

Table 66

Mears Middle School Overview

Statement of Program

The largest middle school in the Anchorage School District with an enrollment of more than 1,060 seventh and eighth graders, Mears Middle School strives to create a positive, nurturing and rigorous academic environment where all students are successful. Mears' core academic classes are teamed, allowing team instructors to share the same students and helping to facilitate the transition from elementary school. Academic teams also provide a large spectrum of options for involvement in all levels of course work in language arts, science, social studies and mathematics, including both gifted and special education curricula. We are proud to offer rich and well-rounded elective choices, including music and performing arts, world languages, study skills, memory book publication, exploratory rotation, and the extremely popular school business partnership class. The Japanese Immersion program and language arts classes for Alaska Native/American Native students taught through Cook Inlet Tribal Council further underscore and enhance the diversity of our community. Mears' motto, "We're all on the same page," demonstrates both the effective communication and the support provided to our students by all members of our community. Parents, our school-business partners and an active PTSA work together with our dedicated staff to achieve the best possible middle school experience for all students.

From the Report Card/MLP

| SCHOOL GOALS | |
|--|-----------------------------|
| Goal | Level of Achievement |
| All sub-groups will show a 10% decrease in the percent of students not proficient on the math portion of the Standards Based Assessment test. | Partially Attained |
| All sub-groups will show a 10% decrease in the percent of students not proficient in the language arts portion of the Standards Based Assessment test. | Partially Attained |
| Provide a supportive and effective learning environment. | Attained |

From the Report Card/MLP

| BUDGET* | |
|--|-------------|
| 2004-2005 Actual Expenditures | \$5,033,100 |
| 2004-06 Revised Budgeted Amount | \$5,561,959 |
| 2006-07 Proposed Budget | \$5,806,914 |
| *Dollars budgeted or expended are general fund only. | |

From IFAS

| | School | District | Source of Information |
|---|--------|----------|----------------------------|
| Membership | 1,093 | 50,051 | Fall OASIS |
| Capacity | 136% | N/A | Board Report - #189 3/7/06 |
| Attendance Rate | 93% | 93% | SMS end of year report |
| Retention Rate | 0.0% | 1.2% | Report Card File |
| Transiency Rate | 14.58% | 22.72% | Report Card File |
| Economically Disadvantaged | 282 | 16,769 | Fall OASIS |
| Ave. Weekly Volunteer Hours | 28 | 5,032 | Report Card File |
| Dropout Rate | 0.97% | 5.78% | OASIS end of year report |
| Students Taking an Alternate Assessment | 4 | 264 | SMS |
| Change in Enrollment | -0.8% | 0.3% | Report Card File |

Anchorage School District: Profile of Performance 2005-06
Mears Middle School Characteristics

| Teacher Qualification | | | | |
|-----------------------|------------------|-------------------------|------------------------------|--|
| # of teachers | % fully licensed | % with advanced degrees | # Nationally Board Certified | % of classes taught by "highly qualified teachers" |
| 67 | 100% | 34% | 1 | 70% |

| SCHOOL BUSINESS PARTNERSHIPS | |
|--|---|
| AOETT Alaska Chapter of the Red Cross Aurora Vending Best Western Barrett Hotel Barrett Hotel Friends of Pets Kaladi Brothers Coffee | Mt. McKinley Lions Club The United States Marine Corps Marriot Hotel Northwest Airlines Papa John's Pizza Tastee Freez The United Way |

From MLP

| ETHNICITY REPORT - OCTOBER 2005 | | | | | | |
|---------------------------------|------------------|-------------------------------|-------------------------|----------|--------------|---------|
| Caucasian | African American | AK Native/ American Indian | Asian/ Pac. Islander | Hispanic | Multi-Ethnic | Total |
| 668 | 48 | 122 | 157 | 63 | 35 | 1093 |
| 61.12% | 4.39% | 11.16% | 14.36% | 5.76% | 3.20% | 100.00% |

From Fall Oasis

| FULL ACADEMIC YEAR (FAY) | | |
|--------------------------|---------------------------|-------------|
| Students Enrolled | Students Enrolled for FAY | Percent FAY |
| 1,068 | 1,004 | 94.0% |

From participation file (3-10 graders)

| TOTAL DROPOUT RATES | | | | | | | |
|---------------------|-------------------------------|-------------------------|------------------|----------|-----------|--------------|-------|
| Data Type | AK Native/ American Indian | Asian/ Pac. Islander | African American | Hispanic | Caucasian | Multi-Ethnic | Total |
| Enrollment | 134 | 164 | 49 | 67 | 683 | 37 | 1134 |
| Final Dropouts | | 2 | 1 | 3 | 5 | | 11 |
| % of Dropouts | 0.0% | 1.22% | 2.04% | 4.48% | 0.73% | 0.0% | 0.97% |

From Summer Oasis

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

Mears 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 | (L) Met AMO for Math |
| All Students | 1068 | 1058 | 99.1% | Yes | 991 | 810 | 81.7% | 68.1% | Yes | 706 | 71.2% | 54% | Yes |
| African American | 47 | 47 | 100% | Yes | 46 | 36 | 78.3% | 56% | Yes | 26 | 56.5% | 40.6% | Yes |
| AkNa & Amln | 118 | 115 | 97.5% | Yes | 103 | 68 | 66% | 61.1% | Yes | 57 | 55.3% | 46.3% | Yes |
| Asian | 158 | 155 | 98.1% | Yes | 144 | 111 | 77.1% | 62.7% | Yes | 101 | 70.1% | 48% | Yes |
| Caucasian | 649 | 646 | 99.5% | Yes | 615 | 535 | 87% | 67.2% | Yes | 469 | 76.3% | 53% | Yes |
| Hispanic | 60 | 59 | 98.3% | Yes | 52 | 36 | 69.2% | 56.9% | Yes | 32 | 61.5% | 41.6% | Yes |
| Multi-Ethnic | 36 | 36 | 100% | Yes | 31 | 24 | 77.4% | 52.6% | Yes | 21 | 67.7% | 36.9% | Yes |
| Low Income | 286 | 281 | 98.3% | Yes | 242 | 156 | 64.5% | 64.7% | Yes-SH | 127 | 52.5% | 50.2% | Yes |
| Disabled | 120 | 117 | 97.5% | Yes | 109 | 32 | 29.4% | 61.4% | No | 23 | 21.1% | 46.6% | No |
| LEP | 151 | 147 | 97.4% | Yes | 127 | 80 | 63% | 62.1% | Yes | 71 | 55.9% | 47.4% | Yes |

Attendance Rate: 93.5% (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.

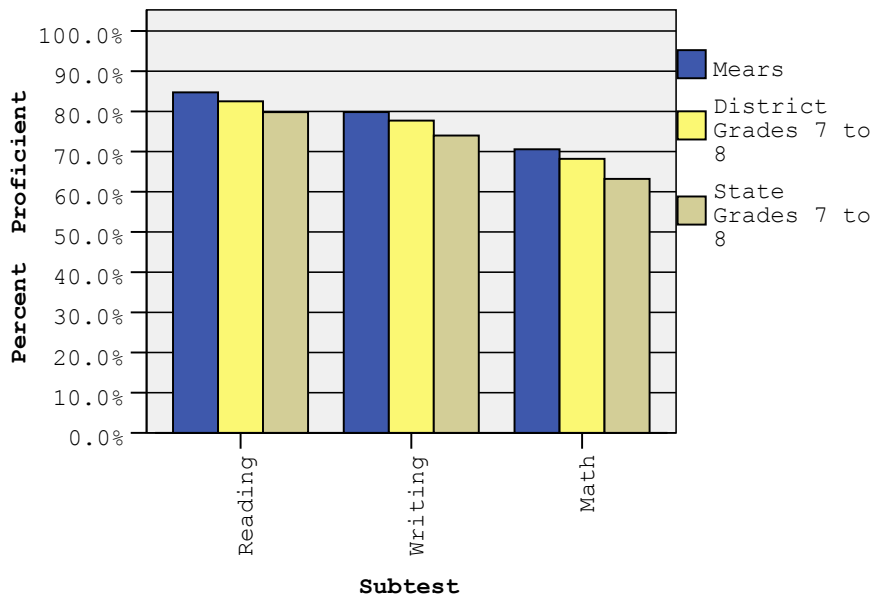
This document was prepared by the ASD Assessment and Evaluation

7/19/2006

Mears Middle School SBA Proficiency – Spring 2006

| | Reading | | Writing | | Math | |
|-----------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | 2005 Proficient | 2006 Proficient | 2005 Proficient | 2006 Proficient | 2005 Proficient | 2006 Proficient |
| All Grades | 81.3% | 84.7% | 77.4% | 79.8% | 68.4% | 70.6% |
| 7 th Grade | 80.4% | 82.9% | 76.6% | 77.4% | 69.5% | 67.3% |
| 8 th Grade | 82.3% | 86.6% | 78.2% | 82.2% | 67.3% | 73.8% |

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



* District and State Grades 7 to 8

Anchorage School District: Profile of Performance 2005-06

Mears Middle School SBA Proficiency by NCLB groups – Spring 2006

| | | Reading | | Writing | | Math | |
|------------|-------------------------------|------------|----------------|------------|----------------|------------|----------------|
| | | Proficient | Not Proficient | Proficient | Not Proficient | Proficient | Not Proficient |
| Ethnicity | All Students | 84.7% | 15.3% | 79.8% | 20.2% | 70.6% | 29.4% |
| | African American | 87.0% | 13.0% | 72.3% | 27.7% | 57.4% | 42.6% |
| | AK Native/ American Indian | 70.8% | 29.2% | 63.2% | 36.8% | 53.1% | 46.9% |
| | Asian | 82.5% | 17.5% | 75.8% | 24.2% | 69.7% | 30.3% |
| | Caucasian | 89.2% | 10.8% | 85.9% | 14.1% | 75.9% | 24.1% |
| | Hispanic | 69.6% | 30.4% | 70.2% | 29.8% | 60.3% | 39.7% |
| | Multi-Ethnic | 80.6% | 19.4% | 66.7% | 33.3% | 68.6% | 31.4% |
| Low Income | Yes | 71.9% | 28.1% | 61.5% | 38.5% | 52.0% | 48.0% |
| | No | 89.4% | 10.6% | 86.5% | 13.5% | 77.3% | 22.7% |
| Disabled | Yes | 40.4% | 59.6% | 26.1% | 73.9% | 19.6% | 80.4% |
| | No | 89.9% | 10.1% | 86.2% | 13.8% | 76.7% | 23.3% |
| LEP | Yes | 69.9% | 30.1% | 60.8% | 39.2% | 54.1% | 45.9% |
| | No | 87.1% | 12.9% | 82.8% | 17.2% | 73.3% | 26.7% |
| Migrant | Yes | 71.1% | 28.9% | 60.0% | 40.0% | 55.6% | 44.4% |
| | No | 85.4% | 14.6% | 80.7% | 19.3% | 71.3% | 28.7% |
| Gender | Female | 87.4% | 12.6% | 85.6% | 14.4% | 68.8% | 31.2% |
| | Male | 82.4% | 17.6% | 75.0% | 25.0% | 72.1% | 27.9% |

Anchorage School District: Profile of Performance 2005-06

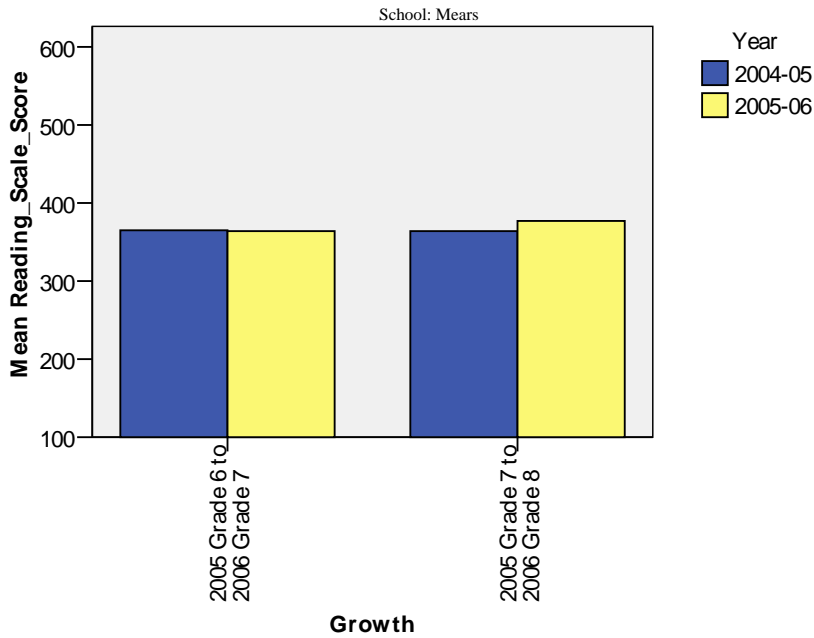
Mears SBA Mean Scale Score Comparison: 2004-2005 to 2005-2006

| | | 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 | 364.7 | 370.8 | 351.6 | 359.5 | 337.4 | 344.5 |
| | African American | 319.2 | 356.3 | 322.1 | 344.5 | 284.0 | 319.4 |
| | AK Native/ American Indian | 332.1 | 337.0 | 315.1 | 323.5 | 302.0 | 314.5 |
| | Asian | 352.0 | 356.6 | 338.7 | 349.3 | 337.8 | 346.7 |
| | Caucasian | 377.7 | 384.8 | 363.8 | 372.2 | 349.3 | 354.4 |
| | Hispanic | 334.3 | 338.7 | 331.3 | 336.8 | 308.0 | 311.3 |
| | Multi-Ethnic | 382.5 | 360.0 | 370.7 | 346.0 | 342.3 | 339.3 |
| Low Income | Yes | 330.8 | 335.4 | 315.3 | 324.4 | 302.2 | 310.5 |
| | No | 373.5 | 383.7 | 361.0 | 372.2 | 346.5 | 356.8 |
| Disabled | Yes | 290.4 | 288.1 | 267.4 | 271.0 | 254.0 | 259.0 |
| | No | 373.4 | 380.5 | 361.4 | 370.0 | 347.1 | 354.7 |
| LEP | Yes | 315.1 | 332.0 | 303.6 | 319.4 | 300.1 | 317.7 |
| | No | 370.7 | 377.0 | 357.4 | 365.8 | 342.0 | 348.8 |
| Migrant | Yes | 341.2 | 335.8 | 323.0 | 324.0 | 322.9 | 319.7 |
| | No | 365.6 | 372.4 | 352.7 | 361.1 | 337.9 | 345.6 |
| Gender | Female | 371.1 | 378.0 | 365.7 | 373.8 | 335.8 | 342.8 |
| | Male | 359.0 | 364.8 | 338.9 | 347.5 | 338.8 | 345.9 |

Mears 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 | 365.3 | 363.8 | -1.5 | 364.4 | 376.7 | 12.3 |
| | African American | 370.7 | 364.2 | -6.5 | 317.9 | 347.1 | 29.2 |
| | AK Native/American Indian | 315.2 | 331.8 | 16.7 | 387.0 | 389.4 | 2.4 |
| | Asian | 354.1 | 347.7 | -6.4 | 346.8 | 364.9 | 18.1 |
| | Caucasian | 379.4 | 378.7 | -0.7 | 377.2 | 390.0 | 12.8 |
| | Hispanic | 330.9 | 337.1 | 6.2 | 330.3 | 339.8 | 9.5 |
| | Multi-Ethnic | 354.0 | 357.4 | 3.4 | 365.7 | 364.2 | -1.5 |
| Low Income | Yes | 326.8 | 329.9 | 3.1 | 331.7 | 342.3 | 10.7 |
| | No | 380.2 | 378.0 | -2.2 | 373.1 | 388.7 | 15.6 |
| Disabled | Yes | 276.3 | 286.8 | 10.5 | 285.4 | 288.7 | 3.3 |
| | No | 376.7 | 374.2 | -2.5 | 371.9 | 387.1 | 15.2 |
| LEP | Yes | 323.7 | 327.3 | 3.7 | 326.0 | 339.4 | 13.4 |
| | No | 372.1 | 370.7 | -1.4 | 367.8 | 381.9 | 14.1 |
| Migrant | Yes | 324.4 | 332.7 | 8.3 | 343.2 | 338.0 | -5.2 |
| | No | 366.9 | 366.1 | -0.8 | 364.3 | 378.8 | 14.5 |
| Gender | Female | 374.0 | 369.4 | -4.6 | 360.7 | 386.2 | 25.5 |
| | Male | 356.8 | 359.9 | 3.1 | 364.7 | 370.3 | 5.7 |

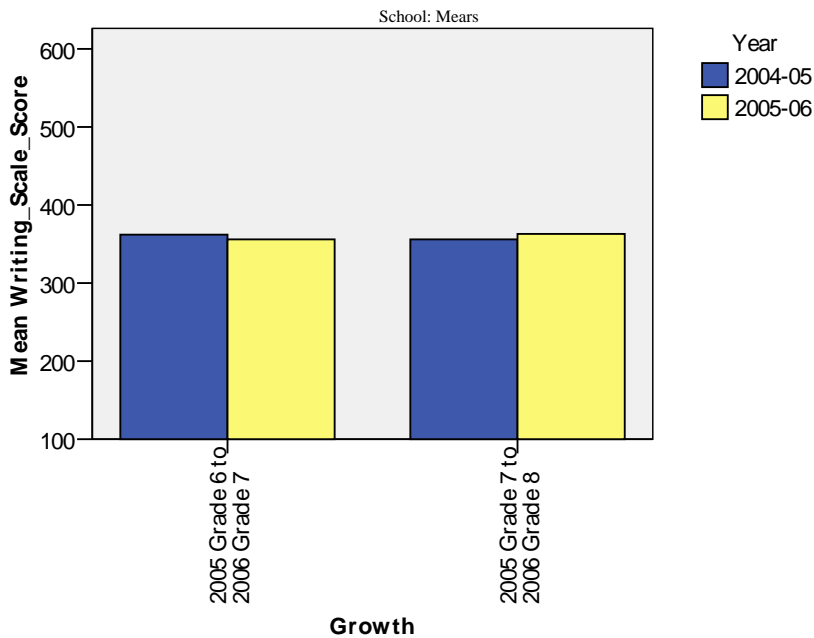
Measure of Growth in SBA Reading for Students Who Tested in 2005 and Again in 2006



Mears 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 | 362.4 | 355.7 | -6.7 | 356.2 | 363.0 | 6.8 |
| | African American | 359.9 | 350.1 | -9.8 | 325.3 | 336.8 | 11.5 |
| | AK Native/American Indian | 313.5 | 305.9 | -7.6 | 355.7 | 366.7 | 11.0 |
| | Asian | 357.8 | 341.9 | -15.9 | 338.7 | 357.3 | 18.7 |
| | Caucasian | 375.2 | 369.0 | -6.2 | 370.1 | 374.7 | 4.6 |
| | Hispanic | 338.3 | 336.8 | -1.5 | 325.4 | 335.7 | 10.3 |
| | Multi-Ethnic | 354.7 | 338.2 | -16.5 | 352.9 | 358.1 | 5.2 |
| Low Income | Yes | 324.7 | 321.3 | -3.3 | 321.0 | 329.4 | 8.4 |
| | No | 378.1 | 369.7 | -8.4 | 366.8 | 373.9 | 7.1 |
| Disabled | Yes | 266.4 | 274.7 | 8.3 | 261.2 | 266.0 | 4.8 |
| | No | 375.9 | 366.1 | -9.8 | 367.3 | 373.8 | 6.5 |
| LEP | Yes | 325.0 | 320.4 | -4.6 | 311.7 | 318.2 | 6.5 |
| | No | 369.8 | 361.9 | -7.9 | 361.7 | 369.3 | 7.7 |
| Migrant | Yes | 318.2 | 323.0 | 4.8 | 326.1 | 324.7 | -1.4 |
| | No | 365.3 | 356.8 | -8.5 | 358.4 | 364.7 | 6.3 |
| Gender | Female | 379.7 | 371.2 | -8.5 | 365.9 | 376.1 | 10.2 |
| | Male | 347.7 | 343.3 | -4.3 | 348.0 | 352.4 | 4.4 |

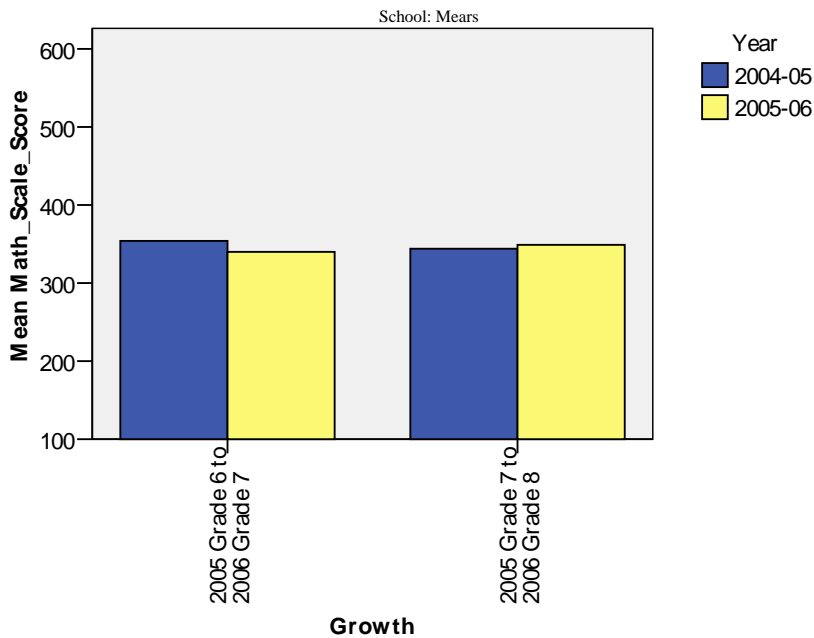
Measure of Growth in SBA Writing for Students Who Tested in 2005 and Again in 2006



Mears 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 | 354.2 | 340.0 | -14.2 | 344.1 | 348.7 | 4.6 |
| | African American | 344.3 | 327.8 | -16.5 | 289.4 | 307.7 | 18.3 |
| | AK Native/American Indian | 323.2 | 305.2 | -18.0 | 389.4 | 394.6 | 5.2 |
| | Asian | 357.7 | 340.3 | -17.4 | 343.0 | 354.4 | 11.4 |
| | Caucasian | 364.1 | 348.7 | -15.4 | 354.8 | 358.9 | 4.1 |
| | Hispanic | 323.4 | 316.7 | -6.7 | 305.2 | 305.0 | -0.2 |
| | Multi-Ethnic | 347.9 | 330.1 | -17.8 | 335.3 | 352.8 | 17.5 |
| Low Income | Yes | 321.0 | 307.4 | -13.7 | 310.7 | 315.2 | 4.5 |
| | No | 367.8 | 353.9 | -13.9 | 353.7 | 360.3 | 6.7 |
| Disabled | Yes | 256.2 | 259.0 | 2.8 | 247.1 | 258.7 | 11.6 |
| | No | 367.3 | 350.8 | -16.5 | 354.4 | 357.7 | 3.3 |
| LEP | Yes | 330.7 | 321.2 | -9.5 | 311.9 | 313.1 | 1.2 |
| | No | 357.7 | 343.3 | -14.4 | 348.0 | 354.4 | 6.4 |
| Migrant | Yes | 322.1 | 316.7 | -5.4 | 321.8 | 322.9 | 1.1 |
| | No | 355.4 | 340.7 | -14.7 | 344.2 | 350.0 | 5.8 |
| Gender | Female | 354.9 | 339.1 | -15.8 | 337.3 | 346.8 | 9.5 |
| | Male | 353.0 | 341.4 | -11.7 | 349.7 | 351.2 | 1.5 |

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



Anchorage School District: Profile of Performance 2005-06

Mears 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 | 32.3% | 33.4% | 30.1% | 52.4% | 49.1% | 49.7% | 11.3% | 12.5% | 14.4% | 3.9% | 5.0% | 5.9% | 1068 | 99.1% | 97.3% | 97.3% |
| | African American | 21.7% | 16.6% | 16.6% | 65.2% | 54.7% | 55.9% | 6.5% | 19.4% | 19.5% | 6.5% | 9.3% | 7.9% | 47 | 100.0% | 97.3% | 97.6% |
| | AK Native/ American Indian | 15.9% | 15.4% | 12.1% | 54.9% | 53.2% | 50.0% | 19.5% | 21.2% | 25.6% | 9.7% | 10.2% | 12.3% | 118 | 97.5% | 94.7% | 96.3% |
| | Asian | 24.0% | 22.6% | 24.0% | 58.4% | 53.0% | 54.4% | 13.6% | 17.5% | 15.8% | 3.9% | 6.9% | 5.9% | 158 | 98.1% | 97.8% | 97.6% |
| | Caucasian | 40.0% | 44.6% | 41.0% | 49.1% | 45.9% | 47.9% | 8.6% | 7.2% | 8.3% | 2.2% | 2.4% | 2.8% | 649 | 99.5% | 98.1% | 97.8% |
| | Hispanic | 14.3% | 19.3% | 20.4% | 55.4% | 52.2% | 54.7% | 19.6% | 20.6% | 18.3% | 10.7% | 7.9% | 6.7% | 60 | 98.3% | 94.7% | 95.6% |
| | Multi-Ethnic | 25.0% | 23.7% | 21.9% | 55.6% | 52.6% | 55.5% | 16.7% | 16.9% | 17.0% | 2.8% | 6.8% | 5.6% | 36 | 100.0% | 97.6% | 97.3% |
| Low Income | Yes | 16.5% | 15.4% | 15.4% | 55.4% | 53.3% | 51.4% | 18.7% | 21.3% | 22.7% | 9.4% | 9.9% | 10.5% | 286 | 98.3% | 96.1% | 96.9% |
| | No | 38.1% | 43.4% | 39.3% | 51.3% | 46.7% | 48.6% | 8.6% | 7.6% | 9.1% | 2.0% | 2.3% | 3.0% | 782 | 99.4% | 97.9% | 97.5% |
| Disabled | Yes | 4.6% | 5.8% | 4.9% | 35.8% | 36.5% | 36.2% | 35.8% | 33.7% | 33.6% | 23.9% | 23.9% | 25.3% | 120 | 97.5% | 91.6% | 91.8% |
| | No | 35.6% | 37.1% | 33.5% | 54.3% | 50.8% | 51.5% | 8.5% | 9.6% | 11.8% | 1.6% | 2.5% | 3.2% | 948 | 99.3% | 98.1% | 98.1% |
| LEP | Yes | 11.2% | 9.4% | 6.3% | 58.7% | 54.0% | 47.7% | 23.1% | 25.6% | 31.5% | 7.0% | 11.0% | 14.6% | 151 | 97.4% | 96.3% | 96.5% |
| | No | 35.7% | 37.7% | 34.6% | 51.4% | 48.2% | 50.1% | 9.5% | 10.1% | 11.1% | 3.4% | 4.0% | 4.2% | 917 | 99.3% | 97.5% | 97.5% |
| Migrant | Yes | 13.3% | 16.7% | 13.8% | 57.8% | 53.5% | 48.0% | 20.0% | 17.4% | 25.6% | 8.9% | 12.4% | 12.6% | 45 | 100.0% | 97.4% | 97.9% |
| | No | 33.2% | 34.0% | 31.3% | 52.2% | 48.9% | 49.8% | 10.9% | 12.3% | 13.5% | 3.7% | 4.8% | 5.4% | 1023 | 99.0% | 97.3% | 97.3% |
| Gender | Female | 37.4% | 36.4% | 32.7% | 50.0% | 49.5% | 50.4% | 8.8% | 11.0% | 12.7% | 3.8% | 3.1% | 4.3% | 489 | 98.4% | 97.7% | 97.6% |
| | Male | 28.0% | 30.7% | 27.6% | 54.4% | 48.7% | 49.0% | 13.5% | 13.8% | 16.0% | 4.1% | 6.8% | 7.4% | 579 | 99.7% | 96.9% | 97.0% |

Anchorage School District: Profile of Performance 2005-06

Mears 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 | 13.8% | 13.4% | 11.4% | 66.1% | 64.3% | 62.6% | 16.3% | 16.7% | 19.2% | 3.9% | 5.6% | 6.8% | 1068 | 99.1% | 97.6% | 97.4% |
| | African American | 6.4% | 4.8% | 5.4% | 66.0% | 62.4% | 62.9% | 23.4% | 22.5% | 22.4% | 4.3% | 10.3% | 9.3% | 47 | 100.0% | 97.6% | 97.5% |
| | AK Native/ American Indian | 3.5% | 3.7% | 3.1% | 59.6% | 55.5% | 50.4% | 27.2% | 29.8% | 32.6% | 9.6% | 11.0% | 13.9% | 118 | 97.5% | 96.0% | 96.6% |
| | Asian | 13.7% | 9.3% | 9.7% | 62.1% | 62.6% | 65.7% | 20.3% | 20.7% | 17.9% | 3.9% | 7.4% | 6.6% | 158 | 98.1% | 97.9% | 97.6% |
| | Caucasian | 17.5% | 18.9% | 16.3% | 68.4% | 67.5% | 67.6% | 11.3% | 10.6% | 12.6% | 2.8% | 3.0% | 3.5% | 649 | 99.5% | 98.2% | 97.8% |
| | Hispanic | 1.8% | 5.9% | 6.1% | 68.4% | 61.6% | 63.8% | 26.3% | 25.5% | 22.9% | 3.5% | 7.0% | 7.1% | 60 | 98.3% | 95.5% | 96.2% |
| | Multi-Ethnic | 8.3% | 9.5% | 8.8% | 58.3% | 61.3% | 62.7% | 27.8% | 21.8% | 22.3% | 5.6% | 7.4% | 6.2% | 36 | 100.0% | 97.9% | 97.7% |
| Low Income | Yes | 5.4% | 4.3% | 4.3% | 56.1% | 57.0% | 54.8% | 30.9% | 28.3% | 29.1% | 7.6% | 10.3% | 11.8% | 286 | 98.3% | 96.3% | 96.9% |
| | No | 16.8% | 18.4% | 15.9% | 69.7% | 68.4% | 67.5% | 10.9% | 10.3% | 12.9% | 2.6% | 3.0% | 3.7% | 782 | 99.4% | 98.4% | 97.7% |
| Disabled | Yes | 1.8% | 1.1% | 0.8% | 24.3% | 31.0% | 28.9% | 49.5% | 38.9% | 40.2% | 24.3% | 29.0% | 30.0% | 120 | 97.5% | 92.9% | 92.5% |
| | No | 15.2% | 15.1% | 12.8% | 71.0% | 68.8% | 67.1% | 12.3% | 13.7% | 16.3% | 1.5% | 2.4% | 3.7% | 948 | 99.3% | 98.3% | 98.1% |
| LEP | Yes | 4.9% | 3.0% | 1.6% | 55.9% | 54.3% | 45.5% | 33.6% | 31.9% | 36.7% | 5.6% | 10.9% | 16.2% | 151 | 97.4% | 96.6% | 96.6% |
| | No | 15.2% | 15.3% | 13.3% | 67.7% | 66.1% | 65.8% | 13.5% | 14.0% | 15.9% | 3.7% | 4.6% | 5.1% | 917 | 99.3% | 97.8% | 97.6% |
| Migrant | Yes | 4.4% | 5.8% | 4.2% | 55.6% | 51.6% | 50.0% | 33.3% | 31.0% | 33.0% | 6.7% | 11.6% | 12.9% | 45 | 100.0% | 97.4% | 98.0% |
| | No | 14.2% | 13.7% | 12.0% | 66.5% | 64.8% | 63.5% | 15.5% | 16.2% | 18.1% | 3.8% | 5.4% | 6.4% | 1023 | 99.0% | 97.6% | 97.4% |
| Gender | Female | 17.6% | 17.6% | 15.2% | 68.0% | 67.3% | 66.2% | 12.6% | 12.5% | 15.0% | 1.9% | 2.6% | 3.6% | 489 | 98.4% | 97.8% | 97.5% |
| | Male | 10.6% | 9.4% | 7.8% | 64.4% | 61.5% | 59.2% | 19.4% | 20.7% | 23.2% | 5.6% | 8.4% | 9.9% | 579 | 99.7% | 97.4% | 97.2% |

Anchorage School District: Profile of Performance 2005-06

Mears 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 | 32.2% | 30.4% | 24.6% | 38.4% | 37.8% | 38.6% | 17.7% | 17.6% | 20.2% | 11.7% | 14.2% | 16.7% | 1068 | 99.1% | 97.7% | 97.4% |
| | African American | 17.0% | 13.1% | 13.0% | 40.4% | 36.7% | 36.3% | 29.8% | 24.6% | 25.9% | 12.8% | 25.6% | 24.8% | 47 | 100.0% | 97.3% | 97.5% |
| | AK Native/ American Indian | 20.4% | 16.0% | 11.0% | 32.7% | 35.7% | 33.5% | 27.4% | 24.9% | 26.6% | 19.5% | 23.4% | 29.0% | 118 | 97.5% | 95.2% | 96.3% |
| | Asian | 31.0% | 28.0% | 27.9% | 38.7% | 37.8% | 39.3% | 19.4% | 18.3% | 18.3% | 11.0% | 15.8% | 14.4% | 158 | 98.1% | 98.7% | 98.4% |
| | Caucasian | 37.6% | 39.0% | 32.2% | 38.3% | 38.4% | 40.8% | 14.9% | 14.0% | 16.7% | 9.2% | 8.6% | 10.3% | 649 | 99.5% | 98.2% | 97.7% |
| | Hispanic | 13.8% | 16.7% | 16.0% | 46.6% | 38.3% | 40.1% | 17.2% | 21.7% | 22.7% | 22.4% | 23.3% | 21.2% | 60 | 98.3% | 97.4% | 97.4% |
| | Multi-Ethnic | 28.6% | 20.3% | 18.4% | 40.0% | 37.8% | 39.6% | 14.3% | 21.5% | 22.9% | 17.1% | 20.3% | 19.1% | 36 | 100.0% | 97.6% | 97.7% |
| Low Income | Yes | 16.1% | 14.5% | 12.6% | 35.8% | 36.8% | 35.4% | 25.1% | 23.9% | 25.4% | 22.9% | 24.8% | 26.6% | 286 | 98.3% | 96.5% | 96.9% |
| | No | 38.0% | 39.2% | 32.2% | 39.3% | 38.4% | 40.5% | 15.0% | 14.1% | 16.9% | 7.7% | 8.4% | 10.4% | 782 | 99.4% | 98.4% | 97.7% |
| Disabled | Yes | 5.4% | 5.6% | 3.8% | 14.3% | 16.7% | 16.8% | 25.9% | 25.0% | 25.3% | 54.5% | 52.8% | 54.0% | 120 | 97.5% | 92.6% | 92.3% |
| | No | 35.4% | 33.8% | 27.4% | 41.3% | 40.6% | 41.5% | 16.7% | 16.6% | 19.5% | 6.6% | 9.0% | 11.6% | 948 | 99.3% | 98.5% | 98.1% |
| LEP | Yes | 19.2% | 13.9% | 8.5% | 34.9% | 35.9% | 30.9% | 27.4% | 23.5% | 27.2% | 18.5% | 26.7% | 33.4% | 151 | 97.4% | 97.9% | 97.2% |
| | No | 34.3% | 33.4% | 27.7% | 39.0% | 38.2% | 40.0% | 16.1% | 16.5% | 18.8% | 10.7% | 11.9% | 13.5% | 917 | 99.3% | 97.7% | 97.4% |
| Migrant | Yes | 22.2% | 19.7% | 14.3% | 33.3% | 32.8% | 32.2% | 24.4% | 24.3% | 27.1% | 20.0% | 23.2% | 26.4% | 45 | 100.0% | 97.7% | 97.9% |
| | No | 32.6% | 30.8% | 25.4% | 38.6% | 38.0% | 39.0% | 17.4% | 17.3% | 19.7% | 11.4% | 13.9% | 15.9% | 1023 | 99.0% | 97.7% | 97.3% |
| Gender | Female | 30.1% | 29.9% | 23.9% | 38.7% | 39.4% | 39.7% | 20.5% | 18.6% | 21.1% | 10.7% | 12.1% | 15.3% | 489 | 98.4% | 98.1% | 97.5% |
| | Male | 33.9% | 30.9% | 25.3% | 38.1% | 36.3% | 37.4% | 15.3% | 16.6% | 19.3% | 12.7% | 16.1% | 18.0% | 579 | 99.7% | 97.4% | 97.2% |

Anchorage School District: Profile of Performance 2005-06

Mears TerraNova 7th grade

Percent in each quartile

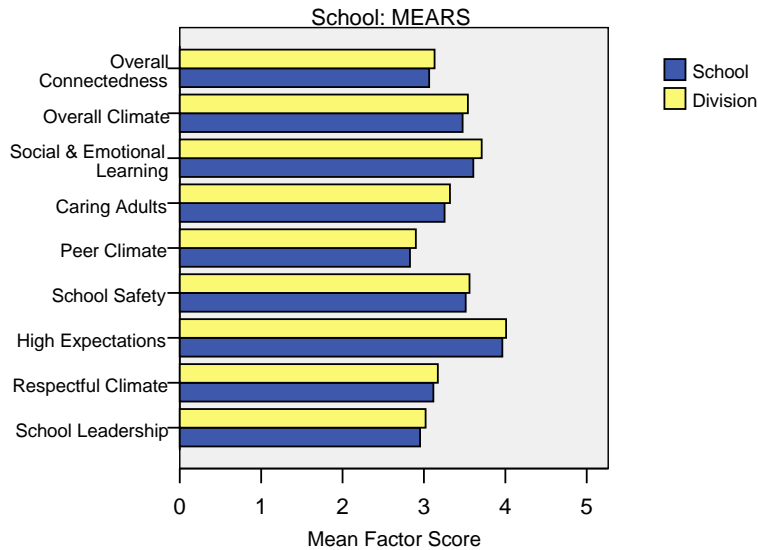
| Reading | Above Average | | Average | | | | Below Average | |
|-----------|------------------------------------|----------|------------------------------------|----------|------------------------------------|----------|-----------------------------------|----------|
| | 4th Quartile (76-99 percentile) | | 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 | 33.9% | 34.6% | 33.3% | 28.4% | 20.7% | 21.8% | 12.0% | 15.3% |
| 2004-2005 | 34.9% | 33.9% | 29.9% | 27.1% | 21.7% | 21.7% | 13.5% | 17.4% |
| 2003-2004 | 34.1% | 35.1% | 29.4% | 28.2% | 23.5% | 21.4% | 13.1% | 15.3% |
| 2002-2003 | 34.6% | 35.3% | 31.1% | 28.9% | 20.2% | 20.1% | 14.0% | 15.7% |
| 2001-2002 | 31.7% | 34.4% | 30.8% | 28.6% | 20.5% | 20.9% | 17.0% | 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 |
| 2005-2006 | 36.4% | 34.9% | 29.7% | 28.4% | 22.9% | 21.4% | 11.0% | 15.3% |
| 2004-2005 | 37.2% | 34.4% | 27.9% | 28.2% | 20.6% | 20.5% | 14.2% | 16.9% |
| 2003-2004 | 36.9% | 35.3% | 30.7% | 28.5% | 18.9% | 21.7% | 13.4% | 14.5% |
| 2002-2003 | 36.0% | 34.2% | 31.1% | 29.8% | 19.9% | 22.0% | 13.1% | 14.0% |
| 2001-2002 | 33.5% | 34.0% | 30.8% | 29.7% | 20.3% | 20.6% | 15.3% | 15.7% |

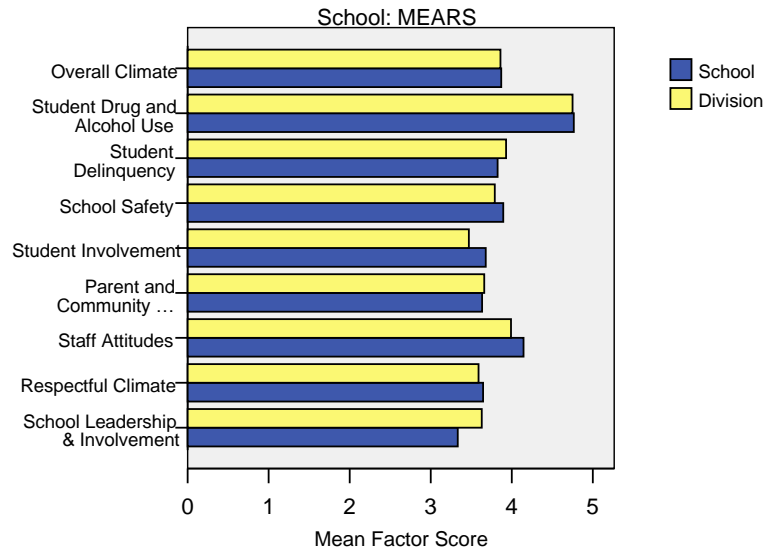
| Math | Above Average | | Average | | | | Below Average | |
|-----------|------------------------------------|----------|------------------------------------|----------|------------------------------------|----------|-----------------------------------|----------|
| | 4th Quartile (76-99 percentile) | | 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 | 32.2% | 31.4% | 31.6% | 27.8% | 20.5% | 23.4% | 15.7% | 17.4% |
| 2004-2005 | 31.0% | 29.7% | 30.3% | 26.4% | 20.3% | 22.9% | 18.4% | 20.9% |
| 2003-2004 | 31.7% | 30.2% | 28.7% | 27.6% | 22.6% | 23.9% | 17.0% | 18.4% |
| 2002-2003 | 33.7% | 31.2% | 23.7% | 26.9% | 25.2% | 23.1% | 17.4% | 18.8% |
| 2001-2002 | 30.1% | 29.7% | 28.4% | 27.5% | 23.4% | 22.9% | 18.1% | 19.9% |

Mears 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).