

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Beth Cole

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Peterson Elementary School

(As it should appear in the official records)

School Mailing Address 722 Mill Bay Road

(If address is P.O. Box, also include street address.)

City Kodiak State AK Zip Code+4 (9 digits total) 99615-6340

County Kodiak Island Borough State School Code Number* 280060

Telephone 907-481-6400 Fax 907-481-6476

Web site/URL http://kibsd.org E-mail bcole01@kibsd.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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 _____

(Principal's Signature)

Name of Superintendent* Mr. Stewart McDonald E-mail: smcdonald01@kibsd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Kodiak Island Borough School District Tel. 907-481-6400

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. Katie Oliver
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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 _____

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) 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 a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
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 (Question 1 is not applicable to non-public schools)

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 6 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	21	18	39
K	31	24	55
1	23	26	49
2	16	23	39
3	22	18	40
4	16	7	23
5	15	8	23
6	0	0	0
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 Students	144	124	268

5. Racial/ethnic composition of the school:
- 8 % American Indian or Alaska Native
 - 5 % Asian
 - 1 % Black or African American
 - 9 % Hispanic or Latino
 - 3 % Native Hawaiian or Other Pacific Islander
 - 70 % White
 - 4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 16%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	33
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	43
(4) Total number of students in the school as of October 1	268
(5) Total transferred students in row (3) divided by total students in row (4)	0.160
(6) Amount in row (5) multiplied by 100	16

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 26 %
 Total number students who qualify: 76

If this method is not 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.

9. Students receiving special education services: 27 %
81 Total number of students served

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

- | | |
|-------------------------|---|
| 12 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 2 Other Health Impaired |
| 0 Deaf-Blindness | 3 Specific Learning Disability |
| 2 Emotional Disturbance | 30 Speech or Language Impairment |
| 2 Hearing Impairment | 0 Traumatic Brain Injury |
| 0 Mental Retardation | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 30 Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	11
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	13
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	9

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	94%	95%	95%	92%	93%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Peterson Elementary School is a PreK-5 school located in Kodiak, Alaska, a community of approximately 14,200 people on Kodiak Island in the Gulf of Alaska. Kodiak is famous for its unrivaled population of Kodiak brown bears, astonishing salmon runs, world class sport fishing and hunting, and its rugged, unspoiled wilderness. Kodiak is one of the largest commercial fishing ports in the country, and is home to the largest U.S. Coast Guard base in the nation.

Peterson Elementary is one of four elementary schools serving the town of Kodiak in the Kodiak Island Borough School District (KIBSD). It is adjacent to the Coast Guard Base, and serves families from the Coast Guard as well as the nearby Bells Flats community. In addition to eleven K-5 general education classrooms, it is home to the district's only Developmental Preschool, and Autism Awareness program. Our highly qualified staff provide developmental preschool services, general education services, special education services, and speech/language and occupational/physical therapy support. In 2013-2014, 286 students were enrolled at Peterson in grades Pre K- 5. Approximately 70% of our students are from military families, which results in as much 35-40% student turnover each year, and the accompanying challenges of staffing and providing classroom resources and support. About 26% of our students qualify for free and reduced lunch.

The staff-developed philosophy at Peterson states: Staff recognizes the importance of accepting each child as a unique and valuable individual. We are committed to working in partnership with families to provide a program that addresses the academic, social, physical and emotional needs of students. Our hope is for students to develop as productive individuals, compassionate citizens, effective problem solvers and life-long learners. As part of this commitment, Peterson staff is determined to provide a comprehensive instructional program for all students. In addition, we have chosen to be a school that embraces positive interactions in a positive environment for our students, and one that honors and celebrates relationships with families and community.

The focus on a positive school climate is essential at Peterson and takes on many forms. It includes the Positive Behavior Support (PBS) framework, adopted by our faculty in 2008. PBS emphasizes a focus on positive statements, from helping students make positive choices, to the expectation that all adult interactions with students will focus on the positive. There is a commitment to expectations for common areas in our school. All students know Peterson's Universal Beliefs: Be Respectful, Be Responsible, Be Safe, and Be a Learner.

We continue to grow and improve in the area of positive behavior, with our school counselor helping students identify big and small problems and having tools available to make good choices. We use resources in the classroom to address kindness and caring, especially with our primary students. Teachers have received training in positive behavior support and other programs, which help maintain a positive school climate. Our V.I.P.P. (Very Important Peterson Person) program celebrates and recognizes each student in the school for a VIPP week that includes classroom celebrations, individual recognition, and a special luncheon with families and friends.

Peterson Elementary relies heavily on our parent and community partnerships to maintain academic achievement and to create enrichment opportunities for all students. Parents and families volunteer regularly to lead literacy groups, monitor math centers, and to read with students on a daily basis. Other partnerships include our PTA, Partnerships in Education U.S.C.G., Peterson Elementary Student Council, Artists in Schools program (Alaska State Council on the Arts), Junior Achievement, Ocean Science Discovery Lab, Peterson Garden Club, Alaska State Battle of the Books program, Boy Scouts and Girls Scouts clubs, Farm to School Gardening Program and many local volunteers from the community.

As a school community, we strive to meet the needs of the whole child by providing a well balanced learning environment where students can excel in their academic career, experience many new enriching

opportunities, and develop a positive, caring attitude toward others. Peterson Elementary is worthy of the Blue Ribbon Award because of outstanding student achievement in all areas.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Each year Peterson Elementary participates in the Alaska Standards Based Assessment. Students in grades 3-5 are assessed in reading, writing and mathematics. There are four performance levels in this system: advanced, proficient, below proficient and far below proficient. Students must achieve a standard scale score of 300 to be considered proficient.

In 2013, the Alaska Department of Education and Early Development (DEED) replaced the federal accountability system of Adequate Yearly Progress (AYP) with the Alaska School Performance Index (ASPI) and Annual Measurable Objectives (AMO). Schools receive an ASPI score based on student proficiency on the SBAs, student growth, and attendance. The ASPI score also determines a school's star rating, which determines whether the school is a Reward, Priority, or Focus school. Similarly, the state set AMO targets for each school district, in order to monitor student growth. These AMO targets are expressed as a percentage of students scoring proficient on the SBAs. For KIBSD, the AMO for reading was 87.3%, writing 82.1%, and math 76.4%.

In October 2013, Peterson Elementary was recognized by the Alaska DEED as a 5 star Reward School with an ASPI score of 97.32. In addition, students at Peterson scored 98.8% proficient in reading, 20.8 points higher than state scores. In writing, students scored 97.6% proficient, 23.4 % higher than the state. In math, students scored 93% proficient, 20% higher than the state.

2. Using Assessment Results:

At Peterson, we use assessment results for a variety of purposes. We believe this multi-layered approach will help us address the social and academic needs of each student.

We analyze data collected in the spring, and gather baseline data in the first few days of school to identify at-risk students. This is especially important because many of our students are new to the district. Teachers use a wide variety of screening and assessment tools to gather and organize baseline data and to determine which students are most in need of extensions and interventions.

All elementary students in KIBSD are assessed three times a year, in reading, writing, and math, using the AIMSweb universal screening tools. This information is used to identify students in need of intervention in reading and math. Intervention is provided to students who qualify in "Before the Bell" intervention groups, which were established in the fall to provide additional instruction. Currently, 49 students are being served within this intervention model. The students in intervention groups are progress monitored with AIMSweb probes and other informal assessments tools each week.

All teachers at Peterson collect data on student performance on a regular basis to guide their instruction. The assessments used for this purpose are varied and diverse, both formative and summative. They include pre- and post-assessments for units of study, universal screening and progress monitoring, skills assessments focused on single standards, anecdotal data, informal observations, samples of daily work, and skilled questioning of students. Reports from Scholastic Reading Inventory (SRI), Scholastic Reading Counts, and IXL are also used to inform instruction. Fourth and fifth grade teachers use SBA data to determine learning gaps, and identify potential interventions. This collection of work samples and assessments is organized in student portfolios, which helps determine each student's level of understanding.

Student performance data is shared with families during our student led conferences each trimester. KIBSD uses a standards based report card to determine proficiency in meeting grade level standards.

3. Sharing Lessons Learned:

At Peterson, we value collaboration on all levels. Within our school building, we meet as grade level teams on early release days. We make opportunities to share what works, and to reflect on our successes and accomplishments. We discuss our professional development needs, and participate in ten in-service days throughout the year. We take advantage of each other's expertise in order to benefit our students. As a staff, we have discussed the impact of significant, district level change, but have focused on how the change articulates with our school vision so that we can ensure that our students are supported and successful. A school-wide master schedule was developed this year to capitalize on uninterrupted time for core instruction. There was also a unanimous decision to use the Daily 5 structure for the reading block in every classroom. The master schedule also allowed enough time to provide small group instruction for all students.

At the district level, Peterson teachers collaborate frequently with grade level colleagues – these requested meetings are a venue for teachers to share successes, as well as identify common needs, assessments, rubrics, etc. We have strong participation in these meetings and contribute to the development of the district level assessments and scoring guides. Peterson staff members are committed to participating on all district-level committees.

At the state and national level, Peterson educators attend conferences and workshops that will have an impact on their instruction. Both teachers and administrators are eager to share information during staff meetings, building and district in-services.

4. Engaging Families and Community:

At Peterson Elementary, we strive to communicate effectively with families, encouraging them to be active participants in their child's education. Each teacher maintains constant communication with families. This may take the form of school visits, phone calls, conferences, newsletters, email updates, or Facebook postings.

As a school, we provide many opportunities to connect with our families. We post a weekly news bulletin to inform families of important school dates. We have a designated bulletin board informing families about school events, parenting tips, and library resources. Our PTA hosts monthly meetings, which help communicate important ideas and organize support for our school. We feel that our PTA is very involved in making Peterson a great place for students and families.

We promote service projects and giving back to the community. Each holiday season, students and families participate in a gift drive to provide items to families in need. This year, one class sponsored a food drive during the holidays, and integrated math skills into the food collecting process. Students followed up their food drive activity with a field trip to our local food bank and distribution site.

Teachers and their classrooms also participate in wide variety of civic programs and activities that help define our community. Examples include: boating safety promotions sponsored by the Coast Guard Auxiliary; celebrating Kodiak's Alutiiq cultural heritage with dance, artwork, and visits from elders; fire safety presentations supported by the local fire department; salmon life cycle activities (the annual "egg take" and following the life cycle in the classroom) funded by the Alaska Department of Fish and Game; and planting vegetables as part of the Farm to School program. Students also have the opportunity to participate in school wide competitions such as the Spelling Bee, the Geography Bee, and the Alaska statewide Battle of Books program. Peterson students have previously placed first in the state level Battle of Books competition.

At Peterson, we share our students' accomplishments with the broader community. We also invite local artists to into our classrooms, to provide a series of art lessons focused on specific art forms. We also have talented teachers, staff, and volunteers who promote art in all grades. In the spring, we invite the community to join us in our annual Art Walk. This event celebrates creativity and talent of each student. It

highlights student created art and provides a finished product from each student. Families, volunteers, and community members attend this annual event.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Peterson Elementary, like all elementary schools in the district, is standards based. As a district, we have focused this year on implementing the new Alaska ELA standards in all classrooms, with the goal of common language of instruction, and common assessments to inform instruction. Our district is reviewing the math curriculum this year, and will implement the new Alaska math standards during the 2014-2015 school year. Our focus at Peterson is on student learning, and we use the curricular materials that will best achieve that goal.

Our district's core program, Treasures (Houghton-Mifflin), is used at all grade levels to implement the Alaska standards. In K-2 classrooms, reading instruction includes foundational skills (to build word analysis and fluency skills). In all grades, we use fiction and nonfiction to help students build their understanding of the key ideas and structure of texts.

In writing, all classrooms are using the new Alaska standards to guide instruction. Our district has implemented a writing initiative that addresses foundation skills (sentence structure and variety, and vocabulary acquisition and use), and writing units of study (e.g. personal narrative, explanatory, persuasive), and our K-5 teachers have been involved in the development of common rubrics, scoring and pacing guides, and lessons that support this initiative.

Mathematics instruction is based on Bridges in Mathematics, a program that helps students build foundational understanding of math concepts, as well as skill development. Bridges is enhanced by the Strength in Number approach that helps teachers infuse basic number sense and number structuring activities into their daily routines. Teachers also use a variety of online math programs to build fluency in basic skills.

We make every effort to integrate science and social studies into our reading, writing, and math instruction. Our district's curriculum guides are framed around the standards. They identify specific topics or themes, and teachers incorporate the inquiry and process skills into their daily instruction.

Arts instruction is a special area of focus. Our students receive music and movement instruction each week from a specialist. We participate enthusiastically in the Artists in Schools program (Alaska State Council on the Arts). At the end of every year, we celebrate our students' artistic abilities in our annual Art Walk.

Physical Education and health are also important areas of focus. Each week, students receive instruction in skills and fitness, as well as sportsmanship and healthy living. Currently, we are participating in the Get Out and Play Every Day program sponsored by the AK Department of Health and Social Services. In 2010, our school received a bronze award from the Alliance for a Healthier Generation.

In addition to offering music and physical education to students, we also provide a humanities class, which focuses on rhythm and movement instruction each Friday. Students participate in learning cultural dances, both Russian and Alutiiq. Students become more aware of their body movements when functioning within a whole group. They incorporate musical instruments, drums, flags and various props in their humanities class.

We integrate technology across all content areas. All classrooms are provided with laptops and iPads. Teachers use a variety of apps to strengthen important skills such as sight word recognition, spelling practice, and computation. In addition to having access to skill building programs, students have opportunities to present research in a variety of digital formats.

Finally, we strive to provide enrichment opportunities for all Peterson students. This year, students had the chance to participate in an afterschool club that met twice a week. In each club, the teacher provided time for exposure to and practice with new concepts, as well as opportunities for creativity. Initially, our

afterschool clubs included: Science, Writing with Technology, Music and Drama, and Art. Currently, the club selections are Home Economics, Gardening, Survival Skills and Bird Watching, and Writing with Technology. Overall, these clubs provide opportunities for students to develop special interests as they provide rich authentic experiences.

2. Reading/English:

At Peterson, our reading instruction focuses on the individual needs of our students. We believe that early intervention is key to long-term student success, so our classrooms at Peterson have designated 90 minute reading blocks on our master schedule. This allows teachers to use the Daily 5 model to structure whole and small group instruction and guided practice opportunities, to best meet the needs of all students. Students who are not meeting grade level benchmarks are provided with interventions, and students who need additional challenges are given extension opportunities.

The district's adopted program for core reading instruction, Treasures (Houghton-Mifflin), provides a variety of reading materials at each grade level. In addition, it sequences instruction in reading foundation skills, especially K-2, and reading comprehension strategies. Our teachers district-wide, are currently working on aligning the Treasures units to the ELA standards to determine focus areas and pacing frameworks. All teachers at Peterson, working in their grade-level teams, supplement the Treasures program with high-interest fiction and nonfiction. Active reading strategies (for example, use of 2-column notes, and documentation of text-based evidence), as delineated by the district's Common Ground writing initiative, are also areas of focus for all Peterson teachers.

All classroom libraries at Peterson, as well as the school library, are leveled with consistent, district-determined codes, in order to match readers with appropriate texts in their independent reading. Students are encouraged to select "just right books" by using the lexile framework. Students are held accountable for their book selections, as well as their reading achievement and attainment of goals. Scholastic Reading Counts and Scholastic Reading Inventory are used to measure student growth in reading comprehension.

At Peterson, students in grades 2-5 who are at-risk in reading are provided with a 30 minute small group intervention session four days a week. We use AIMSweb universal screening data as our first way to identify these students. We then confer with teachers to design a focused program of specific interventions to meet each child's individual needs. A variety of instructional resources are used for interventions, including Seeing Stars and Visualizing/Verbalizing (Lindamood-Bell), Phonics for Reading, REWARDS, and Read Naturally. Our intervention cycle is approximately 9 weeks long, with students being assessed each week. This has allowed us to finely tune groups and instructional focus to meet individual needs.

The Daily 5 structure of our reading block allows teachers to meet the needs of high achieving students as well. The flexible grouping provides opportunities for the more advanced readers to interact with more challenging literature, and to have deeper discussions to stretch their understanding. Some teachers use our 30-minute intervention time in the afternoon for literature circles, matching students with high interest books at an appropriate lexile level for them. In all cases, our goal is to challenge all students at their level, and to make adjustments to instructional groups to accommodate individual student growth.

3. Mathematics:

Peterson students are immersed in classrooms that teach Bridges in Mathematics. There are three components to Bridges instruction: first, the investigations, which are teacher-driven and focus on building conceptual understanding; second, work places, which allow students to practice skills in a directed but self-paced manner; and third, number corner, the calendar facet of the program where important skills are reviewed and practiced regularly.

Our classroom instruction emphasizes building conceptual understanding. For example, when teaching students about fractions, teachers use manipulatives like pattern blocks, tiles, Cuisenaire rods, or fraction circles. Students have opportunities to visualize the meaning of numbers like $\frac{1}{8}$ or $\frac{5}{16}$, as well as

equivalent fractions like $\frac{2}{3}$ and $\frac{8}{12}$, by building and manipulating them. Second graders are introduced to fractions with number lines and movement activities. By modeling and physically placing students on a line, they are able to visualize fractions more efficiently. Our teachers spiral their instruction of these difficult concepts so students have multiple opportunities over the year to explore them in many different ways.

Student discovery and discussion are also an important aspect of math instruction at Peterson. Challenging concepts, like regrouping in addition and subtraction, are understood by students in many different ways. Teachers provide students with opportunities to visualize and explore using base ten pieces, open number lines, and unifix cubes. Students share their own strategies with classmates, demonstrating with a document camera and explaining their reasoning. This broadens student understanding, and flexibility in their thinking. When teachers instruct students in the standard algorithm for addition and subtraction with regrouping, students have a deeper understanding of the process, rather than simply following the procedural steps.

Strength in Number is another component of math instruction, and all teachers at Peterson have received training in this approach to building mathematical understanding. For example, one common area of need across grade levels is how to structure numbers. Teachers use rekenreks (bead counters), 10 frames, and number lines to teach the various ways to make 5, 10, and 20. This focused instruction builds a deep foundation for fluency with math facts, as well as multiple digit addition and subtraction. To scaffold understanding of number sense, the meaning of operations, the idea of reasonable estimates, and algebraic thinking, teachers build skills by counting forward and backward by 10's (and 2's, 5's, 20's, etc.) starting with numbers like 24 or 137. Initially, students are working concretely with hundreds charts and number lines, then move to mental math strategies. These kinds of activities are used in both whole and small group settings.

Teachers in grades 1-5 use an online math program, as a skill building activity, particularly to assist in the mastery of math facts. Students have their own login information so they can practice these skills at home as well. Other programs are also available for students to use to strengthen their math skills.

Students in grades 2-5 who are at-risk in math are provided small group intervention sessions four days a week. As in reading, we use AIMSweb universal screening data, as well as teacher-generated data, to design specific interventions that will meet each child's individual needs. Progress monitoring occurs once a week, and adjustments are made as frequently as necessary. For example, we recently identified a third grade student was not progressing as expected and we made a change in placement to better meet her needs. This has allowed us to maintain instructional focus in our groups and to place students accordingly.

4. Additional Curriculum Area:

Teachers at Peterson have embraced the district's writing initiative, built locally by extensive professional development opportunities. This is a structure for teaching writing that addresses the writing skills students need in order to meet the expectations of the new standards. Furthermore, it emphasizes the need for scaffolding the instruction over the grade levels, so students aren't required to learn new approaches and vocabulary as they change teachers, grade level, or content area. For students, this means deliberate instruction in two key areas. One area is foundation skills - sentence mastery, and vocabulary instruction. In sentence mastery, teachers work with students to build organized sentences, and sentence variety. In vocabulary instruction, the goal is for all students to build their academic and content-specific vocabulary with varied engaging activities, and to encourage use and application of these vocabulary terms. The second major area of Common Ground is a focus on specific units of study; such as personal narratives, and explanatory writing. Instructional materials are used at each grade level, to build stamina, understanding, and depth in student writing.

The Common Ground writing initiative also involves work on common writing rubrics and assessments, as well as in-depth understanding of common core standards, and the forthcoming requirements of the new state-wide standardized tests. Peterson teachers participate in district-sponsored training whenever possible, knowing that what they gain in understanding will translate to increases in student achievement.

Peterson houses the Island Explorers Preschool, the district's developmental preschool that serves students who are 3 to 5 years old. These children have a variety of needs, and qualify as students who require special education services. The core curriculum used in the preschool setting is Language for Learning, which is designed to build language and vocabulary through direct instruction and functional play. All lessons, goals and objectives are aligned to the Alaska Early Learning Guidelines, which identifies developmentally appropriate milestones for each stage of development from birth to age 5. Our developmental preschool also includes peers, or typically developing children, to create a learning environment that is rich in language and experience, and that allows modeling of appropriate academic and social behaviors. This program is staffed with highly trained professionals who work to ensure that all students are successful at learning to communicate, build social skills, and develop strong skills for independence. Success is measured in meeting individual goals and objectives, but also in overall school readiness to begin Kindergarten. Our special education preschool teachers hold transition meetings for each student, ensuring their transition to new school environments occurs with minimal disruptions. All administrators, teachers, and support staff work together to ensure smooth transitions. Special education students experience more success and are able to meet their goals when they have had the opportunity to participate in the developmental preschool, as compared to students with special needs, arriving in Kindergarten without previous preschool exposure and experience.

5. Instructional Methods:

The Daily 5 organizational framework in every K-5 classroom at Peterson allows teachers to provide small group instruction for all students. Each grade level team has determined the most effective use of the reading block in their master schedule. For example, the second grade teachers elected to have their proficient and advanced students work in literature circles with the literacy paraprofessional, allowing the teacher to focus on targeted skills instruction with the students who are not yet proficient in reading. Several teachers are currently experimenting with a similar framework for math instruction, allowing more skills-focused small group instruction in math, based on student need. Students work independently, or with a partner, to practice critical skills, while the teacher works with small groups.

The Common Ground writing initiative has helped teachers at Peterson to focus on an "I Do, We Do, You Do" instructional strategy. This encourages teachers at every grade level to model new skills multiple times. There is a gradual release to guided practice before students are expected to use the skill independently.

Our district's new evaluation system (initiated in August 2013), based on the Marzano framework, has resulted in a new emphasis on students' involvement in their own learning. Every classroom at Peterson has posted learning objectives and scales for each unit of study across content areas. All teachers have posted rubrics or descriptors for levels of understanding, so that students can evaluate their level of mastery of what they are expected to learn. In addition, with the increased emphasis on student engagement within the Marzano learning map, teachers are deliberately exploring the best ways to engage students when addressing specific learning targets. This has resulted in rich conversations among grade level teams at Peterson.

Technology is integral to instruction in every classroom at Peterson. Each classroom has document cameras for direct instruction, modeling procedures and outcomes, projecting instructional video clips, and sharing student work samples. Teachers have laptops for students to practice skill building in reading and math, and for classroom-based research projects. Students have access to iPads for a wide variety of focused skill-building activities, such as apps that provide practice with letter and sound recognition, sight words, and place value. In addition, several classrooms have smart boards or Apple TV's for more interactive learning. We also have a school computer lab with desktop computers that teachers may access for keyboarding skills, and whole group research and technology projects, such as Power Point presentations and research on grade level science and social studies themes. Recently, during our Art walk, families used their mobile devices and iPads to scan student artwork with Aurasma, to be able to view embedded video clips, which provided more background information about the artist.

6. Professional Development:

At Peterson, we believe that professional development is key to continual school improvement and teacher growth. Our focus has been to encourage all classroom teachers and paraprofessionals to participate in any professional development opportunities that will help better support students. Specifically, the district has provided several training opportunities each year in Strength in Number for math, and the Common Ground writing initiative, and Peterson teachers have taken advantage of these opportunities. As teachers express need for further training on specific topics, we attempt to provide the professional development to assist them in building their level of understanding. For example, we are currently exploring ways to provide support for teachers who would like to better understand the Daily 5 model for reading workshop.

The new teacher evaluation system is an area that has compelled professional development. At Peterson, we have encouraged teachers to explore this tool as they gain experience with observations by their administrator. District and building administration has worked on inter-rater reliability when evaluating teachers, and teachers have become more familiar with the domains, design questions, and elements of the Marzano evaluation framework and learning map. This is an ongoing process for our district as well as our school.

In addition to local professional development opportunities, we try to provide other opportunities for our staff to participate in state or national conferences as they demonstrate need and/or interest. We maximize the benefit to our students, staff, and school community by strategically planning our participation, and then making time to discuss the utility and potential impact on our building goals and student achievement. For example, we sent three staff members to the state Response to Intervention conference in January. We determined the most important sessions for our needs, and which people would attend them. We met after our sessions to discuss our learning, and how the new strategies could benefit our students in Tier 1, Tier 2, and Tier 3 instruction. We brainstormed ways to bring this new information to our colleagues, so its implementation would benefit our students. One area was foundation skills in writing, and we determined that the new information would be best distributed at district grade level meetings. At Peterson, we want people to continue to grow professionally, and we believe that providing opportunities for professional development will help accomplish that goal.

7. School Leadership

At Peterson Elementary, our leadership philosophy states that we are committed to working in partnership with families to provide a program that addresses the academic, social, physical and emotional needs of students. We attribute our success to working as collaborative teams in putting our philosophy into a plan of action. We believe a team-based approach provides the best setting in determining needs, making decisions and creating a plan, to support all students.

These teams are made up of highly qualified educators, specialists and experts in their areas. For example, our developmental preschool team participates in community child find events and family meetings to identify children in our community with developmental delays. We rely heavily on our Response to Intervention team to identify students with both academic and behavior concerns. Our special education teams meet regularly to review data and plan for upcoming IEP meetings. Grade level teams meet during early release time, to reflect on teaching, to share ideas and to prepare materials to support the scope and sequence of the standards based curriculum. Our counseling team and special educators meet regularly to review behavior intervention plans and support students in their social and emotional needs.

This team-based approach allows valuable time for discussions and problem solving related to academic performance, behavior concerns, and overall professional growth for teachers. In this way, teachers have the opportunity to serve on a variety of teams to collaborate and support each other.

Our teachers serve as leaders within our school community. They assume the responsibility of assessing situations, analyzing data, allocating resources, creating a plan of action, and assessing progress. We model this collaborative cycle to support student achievement and to monitor our effectiveness as educators.

At our district level, teachers meet with their grade level teams on a regular basis to complete tasks specific to their grade level. District administrators meet on a weekly basis for Administrative Council to discuss current issues, to collaborate with colleagues, to offer support, and to share information with each other. Most importantly, we are strongly supported by our Superintendent and central administration at K.I.B.S.D and by our fellow elementary schools and colleagues, in meeting our mission and achieving success.

Through constant collaboration, reflection and determination, Peterson Elementary has experienced significant academic achievement in all areas.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Alaska Standards Based Assessment

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Data Recognition Corporation

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	93	97	97	88	95
% Advanced	44	62	41	42	51
Number of students tested	27	40	37	48	39
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	100	100	69	100
% Advanced	40	78	29	23	75
Number of students tested	5	9	7	13	4
2. Students receiving Special Education					
% Proficient plus % Advanced	100	75	100	40	80
% Advanced	0	50	0	20	0
Number of students tested	1	4	2	5	5
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	0	100	50	50	0
Number of students tested	1	2	2	2	1
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	1	1	1
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	2
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced	100			100	100
% Advanced	33			25	0
Number of students tested	3	0	0	4	1
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	2	0	0	0
9. White Students					
% Proficient plus % Advanced	90	96	97	86	94
% Advanced	48	59	39	42	55
Number of students tested	21	35	31	36	33
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	0	3	4	1
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Peterson Elementary has participated in the Alaska Standards Based Assessment since 2005. This assessment is published annually and schools receive scores in the spring of each year.

Subgroup scores are provided for reporting purposes. If there were fewer than 10 students in a subgroup, these data were not made public.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher: Data Recognition Corporation

Test: Alaska Standards Based Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	97	96	93	97	100
% Advanced	58	81	59	69	74
Number of students tested	31	27	44	32	19
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	100	94	100	100
% Advanced	83	100	56	33	100
Number of students tested	6	8	16	3	1
2. Students receiving Special Education					
% Proficient plus % Advanced	80	100	60	100	100
% Advanced	40	50	0	67	33
Number of students tested	5	2	5	3	3
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	0	100	0	0	0
Number of students tested	1	2	1	1	1
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	2	0
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced			75		100
% Advanced			50		67

Number of students tested	0	0	4	0	3
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	3	0	0	0	0
9. White Students					
% Proficient plus % Advanced	96	95	97	96	100
% Advanced	61	77	59	70	73
Number of students tested	23	22	34	27	15
10. Two or More Races identified Students					
% Proficient plus % Advanced	0	2	4	2	0
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Peterson Elementary has participated in the Alaska Standards Based Assessment since 2005. This assessment is published annually and schools receive scores in the spring of each year.

Subgroup scores are provided for reporting purposes. If there were fewer than 10 students in a subgroup, these data were not made public.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: Data Recognition Corporation

Test: Alaska Standards Based Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	89	85	93	100	97
% Advanced	67	45	74	79	40
Number of students tested	27	33	27	19	35
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	73	100	100	60
% Advanced	78	20	50	100	40
Number of students tested	9	15	2	1	10
2. Students receiving Special Education					
% Proficient plus % Advanced	100	40	100	100	75
% Advanced	0	20	100	50	50
Number of students tested	1	5	1	2	4
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100			
% Advanced	100	0			
Number of students tested	2	2	0	0	0
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	2	0	0
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	100	75		100	33
% Advanced	100	25		100	0

Number of students tested	1	4	0	1	3
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	86	84	92	100	88
% Advanced	57	48	75	82	56
Number of students tested	21	25	24	17	32
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	2	1	1	0
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Peterson Elementary has participated in the Alaska Standards Based Assessment since 2005. This assessment is published annually and schools receive scores in the spring of each year.

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: Data Recognition Corporation

Test: Alaska Standards Based Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	96	100	100	85	95
% Advanced	67	82	70	48	59
Number of students tested	27	40	37	48	39
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	80	100	100	13	4
% Advanced	60	78	43	69	100
Number of students tested	5	9	7	13	4
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	100	0	80
% Advanced	0	50	50	0	0
Number of students tested	1	4	2	5	5
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	0	100	50	0	0
Number of students tested	1	2	2	2	1
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	1	1	1
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	2
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	67			50	100
% Advanced				50	0

Number of students tested	3	0	0	4	1
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	2	0	0	0
9. White Students					
% Proficient plus % Advanced	100	100	100	86	94
% Advanced	67	79	68	44	61
Number of students tested	21	35	31	36	33
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	0	3	4	1
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: Data Recognition Corporation

Test: Alaska Standards Based Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	100	100	95	100	100
% Advanced	65	67	41	69	68
Number of students tested	31	27	44	32	19
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	100	94	100	100
% Advanced	67	75	25	67	100
Number of students tested	6	8	16	3	1
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	60	100	100
% Advanced	40	50	20	67	33
Number of students tested	5	2	5	3	3
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	0	50	0	0	100
Number of students tested	1	2	1	1	1
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced			100		100
% Advanced			25		67

Number of students tested	0	0	4	0	3
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	100	94	100	100
% Advanced	70	68	41	67	67
Number of students tested	23	22	34	27	15
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: Data Recognition Corporation

Test: Alaska Standards Based Assessment
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	100	94	100	100	97
% Advanced	41	55	59	79	40
Number of students tested	27	33	27	19	35
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	87	100	100	100
% Advanced	44	40	50	100	30
Number of students tested	9	15	2	1	10
2. Students receiving Special Education					
% Proficient plus % Advanced	100	60	100	100	100
% Advanced	0	20	0	50	0
Number of students tested	1	5	1	2	4
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100			
% Advanced	0	50			
Number of students tested	2	2	0	0	0
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	2	0	0
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	100	100		100	100
% Advanced	100	50		100	3

Number of students tested	1	4	0	1	3
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	92	100	100	97
% Advanced	38	52	58	82	44
Number of students tested	21	25	24	17	32
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	2	1	1	0
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Peterson Elementary has participated in the Alaska Standards Based Assessment since 2005. This assessment is published annually and schools receive scores in the spring of each year.

Subgroup scores are provided for reporting purposes. If there were fewer than 10 students in a subgroup, these data were not made public.