

**Table 34
Muldoon School Overview**

Statement of Program

Muldoon Elementary School’s staff, students and families are dedicated to working together toward academic progress, providing a positive, safe learning environment encouraging lifelong learning, and fostering cooperation and respect. We hold high expectations for all students and are dedicated to meeting the needs of our highly diverse population of students through rigorous and differentiated instruction.

From the Report Card/MLP

SCHOOL GOALS	
Goal	Level of Achievement
The percentage of students grades 3-6 who score proficient on the reading portion of the Standards Based Assessment will increase by 5% in the overall student category (going from 55.6% in spring 2005 to 60% in spring 2006) Furthermore, in all subcategories the gains will be at least a 5% increase over last year's scores.	Partially Attained
The percentage of students in grades 3-6 who score proficient or advanced on the writing portion of the Standards Based Assessment will increase by 5% in the overall student category. Furthermore, at each grade level, the gains will be at least a 5% increase in the number of students advanced or proficient over last year's scores.	Partially Attained
The percentage of students in grades 3-6 who score proficient on the math portion of the Standards Based Assessment will increase by 5.17% in the overall student category (going from 48.3% in spring 2005 to 53.5% in spring 2006.) Furthermore, in all subcategories, the gains will be at least a 5% increase over last year's scores.	Partially Attained

From the School Report Card

BUDGET*	
2004-2005 Actual Expenditures	\$1,871,976
2005-2006 Revised Budgeted Amount	\$2,089,204
2006-2007 Proposed Budget	\$2,167,583
*Dollars budgeted or expended are general fund only.	

From IFAS

	School	District	Source of Information
Membership	383	50,051	Fall OASIS
Capacity	77%	N/A	Board Report - #189 3/7/06
Attendance Rate	93%	93%	SMS end of year report
Retention Rate	0.8%	1.2%	Report Card File
Transiency Rate	31.73%	22.72%	Report Card File
Economically Disadvantaged	383	16,769	Fall OASIS
Ave. Weekly Volunteer Hours	8	5,032	Report Card File
Students Taking an Alternate Assessment	0	264	SMS
Change in Enrollment	-6.4%	0.3%	Report Card File

Muldoon School Characteristics

Teacher Qualification				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
28	100%	42%	0	84%

SCHOOL BUSINESS PARTNERSHIPS
Faith Christian Church Hot Licks Homemade Ice-cream Fred Meyer-Muldoon Elmendorf AFB 3rd Medical Group Elmendorf AFB 632nd & 732nd Group Providence Health System

From MLP

ETHNICITY REPORT - OCTOBER 2005						
Caucasian	African American	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	Multi-Ethnic	Total
109 28.46%	58 15.14%	96 25.07%	84 21.93%	9 2.35%	27 7.05%	383 100.00%

From Fall Oasis

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
225	183	81.3%

From participation file (3-10 graders)

Anchorage School District
2005-2006 Adequate Yearly Progress

Muldoon Elementary

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

Meets AYP under Safe Harbor

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	225	223	99.1%	Yes	181	109	60.2%	63.7%	Yes-SH	91	50.3%	49.1%	Yes
African American	31	31	100%	Yes	31	18	58.1%	52.6%	Yes	15	48.4%	36.9%	Yes
AkNa & Amln	55	55	100%	Yes	46	22	47.8%	56%	Yes-SH	22	47.8%	40.6%	Yes
Asian	66	66	100%	Yes	47	23	48.9%	56.1%	Yes-SH	19	40.4%	40.8%	Yes-SH
Caucasian	53	51	96.2%	Yes	42	34	81%	55.2%	Yes	29	69%	39.8%	Yes
Hispanic	<5	<5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	17	17	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	225	223	99.1%	Yes	181	109	60.2%	63.7%	Yes-SH	91	50.3%	49.1%	Yes
Disabled	34	34	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LEP	74	74	100%	Yes	54	25	46.3%	57.2%	Yes-SH	22	40.7%	41.9%	Yes-SH

Attendance Rate: 93.4% (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.

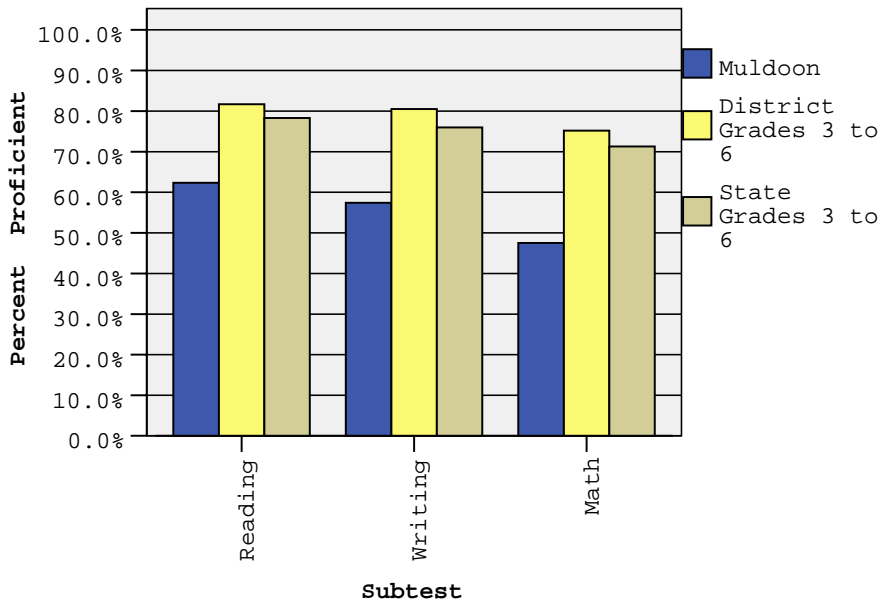
This document was prepared by the ASD Assessment and Evaluation

7/19/2006

Muldoon Elementary School SBA Proficiency – Spring 2006

	Reading		Writing		Math	
	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient
All Grades	57.3%	62.3%	50.6%	57.4%	49.0%	47.5%
3 rd Grade	55.4%	60.8%	41.5%	49.0%	61.5%	41.2%
4 th Grade	66.7%	61.1%	60.8%	61.1%	50.0%	50.0%
5 th Grade	63.5%	71.2%	67.3%	67.8%	52.8%	54.2%
6 th Grade	47.9%	55.9%	39.4%	50.8%	33.8%	44.1%

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

Muldoon SBA Proficiency by NCLB Groups – Spring 2006

		Reading		Writing		Math	
		Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient
Ethnicity	All Students	62.3%	37.7%	57.4%	42.6%	47.5%	52.5%
	African American	74.2%	25.8%	54.8%	45.2%	48.4%	51.6%
	AK Native/ American Indian	56.4%	43.6%	45.5%	54.5%	43.6%	56.4%
	Asian	47.0%	53.0%	45.5%	54.5%	36.4%	63.6%
	Caucasian	78.4%	21.6%	82.4%	17.6%	66.7%	33.3%
	Hispanic	66.7%	33.3%	100.0%	0.0%	33.3%	66.7%
	Multi-Ethnic	70.6%	29.4%	64.7%	35.3%	47.1%	52.9%
LowIncome	Yes	62.3%	37.7%	57.4%	42.6%	47.5%	52.5%
	No	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Disabled	Yes	23.5%	76.5%	23.5%	76.5%	11.8%	88.2%
	No	69.3%	30.7%	63.5%	36.5%	54.0%	46.0%
LEP	Yes	50.0%	50.0%	44.6%	55.4%	39.2%	60.8%
	No	68.5%	31.5%	63.8%	36.2%	51.7%	48.3%
Migrant	Yes	50.0%	50.0%	50.0%	50.0%	37.5%	62.5%
	No	62.8%	37.2%	57.7%	42.3%	47.9%	52.1%
Gender	Female	66.7%	33.3%	64.7%	35.3%	46.1%	53.9%
	Male	58.7%	41.3%	51.2%	48.8%	48.8%	51.2%

Anchorage School District: Profile of Performance 2005-2006

Muldoon 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	319.1	324.1	306.6	313.0	303.7	306.1
	African American	328.9	331.8	313.9	314.0	317.6	300.2
	AK Native/ American Indian	303.5	316.4	284.8	293.2	291.3	305.0
	Asian	298.3	295.9	289.0	296.0	279.4	282.1
	Caucasian	349.9	360.1	338.5	351.5	334.4	343.6
	Hispanic	308.4	352.7	304.6	345.7	272.7	324.0
	Multi-Ethnic	331.7	330.8	325.6	320.1	323.7	298.0
Low Income	Yes	309.6	324.1	301.3	313.0	294.2	306.1
	No	339.9	.	318.1	.	324.2	.
Disabled	Yes	273.4	269.2	267.4	270.8	259.0	262.7
	No	331.8	333.9	317.5	320.6	315.9	314.0
LEP	Yes	300.5	301.3	292.8	298.2	282.1	285.7
	No	329.2	335.4	314.1	320.4	315.6	316.3
Migrant	Yes	256.5	309.5	242.3	289.5	257.7	287.8
	No	320.7	324.6	308.3	313.9	304.8	306.8
Gender	Female	331.2	331.7	324.4	329.5	305.7	306.5
	Male	311.4	317.6	295.3	299.1	302.4	305.8

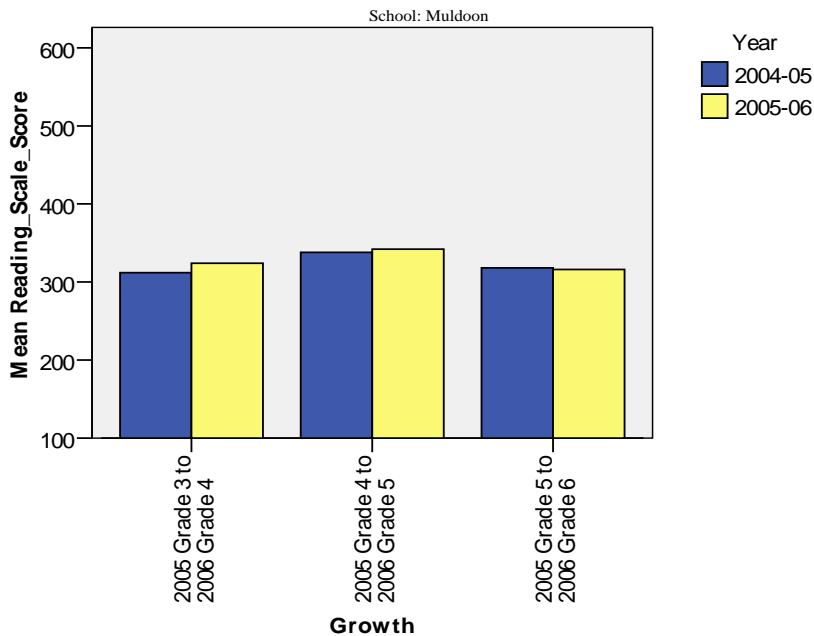
. No students tested in both years in this category

Muldoon 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	312.0	324.4	12.4	337.7	342.2	4.5	317.9	316.1	-1.8
	African American	308.8	337.9	29.1	360.7	376.3	15.7	333.0	325.4	-7.6
	AK Native/American Indian	317.2	319.0	1.8	346.1	354.7	8.6	283.3	287.9	4.6
	Asian	295.3	299.8	4.5	292.4	287.7	-4.7	286.2	295.0	8.8
	Caucasian	339.7	349.2	9.5	363.9	378.1	14.2	361.3	354.8	-6.5
	Hispanic	268.7	313.3	44.7	375.0	453.4	78.4	295.7	292.2	-3.5
	Multi-Ethnic	286.1	357.7	71.6	300.8	327.9	27.1	355.7	363.3	7.7
LowIncome	Yes	312.4	323.7	11.3	338.2	342.0	3.8	318.1	315.7	-2.4
	No	.	.	.	.	.	.	.	.	.
Disabled	Yes	269.0	269.4	0.4	296.7	303.2	6.5	262.9	237.1	-25.8
	No	323.8	336.9	13.1	344.7	347.3	2.7	329.0	331.4	2.4
LEP	Yes	291.2	298.0	6.8	300.1	303.7	3.6	292.8	299.9	7.1
	No	320.3	335.8	15.5	355.4	360.7	5.3	336.2	328.0	-8.2
Migrant	Yes	332.7	329.2	-3.5	372.9	356.1	-16.8	248.3	258.8	10.5
	No	310.7	324.3	13.7	337.0	341.4	4.4	320.7	318.2	-2.5
Gender	Female	311.1	315.7	4.6	344.8	348.9	4.1	340.7	337.3	-3.3
	Male	313.4	329.7	16.3	334.2	336.0	1.8	305.1	299.7	-5.4

. 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

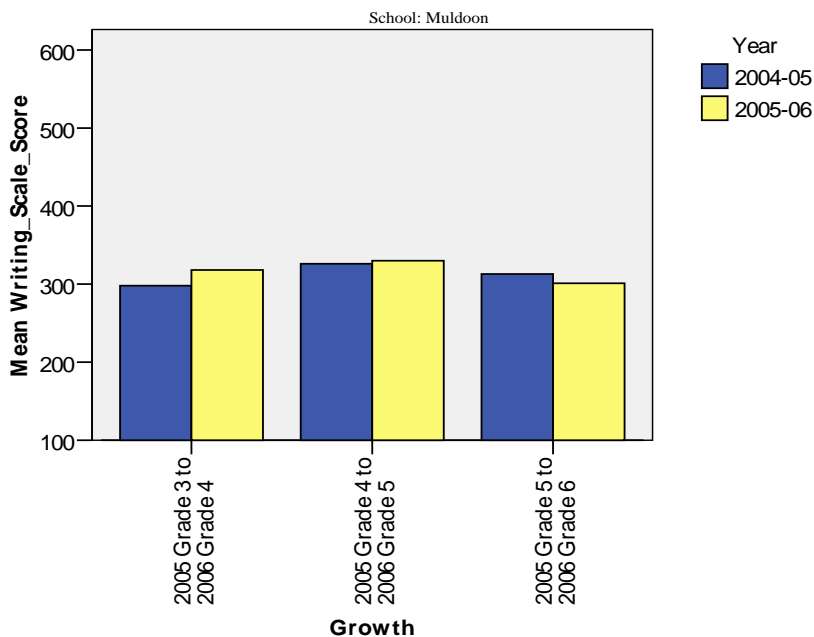


Muldoon SBA Growth in Average Scale Score by NCLB Groups: Writing

		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	297.7	318.2	20.5	325.9	330.1	4.2	313.3	300.8	-12.5
	African American	286.7	346.3	59.7	344.0	326.4	-17.7	332.7	312.2	-20.5
	AK Native/ American Indian	294.1	297.7	3.6	346.3	358.4	12.1	255.7	246.8	-8.8
	Asian	277.4	311.7	34.3	276.2	300.0	23.8	293.1	279.7	-13.4
	Caucasian	322.9	338.1	15.2	353.3	363.8	10.5	362.4	356.7	-5.7
	Hispanic	377.0	330.4	-46.7	398.7	388.2	-10.5	380.9	319.1	-61.8
	Multi-Ethnic	298.8	315.9	17.1	318.7	307.3	-11.4	331.0	337.4	6.4
LowIncome	Yes	298.2	318.0	19.8	326.1	329.7	3.6	312.8	300.9	-11.9
	No	.	.	.	.	.	.	.	.	.
Disabled	Yes	263.7	280.2	16.5	269.9	290.1	20.2	266.3	243.8	-22.5
	No	306.7	326.3	19.7	336.0	335.4	-0.6	321.7	311.2	-10.5
LEP	Yes	274.1	308.7	34.6	296.8	303.9	7.1	306.7	289.3	-17.4
	No	306.4	321.7	15.3	339.2	343.0	3.8	317.1	309.7	-7.4
Migrant	Yes	311.9	309.1	-2.8	340.3	332.8	-7.5	211.4	215.7	4.3
	No	297.0	318.4	21.4	325.7	330.2	4.5	316.9	304.1	-12.8
Gender	Female	299.8	320.9	21.1	343.7	347.3	3.7	341.0	335.4	-5.6
	Male	296.2	316.0	19.8	317.1	316.7	-0.4	296.8	273.9	-22.9

. 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

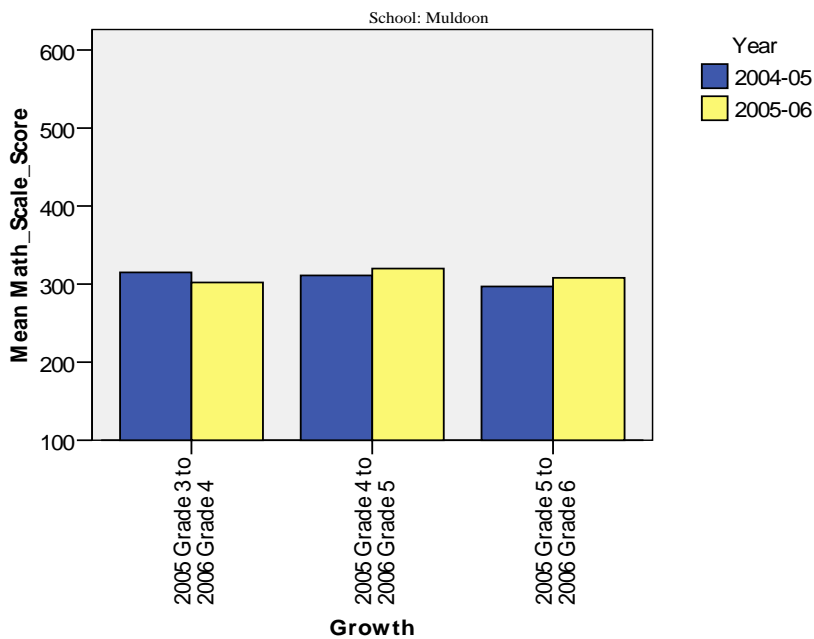


Muldoon SBA Growth in Average Scale Score by NCLB Groups: Math

		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	315.0	302.4	-12.7	310.7	320.2	9.5	296.9	308.1	11.2
	African American	316.8	291.9	-24.9	313.7	330.3	16.7	352.0	332.4	-19.7
	AK Native/ American Indian	316.2	304.0	-12.2	293.1	298.2	5.1	244.3	259.9	15.6
	Asian	292.3	288.8	-3.5	273.4	287.7	14.3	266.2	274.0	7.8
	Caucasian	342.7	329.2	-13.5	339.9	352.1	12.2	340.3	349.8	9.5
	Hispanic	324.7	297.3	-27.4	373.0	382.4	9.4	250.7	293.2	42.5
	Multi-Ethnic	305.1	290.7	-14.4	283.8	276.9	-6.9	322.7	335.3	12.7
LowIncome	Yes	315.4	301.7	-13.7	311.2	320.0	8.8	297.1	307.7	10.6
	No	.	.	.	.	.	.	.	.	.
Disabled	Yes	301.0	274.4	-26.7	267.7	284.2	16.5	222.9	243.1	20.2
	No	318.8	307.9	-10.9	317.7	325.3	7.7	313.0	319.4	6.4
LEP	Yes	290.2	289.0	-1.2	276.1	291.7	15.6	271.8	282.9	11.1
	No	324.3	307.8	-16.5	327.4	334.7	7.3	316.2	326.0	9.8
Migrant	Yes	313.7	310.2	-3.5	308.9	341.1	32.2	209.3	198.8	-10.5
	No	315.7	302.3	-13.4	311.0	320.4	9.4	300.7	311.2	10.5
Gender	Female	307.1	283.7	-23.4	296.8	321.9	25.1	312.7	320.3	7.7
	Male	320.4	316.7	-3.7	319.2	320.0	0.8	289.1	297.7	8.6

. 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

Muldoon 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	11.7%	34.6%	31.2%	50.7%	47.1%	47.1%	22.4%	12.0%	14.1%	15.2%	6.3%	7.7%	225	99.1%	98.1%	98.1%
	African American	9.7%	20.7%	21.4%	64.5%	51.1%	52.9%	9.7%	18.9%	17.1%	16.1%	9.4%	8.6%	31	100.0%	98.2%	98.5%
	AK Native/ American Indian	3.6%	19.3%	12.4%	52.7%	49.7%	45.5%	29.1%	19.1%	25.7%	14.5%	11.9%	16.4%	55	100.0%	97.5%	97.7%
	Asian	4.5%	24.7%	27.4%	42.4%	49.6%	50.7%	31.8%	16.3%	14.8%	21.2%	9.4%	7.0%	66	100.0%	97.1%	97.5%
	Caucasian	29.4%	44.8%	41.6%	49.0%	44.3%	46.3%	9.8%	7.4%	8.2%	11.8%	3.5%	3.8%	53	96.2%	98.5%	98.3%
	Hispanic	*	22.4%	22.4%	*	51.8%	53.0%	*	17.3%	17.3%	*	8.5%	7.3%	*	100.0%	97.0%	97.2%
	Multi-Ethnic	11.8%	27.4%	28.2%	58.8%	50.5%	50.5%	23.5%	14.8%	13.9%	5.9%	7.4%	7.3%	17	100.0%	98.5%	98.7%
Low Income	Yes	11.7%	18.7%	17.4%	50.7%	51.0%	48.4%	22.4%	19.4%	21.3%	15.2%	11.0%	12.9%	225	99.1%	97.6%	97.9%
	No	0.0%	45.1%	41.4%	0.0%	44.5%	46.1%	0.0%	7.2%	8.6%	0.0%	3.3%	3.8%	0	0.0%	98.4%	98.2%
Disabled	Yes	0.0%	8.8%	8.1%	23.5%	36.7%	35.2%	35.3%	28.5%	29.9%	41.2%	26.1%	26.8%	34	100.0%	93.7%	94.0%
	No	13.8%	39.1%	34.9%	55.6%	48.9%	49.1%	20.1%	9.1%	11.4%	10.6%	2.9%	4.5%	191	99.0%	98.9%	98.8%
LEP	Yes	8.1%	15.1%	9.0%	41.9%	52.1%	43.7%	29.7%	20.5%	28.6%	20.3%	12.4%	18.7%	74	100.0%	96.7%	97.3%
	No	13.4%	38.3%	35.5%	55.0%	46.1%	47.8%	18.8%	10.4%	11.2%	12.8%	5.2%	5.6%	151	98.7%	98.3%	98.2%
Migrant	Yes	0.0%	20.0%	13.0%	50.0%	53.7%	44.6%	37.5%	17.1%	25.2%	12.5%	9.2%	17.2%	8	100.0%	99.4%	98.1%
	No	12.1%	35.1%	32.3%	50.7%	46.9%	47.3%	21.9%	11.8%	13.3%	15.3%	6.2%	7.1%	217	99.1%	98.0%	98.1%
Gender	Female	14.7%	39.3%	34.9%	52.0%	46.2%	47.0%	21.6%	10.0%	12.3%	11.8%	4.5%	5.8%	103	99.0%	98.5%	98.4%
	Male	9.1%	30.0%	27.5%	49.6%	47.9%	47.2%	23.1%	13.9%	15.7%	18.2%	8.1%	9.5%	122	99.2%	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

Muldoon 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	7.6%	31.4%	27.4%	49.8%	49.1%	48.6%	35.0%	18.0%	21.9%	7.6%	1.6%	2.1%	225	99.1%	98.1%	98.1%
	African American	6.5%	18.0%	18.8%	48.4%	50.7%	52.0%	38.7%	29.2%	27.3%	6.5%	2.1%	1.9%	31	100.0%	98.2%	98.3%
	AK Native/ American Indian	7.3%	15.5%	10.5%	38.2%	52.5%	45.2%	41.8%	28.7%	39.6%	12.7%	3.2%	4.7%	55	100.0%	97.5%	97.9%
	Asian	4.5%	25.7%	27.6%	40.9%	49.8%	51.0%	43.9%	21.9%	19.3%	10.6%	2.6%	2.0%	66	100.0%	97.0%	97.5%
	Caucasian	15.7%	40.5%	36.3%	66.7%	47.1%	49.0%	15.7%	11.6%	13.7%	2.0%	0.8%	1.0%	53	96.2%	98.5%	98.2%
	Hispanic	*	20.9%	20.2%	*	52.7%	55.2%	*	24.5%	23.1%	*	1.8%	1.5%	*	100.0%	97.0%	97.2%
	Multi-Ethnic	0.0%	25.2%	25.6%	64.7%	51.2%	51.5%	35.3%	21.8%	21.0%	0.0%	1.9%	1.9%	17	100.0%	98.5%	98.6%
Low Income	Yes	7.6%	16.4%	15.3%	49.8%	52.2%	48.7%	35.0%	28.5%	32.4%	7.6%	2.9%	3.6%	225	99.1%	97.6%	98.0%
	No	0.0%	41.3%	36.5%	0.0%	47.0%	48.6%	0.0%	11.1%	13.9%	0.0%	0.7%	0.9%	0	0.0%	98.4%	98.1%
Disabled	Yes	0.0%	7.7%	6.4%	23.5%	40.2%	38.5%	64.7%	45.6%	47.9%	11.8%	6.5%	7.2%	34	100.0%	93.8%	94.2%
	No	9.0%	35.5%	30.9%	54.5%	50.6%	50.3%	29.6%	13.1%	17.6%	6.9%	0.7%	1.2%	191	99.0%	98.9%	98.7%
LEP	Yes	5.4%	14.9%	9.1%	39.2%	53.9%	45.1%	45.9%	28.3%	41.0%	9.5%	2.9%	4.8%	74	100.0%	96.6%	97.5%
	No	8.7%	34.6%	31.0%	55.0%	48.1%	49.3%	29.5%	16.0%	18.1%	6.7%	1.3%	1.5%	151	98.7%	98.3%	98.2%
Migrant	Yes	0.0%	20.2%	12.2%	50.0%	50.6%	43.4%	37.5%	26.5%	39.8%	12.5%	2.7%	4.5%	8	100.0%	99.4%	98.3%
	No	7.9%	31.8%	28.4%	49.8%	49.0%	49.0%	34.9%	17.7%	20.7%	7.4%	1.5%	1.9%	217	99.1%	98.0%	98.1%
Gender	Female	10.8%	37.8%	33.4%	53.9%	47.8%	47.9%	31.4%	13.5%	17.4%	3.9%	1.0%	1.3%	103	99.0%	98.4%	98.4%
	Male	5.0%	25.2%	21.7%	46.3%	50.3%	49.3%	38.0%	22.3%	26.2%	10.7%	2.2%	2.8%	122	99.2%	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

Muldoon 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	18.4%	38.3%	32.9%	29.1%	37.0%	38.4%	22.4%	13.1%	14.7%	30.0%	11.7%	14.0%	225	99.1%	98.4%	98.2%
	African American	22.6%	19.2%	19.7%	25.8%	39.8%	40.5%	12.9%	18.2%	19.7%	38.7%	22.9%	20.0%	31	100.0%	98.2%	98.5%
	AK Native/ American Indian	14.5%	24.5%	16.3%	29.1%	40.1%	37.1%	29.1%	17.2%	21.4%	27.3%	18.1%	25.2%	55	100.0%	97.4%	97.7%
	Asian	4.5%	33.8%	35.2%	31.8%	37.3%	39.0%	22.7%	13.7%	13.5%	40.9%	15.2%	12.4%	66	100.0%	98.6%	98.8%
	Caucasian	39.2%	47.7%	41.6%	27.5%	35.1%	38.5%	21.6%	10.3%	11.2%	11.8%	6.9%	8.6%	53	96.2%	98.5%	98.3%
	Hispanic	*	27.2%	26.4%	*	39.1%	40.9%	*	19.3%	18.3%	*	14.5%	14.4%	*	100.0%	99.0%	98.7%
	Multi-Ethnic	11.8%	31.5%	32.1%	35.3%	39.6%	39.6%	11.8%	13.9%	13.6%	41.2%	15.0%	14.7%	17	100.0%	98.7%	98.8%
Low Income	Yes	18.4%	23.2%	20.5%	29.1%	39.3%	38.6%	22.4%	18.1%	19.3%	30.0%	19.4%	21.6%	225	99.1%	98.1%	98.1%
	No	0.0%	48.3%	42.1%	0.0%	35.4%	38.3%	0.0%	9.7%	11.2%	0.0%	6.6%	8.4%	0	0.0%	98.6%	98.3%
Disabled	Yes	2.9%	12.7%	11.0%	8.8%	29.6%	28.7%	32.4%	22.4%	22.6%	55.9%	35.3%	37.7%	34	100.0%	93.7%	94.1%
	No	21.2%	42.7%	36.5%	32.8%	38.2%	40.0%	20.6%	11.4%	13.4%	25.4%	7.6%	10.1%	191	99.0%	99.3%	98.9%
LEP	Yes	8.1%	23.6%	14.7%	31.1%	38.5%	35.1%	21.6%	18.1%	22.4%	39.2%	19.8%	27.8%	74	100.0%	98.8%	98.3%
	No	23.5%	41.2%	36.5%	28.2%	36.7%	39.1%	22.8%	12.1%	13.1%	25.5%	10.1%	11.3%	151	98.7%	98.3%	98.2%
Migrant	Yes	12.5%	25.7%	18.7%	25.0%	38.4%	35.1%	25.0%	17.6%	20.1%	37.5%	18.4%	26.1%	8	100.0%	99.4%	98.1%
	No	18.6%	38.7%	33.8%	29.3%	36.9%	38.7%	22.3%	12.9%	14.3%	29.8%	11.4%	13.2%	217	99.1%	98.4%	98.2%
Gender	Female	18.6%	38.1%	33.0%	27.5%	37.8%	39.2%	24.5%	13.3%	14.8%	29.4%	10.9%	13.1%	103	99.0%	98.7%	98.5%
	Male	18.2%	38.5%	32.8%	30.6%	36.2%	37.7%	20.7%	12.9%	14.6%	30.6%	12.5%	14.9%	122	99.2%	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.

Muldoon TerraNova 5th grade
 Percent in each quartile

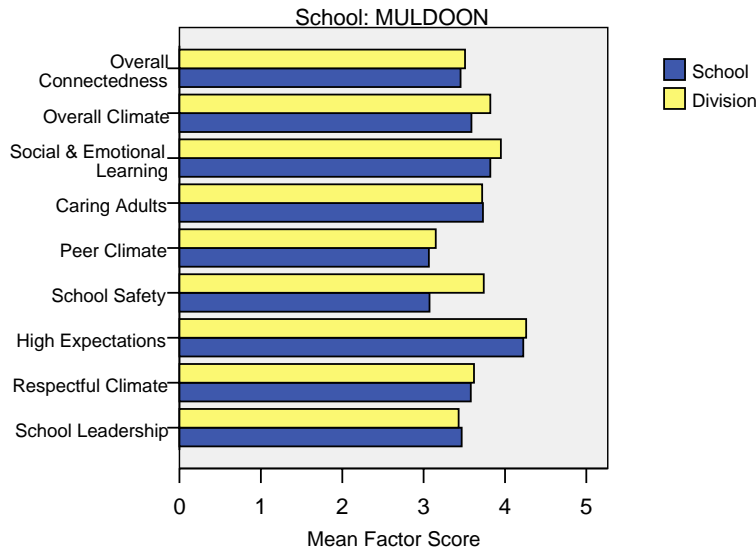
Reading	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	17.5%	30.4%	17.5%	26.8%	33.3%	24.5%	31.6%	18.3%
2004-2005	16.7%	29.2%	25.9%	27.6%	25.9%	24.5%	31.5%	18.7%
2003-2004	13.7%	30.6%	20.5%	26.9%	30.1%	24.2%	35.6%	18.3%
2002-2003	8.4%	29.1%	19.3%	26.6%	26.5%	23.8%	45.8%	20.5%
2001-2002	13.5%	30.3%	20.3%	26.0%	32.4%	24.6%	33.8%	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	19.3%	34.0%	19.3%	26.5%	29.8%	22.0%	31.6%	17.5%
2004-2005	16.7%	32.1%	33.3%	28.3%	16.7%	21.2%	33.3%	18.4%
2003-2004	13.7%	34.1%	30.1%	26.5%	20.5%	21.7%	35.6%	17.7%
2002-2003	12.0%	32.8%	19.3%	26.5%	27.7%	20.9%	41.0%	19.8%
2001-2002	14.9%	32.3%	27.0%	26.4%	27.0%	22.9%	31.1%	18.4%

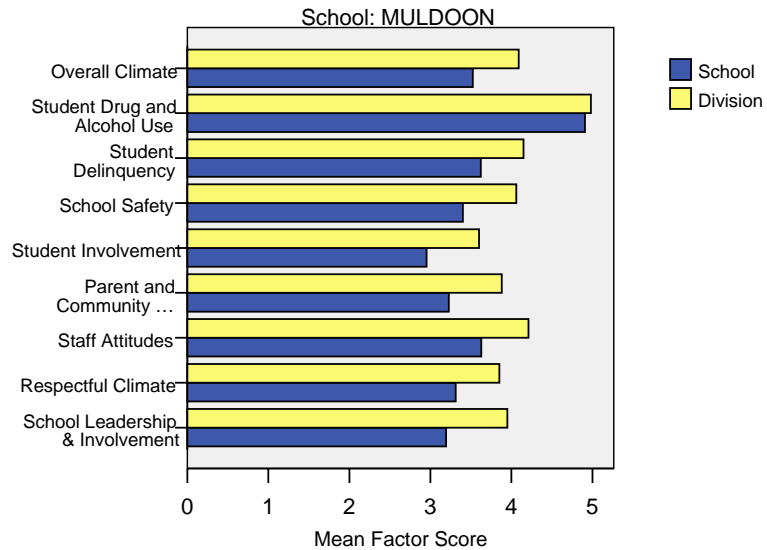
Math	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	7.0%	28.4%	29.8%	31.9%	33.3%	22.3%	29.8%	17.5%
2004-2005	20.4%	26.9%	22.2%	31.1%	22.2%	22.9%	35.2%	19.1%
2003-2004	11.0%	28.3%	21.9%	29.3%	24.7%	22.6%	42.5%	19.8%
2002-2003	10.8%	24.7%	20.5%	30.6%	25.3%	22.6%	43.4%	22.1%
2001-2002	6.8%	24.1%	20.3%	30.1%	29.7%	24.8%	43.2%	20.9%

Muldoon 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).