

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): Charter Title 1 Magnet Choice
(Check all that apply, if any)

Name of Principal: Mr. Glenn Cole

Official School Name: Unalaska Junior/Senior High School

School Mailing Address: 55 East Broadway
 P.O. Box 570
 Unalaska, AK 99685-0570

County: City of Unalaska State School Code Number: 470020

Telephone: (907) 581-1222 E-mail: gcole@ucsd.net
Fax: (907) 581-2428 Web URL: http://www.ucsd.net

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. John Conwell Superintendent e-mail: jconwell@ucsd.net

District Name: Unalaska City School District District Phone: (907) 581-3151

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Ms. Tammy Fowler Pound

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

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. 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.
8. 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.
9. 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.
10. 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

1. Number of schools in the district: 1 Elementary schools
 (per district designation) 0 Middle/Junior high schools
1 High schools
0 K-12 schools
2 Total schools in district
2. District per-pupil expenditure: 17302

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	16	15	31
1	0	0	0		8	15	19	34
2	0	0	0		9	18	16	34
3	0	0	0		10	19	13	32
4	0	0	0		11	23	24	47
5	0	0	0		12	10	11	21
Total in Applying School:								199

6. Racial/ethnic composition of the school: 15 % American Indian or Alaska Native
36 % Asian
1 % Black or African American
15 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
31 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 11%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	21
(4)	Total number of students in the school as of October 1, 2009	199
(5)	Total transferred students in row (3) divided by total students in row (4).	0.11
(6)	Amount in row (5) multiplied by 100.	11

8. Percent limited English proficient students in the school: 22%

Total number of limited English proficient students in the school: 43

Number of languages represented, not including English: 13

Specify languages:

Aleut

Filipino (Dialects: Tagalog; Visaya; Ilocano)

Japanese

Korean

Russian

Samoan

Spanish

Vietnamese

Thai

Ukrainian

Romanian

9. Percent of students eligible for free/reduced-priced meals: 21%
 Total number of students who qualify: 42

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 6%
 Total number of students served: 11

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

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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)	<u>1</u>	<u>0</u>
Classroom teachers	<u>12</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>0</u>
Paraprofessionals	<u>5</u>	<u>1</u>
Support staff	<u>6</u>	<u>0</u>
Total number	<u>30</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 17:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	94%	94%	94%	95%	94%
Daily teacher attendance	94%	94%	94%	94%	94%
Teacher turnover rate	17%	11%	17%	11%	17%
High school graduation rate	97%	79%	94%	95%	100%

If these data are not available, explain and provide reasonable estimates.

Student attendance rates below 95% can be explained by individual students who have prolonged absences due to their parents' work schedules. Parents who work in the fishing industry can usually only take vacation between the major seasons (December & May).

Teacher attendance rates below 95% can be due to the school's remote location: teachers sometime need to travel off-island to receive medical care for chronic conditions. Also, teachers who are coaches or activities advisers travel with teams and groups for extended periods of time.

Teacher turnover variances from 11% to 17% is attributed to the difference between 2 teachers per year (11%) and 3 teachers per year (17%) leaving the school. During the 5-year reporting period, a few teachers retired, but most leave to relocate to be closer to family.

The fluctuation in the graduation rate for 2008-2009 is attributed to a relatively small 12th grade cohort of 14 students from which 3 students did not graduate. 2 non-graduates went on to earn GEDs.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>27</u>
Enrolled in a 4-year college or university	<u>56%</u>
Enrolled in a community college	<u>15%</u>
Enrolled in vocational training	<u>22%</u>
Found employment	<u>7%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>100%</u>

Located 800 air miles west of Anchorage on the Aleutian Island Chain, the City of Unalaska is home to 4,000 permanent residents. Unalaska is accessible only by airplane or boat; there are no roads to Unalaska. It is strategically located in the North Pacific where the major shipping lanes between the West Coast and the Pacific Rim nations intersect. The deep water and ice free International Port of Dutch Harbor serves cargo ships and large container vessels throughout the year, making our port one of the busiest transportation hubs in the North Pacific. Dutch Harbor is home to the Bering Sea fishing fleet and it is ranked the number one port in the nation for volume of seafood landed. The local economy relies heavily on the fishing industry and the businesses that serve this industry. Due largely to the strong local economy, there is virtually no unemployment in Unalaska. Three on-shore fish processing companies and several off-shore processing vessels hire up to 5,000 seasonal employees to work in the processing plants during the busy fishing seasons.

Unalaska is a multi-cultural community with residents hailing from the Philippines, the South Pacific, Mexico, Japan, Southeast Asia, Russia, and Eastern Europe. The indigenous *Unangan* (Aleut) people comprise about 15 percent of the local population. The community's multi-ethnic demographic is reflected in the school's student enrollment, which is comprised of 41 percent Asian, 30 percent Caucasian, 16 percent Alaska Native and 13 percent Hispanic students. This year, one out of five of the school's students were identified as English as Second Language students. Students speak a variety of first languages, including Spanish, Vietnamese, Japanese, Korean, Russian, Thai, Samoan, and several Filipino dialects. The rich mosaic of languages and cultures contributes to a vibrant and eclectic community and school environment.

Unalaska Junior/Senior High School (Unalaska School) enrolls approximately 200 students in grades 7 through 12. Prior to 2001, the school included pre-kindergarten through 12th grades. In December 2001, Eagle's View Elementary *Achigaalux* (a place of learning) was completed and opened. Eagle's View Elementary is located just ¼ miles from Unalaska School and is presently home to the pre-kindergarten through 4th grades. The 5th and 6th grades are located in a separate wing of Unalaska School. The two schools are geographically close and they share a common mission and vision. Instructional programs and curriculum are designed for students to progress through the grade levels with seamless transitions. Teachers and support staff from both schools meet frequently and share professional development experiences. On occasion, students travel between buildings to participate in a variety of multi-grade learning. Unalaska School owes much of its success to the close relationship it has with Eagle's View Elementary and the fine work its teachers do to prepare students academically for the transition to Unalaska School.

The mission statement, which governs Unalaska School, is stated as follows:

“The Unalaska City School District, a multi-cultural learning environment in the dynamic fishing and transportation hub of the Aleutian Islands, provides an exemplary education foundation preparing students to enter the world of opportunities, inspiring them to challenge themselves as problem-solvers, life-long learners, and contributors to an ever-changing global society by providing superior staff, programs, and facilities in a caring, nurturing, safe environment in partnership with parents and community.”

Unalaska School strives to fulfill its mission through the recruitment and retention of highly qualified and effective teachers, administrators, and paraeducators. These educators employ a team approach to provide quality classroom instruction that is based on research and best practices. Teachers are reflective practitioners who continually review and modify instructional methodologies to best serve the unique needs of individual learners. Differentiated instruction, instruction based on brain research, cooperative learning, and multiple intelligences are a few examples of the instructional practices routinely used by this team.

Instructional technology is incorporated into the school's daily practice. Most classrooms are outfitted with interactive white boards and laptop computer carts. Students have access to two fully equipped computer labs and wireless connectivity to the internet. This technology enables students living in one of the most remote locations in the world become true global citizens.

Unalaska School enjoys robust support from parents and community members. Typically, 70-75 percent of parents attend the parent/teacher conferences scheduled twice each school year. Parents can continually monitor their children's academic progress through the online *Parent Access Support System (PASS)*. Community members and parents are frequent volunteers in the school and during evening and weekend activities. Many participate through the District's Community Engagement Program, which seeks to connect youth and adults in a variety of activities and settings.

Unalaska School is a community of learners with a focus on academic excellence. Its vision is, "To Provide an Exemplary Education," and the entire community of Unalaska is united in supporting this vision. Based on its long and consistent record of excellence, Unalaska School is truly worthy of Blue Ribbon status.

1. Assessment Results:

The Website URL where information on Alaska's state assessments can be found is: <http://www.eed.state.ak.us/tls/assessment/>. The Alaska Department of Education and Early Development (AKDEED) sets its performance levels for "meeting the standard" through its "Annual Measurable Objectives (AMOs)." Beginning in SY2002-03, the AMO for Language Arts was set at 64.03 percent and for Mathematics it was set at 54.86 percent. In SY2004-05, the AMOs increased to 71.48 percent and 57.61 percent respectively. In SY2007-08, the AMOs increased again, to 77.18 percent and 66.09 percent respectively. The AMOs will increase again this school year to 82.88 percent for Language Arts and 74.57 percent for Mathematics. The AMOs will rise substantially for each of the next three years until reaching 100 percent for both Language Arts and Mathematics in SY2013-14.

In Alaska, all public school students in grades 3 through 10 are required to participate in the Standards Based Assessments (SBAs) administered in April each year. Students are assessed in three areas: Reading, Writing, and Mathematics. Students in grades 4 and 8 are also assessed in Science. The SBAs are designed to measure knowledge and skills in relation to state standards. Scores on the SBAs are grouped into four proficiency levels: Advanced; Proficient; Below Proficient; and, Far Below Proficient. Reading and writing scores are combined into Language Arts for the purpose of calculating the AMO. Scores above the Advanced and Proficient levels are combined and the total is the percentage considered proficient for the purpose of calculating AMOs. Additionally, all high school students are required to pass the High School Graduation Qualifying Exam (HSGQE) as a requirement for earning a regular high school diploma. The HSGQE is first administered concurrently with the 10th grade SBA in April. Students have four additional opportunities to pass the HSGQE prior to their graduation date.

Alaskan public schools are required to meet the AMOs in Language Arts and Mathematics in each of nine subgroup categories, and as a "school as a whole," in order to qualify for Adequate Yearly Progress (AYP) status. The exception to this is when there are fewer than 25 students testing in a subgroup; in which case the data in that subgroup is suppressed and not counted toward AYP. The subgroups recognized by AKDEED in AYP calculations are: African American; Alaska Native and American Indian; Asian; Caucasian; Hispanic; Two or More Races; Economically Disadvantaged; Students with Disabilities; and, Limited English Proficient (LEP) students.

Unalaska School has exceeded the state's AMOs for each of the past five school years. The "school as a whole" percentages for students who are proficient in Language Arts have ranged from a low of 87 percent in school years 2005-06, 2007-08, and 2008-09, to a high of 91 percent in 2009-2010. Similarly, the "school as a whole" proficiency rates in Mathematics have ranged from 78 percent in 2005-06 to 89 percent in 2006-07, with the most recent year showing 83 percent of the school's students in the proficient range. During the past five years, the high school graduation rate for Unalaska School has significantly surpassed the state's benchmark graduation rate of 55.58 percent. In all but one of the past five years, the school's graduation rate has exceeded 95 percent, with the graduation rate at 100 percent for two years (2005-06 & 2007-2008). In 2008-2009, the graduation rate dropped to 78.6 percent, which is explained by a relatively small 12th grade class of just fourteen students from which 3 students left school to go to work. Two of these students subsequently earned their GEDs.

Unalaska School has never awarded a "certificate of attendance" in lieu of a regular high school diploma. This is significant because it means that all graduates have gained the knowledge and mastered the skills to pass the state's HSGQE in addition to having earned the 22 required credits for a regular diploma. The school has made Adequate Yearly Progress for each of the past five years by meeting the AMOs, attendance rates, and graduation rates as defined by AKDEED.

In the most recent year's data, there is not an achievement gap of 10 or more percentage points between the test scores of all students and the test scores of the subgroups. Since the passage of the No Child Left

Behind reauthorization of the Elementary and Secondary Education Act in 2001, Unalaska School has effectively closed the achievement gap between minority and majority subgroups by aligning curriculum to state standards, by adequately staffing programs for special populations such as students with disabilities and LEP students, and by ensuring through policy and governance that all students have an equal opportunity to attain academic success.

Based on all of its students' consistently high performance on Alaska's SBAs over the past five years, Unalaska School clearly meets the criteria of a **High Performing School** for the purpose of qualifying for the Blue Ribbon Schools award.

2. Using Assessment Results:

Unalaska Junior/Senior High School uses assessment data to analyze and improve academic performance and to identify areas of systemic needs and/or weaknesses. An example: about five years ago the school's demographic makeup began to shift with the enrollment of immigrant students primarily from Southeast Asia and Mexico. Data from state assessments and English proficiency assessments indicated that these new arrivals faced not only significant challenges due to learning a new language, but also gaps in their knowledge due to non-attendance in school.

Through the budget planning process, the school was able to use assessment data to make a case for adding a new teacher to the faculty who specializes in meeting the educational needs of English as Second Language (ESL) students. The school board approved the hiring of an ESL teacher and an ESL paraeducator. Since the addition of these positions, the school is more effective in serving its ESL students. In addition to providing individualized instruction for these students, the ESL teacher trained regular classroom teachers in the Sheltered Instruction and Observation Protocol (SIOP) and the Cognitive Academic Language Learning Approach (CALLA) Model. Through these trainings, classroom teachers found that they are much better equipped to teach immigrant students and they discovered that these instructional strategies are also useful for students who are not ESL, but who have a variety of learning styles.

Another example occurs almost every Wednesday afternoon during "common planning time." Teachers meet in departmental groups or as an entire faculty to review and analyze state assessment data and individual student performance. During these meetings, students are identified who may not be meeting academic performance standards. Those students are referred to the Student Assistance Team (SAT) for intervention planning, which develops an individualized plan of interventions. This includes one-to-one tutoring, assigning the student to after school group tutoring, referral to the Learning is for Everyone alternative program, or referral to the ESL or special education department. Because of the school's small enrollment (200 students), faculty members personally know each of their students and teachers are skilled at recognizing when a student is struggling academically through analysis of assessment and classroom performance data.

3. Communicating Assessment Results:

The school communicates information on student performance, including assessment data, through a variety of means. At the beginning of each school year, the School Report Card to the Public is published. This Report Card includes results from the state's Standards Based Assessment that is reported by subgroup and grade level in Language Arts and Mathematics. Additionally, the Report Card includes information on AYP status, teacher qualifications, percentage of classes taught by highly qualified teachers, attendance rate, and graduation rate. The Report Card also includes two-year performance trends and comparisons of the school's performance with the state averages. Every other year, the Report Card includes data on the National Assessment of Education Progress (NAEP), which compares Alaska's students to the rest of the nation. The School Report Card to the Public is available on the school district's website, www.ucsd.net, and the AKDEED website, www.eed.state.ak.us.

The School Report Card to the Public is presented to parents and the community during the Back-to-School Open House held in early September. The Report Card is included as an information/discussion

agenda item during the first regular school board meeting of the school year. Further, copies of the Report Card are available at the school offices, the district offices, and at the Parent Resource centers in each school. School and district administrators are available to address questions about the Report Card during any of these presentation meetings or at other times as necessary. *The Dutch Harbor Fisherman* regional newspaper and television Channel 8's *Flash Unalaska* routinely report on the school's performance data, particularly with regard to the annual designation of Adequate Yearly Progress.

Classroom-level performance data is communicated to parents and guardians at least eight times per year through student progress reports and quarterly report cards. Parents have ongoing access to their children's progress through the online *Parent Access Support System (PASS)*. Parent/Teacher conferences are held after the end of 1st quarter and 3rd quarter. Historically, these conferences have had parent participation rates of 70-75 percent. Classroom teachers routinely communicate student performance information with parents through telephone calls, email, and classroom visits.

Parent surveys indicate strong satisfaction with regard to the quality of instruction at the school. Parent comments are overwhelmingly positive and it is common to hear the school's great reputation has influenced family decisions to move to Unalaska.

4. Sharing Lessons Learned:

Unalaska School is one of just two schools in the Unalaska City School District. Faculty and staff from both schools in the District collaborate and share successful instructional strategies on a regular basis. This fall, teachers, paraeducators, and administrators participated in a 3-day intensive training on Response to Intervention and Instruction (RTI). Follow-up meetings are held approximately once per month so that educators can share what strategies are successful, and what challenges are still being faced. Additionally, on-going professional development occurs within schools and departments during weekly "common planning time" periods. Recently, Unalaska School's faculty met to address the needs of junior high students who they feel are at-risk and worked with administration to arrange instructional interventions provided by a certificated teacher.

Due to the school's remote location, travel is expensive and time consuming. Round trip airfare to Anchorage – the closest air route hub – costs almost \$1000 and the trip can take up to 4 hours one way. Weather conditions can potentially strand air travelers for days at a time. Despite these challenges, the school provides each teacher one paid trip per year to Anchorage to attend a professional conference or to take a college course. Teachers usually attend professional conferences or take graduate level college courses. Teachers also participate in content area consortia such as the Alaska Math and Science Consortium and the Alaska Writing Consortium. Unalaska School belongs to the Alaska Staff Development Network, a statewide organization that provides collaborative training opportunities via distance delivery for educators at their home sites. Through participation in these professional associations, teachers share successful strategies from Unalaska School with their colleagues throughout the state while also learning about what is working in other schools throughout Alaska.

It is not uncommon for administrators working in Alaska's schools to know most of the other administrators in the state. Through email listservs, teleconferences, and the yearly professional conferences, administrators from Unalaska School are able to share their school's successful teaching and learning strategies with colleagues.

Teachers and administrators routinely serve on State assessment and curriculum committees. In November 2008, Unalaska sent a team of teachers, administrators and school board members to the State's Education Summit where success stories and best practices were shared and incorporated into the State's new Education Plan.

1. Curriculum:

Unalaska School offers a rigorous core curriculum, which includes courses in mathematics, language arts, science, and social studies with access to a variety of exploratory elective courses. Qualifying students may also receive special education or English as Second Language services from specialists in these fields. The entire curriculum can be found online at: www.ucsd.net

The secondary language arts and mathematics curriculum are designed to meet and exceed the state's content and performance standards. For a more detailed discussion, see section 2 and 3.

The junior high social studies curriculum is aligned with state content and performance standards. Social studies teachers incorporate lectures, projects, student presentations, and research into daily lessons. Students learn to do historical research and work cooperatively in small groups. Interactive white boards are used to bring foreign cultures and significant historical events into the classroom. Local resources include the Museum of the Aleutians, the Aleutian World War II National Historic Area, the Russian Orthodox Church of the Holy Ascension, and *Unangan* archeological sites.

Life science, earth science, and physical science form the integrated junior high science curriculum. Students attain the essential skills and knowledge for progressively challenging high school science courses. Instructional methods include: science labs, hands-on and virtual science experiments, and projects. Students prepare a science project for entry in the school's annual Science Fair. Local winners travel to Anchorage to present their projects in the Alaska Science and Engineering Fair.

High school students complete a rigorous core curriculum which includes 4 years of English/language arts, 3 years of social studies, 3 years of mathematics, 2 years of science, and one year of Career and Technical Education. College bound students usually take an additional year of science and two years of foreign language. The state requires all students to complete a semester of physical education, health, and Alaska History. Students must also pass the High School Graduation Qualifying Exams (HSGQE) in reading, writing, and mathematics.

High school science courses include: General Science, Biology I & II, Chemistry, and Physics. In the unique Fisheries Science course, students operate a fully functioning Coho Salmon hatchery. This Fisheries course is indicative of the instructional approach of the science teachers, which is to incorporate the study of scientific theories, concepts, and principles into the application of science to real-life experiences.

World History, US History, Alaska History, Economics, and Government are the foundational courses offered through the high school social studies curriculum. Lectures and discussions are augmented by textbooks, the internet, instructional videos, guest speakers, and local experts. The high school history teacher is the author of *Center of the Storm*, a history of the bombing of Dutch Harbor during World War II. Government students travel to Washington, D.C. each year to study the federal government through the *CloseUp* Program.

Unalaska School's visual and performing arts program provides opportunities for students to participate in art and music classes. The school hosts an art show to showcase student art projects in various mediums. Art students fundraise to travel abroad each summer; this year the Art Club will travel to Greece to study Grecian art. The school's music program is hugely popular with students. The junior high and high school bands perform concerts for the public once each quarter. The high school band has been invited to perform at California's Disneyland and competes yearly in regional and statewide music festivals.

The school's physical education, health, and nutrition programs provide students with opportunities to learn healthy habits and to stay physically fit. Students participate in a variety of co-curricular sports, including: swimming, volleyball, wrestling, basketball, cross-country running, and Native Youth Olympics. A school nurse and behavioral health counselors are available to students. The school's breakfast and lunch program offers nutritious meals that include freshly baked breads and a salad bar that features fresh fruits and vegetables.

The school offers three foreign languages: Spanish, Russian, and German. Beginning in 7th grade, the foreign language teacher allows students to "vote" on what language they will study for the semester. All students have had at least 18-weeks of intensive foreign language study. Students entering high school may choose one of the three languages. Students from Spanish speaking countries may take Spanish for Native Speakers; a course designed to develop a deeper understanding of reading and writing in the Spanish language. High school students may progress through four levels of each language and many go on to major in a foreign language in college.

2. Reading/English:

The secondary school language arts curriculum is designed to meet and exceed Alaska's content standards in reading, writing, and communicating in the English language. Students study literature, composition, vocabulary, and grammar. Instruction is provided by highly qualified language arts teachers who are passionate about their subject area. Classes are literature-based with students exposed to a variety of writing, including: poems, essays, short stories, novels, and non-fiction. Junior high students participate in literature circles during which the teacher and students engage in lively discussions. Students write reflective essays, poems, and short stories. For the past 3 years, junior high students have published their writing in a hardbound text entitled: *Raider's Write!*

The high school language arts curriculum builds student competencies in vocabulary, grammar, composition, and literature. Students progress through developmentally appropriate courses, including: English 9, English 10, American Literature, Senior English, Technical Writing, British Literature, and College Reading. Senior English is a rigorous research composition course designed to give students the skills needed to write a college freshman-level research paper. Anecdotally, high school alumni consider Senior English the single best preparation for their first year in college. Technical Writing is designed to provide the essential content found in Senior English. Completion of Senior English or Technical Writing is a district graduation requirement.

The school provides instructional interventions for secondary students reading below grade level. ESL courses are provided for students who are recent arrivals to the United States; these courses are designed to provide the essential content found in the regular language arts courses while building reading fluency. Developmental Reading and Writing is a course designed as a targeted intervention for all students who have difficulty passing the HSGQE. The LIFE (Learning is for Everyone) Alternative Program provides an alternate educational setting for students not accustomed to the regular classroom. The LIFE teacher is a certificated language arts teacher who utilizes computer-based and small group instruction. Alternative program students are allowed to progress at their own pace, and many are able to accelerate their progress in the alternative setting. Students who experience reading delays due to learning disabilities are served through the special education department. Based on the student's Individualized Education Plan, specially designed instruction with accommodations is provided in a continuum of educational placements.

3. Mathematics:

Junior high students are assigned to one of three levels of mathematics as determined by the student's standardized test scores, previous course grades and teacher recommendations. The goal of the junior high mathematics curriculum is to have each student complete pre-algebra by the 8th grade, or to be ready for pre-algebra by the 9th grade. Instruction is delivered by highly qualified mathematics instructors who strive to make math relevant to the learner by using a variety of developmentally appropriate methods. Teachers incorporate hands-on manipulatives, small group projects, and problems that require students to write about their problem-solving processes.

The secondary mathematics program provides students with a comprehensive education in algebra, geometry, and calculus. Students may select from a variety of courses depending on their developmental level and aptitude; however, one year of algebra is a graduation requirement for all students. Guided by the state mathematics standards, the high school math curriculum seeks to connect math to the real world through the introduction of mathematical applications in science, business, technology, medicine, and history. Instruction is delivered by highly qualified math teachers who tailor lessons to appeal to a variety of learning styles. Labs, projects, and weekly problems supplement textbooks and lectures to enhance the acquisition of new skills. Students are challenged to describe their problem-solving process in clear and concise language suitable for technical writing. Teachers arrange for guest speakers such as Fire Fighters and Fish & Game officers who describe how math is used in their occupations. Secondary math students learn that mathematics is a vibrant, living science that is used in a myriad of settings.

A course in personal finance is offered for students who will soon be making their own financial decisions. Students who do not pass the HSGQE are enrolled in Math III, a course designed to teach the essential content needed to pass the exit exam. Targeted intervention strategies are developed for individual students who are performing below grade level. Students may be assigned to an after school tutoring session that is staffed by a certificated math instructor, assigned a peer tutor or enrolled in the computer-aided instruction module for math remediation.

4. Additional Curriculum Area:

The school offers a robust Career and Technical Education (CTE) program. Beginning in grade 7, students may choose from two CTE elective courses: Keyboarding and Woodshop. Junior high students acquire the essential skills needed to progress through the high school CTE curriculum. Students develop basic keyboarding skills and begin to learn to use word processing, spreadsheet, and presentation software programs. Woodshop students spend significant time learning shop safety practices and how to safely use woodworking hand tools and power tools.

The high school CTE curriculum offers students training in a variety of career paths. Students can follow a business career path by taking courses in Office Procedures, Personal Finance, Economics, Photojournalism, Word Processing, and Spreadsheets. The industrial arts career path includes courses in Woods, Carpentry, Welding, Fish Hatchery, Computer Aided Drafting and Design (CADD), and Principles of Technology (Applied Physics). Several courses are offered for “dual credit” through the University of Alaska Fairbanks (UAF). The CTE Welding Program is articulated with UAFs Tech Prep Program giving students the opportunity to earn college credit and welding certifications while still in high school.

CTE teachers continually stress relevancy in their instructional approach. An example of this happened a few years ago when the City of Unalaska decided to replace an aging bridge that connects Unalaska and Amaknak Islands. The new bridge project took almost 3 years to complete. CTE students closely followed the bridge construction project and drew up their own ideas for bridges in the CADD class. Principals of Technology students studied the engineering and architectural aspects of the new bridge and built miniature models of bridges to test strength and resiliency to high winds. Engineers and construction workers from the bridge project were invited as guest speakers in the CTE classes. An archeologist spoke to students about the impact the construction site would have on a nearby ancient *Unangan* village site. The construction site was a frequent destination for field trips, and students learned how to apply mathematics, physics and engineering concepts to a real-life scenario.

5. Instructional Methods:

Unalaska School students come from a broad range of cultural, social, and economic backgrounds. The school enrolls immigrant students with experiences in different educational systems. Students come to Unalaska School who may have previously attended school only sporadically, if at all. Students with learning disabilities which range from mild/moderate, to intensive needs, attend the school. Unalaska School has systems in place to ensure that all students, regardless of their social and economic background or their academic development level, have access to the school’s curriculum.

Teachers receive ongoing training in the Sheltered Instruction Observation Protocol (SIOP). Teachers learn to adapt curriculum in strategic ways to make content understandable to English learners while promoting the students' English language development. A full-time ESL teacher provides ongoing support for classroom teachers in lesson design and learning accommodations. On occasion, the ESL teacher teaches a course with a parallel curriculum for students who arrive in school having no English language background. The goal is to gradually transition ELL students into the regular classrooms while maintaining support and monitoring from the ESL department.

The school's Student Assistance Team (SAT) is comprised of the building principal, the school counselor, a junior high teacher, and a high school teacher. The SAT may also call in additional members who have expertise in special education, ESL, behavior health, and social work. At its weekly meeting, the SAT reviews student referrals initiated by teachers, parents, or the students themselves. While the SAT serves primarily as a committee to screen referrals to special education, it also suggests intervention strategies for students with attendance and behavioral issues. The SAT works closely with classroom teachers to implement interventions designed to improve academic achievement. The students' parent is invited to participate in meetings and to implement the interventions at home when possible.

Perhaps one of the most effective ways the school has found to supplement instruction is to provide a 1-hour afterschool study session each day. The afterschool program is staffed on alternating days by teachers who are certified in math and language arts. Students may ask for individualized assistance on homework assignments; many students use this time to get their homework completed before going home. Students may also attend a 4-hour Saturday morning program. "Saturday School" is ostensibly for students who have violated the schools conduct code, but more and more students are requesting to attend so they can work on school projects in an orderly setting that is supervised by a teacher.

6. Professional Development:

The school's professional development program provides annual district-wide teacher inservices, short weekly on-site trainings, trainings via distance delivery and opportunities for teachers to attend conferences and classes off the island.

Annual teacher inservices are planned to reinforce the District's curriculum review cycle and its respective academic standards. This is particularly important when the mathematics or language arts curricula and standards are revised or updated. The 3-day inservices are also used to provide on-going training in differentiated instruction, instructional technology, and to present the state-mandated trainings. This school year, Response to Intervention and Instruction (RTI) was the featured training for the inservice. Teachers, administrators, and paraeducators learned the RTI model and began to design an RTI program for the school.

Every Wednesday, students are released from school one hour early to that teachers can meet in a "common planning time." These meetings are used for teacher or principal led trainings and discussions. Student achievement data is analyzed and deficiencies are identified. Teachers and administrators troubleshoot and brainstorm possible causes of lagging student performance, such as attendance, behavior, student attitude, and parental involvement. These opportunities for teachers to compare notes and identify commonalities impacting individual student achievement lead to productive discussions and solutions.

The District provides each teacher with a paid trip to a professional conference or to take a continuing education class. Teachers frequently use this benefit during the summer break to offset the high cost of travel to the mainland. Teachers generally choose trainings that are specific to their content teaching area and most return with new insights that they eagerly share with their colleagues at home. Students clearly

benefit from teachers who are staying current in their respective fields and who return from conferences and classes with rekindled energy and enthusiasm.

7. School Leadership:

The school's leadership philosophy is based on teamwork, open communication, and site-based decision making. The principal works closely with the elementary principal and superintendent in a leadership structure that seeks to promote program continuity as well as high academic and behavioral standards. With just three certified administrators serving the district, the building principal must assume additional duties that in larger schools would likely be delegated to other administrators. The principal serves as activities director, as the District representative for IEP meetings, and as the chief enforcer of student conduct rules. The principal also evaluates 17 tenured and non-tenured teachers and 5 paraeducators.

The principal is responsible for implementing school board approved policies and programs. Principals meet at least weekly with the superintendent to coordinate resources and to plan for the implementation of new initiatives. The principal makes a formal report each month to the Board of Education; these reports include information on student achievement, ongoing programs, and new innovations in education. The principal facilitates curriculum review committees and serves as ex-officio member of the District's budget planning committee.

The principal works closely with the school's department heads and spends time visiting individual classrooms. As the school's instructional leader, the principal provides mentoring and advice to both veteran and early career teachers. Visibility and an open-door policy are conducive to building positive and trusting relationships between the principal and faculty. The principal is frequently in the hallways and common areas interacting with students.

A recent example of the impact that strong leadership has on improving student achievement was the launch of the *Parental Access Support System* (PASS). The principal led the implementation of PASS by providing training for teachers and then encouraging teachers to post grades on PASS. The principal worked with just a few teacher-leaders to get the process started, then gradually added teachers to the system. Within a year, all teachers were posting their grades on PASS on a weekly basis. Having progress reports available to students and their parents each week has had a direct impact on improving student achievement in Unalaska School.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: Standards Based Assessment

Edition/Publication Year: 2005-2010 Publisher: Data Recognition Corp.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	66	79	84	79	0
Advanced	20	25	44	29	0
Number of students tested	41	24	25	14	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced					
Advanced					
Number of students tested	6	6	3	1	0
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested	5	3	3	3	0
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested	0	1	3	1	0
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested	6	4	4	2	0
6. Asian/Pacific Islander					
Proficient/Advanced	50	55			
Advanced	8	18			
Number of students tested	12	11	9	8	0
NOTES: Alaska 10th Grade students began taking the Standards Based Assessments in 2006-2007. In 2005-2006 there is no SBA data available for 10th Grade Students. In 2009-2010 largest other subgroup was Caucasian with 18 tested: 67% Proficient plus Advanced, 33% Advanced. In 2006-2007 largest other subgroup was Caucasian with 8 tested.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: Standards Based Assessment

Edition/Publication Year: 2005-2007 Publisher: Data Recognition Corp.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	88	79	96	93	0
Advanced	29	50	40	60	0
Number of students tested	41	24	25	15	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced					
Advanced					
Number of students tested	6	6	3	1	0
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested	5	3	3	4	0
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested	0	1	3	1	0
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested	6	4	4	2	0
6. Asian/Pacific Islander					
Proficient/Advanced	67	64			
Advanced	0	18			
Number of students tested	12	11	9	8	0
NOTES: Alaska 10th Grade students began taking the Standards Based Assessments in 2006-2007. In 2005-2006 there is no SBA data available for 10th Grade Students. In 2006-2007 Caucasian was the largest subgroup with 8 tested.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: Standards Based Assessment

Edition/Publication Year: 2005-2010 Publisher: Data Recognition Corp.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Provicent/Advanced	94	83	80	82	92
Advanced	48	37	33	23	36
Number of students tested	31	30	30	39	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1				
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Provicent/Advanced					
Advanced					
Number of students tested	7	8	5	9	4
2. African American Students					
Provicent/Advanced					
Advanced					
Number of students tested	0	0	1	1	0
3. Hispanic or Latino Students					
Provicent/Advanced					
Advanced					
Number of students tested	2	4	7	5	4
4. Special Education Students					
Provicent/Advanced					
Advanced					
Number of students tested	3	1	1	3	3
5. English Language Learner Students					
Provicent/Advanced			74		
Advanced			21		
Number of students tested	4	5	19	7	5
6. Asian/Pacific Islander					
Provicent/Advanced	100	88		79	92
Advanced	60	35		32	31
Number of students tested	15	17	9	19	13
NOTES: In 2006-2007 largest other subgroup was Caucasian with 19 tested: 79% Proficient plus Advanced, 32% Advanced. In 2005-2006 largest other subgroup was Caucasian with 13 tested: 92% Proficient plus Advanced, 31% Advanced.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: Standards Based Assessment

Edition/Publication Year: 2005-2010 Publisher: Data Recognition Corp.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	97	87	93	87	92
Advanced	55	27	30	33	44
Number of students tested	31	30	30	39	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		1			
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced					
Advanced					
Number of students tested	7	8	5	9	4
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested	0	0	1	1	0
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested	2	4	7	5	4
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested	3	1	1	3	3
5. English Language Learner Students					
Proficient/Advanced			89		
Advanced			11		
Number of students tested	4	5	19	7	5
6. Asian/Pacific Islander					
Proficient/Advanced	93	77		89	92
Advanced	53	12		42	39
Number of students tested	15	17	9	19	13
NOTES: In 2006-2007 largest other subgroup was Caucasian with 19 tested: 89% Proficient plus Advanced, 42% Advanced. In 2005-2006 largest other subgroup was Caucasian with 13 tested: 92% Proficient plus Advanced, 39% Advanced.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: Standards Based Assessment

Edition/Publication Year: 2005-2010 Publisher: Data Recognition Corp.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	94	81	85	88	94
Advanced	69	50	49	54	58
Number of students tested	32	32	41	26	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1				
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced			64		
Advanced			18		
Number of students tested	8	4	11	6	4
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested	0	1	1	0	0
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested	4	6	5	4	3
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested	3	1	3	3	6
5. English Language Learner Students					
Proficient/Advanced			64		
Advanced			27		
Number of students tested	7	6	11	7	4
6. Asian/Pacific Islander					
Proficient/Advanced	89	75	67	100	83
Advanced	67	58	42	42	58
Number of students tested	18	12	12	12	12
NOTES: In 2007-2008 largest other subgroup was Caucasian with 17 tested: 88% Proficient plus Advanced, 59% Advanced. In 2006-2007 largest other subgroup was Caucasian with 12 tested: 100% Proficient plus Advanced, 42% Advanced. In 2005-2006 largest other subgroup was Caucasian with 12 tested: 83% Proficient plus Advanced, 58% Advanced.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: Standards Based Assessment

Edition/Publication Year: 2005-2010 Publisher: Data Recognition Corp.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	97	97	88	92	97
Advanced	38	31	42	39	39
Number of students tested	32	32	41	26	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1				
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced			64		
Advanced			27		
Number of students tested	8	4	11	6	4
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested	0	1	1	0	0
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested	4	6	5	4	3
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested	3	1	3	3	6
5. English Language Learner Students					
Proficient/Advanced			55		
Advanced			9		
Number of students tested	7	6	11	7	4
6. Asian/Pacific Islander					
Proficient/Advanced	94	92	58	100	100
Advanced	22	33	25	42	42
Number of students tested	18	12	12	12	12
NOTES: In 2007-2008 largest other subgroup was Caucasian with 17 tested: 100% Proficient plus Advanced, 59% Advanced. In 2006-2007 largest other subgroup was Caucasian with 12 tested: 100% Proficient plus Advanced, 42% Advanced. In 2005-2006 largest other subgroup was Caucasian with 12 tested: 100% Proficient plus Advanced, 42% Advanced.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 9 Test: Standards Based Assessment

Edition/Publication Year: 2005-2010 Publisher: Data Recognition Corp.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	91	84	84	91	79
Advanced	47	51	44	65	36
Number of students tested	34	45	25	23	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced		80			
Advanced		30			
Number of students tested	4	10	7	3	0
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested	1	1	0	0	0
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested	6	5	3	3	3
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested	3	0	1	5	1
5. English Language Learner Students					
Proficient/Advanced		83			
Advanced		17			
Number of students tested	4	12	5	3	2
6. Asian/Pacific Islander					
Proficient/Advanced	92	86	85		
Advanced	46	36	46		
Number of students tested	13	14	13	8	8
NOTES: In 2008-2009 largest other subgroup was Caucasian with 19 tested: 79% Proficient plus Advanced, 58% Advanced. In 2007-2008 largest other subgroup was Caucasian with 13 tested: 85% Proficient plus Advanced, 46% Advanced. In 2005-2006, largest other subgroup was Caucasian with 8 tested.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 9 Test: Standards Based Assessment

Edition/Publication Year: 2005-2010 Publisher: Data Recognition Corp.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	97	91	92	96	86
Advanced	47	56	52	52	57
Number of students tested	34	45	25	23	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced		60			
Advanced		20			
Number of students tested	4	10	7	3	0
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested	1	1	0	0	0
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested	6	5	3	3	3
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested	3	0	1	5	1
5. English Language Learner Students					
Proficient/Advanced		75			
Advanced		0			
Number of students tested	4	12	5	3	2
6. Asian/Pacific Islander					
Proficient/Advanced	100	79	100		
Advanced	46	21	69		
Number of students tested	13	14	13	8	8
NOTES: In 2008-2009 Caucasian was the largest subgroup with 19 tested: 95% proficient plus advanced, and 74% advanced. In 2007-2008 Caucasian was the largest other subgroup with 13 tested: 100% advanced plus proficient and 69% advanced. In 2005-2006 largest other subgroup was Caucasian with 8 tested.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient plus advanced.	84	82	83	85	90
Advanced	44	42	43	41	46
Number of students tested	139	132	121	102	70
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus advanced.	80	68	69	74	
Advanced	32	18	23	32	
Number of students tested	25	28	26	19	
2. African American Students					
Proficient plus advanced.					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus advanced.	72	79	83	87	90
Advanced	28	32	22	33	30
Number of students tested	18	19	18	15	10
4. Special Education Students					
Proficient plus advanced.	40			58	60
Advanced	0			17	0
Number of students tested	10			12	10
5. English Language Learner Students					
Proficient plus advanced.	57	70	69	63	82
Advanced	19	19	26	26	27
Number of students tested	21	27	39	19	11
6. Asian/Pacific Islander					
Proficient plus advanced.	84	78	88	89	88
Advanced	48	37	51	42	48
Number of students tested	58	54	43	45	33
<p>NOTES: In 2009-10 and 2008-09, Asian/Pacific Islander was the largest other subgroup. In 2007-08, 2006-07, and 2005-06, Caucasian was the largest other subgroup. In 2005-2006 there is no data available for 10th grade; the SBAs were required for 10 grade students beginning in 2006-2007. The data for ELL students does not include ELLs on 1st or 2nd year of monitoring status; Alaska allows the inclusion of monitored students in AYP calculations, but they are not included in this data.</p>					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient plus Advanced	94	89	92	91	93
Advanced	41	42	40	43	44
Number of students tested	139	132	121	103	70
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	92	68	69	74	
Advanced	16	14	19	26	
Number of students tested	25	28	26	19	
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Advanced	94	95	94	100	100
Advanced	33	32	17	38	40
Number of students tested	18	19	18	16	10
4. Special Education Students					
Proficient plus Advanced	70			75	80
Advanced	0			0	0
Number of students tested	10			12	10
5. English Language Learner Students					
Proficient plus Advanced	76	67	74	68	91
Advanced	0	0	15	11	27
Number of students tested	21	27	39	19	11
6. Asian/Pacific Islander					
Proficient plus Advanced	90	78	100	96	94
Advanced	31	20	63	51	49
Number of students tested	58	54	43	45	33
<p>NOTES: In 2009-10 and 2008-09, Asian/Pacific Islander was the largest other subgroup. In 2007-08, 2006-07, and 2005-06, Caucasian was the largest other subgroup. In 2005-2006 there is no data available for 10th grade; the SBAs were required for 10 grade students beginning in 2006-2007. The data for ELL students does not include ELLs on 1st or 2nd year of monitoring status; Alaska allows the inclusion of monitored students in AYP calculations, but they are not included in this data.</p>					