

# ***2006-2007 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: Mr. John Hurley

Official School Name: Richard Johnson Elementary School

School Mailing Address: P.O. Box 7, 4<sup>th</sup> and Milton Street

Metlakatla, Alaska 99926-0007

County \_\_\_\_\_ State School Code Number\* 060030

Telephone ( 907 ) 886-4121 \_\_\_\_\_ Fax ( 907 ) 886-5130 \_\_\_\_\_

Web site/URL www.aisd.k12.ak.us E-mail jhurley@aisd.k12.ak.us

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\* Mr. Brett Agenbroad

District Name Annette Islands School District Tel. ( 907 ) 886-6332 \_\_\_\_\_

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 Ms. Sherry Hayward

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.

\_\_\_\_\_  
Date \_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

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 on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 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

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All data are the most recent year available.

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

1. Number of schools in the district:    \_\_\_1\_\_\_ Elementary schools  
    \_\_\_1\_\_\_ Middle schools  
    \_\_\_\_\_ Junior high schools  
    \_\_\_1\_\_\_ High schools  
    \_\_\_\_\_ Other
- \_\_\_3\_\_\_ TOTAL
2. District Per Pupil Expenditure:        \$14,491.00 \_\_\_\_\_  
     Average State Per Pupil Expenditure:    \$6,337.00 \_\_\_\_\_

**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. \_\_\_6\_\_\_ Number of years the principal has been in her/his position at this school.  
     \_\_\_\_\_ 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 | Grade | # of Males | # of Females | Grade Total |
|--|------------|--------------|-------------|-------|------------|--------------|-------------|
| PreK   |            |              |             | 7     |            |              |             |
| K  | 15         | 10           | 25          | 8     |            |              |             |
| 1  | 15         | 14           | 29          | 9     |            |              |             |
| 2  | 8          | 8            | 16          | 10    |            |              |             |
| 3  | 11         | 11           | 22          | 11    |            |              |             |
| 4  | 5          | 11           | 16          | 12    |            |              |             |
| 5  | 10         | 11           | 21          | Other |            |              |             |
| 6  | 10         | 8            | 18          |       |            |              |             |
| <b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b> |            |              |             |       |            |              | <b>147</b>  |

6. Racial/ethnic composition of the school:
- |                   |  |
|-------------------|--|
| 1                 | % White                                  |
| _____             | % Black or African American              |
| _____             | % Hispanic or Latino                     |
| _____             | % Asian/Pacific Islander                 |
| 99                | % American Indian/ <b>Alaskan Native</b> |
| <b>100% Total</b> |  |

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:   10  %

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

|            |   |      |
|------------|---|------|
| <b>(1)</b> | Number of students who transferred <i>to</i> the school after October 1 until the end of the year   | 7    |
| <b>(2)</b> | Number of students who transferred <i>from</i> the school after October 1 until the end of the year | 7    |
| <b>(3)</b> | Total of all transferred students [sum of rows (1) and (2)]   | 14   |
| <b>(4)</b> | Total number of students in the school as of October 1  | 145  |
| <b>(5)</b> | Total transferred students in row (3) divided by total students in row (4)                          | 0.09 |
| <b>(6)</b> | Amount in row (5) multiplied by 100   | 9    |

8. Limited English Proficient students in the school:   0  %  
\_\_\_\_\_ Total Number Limited English Proficient

Number of languages represented:   1    
Specify languages: English

9. Students eligible for free/reduced-priced meals:   82  %  
Total number students who qualify:   119



## **PART III - SUMMARY**

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Richard Johnson Elementary is a kindergarten through sixth grade school located within the Annette Islands School District (AISD). AISD has an enrollment of 282 students of 99% Alaska Native heritage. The Metlakatla Indian Community (MIC) of Annette Islands has a population of 1,400. This is a proud community with a unique distinction of being the only Indian Reserve in the state of Alaska.

The indigenous people of this community are comprised mostly of Tsimpshian Indians, with some Haida, and Tlingit Indians also residing on the island. Metlakatla is located on Annette Island, which encompasses 86,741 acres of largely inaccessible mountainous terrain. Metlakatla is the most southern community in Alaska with its proximity closer to Seattle than that of Anchorage. Average annual rainfall is 137 inches with a record of 189 inches of rain in 1959. This rainforest climate is temperate with an annual average temperature of 46 degrees Fahrenheit.

During the 2001/02 school year, AISD received a "Heavy Impact Aid" (PL-874) designation as a result of its poor economic condition and its inability to generate revenues locally. Also based on 2001/02 economic data and the exorbitantly high percentage of economically disadvantaged students eligible for free and reduced lunches (82%), AISD has been allowed to operate its National School Lunch Program with a Provision 3 designation; therefore, all of AISD's school children are allowed to eat for free.

Richard Johnson Elementary has an enrollment that is on average 145 kindergarten through sixth grade students. Only the kindergarten and first grade classrooms have two sections. Class sizes range from 12 to 21 students. In addition to our nine classroom teachers, Richard Johnson Elementary School provides comprehensive educational services via full-time teachers such as a special education teacher, a speech pathologist, a school counselor, a Title I reading specialist, and a science/Title I math teacher. There are shared K-12 music and physical education teachers who provide quality instruction in these specialized areas. Support personnel working with teachers and administration include two instructional tutors, a service aide, a technology/library aide, and an occupational/physical therapy aide who works with contracted service providers.

It is this school district's shared vision that "Education is everybody's business in Metlaktla". Such vision requires that our community school provide instruction that reflects the local ethos by being an informal institution focused on individualizing instruction and educating well. Learning is recognized as an active process, with students collaborating, moving about the classroom, and sharing ideas. As such, enactment of democratic principles and the modeling of those principles are reflective of our overall mission.

It is through Richard Johnson Elementary School's daily efforts whereby a type of quality education is provided which acknowledges those innate characteristics that our children bring to school, namely, a curiosity and desire to understand their place in the world. Because our children are individuals, it is recognized that their rate of development, interests, learning styles, and talents are different. Instruction for each child is delivered with this reality in mind.

Students are encouraged and required to strive at an appropriate pace that underscores the importance of developmentally appropriate practices and shows a commitment to individual improvement. Achievement is based on each child's ability to learn at a significant level and to accept the challenges inherent in pursuing knowledge and success. Instruction is sequenced and developmentally appropriate through the utilization of materials that are aligned with state and district standards.

Our ongoing mission is to insure; that all students have competent and caring teachers, that students strive to learn and perform at high levels to meet their potential, that instruction integrates academic, social, emotional, cultural and physical development, and that ultimately, each child develops self-respect and experiences success.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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1. **Assessment Results:** Richard Johnson Elementary School students are assessed through a wide variety of means. Student assessment information regarding our students is annually provided through the state of Alaska's criterion referenced Standards Based Assessments (SBAs) and norm referenced TerraNova tests. These tests are administered in the second semester of each year. Additionally, this year our fourth grade students will be participating in the National Assessment of Educational Progress (NAEP) testing. State, district, and school assessment results for the SBAs and TerraNova tests are posted for viewing by the public and educators alike at the following Alaska Department of Education and Early Development's website: <http://www.eed.state.ak.us/tls/assessment/>

Comprehensive monitoring of progress requires a variety of assessments to provide accurate yearly, quarterly, and daily measures of student understanding and achievement. Assessment instruments used at Richard Johnson Elementary to measure student success include but are not limited to: yearly Alaska Standards Based Assessments which allow us to compare ourselves to the rest of the state, TerraNova norm referenced tests which allow us to compare ourselves on a national level, and the Brigance K & 1 Screening. Quarterly assessments include Star Reading, Star Math, Star Early Literacy and DIBELS. Daily and ongoing assessments include the Scott Foresman reading and mathematics program assessments, Six Traits Analytical assessments, Accelerated Reader, Accelerated Math, the Woodcock Diagnostic Reading Battery, and authentic/real time assessment formulated through daily teacher observations.

Most prominent among the assessments of student progress are Alaska's Standards Based Assessment results. As defined by the state of Alaska as to whether individual schools meet adequate yearly progress (AYP), these high value tests are a critical measure of success as required by the No Child Left Behind Act of 2001. Richard Johnson has met the Adequate Yearly Progress standard for the past two years (2004-06) after having been placed on Level 1 - Alert Status in 2003/04.

Prior to 2004/05, the SBAs were required testing in only Alaska's third and sixth grade classrooms. SBA testing was further instituted in the fourth and fifth grades in the 2004/05 school year. The invaluable, disaggregated data garnered from these tests allowed Richard Johnson to evaluate areas of curricular strength and weakness. Many programmatic changes have occurred based on assessment data.

As a result of data analysis, student achievement in reading, writing, and mathematics as measured by the SBAs supported our contention that elementary school students, while predominately scoring in the proficient range, were not demonstrating their true potential by way of scoring in the advanced category in core subject areas. Due to measures enacted based on current and historical assessment data, we have witnessed a marked increase in students scoring well into the advanced category on the SBAs in all subject areas in the third through sixth grade levels. The district does view student SBA scores of proficient and advanced to demonstrate that a student is meeting the content standard.

As mentioned in the summary, 98% of Richard Johnson Elementary's students are of Alaska Native heritage. With immense pride, quantifiably our students compare most favorably with the entirety of the state's Alaska Native subgroup. In the charts that follow, the Caucasian demographic was also included to demonstrate the strength of our students' achievement as compared to Alaska's largest and most affluent demographic group. Like a marathoner, we continue to strive to catch and surpass those in the lead.

The greatest disparity amongst subgroups was exhibited by our population of special education students. Fluctuations in scoring were determined to be a variable of the degree to which this subpopulation had clusters of cognitive disabilities and levels of severity of disability at any particular grade level, during any particular year. This group of students performs to the best of their abilities; however, they continue to be our greatest concern. Due to low numbers of special education students, no charts contain this subgroup.

**2. Using Assessment Results:** In 2001/02, Richard Johnson’s curricular/instructional programs were in desperate need of review. Due to assessment results and data-based decision making becoming more “high-stakes”, it became quite evident that our outdated materials needed to be replaced. Beginning in 2001/02, the language arts program went through a comprehensive review. It was determined that the Heath Reading Program (copyright 1989) was to be replaced by the Scott Foresman Reading Series (copyright 2002) and was subsequently implemented in the 2002/03 school year. The writing program was simultaneously upgraded with an aggregate of the Step Up to Writing methodology, the Write Source writing program, and the Six Trait Writing Assessment Model. These programs were selected due to their alignment with current Alaska state standards. Step Up to Writing and The Six Trait Analytical Assessment Model are consistent with the scoring rubric used to score the writing portion of the SBAs. The D’Nealian Penmanship Program was also implemented at the start of the 2002/03 school year to compliment our focus on the writing process.

After a comprehensive review of the SBA mathematics assessment data, the 2003/04 school year began with the implementation of the Scott Foresman–Addison Wesley mathematics series (copyright 2002). Previously the mathematics program consisted primarily of Addison Wesley’s Exploring Mathematics (copyright 1991). Mathematics curricular purchasing decisions were undertaken based upon what we felt constituted research-based “best practices”, how our children’s visual/bodily-kinesthetic learning styles would be best met, and by which materials align themselves with the Alaska State Standards as defined by Alaska’s Grade Level Expectations (GLEs).

Based on assessment data that identified an over abundance of at-risk students in reading, a full-time certified reading instructor and two instructional tutors were hired to provide small group instruction in language arts for the intermediate grade levels. Intermediate grade level intervention sessions with the reading instructor typically consist of 30 minutes of reading instruction with three or less students. Emphasis is placed on vocabulary development, fluency, and reading comprehension. The instructional aides provide language arts tutoring to students during a 30 to 45 minute session in an alternate setting during and after school. Additionally, AISD has made a long-term monetary commitment to sustaining academic gains through reducing class sizes when possible and providing summer school for the at-risk.

**3. Communicating Assessment Results:** Communication with the public at its broadest began at the beginning of the 2002/03 school year with presentation of Richard Johnson Elementary’s “Report Card”. This reporting mechanism is based on providing the public with comparative information which ultimately influences programmatic changes. This longitudinal data now provides the public and school district with useful information that spans a time period from 2001 to 2006. Report Card components include; Guiding Principles, Instructional Philosophy, School Climate and Culture, graphed Alaska Standards Based and TerraNova assessment results, Interpretation of Results, Action Plans, School-wide Expectations, Attendance Rates, Parent/Teacher Conference Participation rates, lists Highly Qualified Personnel, and provides longitudinal Parent Survey results spanning seven years. The Report Card is presented to the school board in September of each school year. Additionally, longitudinal tests results are prominently displayed in the school’s hallways.

Internal communications regarding student academic and behavioral concerns as identified through assessment data and teacher observations are addressed through meetings held on an “as need” basis between tutors, classroom teachers, specialists (Reading teacher, Resource teacher, Counselor, Speech Pathologist) and parents. The Teacher Assist Group (TAG) is designed to support early identification of students that are having academic/social problems, determine the strategies to be used in the early stages of intervention, share ideas amongst professionals, enlist parents as partners in their child’s academic/social development and to support the continued assessment and enrichment of individual student needs. Emphasis is placed on providing accurate and timely information to parents regarding student progress.

4. **Sharing Success:** Richard Johnson Elementary is the only elementary school in the Annette Islands School District. Being located on an island without the transportation conveniences of less rural settings does present challenges when trying to lessen the physical isolation. As a practical matter, it is very difficult to share our successes with other schools in neighboring communities. It has been our desire to communicate our unique challenges and successes to a larger audience, however; the reality is that the best formats for communicating our successes take place in informal conversations at professional development conferences, continuing education courses attended by staff, and with various staff development professionals hired to present at our school. The state of Alaska Department of Education and Early Development has recently made available to the Annette Islands School District teacher mentors who garner worthy ideas from this school and pass them on to other young, inexperienced teachers in other districts and vice versa.

Through a combination of teachers, administrators, and school board members networking in person or on-line, whether it be via the superintendent and school board members annual trip to Juneau for the Alaska State Legislative Fly-in, or whether it has been a result of various agencies (ex. Special Education Service Agency, Community Connections, etc.), we have been able to “get the word out” that Richard Johnson Elementary is a school of high achievement with many attributes to share. Our ultimate goal at Richard Johnson has been to create a school of such high achievement, as compared to our own Native Alaskan demographic group on state testing measures, that we would be given the necessary recognition needed to pursue sharing our story within Alaska or in the “Lower 48” with schools of similar characteristics. With the knowledge that we have a proven track record of academic achievement to share, being nominated as a federally recognized Blue Ribbon school will allow us to continue on a path toward sharing our triumphs as well as our trials and tribulations in the pursuit of excellence.

## PART V – CURRICULUM AND INSTRUCTION

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1. **Curriculum:** Richard Johnson Elementary School's core curriculum is based upon the Alaska State Content and Performance Standards and guided by the Alaska Grade Level Expectations (GLEs) in reading, writing, and mathematics. Instruction is always in an ongoing state of adaptation to ensure that there is strict adherence and alignment to Alaska's curricular expectations. Daily success is most often defined by individual student progress toward mastery of subject matter which in turn allows for an efficient, sequential, quality learning experience.

Reading attainment and proficiency, a gateway skill to success in all other core curricular areas, is emphasized throughout all subjects and is of the greatest concern when considering our elementary school students' academic experience. Quality reading instruction for students at the third, fourth, fifth, and sixth grade levels, who are determined to be performing below grade level in any area of language arts, receive small group instruction by a certified teacher and/or a highly qualified instructional aide. Primary grade students who are identified as having difficulties meeting grade level expectations, as indicated through teacher observations and assessment during individual and small group instruction, have their academic needs met with intensive individualized interventions.

Writing instruction is best described as an integration of several instructional components. The Write Source writing program provides a textbook derived model for the introduction of core competencies as aligned with and prescribed by the GLEs for writing. The Step Up to Writing program provides the authentic next step in putting these newly introduced concepts into written practice. As student writing progresses, elements of the Six Trait Analytical Assessment Model scoring rubrics are taught and used as the assessment instrument for student authorship. The D'Nealian Penmanship Program is used throughout the elementary school and provides the format for student manuscript and cursive writing.

Spelling instruction is incorporated into the Scott Foresman Reading series.

Mathematics instruction that emphasizes computational skills through quality practice and exploration of practical applications are the norm. Teachers actively involve children in doing mathematics in classrooms generously equipped with a wide variety of resource materials. Explanations to students of mathematical procedures and their underlying concepts are aligned with the GLEs. Sufficient time is given to upper grade level students to work with and to practice applications. A broad range of content including mathematical reasoning, problem solving, patterns and relationships, measurement, geometry, statistics, probability, and pre-algebra, which have significant and growing applications in many disciplines and occupations, are provided in the Scott Foresman/Addison Wesley math series.

Hands-on science instruction is taught by a certified teacher in the elementary school's science lab. Within the science lab is the complete collection of the Full Option Science System (FOSS) kits as well as many other hands-on materials. Textbooks in the classrooms augment the science program's experientialist components. The McGraw-Hill science series (copyright 2002) was purchased as a comprehensive effort to increase science literacy. Science has been taught as a pull-out specialty program since 2002/03.

Social Studies are taught in conjunction with language arts and have recently been subject to curricular review. At the beginning of the 2004/05 school year, Richard Johnson Elementary purchased the Houghton Mifflin social studies textbook series as well as complete sets of maps and globes (copyright 2005) for each classroom. Internet access, which is made available in our computer lab, has allowed us to see ourselves as part of a larger world and to understand our place within this world.

Our fine arts curriculum includes discreet instruction in Tsimpshian language, dance and drum, traditional ovoid drawing. The art curriculum allows for additional teacher directed or free art expression.

**2a. (Elementary Schools) Reading:** Reading instruction has been driven by the transition to a new Scott Foresman Reading series in the 2002/03 school year and Alaska's implementation of the Grade Level Expectations (GLEs) in 2004/05. Richard Johnson Elementary's literacy program augments the reading of and instruction through basils in a variety of ways. Our main goal continues to be to heighten appreciation for literature, create thoughtful lifelong readers of good literature, and to have as much quality

reading material available for our students as space will permit. Literary appreciation has been bolstered over the past several years through the addition of over \$50,000 of Accelerated Reader (AR) compatible fiction and nonfiction books to the library, our participation in the Alaska Battle of the Books competition beginning in 2003/04, and the annual celebration of Dr. Seuss' birthday. Eclectic mixtures of instructional models focus on the joyful attainment of literacy utilizing guided reading techniques with individual and small groups of students.

Instructional emphasis is on promoting word attack skills, vocabulary development, fluency, and comprehension. For those students who are becoming emergent independent readers there are a wealth of leveled readers available in the primary classrooms. For the more sophisticated readers there is a plethora of AR compatible books, periodicals, and other materials that keep students challenged within their proximal zones of development. Good literature and literature circles provide students with opportunities to evaluate and express their opinions as to what constitutes enriching reading material. Mastery learning utilizing ongoing assessments and running records as provided by the Accelerated Reader program, STAR Reading and Early Literacy programs, DIBELS, PLATO, and teacher observed authentic assessment is critical to our pursuit of tracking individual mastery of the reading process. Web-based programs such as AR, STAR, DIBELS, and PLATO provide daily preliminary academic information to teachers and administration so that interventions for at-risk students can be initiated in a timely manner.

**3. Additional Curriculum Area:** Richard Johnson Elementary is very fortunate to have a full-time school counselor. This position has been filled by a certified counselor who is also an enrolled member of this community. Her presence has provided continuity and security for the children of this elementary school for the past seventeen years. Although there are many different guidance curriculums available for purchase, our native-born counselor has chosen to draw on components of those "canned programs" that are consistent with local cultural teachings. The intertwining of portions of purchased programs with that of local heritage and values, has allowed the elementary school children to develop their decision-making capabilities in a culturally appropriate way. The counseling program has established a climate/culture which expects students to understand and respect the value of education and to strive toward applying themselves in all endeavors.

The counseling program also works with students in a culturally responsive way through our newly instituted Shim-AL-gyack Native Song and Dance program. This program, initially designed for our kindergarten through second grade students, provides students with an opportunity to learn about personal well-being while being engaged in the acquisition of native language, song, and dance. Emphasis is placed on developing physical abilities, respect for self, developing the concept of respect for others (especially elders), cooperation within a group structure, and individual responsibility to positively represent their clan in their everyday efforts toward academic success. There are two culminating performances at the end of each semester at the MIC Longhouse. Performances are heavily attended and garner standing ovations.

With each successive year of the Shim-AL-gyack program, another grade level will be added. The goal is to have a firmly embedded kindergarten through sixth grade program by 2010. Sixth through fourth grade students also receive instruction in native art through the counselor and local artisans. The establishment of peer mediation teams (fifth and sixth grade) has also helped develop intuitively responsible students through positive interactions with older, more positive role models. The counselor's prominent role within the school has ultimately lessened disruptive behaviors to a level that is almost negligible.

**4. Instructional Methods:** The teachers at Richard Johnson Elementary School use a variety of approaches/strategies in the classroom (e.g., written form, verbal form, audio-visual presentations, etc.). The choice of a particular methodology is based on what constitutes best practice, what meets the needs of the student(s) in that particular instructional moment, and is based on which aspect of a program/method has a proven track-record at helping student mastery of Alaska's Grade Level Expectations. Good instructional practices generally follow the precepts espoused by Madeline Hunter.

When instruction begins, the teacher organizes individual, small group or large group learning activities as appropriate to the students, subject matter and lesson objectives. Assurance of quality instruction is reliant on the teacher making certain that instructional activities follow a logical sequence with each successive activity building upon the previous lessons. Through the use of daily, weekly, and quarterly assessments, teachers are able to meet informally with students to encourage their efforts and to review student progress.

Our teachers are effective due to their ability to provide students with instructions, explanations, and directions in the manner in which they are most likely to be understood. Teacher use of daily authentic assessments, combined with the checking of student understanding after the introduction of essential concepts, and the availability of assistance for students who are experiencing academic difficulty ensures student progress. The teacher, through active facilitation, will not allow individual needs to go unmet whether the student is at-risk or high achieving. To further increase the effectiveness of lessons, teachers diagnose student needs prior to developing plans. The school's expectations and evaluation tools are consistent with student progress being measured in a pre/post format. Our overall goal is to document individual growth and to provide accurate measurement of student success.

**5. Professional Development:** Professional development has been based on individual as well as group student achievement data. Every attempt is made to link measurement of strengths and weaknesses within our instructional and curricular methodologies with professional development. Over the past several years, our professional development practices have been based primarily on results garnered from the Alaska Standards Based Assessments, TerraNova norm referenced testing, and teacher observations.

Based on data and at great expense, teachers have been provided on-site professional development opportunities and presentations in preparation for programmatic changes. These presentations have been conducted by representatives of such programs as Hands on Equations, DIBELS, Accelerated Reader, and PLATO. On-site opportunities have been organized with the intent that all elementary school staff will be provided professional development that allows for the largest number of certified and classified staff to attend. Instructional cohesion is strengthened through increased involvement by as many staff members as is possible in the learning of newer instructional practices which will enhance current methodologies.

Richard Johnson elementary school has in the past sent staff members to other districts (Ketchikan and Sitka) for inservicing in Reading Recovery, Lindamood-Bell Learning Processes, and On Cloud Nine mathematics. Certified staff has also utilized professional development funds to travel the country in order to attend the International Reading Association, National Teachers of Science, National Teachers of Mathematics, and various regional conferences in search of effective teaching strategies. Additionally, a practitioner who is currently employed in a full-time elementary teaching position in Colorado and is a recognized expert in the field was brought to our school to facilitate thought and cohesion regarding the practical aspects of our writing program. In whichever curricular area our annual assessment results indicate weakness; we will analyze the data, and change our professional development focus accordingly.

**PART VII - ASSESSMENT RESULTS**  
**ALASKA STATE CRITERION-REFERENCED TESTS**

Subject: Reading Grade: 3 Test: Standards Based Assessment (2005-06)  
Alaska State Benchmark Exams (2001-05)

Edition/Publication Year: 1997 Publisher: CTB/McGraw Hill

|  | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                                  | Apr.      | Apr.      | Feb.      | Mar.      | Mar.      |
| <b>SCHOOL SCORES</b>                           |           |           |           |           |           |
| % Advanced/Proficient                          | 80.0      | 95.0      | 73.0      | 75.0      | 67.0      |
| % Advanced                                     | 47.0      | 28.0      | 6.0       | 8.0       | 0.0       |
| Number of students tested                      | 15        | 18        | 18        | 24        | 17        |
| Percent of total students tested               | 100       | 100       | 100       | 100       | 94.4      |
| Number of students alternatively assessed      | 00.0      | 00.0      | 00.0      | 00.0      | 00.0      |
| Percent of students alternatively assessed     | 00.0      | 00.0      | 00.0      | 00.0      | 00.0      |
|  |           |           |           |           |           |
| <b>SCHOOL SUBGROUP SCORES</b>                  |           |           |           |           |           |
| 1 Alaska Native AND Economically Disadvantaged |           |           |           |           |           |
| % Advanced/Proficient                          | 80.0      | 94.4      | 72.2      | 75.0      | 66.7      |
| % Advanced                                     | 46.7      | 27.8      | 6.0       | 8.0       | 0.0       |
| Number of students tested                      | 15        | 18        | 18        | 24        | 18        |

1 Alaska Native and Economically Disadvantaged are the same students.

Subject: Reading Grade: 4 Test: Standards Based Assessment (2005-06)  
Alaska State Benchmark Exams (2001-05)

Edition/Publication Year: 1997 Publisher: CTB/McGraw Hill

|   | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing month   | Apr.      | Apr.      | Feb.      | Mar.      | Mar.      |
| <b>SCHOOL SCORES</b>                                  |           |           |           |           |           |
| % Advanced/Proficient                                 | 89.0      | 70.0      | **        | **        | **        |
| % Advanced  | 28.0      | 20.0      | **        | **        | **        |
| Number of students tested                             | 18        | 20        | **        | **        | **        |
| Percent of total students tested                      | 100       | 100       | **        | **        | **        |
| Number of students alternatively assessed             | 00.0      | 00.0      | **        | **        | **        |
| Percent of students alternatively assessed            | 00.0      | 00.0      | **        | **        | **        |
| <b>SCHOOL SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 1 Alaska Native <u>AND</u> Economically Disadvantaged |           |           |           |           |           |
| % Advanced/Proficient                                 | 88.9      | 70.0      | **        | **        | **        |
| % Advanced  | 27.8      | 20.0      | **        | **        | **        |
| Number of students tested                             | 18        | 20        | **        | **        | **        |

\*\* No testing required for this grade prior to 2004/05

1 Alaska Native and Economically Disadvantaged are the same students.

Subject: Reading Grade: 5 Test: Standards Based Assessment (2005-06)  
Alaska State Benchmark Exams (2001-05)

Edition/Publication Year: 1997 Publisher: CTB/McGraw Hill

|   | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing month   | Apr.      | Apr.      | Feb.      | Mar.      | Mar.      |
| <b>SCHOOL SCORES</b>                                  |           |           |           |           |           |
| % Advanced/Proficient                                 | 79.0      | 87.0      | **        | **        | **        |
| % Advanced  | 16.0      | 13.0      | **        | **        | **        |
| Number of students tested                             | 19        | 23        | **        | **        | **        |
| Percent of total students tested                      | 100       | 100       | **        | **        | **        |
| Number of students alternatively assessed             | 00.0      | 00.0      | **        | **        | **        |
| Percent of students alternatively assessed            | 00.0      | 00.0      | **        | **        | **        |
|   |           |           |           |           |           |
| <b>SCHOOL SUBGROUP SCORES</b>                         |           |           |           |           |           |
| 1 Alaska Native <u>AND</u> Economically Disadvantaged |           |           |           |           |           |
| % Advanced/Proficient                                 | 77.8      | 86.9      | **        | **        | **        |
| % Advanced  | 16.7      | 13.0      | **        | **        | **        |
| Number of students tested                             | 18        | 23        | **        | **        | **        |

\*\* No testing required for this grade prior to 2004/05

1 Alaska Native and Economically Disadvantaged are the same students.

Subject: Reading Grade: 6 Test: Standards Based Assessment (2005-06)  
Alaska State Benchmark Exams (2001-05)

Edition/Publication Year: 1997 Publisher: CTB/McGraw Hill

|   | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing month   | Apr.      | Apr.      | Feb.      | Mar.      | Mar.      |
| <b>SCHOOL SCORES</b>                                  |           |           |           |           |           |
| % Advanced/Proficient                                 | 85.0      | 60.0      | 64.0      | 78.0      | 65.0      |
| % Advanced  | 30.0      | 20.0      | 32.0      | 35.0      | 24.0      |
| Number of students tested                             | 21        | 20        | 25        | 23        | 34        |
| Percent of total students tested                      | 95.2      | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed             | 00.0      | 00.0      | 00.0      | 00.0      | 00.0      |
| Percent of students alternatively assessed            | 00.0      | 00.0      | 00.0      | 00.0      | 00.0      |
|   |           |           |           |           |           |
| <b>SCHOOL SUBGROUP SCORES</b>                         |           |           |           |           |           |
| <u>1 Alaska Native AND Economically Disadvantaged</u> |           |           |           |           |           |
| % Advanced/Proficient                                 | 85.0      | 60.0      | 66.7      | 78.3      | 65.0      |
| % Advanced  | 30.0      | 20.0      | 32        | 35        | 24.0      |
| Number of students tested                             | 20        | 20        | 25        | 23        | 34        |

<sup>1</sup> Alaska Native and Economically Disadvantaged are the same students.

## Writing

Subject: Writing Grade: 3 Test: Standards Based Assessment (2005-06)  
Alaska State Benchmark Exams (2001-05)

Edition/Publication Year: 1997 Publisher: CTB/McGraw Hill

|  | 2005-<br>2006 | 2004-<br>2005 | 2003-<br>2004 | 2002-<br>2003 | 2001-<br>2002 |
|--|---------------|---------------|---------------|---------------|---------------|
| Testing month  | Apr.          | Apr.          | Feb.          | Mar.          | Mar.          |
| <b>SCHOOL SCORES</b>                                     |               |               |               |               |               |
| % Advanced/Proficient                                    | 73.0          | 67.0          | 56.0          | 54.0          | 35.0          |
| % Advanced   | 13.0          | 0.0           | 0.0           | 0.0           | 6.0           |
| Number of students tested                                | 15            | 18            | 18            | 24            | 17            |
| Percent of total students tested                         | 100           | 100           | 100           | 100           | 100           |
| Number of students alternatively assessed                | 00.0          | 00.0          | 00.0          | 00.0          | 00.0          |
| Percent of students alternatively assessed               | 00.0          | 00.0          | 00.0          | 00.0          | 00.0          |
| <b>SCHOOL SUBGROUP SCORES</b>                            |               |               |               |               |               |
| 1 Alaska Native <u>AND</u><br>Economically Disadvantaged |               |               |               |               |               |
| % Advanced/Proficient                                    | 73.3          | 66.7          | 55.6          | 54.2          | 35            |
| % Advanced   | 13.3          | 00.0          | 00.0          | 00.0          | 6.0           |
| Number of students tested                                | 15            | 18            | 18            | 24            | 17            |

1 Alaska Native and Economically Disadvantaged are the same students.

Subject: Writing Grade: 4 Test: Standards Based Assessment (2005-06)  
Alaska State Benchmark Exams (2001-05)

Edition/Publication Year: 1997 Publisher: CTB/McGraw Hill

|  | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                                  | Apr.      | Apr.      | Feb.      | Mar.      | Mar.      |
| <b>SCHOOL SCORES</b>                           |           |           |           |           |           |
| % Advanced/Proficient                          | 78.0      | 80.0      | **        | **        | **        |
| % Advanced                                     | 22.0      | 5.0       | **        | **        | **        |
| Number of students tested                      | 18        | 20        | **        | **        | **        |
| Percent of total students tested               | 100       | 10        | **        | **        | **        |
| Number of students alternatively assessed      | 00.0      | 00.0      | **        | **        | **        |
| Percent of students alternatively assessed     | 00.0      | 00.0      | **        | **        | **        |
| <b>SCHOOL SUBGROUP SCORES</b>                  |           |           |           |           |           |
| 1 Alaska Native AND Economically Disadvantaged |           |           |           |           |           |
| % Advanced/Proficient                          | 77.8      | 75.0      | **        | **        | **        |
| % Advanced                                     | 22.2      | 5.0       | **        | **        | **        |
| Number of students tested                      | 18        | 20        | **        | **        | **        |

\*\* No testing required for this grade prior to 2004/05

1 Alaska Native and Economically Disadvantaged are the same students.

Subject: Writing Grade: 5 Test: Standards Based Assessment (2005-06)  
Alaska State Benchmark Exams (2001-05)

Edition/Publication Year: 1997 Publisher: CTB/McGraw Hill

|  | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Apr.      | Apr.      | Feb.      | Mar.      | Mar.      |
| <b>SCHOOL SCORES</b>                                     |           |           |           |           |           |
| % Advanced/Proficient                                    | 89.0      | 87.0      | **        | **        | **        |
| % Advanced   | 5.0       | 4.0       | **        | **        | **        |
| Number of students tested                                | 19        | 23        | **        | **        | **        |
| Percent of total students tested                         | 100       | 100       | **        | **        | **        |
| Number of students alternatively assessed                | 00.0      | 00.0      | **        | **        | **        |
| Percent of students alternatively assessed               | 00.0      | 00.0      | **        | **        | **        |
| <b>SCHOOL SUBGROUP SCORES</b>                            |           |           |           |           |           |
| 1 Alaska Native <u>AND</u><br>Economically Disadvantaged |           |           |           |           |           |
| % Advanced/Proficient                                    | 88.9      | 86.9      | **        | **        | **        |
| % Advanced   | 5.6       | 4.3       | **        | **        | **        |
| Number of students tested                                | 18        | 23        | **        | **        | **        |

\*\* No testing required for this grade prior to 2004/05

1 Alaska Native and Economically Disadvantaged are the same students.

Subject: Writing Grade: 6 Test: Standards Based Assessment (2005-06)  
Alaska State Benchmark Exams (2001-05)

Edition/Publication Year: 1997 Publisher: CTB/McGraw Hill

|  | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Apr.      | Apr.      | Feb.      | Mar.      | Mar.      |
| <b>SCHOOL SCORES</b>                                     |           |           |           |           |           |
| % Advanced/Proficient                                    | 75.0      | 55.0      | 68.0      | 78.0      | 68.0      |
| % Advanced   | 30.0      | 10.0      | 20.0      | 17.0      | 32.0      |
| Number of students tested                                | 21        | 20        | 25        | 23        | 34        |
| Percent of total students tested                         | 95.2      | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed                | 00.0      | 00.0      | 00.0      | 00.0      | 00.0      |
| Percent of students alternatively assessed               | 00.0      | 00.0      | 00.0      | 00.0      | 00.0      |
| <b>SCHOOL SUBGROUP SCORES</b>                            |           |           |           |           |           |
| 1 Alaska Native <u>AND</u><br>Economically Disadvantaged |           |           |           |           |           |
| % Advanced/Proficient                                    | 75.0      | 55.0      | 70.8      | 78.3      | 68.0      |
| % Advanced   | 30.0      | 10.0      | 20.0      | 17.0      | 3.0       |
| Number of students tested                                | 20        | 20        | 25        | 23        | 34        |

1 Alaska Native and Economically Disadvantaged are the same students.

## Mathematics

Subject: Mathematics Grade: 3 Test: Standards Based Assessment (2005-06)  
Alaska State Benchmark Exams (2001-05)

Edition/Publication Year: 1997 Publisher: CTB/McGraw Hill

|  | 2005-<br>2006 | 2004-<br>2005 | 2003-<br>2004 | 2002-<br>2003 | 2001-<br>2002 |
|--|---------------|---------------|---------------|---------------|---------------|
| Testing month  | Apr.          | Apr.          | Feb.          | Mar.          | Mar.          |
| <b>SCHOOL SCORES</b>                                     |               |               |               |               |               |
| % Advanced/Proficient                                    | 80.0          | 61.0          | 61.0          | 71.0          | 47.0          |
| % Advanced   | 0.0           | 5.0           | 11.0          | 21.0          | 6.0           |
| Number of students tested                                | 15            | 18            | 18            | 24            | 17            |
| Percent of total students tested                         | 100           | 100           | 100           | 100           | 100           |
| Number of students alternatively assessed                | 00.0          | 00.0          | 00.0          | 00.0          | 00.0          |
| Percent of students alternatively assessed               | 00.0          | 00.0          | 00.0          | 00.0          | 00.0          |
|  |               |               |               |               |               |
| <b>SCHOOL SUBGROUP SCORES</b>                            |               |               |               |               |               |
| 1 Alaska Native <u>AND</u><br>Economically Disadvantaged |               |               |               |               |               |
| % Advanced/Proficient                                    | 80.0          | 61.2          | 61.1          | 70.8          | 47.0          |
| % Advanced   | 00.0          | 5.6           | 11.0          | 21.0          | 6.0           |
| Number of students tested                                | 15            | 18            | 18            | 24            | 17            |

1 Alaska Native and Economically Disadvantaged are the same students.

Subject: Mathematics Grade: 4 Test: Standards Based Assessment (2005-06)  
Alaska State Benchmark Exams (2001-05)

Edition/Publication Year: 1997 Publisher: CTB/McGraw Hill

|  | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                                  | Apr.      | Apr.      | Feb.      | Mar.      | Mar.      |
| <b>SCHOOL SCORES</b>                           |           |           |           |           |           |
| % Advanced/Proficient                          | 73.0      | 70.0      | **        | **        | **        |
| % Advanced                                     | 17.0      | 20.0      | **        | **        | **        |
| Number of students tested                      | 18        | 20        | **        | **        | **        |
| Percent of total students tested               | 100       | 100       | **        | **        | **        |
| Number of students alternatively assessed      | 00.0      | 00.0      | **        | **        | **        |
| Percent of students alternatively assessed     | 00.0      | 00.0      | **        | **        | **        |
| <b>SCHOOL SUBGROUP SCORES</b>                  |           |           |           |           |           |
| 1 Alaska Native AND Economically Disadvantaged |           |           |           |           |           |
| % Advanced/Proficient                          | 72.3      | 70.0      | **        | **        | **        |
| % Advanced                                     | 16.7      | 20.0      | **        | **        | **        |
| Number of students tested                      | 18        | 20        | **        | **        | **        |

\*\* No testing required for this grade prior to 2004/05

1 Alaska Native and Economically Disadvantaged are the same students.

Subject: Mathematics Grade: 5 Test: Standards Based Assessment (2005-06)  
Alaska State Benchmark Exams (2001-05)

Edition/Publication Year: 1997 Publisher: CTB/McGraw Hill

|  | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                                  | Apr.      | Apr.      | Feb.      | Mar.      | Mar.      |
| <b>SCHOOL SCORES</b>                           |           |           |           |           |           |
| % Advanced/Proficient                          | 79.0      | 78.0      | **        | **        | **        |
| % Advanced                                     | 26.0      | 30.0      | **        | **        | **        |
| Number of students tested                      | 19        | 23        | **        | **        | **        |
| Percent of total students tested               | 100       | 100       | **        | **        | **        |
| Number of students alternatively assessed      | 00.0      | 00.0      | **        | **        | **        |
| Percent of students alternatively assessed     | 00.0      | 00.0      | **        | **        | **        |
| <b>SCHOOL SUBGROUP SCORES</b>                  |           |           |           |           |           |
| 1 Alaska Native AND Economically Disadvantaged |           |           |           |           |           |
| % Advanced/Proficient                          | 77.8      | 78.2      | **        | **        | **        |
| % Advanced                                     | 27.8      | 30.4      | **        | **        | **        |
| Number of students tested                      | 18        | 23        | **        | **        | **        |

\*\* No testing required for this grade prior to 2004/05

1 Alaska Native and Economically Disadvantaged are the same students.

Subject: Mathematics Grade: 6 Test: Standards Based Assessment (2005-06)  
Alaska State Benchmark Exams (2001-05)

Edition/Publication Year: 1997 Publisher: CTB/McGraw Hill

|  | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Apr.      | Apr.      | Feb.      | Mar.      | Mar.      |
| <b>SCHOOL SCORES</b>                                     |           |           |           |           |           |
| % Advanced/Proficient                                    | 80.0      | 30.0      | 32.0      | 35.0      | 41.0      |
| % Advanced   | 35.0      | 25.0      | 0.0       | 0.0       | 12.0      |
| Number of students tested                                | 21        | 20        | 25        | 23        | 34        |
| Percent of total students tested                         | 95.2      | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed                | 00.0      | 00.0      | 00.0      | 00.0      | 00.0      |
| Percent of students alternatively assessed               | 00.0      | 00.0      | 00.0      | 00.0      | 00.0      |
| <b>SCHOOL SUBGROUP SCORES</b>                            |           |           |           |           |           |
| 1 Alaska Native <u>AND</u><br>Economically Disadvantaged |           |           |           |           |           |
| % Advanced/Proficient                                    | 80.0      | 30.0      | 29.2      | 34.8      | 41.0      |
| % Advanced   | 35.0      | 25.0      | 00.0      | 00.0      | 12.0      |
| Number of students tested                                | 20        | 20        | 25        | 23        | 34        |

1 Alaska Native and Economically Disadvantaged are the same students.

**National Norm-Referenced Test Results**

**Reading – 4<sup>th</sup> Grade**

Subject: Reading Grade: 4 Test: Terra Nova CAT/6 (2001-04)

Edition/Publication Year: 2001 Publisher: CTB/McGraw Hill

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

|                                      | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month                        | **        | **        | Feb.      | Mar.      | Mar.      |
| <b>SCHOOL SCORES</b>                 |           |           |           |           |           |
| Reading Score                        | **        | **        | 45        | 34        | 42        |
| Number of students tested            | **        | **        | 23        | 19        | 22        |
| Percent of total students tested     | **        | **        | 100.0     | 100.0     | 100.0     |
| # of students alternatively assessed | **        | **        | 00.0      | 00.0      | 00.0      |
| % of students alternatively assessed | **        | **        | 00.0      | 00.0      | 00.0      |
| <b>SCHOOL SUBGROUP SCORES</b>        |           |           |           |           |           |
| Alaska Native                        |           |           |           |           |           |
| % Advanced/Proficient                | **        | **        | 54.5      | 42.1      | 27.2      |
| Number of students tested            | **        | **        | 22        | 19        | 22        |
| Participation Rate                   | **        | **        | 100.0     | 100.0     | 100.0     |

\*\*Alaska discontinued national norm-referenced testing for 4<sup>th</sup> grade students.

**National Norm-Referenced Test Results**

**Language – 4<sup>th</sup> Grade**

Subject: \_\_Language\_\_\_\_ Grade: \_\_4\_\_ Test: \_\_Terra Nova CAT/6 (2001-04)

Edition/Publication Year: \_2001\_ Publisher: \_\_CTB/McGraw Hill\_\_

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

|                                      | 2005-<br>2006 | 2004-<br>2005 | 2003-<br>2004 | 2002-<br>2003 | 2001-<br>2002 |
|--------------------------------------|---------------|---------------|---------------|---------------|---------------|
| Testing month                        | **            | **            | Feb.          | Mar.          | Mar.          |
| <b>SCHOOL SCORES</b>                 |               |               |               |               |               |
| Language Score                       | **            | **            | 38            | 34            | 39            |
| Number of students tested            | **            | **            | 22            | 19            | 22            |
| Percent of total students tested     | **            | **            | 100.0         | 100.0         | 100.0         |
| # of students alternatively assessed | **            | **            | 00.0          | 00.0          | 00.0          |
| % of students alternatively assessed | **            | **            | 00.0          | 00.0          | 00.0          |
| <b>SCHOOL SUBGROUP SCORES</b>        |               |               |               |               |               |
| Alaska Native                        |               |               |               |               |               |
| % Advanced/Proficient                | **            | **            | 59.1          | 47.4          | 27.2          |
| Number of students tested            | **            | **            | 22            | 19            | 22            |
| Participation Rate                   | **            | **            | 100.0         | 100.0         | 100.0         |

\*\*Alaska discontinued national norm-referenced testing for 4<sup>th</sup> grade students.

**National Norm-Referenced Test Results**

**Mathematics – 4<sup>th</sup> Grade**

Subject: Mathematics Grade: 4 Test: Terra Nova CAT/6 (2001-04)

Edition/Publication Year: 2001 Publisher: CTB/McGraw Hill

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

|                                      | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month                        | **        | **        | Feb.      | Mar.      | Mar.      |
| <b>SCHOOL SCORES</b>                 |           |           |           |           |           |
| Mathematics Score                    | **        | **        | 40        | 34        | 49        |
| Number of students tested            | **        | **        | 22        | 19        | 22        |
| Percent of total students tested     | **        | **        | 100.0     | 94.74     | 100.0     |
| # of students alternatively assessed | 00.0      | 00.0      | 00.0      | 00.0      | 00.0      |
| % of students alternatively assessed | 00.0      | 00.0      | 00.0      | 00.0      | 00.0      |
| <b>SCHOOL SUBGROUP SCORES</b>        |           |           |           |           |           |
| Alaska Native                        |           |           |           |           |           |
| % Advanced/Proficient                | **        | **        | 40.9      | 33.3      | 54.5      |
| Number of students tested            | **        | **        | 22        | 19        | 22        |
| Participation Rate                   | **        | **        | 100.0     | 94.74     | 100.0     |

\*\*Alaska discontinues national norm-referenced testing for 4<sup>th</sup> grade students.

**National Norm-Referenced Test Results**

**Reading – 5<sup>th</sup> Grade**

Subject: Reading Grade: 5 Test: Terra Nova CAT/6 (2001-04)

Edition/Publication Year: 2001 Publisher: CTB/McGraw Hill

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

|                                      | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month                        | Feb.      | Feb.      | Feb.      | Mar.      | Mar.      |
| <b>SCHOOL SCORES</b>                 |           |           |           |           |           |
| Reading Score                        | 52        | 48        | 35        | 43        | 41        |
| Number of students tested            | 19        | 23        | 18        | 22        | 25        |
| Percent of total students tested     | 100.0     | 100.0     | 100.0     | 100.0     | 100.0     |
| # of students alternatively assessed | 00.0      | 00.0      | 00.0      | 00.0      | 00.0      |
| % of students alternatively assessed | 00.0      | 00.0      | 00.0      | 00.0      | 00.0      |
| <b>SCHOOL SUBGROUP SCORES</b>        |           |           |           |           |           |
| Alaska Native                        |           |           |           |           |           |
| % Advanced/Proficient                | N/A       | N/A       | 44.4      | 59.1      | 19.1      |
| Number of students tested            | N/A       | N/A       | 18        | 22        | 25        |
| Participation Rate                   | N/A       | N/A       | 100.0     | 100.0     | 84.0      |

**National Norm-Referenced Test Results**

**Language – 5<sup>th</sup> Grade**

Subject: \_\_Language\_\_\_\_ Grade: \_\_5\_\_ Test: \_\_Terra Nova CAT/6 (2001-04)

Edition/Publication Year: \_2001\_ Publisher: \_\_CTB/McGraw Hill\_\_

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

|                                      | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month                        | Feb.      | Feb.      | Feb.      | Mar.      | Mar.      |
| <b>SCHOOL SCORES</b>                 |           |           |           |           |           |
| Language Score                       | 46        | 46.0      | 40        | 45        | 36        |
| Number of students tested            | 19        | 23        | 18        | 22        | 25        |
| Percent of total students tested     | 100.0     | 100.0     | 100.0     | 100.0     | 100.0     |
| # of students alternatively assessed | 00.0      | 00.0      | 00.0      | 00.0      | 00.0      |
| % of students alternatively assessed | 00.0      | 00.0      | 00.0      | 00.0      | 00.0      |
| <b>SCHOOL SUBGROUP SCORES</b>        |           |           |           |           |           |
| Alaska Native                        |           |           |           |           |           |
| % Advanced/Proficient                | N/A       | N/A       | 44.4      | 77.3      | 28.6      |
| Number of students tested            | N/A       | N/A       | 18        | 22        | 25        |
| Participation Rate                   | N/A       | N/A       | 100.0     | 100.0     | 84.0      |

**National Norm-Referenced Test Results**

**Mathematics – 5<sup>th</sup> Grade**

Subject: \_\_Mathematics\_\_\_\_ Grade: \_\_5\_\_ Test: \_\_Terra Nova CAT/6 (2001-04)

Edition/Publication Year: \_\_2001\_\_ Publisher: \_\_CTB/McGraw Hill\_\_

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

|  | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | Feb.      | Feb.      | Feb.      | Mar.      | Mar.      |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Mathematics Score                          | 52        | 47.0      | 32        | 42        | 38        |
| Number of students tested                  | 19        | 23        | 18        | 22        | 25        |
| % of total students tested                 | 100.0     | 100.      | 100.0     | 100.0     | 100.0     |
| # of students alternatively assessed       | 00.0      | 00.0      | 00.0      | 00.0      | 00.0      |
| Percent of students alternatively assessed | 00.0      | 00.0      | 00.0      | 00.0      | 00.0      |
| <b>SCHOOL SUBGROUP SCORES</b>              |           |           |           |           |           |
| Alaska Native                              |           |           |           |           |           |
| % Advanced/Proficient                      | N/A       | N/A       | 27.8      | 45.5      | 19.0      |
| Number of students tested                  | N/A       | N/A       | 18        | 22        | 25        |
| Participation Rate                         | N/A       | N/A       | 100.0     | 100.0     | 84.0      |