Quality Schools Grant End of Year Report
2008-2009

School District: _Galena City School District_____ **Date Due:** July 30, 2009

Contact Person: _Tracy Culbert_____ **Phone:** _374-2100

Email address: _tracy.culbert@ideafamilies.org_____

Signature: Tracy Culbert

RECEIVED
JUL 27 2009

1) Did you spend the budget on activities as proposed in your application?

Yes _x_ **No**_____

2) If you answered "No" to question 1, please explain changes to your budget below:

Expenditure Summary

Proposed Budget Amount	Activity	Actual Expenditure
Proposed Budget Amount	**Activity**	**Actual Expenditure**
Proposed Budget Amount	**Activity**	**Actual Expenditure**
Proposed Budget Amount	**Activity**	**Actual Expenditure**
Total Budget		

2008 - 2009 Quality Schools/Learning Opportunity Grant

Intervention Strategy	No of Students Targeted	Early Assessment			Final Assessment			Statistical evidence of measurable impact on student achievement
		Date	Type	Result	Date	Type	Result	
Extended School Day program - GILA	119	Spring 08	Student Achievement Data	See attached	Spring 09	Student Achievement Data	See attached	See attached
Extended School Day program – Sydney Huntington School	111	Spring 08	Student Achievement Data	See attached	Spring 09	Student Achievement Data	See attached	See attached

Please send to:
Todd Brocious, Program Director
Department of Education & Early Development

PO BOX 110500
Juneau, Alaska 99811-0500

Instructions for Completing the Quality Schools Grant 2008-2009 End of Year Report Form

Intervention Strategy

Describe each strategy that was implemented to help students identified as not meeting academic performance standards. Examples include summer school, after-school tutoring, or utilizing classroom aides.

Number of students targeted

Enter the number of students who participated in the intervention strategy.

Early Assessment

Give the approximate date on which pretests or initial evaluations were given to the students participating in the intervention strategy. State the evaluation instrument used, such as district performance tests, CAT/6 tests, 1st quarter grades, teacher-made tests, etc. State the average or median score of the participating students. Do not feel limited by this format. If you would like to describe the results in more detail, please do so on an additional piece of paper.

Final Assessment

Give the approximate date of the final evaluation. Indicate the evaluation tools that were used, and give the average or median score for the group of students participating in the intervention strategy.

Statistical evidence of measurable impact on student achievement

Describe how the intervention strategy affected participating students. Use the results from the early and final assessments to give statistical evidence of the impact of the intervention strategy on student achievement.

Quality Schools Narrative

Galena City School District utilizes their Quality Schools Funds towards teaching towards mastery. In order to reach mastery Galena City School District has instituted an Extended School Day Program. The Extended School Day Program is available to all district children and recognizes that teaching standards to mastery requires additional time outside of the classroom. Extended School Day Program attendance is open to all students and is designed to assess each student based on state assessments, and GLE checklist progression. The assessments are then analyzed for GLE deficiencies and an individual program is designed that aligns GLE deficiencies with prescriptive activities. The following results are based on state assessments for two separate schools within the Galena City School District.

Galena City School

Again, in the 08-09 school year, 100% of the third grade students were proficient or advanced in all areas, scoring significantly higher the state average scores in Reading, Writing and mathematics.

91% of the fourth grade students, up from 80% last year, were proficient or advanced in Reading. 100% of the fourth grade students, up from 80% last year proficient or advanced in Writing and there were 64% of students proficient or advanced in Mathematics, a decrease from last year.

Again, in the 08-09 school year, 100% of the fifth grade students were proficient or advanced in Reading. There was a decrease to 91% of our students being proficient or advanced in Mathematics and 73% proficient or advanced in Writing.

86% of the sixth grade students were proficient or advanced in Reading, 71% were proficient or advanced in Writing, an increase from last year and 57% were proficient or advanced in Mathematics.

100% of the seventh grade students were proficient or advanced in Reading, 71% were proficient or advanced in Writing, a significant increase over last year and 100% were proficient or advanced in Mathematics, a significant increase over last year.

75% of the eighth grade students were proficient or advanced in Reading and Writing and 50% were proficient or advanced in Mathematics.

100% of the Freshman at Sidney Huntington School were proficient or advanced in Reading and Writing and 63% were proficient or advanced in Mathematics.

83% of the Sophomores at Sidney Huntington School were proficient or advanced in Reading, an increase over the previous year, 67% were proficient or advanced in Writing, an increase over the previous year, and 83% were proficient or advanced in Mathematics on the SBA, an increase over the previous year,.

Five out of eight seniors graduated from Galena High School in 2009 with a diploma. Three seniors are returning in 2009-10 to finish their studies, as they all have through their 21st birthday to attend school.

GILA

95% of the Freshman were proficient or advanced in Reading, 80% were proficient or advanced in Writing and 60% were proficient or advanced in Mathematics, all a significant increase over the previous year.

66% of the Sophomores were proficient or advanced in Reading, 62% were proficient or advanced in Writing and 45% were proficient or advanced in Mathematics, all a significant increase over the previous year.

Fifteen out of sixteen seniors graduated from Galena Interior Learning Academy in 2009 with a diploma. The one returning senior did not have enough credits to graduate and will be returning to fulfill this requirement.