

Williwaw
About Our Students

Williwaw Elementary School Characteristics			
	School	District	Source of Information
Membership	405	48,837	Fall OASIS
Capacity	82.52%	N/A	2009-19 ASD Capital Improvement Plan
Attendance Rate	93.15%	92.76%	NCLB Summer Data Collection
Retention Rate K-8	0.00%	0.37%	SMS and NCLB Summer Data Collection
Transiency Rate	36.22%	26.05%	NCLB Summer Data Collection
Economically Disadvantaged	100.00%	35.58%	Fall OASIS
Average Weekly Volunteer Hours	10	5,136	Department of Education Report Card Report
Students Taking the Alternate Assessment	0	266	SMS
Change in Enrollment	13.13%	-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 Williwaw 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			
	Williwaw	District	Williwaw	District	Williwaw	District	Williwaw	District	Williwaw	District
Reading	*	24.98%	*	24.55%	27.27%	23.75%	58.18%	26.73%	23	50
Language	*	25.10%	*	27.77%	27.27%	24.30%	50.91%	22.84%	24	52
Math	*	22.68%	*	28.08%	29.09%	24.62%	45.45%	24.62%	25	50

*Results cannot be published without releasing personally identifiable information based upon the EED reporting protocol

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

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 Anchorage, AK

Anchorage School District
2008-2009
School Report Card for
Williwaw
Elementary School



Principal Bonnie Goen

Williwaw Elementary is a neighborhood school with about 355 students. Beginning in 2009-10, we will be a K-5 school. We are a community center and our students come from a wide range of diverse backgrounds, experiences, expectations and cultures.

We are in our third year of implementing Houghton Mifflin as our core reading curriculum. We are fortunate to have a reading specialist and a consultant to support our teachers in implementing our curriculum.

Williwaw students are making significant gains and we will continue our commitment to providing a quality education for all students. Significant resources are invested in our staff's development in the areas of effective teaching strategies and practices, particularly in literacy and math. In order to provide the maximum opportunity for learning, dedicated time and energy have been devoted to mentoring students in all grades. Other programs such as the Artist in Residency program, Foster Grandparents, and "The Opportunity Room" all provide additional learning experiences for our students.

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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.

School Goals

Goal Level of Attainment

The number of students represented in all subgroups rated not proficient on the state language arts assessment will decrease by 10 percent. Not Attained

The number of students represented in all subgroups rated not proficient on the state math assessment will decrease by 10 percent Not 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

NeighborWorks Anchorage
Northern Lights Veterinary and Laser Center
Pet Zoo

Community Volunteers

Parents and other community members volunteered an average of 10 hours per week in the school.

Adequate Yearly Progress

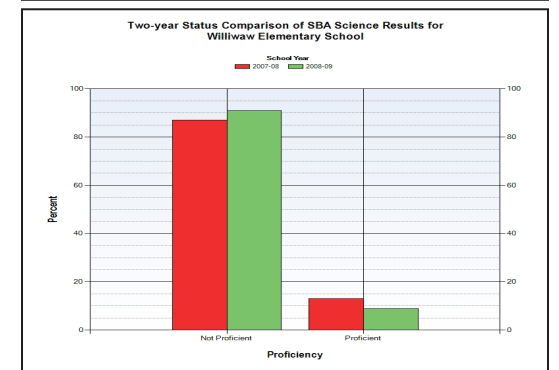
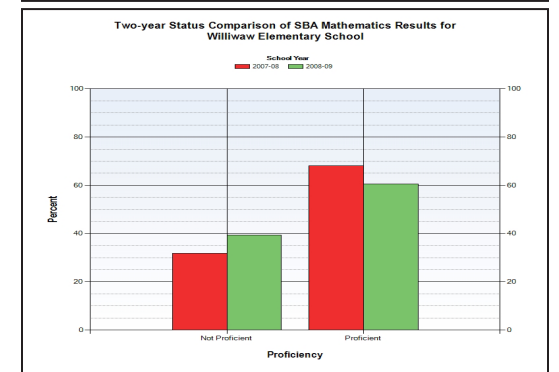
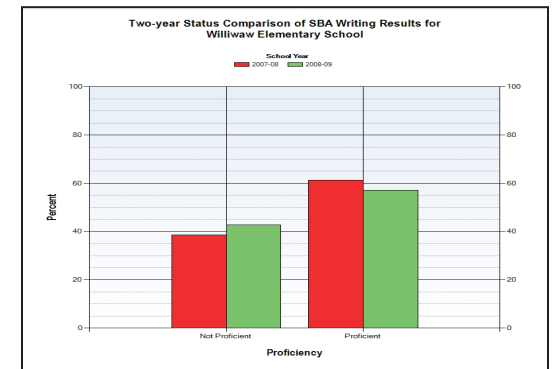
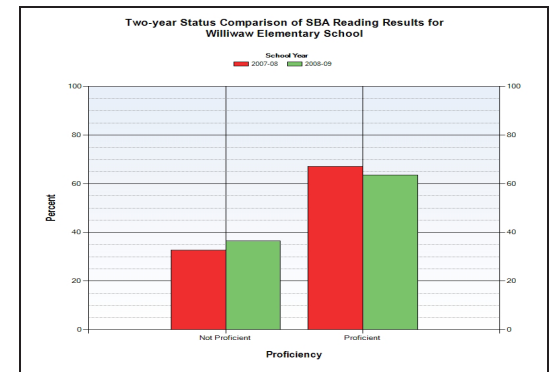
According to the No Child Left Behind Act, ASD as a whole is in its fourth year of Level 4 corrective status. In 2008-2009, the African-American, Alaska Native and American Indian, Low Income, Disabled, and Limited English Proficient student subgroups did not meet AYP in both language arts and math performance. 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"
Williwaw Elementary	31	100%	45%	0	88%
District Totals	3437	100%	44%	43	90%

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.



Williwaw Elementary School
2008-09 Adequate Yearly Progress
Status Report

Does Not Meet AYP
Level 5 (Second Year)

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	Participation Rate (%)	(C) Participation Rate Met		(E) Percent Proficient on LA	(F) Percent Proficient on LA	(G) LA Target	(H) Met AMO for LA	(I) Percent Proficient on Mathematics	(J) Percent Proficient in Mathematics	(K) Mathematics Target	(L) Met AMO for Mathematics
All Students	237	236	99.6%	Yes	192	114	59.4%	70.1%	No	115	59.9%	58.1%	Yes
AF. AM.	22	22	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AKNA/AI	19	19	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	120	120	100%	Yes	94	52	55.3%	67.1%	No	54	57.4%	54.7%	Yes
White	17	17	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	31	31	100%	Yes	27	16	59.3%	58.4%	Yes	15	55.6%	44.9%	Yes
ME	28	27	96.4%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
EDS	237	236	99.6%	Yes	192	114	59.4%	70.1%	No	115	59.9%	58.1%	Yes
SWD	40	40	100%	Yes	35	8	22.9%	60.7%	No	11	31.4%	47.4%	No
LEP	135	135	100%	Yes	109	59	54.1%	67.8%	No	60	55%	55.5%	No

Attendance Rate: Met 93.2% (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