

Sidney C. Huntington School

Unique Program Features

The Galena staff, school board, and parents are proud of their school/community partnership that provides state-of-the-art technology, recreational facilities (that features a full size gymnasium, weight room, and swimming pool), recognized academic excellence, and industry standard vocational programs to a rural Alaskan community.

The school has been fully accredited since 1980 and its most recent review yielded 100% accolades and 0% recommendations. Every teacher in SHS teaches in his/her field of endorsement.

Enrollment

Enrollment 2008-09	K-2	3-6	7-8	High School	Total
Sidney C. Huntington School	24	39	15	32	110

Sidney C. Huntington School's enrollment during the 2009-10 school year declined by six students from the previous year.

Graduates

10 out of 10 seniors graduated from Sidney C. Huntington School on May 19, 2010 with diplomas having passed all three sections of the HSGQE.

SHS: Alaska High School Graduation Qualifying Exam

Sidney C. Huntington School student academic achievement as measured on the state mandated HSGQE is considerably higher than the average rural student and is at or above state averages in Alaska.

To date, 100% of Sidney C. Huntington School juniors have passed all three sections of the HSGQE; 100% of SHS sophomores are proficient on the reading portion of the HSGQE and 75% are proficient on the writing and math portions.

SHS Grades 3-10 Standards Based Assessments

Sidney C. Huntington School's results on the Standards Based Assessments are very strong. SHS elementary school students (grades 3-6) performed exceptionally well on the Standards Based Assessments. 92% of our elementary students were proficient or advanced on the reading subtest, 90% were proficient or advanced on the writing subtest, and 84% were proficient on the math subtest.

Sidney C. Huntington School secondary students (grades 7-10) also performed well. 93% of the secondary students were proficient or advanced on the reading subtest, 67% were proficient or advanced on the writing subtest, and 63% were proficient or advanced on the math subtest.

Our 7-12 reading scores are worth celebrating. This is the highest percentage of secondary students to be proficient in reading on the SBA's since its inception in 2005 increasing another 3% from last year.

It is worth noting, however, a concern in both writing and math. The percentage of secondary students proficient in writing declined by 12% from last year, and declined by 10% in math from last year. We are already taking very purposeful steps as we look forward to our 2011 school year to address these issues.

SHS Grades 1-12 Terra Nova Assessments

The Terra Nova is a norm-referenced test. Our students are compared to other students in the same grade levels. The Mean Normal Curve Equivalent scores show how well Sidney C. Huntington School students in grades 1 through 8 compare to their grade level peers around the country; each grade scored within or above national average ranges on each of the Terra Nova subtests.

Survey Summary

Surveys were sent to parents in May of 2010. Of the 73 parent surveys that were mailed to parents, ten replies were received for a return rate of 14%. Galena parents rated the school program on a scale of 1-5 with 1=poor and 5= excellent. Parents evaluated the school program on six factors: over all school satisfaction, communication, teacher quality, curriculum, academic progress, and career planning.

On all factors evaluated, parents rated their child's academic progress and the curriculum the highest with an average score of 3.5. Overall school satisfaction and information were tied as the next highest category with an average score of 3.3. Career planning and teachers received the lowest scores with an average score of 2.8. Parents commented and offered many suggestions. The parents especially noted in their comments satisfaction with the extra-curricular programs and the caring staff. Parents also offered a variety of suggestions to improve the educational offerings provided for our students. Many parents would like to see more challenging classes offered in the high school and more technology.

In addition, surveys were also provided to all 3rd through 8th grade students. 51 replies were received from SHS students for a return rate of 94% Students rated the school program on a scale of 1-5 with 1=poor and 5=excellent looking at 5 specific factors: school, information, teacher, curriculum, my learning, and career planning.

On all factors evaluated, 3rd – 8th students rated their learning the highest with an average score of 4.49. Teachers were rated the second highest with an average of 4.27. Career planning received the lowest scores with an average of 2.76. Elementary and junior high students also provided comments and offered suggestions. The students were especially pleased with the school lunches, PE, math, and being able to see their friends every day. Students also provided suggestions for improvement. Many students would like to more PE time, longer recesses, and more food at lunch.

Finally, surveys were also provided to all 9th through 12th grade students. 16 replies were received from SHS students for a return rate of 55%. Students rated the school program on a scale of 1-5 with 1=poor and 5=excellent looking at 5 specific factors: school, information, teacher, curriculum, my learning, and career planning.

Students rated Career Planning the highest with an average score of 4.0. Student learning was rated the second highest with an average of 3.75. The school received the lowest scores with an average of 2.56. Students also provided comments and offered suggestions. The students were especially pleased with the vocational course offerings and extra-curricular activities. Students also offered a variety of suggestions to improve the educational experience provided for our students. The school lunch program received the most comments. Many students would like to see a longer lunch period and a greater variety of food served at lunch.

Adequate Yearly Progress

Galena Elementary School – For the 9th year in a row, Sidney C. Huntington Elementary School met AYP in all thirty four areas of interest, making the Galena Elementary School a “School of Choice”.

- 89% of all students scored at proficient or advanced levels on the Standards Based Assessments in the area of Language Arts.
- 84% of all students scored at proficient or advanced levels on the Standards Based Assessments in the area of Math.

Galena Jr/Sr High –For the 9th year in a row, Sidney C. Huntington Jr/Sr High School met AYP in all areas of interest, making the Galena Junior and Senior High School a “School of Choice”.

- 78% of all students scored at proficient or advanced levels on the Standards Based Assessments in the area of Language Arts.
- 63% of all students scored at proficient or advanced levels on the Standards Based Assessments in the area of Math.

These figures show good proficiency levels. Refer to the state website for further testing data:
<http://www.eed.state.ak.us/tls/Assessment/accountability.html>

Highly Qualified Staff

According to “No Child Left Behind” each parent has the right to know whether their students are being taught by a federally defined “highly qualified” teacher. Any parent who wishes to inquire about the qualifications of their child’s teacher is encouraged to contact Chris Reitan, Principal, of Sidney C. Huntington School.

For further information regarding what defines a “highly qualified” teacher please refer to the federal definition
http://www.eed.state.ak.us/nclb/pdf/teacher_and_paraprofessional_requirements.pdf

Goals for 2010-11

Next year’s goals include building on the strong academic trends that were set during the 2009-10 school year. The district will continue looking at ways to grow our student population in Galena by more effectively utilizing the space on the Galena Interior Learning Academy campus. Our intent is to provide our students the highest quality teacher in each academic area while also providing students access to skills and knowledge that will benefit them in adult life no matter what career field they eventually choose to pursue. Furthermore, math and writing are areas that present themselves as opportunities for improvement. We are already taking very purposeful steps as we look forward to our 2011 school year to address these issues. Math scores as reflected through our SBA and HSGQE scores were generally the lowest at all grade levels. SHS and GILA will utilize the Northwest Evaluation Association (NWEA) Measurement of Academic Progress (MAP) assessments during the 2010-11 school year. MAP provides specific grade level information and detailed information for each high school student regarding their strengths and weaknesses in the core areas of math, reading, and writing. We will utilize these assessments at the beginning of the school year to first ensure that each student is placed in the most appropriate math and language arts course. Secondly, students will take follow-up assessments during the winter and spring on the same assessments to provide information regarding where students are growing academically and where we need to provide more attention. Furthermore, we are also expanding our math and language arts course offerings. We are introducing fundamental math and language arts courses at the high school level to provide a transition for those students who are not quite ready for high school courses in the areas of math and language arts. We will also introduce trigonometry, AP lit, and journalism literary magazine as upper level math and language arts courses. Our intent is to meet the needs of all of our students with the curricula choices that will best fit their academic needs; ensuring that we meet the needs of our beginning level students as well as offering more advanced courses for those students preparing for a transition to a college experience. Finally we will continue working on increasing our skills and knowledge with research based instruction and assessment practices across our K-12 curriculum. Our goal is to eradicate the achievement gap that persists in Alaska between Alaskan Native students and the rest of the state.