U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13AK2

	Charter	**Title 1**	**Magnet**	**Choice**
School Type (Public Schools):	☐	☐	☐	☐

Name of Principal: Mrs. Debbie Washington

Official School Name: Aurora Elementary School

School Mailing Address: 5085 10th Street
                                 JBER, AK 99506-1124

County: Municipality of Anchorage   State School Code Number*: 50240

Telephone: (907) 742-0300   E-mail: washington_debbie@asdk12.org

Fax: (907) 742-0322   Web site/ URL:
                               http://www.asdk12.org/aboutschools/aurora/schoolname,3039,en.html

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. James Browder   Superintendent e-mail: browder_jim@asdk12.org

District Name: Anchorage School District   District Phone: (907) 742-0300

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Ms. Jeannie Mackie

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)

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 configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be 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 foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The 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.

10. 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.

11. 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

1. Number of schools in the district   69   Elementary schools (includes K-8)

                     9   Middle/Junior high schools

                     6   High schools

                  16   K-12 schools

               100   Total schools in district

2. District per-pupil expenditure: 70

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city

4. Number of years the principal has been in her/his position at this school: 1

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	39	34	73
1	31	32	63
2	24	35	59
3	31	25	56
4	26	23	49
5	27	31	58
6	20	14	34
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			392

6. Racial/ethnic composition of the school:

4	% American Indian or Alaska Native
2	% Asian
6	% Black or African American
7	% Hispanic or Latino
8	% Native Hawaiian or Other Pacific Islander
68	% White
5	% 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 2011-2012 school year: 38%

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

Step	Description	Value
(1)	Number of students who transferred *to* the school after October 1, 2011 until the end of the school year.	84
(2)	Number of students who transferred *from* the school after October 1, 2011 until the end of the school year.	66
(3)	Total of all transferred students [sum of rows (1) and (2)].	150
(4)	Total number of students in the school as of October 1, 2011	391
(5)	Total transferred students in row (3) divided by total students in row (4).	0.38
(6)	Amount in row (5) multiplied by 100.	38

8. Percent of English Language Learners in the school: 3%

   Total number of ELL students in the school: 13

   Number of non-English languages represented: 1

   Specify non-English languages:

   Spanish

9. Percent of students eligible for free/reduced-priced meals: 54%

   Total number of students who qualify: 174

   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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 6%

   Total number of students served: 64

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

5	Autism	0	Orthopedic Impairment
0	Deafness	5	Other Health Impaired
0	Deaf-Blindness	12	Specific Learning Disability
0	Emotional Disturbance	23	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
1	Multiple Disabilities	0	Developmentally Delayed

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

	Full-Time	Part-Time
Administrator(s)	1	0
Classroom teachers	18	0
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	9	2
Paraprofessionals	6	1
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	4	0
Total number	38	3

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:   23:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	95%	96%	94%	95%	94%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

    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   0%
    Total   **0**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

    ☉ No

    ☐ Yes

    If yes, what was the year of the award?

PART III - SUMMARY

Have Only Positive Expectations (H.O.P.E.). Aurora Elementary School is located on Joint Base Elemendorf Richardson (JBER) in the city of Anchorage Alaska. Our school's motto is "Soaring to success because we H.O.P.E. in a safe, caring and enriching learning environment." The majority of our students are military dependents, transitioning to and from locations round the world. We are a culturally responsive school, fostering a climate of respect to ensure all students and their families are welcomed and included in school activities.

Aurora provides a comprehensive program of instruction and student expectations that contribute to the academic and social success of our students. In addition to regular K-6 grade classrooms, we provide special education, speech and language, bilingual tutoring and preschool communication services to students who qualify.

We have a successful PTA, student council, Battle of the Books, Math Derby and Science Fair; student related activities. Aurora's staff is excellent in providing and promoting a classroom climate conducive to a safe and drug-free learning environment for our families at Aurora.

At Aurora 54% of our students qualify for free or reduced lunch. Our population of 391 students has a 38% transient rate. Aurora has additional support for our students through a couple of services. A Military Family Life Counselor Program offers group, classroom and individual character count lessons to all of our Aurora families. The Big Brothers Big Sisters Program provides successful mentoring relationships for students who need and want the services. The program recruits volunteers to meet one - to -one with a student for an hour a week during the school day. Students in the site based mentoring program develop positive attitudes toward school, achieve higher grades and improve their relationships.

Positive incentives and recognition are provided weekly and monthly at Aurora Elementary School. Students receive weekly 'Good Job' awards. Students receive a 'Good Job' award ticket from any staff who are caught being respectful, responsible and /or kind. Students receive certificates at monthly assemblies for outstanding academic performance.

Aurora Elementary is worthy of the Blue Ribbon Award because of our perseverance and the yearly increase of proficiency. Aurora's Alaska Standards Based Assessment scales scores were higher than both the district and state scores in every grade level and subject area.

To have positive expectations is our H.O.P.E. and our expectation for each student who attends Aurora Elementary School.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Alaska uses the Standards Based Assessment Program to assess students in third through sixth grades annually in April in reading, writing and mathematics. Fourth grade students are also assessed in science. Alaska's Education Department sets the annual measurable objective for language arts (reading & writing) and mathematics. The annual yearly performance (AYP) goals are set for each year's SBA . Two designations are assigned to schools; meets AYP, or does not meet AYP.

Student achievement levels are given different designations for each grade level. Alaska's achievement levels are given the following designations: advanced, proficient, below proficient and far below proficient.

In the 2011 -2012 school year the state's AMO for language arts was set at 82.8% and for math, 74.57%. Aurora's school language arts percentile was 95% for language arts and 93.1 % for math, which is higher than the district's and state's standard.

Advanced level of proficiencies have increased in our sub groups. Special education students had 13% proficiency in 2011. In 2012, our special education students increased their proficiency in reading from 2008 by 24%.

Third grade special education students in mathematics have increased their overall combined level of proficiency (advanced and proficient levels)from 42.9% in 2011 to 100% in 2012.

Aurora's school wide results from 2007 to 2012 are higher than the district's set standard scores.

Reading scores for the last five years have remained in the ninety percentile; except in 2008, a slight dip of 89.50%. Aurora's reading scores remained higher than the district's set scores from 2007 - 2012.

From 2007 - 2009, Aurora's writing scores were 88%. Over the last three years, writing scores have increased each year to 92.93 %. Higher expectations throughout all grade levels were expected and students published more writing compositions. District scores remained in the seventy percentile.

Aurora's science scores have increased the last three years between 70% to 76%. Previously from 2007 - 2009, science scores were 53% and 55%. The Anchorage School District's science curriculum utilizes a hands-on approach with the implementation of science kits. The increase in scores from 2010 can be due to some teachers who supplement the science kits with science texts to provide a thorough understanding of science concepts.

Fourth grade had a dip in their overall reading scores in 2012 to 84.6%. Other dips in scores did not result below 90%. This year fourth and fifth grade students are involved in an additional thirty minute reading block. Students are placed in different reading enhancement groups based on the reading strand deficiency. This has been a positive approach to giving students the core reading program and additional reading within the school day.

2. Using Assessment Results:

Aurora Elementary uses assessment data to guide instruction. Third through sixth grade teachers review students SBA results from the previous year during the first weeks of the new school year. Teachers further analyze the content strands for each subject area.

Kindergarten and first grade students are given a week delay start of school each year, so their teachers can individually assess the student and meet with their parents. This provides teachers with an opportunity to plan for their leveled reading groups and collaborate with other grade level teachers.

For the last three years, universal screening has been implemented for all students. Kindergarten through fourth grade students are given Aims Web assessment three times a year while fifth and sixth grade students are assessed with the CORE K12 assessment tool. The RTI (Response To Instruction) process has been further implemented using progress monitoring this year for reading.

Teachers meet in grade level teams, primary teams (K-2 grades) and intermediate teams (3rd & 4th, 5th and 6th grades) formally twice a month. Discussions center on targeted interventions to be implemented for struggling students.

This year three grades are utilizing, 'Walk to Read' model. This model provides thirty minute additional instruction in reading for all students in leveled reading groups. Classroom teachers, librarian, physical education ,art, health teachers and the principal work with a group of students. Thirty minutes of extra reading instruction enhances all students' reading levels.

Kindergarten through sixth grades are also given mid-year math assessments. Grade level teams meet to share results. Discussions center on the mastered concepts and a plan of action for the fragmented concepts.

 Student assistance team meetings, known as 'A' team meetings are held weekly for teachers to discuss interventions for a struggling student. 'A' team members consists of two special education teachers, two classroom teachers, school psychologist, parents are invited and the principal. 'A' team meetings provide additional support for the student. Strategies and other interventions are discussed for the student and sometimes further special education testing is suggested.

3. Sharing Lessons Learned:

Aurora is rated as the number one school on JBER base. Parents request to have their students attend Aurora Elementary.

Aurora has two site based specialists teachers who assist other teachers with universal screening and progress monitoring in reading. These teachers have provided in service training for the staff at the beginning of each year with Aims Web and CORE K 12 reading assessment data.

Throughout the year, teachers collaborate with each other in grade level, primary and / or intermediate teams. Teachers have acknowledged 'best practices' and the implementation of the Common Core Standards.

Staff members who provide mastery level skills in curriculum areas such as, reading, math, science and technology. This collaborative approach has benefited our new to district students, who transfer to Aurora in the middle of the year.

4. Engaging Families and Communities:

Aurora strives to sustain positive engaging relationships with parents and community.

Aurora fosters a positive relationship with parents through newsletters that are e-mailed or hard-copied. Teachers communicate with parents daily through the district's Zangle website, posting assignments and tests.

Individual student conferences are held twice a year. Parents are provided universal screening results, SBA expectations and an overall academic performance review.

Parent volunteers are found either daily reading with students, chaperoning on field trips, assisting with classroom activities or preparing curriculum materials.

Our PTA and student council hosts family activities on a monthly basis. After school family activities provide another vehicle to communicate with parents. Wells Fargo, JBER branch, one of our business partners attends our monthly Soaring Eagles Awards Ceremony, as well as other school events.

Our military soldiers read with our students throughout the year. Our engagement in the military community extends to inviting the colonel, who is second as base command, as our Spelling Bee pronouncer.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Aurora Elementary is aligned with the state standards and the district is implementing the Common Core State Standards. This year we began to infuse the Common Core State Standards with math and reading. The Common Core State Standards have two basic purposes; (1) to ensure that all students are prepared for postsecondary education and (2) to ensure all students are receiving a high quality education with consistency from school to school and from state to state.

Our reading curriculum includes ninety minutes of reading instruction. The Houghton Mifflin Reading Program is taught with fidelity in all grade levels. The H.M. Program provides the essential elements of reading instruction; decoding, fluency, vocabulary, comprehension, content area literacy, student engagement and writing.
Within the classrooms are focus walls to illustrate and provide focus attention on the story, reading strategies and character development. Along with the focus walls are the word walls of vocabulary for the reading selections.

Writing instruction supports and improves reading comprehension. Reading and writing go 'hand in hand'. Effective student engagement with literacy helps students 'read like writers and write like readers.' Fifth grade students use ACCESS, a software program that targets writing skills at specific percentile set by the teacher.

Everyday Math is currently the math program being used at Aurora Elementary. Teachers are provided a yearlong pacing guide to ensure that all concepts are taught throughout the school year. The Everyday Math program uses a spiral approach to introducing and revisiting math concepts. Everyday Math's problem solving component is built into the program and requires 'higher level thinking' throughout each of the math units. Students are engaged in 'real world' math problem solving situations with integration into other subject areas.

Science and social studies are also an important part of the subjects taught at Aurora Elementary. Our science curriculum is inquiry based with the following process skills included: observing, measuring, predicting, inferring, summarizing, communicating, collecting data, classifying, analyzing data, interpreting evidence and experimenting. Each grade level receives a science kit every eight weeks. The science kits incorporate life, physical and earth sciences.

Social studies involves a six year plan developed around the social studies standards. History, geography and civics/ government are the core content areas taught in the social studies frameworks. The social studies standards reinforce literacy and math skills.

Physical education, music, art, health and library are also subject areas taught at Aurora. Students receive three thirty minute physical education classes per week. Art and health are taught two alternating weeks per month. Music class is part of the regular curriculum and choir is offered to students in third through sixth grades with practice three times a week. The choir performs at the monthly Soaring Eagles Awards Assemblies for the school and families in attendance.

2. Reading/English:

The curriculum at Aurora Elementary is aligned with the state standards and the district is implementing the Common Core State Standards. This year we began to infuse the Common Core State Standards with math and reading. The Common Core State Standards have two basic purposes; (1) to ensure that all students are prepared for postsecondary education and (2) to ensure all students are receiving a high quality education with consistency from school to school and from state to state.

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3. Mathematics:

Aurora Elementary implements the Houghton Mifflin reading curriculum. This program is based on current research from Fountas and Pinnell. Alaska state standards and our current Common Core standards are the focal point for each lesson. All students are given universal screening three times a year. Based on the results of the universal screening, students are placed in leveled reading groups. Whole group instruction is given to all students for each lesson. Differentiation of instruction is provided for students in each of the leveled reading groups.   RTI with Tier I, II and III instructional levels and interventions are given to students according to their universal screening results. Students are given effective direct instruction by highly qualified teachers in each grade level. During the ninety minutes of reading, all students are totally engaged in reading. Teachers are either instructing a group of students or monitoring students' work. Students are given praise for their accomplishments; such as, a good job award. Primary teachers use take-home 'book bags' to encourage reading at home with parents.

The success in Aurora's reading program is due to the on-going evaluation of students' data by teachers. Struggling students are given further assistance by our 'A' Team, who offer strategies that work with some students; with other students, and know when further testing is needed. By reviewing each student's achievement levels, students are receiving an individualized approach to learning.   During the ninety

minutes of reading, all students are totally engaged in reading. Teachers are either instructing a group of students or monitoring students' work. Students are given praise for their accomplishments; such as, a good job award.

Technology is also another vehicle that is used with all students. Lexia, a computerized reading program is used with students to further reading skills in decoding, comprehension and vocabulary.

4. Additional Curriculum Area:

Aurora implements the Everyday Math Program in kindergarten through sixth grades. Mathematics instruction is at least sixty minutes on a daily basis. Whole group direct teaching lessons are taught with follow-up independent practice.   Students work in co-operative teams to complete the 'math boxes' or the regular practice. Skill links are sent home to parents and students work together to practice the skill previously taught in class.

Manipulatives are integrated with lessons to provide understanding in the 'connecting' level of math. Students' understanding of the math concept is better, if more time is spent in the 'connecting' level of math before the abstract level. This instructional model provides for mastery of the concept.

Math Whizz, a technology program is utilized with struggling math students. Students can access the program both at school and home. Students are given a diagnostic on-line assessment, then placed on the level of instruction. This approach helps students who have math gaps.

5. Instructional Methods:

Staff utilizes various methods of engaging students in learning. Explicit instructional methods are used in each subject. Reading incorporates reading workshop with the following components; independent, silent, and guided reading and literature study. Small and whole group instruction is also a part of the Houghton Mifflin Reading Program.   English Language Learners students are tutored daily with a bilingual tutor. The 'push' in and 'pull' out method is used, depending on the English level of the student.   Second through sixth grade Ignite (gifted) students are instructed by an Ignite teacher once a week for two and a half hour block of time. The Ignite curriculum involves enrichment units in math, science and the arts.

Universal screening is completed three times a year for all students in kindergarten through sixth grades. Collaborative grade level teams discuss the results and each student is assigned an intervention.

Writing is taught in each grade level with a five step process; brain storming, mapping, rough draft, final draft and revision. Kindergarten students have prepared journals for their writing. Other grade levels use writing prompts, research papers and guided writing practice.

Volunteers read with students throughout the week. Volunteers are comprised of military personnel and parents of our students.

Technology programs; such as ACCESS, Lexia, STAR, Math Whizz and Brain Pop are used in the computer lab during one hour long class sessions. Teachers will first model for the students on the computer the software program then students will practice on the skill. Students are assigned a program based upon their achievement in math and reading.

6. Professional Development:

Professional development is developed from the Anchorage School District's goals. The core values for the district are:

- Every student deserves the opportunity to achieve his or her potential.
- The district will foster a culture of high expectations.
- The district will be open, transparent and accountable to the public.
- All schools and departments will be safe and supportive.
- Public education should be responsive to an ever-changing world.

Aurora's action plan for professional development is developed from these core values. In-service training both for universal screening using Aims Web and COREK12 and progress monitoring by site base specialists are conducted by the site base specialists at the beginning of school year.

Because each teacher is expected to provide interventions for struggling students through progress monitoring, site base specialists also offer training in data analysis for all teachers.

Common Core State Standards training in math and reading was initiated this school year. Teachers took this opportunity to meet in grade levels to develop their grade level yearlong curriculum plan. Lesson plans and instruction reflect the Common Core Standards with teachers verbally stating the objectives or having the objectives posted for each lesson.

The district has set up webinars for RTI, universal screening and progress monitoring. Collaboration has been an integral part of our professional development.

The Anchorage District offers professional development opportunities for teachers new to the district or school. Teachers receive initial training in reading, math and science. Additional training is offered throughout the school year. A mentoring program provides a mentor for the teacher and collaborative meetings during the school year.

7. School Leadership:

Our school leadership is the principal, a leadership team and committees who shares the school's vision of 'having only positive expectations' for all students. Implementing and following the school district's and school's goals fosters a focused approach for our students to reach their potential.

Aurora's leadership team is comprised of teachers meet with the principal on a regular basis. Decisions are made and shared at grade level meetings. The safety committee meets monthly to discuss any safety concerns from the staff.

The principal's regular classroom walk-throughs, provide observations of students' learning and teachers' instruction. Teachers receive informal feedback that enhance and validate their instruction. Most of all walk-throughs provide frequent informal visits to the classroom. This provides an effective strategy to increase the principal's instructional leadership role, student achievement and teacher accountability.

Through grade level teams, leadership teams, the 'A' team, the safety committee and the principal, the school is fostering a culture of high expectations.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 3 Test: Ak Comprehensive System CSSA

Edition/Publication Year: Published yearly Publisher: Data Recognition Corporation

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficiency Level	92	89	100	88	86
Proficiency Level	64	47	77	55	47
Number of students tested	61	57	57	52	67
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficiency Level	95	90	100	73	90
Proficiency Level	63	43	82	54	43
Number of students tested	38	30	33	24	30
2. African American Students					
Proficiency Level	Masked	Masked	Masked	Masked	90
Proficiency Level	Masked	Masked	Masked	Masked	40
Number of students tested	8	6	5	6	10
3. Hispanic or Latino Students					
Proficiency Level	Masked	Masked	100	Masked	100
Proficiency Level	Masked	Masked	92	Masked	72
Number of students tested	9	4	12	7	11
4. Special Education Students					
Proficiency Level	Masked	Masked	Masked	Masked	58
Proficiency Level	Masked	Masked	Masked	Masked	25
Number of students tested	6	9	5	9	12
5. English Language Learner Students					
Proficiency Level	Masked	0	0	0	50
Proficiency Level	Masked	0	0	0	0
Number of students tested	1				
6. Asian,Pacf.Islander,Hawaiian					
Proficiency Level	Masked	0	0	0	50
Proficiency Level	Masked	0	0	0	0
Number of students tested	4				
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3   Test: Ak Comprehensive System of Student Assessment (CSSA)

Edition/Publication Year: Published yearly

Publisher: Data Recognition Corporation

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficiency Level	100	89	100	88	90
Proficiency Level	61	47	79	60	48
Number of students tested	61	57	57	52	67
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficiency Level	100	96	100	83	90
Proficiency Level	61	40	82	54	43
Number of students tested	38	25	33	24	30
2. African American Students					
Proficiency Level	Masked	Masked	Masked	Masked	90
Proficiency Level	Masked	Masked	Masked	Masked	40
Number of students tested	8	6	5	6	10
3. Hispanic or Latino Students					
Proficiency Level	Masked	Masked	100	Masked	100
Proficiency Level	Masked	Masked	92	Masked	73
Number of students tested	9	8	12	7	11
4. Special Education Students					
Proficiency Level	Masked	Masked	Masked	Masked	58
Proficiency Level	Masked	Masked	Masked	Masked	25
Number of students tested	6	5	5	9	12
5. English Language Learner Students					
Proficiency Level	Masked	0	0	0	Masked
Proficiency Level	Masked	0	0	0	Masked
Number of students tested	1				2
6. Asian,Pacf.Islander,Hawaiian					
Proficiency Level	Masked	0	0	0	Masked
Proficiency Level	Masked	0	0	0	Masked
Number of students tested	4				2
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13AK2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 4 Test: Ak Comprehensive System CSSA

Edition/Publication Year: published yearly Publisher: Data Recognition Corporation

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficiency Level	95	94	85	94	93
Proficiency Level	64	66	47	55	32
Number of students tested	61	50	45	51	60
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficiency Level	100	96	88	96	96
Proficiency Level	47	40	58	54	33
Number of students tested	19	25	24	24	24
2. African American Students					
Proficiency Level	Masked	Masked	Masked	Masked	Masked
Proficiency Level	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	6	3	6	6
3. Hispanic or Latino Students					
Proficiency Level	Masked	Masked	Masked	Masked	Masked
Proficiency Level	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	8	5	6	8
4. Special Education Students					
Proficiency Level	Masked	Masked	Masked	Masked	Masked
Proficiency Level	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	5	6	9	5
5. English Language Learner Students					
Proficiency Level	Masked	0	Masked	0	Masked
Proficiency Level	Masked	0	Masked	0	Masked
Number of students tested	2		1		5
6. Asian,Pacf.Islander,Hawaiian					
Proficiency Level	Masked	0	Masked	0	Masked
Proficiency Level	Masked	0	Masked	0	Masked
Number of students tested	1		2		3
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13AK2

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 4 Test: Ak Comprehensive System CSSA

Edition/Publication Year: Published yearly Publisher: Data Recognition Corporation

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficiency Level	85	92	93	85	98
Proficiency Level	46	46	38	22	35
Number of students tested	52	50	45	60	60
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficiency Level	75	96	83	83	100
Proficiency Level	44	40	38	25	38
Number of students tested	32	25	24	12	24
2. African American Students					
Proficiency Level	Masked	Masked	Masked	Masked	Masked
Proficiency Level	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	6	3	7	6
3. Hispanic or Latino Students					
Proficiency Level	Masked	Masked	Masked	Masked	Masked
Proficiency Level	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	8	5	3	8
4. Special Education Students					
Proficiency Level	Masked	Masked	Masked	Masked	Masked
Proficiency Level	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	5	6	8	5
5. English Language Learner Students					
Proficiency Level	Masked	0	Masked	Masked	Masked
Proficiency Level	Masked	0	Masked	Masked	Masked
Number of students tested	1		1	1	5
6. Asian,Pacf.Islander,Hawaiian					
Proficiency Level	0	0	Masked	Masked	Masked
Proficiency Level	0	0	Masked	Masked	Masked
Number of students tested			2	1	3
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13AK2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 5 Test: AK Comprehensive System

Edition/Publication Year: Published yearly Publisher: Data Recognition Corporation

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficiency Level	90	94	79	83	86
Proficiency Level	58	76	49	36	43
Number of students tested	40	38	68	58	51
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficiency Level	88	100	74	83	80
Proficiency Level	60	75	47	25	33
Number of students tested	25	20	34	24	15
2. African American Students					
Proficiency Level	Masked	Masked	92	Masked	Masked
Proficiency Level	Masked	Masked	62	Masked	Masked
Number of students tested	5	1	13	7	5
3. Hispanic or Latino Students					
Proficiency Level	Masked	Masked	82	Masked	Masked
Proficiency Level	Masked	Masked	55	Masked	Masked
Number of students tested	4	4	11	4	4
4. Special Education Students					
Proficiency Level	Masked	Masked	20	Masked	Masked
Proficiency Level	Masked	Masked	10	Masked	Masked
Number of students tested	6	5	10	4	6
5. English Language Learner Students					
Proficiency Level	Masked	0	Masked	0	Masked
Proficiency Level	Masked	0	Masked	0	Masked
Number of students tested	1		3		2
6. Asian,Pacf.Islander,Hawaiian					
Proficiency Level	Masked	Masked	Masked	Masked	0
Proficiency Level	Masked	Masked	Masked	Masked	0
Number of students tested	2	2	5	2	

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.

13AK2

STATE CRITERION-REFERENCED TESTS

Subject: Reading　　　　　　　　　　Grade: 5 Test: Ak Comprehensive System CSSA

Edition/Publication Year: Published yearly Publisher: Data Recognition Corporation

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficiency Level	95	92	90	97	90
Proficiency Level	45	42	32	36	37
Number of students tested	40	38	68	59	52
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficiency Level	96	95	91	100	87
Proficiency Level	44	55	27	38	33
Number of students tested	25	20	34	24	15
2. African American Students					
Proficiency Level	Masked	Masked	92	Masked	Masked
Proficiency Level	Masked	Masked	23	Masked	Masked
Number of students tested	5	1	13	7	5
3. Hispanic or Latino Students					
Proficiency Level	Masked	Masked	100	Masked	Masked
Proficiency Level	Masked	Masked	36	Masked	Masked
Number of students tested	4	4	11	4	4
4. Special Education Students					
Proficiency Level	96	Masked	60	Masked	Masked
Proficiency Level	44	Masked	0	Masked	Masked
Number of students tested	25	5	10	4	7
5. English Language Learner Students					
Proficiency Level	Masked	0	Masked	0	Masked
Proficiency Level	Masked	0	Masked	0	Masked
Number of students tested	1		3		2
6. Asian,Pacf.Islander,Hawaiian					
Proficiency Level	Masked	Masked	Masked	Masked	0
Proficiency Level	Masked	Masked	Masked	Masked	0
Number of students tested	2	2	5	2	
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13AK2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 6 Test: Ak Comprehensive System CSSA

Edition/Publication Year: Published yearly Publisher: Data Recognition Corporation

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficiency Level	97	91	84	88	96
Proficiency Level	68	46	41	44	35
Number of students tested	31	57	51	48	52
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficiency Level	95	96	73	75	100
Proficiency Level	74	36	36	25	50
Number of students tested	19	25	22	12	20
2. African American Students					
Proficiency Level	Masked	91	Masked	Masked	Masked
Proficiency Level	Masked	46	Masked	Masked	Masked
Number of students tested	2	11	6	7	7
3. Hispanic or Latino Students					
Proficiency Level	Masked	Masked	Masked	Masked	Masked
Proficiency Level	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	7	2	3	3
4. Special Education Students					
Proficiency Level	Masked	Masked	Masked	Masked	Masked
Proficiency Level	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	7	5	8	7
5. English Language Learner Students					
Proficiency Level	Masked	Masked	0	Masked	Masked
Proficiency Level	Masked	Masked	0	Masked	Masked
Number of students tested	2	1		1	2
6. Asian,Pacf.Islander,Hawaiian					
Proficiency Level	Masked	Masked	Masked	Masked	Masked
Proficiency Level	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	4	2	1	2
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13AK2

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 6 Test: Ak Comprehensive System CSSA

Edition/Publication Year: Published yearly Publisher: Data Recognition Corporation

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficiency Level	100	89	88	88	91
Proficiency Level	45	37	39	35	49
Number of students tested	31	57	51	48	53
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficiency Level	100	96	Masked	83	91
Proficiency Level	47	28	Masked	25	52
Number of students tested	19	25	5	12	21
2. African American Students					
Proficiency Level	Masked	91	Masked	Masked	Masked
Proficiency Level	Masked	46	Masked	Masked	Masked
Number of students tested	2	11	6	7	7
3. Hispanic or Latino Students					
Proficiency Level	Masked	Masked	Masked	Masked	Masked
Proficiency Level	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	7	2	3	3
4. Special Education Students					
Proficiency Level	Masked	Masked	Masked	Masked	Masked
Proficiency Level	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	7	5	8	7
5. English Language Learner Students					
Proficiency Level	Masked	Masked	0	Masked	Masked
Proficiency Level	Masked	Masked	0	Masked	Masked
Number of students tested	2	1		1	2
6. Asian,Pacf.Islander,Hawaiian					
Proficiency Level	Masked	Masked	Masked	Masked	Masked
Proficiency Level	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	4	2	1	2
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13AK2