

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Robin Dahlman

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

Official School Name Kaleidoscope School of Arts and Science

(As it should appear in the official records)

School Mailing Address 549 North Forest Drive

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

City Kenai State AK Zip Code+4 (9 digits total) 99611-7410

County Kenai Peninsula Borough State School Code Number* 249050

Telephone 907-283-0804 Fax 907-283-3786

Web site/URL _____

http://kaleidoscope.blogs.kpbsd.k12.ak.us E-mail rdahlman@kpbsd.k12.ak.us

Facebook Page https://www.facebook.com/pages/Kaleidoscope-School-of-Arts-Science
Twitter Handle _____ 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. Sean Dusek

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: sdusek@kpbsd.k12.ak.us

Other)

District Name Kenai Peninsula Borough School District Tel. 907-714-8888

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

_____ Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Joe Arness

(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 and National Blue Ribbon Schools requirements, are 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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):
- 17 Elementary schools (includes K-8)
 - 8 Middle/Junior high schools
 - 7 High schools
 - 12 K-12 schools
- 44 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. 4 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	0	0	0
K	18	20	38
1	19	20	39
2	23	18	41
3	20	18	38
4	20	23	43
5	14	28	42
6	8	4	12
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	122	131	253

5. Racial/ethnic composition of the school:
- 7 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 6 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 71 % White
 - 15 % 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 2013 - 2014 year: 8%

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, 2013 until the end of the school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	16
(3) Total of all transferred students [sum of rows (1) and (2)]	19
(4) Total number of students in the school as of October 1	252
(5) Total transferred students in row (3) divided by total students in row (4)	0.075
(6) Amount in row (5) multiplied by 100	8

7. English Language Learners (ELL) in the school: 3 %
7 Total number ELL
 Number of non-English languages represented: 3
 Specify non-English languages: Spanish, Yupik, Russian
8. Students eligible for free/reduced-priced meals: 20 %
 Total number students who qualify: 49

Information for Public Schools Only - Data Provided by the State

The state has reported that 38 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 8 %
21 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.

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>1</u> Deafness | <u>1</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>10</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>5</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>3</u> 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	12
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 21:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	95%	94%	94%	95%	94%
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 2014

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

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

15. Please summarize your school mission in 25 words or less: The mission of Kaleidoscope School of Arts and Science (KSAS) is to educate the whole child through integrated arts and science to nurture meaningful learning.

PART III – SUMMARY

Kaleidoscope School of Arts and Science is a thriving charter school serving 251 students, kindergarten through sixth grade, in Kenai, Alaska. Kenai's population of 7,500 is located on Alaska's beautiful Kenai Peninsula. Kenai's economy is comprised of fishing, tourism and oil industry sectors. Our students come from all socio-economic levels and have varied educational needs. Twenty percent of our students receive free and reduced lunch. Eight percent of our students experience identified disabilities. Two percent of our students are identified as gifted and talented. We encourage the application to our school of all children in our area, no matter their background or reason for interest in our school.

The genesis of Kaleidoscope emerged from the dreams of several local teachers who believed our community could offer children a richer, deeper education than had formerly been available. These teachers believed passionately in best educational practices and developmentally appropriate instruction. Their commitment to excellence permeates our school today. They provided the philosophical seeds that would become Kaleidoscope. These seeds were two magnet classrooms that opened in 2003-2004: one focused on the arts and the other on science. The foundational tenants of the charter application were research in developmentally appropriate practice for children, education of the whole child, the arts as equal in value to core content, the arts as a useful form of literacy, and inquiry science driven by a child's interest in nature. Planning for opening a full K-6 charter school was accomplished by the fall of 2004 when Kaleidoscope opened its doors to 88 students. We have steadily grown to an enrollment of 252 students with a consistent wait list of over 100.

Because there are more students who would like to attend our school than we can accommodate, students are selected to attend Kaleidoscope based on a layered lottery procedure. Each spring, the number of open slots is verified for each grade level. Applicants are divided by grade level. Enrollment preference is given to the siblings of already enrolled students and to the children of our certified staff members. If slots are not available for sibling or teacher preference, then a lottery is used to determine a wait list for those children. Remaining applicants not falling into these categories enter a general lottery. Our lotteries are supervised by a local accounting firm. Each year, since our opening, we have had a wait list of over 100 students. A student remains on our wait list until selected and either enrolls or declines acceptance.

Kaleidoscope has developed clear philosophical underpinnings that drive organizational and instructional strategies throughout the school. At Kaleidoscope's core lies the idea that children construct knowledge through an interaction between their own ideas and the life experiences to which they are exposed (Constructivism). The engine that feeds children these life experiences is a deep integration of the arts (dance, music, drama, and the visual arts) and science into all aspects of our academic curriculum. Decisions about what, when and how to emphasize the experiences built into our curriculum, are made collaboratively at Kaleidoscope, by all members of our staff. Our classrooms are not defined by walls but by the space we share.

Several key organizational strategies have been adopted to implement our philosophy. Our school schedule is driven by teacher-to-teacher collaboration. Each year we select a school-wide theme that is integrated, at every grade level, into all aspects of our curriculum. This approach requires careful collaboration and planning among grade level teachers, and our teachers of art, music, science and our library. Our school wide theme is evident upon entering any classroom. Our multi-age classrooms, where students remain with their teacher for two years, are balanced by gender, grade level and developmental level to ensure the strongest, most supportive learning environment possible. Our assessment practices are designed to inform instruction and are aligned to our goals and instructional strategies. All teachers participate in the development and implementation of our assessment program. Our professional development practices align to our goals and instructional strategies as well. All teachers seek out and share, with the full school community, training that enhances their ability to implement our instructional program. We all learn from each other.

Instructional strategies implement the philosophical core and organizational focus of our school. At Kaleidoscope we emphasize inquiry, dialogue and reflection, at all grade levels, to examine new ideas and probe beyond fact gathering. We emphasize process over product. Products produced by children are viewed as celebrations along the way, not an end in themselves. We emphasize “Being There” experiences where real issues are studied in their real world context. A “Being There” site must be visited often in order to build deep understanding and unforgettable learning. Our “Lifelong Guidelines,” taught to every child, every day, emphasize moral autonomy and behavioral capability. All of our strategies lead to responsible independence.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Kaleidoscope’s overall curriculum is guided by national, state, district and school standards. Our emphasis in implementing these standards is on providing rich, connected learning opportunities.

The Language Arts program emphasizes integration of the arts and science. Ours is a literature rich program that provides a balance of oral and written language, direct instruction, group work and independent work. Differentiated reading instruction is meaning based and encompasses systematic and explicit teaching of emergent literacy skills, phonics, spelling, and vocabulary development, along with comprehension strategies and critical thinking skills. Using high quality literature is a priority at Kaleidoscope. Students practice to build content and literary knowledge through shared reading and shared writing, strategy lessons and word study. Students read, write and share their work daily. Students and teachers use the language of the 6+ Traits Model to learn to become independent writers. They utilize writing process tools to improve the structure and organization of their work.

Student progress is monitored through the use of benchmarking measures. Any student at any time who is not performing at or above the 25th national percentile is provided support through an individualized intervention plan.

The goals of the Kaleidoscope mathematics program are to create solid conceptual understanding, a high degree of procedural skill and fluency, and foster the students’ ability to solve problems in real world settings. Students’ mathematical proficiency is closely monitored to identify and target with intervention areas needing support or extension. We currently have students in each grade level working beyond grade level expectancy and offer a math club for our top performing students. Integration of mathematical concepts and problem solving across the content areas, especially in science and art, enhances students’ understanding of how math is used in their world. Mathematical instructional practices include using manipulatives, teaching mental math, playing conceptual math games, and sharing thinking while solving problems. Mathematics instruction at Kaleidoscope provides a continuous spiraling cycle of complexity. Students and teachers practice and reinforce mathematical concepts throughout the year, up through the grade levels.

Science instruction at Kaleidoscope encourages children to wonder, explore, make connections and reflect through, hands-on science experiences. Published in 2011, the Kaleidoscope Science Curriculum Guide pushes science instruction from the lab into the classroom. The Kaleidoscope Science Curriculum aligns with the National Science Education Standards, the American Association for the Advancement of Science Benchmarks, and the State of Alaska Grade Level Expectations. At Kaleidoscope science learning focuses on meaningful inquiries into the natural world. Scientific investigation is offered weekly in a designated science lab with a full time science specialist and integrated into individual classroom instruction. The science specialist meets with classroom teachers weekly to plan science investigations, assess progress and examine curriculum. Every opportunity to integrate science with every other curricular area is pursued. Integrated science learning extends from the science lab into classrooms, the nature trail, gym, playground, and all around the community. Critical skills that are taught and practiced in the lab and classroom include observing, classifying, measuring, inferring, predicting, communicating, making models, defining operations, collecting and interpreting data, identifying and controlling variables, formulating hypotheses and conducting experiments.

Social Studies at Kaleidoscope offers a strong foundation for robust integration of the Yearlong Theme and Conceptual Key Point. The goals of the social studies curriculum are to have children participate as responsible citizens and lifelong learners. This is accomplished through the process of inquiry, dialogue and reflection as learners use appropriate Life Skills and Lifelong Guidelines to positively affect each other and the world. Students examine their world, making connections to the Year Long Theme and the Conceptual Key point through the study of Geography, History and Government. Social Studies concepts weave across all the disciplines at Kaleidoscope. A critical part of the integration of our Year Long Theme in Social

Studies is the Being There Experience. A Being There Experience is a hands on study trip, often outdoors, that asks learners to connect what they already know at the beginning of study to the broader world beyond them. These connections are explicitly identified and utilized to anchor knowledge and learning. It gives students a solid context from which to build their understanding of new information.

2. Other Curriculum Areas:

The Arts

At Kaleidoscope, we believe that creative expression develops deeper application of higher level thinking skills. Kaleidoscope's commitment to arts education is expressed in the Kaleidoscope Art Curriculum Guide. It was developed under the guidance of an artist and art education consultant. It is unique in its contention that ALL teachers are teachers of the arts. We do not have a designated art teacher on staff. All grades participate in the arts. Arts education is integrated throughout our curriculum.

Dance and Movement

The dance/movement program at Kaleidoscope nurtures students' natural affinity for movement by developing kinesthetic and spatial intelligence, providing opportunity for self expression, supporting creative and critical thinking, and fostering aesthetic appreciation. Dance/ Movement at Kaleidoscope is taught using a conceptual approach whereby the dance concepts of time, space, effort, and body are deeply integrated into the curriculum, especially science and the arts. Dance/ Movement lessons may include structured improvisations, opportunities for students to create dances individually and in small groups, dance technique/ motor skill development, folk dances, and dance/ movement songs and games.

Drama

The drama curriculum emphasizes creative drama to encourage children to produce their own scripts. Drama requires the use of voice and body to communicate thoughts and emotions. Activities can include improvisational activities as well as Readers Theatre, story-telling, script-writing, role-playing, mime, and creating simple costumes, sets and sounds to enhance a performance.

Music

The Kaleidoscope music curriculum, written in 2013, is based on the Orff-Schulwerk philosophy (Music for Children), that views music, movement and speech as an inseparable unit. In Orff, speech refers to the spoken and sung word and may include rhyme, poetry, drama, song and story. Skills and concepts are spiraled through the grade levels around the elements of melody, rhythm, harmony, form and timbre. Singing, speech, body percussion, pitched and non-pitched instruments, listening activities, reading notation, movement, and drama are employed throughout the curriculum. Our music curriculum is integrated within classroom thematic units and conceptual keypoints. Kaleidoscope also provides band daily, before school, in two, forty minute periods for our 5th and 6th graders. Our students commonly enter advanced band and choir in middle and high school, well before their peers.

Visual Arts

The visual arts program at Kaleidoscope adheres to the philosophy of Discipline Based Art Education (Getty Institute). Important components of DBAE include creating and producing art; the study of art's role in work and culture; aesthetic scanning; art critique; and the study of beauty and meaning in art. These components are integrated throughout the curriculum. Skills and techniques are taught and practiced in order to create art in a wide variety of mediums.

Media

Standards for library and information literacy programs at Kaleidoscope are guided by the American Association of School Librarians (AASL) Standards for the 21st Century Learner.

The media program at Kaleidoscope supports all aspects of our curriculum. Successful learners use information technology to think critically, draw conclusions, and create new understandings. Information literacy, using simple and sophisticated technologies, is available at all levels of the curriculum. Each classroom has a small bank of computers for students' use. Our computer lab easily accommodates an entire classroom of learners. In addition, I-pads, laptops, and other personal devices are provided.

Reading is our window to the world. Kaleidoscope's library houses a vibrant collection of high quality fiction and non-fiction materials. The teacher-librarian develops collections to support classroom themes, and collaborates with staff to integrate the library media program into every classroom.

Physical Education/Health

The physical education and health program at Kaleidoscope develops movement skills for lifelong fitness and health. Physical education teaches students the importance of being active throughout their lives. The Physical education teacher collaborates with classroom teachers on Kaleidoscope's yearlong theme and integrates movement activities into key subject areas. This enables students to connect and reinforce prior classroom knowledge while increasing large motor, cardiovascular, and strength skills. Physical education and health instruction is guided by national, state, district and school standards. The Kaleidoscope Lifelong Guidelines are an integral part of every physical education class. All students have two physical education periods weekly for a total of 60-90 minutes. Additionally, upper grade students receive 20-30 minutes of health instruction once each week. The health program provides students with the information and skills needed to make healthy, positive choices throughout their lives.

3. Instructional Methods and Interventions:

The educational philosophy and instructional methods employed at Kaleidoscope explicitly honor and capitalize upon the various ways people observe, process and communicate in our world. Hands-on instructional practices that stretch across disciplines to enhance learning are fundamental to Kaleidoscope's model. Teaching at Kaleidoscope is intentional. A constructivist teacher scaffolds and guides to ensure that all students are engaged in the learning process. The teacher-as-authority relationship with students is minimized in favor of the teacher-as-facilitator of exploration and learning. As a consequence, genuine validation of each child generates reciprocal respect. Children are not mini-adults. They think and reason differently, depending on their stage of development, which is transient. Children learn in different ways and at different rates and our teachers differentiate instruction to meet their varied needs.

The process of inquiry, dialogue and reflection is central to Kaleidoscope's philosophy. It is also an instructional methodology practiced continuously by our teachers. This dynamic process is based on the belief that understanding is constructed when people work and converse with each other to pose and solve problems. This process is interconnected and fluid. Learners move back and forth between inquiry, dialogue and reflection to devise new questions, understandings and perspectives. This learning process is based on the constructivist idea that children learn best by raising questions and comparing new and old experiences (inquiry), collaborating in the process (dialogue), and re-examining and restructuring their views (reflection). We have found these methods to be successful with students of all needs and abilities. In the most recent five years, despite the challenges many of our students face, 90% or more have consistently scored within the proficient or advanced range on statewide assessments in core subject areas.

When students require extra help, Kaleidoscope employs a three-tiered, Response to Intervention model to address their academic and behavioral needs. Tiered intervention, coupled with Curriculum Based Measurement tools for monitoring progress, permit the members of our Intervention Team to match student needs to available options and measure intervention effectiveness. Research validated instructional methods and curriculum are utilized throughout the intervention program. Parents are active participants in reviewing student data and making intervention implementation decisions. Students making insufficient progress at our highest level of general education intervention (Tier III), are referred for special education consideration.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Since the day Kaleidoscope opened its doors to students, academic achievement has consistently been consistent, highly proficient, and recognized on multiple levels. Our school is an Alaskan Reward school which means our students are in the top ten percent of the highest-performing and highest-progress schools in the state. Our school has also earned a five-star rating, the highest rating possible since the star rating system has been in place.

We have multiple successful trends in overall school data and in subgroup disaggregated data. Over the most recent five years we have tested 100 percent of all students eligible. This occurs because of the expectation and agreement parents commit to through a contract that indicates students will participate in state assessments. Eighty-five percent of all students in all grades (3rd-6th) have achieved proficient or advanced in all groups and subgroups on the math portion of our state assessment. Additionally, over the past five years more than fifty percent of all students assessed in math in all grades have scored in the advanced level. This we attribute to the spiraled teaching of specific skills which culminates in enabled students to a strong conceptual understanding over time. Likewise in English Language Arts, students have performed at ninety percent proficiency or higher in our most recent three years of reported data. It is evident in the data that cohorts of students also make continual steady progress and increase achievement over time. This is attained by careful attention to accelerating and individualizing student instruction so that all students continue to show growth.

In many ways, it is much more difficult to maintain high levels of performance consistently over time. Because of our integrated teaching and purposeful focus on the core skills needed to achieve across all disciplines, our students continue to perform at their highest potential on both traditional and non-traditional assessments.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Kaleidoscope uses a variety of assessment tools to inform instruction, apprise parents of student progress, and determine program effectiveness. Some tools serve a single purpose but many serve double or triple duty. Evaluation of the quality of products in student portfolios, and the process that lead to their creation, is a key indicator of student progress. In addition, rubrics, developmental checklists, guided critiques, and teacher-made and curriculum-supplied tests for core academic areas offer quick, frequent snapshots of how each child is performing. These assessments allow teachers to rate student performance against the Alaska Academic Standards as reported to parents quarterly on Kaleidoscope's report card. Teachers meet with parents and their children every quarter to review student portfolios and go over report card results.

Kaleidoscope uses Aimsweb for benchmark data collection and progress monitoring of student performance. Benchmark testing occurs three times each school year with curriculum based measurement probes developed by Aimsweb. Benchmark data, collected in reading and math at all grade levels, offers our staff the ability to monitor every student's progress in core academic skills against national and district norms. Students who fall below the 25th national percentile in one or more benchmarked skills are referred to Kaleidoscope's Intervention Team. The development of an Intervention Plan results in frequent probe administration to monitor the effectiveness of interventions selected. Progress monitoring data is shared with parents at followup meetings for students receiving intensive intervention.

Aimsweb benchmark data is also used by our teachers and principal to assess class, grade and school level growth in basic academic skills. Ed Performance data and the results of the annual Alaska Standards Based Assessments (SBAs) are used in a similar manner. Aggregated Alaska SBA results are reported to the community at large, and in-house parent surveys, collected annually, assess how parents feel we are doing and how our school can improve.

Part VI School Support

1. School Climate/Culture

Student engagement and motivation begins with how human beings treat each other at Kaleidoscope. The adults at Kaleidoscope explicitly model for students, in our school, how we must also interact in various communities we share- our homes, our neighborhoods, and our town. At Kaleidoscope, every interaction starts with a smile and friendly gesture. Our principal greets every parent, child, and visitor who comes to our school. She knows every child by name and strives to make personal, meaningful connections with every family. This extends into the classroom where teachers and students treat each other in a similar manner. We begin each day with our Lifelong Guidelines Pledge that states, “ I promise to be trustworthy, truthful and an active listener too. I will do my personal best and give no put-downs to any of you.” These five guidelines define how all people are expected to interact in our school, including our nearly 200 volunteers who model our Lifelong Guidelines for students as well. Everything we do we do with meaning, purpose and connection to the world we live in. Students, staff, families and community members cooperate to provide a safe, nurturing, enlightening learning environment.

The foundation for student learning at Kaleidoscope is built upon the 21st Century Goals for Schools: Collaboration, Communication, Creativity and Critical Thinking. Our consistent, intentional focus on higher order thinking, innovation and imagination, integrated with the arts and science, increases learning and connections with the real world. It also provides a sense of cohesion among all of us as we are in this learning journey together. Cohesion offers safety and a warm sense of belonging; a condition and a feeling we believe we have achieved at our school.

Kaleidoscope’s organizational model supports teachers in a variety of ways. Teachers work in pairs to team-teach throughout the year. These teacher pairs form close, collaborative bonds, providing intellectual and emotional support. The inter-disciplinary collaboration that is an outgrowth of our yearlong school-wide themes is another way that teachers work with and support each other. Key decisions affecting Kaleidoscope are made through a collaborative, whole-staff approach. Teachers work together to identify and plan for their own staff development needs. Indeed, as a charter school, three teachers sit on the schools governing body, the Academic Policy Committee, and exercise real power over the selection of an administrator, policy development and school configuration. In all of these ways, teachers are empowered and supported at Kaleidoscope.

2. Engaging Families and Community

Without families, we have no children to teach. Our school community exists because the partnership we establish together with our students, our staff, our families and our community. Students are our priority, first and foremost, as individuals who come to us full of potential and passion. We actively invite our parents to join us in providing a learning environment that is the best for all children. Our principal trains parents first as school volunteers and shares our philosophy, approach, and the partnership necessary to be in a healthy school family together. Our teachers personally connect to parents by inviting parents to participate in the act of teaching and modeling learning with students. Volunteers know when they share space with children and staff that their value is immeasurable and immensely appreciated. Volunteers know they are welcome and that ultimately, we will empower parents to be every child’s first teacher. Because of our tight-knit community, volunteers offer their resources to make connections for students in school. We engage local organizations to assist in our development and use of both our inside and outside space. Our students frequent our large outdoor classroom in our school’s habitat and trail that leads to a local creek. Here students make connections between what they learn from one of our most beloved partnerships with the Watershed Forum and the natural ecosystems that exist between the woods, the creek and ultimately the ocean just less than a half mile walk from our front door. We have healthy relationships with our local mayor, city council, hospital, local private businesses, art galleries, visitor centers so that there is an evident connection between what we learn in school and its application to life in a community. Kaleidoscope is grounded in a foundation that only exists in strength because of the relationships and engagement with our families and community. These are the very people that make our school what it is-a

unique, exceptional corner of the Kenai where harmony happens. All people have a voice and are encouraged to participate to keep our school of excellence-excellent! Being named a National Blue Ribbon School would be a tribute to our school's partnership with our community of students, staff, families and local community.

3. Professional Development

Kaleidoscope Charter has developed and implemented a school strategic plan to sharpen our focus and align our staff development decisions. Teachers conduct formative assessments in the classroom on a daily, weekly and monthly basis, then meet in teams, once per week to review what this data reveals. Student portfolios documenting growth are kept for each student. Students not meeting proficiency are monitored through assessments either weekly or bi-monthly. Professional development includes regular weekly discussions and monthly training. We have used consultants to help us to review our instructional practices and learn new instructional techniques. Trainings have been provided using the philosophies of the Susan Kovalik model of Highly Effective Teaching, supplemented by state and local professionals and our own staff members who have designed training in content areas utilizing Highly Effective Teaching practices.

The Kenai Peninsula Borough School District provides regular early release days within our school calendar to support ongoing staff development. Kaleidoscope uses these early release opportunities, as well as other opportunities that we secure for ourselves, to emphasize professional development that is designed to meet the needs of our students, as evidenced by assessment data. For example, our focus this year for professional development has centered on one of our twelve unique features. Because over fifteen percent of our certified staff are new to our school in the last two years, it was most appropriate to provide professional training in the Highly Effective Teaching model. As referenced previously in our application, we utilize the key elements of this model to create a positive learning environment for our students, staff, families and community.

Our professional development committee meets monthly to refine the intentional focus of our school-wide professional development plan. We have found that because students are immersed in a rich, connected learning environment, we continue to have high success in academic achievement. Additionally, as an example of our staff development, we have focused on calibrating our evaluation of writing. This was an excellent use of professional time to collaborate as a staff, adjust rubrics, and align them to the Alaska State Language Arts Standards. In our school's strategic plan, we have identified a curriculum area to review each year so that our professional development aligns to the most current set of standards; and to ensure that we use teaching methods that will connect students to the outcomes we hope to achieve.

4. School Leadership

At Kaleidoscope our leadership is shared. Shared by the Kenai Peninsula School District, our school's Academic Policy committee, our administrator, our staff, and our parents. Each and every one shares and serves in multiple capacities. Our charter school's mission is upheld by a dedicated group of individuals committed to the excellence Kaleidoscope School of Arts and Science offers children on the Kenai. These are the three parent representatives elected by the parents of enrolled students attending our school; the three teacher representatives elected by the full time teachers of our school and the community representative appointed by the members of the Academic Policy committee. This board seven representatives have served from one to four years during a given term and are tasked yearly with maintaining the mission of our school, as well as, approving the annual operating budget, meeting monthly and creating the policies for which our school operates by. Our school administrator ensures the safety, operation, instructional leadership and promoting a healthy culture of our school as a whole by being present with students, teachers and families at every opportunity. Teachers and staff work in unity through committees to make decisions regarding morale, curriculum, professional development, instructional materials needs, art and science, intervention team, and many other ways. Our multiage model in classrooms establishes opportunities for students to also lead in multiple ways in their own classrooms,

with other students in other grade levels, and even with parents and teachers. We all learn and lead together. Without everyone's leadership and dedication to preserving the mission of our school, we would not exist.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Alaska Comprehensive System Student Assessment (CSSA)</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Data Recognition Corporation</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	97	100	86	86	98
Advanced	53	67	61	42	69
Number of students tested	36	33	36	36	35
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	100	100	71	70	100
Advanced	38	83	71	30	50
Number of students tested	8	6	7	10	2
2. Students receiving Special Education					
Proficient and above	89	100	50	40	100
Advanced	22	67	40		33
Number of students tested	9	3	10	5	3
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above	100	100	100		
Advanced		75	100		
Number of students tested	3	4	1		
5. African- American Students					
Proficient and above				100	
Advanced					
Number of students tested				1	
6. Asian Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above	100	100		100	100
Advanced	33	50		75	25
Number of students tested	3	2		4	4
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above		100	50		
Advanced		100			
Number of students tested		1	2		
9. White Students					
Proficient and above	96	100	90	89	97
Advanced	54	70	67	41	74
Number of students tested	26	23	30	29	31
10. Two or More Races identified Students					
Proficient and above	100	100	66		
Advanced	100	33	33		
Number of students tested	4	3	3	2	
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Any areas left blank indicate no scores equivalent to the category specified and/or no students in the given category. In some cases the data is representative of less than ten percent of the total enrollment so that the trend could be visible during review.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Alaska Comprehensive System Student Assessment (CSSA)</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Data Recognition Corporation</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	87	94	89	97	88
Advanced	56	50	46	69	56
Number of students tested	36	36	37	36	34
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	67	100	92	100	88
Advanced	50	56	46	33	50
Number of students tested	6	9	13	3	8
2. Students receiving Special Education					
Proficient and above	50	76	60		40
Advanced	25	13	20		
Number of students tested	4	8	5		5
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above	100	100			
Advanced	75	50			
Number of students tested	4	2			
5. African- American Students					
Proficient and above			100		
Advanced					
Number of students tested			1		
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above	100	100	100	100	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced	50	100	50		100
Number of students tested	2	1	4	4	2
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					100
Advanced					
Number of students tested		1			1
9. White Students					
Proficient and above	85	96	90	97	86
Advanced	50	55	50	78	52
Number of students tested	26	29	30	32	29
10. Two or More Races identified Students					
Proficient and above	75	100	50		100
Advanced	75				100
Number of students tested	4	3	2		2
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Any areas left blank indicate no scores equivalent to the category specified and/or no students in the given category. In some cases the data is representative of less than ten percent of the total enrollment so that the trend could be visible during review.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Alaska Comprehensive System Student Assessment (CSSA)</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Data Recognition Corporation</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	85	92	93	83	79
Advanced	53	63	55	58	61
Number of students tested	38	41	42	36	44
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	100	94	100	84	77
Advanced	45	67	33	67	54
Number of students tested	11	5	6	6	13
2. Students receiving Special Education					
Proficient and above	66	67	100	40	28
Advanced	22	17			14
Number of students tested	9	6	1	5	7
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above	100	100	50		100
Advanced	50	100	50		100
Number of students tested	2	1	2		1
5. African- American Students					
Proficient and above			100	100	
Advanced					
Number of students tested			1	1	
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above	100	100	100	75	60

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced	100	100		50	40
Number of students tested	1	3	1	4	5
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above				100	
Advanced					
Number of students tested	1			1	
9. White Students					
Proficient and above	87	91	92	83	81
Advanced	57	64	63	60	64
Number of students tested	30	33	35	30	36
10. Two or More Races identified Students					
Proficient and above	75	100	100	100	100
Advanced	25	33		100	50
Number of students tested	4	3	1	1	2
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Any areas left blank indicate no scores equivalent to the category specified and/or no students in the given category. In some cases the data is representative of less than ten percent of the total enrollment so that the trend could be visible during review.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Alaska Comprehensive System Student Assessment (CSSA)</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Data Recognition Corporation</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	97	97	92	76	79
Advanced	64	56	75	66	50
Number of students tested	33	32	24	29	24
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	91	100	100	70	66
Advanced	64	40	60	40	44
Number of students tested	11	5	5	10	9
2. Students receiving Special Education					
Proficient and above	50	100	60	43	33
Advanced			40	14	33
Number of students tested	2	1	5	7	3
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above	100	100	100		
Advanced	100	100	100		
Number of students tested	1	2	2		
5. African- American Students					
Proficient and above		100			
Advanced					
Number of students tested		1			
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above	100	100	100	50	66

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced	100		80	50	33
Number of students tested	2	3	5	4	3
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	100	96	95	78	81
Advanced	64	67	78	65	52
Number of students tested	25	24	18	23	21
10. Two or More Races identified Students					
Proficient and above	80	100		100	
Advanced	40			100	
Number of students tested	5	2	1	2	
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Any areas left blank indicate no scores equivalent to the category specified and/or no students in the given category. In some cases the data is representative of less than ten percent of the total enrollment so that the trend could be visible during review.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Alaska Comprehensive System of Student Assessment (CSSA)</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Data Recognition Corporation</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient plus Advanced	94	95	89	86	100
Advanced	61	71	61	53	69
Number of students tested	36	34	36	36	35
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient plus Advanced	100	100	71	80	100
Advanced	63	83	57	60	
Number of students tested	8	6	7	10	2
2. Students receiving Special Education					
Proficient plus Advanced	89	33	60	20	100
Advanced	33	33	30		
Number of students tested	9	3	10	5	3
3. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient plus Advanced	66	100	100		
Advanced	33	50	100		
Number of students tested	3	4	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		100	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced	67	100		100	100
Number of students tested	3	2		4	4
8. Native Hawaiian or other Pacific Islander Students					
Proficient plus Advanced		100	50		
Advanced		100			
Number of students tested		1	2		
9. White Students					
Proficient plus Advanced	97	92	97	90	100
Advanced	62	71	70	52	77
Number of students tested	26	24	30	29	31
10. Two or More Races identified Students					
Proficient plus Advanced	100	100	33	50	
Advanced	75	67			
Number of students tested	4	3	3	2	
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: Any areas left blank indicate no scores equivalent to the category specified and/or no students in the given category. In some cases the data is representative of less than ten percent of the total enrollment so that the trend could be visible during review.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Alaska Comprehensive System Student Assessment (CSSA)</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Data Recognition Corporation</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	95	92	90	100	91
Advanced	56	39	41	67	54
Number of students tested	36	36	37	36	35
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	67	100	67	100	88
Advanced	67	44	54	33	63
Number of students tested	6	9	13	3	8
2. Students receiving Special Education					
Proficient and above	75	63	20		40
Advanced	25				
Number of students tested	4	8	5		5
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above	100	100			
Advanced	75	100			
Number of students tested	4	2			
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested				1	
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above	100	100	100	100	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced	50		50	20	67
Number of students tested	2	1	4	4	3
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					100
Advanced					
Number of students tested		1			1
9. White Students					
Proficient and above	96	96	93	100	90
Advanced	50	41	43	72	52
Number of students tested	26	29	30	32	29
10. Two or More Races identified Students					
Proficient and above	75	67	50		100
Advanced	75				100
Number of students tested	4	3	2		2
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Any areas left blank indicate no scores equivalent to the category specified and/or no students in the given category. In some cases the data is representative of less than ten percent of the total enrollment so that the trend could be visible during review.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Alaska Comprehensive System Student Assessment (CSSA)</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Data Recognition Corporation</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	95	90	95	97	90
Advanced	50	49	55	50	45
Number of students tested	38	41	42	36	44
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	100	94	100	100	84
Advanced	27	27	33	50	38
Number of students tested	11	15	6	6	13
2. Students receiving Special Education					
Proficient and above	77	50	100	80	43
Advanced	33				
Number of students tested	9	6	1	5	7
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above	100	100	100		100
Advanced	100	100	50		
Number of students tested	2	1	2		1
5. African- American Students					
Proficient and above			100		
Advanced					
Number of students tested			1		
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above	100	100	100	100	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced		67		50	20
Number of students tested	1	3	3	4	5
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above				100	
Advanced					
Number of students tested	1			1	
9. White Students					
Proficient and above	97	97	100	97	89
Advanced	50	52	63	50	47
Number of students tested	30	33	35	30	36
10. Two or More Races identified Students					
Proficient and above	100	33	100	100	100
Advanced	50			100	100
Number of students tested	4	3	1	1	2
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Any areas left blank indicate no scores equivalent to the category specified and/or no students in the given category. In some cases the data is representative of less than ten percent of the total enrollment so that the trend could be visible during review.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Alaska Comprehensive System Student Assessment (CSSA)</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Data Recognition Corporation</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	94	97	96	86	100
Advanced	67	59	58	55	50
Number of students tested	33	32	24	29	24
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	91	100	100	90	100
Advanced	82	20	20	10	22
Number of students tested	11	5	5	10	9
2. Students receiving Special Education					
Proficient and above	50	100	80	57	100
Advanced				14	
Number of students tested	2	1	5	7	3
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above	100	100			
Advanced	100	50			
Number of students tested	1	2			
5. African- American Students					
Proficient and above		100			
Advanced					
Number of students tested		1			
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above	100	100	100	75	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced	50		60		
Number of students tested	2	3	5	4	3
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	100	96	100	87	100
Advanced	72	75	61	61	57
Number of students tested	25	24	18	23	21
10. Two or More Races identified Students					
Proficient and above	60	100		100	
Advanced	40			100	
Number of students tested	5	2	1	2	
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Any areas left blank indicate no scores equivalent to the category specified and/or no students in the given category. In some cases the data is representative of less than ten percent of the total enrollment so that the trend could be visible during review.