

Table 57

William Tyson School Overview

Statement of Program

William Tyson Elementary School provides a comprehensive elementary curriculum designed to develop each individual student’s mental, physical and social abilities. We are committed to providing a safe and peaceful learning environment for everyone. It is our vision that people in our community will become aware that we have many constructive choices for dealing with conflict, develop skills to make those choices, increase respect for our own and others’ cultures, learn skills in dealing with bias, and above all, see that we can play a powerful role in creating a more democratic, just and peaceful world. We are committed to celebrating our multiculturalism, encourage a Native alternative program and promote positive self-esteem. The staff at William Tyson is dedicated to developing students who make academic progress, have positive attitudes towards themselves and their learning, and are contributing citizens of their school and community.

From the Report Card/MLP

SCHOOL GOALS	
Goal	Level of Achievement
Improve reading skills by 3% schoolwide in our overall reading assessments scored.	Attained
Improve math skills K-6 by 3% as measured by our analysis of the Title 1 Math Inventory and Math Problem Solving assessments.	Not Attained
Improve parent/community involvement.	Attained

From the School Report Card

BUDGET*	
2004-2005 Actual Expenditures	\$1,984,819
2005-2006 Revised Budgeted Amount	\$1,981,451
2006-2007 Proposed Budget	\$2,210,605
*Dollars budgeted or expended are general fund only.	

From IFAS

	School	District	Source of Information
Membership	383	50,051	Fall OASIS
Capacity	74%	N/A	Board Report - #189 3/7/06
Attendance Rate	93%	93%	SMS end of year report
Retention Rate	2.8%	1.2%	Report Card File
Transiency Rate	30.88%	22.72%	Report Card File
Economically Disadvantaged	383	16,769	Fall OASIS
Ave. Weekly Volunteer Hours	10	5,032	Report Card File
Students Taking an Alternate Assessment	3	264	SMS
Change in Enrollment	-1.5%	0.3%	Report Card File

William Tyson School Characteristics

Teacher Qualification				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
30	100%	25%	0	83%

SCHOOL BUSINESS PARTNERSHIPS
Big Brothers/Big Sisters Alaska Ice Cream Holiday Stations The Links The FBI The First Alaskans

From MLP

ETHNICITY REPORT - OCTOBER 2005						
Caucasian	African American	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	Multi-Ethnic	Total
40 10.44%	29 7.57%	80 20.89%	200 52.22%	8 2.09%	26 6.79%	383 100.00%

From Fall Oasis

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
213	179	84.0%

From participation file (3-10 graders)

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

William Tyson Elementary

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

**Does Not Meet AYP
Level 3**

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	213	213	100%	Yes	174	99	56.9%	63.5%	No	95	54.6%	48.9%	Yes
African American	17	17	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AkNa & Amln	33	33	100%	Yes	29	19	65.5%	51.9%	Yes	23	79.3%	36.2%	Yes
Asian	119	119	100%	Yes	98	49	50%	60.9%	No	47	48%	46%	Yes
Caucasian	30	30	100%	Yes	24	19	79.2%	50%	Yes	13	54.2%	34.1%	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	11	11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	213	213	100%	Yes	174	99	56.9%	63.5%	No	95	54.6%	48.9%	Yes
Disabled	21	21	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LEP	136	136	100%	Yes	110	56	50.9%	61.4%	No	55	50%	46.6%	Yes

Attendance Rate: 92.5% (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.

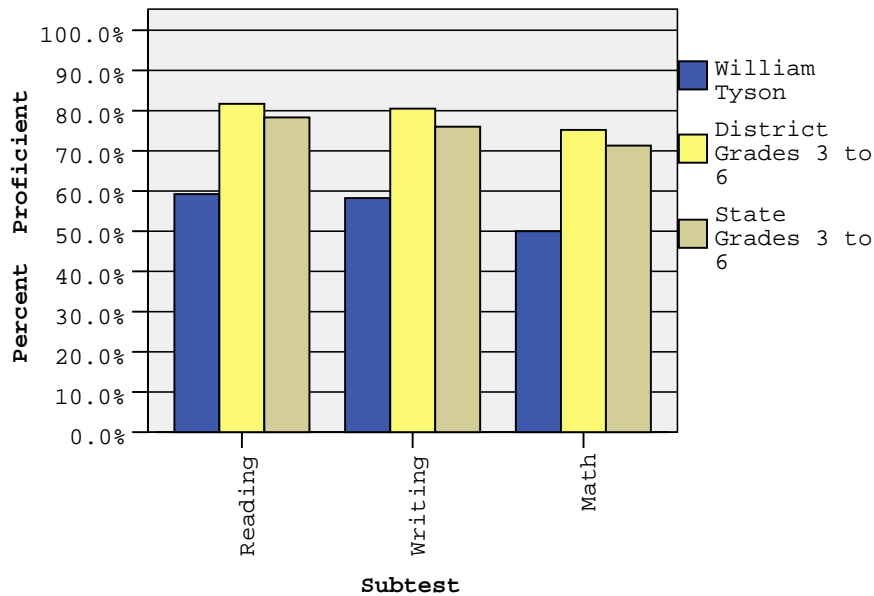
*** Results cannot be published without releasing personally identifiable information.

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

William Tyson Elementary School SBA Proficiency – Spring 2006

	Reading		Writing		Math	
	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient
All Grades	59.1%	59.2%	59.3%	58.3%	53.9%	50.0%
3 rd Grade	61.0%	70.8%	65.9%	60.4%	58.5%	58.3%
4 th Grade	71.1%	59.5%	65.2%	71.4%	66.0%	58.1%
5 th Grade	58.1%	54.9%	59.7%	52.9%	48.4%	40.4%
6 th Grade	50.7%	53.8%	50.7%	52.3%	47.8%	46.3%

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

William Tyson SBA Proficiency by NCLB Groups – Spring 2006

		Reading		Writing		Math	
		Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient
Ethnicity	All Students	59.2%	40.8%	58.3%	41.7%	50.0%	50.0%
	African American	50.0%	50.0%	56.3%	43.8%	43.8%	56.3%
	AK Native/ American Indian	84.8%	15.2%	72.7%	27.3%	81.8%	18.2%
	Asian	49.6%	50.4%	51.3%	48.7%	42.7%	57.3%
	Caucasian	70.0%	30.0%	66.7%	33.3%	50.0%	50.0%
	Hispanic	66.7%	33.3%	66.7%	33.3%	33.3%	66.7%
	Multi-Ethnic	63.6%	36.4%	63.6%	36.4%	45.5%	54.5%
LowIncome	Yes	59.2%	40.8%	58.3%	41.7%	50.0%	50.0%
	No	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Disabled	Yes	33.3%	66.7%	22.2%	77.8%	22.2%	77.8%
	No	61.7%	38.3%	61.7%	38.3%	52.6%	47.4%
LEP	Yes	51.5%	48.5%	53.8%	46.2%	44.8%	55.2%
	No	72.4%	27.6%	65.8%	34.2%	59.2%	40.8%
Migrant	Yes	83.3%	16.7%	83.3%	16.7%	100.0%	0.0%
	No	58.5%	41.5%	57.5%	42.5%	48.5%	51.5%
Gender	Female	71.6%	28.4%	69.3%	30.7%	53.9%	46.1%
	Male	50.0%	50.0%	50.0%	50.0%	47.1%	52.9%

Anchorage School District: Profile of Performance 2005-2006

William Tyson 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	317.6	316.2	313.3	309.7	309.9	308.0
	African American	336.5	312.9	331.6	311.0	308.4	297.0
	AK Native/ American Indian	314.5	347.8	302.7	329.9	318.0	351.1
	Asian	302.2	302.7	308.8	302.2	300.1	298.7
	Caucasian	350.7	330.6	333.7	313.5	332.0	298.8
	Hispanic	323.9	362.0	292.3	318.0	285.4	335.0
	Multi-Ethnic	316.9	313.4	316.4	311.1	300.6	311.7
Low Income	Yes	317.6	316.2	313.3	309.7	309.9	308.0
	No	.	.	.	.	.	.
Disabled	Yes	269.5	275.0	261.2	259.9	258.5	255.6
	No	324.2	320.2	320.4	314.4	316.9	312.9
LEP	Yes	304.7	305.4	308.2	303.3	302.7	301.6
	No	331.5	334.7	318.8	320.5	317.7	319.3
Migrant	Yes	289.3	355.0	284.1	360.0	293.9	409.2
	No	318.9	315.1	314.7	308.1	310.6	305.0
Gender	Female	320.3	322.8	323.0	323.7	305.9	309.0
	Male	315.2	311.4	305.1	299.2	313.2	307.3

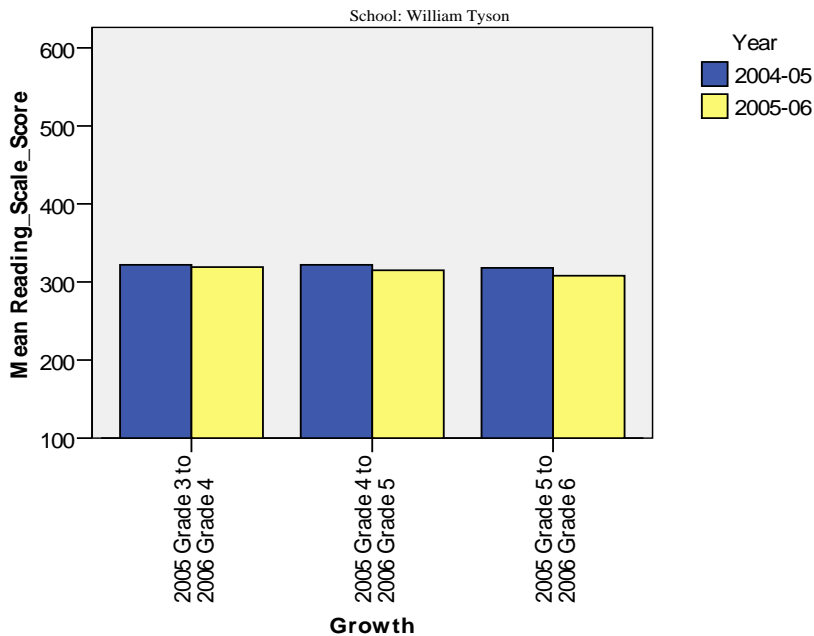
. No students tested in both years in this category

William Tyson 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	322.1	318.7	-3.4	321.8	314.9	-6.9	317.7	308.3	-9.3
	African American	330.4	285.7	-44.7	334.2	336.0	1.8	292.1	311.7	19.6
	AK Native/ American Indian	321.9	355.1	33.2	374.3	369.8	-4.5	314.9	324.7	9.8
	Asian	300.0	298.4	-1.6	300.7	299.2	-1.5	297.9	295.1	-2.8
	Caucasian	352.8	353.9	1.1	311.7	326.3	14.7	346.0	318.4	-27.7
	Hispanic	.	.	.	348.1	287.7	-60.4	520.8	510.9	-9.9
	Multi-Ethnic	349.3	368.8	19.5	326.4	279.7	-46.7	279.2	290.0	10.8
LowIncome	Yes	321.7	319.2	-2.5	321.9	315.1	-6.8	318.3	307.8	-10.5
	No	.	.	.	.	.	.	.	.	.
Disabled	Yes	275.1	267.7	-7.4	259.8	269.9	10.1	295.7	273.3	-22.4
	No	328.4	322.7	-5.7	330.2	320.0	-10.2	321.1	310.7	-10.4
LEP	Yes	308.9	304.1	-4.8	302.3	294.8	-7.5	307.4	300.7	-6.7
	No	336.0	340.4	4.4	351.7	355.2	3.5	327.9	316.1	-11.8
Migrant	Yes	343.8	372.9	29.1	.	.	.	313.0	299.4	-13.7
	No	320.2	315.0	-5.2	322.1	314.7	-7.4	317.8	307.9	-9.9
Gender	Female	315.3	329.8	14.5	315.4	321.7	6.3	312.2	309.0	-3.2
	Male	327.7	312.2	-15.5	327.9	311.1	-16.8	323.3	306.8	-16.5

. 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

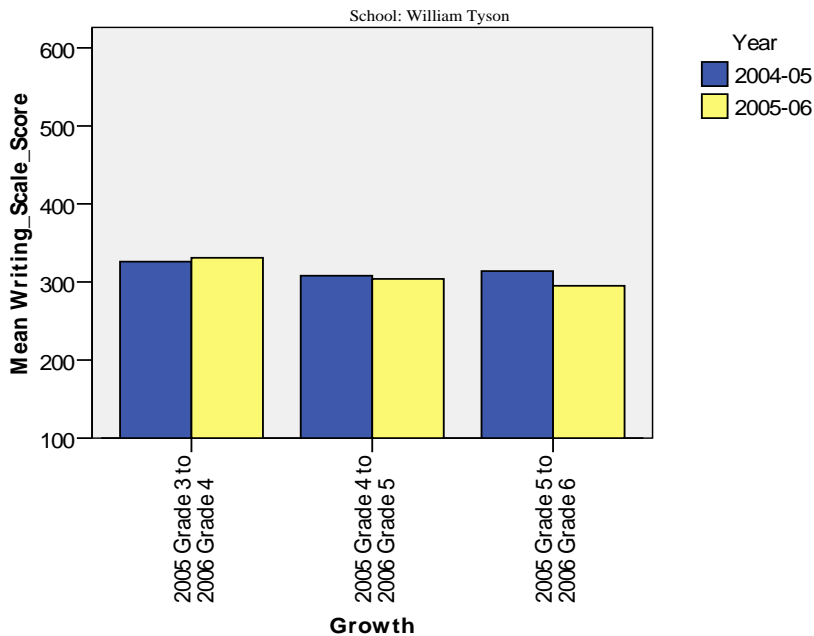


William Tyson SBA Growth in Average Scale Score by NCLB Groups: Writing

		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	325.8	330.9	5.1	307.7	304.3	-3.3	314.0	295.4	-18.7
	African American	324.2	320.0	-4.2	319.1	330.7	11.6	294.8	286.9	-7.9
	AK Native/American Indian	322.3	344.8	22.5	333.4	325.7	-7.7	323.2	306.0	-17.2
	Asian	318.7	322.2	3.5	298.9	297.1	-1.8	304.3	282.8	-21.5
	Caucasian	345.7	332.3	-13.4	283.0	290.4	7.4	327.7	312.2	-15.5
	Hispanic	.	.	.	306.8	273.9	-32.9	443.7	406.3	-37.4
	Multi-Ethnic	333.4	405.7	72.3	322.2	315.0	-7.2	267.1	261.7	-5.4
LowIncome	Yes	325.9	331.1	5.2	308.3	303.8	-4.5	314.4	294.7	-19.7
	No	.	.	.	.	.	.	.	.	.
Disabled	Yes	277.8	271.9	-5.9	232.7	235.3	2.7	285.0	269.4	-15.7
	No	332.2	336.0	3.8	317.1	311.7	-5.4	317.8	297.9	-19.9
LEP	Yes	320.3	323.8	3.5	302.4	296.7	-5.7	311.2	284.0	-27.2
	No	331.7	341.2	9.5	315.9	320.1	4.2	317.3	306.8	-10.5
Migrant	Yes	349.7	385.3	35.7	.	.	.	312.7	303.2	-9.5
	No	324.1	326.7	2.6	307.8	303.9	-3.9	313.7	295.3	-18.4
Gender	Female	327.4	350.7	23.3	314.2	324.0	9.8	308.1	301.7	-6.4
	Male	324.9	319.1	-5.8	303.3	291.8	-11.5	320.4	288.7	-31.7

. 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

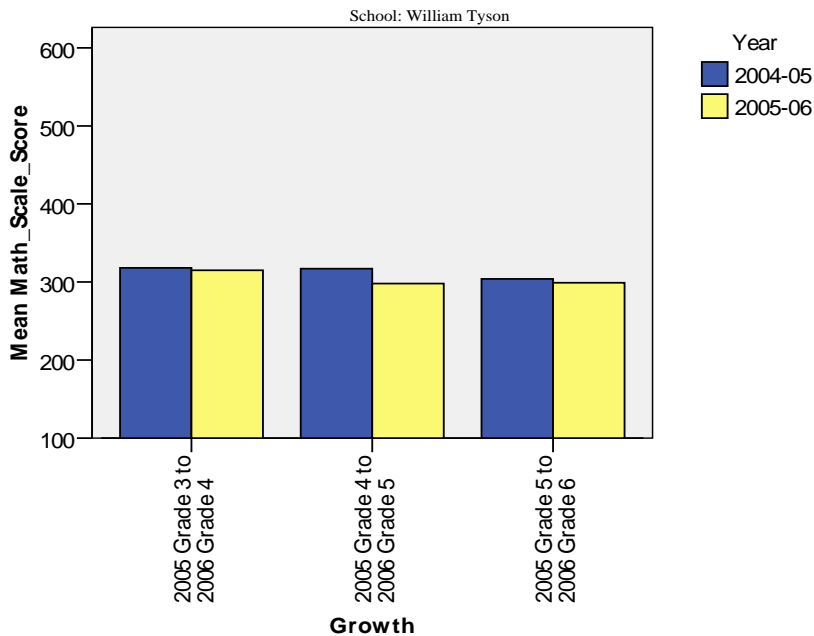


William Tyson SBA Growth in Average Scale Score by NCLB Groups: Math

		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	318.4	314.7	-3.7	317.2	298.0	-19.2	304.1	298.7	-5.4
	African American	286.9	272.1	-14.8	336.3	338.8	2.5	269.4	287.7	18.3
	AK Native/ American Indian	355.0	354.4	-0.6	350.7	347.2	-3.5	306.9	322.6	15.7
	Asian	293.8	306.9	13.1	308.7	286.3	-22.4	286.0	289.4	3.4
	Caucasian	340.2	301.0	-39.2	279.1	279.7	0.6	321.8	296.9	-24.9
	Hispanic	.	.	.	287.4	254.7	-32.7	432.2	496.0	63.8
	Multi-Ethnic	375.7	425.2	49.5	312.9	268.1	-44.8	296.3	293.8	-2.5
LowIncome	Yes	317.7	315.3	-2.3	317.0	298.4	-18.7	303.7	299.2	-4.5
	No	.	.	.	.	.	.	.	.	.
Disabled	Yes	279.4	254.7	-24.7	243.2	242.0	-1.2	259.1	247.7	-11.4
	No	322.9	320.1	-2.8	325.3	303.8	-21.5	310.4	303.7	-6.7
LEP	Yes	302.0	312.4	10.4	306.7	284.2	-22.5	297.9	294.1	-3.8
	No	332.8	318.9	-13.9	331.7	327.3	-4.3	309.0	305.4	-3.6
Migrant	Yes	377.2	401.0	23.8	.	.	.	365.8	360.9	-4.9
	No	311.3	308.8	-2.5	317.4	297.7	-19.7	301.2	297.0	-4.2
Gender	Female	311.7	311.2	-0.5	308.9	310.1	1.2	289.3	293.8	4.5
	Male	322.7	317.3	-5.3	322.0	290.4	-31.7	316.7	304.2	-12.5

. 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

William Tyson 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	8.7%	34.6%	31.2%	50.5%	47.1%	47.1%	23.8%	12.0%	14.1%	17.0%	6.3%	7.7%	213	100.0%	98.1%	98.1%
	African American	0.0%	20.7%	21.4%	50.0%	51.1%	52.9%	25.0%	18.9%	17.1%	25.0%	9.4%	8.6%	17	100.0%	98.2%	98.5%
	AK Native/ American Indian	18.2%	19.3%	12.4%	66.7%	49.7%	45.5%	9.1%	19.1%	25.7%	6.1%	11.9%	16.4%	33	100.0%	97.5%	97.7%
	Asian	6.2%	24.7%	27.4%	43.4%	49.6%	50.7%	28.3%	16.3%	14.8%	22.1%	9.4%	7.0%	119	100.0%	97.1%	97.5%
	Caucasian	13.3%	44.8%	41.6%	56.7%	44.3%	46.3%	23.3%	7.4%	8.2%	6.7%	3.5%	3.8%	30	100.0%	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	0.0%	27.4%	28.2%	63.6%	50.5%	50.5%	27.3%	14.8%	13.9%	9.1%	7.4%	7.3%	11	100.0%	98.5%	98.7%
Low Income	Yes	8.7%	18.7%	17.4%	50.5%	51.0%	48.4%	23.8%	19.4%	21.3%	17.0%	11.0%	12.9%	213	100.0%	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%	33.3%	36.7%	35.2%	22.2%	28.5%	29.9%	44.4%	26.1%	26.8%	21	100.0%	93.7%	94.0%
	No	9.6%	39.1%	34.9%	52.1%	48.9%	49.1%	23.9%	9.1%	11.4%	14.4%	2.9%	4.5%	192	100.0%	98.9%	98.8%
LEP	Yes	7.7%	15.1%	9.0%	43.8%	52.1%	43.7%	27.7%	20.5%	28.6%	20.8%	12.4%	18.7%	136	100.0%	96.7%	97.3%
	No	10.5%	38.3%	35.5%	61.8%	46.1%	47.8%	17.1%	10.4%	11.2%	10.5%	5.2%	5.6%	77	100.0%	98.3%	98.2%
Migrant	Yes	33.3%	20.0%	13.0%	50.0%	53.7%	44.6%	16.7%	17.1%	25.2%	0.0%	9.2%	17.2%	6	100.0%	99.4%	98.1%
	No	8.0%	35.1%	32.3%	50.5%	46.9%	47.3%	24.0%	11.8%	13.3%	17.5%	6.2%	7.1%	207	100.0%	98.0%	98.1%
Gender	Female	6.8%	39.3%	34.9%	64.8%	46.2%	47.0%	14.8%	10.0%	12.3%	13.6%	4.5%	5.8%	90	100.0%	98.5%	98.4%
	Male	10.2%	30.0%	27.5%	39.8%	47.9%	47.2%	30.5%	13.9%	15.7%	19.5%	8.1%	9.5%	123	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

William Tyson 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	6.8%	31.4%	27.4%	51.5%	49.1%	48.6%	36.9%	18.0%	21.9%	4.9%	1.6%	2.1%	213	100.0%	98.1%	98.1%
	African American	6.3%	18.0%	18.8%	50.0%	50.7%	52.0%	43.8%	29.2%	27.3%	0.0%	2.1%	1.9%	17	100.0%	98.2%	98.3%
	AK Native/ American Indian	3.0%	15.5%	10.5%	69.7%	52.5%	45.2%	27.3%	28.7%	39.6%	0.0%	3.2%	4.7%	33	100.0%	97.5%	97.9%
	Asian	7.1%	25.7%	27.6%	44.2%	49.8%	51.0%	41.6%	21.9%	19.3%	7.1%	2.6%	2.0%	119	100.0%	97.0%	97.5%
	Caucasian	10.0%	40.5%	36.3%	56.7%	47.1%	49.0%	30.0%	11.6%	13.7%	3.3%	0.8%	1.0%	30	100.0%	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%	63.6%	51.2%	51.5%	27.3%	21.8%	21.0%	9.1%	1.9%	1.9%	11	100.0%	98.5%	98.6%
Low Income	Yes	6.8%	16.4%	15.3%	51.5%	52.2%	48.7%	36.9%	28.5%	32.4%	4.9%	2.9%	3.6%	213	100.0%	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%	22.2%	40.2%	38.5%	66.7%	45.6%	47.9%	11.1%	6.5%	7.2%	21	100.0%	93.8%	94.2%
	No	7.4%	35.5%	30.9%	54.3%	50.6%	50.3%	34.0%	13.1%	17.6%	4.3%	0.7%	1.2%	192	100.0%	98.9%	98.7%
LEP	Yes	6.2%	14.9%	9.1%	47.7%	53.9%	45.1%	39.2%	28.3%	41.0%	6.9%	2.9%	4.8%	136	100.0%	96.6%	97.5%
	No	7.9%	34.6%	31.0%	57.9%	48.1%	49.3%	32.9%	16.0%	18.1%	1.3%	1.3%	1.5%	77	100.0%	98.3%	98.2%
Migrant	Yes	0.0%	20.2%	12.2%	83.3%	50.6%	43.4%	16.7%	26.5%	39.8%	0.0%	2.7%	4.5%	6	100.0%	99.4%	98.3%
	No	7.0%	31.8%	28.4%	50.5%	49.0%	49.0%	37.5%	17.7%	20.7%	5.0%	1.5%	1.9%	207	100.0%	98.0%	98.1%
Gender	Female	5.7%	37.8%	33.4%	63.6%	47.8%	47.9%	27.3%	13.5%	17.4%	3.4%	1.0%	1.3%	90	100.0%	98.4%	98.4%
	Male	7.6%	25.2%	21.7%	42.4%	50.3%	49.3%	44.1%	22.3%	26.2%	5.9%	2.2%	2.8%	123	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

William Tyson 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	18.6%	38.3%	32.9%	31.4%	37.0%	38.4%	18.6%	13.1%	14.7%	31.4%	11.7%	14.0%	213	100.0%	98.4%	98.2%
	African American	18.8%	19.2%	19.7%	25.0%	39.8%	40.5%	18.8%	18.2%	19.7%	37.5%	22.9%	20.0%	17	100.0%	98.2%	98.5%
	AK Native/ American Indian	30.3%	24.5%	16.3%	51.5%	40.1%	37.1%	12.1%	17.2%	21.4%	6.1%	18.1%	25.2%	33	100.0%	97.4%	97.7%
	Asian	16.2%	33.8%	35.2%	26.5%	37.3%	39.0%	18.8%	13.7%	13.5%	38.5%	15.2%	12.4%	119	100.0%	98.6%	98.8%
	Caucasian	10.0%	47.7%	41.6%	40.0%	35.1%	38.5%	23.3%	10.3%	11.2%	26.7%	6.9%	8.6%	30	100.0%	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	27.3%	31.5%	32.1%	18.2%	39.6%	39.6%	18.2%	13.9%	13.6%	36.4%	15.0%	14.7%	11	100.0%	98.7%	98.8%
Low Income	Yes	18.6%	23.2%	20.5%	31.4%	39.3%	38.6%	18.6%	18.1%	19.3%	31.4%	19.4%	21.6%	213	100.0%	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	0.0%	12.7%	11.0%	22.2%	29.6%	28.7%	22.2%	22.4%	22.6%	55.6%	35.3%	37.7%	21	100.0%	93.7%	94.1%
	No	20.3%	42.7%	36.5%	32.3%	38.2%	40.0%	18.2%	11.4%	13.4%	29.2%	7.6%	10.1%	192	100.0%	99.3%	98.9%
LEP	Yes	17.9%	23.6%	14.7%	26.9%	38.5%	35.1%	17.2%	18.1%	22.4%	38.1%	19.8%	27.8%	136	100.0%	98.8%	98.3%
	No	19.7%	41.2%	36.5%	39.5%	36.7%	39.1%	21.1%	12.1%	13.1%	19.7%	10.1%	11.3%	77	100.0%	98.3%	98.2%
Migrant	Yes	66.7%	25.7%	18.7%	33.3%	38.4%	35.1%	0.0%	17.6%	20.1%	0.0%	18.4%	26.1%	6	100.0%	99.4%	98.1%
	No	17.2%	38.7%	33.8%	31.4%	36.9%	38.7%	19.1%	12.9%	14.3%	32.4%	11.4%	13.2%	207	100.0%	98.4%	98.2%
Gender	Female	16.9%	38.1%	33.0%	37.1%	37.8%	39.2%	16.9%	13.3%	14.8%	29.2%	10.9%	13.1%	90	100.0%	98.7%	98.5%
	Male	19.8%	38.5%	32.8%	27.3%	36.2%	37.7%	19.8%	12.9%	14.6%	33.1%	12.5%	14.9%	123	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.

William Tyson TerraNova 5th grade

Percent in each quartile

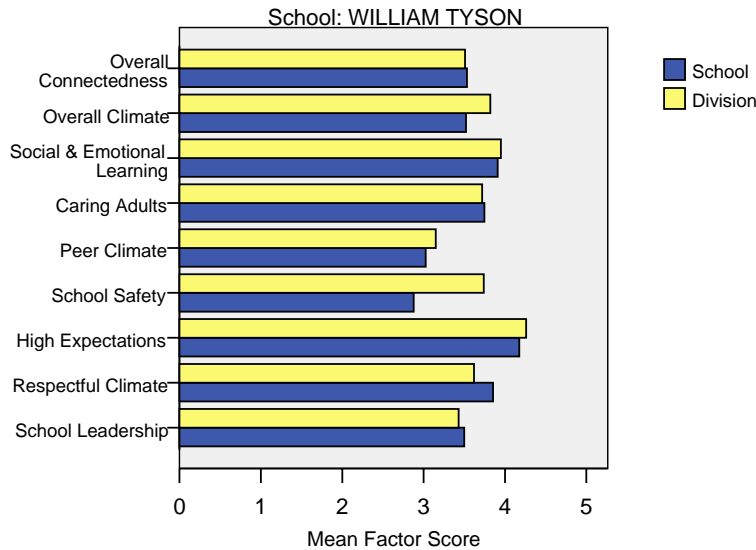
Reading	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	6.3%	30.4%	18.8%	26.8%	29.2%	24.5%	45.8%	18.3%
2004-2005	9.1%	29.2%	10.6%	27.6%	34.8%	24.5%	45.5%	18.7%
2003-2004	4.2%	30.6%	19.4%	26.9%	29.2%	24.2%	47.2%	18.3%
2002-2003	8.0%	29.1%	21.3%	26.6%	32.0%	23.8%	38.7%	20.5%
2001-2002	9.2%	30.3%	12.3%	26.0%	40.0%	24.6%	38.5%	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	2.1%	34.0%	20.8%	26.5%	35.4%	22.0%	41.7%	17.5%
2004-2005	6.1%	32.1%	13.6%	28.3%	25.8%	21.2%	54.5%	18.4%
2003-2004	1.4%	34.1%	16.7%	26.5%	33.3%	21.7%	48.6%	17.7%
2002-2003	9.3%	32.8%	17.3%	26.5%	32.0%	20.9%	41.3%	19.8%
2001-2002	7.7%	32.3%	20.0%	26.4%	32.3%	22.9%	40.0%	18.4%

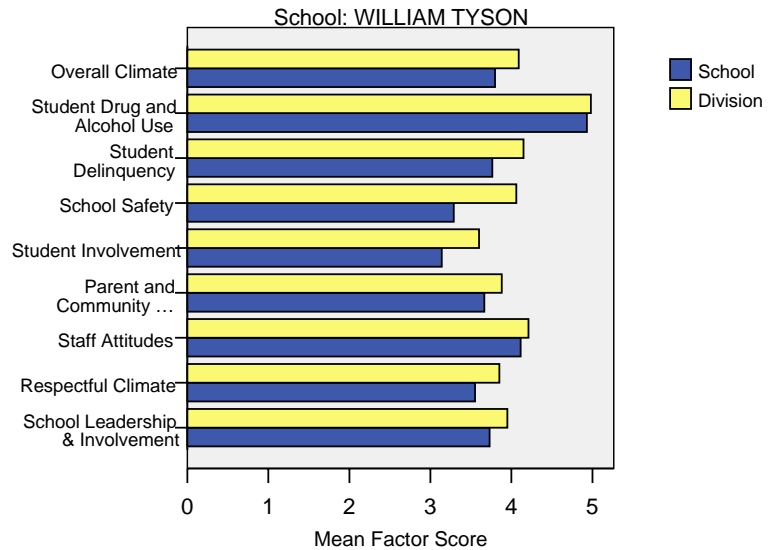
Math	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	10.4%	28.4%	14.6%	31.9%	31.3%	22.3%	43.8%	17.5%
2004-2005	9.1%	26.9%	22.7%	31.1%	25.8%	22.9%	42.4%	19.1%
2003-2004	5.6%	28.3%	20.8%	29.3%	25.0%	22.6%	48.6%	19.8%
2002-2003	12.0%	24.7%	30.7%	30.6%	25.3%	22.6%	32.0%	22.1%
2001-2002	6.2%	24.1%	26.2%	30.1%	36.9%	24.8%	30.8%	20.9%

William Tyson 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).