

Central School of Science Overview

Statement of Program

Central Middle School of Science is an outstanding neighborhood and lottery school with a diverse student population. Situated in downtown Anchorage, the school community focuses on science integration in all curricular areas with high academic standards for all children. Students from Central are academically competitive and for the last two years have won the state spelling bee and competed nationally. Central is data-driven and has a dedicated staff working to ensure that students are instructed and challenged at their individual ability levels.

With a student population of about 600, Central has strong business partnerships and belongs to the Alaska Educational Innovations Network, which affords professional development opportunities for teachers to discover and share best practices for student achievement. Central also has a Design Team that collaborates with the community to keep our school focused on the future with science and technology. We have high expectations of our staff and students and welcome parents to actively participate in the journey their child is taking through middle school.

From the School Report Card

SCHOOL GOALS	
Goal	Level of Achievement
The number of students in each subgroup who are rated below or not proficient on the state math assessments will decrease by 3 percent.	Partially Attained
Science will be used to spotlight the traditions and ingenuity of various cultures by inviting students and their families to share their cultural knowledge in support of instruction.	Partially Attained
Central staff will magnify customer service for our students, parents and community members.	Attained

From the School Report Card

BUDGET*	
2005-2006 Actual Expenditures	\$3,923,209
2006-2007 Revised Budgeted Amount	\$3,985,761
2007-2008 Proposed Budget	\$3,656,489
*Dollars budgeted or expended are general fund only.	

From IFAS

Central School of Science Characteristics

	School	District	Source of Information
Membership	529	49,230	Fall OASIS
Capacity	86%	N/A	Board Report - #202 3/12/07
Attendance Rate	92.1%	92.5%	NCLB Summer Data Collection
Retention Rate K-8	0.0%	1.0%	SMS and NCLB Summer Data Collection
Transiency Rate	24.4%	26.8%	NCLB Summer Data Collection
Economically Disadvantaged	262	18,325	Fall OASIS
Ave. Weekly Volunteer Hours	10	5,111	Dept of Ed Report Card Report
Dropout Rate - EED's Regulation Calculation	1.89%	5.10%	NCLB Summer Data Collection and Fall Oasis
Students Taking the Alternate Assessment	0	230	SMS
Change in Enrollment	-20.9%	-1.0%	Fall Oasis

Teacher Qualification				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
38	100%	55%	0	86%

SCHOOL BUSINESS PARTNERSHIPS
Alaska Youth as Resources Anchorage Convention and Visitors Bureau Aurora Vending Blockbuster Video Key Bank Kids' Kitchen Inc. Mary Conrad Center REI-Recreational Equipment Inc. Youth Education Support Services, Fort Richardson
From the School Report Card

ETHNICITY REPORT - OCTOBER 2006						
White	Black	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	2 or more races	Total
254	84	60	51	37	43	529

From Fall Oasis

Central School of Science Characteristics Continued

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
517	476	92.1%

From participation file (3-10 graders)

TOTAL DROPOUT RATE - EED'S REGULATION CALCULATION							
Data Type	AK Native/ American Indian	Asian/ Pac. Islander	Black	Hispanic	White	2 or more races	Total
Enrollment	60	51	84	37	254	43	529
Final Dropouts	0	1	1	3	4	1	10
% of Dropouts	0.00%	1.96%	1.19%	8.11%	1.57%	2.33%	1.89%

From NCLB Summer Data Collection and Fall OASIS

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

Central Middle School

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

**Meets AYP under Safe Harbor
Level 4 (First Year Meeting AYP)**

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	517	511	98.8%	Yes	470	388	82.6%	66.6%	Yes	352	74.9%	52.3%	Yes
African American	79	79	100%	Yes	72	58	80.6%	59.1%	Yes	52	72.2%	44%	Yes
AkNa & Amln	56	56	100%	Yes	52	30	57.7%	56.9%	Yes	29	55.8%	41.6%	Yes
Asian	48	46	95.8%	Yes	43	36	83.7%	55.4%	Yes	31	72.1%	40.1%	Yes
Caucasian	251	247	98.4%	Yes	231	214	92.6%	64.6%	Yes	196	84.8%	50%	Yes
Hispanic	36	36	100%	Yes	32	23	71.9%	52.9%	Yes	20	62.5%	37.3%	Yes
Multi-Ethnic	47	47	100%	Yes	40	27	67.5%	54.8%	Yes	24	60%	39.4%	Yes
Low Income	261	256	98.1%	Yes	230	169	73.5%	64.5%	Yes	148	64.3%	50%	Yes
Disabled	41	40	97.6%	Yes	35	12	34.3%	53.7%	Yes-SH	17	48.6%	38.1%	Yes
LEP	78	77	98.7%	Yes	69	45	65.2%	58.8%	Yes	42	60.9%	43.7%	Yes

Attendance Rate: Met

92.1% (Threshold is 85%)

N/A is used to indicate:

(1) Subgroups with 20 or fewer students enrolled on the first day of testing shall not be included in participation rate calculation.

(2) Subgroups with 25 or fewer students enrolled for the "full academic year" shall not have the performance score computed.

* For the groups where the number enrolled is less than or equal to 40, participation is met when no more than 2 miss the test. Groups can also meet this target using the average of the past two or three years.

** Where a group achieves a "Yes" without meeting the listed target, it has done so using either the 99% confidence interval or Safe Harbor.

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

This document was prepared by the ASD Assessment and Evaluation

7/30/2007

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

**Meets AYP under Safe Harbor
Does Not Meet Growth
Level 4 (First Year Meeting AYP)**

Central 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	470	406	86.4%	71.48%	Yes	389	82.8%	57.61%	Yes
African American	72	61	84.7%	71.48%	Yes	57	79.2%	57.61%	Yes
AkNa & AmIn	52	37	71.2%	71.48%	No	38	73.1%	57.61%	Yes
Asian	43	***	95% or less	71.48%	Yes	37	86%	57.61%	Yes
Caucasian	231	***	95% or less	71.48%	Yes	204	88.3%	57.61%	Yes
Hispanic	32	26	81.2%	71.48%	Yes	23	71.9%	57.61%	Yes
Multi-Ethnic	40	30	75%	71.48%	Yes	30	75%	57.61%	Yes
Low Income	230	184	80%	71.48%	Yes	176	76.5%	57.61%	Yes
Disabled	35	20	57.1%	71.48%	No	24	68.6%	57.61%	Yes
LEP	69	48	69.6%	71.48%	No	51	73.9%	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.

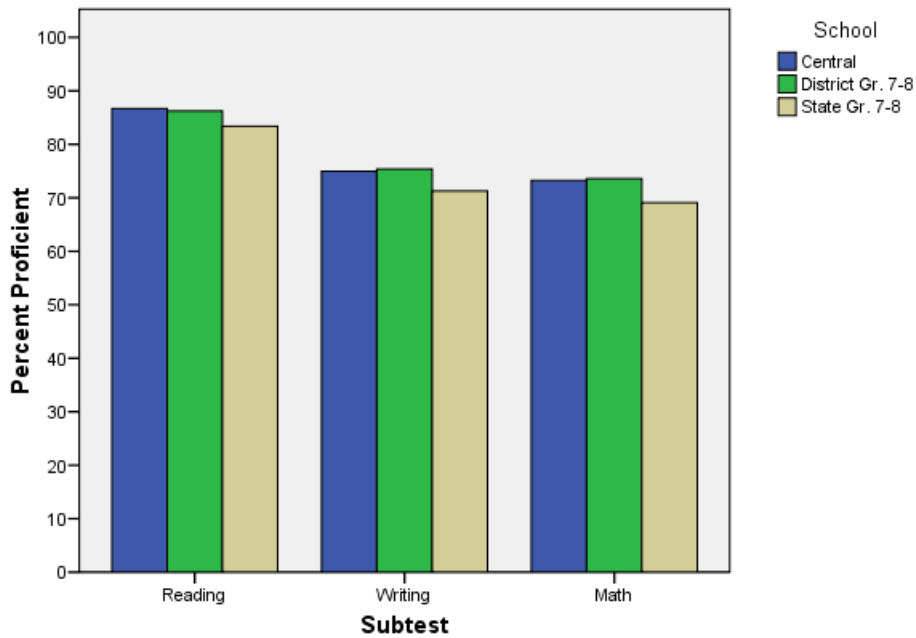
This document was prepared by the ASD Assessment and Evaluation Department.

9/14/2007

SBA Proficiency Comparison by Grade for Central

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	81.60%	86.69%	75.20%	74.95%	63.79%	73.23%
7th Grade	77.61%	86.50%	71.47%	76.53%	59.33%	75.09%
8th Grade	85.81%	86.94%	79.10%	73.01%	68.49%	70.93%

2007 SBA Results Compared for Central, District, & State



SBA 2007 Proficient & Not Proficient by NCLB Groups for Central

	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	86.69%	13.31%	74.95%	25.05%	73.23%	26.77%
Black	84.42%	15.58%	77.92%	22.08%	70.51%	29.49%
Alaska Native / American Indian	72.73%	27.27%	44.64%	55.36%	57.14%	42.86%
Asian / Pacific Islander	81.40%	18.60%	70.45%	29.55%	67.39%	32.61%
White	96.28%	3.72%	87.35%	12.65%	83.81%	16.19%
Hispanic	75.76%	24.24%	58.82%	41.18%	58.33%	41.67%
2 or More Races	69.57%	30.43%	57.45%	42.55%	57.78%	42.22%
Low Income	79.10%	20.90%	62.80%	37.20%	62.45%	37.55%
Not Low Income	94.05%	5.95%	86.96%	13.04%	83.92%	16.08%
Disabled	47.22%	52.78%	35.00%	65.00%	42.50%	57.50%
Not Disabled	89.78%	10.22%	78.40%	21.60%	75.85%	24.15%
LEP	63.77%	36.23%	51.39%	48.61%	56.00%	44.00%
Not LEP	90.40%	9.60%	78.89%	21.11%	76.21%	23.79%
Migrant	69.57%	30.43%	52.17%	47.83%	52.17%	47.83%
Not Migrant	87.53%	12.47%	76.04%	23.96%	74.23%	25.77%
Female	90.50%	9.50%	80.63%	19.37%	73.78%	26.22%
Male	83.64%	16.36%	70.46%	29.54%	72.79%	27.21%

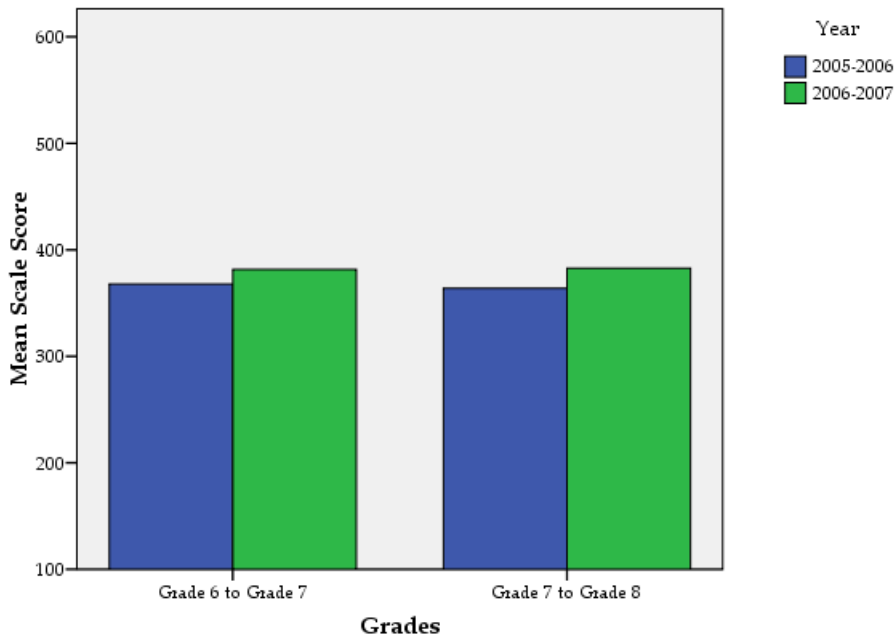
SBA Mean Scale Score Comparison by NCLB Groups for Central

	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	365.23	382.78	348.59	348.20	328.97	344.99
Black	338.68	368.09	333.05	340.05	307.82	325.58
Alaska Native / American Indian	327.04	336.67	303.49	297.41	290.97	319.09
Asian / Pacific Islander	339.61	364.47	318.34	334.36	316.11	341.96
White	388.69	409.43	369.56	372.83	349.12	364.72
Hispanic	365.91	352.15	354.96	322.32	331.72	324.47
2 or More Races	350.52	361.35	336.32	325.32	310.50	322.09
Low Income	337.35	357.80	322.08	323.59	305.24	324.32
Not Low Income	387.44	406.96	369.65	372.51	348.01	365.50
Disabled	295.04	302.25	284.39	275.00	261.91	286.68
Not Disabled	371.75	389.08	354.54	354.52	335.30	349.97
LEP	317.36	338.55	298.06	307.03	289.09	316.71
Not LEP	371.35	389.92	355.03	355.07	334.20	349.89
Migrant	322.11	329.00	317.42	301.91	307.05	315.13
Not Migrant	366.56	385.39	349.55	350.41	329.64	346.41
Female	371.69	388.32	364.78	359.56	326.59	341.10
Male	359.33	378.32	333.72	339.22	331.17	348.08

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 2006	Grade 7 in 2007	Difference	Grade 7 in 2006	Grade 8 in 2007	Difference
Ethnicity	All Students	367.85	381.60	13.75	363.85	382.74	18.89
	Black	338.50	358.68	20.18	340.86	369.31	28.45
	AK Native/ American Indian	305.48	324.96	19.48	337.09	347.91	10.82
	Asian	366.93	373.68	6.75	335.38	354.00	18.63
	White	399.01	410.55	11.54	393.33	409.13	15.79
	Hispanic	323.53	329.24	5.71	339.69	369.71	30.02
	2 or More Races	358.50	378.58	20.08	334.53	353.20	18.67
Low Income	Yes	342.16	358.99	16.83	326.28	353.05	26.77
	No	395.10	405.00	9.90	396.01	407.83	11.82
Disabled	Yes	265.89	286.35	20.46	302.33	313.92	11.58
	No	376.23	389.20	12.97	369.04	387.38	18.34
LEP	Yes	336.52	341.36	4.84	311.67	339.78	28.11
	No	374.99	389.81	14.82	372.34	389.86	17.52
Migrant	Yes	324.08	336.08	12.00	315.20	322.60	7.40
	No	370.39	384.32	13.93	365.15	384.37	19.22
Gender	Female	365.81	384.41	18.60	360.59	394.05	33.46
	Male	369.36	379.43	10.07	366.27	374.52	8.25

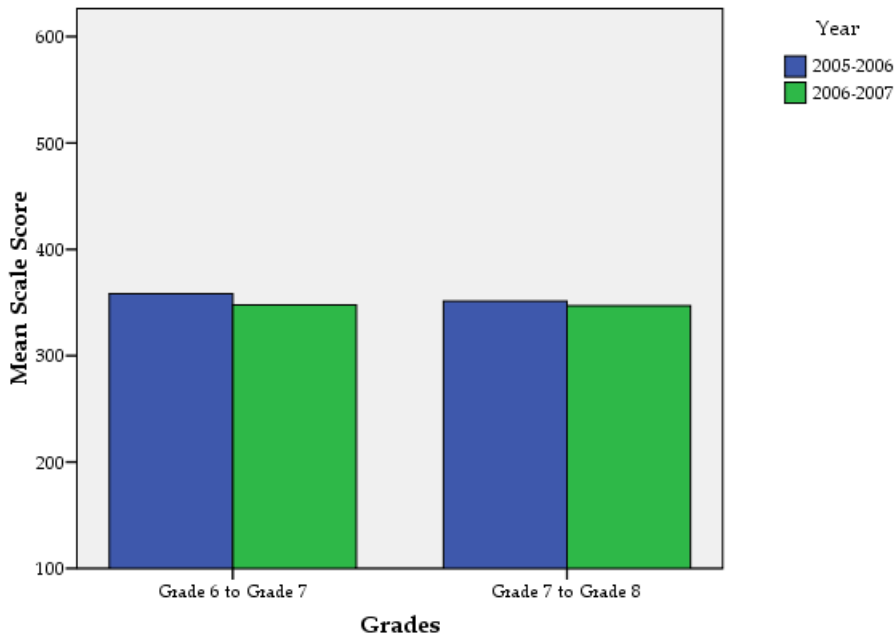
Growth in Mean Scale Score in Reading by Grade for Central between 2005-2006 and 2006-2007



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 2006	Grade 7 in 2007	Difference	Grade 7 in 2006	Grade 8 in 2007	Difference
Ethnicity	All Students	358.22	347.79	-10.43	351.19	346.89	-4.30
	Black	339.25	327.39	-11.86	344.11	347.54	3.43
	AK Native/ American Indian	305.56	300.08	-5.48	311.09	293.96	-17.13
	Asian	355.19	346.46	-8.72	311.69	316.06	4.38
	White	385.14	374.10	-11.04	378.46	372.02	-6.44
	Hispanic	312.26	304.72	-7.54	330.07	335.21	5.14
	2 or More Races	348.65	330.90	-17.75	329.73	319.53	-10.20
Low Income	Yes	336.46	328.29	-8.17	315.27	313.49	-1.77
	No	381.30	368.50	-12.80	382.58	375.47	-7.11
Disabled	Yes	255.83	274.44	18.61	282.80	267.07	-15.73
	No	366.63	353.93	-12.70	356.96	353.62	-3.34
LEP	Yes	323.43	315.33	-8.10	291.70	299.22	7.52
	No	366.15	354.93	-11.22	360.87	354.64	-6.22
Migrant	Yes	336.08	314.69	-21.38	303.20	290.80	-12.40
	No	359.50	349.75	-9.75	352.47	348.38	-4.09
Gender	Female	363.82	356.92	-6.90	364.96	362.06	-2.90
	Male	354.05	341.04	-13.01	341.23	335.68	-5.55

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

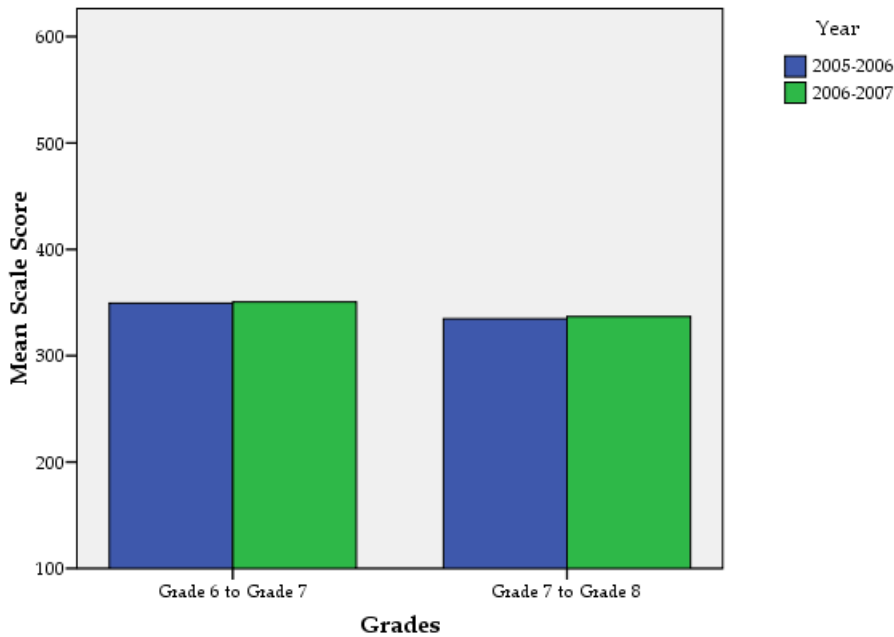


Anchorage School District: Profile of Performance 2006-2007

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 2006	Grade 7 in 2007	Difference	Grade 7 in 2006	Grade 8 in 2007	Difference
Ethnicity	All Students	349.30	350.61	1.31	334.74	336.69	1.95
	Black	308.78	318.97	10.19	323.28	327.00	3.72
	AK Native/ American Indian	303.76	322.00	18.24	300.35	311.52	11.17
	Asian	361.81	358.33	-3.48	310.44	320.75	10.31
	White	375.58	371.62	-3.95	359.71	354.07	-5.64
	Hispanic	314.84	310.42	-4.42	321.50	333.00	11.50
	2 or More Races	338.45	344.68	6.23	305.07	312.43	7.36
Low Income	Yes	333.11	336.44	3.32	301.48	310.03	8.55
	No	366.62	365.52	-1.10	363.19	359.24	-3.95
Disabled	Yes	247.78	281.06	33.28	272.13	280.13	8.00
	No	357.68	356.35	-1.33	340.01	341.48	1.47
LEP	Yes	335.16	332.86	-2.30	283.56	307.96	24.41
	No	352.54	354.56	2.02	343.06	341.19	-1.87
Migrant	Yes	322.08	330.00	7.92	279.40	296.00	16.60
	No	350.89	351.81	0.92	336.21	337.78	1.57
Gender	Female	338.71	347.66	8.95	333.52	329.63	-3.88
	Male	357.09	352.81	-4.27	335.62	341.95	6.33

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



Anchorage School District: Profile of Performance 2006-2007

2007 SBA Results Compared for Central, District and State

Reading	Central	District Gr. 7-8	State Gr. 7-8	Central	District Gr. 7-8	State Gr. 7-8	Central	District Gr. 7-8	State Gr. 7-8	Central	District Gr. 7-8	State Gr. 7-8	Central	District Gr. 7-8	State Gr. 7-8
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
All Students	39.11%	37.34%	34.58%	47.58%	48.88%	48.79%	10.28%	10.43%	12.47%	3.02%	3.36%	4.15%	95.94%	97.55%	97.47%
Black	29.87%	22.87%	21.54%	54.55%	55.46%	57.93%	.	16.89%	16.25%	.	4.78%	4.28%	97.47%	97.02%	96.83%
Alaska Native/American Indian	16.36%	19.51%	14.75%	56.36%	52.09%	50.98%	14.55%	20.12%	24.62%	12.73%	8.27%	9.65%	98.21%	96.64%	96.86%
Asian/Pacific Islander	25.58%	25.48%	30.16%	55.81%	56.40%	53.26%	.	13.82%	12.98%	.	4.30%	3.60%	89.58%	96.40%	97.23%
White	54.55%	48.60%	45.37%	41.74%	44.04%	45.83%	.	5.68%	6.89%	.	1.67%	1.91%	96.41%	98.26%	97.89%
Hispanic	18.18%	27.12%	28.09%	57.58%	57.42%	56.30%	15.15%	11.44%	11.71%	9.09%	4.03%	3.90%	91.67%	96.33%	96.71%
2 or More Races	28.26%	28.00%	30.83%	41.30%	52.94%	52.80%	.	15.76%	13.10%	.	3.29%	3.27%	97.87%	97.47%	97.47%
Low Income	23.36%	20.46%	20.23%	55.74%	55.86%	53.26%	15.98%	16.92%	19.30%	4.92%	6.76%	7.21%	93.49%	96.09%	96.76%
Not Low Income	54.37%	47.86%	44.23%	39.68%	44.53%	45.79%	4.76%	6.38%	7.88%	1.19%	1.24%	2.09%	98.44%	98.48%	97.95%
Disabled	.	7.44%	6.08%	.	40.05%	38.23%	30.56%	32.49%	34.45%	22.22%	20.02%	21.24%	87.80%	91.89%	92.04%
Not Disabled	41.96%	41.37%	38.43%	47.83%	50.07%	50.22%	8.70%	7.45%	9.51%	1.52%	1.11%	1.85%	96.64%	98.36%	98.26%
LEP	11.59%	15.31%	9.80%	52.17%	60.05%	52.51%	31.88%	18.65%	27.40%	4.35%	5.99%	10.29%	88.46%	95.42%	96.53%
Not LEP	43.56%	41.50%	39.29%	46.84%	46.77%	48.09%	6.79%	8.87%	9.64%	2.81%	2.86%	2.99%	97.27%	97.96%	97.65%
Migrant	.	19.10%	16.73%	.	55.21%	51.74%	17.39%	18.06%	24.33%	13.04%	7.64%	7.19%	100.00%	96.97%	97.56%
Not Migrant	40.59%	38.08%	35.80%	46.93%	48.62%	48.59%	9.94%	10.11%	11.66%	2.54%	3.18%	3.94%	95.75%	97.57%	97.47%
Female	41.18%	41.17%	38.62%	49.32%	48.72%	48.85%	.	7.98%	9.97%	.	2.13%	2.55%	96.51%	97.51%	97.60%
Male	37.45%	33.75%	30.78%	46.18%	49.03%	48.74%	11.64%	12.72%	14.82%	4.73%	4.50%	5.66%	95.49%	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 Central, District and State

Writing	Central	District Gr. 7-8	State Gr. 7-8	Central	District Gr. 7-8	State Gr. 7-8	Central	District Gr. 7-8	State Gr. 7-8	Central	District Gr. 7-8	State Gr. 7-8	Central	District Gr. 7-8	State Gr. 7-8
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
All Students	11.13%	11.51%	10.42%	63.82%	63.88%	60.84%	19.68%	18.37%	20.67%	5.37%	6.24%	8.07%	97.29%	97.49%	97.48%
Black	7.79%	4.08%	4.40%	70.13%	61.39%	61.56%	15.58%	23.64%	23.49%	6.49%	10.88%	10.55%	97.47%	97.35%	97.07%
Alaska Native/American Indian	.	3.79%	2.57%	.	50.77%	45.56%	44.64%	30.30%	33.97%	10.71%	15.15%	17.90%	100.00%	96.45%	97.04%
Asian/Pacific Islander	11.36%	8.94%	9.22%	59.09%	64.25%	66.94%	.	20.93%	18.22%	.	5.88%	5.62%	91.67%	96.51%	97.30%
White	17.14%	16.40%	14.94%	70.20%	67.72%	66.50%	10.61%	12.56%	14.54%	2.04%	3.32%	4.02%	97.61%	98.09%	97.75%
Hispanic	.	5.50%	6.40%	.	63.21%	63.49%	32.35%	26.00%	23.96%	8.82%	5.29%	6.15%	94.44%	96.53%	97.08%
2 or More Races	.	5.40%	7.07%	.	61.27%	60.46%	27.66%	24.65%	23.91%	14.89%	8.69%	8.56%	100.00%	97.70%	97.87%
Low Income	5.60%	3.85%	3.94%	57.20%	56.21%	53.14%	27.60%	28.18%	29.41%	9.60%	11.76%	13.52%	95.79%	96.33%	96.92%
Not Low Income	16.60%	16.30%	14.80%	70.36%	68.68%	66.03%	11.86%	12.23%	14.79%	1.19%	2.79%	4.38%	98.83%	98.24%	97.86%
Disabled	.	0.69%	0.70%	.	29.05%	25.05%	37.50%	39.04%	42.15%	27.50%	31.23%	32.10%	97.56%	91.58%	91.92%
Not Disabled	12.10%	12.96%	11.74%	66.31%	68.56%	65.66%	18.14%	15.60%	17.78%	3.46%	2.88%	4.83%	97.27%	98.35%	98.28%
LEP	.	3.15%	1.71%	.	57.87%	44.40%	33.33%	29.36%	35.88%	15.28%	9.62%	18.01%	92.31%	95.92%	96.78%
Not LEP	12.76%	13.09%	12.09%	66.13%	65.02%	63.97%	17.40%	16.28%	17.78%	3.71%	5.60%	6.17%	98.18%	97.80%	97.62%
Migrant	.	3.82%	3.39%	.	51.04%	47.09%	30.43%	30.21%	32.96%	17.39%	14.93%	16.56%	100.00%	96.97%	97.63%
Not Migrant	11.67%	11.82%	10.91%	64.38%	64.40%	61.77%	19.17%	17.89%	19.84%	4.79%	5.89%	7.49%	97.17%	97.52%	97.47%
Female	13.96%	15.98%	14.52%	66.67%	66.26%	64.27%	15.77%	14.52%	16.81%	3.60%	3.24%	4.41%	96.94%	97.32%	97.55%
Male	8.90%	7.32%	6.57%	61.57%	61.65%	57.61%	22.78%	21.98%	24.31%	6.76%	9.06%	11.51%	97.57%	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 Central, District and State

Math	Central	District Gr. 7-8	State Gr. 7-8	Central	District Gr. 7-8	State Gr. 7-8	Central	District Gr. 7-8	State Gr. 7-8	Central	District Gr. 7-8	State Gr. 7-8	Central	District Gr. 7-8	State Gr. 7-8
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
All Students	29.72%	33.01%	28.88%	43.50%	40.57%	40.20%	16.14%	15.39%	17.90%	10.63%	11.02%	13.02%	98.26%	97.68%	97.47%
Black	14.10%	16.13%	14.55%	56.41%	42.28%	43.54%	19.23%	21.39%	23.21%	10.26%	20.20%	18.70%	98.73%	97.52%	97.20%
Alaska Native/American Indian	12.50%	17.85%	14.03%	44.64%	39.38%	36.37%	30.36%	22.56%	24.73%	12.50%	20.21%	24.87%	100.00%	96.25%	96.92%
Asian/Pacific Islander	28.26%	31.44%	32.84%	39.13%	42.14%	42.70%	19.57%	14.60%	14.75%	13.04%	11.82%	9.71%	95.83%	97.93%	98.40%
White	40.49%	41.97%	36.75%	43.32%	39.95%	40.98%	8.91%	11.72%	14.68%	7.29%	6.37%	7.59%	98.41%	98.04%	97.62%
Hispanic	25.00%	21.71%	22.01%	33.33%	41.54%	43.16%	27.78%	22.55%	20.77%	13.89%	14.20%	14.05%	100.00%	97.76%	97.93%
2 or More Races	24.44%	22.88%	23.36%	33.33%	42.45%	41.94%	20.00%	18.87%	18.58%	22.22%	15.80%	16.12%	95.74%	97.24%	97.34%
Low Income	18.18%	17.07%	16.25%	44.27%	42.15%	40.06%	22.13%	21.43%	23.03%	15.42%	19.35%	20.66%	96.93%	96.84%	96.99%
Not Low Income	41.18%	43.05%	37.40%	42.75%	39.58%	40.30%	10.20%	11.59%	14.44%	5.88%	5.77%	7.86%	99.61%	98.22%	97.79%
Disabled	.	6.64%	4.96%	.	23.37%	21.84%	15.00%	23.37%	26.66%	42.50%	46.62%	46.54%	97.56%	91.79%	91.92%
Not Disabled	31.84%	36.56%	32.10%	44.02%	42.89%	42.68%	16.24%	14.32%	16.72%	7.91%	6.24%	8.51%	98.32%	98.53%	98.27%
LEP	21.33%	18.88%	11.96%	34.67%	42.94%	35.77%	22.67%	21.05%	26.15%	21.33%	17.13%	26.12%	96.15%	97.71%	97.44%
Not LEP	31.18%	35.75%	32.13%	45.03%	40.11%	41.05%	15.01%	14.29%	16.31%	8.78%	9.84%	10.51%	98.63%	97.67%	97.48%
Migrant	17.39%	18.28%	17.76%	34.78%	39.66%	35.51%	34.78%	21.03%	23.81%	13.04%	21.03%	22.92%	100.00%	97.64%	97.71%
Not Migrant	30.31%	33.62%	29.64%	43.92%	40.61%	40.52%	15.26%	15.16%	17.49%	10.52%	10.61%	12.35%	98.18%	97.68%	97.46%
Female	25.78%	32.46%	28.46%	48.00%	42.49%	42.03%	18.67%	15.73%	18.21%	7.56%	9.32%	11.30%	98.25%	97.51%	97.55%
Male	32.86%	33.53%	29.27%	39.93%	38.78%	38.48%	14.13%	15.08%	17.60%	13.07%	12.61%	14.65%	98.26%	97.84%	97.40%

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

Anchorage School District: Profile of Performance 2006-2007

Central TerraNova 7th grade

Percent in each quartile

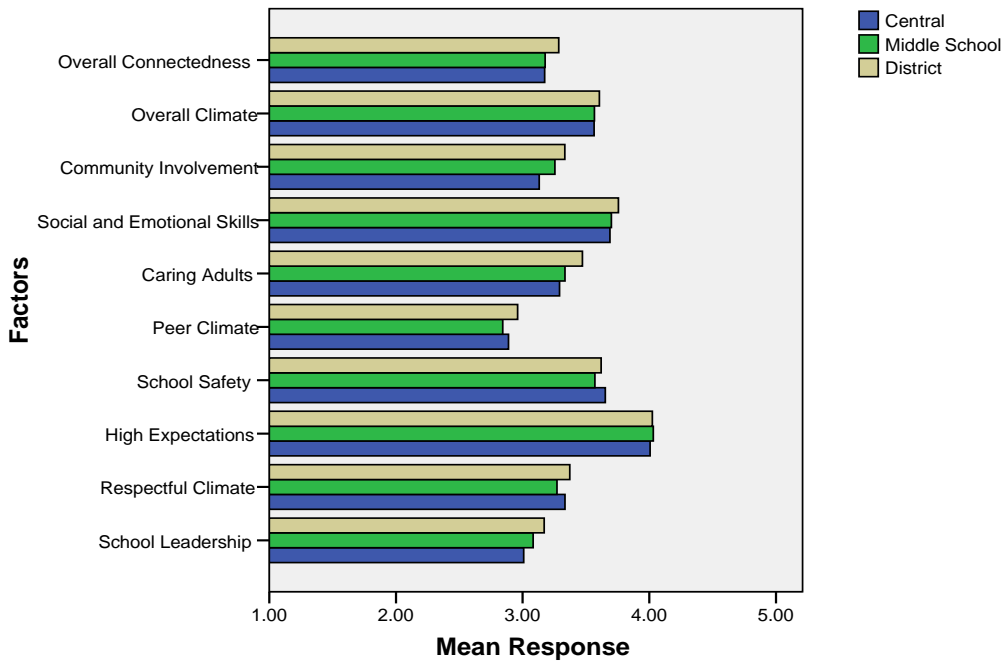
Reading	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2006-2007	38.5%	35.6%	22.6%	28.0%	21.6%	21.5%	17.3%	14.9%
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
2006-2007	34.6%	35.4%	27.6%	28.7%	22.6%	21.5%	15.2%	14.3%
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
2006-2007	35.1%	31.5%	24.6%	28.3%	24.9%	23.0%	15.4%	17.2%
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%

Student Survey Results

2007 Climate and Connectedness Student Survey - Central



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)

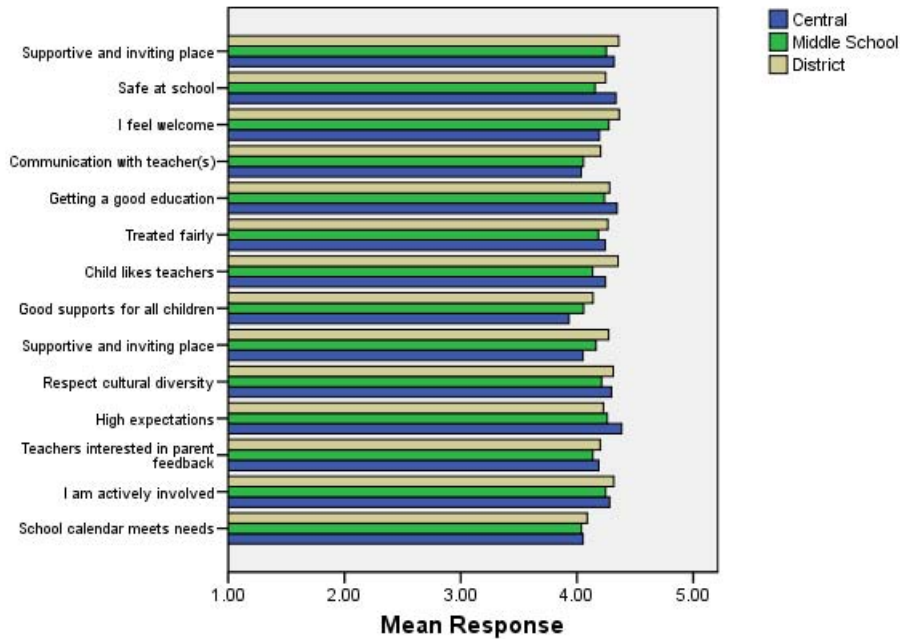
- **School Leadership and Student Involvement:** This factor reflects students’ feelings about the decision making of school leaders as well as student participation in the school governance.
- **Respectful Climate:** This factor reflects students’ feelings about fairness of rules and respect for students’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



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