

Table 61

Central School of Science Overview

Statement of Program

Central Middle School of Science offers a unique program that infuses science, math and technology throughout all core areas and elective classes using interdisciplinary teams of teachers and students. Central's diverse student population is made up of neighborhood students, military students and lottery students. Central offers a science intensive program twice a year. This school of science has authentic science wet labs that embrace sophisticated, experimental based science programs. Central offers 12 science electives. The core subjects have been aligned to the standards and to science concepts. Teachers integrate the curriculum so science, math, language arts, and social studies are genuinely paralleled. Central also offers enriched and gifted classes that utilize a creative and differentiated curriculum to meet the needs of all students. Central houses award winning teachers and students. Central students are the state champions from the Alaska Science and Engineering Fair. The AEIN Grant (Alaska Educational Innovations Network) creates professional opportunities for staff members. Because of this grant, teachers are awarded stipends and time to meet as study groups; these groups focus on best teaching practices, data decision making intervention plans, and culturally responsive lesson designs. Along with our business partners and community agency partnerships, Central students continue to collaborate with agencies on research projects. Fish and Game, Fish and Wildlife, NOAA, USDA Forest Service and UAF Alison Project are several organizations that have worked with our students and/or teachers in research, data collection, and science projects. In collaboration with our business partners, Central will be offering a new elective called Landmark. This program will use state of the art technology including global positioning technology (GPS), the geological survey, walking tours, museum trips, research, outdoor labs, student publications and more.

From the Report Card/MLP

SCHOOL GOALS	
Goal	Level of Achievement
The percentage of not proficient Economically Disadvantaged Students will decrease by 5%.	Partially Attained
Science literacy and infusion will be increased in all content areas and elective classes which will be evident in the Standards Based Assessment reading and writing proficiency scores.	Partially Attained
Technology support will continue to help with student achievement in writing, math, reading, and science.	Partially Attained

From the School Report Card

BUDGET*	
2004-2005 Actual Expenditures	\$3,893,391
2004-06 Revised Budgeted Amount	\$3,978,690
2006-07 Proposed Budget	\$3,902,699

*Dollars budgeted or expended are general fund only.

From IFAS

Central School of Science Characteristics

	School	District	Source of Information
Membership	681	50,051	Fall OASIS
Capacity	109%	N/A	Board Report - #189 3/7/06
Attendance Rate	93%	93%	SMS end of year report
Retention Rate	0.8%	1.2%	Report Card File
Transiency Rate	22.31%	22.72%	Report Card File
Economically Disadvantaged	290	16,769	Fall OASIS
Ave. Weekly Volunteer Hours	10	5,032	Report Card File
Dropout Rate	0.83%	5.78%	OASIS end of year report
Students Taking an Alternate Assessment	0	264	SMS
Change in Enrollment	-10.8%	0.3%	Report Card File

Teacher Qualification				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
44	100%	59%	0	94%

SCHOOL BUSINESS PARTNERSHIPS
Aurora Vending
Anchorage Convention and Visitors Bureau
Blockbuster Video
Mary Conrad Center
Key Bank
REI
YESS (Ft. Richardson Youth Education Support Services)
Kids' Kitchen
Alaska Youth as Resources (AYR)

From MLP

ETHNICITY REPORT - OCTOBER 2005						
Caucasian	African American	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	Multi-Ethnic	Total
334	108	87	49	48	55	681
49.05%	15.86%	12.78%	7.20%	7.05%	8.08%	100.00%

From Fall Oasis

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
648	591	91.2%

From participation file (3-10 graders)

Central School of Science Characteristics

Data Type	AK Native/ American Indian	Asian/ Pac. Islander	African American	Hispanic	Caucasian	Multi- Ethnic	Total
Enrollment	93	48	109	56	358	55	719
Final Dropouts	1		1	1	3		6
% of Dropouts	1.08%	0.0%	0.92%	1.79%	0.84%	0.0%	0.83%

From Summer Oasis

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

Central 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	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	648	643	99.2%	Yes	585	463	79.1%	67.1%	Yes	382	65.3%	52.8%	Yes
African American	105	104	99%	Yes	96	71	74%	60.7%	Yes	50	52.1%	45.9%	Yes
AkNa & Amln	78	78	100%	Yes	66	38	57.6%	58.5%	Yes-SH	27	40.9%	43.4%	No
Asian	44	44	100%	Yes	42	28	66.7%	55.2%	Yes	22	52.4%	39.8%	Yes
Caucasian	323	321	99.4%	Yes	294	259	88.1%	65.3%	Yes	226	76.9%	50.9%	Yes
Hispanic	48	47	97.9%	Yes	41	33	80.5%	55.1%	Yes	32	78%	39.6%	Yes
Multi-Ethnic	50	49	98%	Yes	46	34	73.9%	56%	Yes	25	54.3%	40.6%	Yes
Low Income	289	287	99.3%	Yes	247	165	66.8%	64.8%	Yes	137	55.5%	50.3%	Yes
Disabled	56	55	98.2%	Yes	47	15	31.9%	56.1%	Yes-SH	12	25.5%	40.8%	Yes-SH
LEP	75	75	100%	Yes	64	37	57.8%	58.3%	Yes-SH	29	45.3%	43.2%	Yes

Attendance Rate: 93.4% (Threshold is 85%)

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.

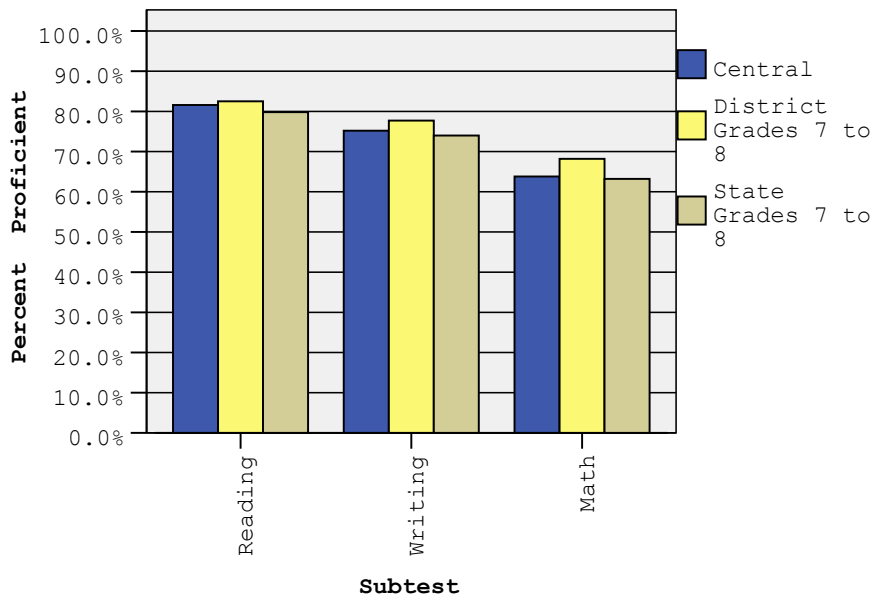
*** Results cannot be published without releasing personally identifiable information.

This document was prepared by the ASD Assessment and Evaluation 7/19/2006

Central Middle School SBA Proficiency – Spring 2006

	Reading		Writing		Math	
	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient
All Grades	80.1%	81.6%	76.7%	75.2%	68.4%	63.8%
7 th Grade	78.9%	77.6%	77.1%	71.5%	66.1%	59.3%
8 th Grade	81.3%	85.8%	76.4%	79.1%	70.8%	68.5%

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



* District and State Grades 7 to 8

Central Middle School SBA Proficiency by NCLB groups – Spring 2006

		Reading		Writing		Math	
		Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient
Ethnicity	All Students	81.6%	18.4%	75.2%	24.8%	63.8%	36.2%
	African American	74.0%	26.0%	71.2%	28.8%	52.0%	48.0%
	AK Native/ American Indian	63.6%	36.4%	42.9%	57.1%	35.9%	64.1%
	Asian	75.0%	25.0%	59.1%	40.9%	52.3%	47.7%
	Caucasian	89.7%	10.3%	86.3%	13.8%	75.6%	24.4%
	Hispanic	86.0%	14.0%	80.0%	20.0%	73.9%	26.1%
	Multi-Ethnic	75.0%	25.0%	72.3%	27.7%	56.3%	43.8%
Low Income	Yes	70.9%	29.1%	60.3%	39.7%	52.1%	47.9%
	No	90.1%	9.9%	87.0%	13.0%	73.2%	26.8%
Disabled	Yes	35.2%	64.8%	33.3%	66.7%	25.5%	74.5%
	No	85.9%	14.1%	79.1%	20.9%	67.4%	32.6%
LEP	Yes	59.7%	40.3%	48.6%	51.4%	41.9%	58.1%
	No	84.4%	15.6%	78.6%	21.4%	66.7%	33.3%
Migrant	Yes	57.9%	42.1%	47.4%	52.6%	52.6%	47.4%
	No	82.3%	17.7%	76.1%	23.9%	64.1%	35.9%
Gender	Female	85.2%	14.8%	83.0%	17.0%	63.4%	36.6%
	Male	78.3%	21.7%	68.1%	31.9%	64.2%	35.8%

Anchorage School District: Profile of Performance 2005-06

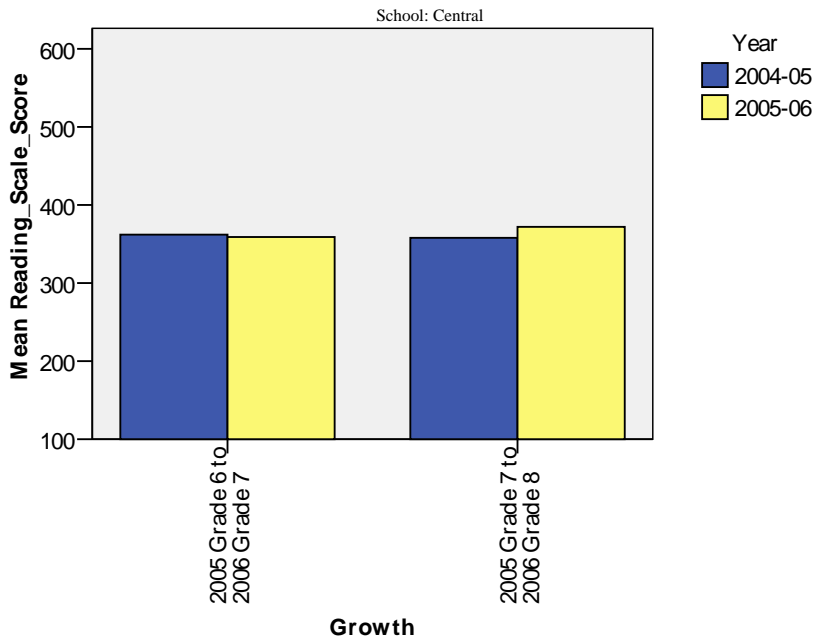
Central SBA Mean Scale Score Comparison: 2004-2005 to 2005-2006

		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	366.2	365.2	351.8	348.6	335.0	329.0
	African American	337.9	338.7	331.1	333.0	306.6	307.8
	AK Native/ American Indian	333.3	327.0	307.0	303.5	308.3	291.0
	Asian	331.9	339.6	325.6	318.3	319.1	316.1
	Caucasian	395.1	388.7	378.4	369.6	360.0	349.1
	Hispanic	345.3	365.9	333.2	355.0	318.6	331.7
	Multi-Ethnic	351.3	350.5	342.5	336.3	314.1	310.5
Low Income	Yes	334.6	337.4	321.8	322.1	310.6	305.2
	No	382.8	387.4	367.9	369.7	347.8	348.0
Disabled	Yes	277.7	295.0	275.1	284.4	256.8	261.9
	No	375.5	371.7	359.9	354.5	343.0	335.3
LEP	Yes	305.7	317.4	298.0	298.1	293.3	289.1
	No	375.4	371.3	360.1	355.0	341.4	334.2
Migrant	Yes	324.4	322.1	300.2	317.4	320.7	307.1
	No	367.1	366.6	352.8	349.6	335.2	329.6
Gender	Female	371.3	371.7	365.5	364.8	334.1	326.6
	Male	361.5	359.3	339.1	333.7	335.8	331.2

Central 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 2005	Grade 7 in 2006	Difference	Grade 7 in 2005	Grade 8 in 2006	Difference
Ethnicity	All Students	361.9	359.1	-2.8	358.3	371.8	13.5
	African American	338.0	333.4	-4.6	334.7	346.2	11.5
	AK Native/American Indian	300.8	335.4	34.6	333.2	317.3	-15.9
	Asian	337.2	332.0	-5.2	316.1	346.7	30.6
	Caucasian	392.3	384.8	-7.5	379.4	391.7	12.3
	Hispanic	360.7	359.2	-1.5	343.9	371.1	27.2
	Multi-Ethnic	358.7	345.3	-13.4	346.0	357.4	11.4
Low Income	Yes	328.1	325.7	-2.4	335.8	349.9	14.1
	No	387.4	384.7	-2.7	376.2	390.0	13.8
Disabled	Yes	286.9	297.1	10.2	295.3	291.8	-3.5
	No	370.0	365.4	-4.6	363.7	379.2	15.5
LEP	Yes	321.8	305.9	-15.9	302.7	324.3	21.7
	No	366.2	364.0	-2.2	368.1	379.7	11.6
Migrant	Yes	309.3	298.8	-10.5	369.4	342.7	-26.7
	No	363.7	360.2	-3.5	357.9	373.1	15.2
Gender	Female	372.7	360.3	-12.4	363.0	382.4	19.4
	Male	354.1	356.7	2.6	353.8	361.9	8.1

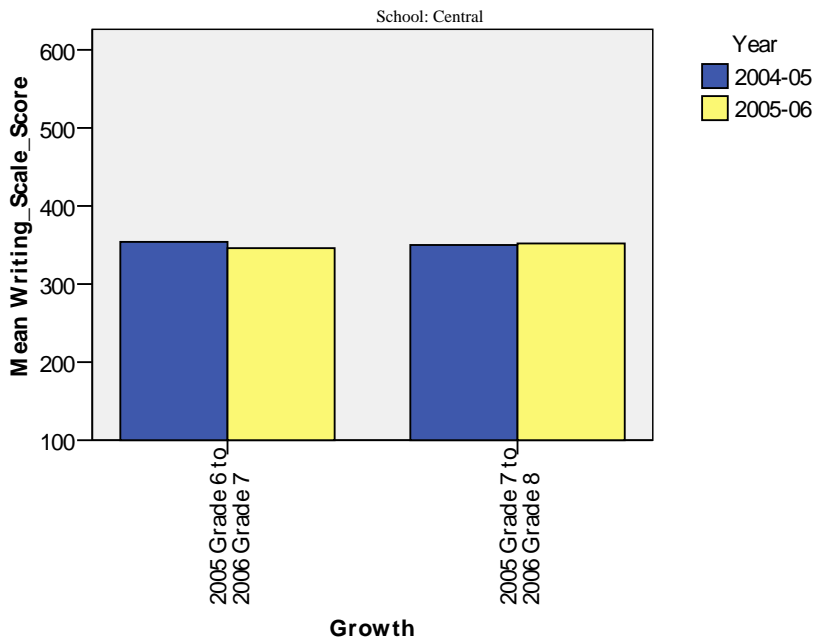
Measure of Growth in SBA Reading for Students Who Tested in 2005 and Again in 2006



Central 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 2005	Grade 7 in 2006	Difference	Grade 7 in 2005	Grade 8 in 2006	Difference
Ethnicity	All Students	354.3	345.8	-8.5	350.4	351.7	1.3
	African American	336.7	330.2	-6.5	336.9	337.1	0.2
	AK Native/ American Indian	324.2	307.8	-16.4	295.0	318.9	23.9
	Asian	313.1	313.7	0.6	325.8	322.9	-2.9
	Caucasian	382.4	370.7	-11.7	371.2	369.0	-2.2
	Hispanic	345.9	348.1	2.2	341.3	360.8	19.5
	Multi-Ethnic	345.0	340.4	-4.6	327.7	331.2	3.5
Low Income	Yes	318.8	313.9	-4.9	326.7	331.3	4.7
	No	381.2	371.0	-10.2	369.1	367.7	-1.4
Disabled	Yes	284.3	287.8	3.5	298.4	279.7	-18.7
	No	361.7	352.2	-9.5	355.9	358.1	2.2
LEP	Yes	306.7	287.3	-19.4	306.0	305.4	-0.6
	No	358.1	350.7	-7.4	357.8	359.9	2.1
Migrant	Yes	287.4	278.7	-8.7	353.2	352.0	-1.2
	No	355.9	348.1	-7.8	350.3	351.8	1.5
Gender	Female	376.0	362.4	-13.7	361.7	367.2	5.5
	Male	337.8	331.9	-5.9	339.7	336.3	-3.3

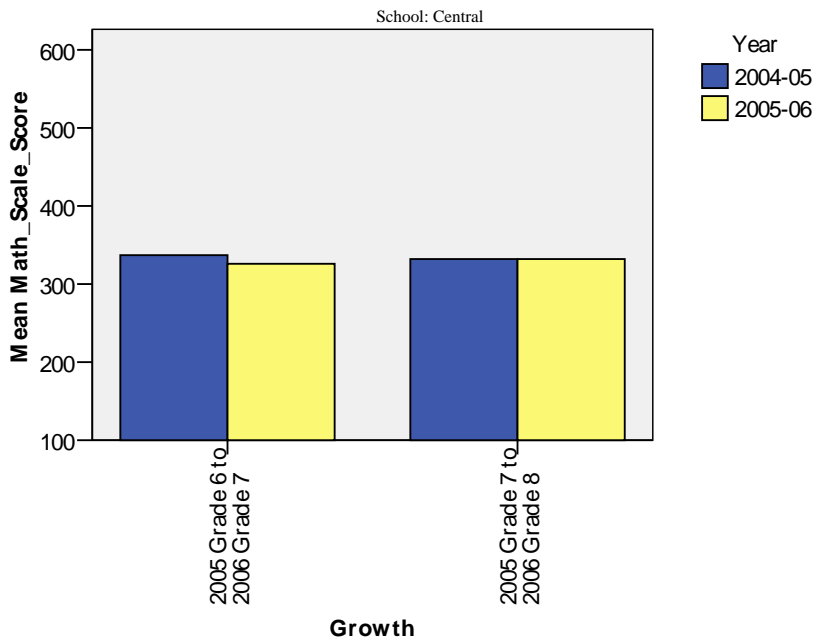
Measure of Growth in SBA Writing for Students Who Tested in 2005 and Again in 2006



Central 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 2005	Grade 7 in 2006	Difference	Grade 7 in 2005	Grade 8 in 2006	Difference
Ethnicity	All Students	336.9	326.1	-10.8	332.3	331.8	-0.5
	African American	309.0	305.4	-3.6	304.7	313.2	8.5
	AK Native/ American Indian	320.8	290.9	-29.9	287.7	279.3	-8.3
	Asian	323.2	316.0	-7.2	308.1	316.7	8.6
	Caucasian	363.3	346.8	-16.5	350.4	350.7	0.3
	Hispanic	331.7	332.2	0.5	332.9	332.1	-0.8
	Multi-Ethnic	329.7	326.3	-3.3	310.0	294.4	-15.7
Low Income	Yes	303.1	296.7	-6.4	311.8	313.9	2.1
	No	363.4	349.7	-13.7	347.2	346.0	-1.2
Disabled	Yes	277.9	266.1	-11.8	268.3	255.8	-12.5
	No	344.0	332.4	-11.7	337.7	338.2	0.5
LEP	Yes	303.8	285.9	-17.9	288.7	291.3	2.7
	No	340.2	330.0	-10.2	339.1	338.7	-0.4
Migrant	Yes	308.3	268.8	-39.5	375.4	340.7	-34.7
	No	337.7	328.2	-9.5	330.9	331.1	0.2
Gender	Female	337.7	324.3	-13.4	331.0	329.4	-1.6
	Male	337.1	327.7	-9.4	331.8	333.9	2.1

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



Anchorage School District: Profile of Performance 2005-06

Central Grades 7-8 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	30.7%	33.4%	30.1%	50.9%	49.1%	49.7%	13.7%	12.5%	14.4%	4.7%	5.0%	5.9%	648	99.2%	97.3%	97.3%
	African American	17.3%	16.6%	16.6%	56.7%	54.7%	55.9%	19.2%	19.4%	19.5%	6.7%	9.3%	7.9%	105	99.0%	97.3%	97.6%
	AK Native/ American Indian	16.9%	15.4%	12.1%	46.8%	53.2%	50.0%	26.0%	21.2%	25.6%	10.4%	10.2%	12.3%	78	100.0%	94.7%	96.3%
	Asian	18.2%	22.6%	24.0%	56.8%	53.0%	54.4%	15.9%	17.5%	15.8%	9.1%	6.9%	5.9%	44	100.0%	97.8%	97.6%
	Caucasian	42.2%	44.6%	41.0%	47.5%	45.9%	47.9%	9.4%	7.2%	8.3%	0.9%	2.4%	2.8%	323	99.4%	98.1%	97.8%
	Hispanic	25.6%	19.3%	20.4%	60.5%	52.2%	54.7%	7.0%	20.6%	18.3%	7.0%	7.9%	6.7%	48	97.9%	94.7%	95.6%
	Multi-Ethnic	20.8%	23.7%	21.9%	54.2%	52.6%	55.5%	14.6%	16.9%	17.0%	10.4%	6.8%	5.6%	50	98.0%	97.6%	97.3%
Low Income	Yes	17.4%	15.4%	15.4%	53.5%	53.3%	51.4%	19.5%	21.3%	22.7%	9.6%	9.9%	10.5%	289	99.3%	96.1%	96.9%
	No	41.2%	43.4%	39.3%	48.9%	46.7%	48.6%	9.0%	7.6%	9.1%	0.8%	2.3%	3.0%	359	99.2%	97.9%	97.5%
Disabled	Yes	7.4%	5.8%	4.9%	27.8%	36.5%	36.2%	42.6%	33.7%	33.6%	22.2%	23.9%	25.3%	56	98.2%	91.6%	91.8%
	No	32.8%	37.1%	33.5%	53.1%	50.8%	51.5%	11.0%	9.6%	11.8%	3.1%	2.5%	3.2%	592	99.3%	98.1%	98.1%
LEP	Yes	6.9%	9.4%	6.3%	52.8%	54.0%	47.7%	25.0%	25.6%	31.5%	15.3%	11.0%	14.6%	75	100.0%	96.3%	96.5%
	No	33.7%	37.7%	34.6%	50.7%	48.2%	50.1%	12.2%	10.1%	11.1%	3.4%	4.0%	4.2%	573	99.1%	97.5%	97.5%
Migrant	Yes	21.1%	16.7%	13.8%	36.8%	53.5%	48.0%	10.5%	17.4%	25.6%	31.6%	12.4%	12.6%	19	100.0%	97.4%	97.9%
	No	31.0%	34.0%	31.3%	51.4%	48.9%	49.8%	13.8%	12.3%	13.5%	3.9%	4.8%	5.4%	629	99.2%	97.3%	97.3%
Gender	Female	31.9%	36.4%	32.7%	53.3%	49.5%	50.4%	12.8%	11.0%	12.7%	2.0%	3.1%	4.3%	311	99.4%	97.7%	97.6%
	Male	29.5%	30.7%	27.6%	48.8%	48.7%	49.0%	14.5%	13.8%	16.0%	7.2%	6.8%	7.4%	337	99.1%	96.9%	97.0%

Central Grades 7-8 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	10.0%	13.4%	11.4%	65.1%	64.3%	62.6%	19.6%	16.7%	19.2%	5.2%	5.6%	6.8%	648	99.2%	97.6%	97.4%
	African American	2.9%	4.8%	5.4%	68.3%	62.4%	62.9%	20.2%	22.5%	22.4%	8.7%	10.3%	9.3%	105	99.0%	97.6%	97.5%
	AK Native/ American Indian	1.3%	3.7%	3.1%	41.6%	55.5%	50.4%	46.8%	29.8%	32.6%	10.4%	11.0%	13.9%	78	100.0%	96.0%	96.6%
	Asian	4.5%	9.3%	9.7%	54.5%	62.6%	65.7%	31.8%	20.7%	17.9%	9.1%	7.4%	6.6%	44	100.0%	97.9%	97.6%
	Caucasian	14.7%	18.9%	16.3%	71.6%	67.5%	67.6%	12.5%	10.6%	12.6%	1.3%	3.0%	3.5%	323	99.4%	98.2%	97.8%
	Hispanic	15.6%	5.9%	6.1%	64.4%	61.6%	63.8%	15.6%	25.5%	22.9%	4.4%	7.0%	7.1%	48	97.9%	95.5%	96.2%
	Multi-Ethnic	8.5%	9.5%	8.8%	63.8%	61.3%	62.7%	14.9%	21.8%	22.3%	12.8%	7.4%	6.2%	50	98.0%	97.9%	97.7%
Low Income	Yes	4.3%	4.3%	4.3%	56.0%	57.0%	54.8%	31.6%	28.3%	29.1%	8.2%	10.3%	11.8%	289	99.3%	96.3%	96.9%
	No	14.6%	18.4%	15.9%	72.4%	68.4%	67.5%	10.1%	10.3%	12.9%	2.8%	3.0%	3.7%	359	99.2%	98.4%	97.7%
Disabled	Yes	0.0%	1.1%	0.8%	33.3%	31.0%	28.9%	48.1%	38.9%	40.2%	18.5%	29.0%	30.0%	56	98.2%	92.9%	92.5%
	No	11.0%	15.1%	12.8%	68.1%	68.8%	67.1%	17.0%	13.7%	16.3%	3.9%	2.4%	3.7%	592	99.3%	98.3%	98.1%
LEP	Yes	0.0%	3.0%	1.6%	48.6%	54.3%	45.5%	34.7%	31.9%	36.7%	16.7%	10.9%	16.2%	75	100.0%	96.6%	96.6%
	No	11.3%	15.3%	13.3%	67.3%	66.1%	65.8%	17.7%	14.0%	15.9%	3.7%	4.6%	5.1%	573	99.1%	97.8%	97.6%
Migrant	Yes	5.3%	5.8%	4.2%	42.1%	51.6%	50.0%	36.8%	31.0%	33.0%	15.8%	11.6%	12.9%	19	100.0%	97.4%	98.0%
	No	10.2%	13.7%	12.0%	65.9%	64.8%	63.5%	19.1%	16.2%	18.1%	4.9%	5.4%	6.4%	629	99.2%	97.6%	97.4%
Gender	Female	12.5%	17.6%	15.2%	70.5%	67.3%	66.2%	15.1%	12.5%	15.0%	2.0%	2.6%	3.6%	311	99.4%	97.8%	97.5%
	Male	7.8%	9.4%	7.8%	60.2%	61.5%	59.2%	23.8%	20.7%	23.2%	8.1%	8.4%	9.9%	337	99.1%	97.4%	97.2%

Anchorage School District: Profile of Performance 2005-06

Central Grades 7-8 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	22.1%	30.4%	24.6%	41.7%	37.8%	38.6%	22.4%	17.6%	20.2%	13.8%	14.2%	16.7%	648	99.2%	97.7%	97.4%
	African American	11.8%	13.1%	13.0%	40.2%	36.7%	36.3%	29.4%	24.6%	25.9%	18.6%	25.6%	24.8%	105	99.0%	97.3%	97.5%
	AK Native/American Indian	9.0%	16.0%	11.0%	26.9%	35.7%	33.5%	34.6%	24.9%	26.6%	29.5%	23.4%	29.0%	78	100.0%	95.2%	96.3%
	Asian	20.5%	28.0%	27.9%	31.8%	37.8%	39.3%	29.5%	18.3%	18.3%	18.2%	15.8%	14.4%	44	100.0%	98.7%	98.4%
	Caucasian	30.9%	39.0%	32.2%	44.7%	38.4%	40.8%	17.5%	14.0%	16.7%	6.9%	8.6%	10.3%	323	99.4%	98.2%	97.7%
	Hispanic	17.4%	16.7%	16.0%	56.5%	38.3%	40.1%	15.2%	21.7%	22.7%	10.9%	23.3%	21.2%	48	97.9%	97.4%	97.4%
	Multi-Ethnic	12.5%	20.3%	18.4%	43.8%	37.8%	39.6%	20.8%	21.5%	22.9%	22.9%	20.3%	19.1%	50	98.0%	97.6%	97.7%
Low Income	Yes	11.6%	14.5%	12.6%	40.5%	36.8%	35.4%	26.1%	23.9%	25.4%	21.8%	24.8%	26.6%	289	99.3%	96.5%	96.9%
	No	30.5%	39.2%	32.2%	42.7%	38.4%	40.5%	19.5%	14.1%	16.9%	7.3%	8.4%	10.4%	359	99.2%	98.4%	97.7%
Disabled	Yes	3.6%	5.6%	3.8%	21.8%	16.7%	16.8%	27.3%	25.0%	25.3%	47.3%	52.8%	54.0%	56	98.2%	92.6%	92.3%
	No	23.8%	33.8%	27.4%	43.6%	40.6%	41.5%	22.0%	16.6%	19.5%	10.6%	9.0%	11.6%	592	99.3%	98.5%	98.1%
LEP	Yes	9.5%	13.9%	8.5%	32.4%	35.9%	30.9%	24.3%	23.5%	27.2%	33.8%	26.7%	33.4%	75	100.0%	97.9%	97.2%
	No	23.8%	33.4%	27.7%	42.9%	38.2%	40.0%	22.2%	16.5%	18.8%	11.2%	11.9%	13.5%	573	99.1%	97.7%	97.4%
Migrant	Yes	21.1%	19.7%	14.3%	31.6%	32.8%	32.2%	5.3%	24.3%	27.1%	42.1%	23.2%	26.4%	19	100.0%	97.7%	97.9%
	No	22.1%	30.8%	25.4%	42.0%	38.0%	39.0%	22.9%	17.3%	19.7%	12.9%	13.9%	15.9%	629	99.2%	97.7%	97.3%
Gender	Female	19.6%	29.9%	23.9%	43.8%	39.4%	39.7%	23.9%	18.6%	21.1%	12.7%	12.1%	15.3%	311	99.4%	98.1%	97.5%
	Male	24.4%	30.9%	25.3%	39.8%	36.3%	37.4%	21.1%	16.6%	19.3%	14.8%	16.1%	18.0%	337	99.1%	97.4%	97.2%

Anchorage School District: Profile of Performance 2005-06

Central TerraNova 7th grade

Percent in each quartile

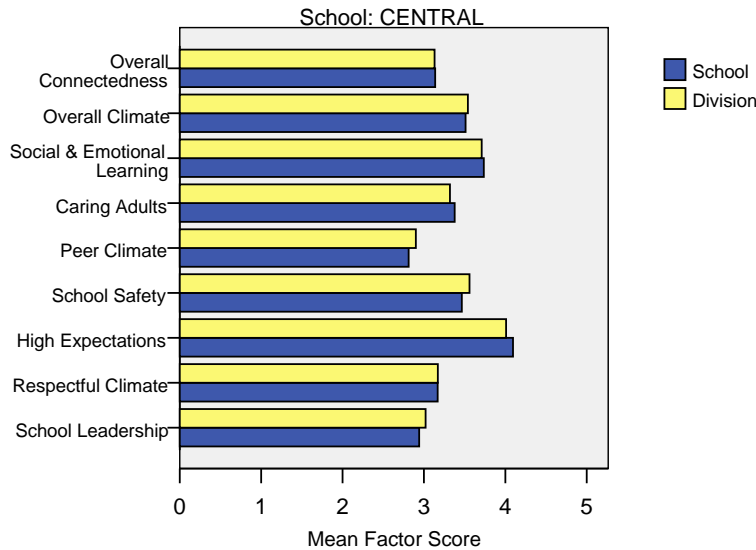
Reading	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	27.8%	34.6%	29.0%	28.4%	23.7%	21.8%	19.5%	15.3%
2004-2005	27.0%	33.9%	32.2%	27.1%	24.0%	21.7%	16.8%	17.4%
2003-2004	36.2%	35.1%	27.7%	28.2%	17.7%	21.4%	18.5%	15.3%
2002-2003	37.1%	35.3%	27.3%	28.9%	19.6%	20.1%	16.0%	15.7%
2001-2002	37.5%	34.4%	31.5%	28.6%	16.4%	20.9%	14.6%	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
2005-2006	29.6%	34.9%	28.7%	28.4%	21.3%	21.4%	20.4%	15.3%
2004-2005	32.2%	34.4%	29.8%	28.2%	21.2%	20.5%	16.8%	16.9%
2003-2004	37.7%	35.3%	26.7%	28.5%	20.4%	21.7%	15.2%	14.5%
2002-2003	36.4%	34.2%	30.9%	29.8%	21.3%	22.0%	11.5%	14.0%
2001-2002	39.6%	34.0%	28.9%	29.7%	19.3%	20.6%	12.2%	15.7%

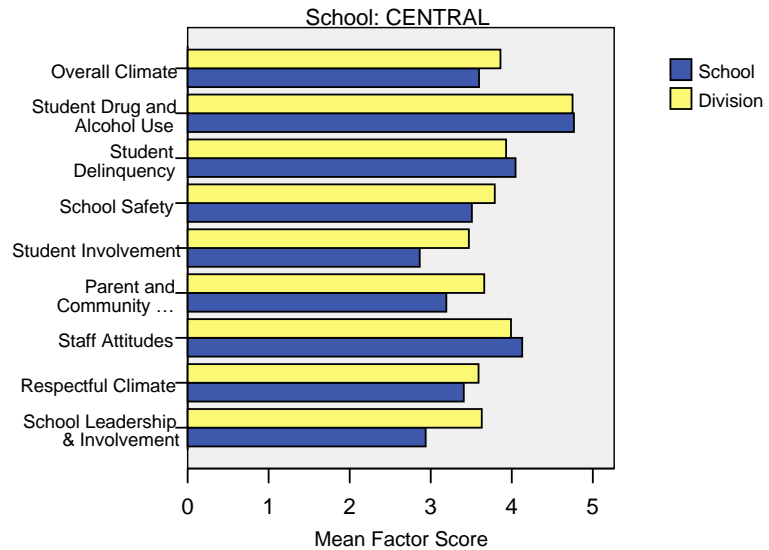
Math	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	23.4%	31.4%	32.4%	27.8%	27.9%	23.4%	16.2%	17.4%
2004-2005	32.0%	29.7%	23.7%	26.4%	25.6%	22.9%	18.7%	20.9%
2003-2004	35.5%	30.2%	22.8%	27.6%	25.3%	23.9%	16.4%	18.4%
2002-2003	32.5%	31.2%	27.7%	26.9%	21.1%	23.1%	18.7%	18.8%
2001-2002	35.1%	29.7%	26.0%	27.5%	19.0%	22.9%	20.0%	19.9%

Central School Climate Survey Results

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).