

Table 56

Ursa Minor School Overview

Statement of Program

Ursa Minor Elementary School is a Title I school which provides a complete K-6 instructional program for the students of Fort Richardson, who are military dependents. Community and family involvement share in the task of promoting maximum student achievement. Each student's needs are met through Anchorage School District adopted programs and curriculum offered in classrooms of single and multiple grades. Instructional programs respond to individual student learning styles and acquisition of basic skills.

Ursa Minor is a Reading First grant school. This provides professional development and a core-reading curriculum for grades K-3. Supplemental programs offer support and assistance in helping students develop to their full potential. These services include bilingual tutoring, Title I reading, resource, gifted, speech/language, and counseling.

From the Report Card/MLP

SCHOOL GOALS	
Goal	Level of Achievement
Reading - The percentage of students in grade 3-6 who are proficient on the state assessment will increase from 79% to 85%.	Attained
Writing - The percentage of students in grade 3-6 who are proficient on the state assessment will increase from 79% to 85%.	Attained
Math - The percentage of students in grade 3-6 who are proficient on the state assessment will increase from 71% to 75%.	Attained

From the School Report Card

BUDGET*	
2004-2005 Actual Expenditures	\$1,452,995
2005-2006 Revised Budgeted Amount	\$1,372,513
2006-2007 Proposed Budget	\$1,742,927

*Dollars budgeted or expended are general fund only.

From IFAS

	School	District	Source of Information
Membership	293	50,051	Fall OASIS
Capacity	94%	N/A	Board Report - #189 3/7/06
Attendance Rate	95%	93%	SMS end of year report
Retention Rate	2.9%	1.2%	Report Card File
Transiency Rate	29.50%	22.72%	Report Card File
Economically Disadvantaged	134	16,769	Fall OASIS
Ave. Weekly Volunteer Hours	100	5,032	Report Card File
Students Taking an Alternate Assessment	0	264	SMS
Change in Enrollment	16.2%	0.3%	Report Card File

Ursa Minor School Characteristics

Teacher Qualification				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
20	100%	38%	0	94%

SCHOOL BUSINESS PARTNERSHIPS
1/501 Infantry Parachute Regiment

From MLP

ETHNICITY REPORT - OCTOBER 2005						
Caucasian	African American	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	Multi-Ethnic	Total
157	55	5	3	38	35	293
53.58%	18.77%	1.71%	1.02%	12.97%	11.95%	100.00%

From Fall Oasis

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
117	106	90.6%

From participation file (3-10 graders)

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

Ursa Minor Elementary

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

Meets 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	117	116	99.1%	Yes	105	90	85.7%	61.2%	Yes	78	74.3%	46.4%	Yes
African American	28	28	100%	Yes	25	22	88%	50.4%	Yes	15	60%	34.6%	Yes
AkNa & Amln	<5	<5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	<5	<5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	59	58	98.3%	Yes	53	47	88.7%	57%	Yes	43	81.1%	41.8%	Yes
Hispanic	14	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	13	13	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	52	52	100%	Yes	47	41	87.2%	56.1%	Yes	33	70.2%	40.8%	Yes
Disabled	11	11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LEP	5	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Attendance Rate: 95.0% (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.

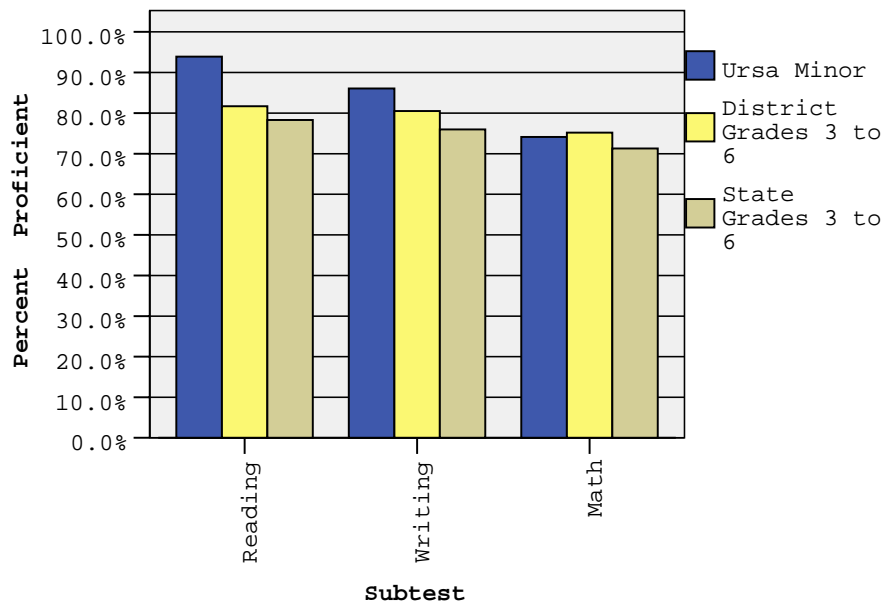
*** Results cannot be published without releasing personally identifiable information.

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

Ursa Minor Elementary School SBA Proficiency – Spring 2006

	Reading		Writing		Math	
	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient
All Grades	78.5%	93.9%	78.5%	86.1%	72.4%	74.1%
3 rd Grade	74.3%	88.9%	82.9%	77.8%	85.7%	63.9%
4 th Grade	87.9%	93.3%	87.9%	90.0%	79.4%	86.7%
5 th Grade	76.2%	96.8%	85.7%	87.1%	61.9%	68.8%
6 th Grade	75.0%	100.0%	59.4%	94.4%	57.6%	83.3%

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



* District and State Grades 3 to 6

Anchorage School District: Profile of Performance 2005-2006

Ursa Minor SBA Proficiency by NCLB Groups – Spring 2006

		Reading		Writing		Math	
		Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient
Ethnicity	All Students	93.9%	6.1%	86.1%	13.9%	74.1%	25.9%
	African American	100.0%	0.0%	89.3%	10.7%	60.7%	39.3%
	AK Native/ American Indian	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
	Asian	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
	Caucasian	93.1%	6.9%	91.4%	8.6%	82.8%	17.2%
	Hispanic	84.6%	15.4%	76.9%	23.1%	71.4%	28.6%
	Multi-Ethnic	92.3%	7.7%	61.5%	38.5%	61.5%	38.5%
LowIncome	Yes	94.2%	5.8%	86.5%	13.5%	71.2%	28.8%
	No	93.7%	6.3%	85.7%	14.3%	76.6%	23.4%
Disabled	Yes	90.9%	9.1%	63.6%	36.4%	54.5%	45.5%
	No	94.2%	5.8%	88.5%	11.5%	76.2%	23.8%
LEP	Yes	75.0%	25.0%	75.0%	25.0%	60.0%	40.0%
	No	94.6%	5.4%	86.5%	13.5%	74.8%	25.2%
Migrant	Yes	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	No	93.9%	6.1%	86.1%	13.9%	74.1%	25.9%
Gender	Female	93.9%	6.1%	81.6%	18.4%	72.0%	28.0%
	Male	93.9%	6.1%	89.4%	10.6%	75.8%	24.2%

Anchorage School District: Profile of Performance 2005-2006

Ursa Minor 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	364.3	390.4	367.9	382.2	346.3	362.2
	African American	337.3	375.4	333.2	363.6	311.5	336.9
	AK Native/ American Indian	283.2	400.0	282.8	447.0	274.0	466.0
	Asian	415.8	502.0	430.5	507.0	430.3	440.5
	Caucasian	387.2	403.2	394.0	391.8	372.5	374.6
	Hispanic	336.2	367.9	347.8	374.8	326.6	357.6
	Multi-Ethnic	386.7	369.9	387.1	362.2	352.8	346.1
Low Income	Yes	325.9	382.5	325.6	378.3	305.8	354.5
	No	386.3	396.9	392.1	385.3	368.9	368.4
Disabled	Yes	275.7	378.7	272.9	359.0	260.3	323.5
	No	374.1	391.6	378.4	384.6	355.7	366.2
LEP	Yes	370.3	345.5	369.1	397.0	336.3	341.8
	No	363.9	392.0	367.9	381.6	347.1	363.1
Migrant	Yes	.	.	.	.	.	.
	No	364.3	390.4	367.9	382.2	346.3	362.2
Gender	Female	380.3	398.5	392.6	400.6	351.8	362.5
	Male	353.4	384.4	351.1	368.5	342.5	362.0

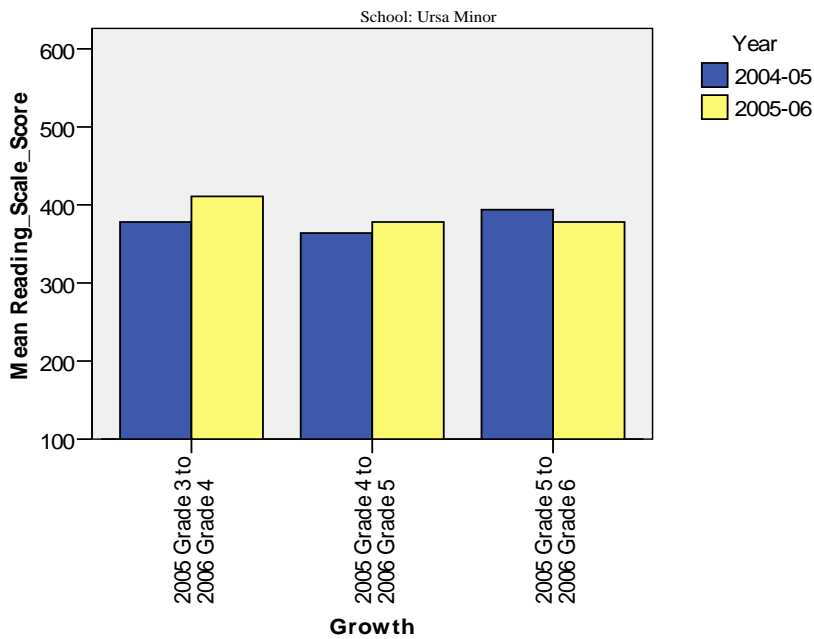
. No students tested in both years in this category

Ursa Minor 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			Average Scale Score of Students Tested in District Both Years		
		Grade 3 in 2005	Grade 4 in 2006	Difference	Grade 4 in 2005	Grade 5 in 2006	Difference	Grade 5 in 2005	Grade 6 in 2006	Difference
Ethnicity	All Students	378.0	411.4	33.4	363.7	378.2	14.5	393.9	378.1	-15.8
	African American	360.8	408.9	48.1	309.7	332.3	22.7	380.0	397.4	17.4
	AK Native/American Indian	.	400.0	.	.	.	.	.	.	.
	Asian	.	.	.	.	.	.	.	.	.
	Caucasian	401.7	424.2	22.5	396.9	414.1	17.2	405.3	374.8	-30.5
	Hispanic	355.7	371.3	15.7	377.0	352.4	-24.7	.	368.2	.
	Multi-Ethnic	359.1	412.7	53.6	347.8	356.9	9.1	400.7	326.3	-74.4
LowIncome	Yes	386.4	408.7	22.3	342.2	366.0	23.8	395.1	386.7	-8.4
	No	374.9	412.1	37.2	381.3	387.8	6.5	394.4	372.7	-21.7
Disabled	Yes	380.0	518.4	138.4	289.7	381.2	91.5	.	.	.
	No	377.8	402.9	25.1	380.7	377.3	-3.3	394.0	378.4	-15.7
LEP	Yes	404.2	413.0	8.8	385.1	322.7	-62.4	.	.	.
	No	377.3	410.8	33.5	361.4	383.7	22.3	394.2	378.0	-16.2
Migrant	Yes	.	.	.	.	.	.	.	.	.
	No	377.7	411.3	33.7	364.0	378.4	14.4	393.7	378.2	-15.5
Gender	Female	413.1	434.7	21.6	357.8	345.9	-11.9	402.7	371.3	-31.4
	Male	355.4	394.7	39.3	365.2	393.0	27.8	389.1	382.7	-6.4

. No students tested in both years in this category

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

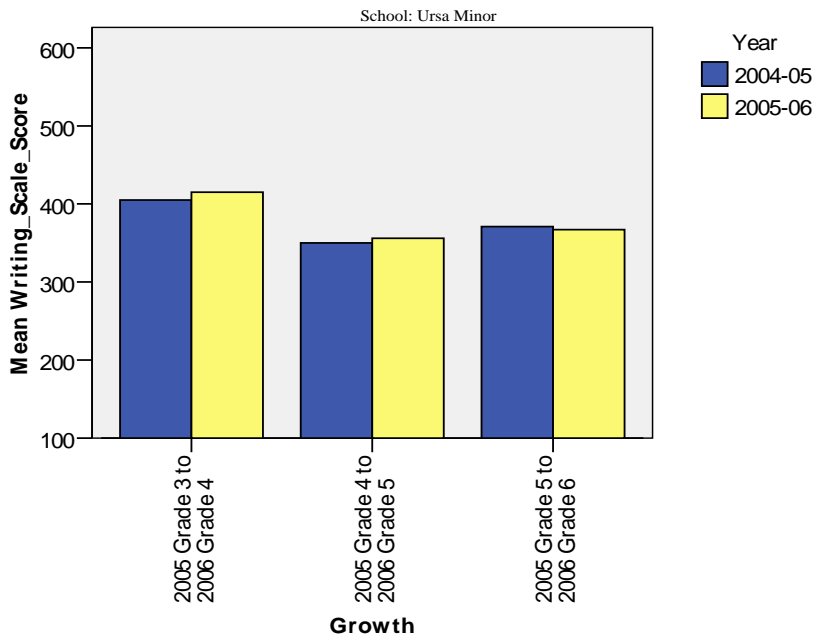


Ursa Minor SBA Growth in Average Scale Score by NCLB Groups: Writing

		Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years		
		Grade 3 in 2005	Grade 4 in 2006	Difference	Grade 4 in 2005	Grade 5 in 2006	Difference	Grade 5 in 2005	Grade 6 in 2006	Difference
Ethnicity	All Students	404.7	415.2	10.5	349.9	356.1	6.2	371.3	366.8	-4.5
	African American	363.7	397.3	33.7	300.0	313.4	13.4	362.7	386.2	23.5
	AK Native/ American Indian	.	446.7	.	.	.	.	.	.	.
	Asian	.	.	.	.	.	.	.	.	.
	Caucasian	435.9	420.1	-15.8	377.3	381.8	4.5	386.4	374.7	-11.7
	Hispanic	388.0	415.4	27.4	357.7	344.2	-13.5	.	342.1	.
	Multi-Ethnic	395.8	426.9	31.1	371.7	404.3	32.7	333.0	277.4	-55.7
LowIncome	Yes	385.2	417.0	31.8	329.1	349.7	20.6	384.8	376.9	-7.9
	No	413.3	413.8	0.5	366.4	360.7	-5.7	365.2	362.0	-3.2
Disabled	Yes	388.7	478.2	89.5	289.9	342.1	52.2	.	.	.
	No	405.7	411.3	5.7	364.0	358.4	-5.6	370.7	367.2	-3.5
LEP	Yes	423.1	507.7	84.6	378.8	359.9	-18.9	.	.	.
	No	404.4	411.7	7.3	346.2	355.0	8.8	371.1	366.7	-4.4
Migrant	Yes	.	.	.	.	.	.	.	.	.
	No	405.0	415.4	10.4	349.7	356.2	6.5	370.9	367.1	-3.8
Gender	Female	439.8	446.9	7.1	368.7	338.3	-30.4	406.0	374.4	-31.7
	Male	381.2	394.0	12.8	346.1	364.7	18.6	347.8	360.9	13.1

. No students tested in both years in this category

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

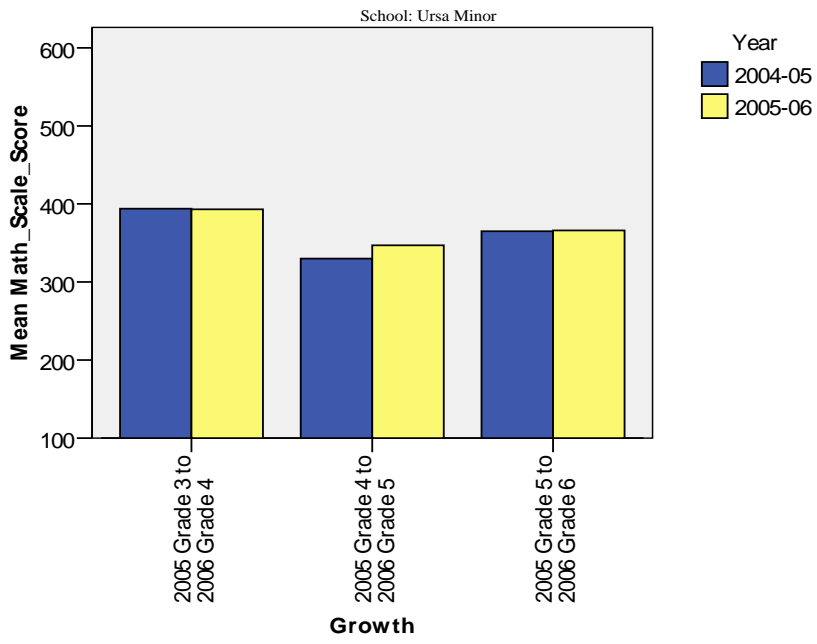


Ursa Minor SBA Growth in Average Scale Score by NCLB Groups: Math

		Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years			Average Scale Score of Students Tested in District Both Years		
		Grade 3 in 2005	Grade 4 in 2006	Difference	Grade 4 in 2005	Grade 5 in 2006	Difference	Grade 5 in 2005	Grade 6 in 2006	Difference
Ethnicity	All Students	394.0	393.4	-0.6	329.7	347.2	17.5	364.9	366.1	1.2
	African American	359.8	377.9	18.1	266.7	289.3	22.7	344.0	346.4	2.4
	AK Native/American Indian	.	466.0	.	.	.	.	.	.	.
	Asian	.	.	.	.	.	.	.	.	.
	Caucasian	416.7	396.2	-20.5	369.9	389.1	19.2	380.3	390.8	10.5
	Hispanic	408.7	401.3	-7.3	328.0	325.4	-2.6	.	428.2	.
	Multi-Ethnic	364.1	387.7	23.6	338.8	357.9	19.1	369.7	305.3	-64.4
LowIncome	Yes	392.4	394.7	2.3	312.2	337.0	24.8	371.1	380.7	9.6
	No	394.9	391.1	-3.8	343.3	353.8	10.5	362.4	358.7	-3.7
Disabled	Yes	434.0	458.4	24.4	259.7	322.2	62.5	.	.	.
	No	391.8	387.9	-3.9	344.7	351.3	6.7	365.0	366.4	1.4
LEP	Yes	469.2	410.0	-59.2	323.1	324.7	1.6	.	.	.
	No	390.3	391.8	1.5	332.4	349.7	17.3	365.2	366.0	0.8
Migrant	Yes	.	.	.	.	.	.	.	.	.
	No	393.7	393.3	-0.3	330.0	347.4	17.4	364.7	366.2	1.5
Gender	Female	418.1	419.7	1.6	299.8	319.9	20.1	382.7	352.3	-30.4
	Male	378.4	374.7	-3.7	340.2	361.0	20.8	353.1	376.7	23.6

. No students tested in both years in this category

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



Anchorage School District: Profile of Performance 2005-2006

Ursa Minor Grades 3-6 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	38.3%	34.6%	31.2%	55.7%	47.1%	47.1%	2.6%	12.0%	14.1%	3.5%	6.3%	7.7%	117	99.1%	98.1%	98.1%
	African American	25.0%	20.7%	21.4%	75.0%	51.1%	52.9%	0.0%	18.9%	17.1%	0.0%	9.4%	8.6%	28	100.0%	98.2%	98.5%
	AK Native/ American Indian	*	19.3%	12.4%	*	49.7%	45.5%	*	19.1%	25.7%	*	11.9%	16.4%	*	100.0%	97.5%	97.7%
	Asian	*	24.7%	27.4%	*	49.6%	50.7%	*	16.3%	14.8%	*	9.4%	7.0%	*	100.0%	97.1%	97.5%
	Caucasian	46.6%	44.8%	41.6%	46.6%	44.3%	46.3%	3.4%	7.4%	8.2%	3.4%	3.5%	3.8%	59	98.3%	98.5%	98.3%
	Hispanic	23.1%	22.4%	22.4%	61.5%	51.8%	53.0%	0.0%	17.3%	17.3%	15.4%	8.5%	7.3%	14	100.0%	97.0%	97.2%
	Multi-Ethnic	38.5%	27.4%	28.2%	53.8%	50.5%	50.5%	7.7%	14.8%	13.9%	0.0%	7.4%	7.3%	13	100.0%	98.5%	98.7%
Low Income	Yes	34.6%	18.7%	17.4%	59.6%	51.0%	48.4%	3.8%	19.4%	21.3%	1.9%	11.0%	12.9%	52	100.0%	97.6%	97.9%
	No	41.3%	45.1%	41.4%	52.4%	44.5%	46.1%	1.6%	7.2%	8.6%	4.8%	3.3%	3.8%	65	98.5%	98.4%	98.2%
Disabled	Yes	36.4%	8.8%	8.1%	54.5%	36.7%	35.2%	0.0%	28.5%	29.9%	9.1%	26.1%	26.8%	11	100.0%	93.7%	94.0%
	No	38.5%	39.1%	34.9%	55.8%	48.9%	49.1%	2.9%	9.1%	11.4%	2.9%	2.9%	4.5%	106	99.1%	98.9%	98.8%
LEP	Yes	0.0%	15.1%	9.0%	75.0%	52.1%	43.7%	0.0%	20.5%	28.6%	25.0%	12.4%	18.7%	5	100.0%	96.7%	97.3%
	No	39.6%	38.3%	35.5%	55.0%	46.1%	47.8%	2.7%	10.4%	11.2%	2.7%	5.2%	5.6%	112	99.1%	98.3%	98.2%
Migrant	Yes	0.0%	20.0%	13.0%	0.0%	53.7%	44.6%	0.0%	17.1%	25.2%	0.0%	9.2%	17.2%	0	0.0%	99.4%	98.1%
	No	38.3%	35.1%	32.3%	55.7%	46.9%	47.3%	2.6%	11.8%	13.3%	3.5%	6.2%	7.1%	117	99.1%	98.0%	98.1%
Gender	Female	44.9%	39.3%	34.9%	49.0%	46.2%	47.0%	2.0%	10.0%	12.3%	4.1%	4.5%	5.8%	51	98.0%	98.5%	98.4%
	Male	33.3%	30.0%	27.5%	60.6%	47.9%	47.2%	3.0%	13.9%	15.7%	3.0%	8.1%	9.5%	66	100.0%	97.7%	97.7%

*The total number of students tested in this category is fewer than 5. Results cannot be reported according to the state's protocol for reporting results.

Anchorage School District: Profile of Performance 2005-2006

Ursa Minor Grades 3-6 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	33.0%	31.4%	27.4%	53.0%	49.1%	48.6%	13.0%	18.0%	21.9%	0.9%	1.6%	2.1%	117	99.1%	98.1%	98.1%
	African American	17.9%	18.0%	18.8%	71.4%	50.7%	52.0%	10.7%	29.2%	27.3%	0.0%	2.1%	1.9%	28	100.0%	98.2%	98.3%
	AK Native/ American Indian	*	15.5%	10.5%	*	52.5%	45.2%	*	28.7%	39.6%	*	3.2%	4.7%	*	100.0%	97.5%	97.9%
	Asian	*	25.7%	27.6%	*	49.8%	51.0%	*	21.9%	19.3%	*	2.6%	2.0%	*	100.0%	97.0%	97.5%
	Caucasian	37.9%	40.5%	36.3%	53.4%	47.1%	49.0%	8.6%	11.6%	13.7%	0.0%	0.8%	1.0%	59	98.3%	98.5%	98.2%
	Hispanic	30.8%	20.9%	20.2%	46.2%	52.7%	55.2%	23.1%	24.5%	23.1%	0.0%	1.8%	1.5%	14	100.0%	97.0%	97.2%
	Multi-Ethnic	30.8%	25.2%	25.6%	30.8%	51.2%	51.5%	30.8%	21.8%	21.0%	7.7%	1.9%	1.9%	13	100.0%	98.5%	98.6%
Low Income	Yes	28.8%	16.4%	15.3%	57.7%	52.2%	48.7%	11.5%	28.5%	32.4%	1.9%	2.9%	3.6%	52	100.0%	97.6%	98.0%
	No	36.5%	41.3%	36.5%	49.2%	47.0%	48.6%	14.3%	11.1%	13.9%	0.0%	0.7%	0.9%	65	98.5%	98.4%	98.1%
Disabled	Yes	18.2%	7.7%	6.4%	45.5%	40.2%	38.5%	36.4%	45.6%	47.9%	0.0%	6.5%	7.2%	11	100.0%	93.8%	94.2%
	No	34.6%	35.5%	30.9%	53.8%	50.6%	50.3%	10.6%	13.1%	17.6%	1.0%	0.7%	1.2%	106	99.1%	98.9%	98.7%
LEP	Yes	50.0%	14.9%	9.1%	25.0%	53.9%	45.1%	25.0%	28.3%	41.0%	0.0%	2.9%	4.8%	5	100.0%	96.6%	97.5%
	No	32.4%	34.6%	31.0%	54.1%	48.1%	49.3%	12.6%	16.0%	18.1%	0.9%	1.3%	1.5%	112	99.1%	98.3%	98.2%
Migrant	Yes	0.0%	20.2%	12.2%	0.0%	50.6%	43.4%	0.0%	26.5%	39.8%	0.0%	2.7%	4.5%	0	0.0%	99.4%	98.3%
	No	33.0%	31.8%	28.4%	53.0%	49.0%	49.0%	13.0%	17.7%	20.7%	0.9%	1.5%	1.9%	117	99.1%	98.0%	98.1%
Gender	Female	49.0%	37.8%	33.4%	32.7%	47.8%	47.9%	18.4%	13.5%	17.4%	0.0%	1.0%	1.3%	51	98.0%	98.4%	98.4%
	Male	21.2%	25.2%	21.7%	68.2%	50.3%	49.3%	9.1%	22.3%	26.2%	1.5%	2.2%	2.8%	66	100.0%	97.7%	97.7%

*The total number of students tested in this category is fewer than 5. Results cannot be reported according to the state's protocol for reporting results.

Anchorage School District: Profile of Performance 2005-2006

Ursa Minor Grades 3-6 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	40.5%	38.3%	32.9%	33.6%	37.0%	38.4%	16.4%	13.1%	14.7%	9.5%	11.7%	14.0%	117	99.1%	98.4%	98.2%
	African American	25.0%	19.2%	19.7%	35.7%	39.8%	40.5%	25.0%	18.2%	19.7%	14.3%	22.9%	20.0%	28	100.0%	98.2%	98.5%
	AK Native/ American Indian	*	24.5%	16.3%	*	40.1%	37.1%	*	17.2%	21.4%	*	18.1%	25.2%	*	100.0%	97.4%	97.7%
	Asian	*	33.8%	35.2%	*	37.3%	39.0%	*	13.7%	13.5%	*	15.2%	12.4%	*	100.0%	98.6%	98.8%
	Caucasian	46.6%	47.7%	41.6%	36.2%	35.1%	38.5%	8.6%	10.3%	11.2%	8.6%	6.9%	8.6%	59	98.3%	98.5%	98.3%
	Hispanic	35.7%	27.2%	26.4%	35.7%	39.1%	40.9%	21.4%	19.3%	18.3%	7.1%	14.5%	14.4%	14	100.0%	99.0%	98.7%
	Multi-Ethnic	38.5%	31.5%	32.1%	23.1%	39.6%	39.6%	30.8%	13.9%	13.6%	7.7%	15.0%	14.7%	13	100.0%	98.7%	98.8%
Low Income	Yes	36.5%	23.2%	20.5%	34.6%	39.3%	38.6%	19.2%	18.1%	19.3%	9.6%	19.4%	21.6%	52	100.0%	98.1%	98.1%
	No	43.8%	48.3%	42.1%	32.8%	35.4%	38.3%	14.1%	9.7%	11.2%	9.4%	6.6%	8.4%	65	98.5%	98.6%	98.3%
Disabled	Yes	27.3%	12.7%	11.0%	27.3%	29.6%	28.7%	9.1%	22.4%	22.6%	36.4%	35.3%	37.7%	11	100.0%	93.7%	94.1%
	No	41.9%	42.7%	36.5%	34.3%	38.2%	40.0%	17.1%	11.4%	13.4%	6.7%	7.6%	10.1%	106	99.1%	99.3%	98.9%
LEP	Yes	40.0%	23.6%	14.7%	20.0%	38.5%	35.1%	20.0%	18.1%	22.4%	20.0%	19.8%	27.8%	5	100.0%	98.8%	98.3%
	No	40.5%	41.2%	36.5%	34.2%	36.7%	39.1%	16.2%	12.1%	13.1%	9.0%	10.1%	11.3%	112	99.1%	98.3%	98.2%
Migrant	Yes	0.0%	25.7%	18.7%	0.0%	38.4%	35.1%	0.0%	17.6%	20.1%	0.0%	18.4%	26.1%	0	0.0%	99.4%	98.1%
	No	40.5%	38.7%	33.8%	33.6%	36.9%	38.7%	16.4%	12.9%	14.3%	9.5%	11.4%	13.2%	117	99.1%	98.4%	98.2%
Gender	Female	44.0%	38.1%	33.0%	28.0%	37.8%	39.2%	16.0%	13.3%	14.8%	12.0%	10.9%	13.1%	51	98.0%	98.7%	98.5%
	Male	37.9%	38.5%	32.8%	37.9%	36.2%	37.7%	16.7%	12.9%	14.6%	7.6%	12.5%	14.9%	66	100.0%	98.1%	97.9%

*The total number of students tested in this category is fewer than 5. Results cannot be reported according to the state's protocol for reporting results.

Ursa Minor TerraNova 5th grade

Percent in each quartile

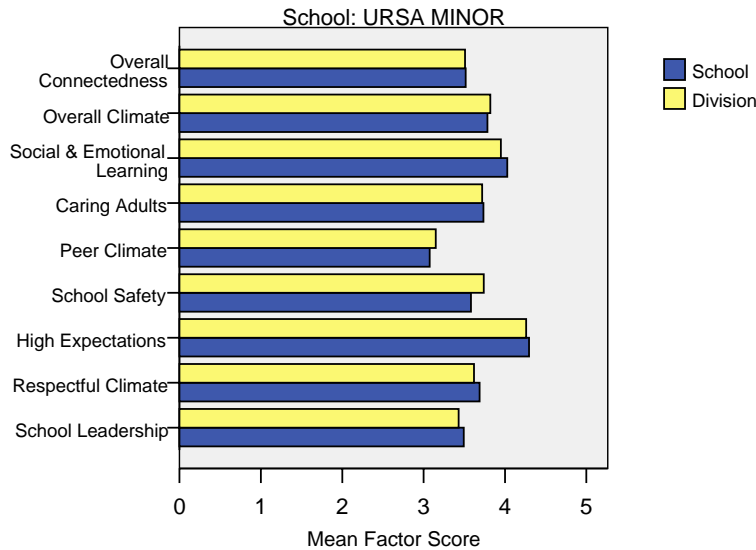
Reading	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	25.0%	30.4%	34.4%	26.8%	28.1%	24.5%	12.5%	18.3%
2004-2005	31.6%	29.2%	42.1%	27.6%	15.8%	24.5%	10.5%	18.7%
2003-2004	29.4%	30.6%	14.7%	26.9%	26.5%	24.2%	29.4%	18.3%
2002-2003	21.7%	29.1%	30.4%	26.6%	26.1%	23.8%	21.7%	20.5%
2001-2002	50.0%	30.3%	25.0%	26.0%	21.4%	24.6%	3.6%	19.0%

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	31.3%	34.0%	34.4%	26.5%	21.9%	22.0%	12.5%	17.5%
2004-2005	31.6%	32.1%	31.6%	28.3%	26.3%	21.2%	10.5%	18.4%
2003-2004	32.4%	34.1%	17.6%	26.5%	14.7%	21.7%	35.3%	17.7%
2002-2003	30.4%	32.8%	30.4%	26.5%	21.7%	20.9%	17.4%	19.8%
2001-2002	50.0%	32.3%	32.1%	26.4%	14.3%	22.9%	3.6%	18.4%

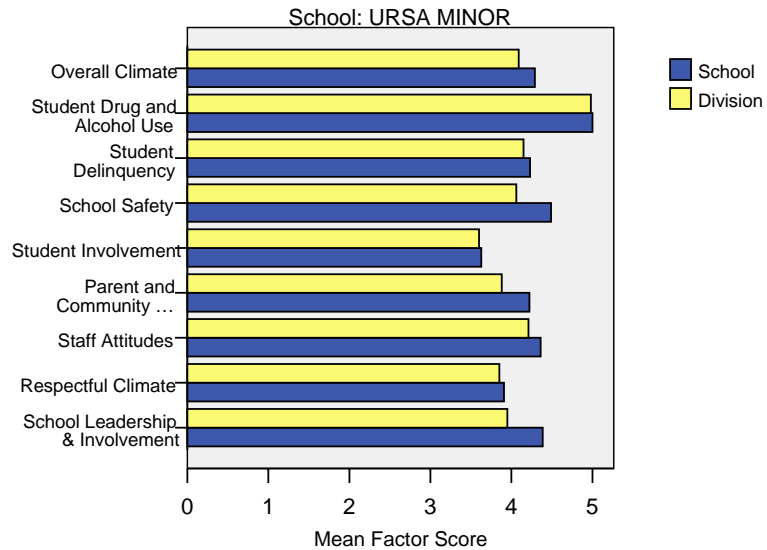
Math	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	33.3%	28.4%	27.3%	31.9%	12.1%	22.3%	27.3%	17.5%
2004-2005	15.8%	26.9%	31.6%	31.1%	26.3%	22.9%	26.3%	19.1%
2003-2004	20.6%	28.3%	23.5%	29.3%	17.6%	22.6%	38.2%	19.8%
2002-2003	0.0%	24.7%	43.5%	30.6%	26.1%	22.6%	30.4%	22.1%
2001-2002	39.3%	24.1%	25.0%	30.1%	21.4%	24.8%	14.3%	20.9%

Ursa Minor 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).