

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

Tudor Elementary

AMO For Language Arts: 71.48%

AMO For Math: 57.61%

**Does Not Meet AYP
Level 1**

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
If there are 20 or fewer students enrolled, value is "N/A"													
All Students	319	319	100%	Yes	280	216	77.1%	65.2%	Yes	197	70.4%	50.7%	Yes
African American	44	44	100%	Yes	34	25	73.5%	53.4%	Yes	22	64.7%	37.9%	Yes
AkNa & AmIn	47	47	100%	Yes	40	31	77.5%	54.8%	Yes	29	72.5%	39.4%	Yes
Asian	37	37	100%	Yes	36	29	80.6%	53.9%	Yes	25	69.4%	38.4%	Yes
Caucasian	122	122	100%	Yes	113	90	79.6%	61.6%	Yes	82	72.6%	46.8%	Yes
Hispanic	36	36	100%	Yes	29	22	75.9%	51.9%	Yes	21	72.4%	36.2%	Yes
Multi-Ethnic	33	33	100%	Yes	28	19	67.9%	51.6%	Yes	18	64.3%	35.9%	Yes
Low Income	171	171	100%	Yes	143	102	71.3%	62.7%	Yes	87	60.8%	48%	Yes
Disabled	57	57	100%	Yes	51	22	43.1%	56.7%	No	20	39.2%	41.5%	Yes-SH
LEP	79	79	100%	Yes	69	52	75.4%	58.8%	Yes	44	63.8%	43.7%	Yes

Attendance Rate: 93.1% (Threshold is 85%)

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

(1) 20 or less students are enrolled in a group for all groups except "All Students".

(2) 40 or less students are enrolled FAY (column D) in the Disabled & LEP groups.

* For the groups where the number enrolled is less 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

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