

This report meets state and federal reporting requirements for Elementary and Secondary Education ACT (ESEA). In July of 2012, Washington received a waiver from ESEA requirements. The waiver allowed the state to replace the Adequate Yearly Progress (AYP) requirement that all students pass both the reading and math assessments by 2014 with Annual Measurable Objectives (AMO) that allow a greater focus on opportunity gaps. To meet AMO, subgroups of students (such as Black, Hispanic, Asian, special education, low-income) must have the difference between their 2011 scores and 100 percent cut in half by 2017. In Washington State, four measurements are used to meet ESEA requirements.

1. Performance of 3<sup>rd</sup>-8<sup>th</sup> graders on the Measurements of Student Progress (MSP), and 10<sup>th</sup> graders on the High School Proficiency Exam (HSPE) in reading and writing and the End-of-Course (EOC) exam in math;
2. The rate of unexcused absences for students in grades 1-8;
3. The graduation rate for high school students; and
4. A participation rate of 95%.

For information about the ESEA waiver and requirements go to: <http://www.k12.wa.us/ESEA/PublicNotice.aspx>.

### **School Improvement**

Teachers and parents work together to make sure Chinook students are successful at school. They create a School Improvement Plan each year to identify and describe specific actions Chinook is taking to improve student achievement. Parents are encouraged to contact the school to see Chinook's School Improvement Plan.

The Collaborative Academic Support Team (CAST)/Tier 1 team meets three times a year to monitor and discuss student progress. Chinook also uses Student Learning Plans to gauge the progress of each student.

### **Our highly qualified staff**

The ESEA law requires that all teachers who teach core academic subjects be highly qualified. Full certification, a bachelor's degree, and demonstrated competence in subject knowledge and teaching are required to be highly qualified. In 2012-13, 99 percent of Vancouver's teachers met or exceeded these standards, and they continue to improve their knowledge and skills with ongoing professional training.

For detailed information, go to [www.vansd.org](http://www.vansd.org), pull down Schools, then select School Report Cards Data. Printed copies of school reports are available on request.

### **Annual measurable achievement progress**

The Elementary and Secondary Education Act (ESEA) includes English Language Learners (ELL) in the state accountability system and requires states to set performance targets referred to as Annual Measurable Achievement Objectives (AMAOs) for districts:

- **AMAO 1** - the annual increase in the number or percentage of ELL students making progress in learning English, based on results of the Washington English Language Proficiency Assessment (WELPA).
- **AMAO 2** - the number or percentage of students attaining English proficiency by exiting the ELL program by scoring a Level 4 on the WELPA.
- **AMAO 3** - the number or percentage of students learning English who reach academic standards in reading and math based on performance on the Measurement of Student Progress (MSP) and the High School Proficiency Exam (HSPE).

To view your school's AMAO report go to: <http://reportcard.ospi.k12.wa.us/WLPTAmao.aspx>.

For Spanish, Russian or Chuukese translations call,  
Stephanie Ongtooguk at 360-771-5548,  
Katrina Walla, 360-771-5479 or  
Juanita Yasu, 360-771-5343

Si desea que le lean o aclaren este informe en  
español, favor de llamar a la intérprete, Sra.  
Stephanie Ongtooguk, al 360-771-5548. Gracias.

Если вы хотите, чтобы этот отчёт вам прочитали  
или пояснили по-русски, позвоните Екатерине  
Валла по телефону 360-771-5479.

Iká pwe ke mochen pwe sipwe aweweóchú  
masowan ei taropwe nón fóosun Chuuk, kose  
mochen kékkéri Juanita Yasu, 360-771-5343.  
Kinisou Chapwúr.

To access information about the National Assessment of  
Education Progress (NAEP) click the following link:  
<http://reportcard.ospi.k12.wa.us/naepCurrent.aspx?year=2008-09&gradeLevelId=4&waslCategory=1&chartType=1>

## Student characteristics

	Chinook	Vancouver School District
<b>October 2012</b>		
Total enrollment	710	22,879
Percent American Indian/ Alaskan Native	<1%	1%
Percent Asian/ Pacific Islander	5%	6%
Percent Black	1%	3%
Percent Hispanic	8%	21%
Percent White	79%	64%

### For the 2012-13 school year

Low income	21%	53%
In Transitional Bilingual	4%	11%
In Special Education	10%	13%

### Expenditure by pupil

In 2012-13, the actual per pupil expenditure rate for instruction was \$7,592.

## CHINOOK ELEMENTARY SCHOOL

### MEASUREMENT (PERCENT) OF STUDENT PROGRESS (MSP) 2012 - 2013

Group*	3RD GRADE						4TH GRADE					5TH GRADE				
	Reading		Math		Reading		Math		Writing		Reading		Math		Science	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
All Students	87	95	89	87	78	81	66	72	65	66	76	83	85	73	76	81
Male	84	92	90	85	67	73	66	72	64	47	72	77	70	86	78	86
Female	90	98	87	90	88	89	66	73	84	75	81	88	83	75	74	76
Native American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	100	*	60	*	*	*	83	*	67	*	75
White	85	95	89	90	77	78	65	70	67	65	80	85	85	74	78	84
Limited English	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Special Educ.	87	77	87	54	64	71	43	41	36	41	56	92	67	46	50	62
Low Income	87	100	83	77	68	83	50	65	68	61	71	84	76	65	67	76

\* Subgroups with fewer than 10 members are not reported.

For comparison purposes, percentages of 4th-graders (All Students) in Washington who met the standards are as follows: 2012 Reading: 63%; 2013 Reading: 66%; 2012 Math: 52%; 2013 Math: 56%.