

Bayshore
About Our Students

Bayshore Elementary School Characteristics			
	School	District	Source of Information
Membership	545	48,837	Fall OASIS
Capacity	125.81%	N/A	2009-19 ASD Capital Improvement Plan
Attendance Rate	94.22%	92.76%	NCLB Summer Data Collection
Retention Rate K-8	0.55%	0.37%	SMS and NCLB Summer Data Collection
Transiency Rate	12.48%	26.05%	NCLB Summer Data Collection
Economically Disadvantaged	14.86%	35.58%	Fall OASIS
Average Weekly Volunteer Hours	0	5,136	Department of Education Report Card Report
Students Taking the Alternate Assessment	0	266	SMS
Change in Enrollment	2.44%	-0.04%	Fall OASIS

Elementary, Middle & 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.

2008-09 Bayshore Elementary School TerraNova 3rd Edition Grade 5										
	Above Average		Average				Below Average		NP of Mean NCE**	
	% in 4th Quartile		% in 3rd Quartile		% in 2nd Quartile		% in 1st Quartile			
	Bayshore	District	Bayshore	District	Bayshore	District	Bayshore	District	Bayshore	District
Reading	44.59%	24.98%	28.38%	24.55%	20.27%	23.75%	6.76%	26.73%	70	50
Language	39.19%	25.10%	32.43%	27.77%	17.57%	24.30%	10.81%	22.84%	67	52
Math	36.49%	22.68%	29.73%	28.08%	22.97%	24.62%	10.81%	24.62%	67	50

**Based upon data from the CTB McGraw-Hill paper reports

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 Anchorage, AK

Anchorage School District
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 Anchorage, AK 99504-3135



Anchorage School District
Educating All Students for Success in Life

Detailed information regarding the school's performance is available in the Profile of Performance. This document and the district report card are available online at www.asdk12.org/depts/assess_eval/ or through the district Communications department, 742-4153.

Anchorage School District

**2008-2009
 School Report Card for
 Bayshore
 Elementary School**



Principal Ben Hardwick

Bayshore Elementary School provides a well-rounded education for children in grades K-6 in a traditional neighborhood setting. The rigorous program is focused on district and state standards. Our dedicated 90-minute literacy and math blocks help students learn in flexible groups, based on regular review of performance. Reading and math instruction is provided according to students' specific needs. We also use assessment-driven Six-Trait Writing instruction at all grade levels.

Bayshore Elementary School has established several goals around Project Based Learning strategies and guidelines. Students in third, fourth, fifth and sixth grades develop two multimedia integrated projects each year. These "Cap Stone" projects allow students to show what they know in a variety of ways. A supportive Special Education program provides a spectrum of service including a Pre-K-3rd grade autism program.

Additional classes are provided in art, music and physical education that are taught by a content area specialist. PTA and staff members are dedicated to providing personal development activities for students such as, chorus, choir chimes, community service, student council, spirit days and numerous sports opportunities.

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School Goals

Goal Level of Attainment

The number of students rated not proficient on the state language arts assessment will decrease by 10 percent, resulting in an improvement from 90.7 to 91.63 percent proficient. Attained

The number of students rated not proficient on the state math assessment will decrease by 10 percent, resulting in an improvement from 90.4 to 91.36 percent proficient Attained

Climate and Connectedness Survey results will increase the mean score in the area of Peer Climate by 0.2 points. Attained

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.

School Business Partnerships

FedEx Office

Community Volunteers

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

Adequate Yearly Progress

According to the No Child Left Behind Act, ASD as a whole is in its fourth year of Level 4 corrective status. In 2008-2009, the African-American, Alaska Native and American Indian, Low Income, Disabled, and Limited English Proficient student subgroups did not meet AYP in both language arts and math performance. The Asian and Hispanic sub-groups did not meet AYP in language arts only. Parents are invited to participate in the development of a district improvement plan that addresses the achievement of all students.

Teacher Quality Information (2008-2009)

	# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
Bayshore Elementary	39	100%	31%	0	94%
District Totals	3437	100%	44%	43	90%

Bayshore Elementary School
2008-09 Adequate Yearly Progress
Status Report

Meets AYP

AMO For Language Arts: 77.18%
AMO For Mathematics: 66.09%

Group	Participation Rate				"FAY" (D) Tested & Enrolled "FAY"	Language Arts Performance					Mathematics Performance			
	(A) Number Enrolled	(B) Number Tested	(C) Participation Rate (%)	(C) Participation Rate Met		(E) Proficient on LA	(F) Percent Proficient on LA	(G) LA Target	(H) Met AMO for LA	(I) Proficient on Mathematics	(J) Percent Proficient in Mathematics	(K) Mathematics Target	(L) Met AMO for Mathematics	
All Students	294	292	99.3%	Yes	281	252	89.7%	71.3%	Yes	250	89%	59.5%	Yes	
AF. AM.	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/AI	10	10	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	37	37	100%	Yes	35	31	88.6%	60.7%	Yes	32	91.4%	47.4%	Yes	
White	169	167	98.8%	Yes	161	146	90.7%	69.5%	Yes	143	88.8%	57.4%	Yes	
Hispanic	36	36	100%	Yes	35	27	77.1%	60.7%	Yes	29	82.9%	47.4%	Yes	
ME	33	33	100%	Yes	32	***	090%	59.9%	Yes	***	090%	46.6%	Yes	
EDS	55	55	100%	Yes	50	42	84%	63.4%	Yes	43	86%	50.5%	Yes	
SWD	55	54	98.2%	Yes	52	37	71.2%	63.6%	Yes	35	67.3%	50.8%	Yes	
LEP	52	52	100%	Yes	47	38	80.9%	62.9%	Yes	41	87.2%	50%	Yes	

Attendance Rate: Met

94.2% (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 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 information based upon the EED reporting protocol.

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

6/25/2009

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 have mastered the Academic Performance Standards for reading, writing, mathematics and science outlined in the Grade Level Expectations. These assessments are written specifically for Alaska and are the foundation of the Alaska school-accountability system. Charts comparing two years' results are at right.

