

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

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Principal  
 Gale  
 O'Connell-Smith

Taku Elementary provides a welcoming, safe and positive kindergarten through sixth-grade school environment for instruction. Our instruction focuses on the acquisition of essential academic skills. It is a high priority for Taku teachers and staff to match instruction to the needs of the students as revealed by both formal and informal achievement data. Therefore, personnel, instruction and materials must be varied to meet the needs of many levels of achievement and styles of learning.

Taku offers Title I schoolwide services, along with bilingual education (English Language Learners program) and gifted education (Ignite). In addition, the school hosts a special education communication preschool, an Ignite Program for support of the gifted students, a 21st Century Community Learning Center Program for tutoring struggling students, a Title VII Indian Education Program and Project Ki'L, which supports Alaska Native boys. Taku is fortunate to have an active parent association, PTA. They work together for the benefit of all students and provide many enriching experiences for our students.

Taku partners with UAA in the training of aspiring teachers. We currently host practicum students and interns who will graduate with their teaching credentials. Taku emphasizes effective staff development driven by student achievement data, particularly in our school goal areas of writing and math.

**School Goals for 2010-11**

The percentage of students in grades 3-6 rated proficient on the state writing assessment will increase by 5 percentage points ..... Partially Attained

The percentage of students rated proficient on the state math assessment will increase by 5 percentage points ..... Partially Attained

Taku staff and students will develop skills to enhance and strengthen a caring and supportive community of learners through Social and Emotional Learning lessons ..... Partially 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  
 Anchorage Fire Department, station #12  
 Costco, Dimond Blvd.  
 Horace Mann Insurance

**Community Volunteers**

Parents and other community members volunteered an average of 55 hours per week in the school.

Taku Elementary School Characteristics

	School	District
Attendance Rate	93.16%	92.73%
Retention Rate K-8	0.00%	0.28%
Transiency Rate	36.31%	26.71%
Percent Economically Disadvantaged	72.00%	44.23%
Average Weekly Volunteer Hours	55	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	0.50%	-0.78%
School Business Partnerships	4	N/A

ASD Teacher Qualification Information (2010-11)

	School	District
Number of teachers	35	3426
Fully licensed teachers	100%	100%
Teachers with advanced degrees	37%	41%
National Board Certified teachers	0	46
Classes taught by highly qualified teachers	100%	97%

School Climate & Connectedness Survey

	Parent		Student	
	#	%	#	%
Participation rate	124	32.29%	1	0.97%

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.

Taku 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	6	13.33%	10	22.22%	10	22.22%	19	42.22%	37
Language									
Grade 5	3	6.67%	11	24.44%	11	24.44%	20	44.44%	33
Mathematics									
Grade 5	9	20.45%	10	22.73%	8	18.18%	17	38.64%	38

**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 Taku Elementary School						
	% Proficient		% Not proficient		# Tested	
	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10
Reading						
Grade 3	83.33%	82.26%	16.67%	17.74%	48	62
Grade 4	74.00%	67.31%	26.00%	32.69%	50	52
Grade 5	68.18%	85.71%	31.82%	14.29%	44	56
Grade 6	68.42%	76.12%	31.58%	23.88%	57	67
Writing						
Grade 3	68.75%	80.65%	31.25%	19.35%	48	62
Grade 4	78.00%	71.15%	22.00%	28.85%	50	52
Grade 5	63.64%	66.07%	36.36%	33.93%	44	56
Grade 6	70.18%	67.16%	29.82%	32.84%	57	67
Math						
Grade 3	75.00%	82.26%	25.00%	17.74%	48	62
Grade 4	74.00%	63.46%	26.00%	36.54%	50	52
Grade 5	60.47%	69.64%	39.53%	30.36%	43	56
Grade 6	70.18%	71.64%	29.82%	28.36%	57	67
Science						
Grade 4	36.00%	34.62%	64.00%	65.38%	50	52

Reading												
Student group	% Advanced			% Proficient			% Below			%Far Below		
	School	District	State	School	District	State	School	District	State	School	District	State
All students	28.64%	34.37%	32.69%	44.72%	45.05%	44.63%	18.59%	13.62%	14.27%	8.04%	6.96%	8.41%
Female	37.89%	38.72%	36.59%	35.79%	44.37%	44.57%	20.00%	11.60%	12.45%	6.32%	5.30%	6.39%
Male	20.19%	30.27%	29.01%	52.88%	45.69%	44.69%	17.31%	15.53%	15.99%	9.62%	8.52%	10.31%
African American	7.69%	17.19%	18.62%	38.46%	51.56%	52.93%	38.46%	20.42%	18.55%	15.38%	10.83%	9.89%
Alaska Native/ American Indian	26.92%	15.78%	12.41%	53.85%	47.48%	42.05%	19.23%	23.07%	26.50%	0.00%	13.67%	19.04%
Asian/Pacific Islander	25.58%	19.57%	22.79%	48.84%	47.52%	49.21%	11.63%	22.03%	18.97%	13.95%	10.87%	9.02%
Caucasian	49.09%	48.46%	44.93%	34.55%	40.61%	43.23%	10.91%	7.51%	7.91%	5.45%	3.42%	3.93%
Hispanic	17.24%	26.01%	27.92%	58.62%	50.90%	50.74%	20.69%	15.52%	14.43%	3.45%	7.57%	6.91%
2 or more races	18.18%	31.37%	32.91%	39.39%	47.52%	47.46%	30.30%	13.58%	13.06%	12.12%	7.53%	6.56%
Economically disadvantaged	19.72%	19.59%	20.13%	47.18%	49.18%	47.41%	23.24%	20.29%	20.17%	9.86%	10.94%	12.30%
Students with disabilities	15.63%	10.98%	10.97%	34.38%	35.79%	36.61%	28.13%	29.74%	28.10%	21.88%	23.49%	24.32%
Limited English proficient	11.67%	10.39%	1.64%	58.33%	47.61%	29.93%	20.00%	27.22%	37.21%	10.00%	14.78%	31.22%
Migrant education	14.29%	20.90%	18.17%	57.14%	51.73%	46.41%	14.29%	18.01%	21.60%	14.29%	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	28.14%	33.29%	29.82%	42.21%	44.52%	44.18%	28.14%	20.30%	23.15%	1.51%	1.89%	2.85%
Female	38.95%	40.42%	36.70%	36.84%	42.91%	43.23%	24.21%	15.64%	18.48%	0.00%	1.04%	1.60%
Male	18.27%	26.58%	23.32%	47.12%	46.04%	45.08%	31.73%	24.70%	27.56%	2.88%	2.69%	4.04%
African American	0.00%	21.12%	20.67%	46.15%	44.54%	47.95%	53.85%	30.70%	28.24%	0.00%	3.64%	3.14%
Alaska Native/ American Indian	19.23%	14.62%	11.20%	50.00%	45.50%	39.80%	30.77%	34.71%	41.87%	0.00%	5.17%	7.14%
Asian/Pacific Islander	25.58%	23.40%	26.37%	48.84%	47.91%	48.22%	23.26%	26.09%	23.26%	2.33%	2.59%	2.15%
Caucasian	41.82%	45.32%	39.72%	38.18%	41.83%	44.44%	16.36%	11.97%	14.44%	3.64%	0.88%	1.39%
Hispanic	27.59%	24.60%	26.45%	48.28%	49.38%	48.62%	24.14%	24.97%	23.82%	0.00%	1.05%	1.11%
2 or more races	27.27%	29.75%	30.17%	27.27%	45.10%	45.57%	45.45%	23.07%	22.32%	0.00%	2.08%	1.94%
Economically disadvantaged	19.72%	19.13%	17.99%	46.48%	47.57%	45.72%	32.39%	30.04%	31.99%	1.41%	3.26%	4.31%
Students with disabilities	12.50%	9.64%	9.23%	28.13%	39.32%	38.08%	56.25%	44.30%	45.20%	3.13%	6.73%	7.49%
Limited English proficient	13.33%	11.19%	1.86%	58.33%	49.73%	31.29%	26.67%	35.72%	56.86%	1.67%	3.35%	9.99%
Migrant education	14.29%	18.66%	16.30%	50.00%	49.42%	45.15%	35.71%	29.26%	33.31%	0.00%	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.

# Taku Elementary School Report Card

Taku 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	35.35%	39.57%	36.12%	34.85%	35.47%	36.27%	13.64%	13.08%	14.09%	16.16%	11.87%	13.52%
Female	36.84%	40.00%	36.75%	35.79%	36.09%	36.95%	12.63%	13.43%	14.17%	14.74%	10.48%	12.13%
Male	33.98%	39.17%	35.53%	33.98%	34.89%	35.62%	14.56%	12.76%	14.02%	17.48%	13.18%	14.83%
African American	0.00%	21.62%	23.94%	53.85%	36.17%	37.65%	15.38%	19.75%	18.08%	30.77%	22.45%	20.33%
Alaska Native/ American Indian	34.62%	23.18%	17.42%	34.62%	37.73%	35.46%	23.08%	18.38%	20.37%	7.69%	20.71%	26.75%
Asian/Pacific Islander	48.84%	30.37%	33.23%	25.58%	37.25%	37.56%	11.63%	16.42%	15.76%	13.95%	15.96%	13.45%
Caucasian	43.64%	52.01%	46.27%	40.00%	33.41%	35.90%	7.27%	8.39%	10.47%	9.09%	6.19%	7.37%
Hispanic	32.14%	31.26%	32.12%	35.71%	37.35%	38.33%	17.86%	16.92%	16.16%	14.29%	14.46%	13.39%
2 or more races	21.21%	35.13%	36.53%	30.30%	36.92%	37.24%	15.15%	14.97%	14.11%	33.33%	12.98%	12.13%
Economically disadvantaged	26.24%	25.75%	24.72%	36.17%	37.96%	37.78%	17.02%	17.92%	17.98%	20.57%	18.37%	19.52%
Students with disabilities	21.88%	14.72%	14.37%	18.75%	29.28%	30.67%	15.63%	20.48%	21.21%	43.75%	35.52%	33.75%
Limited English proficient	27.12%	16.34%	5.02%	37.29%	39.73%	28.67%	16.95%	21.20%	25.01%	18.64%	22.73%	41.31%
Migrant education	35.71%	29.63%	25.88%	28.57%	37.73%	36.78%	21.43%	15.05%	16.25%	14.29%	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	18.00%	23.15%	22.13%	18.00%	27.59%	27.34%	40.00%	32.22%	30.05%	24.00%	17.04%	20.48%
Female	23.08%	21.83%	20.78%	11.54%	25.56%	26.84%	50.00%	34.06%	31.26%	15.38%	18.56%	21.13%
Male	12.50%	24.39%	23.39%	25.00%	29.50%	27.81%	29.17%	30.50%	28.93%	33.33%	15.61%	19.87%
African American	*	5.73%	6.96%	*	23.35%	22.32%	*	42.73%	42.61%	*	28.19%	28.12%
Alaska Native/ American Indian	40% or fewer	9.43%	6.46%	40% or fewer	19.71%	16.83%	60% or more	43.43%	33.21%	40% or fewer	27.43%	43.49%
Asian/Pacific Islander	14.29%	8.22%	10.16%	28.57%	17.13%	20.32%	21.43%	39.69%	40.02%	35.71%	34.97%	29.50%
Caucasian	41.67%	36.89%	33.12%	16.67%	33.11%	33.45%	25.00%	23.17%	24.23%	16.67%	6.83%	9.20%
Hispanic	0.00%	13.59%	18.17%	40.00%	29.23%	27.68%	20.00%	35.90%	35.99%	40.00%	21.28%	18.17%
2 or more races	9.09%	19.37%	20.98%	9.09%	27.27%	28.70%	54.55%	38.34%	36.55%	27.27%	15.02%	13.77%
Economically disadvantaged	8.82%	11.69%	12.42%	17.65%	22.22%	22.24%	44.12%	39.15%	35.50%	29.41%	26.93%	29.84%
Students with disabilities	12.50%	13.51%	11.10%	25.00%	19.87%	19.61%	25.00%	32.43%	32.47%	37.50%	34.18%	36.82%
Limited English proficient	5.88%	6.42%	1.36%	35.29%	14.97%	6.08%	23.53%	42.65%	29.74%	35.29%	35.96%	62.83%
Migrant education	*	13.25%	9.61%	*	24.79%	20.47%	*	40.17%	36.54%	*	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.

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

Taku Elementary School Attendance rate

	Total Tested	% Tested		
	School	School	District	State
All students	199	100.00%	98.56%	99.05%
Female	95	100.00%	99.00%	99.39%
Male	104	100.00%	98.15%	98.73%
African American	13	100.00%	98.67%	99.40%
Alaska Native/ American Indian	26	100.00%	97.67%	98.78%
Asian/Pacific Islander	43	100.00%	98.78%	98.94%
Caucasian	55	100.00%	98.65%	99.12%
Hispanic	29	100.00%	98.73%	99.24%
2 or more races	33	100.00%	98.44%	99.17%
Economically disadvantaged	142	100.00%	97.90%	98.77%
Students with disabilities	32	100.00%	94.32%	94.28%
Limited English proficient	60	100.00%	98.70%	98.90%
Migrant education	14	100.00%	97.87%	99.15%

	Attendance Rate
	State Target 85%
All students	93.16%
Female	93.70%
Male	92.70%
African American	94.51%
Alaska Native/ American Indian	92.50%
Asian/Pacific Islander	94.03%
Caucasian	93.17%
Hispanic	92.35%
2 or more races	92.69%
Economically disadvantaged	92.81%
Students with disabilities	91.22%
Limited English proficient	92.25%
Migrant education	93.63%

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

**Taku Elementary School 2010-11 Adequate Yearly Progress Status Report**

Does Not Meet AYP – Level 3

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	199	199	100.0%	Yes	175	127	72.6%	76.2%	No	123	70.3%	66.9%	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	26	26	100.0%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/NH/OPI	43	43	100.0%	Yes	39	30	76.9%	68.8%	Yes	29	74.4%	58.3%	Yes
White	55	55	100.0%	Yes	44	37	84.1%	69.6%	Yes	38	86.4%	59.3%	Yes
Hispanic	29	29	100.0%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2 or more races	33	33	100.0%	Yes	33	19	57.6%	67.6%	No	17	51.5%	56.9%	No
EDS	142	142	100.0%	Yes	129	84	65.1%	75.2%	No	82	63.6%	65.6%	No
SWD	32	32	100.0%	Yes	26	12	46.2%	65.7%	Yes-SH	11	42.3%	54.7%	Yes-SH
LEP	60	60	100.0%	Yes	53	37	69.8%	70.8%	Yes-SH	34	64.2%	60.6%	Yes

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/its/assessment](http://www.eed.state.ak.us/its/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.