

Chinook Elementary School

2008-09 School Performance Report

ABOUT OUR SCHOOL

Demographics and history of neighborhood or area:

Chinook Elementary School is located southeast of the city of Auburn with students attending from the Enumclaw plateau, Muckleshoot Reservation, Forest Villa and the Auburn View Heights of Forest Ridge. Chinook Elementary School has a wide range of socioeconomic levels with its attendance area comprised of apartments, duplexes, and single-family dwellings.

Students

As of October 1, 2008, 440 students are enrolled at Chinook Elementary School. The student count for October 2007 was 435. The student gender percentages for October 2007 were 50.6% male and 49.4% female. The ethnic breakdown for October 2007 is reflected below:

| | | | |
|------------------------------------|-------|-------------------------|-------|
| White | 32.0% | Black | 8.5% |
| American Indian/ Alaskan Native | 41.6% | Hispanic | 11.7% |
| Asian | 6.2% | Mobility Rate (2007-08) | 30.0% |

- Free or Reduced-Price Meals (May 2008) were 56.6%
- Special Education (May 2008) was 20.0%
- Transitional Bilingual (May 2008) was 8.0%
- Migrant (May 2008) was 0.0%
- Unexcused Absences Rate (2007-08) was 0.2%

Staff

Below is the educational information about Chinook Elementary School's teachers. It includes the total number of certified teachers who instruct elementary students in a classroom setting for which daily attendance is kept. This information also includes teachers who instruct students in ungraded classes, as well as those who teach special education, gifted, disadvantaged, early childhood, home/hospital, and adult education programs.

Teacher Statistics for 2007-08:

| | |
|---------------------|--|
| Classroom Teachers: | 26 |
| Teacher Experience: | Teachers have an average of 11.4 years of teaching experience. |
| Teacher Education: | The percentage of teachers with at least a master's degree is 65.4%. |



OUR SCHOOL BUILDING

[Condition, school size, classroom space, portables, planned improvements or remodeling and community use]

The school was built in the fall of 1963 and has been well maintained and remodeled over the years. Currently, the building houses 441 students in grades kindergarten through fifth grade. In addition to 16 regular education classrooms, there is a special education resource room, an early childhood education center, literacy specialist room, Native American Achievement Center, music specialist room, library/computer lab, ELL room and gymnasium. Five portable classrooms are currently used to provide space for some of these services.

In May 1996, voters approved a capital improvement bond which has financed recent modernization and improvements. These renovations addressed basic structural, safety and technology needs. Areas of safety improvements have included adding telephones to each classroom, enhanced 911 access throughout the building, fire alarm system with addressable digital system and horns/strobes, reinforced masonry walls and lateral bracing for suspended light fixtures, bookshelves and projection screens, improved parking, signage for all rooms to ADA compliance, and an automatic emergency generator backup system. Basic structural and technology improvements included addition of fiber optic wiring for Internet access, TV cabling, and additional electrical capacity, telecommunications for computer systems, and the purchase of additional improvements. Each new computer added to the building has the Windows XP operating system with Office XP. Local community support has provided the opportunity for these basic technology and structural upgrades as well as enhanced safety systems for Chinook Elementary School students, staff, and parents.

In addition to Chinook Elementary School's many school programs and PTSA activities, the school's gym, playfields and outside basketball court are utilized by a variety of community organizations including the YMCA, Auburn Parks and Recreation, Scouts and local churches.

MISSION STATEMENT

Chinook Elementary School sets a national standard as a culturally, pluralistic environment that inspires high motivation and academic success. Community, staff, students and parents work in partnership to achieve respect, kindness, creativity and hope.



Chinook
Home of the
Eagles

TEST RESULTS

Chinook Elementary School uses a variety of assessment measures to develop a profile of what students know and are able to do. These profiles are used to monitor and report student progress in meeting the Essential Academic Learning Requirements for the state of Washington.

Assessment data is collected by the standards-based Washington Assessment of Student Learning (WASL) in reading, writing, and math at grades 3, 4, 5, 6, 7, 8 and 10. The WASL requires students to use a different approach to problem solving than has been previously required on standardized tests. In addition to standardized tests, teachers collect classroom-based evidence such as reading unit tests, spelling, essays, math, science projects, and social studies tests, as well as observations, daily assignments, class participation, behavior charts, and major projects to assess student progress. Student progress is reported through individual score reports, parent conferences, report cards, classroom newsletters, phone calls, and notes. Special education, Title I/LAP, and ELL use a variety of individual assessment measures for screening and identification for placement.

Grade Levels and Subjects Tested Using WASL

| | 3rd | 4th | 5th | 6th | 7th | 8th | 10th |
|---------|-----|-----|-----|-----|-----|-----|------|
| Reading | X | X | X | X | X | X | X |
| Math | X | X | X | X | X | X | X |
| Writing | | X | | | X | | X |
| Science | | | X | | | X | X |

2007-08 WASL Results for Chinook Elementary

| Grade Level | Reading | Math | Writing | Science |
|-------------|---------|-------|---------|---------|
| 3rd Grade | 51.9% | 55.6% | | |
| 4th Grade | 53.0% | 31.8% | 36.4% | |
| 5th Grade | 50.0% | 50.0% | | 25.7% |

| Washington State Assessment of Student Learning Benchmark One Trend for Chinook Elementary % of Students Meeting the Standard | | | | |
|---|------|------|------|------|
| | 2005 | 2006 | 2007 | 2008 |
| Math | 38.2 | 47.1 | 32.8 | 31.8 |
| Reading | 55.3 | 72.9 | 44.3 | 53.0 |
| Writing | 33.3 | 42.5 | 36.1 | 36.4 |
| Science | 21.1 | 16.2 | 19.7 | 25.7 |

Legal Notice

The Auburn School District No. 408 complies with all federal rules and regulations and does not discriminate on the basis of race, color, national origins, sex, or disability, and does not tolerate sexual harassment. This holds true for all students who are interested in educational programs and/or extracurricular school activities. Any reports of alleged sexual harassment or concerns about compliance and/or grievance procedures may be directed to the school district Title IX RCW 28A.640 officer and Section 504 and ADA coordinator, Tim Cummings, 915 Fourth Street Northeast, Auburn, Washington 98002 (253) 931-4932.

NO CHILD LEFT BEHIND/ADEQUATE YEARLY PROGRESS

Adequate Yearly Progress (AYP) is one of the cornerstones of the federal Elementary and Secondary Education Act (ESEA) signed into law January 2002, as the "No Child Left Behind (NCLB) Act." In Washington, it is primarily a measure of year-to-year student achievement on the Washington Assessment of Student Learning (WASL) in reading and mathematics. One of the requirements of NCLB is that states develop a baseline or starting point for students to achieve proficiency as measured by WASL in math and reading scores. Every three years, the state must "raise the bar" in gradual increments so, by 2014, all (100%) students and identified student populations such as special education or English Language Learners (ELL) will achieve proficiency in each content area. NCLB requires that ninety-five (95) percent of the enrolled students must take the state's standards-based test. States are also required to identify an additional indicator for elementary/middle schools and high schools. Elementary and middle schools are required to monitor unexcused absences, while high schools are required to monitor on-time graduation rates. Thus, each district and school will be monitored annually on thirty-seven (37) AYP indicators or areas. For schools receiving Title I Part A funds, the law specifies consequences when a school does not meet AYP targets for two or more years in a row. While the results of WASL testing are reported for all schools and districts, the consequences apply only to those schools receiving Title I Part A funds.

Results for Chinook Elementary School for the 2007-08 school year indicate Chinook Elementary School met 32 of the 37 indicators for Adequate Yearly Progress (AYP) requirements.

- The areas not meeting AYP were: Reading-All; Math-All; Reading-American Indian; Reading-Special Education; Math-Special Education
- Chinook Elementary School met the AYP requirement for Unexcused Absences Rate.
- Chinook Elementary School met the AYP requirement of 95% WASL participation.

FINANCIAL RESOURCES

| Auburn School District Funds Spent Per Student for 2007-08 | |
|---|------------|
| Total Expenditures (includes salaries) | \$8,361.74 |
| Supplies and Materials | 475.62 |
| Equipment | 29.12 |

| Chinook Elementary 2007-08 Budget Funds Spent Per Student (not including salary) | |
|---|---------|
| Books and Supplies: | |
| Basic Education | \$53.00 |
| Special Education | 57.19 |
| Library | 6.00 |
| Field Trips | 1.80 |
| Administrative Supplies | .90 |

TITLE I PROGRAM

Chinook is a school-wide Title school. Title I funds are used to support a reading program, which targets reading instruction for all students in grades K-5. These programs allow for small, flexible groups for instruction. Test results show positive academic growth as an outcome of these programs. Chinook Elementary encourages strong parental involvement and support in the Title I program.

SCHOOL IMPROVEMENT PLAN

Since the 2002-03 school year, Chinook Elementary School has been involved in the state's School Improvement Plan (SIP) process. All public schools in Washington State were required to complete this planning process to be eligible for the state's basic education dollars in the 2003-04 school year. Different committees analyzed the results of detailed surveys of parents, students and staff. Goals and activities were then identified. Each staff member also included these goals in their classroom planning for the current year. Each subsequent year, ongoing subcommittees will continue to meet and plan ways to successfully implement and/or refine stated goals and activities. This year, Chinook Elementary School has worked closely with OSPI to increase the effectiveness of the School Improvement Plan including working directly with a School Improvement Facilitator.

Chinook Elementary School continues to support the need for staff training and skill development through the resources of the Auburn School District's Professional Development Model and state funding of the I-728 initiative. During the 2007-08 school year, these funds will continue to address school reform efforts by 1) aligning the curriculum to the state's Essential Academic Learning Requirements and Grade Level Expectations and standards, 2) utilizing performance-based and authentic assessments, and 3) offering students extended learning opportunities.

Improving Chinook Elementary School students' literacy levels continues to be a high priority for Chinook Elementary School's staff for the 2007-08 school year. Having two literacy specialists is indicative of this focus. Hours of inservice have been dedicated from the Professional Development Model to the aligning of curriculum with the state's standards and refining skills in the area of reading instruction. Chinook Elementary School has also applied and received the Federal Reading First Grant to begin the 2008-09 school year. The grant guidelines align with the Washington State K-12 Reading Model and have provided the ability to hire a reading coach to work directly with staff development and assessment directly related to reading instruction. The Reading First Grant focuses on kindergarten through third grade students providing calculated instruction to meet each student's needs as well as additional training opportunities for staff to best prepare students at Chinook developing basic literacy skill.

WHAT IS SPECIAL ABOUT OUR SCHOOL?

Special Programs, Events, Activities

Chinook Elementary School is fortunate to have a diverse population of wonderful students, supportive parents and a caring staff dedicated to providing a quality education for each child in a safe, positive learning environment.

Chinook Elementary School offers a varied program that seeks to meet the diverse educational, emotional and physical needs of its students. The building's Case Study Team creates strategies and school-wide interventions to support students, teachers, specialists and parents.

Chinook Elementary School's growing Native American population is almost 40% of total student enrollment. The school also has a Native American Achievement Center, as well as the Waterford Early Literacy computer reading program for kindergarten and first graders.

The staff at Chinook Elementary School is committed to creating a safe, positive learning environment where the idea of community is emphasized. A building-designed Life Skills program has focused on helping students develop personal responsibility through responsible decision-making skills.

Throughout the year, students focus on developing skills and strategies for lifelong success. Teaching units include a focus on listening, manners, supporting and caring about each other; working and playing together; conflict resolution; and anger management. Weekly recognition in the classroom and monthly assemblies celebrate student success in applying these skills. Through this process, students learn to solve problems and work together as they build attitudes and behaviors that will enable them to be successful in the classroom, at home and as lifelong learners. In conjunction with the Life Skills program, Chinook Elementary implemented the Olweus Anti-Bullying program emphasizing the importance of a safe school environment through class meetings. Students are taught what to look for and how to respond to bullying behavior through class meetings.

ASB elections are held each fall for student officers. The student council is involved in a wide variety of the school's activities such as assemblies, food drives and spirit days. The ASB is active in raising funds and supporting student programs such as field trips, Young Author assemblies and classroom incentives.

Academic achievement for students is a priority as teachers focus on assessing each student's learning needs and aligning the adopted curriculum with the state's Essential Academic Learning Requirements and Grade Level Expectations and Standards. A focus on reading, writing, math computation and problem solving encourages teachers to integrate science, social studies and the arts throughout the instructional day. The DIBELS (Dynamic Indicators of Basic Early Literacy Skills), STAR reading assessment, Accelerated Reader Program and Reading A-Z materials have supported the opportunity to meet the individual reading needs of students. An emphasis on math problem solving is encouraging the development of higher order thinking skills in mathematics. Music and PE specialists provide dedicated instructional time to these areas, as does the librarian/technology specialist. The computer lab is rich in software to support student learning and to assist with research and reports. The school website has links to each classroom website currently using the SWIFT Program and also includes a wide variety of educational resources. Student achievement is also supported through the use of 90 AlphaSmart portable keyboards for writing and keyboarding skills and a subscription to Schoolkit.com. Student recognition assemblies celebrate outstanding academic program and achievement. The RU Reading Program rewards students and staff for their literacy efforts inside and outside of the classroom. Select students are also involved in the Global Reading Challenge.

Before- and after-school activities offer extended learning opportunities. These include tutoring, band and orchestra, volleyball, interscholastic and intramural basketball, coastal dance club, Larson's Math and Read Naturally.

The Chinook Elementary School PTSA is very active and involved. PTSA at Chinook Elementary School is known to emphasize the letter "S" signifying the importance of students. Parents and grandparents can be seen around the school lending their time and talents to support children and staff. PTSA sponsors many activities and programs throughout the year that benefit all children. These include RU Reading, the Reflections Program, Book Fair, Carnival and Family Nights. The parent library and parent education programs support ongoing parenting needs. Student assemblies and funds for student enrichment are also planned and provided by PTSA. The strength of the school is measured in the strength of its community. Chinook Elementary School's community has proven to be strong and supportive in its proud 45-year history.



Chinook Eagles

Chinook Elementary School
3502 Auburn Way South
Auburn, Washington 98092

Phone: 253-931-4980

How to get involved

Auburn School District encourages all parents and community members to be involved in the educational process. Each of the district's 14 elementary schools, four middle schools, and four high schools offer volunteer opportunities, including PTA. For more information, contact your school.



"In a safe environment, all students will achieve high standards of learning in order to become ethically responsible decision makers and lifelong learners."

"AVENUE TO EXCELLENCE"

Auburn School District No. 408
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Auburn, Washington 98002

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