

**Anchorage School District**  
**2010-11 School Report Card for Tudor Elementary School**

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Principal  
 Bill Schildbach

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.

**School Goals for 2010-11**

The percentage of students in grades 3-6 rated proficient on the state language arts assessment will increase from 82.6 to 85 percent. Students will publish 1-2 pieces of writing per quarter  
 ..... Partially Attained

The percentage of students in grades 3-6 rated proficient on the state math assessment will increase from 78.9 to 85 percent  
 ..... Partially Attained

School Climate and Connectedness Survey scores will increase in the area of Community Involvement..... Attained

**Tudor Elementary School Characteristics**

	School	District
Attendance Rate	92.99%	92.73%
Retention Rate K-8	0.56%	0.28%
Transiency Rate	24.26%	26.71%
Percent Economically Disadvantaged	62.25%	44.23%
Average Weekly Volunteer Hours	40	5,595
4-year Cohort Graduation Rate – Preliminary as of 8/13/2011	N/A	72.35%
Dropout Rate – Preliminary as of 7/11/2011	N/A	4.67%
Percent change in Enrollment	-3.27%	-0.78%
School Business Partnerships	0	N/A

**ASD Teacher Qualification Information (2010-11)**

	School	District
Number of teachers	28	3426
Fully licensed teachers	100%	100%
Teachers with advanced degrees	25%	41%
National Board Certified teachers	1	46
Classes taught by highly qualified teachers	100%	97%

**School Climate & Connectedness Survey**

	Parent		Student	
	#	%	#	%
Participation rate	98	27.68%	48	35.96%

Our school helps students succeed through quality staff, parent involvement and community partnerships.

**Parent Involvement**

Parents play a crucial role in establishing school goals and making sure their children do well in school. Principals are required to share their school achievement data with parents and they actively seek parents' suggestions, comments and participation in setting annual school goals. For schools that did not make Adequate Yearly Progress, principals will also work with parents and staff to develop detailed school improvement plans. Contact your school's principal for information on how parents can become involved in these activities.

**Community Volunteers**

Parents and other community members volunteered an average of 40 hours per week in the school.

Note: Data collected for the Parent Survey includes parents of students grades K-12.  
 Data collected for the Student Survey includes students' grades 5-12.

**Elementary, Middle and K-8 schools**

TerraNova: The TerraNova is a standardized norm-referenced test used to provide information about students' achievement in various areas of the curriculum. When standardized tests are administered, the scores compare your student's performance with all other students who took the same test in the national norm group.

Tudor Elementary School Terra Nova  
Number and percentage of students in each quartile

	Top quarter 76-99		Third quarter 51-75		Second quarter 26-50		Bottom quarter 1-25		Percentile Rank
	#	%	#	%	#	%	#	%	
<b>Reading</b>									
Grade 5	10	18.52%	11	20.37%	17	31.48%	16	29.63%	41
<b>Language</b>									
Grade 5	9	16.67%	12	22.22%	16	29.63%	17	31.48%	39
<b>Mathematics</b>									
Grade 5	7	12.96%	17	31.48%	18	33.33%	12	22.22%	44

**Alaska Standards Based Assessment**

The Alaska Standards Based Assessments (SBAs) are statewide tests designed to provide information about what students know and are able to do in reading, writing, mathematics and science. They estimate the degree to which students haven't mastered the Academic Performance Standards as outlined in the Grade Level Expectations. These assessments are written specifically for Alaska and are the foundation of the Alaska school-accountability system. Charts detailing this information are here and on the following page(s).

Two-year SBA comparison for Tudor Elementary School						
	% Proficient		% Not proficient		# Tested	
	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10
<b>Reading</b>						
Grade 3	78.72%	85.37%	21.28%	14.63%	47	41
Grade 4	75.68%	77.36%	24.32%	22.64%	37	53
Grade 5	81.13%	78.33%	18.87%	21.67%	53	60
Grade 6	79.66%	80.70%	20.34%	19.30%	59	57
<b>Writing</b>						
Grade 3	74.47%	80.49%	25.53%	19.51%	47	41
Grade 4	78.38%	83.02%	21.62%	16.98%	37	53
Grade 5	79.25%	75.00%	20.75%	25.00%	53	60
Grade 6	67.80%	77.19%	32.20%	22.81%	59	57
<b>Math</b>						
Grade 3	61.70%	85.71%	38.30%	14.29%	47	42
Grade 4	77.50%	81.13%	22.50%	18.87%	40	53
Grade 5	73.58%	70.49%	26.42%	29.51%	53	61
Grade 6	58.33%	71.93%	41.67%	28.07%	60	57
<b>Science</b>						
Grade 4	52.63%	54.72%	47.37%	45.28%	38	53

Reading												
Student group	% Advanced			% Proficient			% Below			%Far Below		
	School	District	State	School	District	State	School	District	State	School	District	State
All students	29.08%	34.37%	32.69%	50.00%	45.05%	44.63%	13.78%	13.62%	14.27%	7.14%	6.96%	8.41%
Female	31.25%	38.72%	36.59%	51.04%	44.37%	44.57%	12.50%	11.60%	12.45%	5.21%	5.30%	6.39%
Male	27.00%	30.27%	29.01%	49.00%	45.69%	44.69%	15.00%	15.53%	15.99%	9.00%	8.52%	10.31%
African American	23.08%	17.19%	18.62%	53.85%	51.56%	52.93%	7.69%	20.42%	18.55%	15.38%	10.83%	9.89%
Alaska Native/ American Indian	5.88%	15.78%	12.41%	35.29%	47.48%	42.05%	41.18%	23.07%	26.50%	17.65%	13.67%	19.04%
Asian/Pacific Islander	14.71%	19.57%	22.79%	52.94%	47.52%	49.21%	23.53%	22.03%	18.97%	8.82%	10.87%	9.02%
Caucasian	50.00%	48.46%	44.93%	40.32%	40.61%	43.23%	6.45%	7.51%	7.91%	3.23%	3.42%	3.93%
Hispanic	26.32%	26.01%	27.92%	57.89%	50.90%	50.74%	7.89%	15.52%	14.43%	7.89%	7.57%	6.91%
2 or more races	21.88%	31.37%	32.91%	62.50%	47.52%	47.46%	12.50%	13.58%	13.06%	3.13%	7.53%	6.56%
Economically disadvantaged	14.63%	19.59%	20.13%	56.10%	49.18%	47.41%	19.51%	20.29%	20.17%	9.76%	10.94%	12.30%
Students with disabilities	3.23%	10.98%	10.97%	45.16%	35.79%	36.61%	16.13%	29.74%	28.10%	35.48%	23.49%	24.32%
Limited English proficient	7.14%	10.39%	1.64%	64.29%	47.61%	29.93%	16.67%	27.22%	37.21%	11.90%	14.78%	31.22%
Migrant education	13.33%	20.90%	18.17%	60.00%	51.73%	46.41%	20.00%	18.01%	21.60%	6.67%	9.35%	13.82%

Writing												
Student group	% Advanced			% Proficient			% Below			%Far Below		
	School	District	State	School	District	State	School	District	State	School	District	State
All students	30.10%	33.29%	29.82%	44.39%	44.52%	44.18%	23.98%	20.30%	23.15%	1.53%	1.89%	2.85%
Female	37.50%	40.42%	36.70%	43.75%	42.91%	43.23%	17.71%	15.64%	18.48%	1.04%	1.04%	1.60%
Male	23.00%	26.58%	23.32%	45.00%	46.04%	45.08%	30.00%	24.70%	27.56%	2.00%	2.69%	4.04%
African American	30.77%	21.12%	20.67%	30.77%	44.54%	47.95%	38.46%	30.70%	28.24%	0.00%	3.64%	3.14%
Alaska Native/ American Indian	5.88%	14.62%	11.20%	52.94%	45.50%	39.80%	41.18%	34.71%	41.87%	0.00%	5.17%	7.14%
Asian/Pacific Islander	23.53%	23.40%	26.37%	50.00%	47.91%	48.22%	23.53%	26.09%	23.26%	2.94%	2.59%	2.15%
Caucasian	40.32%	45.32%	39.72%	43.55%	41.83%	44.44%	16.13%	11.97%	14.44%	0.00%	0.88%	1.39%
Hispanic	31.58%	24.60%	26.45%	47.37%	49.38%	48.62%	15.79%	24.97%	23.82%	5.26%	1.05%	1.11%
2 or more races	28.13%	29.75%	30.17%	37.50%	45.10%	45.57%	34.38%	23.07%	22.32%	0.00%	2.08%	1.94%
Economically disadvantaged	19.51%	19.13%	17.99%	48.78%	47.57%	45.72%	29.27%	30.04%	31.99%	2.44%	3.26%	4.31%
Students with disabilities	0.00%	9.64%	9.23%	41.94%	39.32%	38.08%	48.39%	44.30%	45.20%	9.68%	6.73%	7.49%
Limited English proficient	11.90%	11.19%	1.86%	54.76%	49.73%	31.29%	28.57%	35.72%	56.86%	4.76%	3.35%	9.99%
Migrant education	20.00%	18.66%	16.30%	40.00%	49.42%	45.15%	40.00%	29.26%	33.31%	0.00%	2.65%	5.25%

Note: District and State data includes only those grades tested at this school.

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

Mathematics												
Student group	% Advanced			% Proficient			% Below			% Far Below		
	School	District	State	School	District	State	School	District	State	School	District	State
All students	33.50%	39.57%	36.12%	33.50%	35.47%	36.27%	17.00%	13.08%	14.09%	16.00%	11.87%	13.52%
Female	28.13%	40.00%	36.75%	40.63%	36.09%	36.95%	16.67%	13.43%	14.17%	14.58%	10.48%	12.13%
Male	38.46%	39.17%	35.53%	26.92%	34.89%	35.62%	17.31%	12.76%	14.02%	17.31%	13.18%	14.83%
African American	23.08%	21.62%	23.94%	30.77%	36.17%	37.65%	7.69%	19.75%	18.08%	38.46%	22.45%	20.33%
Alaska Native/ American Indian	5.88%	23.18%	17.42%	29.41%	37.73%	35.46%	47.06%	18.38%	20.37%	17.65%	20.71%	26.75%
Asian/Pacific Islander	28.57%	30.37%	33.23%	37.14%	37.25%	37.56%	17.14%	16.42%	15.76%	17.14%	15.96%	13.45%
Caucasian	51.61%	52.01%	46.27%	32.26%	33.41%	35.90%	11.29%	8.39%	10.47%	4.84%	6.19%	7.37%
Hispanic	31.71%	31.26%	32.12%	36.59%	37.35%	38.33%	12.20%	16.92%	16.16%	19.51%	14.46%	13.39%
2 or more races	25.00%	35.13%	36.53%	31.25%	36.92%	37.24%	21.88%	14.97%	14.11%	21.88%	12.98%	12.13%
Economically disadvantaged	21.26%	25.75%	24.72%	35.43%	37.96%	37.78%	22.83%	17.92%	17.98%	20.47%	18.37%	19.52%
Students with disabilities	6.45%	14.72%	14.37%	22.58%	29.28%	30.67%	29.03%	20.48%	21.21%	41.94%	35.52%	33.75%
Limited English proficient	13.04%	16.34%	5.02%	41.30%	39.73%	28.67%	21.74%	21.20%	25.01%	23.91%	22.73%	41.31%
Migrant education	20.00%	29.63%	25.88%	33.33%	37.73%	36.78%	40.00%	15.05%	16.25%	6.67%	17.59%	21.09%

Science												
Student group	% Advanced			% Proficient			% Below			% Far Below		
	School	District	State	School	District	State	School	District	State	School	District	State
All students	21.05%	23.15%	22.13%	31.58%	27.59%	27.34%	31.58%	32.22%	30.05%	15.79%	17.04%	20.48%
Female	27.78%	21.83%	20.78%	27.78%	25.56%	26.84%	33.33%	34.06%	31.26%	11.11%	18.56%	21.13%
Male	15.00%	24.39%	23.39%	35.00%	29.50%	27.81%	30.00%	30.50%	28.93%	20.00%	15.61%	19.87%
African American	*	5.73%	6.96%	*	23.35%	22.32%	*	42.73%	42.61%	*	28.19%	28.12%
Alaska Native/ American Indian	20.00%	9.43%	6.46%	0.00%	19.71%	16.83%	20.00%	43.43%	33.21%	60.00%	27.43%	43.49%
Asian/Pacific Islander	0.00%	8.22%	10.16%	50.00%	17.13%	20.32%	25.00%	39.69%	40.02%	25.00%	34.97%	29.50%
Caucasian	46.15%	36.89%	33.12%	38.46%	33.11%	33.45%	15.38%	23.17%	24.23%	0.00%	6.83%	9.20%
Hispanic	*	13.59%	18.17%	*	29.23%	27.68%	*	35.90%	35.99%	*	21.28%	18.17%
2 or more races	*	19.37%	20.98%	*	27.27%	28.70%	*	38.34%	36.55%	*	15.02%	13.77%
Economically disadvantaged	19.23%	11.69%	12.42%	23.08%	22.22%	22.24%	34.62%	39.15%	35.50%	23.08%	26.93%	29.84%
Students with disabilities	0.00%	13.51%	11.10%	25.00%	19.87%	19.61%	37.50%	32.43%	32.47%	37.50%	34.18%	36.82%
Limited English proficient	9.09%	6.42%	1.36%	18.18%	14.97%	6.08%	54.55%	42.65%	29.74%	18.18%	35.96%	62.83%
Migrant education	*	13.25%	9.61%	*	24.79%	20.47%	*	40.17%	36.54%	*	21.79%	33.39%

Note: District and State data includes only those grades tested at this school.

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

Tudor Elementary School 2010-11 Standards Based Assessments  
(continued)

Tudor Elementary School Attendance rate

	Total Tested	% Tested		
	School	School	District	State
All students	201	99.01%	98.56%	99.05%
Female	97	97.98%	99.00%	99.39%
Male	104	100.00%	98.15%	98.73%
African American	13	100.00%	98.67%	99.40%
Alaska Native/ American Indian	18	100.00%	97.67%	98.78%
Asian/Pacific Islander	35	100.00%	98.78%	98.94%
Caucasian	62	96.88%	98.65%	99.12%
Hispanic	41	100.00%	98.73%	99.24%
2 or more races	32	100.00%	98.44%	99.17%
Economically disadvantaged	128	100.00%	97.90%	98.77%
Students with disabilities	31	93.94%	94.32%	94.28%
Limited English proficient	46	100.00%	98.70%	98.90%
Migrant education	15	100.00%	97.87%	99.15%

	Attendance Rate
	State Target 85%
All students	92.99%
Female	92.69%
Male	93.26%
African American	93.44%
Alaska Native/ American Indian	91.00%
Asian/Pacific Islander	93.67%
Caucasian	94.03%
Hispanic	92.40%
2 or more races	92.17%
Economically disadvantaged	92.46%
Students with disabilities	92.10%
Limited English proficient	93.33%
Migrant education	91.95%

Note: District and State data includes only those grade levels tested at this school.

**Tudor Elementary School 2010-11 Adequate Yearly Progress Status Report**

Does Not Meet AYP – Level 1

Attendance rate: Met

AMO for Language Arts: 82.88%

AMO for Mathematics: 74.57%

Group	Participation Rate				"FAY" (D) Tested & Enrolled	Language Arts Performance				Mathematics Performance			
	(A) Number Enrolled	(B) Number Tested	%	(C) Met		(E) Proficient	(F) Percent Proficient	(G) Target	(H) Met AMO**	(I) Proficient	(J) Percent Proficient	(K) Target	(L) Met AMO**
All students	203	200	98.5%	Yes	183	142	77.6%	76.4%	Yes	123	67.2%	67.1%	Yes
AF AM	13	13	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AKNA/AI	18	17	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/NH/OPI	35	35	100.0%	Yes	32	21	65.6%	67.4%	No	20	62.5%	56.6%	Yes
White	64	62	96.9%	Yes	61	54	88.5%	71.6%	Yes	51	83.6%	61.6%	Yes
Hispanic	41	41	100.0%	Yes	37	30	81.1%	68.5%	Yes	26	70.3%	57.9%	Yes
2 or more races	32	32	100.0%	Yes	29	23	79.3%	66.6%	Yes	17	58.6%	55.7%	Yes
EDS	128	127	99.2%	Yes	110	77	70.0%	74.5%	No	61	55.5%	64.9%	No
SWD	33	31	93.9%	Yes	29	13	44.8%	66.6%	Yes-SH	8	27.6%	55.7%	No
LEP	46	46	100.0%	Yes	40	28	70.0%	69.0%	Yes	22	55.0%	58.5%	No

Note: 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 50, participation is met when no more than two miss the test. Groups can also meet this target using the average of the past two or three years. \*\* When a group achieves a "Yes" without meeting the listed target, it has done so using either the 99% confidence interval or Safe Harbor. \*\*\* The results cannot be published without releasing personally identifiable protocol.

**District Adequate Yearly Progress**

According to the Elementary and Secondary Education Act, ASD is in its sixth year of Level 4 corrective status. In 2010-11, the African-American, Alaska Native, Asian, Hispanic, Low Income, Disabled and Limited English Proficient student groups did not meet AYP in both language arts and math performance. Additionally, the district did not meet the 85 percent graduation rate threshold. Parents are strongly encouraged to participate in the development of school and district improvement plans that address the achievement of all students.

This AYP document was prepared by the ASD Assessment and Evaluation Department, 7/26/2011.

Detailed information regarding the school's performance is available in the Profile of Performance. More school report card information is available at [www.eed.state.ak.us/tls/assessment](http://www.eed.state.ak.us/tls/assessment). This document and the district report card are available online at [www.asdk12.org/depts/assess\\_eval](http://www.asdk12.org/depts/assess_eval) or through the Communications Department, 742-4153.