6%
	No	53.6%	42.8%	39.6%	38.3%	42.0%	43.6%	7.4%	12.4%	13.8%	0.7%	2.8%	3.0%	449	98.9%	95.3%	93.9%
Migrant	Yes	60.0%	20.6%	19.5%	40.0%	49.4%	43.6%	0.0%	21.7%	28.1%	0.0%	8.3%	8.8%	5	100.0%	90.9%	94.3%
	No	52.4%	38.3%	36.1%	38.8%	42.8%	43.6%	8.1%	15.0%	16.4%	0.7%	3.9%	3.8%	459	98.9%	95.1%	93.7%
Gender	Female	53.9%	40.4%	37.7%	39.3%	43.8%	45.1%	6.8%	12.9%	14.3%	0.0%	3.0%	2.8%	220	99.5%	95.4%	93.8%
	Male	51.3%	35.4%	32.6%	38.3%	42.2%	42.2%	9.2%	17.4%	19.8%	1.3%	5.0%	5.4%	244	98.4%	94.5%	93.6%

Anchorage School District: Profile of Performance ..... 2005-06

Eagle River Grades 9-10 SBA Results Compared with District and State: Writing

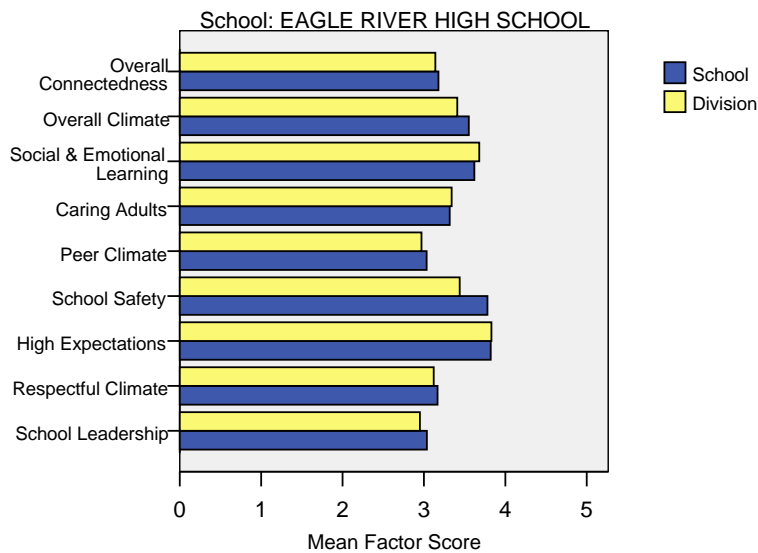
Writing		% Advanced			% Proficient			% Below Proficient			% Far Below Proficient			Total Students Tested	Percent Tested		
		School	District	State	School	District	State	School	District	State	School	District	State	School	School	District	State
Ethnicity	All Students	7.6%	5.6%	4.4%	80.8%	71.2%	69.0%	9.6%	16.9%	19.5%	2.0%	6.4%	7.0%	464	98.9%	94.6%	93.4%
	African American	2.4%	1.2%	1.2%	75.6%	60.4%	61.6%	19.5%	26.9%	26.0%	2.4%	11.5%	11.3%	41	100.0%	94.3%	94.3%
	AK Native/ American Indian	0.0%	1.6%	1.0%	77.8%	57.6%	53.6%	22.2%	28.7%	32.9%	0.0%	12.1%	12.5%	19	94.7%	90.3%	91.7%
	Asian	10.0%	2.6%	2.8%	60.0%	64.6%	67.3%	25.0%	23.6%	22.9%	5.0%	9.3%	7.0%	20	100.0%	95.9%	94.4%
	Caucasian	9.0%	7.9%	6.4%	81.8%	77.8%	76.6%	7.5%	10.9%	12.7%	1.8%	3.4%	4.2%	337	99.4%	95.8%	94.2%
	Hispanic	5.3%	2.8%	2.9%	94.7%	67.1%	64.3%	0.0%	20.9%	23.4%	0.0%	9.2%	9.3%	20	95.0%	92.0%	91.1%
	Multi-Ethnic	3.8%	4.1%	3.9%	84.6%	61.5%	66.4%	7.7%	24.1%	21.7%	3.8%	10.3%	8.0%	27	96.3%	91.2%	91.9%
Low Income	Yes	0.0%	1.2%	1.5%	79.1%	54.8%	55.3%	16.3%	30.0%	30.4%	4.7%	13.9%	12.7%	43	100.0%	89.6%	92.2%
	No	8.4%	6.9%	5.8%	81.0%	76.0%	75.2%	8.9%	13.0%	14.6%	1.7%	4.1%	4.4%	421	98.8%	96.2%	94.0%
Disabled	Yes	0.0%	0.1%	0.1%	48.4%	26.2%	24.5%	45.2%	43.1%	44.3%	6.5%	30.6%	31.0%	32	96.9%	85.4%	86.6%
	No	8.2%	6.2%	5.0%	83.2%	76.3%	74.2%	7.0%	13.9%	16.6%	1.6%	3.6%	4.2%	432	99.1%	95.8%	94.3%
LEP	Yes	0.0%	0.3%	0.2%	66.7%	51.5%	45.1%	20.0%	33.2%	38.8%	13.3%	15.1%	15.8%	15	100.0%	92.6%	92.6%
	No	7.9%	6.4%	5.1%	81.3%	74.4%	72.7%	9.2%	14.2%	16.5%	1.6%	4.9%	5.6%	449	98.9%	94.9%	93.6%
Migrant	Yes	0.0%	1.7%	1.2%	80.0%	57.4%	56.0%	20.0%	29.5%	30.6%	0.0%	11.4%	12.2%	5	100.0%	88.9%	94.3%
	No	7.7%	5.7%	4.7%	80.8%	71.5%	69.9%	9.5%	16.6%	18.8%	2.0%	6.2%	6.7%	459	98.9%	94.7%	93.4%
Gender	Female	10.5%	7.2%	6.3%	82.2%	76.4%	75.3%	6.4%	12.7%	14.7%	0.9%	3.7%	3.7%	220	99.5%	95.1%	93.6%
	Male	5.0%	4.0%	2.7%	79.6%	66.1%	63.1%	12.5%	20.9%	24.0%	2.9%	9.0%	10.1%	244	98.4%	94.1%	93.2%

Anchorage School District: Profile of Performance ..... 2005-06

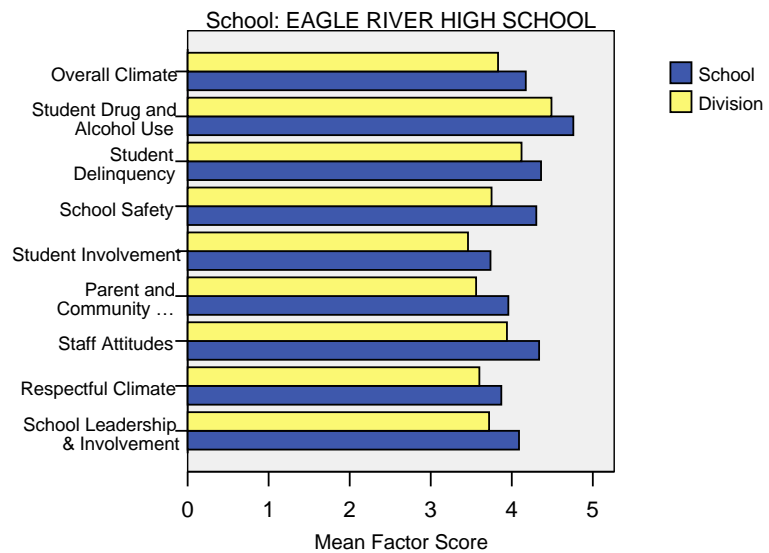
Eagle River Grades 9-10 SBA Results Compared with District and State: Math

Math		% Advanced			% Proficient			% Below Proficient			% Far Below Proficient			Total Students Tested	Percent Tested		
		School	District	State	School	District	State	School	District	State	School	District	State	School	School	District	State
Ethnicity	All Students	31.6%	24.6%	20.6%	42.3%	39.3%	38.5%	18.1%	18.5%	20.7%	8.1%	17.6%	20.2%	464	98.9%	94.3%	93.2%
	African American	9.8%	8.6%	8.3%	41.5%	29.6%	29.9%	31.7%	25.5%	26.0%	17.1%	36.3%	35.8%	41	100.0%	94.3%	93.9%
	AK Native/ American Indian	38.9%	11.8%	8.7%	16.7%	38.7%	33.0%	22.2%	22.3%	25.0%	22.2%	27.3%	33.3%	19	94.7%	89.0%	91.2%
	Asian	25.0%	19.2%	21.8%	50.0%	40.2%	39.8%	10.0%	20.3%	20.5%	15.0%	20.3%	17.9%	20	100.0%	95.9%	94.9%
	Caucasian	34.9%	32.2%	27.1%	43.0%	41.1%	41.4%	15.8%	15.7%	18.2%	6.3%	11.0%	13.3%	337	99.4%	95.5%	93.9%
	Hispanic	10.5%	12.4%	11.1%	52.6%	35.2%	36.9%	36.8%	24.2%	24.8%	0.0%	28.2%	27.2%	20	95.0%	92.0%	91.6%
	Multi-Ethnic	38.5%	15.6%	16.3%	38.5%	36.7%	36.9%	15.4%	20.4%	21.4%	7.7%	27.2%	25.4%	27	96.3%	92.2%	93.3%
Low Income	Yes	23.3%	9.9%	9.5%	25.6%	33.2%	32.7%	34.9%	24.1%	25.5%	16.3%	32.8%	32.3%	43	100.0%	89.6%	92.2%
	No	32.5%	28.9%	25.6%	44.0%	41.1%	41.1%	16.3%	16.8%	18.5%	7.2%	13.2%	14.8%	421	98.8%	95.8%	93.6%
Disabled	Yes	3.2%	3.2%	2.4%	16.1%	12.1%	12.7%	35.5%	24.2%	23.9%	45.2%	60.5%	61.0%	32	96.9%	85.4%	86.9%
	No	33.6%	27.0%	22.7%	44.2%	42.4%	41.5%	16.8%	17.8%	20.3%	5.4%	12.8%	15.5%	432	99.1%	95.5%	94.0%
LEP	Yes	6.7%	8.2%	5.7%	33.3%	33.2%	28.8%	40.0%	25.3%	27.4%	20.0%	33.3%	38.2%	15	100.0%	92.9%	92.9%
	No	32.4%	27.2%	22.9%	42.6%	40.3%	40.0%	17.3%	17.4%	19.6%	7.7%	15.1%	17.4%	449	98.9%	94.6%	93.3%
Migrant	Yes	0.0%	9.4%	10.9%	40.0%	40.9%	33.9%	40.0%	21.6%	24.1%	20.0%	28.1%	31.0%	5	100.0%	86.4%	94.0%
	No	31.9%	24.9%	21.3%	42.3%	39.3%	38.8%	17.8%	18.4%	20.5%	7.9%	17.4%	19.5%	459	98.9%	94.5%	93.2%
Gender	Female	27.9%	22.6%	19.6%	47.0%	41.9%	40.2%	17.8%	19.6%	21.4%	7.3%	15.8%	18.8%	220	99.5%	94.4%	93.2%
	Male	35.0%	26.4%	21.6%	37.9%	36.8%	36.8%	18.3%	17.4%	20.1%	8.8%	19.4%	21.5%	244	98.4%	94.2%	93.2%

2006 Student Climate Survey Results



2006 Staff Climate Survey Results



The factors measured in the Student and Staff Climate Survey were:

- **Overall Connectedness – Student Survey:** The Overall Connectedness score for the student survey was computed as an average of three scales: Respectful Climate, Peer Climate, and Caring Adults.
- **Overall Climate – Student Survey:** The Overall Climate score for the student survey was computed as the average of three scales: School Leadership, High Expectations, and School Safety.
- **Overall Climate – Staff Survey:** The Overall Climate score for the staff survey was computed as the average of 6 scales: School Leadership, Respectful Climate, Staff Attitudes, Parent and Community Involvement, Student Involvement, School Safety, Student Delinquency, and Drug and Alcohol Use scores.
- **School Leadership:** Reflects feelings about the decision making of school leaders, fairness of school rules, and student participation in school governance. 1 indicates a low level of school leadership and 5 indicates a high level of school leadership.
- **Respectful Climate:** Fairness of rules and how well students and staff treat one another. 1 indicates a lack of respect and 5 indicates a highly respectful climate.
- **High Expectations:** Expectations of students from peers and adults. 1 indicates a lack of high expectations and 5 indicates very high expectations.
- **School Safety:** Presence of school bullies, gangs and general crime and violence in the community. 1 indicates a low level of safety and 5 indicates a high level of safety.

- **Peer Climate:** Reflects feelings about how respectful and helpful students are to one another. 1 indicates a negative peer climate and 5 indicates a very positive climate.
- **Caring Adults:** Reflects the caring adult relationships students have in the school. 1 indicates a lack of caring relationships and 5 indicates a high number of caring adults.
- **Social & Emotional Learning:** Reflects students' ability to think about the consequences of their actions and to empathize with others. 1 indicates poor social and emotional learning and 5 indicates higher levels of social and emotional learning.
- **Staff Attitudes:** Reflects feelings about competence and attitude towards jobs. 1 indicates more negative attitudes and 5 indicates highly positive attitudes.
- **Parent and Community Involvement:** Accessibility of the school for parents and how connected adults in the community are to the school. 1 indicates a low level of parent and community involvement and 5 indicates a high level of parent and community involvement.
- **Student Involvement:** Reflects feelings about how involved students are in the schools' decision making process. 1 indicates a low level of student involvement and 5 indicates a high level of student involvement.
- **Student Delinquency:** Reflects staff members' reports of witnessed student fights, stealing, and bullying. 1 indicates a high level of delinquency and 5 indicates a low level (5 is most desired).
- **Student Drug and Alcohol Use:** Reflects staff members' reports of observing students under the influence of drugs or alcohol. 1 indicates a high level of drug and alcohol use and 5 indicates a low level (5 is most desired).