

Anchorage School District
2010-11 School Report Card for Mears Middle School

2700 W. 100th Ave., Anchorage, AK 99515-2200
Phone: 907-742-6400 Fax: 907-742-6444 www.asdk12.org



Principal
Michael Perkins

Mears is one of the largest middle schools in the state with an enrollment of more than 835 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, Inc. 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 Parent Teacher Student Association work together with our dedicated staff to achieve the best possible middle-school experience for students.

School Goals for 2010-11

All students will score a 4 or higher at the end of the writing process.....Partially Attained

The percentage of students rated not proficient on the state math assessment will decrease by 10 percent...Partially Attained

A positive school environment will be promoted through increased opportunities for meaningful school engagement by parents, business partners and service-learning organizations. There will be overall improvement in the parent portion of the School Climate and Connectedness Survey ...Partially Attained

Our school helps students succeed through quality staff, parent involvement and community partnerships.

Parent Involvement

Parents play a crucial role in establishing school goals and making sure their children do well in school. Principals are required to share their school achievement data with parents and they actively seek parents' suggestions, comments and participation in setting annual school goals. For schools that did not make Adequate Yearly Progress, principals will also work with parents and staff to develop detailed school improvement plans. Contact your school's principal for information on how parents can become involved in these activities.

School Business Partners

- Academy of Hair Design
- Alaska Geographic
- Alaska State Parks
- Blockbuster Video
- Chugach National Forest
- Municipality Parks and Recreation
- Siemens Building Technologies
- Tastee Freez
- Sam's Club, Old Seward Highway
- Steam Dot Coffee
- Wells Fargo, Sand Lake branch

Community Volunteers

Parents and other community members volunteered an average of 50 hours per week in the school.

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Mears Middle School Characteristics

	School	District
Attendance Rate	92.72%	92.73%
Retention Rate K-8	0.00%	0.28%
Transiency Rate	15.88%	26.71%
Percent Economically Disadvantaged	35.32%	44.23%
Average Weekly Volunteer Hours	50	5,595
4-year Cohort Graduation Rate – Preliminary as of 8/13/2011	N/A	72.35%
Dropout Rate – Preliminary as of 7/11/2011	0.00%	4.67%
Percent change in enrollment	-4.51%	-0.78%
School Business Partnerships	11	N/A

ASD Teacher Qualification Information (2010-11)

	School	District
Number of teachers	57	3426
Fully licensed teachers	100%	100%
Teachers with advanced degrees	40%	41%
National Board Certified teachers	3	46
Classes taught by highly qualified teachers	92%	97%

School Climate & Connectedness Survey

	Parent		Student	
	#	%	#	%
Participation rate	245	30.06%	753	70.76%

Note: Data collected for the Parent Survey includes parents of students grades K-12.
 Data collected for the Student Survey includes students' grades 5-12.

Elementary, Middle and K-8 schools

TerraNova: The TerraNova is a standardized norm-referenced test used to provide information about students' achievement in various areas of the curriculum. When standardized tests are administered, the scores compare your student's performance with all other students who took the same test in the national norm group.

Mears Middle School Terra Nova
Number and percentage of students in each quartile

	Top quarter 76-99		Third quarter 51-75		Second quarter 26-50		Bottom quarter 1-25		Percentile Rank
	#	%	#	%	#	%	#	%	
Reading									
Grade 7	119	30.43%	141	36.06%	86	21.99%	45	11.51%	62
Language									
Grade 7	135	34.53%	116	29.67%	93	23.79%	47	12.02%	63
Mathematics									
Grade 7	134	34.27%	107	27.37%	88	22.51%	62	15.86%	61

Alaska Standards Based Assessment

The Alaska Standards Based Assessments (SBAs) are statewide tests designed to provide information about what students know and are able to do in reading, writing, mathematics and science. They estimate the degree to which students haven't mastered the Academic Performance Standards as outlined in the Grade Level Expectations. These assessments are written specifically for Alaska and are the foundation of the Alaska school-accountability system. Charts detailing this information are here and on the following page(s).

Two-year SBA comparison for Mears Middle School						
	% Proficient		% Not proficient		# Tested	
	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10
Reading						
Grade 7	84.06%	87.62%	15.94%	12.38%	389	404
Grade 8	82.79%	87.09%	17.21%	12.91%	401	426
Writing						
Grade 7	80.21%	79.01%	19.79%	20.99%	389	405
Grade 8	78.75%	74.00%	21.25%	26.00%	400	427
Math						
Grade 7	72.12%	72.84%	27.88%	27.16%	391	405
Grade 8	67.49%	69.72%	32.51%	30.28%	403	426
Science						
Grade 8	59.31%	64.17%	40.69%	35.83%	403	427

Reading												
Student group	% Advanced			% Proficient			% Below			%Far Below		
	School	District	State	School	District	State	School	District	State	School	District	State
All students	41.01%	38.69%	38.17%	42.41%	42.99%	42.49%	13.67%	14.00%	14.30%	2.91%	4.32%	5.03%
Female	43.70%	42.94%	42.06%	43.70%	42.70%	42.22%	10.80%	11.70%	12.23%	1.80%	2.66%	3.50%
Male	38.40%	34.54%	34.44%	41.15%	43.27%	42.76%	16.46%	16.25%	16.29%	3.99%	5.94%	6.51%
African American	32.14%	21.21%	22.50%	46.43%	50.22%	51.09%	17.86%	21.00%	19.30%	3.57%	7.58%	7.11%
Alaska Native/ American Indian	20.00%	18.14%	16.03%	48.00%	47.88%	43.96%	21.33%	23.86%	27.69%	10.67%	10.13%	12.31%
Asian/Pacific Islander	35.14%	22.01%	27.23%	45.05%	50.97%	49.94%	15.32%	20.33%	17.67%	4.50%	6.69%	5.17%
Caucasian	51.26%	54.01%	51.55%	37.94%	35.93%	38.74%	9.55%	8.07%	7.74%	1.26%	1.99%	1.97%
Hispanic	28.17%	27.29%	30.64%	50.70%	49.41%	49.18%	19.72%	18.29%	15.82%	1.41%	5.01%	4.36%
2 or more races	34.58%	32.03%	34.55%	45.79%	48.68%	47.40%	16.82%	15.26%	13.58%	2.80%	4.04%	4.47%
Economically disadvantaged	23.53%	19.67%	22.80%	48.79%	50.19%	47.28%	21.45%	22.26%	21.60%	6.23%	7.87%	8.32%
Students with disabilities	7.14%	8.90%	8.46%	33.93%	32.90%	37.51%	44.64%	38.90%	34.28%	14.29%	19.30%	19.75%
Limited English proficient	12.50%	5.52%	1.92%	39.58%	44.75%	31.56%	41.67%	36.05%	44.13%	6.25%	13.67%	22.39%
Migrant education	21.05%	20.16%	20.63%	50.88%	50.52%	45.78%	22.81%	21.73%	23.77%	5.26%	7.59%	9.82%

Writing												
Student group	% Advanced			% Proficient			% Below			%Far Below		
	School	District	State	School	District	State	School	District	State	School	District	State
All students	16.48%	13.01%	11.99%	62.99%	63.44%	62.88%	17.11%	19.43%	20.06%	3.42%	4.13%	5.08%
Female	21.08%	17.66%	16.42%	65.81%	66.30%	65.74%	11.31%	13.93%	15.06%	1.80%	2.11%	2.77%
Male	12.00%	8.44%	7.71%	60.25%	60.63%	60.12%	22.75%	24.83%	24.87%	5.00%	6.11%	7.30%
African American	3.57%	3.44%	4.48%	64.29%	58.71%	59.97%	28.57%	30.32%	28.76%	3.57%	7.53%	6.79%
Alaska Native/ American Indian	1.33%	2.95%	3.48%	66.67%	54.01%	48.46%	25.33%	34.53%	36.49%	6.67%	8.51%	11.57%
Asian/Pacific Islander	10.81%	6.90%	9.09%	71.17%	61.23%	64.04%	11.71%	26.37%	22.33%	6.31%	5.50%	4.54%
Caucasian	22.17%	19.49%	17.03%	61.21%	66.94%	68.58%	14.11%	11.54%	11.98%	2.52%	2.02%	2.41%
Hispanic	15.49%	9.28%	9.19%	57.75%	61.27%	64.70%	25.35%	24.01%	21.38%	1.41%	5.45%	4.73%
2 or more races	15.89%	10.37%	10.57%	61.68%	63.46%	64.07%	19.63%	21.49%	20.65%	2.80%	4.68%	4.72%
Economically disadvantaged	4.50%	4.23%	5.25%	65.05%	59.00%	57.98%	23.88%	29.24%	28.67%	6.57%	7.53%	8.10%
Students with disabilities	1.80%	1.71%	1.31%	33.33%	32.36%	35.50%	48.65%	48.04%	44.19%	16.22%	17.89%	19.00%
Limited English proficient	6.25%	1.51%	0.28%	45.83%	40.93%	25.92%	35.42%	45.60%	53.55%	12.50%	11.95%	20.25%
Migrant education	3.51%	3.15%	4.68%	64.91%	61.68%	56.44%	31.58%	31.23%	31.37%	0.00%	3.94%	7.52%

Note: District and State data includes only those grades tested at this school.

Mathematics												
Student group	% Advanced			% Proficient			% Below			%Far Below		
	School	District	State	School	District	State	School	District	State	School	District	State
All students	34.63%	32.08%	31.04%	35.14%	36.16%	37.25%	19.02%	17.84%	17.69%	11.21%	13.93%	14.02%
Female	33.84%	32.90%	31.43%	37.40%	37.84%	38.38%	19.34%	17.32%	17.76%	9.41%	11.94%	12.43%
Male	35.41%	31.27%	30.68%	32.92%	34.51%	36.16%	18.70%	18.34%	17.62%	12.97%	15.88%	15.55%
African American	14.29%	12.69%	15.36%	46.43%	34.19%	35.22%	28.57%	24.30%	23.91%	10.71%	28.82%	25.51%
Alaska Native/ American Indian	18.67%	15.32%	15.22%	38.67%	35.42%	33.82%	26.67%	27.18%	25.16%	16.00%	22.08%	25.80%
Asian/Pacific Islander	29.57%	25.97%	30.05%	38.26%	36.55%	37.74%	25.22%	19.85%	17.41%	6.96%	17.63%	14.80%
Caucasian	42.96%	42.53%	39.66%	32.41%	36.37%	38.70%	14.82%	13.51%	13.82%	9.80%	7.59%	7.83%
Hispanic	30.99%	23.94%	25.93%	32.39%	35.98%	37.99%	21.13%	19.97%	18.50%	15.49%	20.12%	17.59%
2 or more races	28.04%	27.30%	29.68%	38.32%	36.60%	36.90%	18.69%	20.63%	19.79%	14.95%	15.47%	13.63%
Economically disadvantaged	19.31%	16.78%	18.70%	36.55%	36.59%	37.26%	27.59%	24.10%	22.93%	16.55%	22.53%	21.10%
Students with disabilities	5.36%	6.61%	6.89%	18.75%	19.62%	23.90%	31.25%	25.43%	26.44%	44.64%	48.35%	42.76%
Limited English proficient	15.38%	8.94%	3.91%	25.00%	28.59%	21.66%	46.15%	28.46%	29.75%	13.46%	34.01%	44.68%
Migrant education	17.54%	16.58%	18.83%	42.11%	39.74%	37.66%	35.09%	27.89%	24.75%	5.26%	15.79%	18.75%

Science												
Student group	% Advanced			% Proficient			% Below			%Far Below		
	School	District	State	School	District	State	School	District	State	School	District	State
All students	33.00%	31.20%	27.76%	26.30%	28.60%	28.72%	24.07%	20.90%	20.84%	16.63%	19.29%	22.68%
Female	30.53%	30.80%	26.05%	26.32%	28.78%	28.76%	26.32%	20.95%	22.00%	16.84%	19.47%	23.19%
Male	35.21%	31.59%	29.38%	26.29%	28.43%	28.69%	22.07%	20.85%	19.74%	16.43%	19.13%	22.19%
African American	50.00%	13.56%	12.22%	8.33%	23.73%	26.99%	16.67%	25.85%	26.14%	25.00%	36.86%	34.66%
Alaska Native/ American Indian	10.00%	11.91%	10.62%	32.50%	26.71%	18.67%	25.00%	33.21%	24.32%	32.50%	28.16%	46.39%
Asian/Pacific Islander	26.98%	18.69%	22.06%	22.22%	23.23%	25.53%	28.57%	24.32%	23.54%	22.22%	33.76%	28.87%
Caucasian	42.79%	45.71%	38.01%	27.40%	32.08%	33.10%	19.23%	14.55%	17.79%	10.58%	7.67%	11.10%
Hispanic	15.15%	19.58%	19.73%	33.33%	27.11%	30.36%	33.33%	25.00%	22.96%	18.18%	28.31%	26.94%
2 or more races	25.53%	21.96%	24.34%	21.28%	27.13%	29.64%	34.04%	27.65%	25.50%	19.15%	23.26%	20.53%
Economically disadvantaged	18.06%	13.21%	14.83%	22.92%	24.98%	24.09%	29.17%	28.47%	26.11%	29.86%	33.33%	34.97%
Students with disabilities	3.70%	5.56%	5.97%	12.96%	16.45%	16.18%	37.04%	27.14%	23.96%	46.30%	50.85%	53.89%
Limited English proficient	12.00%	4.46%	1.72%	16.00%	10.12%	4.00%	20.00%	22.62%	17.96%	52.00%	62.80%	76.32%
Migrant education	3.85%	12.83%	14.13%	30.77%	34.76%	22.86%	30.77%	27.81%	26.03%	34.62%	24.60%	36.98%

Note: District and State data includes only those grades tested at this school.

	Total Tested	% Tested		
	School	School	District	State
All students	794	98.27%	97.84%	98.89%
Female	393	98.25%	98.06%	99.03%
Male	401	98.28%	97.62%	98.76%
African American	28	93.33%	97.33%	98.06%
Alaska Native/ American Indian	75	100.00%	95.08%	98.59%
Asian/Pacific Islander	115	100.00%	99.00%	99.19%
Caucasian	398	98.27%	98.51%	99.11%
Hispanic	71	98.61%	97.04%	98.51%
2 or more races	107	96.40%	96.62%	98.67%
Economically disadvantaged	290	97.32%	96.74%	98.47%
Students with disabilities	112	91.06%	90.64%	92.90%
Limited English proficient	52	96.30%	97.40%	97.72%
Migrant education	57	98.28%	97.48%	98.74%

	Attendance Rate
	State Target 85%
All students	92.72%
Female	92.84%
Male	92.60%
African American	95.47%
Alaska Native/ American Indian	90.79%
Asian/Pacific Islander	94.82%
Caucasian	92.28%
Hispanic	93.55%
2 or more races	92.18%
Economically disadvantaged	91.33%
Students with disabilities	90.37%
Limited English proficient	93.89%
Migrant education	91.93%

Note: District and State data includes only those grades tested at this school.

Mears Middle School 2010-11 Adequate Yearly Progress Status Report

Does Not Meet AYP – Level 5 (Fourth Year)

Attendance rate: Met

AMO for Language Arts: 82.88%

AMO for Mathematics: 74.57%

Group	Participation Rate				"FAY" (D) Tested & Enrolled	Language Arts Performance				Mathematics Performance			
	(A) Number Enrolled	(B) Number Tested	%	(C) Met		(E) Proficient	(F) Percent Proficient	(G) Target	(H) Met AMO**	(I) Proficient	(J) Percent Proficient	(K) Target	(L) Met AMO**
All students	807	803	99.5%	Yes	751	618	82.3%	79.7%	Yes	531	70.7%	70.9%	No
AF AM	30	29	96.7%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AKNA/AI	75	75	100.0%	Yes	71	49	69.0%	72.5%	No	41	57.7%	62.5%	Yes-SH
Asian/NH/OPI	115	115	100.0%	Yes	105	87	82.9%	74.3%	Yes	74	70.5%	64.7%	Yes
White	404	402	99.5%	Yes	381	334	87.7%	78.4%	Yes	288	75.6%	69.4%	Yes
Hispanic	72	72	100.0%	Yes	66	49	74.2%	72.1%	Yes	43	65.0%	62.1%	Yes
2 or more races	111	110	99.1%	Yes	103	78	75.7%	74.2%	Yes	69	67.0%	64.6%	Yes
EDS	297	295	99.3%	Yes	271	190	70.1%	77.5%	No	152	56.1%	68.4%	No
SWD	122	121	99.2%	Yes	112	42	37.5%	74.6%	No	27	24.1%	65.0%	No
LEP	54	54	100.0%	Yes	46	24	52.2%	69.9%	Yes-SH	20	43.5%	59.6%	Yes-SH

Note: 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 50, participation is met when no more than two miss the test. Groups can also meet this target using the average of the past two or three years. ** When a group achieves a "Yes" without meeting the listed target, it has done so using either the 99% confidence interval or Safe Harbor. *** The results cannot be published without releasing personally identifiable protocol.

District Adequate Yearly Progress

According to the Elementary and Secondary Education Act, ASD is in its sixth year of Level 4 corrective status. In 2010-11, the African-American, Alaska Native, Asian, Hispanic, Low Income, Disabled and Limited English Proficient student groups did not meet AYP in both language arts and math performance. Additionally, the district did not meet the 85 percent graduation rate threshold. Parents are strongly encouraged to participate in the development of school and district improvement plans that address the achievement of all students.

This AYP document was prepared by the ASD Assessment and Evaluation Department, 7/26/2011.

Detailed information regarding the school's performance is available in the Profile of Performance. More school report card information is available at www.eed.state.ak.us/its/assessment. This document and the district report card are available online at www.asdk12.org/depts/assess_eval or through the Communications Department, 742-4153.