

Table 9

Willard Bowman School Overview

Statement of Program

WL Bowman Elementary School is an outstanding school community in which to learn, work and grow. Our school is home to four unique and separate programs: the Open Optional program, the neighborhood program, preschool/K/3rd grade Autism classes and four special education preschool classes. We house the largest special education staff in any of the ASD's elementary schools. Our staff and community continue to look for ways to include all programs and all children in a nurturing learning environment.

Our staff and community realize the importance of making the school the center of our community and providing many meaningful experiences for children. We also have a strong and active PTA, Open Optional Parent Group and Student Council. Our PTA provides financial support for all staff as well as encouraging volunteerism in our school. Staff promote a positive caring atmosphere for students and families. All staff have been trained on the 40 Developmental Assets and many have participated in the TOPPS training. In 2006-2007, we will adopt the Houghton Mifflin Reading Program and become a pilot school for Social Emotional Learning (SEL). We have active school business partnerships with the Alaska Zoo, H2Oasis and Fire Station #9.

From the Report Card/MLP

SCHOOL GOALS	
Goal	Level of Achievement
WL Bowman will decrease the number of students who are not proficient in language arts in our group of children with disabilities. We will have a 10% reduction to meet AYP.	Attained
WL Bowman will increase the percentage of students who are proficient on the state assessment in math from 76.1% to 80%.	Attained
WL Bowman will create an opportunity of ongoing training which promotes an understanding and implementation of the 40 Developmental Assets for students, staff, families and our community.	Partially Attained

From the School Report Card

BUDGET*	
2004-2005 Actual Expenditures	\$2,175,606
2005-2006 Revised Budgeted Amount	\$2,286,480
2006-2007 Proposed Budget	\$2,272,704
*Dollars budgeted or expended are general fund only.	

From IFAS

Anchorage School District: Profile of Performance 2005-2006
 Willard Bowman School Characteristics

	School	District	Source of Information
Membership	480	50,051	Fall OASIS
Capacity	78%	N/A	Board Report - #189 3/7/06
Attendance Rate	94%	93%	SMS end of year report
Retention Rate	0.0%	1.2%	Report Card File
Transiency Rate	15.58%	22.72%	Report Card File
Economically Disadvantaged	104	16,769	Fall OASIS
Ave. Weekly Volunteer Hours	100	5,032	Report Card File
Students Taking an Alternate Assessment	1	264	SMS
Change in Enrollment	-9.5%	0.3%	Report Card File

Teacher Qualification				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
40	100%	38%	0	92%

SCHOOL BUSINESS PARTNERSHIPS
H2Oasis Fire Station #9 Alaska Zoo

From MLP

ETHNICITY REPORT - OCTOBER 2005						
Caucasian	African American	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	Multi-Ethnic	Total
292 60.83%	21 4.38%	60 12.50%	45 9.38%	20 4.17%	42 8.75%	480 100.00%

From Fall Oasis

FULL ACADEMIC YEAR (FAY)		
Students Enrolled	Students Enrolled for FAY	Percent FAY
235	219	93.2%

From participation file (3-10 graders)

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

Bowman Elementary

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

Meets AYP

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
All Students	235	232	98.7%	Yes	217	181	83.4%	64.3%	Yes	166	76.5%	49.8%	Yes
African American	9	9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AkNa & Amln	26	25	96.2%	Yes	21	11	52.4%	48.5%	Yes	12	57.1%	32.5%	Yes
Asian	24	24	100%	Yes	22	16	72.7%	49.1%	Yes	16	72.7%	33.1%	Yes
Caucasian	146	145	99.3%	Yes	138	121	87.7%	62.5%	Yes	111	80.4%	47.8%	Yes
Hispanic	12	12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	18	17	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Low Income	46	44	95.7%	Yes	42	29	69%	55.2%	Yes	28	66.7%	39.8%	Yes
Disabled	61	59	96.7%	Yes	58	37	63.8%	57.7%	Yes	31	53.4%	42.5%	Yes
LEP	28	28	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Attendance Rate: 94.3% (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.

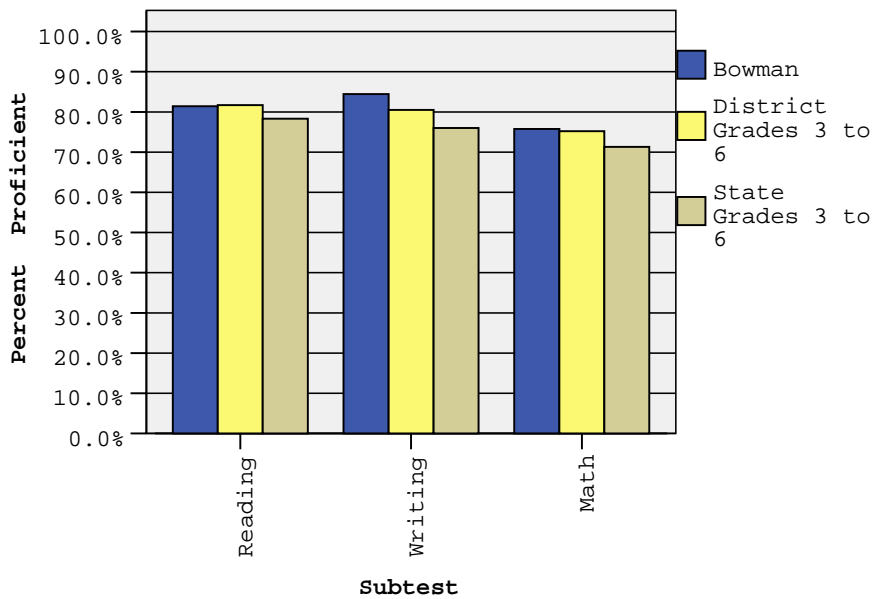
*** Results cannot be published without releasing personally identifiable information.

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

Bowman Elementary School SBA Proficiency – Spring 2006

	Reading		Writing		Math	
	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient
All Grades	80.4%	81.4%	84.1%	84.4%	75.8%	75.8%
3 rd Grade	70.6%	84.0%	74.6%	92.0%	75.0%	84.0%
4 th Grade	80.6%	71.2%	83.9%	86.4%	80.6%	66.7%
5 th Grade	82.0%	85.7%	83.6%	83.9%	73.8%	80.4%
6 th Grade	87.8%	86.4%	93.2%	76.3%	74.3%	74.6%

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

Bowman SBA Proficiency by NCLB Groups – Spring 2006

		Reading		Writing		Math	
		Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient
Ethnicity	All Students	81.4%	18.6%	84.4%	15.6%	75.8%	24.2%
	African American	100.0%	0.0%	88.9%	11.1%	77.8%	22.2%
	AK Native/ American Indian	44.0%	56.0%	60.0%	40.0%	56.0%	44.0%
	Asian	75.0%	25.0%	79.2%	20.8%	66.7%	33.3%
	Caucasian	86.1%	13.9%	89.6%	10.4%	80.6%	19.4%
	Hispanic	83.3%	16.7%	83.3%	16.7%	58.3%	41.7%
	Multi-Ethnic	94.1%	5.9%	82.4%	17.6%	88.2%	11.8%
LowIncome	Yes	68.2%	31.8%	75.0%	25.0%	68.2%	31.8%
	No	84.5%	15.5%	86.6%	13.4%	77.5%	22.5%
Disabled	Yes	53.4%	46.6%	74.1%	25.9%	51.7%	48.3%
	No	90.8%	9.2%	87.9%	12.1%	83.8%	16.2%
LEP	Yes	67.9%	32.1%	67.9%	32.1%	60.7%	39.3%
	No	83.3%	16.7%	86.7%	13.3%	77.8%	22.2%
Migrant	Yes	60.0%	40.0%	80.0%	20.0%	40.0%	60.0%
	No	81.9%	18.1%	84.5%	15.5%	76.5%	23.5%
Gender	Female	84.2%	15.8%	87.7%	12.3%	73.7%	26.3%
	Male	78.6%	21.4%	81.2%	18.8%	77.8%	22.2%

Anchorage School District: Profile of Performance 2005-2006

Bowman 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	376.4	381.8	372.8	372.2	354.6	355.9
	African American	358.8	379.1	335.9	350.7	295.3	335.0
	AK Native/ American Indian	330.9	313.5	336.5	328.1	333.4	311.1
	Asian	365.4	360.4	381.2	366.4	354.3	343.5
	Caucasian	385.9	398.7	380.0	383.9	360.3	366.3
	Hispanic	375.8	373.3	369.9	355.1	366.6	346.6
	Multi-Ethnic	366.9	377.4	361.3	369.5	345.4	369.4
Low Income	Yes	341.3	340.8	343.3	339.9	323.0	332.2
	No	384.4	391.5	379.5	379.8	361.7	361.5
Disabled	Yes	299.6	323.8	312.9	330.1	296.4	307.0
	No	395.2	401.3	387.5	386.3	368.8	372.3
LEP	Yes	334.3	336.2	343.0	326.6	331.4	325.2
	No	380.8	388.1	375.9	378.5	357.0	360.2
Migrant	Yes	287.4	311.0	307.2	339.6	290.6	313.8
	No	378.1	383.4	374.1	372.9	355.8	356.9
Gender	Female	385.3	393.7	388.9	388.5	352.7	351.6
	Male	366.5	370.3	354.6	356.3	356.6	360.1

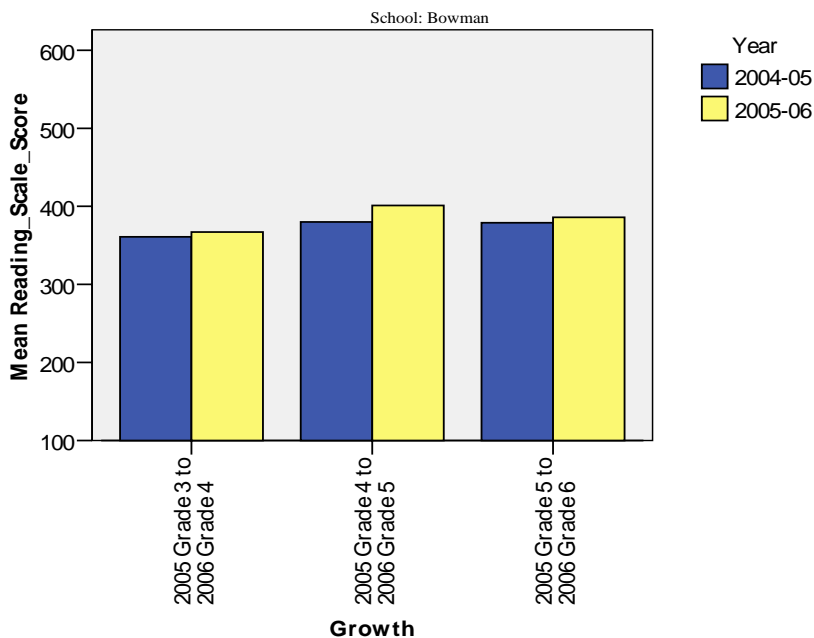
Anchorage School District: Profile of Performance 2005-2006

Bowman 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	361.0	367.4	6.4	379.7	401.2	21.5	378.9	386.1	7.2
	African American	.	.	.	377.7	380.3	2.7	389.0	340.4	-48.7
	AK Native/ American Indian	307.7	321.0	13.3	305.1	340.7	35.6	309.8	322.9	13.1
	Asian	295.3	280.8	-14.5	381.4	408.7	27.3	360.2	343.0	-17.2
	Caucasian	369.7	382.2	12.5	396.9	417.1	20.2	396.3	411.8	15.5
	Hispanic	360.7	345.3	-15.4	363.0	359.4	-3.6	420.7	413.2	-7.5
	Multi-Ethnic	389.1	393.7	4.6	380.8	418.9	38.1	377.7	366.3	-11.4
LowIncome	Yes	323.4	345.7	22.3	322.2	345.0	22.8	321.1	335.7	14.6
	No	369.9	372.1	2.2	390.3	411.8	21.5	393.4	397.7	4.3
Disabled	Yes	310.0	320.4	10.4	270.7	292.2	21.5	316.9	360.1	43.2
	No	387.8	391.9	4.1	401.7	425.3	23.7	397.0	392.4	-4.6
LEP	Yes	312.2	299.0	-13.2	345.1	358.7	13.6	338.8	318.9	-19.9
	No	364.3	373.8	9.5	384.4	405.7	21.3	384.2	397.0	12.8
Migrant	Yes	278.7	355.2	76.5	200.9	229.1	28.2	235.3	271.8	36.5
	No	361.7	367.3	5.7	383.0	404.4	21.4	381.7	388.2	6.5
Gender	Female	361.1	364.7	3.6	388.8	412.9	24.1	397.7	408.3	10.7
	Male	361.4	367.7	6.3	366.2	385.0	18.8	363.1	366.7	3.6

. 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



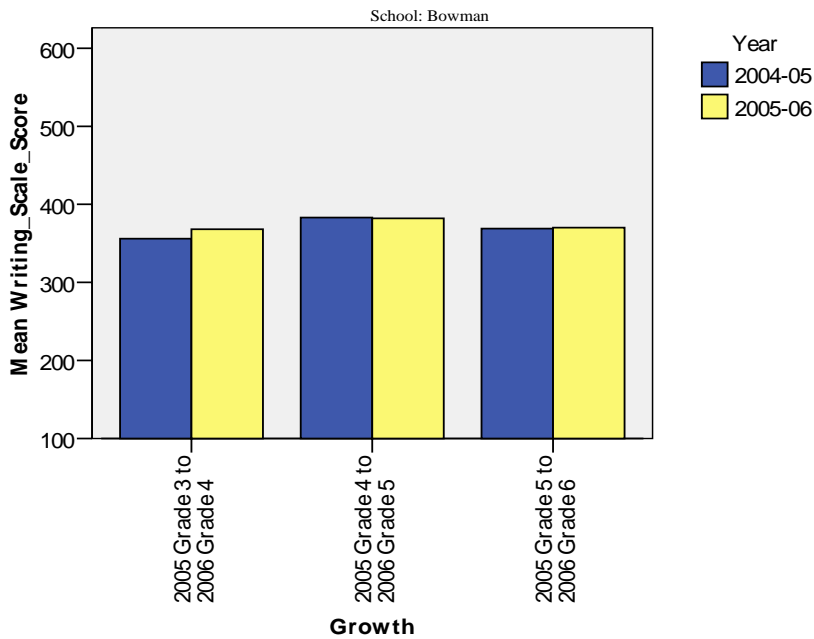
Anchorage School District: Profile of Performance 2005-2006

Bowman 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	355.7	368.2	12.5	382.9	382.1	-0.8	369.3	369.8	0.5
	African American	.	.	.	378.0	367.4	-10.7	301.7	310.2	8.5
	AK Native/ American Indian	345.1	346.7	1.6	341.3	353.4	12.1	274.2	314.8	40.7
	Asian	294.4	322.7	28.3	413.2	415.0	1.8	359.1	338.7	-20.4
	Caucasian	363.9	381.1	17.2	388.3	386.8	-1.5	386.4	386.7	0.3
	Hispanic	365.0	313.4	-51.7	380.7	330.2	-50.5	403.9	474.1	70.2
	Multi-Ethnic	360.8	400.9	40.1	369.7	392.3	22.7	382.0	360.4	-21.7
LowIncome	Yes	330.2	340.0	9.8	351.1	345.7	-5.4	304.8	327.9	23.1
	No	362.3	374.8	12.5	389.4	388.7	-0.7	384.2	380.0	-4.2
Disabled	Yes	319.7	336.2	16.5	298.9	319.1	20.2	307.3	310.8	3.5
	No	375.7	385.3	9.7	400.0	396.4	-3.6	384.7	384.2	-0.5
LEP	Yes	291.1	298.7	7.6	346.8	331.9	-14.9	332.7	315.3	-17.4
	No	360.4	374.7	14.3	387.2	388.0	0.8	374.1	378.7	4.6
Migrant	Yes	269.9	399.1	129.2	271.3	300.8	29.5	249.4	251.7	2.3
	No	357.0	367.4	10.4	384.7	384.2	-0.5	370.9	372.1	1.2
Gender	Female	357.8	376.9	19.1	391.7	391.3	-0.3	406.0	403.4	-2.6
	Male	354.2	360.0	5.8	370.1	370.7	0.6	336.8	340.9	4.1

. 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



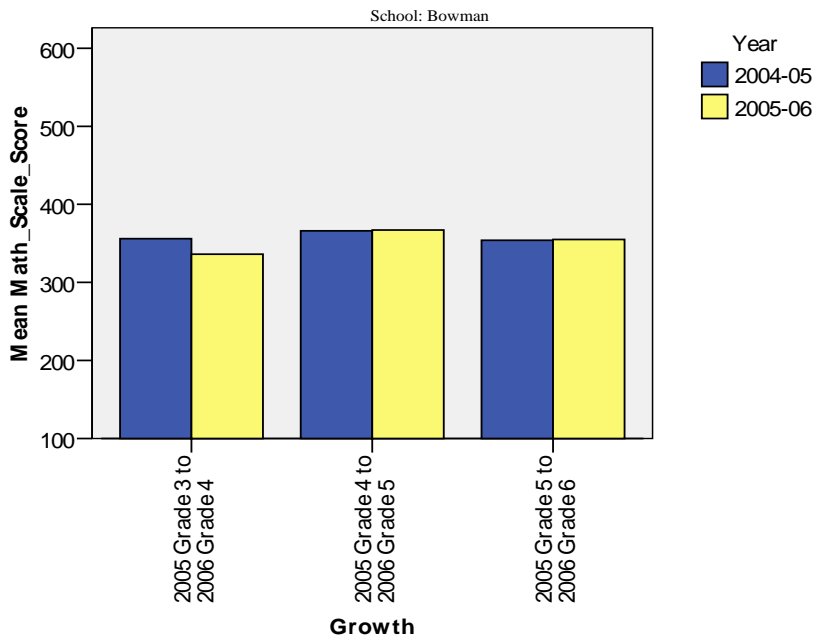
Anchorage School District: Profile of Performance 2005-2006

Bowman 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	356.1	335.7	-20.4	365.8	366.9	1.1	353.7	355.3	1.7
	African American	.	.	.	305.2	325.0	19.8	323.1	290.7	-32.4
	AK Native/American Indian	341.9	309.1	-32.8	343.8	352.3	8.5	270.4	267.2	-3.2
	Asian	330.0	298.4	-31.7	376.7	359.2	-17.5	353.9	342.1	-11.8
	Caucasian	361.8	345.9	-15.9	374.7	380.3	5.7	364.0	366.4	2.4
	Hispanic	371.2	324.0	-47.2	356.1	314.7	-41.4	403.8	376.9	-26.9
	Multi-Ethnic	383.3	370.8	-12.5	376.4	368.7	-7.7	365.2	380.0	14.8
LowIncome	Yes	348.7	318.2	-30.5	336.9	347.1	10.2	307.3	306.8	-0.5
	No	357.7	340.3	-17.4	371.0	370.4	-0.6	365.7	366.2	0.5
Disabled	Yes	308.1	296.7	-11.4	285.8	303.9	18.1	293.7	303.3	9.7
	No	384.4	356.7	-27.7	383.2	380.0	-3.2	370.1	366.7	-3.4
LEP	Yes	312.9	299.1	-13.8	341.3	314.8	-26.5	332.4	330.7	-1.7
	No	359.0	339.4	-19.7	368.7	373.2	4.5	357.9	359.1	1.2
Migrant	Yes	384.8	369.9	-14.9	238.7	291.3	52.7	242.0	242.4	0.3
	No	355.2	335.0	-20.2	369.1	367.7	-1.4	355.8	356.9	1.1
Gender	Female	340.3	313.8	-26.5	364.4	363.7	-0.7	363.2	360.0	-3.2
	Male	370.7	356.2	-14.5	368.9	370.1	1.2	348.3	349.8	1.5

. 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

Bowman 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	40.7%	34.6%	31.2%	40.7%	47.1%	47.1%	12.6%	12.0%	14.1%	6.1%	6.3%	7.7%	235	98.7%	98.1%	98.1%
	African American	22.2%	20.7%	21.4%	77.8%	51.1%	52.9%	0.0%	18.9%	17.1%	0.0%	9.4%	8.6%	9	100.0%	98.2%	98.5%
	AK Native/ American Indian	16.0%	19.3%	12.4%	28.0%	49.7%	45.5%	32.0%	19.1%	25.7%	24.0%	11.9%	16.4%	26	96.2%	97.5%	97.7%
	Asian	33.3%	24.7%	27.4%	41.7%	49.6%	50.7%	20.8%	16.3%	14.8%	4.2%	9.4%	7.0%	24	100.0%	97.1%	97.5%
	Caucasian	48.6%	44.8%	41.6%	37.5%	44.3%	46.3%	9.7%	7.4%	8.2%	4.2%	3.5%	3.8%	146	99.3%	98.5%	98.3%
	Hispanic	33.3%	22.4%	22.4%	50.0%	51.8%	53.0%	8.3%	17.3%	17.3%	8.3%	8.5%	7.3%	12	100.0%	97.0%	97.2%
	Multi-Ethnic	35.3%	27.4%	28.2%	58.8%	50.5%	50.5%	5.9%	14.8%	13.9%	0.0%	7.4%	7.3%	18	94.4%	98.5%	98.7%
Low Income	Yes	22.7%	18.7%	17.4%	45.5%	51.0%	48.4%	15.9%	19.4%	21.3%	15.9%	11.0%	12.9%	46	95.7%	97.6%	97.9%
	No	44.9%	45.1%	41.4%	39.6%	44.5%	46.1%	11.8%	7.2%	8.6%	3.7%	3.3%	3.8%	189	99.5%	98.4%	98.2%
Disabled	Yes	13.8%	8.8%	8.1%	39.7%	36.7%	35.2%	27.6%	28.5%	29.9%	19.0%	26.1%	26.8%	61	96.7%	93.7%	94.0%
	No	49.7%	39.1%	34.9%	41.0%	48.9%	49.1%	7.5%	9.1%	11.4%	1.7%	2.9%	4.5%	174	99.4%	98.9%	98.8%
LEP	Yes	17.9%	15.1%	9.0%	50.0%	52.1%	43.7%	28.6%	20.5%	28.6%	3.6%	12.4%	18.7%	28	100.0%	96.7%	97.3%
	No	43.8%	38.3%	35.5%	39.4%	46.1%	47.8%	10.3%	10.4%	11.2%	6.4%	5.2%	5.6%	207	98.6%	98.3%	98.2%
Migrant	Yes	0.0%	20.0%	13.0%	60.0%	53.7%	44.6%	20.0%	17.1%	25.2%	20.0%	9.2%	17.2%	5	100.0%	99.4%	98.1%
	No	41.6%	35.1%	32.3%	40.3%	46.9%	47.3%	12.4%	11.8%	13.3%	5.8%	6.2%	7.1%	230	98.7%	98.0%	98.1%
Gender	Female	50.0%	39.3%	34.9%	34.2%	46.2%	47.0%	9.6%	10.0%	12.3%	6.1%	4.5%	5.8%	115	99.1%	98.5%	98.4%
	Male	31.6%	30.0%	27.5%	47.0%	47.9%	47.2%	15.4%	13.9%	15.7%	6.0%	8.1%	9.5%	120	98.3%	97.7%	97.7%

Anchorage School District: Profile of Performance 2005-2006

Bowman 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	31.6%	31.4%	27.4%	52.8%	49.1%	48.6%	14.7%	18.0%	21.9%	0.9%	1.6%	2.1%	235	98.7%	98.1%	98.1%
	African American	11.1%	18.0%	18.8%	77.8%	50.7%	52.0%	11.1%	29.2%	27.3%	0.0%	2.1%	1.9%	9	100.0%	98.2%	98.3%
	AK Native/ American Indian	8.0%	15.5%	10.5%	52.0%	52.5%	45.2%	40.0%	28.7%	39.6%	0.0%	3.2%	4.7%	26	96.2%	97.5%	97.9%
	Asian	37.5%	25.7%	27.6%	41.7%	49.8%	51.0%	20.8%	21.9%	19.3%	0.0%	2.6%	2.0%	24	100.0%	97.0%	97.5%
	Caucasian	36.8%	40.5%	36.3%	52.8%	47.1%	49.0%	9.7%	11.6%	13.7%	0.7%	0.8%	1.0%	146	99.3%	98.5%	98.2%
	Hispanic	25.0%	20.9%	20.2%	58.3%	52.7%	55.2%	8.3%	24.5%	23.1%	8.3%	1.8%	1.5%	12	100.0%	97.0%	97.2%
	Multi-Ethnic	29.4%	25.2%	25.6%	52.9%	51.2%	51.5%	17.6%	21.8%	21.0%	0.0%	1.9%	1.9%	18	94.4%	98.5%	98.6%
Low Income	Yes	9.1%	16.4%	15.3%	65.9%	52.2%	48.7%	22.7%	28.5%	32.4%	2.3%	2.9%	3.6%	46	95.7%	97.6%	98.0%
	No	36.9%	41.3%	36.5%	49.7%	47.0%	48.6%	12.8%	11.1%	13.9%	0.5%	0.7%	0.9%	189	99.5%	98.4%	98.1%
Disabled	Yes	5.2%	7.7%	6.4%	69.0%	40.2%	38.5%	24.1%	45.6%	47.9%	1.7%	6.5%	7.2%	61	96.7%	93.8%	94.2%
	No	40.5%	35.5%	30.9%	47.4%	50.6%	50.3%	11.6%	13.1%	17.6%	0.6%	0.7%	1.2%	174	99.4%	98.9%	98.7%
LEP	Yes	10.7%	14.9%	9.1%	57.1%	53.9%	45.1%	28.6%	28.3%	41.0%	3.6%	2.9%	4.8%	28	100.0%	96.6%	97.5%
	No	34.5%	34.6%	31.0%	52.2%	48.1%	49.3%	12.8%	16.0%	18.1%	0.5%	1.3%	1.5%	207	98.6%	98.3%	98.2%
Migrant	Yes	0.0%	20.2%	12.2%	80.0%	50.6%	43.4%	20.0%	26.5%	39.8%	0.0%	2.7%	4.5%	5	100.0%	99.4%	98.3%
	No	32.3%	31.8%	28.4%	52.2%	49.0%	49.0%	14.6%	17.7%	20.7%	0.9%	1.5%	1.9%	230	98.7%	98.0%	98.1%
Gender	Female	44.7%	37.8%	33.4%	43.0%	47.8%	47.9%	11.4%	13.5%	17.4%	0.9%	1.0%	1.3%	115	99.1%	98.4%	98.4%
	Male	18.8%	25.2%	21.7%	62.4%	50.3%	49.3%	17.9%	22.3%	26.2%	0.9%	2.2%	2.8%	120	98.3%	97.7%	97.7%

Anchorage School District: Profile of Performance 2005-2006

Bowman 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	37.7%	38.3%	32.9%	38.1%	37.0%	38.4%	13.4%	13.1%	14.7%	10.8%	11.7%	14.0%	235	98.7%	98.4%	98.2%
	African American	22.2%	19.2%	19.7%	55.6%	39.8%	40.5%	0.0%	18.2%	19.7%	22.2%	22.9%	20.0%	9	100.0%	98.2%	98.5%
	AK Native/ American Indian	12.0%	24.5%	16.3%	44.0%	40.1%	37.1%	20.0%	17.2%	21.4%	24.0%	18.1%	25.2%	26	96.2%	97.4%	97.7%
	Asian	29.2%	33.8%	35.2%	37.5%	37.3%	39.0%	25.0%	13.7%	13.5%	8.3%	15.2%	12.4%	24	100.0%	98.6%	98.8%
	Caucasian	43.1%	47.7%	41.6%	37.5%	35.1%	38.5%	10.4%	10.3%	11.2%	9.0%	6.9%	8.6%	146	99.3%	98.5%	98.3%
	Hispanic	41.7%	27.2%	26.4%	16.7%	39.1%	40.9%	33.3%	19.3%	18.3%	8.3%	14.5%	14.4%	12	100.0%	99.0%	98.7%
	Multi-Ethnic	47.1%	31.5%	32.1%	41.2%	39.6%	39.6%	5.9%	13.9%	13.6%	5.9%	15.0%	14.7%	18	94.4%	98.7%	98.8%
Low Income	Yes	27.3%	23.2%	20.5%	40.9%	39.3%	38.6%	18.2%	18.1%	19.3%	13.6%	19.4%	21.6%	46	95.7%	98.1%	98.1%
	No	40.1%	48.3%	42.1%	37.4%	35.4%	38.3%	12.3%	9.7%	11.2%	10.2%	6.6%	8.4%	189	99.5%	98.6%	98.3%
Disabled	Yes	8.6%	12.7%	11.0%	43.1%	29.6%	28.7%	29.3%	22.4%	22.6%	19.0%	35.3%	37.7%	61	96.7%	93.7%	94.1%
	No	47.4%	42.7%	36.5%	36.4%	38.2%	40.0%	8.1%	11.4%	13.4%	8.1%	7.6%	10.1%	174	99.4%	99.3%	98.9%
LEP	Yes	17.9%	23.6%	14.7%	42.9%	38.5%	35.1%	28.6%	18.1%	22.4%	10.7%	19.8%	27.8%	28	100.0%	98.8%	98.3%
	No	40.4%	41.2%	36.5%	37.4%	36.7%	39.1%	11.3%	12.1%	13.1%	10.8%	10.1%	11.3%	207	98.6%	98.3%	98.2%
Migrant	Yes	20.0%	25.7%	18.7%	20.0%	38.4%	35.1%	40.0%	17.6%	20.1%	20.0%	18.4%	26.1%	5	100.0%	99.4%	98.1%
	No	38.1%	38.7%	33.8%	38.5%	36.9%	38.7%	12.8%	12.9%	14.3%	10.6%	11.4%	13.2%	230	98.7%	98.4%	98.2%
Gender	Female	41.2%	38.1%	33.0%	32.5%	37.8%	39.2%	10.5%	13.3%	14.8%	15.8%	10.9%	13.1%	115	99.1%	98.7%	98.5%
	Male	34.2%	38.5%	32.8%	43.6%	36.2%	37.7%	16.2%	12.9%	14.6%	6.0%	12.5%	14.9%	120	98.3%	98.1%	97.9%

Bowman TerraNova 5th grade

Percent in each quartile

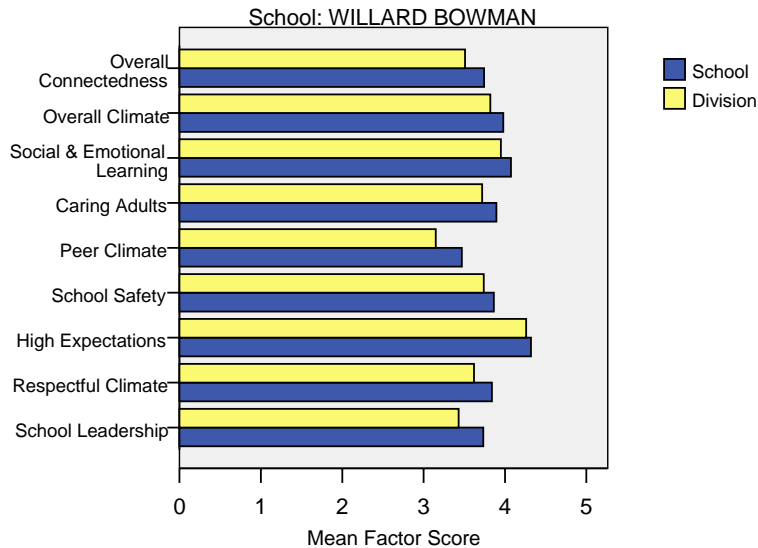
Reading	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	36.5%	30.4%	21.2%	26.8%	30.8%	24.5%	11.5%	18.3%
2004-2005	41.9%	29.2%	17.7%	27.6%	21.0%	24.5%	19.4%	18.7%
2003-2004	36.5%	30.6%	31.1%	26.9%	21.6%	24.2%	10.8%	18.3%
2002-2003	38.2%	29.1%	28.1%	26.6%	23.6%	23.8%	10.1%	20.5%
2001-2002	36.6%	30.3%	25.6%	26.0%	18.3%	24.6%	19.5%	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	40.4%	34.0%	25.0%	26.5%	23.1%	22.0%	11.5%	17.5%
2004-2005	37.1%	32.1%	33.9%	28.3%	16.1%	21.2%	12.9%	18.4%
2003-2004	39.2%	34.1%	33.8%	26.5%	18.9%	21.7%	8.1%	17.7%
2002-2003	31.5%	32.8%	33.7%	26.5%	22.5%	20.9%	12.4%	19.8%
2001-2002	32.9%	32.3%	30.5%	26.4%	22.0%	22.9%	14.6%	18.4%

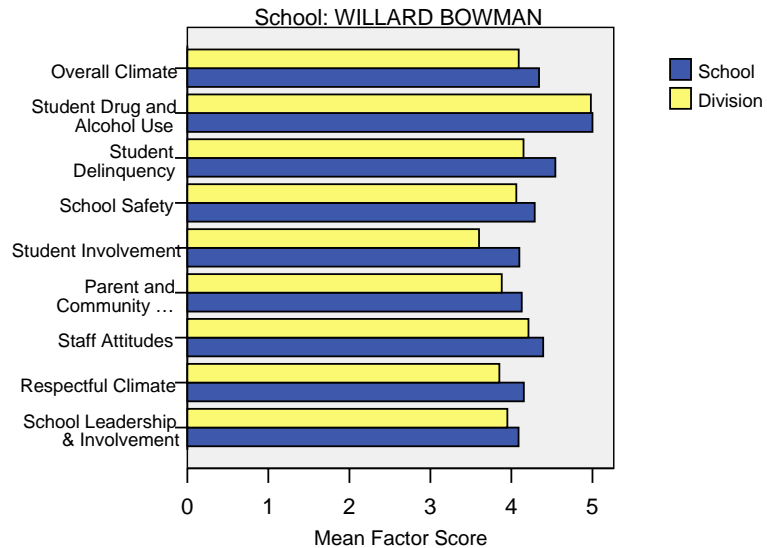
Math	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	37.7%	28.4%	26.4%	31.9%	24.5%	22.3%	11.3%	17.5%
2004-2005	32.3%	26.9%	25.8%	31.1%	19.4%	22.9%	22.6%	19.1%
2003-2004	28.4%	28.3%	33.8%	29.3%	25.7%	22.6%	12.2%	19.8%
2002-2003	21.6%	24.7%	31.8%	30.6%	29.5%	22.6%	17.0%	22.1%
2001-2002	19.5%	24.1%	39.0%	30.1%	30.5%	24.8%	11.0%	20.9%

Bowman 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).