

Anchorage School District
2011-12 School Report Card for Gruening Middle School

9601 Lee St., Eagle River, AK 99577-8399
Phone: 907-742-3600 Fax: 907-742-3666 www.asdk12.org



Principal
Bobby Jeffs

Gruening Middle School is a learning community of approximately 600 students located in Eagle River. Gruening has a successful comprehensive academic program supported by high expectations and exceptional support from parents and the community. Gruening uses a team-based approach for instruction, engages parents in student-led conferences, and works to provide timely information to parents.

The team approach provides a comfortable environment for students new to middle school and enables teachers to collaborate with each other to create interdisciplinary lessons or projects. Options for gifted and remedial instruction are offered in language arts, science, reading and mathematics. Elective opportunities are provided in art, band, orchestra, choir, drama, business education and world languages, as well as a number of other options.

Gruening has a well-rounded special education program that includes intensive needs, collaboration and behavioral support. The use of technology is integral to our education program.

School Goals for 2011-12

When given a quarterly common writing prompt that is assessed holistically using a writing traits rubric, all students at each grade level will score a “4” or higher at the end of the writing process. Partially Attained

In all student groups, Gruening will reduce by at least 10 percent the percentage of students deemed non-proficient in math, when comparing 2010-11 SBA results to 2011-12. Partially Attained

Gruening Middle School will promote positive peer relationships, a sense of belonging and an appreciation for diversity through the implementation of Social/Emotional Learning (SEL) activities. 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

- Kaladi Brothers Coffee Co.
- Sleepy Dog Coffee Co.
- Aurora Vending
- Wells Fargo Bank, Eagle River branch
- Alaska Job Center Network, Eagle River
- Rotary Club of Eagle River
- Papa Johns – Eagle River
- JBER School Business Partnership 3-509th
- JBER School Partnership Program - Youth Services Center

Community Volunteers

Parents and other community members volunteered an average of 15 hours per week in the school.

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Gruening Middle School Characteristics

| | School | District |
|--|--------|----------|
| Attendance Rate | 93.63% | 92.91% |
| Retention Rate K-8 | 0.00% | 0.35% |
| Transiency Rate | 29.97% | 26.33% |
| Percent Economically Disadvantaged | 27.92% | 45.59% |
| Average Weekly Volunteer Hours | 15 | 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 | 0.00% | 4.87% |
| Percent change in enrollment | -0.53% | -0.79% |
| School Business Partnerships | 9 | N/A |

ASD Teacher Qualification Information (2011-12)

| | School | District |
|---|--------|----------|
| Number of teachers | 40 | 3412 |
| Fully licensed teachers | 100% | 100% |
| Teachers with advanced degrees | 48% | 39% |
| National Board Certified teachers | 1 | 51 |
| Classes taught by highly qualified teachers | 100% | 97% |

School Climate & Connectedness Survey

| | Parent | | Student | |
|--------------------|--------|--------|---------|--------|
| | # | % | # | % |
| Participation rate | 167 | 29.51% | 353 | 62.15% |

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

Gruening 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 | 101 | 34.71% | 100 | 34.36% | 66 | 22.68% | 24 | 8.25% | 66 |
| Language | | | | | | | | | |
| Grade 7 | 84 | 28.87% | 108 | 37.11% | 57 | 19.59% | 42 | 14.43% | 60 |
| Mathematics | | | | | | | | | |
| Grade 7 | 100 | 33.90% | 71 | 24.07% | 80 | 27.12% | 44 | 14.92% | 59 |

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 Gruening Middle School | | | | | | |
|--|--------------|---------|------------------|---------|----------|---------|
| | % Proficient | | % Not proficient | | # Tested | |
| | 2011-12 | 2010-11 | 2011-12 | 2010-11 | 2011-12 | 2010-11 |
| Reading | | | | | | |
| Grade 7 | 88.70% | 86.45% | 11.30% | 13.55% | 292 | 273 |
| Grade 8 | 89.53% | 89.12% | 10.47% | 10.88% | 258 | 285 |
| Writing | | | | | | |
| Grade 7 | 82.07% | 81.18% | 17.93% | 18.82% | 290 | 271 |
| Grade 8 | 85.21% | 82.81% | 14.79% | 17.19% | 257 | 285 |
| Math | | | | | | |
| Grade 7 | 76.21% | 74.81% | 23.79% | 25.19% | 290 | 270 |
| Grade 8 | 82.17% | 76.68% | 17.83% | 23.32% | 258 | 283 |
| Science | | | | | | |
| Grade 8 | 68.70% | 71.33% | 31.30% | 28.67% | 246 | 279 |

| Reading | | | | | | | | | | | | |
|-----------------------------------|------------|----------|--------|--------------|----------|--------|---------|----------|--------|------------|----------|--------|
| Student group | % Advanced | | | % Proficient | | | % Below | | | %Far Below | | |
| | School | District | State | School | District | State | School | District | State | School | District | State |
| All students | 47.82% | 39.10% | 39.04% | 41.27% | 42.60% | 42.08% | 8.91% | 13.69% | 14.12% | 2.00% | 4.61% | 4.76% |
| Female | 56.47% | 44.06% | 43.78% | 36.47% | 41.85% | 41.59% | 6.27% | 11.21% | 11.69% | 0.78% | 2.89% | 2.93% |
| Male | 40.34% | 34.30% | 34.52% | 45.42% | 43.33% | 42.54% | 11.19% | 16.10% | 16.43% | 3.05% | 6.27% | 6.51% |
| African American | 26.79% | 20.22% | 24.71% | 55.36% | 52.04% | 50.43% | 16.07% | 20.00% | 18.10% | 1.79% | 7.74% | 6.75% |
| Alaska Native/ American Indian | 20.00% | 20.61% | 18.06% | 30.00% | 42.90% | 43.55% | 35.00% | 25.65% | 27.93% | 15.00% | 10.84% | 10.46% |
| Asian/Pacific Islander | 45.45% | 22.54% | 28.02% | 36.36% | 50.77% | 49.64% | 18.18% | 20.02% | 17.01% | 0.00% | 6.67% | 5.33% |
| Caucasian | 54.62% | 53.36% | 51.91% | 38.66% | 36.97% | 38.71% | 5.88% | 7.41% | 7.25% | 0.84% | 2.27% | 2.13% |
| Hispanic | 39.71% | 30.69% | 34.45% | 44.12% | 48.08% | 46.97% | 11.76% | 16.75% | 14.73% | 4.41% | 4.48% | 3.85% |
| 2 or more races | 44.74% | 37.56% | 39.58% | 47.37% | 43.43% | 43.27% | 5.26% | 14.40% | 12.68% | 2.63% | 4.61% | 4.46% |
| Economically disadvantaged | 29.49% | 21.46% | 23.62% | 55.77% | 49.54% | 46.67% | 12.18% | 21.40% | 21.74% | 2.56% | 7.60% | 7.97% |
| Students with disabilities | 9.76% | 5.89% | 6.62% | 50.00% | 33.23% | 35.44% | 31.71% | 38.52% | 37.10% | 8.54% | 22.36% | 20.84% |
| Limited English proficient | 0.00% | 3.45% | 1.44% | 45.45% | 44.83% | 30.15% | 54.55% | 37.52% | 48.04% | 0.00% | 14.21% | 20.38% |
| Migrant education | 50.00% | 21.85% | 21.62% | 35.71% | 48.95% | 46.53% | 7.14% | 20.59% | 23.97% | 7.14% | 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 | 14.26% | 13.79% | 12.46% | 69.29% | 63.06% | 62.27% | 14.26% | 18.55% | 19.74% | 2.19% | 4.60% | 5.53% |
| Female | 20.08% | 18.40% | 16.99% | 72.83% | 65.95% | 65.44% | 6.30% | 13.25% | 14.57% | 0.79% | 2.41% | 3.01% |
| Male | 9.22% | 9.33% | 8.15% | 66.21% | 60.26% | 59.25% | 21.16% | 23.68% | 24.67% | 3.41% | 6.72% | 7.93% |
| African American | 5.36% | 4.75% | 5.89% | 66.07% | 60.91% | 62.07% | 23.21% | 27.21% | 25.00% | 5.36% | 7.13% | 7.04% |
| Alaska Native/ American Indian | 0.00% | 5.51% | 3.69% | 45.00% | 52.07% | 49.21% | 45.00% | 31.85% | 34.36% | 10.00% | 10.57% | 12.74% |
| Asian/Pacific Islander | 9.09% | 7.49% | 9.43% | 72.73% | 62.64% | 64.44% | 18.18% | 25.18% | 22.22% | 0.00% | 4.69% | 3.90% |
| Caucasian | 17.70% | 20.35% | 17.86% | 70.51% | 65.44% | 66.94% | 10.96% | 11.97% | 12.66% | 0.84% | 2.24% | 2.53% |
| Hispanic | 8.96% | 10.12% | 10.13% | 74.63% | 63.00% | 65.36% | 11.94% | 20.49% | 19.28% | 4.48% | 6.40% | 5.23% |
| 2 or more races | 13.51% | 11.21% | 11.18% | 64.86% | 64.05% | 65.30% | 18.92% | 18.73% | 18.12% | 2.70% | 6.01% | 5.40% |
| Economically disadvantaged | 7.05% | 5.51% | 5.27% | 67.31% | 59.42% | 56.79% | 21.79% | 27.13% | 28.74% | 3.85% | 7.93% | 9.20% |
| Students with disabilities | 0.00% | 0.30% | 0.83% | 44.30% | 29.57% | 32.13% | 45.57% | 49.04% | 44.18% | 10.13% | 21.09% | 22.86% |
| Limited English proficient | 20% or fewer | 0.97% | 0.22% | 20% or fewer | 39.09% | 24.93% | 80% or more | 46.96% | 53.67% | 20% or fewer | 12.98% | 21.18% |
| Migrant education | 7.14% | 6.92% | 6.34% | 71.43% | 58.91% | 54.01% | 14.29% | 26.83% | 30.55% | 7.14% | 7.34% | 9.10% |

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

| Mathematics | | | | | | | | | | | | |
|-----------------------------------|------------|----------|--------|--------------|----------|--------|---------|----------|--------|------------|----------|--------|
| | % Advanced | | | % Proficient | | | % Below | | | %Far Below | | |
| Student group | School | District | State | School | District | State | School | District | State | School | District | State |
| All students | 42.88% | 33.55% | 32.23% | 36.13% | 35.01% | 35.36% | 12.04% | 16.29% | 16.79% | 8.94% | 15.15% | 15.63% |
| Female | 46.27% | 33.32% | 32.75% | 38.04% | 36.81% | 36.60% | 10.20% | 16.56% | 16.92% | 5.49% | 13.31% | 13.72% |
| Male | 39.93% | 33.76% | 31.73% | 34.47% | 33.27% | 34.17% | 13.65% | 16.03% | 16.66% | 11.95% | 16.94% | 17.44% |
| African American | 23.21% | 16.02% | 19.71% | 39.29% | 32.25% | 33.24% | 14.29% | 22.08% | 22.59% | 23.21% | 29.65% | 24.46% |
| Alaska Native/ American Indian | 10.00% | 17.69% | 16.07% | 30.00% | 32.77% | 31.57% | 30.00% | 24.15% | 22.75% | 30.00% | 25.38% | 29.61% |
| Asian/Pacific Islander | 36.36% | 23.92% | 28.79% | 36.36% | 35.84% | 36.11% | 18.18% | 19.89% | 18.62% | 9.09% | 20.34% | 16.48% |
| Caucasian | 49.86% | 45.12% | 41.66% | 36.34% | 34.90% | 36.73% | 9.01% | 12.18% | 13.11% | 4.79% | 7.80% | 8.50% |
| Hispanic | 33.82% | 24.62% | 26.47% | 39.71% | 37.24% | 37.79% | 14.71% | 18.62% | 18.73% | 11.76% | 19.52% | 17.02% |
| 2 or more races | 42.11% | 31.06% | 32.56% | 26.32% | 35.45% | 35.57% | 21.05% | 16.28% | 16.94% | 10.53% | 17.21% | 14.93% |
| Economically disadvantaged | 28.39% | 18.41% | 19.28% | 40.00% | 35.76% | 34.54% | 21.29% | 22.06% | 21.96% | 10.32% | 23.77% | 24.22% |
| Students with disabilities | 8.64% | 4.40% | 5.09% | 19.75% | 15.80% | 19.54% | 28.40% | 24.50% | 23.81% | 43.21% | 55.30% | 51.55% |
| Limited English proficient | 0.00% | 7.21% | 3.27% | 27.27% | 23.27% | 17.67% | 18.18% | 26.67% | 27.70% | 54.55% | 42.86% | 51.36% |
| Migrant education | 28.57% | 19.71% | 19.88% | 35.71% | 34.59% | 33.83% | 21.43% | 24.32% | 22.84% | 14.29% | 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 | 28.05% | 26.66% | 22.38% | 40.65% | 33.87% | 34.28% | 19.51% | 19.94% | 20.88% | 11.79% | 19.53% | 22.46% |
| Female | 27.59% | 24.40% | 20.36% | 43.10% | 36.26% | 35.50% | 20.69% | 20.45% | 22.02% | 8.62% | 18.88% | 22.11% |
| Male | 28.46% | 28.91% | 24.34% | 38.46% | 31.47% | 33.09% | 18.46% | 19.43% | 19.77% | 14.62% | 20.19% | 22.80% |
| African American | 3.70% | 7.89% | 8.61% | 40.74% | 30.70% | 32.94% | 33.33% | 24.12% | 24.93% | 22.22% | 37.28% | 33.53% |
| Alaska Native/ American Indian | 12.50% | 11.04% | 7.91% | 25.00% | 33.44% | 24.95% | 25.00% | 21.07% | 23.49% | 37.50% | 34.45% | 43.65% |
| Asian/Pacific Islander | * | 11.21% | 14.59% | * | 27.10% | 29.68% | * | 28.22% | 26.68% | * | 33.46% | 29.05% |
| Caucasian | 33.96% | 39.98% | 31.86% | 44.03% | 36.73% | 39.15% | 14.47% | 14.78% | 17.79% | 7.55% | 8.52% | 11.20% |
| Hispanic | 23.33% | 19.36% | 18.97% | 26.67% | 32.37% | 32.09% | 33.33% | 23.70% | 23.94% | 16.67% | 24.57% | 25.00% |
| 2 or more races | 27.78% | 21.70% | 20.81% | 33.33% | 34.66% | 37.92% | 22.22% | 23.44% | 22.65% | 16.67% | 20.20% | 18.62% |
| Economically disadvantaged | 11.67% | 11.20% | 11.00% | 45.00% | 31.25% | 28.72% | 21.67% | 25.74% | 25.09% | 21.67% | 31.82% | 35.19% |
| Students with disabilities | 8.57% | 5.57% | 3.79% | 17.14% | 12.47% | 14.34% | 25.71% | 22.05% | 20.47% | 48.57% | 59.91% | 61.41% |
| Limited English proficient | * | 2.65% | 0.80% | * | 10.91% | 5.60% | * | 27.14% | 19.54% | * | 59.29% | 74.06% |
| Migrant education | 40% or fewer | 8.65% | 9.46% | 60% or more | 35.58% | 28.51% | 40% or fewer | 25.96% | 23.50% | 40% or fewer | 29.81% | 38.54% |

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

| | Total Tested | % Tested | | |
|-----------------------------------|--------------|----------|----------|--------|
| | School | School | District | State |
| All students | 550 | 98.39% | 98.32% | 99.27% |
| Female | 255 | 98.08% | 98.70% | 99.48% |
| Male | 295 | 98.66% | 97.95% | 99.08% |
| African American | 56 | 100.00% | 98.31% | 99.15% |
| Alaska Native/ American Indian | 20 | 95.24% | 96.37% | 99.01% |
| Asian/Pacific Islander | 11 | 91.67% | 98.94% | 99.53% |
| Caucasian | 357 | 98.35% | 98.55% | 99.46% |
| Hispanic | 68 | 98.55% | 98.13% | 98.65% |
| 2 or more races | 38 | 100.00% | 98.31% | 99.10% |
| Economically disadvantaged | 156 | 97.50% | 98.08% | 98.82% |
| Students with disabilities | 82 | 89.13% | 86.04% | 93.84% |
| Limited English proficient | 11 | 91.67% | 97.62% | 98.38% |
| Migrant education | 14 | 100.00% | 98.77% | 99.08% |

| | Attendance Rate |
|-----------------------------------|------------------|
| | State Target 85% |
| All students | 93.63% |
| Female | 93.62% |
| Male | 93.63% |
| African American | 94.86% |
| Alaska Native/ American Indian | 88.07% |
| Asian/Pacific Islander | 95.57% |
| Caucasian | 93.84% |
| Hispanic | 94.26% |
| 2 or more races | 91.36% |
| Economically disadvantaged | 92.16% |
| Students with disabilities | 92.52% |
| Limited English proficient | 91.20% |
| Migrant education | 86.63% |

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

Gruening Middle School 2011-12 Adequate Yearly Progress Status Report

Meets AYP – Safe Harbor Level 5 (First Year Meeting) 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 | 559 | 557 | 99.6% | Yes | 525 | 459 | 87.4% | 79.0% | Yes | 415 | 79.0% | 70.1% | Yes |
| AF AM | 56 | 56 | 100.0% | Yes | 52 | 40 | 76.9% | 70.7% | Yes | 32 | 61.5% | 60.5% | Yes |
| AKNA/AI | 21 | 21 | 100.0% | Yes | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian/NH/OPI | 12 | 12 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| White | 363 | 361 | 99.4% | Yes | 347 | 317 | 91.4% | 78.2% | Yes | 298 | 85.9% | 69.1% | Yes |
| Hispanic | 69 | 69 | 100.0% | Yes | 65 | 54 | 83.1% | 72.0% | Yes | 47 | 72.3% | 62.0% | Yes |
| 2 or more races | 38 | 38 | 100.0% | Yes | 33 | 30 | 90.9% | 67.6% | Yes | 23 | 69.7% | 56.9% | Yes |
| EDS | 160 | 160 | 100.0% | Yes | 140 | 115 | 82.1% | 75.5% | Yes | 95 | 67.9% | 66.0% | Yes |
| SWD | 92 | 92 | 100.0% | Yes | 88 | 45 | 51.1% | 73.5% | Yes-SH | 29 | 33.0% | 63.8% | Yes-SH |
| LEP | 12 | 12 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

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/tls/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.