

Anchorage School District
2010-11 School Report Card for Tyson Elementary School

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Principal
John Kito

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.

School Goals for 2010-11

All students will publish and display writing each quarter Attained

The percentage of students rated not-proficient on the state language assessment will decrease by 10 percent Partially Attained

The School Climate and Connectedness Survey score in the area of Overall Connectedness will improve due to increased teaching of Social and Emotional Learning 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 Partners

- Alaska Supreme Ice Cream
- Anchorage Community Land Trust
- Costco, DeBarr location
- Credit Union 1
- Horace Mann/Arctic Insurance Services
- Mt. View Lions Club
- Red Apple Market
- Holiday Stationstores
- The Links
- Federal Bureau of Investigation
- Veterans of Foreign Wars

Community Volunteers

Parents and other community members volunteered an average of 15 hours per week in the school.

Tyson Elementary School Characteristics

	School	District
Attendance Rate	93.05%	92.73%
Retention Rate K-8	0.00%	0.28%
Transiency Rate	31.94%	26.71%
Percent Economically Disadvantaged	99.61%	44.23%
Average Weekly Volunteer Hours	15	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	2.98%	-0.78%
School Business Partnerships	11	N/A

ASD Teacher Qualification Information (2010-11)

	School	District
Number of teachers	37	3426
Fully licensed teachers	100%	100%
Teachers with advanced degrees	32%	41%
National Board Certified teachers	0	46
Classes taught by highly qualified teachers	100%	97%

School Climate & Connectedness Survey

	Parent		Student	
	#	%	#	%
Participation rate	188	39.09%	59	51.16%

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.

Tyson 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
	#	%	#	%	#	%	#	%	
Reading									
Grade 5	7	8.43%	11	13.25%	23	27.71%	42	50.60%	27
Language									
Grade 5	4	4.88%	17	20.73%	26	31.71%	35	42.68%	26
Mathematics									
Grade 5	4	4.82%	21	25.30%	19	22.89%	39	46.99%	26

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 Tyson Elementary School						
	% Proficient		% Not proficient		# Tested	
	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10
Reading						
Grade 3	71.05%	61.63%	28.95%	38.37%	76	86
Grade 4	60.98%	60.98%	39.02%	39.02%	82	82
Grade 5	62.82%	81.48%	37.18%	18.52%	78	81
Writing						
Grade 3	55.26%	62.79%	44.74%	37.21%	76	86
Grade 4	75.61%	68.29%	24.39%	31.71%	82	82
Grade 5	62.82%	72.84%	37.18%	27.16%	78	81
Math						
Grade 3	51.32%	71.91%	48.68%	28.09%	76	89
Grade 4	73.17%	63.10%	26.83%	36.90%	82	84
Grade 5	57.14%	71.95%	42.86%	28.05%	77	82
Science						
Grade 4	29.27%	19.28%	70.73%	80.72%	82	83

Reading												
Student group	% Advanced			% Proficient			% Below			%Far Below		
	School	District	State	School	District	State	School	District	State	School	District	State
All students	14.83%	34.50%	32.77%	50.00%	45.84%	45.31%	22.03%	12.19%	12.89%	13.14%	7.48%	9.03%
Female	17.48%	39.06%	36.77%	55.34%	44.91%	44.90%	18.45%	10.33%	11.35%	8.74%	5.70%	6.98%
Male	12.78%	30.18%	28.97%	45.86%	46.72%	45.70%	24.81%	13.95%	14.35%	16.54%	9.15%	10.98%
African American	5.71%	18.45%	18.93%	48.57%	52.39%	54.62%	31.43%	17.46%	15.85%	14.29%	11.69%	10.60%
Alaska Native/ American Indian	0.00%	15.20%	12.46%	50.00%	50.10%	43.26%	25.00%	20.43%	24.29%	25.00%	14.27%	19.98%
Asian/Pacific Islander	8.57%	20.02%	23.33%	49.52%	48.69%	50.22%	27.62%	20.02%	17.06%	14.29%	11.26%	9.39%
Caucasian	57.89%	48.42%	45.06%	15.79%	40.84%	43.46%	5.26%	6.88%	7.07%	21.05%	3.85%	4.41%
Hispanic	20.83%	26.10%	27.58%	62.50%	52.36%	52.37%	16.67%	12.84%	12.14%	0.00%	8.70%	7.91%
2 or more races	24.24%	31.52%	32.96%	63.64%	47.96%	47.93%	6.06%	12.69%	12.22%	6.06%	7.83%	6.88%
Economically disadvantaged	14.83%	20.29%	20.59%	50.00%	50.25%	48.29%	22.03%	17.90%	18.08%	13.14%	11.55%	13.04%
Students with disabilities	3.57%	11.70%	11.42%	21.43%	37.32%	38.10%	28.57%	26.60%	25.46%	46.43%	24.38%	25.02%
Limited English proficient	8.80%	11.85%	1.88%	44.00%	50.31%	33.22%	31.20%	23.19%	34.08%	16.00%	14.66%	30.81%
Migrant education	18.18%	21.04%	18.27%	54.55%	52.37%	47.78%	18.18%	16.46%	19.24%	9.09%	10.13%	14.70%

Writing												
Student group	% Advanced			% Proficient			% Below			%Far Below		
	School	District	State	School	District	State	School	District	State	School	District	State
All students	13.56%	32.84%	29.18%	51.27%	46.20%	46.02%	33.05%	19.72%	22.78%	2.12%	1.25%	2.01%
Female	19.42%	39.62%	35.57%	52.43%	44.51%	44.95%	27.18%	15.18%	18.32%	0.97%	0.68%	1.16%
Male	9.02%	26.43%	23.12%	50.38%	47.79%	47.04%	37.59%	23.99%	27.01%	3.01%	1.78%	2.83%
African American	0.00%	21.52%	19.91%	45.71%	46.41%	50.68%	51.43%	29.54%	27.06%	2.86%	2.53%	2.35%
Alaska Native/ American Indian	0.00%	13.44%	10.85%	50.00%	49.03%	41.97%	45.00%	34.15%	41.99%	5.00%	3.38%	5.18%
Asian/Pacific Islander	11.43%	23.30%	25.83%	55.24%	49.35%	50.02%	31.43%	25.73%	22.80%	1.90%	1.62%	1.34%
Caucasian	42.11%	44.99%	39.19%	36.84%	42.72%	45.92%	15.79%	11.66%	13.96%	5.26%	0.64%	0.94%
Hispanic	16.67%	23.02%	24.65%	58.33%	52.11%	51.36%	25.00%	23.95%	23.09%	0.00%	0.93%	0.89%
2 or more races	24.24%	29.35%	29.44%	48.48%	47.51%	47.79%	27.27%	22.04%	21.56%	0.00%	1.10%	1.21%
Economically disadvantaged	13.56%	19.21%	17.75%	51.27%	49.54%	47.88%	33.05%	29.14%	31.34%	2.12%	2.12%	3.03%
Students with disabilities	3.57%	10.44%	9.48%	32.14%	42.23%	41.15%	57.14%	42.98%	44.79%	7.14%	4.36%	4.57%
Limited English proficient	7.20%	12.58%	2.10%	52.80%	52.58%	34.55%	37.60%	32.63%	56.12%	2.40%	2.20%	7.23%
Migrant education	9.09%	18.01%	16.31%	54.55%	50.87%	46.87%	36.36%	29.07%	32.72%	0.00%	2.05%	4.10%

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	22.55%	40.07%	36.58%	38.30%	36.24%	36.72%	18.30%	12.58%	13.56%	20.85%	11.11%	13.15%
Female	27.18%	40.42%	37.02%	35.92%	36.75%	37.33%	18.45%	12.98%	13.70%	18.45%	9.85%	11.96%
Male	18.94%	39.74%	36.17%	40.15%	35.76%	36.13%	18.18%	12.20%	13.43%	22.73%	12.30%	14.27%
African American	11.76%	22.44%	23.60%	35.29%	35.62%	38.07%	26.47%	20.20%	18.35%	26.47%	21.74%	19.98%
Alaska Native/ American Indian	15.00%	22.59%	17.61%	40.00%	40.45%	36.05%	20.00%	17.25%	19.76%	25.00%	19.71%	26.58%
Asian/Pacific Islander	17.14%	31.63%	33.99%	39.05%	37.36%	38.00%	21.90%	15.72%	15.14%	21.90%	15.29%	12.88%
Caucasian	57.89%	52.96%	47.17%	15.79%	33.56%	36.04%	15.79%	7.80%	9.75%	10.53%	5.69%	7.03%
Hispanic	29.17%	29.79%	30.83%	37.50%	39.41%	39.83%	8.33%	17.41%	16.74%	25.00%	13.39%	12.60%
2 or more races	30.30%	35.40%	36.71%	51.52%	38.70%	38.42%	6.06%	14.15%	13.67%	12.12%	11.76%	11.21%
Economically disadvantaged	22.55%	26.77%	25.57%	38.30%	38.69%	38.22%	18.30%	17.31%	17.38%	20.85%	17.24%	18.83%
Students with disabilities	7.14%	16.04%	15.38%	25.00%	31.05%	32.07%	21.43%	20.25%	21.25%	46.43%	32.67%	31.30%
Limited English proficient	13.60%	17.87%	5.42%	38.40%	41.72%	30.81%	20.00%	20.18%	24.43%	28.00%	20.23%	39.33%
Migrant education	36.36%	29.59%	26.41%	27.27%	38.29%	36.66%	9.09%	14.40%	15.62%	27.27%	17.72%	21.31%

Science												
Student group	% Advanced			% Proficient			% Below			%Far Below		
	School	District	State	School	District	State	School	District	State	School	District	State
All students	10.98%	23.15%	22.13%	18.29%	27.59%	27.34%	43.90%	32.22%	30.05%	26.83%	17.04%	20.48%
Female	7.50%	21.83%	20.78%	17.50%	25.56%	26.84%	42.50%	34.06%	31.26%	32.50%	18.56%	21.13%
Male	14.29%	24.39%	23.39%	19.05%	29.50%	27.81%	45.24%	30.50%	28.93%	21.43%	15.61%	19.87%
African American	0.00%	5.73%	6.96%	10.00%	23.35%	22.32%	60.00%	42.73%	42.61%	30.00%	28.19%	28.12%
Alaska Native/ American Indian	0.00%	9.43%	6.46%	33.33%	19.71%	16.83%	50.00%	43.43%	33.21%	16.67%	27.43%	43.49%
Asian/Pacific Islander	0.00%	8.22%	10.16%	5.56%	17.13%	20.32%	52.78%	39.69%	40.02%	41.67%	34.97%	29.50%
Caucasian	25.00%	36.89%	33.12%	37.50%	33.11%	33.45%	25.00%	23.17%	24.23%	12.50%	6.83%	9.20%
Hispanic	33.33%	13.59%	18.17%	33.33%	29.23%	27.68%	22.22%	35.90%	35.99%	11.11%	21.28%	18.17%
2 or more races	30.77%	19.37%	20.98%	30.77%	27.27%	28.70%	30.77%	38.34%	36.55%	7.69%	15.02%	13.77%
Economically disadvantaged	10.98%	11.69%	12.42%	18.29%	22.22%	22.24%	43.90%	39.15%	35.50%	26.83%	26.93%	29.84%
Students with disabilities	0.00%	13.51%	11.10%	0.00%	19.87%	19.61%	37.50%	32.43%	32.47%	62.50%	34.18%	36.82%
Limited English proficient	4.44%	6.42%	1.36%	6.67%	14.97%	6.08%	51.11%	42.65%	29.74%	37.78%	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.

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

Tyson Elementary School Attendance rate

	Total Tested	% Tested		
		School	District	State
All students	236	97.52%	98.63%	99.02%
Female	103	97.17%	99.11%	99.38%
Male	133	97.79%	98.17%	98.68%
African American	35	100.00%	98.76%	99.38%
Alaska Native/ American Indian	20	95.24%	97.61%	98.71%
Asian/Pacific Islander	105	95.45%	98.61%	98.83%
Caucasian	19	100.00%	98.71%	99.12%
Hispanic	24	100.00%	98.93%	99.29%
2 or more races	33	100.00%	98.73%	99.06%
Economically disadvantaged	236	97.52%	98.00%	98.68%
Students with disabilities	28	82.35%	94.49%	94.19%
Limited English proficient	125	96.15%	98.96%	98.96%
Migrant education	11	100.00%	97.70%	99.10%

	Attendance Rate
	State Target 85%
All students	93.05%
Female	93.40%
Male	92.74%
African American	93.17%
Alaska Native/ American Indian	91.43%
Asian/Pacific Islander	94.24%
Caucasian	92.60%
Hispanic	92.63%
2 or more races	91.26%
Economically disadvantaged	93.06%
Students with disabilities	90.63%
Limited English proficient	94.32%
Migrant education	88.53%

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

Tyson Elementary School 2010-11 Adequate Yearly Progress Status Report

Does Not Meet AYP – Level 5 (Second Year)

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	242	242	100.0%	Yes	224	146	65.2%	77.0%	No	141	62.9%	67.8%	No
AF AM	35	35	100.0%	Yes	33	16	48.5%	67.6%	No	16	48.5%	56.9%	No
AKNA/AI	21	21	100.0%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/NH/OPI	110	110	100.0%	Yes	99	64	64.6%	74.1%	Yes-SH	59	59.6%	64.4%	No
White	19	19	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	24	24	100.0%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2 or more races	33	33	100.0%	Yes	31	25	80.6%	67.1%	Yes	25	80.6%	56.3%	Yes
EDS	242	242	100.0%	Yes	224	146	65.2%	77.0%	No	141	62.9%	67.8%	No
SWD	34	34	100.0%	Yes	32	10	31.2%	67.4%	No	13	40.6%	56.6%	No
LEP	130	130	100.0%	Yes	119	68	57.1%	74.8%	Yes-SH	65	54.6%	65.3%	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/its/assessment. This document and the district report card are available online at www.asdk12.org/depts/assess_eval or through the Communications Department, 742-4153.