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

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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 <u>signed</u> 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 <u>must</u> 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. 10 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.

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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.	RATIN	COMMENTS
ACADEMIC POLICY COMMITTEE	A IA	N/A
(a) Has the school's independent The n academic policy committee operated at an acceptable level?	ninutes are	available at the school site and in the KPBSD binder.
(b) Is there an independent Yes academic policy on file?		
What Reviewers Will Look For: Eviden academic policy.	ce that the	school is meeting the objectives as stated in the independent
Suggested Sources of Evidence: The nu	mber of acc	ademic policy sessions and the minutes from those committee

2.	RATING	COMMENTS
LAW PROV	A IA	N/A

(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.

(b) Have the responsibilities of academic policy committee regarding provisions of the law

meetings.

been fully addressed? See Attached. Other evidence is available at the school site and in the KPBSD binder.

(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.

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, sience, 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.
- Achievement Levels: Charter School's educational program shall meet the specific levels of achievement specified in the proposal.
- 3. <u>Policies and procedures</u>: 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. <u>Admission Policies and Procedures</u>: 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

proposai.

- b. <u>Administrative Policies</u>: 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. <u>School District Charges</u>: 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. <u>Budget and Accounting</u>: 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.
- 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. <u>Teachers and Support Staff</u>: 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.

- <u>Teacher-to-Student Ratio</u>: Charter School agrees to maintain the teacher-to-student ratio as defined in the charter school proposal approved by School District.
- 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. <u>Contract Term</u>: 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 an federal law.
- 14. Nonsectarian: The Charter School shall be nonsectarian, and shall not be affiliated in any respect with any sectarian institution.

This contract shall bin	ard of Education is hereby inco d Charter School to its stated po her aspects of the approved pro	urpose, goals, operational
		4
October 23, 2006 and	chool was approved by the Kena was approved by the Alaska Sta Undersigned agree to this entit	te Board of Education on
Signed	Date	(For School District)
Signed	Date	(For Charter School)

Charter School Proposal: The Charter School Proposal as approved

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
- To seek funds, contributions, grants, and to take gifts, bequests, and to do any other lawful act, and
- To conduct its affairs in accordance with the mission statement above.
- To exercise all such powers as are provided by State and Federal law, Kenai Peninsula Borough School District policy, and these Bylaws.

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.
- 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:
 - Six parents [or guardians] of currently enrolled ABCS students, elected at large.
 - 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

- 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]:
 - Parent seats must be filled by parents [or guardians] of students currently attending ABCS [School] and may not be filled by a paid employee.
 - Only one parent per family may serve on the [Board] APC.
 - Nominations shall be taken in writing [for one month previous to the election] during the month of March.
 - [Nominations shall be taken from the floor of the election meeting.]
 - [Nominees must be present to accept or a written acceptance must be provided prior to, or at, the election meeting.]
 - [Nominees and nominators must have children currently enrolled at ABC School.]
 - [Elections shall be conducted using secret bailot.
 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.
 - One ballot per family. In cases involving custody, <u>only one</u> custodial parent <u>and/or guardian</u> shall have the voting privilege.
 - Elected members shall be seated at the next meeting of the APC [Board] following May 30.
- 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.
- [Advisory Student Representative Seat

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

 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.

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

- Review and approve annual budget, enrollment, legal contracts, employment, curricula, co-curricular activities, staff training and travel, field trips, policies, and procedures.
- To provide written delegation of authority and description of duties for day-to-day operations of the school to Head Teacher/Director and staff.
- 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.

- The APC Board shall make a report at the biannual general membership meetings.
- 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 no 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.
- Members of the APC Board shall receive no compensation for their services as members of the board.
- 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.
- 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.
- 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.

- Such a recommendation shall be voted on by the membership at the next parent meeting.
- Notification of such action taken shall be given to the membership in a timely manner.
- 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:
 - Building and Maintenance
 Research facility availability, new building, maintenance needs, and furniture needs, etc.,
 and report to the Board.
 - 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.

- 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.
- Grants

Research and applications. Shall report to the Board.

- Public Relations
 - Gather information and publish school newsletter, prepare articles and information for local newspapers, radio, public notices, etc.
- Library
 - Maintain and expand library. Promote reading activities.
- Curriculum
 - Research and send for samples in conjunction with the staff. Report to the Board.

- 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.

- 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.
- 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

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.	RAT	ING	Г	COMMENTS
EDUCATION PROGRAMS	A	IA	N/A	
(a) Has the school made reaprogress in meeting its academic goals? See Atta		;		
(b) Has the school demonst progress, where applicable, the statewide assessment?	on	ached		
(c) Has the school demonst progress, where applicable, other assessments? See At	on			
(d) Does the school use its assessment data to drive decision-making in curricul and instruction? See Attac				
(e) Where performance-bas assessments are used, does school have clear criteria?	the			

exceeds the academic standards, including assessments set by the state.

Suggested Sources of Evidence: Promotion & graduation requirements & results of assessments that determine whether students are achieving standards.

Department of Education & Early Development Office of the Commissioner

FRANK H. MURKOWSKI, GOVERNO

Goldbelt Place 801 West 10th Street, Suite 200 Juneau, Alaska 99801-1894 (907) 465-2800 (907) 455-4156 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.

- 8 GRADE

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.

		Rea	Reading	6.		Writ	Bu.	3 3 1		1	Mari	hemati	ş		
Proficiency Level		Perform	Performance by Standard	andard		Perfor	nance by St	andard		î. 41.		Performance	voe by Star	dard	-
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Points Possible	72	9	31	13	70	27	24		72		6	(3 4)	8	6	
School Average Points Earned	54.1	14.6	28.5	11.0	51.9	23.5	20.3	1.8	57.7	11.8	8.8	12.9	7.8	8.1	
Average Scale Score	484	477	506	473	450	467	441	475	469	454	460	514	454	444	418
District Average Scale Score	384	38	380	386	370	371	372	381	363	365	361	370	996	368	386
State Average Scale Score	368	370	373	37.1	360	360	363	367	356	357	358	361	360	357	366

PROFICIENCY LEVEL SUMMARY

A					Reading					Writing			\$200 CO	SS. Ma	themati	:soi	1
Number 19 15 3 0 0 16 15 3 0 0 18 17 100.0K 83.3K 16.7K 0.0K 0.0K 100.0K 83.3K 16.7K 0.0K 0.0K 100.0K 94.4K 1.0K 1.0K 1.1K 100.0K 94.4K 1.0K 1.			Total	4	۵	de	FBP	Total	4	۵	8	FBP	Total	¥.5.	٠ -	æ	FBP
Parcent 100.005 83.37 16.75 0.05 100.05 83.35 16.75 0.05 100.05 94.45 Number 666 306 268 62 30 665 200 349 119 7 666 218 Tealer 100.05 45.55 40.25 9.35 4.85 100.05 30.15 41.05 11.15 100.05 31.02 Tealer 100.05 36.55 40.25 11.95 9.35 100.05 239.35 43.65 22.45 2.45 100.05 33.05 Percent 100.05 38.55 40.35 11.95 9.35 100.05 29.35 45.65 22.45 2.45 100.05 33.05 Percent 100.05 38.55 40.35 11.95 9.35 100.05 29.35 45.65 22.45 2.45 100.05 33.05 Percent 100.05 38.55 40.35 11.95 9.35 100.05 29.35 45.65 22.45 2.45 100.05 33.05 Percent 100.05 38.55 40.35 11.95 9.35 100.05 29.35 45.65 22.45 2.45 100.05 33.05 Percent 100.05 38.55 40.35 11.95 9.35 100.05 29.35 45.65 22.45 2.45 100.05 33.05 Percent 100.05 38.55 40.35 11.95 9.35 100.05 29.35 45.65 22.45 2.45 100.05 Percent 100.05 38.55 40.35 11.95 9.35 100.05 20.35 45.65 22.45 2.45 100.05 Percent 100.05 38.55 40.35 11.95 9.35 100.05 20.35 45.65 20.45 2.45 2.45 2.45 100.05 Percent 100.05 40.35	Cohool	Number Tested	\$	15	m	0	۰	91	5	9	۰	۰	82 -	11	-	۰	0
Number 666 306 268 62 30 665 200 349 113 7 666 218 Tested 100.05 45.5% 40.2% 9.3% 4.8% 100.0% 30.1% 61.6% 17.0% 1.1% 100.0% 32.7% Number 9373 3613 3760 1118 862 9381 2748 4306 2105 222 9400 3102 Percent 100.05 38.5% 40.3% 11.9% 9.3% 100.0% 29.3% 48.9% 22.4% 2.4% 100.0% 39.0%	POLICE	Percent	100.001	100	16.7%	0.0X	0.0%	100.00	83.3%	16.7%	0.0%	0.0%	100.0%	94.4%	5.6%	0.0%	0.0%
Percent 100.0% 45.5% 40.2% 0.3% 4.5% 100.0% 51.7% 17.0% 1.1% 100.0% 22.7% Number 9373 35613 3760 1116 862 9381 2746 4306 2105 222 9400 3102 Percent 100.0% 38.5% 40.3% 11.9% 9.3% 100.0% 29.3% 48.9% 22.4% 3.4% 100.0% 39.0%	1	Number	999	306	268	62	. 30	665	200	240	113	7	999	218	323	73	32
Number 9373 3613 3780 1118 862 9381 2748 4306 2105 222 9400 3102 Teach Teach 100.0% 38.5% 40.3% 11.9% 9.3% 100.0% 29.9% 48.9% 22.4% 2.4% 100.0% 33.0%	District	Percent	100.00	45.9%	40.2%	9.3%	4.5%	100.001	30.1%	51.9%	10.71	1.1%	100.001	32.7%	48.5%	11.00	7.8%
Percent 100.0% 38.5% 40.3% 11.9% 9.3% 100.0% 29.3% 48.9% 22.4% 2.4% 100.0% 33.0%	å	Number Tested	9373	3613	3780	1118	862	9381	2748	4306	2105	222	9400	3102	4019	1127	1152
		Percent	100.001	38.5%	40.3%	11.9%	9.2%	100.0%	29.3%	45.9%	22.4X	2.4%	100.001	33.0%	42.8%	12.0%	12.3%

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

24-249010 05/12/06 06:47

DRIC ACATES



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

8 0 PAGE:

PERFORMANCE SUMMARY

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

		Rea	ding			Writing	ing	of the state of	, ja		Ma	themati	း		The same
Proficiency Level Comparison		Perfor	nance by St	andard		Perform	nance by \$4	andard			300	Performa	nice by Stan	dard	
The Publishmery and lottile across strategies are included and strategies has included at the publishmer of the publishm	Isavo	72.7 Word identification Skills	R22, R2.4-R26 Formaly a General Understanding	F2 7-P2_10 Arabasis of Content and Structure	lknavO	WZ.1, WZ.2 Write Using a Variety of Forms	Sauctures and Conventions	osins 7.5W	listevO	S. NA notheremul/i	N2.2 Memeruecelli	M3.2 Estimation & Computation	MH.2 Functions & He lationships	M6.2 Geometry	Me.2 Satisfice Probability
Points Possible	74	13	32	15	7.4	24	24	12	74	91		13	6		10
School Average Points Earned	47.7	10.8	26.4	to. 5	43.8	17.7	17.3	8,7	51.2	14.2	5.5	11.3	7.1	5,8	7.3
Average Scale Score	424	432	435	432	413	425	408	425	394	442	368	434	40B	380	393
District Average Scale Score	383	390	383	393	379	388	376	38.7	358	375	360	371	356	360	370
State Average Scale Score	369	375	369	377	366	371	366	373	349	364	357	357	345	355	353

PROFICIENCY LEVEL SUMMARY

							TOTAL PRINCIPLE COMMENT	1		1						
) .) .) .a	Reading	_		1.		Writing	iv.			Ma	themati	g	100
		Total	٧	4	å	FBP	Total	¥	d //	86	FBP	Total		•	8	FBP
Serboo	Number	23	ž.	10	°	0	8	Ξ	12	0	۰	23	ā	-	-	0
	Percent	100.001	65.2%	34.8%	0.0%	0.0%	100.0%	47.8%	52.2%	0.0%	0.0%	100.00	65.2%	30.4%	4.3%	0.0%
District	Number	602	197	340	\$. 17	603	169	364	69	-	602	206	278	99	en :
	Percent	100.001	32.7%	56.5%	8.0%	2.8%	100.0%	28.0%	60.4%	11.4%	0.2%	100.001	34.2%	46.2%	11.0%	8.6%
State	Number	9224	2560	4745	1179	740	9226	2383	4968	1764	ŧ	9236	2992	3758	1236	1250
	Percent	100.0%	27.8%	51.4%	12.8%	8.0%	100.0%	25.8%	53:8%	19.1%	1.2%	100.0%	32.4%	40.7%	13,4%	13.5%
										l			İ			

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

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

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

e 9 PAGE:

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."

		Rea	ding	Γ		Writ	Bul				Ma	thematics	9		
Proficiency Level Comparison		Perform	ormance by Standard	andard		Perform	nance by S	Standard		ŝ		Performan	ince by Stan	dard	
The Professory level scriet score and wear war decayed for informat chain comparisons of it. These comparisons of it. These levels are some scriet come information for some scriet, or accord. The average for a group of scores maint has destructed as several to the group. A definition of a group of scores maint has destructed as several to the group. A definition of a group is to compare the programment of a group is to compare the programment of a group is to compare the programment week.	llenevO	R23 Word Identification Skills	R22, R2.4 R26 Forming a General Understanding	R2 7-R2.10 Analysis of Content and Situ cture	lienwO	W2.1, W22 Vivine Daing a Variety of Forme	W2.3 Studbies and Conversions	P SAME Banke	iteravO	S, IM noderembé	NQ.2 Measurement	N3.2 Estimation & Computation	MH.2 Functions & Relationships	M6.2 Geometry	Vicine Probability
Points Possible	72	7.00	27	4	7.4	33	11	13	7.2	14	•	15		10	•
School Average Points Earned	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 Scale Score	424	436	432	421	422	427	406	440	415	425	410	429	382	438	388
District Average Scale Score	378	188	380	385	368	367	374	380	352	367	350	361	348	358	999
State Average Scale Score	366	371	366	372	356	359	364	365	342	348	345	347	343	352	343

PROFICIENCY LEVEL SUMMARY

			Č.	Reading		Г	1.00		Writing				Ma	Mathemati	S	1.0
		Total	¥	۵	99	FBP	Total	A.		8	FID	Total	A	٩	de	FBP
1	Number	23	13	10	0	۰	23	:	;	-	0	23	ð.	ın	64	٥
9CH06	Percent	100.00	56.5%	43.5%	0.0%	0.0%	100.00	47.8%	47.8%	4.3%	0.0%	100.00	69.6X	21.7%	8.77	0.00
Metalica	Number	669	218	387	10 10	29	959	186	402	104	•	169	269	992	102	9
DISCUSO	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%	8.6%
ates	Number	9415	2562	4872	1311	670	9411	2357	4928	2044	82	9426	3324	3241	1612	1249
	Percent	100.0%	27.2%	51.7%	13.9%	7.1%	100.0%	25.0%	52.4%	21.7%	0.9%	100.05	35.3%	34.4%	17.1%	13.3%
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Proficiency Level. A = Advanced, P = Proficient, BP = Below Proficient, FBP 4 Far Below Proficient

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

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

48 PAGE:

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. 1.	Rea	Reading	Г		Write	Writing				Ma	Mathematics			
Proficiency Level Comparison		Perform	Performance by Standard	andard		Perform	Performence by Standard	landard				Performance	ice by Standar	Page	
The Proteinery level scale scale scale state and sequent an incident angues were accompanied for the second sequent and sequent and sequent and sequent and sequent and sequent scale some hardward and sequent sequen	lis 16/10	R2.1 Word id entification Skills	R22, R2.4-R26 Forming a Gereral Understanding	01,29-7,29 Instruction of stayler A and but is bue	lis1#/O	VV2.1, VV2.2 VV file Using a Variety of Forms	VV2.3 Structures and Conventions	Wevbe Revbe	lls1ev≎	M1,2 Numeration	S. SM From onuseoM	Mrá 2 Estimation & Computation	SAM Functions & Relationships	We 'S	M6.2 Satisfics/Probability
Points Possible	72	Ŧ	3.5	15,	74	. 23	61, 7, 7,	18	7.2	2,111%	12	544S	10	(4	6
School Average Points Earned	41.0	7.6	24.4	9.1	40.2	14.9	13.4	11.9	43.2	6.8	8.8	B.1	6.7	7.6	8.1
Average Scale Score	176	350	373	368	357	348	383	354	352	368	370	363	336	382	349
District Average Scale Score	369	374	373	375	357	354	372	360	345	356	347	350	343	351	388
State Average Scale Score	356	358	359	362	348	347	360	350	337	341	342	338	341	338	346

PROFICIENCY LEVEL SUMMARY

		: : :	. 5	Reading					Writing				Ma	themati	cs.	1
		Total	٧		8	FBP	Total	Α.	Δ.	á	FBP	Lotal	10.	_ d	â	- BB
Bohoda	Number Tested	17	82	4	10	0	17	*	=	CII	٥	17	y	***	61	-
501100	Percent	100.0%	47.1%	23.6%	29.4%	0.0%	100.00	23.6%	64.7%	11.8%	0.0%	100.00	35.35	47.1X	11.8%	5. 9X
jejej	Number Tested	685	237	341	6.0	22	682	211	326	131	\$	683	239	263	106	16
	Percent	100.0%	34.6%	49.8%	12.4%	3.2%	100.00	30.9%	47.7%	19.2%	2.2%	100.0%	35.0%	39.5%	15.5%	11.0%
Grato	Number Tested	9701	3017	4370	1691	623	97.08	2858	4147	2331	372	9718	3001	3206	1566	1645
	Percent	100.0%	31.1%	45.0%	17.4%	6.4%	100.0%	29.4%	42.7%	24.0%	3,8%	100.001	30.9%	36.1%	16, 1%	16.9%

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

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ALASKA COMPREHENSIVE SYSTEN. JF STUDENT ASSESSMENT (CSSA) STANDARDS BASED ASSESSMENT (SBA) SCHOOL SUMMARY REPORT 2006 SPRING

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

o 6 PAGE:

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.

		Rea	ding			Writ	bu	. `			Mat	hemati	S		
Proficiency Level Comparison		Perform	Performance by Standar	andard		Perform	Performance by Standard	andard				Performen	ice by Stan	dard	
The Pottice noy level scale according any work described and student comparisons don't This described some some negatives don't This decrease some negative described marginal for the same, district, or select The everyge to a pour of access in mark. In a described comparison comparison to the same described to the same described to the same described to the same described to the proportion of a pour is to compare the proportion of a pour is to compare the proportion of same in certification.	He may ()	R.S.A. Word id militiasion Skills	R33-R35 Forming a General Understanding	R3.6-R3.9 Apalysis of Content and Structure	lle1 av O	VVI Ne Deing a Verlety of Forms	VV3.3 Structures and Conventions	6 dvs 7.0	llenavO	e. nv nočeremuM	E.SM memeruaseMA	Ma.3 Estimation & Computation	S.MA aqriendid of Sanotoning	Geometry Geometry	Me.3 Validedor-Peolisidad
Points Possible	72	æ	ee	16	74	23	16	. 21	7.4	, an	12	•	14	12	•
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	386	431	387	425	384	415	392
District Average Scale Score	367	382	369	365	380	354	356	349	335	336	333	342	340	347	341
State Average Scale Score	785	964	359	359	344	350	350	444	327	327	329	934	329	335	331

PROFICIENCY LEVEL SUMMARY

Total Number 16 10 5 1 0 16 8 5 3 0 19 19 19 19 19 19 19			1/4		Reading	_			. ,	Writing				Ma	Mathematics	CS	
Number Tested 16 10 16 6 16 6 16 6 16 10 4 2 Tested Tested 100.0X 62.5X 31.3X 100.0X 60.0X 11.3X 100.0X 100.0X 11.3X 11.1X 8.1X 100.0X 14.9X 60.6X 19.2X 100.0X 23.4X 41.3X 22.3X Number Tested 9887 2710 4912 1621 744 9908 1486 5631 2047 744 9900 2324 3782 22.6X Percent Tested 9887 27.4X 45.7X 16.0.0X 15.0X 96.8X 100.0X 23.5X 378.2 22.6X			Total	4	4	숇	FBP	Total	. A	. d	æ	FBP	Total	A	Д.	æ	FBP
Percent 100.0X 62.5X 31.3X 6.0X 31.3X 18.8X 0.0X 100.0X 62.5X 25.0X 72.9X Number 728 227 383 81 37 724 106 439 139 38 724 184 299 161 Percent 300.0X 31.2X 52.6X 11.1X 6.1X 100.0X 14.9X 60.6X 19.2X 100.0X 23.4X 41.3X 22.0X Number 5887 2710 4912 1621 744 9908 1486 5631 2047 744 9900 23.2X 3782 22.0X Percent 100.0X 27.4X 49.7X 15.0X 15.0X 56.31 20.47 7.5X 100.0X 23.5X 38.2X 22.0X	Cohood	Number	16	ţ	iń	٢	0	å	**	ю	6	٥	9	9	4	en .	۰
Number Page 728 27 383 81 37 724 106 439 139 139 38 161 289 161 Tested 300.0X 31.2X 52.6X 11.1X 8.1X 100.0X 14.9X 60.6X 19.2X 100.0X 25.4X 41.3X 22.3X Number 983 2710 4912 744 990 1486 5631 20.47 744 990 23.5X 3762 2266 Percent 100.0X 27.4X 49.7X 15.4X 7.5X 100.0X 7.5X 100.0X 23.5X 38.2X 22.0X	5	Percent	100.0%	62.5%	31.3%	8, 3%	0.0%	100.0%	20.03	31.3%	18.8%	0.0%	100.001	62.5%	25.0%	12.5%	0.0%
Percent 100,0% 31,2% 52,6% 11,1% 5,1% 100,0% 14,9% 60,6% 19,2% 5,2% 100,0% 21,4% 41,9% 22,3% 22,3% 1521 744 9908 1486 5631 2047 744 9900 2324 3762 2266 16600H 160,0% 27,4% 49,7% 15,4% 7,5% 20,7% 7,5% 100,0% 23,5% 38,2% 22,9%	1	Number	728	227	383	18	. 37	724	106	439	139	92	724	184	299	161	80
Number 9887 2710 4912 1621 744 9908 1486 5631 2047 744 9900 2324 3782 2266	District	Percent	100.00	31.2%	52.6%	11, 1%	5.1%	100.0%	14.9%	60.6%	19.2%	5,2%	100.001	25.4%	41.3%	22.2%	11.0%
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%	State	Number	9887	2710	4912	1521	744	9906	1486	5631	2047	744	9006	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%

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

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

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

. 8 GRADE

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."

		Roa	ding			Writ	Bui			1000	Ma	themati	S	138	0.000
Proficiency Level Comparison		Perform	nance by Standar	papur		Perform	nance by St	andard				Performan	ice by Stan	dand	
The Protectory lovel scale scale in the control of	Overall	R3.1 Word Identification Stalls	R33-R35 Forming e Ceneral Undersanding	R3.6-123.9 Aralysis of Content and Structure	iknwO	yearst a gried affity yearst a gried affity simo? to	Sphiclares and Convertions	3,6W 63/9R	lieravO	E. IM noide amul/i	S.S.M. Anamery assets Anamery assets	M3.3 Estimation & Computation	E.MA. Equipment & Solutions of the Indian	ME.3 Geometry	S. BM Statissics Probability
Points Possible	14	2	98	18	7.4	27	13	=	72	ø	.co	o	4	14	
School Average Points Earned	49.4	9.8	26.0	13.9	48.8	21.7	15.5	11.6	63.0	7.5	 	0.8	12.2	10.9	6.3
Average Scale Score	456	455	476	438	442	457	435	435	428	429	412	469	408	445	191
District Average Scale Score	380	381	386	378	361	365	367	362	345	348	350	383	323	349	346
State Average Scale Score	368	374	372	976	351	354	354	360	331	333	1337	334	338	335	337

PROFICIENCY LEVEL SUMMARY

		575	:0 *	Reading	_				Writing				Ma	thematics	cs	j.
		Total	4	۵.	â	92	Total	۷	4	8	FBP	Total	Α	4	ВЪ	9
Sept 5	Number	:	4	4	0	۰	Ŧ	e	80	0	0	:		en	0	٥
	Percent	100.001	63.6%	36.4%	0.00	0.0%	100.0%	27.3%	72.7%	0.0%	0.0%	100.00	72.7%	27.3%	0.0%	0.0%
Distriet	Number	797	279	904	69	. 13	767	5	828	127	21	767	225	327	131	2 ;
	Percent	100.00	36.4%	52.9%	NO. 6	1.7	100.001	8.0%	72.8%	16.6%	2.7%	100.0%	29.3%	42.6%	17.1%	10.0%
State	Number	10198	3331	5070	1364	433	10199	808	6969	1809	629	10202	2625	3969	1789	618
	Percent	100.001	32.7%	49.7%	13.4%	4.2%	100.0%	7.9%	68.2%	17.73	6.2%	100.0%	25.7%	38.9%	17.5%	17.8%

'Proficient, FBP = Far Selow Proficient, BP = Below Proficient, FBP = Far Selow Proficient on American

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TerraNova

Sitrocass

National Percentile Scale

Тетта Nova Тис Second Edition

Norm-Referenced Scores

CAT COMPLETE BATTERY

Group List Report, Part I

School: AURORA BOREALIS

Grade: 1

Purpose

This report surmarizes achievement date 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 classwork, this information can be used to identify potential strengths and needs in the content areas shown.

ALASKA STATE NRT Number of shadents: 82 Number of shadents using accommodations: 0

	Scaring, PATTERN (RT.)	Norms Date: 2009	0106-92
Form/Level: C-11	Test Date: 02/10/15	ONE 21	District: KENAII State: ALASKA

CINTERNA: SOLDOTMA AK
TOTAL 05104M00839466-03-08235-00133

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	20	Mo. of 3 States U.	No. or my	HNCE	NSS	NCENP	MDNP	NCENP MDNP High RP 1		10	50	75	96	8
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Reading		22	0	71.2	508,5	25	82.5	34-98		314			-	T
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		ន	٥	17	588.7	2	8	98.67			4.			T
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Reading Composite		Č,	φ.	75.0	288.8	80	88.0	8						
		2	ě	70.8	100	- No.	40 20 20	80.08						1
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		 (:								
Mathemetics		N	Ď	76.0	569.8	69	88.5	55-99		(4)				
							2	3	A T. W. L. W. T. C. W. C.	2007 12:000				
Math Computation		53	a	74.8	539.5	9.8	82.0	25-99		4				ł
	-	?												
Math Composite		23	0	74.9	544.7	100 100	83.0	57-98		36.50			-	
	-4							-14						N
Total Score**		55	0	, 7	596.6	60 40	88.5	29-97						
		- {	4			ř	9							
Science		N N	>	0.0	1000	=	3	20-03		Ľ		2000		
20 E 10 U 20 U		B	c	20.0	6.50	58	45 26 26	31-80						1
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••••														
The New Address Services of the														
Word Analysis	1	Ç.	D 73.5 612.7	/3.5	612.7		3	7.08						3
* Based on locally reported data											***		-	
 Tetal seere consists of Reading, Language, Mathematics 	anguage,	e dather	ži.						-	23 36	20	5	- 12	&

Observations

MRCE: Mean Normal Cerve Equivalent MSS: Mean Scale Score NCEMP, NP of the MNCE 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 (MP) scores of the group are shown in the last two calcums. 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 eleven 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. Ten MDNP scores are above the average range and no MDNP scores are below the average. In Reading, for example, the MDNP score is 82.5, which is above the average range. The lowest Reading score in the group is 34 and the highest is 99. (This information is shown both on the graph and in the "Low/High NP" column.)

High NP

Keye Low NP

MDNP; Medina National Percentile Account Accommodations Additional information about the interpretation of these scores and the use of test results can be found in the Teacher's Guide to TerruNova, The Second Edition and at CTB's website, www.ctb.com.

TerraNova

SSEDDING

Тетта Nova ты Second Econom

Group List Report,

Part

CAT COMPLETE BATTERY

School: AURORA BOREALIS

Grade: 2

Norm, Referenced Sco

en la company de											***************************************
	No of Stone	Mo. using	MACE	488	NCCNP	MDNP	NCCNP MONP How ND	Detore contrapt	25 50	%	90
Reading		٥	74.2	654.4	.g	913	35-99			0.24 mm	-
Vocabidary	7	0	8	615.6	2	800	55.				
Reading Composite	2	٥	72.4	6323	98	85.0	15-99	1	The State of		
agesque	5	0	61.5	5,723	Z	75.0	11-69				
Language Mechanics	2	В	52,1	615.8	72	72.0	8-6				
Language Composite	2	0	83.2	621.9	r	720	1.89			•	
Mathematics	2	٥	74.5	612.0	#2 10	87.0	25-99		Walley Walley	90000	-
Math Computation	2	٥	8	\$57.6	85	82.9	8				
Math Composite	- 5	0	73.2	585.0	98	86.3	33-98				
Total Score**		٥	73.3	537.4	87	96.0	26.99				
Science	2	D	58.9	508.4	8	65.3	13-99	1			
Social Studies		٥	8	632.0	и	78.0	8			÷	
Speling	. 2	0	\$9,0	571.7	29	74.0	8				I
Word Anelysis		•	ī,	6433	3	88.3	2-99				
Based on lacably reported data	o .						:		100000000000000000000000000000000000000		-
** Total sects enrichts of Roading, Languag	ĸ.	Mathematics							20	đ	22

ALASKA STATE NRT Number of restrain: 21 Number of restraints sating accommeditions:

	Scoring, PATTERN LINTS	Norms Dule: 2000	24-0010
FarmLavel: C-12	Tost Date: 02/11/05	DM: 21	District: KENAL State: ALASKA

CTBID: 05104M006274086-03-88235-900134 135

ALL Mo

Observations

MDNP: Median National Percentie Access: Accesses platfors MISS: Many Scala Score NCSKP: MP of the MNCS

Mase Normal Curve Espiratent

used to identify potential strengths and and classwork, this information can be

needs in the content areas shown.

provides a variety of norm-referenced the individual scores for each student, Together with dassroom assessments

This report summarizes achievement data for a specified group. Part I scores for the group; Part it provides Normal Curve Equivalent Scale

Key, townib

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

average range. Nine MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, average range. The lowest Reading score in the group is 35 and the highest is 99. (This information is shown both on the Scores in the area to the left of the shading are below the for example, the MDNP score is 91.3, which is above 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 TerruNova, The Second Edition and at CTB's website, www.ctb.com.

TerraNova

Alsew Average

Average

National Percentile Scale Below Averige

Тетта Nova тне Sесоно Ерппон

Norm-Referenced Scores

CAT COMPLETE BATTERY

Group List Report, Part 1

School: AURORA BOREALIS

Grade: 3

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

ALASKA STATE NRT

Number of students: 22 Number of students using accommoditions:

	SOURCE PATTERN JRT.
QM: 21	Merms Date: 2000

136

CTBID: 05104M006374008-03-60235-000132 Hilly

	25	No. of Sterils	Accom? HANCE	MACE	MSS	MCENT	WDNP	MCEMP: MDNP: High NP	1 10 25 50 75 90 89
Reading		Pé Př	0	70.8	661.6	æ	84.0	84.0 40.98	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
Vocabulary	Sinte Sinte	2	0	68.5	963.4	*	76.5	43.99	
Reading Composite		22	0	70.5	6.57.8	23	79.5	45.98	
Language		22	•	58.5	555.0	8	82.0	8 7	
Language Mechanics		Ç4	٥	63.2	639.0	73	73.0	14.99	
Language Composite		2	0	6.83	647.3	79	79.5	23.88	
Mathematics		8	٥	77.6	653.4	8	91.7	40.88	
Math Computation	- Fredrik	22	0	80.7	682.3	Si Si	83.0	38-68	
Math Composite		22	۵	90.0	643.1	8	92.5	\$ 8i	
Yotal Score**		6	0	74.1	9999	8	86.5	44-89	
Science		8	٥	63.2	633.6	73	74.5	35-97	
Sopal Studies		25	0	67.7	5949	3	6 0	49.90	
Spelling		22	0	59.8	617.3	3	85.5	16-99	
Word Analysis		22	ø	9.69	984.6	3	78.5	32-99	
" Brasil on heelily reported data." Total store consists of Beaching, Language, Mathematics	-dender	Martham	ages	1	•	ne.			24 54 77
			- 1						Normal Curve Equivalent State
MMCE. Mean Normal Curve Equivalent	Į.	g,	HOND: Neef	ion Refer	Mee's Meternal Percentile	al la			

MSS: Nean Scale Stars NCENP: NP of the WMCS Observations

THE PER

Kay: Law NP! Hedina

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

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 and the highest is 98. (This information is shown both on the average range. The lowest Reading score in the group is 40 Scores in the area to the left of the shading are below 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.cfb.com.

TerraNova કક્કાળાંડ

Тетта Nova пре вкерир братом CAT COMPLETE BATTERY

Group List Report, Part School: AURORA BOREALIS

Grade: 4

Purpose

used to identify potential strengths and and classwork, this information can be Together with classroom assessments provides a variety of norm-referenced the individual scores for each student. This report summarizes achievement data for a specified group. Part 1 scores for the group; Part II provides needs in the content areas shown.

Number of students: 23 Number of students using occompadations: ALASKA STATE NRT

Scoring: PATTERN (IRT) Nermy Date; 2000 24:3916 Test Date: 42/11/05 Form/Level: D-14 District: KENAL State: ALASKA

CTB1D: 05104M006374006-03-00235-000133 City/Suns: SOLDOTNA, AK. 137

11 ĕ 20 National Percentile Scale Bolow Average e 38 88 88 HACE HASS NOENP HOND High AP 8-39 14-99 23-89 22.98 30-89 28.99 35-98 23-99 78.0 27-99 77.0 - 44:99 76.0 : 48-99 27.0 97 79,0 0.58 76.0 82.5 85.0 0,48 82,0 S 8 er 100 18 44 ŝ 2 32 £ 82 S. 68.8 678.1 9.999 687.1 70.5 : 6716 638.4 566.7 573.7 862.7 654.9 6500 646.9 653.3 659,0 70.6 279 69.4 67.8 64.0 89.4 71.7 61.9 68.3 2 73.1 No of Mr. uning Solves Accom? ø o 0 a ó a 0 ь 0 0 0 * Basel on lecally reported data ** Total poors consists of Rearing, Language, Mathematics es Ca 64 64 ä 83 ei es 53 eg Ct 혡 2 23 23 8 Norm-Referenced Scores Total Score** Language Mechanics Language Composité Reading Composite Math: Computation Math Composite Social Studies Mathematics Languege Vocabulary Spelling Science Reading

Observations NCEMP: NP of the MINCE

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.

NDNP: Medical National Percentite Account Accountedations

MNCE: Mean Normal Curve Equivalent MSS: Mean State Scare

Key: Low NP

Normal Curve Equivalent Scale

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

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

students nationally. One of the group's thirteen MDNP scores is students' scores. The shaded area on the graph represents the

in the average range. Scores in the area to the right of the

shading are above the average range.

through the diamond represents the range (low to high) of the average range of scores, defined as the middle 50 percent of

is indicated by the diamond. The width of the band running

National Percentile Scale *TerraNova* 14-97 22-99 17-89 26-93 71.0 28-98 19-97 22.96 72.3 71.0 WCENP MONP 70.0 40.0 72.5 57.7 8 22 32 20 22 ଣ 8 674.2 664.3 888.5 6723 613 859.6 No of No veing MACE MSS 648.4 603 62.4 61.0 62.1 82.5 51.4 57.3 ۵ O डक्कामाड 23 8 8 ß ŝ 8 Ñ Norm-Referenced Scores Language Composite Language Mechanics Reading Composite 200mg 100mg Mathematics Vocabulary and uspe Reading Terra Nova Tue Steaso Ennos School: AURORA BOREALIS Group List Report, CAT COMPLETE BATTERY Grade: 5 Part

9-00 16.98 27-98

73.0

8 2

850.5

80.6 62.3

23 g Ñ S 53 23

Math Computation

Math Composite

provides a variety of norm-referenced

data for a specified group. Part I

scores for the group, Part II provides

This report summarizes achievement

75,0 74.0

656.5

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gi 71

889.5

8,58

0

otal Score**

1.93

61.0

8

0

Social Studies

used to identify potential strengths and and classwork, this information can be

nggds in the content areas shown.

Together with classroom assessments the individual scores for each student,

Spelling

Science

6,93

74.0

11

865.5

77.0 19-99

659.4 553.8

51.7 55.5 65.8

0

Number of students; 23 Number of students value accommodations; ALASKA STATE NRT

Scening: PATTERN (SRT) Norma Optic: 2509 Award avait D-15 Test Date: 82/17/5 District YENG ON: 23

CTBID: 05104M006374006-03-00235-000134 City/State: SOLDOTINA, AK

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

average range. One MDNP score is above the average range and no MDNP scores are below the average range. In Reading, for range. The lowest Reading score in the group is 28 and the Scores in the area to the left of the shading are below the highest is 98. (This information is shown both on the graph example, the MDNP score is 71.0, which is in the average and in the "Low/High KP" column.)

ay uga H T

Key: Low NP | Median

MDNP: Median Anional Percentile Accom Accommodations

MNCE: Moon Normal Curve Equivalent MSS: Moon Scale Scena

Observations

NCENP: NP of the MNCE

Based on locally reported \$110. Total score consists of Reveloy, Language, Metherical

Normal Curve Equivalent Scale

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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.

Obere Anaraga National Percentile Scale TerraNova Peter Average No. of No. uning MACE NSS NCENP MINN High NP 22-98 24-9B 26.99 21-88 23-98 8-85 7.0 77.0 75,0 0'08 77.5 0'00 t 6 6843 683.8 676.8 674.6 677.0 59.0 672.8 62.9 63.6 6,2 63.8 69.5 G 0 o 0 ٥ a ટકારમાંડ σι ģ: Ð 9 13 91 Norm-Referenced Scores Language Composite Language Methonics Reading Composite Vocahulary abendus Reading **Тетта** Nova тне shond eoten School: AURORA BOREALIS Group List Report, CAT COMPLETE BATTERY Grade: 6 Part

Number of students: 18 Number of students using eccommodificat? ALASKA STATE NRT

est Davis: 02/11/03	Scoring: PATTERN (IRT)
OM: 21	Aprile Cats: 2000

CTB)D: e5104Mee6374005-03-00235-060135 CINVSIANS SOLDOTNA, AK 139

average range. Eight MDNP scores are 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 highest is 95. (This information is shown both on the graph Scores in the area to the left of the shading are below the range. The lowest Reading score in the group is 8 and the and in the "Low/High NP" column.)

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2

Mormal Curve Equivalent Scale

21.97

1 78 2 2

684.1

959 64.0 66.7

ctal Score" Math Composite

> provides a variety of norm-referenced the individual scores for each student.

scores for the group; Part II provides

This report summarizes achievement

data for a specified group. Part I

Social Studies

used to identify potential strengths and and classwork, this information can be Engether with classroom assessments

needs in the content areas shown.

Science

Spelling

803 82.0

g

73.0

ga T ŝ 20 ģ

596.5 639.9

74.2

Math Computation.

Mathematics

22-98

15.0

684.4

77.7 : 12.99 86.7

687.8 667.2

65.3

57.1

ø

* Based on locally reported data ** Total scene consists of Reading, Language, Mathem

39-98 30-89 8.8

84.0 82.U

700,4

7.3

\$

A STATE

Kay: Low NP !-

UDES, Median National Percentile Account Accommendations

MINCE: Mean Normal Conse Equivalent

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

Observations

NCENP; NP of the MNCE

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

TerraNova. Strooms 84088 E.E.

National Percentile Scale

Terra Nova Tile Stoond Edition

Norm-Referenced Scores

Group List Report, CAT COMPLETE BATTERY Part

School: AURORA BOREALIS

Grade: 7

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

ALASKA STATE NRT Number of students: 13 Number of students using accommodations:

	Scening: PATTERIS (IRT)	Morres Date: 2000	g1.08-H2
Farm/Level: 0-17	Test Date: 42/1103	12 (66)	District: KEMAI State: ALMSKA

CTBID: 05104M006374006-83-00235-008136 Newson School Na, Act

2.5E

students' scores. The shaded area on the graph represents the through the diamond represents the range (low to high) of the average range of scores, defined as the middle 50 percent of students nationally. Two of the group's thirteen MDNP scores

is indicated by the diamond. The width of the hand running

are in the average range, Scores in the area to the right of

the shading are above the average range.

						•							ĺ
		Ma. of Statety	No. seing	MMCE	MSS	MCEMP	MOM	ACEMP : MONP : High NP	- 10	52	95	75 90	96
					ľ				-				
Reading		ņ	0	71.2	708.3	25	86.0	49-38			l		
		3				3		3, 3,	200 A CAN B. V. C. V. C.				
Vocabulary		13	o	9. 60.	71.2	- A	98.0	51-98					
						1	1	. 0				•	
Reading Composite		<u> </u>	5	E .	Lar	ž	999	20-70					
26			*	60	0.00	ď	400	00 00					
		g :	2			·	2						
Language Mechanics		ņ	0	7.59	890.6	7	77.0	22-89					
						"							
Language Composite		Ę	a	- 25	685.6	8	/60	99-99		İ			
	:				,								
Mathematics		ę	0	73,5	728.5	in in	77.0	52-99					
× × × × × × × × × × × × × × × × × × ×	7	1											
Math. Computation		2	0	2	25	80 80	93.0	BR-12					
				,	6	5	Š	8					
Math Composite		*	3	00	222.0	2	000	B.				•	
				Jan 19	100000	9	940	98.89					
	*	Š.											
Science		47		66.3	713.2	7.9	79.0	40.98		1			
						3							000
Studies		- 23	ā	72.3	713.9	98	780	8,8					
	3					:					6:: 3:: 2:: 2::	817 mmm 718	NAME OF THE PERSON
Spelling		m m	٥	65.2	663.0	78	77.5	18-98					I
						×						3	
* Baped on locally reported data													
Total score consists of Reading, Language, Mathematics	Language	s, Mathe	natics						23	30	8	64 23	99

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,

MNCE: Mean Normal Curve Equivalent MSS: News Scale Score NESNP: NP of the MNCE

MD4P: Median National Percentile Accom: Accommodations

Key; Lee NP I—month 4 1 1 High NP Median

average range. Eleven MONP scores are above the average range and no MDNP scores are below the average range. In Reading, and the highest is 99. (This information is shown both on the average range. The lowest Reading score in the group is 49 Scores in the area to the loft of the shading are below the for example, the MDNP score is \$6.0, which is above the graph and in the "Low?High NP" column.} Displayed on the right is a graph of the MDNP scores. The MONP

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

National Percentile Scale TerraNova Silicioss Norm-Referenced Scores Тетта Nova тыт яксоно тынкы CAT COMPLETE BATTERY

Group List Report, Part

Grade: 8

School: AURORA BOREALIS

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

Number of students: 11 Number of students using accommodations: ALASKA STATE NRT

Observations NCEMP: NP of the MNCE

scoring: PALITHER UK.)
orm Date: 2000
-1

CTBID: 65164M696374006-83-00235-006137 CHYSIAM: SOLDOTHAJAK

High High

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

Above Average 2 Ş Vormal Curve Equivalent Scale Bulow Average a 44 97 44.98 35.98 43-89 41.98 8 88 40.09 37-99 53-90 24.98 80.0 3 46-99 38-92 MDNP High N 86.0 23.7 82.0 81.0 83.0 82.0 800 0.78 75.0 000 82.0 Same Account HACK HAS NCENP Z 밇 K #5 'n S g 協 8 89 85 ŧ MDMP: Median National Partitable Accomp. Accommodations 734.5 7143 723.0 700.8 67,4 7125 703.7 708.4 710.5 703.2 748.3 740.8 70.9 3 710.5 7.7 689 54.3 1.00 75.8 54.5 85.6 70.4 72.8 16.9 ò ø 0 a 0 D ٥ 0 o P D "Based on locally reported data "Tatal score consists of Resting, Language, Mathematics F ŧ. Ξ F F £ 5 MNCE: Mean Normal Curve Equivalent MSS: Mean State Score Social Studies Language Composite Langüage Mechanics Reading Composite Math. Computation Math Composite Total Score** Methernatics Vocabulary Science

Scores in the area to the left of the shading are below the Se seferi Kay: Low NP Promoter

average range. Twelve MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, and the highest is 99. (This information is shown both on the averago range. The lowest Reading score in the group is 46 for example, the MDNP score is 80.0, which is above 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 TerraNeva, The Second Edition and at CTB's website, www.ctb.com.

AURORA BOREALIS CHARTER SCHOOL

705 Frontage Rd., Suite A Kenni, AK 99611

256

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

Alaska Statewide Assessment Aurora Borealis Charter School 2001 and 2006 Comparison

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

4.	RAT	ING	COMMENTS	
PROGRAM ACHIEVEMENT	A	IA	N/A	
(a) Is the school im well-conceived plate equal and bias-free all students, for all courses, programs, and services? See	n to ens access facilitie activitie	ure for es, es,		
(b) Is the school sy addressing the need who do not perform acceptable levels of proficiency in the s assessment program	ls of stu n at f tatewid	e e	ed.	
informing parents of child's performance	(c) Is the school systematically informing parents of their child's performance and progress? See Attached.			
student assessment	(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 N/A A IΑ (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.

AURORA BOREALIS CHARTER SCHOOL 3368 NO.

Pakiri.

705 Frontage Rd., Suite A Kenai, AK 99611

Planne: 907-283-0292 Fax: 907-283-0293

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 Find of Quarter H Legal Holiday School Opers
 Vacation Day
 Wareher Work Day
 P/T Conference

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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
Interrice: (I China)	School Foot, 75	Durwyj	-		-	March 9	Vacation Day	April 20
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ALASKA COMPREHENSIVE SYSTEM J. STUDENT ASSESSMENT (CSSA) STANDARDS BASED ASSESSMENT (SBA) SCHOOL SUMMARY REPORT 2006 SPRING

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

- 8 PAGE:

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

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Points Possible	72	91	16	13	20	27	24		72	14	0		0		•
School Average Points Earned	54.1	14.6	26.1	11.0	6.15	23.5	20.3	8.1	57.7	11.6	8.8	12.9	96		6.9
Average Scale Score	484	411	202	473	450	467	441	475	697	454	460	514	154	444	458
District Average Scale Score	384	38	380	386	370	371	372	381	363	365	361	370	366	368	386
State Aurena Scale Score	368	370	373	371	360	360	363	367	355	357	358	361	360	387	366

PROFICIENCY LEVEL SUMMARY

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1	Number	999	306	268	62	30	599	902	340	13	7	666	218	323	73	25
DISING	Percent	100 OX	46.95	40.2%	9.3%	4.0%	100.0%	30.1%	51.0%	17.0%	*	100.001	32.7%	48.9%	11.00	7.8%
1 0	Number	9373	3613	3780	1118	862	9381	2748	4306	2105	D1	9400	3102	4019	1127	1152
	Percent	100.001	38.5%	40.3%	11.9%	9.2%	100.001	29.3%	45.9%	22.4%	2.4%	100.00	33.0%	42.8%	12.0%	12 3%

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

24-249010 05/12/06 09:47



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

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

МŞ PAGE:

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. I

		Rea	dina			×	riting				Mai	hemati	S		
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Points Possible	*	13	32	318	14	. 24	50.34	1.42	7.	9	8	13	39		9
School Austral Paints Farred	47.7	10.8	26.4	10.5	60.00	17.7	17.9	8.7	51.2	14.2	5.5	11.3	7.1		7.3
Average Scale Score	424	432	435	432	413	425	90#	426	394	442	368	434	408	380	888
District Average Scale Score	383	380	383	293	978	388	376	387	80	375	360	37.1	356	360	370
State Late Couls Course	969	375	000	377	396	371	366	373	349	364	357	357	346	352	353

PROFICIENCY LEVEL SUMMARY

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	Number	602	197	340	7	1.1	603	169	364	8	-	602	508	278	99	55
District	Percent	100.001	32. 7X	\$6.5%	8.0%	2.8%	100.0%	28.0%	60.4%	11.45	0.2%	100.0%	34.2%	46.2%	11.0%	8.6%
	Number	9224	2560	4745	1179	740	9226	2383	4968	1764	#	9236	2992	3758	1236	1250
State	Percent	100.0%	27.8%	51.4%	12.8%	8.0%	100.0%	25.8%	53.8%	19.1%	1.25	100:001	32.4%	40.7%	13,4%	13.6%

Proficiency 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 SCHOÖLS SCHOOL: AURORA BOREALIS CHARTER SCHOOL

8 PAGE: GRADE:

PERFORMANCE SUMMARY

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

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Points Possible	72	*	27	19	7.	33	14	2	72	2			•	0	•
School Average Points Famed	47.1	11.9	22.1	13.7	47.1	25.5	11.0	10.7	62.2	12,0	7.1	12.6	6.2	7.3	7.0
Average Scale Score	424	436	432	421	422	427	406	440	415	428	410	429	382	438	385
District Average Scale Score	378	381	380	385	368	367	374	360	352	367	350	361	348	358	355
State	366	371	396	372	358	690	364	2965	342	340	345	347	343	352	343

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	Number	669	218	387	98	2.9	969	186	402	104	4	697	269	566	102	09
District	Percent	100.001	31.2%	35.4X	9.35	4.1%	100.0%	26.7%	57.8%	14.9%	0.6%	100.0%	38.6%	38.2%	14.6%	8 6%
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State	Percent	100.0%	27 2%	S1.7%	13.9%	7.1%	100.001	25.0%	52.4%	21.7%	0.9%	100.0%	38.3%	34.4%	17. 18	13.3%
Proficiency	y Level: A = Ad	Nanced, P =	Proficient, Bi	P = Below Pro	Slotent, FSP	4, FSIP ~ Far Below Proficient	Proficient							4-4-6	24-249010 05/12/06 00:47	12/06 00:

OMIC ARRESTS



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

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

48 PAGE:

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.

		Rea	ding			Writ	ing	: : 7. : 1.			Ma	themati	SO		
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Points Possible	72		8		7.4	23	6	18	64	3.	7	***************************************	10		
School Average Points Earned	41.0	7.5	24.4	9.1	40.2	14.9	13.4	11.9	43.2	6.0	3.8		6,7	7.6	5.1
Average Scale Score	371	395	373	368	387	348	383	384	282	368	370	090	336	352	349
District Average Scale Score	369	374	373	375	357	354	372	360	34.0	356	347	950	343	e e e	358
State Avenue Scale Score	356	358	369	362	348	347	360	350	337	140	342	926	945	339	346

PROFICIENCY LEVEL SUMMARY

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acnoo	Percent	100 OX	47.73	Z3. 5X	29.4%	0.0%	100.001	23.5%	64.7%	11.6%	90.0	100.00	35.3%	47.1%	1.8%	9. Xe
	Number	683	237	341	85	22	682	211	325	131	ŝ	683	230	263	106	75
DISTRICT	Percent	100.00	34.6%	49.8%	12.4	3.2%	100.000	30.9%	47.7%	19.2%	2.2%	100.0%	35.0%	34 60 60	15.5%	11.0%
1	Number	9701	3017	4370	1691	623	9708	2858	4147	2331	372	9718	3001	3506	1566	1645
91910	Percent	100.0%	31.1%	45.0%	17.4%	6.4%	100.0%	29.4%	42,73	24.0%	3.8%	100.0%	30.9%	36.1%	16.1%	16.9%

'Proficiency Level: A = Advanced, P = Proficient, BP = Selow Proficient, FBP = Far Balow Proficient

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ALASKA COMPREHENSIVE SYSTEN, JF STUDENT ASSESSMENT (CSSA) STANDARDS BASED ASSESSMENT (SBA) SCHOOL SUMMARY REPORT 2006 SPRING

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

507 GRADE

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.

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Points Possible	72		88	16	74	23	16	्र	74		12	8	*	. 1	100 m
School Average Points Eamed	45.8	e,	24.6	12.7	45.9	17.1	12.2	16.6	48.9	6,9	9.1	7.1	6,0	9.6	6.9
Average Scale Score	416	429	414	435	399	180	420	406	396	431	387	425	384	415	392
District Average Scale Score	367	382	369	365	350	354	358	349	335	336	333	345	340	347	341
State Average Scale Score	357	364	898	359	344	350	350	344	327	327	329	331	329	335	334

PROFICIENCY LEVEL SUMMARY

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Figure 100.00	School	Number Tested	16	5		-	0	ş.	•			۰	2	9	• ;	~	0
Number 728 227 343 81 37 724 108 439 139 38 724 184 259 181 181 182 183		Percent	100.0%	Mig.	31.3%	6.9%	0.0%	100.00	50.0%	31.3%	18,8%	0.00	100.001	62.5%	28.0%	12.5%	0.0%
Percent 100.0% 21.2% 52.6% 51.1% 61.1% 100.0% 14.9% 60.6% 19.2% 5.2% 100.0% 23.24 318.2 22.6%	1	Number	728	227	383		37	724	108	439	139	38		184	299	5	80
Number 9887 2710 4912 1021 744 9908 1486 5631 2047 744 9900 2324 3782 2258 FEB Percent 100.0% 27.4% 49,7% 15.4% 7.5% 100.0% 18.0% 56.8% 20.7% 7.1% 100.0% 23.5% 38.2% 22.9%	Dismo	Percent	100.0%	31.2%		\$1.1%	5.1%	100.0%	14.9%	60.6%	19.2%	5.2%		25.4%	41.3%	22.2%	10.11
Percent 100.0% 37.4% 49.7% 15.4% 7.5% 100.0% 15.0% 56.8% 20.7% 7.5% 100.0% 23.5% 36.2% 22.9%	į	Number	9887	2710	4912	1203	744	8066	1486	5631	2047	744	9900	2324	3782	2266	1528
		Percent	100.00	27.4%	49.7%	15.4%	7.5%	100.0%	15.0%	56.8%	20.7%	7.6%	100.0%	23.5%	38.2%	22, 9X	18.4%

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

24-249010 05/12/06 09:47



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

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

® ® PAGE:

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.

		Rea	ding			W	Writing				Ma	themati	S		
Proficiency Level Comparison		Perfor	nance by S	by Standard		Perfor	Performance by Standard	andard			V. 4	Performance	nce by Standa	Pile	
The Publicancy level visites secon- pages were discopping for properties school and properties only. The se- copping was carried to register to the energy school carried to register to the energy school carried to the energy for a proud of energy mosts are about the company of the energy of a proud of energy mosts are about the company of the energy of a proud of energy mosts and a proud of a ploud in the sport, the properties of a ploud in the company by properties of a ploud in the company by properties of sport, in each	llenavQ	R3.1 Word Identification Skills	Rab-Ras Forming a General Understanding	R3.6-R3.9 Amalysis of Content and Stucture	listavO	Wo.1, W3.2 White Using a Variety of Forms	VV3.3 Shuchtree and Convertions	≯.gw 9avs9	listevO	E. HM notherwruni	S. SM. PromeruseelM	M3 3 Estimation & Computation	Met.3 Functions & Relationships	Me.3	Me.3 Stellasfor-Probability
Points Possible	116	12	30	18	7.4	27	19	14	. 72	5	.51	•	•	1	
School Average Points Eamed	49.4	9.8	26.0	13.9	48.8	21.7	15.5	11.6	\$3.0	7.5	8,1	6.0	12.2	10.9	6.9
Average Scale Score	456	455	476	438	442	457	435	435	428	429	412	469	408	644	391
District Average Scale Score	380	391	386	378	361	365	367	362	345	348	350	353	953	349	346
State Average Scale Score	998	374	372	370	351	354	354	360	331	333	337	334	335	335	337

PROFICIENCY LEVEL SUMMARY

				Design					Method				É	thomas.		30000
				Reguling	4				WILLIAM	.]			Me	n lei ilai	20.00	1118,000
		Total	V	4	В	FBP	Total	Sep. A 5 5	d	8	FBP	Total		4	8	FIRP
]	Number	Ξ	1	7	0	0	11	6	80	۰	٥	=	**	en	0	٥
9CHOO	Percent	100 0%	63.6X	36.4%	0.0	0.0%	100.0%	27.3%	72.7%	0.0%	8	100.001	72.7%	27. 3%	0.0%	0.00
Metrica	Number	767	279	4D6	. 69	13	767	-	228	127	21	787	222	327	131	2
DISTILL	Percent	100.00	36.4%	82.9%	8.0%	1.7%	100.0%	80.0	72.8%	16.6%	2.7%	100.001	29.3%	42.6%	17.1%	11.0%
State	Number Tested	10198	3331	5070	1364	433	10199	808	6963	1809	629	10202	2625	3969	17.89	1819
	Percent	100.00	32.7X	49.7%	13.4%	4.23	100:0%	7.9%	68.2%	17.7%	6.2%	100,0%	25.7%	38.9%	17.8%	17.8%

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

24-249010 05/12/06 09:47

Aurora Borealis Charter School Kindergarten Report Card

Student Name:

School Year: 2006-2007

Teacher: Julie Ball

Behavior Expectations: Laccept and respect authority.

I think for myself and try to solve my own problems.

l listen while others are speaking.

I respect the rights and property of others.

I play well with others.

I take part in group activities.

l fisten 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:

Developmental Skills: Fine Motor Gross Motor

Age Appropriate Attention Span Language for Communication Letter/Numeral Directionality

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

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

Key:

M = Mastered
S = Satisfactory
for age.

N = Not apparent.

Key:

M = Mastered S = Satisfactory for age. N = Needs Help

Saxon Math 1st Grade VG = Very Good Rigg's Phonics VG = Very Good Letter Formation S = Satisfactory Reading Decoding N = Needs Help Spelling N = Needs Help Dral Language Science Latin Recommendation Music School Year Art Physical Education	Academic Progress Saxon Math Kindergarten	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	O = Outstanding
Letter Formation Reading Decoding Reading Comprehension Spelling Dral Language Social Studies Science Latin Music Art Physical Education Homework Attendance: Days Enrolled Absences Tardies S = Satisfactory S = Satisfactory N = Needs Help School Year Recommendation for the 2007-2008 School Year Attendance: Days Enrolled Absences Tardies	Saxon Math 1st Grade					
Reading Decoding Reading Comprehension Spelling Dral Language Social Studies Science Latin Music Art Physical Education Homework Attendance: Days Enrolled Absences Tardies S = Satisfactory N = Needs Help Recommendation for the 2007-2008 School Year: Active Comprehension N = Needs Help N =					_	VG = Very Good
N = Needs Help	Reading Decoding					S = Satisfactory
Oral Language Recommendation Science Recommendation Latin for the 2007-2008 Music School Year Art Physical Education Hornework Hornework Attendance: Days Enrolled Absences Tardies Tardies	Reading Comprehension					
Recommendation						N = Needs Help
Recommendation February Recommendation February					_	
Music Art Physical Education Homework Attendance: Days Enrolled Absences Tardies School Year	Science					Recommendation
Art Physical Education Homework Attendance: Days Enrolled Absences Tardies	Latin					for the 2007-2008
Physical Education Homework Attendance: Days Enrolled Absences Tardies			-		-	School Year
Attendance: Days Enrolled Absences Tardies			-		-	
Absences Tardies	Homework					
Tardies						
Posterii internation			-			
Comments:	Tardies			-		
	Printers and the second					1
	9					

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.

		Q	uarter	
Deportment: O-\$-N	1 st	2 nd	3 rd	4 th
ls Courteous				
Practices Self-Control				
Respects Authority				
Respects Rights of Others				
Follows School Rules				
Accepts Responsibility				
Accepts Constructive Criticism				i
Behavior points earned: Class average/range				

Study Habits: O-S-N	1 4	2 nd	314	4 th
Listens Attentively				
Follows Directions Promptly				
Completes Work on Time			T .	
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	В
Satisfactory	70-79	C
Low	60-69	D
Very Low	0-59	F

EFFORT Grades

Q - Outstanding

S - Satisfactory N - Needs Improvement

		1 st Quarte	r		2 ^{1d} Quarte	r		3 rd Quarte	r	1	4 th Quarte	r
	%	Grade	Effort	%	Grade	Effort	.%	Grade	Effort	%	Grade	Effort
Reading: Decoding												
Reading: Comp												
Reading: Oral												
Language: Oral												
Language: Written												
Spelling												
Mathematics												
Science												
Social Studies												
Latin					1							

0-S-N

Penmanship							
Physical Education						_	
Music							
Art					_		

	1" Q	uarter	2 nd Quarter		3 rd Quarter		4th Quarter	
Attendance Summary	Exc	Unexe	Exc	Unexc	Exc	Unexc	Esc	Unexc
Days Enrolled	1							
Days Absent								
Days Present								
Times Tardy	T							

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	-
	Grade Year 2006-2007	
Teacher	Consulting Administrator	
	Teacher Comments	
First Quarter:		
	A Section 1	
Second Quarter:		
Third Quarter:		
Fourth Quarter:		
Parent Signature, First Quarter	Your Child is assigned toGrade for the 2007-2008 school year.	
Parent Signature, Third Quarter	war-warm semant heart	
	Total delication	
	Teacher's Signature	153

Student's Name	School Year	2006-2007
Aurora Borealis Charter School's parents and staff believe the purpose of education is t successfully, contribute to their communities and to be responsible citizens. The school areas: Intellectual, physical, emotional, social, and ethical.		
Quarter		

	Quarter							
Deportment: O-S-N	1"	2 nd	3 rd	40				
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"	204	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	Α
High	86-93	В
Satisfactory	70-85	С
Low	65-69	D
Very Low	0.64	F

EFFORT Grades

O · Outstanding S - Satisfactory N - Needs Improvement

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

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

Entered	Dates
Transferre	ed
Withdraw	n

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		
N	Constant 2	Name 2006 2007	
Name	Grade	Year 2000-2007	
Teacher Don Drury	Administrator	Larry Nauta	
	Teacher Comments		
First Quarter:		• .	
The Quarter			
Second Quarter:			
The state of the s			
Third Quarter:			
Fourth Quarter:			
Parent Signature, First Conference	Your Child is assione	ed to the grade for the	
-	2006-2007 school yea		
Parent Signature, Second Conference			
	Teacher's Signature		_

5.	RAT	ΓING	COMMENTS
ADMISSION PROCEDURES	A	IA N/A	
(a) Does the school have	a		

- 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

!semmens@ci.kenai.ak.us

Attachments:

Attach 1.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

32 (56 (80 1	4.55% 3.85% 8.33%	0
80 15		
	8.33%	
		0
82	3.30%	9
82	3.30%	
78	2.80%	ó
+	V	
	182 6	The second secon

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
à	34
TOTAL ON WAIT LIST	299

Dear P	arent.
--------	--------

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:		
	10 1 12 12 12 12 12 12 12 12 12 12 12 12 1	

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

Sincerely,

Larry Semmens Chairman APC 705 Frontage Road, Suite A Kenal, 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:

- 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.
- 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

			Rec	eipt No	
Application D	ate				
Parent(s	s) Names	Please print anuly			-
					-
City		State	z	ip Code	_
Home F	Phone			_	
Father's	s Work Phone			_	
Father's	s Cell Phone			_	
Mother	's Work Phone			_	
Mother	's Cell Phone			_	
E-mail	Address				
* ,)	If you have a child	l entering kinderga	rten he/she must l	be 5yrs, old on or be	fore Sept 1st.
Names of Chil	dren:				
Last Name	First Name	Middle Name	Male/Female	Grade for 06-07	Birth date

CERTIPIED 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:

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

Mikurcher, Cottal & Co.

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.

April 10, 2001

M°GLADREY NETWORK

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to Worldwide Services Through RSM International

A Professional Corporation
CERTIFIED PUBLIC ACCOUNTANTS & CONSULTANTS
215 Fidalgo, Suite 206 • Kenai, Alaska 99611
(907) 283-3484, Fax (907) 283-5842

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The following procedures were performed:

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

Mikunda, Cottale & Co.

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.

April 9, 2002

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The following procedures were performed:

Mihunda, Cutate & Com

- 1. Observed the enrollment lottery process on April 8, 2003 and April 9, 2003.
- 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.

April 9, 2003.

MCGLADREY NETWORK

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Offices: Anchorage, Bethel, Kergi & Seward

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:

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

Mihundly Cotres + a.

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.

April 14, 2004

RSM: McGladrey Network

An Independently Owned Member

167 Offices: Anchorage, Kenai & Seward

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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:

- 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.

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April 12, 2005

RSM: McGladrey Network
An independently Owned Member

Offices: Anchorage, Kenai & Seward

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:

- 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.

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April 11, 2006

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169 Offices: Anchorage, Kenai & Seward

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

6.	RATING		COMMENTS
ALTERNATIVE	A	IA	N/A
OPTION			

(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.

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.

Suggested Sources of Evidence: Check local provision.

7.	RATING		COMMENTS
ADMINISTRATIVE	A	IA	N/A
POLICIES			

- (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.

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.

Suggested Sources of Evidence: Written evaluations, formal complaints, leadership changes, board turnover, a examples of governance issues & how they are addressed, and the administrative policy manual.

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.	RA	TING	COMMENTS
FUNDING ALLO	A	IA	N/A
(a) Is a charter se	chool	budget	
summary in plac			
designates the fu		_	
allocation from t			
board in addition		•	
			ABCS follows the Kenai Peninsula Borough School District's budgetary process. This includes
all budget transfe	ers, p	urchases,	etc.
(h) Is the select	J:4:		
(b) Is the school implement indire			0
If so, what service			A
to the charter sch			1
indirect fee?	1001 1	or uns	
(c) Will the char	ter sc	hool be el	igible
for the additiona			
the 4-mills requi			
foundation progr			
(d) Has the chart	ter scl	nool met t	he
requirement to a	chiev	e a	

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.

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.

9. RATING		NG	COMMENTS		
FISCAL SOLVENCY	LVENCY A IA		N/A		
financial plan to ens	ure the fi	iscal so	course of the initial charter, implemented a well-conceived olvency of the charter school? ula Borough School District's budgetary processes. Currently ABCS is in a financial position		
	anta ta da	ate			
· ·		ite			
indicate that the scho	ool has				
(b) Do the audit repoint indicate that the schomet its obligation to fiscal integrity of the financial operation?	ool has ensure the e school's	he			

(c) Has the school achieved efficiencies in its operation?

positive or zero ending fund

balance?

What Reviewers Will Look For: Evidence of sound fiscal management and fiscal viability of the charter school as confirmed by a balanced budget.

Suggested Sources of Evidence: Financial audits & financial statements.

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

10.	RATING		COMMENTS			
FACILITY	A	IA	N/A			
and adequ	(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?See Attachments.					
What Reviewers Will Look For: Evidence of how the charter school is in compliance with and is meeting their detailed facility plan.						
Suggested Sources of Evidence: A drawn schematic of the physical plant.						

AURORA BOREALIS CHARTER SCHOOL

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705 Frontage Rd., Suite A Kenai, AK 99611 Phone: 907-283-0292 Fax: 907-283-0293

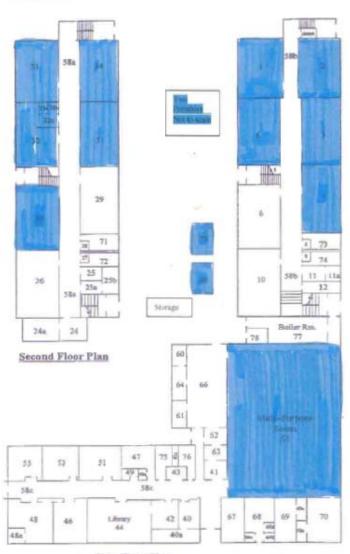
Application and Rating Template

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.



First Floor Plan



11.	RATING		COMMENTS
TEACHER TO STUDENT RATIO	A	IA	N/A
(a) Is there a plan which adequa	itely addre	esses tea	acher to student ratio?
See Attachments.			
(b) Is the plan reasonably based projected enrollment figures?		nments.	
What Reviewers Will Look For to student ratio including project			he school has a workable plan that addresses teacher gures.
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

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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

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	COUNT	S FOR 2006
KIND ROARTEN		53
		13
		23
		40
		38
		36
		39
		. 23
		34
TOTAL ON WAIT LIST		299

12.	RATI	NG	COMMENTS
ENROLLMENT	A	IA	N/A
(a) Her the student annullment			

(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.

AURORA BOREALIS CHARTER 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

school address the needs of students with limited English proficiency? See Attachments.

13.	RATI	NG		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 A	Attachme	nts.		
(d) Is there evidence to support effective intervention with students who are "at risk?" See Attach	ments.			
(e) Is the school addressing the needs of students with educational disabilities? See Attachme	ents.			
(f) Where applicable, does the				

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, regulupdating of curriculum/course of study.

AURORA BOREALIS CHARTER SCHOOL

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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.

Teaching Method/ Curriculum

13.

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

- All students will complete assignments.
- 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.
- All mistakes should be clearly and completely erased. No doodling and drawings are allowed on assignment papers unless pare of the assignment.
- e. All assignments will be turned in on time.

II. Handwriting standards

- 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
- 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

- 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 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.
- 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.

Teaching Method/ Curriculum

13.

Notebooks will be periodically checked and graded.

V. Computer Writing standards

- All written assignments will be double-spaced and checked for spelling.
- Fringes will be torn off of computer paper, as applicable, before turning in assignments.
- 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 abut 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 Jorealis at a Glance:

campanylensk	Kinderg	First Grade	Second Grade	Third	Fourth	Fifth Grade	Sixth Grade	Seventh Grade	inth ide	Eighth Grade	de de
Languag e Arts/	Riggs Reading. Open Court, Core Knowledge. I. Reading and Writing III. Piction IIII. Sayings and Phrases	Riggs Reading, Open Court, Core Knowledge, Shutey Grammar, I. Reading and Writing II. Poetry III. Fiction III. Expirity III. Fiction III. Sayings and Firstess	Riggs Reading, Open Court, Core Knowledge, Shunky Coamenor. I. Reading and Writing II. Poetry III. Fection (Stories; Granek	Riggs Spelling, Open Court, Core Knowkedge, Shuting, Genurar, I. Writing, Gartinar, and Usage III. Pietto. (Shorres,	Regs Spelling, Open Court, Core Knowledge, Shundey Grammar, I. Wrising, Grammar, and Usage III. Poetry III. Fector	Riggs Spelling. Court. Core Knowledge, Sharley General. I. Writing, Grammar, and Usage III. Poecty III. Florion (Stories,	Riggs Spelling, Open Court, Core Xeawiedge, Sharing, Grammar, I. Writing, Grammar, and Usage III. Pretty III. Fletton (Stories	Riggs H E	£ 00 02	Riggs Spelling. Core Kanwled Shurley Corners Analogie I. Writing, Granwa and Usal II. Poety III. Piction Nen-	Core Core Shurley Camenat, Analogies Writing, Granovar, ond Usage Protery Ner-
¥	Saron K & Saron	Saxon 2	Saxon 2 & 3	Saxon 54	Saxon 65	Saxon 76	Saxon 87	Saxon Albebra 1/2		Saxon Algebra	Equi
History and	World 1. Spatial School Control School Confirms American I. Geography II. Naive American III. Early Exploration	World 1. Geography II. Early Civilization 8. (Mesoputa mix. Ancient Egypt; History of the World Redigions III. Mexico	World 1. Geography 2. Early Civilization 5. Asia (India: Civilian) 81. Modern Civilianian and Civilianian FV. Assient Greece	World I. World Googsphy (Spasial Sense, Canada; Important Rivers) II. Ancient Rours (Geography of Mediterranc an Region; Rontan	World I. World Geography (Spanial Sense; Mountains) II. Eartype in the Middle Ages III. Spread of Shean and "Holy Wark" IV. Hänty and Modieval	World World Geography (Spatial Sense; 12A03) M. Meso- Armerican Civilization 4. European Epidomiton , Trado, and Clash of Clash of	World World Geography (Spatial Sense: Deserts) Lasting Ideas from Ancheston Cavitasatos Cavitasatos (Treislamics (Treislamics (Greece and Rome) III.	그 글 글 호	America Becomes a World Power World Wer ("The Great War") Russian Revolution America from the from the trion the trion the	日田 27 × 2 2 2 2 3 2 3 2 3 2 3 2 3 2 3 2 3	Decline of European Colonialsan Colonialsan Colonialsan Colonialsan Movement Vietnam War and the Risic of Social Activism Activism And Oil Publics
184	Fint Crowth Growth II Animals and Their Needs III. Hurran Body (Five Senses)	I. Living Things and Their Environment II. Harman Body (Body Systeme)	Cycles in Nature (Seasonal Cycles; Life Cycles; Water Cycles; Water Cycle) Life Cycles; Water Cycles	L Introduction to Chasificati on of Animals II. Harran (Muscalir,	Human Body (Circulatory and Registratory Systems) II. Chemistry Matter;	1. Classifying Living Things H. Cells: Structures and Processes III. Plant Structures	I. Physics: Nochanical Concepts (Speed; Forer; Work; Energy; Power) II. Energy; Heat, and Tinergy	_ = E 5	Attentic Structure Chemical Bends and Bends and Cell Division and Genetics Seed	H. Blee	Electricity und Magnetism Electro magnetic Radiation and Light Sound Waves Chemistry of Freed and

14. RATI COMMENTS

COLLECTIVE BARGAINING A IA N/A

(a) Where applicable, does a collective

(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 P Borough School District.

(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?

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.

Suggested Sources of Evidence: Written collective bargaining unit contract, and board approval of exemptions from the collective bargaining agreement.

15. RATING		ΓING	COMMENTS
CONTRACT TERMINATION	A	IA	N/A
(a) Is there a charter school contract termination clause currently in effect? See Atta	chmen	ıts.	
What Reviewers Will Look For: Evidence that a written charter school contract termination clause is present.			
Suggested Sources of Evidence: 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.

- 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.
- Achievement Levels: Charter School's educational program shall meet the specific levels of achievement specified in the proposal.
- 3. <u>Policies and procedures</u>: 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. <u>Admission Policies and Procedures</u>: 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. <u>Administrative Policies</u>: 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.
- 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. <u>Budget and Accounting</u>: 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.
- 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. <u>Teachers and Support Staff</u>: 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.

- 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.
- 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. <u>Contract Term</u>: 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. <u>Termination</u>: 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. <u>Equal Access</u>: 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. <u>Nonsectarian</u>: 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, as	nd 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.

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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.