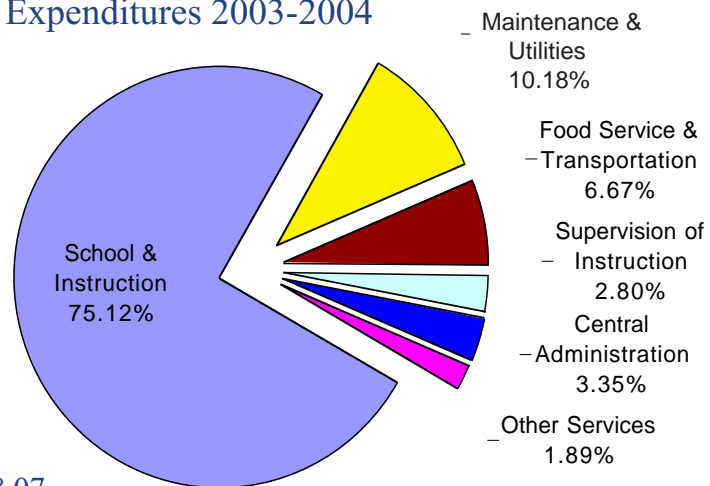




The mission of the University Place School District, in partnership with our community, is to develop competent, contributing citizens.

UPSD Expenditures 2003-2004



UPSD Average Per Pupil Expenditure for 2003-2004 . . . . . \$7,258.07

### No Child Left Behind - Annual Performance Report

The No Child Left Behind Act (NCLB) requires all school and school districts in the United States to prepare annual report cards for parents and the public. This information for Chambers Primary and the University Place School District as well as for any other school or district in the state can be found at the State Superintendent of Public Instruction's Web site at <http://reportcard.ospi.k12.wa.us/>. For more information about NCLB Act, go to <http://www.nclb.gov/index.html>. For a copy of the report card for the University Place School District or an individual school report card, please request one from your child's school.

#### Legal Notice

The University Place School District No. 83 complies with all federal rules and regulations and does not discriminate on the basis of race, color, national origin, sex, or disability, and does not tolerate sexual harassment. This holds true for all students who are interested in participating 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, Karen Vescovi, 3717 Grandview Drive W., University Place, WA. 98466 (253) 566-5600.



## 2003 - 2004 Annual School Performance Report Chambers Primary School

9101 56th Street West, University Place, WA. 98466  
Patty McClelland, Principal

### Learning Improvement Plan

At Chambers, all students are important and our priority is to provide academic success for every child. To help us put our energy in the right places, we spent significant time in 2003-04 developing a five-year Learning Improvement Plan based on data from test scores and other indicators of student achievement. Staff efforts in 2004-05, focus on the implementation of that plan.

In the meantime, goals were set for 2003-04, based on data from the previous years, and strategies were developed to address the goals:

- Every grade level examined WASL and ITBS subtest scores to determine what specific areas in reading, writing and math should be addressed at their level. Each grade level identified a focus area in each subject.
- The entire staff focused on the Six Writing Traits. The school calendar was divided into six sections, so there could be a school-wide emphasis on one trait at a time. Specialists and the principal participated in talking about the featured trait with students.
- Improvement of reading instruction was a goal. During 2002-03, the staff did a book study on Regie Routman's text, *Reading Essentials*. In 2003-04, every teacher set a professional goal based on that text.
- Narrowing the achievement gap for low income and Black students was the final goal. To accomplish this, the text, *A Framework for Understanding Poverty* was read as a book study, and various strategies were implemented.
- To provide focused time to address our goals, a specific "goal-work" staff meeting was built into the staff meeting rotation.

Our achievement goals in Reading, Writing and Math for spring 2004 were all exceeded, as measured on the 4<sup>th</sup> grade WASL (Washington Assessment of Student Learning). We made good progress in closing the achievement gap for our Black and low income students.

	Goals for 2004	Achievement on 2004 WASL		
		All Students	Black Students	Low Income Students
Reading	84%	87.8%	85.7%	86.7%
Writing	78%	86.4%	85.7%	86.7%
Math	81%	87.5%	85.7%	80.0%

Scores indicate the percent of our students who met or exceeded the standard.

## Parents Welcome

At Chambers, we actively promote a strong partnership between parents and the school. We recognize that parents have varying amounts of time to give to the school itself, but we know that children will be more successful if parents commit to basic involvement and support.

Chambers has a strong tradition of active volunteer support. Every year, our many volunteers log hundreds of hours of volunteer time at school. School volunteers help with such activities as reading to students, assisting with class projects, serving on school improvement committees, translating for non-English-speaking students, working with small groups of students, providing teacher clerical support, and assisting in the library and computer lab.

The PTSA (Parent Teacher Student Association) provides an avenue for further participation. Through PTSA, parents organize events such as the school carnival, 3rd grade Caring Retreat, monthly popcorn day, Sock Hop, the school newsletter, family movie nights, the Walk- a-Thon, and countless other important activities.

## Our Building

The school was completed in January, 1972, at a cost of \$1,190,964. A special play structure, designed by Architect Bob Leathers, was built by students, parents, staff, and community volunteers in 1992.

A multipurpose room was added to the building during the summer of 1993. The total facility is maintained in excellent condition.

The building and grounds are available to outside groups through a facilities use application process which may be arranged by calling the Chambers Office at 566-5650.

## Demographics

Students	
Enrollment .....	359
Ethnicity	
American Indian .....	1.7%
Asian .....	15.3%
Black .....	13.1%
Hispanic .....	7.2%
White .....	62.7%
Receiving Free/Reduced Meals .....	22.8%

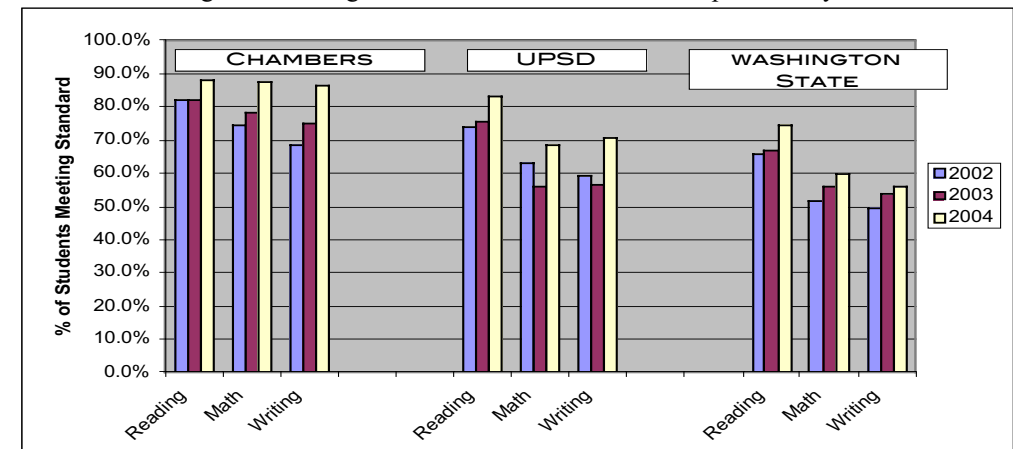
Teachers	
Classroom Teachers .....	25
Students per Teacher .....	14.4
Avg years of Experience .....	14.8
Teachers with at least a	
Masters Degree .....	48%

The mission of Chambers Primary, as a neighborhood school in partnership with families and the community, is to develop academically successful, responsible, and caring students by ensuring a challenging, child-centered instructional program in a nurturing learning environment.

## Assessment Results

The Washington Assessment of Student Learning (WASL) is a criterion referenced standardized achievement test. It requires students to respond to multiple choice and short answer questions as well as extended response items.

On this test, a standard of performance has been established and results are reported in terms of the percent of students meeting or exceeding the set standard. Scores for the past three years are shown.



The Iowa Test of Basic Skills is a norm-referenced standardized achievement test in which a student's performance is compared to the performance of other students at the same grade level. In Washington State, this test is given at grades 3 and 6 with a similar test, the Iowa Test of Educational Development (ITED) given at grade 9.

Student scores on norm-referenced tests are reported as a percentile rank. For example, if a student scores at the 50<sup>th</sup> percentile, it means that half of the students in the nation scored above that student and half scored below. Scores for the past three years are shown.

