

Charter Schools Application & Rating Template

for

FY 06 - 07

Alaska Department of Education & Early Development
801 W 10th Street, Suite 200
Juneau, AK 99801
January 2006
Form #05-01-027

Table of Contents

Instructions	Page 3 - 4
1. Academic Policy Committee.....	Page 5
2. Law Provisions.....	Page 5
3. Education Programs.....	Page 6
4. Program Achievement.....	Pages 6 - 7
5. Admission Procedures.....	Page 7
6. Alternative Option.....	Page 8
7. Administrative Policies.....	Page 8
8. Funding Allocation.....	Page 9
9. Fiscal Solvency.....	Page 9
10. Facility Plans.....	Page 10
11. Teacher-to-Student Ratio.....	Page 10
12. Enrollment.....	Page 10
13. Teaching Method/Curriculum.....	Page 11
14. Collective Bargaining.....	Page 12
15. Contract Termination.....	Page 12
Alaska Statutes.....	Page 13 - 16
Alaska Administrative Code.....	Page 17 - 19

Application for a Charter

This Application & Rating Template is a guideline of criteria that must be addressed. Please do not try to fill in the template, that will be done by the Charter School Technical Review Team during the review process.

After local school board approval, your application and signed charter contract with the district shall be sent to the Department of Education & Early Development for review.

Upon receipt of the application, the Department's Charter School Technical Review Team will identify any deficiencies in the application, or determine if any modifications or additional information is necessary. Once the technical review team deems that the application is acceptable, it will be sent to the State Board of Education for approval.

The application is in a scoring guide format and is based on the original "Alaska Charter School Application" which contained a checklist of criteria. Each item on the application and rating template corresponds to one of the fifteen criteria in order from the original itemized checklist.

The charter school will need to properly address the question(s) under each criterion. For instance, number "1." concerns the "Academic Policy Committee". There are two questions in this section that need to be addressed. Under the question in each section are guidelines regarding "what the reviewers will look for," followed by "suggested sources of evidence". These two review guidelines should assist the charter school in properly submitting what the technical review team and State Board want in the review process. If a question in one of the criteria is not applicable, please write that in your application. For example, if this is a first application (a new charter school), the shaded N/A check boxes indicate the question may not apply, but must be addressed with comments for future plans to deal with the specific issue.

Your application should not leave to the reader any responsibility for deciphering the explanation or interpreting the evidence presented. Successful applicants will also identify weaknesses, as well as strengths, and will explain why the weaknesses do not outweigh the school's strengths. The application and rating template is a response to questions about the school's performance and to questions about the school's future. In conclusion, the charter school's application should be looked upon favorably by the State Board of Education and Early Development if the fifteen criteria are adequately addressed.

3 Form # 05-01-027 Alaska Department of Education & Early Development

REQUIREMENTS of APPLICATION:

Timeline:

(a) An initial charter application (after local school board approval) for a new or conversion school may not be submitted to the Department of Education & Early Development sooner than eight (8) months prior to the start-up of the school.

(b) After local school board approval, an existing charter school cannot apply for reapplication to the state sooner than twelve (12) months before the expiration date of their charter.

(c) The completed application materials shall be presented to the local school board, which will then forward the application to the Alaska Department of Education & Early Development's charter school program manager as required by AS 14.03.250(c) and 4 AAC 33.110(g). "No later than 20 working days after a local school board's decision to approve or deny an application for a charter school, the local school board shall mail to the Department of Education & Early Development the application and the decision, including the supporting documents required by (a) of this section, and the minutes of the local school board meeting at which the charter school was approved or denied...." See Alaska Administrative Code on page 17.

(d) *Mail to:* Alaska Department of Education & Early Development, Attn: Charter School Program Manager, 801 W. 10th Street, Suite 200, Juneau, Alaska 99801.

(e) The completed application must be in the hands of the charter school program manager no later than 60 days before the next regular scheduled meeting of the State Board of Education & Early Development. See schedule at:
http://www.eed.state.ak.us/State_Board/

Required Format:

1. Not more than 200 pages single-sided, *unbound*, in 12 point font, on 8.5 x 11 inch paper.
2. ALL pages numbered in consecutive order (i.e. 1, 2, 3 ...200).
3. A table of contents.
4. Application must follow in numerical order the numbered headings of the Application & Rating Template.
5. ALL numbered headings and subheadings must be addressed.

Application will not be read if any of the above five requirements are not met.

Charter Schools Application & Rating Template

A= Adequate

IA= Inadequate

N/A= Not Applicable

Name of Charter School: Aurora Borealis Charter School

Date of Application and Rating Template: October 24, 2006

District: Kenai Peninsula Borough School District

School Contact: Larry Nauta

Phone Number: 907-283-0292

E-Mail: lnauta@kpbsd.k12.ak.us

1.	RATING	COMMENTS
ACADEMIC POLICY COMMITTEE	A IA N/A	
<p>(a) Has the school's independent academic policy committee operated at an acceptable level? The minutes are available at the school site and in the KPBSD binder.</p>		
<p>(b) Is there an independent academic policy on file? Yes</p>		
<p><i>What Reviewers Will Look For: Evidence that the school is meeting the objectives as stated in the independent academic policy.</i></p>		
<p><i>Suggested Sources of Evidence: The number of academic policy sessions and the minutes from those committee meetings.</i></p>		

2.	RATING	COMMENTS
LAW PROV	A IA N/A	
<p>(a) To be valid, the application must include a separate, signed, charter school contract with the district, addressing the fourteen provisions as listed under AS 14.03.255(c)(1 – 14). See Attached. Other evidence is available at the school site and in the KPBSD binder.</p>		
<p>(b) Have the responsibilities of academic policy committee regarding provisions of the law been fully addressed? See Attached. Other evidence is available at the school site and in the KPBSD binder.</p>		
<p>(c) Is the charter school within the bounds of the most current applicable statutory and regulatory requirements? See Attached. . Other evidence is available at the school site and in the KPBSD binder.</p>		

What Reviewers Will Look For: Evidence that the school complies with applicable federal, state, and local laws and regulations in regards to the academic policy.

Suggested Sources of Evidence: Charter contract, charter school bylaws, and minutes of meetings where committee has adopted bylaws, etc.

AURORA BOREALIS CHARTER SCHOOL CONTRACT

THIS AGREEMENT is between Aurora Borealis Charter School, whose address is 705 Frontage Road, Suite A, Kenai, Alaska 99611, hereinafter "Charter School", and the Kenai Peninsula Borough School Board, whose address is 148 N. Binkley, Soldotna, Alaska 99669, hereinafter "School Board".

WHEREAS, Charter School desires to operate within the Kenai Peninsula Borough School District (hereinafter "School District") in conformance with Alaska Statute 14.03.250-.290 and School District policies and procedures; and

WHEREAS, at its meeting dated October 23, 2006, the School Board reviewed and approved Charter School's application; and

WHEREAS, at its meeting dated January 26, 2007, the Alaska State School Board reviewed and approved Charter School's application:

NOW THEREFORE, in consideration of the mutual covenants and agreements contained herein, the parties do agree as follows:

Charter School shall provide educational programs and services subject to the terms and conditions of this contract, commencing with the first day of school in the School District for the 2007-2008 school year and continuing through the last day of school in the 2011-2012 school year.

1. Educational Program: Charter School shall provide an educational program which shall advance basic skill areas including mathematics, science, language arts and social studies appropriate to the age of students included in the program. Additionally, the educational program shall be designed as defined in Charter School Proposal as approved by School District and by the Alaska State Board of Education.

2. Achievement Levels: Charter School's educational program shall meet the specific levels of achievement specified in the proposal.

3. Policies and procedures: Except as otherwise provided herein, Charter School is required to comply with School Board policies and procedures, and Alaska Department of Education regulations. To develop and implement admission and administrative policies for the school, the Charter School shall establish an Academic Policy Committee.

a. Admission Policies and Procedures: Any resident of the school district that is otherwise eligible to attend Kenai Peninsula School District schools may apply for admission to the Charter School. In addition, the Charter

proposal.

b. Administrative Policies: Charter School shall adhere to Charter School administrative policies as specified in the proposal.

c. The Charter School shall prohibit violence and the use or possession of drugs, alcohol, tobacco and weapons on school grounds. Disciplinary proceedings for violations shall be consistent with applicable Alaska Statutes, state and federal regulations and school district policies.

4. Funding: School District shall allocate funding for Charter School in accordance with State Law, less administrative costs determined by applying the DOE approved indirect cost rate to the amount allocated for Charter School. An annual budget for Charter School shall be submitted to School District according to schedules established by the district. Funds shall be made available to Charter School on July 1 of each year of this contract. The amount of the budget will be adjusted immediately following the ADM count period as established by the State of Alaska.

5. School District Charges: All materials and services provided by School District to Charter School shall be provided to Charter School at rates equal to those charged to other schools in the district.

No tuition shall be charged to Charter School students who reside in the district. Fees consistent with School District policy and collected from Charter School students shall be retained by Charter School.

6. Budget and Accounting: Charter School shall account for receipts and expenditures by using and complying with the school district purchasing and accounting systems. Charter School covenants and agrees that it shall comply with all state and federal requirements for receipt and use of public money.

7. Facility: Charter School shall be operated at the following location: Aurora Borealis Charter School, 705 Frontage Road, Suite a, Kenai, Alaska 99611.

KPBSD covenants and warrants that the current facility complies with all local, state and federal health and safety requirements applicable to other public schools in the district.

ABCS agrees to pay utilities at a rate agreed upon on an annual basis.

8. Teachers and Support Staff: At the time of executing this contract, Charter School anticipates that the following teachers and support staff will perform teaching/support services in the charter school:

a) Administrator

Charter School shall promptly provide School District with written notice of any permanent changes to staff. It is agreed and understood that all employees will be recruited and employed through district processes and that teachers must sign a written contract with School District before providing services. Unless the School District and any association representing a teacher or support employee agree to an exemption, all provisions of an existing negotiated or collective bargaining agreement applicable to employees shall remain in effect while the employee provides services at Charter School.

The Charter School agrees to hire an administrator with Class B Alaska certification.

9. Teacher-to-Student Ratio: Charter School agrees to maintain the teacher-to-student ratio as defined in the charter school proposal approved by School District.

10. Enrollment: Charter School shall enroll a minimum of twenty (20) students at all times and shall enroll a maximum number of students as specified in the proposal.

11. Contract Term: This contract shall be effective upon complete execution and shall terminate at the end of five (5) academic years unless earlier terminated as provided elsewhere herein.

12. Termination: This contract may be terminated by School Board for Charter School's failure to meet educational achievement goals or fiscal management standards, for a default in any material provision of this agreement or for other good cause. The School Board shall provide 90 days written notice to Charter School of its intent to terminate this contract and the reasons therefore. If Charter School fails to remedy the cause for termination within the time provided by School District, this contract shall automatically terminate at the end of the stated time. Any unused funds and all properties remaining shall immediately be returned to the School District upon such termination.

13. Equal Access: Charter School covenants and agrees that it shall not discriminate against applicants based upon any of the protected classes, and that it shall provide equal access to its facilities to all students in compliance with state and federal law.

14. Nonsectarian: The Charter School shall be nonsectarian, and shall not be affiliated in any respect with any sectarian institution.

15. Charter School Proposal: The Charter School Proposal as approved by the Alaska State Board of Education is hereby incorporated into this contract. This contract shall bind Charter School to its stated purpose, goals, operational procedures, and all other aspects of the approved proposal.

This Charter School was approved by the Kenai Peninsula School Board on October 23, 2006 and was approved by the Alaska State Board of Education on January 26, 2007. The Undersigned agree to this entire contract as specified herein.

Signed _____ Date _____ (For School District)

Signed _____ Date _____ (For Charter School)

BYLAWS

AURORA BOREALIS CHARTER SCHOOL

MISSION STATEMENT

The purpose of Aurora Borealis Charter School is to provide the finest academic program possible, thereby increasing the opportunities for student success. It is our obligation to promote an educational environment that reflects high academic, character and citizenship standards for all students and which establishes conditions where these standards can be met. This is best achieved in a school where educational decisions are made by those who know the students best, the students' parents and their teachers. A charter school, by design, offers innovative programs, varied educational techniques, and the involvement of parents and the community in an environment where development of learning opportunities is actively pursued. Aurora Borealis Charter School is such a place.

ARTICLE 1

NAME

The name of the school shall be Aurora Borealis Charter School hereinafter, ABC School or school.

ARTICLE 2

PURPOSE/OBJECTIVES/GOALS

- A. To establish and perpetuate a school which will provide a safe learning environment unifying the efforts of parents, staff, and students to:
 - 1. Set high academic standards
 - 2. Emphasize student responsibilities
 - 3. Foster respect for self and others
- B. To seek funds, contributions, grants, and to take gifts, bequests, and to do any other lawful act, and
- C. To conduct its affairs in accordance with the mission statement above.
- D. To exercise all such powers as are provided by State and Federal law, Kenai Peninsula Borough School District policy, and these Bylaws.

Revised 3/28/2005 by Larry Nauta
Witnessed by Debbi Palm

ARTICLE 3

GENERAL MEMBERSHIP/MEMBERSHIP MEETINGS

- A. ABCS [school] membership consists of [current students and their] parents or guardians (hereinafter "parents") of current ABCS students, ABCS staff, and one [elected] community member if appointed by the APC.
- B. General Membership meetings shall be held in May and September. Additional meetings may be scheduled as necessary.

ARTICLE 4

APC BOARD

- A. Shall consist of [nine (9) members, consisting] of the following:
 - 1. Six parents [or guardians] of currently enrolled ABCS students, elected at large.
 - 2. School administrator, or staff designee, in an advisory non-voting capacity.
 - 3. [Student representative in advisory non-voting capacity.]
 - 4. Community member, if one is [selected] appointed by the APC.

[If and when the ABCS expects student enrollment to reach or exceed two hundred for the next school year, the APC Board shall be expanded to eleven (11) at the May elections of the current year. The parent or guardian seats shall be expanded to eight (8). The community member seat shall then be required to be filled.]

- B. Terms
 - 1. Parent Seats
 - a. [Parent APC Board seats shall be elected on alternate years, three (3) each even year, and three (3) each odd year.] Each year, two (2) APC seats shall be elected by ABCS parents for three (3) year terms.
 - b. Terms are from May 31 to May 30
 - c. Interim vacancies shall be filled by appointment of the majority of the remaining [board] APC, should a quorum exist. These appointments shall be effective only until the next annual election [meeting], at which time an election will be held to fill the seat for the remainder of the term. Should a quorum no

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* longer exist, due to voluntary resignation and/or dismissal, a special election will be held to fill vacant seats. The APC member(s) elected in said special election shall remain seated for the duration of the original term.

d. Election of parent members of APC [Board]:

1. Parent seats must be filled by parents [or guardians] of students currently attending ABCS [School] and may not be filled by a paid employee.
2. Only one parent per family may serve on the [Board] APC.
3. Nominations shall be taken in writing [for one month previous to the election] during the month of March.
4. [Nominations shall be taken from the floor of the election meeting.]
5. [Nominees must be present to accept or a written acceptance must be provided prior to, or at, the election meeting.]
6. [Nominees and nominators must have children currently enrolled at ABC School.]
7. [Elections shall be conducted using secret ballot. Candidate(s) receiving the highest number of votes of the members present shall fill open seats.] Elections shall be conducted by ballots mailed to ABCS parents. The APC shall adopt written election procedures that may be amended from time to time as deemed necessary by the APC.
8. One ballot per family: In cases involving custody, only one custodial parent and/or guardian shall have the voting privilege.
9. Elected members shall be seated at the next meeting of the APC [Board] following May 30.

2. Administrator Seat

Interim vacancy shall be filled by an interim [director] administrator selected [from the staff] by the APC [Board].

3. Community Member Seat

[Community Member nominations shall be received by the APC Board, who will select a community board member.] The APC, at its sole discretion, may appoint a community member. The community member shall be a voting member of the APC. The Community [Board] Member term[s] [are] is from May 31 to May 30 and [are] is renewable. Community members serve at the discretion of the [Board] APC. Community members may be removed by majority vote of the APC.

4. [Advisory Student Representative Seat

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Advisory Student shall be elected the class president by peers in the junior high (7&8) classes in October of each school year. Term of office shall be from October through May. Student peers shall select interim replacements.]

C. Duties

1. The APC Board shall take the following positions as determined among the Board at the first Board meeting following the May election. Those duties are:
 - a. Chairperson
The Chairperson shall preside at all meetings of the APC Board, and shall have the duties and powers normally given to that office, in addition to those particularly specified by these Bylaws.
 - b. Vice-Chairperson
The Vice-Chairperson shall have the powers and exercise the duties of the chair in case of the Chairperson's absence or incapacity, as well as duties assigned by the Chair or the APC Board.
 - c. Secretary
The Secretary shall keep a record of all meetings of the board and shall have all the duties and powers normally attributed to the office of Secretary.
 - d. Finance Chairperson/Treasurer
The Finance Chairperson/Treasurer shall have access to all financial records of the school, and have all the powers and duties normally attributed to the office of the Finance Chairperson. The Treasurer shall give a financial report at each quarterly meeting to be placed within the minutes.
2. Specific Duties of the Board
 - a. Review and approve annual budget, enrollment, legal contracts, employment, curricula, co-curricular activities, staff training and travel, field trips, policies, and procedures.
 - b. To provide written delegation of authority and description of duties for day-to-day operations of the school to Head Teacher/Director and staff.
 - c. APC Board has the ultimate responsibilities for the operations of the school and is accountable to the KPBSD School Board.
 - d. The APC Board shall meet to discuss operations, to hear reports and updates from Board members and committees, to consider to adapt or change policy, and to consider requests and concerns from parents, students, and staff members.

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- e. The APC Board shall make a report at the biannual general membership meetings.
- f. Attendance at APC Meetings is required. Absence from three (3) consecutive meetings or half of the meetings year-to-date shall constitute grounds for immediate dismissal from the APC Board.
- g. To maintain public confidence, prevent the use of public office for private gain, and to avoid conflicts of interest, it is the policy of the Board not to employ or contract with current APC Board members. APC Board members shall disclose in writing known or potential conflicts of interest prior to the time set for voting on any transaction and shall not vote on the matter or attempt to influence the decisions of other Board Members in voting on the matter. The written disclosures will be attached to the minutes of the meeting in which Board action occurred relating to the matter disclosed.
- h. Members of the APC Board shall receive no compensation for their services as members of the board.
- i. For voting purposes a quorum shall consist of four (4) voting APC Board members. Action requires an affirmative vote of at least four (4) of the voting members.
- j. All regular and special meetings of the Board shall be open to the public except that upon a vote of a majority of the Board members present, an executive session may be held to discuss any one or more of the following:
 - 1. Attorney-Client matters
 - 2. Acquisitions, leases, rental, or sale of property
 - 3. Contract proposals or negotiations
 - 4. Confidential or sensitive personnel or student matters

The motion requesting the executive session shall state, in general, the nature of the matter to be discussed. Only those persons invited by the Board may be present during the executive session. The Board shall not make final policy decisions, nor shall any resolution, rule, regulation, or formal action, or any action approving a contract or calling for the payment of money be adopted or approved at any session that is closed to the general public. Matters discussed during an executive session shall remain confidential among those attending. The Secretary of the APC Board shall maintain topical minutes of all executive sessions.

- k. Any APC Board member may resign at anytime by giving written notice to the Chairman or Secretary of the APC Board. Such resignation shall take effect at the time specified therein.
- l. The APC Board may recommend removal of a Board member, with an affirmative vote for removal by at least 75% of the other Board members. The APC member whose removal is under

consideration shall not participate in, nor be calculated in the percentage of such a vote.

1. Such a recommendation shall be voted on by the membership at the next parent meeting.
2. Notification of such action taken shall be given to the membership in a timely manner.

D. The APC Board of Directors shall meet at least once a quarter.

ARTICLE 5

ADVISORY COMMITTEES

- A. The APC Board possesses certain legal powers and prerogatives, which cannot be delegated or surrendered to others. Therefore, all recommendations of an advisory committee must be submitted to the Board for official action. The Board shall have power to create or dissolve any advisory committee and shall reserve the right to exercise this power at anytime during the life of the committee.
- B. There shall be the following standing committees, composed of members of the school, and whose duties are:
 1. **Building and Maintenance**
Research facility availability, new building, maintenance needs, and furniture needs, etc., and report to the Board.
 2. **Fundraising**
Research fundraising projects for school and/or classes. Schedule fundraising events to avoid conflict and report to the Board and/or Head Teacher/Director.
 3. **Volunteers**
Research needs, record volunteer hours, schedule volunteers, send thanks, and report non-compliance problems to the Board and/or Head Teacher/Director.
 4. **Community Service**
Research opportunities for student community service and schedule. Shall report to the Board.
 5. **Grants**
Research and applications. Shall report to the Board.
 6. **Public Relations**
Gather information and publish school newsletter, prepare articles and information for local newspapers, radio, public notices, etc.
 7. **Library**
Maintain and expand library. Promote reading activities.
 8. **Curriculum**
Research and send for samples in conjunction with the staff. Report to the Board.

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Witnessed by Debbi Palm

- 9. Extra-Curricular Activities
Research and schedule with staff.
 - 10. Technology
Maintain computers; recommend purchases, research education programs and other technology needs and recommendations (phones, Xerox, etc.) Shall report to the Board.
 - 11. Parent/Teacher Council
To establish, schedule, and conduct Parent-Teacher meetings, to help address the issues and needs of the school as a community of parents and teachers. Shall report to the Board.
- C. Other committees shall be formed as needed and serve at the pleasure of the Board.
 - D. Each committee shall provide a report to the APC Board at quarterly meetings.

ARTICLE 6

NOTICE OF MEETINGS

Notice of meetings of the APC Board and committee meetings shall be posted, at least 24 hours prior, at a prominent place outside the ABC School office. Such notice should include specified agenda information when possible, including any proposed policy, position, resolution, or rule, regulation, or formal action to be considered. The postings of such notice shall be considered full and timely notice to the public of such meetings.

ARTICLE 7

TRANSACTION OF BUSINESS

All business shall be conducted through the KPBSD Finance Office.

ARTICLE 8

BYLAWS

- A. Approval of bylaws requires a two-thirds vote of the APC Board of Directors.
- B. Bylaws may be amended only by a two-thirds vote of the APC Board of Director.

ARTICLE 9

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Witnessed by Debbi Palm

BOOKS AND RECORDS

The ABC School shall keep correct records and shall also keep minutes of the proceedings of its members, APC Board, and Committees, and shall keep at its registered or principal office a record giving the names and addresses of the APC Board and operating committees. All records of the APC School are considered public and may be inspected at any reasonable time. However, student records, personnel records, and any other record protected under privacy laws are excluded.

ARTICLE 10

DISSOLUTION

On the dissolution, all properties of ABC School shall be dispersed in accordance with contract provisions approved by the State of Alaska Department of Education.

Form # 05-01-027 Alaska Department of Education & Early Development

3.	RATING			COMMENTS
EDUCATION PROGRAMS	A	IA	N/A	
(a) Has the school made reasonable progress in meeting its academic goals? See Attached.				
(b) Has the school demonstrated progress, where applicable, on the statewide assessment? See Attached.				
(c) Has the school demonstrated progress, where applicable, on other assessments? See Attached.				
(d) Does the school use its assessment data to drive decision-making in curriculum and instruction? See Attached.				
(e) Where performance-based assessments are used, does the school have clear criteria? See Attached.				
<i>What Reviewers Will Look For:</i> Evidence that the school is providing an instructional program that meets or exceeds the academic standards, including assessments set by the state.				
<i>Suggested Sources of Evidence:</i> Promotion & graduation requirements & results of assessments that determine whether students are achieving standards.				

STATE OF ALASKA

Department of Education & Early Development *Office of the Commissioner*

FRANK H. MURKOWSKI, GOVERNOR

Goldbelt Place
801 West 10th Street, Suite 200
Juneau, Alaska 99801-1894
(907) 465-2800
(907) 465-4156 Fax

December 5, 2005

Larry Nauta, Principal
Aurora Borealis Charter School
705 Frontage Rd., Suite A
Kenai, AK 99611

Dear Mr. Nauta:

Aurora Borealis Charter School's assessment results used for determining adequate yearly progress as part of No Child Left Behind indicate performance in the highest 10 percent of schools in the state for the previous two school years. Under Alaska regulation 4 AAC 06.885 schools that perform in the top 10 percent for two consecutive years are recognized for overall performance.

I applaud the staff at Aurora Borealis Charter School for the hard work and continued efforts in challenging students to perform not only on the statewide assessments but also in the work that takes place every day in each classroom. While improving student achievement is the theme of many educational endeavors, maintaining high levels of student achievement and continuously challenging each student is equally important.

Congratulations on the excellent work that is taking place at Aurora Borealis Charter School.

Sincerely,



Roger Sampson
Commissioner

cc: Donna Peterson, Superintendent



**ALASKA COMPREHENSIVE SYSTEM STUDENT ASSESSMENT (CSSA)
STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2006 SPRING**

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALIS CHARTER SCHOOL

PAGE : 1
GRADE : 03

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details for the percent of students in each proficiency level¹

Proficiency Level Comparison	Reading				Writing				Mathematics						
	Performance by Standard				Performance by Standard				Performance by Standard						
	Overall	R1.1 Word Identification Skills	R1.2, R1.4 & R1.6 Forming a General Understanding	R1.7, R1.8, R1.10 Analysis of Content and Structure	Overall	W1.1 Write Using a Variety of Forms	W1.3 Structures and Conventions	W1.4 Revises	Overall	M1.1 Number	M2.1 Measurement	M3.1 Estimation & Computation	M4.1 Functions & Relationships	M5.1 Geometry	M6.1 Statistics/Probability
Points Possible	72	46	31	13	70	27	24	9	72	14	9	14	9	9	9
School Average Points Earned	54.1	14.6	28.5	11.0	51.9	23.5	20.3	8.1	57.7	11.8	8.8	12.9	7.8	8.1	8.3
Average Scale Score	484	477	508	473	450	467	441	475	469	454	460	514	454	444	438
District Average Scale Score	384	351	350	386	370	371	372	381	363	365	361	370	366	368	366
State Average Scale Score	368	370	373	371	360	360	363	367	355	367	358	361	360	357	366

PROFICIENCY LEVEL SUMMARY

		PROFICIENCY LEVEL SUMMARY														
		Reading					Writing					Mathematics				
		Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
School	Number Tested	18	15	3	0	0	18	15	3	0	0	18	17	1	0	0
	Percent	100.0%	83.3%	16.7%	0.0%	0.0%	100.0%	83.3%	16.7%	0.0%	0.0%	100.0%	94.4%	5.6%	0.0%	0.0%
District	Number Tested	666	306	268	62	30	665	200	345	113	7	666	218	323	73	52
	Percent	100.0%	45.9%	40.2%	9.3%	4.5%	100.0%	30.1%	51.8%	17.0%	1.1%	100.0%	32.7%	48.5%	11.0%	7.8%
State	Number Tested	9373	3513	3780	1118	862	9381	2748	4206	2105	222	9400	3102	4019	1127	1152
	Percent	100.0%	38.5%	40.3%	11.9%	9.2%	100.0%	29.3%	45.9%	22.4%	2.4%	100.0%	33.0%	42.8%	12.0%	12.3%

¹Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient

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**ALASKA COMPREHENSIVE SYSTEM
STUDENT ASSESSMENT (CSSA)
STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2006 SPRING**

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALIS CHARTER SCHOOL

PAGE : 2
GRADE : 04

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details for the percent of students in each proficiency level.¹

Proficiency Level Comparison				Reading				Writing				Mathematics																																																			
				Performance by Standard				Performance by Standard				Performance by Standard																																																			
				R21: Word Recognition Skills				R22, R24 & R26: Forming a General Understanding				R27, R2, R10: Analysis of Content and Structure				Overall				W2.1, W2.2: Write Using a Variety of Forms				W2.3: Structures and Conventions				W2.4: Revise				Overall				M2.1: Numeration				M2.2: Measurement				M2.3: Estimation & Computation				M2.4: Functions & Relationships				M2.5: Geometry				M2.6: Statistics/Probability							
				Overall				R21				R22, R24 & R26				R27, R2, R10				Overall				W2.1, W2.2				W2.3				W2.4				Overall				M2.1				M2.2				M2.3				M2.4				M2.5				M2.6			
Points Possible				74				13				32				15				74				24				24				12				74				16				8				13				9				8				10			
School				47.7				10.8				26.4				10.5				43.8				17.7				17.3				8.7				51.2				14.2				5.5				11.3				7.1				5.8				7.3			
Average Points Earned				424				432				435				432				413				425				408				425				394				442				388				434				408				390				393			
District				383				390				383				393				379				388				376				387				358				375				360				371				356				360				370			
State				369				375				349				377				368				371				366				372				349				364				357				357				345				355				353			
Average Scale Score				369				375				349				377				368				371				366				372				349				364				357				357				345				355				353			

PROFICIENCY LEVEL SUMMARY

	Reading				Writing				Mathematics					
	Total	A	P	BP	Total	A	P	BP	Total	A	P	BP	FBP	FBP
	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent
School	23	15	8	0	23	11	12	0	23	15	7	1	0	0
	100.0%	65.2%	34.8%	0.0%	100.0%	47.8%	52.2%	0.0%	100.0%	65.2%	30.4%	4.3%	0.0%	0.0%
District	602	197	340	48	603	169	364	59	602	208	278	66	52	52
	100.0%	32.7%	56.5%	8.0%	100.0%	28.0%	60.4%	11.4%	100.0%	34.2%	46.2%	11.0%	8.6%	8.6%
State	9224	2560	4745	1179	9226	2383	4968	1764	9236	2982	3758	1238	1250	1250
	100.0%	27.8%	51.4%	12.8%	100.0%	25.8%	53.8%	15.1%	100.0%	32.4%	40.7%	13.4%	13.5%	13.5%

¹Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient

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ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2006 SPRING

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALIS CHARTER SCHOOL

PAGE : 3
GRADE : 05

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details for the percent of students in each proficiency level.¹

Proficiency Level Comparison	Reading				Writing				Mathematics						
	Performance by Standard				Performance by Standard				Performance by Standard						
	Overall	R21 Word Identification Skills	R22, R24 & R26 Forming a General Understanding	R27-R210 Analysis of Content and Structure	Overall	W21, W22 Write Using a Variety of Forms	W23 Structures and Conventions	W24 Revises	Overall	M12 Numeration	M22 Measurement	M23 Estimation & Comparison	M24 Functions & Relationships	M25 Geometry	M26 Statistics/Probability
Points Possible	72	14	27	19	74	23	14	13	72	14	9	15	8	10	8
School Average Points Earned	47.1	11.3	22.1	13.7	47.1	25.5	11.0	10.7	52.2	13.0	7.1	12.6	6.2	7.3	7.0
Average Scale Score	424	436	432	421	422	427	406	440	415	425	410	429	382	428	395
District Average Scale Score	378	381	380	385	368	357	374	380	352	367	350	361	348	358	355
State Average Scale Score	366	371	366	372	358	359	364	365	342	348	345	347	343	352	343

PROFICIENCY LEVEL SUMMARY

	Reading					Writing					Mathematics				
	Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
Number Tested	23	13	10	0	0	23	11	11	1	0	23	16	5	2	0
Percent	100.0%	56.5%	43.5%	0.0%	0.0%	100.0%	47.8%	47.8%	4.3%	0.0%	100.0%	69.6%	21.7%	8.7%	0.0%
Number Tested	699	218	387	65	29	699	186	402	104	4	697	259	265	102	60
Percent	100.0%	31.2%	55.4%	9.3%	4.1%	100.0%	26.7%	57.8%	14.9%	0.6%	100.0%	38.6%	38.2%	14.6%	8.5%
Number Tested	9415	2862	4872	1311	670	9411	2357	4928	2044	82	9426	3224	3241	1612	1249
Percent	100.0%	27.2%	51.7%	13.9%	7.1%	100.0%	25.0%	52.4%	21.7%	0.9%	100.0%	35.3%	34.4%	17.1%	13.3%

¹Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient

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ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA) STANDARDS BASED ASSESSMENT (SBA) SCHOOL SUMMARY REPORT 2006 SPRING

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALIS CHARTER SCHOOL

PAGE : 4
GRADE : 06

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details for the percent of students in each proficiency level.¹

Proficiency Level Comparison	Reading				Writing				Mathematics						
	Performance by Standard				Performance by Standard				Performance by Standard						
	Overall	R2.1 Word Identification Skills	R2.2, R2.4-R2.6 Forming a General Understanding	R2.7-R2.10 Analysis of Content and Structure	Overall	W2.1, W2.2 Write Using a Variety of Forms	W2.3 Structures and Conventions	W2.4 Revise	Overall	M1.2 Numeration	M2.2 Measurement	M3.2 Estimation & Computation	M4.2 Functions & Relationships	M5.2 Geometry	M6.2 Statistics/Probability
Points Possible	72	11	34	15	74	23	19	18	72	11	12	11	10	11	9
School Average Points Earned	41.0	7.5	24.4	9.1	40.2	14.9	13.4	11.9	43.2	6.8	8.8	8.1	6.7	7.6	5.1
Average Scale Score	371	355	373	368	357	348	383	354	352	368	370	363	336	352	349
District Average Scale Score	369	374	373	379	357	354	372	360	345	356	347	350	343	351	358
State Average Scale Score	356	358	359	362	348	347	350	350	337	341	342	338	341	339	346

PROFICIENCY LEVEL SUMMARY

		PROFICIENT LEVEL SCORING														
		Reading					Writing					Mathematics				
		Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
School	Number Tested	17	8	4	5	0	17	4	11	2	0	17	6	8	2	1
	Percent	100.0%	47.1%	23.6%	29.4%	0.0%	100.0%	33.9%	64.7%	11.8%	0.0%	100.0%	35.3%	47.1%	11.8%	5.9%
District	Number Tested	685	237	341	85	22	682	211	325	131	15	683	239	263	106	75
	Percent	100.0%	34.6%	49.8%	12.4%	3.2%	100.0%	30.9%	47.7%	19.2%	2.2%	100.0%	35.0%	38.5%	15.5%	11.0%
State	Number Tested	9701	3017	4370	1691	623	9708	2858	4147	2331	372	9718	3001	3506	1566	1645
	Percent	100.0%	31.1%	45.0%	17.4%	6.4%	100.0%	29.4%	42.7%	24.0%	3.8%	100.0%	30.9%	36.1%	16.1%	16.9%

¹Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient

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**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2006 SPRING**

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALIS CHARTER SCHOOL

PAGE : 5
GRADE : 07

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details for the percent of students in each proficiency level.¹

Proficiency Level Comparison	Reading			Writing			Mathematics								
	Overall	Performance by Standard			Overall	Performance by Standard			Overall	Performance by Standard					
		R3.1 Word Identification Skills	R3.2-R3.5 Forming a General Understanding	R3.6-R3.9 Analysis of Content and Structure		W3.1, W3.2 Write Using a Variety of Forms	W3.3 Structures and Conventions	W3.4 Revises		M3.1 Numeration	M3.2 Measurement	M3.3 Estimation & Computation	M4.3 Functions & Relationships	M5.3 Geometry	M6.3 Statistics/Probability
Points Possible	72	11	33	16	74	33	16	21	74	9	12	8	14	12	9
School Average Points Earned	45.8	8.5	24.6	12.7	45.9	17.1	12.2	16.6	48.9	6.9	9.1	7.1	9.3	9.6	6.9
Average Scale Score	416	429	414	435	399	397	420	406	396	431	387	425	384	415	392
District Average Scale Score	367	382	369	365	350	354	358	349	335	336	333	342	340	347	341
State Average Scale Score	357	364	359	359	344	350	350	344	327	327	329	321	329	335	321

PROFICIENCY LEVEL SUMMARY

		PROFICIENT LEVEL SUMMARY																	
		Reading						Writing						Mathematics					
		Total	A	P	BP	FBP		Total	A	P	BP	FBP		Total	A	P	BP	FBP	
School	Number Tested	16	10	5	1	0		16	8	5	3	0		16	10	4	2	0	
	Percent	100.0%	62.5%	31.3%	6.3%	0.0%		100.0%	50.0%	31.3%	18.8%	0.0%		100.0%	62.5%	25.0%	12.5%	0.0%	
District	Number Tested	728	227	383	81	37		724	108	439	139	38		724	184	299	161	80	
	Percent	100.0%	31.2%	52.6%	11.1%	5.1%		100.0%	14.9%	60.6%	19.2%	5.2%		100.0%	25.4%	41.3%	22.2%	11.0%	
State	Number Tested	9887	2710	4912	1521	744		9908	1486	5631	2047	744		9900	2324	3782	2266	1528	
	Percent	100.0%	27.4%	49.7%	15.4%	7.5%		100.0%	15.0%	56.8%	20.7%	7.5%		100.0%	23.5%	38.2%	22.9%	15.4%	

¹Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient

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ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA) STANDARDS BASED ASSESSMENT (SBA) SCHOOL SUMMARY REPORT 2006 SPRING

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALIS CHARTER SCHOOL

PAGE : 6
GRADE : 08

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details for the percent of students in each proficiency level.*

Proficiency Level Comparison	Reading				Writing				Mathematics						
	Performance by Standard				Performance by Standard				Performance by Standard						
	Overall	R3.1 Word Identification Skills	R3.2-R3.5 Forming a General Understanding	R3.6-R3.9 Analysis of Content and Structure	Overall	W3.1, W3.2 Write Using a Variety of Forms	W3.3 Structures and Conventions	W3.4 Style	Overall	M1.3 Number	M2.3 Measurement	M3.3 Estimation & Computation	M4.3 Functions & Relationships	M5.3 Geometry	M6.3 Statistics/Probability
Points Possible	74	12	30	18	74	27	19	14	72	9	9	9	14	14	9
School	49.4	9.5	26.0	13.9	48.8	21.7	15.5	11.6	53.0	7.5	8.1	8.0	12.2	10.9	6.3
Average Points Earned	456	455	476	438	442	427	435	435	428	429	412	469	408	445	391
District	380	351	386	378	361	355	367	362	345	348	350	353	353	349	346
State	368	374	372	370	351	354	354	360	331	333	337	334	335	335	327

PROFICIENCY LEVEL SUMMARY

PROFICIENCY LEVEL SUMMARY																
		Reading				Writing				Mathematics						
	Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP	
School	Number Tested	11	7	4	0	0	11	3	8	0	0	11	8	3	0	0
	Percent	100.0%	63.6%	36.4%	0.0%	0.0%	100.0%	27.3%	72.7%	0.0%	0.0%	100.0%	72.7%	27.3%	0.0%	0.0%
District	Number Tested	767	279	406	69	13	767	81	558	127	21	767	225	327	131	84
	Percent	100.0%	36.4%	52.9%	9.0%	1.7%	100.0%	8.0%	72.8%	16.5%	2.7%	100.0%	29.3%	42.6%	17.1%	11.0%
State	Number Tested	10158	3331	5070	1364	433	10199	808	6993	1809	529	10202	2625	3969	1789	1819
	Percent	100.0%	32.7%	49.7%	13.4%	4.2%	100.0%	7.9%	68.2%	17.7%	5.2%	100.0%	25.7%	38.9%	17.5%	17.8%

*Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient

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Additional information about the interpretation of these scores and the use of test results can be found in the *Teacher's Guide to TerraNova, The Second Edition* and at CTB's website, www.ctb.com.

Group List Report, Part I

School: AURORA BOREALIS

Grade: 3

Purpose

This report summarizes achievement data for a specified group. Part I provides a variety of norm-referenced scores for this group. Part II provides the individual scores for each student. Together with classroom assessments and classwork, this information can be used to identify potential strengths and needs in the content areas shown.

ALASKA STATE NRT

Number of students: 22
Number of students using accommodations: 0

Form/Level: C-13
Test Date: 07/11/02
Scoring Pattern: JRT
QRT: 21
Miles Date: 2002
District: K2044
State: ALASKA

City/State: SOLEOTNA, AK

CTB ID: 05104M06034808-03-00205-000132



Success

Norm-Referenced Scores

	No. of Students	No. of Students Accommodated	MADE	MS	MCNP	MDNP	Low NP	High NP	Average		Below Average		Above Average	
Reading	22	0	70.8	661.6	84	84.0	40-98							
Vocabulary	22	0	68.5	653.4	81	76.5	43-98							
Reading Composite	22	0	70.5	657.8	83	79.5	45-98							
Language	22	0	68.5	655.0	81	82.0	34-98							
Language Mechanics	22	0	63.2	619.0	73	73.0	14-99							
Language Composite	22	0	66.9	647.3	79	75.5	23-98							
Mathematics	22	0	77.6	653.4	90	91.7	49-98							
Math Computation	22	0	80.7	650.3	93	93.0	36-98							
Math Composite	22	0	80.0	643.1	92	92.5	34-99							
Total Score**	22	0	74.1	1060.6	87	86.5	44-99							
Science	22	0	63.2	633.8	73	74.5	36-97							
Social Studies	22	0	67.7	646.5	80	81.0	49-98							
Spelling	22	0	59.8	617.3	68	65.5	16-98							
Word Analysis	22	0	69.6	664.6	82	78.5	32-98							

* Based on teacher reported data.
** Total score consists of Reading, Language, Mathematics

* Based on locally reported data
** Total score composite of Reading, Language, Mathematics

MSSE: Mean Standard Score
MS: Mean Standard Score
MDNP: NP of the MSSE

Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns.

Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Three of the group's fourteen MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range.

Scores in the area to the left of the shading are below the average range. Eleven MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 84.0, which is above the average range. The lowest Reading score in the group is 40 and the highest is 98. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found in the *Teacher's Guide to TerraNova, The Second Edition* and at CTB's website, www.ctb.com.

CAT COMPLETE BATTERY

Group List Report,
Part I

School: AURORA BOREALIS

Grade: 4

Purpose

This report summarizes achievement data for a specified group. Part I provides a variety of norm-referenced scores for the group; Part II provides the individual scores for each student. Together with classroom assessments and classroom work, this information can be used to identify potential strengths and needs in the content areas shown.

ALASKA STATE NRT

Number of students: 28
Number of students using accommodations: 0

Form/Level: D-14
Test Date: 4/1/05
Scoring: PATTERN (IRT)
QM: 21
Norms Date: 2/00
District: KENAI
State: ALASKA

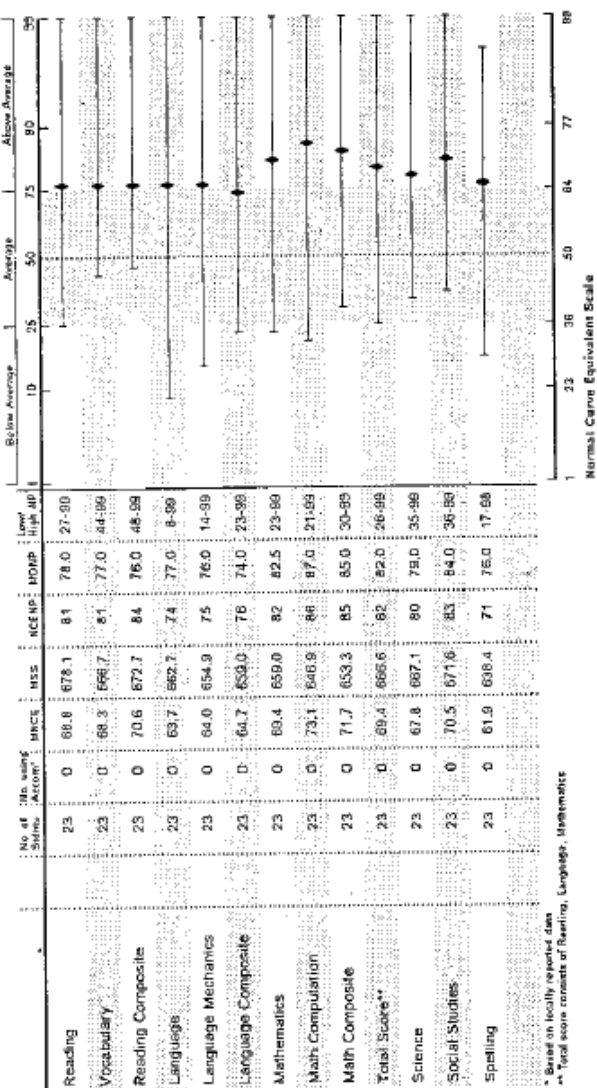
City/State: 501007NA, AK

CTBID: 05164M00374006-03-00235-000133



Success

Norm-Referenced Scores



* Based on locally reported data
** Total score consists of Reading, Language, Mathematics

NPCE: Mean Norm Curve Equivalent
MCS: Mean State Score
ACENP: AP of the State

Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. One of the group's thirteen MDNP scores is in the average range. Scores in the area to the right of the shading are above the average range.

Scores in the area to the left of the shading are below the average range. Twelve MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 78.0, which is above the average range. The lowest Reading score in the group is 27 and the highest is 99. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found in the *Teacher's Guide to TerraNova, The Second Edition* and at CTB's website, www.ctb.com.

TerraNova The Second Edition

CAT COMPLETE BATTERY

Group List Report, Part I

School: AURORA BOREALIS

Grade: 5

Purpose

This report summarizes achievement data for a specified group. Part I provides a variety of norm-referenced scores for the group. Part II provides the individual scores for each student. Together with classroom assessments and classroom work, this information can be used to identify potential strengths and needs in the content areas shown.

ALASKA STATE NRT

Number of students: 23
 Number of students using accommodations: 0

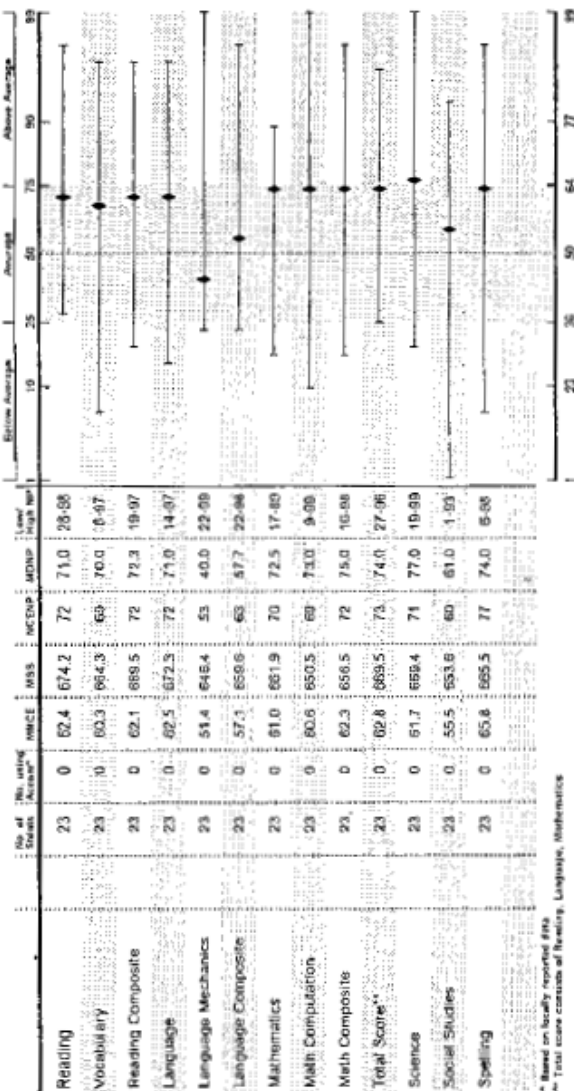
Item Level: D-15
 Test Date: 02/19/05
 School: PATTERNS (017)
 QM: 21
 Name Date: 2005
 District: KENAI
 State: ALASKA

City/State: SLDOTNA, AK

CTBID: 05-04-0004374004-03-00231-000114



Norm-Referenced Scores



* Based on locally reported data.
 ** Total score consists of Reading, Language, Mathematics

MACE: Mean Normal Curve Equivalent
 MSS: Mean Scale Score
 NCNRP: NP of the MACE

Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns.

Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Twelve of the group's thirteen MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range.

Scores in the area to the left of the shading are below the average range. One MDNP score is above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 71.0, which is in the average range. The lowest Reading score in the group is 58 and the highest is 88. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found in the *Teacher's Guide to TerraNova, The Second Edition* and at CTB's website, www.ctb.com.

CAT COMPLETE BATTERY

Group List Report,
Part I

School: AURORA BOREALIS

Grade: 7

Purpose

This report summarizes achievement data for a specified group. Part I provides a variety of norm-referenced scores for the group. Part II provides the individual scores for each student. Together with classroom assessments and classroom work, this information can be used to identify potential strengths and needs in the content areas shown.

ALASKA STATE NRT

Number of students: 15
Number of students using accommodations: 6

Form Level: D-17

Test Date: 02/11/09

Scoring: PATTERN (MT)

GM: 21

Norms Date: 2000

District: KENAI

State: ALASKA

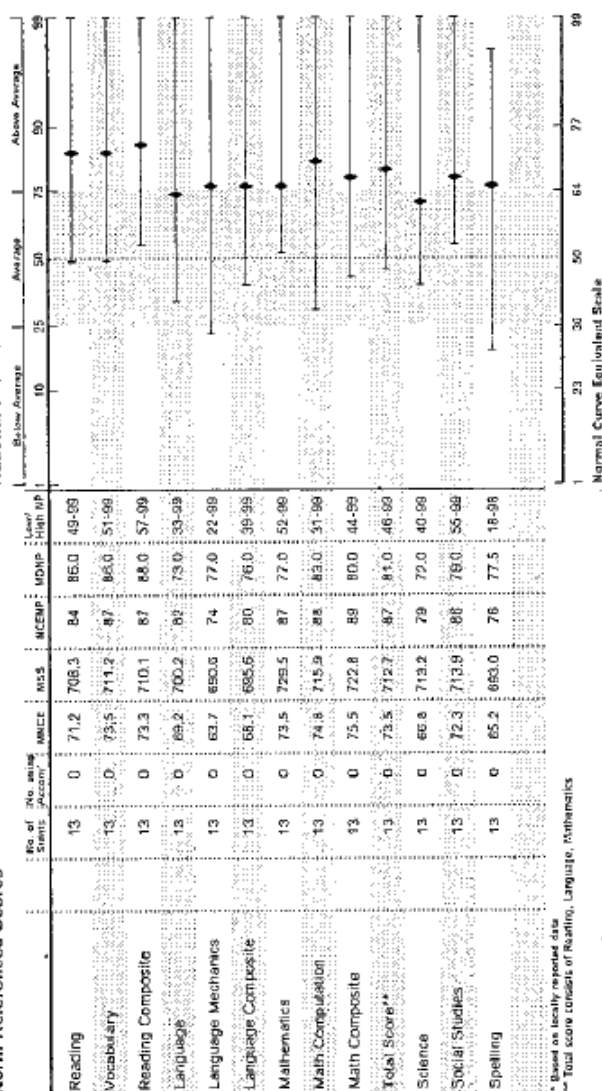
City/State: SOLDOTNA, AK

CTBID: 05104M006374006-03-00235-000138



Success

Norm-Referenced Scores



WNCE: Mean Normal Curve Equivalent
MS-S: Mean Scale Score
MCNPP: Mean of the MCNPP
MDNP: Median National Percentile
Accom: Accommodations

Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Two of the group's thirteen MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range.

Scores in the area to the left of the shading are below the average range. Eleven MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 88.0, which is above the average range. The lowest Reading score in the group is 49 and the highest is 99. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found in the *Teacher's Guide to TerraNova, The Second Edition* and at CTB's website, www.ctb.com.

AURORA BOREALIS CHARTER SCHOOL

705 Frontage Rd., Suite A
Kenai, AK 99611

Phone: 907-283-0292
Fax: 907-283-0293

Alaska Statewide Assessment Aurora Borealis Charter School 2001 and 2006 Comparison

Reading 2001	100%
Reading 2006	94.4%
Writing 2001	88%
Writing 2006	94.4%
Mathematics 2001	78%
Mathematics 2006	92.6%

4.	RATING		COMMENTS
PROGRAM ACHIEVEMENT	A	IA	N/A
(a) Is the school implementing a well-conceived plan to ensure equal and bias-free access for all students, for all facilities, courses, programs, activities, and services? See Attached.			
(b) Is the school systematically addressing the needs of students who do not perform at acceptable levels of proficiency in the statewide assessment program? See Attached.			
(c) Is the school systematically informing parents of their child's performance and progress? See Attached.			
(d) Did the charter school provide student assessment participation rates? See Attached.			

6 Form # 05-01-027 Alaska Department of Education & Early Development

4. (CONT.)	RATING		COMMENTS
PROGRAM ACHIEVEMENT	A	IA	N/A
(e) Has the charter school made a comparison between their assessment scores and the district's assessment data? See Attached.			
(f) Has the charter school made a comparison between their assessment scores and the state's assessment data? See Attached.			
(g) Has the charter school shown disaggregated scores across all categories? See Attached.			
(h) Does the school provide professional development that is goal-based and driven, in large part, by the student assessment data? See Attached.			
(i) Is the school implementing a well-conceived plan to demonstrate progress over time? See Attached.			
What Reviewers Will Look For: Evidence that the school is meeting the objectives agreed to for program achievement, particularly assessment data comparisons, student assessment participation rates, and disaggregated scores across all categories			
Suggested Sources of Evidence: Implementation of approved plans for special education, relevant data regarding enrollment & services provided to special needs & bilingual students, school schedule & calendar, and student records of statewide assessment performance. Also, student report card/progress report & description of staff development activities.			

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Application and Rating Template

Program Achievement

4.

ABCS follows the prescribed process of the Kenai Peninsula Borough School District in the identification and servicing of special education students. Students with perceived needs are referred to the school's intervention team. If it is deemed necessary to test students, the student's file is then passed to the local school that provides services for that grade level.

Approximately 3% of the student population is certified to receive special education services.

The Kenai Peninsula Borough School District has a comprehensive staff development program of which ABCS is a part. Annually in-service days are allocated to all schools so that each school may address its unique needs.

Historically, ABCS has dedicated those days to review of test results, curriculum alignment and special training on specific programs.

We follow the school district calendar.

Kenai Peninsula Borough School District 2006-2007 Calendar

C School Closes
E End of Quarter
H Legal Holiday
IS Inservice
O School Opens
V Vacation Day
W Teacher Work Day
PN P/T Conference

July 2006							August 2006							September 2006							October 2006													
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S							
						1			1	2	3	4	5							1	2	1	2	3	4	5	6	7						
																					<u>Student Testing</u>													
2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14							
H														H																				
9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21							
							IS							IS							W							W						
16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28							
							IS							O														IS/E						
23	24	25	26	27	28	29	27	28	29	30	31			24	25	26	27	28	29	30	29	30	31											
30	31																																	
# of Inservice Days: 0							# of Inservice Days: 3							# of Inservice Days: 0							# of Inservice Days: 3													
Student Contact Days: 0							Student Contact Days: 8							Student Contact Days: 20							Student Contact Days: 19													
# of Teacher Days: 0							# of Teacher Days: 13							# of Teacher Days: 21							# of Teacher Days: 22													

November 2006							December 2006							January 2007							February 2007						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3						1	2		1	2	3	4	5	6					1	2	3
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10
																									PN	PN	
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
															IS/E												
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
			H	H				V	V	V	V	V															
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30	31				25	26	27	28			
								H	V	V	V	V															
							31																				
# of Inservice Days: 0							# of Inservice Days: 0							# of Inservice Days: 1							# of Inservice Days: 2						
Student Contact Days: 20							Student Contact Days: 11							Student Contact Days: 21							Student Contact Days: 18						
# of Teacher Days: 22							# of Teacher Days: 12							# of Teacher Days: 23							# of Teacher Days: 20						

March 2007							April 2007							May 2007							June 2007						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1	1	2	3	4	5	6	7		1	2	3	4	5							1	2
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
					IS/E																						
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
												V															
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
	V	V	V	V	V													C	W								
25	26	27	28	29	30	31	29	30						27	28	29	30	31			24	25	26	27	28	29	30
															H												
# of Inservice Days: 1							# of Inservice Days: 0							# of Inservice Days: 0							# of Inservice Days: 0						
Student Contact Days: 16							Student Contact Days: 20							# of Student Days: 17							# of Student Days: 0						
# of Teacher Days: 17							# of Teacher Days: 20							# of Teacher Days: 18							# of Teacher Days: 0						

End of Quarter			First and Last Days			Inservice Days			Legal Holidays and Vacation Days		
First Quarter	October 20	42 Days	Teacher First	August 15		August 15, 16, 21			Independence Day	July 4	
Second Quarter	January 15	45 Days	Teacher Last	May 24		October 20			Labor Day	September 4	
Third Quarter	March 9	36 Days				October 26 - 27 (IS/Conference)			Thanksgiving	November 23-24	
Fourth Quarter	May 23	47 Days	Student First	August 22		January 15			Christmas	December 18-January 1	
		170 Days	Student Last	May 23		February 8, 9 (IS/Conference)			Spring Break	March 19-23	
						March 9			Vacation Day	April 20	
									Memorial Day	May 28	

Inservice - 13 (Outside School Year, 7 During)
Total S.T. 170-171 180 EOR
Board Approved - 8/2/03, OREED Approved - 8/12/03
Board Approved - 12/5/03, OREED Approved - 12/9/03



**ALASKA COMPREHENSIVE SYSTEM STUDENT ASSESSMENT (CSSA)
STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2006 SPRING**

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALIS CHARTER SCHOOL

PAGE : 1
GRADE : 03

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details for the percent of students in each proficiency level.¹

Proficiency Level (Comparison)	Reading				Writing				Mathematics						
	Performance by Standard				Performance by Standard				Performance by Standard						
	Overall	R1.1 Word Identification Skills	R1.2, R1.4, R1.5 Forming a General Understanding	R1.7, R1.8, R1.10 Analysis of Content and Structure	Overall	W1.1 Write Using a Variety of Forms	W1.3 Structures and Conventions	W1.4 Revises	Overall	M1.1 Numeration	M2.1 Measurement	M3.1 Estimation & Comparison	M4.1 Functions & Relationships	M5.1 Geometry	M6.1 Statistics/Probability
Points Possible	72	16	31	13	70	27	24	9	72	14	9	14	9	9	9
School Average Points Earned	54.1	14.6	28.3	11.0	51.9	23.5	20.3	8.1	57.7	11.6	8.8	12.9	7.8	8.1	8.3
Average Scale Score	484	477	505	473	450	487	441	475	499	484	460	514	454	444	458
District Average Scale Score	384	391	380	385	370	371	372	381	383	385	361	370	366	368	386
State Average Scale Score	368	370	373	371	360	360	383	367	355	387	358	361	360	357	366

PROFICIENCY LEVEL SUMMARY

	Reading				Writing				Mathematics					
	Total	A	P	BP	Total	A	P	BP	Total	A	P	BP	FSP	FSP
	Number Tested	Percent	Percent	Percent	Number Tested	Percent	Percent	Percent	Number Tested	Percent	Percent	Percent	Percent	Percent
School	18	15	3	0	18	15	3	0	18	17	1	0	0	0
	100.0%	83.3%	16.7%	0.0%	100.0%	83.3%	16.7%	0.0%	100.0%	94.4%	5.6%	0.0%	0.0%	0.0%
District	666	306	268	62	665	200	345	113	666	218	323	73	52	52
	100.0%	45.9%	40.2%	9.3%	100.0%	30.1%	51.0%	17.0%	100.0%	32.7%	48.5%	11.0%	7.8%	7.8%
State	5373	2613	2780	1118	9381	2748	4308	2105	9400	3102	4019	1127	1152	1152
	100.0%	38.5%	40.2%	11.5%	100.0%	29.3%	45.9%	22.4%	100.0%	33.0%	42.8%	12.0%	12.3%	12.3%

Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FSP = Far Below Proficient

05/12/06 09:47



ALASKA COMPREHENSIVE SYSTEM
STUDENT ASSESSMENT (CSSA)
STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2006 SPRING

DISTRICT: KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL: AURORA BOREALIS CHARTER SCHOOL

PAGE: 2
GRADE: 04

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details for the percent of students in each proficiency level.

Proficiency Level Comparison	Reading				Writing				Mathematics						
	Performance by Standard				Performance by Standard				Performance by Standard						
	Overall	R2.1 Word Identification Skills	R2.2, R2.4, R2.5 Forming a General Understanding	R2.7-R2.10 Analysis of Content and Structure	Overall	W2.1, W2.2 Write Using a Variety of Forms	W2.3 Expository and Persuasive	W2.4 Revision	Overall	M1.2 Numeration	M2.2 Measurement	M3.2 Estimation & Computation	M4.2 Functions & Relationships	M5.2 Geometry	M6.2 Statistics/Probability
Points Possible	74	13	32	15	74	24	24	12	74	16	8	13	9	8	10
School	47.7	10.8	26.4	10.5	43.8	17.7	17.3	8.7	51.2	14.2	5.5	11.3	7.1	5.8	7.3
Average Points Earned															
Average Scale Score	424	432	425	432	413	425	406	426	394	442	388	434	406	380	393
State Average Scale Score	38.3	340	383	393	379	388	376	387	358	375	360	371	355	360	370
State Average Scale Score	36.9	375	369	377	366	371	366	373	349	364	357	357	345	355	353

PROFICIENCY LEVEL SUMMARY

	Reading					Writing					Mathematics				
	Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
School	23	15	8	0	0	23	11	12	0	0	23	15	7	1	0
Number Tested	100.0%	65.2%	34.8%	0.0%	0.0%	100.0%	47.8%	52.2%	0.0%	0.0%	100.0%	65.2%	20.4%	4.3%	0.0%
District	602	197	340	48	17	603	169	364	69	1	502	206	278	66	52
Number Tested	100.0%	32.7%	58.5%	8.0%	2.8%	100.0%	28.0%	60.4%	11.4%	0.2%	100.0%	34.2%	46.2%	11.0%	8.6%
State	9224	2560	4745	1175	740	9226	2393	4568	1764	111	9236	2992	3758	1236	1250
Number Tested	100.0%	27.8%	51.4%	12.8%	8.0%	100.0%	25.9%	53.8%	19.1%	1.2%	100.0%	32.4%	40.7%	13.4%	13.5%
Percent															

Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient

WED 4/26/06

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**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2006 SPRING**

PAGE : 3
GRADE : 05

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALIS CHARTER SCHOOL

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details for the percent of students in each proficiency level.¹

Proficiency Level Comparison	Reading				Writing				Mathematics						
	Performance by Standard				Performance by Standard				Performance by Standard						
	Overall	R2.1 Word Identification Skills	R2.2, R2.4, R2.5 Forming a General Understanding	R2.7, R2.10 Analysis of Content and Structure	Overall	W2.1, W2.2 Write Using a Variety of Forms	W2.3 Structures and Conventions	W2.4 Reflect	Overall	M2.1 Numeration	M2.2 Measurement	M2.3 Estimation & Computation	M2.4 Functions & Relationships	M2.5 Geometry	M2.6 Statistics/Probability
Points Possible	72	14	27	19	74	33	14	13	72	14	9	15	8	10	8
School	47.1	11.3	22.1	13.7	47.1	25.5	11.0	10.7	52.2	12.0	7.1	12.6	6.2	7.3	7.0
Average Points Earned	424	436	432	421	422	427	406	440	415	425	410	429	382	438	395
Average Scale Score	378	381	380	385	368	367	374	380	352	357	350	361	348	358	355
District															
Average Scale Score															
State															
Average Scale Score															

PROFICIENCY LEVEL SUMMARY

	Reading				Writing				Mathematics					
	Total	A	P	BP	Total	A	P	BP	Total	A	P	BP	FBP	FBP
	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent
School	23	13	10	0	23	11	11	1	23	16	5	2	0	0
	100.0%	56.5%	43.5%	0.0%	100.0%	47.8%	47.8%	4.3%	100.0%	69.6%	21.7%	8.7%	0.0%	0.0%
District	659	218	387	65	659	188	402	104	697	289	266	102	60	60
	100.0%	31.2%	58.4%	9.3%	100.0%	26.7%	57.8%	14.9%	100.0%	38.6%	38.2%	14.6%	8.6%	8.6%
State	9415	2562	4872	1311	9411	2357	4928	2044	9426	3324	3241	1612	1248	1248
	100.0%	27.2%	51.7%	13.9%	100.0%	25.0%	52.4%	21.7%	100.0%	35.3%	34.4%	17.1%	13.3%	13.3%

¹Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient

06/04/05

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**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2006 SPRING**

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BORALEIS CHARTER SCHOOL

PAGE : 4
GRADE : 06

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details for the percent of students in each proficiency level.¹

Proficiency Level Comparison	Reading				Writing				Mathematics						
	Performance by Standard				Performance by Standard				Performance by Standard						
	Overall	R2:1 Word Identification Skills	R2:2, R2 + R2:5 Forming a General Understanding	R2:7-R2:10 Analysis of Content and Structure	Overall	W2:1, W2:2 of Forms Using a Variety of Writings	W2:3 Structures and Conventions	W2:4 Revises	Overall	M2:1 Numeration	M2:2 Measurement	M2:3 Estimation & Computation	M2:4 Functions & Relationships	M2:5 Geometry	M2:6 Statistics/Probability
Points Possible	72	11	34	15	74	23	19	16	72	11	12	11	10	11	9
School Average Points Earned	41.0	7.5	24.4	9.1	40.2	14.9	13.4	11.9	43.2	6.0	8.8	8.1	6.7	7.6	6.1
Average Scale Score	371	393	373	368	357	348	363	354	352	368	370	363	336	362	349
District Average Scale Score	369	274	273	375	357	354	372	360	343	356	347	300	343	381	358
State Average Scale Score	356	358	359	362	348	347	360	350	337	341	342	338	341	309	346

PROFICIENCY LEVEL SUMMARY

PROFICIENT LEVEL SUMMARY																		
		Reading						Writing						Mathematics				
		Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP		
School	Number Tested	17	8	4	5	0	17	4	11	2	0	17	6	8	2	1		
	Percent	100.0%	47.1%	23.5%	29.4%	0.0%	100.0%	23.5%	64.7%	11.8%	0.0%	100.0%	35.3%	47.1%	11.8%	5.9%		
District	Number Tested	685	237	341	85	22	682	211	325	131	15	683	239	263	106	75		
	Percent	100.0%	34.6%	49.8%	12.4%	3.2%	100.0%	30.9%	47.7%	19.3%	2.2%	100.0%	35.0%	38.5%	15.5%	11.0%		
State	Number Tested	9701	3017	4370	1551	623	9708	2858	4147	2331	372	9718	3001	3506	1566	1645		
	Percent	100.0%	31.1%	45.0%	17.4%	6.4%	100.0%	29.4%	42.7%	24.0%	3.8%	100.0%	30.9%	36.1%	16.1%	16.9%		

¹Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient

01/14/2007

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ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA) STANDARDS BASED ASSESSMENT (SBA) SCHOOL SUMMARY REPORT 2006 SPRING

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALIS CHARTER SCHOOL

PAGE : 5
GRADE : 07

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details for the percent of students in each proficiency level.¹

Proficiency Level Comparison	Reading				Writing				Mathematics						
	Performance by Standard				Performance by Standard				Performance by Standard						
	Overall	R3.1 Word Identification Skills	R3.2-R3.5 Forming a General Understanding	R3.6-R3.9 Analysis of Content and Structure	Overall	W3.1, W3.2 Write Using a Variety of Forms	W3.3 Structures and Conventions	W3.4 Fluency	Overall	M1.3 Numeration	M2.3 Measurement	M3.3 Estimation & Computation	M4.3 Functions & Relationships	M5.3 Geometry	M6.3 Statistics/Probability
Possible Points	72	11	33	16	74	23	16	21	74	9	12	8	14	12	9
School Average Points Earned	45.8	8.5	24.6	12.7	45.0	17.1	12.2	16.6	48.0	6.9	9.1	7.1	9.2	9.6	6.9
Average Scale Score	416	429	414	435	399	397	420	406	396	431	387	425	384	415	392
District Average Scale Score	367	382	369	365	350	354	358	349	335	338	333	342	340	347	341
State Average Scale Score	357	364	359	359	344	350	350	344	327	327	329	321	326	325	321

PROFICIENCY LEVEL SUMMARY

PROFICIENCY LEVEL SUMMARY															
Mathematics															
Writing															
Reading															
	Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
School	16	10	5	1	0	16	8	5	3	0	16	10	4	2	0
	100.0%	62.5%	31.2%	6.3%	0.0%	100.0%	50.0%	31.3%	18.8%	0.0%	100.0%	62.5%	25.0%	12.5%	0.0%
District	728	227	383	81	37	724	108	429	139	38	724	184	299	161	80
	100.0%	31.2%	52.6%	11.1%	5.1%	100.0%	14.9%	59.6%	19.2%	5.3%	100.0%	25.4%	41.3%	22.2%	11.0%
State	9887	2710	4912	1221	744	9908	1486	5631	2047	744	9900	2324	3782	2266	1528
	100.0%	27.4%	49.7%	15.4%	7.5%	100.0%	15.0%	56.8%	20.7%	7.5%	100.0%	23.5%	38.2%	22.9%	15.4%

¹Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient

DEC 04/07

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**ALASKA COMPREHENSIVE SYSTEM[®] OF STUDENT ASSESSMENT (CSSA)
STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2006 SPRING**

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALIS CHARTER SCHOOL

PAGE : 6
GRADE : 08

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details for the percent of students in each proficiency level.¹

Proficiency Level Comparison	Reading				Writing				Mathematics						
	Performance by Standard				Performance by Standard				Performance by Standard						
	Overall	R3:1 Word Identification Skills	R3.2-R3.5 Forming & General Understanding	R3-R3.9 Analysis of Content and Structure	Overall	W3.1, W3.2 Write Using a Variety of Forms	W3.3 Structures and Conventions	W3.4 ReWrite	Overall	M3.1 Numeration	M3.2 Measurement	M3.3 Estimation & Computation	M3.4 Functions & Relationships	M3.5 Geometry	M3.6 Statistics/Probability
Points Possible	74	12	30	18	74	27	19	14	72	9	9	9	14	14	9
School Average Points Earned	49.4	9.3	26.0	13.9	46.6	21.7	15.5	11.6	53.0	7.5	6.1	6.0	12.2	10.9	6.9
Average Scale Score	456	455	476	438	442	457	435	435	428	429	412	469	408	445	391
District Average Scale Score	380	361	385	378	361	365	367	362	345	348	350	353	353	349	346
State Average Scale Score	368	374	372	370	361	354	354	360	331	333	337	334	335	325	327

PROFICIENCY LEVEL SUMMARY

	Reading					Writing					Mathematics				
	Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
	Number Tested	Percent	Number Tested	Percent	Number Tested	Number Tested	Percent	Number Tested	Percent	Number Tested	Number Tested	Percent	Number Tested	Percent	Number Tested
School	11	83.6%	7	36.4%	0	0	0	0	0	0	11	8	3	0	0
	100.0%				0.0%	100.0%	27.3%	72.7%	0.0%	0.0%	100.0%	72.7%	27.3%	0.0%	0.0%
District	787	279	406	69	13	767	61	558	127	21	757	223	327	131	84
	100.0%	36.4%	52.9%	9.0%	1.7%	100.0%	8.0%	72.8%	16.6%	2.7%	100.0%	29.3%	42.6%	17.1%	11.0%
State	10198	3331	5070	1364	433	10199	808	6953	1809	639	10202	2628	3965	1789	1619
	100.0%	32.7%	49.7%	13.4%	4.3%	100.0%	7.9%	68.2%	17.7%	6.2%	100.0%	26.7%	38.9%	17.8%	17.8%

¹Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient

08C 444375

24-265010 08/13/06 09:47

Aurora Borealis Charter School Kindergarten Report Card

Student Name:

School Year: 2006-2007

Teacher: Julie Ball



Behavior Expectations:

- I accept and respect authority.
- I think for myself and try to solve my own problems.
- I listen while others are speaking.
- I respect the rights and property of others.
- I play well with others.
- I take part in group activities.
- I listen to and follow directions.
- I work to do my best.
- I take responsibility for my own belongings.
- I am willing to try new tasks.

Class Average of behavior points:

Your child's behavior points:

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter

Key:

M = Mastered

S = Satisfactory for age.

N = Not apparent.

Developmental Skills:

- Fine Motor
- Gross Motor
- Age Appropriate Attention Span
- Language for Communication
- Letter/Numeral Directionality

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter

Key:

M = Mastered

S = Satisfactory for age.

N = Needs Help

Student's Name _____

Student Name _____

School Year **2002-2003**

Aurora Borealis Charter School's parents and staff believe the purpose of education is to provide children with skills necessary to live successfully, contribute to their communities and to be responsible citizens. The school is concerned with five major developmental areas: Intellectual, physical, emotional, social, and ethical.

Department: O-S-N	Quarter			
	1 st	2 nd	3 rd	4 th
Is Courteous				
Practices Self-Control				
Respects Authority				
Respects Rights of Others				
Follows School Rules				
Accepts Responsibility				
Accepts Constructive Criticism				
Behavior points earned:				
Class average/range				

Study Habits: O-S-N	Quarter			
	1 st	2 nd	3 rd	4 th
Listens Attentively				
Follows Directions Promptly				
Completes Work on Time				
Works Neatly				
Is Careful and Accurate				
Makes Good Use of Time				
Works Independently				
Participates Actively				
Works Cooperatively				
Homework Assignments				

Key to Grading

ACHIEVEMENT grades are based on student's mastery of grade level material.

EFFORT grades are based upon the relationship between performance, participation, and ability to achieve.

ACHIEVEMENT Percent and Grade

Very High	90-100	A
High	80-89	B
Satisfactory	70-79	C
Low	60-69	D
Very Low	0-59	F

EFFORT Grades

O – Outstanding
S – Satisfactory
N – Needs Improvement

	1 st Quarter			2 nd Quarter			3 rd Quarter			4 th Quarter		
	%	Grade	Effort	%	Grade	Effort	%	Grade	Effort	%	Grade	Effort
Reading: Decoding												
Reading: Comp												
Reading: Oral												
Language: Oral												
Language: Written												
Spelling												
Mathematics												
Science												
Social Studies												
Latin												

O – S – N

Penmanship												
Physical Education												
Music												
Art												

Attendance Summary	1 st Quarter		2 nd Quarter		3 rd Quarter		4 th Quarter	
	Exc	Unexc	Exc	Unexc	Exc	Unexc	Exc	Unexc
Days Enrolled								
Days Absent								
Days Present								
Times Tardy								

Dates
Entered _____
Transferred _____
Withdrawn _____

PUPIL PROGRESS REPORT
Aurora Borealis Charter School
Kenai Peninsula Borough School District
11247 Frontage Road, Suite A
Kenai, AK 99611

REPORT CARD
Grades 1-2

Name _____ Grade _____ Year 2006-2007

Teacher _____ Consulting Administrator _____

Teacher Comments

First Quarter:

Second Quarter:

Third Quarter:

Fourth Quarter:

Parent Signature, First Quarter

Parent Signature, Third Quarter

Your Child is assigned to _____ Grade for the
2007-2008 school year.

Teacher's Signature

Student's Name _____ School Year **2006-2007**

Aurora Borealis Charter School's parents and staff believe the purpose of education is to provide children with skills necessary to live successfully, contribute to their communities and to be responsible citizens. The school is concerned with five major developmental areas: Intellectual, physical, emotional, social, and ethical.

	Quarter			
Department: O-S-N	1 st	2 nd	3 rd	4 th
Is Courteous				
Practices Self-Control				
Respects Authority				
Respects Rights of Others				
Follows School Rules				
Accepts Responsibility				
Accepts Constructive Criticism				

Study Habits: O-S-N	1 st	2 nd	3 rd	4 th
Listens Attentively				
Follows Directions Promptly				
Completes Work on Time				
Works Neatly				
Is Careful and Accurate				
Makes Good Use of Time				
Works Independently				
Participates Actively				
Works Cooperatively				
Homework Assignments				
Handwriting				

Key to Grading

ACHIEVEMENT grades are based on student's mastery of grade level material.

EFFORT grades are based upon the relationship between performance, participation, and ability to achieve.

ACHIEVEMENT Percent and Grade

Very High	94-100	A
High	86-93	B
Satisfactory	70-85	C
Low	65-69	D
Very Low	0-64	F

EFFORT Grades

O -- Outstanding
S -- Satisfactory
N -- Needs Improvement

	1 st Quarter			2 nd Quarter			3 rd Quarter			4 th Quarter		
	%	Grade	Effort	%	Grade	Effort	%	Grade	Effort	%	Grade	Effort
Reading												
Language												
Spelling												
Writing												
Mathematics												
History/Geography												
Science												
Latin												
Physical Education												
Art												
Technology												

Attendance Summary	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Days Enrolled				
Days Absent				
Days Present				
Times Tardy				

Dates
Entered _____
Transferred _____
Withdrawn _____

PUPIL PROGRESS REPORT
Aurora Borealis Charter School
Kenai Peninsula Borough School District
11247 Frontage Road, Suite A
Kenai, AK 99611

REPORT CARD
Grades 3-8

Name _____ **Grade** 3 **Year** 2006-2007
Teacher Don Drury **Administrator** Larry Nauta

Teacher Comments

First Quarter:

Second Quarter:

Third Quarter:

Fourth Quarter:

Parent Signature, First Conference

Parent Signature, Second Conference

Your Child is assigned to the _____ grade for the
2006-2007 school year.

Teacher's Signature

5.	RATING			COMMENTS
ADMISSION PROCEDURES	A	IA	N/A	
(a) Does the school have admission procedure criteria? See Attached.				
(b) Are eligible students specifically defined? See Attached.				
(c) What are the provisions for accommodating additional students, if necessary? See Attached.				
(d) Is there a lottery or other type of provision for random drawing for enrollment when applicants exceed the school's capacity? See Attached.				
What Reviewers Will Look For: Evidence that the school is viable in terms, of student admissions, and has adequate provisions for accommodating additional students and a plan for random drawing for enrollment when applicants exceed capacity.				
Suggested Sources of Evidence: Enrollment data, turnover data, waiting list data, exit interviews or surveys, and written admissions/enrollment procedures.				



Thursday, February 28, 2002 8:58:29 AM

Message

From: Larry Nauta
 Judith_Nilsen@eed.state.ak.us

Subject: Fwd(2): Admissions Clarification

To: Debbie Palm
 lsemmens@ci.kenai.ak.us

Attachments: Attach1.html

4K

This e-mail message is clarification regarding admission/lottery procedures for charter schools. This information was taken from "Public Charter Schools Non-Regulatory Guidance (December 2000), Section 12, and states:

"A charter school that is oversubscribed and, consequently must use a lottery, generally must include in that lottery all eligible applicants for admission. A charter school may exempt from the lottery only those students who are deemed to have been admitted to the charter school already and, therefore, do not need to reapply. Specifically, the following categories of applicants may be exempted from the lottery on this basis: (a) students who are enrolled in a public school at the time it is converted into a public charter school; (b) siblings of students already admitted to or attending the same charter school; (c) children of a charter school's founders (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment); and (d) children of employees in a work-site charter school (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment). When recruiting students, charter schools should target all segments of the parent community. The charter school must recruit in a manner that does not discriminate against students of a particular race, color, national origin, religion, or sex, or against students with disabilities; but the charter school may target additional recruitment efforts towards groups that might otherwise have limited opportunities to participate in the charter school's programs. Once a student has been admitted to the charter school through an appropriate process, he or she may remain in attendance through subsequent grades. A new applicant for admission to the charter school, however, would be subject to the lottery if, as of the application closing date, the total number of applicants exceeds the number of spaces available at the charter school."

This federal guidance policy should avoid any confusion on admissions methods and should be attached to your charter/operating procedures in your school file.

Sincerely,

Louie Yannotti

Charter Schools Program Manager

Application and Rating Template

5.

Admission Procedures

Year	Enrolled	Turnover	% of enrolled			
2001-2002	132	6	4.55%			
2002-2003	156	6	3.85%			
2003-2004	180	15	8.33%			
2004-2005	182	6	3.30%			
2005-2006	182	6	3.30%			
2006-2007	178	5	2.80%			

Wait List

Aurora Borealis has had an average waiting list of approximately three hundred students for the past five years. At this time we have 299 students on the waiting list. The list will not change until March 2007 when the lottery takes place.

Grade	COUNTS FOR 2006
KINDERGARTEN	53
1	13
2	23
3	40
4	38
5	36
6	39
7	23
8	34
TOTAL ON WAIT LIST	299

Dear Parent,

We would like to request that you take a few moments to give us input on Aurora Borealis Charter School.

Please circle the reason or reasons for you moving your child/children to another school or program.

- 1. Left the area**
- 2. Transportation requirements**
- 3. Philosophical disagreement with the discipline policy**
- 4. Philosophical disagreement with the academic program**
- 5. Lack of a particular aspect of the existing program**

Comments:

Please return this form in the self-addressed, stamped envelope.

Sincerely,

**Larry Semmens
Chairman APC**

Aurora Borealis Charter School

705 Frontage Road, Suite A
Kenai, Alaska 99611

Phone: (907) 283-0292
Fax: (907) 283-0293

September 7, 2006

Dear Parent/Parents,

Aurora Borealis Charter School is in the process of upgrading the enrollment files for the upcoming year. We will be doing a lottery for enrollment for the upcoming school year. Students who have siblings enrolled in ABCS will be given preference. In the event that we have more siblings than we have vacancies, we will hold a lottery for the grade placement.

If you are interested in having a child/children placed on the lottery waiting list for 2007-2008, for the upcoming school year, you need to submit an application to this office no later than the first Tuesday of March.

Sincerely,

Larry Nauta,
Consulting Administrator

Enrollment Procedures

Aurora Borealis Charter School is a public school which complies with all Federal and State Laws, as well as Borough Policies, concerning public education and equal opportunity.

The enrollment procedures for ABCS are as follows:

1. Contact will be made with all families who have a child/children enrolled in ABCS prior to March 15 of each year to determine if the child/children will be enrolled for the upcoming school year.
2. Preference for filling vacancies, to include kindergarten, will be given in order to children of building employees, then siblings of children already enrolled at ABCS. A sibling is to be tested and parents informed of the child's potential for success in this program. Siblings will be enrolled NLT May 15.
3. In the event that vacancies still exist, the following procedure will be in effect.
 - a. Those individuals who are on the waiting list will be contacted by letter and informed of the lottery results.
 - b. Children will be tested. The results of the tests are to be given to the parents NLT seven days after testing is complete. Parents will be informed of the child's/children's potential for success in this program.
 - c. Vacancies that occur during the summer or school year are to be filled in the order that the students' names were drawn.

2006-2007 Lottery Application

Receipt No. _____

Application Date _____

Parent(s) Names _____
Please print neatly

Mailing Address _____

City _____ State _____ Zip Code _____

Home Phone _____

Father's Work Phone _____

Father's Cell Phone _____

Mother's Work Phone _____

Mother's Cell Phone _____

E-mail Address _____

❖ If you have a child entering kindergarten he/she must be 5yrs. old on or before Sept 1st.

Names of Children:

Last Name	First Name	Middle Name	Male/Female	Grade for 06-07	Birth date
-----------	------------	-------------	-------------	-----------------	------------

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

MIKUNDA, COTTRELL & Co.

A Professional Corporation

CERTIFIED PUBLIC ACCOUNTANTS & CONSULTANTS

215 Fidalgo, Suite 206 • Kenai, Alaska 99611

(907) 283-3484, Fax (907) 283-5842

Report on Applying Agreed-Upon Procedures – Observation of Enrollment Lottery

Members of the Board
Aurora Borealis Charter School
Kenai, Alaska

We have performed the procedures specified below, which were agreed to by the Aurora Borealis Charter School, solely to assist you with respect to the observation of enrollment lottery. This engagement to apply agreed-upon procedures was performed in accordance with standards established by the American Institute of Certified Public Accountants. The sufficiency of the procedures is solely the responsibility of the specified users of the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The following procedures were performed:

1. Observed the enrollment lottery process on April 10, 2001.
2. Recorded results of the enrollment lottery.

Based on the procedures performed, we are not aware of any material reporting matters to suggest that the enrollment lottery was not equitable and fair to all applicants.

We were not engaged to, and did not, perform an audit, the objective of which would be the expression of an opinion on the specified elements, accounts or items. Accordingly, we do not express such an opinion.

This report is intended solely for the information and use of the specified parties listed above and is not intended to be and should not be used by anyone other than these specified parties.

Mikunda, Cottrell & Co.

April 10, 2001

MIKUNDA, COTTRELL & Co.

A Professional Corporation

CERTIFIED PUBLIC ACCOUNTANTS & CONSULTANTS

215 Fidalgo, Suite 206 • Kenai, Alaska 99611

(907) 283-3484, Fax (907) 283-5842

Report on Applying Agreed-Upon Procedures – Observation of Enrollment Lottery

Members of the Board
Aurora Borealis Charter School
Kenai, Alaska

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The following procedures were performed:

1. Observed the enrollment lottery process on April 9, 2002.
2. Recorded results of the enrollment lottery.

Based on the procedures performed, we are not aware of any material reporting matters to suggest that the enrollment lottery was not equitable and fair to all applicants.

We were not engaged to, and did not, perform an audit, the objective of which would be the expression of an opinion on the specified elements, accounts or items. Accordingly, we do not express such an opinion.

This report is intended solely for the information and use of the specified parties listed above and is not intended to be and should not be used by anyone other than these specified parties.

Mikunda, Cottrell & Co.

April 9, 2002

MIKUNDA, COTTRELL & Co.

A Professional Corporation

CERTIFIED PUBLIC ACCOUNTANTS & CONSULTANTS

215 Fidalgo, Suite 206 • Kenai, Alaska 99611

(907) 283-3484, Fax (907) 283-5842

Report on Applying Agreed-Upon Procedures – Observation of Enrollment Lottery

Members of the Board
Aurora Borealis Charter School
Kenai, Alaska

We have performed the procedures specified below, which were agreed to by the Aurora Borealis Charter School, solely to assist you with respect to the observation of enrollment lottery. This engagement to apply agreed-upon procedures was performed in accordance with standards established by the American Institute of Certified Public Accountants. The sufficiency of the procedures is solely the responsibility of the specified users of the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The following procedures were performed:

1. Observed the enrollment lottery process on April 8, 2003 and April 9, 2003.
2. Recorded results of the enrollment lottery.

Based on the procedures performed, we are not aware of any material reporting matters to suggest that the enrollment lottery was not equitable and fair to all applicants.

We were not engaged to, and did not, perform an audit, the objective of which would be the expression of an opinion on the specified elements, accounts or items. Accordingly, we do not express such an opinion.

This report is intended solely for the information and use of the specified parties listed above and is not intended to be and should not be used by anyone other than these specified parties.

Mikunda, Cottrell & Co.

April 9, 2003.

MIKUNDA, COTTRELL & Co.

A Professional Corporation

CERTIFIED PUBLIC ACCOUNTANTS & CONSULTANTS

215 Fidalgo, Suite 206 • Kenai, Alaska 99611

(907) 283-3484, Fax (907) 283-5842

Report on Applying Agreed-Upon Procedures – Observation of Enrollment Lottery

Members of the Board
Aurora Borealis Charter School
Kenai, Alaska

We have performed the procedures specified below, which were agreed to by the Aurora Borealis Charter School, solely to assist you with respect to the observation of enrollment lottery. This engagement to apply agreed-upon procedures was performed in accordance with standards established by the American Institute of Certified Public Accountants. The sufficiency of the procedures is solely the responsibility of the specified users of the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The following procedures were performed:

1. Observed the enrollment lottery process on April 14, 2004.
2. Recorded results of the enrollment lottery.

Based on the procedures performed, we are not aware of any material reporting matters to suggest that the enrollment lottery was not equitable and fair to all applicants.

We were not engaged to, and did not, perform an audit, the objective of which would be the expression of an opinion on the specified elements, accounts or items. Accordingly, we do not express such an opinion.

This report is intended solely for the information and use of the specified parties listed above and is not intended to be and should not be used by anyone other than these specified parties.

Mikunda, Cottrell & Co.

April 14, 2004

RSM McGladrey Network

An Independently Owned Member

167

Offices: Anchorage, Kenai & Seward

MIKUNDA, COTTRELL & Co.

A Professional Corporation

CERTIFIED PUBLIC ACCOUNTANTS & CONSULTANTS

215 Fidalgo, Suite 206 • Kenai, Alaska 99611

(907) 283-3484, Fax (907) 283-5842

Report on Applying Agreed-Upon Procedures – Observation of Enrollment Lottery

Members of the Board
Aurora Borealis Charter School
Kenai, Alaska

We have performed the procedures specified below, which were agreed to by the Aurora Borealis Charter School, solely to assist you with respect to the observation of enrollment lottery. This engagement to apply agreed-upon procedures was performed in accordance with standards established by the American Institute of Certified Public Accountants. The sufficiency of the procedures is solely the responsibility of the specified users of the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The following procedures were performed:

1. Observed the enrollment lottery process on April 12, 2005.
2. Recorded results of the enrollment lottery.

Based on the procedures performed, we are not aware of any material reporting matters to suggest that the enrollment lottery was not equitable and fair to all applicants.

We were not engaged to, and did not, perform an audit, the objective of which would be the expression of an opinion on the specified elements, accounts or items. Accordingly, we do not express such an opinion.

This report is intended solely for the information and use of the specified parties listed above and is not intended to be and should not be used by anyone other than these specified parties.

Mikunda, Cottrell & Co.

April 12, 2005

MIKUNDA, COTTRELL & Co.

A Professional Corporation

CERTIFIED PUBLIC ACCOUNTANTS & CONSULTANTS

215 Fidalgo, Suite 206 • Kenai, Alaska 99611

(907) 283-3484, Fax (907) 283-5842

Report on Applying Agreed-Upon Procedures – Observation of Enrollment Lottery

Members of the Board
Aurora Borealis Charter School
Kenai, Alaska

We have performed the procedures specified below, which were agreed to by the Aurora Borealis Charter School, solely to assist you with respect to the observation of enrollment lottery. This engagement to apply agreed-upon procedures was performed in accordance with standards established by the American Institute of Certified Public Accountants. The sufficiency of the procedures is solely the responsibility of the specified users of the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The following procedures were performed:

1. Observed the enrollment lottery process on April 11, 2006.
2. Recorded results of the enrollment lottery.

Based on the procedures performed, we are not aware of any material reporting matters to suggest that the enrollment lottery was not equitable and fair to all applicants.

We were not engaged to, and did not, perform an audit, the objective of which would be the expression of an opinion on the specified elements, accounts or items. Accordingly, we do not express such an opinion.

This report is intended solely for the information and use of the specified parties listed above and is not intended to be and should not be used by anyone other than these specified parties.

Mikunda, Cottrell & Co.

April 11, 2006

7 Form # 05-01-027 Alaska Department of Education & Early Development

6.	RATING		COMMENTS
ALTERNATIVE OPTION	A	IA	N/A
(a) Is there a provision in place for students who do not wish to attend the charter school, even though it's the only option? ABCS is one of many elementary schools in the Kenai and Soldotna area. ABCS is a school of choice.			
<i>What Reviewers Will Look For: Evidence through a local written provision that there are alternative choices for students who choose not to attend the local charter school, even though it is the only local school available.</i>			
<i>Suggested Sources of Evidence: Check local provision.</i>			

7.	RATING		COMMENTS
ADMINISTRATIVE POLICIES	A	IA	N/A
(a) Is there an administrative policy that follows charter school law? See Attachment.			
(b) Does the school present evidence that there is a full and abiding understanding of the obligations of the administration in providing for the control and supervision of the charter school? See Attachment.			
(c) Is there compelling evidence that the school's leadership is strong? See Attachment.			
(d) Is there compelling evidence that the school has handled organizational challenges effectively and competently? See Attachment.			
(e) Are the mechanisms in place; (e.g. an advisory grievance committee) to respond to, and, where indicated, resolve complaints? See Attachment.			
<i>What Reviewers Will Look For: Evidence that the school is administered in an efficient and effective manner. Evidence that there is clear governance and administrative structures and problems are addressed adequately when they arise.</i>			
<i>Suggested Sources of Evidence: Written evaluations, formal complaints, leadership changes, board turnover, and examples of governance issues & how they are addressed, and the administrative policy manual.</i>			

AURORA BOREALIS CHARTER SCHOOL

705 Frontage Rd., Suite A
Kenai, AK 99611

Phone: 907-283-0292
Fax: 907-283-0293

Application and Rating Template

Administrative Policies

7.

ABCS has had very limited turnover in the past nine years in staff or Academic Policy Committee (APC) Members. Of the current thirteen certified staff members, we have only had one staff member leave in the last seven years. The administrator has been at the school for seven years. One APC member has nine plus years experience and all other members, with the exception of one, have three-six years experience.

During the seven years the administrator has been with the school, there has only been one formal complaint brought to the APC. That complaint involved a student discipline issue. It was resolved at the APC level.

ABCS utilizes the KPBSD policy manual. That manual is on-line at the KPBSD web site and is not included in this document.

8 Form # 05-01-027 Alaska Department of Education & Early Development

8.	RATING		COMMENTS
FUNDING ALLO	A	IA	N/A
<p>(a) Is a charter school budget summary in place that designates the funding allocation from the local school board in addition to a summary of the charter school budget? <i>ABCS follows the Kenai Peninsula Borough School District's budgetary process. This includes all budget transfers, purchases, etc.</i></p>			
<p>(b) Is the school district going to implement indirect costs? If so, what services are provided to the charter school for this indirect fee?</p>			
<p>(c) Will the charter school be eligible for the additional local revenue over the 4-mills required in the foundation program?</p>			
<p>(d) Has the charter school met the requirement to achieve a positive or zero ending fund balance?</p>			
<p>What Reviewers Will Look For: Evidence of an understanding of the financial management and reporting requirements associated with operating a school per the charter school budget summary.</p>			
<p>Suggested Sources of Evidence: A clear concise narrative statement providing sufficient evidence that the school has competently & effectively managed its finances. Evidence of an approved budget procedure for amending the budget, and procedures for amending budget minutes of meetings where the budget is adopted or amended.</p>			

9.	RATING		COMMENTS
FISCAL SOLVENCY	A	IA	N/A
<p>(a) Has the charter school, over the course of the initial charter, implemented a well-conceived financial plan to ensure the fiscal solvency of the charter school?</p> <p><i>ABCS follows all the Kenai Peninsula Borough School District's budgetary processes. Currently ABCS is in a financial position having a substantial fund balance.</i></p>			
<p>(b) Do the audit reports to date indicate that the school has met its obligation to ensure the fiscal integrity of the school's financial operation?</p>			
<p>(c) Has the school achieved efficiencies in its operation?</p>			
<p>What Reviewers Will Look For: Evidence of sound fiscal management and fiscal viability of the charter school as confirmed by a balanced budget.</p>			
<p>Suggested Sources of Evidence: Financial audits & financial statements.</p>			

9 Form # 05-01-027 Alaska Department of Education & Early Development

10.	RATING		COMMENTS
FACILITY	A	IA	N/A
<p>(a) Does the school present a clear and detailed plan for maintaining the present site or, if indicated, acquiring a suitable and adequate education facility?</p> <p>See Attachments.</p>			
<p><i>What Reviewers Will Look For: Evidence of how the charter school is in compliance with and is meeting their detailed facility plan.</i></p>			
<p><i>Suggested Sources of Evidence: A drawn schematic of the physical plant.</i></p>			

AURORA BOREALIS CHARTER SCHOOL

705 Frontage Rd., Suite A
Kenai, AK 99611

Phone: 907-283-0292
Fax: 907-283-0293

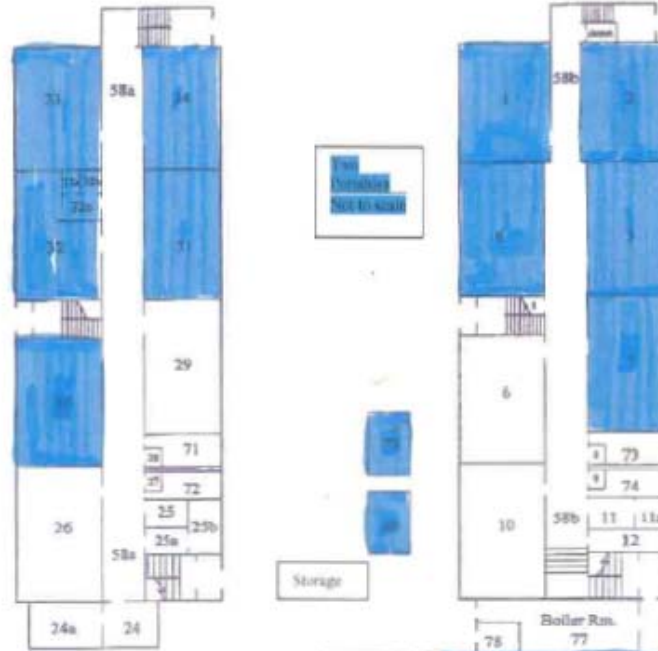
Application and Rating Template

Facility Plans

10.

ABCS is located in the old Kenai Elementary Building. The building is also home for the Kenai Alternative High School and the Boys and Girls Club. The building is a renovated Elementary School that meets all codes and requirements for a public school building. The gymnasium is shared with both of the other tenants. ABCS also has a joint use agreement with the Boys and Girls Club for a computer lab.

Even though ABCS has a long waiting list, enrollment is projected to remain at two hundred students.



Second Floor Plan



First Floor Plan

NOTE: Drawing Is Not To Scale

KENAI PENINSULA BOROUGH - MAINTENANCE DEPARTMENT
47140 East Poppy Lane, Soldotna, Alaska 99689

KENAI ELEMENTARY - Basic Floor Plan

By: MQM Revised: 12 - 10 - 96 Drawing 1 of 1

11.	RATING			COMMENTS
TEACHER TO STUDENT RATIO	A	IA	N/A	
(a) Is there a plan which adequately addresses teacher to student ratio?				
See Attachments.				
(b) Is the plan reasonably based on projected enrollment figures? See Attachments.				
What Reviewers Will Look For: Evidence that the school has a workable plan that addresses teacher to student ratio including projected enrollment figures.				
Suggested Sources of Evidence: Minutes of board meeting where staffing ratio was approved and evidence of deployment for determining enrollment projections.				

AURORA BOREALIS CHARTER SCHOOL

705 Frontage Rd., Suite A
Kenai, AK 99611

Phone: 907-283-0292
Fax: 907-283-0293

Application and Rating Template

Teacher to Student Ratio

11.

**ABCS states in its charter that the student-teacher ratio "shall be approximately 20 to 1".
The current classroom student-teacher ratio is 20 to 1.**

The turnover rate at ABCS has averaged less than 4% for the past two years.

Projected enrollment is based on the straight line current enrollment, as well as the sibling wait list. Future projected enrollment will be adjusted to take into account the district wide 2% annual decline in enrollment. Another factor that will be considered is projected transportation costs, as parents must provide transportation to and from school.

Teacher Student Ratio

11.

Here's a listing of our 2005-06 staffing formulas for classroom teachers:

Elementary K-6 >200

Kindergarten	1:20
Gr. 1-3	1:22
Gr. 4-6	1:26

Middle/Sr. >100

Gr. 7-12	1:23
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Small Schools <200

if <100	1:19
if 100-200	1:22
(1.0 minimum allocation)	

Actual class size can vary as these Pupil Teacher Ratios are used as a guide in staffing classrooms and are based on predicted enrollment. Formulas are also in place for our Counselors, Librarians, Elementary Specialists (Music, PE, Library), High School Athletic Directors and content specialists (small schools).

Wait List

Aurora Borealis has had an average waiting list of approximately three hundred students for the past five years. At this time we have 299 students on the waiting list. The list will not change until March 2007 when the lottery takes place.

Grade	COUNTS FOR 2006
MINI-KINDER	53
1	13
2	23
3	40
4	38
5	36
6	39
7	23
8	34
TOTAL ON WAIT LIST	299

12.	RATING		COMMENTS
ENROLLMENT	A	IA	N/A
(a) Has the student enrollment been stable? See Attachments.			
(b) Has the school's enrollment been at a maximum? See Attachments.			
What Reviewers Will Look For: Evidence that the school is viable in terms of student enrollment, has an adequate student recruitment process to attract students, and is successful enough to retain the number of students it projected in the charter application.			
Suggested Sources of Evidence: A written statement that is a reflective self-appraisal of strengths & weaknesses of the school's charter with credible & compelling plans for building on success, maintaining or increasing student enrollment & momentum, & making necessary changes for improvement of the school.			

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Application and Rating Template

Enrollment

12.

ABCS has been and continues to be very successful in providing students with a high quality of education as is indicated by the low turnover of students and the test scores. Parents, for the most part, are pleased with the quality of education that the students are receiving.

ABCS does not advertise or recruit students. Enrollment is stabilized and there is no plan for increase.

The staff continually monitors student progress and the general program through review of group and individual tests scores.

Aurora Borealis Charter School Enrollment

Year	Enrolled
1997-1998	73
1998-1999	85
1999-2000	91
2000-2001	99
2001-2002	130
2002-2003	151
2003-2004	178
2004-2005	178
2005-2006	182
2006-2007	178

10 Form # 05-01-027 Alaska Department of Education & Early Development

13.	RATING		COMMENTS
TEACHING METHOD/CURRICULUM	A	IA	N/A
(a) Does the school have a plan that addresses explicit teaching methods that will benefit an age group, grade level, or specific type of student? See Attachments.			
(b) Does the school have a systematic plan in place to monitor curriculum implementation and curriculum quality? See Attachments.			
(c) Has the school undertaken curriculum review and revision? See Attachments.			
(d) Is there evidence to support effective intervention with students who are “at risk?” See Attachments.			
(e) Is the school addressing the needs of students with educational disabilities? See Attachments.			
(f) Where applicable, does the school address the needs of students with limited English proficiency? See Attachments.			
What Reviewers Will Look For: Evidence that the school utilizes various teaching methods that would benefit specific age groups, grade levels, or explicit types of students. Evidence that the charter school has a written systematic plan to monitor curriculum implementation and quality, including curriculum review and revision. Evidence that the school is attracting and accommodating at-risk students and special education students and meeting their needs. Evidence that the school is complying with federal and state laws and regulations regarding these populations.			
Suggested Sources of Evidence: Check written plans on monitoring curriculum implementation, check that laws regarding special needs students are being adhered to. Evidence of an adopted curriculum/course of study, regular updating of curriculum/course of study.			

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Application and Rating Template

Teaching Method/Curriculum

13.

ABCS follows all the Federal, State and District guidelines regarding special needs students. ABCS maintains an intervention team that refers students to the district for evaluation. District personnel then provide required services.

During the August 2006 meeting, the APC approved the hiring of a consultant to review our assessment data and make any recommendations.

Inservice days are designated for review of all assessment data and curriculum alignment.

Aurora Borealis Charter School Standards of Performance

Aurora Borealis has high academic standards. In order to ensure that all parents and students understand what is expected, these written standards have been developed. Students may have some initial difficulty adjusting to Aurora Borealis academic program; however, the goal will always be to bring all students up to these written standards:

In general, the following standards will be followed for all grades; however, standards may vary by grade level according to developmental appropriateness:

I. Class work standards

- a. All students will complete assignments.
- b. Proper formatting, which includes name and assignment heading at the top right side of the paper, will be followed.
- c. Papers will have clear margins; left, right, top, and bottom.
- d. All mistakes should be clearly and completely erased. No doodling and drawings are allowed on assignment papers unless part of the assignment.
- e. All assignments will be turned in on time.

II. Handwriting standards

- a. Students are encouraged to write neatly using the approved alphabet. Teachers will instruct in correct letter formation.
- b. Cursive writing will be taught beginning in third grade and will be used on final drafts in grades 4-8
- c. Penmanship grades will be awarded randomly for assigned daily work. Papers receiving less than a C in penmanship will be redone until requirements are met.

III. Math paper standards

- a. Numbers should be carefully written in pencil.
- b. There should be clear space around each problem.
- c. Math fact standards are established for each grade level.
- d. Other requirements as set by teacher.

IV. Organization skills: Grades 3-8

All the students will have the following materials:

- a. A three-ringed binder with dividers and three-hole paper.
- b. Spiral bound notebooks will only be used in certain classes as learning logs or journals. Spiral bound notebooks paper will not be allowed for daily assignments.
- c. Assignments should always be placed in the appropriate section of the 3-ring binder.
- d. Holes should be on left side of paper when student begins work.
- e. Papers should not be ripped from notebooks.

- f. Notebooks will be periodically checked and graded.

V. Computer Writing standards

- a. All written assignments will be double-spaced and checked for spelling.
- b. Fringes will be torn off of computer paper, as applicable, before turning in assignments.
- c. Font and print size should be approved by the teacher prior to printing.

Homework

Your child will be assigned homework. Your responsibility as a parent is to show interest and provide an environment conducive to study. The following pointers may assist you in helping your child.

- Be a willing listener when your child talks about school activities.
- Provide a place to study that is well lighted.
- See that your child is distracted as little as possible while studying.
- Turn off the radio or television if it is in the room where the child is studying.
- Spend time reading to your child and listening to your child read. Ask the teacher to suggest reading materials for use at home.
- If possible, provide your child with resource materials, such as child's dictionary, reference books, and a globe---encourage their use.
- Help your child locate materials that are needed in class. (Remember the public library)
- Help your child work out a good study schedule. Two shorter study periods are usually better than one lengthy one.
- Allow time for other worthwhile after-school activities, but don't over schedule your child.
- Go over homework with your child to see it is carefully done and make encouraging comments. Homework helps instill a sense of responsibility and contributes to the development of good study habits.
- If your child is having difficulty with his schoolwork, ask the teacher how you can help.
- Watch educational programs with your child and help him understand what he is seeing.
- Provide opportunities to learn from experiences outside the classroom.

Aurora borealis at a Glance:

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	
Language Arts/	Riggs Reading, Open Court, Core Knowledge, Reading and Writing I. Poetry II. Poetry III. Fiction III. Sayings and Phrases	Riggs Reading, Open Court, Core Knowledge, Reading and Writing I. Reading and Writing II. Poetry III. Fiction III. Sayings and Phrases	Riggs Reading, Open Court, Core Knowledge, Reading and Writing I. Reading and Writing II. Poetry III. Fiction III. Sayings and Phrases	Riggs Spelling, Open Court, Core Knowledge, Reading and Writing I. Writing, Grammar, and Usage II. Poetry III. Fiction III. (Stories)	Riggs Spelling, Open Court, Core Knowledge, Reading and Writing I. Writing, Grammar, and Usage II. Poetry III. Fiction III. (Stories)	Riggs Spelling, Open Court, Core Knowledge, Reading and Writing I. Writing, Grammar, and Usage II. Poetry III. Fiction III. (Stories)	Riggs Spelling, Open Court, Core Knowledge, Reading and Writing I. Writing, Grammar, and Usage II. Poetry III. Fiction III. (Stories)	Riggs Spelling, Open Court, Core Knowledge, Reading and Writing I. Writing, Grammar, and Usage II. Poetry III. Fiction III. (Stories)	Riggs Spelling, Open Court, Core Knowledge, Reading and Writing I. Writing, Grammar, and Usage II. Poetry III. Fiction III. (Stories)	Riggs Spelling, Open Court, Core Knowledge, Reading and Writing I. Writing, Grammar, and Usage II. Poetry III. Fiction III. (Stories)

	Saxon K & Saxon I	Saxon 2	Saxon 2 & 3	Saxon 3-4	Saxon 4-5	Saxon 5-6	Saxon 6-7	Saxon Algebra 1/2	Saxon Algebra	
Math										
History and	World I. Spatial Sense II. Overview of the Seven Continents American I. Geography II. Native Americans III. Early Exploration	World I. Geography Early Civilization II. Mesopotamia, Ancient Egypt, History of the World Religion III. Mexico American	World I. Geography Early Civilization II. Asia (India, China) Modern Civilization and Culture Japan Ancient Greece	World I. World Geography (Spatial Sense, Canada, Important Rivers) II. Ancient Rome Geography of the Mediterranean Region, Roman	World I. World Geography (Spatial Sense, Canada, Important Rivers) II. Ancient Rome Geography of the Mediterranean Region, Roman	World I. World Geography (Spatial Sense, Canada, Important Rivers) II. Ancient Rome Geography of the Mediterranean Region, Roman	World I. World Geography (Spatial Sense, Canada, Important Rivers) II. Ancient Rome Geography of the Mediterranean Region, Roman	World I. World Geography (Spatial Sense, Canada, Important Rivers) II. Ancient Rome Geography of the Mediterranean Region, Roman	World I. World Geography (Spatial Sense, Canada, Important Rivers) II. Ancient Rome Geography of the Mediterranean Region, Roman	World I. World Geography (Spatial Sense, Canada, Important Rivers) II. Ancient Rome Geography of the Mediterranean Region, Roman

	Science
Science	World I. Plants and Animals II. Growth and Their Needs III. Human Body (Five Senses) I. Living Things and Their Environments II. Human Body (Five Senses) I. Cycles in Nature (Seasonal Cycles, Life Cycles, Water Cycle) II. Insects I. Introduction to Classification of Animals II. Human Body (Muscular, Circulatory, Respiratory Systems) I. Human Body (Circulatory, Respiratory, Digestive, Excretory, Reproductive Systems) II. Human Body (Circulatory, Respiratory, Digestive, Excretory, Reproductive Systems) I. Human Body (Circulatory, Respiratory, Digestive, Excretory, Reproductive Systems) II. Human Body (Circulatory, Respiratory, Digestive, Excretory, Reproductive Systems)

11 Form # 05-01-027 Alaska Department of Education & Early Development

14.	RAT		COMMENTS
COLLECTIVE BARGAINING	A	IA	N/A
<p>(a) Where applicable, does a collective bargaining contract exist that alludes to contract exemptions that are agreed to by both the school district and bargaining unit? ABCS employees adhere to the written collective bargaining contract of the Kenai Peninsula Borough School District.</p>			
<p>(b) If no contract exemptions are agreed to, are the employees of the charter school subject to all provisions of the collective bargaining agreements enforced in the school district?</p>			
<p>What Reviewers Will Look For: Evidence that a written collective bargaining contract exists, if applicable, regarding contract exemptions. In the event of no contract exemptions, evidence that the employees of the charter school are subject to all provisions of the school district's collective bargaining agreements.</p>			
<p>Suggested Sources of Evidence: Written collective bargaining unit contract, and board approval of exemptions from the collective bargaining agreement.</p>			

15.	RATING		COMMENTS
CONTRACT TERMINATION	A	IA	N/A
(a) Is there a charter school contract termination clause currently in effect? See Attachments.			
<i>What Reviewers Will Look For:</i> Evidence that a written charter school contract termination clause is present.			
<i>Suggested Sources of Evidence:</i> Check for written charter school termination clause.			

AURORA BOREALIS CHARTER SCHOOL CONTRACT

THIS AGREEMENT is between Aurora Borealis Charter School, whose address is 705 Frontage Road, Suite A, Kenai, Alaska 99611, hereinafter "Charter School", and the Kenai Peninsula Borough School Board, whose address is 148 N. Binkley, Soldotna, Alaska 99669, hereinafter "School Board".

WHEREAS, Charter School desires to operate within the Kenai Peninsula Borough School District (hereinafter "School District") in conformance with Alaska Statute 14.03.250-.290 and School District policies and procedures; and

WHEREAS, at its meeting dated October 23, 2006, the School Board reviewed and approved Charter School's application; and

WHEREAS, at its meeting dated January 26, 2007, the Alaska State School Board reviewed and approved Charter School's application:

NOW THEREFORE, in consideration of the mutual covenants and agreements contained herein, the parties do agree as follows:

Charter School shall provide educational programs and services subject to the terms and conditions of this contract, commencing with the first day of school in the School District for the 2007-2008 school year and continuing through the last day of school in the 2011-2012 school year.

1. **Educational Program:** Charter School shall provide an educational program which shall advance basic skill areas including mathematics, science, language arts and social studies appropriate to the age of students included in the program. Additionally, the educational program shall be designed as defined in Charter School Proposal as approved by School District and by the Alaska State Board of Education.

2. **Achievement Levels:** Charter School's educational program shall meet the specific levels of achievement specified in the proposal.

3. **Policies and procedures:** Except as otherwise provided herein, Charter School is required to comply with School Board policies and procedures, and Alaska Department of Education regulations. To develop and implement admission and administrative policies for the school, the Charter School shall establish an Academic Policy Committee.

a. **Admission Policies and Procedures:** Any resident of the school district that is otherwise eligible to attend Kenai Peninsula School District schools may apply for admission to the Charter School. In addition, the Charter

School shall adhere to the admissions policies and procedures specified in the proposal.

b. Administrative Policies: Charter School shall adhere to Charter School administrative policies as specified in the proposal.

c. The Charter School shall prohibit violence and the use or possession of drugs, alcohol, tobacco and weapons on school grounds. Disciplinary proceedings for violations shall be consistent with applicable Alaska Statutes, state and federal regulations and school district policies.

4. Funding: School District shall allocate funding for Charter School in accordance with State Law, less administrative costs determined by applying the DOE approved indirect cost rate to the amount allocated for Charter School. An annual budget for Charter School shall be submitted to School District according to schedules established by the district. Funds shall be made available to Charter School on July 1 of each year of this contract. The amount of the budget will be adjusted immediately following the ADM count period as established by the State of Alaska.

5. School District Charges: All materials and services provided by School District to Charter School shall be provided to Charter School at rates equal to those charged to other schools in the district.

No tuition shall be charged to Charter School students who reside in the district. Fees consistent with School District policy and collected from Charter School students shall be retained by Charter School.

6. Budget and Accounting: Charter School shall account for receipts and expenditures by using and complying with the school district purchasing and accounting systems. Charter School covenants and agrees that it shall comply with all state and federal requirements for receipt and use of public money.

7. Facility: Charter School shall be operated at the following location: Aurora Borealis Charter School, 705 Frontage Road, Suite a, Kenai, Alaska 99611.

KPBSD covenants and warrants that the current facility complies with all local, state and federal health and safety requirements applicable to other public schools in the district.

ABCS agrees to pay utilities at a rate agreed upon on an annual basis.

8. Teachers and Support Staff: At the time of executing this contract, Charter School anticipates that the following teachers and support staff will perform teaching/support services in the charter school:

a) Administrator

- b) Teachers as Budgeted
- c) Secretary
- d) Custodial staff
- e) Other staff as required

Charter School shall promptly provide School District with written notice of any permanent changes to staff. It is agreed and understood that all employees will be recruited and employed through district processes and that teachers must sign a written contract with School District before providing services. Unless the School District and any association representing a teacher or support employee agree to an exemption, all provisions of an existing negotiated or collective bargaining agreement applicable to employees shall remain in effect while the employee provides services at Charter School.

The Charter School agrees to hire an administrator with Class B Alaska certification.

9. **Teacher-to-Student Ratio:** Charter School agrees to maintain the teacher-to-student ratio as defined in the charter school proposal approved by School District.

10. **Enrollment:** Charter School shall enroll a minimum of twenty (20) students at all times and shall enroll a maximum number of students as specified in the proposal.

11. **Contract Term:** This contract shall be effective upon complete execution and shall terminate at the end of five (5) academic years unless earlier terminated as provided elsewhere herein.

12. **Termination:** This contract may be terminated by School Board for Charter School's failure to meet educational achievement goals or fiscal management standards, for a default in any material provision of this agreement or for other good cause. The School Board shall provide 90 days written notice to Charter School of its intent to terminate this contract and the reasons therefore. If Charter School fails to remedy the cause for termination within the time provided by School District, this contract shall automatically terminate at the end of the stated time. Any unused funds and all properties remaining shall immediately be returned to the School District upon such termination.

13. **Equal Access:** Charter School covenants and agrees that it shall not discriminate against applicants based upon any of the protected classes, and that it shall provide equal access to its facilities to all students in compliance with state and federal law.

14. **Nonsectarian:** The Charter School shall be nonsectarian, and shall not be affiliated in any respect with any sectarian institution.

15. Charter School Proposal: The Charter School Proposal as approved by the Alaska State Board of Education is hereby incorporated into this contract. This contract shall bind Charter School to its stated purpose, goals, operational procedures, and all other aspects of the approved proposal.

This Charter School was approved by the Kenai Peninsula School Board on October 23, 2006 and was approved by the Alaska State Board of Education on January 26, 2007. The Undersigned agree to this entire contract as specified herein.

Signed _____ Date _____ (For School District)

Signed _____ Date _____ (For Charter School)

ALASKA STATUTES

Article 2. Charter Schools

250. Establishment of charter schools

255. Organization and operation of a charter school

260. Funding for charter school

265. Admission

270. Teacher or employee transfers, evaluations, and negotiated agreements.

275. Contracts; duration

280. Regulations

290. Definitions

Sec. 14.03.**250.** Establishment of charter schools.

(a) A charter school may be established as provided under AS 14.03.250 - 14.03.290 upon the approval of the local school board and the state Board of Education and Early Development of an application for a charter school. The state Board of Education and Early Development may not approve more than 60 charter schools to operate in the state at any one time.

(b) A local school board shall prescribe an application procedure for the establishment of a charter school in that school district. The application procedure must include provisions for an academic policy committee consisting of parents of students attending the school, teachers, and school employees and a proposed form for a contract between a charter school and the local school board, setting out the contract elements required under AS 14.03.255 (c).

(c) A local school board shall forward to the state Board of Education and Early Development applications for a charter school that have been approved or denied by the local board.

Sec. 14.03.**255.** Organization and operation of a charter school.

(a) A charter school operates as a school in the local school district except that the charter school (1) is exempt from the local school district's textbook, program, curriculum, and scheduling requirements; (2) is exempt from AS 14.14.130 (c); the principal of the charter school shall be selected by the academic policy committee and shall select, appoint, or otherwise supervise employees of the charter school; and (3) operates under the charter school's annual program budget as set out in the contract between the local school board and the charter school

under (c) of this section. A local school board may exempt a charter school from other local school district requirements if the exemption is set out in the contract. A charter school is subject to secondary school competency testing as provided in AS 14.03.075 and other competency tests required by the department.

(b) A charter school shall

- (1) keep financial records of the charter school;
- (2) oversee the operation of the charter school to ensure that the terms of the contract required by (c) of this section are being met;
- (3) meet regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school; and
- (4) meet with the academic policy committee at least once each year to monitor progress in achieving the committee's policies and goals.

(c) A charter school shall operate under a contract between the charter school and the local school board. A contract must contain the following provisions:

- (1) a description of the educational program;
- (2) specific levels of achievement for the education program;
- (3) admission policies and procedures;
- (4) administrative policies;
- (5) a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget;
- (6) the method by which the charter school will account for receipts and expenditures;
- (7) the location and description of the facility;
- (8) the name of the teacher, or teachers, who, by agreement between the charter school and the teacher, will teach in the charter school;
- (9) the teacher-to-student ratio;
- (10) the number of students served;
- (11) the term of the contract, not to exceed a term of 10 years;
- (12) a termination clause providing that the contract may be terminated by the local school board for the failure of the charter school to meet educational achievement goals or fiscal management standards, or for other good cause;
- (13) a statement that the charter school will comply with all state and federal requirements for receipt and use of public money;

(14) other requirements or exemptions agreed upon by the charter school and the local school board.

(d) A charter school may be operated in an existing school district facility or in a facility within the school district that is not currently being used as a public school, if the chief school administrator determines the facility meets requirements for health and safety applicable to public buildings or other public schools in the district.

Sec. 14.03.260. Funding for charter school.

(a) A local school board shall provide an approved charter school with an annual program budget. The budget shall be not less than the amount generated by the students enrolled in the charter school less administrative costs retained by the local school district, determined by applying the indirect cost rate approved by the Department of Education and Early Development. The "amount generated by students enrolled in the charter school" is to be determined in the same manner as it would be for a student enrolled in another public school in that school district.

(b) The program budget of a charter school is to be used for operating expenses of the educational program of the charter school, including purchasing textbooks, classroom materials, and instructional aids.

(c) The charter school shall provide the financial and accounting information requested by the local school board or the Department of Education and Early Development and shall cooperate with the local school district or the department in complying with the requirements of AS 14.17.910 .

(d) The expenses of housing nonresident students who attend the charter school, including room, board, and other reasonable housing expenses, may not be paid for with state money but may be paid for with funds contributed by sources other than the state.

Sec. 14.03.265. Admission.

(a) The program of a charter school may be designed to serve

- (1) students within an age group or grade level;
- (2) students who will benefit from a particular teaching method or curriculum; or
- (3) nonresident students, including providing domiciliary services for students who need those services, if approved by the board.

(b) A charter school shall enroll all eligible students who submit a timely application, unless the number of those applications exceeds the capacity of the program, class, grade level, or building. In the event of an excess of those applications, the charter school and the local school board shall attempt to accommodate all of those applicants by considering providing additional classroom space and assigning additional teachers from the district to the charter school. If it is not possible to accommodate all eligible students who submit a timely application, students shall be accepted by random drawing. A school board may not require a student to attend a charter school.

(c) In addition to other requirements of law, a charter school shall be nonsectarian.

Sec. 14.03.270. Teacher or employee transfers, evaluations, and negotiated agreements.

(a) A teacher or employee may not be assigned to a charter school unless the teacher or employee consents to the assignment.

(b) All provisions of an existing negotiated agreement or collective bargaining agreement applicable to a teacher or employee of a district apply to that teacher or employee if employed at a charter school in that district, unless the district and the bargaining unit representing the teacher or employee agree to an exemption.

(c) A teacher in a charter school shall be evaluated in an equivalent manner as all other teachers in the district, except that if there is no administrator assigned to the charter school, the local school board, with the agreement of the charter school, shall designate a school district administrator in that district to evaluate a teacher in a charter school.

Sec. 14.03.275. Contracts; duration.

A contract for a charter school may be for a term of no more than 10 years.

Sec. 14.03.280. Regulations.

The state Board of Education and Early Development may adopt regulations under AS 44.62 (Administrative Procedure Act) necessary to implement AS 14.03.250 - 14.03.290.

Sec. 14.03.290. Definitions.

In AS 14.03.250 - 14.03.290

- (1) "academic policy committee" means the group designated to supervise the academic operation of a charter school and to ensure the fulfillment of the mission of a charter school;
- (2) "charter school" means a school established under AS 14.03.250 - 14.03.290 that operates within a public school district;
- (3) "local school board" means a borough or city school board or a school board of a regional educational attendance area;
- (4) "parent" means a biological, adoptive, or foster parent, or an adult who acts as guardian of a child and makes decisions related to the child's safety, education, and welfare;
- (5) [Repealed, Sec. 102 ch 21 SLA 2000].
- (6) "teacher" means a person who serves a school district in a teaching, counseling, or administrative capacity and is required to be certificated in order to hold the position.

ALASKA ADMINISTRATIVE CODE

TITLE 4

EDUCATION & EARLY DEVELOPMENT

JULY 2002 SUPPLEMENT

INCLUDING REGISTERS 153 THROUGH 162

4 AAC 33.110. Charter schools

(a) A local school board shall prescribe the application procedure described in AS 14.03.250 (b). The procedure must be in writing and must be available upon request at the local school board's central office. The local school board shall include each document necessary to conduct a thorough review of the charter school, including

- (1) a copy of the charter;
- (2) a list of the members of the academic policy committee and their qualifications;
- (3) the length of term of the charter;
- (4) the charter school's bylaws;
- (5) education programs to be offered at the charter school, including promotion and graduation requirements;
- (6) a written instructional program that addresses academic standards, including the statewide student assessment system under 4 AAC 06.710 - 4 AAC 06.790;
- (7) written objectives for program achievement, including assessment, staff development activities, and a school schedule and calendar;
- (8) plans for serving special education, vocational education, gifted, and bilingual students;
- (9) written admissions procedures;
- (10) if the charter school is the only school in the community, an alternative option for students not wishing to attend the charter school;
- (11) a written administrative policy manual;
- (12) a written budget summary and financial plan;
- (13) a written plan for the charter school's facility;

- (14) a written plan that addresses the teacher-to-student ratio, including projected enrollment figures;
 - (15) a written student recruitment process, including a lottery or random drawing mechanism for enrollment if applicants exceed the school's capacity;
 - (16) any written collective bargaining contract with teachers or employees;
 - (17) the written termination clause that must appear in the contract between the charter school and the local school board; and
 - (18) proof of compliance with applicable law.
- (b) Repealed 3/31/2002.
- (c) Repealed 3/31/2002.
- (d) Repealed 3/31/2002.
- (e) Repealed 3/31/2002.
- (f) Repealed 3/31/2002.
- (g) No later than 20 working days after a local school board's decision to approve or deny an application for a charter school, the local school board shall mail to the commissioner the application and the decision, including the supporting documents required by (a) of this section, and the minutes of the local school board meeting at which the charter school was approved or denied. The State Board of Education and Early Development will not approve an application that contains insufficient information to determine compliance with applicable law.
- (h) The State Board of Education and Early Development will review applications for charter schools in the order that they are received under (g) of this section.
- (i) The State Board of Education and Early Development will approve an application for a charter school if the
- (1) local school board has approved the application; and
 - (2) application and other information available to the State Board of Education and Early Development demonstrate, to the satisfaction of the State Board of Education and Early Development, that the local school board and the charter school have complied with, and will continue to comply with, state and federal law, including AS 14.03.250 - 14.03.290 and this section.
- (j) Repealed 3/31/2002.
- (k) A decision of the State Board of Education and Early Development under (i) of this section is a final agency action for purposes of an appeal to the superior court.

(l) The department may audit the charter school's program during the charter period, and may take any action necessary to ensure compliance with federal and state law, including the withholding of money under AS 14.07.070 .

(m) Complaints involving the operation of a charter school shall be initially referred to the local school board for investigation. The local school board shall provide any relevant document concerning the complaint to the commissioner upon request.

(n) Repealed 8/6/2004.

(o) In this section,

- (1) "charter school" has the meaning given that term in AS 14.03.290 ;
- (2) "commissioner" means the commissioner of education and early development;
- (3) "department" means the Department of Education and Early Development;
- (4) "local school board" has the meaning given that term in AS 14.03.290 .

(Eff. 4/27/96, Register 138; am 3/31/2002, Register 161)

Authority: AS 14.03.250 AS 14.03.263 AS 14.03.280 AS 14.07.020 AS 14.07.060

Editor's note: The address for mailing the application and decision described in 4 AAC 33.110(g) is Commissioner, Department of Education and Early Development, 801 West Tenth Street, Suite 200, Juneau, Alaska 99801-1894.

As of Register 151 (October 1999), the regulations attorney made technical revisions under AS 44.62.125 (b)(6) to reflect the name change of the Department of Education to the Department of Education and Early Development made by ch. 58, SLA 1999, and the corresponding title change of the commissioner of education.

