

Table 53

**Tudor School Overview**

**Statement of Program**

Tudor Elementary School serves students in kindergarten through grade six. Programs are designed to meet the academic and social needs of every student within the Tudor School. The school program includes a well-defined core curriculum in language arts, reading, mathematics, science, health, and social studies that follows the recommended frameworks of the Anchorage School District. Students also have the opportunity for participation in general music, physical education, art, library sciences, computer technology, and 6th grade band and orchestra. Additionally, in order to meet the individual needs of students, services are available in Multi-Sensory Instruction (grades 1-3), special education, speech, gifted, and bilingual services. With the support of parents and community, Tudor’s dedicated staff work to assist students in realizing their full potential as safe, respectful, and responsible members of society. Tudor School strives to provide an educational environment in which students are challenged, excellence is encouraged, and differences are valued.

From the Report Card/MLP

<b>SCHOOL GOALS</b>	
<b>Goal</b>	<b>Level of Achievement</b>
Tudor Elementary School will increase the percentage of students in grades 1-6 who are proficient on 6-Trait Writing assessments from 70 to 73 percent.	Attained
Tudor Elementary School will increase the percentage of students in grades 1-6 who are proficient on the DRA in fall and spring from 73 to 78 percent.	Attained

From the School Report Card

<b>BUDGET*</b>	
2004-2005 Actual Expenditures	\$2,223,265
2005-2006 Revised Budgeted Amount	\$2,505,027
2006-2007 Proposed Budget	\$2,797,828

\*Dollars budgeted or expended are general fund only.

From IFAS

	School	District	Source of Information
Membership	549	50,051	Fall OASIS
Capacity	114%	N/A	Board Report - #189 3/7/06
Attendance Rate	93%	93%	SMS end of year report
Retention Rate	0.5%	1.2%	Report Card File
Transiency Rate	27.27%	22.72%	Report Card File
Economically Disadvantaged	290	16,769	Fall OASIS
Ave. Weekly Volunteer Hours	12	5,032	Report Card File
Students Taking an Alternate Assessment	0	264	SMS
Change in Enrollment	1.5%	0.3%	Report Card File

**Tudor School Characteristics**

<b>Teacher Qualification</b>				
<b># of teachers</b>	<b>% fully licensed</b>	<b>% with advanced degrees</b>	<b># Nationally Board Certified</b>	<b>% of classes taught by "highly qualified teachers"</b>
34	100%	35%	0	61%

<b>SCHOOL BUSINESS PARTNERSHIPS</b>
None listed

From MLP

<b>ETHNICITY REPORT - OCTOBER 2005</b>						
<b>Caucasian</b>	<b>African American</b>	<b>AK Native/ American Indian</b>	<b>Asian/ Pac. Islander</b>	<b>Hispanic</b>	<b>Multi-Ethnic</b>	<b>Total</b>
199	57	87	68	67	71	549
36.25%	10.38%	15.85%	12.39%	12.20%	12.93%	100.00%

From Fall Oasis

<b>FULL ACADEMIC YEAR (FAY)</b>		
<b>Students Enrolled</b>	<b>Students Enrolled for FAY</b>	<b>Percent FAY</b>
319	281	88.1%

From participation file (3-10 graders)

**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	(L) Met AMO for Math
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 & Amln	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 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.

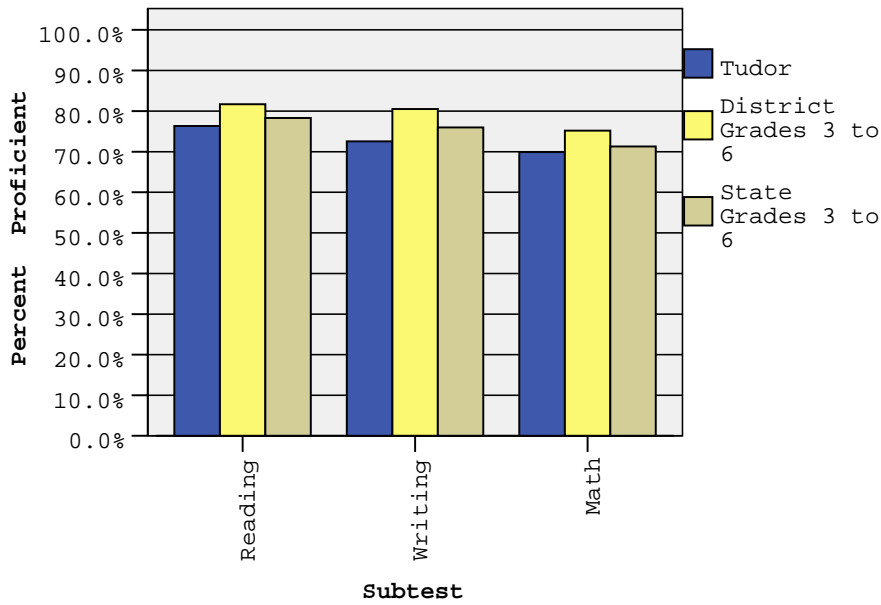
\*\*\* Results cannot be published without releasing personally identifiable information.

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

Tudor Elementary School SBA Proficiency – Spring 2006

	Reading		Writing		Math	
	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient
All Grades	74.2%	76.6%	70.2%	72.5%	67.1%	69.8%
3 <sup>rd</sup> Grade	74.7%	73.5%	69.6%	68.7%	77.2%	72.6%
4 <sup>th</sup> Grade	74.1%	75.0%	70.6%	70.0%	64.7%	69.1%
5 <sup>th</sup> Grade	78.1%	77.8%	72.6%	69.4%	65.8%	62.5%
6 <sup>th</sup> Grade	70.7%	80.2%	68.5%	81.5%	61.7%	74.1%

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**  
**Tudor SBA Proficiency by NCLB Groups – Spring 2006**

		Reading		Writing		Math	
		Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient
Ethnicity	All Students	76.3%	23.7%	72.6%	27.4%	69.9%	30.1%
	African American	75.0%	25.0%	68.2%	31.8%	68.2%	31.8%
	AK Native/ American Indian	66.0%	34.0%	66.0%	34.0%	66.0%	34.0%
	Asian	81.1%	18.9%	75.7%	24.3%	70.3%	29.7%
	Caucasian	80.3%	19.7%	79.5%	20.5%	72.1%	27.9%
	Hispanic	73.5%	26.5%	70.6%	29.4%	72.2%	27.8%
	Multi-Ethnic	75.8%	24.2%	60.6%	39.4%	66.7%	33.3%
LowIncome	Yes	68.8%	31.2%	65.3%	34.7%	61.4%	38.6%
	No	85.0%	15.0%	81.0%	19.0%	79.7%	20.3%
Disabled	Yes	40.4%	59.6%	35.1%	64.9%	36.8%	63.2%
	No	84.2%	15.8%	80.8%	19.2%	77.1%	22.9%
LEP	Yes	71.4%	28.6%	68.8%	31.2%	62.0%	38.0%
	No	77.9%	22.1%	73.8%	26.3%	72.5%	27.5%
Migrant	Yes	66.7%	33.3%	66.7%	33.3%	66.7%	33.3%
	No	76.6%	23.4%	72.7%	27.3%	70.0%	30.0%
Gender	Female	84.6%	15.4%	79.7%	20.3%	70.1%	29.9%
	Male	69.5%	30.5%	66.7%	33.3%	69.7%	30.3%

**Anchorage School District: Profile of Performance ..... 2005-2006**

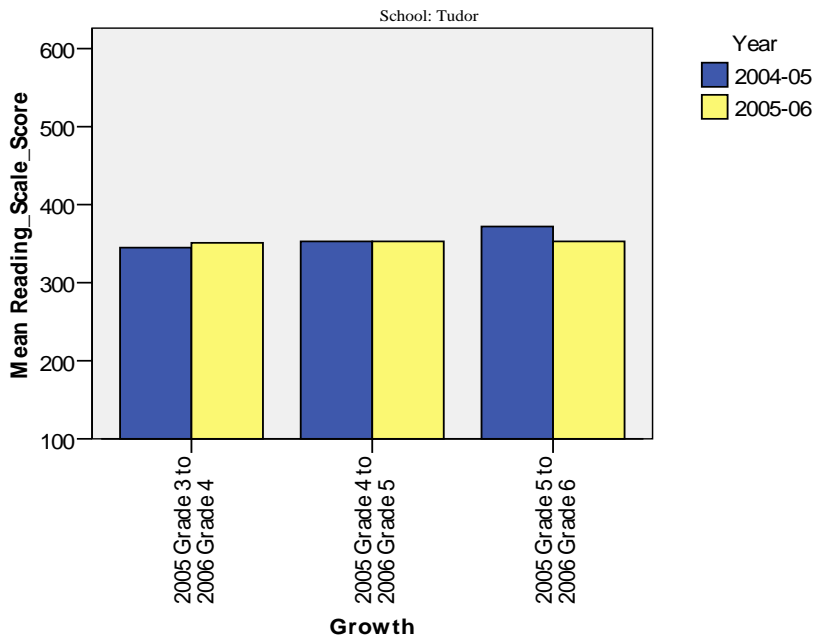
Tudor SBA Mean Scale Score Comparison: 2004-2005 to 2005-2006

		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	351.1	350.8	344.6	348.0	333.3	343.4
	African American	354.6	347.4	349.9	331.1	335.9	325.7
	AK Native/ American Indian	331.6	331.0	329.5	334.4	321.7	329.0
	Asian	354.5	353.4	355.5	351.9	347.2	352.7
	Caucasian	365.9	367.3	357.4	365.8	342.6	359.9
	Hispanic	324.6	333.9	312.3	334.2	308.1	335.9
	Multi-Ethnic	336.6	336.7	324.7	333.8	313.5	324.8
Low Income	Yes	329.4	335.5	322.7	332.0	316.5	326.5
	No	368.9	368.5	362.5	366.5	346.8	363.0
Disabled	Yes	299.7	297.0	295.2	285.7	282.4	290.0
	No	362.3	362.6	355.4	361.6	344.3	355.0
LEP	Yes	330.0	330.1	322.6	332.9	312.5	327.6
	No	357.8	357.4	351.6	352.8	340.0	348.6
Migrant	Yes	317.1	333.0	311.2	353.1	302.9	323.9
	No	353.0	351.3	346.4	347.8	334.9	344.0
Gender	Female	352.5	357.5	349.0	360.8	329.7	340.5
	Male	349.8	345.3	340.5	337.4	336.7	345.8

Tudor 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	345.1	350.7	5.6	352.8	352.9	0.1	371.7	353.3	-18.4
	African American	342.4	365.7	23.3	374.2	375.0	0.8	356.1	330.7	-25.4
	AK Native/ American Indian	278.9	268.1	-10.8	363.8	385.8	22.0	333.4	304.7	-28.7
	Asian	300.0	353.4	53.4	360.7	344.2	-16.5	365.9	360.1	-5.8
	Caucasian	358.8	352.9	-5.9	369.7	377.3	7.7	393.0	367.4	-25.7
	Hispanic	329.2	350.0	20.8	310.1	295.7	-14.4	390.8	366.9	-23.9
	Multi-Ethnic	362.3	360.8	-1.5	281.4	278.7	-2.7	341.2	348.0	6.8
LowIncome	Yes	329.7	332.2	2.5	341.9	340.1	-1.8	353.3	336.8	-16.5
	No	361.7	372.3	10.7	364.0	367.4	3.4	385.7	367.2	-18.5
Disabled	Yes	307.1	291.7	-15.4	310.8	314.9	4.1	297.7	288.3	-9.3
	No	354.4	361.7	7.3	367.2	365.0	-2.2	390.1	366.7	-23.4
LEP	Yes	315.9	332.1	16.2	327.3	306.8	-20.5	363.4	360.7	-2.7
	No	352.0	355.4	3.4	360.7	367.2	6.5	375.9	351.1	-24.8
Migrant	Yes	295.8	302.9	7.1	302.7	308.3	5.7	433.0	389.4	-43.7
	No	347.2	352.0	4.8	355.1	354.7	-0.4	369.8	351.9	-17.9
Gender	Female	346.3	367.8	21.5	349.4	357.7	8.3	380.2	354.0	-26.2
	Male	343.7	340.2	-3.5	356.9	348.1	-8.8	364.3	351.8	-12.5

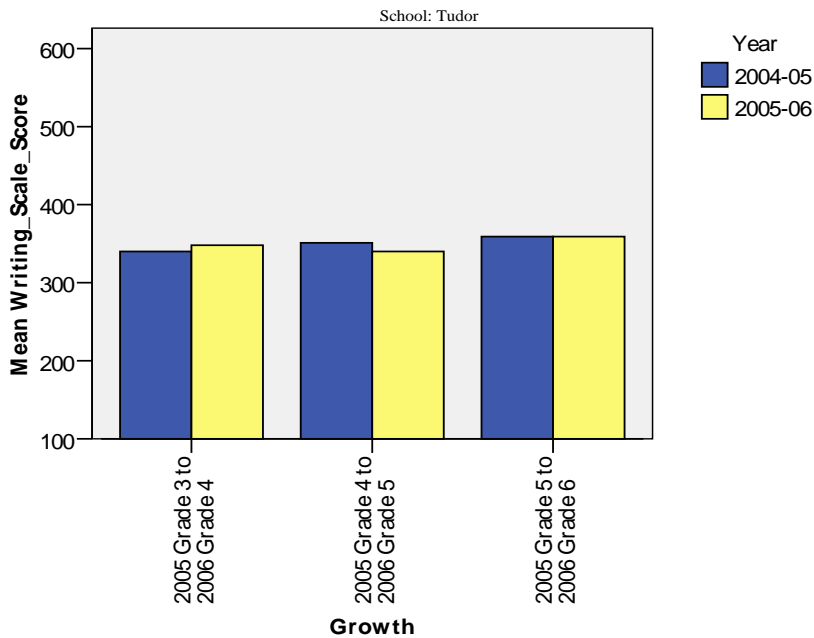
Measure of Growth in SBA Reading for Students Who Tested in 2005 and Again in 2006



Tudor 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	339.8	347.9	8.1	350.7	340.3	-10.4	359.0	359.4	0.4
	African American	347.2	344.0	-3.2	367.1	360.7	-6.4	354.8	316.9	-37.9
	AK Native/American Indian	299.3	276.3	-23.0	372.4	378.2	5.8	327.2	323.0	-4.2
	Asian	328.7	355.2	26.5	362.9	336.1	-26.8	359.3	358.8	-0.5
	Caucasian	342.7	348.3	5.7	369.0	359.4	-9.6	377.7	379.2	1.5
	Hispanic	334.1	352.7	18.6	297.8	279.9	-17.9	358.7	390.3	31.7
	Multi-Ethnic	354.4	382.7	28.3	253.2	256.0	2.8	318.1	339.7	21.6
LowIncome	Yes	325.9	330.1	4.2	331.3	327.8	-3.5	340.4	337.7	-2.7
	No	355.0	370.4	15.4	371.7	352.2	-19.5	372.9	376.1	3.2
Disabled	Yes	302.8	289.9	-12.9	314.7	293.3	-21.4	283.0	283.4	0.4
	No	349.2	360.0	10.8	363.1	353.7	-9.4	376.8	373.9	-2.9
LEP	Yes	317.3	336.8	19.5	313.4	303.7	-9.7	348.2	364.0	15.8
	No	344.7	351.2	6.5	361.9	351.1	-10.8	363.3	356.8	-6.5
Migrant	Yes	330.7	310.3	-20.4	293.0	308.4	15.4	417.7	431.2	13.5
	No	340.1	348.7	8.6	353.8	340.9	-12.9	356.7	357.3	0.7
Gender	Female	341.4	372.7	31.3	348.2	347.0	-1.2	367.1	368.7	1.6
	Male	338.9	333.1	-5.8	354.3	331.8	-22.5	351.4	348.7	-2.7

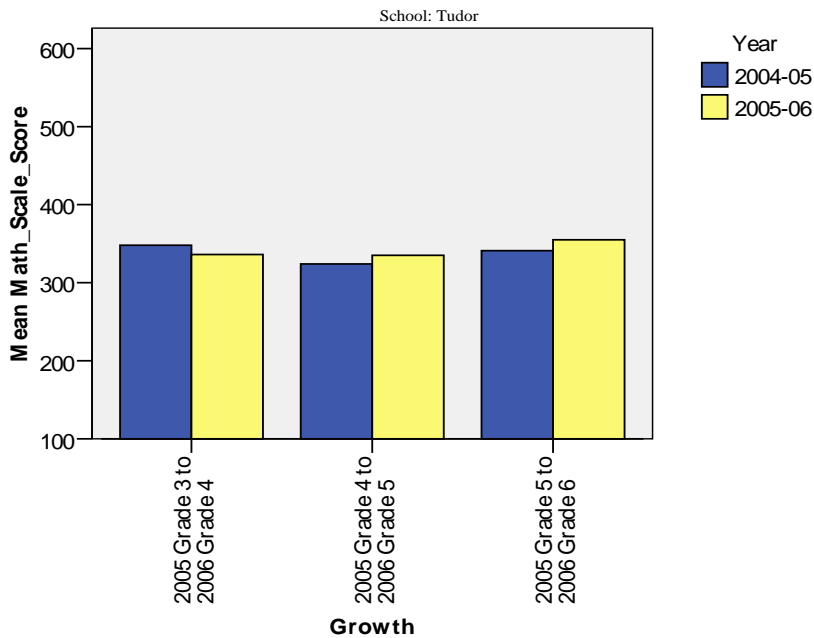
Measure of Growth in SBA Writing for Students Who Tested in 2005 and Again in 2006



Tudor 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	347.7	336.2	-11.5	323.9	335.1	11.2	341.3	354.8	13.5
	African American	337.7	328.3	-9.3	335.0	365.4	30.4	323.7	329.2	5.5
	AK Native/American Indian	347.1	290.7	-56.4	334.3	367.9	33.6	266.7	299.3	32.7
	Asian	350.4	331.7	-18.7	323.2	343.0	19.8	360.1	377.7	17.6
	Caucasian	348.9	339.1	-9.8	339.3	347.8	8.5	359.4	373.7	14.3
	Hispanic	334.0	343.4	9.4	289.7	284.2	-5.5	353.9	367.1	13.2
	Multi-Ethnic	357.8	356.9	-0.9	238.7	261.3	22.7	322.0	322.4	0.4
LowIncome	Yes	329.2	315.0	-14.2	304.1	319.7	15.6	321.8	336.9	15.1
	No	369.3	360.8	-8.5	345.4	350.7	5.3	354.2	370.0	15.8
Disabled	Yes	308.7	295.2	-13.5	286.9	294.1	7.2	258.3	287.8	29.5
	No	357.7	344.3	-13.4	336.0	347.4	11.4	360.7	369.2	8.5
LEP	Yes	329.1	319.7	-9.4	288.8	297.9	9.1	337.7	359.3	21.7
	No	353.4	339.7	-13.7	335.2	346.0	10.8	342.1	353.7	11.6
Migrant	Yes	320.9	290.1	-30.8	295.3	281.8	-13.5	362.4	364.7	2.3
	No	349.0	337.4	-11.7	325.7	337.2	11.5	339.9	355.1	15.2
Gender	Female	340.8	337.9	-2.9	315.7	337.3	21.7	339.0	347.4	8.4
	Male	352.2	335.0	-17.2	333.1	331.7	-1.4	341.8	361.9	20.1

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



Anchorage School District: Profile of Performance ..... 2005-2006

Tudor 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	23.0%	34.6%	31.2%	53.3%	47.1%	47.1%	14.5%	12.0%	14.1%	9.1%	6.3%	7.7%	319	100.0%	98.1%	98.1%
	African American	18.2%	20.7%	21.4%	56.8%	51.1%	52.9%	13.6%	18.9%	17.1%	11.4%	9.4%	8.6%	44	100.0%	98.2%	98.5%
	AK Native/ American Indian	17.0%	19.3%	12.4%	48.9%	49.7%	45.5%	21.3%	19.1%	25.7%	12.8%	11.9%	16.4%	47	100.0%	97.5%	97.7%
	Asian	27.0%	24.7%	27.4%	54.1%	49.6%	50.7%	16.2%	16.3%	14.8%	2.7%	9.4%	7.0%	37	100.0%	97.1%	97.5%
	Caucasian	31.1%	44.8%	41.6%	49.2%	44.3%	46.3%	13.9%	7.4%	8.2%	5.7%	3.5%	3.8%	122	100.0%	98.5%	98.3%
	Hispanic	14.7%	22.4%	22.4%	58.8%	51.8%	53.0%	17.6%	17.3%	17.3%	8.8%	8.5%	7.3%	36	100.0%	97.0%	97.2%
	Multi-Ethnic	12.1%	27.4%	28.2%	63.6%	50.5%	50.5%	3.0%	14.8%	13.9%	21.2%	7.4%	7.3%	33	100.0%	98.5%	98.7%
Low Income	Yes	18.8%	18.7%	17.4%	50.0%	51.0%	48.4%	19.4%	19.4%	21.3%	11.8%	11.0%	12.9%	171	100.0%	97.6%	97.9%
	No	27.9%	45.1%	41.4%	57.1%	44.5%	46.1%	8.8%	7.2%	8.6%	6.1%	3.3%	3.8%	148	100.0%	98.4%	98.2%
Disabled	Yes	8.8%	8.8%	8.1%	31.6%	36.7%	35.2%	22.8%	28.5%	29.9%	36.8%	26.1%	26.8%	57	100.0%	93.7%	94.0%
	No	26.2%	39.1%	34.9%	58.1%	48.9%	49.1%	12.7%	9.1%	11.4%	3.1%	2.9%	4.5%	262	100.0%	98.9%	98.8%
LEP	Yes	14.3%	15.1%	9.0%	57.1%	52.1%	43.7%	15.6%	20.5%	28.6%	13.0%	12.4%	18.7%	79	100.0%	96.7%	97.3%
	No	25.8%	38.3%	35.5%	52.1%	46.1%	47.8%	14.2%	10.4%	11.2%	7.9%	5.2%	5.6%	240	100.0%	98.3%	98.2%
Migrant	Yes	22.2%	20.0%	13.0%	44.4%	53.7%	44.6%	33.3%	17.1%	25.2%	0.0%	9.2%	17.2%	9	100.0%	99.4%	98.1%
	No	23.1%	35.1%	32.3%	53.6%	46.9%	47.3%	14.0%	11.8%	13.3%	9.4%	6.2%	7.1%	310	100.0%	98.0%	98.1%
Gender	Female	23.8%	39.3%	34.9%	60.8%	46.2%	47.0%	7.7%	10.0%	12.3%	7.7%	4.5%	5.8%	144	100.0%	98.5%	98.4%
	Male	22.4%	30.0%	27.5%	47.1%	47.9%	47.2%	20.1%	13.9%	15.7%	10.3%	8.1%	9.5%	175	100.0%	97.7%	97.7%

Anchorage School District: Profile of Performance ..... 2005-2006

Tudor 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	23.7%	31.4%	27.4%	48.9%	49.1%	48.6%	24.6%	18.0%	21.9%	2.8%	1.6%	2.1%	319	100.0%	98.1%	98.1%
	African American	18.2%	18.0%	18.8%	50.0%	50.7%	52.0%	25.0%	29.2%	27.3%	6.8%	2.1%	1.9%	44	100.0%	98.2%	98.3%
	AK Native/ American Indian	12.8%	15.5%	10.5%	53.2%	52.5%	45.2%	31.9%	28.7%	39.6%	2.1%	3.2%	4.7%	47	100.0%	97.5%	97.9%
	Asian	21.6%	25.7%	27.6%	54.1%	49.8%	51.0%	24.3%	21.9%	19.3%	0.0%	2.6%	2.0%	37	100.0%	97.0%	97.5%
	Caucasian	32.8%	40.5%	36.3%	46.7%	47.1%	49.0%	18.9%	11.6%	13.7%	1.6%	0.8%	1.0%	122	100.0%	98.5%	98.2%
	Hispanic	17.6%	20.9%	20.2%	52.9%	52.7%	55.2%	26.5%	24.5%	23.1%	2.9%	1.8%	1.5%	36	100.0%	97.0%	97.2%
	Multi-Ethnic	21.2%	25.2%	25.6%	39.4%	51.2%	51.5%	33.3%	21.8%	21.0%	6.1%	1.9%	1.9%	33	100.0%	98.5%	98.6%
Low Income	Yes	18.2%	16.4%	15.3%	47.1%	52.2%	48.7%	31.2%	28.5%	32.4%	3.5%	2.9%	3.6%	171	100.0%	97.6%	98.0%
	No	29.9%	41.3%	36.5%	51.0%	47.0%	48.6%	17.0%	11.1%	13.9%	2.0%	0.7%	0.9%	148	100.0%	98.4%	98.1%
Disabled	Yes	5.3%	7.7%	6.4%	29.8%	40.2%	38.5%	52.6%	45.6%	47.9%	12.3%	6.5%	7.2%	57	100.0%	93.8%	94.2%
	No	27.7%	35.5%	30.9%	53.1%	50.6%	50.3%	18.5%	13.1%	17.6%	0.8%	0.7%	1.2%	262	100.0%	98.9%	98.7%
LEP	Yes	16.9%	14.9%	9.1%	51.9%	53.9%	45.1%	29.9%	28.3%	41.0%	1.3%	2.9%	4.8%	79	100.0%	96.6%	97.5%
	No	25.8%	34.6%	31.0%	47.9%	48.1%	49.3%	22.9%	16.0%	18.1%	3.3%	1.3%	1.5%	240	100.0%	98.3%	98.2%
Migrant	Yes	33.3%	20.2%	12.2%	33.3%	50.6%	43.4%	33.3%	26.5%	39.8%	0.0%	2.7%	4.5%	9	100.0%	99.4%	98.3%
	No	23.4%	31.8%	28.4%	49.4%	49.0%	49.0%	24.4%	17.7%	20.7%	2.9%	1.5%	1.9%	310	100.0%	98.0%	98.1%
Gender	Female	28.7%	37.8%	33.4%	51.0%	47.8%	47.9%	17.5%	13.5%	17.4%	2.8%	1.0%	1.3%	144	100.0%	98.4%	98.4%
	Male	19.5%	25.2%	21.7%	47.1%	50.3%	49.3%	30.5%	22.3%	26.2%	2.9%	2.2%	2.8%	175	100.0%	97.7%	97.7%

Anchorage School District: Profile of Performance ..... 2005-2006

Tudor 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	34.2%	38.3%	32.9%	35.7%	37.0%	38.4%	13.8%	13.1%	14.7%	16.3%	11.7%	14.0%	319	100.0%	98.4%	98.2%
	African American	22.7%	19.2%	19.7%	45.5%	39.8%	40.5%	9.1%	18.2%	19.7%	22.7%	22.9%	20.0%	44	100.0%	98.2%	98.5%
	AK Native/ American Indian	27.7%	24.5%	16.3%	38.3%	40.1%	37.1%	17.0%	17.2%	21.4%	17.0%	18.1%	25.2%	47	100.0%	97.4%	97.7%
	Asian	43.2%	33.8%	35.2%	27.0%	37.3%	39.0%	10.8%	13.7%	13.5%	18.9%	15.2%	12.4%	37	100.0%	98.6%	98.8%
	Caucasian	44.3%	47.7%	41.6%	27.9%	35.1%	38.5%	16.4%	10.3%	11.2%	11.5%	6.9%	8.6%	122	100.0%	98.5%	98.3%
	Hispanic	25.0%	27.2%	26.4%	47.2%	39.1%	40.9%	13.9%	19.3%	18.3%	13.9%	14.5%	14.4%	36	100.0%	99.0%	98.7%
	Multi-Ethnic	21.2%	31.5%	32.1%	45.5%	39.6%	39.6%	9.1%	13.9%	13.6%	24.2%	15.0%	14.7%	33	100.0%	98.7%	98.8%
Low Income	Yes	25.7%	23.2%	20.5%	35.7%	39.3%	38.6%	16.4%	18.1%	19.3%	22.2%	19.4%	21.6%	171	100.0%	98.1%	98.1%
	No	43.9%	48.3%	42.1%	35.8%	35.4%	38.3%	10.8%	9.7%	11.2%	9.5%	6.6%	8.4%	148	100.0%	98.6%	98.3%
Disabled	Yes	14.0%	12.7%	11.0%	22.8%	29.6%	28.7%	19.3%	22.4%	22.6%	43.9%	35.3%	37.7%	57	100.0%	93.7%	94.1%
	No	38.5%	42.7%	36.5%	38.5%	38.2%	40.0%	12.6%	11.4%	13.4%	10.3%	7.6%	10.1%	262	100.0%	99.3%	98.9%
LEP	Yes	25.3%	23.6%	14.7%	36.7%	38.5%	35.1%	15.2%	18.1%	22.4%	22.8%	19.8%	27.8%	79	100.0%	98.8%	98.3%
	No	37.1%	41.2%	36.5%	35.4%	36.7%	39.1%	13.3%	12.1%	13.1%	14.2%	10.1%	11.3%	240	100.0%	98.3%	98.2%
Migrant	Yes	22.2%	25.7%	18.7%	44.4%	38.4%	35.1%	22.2%	17.6%	20.1%	11.1%	18.4%	26.1%	9	100.0%	99.4%	98.1%
	No	34.5%	38.7%	33.8%	35.5%	36.9%	38.7%	13.5%	12.9%	14.3%	16.5%	11.4%	13.2%	310	100.0%	98.4%	98.2%
Gender	Female	31.3%	38.1%	33.0%	38.9%	37.8%	39.2%	14.6%	13.3%	14.8%	15.3%	10.9%	13.1%	144	100.0%	98.7%	98.5%
	Male	36.6%	38.5%	32.8%	33.1%	36.2%	37.7%	13.1%	12.9%	14.6%	17.1%	12.5%	14.9%	175	100.0%	98.1%	97.9%

Tudor TerraNova 5th grade

Percent in each quartile

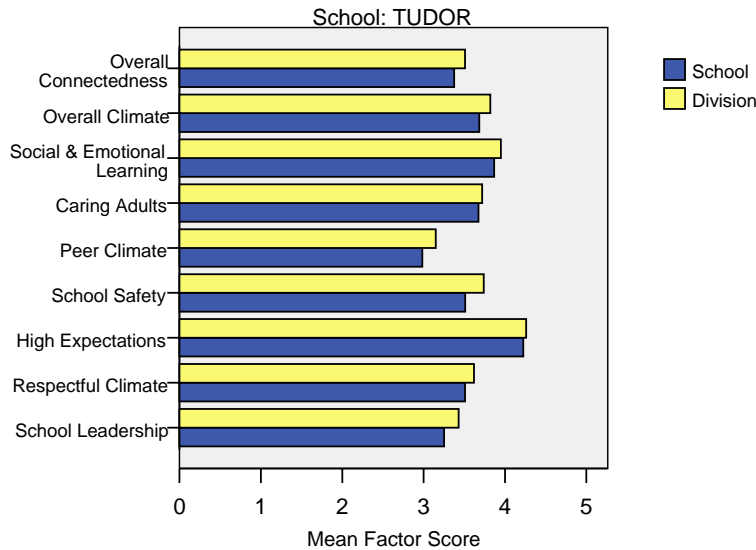
Reading	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	14.1%	30.4%	31.0%	26.8%	28.2%	24.5%	26.8%	18.3%
2004-2005	25.0%	29.2%	25.0%	27.6%	22.4%	24.5%	27.6%	18.7%
2003-2004	15.6%	30.6%	35.1%	26.9%	29.9%	24.2%	19.5%	18.3%
2002-2003	23.1%	29.1%	25.6%	26.6%	30.8%	23.8%	20.5%	20.5%
2001-2002	23.8%	30.3%	11.9%	26.0%	23.8%	24.6%	40.5%	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	22.5%	34.0%	26.8%	26.5%	26.8%	22.0%	23.9%	17.5%
2004-2005	27.6%	32.1%	25.0%	28.3%	21.1%	21.2%	26.3%	18.4%
2003-2004	20.8%	34.1%	28.6%	26.5%	33.8%	21.7%	16.9%	17.7%
2002-2003	26.9%	32.8%	24.4%	26.5%	28.2%	20.9%	20.5%	19.8%
2001-2002	21.4%	32.3%	19.0%	26.4%	31.0%	22.9%	28.6%	18.4%

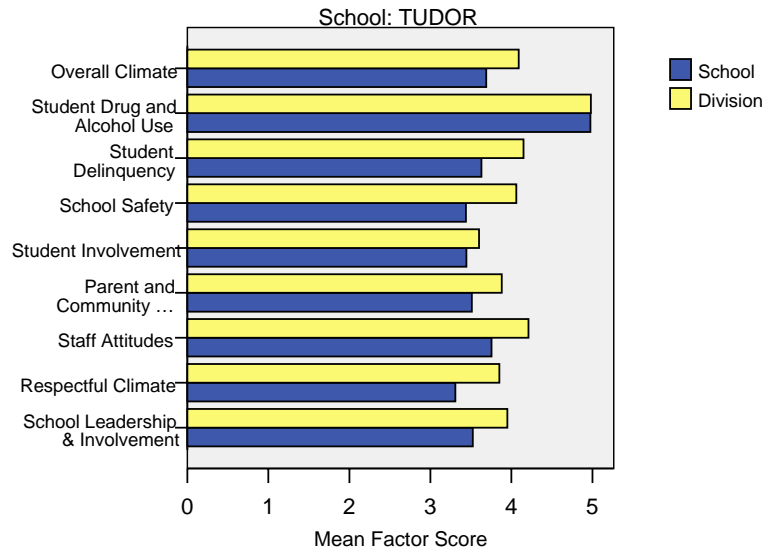
Math	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	23.9%	28.4%	21.1%	31.9%	25.4%	22.3%	29.6%	17.5%
2004-2005	23.7%	26.9%	23.7%	31.1%	25.0%	22.9%	27.6%	19.1%
2003-2004	22.1%	28.3%	28.6%	29.3%	32.5%	22.6%	16.9%	19.8%
2002-2003	20.3%	24.7%	31.6%	30.6%	24.1%	22.6%	24.1%	22.1%
2001-2002	17.1%	24.1%	24.4%	30.1%	31.7%	24.8%	26.8%	20.9%

Tudor 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).