

General Information Items for the Board of Education





KENAI PENINSULA BOROUGH SCHOOL DISTRICT

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SCHOOL BOARD COMMUNICATION

Title:	Annual Assessment Report		
Date:	8/22/14	Item Number:	General Information
Administrator:	Tim Vlasak, Director K-12 Schools, Federal Programs and Assessments through Sean Dusek, Assistant Superintendent of Instruction <i>Sean Dusek</i>		
Attachments:	Assessment Report.....		

Action Needed For Discussion Information Other: _____

BACKGROUND INFORMATION

The Annual Assessment Report is a compilation of data provided to school board members and the public that is then disaggregated to produce the District and School Reports Cards to the Public in compliance with BP 0510 School District Report Card.

ADMINISTRATIVE RECOMMENDATION

Kenai Peninsula Borough School District

Student Assessment Results

2013 - 2014 School Year

Public Copy



Steve Atwater, Ph.D.
Superintendent
September 8, 2014

2013/2014 School Board Committee Members

Joe Arness
Marty Anderson
Dan Castimore
Liz Downing
Sunni Hilts
Lynn Hohl
Bill Holt
Tim Navarre
Penny Vadla

Evan Boyer
Student Representative

District Staff

Dr. Steve Atwater, Superintendent
Sean Dusek, Assistant Superintendent
Dave Jones, Assistant Superintendent
Tim Vlasak, Director, K-12 Schools, Federal Programs, Assessments
Dr. Christine Ermold, Director of Elementary Education

The District wide Assessment Program 2013/2014 School Year

Each year, the Kenai Peninsula Borough School District assesses student achievement using a variety of measures: the Analytic Writing Assessment, the Standards Based Assessments, the High School Graduation Qualifying Exam and Work Keys. These tests measure skills, knowledge, and performance in different ways. The test results are reported to the public, the Board of Education, teachers, parents, and students. The information about program and individual learner strengths is used at the building and classroom levels to develop instructional goals for improvement. The Kenai Peninsula Borough School District administered the following assessments during the 2013/2014 school year:

Instrument	Grades/Levels	Time to Administer	Dates
Kindergarten Developmental Profile	Kindergarten Grade 1	Time Limit Not Set	August 22 – September 20, 2013
Aimswest TEL-CBM, R-CBM, MAZE	Kindergarten Grades 1 - 5	30 – 60 minutes	Fall, Winter Spring
Analytic Writing Assessment	Grades 5, 7, 9	Three 45-minute sessions (one session each day)	Dec 2 – 13, 2013
Standards Based Assessment	Grades 3 - 9 Reading, Writing, Math	Not Timed 2 – 3 hours/each test (over 3 days)	April 1 – 3, 2014 Makeups April 4 – 10, 2014
Standards Based Assessment & HSGQE Grade 10	Grade 10	Time Limit Not Set 2 – 3 hours/each test (over 3 days)	April 1 – 3, 2014 No Makeups
Alaska High School Graduation Qualifying Examination Retest	Grades 11, 12 (taken each year until passed) Reading, Writing, Math	Time Limit Not Set 2 – 3 hours/each test (over 3 days)	October 1 – 3, 2013 April 1 – 3, 2014
Science Standards Based Assessment	Grades 4, 8, 10	Not Timed	April 8, 2014
ELP (English Language Proficiency)	Grades K-12	Not Timed	Feb 10 – Mar 3, 2014
Workkeys	Grades 11	3 Timed Sessions Reading, Math & Locating Information	Sep 01 – Dec. 13, 2013
Performance Series	Grades 5 and 7	Not timed	Fall, Winter, Spring

The District wide Assessment Program 2014/2015 School Year (Current year)

Each year, the Kenai Peninsula Borough School District assesses student achievement using a variety of measures: the Analytic Writing Assessment (AWA), the Science SBA (grades 4, 8 & 10), and new this year is the Alaska Measure of Progress (AMP) which replaces the SBA for students in grades 3 – 10. Also new this year, all students in grade 11 will be required to take one of the following: ACT, SAT or Work Keys. These tests measure skills, knowledge, and performance in different ways. The test results are reported to the public, the Board of Education, teachers, parents, and students. The information about program and individual learner strengths is used at the building and classroom levels to develop instructional goals for improvement. The Kenai Peninsula Borough School District will administer the following assessments during the 2014/2015 school year:

		2014-2015 Assessment Calendar											
		Assessment	August	September	October	November	December	January	February	March	April	May	
DISTRICT		AIMS	Sept 1 - 19 Grades K - 5					Jan. 1 - 30 Grades K - 5				May 1 - 15 Grades K - 5	
		Performance Series	Aug. 20 - Sept 12 Grades 6 - 8					Jan. 1 - 30 Grades 6 - 8				May 1 - 15 Grades 6 - 8	
		Analytic Writing Assessment					Dec 1 - 12 Grades 5, 7, 9	Scoring Jan. 29th					
STATE	College & Career Readiness	Kindergarten Development Profile	Aug. 19 - Sept. 19 Kindergarten										
		WorkKeys	All 11th Grade students must register Schools will advise on choosing appropriate assessment.				Nov. 10 - Feb. 13 Grade 11				Make-up April 1 Grade 11		
	ACT							Mar. 3 Grade 11					
	SAT							Feb. 25 Grade 11		Make-up Apr. 29 Grade 11			
	AP										May 4 - 15 Grades 11 - 12		
		AMP							March 31 - May 1 Grades 3 - 10				
		Alaska Science Assessment							Mar 30 - Apr 10 Grades 4, 8, 10				
	Alternate Assessment							March 16 - May 1 Grades 3 - 10					
FEDERAL		English Language Proficiency						Feb. 9 - Mar 6 Grades K - 12					
		NAEP						Jan 26 - Mar 6 Grades 4 & 8					

AMP – Alaska Measure of Progress – Online Assessment within a 5 week window. Language Arts/Mathematics for all students in grades 3 - 10 (replaces the SBA).

Work Keys – ACT - SAT One is required for all students in Grade 11 and any students in Grade 12 who have taken one of the CCR assessments. This is a graduation requirement.

HSGQE has been repealed as of July 1, 2014

Science SBA – required for students in Grades 4, 8 & 10

Analytic Writing Assessment

Analytic scoring is based on the premise that it is possible to define the components of good writing and that a piece of writing may be excellent in one respect while revealing significant weaknesses in others. For example, a paper may be mechanically sound with exceptional vocabulary but weak in the areas of ideas and organization.

Analytic scoring involves isolating and defining the characteristics of writing and then scoring these characteristics individually. This approach is appropriate when measuring the students' abilities to deal with the individual components of writing: ideas and content, organization, voice and tone, word choice, sentence structure, and writing conventions (punctuation, etc.). The results of the writing assessment offer students specific information about their strengths and weaknesses and provide instructors with specific, comprehensive guidelines for instruction.

A four point scoring rubric (guideline) is used to analyze each student's paper based on the following six traits: ideas and content, organization, voice/tone, word choice, sentence structure, and writing conventions.

Ideas and Content: The degree to which the paper clarifies its purpose and conveys ideas that hold the reader's attention.

Organization: The degree to which the writer develops the central idea or theme and organizes the material to enhance the reader's understanding of the topic.

Voice/Tone: The degree to which the writer seems sincere, candid, and committed to the topic; that is, the style in which the writer speaks to the reader.

Word Choice: The degree to which the writer selects interesting and precise words to convey the intended message.

Sentence Structure: The degree to which the writer uses strong and varied sentence structure.

Writing Conventions: The degree to which the writer uses correct grammar, capitalization, punctuation, usage, spelling, and paragraphing.

Two raters score each paper independently. A score may range from 1 to 5. The two scores are averaged, and the result is the paper's final score. The mean score is 2.5.

The composite score is an average of the six component scores.

School	Number of Students	Ideas and Content	Organization	Effective Word Choice	Voice Tone Flavor	Writing Conventions	Sentence Structure	Composite Score
Aurora Borealis	24	2.10	2.40	3.15	3.13	2.23	2.77	2.63
Chapman	12	2.92	2.71	3.08	3.04	2.54	2.63	2.82
Connections	12	2.17	2.17	2.54	2.46	2.00	2.17	2.25
Cooper Landing	1							
Fireweed Academy	12	2.92	2.79	3.25	3.13	2.38	2.67	2.85
Hope	1	2.50	2.50	2.50	2.50	2.00	3.50	2.58
Kachemak Selo	6	2.08	1.67	2.42	2.33	1.75	1.33	1.93
Kaleidoscope	38	2.53	2.50	2.88	2.95	2.49	2.45	2.63
McNeil Canyon	25	3.00	2.92	3.16	3.06	2.56	2.72	2.90
Moose Pass	2							
Mt. View	65	2.34	2.18	2.59	2.68	2.17	2.29	2.37
Nanwalek	3	1.50	2.17	1.67	1.83	1.50	1.67	1.72
Nikiski North Star	61	2.34	2.32	2.62	2.73	2.43	2.30	2.46
Nikolaevsk	7	2.14	1.93	2.36	2.21	2.14	2.00	2.13
Ninilchik	9	2.22	2.39	2.67	2.67	2.44	2.33	2.45
Port Graham	1							
Razdolna	8	2.56	2.44	2.56	2.75	2.19	2.13	2.44
Redoubt	63	2.48	2.37	2.63	2.69	2.34	2.27	2.46
SB English	3	2.83	2.67	2.83	2.83	3.00	2.50	2.78
Seward El	46	2.65	2.71	2.95	2.83	2.49	2.50	2.69
Soldotna Elementary	31	2.31	2.37	2.58	2.74	2.44	2.34	2.46
Soldotna Montessori	25	2.52	2.48	2.78	2.50	2.32	2.28	2.48
Tebughna	2							
Tustumena	24	2.54	2.29	2.85	2.60	2.23	2.25	2.46
Voznesenka	5	2.30	1.80	2.00	2.40	1.70	1.60	1.97
District	486	2.46	2.40	2.75	2.75	2.33	2.35	2.51

*The results can not be published without releasing personally identifiable information.

**No students in this grade this school year.

School	Number of Students	Ideas and Content	Organization	Effective Word Choice	Voice/Tone/Flavor	Sentence Structure	Writing Conventions	Composite Score
Aurora Borealis	18	2.92	2.83	3.14	2.97	2.67	2.28	2.80
Chapman	12	2.63	2.71	2.83	2.58	2.71	2.46	2.65
Connections	27	2.50	2.43	2.89	2.76	2.44	2.35	2.56
Cooper Landing	1							
Homer Middle	89	2.60	2.41	2.97	2.43	2.30	2.24	2.49
Hope	1							
Kachemak Selo	5	2.60	2.60	2.70	2.30	2.20	2.20	2.43
Kenai Middle	130	2.52	2.38	2.87	2.53	2.32	2.18	2.47
Nanwalek	3	2.33	2.50	2.50	1.83	1.83	2.33	2.22
Nikiski Middle/High	66	2.39	2.47	2.79	2.47	2.17	1.98	2.38
Nikolaevsk	2							
Ninilchik	10	2.55	2.80	3.10	2.95	2.65	2.15	2.70
Port Graham	1	1.50	2.00	2.00	2.50	3.00	2.00	2.17
Razdolna	9	2.56	2.44	2.67	2.33	2.22	1.83	2.34
River City Academy	14	2.29	2.43	2.75	2.36	2.21	1.96	2.33
SB English	1							
Seward Middle	27	2.61	2.69	2.87	2.43	2.19	2.15	2.49
Soldotna Middle	172	2.59	2.61	2.83	2.40	2.44	2.31	2.53
Tebughna	2							
Voznesenka	11	2.50	2.59	3.18	2.50	2.14	2.05	2.49
District	601	2.55	2.51	2.87	2.48	2.34	2.20	2.49

*The results can not be published without releasing personally identifiable information.

**No students in this grade this school year.

School	Number of Students	Ideas and Content	Organization	Effective Word Choice	Voice/Tone/Flavor	Sentence Structure	Writing Conventions	Composite Score
Connections	23	2.59	2.72	2.89	2.80	2.50	2.35	2.64
Cooper Landing	1							
Homer High	94	3.07	2.93	3.34	3.08	2.97	2.75	3.02
Hope	1							
Kachemak Selo	3	3.00	3.00	2.50	3.00	2.50	2.33	2.72
Kenai Central HS	137	2.70	2.55	2.97	2.62	2.44	2.09	2.56
Nanwalek	4	2.63	2.38	3.00	2.63	2.25	1.75	2.44
Nikiski Middle/High	62	2.64	2.50	2.97	2.73	2.46	2.27	2.59
Nikolaevsk	3	2.83	2.67	3.17	2.67	2.83	2.17	2.72
Ninilchik	13	2.58	2.31	2.85	2.58	2.50	2.23	2.51
Port Graham	2							
Razdolna	4	2.63	2.50	2.75	2.50	2.50	2.38	2.54
River City Academy	15	2.63	2.40	2.87	2.60	2.27	2.00	2.46
SB English	4	3.00	2.75	3.13	3.00	2.63	1.88	2.73
Seward HS	36	2.61	2.51	2.93	2.68	2.40	2.26	2.57
Skyview	46	2.63	2.46	2.96	2.61	2.30	2.17	2.52
Soldotna HS	153	2.83	2.75	3.17	2.82	2.63	2.43	2.77
Tebughna	4	1.88	1.50	1.50	1.75	1.13	1.13	1.48
Voznesenka	8	3.00	2.94	3.19	2.94	2.88	2.56	2.92
District	613	2.77	2.64	3.06	2.76	2.56	2.32	2.68

*The results can not be published without releasing personally identifiable information.

**No students in this grade this school year.

Standards Based Assessment & High School Graduation Qualifying Exam

Alaska Standards Based Assessments and the Alaska High School Graduation Qualifying Examination are state mandated assessments consisting of three tests: reading, writing, and mathematics. Students take the Standards Based Assessments in grades 3 through 10. Students have multiple opportunities to take the High School Graduation Qualifying Examination beginning in grade 10.

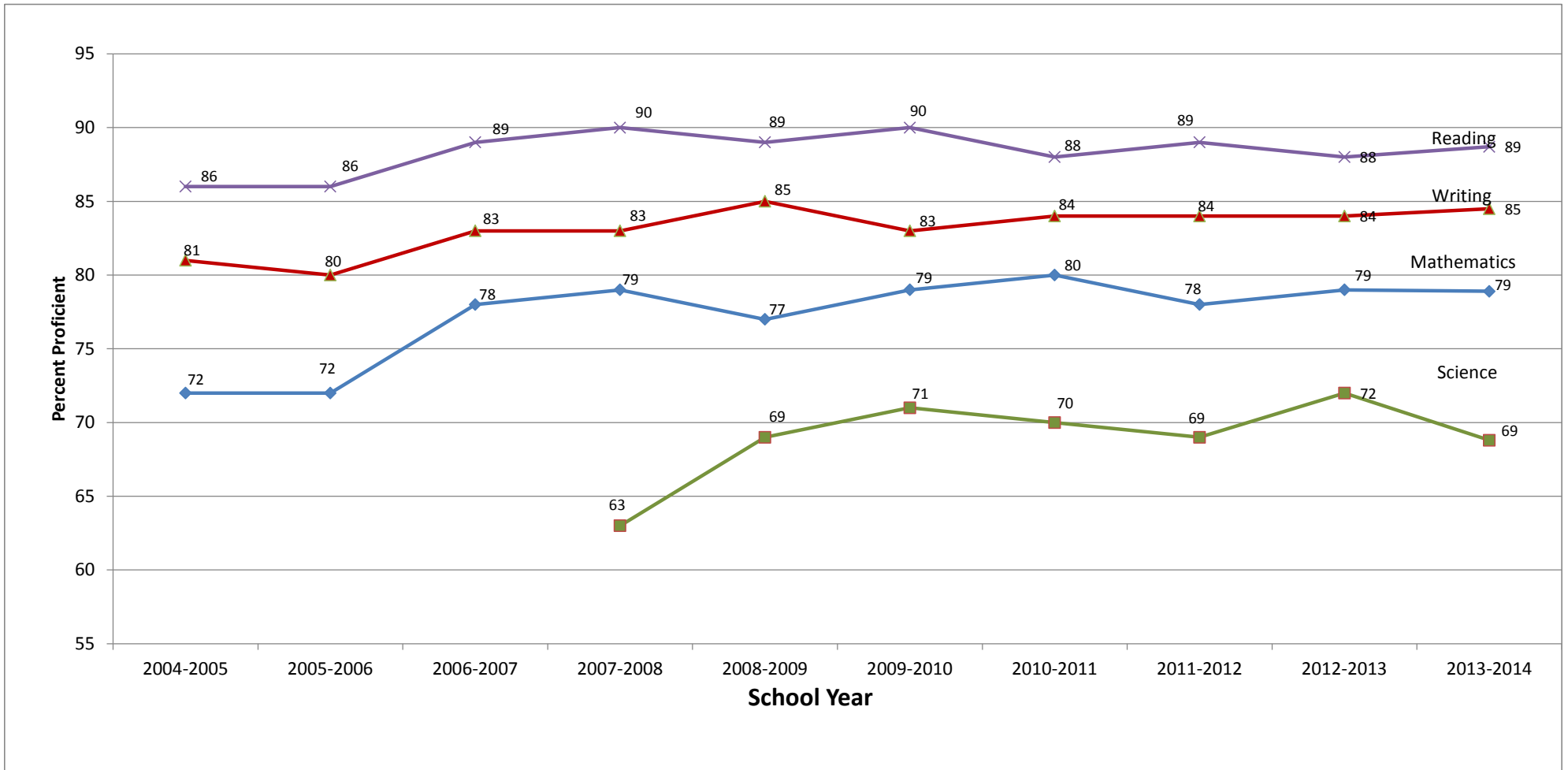
The Standards Based Assessments and the High School Graduation Qualifying Examination are a type of criterion-referenced test. The questions on each test are based on the Alaska Student Performance Standards in reading, writing, and mathematics. There are three types of questions in each of the three tests: multiple-choice, short constructed response, and extended constructed response.

Science Standards Based Assessment is also a criterion-referenced test for grades 4, 8 and 10. The questions on each test are based on the Alaska Student Performance Standards/Grade Level Expectations in Science. The Science SBA contains multiple-choice, short constructed response and extended constructed response questions.

Historical District SBA Proficiency Data 2005 - 2014

Reading - Writing - Math tested in Grades 3 - 10

Science tested in Grades 4, 8 & 10



(Includes All Students in Grades 3 - 10 with one or more valid scores in R, W, M)

Science Assessment required for students in Grades 4, 8 & 10 only

Data extracted from DIASA - Not AYP specific (does not exclude FAY or include exited LEP/IEP students from past two years)

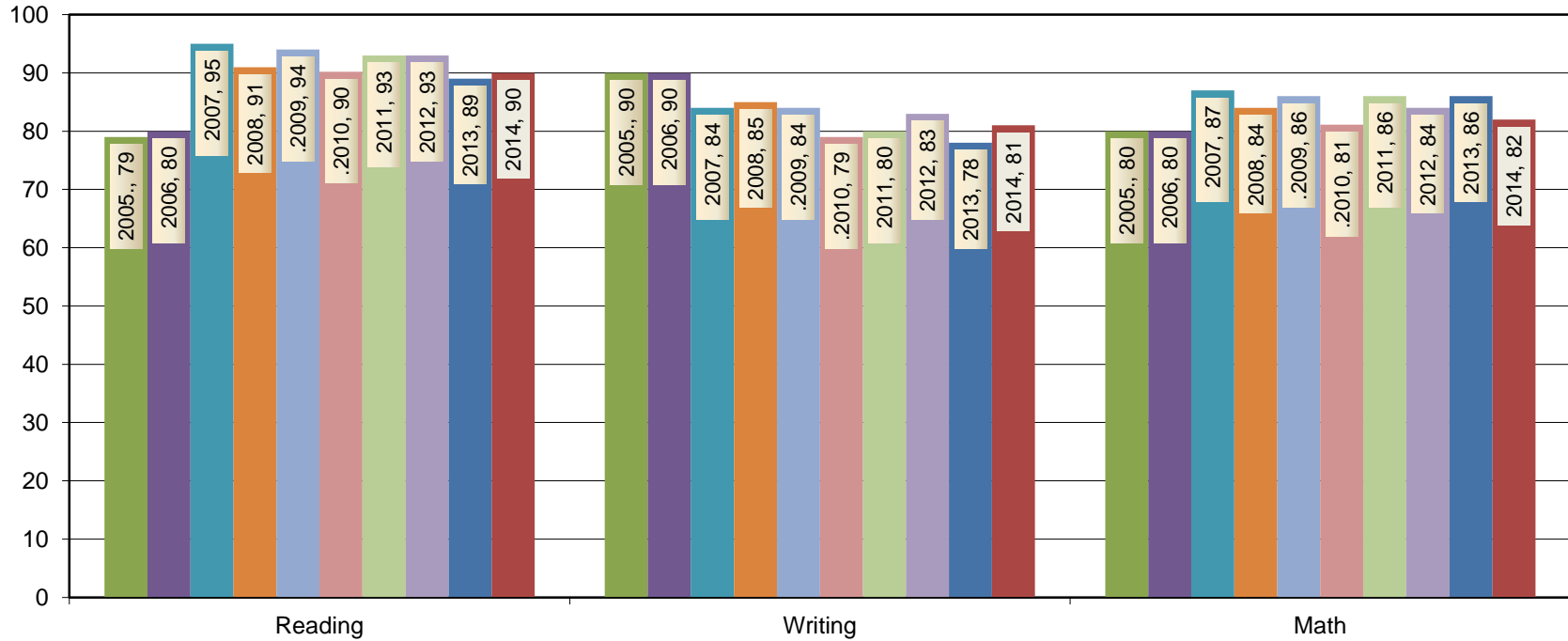
High School Graduation Qualifying Exam

Number and Percent of Tenth Graders Proficient

Spring 2005 - 2014

	2003		2004		2005		2006		2007		2008		2009		2010		2011		2012		2013		2014	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Reading	584	76	606	78	613	79	599	80	706	95	749	91	695	94	703	90	674	93	625	93	693	89	635	90
Writing	658	87	677	89	694	90	671	90	633	84	632	85	694	84	704	79	673	80	630	83	692	78	633	81
Math	591	78	598	76	624	80	607	80	653	87	621	84	698	86	703	81	672	86	626	84	687	86	627	82

High School Graduation Qualifying Exam Tenth Graders
Spring 2005 - Spring 2014
Percent Proficient



Standards Based Assessment Disaggregated Two Year Comparison		Grade 3	Reading		Writing		Mathematics	
			Number Tested	% Proficient	Number Tested	% Proficient	Number Tested	% Proficient
District	2013	658	89.1	6582	84.5	660	83.5	
	2014	634	88.3	633	86.1	634	85.5	
Female	2013	329	90.9	327	89.0	329	83.9	
	2014	297	91.2	297	89.2	296	86.1	
Male	2013	329	87.2	331	80.1	331	83.1	
	2014	337	85.8	336	83.3	338	84.9	
African American	2013	4	^	4	^	4	^	
	2014	0		0		0		
Alaska Native/Am. Indian	2013	80	85.0	80	73.8	80	75.0	
	2014	64	75.0	64	70.3	64	68.8	
Asian/Pacific Islander	2013	7	57.1	7	71.4	7	42.9	
	2014	5	60% or more	5	60% or more	5	60% or more	
Caucasian	2013	481	90.2	481	86.7	482	86.7	
	2014	473	89.6	472	88.1	473	87.5	
Hispanic	2013	25	88.0	25	88.0	26	76.9	
	2014	23	91.3	23	82.6	23	82.6	
Two or More Races	2013	61	88.5	61	80.3	61	78.7	
	2014	67	91.0	67	86.6	67	86.6	
Low Income	2013	311	83.3	312	77.9	314	75.8	
	2014	270	85.9	270	80.7	270	81.1	
Not Low Income	2013	347	94.2	346	90.5	346	90.5	
	2014	364	90.1	363	90.1	364	88.7	
Students with Disabilities	2013	112	58.9	113	66.4	113	63.7	
	2014	136	68.4	136	73.5	137	73.7	
Students without Disabilities	2013	546	95.2	545	88.3	547	87.6	
	2014	498	93.8	497	89.5	497	88.7	
LEP students	2013	40	82.5	40	65.0	40	67.5	
	2014	33	72.7	33	72.7	33	75.8	
Not LEP students	2013	618	89.5	618	85.8	620	84.5	
	2014	601	89.2	600	86.8	601	86.0	
Migrant students	2013	30	96.7	30	73.3	30	76.7	
	2014	20	100.0	20	100.0	20	100.0	
Not Migrant students	2013	628	88.7	628	85.0	630	83.8	
	2014	614	87.9	613	85.6	614	85.0	

This data collected from the State website - DIASA

^ Data suppressed because of identifiable data due to low numbers in this subgroup

Standards Based Assessment Disaggregated Two Year Comparison		Grade 4	Reading		Writing		Mathematics		Science	
			Number Tested	% Proficient	Number Tested	% Proficient	Number Tested	% Proficient	Number Tested	% Proficient
District	2013	675	86.1	676	87.3	677	83.3	645	68.5	
	2014	656	88.4	656	85.8	659	79.8	628	64.3	
Female	2013	325	89.5	325	89.8	325	83.7	311	66.6	
	2014	328	90.2	327	91.7	329	81.5	309	64.1	
Male	2013	350	82.9	351	84.9	352	83.0	334	70.4	
	2014	328	86.6	329	79.9	330	78.2	319	64.6	
African American	2013	4	^	4	^	4	^	4	^	
	2014	6	100.0	6	100.0	6	66.7	5	20.0	
Alaska Native/Am. Indian	2013	60	81.7	60	75.0	59	71.2	56	46.4	
	2014	76	80.3	76	81.6	76	76.3	75	52.0	
Asian/Pacific Islander	2013	12	75.0	13	84.6	13	69.2	13	46.2	
	2014	5	60% or more	5	60% or more	5	40% or fewer	3	^	
Caucasian	2013	522	87.0	522	88.1	524	84.5	497	72.2	
	2014	474	89.7	474	86.5	476	81.3	454	67.0	
Hispanic	2013	25	96.0	25	100.0	25	96.0	24	66.7	
	2014	29	93.1	29	89.7	30	83.3	29	55.2	
Two or More Races	2013	52	78.8	52	86.5	52	80.8	51	62.7	
	2014	66	89.4	66	84.8	66	77.3	62	67.7	
Low Income	2013	308	80.5	309	81.6	311	79.4	301	59.8	
	2014	299	83.6	299	80.9	301	75.4	291	55.7	
Not Low Income	2013	367	90.7	367	92.1	366	86.6	344	76.2	
	2014	357	92.4	357	89.9	358	83.5	337	71.8	
Students with Disabilities	2013	125	47.2	124	65.3	125	54.4	120	36.7	
	2014	138	64.5	139	64.7	140	57.9	131	38.2	
Students without Disabilities	2013	550	94.9	552	92.2	552	89.9	525	75.8	
	2014	518	94.8	517	91.5	519	85.7	497	71.2	
LEP students	2013	24	54.2	25	56.0	25	56.0	25	12.0	
	2014	44	72.7	44	75.0	44	72.7	44	22.7	
Not LEP students	2013	651	87.3	651	88.5	652	84.4	620	70.8	
	2014	612	89.5	612	86.6	615	80.3	584	67.5	
Migrant students	2013	32	75.0	32	75.0	32	75.0	32	37.5	
	2014	37	81.1	37	83.8	37	81.1	36	50.0	
Not Migrant students	2013	643	86.6	644	87.9	645	83.7	613	70.1	
	2014	619	88.9	619	85.9	622	79.7	592	65.2	

This data collected from the State website - DIASA

^ Data suppressed because of identifiable data due to low numbers in this subg

Standards Based Assessment Disaggregated Two Year Comparison		Grade 5	Reading		Writing		Mathematics	
			Number Tested	% Proficient	Number Tested	% Proficient	Number Tested	% Proficient
District	2013	652	86.8	6522	84.4	6523	78.4	
	2014	657	89.6	656	86.4	656	81.1	
Female	2013	320	90.0	320	87.5	321	79.8	
	2014	312	92.3	311	90.0	311	84.2	
Male	2013	332	83.7	332	81.3	331	77.0	
	2014	345	87.2	345	83.2	345	78.3	
African American	2013	3	^	3	^	3	^	
	2014	3	^	3	^	3	^	
Alaska Native/Am. Indian	2013	90	73.3	90	70.0	90	67.8	
	2014	55	78.2	55	70.9	55	65.5	
Asian/Pacific Islander	2013	17	70.6	17	88.2	17	47.1	
	2014	13	76.9	13	84.6	13	69.2	
Caucasian	2013	472	89.8	472	86.9	472	81.4	
	2014	494	91.7	493	88.8	493	83.4	
Hispanic	2013	19	89.5	19	84.2	19	73.7	
	2014	27	96.3	27	96.3	27	85.2	
Two or More Races	2013	51	88.2	51	84.3	51	80.4	
	2014	63	82.5	63	76.2	63	76.2	
Low Income	2013	286	83.9	286	79.4	286	69.9	
	2014	272	83.1	272	80.5	272	75.4	
Not Low Income	2013	366	89.1	366	88.3	366	85.0	
	2014	385	94.3	384	90.6	384	85.2	
Students with Disabilities	2013	117	55.6	117	64.1	116	50.9	
	2014	148	68.2	147	63.9	147	53.7	
Students without Disabilities	2013	535	93.6	535	88.8	536	84.3	
	2014	509	95.9	509	92.9	509	89.0	
LEP students	2013	22	59.1	22	54.5	22	36.4	
	2014	28	53.6	28	53.6	28	53.6	
Not LEP students	2013	630	87.8	630	85.4	630	79.8	
	2014	629	91.3	628	87.9	628	82.3	
Migrant students	2013	29	89.7	29	93.1	29	79.3	
	2014	32	71.9	32	68.8	32	75.0	
Not Migrant students	2013	623	86.7	623	83.9	623	78.3	
	2014	625	90.6	624	87.3	624	81.4	

This data collected from the State website - DIASA

^ Data suppressed because of identifiable data due to low numbers in this subgroup

Standards Based Assessment Disaggregated Two Year Comparison		Grade 6	Reading		Writing		Mathematics	
			Number Tested	% Proficient	Number Tested	% Proficient	Number Tested	% Proficient
District	2013	671	88.1	6712	81.8	672	81.0	
	2014	633	87.2	634	84.2	636	79.6	
Female	2013	341	90.0	341	88.3	342	82.7	
	2014	309	89.6	310	90.3	311	82.3	
Male	2013	330	86.1	330	75.2	330	79.1	
	2014	324	84.9	324	78.4	325	76.9	
African American	2013	4	^	4	^	4	^	
	2014	3	^	3	^	3	^	
Alaska Native/Am. Indian	2013	72	73.6	72	69.4	72	63.9	
	2014	83	75.9	83	71.1	83	62.7	
Asian/Pacific Islander	2013	15	73.3	15	73.3	15	60.0	
	2014	15	66.7	15	66.7	15	66.7	
Caucasian	2013	505	91.3	505	84.2	506	84.2	
	2014	450	90.2	451	86.5	453	82.1	
Hispanic	2013	28	92.9	28	82.1	28	85.7	
	2014	20	95.0	20	90.0	20	95.0	
Two or More Races	2013	47	78.7	47	78.7	47	76.6	
	2014	60	83.3	60	88.3	60	83.3	
Low Income	2013	278	80.9	278	74.5	279	73.1	
	2014	277	83.4	276	79.0	277	73.6	
Not Low Income	2013	393	93.1	393	87.0	393	86.5	
	2014	356	90.2	358	88.3	359	84.1	
Students with Disabilities	2013	100	59.0	99	47.5	100	49.0	
	2014	138	57.2	138	60.1	139	54.0	
Students without Disabilities	2013	571	93.2	572	87.8	572	86.5	
	2014	495	95.6	496	90.9	497	86.7	
LEP students	2013	16	75.0	16	62.5	16	50.0	
	2014	27	44.4	27	40.7	28	42.9	
Not LEP students	2013	655	88.4	655	82.3	656	81.7	
	2014	606	89.1	607	86.2	608	81.3	
Migrant students	2013	35	88.6	35	74.3	35	65.7	
	2014	35	91.4	35	91.4	35	85.7	
Not Migrant students	2013	636	88.1	636	82.2	637	81.8	
	2014	598	87.0	899	83.8	601	79.2	

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^ Data suppressed because of identifiable data due to low numbers in this subgroup

Standards Based Assessment Disaggregated Two Year Comparison		Grade 7	Reading		Writing		Mathematics	
			Number Tested	% Proficient	Number Tested	% Proficient	Number Tested	% Proficient
District	2013	630	89.2	631	84.0	6302	80.3	
	2014	664	90.1	664	81.0	663	80.7	
Female	2013	321	91.3	322	90.1	320	83.8	
	2014	337	91.4	337	86.4	336	83.0	
Male	2013	309	87.1	309	77.7	310	76.8	
	2014	327	88.7	327	75.5	327	78.3	
African American	2013	1	^	1	^	1	^	
	2014	3	^	3	^	3	^	
Alaska Native/Am. Indian	2013	73	80.8	74	74.3	75	68.0	
	2014	68	77.9	68	66.2	68	66.2	
Asian/Pacific Islander	2013	10	80.0	10	90.0	10	90.0	
	2014	12	83.3	12	83.3	12	75.0	
Caucasian	2013	482	90.7	482	85.3	480	81.9	
	2014	504	92.5	504	83.7	503	82.9	
Hispanic	2013	26	84.6	26	73.1	26	69.2	
	2014	24	91.7	24	87.5	24	83.3	
Two or More Races	2013	38	92.1	38	92.1	38	89.5	
	2014	51	88.2	51	74.5	51	82.4	
Low Income	2013	260	82.3	261	77.0	261	76.2	
	2014	268	85.4	267	73.4	267	73.8	
Not Low Income	2013	370	94.1	370	88.9	369	83.2	
	2014	396	93.2	397	86.1	396	85.4	
Students with Disabilities	2013	100	53.0	100	55.0	101	52.5	
	2014	126	67.5	125	49.6	126	49.2	
Students without Disabilities	2013	530	96.0	531	89.5	529	85.6	
	2014	538	95.4	539	88.3	537	88.1	
LEP students	2013	11	63.6	11	45.5	12	33.3	
	2014	16	68.8	16	62.5	16	56.3	
Not LEP students	2013	619	89.7	620	84.7	618	81.2	
	2014	648	90.6	648	81.5	647	81.3	
Migrant students	2013	36	94.4	36	88.9	36	86.1	
	2014	36	88.9	36	80.6	36	75.0	
Not Migrant students	2013	594	88.9	595	83.7	594	80.0	
	2014	628	90.1	628	81.1	627	81.0	

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Standards Based Assessment Disaggregated Two Year Comparison		Grade 8	Reading		Writing		Mathematics		Science	
			Number Tested	% Proficient	Number Tested	% Proficient	Number Tested	% Proficient	Number Tested	% Proficient
District	2013	702	90.0	708	84.9	711	78.2	666	70.1	
	2014	623	91.3	626	85.8	624	80.4	589	68.6	
Female	2013	346	92.5	347	90.8	348	80.5	324	69.4	
	2014	308	95.5	312	92.0	310	83.2	296	69.6	
Male	2013	356	87.6	361	79.2	363	76.0	342	70.8	
	2014	315	87.3	314	79.6	314	77.7	293	67.6	
African American	2013	1	^	1	^	^	0.0	^	0.0	
	2014	0		0		0		0		
Alaska Native/Am. Indian	2013	83	73.5	83	63.9	83	62.7	78	48.7	
	2014	70	85.7	71	73.2	71	70.4	68	57.4	
Asian/Pacific Islander	2013	14	85.7	15	86.7	15	80.0	15	46.7	
	2014	11	90.9	11	81.8	11	90.9	11	90.9	
Caucasian	2013	524	92.2	528	87.1	530	80.6	493	72.8	
	2014	475	92.8	477	88.7	474	81.9	443	71.1	
Hispanic	2013	33	93.9	34	85.3	34	79.4	33	75.8	
	2014	25	84.0	25	72.0	25	76.0	24	54.2	
Two or More Races	2013	47	93.6	47	95.7	48	79.2	46	82.6	
	2014	42	88.1	42	83.3	43	81.4	42	61.9	
Low Income	2013	288	84.0	291	76.6	294	69.0	275	64.4	
	2014	266	88.0	267	80.9	267	76.4	251	62.5	
Not Low Income	2013	414	94.2	417	90.6	417	84.7	391	74.2	
	2014	357	93.8	359	89.4	357	83.5	338	73.1	
Students with Disabilities	2013	92	57.6	98	52.0	98	46.9	95	38.9	
	2014	117	68.4	117	58.1	116	50.9	106	28.3	
Students without Disabilities	2013	610	94.9	610	90.2	613	83.2	571	75.3	
	2014	506	96.6	509	92.1	508	87.2	483	77.4	
LEP students	2013	13	69.2	13	53.8	14	28.6	12	16.7	
	2014	12	50.0	12	50.0	12	58.3	12	25.0	
Not LEP students	2013	689	90.4	695	85.5	697	79.2	654	71.1	
	2014	611	92.1	614	86.5	612	80.9	577	69.5	
Migrant students	2013	35	80.0	35	77.1	35	80.0	33	48.5	
	2014	39	94.9	39	94.9	39	87.2	38	81.6	
Not Migrant students	2013	667	90.6	673	85.3	676	78.1	633	71.2	
	2014	584	91.1	587	85.2	585	80.0	551	67.7	

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Standards Based Assessment Disaggregated Two Year Comparison		Grade 9	Reading		Writing		Mathematics	
			Number Tested	% Proficient	Number Tested	% Proficient	Number Tested	% Proficient
District	2013	680	89.0	682	84.6	684	72.8	
	2014	668	88.6	667	82.5	667	69.6	
Female	2013	353	94.1	354	91.0	354	77.1	
	2014	334	92.2	332	89.2	332	70.5	
Male	2013	327	83.5	328	77.7	330	68.2	
	2014	334	85.0	335	75.8	335	68.7	
African American	2013	2	^	2	^	2	^	
	2014	1	^	1	^	1	^	
Alaska Native/Am. Indian	2013	73	86.3	73	78.1	74	64.9	
	2014	71	77.5	71	69.0	71	45.1	
Asian/Pacific Islander	2013	15	93.3	15	80.0	15	73.3	
	2014	14	78.6	14	71.4	14	57.1	
Caucasian	2013	528	89.8	529	85.6	531	75.0	
	2014	501	89.6	501	84.6	500	72.2	
Hispanic	2013	30	73.3	31	77.4	30	53.3	
	2014	37	94.6	37	86.5	37	73.0	
Two or More Races	2013	32	93.8	32	90.6	32	75.0	
	2014	44	93.2	43	81.4	44	79.5	
Low Income	2013	280	83.9	281	77.2	284	65.1	
	2014	259	82.6	259	74.5	259	59.5	
Not Low Income	2013	400	92.5	401	89.8	400	78.3	
	2014	409	92.4	408	87.5	408	76.0	
Students with Disabilities	2013	100	59.0	100	46.0	99	27.3	
	2014	97	61.9	98	44.9	97	43.3	
Students without Disabilities	2013	580	94.1	582	91.2	585	80.5	
	2014	571	93.2	569	88.9	570	74.0	
LEP students	2013	10	70.0	10	60.0	10	40.0	
	2014	8	62.5	8	25.0	8	12.5	
Not LEP students	2013	670	89.3	672	85.0	674	73.3	
	2014	660	88.9	659	83.2	659	70.3	
Migrant students	2013	44	95.5	44	84.1	45	80.0	
	2014	36	91.7	36	86.1	36	75.0	
Not Migrant students	2013	636	88.5	638	84.6	639	72.3	
	2014	632	88.4	631	82.3	631	69.3	

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Standards Based Assessment Disaggregated Two Year Comparison		Grade 10	Reading		Writing		Mathematics		Science	
			Number Tested	% Proficient	Number Tested	% Proficient	Number Tested	% Proficient	Number Tested	% Proficient
District	2012	625	89.4	630	83.5	626	68.2	581	73.0	
	2013	693	84.0	692	81.1	687	72.8	654	76.0	
Female	2012	292	91.1	295	89.8	295	65.8	274	70.8	
	2013	333	88.6	331	87.6	330	71.5	315	74.0	
Male	2012	333	88.0	335	77.9	331	70.4	307	74.9	
	2013	360	79.7	361	75.1	357	73.9	339	77.9	
African American	2012	3	^	4	^	4	^	3	^	
	2013	5	60% or more	4	^	4	^	5	40% or fewer	
Alaska Native/Am. Indian	2012	72	69.4	73	74.0	72	51.4	70	62.9	
	2013	64	68.8	64	64.1	64	59.4	63	63.5	
Asian/Pacific Islander	2012	16	75.0	16	62.5	16	62.5	15	46.7	
	2013	10	90.0	10	90.0	11	81.8	10	80.0	
Caucasian	2012	478	92.9	482	85.9	478	72.0	445	75.5	
	2013	556	85.6	556	83.1	550	74.5	518	78.0	
Hispanic	2012	25	88.0	25	88.0	25	52.0	22	68.2	
	2013	27	85.2	27	77.8	27	74.1	27	81.5	
Two or More Races	2012	31	90.3	30	73.3	31	64.5	26	73.1	
	2013	31	87.1	31	80.6	31	67.7	31	71.0	
Low Income	2012	224	84.4	228	75.0	222	59.9	205	65.9	
	2013	240	78.3	238	73.9	234	62.0	225	67.6	
Not Low Income	2012	401	92.3	402	88.3	404	72.8	376	76.9	
	2013	453	87.0	454	84.8	453	78.4	429	80.4	
Students with Disabilities	2012	73	52.1	72	34.7	69	20.3	60	35.0	
	2013	86	38.4	87	35.6	86	29.1	77	27.3	
Students without Disabilities	2012	552	94.4	558	89.8	557	74.1	521	77.4	
	2013	607	90.4	605	87.6	601	79.0	577	82.5	
LEP students	2012	10	50.0	10	40.0	10	50.0	9	33.3	
	2013	2	50.0	2	0.0	2	50.0	2	0.0	
Not LEP students	2012	615	90.1	620	84.2	616	68.5	572	73.6	
	2013	691	84.1	690	81.3	685	72.8	652	76.2	
Migrant students	2012	29	89.7	30	83.3	30	70.0	30	60.0	
	2013	40	92.5	41	90.2	41	82.9	41	82.9	
Not Migrant students	2012	596	89.4	600	83.5	596	68.1	551	73.7	
	2013	653	83.5	651	80.5	646	72.1	613	75.5	

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2014 Standards Based Assessment % Proficient by School Grade 3	Reading		Writing		Mathematics	
	Number Tested	% Advanced/ Proficient	Number Tested	% Advanced/ Proficient	Number Tested	% Advanced/ Proficient
State	9584	81.5	9615	76.7	9606	75.2
District	634	88.3	633	86.1	634	85.5
Aurora Borealis Charter School	23	100.0	23	100.0	23	100.0
Chapman School	12	100.0	12	91.7	12	100.0
Connections	41	82.9	40	77.5	41	63.4
Cooper Landing School	3	^	3	^	3	^
Fireweed Academy	8	100.0	8	100.0	9	88.9
Hope School	1	^	1	^	1	^
Kachemak Selo School	6	100.0	6	100.0	6	100.0
Kaleidoscope School Of Arts & Sciences	36	94.4	36	97.2	36	97.2
Kalifornsky Beach Elementary	54	92.6	54	85.2	54	87.0
Mcneil Canyon Elementary	16	93.8	16	100.0	16	100.0
Moose Pass School	3	^	3	^	3	^
Mt. View Elementary	71	88.7	71	85.9	71	81.7
Nanwalek School	11	54.5	11	36.4	11	18.2
Nikiski North Star Elementary	57	82.5	57	77.2	57	80.7
Nikolaevsk School	3	^	3	^	3	^
Ninilchik School	11	90.9	11	100.0	11	81.8
Port Graham School	3	^	3	^	3	^
Razdolna School	9	88.9	9	88.9	9	100.0
Redoubt Elementary	61	93.4	61	90.2	61	95.1
Soldotna Elementary	36	88.9	36	86.1	36	94.4
Soldotna Montessori Charter School	23	78.3	23	73.9	23	82.6
Sterling Elementary	26	92.3	26	88.5	26	88.5
Susan B English School	2	^	2	^	2	^
Tebughna School	3	^	3	^	3	^
Tustumena Elementary	23	87.0	23	87.0	23	87.0
Voznesenka School	4	^	4	^	4	^
West Homer Elementary	59	83.1	59	93.2	58	91.4
William H. Seward Elementary	29	89.7	29	82.8	29	86.2

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2014 Standards Based Assessment % Proficient by School Grade 4	Reading		Writing		Mathematics		Science	
	Number Tested	% Advanced/ Proficient	Number Tested	% Advanced/ Proficient	Number Tested	% Advanced/ Proficient	Number Tested	% Advanced/ Proficient
State	9486	78.3	9476	76.9	9464	74.2	9220	50.8
District	656	88.4	656	85.8	659	79.8	628	64.3
Aurora Borealis Charter School	23	100.0	22	100.0	23	100.0	22	95.5
Chapman School	10	90.0	10	90.0	10	80.0	10	80.0
Connections	44	84.1	44	79.5	46	63.0	29	65.5
Fireweed Academy	10	80.0	10	70.0	11	72.7	9	66.7
Hope School	2	^	2	^	2	^	2	^
Kachemak Selo School	6	83.3	6	100.0	6	100.0	6	0.0
Kaleidoscope School Of Arts & Sciences	36	94.4	36	94.4	36	86.1	36	80.6
Kalifornsky Beach Elementary	68	91.2	68	88.2	68	75.0	68	55.9
Mcneil Canyon Elementary	23	91.3	24	91.7	24	91.7	22	86.4
Moose Pass School	1	^	1	^	1	^	1	^
Mt. View Elementary	62	93.5	62	87.1	62	85.5	61	55.7
Nanwalek School	10	50.0	10	40.0	10	20.0	10	0.0
Nikiski North Star Elementary	53	83.0	53	77.4	52	73.1	51	51.0
Nikolaevsk School	10	90.0	10	70.0	10	80.0	10	60.0
Ninilchik School	12	91.7	12	75.0	12	83.3	12	83.3
Port Graham School	2	^	2	^	2	^	2	^
Razdolna School	10	80.0	10	70.0	10	60.0	10	10.0
Redoubt Elementary	55	87.3	55	92.7	55	90.9	53	73.6
Soldotna Elementary	41	87.8	41	70.7	41	68.3	41	56.1
Soldotna Montessori Charter School	24	91.7	24	100.0	24	87.5	21	81.0
Sterling Elementary	25	84.0	25	84.0	25	88.0	25	64.0
Susan B English School	2	^	2	^	2	^	2	^
Tebughna School	2	^	2	^	2	^	2	^
Tustumena Elementary	24	95.8	24	95.8	24	83.3	24	66.7
Voznesenka School	7	57.1	7	57.1	7	57.1	7	14.3
West Homer Elementary	54	94.4	54	96.3	54	92.6	52	84.6
William H. Seward Elementary	40	85.0	40	85.0	40	75.0	40	65.0

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2014 Standards Based Assessment % Proficient by School Grade 5	Reading		Writing		Mathematics	
	Number Tested	% Advanced/ Proficient	Number Tested	% Advanced/ Proficient	Number Tested	% Advanced/ Proficient
State	9277	81.1	9262	76.8	9285	70.5
District	657	89.6	656	86.4	656	81.1
Aurora Borealis Charter School	24	100.0	24	100.0	24	100.0
Chapman School	10	100.0	10	100.0	10	90.0
Connections	40	90.0	40	82.5	40	65.0
Cooper Landing School	1	^	1	^	1	^
Fireweed Academy	12	91.7	12	91.7	12	91.7
Hope School	1	^	1	^	1	^
Kachemak Selo School	7	71.4	7	57.1	7	42.9
Kaleidoscope School Of Arts & Sciences	38	94.7	38	92.1	38	84.2
Kalifornsky Beach Elementary	49	91.8	49	79.6	49	77.6
Mcneil Canyon Elementary	25	96.0	25	92.0	25	88.0
Moose Pass School	2	^	2	^	2	^
Mt. View Elementary	64	89.1	64	85.9	64	78.1
Nanwalek School	5	20.0	5	20.0	5	40.0
Nikiski North Star Elementary	61	88.5	61	82.0	61	68.9
Nikolaevsk School	6	100.0	6	100.0	6	100.0
Ninilchik School	9	77.8	9	77.8	9	77.8
Port Graham School	1	^	1	^	1	^
Razdolna School	8	62.5	8	75.0	8	87.5
Redoubt Elementary	67	85.1	67	82.1	67	77.6
Soldotna Elementary	35	91.4	35	88.6	35	88.6
Soldotna Montessori Charter School	25	96.0	25	92.0	25	88.0
Sterling Elementary	31	96.8	31	90.3	31	87.1
Susan B English School	3	^	3	^	3	^
Tebughna School	2	^	2	^	2	^
Tustumena Elementary	26	88.5	26	88.5	26	73.1
Voznesenka School	5	20.0	5	20.0	5	40.0
West Homer Elementary	55	92.7	54	96.3	54	96.3
William H. Seward Elementary	45	93.3	45	93.3	45	91.1

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2014 Standards Based Assessment % Proficient by School Grade 6	Reading		Writing		Mathematics	
	Number Tested	% Advanced/ Proficient	Number Tested	% Advanced/ Proficient	Number Tested	% Advanced/ Proficient
State	9211	78.1	9201	70.4	9213	67.3
District	633	87.2	634	84.2	636	79.6
Aurora Borealis Charter School	21	100.0	21	100.0	21	100.0
Chapman School	6	100.0	6	100.0	6	100.0
Connections	47	83.0	47	76.6	47	61.7
Cooper Landing School	2	^	2	^	2	^
Fireweed Academy	13	100.0	13	100.0	13	84.6
Hope School	1	^	1	^	1	^
Kachemak Selo School	4	^	4	^	4	^
Kaleidoscope School Of Arts & Sciences	33	93.9	33	90.9	33	97.0
Kalifornsky Beach Elementary	51	92.2	51	86.3	51	78.4
Kenai Middle School	89	82.0	88	79.5	90	77.8
Mcneil Canyon Elementary	14	85.7	14	92.9	14	92.9
Moose Pass School	3	^	3	^	3	^
Nanwalek School	7	57.1	7	57.1	7	14.3
Nikiski Middle/Senior High School	56	82.1	56	73.2	56	60.7
Nikolaevsk School	8	87.5	8	75.0	8	75.0
Ninilchik School	8	100.0	8	100.0	8	100.0
Port Graham School	1	^	1	^	1	^
Razdolna School	5	80.0	5	80.0	5	80.0
Redoubt Elementary	51	82.4	51	80.4	51	76.5
Soldotna Elementary	35	85.7	35	82.9	35	65.7
Soldotna Montessori Charter School	19	100.0	20	90.0	20	85.0
Sterling Elementary	25	76.0	25	84.0	25	84.0
Susan B English School	4	^	5	^	5	^
Tebughna School	5	60.0	5	40.0	5	20.0
Tustumena Elementary	22	90.9	22	81.8	22	86.4
Voznesenka School	5	60.0	5	60.0	5	80.0
West Homer Elementary	64	96.9	64	96.9	64	98.4
William H. Seward Elementary	34	88.2	34	91.2	34	85.3

This data collected from the State website - DIASA

^ Data suppressed because of identifiable data due to low numbers in this subgroup

2014 Standards Based Assessment % Proficient by7chool Grade 7	Reading		Writing		Mathematics	
	Number Tested	% Advanced/ Proficient	Number Tested	% Advanced/ Proficient	Number Tested	% Advanced/ Proficient
State	9530	77.8	9503	73.6	9511	69.1
District	630	89.2	631	84.0	630	80.3
Aurora Borealis Charter School	18	100.0	18	100.0	18	100.0
Chapman School	7	100.0	7	100.0	7	100.0
Connections	66	89.4	67	80.6	65	66.2
Cooper Landing School	1	^	1	^	1	^
Homer Middle School	85	94.1	85	90.6	85	88.2
Kachemak Selo School	6	100.0	6	83.3	6	50.0
Kenai Middle School	113	86.7	113	83.2	113	85.8
Nanwalek School	6	83.3	6	100.0	6	66.7
Nikiski Middle/Senior High School	42	90.5	42	69.0	42	81.0
Nikolaevsk School	11	81.8	11	90.9	11	90.9
Ninilchik School	12	83.3	12	66.7	12	83.3
Port Graham School	1	^	1	^	1	^
Razdolna School	1	^	1	^	1	^
River City Academy	12	75.0	12	75.0	12	58.3
Seward Middle School	46	82.6	46	76.1	46	65.2
Soldotna Middle School	184	88.6	184	85.9	184	82.1
Susan B English School	6	100.0	6	100.0	6	83.3
Tebughna School	NA	NA	NA	NA	1	0.0
Voznesenka School	13	100.0	13	84.6	13	76.9

This data collected from the State website - DIASA

^ Data suppressed because of identifiable data due to low numbers in this subgroup

2014 Standards Based Assessment % Proficient by School Grade 8	Reading		Writing		Mathematics		Science	
	Number Tested	% Advanced/ Proficient	Number Tested	% Advanced/ Proficient	Number Tested	% Advanced/ Proficient	Number Tested	% Advanced/ Proficient
State	9325	83.5	9302	75.7	9331	68.3	9154	57.3
District	623	91.3	626	85.8	624	80.4	589	68.6
Aurora Borealis Charter School	12	100.0	12	100.0	12	100.0	11	100.0
Chapman School	10	100.0	10	100.0	10	90.0	10	80.0
Connections	50	92.0	51	84.3	49	73.5	33	84.8
Cooper Landing School	1	^	1	^	1	^	1	^
Homer Middle School	92	93.5	92	84.8	92	79.3	90	78.9
Kachemak Selo School	6	100.0	6	100.0	6	100.0	6	33.3
Kenai Middle School	120	86.7	122	85.2	122	82.0	116	61.2
Marathon School	2	^	2	^	2	^	2	^
Nanwalek School	5	100.0	5	100.0	5	80.0	5	40.0
Nikiski Middle/Senior High School	53	94.3	53	81.1	53	69.8	46	63.0
Nikolaevsk School	9	100.0	9	100.0	9	100.0	9	66.7
Ninilchik School	10	80.0	10	60.0	10	80.0	10	60.0
Port Graham School	1	^	1	^	1	^	1	^
Razdolna School	1	^	1	^	1	^	1	^
River City Academy	12	91.7	12	83.3	12	66.7	11	63.6
Seward Middle School	41	80.5	41	70.7	41	70.7	41	73.2
Soldotna Middle School	181	93.9	181	89.5	181	85.1	180	67.2
Susan B English School	4	^	4	^	4	^	4	^
Tebughna School	1	^	1	^	1	^	1	^
Voznesenka School	12	91.7	12	100.0	12	83.3	11	63.6

This data collected from the State website - DIASA

^ Data suppressed because of identifiable data due to low numbe

2014 Standards Based Assessment % Proficient by School Grade 9	Reading		Writing		Mathematics	
	Number Tested	% Advanced/ Proficient	Number Tested	% Advanced/ Proficient	Number Tested	% Advanced/ Proficient
State	9319	81.0	9290	72.9	9302	61.5
District	668	88.6	667	82.5	667	69.6
Connections (247010)	52	92.3	52	76.9	53	52.8
Cooper Landing School (240040)	1	^	1	^	1	^
Homer Flex School (247020)	1	^	1	^	1	^
Homer High School (240080)	97	94.8	96	90.6	95	84.2
Hope School (240010)	1	^	1	^	1	^
Kachemak Selo School (240420)	3	^	3	^	3	^
Kenai Central High School (240090)	146	85.6	146	81.5	146	69.9
Nanwalek School (240060)	2	^	2	^	2	^
Nikiski Middle/Senior High School (24030)	65	83.1	65	75.4	65	56.9
Nikolaevsk School (240130)	4	^	4	^	4	^
Ninilchik School (240150)	12	83.3	12	83.3	12	66.7
Port Graham School (240180)	2	^	2	^	2	^
Razdolna School (240070)	4	^	4	^	4	^
River City Academy (247060)	16	81.3	16	81.3	16	50.0
Seward High School (240200)	38	86.8	38	81.6	38	71.1
Skyview High School (240410)	55	87.3	55	76.4	55	61.8
Soldotna High School (240300)	155	92.9	155	87.7	155	76.1
Susan B English School (240250)	4	^	4	^	4	^
Tebughna School (240280)	2	^	2	^	2	^
Voznesenka School (240380)	8	75	8	75	8	75

This data collected from the State website - DIASA

^ Data suppressed because of identifiable data due to low numbers in this subgroup

2014 Standards Based Assessment % Proficient by School Grade 10	Reading		Writing		Mathematics		Science	
	Number Tested	% Advanced/ Proficient	Number Tested	% Advanced/ Proficient	Number Tested	% Advanced/ Proficient	Number Tested	% Advanced/ Proficient
State	8588	75.3	8579	75.9	8567	63.8	8264	65.2
District	635	86.1	633	84.4	627	71.3	590	73.7
Connections	69	87.0	69	78.3	68	66.2	40	77.5
Homer Flex School	5	80.0	6	83.3	5	60.0	5	80.0
Homer High School	95	90.5	97	88.7	95	75.8	91	80.2
Hope School	1	^	1	^	1	^	1	^
Kachemak Selo School	3	^	3	^	3	^	3	^
Kenai Central High School	119	89.1	118	89.0	118	78.0	110	73.6
Nanwalek School	3	^	3	^	3	^	3	^
Nikiski Middle/Senior High School	59	88.1	58	86.2	58	72.4	58	84.5
Nikolaevsk School	8	87.5	8	100.0	8	100.0	8	100.0
Ninilchik School	14	92.9	14	92.9	14	78.6	14	64.3
Port Graham School	2	^	2	^	2	^	2	^
Razdolna School	5	60.0	5	100.0	5	100.0	4	75.0
Seward High School	38	92.1	37	97.3	38	76.3	35	88.6
Skyview High School	65	66.2	64	67.2	63	47.6	60	55.0
Soldotna High School	111	91.0	110	84.5	110	72.7	117	67.5
Susan B English School	11	72.7	11	81.8	9	66.7	10	70.0
Tebughna School	1	^	1	^	1	^	1	^
Voznesenka School	10	100.0	10	100.0	10	90.0	10	70.0

This data collected from the State website - DIASA

^ Data suppressed because of identifiable data due to low numbers in this subgroup

Effective the 2011/2012 School Year, Graduation Rate Calculated by:

FY 2012 Graduates who graduate in four years with a regular diploma type

-----divided by -----

of students in the Cohort who entered high school four years earlier, adjusting for transfers in and out, émigrés and deceased students.

Effective the 2012/2013 school year, State of Alaska adopted the ASPI Star rating method to rate schools/districts.

Effective the 2013/2014 school year, Regulation changed the three year aggregated cohort group size from 3 to 7 when calculating the grad rate.

* Numbers are preliminary

Note: The score is based on either the 4 or 5 year cohort rate, depending on which rate yields the higher ASPI score.

	4 Year Cohort Grad Rate*	5 Year Cohort Grad Rate*	ASPI Points 20 possible
District	82%	Not Available	NA
Connections	64%	60%	5
Cooper Landing	NA	NA	NA
Homer Flex	40%	25%	5
Homer High	91%	89%	19
Hope	NA	NA	NA
Kachemak Selo	100%	100%	20
Kenai Alternative	51%	61%	14
Kenai Central	96%	96%	19
Marathon School	14%	25%	0
Nanwalek	89%	86%	18
Nikiski High	83%	85%	14
Nikolaevsk	100%	100%	20
Ninilchik	57%	100	20
Port Graham	NA	NA	NA
Razdolna	NA	NA	NA
River City Academy	71%	50%	10
Seward High	91%	90%	19
Skyview	89%	90%	18
Soldotna High	92%	95%	19
Susan B English	NA	NA	NA
Tebughna	NA	NA	NA
Voznesenka	100%	91%	20

Kenai Peninsula Borough School District
Dropouts – Grade 7 – 12
2013 - 2014

School Name	Enrollment 7 - 12	# Dropouts	% Dropouts
DISTRICT TOTALS ^	4,136	159	3.8%
Aurora Borealis Charter School	32	0	0.0%
Chapman School	21	1	4.8%
Connections	464	41	8.8%
Cooper Landing School	4	0	0.0%
Homer Flex School	38	21	55.3%
Homer High School	379	2	0.5%
Homer Middle School	186	2	1.1%
Hope School	6	0	0.0%
Kachemak Selo School	29	0	0.0%
Kenai Alternative High School	82	36	43.9%
Kenai Central High School	527	17	3.2%
Kenai Middle School	254	1	0.4%
Marathon School	7	1	14.3%
Moose Pass School	0	0	0.0%
Nanwalek School	26	0	0.0%
Nikiski Middle/Senior High School	349	7	2.0%
Nikolaevsk School	29	4	13.8%
Ninilchik School	66	5	7.6%
Port Graham School	6	0	0.0%
Razdolna School	23	0	0.0%
River City Academy	74	6	8.1%
Seward High School	179	5	2.8%
Seward Middle School	85	0	0.0%
Skyview High School	267	3	1.1%
Soldotna High School	531	4	0.8%
Soldotna Middle School	373	3	0.8%
Susan B English School	29	0	0.0%
Tebughna School	11	0	0.0%
Voznesenka School	59	0	0.0%

^ Enrollment Based on Fall OASIS; dropouts include all exit type 12 as reported in Summer OASIS data file; final dropout rate determined at the State level based on all student movement with Alaska. This is preliminary; final rate will be reported by EED in Mid-October.

Work Keys 2013 - 2014

Per Alaska State Regulation 4AAC.06.717(b), Work Keys became a requirement for all 11th graders in the 2010-2011 school year. This assessment is used to determine student's foundational workplace skills. This assessment is also one of the qualifiers for the Alaska Performance Scholarship. Students may retake the assessments as a senior in high school if they wish to better their scores.

The three skill areas for assessments are: Applied Mathematics, Locating Information and Reading for Information.

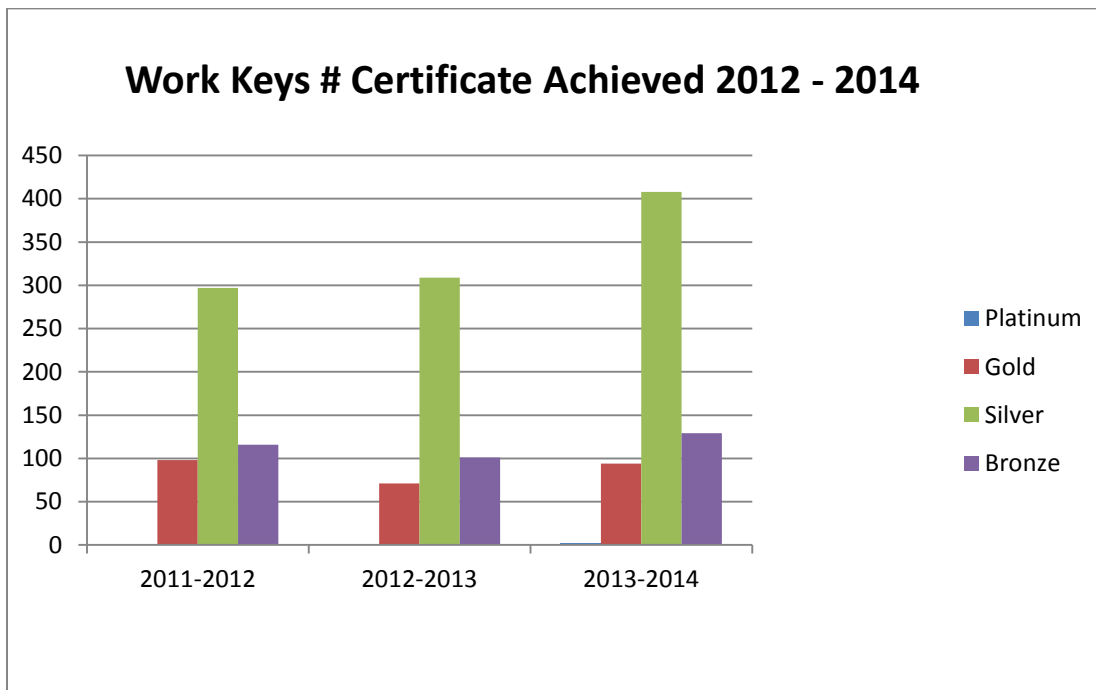
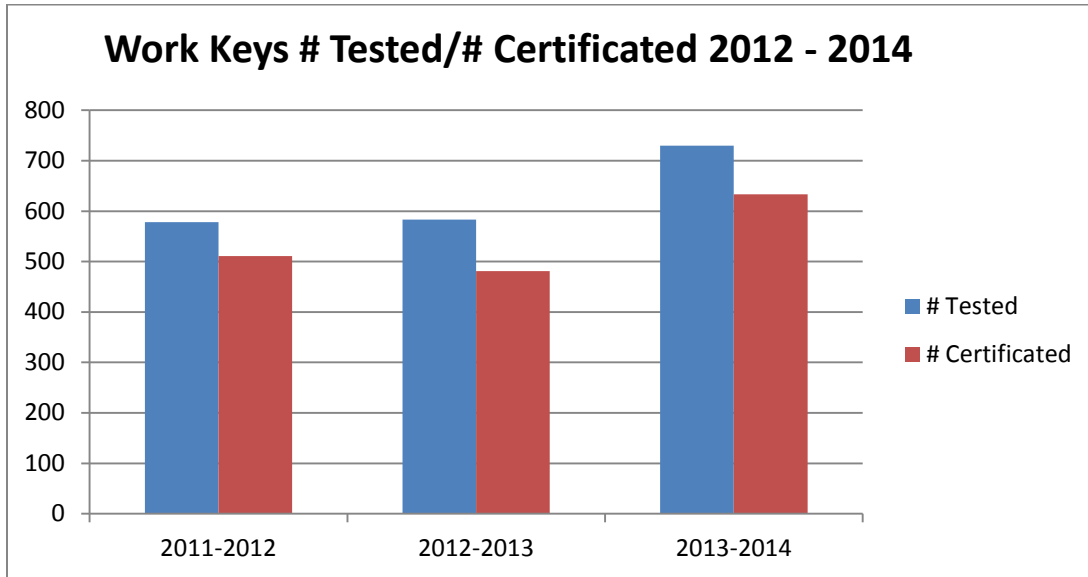
The Work Keys assessment is a criterion-referenced test based on foundational skills needed for workforce readiness and was developed by ACT with input from employers, labor organizations, educators and policymakers.

Students who score at least a Level 3 on all skill areas earn a nationally recognized credential called the ACT National Career Readiness Certificate (NCRC). If the lowest score on any one test is Level 3, the student earns a Bronze NCRC, if the lowest score is a Level 4, a Silver NCRC; Level 5 is a Gold NCRC and Level 6 is a Platinum NCRC

School	Certificate Type				# Tested	# Certificated	% Certificated
	Platinum	Gold	Silver	Bronze			
District Total	2	94	408	129	730	633	87%
Connections		8	46	5	68	59	87%
Cooper Landing School			1		1	1	100%
Homer Flex School			11	2	15	13	87%
Homer High School	1	20	51	11	96	83	86%
Hope School			1		1	1	100%
Kachemak Selo School			2	1	7	3	43%
Kenai Alternative High School		2	6	3	17	11	65%
Kenai Central High School	1	8	73	33	132	115	87%
Marathon School			2		3	2	67%
Nanwalek School			1	2	5	3	60%
Nikiski Middle/Senior High School		6	35	15	64	56	88%
Nikolaevsk School		4		1	6	5	83%
Ninilchik School		2	7	1	12	10	83%
Razdolna School			4		4	4	100%
River City Academy		4	10		16	14	88%
Seward High School		12	36	10	72	58	81%
Skyview High School		8	32	23	71	63	89%
Soldotna High School		17	82	18	128	117	91%
Susan B English School		1	2	1	4	4	100%
Tebughna School		1	1		2	2	100%
Voznesenka School		1	5	3	6	9	150%

These totals include 587 Students in Grade 11 and 46 Students in Grade 12

Work Keys - Three Year Comparison



ACT/SAT Testing

The ACT® test measures high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The Writing Test, which is optional, measures skill in planning and writing a short essay.

The SAT is a standardized assessment of the critical reading, mathematical reasoning, and writing skills students have developed over time and that they need to be successful in college. Each year, more than two million students take the SAT. Nearly every college in America uses the test as a common and objective scale for evaluating a student's college readiness. While high school grades are a very useful indicator of how students will perform in college, there is great variation in grading standards and course rigor within and across high schools.

In order to qualify for the newly adopted Alaska Performance Scholarship – Collegiate Award, students must take either the ACT or SAT and achieve a score of 21 or higher on the ACT or 1450 or higher on the SAT.

The Tables below shows a five year trend in number tested & Average Scores

ACT Five Year Trends - Average ACT Scores												
Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2009	118	2254	23	20.1	23.6	21.1	25.2	21.7	22.6	20.7	23.7	21
2010	123	2228	22.9	20.3	22.5	21.2	23.9	21.7	22.5	20.9	23.1	21.1
2011	133	3022	22.7	20.3	22.7	21.4	24	21.7	22.5	21	23.1	21.2
2012	136	2598	22.2	20.3	21.9	21.3	23.5	21.8	21.2	20.8	22.3	21.2
2013	169	2724	22.1	20.1	21.9	21.2	23.6	21.7	21.8	21	22.5	21.1
2014	171	2659	21.4	19.9	21.2	21.1	22.5	21.6	21.2	20.8	21.7	21

Data taken from the ACT College Readiness Letter for KPBSD dated August 20, 2014

SAT Five Year Trends - Average Mean Scores									
Grad Year	Total Tested		Reading		Mathematics		Writing		
	District	State	District	State	District	State	District	State	State
2009	210	3589	535	520	531	516	504	492	
2010	259	3772	530	501	518	516	496	492	
2011	249	3866	535	515	521	511	506	487	
2012	283	4010	525	512	497	507	494	485	
2013	291	3867	513	508	498	505	482	482	
2014	*	*	*	*	*	*	*	*	*

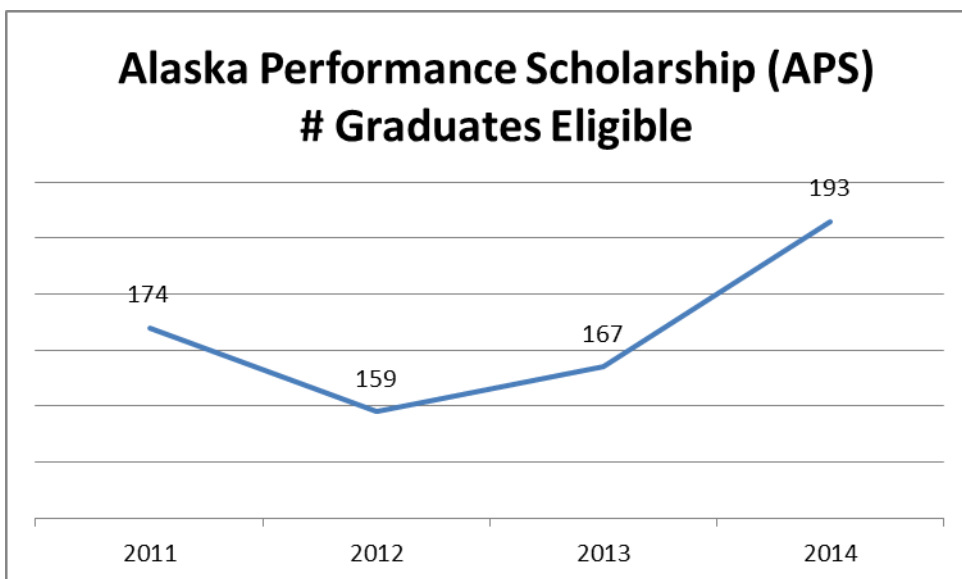
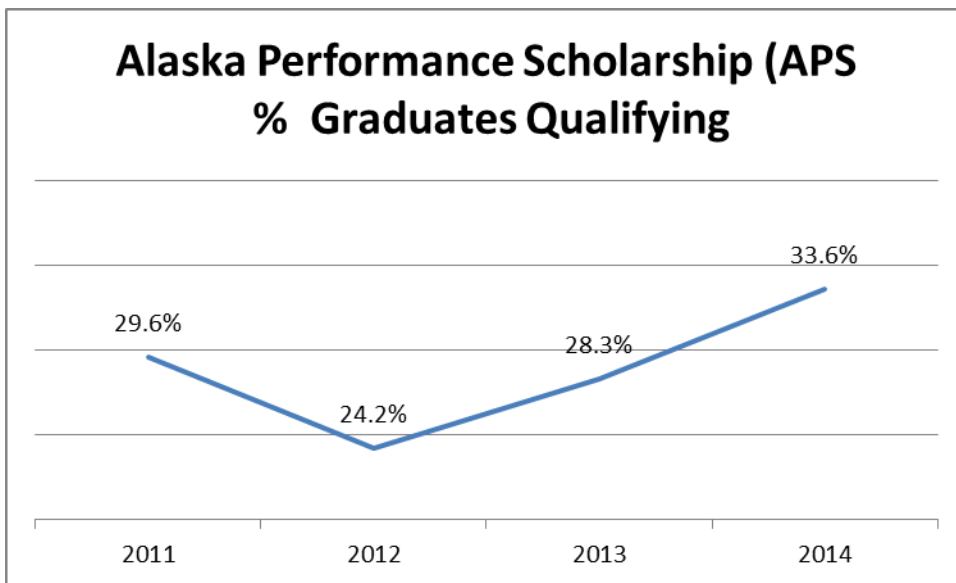
Data taken from College Bound Seniors District Highlights Report

* 2014 Data not available at the time or preparing this report

Alaska Performance Scholarship

The Alaska Performance Scholarship provides an opportunity for Alaska high school students to earn a scholarship to help cover the cost of an Alaska postsecondary education. The first graduating class to be eligible for the APS was in summer of 2011. In 2012 the course requirement for eligibility became more rigorous. Course requirements continued to step up through the 2015 school year at which time they “top” out.

The charts below show how the Kenai Peninsula Borough School District graduating seniors have qualified from 2011 – 2014.





KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 North Binkley Street Soldotna, Alaska 99669-7520

Phone (907) 714-8888 Fax (907) 262-9132

www.kpbsd.k12.ak.us

SCHOOL BOARD COMMUNICATION

Title: Borough Assembly Action

Date: July 30, 2014

Item Number:

Administrator: Dave Jones, Assistant Superintendent

A handwritten signature in cursive script, appearing to read "Dave Jones".

Attachments: School Related Items on the August 5, 2014 Borough Assembly Agenda

Action Needed For Discussion Information Other: _____

BACKGROUND INFORMATION

Attached is information pertaining to the School District which will be presented at the August 5, 2014 Borough Assembly meeting:

- Authorization to award contract for Skyview School Classroom Remodel

ADMINISTRATIVE RECOMMENDATION

For your information.




KENAI PENINSULA BOROUGH


144 North Binkley Street • Soldotna, Alaska 99669-7520
Toll-free within the Borough: 1-800-478-4441, Ext. 2260
www.borough.kenai.ak.us

**MIKE NAVARRE
BOROUGH MAYOR**

MEMORANDUM

TO: Mike Navarre, Mayor

THRU: Mark Fowler, Purchasing & Contracting Director 

FROM: Kevin Lyon, Capital Projects Director 

DATE: July 11, 2014

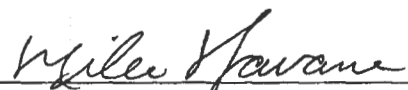
SUBJECT: Authorization to Award Contract for SKYVIEW SCHOOL CLASSROOM REMODEL

The Purchasing and Contracting Office formally solicited and received bids for the Skyview School Classroom Remodel. Bid packets were released on June 18, 2014 and the Invitation to Bid was advertised in the Peninsula Clarion on June 20, 2014 and the Anchorage Daily News on June 18, 2014.

The project consists of Demolition of existing cabinetry and portion of existing partitions in order to divide an existing classroom and connect new spaces with adjacent classrooms. Includes new partition framing, doors, windows, insulation, drywall, finishing and painting.

On the due date of two (2) bids were received and reviewed to ensure that all the specifications and delivery schedules were met. The low bid of \$39,866 was submitted by Blazy Construction, Inc. of Soldotna, AK.

Your approval for this bid award is hereby requested. Funding for this project is in account number 400.71180.14782.49125.


Mike Navarre, Mayor

7/14/14
Date

FINANCE DEPARTMENT FUNDS VERIFIED	
Acct. No.:	<u>400.71180.14782.49125.</u>
Amount	<u>\$39,866.00</u>
By: _____	Date: <u>7/14/14</u>

**KENAI PENINSULA BOROUGH
PURCHASING & CONTRACTING**

BID TAB FOR: ITB14-048 Skyview School Classroom Remodel

CONTRACTOR	BASE BID
Poppin Construction	\$63,130.00
Blazy Construction	\$39,866.00

DUE DATE: July 2, 2014 @ 2:00 PM

KPB OFFICIAL: ^{JGF} Mark Fowler
Mark Fowler, Purchasing & Contracting Director



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 North Binkley Street Soldotna, Alaska 99669-7520

Phone (907) 714-8888 Fax (907) 262-9132

www.kpbsd.k12.ak.us

SCHOOL BOARD COMMUNICATION

Title: Borough Assembly Action

Date: August 27, 2014

Item Number:

Administrator: Dave Jones, Assistant Superintendent

A handwritten signature in cursive script, appearing to read "Dave Jones".

Attachments: School Related Items on the September 2, 2014 Borough Assembly Agenda

Action Needed For Discussion Information Other: _____

BACKGROUND INFORMATION

Attached is information pertaining to the School District which will be presented at the September 2, 2014 Borough Assembly meeting:

- Ordinance 2014-19-24, accepting and appropriating \$150,000 received from the City of Soldotna for the Soldotna High School track and field project.

ADMINISTRATIVE RECOMMENDATION

For your information.

Introduced by: Mayor
Date: 09/02/14
Shortened Hearing: 09/16/14
Action:
Vote:

**KENAI PENINSULA BOROUGH
ORDINANCE 2014-19-24**

**AN ORDINANCE ACCEPTING AND APPROPRIATING \$150,000 RECEIVED FROM
THE CITY OF SOLDOTNA FOR THE SOLDOTNA HIGH SCHOOL TRACK AND
FIELD PROJECT**

1 **WHEREAS**, the City of Soldotna has graciously donated \$150,000 to the Kenai Peninsula
2 Borough toward replacing the Soldotna High School (SOHI) track and field with
3 artificial turf; and

4 **WHEREAS**, the current cost of replacing the SOHI track and field with artificial turf is estimated
5 to be \$2,735,858 with funding being provided by State and local funds; and

6 **WHEREAS**, the Borough's General Fund will be reimbursed \$135,000 that was appropriated
7 through KPB Ordinance 2013-19-37;

8 **NOW, THEREFORE, BE IT ORDAINED BY THE ASSEMBLY OF THE KENAI**
9 **PENINSULA BOROUGH:**

10 **SECTION 1.** That \$150,000 received from the City of Soldotna is accepted and appropriated as
11 follows:

12 \$135,000 is accepted to account 100.00000.13556.37910, miscellaneous revenue
13 general fund;

14 \$15,000 is appropriated to account 400.76020.13556.49999, Soldotna High School
15 track and field project.

1 **SECTION 2.** That this ordinance takes effect immediately upon its enactment.

2 **ENACTED BY THE ASSEMBLY OF THE KENAI PENINSULA BOROUGH THIS * DAY**
3 **OF * 2014.**

Hal Smalley, Assembly President

ATTEST:

Johni Blankenship, MMC, Borough Clerk

Yes:

No:

Absent:



KENAI PENINSULA BOROUGH

144 North Binkley Street • Soldotna, Alaska 99669-7520

Toll-free within the Borough: 1-800-478-4441

PHONE: (907) 262-4441 • FAX: (907) 262-1892

www.kpb.us

MIKE NAVARRE
BOROUGH MAYOR

MEMORANDUM

TO: Hal Smalley, Assembly President
Members, Kenai Peninsula Borough Assembly

THRU: Mike Navarre, Mayor *MN*

FROM: Craig Chapman, Finance Director *C Chapman*

DATE: August 21, 2014

SUBJECT: Ordinance 2014-19- 24, accepting and appropriating \$150,000 received from the City of Soldotna for the Soldotna High School track and field project

The City of Soldotna has graciously donated \$150,000 to the Kenai Peninsula Borough toward replacing the Soldotna High School track and field with artificial turf. Total project costs are estimated to be \$2,735,858 and funding is being provided by State and local sources.

This ordinance would accept the funds received from the city, reimburse the Borough's General Fund in the amount of \$135,000 that was appropriated through KPB Ordinance 2013-19-37 and appropriate an additional \$15,000 to the project.

With the first October meeting not scheduled until October 14th, shortened hearing is being requested.



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 North Binkley Street Soldotna, Alaska 99669-7520

Phone (907) 714-8888 Fax (907) 262-9132

www.kpbsd.k12.ak.us

SCHOOL BOARD COMMUNICATION

Title:	Chronic Absences		
Date:	August 28, 2014	Item Number:	General Information
Administrator:	Steve Atwater, Ph.D. <i>Steve Atwater</i> Superintendent of Schools		
Attachments:			

Action Needed For Discussion Information Other: _____

BACKGROUND INFORMATION

The state's ASPI system used to designate schools with a star rating includes consideration of a school's attendance rate. While it is fair for the state to expect a high level of student attendance, I also feel that it is not fair for a school to miss the 96% attendance rate target when some of the absent students kept up with their school work. Examples of this type of absence is a senior going to the lower 48 to visit colleges or a student from a family that has intensive summer employment who goes on a family vacation during the school year. I do however, have a concern for those students who are chronically absent. The definition of chronic absence varies, but I chose the most common which is 10%. For KPBSD students this means missing 17 or more days of school during one school year. What follows is a summary of those schools that have 30% or more of their students who were chronically absent.

School	% chronic absence
Port Graham School	30.43%
Homer High School	31.13%
Susan B. English	32.00%
Razdolna School	33.77%
Fireweed Academy	35.34%
Voznesenka School	36.13%
Skyview High School	38.05%
Kenai Central High School	39.39%
Seward High School	40.59%
River City Academy	44.83%
Kachemak Selo School	50.79%
Nanwalek Elementary/High	51.14%
Kenai Alternative School	66.91%
Homer Flex School	81.25%
Tebughna Elementary/High	84.21%

When you review national data on student absenteeism, you find that economically disadvantaged students are far more likely to miss a lot of school than are their peers who are not in this subgroup. This does not hold true for KPBSD. Last year, 56% of our chronically absent students were economically disadvantaged. As to performance on the SBAs, as you might expect, the chronically absent economically disadvantaged students' average scale score for reading, writing and math was 4-8% lower than their economically disadvantaged peers who were not chronically absent. For the chronically absent students who are not economically disadvantaged, the difference is smaller ranging from 5% to 7%. In sum, attendance at school does help to predict our students' SBA performance, but the differences are not as pronounced as what you will find on a national level. These findings should not however, diminish our efforts to encourage students to attend school every day.



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 North Binkley Street Soldotna, Alaska 99669-7520

Phone (907) 714-8888 Fax (907) 262-9132

www.kpbsd.k12.ak.us

SCHOOL BOARD COMMUNICATION

Title:	Exhibit Revisions		
Date:	August 22, 2014	Item Number:	
Administrator:	Dave Jones, Assistant Superintendent <i>Dave Jones</i> Sean Dusek, Assistant Superintendent <i>Sean Dusek</i>		
Attachments:	E 0411 Service Animals.....2 E 3344 Remote Site Living Expenses5		

Action Needed
 For Discussion
 Information
 Other: _____

BACKGROUND INFORMATION

Per BB 9313: “Exhibit pages are intended to be easily updated. They are provided as information items to Board members but are not subject to approval.”

For your information, the following exhibit changes are in your information packet.

- *E 0411 Service Animals*
 - Procedures put in place to request the use of a service animal.
- *E 3344 Remote Site Living Expenses*
 - Reimbursable expenses for across the water schools

ADMINISTRATIVE RECOMMENDATION

The Kenai Peninsula Borough School District acknowledges its responsibility under the Americans with Disabilities Act (ADA) to allow students and/or adults with disabilities to be accompanied by a “service animal” in District buildings, including classrooms, and at District functions, subject to the following:

1. All requests that an individual with a disability be accompanied by a service animal must be addressed in writing to the District’s Human Resources Department Supervisor whose address is 148 N. Binkley, Soldotna, AK 99669. The request must contain documentation of required vaccinations. The request should be delivered to the Human Resources Department no later than 10 days prior to the date on which the service animal is to be brought to the District building or District function.
2. Service animals must have an annual statement for a licensed veterinarian confirming the health and updated vaccinations of the animal. A copy of this annual statement must be filed with the building principal and the director of operations and planning.
3. All service dogs must be spayed or neutered.
4. All service animals must be treated for, and kept free of, fleas and ticks.
5. All service animals must be kept clean and groomed to avoid shedding and dander.
6. Owners of service animals are liable for any harm or injury caused by the animal to other students, staff, visitors and/or property. Prior to school access, the owner must provide proof of insurance to cover any damages that may arise from the animal in the school and must agree to hold the District harmless from any such damages.
7. The animal must be a dog or, in specific circumstances, a miniature horse. No other species of animal, whether wild or domestic, will be permitted in District buildings as a “service animal.”
8. The animal must be “required” for the individual with a disability.

9. The animal must be “individually trained” to do work or a task for the individual with a disability.
10. Special Provisions/Miniature Horses: requests to permit a miniature horse to accompany a student or adult with a disability in District buildings, including classrooms, or at District functions, will be handled on a case-by-case basis, considering:
 - a. The type, size and weight of the miniature horse and whether the facility can accommodate these features.
 - b. Whether the handler has sufficient control of the miniature horse.
 - c. Whether the miniature horse is housebroken.
 - d. Whether the miniature horse’s presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.
11. Removal of a Service Animal: A District Office Administrator or School Administrator may ask an individual with a disability or his/her parents to remove a service animal from a District building, including a classroom, or from a District function if anyone of the following circumstances occurs:
 - a. The animal is out of control and the animal’s handler does not take effective action to control the animal.
 - b. The animal is not housebroken.
 - c. The animal’s presence would “fundamentally alter” the nature of the service, program, or activity.
 - d. The animal poses a direct threat to the health and safety of others.
12. A service animal must have a harness, leash or other tether, unless either handler is unable because of disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal’s safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler’s control.
13. The District is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animal’s need to relieve itself.

- a. The District is not responsible for providing a staff member to walk the animal or to provide any other care or assistance to the animal.
- b. Students with service animals are expected to care for and supervise their animal. In the case of a young child or a student with disabilities who is unable to care for or supervise his/her service animal, the child's parent or guardian is responsible for providing care and supervision of the animal. Issues related to the care and supervision of service animals will be addressed on a case-by-case basis in the discretion of the appropriate District Office Administrator or School Administrator.

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: _____

When determined necessary and appropriate, the Superintendent may compensate certified employees living and working at remote school sites for unusual transportation, housing or utility expenses.

Reimbursable Expenses for Across the Water Schools (Nanwalek, Port Graham, Susan B. English and Tyonek)

- Five round trip flights for certified staff
 - Three flights paid in September and two flights paid in January
 - If the employee is from one of these schools, he/she is eligible for the flight payments as listed above
2. Housing for certified staff
- If an employee does not have housing available and needs the District to intercede to provide housing,
 - District charges them \$200/month rent;
 - Applies to Nanwalek, Port Graham and Tyonek
 - Does NOT apply to Susan B. English
 - \$250 pet fees are non-refundable
 - Housing is non-smoking
3. Moving Expenses
- All employees (new and current) who are moving to an Across the Water School
 - Must provide receipts
 - Eligible for up to \$2,500 moving expense
4. Internet
- District charges employees in Port Graham and Nanwalek \$50/month for internet services
 - Program to be renewed at the end of the 2014/2015 school year

5. Kachemak Selo Stipend

- Staff members receive \$200/month stipend because of the hazardous road conditions to and from Kachemak Selo
- 1. Principal receives \$250/month stipend because of the hazardous road conditions to and from Kachemak Selo

Legal Reference:

ALASKA STATUTES

14.08.111(10) Duties

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Adoption Date:



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SCHOOL BOARD COMMUNICATION

Title: Digital Learning and Title IIA Grants

Date: August 30, 2014

Item Number:

General Information

Administrator: Steve Atwater, Ph.D.
Superintendent of Schools

Attachments:

Action Needed For Discussion Information Other: _____

BACKGROUND INFORMATION

In June and July we applied and were awarded two competitive grants. The receipt of the grants is timely because they will nicely assist our move to place a greater emphasis on the delivery of digital content and to be better prepared for the state's requirement that we tie student learning to teacher and administrator performance.

The first award, Kenai Quality Blended Learning Initiative, was one of four from the \$3 million of Digital Initiative monies that the Governor included in his FY15 budget. KPBSD's three year \$820,000 Award will allow the district to expand its infrastructure for offering digital learning and to train teachers in how to create and then use a blended learning environment. A cohort of KPBSD teachers will be trained each year of the grant. KPBSD is the lead and fiscal agent of the grant that includes a partnership with Cordova City Schools and Bristol Bay Borough School District. Secondary Education Director John O'Brien is the project director of the grant.

The second grant, Using Assessments to Improve Teaching and Learning, is a two-year award from the Department of Education and Early Development using Title IIA funds. The district will receive \$280,000 for two years to complete our proposed activities. Because there are so many variables that affect student learning, the requirement that the district make a direct connection between teacher performance and student learning is challenging. The key to making this connection a success is to ensure that the assessments used to tie student learning to a teacher's performance are valid and reliable. This grant will train cohorts of teachers and administrators to write such assessments. The district is partnering with the Achievement and Assessment Institute from the University of Kansas (they will lead the assessment training and are the organization creating the state's new Alaska Measure of Progress), Kenai Peninsula College and Yukon-Koyukuk School District. Sean Dusek is acting as Project Director with a pending hire of a project coordinator.

While I feel it is wrong to become overly dependent on grants, I do feel that the two received this summer are a boon to the district. I view them as close-ended in that the district will not be overly burdened with an unreasonable amount of work to sustain what was begun by the grants. Rather, the two will increase the district's capacity to make the focus of the two grants a priority and hence, a seamless part of what we do for professional development.



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KENAI PENINSULA BOROUGH SCHOOL DISTRICT

MEDIA RELEASE

Superintendent Atwater announces his resignation

Soldotna, August 4, 2014—During an executive session with the Kenai Peninsula Borough School District Board of Education, Dr. Steve Atwater, KPBSD superintendent, tendered his resignation, effective December 1, 2014. His resignation was formally announced and accepted during the public school board meeting. Dr. Atwater will leave KPBSD to become the new University of Alaska Associate Vice President for K-12 Outreach.

“Deciding to resign as KPBSD’s superintendent was a difficult decision for me,” said Dr. Atwater. “Because my work leading our school district for the past five years has been so rewarding, it is hard to step down. However, I am excited to become the University of Alaska’s Associate Vice President for K-12 Outreach, a newly created position. I am appreciative of working for a supportive school board that places our students’ needs as their number one priority and am proud that our district made so many improvements while I was here. I know the district has a clear vision for what is next and is well positioned with a strong team to continue to meet its goals. I thank all of the employees of KPBSD, families, and community members of our borough for their commitment to our school district. It is an honor to serve our students; I look forward to continuing to do so in my new position.”

The school board met in executive session on Monday evening, and will determine the next step for a new KPBSD superintendent. Three options are possibilities: a national search and new hire; appoint a new superintendent from qualified internal or external candidates; or hire an interim superintendent for the remainder of the school year. When a decision about the next step is made, KPBSD will communicate with our staff, schools, families, and the public.

“It is with sincere regret that the board will accept the resignation of our superintendent, Dr. Steve Atwater,” said Joe Arness, school board president. “At the same time, we feel sincere pride and happiness in his accomplishments and his movement towards a new challenge. His tenure here has been entirely productive and successful and he can take justified pride in the organization that he has been instrumental in creating and continuing. The district will continue in its current directions. As a school board, we will make a determination as to how to proceed in

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FOR RELEASE AUGUST 4, 2014

1 OF 2

the process of filling the very large shoes which Dr. Atwater will leave. However, we know that the internal strength of the district and its employees is such that we will be able to find his replacement, get on a steady track, and move forward without hesitation. We certainly wish Dr. Atwater well and thank him for the contributions he made to our district.”

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FOR RELEASE AUGUST 4, 2014

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KENAI PENINSULA BOROUGH SCHOOL DISTRICT

NEWS RELEASE

Celebrate 50 years with KPC, KPB and KPBSD!



Soldotna, August 12, 2014—The public is invited to celebrate an important milestone with Kenai Peninsula College, Kenai Peninsula Borough and the Kenai Peninsula Borough School District. To mark fifty years of service to the Kenai Peninsula, the three key organizations are hosting a community barbecue:

**Thursday, August 14, 2014
 4:00-7:00 p.m.
 KPC's Kenai River Campus in Soldotna
 Everyone is invited**

In addition to historical displays, a brief ceremony, tours, live entertainment, free food, games for children, and organization booths, everyone present will have an opportunity to win a commemorative coin set. The commemorative coins, representing each organization, were minted to mark this historic occasion and will also be available for sale.

The college will dedicate a time capsule that will be opened at the 100 year anniversary celebration in 2064. There will also be copies of KPC's recently released 50 year history book available for purchase.

Overflow parking will be at the KRC Residence Hall and K-Beach Elementary located on E. Poppy Lane in Soldotna. A shuttle bus will run from the elementary school to campus throughout the celebration event.

Link [Kenai Peninsula Borough 50th Anniversary Celebration webpage](#) or <http://bit.ly/1AbchCT>

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FOR RELEASE AUGUST 12, 2014

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KENAI PENINSULA BOROUGH SCHOOL DISTRICT

NEWS RELEASE

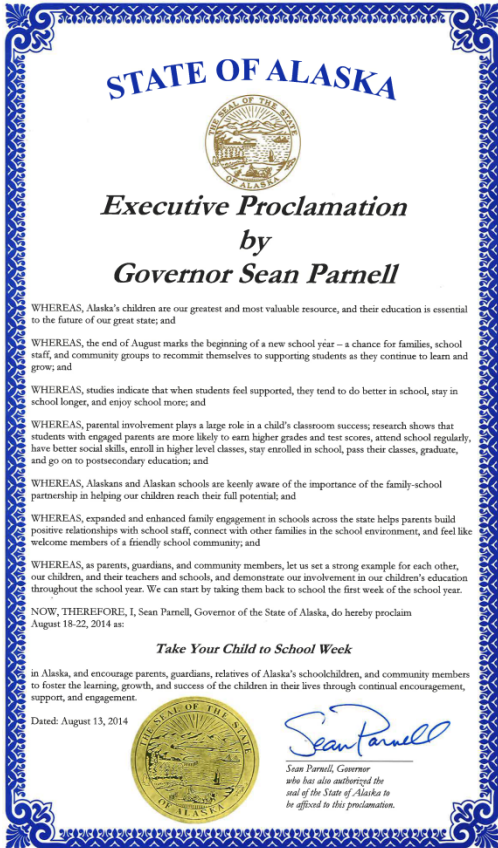
Take Your Child to School Week

Soldotna, August 15, 2014—Most KPBSD schools begin Tuesday, August 19, 2014, which is perfect timing to act on the proclamation by Governor Sean Parnell, making August 18-22, 2014, as *Take Your Child to School Week* in the state of Alaska.

“I am pleased to learn that the Governor is proclaiming next week as *Take Your Child to School Week*. The importance of parental involvement in children’s education is well documented; let’s use the proclamation as a motivation to recommit and to strengthen this involvement.” – Dr. Steve Atwater, superintendent

A new school year begins! Parents, relatives, older brothers, sisters, and friends ... will you walk, bike, drive, or ride to school with a K-12 student during the first week of school?





Take Your Child to School Week

WHEREAS, Alaska’s children are our greatest and most valuable resource, and their education is essential to the future of our great state; and

WHEREAS, the end of August marks the beginning of a new school year – a chance for families, school staff, and community groups to recommit themselves to supporting students as they continue to learn and grow; and

WHEREAS, studies indicate that when students feel supported, they tend to do better in school, stay in school longer, and enjoy school more; and

WHEREAS, parental involvement plays a large role in a child’s classroom success; research shows that students with engaged parents are more likely to earn higher grades and test scores, attend school regularly, have better social skills, enroll in higher level classes, stay enrolled in school, pass their classes, graduate, and go on to postsecondary education; and

WHEREAS, Alaskans and Alaskan schools are keenly aware of the importance of the family-school partnership in helping our children reach their full potential; and

WHEREAS, expanded and enhanced family engagement in schools across the state helps parents build positive

relationships with school staff, connect with other families in the school environment, and feel like welcome members of a friendly school community; and

WHEREAS, as parents, guardians, and community members, let us set a strong example for each other, our children, and their teachers and schools, and demonstrate our involvement in our children’s education throughout the school year. We can start by taking them back to school the first week of the school year.

NOW, THEREFORE, I, Sean Parnell, Governor of the State of Alaska, do hereby proclaim

August 18-22, 2014 as: **Take Your Child to School Week**

in Alaska, and encourage parents, guardians, relatives of Alaska’s schoolchildren, and community members to foster the learning, growth, and success of the children in their lives through continual encouragement, support, and engagement.

Links

KPBSD pupil transportation, <http://bit.ly/TransportationInfo>

Take Your Child to School Week proclamation by Governor Sean Parnell, <http://1.usa.gov/1t4Cu1E>

Volunteer in a KPBSD school, <http://bit.ly/VolunteerInKPBSD>

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KENAI PENINSULA BOROUGH SCHOOL DISTRICT

NEWS RELEASE

Keeping KPBSD schools safe with ALICE

Soldotna, August 25, 2014—KPBSD is making changes to the way schools will respond to armed intruders through ALICE (Alert, Lockdown, Inform, Counter, Evacuate) training, an update to the emergency action plan, and implementation in schools. Training and collaboration with law enforcement and school principals will occur in Kenai, Alaska, for three days, August 27 - 29, 2014.

“The district’s on-going journey of continuous improvement includes reviewing how we respond to critical incidents at our schools,” said Dr. Steve Atwater, superintendent. “The ALICE training is an important next step in this journey to help us to do all that we can to ensure the safety and welfare of our students and staff.”

School principals will receive a one-day training August 27, 2014. The following two days KPBSD will participate in collaborative, advanced *Train the Trainer* education with nearly thirty active law enforcement representatives from Kenai, Homer, Seward, and Soldotna police departments, Homer and Nikiski fire departments, and several Alaska State Troopers, among others. “It is important for the school district to place the safety of students and staff as a priority,” said Dave Jones, assistant superintendent of instructional support. “The ALICE training is an investment into safety in our schools.”

ALICE offers a list of options that can be used to stay safe in the highly unlikely event of a violent intruder. “The ALICE Training Institute is changing how schools respond to armed intruders. ALICE is a set of proactive strategies that increase chances of survival during an armed intruder event,” reports the ALICE Training Institute website. “While no one can guarantee no casualties or injuries, we can guarantee that passing on knowledge will empower people with options of survival.” The ALICE training program is designed to supplement current *Lock-Down* or *Secure-in-Place* procedures used frequently in public schools.

Link:

[ALICE Training Institute](http://www.alicetraininginstitute.com)

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FOR RELEASE AUGUST 25, 2014

1 OF 1

Background:

In July, 2014, I attended the National Association of Elementary School Principals Annual Convention in Nashville, Tennessee. Most of the conference was full of great information and interaction with presenters and participants, but over the course of the three days, there were five different speakers who made a significant impact on my thinking about our roles as school leaders. Three of those five were keynote presentations and the other two were smaller break-out sessions

Unique needs of children: Robert Fulghum

Robert wrote the book *All I Really Need to Know I Learned in Kindergarten*. His presentation during the conference was unique and interesting: He told several stories with one unifying theme: Each and every student has unique, individual needs, and it's our responsibility to meet those needs. Although it was not anything new, his message was a powerful reminder that amidst all the chaos of our school year and the multitude of adult issues we wrestle with on a daily basis with our jobs, we ABSOLUTELY cannot forget the unique needs of each and every one of our students.

Tips and Tactics to Support Courageous Leaders—Jim Grant

Jim is the founder of Staff Development for Educators (SDE), a prominent staff development group for educators across the nation. His presentation started with presenting the idea that average is not good enough for our students, and principals need to deeply believe that average teachers produce average students, and quoting Jim Collins book title, Good, or average, is the enemy of great: if we want great students, with great results, we must insist on having great teachers working with our students. A few highlights from his presentation that focus on the traits of great teachers:

- Understand that there is great diversity in our classrooms that need individualized attention, including backgrounds, gender, learning styles, and the teacher not only accepts that premise, but works tirelessly on the students' behalf.
- A profound believe that ALL students truly can learn, and not just have that be a "motto" to say or hang on the wall.
- Differentiated Instruction is simply a part of the teacher's daily routine. "If students aren't learning the way that we teach, then we need to teach them the way that they learn."
- They know the trends that impact education and they change their practice because it's what's best for kids.
- Collaboration with colleagues is a must
- When things are not working, is the first to ask, "Am I the problem?" rather than blaming students, parents or colleagues for things not working.

Engaging Parents and Teachers with Flipped Communication—Peter Dewitt

One of the innovative teaching practices introduced in the past couple of years is "Flipped Classrooms" where we "flip" the classroom instruction for students: take the "engaging" presentation portion of a lesson, make it into an online-accessible, multi-media presentation, and have students watch that as "homework." Then, the next day the teacher can spring board off of the online lesson, engage in rich discussion on the topic, and take the less engaging portion, homework, and focus on that during class time. The thinking is that if a powerful, engaging lesson is available, students are more likely to do it at home on their own. Then, take the less engaging part, homework, and have it included during the day when the classroom teacher can engage students, use his/her expertise to help students who need the additional help, and better meet the needs of individual student needs.

This presentation used the same “Flipped” concept, but applied it to a principal’s work with staff and parents. Rather than just presenting info at staff meetings, for example, create an online presentation to introduce a point for a staff discussion and have teachers watch it ahead of time. By doing so, we don’t take staff meeting time to simply introduce ideas for discussion. Rather, we can use our meeting time to jump right into some quality discussion. Furthermore, having teachers watch the info ahead of time, they are afforded think time so they can be better prepared to discuss the issue at hand, again saving time and energy during our meeting times. The same concept applies to communicating with parents on key issues.

QUIET: The Power of Introverts in a World That Can’t Stop Talking—Susan Cain

Susan’s premise is that most of our school processes, as well as social and business processes, are geared toward extroverts: lots of discussions, whole group (and even small group) engagement and situations that expect students and people to be in consistent interactions with others. Although introverts can and do participate in such activities, they do their best work when they are allowed “alone time”, where they can have quiet time by themselves, because that’s how introverts best process information they have received. Her message was to challenge us to find ways to allow introverts time to do their best work, just as we encourage extroverts to do their best work. A few highlights for me were:

- We tend to brainstorm in groups, but she contends that brainstorming alone produces better results: brainstorm alone, then come back in groups or as a whole and discuss.
- Send information to people ahead of time to give them processing time and thinking time, then discuss when we gather as a group (and this point ties directly into the Flipped Communication presentation).
- Allow for breaks in our work as groups. Do some work as a group, then take 3 minutes to write/think/reflect, then come back and share. Doing so allows the introverts to better process information they are receiving.

Strategies for Building and Enhancing Staff Moral in Your School—Todd Whitaker

Todd Whitaker is one of my favorite authors and speakers on educational leadership. He has a solid understanding of what the day-to-day life of a building principal is like and has a very pragmatic approach on how principals should deal with teachers, and problems that arise when dealing with them. He had two main themes that wove through his talk:

- If we want to improve moral in our schools, don’t tolerate bad behavior from teachers. The tendency is that when our “sour apple” teachers complain, principals tend to avoid the conflict and simply shift responsibilities elsewhere (to other teachers) so they don’t have to listen to the complaining teachers. The more this happens, the more empowered those teachers become, and the less responsibility they actually have, and the more resentful our “good” teachers become. Bottom line, deal with the problems, don’t just shift them around.
- The way to effectively deal with those “problem” teachers is to treat them like our best teachers. Again, he says the tendency with dealing with difficult teachers is to avoid them, avoid the problem, or interact with them in negative ways. He says we would NEVER treat our best teachers that way, and if we want our worst teachers to be like our best teachers, our interactions with them should be the same.

Where do we go from here?

There were not many new, earth-shattering ideas presented at the conference. Most of the speakers talked about things I knew, but were good reminders, and there was a core group of ideas that we need to be focusing on. Most of these ideas are simply about great teaching and learning. They are independent of any particular “program” a school or district may use to teach a particular subject, and definitely fit in with our district and school goals: Differentiated Instruction, connecting with students to help student engagement, and effective leadership. My intent is to use many of these ideas as the basis for conversations with my staff regarding what are we expecting of our students, ourselves and our teaching.





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SCHOOL BOARD COMMUNICATION

Title:	Resignations - Support		
Date:	September 8, 2014	Item Number:	General Information
Administrator:	Joann Riener, Director, Human Resources <i>Joann Riener</i> Dave Jones, Assistant Superintendent <i>Dave Jones</i>		
Attachments:			

Action Needed For Discussion Information Other: _____

BACKGROUND INFORMATION

Name	Assignment	Location & Effective Date
Priscilla Brant	Special Education Intensive Needs Aide	Soldotna High School, effective at the end of the 2013-14 school year
Michelle Harris	Special Education Intensive Needs Aide	West Homer Elementary School, effective at the end of the 2013-14 school year
Cassandra Kalugin	Food Service Manager I-S	Nikolaevsk School, effective at the end of the 2013-14 school year
Nancy Kimball	Special Education Resource Aide	Sterling Elementary School, effective at the end of the 2013-14 school year
Valarie Kingsland	Library Aide	Seward Elementary School, effective at the end of the 2013-14 school year
Dana Megchelsen	Special Education Resource Aide	Kenai Central High School, effective at the end of the 2013-14 school year
Barbara Mollineaux	Instructional Aide	Fireweed Academy School, effective at the end of the 2013-14 school year
Amanda Neal	Homeless Liaison	Homer Area Schools, effective March 7, 2014
Shannon Peterkin	Instructional Aide / Non-Instructional Aide	Soldotna Montessori Charter School, effective at the end of the 2013-14 school year
Kelsie Remsen	Special Education Intensive Needs Aide	Mountain View Elementary School, effective at the end of the 2013-14 school year
Sierra Smith	Special Education Intensive Needs Aide	West Homer Elementary School, effective at the end of the 2013-14 school year
Mary Ellen Summer	Special Education Emotional Disabilities Aide	Soldotna Prep School, effective July 17, 2014



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 North Binkley Street Soldotna, Alaska 99669-7520

Phone (907) 714-8888 Fax (907) 262-9132

www.kpbsd.k12.ak.us

SCHOOL BOARD COMMUNICATION

Title: Update on Year-End Transfer to Food Service

Date: September 2, 2014

Item Number:

General
Information

Administrator: Dave Jones, Assistant Superintendent

A handwritten signature in black ink, appearing to read "Dave Jones".

Attachments:

Action Needed For Discussion Information Other: _____

BACKGROUND INFORMATION

The FY14 Budget Revision in July included a change to the anticipated transfer to Food Service, increasing that transfer to \$1,100,000. At year-end, the Food Service inventory amounted to \$406,638, an increase over the prior year inventory amount of \$157,680.

The remaining fund balance for the Food Service account must reflect a sufficient amount to account for the value of the inventory on hand. In order to account for all costs and inventory, the transfer to Food Service from the General Fund was increased to \$1,424,759.

ADMINISTRATIVE RECOMMENDATION

There is no action needed, this is notification of the changed amount of the transfer.

ACCOUNT ACTIVITY DETAILS REPORT

GLEXLINE FOR BEGINNING BALANCE TO AUGUST, 2014

ACCOUNT NO		ACCOUNT NAME				SHORT NAME					
TY	DATE	DOC NO	DESCRIPTION	PO NO	CHECK NO	PAYEE/PAYER NAME	BUD ADJ	ENCUMB	DEBIT	CREDIT	
Fund : OPERATING FUND [100]											
Location : BOARD OF EDUCATION [70]											
100-70-4511-0000-3240			100-70-SCH BOARD-GENL-SUPPT STAFF								
JE	07/31/2014	15500112	PAYROLL - 07/31/2014				0.00	0.00	2,786.08	0.00	
JE	08/29/2014	15500824	PAYROLL - 08/29/2014				0.00	0.00	2,968.84	0.00	
ACCOUNT SUMMARY				BUDG/BAL	ADJ. BUDGET	REQUISITION	ENCUMB	CURR DR/CR	YTD DR/CR	CURR BAL	PCT
100-70-4511-0000-3240				33,435.00	33,435.00	0.00	0.00	5,754.92	5,754.92	27,680.08	82.79
100-70-4511-0000-3291			100-70-SCH BOARD-GENL-SUB/SUPPT								
ACCOUNT SUMMARY				BUDG/BAL	ADJ. BUDGET	REQUISITION	ENCUMB	CURR DR/CR	YTD DR/CR	CURR BAL	PCT
100-70-4511-0000-3291				336.00	336.00	0.00	0.00	0.00	0.00	336.00	100.00
100-70-4511-0000-3300			100-70-SCH BOARD-GENL-LEAVE/SUPPT								
ACCOUNT SUMMARY				BUDG/BAL	ADJ. BUDGET	REQUISITION	ENCUMB	CURR DR/CR	YTD DR/CR	CURR BAL	PCT
100-70-4511-0000-3300				566.00	566.00	0.00	0.00	0.00	0.00	566.00	100.00
100-70-4511-0000-3511			100-70-SCH BOARD-GENL-HEALTH CARE								
JE	07/31/2014	15500113	BENEFITS - 07/31/2014				0.00	0.00	710.15	0.00	
JE	08/29/2014	15500825	BENEFITS - 08/29/2014				0.00	0.00	710.07	0.00	
ACCOUNT SUMMARY				BUDG/BAL	ADJ. BUDGET	REQUISITION	ENCUMB	CURR DR/CR	YTD DR/CR	CURR BAL	PCT
100-70-4511-0000-3511				76,518.00	76,518.00	0.00	0.00	1,420.22	1,420.22	75,097.78	98.14
100-70-4511-0000-3512			100-70-SCH BOARD-GENL-LIFE INS								
JE	07/31/2014	15500113	BENEFITS - 07/31/2014				0.00	0.00	4.52	0.00	
JE	08/29/2014	15500825	BENEFITS - 08/29/2014				0.00	0.00	4.52	0.00	
ACCOUNT SUMMARY				BUDG/BAL	ADJ. BUDGET	REQUISITION	ENCUMB	CURR DR/CR	YTD DR/CR	CURR BAL	PCT
100-70-4511-0000-3512				98.00	98.00	0.00	0.00	9.04	9.04	88.96	90.78
100-70-4511-0000-3520			100-70-SCH BOARD-GENL-UNEMPLT INS								
ACCOUNT SUMMARY				BUDG/BAL	ADJ. BUDGET	REQUISITION	ENCUMB	CURR DR/CR	YTD DR/CR	CURR BAL	PCT
100-70-4511-0000-3520				99.00	99.00	0.00	0.00	0.00	0.00	99.00	100.00
100-70-4511-0000-3542			100-70-SCH BOARD-GENL-FICA SUPPRT								
JE	07/31/2014	15500113	BENEFITS - 07/31/2014				0.00	0.00	332.83	0.00	
JE	08/29/2014	15500825	BENEFITS - 08/29/2014				0.00	0.00	346.78	0.00	
ACCOUNT SUMMARY				BUDG/BAL	ADJ. BUDGET	REQUISITION	ENCUMB	CURR DR/CR	YTD DR/CR	CURR BAL	PCT
100-70-4511-0000-3542				2,533.00	2,533.00	0.00	0.00	679.61	679.61	1,853.39	73.17
100-70-4511-0000-3560			100-70-SCH BOARD-GENL-PERS RETIREM								
JE	07/31/2014	15500113	BENEFITS - 07/31/2014				0.00	0.00	1,031.01	0.00	
JE	08/29/2014	15500825	BENEFITS - 08/29/2014				0.00	0.00	1,071.14	0.00	
ACCOUNT SUMMARY				BUDG/BAL	ADJ. BUDGET	REQUISITION	ENCUMB	CURR DR/CR	YTD DR/CR	CURR BAL	PCT
100-70-4511-0000-3560				7,211.00	7,211.00	0.00	0.00	2,102.15	2,102.15	5,108.85	70.85
100-70-4511-0000-4140			100-70-SCH BOARD-GENL-PRO-TECH LEG								
AP	07/23/2014	15300583	193052 - Legal fees - June 2014		191655	JERMAIN DUNNAGAN &	0.00	0.00	9,835.09	0.00	
JE	07/30/2014	15500129	FY14 AP LISTING 5 - REVERSAL				0.00	0.00	0.00	9,835.09	
AP	08/20/2014	15302404	193184 - Legal fees - July 2014		192238	JERMAIN DUNNAGAN &	0.00	0.00	2,330.30	0.00	
ACCOUNT SUMMARY				BUDG/BAL	ADJ. BUDGET	REQUISITION	ENCUMB	CURR DR/CR	YTD DR/CR	CURR BAL	PCT
100-70-4511-0000-4140				100,000.00	100,000.00	0.00	0.00	2,330.30	2,330.30	97,669.70	97.67
100-70-4511-0000-4201			100-70-SCH BOARD-GENL-MEALS								
AP	07/08/2014	15300189	July 7, 2014 - 18 @ \$22.00			FERGUSON, LISA	0.00	0.00	396.00	0.00	

ACCOUNT ACTIVITY DETAILS REPORT

GLEXLINE FOR BEGINNING BALANCE TO AUGUST, 2014

ACCOUNT NO		ACCOUNT NAME			SHORT NAME						
TY	DATE	DOC NO	DESCRIPTION	PO NO	CHECK NO	PAYEE/PAYER NAME	BUD ADJ	ENCUMB	DEBIT	CREDIT	
Fund : OPERATING FUND [100]											
Location : BOARD OF EDUCATION [70]											
AP	07/08/2014	15300189	July 7, 2014 - 18 @ \$22.00			FERGUSON, LISA	0.00	0.00	-396.00	0.00	
AP	07/09/2014	15300042	3/21-3/26/14ME - TRAVEL -		191487	HOHL, LYNN	0.00	0.00	134.96	0.00	
JE	07/15/2014	15500051	FY14 AP LISTING REVERSE				0.00	0.00	0.00	134.96	
ACCOUNT SUMMARY				BUDG/BAL	ADJ. BUDGET	REQUISITION	ENCUMB	CURR DR/CR	YTD DR/CR	CURR BAL	PCT
100-70-4511-0000-4201				3,750.00	3,750.00	0.00	0.00	0.00	0.00	3,750.00	100.00
100-70-4511-0000-4202				100-70-SCH BOARD-GENL-MILEAGE							
AP	07/09/2014	15300040	2/5/14 - TRAVEL - MILEAGE		191487	HOHL, LYNN	0.00	0.00	113.12	0.00	
AP	07/09/2014	15300041	3/21-3/26/14MI - TRAVEL -		191487	HOHL, LYNN	0.00	0.00	140.56	0.00	
AP	07/09/2014	15300202	7/7/14 - TRAVEL - MILEAGE		191460	CASTIMORE, DANIEL	0.00	0.00	6.72	0.00	
AP	07/09/2014	15300203	7/7/14 - TRAVEL - MILEAGE		191452	ARNESS, JOE	0.00	0.00	22.40	0.00	
AP	07/09/2014	15300204	7/7/14 - TRAVEL - MILEAGE		191473	DOWNING, ELIZABETH	0.00	0.00	84.00	0.00	
JE	07/15/2014	15500051	FY14 AP LISTING REVERSE				0.00	0.00	0.00	113.12	
JE	07/15/2014	15500051	FY14 AP LISTING REVERSE				0.00	0.00	0.00	140.56	
AP	07/30/2014	15300793	7/7/14 - TRAVEL - MILEAGE		191750	HILTS, EDITH-HELEN	0.00	0.00	84.00	0.00	
AP	08/06/2014	15301720	8/4/14 - TRAVEL - MILEAGE		191855	DOWNING, ELIZABETH	0.00	0.00	84.00	0.00	
AP	08/06/2014	15301721	8/4/14 - TRAVEL - MILEAGE		191872	HOHL, LYNN	0.00	0.00	103.04	0.00	
AP	08/06/2014	15301722	8/4/14 - TRAVEL - MILEAGE		191833	ARNESS, JOE	0.00	0.00	22.40	0.00	
AP	08/06/2014	15301723	8/4/14 - TRAVEL - MILEAGE		191841	CASTIMORE, DANIEL	0.00	0.00	6.72	0.00	
AP	08/06/2014	15301724	8/4/14 - TRAVEL - MILEAGE		191873	HOLT, WILLIAM	0.00	0.00	20.72	0.00	
AP	08/06/2014	15301725	8/5/14 - TRAVEL - MILEAGE		191855	DOWNING, ELIZABETH	0.00	0.00	5.60	0.00	
AP	08/06/2014	15301726	8/5/14 - TRAVEL - MILEAGE		191871	HILTS, EDITH-HELEN	0.00	0.00	5.60	0.00	
AP	08/06/2014	15301727	8/5/14 - TRAVEL - MILEAGE		191873	HOLT, WILLIAM	0.00	0.00	20.72	0.00	
AP	08/13/2014	15302082	8/5/14 - TRAVEL - MILEAGE		191941	ARNESS, JOE	0.00	0.00	22.40	0.00	
AP	08/20/2014	15302241	8/13/14 - TRAVEL - MILEAGE		192227	HOLT, WILLIAM	0.00	0.00	20.72	0.00	
AP	08/20/2014	15302529	8/4/14 - TRAVEL - MILEAGE		192221	HILTS, EDITH-HELEN	0.00	0.00	84.00	0.00	
AP	08/27/2014	15302864	8/14/14 - TRAVEL - MILEAGE		192477	HILTS, EDITH-HELEN	0.00	0.00	84.00	0.00	
ACCOUNT SUMMARY				BUDG/BAL	ADJ. BUDGET	REQUISITION	ENCUMB	CURR DR/CR	YTD DR/CR	CURR BAL	PCT
100-70-4511-0000-4202				5,300.00	5,300.00	0.00	0.00	677.04	677.04	4,622.96	87.23
100-70-4511-0000-4203				100-70-SCH BOARD-GENL-OTHR TRVL							
AP	08/11/2014	15301941	HILTS, EDITH HELEN - Travel to		1637	BMO MASTERCARD	0.00	0.00	132.00	0.00	
AP	08/11/2014	15301953	HILTS, EDITH HELEN - Hotel fee for		1637	BMO MASTERCARD	0.00	0.00	149.00	0.00	
ACCOUNT SUMMARY				BUDG/BAL	ADJ. BUDGET	REQUISITION	ENCUMB	CURR DR/CR	YTD DR/CR	CURR BAL	PCT
100-70-4511-0000-4203				7,500.00	7,500.00	0.00	0.00	281.00	281.00	7,219.00	96.25
100-70-4511-0000-4331				100-70-SCH BOARD-GENL-POSTAGE							
ACCOUNT SUMMARY				BUDG/BAL	ADJ. BUDGET	REQUISITION	ENCUMB	CURR DR/CR	YTD DR/CR	CURR BAL	PCT
100-70-4511-0000-4331				200.00	200.00	0.00	0.00	0.00	0.00	200.00	100.00
100-70-4511-0000-4402				100-70-SCH BOARD-GENL-PURCH SVC							
PO	07/02/2014	1520413	Printing Services			KENAI PENINSULA BOROUGH	0.00	1,300.00	0.00	0.00	
PO	07/07/2014	1520427	Advertising Services			PENINSULA CLARION	0.00	4,000.00	0.00	0.00	
AP	07/16/2014	15300189	July 7, 2014 - 18 @ \$22.00		191550	FERGUSON, LISA	0.00	0.00	396.00	0.00	
AP	08/13/2014	15302136	D273/225 - Advertising Services	1520427	192035	PENINSULA CLARION	0.00	-170.80	170.80	0.00	

ACCOUNT ACTIVITY DETAILS REPORT

GLEXLINE FOR BEGINNING BALANCE TO AUGUST, 2014

ACCOUNT NO		ACCOUNT NAME			SHORT NAME						
TY	DATE	DOC NO	DESCRIPTION	PO NO	CHECK NO	PAYEE/PAYER NAME	BUD ADJ	ENCUMB	DEBIT	CREDIT	
Fund : OPERATING FUND [100]											
Location : BOARD OF EDUCATION [70]											
AP	08/27/2014	15302978	JULY POSTAGE - Printing Services	1520413	192491	KENAI PENINSULA BOROUGH	0.00	-128.82	128.82	0.00	
ACCOUNT SUMMARY				BUDG/BAL	ADJ. BUDGET	REQUISITION	ENCUMB	CURR DR/CR	YTD DR/CR	CURR BAL	PCT
100-70-4511-0000-4402				5,800.00	5,800.00	0.00	5,000.38	695.62	695.62	104.00	1.79
100-70-4511-0000-4501				100-70-SCH BOARD-GENL-SUPPLIES							
AP	08/11/2014	15301810	TRESSLER, DEBBIE -		1637	BMO MASTERCARD	0.00	0.00	29.95	0.00	
AP	08/11/2014	15301824	TRESSLER, DEBBIE - TAPE AND		1637	BMO MASTERCARD	0.00	0.00	49.96	0.00	
ACCOUNT SUMMARY				BUDG/BAL	ADJ. BUDGET	REQUISITION	ENCUMB	CURR DR/CR	YTD DR/CR	CURR BAL	PCT
100-70-4511-0000-4501				2,500.00	2,500.00	0.00	0.00	79.91	79.91	2,420.09	96.80
100-70-4511-0000-4503				100-70-SCH BOARD-GENL-SOFTWARE							
ACCOUNT SUMMARY				BUDG/BAL	ADJ. BUDGET	REQUISITION	ENCUMB	CURR DR/CR	YTD DR/CR	CURR BAL	PCT
100-70-4511-0000-4503				900.00	900.00	0.00	0.00	0.00	0.00	900.00	100.00
100-70-4511-0000-4850				100-70-SCH BOARD-GENL-STIPENDS							
JE	07/31/2014	15500112	PAYROLL - 07/31/2014				0.00	0.00	2,800.00	0.00	
JE	08/29/2014	15500824	PAYROLL - 08/29/2014				0.00	0.00	2,800.00	0.00	
ACCOUNT SUMMARY				BUDG/BAL	ADJ. BUDGET	REQUISITION	ENCUMB	CURR DR/CR	YTD DR/CR	CURR BAL	PCT
100-70-4511-0000-4850				33,600.00	33,600.00	0.00	0.00	5,600.00	5,600.00	28,000.00	83.33
100-70-4511-0000-4901				100-70-SCH BOARD-GENL-OTHER EXP							
ACCOUNT SUMMARY				BUDG/BAL	ADJ. BUDGET	REQUISITION	ENCUMB	CURR DR/CR	YTD DR/CR	CURR BAL	PCT
100-70-4511-0000-4901				28,900.00	28,900.00	0.00	0.00	0.00	0.00	28,900.00	100.00
100-70-4511-0125-4201				100-70-SCH BOARD-LEGISLATIVE -MEALS							
ACCOUNT SUMMARY				BUDG/BAL	ADJ. BUDGET	REQUISITION	ENCUMB	CURR DR/CR	YTD DR/CR	CURR BAL	PCT
100-70-4511-0125-4201				1,000.00	1,000.00	0.00	0.00	0.00	0.00	1,000.00	100.00
100-70-4511-0125-4202				100-70-SCH BOARD-LEGISLATIVE -MILEAGE							
ACCOUNT SUMMARY				BUDG/BAL	ADJ. BUDGET	REQUISITION	ENCUMB	CURR DR/CR	YTD DR/CR	CURR BAL	PCT
100-70-4511-0125-4202				1,000.00	1,000.00	0.00	0.00	0.00	0.00	1,000.00	100.00
100-70-4511-0125-4203				100-70-SCH BOARD-LEGISLATIVE -OTHR TRVL							
ACCOUNT SUMMARY				BUDG/BAL	ADJ. BUDGET	REQUISITION	ENCUMB	CURR DR/CR	YTD DR/CR	CURR BAL	PCT
100-70-4511-0125-4203				12,000.00	12,000.00	0.00	0.00	0.00	0.00	12,000.00	100.00
100-70-4511-0126-4201				100-70-SCH BOARD-PROFESSIOAL -MEALS							
ACCOUNT SUMMARY				BUDG/BAL	ADJ. BUDGET	REQUISITION	ENCUMB	CURR DR/CR	YTD DR/CR	CURR BAL	PCT
100-70-4511-0126-4201				1,000.00	1,000.00	0.00	0.00	0.00	0.00	1,000.00	100.00
100-70-4511-0126-4202				100-70-SCH BOARD-PROFESSIOAL -MILEAGE							
ACCOUNT SUMMARY				BUDG/BAL	ADJ. BUDGET	REQUISITION	ENCUMB	CURR DR/CR	YTD DR/CR	CURR BAL	PCT
100-70-4511-0126-4202				1,000.00	1,000.00	0.00	0.00	0.00	0.00	1,000.00	100.00
100-70-4511-0126-4203				100-70-SCH BOARD-PROFESSIOAL -OTHR TRVL							
ACCOUNT SUMMARY				BUDG/BAL	ADJ. BUDGET	REQUISITION	ENCUMB	CURR DR/CR	YTD DR/CR	CURR BAL	PCT
100-70-4511-0126-4203				12,000.00	12,000.00	0.00	0.00	0.00	0.00	12,000.00	100.00

ACCOUNT ACTIVITY DETAILS REPORT

GLEXLINE FOR BEGINNING BALANCE TO AUGUST, 2014

ACCOUNT NO		ACCOUNT NAME			SHORT NAME						
TY	DATE	DOC NO	DESCRIPTION	PO NO	CHECK NO	PAYEE/PAYER NAME	BUD ADJ	ENCUMB	DEBIT	CREDIT	
Fund : OPERATING FUND [100]											
** Location : BOARD OF EDUCATION [70] TOTAL **				BUDG/BAL	ADJ. BUDGET	REQUISITION	ENCUMB	CURR DR/CR	YTD DR/CR	CURR BAL	PCT
				337,246.00	337,246.00	0.00	5,000.38	19,629.81	19,629.81	312,615.81	92.70

** Fund : OPERATING FUND [100] TOTAL **				BUDG/BAL	ADJ. BUDGET	REQUISITION	ENCUMB	CURR DR/CR	YTD DR/CR	CURR BAL	PCT
				337,246.00	337,246.00	0.00	5,000.38	19,629.81	19,629.81	312,615.81	92.70

** GRAND TOTAL **				BUDG/BAL	ADJ. BUDGET	REQUISITION	ENCUMB	CURR DR/CR	YTD DR/CR	CURR BAL	PCT
				337,246.00	337,246.00	0.00	5,000.38	19,629.81	19,629.81	312,615.81	92.70

ACCOUNT ACTIVITY DETAILS REPORT

GLEXLIN FOR BEGINNING BALANCE TO AUGUST, 2014

REPORT CRITERIA

Process Name : Account Activity Details Report
Criteria Name : GLEXLIN LOC 70
Report Title : GLEXLIN
Responsibility Group : -
Document Types : -
Period From : Beginning Balance
Period To : August, 2014
Account Element Filters : 1 - 1 - Fund - from: 100 - to: 100,8 - 8 - Location - from: 70 - to: 70,3 - 3 - Function - from: 0000 - to: 9999,10 - 10 - Program - from: 0000 - to: 9999,5 - 5 - Object - from: 3000 - to: 9999
Account Grouping : 1 - Fund - All,8 - Location - All
Page Break : -
Additional Account Sorting : -
Show Audit Entries : Yes
Skip Grouping By Account : No
Employee Salary Details : No
Employee Benefit Details : No

2014-2015 Board Travel Report

Month	Routine Travel	Board Meals	Lobbying	Professional Development
July	\$197.12	\$396.00		
August	\$760.92			
Total	\$958.04	\$396.00		