

Table 64

Gruening Middle School Overview

Statement of Program

Gruening Middle School is a learning community of approximately 550 students located in Eagle River, Alaska. Gruening has a successful comprehensive academic program, supported through high expectations and exceptional support from parents and the community. Gruening Middle School implements a team based approach for instruction, engages our parents in student-led conferences, and works to provide timely information to parents. Utilizing the team approach allows 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, family and consumer science, business education, foreign language, 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 an integral part of the Gruening Middle School program. Gruening Middle School promotes positive student behavior throughout the school and does this through implementation of the Aggressors, Victims, and Bystanders program.

From the Report Card/MLP

SCHOOL GOALS	
Goal	Level of Achievement
Goal #1: Each NCLB subgroup will show at least a 10% decrease in the percent of students not proficient in math.	Partially Attained
Goal #2 Each NCLB subgroup will show at least a 10% decrease in the percent of students not proficient in language arts.	Partially Attained
Goal #3 Provide all seventh grade students the primary curriculum of the Aggressors, Victims, and Bystanders Program, and integrate supplementary lessons for all of the 8th grade students.	Attained

From the Report Card/MLP

BUDGET*	
2004-2005 Actual Expenditures	\$3,410,220
2004-06 Revised Budgeted Amount	\$3,551,943
2006-07 Proposed Budget	\$3,426,806
*Dollars budgeted or expended are general fund only.	

From IFAS

Gruening Middle School Characteristics

	School	District	Source of Information
Membership	553	50,051	Fall OASIS
Capacity	83%	N/A	Board Report - #189 3/7/06
Attendance Rate	96%	93%	SMS end of year report
Retention Rate	6.6%	1.2%	Report Card File
Transiency Rate	13.16%	22.72%	Report Card File
Economically Disadvantaged	59	16,769	Fall OASIS
Ave. Weekly Volunteer Hours	5	5,032	Report Card File
Dropout Rate	2.20%	5.78%	OASIS end of year report
Students Taking an Alternate Assessment	5	264	SMS
Change in Enrollment	-5.8%	0.3%	Report Card File

Teacher Qualification				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
35	100%	51%	1	79%

SCHOOL BUSINESS PARTNERSHIPS
Kaladi Brothers Sleepy Dog Coffee Company Wells Fargo Eagle River Eagle River Job Center USKH Aurora Vending

From MLP

ETHNICITY REPORT - OCTOBER 2005						
Caucasian	African American	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	Multi-Ethnic	Total
442	16	38	19	17	21	553
79.93%	2.89%	6.87%	3.44%	3.07%	3.80%	100.00%

From Fall Oasis

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
544	515	94.7%

From participation file (3-10 graders)

Anchorage School District: Profile of Performance 2005-06
 Gruening Middle School Characteristics

TOTAL DROPOUT RATES							
Data Type	AK Native/ American Indian	Asian/ Pac. Islander	African American	Hispanic	Caucasian	Multi- Ethnic	Total
Enrollment	41	21	19	20	468	21	590
Final Dropouts	2				11		13
% of Dropouts	4.88%	0.0%	0.0%	0.0%	2.35%	0.0%	2.20%

From Summer Oasis

**Anchorage School District
2005-2006 Adequate Yearly Progress**

Gruening Middle School

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

**Meets AYP under Safe Harbor
Level 3 - (First Year Meeting AYP)**

Group	Participation Rate				"FAY"	Language Arts Performance				Math Performance			
	(A) Number Enrolled	(B) Number Tested	Participation Rate (%)	(C) 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
If there are 20 or fewer students enrolled, value is "N/A"													
All Students	544	544	100%	Yes	515	470	91.3%	66.8%	Yes	391	75.9%	52.5%	Yes
African American	16	16	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AkNa & Amln	32	32	100%	Yes	31	22	71%	52.6%	Yes	18	58.1%	36.9%	Yes
Asian	20	20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	435	435	100%	Yes	415	385	92.8%	66.3%	Yes	325	78.3%	52%	Yes
Hispanic	19	19	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	22	22	100%	Yes	21	***	≥ 90%	***	Yes	14	66.7%	32.5%	Yes
Low Income	62	62	100%	Yes	49	39	79.6%	56.5%	Yes	30	61.2%	41.2%	Yes
Disabled	71	71	100%	Yes	70	44	62.9%	58.9%	Yes	26	37.1%	43.8%	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

Attendance Rate: 95.6% (Threshold is 85%)

N/A is used to indicate when a group does not need to be evaluated when:

- (1) 20 or fewer students are enrolled in a group for all groups except "All Students".
- (2) 40 or fewer students are enrolled FAY (column D) in the Disabled & LEP groups.

* For the groups where the number enrolled is fewer 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.

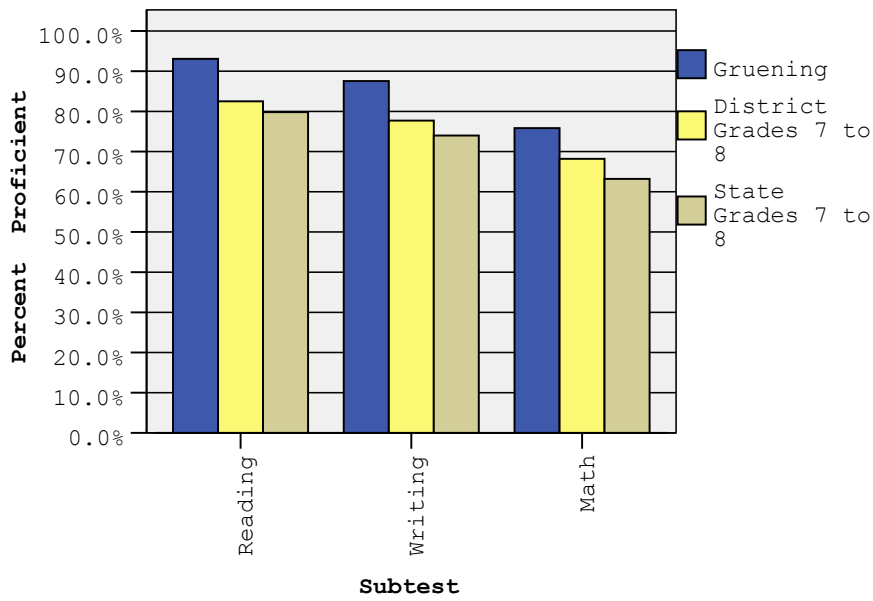
*** Results cannot be published without releasing personally identifiable information.

This document was prepared by the ASD Assessment and Evaluation 7/19/2006

Gruening Middle School SBA Proficiency – Spring 2006

	Reading		Writing		Math	
	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient
All Grades	91.5%	93.1%	87.3%	87.5%	75.8%	75.8%
7 th Grade	89.7%	90.4%	86.5%	84.9%	72.8%	77.7%
8 th Grade	93.5%	95.5%	88.1%	89.9%	78.9%	74.2%

SBA Spring 2006 Proficiency Rate Comparison of School, District, and State *



* District and State Grades 7 to 8

Gruening Middle School SBA Proficiency by NCLB groups – Spring 2006

		Reading		Writing		Math	
		Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient
Ethnicity	All Students	93.1%	6.9%	87.5%	12.5%	75.8%	24.2%
	African American	81.3%	18.8%	75.0%	25.0%	62.5%	37.5%
	AK Native/ American Indian	80.6%	19.4%	74.2%	25.8%	61.3%	38.7%
	Asian	85.0%	15.0%	80.0%	20.0%	75.0%	25.0%
	Caucasian	94.9%	5.1%	88.9%	11.1%	78.0%	22.0%
	Hispanic	94.7%	5.3%	94.7%	5.3%	73.7%	26.3%
	Multi-Ethnic	90.5%	9.5%	90.5%	9.5%	66.7%	33.3%
Low Income	Yes	83.1%	16.9%	78.0%	22.0%	59.3%	40.7%
	No	94.3%	5.7%	88.7%	11.3%	77.9%	22.1%
Disabled	Yes	73.4%	26.6%	54.5%	45.5%	33.3%	66.7%
	No	95.8%	4.2%	92.2%	7.8%	81.8%	18.2%
LEP	Yes	72.7%	27.3%	63.6%	36.4%	54.5%	45.5%
	No	93.5%	6.5%	88.0%	12.0%	76.3%	23.7%
Migrant	Yes	88.9%	11.1%	77.8%	22.2%	66.7%	33.3%
	No	93.2%	6.8%	87.7%	12.3%	76.0%	24.0%
Gender	Female	94.6%	5.4%	92.0%	8.0%	72.8%	27.2%
	Male	91.7%	8.3%	83.4%	16.6%	78.7%	21.3%

Anchorage School District: Profile of Performance 2005-06

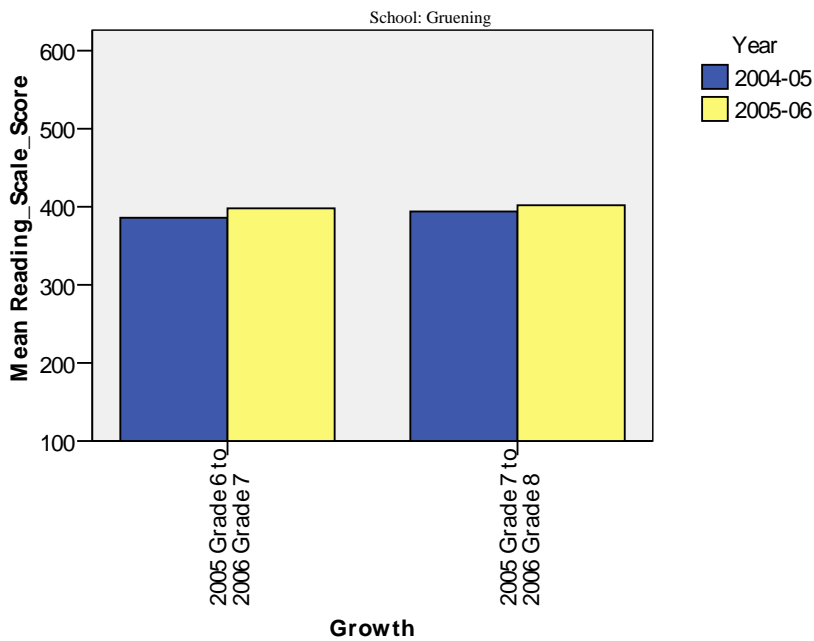
Gruening SBA Mean Scale Score Comparison: 2004-2005 to 2005-2006

		Reading		Writing		Math	
		2004-2005 Mean Scale Score	2005-2006 Mean Scale Score	2004-2005 Mean Scale Score	2005-2006 Mean Scale Score	2004-2005 Mean Scale Score	2005-2006 Mean Scale Score
Ethnicity	All Students	390.9	400.4	373.9	381.3	349.1	359.7
	African American	376.9	367.1	364.4	349.3	346.2	328.6
	AK Native/ American Indian	366.6	363.6	341.2	344.5	322.1	321.6
	Asian	402.6	406.3	365.6	377.1	347.6	384.8
	Caucasian	393.8	404.7	377.3	385.2	351.9	362.8
	Hispanic	395.3	400.0	388.2	385.9	364.8	362.1
	Multi-Ethnic	364.1	386.2	357.4	379.6	326.8	348.5
Low Income	Yes	359.5	367.0	338.2	348.7	317.1	335.3
	No	393.7	404.5	377.1	385.3	352.0	362.7
Disabled	Yes	308.5	331.0	290.3	302.7	256.3	283.6
	No	401.5	409.8	384.5	392.3	361.3	370.3
LEP	Yes	316.7	338.5	297.4	326.9	267.0	333.7
	No	391.8	401.7	374.8	382.4	350.1	360.2
Migrant	Yes	370.4	378.8	349.9	350.3	331.3	342.7
	No	391.4	400.7	374.5	381.8	349.6	360.0
Gender	Female	393.1	403.3	388.1	394.1	348.1	353.8
	Male	388.4	397.6	358.0	369.2	350.2	365.2

Gruening 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 2005	Grade 7 in 2006	Difference	Grade 7 in 2005	Grade 8 in 2006	Difference
Ethnicity	All Students	385.7	398.3	12.7	394.0	402.4	8.4
	African American	369.1	378.7	9.6	322.8	346.9	24.1
	AK Native/American Indian	365.9	365.7	-0.2	371.2	374.0	2.8
	Asian	402.9	408.1	5.2	397.3	400.8	3.5
	Caucasian	388.0	403.4	15.4	397.7	406.2	8.5
	Hispanic	395.8	376.9	-18.9	401.7	421.3	19.7
	Multi-Ethnic	410.2	376.0	-34.2	380.1	390.7	10.6
Low Income	Yes	342.3	348.8	6.5	380.4	383.7	3.3
	No	391.7	405.2	13.5	394.9	404.1	9.2
Disabled	Yes	316.7	335.3	18.7	306.0	326.4	20.4
	No	400.1	408.7	8.6	404.8	410.9	6.1
LEP	Yes	355.4	335.7	-19.7	339.2	348.0	8.8
	No	386.9	401.1	14.2	394.3	402.8	8.5
Migrant	Yes	389.0	381.4	-7.6	362.7	378.2	15.5
	No	385.8	397.9	12.1	393.7	403.3	9.7
Gender	Female	393.2	399.0	5.8	387.1	405.7	18.6
	Male	382.3	397.8	15.5	401.4	397.7	-3.7

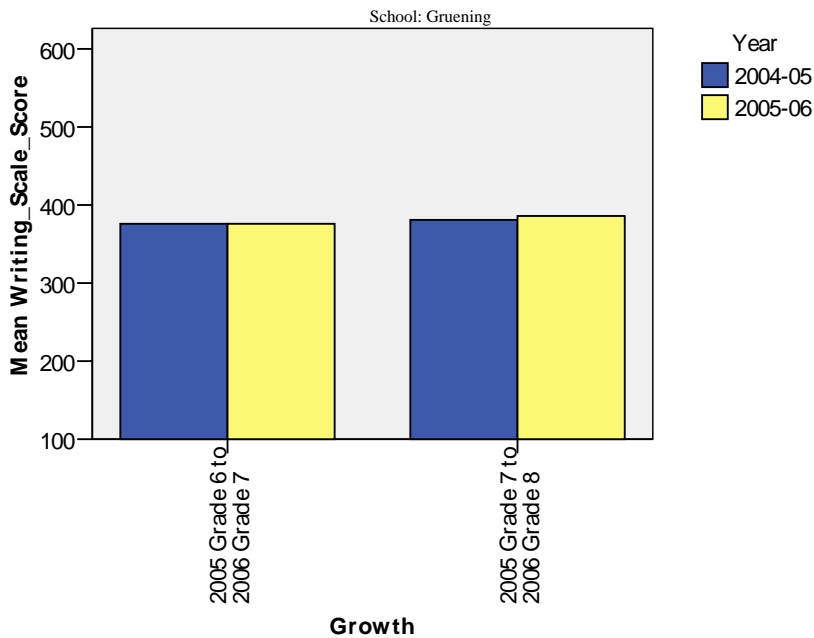
Measure of Growth in SBA Reading for Students Who Tested in 2005 and Again in 2006



Gruening 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 2005	Grade 7 in 2006	Difference	Grade 7 in 2005	Grade 8 in 2006	Difference
Ethnicity	All Students	376.0	376.4	0.4	380.7	386.2	5.5
	African American	362.8	349.9	-12.9	313.7	348.3	34.7
	AK Native/American Indian	351.2	340.5	-10.7	357.6	368.7	11.1
	Asian	394.3	377.8	-16.5	356.4	374.7	18.3
	Caucasian	377.7	380.2	2.5	384.9	389.1	4.2
	Hispanic	387.7	373.3	-14.4	399.0	397.4	-1.6
	Multi-Ethnic	390.1	363.7	-26.4	374.8	386.9	12.1
Low Income	Yes	349.4	333.7	-15.7	354.2	363.0	8.8
	No	378.9	381.1	2.2	383.3	388.8	5.5
Disabled	Yes	304.0	305.4	1.4	291.7	300.2	8.5
	No	389.8	387.9	-1.9	391.7	396.3	4.7
LEP	Yes	356.2	328.0	-28.2	291.1	319.7	28.6
	No	377.3	376.8	-0.5	381.4	386.7	5.3
Migrant	Yes	397.7	330.2	-67.5	340.9	361.1	20.2
	No	375.7	376.3	0.7	381.0	387.4	6.4
Gender	Female	396.1	386.7	-9.4	391.8	398.9	7.1
	Male	361.4	366.7	5.3	368.2	372.0	3.8

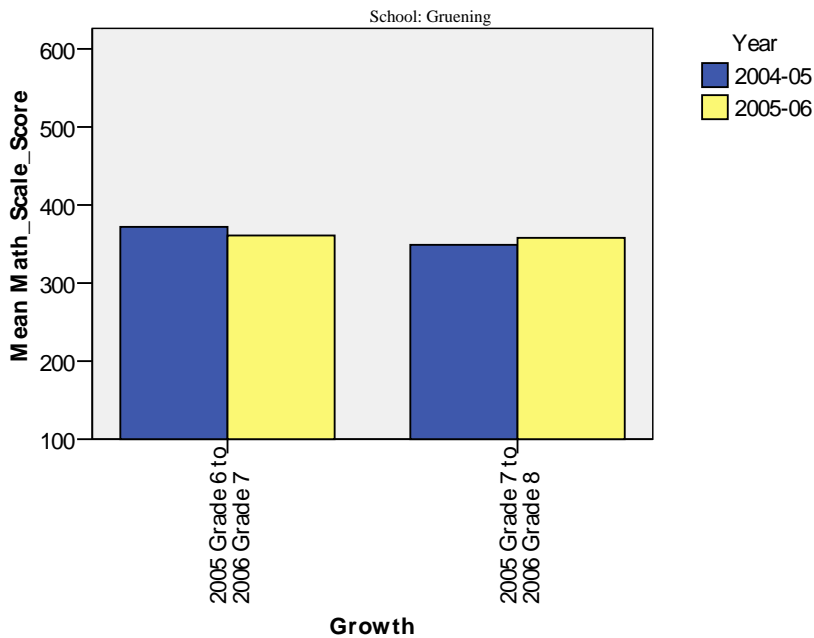
Measure of Growth in SBA Writing for Students Who Tested in 2005 and Again in 2006



Gruening 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 2005	Grade 7 in 2006	Difference	Grade 7 in 2005	Grade 8 in 2006	Difference
Ethnicity	All Students	372.1	360.7	-11.4	348.8	357.9	9.1
	African American	359.4	347.7	-11.7	312.2	296.0	-16.2
	AK Native/American Indian	365.9	335.6	-30.3	335.8	316.3	-19.5
	Asian	403.0	395.4	-7.6	334.7	353.2	18.5
	Caucasian	372.8	363.9	-8.9	351.7	362.3	10.7
	Hispanic	386.2	354.0	-32.2	372.1	369.7	-2.4
	Multi-Ethnic	346.3	325.8	-20.5	341.4	359.7	18.3
Low Income	Yes	346.7	333.2	-13.5	338.9	337.1	-1.8
	No	374.7	365.3	-9.3	350.0	361.4	11.4
Disabled	Yes	294.1	290.7	-3.4	253.8	274.9	21.1
	No	387.4	372.7	-14.7	361.2	368.0	6.8
LEP	Yes	359.9	350.1	-9.8	243.3	262.8	19.5
	No	372.0	362.4	-9.6	349.7	359.2	9.5
Migrant	Yes	361.8	325.9	-35.9	314.7	351.3	36.7
	No	372.2	362.0	-10.2	350.1	358.7	8.6
Gender	Female	373.3	354.8	-18.5	343.4	352.7	9.3
	Male	370.7	366.2	-4.5	355.9	365.1	9.2

Measure of Growth in SBA Math for Students Who Tested in 2005 and Again in 2006



Anchorage School District: Profile of Performance 2005-06

Gruening Grades 7-8 SBA Results Compared with District and State: Reading

Reading		% Advanced			% Proficient			% Below Proficient			% Far Below Proficient			Total Students Tested	Percent Tested		
		School	District	State	School	District	State	School	District	State	School	District	State	School	School	District	State
Ethnicity	All Students	48.4%	33.4%	30.1%	44.7%	49.1%	49.7%	5.8%	12.5%	14.4%	1.1%	5.0%	5.9%	544	100.0%	97.3%	97.3%
	African American	31.3%	16.6%	16.6%	50.0%	54.7%	55.9%	6.3%	19.4%	19.5%	12.5%	9.3%	7.9%	16	100.0%	97.3%	97.6%
	AK Native/ American Indian	25.8%	15.4%	12.1%	54.8%	53.2%	50.0%	16.1%	21.2%	25.6%	3.2%	10.2%	12.3%	32	100.0%	94.7%	96.3%
	Asian	65.0%	22.6%	24.0%	20.0%	53.0%	54.4%	15.0%	17.5%	15.8%	0.0%	6.9%	5.9%	20	100.0%	97.8%	97.6%
	Caucasian	50.7%	44.6%	41.0%	44.2%	45.9%	47.9%	4.7%	7.2%	8.3%	0.5%	2.4%	2.8%	435	100.0%	98.1%	97.8%
	Hispanic	47.4%	19.3%	20.4%	47.4%	52.2%	54.7%	5.3%	20.6%	18.3%	0.0%	7.9%	6.7%	19	100.0%	94.7%	95.6%
	Multi-Ethnic	33.3%	23.7%	21.9%	57.1%	52.6%	55.5%	4.8%	16.9%	17.0%	4.8%	6.8%	5.6%	22	100.0%	97.6%	97.3%
Low Income	Yes	37.3%	15.4%	15.4%	45.8%	53.3%	51.4%	13.6%	21.3%	22.7%	3.4%	9.9%	10.5%	62	100.0%	96.1%	96.9%
	No	49.8%	43.4%	39.3%	44.5%	46.7%	48.6%	4.8%	7.6%	9.1%	0.8%	2.3%	3.0%	482	100.0%	97.9%	97.5%
Disabled	Yes	12.5%	5.8%	4.9%	60.9%	36.5%	36.2%	20.3%	33.7%	33.6%	6.3%	23.9%	25.3%	71	100.0%	91.6%	91.8%
	No	53.3%	37.1%	33.5%	42.5%	50.8%	51.5%	3.8%	9.6%	11.8%	0.4%	2.5%	3.2%	473	100.0%	98.1%	98.1%
LEP	Yes	18.2%	9.4%	6.3%	54.5%	54.0%	47.7%	9.1%	25.6%	31.5%	18.2%	11.0%	14.6%	12	100.0%	96.3%	96.5%
	No	49.0%	37.7%	34.6%	44.5%	48.2%	50.1%	5.7%	10.1%	11.1%	0.8%	4.0%	4.2%	532	100.0%	97.5%	97.5%
Migrant	Yes	44.4%	16.7%	13.8%	44.4%	53.5%	48.0%	11.1%	17.4%	25.6%	0.0%	12.4%	12.6%	10	100.0%	97.4%	97.9%
	No	48.5%	34.0%	31.3%	44.7%	48.9%	49.8%	5.7%	12.3%	13.5%	1.1%	4.8%	5.4%	534	100.0%	97.3%	97.3%
Gender	Female	49.0%	36.4%	32.7%	45.6%	49.5%	50.4%	4.2%	11.0%	12.7%	1.2%	3.1%	4.3%	265	100.0%	97.7%	97.6%
	Male	47.8%	30.7%	27.6%	43.8%	48.7%	49.0%	7.2%	13.8%	16.0%	1.1%	6.8%	7.4%	279	100.0%	96.9%	97.0%

Anchorage School District: Profile of Performance 2005-06

Gruening Grades 7-8 SBA Results Compared with District and State: Writing

Writing		% Advanced			% Proficient			% Below Proficient			% Far Below Proficient			Total Students Tested	Percent Tested		
		School	District	State	School	District	State	School	District	State	School	District	State	School	School	District	State
Ethnicity	All Students	20.4%	13.4%	11.4%	67.1%	64.3%	62.6%	11.2%	16.7%	19.2%	1.3%	5.6%	6.8%	544	100.0%	97.6%	97.4%
	African American	12.5%	4.8%	5.4%	62.5%	62.4%	62.9%	12.5%	22.5%	22.4%	12.5%	10.3%	9.3%	16	100.0%	97.6%	97.5%
	AK Native/ American Indian	9.7%	3.7%	3.1%	64.5%	55.5%	50.4%	19.4%	29.8%	32.6%	6.5%	11.0%	13.9%	32	100.0%	96.0%	96.6%
	Asian	25.0%	9.3%	9.7%	55.0%	62.6%	65.7%	20.0%	20.7%	17.9%	0.0%	7.4%	6.6%	20	100.0%	97.9%	97.6%
	Caucasian	21.6%	18.9%	16.3%	67.3%	67.5%	67.6%	10.4%	10.6%	12.6%	0.7%	3.0%	3.5%	435	100.0%	98.2%	97.8%
	Hispanic	10.5%	5.9%	6.1%	84.2%	61.6%	63.8%	5.3%	25.5%	22.9%	0.0%	7.0%	7.1%	19	100.0%	95.5%	96.2%
	Multi-Ethnic	23.8%	9.5%	8.8%	66.7%	61.3%	62.7%	9.5%	21.8%	22.3%	0.0%	7.4%	6.2%	22	100.0%	97.9%	97.7%
Low Income	Yes	6.8%	4.3%	4.3%	71.2%	57.0%	54.8%	20.3%	28.3%	29.1%	1.7%	10.3%	11.8%	62	100.0%	96.3%	96.9%
	No	22.1%	18.4%	15.9%	66.6%	68.4%	67.5%	10.0%	10.3%	12.9%	1.3%	3.0%	3.7%	482	100.0%	98.4%	97.7%
Disabled	Yes	1.5%	1.1%	0.8%	53.0%	31.0%	28.9%	36.4%	38.9%	40.2%	9.1%	29.0%	30.0%	71	100.0%	92.9%	92.5%
	No	23.1%	15.1%	12.8%	69.1%	68.8%	67.1%	7.6%	13.7%	16.3%	0.2%	2.4%	3.7%	473	100.0%	98.3%	98.1%
LEP	Yes	18.2%	3.0%	1.6%	45.5%	54.3%	45.5%	36.4%	31.9%	36.7%	0.0%	10.9%	16.2%	12	100.0%	96.6%	96.6%
	No	20.5%	15.3%	13.3%	67.6%	66.1%	65.8%	10.6%	14.0%	15.9%	1.3%	4.6%	5.1%	532	100.0%	97.8%	97.6%
Migrant	Yes	11.1%	5.8%	4.2%	66.7%	51.6%	50.0%	22.2%	31.0%	33.0%	0.0%	11.6%	12.9%	10	100.0%	97.4%	98.0%
	No	20.6%	13.7%	12.0%	67.1%	64.8%	63.5%	11.0%	16.2%	18.1%	1.3%	5.4%	6.4%	534	100.0%	97.6%	97.4%
Gender	Female	25.3%	17.6%	15.2%	66.7%	67.3%	66.2%	7.3%	12.5%	15.0%	0.8%	2.6%	3.6%	265	100.0%	97.8%	97.5%
	Male	15.9%	9.4%	7.8%	67.5%	61.5%	59.2%	14.8%	20.7%	23.2%	1.8%	8.4%	9.9%	279	100.0%	97.4%	97.2%

Anchorage School District: Profile of Performance 2005-06

Gruening Grades 7-8 SBA Results Compared with District and State: Math

Math		% Advanced			% Proficient			% Below Proficient			% Far Below Proficient			Total Students Tested	Percent Tested		
		School	District	State	School	District	State	School	District	State	School	District	State	School	School	District	State
Ethnicity	All Students	39.4%	30.4%	24.6%	36.4%	37.8%	38.6%	17.1%	17.6%	20.2%	7.1%	14.2%	16.7%	544	100.0%	97.7%	97.4%
	African American	37.5%	13.1%	13.0%	25.0%	36.7%	36.3%	18.8%	24.6%	25.9%	18.8%	25.6%	24.8%	16	100.0%	97.3%	97.5%
	AK Native/ American Indian	19.4%	16.0%	11.0%	41.9%	35.7%	33.5%	16.1%	24.9%	26.6%	22.6%	23.4%	29.0%	32	100.0%	95.2%	96.3%
	Asian	50.0%	28.0%	27.9%	25.0%	37.8%	39.3%	20.0%	18.3%	18.3%	5.0%	15.8%	14.4%	20	100.0%	98.7%	98.4%
	Caucasian	40.8%	39.0%	32.2%	37.1%	38.4%	40.8%	16.0%	14.0%	16.7%	6.0%	8.6%	10.3%	435	100.0%	98.2%	97.7%
	Hispanic	47.4%	16.7%	16.0%	26.3%	38.3%	40.1%	26.3%	21.7%	22.7%	0.0%	23.3%	21.2%	19	100.0%	97.4%	97.4%
	Multi-Ethnic	23.8%	20.3%	18.4%	42.9%	37.8%	39.6%	28.6%	21.5%	22.9%	4.8%	20.3%	19.1%	22	100.0%	97.6%	97.7%
Low Income	Yes	30.5%	14.5%	12.6%	28.8%	36.8%	35.4%	28.8%	23.9%	25.4%	11.9%	24.8%	26.6%	62	100.0%	96.5%	96.9%
	No	40.5%	39.2%	32.2%	37.4%	38.4%	40.5%	15.7%	14.1%	16.9%	6.5%	8.4%	10.4%	482	100.0%	98.4%	97.7%
Disabled	Yes	6.1%	5.6%	3.8%	27.3%	16.7%	16.8%	37.9%	25.0%	25.3%	28.8%	52.8%	54.0%	71	100.0%	92.6%	92.3%
	No	44.1%	33.8%	27.4%	37.7%	40.6%	41.5%	14.2%	16.6%	19.5%	4.0%	9.0%	11.6%	473	100.0%	98.5%	98.1%
LEP	Yes	18.2%	13.9%	8.5%	36.4%	35.9%	30.9%	36.4%	23.5%	27.2%	9.1%	26.7%	33.4%	12	100.0%	97.9%	97.2%
	No	39.8%	33.4%	27.7%	36.4%	38.2%	40.0%	16.7%	16.5%	18.8%	7.0%	11.9%	13.5%	532	100.0%	97.7%	97.4%
Migrant	Yes	33.3%	19.7%	14.3%	33.3%	32.8%	32.2%	22.2%	24.3%	27.1%	11.1%	23.2%	26.4%	10	100.0%	97.7%	97.9%
	No	39.5%	30.8%	25.4%	36.5%	38.0%	39.0%	17.0%	17.3%	19.7%	7.0%	13.9%	15.9%	534	100.0%	97.7%	97.3%
Gender	Female	36.8%	29.9%	23.9%	36.0%	39.4%	39.7%	19.9%	18.6%	21.1%	7.3%	12.1%	15.3%	265	100.0%	98.1%	97.5%
	Male	41.9%	30.9%	25.3%	36.8%	36.3%	37.4%	14.4%	16.6%	19.3%	6.9%	16.1%	18.0%	279	100.0%	97.4%	97.2%

Gruening TerraNova 7th grade

Percent in each quartile

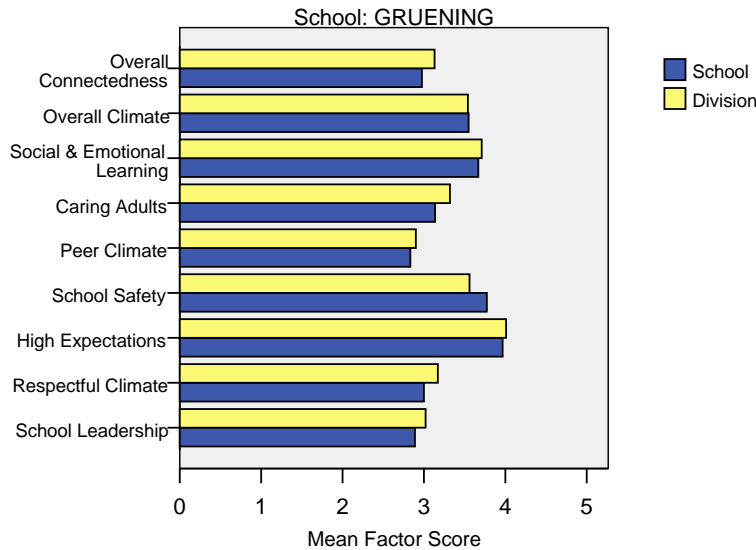
Reading	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	47.6%	34.6%	27.0%	28.4%	14.9%	21.8%	10.5%	15.3%
2004-2005	44.2%	33.9%	37.2%	27.1%	13.3%	21.7%	5.3%	17.4%
2003-2004	51.6%	35.1%	27.7%	28.2%	14.0%	21.4%	6.7%	15.3%
2002-2003	45.7%	35.3%	37.8%	28.9%	10.2%	20.1%	6.3%	15.7%
2001-2002	50.6%	34.4%	29.3%	28.6%	12.8%	20.9%	7.3%	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
2005-2006	45.2%	34.9%	26.6%	28.4%	16.9%	21.4%	11.3%	15.3%
2004-2005	46.0%	34.4%	30.9%	28.2%	16.1%	20.5%	7.0%	16.9%
2003-2004	44.9%	35.3%	30.5%	28.5%	19.3%	21.7%	5.3%	14.5%
2002-2003	41.6%	34.2%	34.0%	29.8%	16.2%	22.0%	8.3%	14.0%
2001-2002	46.3%	34.0%	31.4%	29.7%	14.0%	20.6%	8.2%	15.7%

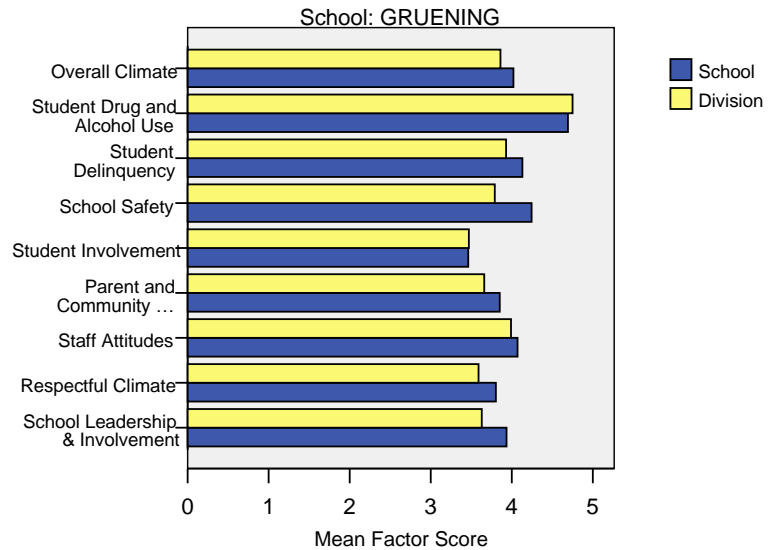
Math	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	37.5%	31.4%	29.8%	27.8%	21.0%	23.4%	11.7%	17.4%
2004-2005	31.9%	29.7%	33.3%	26.4%	18.9%	22.9%	15.8%	20.9%
2003-2004	33.3%	30.2%	36.5%	27.6%	17.7%	23.9%	12.4%	18.4%
2002-2003	41.1%	31.2%	26.1%	26.9%	20.1%	23.1%	12.7%	18.8%
2001-2002	41.6%	29.7%	29.2%	27.5%	17.3%	22.9%	11.9%	19.9%

Gruening School Climate Survey Results

2006 Student Climate Survey Results



2006 Staff Climate Survey Results



The factors measured in the Student and Staff Climate Survey were:

- **Overall Connectedness – Student Survey:** The Overall Connectedness score for the student survey was computed as an average of three scales: Respectful Climate, Peer Climate, and Caring Adults.
- **Overall Climate – Student Survey:** The Overall Climate score for the student survey was computed as the average of three scales: School Leadership, High Expectations, and School Safety.
- **Overall Climate – Staff Survey:** The Overall Climate score for the staff survey was computed as the average of 6 scales: School Leadership, Respectful Climate, Staff Attitudes, Parent and Community Involvement, Student Involvement, School Safety, Student Delinquency, and Drug and Alcohol Use scores.
- **School Leadership:** Reflects feelings about the decision making of school leaders, fairness of school rules, and student participation in school governance. 1 indicates a low level of school leadership and 5 indicates a high level of school leadership.
- **Respectful Climate:** Fairness of rules and how well students and staff treat one another. 1 indicates a lack of respect and 5 indicates a highly respectful climate.
- **High Expectations:** Expectations of students from peers and adults. 1 indicates a lack of high expectations and 5 indicates very high expectations.

- **School Safety:** Presence of school bullies, gangs and general crime and violence in the community. 1 indicates a low level of safety and 5 indicates a high level of safety.
- **Peer Climate:** Reflects feelings about how respectful and helpful students are to one another. 1 indicates a negative peer climate and 5 indicates a very positive climate.
- **Caring Adults:** Reflects the caring adult relationships students have in the school. 1 indicates a lack of caring relationships and 5 indicates a high number of caring adults.
- **Social & Emotional Learning:** Reflects students' ability to think about the consequences of their actions and to empathize with others. 1 indicates poor social and emotional learning and 5 indicates higher levels of social and emotional learning.
- **Staff Attitudes:** Reflects feelings about competence and attitude towards jobs. 1 indicates more negative attitudes and 5 indicates highly positive attitudes.
- **Parent and Community Involvement:** Accessibility of the school for parents and how connected adults in the community are to the school. 1 indicates a low level of parent and community involvement and 5 indicates a high level of parent and community involvement.
- **Student Involvement:** Reflects feelings about how involved students are in the schools' decision making process. 1 indicates a low level of student involvement and 5 indicates a high level of student involvement.
- **Student Delinquency:** Reflects staff members' reports of witnessed student fights, stealing, and bullying. 1 indicates a high level of delinquency and 5 indicates a low level (5 is most desired).
- **Student Drug and Alcohol Use:** Reflects staff members' reports of observing students under the influence of drugs or alcohol. 1 indicates a high level of drug and alcohol use and 5 indicates a low level (5 is most desired).