

REVISED APRIL 1, 2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal Dorothy R. Oetter
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Steller Secondary School
(As it should appear in the official records)

School Mailing Address 2508 Blueberry Road
(If address is P.O. Box, also include street address)

Anchorage, AK 99503-2693

City State Zip Code+4 (9 digits total)

County N/A School Code Number* 020007

Telephone (907)742-4950 Fax (907)742-4966

Website/URL: www.asdk12.org/schools/steller/pages E-mail Oetter_Dorothy@asdk12.org

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

(Principal's Signature) Date _____

Name of Superintendent* Carol Comeau
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Tim Steele
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 61 Elementary schools
 9 Middle schools
 N/A Junior high schools
 7 High schools
 16 Other
- 93 TOTAL
2. District Per Pupil Expenditure: \$7,052.00
- Average State Per Pupil Expenditure: \$8,674.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 7 Years: Number of years the principal has been in her/his position at this school.
- If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	30	23	53
K				8	21	28	49
1				9	20	31	51
2				10	23	24	47
3				11	17	30	47
4				12	16	18	34
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							281

6. Racial/ethnic composition of the students in the school: 74 % White
6 % Black or African American
5 % Hispanic or Latino
5 % Asian/Pacific Islander
10 % American Indian/Alaskan Native
100 % Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 1.1%

(This rate should be 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 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	3
(4)	Total number of students in the school as of October 1	281
(5)	Subtotal in row (3) divided by total in row (4)	.01
(6)	Amount in row (5) multiplied by 100	1.07

8. Limited English Proficient students in the school: 3 %
7 Total Number Limited English Proficient

Number of languages represented: 4
Specify languages: Spanish, Filipino, Korean, and Russian

9. Students eligible for free/reduced-priced meals: 7 %

Total number students who qualify: 13

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 federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10 %
27 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the

Individuals with Disabilities Education Act.

- | | |
|-----------------------------------|---------------------------------------------------|
| <u>3</u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u>5</u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>18</u> Specific Learning Disability |
| <u> </u> Hearing Impairment | <u>1</u> Speech or Language Impairment |
| <u> </u> Mental Retardation | <u> </u> Traumatic Brain Injury |
| <u> </u> Multiple Disabilities | <u> </u> Visual Impairment Including Blindness |
| <u> </u> Emotional Disturbance | |

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> </u>
Classroom teachers	<u>13</u>	<u>1</u>
Special resource teachers/specialists	<u>3</u>	<u>2</u>
Paraprofessionals	<u>3</u>	<u> </u>
Support staff	<u>2</u>	<u>2</u>
Total number	<u>22</u>	<u>5</u>

12. Average school student-“classroom teacher” ratio: 22:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97.85 %	97 %	97 %	97 %	97 %
Daily teacher attendance	< 97 %	< 98 %	< 98 %	< 98 %	< 98 %
Teacher turnover rate	.5 %	2 %	2 %	2 %	2 %
*Student dropout rate (middle/high)	> 3%	> 3 %	> 3 %	> 3 %	> 3 %
**Student drop-off rate (high school)	17%	38%	39%	N/A%	N/A%

*We are a 7-12 school therefore the student dropout rate is not disaggregated.

**This does not account for students who graduate early, or those who transfer during their high school years to another school, only 2% of these students actually drop out of school; we do not enroll any new students after the first month of school so when students leave our numbers just decrease (knowing that our building capacity is only 276).

14. **(High Schools Only)** Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	<u>46</u>
Enrolled in a 4-year college or university	<u>83</u> %
Enrolled in a community college	<u>2</u> %
Enrolled in vocational training	%
Found employment	<u>7</u> %
Military service	%
Other (travel, staying home, etc.)	<u>4</u> %
Unknown	<u>4</u> %
Total	100 %

PART III - SUMMARY

STELLER SECONDARY SCHOOL SUMMARY

“Only the educated are free” – Epictetus

Steller Secondary School is an open optional school of choice within the Anchorage School district, offering an alternative to traditional education. It is named after Georg Wilhelm Steller, a German naturalist who traveled with Vitus Bering on his voyage of exploration to Alaska in 1741. He became the school’s namesake because of such personal traits as independence, love of knowledge, courage, and a pioneering spirit.

Established in 1974 in response to parents interested in having their children continue their education in an environment which fosters the creation of independent, courageous people capable of dealing with the shifting complexities of the modern world, Steller Secondary is dedicated to providing young people a leadership curriculum based on the ideal that responsible freedom is a supreme good.

Steller has 300 students in grades 7-12 from across the Anchorage attendance area. The primary emphasis of our program is attaining an education through responsibility to self and to the community, both within our school walls and beyond. Students, parents, and staff participate in the democratic process of setting school policy and procedures. Students play an integral role in all aspects of the program from planning and scheduling activities, mentoring and assisting younger students, designing course work and units for independent study and peer taught classes, to aiding in the selection of teaching staff and the content and evaluation for regular educational curriculum.

In addition to participation in the operation of the school, students are encouraged to spend a portion of their career at Steller in community service in order to learn more about, and contribute to, the larger community in which they live. To this end Steller is a participant in many humanitarian efforts within the greater Anchorage area.

Through such meaningful engagement in their own learning process, along with parents and staff, it is our intent to model and demonstrate democracy in action for our entire community. Active and positive participation in governance is a vital element of a dynamic, compassionate democratic society.

PART IV – INDICATORS OF ACADEMIC SUCCESS

STELLER SECONDARY SCHOOL ASSESSMENT RESULTS

1. Steller participates in the Alaska Comprehensive System of Student Assessment, which requires the administration of the TerraNova/CAT 6, the Benchmark (will be replaced by the Standards-Based Grade Level Assessments in 05-06), and the High School Graduation Qualifying Examination.

The TerraNova provides our school with a comparison of our student's performance to the rest of the students in the nation. The Benchmark is a criterion-referenced examination that provides us with information about our student's performance based upon the state's adopted performance standards. The High School Graduation Qualifying Examination is a minimum skills test that all students in Alaska must pass to be eligible to receive a diploma. It is also aligned to our state's performance standards.

The state has four performance levels on its assessments—advanced proficient, proficient, below proficient, and fall below proficient. The performance level that demonstrates meeting the standard is proficient. There are proficiency descriptors at each level of the benchmark for each subject of reading, writing, and mathematics, which describes for parents and staff what proficiency looks like in the classroom. An example is the geometry standard for the 8th grade benchmark—an advanced student can explain similarity and proportionality, use a scale factor to find new dimensions, identify errors in mathematical strategies, and use and explain geometric formulas for plane and solid figures.

The TerraNova/CAT 6 has been reported in our state for the past two years at proficiency levels because it has been used to meet the federal guidelines of testing at each grade level. Our benchmark exams tested at the benchmarked grades of 3, 6, and 8. The TerraNova/CAT 6 was used at grades 4, 5, 7, and 9. We also receive the Normal Curve Equivalent (NCE) scores for the TerraNova/CAT 7, which allows for comparisons of our students to the national norm group. In each category of Reading, Language, and Math, our scores were 13-21 points about the national average of 50. This tells us that our students at Steller are consistently performing better than most students in the country.

The performance of our students on the criterion-referenced test, the 8th grade benchmark and the HSGQE, are very similar to the results we see on the TerraNova/CAT 6. We have more students in the proficient/advanced category than the state averages at each grade level and each subtest. When you look at the performance in the subgroups, it is difficult to come to any conclusions about disparities among the subgroups. The reason for this is because the numbers in the subgroups are small. For those subgroups that do have more than five tested so percentages can be reported, we have a higher percentage of students in the proficient/advanced category than the state average at each grade level and each subtest. We also have fewer students in the below proficient/far below proficient than the state averages at each grade level and each subtest.

The information on the state assessment system can be found at their state website which is <http://www.eed.state.ak.us>.

EVALUATING STUDENT ACADEMIC PERFORMANCE

2. Steller uses a variety of student assessment data to evaluate student academic performance and achievement. This data is used to review, modify, and enhance curriculum choices to allow students, parents and teachers to meet the needs of the students, individually and as a whole.

Steller operates under a Teacher-as-Advisor model. This means that all teachers act as academic advisor to a group of approximately 24 students in addition to their role as classroom teacher. The assessment data will be reviewed by the students' individual academic advisor and shared with the student and family at various scheduled, and/or parent initiated, intervals throughout the school year. Student and parent-student-teacher conferences are held to highlight areas of academic strength as well as areas of academic weakness. Those strengths are celebrated and students are encouraged to share their knowledge in a variety of ways with others. Areas of weakness are identified as ones in which the student needs more experience and exposure. Students are guided toward those courses designed to practice and enhance the very skills that need refining.

Individual student needs are also addressed at one of two weekly staff meetings dedicated to the discussion of students' needs and progress. At this meeting the school Psychologist, Special Education teachers, Nurse, and regular education teaching staff, collaborate to review achievement and plan accordingly, using assessment data when appropriate.

School-wide efforts at assisting students with improving achievement on district-wide assessments have resulted in the inclusion of additional Study Skills courses in our schedule, on-line assistance and practice, and after school tutoring sessions.

Steller Secondary School firmly believes that each child should take an active role in prescribing their individual course of study to help them improve their skills and abilities to their maximum potential.

COMMUNICATING STELLER STUDENT PERFORMANCE

3. Alaska schools receive the statewide assessment data for individual students in late May, though the state does not make its AYP determinations until August. Parents receive a letter sometime in the spring informing them of their student's assessment data. Information on interpreting the data is included in the letter; however, parents are invited to make appointments with their student's advisor to review the data.

Beginning of the year assessment data is shared with parents and students during the Student-Parent Advisory Board and again at an early monthly Parent Group meeting. A school parent newsletter reports the school's academic achievement as reported in the statewide assessment after AYP designations are made. As the district understands the importance for parents of comparing their school's performance to other schools, the school district also reports the individual school scores in the local newspaper. The school's performance is available for review on both the school district and State Department of Education web sites.

Student achievement beyond the statewide assessments is reported to parents and students through a variety of methods. All student work is graded with a percentage score to allow students and parents immediate feedback on academic performance. Many teachers utilize grading programs which allow a Summary Report to be printed out and given to the student upon their request at any time during the grading period. Parents and students receive progress reports and report cards on a quarterly basis. Both parents and students have constant access to their academic records via their academic advisor. Weekly meetings, scheduled in the morning, allow advisors and advisees to meet to review academic

records and progress.

In addition to the more traditional methods of sharing data, which include twice monthly Parent-Teacher-Student Advisory Board meetings, twice weekly staff meetings, bi-annual All Community Meetings and planned conferences, Steller shares information with families in non-traditional ways as well. Evening Potlucks are often scheduled around grade reporting times, conferences take place at any time upon parent request, and end of the year conferences for planning next year's course of study happen yearly.

Steller believes that students, parents and teachers working together in collaboration and partnership make a meaningful contribution to the lives of our young people.

SHARING WHAT WORKS FOR STELLER

4. Steller Secondary is one of many schools within the Anchorage School District dedicated to the philosophy of open optional education, one in which students, parents and staff share a mutual respect for one another, an active engagement in the learning process, and a powerful view of education as a life-long process. Together we have formed the Open Education Coalition to promote the ideals upon which we operate. Some of our achievements in this area have included workshops, conferences and credit course offerings for professional staff development, all open to teachers, parents and students.

We believe that a successful school program is based upon meaningful participation by all stakeholders. Parents, students and staff work in concert to build curriculum that is current, vibrant and engaging. Students hold key leadership roles, including, on alternate years, official school spokesperson. This responsibility is the duty of the Advisory Board Chairperson. The post is held by a parent one year and by a student the next. Through the Spokesperson the philosophy of Steller has a public voice.

We encourage others to visit our school, to take tours and to attend our annual Open House. While it is designed to inform perspective families about our program and to educate them about the opportunities available to their student, along with the limitations inherent in a small school, these forums are open to the public and advertised not only in the elementary schools but also in citywide publications.

Steller also participates in the Anchorage School District Alternative Fair that takes place each year in a public community gathering space to highlight the many school programs of choice, which exist in the district. Our school philosophy and handbook are available and school personnel are on hand to answer questions and explain our program.

We have also participated in the Coalitional of Essential Schools and have attended their Fall Forum with an eye toward returning as presenters. While these plans have not been solidified, they are a possible avenue for sharing our successes within the academic community nationwide at a future date.

PART V – CURRICULUM AND INSTRUCTION

STELLER SECONDARY SCHOOL CURRICULUM

1. Steller Secondary faculty with the input of our student and parent communities continues to meet the Anchorage School District academic requirements in innovative, creative ways that invite the participation of all community members. Traditional teacher directed learning is melded with peer

and parent taught curricula, university coursework and independent study to create a leadership curriculum that will prepare our students to be active decision makers as they enter their young adult years.

World language study is available to students beginning their seventh grade year. In a world where mutual understanding and cooperation are as yet an under realized goal, the acquisition of communication skills in a second, and sometimes third, language is an acknowledged advantage and valuable tool. As we enter the Year of Languages, 2005, Steller is preparing students to interact within a broader global community through emphasis on oral proficiency skills as promoted by ACTFL (the American Council of Teachers of Foreign Language). Steller has a full 1.0 FTE for Spanish Language instruction. Classes are offered in Spanish I, II, III, IV/V and Advanced Spanish starting in the student's seventh grade year giving the student a six year possible course of study. Our text series is Holt, Rinehart and Winston's VEN CONMIGO used in conjunction with other supplemental materials.

At the beginning of the 2004-05 year 139 students (7th/18-33%; 8th/18-37%; 9th/40-77%; 10th/30-61%; 11th/26-55%; 12th/7-21%) were enrolled in a Spanish class out of a student body of 284 (49%). Students interested in acquiring a different language do so through Independent Study, UAA, community course offerings and / or attendance at other schools.

Language arts are taught through a variety of literature-based courses, a series of composition classes and the Socratic based Paideia Seminar program. Required in eighth grade and offered throughout the high school years, Seminar is an inquiry-based approach that aides students in understanding age-old questions and their relativity to their own individual sphere of existence and in the broader context of the world at large. Students practice writing in a variety of genre to yearly enhance their personal writing ability. Composition courses are required for graduation along with a research paper. Writing skills are viewed as a necessary tool along with oratory skills, which are honed via numerous offering such as Creative and Persuasive Speech, Drama and Debate, Reader's Theatre and Mock Trial.

Math instruction is done using a variety of methods designed to meet individual student needs. Teacher directed classes from Basic Math to Calculus are a standard within our curriculum. Also available are PLATO and Larsen Math, on-line courses as well as university coursework offered through the University of Alaska, Anchorage and Alaska Pacific University.

Social Studies are taught via a variety of methodologies as well. In conjunction with the more traditional teacher directed classes Steller offers parent, peer, and student, taught classes. These include such topics as Civil War, World War II, History of Ireland, and Model United Nations to name a few. Students must also meet the Government Field Studies requirement in order to graduate from Steller. This is a course designed to involve juniors and seniors in a political campaign for one quarter. Students have gone on to serve as legislative pages, aides and even as state legislators. We view this as a very highly successful element of our emphasis on individual action in a democratic society.

Health and science are taught through a combination of textbook and hands on activities. These include current health magazines, science kits, speakers from a variety of private and public organizations and participation in the RARE-T Aids awareness program. Our science labs have ranged as far afield as the Florida Keys when students engaged in marine studies during one of our annual Intensive study periods.

Art is taught throughout the schedule for all grade levels and often incorporates a service-learning

component. Recently the art students, along with the teacher, created a ceramics class that will, for the second year, create and donate approximately one hundred bowls to the Anchorage Bowl Project, which raises funds for the local homeless shelter. The art curriculum strives to encourage creative expression from all our population. Guest artists from the community have taught courses here; our students have taken classes off-campus and we have participated in the Artist – in – the- Schools program in an effort to expose our students to as many types of art as possible.

Physical Education at Steller is pursued as a healthy life skill. Students aid in the selection of course offerings, earn credits through the physical interaction with Alaska's unique recreational resources and are encouraged to pursue organized team activities. Most physical education classes are un-graded as a reflection of our belief in viewing physical activity by our students as an individual effort to improve one's quality of life.

ENGLISH LANGUAGE CURRICULUM

- 2b. The English curriculum at Steller strives to provide students with the reading, writing, speaking and listening skills so necessary for young people to be able to take full advantage of the educational offerings within our program and to deal with the vast amounts of information they will encounter in the ever more complex world they will enter upon graduation.

Beginning in seventh grade and progressing toward their senior year in high school, our students choose from a large selection of quarter length classes appropriate for their skill level and designed to challenge their intellect, ignite their curiosity and push the envelope of their ability.

Students are aided in their progress not just in class with teacher and peer editing and review, but also via twice weekly Writing Labs during lunch hour. Here they may bring their essays, projects and compositions for any curriculum area class assignment and receive feedback and help from one of our Language Arts faculty.

Struggling readers, identified through assessment and teacher/advisor referral, are given the opportunity to enroll in a morning Reading class where reading strategies and vocabulary building are modeled and taught. Where appropriate, Special Education resources are devoted to these students via an IEP; additionally a 504 Plan may be implemented.

STELLER'S CURRICULUM AND MISSION

3. Steller's program not only aims to prepare our students academically to enter the world of higher education or the world of work, but to prepare them to be leaders in the field of their choice and active decision makers in their community as well. Embedded in our curriculum is a leadership curriculum. Students are engaged in a wide variety of practices here at Steller intended to help them see themselves as capable, confident, articulate people able to question, consider, and act in ways that enhance their own educational experiences and which lead them to see themselves as capable contributors to their community. Such practices include students working in tandem with their teachers to set the parameters for content and evaluation for some of their academic courses; encouraging students to pursue an area of personal interest by designing a course of independent study; scheduling peer taught courses in which students design, research and teach quarter classes to their peers under teacher supervision; incorporating a "stand and deliver" component within the regular curriculum where students are expected to present information to their colleagues in a concise, articulate manner; including students on all hiring committees for faculty and staff; and structuring our policy making boards so that they give the student voice a powerful avenue of expression.

Students make up the majority-voting block on all major decision making groups at Steller. The policy setting Advisory Board is comprised of 25 voting members, 14 of which are students. The Operational group, responsible for the daily operations and scheduling of the program, has 32 members, 28 of which are students. Each student is a member of a decision making group that meets weekly to discuss, along with individual issues, broader student-body concerns. Additionally, students have the right to call an All School Meeting when they wish to discuss an item of imminent importance.

As part of the leadership curricula our Language Arts program offers a multitude of courses that hone a student's oratory skills and our Social Studies program requires each student to participate in a Government Field Studies course where they are required to work on a political campaign, usually at the state or national level. Many students have transitioned from volunteer to paid staff and have even held office themselves.

It is our strong belief that the practice and experience our students receive in their six years here at Steller better equip them to be positive, rather than passive, participants in their own lives and to more comfortably pursue leadership roles within the community.

STELLER SECONDARY SCHOOL INSTRUCTIONAL METHODS

4. Students at Steller are exposed to instructional methodologies ranging from very teacher-directed and traditional to very student driven and progressive. In a six year career here a student may be involved in classes taught via film, video, on-line, by other students, parents or general community members along side classes taught lecture style or by Socratic method. Students are required to graduate with a minimum of two Self Directed Learning modules in which they work closely with a teacher to ensure rigor of study but essentially design their own course content, procedure and evaluation based on a personal area of interest or particular passion.

Some classes build in a service-learning component where students transfer their knowledge to community application. Some of these include pottery classes designed to produce bowls donated to the local Bean's Empty Bowl Project; a Fiber Arts class where knitted wool hats, gloves and scarves were donated to the Anchorage School District's Children In Transition Program and math, science and world language programs where Peer Coaching has been an established part of the program for many years.

Instructional diversity also takes our students beyond our school building walls. Students are enrolled at the two area universities for classes and Steller also takes part in the district's Mentorship Program where students are matched with a mentor member or organization in the Anchorage area and serve as interns with that Mentor. Students have worked at British Petroleum, KTUU telecommunications and with area artisans, just to mention a few.

Twice yearly we structure our teaching/learning semesters to include two Intensive blocks. During these Intensives, the usual six period class schedule is suspended and students enroll in a course of study that will last two weeks, every day all day. These intensives are designed to allow for overseas travel as well. Each year Steller offers up to four trips, both with domestic and foreign destinations. Our travel program is supported by a Travel Scholarship fund and students may apply for funding equal to one-half the cost of their trip.

We believe that students learn best when they are interested, engaged and exposed to a variety of teaching styles and educational experiences. In keeping with that philosophy, Steller has designed a variety of instructional strategies described above designed to appeal to the different learning styles and interests of our student population.

STELLER SECONDARY SCHOOL PROFESSIONAL DEVELOPMENT

5. In an on-going effort to examine our practices and link them to student achievement, both academic and personal, teachers participate in a variety of professional development activities. In addition to devoting one staff meeting each week to student concerns and another to program development, these have included after school classes presented on curricular areas that are taught in the building including classes/workshops dealing with open optional philosophical issues. The formation of the Open Optional Coalition has been a format for launching discussion groups and credit courses of particular interest to faculty who teach in optional school programs across the district.

Teachers also participate in school wide in-service training sessions that focus on mandatory district trainings, including data analysis, which help to focus the entire school on ways to promote student learning. The district's Curriculum Committee structure encourages teachers from many schools to collaborate and share successful strategies across curricular areas of instruction and then return to individual buildings to share with their departments.

At Steller we also devote class time in the form of Teach-In or Conference Days that involve the entire community in "professional" development. Community members are invited to present, as are parents and students, on a topic of interest. Students and staff sign up for sessions and workshops designed to elicit comments, suggestions and action proposals to problem-solve as appropriate. Past Teach-Ins have centered on Law Day, African-American History, Planning Steller's Future, the Alaska Spruce Beetle Crisis, and a Gubernatorial Campaign Forum among others.

Inquiry and introspection, staff development and evaluation are all important parts of a successful school program. These activities focus our efforts on our mission: the education of our young people and enabling them to grow into their role as productive, positive citizens in a dynamic and evolving world.

PART VII - ASSESSMENT RESULTS

FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject: Reading, Writing, and Math Grade: 8 Test: Alaska Benchmark Exams

Edition/Publication Year: 2000 Publisher: CTB McGraw Hill

Data Display Table for **Reading, Grade 8**

	2003-2004	2002-2003	2001-2002
Testing month	Feb.	March	March
SCHOOL SCORES			
% Far Below Proficient	<5%	0%	<5%
% Below Proficient	0%	8%	<5%
% Proficient	>25%	19%	>15%
% Advanced Proficient	68%	73%	77%
Number of students tested	47	52	44
Percent of total students tested	98%	98%	n/a
Number of students excluded	1	1	n/a
Percent of students excluded	2%	2%	n/a
SUBGROUP SCORES			
1. Caucasian			
% Far Below Proficient	<10%	0%	<5%
% Below Proficient	0%	<5%	<5%
% Proficient	>10%	>10%	>15%
% Advanced Proficient	78%	85%	77%
Number of students tested	32	40	30
2. African-American			
% Far Below Proficient	0%	***	***
% Below Proficient	0%	***	***
% Proficient	<50%	***	***
% Advanced Proficient	>50%	***	***
Number of students tested	5	***	***
3. Hispanic			
% Far Below Proficient	***	***	***
% Below Proficient	***	***	***
% Proficient	***	***	***
% Advanced Proficient	***	***	***
Number of students tested	***	***	***
4. Alaska Native			
% Far Below Proficient	0%	***	***
% Below Proficient	0%	***	***

% Proficient	<50%	***	***
% Advanced Proficient	>50%	***	***
Number of students tested	5	***	***
5. Asian/Pacific Islander			
% Far Below Proficient	***	***	***
% Below Proficient	***	***	***
% Proficient	***	***	***
% Advanced Proficient	***	***	***
Number of students tested	***	***	***
6. Multi-ethnic			
% Far Below Proficient	--	--	--
% Below Proficient	--	--	--
% Proficient	--	--	--
% Advanced Proficient	--	--	--
Number of students tested	0	0	0
7. LEP			
% Far Below Proficient	***	***	--
% Below Proficient	***	***	--
% Proficient	***	***	--
% Advanced Proficient	***	***	--
Number of students tested	***	***	0
8. Economically Disadvantaged			
% Far Below Proficient	--	--	***
% Below Proficient	--	--	***
% Proficient	--	--	***
% Advanced Proficient	--	--	***
Number of students tested	0	0	***
9. Migrant			
% Far Below Proficient	--	***	--
% Below Proficient	--	***	--
% Proficient	--	***	--
% Advanced Proficient	--	***	--
Number of students tested	0	***	0
STATE SCORES			
% Far Below Proficient/Below Proficient	32.2%	32.1%	18.4%
% Advanced Proficient/Proficient	67.8%	67.9%	81.6%

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

Data Display Table for **Writing, Grade 8**

	2003-2004	2002-2003	2001-2002
Testing month	Feb.	March	March
SCHOOL SCORES			
% Far Below Proficient	0%	0%	0%
% Below Proficient	<5%	4%	20%
% Proficient	>40%	53%	52%
% Advanced Proficient	53%	43%	28%
Number of students tested	47	51	46
Percent of total students tested	98%	96%	100%
Number of students excluded	1	2	0
Percent of students excluded	2%	4%	0%
SUBGROUP SCORES			
1. Caucasian			
% Far Below Proficient	0%	0%	0%
% Below Proficient	<10%	<10%	19%
% Proficient	>30%	>30%	48%
% Advanced Proficient	63%	51%	32%
Number of students tested	32	39	31
2. African-American			
% Far Below Proficient	0%	***	***
% Below Proficient	0%	***	***
% Proficient	>50%	***	***
% Advanced Proficient	<50%	***	***
Number of students tested		***	***
3. Hispanic			
% Far Below Proficient	***	***	***
% Below Proficient	***	***	***
% Proficient	***	***	***
% Advanced Proficient	***	***	***
Number of students tested	***	***	***
4. Alaska Native			
% Far Below Proficient	0%	0%	***
% Below Proficient	0%	0%	***
% Proficient	>50%	>50%	***
% Advanced Proficient	<50%	<50%	***
Number of students tested	5	5	***
5. _Asian/Pacific Islander			
% Far Below Proficient	***	***	***
% Below Proficient	***	***	***
% Proficient	***	***	***
% Advanced Proficient	***	***	***
Number of students tested	***	***	***
6. Multi-ethnic			
% Far Below Proficient	--	--	--

% Below Proficient	--	--	--
% Proficient	--	--	--
% Advanced Proficient	--	--	--
Number of students tested	0	0	0
7. LEP			
% Far Below Proficient	***	***	--
% Below Proficient	***	***	--
% Proficient	***	***	--
% Advanced Proficient	***	***	--
Number of students tested	***	***	0
8. Economically Disadvantaged			
% Far Below Proficient	--	--	***
% Below Proficient	--	--	***
% Proficient	--	--	***
% Advanced Proficient	--	--	***
Number of students tested	0	0	***
9. Migrant			
% Far Below Proficient	--	***	--
% Below Proficient	--	***	--
% Proficient	--	***	--
% Advanced Proficient	--	***	--
Number of students tested	0	***	0
STATE SCORES			
% Far Below Proficient/Below Proficient	23.7%	26.4%	33.7%
% Advanced Proficient/Proficient	76.3%	73.6%	66.3%

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

Data Display Table for **Mathematics, Grade 8**

	2003-2004	2002-2003	2001-2002
Testing month	Feb.	March	March
SCHOOL SCORES			
% Far Below Proficient	<5%	4%	<5%
% Below Proficient	<10%	6%	>40%
% Proficient	40%	45%	44%
% Advanced Proficient	51%	45%	9%
Number of students tested	47	51	46
Percent of total students tested	98%	96%	100%
Number of students excluded	1	2	0
Percent of students excluded	2%	4%	0%
SUBGROUP SCORES			
1. Caucasian			
% Far Below Proficient	<10%	<10%	0%
% Below Proficient	<10%	<5%	52%
% Proficient	31%	38%	35%
% Advanced Proficient	62%	54%	13%
Number of students tested	32	39	31
2. African-American			
% Far Below Proficient	0%	***	***
% Below Proficient	<50%	***	***
% Proficient	>20%	***	***
% Advanced Proficient	>20%	***	***
Number of students tested	5	***	***
3. Hispanic			
% Far Below Proficient	***	***	***
% Below Proficient	***	***	***
% Proficient	***	***	***
% Advanced Proficient	***	***	***
Number of students tested	***	***	***
4. Alaska Native			
% Far Below Proficient	0%	0%	***
% Below Proficient	0%	<35%	***
% Proficient	>50%	>50%	***
% Advanced Proficient	<50%	>10%	***
Number of students tested	5	5	***
5. _Asian/Pacific Islander			
% Far Below Proficient	***	***	***
% Below Proficient	***	***	***
% Proficient	***	***	***
% Advanced Proficient	***	***	***
Number of students tested	***	***	***
6. Multi-ethnic			
% Far Below Proficient	--	--	--

% Below Proficient	--	--	--
% Proficient	--	--	--
% Advanced Proficient	--	--	--
Number of students tested	0	0	0
7. LEP			
% Far Below Proficient	***	***	--
% Below Proficient	***	***	--
% Proficient	***	***	--
% Advanced Proficient	***	***	--
Number of students tested	***	***	0
8. Economically Disadvantaged			
% Far Below Proficient	***	--	***
% Below Proficient	***	--	***
% Proficient	***	--	***
% Advanced Proficient	***	--	***
Number of students tested	***	0	***
9. Migrant			
% Far Below Proficient	--	***	--
% Below Proficient	--	***	--
% Proficient	--	***	--
% Advanced Proficient	--	***	--
Number of students tested	0	***	0
STATE SCORES			
% Far Below Proficient/Below Proficient	36.2%	36.2%	59.8%
% Advanced Proficient/Proficient	63.8%	63.8%	40.2%

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

FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject: Reading, Writing, and Math Grade: 10
 Test: Alaska High School Graduation Qualifying Exam

Edition/Publication Year: 2000 Publisher: CTB McGraw Hill

Data Display Table for **Reading, Grade 10**

	2003-2004	2002-2003	2001-2002
Testing month	Feb.	March	March
SCHOOL SCORES			
% Far Below Proficient	0%	<5%	n/a
% Below Proficient	0%	<5%	n/a
% Proficient	28%	40%	n/a
% Advanced Proficient	72%	53%	n/a
Number of students tested	46	47	n/a
Percent of total students tested	100%	94%	
Number of students excluded	0	3	
Percent of students excluded	0%	6%	
SUBGROUP SCORES			
1. Caucasian			
% Far Below Proficient	0%	<5%	
% Below Proficient	0%	<5%	
% Proficient	<25%	35%	
% Advanced Proficient	>75%	59%	
Number of students tested	30	34	
2. African-American			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
3. Hispanic			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
4. Alaska Native			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
5. _Asian/Pacific Islander			

% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
6. Multi-ethnic			
% Far Below Proficient	--	--	
% Below Proficient	--	--	
% Proficient	--	--	
% Advanced Proficient	--	--	
Number of students tested	0	0	
7. LEP			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
8. Economically Disadvantaged			
% Far Below Proficient	***	--	
% Below Proficient	***	--	
% Proficient	***	--	
% Advanced Proficient	***	--	
Number of students tested	***	0	
9. Migrant			
% Far Below Proficient	--	--	
% Below Proficient	--	--	
% Proficient	--	--	
% Advanced Proficient	--	--	
Number of students tested	0	0	
STATE SCORES			
% Far Below Proficient/Below Proficient	29.9%	30.3%	29.6%
% Advanced Proficient/Proficient	70.1%	69.7%	70.4%

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

Data Display Table for **Writing, Grade 10**

	2003-2004	2002-2003	2001-2002
Testing month	Feb.	March	March
SCHOOL SCORES			
% Far Below Proficient	0%	0%	n/a
% Below Proficient	0%	<5%	n/a
% Proficient	41%	>30%	n/a
% Advanced Proficient	59%	64%	n/a
Number of students tested	46	47	n/a
Percent of total students tested	100%	94%	n/a
Number of students excluded	0	3	n/a
Percent of students excluded	0%	6%	n/a
SUBGROUP SCORES			
1. Caucasian			
% Far Below Proficient	0%	0%	
% Below Proficient	0%	<5%	
% Proficient	27%	>25%	
% Advanced Proficient	73%	71%	
Number of students tested	30	34	
2. African-American			
% Far Below Proficient	***	0%	
% Below Proficient	***	0%	
% Proficient	***	>70%	
% Advanced Proficient	***	<30%	
Number of students tested	***	5	
3. Hispanic			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
4. Alaska Native			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
5. _Asian/Pacific Islander			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
6. Multi-ethnic			
% Far Below Proficient	--	--	

% Below Proficient	--	--	
% Proficient	--	--	
% Advanced Proficient	--	--	
Number of students tested	0	0	
7. LEP			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
8. Title I			
% Far Below Proficient	***	--	
% Below Proficient	***	--	
% Proficient	***	--	
% Advanced Proficient	***	--	
Number of students tested	***	0	
9. Migrant			
% Far Below Proficient	--	--	
% Below Proficient	--	--	
% Proficient	--	--	
% Advanced Proficient	--	--	
Number of students tested	0	0	
STATE SCORES			
% Far Below Proficient/Below Proficient	13.8%	16.6%	15.3%
% Advanced Proficient/Proficient	86.2%	83.4%	84.7%

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

Data Display Table for **Mathematics, Grade 10**

	2003-2004	2002-2003	2001-2002
Testing month	Feb.	March	March
SCHOOL SCORES			
% Far Below Proficient	<5%	0%	n/a
% Below Proficient	<5%	<5%	n/a
% Proficient	46%	>30%	n/a
% Advanced Proficient	48%	65%	n/a
Number of students tested	46	46	n/a
Percent of total students tested	100%	92%	n/a
Number of students excluded	0	4	n/a
Percent of students excluded	0%	8%	n/a
SUBGROUP SCORES			
1. Caucasian			
% Far Below Proficient	0%	0%	
% Below Proficient	0%	<10%	
% Proficient	40%	>15%	
% Advanced Proficient	60%	76%	
Number of students tested	30	33	
2. African-American			
% Far Below Proficient	***	0%	
% Below Proficient	***	0%	
% Proficient	***	>50%	
% Advanced Proficient	***	<50%	
Number of students tested	***	5	
3. Hispanic			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
4. Alaska Native			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
5. _Asian/Pacific Islander			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
6. Multi-ethnic			
% Far Below Proficient	--	--	

% Below Proficient	--	--	
% Proficient	--	--	
% Advanced Proficient	--	--	
Number of students tested	0	0	
7. LEP			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
8. Title I			
% Far Below Proficient	***	--	
% Below Proficient	***	--	
% Proficient	***	--	
% Advanced Proficient	***	--	
Number of students tested	***	0	
9. Migrant			
% Far Below Proficient	--	--	
% Below Proficient	--	--	
% Proficient	--	--	
% Advanced Proficient	--	--	
Number of students tested	0	0	
STATE SCORES			
% Far Below Proficient/Below Proficient	33.3%	29.8%	36.0%
% Advanced Proficient/Proficient	66.7%	70.2%	64%

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

Subject Reading, Writing, Math Grade 7 & 9
 Test TerraNova CAT/6

Edition/Publication Year TerraNova, 2nd Edition Normed 2000, published 2001
 Publisher CTB/McGraw-Hill

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

Data Display Table for **Reading, Grade 7**

	2003-2004	2002-2003	2001-2002
Testing month	Feb.	March	March
SCHOOL SCORES			
% Far Below Proficient	0%	<5%	n/a
% Below Proficient	<5%	<10%	n/a
% Proficient	>15%	18%	n/a
% Advanced Proficient	71%	74%	n/a
Number of students tested	48	50	n/a
Percent of total students tested	98%	100%	n/a
Number of students excluded	1	0	n/a
Percent of students excluded	2%	0%	n/a
SUBGROUP SCORES			
1. Caucasian			
% Far Below Proficient	0%	<5%	
% Below Proficient	0%	<5%	
% Proficient	22%	<15%	
% Advanced Proficient	78%	81%	
Number of students tested	37	31	
2. African-American			
% Far Below Proficient	***	<5%	
% Below Proficient	***	<5%	
% Proficient	***	<15%	
% Advanced Proficient	***	>70%	
Number of students tested	***	7	
3. Hispanic			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
4. Alaska Native			
% Far Below Proficient	***	<5%	
% Below Proficient	***	<5%	
% Proficient	***	<50%	
% Advanced Proficient	***	>30%	
Number of students tested	***	5	

5. _Asian/Pacific Islander			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
6. Multi-ethnic			
% Far Below Proficient	--	--	
% Below Proficient	--	--	
% Proficient	--	--	
% Advanced Proficient	--	--	
Number of students tested	0	0	
7. LEP			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
8. Economically Disadvantaged			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
9. Migrant			
% Far Below Proficient	--	--	
% Below Proficient	--	--	
% Proficient	--	--	
% Advanced Proficient	--	--	
Number of students tested	0	0	
STATE SCORES			
% Far Below Proficient/Below Proficient			
% Advanced Proficient/Proficient			

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

Data Display Table for **Writing, Grade 7**

	2003-2004	2002-2003	2001-2002
Testing month	Feb.	March	March
SCHOOL SCORES			
% Far Below Proficient	0%	0%	n/a
% Below Proficient	<5%	<10%	n/a
% Proficient	>50%	>30%	n/a
% Advanced Proficient	42%	58%	n/a
Number of students tested	48	50	n/a
Percent of total students tested	98%	100%	n/a
Number of students excluded	1	0	n/a
Percent of students excluded	2%	0%	n/a
SUBGROUP SCORES			
1. Caucasian			
% Far Below Proficient	0%	0%	
% Below Proficient	0%	<10%	
% Proficient	51%	>25%	
% Advanced Proficient	49%	68%	
Number of students tested	37	31	
2. African-American			
% Far Below Proficient	***	0%	
% Below Proficient	***	<15%	
% Proficient	***	>25%	
% Advanced Proficient	***	57%	
Number of students tested	***	7	
3. Hispanic			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
4. Alaska Native			
% Far Below Proficient	***	0%	
% Below Proficient	***	0%	
% Proficient	***	>75%	
% Advanced Proficient	***	<25%	
Number of students tested	***	5	
5. _Asian/Pacific Islander			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
6. Multi-ethnic			
% Far Below Proficient	--	--	

% Below Proficient	--	--	
% Proficient	--	--	
% Advanced Proficient	--	--	
Number of students tested	0	0	
7. LEP			
% Far Below Proficient	***	0%	
% Below Proficient	***	<20%	
% Proficient	***	>25%	
% Advanced Proficient	***	57%	
Number of students tested	***	7	
8. Economically Disadvantaged			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
9. Migrant			
% Far Below Proficient	--	--	
% Below Proficient	--	--	
% Proficient	--	--	
% Advanced Proficient	--	--	
Number of students tested	0	0	
STATE SCORES			
% Far Below Proficient/Below Proficient			
% Advanced Proficient/Proficient			

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

Data Display Table for **Mathematics, Grade 7**

	2003-2004	2002-2003	2001-2002
Testing month	Feb.	March	March
SCHOOL SCORES			
% Far Below Proficient	0%	<10%	n/a
% Below Proficient	15%	<5%	n/a
% Proficient	31%	32%	n/a
% Advanced Proficient	54%	58%	n/a
Number of students tested	48	50	n/a
Percent of total students tested	98%	100%	n/a
Number of students excluded	1	0	n/a
Percent of students excluded	2%	0%	n/a
SUBGROUP SCORES			
1. Caucasian			
% Far Below Proficient	0%	<5%	
% Below Proficient	<10%	<5%	
% Proficient	>25%	29%	
% Advanced Proficient	65%	64%	
Number of students tested	37	31	
2. African-American			
% Far Below Proficient	***	<30%	
% Below Proficient	***	0%	
% Proficient	***	>25%	
% Advanced Proficient	***	43%	
Number of students tested	***	7	
3. Hispanic			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
4. Alaska Native			
% Far Below Proficient	***	0%	
% Below Proficient	***	0%	
% Proficient	***	<60%	
% Advanced Proficient	***	>40%	
Number of students tested	***	5	
5. _Asian/Pacific Islander			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
6. Multi-ethnic			
% Far Below Proficient	--	--	

% Below Proficient	--	--	
% Proficient	--	--	
% Advanced Proficient	--	--	
Number of students tested	0	0	
7. LEP			
% Far Below Proficient	***	<5%	
% Below Proficient	***	<5%	
% Proficient	***	>25%	
% Advanced Proficient	***	57%	
Number of students tested	***	7	
8. Economically Disadvantaged			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
9. Migrant			
% Far Below Proficient	--	--	
% Below Proficient	--	--	
% Proficient	--	--	
% Advanced Proficient	--	--	
Number of students tested	0	0	
STATE SCORES			
% Far Below Proficient/Below Proficient			
% Advanced Proficient/Proficient			

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

Data Display Table for **Reading, Grade 9**

	2003-2004	2002-2003	2001-2002
Testing month	Feb.	March	March
SCHOOL SCORES			
% Far Below Proficient	0%	0%	n/a
% Below Proficient	<10%	<10%	n/a
% Proficient	>10%	>25%	n/a
% Advanced Proficient	79%	50%	n/a
Number of students tested	47	50	n/a
Percent of total students tested	96%	100%	n/a
Number of students excluded	2	0	n/a
Percent of students excluded	4%	0%	n/a
SUBGROUP SCORES			
1. Caucasian			
% Far Below Proficient	0%	0%	
% Below Proficient	<10%	<5%	
% Proficient	>15%	>5%	
% Advanced Proficient	82%	87%	
Number of students tested	38	31	
2. African-American			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
3. Hispanic			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
4. Alaska Native			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
5. _Asian/Pacific Islander			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
6. Multi-ethnic			
% Far Below Proficient	--	--	

% Below Proficient	--	--	
% Proficient	--	--	
% Advanced Proficient	--	--	
Number of students tested	0	0	
7. LEP			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
8. Economically Disadvantaged			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
9. Migrant			
% Far Below Proficient	***	--	
% Below Proficient	***	--	
% Proficient	***	--	
% Advanced Proficient	***	--	
Number of students tested	***	0	
STATE SCORES			
% Far Below Proficient/Below Proficient			
% Advanced Proficient/Proficient			

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

Data Display Table for **Writing, Grade 9**

	2003-2004	2002-2003	2001-2002
Testing month	Feb.	March	March
SCHOOL SCORES			
% Far Below Proficient	0%	0%	n/a
% Below Proficient	0%	>5%	n/a
% Proficient	51%	>45%	n/a
% Advanced Proficient	49%	48%	n/a
Number of students tested	47	50	n/a
Percent of total students tested	96%	100%	n/a
Number of students excluded	2	0	n/a
Percent of students excluded	4%	0%	n/a
SUBGROUP SCORES			
1. Caucasian			
% Far Below Proficient	0%	0%	
% Below Proficient	0%	<10%	
% Proficient	45%	>30%	
% Advanced Proficient	55%	61%	
Number of students tested	38	31	
2. African-American			
% Far Below Proficient	***	0%	
% Below Proficient	***	<20%	
% Proficient	***	>30%	
% Advanced Proficient	***	50%	
Number of students tested	***	6	
3. Hispanic			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
4. Alaska Native			
% Far Below Proficient	***	0%	
% Below Proficient	***	0%	
% Proficient	***	100%	
% Advanced Proficient	***	0%	
Number of students tested	***	5	
5. _Asian/Pacific Islander			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
6. Multi-ethnic			
% Far Below Proficient	--	--	

% Below Proficient	--	--	
% Proficient	--	--	
% Advanced Proficient	--	--	
Number of students tested	0	0	
7. LEP			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
8. Economically Disadvantaged			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
9. Migrant			
% Far Below Proficient	***	--	
% Below Proficient	***	--	
% Proficient	***	--	
% Advanced Proficient	***	--	
Number of students tested	***	0	
STATE SCORES			
% Far Below Proficient/Below Proficient			
% Advanced Proficient/Proficient			

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

Data Display Table for **Mathematics, Grade 9**

	2003-2004	2002-2003	2001-2002
Testing month	Feb.	March	March
SCHOOL SCORES			
% Far Below Proficient	0%	<10%	n/a
% Below Proficient	<5%	<5%	n/a
% Proficient	>30%	56%	n/a
% Advanced Proficient	60%	34%	n/a
Number of students tested	48	50	n/a
Percent of total students tested	98%	100%	n/a
Number of students excluded	1	0	n/a
Percent of students excluded	2%	0%	n/a
SUBGROUP SCORES			
1. Caucasian			
% Far Below Proficient	0%	<10%	
% Below Proficient	0%	<10%	
% Proficient	36%	52%	
% Advanced Proficient	64%	42%	
Number of students tested	39	31	
2. African-American			
% Far Below Proficient	***	<30%	
% Below Proficient	***	0%	
% Proficient	***	>50%	
% Advanced Proficient	***	>10%	
Number of students tested	***	6	
3. Hispanic			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
4. Alaska Native			
% Far Below Proficient	***	0%	
% Below Proficient	***	0%	
% Proficient	***	100%	
% Advanced Proficient	***	0%	
Number of students tested	***	5	
5. _Asian/Pacific Islander			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
6. Multi-ethnic			
% Far Below Proficient	--	--	

% Below Proficient	--	--	
% Proficient	--	--	
% Advanced Proficient	--	--	
Number of students tested	0	0	
7. LEP			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
8. Economically Disadvantaged			
% Far Below Proficient	***	***	
% Below Proficient	***	***	
% Proficient	***	***	
% Advanced Proficient	***	***	
Number of students tested	***	***	
9. Migrant			
% Far Below Proficient	***	--	
% Below Proficient	***	--	
% Proficient	***	--	
% Advanced Proficient	***	--	
Number of students tested	***	0	
STATE SCORES			
% Far Below Proficient/Below Proficient			
% Advanced Proficient/Proficient			

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