

**Mears Middle School Overview**

**Statement of Program**

Mears is the largest middle school in the Anchorage School District with an enrollment of more than 1,060 students in grades 7-8. Mears strives to create a positive, nurturing and rigorous academic environment where all students are successful. Core academic classes are teamed, allowing instructors to share the same students, which helps students make 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 and Native American 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 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 students.

From the School Report Card

<b>SCHOOL GOALS</b>	
<b>Goal</b>	<b>Level of Achievement</b>
The number of students in each subgroup rated not proficient on the state math assessments will decrease by 10 percent.	Partially Attained
The number of students in each subgroup rated not proficient on the state reading assessments will decrease by 10 percent.	Partially Attained
A site-based professional development plan will be created to reflect the results of the National Staff Development Council survey.	Attained

From the School Report Card

<b>BUDGET*</b>	
2005-2006 Actual Expenditures	\$5,695,225
2006-2007 Revised Budgeted Amount	\$5,896,434
2007-2008 Proposed Budget	\$5,265,158
*Dollars budgeted or expended are general fund only.	

From IFAS

**Mears Middle School Characteristics**

	School	District	Source of Information
Membership	1,054	49,230	Fall OASIS
Capacity	138%	N/A	Board Report - #202 3/12/07
Attendance Rate	92.7%	92.5%	NCLB Summer Data Collection
Retention Rate K-8	0.1%	1.0%	SMS and NCLB Summer Data Collection
Transiency Rate	14.4%	26.8%	NCLB Summer Data Collection
Economically Disadvantaged	305	18,325	Fall OASIS
Ave. Weekly Volunteer Hours	40	5,111	Dept of Ed Report Card Report
Dropout Rate - EED's Regulation Calculation	1.04%	5.10%	NCLB Summer Data Collection and Fall Oasis
Students Taking the Alternate Assessment	5	230	SMS
Change in Enrollment	-3.3%	-1.0%	Fall Oasis

<b>Teacher Qualification</b>				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
53	100%	48%	1	85%

<b>SCHOOL BUSINESS PARTNERSHIPS</b>	
AOETT Alaska Chapter of the Red Cross Aurora Vending Best Western Barratt Inn 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 the School Report Card

<b>ETHNICITY REPORT - OCTOBER 2006</b>						
White	Black	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	2 or more races	Total
620	49	124	149	56	56	1,054

From Fall Oasis

Mears Middle School Characteristics Continued

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
1,033	985	95.4%

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	124	149	49	56	620	56	1054
Final Dropouts	1	0	1	1	7	1	11
% of Dropouts	0.81%	0.00%	2.04%	1.79%	1.13%	1.79%	1.04%

From NCLB Summer Data Collection and Fall OASIS

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

**Mears Middle School**

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

**Does Not Meet AYP  
Level 5**

Group	Participation Rate			"FAY"	Language Arts Performance				Math Performance				
	(A) Number Enrolled	(B) Number Tested	(C) Participation Rate (%)	(D) 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	1033	1029	99.6%	Yes	981	799	81.4%	68.1%	Yes	728	74.2%	53.9%	Yes
African American	52	52	100%	Yes	46	40	87%	56%	Yes	35	76.1%	40.6%	Yes
AkNa & Amln	121	121	100%	Yes	108	65	60.2%	61.4%	No	63	58.3%	46.5%	Yes
Asian	148	147	99.3%	Yes	139	116	83.5%	62.6%	Yes	109	78.4%	47.8%	Yes
Caucasian	602	600	99.7%	Yes	583	498	85.4%	67.1%	Yes	447	76.7%	52.8%	Yes
Hispanic	56	56	100%	Yes	53	37	69.8%	57%	Yes	35	66%	41.8%	Yes
Multi-Ethnic	54	53	98.1%	Yes	52	43	82.7%	56.9%	Yes	39	75%	41.6%	Yes
Low Income	309	308	99.7%	Yes	276	187	67.8%	65.1%	Yes	166	60.1%	50.7%	Yes
Disabled	113	112	99.1%	Yes	107	43	40.2%	61.3%	Yes-SH	27	25.2%	46.5%	Yes-SH
LEP	160	159	99.4%	Yes	150	108	72%	62.9%	Yes	103	68.7%	48.2%	Yes

Attendance Rate: Met

92.7% (Threshold is 85%)

N/A is used to indicate:

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

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

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

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

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

This document was prepared by the ASD Assessment and Evaluation

7/30/2007

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

Does Not Meet AYP  
Does Not Meet Growth  
Level 5

Mears 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	981	829	84.5%	71.48%	Yes	777	79.2%	57.61%	Yes
African American	46	***	95% or less	71.48%	Yes	***	95% or less	57.61%	Yes
AkNa & AmIn	108	71	65.7%	71.48%	No	70	64.8%	57.61%	Yes
Asian	139	119	85.6%	71.48%	Yes	114	82%	57.61%	Yes
Caucasian	583	514	88.2%	71.48%	Yes	479	82.2%	57.61%	Yes
Hispanic	53	***	95% or less	71.48%	Yes	***	95% or less	57.61%	Yes
Multi-Ethnic	52	***	95% or less	71.48%	Yes	***	95% or less	57.61%	Yes
Low Income	276	206	74.6%	71.48%	Yes	187	67.8%	57.61%	Yes
Disabled	107	53	49.5%	71.48%	No	45	42.1%	57.61%	No
LEP	150	117	78%	71.48%	Yes	114	76%	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.

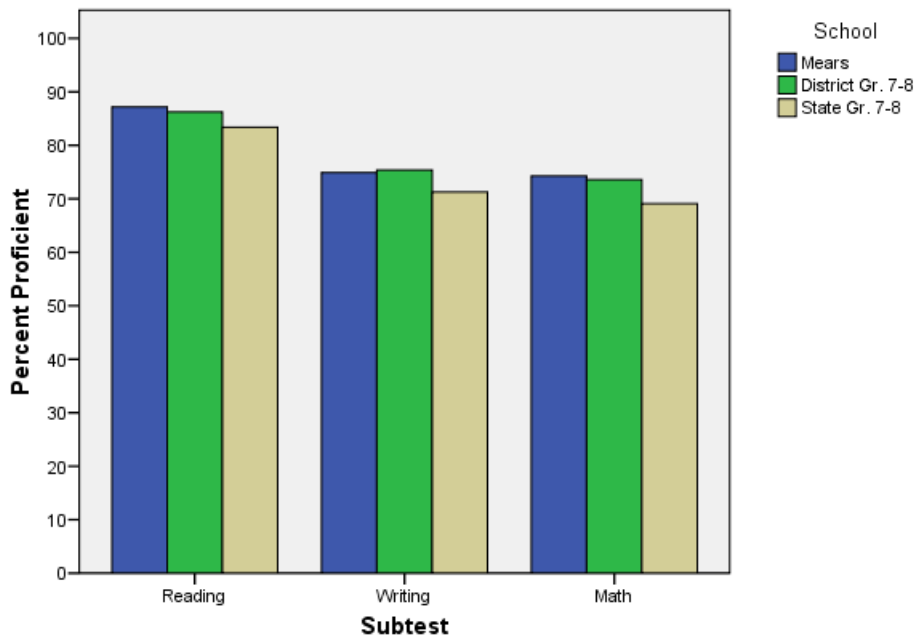
This document was prepared by the ASD Assessment and Evaluation Department.

9/14/2007

**SBA Proficiency Comparison by Grade for Mears**

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	84.74%	87.18%	79.83%	74.88%	70.58%	74.26%
7th Grade	82.88%	83.98%	77.41%	70.51%	67.31%	71.04%
8th Grade	86.55%	90.44%	82.20%	79.32%	73.81%	77.51%

**2007 SBA Results Compared for Mears, District, & State**



SBA 2007 Proficient & Not Proficient by NCLB Groups for Mears

	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	87.18%	12.82%	74.88%	25.12%	74.26%	25.74%
Black	88.24%	11.76%	74.51%	25.49%	72.55%	27.45%
Alaska Native / American Indian	73.11%	26.89%	51.67%	48.33%	57.98%	42.02%
Asian / Pacific Islander	86.71%	13.29%	78.87%	21.13%	79.31%	20.69%
White	90.89%	9.11%	79.46%	20.54%	77.14%	22.86%
Hispanic	76.36%	23.64%	67.27%	32.73%	66.07%	33.93%
2 or More Races	88.68%	11.32%	73.58%	26.42%	75.00%	25.00%
Low Income	78.19%	21.81%	61.87%	38.13%	60.13%	39.87%
Not Low Income	90.92%	9.08%	80.31%	19.69%	80.20%	19.80%
Disabled	52.83%	47.17%	25.71%	74.29%	25.23%	74.77%
Not Disabled	91.19%	8.81%	80.55%	19.45%	80.02%	19.98%
LEP	79.08%	20.92%	64.29%	35.71%	69.23%	30.77%
Not LEP	88.62%	11.38%	76.77%	23.23%	75.17%	24.83%
Migrant	80.39%	19.61%	62.75%	37.25%	66.67%	33.33%
Not Migrant	87.54%	12.46%	75.52%	24.48%	74.66%	25.34%
Female	90.64%	9.36%	81.08%	18.92%	74.33%	25.67%
Male	84.05%	15.95%	69.29%	30.71%	74.21%	25.79%

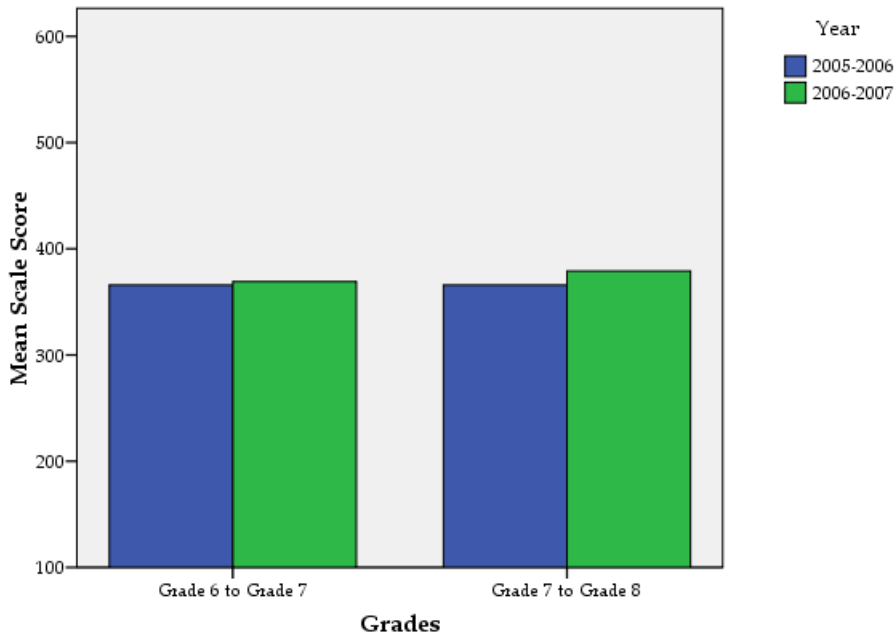
SBA Mean Scale Score Comparison by NCLB Groups for Mears

	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	370.83	373.74	359.49	352.97	344.47	348.77
Black	356.35	369.20	344.47	345.00	319.40	332.24
Alaska Native / American Indian	337.03	343.59	323.50	309.07	314.47	316.08
Asian / Pacific Islander	356.58	366.57	349.35	353.46	346.66	353.94
White	384.75	385.35	372.22	365.98	354.38	358.66
Hispanic	338.70	354.11	336.79	330.04	311.33	319.98
2 or More Races	359.97	355.62	346.03	336.70	339.26	343.23
Low Income	335.37	344.87	324.40	321.48	310.51	318.19
Not Low Income	383.73	385.75	372.19	366.12	356.80	361.61
Disabled	288.11	306.53	271.04	277.68	259.04	275.11
Not Disabled	380.49	381.58	369.99	361.65	354.70	357.42
LEP	332.03	342.29	319.36	322.97	317.69	331.44
Not LEP	377.00	379.33	365.84	358.33	348.81	351.90
Migrant	335.78	357.20	324.00	328.61	319.73	333.78
Not Migrant	372.41	374.61	361.08	354.26	345.58	349.56
Female	377.99	383.86	373.77	370.24	342.80	350.49
Male	364.76	364.61	347.46	337.41	345.87	347.21

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 2006	Grade 7 in 2007	Difference	Grade 7 in 2006	Grade 8 in 2007	Difference
Ethnicity	All Students	365.88	369.11	3.23	365.82	379.02	13.20
	Black	343.75	353.00	9.25	360.33	381.79	21.46
	AK Native/ American Indian	332.00	340.53	8.53	332.27	353.84	21.57
	Asian	357.21	362.68	5.47	347.03	372.34	25.32
	White	380.39	380.28	-0.11	380.04	388.74	8.69
	Hispanic	344.37	351.89	7.52	343.36	354.77	11.41
	2 or More Races	338.52	352.41	13.90	357.27	360.36	3.09
Low Income	Yes	333.62	340.30	6.68	331.24	349.58	18.35
	No	378.33	380.23	1.90	380.17	391.02	10.85
Disabled	Yes	306.75	313.29	6.54	288.81	300.66	11.85
	No	373.16	375.99	2.82	374.30	388.13	13.83
LEP	Yes	323.44	332.66	9.22	326.71	351.06	24.35
	No	372.74	375.11	2.37	373.41	384.44	11.04
Migrant	Yes	341.04	360.04	19.00	336.33	358.17	21.83
	No	367.44	369.68	2.24	366.98	379.83	12.85
Gender	Female	372.58	377.83	5.25	372.08	390.79	18.71
	Male	358.94	360.09	1.14	360.75	369.71	8.95

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

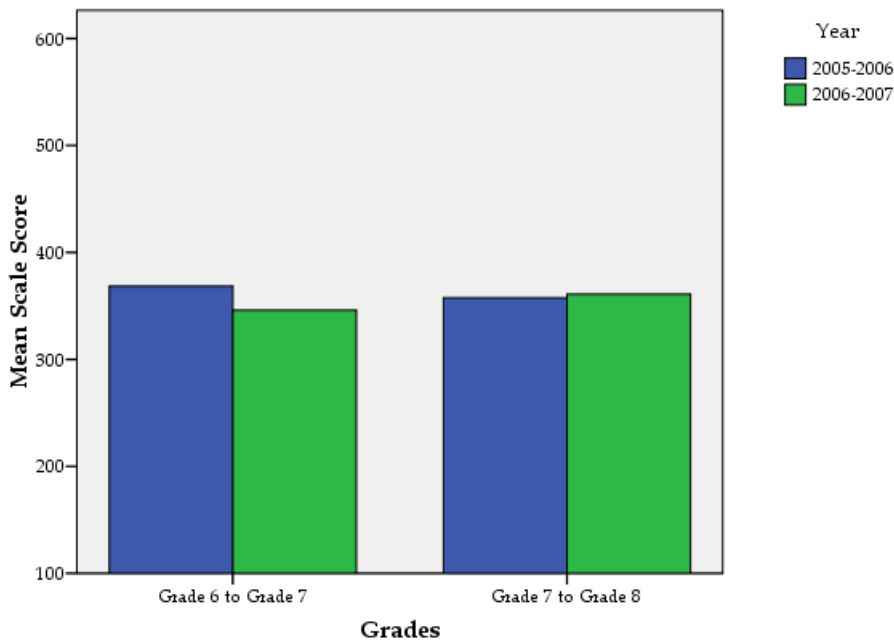


**Anchorage School District: Profile of Performance ..... 2006-2007**

**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 2006	Grade 7 in 2007	Difference	Grade 7 in 2006	Grade 8 in 2007	Difference
Ethnicity	All Students	368.41	345.89	-22.52	357.58	360.94	3.36
	Black	344.79	319.88	-24.92	352.29	362.58	10.29
	AK Native/ American Indian	331.16	303.78	-27.37	324.78	323.16	-1.63
	Asian	367.83	349.98	-17.84	341.63	356.69	15.06
	White	380.01	357.96	-22.04	371.15	373.22	2.07
	Hispanic	348.52	327.59	-20.93	337.76	328.54	-9.22
	2 or More Races	359.62	331.90	-27.72	343.68	341.50	-2.18
Low Income	Yes	336.05	316.35	-19.69	322.06	326.75	4.69
	No	380.81	357.17	-23.64	372.25	375.12	2.86
Disabled	Yes	305.57	287.08	-18.49	274.29	269.80	-4.50
	No	376.01	353.14	-22.87	366.86	371.28	4.42
LEP	Yes	335.94	317.25	-18.69	318.83	326.33	7.50
	No	373.68	350.60	-23.08	365.12	367.74	2.62
Migrant	Yes	359.82	334.82	-25.00	323.56	324.83	1.28
	No	368.95	346.58	-22.37	358.91	362.34	3.43
Gender	Female	381.86	359.37	-22.49	374.76	382.13	7.37
	Male	354.44	331.94	-22.50	343.83	344.24	0.41

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

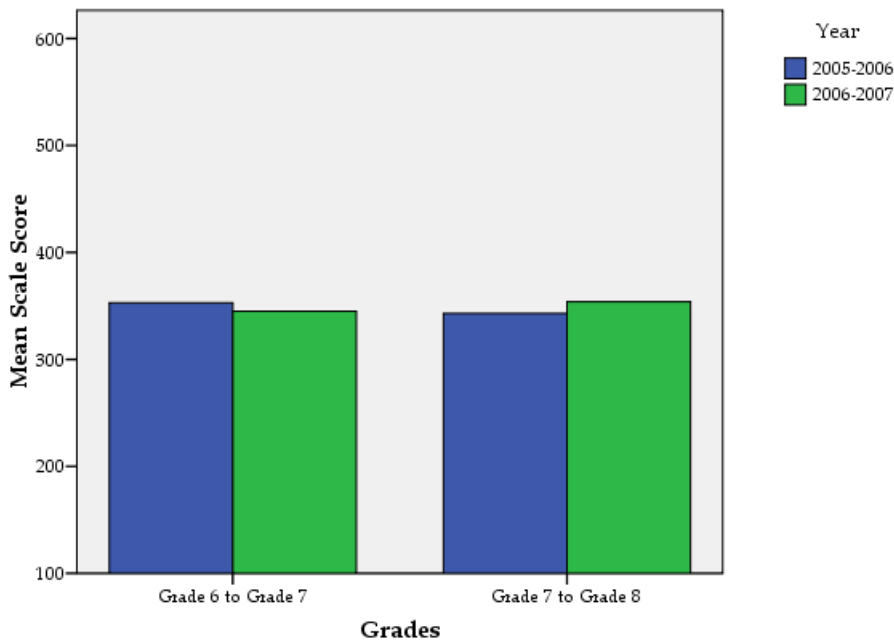


**Anchorage School District: Profile of Performance ..... 2006-2007**

**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 2006	Grade 7 in 2007	Difference	Grade 7 in 2006	Grade 8 in 2007	Difference
Ethnicity	All Students	352.96	345.00	-7.96	342.93	353.84	10.92
	Black	319.42	323.08	3.67	328.67	339.00	10.33
	AK Native/ American Indian	317.04	311.63	-5.41	317.10	324.67	7.57
	Asian	363.39	351.65	-11.74	341.86	358.38	16.53
	White	362.29	353.46	-8.82	352.17	363.50	11.33
	Hispanic	334.00	330.04	-3.96	312.65	313.08	0.42
	2 or More Races	348.62	339.36	-9.26	338.23	346.41	8.18
Low Income	Yes	320.53	313.30	-7.23	310.31	324.52	14.21
	No	365.44	357.18	-8.26	356.49	366.00	9.51
Disabled	Yes	284.10	282.31	-1.79	260.00	271.26	11.26
	No	361.42	352.76	-8.66	352.57	363.42	10.85
LEP	Yes	335.12	324.48	-10.64	322.48	338.75	16.27
	No	355.89	348.22	-7.67	346.96	356.81	9.86
Migrant	Yes	328.82	336.32	7.50	317.78	337.78	20.00
	No	354.47	345.55	-8.92	343.91	354.47	10.56
Gender	Female	353.61	347.44	-6.17	342.31	354.77	12.46
	Male	352.29	342.50	-9.78	343.41	353.11	9.70

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



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

2007 SBA Results Compared for Mears, District and State

Reading	Mears	District Gr. 7-8	State Gr. 7-8	Mears	District Gr. 7-8	State Gr. 7-8	Mears	District Gr. 7-8	State Gr. 7-8	Mears	District Gr. 7-8	State Gr. 7-8	Mears	District Gr. 7-8	State Gr. 7-8
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
All Students	33.23%	37.34%	34.58%	53.94%	48.88%	48.79%	10.85%	10.43%	12.47%	1.97%	3.36%	4.15%	98.16%	97.55%	97.47%
Black	25.49%	22.87%	21.54%	62.75%	55.46%	57.93%	.	16.89%	16.25%	.	4.78%	4.28%	98.08%	97.02%	96.83%
Alaska Native/American Indian	18.49%	19.51%	14.75%	54.62%	52.09%	50.98%	23.53%	20.12%	24.62%	3.36%	8.27%	9.65%	98.35%	96.64%	96.86%
Asian/Pacific Islander	24.48%	25.48%	30.16%	62.24%	56.40%	53.26%	.	13.82%	12.98%	.	4.30%	3.60%	96.62%	96.40%	97.23%
White	40.98%	48.60%	45.37%	49.92%	44.04%	45.83%	7.59%	5.68%	6.89%	1.52%	1.67%	1.91%	98.50%	98.26%	97.89%
Hispanic	20.00%	27.12%	28.09%	56.36%	57.42%	56.30%	18.18%	11.44%	11.71%	5.45%	4.03%	3.90%	98.21%	96.33%	96.71%
2 or More Races	24.53%	28.00%	30.83%	64.15%	52.94%	52.80%	.	15.76%	13.10%	.	3.29%	3.27%	98.15%	97.47%	97.47%
Low Income	17.11%	20.46%	20.23%	61.07%	55.86%	53.26%	18.46%	16.92%	19.30%	3.36%	6.76%	7.21%	96.44%	96.09%	96.76%
Not Low Income	39.94%	47.86%	44.23%	50.98%	44.53%	45.79%	7.68%	6.38%	7.88%	1.40%	1.24%	2.09%	98.90%	98.48%	97.95%
Disabled	7.55%	7.44%	6.08%	45.28%	40.05%	38.23%	32.08%	32.49%	34.45%	15.09%	20.02%	21.24%	93.81%	91.89%	92.04%
Not Disabled	36.23%	41.37%	38.43%	54.96%	50.07%	50.22%	8.37%	7.45%	9.51%	0.44%	1.11%	1.85%	98.70%	98.36%	98.26%
LEP	14.38%	15.31%	9.80%	64.71%	60.05%	52.51%	16.99%	18.65%	27.40%	3.92%	5.99%	10.29%	95.63%	95.42%	96.53%
Not LEP	36.59%	41.50%	39.29%	52.03%	46.77%	48.09%	9.76%	8.87%	9.64%	1.63%	2.86%	2.99%	98.63%	97.96%	97.65%
Migrant	23.53%	19.10%	16.73%	56.86%	55.21%	51.74%	.	18.06%	24.33%	.	7.64%	7.19%	100.00%	96.97%	97.56%
Not Migrant	33.75%	38.08%	35.80%	53.79%	48.62%	48.59%	10.49%	10.11%	11.66%	1.97%	3.18%	3.94%	98.07%	97.57%	97.47%
Female	39.71%	41.17%	38.62%	50.94%	48.72%	48.85%	7.90%	7.98%	9.97%	1.46%	2.13%	2.55%	98.36%	97.51%	97.60%
Male	27.39%	33.75%	30.78%	56.66%	49.03%	48.74%	13.51%	12.72%	14.82%	2.44%	4.50%	5.66%	97.98%	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 Mears, District and State

Writing	Mears	District Gr. 7-8	State Gr. 7-8	Mears	District Gr. 7-8	State Gr. 7-8	Mears	District Gr. 7-8	State Gr. 7-8	Mears	District Gr. 7-8	State Gr. 7-8	Mears	District Gr. 7-8	State Gr. 7-8
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
All Students	11.63%	11.51%	10.42%	63.25%	63.88%	60.84%	20.10%	18.37%	20.67%	5.02%	6.24%	8.07%	98.26%	97.49%	97.48%
Black	7.84%	4.08%	4.40%	66.67%	61.39%	61.56%	.	23.64%	23.49%	.	10.88%	10.55%	98.08%	97.35%	97.07%
Alaska Native/American Indian	4.17%	3.79%	2.57%	47.50%	50.77%	45.56%	28.33%	30.30%	33.97%	20.00%	15.15%	17.90%	99.17%	96.45%	97.04%
Asian/Pacific Islander	9.86%	8.94%	9.22%	69.01%	64.25%	66.94%	.	20.93%	18.22%	.	5.88%	5.62%	95.95%	96.51%	97.30%
White	15.15%	16.40%	14.94%	64.31%	67.72%	66.50%	17.34%	12.56%	14.54%	3.20%	3.32%	4.02%	98.67%	98.09%	97.75%
Hispanic	.	5.50%	6.40%	.	63.21%	63.49%	25.45%	26.00%	23.96%	7.27%	5.29%	6.15%	98.21%	96.53%	97.08%
2 or More Races	7.55%	5.40%	7.07%	66.04%	61.27%	60.46%	.	24.65%	23.91%	.	8.69%	8.56%	98.15%	97.70%	97.87%
Low Income	4.35%	3.85%	3.94%	57.53%	56.21%	53.14%	29.43%	28.18%	29.41%	8.70%	11.76%	13.52%	96.76%	96.33%	96.92%
Not Low Income	14.66%	16.30%	14.80%	65.64%	68.68%	66.03%	16.20%	12.23%	14.79%	3.49%	2.79%	4.38%	98.90%	98.24%	97.86%
Disabled	.	0.69%	0.70%	.	29.05%	25.05%	49.52%	39.04%	42.15%	24.76%	31.23%	32.10%	92.92%	91.58%	91.92%
Not Disabled	12.86%	12.96%	11.74%	67.69%	68.56%	65.66%	16.70%	15.60%	17.78%	2.75%	2.88%	4.83%	98.91%	98.35%	98.28%
LEP	3.90%	3.15%	1.71%	60.39%	57.87%	44.40%	29.87%	29.36%	35.88%	5.84%	9.62%	18.01%	96.25%	95.92%	96.78%
Not LEP	13.01%	13.09%	12.09%	63.76%	65.02%	63.97%	18.35%	16.28%	17.78%	4.88%	5.60%	6.17%	98.63%	97.80%	97.62%
Migrant	11.76%	3.82%	3.39%	50.98%	51.04%	47.09%	25.49%	30.21%	32.96%	11.76%	14.93%	16.56%	100.00%	96.97%	97.63%
Not Migrant	11.62%	11.82%	10.91%	63.90%	64.40%	61.77%	19.81%	17.89%	19.84%	4.67%	5.89%	7.49%	98.17%	97.52%	97.47%
Female	16.84%	15.98%	14.52%	64.24%	66.26%	64.27%	15.80%	14.52%	16.81%	3.12%	3.24%	4.41%	98.36%	97.32%	97.55%
Male	6.93%	7.32%	6.57%	62.36%	61.65%	57.61%	23.97%	21.98%	24.31%	6.74%	9.06%	11.51%	98.16%	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 Mears, District and State

Math	Mears	District Gr. 7-8	State Gr. 7-8	Mears	District Gr. 7-8	State Gr. 7-8	Mears	District Gr. 7-8	State Gr. 7-8	Mears	District Gr. 7-8	State Gr. 7-8	Mears	District Gr. 7-8	State Gr. 7-8
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
All Students	32.91%	33.01%	28.88%	41.36%	40.57%	40.20%	15.42%	15.39%	17.90%	10.31%	11.02%	13.02%	98.55%	97.68%	97.47%
Black	25.49%	16.13%	14.55%	47.06%	42.28%	43.54%	11.76%	21.39%	23.21%	15.69%	20.20%	18.70%	98.08%	97.52%	97.20%
Alaska Native/American Indian	18.49%	17.85%	14.03%	39.50%	39.38%	36.37%	20.17%	22.56%	24.73%	21.85%	20.21%	24.87%	98.35%	96.25%	96.92%
Asian/Pacific Islander	32.41%	31.44%	32.84%	46.90%	42.14%	42.70%	13.79%	14.60%	14.75%	6.90%	11.82%	9.71%	97.97%	97.93%	98.40%
White	38.49%	41.97%	36.75%	38.66%	39.95%	40.98%	15.13%	11.72%	14.68%	7.73%	6.37%	7.59%	98.84%	98.04%	97.62%
Hispanic	14.29%	21.71%	22.01%	51.79%	41.54%	43.16%	16.07%	22.55%	20.77%	17.86%	14.20%	14.05%	100.00%	97.76%	97.93%
2 or More Races	30.77%	22.88%	23.36%	44.23%	42.45%	41.94%	15.38%	18.87%	18.58%	9.62%	15.80%	16.12%	96.30%	97.24%	97.34%
Low Income	15.61%	17.07%	16.25%	44.52%	42.15%	40.06%	22.26%	21.43%	23.03%	17.61%	19.35%	20.66%	97.41%	96.84%	96.99%
Not Low Income	40.17%	43.05%	37.40%	40.03%	39.58%	40.30%	12.55%	11.59%	14.44%	7.25%	5.77%	7.86%	99.03%	98.22%	97.79%
Disabled	7.48%	6.64%	4.96%	17.76%	23.37%	21.84%	28.97%	23.37%	26.66%	45.79%	46.62%	46.54%	94.69%	91.79%	91.92%
Not Disabled	35.89%	36.56%	32.10%	44.13%	42.89%	42.68%	13.83%	14.32%	16.72%	6.15%	6.24%	8.51%	99.02%	98.53%	98.27%
LEP	19.87%	18.88%	11.96%	49.36%	42.94%	35.77%	19.23%	21.05%	26.15%	11.54%	17.13%	26.12%	97.50%	97.71%	97.44%
Not LEP	35.27%	35.75%	32.13%	39.91%	40.11%	41.05%	14.73%	14.29%	16.31%	10.09%	9.84%	10.51%	98.74%	97.67%	97.48%
Migrant	23.53%	18.28%	17.76%	43.14%	39.66%	35.51%	9.80%	21.03%	23.81%	23.53%	21.03%	22.92%	100.00%	97.64%	97.71%
Not Migrant	33.40%	33.62%	29.64%	41.26%	40.61%	40.52%	15.72%	15.16%	17.49%	9.62%	10.61%	12.35%	98.47%	97.68%	97.46%
Female	33.13%	32.46%	28.46%	41.20%	42.49%	42.03%	17.18%	15.73%	18.21%	8.49%	9.32%	11.30%	98.77%	97.51%	97.55%
Male	32.71%	33.53%	29.27%	41.50%	38.78%	38.48%	13.83%	15.08%	17.60%	11.96%	12.61%	14.65%	98.35%	97.84%	97.40%

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

Mears TerraNova 7th grade

Percent in each quartile

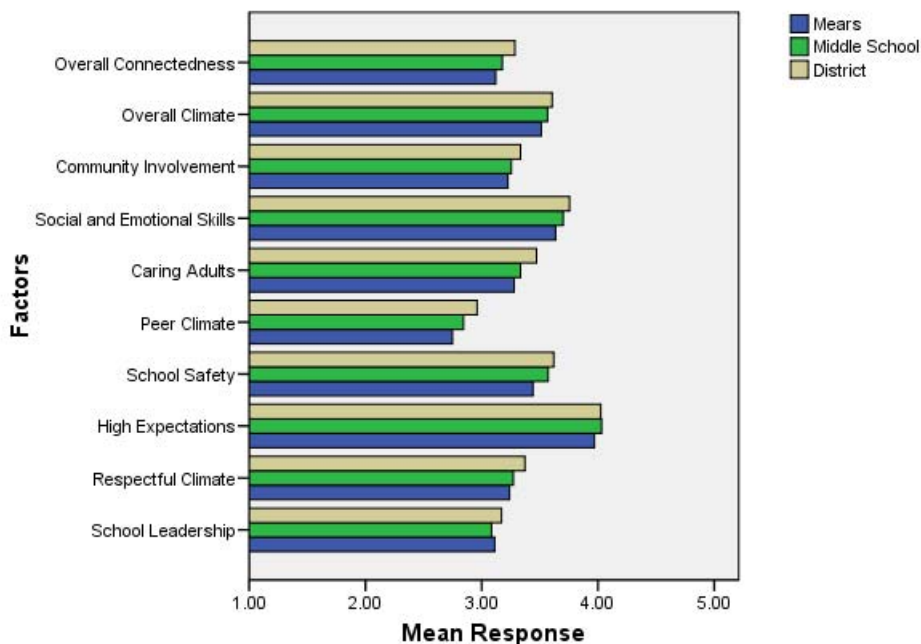
Reading	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2006-2007	32.3%	35.6%	30.8%	28.0%	23.4%	21.5%	13.5%	14.9%
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
2006-2007	30.4%	35.4%	34.5%	28.7%	24.4%	21.5%	10.7%	14.3%
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
2006-2007	29.5%	31.5%	29.9%	28.3%	27.1%	23.0%	13.5%	17.2%
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%

Student Survey Results

2007 Climate and Connectedness Student Survey - Mears

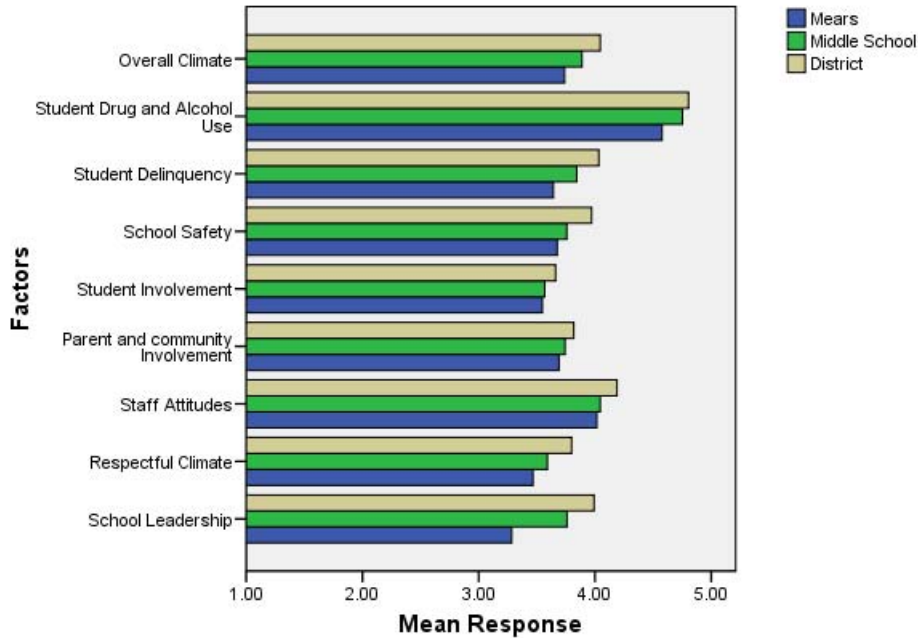


Each question in the survey related to a factor or concept, and a score was calculated based on the average response for the questions related to each factor. The factors measured in the survey were: (Individual questions provided answer categories of strongly agree, agree, agree some/disagree some, 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**

**2007 Climate and Connectedness Staff Survey - Mears**

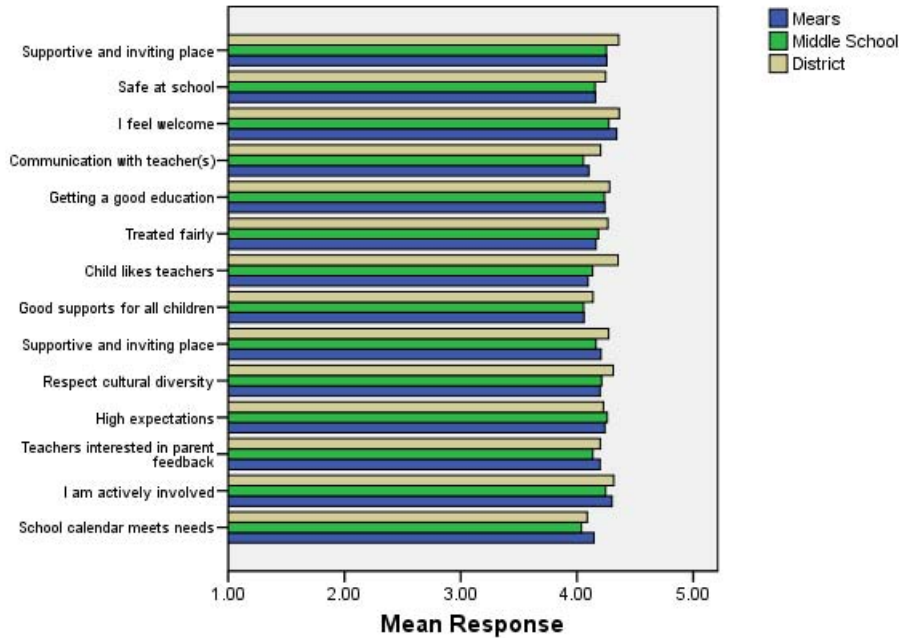


Each question in the survey related to a factor or concept, and a score was calculated based on the average response for the questions related to each factor. The factors were: (Individual questions provided answer categories of strongly agree, agree, agree some/disagree some, disagree, and strongly disagree; 5 being strongly agree and 1 being strongly disagree)

- **School Leadership:** This factor reflects staff members’ feelings about the decision making of school leaders as well as the fairness of school rules.
- **Respectful Climate:** This factor reflects staff members’ feelings about how students treat each other and how well students and staff members treat one another.
- **Staff Attitudes:** This scale reflects staff members’ feelings about the competence of teachers as well how positive their attitudes are towards their jobs.
- **Parent and Community Involvement:** This factor reflects staff members’ feelings about how accessible the school is for parents as well as how connected adults in the community are to the school.
- **Student Involvement:** This factor reflects staff members’ feeling about how involved students are in the decision making process.
- **School Safety:** This factor reflects staff members’ feelings about the impact of gangs and bullies well as general crime and violence in the community.
- **Student Delinquency:** This factor uses staff members’ reports of observing students getting into fights, stealing, and bullying.
- **Student Drug and Alcohol Use:** This factor uses staff members’ reports of observing students under the influence of drugs or alcohol.
- **Overall Climate:** Computed as the mean of 6 scales: School Leadership, Respectful Climate, Staff Attitudes, Parent and Community Involvement, Student Involvement, and School safety, Student Delinquency, and Drug and Alcohol Use scores.

Parent/Guardian Survey Results

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



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