

Revised March 2, 2006

2005-2006 No Child Left Behind – Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Mrs. Marilyn L. Davidson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Main Elementary
(As it should appear in the official records)

School Mailing Address 722 Mill Bay
Road
(If address is P.O. Box, also include street address)

Kodiak Alaska 99615

City State Zip Code+4 (9
digits total)

County Kodiak Island Borough State School Code

Number* 0280090

Telephone (907) 486-9100 Fax (907) 486-9139

Website/URL www.kodiakpublicschools.org/main\ E-mail
mdavidson01@kodiakschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mrs. Betty Walters
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Kodiak Island Borough School District Tel. (907)486-9210

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Roy
Brown S
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----|---------------------|
| 4 | Elementary schools |
| 1 | Middle schools |
| 0 | Junior high schools |
| 1 | High schools |
| 8 | Other |
| 14 | TOTAL |
2. District Per Pupil Expenditure: \$10,339
- Average State Per Pupil Expenditure: \$10,467

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural
4. 3 Number of years the principal has been in her/his position at this school.
- 10 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	28	10	38
1	28	30	58
2	19	24	43
3	23	16	39
4	29	20	49
5	17	20	37

Grade	# of Males	# of Females	Grade Total
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Other	0	0	0

6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							264

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:	11	White
	1	Black or African American
	14	Hispanic or Latino
	66	Asian/Pacific Islander
	8	American Indian/Alaskan Native
	100%	Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 32%

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred to the school after October 1 until the end of the year.	43
(2)	Number of students who transferred from the school after October 1 until the end of the year.	41
(3)	Total of all transferred students [sum of rows (1) and (2)]	84
(4)	Total number of students in the school as of October 1	264
(5)	Total transferred students in row (3) divided by total students in row (4)	0.3182
(6)	Amount in row (5) multiplied by 100	32%

8. Limited English Proficient students in the school: 50%
133 Total Number LEP

Number of languages represented: 7
 Specify languages: Arabic; Ilocano (Filipino dialect); Laotian; Spanish; Tagalog; Visayan (Filipino dialect); Yup'ik

9. Students eligible for free/reduced-priced meals: 61%

Total number students who qualify: 160

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 16%
41 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- Impairment
- | | |
|--------------------------------|------------------------------------------------|
| <u>2</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>1</u> Deafness | <u>2</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>17</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>19</u> Speech or Language |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | |

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	Full-time	Part-Time
Administrator(s)	1	
Classroom teachers	13	
Special resource teachers/specialists	5	8
Paraprofessionals	6	2
Support staff	3	2
Total number	28	12

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 20:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	95%	96%	98 %	94%	94%
Daily teacher attendance	88%	91%	89%	92%	90%
Teacher turnover rate	21%	21%	7%	7%	14%
Student dropout rate (middle/high)	NA	NA	NA	NA	NA

Student drop-off rate (high school)	NA	NA	NA	NA	NA
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PART III - SUMMARY

Main Elementary is a K-5 school in the town of Kodiak, Alaska. Kodiak is located in the northeast area of Kodiak Island in the Gulf of Alaska. Kodiak Island is famous for huge Kodiak brown bears, world-class sport fishing, and one of the largest commercial fishing ports in the nation. The Kodiak Island Borough, with a population of 13,900 persons includes the City of Kodiak, seven villages, the U.S. Coast Guard Base, plus several remote camps and lodges. The City of Kodiak, with a population of 6100, is the seventh largest city in the state of Alaska.

The Kodiak Island Borough School District serves 2740 students in grades K-12 throughout the island archipelago. 264 students are currently enrolled at Main Elementary. Of those students 60% are economically disadvantaged and 60% are English Language Learners. Main Elementary houses 13 regular education classrooms. Two reading specialists provide targeted assistance for students in grades K through 5. Two specialists also serve students in the English Language Acquisition Program. Additionally, students are served by resource/special education teachers, music teachers and physical education teachers. There is also support for student development in speech/ language therapy and occupational therapy/physical therapy. Vital services are also provided by support staff including instructional aides, secretaries, nurse, custodial support, and cafeteria staff. There is a strong sense of team among the Main staff that extends throughout the community and includes parents, students, and community partners. Instruction is guided by the grade level expectations established by the State of Alaska, by the district curriculum, by adopted programs, and by response to intervention efforts.

The mission of the Kodiak Island Borough School District is contained in the following statement:

The Kodiak Island Borough School District, in close cooperation with our diverse island community, exists to provide an educational program of the highest standard that empowers all students to achieve personal and academic excellence while developing their full potential as responsible, productive citizens.

The shared vision at Main Elementary is for every student to have the opportunity for achievement, personal growth and enrichment with a well-qualified staff and efficient and effective communication among staff, students, families, and the community. This vision is often expressed through the song *One Child At A Time*, written by Nnenna Freelon.

The instructional program at Main Elementary focuses on success, one child at a time. Instructional efforts are guided and focused via ongoing assessment information. Among the assessments frequently referenced are the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Scholastic Reading Inventory, and Star Math. Teachers work collaboratively to address the needs of students;

there is a drive to intervene on behalf of students as quickly as a concern is raised.

Main Elementary is fortunate to be a partner and participant in many efforts. We are a part of the Following the Leaders program and uses the information gained from www.homeroom.com and Skills Tutor on line resources to inform instruction. Main Elementary is host to a before and after school program funded through the 21st Century Community Learning Centers program. This program provides support for targeted students who have not attained proficiency in reading, writing, and/or math, provides arts and activities to promote student engagement and motivation, and also works with parents to increase their parenting skills and their capacity to support their children's learning efforts. Partnerships exist with the US Coast Guard Communication Station, the local Kiwanis Club, the Kodiak Baptist Mission, and Kodiak College.

The driving force at Main Elementary is the strong passion for teaching and learning that is displayed regularly among staff and students. We are determined to meet the needs of all learners—one child at a time.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Main Elementary participates in Alaska's Standards-Based Assessment system that measures student performance against Alaska's State Performance Standards called Grade Level Expectations. There are four performance levels in this system: advanced, proficient, below proficient, and far below proficient. Visit the following web site to learn more: <http://www.eed.state.ak.us/tls/assessment/>

Beginning in Spring 2005, the Standards Based Assessment (SBA) was instituted for grades 3 through 9 replacing the Benchmark at grades 3, 6, and 8. The SBA is a test based on Alaska state standards and compliant with state and federal statutes. In 2002-2003 and 2004-2005 school years, only third grade was measured with the similar standards-based assessment called Alaska State Benchmark Exam. From 2002-2003 to 2003-2004 the Terra Nova/CAT 6 was the only measure available for students in fourth grade. These students were then tested with the SBA in 2004-2005. During 2002-2003-2004-2005 school years fifth grade was measured with the Terra Nova/ CAT 6 and in 2004-2005 with the SBA.

Main Elementary has seen a gain in the number of proficient students against 3 Grade Level Expectations in reading writing and math from 2002-2003 to 2004-2005 school years. Gains were seen in 4 and 5 Grade Level Expectations in reading and math from 2002-2003 to 2004-2005 school years. These gains were in both its aggregate population and its disaggregated subgroups. The most noteworthy is that of the growth in the sub-group of Limited English Proficient (LEP) students. Whereas the fifth grade LEP students have seen an 8 to 11 percentage points gain in Reading and Math as measured by the Terra Nova/ CAT 6, third grade LEP students have seen a gain of 10 percentage points in Reading, 33 percentage points in Writing, and 45 percentage points in Math as measured by State-Standards Assessments. Fourth grade LEP students could only be compared from 2002-2003 to 2003-2004 school years due to changes in State testing. During this period these students have seen a gain of 6 percentage points in Reading, 9 in Writing and 11 in Math as measured by the Terra Nova CAT 6. Third grade State Standards-Based Assessment results demonstrate an aggregate gain of 10 percentage points in Reading, 33 percentage points in Writing, and 45 percentage points in Math. These gains are due to focused interventions provided to the LEP students who make up 60% of Main Elementary School's student population.

The greatest discrepancy was found in the Hispanic subgroup. This group demonstrated negative gains instead of the positive gains reported for other groups. This subgroup has been transient population most recently represented by students newly immigrated from El Salvador and were rated as Non-English Proficient which means possessing no English skills as represented by the Idea Proficiency Test. These students are individually showing growth on local progress monitoring assessments and are expected to see significant increased in proficiency in coming years.

2. Using Assessment Results

Main Elementary uses multiple sources of assessment data in a variety of ways. Information from Alaska's Standards Based Assessment provides specific information

regarding instructional needs for each of the grade level expectations in language arts and math. This allows teachers to know where additional or adjusted instruction needs to occur. Local assessments are used regularly to inform students, teachers, and families regarding student growth in a variety of areas. In reading, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is used to place students in groups for reading instruction and also provides a progress monitoring tool. The Scholastic Reading Inventory assesses reading comprehension and provides a Lexile range for students which again measures growth and also provides guidance for appropriately leveled reading materials. Math assessments are curriculum-based and standards-based. The STAR Math assessment provides overview information regarding gains in math skills. The Kodiak Island Borough School District utilizes a standards-based report card that is informed by a set of assessments that have been developed by grade level teams of teachers. These assessments are directly related to the Alaska Grade Level Expectations. Of importance for many students at Main Elementary, the Idea Proficiency Test is used to determine proficiency in the English language. Some work has been done to develop a measure of oral language fluency, but a need still exists in this area.

3. Communicating Assessment Results

Information regarding student performance is communicated to parents, students, and the community in a variety of ways. Typical methods include:

- Standards based report card is shared at the end of each trimester.
- Family conferences are held three times a year. Goal setting conferences are held during the first week of school in order for parent, student, and teacher to share objectives for the year. Conferences are also scheduled at the end of the first and second trimester where the report card and assessment binder is shared.
- Personal communication between families and teachers occurs frequently on an as needed basis. In many cases, translators assist with the communications. These communications may be by telephone or by e-mail.
- Kodiak media assist in communicating broad information regarding student achievement to the community. This includes both radio stations and the local newspaper.
- The Main Parent Teacher Organization is a venue for communications on a monthly basis.
- The Main School Newsletter is sent home weekly and includes information regarding student performance as appropriate.
- Teachers use student planners as a means of ongoing communication with parents.
- Communication with students is an ongoing conversation regarding their gains and how those gains occur.

4. Sharing Success

Main Elementary works in close collaboration with the other schools on the island, sharing both successes and challenges, and working together to improve the educational program for all Kodiak students. Main Elementary was recently given the opportunity to share its story with districts from throughout Alaska at the Department of Education and Early Development's No Child Left Behind conference held in Anchorage. This was an opportunity to share specific strategies and interventions that are proving

effective at Main. Main is also pleased to share information and experience with pre-service teachers who request practicum opportunities in the building. Although it is challenging geographically to reach beyond the island, there is ongoing outreach through technology such as e-mail communications, the school's website, and the availability of video conference technology within the district.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Main Elementary, as well as all schools in the Kodiak Island Borough School District, is guided by a standards-based curriculum that is aligned to the Alaska Content Standards and the Alaska Grade Level Expectations in reading, writing, and math. Alignment to the Alaska Grade Level Expectations for science is underway. Instructional materials and programs have been adopted to facilitate learning for all students. The focus is on continual growth for all students—not merely reaching proficiency as measured by state assessments, but to aim for and celebrate gains for all students.

Reading instruction includes both skill development and the development of an appreciation of literature. Non-fiction reading plays heavily into instruction. The Lexile Framework is utilized to match readers with appropriate text and to allow students and teachers to monitor student growth. Oral reading fluency measures are also used to chart growth for students.

Writing instruction includes spelling instruction that is embedded in writing, a comprehensive writing curriculum and a designated intervention program that helps students develop skills in expository writing. Writers' workshop is an important part of instruction in the primary grades and there has been great success with a focus on student-made books.

Mathematics instruction includes both concept development and skill development. The primary program for delivery is the *Bridges* program. It is supplemented with Accelerated Math. There is a realization that students must develop as mathematical thinkers with the ability to express themselves as well as to solve problems.

Science and social studies instruction is often integrated with reading, writing and math instruction. Each grade level focuses on specific themes and topics as delineated by the district curricula. Skill development and critical thinking within science and social studies topics help students connect school to the local and global community.

The Arts curriculum includes music, visual art, drama, and dance. Music instruction is provided by specialists to all students. Visual art and drama experiences are frequently integrated into regular classroom instruction and dance opportunities are most often extended in music and physical education classes. There has been enhanced experience in the arts as the school has begun to participate in the Alaska State Council on the Arts' Artists in Schools residency program which provides instruction for students and inservice training for teachers in the idea of arts integration.

The physical education curriculum provides instruction in skills, fitness, and sportsmanship and gives students information and training in healthy living. Students are assessed regularly and receive information regarding appropriate targets for their performance and their growth toward those goals.

Technology instruction is integrated throughout the instructional program. Keyboarding skills are built throughout the K-5 sequence. Technology-based instructional and assessment programs include www.homerom.com/, Skills Tutor, Accelerated Math, STAR Math, Scholastic Reading Counts, Scholastic Reading Inventory, Soliloquy

Reading, and Rosetta Stone. Internet access is available throughout the building and students frequently have the opportunity to research topics via the world wide web.

2a. Reading

Main Elementary's reading philosophy is one of balanced instruction, recognizing the need for skill development in phonics and decoding strategies along with the importance of literature and language rich instruction. There is a strong focus on early intervention. Interventions are provided from a menu of programs and approaches that have been adopted by the district and identified by teachers. In many cases there is an automatic placement of students in small intervention groups with instruction supplied by Title I-A reading specialists, and if needs are not met in that situation, there is a referral to the building's problem solving team where more specific and intensive strategizing takes place to meet the student's needs. The Harcourt Brace Jovanovich Signatures series is the adopted program for grades K-5, although there is recognition that there are gaps in the series. In order to supplement and fill those gaps, the Sopris West Read Well program is the basis of reading instruction in grade one, giving all students a firm grounding in the skills of reading. Additionally, leveled books, REWARDS, Read Naturally, and other programs are used to meet specific needs of students.

Main Elementary has adopted a Walk-To-Read program that provides students in grades 1-5 with an uninterrupted hour of reading instruction at their instructional level each day. Staff members including classroom teachers, Title I-A reading specialists, English Language Acquisition teachers, Special Education staff, and all available paraprofessionals work together to analyze assessment information and to place students in small groups where appropriate instruction at an appropriate rate can occur so as to maximize the opportunity for each student. These groups are fluid and staff members meet and consider student progress regularly and reform groups as necessary to promote student achievement.

3. Mathematics, Science, Art, Etc.

The mathematics program is based on the *Bridges in Mathematics* program, published by the Math Learning Center. The Bridges program is currently used in grades K-4. Grade 5 instruction is currently based on the Visual Math program, the precursor of Bridges. The Bridges program is showing good effectiveness at Main Elementary, and seems to be particularly successful for our English Language Learners. Bridges emphasizes visual thinking and is noted to be language rich although not language dependent. Both concept development and skills practice are integrated throughout the program. Bridges spirals through the content strands and there is a frequent revisiting of key skills and concepts. Bridges is divided into two basic parts, the units and Number Corner. The units include problems and investigations, work places and assessments. Number Corner provides a daily skill workout for students. Computation skills are supplemented by use of the Accelerated Mathematics program, a computer-based program that gives students the opportunity to practice basic problems. Bridges encourages thinking and sharing as students investigate situations and solve problems in a variety of ways.

4. Instructional Methods

Instructional methods at Main Elementary are as diverse as the students who are served in the school. Staff members have referred to Main as being a "Whatever It

Takes” school because student achievement is more important than personal commitment to any program or strategy. For the sake of our majority population of English Language Learners, Main staff members have undertaken the study of the Sheltered Instruction Observation Protocol, which promotes planning and instruction in such a way that vocabulary and content are made accessible to all learners. Additionally, there are several tenets of instructional practice that are frequently employed at Main. These include:

- Small group instruction (teaming of teachers and paraprofessionals in such a way that students are given as much individual attention as possible)
- Early Intervention (being guided by early assessment results to catch students as soon as possible)
- Technology enhanced instruction (use of web-based technology resources such as www.homerom.com and Skills Tutor as well as Scholastic Reading Counts, Scholastic Reading Inventory, STAR Math, and Accelerated Math all of which encourage and enable students to mark their own growth toward personal goals)
- Arts Integration (teachers will regularly integrate readers’ theatre, tableau, drama, visual arts of all kinds, music and dance into regular instruction, establishing goals in the arts as well as in another core curriculum area)
- Assessment-driven instruction (students access their assessment binders frequently and chart their own growth in such a way as to measure their gains and study their own learning)

5. Professional Development

Professional development efforts at Main Elementary emanate from identified needs within the school and reflect the efforts of the learning community to meet those needs. We believe that professional development should be job-embedded, ongoing, and collegial in nature. Professional development incorporates or builds on past learning whenever possible. While many trainings for curricular programs take place annually or as needed, there has been a strong sequence of learning opportunities that has included study of differentiated instruction, primary reading assessment (DIBELS), vocabulary development, reading comprehension and the arts, and the Sheltered Instruction Observation Protocol. In all of these cases, the learning was contained in a credit course sponsored by the district in cooperation with our local community college. The courses were generated based on perceived needs and as the result of dialogue with teachers. While there are in-service days sponsored by the district at the beginning of the school year and during a two day event annually, a great contribution to professional development is made through collaborative efforts during the school day and during the weekly early release for professional development time. Major work has been accomplished in curriculum revision, development of the standards based report card and grade level assessments, review of instructional methods and collegial sharing, etc. Professional development also has included training opportunities in building school climate and anti-bullying, and many technology trainings. As we recognize the importance of giving all team members access to the information necessary to carry the process forward, efforts are made to include paraprofessionals and other support staff in trainings whenever possible.

PART VII - ASSESSMENT RESULTS

RESULTS OF STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: Alaska State Benchmark Exam

Edition/Publication Year: 2001/2/3/4/5 Publisher: State of Alaska Dep't of Education

	2004-2005	2003-2004	2002-2003
Testing month	April	March	March
SCHOOL SCORES			
% At or Above Meets State Standards	70%	66%	60%
% At Exceeds State Standards	25%	2%	10%
Number of students tested	49	44	48
Percent of total students tested	96%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0%	0%
SUBGROUP SCORES			
1. Low Income Students			
% At or Above Meets State Standards	72%	59%	59%
% At Exceeds State Standards	4%	0%	0%
Number of students tested	25	34	27
2. Limited English Proficient			
% At or Above Meets State Standards	75%	65%	56%
% At Exceeds State Standards	17%	4%	5%
Number of students tested	29	28	37
3. Disabled Students			
% At or Above Meets State Standards	70%		
% At Exceeds State Standards	10%		
Number of students tested	10	*	*
4. Female Students			
% At or Above Meets State Standards	72%	70%	68%
% At Exceeds State Standards	48%	5%	9%
Number of students tested	21	20	22
5. Male Students			
% At or Above Meets State Standards	71%	63%	54%
% At Exceeds State Standards	7%	0%	12%
Number of students tested	28	24	26
6. Asian/Pacific Islander Students			
% At or Above Meets State Standards	87%	68%	55%
% At Exceeds State Standards	27%	4%	7%
Number of students tested	30	28	29
7. Hispanic Students			
% At or Above Meets State Standards	30%	60%	
% At Exceeds State Standards	0%	0%	
Number of students tested	10	10	*

Note: Not all ethnicities reported due to statistically insignificant numbers of students in

some subgroups.
* Fewer than 10 students

RESULTS OF STATE CRITERION-REFERENCED TESTS

Subject: Writing Grade: 3
 Test: Alaska State Benchmark and Standards-Based Exams
 Edition/Publication Year: 2001/2/3/4/5 Publisher: State of Alaska Dep't of Education

	2004-2005	2003-2004	2002-2003
Testing month	April	March	March
SCHOOL SCORES			
% At or Above Meets State Standards	89%	68%	56%
% At Exceeds State Standards	22%	2%	10%
Number of students tested	49	44	48
Percent of total students tested	96%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES			
1. Low Income Students			
% At or Above Meets State Standards	92%	65%	51%
% At Exceeds State Standards	8%	0%	7%
Number of students tested	25	34	27
2. Limited English Proficient			
% At or Above Meets State Standards	89%	58%	52%
% At Exceeds State Standards	17%	4%	11%
Number of students tested	29	28	37
3. Disabled Students			
% At or Above Meets State Standards	80%		
% At Exceeds State Standards	10%		
Number of students tested	10	*	*
4. Female Students			
% At or Above Meets State Standards	90%	75%	64%
% At Exceeds State Standards	38%	5%	14%
Number of students tested	21	20	22
5. Male Students			
% At or Above Meets State Standards	90%	63%	50%
% At Exceeds State Standards	11%	0%	8%
Number of students tested	28	24	26
6. Asian/Pacific Islander Students			
% At or Above Meets State Standards	93%	72%	59%
% At Exceeds State Standards	23%	4%	14%
Number of students tested	30	28	29
7. Hispanic Students			
% At or Above Meets State Standards	80%	50%	
% At Exceeds State Standards	10%	0%	
Number of students tested	10	10	*

*Fewer than 10 students

RESULTS OF STATE CRITERION-REFERENCED TESTS

Subject: Math Grade: 3

Test: Alaska State Benchmark and Standards-Based Exams
Edition/Publication Year: 2001/2/3/4/5 Publisher: State of Alaska Dep't of Education

	2004-2005	2003-2004	2002-2003
Testing month	April	March	March
SCHOOL SCORES			
% At or Above Meets State Standards	89%	64%	44%
% At Exceeds State Standards	22%	16%	15%
Number of students tested	50	44	48
Percent of total students tested	98%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES			
1. Low Income Students			
% At or Above Meets State Standards	68%	56%	37%
% At Exceeds State Standards	20%	9%	4%
Number of students tested	25	34	27
2. Limited English Proficient			
% At or Above Meets State Standards	66%	61%	43%
% At Exceeds State Standards	23%	4%	11%
Number of students tested	30	28	37
3. Disabled Students			
% At or Above Meets State Standards	60%		
% At Exceeds State Standards	20%		
Number of students tested	10	*	*
4. Female Students			
% At or Above Meets State Standards	81%	70%	59%
% At Exceeds State Standards	38%	15%	18%
Number of students tested	21	20	22
5. Male Students			
% At or Above Meets State Standards	69%	59%	30%
% At Exceeds State Standards	24%	17%	11%
Number of students tested	29	24	26
6. Asian/Pacific Islander Students			
% At or Above Meets State Standards	83%	64%	48%
% At Exceeds State Standards	35%	18%	14%
Number of students tested	31	28	29
7. Hispanic Students			
% At or Above Meets State Standards	30%	60%	33%
% At Exceeds State Standards	10%	10%	0%
Number of students tested	10	10	*

*Fewer than 10 students

Subject: Reading Grade: 4 Test: Terra Nova (CAT5 and CAT6) in 01-04 and Alaska Standards Based Assessment in 05

	2004-2005**	2003-2004	2002-2003
Testing month	February	February	March
SCHOOL SCORES			
% At or Above Meets State Standards	73%	69%	63%
% At Exceeds State Standards	9%	27%	26%
Number of students tested	45	48	46
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Low Income Students			
% At or Above Meets State Standards	77%	60%	60%
% At Exceeds State Standards	7%	18%	20%
Number of students tested	30	33	30
2. LEP Students			
% At or Above Meets State Standards	66%	58%	53%
% At Exceeds State Standards	7%	19%	22%
Number of students tested	29	36	32
3. Female Students			
% At or Above Meets State Standards	76%	78%	79%
% At Exceeds State Standards	14%	30%	33%
Number of students tested	21	23	24
4. Male Students			
% At or Above Meets State Standards	71%	60%	46%
% At Exceeds State Standards	4%	24%	19%
Number of students tested	24	25	22
5. Asian/Pacific Islander			
% At or Above Meets State Standards	72%	68%	60%
% At Exceeds State Standards	7%	25%	22%
Number of students tested	29	28	32
6. Hispanic Students			
% At or Above Meets State Standards	70%	60%	
% At Exceeds State Standards	10%	20%	
Number of students tested	10	10	*

*Fewer than 10 students

**Change From CAT6 to SBA

Subject: Writing Grade: 4 Test: Terra Nova (CAT5 and CAT6) in 01-04 and Alaska Standards Based Assessment in 05

	2004-2005**	2003-2004	2002-2003
Testing month	February.	February	March
SCHOOL SCORES			
% At or Above Meets State Standards	62%	81%	72%
% At Exceeds State Standards	2%	6%	11%
Number of students tested	45	48	46
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Low Income Students			
% At or Above Meets State Standards	69%	79%	70%
% At Exceeds State Standards	3%	0	0
Number of students tested	30	33	30
2. LEP Students			
% At or Above Meets State Standards	55%	78%	63%
% At Exceeds State Standards	0	0	3%
Number of students tested	29	36	32
3. Female Students			
% At or Above Meets State Standards	72%	87%	92%
% At Exceeds State Standards	5%	9%	13%
Number of students tested	21	23	24
4. Male Students			
% At or Above Meets State Standards	54%	76%	50%
% At Exceeds State Standards	0	4%	9%
Number of students tested	24	25	22
5. Asian/Pacific Islander			
% At or Above Meets State Standards	62%	90%	69%
% At Exceeds State Standards	0	0	3%
Number of students tested	29	28	32
6. Hispanic Students			
% At or Above Meets State Standards	60%	70%	
% At Exceeds State Standards	0	0	
Number of students tested	10	10	*

*Fewer than 10 students

**Change From CAT6 to SBA

Subject: Math Grade: 4 Test: Terra Nova (CAT5 and CAT6) in 01-04 and Alaska Standards Based Assessment in 05

	2004-2005**	2003-2004	2002-2003
Testing month	February	February	March
SCHOOL SCORES			
% At or Above Meets State Standards	58%	59%	48%
% At Exceeds State Standards	11%	13%	20%
Number of students tested	45	48	46
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Low Income Students			
% At or Above Meets State Standards	57%	78%	47%
% At Exceeds State Standards	10%	3%	10%
Number of students tested	30	33	30
2. LEP Students			
% At or Above Meets State Standards	48%	53%	38%
% At Exceeds State Standards	7%	6%	19%
Number of students tested	29	36	32
4. Female Students			
% At or Above Meets State Standards	67%	74%	59%
% At Exceeds State Standards	19%	13%	13%
Number of students tested	21	23	24
5. Male Students			
% At or Above Meets State Standards	50%	44%	36%
% At Exceeds State Standards	4%	12%	27%
Number of students tested	24	25	22
6. Asian/Pacific Islander			
% At or Above Meets State Standards	65%	68%	47%
% At Exceeds State Standards	10%	14%	19%
Number of students tested	29	28	32
7. Hispanic Students			
% At or Above Meets State Standards	40%	40%	
% At Exceeds State Standards	0	0	
Number of students tested	10	10	*

*Fewer than 10 students

**Change From CAT6 to SBA

Subject: Reading Grade: 5 Test: Terra Nova (CAT5 and CAT6) in 01-04 and Alaska Standards Based Assessment in 05

	2004-2005	2003-2004	2002-2003
Testing month	February	February	March
SCHOOL SCORES			
% At or Above Meets State Standards	83%	70%	67%
% At Exceeds State Standards	19%	35%	32%
Number of students tested	47	46	34
Percent of total students tested	100%	100%	97%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Low Income Students			
% At or Above Meets State Standards	74%	61%	47%
% At Exceeds State Standards	11%	32%	14%
Number of students tested	27	28	21
2. LEP Students			
% At or Above Meets State Standards	77%	63%	52%
% At Exceeds State Standards	15%	29%	14%
Number of students tested	34	35	21
3. Female Students			
% At or Above Meets State Standards	91%	80%	71%
% At Exceeds State Standards	24%	36%	38%
Number of students tested	21	25	21
4. Male Students			
% At or Above Meets State Standards	77%	57%	61%
% At Exceeds State Standards	15%	33%	23%
Number of students tested	26	21	13
5. Asian/Pacific Islander			
% At or Above Meets State Standards	84%	66%	61%
% At Exceeds State Standards	19%	33%	22%
Number of students tested	26	30	18
6. Hispanic Students			
% At or Above Meets State Standards	70%		
% At Exceeds State Standards	10%		
Number of students tested	10	*	*

*Fewer than 10 students

**Change From CAT6 to SBA

Subject: Writing Grade: 5 Test: Terra Nova (CAT5 and CAT6) in 01-04 and Alaska

Standards Based Assessment in 05

	2004-2005**	2003-2004	2002-2003
Testing month	February	February	March
SCHOOL SCORES			
% At or Above Meets State Standards	57%	61%	68%
% At Exceeds State Standards	28%	15%	18%
Number of students tested	47	46	34
Percent of total students tested	100%	100%	97%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Low Income Students			
% At or Above Meets State Standards	63%	61%	71%
% At Exceeds State Standards	11%	11%	5%
Number of students tested	27	28	21
2. LEP Students			
% At or Above Meets State Standards	83%	71%	76%
% At Exceeds State Standards	18%	11%	5%
Number of students tested	34	35	21
5. Female Students			
% At or Above Meets State Standards	86%	84%	86%
% At Exceeds State Standards	38%	16%	24%
Number of students tested	21	25	22
6. Male Students			
% At or Above Meets State Standards	84%	66%	85%
% At Exceeds State Standards	19%	14%	8%
Number of students tested	26	21	13
8. Asian/Pacific Islander			
% At or Above Meets State Standards	93%	77%	78%
% At Exceeds State Standards	31%	10%	6%
Number of students tested	26	30	18
10. Hispanic Students			
% At or Above Meets State Standards	70%		
% At Exceeds State Standards	0		
Number of students tested	10	*	*

*Fewer than 10 students

**Change From CAT6 to SBA

Subject: Math Grade: 5 Test: Terra Nova (CAT5 and CAT6) in 01-04 and Alaska Standards Based Assessment in 05

	2004-2005**	2003-2004	2002-2003
Testing month	February	February	March
SCHOOL SCORES			
% At or Above Meets State Standards	76%	60%	56%
% At Exceeds State Standards	23%	17%	15%
Number of students tested	47	46	34
Percent of total students tested	100%	100%	97%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Low Income Students			
% At or Above Meets State Standards	70%	57%	48%
% At Exceeds State Standards	11%	18%	5%
Number of students tested	27	28	21
2. LEP Students			
% At or Above Meets State Standards	71%	51%	43%
% At Exceeds State Standards	15%	17%	5%
Number of students tested	34	35	21
3. Female Students			
% At or Above Meets State Standards	91%	76%	57%
% At Exceeds State Standards	29%	16%	14%
Number of students tested	21	25	21
4. Male Students			
% At or Above Meets State Standards	65%	43%	53%
% At Exceeds State Standards	19%	19%	15%
Number of students tested	26	21	13
5. Asian/Pacific Islander			
% At or Above Meets State Standards	85%	57%	78%
% At Exceeds State Standards	23%	17%	6%
Number of students tested	26	30	18
6. Hispanic Students			
% At or Above Meets State Standards	50%		
% At Exceeds State Standards	10%		
Number of students tested	10	*	*

*Fewer than 10 students

**Change From CAT6 to SBA

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Because Alaska does not require schools to report disaggregated national data, the following information was mined from our databases of disaggregated scores. We are providing the mean of the national percentile score for each subgroup. Therefore the Mean of the National Percentile Ranking of the Terra Nova/ CAT 6 results for fifth grade spanning the years of 2003-2005 will be used for referencing against national norms. The fifth grade sub groups that are report are Limited English Proficient (LEP), Low Income, Students with other subgroups are of insufficient number to report.

Subject: Reading Grade: 5 Test: Terra Nova

Edition/Publication Year: 2002

Publisher: CTB McGraw Hill

Scores are reported here as (check one): NCEs X Scaled scores _____
Percentiles _____

	2004-2005	2003-2004	2002-2003
Testing month	February	February	March
SCHOOL SCORES			
Mean of National Percentile	50	50	51
Number of students tested	47	46	34
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Low Income Students	41	45	43
Number of students tested	27	28	21
2. LEP Students	43	45	43
Number of students tested	38	35	21
3. Female Students	51	54	51
Number of students tested	20	25	21
4. Male Students	51	45	48
Number of students tested	26	21	13
5. Asian/Pacific Islander Students	50	48	47
Number of students tested	25	30	18
6. Hispanic Students	38		
Number of students tested	10	*	*

*Fewer than 10 students

Subject: Writing Grade: 5 Test: Terra Nova

Edition/Publication Year: 2002

Publisher: CTB McGraw Hill

Scores are reported here as (check one): NCEs_X____ Scaled scores _____
 Percentiles_____

	2004- 2005	2003- 2004	2002- 2003
Testing month	February	February	March
SCHOOL SCORES			
Mean of National Percentile	50	59	50
Number of students tested	47	46	34
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Low Income Students	45	45	48
Number of students tested	27	28	21
2. LEP Students	46	45	45
Number of students tested	38	35	21
3. Female Students	57	53	51
Number of students tested	20	25	21
4. Male Students	47	45	49
Number of students tested	26	21	13
5. Asian/Pacific Islander Students	53	48	49
Number of students tested	25	30	18
6. Hispanic Students	41		
Number of students tested	10	*	*

*Fewer than 10 students

Subject: Math Grade: 5 Test: Terra Nova

Edition/Publication Year: 2002

Publisher: CTB McGraw Hill

Scores are reported here as (check one): NCEs Scaled scores
 Percentiles

	2004- 2005	2003- 2004	2002- 2003
Testing month	February	February	March
SCHOOL SCORES			
Mean of National Percentile	45	47	49
Number of students tested	47	46	34
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Low Income Students	41	45	46
Number of students tested	27	28	21
2. LEP Students	41	44	45
Number of students tested	38	35	21
3. Female Students	52	51	48
Number of students tested	20	25	21
4. Male Students	42	42	51
Number of students tested	26	21	13
5. Asian/Pacific Islander Students	51	49	50
Number of students tested	25	30	18
6. Hispanic Students	29		
Number of students tested	10	*	*

*Fewer than 10 students