

Anchorage School District
2011-12 School Report Card for Central Middle School of Science

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Principal
 Lisa Prince

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. Central is data-driven and has a dedicated staff working to ensure that students are instructed and challenged at their individual ability levels.

Central has high expectations for our staff and students we and welcome parents to actively participate in the journey their child is taking through middle school.

School Goals for 2011-12

When given a quarterly common writing prompt that is assessed holistically using a writing traits rubric, all students in grades 7-8 will score a “4” or higher at the end of the writing process.....Not Attained

Compared to results from last year’s Alaska Standards Based Assessments, in Math performance, our school will reduce the percentage of non-proficient students by at least 10 percent in all student categories..... Partially Attained

Students will increase the rating on "Peer Climate" and "Community Involvement" in the Climate and Connectedness Survey by 10 percent, comparing the data from 2010-11 to the 2011-12 school years..... Attained

Central Middle School of Science Characteristics

	School	District
Attendance Rate	93.13%	92.91%
Retention Rate K-8	0.00%	0.35%
Transiency Rate	23.16%	26.33%
Percent Economically Disadvantaged	53.06%	45.59%
Average Weekly Volunteer Hours	30	5,217*
4-year Cohort Graduation Rate – Preliminary as of 8/7/2012	N/A	72.77%
Dropout Rate – Preliminary as of 8/7/2012	0.17%	4.87%
Percent change in enrollment	0.00%	-0.79%
School Business Partnerships	11	N/A

*District totals are calculated based on the sum of the Average Weekly Volunteer Hours at all schools.

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

- Alaska Resource Education
- Aurora Vending
- Horace Mann Insurance
- Key Bank
- Benihana
- Blockbuster Video
- Kids’ Kitchen
- PACE
- Total Reclaim
- UAF/CES Anchorage 4-H Program
- Visit Anchorage

Community Volunteers

Parents and other community members volunteered an average of 30 hours per week in the school.

ASD Teacher Qualification Information (2011-12)

	School	District
Number of teachers	42	3412
Fully licensed teachers	100%	100%
Teachers with advanced degrees	45%	39%
National Board Certified teachers	0	51
Classes taught by highly qualified teachers	100%	97%

School Climate & Connectedness Survey

	Parent		Student	
	#	%	#	%
Participation rate	200	35.34%	416	72.22%

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.

Central Middle School of Science 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	90	29.90%	84	27.91%	87	28.90%	40	13.29%	60
Language									
Grade 7	92	30.36%	86	28.38%	80	26.40%	45	14.85%	59
Mathematics									
Grade 7	86	28.86%	81	27.18%	74	24.83%	57	19.13%	55

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 Central Middle School of Science						
	% Proficient		% Not proficient		# Tested	
	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11
Reading						
Grade 7	83.56%	77.45%	16.44%	22.55%	292	306
Grade 8	79.15%	79.92%	20.85%	20.08%	259	249
Writing						
Grade 7	75.85%	71.62%	24.15%	28.38%	294	303
Grade 8	70.88%	72.58%	29.12%	27.42%	261	248
Math						
Grade 7	68.81%	66.78%	31.19%	33.22%	295	304
Grade 8	64.09%	59.84%	35.91%	40.16%	259	249
Science						
Grade 8	51.74%	59.84%	48.26%	40.16%	259	244

Reading												
Student group	% Advanced			% Proficient			% Below			%Far Below		
	School	District	State	School	District	State	School	District	State	School	District	State
All students	40.11%	39.10%	39.04%	41.38%	42.60%	42.08%	14.34%	13.69%	14.12%	4.17%	4.61%	4.76%
Female	42.06%	44.06%	43.78%	44.44%	41.85%	41.59%	11.11%	11.21%	11.69%	2.38%	2.89%	2.93%
Male	38.46%	34.30%	34.52%	38.80%	43.33%	42.54%	17.06%	16.10%	16.43%	5.69%	6.27%	6.51%
African American	17.65%	20.22%	24.71%	60.78%	52.04%	50.43%	15.69%	20.00%	18.10%	5.88%	7.74%	6.75%
Alaska Native/ American Indian	16.28%	20.61%	18.06%	48.84%	42.90%	43.55%	27.91%	25.65%	27.93%	6.98%	10.84%	10.46%
Asian/Pacific Islander	19.13%	22.54%	28.02%	50.43%	50.77%	49.64%	21.74%	20.02%	17.01%	8.70%	6.67%	5.33%
Caucasian	64.10%	53.36%	51.91%	29.06%	36.97%	38.71%	5.13%	7.41%	7.25%	1.71%	2.27%	2.13%
Hispanic	29.51%	30.69%	34.45%	45.90%	48.08%	46.97%	24.59%	16.75%	14.73%	0.00%	4.48%	3.85%
2 or more races	31.91%	37.56%	39.58%	46.81%	43.43%	43.27%	14.89%	14.40%	12.68%	6.38%	4.61%	4.46%
Economically disadvantaged	19.40%	21.46%	23.62%	49.83%	49.54%	46.67%	24.41%	21.40%	21.74%	6.35%	7.60%	7.97%
Students with disabilities	8.22%	5.89%	6.62%	31.51%	33.23%	35.44%	47.95%	38.52%	37.10%	12.33%	22.36%	20.84%
Limited English proficient	4.55%	3.45%	1.44%	44.32%	44.83%	30.15%	39.77%	37.52%	48.04%	11.36%	14.21%	20.38%
Migrant education	12.00%	21.85%	21.62%	64.00%	48.95%	46.53%	24.00%	20.59%	23.97%	0.00%	8.61%	7.88%

Writing												
Student group	% Advanced			% Proficient			% Below			%Far Below		
	School	District	State	School	District	State	School	District	State	School	District	State
All students	13.33%	13.79%	12.46%	60.18%	63.06%	62.27%	21.80%	18.55%	19.74%	4.68%	4.60%	5.53%
Female	18.97%	18.40%	16.99%	59.29%	65.95%	65.44%	20.16%	13.25%	14.57%	1.58%	2.41%	3.01%
Male	8.61%	9.33%	8.15%	60.93%	60.26%	59.25%	23.18%	23.68%	24.67%	7.28%	6.72%	7.93%
African American	6.00%	4.75%	5.89%	58.00%	60.91%	62.07%	34.00%	27.21%	25.00%	2.00%	7.13%	7.04%
Alaska Native/ American Indian	2.27%	5.51%	3.69%	45.45%	52.07%	49.21%	31.82%	31.85%	34.36%	20.45%	10.57%	12.74%
Asian/Pacific Islander	5.22%	7.49%	9.43%	58.26%	62.64%	64.44%	31.30%	25.18%	22.22%	5.22%	4.69%	3.90%
Caucasian	23.73%	20.35%	17.86%	66.53%	65.44%	66.94%	8.90%	11.97%	12.66%	0.85%	2.24%	2.53%
Hispanic	4.84%	10.12%	10.13%	59.68%	63.00%	65.36%	27.42%	20.49%	19.28%	8.06%	6.40%	5.23%
2 or more races	10.42%	11.21%	11.18%	50.00%	64.05%	65.30%	33.33%	18.73%	18.12%	6.25%	6.01%	5.40%
Economically disadvantaged	4.62%	5.51%	5.27%	53.80%	59.42%	56.79%	33.99%	27.13%	28.74%	7.59%	7.93%	9.20%
Students with disabilities	0.00%	0.30%	0.83%	26.03%	29.57%	32.13%	56.16%	49.04%	44.18%	17.81%	21.09%	22.86%
Limited English proficient	1.14%	0.97%	0.22%	34.09%	39.09%	24.93%	51.14%	46.96%	53.67%	13.64%	12.98%	21.18%
Migrant education	0.00%	6.92%	6.34%	55.56%	58.91%	54.01%	40.74%	26.83%	30.55%	3.70%	7.34%	9.10%

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

Central Middle School of Science Report Card

Central Middle School of Science 2011-12 Standards Based Assessments (continued)

Mathematics												
	% Advanced			% Proficient			% Below			%Far Below		
Student group	School	District	State	School	District	State	School	District	State	School	District	State
All students	32.31%	33.55%	32.23%	34.30%	35.01%	35.36%	15.34%	16.29%	16.79%	18.05%	15.15%	15.63%
Female	31.50%	33.32%	32.75%	35.43%	36.81%	36.60%	18.50%	16.56%	16.92%	14.57%	13.31%	13.72%
Male	33.00%	33.76%	31.73%	33.33%	33.27%	34.17%	12.67%	16.03%	16.66%	21.00%	16.94%	17.44%
African American	17.65%	16.02%	19.71%	33.33%	32.25%	33.24%	21.57%	22.08%	22.59%	27.45%	29.65%	24.46%
Alaska Native/ American Indian	21.95%	17.69%	16.07%	26.83%	32.77%	31.57%	21.95%	24.15%	22.75%	29.27%	25.38%	29.61%
Asian/Pacific Islander	21.74%	23.92%	28.79%	32.17%	35.84%	36.11%	15.65%	19.89%	18.62%	30.43%	20.34%	16.48%
Caucasian	48.52%	45.12%	41.66%	36.29%	34.90%	36.73%	10.97%	12.18%	13.11%	4.22%	7.80%	8.50%
Hispanic	18.03%	24.62%	26.47%	32.79%	37.24%	37.79%	21.31%	18.62%	18.73%	27.87%	19.52%	17.02%
2 or more races	20.41%	31.06%	32.56%	38.78%	35.45%	35.57%	16.33%	16.28%	16.94%	24.49%	17.21%	14.93%
Economically disadvantaged	16.23%	18.41%	19.28%	34.44%	35.76%	34.54%	20.86%	22.06%	21.96%	28.48%	23.77%	24.22%
Students with disabilities	4.17%	4.40%	5.09%	13.89%	15.80%	19.54%	27.78%	24.50%	23.81%	54.17%	55.30%	51.55%
Limited English proficient	9.09%	7.21%	3.27%	19.32%	23.27%	17.67%	12.50%	26.67%	27.70%	59.09%	42.86%	51.36%
Migrant education	14.81%	19.71%	19.88%	25.93%	34.59%	33.83%	33.33%	24.32%	22.84%	25.93%	21.38%	23.45%

Science												
	% Advanced			% Proficient			% Below			%Far Below		
Student group	School	District	State	School	District	State	School	District	State	School	District	State
All students	21.62%	26.66%	22.38%	30.12%	33.87%	34.28%	20.46%	19.94%	20.88%	27.80%	19.53%	22.46%
Female	15.08%	24.40%	20.36%	30.95%	36.26%	35.50%	26.98%	20.45%	22.02%	26.98%	18.88%	22.11%
Male	27.82%	28.91%	24.34%	29.32%	31.47%	33.09%	14.29%	19.43%	19.77%	28.57%	20.19%	22.80%
African American	4.76%	7.89%	8.61%	9.52%	30.70%	32.94%	23.81%	24.12%	24.93%	61.90%	37.28%	33.53%
Alaska Native/ American Indian	4.76%	11.04%	7.91%	28.57%	33.44%	24.95%	19.05%	21.07%	23.49%	47.62%	34.45%	43.65%
Asian/Pacific Islander	8.33%	11.21%	14.59%	23.33%	27.10%	29.68%	26.67%	28.22%	26.68%	41.67%	33.46%	29.05%
Caucasian	39.13%	39.98%	31.86%	34.78%	36.73%	39.15%	19.13%	14.78%	17.79%	6.96%	8.52%	11.20%
Hispanic	16.00%	19.36%	18.97%	28.00%	32.37%	32.09%	16.00%	23.70%	23.94%	40.00%	24.57%	25.00%
2 or more races	0.00%	21.70%	20.81%	52.94%	34.66%	37.92%	11.76%	23.44%	22.65%	35.29%	20.20%	18.62%
Economically disadvantaged	8.39%	11.20%	11.00%	23.08%	31.25%	28.72%	25.17%	25.74%	25.09%	43.36%	31.82%	35.19%
Students with disabilities	10.00%	5.57%	3.79%	17.50%	12.47%	14.34%	7.50%	22.05%	20.47%	65.00%	59.91%	61.41%
Limited English proficient	2.00%	2.65%	0.80%	10.00%	10.91%	5.60%	12.00%	27.14%	19.54%	76.00%	59.29%	74.06%
Migrant education	7.14%	8.65%	9.46%	14.29%	35.58%	28.51%	28.57%	25.96%	23.50%	50.00%	29.81%	38.54%

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

Central Middle School of Science Report Card

Central Middle School of Science 2011-12 Standards Based Assessments
(continued)

Central Middle School of Science Attendance rate

	Total Tested	% Tested		
	School	School	District	State
All students	559	99.64%	98.32%	99.27%
Female	254	99.22%	98.70%	99.48%
Male	305	100.00%	97.95%	99.08%
African American	51	100.00%	98.31%	99.15%
Alaska Native/ American Indian	44	97.78%	96.37%	99.01%
Asian/Pacific Islander	115	100.00%	98.94%	99.53%
Caucasian	237	99.58%	98.55%	99.46%
Hispanic	63	100.00%	98.13%	98.65%
2 or more races	49	100.00%	98.31%	99.10%
Economically disadvantaged	307	99.35%	98.08%	98.82%
Students with disabilities	74	94.87%	86.04%	93.84%
Limited English proficient	89	98.89%	97.62%	98.38%
Migrant education	28	96.55%	98.77%	99.08%

	Attendance Rate
	State Target 85%
All students	93.13%
Female	93.54%
Male	92.80%
African American	95.33%
Alaska Native/ American Indian	87.28%
Asian/Pacific Islander	94.26%
Caucasian	93.76%
Hispanic	92.82%
2 or more races	91.12%
Economically disadvantaged	91.68%
Students with disabilities	90.32%
Limited English proficient	93.71%
Migrant education	88.52%

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

Central Middle School of Science 2011-12 Adequate Yearly Progress Status Report

Does Not Meet AYP - Level 5 (Fifth Year)

Attendance rate: Met

AMO for Language Arts: 82.88%

AMO for Mathematics: 74.57%

Group	Participation Rate				"FAY"	Language Arts Performance				Mathematics Performance			
	(A) Number Enrolled	(B) Number Tested	%	(C) Met	(D) Tested & Enrolled	(E) Proficient	(F) Percent Proficient	(G) Target	(H) Met AMO**	(I) Proficient	(J) Percent Proficient	(K) Target	(L) Met AMO**
All students	561	558	99.5%	Yes	521	405	77.7%	79.0%	No	350	67.2%	70.1%	No
AF AM	51	51	100.0%	Yes	46	33	71.7%	69.9%	Yes	23	50.0%	59.6%	Yes-SH
AKNA/AI	45	44	97.8%	Yes	39	22	56.4%	68.8%	Yes-SH	19	48.7%	58.3%	Yes-SH
Asian/NH/OPI	115	114	99.1%	Yes	102	71	69.6%	74.2%	Yes-SH	55	53.9%	64.5%	No
White	238	237	99.6%	Yes	230	210	91.3%	77.1%	Yes	197	85.7%	67.9%	Yes
Hispanic	63	63	100.0%	Yes	59	42	71.2%	71.5%	No	30	50.8%	61.4%	No
2 or more races	49	49	100.0%	Yes	45	27	60.0%	69.8%	No	26	57.8%	59.4%	No
EDS	309	306	99.0%	Yes	278	173	62.2%	77.6%	No	139	50.0%	68.5%	No
SWD	78	77	98.7%	Yes	73	25	34.2%	72.6%	No	15	20.5%	62.7%	No
LEP	90	89	98.9%	Yes	76	33	43.4%	72.8%	Yes-SH	21	27.6%	62.9%	No

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 seventh year of Level 4 corrective status. In 2011-12, the All Students, African-American, Alaska Native, Two or More Races, Low Income, Disabled and Limited English Proficient student groups did not meet AYP in both language arts and math performance. The Asian and Hispanic student groups did not meet AYP in math performance only. 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 8/14/2012.

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.