

William Tyson School Overview

Statement of Program

William Tyson Elementary School provides a comprehensive elementary curriculum that strives 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, and encourage our students to develop skills that will help them make those choices. We are dedicated to increasing respect for our own and others’ cultures, and above all, believe Tyson has a powerful role to play in creating a more democratic, just and peaceful world.

We are committed to celebrating our multiculturalism; we encourage an Alaska Native alternative program and we 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 School Report Card

SCHOOL GOALS	
Goal	Level of Achievement
Reading skills for all students will improve by 3 percent based on assessment scores.	Partially Attained
Math skills for students in K-6 will improve by 3 percent as measured by analysis of the Title I math inventory and math problem-solving assessments.	Attained
Parent and community involvement in the school will improve.	Attained

From the School Report Card

BUDGET*	
2005-2006 Actual Expenditures	\$2,019,806
2006-2007 Revised Budgeted Amount	\$2,218,542
2007-2008 Proposed Budget	\$2,415,655
*Dollars budgeted or expended are general fund only.	

From IFAS

William Tyson School Characteristics

	School	District	Source of Information
Membership	415	49,230	Fall OASIS
Capacity	93%	N/A	Board Report - #202 3/12/07
Attendance Rate	92.4%	92.5%	NCLB Summer Data Collection
Retention Rate K-8	2.0%	1.0%	SMS and NCLB Summer Data Collection
Transiency Rate	37.0%	26.8%	NCLB Summer Data Collection
Economically Disadvantaged	415	18,325	Fall OASIS
Ave. Weekly Volunteer Hours	5	5,111	Dept of Ed Report Card Report
Students Taking the Alternate Assessment	4	230	SMS
Change in Enrollment	7.5%	-1.0%	Fall Oasis

Teacher Qualification				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
34	100%	22%	0	93%

SCHOOL BUSINESS PARTNERSHIPS
Big Brothers/Big Sisters of Anchorage Holiday Stations The Links Federal Bureau of Investigation First Alaskans Foundation

From the School Report Card

ETHNICITY REPORT - OCTOBER 2006						
White	Black	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	2 or more races	Total
25	31	99	205	19	36	415

From Fall Oasis

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
231	193	83.5%

From participation file (3-10 graders)

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

William Tyson Elementary

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

**Does Not Meet AYP
Level 4**

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	231	228	98.7%	Yes	191	103	53.9%	63.9%	No	119	62.3%	49.3%	Yes
African American	20	20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AkNa & Amln	51	50	98%	Yes	38	21	55.3%	54.4%	Yes	24	63.2%	38.9%	Yes
Asian	119	117	98.3%	Yes	101	51	50.5%	61%	Yes-SH	62	61.4%	46.2%	Yes
Caucasian	12	12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	10	10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	19	19	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	231	228	98.7%	Yes	191	103	53.9%	63.9%	No	119	62.3%	49.3%	Yes
Disabled	32	32	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LEP	151	149	98.7%	Yes	132	69	52.3%	62.3%	Yes-SH	80	60.6%	47.6%	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 4

William Tyson Elementary

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

Group	"FAY"	Language Arts Performance				Math Performance			
		(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	(L) Met AMO for Math
If there are 20 or fewer students enrolled, value is "N/A"	(D) Tested and Enrolled "FAY"	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)
All Students	191	117	61.3%	71.48%	No	138	72.3%	57.61%	Yes
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AkNa & AmIn	38	24	63.2%	71.48%	No	27	71.1%	57.61%	Yes
Asian	101	60	59.4%	71.48%	No	73	72.3%	57.61%	Yes
Caucasian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	191	117	61.3%	71.48%	No	138	72.3%	57.61%	Yes
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LEP	132	80	60.6%	71.48%	No	93	70.5%	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.

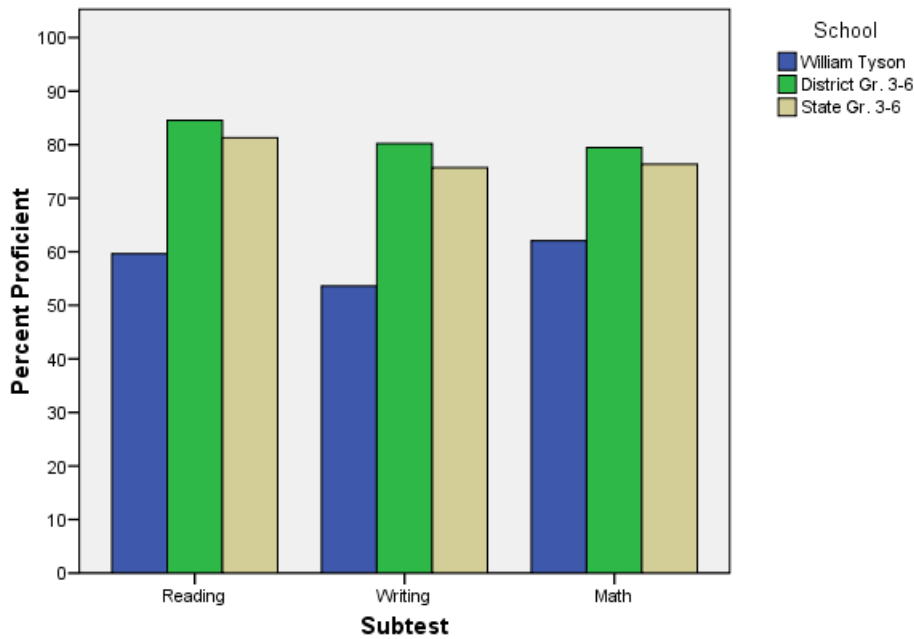
This document was prepared by the ASD Assessment and Evaluation Department.

9/14/2007

SBA Proficiency Comparison by Grade for William Tyson

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	59.22%	59.64%	58.25%	53.60%	50.00%	62.05%
3rd Grade	70.83%	63.27%	60.42%	53.06%	58.33%	66.00%
4th Grade	59.52%	68.18%	71.43%	68.18%	58.14%	72.73%
5th Grade	54.90%	56.86%	52.94%	52.00%	40.38%	60.00%
6th Grade	53.85%	49.12%	52.31%	38.60%	46.27%	48.28%

2007 SBA Results Compared for William Tyson, District, & State



SBA 2007 Proficient & Not Proficient by NCLB Groups for William Tyson

	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	59.64%	40.36%	53.60%	46.40%	62.05%	37.95%
Black	50.00%	50.00%	58.82%	41.18%	58.82%	41.18%
Alaska Native / American Indian	68.00%	32.00%	50.00%	50.00%	60.00%	40.00%
Asian / Pacific Islander	56.14%	43.86%	55.26%	44.74%	62.07%	37.93%
White	58.33%	41.67%	50.00%	50.00%	66.67%	33.33%
Hispanic	50.00%	50.00%	40.00%	60.00%	40.00%	60.00%
2 or More Races	73.68%	26.32%	57.89%	42.11%	78.95%	21.05%
Low Income	59.64%	40.36%	53.60%	46.40%	62.05%	37.95%
Not Low Income						
Disabled	17.86%	82.14%			28.57%	71.43%
Not Disabled	65.64%	34.36%	60.31%	39.69%	66.84%	33.16%
LEP	57.53%	42.47%	54.79%	45.21%	60.81%	39.19%
Not LEP	63.64%	36.36%	51.32%	48.68%	64.47%	35.53%
Migrant						
Not Migrant	59.63%	40.37%	53.46%	46.54%	61.64%	38.36%
Female	70.00%	30.00%	70.71%	29.29%	66.00%	34.00%
Male	51.22%	48.78%	39.84%	60.16%	58.87%	41.13%

. Data is suppressed based on Alaska Department of Education and Early Development Protocol

SBA Mean Scale Score Comparison by NCLB Groups for William Tyson

	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	316.23	322.03	309.65	314.51	308.00	323.72
Black	312.94	313.83	311.00	316.41	297.00	325.71
Alaska Native / American Indian	347.85	331.60	329.88	315.02	351.09	332.82
Asian / Pacific Islander	302.71	318.65	302.18	318.47	298.68	323.47
White	330.60	323.92	313.47	294.92	298.77	314.25
Hispanic		302.20		285.50		282.40
2 or More Races	313.36	334.16	311.09	315.37	311.73	327.26
Low Income	316.23	322.03	309.65	314.51	308.00	323.72
Not Low Income						
Disabled	275.00	263.18	259.89	240.00	255.56	271.86
Not Disabled	320.18	330.48	314.41	325.27	312.92	331.13
LEP	305.42	318.93	303.32	316.00	301.59	321.14
Not LEP	334.72	327.91	320.49	311.66	319.32	328.74
Migrant	355.00	303.20	360.00	299.80	409.17	354.00
Not Migrant	315.07	322.46	308.14	314.85	305.03	323.03
Female	322.76	335.57	323.72	338.37	309.02	331.99
Male	311.36	311.02	299.16	295.31	307.26	317.05

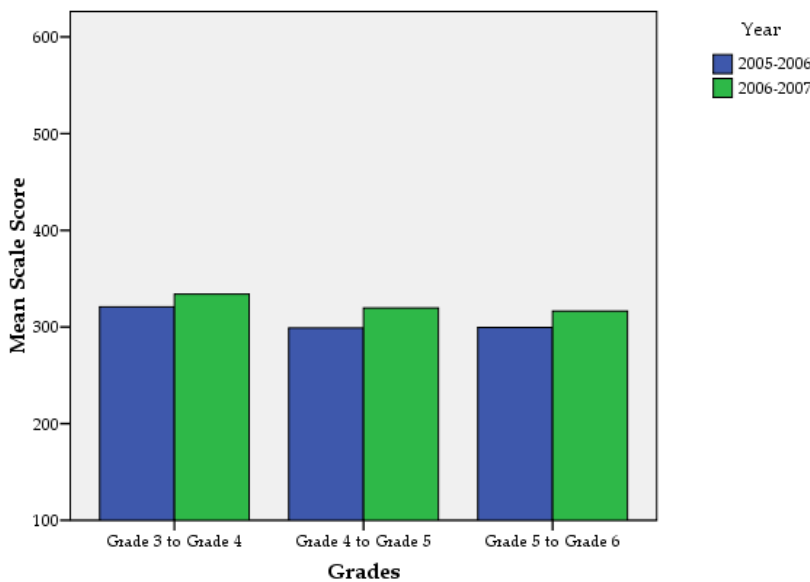
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William Tyson SBA Growth in Average Scale Score by NCLB Groups: Reading

		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 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	320.83	334.02	13.19	299.03	319.66	20.63	299.47	316.37	16.90
	Black	358.50	306.25	-52.25	266.67	283.00	16.33	292.00	318.40	26.40
	AK Native / American Indian	311.45	340.27	28.82	322.50	332.00	9.50	324.27	336.00	11.73
	Asian	322.33	337.80	15.47	276.79	307.76	30.97	286.81	301.90	15.10
	White	*	*	*	350.00	355.80	5.80	*	*	*
	Hispanic	*	*	*	*	*	*	287.00	315.25	28.25
	2 or More Races	327.17	334.67	7.50	*	*	*	280.00	311.00	31.00
Low Income	Yes	320.83	334.02	13.19	299.03	319.66	20.63	299.47	316.37	16.90
	No	*	*	*	*	*	*	*	*	*
Disabled	Yes	265.33	283.00	17.67	231.50	225.00	-6.50	261.00	275.17	14.17
	No	327.91	340.53	12.62	307.47	330.79	23.33	305.38	322.55	17.17
LEP	Yes	324.11	337.32	13.21	283.87	311.24	27.37	285.07	305.00	19.93
	No	312.53	325.67	13.13	325.85	335.85	10.00	325.56	337.69	12.13
Migrant	Yes	*	*	*	*	*	*	*	*	*
	No	322.00	334.02	12.02	296.59	318.53	21.94	299.47	316.37	16.90
Gender	Female	335.59	346.19	10.59	310.17	337.17	27.00	312.50	327.00	14.50
	Male	305.50	321.38	15.88	293.46	311.58	18.12	290.78	308.89	18.11

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

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

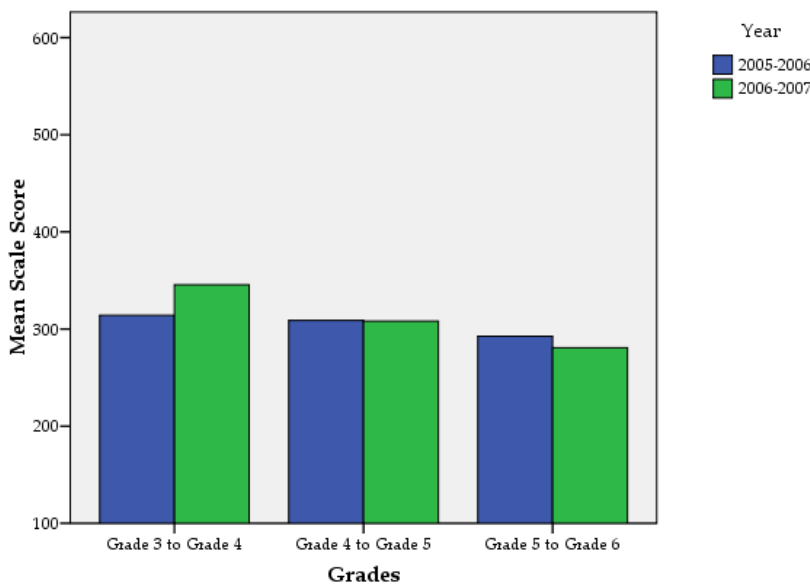


William Tyson SBA Growth in Average Scale Score by NCLB Groups: Writing

		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 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	314.11	345.60	31.49	308.83	308.13	-0.70	292.65	280.70	-11.96
	Black	334.25	332.00	-2.25	304.00	275.67	-28.33	273.80	297.80	24.00
	AK Native / American Indian	323.00	345.91	22.91	323.83	290.33	-33.50	303.64	288.00	-15.64
	Asian	316.57	353.17	36.60	289.63	306.05	16.42	290.19	269.86	-20.33
	White	*	*	*	339.20	345.60	6.40	*	*	*
	Hispanic	*	*	*	*	*	*	280.00	296.50	16.50
	2 or More Races	301.50	327.17	25.67	*	*	*	315.33	283.67	-31.67
Low Income	Yes	314.11	345.60	31.49	308.83	308.13	-0.70	292.65	280.70	-11.96
	No	*	*	*	*	*	*	*	*	*
Disabled	Yes	281.00	279.67	-1.33	216.75	229.75	13.00	240.00	220.33	-19.67
	No	318.34	354.02	35.68	320.34	317.35	-2.99	300.55	289.75	-10.80
LEP	Yes	314.95	350.50	35.55	296.17	305.04	8.87	291.50	273.40	-18.10
	No	312.00	333.20	21.20	331.23	314.08	-17.15	294.81	294.38	-0.44
Migrant	Yes	*	*	*	*	*	*	*	*	*
	No	314.52	344.50	29.98	305.21	307.44	2.24	292.65	280.70	-11.96
Gender	Female	331.89	362.67	30.78	325.33	336.00	10.67	310.42	312.26	1.84
	Male	295.65	327.88	32.23	300.58	295.27	-5.31	280.15	258.48	-21.67

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

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

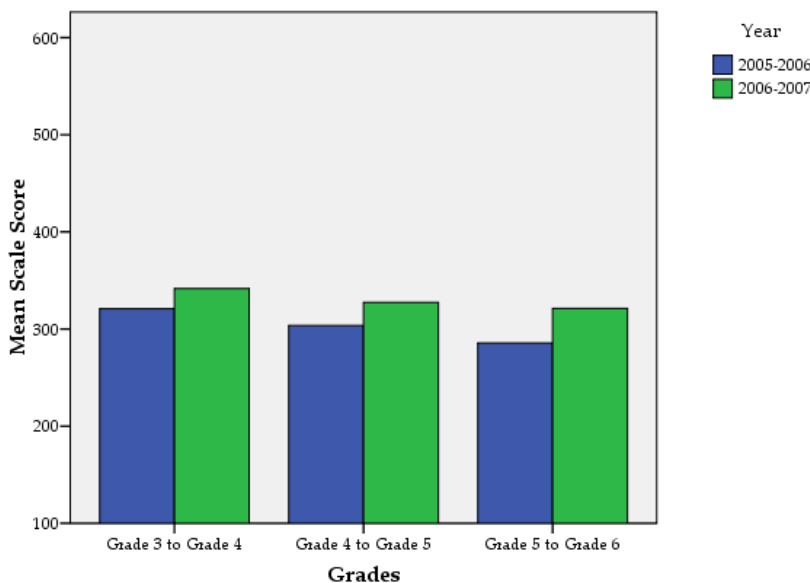


William Tyson SBA Growth in Average Scale Score by NCLB Groups: Math

		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 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	320.79	341.74	20.94	303.58	327.39	23.82	285.60	321.23	35.64
	Black	314.75	331.75	17.00	262.33	255.00	-7.33	300.60	360.60	60.00
	AK Native / American Indian	335.27	360.27	25.00	328.00	339.17	11.17	311.45	343.27	31.82
	Asian	323.10	340.17	17.07	295.19	326.52	31.33	273.86	305.36	31.50
	White	*	*	*	304.40	352.60	48.20	*	*	*
	Hispanic	*	*	*	*	*	*	268.50	308.00	39.50
	2 or More Races	308.50	334.50	26.00	*	*	*	268.00	302.00	34.00
Low Income	Yes	320.79	341.74	20.94	303.58	327.39	23.82	285.60	321.23	35.64
	No	*	*	*	*	*	*	*	*	*
Disabled	Yes	295.67	305.83	10.17	220.25	245.00	24.75	240.00	273.00	33.00
	No	324.00	346.32	22.32	313.38	337.09	23.71	292.27	328.29	36.02
LEP	Yes	323.42	343.34	19.92	297.72	324.56	26.84	276.32	307.16	30.84
	No	314.13	337.67	23.53	314.85	332.85	18.00	303.56	348.50	44.94
Migrant	Yes	*	*	*	*	*	*	*	*	*
	No	321.33	341.77	20.44	298.94	323.00	24.06	285.60	321.23	35.64
Gender	Female	323.70	348.63	24.93	294.17	335.83	41.67	304.95	334.89	29.95
	Male	317.77	334.58	16.81	307.92	323.50	15.58	272.46	311.96	39.50

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

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



Anchorage School District: Profile of Performance 2006-2007

2007 SBA Results Compared for William Tyson, District and State

Reading	William Tyson	District Gr. 3-6	State Gr. 3-6	William Tyson	District Gr. 3-6	State Gr. 3-6	William Tyson	District Gr. 3-6	State Gr. 3-6	William Tyson	District Gr. 3-6	State Gr. 3-6	William Tyson	District Gr. 3-6	State Gr. 3-6
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
All Students	10.31%	40.26%	35.99%	49.33%	44.27%	45.32%	26.46%	10.62%	13.15%	13.90%	4.85%	5.54%	96.10%	98.11%	98.03%
Black	.	23.45%	23.73%	.	53.19%	54.11%	.	16.14%	15.84%	.	7.22%	6.31%	90.00%	98.34%	98.38%
Alaska Native/American Indian	16.00%	24.11%	15.61%	52.00%	50.80%	47.89%	20.00%	16.30%	24.91%	12.00%	8.79%	11.59%	96.08%	98.12%	97.99%
Asian/Pacific Islander	9.65%	30.28%	31.90%	46.49%	47.79%	49.48%	28.07%	15.14%	13.86%	15.79%	6.78%	4.76%	95.80%	96.69%	96.81%
White	.	51.78%	47.36%	.	38.93%	42.11%	.	6.44%	7.61%	.	2.86%	2.92%	100.00%	98.58%	98.28%
Hispanic	.	26.49%	26.93%	.	51.75%	53.59%	.	15.67%	14.23%	.	6.09%	5.25%	100.00%	96.83%	96.78%
2 or More Races	.	33.67%	35.48%	.	48.41%	48.32%	.	12.72%	11.32%	.	5.20%	4.87%	100.00%	97.80%	98.01%
Low Income	10.31%	24.18%	22.26%	49.33%	51.26%	49.25%	26.46%	16.49%	19.70%	13.90%	8.07%	8.79%	96.10%	97.62%	97.64%
Not Low Income	N/A	52.03%	46.53%	N/A	39.16%	42.30%	N/A	6.33%	8.11%	N/A	2.49%	3.05%	N/A	98.47%	98.33%
Disabled	.	10.97%	9.75%	.	39.39%	38.40%	39.29%	28.57%	31.46%	42.86%	21.07%	20.39%	87.50%	93.89%	93.28%
Not Disabled	11.79%	45.33%	40.30%	53.85%	45.12%	46.46%	24.62%	7.51%	10.14%	9.74%	2.03%	3.10%	97.49%	98.88%	98.86%
LEP	8.90%	19.90%	12.01%	48.63%	51.99%	46.72%	28.08%	19.86%	28.83%	14.38%	8.25%	12.44%	96.69%	96.40%	97.06%
Not LEP	12.99%	44.47%	40.94%	50.65%	42.68%	45.04%	23.38%	8.71%	9.91%	12.99%	4.14%	4.12%	95.00%	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	10.55%	40.74%	37.19%	49.08%	44.04%	45.22%	26.61%	10.45%	12.38%	13.76%	4.78%	5.20%	96.02%	98.10%	98.04%
Female	10.00%	44.81%	39.66%	60.00%	43.29%	45.27%	25.00%	8.68%	11.05%	5.00%	3.22%	4.02%	97.06%	98.29%	98.27%
Male	10.57%	35.88%	32.48%	40.65%	45.22%	45.38%	27.64%	12.49%	15.15%	21.14%	6.41%	7.00%	95.35%	97.94%	97.82%

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

2007 SBA Results Compared for William Tyson, District and State

Writing	William Tyson	District Gr. 3-6	State Gr. 3-6	William Tyson	District Gr. 3-6	State Gr. 3-6	William Tyson	District Gr. 3-6	State Gr. 3-6	William Tyson	District Gr. 3-6	State Gr. 3-6	William Tyson	District Gr. 3-6	State Gr. 3-6
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
All Students	9.46%	37.42%	32.27%	44.14%	42.80%	43.46%	40.09%	17.95%	21.55%	6.31%	1.84%	2.72%	95.67%	97.89%	97.96%
Black	.	22.98%	22.88%	.	45.50%	47.67%	.	28.61%	26.69%	.	2.91%	2.76%	85.00%	98.34%	98.38%
Alaska Native/American Indian	10.00%	20.50%	13.52%	40.00%	48.21%	41.47%	40.00%	27.50%	38.67%	10.00%	3.79%	6.35%	96.08%	97.82%	97.89%
Asian/Pacific Islander	11.40%	31.66%	33.39%	43.86%	43.40%	44.94%	41.23%	21.83%	19.46%	3.51%	3.10%	2.22%	95.80%	96.50%	96.60%
White	.	47.32%	41.82%	.	40.08%	43.19%	.	11.74%	13.71%	.	0.86%	1.28%	100.00%	98.37%	98.24%
Hispanic	.	27.04%	26.10%	.	45.48%	49.40%	.	25.34%	22.63%	.	2.15%	1.87%	100.00%	96.51%	96.40%
2 or More Races	.	31.96%	32.10%	.	45.41%	46.06%	.	20.68%	20.01%	.	1.94%	1.83%	100.00%	97.57%	97.96%
Low Income	9.46%	21.92%	19.79%	44.14%	47.14%	44.61%	40.09%	27.71%	31.37%	6.31%	3.23%	4.23%	95.67%	97.49%	97.62%
Not Low Income	N/A	48.78%	41.86%	N/A	39.61%	42.58%	N/A	10.79%	14.00%	N/A	0.81%	1.56%	N/A	98.19%	98.21%
Disabled	.	9.08%	8.06%	.	37.94%	35.73%	60.71%	46.21%	47.78%	32.14%	6.77%	8.42%	87.50%	94.03%	93.53%
Not Disabled	10.82%	42.35%	36.26%	49.48%	43.64%	44.74%	37.11%	13.03%	17.23%	2.58%	0.98%	1.78%	96.98%	98.60%	98.73%
LEP	10.27%	21.56%	12.98%	44.52%	46.28%	39.61%	40.41%	28.29%	40.75%	4.79%	3.86%	6.65%	96.69%	96.20%	97.01%
Not LEP	7.89%	40.70%	36.25%	43.42%	42.07%	44.26%	39.47%	15.81%	17.59%	9.21%	1.42%	1.91%	93.75%	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	9.68%	37.97%	33.39%	43.78%	42.54%	43.60%	40.55%	17.68%	20.48%	5.99%	1.82%	2.53%	95.58%	97.89%	97.96%
Female	13.13%	45.49%	39.27%	57.58%	40.22%	42.00%	25.25%	13.29%	16.98%	4.04%	0.99%	1.75%	96.08%	97.95%	98.22%
Male	6.50%	29.68%	25.58%	33.33%	45.26%	44.86%	52.03%	22.41%	25.91%	8.13%	2.65%	3.65%	95.35%	97.84%	97.71%

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

2007 SBA Results Compared for William Tyson, District and State

Math	William Tyson	District Gr. 3-6	State Gr. 3-6	William Tyson	District Gr. 3-6	State Gr. 3-6	William Tyson	District Gr. 3-6	State Gr. 3-6	William Tyson	District Gr. 3-6	State Gr. 3-6	William Tyson	District Gr. 3-6	State Gr. 3-6
	% Advanced Proficient			% Proficient			% Below Proficient			% Far Below Proficient			% Tested		
All Students	17.41%	42.23%	37.50%	44.64%	37.21%	38.87%	18.75%	11.75%	13.26%	19.20%	8.81%	10.38%	96.54%	98.21%	98.04%
Black	.	22.38%	23.00%	.	40.92%	42.84%	23.53%	18.82%	18.07%	17.65%	17.88%	16.10%	85.00%	98.52%	98.45%
Alaska Native/American Indian	26.00%	29.36%	20.15%	34.00%	39.88%	39.45%	20.00%	16.68%	20.52%	20.00%	14.09%	19.88%	96.08%	98.02%	97.84%
Asian/Pacific Islander	16.38%	38.15%	39.92%	45.69%	39.38%	40.04%	18.97%	12.31%	11.73%	18.97%	10.17%	8.31%	97.48%	98.28%	98.22%
White	.	51.71%	46.62%	.	34.85%	37.82%	.	8.52%	9.66%	.	4.92%	5.90%	100.00%	98.28%	98.11%
Hispanic	.	31.85%	31.40%	.	39.53%	42.28%	.	14.81%	14.64%	.	13.81%	11.68%	100.00%	98.03%	97.55%
2 or More Races	15.79%	36.05%	37.64%	63.16%	39.38%	39.72%	.	14.11%	13.48%	.	10.47%	9.17%	100.00%	97.88%	98.21%
Low Income	17.41%	27.90%	25.44%	44.64%	41.02%	40.74%	18.75%	16.48%	18.04%	19.20%	14.61%	15.78%	96.54%	98.19%	97.97%
Not Low Income	N/A	52.82%	46.82%	N/A	34.39%	37.42%	N/A	8.26%	9.57%	N/A	4.53%	6.20%	N/A	98.22%	98.09%
Disabled	.	14.36%	12.98%	.	31.17%	32.16%	28.57%	23.87%	23.53%	42.86%	30.60%	31.33%	87.50%	94.03%	93.69%
Not Disabled	19.90%	47.07%	41.54%	46.94%	38.25%	39.97%	17.35%	9.65%	11.56%	15.82%	5.03%	6.92%	97.99%	98.97%	98.80%
LEP	15.54%	27.53%	18.03%	45.27%	41.28%	38.26%	18.92%	15.98%	21.56%	20.27%	15.21%	22.15%	98.01%	98.28%	97.81%
Not LEP	21.05%	45.34%	41.55%	43.42%	36.35%	38.99%	18.42%	10.85%	11.53%	17.11%	7.46%	7.93%	93.75%	98.19%	98.09%
Migrant	.	32.94%	23.17%	.	41.81%	38.30%	.	14.40%	20.00%	.	10.85%	18.53%	100.00%	98.45%	97.82%
Not Migrant	17.35%	42.58%	38.42%	44.29%	37.04%	38.90%	19.18%	11.65%	12.82%	19.18%	8.73%	9.85%	96.46%	98.20%	98.06%
Female	20.00%	43.29%	38.12%	46.00%	37.50%	39.45%	19.00%	11.77%	13.19%	15.00%	7.44%	9.24%	97.06%	98.29%	98.21%
Male	15.32%	41.22%	36.91%	43.55%	36.92%	38.31%	18.55%	11.73%	13.32%	22.58%	10.12%	11.46%	96.12%	98.13%	97.89%

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

Anchorage School District: Profile of Performance 2006-2007

William Tyson TerraNova 5th grade

Percent in each quartile

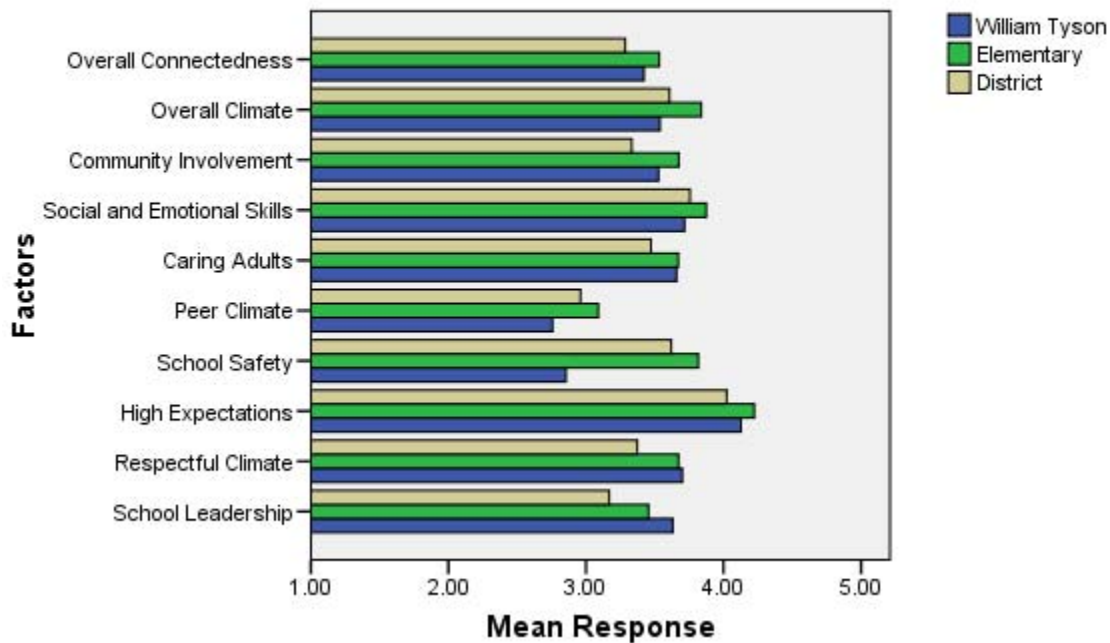
Reading	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2006-2007	10.2%	33.1%	10.2%	26.1%	34.7%	23.6%	44.9%	17.2%
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
2006-2007	12.2%	34.7%	12.2%	26.9%	28.6%	21.4%	46.9%	17.0%
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
2006-2007	6.1%	29.7%	18.4%	31.6%	32.7%	21.2%	42.9%	17.4%
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%

Student Survey Results

2007 Climate and Connectedness Student Survey - William Tyson

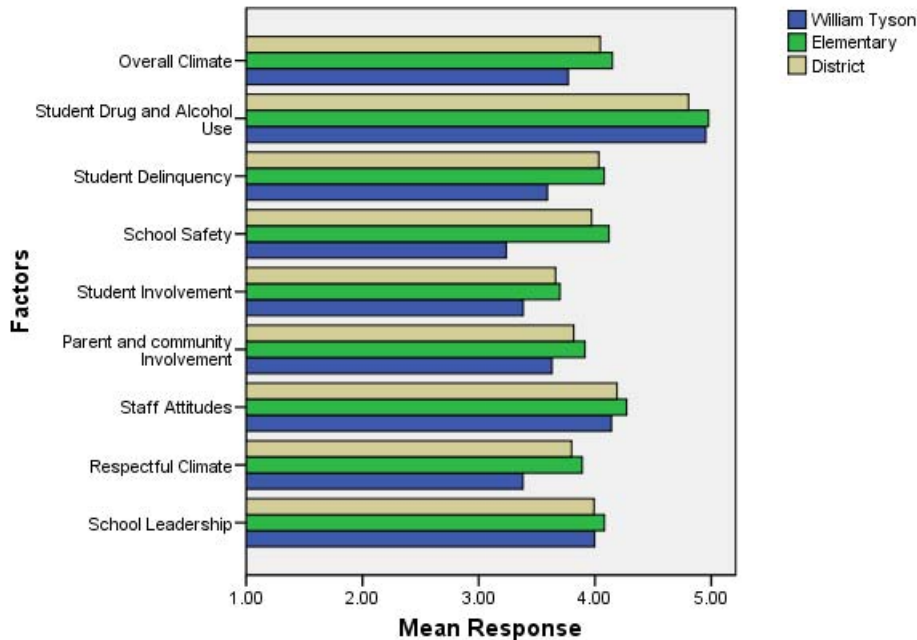


Each question in the survey related to a factor or concept, and a score was calculated based on the average response for the questions related to each factor. The factors measured in the survey were: (Individual questions provided answer categories of strongly agree, agree, agree some/disagree some,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

2007 Climate and Connectedness Staff Survey - William Tyson

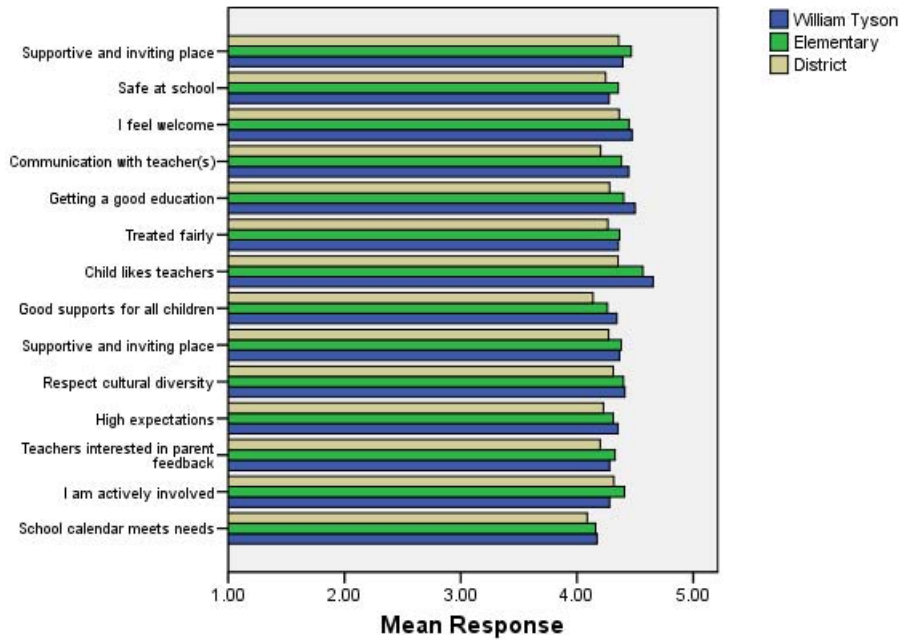


Each question in the survey related to a factor or concept, and a score was calculated based on the average response for the questions related to each factor. The factors were: (Individual questions provided answer categories of strongly agree, agree, agree some/disagree some, disagree, and strongly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

- **School Leadership:** This factor reflects staff members’ feelings about the decision making of school leaders as well as the fairness of school rules.
- **Respectful Climate:** This factor reflects staff members’ feelings about how students treat each other and how well students and staff members treat one another.
- **Staff Attitudes:** This scale reflects staff members’ feelings about the competence of teachers as well how positive their attitudes are towards their jobs.
- **Parent and Community Involvement:** This factor reflects staff members’ feelings about how accessible the school is for parents as well as how connected adults in the community are to the school.
- **Student Involvement:** This factor reflects staff members’ feeling about how involved students are in the decision making process.
- **School Safety:** This factor reflects staff members’ feelings about the impact of gangs and bullies well as general crime and violence in the community.
- **Student Delinquency:** This factor uses staff members’ reports of observing students getting into fights, stealing, and bullying.
- **Student Drug and Alcohol Use:** This factor uses staff members’ reports of observing students under the influence of drugs or alcohol.
- **Overall Climate:** Computed as the mean of 6 scales: School Leadership, Respectful Climate, Staff Attitudes, Parent and Community Involvement, Student Involvement, and School safety, Student Delinquency, and Drug and Alcohol Use scores.

Parent/Guardian Survey Results

2007 Climate and Connectedness Parent/Guardian Survey - William Tyson



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