

**Anchorage School District**  
**2010-11 School Report Card for Chinook Elementary School**

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Principal  
Anita Stevens

Chinook is a Title I elementary school providing approximately 500 students a comprehensive instructional program for grades K-6. The staff emphasizes essential academic skills as well as the development of critical citizenship and life skills, such as the abilities to mediate conflict and develop working team relationships.

Chinook offers parents the choice of enrolling in the neighborhood program or in the open-optional program. In addition to classroom teachers, the school also has music, art, library, health/social-emotional learning and physical education teachers, plus two bilingual tutors. Itinerant teachers include psychology, speech, Indian Education, occupational and physical therapy, band, and orchestra.

Chinook staff has committed to improving student achievement by participating in focused and intensive staff development to increase our knowledge and skills as teachers.

Chinook is fortunate to have two active parent associations, the PTA and Chinook Optional School Association. These associations work together for the benefit of all students and are able to provide many enriching experiences for our students. Our focus on building reading comprehension skills continues throughout all grade levels. We help our young students learn to read so that as they grow older, they can read to learn.

**School Goals for 2010-11**

Students in grades 2-6 will complete at least one published writing example each quarter..... Attained

The percentage of students rated not-proficient on the state math assessment in the area of Estimation and Computation will decrease by 5 percent..... Partially Attained

The percentage of office referrals will decrease from 67 to 52 percent..... 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**

Accurate Hearing Systems  
 Tastee Freez,  
 Village Inn, Dimond location  
 Horace Mann Insurance

**Community Volunteers**

Parents and other community members volunteered an average of 14 hours per week in the school.

Chinook Elementary School Characteristics

	School	District
Attendance Rate	92.28%	92.73%
Retention Rate K-8	0.00%	0.28%
Transiency Rate	26.48%	26.71%
Percent Economically Disadvantaged	71.82%	44.23%
Average Weekly Volunteer Hours	14	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	4.42%	-0.78%
School Business Partnerships	4	N/A

ASD Teacher Qualification Information (2010-11)

	School	District
Number of teachers	39	3426
Fully licensed teachers	100%	100%
Teachers with advanced degrees	26%	41%
National Board Certified teachers	0	46
Classes taught by highly qualified teachers	100%	97%

School Climate & Connectedness Survey

	Parent		Student	
	#	%	#	%
Participation rate	117	22.37%	92	50.99%

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.

Chinook 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	17.28%	14	17.28%	25	30.86%	28	34.57%	40
Language									
Grade 5	9	11.11%	23	28.40%	25	30.86%	24	29.63%	37
Mathematics									
Grade 5	9	11.25%	17	21.25%	28	35.00%	26	32.50%	39

**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 Chinook Elementary School						
	% Proficient		% Not proficient		# Tested	
	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10
Reading						
Grade 3	72.13%	66.67%	27.87%	33.33%	61	78
Grade 4	65.85%	75.95%	34.15%	24.05%	82	79
Grade 5	72.84%	75.71%	27.16%	24.29%	81	70
Grade 6	65.71%	86.15%	34.29%	13.85%	70	65
Writing						
Grade 3	59.02%	59.21%	40.98%	40.79%	61	76
Grade 4	73.17%	78.48%	26.83%	21.52%	82	79
Grade 5	71.60%	67.14%	28.40%	32.86%	81	70
Grade 6	58.57%	78.46%	41.43%	21.54%	70	65
Math						
Grade 3	63.93%	63.64%	36.07%	36.36%	61	77
Grade 4	62.20%	72.15%	37.80%	27.85%	82	79
Grade 5	66.67%	71.43%	33.33%	28.57%	81	70
Grade 6	54.93%	75.38%	45.07%	24.62%	71	65
Science						
Grade 4	40.24%	44.30%	59.76%	55.70%	82	79

# Chinook Elementary School Report Card

Chinook Elementary School 2010-11 Standards Based Assessments

Reading												
Student group	% Advanced			% Proficient			% Below			%Far Below		
	School	District	State	School	District	State	School	District	State	School	District	State
All students	18.03%	34.37%	32.69%	51.02%	45.05%	44.63%	21.43%	13.62%	14.27%	9.52%	6.96%	8.41%
Female	19.12%	38.72%	36.59%	58.09%	44.37%	44.57%	16.91%	11.60%	12.45%	5.88%	5.30%	6.39%
Male	17.09%	30.27%	29.01%	44.94%	45.69%	44.69%	25.32%	15.53%	15.99%	12.66%	8.52%	10.31%
African American	0.00%	17.19%	18.62%	14.29%	51.56%	52.93%	57.14%	20.42%	18.55%	28.57%	10.83%	9.89%
Alaska Native/ American Indian	9.52%	15.78%	12.41%	47.62%	47.48%	42.05%	26.19%	23.07%	26.50%	16.67%	13.67%	19.04%
Asian/Pacific Islander	10.81%	19.57%	22.79%	63.51%	47.52%	49.21%	17.57%	22.03%	18.97%	8.11%	10.87%	9.02%
Caucasian	22.11%	48.46%	44.93%	54.74%	40.61%	43.23%	17.89%	7.51%	7.91%	5.26%	3.42%	3.93%
Hispanic	20.00%	26.01%	27.92%	46.67%	50.90%	50.74%	23.33%	15.52%	14.43%	10.00%	7.57%	6.91%
2 or more races	35.90%	31.37%	32.91%	38.46%	47.52%	47.46%	17.95%	13.58%	13.06%	7.69%	7.53%	6.56%
Economically disadvantaged	15.71%	19.59%	20.13%	47.14%	49.18%	47.41%	25.71%	20.29%	20.17%	11.43%	10.94%	12.30%
Students with disabilities	3.08%	10.98%	10.97%	27.69%	35.79%	36.61%	36.92%	29.74%	28.10%	32.31%	23.49%	24.32%
Limited English proficient	5.88%	10.39%	1.64%	49.02%	47.61%	29.93%	29.41%	27.22%	37.21%	15.69%	14.78%	31.22%
Migrant education	37.50%	20.90%	18.17%	29.17%	51.73%	46.41%	25.00%	18.01%	21.60%	8.33%	9.35%	13.82%

Writing												
Student group	% Advanced			% Proficient			% Below			%Far Below		
	School	District	State	School	District	State	School	District	State	School	District	State
All students	16.33%	33.29%	29.82%	50.00%	44.52%	44.18%	29.93%	20.30%	23.15%	3.74%	1.89%	2.85%
Female	22.06%	40.42%	36.70%	58.09%	42.91%	43.23%	18.38%	15.64%	18.48%	1.47%	1.04%	1.60%
Male	11.39%	26.58%	23.32%	43.04%	46.04%	45.08%	39.87%	24.70%	27.56%	5.70%	2.69%	4.04%
African American	0.00%	21.12%	20.67%	21.43%	44.54%	47.95%	64.29%	30.70%	28.24%	14.29%	3.64%	3.14%
Alaska Native/ American Indian	7.14%	14.62%	11.20%	47.62%	45.50%	39.80%	35.71%	34.71%	41.87%	9.52%	5.17%	7.14%
Asian/Pacific Islander	14.86%	23.40%	26.37%	55.41%	47.91%	48.22%	25.68%	26.09%	23.26%	4.05%	2.59%	2.15%
Caucasian	18.95%	45.32%	39.72%	51.58%	41.83%	44.44%	28.42%	11.97%	14.44%	1.05%	0.88%	1.39%
Hispanic	20.00%	24.60%	26.45%	53.33%	49.38%	48.62%	23.33%	24.97%	23.82%	3.33%	1.05%	1.11%
2 or more races	25.64%	29.75%	30.17%	46.15%	45.10%	45.57%	28.21%	23.07%	22.32%	0.00%	2.08%	1.94%
Economically disadvantaged	13.81%	19.13%	17.99%	46.67%	47.57%	45.72%	34.76%	30.04%	31.99%	4.76%	3.26%	4.31%
Students with disabilities	0.00%	9.64%	9.23%	32.31%	39.32%	38.08%	52.31%	44.30%	45.20%	15.38%	6.73%	7.49%
Limited English proficient	7.84%	11.19%	1.86%	52.94%	49.73%	31.29%	33.33%	35.72%	56.86%	5.88%	3.35%	9.99%
Migrant education	29.17%	18.66%	16.30%	41.67%	49.42%	45.15%	25.00%	29.26%	33.31%	4.17%	2.65%	5.25%

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

\*Results cannot be published without releasing personally identifiable information.

# Chinook Elementary School Report Card

Chinook Elementary School 2010-11 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	26.10%	39.57%	36.12%	35.93%	35.47%	36.27%	17.29%	13.08%	14.09%	20.68%	11.87%	13.52%
Female	28.47%	40.00%	36.75%	37.96%	36.09%	36.95%	19.71%	13.43%	14.17%	13.87%	10.48%	12.13%
Male	24.05%	39.17%	35.53%	34.18%	34.89%	35.62%	15.19%	12.76%	14.02%	26.58%	13.18%	14.83%
African American	0.00%	21.62%	23.94%	14.29%	36.17%	37.65%	14.29%	19.75%	18.08%	71.43%	22.45%	20.33%
Alaska Native/ American Indian	14.29%	23.18%	17.42%	38.10%	37.73%	35.46%	21.43%	18.38%	20.37%	26.19%	20.71%	26.75%
Asian/Pacific Islander	25.33%	30.37%	33.23%	40.00%	37.25%	37.56%	16.00%	16.42%	15.76%	18.67%	15.96%	13.45%
Caucasian	30.53%	52.01%	46.27%	37.89%	33.41%	35.90%	16.84%	8.39%	10.47%	14.74%	6.19%	7.37%
Hispanic	30.00%	31.26%	32.12%	30.00%	37.35%	38.33%	16.67%	16.92%	16.16%	23.33%	14.46%	13.39%
2 or more races	35.90%	35.13%	36.53%	33.33%	36.92%	37.24%	17.95%	14.97%	14.11%	12.82%	12.98%	12.13%
Economically disadvantaged	20.95%	25.75%	24.72%	34.76%	37.96%	37.78%	18.10%	17.92%	17.98%	26.19%	18.37%	19.52%
Students with disabilities	6.15%	14.72%	14.37%	23.08%	29.28%	30.67%	18.46%	20.48%	21.21%	52.31%	35.52%	33.75%
Limited English proficient	21.15%	16.34%	5.02%	30.77%	39.73%	28.67%	19.23%	21.20%	25.01%	28.85%	22.73%	41.31%
Migrant education	33.33%	29.63%	25.88%	37.50%	37.73%	36.78%	8.33%	15.05%	16.25%	20.83%	17.59%	21.09%

Science												
Student group	% Advanced			% Proficient			% Below			%Far Below		
	School	District	State	School	District	State	School	District	State	School	District	State
All students	8.54%	23.15%	22.13%	31.71%	27.59%	27.34%	43.90%	32.22%	30.05%	15.85%	17.04%	20.48%
Female	10.26%	21.83%	20.78%	35.90%	25.56%	26.84%	43.59%	34.06%	31.26%	10.26%	18.56%	21.13%
Male	6.98%	24.39%	23.39%	27.91%	29.50%	27.81%	44.19%	30.50%	28.93%	20.93%	15.61%	19.87%
African American	40% or fewer	5.73%	6.96%	40% or fewer	23.35%	22.32%	40% or fewer	42.73%	42.61%	60% or more	28.19%	28.12%
Alaska Native/ American Indian	0.00%	9.43%	6.46%	18.18%	19.71%	16.83%	54.55%	43.43%	33.21%	27.27%	27.43%	43.49%
Asian/Pacific Islander	17.65%	8.22%	10.16%	17.65%	17.13%	20.32%	47.06%	39.69%	40.02%	17.65%	34.97%	29.50%
Caucasian	6.67%	36.89%	33.12%	43.33%	33.11%	33.45%	46.67%	23.17%	24.23%	3.33%	6.83%	9.20%
Hispanic	16.67%	13.59%	18.17%	16.67%	29.23%	27.68%	50.00%	35.90%	35.99%	16.67%	21.28%	18.17%
2 or more races	7.69%	19.37%	20.98%	53.85%	27.27%	28.70%	23.08%	38.34%	36.55%	15.38%	15.02%	13.77%
Economically disadvantaged	7.02%	11.69%	12.42%	24.56%	22.22%	22.24%	47.37%	39.15%	35.50%	21.05%	26.93%	29.84%
Students with disabilities	0.00%	13.51%	11.10%	23.53%	19.87%	19.61%	47.06%	32.43%	32.47%	29.41%	34.18%	36.82%
Limited English proficient	11.11%	6.42%	1.36%	22.22%	14.97%	6.08%	55.56%	42.65%	29.74%	11.11%	35.96%	62.83%
Migrant education	0.00%	13.25%	9.61%	42.86%	24.79%	20.47%	42.86%	40.17%	36.54%	14.29%	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.

# Chinook Elementary School Report Card

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

## Chinook Elementary School Attendance rate

	Total Tested	% Tested		
	School	School	District	State
All students	295	100.00%	98.56%	99.05%
Female	137	100.00%	99.00%	99.39%
Male	158	100.00%	98.15%	98.73%
African American	14	100.00%	98.67%	99.40%
Alaska Native/ American Indian	42	100.00%	97.67%	98.78%
Asian/Pacific Islander	75	100.00%	98.78%	98.94%
Caucasian	95	100.00%	98.65%	99.12%
Hispanic	30	100.00%	98.73%	99.24%
2 or more races	39	100.00%	98.44%	99.17%
Economically disadvantaged	210	100.00%	97.90%	98.77%
Students with disabilities	65	100.00%	94.32%	94.28%
Limited English proficient	52	100.00%	98.70%	98.90%
Migrant education	24	100.00%	97.87%	99.15%

	Attendance Rate
	State Target 85%
All students	92.28%
Female	92.31%
Male	92.26%
African American	92.04%
Alaska Native/ American Indian	90.27%
Asian/Pacific Islander	93.15%
Caucasian	92.67%
Hispanic	93.71%
2 or more races	91.65%
Economically disadvantaged	92.04%
Students with disabilities	92.00%
Limited English proficient	91.49%
Migrant education	92.25%

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

## Chinook Elementary School 2010-11 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	295	295	100.0%	Yes	277	190	68.6%	77.6%	No	173	62.5%	68.5%	No
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	42	42	100.0%	Yes	39	22	56.4%	68.8%	No	20	51.3%	58.3%	No
Asian/NH/OPI	75	75	100.0%	Yes	71	52	73.2%	72.5%	Yes	46	64.8%	62.5%	Yes
White	95	95	100.0%	Yes	93	70	75.3%	73.8%	Yes	65	69.9%	64.0%	Yes
Hispanic	30	30	100.0%	Yes	29	19	65.5%	66.6%	Yes-SH	17	58.6%	55.7%	Yes
2 or more races	39	39	100.0%	Yes	32	24	75.0%	67.4%	Yes	23	71.9%	56.6%	Yes
EDS	210	210	100.0%	Yes	195	121	62.1%	76.6%	No	110	56.4%	67.3%	No
SWD	65	65	100.0%	Yes	62	17	27.4%	71.7%	No	18	29.0%	61.7%	No
LEP	52	52	100.0%	Yes	49	27	55.1%	70.3%	No	25	51.0%	60.1%	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/tls/assessment](http://www.eed.state.ak.us/tls/assessment). This document and the district report card are available online at [www.asdk12.org/depts/assess\\_eval](http://www.asdk12.org/depts/assess_eval) or through the Communications Department, 742-4153.