



RENEWAL
Charter School
APPLICATION
for

Aurora Borealis Charter School

FY 2016

Alaska Department of Education & Early Development
801 W 10th Street, Suite 200
P.O. Box 110500
Juneau, AK 99811-0500

DIRECTIONS

Application for a Renewal Charter

Parties interested in submitting a renewal application for a charter school should familiarize themselves with all applicable state statutes and regulations contained within this document.

Local School Districts/School Boards may have developed a Charter Schools renewal application form for approval at the local level that requires additional information, however for the purposes of seeking State Board of Education & Early Development approval, **this renewal application form MUST be used.** Sufficient evidence must be presented to address all sections of this renewal application form for the department to deem the renewal application compliant and forward to the State Board of Education for approval.

Timeline:

Applicants must follow all local procedures to seek Charter School approval by their local boards.

Not later than 30 days after a local school board's decision to approve a renewal application for a charter school, the local school board must forward the renewal application to the State Board of Education & Early Development for review and approval by mailing to the department:

- (1) the complete renewal application filed with the local school board, including all supporting documents required;
- (2) the written decision of the local school board;
- (3) all other materials considered by the local school board in support or in opposition to the renewal application; and
- (4) the minutes of the local school board meeting at which the charter was approved.

In the event the local school district/local board has a separate renewal application form that differs from the state required form, **it is the responsibility of the Charter School to transfer complete responses to the department form.**

An original and 4 copies of the EED Charter School Renewal Application Form should be mailed to:

**Alaska Department of Education & Early Development
Attn: Charter School Program Manager
801 W. 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500**

**Please also submit via email a pdf of the renewal application form to
Todd.Brocious@alaska.gov**

A renewal application approved by a local school board and submitted to the department ***must be received by the department at least 90 days*** before the next regularly scheduled meeting of the State Board of Education and Early Development. See schedule at: www.education.state.ak.us/State_Board/

A renewal application for a charter school approved by a local school board may not be submitted to the department more than 12 months before the expiration of the existing contract.

Required Format:

1. Not more than 200 pages single-sided, *unbound*, in 12 point font.
2. ALL pages numbered in consecutive order (i.e. 1, 2, 3, ...200).
3. A table of contents.
4. Follow in numerical order the numbered sections and sub-elements of the application.
5. ALL numbered sections and sub-elements must be addressed.

Upon receipt, the renewal application will go through a technical review committee to determine if any additional information is necessary. Addressing each section with sufficient detail and evidence examples will decrease the likelihood of additional information being requested.

Once the technical review committee agrees the applicant has demonstrated compliance, the renewal application will be scheduled to be addressed by the State Board of Education & Early Development at their next meeting.

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1. Establishment of the Charter at the Local Level

Section 1: Establishment of the Charter at the local level

- i. Provide the primary purpose of the charter and how it specifically differs from other educational options available in the community. Provide a narrative to describe how the charter has changed since the last application. *AS 14.03.265(a)(1-3)*
- ii. Provide evidence of the local school board approval of the reapplication for the charter school marked as Appendix A. *AS 14.03.250(b)*
- iii. Provide evidence of the signed contract between the charter school and the local school board containing all required elements under AS 14.03.255(c) marked as Appendix B. *AS 14.03.255(c)(1-14)*
- iv. Provide either the charter school’s bylaws marked as Appendix C **or** an indication on the signed assurance page that the bylaws previously submitted to the department in the initial application or previous renewal applications have not changed. *4 AAC 33.110(a)(4)*
- v. Provide evidence of the Academic Policy Committee (APC) consisting of parents of students attending the school, teachers, and school employees. Evidence includes a list of the members of the APC and their qualifications, as well as the written minutes from meetings where the charter school met with the academic policy committee to fulfill the requirement of at least once each year monitoring the progress in achieving the committee's policies and goals. Mark as Appendix D. *AS 14.03.250(a), AS 14.03.255(b)(4), 4 AAC 33.110(a)(1)*

Reviewer Rating Template		
Section 1	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Purpose	Page 9	
Evidence of board approval	Appendix A	
Evidence of signed contract with all required elements	See required element below (items 1-14) Appendix B	
1. Description of educational program	Appendix B	

Section 1: Establishment of the Charter at the local level

2. Specific levels of achievement for the education program	Appendix B	
3. Admissions Policy and Procedures	Appendix B	
4. Administrative Policies	Appendix B	
5. Statement of Charter funding	Appendix B	
6. Method of accountability for receipts and expenditures	Appendix B	
7. Location and description of facility	Appendix B	
8. Name of teachers who by agreement will teach in the charter	Appendix B	
9. Teacher to student ratio	Appendix B	
10. Number of students to be served	Appendix B	
11. Term of contract (not to exceed 10 years)	Appendix B	
12. Termination Clause	Appendix B	
13. Statement of state and federal law compliance	Appendix B	
14. Exemptions or requirements included in contract	Appendix B	
Evidence of bylaws or assurance	Appendix C	
Evidence of APC, including list of names/qualifications, meeting minutes	Appendix D Page 10	

Section 1: Establishment of the Charter at the local level

- i*** Provide the primary purpose of the charter and how it specifically differs from other educational options available in the community. Provide a narrative to describe how the charter has changed since the last application. *AS 14.03.265(a)(1-3)*

Purpose:

Aurora Borealis Charter School is established to provide a research-based preparatory education through whole group, subject-centered direct instruction. Aurora Borealis differs from other educational programs in our community. Kindergarten is an academically focused curriculum. Students learn 55 phonograms and start doing first grade reading after the first semester. Math is accelerated in kindergarten with students finishing Saxon kindergarten level by October and then getting half of the Saxon first grade completed by the end of the year. First grade students finish Saxon first grade level by the end of the second quarter and then go on to finish second grade level Saxon math by the end of first grade. Therefore, students start second grade doing third grade Saxon math As we choose curriculum, we look for research validating the rigor of the curriculum, correlation with Alaska State and Core Standards, and also a well-defined scope and sequence which allows us to spiral teaching through the grades, each grade building on the foundations established in years prior. Instruction is whole group, subject-centered, and direct. Use of this research-based curriculum results in a preparatory education emphasizing language arts (phonetic reading, writing, spelling, grammar, and vocabulary), mathematics, history and geography, science, technology, art and music, and physical education. An additional course, Enrichment, explores the Latin basis of our language, extended mathematic problem-solving, and, for all students in the upper grades, involvement in the Future Problem Solving research, training, and competitions. The charter has not changed since the last application.

Section 1: Establishment of the Charter at the local level

- v. **Provide evidence of the Academic Policy Committee (APC) consisting of parents of students attending the school, teachers, and school employees. Evidence includes a list of the members of the APC and their qualifications, as well as the written minutes from meetings where the charter school met with the academic policy committee to fulfill the requirement of at least once each year monitoring the progress in achieving the committee's policies and goals. Mark as Appendix D. AS 14.03.250(a), AS 14.03.255(b)(4), 4 AAC 33.110(a)(1)**

Evidence of APC, including list of names/qualifications, meeting minutes:

Academic Policy Committee members consists of the following members:

Bruce Jackman- parent- Chairperson	Doug Gordon- parent- Treasurer
Jerry Strait- parent- Vice-Chairperson	Vance Wonser- parent- Secretary
Dave Klein- parent	Steve Sturman- parent
<u>Cody McCanna- School Administrator</u>	<u>Community member- nobody appointed</u>

The Academic Policy Committee Meetings were held on the following dates (dates with an asterisk have minutes included in this document, all other minutes are available in the school office):

*May 16, 2011	January 14, 2013	January 13, 2015
September 26, 2011	*March 4, 2013	*May 21, 2015
November 28, 2011	May 10, 2013	October 13, 2015
January 23, 2012	August 29, 2013	December 8, 2015
February 20, 2012	October 17, 2013	*March 29, 2016
March 5, 2012	January 30, 2014	May 3, 2016
*April 12, 2012	March 27, 2014	*August 25, 2016
May 10, 2012	*May 1, 2014	September 13, 2016
October 4, 2012	October 21, 2014	

2. Organization and Administration

Section 2: Organization and Administration

- i. Provide information on how the charter school is administered to ensure that the terms of the contract required by AS 14.03.255 (c) are being met; including who is responsible and what mechanism(s) they use. *AS 14.03.255(b)(2)*
- ii. Provide the written *administrative policy manual* utilized by the charter **or** an indication on the signed assurance page that the policy manual submitted to the department in the initial application or previous renewal applications has not changed. Mark as Appendix E. *4 AAC 33.110(a)(13)*
- iii. Provide evidence that the charter school met regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school, including any review recommendations. *AS 14.03.255(b)(3)*
- iv. Provide evidence that the charter school met with the APC at least once a year to monitor progress in achieving the committee’s policies and goals. *AS 14.03.255(b)(4)*
- v. Provide a description of the school schedule and calendar. *4 AAC 33.110(a)(9)*
- vi. If applicable: Provide information on alternative educational options for students not wishing to attend the charter if the charter school is the only school in the community. *4 AAC 33.110(a)(12)*

Reviewer Rating Template		
Section 2	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Description of administrative oversight	Page 13	
Evidence of written administrative policy manual or assurance	Appendix E	
Evidence of regular parent and teacher contacts for continuous improvement	Page 14	
Evidence of annual APC meeting	Page 14	
Description of school schedule and calendar	Page 15	
Alternative options for students if no other educational program exists	NA	

Section 2: Organization and Administration

- i. Provide information on how the charter school is administered to ensure that the terms of the contract required by AS 14.03.255 (c) are being met; including who is responsible and what mechanism(s) they use. AS 14.03.255(b)(2)***

Description of administrative oversight:

Aurora Borealis Charter School adheres to the Kenai Peninsula Borough School District Charter School Policy. The administrator, with oversight by the Academic Policy Committee, shall ensure that the terms of the contract between KPBSD and ABCS are being met. ABCS Bylaws, Appendix C, outline how the charter school is administered to ensure that the terms of the contact are being met. In addition, the academic policy committee bylaws address and comply with State charter school law. Aurora Borealis Charter School also adheres to all of the policies included in the KPBSD policy manual. That manual is online at the KPBSD website (<http://www.kpbsd.k12.ak.us>) and is in Appendix E. The Policy Manual is used as a reference for staff and our Academic Policy Committee (APC) members. Our APC handles control and supervision of the charter school according to Charter School Law and operates in accordance to the Bylaws established for Aurora Borealis Charter School.

- ii. Provide the written *administrative policy manual* utilized by the charter or an indication on the signed assurance page that the policy manual submitted to the department in the initial application or previous renewal applications has not changed. Mark as Appendix E. 4 AAC 33.110(a)(13)***

Evidence of written administrative policy manual or assurance:

Aurora Borealis Charter School follows the Kenai Peninsula Borough School District's administrative policies and procedures. We receive all administrative memos and the KPBSD Policy Manual is available online and a copy is located in the school office.

Refer to Appendix E for a copy of the manual.

Section 2: Organization and Administration

- iii. Provide evidence that the charter school met regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school, including any review recommendations. AS 14.03.255(b)(3)**

Evidence of regular parent and teacher contacts for continuous improvement:

Aurora Borealis Charter School conducts parent/teacher conferences twice a year according to KPBSD District Wide Calendar. There is a Parent Comment section on every Academic Policy Committee agenda. ABCS sends home weekly newsletters and announcements to parents via written letters and e-mail lists. The list of all APC meeting dates are listed in Section 1 of this document with the agendas and minutes of several meetings in Appendix D. Every APC meeting is an opportunity for parents and teachers to give input about the operations of the charter school. Every year the APC sends out a survey to all parents to receive feedback about the school. A copy of that survey is attached to the end of this section. Completed surveys from previous years are on file in the office.

- iv. Provide evidence that the charter school met with the APC at least once a year to monitor progress in achieving the committee's policies and goals. AS 14.03.255(b)(4)**

Evidence of annual APC meeting:

Aurora Borealis Charter School conducts several APC meetings every year. During those meetings all members of the APC, parents, staff and community members have the opportunity to address any policies and goals. Assessment data (AIMS, Terra Nova, Ed Performance, and AMP) is shared during APC meetings after the specific assessment data has been released to the school. The data is explained by the administrator during the APC meeting and copies are given to each member. APC meeting minutes and agenda dates can be found in Section 1 of this document with specific agendas and minutes in Appendix D. The APC's goals are to follow Article 2 of the Bylaws (Appendix C).

Section 2: Organization and Administration

- v. **Provide a description of the school schedule and calendar. 4 AAC 33.110(a)(9)**

Description of school schedule and calendar:

Aurora Borealis School Daily Schedule

In order for the staff and students to best utilize the school day, it is necessary that all observe the following schedule: This is the schedule for grades 1-8.

7:45 Students may enter school and sit in the hallway adjacent their classrooms.

7:55 Students enter classrooms.

8:00 Classes begin.

Any students entering the school after 8:00 must go to the office and sign in prior to going to their classrooms. It is the responsibility of parents and students to come to school on time and prepared to work. Tardies are disruptive and provide a poor learning environment for students. Excessive tardies (6 per quarter), you will receive a letter. Anything in excess of 6 tardies will be brought to the attention of the Academic Policy Committee for possible action.

2:45 Students are dismissed from class.

3:00 All students should have been picked up for their ride home.

Please notify the office by note or telephone if you will be unable to pick up your student as scheduled. Any students remaining after 3:00 will be supervised in the office. Such students will not be allowed to remain unsupervised in the building.

The Kindergarten schedule is as follows:

7:45 Morning students may enter school and sit in the hallway adjacent their classrooms.

7:55 Students enter classrooms.

8:00 Morning classes begin.

9:50 Afternoon students may enter school and sit in the hallway adjacent their classrooms.

10:00 Afternoon class begins.

12:45 Morning class dismissed.

2:45 Afternoon class dismissed from class.

3:00 All students should have been picked up for their ride home.

We follow KPBSD District wide calendar that is on the following page.

Kenai Peninsula Borough School District 2016-17 District Wide Calendar

C School Closes **O** School Opens
E End of Quarter **CI** PT Conference/Inservice
H Legal Holiday **V** Vacation Day
IW Inservice/Work **ER** Early Release Day

July 2016							August 2016							September 2016							October 2016							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
					1	2	1	2	3	4	5	6				1	2	3							1			
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24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30	23	24	25	26	27	28	29		
																								ER	CI	CI		
31																					30	31						
# of Inservice Days:							# of Inservice Days:	5						# of Inservice Days:	0						# of Inservice Days:	3						
# of Student Days:							# of Student Days:	7						# of Student Days:	21						# of Student Days:	18						
# of Teacher Days:							# of Teacher Days:	12						# of Teacher Days:	22						# of Teacher Days:	21						
November 2016							December 2016							January 2017							February 2017							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
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27	28	29	30				25	26	27	28	29	30	31	29	30	31					26	27	28					
							H	V	V	V	V	V																
# of Inservice Days:	0						# of Inservice Days:	1						# of Inservice Days:	0						# of Inservice Days:	2						
# of Student Days:	20						# of Student Days:	15						# of Student Days:	16						# of Student Days:	18						
# of Teacher Days:	22						# of Teacher Days:	17						# of Teacher Days:	17						# of Teacher Days:	20						
March 2017							April 2017							May 2017							June 2017							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
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30							30																					
# of Inservice Days:	1						# of Inservice Days:	0						# of Inservice Days:	1						# of Inservice Days:							
# of Student Days:	17						# of Student Days:	20						# of Student Days:	18						# of Student Days:							
# of Teacher Days:	18						# of Teacher Days:	20						# of Teacher Days:	19						# of Teacher Days:							

End of Quarter	Inservice Dates	Legal Holidays & Vacation Days
1st Quarter 42 days	Teacher First August 16	Independence Day July 4
2nd Quarter 39 days	Teacher Last May 25	Labor Day September 5
3rd Quarter 41 days	Student First August 23	Thanksgiving November 24-25
4th Quarter 48 days	Student Last May 24	Winter Break Dec 23-Jan 6
170 days	PT Conference/IS Days	Spring Break March 13-17
	October 27, 28	Vacation Day Jan 16
	February 9, 10	Memorial Day May 29

Approved: 11/2/2015
 Dept of Ed. Approved: 11/17/2015

○ Start of Testing Window ◻ End of Testing Window
 (Contact School for actual dates of test implementation)

AURORA BOREALIS CHARTER SCHOOL 2015-2016 SURVEY

FAMILY NAME (optional) _____ GRADE (Required) _____
(Please complete one survey per family.)

- | | Yes | No |
|--|--------------------------|--------------------------|
| 1. The curriculum at ABCS meets or exceeds my academic expectations. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The teacher shows concern and works effectively with my student. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Progress reports and Parent/Teacher conferences are productive. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The administrator is a visible leader who relates well to students and parents. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The office staff addresses my concerns in a timely manner. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. A. The Academic Policy Committee provides good governance for our school. | <input type="checkbox"/> | <input type="checkbox"/> |
| B. I am comfortable approaching the Academic Policy Committee with my concerns. | <input type="checkbox"/> | <input type="checkbox"/> |
| C. The Academic Policy Committee adequately communicates their decisions. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I have visited or volunteered in my child's classroom during the school day. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Please rate your satisfaction with ABCS with 10 being the highest. | 1 2 3 4 5 6 7 8 9 10 | |

Please explain any "no" answers.

Additional Comments

Thank you for completing this survey for the Academic Policy Committee. Your answers will be kept confidential. Please return your survey to the office by May 17. You may also mail it to: ABCS/Parent Survey, 705 Frontage Road, Suite A, Kenai, AK 99611.

3. Education Programs and Student Achievement

Section 3: Educational Program and Student Achievement

- i. Provide a description of the educational program to be offered at the charter school including specific teaching methods that benefit an age group, grade level or specific type of student and examples of curriculum utilized. *AS 14.03.255(c)(1), AS 14.03.265(a)(1-3), 4 AAC 33.110(a)(5)*
- ii. Provide evidence of a written instructional program that addresses state content standards under 4 AAC 04 and aligns with the content on the statewide assessment system under 4 AAC 06.710-4 AAC 06.790 marked as Appendix F. *4 AAC 33.110(a)(6)*
- iii. Provide a description of plans for serving special education, vocational education, gifted, and bilingual students. *4 AAC 33.110(a)(10)*
- iv. Provide the written objectives for program achievement desired by the charter. Include information on the progress of the charter to date in reaching the objectives. Include in this section information on ASPI star rating, comparisons of state assessments for the school to district and state averages, as well as student performance by disaggregated groups. Include a synopsis of how students in your school are performing. Also include information on how the charter addresses the needs of students who do not perform at acceptable levels of proficiency. *4 AAC 33.110(a)(7)*
- v. Provide a description of the mechanisms for student assessment utilized in addition to those required by state law. *4 AAC 33.110(a)(5)*

Reviewer Rating Template		
Section 3	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of educational program	Page 21	
Evidence of written instructional program that addresses content standards and aligns with statewide assessment system	Appendix F Page 23	
Description of plans for serving special education, vocational education, gifted and bilingual students	Page 23	
Evidence of written objectives for program achievement, progress on meeting objectives,	Page 24	

Section 3: Educational Program and Student Achievement

comparisons of disaggregated assessment data to district and state averages, and plans to address students who do not perform at acceptable levels		
Description of the mechanisms for student assessment in addition to those required by state law	Page 25	

Section 3: Educational Program and Student Achievement

- i. Provide a description of the educational program to be offered at the charter school including specific teaching methods that benefit an age group, grade level or specific type of student and examples of curriculum utilized. AS 14.03.255(c)(1), AS 14.03.265(a)(1-3), 4 AAC 33.110(a)(5)***

Description of educational program:

Aurora Borealis Charter School provides a research-based preparatory education through whole group, subject-centered direct instruction. Emphasis is placed on language arts (phonetic reading, spelling, grammar, and vocabulary), penmanship, mathematics, history, science, geography, technology, art, music and physical education. Reading begins in kindergarten and is stressed throughout the program. Our Language Arts curriculum in kindergarten is ABCS Phonics that originated from Riggs, but is unique to our school. Students learn 55 phonograms and start doing first grade reading after the first semester. Math is accelerated in kindergarten with students finishing Saxon kindergarten level by October and then getting half of the Saxon first grade completed by the end of the year. First grade students finish Saxon first grade level by the end of the second quarter and then go on to finish second grade level Saxon math by the end of first grade. Therefore, students start second grade doing Saxon level three math. The teaching of students is accomplished through a well-defined scope and sequence using proven programs. Students are expected to perform at or above grade level and maintain a minimum grade of a C in all subjects. ABCS has high academic standards. Grading is done on a percentage basis with no curve, with letter grades awarded for grades 1-8. Grade scales are as follows:

Kindergarten: No Letter Grades

Grades 1-2: 90-100 (A), 80-89 (B), 70-79 (C), 60-69 (D), 0-59 (F)

Grades 3-8: 94-100 (A), 87-93 (B), 70-86 (C), 65-69 (D), 0-64 (F)

A list of the curriculum utilized by ABCS can be found in Appendix F.

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 the Aurora Borealis academic program; however, the goal will always be to bring all students up to these written standards:

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

- I. Class work standards**
 - a. All students will complete assignments.
 - b. Proper formatting, which includes name and assignment heading at the top right side of the paper, will be followed.
 - c. Papers will have clear margins: left, right, top, and bottom.

Section 3: Educational Program and Student Achievement

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

II. Handwriting standards

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

III. Math paper standards

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

IV. Organization skills: Grades 3-8

All students will have the following materials:

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

V. Computer Writing Standards

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

Section 3: Educational Program and Student Achievement

- ii. Provide evidence of a written instructional program that addresses state content standards under 4 AAC 04 and aligns with the content on the statewide assessment system under 4 AAC 06.710-4 AAC 06.790 marked as Appendix F. 4 AAC 33.110(a)(6)**

Evidence of written instructional program that addresses content standards and aligns with statewide assessment system:

Aurora Borealis Charter School regularly monitors curriculum implementation and quality. Terra Nova testing is conducted each year in grade 1-8. An item analysis is done for each subject and reviewed annually at the beginning of the year (usually August). When state assessment data is available it is reviewed annually when results are available to analyze each specific area tested. The above mentioned data are used for setting school goals.

- iii. Provide a description of plans for serving special education, vocational education, gifted, and bilingual students. 4 AAC 33.110(a)(10)**

Description of plans for serving special education, vocational education, gifted and bilingual students:

Aurora Borealis Charter School complies with Kenai Peninsula Borough School District and State of Alaska's laws and statutes regarding special education students. Aurora Borealis Charter School identifies and serves special education, gifted and bilingual students. If a special services student or student with a 504 Plan enrolls at Aurora, a review of the student's IEP or 504 Plan is conducted with the IEP/504 Team. The IEP/504 team then determines if Aurora can meet the student's individual learning needs via the methodology and curriculum materials available at the school. The IEP team must include district office representation and a member of the student's neighborhood school. If the IEP/504 team determines that Aurora cannot adequately address the needs of the student the decision is disclosed to the parent at the meeting and documented in a Written Notice. Notice to the parent includes a copy of the Procedural Safeguards.

Section 3: Educational Program and Student Achievement

- iv. Provide the written objectives for program achievement desired by the charter. Include information on the progress of the charter to date in reaching the objectives. Include in this section information on ASPI star rating, comparisons of state assessments for the school to district and state averages, as well as student performance by disaggregated groups. Include a synopsis of how students in your school are performing. Also include information on how the charter addresses the needs of students who do not perform at acceptable levels of proficiency. 4 AAC 33.110(a)(7)**

Evidence of written objectives for program achievement, progress on meeting objectives, comparisons of disaggregated assessment data to district and state averages, and plans to address students who do not perform at acceptable levels:

Aurora Borealis Charter School serves families in the general Kenai-Soldotna area, which includes Nikiski, Sterling, and Kasilof. By incorporating high academic and behavior expectations with a spiraling, skills and knowledge based curriculum and direct instruction, Aurora Borealis provides students with the foundation necessary to live successfully, contribute to their communities, and to be responsible citizens.

It is the goal of ABCS to provide a research-based preparatory education through whole group, subject-centered direct instruction, with textbooks used in the classroom. Emphasis is placed on language arts (phonetic reading, spelling, grammar, and vocabulary), penmanship, Latin, mathematics, history, science, geography, technology, art, and physical education. Character education, with strong emphasis on citizenship, values, self-discipline, and patriotism is an integral part of the Aurora Borealis education.

Students who do not perform at acceptable levels of proficiency are identified and referred to our intervention team. A team meeting is held to review student data and address the specific needs of each student.

The following pages contain data that is used to measure program achievement, progress on meeting objectives, comparisons of data to district, state, and national averages. Data sources include: Terra Nova scores, ASPI rating, Standards Based Assessments (SBA), and Alaska Measures of Progress (AMP) scores.

Section 3: Educational Program and Student Achievement

- v. Provide a description of the mechanisms for student assessment utilized in addition to those required by state law. 4 AAC 33.110(a)(5)**

Description of the mechanisms for student assessment in addition to those required by state law:

Aurora Borealis Charter School participates in Kenai Borough School District assessments, which includes Aimsweb (3 times a year in grades K-5), Ed Performance series (3 times a year in grades 3-8), and quarterly writing assessments. ABCS utilizes the curriculum assessments as outlined in the program's scope and sequence. Terra Nova testing for grades 1-8 have been done historically to get a national perspective on student and school performance since 2003.

2013-2014 Annual Measurable Objectives (AMO) Progress Report
 Alaska Department of Education & Early Development
 Prepared on August 28, 2014

School: Aurora Borealis Charter School District: Kenai Peninsula Borough School District Title I School: No

Subgroup ¹	Reading			Writing			Math					
	State Target	School Target	Percent of FAY Students Proficient or Above ³	Reading Target Met ⁴	State Target	School Target	Percent of FAY Students Proficient or Above ³	Writing Target Met ⁴	State Target	School Target	Percent of FAY Students Proficient or Above ³	Math Target Met ⁴
All Students	83.83%	100.00%	99.17%	Yes	79.17%	98.58%	99.16%	Yes	74.50%	97.92%	99.17%	Yes
African American	78.67%	N/A	N/A	N/A	73.50%	N/A	N/A	N/A	62.67%	N/A	N/A	N/A
Alaska Native & American Indian	66.08%	N/A	N/A	N/A	59.92%	N/A	N/A	N/A	57.75%	N/A	N/A	N/A
Asian & Pacific Islander	81.00%	N/A	N/A	N/A	78.58%	N/A	N/A	N/A	74.08%	N/A	N/A	N/A
Caucasian	92.08%	100.00%	99.02%	Yes	87.75%	98.42%	99.01%	Yes	82.75%	98.42%	99.02%	Yes
Hispanic	84.17%	N/A	N/A	N/A	79.92%	N/A	N/A	N/A	72.75%	N/A	N/A	N/A
Two or more races	85.50%	100.00%	100.00%	Yes	80.75%	100.00%	100.00%	Yes	75.75%	91.67%	100.00%	Yes
Economically Disadvantaged	74.33%	N/A	N/A	N/A	68.75%	N/A	N/A	N/A	64.17%	N/A	N/A	N/A
Students w/Disabilities (SWD) ²	57.42%	100.00%	90.91%	Yes	52.33%	100.00%	90.91%	Yes	47.50%	100.00%	90.91%	Yes
Limited English Proficient (LEP) ²	53.33%	N/A	N/A	N/A	50.08%	N/A	N/A	N/A	48.75%	N/A	N/A	N/A

Subgroup	Participation Rate			Attendance Rate			Graduation Rate		
	Enrolled	Rate (%)	Target Met ⁵	Rate	Target Met ⁵	4-Year Rate	5-Year Rate	Target Met ⁷	
All Students	121	99.17%	Yes	95.35%	Yes	N/A	N/A	N/A	
African American	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Alaska Native & American Indian	4	100.00%	N/A	94.74%	No	N/A	N/A	N/A	
Asian & Pacific Islander	1	100.00%	N/A	N/A	N/A	N/A	N/A	N/A	
Caucasian	103	99.03%	Yes	95.31%	Yes	N/A	N/A	N/A	
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Two or more races	13	100.00%	Yes	95.68%	Yes	N/A	N/A	N/A	
Economically Disadvantaged	2	100.00%	N/A	94.05%	No	N/A	N/A	N/A	
Students w/Disabilities (SWD) ²	8	100.00%	Yes	95.48%	Yes	N/A	N/A	N/A	
Limited English Proficient (LEP) ²	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

NOTES:
 1. If a subgroup has fewer than five students enrolled in tested grades, "N/A" has been entered for the proficiency percentage and "Target Met?" fields.
 2. Students with Disabilities (SWD) and Limited English Proficient (LEP) subgroups include assessment scores of former SWD and former LEP students that are being monitored for two years.
 3. Proficiency percentage is based on "Fall Academic Year" (FAY) students enrolled from October 1 through the first day of testing in spring 2014.
 4. The AMO target is met if either the state or the school target has been met.
 5. The participation rate target is 95 percent if the number of enrolled students is greater than 40. If the number of enrolled students is 40 or less, all but two students must test. Subgroups with fewer than five students will reflect "N/A" in the "Target Met?" field.
 6. The attendance rate target is 95 percent for the school as a whole and for each subgroup with at least five students enrolled.
 7. The graduation rate target is 90 percent for the school as a whole and for each subgroup with at least five members if the school enrolls students in grade 12. A school or subgroup with 10 or fewer students satisfies the graduation rate requirement if all but one of those students graduates.

ASPI Rating: *****

ALASKA SCHOOL PERFORMANCE INDEX (ASPI): 2013-2014

Printed 9/3/2014
School Grade Span

School District: Kenai Peninsula Borough School District

School: Aurora Borealis Charter School

KG - 8

Participation Rate Grades 3-10	Number Tested	Number Enrolled	Participation Rate	Met Participation Rate	Points
					None, acts as a trigger to achievement denominator.
	120	121	99.17%	Yes	

K-8 Performance

Academic Achievement	Reading			Writing			Math			Points	Weighting	ASPI Points			
	Crit Proficient	Crit Tested *	Pct Proficient	Crit Proficient	Crit Tested *	Pct Proficient	Crit Proficient	Crit Tested *	Pct Proficient						
	^	120	95% or more	^	119	95% or more	^	120	95% or more						
School Progress (Subgroup must have >5 students to be considered)	Growth All	100.00	N/A	Growth-AK Nat	N/A	100.00	Growth-Econ Dis	100.00	Growth-w/Disabs	100.00	Growth-LEP	N/A	100.00	0.4	40.00
Attendance Rate		95.35%											95.00	0.25	23.75
Total K-8 Points											1.00	98.75			

9-12 Performance

Academic Achievement	Reading			Writing			Math			Points	Weighting	ASPI Points			
	Crit Proficient	Crit Tested *	Pct Proficient	Crit Proficient	Crit Tested *	Pct Proficient	Crit Proficient	Crit Tested *	Pct Proficient						
	N/A	0	N/A	N/A	0	N/A	N/A	0	N/A						
School Progress (Subgroup must have >5 students to be considered)	Growth All	N/A	N/A	Growth-AK Nat	N/A	N/A	Growth-Econ Dis	N/A	Growth-w/Disabs	N/A	Growth-LEP	N/A	N/A	0	0.00
Attendance Rate		N/A											N/A	0	0.00
Graduation Rate	4 Year		Cohorts - 4 Yr	5 Year		Cohorts - 5 Yr							N/A	0	0.00
College Career Readiness Workkeys Participation		N/A			N/A								N/A	0	0.00
Total 9-12 Points											0.00	0.00			

^ - Results are suppressed to protect individual confidentiality.
* - All eligible students are counted when Participation Rate is not met.
N/A - Results do not meet minimum reporting thresholds or no students of the reported grade level were served.

K-8 Enrollment Count:	188	K-8 Enrollment Ratio:	1.00
9-12 Enrollment Count:	0	9-12 Enrollment Ratio:	0.00

Per 4 AAC 06.835(b), this designation becomes final unless a review is requested within 30 days from receipt.

ASPI Score 98.75

2014-2015 Alaska Measures of Progress (AMP)

English Language Arts

All Grades

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	20	18.52%	60	55.56%	23	21.30%	5	4.63%	108	95.58%
Male	5	9.62%	30	57.69%	14	26.92%	3	5.77%	52	94.55%
Female	15	26.79%	30	53.57%	9	16.07%	2	3.57%	56	96.55%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	4	100.00%
Caucasian	16	17.58%	52	57.14%	20	21.98%	3	3.30%	91	96.81%
Hispanic	*	*	*	*	*	*	*	*	1	100.00%
Two or More Races	3	25.00%	6	50.00%	2	16.67%	1	8.33%	12	85.71%
Economically Disadvantaged	*	*	*	*	*	*	*	*	4	100.00%
Not Economically Disadvantaged	20	19.23%	57	54.81%	23	22.12%	4	3.85%	104	95.41%
Students With Disabilities	1	16.67%	1	16.67%	2	33.33%	2	33.33%	6	100.00%
Students Without Disabilities	19	18.63%	59	57.84%	21	20.59%	3	2.94%	102	95.33%
Limited English Proficient	*	*	*	*	*	*	*	*	1	100.00%
Not Limited English Proficient	20	18.69%	60	56.07%	23	21.50%	4	3.74%	107	95.54%
Not Migrant Students	20	18.52%	60	55.56%	23	21.30%	5	4.63%	108	95.58%
Not Active Duty Parent/Guardian	20	18.52%	60	55.56%	23	21.30%	5	4.63%	108	95.58%

Mathematics

All Grades

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	34	31.48%	61	56.48%	12	11.11%	1	0.93%	108	95.58%
Male	18	34.62%	28	53.85%	6	11.54%	0	0.00%	52	94.55%
Female	16	28.57%	33	58.93%	6	10.71%	1	1.79%	56	96.55%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	4	100.00%
Caucasian	26	28.57%	54	59.34%	10	10.99%	1	1.10%	91	96.81%
Hispanic	*	*	*	*	*	*	*	*	1	100.00%
Two or More Races	7	58.33%	4	33.33%	1	8.33%	0	0.00%	12	85.71%
Economically Disadvantaged	*	*	*	*	*	*	*	*	4	100.00%
Not Economically Disadvantaged	33	31.73%	59	56.73%	12	11.54%	0	0.00%	104	95.41%
Students With Disabilities	2	33.33%	2	33.33%	1	16.67%	1	16.67%	6	100.00%
Students Without Disabilities	32	31.37%	59	57.84%	11	10.78%	0	0.00%	102	95.33%
Limited English Proficient	*	*	*	*	*	*	*	*	1	100.00%
Not Limited English Proficient	34	31.78%	60	56.07%	12	11.21%	1	0.93%	107	95.54%
Not Migrant Students	34	31.48%	61	56.48%	12	11.11%	1	0.93%	108	95.58%
Not Active Duty Parent/Guardian	34	31.48%	61	56.48%	12	11.11%	1	0.93%	108	95.58%

2014-2015 Standards Based Assessments (SBA)

Science

All Grades

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	25	67.57%	9	24.32%	3	8.11%	0	0.00%	37	100.00%
Male	12	63.16%	6	31.58%	1	5.26%	0	0.00%	19	100.00%
Female	13	72.22%	3	16.67%	2	11.11%	0	0.00%	18	100.00%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	2	100.00%
Caucasian	19	63.33%	9	30.00%	2	6.67%	0	0.00%	30	100.00%
Two or More Races	*	60% or more	*	40% or fewer	*	40% or fewer	*	40% or fewer	5	100.00%
Not Economically Disadvantaged	25	67.57%	9	24.32%	3	8.11%	0	0.00%	37	100.00%
Students With Disabilities	*	*	*	*	*	*	*	*	1	100.00%
Students Without Disabilities	25	69.44%	9	25.00%	2	5.56%	0	0.00%	36	100.00%
Not Limited English Proficient	25	67.57%	9	24.32%	3	8.11%	0	0.00%	37	100.00%
Not Migrant Students	25	67.57%	9	24.32%	3	8.11%	0	0.00%	37	100.00%
Not Active Duty Parent/Guardian	25	67.57%	9	24.32%	3	8.11%	0	0.00%	37	100.00%

Two-Year School-level Trend data

(2013-2014 & 2014-2015)

Students Scoring Proficient or Above by Grade Level

Grade	Percent Proficient Science	
	Previous	Current
All Grades	90% or more	91.89%
Grade 4	90% or more	85.00%
Grade 8	80% or more	80% or more

Revised Alaska State Report Card To The Public 11/18/2015 4:23:46 AM

2014-2015 Accountability Indicators Report
Alaska Department of Education & Early Development

School: Aurora Borealis Charter School

2013-2014 ASPI Rating: *****

District: Kenai Peninsula Borough School District

Title I School: No

Alaska Measures of Progress (AMP) - 2015 Summative Assessment
Percentage of FAY¹ Students Achieving Level 3 or Level 4 - School, District, and State Achievement²

Subgroup	English Language Arts			Mathematics		
	School	District	State	School	District	State
All Students	74.07%	43.64%	35.38%	87.96%	38.70%	31.86%
African American	N/A	27.78%	23.86%	N/A	20% or fewer	20.13%
Alaska Native/American Indian	*	26.00%	14.01%	*	26.22%	14.38%
Asian/Pacific Islander	N/A	35.90%	28.21%	N/A	29.87%	30.84%
Hispanic	*	39.61%	31.35%	*	33.17%	26.17%
Two or More Races	75.00%	42.73%	37.57%	80% or more	40.76%	33.80%
White	74.73%	46.56%	47.87%	87.91%	40.74%	41.64%
Economically Disadvantaged	*	35.82%	20.55%	*	31.07%	19.20%
Students with Disabilities ³	40% or fewer	11.86%	8.05%	60% or more	12.29%	8.15%
Limited English Proficient ³	*	9.50%	4.55%	*	8.89%	8.17%

Subgroup	Participation Rate			Attendance Rate		Graduation Rate		
	Enrolled	Rate (%)	Target Met? ⁴	Rate (%)	Target Met? ⁵	4-Year Rate	5-Year Rate	Target Met? ⁶
All Students	113	95.58%	Yes	95.64%	Yes	N/A	N/A	N/A
African American	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Alaska Native/American Indian	4	100.00%	N/A	95.13%	Yes	N/A	N/A	N/A
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.00%	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	14	85.71%	Yes	95.48%	Yes	N/A	N/A	N/A
White	94	96.81%	Yes	95.73%	Yes	N/A	N/A	N/A
Economically Disadvantaged	4	100.00%	N/A	92.59%	No	N/A	N/A	N/A
Students with Disabilities ³	6	100.00%	Yes	95.86%	Yes	N/A	N/A	N/A
Limited English Proficient ³	1	100.00%	N/A	N/A	N/A	N/A	N/A	N/A

Notes:

1. Full Academic Year (FAY) = Students enrolled continuously from October 1 through the first day of testing.
 2. Due to the recent passage of the Every Student Succeeds Act, this report will provide a comparison of school and district achievement on the AMP assessment to statewide achievement for all students and for all subgroups for the 2014-2015 and 2015-2016 school years. Students achieving at Levels 3 and 4 are considered to be meeting the standards.
 3. Students with Disabilities (SWD) and Limited English Proficient (LEP) subgroups include assessment scores of former SWD and former LEP students that are being monitored for two years.
 4. The participation rate target is 95 percent if the number of enrolled students is greater than 40. If the number of enrolled students is 40 or less, all but two students must test. Subgroups with fewer than five students will reflect "N/A" in the "Target Met?" field.
 5. The attendance rate target is 95 percent for the school as a whole and each subgroup with at least five students enrolled.
 6. The graduation rate target is 90 percent for the school as a whole and each subgroup with at least five members if the school enrolls students in grade 12. A school or subgroup with 10 or fewer students satisfies the graduation rate requirement if all but one of those students graduate. A school meets this target if either the four- or five-year rate meets these criteria.
- * - Cells with an asterisk represent at least one and no more than four students assessed. These data are suppressed to protect individual student confidentiality.

COMPLETE BATTERY

Group List Report

Part I

Class: RYDALL JENNIE

Grade: 2A

Purpose:

This report summarizes standardized data for a specific group. It provides a description of performance scores for the group and identifies the individual scores for each student. Together with the group's mean score and standard deviation, these data are used to determine whether scores are present in the group's average range.

Norm-Referenced Scores

	No. of Students	No. using Accom.	MNS	GME	MNCE	MSS	MDNP	Low/High NP
Reading	22	0	7.4	5.1	75.0	644.5	86.5	56-99
Vocabulary	22	0	7.5	4.8	76.0	632.3	86.8	56-99
Reading Composite	22	0	8.0	4.9	81.3	638.6	94.6	71-98
Language Mechanics	22	0	7.5	5.4	77.0	638.7	91.3	13-99
Mathematics	22	0	8.0	4.6	82.0	625.7	93.8	76-99
Math Computation	22	0	7.2	3.6	75.5	576.6	81.4	65-99
Math Composite	22	0	8.0	4.0	83.3	601.5	92.7	77-99
Total Score**	22	0	8.1	4.8	84.1	635.4	94.8	78-99
Science	22	0	7.0	4.6	71.4	630.7	80.8	30-99
Social Studies	22	0	7.3	5.5	73.9	648.1	91.0	45-99
Spelling	22	0	7.0	4.6	72.5	624.0	87.5	26-99
Word Analysis	22	0	7.2	—	73.2	648.7	86.0	57-99

* Based on locally-repaired data

** Total score is Reading, Language and Math for all levels that contain Language.

GME Norm-Referenced Scores are not available

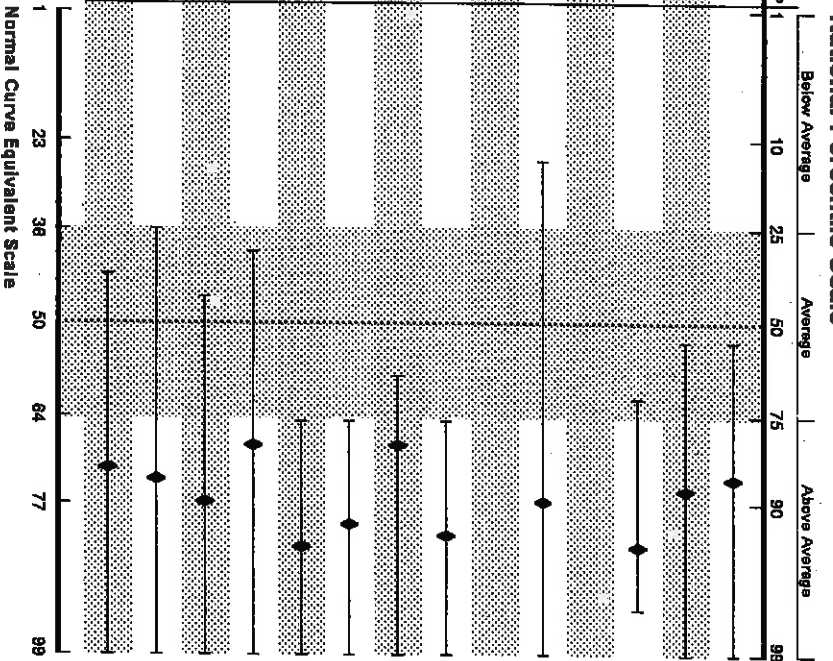
MNS: Mean National Stanine
 GME: Grade Mean Equivalent
 MNCE: Mean Normal Curve Equivalent

MSS: Mean Scale Score
 MDNP: Median National Percentile
 MNCE: Mean Normal Curve Equivalent

Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. None of the group's twelve MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range.

National Percentile Scale



Key: Low NP | High NP
 Median

Scores in the area to the left of the shading are below the average range. Twelve MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 86.5, which is above the average range. The lowest Reading score in the group is 56 and the highest is 99. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/TerraNova3.

COMPLETIFACTORY

Group List Report

Part I

Class: RAIFLIFE GREEN

Grade: 1.1

Purpose:
This report summarizes assessment data for a specified group of students. It provides a summary of group-level scores and the distribution of scores for each individual student. One individual score is shown for each student. Together with classroom assessment and assessment data, this information can be used to identify potential strengths and needs of the entire group of students.

Participant: RAIFLIFE GREEN
Teacher: RAIFLIFE GREEN
Number of Students: 20
Number of Assessments: 13

City/State: ACTVA, AK

CTB Test: TERRANOVA™ 3, 2003, Revised

MC: GAW
HT: HT
ED: ED

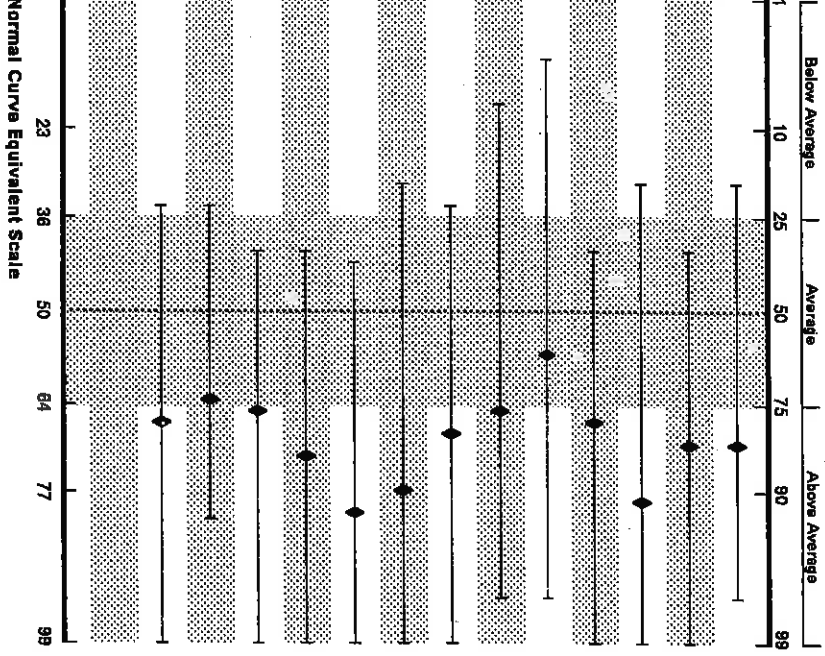
Norm-Referenced Scores

	No. of Items	No. using Accom.	MNS	GME	MNCE	MSS	MDNP	Low/ High NP
Reading	20	0	6.8	9.4	68.2	677.6	82.5	18-98
Vocabulary	20	0	7.2	10.2	73.4	687.9	84.0	33-98
Reading Composite	20	0	7.5	10.0	77.0	683.0	91.5	18-99
Language	20	0	6.7	10.1	68.3	677.0	79.7	33-98
Language Mechanics	20	0	5.5	6.7	55.3	650.6	63.0	4-98
Language Composite	20	0	6.4	8.2	65.0	664.1	77.0	7-98
Mathematics	20	0	7.0	8.0	69.3	677.3	81.5	23-99
Math Computation	20	0	7.4	8.2	76.8	679.7	89.5	19-98
Math Composite	20	0	7.7	8.2	79.4	678.8	92.5	36-99
Total Score**	20	0	7.2	9.0	72.7	671.4	86.0	35-99
Science	20	0	6.6	8.3	66.4	680.2	76.5	35-99
Social Studies	20	0	6.0	7.2	60.9	664.8	73.5	24-98
Spelling	20	0	6.8	8.7	69.4	676.2	79.5	23-99

* Based on locally reported data
** Total score is Reading, Language and Math for all levels that contain Language.

MNS: Mean National Stanine
GME: Grade Mean Equivalent
MNCE: Mean Normal Curve Equivalent
MSS: Mean Scale Score
MDNP: Median National Percentile
Accom: Accommodations

National Percentile Scale



Key: Low NP — Median — High NP

Observations

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

Scores in the area to the left of the shading are below the average range. Eleven MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 82.5, which is above the average range. The lowest Reading score in the group is 18 and the highest is 98. (This information is shown both on the graph and in the 'Low/High NP' column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/TerraNova3.

COMPLETE BATTERY

Group List Report

Part 1

CHAS. ANDERSON SCOTT

Grade: 7.5

Purpose:

The purpose of this report is to provide a detailed look at the performance of students in the group on the test. The scores are presented in a table and a graph. The graph shows the distribution of scores and the average score. The table provides the scores for each student and the group as a whole.

Norm-Referenced Scores

Subject	No. of Students	No. using Accom.	MNS	GME	MNCE	MSS	MDNP	Low/High NP
Reading	18	0	6.7	11.0	66.8	691.7	78.3	43-94
Vocabulary	18	0	6.4	10.2	64.9	687.8	74.0	4-96
Reading Composite	18	0	7.1	10.7	71.3	690.1	87.5	10-97
Language	18	0	6.7	11.4	66.8	689.2	71.0	43-96
Language Mechanics	18	0	5.9	9.8	59.2	676.5	63.3	33-99
Language Composite	18	0	6.7	10.7	67.1	685.1	73.0	38-97
Mathematics	18	0	7.8	12.7	81.4	728.8	92.5	58-99
Math Computation	18	0	7.8	13.0	79.8	728.9	90.8	63-99
Math Composite	18	0	8.2	13.0	85.4	729.1	96.0	66-99
Total Score**	18	0	7.7	11.7	78.2	703.2	89.8	63-98
Science	18	0	7.0	11.1	71.1	704.8	82.7	35-98
Social Studies	18	0	8.2	10.5	69.1	689.6	71.0	39-95
Spelling	18	0	6.3	10.2	65.1	693.6	82.5	22-99

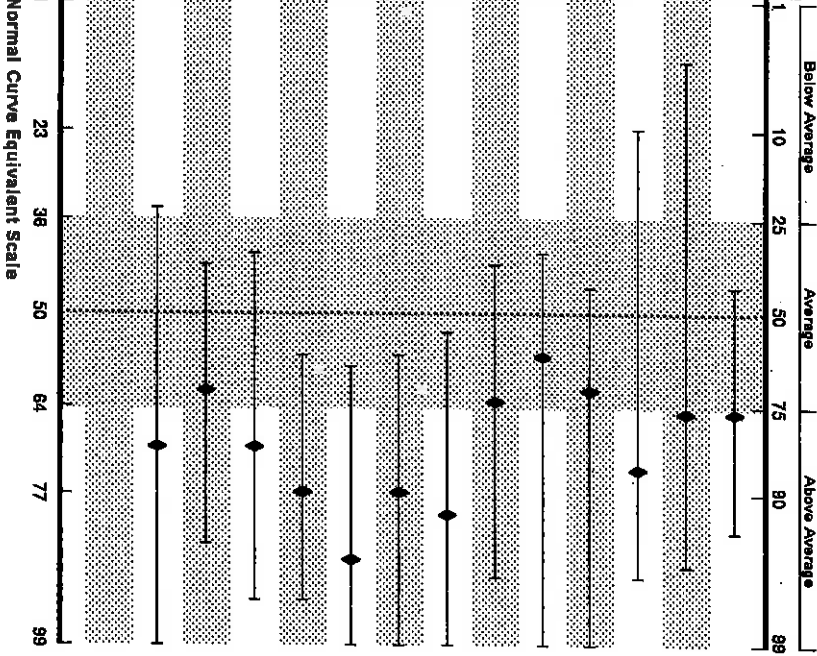
* Based on locally reported data
 ** Total score is Reading, Language and Math for all levels that contain Language.

MNS: Mean National Stanline
 GME: Grade Mean Equivalent
 MNCE: Mean Normal Curve Equivalent
 MSS: Mean Scale Score
 MDNP: Median National Percentile
 Accom: Accommodations

Observations

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

National Percentile Scale



Key: Low NP — Median — High NP

Scores in the area to the left of the shading are below the average range. Nine MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 78.3, which is above the average range. The lowest Reading score in the group is 43 and the highest is 94. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/TerraNova3.

COMPLETE HISTORY

GROUP LIST REPORT

Part I

Class: PHILLIPS, SUZANNE

Grade: 1A

Purpose:

This report summarizes the results of the data of a classroom group that participated in the use of accommodations. Scores for the group are reported in the individual report for each student. Together, they assess your effectiveness in the classroom. This information is used to improve individual students and needs in the classroom.

Number of students: 9
Number of students using accommodations: 0

Participant(s):
Teacher: PHILLIPS, SUZANNE

Test Date: 2011

Seigel, ANTONIA ADELAIDE
Dierckx, ANTONIA-SOMERLEIGH SHAR

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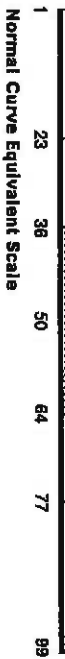
CTB&D 18037/18230/18039-08-00000-000078

Norm-Referenced Scores

Test	No. of Items	No. using Accom.	MNS	GME	MNCE	MSS	MDNP	Low NP	National Percentile Scale					
									Below Average	Average	Above Average	99		
Reading	9	0	6.8	12.0	67.7	700.8	***	---	---	---	---	---	---	---
Vocabulary	9	0	5.8	11.8	68.3	703.0	***	---	---	---	---	---	---	---
Reading Composite	9	0	7.2	12.1	74.3	702.2	***	---	---	---	---	---	---	---
Language	9	0	7.0	13.0	70.7	703.8	***	---	---	---	---	---	---	---
Language Mechanics	9	0	6.8	12.6	67.8	700.9	***	---	---	---	---	---	---	---
Language Composite	9	0	7.4	13.0	75.9	702.7	***	---	---	---	---	---	---	---
Mathematics	9	0	8.1	13.0	84.1	744.0	***	---	---	---	---	---	---	---
Math Computation	9	0	7.2	13.0	79.4	733.3	***	---	---	---	---	---	---	---
Math Composite	9	0	8.1	13.0	83.0	738.9	***	---	---	---	---	---	---	---
Total Score**	9	0	8.0	13.0	81.0	718.1	***	---	---	---	---	---	---	---
Science	9	0	6.8	13.0	71.0	724.8	***	---	---	---	---	---	---	---
Social Studies	9	0	6.7	13.0	69.6	705.1	***	---	---	---	---	---	---	---
Spelling	9	0	5.9	10.0	59.1	690.7	***	---	---	---	---	---	---	---

* Based on locally reported data
** Total score is Reading, Language and Math for all levels that contain Language.
*** Value not computed for fewer than 10 students.

MNS: Mean National Stanine
GME: Grade Mean Equivalent
MNCE: Mean Normal Curve Equivalent
MSS: Mean Scale Score
MDNP: Median National Percentile
Accom: Accommodations



Key: Low NP | Median | High NP

COMPLETE BATTERY

Group List Report,
Part I

Class: HARDING HEIDI

Grade: 15

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

Form/Item #: G-17
Test Date: 02/04/15
Scoring Method: (M7)
CME: 21
Item Date: 01/11
Number of students using accommodations: 3
Number of students using accommodations: 3

General: AURORA FOREST
Director: AURORA FOREST
CITY: AURORA FOREST

City: Aurora, KS 67011

CTBID: 1570001720000000-09-0000-00000000

Norm-Referenced Scores

	No. of Students	No. using Accom.	MNS	GME	MNCE	MSS	MDNP	Low/ High NP
Reading	21	0	8.0	4.0	79.7	827.7	90.5	70-99
Vocabulary	21	0	7.9	3.6	80.5	815.4	84.3	63-99
Reading Composite	21	0	8.3	3.9	85.0	821.8	95.4	89-99
Mathematics	21	0	8.2	3.6	85.2	800.3	94.6	73-99
Math Computation	21	0	7.9	2.8	83.5	840.1	88.2	71-99
Math Composite	21	0	8.6	3.2	88.7	570.6	97.0	80-99
Total Score**	21	0	8.4	3.7	87.5	614.2	95.8	76-99
Science	21	0	7.6	3.4	77.8	605.3	90.3	47-99
Social Studies	21	0	7.3	3.2	74.4	612.5	86.0	57-99
Word Analysis	21	0	8.2	—	88.1	689.5	95.6	89-99

* Based on locally reported data

** Total score is Reading, Language and Math for all levels that contain Language.

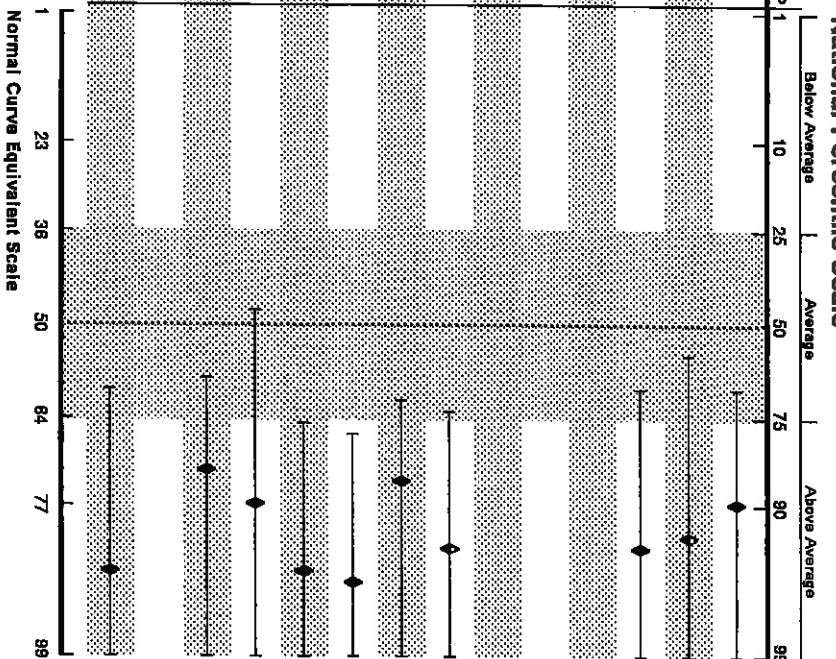
GME Norm-Referenced Scores are not available

MNS: Mean National Stanine
GME: Grade Mean Equivalent
MNCE: Mean Normal Curve Equivalent
MSS: Mean Scale Score
MDNP: Median National Percentile
Accom: Accommodations

Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. None of the group's ten MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range.

National Percentile Scale



Key: Low NP — Median — High NP

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 range. In Reading, for example, the MDNP score is 90.5, which is above the average range. The lowest Reading score in the group is 70 and the highest is 99. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/TerraNova3.

Grade 2.5

Part I

Class: OPENEA LOM

Grade: 2.5

Purpose:

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

Norm-Referenced Scores

	No. of Students	No. with Accom.	MNS	GME	MNCE	MSS	MDNP	Low/High NP
Reading	24	0	7.0	4.7	71.8	639.1	80.5	40-99
Vocabulary	24	0	6.7	3.7	66.8	616.0	82.0	43-99
Reading Composite	24	0	7.3	4.2	74.0	627.7	87.0	50-99
Language Mechanics	24	0	7.2	4.8	72.3	631.3	84.0	25-99
Mathematics	24	0	7.8	4.5	79.0	622.7	91.7	62-99
Math Computation	24	0	6.6	3.3	68.6	582.7	76.0	37-99
Math Composite	24	0	7.7	3.8	78.8	593.0	91.3	51-99
Total Score**	24	0	7.9	4.6	80.0	591.2	83.5	55-99
Science	24	0	6.4	3.7	65.0	611.8	78.3	23-99
Social Studies	24	0	6.6	4.2	66.7	632.0	80.0	29-99
Spelling	24	0	6.7	4.1	68.9	612.8	81.5	22-99
Word Analysis	24	0	7.3	—	74.8	653.3	88.0	44-99

* Based on locally reported data

** Total score is Reading, Language and Math for all levels that contain Language.

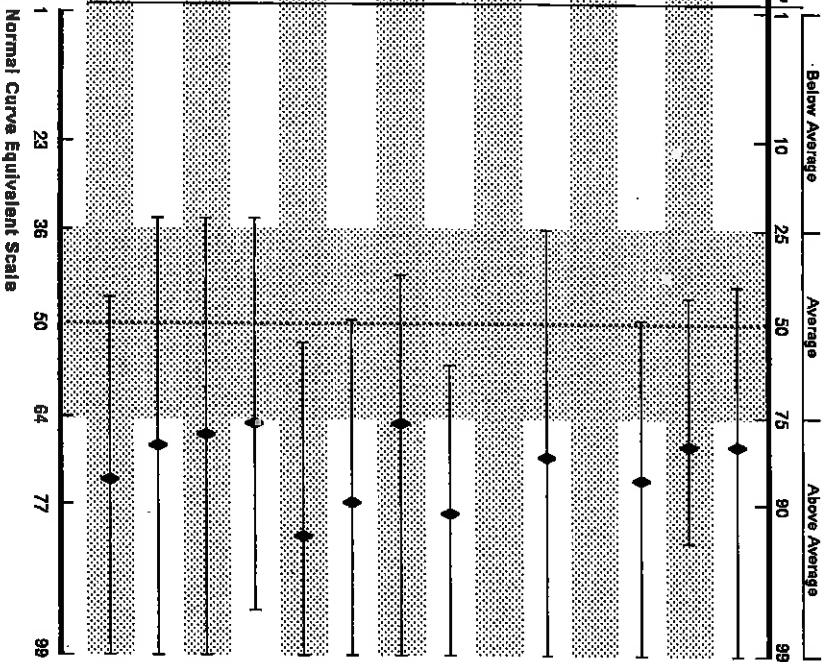
GME Norm-Referenced Scores are not available

MNS: Mean National Stanine
 GME: Grade Mean Equivalent
 MNCE: Mean Normal Curve Equivalent
 MSS: Mean Scale Score
 MDNP: Median National Percentile
 Accom: Accommodations

Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. None of the group's twelve MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range.

National Percentile Scale



Key: Low NP — Median — High NP

Scores in the area to the left of the shading are below the average range. Twelve MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 80.5, which is above the average range. The lowest Reading score in the group is 40 and the highest is 99. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/TerraNova3.



Group List Report

Part I

Class: BURRILL

Grade: 2.5

Purpose

This report summarizes achievement data for a specified group. It 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 individual students who need to be provided with additional instruction.

Norm-Referenced Scores

Test	No. of Items	No. using Accom.	MNS	GME	MNCE	MSS	MDNP	Low/High NP
Reading	21	0	6.7	5.3	67.6	647.3	83.0	14-99
Vocabulary	21	0	6.6	5.4	67.2	645.2	84.0	16-98
Reading Composite	21	0	7.0	5.5	71.5	648.6	94.0	9-98
Language	21	0	5.8	4.6	58.6	622.6	65.0	10-98
Language Mechanics	21	0	6.3	5.3	63.2	638.2	69.0	9-99
Language Composite	21	0	6.2	5.0	63.0	635.6	73.0	10-99
Mathematics	21	0	7.3	5.5	73.6	643.2	89.0	7-99
Math Computation	21	0	7.4	5.9	74.6	629.5	92.0	1-99
Math Composite	21	0	7.7	5.5	79.5	636.6	93.0	1-99
Total Score**	21	0	7.0	5.2	70.0	641.0	85.7	10-99
Science	21	0	6.6	5.3	67.4	644.9	76.7	26-98
Social Studies	21	0	6.4	5.3	64.5	645.6	73.0	16-99
Spelling	21	0	5.9	4.5	59.4	620.9	66.0	7-99
Word Analysis	21	0	6.8	—	69.3	667.3	85.2	22-99

* Based on locally reported data

** Total score in Reading, Language and Math for all levels that contain Language.

GME Norm-Referenced Scores are not available

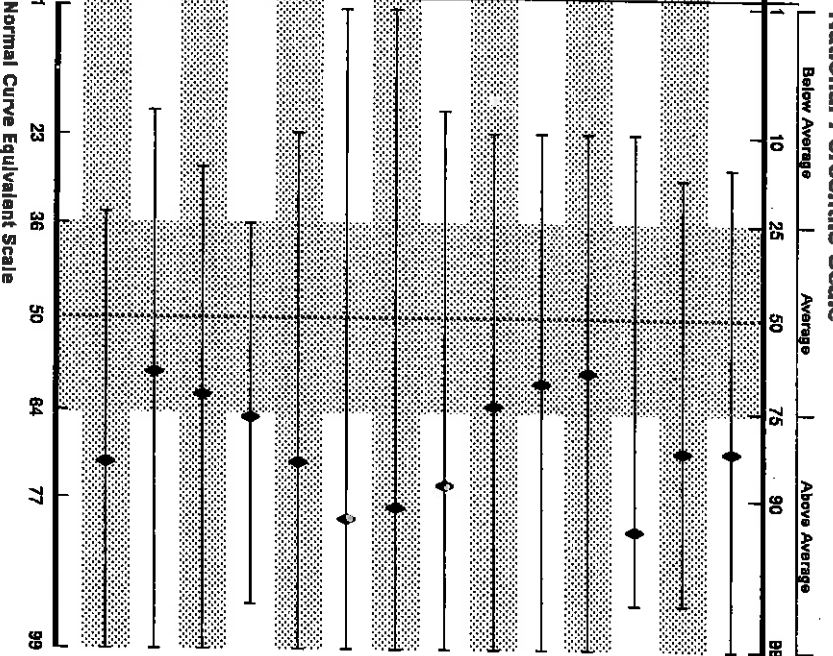
MNS: Mean National Stanine
 GME: Grade Mean Equivalent
 MNCE: Mean Normal Curve Equivalent
 MSS: Mean Scale Score
 MDNP: Median National Percentile
 MNCE: Mean Normal Curve Equivalent
 Accom: Accommodations

Observations

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

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

National Percentile Scale



Key: Low NP — Median — High NP

Scores in the area to the left of the shading are below the average range. Nine MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 83.0, which is above the average range. The lowest Reading score in the group is 14 and the highest is 99. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/TerraNova3.

Grade List Report

Part I

CLASS: **3RD GRADE**

GRADE: **3**

Purpose:

This report summarizes assessment data for a specified grade. 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 descriptors, this information can be used to identify individual strengths and needs in the content areas shown.

Norm-Referenced Scores

	No. of Students	No. using Accom ¹	MNS	GME	MNCE	MSS	MDNP	Low/High NP
Reading	20	0	6.4	7.5	64.9	663.4	71.3	22-99
Vocabulary	20	0	6.8	7.4	68.1	680.9	82.0	20-99
Reading Composite	20	0	7.1	7.5	72.5	682.4	90.5	21-99
Language	20	0	6.2	6.6	62.2	653.9	72.5	18-99
Language Mechanics	20	0	6.3	6.5	62.9	649.2	75.0	12-99
Language Composite	20	0	6.5	6.7	67.0	651.9	87.5	7-99
Mathematics	20	0	6.9	6.3	68.7	657.1	85.0	18-97
Math Computation	20	0	7.4	6.4	75.0	652.3	88.8	32-99
Math Composite	20	0	7.6	6.4	76.2	654.9	93.3	28-99
Total Score ^{2*}	20	0	7.0	6.8	71.1	658.2	89.5	26-99
Science	20	0	6.8	6.6	68.4	659.8	83.7	15-97
Social Studies	20	0	6.3	6.7	63.4	658.7	70.0	26-97
Spelling	20	0	6.2	5.9	62.4	646.1	79.5	6-97

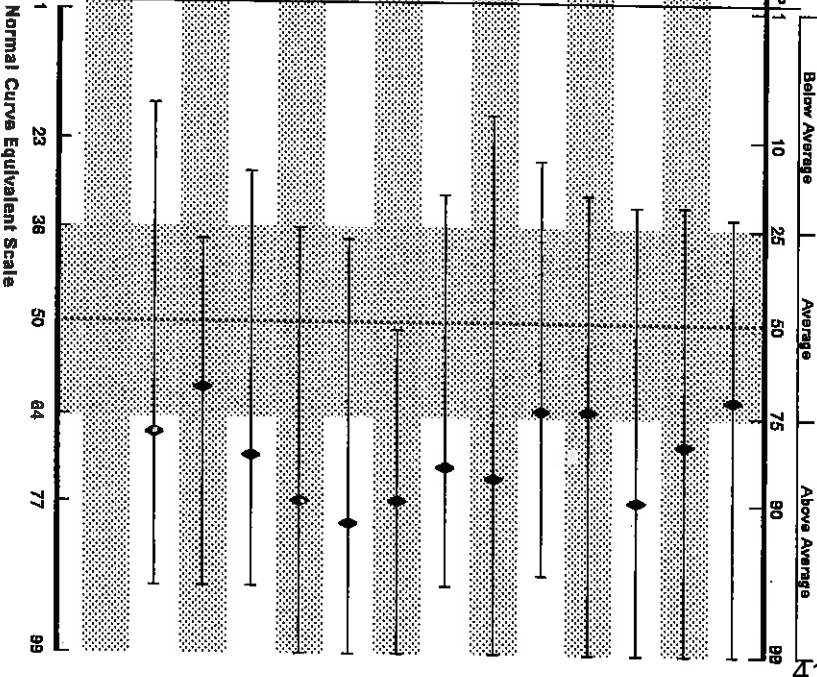
* Based on locally reported data
² Total score is Reading, Language and Math for all levels that contain Language.

MNS: Mean National Stanine
 GME: Grade Mean Equivalent
 MNCE: Mean Normal Curve Equivalent
 MSS: Mean Scale Score
 MDNP: Median National Percentile
 MNP: Mean Normal Curve Equivalent
 Accom: Accommodations

Observations

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

National Percentile Scale



Scores in the area to the left of the shading are below the average range. Nine MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 71.3, which is in the average range. The lowest Reading score in the group is 22 and the highest is 99. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the Interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/TerraNova3.

GROUP LIST REPORT

Group List Report

Part 1

Grade 5

Grade 5

Purpose

This report summarizes achievement data for a selected group. Part 1 provides a display of group achievement scores for the group. Part 1 provides the individual scores for each student. Together with classroom assessment data and classroom observations, this report can be used to evaluate student progress and needs in the current school year.

Norm-Referenced Scores

Subject	No. of Students	No. using Accom.	MNS	GME	MNCE	MSS	MDNP	Low/High NP
Reading	23	0	6.7	9.6	68.8	680.0	85.0	30-99
Vocabulary	23	0	6.7	9.2	67.7	676.6	82.0	16-99
Reading Composite	23	0	7.2	9.6	74.1	678.7	91.3	20-99
Language	23	0	7.0	11.2	71.3	685.8	77.0	56-99
Language Mechanics	23	0	6.7	9.8	68.5	677.1	79.0	2-99
Language Composite	23	0	7.3	10.6	75.0	682.3	83.0	10-99
Mathematics	23	0	7.7	9.7	80.1	695.3	94.3	53-99
Math Computation	23	0	7.7	9.2	69.0	690.6	94.2	1-99
Math Composite	23	0	8.1	9.5	84.8	694.3	98.0	20-99
Total Score**	23	0	7.6	10.2	78.2	687.3	92.7	56-99
Science	23	0	7.1	9.6	72.3	691.1	84.8	40-98
Social Studies	23	0	6.5	8.5	67.1	673.9	79.0	40-96
Spelling	23	0	6.6	8.0	66.5	668.9	83.5	15-99

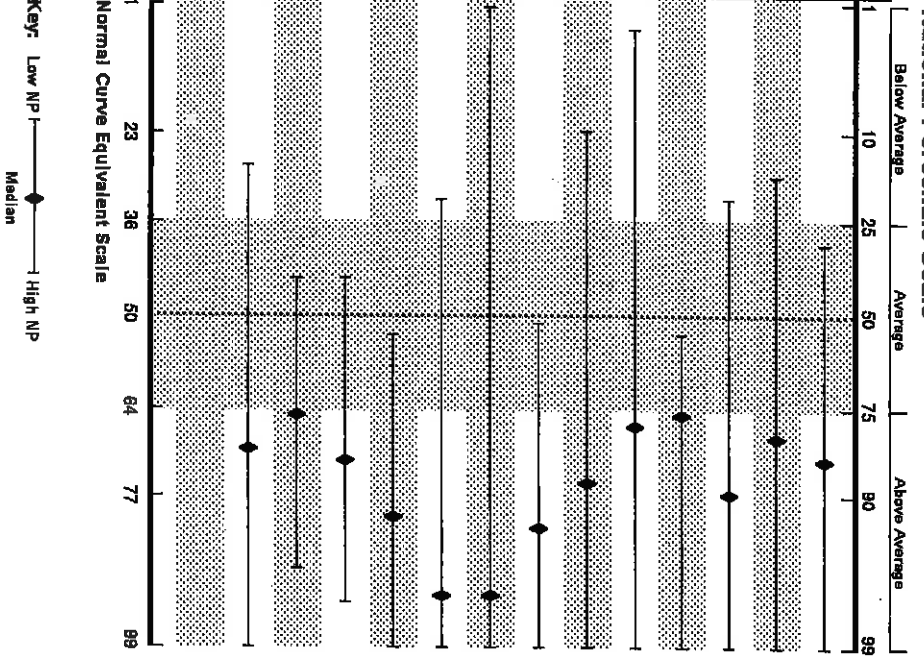
** Based on locally reported data
* Total score is Reading, Language and Math for all levels that contain Language.

MNS: Mean National Statistic
GME: Grade Mean Equivalent
MNCE: Mean Normal Curve Equivalent
MSS: Mean Scale Score
MDNP: Median National Percentile
Accom: Accommodations

Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. None of the group's thirteen MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range.

National Percentile Scale



Key: Low NP | Median | High NP

Scores in the area to the left of the shading are below the average range. Thirteen MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 85.0, which is above the average range. The lowest Reading score in the group is 30 and the highest is 99. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/TerraNova3.

COMPLETE BATTERY

Grade 13 Report

Part I

Class Profile Report

Grade 13

Purpose:

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

Norm-Referenced Scores

	No. of Scores	No. using Accom.	MNS	GME	MNCE	MSS	MDNP	Low/High NP
Reading	19	0	6.4	9.6	64.2	679.9	76.0	41-97
Vocabulary	19	0	6.1	9.0	62.5	676.2	73.0	36-98
Reading Composite	19	0	6.8	9.5	68.1	678.3	79.0	45-97
Language	19	0	6.3	10.2	64.3	676.1	72.0	34-97
Language Mechanics	19	0	5.9	9.1	60.7	670.7	67.0	19-99
Language Composite	19	0	6.4	9.8	66.3	674.5	75.0	22-98
Mathematics	19	0	7.3	10.7	75.3	707.2	87.3	55-99
Math Computation	19	0	7.3	9.7	74.0	698.7	85.0	42-99
Math Composite	19	0	7.8	10.3	79.7	703.2	91.8	75-99
Total Score**	19	0	7.3	10.4	79.8	688.5	83.0	54-98
Science	19	0	6.6	9.1	66.0	686.9	79.0	18-98
Social Studies	19	0	6.3	9.6	64.2	681.6	77.0	37-97
Spelling	19	0	6.2	8.9	61.2	677.5	69.0	14-97

* Based on locally reported data

** Total score in Reading, Language and Math for all levels that contain Language.

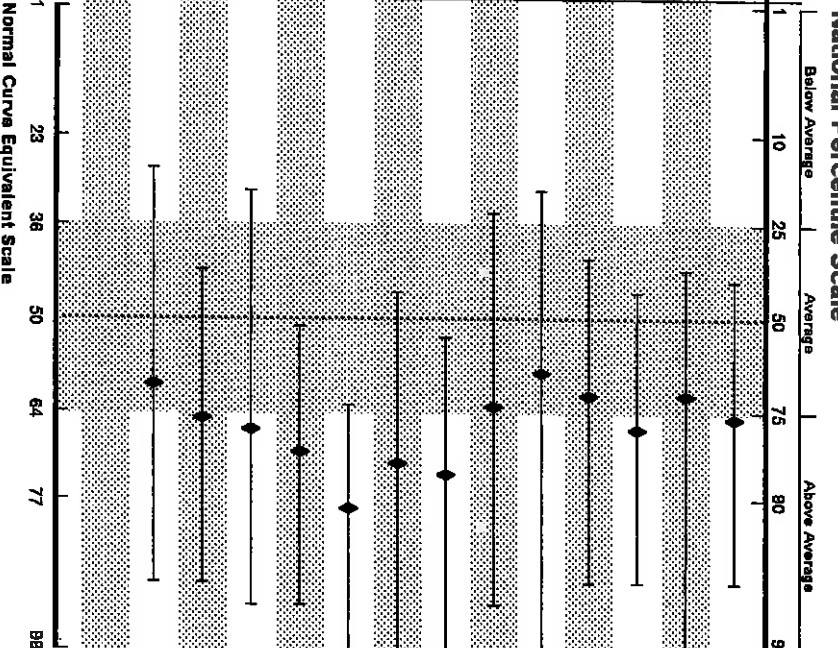
MNS: Mean National Stanline
 GME: Grade Mean Equivalent
 MNCE: Mean Normal Curve Equivalent
 MSS: Mean Scale Score
 MDNP: Median National Percentile
 MNCE: Mean Normal Curve Equivalent
 Accom: Accommodations

Observations

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

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

National Percentile Scale



Key: Low NP | Median | High NP

Scores in the area to the left of the shading are below the 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 76.0, which is above the average range. The lowest Reading score in the group is 41 and the highest is 97. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/TerraNova3.

GROUP LIST REPORT

Group List Report

Class: ANDERSON SQUIT
Grade: 7.5

Purpose:

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

Norm-Referenced Scores

	No. of Scores	No. using Accom.	MNS	GME	MNCE	MSS	MDNP	Low/High NP
Reading	13	0	6.2	10.3	62.5	685.3	71.7	37-94
Vocabulary	13	0	6.7	10.7	67.8	693.1	82.0	40-95
Reading Composite	13	0	7.1	10.6	71.4	699.5	86.0	60-96
Language	13	0	6.9	12.1	70.5	694.7	85.7	52-95
Language Mechanics	13	0	6.5	11.3	67.5	693.1	76.0	40-99
Language Composite	13	0	7.3	11.9	73.9	694.2	88.0	58-97
Mathematics	13	0	7.5	11.5	77.0	719.8	89.0	47-99
Math Computation	13	0	7.6	13.0	79.3	726.4	93.0	67-98
Math Composite	13	0	8.0	12.7	83.4	723.3	95.3	71-99
Total Score**	13	0	7.8	11.4	77.5	700.0	93.7	71-97
Science	13	0	7.1	11.1	71.1	705.1	82.0	50-96
Social Studies	13	0	6.5	10.9	65.5	683.8	77.0	61-91
Spelling	13	0	6.3	9.9	62.5	689.7	73.0	25-96

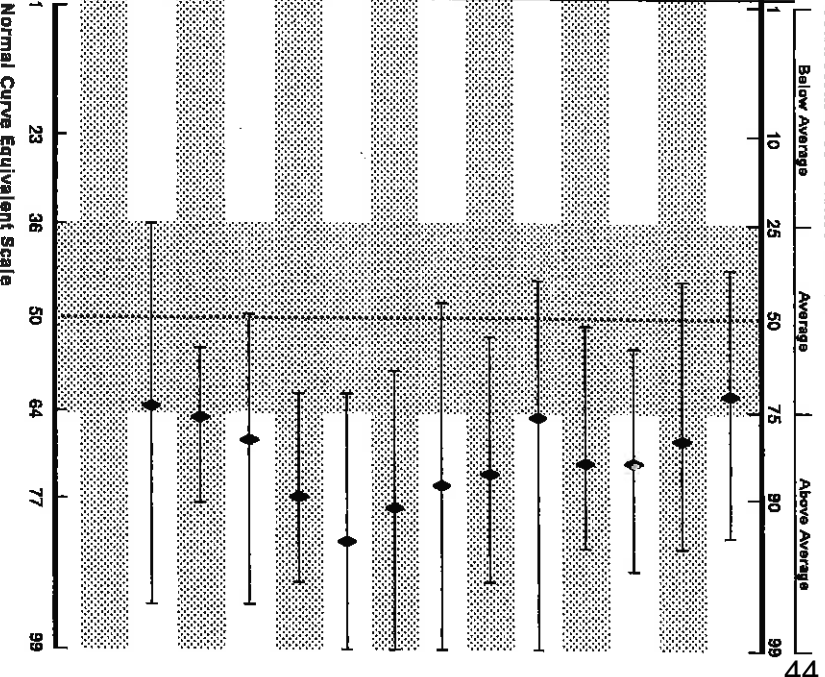
* Based on locally reported data
** Total score is Reading, Language and Math for all levels that contain Language.

MNS: Mean National Norm
GME: Grade Mean Equivalent
MNCE: Mean Normal Curve Equivalent
MSS: Mean Scale Score
MDNP: Median National Percentile
Accom: Accommodations

Observations

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

National Percentile Scale



Key: Low NP | High NP
Median

Scores in the area to the left of the shading are below the average range. Eleven MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 71.7, which is in the average range. The lowest Reading score in the group is 37 and the highest is 94. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/Terranova3.

COMP. LIT. REPORT

Grade 13 Report

Part I

Case: PHILLIPS, SUZANNE

Grade: 13

Purpose:

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

Norm-Referenced Scores

	No. of Students	No. using Accom.	MNS	GME	MNCE	MSS	MDNP	Low/High NP
Reading	17	0	7.2	13.0	75.3	714.8	86.0	55-99
Vocabulary	17	0	7.4	13.0	76.1	716.7	89.2	27-99
Reading Composite	17	0	7.9	13.0	81.6	716.1	94.0	39-99
Language	17	0	7.1	13.0	73.7	713.2	88.0	42-99
Language Mechanics	17	0	7.3	13.0	74.7	715.0	89.7	44-99
Language Composite	17	0	7.4	13.0	79.8	714.4	93.8	42-99
Mathematics	17	0	8.2	13.0	86.1	754.1	95.3	76-99
Math Computation	17	0	8.0	13.0	83.6	760.1	94.2	60-99
Math Composite	17	0	8.6	13.0	88.2	757.4	97.0	74-99
Total Score**	17	0	8.3	13.0	83.8	727.5	95.6	65-99
Science	17	0	7.3	13.0	75.3	735.5	86.3	53-99
Social Studies	17	0	6.9	11.8	69.1	703.8	83.2	46-99
Spelling	17	0	6.7	12.7	69.5	715.6	83.0	18-99

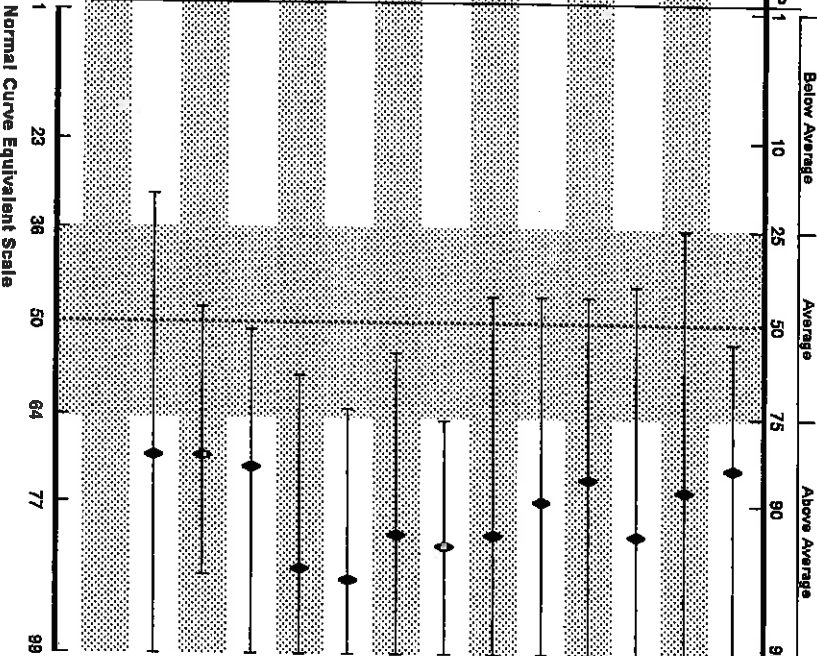
** Based on locally reported data
 ** Total score in Reading, Language and Math for all levels that contain Language.

MNS: Mean National Stanine
 GME: Grade Mean Equivalent
 MNCE: Mean Normal Curve Equivalent
 MSS: Mean Scale Score
 MDNP: Median National Percentile
 Accom: Accommodations

Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. None of the group's thirteen MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range.

National Percentile Scale



Key: Low NP | Median | High NP

Scores in the area to the left of the shading are below the average range. Thirteen MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 86.0, which is above the average range. The lowest Reading score in the group is 55 and the highest is 99. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/TerraNova3.

COMPLETE BATTERY

Group Test Report

Part I

Class: HARRIS FIELD

Grade: 3

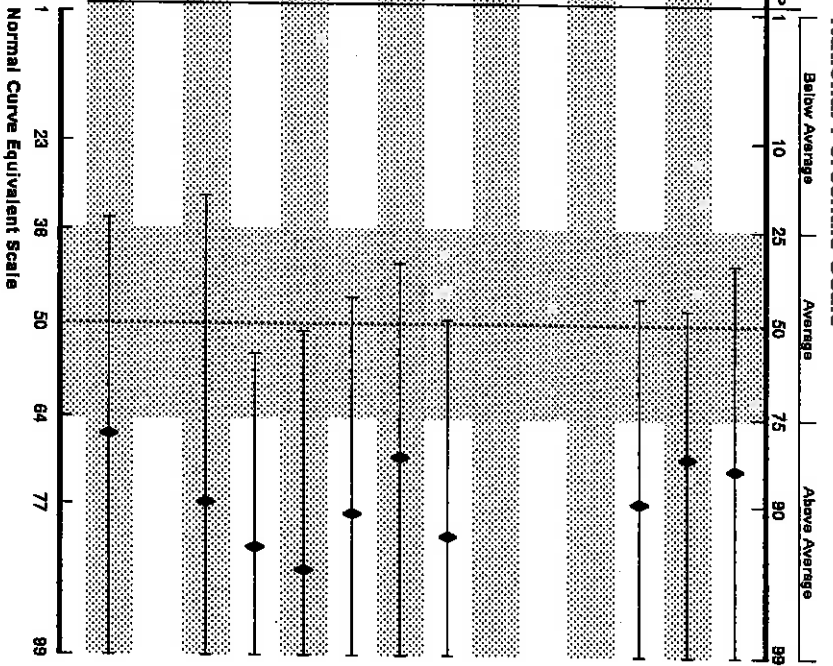
Purpose:

This report provides information on the performance of students in the group on the TerraNova™ test. The report provides a description of the test, the results of the test, and the scores of the students. The report also provides information on the test's reliability and validity. The report is intended for use by teachers, parents, and administrators.

Number of students: 24
 Number of students taking the test: 24
 Test Date: 03/07/07
 Reporting Period: 03/07/07
 Date: 03/07/07
 School Address: 10000
 District Address: 10000
 County Address: 10000
 State Address: 10000
 City Address: 10000
 Zip Address: 10000

Norm-Referenced Scores

Subject	No. of Students	No. using Accom.	MNS	GME	MNCE	MSS	MDNP	Low/High NP
Reading	24	0	7.1	3.1	72.4	610.7	85.0	33-99
Vocabulary	24	0	7.2	2.8	72.0	591.6	83.0	45-99
Reading Composite	24	0	7.5	3.0	76.5	601.4	90.7	43-99
Mathematics	24	0	7.9	3.4	81.6	592.9	94.0	49-99
Math Computation	24	0	6.9	2.4	71.5	517.7	82.5	33-99
Math Composite	24	0	7.8	2.9	80.9	555.6	92.0	45-99
Total Score**	24	0	8.0	3.2	82.6	602.0	96.4	54-99
Science	24	0	8.1	3.9	82.2	615.9	94.9	80-99
Social Studies	24	0	7.7	3.7	81.7	623.0	90.7	49-99
Word Analysis	24	0	6.6	—	70.0	606.3	79.7	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. 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. None of the group's ten MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range.

Observations

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 range. In Reading, for example, the MDNP score is 85.0, which is above the average range. The lowest Reading score in the group is 33 and the highest is 99. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/TerraNova3.



**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
SCIENCE STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2013 SPRING**

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

PAGE : 1
GRADE : 04

PERFORMANCE SUMMARY

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

Proficiency Level Comparison	Science				
	Overall	S1.1 Inquiry, Technology, and Nature of Science	S2.1 Concepts of Physical Science	S3.1 Concepts of Life Science	S4.1 Concepts of Earth Science
Points Possible	50	22	8	10	10
School	Average Points Earned 40.8	16.5	7.1	8.8	8.5
District	Average Scale Score 352	337	391	373	359
State	Average Scale Score 334	328	350	335	338
	Average Scale Score 303	302	310	305	308

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PROFICIENCY LEVEL SUMMARY

	Science				
	Total	Advanced Proficient	Below Proficient	Far Below Proficient	
School	Number Tested 24	8 33.3%	15 62.5%	1 4.2%	0 0.0%
District	Number Tested 645	227 35.2%	215 33.3%	144 22.3%	59 9.1%
State	Number Tested 9304	2132 22.9%	2516 27.0%	2745 29.5%	1911 20.5%

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**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2013 SPRING**

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

PAGE : 1
GRADE : 03

PERFORMANCE SUMMARY

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

Proficiency Level Comparison	Reading				Writing				Mathematics						
	Performance by Standard				Performance by Standard				Performance by Standard						
	Overall	R1.1 Word Identification Skills	R1.2, R1.4-R1.6 Forming a General Understanding	R1.7, R1.8, R1.10 Analysis of Content and Structure	Overall	W1.1 Write Using a Variety of Forms	W1.3 Structures and Conventions	W1.4 Revise	Overall	M1.1 Numeration	M2.1 Measurement	M3.1 Estimation & Computation	M4.1 Functions & Relationships	M5.1 Geometry	M6.1 Statistics/Probability
Primer Possible	60	12	26	8	60	28	22	12	64	18	10	14	8	8	8
School Average Points Earned	51.8	14.9	30.4	6.5	54.9	23.1	20.3	11.5	59.0	13.2	9.6	13.4	8.3	7.2	7.4
Average Scale Score	450	445	460	431	483	474	498	493	483	467	465	515	473	477	461
District Average Scale Score	390	395	393	389	376	376	378	388	375	378	378	383	365	381	387
State Average Scale Score	372	382	372	370	359	359	361	362	358	365	359	360	357	359	362

PROFICIENCY LEVEL SUMMARY

	Reading					Writing					Mathematics					
	Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP	
School	Number Tested	25	23	2	0	0	25	24	1	0	0	25	25	0	0	0
	Percent Tested	100.0%	92.0%	8.0%	0.0%	0.0%	100.0%	96.0%	4.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%
District	Number Tested	658	317	269	48	24	658	248	308	95	7	660	278	273	55	54
	Percent Tested	100.0%	48.2%	40.9%	7.3%	3.6%	100.0%	37.7%	46.8%	14.4%	1.1%	100.0%	42.1%	41.4%	8.3%	8.2%
State	Number Tested	9528	3812	3912	1160	644	9541	2969	4144	2176	252	9578	3214	4056	978	1330
	Percent Tested	100.0%	40.0%	41.1%	12.2%	6.8%	100.0%	31.1%	43.4%	22.8%	2.6%	100.0%	33.4%	42.3%	10.2%	13.9%

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



**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2013 SPRING**

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

PAGE : 2
GRADE : 04

PERFORMANCE SUMMARY

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

Proficiency Level Comparison	Reading				Writing				Mathematics						
	Performance by Standard				Performance by Standard				Performance by Standard						
	Overall	R2.1 Word Identification Skills	R2.2, R2.4-R2.6 Forming a General Understanding	R2.7-R2.10 Analysis of Content and Structure	Overall	W2.1, W2.2 Write Using a Variety of Forms	W2.3 Structures and Conventions	W2.4 Revise	Overall	M1.2 Numeration	M2.2 Measurement	M3.2 Estimation & Computation	M4.2 Functions & Relationships	M5.2 Geometry	M6.2 Statistics/Probability
School	47.3	9.9	26.6	10.8	47.5	21.3	16.7	9.5	53.7	12.9	7.5	12.4	8.4	6.2	6.5
Average Points Earned	418	412	428	419	443	431	473	447	443	452	436	485	455	426	442
District	393	404	396	392	395	391	403	409	377	383	373	393	369	391	384
State	369	377	370	368	369	368	373	378	359	366	357	372	354	363	363

PROFICIENCY LEVEL SUMMARY

School	Reading					Writing					Mathematics				
	Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
Number Tested	24	13	9	2	0	24	14	9	1	0	24	21	2	1	0
Percent Tested	100.0%	54.2%	37.5%	8.0%	0.0%	100.0%	58.3%	37.5%	4.2%	0.0%	100.0%	87.5%	8.3%	4.2%	0.0%
District	675	285	296	52	42	676	248	342	82	4	677	323	241	74	39
Percent Tested	100.0%	42.2%	43.9%	7.7%	6.2%	100.0%	36.7%	50.6%	12.1%	0.6%	100.0%	47.7%	35.4%	10.9%	5.8%
State	9451	3099	4024	1102	1226	9455	2799	4341	2085	230	9466	3628	3449	1198	1191
Percent Tested	100.0%	32.8%	42.6%	11.7%	12.9%	100.0%	29.6%	45.9%	22.1%	2.4%	100.0%	38.3%	36.4%	12.7%	12.6%

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



**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2013 SPRING**

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

**PAGE : 3
GRADE : 05**

PERFORMANCE SUMMARY

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

Proficiency Level Comparison	Reading				Writing				Mathematics							
	Performance by Standard				Performance by Standard				Performance by Standard							
Overall	95	16	27	50	60	60	60	15	15	64	15	9	13	9	9	9
School	49.5	11.3	22.0	16.2	49.2	23.8	12.7	12.7	56.1	13.6	8.3	11.5	7.7	7.4	7.6	7.6
Average Points Earned	442	477	434	449	429	427	435	444	433	443	440	457	420	438	422	422
District	390	394	393	391	372	375	372	387	372	382	374	372	370	381	361	361
State	368	372	369	369	352	353	353	360	352	359	353	354	350	352	351	351
Points Possible	95	16	27	50	60	60	15	15	64	15	9	13	9	9	9	9

PROFICIENCY LEVEL SUMMARY

	Reading					Writing					Mathematics				
	Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
School	22	16	6	0	0	22	15	6	1	0	22	20	2	0	0
Percent Tested	100.0%	72.7%	27.3%	0.0%	0.0%	100.0%	68.2%	27.3%	4.5%	0.0%	100.0%	90.9%	9.1%	0.0%	0.0%
District	652	239	327	61	25	652	212	338	99	3	652	312	199	92	49
Percent Tested	100.0%	36.7%	50.2%	9.4%	3.8%	100.0%	32.5%	51.8%	15.2%	0.5%	100.0%	47.9%	30.3%	14.1%	7.5%
State	9368	2542	4702	1514	610	9365	2491	4327	2448	99	9384	3666	2907	1557	1254
Percent Tested	100.0%	27.1%	50.2%	16.2%	6.5%	100.0%	26.6%	46.2%	26.1%	1.1%	100.0%	39.1%	31.0%	16.6%	13.4%

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



**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2013 SPRING**

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

PAGE : 4
GRADE : 06

PERFORMANCE SUMMARY

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

Proficiency Level Comparison	Reading				Writing				Mathematics						
	Performance by Standard				Performance by Standard				Performance by Standard						
Overall	80	10	04	19	80	28	17	15	64	11	11	12	9	14	9
School Average Points Earned	52.0	8.7	29.8	13.5	50.4	23.8	14.6	12.0	57.7	10.3	9.5	11.0	8.4	11.0	7.5
District Average Scale Score	445	444	457	433	446	469	473	412	466	457	451	483	461	463	436
State Average Scale Score	386	384	386	394	374	381	374	377	372	378	371	378	372	379	369
Points Possible	540	110	304	190	800	280	170	150	640	110	110	120	90	140	90

PROFICIENCY LEVEL SUMMARY

	Reading					Writing					Mathematics				
	Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
School	Number Tested 22	18	4	0	0	22	17	4	1	0	22	19	3	0	0
	Percent 100.0%	81.8%	18.2%	0.0%	0.0%	100.0%	77.3%	18.2%	4.5%	0.0%	100.0%	86.4%	13.6%	0.0%	0.0%
District	Number Tested 671	293	298	57	23	671	273	276	98	24	672	308	236	80	48
	Percent 100.0%	43.7%	44.4%	8.5%	3.4%	100.0%	40.7%	41.1%	14.6%	3.6%	100.0%	45.8%	35.1%	11.9%	7.1%
State	Number Tested 9540	3187	4015	1677	661	9542	2972	3721	2280	569	9561	3325	3376	1477	1383
	Percent 100.0%	33.4%	42.1%	17.6%	6.9%	100.0%	31.1%	39.0%	23.9%	6.0%	100.0%	34.8%	35.3%	15.4%	14.5%

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



**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2013 SPRING**

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

PAGE : 5
GRADE : 07

PERFORMANCE SUMMARY

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

Proficiency Level Comparison	Reading				Writing				Mathematics						
	Performance by Standard				Performance by Standard				Performance by Standard						
Overall	80	17	83	18	80	27	18	17	64	9	11	9	14	12	9
School	52.1	9.7	29.2	13.2	49.2	21.6	13.1	14.5	54.7	7.4	8.8	8.6	11.8	10.3	7.8
Average Points Earned	463	488	476	440	435	452	428	435	434	433	417	461	469	422	425
Average Scale Score	399	408	405	392	370	375	367	376	367	374	364	375	369	373	369
District															
Average Scale Score															
State															
Average Scale Score	373	377	378	371	350	354	350	352	345	349	347	350	346	350	344

PROFICIENCY LEVEL SUMMARY

	Reading					Writing					Mathematics				
	Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
School	18	16	2	0	0	18	9	9	0	0	18	15	3	0	0
Number Tested	100.0%	88.9%	11.1%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%	0.0%	100.0%	83.3%	16.7%	0.0%	0.0%
District	630	316	246	52	16	631	129	401	91	10	630	254	252	95	29
Number Tested	100.0%	50.2%	39.0%	8.3%	2.5%	100.0%	20.4%	63.5%	14.4%	1.6%	100.0%	40.3%	40.0%	15.1%	4.6%
State	9530	3619	3795	1412	704	9803	1448	5546	2014	495	9511	3079	3495	1826	1111
Number Tested	100.0%	38.0%	39.8%	14.8%	7.4%	100.0%	15.2%	56.4%	21.2%	5.2%	100.0%	32.3%	36.7%	19.3%	11.7%

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



**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2013 SPRING**

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

PAGE : 8
GRADE : 08

PERFORMANCE SUMMARY

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

Proficiency Level Computation	Reading			Writing			Mathematics								
	Performance by Standard			Performance by Standard			Performance by Standard								
	Overall	R3.1 Word Identification Skills	R3.3-R3.5 Forming a General Understanding	R3.6-R3.9 Analysis of Content and Structure	Overall	W3.1, W3.2 Write Using a Variety of Forms	W3.3 Structures and Conventions	W3.4 Revise	Overall	M1.3 Numeration	M2.3 Measurement	M3.3 Estimation & Computation	M4.3 Functions & Relationships	M5.3 Geometry	M6.3 Statistics/Probability
Possible	50	10	21	19	50	28	15	17	24	9	10	9	15	12	9
School Average Points Earned	50.3	7.8	26.5	16.0	49.1	23.5	11.7	13.9	57.6	8.4	9.7	8.2	13.3	10.5	7.5
Average Scale Score	465	434	480	481	431	451	419	434	439	464	463	457	422	450	419
District Average Scale Score	401	400	400	412	370	377	367	375	356	359	360	361	358	352	367
State Average Scale Score	381	382	379	391	354	362	355	354	340	342	340	337	340	341	346

PROFICIENCY LEVEL SUMMARY

	Reading					Writing					Mathematics				
	Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
School	Number Tested 10	9	1	0	0	10	3	7	0	0	10	10	0	0	0
	Percent Tested 100.0%	90.0%	10.0%	0.0%	0.0%	100.0%	30.0%	70.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%
District	Number Tested 702	338	294	62	8	708	58	543	85	22	711	252	304	88	67
	Percent Tested 100.0%	48.1%	41.9%	8.8%	1.1%	100.0%	8.2%	76.7%	12.0%	3.1%	100.0%	35.9%	42.8%	12.4%	9.4%
State	Number Tested 9453	3765	3945	1423	320	9455	793	6239	1844	579	9459	2945	3340	1535	1639
	Percent Tested 100.0%	39.8%	41.7%	15.1%	3.4%	100.0%	8.4%	66.0%	19.5%	6.1%	100.0%	31.1%	35.3%	16.2%	17.3%

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



**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
SCIENCE STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2014 SPRING**

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

PAGE : 1
GRADE : 04

PERFORMANCE SUMMARY

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

Proficiency Level Comparison	Science					
	Performance by Standard					
The proficiency level scale score ranges were developed for individual student comparisons only. These scale score ranges cannot be applied to the average scale score information for the state, district, or school. The average for a group of scores masks the distribution of scores in that group. A better way to evaluate the performance of a group is to compare the proportion of students in each performance level.	Overall	S1.1 Inquiry, Technology, and Nature of Science	S2.1 Concepts of Physical Science	S3.1 Concepts of Life Science	S4.1 Concepts of Earth Science	
	Possible Points	50	22	8	16	10
	School	Average Points Earned	18.6	6.6	8.2	8.9
	District	Average Scale Score	371	354	364	403
	State	Average Scale Score	324	323	320	326
		300	302	298	298	311

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PROFICIENCY LEVEL SUMMARY

School	Number Tested	Science				
		Total	Advanced	Proficient	Below Proficient	Far Below Proficient
District	Number Tested	628	171	233	177	47
	Percent	100.0%	27.2%	37.1%	28.2%	7.5%
State	Number Tested	9220	1817	2866	2804	1733
	Percent	100.0%	19.7%	31.1%	30.4%	18.8%

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**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
SCIENCE STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2014 SPRING**

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

PAGE : 2
GRADE : 08

PERFORMANCE SUMMARY

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

Proficiency Level Comparison	Science					
	Performance by Standard					
The proficiency level scale score ranges were developed for individual student comparisons only. These scale score ranges cannot be applied to the average scale score information for the state, district, or school. The average for a group of scores masks the distribution of scores in that group. A better way to evaluate the performance of a group is to compare the proportion of students in each performance level.	Overall	S1.1 Inquiry and Nature of Science	S2.1 Concepts of Physical Science	S3.1 Concepts of Life Science	S4.1 Concepts of Earth Science	
	Points Possible	82	76	14	16	12
	School	Average Points Earned 52.6	18.2	12.0	13.0	9.5
	District	Average Scale Score 403	425	423	396	389
	State	Average Scale Score 329	339	327	337	330
		Average Scale Score 309	315	306	311	318

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PROFICIENCY LEVEL SUMMARY

	Science				
	Total	Advanced	Proficient	Below Proficient	Fair Below Proficient
School	Number Tested 11	8	3	0	0
	Percent 100.0%	72.7%	27.3%	0.0%	0.0%
District	Number Tested 589	187	217	107	78
	Percent 100.0%	31.7%	36.8%	18.2%	13.2%
State	Number Tested 9154	2024	3222	1882	2026
	Percent 100.0%	22.1%	35.2%	20.5%	22.1%

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**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2014 SPRING**

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

PAGE : 1
GRADE : 03

PERFORMANCE SUMMARY

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

Proficiency Level Description	Reading				Writing				Mathematics						
	Performance by Student				Performance by Standard				Performance by Standard						
<p>The proficiency level scale score ranges were developed for individual student comparisons only. These scale score ranges cannot be applied to the average scale score information for the state, district, or school. The average for a group of scores masks the distribution of scores in that group. A better way to evaluate the performance of a group is to compare the proportion of students in each performance level.</p>	Overall	R1.1 Word Identification Skills	R1.2, R1.4-R1.6 Forming a General Understanding	R1.7, R1.8, R1.10 Analysis of Content and Structure	Overall	W1.1 Write Using a Variety of Forms	W1.3 Structures and Conventions	W1.4 Revise	Overall	M1.1 Numeration	M2.1 Measurement	M3.1 Estimation & Computation	M4.1 Functions & Relationships	M5.1 Geometry	M6.1 Statistics/Probability
	60	42	52	41	60	26	24	11	64	49	40	44	9	8	10
School	50.9	15.2	27.0	8.7	53.0	22.1	21.7	9.2	59.4	12.2	9.7	13.2	8.2	7.3	8.9
Average Points Earned	456	489	470	421	455	470	465	434	484	488	473	514	460	451	452
District	396	403	403	379	381	387	385	379	381	400	384	392	374	368	380
State	378	387	382	366	364	367	370	360	361	376	358	370	356	351	362

PROFICIENCY LEVEL SUMMARY

	Reading					Writing					Mathematics				
	Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
School	23	20	3	0	0	23	20	3	0	0	23	23	0	0	0
Percent Tested	100.0%	87.0%	14.0%	0.0%	0.0%	100.0%	87.0%	13.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%
District	634	339	221	50	24	633	245	300	84	4	634	289	253	50	42
Percent Tested	100.0%	53.5%	34.9%	7.9%	3.8%	100.0%	38.7%	47.4%	13.3%	0.6%	100.0%	45.6%	39.9%	7.9%	6.6%
State	9584	4298	3516	930	840	9615	3241	4133	1959	282	9606	3685	3540	1027	1354
Percent Tested	100.0%	44.8%	36.7%	9.7%	8.8%	100.0%	33.7%	42.8%	20.4%	2.9%	100.0%	38.4%	36.9%	10.7%	14.1%

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



**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2014 SPRING**

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

PAGE : 2
GRADE : 04

PERFORMANCE SUMMARY

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

Proficiency Level Comparison	Reading				Writing				Mathematics						
	Performance by Standard				Performance by Standard				Performance by Standard						
	Overall	R2.1 Word Identification Skills	R2.2, R2.4-R2.6 Forming a General Understanding	R2.7-R2.10 Analysis of Content and Structure	Overall	W2.1, W2.2 Write Using a Variety of Forms	W2.3 Structures and Conventions	W2.4 Revise	Overall	M1.2 Numeration	M2.2 Measurement	M3.2 Estimation & Computation	M4.2 Functions & Relationships	M5.2 Geometry	M6.2 Statistics/Probability
School	49.7	12.0	25.8	11.9	50.5	21.6	19.5	9.3	56.9	13.7	8.1	11.7	8.8	7.5	7.0
Average Points Earned	450	449	458	445	461	465	482	463	454	474	447	455	455	469	404
District	399	401	401	406	394	400	396	403	372	399	355	386	376	373	362
State	374	379	374	379	371	377	372	374	355	380	345	366	358	358	341

PROFICIENCY LEVEL SUMMARY

School	Reading					Writing					Mathematics				
	Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
Number Tested	23	14	9	0	0	22	19	3	0	0	23	20	3	0	0
Percent	100.0%	60.9%	39.1%	0.0%	0.0%	100.0%	86.4%	13.6%	0.0%	0.0%	100.0%	87.0%	13.0%	0.0%	0.0%
District	656	291	289	42	34	656	262	301	83	10	659	325	201	76	57
Percent	100.0%	44.4%	44.1%	6.4%	5.2%	100.0%	39.9%	45.9%	12.7%	1.5%	100.0%	49.3%	30.5%	11.5%	8.7%
State	9486	3130	4295	1008	1053	9476	2929	4358	1845	344	9464	3702	3322	1152	1288
Percent	100.0%	32.9%	45.3%	10.6%	11.1%	100.0%	30.9%	46.0%	19.5%	3.6%	100.0%	39.1%	35.1%	12.2%	13.6%

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



**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2014 SPRING**

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

PAGE : 3
GRADE : 05

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

Proficiency Level/Comparison	Reading				Writing				Mathematics						
	Performance by Standard				Performance by Standard				Performance by Standard						
Overall	90	19	27	19	90	44	14	14	54	19	9	12	10	10	8
School	48.5	11.5	22.2	14.8	49.7	25.6	12.8	11.3	56.0	13.4	7.4	10.9	8.8	8.9	6.7
Average Points Earned	443	447	446	449	432	437	459	413	437	459	426	455	426	432	417
Average Scale Score	395	402	402	391	390	397	388	391	371	379	372	382	364	367	377
District Average Scale Score															
State Average Scale Score	374	382	378	371	366	372	370	365	349	353	352	355	346	348	355

PROFICIENCY LEVEL SUMMARY

	Reading					Writing					Mathematics					
	Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP	
School	24	15	9	0	0	24	16	8	0	0	24	23	1	0	0	
District	657	274	315	48	20	656	288	279	84	5	656	307	225	85	39	
State	9277	2857	4663	1154	603	9282	3307	3806	1996	153	9285	3390	3156	1608	1131	
	Percent Tested	82.5%	37.5%	0.0%	0.0%	100.0%	66.7%	33.3%	0.0%	0.0%	100.0%	95.8%	4.2%	0.0%	0.0%	
	Number Tested	657	315	48	20	656	288	279	84	5	656	307	225	85	39	
	Percent	100.0%	41.7%	47.9%	7.5%	3.0%	100.0%	43.9%	42.5%	12.8%	0.8%	46.8%	34.3%	13.0%	5.9%	
	Number Tested	9277	2857	4663	1154	603	9282	3307	3806	1996	153	9285	3390	3156	1608	1131
	Percent	100.0%	30.8%	50.9%	12.4%	6.5%	100.0%	35.7%	41.1%	21.8%	1.7%	100.0%	36.5%	34.0%	17.5%	12.5%

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



**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2014 SPRING**

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

PAGE : 4
GRADE : 06

PERFORMANCE SUMMARY

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

Proficiency Level Comparison	Reading				Writing				Mathematics						
	Performance by Standard				Performance by Standard				Performance by Standard						
	Overall	R2.1 Word Identification Skills	R2.2, R2.4-R2.6 Forming a General Understanding	R2.7-R2.10 Analysis of Content and Structure	Overall	W2.1, W2.2 Write Using a Variety of Forms	W2.3 Structures and Conventions	W2.4 Revise	Overall	M1.2 Numeration	M2.2 Measurement	M3.2 Estimation & Computation	M4.2 Functions & Relationships	M5.2 Geometry	M6.2 Statistics/Probability
Possible Possible	60	11	24	15	60	27	17	15	64	10	12	12	9	12	9
School Average Points Earned	49.4	9.6	26.7	13.1	49.8	21.4	14.4	14.0	54.5	8.0	10.5	10.9	7.6	10.4	7.1
Average Scale Score	428	438	420	463	436	440	433	450	432	436	422	435	415	459	418
District Average Scale Score	380	383	378	394	378	383	383	381	373	371	368	376	380	378	380
State Average Scale Score	363	366	361	371	350	355	354	352	345	346	349	346	353	350	339

PROFICIENCY LEVEL SUMMARY

	Reading					Writing					Mathematics					
	Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP	
School	Number Tested	21	16	5	0	0	100.0%	76.2%	33.8%	0.0%	0.0%	100.0%	90.5%	3.5%	0.0%	0.0%
	P Percent	100.0%	76.2%	23.8%	0.0%	0.0%	100.0%	76.2%	33.8%	0.0%	100.0%	90.5%	3.5%	0.0%	0.0%	
District	Number Tested	633	282	270	63	18	634	280	254	79	21	636	313	193	73	57
	Percent Tested	100.0%	44.5%	42.7%	10.0%	2.8%	100.0%	44.2%	40.1%	12.5%	3.3%	100.0%	49.2%	30.3%	11.5%	9.0%
State	Number Tested	9211	3327	3869	1571	444	9201	3090	3384	1982	745	9213	3293	2909	1404	1607
	P Percent	100.0%	36.1%	42.0%	17.1%	4.8%	100.0%	33.8%	36.8%	21.6%	8.1%	100.0%	35.7%	31.6%	15.2%	17.4%

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



**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2014 SPRING**

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

PAGE : 5
GRADE : 07

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

Proficiency Level Categorization	Reading			Writing			Mathematics								
	Performance by Standard			Performance by Standard			Performance by Standard								
Overall	50	10	34	17	60	20	18	18	94	10	11	0	14	12	8
School	51.3	8.6	29.4	13.3	51.9	20.3	16.1	15.6	56.9	8.7	9.4	8.2	12.4	11.1	7.1
Average Points Earned	465	460	472	466	465	467	478	458	456	454	430	443	462	458	414
Average Scale Score	398	409	400	399	373	375	375	380	371	377	357	371	384	397	340
District	377	385	379	378	351	352	357	353	341	347	333	343	353	359	319
State															

PROFICIENCY LEVEL SUMMARY

	Reading					Writing					Mathematics				
	Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
School	18	16	2	0	0	18	11	7	0	0	18	16	2	0	0
Number Tested	100.0%	88.9%	11.1%	0.0%	0.0%	100.0%	61.1%	38.9%	0.0%	0.0%	100.0%	88.9%	11.1%	0.0%	0.0%
District	664	315	283	51	15	664	161	377	107	19	663	300	235	76	52
Number Tested	100.0%	47.4%	42.6%	7.7%	2.3%	100.0%	24.2%	56.8%	16.1%	2.9%	100.0%	45.2%	35.4%	11.5%	7.8%
State	9417	3746	3912	1226	533	9416	1545	5318	1954	599	9433	2987	3227	1824	1395
Number Tested	100.0%	39.8%	41.5%	13.0%	5.7%	100.0%	16.4%	56.5%	20.8%	6.4%	100.0%	31.7%	34.2%	19.3%	14.8%

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



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

ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
 STANDARDS BASED ASSESSMENT (SBA)
 SCHOOL SUMMARY REPORT
 2014 SPRING

PAGE : 6
 GRADE : 08

PERFORMANCE SUMMARY

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

Proficiency Level Comparison	Reading				Writing				Mathematics						
	Performance by Standard				Performance by Standard				Performance by Standard						
	Overall	R3.1 Word Identification Skills	R3.3-R3.5 Forming a General Understanding	R3.6-R3.9 Analysis of Content and Structure	Overall	W3.1, W3.2 Write Using a Variety of Forms	W3.3 Structures and Conventions	W3.4 Revise	Overall	M1.3 Numeration	M2.3 Measurement	M3.3 Estimation & Computation	M4.3 Functions & Relationships	M5.3 Geometry	M6.3 Statistics/Probability
School	80	11	80	19	80	26	19	19	64	8	10	6	15	13	10
Average Points Earned	49.5	9.3	24.8	15.5	51.8	21.7	16.4	13.8	58.2	6.8	9.4	7.6	13.8	12.2	8.4
District	447	470	437	459	462	471	457	455	463	431	447	460	451	475	465
Average Scale Score	399	405	397	408	379	391	372	384	367	362	374	359	381	387	359
State	382	386	376	393	358	369	354	359	339	332	347	334	351	346	340

PROFICIENCY LEVEL SUMMARY

	Reading					Writing					Mathematics				
	Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
School	Number Tested 12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
	Percent Tested 100.0%	83.3%	16.7%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%	0.0%	100.0%	91.7%	8.3%	0.0%	0.0%
District	Number Tested 623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
	Percent Tested 100.0%	51.2%	40.1%	7.4%	1.3%	100.0%	12.6%	73.2%	11.8%	2.4%	100.0%	42.5%	38.0%	11.7%	7.9%
State	Number Tested 9326	3861	3926	1220	319	9303	836	6202	1768	497	9332	2832	3538	1393	1569
	Percent Tested 100.0%	41.4%	42.1%	13.1%	3.4%	100.0%	9.0%	66.7%	19.0%	5.3%	100.0%	30.4%	37.9%	14.9%	16.8%

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

Department of Education

State of Alaska Report Card to the Public - School Level

2014-2015 School Year

Aurora Borealis Charter School, Kenai Grades: KG-8 Accreditation: No	Kenai Peninsula Borough School District School Enrollment: 188
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Accountability: This school's 2013-2014 Alaska School Performance Index score and star rating are available by clicking [here](#). This school's progress toward meeting 2013-2014 Annual Measurable Objective (AMO) targets is available by clicking [here](#).

New for 2014-2015: Students enrolled in grades 3-10 took the Alaska Measures of Progress (AMP) for the first time in the spring of 2015. While the Standards Based Assessment (SBA) included content assessments in Reading, Writing, and Mathematics, AMP includes content assessments in English Language Arts and Mathematics. To see complete assessment results for a specific grade level, click on a tab in the applicable content area. The Science SBA test was administered in 2015.

NOTES:

Results are not published when fewer than five students are tested in a grade or subgroup, or when students are distributed in a certain manner among the four levels of achievement. See the Four-Way Reporting Protocol for further information on data suppression.

When a school/district does not test any students in a given grade during a test administration, no data for that grade level will appear.

Percentages are based upon the number of students tested, not the number of students enrolled. Asterisks are used when results cannot be published without releasing personally identifiable information.

Two-year trend data are unavailable for English Language Arts and Mathematics because it is impossible to compare achievement on AMP to proficiency on the SBA.

Number of Teachers with Highest Degree:

Bachelors	Masters	Ed Specialist	Doctorate
42%	58%	0%	0%

Additional information on teacher qualifications, including type of certification and college degree(s) is available from your school or district upon request. You may also request information on whether your child is provided service by paraprofessionals and, if so, their qualifications.

% of Core Academic Classes Taught by Highly Qualified Teachers:	100%
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% of Core Academic Classes Taught by Not Highly Qualified Teachers:	0%
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Attendance, Graduation and Dropout Rates

Subgroup	Attendance Rate	Graduation Rate	Dropout Rate
All Students	95.64%	N/A	0.00%
Male	95.72%	N/A	0.00%
Female	95.56%	N/A	0.00%
Alaska Native/American Indian	95.13%	N/A	0.00%
Asian/Pacific Islander	92.35%	N/A	N/A
Caucasian	95.73%	N/A	0.00%
Hispanic	92.94%	N/A	N/A
Two or More Races	95.48%	N/A	0.00%
Economically Disadvantaged	92.59%	N/A	N/A
Not Economically Disadvantaged	95.73%	N/A	0.00%
Students With Disabilities	95.86%	N/A	N/A
Students Without Disabilities	95.62%	N/A	0.00%
Limited English Proficient	95.29%	N/A	N/A
Not Limited English Proficient	95.64%	N/A	0.00%
Not Migrant Students	95.64%	N/A	0.00%
Not Active Duty Parent/Guardian	95.64%	N/A	0.00%

Grades KG-8 Retention Rate:	0.0%
Grade 7-12 Dropout Rate:	0.00%
Enrollment Change:	-6
Student Survey Return Rate:	0%
Student Surveys Returned:	0
Average Volunteers Hours per Week:	40
Persistently Dangerous School:	No

High School Graduates:	N/A
Number of Grade 7-12 Dropouts:	0
Enrollment Change Due to Transfers:	2.66%
Parents Survey Return Rate:	0%
Parents Surveys Returned:	0
Community Members Commenting:	0
School/Business Partnerships:	0

4. Professional Development

Section 4: Professional Development

- i. Provide a description of and schedule for staff development activities. 4 AAC 33.110(a)(8)*

References: 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 4	Page Number location(s) of response(s) including Appendices	Reviewer's notes
		Rating: Compliant/Noncompliant
Description of and schedule for planned professional development	Page 66-68	

- i. Provide a description of and schedule for staff development activities. 4 AAC 33.110(a)(8)***

Description of and schedule for planned professional development:

Aurora Borealis Charter School provides professional development that is goal-based and driven by student assessment data. Professional development is directly related to the academic needs of students and the instructional needs of the staff in relation to gaps in student achievement. Over the past three years, the staff has completed professional development in the areas of Response to Intervention (RTI), Formative Assessment Strategies, SmartBoard Training, and Saxon Math Curriculum. ABCS has a Professional Development Liaison that is a resource for all staff members who seek training in specific areas. Currently, the staff is receiving professional development in utilizing Charlotte Danielson's Framework for Effective Teaching. Refer to the action steps on the following pages as it pertains to teachers' professional development in the Danielson Framework for the 2016-17 school year.

Section 4: Professional Development

Action steps should be listed in this column. Include: professional development, ongoing communication with stakeholders, progress monitoring, and mid-year adjustments.	Who is responsible for leading or coordinating this action step?	Timeline for updating
1. Meet with teachers to get an overall picture of how the Danielson model has been used in the past and everyone's comfort level.	Mr. McCanna	August 19, 2016
2. Collaborate with teachers about the 4 Domains of the Danielson Framework and how it is broken down into components and elements. Start with Domain 1 and have the teachers choose 2-3 components that will be a focus for ABCS. Everyone read the appropriate sections from Danielson's book "Enhancing Professional Practice".	Mr. McCanna	August 29, 2016
3. Review the rubrics for the chosen components of Domain 1. Discuss the evidence that could be used to show a Proficient rating.	Mr. McCanna	September 23
4. Collaborate with teachers: Review all the components of Domain 2, have teachers choose two components to be the intensive focus for this year. Read about the chosen components from Danielson's book.	Mr. McCanna	October 7
5. Review the rubrics for the chosen components of Domain 2. Collaboratively create a list of things that could be or are already done at ABCS to be Proficient in the components.	Mr. McCanna	October 21
6. Everyone read the chapter about Domain 3 in Danielson's book. Collaborate & choose two other components besides 3c (will be a focus) to be a focus for this year. Review the rubrics for each chosen component.	Mr. McCanna	November 3
7. Everyone read the chapter about Domain 4 in Danielson's book. Collaborate & discuss the things we already do that are considered	Mr. McCanna	November 18

Section 4: Professional Development

<p>Proficient on the rubrics. Discuss ways that we can document our evidence.</p>		
<p>8. Collaborate with teachers to choose specific elements from the chosen components of Domain 2 to practice. Create a list of evidence that could be used to be rated as Proficient. Create an observation tool to collect data on the chosen elements to be used for the coaching observations. Conduct coaching observations with each teacher by going into the classrooms to look for the specific elements that were chosen from Domain 2 and give them specific feedback.</p>	<p>Mr. McCanna</p>	<p>November 18</p>
<p>9. Collaborate with teachers to choose specific strategies from component 3c. Create a list of evidence that could be used to be rated as Proficient. Create an observation tool to collect data on the chosen elements to be used for the coaching observations. Conduct coaching observations with each teacher by going into the classrooms to look for the specific elements that were chosen from 3c and give them specific feedback.</p>	<p>Mr. McCanna (Mrs. Drury will assist as necessary with coaching observations.)</p>	<p>December 16 (Ongoing throughout the year)</p>
<p>10. Continue to collaborate with staff during weekly Collaboration Meetings to review and discuss the specific components that were chosen from Domains 2 & 3. Watch short videos of teaching and have teachers rate the videos using Danielson's rubrics for the chosen elements.</p>	<p>Mr. McCanna</p>	<p>February 24</p>
<p>11. Continue to use the observation tools that were created to conduct coaching observations with teachers. Teachers will be able to choose specific observation tools to help improve their practice.</p>	<p>Mr. McCanna, Mrs. Drury</p>	<p>February 24</p>

5. Facility

Section 5: Facility

- i. Provide the location for the charter school, description of the facility and lease information. *AS 14.03.255(c)(7)(d), 4 AAC 33.110(a)(15)*
- ii. Describe the plans for the charter school’s facility and any plans for projected growth. *4 AAC 33.110(a)(15)*

References: AS 14.03.255. Organization and operation of a charter school, 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer’s notes column.

Reviewer Rating Template		
Section 5	Page Number location(s) of response(s) including Appendices	Reviewer’s notes
		Rating: Compliant/Noncompliant
Description of facility and location of the charter school including addressing district leased space if applicable	Page 71	
Evidence of a written facility plans	Page 71-72	

Section 5: Facility

- i. Provide the location for the charter school, description of the facility and lease information. AS 14.03.255(c)(7)(d), 4 AAC 33.110(a)(15)***

Description of facility and location of the charter school including addressing district leased space if applicable:

Aurora Borealis Charter School is located in the Old Kenai Elementary School 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. ABCS occupies 11 classrooms and an office. The gymnasium is shared with both of the other tenants. Kenai Peninsula Borough School District has a copy of the lease information. Even though ABCS has a long waiting list, enrollment is projected to remain close to two hundred students.

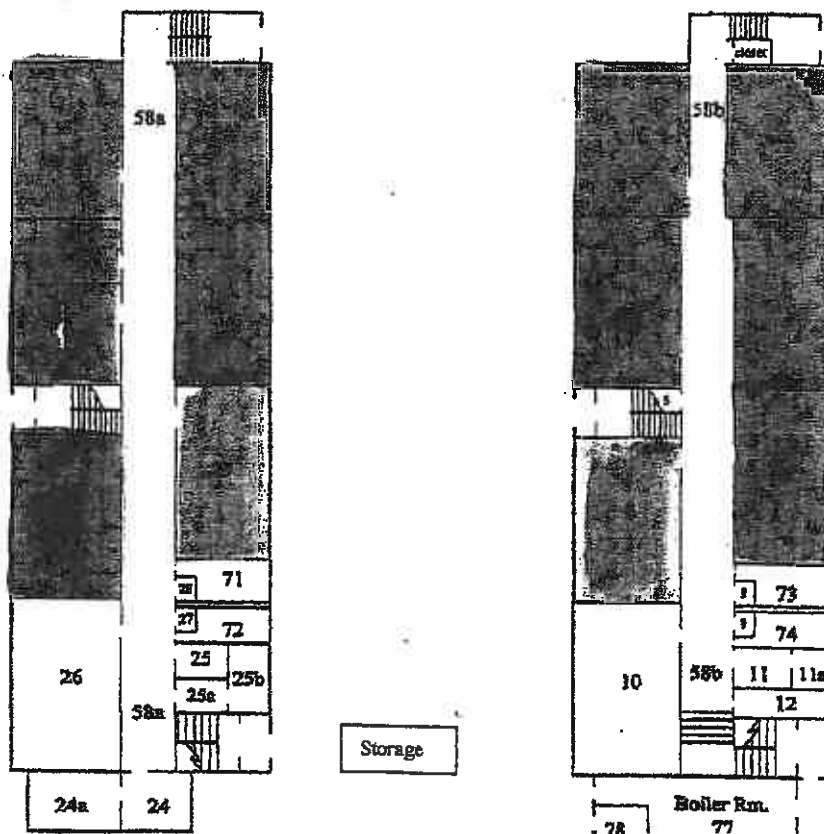
- ii. Describe the plans for the charter school's facility and any plans for projected growth. 4 AAC 33.110(a)(15)***

Evidence of a written facility plans:

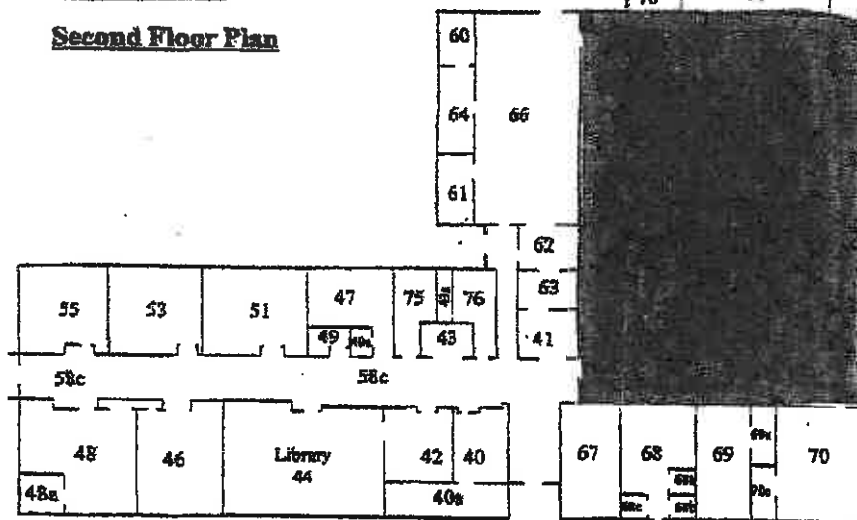
Aurora Borealis Charter School plans on continuing the use of the Old Kenai Elementary School building. At this point there is no plan for growth based on the limits of our current building.

A copy of the Kenai Elementary School is on the next page for your reference.

Section 5: Facility



Second Floor Plan



First Floor Plan

NOTE: Drawing Is Not To Scale

KENAI PENINSULA BOROUGH - MAINTENANCE DEPARTMENT
47140 East Poppy Lane, Soldotna, Alaska 99669

KENAI ELEMENTARY - Basic Floor Plan

By: MGM Revised: 12 - 16 - 96 Drawing 1 of 1

MEMORANDUM OF AGREEMENT

Between
Kenai Peninsula Borough School District
and
Aurora Borealis Charter School
Sharing Facilities Contract Addendum

The Kenai Peninsula Borough School District and Aurora Borealis Charter School Academic Policy Committee agrees to this Memorandum of Agreement regarding sharing facility space for the 2017-2018 school year, renewable through the 2026-2027 school year.

1. Room Usage and Operational Costs

- a. The District will provide 9 classrooms (to include 2 portables), and 3 joint-use classrooms shared with the Boys and Girls Club at the old Kenai Elementary School.
- b. The District will provide Room 32 for an office area at the old Kenai Elementary School for the 2007-2008 school year.
- c. Aurora Borealis will pay the District a proportional share of In-Kind services, determined in the following manner: To calculate the Aurora Borealis percentage share, divide the Aurora Borealis Adjusted Average Daily Membership (AADM) by the total KPBSD AADM. Multiply that percentage by the total In-Kind Services to calculate the Aurora Borealis proportional share. Rent will be at the rental rate times Aurora Borealis AADM. In FY17, the rental rate was \$600 times AADM.

These estimated expenditures are booked in the online accounting system as expenditures for the current fiscal year, based on the prior fiscal year actual expenditures. The following year, an adjustment to "true-up" the actual costs will be posted. This allows for continuity in budgeting and allows Aurora Borealis administration and APC to rely on budget estimates when reviewing year-end costs and calculating possible carry-over of funds.

- d. Aurora Borealis will pay the district each year for approximately \$37,150.00 to cover the pro-rated operational cost associated with sharing a district facility for the 2007-2008 school year (utilities, shared staff, shared supplies, etc.) To provide for continuity in budgeting, estimated costs will be booked in the accounting system in the current year, based on the prior fiscal year actual expenditures. The following fiscal year, an adjustment to "true-up" the actual costs will be posted. This will allow Aurora Borealis to rely on budget estimates and at year-end when calculating possible carry-over of funds.

- e. Common Areas: Use and scheduling of the gym is split during the day between Aurora Borealis Charter School and Kenai Alternative School. After school, scheduling of the gym is done by Boys and Girls Club.

2. Aurora Borealis Administrator

- a. Administrator responsibilities involve the management of all daily operations of Aurora Borealis. Student achievement will match or exceed District goals and State standards.
- b. The administrator shall maintain fiscal management according to District guidelines and State Statutes. This includes the preparation and oversight of the school's budget, with regular accountability to, and approval of, the APC.
- c. The administrator will be the official liaison between the District administration, the APC and the charter school. Frequent open and regular communication will be maintained with the neighborhood school administrator to insure a successful relationship.

3. Equipment and Supplies

Aurora Borealis will purchase their own supplies and equipment needed for operation of their program, or will share in rental costs on an as-needed basis.

4. District Policy, State Statute, and Federal Requirement Accountability

Aurora Borealis Charter School will comply with District Charter School policies, State Statutes, and Federal requirements during the duration of the charter. The charter school will meet all educational achievement goals and State standards as measured by the benchmark tests, CBM, DIBELS, and the other prescribed or required assessments.

This Memorandum of Agreement is for a one-year period, beginning *July 1, 2017 and ending June 30, 2018, with automatic renewal each year through June 30, 2027, as long as the charter is current and the charter school is operating in good standing.*

Dave Jones, Assistant Superintendent
Kenai Peninsula Borough School District

Date

Cody McCanna, Principal
Aurora Borealis Charter School

Date

6. Admission

Section 6: Admission

- i.* Provide the written admission policies and procedures utilized by the charter. Please include evidence that the school is ensuring an equal and bias-free access to all eligible students. Mark as Appendix G. *AS 14.03.255(c)(3), 4 AAC 33.110(a)(11)*

- ii.* Provide a written student recruitment process, including a lottery or random drawing mechanism for enrollment if applicants exceed the school’s capacity. Please include information in this section describing enrollment and waitlist numbers for the past 3-5 years. Mark as Appendix H. *AS 14.03.265(b), 4 AAC 33.110(a)(17)*

References: AS 14.03.255. Organization and operation of a charter school, AS 14.02.265 Admission, 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer’s notes column.

Reviewer Rating Template		
Section 6	Page Number location(s) of response(s) including Appendices	Reviewer’s notes
Evidence of written admission policies and procedures	Appendix G Page 77	Rating: Compliant/Noncompliant
Evidence of a written student recruitment process, including enrollment and waitlist numbers	Appendix H Page 78	

Section 6: Admission

- i. Provide the written admission policies and procedures utilized by the charter. Please include evidence that the school is ensuring an equal and bias-free access to all eligible students. Mark as Appendix G. AS 14.03.255(c)(3), 4 AAC 33.110(a)(11)**

Evidence of written admission policies and procedures:

Enrollment and Lottery Procedures

Charter Schools of the Kenai Peninsula Borough School District are public schools which comply with all Federal and State Laws, as well as Borough Policies, concerning public education and equal opportunity.

The enrollment procedures for Aurora Borealis Charter School are as follows:

Applying:

Parents should come to the school office and fill out a lottery application for the upcoming school year. Applications are accepted from the first day of September, until the first Friday in March at 3:00 p.m.

Enrollment:

Currently enrolled students will be rolled over to the next academic year. Kindergarten and other open slots will be filled through the lottery. If a kindergarten student's parents choose to hold their student out they will be placed on next years waiting list for kindergarten. If there is no wait list for a specific grade and vacancies exist, students will be enrolled without going through the lottery.

Lottery Procedures:

Applicants will be listed in order by the date of their application from earliest to newest. Each applicant is randomly assigned a lottery number. Students are then placed on a waitlist in order of the number they were assigned. The lottery will be held at 3:00 p.m. on the fourth Thursday in March. The lottery results will be posted in the hallway outside the office the day following the lottery.

Preference:

If there is a vacancy in a classroom, or for kindergarten enrollment, children of full time school employees and siblings of children already enrolled who have attended at least one school day, will be selected first to fill the vacancy.

Waiting List:

In the event that vacancies still exist in a class, they are to be filled from the waiting list, beginning with the lowest lottery number. The number of slots available will depend upon each class. Students drawn from the lottery who are placed on the waiting list remain on the list until they request removal or are placed in a classroom.

Refer to Appendix G for evidence of equal and bias-free access to all eligible students.

Section 6: Admission

- ii. Provide a written student recruitment process, including a lottery or random drawing mechanism for enrollment if applicants exceed the school's capacity. Please include information in this section describing enrollment and waitlist numbers for the past 3-5 years. Mark as Appendix H. AS 14.03.265(b), 4 AAC 33.110(a)(17)**

Evidence of a written student recruitment process, including enrollment and waitlist numbers:

Charter Schools of the Kenai Peninsula Borough School District are public schools which comply with all Federal and State Laws, as well as Borough Policies, concerning public education and equal opportunity.

Refer to Appendix H.

7. Fiscal

Section 7: Fiscal

- i. Provide a written budget summary and financial plan, including a statement of the charter school’s funding allocation from the local school board and costs assignable to the charter school program budget. Information in this section should explicitly detail the amount and sources of the revenue streams; the specific indirect rate (not to exceed 4%) and details of what the indirect rate charges cover; as well as the charter’s eligibility to receive additional revenue over the 2.65 mills required in the foundation formula. Projected budget marked as Appendix I. *AS 14.03.255(c)(5), 4 AAC 33.110(a)(14)(A)*

- ii. Provide a signed assurance that:
 - the charter school follows all district approved practices to account for receipts and expenditures;
 - the charter school has been successful in ending each year with a zero or positive fund balance;
 - all audit reports to date indicate the school has met its obligation to ensure the fiscal integrity of the school’s financial operation. *AS 14.03.255(b)(1)(c)(6)*

Reviewer Rating Template		
Section 7	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Evidence of a budget plan	Appendix I	
Evidence of assurance	Appendix B	

- i. Provide a written budget summary and financial plan, including a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget. Information in this section should explicitly detail the amount and sources of the revenue streams; the specific indirect rate (not to exceed 4%) and details of what the indirect rate charges cover; as well as the charter's eligibility to receive additional revenue over the 2.65 mills required in the foundation formula. Projected budget marked as Appendix I. AS 14.03.255(c)(5), 4 AAC 33.110(a)(14)(A)**

Evidence of a budget plan:

Refer to Appendix I for outlined budget.

- ii. Provide a signed assurance that:**

- **the charter school follows all district approved practices to account for receipts and expenditures;**
- **the charter school has been successful in ending each year with a zero or positive fund balance;**
- **all audit reports to date indicate the school has met its obligation to ensure the fiscal integrity of the school's financial operation. AS 14.03.255(b)(1)(c)(6)**

Evidence of assurance:

Refer to the Charter Renewal Contract in Appendix B.

8. Transportation

Section 8: Transportation

- i. Provide the district charter school transportation policy, if proposed or adopted, marked as Appendix J. 4 AAC 33.110(a)(19)*

References: AS 14.03.255. Organization and operation of a charter school, AS 14.02.265 Admission, 4 AAC 33.110 Charter School application and review procedure, AS 14.09.010 Transportation (e)(1-3)(f)(g), 4 AAC 27.057 Charter School Transportation policy.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 8	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Plans for pupil transportation	Appendix J	

- i. Provide the district charter school transportation policy, if proposed or adopted, marked as Appendix J. 4 AAC 33.110(a)(19)***

Plans for pupil transportation:

Aurora Borealis Charter School is a school of choice where parents are expected to drop their children off and pick them up every day in a timely manner. ABCS operates under option 3 of Kenai Peninsula Borough School District's Transportation Policy that states the following: 3. If a charter school declines pupil transportation services, no funding allocation will be made by the district. We encourage parents to come to the office at ABCS to discuss carpooling options.

Appendix

Appendix A

(School Board Approval documentation.)

Appendix B

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 _____, the School Board reviewed and approved the Charter School’s application; and

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 2017-2018 school year and continuing through the last day of school in the 2027-2028 school year.

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

2. Specific levels of achievement for the education program: Charter School’s educational program shall meet the specific levels of achievement specified in the proposal.

3. Admissions Policy and Procedures: Any resident of the school district that is otherwise eligible to attend Kenai Peninsula School District schools may apply for admission to the Charter School. In addition, the Charter School shall adhere to the admissions policies and procedures specified in the proposal. 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. The Charter School shall be nonsectarian, and shall not be affiliated in any respect with any sectarian institution.

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

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

7. Location and description of 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. Name of teachers who by agreement will teach in the charter: 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:

Administrator- Cody McCanna

Teachers as Budgeted

1. Lucas Oliver- Kindergarten
2. Heidi Harding- First Grade
3. Jennifer Riddal- Second Grade
4. Don Drury- Third Grade
5. William Severson- Fourth Grade
6. Derek Ratliff- Fifth Grade
7. Gene Palm- Sixth Grade
8. Scott Anderson- Junior High
9. Suzanne Phillips- Junior High
10. Pam Burns- Physical Education
11. Leah Stevens- Music and Art
12. Julie Ball- Latin and Intervention Specialist

- a) Secretary
- b) Custodial Staff
- c) Other staff as required

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

10. Number of students to be served: 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. Term of contract: This contract may be effective upon complete execution and shall terminate at the end of ten (10) academic years unless earlier terminated as provided elsewhere herein.

12. Termination Clause: 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. Statement of state and federal law compliance: The Charter School agrees to comply with all state and federal requirements for receipt and use of public money.

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

This Charter School was approved by the Kenai Peninsula School Board on December ____, 2016. The Undersigned agree to this entire contract as specified herein.

Signed _____ Date _____ (For School District)

Signed _____ Date _____ (For Charter School)

Appendix C

Charter Schools Assurance Page

By signing this document, the school district files its assurance that the statements, documents and/or information listed below is in compliance with all state and federal laws and regulations.

The charter school bylaws previously submitted to the department in the initial application or previous renewal applications have not changed. 4 AAC 33.110(a)(4)

The charter school administrative policy manual submitted to the department in the initial application or previous renewal applications has not changed. 4 AAC 33.110(a)(13)

The charter school follows all district approved practices to account for receipts and expenditures. AS 14.03255(b)(1)(c)(6), 4 AAC 33.110(a)(14)(B)

The charter school has been successful in ending each year with a zero or positive fund balance. AS 14.03255(b)(1)

All audit reports to date indicate the charter school has met its obligation to ensure the fiscal integrity of the school's financial operation. AS 14.03255(b)(2)(c)(13)

Name of the School District: Kenai Peninsula Borough School District

Name of the Charter Program: Aurora Borealis Charter School

Name of Superintendent: Sean Dusek

Signature of Superintendent:  Date: 9/14/2016

BYLAWS

AURORA BOREALIS CHARTER SCHOOL

MISSION STATEMENT

The purpose of Aurora Borealis Charter School is to provide the finest academic program possible. To meet this purpose, it is our obligation to promote an educational environment that reflects high academics, character, and citizenship standards for all students and establish classroom conditions where these standards can be met.

ARTICLE 1

NAME

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

ARTICLE 2

IMPLEMENTATION OF MISSION STATEMENT

- A. To conduct ABCS affairs in accordance with its mission statement.
- B. To exercise all such powers as are provided by State and Federal law, Kenai Peninsula Borough School District policy, and these Bylaws in order to accomplish the ABCS mission statement.
- C. Support teachers in maintaining a classroom environment where high academic, character, and citizenship standards can be met for all students.
- D. Support the administrator in the accomplishment of the mission statement through implementation of adopted policies and procedures while holding the administrator accountable for the achievement of measurable standards through annual review of test scores.
- E. Maintain current core curriculum classroom materials as approved by the Academic Policy Committee.
- F. Encourage parents/guardians to actively participate in their child's education.

ARTICLE 3

ACADEMIC POLICY COMMITTEE

- A. There shall be an Academic Policy Committee (APC) pursuant to AS 14.03.255. Organization and operation of a charter school.
- B. The Academic Policy Committee (APC) shall consist of the following:
 - 1. Six (6) parents of currently enrolled ABCS students, elected at large.
 - 2. School administrator, or staff designee, in an advisory non-voting capacity.
 - 3. Community member, if one is appointed by the APC.
- C. APC Seats
 - 1. Parent Seat Terms
 - a. 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 APC, should a quorum exist. These appointments shall be effective until the end of the original term of the appointed seat. 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 of the vacant seat(s).
 - d. Election of parent members of APC:
 - 1. Parent seats must be filled by parents of students currently attending ABCS and may not be filled by a paid employee or the spouse of a paid employee.
 - 2. Only one parent per family may serve on the APC.
 - 3. Nominations shall be taken in writing during the month of March.
 - 4. Elections shall be conducted by ballots mailed to ABCS parents. The APC shall adopt written election procedures that may be amended when deemed necessary by the APC.
 - 5. One ballot per family. In cases involving custody, only one custodial parent and/or guardian shall have the voting privilege.
 - 6. Elected members shall be seated at the next meeting of the APC following May 30.
 - 2. Administrator Seat

Interim vacancy shall be filled by the interim administrator selected by the APC.

3. Community Member Seat

The APC, at its sole discretion, may appoint a community member. The community member shall be a voting member of the APC. The Community Member term is from May 31 to May 30 and is renewable. Community members serve at the discretion of the APC. Community members may be removed by majority vote of the APC.

D. APC Offices

1. The APC shall elect the following officer positions as determined among the APC at the first APC meeting following the May election. The officers are:

a. Chairperson

The Chairperson shall preside at all meetings of the APC 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 the Chairperson's absence or incapacity, as well as duties assigned by the APC.

c. Secretary

The Secretary shall keep a record of all meetings of the APC and shall have all the duties and powers normally attributed to the office of Secretary.

d. Treasurer

The Treasurer shall have access to all financial records of ABCS and have all the powers and duties normally attributed to the office of Treasurer. The Treasurer shall give a financial report at each quarterly meeting of the APC and such report shall be made a part of the minutes of that meeting.

2. APC Responsibilities

a. The APC is accountable to the KPBSD School Board.

b. Pursuant to the State of Alaska Charter School law (AS 14.03.255(b) (4)), the ABCS APC shall meet at least annually to monitor progress in achieving the committee's policies and goals. However, the APC will strive to meet at least quarterly.

c. Review and approve proposed annual budget, maximum enrollment, curricula, co-curricular activities, policies, and procedures.

d. Review proposed contracts.

e. Hire the ABCS Administrator.

f. Conduct an annual performance review based on the Administrator's contract and renew the contract as merited.

g. An APC member's absence from three (3) consecutive APC meetings may constitute grounds for dismissal from the APC.

- h. To avoid conflicts of interest, APC members shall disclose 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 APC members in voting on the matter. Such disclosure will be noted in the minutes of the meeting. The APC may, by a majority vote, determine there is not a conflict of interest.
- i. Members of the APC shall receive no compensation for their services as members of the board.
- j. For voting purposes a quorum shall consist of four (4) voting APC members. Action requires an affirmative vote of at least four (4) of the voting members.
- k. All regular and special meetings of the APC shall be open to the public.
- l. The APC may call an executive session 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

Only those persons invited by the APC may be present during the executive session. The APC shall not make final policy decisions, nor shall any resolution, rule, regulation, 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 will name the topic of the executive session in the APC minutes.

- m. Any APC member may resign at anytime by giving written notice to the Chairman or Secretary of the APC. Such resignation shall take effect at the time specified therein.
- n. The APC may recommend removal of an APC member with an affirmative vote for removal by five (5) of the APC members. The APC member whose removal is under consideration shall not participate in such a vote.
 - 1. Upon affirmative vote by the APC to remove an APC member, such APC member shall be suspended from membership on the APC until a parent/guardian vote is conducted.
 - 2. Removal of an APC member shall be affirmed by a majority of the ABCS parents. Ballots are to be mailed out.
 - 3. Notification of the removal of an APC member shall be posted with the next APC minutes.

ARTICLE 4

ADVISORY COMMITTEES

The APC 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 APC for official action. The APC 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.

ARTICLE 5

NOTICE OF MEETINGS

Notice of meetings of the APC and committee meetings shall be posted, at least 1 week prior, at a prominent place outside the ABCS office. Such notice should include specified agenda information when possible, including any proposed policy, position, resolution, 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 6

TRANSACTION OF BUSINESS

All business shall be conducted through the KPBSD Finance Office.

ARTICLE 7

BYLAWS

A draft of changes to the Bylaws will be read at two consecutive APC meetings before a vote is held regarding the changes. The approval or amendment of Bylaws requires a two-thirds vote of the APC.

ARTICLE 8

BOOKS AND RECORDS

ABCS shall keep minutes of regular APC meetings and APC committees. It shall also keep at its registered or principle office a record giving the names and addresses of the APC members and APC committees. All records of ABCS are considered public and may be inspected at any reasonable time.

ARTICLE 9

INDEMNIFICATION AND HOLD HARMLESS OF APC MEMBERS

APC members shall be indemnified and held harmless in the conduct of official ABCS business in the same manner as members of the KPBSD School Board.

ARTICLE 10

DISSOLUTION

On the dissolution of ABCS, all properties shall be dispersed in accordance with contract provisions approved by the State of Alaska Department of Education and the Kenai Peninsula Borough School District.

Appendix D

**AURORA BOREALIS CHARTER SCHOOL
Academic Policy Committee Meeting
Monday, May 16, 2011 at 6:00 p.m.***

1. **Welcome**
 - A. **Call to Order.**
 - B. **Roll Call**
 - C. **Agenda**
 - D. **Approval of Minutes**

2. **Parent Comments**

3. **Administrator's Report**

4. **Financial Report**

5. **Review of Administrator's Contract**

6. **New Staff**

7. **Parent Comments**

8. **Staff Comments**

9. **Board Member Comments**

10. **Next Meeting?**

11. **Adjournment**

***Please note the time change**

Revised April 26, 2011

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR MAY 16, 2011

1. WELCOME:

- a. Call to order- 6:05 p.m.
- b. Roll Call- In attendance: Roy Dudley; Jerry Strait; Bruce Jackman; Kathy Flores; Lois Kauffman. Absent: Duane Kant; Scott Coffman (excused)
- c. Guests – Vance Wonser
- d. Agenda- Motion to approve– Lois Kauffman, 2nd – Bruce Jackman, unanimously approved
- e. Approval of minutes from April 25, 2011 meeting- Motion to approve – Bruce Jackman, 2nd – Jerry Strait, unanimously approved.

2. PARENTS COMMENTS: None Present

3. ADMINISTRATOR'S REPORT: Five students on behavior contracts. We are still in need of a Latin aide or teacher. Analytic writing assessment scores are attached.

4. FINANCIAL REPORT: We are still in a strong financial position.

5. REVIEW OF ADMINISTRATOR'S CONTRACT – We will renew Mr. Nauta's contract for one year.

6. NEW STAFF: Jennifer Riddall will assume the 5th grade teaching position. Kari Lynn Nabinger will be the new school nurse. Pursuant to the Policy established at the May 2007 meeting that the administrator brings new staff hires to APC for ratification, the APC has unanimously approved the above mentioned names for hire. The APC also recognizes that this Policy conflicts with our understanding of the administrator's job description. The APC will address this issue as we review and rewrite the administrator's job description in future work sessions or meetings.

7. PARENT COMMENTS: None present

8. STAFF COMMENTS: None present

9. BOARD MEMBER COMMENTS: Mr. Strait- ideas on fund spending and security monitors, Mr. Jackman-none, Mrs. Kauffman-appreciated the opportunity to serve on the APC and thankful that my children and I have been involved with this school, Mrs. Flores- none, Mr. Dudley – hopes everyone has a chance to read the book "The Academic Achievement Challenge" by Jeanne S. Chali.

10. NEXT MEETING: TBA

11. ADJOURNMENT: Adjourned at 7:20 pm.

Respectfully submitted,

Lois Kauffman
Acting APC Secretary

AURORA BOREALIS CHARTER SCHOOL
Academic Policy Committee Meeting
Thursday, April 12, 2012 at 6:00 p.m. *

1. Welcome
 - A. Call to Order.
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report
4. Financial Report
5. APC nominations
6. Discipline Policy
7. Parent Comments
8. Staff Comments
9. Board Member Comments
10. Next Meeting?
11. Adjournment

Revised March 28, 2012

***Please note change to Thursday**

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR APRIL 12, 2012

1. WELCOME: Call to order-6:04 pm.
 - a. Roll Call-In attendance: Mr. Coffman, Mr. Jackman, Mr. Wonser, Mr. Kant, Mr. Strait. Absent: Mr. Dudley, Mrs. Flores
 - b. Guests – None
 - c. Agenda-Motion to approve as amended by Mr. Jackman, 2nd Mr. Wonser. Unanimously approved
 - d. Approval of minutes from Meeting 02/21/2012-Motion to approve –Mr. Strait, 2nd by Mr. Wonser. Unanimously approved

2. PARENTS COMMENTS: None

3. ADMINISTRATOR’S REPORT: White cards this quarter are up. Discipline policy needs to be cleaned up.

4. FINANCIAL REPORT :Financial status is excellent as always.

5. ITEM: Motion made by Mr. Kant to amend the discipline policy at the next meeting. Seconded by Mr. Strait. Mr. Nauta will provide guidance by next meeting.

6. PARENT COMMENTS: None

7. STAFF MEMBER COMMENTS: None

8. BOARD MEMBER COMMENTS: Mr. Strait-Mrs. Ball interested in starting Future Problem Solving again. Mr. Kant-None. Mr. Jackman-None. Mr. Wonser-None. Mr. Coffman-None.

9. NEXT MEETING DATE: May 10, 2012 at 6:30 pm.

10. ADJOURNMENT: Meeting adjourned 6:25 pm.

Respectfully submitted,

Duane Kant
APC Secretary

AURORA BOREALIS CHARTER SCHOOL
Academic Policy Committee Meeting
Monday, March 4, 2013 at 7:00 p.m. *

1. **Welcome**
 - A. **Call to Order.**
 - B. **Roll Call**
 - C. **Agenda**
 - D. **Approval of Minutes**
2. **Parent Comments**
3. **Administrator's Report**
4. **Financial Report**
5. **Administrator's Contract**
6. **Appointment of APC Member**
7. **Parent Comments**
8. **Staff Comments**
9. **Board Member Comments**
10. **Next Meeting?**
11. **Adjournment**

Revised February 27, 2013

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR MARCH 4, 2013

1. WELCOME:

- a. Call to Order-: 7:04 p.m.
- b. Roll Call-In attendance: Mr. Kant, Mr. Jackman, Mr. Wonser, Mr. Jerry Strait, Mr. Scott Coffinan.
- c. Guests – Mr. Doug Gordon, Mr. Rob Ross
- d. Agenda-Motion to approve by Mr. Kant, ^{2nd} Mr. Jackman. Unanimously approved.
- e. Approval of minutes from Meeting 2-4-13: Motion to approve –Mr. Kant, ^{2nd} by Mr. Jackman. Unanimously approved.

2. PARENTS COMMENTS: No comments.

3. ADMINISTRATOR'S REPORT: Enrollment is 192. Two white cards currently. We also have one family that reached seven tardies very recently. Plans are being developed for the summer in reference to staff hiring and also possible contracts for some construction at the school.

4. FINANCIAL REPORT: The school continues to maintain a solid financial situation.

5. APPOINTMENT OF APC MEMBER: Mr. Coffinan nominated Mr. Doug Gordon to serve for the remainder of this year to fulfill the remainder of the term that was vacated by Mrs. Flores. The nomination was seconded by Mr. Kant. Mr. Jackman nominated Mr. Rob Ross for the open position. This nomination was seconded by Mr. Strait. Mr. Gordon was voted into the vacant position with Mr. Ross being encouraged to continue to participate as a parent observer at the APC meetings.

6. ADMINISTRATOR'S CONTRACT: The board entered executive session at 7:38 p.m. for discussion of the administrator's contract for the 2013-2014 school year. The decision was made to offer Mr. Nauta a one year contract.

7. TARDY ISSUE: The executive session was continued to discuss a tardy situation that is ongoing with one family.

8. FINANCIAL DISCUSSION: The executive session was continued for a discussion of the school's financial status. The executive session ended at 8:15 p.m.

9. PARENT COMMENTS: Mr. Ross thanked the board for being allowed to participate in the nomination process and he was grateful for the school and the board's efforts.

10. STAFF MEMBER COMMENTS: None present.

11. BOARD MEMBER COMMENTS: Mr. Wonser- None. Mr. Strait-None. Mr. Jackman- None. Mr. Kant- None. Mr. Coffman-. Mr. Gordon-None.

12. NEXT MEETING DATE: May 6th at 7:00 p.m.

13. ADJOURNMENT: Meeting adjourned 8:35 p.m.

Respectfully submitted,

Duane Kant
APC Secretary

AURORA BOREALIS CHARTER SCHOOL
Academic Policy Committee Meeting
Thursday, May 1, 2014 at 7:00 p.m.

1. **Welcome**
 - A. **Call to Order.**
 - B. **Roll Call**
 - C. **Agenda**
 - D. **Approval of Minutes**
2. **Parent Comments**
3. **Administrator's Report**
4. **Financial Report**
5. **APC Nominations**
6. **Surveys**
7. **Student Pickup**
8. **Parent Comments**
9. **Staff Comments**
10. **Board Member Comments**
11. **Next Meeting?**
12. **Adjournment**

Revised April 24, 2014

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR MAY 1, 2014

1. WELCOME:

- a. Call to Order- 7:05 p.m.
- b. Roll Call-In attendance: Mr. Kant, Mr. Jackman, Mr. Wonser, Mr. Coffman, Mr. Gordon. Excused-Mr. Strait
- c. Guests – Mr. Ross.
- d. Agenda-Motion to approve by Mr. Jackman, 2nd Mr. Gordon. Unanimously approved.
- e. Approval of Minutes from March 27, 2014-Motion to approve –Mr. Wonser, 2nd by Mr. Jackman. Unanimously approved.

2. PARENTS COMMENTS: None.

3. ADMINISTRATOR'S REPORT: Two 8th graders on behavior contracts, so no field trips. One family is having tardy issues. Kindergarten enrollment is going slowly. Future Problem Solving (FPS) is going to Iowa for nationals. The school parking issue has been turned over to the FPS kids for a brainstorming work project.

4. FINANCIAL REPORT: The school's financial status is on solid footing.

5. SURVEYS: The parent surveys have been sent out and received back. With very few exceptions, the surveys were very positive.

6. STUDENT PICKUP: The problem is being addressed, both by staff and FPS students.

7. PARENT COMMENTS: None, no one present.

8. STAFF COMMENTS: None, no one present.

9. BOARD MEMBER COMMENTS: Mr. Wonser- None. Mr. Jackman- None. Mr. Kant-None. Mr. Coffman-None. Mr. Gordon-None.

10. NEXT MEETING DATE: Late September, 2014 at a date and time to be determined.

12. ADJOURNMENT: Meeting adjourned 7:40 p.m.

Respectfully submitted,

Duane Kant
APC Secretary

AURORA BOREALIS CHARTER SCHOOL

Academic Policy Committee Meeting

May 21, 2015 at 7:00 p.m.

1. **Welcome**
 - A. **Call to Order.**
 - B. **Roll Call**
 - C. **Agenda**
 - D. **Approval of Minutes**
2. **Parent Comments**
3. **Administrator's Report**
4. **Financial Report**
5. **Parking update**
6. **Appointment of new APC member**
7. **Parent Comments**
8. **Staff Comments**
9. **Board Member Comments**
10. **Next Meeting?**
11. **Adjournment**

Revised April 24, 2015

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR MAY 21, 2015

1. WELCOME:

- a. Call to Order- 7:12 p.m.
- b. Roll Call-In attendance: Mr. Kant, Mr. Jackman, Mr. Wonser, Mr. Coffman, Mr. Gordon, Mr. Strait
- c. Guests – Mr. Dave Klein
- d. Agenda-Motion to approve by Mr. Jackman, 2nd Mr. Gordon. Unanimously approved.
- e. Approval of Minutes from April 23, 2015-Motion to approve –Mr. Strait, 2nd by Mr. Jackman. Unanimously approved.

2. PARENT COMMENTS: None, no one present.

3. ADMINISTRATOR’S REPORT: The school year is complete. The Uphonens have retired and the new hiring process is complete. Leah Stephens will be replacing Mr. Uphonen. Mr. Ratliff will be teaching fifth grade and Mrs. Riddell will be moving down to teach second grade. The school will be offering summer school again this year. The school Future Problem Solving teams will be travelling to Iowa for the international competition.

4. FINANCIAL REPORT: The school’s financial status continues to be excellent, with no problems anticipated, although the overall state budget has not yet been finalized.

5. PARKING UPDATE: The paving project has been officially approved by both the KPBSD and the borough. The intent is to have the project completed as close to the opening of school as possible.

6. APPOINTMENT OF NEW APC MEMBER: Mr. Kant’s term is complete at the end of this year. Nominations were conducted and Mr. Rob Ross was nominated by Mr. Jackman and seconded by Mr. Strait. The vote was unanimous in favor of his appointment. Mr. Ross was also elected to serve as secretary of the board.

7. PARENT COMMENTS: None, no one present.

8. STAFF COMMENTS: None, no one present.

9. BOARD MEMBER COMMENTS: Mr. Wonser- None. Mr. Jackman- None. Mr. Kant-Our years with the school have been phenomenal and we have absolutely nothing but positive things to say about our ABCS experience. ABCS has made a difference in all

of my children's lives and their education will serve them well forever. Mr. Coffman-None. Mr. Gordon-None. Mr. Strait- None.

10. NEXT MEETING DATE: October 2015 at a time and date to be determined.

11. ADJOURNMENT: Meeting adjourned at 7:35 p.m.

Respectfully submitted,

Duane Kant
APC Secretary

AURORA BOREALIS CHARTER SCHOOL
Academic Policy Committee Meeting
March 29, 2016 at 7:00 p.m.

1. **Welcome**
 - A. **Call to Order.**
 - B. **Roll Call**
 - C. **Agenda**
 - D. **Approval of Minutes**
2. **Parent Comments**
3. **Administrator's Report**
4. **Financial Report**
5. **Parent Comments**
6. **Staff Comments**
7. **Board Member Comments**
8. **Next Meeting?**
9. **Adjournment**

Revised March 11, 2016

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR MARCH 29, 2016

1. WELCOME:

- a. Call to Order- 7:03 p.m.
- b. Roll Call-In attendance: Mr. Jackman, Mr. Coffman, Mr. Gordon, Mr. Strait, Mr. Wonsor, Mr. Ross
- c. Guests – Steve Sturman; Clint Montague; Dave Klein
- d. Agenda-Motion to approve by Mr. Jackman 2nd Mr. Strait. Unanimously approved.
- e. Approval of Minutes Mr. Wonsor -Motion to approve –Gordon, 2nd. Unanimously approved.

2. PARENT COMMENTS: None

3. ADMINISTRATOR'S REPORT: No students currently on behavior contracts; The AMP will be given to 3rd – 8th grade students, started today. Will be the second and last year for the AMP. There will be a new test comparable to the AMP next year; We continue to use the Terra Nova as a consistent standard for a common thread, testing 1st through 8th grade. Have historically performed very well on Math, this year's average was in the 89th percentile. Mr. Cody McCanna was hired as the new administrator and will be under contract to start two weeks prior to the start of the 2016-2017 school year.

4. FINANCIAL REPORT: No reason that we cannot roll the maximum amount forward to the next year, currently at \$244,000 (10% of what we spent by statute). Mr. Nauta feels that we will be in strong financial shape for the 2016-2017 school year. Mr. Klein asked how many kids attend summer school. Mr. Nauta indicated that he would have to look, and discussed the budgeting and timing issues around having summer school this year; but we have seen test scores improve when students take summer school. Mr. Sturman asked about the funding of field trips. Mr. Nauta explained an example of how some classes raise their own money for field trips (business day, burger bus, asking parents to help, etc.)

5. PARENT COMMENTS: Mr. Sturman asked about the transition between Mr. Nauta and the new administrator. Mr. Nauta explained that he has been cc'ing on e-mails, calling him to keep him up to speed such that he feels the new administrator will be very well kept informed. The new administrator will be on board at least two weeks before the start of school. Mr. Nauta will be here through the end of June, but will be keeping in touch with Cody; and he will be in the area if we need to contact him. Mr. Nauta told the group about the new administrator's experience and his reputation and references.

6. STAFF COMMENTS: None present.

7. BOARD MEMBER COMMENTS: Mr. Jackman- None. Mr. Coffman-None. Mr. Gordon-We should include in the minutes the hiring of our new administrator. Done., Mr. Strait- None. Mr. Ross-None, Mr. Wonser-None.

8. NEXT MEETING DATE: to be scheduled after the elections are complete. Tuesday, May 3, 2016 at 7:00pm

9. ADJOURNMENT: Meeting adjourned at 7:34 p.m.

Respectfully submitted,

Robert Ross
APC Secretary



"Building Self Esteem Through Academic Excellence"

AURORA BOREALIS CHARTER SCHOOL

Academic Policy Committee (APC) Meeting

August 25, 2016 at 5:30p.m.

1. Welcome
 - a. Call to Order
 - b. Roll Call
 - i. Present-
 - ii. Absent-
 - c. Introduction of Guests
 - d. Agenda
 - e. Any additions to the Agenda
 - f. Approval of Agenda

Agenda:

1. Parent Comments
2. Staff Comments
3. Administrator's Report
4. Financial Report- none at this time
5. Filling the APC Seats until the May annual election (Seat A-till 2007, Seat F- till 2017)
6. Elect APC Chairperson, Vice-Chairperson, Secretary, Treasurer
7. Board Member Comments
8. Next Meeting date
9. Motion to adjourn



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**AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR AUGUST 25, 2016**

1. Welcome
 - a. Call to Order by Mr. Jackman at 5:40.
 - b. Roll Call
 - i. Present-Mr. Jackman, Mr. Gordon, Mr. Strait, Mr. Wonser
 - ii. Absent- (Open Seats A & F)
 - c. Introduction of Guests- Dave Klein, Clint Montague, Dana McDonald, Anita LeDoux
 - d. Any additions to the Agenda- Mr. Jackman wanted to specify that item 5 under the agenda would be an executive session.
 - e. Approval of Agenda- Motion to approve by Mr. Straight 2nd Mr. Wonser.

Agenda:

1. PARENT COMMENTS: Dana and Clint introduced themselves.
2. STAFF COMMENTS: Anita stated that the school is off to a good start and that the enrollment is currently at 193 students.
3. ADMINISTRATOR'S REPORT: Mr. McCanna gave everyone a copy of his written report and read it out loud. He stated the year is off to a good start and that he has been working with the staff during in-service days. He shared a document that the staff created that showed the Collaborative Meeting Norms that the staff created as a set of professional guidelines that will help them work together as a team. He stated that the Student/Parent Handbook needs some updating and that the staff has been reviewing it and he would bring a copy to the next meeting for some review. Mr. McCanna asked for any comments about the Open House so the staff could get ideas for next year.
4. FINANCIAL REPORT- none at this time
5. FILLING THE APC SEATS [until the May annual election (Seat A-till 2017, Seat F- till 2017)]: Mr. Jackman stated that the only candidates for appointment are Dave Klein, Clint Montague and Steve Sturman. He asked Mr. McCanna if anyone had contacted the school about being on the APC. Mr. McCanna said there were none. Mr. Jackman then made a motion to go into Executive Session to discuss the appointments. Mr. Wonser 2nd the motion. Unanimously approved at 5:57pm. At 6:10 the Executive Session was ended. Mr. Jackman made the motion to appoint Mr. Klein to Seat A. Mr. Gordon 2nd the motion. Unanimously approved. Mr. Jackman stated that the decision to appoint a member to Seat F would occur at the next meeting and that the APC would like Mr. McCanna to send out a request for Mr. Montague and Mr. Sturman to send a resume and a letter of interest explaining why they want to be on the APC.



"Building Self Esteem Through Academic Excellence"

6. ELECTING CHAIRS: Mr. Jackman made a motion to wait to have elections at the next meeting after there was a full APC. Mr. Gordon 2nd the motion. Unanimously approved.
7. BOARD MEMBER COMMENTS: Mr. Wonser- It was good to see a parent at the meeting and that the Open House was a good idea and that it should continue. Mr. Strait- It's good to have Cody here and am looking forward to a good year. Mr. Gordon- None Mr. Jackman- Glad that Cody is here with us and thanks to the parents who came to the meeting.
8. NEXT MEETING DATE: September 13, 2016 @ 5:30pm
9. MOTION TO ADJOURN: by Mr. Strait @ 6:29pm. 2nd by Mr. Wonser.

AR 6187 Charter School Guidelines

KPBSD Policy Manual

AR 6187

Instruction **CHARTER SCHOOLS**

Charter School Guidelines

The Board desires to support innovations which improve student learning and views charter schools as an opportunity for parents, teachers, and community members to take responsible risks and create new, innovative, and more flexible ways of educating children. The District administration shall work cooperatively with parents/guardians, students, teachers and principals in their efforts to design new schools and alternative approaches to the existing state laws and regulations that govern public schools.

The following guidelines will be used to assist in the establishment of charter schools in the Kenai Peninsula Borough School District .

Organization and Operation of a Charter School

A charter school is a public school in the Kenai Peninsula Borough School District except that the charter school:

1. is exempt from the Kenai Peninsula Borough School District 's textbook, program, curriculum, and scheduling requirements.
2. is exempt from AS 14.14.130, Chief School Administrator. The principal is selected by the Academic Policy Committee and selects, appoints, or otherwise supervises employees of the charter school.
3. operates under an annual program budget as set out in the contract between the KPBSD Board of Education and the charter school. The charter school may be exempt from other KPBSD requirements if the exemption is set out in the contract. A charter school is subject to secondary school competency testing and other competency tests required by the Alaska Department of Education and Early Development.

A charter school administrator, with oversight by the Academic Policy Committee, 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 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.
4. meet with the academic policy committee at least six times each year to monitor progress in achieving the committee's policies and goals.

The charter school application serves as a contract proposal to the Board and must address all the items specified in the KPBSD "Application/Contract Provisions" to satisfy stipulations in Alaska Statutes, Alaska Administrative Codes and KPBSD Board Policy.

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. See BP 6187 and AR 6187 section "Charter Schools Sharing Facilities."

Funding for Charter Schools

The charter school budget shall be calculated by determining the amount of state funds generated by students enrolled in the charter school less administrative costs. Administrative costs shall be determined by applying the indirect cost rate approved by the Department of Education and Early Development.

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.

The charter school shall provide the financial and accounting information requested by the Board and Department of Education and Early Development and shall cooperate with the District in complying with the restrictions governing receipt and expenditure of District money.

The expense 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.

Admission

The program of a charter school may be designed to serve students within an age group or grade level; students who will benefit from a particular teaching method or curriculum; or nonresident students, including providing domiciliary services for students who need those services, if approved by the Board.

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.

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

Teacher or Employee Agreements

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

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.

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.

The School District assumes no responsibility for employing the charter school administrator after the termination of the charter school contract unless the person is also employed as a teacher.

Charter Schools Sharing Facilities

1. Guidelines for Determining Adequate Space for a Shared Facility: The KPBSD School Board may allow a charter school to operate within an established District neighborhood school if the projected enrollment of the two schools and other District programs (Special Ed, Title 1, Project Grad, etc.) do not exceed 90% of the rated capacity over the life of the charter school contract.

The charter school application shall include the estimated number of students, the number of requested classrooms and the grades taught for each year of the proposed contract.

In a shared facility, the Charter School may request to change the estimated number of students, the number of classrooms or the grades taught for the school year. The request must be submitted by October 1 of the year preceding the requested change. (District projected enrollment date)

2. Negotiating Shared Facility Agreements: The use of District facilities for the charter school shall be negotiated by the Superintendent and presented during the Board's worksession with the charter school applicants. When proposing to use a District facility which is already in use as a public school, the principal and a site council representative of the school shall also be involved in the negotiating process.

The Principal in the existing District school will serve as the primary administrator for the building. The charter school administrator shall meet with the principal of that school and come to a mutual agreement regarding the charter school's observance of school rules and policies. These mutually agreed upon rules and policies shall be included in the charter school application and contract with the Board. Failure to abide by the agreed upon rules and policies will be considered a breach of contract.

3. Determining Costs in a Shared Facility: Basic charter school funding will be allocated to charter schools by the School Board. Charter schools operating in an established neighborhood school will be responsible for funding their share of education programs in the building.

During the administrative meeting, held after the Notification of Intent form is filed, the administrative committee shall provide the charter school representatives with an estimation of revenues and operational costs.

Following Board approval of the charter school contract, operational costs will be charged by the District to the charter school on a pro rata basis according to the recommended budget. All other services provided by the District to the charter school will be calculated on a cost only basis.

At the end of each fiscal year, adjustments shall be made to the charter school budgets based on actual revenues and expenditures.

Space, personnel and shared resources shall be equitably prorated and addressed annually in the charter school contract.

4. Shared Facility Resources: Charter schools operating in established neighborhood schools shall be responsible for funding their education programs. The charter school may decide the use of their remaining available resources through their budget process after accounting for shared costs.

If a charter school desires to combine their resources with an established neighborhood educational program and the neighborhood school administrator agrees, costs will be pro-rated according to the number of students.

Legal Reference:

ALASKA STATUTES

14.03.250 Establishment of charter schools

14.03.255 Organization and operation of a charter school

14.03.260 Funding for charter schools

14.03.265 Admission

14.03.270 Teacher or employee transfers, evaluations, and negotiated agreements

14.03.275 Contracts; duration

14.03.280 Regulations

14.03.290 Definitions

14.14.130 Chief school administrator

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Adoption Date: 2/6/07

BP 6187 Charter Schools Policy

E 6187a Intent to Develop Charter Schools Application

E 6187b Charter School Application/Contract Provisions

Appendix F

Curriculum Utilized:

<u>Content</u>	<u>Program</u>	<u>Grade Levels</u>
Mathematics	Saxon Mathematics	K-8
Reading	ABCS Phonics Program	K-2
	Journeys	1-5
	Common Core Reading	1-8
Language Arts	ABCS Phonics	K
	Spelling Mastery	1-3
	Shurley Grammar	1-6
	ABCS Grammar	7-8
	Journeys	1-5
Science	Science, A Closer Look	K-6
	Prentice Hall	7-8
History & Geography	Pearson Learning	K-6
	Pageant of World History	7-8
Latin	Famous Men of Rome	K-8
	Song School Latin	1-2
	Minimus	3-4
	Latin & Greek Roots	5-8
Future Problem Solving	FPS International	4-8
Art	Adventures in Art	K-6
Music	First Steps	K-3
	Gameplan	4-6
	World Music	7-8

Certified Public Accountants

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

Kenai Peninsula Borough School District
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. The sufficiency of the procedures is solely the responsibility of the specified users of the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The following procedures were performed:

1. Observed the enrollment lottery process on March 24, 2016.
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.

Coghill Group PC

March 24, 2016
Kenai, Alaska

COGHILL GROUP, PC

Certified Public Accountants

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. The sufficiency of the procedures is solely the responsibility of the specified users of the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The following procedures were performed:

1. Observed the enrollment lottery process on March 19, 2015.
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.

Coghill Group PC.

March 19, 2015
Kenai, Alaska

COGHILL GROUP, PC

Certified Public Accountants

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. The sufficiency of the procedures is solely the responsibility of the specified users of the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The following procedures were performed:

1. Observed the enrollment lottery process on March 20, 2014.
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.

Coghill Group PC

March 20, 2014
Kenai, Alaska

COGHILL GROUP, PC

Certified Public Accountants

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

Members of the Board
Aurora Borealis Charter School
Kenai, Alaska

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

The following procedures were performed:

1. Observed the enrollment lottery process on March 21, 2013.
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.

Coghill Group PC.

March 21, 2013
Kenai, Alaska

COGHILL GROUP, PC

Certified Public Accountants

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

Members of the Board
Aurora Borealis Charter School
Kenai, Alaska

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

The following procedures were performed:

1. Observed the enrollment lottery process on March 22, 2012.
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.



March 22, 2012
Kenai, Alaska

Appendix H

Aurora Borealis Charter School
2017-2018 Lottery Application

Application Date _____ Receipt No. _____

Parent(s) Names: _____

Mailing Address: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____

Cell Phone: _____

Email Address: _____

****Please notify the school office if your contact information changes. You will receive a postcard in the spring with your child's lottery number. If there is an opening at Aurora Borealis for your child, you will be contacted by phone or mail.**

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

Names of Children:

Last Name	First Name	Male/Female	Grade in Fall 2017-2018	Birthdate
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Principal: Cody McGanna
705 Frontage Rd, Suite A
Kenai, AK 99611
907-283-0292

AURORA BOREALIS
CHARTER SCHOOL

"Building Self Esteem Through Academic Excellence"

School Year	Enrollment	Waitlist
2012-2013	189	244
2013-2014	194	209
2014-2015	187	198
2015-2016	183	193
2016-2017	193	*64

*Everyone on the waitlist was called by school staff to make sure they wanted on the list that had been waiting for more than a year. A lot of parents chose to be removed from our list at that time.




"Building Self Esteem Through Academic Excellence"

The advertisement below was placed in the Peninsula Clarion every Sunday during the month of February for recruitment and enrollment purposes.

Aurora Borealis Charter School to Hold Lottery

Aurora Borealis Charter School, a public school within the Kenai Peninsula Borough School District, will conduct an enrollment lottery the third week of March. Personnel from the Coghill Group, PC will supervise the lottery. Applications and copies of the enrollment and lottery procedures are available in the school office from 8 a.m. to 3 p.m. Monday through Friday. Aurora Borealis Charter School is located in Kenai at 705 Frontage Rd. Applications for the 2014-2015 school year must be delivered in person to the charter school's office no later than 3:00 p.m., **March 7, 2014**. The lottery results will be posted at ABCS by March 24, 2014. Please call the school at 283-0292 if you have any questions.

A black and white illustration of a tall stack of books. At the top of the stack is an apple with a single leaf. The books are of various thicknesses and are stacked in a slightly irregular manner.

#KEN125022 (3col, 5.75in x 4in) 02/06/2014 19:31 EST

Appendix I

ESTIMATED FUNDING - AURORA BOREALIS CHARTER SCHOOL FY17 Preliminary

FY17 Preliminary Revenue Calculation - 12/22/15

Variables:

FTE Enrollment	THIS FORMULA IS FOR 150 - 249 99 ONLY	185,000
Is program funded as a separate school per statute (Yes or No)		Yes
ADM if funded as separate school		
ADM if funded as included in largest school (per statute)		-
Intensive service students (as included in FTE enrollment)		-
Correspondence students (not included in FTE enrollment)		-

Estimated State Foundation Funding

FTE Enrollment		185,000
ADM as adjusted for school size $218.10 + (1.08 * (ADM - 150))$		255,900
ADM as adjusted for district cost factor (*1.171)		299,659
ADM as adjusted for special needs (*1.2)		359,591
ADM as adjusted for HS Vocational Education (*1.015)		364,985
ADM adjustment for intensive service counts (x13)		-
ADM adjustment for correspondence students		-
Adjusted ADM		364,985
Base student allocation		<u>\$ 5,880</u>
Estimated State Foundation Funding (Basic Need)		<u>\$ 2,146,109</u>

Quality Schools Funding

Quality schools funding per adjusted ADM	\$ 16.00	
Adjusted ADM	<u>364,985</u>	<u>\$ 5,840</u>

Total Estimated Revenue Per Capita Funding

		<u>\$ 2,151,949</u>
FY17 est	Less indirect cost rate *	% 0.0400 \$ 82,767
	Funds available for operation	<u><u>\$ 2,069,182</u></u>

* 3.85% was FY16 Indirect Cost rate, preliminary FY17 rate is 4.71%
Charter schools are capped at 4%

Additional Allowable to Charter Schools Per HB 278

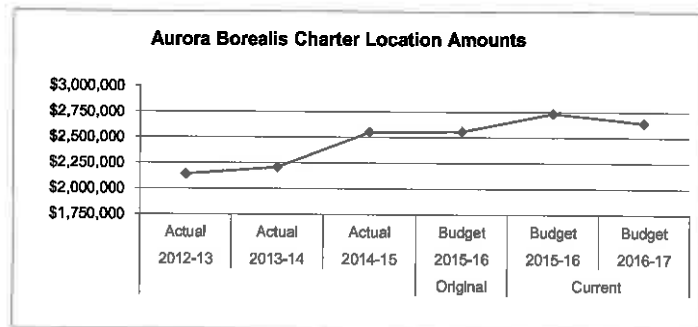
FY 17		Foundation Revenue	\$ 2,151,949
Est Borough Support FY17	\$ 48,238,432	Additional Allowable	\$ 490,153
Required Contribution	<u>\$ 24,344,153</u>	Total Revenue FY17	\$ 2,642,102
Additional Allowable Support	\$ 23,894,279		
Total District Adjusted ADM	<u>17,792.50</u>		
Increase Per Adjusted ADM	\$ 1,342.94		
Aurora Borealis AADM 364.985			
Additional Allowable	<u>\$ 490,152.96</u>		

**KENAI PENINSULA BOROUGH SCHOOL DISTRICT
2016 - 2017 Budget**

Fund: 100 General Fund - Expenditures
Location: 65 Aurora Borealis Charter School

Date: 07/11/16

2012-13 Actual	2013-14 Actual	2014-15 Actual	Account Description	Original 2015-16 Budget	Current 2015-16 Budget	2016-17 Budget	Change	% Of Change
\$ 984,309	\$ 1,003,970	\$ 1,029,965	3100 Certificated Salaries	\$ 990,547	\$ 921,775	\$ 929,148	\$ 7,373	1
262,163	281,382	245,619	3200 Non-Certificated Salaries	236,260	239,601	245,354	5,753	2
487,964	533,718	551,966	3500 Employee Benefits	561,593	573,100	567,840	(5,260)	(1)
<u>1,734,436</u>	<u>1,819,070</u>	<u>1,827,550</u>	Subtotal - Personnel Services	<u>1,788,400</u>	<u>1,734,476</u>	<u>1,742,342</u>	<u>7,866</u>	<u>0</u>
15,765	37,128	13,465	4100 Professional and Technical Services	12,583	12,583	12,583	-	-
10,740	5,439	4,170	4200 Staff Travel	5,750	5,750	5,750	-	-
24,943	41,537	48,427	4250 Student Travel	37,762	33,012	37,762	4,750	14
3,905	3,775	3,736	4300 Utility Services	2,800	3,291	2,800	(491)	(15)
31,939	31,827	31,775	4350 Energy	36,000	36,000	36,000	-	-
30,960	29,892	449,353	4400 Other Purchased Services	25,500	456,044	25,500	(430,544)	(94)
82,948	109,589	73,524	4500 Supplies, Materials, and Media	28,627	91,265	28,623	(62,642)	(69)
215	1,702	230	4900 Other Expenses	118,590	141,809	163,322	21,513	15
-	-	-	4900 Other Expenses - Additional Allowable	407,152	57,378	490,153	432,775	754
98,028	102,962	80,421	4950 Indirect Costs	79,978	78,701	82,767	4,066	5
<u>299,443</u>	<u>363,861</u>	<u>705,101</u>	Subtotal - Other	<u>754,742</u>	<u>915,833</u>	<u>885,260</u>	<u>(30,573)</u>	<u>(3)</u>
106,390	25,595	15,757	5100 Equipment	14,500	81,742	14,500	(67,242)	(82)
<u>\$ 2,140,269</u>	<u>\$ 2,208,526</u>	<u>\$ 2,548,408</u>	Location Totals	<u>\$ 2,557,642</u>	<u>\$ 2,732,051</u>	<u>\$ 2,642,102</u>	<u>\$ (89,949)</u>	<u>(3)</u>



Aurora Borealis Charter School (ABCS), located in Kenai, Alaska, is housed in the former Kenai Elementary building. ABCS endeavors to provide students with a classical education. Programs are spiraling in nature with modifications driven by assessment data. Aurora Borealis has an enrollment of approximately 180 students in grades K-8.

BP 3540 Transportation

KPBSD Policy Manual

BP 3540

Business and Instructional Support Operations TRANSPORTATION

The School Board desires to provide transportation for eligible students in accordance with state and federal law.

The goals of the transportation service are:

1. To provide maximum safety for students while being transported between home and school and on school-sponsored trips.
2. To promote desirable student behavior and respect for traffic safety.
3. To provide assistance and transportation for students with disabilities.
4. To provide transportation for field trips.

KPBSD shall provide transportation services to students attending KPBSD charter schools as follows:

1. Charter school students living within the attendance area of the neighborhood school where the charter school is housed shall be provided transportation services on the same basis as all students in the district who reside within the attendance area of the neighborhood school they attend.
2. Charter school students living outside the attendance area of the charter school they attend shall be provided transportation services on a space available basis along the regular routes that the students attending schools in an attendance area in the district are currently being transported.
3. If a charter school declines pupil transportation services, no funding allocation will be made by the district.

(cf.3313 – Contracts)

(cf.3541.5 – Alternative Transportation Arrangements)

(cf.6182 – Secondary Boarding Program)

Legal Reference:

ALASKA

14.09.010

14.09.030 School

14.30.347 Transportation of exceptional children

Transportation

of

STATUTES

pupils

buses

ALASKA

4 AAC 09.050 Secondary Boarding Programs

ADMINISTRATIVE

CODE

**KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Revised: 02/01/2016**