
Chambers Primary School

2002-2003
Annual School
Performance Report

9101 56th Street W., University Place, WA 98466 (253.566.5650)
Patty McClelland, Principal

Reading, Writing, Math and More

Chambers Primary places an emphasis on Literacy (reading and writing) and Mathematics. A particularly strong priority is placed on reading, as it is recognized as the foundation for later learning. In these key areas, Chambers accomplished the following during 2002-03:

Reading

- Using test data from 2001-02, staff developed grade level goals in reading, targeting areas of need
- Focused staff time spent developing strategies to reach identified goals
- A book study on Reading Essentials by Regie Routman, accompanied by a day of inservice with Ms. Routman
- Continuation of the after-school reading program to support identified students
- Development of additional Accelerated Reader assessments for early readers
- Purchase of additional Accelerated Reader titles
- Supplemental reading support provided through the LAP program.
- Implementation of a new science program that includes non-fiction reading support

Writing

- Using test data from 2001-02, staff developed grade level goals in writing, targeting areas of need
- Focused staff time spent developing strategies to reach identified goals
- Implementation of new writing resources in all grades

Math

- Using test data from 2001-02, staff developed grade level goals in writing, targeting areas of need



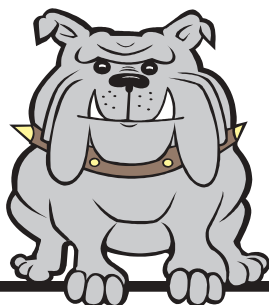
- Focused staff time spent developing strategies to reach identified goals
- Continued focus on helping students learn to communicate their mathematical thinking

In addition to these areas, new Science curriculum was used this year. Teachers taught science using FOSS science kits, providing students a chance to think scientifically while learning science concepts. The

program integrates reading, writing and mathematics with the study of science, providing students a chance to learn and practice these core skills in a meaningful context. A school-wide science fair provided students in all grades an opportunity to apply their scientific thinking in yet another format. Chambers had many students who placed in the regional science fair.

Our Achievement Goals in Reading, Writing and Math for 2003 were:

WASL Reading	83.3% meet or exceed standard
2003 achievement:	81.9% met or exceeded standard
ITBS Reading	74th percentile ranking
2003 achievement:	72nd %ile ranking
WASL Writing	72% meet standard
2003 achievement:	74.7% met standard
WASL Math	75% meet or exceed mastery
2003 achievement:	78.3% met or exceeded standard
ITBS Math	85th percentile ranking
2003 achievement:	89th %ile ranking



Chambers Mission

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.

► Students

Student Enrollment, 10/1/02

Grade K	53
Grade 1	53
Grade 2	71
Grade 3	80
Grade 4	80
Total	337

Gender

Male	56%
Female	44%

Student Attendance

The average daily attendance is 95%.

Ethnicity

Black/African American	13%
Asian/Pacific Islander	14%
White/Not Hispanic	66%
Hispanic	5%
American Indian/AK Native	2%



► Staff

Administrators	1
Teachers	25
Masters Degree - 13	
Bachelors Degree - 13	
Classified Staff	20
(i.e., classroom assistants, secretaries, custodians, food service, etc.)	

Numbers represent actual staff members though some do not serve full-time at this school.

Districtwide support services are delivered at all schools by five psychologists, one physical therapist, seven speech and language pathologists, four occupational therapists, one English as a Second Language teacher, five nurses, and one vision specialist.

► WASL

Washington Assessment of Student Learning (WASL)

Scores represent percent of students who met or exceeded the performance standard in each area.

Chambers Primary 4th Grade Scores

	00/01	01/02	02/03
Math	68.5	74.2	78.3
Reading	77.8	82.0	81.9
Writing	64.4	68.5	74.7
Listening	86.5	79.8	79.5

Washington State 4th Grade Scores

	00/01	01/02	02/03
Math	43.4	51.8	55.2
Reading	66.1	65.6	66.7
Writing	43.3	49.5	53.6
Listening	72.4	66.6	65.8

► ITBS

Iowa Test of Basic Skills (ITBS)

Third-graders take the ITBS test battery. Results are reported as a national percentile in which 50 represents the national average.

Chambers Primary 3rd Grade Scores

	00/01	01/02	02/03
Math	73	85	89
Reading	62	73	72
Rdg/Math			
Composite	68	80	82

Statewide 3rd Grade Scores

	00/01	01/02	02/03
Math	64	66	67
Reading	57	57	58
Rdg/Math			
Composite	61	62	63

Washington Assessment of Student Learning

Washington State is making a great effort to improve student learning and to increase accountability for that learning. Two important components of this effort are:

1. Clear and challenging standards for what students are expected to know and the skills they are expected to have; and
2. State-wide assessments that measure how well individual students, schools, and school districts are performing in their efforts to improve student learning.

University Place School District students, along with their Washington State peers, participate in two different kinds of assessments:

1. Tests that show individual student, school, and district performance compared to a national average. The Iowa Test of Basic Skills (ITBS) taken at grades 3 and 6 and the Iowa Test of Educational Development at grade 9 provide national percentile scores in reading, math and language. These are multiple choice tests.
2. Tests that show individual student, school, and district performance against Washington State's rigorous standards of learning. The Washington Assessment of Student Learning (WASL) is taken at grades 4, 7, and 10. Students are tested in reading, math, writing and listening. WASL questions are a combination of multiple choice, short answer and essay questions.

University Place School District uses assessment data to identify individual student strengths, weaknesses and needs, and to plan for program improvement.



► Safe Schools

Student success in learning requires a safe environment. The University Place School District is committed to safe schools where students can achieve to their highest potential and teachers can teach in a welcoming environment, free of intimidation and fear. The educational environment of each of our schools fosters a spirit of acceptance and care for every child; where behavior expectations are clearly communicated, consistently enforced, and fairly applied.

Developing and implementing district-wide and site-specific safe school plans are required tasks for each school in the University Place School District. These plans include strategies and responses to both internal and external threats to the safety of the students and staff of each school.

The University Place School District during the 2002-2003 school year continued to have safety as one of its key goals. Periodic drills designed to simulate actual events have been conducted in each school to assist teachers and student in appropriate responses in the event of an actual safety occurrence. In addition, as part of its data-based decision-making process, the district has initiated surveys to measure safety issues such as bullying and harassment.

The success of the strategies employed by each school depends on the overriding presence of several key factors. Those factors are:

1. Establishment of clear behavior standards.
2. Presence of adequate adult supervision.
3. Enforcement of the rules fairly and consistently.
4. Strong parental support.
5. Partnerships with outside agencies.

► You Can Help

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 believe that children will be more successful if parents can commit to basic involvement and support.

All parents are encouraged to:

- send your child to school on time, well-rested, and ready to learn;
- take an interest in the work your child brings home and talk it over with him/her;
- read with your child on a regular basis;
- read your child's class newsletters, school fliers, and the PTSA newsletter to stay well informed;
- attend school events such as back-to-school night, parent-teacher conferences, and grade-level programs; and

If there is time and schedule allows, additional involvement can include eating lunch with your child or attending an occasional field trip.

Chambers has a strong tradition of active volunteer support. This last year, our many volunteers logged hundreds of hours of volunteer time at school.

School volunteers help with such activities as reading to students, assisting with class projects and school events, serving on school improvement committees, translating for non-English-speaking students, working with small groups of students, providing teacher support, assisting in the library and computer lab, and attending field trips. The PTSA 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, and countless other important activities.

We invite ALL parents to find ways to participate. Children love to have their parents involved in their school world!

► Our Building

Chambers Primary is named after Judge Thomas McCutcheon Chambers, an early Puget Sound pioneer who settled near what is now Chambers Creek in the 1850's. 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.

► District and School Performance Reports

The federal government's No Child Left Behind Act of 2001 (NCLB) provides the blueprint for education in the United States. The major focus of NCLB is to provide all children with a fair, equal and significant opportunity to obtain a high-quality education.

Under NCLB, all students will be expected to achieve proficiency in reading and mathematics within 12 years. A substantial portion of this legislation focuses on closing the academic achievement gap across racial/ethnic and economically disadvantaged groups. University Place School District supports these high expectations for all students.

NCLB requires that the public be informed of district and school progress toward achieving these goals. The report for University Place School District and its schools as well as all Washington State schools may be found at the following internet site:

<http://reportcard.ospi.k12.wa.us>.

University Place School District

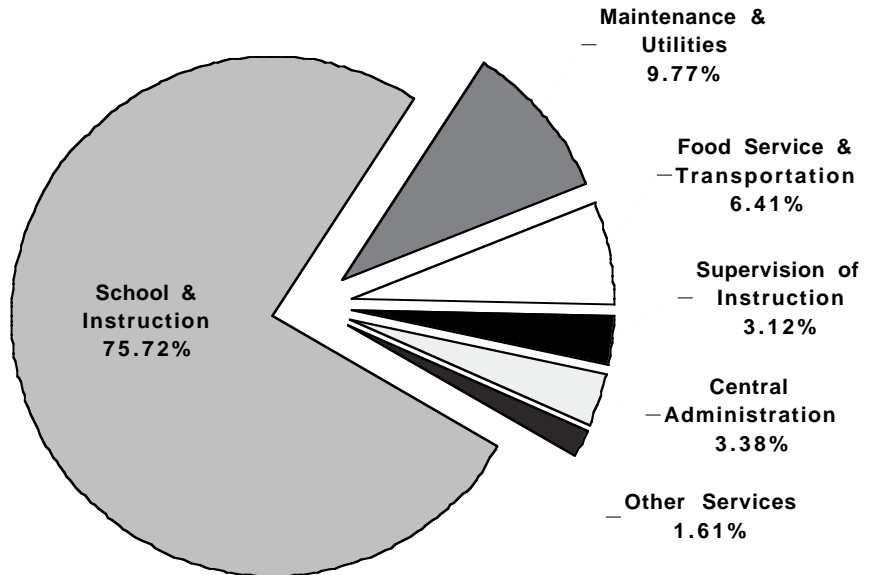
► Mission

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

► Special Programs and Services

- Academic Achievement Academy
- Challenge Program
- Early Childhood Education and Assistance Program (ECEAP)
- Bilingual Education
- Home-Hospital
- Native American
- Readiness to Learn
- Safe & Drug-Free Schools
- Special Education
- Title I/LAP
- Traffic Safety

► Financial Data



UPSD Average Per Pupil Expenditure for 2002-2003 \$7,470.72

► This Report

The information in this report is a requirement of our state's legislature to provide parents and community members key information about UPSD schools and the performance of our students. We believe a strong partnership between our schools and community is necessary to ensure a quality education for all students. If you have questions or comments, please call Chambers Primary (253.566.5650) or the Educational Service Center (253.566.5600).

University Place School District Web site: <http://www.upsd.wednet.edu>

Board of Directors: Rick Maloney, president; Mary Lu Dickinson, vice president, Kent Keel, Paul Koppe, and Beverly Law.

Superintendent: Patricia Anne Banks

University Place School District complies with all federal laws, rules, and regulations and does not discriminate on the basis of race, color, national origin, gender or disabilities in student education programs, co-curricular activities, and employment practices. The district is an equal opportunity/affirmative action employer encouraging application of qualified minorities, women and disabled persons for employment and other opportunities. For elevator access at school sites, contact the principal's office. The University Place School District is a drug-free/smoke-free workplace and educational setting. Direct inquiries regarding compliance, grievance, or appeal procedures to District Affirmative Action and Section 504/ADA Officer, Karen Vescovi, 253.566.5600; or Title IX Officer, Terry Jenks, 253.566.5710.
