

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mr. Larry Nauta

Official School Name: Aurora Borealis Charter School

School Mailing Address:
705 Frontage Road
Suite A
Kenai, AK 99611-7740

County: Kenai Peninsula Borough State School Code Number*: 249010

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

Web site/URL: https://www.edline.net/pages/Aurora_Borealis E-mail: lnauta@kpbsd.k12.ak.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Steve Atwater

District Name: Kenai Peninsula Borough School District Tel: (907) 714-8888

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Joe Arness

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)
- | | |
|-----------|-----------------------------------|
| 17 | Elementary schools (includes K-8) |
| 4 | Middle/Junior high schools |
| 11 | High schools |
| 12 | K-12 schools |
| 44 | TOTAL |

2. District Per Pupil Expenditure: 5480

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 11 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	6	12	8	20
K	9	15	24	7	6	5	11
1	16	7	23	8	7	12	19
2	10	12	22	9			0
3	9	13	22	10			0
4	10	11	21	11			0
5	8	12	20	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							182

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
0 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
93 % White
4 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 1 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	2
(4)	Total number of students in the school as of October 1.	184
(5)	Total transferred students in row (3) divided by total students in row (4).	0.011
(6)	Amount in row (5) multiplied by 100.	1.087

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 9

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7 %

Total Number of Students Served: 12

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>0</u>	<u>1</u>
Classroom teachers	<u>9</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>2</u>
Paraprofessionals	<u>3</u>	<u>1</u>
Support staff	<u>2</u>	<u>1</u>
Total number	<u>16</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 20 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	95%	95%	96%	95%
Daily teacher attendance	95%	93%	94%	95%	95%
Teacher turnover rate	0%	0%	10%	10%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

The school year 2006-2007 had a teacher attendance rate of less than 95% due to a maternity leave and the long-term illness of another teacher's family member.

The school year 2007-2008 had a teacher attendance rate of less than 95% due to the continued long-term illness of a teacher's family member and a job related injury of another staff member.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	0	%

PART III - SUMMARY

Aurora Borealis Charter School (ABCS) is located in the city of Kenai on the Kenai Peninsula in Alaska. The enrollment area includes five small towns with a population of approximately 25,000. Like much of Alaska, our area's primary industries are fishing, oil, and tourism. Aurora Borealis is situated in downtown Kenai, and yet one year our kindergartners kept a tally of whether there were more moose on the playground in the morning or the afternoon. Our school's enrollment is 182 students, kindergarten through eighth grade.

Aurora Borealis Charter School was started by parents who wanted to provide a high standards academic education. The school received its charter April 27th, 1997-- just one year after the Alaskan Legislature provided for charter school existence. Over the past 13 years our school has varied little from the vision of those founders. Four of the five original teachers still work at ABCS; since that first year we have added eight more teachers and three aides. Our student population has grown a lot from the original 75, and still we strive to maintain the important elements of high academics and a small school atmosphere. We have one classroom per grade level providing an intimate setting for student education. Teachers maintain a high sense of accountability both to students and each other for ensuring each child's success.

The vision of ABCS is to provide a public school option in the Kenai area that allows teachers and parents extensive opportunity, responsibility, and accountability for the management and control of curriculum and the academic environment. ABCS offers a classical education consisting of fundamental academics, art, music, physical education, and Latin. Our school encourages the involvement of our children, parents, staff, and community. We believe in life-long learning, with an emphasis on positive character development.

ABCS is governed by the parents through the Academic Policy Committee (APC). The APC is made up of six parents or guardians of currently enrolled students and one community member. The APC sets school policy, curriculum, and is accountable to the parents of enrolled students. The committee supports a high level of parent involvement. First and foremost parents are expected to assist their child with homework and organization. They may also help in their child's classroom and serve on the Parent Teacher Council, the APC, and/or its subcommittees.

The primary goal of ABCS, according to the Academic Policy Committee, is to provide a research-based preparatory education as a foundation for future academic success. This goal is accomplished through whole group, subject-centered direct instruction. Emphasis is placed on language arts (phonetic reading, spelling, grammar, Latin, and vocabulary), penmanship, mathematics, history, geography, technology, music, art, and physical education.

In 2003 Aurora Borealis Charter School was honored by the Twenty-third Legislature of the State of Alaska with a proclamation stating, 'The founders of Aurora Borealis truly were visionaries of the concept of teaching our youth and involving parents...so as to promote leadership in tomorrow's society.' ABCS also received recognition through the Alaska School Performance Incentive Program. This award is granted to Alaskan schools that have demonstrated growth in academic achievement based on the state's Standards Based Assessments.

Aurora Borealis Charter School is a parent, teacher, and student collaboration. We are all proud of the accomplishments we have achieved; however, what gives the most satisfaction is seeing our students succeed here, in high school, and as successful citizens.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

For the measurement of student achievement Aurora Borealis Charter School (ABCS) uses two standards-based and criterion-referenced assessments: the Alaska Standards Based Assessments (SBAs), implemented in response to *No Child Left Behind* requirements, and the Terra Nova. The SBAs test grades 3-8 for student achievement of grade-level expectations—specific knowledge and/or skills students are expected to demonstrate. The Terra Nova assesses grades 1-8 and is used to establish a comparison of performance to national norms with more detailed content testing. We use the SBAs and the Terra Nova to monitor curriculum implementation and make placement decisions, as well as to craft learning plans for students.

The Alaska SBAs measure competencies in mathematics, reading, and writing. Science is tested in grades 4 and 8. These competencies are measured based upon a four-level proficiency scale. Proficiency levels are assigned: Advanced, Proficient, Below Proficient, and Far Below Proficient. Students scoring Advanced or Proficient are said to have met or exceeded state standards and grade-level expectations.

ABCS Standards Based Assessments scores have been relatively consistent over the last five years. Academic performance has been steady, with normal variances from year to year at each grade level. However, looking at the school as a whole and analyzing test content area groups, the trend has generally been toward higher test scores. There are three content areas per grade: reading, writing, and mathematics, yielding 18 content area groups per year (grades 3-8 x 3 content areas per grade). In 2005, 14 of the 18 content area groups tested at 90-100% Advanced or Proficient. In 2009, all 18 of the content area groups tests at 90-100% Advanced or Proficient, and within the 18 content area groups 12 tested 100% Advanced – the highest total generated in the five-year period.

It is significant that there are few notable differences in levels of mastery between content areas—ABCS students score comparatively high in reading, writing, and mathematics, although reading scores are slightly higher than math and writing. During the five-year period 27 of 30 reading content area groups tested 90-100% Advanced or Proficient, and 19 of the 27 were 100% Advanced. In comparison, there were 26 of 30 math content area groups testing 90-100% Advanced or Proficient, with 14 of those 26 testing 100% Advanced. Overall, in this five-year period ABCS has tended toward higher scores with minor differences in content area results.

ABCS test results show minimal to non-existent disparities between grade levels, although during the test period 2005-2009, both the 3rd and 8th grades seemed to test slightly higher than the other grade levels. As a whole, test score differences between grade levels are notable but nominal.

Further information about the Alaska State assessment system may be found at the following website:
<http://www.eed.state.ak.us/tls/assessment/home.html>.

2. Using Assessment Results:

When Alaska Standards Based Assessments (SBAs) and Terra Nova test results arrive at the end of the school year, the administrator and teachers at Aurora Borealis Charter School (ABCS) study and review them. The results help to determine any individual student, grade-level, or school-wide concerns which need to be addressed for the next school year.

Along with the test results of the Terra Nova, ABCS receives the Terra Nova Item Analysis which reports specifically on skills and knowledge within each content area (Reading, Math, Language Mechanics, Spelling, Vocabulary, Social Studies, and Science). This accurately helps staff fine tune instruction for subsequent

years. For example, because of the item analysis staff has developed a new instructional program which targets recognition of grammatical errors.

Results of other assessment instruments are used by ABCS. Students are tested three times yearly through the administration of Curriculum Based Measurements (CBMs). These formative assessments include oral reading fluency, reading comprehension, and math computation. These scores are tracked on the AIMSweb website over the course of each student's education. Results are used to identify areas for improvement, guide instructional goals, and develop individualized instruction and/or interventions.

Another test instrument ABCS employs is the Analytical Writing Assessment (AWA), which uses the "Six Traits of Effective Writing" rubric to measure the writing skills of students as they respond to a prompt. A committee of educators grades each student's work through application of the rubric and teachers use the results to guide instruction in writing.

3. Communicating Assessment Results:

The Kenai Peninsula Borough School District (KPBSD) compiles Aurora Borealis Charter School (ABCS) assessment results and prepares and distributes reports to the students, parents, school, and community. The reports include individual and school results, as appropriate, as well as Annual Yearly Progress (AYP) status. Scores are reported in a disaggregated format which compares performance with all district and state public schools. This information is made public and is annually presented to the district school board. It may also be found on a link provided for each school on the district's website. In addition, parent-teacher conferences are held twice a year to report assessment results, discuss student progress, and share samples of schoolwork. The assessment results are helpful tools for working with parents to strengthen student abilities.

Since ABCS is a charter school, the Academic Policy Committee (APC) is intimately involved with the academic growth of the school. This committee is the "voice" of the parents and directly represents the concerns for the academic progress of ABCS students. As a result, assessment results are also reported to it by the administrator of the school. The results are reviewed and input may be given to the instructional staff.

ABCS is also vitally concerned with continual and effective communication by teachers to parents. Teachers regularly update parents in various ways including student progress reports via email, Edline (web-based school reporting system), phone calls, letters, and both formal and/or informal classroom meetings.

Assessment results are also shared at ABCS through the parent open house, student and parent assemblies, and newsletters. In addition the administrator shares results with other educators and community leaders throughout the district and state.

Teachers at ABCS study the SBA results and review with individual students the three content area scores. This is used as a motivational tool for student effort on the SBAs, as they are the precursor to the Alaska State High School Graduation Qualifying Exam, and scores on the SBAs are indicators of future success on that important test.

4. Sharing Success:

One of the purposes of a charter school is to share with others the knowledge and experience gained through the development of a new instructional program. Aurora Borealis Charter School (ABCS) takes pride in its academic success and high stakeholder satisfaction. ABCS believes in openly sharing its educational program with other schools, and has invited and hosted administrators and educators, from both within and outside the district, to come and observe classroom instruction. ABCS has freely shared information, textbooks, programs and program adaptations, and seminars with other schools. Examples of programs shared are Saxon Math, Riggs Writing to Read, Latin, and Shurley Grammar.

ABCS is dedicated to sharing its educational mission, goals, and philosophy under the guidance of the Academic Policy Committee (APC). The vision of ABCS encourages the sharing of ideas and academic success with other schools. The leadership of ABCS is determined to stay true to the vision and direction shared by all stakeholders.

Charter schools desire to share both successes and struggles with each other. Aurora Borealis Charter School is part of the Alaska State Charter School Association and regularly participates in its conferences and meetings. At these meetings successes and challenges, new ideas, legal matters, and other issues are shared. ABCS has also networked at national conferences with other charter schools.

Success in the field of education should be shared. At Aurora Borealis Charter School we strive to be lifelong learners and to improve our own performance. If we are accepted as a Blue Ribbon school, we will eagerly share our knowledge and experience with others.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Aurora Borealis Charter School (ABCS) curriculum adapts and customizes direct instruction programs to meet or exceed national, state, and district grade-level standards. Students receive instruction in reading, language arts, mathematics, science, social studies, geography, Latin, physical education, art, music, and technology. The spiraling K-8 curriculum follows the Core Knowledge sequence, and the research-based education is delivered by whole group, subject-centered direct instruction.

Reading: The focus of kindergarten and primary reading are phonics, phonemic awareness, and comprehension. Riggs Writing to Read and Open Court Reading are used, with collections of leveled books for individual or small groups. Grades 3-6 continue the Open Court program, supplemented by multiple-genre individualized reading in SRA and Accelerated Reader. Middle school students read collections of international short stories, poetry, and drama, and continue reading development through SRA, Accelerated Reader, and technology-based programs. Middle school students also study a play or opera in depth and attend the event in person.

Language Arts: Grammar and writing are the primary components of the language arts program. Emphasis is on written composition demonstrating an understanding of the parts of speech and punctuation, as well as spelling and vocabulary development. Shurley Grammar is used in grades 1-6. Middle school students continue to fine-tune grammar skills and writing through grammar instruction and creative, expository, and technical writing.

Mathematics: Saxon Math is used in grades K-8; additional math facts sheets and enrichment are incorporated. Math instruction is simultaneous within the school – students can move forward or back in the curriculum, depending on ability. Math groups range from one student to small group or full classroom. Middle school math students participate in district, state, and national competitions, with advanced students receiving individual or small group instruction in algebra or geometry and earning high school credit.

Science: Elementary science includes earth, physical, and life sciences, including study of the human body. Sixth grade studies earth science, seventh life science, and eighth physical science. Science instruction is direct, with kits of hands-on activities to further the students' discovery and understanding. Students personally experience the wonders of science through trips to beaches, sea-life and oceans centers, and the Challenger Space Center.

Social Studies and Geography: Core Knowledge history texts are used in grades K-6. Middle school students focus on world and U.S. history and geography. The study of history is made real in class legislatures and governments and re-enactment of historical events or periods.

Latin: Beginning in kindergarten students have daily Latin instruction, reinforcing the understanding of English grammar, derivation, and word usage. Focus is also given to history and literature as the *Iliad*, *Odyssey*, and various mythologies are reviewed. Middle school students are competent in the reading and translation of Latin, using the Oxford Latin college text, and participate in the national Latin and national mythology exams.

Physical Education: Physical education is taught twice weekly. Health, endurance, and well-being are emphasized. Participation in sports is encouraged; the school fields middle-school cross-country running and basketball teams. Students may also participate in cross-country skiing and track.

Art: Students receive instruction in discipline-based art weekly and use media to create art through drawing, painting, and construction. Art appreciation is taught through the analysis of cultural and historical art; middle school students also study art criticism and help construct sets for local theatre groups.

Music: Grades K-5 attend music twice weekly, studying movement, dance, rhythm, percussion, Orff instruments, and voice. Middle school students form the school choir, reading music and singing four-part harmony. Aurora Borealis students participate in school-wide music programs and the district mass choir.

Technology: Beginning in first grade students are using computers. Technology is used to reinforce math, reading, research, and language arts skills. Middle School students have technology class daily, using the Future Kids curriculum, instructed by a teacher with a MA in technology. Their final products include brochures, power points, slide shows, and the annual yearbook.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

From its inception Aurora Borealis Charter School (ABCS) has sought to provide students with the best possible research-based instruction. We are willing to use varied programs and approaches in our effort to teach all our students to read. Given the importance of reading to the overall success of children in their lives, we looked for programs that had a record of high success.

We have found that success in the Rigg's Writing to Read program. Teachers in grades kindergarten through second use this multi-sensory brain training program for their primary reading instruction. Rigg's was originally developed to help brain-damaged adults re-learn how to read. It was so successful in that capacity that developers went on to use the approach to teach young children how to read. When ABCS staff researched a variety of reading programs, Rigg's stood out as a program based on current research and having great success, even with groups of high risk students.

The Rigg's program teaches reading through a systematic teaching of phonics. Reading instruction begins in kindergarten. Children learn all of the sounds each letter makes, in addition to 29 two- and three-letter phonograms. Reading instruction continues through specialized spelling training that improves reading skills. Students learn how to put together words through writing and spelling them, encoding and decoding with the use of the learned phonograms. Reading group instruction begins in January of the kindergarten year. The Rigg's program continues in first grade with introduction and mastery of 16 additional two- and three-letter phonograms, learning rules of English spelling and grammar, and continuing the spelling-to-read program. Rigg's instruction in second through fifth grades consists of reviewing phonograms, learning rules for English spelling and grammar, and the continuation of the spelling-to-read program.

Rigg's Writing to Read program is supplemented with the Open Court Reading basal series in grades one through four. SRA Reading Laboratory is used in second through eighth grades to provide individualized instruction. Teachers also use thematic reading units and book talks to develop high levels of vocabulary and comprehension. Grades two through eight also use high-interest books and grade-leveled literature to encourage reading for pleasure through the Accelerated Reader Program.

At Aurora Borealis we are eclectic pragmatists, willing to use a number of different program approaches to meet all of our students' needs.

2b. (Secondary Schools) English:

(This question is for secondary schools only)

Aurora Borealis Charter School (ABCS) middle school students receive language arts twice daily. One class focuses on literature and creative writing, the other on reading skills and grammar. Both are taught by teachers state-certified in language arts.

Students read collections of multiple-genre international short stories, poetry, and drama. Selections from the Core Knowledge sequence are used, as well as the anthologies *Impact* and *Characters in Conflict*. Each year at least one Shakespeare piece and selected novels, such as *Animal Farm*, which correlate to the study of history, are read. They study in depth the author, time period, and story of a play or opera attended annually at the Performing Arts Center in Anchorage. All students also participate in forensics, a school-wide competition in dramatic presentation.

Individual reading skills are targeted. Students test with the STAR reading test and are assigned reading, at the appropriate developmental level, in the Accelerated Reading program books. Additionally, the SRA Reading Laboratory and *Current Science* are regularly used to increase comprehension and vocabulary. Students with low reading skills are tested and taught individually or in small groups with the appropriate SRA Corrective Reading materials (comprehension skills, decoding strategies, skill applications, etc.). This has been a successful intervention, as evidenced by the 100% proficient or above proficient reading scores of ABCS 8th graders on the Alaska Standards Based test.

Middle school students are engaged in creative, expository, and technical writing, publishing poetry books, composing stories, writing reports and essays, and participating in state and national essay contests. The Criterion editing program is used, with teacher comment, to improve drafts through the writing process. Using technology, students create power points, brochures, and the school yearbook. Direct instruction, as well as the Skills Tutor program, is designed to improve grammar and punctuation errors noted in student work and through assessment analysis, leading to improvement in writing skills. It is typical that 8th grade class members, at the culmination of the ABCS program, all score proficient or above proficient in writing on the Alaska Standards Based Assessments (SBAs).

3. **Additional Curriculum Area:**

The Latin program at Aurora Borealis Charter School covers all grades, kindergarten through eighth, with instruction thirty minutes daily. While the children do learn to speak and sing in Latin, the ultimate goal of instruction is to enhance vocabulary acquisition and recognition. Along the way students are exposed to a number of other benefits that tie directly to the goal of our school—to enable them to achieve maximum learning which provides the skills to be successful, contributing, and responsible citizens.

Our Latin class teaches historical language development, reinforces our English grammar component through the use of Latin cases, and, of course, continually provides challenging vocabulary and derivative expansion. Greek and Roman mythology, along with brief looks into other mythologies, provide the students with an interesting exposure to the stories and beliefs of different cultures, while adding insight into the roots of still more English words. Their knowledge of history is reinforced with glimpses into the Roman Empire and its impact on our society today. Considering social problems of this period of history gives students a chance to reflect on our current societal issues.

Learning and review in Latin provide many opportunities to become the well-rounded citizens we are striving to nurture. Singing songs helps the children remember words, concepts, and stories, while supporting the musical foundation that is also a part of the Aurora Borealis curriculum. Playing games gives the students exposure to fun competition in an environment where recall and review are combined with integrity and sportsmanship. Because our students are exposed to Latin at such an early age, their view of other languages and cultures is generally one of recognizing interesting differences and similarities. Latin also forms an excellent basis for the study of science and foreign language in high school or college.

The study of Latin culminates in 6-8 grades, when students are taught with the Oxford Latin Series, a high school text. Annually these students participate in the National Latin Exam, on which over 25% received national recognition for their scores in 2009. Grades 5-8 participate in the National Mythology Exam, and over 20% of those students received national recognition for their achievement on that exam in 2009.

Latin offers an academic challenge – one we believe gives results that are well worth the effort.

4. **Instructional Methods:**

The charter of Aurora Borealis Charter School (ABCS) requires that classes be taught as whole groups with direct instruction aiming for high achievement. ABCS has had difficulty qualifying children for any special education other than speech/ languages services. This is due to the fact that students test above admission level for special education services. This does not mean we ignore the students who are not performing at expected levels.

Students who are performing below expected levels are given additional support through small group or one-on-one instruction, tutoring, and modification of instruction via a 504 plan. Every student requiring help receives support, regardless of qualifying for special education or other federal programs.

One-on-one and small group instruction is provided by aides with the oversight of the students' teachers. Teachers create lesson plans which are implemented by aides to further student achievement. Diverse needs are met in this way. Aides assist identified students in organizational skills, additional reading, math, and/or, spelling practice. They also provide individualized time for students receiving modified instruction.

Any student may receive additional help during after-school study halls. These study halls are overseen by a certified teacher and often an aide as well. Students get help with homework and additional teaching on skills and content.

A small number of students receive modified instruction as part of a 504 plan developed by the teacher, parents, and administrator. Such modifications include reduced work load, computer assistance, content area being read aloud to a student and various other modifications, depending on student need. These adaptations ensure that an ability deficit in one area will not impact other areas of student learning.

Aurora Borealis Charter School parents, teachers, and staff are consistently seeking to improve each child's learning, assisting where necessary to help overcome any weaknesses and capitalize on strengths.

5. **Professional Development:**

Teachers and staff at Aurora Borealis Charter School (ABCS) work very hard to reach both the instructional and psychological needs of their students. Professional development is a critical part of that work. Seven of the eleven classroom teachers and specialists have their masters degree or higher. Every teacher at ABCS has met the highly-qualified standard set in Alaska for *No Child Left Behind* legislation. Additionally, the Kenai Peninsula Borough School District, of which ABCS is a part, offers pay raises each time a teacher completes eighteen credits of college classes that apply to his or her teaching area. The state of Alaska also requires teachers to take six credits of classes, four of which must be upper-division, every five years for certificate renewal.

Teachers and aides attend workshops to further their instructional goals. ABCS has used the Linda Mood Bell program to assist in teaching children who are falling behind in reading. Staff members implementing the program were sent out of state to receive training to ensure student progress goals would be met.

Teachers and aides also attend training workshops or take classes to meet the needs of students as those needs become apparent. Recent workshops and classes have included such subjects as Autism Spectrum Disorder, Attention Deficit Disorder, and Fetal Alcohol Spectrum Disorder.

Specialists are brought in to teach the staff during yearly in-services. This year we had the pleasure of being trained in “Strategic Teaching for Improving Student Thinking,” by Lynn Sawyer of Sawyer Educational Consulting, LLC. We have also had, among others, Dr. Michael Setevendemie, a child/school psychologist, train the staff to help special needs students and their families.

The Rigg’s Writing to Read program is a good example of the professional development program at ABCS. Before implementing the program all teaching staff, including the administrator and a substitute attended three days of extensive training. Follow-up sessions occurred as teachers taught the program and developed further questions. Currently all new teaching staff receives training in the Rigg’s program prior to beginning work at ABCS.

Teachers and staff continuously look for ways to improve instruction and the well-being of students. ABCS has encouraged and supported that endeavor by providing training opportunities year after year.

6. School Leadership:

Aurora Borealis Charter School (ABCS) is led by the Academic Policy Committee (APC), which consists of six parents or guardians of currently enrolled students and one community member. This board sets school policy, approves curriculum, and hires the administrator.

The Academic Policy Committee works closely with the administrator, Larry Nauta, and the entire staff to ensure smooth operation of the school and all of its programs.

Larry Nauta has been the ABCS administrator for 12 years. He could have easily retired years ago, but his enthusiasm for the programs and progress of ABCS has extended his career. Mr. Nauta works closely with staff, visits frequently in classrooms, and is available even outside of working hours to help problem-solve any issue. Since he was hired in 1998, Larry Nauta has been the rudder that has guided ABCS.

Although the APC hires the administrator, the administrator hires the teachers. As administrator, Mr. Nauta has made a deliberate attempt to keep the school’s culture and vision in mind when hiring new staff members. This effort ensures a unified staff that works well together, cooperating to further student achievement. The administrator also completes formal evaluation of staff members and meets individually with staff to improve instruction.

The administrator attends all APC meetings and staff meetings, often functioning as a liaison between the board and the teaching staff. The APC is also available to meet with teachers as a group or individually, and encourages teacher attendance at its meetings.

The administrator works with students on both disciplinary and academic matters. He works together with parents and teachers to develop both academic and behavior contracts for students struggling in either of those areas.

All decisions made by staff, administrator, and APC must pass the filter of improving student achievement and well-being. The Academic Policy Committee, the administrator, and the teachers work collaboratively to achieve the goal of student success.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3
Test: Alaska Standards Based Assessment

Edition/Publication Year: AK Dept. of Ed. and Early Dev./ 2005

Publisher: Data Recognition Corporation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient	100	100	100	100	100
% Advanced	86	78	73	94	86
Number of students tested	21	23	22	18	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient					
% Advanced					
Number of students tested					

Notes:

Aurora Borealis Charter School does not have attendance of 10 or more students in any subgroup. Subgroups

2, 3, and 5 reflect the demographics of the population of the ABCS enrollment area.

Grade 3 Math

Proficiency Level Descriptors

<http://www.eed.state.ak.us/tls/assessment/sba.html>

Proficient

The student demonstrates conceptual understanding of numbers, mathematical operations, and number theory involving whole numbers and simple fractions; measurable attributes and measurement techniques involving appropriate units, telling time, money, and measuring with a ruler; identifying missing elements in patterns; estimation and computation involving addition and subtraction; solving equations; using appropriate comparative vocabulary; perimeter and area; geometric characteristics of plane figures; symmetry and transformations; classifying, organizing, and analyzing data; and simple problems involving likelihood of outcomes.

Advanced

The student displays a highly developed understanding of high-level concepts involving numbers, operational relationships, and complex number theory; precise measurement techniques; complicated problems involving money combinations and equivalent measures; sophisticated estimation strategies; computation required to solve difficult problems; multifaceted patterns; challenging geometric relationships; perimeter and area of complex shapes; the representation, uses, and analysis of data in multiple formats; and highly developed problems involving likelihood of outcomes.

Subject: Reading

Grade: 3 Test: Alaska Standard Based Assessment

Edition/Publication Year: AK Dept of Ed and Early Dev./2005

Publisher: Data Recognition Corporation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient	100	100	96	100	100
% Advanced	86	83	73	83	91
Number of students tested	21	23	22	18	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient					
% Advanced					
Number of students tested					

Notes:

Aurora Borealis Charter School does not have attendance of 10 or more students in any subgroup. Subgroups 2, 3, and 5 reflect the demographics of the population of the ABCS enrollment area.

Subject: Mathematics

Grade: 4 Test: Alaska Standards Based Assessment

Edition/Publication Year: AK Dept. of Ed. & Early Dev. /2005

Publisher: Data Recognition Corporation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient	100	96	94	96	86
% Advanced	63	68	82	52	59
Number of students tested	19	22	17	23	21
Percent of total students tested	100	100	100	100	95
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient					
% Advanced					
Number of students tested					

Notes:

Aurora Borealis Charter School does not have attendance of 10 or more students in any subgroup. Subgroups 2, 3, and 5 reflect the demographics of the population of the ABCS enrollment area.

Subject: Reading

Grade: 4 Test: Alaska Standards Based Assessment

Edition/Publication Year: AK Dept. of Ed. & Early Dev./2005

Publisher: Data Recognition Corporation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient	95	86	100	100	96
% Advanced	58	59	88	65	46
Number of students tested	19	22	17	23	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient					
% Advanced					
Number of students tested					

Notes:

Aurora Borealis Charter School does not have attendance of 10 or more students in any subgroup. Subgroups 2, 3, and 5 reflect the demographics of the population of the ABCS enrollment area.

Subject: Mathematics

Grade: 5 Test: Alaska Standards Based Assessment

Edition/Publication Year: AK Dept. of Ed. & Early Dev. / 2005

Publisher: Data Recognition Corporation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient	95	100	91	91	91
% Advanced	71	93	68	70	65
Number of students tested	21	15	22	23	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient					
% Advanced					
Number of students tested					

Notes:

Aurora Borealis Charter School does not have attendance of 10 or more students in any subgroup. Subgroups 2, 3, and 5 reflect the demographics of the population of the ABCS enrollment area.

Subject: Reading

Grade: 5 Test: Alaska Standards Based Assessment

Edition/Publication Year: AK Dept. of Ed. & Early Dev. / 2005

Publisher: Data Recognition Corporation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient	95	100	100	100	91
% Advanced	57	87	68	57	30
Number of students tested	21	15	22	23	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient					
% Advanced					
Number of students tested					

Notes:

Aurora Borealis Charter School does not have attendance of 10 or more students in any subgroup. Subgroups 2, 3, and 5 reflect the demographics of the population of the ABCS enrollment area.

Subject: Mathematics

Grade: 6 Test: Alaska Standards Based Assessment

Edition/Publication Year: AK Dept. of Ed. & Early Dev. /2005

Publisher: Data Recognition Corporation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient	93	96	95	82	100
% Advanced	71	55	80	35	50
Number of students tested	14	22	20	17	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient					
% Advanced					
Number of students tested					

Notes:

Aurora Borealis Charter School does not have attendance of 10 or more students in any subgroup. Subgroups 2, 3, and 5 reflect the demographics of the population of the ABCS enrollment area.

Subject: Reading

Grade: 6 Test: Alaska Standards Based Assessment

Edition/Publication Year: AK Dept. of Ed. & Early Dev. /2005

Publisher: Data Recognition Corporation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient	100	91	100	71	89
% Advanced	71	68	60	47	44
Number of students tested	14	22	20	17	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient					
% Advanced					
Number of students tested					

Notes:

Aurora Borealis Charter School does not have attendance of 10 or more students in any subgroup. Subgroups 2, 3, and 5 reflect the demographics of the population of the ABCS enrollment area.

Subject: Mathematics

Grade: 7 Test: Alaska Standards Based Assessment

Edition/Publication Year: Ak Dept. of Ed. & Early Dev. /2005

Publisher: Data Recognition Corporation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient	100	94	83	88	100
% Advanced	79	63	67	63	69
Number of students tested	19	16	12	16	13
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient					
% Advanced					
Number of students tested					

Notes:

Aurora Borealis Charter School does not have attendance of 10 or more students in any subgroup. Subgroups 2, 3, and 5 reflect the demographics of the population of the ABCS enrollment area.

Subject: Reading

Grade: 7 Test: Alaska Standards Based Assessment

Edition/Publication Year: AK Dept. of Ed. & Early Dev. / 2005

Publisher: Data Recognition Corporation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient	100	100	92	94	100
% Advanced	84	81	75	63	54
Number of students tested	19	16	12	16	13
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient					
% Advanced					
Number of students tested					

Notes:

Aurora Borealis Charter School does not have attendance of 10 or more students in any subgroup. Subgroups 2, 3, and 5 reflect the demographics of the population of the ABCS enrollment area.

Subject: Mathematics

Grade: 8 Test: Alaska Standards Based Assessment

Edition/Publication Year: AK Dept. of Ed. & Early Dev. / 2005

Publisher: Data Recognition Corporation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	100	92	100	100	91
% Proficient	67	83	86	73	82
Number of students tested	12	12	14	11	11
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Proficient					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Proficient					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Proficient					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Proficient					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Proficient					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Proficient					
Number of students tested					

Notes:

Aurora Borealis Charter School does not have attendance of 10 or more students in any subgroup. Subgroups 2, 3, and 5 reflect the demographics of the population of the ABCS enrollment area.

Subject: Reading

Grade: 8 Test: Alaska Standards Based Assessment

Edition/Publication Year: AK Dept. of Ed. & Early Dev. / 2005

Publisher: Data Recognition Corporation

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	100	100	100
% Proficient	92	83	86	64	82
Number of students tested	12	12	14	11	11
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Proficient					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Proficient					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Proficient					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Proficient					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Proficient					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Proficient					
Number of students tested					

Notes:

Aurora Borealis Charter School does not have attendance of 10 or more students in any subgroup. Subgroups 2, 3, and 5 reflect the demographics of the population of the ABCS enrollment area.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 5 Test: Terra Nova

Edition/Publication Year: Second Edition, CAT 6 / 1999; Third Edition, 2008 Publisher: CTB McGraw Hill

Scores are reported here as: NCEs

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Average Score	89	90	84	84	72
Number of students tested	21	15	21	23	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Aurora Borealis Charter School does not have attendance of 10 or more students in any subgroup. Subgroups 2, 3, and 5 reflect the demographics of the population of the ABCS enrollment area.

Subject: Reading

Grade: 5 Test: Terra Nova

Edition/Publication Year: Second Edition/ CAT 6 / 1999; Third Edition/2008 Publisher: CTB McGraw Hill

Scores are reported here as: NCEs

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Average Score	79	85	83	85	72
Number of students tested	21	15	21	23	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Aurora Borealis Charter School does not have attendance of 10 or more students in any subgroup. Subgroups 2, 3, and 5 reflect the demographics of the population of the ABCS enrollment area.

Subject: Mathematics

Grade: 7 Test: Terra Nova

Edition/Publication Year: Second Edition, CAT 6 / 1999; Third Edition, 2008 Publisher: CTB McGraw Hill

Scores are reported here as: NCEs

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Average Score	90	92	86	88	89
Number of students tested	19	16	12	16	13
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Aurora Borealis Charter School does not have attendance of 10 or more students in any subgroup. Subgroups 2, 3, and 5 reflect the demographics of the population of the ABCS enrollment area.

Subject: Reading

Grade: 7 Test: Terra Nova

Edition/Publication Year: Second Edition, CAT 6 / 1999; Third Edition/2008 Publisher: CTB McGraw Hill

Scores are reported here as: NCEs

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Average Score	85	87	81	80	87
Number of students tested	19	16	12	16	13
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Aurora Borealis Charter School does not have attendance of 10 or more students in any subgroup. Subgroups 2, 3, and 5 reflect the demographics of the population of the ABCS enrollment area.