

Chinook
About Our Students

Chinook Elementary School Characteristics			
	School	District	Source of Information
Membership	507	48,837	Fall OASIS
Capacity	96.50%	N/A	2009-19 ASD Capital Improvement Plan
Attendance Rate	91.79%	92.76%	NCLB Summer Data Collection
Retention Rate K-8	0.00%	0.37%	SMS and NCLB Summer Data Collection
Transiency Rate	26.85%	26.05%	NCLB Summer Data Collection
Economically Disadvantaged	60.75%	35.58%	Fall OASIS
Average Weekly Volunteer Hours	80	5,136	Department of Education Report Card Report
Students Taking the Alternate Assessment	0	266	SMS
Change in Enrollment	5.19%	-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 Chinook 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			
	Chinook	District	Chinook	District	Chinook	District	Chinook	District	Chinook	District
Reading	9.52%	24.98%	25.40%	24.55%	38.10%	23.75%	26.98%	26.73%	40	50
Language	12.70%	25.10%	31.75%	27.77%	36.51%	24.30%	19.05%	22.84%	45	52
Math	7.69%	22.68%	33.85%	28.08%	29.23%	24.62%	29.23%	24.62%	39	50

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

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

Anchorage School District
 5530 E. Northern Lights Blvd.
 Anchorage, AK 99504-3135



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.

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



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-option 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, 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.

3101 W 88th Ave.
 Anchorage, Alaska 99502
 phone: 907-742-6700 fax: 907-742-6722
www.asdk12.org

School Goals

Goal Level of Attainment

The percentage of students in grades 3-6 rated proficient on the state language arts assessment will increase from 77.3 to 80 Not Attained

The percentage of students rated proficient on the state math assessment will increase from 67.8 to 70. Not Attained

Continue to build on positive school climate and increase parent involvement by 10 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 Partnerships

Tastee Freez
Village Inn, Dimond location
Sam's Club, Old Seward Hwy.
Horace Mann Insurance

Community Volunteers

Parents and other community members volunteered an average of 80 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"
Chinook Elementary	39	100%	31%	0	100%
District Totals	3437	100%	44%	43	90%

Chinook Elementary School
2008-09 Adequate Yearly Progress
Status Report

Does Not Meet AYP
Level 4

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) Proficient on LA	(F) Percent Proficient on LA	(G) LA Target	(H) Met AMO for LA	(I) Proficient on Mathematics	(J) Percent Proficient in Mathematics	(K) Mathematics Target	(L) Met AMO for Mathematics
All Students	298	298	100%	Yes	265	192	72.5%	71.2%	Yes	170	64.2%	59.3%	Yes
AF. AM.	13	13	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AKNA/AI	28	28	100%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/NH/ OPI	63	63	100%	Yes	56	43	76.8%	64.1%	Yes	40	71.4%	51.4%	Yes
White	99	99	100%	Yes	95	73	76.8%	67.1%	Yes	61	64.2%	54.8%	Yes
Hispanic	38	38	100%	Yes	30	24	80%	59.3%	Yes	18	60%	46%	Yes
ME	57	57	100%	Yes	48	33	68.8%	63.1%	Yes	33	68.8%	50.2%	Yes
EDS	191	191	100%	Yes	163	113	69.3%	69.5%	No	93	57.1%	57.5%	No
SWD	69	69	100%	Yes	63	21	33.3%	64.9%	No	15	23.8%	52.2%	No
LEP	58	58	100%	Yes	50	37	74%	63.4%	Yes	36	72%	50.5%	Yes

Attendance Rate: Met 91.8% (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

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.

