

# DISTRICT REPORT CARD for 2014-2015 SCHOOL YEAR

**District:** Kenai Peninsula Borough School District

This District Report Card presents information about the district’s performance for the 2014-2015 school year. The new Alaska Measures of Progress assessments in English language arts and mathematics were given for the first time in spring 2015. These two new assessments replaced the former Standards Based Assessments (SBAs) in reading, writing and mathematics.

A new reporting category beginning in 2014-2015 is the “Active Duty” category. This category identifies whether the student has a parent/guardian on active duty in any branch of the uniformed services of the United States, the Alaska National Guard, the Alaska Naval Militia, or the Alaska State Defense Force. In 2014, the Legislature amended AS 14.03.120 as part of HB 278. The State Board of Education subsequently amended regulations 4 AAC 06.895(l) and 4 AAC 06.899 creating and defining the subgroup for “students from families on active military duty” and requiring reporting by this subgroup on school, district, and state report cards.

For 2014-2015, districts received an Accountability Indicators Report that reports the percentage of full-academic year students in the district and state that met the standards (at achievement Levels 3 and 4) in English language arts and mathematics, along with the participation rates, attendance rates, and graduation rates for all students and subgroups. A copy of that report is found at the end of this District Report Card.

More information about the accountability system for schools and districts can be found on the Department of Education & Early Development website at: <https://education.alaska.gov>.

- Click on the green Accountability star, then the 2014-2015 Accountability tab to find the Accountability Indicators Reports.
- Click on the orange Support star to find information about how schools and districts are supported in writing and implementing school improvement plans.

The District Report Card and individual School Report Cards are available:

EED- District Report Card Link: <https://education.alaska.gov/ReportCardToThePublic/Report/2014-2015/24>

KPBSD - District Report Cards <http://www.kpbsd.k12.ak.us/departments.aspx?id=46>

## Information on Qualifications of Teachers in the District

Teacher Qualifications				
Number of Teachers With Highest Degree:	Bachelors	Masters	Ed Specialist	Doctorate
	266	490	0	1

Percentage of Classes Taught by Highly Qualified Teachers		State Target: 100%
All District Schools	Low-Poverty Schools	High-Poverty Schools
89%	91%	76%

The percentage of teachers in the district teaching with an Emergency Teacher Certificate is 0%. Alaska does not issue emergency certificates to teachers.

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

### Information about Student Achievement Results

The charts on the next two pages show the achievement results of all students who took the English language arts, mathematics, and science assessments in 2015.

<b>Number of newly arrived LEP students exempted from taking the English Language Arts test:</b>	11
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### Schools Designated as Priority, Focus, or 1- or 2-star Schools

For 214-2015, there will be no Alaska School Performance Index (ASPI) reports as the accountability system has been “paused” for the new assessments. The ASPI star rating and school designation as Priority, Focus, or 1- or 2-star schools reported below are the same as those for the 2013-2014 school year.

**Percentage of District Schools receiving 1 or 2 Star Rating in 2013-2014:**

0.04%

School Name	ASPI Star Rating 2013-2014	Priority or Focus School	Title I School (Yes/No)
Marathon School	*	No	No
Tebughna School	**	No	Yes

## National Assessment of Education Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the only national test of what students know and can do. The Elementary and Secondary Education Act requires state participation in NAEP reading and mathematics assessments in grades 4 and 8 every other year so that NAEP can serve as the common measure of student achievement.

NAEP does not test each fourth or eighth grader in the state. A representative sample of schools is chosen to participate in the NAEP. No NAEP individual results are given for students or schools; only statewide results are reported. NAEP scores can be used to compare Alaska to the nation and to other states.

NAEP assessments are designed to assess NAEP standards, also known as NAEP frameworks. NAEP does not assess students on the Alaska reading or mathematics standards. The Alaska Measures of Progress (AMP) assessments are designed to assess Alaska reading and math standards, and are administered to all students. More information about the NAEP in Alaska can be found in <http://education.alaska.gov/tls/assessment/naep.html>.

There are three achievement levels for each grade assessed by NAEP: Basic, Proficient, and Advanced. Proficient on the NAEP indicates students “have demonstrated competency over challenging subject matter.” The following definitions apply to all subjects and all grades assessed by NAEP:

Achievement-Level Policy Definitions	
<b>Basic</b>	<b>Partial mastery</b> of prerequisite knowledge and skills that are fundamental for proficient work at each grade. Students who do not reach this level of proficiency are reported as Below Basic.
<b>Proficient</b>	<b>Solid academic performance</b> for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
<b>Advanced</b>	<b>Superior performance.</b>

The charts on the following pages show how Alaska students’ scores on the NAEP assessments compared to the public school students’ scores nationally.

**Note: NAEP data is available on the Department of Education & Early Development website at:** <http://education.alaska.gov/tls/assessment/naep.html>.

NAEP 2015 Grade 4 Reading	% Advanced		% Proficient		% Basic		% Below Basic	
Student Subgroup	National Public	Alaska						
All students	8	6	27	24	33	31	32	39
White	11	10	34	32	33	33	21	24
Black	2	6	16	19	33	32	49	44
Hispanic	3	5	17	23	33	34	46	38
Asian/Pacific Islander	19	5	34	18	28	34	19	43
American Indian/Alaska Native	4	1	17	9	31	24	47	66
Eligible for National School Lunch Program	10	5	29	25	34	35	28	35
Students with Disabilities	3	2	18	15	34	28	44	54
English Language Learners	2	3	10	6	21	14	67	78

# Rounds to zero

NAEP 2015 Grade 4 Reading Participation Rate Percentages	National Public	Alaska
Students with Disabilities	87	93
English Language Learners	93	96

NAEP 2015 Grade 8 Reading	% Advanced		% Proficient		% Basic		% Below Basic	
Student Subgroup	National Public	Alaska						
All students	3	3	29	29	42	39	25	29
White	4	5	38	41	42	40	16	14
Black	1	#	14	13	43	49	42	37
Hispanic	1	1	19	30	45	45	35	25
Asian/Pacific Islander	9	1	41	19	35	46	15	33
American Indian/Alaska Native	2	#	21	8	42	31	36	60
Eligible for National School Lunch Program	4	3	31	36	41	42	23	20
Students with Disabilities	1	1	19	16	44	38	36	45
English Language Learners	#	#	7	6	28	24	64	69

# Rounds to zero

NAEP 2015 Grade 8 Reading Participation Rate Percentages	National Public	Alaska
Students with Disabilities	87	89
English Language Learners	90	93

NAEP 2015 Grade 4 Math	% Advanced		% Proficient		% Basic		% Below Basic	
Student Subgroup	National Public	Alaska						
All students	7	6	32	29	42	43	19	22
White	10	9	41	38	39	41	10	11
Black	1	1	17	13	46	47	35	39
Hispanic	3	4	23	26	47	48	27	22
Asian/Pacific Islander	22	5	39	22	29	46	10	28
American Indian/Alaska Native	2	1	21	16	47	41	30	42
Eligible for National School Lunch Program	9	8	35	34	41	43	15	14
Students with Disabilities	2	2	22	19	48	47	28	33
English Language Learners	2	1	14	10	38	35	46	55

# Rounds to zero

NAEP 2015 Grade 4 Math Participation Rate Percentages	National Public	Alaska
Students with Disabilities	89	91
English Language Learners	95	97

NAEP 2015 Grade 8 Math	% Advanced		% Proficient		% Basic		% Below Basic	
Student Subgroup	National Public	Alaska						
All students	8	7	24	25	38	39	30	29
White	10	11	32	35	39	41	19	14
Black	1	2	11	15	35	41	53	42
Hispanic	3	5	16	21	41	45	40	29
Asian/Pacific Islander	25	4	33	22	28	41	14	34
American Indian/Alaska Native	3	2	16	11	38	33	43	54
Eligible for National School Lunch Program	9	8	26	27	38	39	28	26
Students with Disabilities	2	2	15	15	40	39	42	44
English Language Learners	1	1	6	5	24	24	68	70

# Rounds to zero

NAEP 2015 Grade 8 Math Participation Rate Percentages	National Public	Alaska
Students with Disabilities	90	89
English Language Learners	93	93

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

District: Kenai Peninsula Borough School District

Alaska Measures of Progress (AMP) - 2015 Summative Assessment  
Percentage of FAY<sup>1</sup> Students Achieving Level 3 or Level 4 - District and State Achievement<sup>2</sup>

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

Subgroup	Participation Rate			Attendance Rate		Graduation Rate		
	Enrolled	Rate (%)	Target Met? <sup>4</sup>	Rate (%)	Target Met? <sup>4</sup>	4-Year Rate	5-Year Rate	Target Met? <sup>4</sup>
All Students	5,292	96.35%	Yes	92.71%	No	81.73%	86.26%	No
African American	23	95.65%	Yes	93.96%	No	66.67%	100.00%	Yes
Alaska Native/American Indian	520	98.08%	Yes	90.91%	No	72.86%	78.57%	No
Asian/Pacific Islander	85	98.82%	Yes	94.29%	No	92.31%	92.86%	Yes
Hispanic	233	96.14%	Yes	92.60%	No	78.57%	93.33%	Yes
Two or More Races	501	96.81%	Yes	92.49%	No	71.43%	91.43%	Yes
White	3,930	96.03%	Yes	92.94%	No	83.53%	86.29%	No
Economically Disadvantaged	2,139	97.38%	Yes	91.43%	No	70.21%	75.95%	No
Students with Disabilities <sup>3</sup>	933	97.32%	Yes	91.69%	No	65.98%	59.21%	No
Limited English Proficient <sup>3</sup>	197	98.48%	Yes	91.30%	No	100.00%	62.50%	Yes

Notes:

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