

Tudor School Overview

Statement of Program

Tudor Elementary School provides a complete K-6 educational program using Anchorage School District curriculum in reading, writing, mathematics, science, health and social studies. We offer a Title I program focused on increasing student academic achievement. Additional learning opportunities at Tudor include physical education, music, art, library and sixth-grade band and orchestra. Educational services include multi-sensory instruction in grades 1-3, special education, speech, gifted and bilingual services.

We continue to be committed to providing students a well-rounded education that supports the development of lifelong learners. We are dedicated to providing students with successful learning experiences, opportunities for recognition and assistance in reaching their full potential as safe, respectful and responsible members of society.

From the School Report Card

SCHOOL GOALS	
Goal	Level of Achievement
The number of students in grades K-6 rated proficient on the state reading assessments will increase from 61 to 63 percent.	Attained
Student proficiency in grades 3-6 on the state math assessments will increase from 69.8 to 70.8 percent.	Attained

From the School Report Card

BUDGET*	
2005-2006 Actual Expenditures	\$2,610,297
2006-2007 Revised Budgeted Amount	\$2,856,531
2007-2008 Proposed Budget	\$2,943,409

*Dollars budgeted or expended are general fund only.

From IFAS

Tudor School Characteristics

	School	District	Source of Information
Membership	584	49,230	Fall OASIS
Capacity	125%	N/A	Board Report - #202 3/12/07
Attendance Rate	92.4%	92.5%	NCLB Summer Data Collection
Retention Rate K-8	0.3%	1.0%	SMS and NCLB Summer Data Collection
Transiency Rate	31.1%	26.8%	NCLB Summer Data Collection
Economically Disadvantaged	342	18,325	Fall OASIS
Ave. Weekly Volunteer Hours	11	5,111	Dept of Ed Report Card Report
Students Taking the Alternate Assessment	0	230	SMS
Change in Enrollment	4.8%	-1.0%	Fall Oasis

Tudor School Characteristics Continued

Teacher Qualification				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
38	100%	17%	0	84%

SCHOOL BUSINESS PARTNERSHIPS
None listed

From the School Report Card

ETHNICITY REPORT - OCTOBER 2006						
White	Black	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	2 or more races	Total
188	49	108	84	72	83	584

From Fall Oasis

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
322	272	84.5%

From participation file (3-10 graders)

**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 (%)	(D) Participation Rate Met	(E) Tested and Enrolled "FAY"	(F) Proficient on LA	(G) Percent Proficient on LA	(H) LA Target	(I) Met AMO for LA	(J) Proficient on Math	(K) Percent Proficient in Math	(L) Math Target	(M) 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 & Amln	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

92.4% (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

7/30/2007

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

Does Not Meet AYP
Does Not Meet Growth
Level 2

Tudor Elementary

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

Group	"FAY"	Language Arts Performance				Math Performance			
		(D) Tested and Enrolled "FAY"	(E) Number of Students Proficient or on Track to Proficiency on LA	(F) Percent Proficient or on Track to Proficiency on LA	(G) LA Target	(H) Met AMO for LA	(I) Number of Students Proficient or on Track to Proficiency on Math	(J) Percent Proficient or on Track to Proficiency on Math	(K) Math Target
All Students	272	214	78.7%	71.48%	Yes	223	82%	57.61%	Yes
African American	33	***	90% or less	71.48%	Yes	***	90% or less	57.61%	Yes
AkNa & AmIn	58	45	77.6%	71.48%	Yes	***	95% or less	57.61%	Yes
Asian	28	***	90% or less	71.48%	Yes	***	90% or less	57.61%	Yes
Caucasian	87	69	79.3%	71.48%	Yes	79	90.8%	57.61%	Yes
Hispanic	34	***	90% or less	71.48%	Yes	25	73.5%	57.61%	Yes
Multi-Ethnic	32	***	90% or less	71.48%	Yes	***	90% or less	57.61%	Yes
Low Income	162	115	71%	71.48%	No	121	74.7%	57.61%	Yes
Disabled	44	20	45.5%	71.48%	No	24	54.5%	57.61%	No
LEP	67	48	71.6%	71.48%	Yes	49	73.1%	57.61%	Yes

Participation Rate: Met

Other Indicator: Met

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.

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

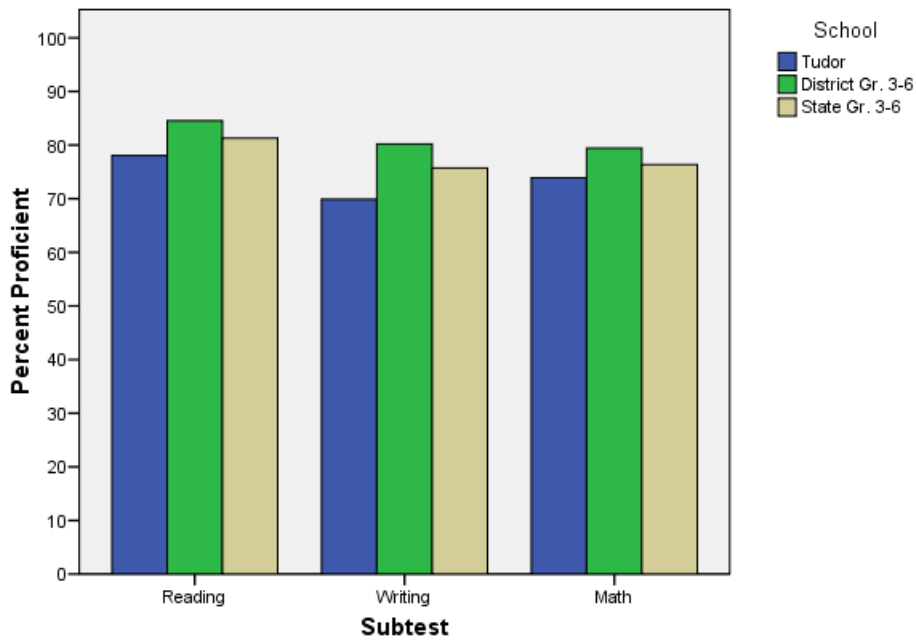
This document was prepared by the ASD Assessment and Evaluation Department.

9/14/2007

SBA Proficiency Comparison by Grade for Tudor

Category	Subtest					
	Reading		Writing		Math	
	Year		Year		Year	
	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
	Percent Proficient	Percent Proficient	Percent Proficient	Percent Proficient	Percent Proficient	Percent Proficient
All Students	76.34%	78.06%	72.56%	69.91%	69.91%	73.91%
3rd Grade	73.49%	70.13%	68.67%	70.13%	72.62%	76.62%
4th Grade	75.00%	79.52%	70.00%	72.29%	69.14%	73.81%
5th Grade	77.78%	84.09%	69.44%	71.59%	62.50%	71.91%
6th Grade	79.27%	77.46%	81.71%	64.79%	74.39%	73.61%

2007 SBA Results Compared for Tudor, District, & State



SBA 2007 Proficient & Not Proficient by NCLB Groups for Tudor

	Subtest					
	Reading		Writing		Math	
	Year		Year		Year	
	2006-2007		2006-2007		2006-2007	
	Percent Proficient	Percent Not Proficient	Percent Proficient	Percent Not Proficient	Percent Proficient	Percent Not Proficient
All Students	78.06%	21.94%	69.91%	30.09%	73.91%	26.09%
Black	84.62%	15.38%	71.79%	28.21%	74.36%	25.64%
Alaska Native / American Indian	72.46%	27.54%	62.32%	37.68%	68.12%	31.88%
Asian / Pacific Islander	78.38%	21.62%	70.27%	29.73%	78.38%	21.62%
White	81.72%	18.28%	76.34%	23.66%	83.87%	16.13%
Hispanic	72.50%	27.50%	67.50%	32.50%	65.12%	34.88%
2 or More Races	78.05%	21.95%	68.29%	31.71%	65.85%	34.15%
Low Income	73.85%	26.15%	62.56%	37.44%	67.17%	32.83%
Not Low Income	84.68%	15.32%	81.45%	18.55%	84.68%	15.32%
Disabled	38.00%	62.00%	32.00%	68.00%	40.00%	60.00%
Not Disabled	85.50%	14.50%	76.95%	23.05%	80.15%	19.85%
LEP	71.25%	28.75%	67.50%	32.50%	66.27%	33.73%
Not LEP	80.33%	19.67%	70.71%	29.29%	76.57%	23.43%
Migrant	66.67%	33.33%	40.00%	60.00%	53.33%	46.67%
Not Migrant	78.62%	21.38%	71.38%	28.62%	74.92%	25.08%
Female	79.25%	20.75%	72.96%	27.04%	69.14%	30.86%
Male	76.88%	23.13%	66.88%	33.13%	78.75%	21.25%

SBA Mean Scale Score Comparison by NCLB Groups for Tudor

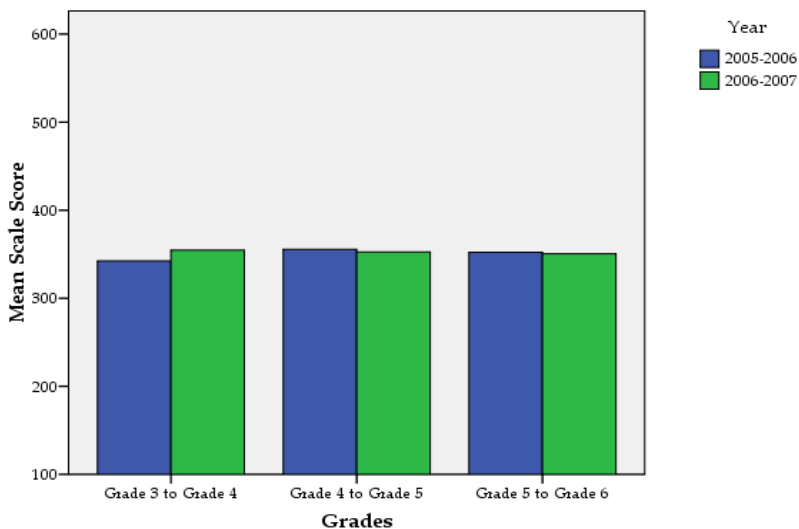
	Subtest					
	Reading		Writing		Math	
	Year		Year		Year	
	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score
All Students	350.79	352.40	347.96	349.98	343.43	350.67
Black	347.43	360.21	331.07	354.59	325.70	351.13
Alaska Native / American Indian	331.04	336.41	334.40	332.61	328.96	329.61
Asian / Pacific Islander	353.38	348.73	351.86	349.76	352.68	361.35
White	367.34	368.43	365.75	370.22	359.86	371.45
Hispanic	333.94	337.23	334.21	327.90	335.92	332.12
2 or More Races	336.70	353.63	333.82	350.68	324.76	348.37
Low Income	335.46	340.22	331.96	333.26	326.47	333.62
Not Low Income	368.52	371.55	366.46	376.28	363.03	377.90
Disabled	296.98	287.18	285.68	282.28	290.04	286.26
Not Disabled	362.59	364.52	361.62	362.57	355.05	362.51
LEP	330.08	335.14	332.88	331.31	327.58	331.96
Not LEP	357.44	358.18	352.80	356.23	348.65	357.17
Migrant	333.00	320.53	353.11	306.33	323.89	320.07
Not Migrant	351.31	353.97	347.81	352.13	344.00	352.17
Female	357.49	354.92	360.78	360.10	340.51	346.82
Male	345.29	349.89	337.43	339.93	345.83	354.57

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 2006	Grade 4 in 2007	Difference	Grade 4 in 2006	Grade 5 in 2007	Difference	Grade 5 in 2006	Grade 6 in 2007	Difference
Ethnicity	All Students	342.35	354.59	12.24	355.66	352.51	-3.16	352.14	350.55	-1.59
	Black	338.20	353.20	15.00	354.91	351.55	-3.36	364.90	370.60	5.70
	AK Native / American Indian	339.71	349.82	10.12	331.42	320.75	-10.67	317.92	333.08	15.17
	Asian	356.80	383.20	26.40	375.17	359.50	-15.67	343.75	343.67	-0.08
	White	364.45	368.14	3.68	360.71	366.29	5.58	384.08	364.08	-20.00
	Hispanic	307.40	328.09	20.69	360.10	352.27	-7.83	318.20	333.00	14.80
	2 or More Races	327.00	347.75	20.75	357.18	354.45	-2.73	303.20	318.80	15.60
Low Income	Yes	331.56	352.41	20.85	342.07	337.42	-4.65	345.18	338.82	-6.36
	No	358.34	357.90	-0.45	374.52	372.78	-1.73	364.40	371.20	6.80
Disabled	Yes	273.64	277.64	4.00	277.27	274.00	-3.27	286.21	293.14	6.93
	No	354.74	368.24	13.50	369.35	366.00	-3.35	368.93	365.16	-3.76
LEP	Yes	310.19	336.91	26.72	351.18	329.92	-21.27	329.00	341.81	12.81
	No	355.59	362.22	6.63	356.44	356.81	0.37	359.13	353.19	-5.94
Migrant	Yes	313.33	340.00	26.67	*	*	*	314.00	314.75	0.75
	No	343.61	355.21	11.61	357.13	354.51	-2.62	354.49	352.75	-1.74
Gender	Female	339.03	349.50	10.47	372.48	359.97	-12.52	354.16	352.14	-2.03
	Male	345.15	359.03	13.87	344.82	347.80	2.98	349.81	348.72	-1.09

*Suppressed based on Department of Education and Early Development Reporting Protocol

Growth in Mean Scale Score in Reading by Grade for Tudor between 2005-2006 and 2006-2007

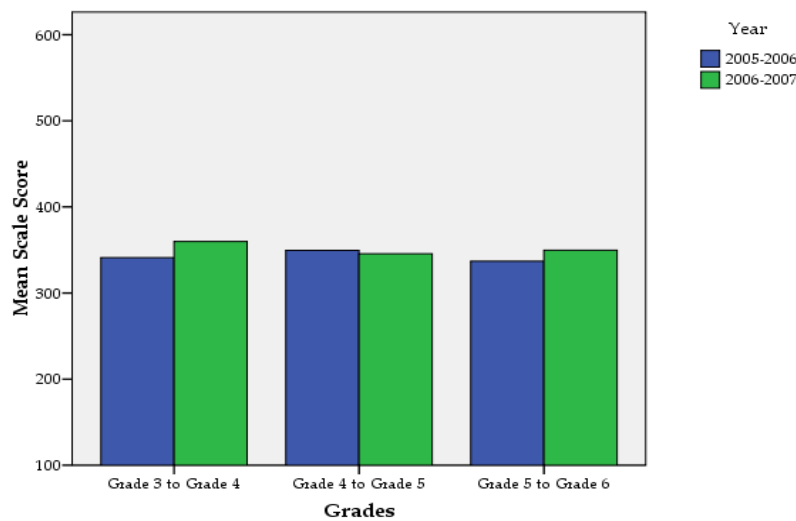


Tudor SBA Growth in Average Scale Score by NCLB Groups: Writing

		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 2006	Grade 4 in 2007	Difference	Grade 4 in 2006	Grade 5 in 2007	Difference	Grade 5 in 2006	Grade 6 in 2007	Difference
Ethnicity	All Students	341.08	359.85	18.77	349.59	345.53	-4.06	336.99	349.75	12.77
	Black	346.10	340.60	-5.50	333.36	339.55	6.18	353.40	385.20	31.80
	AK Native / American Indian	345.82	364.18	18.35	332.67	325.75	-6.92	316.00	312.42	-3.58
	Asian	354.60	385.80	31.20	370.50	369.17	-1.33	336.00	336.00	0.00
	White	365.00	382.73	17.73	348.88	345.04	-3.83	362.48	376.16	13.68
	Hispanic	290.40	319.64	29.24	358.20	347.09	-11.11	301.80	332.20	30.40
	2 or More Races	313.88	350.88	37.00	366.64	359.73	-6.91	264.60	287.00	22.40
Low Income	Yes	331.44	350.18	18.74	336.63	324.16	-12.47	327.07	340.91	13.84
	No	355.38	374.52	19.14	367.58	374.25	6.67	354.44	365.32	10.88
Disabled	Yes	272.36	284.09	11.73	279.64	265.00	-14.64	262.86	284.14	21.29
	No	353.48	373.29	19.81	361.81	359.38	-2.43	355.85	366.45	10.60
LEP	Yes	311.29	338.55	27.26	355.36	326.25	-29.11	318.13	340.44	22.31
	No	353.35	369.04	15.69	348.59	349.21	0.62	342.68	352.57	9.89
Migrant	Yes	336.67	370.33	33.67	*	*	*	317.00	293.50	-23.50
	No	341.28	359.40	18.12	350.71	347.37	-3.34	338.22	353.22	15.00
Gender	Female	346.64	374.18	27.54	376.59	363.83	-12.76	340.41	351.84	11.43
	Male	336.38	347.36	10.97	332.20	334.00	1.80	333.03	347.34	14.31

*Suppressed based on Department of Education and Early Development Reporting Protocol

Growth in Mean Scale Score in Writing by Grade for Tudor between 2005-2006 and 2006-2007

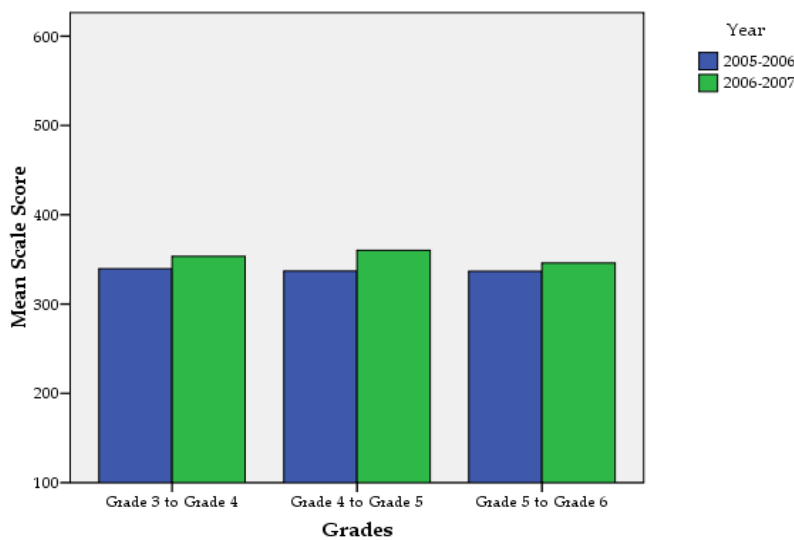


Tudor SBA Growth in Average Scale Score by NCLB Groups: Math

		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 2006	Grade 4 in 2007	Difference	Grade 4 in 2006	Grade 5 in 2007	Difference	Grade 5 in 2006	Grade 6 in 2007	Difference
Ethnicity	All Students	339.66	353.49	13.84	337.01	360.20	23.19	336.71	346.00	9.29
	Black	330.70	344.40	13.70	316.82	337.73	20.91	363.10	371.90	8.80
	AK Native / American Indian	344.94	346.18	1.24	322.58	328.33	5.75	310.50	322.75	12.25
	Asian	357.20	369.40	12.20	368.17	400.33	32.17	345.25	366.17	20.92
	White	367.50	377.86	10.36	340.75	367.58	26.83	356.40	361.08	4.68
	Hispanic	297.27	321.36	24.09	335.55	361.82	26.27	300.00	314.00	14.00
	2 or More Races	310.38	347.63	37.25	349.27	377.82	28.55	264.60	258.20	-6.40
Low Income	Yes	330.32	342.61	12.30	318.70	340.21	21.51	328.80	333.45	4.66
	No	353.83	370.00	16.17	361.63	387.06	25.44	350.64	368.08	17.44
Disabled	Yes	287.91	316.82	28.91	264.82	272.27	7.45	272.36	270.36	-2.00
	No	348.84	360.00	11.16	349.42	375.31	25.89	353.09	365.25	12.16
LEP	Yes	307.00	329.77	22.77	344.00	358.58	14.58	314.63	332.13	17.50
	No	353.75	363.73	9.98	335.68	360.51	24.83	343.38	350.19	6.81
Migrant	Yes	323.67	346.67	23.00	*	*	*	276.75	299.75	23.00
	No	340.34	353.79	13.44	338.32	361.16	22.85	340.40	348.85	8.45
Gender	Female	334.06	349.59	15.53	339.28	360.93	21.66	332.81	335.43	2.62
	Male	344.54	356.90	12.36	335.59	359.74	24.15	341.22	358.22	17.00

*Suppressed based on Department of Education and Early Development Reporting Protocol

Growth in Mean Scale Score in Math by Grade for Tudor between 2005-2006 and 2006-2007



Anchorage School District: Profile of Performance 2006-2007

2007 SBA Results Compared for Tudor, District and State

Reading	Tudor	District Gr. 3-6	State Gr. 3-6	Tudor	District Gr. 3-6	State Gr. 3-6	Tudor	District Gr. 3-6	State Gr. 3-6	Tudor	District Gr. 3-6	State Gr. 3-6	Tudor	District Gr. 3-6	State Gr. 3-6
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
All Students	23.82%	40.26%	35.99%	54.23%	44.27%	45.32%	15.99%	10.62%	13.15%	5.96%	4.85%	5.54%	99.07%	98.11%	98.03%
Black	25.64%	23.45%	23.73%	58.97%	53.19%	54.11%	.	16.14%	15.84%	.	7.22%	6.31%	100.00%	98.34%	98.38%
Alaska Native/American Indian	13.04%	24.11%	15.61%	59.42%	50.80%	47.89%	21.74%	16.30%	24.91%	5.80%	8.79%	11.59%	100.00%	98.12%	97.99%
Asian/Pacific Islander	24.32%	30.28%	31.90%	54.05%	47.79%	49.48%	.	15.14%	13.86%	.	6.78%	4.76%	100.00%	96.69%	96.81%
White	32.26%	51.78%	47.36%	49.46%	38.93%	42.11%	12.90%	6.44%	7.61%	5.38%	2.86%	2.92%	100.00%	98.58%	98.28%
Hispanic	15.00%	26.49%	26.93%	57.50%	51.75%	53.59%	20.00%	15.67%	14.23%	7.50%	6.09%	5.25%	93.02%	96.83%	96.78%
2 or More Races	29.27%	33.67%	35.48%	48.78%	48.41%	48.32%	.	12.72%	11.32%	.	5.20%	4.87%	100.00%	97.80%	98.01%
Low Income	18.46%	24.18%	22.26%	55.38%	51.26%	49.25%	19.49%	16.49%	19.70%	6.67%	8.07%	8.79%	98.48%	97.62%	97.64%
Not Low Income	32.26%	52.03%	46.53%	52.42%	39.16%	42.30%	10.48%	6.33%	8.11%	4.84%	2.49%	3.05%	100.00%	98.47%	98.33%
Disabled	.	10.97%	9.75%	.	39.39%	38.40%	40.00%	28.57%	31.46%	22.00%	21.07%	20.39%	100.00%	93.89%	93.28%
Not Disabled	27.51%	45.33%	40.30%	57.99%	45.12%	46.46%	11.52%	7.51%	10.14%	2.97%	2.03%	3.10%	98.90%	98.88%	98.86%
LEP	16.25%	19.90%	12.01%	55.00%	51.99%	46.72%	21.25%	19.86%	28.83%	7.50%	8.25%	12.44%	96.39%	96.40%	97.06%
Not LEP	26.36%	44.47%	40.94%	53.97%	42.68%	45.04%	14.23%	8.71%	9.91%	5.44%	4.14%	4.12%	100.00%	98.47%	98.24%
Migrant	.	27.27%	17.31%	.	50.59%	46.88%	.	15.42%	24.98%	.	6.72%	10.84%	100.00%	98.25%	97.90%
Not Migrant	24.67%	40.74%	37.19%	53.95%	44.04%	45.22%	15.13%	10.45%	12.38%	6.25%	4.78%	5.20%	99.02%	98.10%	98.04%
Female	23.90%	44.81%	39.66%	55.35%	43.29%	45.27%	15.09%	8.68%	11.05%	5.66%	3.22%	4.02%	98.15%	98.29%	98.27%
Male	23.75%	35.88%	32.48%	53.13%	45.22%	45.38%	16.88%	12.49%	15.15%	6.25%	6.41%	7.00%	100.00%	97.94%	97.82%

. Suppressed based on Department of Education and Early Development Reporting Protocol

Anchorage School District: Profile of Performance 2006-2007

2007 SBA Results Compared for Tudor, District and State

Writing	Tudor	District Gr. 3-6	State Gr. 3-6	Tudor	District Gr. 3-6	State Gr. 3-6	Tudor	District Gr. 3-6	State Gr. 3-6	Tudor	District Gr. 3-6	State Gr. 3-6	Tudor	District Gr. 3-6	State Gr. 3-6
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
All Students	26.02%	37.42%	32.27%	43.89%	42.80%	43.46%	28.53%	17.95%	21.55%	1.57%	1.84%	2.72%	99.07%	97.89%	97.96%
Black	30.77%	22.98%	22.88%	41.03%	45.50%	47.67%	.	28.61%	26.69%	.	2.91%	2.76%	100.00%	98.34%	98.38%
Alaska Native/American Indian	17.39%	20.50%	13.52%	44.93%	48.21%	41.47%	.	27.50%	38.67%	.	3.79%	6.35%	100.00%	97.82%	97.89%
Asian/Pacific Islander	27.03%	31.66%	33.39%	43.24%	43.40%	44.94%	.	21.83%	19.46%	.	3.10%	2.22%	100.00%	96.50%	96.60%
White	35.48%	47.32%	41.82%	40.86%	40.08%	43.19%	.	11.74%	13.71%	.	0.86%	1.28%	100.00%	98.37%	98.24%
Hispanic	7.50%	27.04%	26.10%	60.00%	45.48%	49.40%	.	25.34%	22.63%	.	2.15%	1.87%	93.02%	96.51%	96.40%
2 or More Races	31.71%	31.96%	32.10%	36.59%	45.41%	46.06%	.	20.68%	20.01%	.	1.94%	1.83%	100.00%	97.57%	97.96%
Low Income	19.49%	21.92%	19.79%	43.08%	47.14%	44.61%	35.38%	27.71%	31.37%	2.05%	3.23%	4.23%	98.48%	97.49%	97.62%
Not Low Income	36.29%	48.78%	41.86%	45.16%	39.61%	42.58%	.	10.79%	14.00%	.	0.81%	1.56%	100.00%	98.19%	98.21%
Disabled	6.00%	9.08%	8.06%	26.00%	37.94%	35.73%	.	46.21%	47.78%	.	6.77%	8.42%	100.00%	94.03%	93.53%
Not Disabled	29.74%	42.35%	36.26%	47.21%	43.64%	44.74%	21.56%	13.03%	17.23%	1.49%	0.98%	1.78%	98.90%	98.60%	98.73%
LEP	13.75%	21.56%	12.98%	53.75%	46.28%	39.61%	28.75%	28.29%	40.75%	3.75%	3.86%	6.65%	96.39%	96.20%	97.01%
Not LEP	30.13%	40.70%	36.25%	40.59%	42.07%	44.26%	.	15.81%	17.59%	.	1.42%	1.91%	100.00%	98.25%	98.16%
Migrant	.	22.62%	14.85%	.	49.80%	41.35%	.	25.20%	38.18%	.	2.38%	5.62%	100.00%	97.86%	97.90%
Not Migrant	26.97%	37.97%	33.39%	44.41%	42.54%	43.60%	27.63%	17.68%	20.48%	0.99%	1.82%	2.53%	99.02%	97.89%	97.96%
Female	32.70%	45.49%	39.27%	40.25%	40.22%	42.00%	.	13.29%	16.98%	.	0.99%	1.75%	98.15%	97.95%	98.22%
Male	19.38%	29.68%	25.58%	47.50%	45.26%	44.86%	31.25%	22.41%	25.91%	1.88%	2.65%	3.65%	100.00%	97.84%	97.71%

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2007 SBA Results Compared for Tudor, District and State

Math	Tudor	District Gr. 3-6	State Gr. 3-6	Tudor	District Gr. 3-6	State Gr. 3-6	Tudor	District Gr. 3-6	State Gr. 3-6	Tudor	District Gr. 3-6	State Gr. 3-6	Tudor	District Gr. 3-6	State Gr. 3-6
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
All Students	36.02%	42.23%	37.50%	37.89%	37.21%	38.87%	14.29%	11.75%	13.26%	11.80%	8.81%	10.38%	100.00%	98.21%	98.04%
Black	38.46%	22.38%	23.00%	35.90%	40.92%	42.84%	17.95%	18.82%	18.07%	7.69%	17.88%	16.10%	100.00%	98.52%	98.45%
Alaska Native/American Indian	26.09%	29.36%	20.15%	42.03%	39.88%	39.45%	15.94%	16.68%	20.52%	15.94%	14.09%	19.88%	100.00%	98.02%	97.84%
Asian/Pacific Islander	32.43%	38.15%	39.92%	45.95%	39.38%	40.04%	.	12.31%	11.73%	.	10.17%	8.31%	100.00%	98.28%	98.22%
White	46.24%	51.71%	46.62%	37.63%	34.85%	37.82%	8.60%	8.52%	9.66%	7.53%	4.92%	5.90%	100.00%	98.28%	98.11%
Hispanic	32.56%	31.85%	31.40%	32.56%	39.53%	42.28%	11.63%	14.81%	14.64%	23.26%	13.81%	11.68%	100.00%	98.03%	97.55%
2 or More Races	34.15%	36.05%	37.64%	31.71%	39.38%	39.72%	21.95%	14.11%	13.48%	12.20%	10.47%	9.17%	100.00%	97.88%	98.21%
Low Income	28.28%	27.90%	25.44%	38.89%	41.02%	40.74%	18.18%	16.48%	18.04%	14.65%	14.61%	15.78%	100.00%	98.19%	97.97%
Not Low Income	48.39%	52.82%	46.82%	36.29%	34.39%	37.42%	8.06%	8.26%	9.57%	7.26%	4.53%	6.20%	100.00%	98.22%	98.09%
Disabled	8.00%	14.36%	12.98%	32.00%	31.17%	32.16%	28.00%	23.87%	23.53%	32.00%	30.60%	31.33%	100.00%	94.03%	93.69%
Not Disabled	41.18%	47.07%	41.54%	38.97%	38.25%	39.97%	11.76%	9.65%	11.56%	8.09%	5.03%	6.92%	100.00%	98.97%	98.80%
LEP	27.71%	27.53%	18.03%	38.55%	41.28%	38.26%	16.87%	15.98%	21.56%	16.87%	15.21%	22.15%	100.00%	98.28%	97.81%
Not LEP	38.91%	45.34%	41.55%	37.66%	36.35%	38.99%	13.39%	10.85%	11.53%	10.04%	7.46%	7.93%	100.00%	98.19%	98.09%
Migrant	33.33%	32.94%	23.17%	20.00%	41.81%	38.30%	20.00%	14.40%	20.00%	26.67%	10.85%	18.53%	100.00%	98.45%	97.82%
Not Migrant	36.16%	42.58%	38.42%	38.76%	37.04%	38.90%	14.01%	11.65%	12.82%	11.07%	8.73%	9.85%	100.00%	98.20%	98.06%
Female	35.80%	43.29%	38.12%	33.33%	37.50%	39.45%	18.52%	11.77%	13.19%	12.35%	7.44%	9.24%	100.00%	98.29%	98.21%
Male	36.25%	41.22%	36.91%	42.50%	36.92%	38.31%	10.00%	11.73%	13.32%	11.25%	10.12%	11.46%	100.00%	98.13%	97.89%

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Anchorage School District: Profile of Performance 2006-2007

Tudor TerraNova 5th grade

Percent in each quartile

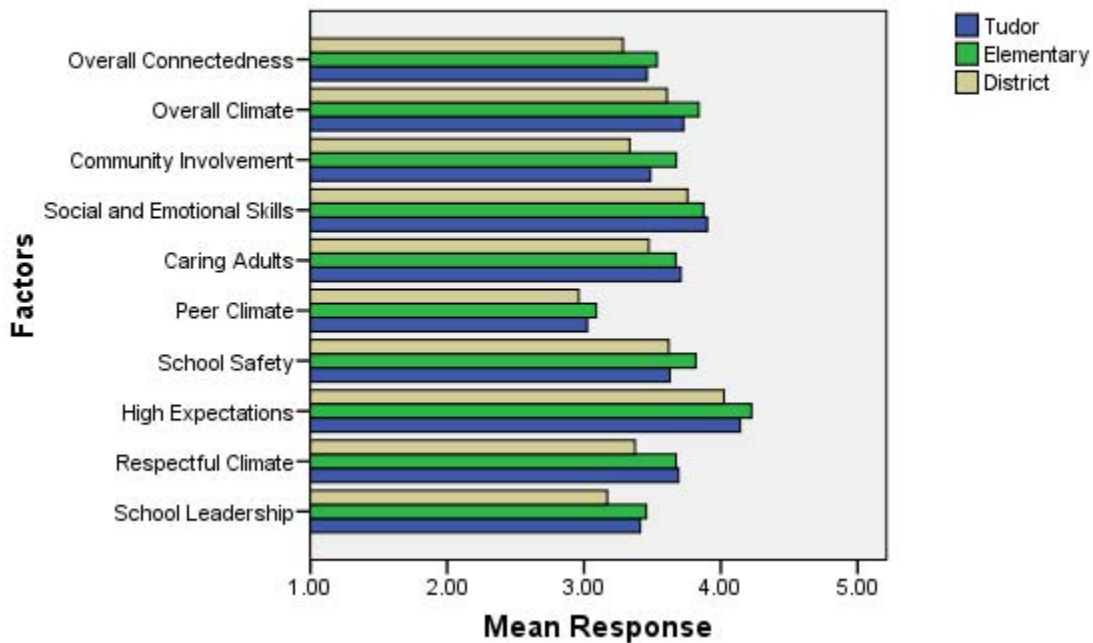
Reading	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2006-2007	19.0%	33.1%	28.6%	26.1%	32.1%	23.6%	20.2%	17.2%
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
2006-2007	25.0%	34.7%	23.8%	26.9%	28.6%	21.4%	22.6%	17.0%
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
2006-2007	21.2%	29.7%	24.7%	31.6%	28.2%	21.2%	25.9%	17.4%
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%

Student Survey Results

2007 Climate and Connectedness Student Survey - Tudor



Each question in the survey related to a factor or concept, and a score was calculated based on the average response for the questions related to each factor. The factors measured in the survey were: (Individual questions provided answer categories of strongly agree, agree, agree some/disagree some, disagree, and strongly disagree; 5 being strongly agree and 1 being strongly disagree)

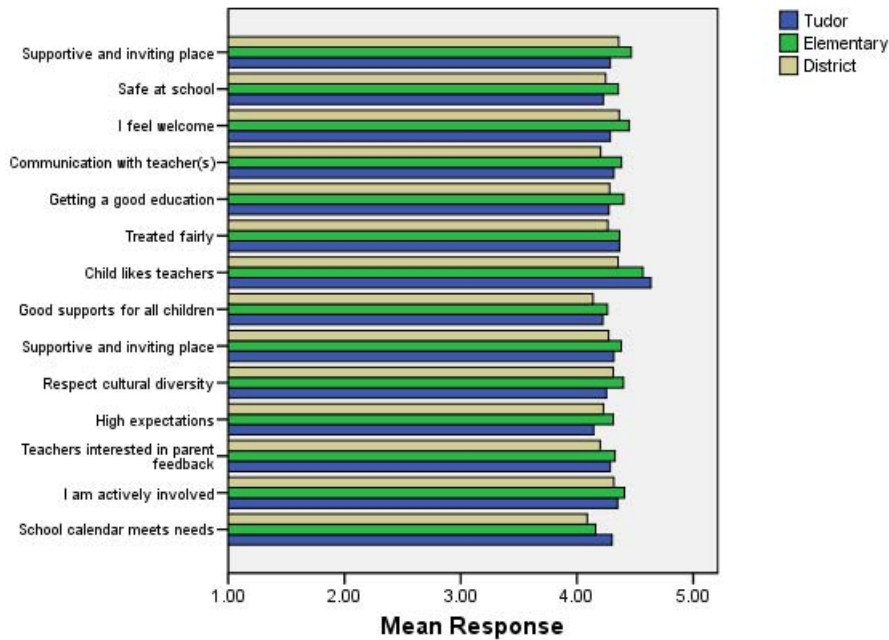
- **School Leadership and Student Involvement:** This factor reflects students’ feelings about the decision making of school leaders as well as student participation in the school governance.
- **Respectful Climate:** This factor reflects students’ feelings about fairness of rules and respect for students’ contributions.
- **High Expectations:** This factor reflects students’ feelings about their own expectations as well as those of adults in their school and community.
- **School Safety:** This factor reflects students’ feelings about bullies and gangs at school as well as general crime and violence in the community.
- **Peer Climate:** This factor reflects students’ feelings about how respectful students are to one another and how helpful students are to other students.
- **Caring Adults:** This factor reflects students’ feelings about how close they feel to other adults in the school.
- **Social and Emotional Learning:** This factor reflects students’ ability to think about the consequences of their actions and to empathize with others.
- **Community Involvement:** This factor reflects students’ feelings about how supportive and welcoming the school is with parents and the community.
- **Overall Climate:** The Overall Climate score was computed as the average of three scales: School Leadership, High Expectations, and School Safety.
- **Overall Connectedness:** Overall Connectedness score was computed as an average of three scales: Respectful Climate, Peer Climate, and Caring Adults.

Staff Survey Results

*The response rate is not high enough to provide statistically reliable results.

Parent/Guardian Survey Results

2007 Climate and Connectedness Parent/Guardian Survey - Tudor



Questions on the Parent/Guardian Survey included:

- My child’s school is a supportive and inviting place
- My child is safe at school
- I feel welcome at this school
- I am satisfied with communication with my child’s teacher (s)
- My child is getting a good education at this school
- My child is treated fairly at school
- My child likes his/her teachers
- At this school, there are good supports for all children, including children with learning disabilities
- This school is a supportive and inviting place for parents/guardians
- Adults at this school respect cultural diversity
- Adults at this school have high expectations of my child
- Teachers at my child’s school are interested in what I have to say
- I feel like I am actively involved in my child’s education
- The District’s school calendar meets the needs of my child and our family