

**Anchorage School District
2006-2007 Adequate Yearly Progress - Anchorage Status Report**

Tudor Elementary

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

**Does Not Meet AYP
Level 2**

Group	Participation Rate				"FAY"	Language Arts Performance				Math Performance			
	(A) Number Enrolled	(B) Number Tested	(C) 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
All Students	322	322	100%	Yes	272	204	75%	65.1%	Yes	208	76.5%	50.6%	Yes
African American	39	39	100%	Yes	33	26	78.8%	53.2%	Yes	27	81.8%	37.6%	Yes
AkNa & AmIn	69	69	100%	Yes	58	42	72.4%	57.7%	Yes	42	72.4%	42.5%	Yes
Asian	37	37	100%	Yes	28	21	75%	51.6%	Yes	21	75%	35.9%	Yes
Caucasian	93	93	100%	Yes	87	66	75.9%	60.2%	Yes	73	83.9%	45.3%	Yes
Hispanic	43	43	100%	Yes	34	24	70.6%	53.4%	Yes	22	64.7%	37.9%	Yes
Multi-Ethnic	41	41	100%	Yes	32	25	78.1%	52.9%	Yes	23	71.9%	37.3%	Yes
Low Income	198	198	100%	Yes	162	110	67.9%	63.2%	Yes	113	69.8%	48.6%	Yes
Disabled	50	50	100%	Yes	44	15	34.1%	55.6%	No	19	43.2%	40.3%	Yes
LEP	83	83	100%	Yes	67	45	67.2%	58.6%	Yes	43	64.2%	43.5%	Yes

Attendance Rate: Met

92.5% (Threshold is 85%)

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 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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