

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12AK3

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

Name of Principal: Ms. Marian Gonzales

Official School Name: Tongass School of Arts & Sciences

School Mailing Address: 410 Schoenbar Road
 Suite 202
 Ketchikan, AK 99901-6218

County: Ketchikan Gateway Borough State School Code Number*: 259020

Telephone: (907) 225-5720 E-mail: gonzalesm@kgbsd.org

Fax: (907) 225-8822 Web site/URL: http://www.kgbsd.org

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. Robert Boyle Superintendent e-mail: Robert.Boyle@kgbsd.org

District Name: Ketchikan Gateway Borough School District District Phone: (907) 225-2118

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: Mrs. Ginny Clay

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)

**Non-Public 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

12AK3

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

12AK3

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
2 K-12 schools
9 Total schools in district
2. District per-pupil expenditure: 9362

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: 1
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	9	5	14		6	7	11	18
K	12	8	20		7	0	0	0
1	11	10	21		8	0	0	0
2	10	14	24		9	0	0	0
3	9	17	26		10	0	0	0
4	8	10	18		11	0	0	0
5	9	2	11		12	0	0	0
Total in Applying School:								152

6. Racial/ethnic composition of the school: 33 % American Indian or Alaska Native
5 % Asian
1 % Black or African American
5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
42 % White
14 % 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: 22%

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.	25
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	35
(4)	Total number of students in the school as of October 1, 2010	159
(5)	Total transferred students in row (3) divided by total students in row (4).	0.22
(6)	Amount in row (5) multiplied by 100.	22

8. Percent of English Language Learners in the school: 4%

Total number of ELL students in the school: 6

Number of non-English languages represented: 3

Specify non-English languages:

Tagalog, Chinese, and Spanish

9. Percent of students eligible for free/reduced-priced meals: 56%

Total number of students who qualify: 89

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: 10%

Total number of students served: 16

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>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>9</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>1</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>8</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>2</u>	<u>0</u>
Paraprofessionals	<u>7</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>0</u>
Total number	<u>21</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: 19:1

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	85%	95%	96%	96%	92%
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?

Tongass School of Arts and Sciences, a public elementary charter school, provides an important and distinct educational alternative for the Ketchikan Gateway Borough School District. Ketchikan is the only town located on Revillagigedo, a remote island in Southeast Alaska. Tongass School's vision is to develop students' academic and life skills through the integrated study of arts and sciences. The sciences drive curricular development at the school and the arts serve as the primary means for students to show what they have learned. Educational research shows that children learn well when curriculum integrates subjects by themes and when instruction takes the time to explore subjects in depth. Research also shows that children learn in different ways and at different rates and that they thrive when instruction builds on their strengths and interests. The Tongass School uses Highly Effective Teaching (HET) as its curricular and instructional framework. The School has been selected as a "Showcase 2006" and a "Showcase 2009" School by Susan Kovalik and Associates, the developers of HET. The Tongass School was featured at the HET Best of the Best Invitational Conference in April 2006 and 2009. This distinction identifies the Tongass School as a school that warrants visits by other schools and districts. In 2011, Tongass School was the only Alaskan school to receive the silver award level of national recognition from the Alliance for a Healthier Generation.

Tongass School has been in existence since 2003. Upon learning in 2008 that the school did not make Adequate Yearly Progress (AYP) in the sub-categories of Alaska Native and Economically Disadvantaged, the Academic Policy Committee, principal, and staff worked together to improve academic achievement. We adopted new research-based curriculum for reading and math. The school implemented the Response to Intervention (RtI) model of early identification and support for individual students at risk of later academic failure. We developed a standards-based report card to align our assessment and instruction. Within one year, our school once again made AYP, and has improved student performance each consecutive year since.

The Tongass School represents a vision of excellence and equity in which students, staff, and parents are engaged in the learning process. We provide a positive and supportive environment in which children take educational risks and learn. Music, fine arts, performing arts, physical education, health education, world languages, and social-skills development are complementary to and equal in value to the study of language arts, mathematics, and the sciences. The school is guided by effective and collaborative leadership. Decision-making is inclusive, and is based on data and research consistent with the focus of the school. The school recognizes that new educational opportunities for our children come from partnerships among teachers, parents, and the community at large.

We believe a meaningful education includes an instructional program that develops a foundation of skills and knowledge and provides students, according to their developmental levels, the freedom to ask important questions and to seek answers; to analyze, investigate, and synthesize information; and to develop independent opinions and conclusions through inquiry, dialogue and reflection.

The mission of the Tongass School is to provide an educational experience for students that

- Fosters complex educational opportunities that include real-life and real-world experiences and builds on themes related to the arts and sciences;
- Effectively applies current educational research to school and classroom practice;
- Respects, values, and builds upon the individual and unique strengths of students in order to foster a strong sense of responsibility and self-worth;
- Creates an educational environment that provides positive relationships within the classroom, the school community, and the community at large;

- Develops respect and appreciation for diversity of people, cultures, ideas, and perspectives; and
- Increases parents' involvement in the education of their children.

The Tongass School continues to draw students from district, private, and home schools. The school provides an inclusive learning community where students, their parents, and the school's staff appreciate and value diversity. It is a principle of Tongass School that learning, social maturation, and ethics develop when students with various abilities, needs, and backgrounds learn together. We are a school that serves a diverse student population. Thirty-three percent of our students are Alaska Native, 56% are economically disadvantaged, and 4% of our students are homeless. Despite these statistics, our family survey results indicate that 81% of respondents feel that the school respects and appreciates the children's diverse cultures, ideas, and perspectives; and 92% believe that children with different strengths and abilities fit into and feel important at our school.

1. Assessment Results:

The four performance levels on the Alaska SBA are Far Below Proficient, Below Proficient, Proficient, and Advanced. The descriptions of each are based on state standards and vary by grade and subject. A complete list of proficiency level descriptors, by grade and subject, can be found on the State of Alaska Department of Education & Early Development website:
http://www.eed.state.ak.us/tls/assessment/SBA_prof_level_descrp.html.

At Tongass School, students are expected to demonstrate appropriate developmental or age level mastery of the State Performance Standards in core academic areas: reading, writing, math, and science. Our third through sixth grade students take the Alaska Standardized Benchmark Assessment each year. The state of Alaska does not currently have performance standards for social studies. The adequate yearly progress targets for Alaska in 2012 are 88.58% for language arts and 83.05% for mathematics. Determining the progress of each student individually over time is a foundational piece of our student learning goals. Using a variety of measurements to gauge progress is also foundational. In addition to targeted skill instruction in specific areas for reading, writing, and math, our Highly Effective Teaching instructional approach provides additional opportunities to reinforce student skill development during class “theme” time.

Because we know children do not begin at the same point or develop at the same rate, monitoring individual student growth is the key to ensuring all students attain mastery of the State Performance Standards. Tongass School utilizes a Standards Based report card to measure academic growth in the areas of reading, writing, and math. The Alaska grade level expectation, student performance standards, grades K-6, are statements that define what students should know and be able to do at the end of a given grade level. Teachers mark progress on each area of the report card using "emerging", "developing", "proficient", or "advanced" to indicate the student's current level of progress toward meeting the Alaska Grade Level Expectations by the end of the year.

The number of students considered proficient school-wide on the Alaska Standards Based Assessment (SBA) language arts measure has steadily increased over the past five years. The percentage of students proficient in the Alaska Native subgroup has improved since the 2007-2008 school year. Following the 2008-2009 school year, the subgroup has been too small to be statistically significant. Although the percentage of students considered proficient on the SBAs has been variable over the last five years, proficiency has increased between the 2006-2007 and 2010-2011 school year. In the 2008-2009 school year, the number of Economically-Disadvantaged students dropped below twenty, making this subgroup statistically insignificant.

The percentage of third-grade students considered proficient on the Language Arts SBAs likewise increased over the past five years. It is only the 2007-2008 school year in which the third-grade population of Alaska Native students at Tongass School has been large enough to be statistically significant. Similarly, the population of Economically-Disadvantaged students was considered statistically significant in only two of the past five years. Data available for those years demonstrate a large rate of growth.

Over the past five years, the school-wide percentage of fourth-grade students considered proficient has increased by 9%. Fewer than ten Alaska Native fourth-grade students have been assessed in language arts in three of the last five years. In the two years the school was able to use this data, the percentage of students achieving the advanced level of proficiency doubled. In the two years data was available, the percentage of proficient students within the Economically-Disadvantaged subgroup increased by 10%.

In this same time period, the percentage of fifth-grade students considered proficient has increased from 68% to 91%. While the data for the Alaska Native subgroup is only available for two of the five years, the percentage of proficient students increased. Three years of data are available for the Economically-Disadvantaged subgroup, demonstrating 40% growth in proficiency.

Between the 2006-2007 and 2010-2011 school years, the percentage of sixth graders considered proficient and advanced has increased. There have not been enough Alaska Native students in the sixth grade to evaluate their scores as a whole. The Economically-Disadvantaged subgroup saw growth over two of the past five years for which we had group data available.

The school-wide percentage of students considered proficient on the SBA math measure has increased over the past five years. Evaluating group data for the Alaska Native subgroup has been difficult due to small numbers. Data was only available for the first three years. In that time, the results have been variable but show an increase in proficiency. Following the 2008-2009 school year, the subgroup has been too small to be statistically significant. The percentage of Economically-Disadvantaged students considered proficient has increased between the 2006-2007 and 2010-2011 school years. The data was not available for this population in 2008-2009.

The percentage of third-grade students considered proficient on the SBA math measure has increased between 2006-2007 and 2010-2011. It is only the 2007-2008 in which the third-grade population of Alaska Native students has been large enough to be statistically significant. In the three years in which data was available for the Economically-Disadvantaged students, math proficiency increased from 50% to 77%.

The percentage of fourth-grade students considered proficient has increased by 31% since the 2007-2008 school year. There have been fewer than ten Alaska Native fourth-grade students assessed in math in three of the last five years. In the two years that the Economically-Disadvantaged population could be counted, the percentage of proficient students increased.

The percentage of fifth-grade students considered proficient increased 19% between 2006-2007 and 2010-2011. Only two years of data were available for the Alaska Native subgroup. Three years of data were available for the Economically-Disadvantaged subgroup. This data demonstrates 33% growth in proficiency over that four-year period.

Between 2006-2007 and 2010-2011, the percentage of sixth-grade students considered proficient has varied based on the SBAs. There have not been enough Alaska Native students in the sixth grade over the last five years to evaluate their scores as a whole. The Economically-Disadvantaged subgroup saw growth over two of the past five years for which we had group data available.

The Tongass School has improved overall student achievement in language arts and math over the past five years. Because of the small number of students, especially in the Alaska Native and Economically-Disadvantaged subgroups, the school considers individual SBA data as well as individual benchmark and progress monitoring data important. The school has adopted new research-based language arts and math programs. The school also implemented the Response to Intervention model of early identification and support for struggling learners. In 2009-2010, the school developed a standards based report card. During the 2010-2011 school year, the gap between the Economically-Disadvantaged subgroup and the school as a whole was 12% in language arts. To address this gap, the school continues to assess, monitor, and support individual students using small group instruction as well as supplemental programs to accelerate the progress of these students. Owing to these efforts and our school-wide program changes, the gap is now the smallest it has ever been.

2. Using Assessment Results:

Before the school year begins, faculty develop baseline data by analyzing state and school standardized test scores. Faculty first looks for schoolwide academic performance trends to assist with instruction,

materials selection, and professional development. Faculty uses the results of this analysis to determine additional supplemental material needs or in some cases the adoption of new core curriculum materials. We have adopted new reading and math curriculum programs in the past four years based on this analysis. Teachers also use this baseline data within grade-level teams to determine strengths and weaknesses at the classroom and individual level. Based on this closer analysis, teachers form differentiated groups that address specific target areas for instruction. In addition to statewide assessment results, throughout the year, teachers use the Standards Based report card, student portfolios, and formative assessment results to individualize instruction at the student level.

Looking at individual student data rather than simply classroom averages provides a clearer picture of how students and the school are progressing from year to year. Because we have a high transient rate as well as a small number of students in each grade, this type of analysis is more accurate. Using this data, we are able to chart our individual and school progress over time and also address specific instructional areas that may need attention and redirection.

The Tongass School has a mission to meet the needs of all our students through individualized instructional methods and materials. Students who are not performing at predictable/acceptable levels in academic areas are identified by their classroom teacher and their parents. Initially, this is indicated through classroom performance on daily work and teacher assessments. This concern is verified through more formal assessments such as Everyday Math tests; spelling inventories; the Developmental Reading Assessment; and AIMSweb reading, writing, and math assessments. Results from state mandated tests are most often a confirmation of what the classroom teachers and parents have observed while working with their student or child. Data from state mandated assessments, district assessments, and our standards based report card are used to monitor student progress. We systematically track individual student growth over time.

The Tongass School qualifies as a school-wide Title I school. Building paraprofessionals work in classrooms to support students identified through classroom and RTI assessments. Paraprofessionals also work with students identified through the special education process. Some students also are identified and receive services through the Indian Education (IEA), English Language Learners (ELL), and speech/language programs.

Three times a year we screen all of our students for reading, writing, and math proficiency using AIMSweb benchmark assessments. Based on these results as well as the results of formative classroom assessments, teams of educators identify students at risk and provide supplemental tutoring support using research-based programs. Progress goals are set for students whose current performance is significantly below the expected performance level. Students are placed into an intervention program for a minimum of eight weeks and progress is monitored as often as once a week. The goal is to close the gap between the student's current performance and grade level expectations. Instruction is modified for students not maintaining expected progress. Instruction and intensity of support continues to be modified for students still not making expected progress with specialized instruction. Student intervention strategies may include, but are not limited to use of research based programs, adaptation of materials, pre-teaching prior to whole group discussion, re-teaching skills not mastered, one-on-one or small group instruction, and use of paraprofessionals for additional or more individualized instruction. Student progress is continually monitored throughout this process. Alternate programs, including special education, are considered if progress is not adequate based on the intensity of services provided.

The Tongass School principal coordinates data analysis and presentation of school and student data to families, the APC, the community, and local boards through the Tongass School Annual Report.

3. Sharing Lessons Learned:

We seek to share our success in a number of ways. Unique to our model, each classroom hosts a Celebration of Learning every trimester. Peers, families, and community members are invited to participate. For example, the fifth-sixth grade classroom created a Civil War living museum. Several

classrooms throughout the district visited this museum to learn about this historical topic. Students demonstrate mastery of key concepts using the multiple intelligences. They may present written research projects, put on dramatic or musical performances, engage audiences in interactive activities, or develop other individual or group means of sharing what they have learned. We publish a school news note, which is sent to all district schools and to our families each week. In it, we discuss our mission, philosophy, components of HET, and accomplishments by individual students, classes, and the school community. We send students, parents, and faculty members to represent Tongass School on local radio shows, at Rotary Club and Chamber of Commerce meetings, and in front of the Borough Assembly and City Council, as well as other public forums.

Each year, the APC compiles an Annual Report, which is shared with the School Board and the community. It describes progress on our school and student goals. These are: 1) implementing Highly Effective Teaching, 2) building school community, 3) involving families, 4) making community connections, 5) improving student achievement outcomes, 6) developing real world connections, 7) developing personal interests and talents, and 8) building responsible citizens. We have hosted two Model Teaching Weeks. These have been open to parents and all teachers in our district. During this event, Highly Effective Teaching strategies are modeled by a master teacher with real students as other teachers and parents observe. In addition, faculty and students introduce specific Tongass School learning strategies to the school board each year and this is televised locally. Our administrators have participated on the district RTI team and presented at the School Health and Wellness Institute. Staff members have presented at the national HET Best of the Best conferences and have spoken at the state charter school convention.

4. Engaging Families and Communities:

The Tongass School philosophy supports the idea that parents are a vital and integral part of their children's education. Parents play numerous roles at school. They are welcome and encouraged to be involved. Our traditional school-wide family events could not happen without them. They regularly help in the classroom, have lunch with their children, attend assemblies, chaperone "Being There" experiences, organize fundraisers, and work both in the library and office. Student Council, healthy food bake sales, and the refurbished Tongass School sign are projects that have been coordinated by parent volunteers. We had volunteers working in our building over 1,275 times last school year. Parents also serve on our Academic Policy Committee (APC). The APC has three parent representatives, three staff representatives, and three community representatives. The active role that parents play in the governance of the school is a unique and valuable component of charter schools.

The curriculum at Tongass School is built upon a yearly theme, taught in components and supported by key concepts. It is essential that students and their parents understand the integration of the curriculum and the theme. Teachers post information about themes, components, and concepts on classroom bulletin boards so parents can see what their children are learning throughout the year. They also send updated information home to families in their weekly class newsletters. Student-led conferences and Celebrations of Learning are very successful in helping parents feel connected to their child's school experience.

Our identity as a community school is strengthened by making connections with individuals, agencies, and organizations in Ketchikan. To enhance student learning, our education program extends beyond the traditional school setting and school day. We have built over 25 community partnerships with local entities to enrich learning experiences for our students.

Contributing to the larger community reflects the intent of HET to "grow responsible citizens." Our curriculum encourages in-depth study of community issues, leading to a social action project. In HET, hands-on experiences occur as students begin to develop a new area of knowledge. In this way, children develop a common language and basis for learning. Guest teachers, including parents and community members, help connect learning to the real world. By sharing their in-depth knowledge and expertise, guest teachers enhance students' understanding of key concepts.

1. Curriculum:

The Tongass School curriculum provides a rich elementary school experience. It emphasizes depth of understanding and keeps instruction aligned with the goal of teaching children to be independent and critical thinkers. The K-6 curriculum is based on the State of Alaska's Content and Performance Standards and includes English and language arts, mathematics, science, geography, government and citizenship, history, arts, skills for a healthy life, world languages, and technology.

Using the HET model, curricular subjects are integrated with a focus on the arts and sciences. Teachers explore topics in depth that directly align to the State Standards. The Alaska State Content Standards provide the specific framework for the year-long themes. Each multiage classroom, taught by a two-person team, has their own theme. To ensure that students are exposed to all curriculum objectives throughout their K-6 career, themes are presented on a two-year cycle. Using the HET framework as a guide, the Tongass School staff views curriculum development as a dynamic and creative process that requires continual evaluation, revision, and modification over time.

Instructional materials are selected by the school staff with APC approval. Instructional resources include guest speakers and presentations, frequent "being there" study trips, a science lab/art studio, music textbooks, primary source materials, library books, reference materials, maps, globes, wireless computer labs, internet access, digital cameras, electronic overheads and document cameras, and additional instructional technology. Specific curriculum programs and materials include:

- Houghton-Mifflin Story Town Reading Series;
- Units of Study, a six traits writing program;
- Everyday Math
- Foss Science kits
- HET thematic units
- Handwriting Without Tears

The school's principal, working with teachers and the APC, is responsible for preparing and executing a systematic plan to monitor curriculum implementation and curriculum quality. In order to facilitate and ensure implementation of HET curriculum, the principal works with teachers and instructional support staff to ensure that the following components are implemented:

- To align HET curriculum with Alaska State Standards
- To explore opportunities for curriculum integration
- To share best practices in instruction and delivery
- To study samples of student work and define expectations for student performance
- To recommend adjustments to the taught curriculum so it is more tightly articulated
- To identify subject areas needing further study and development within the curriculum
- To target time and resource priorities within the curriculum

In addition, the principal utilizes pieces of classroom work, teacher-created assessments, classroom observations (both formal and informal), and classroom walkthroughs in order to ensure that the stated curriculum is taught, and that instructional delivery is effective and consistent with the school charter and state standards. In addition to the principal, the school has an HET consultant. This coach assists the staff

several times a year to develop the conceptual threads that weave through the curriculum and will support the school in implementing HET.

The quality and effectiveness of the curriculum is continually evaluated at several levels. The principal and staff meet regularly to review the curriculum writing process, measure progress toward successful implementation, and make revisions where necessary. Another measurement of the curriculum's effectiveness involves the school's goal to meet AYP. Student progress, involvement, and interest in what is being taught is measured through family surveys, portfolio assessments, continuums of progress, teacher evaluative rubrics, and student self-evaluations of all projects, demonstrations, and performances.

2. Reading/English:

The Language Arts curriculum is a research-based program published by Houghton-Mifflin called Storytown. The program includes a balance of oral and written language. Reading instruction encompasses systematic and explicit emergent literacy skills including attention to cueing systems, spelling and vocabulary development, a wide range of comprehension strategies and critical thinking skills to interpret, evaluate, and appreciate texts. Program elements include guided reading instruction and differentiated instruction to meet the needs of all students. Students will read, write and share their work daily through various practices. For example, such practices might include daily repeated reading, sustained silent reading, readers' and writers' circles and workshops, small group reading, public presentations, authors' fairs, literacy clubs, and library research activities. Finally, the language arts program is presented via a spiraled curriculum, offering students the opportunity to go both deep and broad over the course of their years at the Tongass School. Storytown was selected because it is research-based, aligns with the state curriculum, and fits well with the philosophy of the Tongass School.

In order to address the needs of students who require additional support in reading, we offer Title One, Indian Education, English Language Learners, and Special Education services to our students. After analyzing assessment scores, the faculty identifies the areas needing the greatest improvement. Students with language and other special needs are given ample opportunities to participate in communicative and interactive learning activities through the Special Education, Speech and Language, and English Language Learners programs.

Research supports the Response to Intervention (RTI) process, which is implemented school-wide. AIMSweb is utilized to assess student progress three times during the year. Students identified through AIMSweb Reading Assessments are involved in intervention groups. Students falling below the 10th percentile participate in intervention classes and their progress is monitored weekly. Students falling between the 10th and 25th percentiles are strategically monitored monthly.

Teachers utilize differentiated instruction in the classroom to meet the needs of all students. Teachers teach in teams of two, delivering instruction in multiage classrooms. These strategies allow for varied instructional groupings which meet the needs of students performing below, at, or above grade level. HET provides extended learning opportunities so that all students develop higher-order thinking skills.

The ultimate goal of our language arts program is to ensure access to high quality instruction for all students; This ensures students develop skills that will allow them to pursue their own path of learning throughout their adult lives. It will help them to develop a sense of confidence about their ability to acquire information. It will help them to meet the demands of society and the workplace, and to build a habit of lifelong reading and writing for pleasure.

3. Mathematics:

The Alaska State Standards and Grade Level Expectations for mathematics guide all mathematics instruction. Everyday Mathematics was selected because it is research-based, aligns with the state curriculum, and fits well with the philosophy of the Tongass School. The Everyday Mathematics curriculum emphasizes the use of concrete, real-life examples that are meaningful and memorable as an

introduction to key mathematical concepts. Concepts are repeated within a spiraled curriculum to build knowledge in long-term memory. Basic skills are practiced through games and verbal exercises to build mastery of procedures and quick recall of facts. Multiple methods and problem-solving strategies are used to accommodate the different intelligences and develop proficiency. The homework component includes parent tutorials so that families will be more comfortable assisting their children.

Technology-based math programs are used to supplement core materials. Accelerated Math, iSucceed, Destination Math, and Safari Montage are all programs provided to support the curriculum. Students also regularly use manipulatives to develop a deeper understanding of math concepts. In addition to direct instruction in math, teachers integrate math into all other curricular areas using the HET model. The integration of mathematics with other areas of the curriculum helps students grow in their understanding of how math can be used as a tool, and helps them organize and better understand many different types of information.

AIMSweb is utilized to assess student progress three times during the year. Research supports the Response to Intervention (RTI) process which is implemented school-wide. Students identified through AIMSweb Math Assessments are involved in intervention groups. Students falling below the 10th percentile participate in intervention classes and their progress is monitored weekly. Students falling between the 10th and 25th percentile are strategically monitored monthly.

Teachers utilize differentiated instruction in the classroom to meet the needs of all students. Teachers teach in teams of two, delivering instruction in multiage classrooms. These strategies allow for varied instructional groupings which meet the needs of students performing below, at, or above grade level. HET provides extended learning opportunities so that all students develop higher-order thinking skills.

The ultimate goal for our mathematics program is to ensure access to high quality instruction for all students so that they will develop skills which will enable them to pursue their own path of learning throughout their adult lives. Achieving this goal will increase our students' ability to understand and apply mathematics in their everyday lives and enhance their ability to pursue a career that requires a strong working knowledge of mathematical concepts.

4. Additional Curriculum Area:

Tongass School of Arts and Sciences values the physical and emotional health of all students, faculty, and families. We focus on the building of strong, healthy bodies and strong, healthy emotional and social lives through the development of physical fitness, good health habits, and important social behaviors that lead to the likelihood of success, happiness and personal fulfillment in life. Our health curriculum is aligned with the National Health Standards. We use the Healthy Lifestyle Choices program. This program targets obesity prevention through nutrition and increased physical activity, conflict resolution, substance abuse prevention, and safety. We have obtained the Silver-Level award from the National Alliance for a Healthier Generation.

Our physical education program is closely connected to and supports the other disciplines. A strong foundation for developing a physically educated student is to develop a person who has the knowledge and control over how the body moves. Movement skills are central to physical education at all developmental levels. Our physical education curriculum does not consist merely of games and sports. Rather, the curricular focus develops a strong and broad foundation in student mastery of the movement skill areas throughout the elementary years. The physical education curriculum emphasizes a variety of cognitive, affective, and motor teaching and learning strategies, focusing on teaching students how to move. We have adopted the research-based physical education program, SPARK.

The Tongass School of Arts and Sciences is an innovative school that bases educational decisions on current research. The need for children to nourish their bodies in order to be prepared to learn is supported by research. Therefore, the Tongass School participates in the Federal Breakfast Program, offering breakfast to all students to help them perform better academically. As a Title One school, we participate

in the federally funded Fresh Fruits and Vegetables Program which provides snacks daily for students and staff. This program includes an educational component that gives information about each fruit or vegetable. We also offer a free before and after school program to provide a safe environment for our students.

Teachers develop classroom management plans that use agreements, procedures, lifelong guidelines, and lifeskills in order to provide an organized, safe environment for students. Lifelong guidelines and lifeskills are taught at the beginning of the year and reviewed and reinforced throughout the year. The lifelong guidelines are trustworthiness, truthfulness, no put downs, active listening, and do your personal best.

5. Instructional Methods:

Research indicates that in-depth instruction, combined with a learning environment that provides high expectations in a supportive environment, directly correlates to student achievement. Instruction at Tongass School centers on the immersion of students in complex, hands-on, real-world experiences. Individual student learning styles and rates are addressed in order to maintain children's natural curiosity to learn. Instructional innovation based on current research is encouraged and aims to provide a balance of direct instruction and guided inquiry. Except for kindergarten, students are situated in multi-age teams allowing for flexibility in groupings and sharing of teacher strength and talent. Instructional methods include but are not limited to: Dialogue and class meetings; journals, learning logs, and essays; real-life problem-solving; simulations; project-based learning; social interaction and movement; cooperative learning; service projects developing personal and civic responsibility; collaborative and independent student research; opportunities for student choice and decision-making; and cross-age and peer tutoring.

Instructional materials are selected by the school staff with APC approval. Instructional resources include guest speakers and presentations, frequent "being there" study trips, a science lab/art studio, ORFF curricular materials and musical instruments, primary source materials, library books, reference materials, maps, globes, wireless computer labs, internet access, digital cameras, electronic overheads and document cameras, and additional instructional technology. Specific curricular programs and materials include Houghton-Mifflin Story Town Reading Series; Units of Study Writing Program; Everyday Math; Foss Science kits, HET thematic units, and Handwriting Without Tears.

While assessment and instruction are driven by individual needs, we monitor the performance and progress of students in our subgroups; particularly, the Alaska Native and Economically Disadvantaged subgroups. We provide differentiated instruction for students with identified needs through supplemental small group or one-on-one instruction using a variety of strategies. We also provide research-based supplemental language arts programs such as Earobics, Headsprout, Sound Partners, and Rewards. In addition, we use Destination Math, Number Worlds, Accelerated Math, and the iSucceed supplemental programs based on the individual needs of students.

The Tongass School believes that providing a technologically enhanced educational experience will meet the diverse educational needs for our students as well as prepare them to confidently and competently contribute to real life and real world experiences. We integrate technology into the classroom to provide our students with up-to-date equipment and access to necessary technologies that will empower students to develop individual life skills, strengthen communication, organize and process information, and apply technology to real life situations. We continue to research and utilize new technologies to engage students in learning. Ongoing staff training is an essential component of our technology plan. We regularly communicate with families through electronically delivered news notes, email, texting, and our website.

6. Professional Development:

Professional development is focused on improving instruction – based on recognized best practice and brain research – thereby improving student performance and learning. By implementing our professional development plan, we improve the use of instructional methods, assessment, and curricular materials

which are aligned with the state standards. We continue to revise and refine our school and student goals, and develop more accurate objectives and progress indicators. The plan includes an analysis of student assessment data as well as progress that has been made toward our school and student goals. Each year, faculty meets to analyze student performance data. Based upon this analysis, we identify specific curricular areas of priority for professional development. For example, this year the staff identified math and writing as target areas. We purchased Units of Study, a six-traits writing program and provided in-service through teacher mentoring on the use of this program. Training has also been provided for teaching staff and paraprofessionals in the use of both our core math program, Everyday Math, and one of our supplemental math programs, iSucceed.

The professional development component of our charter has been extremely well supported and accomplished. We have maintained an ongoing commitment in our operating budget to professional development. This has included:

1. Annual HET training for staff and APC;
2. Visits to other HET schools by members of our teaching staff;
3. Attendance at individual professional trainings for staff members;
4. Tribes Learning Community training for the entire staff (including paraprofessionals) and APC members;
5. Yearly visits by our HET coaches for coaching in curriculum development, instructional strategies, and environmental improvements;
6. Curriculum-based training aligned with annually targeted areas of need.

Our professional development plan is part of our annual report process. This plan is shared with parents as well as school board members and the community. We continue to provide the most effective professional development available in order to improve student learning and assessment.

7. School Leadership:

The school recognizes that new educational opportunities for our children come from partnerships among teachers, parents, and the community at large. The school has as its governing board an Academic Policy Committee (APC) consisting of nine members, three of whom are parents who have children attending the school; three of whom are paid employees of the school whose children may or may not be attending the school; and three of whom are community members at large. We believe this leadership structure coupled with a focus on school practices ensures that student achievement remains our primary focus, and decision-making is an inclusive process based on data and research consistent with the vision and mission of the school.

All APC members are committed to developing the Tongass School following the school's charter. It is desirable that each member has experience or skills that strengthen or broaden the governance ability of the APC. It is also desirable that each member make a commitment to serve for at least two years and consistently attend meetings.

The APC supervises the academic operation of the school and ensures the fulfillment of the mission of the charter. The property, business, and affairs of the school are managed by the APC. The APC may exercise all powers of the school as provided by state and federal law, Ketchikan Gateway Borough School District Board of Education policy, and the school bylaws.

The APC selects a school administrator to manage the school. The administrator reports directly to the APC and is responsible for ensuring the school and student goals and objectives are met, following the policies approved by the APC, within the limitations set by the APC. Specific responsibilities are set forth in the Tongass School Administrator job description. Federal and State law, Ketchikan Gateway Borough

School Board policies and the KEA and KLO contracts are followed. The APC reviews the administrator's performance on an annual basis.

Leadership ensures that policies, programs, and resources focus on improving student achievement through an annual joint APC-staff work session. Staff and APC members list school-wide "drivers" and "restrainers" to identify what is working and the potential roadblocks to success. Budget and policy decisions are made based on the information gathered during this exercise. Money is earmarked for staffing, programs, and training based on the results.

School and student goals, established during the creation of the Charter, are directly associated with student achievement. To meet these goals, school practices are set annually. The APC and the principal monitor implementation of these practices throughout the year; the principal's evaluation is based in part upon successful implementation.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Standards Based Assessment

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient Plus Advanced	81	73	90	60	59
Advanced	24	47	35	10	18
Number of students tested	21	15	20	20	17
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	77			50	50
Advanced	15			8	10
Number of students tested	13	4		12	10
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested	1	1			
3. Hispanic or Latino Students					
Proficient Plus Advanced					
Advanced					
Number of students tested	1	1	1	1	
4. Special Education Students					
Proficient Plus Advanced					
Advanced					
Number of students tested	1	1	1	5	
5. English Language Learner Students					
Proficient Plus Advanced					
Advanced					
Number of students tested	1				
6. Alaska Native/American Indian					
Proficient Plus Advanced				55	
Advanced				18	
Number of students tested	6	3	7	11	8
NOTES:					

12AK3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Standards Based Assessment

Edition/Publication Year: 2011 (Form C) Publisher: Data Recognition Corp

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient Plus Advanced	90	80	84	65	75
Advanced	40	40	37	15	31
Number of students tested	20	15	19	20	16
Percent of total students tested	95	94	95	100	94
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	83			58	
Advanced	17			0	
Number of students tested	12	4		12	9
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested	1	1			
3. Hispanic or Latino Students					
Proficient Plus Advanced					
Advanced					
Number of students tested	1	1	1	1	
4. Special Education Students					
Proficient Plus Advanced					
Advanced					
Number of students tested	1	1	1	5	
5. English Language Learner Students					
Proficient Plus Advanced					
Advanced					
Number of students tested	1				
6. Alaska Native/American Indian					
Proficient Plus Advanced				36	
Advanced				0	
Number of students tested	6	3	6	11	8
NOTES:					

12AK3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Standards Based Assessment

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient Plus Advanced	70	55	48	39	56
Advanced	30	18	10	23	16
Number of students tested	10	22	21	13	32
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		47			44
Advanced		7			0
Number of students tested	6	15	9	6	16
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested		1			
3. Hispanic or Latino Students					
Proficient Plus Advanced					
Advanced					
Number of students tested	1	2	1		
4. Special Education Students					
Proficient Plus Advanced					
Advanced					
Number of students tested		1	4		8
5. English Language Learner Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					1
6. Alaska Native/American Indian					
Proficient Plus Advanced			33		46
Advanced			8		8
Number of students tested	6	8	12	6	13
NOTES:					

12AK3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Standards Base Assessment

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient Plus Advanced	78	73	76	69	69
Advanced	33	32	19	23	25
Number of students tested	9	22	21	13	32
Percent of total students tested	90	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		60			50
Advanced		20			5
Number of students tested	5	15	9	6	16
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested		1			
3. Hispanic or Latino Students					
Proficient Plus Advanced					
Advanced					
Number of students tested	1	2	1		
4. Special Education Students					
Proficient Plus Advanced					
Advanced					
Number of students tested		1	4		8
5. English Language Learner Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					1
6. Alaska Native/American Indian					
Proficient Plus Advanced			58		62
Advanced			17		8
Number of students tested	5	8	12	6	13
NOTES:					

12AK3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Standards Based Assessment

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient Plus Advanced	87	71	47	57	68
Advanced	26	12	24	17	37
Number of students tested	23	17	17	30	19
Percent of total students tested	100	94	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	55		47	
Advanced	13	0		7	
Number of students tested	15	11	8	15	7
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Plus Advanced					
Advanced					
Number of students tested	2	1			4
4. Special Education Students					
Proficient Plus Advanced					
Advanced					
Number of students tested	1	3	1	5	8
5. English Language Learner Students					
Proficient Plus Advanced					
Advanced					
Number of students tested				1	
6. Alaska Native/American Indian					
Proficient Plus Advanced			30	31	
Advanced			0	8	
Number of students tested	7	8	10	13	3
NOTES:					

12AK3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Standards Based Assessment

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient Plus Advanced	91	78	71	63	68
Advanced	41	28	24	27	32
Number of students tested	22	18	17	30	19
Percent of total students tested	96	95	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	93	67		53	
Advanced	29	8		7	
Number of students tested	14	12	8	15	7
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Plus Advanced					
Advanced					
Number of students tested	2	1			4
4. Special Education Students					
Proficient Plus Advanced					
Advanced					
Number of students tested	1	2	1	5	8
5. English Language Learner Students					
Proficient Plus Advanced					
Advanced					
Number of students tested				1	
6. Alaska Native/American Indian					
Proficient Plus Advanced			60	54	
Advanced			0	15	
Number of students tested	7	9	10	13	3
NOTES:					

12AK3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Standards Based Assessment

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient Plus Advanced	65	92	70	77	65
Advanced	24	25	13	42	13
Number of students tested	17	12	23	19	23
Percent of total students tested	100	88	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	55		55		
Advanced	9		9		
Number of students tested	11	7	11	6	9
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Plus Advanced					
Advanced					
Number of students tested	1			4	1
4. Special Education Students					
Proficient Plus Advanced					
Advanced					
Number of students tested	3		4	6	1
5. English Language Learner Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
6. Alaska Native/American Indian					
Proficient Plus Advanced					
Advanced					
Number of students tested	9	7	9	4	4
NOTES:					

12AK3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Advanced/Proficient

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient Plus Advanced	82	79	78	95	78
Advanced	35	21	30	32	26
Number of students tested	17	14	23	19	23
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	73		64		
Advanced	18		9		
Number of students tested	11	8	11	6	9
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Plus Advanced					
Advanced					
Number of students tested	1			4	1
4. Special Education Students					
Proficient Plus Advanced					
Advanced					
Number of students tested	3		4	6	1
5. English Language Learner Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
6. Alaska Native/American Indian					
Proficient Plus Advanced					
Advanced					
Number of students tested	9	7	9	4	5
NOTES:					

12AK3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient Plus Advanced	77	69	64	59	61
Advanced	25	24	19	22	20
Number of students tested	71	66	81	82	91
Percent of total students tested	100	95	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					
Proficient Plus Advanced	69	57	43	46	49
Advanced	10	8	3	10	9
Number of students tested	45	37	28	39	42
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested	1	2	0	0	0
3. Hispanic or Latino Students					
Proficient Plus Advanced					
Advanced					
Number of students tested	5	4	2	5	5
4. Special Education Students					
Proficient Plus Advanced			50	62	41
Advanced			10	6	6
Number of students tested	5	5	10	16	17
5. English Language Learner Students					
Proficient Plus Advanced					
Advanced					
Number of students tested	1	0	0	1	1
6.					
Proficient Plus Advanced	60	54	47	41	49
Advanced	14	4	10	8	7
Number of students tested	28	26	38	34	28
NOTES:					

12AK3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient Plus Advanced	86	77	77	71	72
Advanced	38	30	27	24	27
Number of students tested	68	69	80	82	90
Percent of total students tested	95	97	98	100	98
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					
Proficient Plus Advanced	80	69	64	58	63
Advanced	21	12	7	7	11
Number of students tested	42	39	28	39	41
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested	1	2	0	0	0
3. Hispanic or Latino Students					
Proficient Plus Advanced					
Advanced					
Number of students tested	5	4	2	5	5
4. Special Education Students					
Proficient Plus Advanced			40	43	35
Advanced			10	6	6
Number of students tested	5	4	10	16	17
5. English Language Learner Students					
Proficient Plus Advanced					
Advanced					
Number of students tested	1	0	0	1	1
6.					
Proficient Plus Advanced	70	74	64	55	69
Advanced	7	7	10	8	7
Number of students tested	27	27	37	34	29
NOTES:					

12AK3