

PART I - ELIGIBILITY CERTIFICATION

12AK2

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12AK2

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 5 Elementary schools (includes K-8)
 (per district designation): 1 Middle/Junior high schools
1 High schools
0 K-12 schools
7 Total schools in district
2. District per-pupil expenditure: 17263

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: 7
5. Number of students as of October 1, 2011 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	16	13	29		6	16	20	36
K	15	14	29		7	0	0	0
1	20	20	40		8	0	0	0
2	21	18	39		9	0	0	0
3	14	19	33		10	0	0	0
4	14	13	27		11	0	0	0
5	17	16	33		12	0	0	0
Total in Applying School:								266

6. Racial/ethnic composition of the school: 19 % American Indian or Alaska Native
2 % Asian
0 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
75 % 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 2010-2011 school year: 14%

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, 2010 until the end of the school year.	15
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	16
(3)	Total of all transferred students [sum of rows (1) and (2)].	31
(4)	Total number of students in the school as of October 1, 2010	229
(5)	Total transferred students in row (3) divided by total students in row (4).	0.14
(6)	Amount in row (5) multiplied by 100.	14

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 1

Number of non-English languages represented: 1

Specify non-English languages:

Korean

9. Percent of students eligible for free/reduced-priced meals: 34%

Total number of students who qualify: 90

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: 9%

Total number of students served: 23

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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>17</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>1</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>13</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>2</u>
Paraprofessionals	<u>7</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>0</u>
Total number	<u>31</u>	<u>2</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: 20:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	95%	95%	94%	94%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

Point Higgins Elementary School is located on Revillagigedo Island in Southeast Alaska. Located just outside the small town of Ketchikan, our school is nestled on a bluff in the heart of the Tongass National Forest, America's largest temperate rainforest.

Every day our students witness a spectacular view of the wonders of nature: whales moving through the waters of Clover Passage, bald eagles soaring through our skies, deer outside the windows of our classrooms, and even the occasional bear. Natural resources abound in our environment including forestry, mining, and fishing. Ketchikan is known as the official "Salmon Capital of the World."

Inside Point Higgins Elementary is Alaska's most important natural resource, our children. Ketchikan kids are a hearty lot. They are the offspring of fishermen, loggers, foresters, government employees, educators and doctors. Most are reared on a lifestyle of camping, fishing, and hunting, many as a form of subsistence.

The educational ambitions of our staff are reflected in the Point Higgins Elementary School mission statement:

"We believe Point Higgins School is unique because we truly are a neighborhood school. We believe that this family environment grounded in mutual respect, promotes a deep sense of caring about each other and our children. We regard our students as extensions of our own families. We share their dreams and work diligently to ensure their successes."

Opening its doors in 1986, Point Higgins Elementary is "the crown jewel" of Alaskan elementary schools. Featuring super-sized classrooms, skylights in the foyers and gathering places, and contemporary works of art, which lends an aspect of cheerfulness to the facility. A pod of Orca whales greet visitors who walk through our doors, hanging high above their heads as they glide through the vaulted commons area. Students, families and community members take great pride in our facility and grounds.

Today Point Higgins is the educational home to 267 preschool through sixth grade students, with an upward trend in enrollment. We have consistently outscored the district and state averages on Standards Based Assessments in all academic areas. Doing so while undergoing foundational change and adjusting to shifting population demographics, including increasing numbers of students qualifying for free and reduced lunch.

Our Highly Qualified faculty and staff bring more than elementary certification to the building. They hold advanced degrees and content level expertise in: Science, Biology, English, French, Spanish, Math, Reading Instruction, Library Sciences, Speech/Language, Special Education, Physical Education, Recreation Planning, Counseling and Educational Leadership. Our skill set is diverse, allowing us draw from our own resources when seeking support and expansion in specific content areas.

Known districtwide as "early adopters", Point Higgins faculty and staff push the educational envelope by piloting programs, curriculums and methodologies that support the Point Higgins mission. Our school intervention team disrupted the traditional Speech/Language pullout delivery model and embedding speech and language instruction in our three Tiers of instruction. We piloted AIMSweb (a data management system) for our district and successfully lobbied for its adoption districtwide. Most recently, we implemented a biometric identification program for our breakfast and lunch program, leading to increased accuracy and efficiency in the program.

We are heavily invested in our community, our families, and a culture of helping one another whenever there is a need. We take pride in highlighting student-initiated events such as movie night fundraisers that raised money for the First City Council on Cancer; and Kid's Night Out, a benefit for Japan's earthquake victims and the home of Ketchikan's sister city, Kanayama.

Events encouraging community involvement is the norm and include these annual gatherings: Halloween Trunk or Treat, Thanksgiving Food Drive, Breakfast with Santa, Winter Concert and Tree Auction, Field Day, Color House Race, Talent Show and many others.

Point Higgins Summer Library Program has been a mainstay in our community for over fifteen years. Each summer, neighborhood children and others from throughout the community gather in the Point Higgins library for storytime, engaging activities and reading incentive programs. Families and friends often join together, enjoying picnics on the playground or hikes to the beach, stretching the library visit into a daylong adventure.

Within the school, the sense of community is driven by the three universal ideals: Be Safe, Be Respectful and Be a Learner. Special effort is made to recognize students modeling the Safe, Respectful, and Learner behaviors. "Whale Watch" Awards highlight the accomplishments of individual students who go "above and beyond" what is expected. Students are recognized with verbal and written public announcement and highlighted on our website. The Point Higgins Positive Behavior Support (PBS) expectations set the standard for conduct, support problem solving and serve as a springboard for student leadership across grade levels. They serve as the foundation for our Peer Helper and Student Counsel programs where students take an active, decision-making role within our school. Assisting in the planning of special events, activities and incentives, food drives, these students are encouraged to share ideas and express their voice, making meaningful contributions to our school.

We believe in a strong emphasis on community involvement and building relationships with students and their families. Together, we are a community of learners.

1. Assessment Results:

The Alaska Standards-Based Assessments (SBA) are proficiency-based tests developed specifically for Alaska's students. In grades 3 through 10 these assessments are designed to estimate the degree to which students have mastered the Academic Performance Standards for reading, writing, mathematics, and science (fourth grade only) as outlined in the Alaska Grade Level Expectations. The state uses four descriptor levels when reporting individual results: advanced, proficient, below proficient, and far below proficient. Results are valuable to schools and school districts in determining whether students are making academic progress. The results are also used to determine whether our schools meet Adequate Yearly Progress (AYP) as required by the federal No Child Left Behind law. Students in grades 3-10 across the state are required to participate in the Alaska Standards-Based Assessments.

Point Higgins Elementary fully implements the Response to Intervention (RTI) model and uses three tiers for determining levels of support for students.

- Tier 1 encompasses those performing above the 25th percentile
- Tier 2 encompasses those performing between the 10th percentile and the 25th percentile
- Tier 3 encompasses those performing below the 10th percentile

We consider students having scored in the advanced or proficient categories as Tier 1 and making acceptable progress as compared to state and school standards. However, further review of their scores may indicate the need for intervention or enrichment in specific content strands or skills. Students scoring above the 90th percentile, in multiple measures, are considered for Gifted and Talented enrichment. Students having scored in the below proficient category are considered to be in Tier 2 and those scoring in the far below proficient category are considered to be in Tier 3. Both Tier 2 and Tier 3 students are considered to not be meeting the state and school standards and are immediately referred to the school intervention team.

The most recent year's data highlights the outstanding performance of Point Higgins students.

During 2010-2011, 91.6% of all 3rd-6th grade students were proficient or advanced in mathematics and 94.4% of 3rd-6th grade students were proficient or advanced in reading. The 2011 scores are indicative of Point Higgins high levels of achievement. Point Higgins students outscored the state average by over 16% in mathematics and 12% in reading. Furthermore, the Point Higgins students outscored their district counterparts by 15% in mathematics and 8.5 % in reading.

Data mining reveals that our two significant subgroups, Alaska Native/American Indian and Low Income, held pace or out scored the general population. In 2011, 100% of our Alaska Native/American Indian students were proficient or advanced in mathematics while 95% were proficient or advanced in reading. Students in our Low Income subgroup held pace with the school average in mathematics, with 91.7% of students scoring proficient or advanced. In reading, 87.5% of students in the Low Income subgroup scored in the proficient or advanced category. When compared to the Point Higgins average, this subgroup had a lower percentage of students scoring in the proficient and advanced categories. However, the difference between the two groups is less than 10%. Despite this group scoring slightly lower than the Point Higgins average, they significantly outpaced their subgroup peers across the district and state, outscoring them by 14% and 19.8% respectively!

All other subgroups at Point Higgins consist of fewer than 10 students, making data review at this level challenging. That being said, it is important to highlight the accomplishments of our students with disabilities. In 2001, 50% of our students with disabilities scored proficient or advanced in reading and 83.3% of these students scored proficient or advanced in mathematics. This subgroup outscored the district subgroup peers by 12.3% in reading and 49% in math. Their scores beat the state average by 8.9% in reading and 50.7% in math.

When reviewing data trends over the past five years, the percentage of 3rd-6th grade students scoring in the proficient and advanced categories has increased. The largest percentage gains have occurred in writing with a 6.7% increase and mathematics with a 5% increase. Reading scores also improved with an additional 1.5% of students scoring proficient or advanced.

Consideration should be given to the changing demographics during this time period. During the past five years, the percentage of students qualifying for Free and Reduced Lunch (FRL) has increased from 24% in 2007 to 31% in 2011. The increase is significant, and appears more so upon further review. This subgroup actually shrank in the year 2008, dropping from 24% to 16% of the population. The number of FRL students grew slightly in 2009 to 18% and again in 2010 to 19% of the total population. In 2011, note the 12% gain from 19% to 31% of the school population. Paying particular attention to the increased numbers in this subgroup, Point Higgins teachers worked with focused determination to ensure the success of these students. The success of both student and teacher is reflected in the noteworthy assessment results as reported above.

Our most useful information comes from comparing data from cohorts of students, following individuals and groups across the years. We studied scores for the 2007, 2008, and 2009 cohorts in this way and noted the following: The three cohort groups reviewed lost ground on the 4th grade mathematics assessment. This trend continued into 5th grade for the 2007 and 2008 cohorts. Mathematics scores rebounded to at or above original level as students completed 6th grade. This data helped us identify specific grade levels in need of additional consideration and focused our school improvement efforts. In reading, the 2007, 2008, and 2009 cohort groups steadily made positive gains, with each group increasing overall percentage of students scoring in the proficient and advanced categories between 3%-8%.

State Assessment Results for Point Higgins Elementary can be found at:

<http://eed.alaska.gov/tls/assessment/AsmtVer2011/SchoolAsmtVerSuptSearch.cfm?do=25>

2. Using Assessment Results:

Each school year begins with a schoolwide data review of the previous years assessments and the fall benchmarks for the current year. Teachers work collaboratively using data binders that include pertinent assessment scores both schoolwide and specific to their students. A thorough analysis of assessment data from Standards Based Assessment (SBAs), Terra Novas, Benchmarks and Developmental Reading Assessment (DRAs) leads to the development of a schoolwide “radar list”. Radar list is our own unique phrase that describes students scoring below the 25th percentile who are in need of intervention, as well as, students scoring above the 10th percentile who are in need of enrichment. Names of those receiving special services are added, thereby creating a comprehensive list of students in need of additional support.

The radar list provides the foundation for our Response to Intervention (RTI) model and is continually updated throughout the year. Each benchmark period provides additional data used to drive the decision making process as it relates to classroom instruction, as well as, supplemental interventions and enrichment.

Our first response to the data is to meet as a team, utilizing the “radar list” as our guide. Intervention teams consist of the classroom teacher, principal, parents, with specialists such as: special education teacher, speech and language pathologist, reading specialist, paraprofessionals, and counselor joining as

needed. Using a problem solving approach, the team determines the learning path for each child, setting goals and creating a plan to meet the needs of the student. With the goals and plan established, weekly or monthly monitoring occurs to measure student growth. We share this data with students, empowering them to take responsibility for their own learning and make active decisions about the direction of their educational path. Frequent reviews of data allow the team to adjust the student's learning path, intervention/enrichment programs, and classroom instruction as needed.

Close monitoring of student progress is achieved through the use of the Academic Improvement Management System (AIMSweb), a system that provides a framework for implementation and organization of assessment data. AIMSweb gives us the tools we need to accurately and efficiently communicate with students, parents and staff regarding student progress and goals. Point Higgins piloted this program for our district and hosted the districtwide AIMSweb/RTI professional development upon its adoption.

Tri-annually the RTI team meets to discuss benchmark data. The data informs teachers, students, and parents about performance in key areas such as reading fluency, comprehension, math computation, math concepts, and behavior. Parents of students identified as in need of intervention or extension receive the most current data on the progress of their child. Progress graphs, a letter detailing areas in need of improvement, along with an option to decline an intervention are provided to families. Doing so fosters parent partnerships and strengthens the community between parents, teachers and students, as all parties are closely involved in each step of the intervention process. Parents are encouraged to attend all RTI meetings concerning their child and give input on the steps being taken to close his/her achievement gap.

Schoolwide assessment results are reported to the community via the district "Report Card to the Public". This printed document is available at all schools and is a supplement in the local newspaper each year. The yearly district Report Card is also found on our school's website along with links to the state of Alaska website reporting each year's Standards Based Assessment (SBA) results and Adequate Yearly Progress (AYP) status.

3. Sharing Lessons Learned:

As a school located on a small island, Point Higgins exists within a close-knit school district. Sharing ideas through cross-district staff collaboration has been a staple for our school. Our special services staff meets bi-monthly to discuss key intervention strategies and share progress monitoring techniques that can be applied across the district. Currently, our preschool teachers are presenting a handwriting curriculum training for their peers, with hope to promote and adopt it for use the following school year.

Our school library is part of the First City Libraries consortium including Ketchikan Public Library, the University of Alaska Library, and the School District Libraries. Our librarian meets bi-annually to share activities, remedy concerns, coordinate visiting authors and improve our response to serving the community. School librarians collaborate on teaching strategies, technology and sharing library specific strategies with certified and support staff. Citywide librarians also meet monthly as part of the Alaska Association of School Librarians (AkASL).

The district music department meets collaboratively twice a year to share curriculum development and performance opportunities. The elementary staff has pooled resources - musical and other equipment - so every child has access to a variety of different instruments and styles of musical expression. Musical themes and instruments are rotated between the elementary schools in Ketchikan. (i.e. Drum Circle, Orff Instruments, and Guitars). Elementary specialists also work in partnership weekly through sharing and observing each other teaching.

A few years ago, teachers of our grades 3-6 chose to pilot the Saxon Math program after researching curriculum to improve math scores. After achieving high scores in math on statewide exams, the district curriculum professionals took notice. When the math curriculum was up for review this past year, our staff touted its ease of use and shared successes with other district staff. As a result, the district adopted

Saxon Math as its newest math curriculum across all district elementary schools, and during the publishers training session, our staff was able to add real-life experiences to support the other teachers in our district.

On a state level, two of our staff contributed ideas about integrating technology into the classroom to the Alaska Artifacts website through the Department of Education. It was a statewide competition where ideas and postings regarding technology were rated by teaching peers. One of our staff members won the competition and received grant money to use for technology to assist our staff and students. The award also included funding for travel to the Alaska Society for Technology in Education (ASTE) Conference for the winner and three colleagues. Winning projects were highlighted during the conference, sharing these best practices with educators from across the state.

4. Engaging Families and Communities:

One of the unique and alluring aspects of Point Higgins Elementary School is that it is a true neighborhood school. Many families reside within an arm's reach of the front door, and multitudes of familiar faces are seen coming to and from the school to volunteer, support the staff, or just check in on how their students are doing. With Point Higgins' open door policy, parents, guardians, and extended family members are encouraged to visit classrooms and are invited in on a regular basis to participate in classroom events or schoolwide functions. As a result, parents are keenly aware of how their students are doing in school, and thus, constant communication is utilized in order to support student achievement.

At Point Higgins Elementary, parents are viewed as partners in education. Whereas teachers set high expectations for students, high expectations are also set for parent involvement. As a small community school, we rely on much of the talent and expertise of our parents to help enrich the curriculum. We draw upon resident authors, renowned artists, and community servants such as State Troopers and Forest Service workers to aid and assist teachers in delivering theme-based curriculum units that engage students in a tangible and authentic way.

One of our most successful strategies has been an ongoing attempt to build a sense of school community. Through school-sponsored events that take place after hours, families come to know Point Higgins as a cornerstone of their social arena. Such events include Kid's Night Out, Field Day, Sea Week, Breakfast with Santa, the Book Fair, Summer Library, and monthly Family Movie Nights outfitted with homemade popcorn and the principal's friendly face. Such strong family involvement fosters a sense of comfort level in the students that seeps into their everyday academic lives.

Point Higgins is also at the forefront of leveraging technology use to create a dynamic, collaborative communication platform for our school community. Launched in September of 2011, the Point Higgins website is the essential home page for our students, parents and friends. The website includes classroom teacher homepages, events calendars, important school information and quick links to access student grades and lunch balances. Content alerts and emergency announcements can be "pushed" to subscribers, helping to ensure that stakeholders stay up to date with the latest Point Higgins happenings.

1. Curriculum:

The Language Arts curriculum, implemented in 2009-2010, closely follows the state Grade Level Expectations (GLE's) by providing a comprehensive, balanced reading and writing program spanning grades Pre-K-6. District adopted materials utilize the Harcourt Brace Storytown series as the foundations for instruction. Pt. Higgins teachers supplement the core instruction with Spalding: The Writing Road to Reading, Junior Great Books, Scholastic Leveled Reading Libraries, Write Source, and Step-up to Writing in addition to rich, content related literature.

Intervention programs supporting Tier 2 and Tier 3 students are scientifically research based and are implemented based on student need. Programs relating Language Arts include Headsprout, Earobics, Read Naturally, Corrective Reading, Reading Mastery, Words Their Way, Lindamood Bell Visualizing and Verbalizing, and Step-up to Writing.

Point Higgins' teachers devote over sixty minutes a day to mathematics instruction. All teachers grades K-6 fully implement the Saxon math, a program closely correlated with state GLEs. Focused attention on the delivery of the program's essential components: fact practice, mental math, problem solving, and explicit skill instruction provides a comprehensive program for all students.

Point Higgins uses its pristine location and abundant natural resources as an outdoor laboratory for science discovery. Students of all grades explore our rich marine environment during Sea Week explorations and experiments. Teachers partner with the Forest Service to raise salmon from eggs to fry, then release them to the hatchery. Others join foresters in our National Forest to explore riparian ecosystems, indigenous plants, animal habitats, and learn Orienteering. When weather conditions drive us inside, we use FOSS science kits as a springboard for scientific learning.

Active, healthy students are well prepared for learning. We keep that in mind while building programs supporting those goals. All students have between 80-120 minutes of Physical Education each week. In addition, students participate in our daily 'Fitness Fifteen' where students get up and get moving by walking or running laps around our school. Health topics are addressed by grade level and typically introduced using science instruction as the vehicle. Special topics like Habits of Mind, Bullying, and Drug Prevention are often presented to the entire school. Nutritional standards follow the district wellness policy and focuses on healthy eating. We use the wellness policy as a guide when planning special classroom events and incentive programs. School snack machines meet wellness policy guidelines established for elementary aged students.

Visual and performing arts are woven throughout content instruction, relating to content area topics when appropriate. Teachers incorporate visual and performing arts elements in nearly every authentic project for students, allowing for the delivery of content via the arts to shine. Focused art instruction, using the Art Attack curriculum, occurs in grades K-2. Artist in Residence programs are encouraged and funded through our parent group, The Orca Boosters. Students participate in music instruction for 90-120 minutes per week in grades K-6. Point Higgins provides music students with exposure to the entire recorder family of instruments and students experience performing in large and small ensembles, in unison, and part playing. By using the Recorder Karate method, students are able to compete for awards for the excellent performance of increasingly difficult musical selections. Intermediate students are given the opportunity to learn to play the acoustic guitar in folk, classical and rock styles. In addition, fifth and sixth grade may participate in band. Those involved participate in small group instruction on a variety of instruments.

Alaska content standards for technology are addressed through practical application with authentic content-based projects. Classroom teachers work collaboratively with the Library Media specialists and resident technology experts to embed technology into instruction, assignments, and assessments.

Informal foreign language instruction occurs in several classes including pre-k, third and fourth grade. We capitalize on the skills of a paraprofessional whose first language is Spanish, bringing basic vocabulary concepts to our students in 5-7 minute mini lessons throughout the trimester.

2. Reading/English:

Reading Instruction at Point Higgins is directed by the Alaska State Standards and Grade Level Expectations (GLEs). Our school district's goals and objectives are based on those same standards. District committees are made up of administrators, teachers, and parents. The committee reviews, reevaluates, and revises current objectives, programs, and practices every three years. Teachers are instrumental in this process and assist with the best possible selection of available programs and materials.

Our staff makes reading a priority. Reading instruction time is protected and interruptions are rare. When developing the master schedule, we plan specials for primary students in the afternoon, leaving the mornings open for a large uninterrupted Language Arts block. Our program is successful because of our "all hands on" approach. Every available adult, from the classroom teacher to educational support staff, participate in teaching children to read.

Reading instruction is presented using a variety of methods: whole group, differentiated groups, and independent work. Our goal is to meet our students at their instructional levels and challenge them to continue to grow in their reading abilities. Instruction is explicit and sequential. Daily practices include phonemic awareness, phonics, rhythm of language through poems and songs, vocabulary, writing, and comprehension strategies. We teach strategies that readers use to construct meaning and decode words. Students use their schema to make connections between what they know and new information. We teach students to use their background knowledge and clues in the text to infer meaning. We teach them to create mental images or visualize. Students are encouraged to ask questions before, during and after reading.

All grade levels build differentiated instruction into their daily Language Arts program. Students participate in the core program and also in differentiated groups where material or literature is presented at the student's current functioning level.

As indicated, The Response To Intervention (RTI) Model is used as a guide to help determine those in need of additional support. With regards to reading, students scoring below the twenty-fifth percentile or above the tenth percentile on benchmark assessments receive additional reading support focusing on areas of need. All students falling in these ranges are assessed further, honing in on the specific area of need and the current functioning level. Additional assessment data is discussed with the intervention team, which then develops a plan detailing the intervention program selected for use and the schedule. Intervention and enrichment students work with classroom teachers, paraprofessionals, or specialists in addition to fully participating in the core reading program.

3. Mathematics:

Saxon math, used with fidelity and consistency has proven to be successful with our students. Not only is Saxon Math research-based, it is also aligned with the Alaska State Standards and the District Grade-Level Expectations (GLEs). Saxon is easy to implement, and we appreciate the different daily components to the program: fact skill practice, mental math, problem solving, introduction to a new concept, guided practice of problems fitting the new concept, and individual practice. Saxon's "spiral approach" to introducing and revisiting new concepts impresses us; it touches on a concept, gives students

some experience with the concept, and then visits it again in later lessons to solidify student mastery. The continual teaching and reteaching in the Saxon model, fits our students' needs.

While Saxon is very scripted, it also fits hand-in-hand with the RTI model we use to help our students succeed. Our intervention teams use assessment data to identify areas of specific need, and then classroom teachers instruct students at their current functioning level. Through small-group instruction and the utilization of Saxon's adapted lessons and assessments, classroom teachers are able to help students decipher, understand, and work through grade-level math. The spiraling of concepts empowers students, allowing them a daily feeling of mastery on some concepts, while still providing a challenge on others.

In order to supplement our differentiated, whole-group instruction, Point Higgins uses a variety of tools, such as: Destinations, iSucceed, HeadSprout, Accelerated Math, Touch Math, Star Math, Odyssey, and other teacher-chosen materials, including SmartBoard technology and other online resources. While we don't have a "math specialist" position, we have taken it upon ourselves to help students when a need arises. Not only do we help struggling students, but we also challenge our high achievers. In the 6th grade, we identified seven students who were functioning in the 90th percentile or above on every assessment tool. In order to meet the needs of these students, we offered them their own separate 6th grade math class. This separate class allows them to be taught at their functioning level, while allowing students in the regular math classes to shine as the "math star" for a change. We are always willing to adapt our teaching to meet students' needs. Just as in reading, our staff consistently reviews data to develop an increasingly effective math program for our school.

4. Additional Curriculum Area:

Social Studies instruction is integral to the lesson planning and delivery of content at Point Higgins. Our school district's Social Studies curriculum begins in kindergarten with students gaining awareness of their immediate family unit. From there, the scope of study broadens to encompass local community, region, state of Alaska, United States, and by the time they've reached sixth grade, students are studying Ancient Civilizations. Throughout these years, students become community contributors on different levels: presenting at board meetings, making food for the homeless, sewing quilts for the elderly. These experiences help shape our students into broad-thinking producers of quality items.

The Social Studies Grade Level Expectations allow students multiple opportunities to work in a collaborative setting. Working collectively toward a final product fits hand-in-hand with our school's mission of producing self-directed learners. We carefully choose materials that enhance student learning. Our current Language Arts materials support our Social Studies curriculum through the reading selections offered in the student textbook, as well as the topics covered by the leveled readers. Our writing assignments are usually geared toward answering or explaining a Social Studies topic. We find that using Social Studies as the umbrella under which all other subjects are organized and delivered ensures our students will use higher-level thinking. They amaze us with their connecting and synthesizing of subject matter.

This year our 5th/6th grade classrooms are studying Ancient Civilizations. Second trimester, they study Ancient Egypt. This semester-long unit demonstrates how teachers plan under the umbrella of social studies. In Science, students learn about pulleys, levers, and forces of motion; this ties in directly with Ancient Egypt, as the workers had to use basic physics to move the 5,000-pound blocks of stone to form pyramids and other structures. In Art and Technology, students closely study King Tutankhamen - recreating his tomb, freehand drawing his mask, and creating papier-mâché mummies. Teachers choose the reading selections about Egypt from the student textbook and leveled readers, as well as having students write about the same topic. Aligning reading, writing, science, math, technology, and art with the traditional social studies class allows students to make connections, evaluate, and synthesize the information in a way that follows lock-step with our school's mission statement. We're pleased that planning intentional, aligned lessons poises our students to utilize higher-level thinking.

5. Instructional Methods:

Teachers at Point Higgins strike a balance between whole group instruction and smaller, more individualized groupings, using a variety of different instructional methods to meet the needs of their students. Explicit, direct instruction of essential skills is used in the core academic areas. Complimenting this is the use of hands-on, inquiry based learning in the arts and sciences.

Differentiated instruction is woven throughout all academic areas and lays the foundation for meeting all of our students needs. Accomplishing this is no small task and requires significant planning. Our desire to meet the needs of our students drives the development of our daily schedule.

We feel strongly students need to have math instruction at their grade level despite being in a multi-age classroom. To accomplish this we have built a schedule that allows students to participate in PE, Library, Social Growth, and Music by grade level instead of homeroom. Doing so allows classroom teachers to teach math to a small group of students at their current functioning level. We differentiate further by reviewing data and identifying those in need of extension, remediation, or specialized instruction and grouping students accordingly.

Differentiated instruction is also clearly visible in the reading instruction by our teachers. All students participate in the core reading instruction. An essential component of this is the guided and independent reading at the child's current functioning level. We allocate personnel resources so all students in grades 1 and 2 are reading in a small group, with an adult daily. We believe that this practice and our ability to tailor to student needs is one of the greatest factors in our school's overall success.

Technology integration, used to complement instruction, accommodate student needs, and access programs or web based content, is smoothly embedded within classrooms. Teachers deliver instruction through the use of projectors, SMART boards, document cameras, and laptops. Student response systems are used daily and provide quick checks of student learning. Assistive technologies, such as iPads with picture schedules, are used with students requiring specialized support. Other students access e-books and audio books to supplement instruction in reading, practice and refine skill development, receive intervention or enrichment support, or create authentic content driven culminating projects with technology elements.

6. Professional Development:

Professional development and teacher collaboration are essential elements in our efforts to improve instruction for our students.

District professional development focuses on topics relevant to and in support of the Ketchikan Gateway Borough School District's district goals and initiatives. Recent professional development at the district level focused on the implementation of newly adopted Saxon math materials and continued refinement of the RTI model. Training in programs supporting RTI implementation are offered throughout the year and targets those delivering RTI services such as teachers in Resource, Special Education, Speech and Language, Reading and paraprofessionals supporting in those areas.

Following our desire to lead by example and encourage life long learning, Point Higgins teachers and staff actively engage in ongoing professional learning communities (PLCs) and collaborative teams. The professional learning community focuses on topics identified during school improvement planning, data analysis and teacher led initiatives. Past professional learning community topics have included: Pyramid Response to Intervention, RTI, Differentiated Instruction, and Understanding by Design. The format for these PLC's has varied from whole group webinars to small group book studies. Our staff often takes advantage of the offerings from the Alaska Staff Development Network (ASDN) with the Pyramid Response to Intervention being an example. The Differentiated Instruction and Understanding by Design

work included book studies on two books by leading experts in the fields with practical applications within teacher classrooms.

Currently the Point Higgins Elementary professional learning community is focusing on Differentiated Instruction through the use of Technology. Again, those taking the class are using webinars from ASDN as a springboard for their work.

The collaborative nature of the professional learning community has strengthened the professional relationships among staff and created opportunities for enhanced collaboration and skill sharing among teachers. A genuine willingness of all to learn from each other and when appropriate, step into teacher/leader or coaching roles defines our ability to actively pursue our desire of lifelong learning and implement professional development at the teacher-to-teacher level.

7. School Leadership:

Point Higgins Elementary school follows a shared leadership model, with stakeholders and the principal working collaboratively in decision-making and sharing leadership opportunities. Undaunted by challenges, together we seek solutions that put the needs of students first. When declining enrollment and decreasing budgets resulted in staffing cuts, the principal, teachers, and staff explored a variety of options and came to consensus on a plan transitioning classrooms from single grade to multiage. Together we established the goal of developing a nimble classroom structure that evolves and changes with our student population. The results have been positive, with student achievement scores continuing a positive trend and enrollment increasing, resulting in the hiring of additional staff.

We take our role as leaders seriously and have high expectations of ourselves, as well as our students. The importance of modeling leadership for our students is a priority. Teachers, paraprofessionals and support staff are encouraged and asked to lead on many levels. Teachers serve on district level committees, representing the mission and values of our school, sharing our viewpoint, experience and expertise with colleagues throughout the district. Others lead within the building, spearheading initiatives and activities such as Positive Behavior Support, student government, Girls on the Run, and technology implementation. Teachers also assume the role of ‘acting principal’ when necessary, helping guide decision making in the building and working with students to solve discipline problems.

We are self-directed learners, collaborative workers, complex thinkers, community contributors and quality producers. All traits we expect of our students. As a staff, there is collective belief in consistency and action – we are on the “same page”. Data based decision making is the standard and we use this process as we plan for classroom instruction, interventions, school improvement, community activities, and professional development. We have embraced the Professional Learning Community model and seek learning opportunities that meet the needs of our students and teachers, often engaging in professional development beyond that which the district provides.

Our principal provides the driving force behind the school’s success. For seven years her forward thinking leadership, combined with her tireless pursuit for excellence in education, has served our students and staff well. She actively seeks out and gathers innovative and cutting edge techniques and technologies, sharing these with students and staff, often taking on the role of instructional facilitator. This “no stone left unturned” philosophy maximizes teacher effectiveness, and supports our mission to provide the highest quality educational environment for students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Standards Based Assessment

Edition/Publication Year: Form C/2011 Publisher: Data Recognition Corporation

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced/Proficient	88	82	91	92	93
Advanced	58	39	41	56	40
Number of students tested	24	33	32	25	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced/Proficient					
Advanced					
Number of students tested	5	4	2	5	6
2. African American Students					
Advanced/Proficient					
Advanced					
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Advanced/Proficient					
Advanced					
Number of students tested	0	0	0	0	1
4. Special Education Students					
Advanced/Proficient					
Advanced					
Number of students tested	2	2	0	1	3
5. English Language Learner Students					
Advanced/Proficient					
Advanced					
Number of students tested	0	0	0	2	0
6. Alaska Native/ Am. Indian					
Advanced/Proficient					
Advanced					
Number of students tested	6	4	6	4	5
NOTES:					

12AK2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Standards Based Assessment

Edition/Publication Year: Form C/2011 Publisher: Data Recognition Corporation

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced/Proficient	96	88	94	92	93
Advanced	67	52	62	52	53
Number of students tested	24	33	32	25	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced/Proficient					
Advanced					
Number of students tested	5	4	2	5	6
2. African American Students					
Advanced/Proficient					
Advanced					
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Advanced/Proficient					
Advanced					
Number of students tested	1				1
4. Special Education Students					
Advanced/Proficient					
Advanced					
Number of students tested	2	2	0	1	3
5. English Language Learner Students					
Advanced/Proficient					
Advanced					
Number of students tested	0	0	1	2	0
6. Alaska Native/ Am. Indian					
Advanced/Proficient					
Advanced					
Number of students tested	6	4	6	4	5
NOTES:					

12AK2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Standards Based Assessment

Edition/Publication Year: Form C/2011 Publisher: Data Recognition Corporation

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced/Proficient	97	85	85	86	86
Advanced	61	46	70	52	46
Number of students tested	31	33	20	29	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced/Proficient					
Advanced					
Number of students tested	6	6	2	8	5
2. African American Students					
Advanced/Proficient					
Advanced					
Number of students tested	0	0	0	0	1
3. Hispanic or Latino Students					
Advanced/Proficient					
Advanced					
Number of students tested	1	0	0	1	0
4. Special Education Students					
Advanced/Proficient					
Advanced					
Number of students tested	4	0	0	2	1
5. English Language Learner Students					
Advanced/Proficient					
Advanced					
Number of students tested	0	0	0	0	0
6. Alaska Native/ Am. Indian					
Advanced/Proficient					
Advanced					
Number of students tested	3	7	4	6	5
NOTES:					

12AK2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Standards Based Assessment

Edition/Publication Year: Form C/2011 Publisher: Data Recognition Corporation

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced/Proficient	87	91	95	90	96
Advanced	52	49	35	50	41
Number of students tested	31	33	20	30	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced/Proficient					
Advanced					
Number of students tested	6	6	2	8	5
2. African American Students					
Advanced/Proficient					
Advanced					
Number of students tested	0	0	0	0	1
3. Hispanic or Latino Students					
Advanced/Proficient					
Advanced					
Number of students tested	1	0	0	1	0
4. Special Education Students					
Advanced/Proficient					
Advanced					
Number of students tested	4	0	0	2	1
5. English Language Learner Students					
Advanced/Proficient					
Advanced					
Number of students tested	0	0	2	0	0
6. Alaska Native/ Am. Indian					
Advanced/Proficient					
Advanced					
Number of students tested	3	7	4	6	5
NOTES:					

12AK2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Standards Based Assessment

Edition/Publication Year: Form C/2011 Publisher: Data Recognition Corporation

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced/Proficient	91	85	84	70	84
Advanced	50	65	63	39	61
Number of students tested	32	20	32	23	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced/Proficient	100				
Advanced	50				
Number of students tested	10	2	8	4	8
2. African American Students					
Advanced/Proficient					
Advanced					
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Advanced/Proficient					
Advanced					
Number of students tested	0	0	1	0	1
4. Special Education Students					
Advanced/Proficient					
Advanced					
Number of students tested	0	0	2	0	5
5. English Language Learner Students					
Advanced/Proficient					
Advanced					
Number of students tested	0	2	0	0	0
6. Alaska Native/ Am. Indian					
Advanced/Proficient					
Advanced					
Number of students tested	7	3	8	3	7
NOTES:					

12AK2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Standards Based Assessment

Edition/Publication Year: Form C/2011 Publisher: Data Recognition Corporation

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Aug	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced/Proficient	97	95	94	96	97
Advanced	50	25	38	35	29
Number of students tested	32	20	32	23	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced/Proficient	90				
Advanced	30				
Number of students tested	10	2	8	4	8
2. African American Students					
Advanced/Proficient					
Advanced					
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Advanced/Proficient					
Advanced					
Number of students tested	0	0	1	0	1
4. Special Education Students					
Advanced/Proficient					
Advanced					
Number of students tested	0	0	2	0	5
5. English Language Learner Students					
Advanced/Proficient					
Advanced					
Number of students tested	0	2	0	0	0
6. Alaska Native/ Am. Indian					
Advanced/Proficient					
Advanced					
Number of students tested	7	3	8	3	7
NOTES:					

12AK2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Standards Based Assessment

Edition/Publication Year: Form C/2011 Publisher: Data Recognition Corporation

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced/Proficient	90	94	75	86	83
Advanced	70	63	35	40	48
Number of students tested	20	32	20	35	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced/Proficient		93			
Advanced		31			
Number of students tested	3	13	3	7	8
2. African American Students					
Advanced/Proficient					
Advanced					
Number of students tested					2
3. Hispanic or Latino Students					
Advanced/Proficient					
Advanced					
Number of students tested				1	
4. Special Education Students					
Advanced/Proficient					
Advanced					
Number of students tested		1		3	
5. English Language Learner Students					
Advanced/Proficient					
Advanced					
Number of students tested					
6. Alaska Native/ Am. Indian					
Advanced/Proficient					
Advanced					
Number of students tested	4	8	3	7	6
NOTES:					

12AK2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Standards Based Assessment

Edition/Publication Year: Form C/2011 Publisher: Data Recognition Corporation

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced/Proficient	100	97	90	91	86
Advanced	45	63	40	49	52
Number of students tested	20	32	20	35	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced/Proficient		92			
Advanced		46			
Number of students tested	3	13	3	7	8
2. African American Students					
Advanced/Proficient					
Advanced					
Number of students tested	0	0	0	0	2
3. Hispanic or Latino Students					
Advanced/Proficient					
Advanced					
Number of students tested	0	0	0	1	0
4. Special Education Students					
Advanced/Proficient					
Advanced					
Number of students tested	0	1	0	3	2
5. English Language Learner Students					
Advanced/Proficient					
Advanced					
Number of students tested	0	0	0	0	0
6. Alaska Native/ Am. Indian					
Advanced/Proficient					
Advanced					
Number of students tested	4	8	3	7	6
NOTES:					

12AK2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Advanced/Proficient	91	86	84	84	86
Advanced	58	51	52	46	49
Number of students tested	107	118	104	112	112
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced/Proficient	94	84	93	66	85
Advanced	54	40	40	33	33
Number of students tested	24	25	15	24	27
2. African American Students					
Advanced/Proficient	0	0	0	0	
Advanced	0	0	0	0	
Number of students tested	0	0	0	0	3
3. Hispanic or Latino Students					
Advanced/Proficient					
Advanced					
Number of students tested	1	0	1	2	2
4. Special Education Students					
Advanced/Proficient					
Advanced					
Number of students tested	6	3	2	6	9
5. English Language Learner Students					
Advanced/Proficient					
Advanced					
Number of students tested	0	2	0	2	0
6.					
Advanced/Proficient	100	86	85	80	78
Advanced	40	41	47	34	30
Number of students tested	20	22	21	20	23
NOTES:					

12AK2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Advanced/Proficient	94	92	93	91	92
Advanced	53	49	45	47	43
Number of students tested	107	118	104	113	112
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced/Proficient	87	79	93	75	89
Advanced	24	36	6	29	33
Number of students tested	24	25	15	24	27
2. African American Students					
Advanced/Proficient					
Advanced					
Number of students tested	0	0	0	0	3
3. Hispanic or Latino Students					
Advanced/Proficient					
Advanced					
Number of students tested	2	0	1	2	2
4. Special Education Students					
Advanced/Proficient					81
Advanced					18
Number of students tested	6	3	2	6	11
5. English Language Learner Students					
Advanced/Proficient					
Advanced					
Number of students tested	0	2	3	2	0
6.					
Advanced/Proficient	93	100	85	84	91
Advanced	40	36	19	29	25
Number of students tested	20	22	21	20	23
NOTES:					

12AK2