

**2003-2004 *No Child Left Behind*—*Blue Ribbon Schools Program*
Cover Sheet**

Name of Principal: Ms. Karen Wallace

Official School Name: Northern Lights ABC School

School Mailing Address: 2424 E. Dowling Road

Anchorage, AK 99507-1972
City State Zip Code+4 (9 digits total)

Tel. (907) 563-2439

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Website/URL: <http://www.asdk12.org/schooldetails.asp?ID=290> E-mail: Wallace_Karen@asdk12.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. Carol Comeau

District Name: Anchorage School District Tel. (907) 742-4312

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. Jake Metcalfe

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.

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

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 of 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 2003-2004 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 1998.
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: __61__ Elementary schools
 __ 9__ Middle schools
 __ 0__ Junior high schools
 __ 6__ High schools
 __16__ Other (Alternative Schools, Charter Schools)
- __92__ TOTAL
2. District Per Pupil Expenditure: \$6,829.00
- Average State Per Pupil Expenditure: \$8,251.00

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. 2 Years: Number of years the principal has been in her/his position at this school.

5 Years: If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	28	38	66	7	23	23	46
1	34	31	65	8	24	24	48
2	33	39	72	9			
3	35	39	74	10			
4	43	38	81	11			
5	35	46	81	12			
6	43	39	82	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							615

6. Racial/ethnic composition of the students in the school:
- 60 % White
 - 8 % Black or African American
 - 3 % Hispanic or Latino
 - 20 % Asian/Pacific Islander
 - 7 % American Indian/Alaskan Native
 - 2 % Other
- 100% Total**

7. Student turnover, or mobility rate, during the past year: 4.5%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	11
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	17
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	28
(4)	Total number of students in the school as of October 1	621
(5)	Subtotal in row (3) divided by total in row (4)	.045
(6)	Amount in row (5) multiplied by 100	4.5

8. Limited English Proficient students in the school: 10%
65 Total Number Limited English Proficient
Number of languages represented: 19
Specify languages: Afrikaan, Albanian, Cantonese, Chinese, Filipino, German, Hawaiian, Japanese, Korean, Malinke, Pashto, Punjabi, Russian, Samoan, Spanish, Thai, Turkish, Vietnamese, Wolof

9. Students eligible for free/reduced-priced meals: 8%
44 Total Number Students Who Qualify

If this method does not produce a reasonably 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: 5%

___ 33 ___ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

___ 0 ___ Autism	___ 0 ___ Orthopedic Impairment
___ 0 ___ Deafness	___ 2 ___ Other Health Impaired
___ 0 ___ Deaf-Blindness	___ 15 ___ Specific Learning Disability
___ 0 ___ Hearing Impairment	___ 14 ___ Speech or Language Impairment
___ 0 ___ Mental Retardation	___ 0 ___ Traumatic Brain Injury
___ 0 ___ Multiple Disabilities	___ 0 ___ Visual Impairment Including Blindness
2 Early Childhood Developmental Delay	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	___ 1 ___	___
Classroom teachers	___ 23 ___	___ 1 ___
Special resource teachers/specialists	___ 1 ___	___
Paraprofessionals	___ 3 ___	___
Support staff	___ 3 ___	___ 3 ___
Total number	___ 31 ___	___ 4 ___

12. Average school student-“classroom teacher” ratio: ___ 26:1 ___

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.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96%	95%	95%	94%	95%
Daily teacher attendance *	≥93%	≥93%	≥93%	≥93%	≥93%
Teacher turnover rate **	12%	17%	8%	0%	5%
Student dropout rate	0%	0%	0%	0%	0%

* estimation of daily teacher attendance based on building leave activity for the 02-03 since this information is unavailable.

** based only on classroom teachers

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003. **(Northern Lights ABC is a K-8 program only.)**

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

PART III - SUMMARY

Northern Lights ABC School is an alternative educational program established in 1978. Its founders were dedicated to a philosophy embracing a back to basics approach to education. Character education, a strong emphasis on citizenship, values, discipline and patriotism make this program unique.

Northern Lights ABC (Anchorage Basic Curriculum) School parents and staff believe the purpose of education is to provide children with skills necessary to live successfully, to contribute to their communities and to be responsible citizens. The school is concerned with five major developmental areas: intellectual, physical, emotional, social and ethical.

Intellectual development includes mastery of basic skills in all academic areas. Every effort will be made for students to achieve maximum learning through careful and sequential teaching. We encourage students, not only in the intellectual and affective domain, but also in the area of physical fitness.

Opportunities for emotional and social development are afforded all students as they participate in class and school activities and fulfill responsibilities. The school emphasizes honesty, consideration for others, good citizenship, and the ideals upon which our nation was founded. Patriotism is a strong part of our curriculum. Students begin each day with the Pledge of Allegiance and National Anthem. Regular activities, such as Red, White and Blue assemblies emphasize components of our history. We also encourage student leadership through student government, National Junior Honor Society and community services projects such as canned food drives and Toys for Tots.

Morality and the development of ethics are the responsibility of parents. The school will reinforce ethical values as we strive to prepare students to be productive members of society, through our character development and training. Such training includes a regular reinforcement of good etiquette such as removing hats when entering the building, opening doors for parents, staff and each other, and personal greetings when meeting people in the hall or doorways. Students are recognized at assemblies for department and citizen of the month.

We believe the majority of children learn best in a structured learning environment and are happiest when they can see their own growth and progress. Children need the challenge of measurable standards and being graded in a consistent manner. Our goals can be accomplished through an atmosphere of cooperation, understanding, knowledge, involvement and support on the part of parents and staff.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Our curriculum is based on standards in all academic areas. The statewide assessments measure a snapshot of those standards in language arts, reading and math. Northern Lights ABC is consistently at the top of the district's and the state's scores, but we always have room to improve.

Annual Yearly Progress (AYP) is reported to the parents and community in charts showing the district's overall performance as well as the individual school's report. The purpose of the report is to show the stakeholders the measurement of academic improvement as reported by the performance on the statewide administered tests. Annual measurable objectives (AMO) are reported as the percent proficient on the examinations as required by the state. The AMO for the categories Reading/Writing/Language Arts is 64.03%. Northern Lights ABC reported scores as meeting or exceeding this percentage. The only subgroup that was slightly lower in general in this area was students with disabilities. However, when calculating in the confidence interval the students met the required 64.03 %. The AMO for the category of Mathematics is set at 54.86%. Northern Lights ABC met this requirement in all categories.

Northern Lights ABC is very proud of the assessment results as reported in the results of the Alaska Comprehensive System of Student Assessment Benchmark Exams. The scores of these tests show the school has made Annual Yearly Progress in all categories. A review of the past three years shows the students have either maintained a high percentage of proficiency or the class as a whole has made great improvement. The sub-groups also show gains in the scores on these tests.

Reading scores are reported to parents with information on the score their child has received on the test as well as a written description of proficiency. Proficiency or above is defined as receiving a score of 310 or above for 3rd grade, 311 or above for 6th grade and 307 or above for 8th grade. In reviewing the test scores for the above grade levels it is clear that students in grade 3 have maintained a 70 percent or better proficiency for the last years. The sixth grade has maintained 69% proficiency for the same time period. Eighth grade has seen a decrease for the last reporting period from a two year period of reporting an 80 percent proficiency rate to that of 67.9% rate.

Math scores also provide information to the parents. Proficiency or above is defined as a score of 322 or above for 3rd grade, 329 or above for 6th grade and 322 or above for 8th grade. Students in grade 3 show a slight increase in the students' performance from 66% to 71.8%. The students in sixth grade have also shown an increase from 62.9% to 64.3 over the last three years. The eighth grade students have shown the most marked increase in proficiency over the last three years. Their scores have gone from 39.5% to 63.8%. We are very proud of their accomplishments.

The writing score for proficiency is 352 or above for 3rd grade, 300 or above for 6th grade and 292 or above for 8th grade. The students in third grade have improved their writing scores from 53.5% to 59.8% over the last three years. Sixth grade students have also shown a slight increase with scores going from 73% to 75%. Holding with the increases seen in the other grades, 8th grade also shows an increase in proficiency in writing going from 67.9% to 73.6%. The increases in these areas represent the school adopting school wide curriculum to target improved instruction in the area of writing.

Northern Lights ABC staff continues to review the data from the various assessments to improve instructional methods and materials to promote continued academic success of our students.

2. The school uses a variety of student assessment data to evaluate student academic performance and achievement. It then uses this data to align and reinforce curriculum choices to allow teachers to meet the needs of the students.

The year starts with a review of the data collected from state wide assessments used the previous year to address strengths and weaknesses of the program. Faculty and the ABC Parent Advisory Board review the data to see where we have made gains in student achievement and where we need to adjust our curriculum. Teachers then work together to identify the areas where special emphasis will help improve our instruction in those areas. The teachers at the individual grade levels collaborate to provide instruction and activities that would help in the areas of need. These areas have included working to integrate more geometry instruction in math, usage of graphs and maps in the reading content areas, and the use of more non-fiction reading materials.

At the beginning of the year, the school also uses a variety of assessment materials to identify the levels of their students that allow the teacher to start at the student's ability level. For example, a reading inventory is used to help the teacher find the reading level of the students in their class. Teachers then use a variety of in-class activities to continue to promote student achievement. Activities such as teaching inference, main ideas, summarizing and comprehension skills have all been added to our standard curriculum as a result of data analysis. We have held evening and after school sessions for parents to discuss ideas and provide strategies for them on how to work with their children who have been identified as struggling readers.

When the writing scores from district-wide assessments showed lower achievement than the teachers liked, we developed a plan to implement more school-wide writing activities. The teachers also took a class in six traits writing to help them teach these elements of writing to their students. Teachers worked as grade level teams to develop lesson plans to incorporate writing across the curriculum.

Northern Lights ABC views student learning as an ongoing and collaborative process that must be based on clear and meaningful assessments.

3. Alaska schools receive the statewide assessment data for individual students in late May, though the state does not make its AYP determinations until August. Subsequently, a letter including their student's assessment data is sent to the parents in the spring. Information on interpreting the data is included in the letter. Parents then make appointments with their student's teacher to review the data.

Beginning of the year assessment data is shared with parents during the first quarter parent teacher conferences. A school parent newsletter reports the school's academic achievement as reported in the statewide assessment after AYP designations are made. As the district understands the importance for parents of comparing their school's performance to other schools, the school district also reports the individual school scores in the local newspaper. The school's performance is available for review on both the school district and State Department of Education web sites.

Student achievement beyond the statewide assessments is reported to parents and students through a variety of methods. All student work is graded with a percentage score to allow students and parents immediate feedback on academic performance. Incidentally, in our continuing efforts to promote the importance of high standards for achievement, our grading scale is more challenging than most. For example, in order to earn an A, students must achieve at least a 94%. The minimum level of achievement for a B is 87%. Parents and students receive progress reports and report cards on a quarterly basis. We also recognize student performance at awards assemblies held at the end of each quarter. The honor roll students receive a certificate of achievement and their names are put up on the honor roll board in the hallway. Students are also recognized for math mastery, improved penmanship and phonograms during monthly Red, White and Blue assemblies. Recognition is also given to students that participate in the recreational reading programs.

Northern Lights ABC values its partnership with parents as we work together to educate our students.

4. The underlying philosophy of what works at Northern Lights ABC can work anywhere, because our success is based on the mutual collaboration among parents, students, and school staff to create a school-wide vision. All stakeholders participate in the creation and the implementation of that vision, and all can articulate its tenets. Though our school's goals, mission, and vision are unique to our community, the process used to create them can be duplicated anywhere.

One plan we have about sharing our school's success with others is to host an informational evening for interested community members and parent groups which would include showing our video regarding the school and having a tour of the building. This would also allow people to review the curricula used at Northern Lights ABC and to ask questions about the implementation of the program. Teachers and parents would be present to discuss the various elements of the ABC Philosophy.

We also participate in the Anchorage School District's Alternative School Fair. This fair allows interested individuals to ask questions and to pick up the literature describing the school. The fair allows for the community to be able to view all the alternative programs. Informational tours are also set up monthly for the public to attend in order to get a firsthand view of the program. An evening orientation meeting is held to introduce the program to all interested people looking at alternative programs for their students.

We will continue to host and mentor other teachers and buildings interested in using the ABC methods in their classrooms. Several teachers in the building have offered their classrooms as models for others to observe. Additionally, staff members have attended other events where they have shared the various elements of the ABC program. These events include kindergarten orientation programs at various preschools, PTA meetings at other schools and professional organization meetings.

The parents, staff and teachers of Northern Lights ABC are very proud of the program and look forward to the opportunity to share the tenets of the program with all who are interested.

PART V – CURRICULUM AND INSTRUCTION

1. Northern Lights ABC with the input of the parent advisory board chose the following curriculum for our textbook driven program for academic excellence. The selected material allows the students to achieve maximum learning through careful and sequential teaching, thereby receiving a solid academic foundation. A scope and sequence is set for all grades giving a unified approach to all major subjects. Textbooks are chosen that support high goals in each area of the curriculum.

Letter sound awareness begins in kindergarten with the introduction of the Spalding Phonics. Spalding Phonics is the basis for both our reading and spelling programs. Based on the book Writing Road to Reading by Ramona Spalding our students are given the basic tools needed to make letter / sound connections that promotes better spellers and readers. In this program students are taught linguistic rules which helps them to apply the various sounds the letters make to decode words in reading and phonetically approach spelling applications. In addition to the word lists taught in the program, students work to master the Dolch word list and common misspelled words. Reading instruction connects with the students working in a grade basal reader with reinforcement done in literature books for the individual grade level.

Language arts are taught through the use of both the six trait writing program and grammar based instruction. Students practice writing in a variety of genre to yearly enhance their personal writing ability. Starting in the fourth grade continuing through the intermediate grades, students are also introduced to the parts of speech and sentence diagramming to promote an understanding of the elements of writing.

Math instruction is done using Saxon math books throughout the building. Starting with the introduction of numbers and numbers sense through the middle school students doing prealgebra and algebra. The Saxon method of instruction is a spiral approach, which introduces basic concepts and continues to build while reinforcing previously learned concepts. The school reinforces the computation components with a regular use of math fact drills to allow the students to thoroughly learn their math facts.

Social Studies are taught using the Houghton Mifflin text, which promotes critical thinking skills. Students in the lower grades are taught about their city, state and country. This continues through the intermediate grades, which incorporate a more in-depth study of our country's origin, geographical make up and economic growth. The curriculum also includes ancient civilizations and current events to promote a more global perspective.

Health and science are taught through a combination of textbook and hands on activities. These include current health magazines, science kits that provide hands on investigation of various kinds including plant cycles, butterfly life cycles, variables and physical science.

Spanish and German are taught as one of the two electives the students may choose in middle school. The foreign languages are taught through a variety of strategies such as children's stories, tours of the zoo in the foreign language, textbook activities and cultural awareness. Students are actively engaged in learning to speak and read the language of their choice.

Art is taught both by a designated art teacher as well as the classroom teacher. The art teacher typically works hand in hand with the classroom teacher to collaborate in projects that support the classroom instruction. Additionally the art teacher rotates the instruction the children received based on the various elements found in art such as drawing, painting, textiles, pottery and sculpture.

2. Reading instruction at Northern Lights ABC begins with the introduction of the Spalding Phonograms. Students in kindergarten are taught the first 35 phonograms which gives them a good foundation of letter/ sound relationships. This foundation of phonic awareness is a boost for those ready to start decoding primer level words. The first grade students continue to master their phonograms with the addition of the next 35 sounds. Children continue to master the sounds, rules and markings are beneficial in learning to read. Spalding reading instruction also include the use of the McCall Harvey and McCall Crabbs books which emphasis reading a short passage and then answering a series of questions pertaining to the selection. Discussion after the timed practice allows for the teacher to help student identify such critical reading skills as main ideas. Houghton Mifflin basal readers, grade level appropriate novels as well as routine practice using materials such as SRA kits promote critical reading skills at the child's reading level. Materials have also been purchased to assist the children in learning to identify the main ideas, drawing conclusions, summarizing stories and drawing inferences from the stories. The Open Court RISE series is also used as a supplemental textbook. Open Court introduces the students to a variety of cultural stories such as Greek / Roman mythology. Vocabulary development is strongly emphasized through the use of both of these series.

Students identified as struggling readers are given book bags to take home with books at their reading levels. This is done to help keep the child working to increase their reading level but also to assist parents in working with their student.

This curriculum was selected because of its spiral approach to teaching the reading process. The phonograms or phonics first taught to students has been invaluable for giving the students the skills needed to help with decoding.

3. Math instruction at Northern Lights ABC begins in kindergarten with the students learning number identification, counting, shapes, colors and patterns. Calendar work allows the children to practice their number and pattern recognition skills. It also is the start for the children to learn count by twos and fives, a skill needed when starting to learn their multiplication tables. Children are also introduced to estimation with various activities such as bringing in apples or pumpkins to guess how many seeds are in each object. Students also use these items to predict density and circumference.

Scotts Foresman and Saxon math are the selected curriculum for the school. We selected these textbooks based on the spiral approach they use to introduce and reinforce the concepts. Saxon math is very popular not only with the teachers but with the parents as it allows the parents to be able to see what content material is being taught but also the way it is taught. The concepts are broken down in a sequential manner that enables the students to gradually add to their knowledge base. A continual review of previously presented material is an essential component of the curriculum. Students are also required to do a series of timed math fact drills starting in first grade with the time allotment decreasing in subsequent years. We have found the use of math master an integral part of students mastering their math facts and also being successful in their studies of math.

4. The main instructional method used at Northern Lights ABC is whole group instruction. Whole group instruction is based described as the teacher standing in front of the class teaching the entire class at the same time. This method was adopted to allow the teacher the best opportunity to instruct the entire class with the same information. After the whole group instruction teachers also use small group instruction to reinforce concepts for students. Small groups can also be seen in the various classrooms as book groups. Groups of students are divided into teams to read and discuss various curricular materials such as trade books in reading or social studies units. Teams are also used when students are working on the science kits. The foreign language teachers also use the team approach for helping students to master the language.

Teachers are also seen using technology to help the students gather or present information. The mid-level teachers use technology as a method for students to search the Internet and present projects to their classmates. Students have presented projects using a variety of media such as videos, slide shows or PowerPoint presentations. Movies, overheads and audiotapes are also used to promote the auditory/visual learning of some of the students. The hands on approach to the science kits helps to engage the students that need to be actively involved in their learning.

The teachers employ a variety of activities and instructional methods to actively engage the students. They then regroup to the whole group so this information can be shared with the entire group.

5. Teachers participate in a variety of professional development activities. These have included

after

school classes presented to the teachers on curricular areas that are taught in the building. Classes have been presented on Spalding Reading, Six Traits Writing and Reading strategies for the struggling reader. All of these classes relate directly to the instruction the teachers are providing to the students at Northern Lights ABC. The teachers have found that by doing the classes on site and directly related to the curriculum of the school they take apply what they learned to their classrooms. It has also allowed for a collegially approach to instruction. The classes have also presented the teachers an opportunity to try different teaching strategies and share their results with their teaching partners. Teachers also participate in book reading groups based on different content areas the teachers are interested in investigating. Teachers have done book groups based on reading and math instruction.

Teachers also participate in school wide in-service training that focus on mandatory district trainings such as data analysis, which help to focus the entire school onto ways to promote student learning. It has also allowed the teachers to share through grade level collaboration activities that they have found to help students to achieve. It also allows for the school to work with its parent advisory board to maintain the school's vision. District wide in-services are also used as a way to increase the teacher's knowledge of new research in content areas such as math and reading. Teachers are then encouraged to return to their classrooms to try some of the new teaching strategies with their students.

PART VI - PRIVATE SCHOOL ADDENDUM

Northern Lights ABC is not a private school. We are a public school under the jurisdiction of the Anchorage School District.

PART VII - ASSESSMENT RESULTS

ALASKA STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics.
Reading Test

Grade 3

Test: Alaska Comprehensive System of Student Assessment Benchmark

Edition/publication year: 2000

Publisher: CTB McGraw Hill

Number of students in the grade in which the test was administered:	2002-03	75 students
	2001-02	72 students
	2000-01	unavailable

Number of students who took the test:	2002-03	74 students
	2001-02	71 students
	2000-01	68 students

What groups were excluded from testing? Why, and how were they assessed? : No groups were excluded.

Number excluded_0_____ Percent excluded__0%_____

Proficiency Levels for the Benchmark 1 (Grade 3):

Reading:	Advanced Proficient	433 +
	Proficient	310 – 432
	Below Proficient	258 – 309
	Not Proficient	257 and below

Writing:	Advanced Proficient	490+
	Proficient	352 – 489
	Below Proficient	245 – 351
	Not Proficient	244 and below

Math:	Advanced Proficient	401+
	Proficient	322 – 400
	Below Proficient	254 – 321
	Not Proficient	253 and below

ALASKA STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics.
Writing Test

Grade 3

Test: Alaska Comprehensive System of Student Assessment Benchmark

Edition/publication year: 2000

Publisher: CTB McGraw Hill

Number of students in the grade in which the test was administered:	2002-03	75 students
	2001-03	72 students
	2000-02	unavailable

Number of students who took the test:	2002-03	74 students
	2001-03	71 students
	2000-01	68 students

What groups were excluded from testing? Why, and how were they assessed? : No groups were excluded.

Number excluded 0 Percent excluded 0%

Proficiency Levels for the Benchmark 1 (Grade 3):

Reading:	Advanced Proficient	433 +
	Proficient	310 – 432
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	Below Proficient	245 – 351
	Not Proficient	244 and below

Math:	Advanced Proficient	401+
	Proficient	322 – 400
	Below Proficient	254 – 321
	Not Proficient	253 and

ALASKA STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics.
Mathematics Test

Grade 3

Test: Alaska Comprehensive System of Student Assessment Benchmark

Edition/publication year: 2000

Publisher: CTB McGraw Hill

Number of students in the grade in which the test was administered:	2002-03	75 students
	2001-04	72 students
	2000-03	unavailable

Number of students who took the test:	2002-03	73 students
	2001-04	71 students
	2000-01	68 students

What groups were excluded from testing? Why, and how were they assessed? : No groups were excluded.

Number excluded_0_____ Percent excluded___0%_____

Proficiency Levels for the Benchmark 1 (Grade 3):

Reading:	Advanced Proficient	433 +
	Proficient	310 – 432
	Below Proficient	258 – 309
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Math:	Advanced Proficient	401+
	Proficient	322 – 400
	Below Proficient	254 – 321
	Not Proficient	253 and

NORTHERN LIGHTS ABC: STATE CRITERION-REFERENCED TESTS, Continued
Data Display Table for Reading Grade 3

	2002-2003	2001-2002	2000-2001
Testing month	March	March	March
SCHOOL SCORES			
% Not Proficient		0	2.9%
% Below Proficient	≤ 5%*	7%	4.4%
% Proficient		59.2%	48.5%
% Advanced Proficient	≥95%*	33.8%	44.1%
Number of students tested	74	71	68
Percent of total students tested	98.6%	98.6%	
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1. Caucasian (specify subgroup)			
% Not Proficient	≤ 5%	≤ 5%	≤ 5%
% Below Proficient	≤ 5%	9%	≤ 5%
% Proficient	59.6%	45.5%	50%
% Advanced Proficient	40.4%	45.5%	44%
Number of students tested	47	44	50
2. African-American (specify subgroup)			
% Not Proficient	****	****	≤ 40%
% Below Proficient	****	****	≤ 40%
% Proficient	****	****	≤ 40%
% Advanced Proficient	****	****	66.7%
Number of students tested	3	4	6
3. Hispanic (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	4	1	1
4. Alaska Native (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	3	1	4
5. Asian/Pacific Islander (specify subgroup)			
% Not Proficient	≤ 20%	≤ 10%	≤ 40%
% Below Proficient	≤ 20%	≤ 10%	≤ 40%
% Proficient	57.1%	80%	50%
% Advanced Proficient	42.9%	15%	≤ 40%
Number of students tested	14	20	6
6. Multi-ethnic (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	0	0	1
7. LEP (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****

Number of students tested	0	0	0
8. Title I (specify subgroup)			
% Not Proficient	****	≤ 40%	≤ 40%
% Below Proficient	****	≤ 40%	≤ 40%
% Proficient	****	≤ 40%	50%
% Advanced Proficient	****	≤ 40%	≤ 40%
Number of students tested	4	5	6
9. Migrant (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	0	2	0
STATE SCORES			
% Not Proficient/Below Proficient	26.1%	25.4%	28.8%
% Advanced Proficient/Proficient	73.9%	74.6%	71.2%

**** Unable to report data if fewer than 5 students are tested. Ranges are used when more than five students are tested, but an individual cell contains fewer than 3 students.

* Beginning in 2002-03, the state only used two categories (Below/Not Proficient and Proficient/Advanced Proficient).

Data Display Table for **Writing Grade 3**

	2002-2003	2001-2002	2000-2001
Testing month	March	March	March
SCHOOL SCORES			
% Not Proficient		0	1.5%
% Below Proficient	4.1%*	8.5%	10.3%
% Proficient		59.2%	60.3%
% Advanced Proficient	95.9%*	32.4%	27.9%
Number of students tested	74	71	68
Percent of total students tested	98.6%	98.6%	
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1. Caucasian (specify subgroup)			
% Not Proficient	≤ 5%	≤ 5%	≤ 5%
% Below Proficient	≤ 5%	6.8%	8%
% Proficient	70.2%	59.1%	62%
% Advanced Proficient	25.5%	34.1%	28%
Number of students tested	47	44	50
2. African-American (specify subgroup)			
% Not Proficient	****	****	≤ 40%
% Below Proficient	****	****	≤ 40%
% Proficient	****	****	50%
% Advanced Proficient	****	****	≤ 40%
Number of students tested	3	4	6
3. Hispanic (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	4	1	1
4. Alaska Native (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	3	1	4
5. Asian/Pacific Islander (specify subgroup)			
% Not Proficient	≤ 20%	≤ 10%	≤ 40%
% Below Proficient	≤ 20%	≤ 10%	≤ 40%
% Proficient	64.3%	55%	50%
% Advanced Proficient	28.6%	35%	≤ 40%
Number of students tested	14	20	6
6. Multi-ethnic (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	0	0	1
7. LEP (specify subgroup)			
% Not Proficient	≤ 20%	****	****
% Below Proficient	≤ 20%	****	****
% Proficient	75%	****	****
% Advanced Proficient	≤ 20%	****	****
Number of students tested	12	3	1
8. Title I (specify subgroup)			
% Not Proficient	****	≤ 40%	≤ 40%

% Below Proficient	****	≤ 40%	≤ 40%
% Proficient	****	≤ 40%	66.7%
% Advanced Proficient	****	≤ 40%	≤ 40%
Number of students tested	4	5	6
9. Migrant (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	0	2	0
STATE SCORES			
% Not Proficient/Below Proficient	40.2%	42%	46.5%
% Advanced Proficient/Proficient	59.8%	58%	53.5%

**** Unable to report data if fewer than 5 students are tested. Ranges are used when more than five students are tested, but an individual cell contains fewer than 3 students.

* Beginning in 2002-03, the state only used two categories (Below/Not Proficient and Proficient/Advanced Proficient).

Data Display Table for **Mathematics Grade 3**

	2002-2003	2001-2002	2000-2001
Testing month	March	March	March
SCHOOL SCORES			
% Not Proficient		0	0%
% Below Proficient	8.2%*	4.2%	7.4%
% Proficient		31%	30.9%
% Advanced Proficient	91.8%*	64.8%	61.8%
Number of students tested	73	71	68
Percent of total students tested	97.3%	98.6%	
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1. Caucasian (specify subgroup)			
% Not Proficient	≤ 5%	≤ 5%	≤ 5%
% Below Proficient	8.7%	≤ 5%	≤ 5%
% Proficient	26.1%	25%	34%
% Advanced Proficient	65.2%	72.7%	62%
Number of students tested	46	44	50
2. African-American (specify subgroup)			
% Not Proficient	****	****	≤ 40%
% Below Proficient	****	****	≤ 40%
% Proficient	****	****	50%
% Advanced Proficient	****	****	≤ 40%
Number of students tested	3	4	6
3. Hispanic (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	4	1	1
4. Alaska Native (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	3	1	4
5. Asian/Pacific Islander (specify subgroup)			
% Not Proficient	≤ 20%	≤ 10%	≤ 40%
% Below Proficient	≤ 20%	≤ 10%	≤ 40%
% Proficient	35.7%	35%	≤ 40%
% Advanced Proficient	64.3%	60%	66.7%
Number of students tested	14	20	6
6. Multi-ethnic (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	0	0	1
7. LEP (specify subgroup)			
% Not Proficient	≤ 20%	≤ 40%	****
% Below Proficient	≤ 20%	≤ 40%	****
% Proficient	63.6%	50%	****
% Advanced Proficient	≤ 20%	≤ 40%	****
Number of students tested	11	6	1
8. Title I (specify subgroup)			
% Not Proficient	****	≤ 40%	≤ 40%

% Below Proficient	****	≤ 40%	≤ 40%
% Proficient	****	≤ 40%	66.7%
% Advanced Proficient	****	≤ 40%	≤ 40%
Number of students tested	4	5	6
9. Migrant (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	0	2	0
STATE SCORES			
% Not Proficient/Below Proficient	28.2%	29.2%	33.7%
% Advanced Proficient/Proficient	71.8%	70.8%	66.3%

**** Unable to report data if fewer than 5 students are tested. Ranges are used when more than five students are tested, but an individual cell contains fewer than 3 students.

* Beginning in 2002-03, the state only used two categories (Below/Not Proficient and Proficient/Advanced Proficient).

ALASKA STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics.

Reading Test

Grade 6

Test: Alaska Comprehensive System of Student Assessment Benchmark

Edition/publication year: 2000

Publisher: CTB McGraw Hill

Number of students in the grade in which the test was administered:	2002-03	77 students
	2001-02	81 students
	2000-01	unavailable

Number of students who took the test	2002-03	76 students
	2001-02	81 students
	2000-01	53 students

What groups were excluded from testing? Why, and how were they assessed? : No groups were excluded.

Number excluded 0 Percent excluded 0%

Proficiency Levels for the Benchmark 2 (Grade 6):

Reading:	Advanced Proficient	372 +
	Proficient	311 – 371
	Below Proficient	248 – 310
	Not Proficient	247 and below

Writing:	Advanced Proficient	416+
	Proficient	300 – 415
	Below Proficient	196 – 299
	Not Proficient	195 and below

Math:	Advanced Proficient	399+
	Proficient	329 – 398
	Below Proficient	291 – 328
	Not Proficient	290 and below

ALASKA STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics.

Writing Test

Grade 6

Test: Alaska Comprehensive System of Student Assessment Benchmark

Edition/publication year: 2000

Publisher: CTB McGraw Hill

Number of students in the grade in which the test was administered:	2002-03	77 students
	2001-03	81 students
	2000-01	unavailable

Number of students who took the test	2002-03	77 students
	2001-03	81 students
	2000-01	53 students

What groups were excluded from testing? Why, and how were they assessed? : No groups were excluded.

Number excluded 0 Percent excluded 0%

Proficiency Levels for the Benchmark 2 (Grade 6):

Reading:	Advanced Proficient	372 +
	Proficient	311 – 371
	Below Proficient	248 – 310
	Not Proficient	247 and below

Writing:	Advanced Proficient	416+
	Proficient	300 – 415
	Below Proficient	196 – 299
	Not Proficient	195 and below

Math:	Advanced Proficient	399+
	Proficient	329 – 398
	Below Proficient	291 – 328
	Not Proficient	290 and below

ALASKA STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics.

Mathematics Test

Grade 6

Test: Alaska Comprehensive System of Student Assessment Benchmark

Edition/publication year: 2000

Publisher: CTB McGraw Hill

Number of students in the grade in which the test was administered:	2002-03	77 students
	2001-04	81 students
	2000-01	unavailable

Number of students who took the test	2002-03	76 students
	2001-04	81 students
	2000-01	53 students

What groups were excluded from testing? Why, and how were they assessed? : No groups were excluded.

Number excluded 0 Percent excluded 0%

Proficiency Levels for the Benchmark 2 (Grade 6):

Reading:	Advanced Proficient	372 +
	Proficient	311 – 371
	Below Proficient	248 – 310
	Not Proficient	247 and below

Writing:	Advanced Proficient	416+
	Proficient	300 – 415
	Below Proficient	196 – 299
	Not Proficient	195 and below

Math:	Advanced Proficient	399+
	Proficient	329 – 398
	Below Proficient	291 – 328
	Not Proficient	290 and below

Data Display Table for **Reading Grade 6**

	2002-2003	2001-2002	2000-2001
Testing month	March	March	March
SCHOOL SCORES			
% Not Proficient		1.2%	3.8%
% Below Proficient	10.5%*	4.9%	3.8%
% Proficient		16%	34%
% Advanced Proficient	89.5%*	77.8%	58.5%
Number of students tested	76	81	53
Percent of total students tested	98.7%	100%	
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1. Caucasian (specify subgroup)			
% Not Proficient	≤ 5 %	≤ 5 %	≤ 10%
% Below Proficient	≤ 5 %	≤ 5%	≤ 10%
% Proficient	8.7%	13.5%	31%
% Advanced Proficient	89.1%	82.7%	62.1%
Number of students tested	46	52	29
2. African-American (specify subgroup)			
% Not Proficient	≤ 20%	≤25%	≤40%
% Below Proficient	30%	≤25%	≤40%
% Proficient	≤ 20%	50%	≤40%
% Advanced Proficient	60%	37.5%	57.1%
Number of students tested	10	8	7
3. Hispanic (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	3	4	2
4. Alaska Native (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	4	3	3
5. Asian/Pacific Islander (specify subgroup)			
% Not Proficient	≤ 20%	≤ 20%	≤ 25%
% Below Proficient	≤ 20%	≤ 20%	≤ 25%
% Proficient	≤ 20%	≤ 20%	33.3%
% Advanced Proficient	75%	92.9%	55.6%
Number of students tested	12	14	9
6. Multi-ethnic (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	0	0	0
7. LEP (specify subgroup)			
% Not Proficient	≤ 20%	****	****
% Below Proficient	≤ 20%	****	****
% Proficient	≤ 20%	****	****
% Advanced Proficient	72.7%	****	****
Number of students tested	11	3	1
8. Title I (specify subgroup)			
% Not Proficient	≤40%	≤ 25%	****

% Below Proficient	≤40%	≤ 25%	****
% Proficient	≤ 40%	55.6%	****
% Advanced Proficient	85.7%	≤ 25%	****
Number of students tested	7	9	1
9. Migrant (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	0	1	1
STATE SCORES			
% Not Proficient/Below Proficient	30.2%	30.2%	30.6%
% Advanced Proficient/Proficient	69.8%	69.8%	69.4%

**** Unable to report data if fewer than 5 students are tested. Ranges are used when more than five students are tested, but an individual cell contains fewer than 3 students.

* Beginning in 2002-03, the state only used two categories (Below/Not Proficient and Proficient/Advanced Proficient).

Data Display Table for **Writing Grade 6**

	2002-2003	2001-2002	2000-2001
Testing month	March	March	March
SCHOOL SCORES			
% Not Proficient		0	1.9%
% Below Proficient	5.2%*	4.9%	1.9%
% Proficient		32.1%	49.1%
% Advanced Proficient	94.8%*	63%	47.2%
Number of students tested	77	81	53
Percent of total students tested	100%	100%	
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1. Caucasian (specify subgroup)			
% Not Proficient	≤ 5%	≤ 5%	≤ 5%
% Below Proficient	≤ 5%	≤ 5%	≤ 5%
% Proficient	37%	30.8%	37.9%
% Advanced Proficient	63%	67.3%	58.6%
Number of students tested	46	52	29
2. African-American (specify subgroup)			
% Not Proficient	≤ 20%	≤ 25%	≤ 40%
% Below Proficient	≤ 20%	≤ 25%	≤ 40%
% Proficient	40%	50%	57.1%
% Advanced Proficient	40%	≤ 25%	42.9%
Number of students tested	10	8	7
3. Hispanic (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	3	4	2
4. Alaska Native (specify subgroup)			
% Not Proficient	≤ 40%	****	****
% Below Proficient	≤ 40%	****	****
% Proficient	≤ 40%	****	****
% Advanced Proficient	≤ 40%	****	****
Number of students tested	5	3	3
5. Asian/Pacific Islander (specify subgroup)			
% Not Proficient	≤ 20%	≤ 20%	≤ 25%
% Below Proficient	≤ 20%	≤ 20%	≤ 25%
% Proficient	50%	≤ 20%	55.6%
% Advanced Proficient	41.7%	85.7%	33.3%
Number of students tested	12	14	9
6. Multi-ethnic (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	0	0	0
7. LEP (specify subgroup)			
% Not Proficient	≤ 20%	****	****
% Below Proficient	≤ 20%	****	****
% Proficient	45.5%	****	****
% Advanced Proficient	45.5%	****	****
Number of students tested	11	3	1
8. Title I (specify subgroup)			
% Not Proficient	≤ 25%	≤ 25%	****

% Below Proficient	≤ 25%	≤ 25%	****
% Proficient	≤ 25%	66.7%	****
% Advanced Proficient	50%	≤ 25%	****
Number of students tested	8	9	1
9. Migrant (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	1	1	1
STATE SCORES			
% Not Proficient/Below Proficient	25%	24.5%	27%
% Advanced Proficient/Proficient	75%	75.5%	73%

**** Unable to report data if fewer than 5 students are tested. Ranges are used when more than five students are tested, but an individual cell contains fewer than 3 students.

* Beginning in 2002-03, the state only used two categories (Below/Not Proficient and Proficient/Advanced Proficient).

Data Display Table for **Mathematics Grade 6**

	2002-2003	2001-2002	2000-2001
Testing month	March	March	March
SCHOOL SCORES			
% Not Proficient		0	5.7%
% Below Proficient	6.6%*	4.9%	1.9%
% Proficient		32.1%	41.5%
% Advanced Proficient	93.4%*	63%	50.9%
Number of students tested	76	81	53
Percent of total students tested	98.7%	100%	
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1. Caucasian (specify subgroup)			
% Not Proficient	≤ 5%	≤ 5%	≤ 10%
% Below Proficient	≤ 5%	≤ 5%	≤ 10%
% Proficient	23.9%	21.2%	34.5%
% Advanced Proficient	73.9%	75%	62.1%
Number of students tested	46	52	29
2. African-American (specify subgroup)			
% Not Proficient	≤ 20%	≤ 25%	≤ 40%
% Below Proficient	≤ 20%	≤ 25%	≤ 40%
% Proficient	≤ 20%	62.5%	71.4%
% Advanced Proficient	50%	≤ 25%	≤ 40%
Number of students tested	10	8	7
3. Hispanic (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	3	4	2
4. Alaska Native (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	4	3	3
5. Asian/Pacific Islander (specify subgroup)			
% Not Proficient	≤ 20%	≤ 20%	≤ 25%
% Below Proficient	≤ 20%	≤ 20%	≤ 25%
% Proficient	41.7%	35.7%	≤ 25%
% Advanced Proficient	50%	64.3%	66.7%
Number of students tested	12	14	9
6. Multi-ethnic (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	0	0	0
7. LEP (specify subgroup)			
% Not Proficient	≤ 20%	****	****
% Below Proficient	≤ 20%	****	****
% Proficient	54.5%	****	****
% Advanced Proficient	45.5%	****	****
Number of students tested	11	3	1
8. Title I (specify subgroup)			
% Not Proficient	≤ 40%	≤ 25%	****

% Below Proficient	≤ 40%	≤ 25%	****
% Proficient	42.9%	66.7%	****
% Advanced Proficient	≤ 40%	≤ 25%	****
Number of students tested	7	9	1
9. Migrant (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	0	1	1
STATE SCORES			
% Not Proficient/Below Proficient	35.7%	36.1%	37.1%
% Advanced Proficient/Proficient	64.3%	63.9%	62.9%

**** Unable to report data if fewer than 5 students are tested. Ranges are used when more than five students are tested, but an individual cell contains fewer than 3 students.

* Beginning in 2002-03, the state only used two categories (Below/Not Proficient and Proficient/Advanced Proficient).

ALASKA STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics.

Reading Test

Grade 8

Test: Alaska Comprehensive System of Student Assessment Benchmark

Edition/publication year: 2000

Publisher: CTB McGraw Hill

Number of students in the grade in which the test was administered:	2002-03	43 students
	2001-02	52 students
	2000-01	unavailable

Number of students who took the test:	2002-03	43 students
	2001-02	52 students
	2000-01	27 students

What groups were excluded from testing? Why, and how were they assessed? : No groups were excluded.

Number excluded 0 Percent excluded 0%

Proficiency Levels for the Benchmark 3 (Grade 8):

Reading:	Advanced Proficient	368 +
	Proficient	307 – 367
	Below Proficient	234 – 306
	Not Proficient	233 and below

Writing:	Advanced Proficient	408 +
	Proficient	292 – 407
	Below Proficient	192 – 291
	Not Proficient	191 and below

Math:	Advanced Proficient	396 +
	Proficient	322 – 395
	Below Proficient	282 – 321
	Not Proficient	281 and below

ALASKA STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics.

Writing Test

Grade 8

Test: Alaska Comprehensive System of Student Assessment Benchmark

Edition/publication year: 2000

Publisher: CTB McGraw Hill

Number of students in the grade in which the test was administered:	2002-03	43 students
	2001-03	52 students
	2000-01	unavailable

Number of students who took the test:	2002-03	43 students
	2001-03	52 students
	2000-01	27 students

What groups were excluded from testing? Why, and how were they assessed? : No groups were excluded.

Number excluded 0 Percent excluded 0%

Proficiency Levels for the Benchmark 3 (Grade 8):

Reading:	Advanced Proficient	368 +
	Proficient	307 – 367
	Below Proficient	234 – 306
	Not Proficient	233 and below

Writing:	Advanced Proficient	408 +
	Proficient	292 – 407
	Below Proficient	192 – 291
	Not Proficient	191 and below

Math:	Advanced Proficient	396 +
	Proficient	322 – 395
	Below Proficient	282 – 321
	Not Proficient	281 and below

ALASKA STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematic.
Mathematics Test

Grade 8

Test: Alaska Comprehensive System of Student Assessment Benchmark

Edition/publication year: 2000

Publisher: CTB McGraw Hill

Number of students in the grade in which the test was administered:	2002-03	43 students
	2001-04	52 students
	2000-01	unavailable

Number of students who took the test:	2002-03	43 students
	2001-04	52 students
	2000-01	27 students

What groups were excluded from testing? Why, and how were they assessed? : No groups were excluded.

Number excluded 0 Percent excluded 0%

Proficiency Levels for the Benchmark 3 (Grade 8):

Reading:	Advanced Proficient	368 +
	Proficient	307 – 367
	Below Proficient	234 – 306
	Not Proficient	233 and below

Writing:	Advanced Proficient	408 +
	Proficient	292 – 407
	Below Proficient	192 – 291
	Not Proficient	191 and below

Math:	Advanced Proficient	396 +
	Proficient	322 – 395
	Below Proficient	282 – 321
	Not Proficient	281 and below

Data Display Table for **Reading Grade 8**

	2002-2003	2001-2002	2000-2001
Testing month	March	March	March
SCHOOL SCORES			
% Not Proficient		0	0
% Below Proficient	7%*	1.9%	3.7%
% Proficient		7.7%	7.4%
% Advanced Proficient	93%*	90.4%	88.9%
Number of students tested	43	52	27
Percent of total students tested	100%	100%	
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1. Caucasian (specify subgroup)			
% Not Proficient	≤ 10%	≤ 10%	≤ 10%
% Below Proficient	10%	≤ 10%	≤ 10%
% Proficient	33.3%	8.3%	≤ 10%
% Advanced Proficient	56.7%	91.7%	86.4%
Number of students tested	30	36	22
2. African-American (specify subgroup)			
% Not Proficient	≤ 40%	****	****
% Below Proficient	≤ 40%	****	****
% Proficient	57.1%	****	****
% Advanced Proficient	42.9%	****	****
Number of students tested	7	2	0
3. Hispanic (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	1	0	0
4. Alaska Native (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	1	4	1
5. Asian/Pacific Islander (specify subgroup)			
% Not Proficient	****	≤ 25%	****
% Below Proficient	****	≤ 25%	****
% Proficient	****	≤ 25%	****
% Advanced Proficient	****	88.9%	****
Number of students tested	4	9	3
6. Multi-ethnic (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	0	1	0
7. LEP (specify subgroup)			
% Not Proficient	≤ 40%	****	****
% Below Proficient	≤ 40%	****	****
% Proficient	≤ 40%	****	****
% Advanced Proficient	60%	****	****
Number of students tested	5	0	0
8. Title I (specify subgroup)			
% Not Proficient	****	****	****

% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	3	1	1
9. Migrant (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	0	2	0
STATE SCORES			
% Not Proficient/Below Proficient	32.1%	18.4%	17.5%
% Advanced Proficient/Proficient	67.9%	81.6%	82.5%

**** Unable to report data if fewer than 5 students are tested. Ranges are used when more than five students are tested, but an individual cell contains fewer than 3 students.

* Beginning in 2002-03, the state only used two categories (Below/Not Proficient and Proficient/Advanced Proficient).

Data Display Table for **Writing Grade 8**

	2002-2003	2001-2002	2000-2001
Testing month	March	March	March
SCHOOL SCORES			
% Not Proficient		0	0
% Below Proficient	9.3%*	9.6%	14.8%
% Proficient		57.7%	59.3%
% Advanced Proficient	90.7%*	32.7%	25.9%
Number of students tested	43	52	27
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1. Caucasian (specify subgroup)			
% Not Proficient	≤ 10%	≤ 10%	≤ 10%
% Below Proficient	≤ 10%	11.1%	18.2%
% Proficient	46.7%	55.6%	50%
% Advanced Proficient	43.3%	33.3%	31.8%
Number of students tested	30	36	22
2. African-American (specify subgroup)			
% Not Proficient	≤ 40%	****	****
% Below Proficient	≤ 40%	****	****
% Proficient	71.4%	****	****
% Advanced Proficient	≤ 40%	****	****
Number of students tested	7	2	0
3. Hispanic (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	1	0	0
4. Alaska Native (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	1	4	1
5. Asian/Pacific Islander (specify subgroup)			
% Not Proficient	****	≤ 25%	****
% Below Proficient	****	≤ 25%	****
% Proficient	****	55.6%	****
% Advanced Proficient	****	44.4%	****
Number of students tested	4	9	3
6. Multi-ethnic (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	0	1	0
7. LEP (specify subgroup)			
% Not Proficient	≤ 40%	****	****
% Below Proficient	≤ 40%	****	****
% Proficient	100%	****	****
% Advanced Proficient	≤ 40%	****	****
Number of students tested	5	0	0
8. Title I (specify subgroup)			
% Not Proficient	****	****	****

% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	3	1	1
9. Migrant (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	0	2	0
STATE SCORES			
% Not Proficient/Below Proficient	26.4%	33.7%	32.1%
% Advanced Proficient/Proficient	73.6%	66.3%	67.9%

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* Beginning in 2002-03, the state only used two categories (Below/Not Proficient and Proficient/Advanced Proficient).

Data Display Table for **Mathematics Grade 8**

	2002-2003	2001-2002	2000-2001
Testing month	March	March	March
SCHOOL SCORES			
% Not Proficient		0	7.4%
% Below Proficient	7%*	36.5%	33.3%
% Proficient		53.8%	44.4%
% Advanced Proficient	93%*	9.6%	14.8%
Number of students tested	43	52	27
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
SUBGROUP SCORES			
1. Caucasian (specify subgroup)			
% Not Proficient	≤ 10%	≤ 10%	≤ 10%
% Below Proficient	≤ 10%	41.7%	36.4%
% Proficient	40%	50%	36.4%
% Advanced Proficient	53.3%	8.3%	18.2%
Number of students tested	30	36	22
2. African-American (specify subgroup)			
% Not Proficient	≤ 40%	****	****
% Below Proficient	≤ 40%	****	****
% Proficient	71.4%	****	****
% Advanced Proficient	≤ 40%	****	****
Number of students tested	7	2	0
3. Hispanic (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	1	0	0
4. Alaska Native (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	1	4	1
5. Asian/Pacific Islander (specify subgroup)			
% Not Proficient	****	≤ 25%	****
% Below Proficient	****	≤ 25%	****
% Proficient	****	55.6%	****
% Advanced Proficient	****	≤ 25%	****
Number of students tested	4	9	3
6. Multi-ethnic (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	0	1	0
7. LEP (specify subgroup)			
% Not Proficient	≤ 40%	****	****
% Below Proficient	≤ 40%	****	****
% Proficient	≤ 40%	****	****
% Advanced Proficient	60%	****	****
Number of students tested	5	0	0
8. Title I (specify subgroup)			
% Not Proficient	****	****	****

% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	3	1	1
9. Migrant (specify subgroup)			
% Not Proficient	****	****	****
% Below Proficient	****	****	****
% Proficient	****	****	****
% Advanced Proficient	****	****	****
Number of students tested	0	2	0
STATE SCORES			
% Not Proficient/Below Proficient	36.2%	59.8%	60.5%
% Advanced Proficient/Proficient	63.8%	40.2%	39.5%

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- Beginning in 2002-03, the state only used two categories (Below/Not Proficient and Proficient/Advanced Proficient).

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

This information is unavailable. The state of Alaska did not use this information when nominating the schools for the Blue Ribbon Award.