

Anchorage School District
2011-12 School Report Card for Bowman Elementary School

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Willard L. Bowman provides a variety of educational opportunities for students. Our school has a K-6 neighborhood program, a K-6 Open Optional program, two special education preschool classes, one preschool communication class, and a PreK-6 Intensive Structured Teaching (autism) program with three classrooms. The instructional staff includes classroom and resource teachers, physical and occupational therapists, speech therapists, nurse, bilingual and part time counselor, and teacher assistants (kindergarten and special education). Our low income population makes up approximately a quarter of our student body.

Principal
 Patrick Freeman

Our program strives to meet individual needs of all students while emphasizing academic skills and high achievement. The school seeks to build in each child a sense of responsibility, confidence, pride of accomplishment and a sense of community. Parent and community involvement are integral components of the Bowman program.

School Goals for 2011-12

All students at Bowman will respond to a schoolwide writing prompt each semester that will be published and publicly displayed..... Partially Attained

Bowman will increase the total number of 3rd – 6th grade students proficient in Language Arts on state assessments from 79.7% to at least 88.58% to meet AYP..... Partially Attained

Bowman Elementary School Characteristics

	School	District
Attendance Rate	93.33%	92.91%
Retention Rate K-8	0.00%	0.35%
Transiency Rate	24.77%	26.33%
Percent Economically Disadvantaged	26.85%	45.59%
Average Weekly Volunteer Hours	228	5,217*
4-year Cohort Graduation Rate – Preliminary as of 8/7/2012	N/A	72.77%
Dropout Rate – Preliminary as of 8/7/2012	N/A	4.87%
Percent change in enrollment	-3.66%	-0.79%
School Business Partnerships	4	N/A

*District totals are calculated based on the sum of the Average Weekly Volunteer Hours at all schools.
 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.

All Bowman students will demonstrate an awareness of cultural issues and a respect for human dignity and differences. In the 2012 School Climate and Connectedness Survey Bowman students in grades 5 & 6 will increase the 'Peer Climate' scores in the following race/ethnicity categories: African American from 2.90 to 3.12; Asian from 2.96 to 3.12 and; Hispanic from 2.95 to 3.12. 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

- H2Oasis
- AFD Fire Station #9
- Alaska Zoo
- Geno and Sal's New York Grill and Catering

Community Volunteers

Parents and other community members volunteered an average of 228 hours per week in the school.

ASD Teacher Qualification Information (2011-12)

	School	District
Number of teachers	36	3,412
Fully licensed teachers	100%	100%
Teachers with advanced degrees	33%	39%
National Board Certified teachers	0	51
Classes taught by highly qualified teachers	100%	97%

School Climate & Connectedness Survey

	Parent		Student	
	#	%	#	%
Participation rate	108	24.88%	90	76.92%

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.

Bowman 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	14	21.54%	15	23.08%	14	21.54%	22	33.85%	42
Language									
Grade 5	19	29.23%	12	18.46%	14	21.54%	20	30.77%	48
Mathematics									
Grade 5	17	26.15%	14	21.54%	16	24.62%	18	27.69%	49

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 Bowman Elementary School						
	% Proficient		% Not proficient		# Tested	
	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11
Reading						
Grade 3	91.53%	84.21%	8.47%	15.79%	59	57
Grade 4	76.36%	71.88%	23.64%	28.13%	55	64
Grade 5	79.10%	81.67%	20.90%	18.33%	67	60
Grade 6	92.31%	85.45%	7.69%	14.55%	52	55
Writing						
Grade 3	86.44%	82.46%	13.56%	17.54%	59	57
Grade 4	85.45%	74.60%	14.55%	25.40%	55	63
Grade 5	71.21%	83.33%	28.79%	16.67%	66	60
Grade 6	78.85%	77.78%	21.15%	22.22%	52	54
Math						
Grade 3	83.05%	84.21%	16.95%	15.79%	59	57
Grade 4	82.14%	69.84%	17.86%	30.16%	56	63
Grade 5	67.16%	76.67%	32.84%	23.33%	67	60
Grade 6	82.69%	77.78%	17.31%	22.22%	52	54
Science						
Grade 4	66.07%	53.13%	33.93%	46.88%	56	64

Note: SBA data is preliminary as of 6/13/2012.

Reading												
Student group	% Advanced			% Proficient			% Below			%Far Below		
	School	District	State	School	District	State	School	District	State	School	District	State
All students	40.34%	38.14%	35.51%	44.21%	43.83%	43.35%	7.73%	12.27%	13.46%	7.73%	5.77%	7.68%
Female	44.17%	42.90%	39.56%	41.67%	42.91%	43.03%	7.50%	10.01%	11.42%	6.67%	4.18%	5.99%
Male	36.28%	33.63%	31.66%	46.90%	44.69%	43.66%	7.96%	14.40%	15.39%	8.85%	7.28%	9.29%
African American	40.00%	23.42%	24.70%	40.00%	49.61%	50.45%	0.00%	18.20%	17.35%	20.00%	8.77%	7.49%
Alaska Native/ American Indian	15.38%	18.72%	14.28%	38.46%	48.66%	41.99%	30.77%	20.22%	25.86%	15.38%	12.40%	17.87%
Asian/Pacific Islander	25.00%	24.06%	26.77%	50.00%	48.60%	49.64%	5.00%	19.32%	16.98%	20.00%	8.03%	6.62%
Caucasian	49.66%	52.41%	48.25%	40.00%	37.96%	40.87%	6.21%	6.73%	7.20%	4.14%	2.90%	3.69%
Hispanic	25.00%	28.80%	30.71%	55.00%	50.00%	49.90%	5.00%	14.24%	13.12%	15.00%	6.96%	6.27%
2 or more races	26.67%	34.95%	35.31%	56.67%	46.53%	47.31%	10.00%	12.65%	11.62%	6.67%	5.87%	5.76%
Economically disadvantaged	17.91%	23.82%	22.03%	50.75%	49.06%	46.12%	16.42%	17.96%	19.82%	14.93%	9.16%	12.03%
Students with disabilities	13.73%	9.61%	9.35%	50.98%	37.69%	35.86%	17.65%	29.54%	29.53%	17.65%	23.16%	25.26%
Limited English proficient	13.64%	12.64%	2.34%	45.45%	49.03%	28.90%	13.64%	25.65%	38.20%	27.27%	12.68%	30.55%
Migrant education	33.33%	25.99%	20.64%	33.33%	48.11%	45.58%	33.33%	17.64%	20.79%	0.00%	8.26%	12.99%

Writing												
Student group	% Advanced			% Proficient			% Below			%Far Below		
	School	District	State	School	District	State	School	District	State	School	District	State
All students	32.33%	36.85%	32.42%	47.84%	42.22%	42.09%	18.10%	18.20%	21.75%	1.72%	2.72%	3.74%
Female	41.18%	44.75%	39.74%	42.86%	39.56%	40.30%	14.29%	14.16%	17.61%	1.68%	1.54%	2.35%
Male	23.01%	29.38%	25.48%	53.10%	44.75%	43.79%	22.12%	22.03%	25.66%	1.77%	3.84%	5.07%
African American	40.00%	22.78%	23.21%	20.00%	45.56%	46.84%	40.00%	26.78%	26.09%	0.00%	4.89%	3.86%
Alaska Native/ American Indian	23.08%	16.43%	12.81%	15.38%	45.73%	37.93%	61.54%	31.83%	40.23%	0.00%	6.00%	9.04%
Asian/Pacific Islander	10.00%	27.27%	29.43%	80.00%	45.19%	45.32%	10.00%	24.02%	22.24%	0.00%	3.51%	3.02%
Caucasian	36.55%	49.55%	43.17%	48.28%	38.27%	41.76%	13.79%	10.85%	13.33%	1.38%	1.33%	1.74%
Hispanic	20.00%	28.96%	29.16%	45.00%	45.96%	47.25%	30.00%	21.90%	20.66%	5.00%	3.18%	2.93%
2 or more races	37.93%	32.88%	31.80%	44.83%	44.71%	46.16%	13.79%	19.59%	19.53%	3.45%	2.81%	2.50%
Economically disadvantaged	16.42%	23.18%	19.97%	43.28%	45.99%	43.16%	38.81%	26.36%	30.87%	1.49%	4.47%	6.00%
Students with disabilities	7.84%	8.96%	7.41%	47.06%	39.28%	37.50%	37.25%	41.39%	43.91%	7.84%	10.37%	11.18%
Limited English proficient	9.09%	14.34%	2.58%	50.00%	47.04%	27.94%	40.91%	33.65%	55.48%	0.00%	4.97%	14.00%
Migrant education	33.33%	24.18%	19.23%	33.33%	47.45%	42.44%	33.33%	24.59%	31.78%	0.00%	3.78%	6.54%

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

SBA data is preliminary as of 6/13/2012.

*Results cannot be published without releasing personally identifiable information.

Bowman Elementary School Report Card

Bowman Elementary School 2011-12 Standards Based Assessments (continued)

Mathematics												
Student group	% Advanced			% Proficient			% Below			%Far Below		
	School	District	State	School	District	State	School	District	State	School	District	State
All students	45.73%	41.12%	37.05%	32.48%	34.79%	35.00%	11.97%	12.74%	14.11%	9.83%	11.35%	13.84%
Female	47.06%	41.28%	37.49%	28.57%	35.94%	36.05%	14.29%	12.34%	13.67%	10.08%	10.44%	12.79%
Male	44.35%	40.98%	36.63%	36.52%	33.69%	34.00%	9.57%	13.11%	14.53%	9.57%	12.22%	14.84%
African American	20.00%	21.19%	22.47%	40.00%	38.41%	39.29%	40.00%	18.87%	19.12%	0.00%	21.52%	19.12%
Alaska Native/ American Indian	30.77%	23.88%	18.07%	7.69%	37.43%	33.82%	30.77%	18.91%	20.43%	30.77%	19.78%	27.69%
Asian/Pacific Islander	31.82%	32.84%	35.13%	36.36%	36.60%	36.60%	18.18%	15.92%	15.21%	13.64%	14.65%	13.05%
Caucasian	51.72%	54.14%	47.76%	32.41%	31.51%	34.04%	8.28%	8.51%	10.54%	7.59%	5.84%	7.67%
Hispanic	25.00%	30.82%	31.63%	45.00%	38.86%	39.73%	15.00%	14.24%	14.50%	15.00%	16.08%	14.14%
2 or more races	51.72%	37.39%	37.95%	31.03%	36.57%	36.78%	10.34%	14.60%	14.41%	6.90%	11.45%	10.86%
Economically disadvantaged	19.40%	27.70%	24.62%	35.82%	37.54%	36.16%	25.37%	17.17%	18.39%	19.40%	17.59%	20.82%
Students with disabilities	17.65%	12.37%	11.45%	37.25%	29.92%	28.91%	13.73%	22.14%	23.66%	31.37%	35.57%	35.98%
Limited English proficient	25.00%	18.31%	5.26%	29.17%	38.77%	26.67%	25.00%	20.10%	25.01%	20.83%	22.82%	43.06%
Migrant education	33.33%	31.19%	26.24%	33.33%	37.92%	35.98%	22.22%	15.19%	16.94%	11.11%	15.70%	20.85%

Science												
Student group	% Advanced			% Proficient			% Below			%Far Below		
	School	District	State	School	District	State	School	District	State	School	District	State
All students	26.79%	21.26%	19.33%	39.29%	32.25%	30.59%	23.21%	31.50%	30.91%	10.71%	14.99%	19.18%
Female	30.77%	19.01%	17.45%	30.77%	33.16%	32.00%	19.23%	32.99%	32.06%	19.23%	14.84%	18.49%
Male	23.33%	23.42%	21.12%	46.67%	31.38%	29.24%	26.67%	30.06%	29.81%	3.33%	15.14%	19.84%
African American	*	7.39%	6.99%	*	24.35%	26.34%	*	45.22%	43.82%	*	23.04%	22.85%
Alaska Native/ American Indian	*	6.04%	5.68%	*	23.83%	18.26%	*	41.28%	35.90%	*	28.86%	40.16%
Asian/Pacific Islander	28.57%	9.74%	11.27%	14.29%	22.98%	25.74%	42.86%	40.63%	39.82%	14.29%	26.65%	23.18%
Caucasian	31.25%	32.90%	28.45%	40.63%	39.10%	37.13%	15.63%	22.32%	25.15%	12.50%	5.68%	9.27%
Hispanic	*	13.53%	14.22%	*	29.47%	30.37%	*	35.51%	35.38%	*	21.50%	20.03%
2 or more races	22.22%	19.67%	20.79%	66.67%	32.10%	32.60%	11.11%	34.32%	32.47%	0.00%	13.91%	14.15%
Economically disadvantaged	0.00%	8.91%	9.47%	33.33%	27.37%	24.62%	44.44%	40.16%	36.62%	22.22%	23.55%	29.29%
Students with disabilities	0.00%	8.10%	6.95%	55.56%	19.37%	19.14%	22.22%	36.97%	36.59%	22.22%	35.56%	37.32%
Limited English proficient	25.00%	3.82%	0.38%	0.00%	19.80%	3.83%	50.00%	42.29%	32.54%	25.00%	34.09%	63.25%
Migrant education	*	8.86%	9.10%	*	24.05%	22.69%	*	45.99%	36.57%	*	21.10%	31.64%

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

SBA data is preliminary as of 6/13/2012.

*Results cannot be published without releasing personally identifiable information.

Bowman Elementary School Report Card

Bowman Elementary School 2011-12 Standards Based Assessments
(continued)

Bowman Elementary School Attendance rate

	Total Tested	% Tested		
	School	School	District	State
All students	235	97.51%	98.60%	99.20%
Female	120	98.36%	98.96%	99.45%
Male	115	96.64%	98.25%	98.97%
African American	*	*	99.13%	99.31%
Alaska Native/ American Indian	13	86.67%	97.77%	98.84%
Asian/Pacific Islander	22	91.67%	98.58%	99.03%
Caucasian	145	98.64%	98.68%	99.38%
Hispanic	20	100.00%	98.51%	99.13%
2 or more races	30	100.00%	98.71%	99.32%
Economically disadvantaged	67	98.53%	98.68%	98.91%
Students with disabilities	51	89.47%	88.15%	94.33%
Limited English proficient	24	100.00%	99.08%	99.05%
Migrant education	9	100.00%	100.00%	99.22%

	Attendance Rate
	State Target 85%
All students	93.33%
Female	93.52%
Male	93.16%
African American	97.21%
Alaska Native/ American Indian	91.52%
Asian/Pacific Islander	94.81%
Caucasian	93.42%
Hispanic	92.99%
2 or more races	92.83%
Economically disadvantaged	92.29%
Students with disabilities	92.89%
Limited English proficient	92.61%
Migrant education	92.72%

Note: District and State data includes only those grade levels tested at this school.
SBA data is preliminary as of 6/13/2012.
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Bowman Elementary School 2011-12 Adequate Yearly Progress Status Report

Does Not Meet AYP – Level 5

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	241	238	98.8%	Yes	220	184	83.6%	77.0%	Yes	175	79.5%	67.7%	Yes
AF AM	5	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AKNA/AI	15	14	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	24	23	95.8%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	147	146	99.3%	Yes	138	122	88.4%	75.4%	Yes	117	84.8%	65.9%	Yes
Hispanic	20	20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2 or more races	30	30	100.0%	Yes	29	23	79.3%	66.6%	Yes	23	79.3%	55.7%	Yes
EDS	68	68	100.0%	Yes	58	38	65.5%	71.4%	Yes-SH	33	56.9%	61.2%	No
SWD	57	55	96.5%	Yes	51	29	56.9%	70.6%	Yes-SH	28	54.9%	60.4%	Yes-SH
LEP	24	24	100.0%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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 seventh year of Level 4 corrective status. In 2011-12, the All Students, African-American, Alaska Native, Two or More Races, Low Income, Disabled and Limited English Proficient student groups did not meet AYP in both language arts and math performance. The Asian and Hispanic student groups did not meet AYP in math performance only. 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, 8/14/2012.

Detailed information regarding the district'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.

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