

Table 58

**Williwaw School Overview**

**Statement of Program**

Williwaw Elementary School provides a safe and positive educational environment for students from a variety of cultural backgrounds. Many of our students are learning English as a second or third language. Williwaw is a Title I neighborhood elementary school of 340 students.

Williwaw Elementary School, part of a dynamic and diverse Alaskan community, will pursue the vision that each student acquires the necessary knowledge, skills and values to achieve his or her highest aspirations and to be a contributing member of a rapidly changing society. A highly qualified, inspired, and dedicated staff, in partnership with our culturally diverse community, will provide a well-balanced education in a safe environment, utilizing effective educational practices and technologies. Williwaw Elementary is a learning community that values diversity, family involvement, and social/emotional growth. By providing a safe, learning environment, having the highest expectations for all students, and maintaining cohesive teaching practices, we will develop lifelong learners and responsible world citizens. Our vision is for our students to become, and see themselves as successful, contributing and responsible citizens within their communities. Through the PALs program we have personal contact with families through their own languages using interpreters. Our positive school climate incorporates several components including the Resolving Conflict Creatively program, Conscious Discipline, Cooperative Learning strategies, Kelso’s choices, family nights and the Twenty-First Century after school program. Our staff is well educated and highly motivated. We have dedicated significant resources and training in staff development in the areas of effective teaching strategies, which will enhance student learning. Our students are very bright and eager to learn and we are fortunate to be their teachers.

From the Report Card/MLP

<b>SCHOOL GOALS</b>	
<b>Goal</b>	<b>Level of Achievement</b>
Improve student READING scores on state assessments by 5% points (or more).	Partially Attained
Improve student WRITING scores on state assessments by 7% points (or more).	Attained
Improve student MATH scores on state assessments by 5% points (or more).	Attained

From the School Report Card

<b>BUDGET*</b>	
2004-2005 Actual Expenditures	\$2,676,315
2005-2006 Revised Budgeted Amount	\$2,867,482
2006-2007 Proposed Budget	\$2,967,886
*Dollars budgeted or expended are general fund only.	

From IFAS

**Williwaw School Characteristics**

	School	District	Source of Information
Membership	604	50,051	Fall OASIS
Capacity	131%	N/A	Board Report - #189 3/7/06
Attendance Rate	94%	93%	SMS end of year report
Retention Rate	0.3%	1.2%	Report Card File
Transiency Rate	24.82%	22.72%	Report Card File
Economically Disadvantaged	604	16,769	Fall OASIS
Ave. Weekly Volunteer Hours	4	5,032	Report Card File
Students Taking an Alternate Assessment	0	264	SMS
Change in Enrollment	5.9%	0.3%	Report Card File

<b>Teacher Qualification</b>				
# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
41	100%	39%	0	81%

<b>SCHOOL BUSINESS PARTNERSHIPS</b>
None listed

From MLP

<b>ETHNICITY REPORT - OCTOBER 2005</b>						
Caucasian	African American	AK Native/ American Indian	Asian/ Pac. Islander	Hispanic	Multi-Ethnic	Total
72	65	133	223	61	50	604
11.92%	10.76%	22.02%	36.92%	10.10%	8.28%	100.00%

From Fall Oasis

<b>FULL ACADEMIC YEAR (FAY)</b>		
Students Enrolled	Students Enrolled for FAY	Percent FAY
346	312	90.2%

From participation file (3-10 graders)

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

**Williwaw Elementary**

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

**Meets AYP under Safe Harbor  
Level 3 - (First Year Meeting 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	(L) Met AMO for Math
All Students	346	346	100%	Yes	306	185	60.5%	65.5%	Yes-SH	185	60.5%	51%	Yes
African American	44	44	100%	Yes	39	25	64.1%	54.6%	Yes	23	59%	39.2%	Yes
AkNa & Amln	73	73	100%	Yes	61	33	54.1%	58%	Yes-SH	34	55.7%	42.9%	Yes
Asian	119	119	100%	Yes	109	68	62.4%	61.4%	Yes	68	62.4%	46.6%	Yes
Caucasian	39	39	100%	Yes	34	25	73.5%	53.4%	Yes	25	73.5%	37.9%	Yes
Hispanic	45	45	100%	Yes	41	21	51.2%	55.1%	Yes-SH	24	58.5%	39.6%	Yes
Multi-Ethnic	26	26	100%	Yes	22	13	59.1%	49.1%	Yes	11	50%	33.1%	Yes
Low Income	346	346	100%	Yes	306	185	60.5%	65.5%	Yes-SH	185	60.5%	51%	Yes
Disabled	75	75	100%	Yes	67	15	22.4%	58.6%	Yes-SH	14	20.9%	43.5%	Yes-SH
LEP	167	167	100%	Yes	149	83	55.7%	62.9%	Yes-SH	84	56.4%	48.2%	Yes

Attendance Rate: 93.5% (Threshold is 85%)

N/A is used to indicate when a group does not need to be evaluated when:

(1) 20 or fewer students are enrolled in a group for all groups except "All Students".

(2) 40 or fewer students are enrolled FAY (column D) in the Disabled & LEP groups.

\* For the groups where the number enrolled is fewer than or equal to 40, participation is met when no more than 2 miss the test. Groups can also meet this target using the average of the past two or three years.

\*\* Where a group achieves a "Yes" without meeting the listed target, it has done so using either the 99% confidence interval or Safe Harbor.

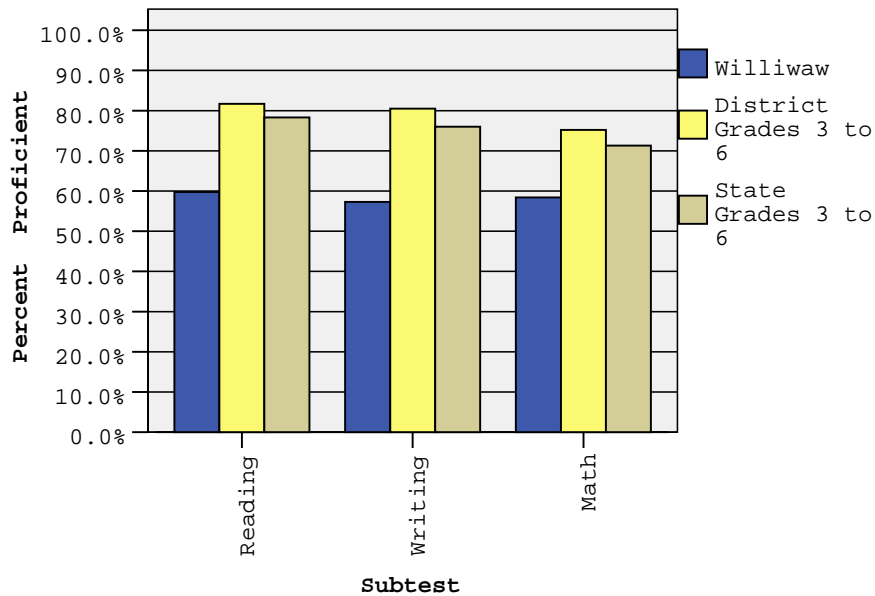
\*\*\* Results cannot be published without releasing personally identifiable information.

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

Williwaw Elementary School SBA Proficiency – Spring 2006

	Reading		Writing		Math	
	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient	2005 Proficient	2006 Proficient
All Grades	56.2%	59.8%	50.6%	57.3%	47.3%	58.4%
3 <sup>rd</sup> Grade	53.6%	60.4%	40.6%	64.6%	47.8%	64.9%
4 <sup>th</sup> Grade	59.0%	64.6%	47.6%	52.3%	46.4%	53.8%
5 <sup>th</sup> Grade	55.0%	54.3%	57.0%	50.0%	50.0%	50.6%
6 <sup>th</sup> Grade	57.1%	60.4%	54.5%	59.4%	44.2%	61.4%

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**  
**Williwaw SBA Proficiency by NCLB Groups – Spring 2006**

		Reading		Writing		Math	
		Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient
Ethnicity	All Students	59.8%	40.2%	57.3%	42.7%	58.4%	41.6%
	African American	63.6%	36.4%	56.8%	43.2%	54.5%	45.5%
	AK Native/ American Indian	57.5%	42.5%	47.9%	52.1%	54.8%	45.2%
	Asian	58.1%	41.9%	57.3%	42.7%	58.0%	42.0%
	Caucasian	74.4%	25.6%	76.9%	23.1%	74.4%	25.6%
	Hispanic	50.0%	50.0%	60.0%	40.0%	60.0%	40.0%
	Multi-Ethnic	61.5%	38.5%	50.0%	50.0%	50.0%	50.0%
LowIncome	Yes	59.8%	40.2%	57.3%	42.7%	58.4%	41.6%
	No	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Disabled	Yes	22.7%	77.3%	18.7%	81.3%	20.0%	80.0%
	No	70.1%	29.9%	68.0%	32.0%	69.0%	31.0%
LEP	Yes	52.4%	47.6%	52.7%	47.3%	53.9%	46.1%
	No	66.5%	33.5%	61.5%	38.5%	62.6%	37.4%
Migrant	Yes	61.3%	38.7%	41.9%	58.1%	54.8%	45.2%
	No	59.6%	40.4%	58.8%	41.2%	58.7%	41.3%
Gender	Female	65.7%	34.3%	61.8%	38.2%	59.3%	40.7%
	Male	54.0%	46.0%	52.9%	47.1%	57.5%	42.5%

**Anchorage School District: Profile of Performance ..... 2005-2006**

Williwaw 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	314.8	319.5	304.2	314.9	302.7	317.9
	African American	322.8	322.7	308.7	312.5	296.1	306.3
	AK Native/ American Indian	304.8	310.5	297.0	304.5	303.8	317.5
	Asian	310.4	314.8	300.9	312.1	301.0	316.7
	Caucasian	356.7	359.0	339.3	350.4	331.5	351.9
	Hispanic	298.4	308.3	285.9	308.6	282.7	307.3
	Multi-Ethnic	303.7	319.8	301.2	318.4	291.9	311.7
Low Income	Yes	314.8	319.5	304.2	314.9	302.7	317.9
	No	.	.	.	.	.	.
Disabled	Yes	263.1	263.1	257.2	262.5	251.1	260.5
	No	328.5	335.3	316.8	329.5	316.6	333.8
LEP	Yes	301.3	301.7	293.7	301.3	292.8	305.2
	No	326.5	335.7	313.2	327.5	311.3	329.8
Migrant	Yes	305.5	309.6	299.3	294.9	294.9	307.5
	No	315.6	320.5	304.6	316.9	303.4	318.9
Gender	Female	322.2	329.5	313.7	325.9	304.1	318.0
	Male	307.7	309.8	295.1	304.2	301.3	317.8

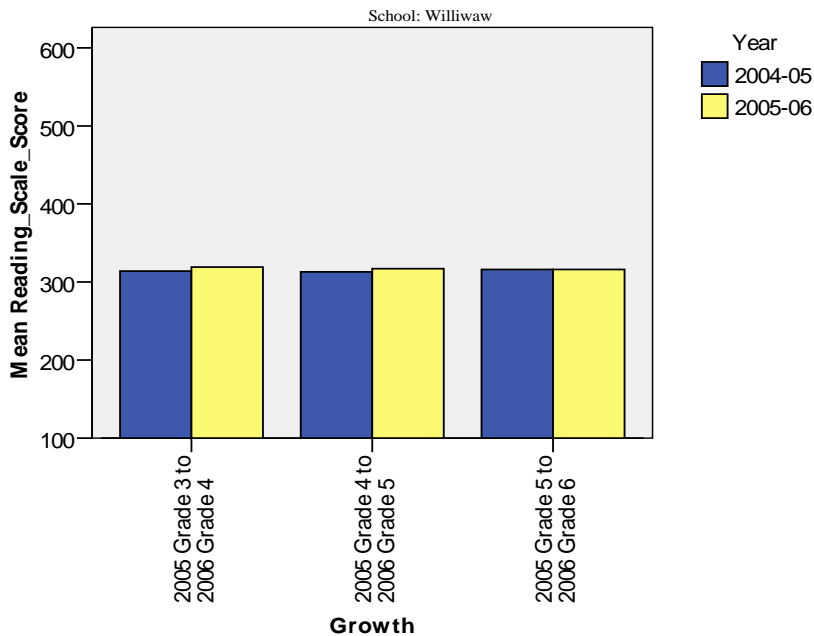
. No students tested in both years in this category

Williwaw 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	314.3	318.8	4.5	313.4	316.7	3.3	316.2	316.0	-0.2
	African American	313.7	319.2	5.5	291.9	280.1	-11.8	331.3	340.8	9.5
	AK Native/ American Indian	297.7	298.3	0.7	310.0	328.4	18.4	377.2	352.7	-24.5
	Asian	327.1	319.7	-7.4	310.8	323.9	13.1	298.7	310.3	11.7
	Caucasian	335.4	372.7	37.3	342.2	346.0	3.8	313.1	338.7	25.6
	Hispanic	314.9	337.1	22.2	308.3	292.8	-15.5	306.4	314.7	8.3
	Multi-Ethnic	292.0	292.4	0.4	304.7	289.2	-15.5	321.9	310.1	-11.8
LowIncome	Yes	313.8	318.9	5.1	312.7	317.3	4.7	316.0	316.4	0.4
	No	.	.	.	.	.	.	.	.	.
Disabled	Yes	273.3	257.8	-15.5	256.4	267.7	11.3	256.2	258.0	1.8
	No	328.7	338.2	9.5	331.9	334.1	2.2	329.3	330.8	1.5
LEP	Yes	314.7	313.3	-1.3	293.0	291.4	-1.6	290.7	299.2	8.5
	No	313.1	326.7	13.6	326.8	336.9	10.1	343.7	335.3	-8.3
Migrant	Yes	267.4	283.7	16.3	291.2	317.0	25.8	337.1	288.7	-48.4
	No	318.9	322.1	3.2	316.3	316.8	0.5	314.4	318.7	4.3
Gender	Female	319.0	311.4	-7.6	321.7	327.2	5.5	329.9	333.1	3.2
	Male	309.8	325.9	16.1	307.7	311.3	3.7	299.0	297.4	-1.6

. 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

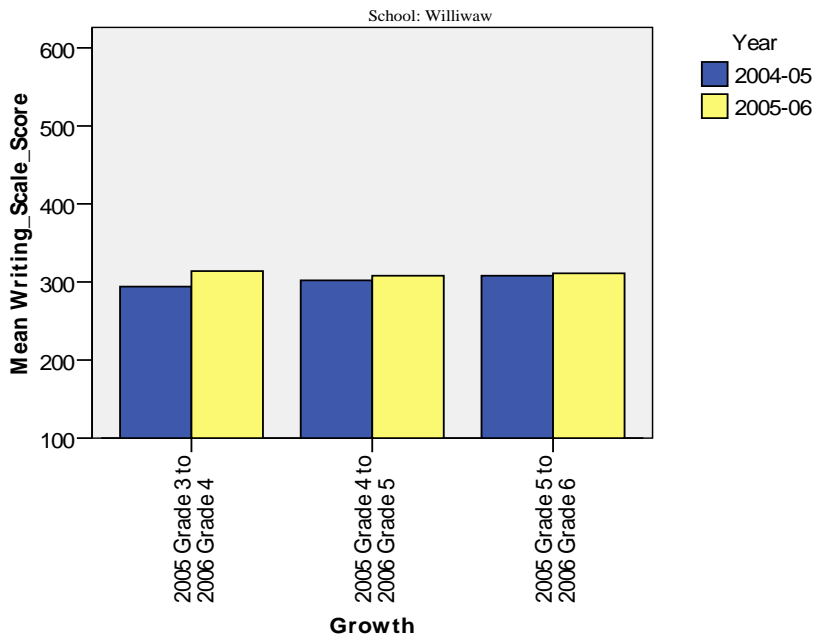


Williwaw SBA Growth in Average Scale Score by NCLB Groups: Writing

		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	294.4	313.7	19.3	302.2	308.0	5.8	308.1	310.7	2.6
	African American	291.9	315.1	23.2	259.3	271.8	12.5	329.4	328.7	-0.7
	AK Native/ American Indian	286.0	282.4	-3.6	308.7	298.2	-10.5	352.9	329.1	-23.8
	Asian	303.8	328.9	25.1	307.7	317.3	9.7	293.0	305.4	12.4
	Caucasian	309.2	360.0	50.8	319.1	331.7	12.6	301.8	333.9	32.1
	Hispanic	290.3	325.8	35.5	283.4	302.7	19.3	309.2	320.0	10.8
	Multi-Ethnic	270.7	275.2	4.5	306.9	303.1	-3.8	313.3	296.8	-16.5
LowIncome	Yes	293.7	314.3	20.7	302.0	308.4	6.4	307.7	311.2	3.5
	No	.	.	.	.	.	.	.	.	.
Disabled	Yes	257.4	256.7	-0.7	256.2	264.0	7.8	238.1	240.7	2.6
	No	306.9	332.1	25.2	317.3	322.8	5.5	324.4	328.7	4.3
LEP	Yes	292.0	316.4	24.4	291.7	291.2	-0.5	288.9	296.1	7.2
	No	295.8	309.9	14.1	306.7	321.3	14.7	331.0	326.4	-4.6
Migrant	Yes	251.2	267.0	15.8	282.1	279.7	-2.4	329.8	296.9	-32.9
	No	298.3	316.8	18.5	304.4	311.7	7.3	307.2	313.0	5.8
Gender	Female	296.7	309.2	12.5	312.9	314.1	1.2	327.3	326.8	-0.5
	Male	290.7	318.3	27.7	295.0	305.4	10.4	285.7	292.2	6.5

. 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

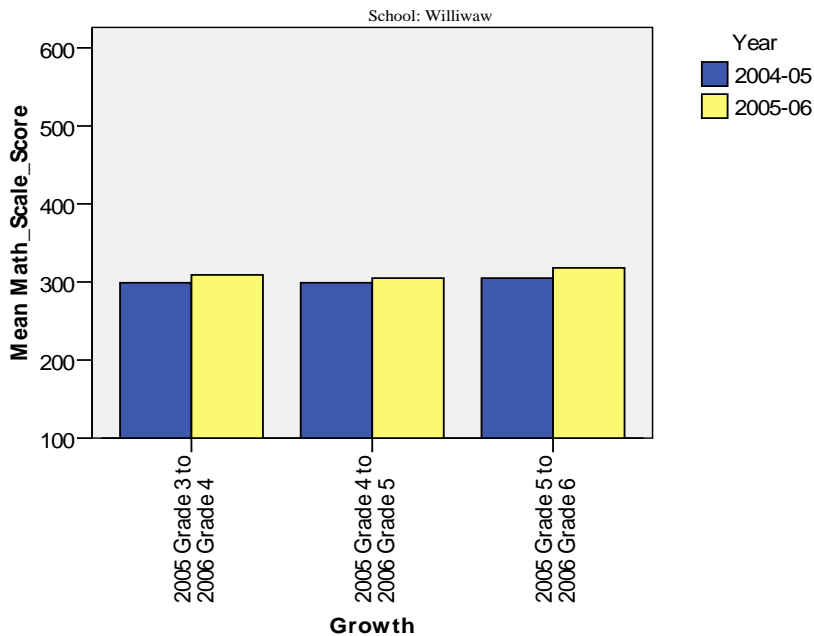


Williwaw SBA Growth in Average Scale Score by NCLB Groups: Math

		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	299.2	309.0	9.8	299.1	304.7	5.6	304.8	317.9	13.1
	African American	280.3	295.8	15.5	253.4	260.7	7.3	323.2	338.0	14.8
	AK Native/ American Indian	294.7	293.2	-1.5	311.9	305.1	-6.8	349.8	346.3	-3.5
	Asian	305.7	314.3	8.7	299.0	314.4	15.4	300.7	319.2	18.5
	Caucasian	321.1	370.7	49.6	318.8	343.9	25.1	295.7	300.3	4.7
	Hispanic	299.4	318.7	19.3	284.2	282.0	-2.2	281.1	308.7	27.6
	Multi-Ethnic	291.9	275.1	-16.8	337.3	289.8	-47.5	285.4	300.7	15.3
LowIncome	Yes	299.0	309.4	10.4	298.7	305.2	6.5	304.9	318.1	13.2
	No	.	.	.	.	.	.	.	.	.
Disabled	Yes	259.2	250.0	-9.2	240.1	255.7	15.6	228.8	240.9	12.1
	No	313.3	327.8	14.5	319.4	320.7	1.3	322.2	338.0	15.8
LEP	Yes	299.7	306.2	6.5	284.9	285.1	0.2	286.3	308.8	22.5
	No	297.7	313.3	15.7	307.0	321.4	14.4	325.7	327.2	1.5
Migrant	Yes	251.1	268.7	17.6	283.8	285.9	2.1	322.7	311.3	-11.4
	No	304.4	311.7	7.3	301.2	308.0	6.8	304.1	317.7	13.6
Gender	Female	300.9	307.1	6.2	292.3	298.8	6.5	311.4	321.7	10.3
	Male	297.0	311.4	14.4	301.7	310.2	8.5	296.9	312.1	15.2

. 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

Williwaw 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	11.4%	34.6%	31.2%	48.4%	47.1%	47.1%	23.6%	12.0%	14.1%	16.6%	6.3%	7.7%	346	100.0%	98.1%	98.1%
	African American	18.2%	20.7%	21.4%	45.5%	51.1%	52.9%	20.5%	18.9%	17.1%	15.9%	9.4%	8.6%	44	100.0%	98.2%	98.5%
	AK Native/ American Indian	11.0%	19.3%	12.4%	46.6%	49.7%	45.5%	16.4%	19.1%	25.7%	26.0%	11.9%	16.4%	73	100.0%	97.5%	97.7%
	Asian	7.7%	24.7%	27.4%	50.4%	49.6%	50.7%	23.9%	16.3%	14.8%	17.9%	9.4%	7.0%	119	100.0%	97.1%	97.5%
	Caucasian	23.1%	44.8%	41.6%	51.3%	44.3%	46.3%	17.9%	7.4%	8.2%	7.7%	3.5%	3.8%	39	100.0%	98.5%	98.3%
	Hispanic	4.5%	22.4%	22.4%	45.5%	51.8%	53.0%	36.4%	17.3%	17.3%	13.6%	8.5%	7.3%	45	100.0%	97.0%	97.2%
	Multi-Ethnic	11.5%	27.4%	28.2%	50.0%	50.5%	50.5%	34.6%	14.8%	13.9%	3.8%	7.4%	7.3%	26	100.0%	98.5%	98.7%
Low Income	Yes	11.4%	18.7%	17.4%	48.4%	51.0%	48.4%	23.6%	19.4%	21.3%	16.6%	11.0%	12.9%	346	100.0%	97.6%	97.9%
	No	0.0%	45.1%	41.4%	0.0%	44.5%	46.1%	0.0%	7.2%	8.6%	0.0%	3.3%	3.8%	0	0.0%	98.4%	98.2%
Disabled	Yes	0.0%	8.8%	8.1%	22.7%	36.7%	35.2%	32.0%	28.5%	29.9%	45.3%	26.1%	26.8%	75	100.0%	93.7%	94.0%
	No	14.6%	39.1%	34.9%	55.6%	48.9%	49.1%	21.3%	9.1%	11.4%	8.6%	2.9%	4.5%	271	100.0%	98.9%	98.8%
LEP	Yes	2.4%	15.1%	9.0%	50.0%	52.1%	43.7%	26.8%	20.5%	28.6%	20.7%	12.4%	18.7%	167	100.0%	96.7%	97.3%
	No	19.6%	38.3%	35.5%	46.9%	46.1%	47.8%	20.7%	10.4%	11.2%	12.8%	5.2%	5.6%	179	100.0%	98.3%	98.2%
Migrant	Yes	6.5%	20.0%	13.0%	54.8%	53.7%	44.6%	16.1%	17.1%	25.2%	22.6%	9.2%	17.2%	31	100.0%	99.4%	98.1%
	No	11.9%	35.1%	32.3%	47.8%	46.9%	47.3%	24.4%	11.8%	13.3%	16.0%	6.2%	7.1%	315	100.0%	98.0%	98.1%
Gender	Female	15.4%	39.3%	34.9%	50.3%	46.2%	47.0%	19.5%	10.0%	12.3%	14.8%	4.5%	5.8%	172	100.0%	98.5%	98.4%
	Male	7.5%	30.0%	27.5%	46.6%	47.9%	47.2%	27.6%	13.9%	15.7%	18.4%	8.1%	9.5%	174	100.0%	97.7%	97.7%

Anchorage School District: Profile of Performance ..... 2005-2006

Williwaw 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	9.3%	31.4%	27.4%	48.0%	49.1%	48.6%	38.4%	18.0%	21.9%	4.4%	1.6%	2.1%	346	100.0%	98.1%	98.1%
	African American	11.4%	18.0%	18.8%	45.5%	50.7%	52.0%	40.9%	29.2%	27.3%	2.3%	2.1%	1.9%	44	100.0%	98.2%	98.3%
	AK Native/ American Indian	6.8%	15.5%	10.5%	41.1%	52.5%	45.2%	46.6%	28.7%	39.6%	5.5%	3.2%	4.7%	73	100.0%	97.5%	97.9%
	Asian	10.3%	25.7%	27.6%	47.0%	49.8%	51.0%	35.0%	21.9%	19.3%	7.7%	2.6%	2.0%	119	100.0%	97.0%	97.5%
	Caucasian	12.8%	40.5%	36.3%	64.1%	47.1%	49.0%	23.1%	11.6%	13.7%	0.0%	0.8%	1.0%	39	100.0%	98.5%	98.2%
	Hispanic	2.2%	20.9%	20.2%	57.8%	52.7%	55.2%	37.8%	24.5%	23.1%	2.2%	1.8%	1.5%	45	100.0%	97.0%	97.2%
	Multi-Ethnic	15.4%	25.2%	25.6%	34.6%	51.2%	51.5%	50.0%	21.8%	21.0%	0.0%	1.9%	1.9%	26	100.0%	98.5%	98.6%
Low Income	Yes	9.3%	16.4%	15.3%	48.0%	52.2%	48.7%	38.4%	28.5%	32.4%	4.4%	2.9%	3.6%	346	100.0%	97.6%	98.0%
	No	0.0%	41.3%	36.5%	0.0%	47.0%	48.6%	0.0%	11.1%	13.9%	0.0%	0.7%	0.9%	0	0.0%	98.4%	98.1%
Disabled	Yes	1.3%	7.7%	6.4%	17.3%	40.2%	38.5%	68.0%	45.6%	47.9%	13.3%	6.5%	7.2%	75	100.0%	93.8%	94.2%
	No	11.5%	35.5%	30.9%	56.5%	50.6%	50.3%	30.1%	13.1%	17.6%	1.9%	0.7%	1.2%	271	100.0%	98.9%	98.7%
LEP	Yes	5.5%	14.9%	9.1%	47.3%	53.9%	45.1%	40.6%	28.3%	41.0%	6.7%	2.9%	4.8%	167	100.0%	96.6%	97.5%
	No	12.8%	34.6%	31.0%	48.6%	48.1%	49.3%	36.3%	16.0%	18.1%	2.2%	1.3%	1.5%	179	100.0%	98.3%	98.2%
Migrant	Yes	6.5%	20.2%	12.2%	35.5%	50.6%	43.4%	51.6%	26.5%	39.8%	6.5%	2.7%	4.5%	31	100.0%	99.4%	98.3%
	No	9.6%	31.8%	28.4%	49.2%	49.0%	49.0%	37.1%	17.7%	20.7%	4.2%	1.5%	1.9%	315	100.0%	98.0%	98.1%
Gender	Female	13.5%	37.8%	33.4%	48.2%	47.8%	47.9%	35.9%	13.5%	17.4%	2.4%	1.0%	1.3%	172	100.0%	98.4%	98.4%
	Male	5.2%	25.2%	21.7%	47.7%	50.3%	49.3%	40.8%	22.3%	26.2%	6.3%	2.2%	2.8%	174	100.0%	97.7%	97.7%

Anchorage School District: Profile of Performance ..... 2005-2006

Williwaw 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	19.4%	38.3%	32.9%	39.0%	37.0%	38.4%	19.9%	13.1%	14.7%	21.7%	11.7%	14.0%	346	100.0%	98.4%	98.2%
	African American	9.1%	19.2%	19.7%	45.5%	39.8%	40.5%	20.5%	18.2%	19.7%	25.0%	22.9%	20.0%	44	100.0%	98.2%	98.5%
	AK Native/ American Indian	24.7%	24.5%	16.3%	30.1%	40.1%	37.1%	20.5%	17.2%	21.4%	24.7%	18.1%	25.2%	73	100.0%	97.4%	97.7%
	Asian	20.2%	33.8%	35.2%	37.8%	37.3%	39.0%	16.8%	13.7%	13.5%	25.2%	15.2%	12.4%	119	100.0%	98.6%	98.8%
	Caucasian	35.9%	47.7%	41.6%	38.5%	35.1%	38.5%	15.4%	10.3%	11.2%	10.3%	6.9%	8.6%	39	100.0%	98.5%	98.3%
	Hispanic	8.9%	27.2%	26.4%	51.1%	39.1%	40.9%	24.4%	19.3%	18.3%	15.6%	14.5%	14.4%	45	100.0%	99.0%	98.7%
	Multi-Ethnic	11.5%	31.5%	32.1%	38.5%	39.6%	39.6%	30.8%	13.9%	13.6%	19.2%	15.0%	14.7%	26	100.0%	98.7%	98.8%
Low Income	Yes	19.4%	23.2%	20.5%	39.0%	39.3%	38.6%	19.9%	18.1%	19.3%	21.7%	19.4%	21.6%	346	100.0%	98.1%	98.1%
	No	0.0%	48.3%	42.1%	0.0%	35.4%	38.3%	0.0%	9.7%	11.2%	0.0%	6.6%	8.4%	0	0.0%	98.6%	98.3%
Disabled	Yes	1.3%	12.7%	11.0%	18.7%	29.6%	28.7%	33.3%	22.4%	22.6%	46.7%	35.3%	37.7%	75	100.0%	93.7%	94.1%
	No	24.4%	42.7%	36.5%	44.6%	38.2%	40.0%	16.2%	11.4%	13.4%	14.8%	7.6%	10.1%	271	100.0%	99.3%	98.9%
LEP	Yes	12.0%	23.6%	14.7%	41.9%	38.5%	35.1%	21.0%	18.1%	22.4%	25.1%	19.8%	27.8%	167	100.0%	98.8%	98.3%
	No	26.3%	41.2%	36.5%	36.3%	36.7%	39.1%	19.0%	12.1%	13.1%	18.4%	10.1%	11.3%	179	100.0%	98.3%	98.2%
Migrant	Yes	19.4%	25.7%	18.7%	35.5%	38.4%	35.1%	16.1%	17.6%	20.1%	29.0%	18.4%	26.1%	31	100.0%	99.4%	98.1%
	No	19.4%	38.7%	33.8%	39.4%	36.9%	38.7%	20.3%	12.9%	14.3%	21.0%	11.4%	13.2%	315	100.0%	98.4%	98.2%
Gender	Female	19.8%	38.1%	33.0%	39.5%	37.8%	39.2%	19.2%	13.3%	14.8%	21.5%	10.9%	13.1%	172	100.0%	98.7%	98.5%
	Male	19.0%	38.5%	32.8%	38.5%	36.2%	37.7%	20.7%	12.9%	14.6%	21.8%	12.5%	14.9%	174	100.0%	98.1%	97.9%

Williwaw TerraNova 5th grade

Percent in each quartile

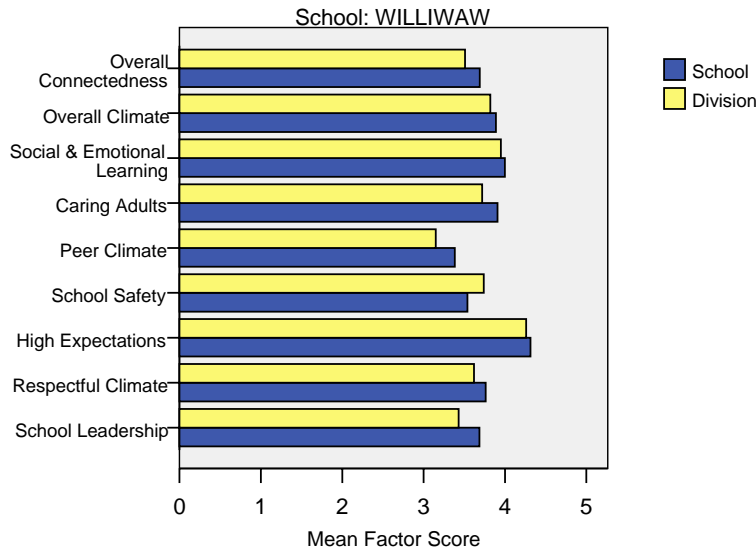
Reading	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	8.3%	30.4%	16.7%	26.8%	19.0%	24.5%	56.0%	18.3%
2004-2005	10.2%	29.2%	14.3%	27.6%	33.7%	24.5%	41.8%	18.7%
2003-2004	6.4%	30.6%	16.7%	26.9%	39.7%	24.2%	37.2%	18.3%
2002-2003	6.0%	29.1%	15.5%	26.6%	29.8%	23.8%	48.8%	20.5%
2001-2002	10.6%	30.3%	20.0%	26.0%	30.6%	24.6%	38.8%	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	7.1%	34.0%	16.7%	26.5%	31.0%	22.0%	45.2%	17.5%
2004-2005	8.2%	32.1%	20.4%	28.3%	30.6%	21.2%	40.8%	18.4%
2003-2004	11.5%	34.1%	16.7%	26.5%	37.2%	21.7%	34.6%	17.7%
2002-2003	8.3%	32.8%	17.9%	26.5%	22.6%	20.9%	51.2%	19.8%
2001-2002	8.2%	32.3%	20.0%	26.4%	35.3%	22.9%	36.5%	18.4%

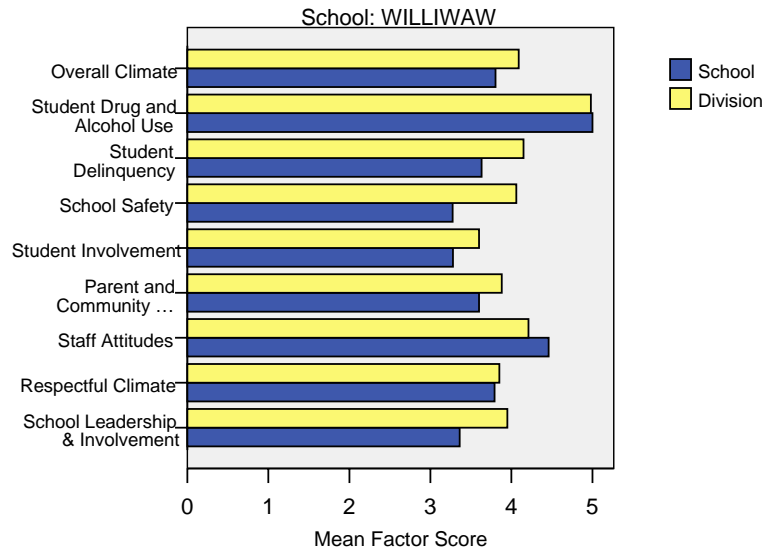
Math	Above Average		Average				Below Average	
	4th Quartile (76-99 percentile)		3rd Quartile (51-75 percentile)		2nd Quartile (26-50 percentile)		1st Quartile (1-25 percentile)	
	School	District	School	District	School	District	School	District
2005-2006	8.2%	28.4%	20.0%	31.9%	32.9%	22.3%	38.8%	17.5%
2004-2005	7.1%	26.9%	24.5%	31.1%	30.6%	22.9%	37.8%	19.1%
2003-2004	10.1%	28.3%	25.3%	29.3%	31.6%	22.6%	32.9%	19.8%
2002-2003	7.1%	24.7%	24.7%	30.6%	28.8%	22.6%	40.0%	22.1%
2001-2002	8.2%	24.1%	20.0%	30.1%	36.5%	24.8%	35.3%	20.9%

Williwaw 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).