

Wonder Park
About Our Students

Wonder Park Elementary School Characteristics			
	School	District	Source of Information
Membership	348	48,837	Fall OASIS
Capacity	82.23%	N/A	2009-19 ASD Capital Improvement Plan
Attendance Rate	91.64%	92.76%	NCLB Summer Data Collection
Retention Rate K-8	1.22%	0.37%	SMS and NCLB Summer Data Collection
Transiency Rate	32.61%	26.05%	NCLB Summer Data Collection
Economically Disadvantaged	75.00%	35.58%	Fall OASIS
Average Weekly Volunteer Hours	20	5,136	Department of Education Report Card Report
Students Taking the Alternate Assessment	0	266	SMS
Change in Enrollment	-6.20%	-0.04%	Fall OASIS

Non-Profit Organization
 U.S. POSTAGE
 PAID
 Permit No. 161
 Anchorage, AK

Elementary, Middle & K-8 Schools

TerraNova: The TerraNova, 2nd edition, 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 Wonder Park 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			
	Wonder Park	District	Wonder Park	District	Wonder Park	District	Wonder Park	District	Wonder Park	District
Reading	12.50%	24.98%	31.25%	24.55%	21.88%	23.75%	34.38%	26.73%	36	50
Language	15.63%	25.10%	28.13%	27.77%	21.88%	24.30%	34.38%	22.84%	39	52
Math	12.50%	22.68%	34.38%	28.08%	9.38%	24.62%	43.75%	24.62%	36	50

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

Anchorage School District
2008-2009
School Report Card for
Wonder Park
Elementary School



Principal Mischelle Bain

Wonder Park Elementary is a culturally diverse school located in a melting pot community in east Anchorage. The student population is 29 percent Caucasian, 18 percent African-American, 22 percent Alaska Native, 1 percent American Indian, 11 percent Asian, 6 percent Hispanic, 2 percent Filipino, and 11 percent biracial. Eighteen different languages are spoken at Wonder Park. About 25 percent of our students are bilingual and receive bilingual services. The bilingual staff speaks Arabic, French, Thai, Lao, Tagalog and Spanish.

Approximately 75 percent of the students qualify for free or reduced breakfast and lunch. Wonder Park also experiences a transient and mobility rate of more than 30 percent. Wonder Park currently has 16 students that qualify for the Child in Transition/Homeless program. Indian Education supports 27 percent of our students, offering one-on-one learning about their culture and other Alaska Native cultures.

Wonder Park is dedicated to student achievement, as evidenced by rising test results, a welcoming environment and high scores on the annual climate survey filled out by our parents, students and staff.

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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

Students will increase their Star Reading score by one grade level. Students below grade level will increase their score by two grade levels Partially Attained

Students will increase their Star Math score by one grade level Partially Attained

The school will provide a safe, positive and caring learning environment that promotes academic achievement. The school will implement the Resolving Conflicts Creatively Program's Connect and Respect curriculum 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

- Big Brothers/Big Sisters of Alaska
- CARRS-Safeway, Eastgate location
- Sam's Club, Penland Parkway
- Domino's Pizza
- Horace Mann Insurance
- SecureTrans Armored Services
- Mt. View Lions Club
- NeighborWorks Anchorage

Community Volunteers

Parents and other community members volunteered an average of 20 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.

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.

Teacher Quality Information (2008-2009)

	# of teachers	% fully licensed	% with advanced degrees	# Nationally Board Certified	% of classes taught by "highly qualified teachers"
Wonder Park Elementary	35	100%	29%	0	96%
District Totals	3437	100%	44%	43	90%

Wonder Park Elementary School
2008-09 Adequate Yearly Progress
Status Report

Does Not Meet AYP
Level 2

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	172	172	100%	Yes	157	108	68.8%	69.4%	No	96	61.1%	57.3%	Yes
AF. AM.	14	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AKNA/AI	21	21	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/NH/ OPI	39	39	100%	Yes	34	19	55.9%	60.4%	No	19	55.9%	47.2%	Yes
White	34	34	100%	Yes	33	30	90.9%	60.2%	Yes	27	81.8%	46.9%	Yes
Hispanic	22	22	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ME	42	42	100%	Yes	40	29	72.5%	61.7%	Yes	26	65%	48.6%	Yes
EDS	130	130	100%	Yes	119	76	63.9%	68.2%	Yes-SH	69	58%	56%	Yes
SWD	47	47	100%	Yes	46	14	30.4%	62.8%	No	9	19.6%	49.8%	No
LEP	53	53	100%	Yes	46	25	54.3%	62.8%	Yes-SH	22	47.8%	49.8%	No

Attendance Rate: Met 91.6% (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

