

THE LAKE AND PENINSULA SCHOOL DISTRICT
Work Session AGENDA
December 11, 2014, 1:00 PM

Agenda

1. New Board Members: Words of Wisdom: 1:00-1:15
2. John Sedor Presentation: 1:15-1:30
3. Board Goals: 1:30-1:45 2
4. ESEA Audit: 1:45-2:00 3
5. Abandoned Schools (Ty/Laura): 2:00-2:15
6. Classified Personnel (Rick): 2:15-2:30
7. School Endowment Fund-2:30-2:45 187
8. Group Photo/Break: 2:45-3:00

Goals of the Board 2014-2015

Maintain focus on the vision of our culturally sensitive, student-centered district with regards to the SBS.

Continue to reinforce a district-wide community atmosphere that utilizes effective collaboration to communicate amongst its staff, parents, students, and community members, especially LSACs.

Expand opportunities for students whose interests range beyond the district's mandated standards, for example, distance offered electives such as music and art or academic clubs and district-wide competitions.

The following responses to the findings of noncompliance are aimed to bring the Lake and Peninsula School District into compliance.

Findings of noncompliance of Title I, Part A, Education for the Disadvantaged:

1. Please update the homeless student definition to align with the McKinney-Vento definition in section 7525(2) and show evidence that training materials have also been updated. (Indicator A8, 9).

The attached folder entitled “Response to Title I, Part A #1” shows the current information used to train staff on homelessness. These materials have been sent to schools and shared with staff.

2. Provide revised schoolwide plans for Egegik, Newhalen, Nondalton, and Levelock. The revised plans should show that the district worked in consultation with schools and that the school consulted with local parents, community members, teachers, principals, administrators, and other school staff. The revised school wide plans should meet all required components from Indicator I-A13 and those components should include resources and needs data specific to each school site. (Indicator I-A 12, 13)

In past years the District has treated the Schoolwide plan as a DistrictWide plan. It is our belief we better manage improvement when we do so on a District Wide basis rather than a school by school basis. We believe this is especially true due to the small student populations at each of our sites.

In light of the finding of non-compliance we plan to begin a review of the current plan on a site by site basis with an eye toward preparation for our FY16 Plan. Each administrator will hold school and community reviews of the current plan with an eye towards ensuring there has been adequate input for the creation of the FY16 Plan.

For the development of the District Plan for the 2015-2016 school year the District will form a committee comprised of parent and staff to develop a plan. Upon completion of the FY16 plan each school will have the opportunity to review the plan and make modifications to meet specific site needs.

3. Provide evidence such as policy or procedures that indicates schoolwide plans are reviewed annually and updated as needed for effectiveness. (Indicator I-A1)

We are requesting Dept. of Education support by providing us with a policy that states what is being recommended. Upon receipt of this wording from the Dept. of Education we will submit the policy to the Board of Education for consideration to be added to the Board Policy or Administrative Regulation to the LPSD Policy Manual.

4. Provide evidence that a high school diploma is required for all instructional paraprofessionals in the Title I school wide schools. Also provide evidence of a high school diploma for the indicated individuals on the Paraprofessional Follow-Up Verification Requested list sent separately. (Indicator I-A16)

The attached folder entitled “Response to Title I, Part A #4” contains a copy of the Classified Application that has been developed. Moving forward all Classified Staff applicants will be required to fill out this application. The application has questions that speak to High School Graduation.

5. Provide completed Paraprofessionals Standards Checklists for all instructional paraprofessionals whose qualified status was achieved by passing the ParaPro or HELP Assessment. Also provide evidence that the instructional paraprofessionals who were not yet qualified on the Paraprofessional Follow-Up Verification Requested list have met the qualifications required for instructional paraprofessionals by January 15, 2015. (Indicator I-A17)

The attached folder entitled “Response to Title I, Part A #5” contains two documents. One is a revision of our Classified Evaluation. This revision was crafted to include the standard checklist as included on the ParaProfessional Qualifications Form. The second document is a letter that will be presented to all new hire classified staff. This letter outlines that new classified staff will have 90 days to accomplish the ParaPro Test.

6. Provide an updated district parent involvement policy that meets all requirements in IA25 and indicates that the district will annually review the effectiveness of parent involvement. Show evidence that it was jointly written with parents and disseminated to parents (may be included in parent handbook). (Indicator I-A11, 24, 25)

We are requesting Dept. of Education support by providing us with an example of a parent involvement policy that meets all requirements as outlined by the State. We had placed in our Student Handbook a “Student Parent Compact” that we thought met this requirement. Since our document is insufficient we are requesting the Dept. of Education provide a draft example of a Parent Involvement Policy that meets the State’s requirements.

Upon receipt of this example from the Dept. of Education we will create a draft document that will be shared with all communities at an LSAC meeting during the spring semester. Upon receipt back of the recommendations and suggestions from the LSACs, District Office will submit a District Wide “Parent Involvement Plan” to the Board of Education for consideration as a Board Policy or Administrative Regulation to be added to the LPSD Policy Manual along with inclusion in the Parent Student Handbook for the 2015-2016 School year.

7. Provide the parent involvement policies (or plans of activities) for Egegik, Newhalen, Nondalton and Levelock. Provide evidence that they were jointly developed with parents, distributed to parents, and procedures that they will be reviewed annually with parents and updated as needed. (Indicator I-A27, 28)

Our current Parent Involvement Policy is a District Wide Plan. Each site has not created an individual policy. I would refer you to the plan under item 6 as we move forward to ensure we meet this requirement.

8. Provide invitations, agendas, meeting minutes and sign in sheets from the annual Title I meetings held at Egegik, Newhalen, Nondalton, and Levelock. Topics of the meetings should include: parent involvement in the planning, review and improvement of the school wide plan and parent involvement plan; parent notification of the requirements of Title I and their right as a parent to be involved; and information about Title programs at the school. (Indicator I-A28, 29)

It is our intention to correct this finding of Non-compliance as we plan for the 2015-2016 School Year. During the spring semester the District will hold a meeting in all thirteen communities to better plan and seek input from staff and communities on the School wide plan and parent involvement plan. During this meeting the District will share the requirements of Title I and the rights of parents along with descriptions on Title I Programs.

The District will use these spring meetings as the spring board for better community and parent inclusion in the development of the 2015-2016 School wide plans and parent involvement.

9. Provide district and school report cards for the 2013-2014 school year that meet all requirements in indicators I-A32 and I-A33.

Lake and Peninsula School District's Site and District Report Cards will be sent under a separate email.

10. Provide evidence that all report cards have been publicly disseminated to all schools and parents of students in those schools. For report cards posted on the internet, parents must be informed through direct communication such as a letter or notice in a school or district newsletter of how to access the report cards on the internet or obtain a printed copy. (Indicator I-A34)

All School Report Cards are to be found on the Lake and Peninsula Website but copies are also being distributed to all student homes in each community. The method for distribution will be by sending copies home with all students.

11. Provide the school improvement plans for 2014-2015 for Nondalton and Levelock (three star schools) submitted to the district using the alternative format approved by EED. (Indicator I-A37, 38)

Through a series of misunderstandings the District was under the belief we were not responsible for providing a school improvement plan for three star schools. Since this is not the case the District will begin to create a process for continual improvement of our three star schools.

12. Provide agendas, meeting minutes, and sign in sheets from the school improvement planning meetings at Nondalton and Levelock that indicate parents and school staff were consulted. (Indicator I-A37)

Agendas, Minutes and Sign in sheets will be provided as meetings are held to create the school improvement plans for Nondalton and Levelock.

Findings of noncompliance of Title I, Part A, Highly Qualified Teachers:

1. Once the Certified Staff Accounting Report (due October 15, 2014) is received by the department, Cecilia Miller will send a list of selected teachers for whom HQ verification forms and supporting documentation, individual teacher plans, and hiring documents are needed. Pending the outcome of the documentation review, additional corrective actions, if needed; would be determined at that time. (Indicator HQ-1)
2. Provide-documentation of the process for recruitment, hiring, and transferring of teachers regarding HQ status, including applicable dates. (Indicator HQ-2)
3. Accurate documentation of highly qualified status of teachers will be verified once staff accounting data and documentation requested for HQ-1 has been received and reviewed. (Indicator HQ-3)
4. Verification that the district has ensured that low-income and minority students are not taught at higher rates than other students by unqualified, out-of-field or inexperienced teachers will occur once documentation is received. (Indicator HQ-4).

Findings of noncompliance of Title I, Part C, Education of Migratory Children:

1. Please provide the updated Parent Handbook, page 4, with revised language for migrant education. Please use migrant education definitions from EED training materials, provided on the EED website. All verbiage indicating that migrant education is an "additional funding source for the district" should be removed. The primary goal of the Alaska Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma that prepares them for responsible citizenship, further learning, and productive employment.

The attached folder entitled “Response to Title I, Part C #1” contains a revised copy of the Migrant Education section that will be include in the 2015-2016 Student Handbook..

2. Provide an identification and recruitment plan that includes a process for recruitment efforts year round and a description of the process used for recruiting and obtaining proper signatures. Please provide a process that allows the district to file an original parent signature. (Indicator I -C 1)

The attached folder entitled “Response to Title I, Part C #2” contains a revised copy of Lake and Peninsula’s – Migrant Student Identification and Recruitment Management Plan.

3. Provide a quality control plan that addresses the following:
 - a. a process for ensuring the accuracy of information used to determine each child's eligibility under MEP definitions,
 - b. a process for resolving eligibility and data discrepancies,
 - c. a process for validating and verifying all information on the COE and entered into MIS2000, (Indicator I-C1), and
 - d. validating and verifying all information reported to EED (including reports such as the mass withdrawal report). (Indicator I-C11)

The attached folder entitled “Response to Title I, Part C #3” contains a revised copy of Lake and Peninsula’s – Migrant Student Identification and Recruitment Management Plan. It is our belief this document meets the requirements outlined above. If this document does not meet the requirements as outlines by the Dept. of Education we request we be provided with examples that meet the State’s requirements.

4. Provide a local service delivery plan that identifies how services will be provided to migrant students and includes all elements in indicator I-C3. The local service delivery plan may be a district migrant procedure document that also includes your identification and recruitment plan, and the quality control plan (both referenced above) The service delivery plan should also include:
 - a. a continuation of services provision statement indicating that a child who ceases to be a migratory child during a school term is eligible for migrant services until the end of such term, or for an additional school year if comparable services are not available .and second year migrant students who were eligible for migrant

education in secondary school may continue to be served through credit accrual programs until graduation. (Indicator I-C3, 5)

We are requesting Dept. of Education support by providing us with an example of a service delivery plan that meets all requirements as outlined by the State.

5. Provide a written policy describing the district's plan for measuring the effectiveness of migrant programs and projects (can be incorporated into the migrant procedure document or local service delivery plan). (Indicator I-C12)

We are requesting Dept. of Education support by providing us with an example of a service delivery plan policy that meets all requirements as outlined by the State.

6. Provide evidence that the district has provided information to parents about the migrant program services received by their students and provide evidence that the district has implemented strategies to increase the engagement of migrant parents in supporting their child's education. (Indicator I-C4)

The attached folder entitled "Response to Title I, Part C #6" contains copies of information and document forms that were used at each school site when Migrant Information was presented

7. Provide updated student records request forms and student transfer forms indicating that migrant student records are requested. (Indicator I-C10)

The attached folder entitled "Response to Title I, Part C #7" contains a copy of Lake and Peninsula's – Student Transfer Form.

8. In the revised schoolwide plans requested through I-A, please ensure that migrant student needs are identified, that the school has described and documented how it has met the unique educational needs of the migrant students as specified in the "Guidance to Consolidate Title I-C Funds into the Schoolwide Program," and indicates the amount of I-C funding the school consolidates in the schoolwide plan. (Indicator I -C2, 13)

The District is requesting support to better understand what is needed.

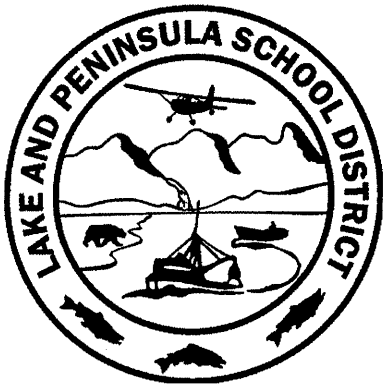
Findings of noncompliance of Title II, Part A, Teacher and Principal Recruitment:

1. Please provide a district process of obtaining paraprofessional and parent input for the professional development plan and II-A grant application. (Indicator II-A7)

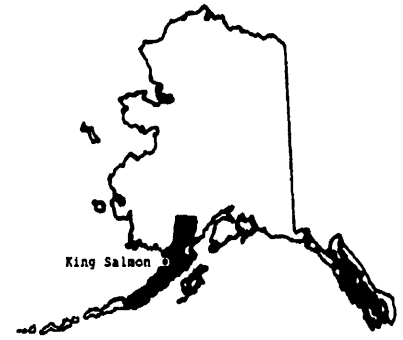
The attached folder entitled “Response to Title II Part A #1” contains a copy of Lake and Peninsula’s – Parent Survey, a copy of the Professional Development Survey of Staff and some other feedback surveys we use to determine professional development. These surveys are sent out annually to allow parents and staff to provide feedback which assists in targeting needed areas for professional development.

2. Provide evidence that the district has provided training to teachers to involve parents in their child's education. (Indicator II-A8)

The District is planning a professional development session for Monday, January 12th. During this online training staff from the Teacher Mentor Program will present on “Utilizing the Human Resources found in our Communities”



THE
LAKE AND PENINSULA
SCHOOL DISTRICT
101 Jensen Drive
P.O. Box 498
King Salmon, Alaska 99613
Phone (907) 246-4280 / Fax (907)
246-4473



November 17, 2014

Ms. Margaret MacKinnon
Title I / NCLB Administrator
Dept of Education and Early Development
801 W. 10th Street, Suite 200
Juneau, Alaska 99811

Ms. MacKinnon,

Attached is the District's plan to address the findings of non-compliance as outlined in your letter dated October 28, 2014.

It is our intention to begin a process of correction that will ensure we begin the 2015-2016 school with the proper corrections in place.

As you can see from the attached responses we are requesting support and assistance from your Department on a number of our areas of non-compliance. In advance we thank you for the requested support.

Ms. MacKinnon, we stand ready to begin a process of self-improvement and look forward to a point where we meet the full measure of compliance.

With Regards,

A handwritten signature in black ink that reads "Rick Luthi". The signature is written in a cursive style.

Rick Luthi
Chief Operating Officer



THE STATE
of **ALASKA**
GOVERNOR SEAN PARNELL

**Department of Education
and Early Development**

DIVISION OF TEACHING & LEARNING SUPPORT

801 West 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500
Main: 907.465-2830
TTY/TTD: 907.465.2815
Fax: 907.465-6760

October 28, 2014

Mr. Ty Mase, Superintendent
Lake and Peninsula School District
P.O. Box 498
King Salmon, AK 99613

Re: NCLB Monitoring

Dear Superintendent Mase:

Enclosed please find the on-site review of the NCLB programs Title I, Part A, and Title II, Part A. These programs were monitored during the October 6-10, 2014 monitoring visit. This report summarizes the findings of the Department team based on observations, materials review, and discussions with your staff.

The attached reports will specify those areas where a response from the district is required. Please submit written responses, explanations, or action plans and a timeline for any item not in full compliance no later than January 15, 2015. Please address all responses to Margaret MacKinnon.

The Department of Education & Early Development team members would like to take this opportunity to express our gratitude to you and to Lake and Peninsula School District staff members for their hospitality, cooperation and assistance in this review.

We look forward to continuing to work with you and your staff to help strengthen education programs in your district and to increase student achievement. If you have any questions, please contact Margaret MacKinnon at 907-465-2970, or via email at margaret.mackinnon@alaska.gov.

Sincerely,

A handwritten signature in black ink, appearing to read "Susan McCauley".

Dr. Susan McCauley
Director, Teaching & Learning Support

Enclosure

cc: Margaret MacKinnon, Title I/NCLB Administrator
Nicole Endsley, Title I Program Manager

Program Specific Reviews

General Provisions – In compliance

Findings of noncompliance of Title I, Part A, Education for the Disadvantaged:

- Please update the homeless student definition to align with the McKinney-Vento definition in section 7525(2) and show evidence that training materials have also been updated. (Indicator I-A8, 9).
- Provide revised schoolwide plans for Egegik, Newhalen, Nondalton, and Levelock. The revised plans should show that the district worked in consultation with schools and that the school consulted with local parents, community members, teachers, principals, administrators, and other school staff. The revised schoolwide plans should meet all required components from Indicator I-A13 and those components should include resources and needs data specific to each school site. (Indicator I-A12, 13)
- Provide evidence such as policy or procedures that indicates schoolwide plans are reviewed annually and updated as needed for effectiveness. (Indicator I-A1)
- Provide evidence that a high school diploma is required for all instructional paraprofessionals in the Title I schoolwide schools. Also provide evidence of a high school diploma for the indicated individuals on the Paraprofessional Follow-Up Verification Requested list sent separately. (Indicator I-A16)
- Provide completed Paraprofessionals Standards Checklists for all instructional paraprofessionals whose qualified status was achieved by passing the ParaPro or HELP Assessment. Also provide evidence that the instructional paraprofessionals who were not yet qualified on the Paraprofessional Follow-Up Verification Requested list have met the qualifications required for instructional paraprofessionals by January 15, 2015. (Indicator I-A17)
- Provide an updated district parent involvement policy that meets all requirements in I-A25 and indicates that the district will annually review the effectiveness of parent involvement. Show evidence that it was jointly written with parents and disseminated to parents (may be included in parent handbook). (Indicator I-A11, 24, 25)
- Provide the parent involvement policies (or plans of activities) for Egegik, Newhalen, Nondalton and Levelock. Provide evidence that they were jointly developed with parents, distributed to parents, and procedures that they will be reviewed annually with parents and updated as needed. (Indicator I-A27, 28)
- Provide invitations, agendas, meeting minutes and sign in sheets from the annual Title I meetings held at Egegik, Newhalen, Nondalton, and Levelock. Topics of the meetings should include: parent involvement in the planning, review and improvement of the schoolwide plan and parent involvement plan; parent notification of the requirements of Title I and their right as a parent to be involved; and information about Title programs at the school. (Indicator I-A28, 29)
- Provide district and school report cards for the 2013-2014 school year that meet all requirements in indicators I-A32 and I-A33.
- Provide evidence that all report cards have been publicly disseminated to all schools and parents of students in those schools. For report cards posted on the internet, parents must be informed through direct communication such as a letter or notice in a school or district

newsletter of how to access the report cards on the internet or obtain a printed copy. (Indicator I-A34).

- Provide the school improvement plans for 2014-2015 for Nondalton and Levelock (three star schools) submitted to the district using the alternative format approved by EED. (Indicator I-A37, 38)
- Provide agendas, meeting minutes, and sign in sheets from the school improvement planning meetings at Nondalton and Levelock that indicate parents and school staff were consulted. (Indicator I-A37)

Findings of noncompliance of Title I, Part A, Highly Qualified Teachers:

- Once the Certified Staff Accounting Report (due October 15, 2014) is received by the department, Cecilia Miller will send a list of selected teachers for whom HQ verification forms and supporting documentation, individual teacher plans, and hiring documents are needed. Pending the outcome of the documentation review, additional corrective actions, if needed, would be determined at that time. (Indicator HQ-1)
- Provide documentation of the process for recruitment, hiring, and transferring of teachers regarding HQ status, including applicable dates. (Indicator HQ-2)
- Accurate documentation of highly qualified status of teachers will be verified once staff accounting data and documentation requested for HQ-1 has been received and reviewed. (Indicator HQ-3)
- Verification that the district has ensured that low-income and minority students are not taught at higher rates than other students by unqualified, out-of-field or inexperienced teachers will occur once documentation is received. (Indicator HQ-4).

Findings of noncompliance of Title I, Part C, Education of Migratory Children:

- Please provide the updated Parent Handbook, page 4, with revised language for migrant education. Please use migrant education definitions from EED training materials, provided on the EED website. All verbiage indicating that migrant education is an "additional funding source for the district" should be removed. The primary goal of the Alaska Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma that prepares them for responsible citizenship, further learning, and productive employment.
- Provide an identification and recruitment plan that includes a process for recruitment efforts year round and a description of the process used for recruiting and obtaining proper signatures. Please provide a process that allows the district to file an original parent signature. (Indicator I-C1)
- Provide a quality control plan that addresses the following:
 - a process for ensuring the accuracy of information used to determine each child's eligibility under MEP definitions,
 - a process for resolving eligibility and data discrepancies,
 - a process for validating and verifying all information on the COE and entered into MIS2000, (Indicator I-C1), and
 - validating and verifying all information reported to EED (including reports such as the mass withdrawal report). (Indicator I-C11)
- Provide a local service delivery plan that identifies how services will be provided to migrant students and includes all elements in indicator I-C3. The local service delivery

plan may be a district migrant procedure document that also includes your identification and recruitment plan, and the quality control plan (both referenced above). The service delivery plan should also include:

- a continuation of services provision statement indicating that a child who ceases to be a migratory child during a school term is eligible for migrant services until the end of such term, or for an additional school year if comparable services are not available, and secondary migrant students who were eligible for migrant education in secondary school may continue to be served through credit accrual programs until graduation. (Indicator I-C3, 5)
- Provide a written policy describing the district's plan for measuring the effectiveness of migrant programs and projects (can be incorporated into the migrant procedure document or local service delivery plan). (Indicator I-C12)
- Provide evidence that the district has provided information to parents about the migrant program services received by their students and provide evidence that the district has implemented strategies to increase the engagement of migrant parents in supporting their child's education. (Indicator I-C4)
- Provide updated student records request forms and student transfer forms indicating that migrant student records are requested. (Indicator I-C10)
- In the revised schoolwide plans requested through I-A, please ensure that migrant student needs are identified, that the school has described and documented how it has met the unique educational needs of the migrant students as specified in the "Guidance to Consolidate Title I-C Funds into the Schoolwide Program," and indicates the amount of I-C funding the school consolidates in the schoolwide plan. (Indicator I-C2, 13)

Findings of noncompliance of Title II, Part A, Teacher and Principal Recruitment:

- Please provide a district process of obtaining paraprofessional and parent input for the professional development plan and II-A grant application. (Indicator II-A7)
- Provide evidence that the district has provided training to teachers to involve parents in their child's education. (Indicator II-A8)



ESEA TITLE PROGRAMS 2014-2015 MONITORING INDICATORS DISTRICT RESPONSE FORM

15

ALASKA DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT
801 West 10th Street, Suite 200 • PO Box 110500
Juneau, AK 99811-0500
<http://education.alaska.gov/>

Form #05-15-001



TABLE OF CONTENTS

Section 1 – Assurances, General Provisions, & Private Schools	(GP #1-11)	page 1
Section 2 – Title I, Part A	Planning & Implementation.....	(I-A #1-11)..... page 7
	Schoolwide Schools.....	(I-A #12-13)..... page 11
	Targeted Assistance Schools.....	(I-A #14-15)..... page 12
	Paraprofessionals	(I-A #16-18)..... page 13
	Parent Notification & Involvement.....	(I-A #19-31)..... page 15
	Report Card.....	(I-A #32-34)..... page 22
	Preschool Coordination.....	(I-A #35-36)..... page 24
	School Improvement.....	(I-A #37-40)..... page 25
	Priority and Focus Schools	(I-A #41-42)..... page 27
	District Support of Schools.....	(I-A #43-46)..... page 28
	District Improvement.....	(I-A #47-49)..... page 31
Section 3 – Title I, HQT	Highly Qualified Teachers.....	(HQ #1-4)..... page 33
Section 4 – Title I, Part C	Education of Migratory Students	(I-C #1-13)..... page 35
Section 5 – Title I, Part D	Neglected or Delinquent Children & Youth	(I-D #1-8)..... page 41
Section 6 – Title II, Part A	Teacher & Principal Training	(II-A #1-9)..... page 45
Section 7 – Title III, Part A	English Language Acquisition.....	(III-A #1-15)..... page 51

**ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015
ASSURANCES, GENERAL PROVISIONS, & PRIVATE SCHOOLS**



DISTRICT: Lake & Peninsula School District **DISTRICT CONTACT:** Hylton/Luthi/Myhand **DATE:** 9/11/14

Enter a concise explanation in the District Response column for each indicator and submit evidence and/or documentation to support compliance. Note that some documents are already on file at EED and will not need to be submitted again. In other cases, you will need to submit copies of documents to EED along with this District Response Form.

ASSURANCES, GENERAL PROVISIONS, AND PRIVATE SCHOOLS

PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>GP 1. Verifies that the district has provided assurances for all of the following programs for which it has received funding or is required to comply:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title IX for all programs and uniform provisions (required for all districts) <input checked="" type="checkbox"/> Title I-A, Basic <input checked="" type="checkbox"/> Title I-C, Migrant <input type="checkbox"/> Title I-D, Neglected & Delinquent <input checked="" type="checkbox"/> Title II-A, Teacher and Principal Training <input checked="" type="checkbox"/> Title III-A, English Language Acquisition <input checked="" type="checkbox"/> Title X-C, Homeless Education (required for all districts) <input checked="" type="checkbox"/> Certifications regarding lobbying, other matters, and drug-free workplace (required for all districts) <p>STATUTES/REGULATIONS REFERENCE: 1112(c)(1) SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Copies of signed assurances ESEA Assurances & Certifications Packet as uploaded on GMS 	<p>Available through GMS system</p> <p style="text-align: right;">17</p>
<p>GP 2. Verifies that the district provides equitable access to facilities for Boy Scouts and other youth groups, clubs, etc.</p> <p>STATUTES/REGULATIONS REFERENCE: 9525(b) SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Copy of policies • Public notices • List of groups using facilities • Facilities schedule • Other 	<p>GP2 Support Provided (board policies – available on district website)</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015
ASSURANCES, GENERAL PROVISIONS, & PRIVATE SCHOOLS



PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>GP 3. Verifies that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> upon request by military recruiters or an institution of higher education, the district provides access to secondary school students' names, addresses, and telephone listings; and <input type="checkbox"/> parents were notified of their right to not have student's information be released to military recruiters and/or institutions of higher education without prior written parental consent, and the district has complied with such requests. <p>STATUTES/REGULATIONS REFERENCE: (9528)(a) SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Copy of policies • Copy of letter to parents • School handbook • Other 	<p>GP3 Support Provided (Notice for Directory Information & BP 1340)</p> <p>http://lpsd.com/board.html</p>
PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>GP 4. Verifies that the district has a written procedure for reviewing and resolving complaints alleging violations of the law in administering any of the programs under ESEA.</p> <p>STATUTES/REGULATIONS REFERENCE: (9304)(a)(3)(l) SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Copy of procedures • Other 	<p>GP4 Complaint Form (added in school handbook SY14-15)</p> <p style="text-align: right;">18</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015
ASSURANCES, GENERAL PROVISIONS, & PRIVATE SCHOOLS



PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>GP 5. Verifies that the district has consulted with appropriate private school officials during the design, development, and implementation of the district’s program (as applicable by Title) on:</p> <ul style="list-style-type: none"> • how the children’s, teachers’ and parents’ needs will be identified; • what services will be offered, as well as how, where and by whom the services will be provided; • how the services will be academically assessed and how the results will be used to improve services; • size and scope of the equitable services to be provided to the eligible private school children and teachers and the proportion of funds allocated; • method or sources of data used to determine the number of children from low-income families in participating Title I school attendance areas who attend private schools (I-A only); • how and when the district will make decisions about the delivery of services to such children, including a thorough consideration and analysis of views of private school officials on the provision of services through contracts with third-party providers; and • how, if the district disagrees with the views of the private school officials on the provision of services through a contract, the district will provide in writing an analysis of the reasons for not choosing to use a contractor for provision of services. <p>STATUTES/REGULATIONS REFERENCE: 1120(b)(1-2) [I-A]; 9501(c) [I-C, II-A, III-A]</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Written documentation of consultations • Evidence of communications with private school • Letters declining to participate • Other 	<p>n/a – There are no private schools within Lake & Peninsula School District.</p> <p style="text-align: right;">19</p>
<p>PROGRAM REQUIREMENTS:</p> <p>GP 6. Verifies that district has maintained a written affirmation signed by officials from each participating private school(s) that the required consultation has occurred or, if not signed by the private school official, documentation has been submitted to the state showing that the consultation has occurred.</p> <p>STATUTES/REGULATIONS REFERENCE: 1120(b)(4) [I-A]</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Copy of written affirmation • Documentation submitted to EED • Other 	<p>n/a – There are no private schools within Lake & Peninsula School District.</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015
ASSURANCES, GENERAL PROVISIONS, & PRIVATE SCHOOLS



PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>GP 7. Verifies that educational services and other benefits to private school students, teachers, and parents are equitable in comparison to those for participating children in public schools, and are provided in a timely manner.</p> <p>STATUTES/REGULATIONS REFERENCE: 1120(a)(1& 3) [I-A]; 9501(a)(3) [I-C, II-A, III-A]</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Plan of service to private school students or teachers • Budgets and receipts/payments • Other 	<p>n/a – There are no private schools within Lake & Peninsula School District.</p>
<p>PROGRAM REQUIREMENTS:</p> <p>GP 8. Verifies that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> for Title I-A, expenditures for services to private school students are equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend private schools; and <input type="checkbox"/> for all other Titles, expenditures for services to private school students and teachers shall be equal the expenditures for the public school program, taking into account the number and educational needs of the children to be served, (such as a per pupil amount based on relative enrollment of students in public and private schools, after subtracting funds used for administration and, for Title II-A, funds used for class size reduction). <p>STATUTES/REGULATIONS REFERENCE: 1120(a)(4) [I-A]; 9501(a)(4) [I-C, II-A, III-A]; 9501(b)(3) [II-A]</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Budgets and reimbursements • Other 	<p>n/a – There are no private schools within Lake & Peninsula School District.</p> <p style="text-align: right;">20</p>
<p>PROGRAM REQUIREMENTS:</p> <p>GP 9. Verifies that educational services or other benefits to private school students, teachers and parents are secular, neutral and non-ideological.</p> <p>STATUTES/REGULATIONS REFERENCE: 1120(a)(2) [I-A]; 9501(a)(2) [I-C, II-A, III-A]</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Documentation of services • Other 	<p>n/a – There are no private schools within Lake & Peninsula School District.</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015
ASSURANCES, GENERAL PROVISIONS, & PRIVATE SCHOOLS



PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>GP 10. Verifies that the public school district controls the funds, and title to materials, equipment, and property purchased with such funds, and administers the funds, materials, equipment and property for services to private school children, teachers, and parents.</p> <p>STATUTES/REGULATIONS REFERENCE: 1120(d)(1) [I-A]; 9501(d)(1) [I-C, II-A, III-A]</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Budgets and expenditures • Other 	<p>n/a – There are no private schools within Lake & Peninsula School District.</p>
<p>GP 11. Verifies that the district provides services to private school children, teachers, and parents by employees of the district or through contract with an individual, association, agency, or organization. Such employee or entity must be independent of such private school and of any religious organization and such employment or contract must be under the control and supervision of such public agency.</p> <p>STATUTES/REGULATIONS REFERENCE: 1120(d)(2)(A-B) [I-A]; 9501(a)(5) & 9501(d)(2) [I-C, II-A, III-A]</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Staffing • Contracts for services • Other 	<p>n/a – There are no private schools within Lake & Peninsula School District.</p> <p style="text-align: right;">21</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE I, PART A – EDUCATION FOR THE DISADVANTAGED



DISTRICT: Lake & Peninsula School District **DISTRICT CONTACT:** Hylton/Luthi/Myhand **DATE:** 9/11/14

Enter a concise explanation in the District Response column for each indicator and submit evidence and/or documentation to support compliance. Note that some documents are already on file at EED and will not need to be submitted again. In other cases, you will need to submit copies of documents to EED along with this District Response Form.

PLANNING AND IMPLEMENTATION

PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-A 1. Verifies that the district has:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> worked in consultation with schools in developing and implementing targeted assistance and/or school-wide plans to support academic achievement and graduation for all students, in developing and implementing plans for parent involvement and for teacher and paraprofessional quality, and in developing or identifying high-quality, effective curricula and instructional programs; and <input checked="" type="checkbox"/> notified schools with at least 40 percent poverty and parents of children in those schools of the option to operate a school-wide program and to consolidate funds from federal, state, and local sources (at least once within the last three years). <p>STATUTES/REGULATIONS REFERENCE: 1112(c)(1)(A, B, C, F, H, O)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Meeting agendas or minutes • Letters to Principals • ESEA application • Research or written documentation • Other 	<p>The development of the school-wide plans is a process that includes input from the district level as well as the planning and development that is completed at the site level. Site level work includes staff input as well as the input from the Local School Advisory Committee.</p> <p>The schools encourage parents and community to be involved in the decision process by attending LSAC meetings, spending time in the schools, and communicating with the school staff.</p> <p>School wide plans are available here: 23 http://lpsd.com/info.html</p>
<p>I-A 2. Verifies that teachers, principals, administrators, other appropriate school personnel, and parents of Title I students were involved in the development of the district’s plan (ESEA consolidated application).</p> <p>STATUTES/REGULATIONS REFERENCE: 1112(d)(1)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • District planning team in GMS • Meeting agendas • Sign-in sheets • Other 	<p>See school-wide plans as provided; participants are listed</p> <p>School wide plans are available here: http://lpsd.com/info.html</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE I, PART A – EDUCATION FOR THE DISADVANTAGED



PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-A 3. Verifies that a single source of data was used to determine poverty levels in all public schools.</p> <p>STATUTES/REGULATIONS REFERENCE: 1113(A)(5)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Source documents for poverty data • Other 	<p>National school lunch program eligibility data is used.</p> <p>Data available upon request.</p>
<p>I-A 4. Verifies that Title I funds were distributed to eligible school sites appropriately according to ranking and serving requirements of section 1113(b) & 1113(c) (in rank order based on the total number of students from low-income families, or use 125% rule if applicable; districts with less than 1000 students are exempt).</p> <p>STATUTES/REGULATIONS REFERENCE: 1113(c)(1-2); 1113(b); 1113(a)(6)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Review of site budgets • Title I site eligibility form in GMS • Other 	<p>LPSD allocates Title funds school wide, with the same amount per pupil.</p>
<p>I-A 5. Verifies, for any school that was eligible for Title I-A funding based on a higher poverty rate than Title I served schools but was excluded from Title I-A funding, that:</p> <p><input type="checkbox"/> the school meets the comparability requirements (section 1120A(c));</p> <p><input type="checkbox"/> the school is receiving supplemental funds from other state or local sources that are spent according to the requirements of Section 1114 (schoolwide programs) or Section 1115 (targeted assistance programs); and</p> <p><input type="checkbox"/> the funds expended from such other sources equal or exceed the amount that would be provided under this part.</p> <p>STATUTES/REGULATIONS REFERENCE: 1113(d)(i-iii)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Review of budgets and funding sources • Review of policies • Review of comparability documentation • Other 	<p>n/a</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE I, PART A – EDUCATION FOR THE DISADVANTAGED



PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-A 6. Verifies that the district has provided services through state and local funding to Title I-A schools that are comparable to services in non-Title I-A schools by records documenting compliance as submitted to the department. In the case of a district with all Title I schools, the district has shown that those schools are comparable to each other.</p> <p>STATUTES/REGULATIONS REFERENCE: 1120A(c)(2 & 3)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Comparability report • Policies 	<p>In LPSD all Title I schools have a school-wide plan. All schools in the district receive comparable services.</p> <p>School wide plans are available here: http://lpsd.com/info.html</p>
<p>PROGRAM REQUIREMENTS:</p> <p>I-A 7. Verifies that funds were reserved and comparable services were provided to homeless or neglected/delinquent students in non-Title I schools, as applicable.</p> <p>STATUTES/REGULATIONS REFERENCE: 1113(c)(3)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Review of budgets • Title I set-aside page • Documentation of services to students 	<p>LPSD has no identified homeless students.</p> <p style="text-align: right;">25</p>
<p>PROGRAM REQUIREMENTS:</p> <p>I-A 8. Verifies that the district:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> reviews and revises policies and practices to ensure they do not act as barriers to enrolling homeless students (based on the McKinney-Vento definition in section 7525(2)), including public notices of rights, letters or other memoranda to assist enrollment, time-line waivers for producing medical, school and other records, waivers for uniform fees, and a dispute resolution procedure that provides for immediate enrollment of homeless students; <input checked="" type="checkbox"/> enrolls the homeless child or youth in the school of origin or in the attendance area of the current living situation, according to the best interest of the child; <input checked="" type="checkbox"/> homeless children or youth are provided comparable services to other students in the school, including transportation, educational services, programs for vocational & technical education, gifted and talented students, and nutrition programs; and <input checked="" type="checkbox"/> ensures that transportation to the school of origin is provided, if applicable. <p>STATUTES/REGULATIONS REFERENCE: 722(g)(3-7)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Copy of policies • Transportation schedules • Other 	<p>DISTRICT RESPONSE</p> <p>Ref: IA-8</p> <p>LPSD currently has no identified homeless students; related policies are in place.</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE I, PART A – EDUCATION FOR THE DISADVANTAGED



PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-A 9. Verifies that the district has identified a homeless liaison and the liaison ensures that:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> training is provided to staff to ensure that homeless children and youth are identified and have full and equal opportunity to succeed; <input type="checkbox"/> school enrollment is facilitated & unaccompanied youth are assisted with school placement decisions; <input checked="" type="checkbox"/> coordination with agencies so that homeless families, children and youth received services for which they were eligible; <input checked="" type="checkbox"/> parents or guardians of homeless children are informed of their rights and opportunities and public notice is provided of such; <input type="checkbox"/> enrollment disputes are mediated according to 722(g)(3)(E); and <input type="checkbox"/> parents are fully informed on transportation services and transportation to the school of origin is provided, if applicable. <p>STATUTES/REGULATIONS REFERENCE: 722(g)(6)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Copy of policies • Transportation schedules • Training agendas, notes, sign-in sheets • Posters in school • Other 	<p>See IA-9</p> <p>Staff training has been provided; educational posters have been provided to school staff for posting.</p> <p>LPSD currently has no identified homeless students.</p>

PROGRAM REQUIREMENTS:	DISTRICT RESPONSE 26
<p>I-A 10. Verifies the district has a procedure in place for:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> identifying limited English proficient (LEP) students, <input type="checkbox"/> providing support to LEP students in attaining English language proficiency and in support for meeting academic standards, <input type="checkbox"/> annually assessing each LEP student’s oral language, reading and writing skills using the state-approved English language proficiency assessment, <input type="checkbox"/> ensuring that each LEP student in grades 3-10 participates in the standards based assessments as required, and <input type="checkbox"/> providing information to parents of LEP students (in an understandable format) on the reasons for identification, the support provided for their students in learning English and succeeding academically, and the results of state assessments. <p>STATUTES/REGULATIONS REFERENCE: 1111(b)(3) & (7) & Equal Educational Opportunities Act (EEOA), 20 U.S.C. Section 1703 (f) (1974)</p> <p>SOURCE OF EVIDENCE</p> <ul style="list-style-type: none"> • District policies & procedures • ESEA application & data pages • Test schedule • Plan of service for LEP students 	<p>At present no students in the LPSD have been identified as Limited English Proficient.</p> <p>LPSD registration has a designation for Language. This form is used to determine if further information is needed to identify if a student is limited English proficient.</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE I, PART A – EDUCATION FOR THE DISADVANTAGED



PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-A 11. Verifies that the LEA has annually reviewed the progress of each school by:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> conducting an annual review of the state academic assessments and other indicators to review the progress of each school to determine whether the school is meeting the Annual Measurable Objective and graduation rate targets; <input checked="" type="checkbox"/> reviewing any local academic assessments and other academic indicators at the agency’s discretion; and <input checked="" type="checkbox"/> reviewing the effectiveness of parent involvement, professional development and other activities conducted at the school sites. <p>STATUTES/REGULATIONS REFERENCE: 1116(a)(1)(A-D)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Meeting notes or agendas • Policies • Results of reviews • Publicly reported information • Other 	<p>IA-11 See attached – data letter & DW Benchmark Comparison</p> <p>The test results were reviewed with the staff as a whole during the August in-service. Each site principal reviews results with staff on an ongoing basis using the early release Friday time and in-service time. School Report Cards will be shared as soon as finished</p> <p>LPSD has sent out a Parent Survey to solicit feedback from parents on satisfaction with the schools and district available upon request from Rick Luthi, COO.</p>

SCHOOLWIDE SCHOOLS

PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-A 12. Verifies that school-wide sites have on file an approved school-wide plan that:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> was developed in consultation with parents, community members, teachers, principals, administrators, technical assistance providers, school and staff and, when appropriate, students; <input checked="" type="checkbox"/> is in effect for the duration of the school’s participation as a school-wide program and is reviewed annually and revised as necessary; <input checked="" type="checkbox"/> describes (lists) financial resources from Title I and any other programs and sources used to implement the plan; <input checked="" type="checkbox"/> is available to the LEA, parents, and the public in an understandable and uniform format; and <input type="checkbox"/> was developed, if appropriate, in coordination with programs under Reading First, Early Reading First, Even Start, Carl Perkins, and the Head Start Act. <p>STATUTES/REGULATIONS REFERENCE: 1114(b)(2)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Review of Schoolwide plan • Review cycle • Meeting minutes • Sign-in sheets • Other 	<p>School wide plans are available here:</p> <p>http://lpsd.com/info.html 27</p> <p>(Chignik Bay is pending update due to the fact that it is re-opening in Fall of 2014 after having been closed due to lack of enrollment.)</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE I, PART A – EDUCATION FOR THE DISADVANTAGED



PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-A 13. The approved schoolwide plan includes all of the following components:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Comprehensive needs assessment of entire school (including the needs of migratory children and all subgroups) based on information that includes student achievement levels in relation to state academic content and performance standards <input checked="" type="checkbox"/> Schoolwide reform strategies that use effective instructional methods based on scientific research to address the needs of all children, but particularly the needs of low-achieving children <input checked="" type="checkbox"/> Instruction by highly qualified staff <input checked="" type="checkbox"/> High-quality, ongoing professional development for teacher, principals, paraprofessionals and others as appropriate <input checked="" type="checkbox"/> Strategies for attracting high-quality, highly qualified teachers to high-need schools <input checked="" type="checkbox"/> Strategies to increase parent involvement <input checked="" type="checkbox"/> Plans for transitioning children from early childhood programs to elementary school programs <input checked="" type="checkbox"/> How teachers will be included in decision-making on the use of academic assessments to improve student achievement and overall academic program <input checked="" type="checkbox"/> Activities for the timely identification of and effective assistance to students who experience difficulty mastering proficient or advanced levels of academic achievement standards <input checked="" type="checkbox"/> Coordination and integration with other federal, state, and local agencies and programs <p>STATUTES/REGULATIONS REFERENCE: 1114(b)(1)(A-J)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Review of Schoolwide plan • Other 	<p>School wide plans are available here: http://lpsd.com/info.html</p> <p>District Office, along with all school administration, have been involved in a review & update of school-wide plans.</p> <p>The October meeting for local school advisory councils will be dedicated to a community review of the current plans.</p> <p style="text-align: right;">28</p>

TARGETED-ASSISTANCE SCHOOLS

PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-A 14. Verifies that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> targeted assistance sites have established and use multiple educationally related criteria to select students for Title I services (except that children from preschool through grade 2 shall be selected on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures); and <input type="checkbox"/> children who are homeless, neglected/delinquent, children with disabilities, migratory, limited English proficient children and children from Head Start, Even Start or Early Reading First programs are eligible for service from Title I-A on the same basis as other children. <p>STATUTES/REGULATIONS REFERENCE: 1115(b)(1)(B) & (2)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Written criteria • Title I-A service plan • ESEA application • Written selection criteria • Student lists • Other 	<p>Lake and Peninsula School District has developed a district-wide approach to school improvement and has not targeted specific sites for improvement.</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE I, PART A – EDUCATION FOR THE DISADVANTAGED



PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-A 15. Verifies that targeted assistance school programs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use funds to help children meet state academic achievement standards; <input type="checkbox"/> incorporate planning for students served by Title I into existing school planning; <input type="checkbox"/> use effective methods and instructional strategies based on scientifically based research to improve core academic programs that: <ul style="list-style-type: none"> • give primary consideration to providing extended learning time, such as extended school year, before- and after-school, and summer programs, • help provide an accelerated, high-quality curriculum, and • minimize removing children from the regular classroom during regular school hours for instruction; <input type="checkbox"/> coordinate with and support regular education program which may include services to assist preschool children in the transition to elementary school programs, if applicable; <input type="checkbox"/> provide instruction by highly qualified teachers; <input type="checkbox"/> provide professional development to teachers, principals, paraprofessionals, and other staff to meet the teacher and paraprofessional requirements (section 1119); <input type="checkbox"/> provide strategies to increase parental involvement such as family literacy services; <input type="checkbox"/> coordinate federal, state and local services and programs, including programs under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training; and <input type="checkbox"/> conduct ongoing review of student progress and revise services to meet the needs of students. <p>STATUTES/REGULATIONS REFERENCE: 1115(c)(1)(A-H); 1115(c)(2)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Review site plan • Professional Development agendas • Meeting notes • Other 	<p>Lake and Peninsula School District has developed a district-wide approach to school improvement and has not targeted specific sites for improvement.</p> <p style="text-align: right;">29</p>

PARAPROFESSIONALS

PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-A 16. Verifies that all paraprofessionals working in a program supported with Title I, Part A funds have a high school diploma or its equivalent.</p> <p>STATUTES/REGULATIONS REFERENCE: 1119(f)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Hiring application verifying HS diploma or equivalent AND position description indicating that HS diploma or equivalent is required for job • Personnel records • Staff list showing qualifications • HS diploma or transcript • Other 	<p>As of the beginning of FY15 school year, all paraprofessionals working in a program supported by Title I-A funds all have a high school diploma or equivalent.</p> <p>Contact: Rick Luthi for supporting documents as needed.</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE I, PART A – EDUCATION FOR THE DISADVANTAGED



PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-A 17. Verifies that all instructional paraprofessionals working in a Title I schoolwide program or instructional paraprofessionals paid in whole or in part with Title I-A funds in a targeted assistance program have met one of the following qualifications:</p> <ul style="list-style-type: none"> • Completed at least two years of higher education (at least 48 semester hours or the equivalent) • Obtained an associate’s degree or higher • Passed the HELP or ParaPro assessment AND skills on the Paraprofessional Standards Checklist have been observed and verified <p><i>This section does not apply to paraprofessionals proficient in English and another language who provides services as a translator or to a paraprofessional whose duties consist solely of conducting parent involvement activities, [1119(e)] or who have only non-instructional duties such as providing technical support for computers, providing personal care services, or performing clerical duties [200.58 (2)(ii)].</i></p> <p>STATUTES/REGULATIONS REFERENCE: 1119(c)(1)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • AK Paraprofessional Qualifications forms & supporting documentation of degree, credits, or passing test score with completed checklist • Staff list showing qualifications, hire date, duty assignment and funding source • Personnel records • Other 	<p>As of the beginning of FY15 school year, all paraprofessionals working in a program supported by Title I-A funds have met one of the requirements to be considered HQ.</p>

30

PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-A 18. Verifies all instructional paraprofessionals working in a program supported with Title I, Part A funds are not assigned a duty inconsistent with this section. Instructional services must be performed under the direct supervision of a teacher. Paraprofessional duties may include:</p> <ul style="list-style-type: none"> • One-on-one tutoring for eligible students at a time the student would not otherwise be receiving instruction from a teacher • Assisting with classroom management such as organizing instructional and other materials • Providing assistance in a computer lab • Conducting parent involvement activities • Providing support in a library or media center • Acting as a translator • Limited other duties assigned to similar non-Title I-A personnel that are beyond classroom instruction or do not benefit Title I students, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school <p>STATUTES/REGULATIONS REFERENCE: 1119(g)(1-3)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Lists of students served by paraprofessionals • Staff schedules & duty assignments • Other 	<p>All paraprofessionals working in a capacity that requires support to students is working under the supervision of a certified staff member.</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE I, PART A – EDUCATION FOR THE DISADVANTAGED



PARENT NOTIFICATION AND INVOLVEMENT

PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-A 19. Verifies that parents of all children attending Title I schools have been notified at the beginning of each school year that they can request information on the professional qualifications of the student’s classroom teachers including:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; <input checked="" type="checkbox"/> whether the teacher is teaching under emergency or other status through which state qualifications or licensing criteria have been waived; <input checked="" type="checkbox"/> the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree; and <input checked="" type="checkbox"/> whether the child is provided services by paraprofessionals, and, if so, their qualifications. <p>STATUTES/REGULATIONS REFERENCE: 1111(h)(6)(A)</p> <p>SOURCE OF EVIDENCE</p> <ul style="list-style-type: none"> • Letter to parents • Newsletters, handouts, posters • District or School Report Card • Other 	<p>Ref: I-A19</p> <p>Page 3 Handbook (Parent Info Section) – available at site visit</p>
<p>I-A 20. Verifies that the district has provided to each parent of all children attending Title I schools timely notice that the parent’s child has been assigned a teacher who is not highly qualified, or has been taught for 4 or more consecutive weeks by a teacher who is not highly qualified.</p> <p>STATUTES/REGULATIONS REFERENCE: 1111(h)(6)(B)</p> <p>SOURCE OF EVIDENCE</p> <ul style="list-style-type: none"> • Letter to parents • Other 	<p style="text-align: right;">31</p> <p>Page 3 Handbook (Parent Info Section) – available at site visit</p> <p>Ref: I-A19</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE I, PART A – EDUCATION FOR THE DISADVANTAGED



PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-A 21. Verifies that the district has provided to each parent of all children attending Title I schools information on the level of achievement of the parent’s child in each of the state academic assessments; and that assessment results are given to parents as soon as possible in an understandable format.</p> <p>STATUTES/REGULATIONS REFERENCE: 1111(h)(6)(B); 1112(c)(1)(N)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Letters to parents • Student assessment reports • Other 	<p>Parent-teacher conferences are held to provide parents with updated information on student achievement. Parents are also encouraged to contact teachers or site administrators for further information.</p> <p>After each test we receive individual reports and share them with the parent and student by mail along with a letter explaining the report.</p>

PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-A 22. Not applicable if the district receives Title III-A funds; see Title III-A #7. <i>Only applicable if Title I funds are used for language instructional education programs</i> Verifies that parents of LEP students have been notified within 30 days of the start of school, in an understandable and uniform format, and to the extent practicable, in a language the parents can understand, the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The reasons for the identification and need for placement <input type="checkbox"/> The child’s level of English proficiency, how it was assessed, and the level of academic achievement <input type="checkbox"/> The method of instruction used and other programs available including how such programs differ <input type="checkbox"/> How the program selected will meet the education needs of the child <input type="checkbox"/> How the program will help the child learn English and meet age appropriate academic achievement standards <input type="checkbox"/> The specific exit requirements of the program and the expected rate of transition from such program or graduation rate if from a secondary school <input type="checkbox"/> How the program meets the objectives of the IEP of a child with a disability <input type="checkbox"/> Information pertaining to parental rights including written guidance detailing right of parent to have child removed from program, to decline enrollment in program or choose another program, and to receive assistance in selecting program <p>STATUTES/REGULATIONS REFERENCE: 1112(g)(1)(A)(i-viii)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Letters to parents • Written guidance • Other 	<p>n/a</p> <p style="text-align: right;">32</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE I, PART A – EDUCATION FOR THE DISADVANTAGED



PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-A 23. Not applicable if the district receives Title III-A funds; see Title III-A #8. <i>Only applicable if Title I funds are used for language instructional education programs</i> Verifies that the district has implemented an effective means of outreach to parents of limited English proficient students to inform the parents how they can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, and meet state academic achievement standards, including holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted by Title I-A.</p> <p>STATUTES/REGULATIONS REFERENCE: 1112(g)(4) SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Copies of parent letter • Description of parent outreach program • Other 	<p>n/a</p>
<p>I-A 24. Verifies that the district has a Title I parent involvement policy that was jointly written with parents, disseminated to parents, and incorporated in the district’s ESEA plan under section 1112.</p> <p>STATUTES/REGULATIONS REFERENCE: 1118(a)(2) SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Copy of policy • Meeting minutes • Participant lists • Letters to parents • Review of district plan • Other 	<p>IA-24 Policy Provided</p> <p style="text-align: right;">33</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE I, PART A – EDUCATION FOR THE DISADVANTAGED



PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-A 25. Verifies that the district Title I parent involvement policy describes the following:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> How parents are involved in the development of the district ESEA plan and school review and improvement <input type="checkbox"/> The coordination, technical assistance and support provided by the district to assist Title I schools in planning and implementing effective parent involvement activities to improve student achievement and school performance <input checked="" type="checkbox"/> How the district builds the schools' and parents' capacity for strong parent involvement <input type="checkbox"/> How parent involvement activities will be coordinated with other programs such as Head Start, and other programs, as applicable <input type="checkbox"/> How the district will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parent involvement policy, strategies and activities in improving academic quality of Title I schools, identifying barriers to greater participation by all parents (with particular attention to parents of students in subgroups), and using the results to design strategies for more effective parent involvement and revise, if necessary, the parent involvement policy <input checked="" type="checkbox"/> Involvement of parents in activities of Title I schools <p>STATUTES/REGULATIONS REFERENCE: 1118(a)(2)(A-F)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Copy of policy • Other 	<p>IA-24 Policy Provided</p>
<p>I-A 26. Verifies that if the district receives over \$500,000 in Title I, Part A funds that 1% has been reserved specifically for parent involvement, 95% of which has been distributed to the schools for parent involvement activities and that parents of Title I students have been involved in decisions regarding how reserved funds are allotted.</p> <p>STATUTES/REGULATIONS REFERENCE: 1118(a)(3)(A-C)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • District ESEA application and budgets • Site Plans & budgets • Expenditures • Participant lists • Other 	<p>n/a</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE I, PART A – EDUCATION FOR THE DISADVANTAGED



PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-A 27. Verifies that each Title I school has a written parent involvement policy (or plan of activities) jointly developed with parents and distributed to parents of Title I students. Parents have been notified of the policy/plan in an understandable and uniform format, and to the extent practicable, provided in a language the parents can understand. The policy/plan has been made available to the local community and is updated periodically to meet the changing needs of parents and the school.</p> <p>STATUTES/REGULATIONS REFERENCE: 1118(b)(1)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Copy of school policy • Meeting minutes • Participant lists • Letters and other communications with parents • Other 	<p>Reference: IA-24</p> <p>This policy is available via the lpsd.com website. LPSD Board Policy</p>
<p>I-A 28. Verifies that:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> an annual meeting has been held by each Title I school, at a convenient time to which all parents of Title I children have been invited and encouraged to attend to inform parents of the school’s participation in Title I, the requirements of Title I and their right as parents to be involved; and <input checked="" type="checkbox"/> parents are involved in the planning, review and improvement of Title I programs including the school parent involvement policy and, if applicable, schoolwide and school improvement plans. <p>STATUTES/REGULATIONS REFERENCE: 1118(c)(1-3)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Notice to parents • Meeting minutes or agendas • Participant lists • Newsletters • Parent survey results • Other 	<p>SY 14-15 meetings are scheduled to coincide with the October local school advisory meetings</p> <p style="text-align: right;">35</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE I, PART A – EDUCATION FOR THE DISADVANTAGED



PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-A 29. Verifies that parents of Title I students are provided:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> timely information about the Title I programs; <input checked="" type="checkbox"/> description and explanation of the curriculum, assessments and proficiency levels students are expected to meet; and <input checked="" type="checkbox"/> if requested, opportunities for involvement in decision making about their child’s education. <p>STATUTES/REGULATIONS REFERENCE: 1118(c)(4)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Meeting minutes or agendas • Communications with parents • Other 	<p>LPSD is a standards based system. Not only is it a requirement of NCLB but a mandate by our district to inform parents and students of accomplishments in each level and the standards that have been met.</p> <p>LPSD schools encourage parents to meet on a regular basis with teachers. Time is provided in the yearly schedule for teachers to meet with parents.</p>

PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-A 30. Verifies that each Title I school has developed, in consultation with parents, a parent-school compact for shared responsibility for high student achievement that includes a description of:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> the school’s responsibility to provide high quality curriculum in a supportive and effective learning environment that enables Title I children to meet academic achievement standards, <input checked="" type="checkbox"/> the parent responsibilities for supporting their children’s learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and <input checked="" type="checkbox"/> the ongoing communication between parents and teachers through, at a minimum, (A) at least annual parent-teacher conferences in elementary schools during which the compact shall be discussed, (B) frequent reports to parents on the child’s progress, and (C) reasonable access to staff, opportunities to volunteer and participate in the child’s class, and observation of classroom activities. <p>STATUTES/REGULATIONS REFERENCE: 1118(d)(1-2)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Meeting minutes • Participant lists • Copies of school compacts • Other 	<p>The compact is part of LPSD’s Student-Parent handbook and will be available to reviewers when on-site.</p> <p style="text-align: right;">36</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE I, PART A – EDUCATION FOR THE DISADVANTAGED



PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-A 31. Verifies that each school and district has provided parent involvement capacity building opportunities that must include:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> helping parents understand the state’s academic content and performance standards and assessments and how to monitor their child’s progress; <input checked="" type="checkbox"/> providing parents with materials and training on how to work with their children to improve their academic achievement; <input checked="" type="checkbox"/> educating teachers and other school staff on value of parents, how to reach out to, communicate with and work with parents, implement and coordinate programs and build ties between parents and schools; <input checked="" type="checkbox"/> coordinating and integrating with parent involvement programs under Head Start, and other programs (as applicable) to encourage full participation by parents in their child’s education, if appropriate; and <input checked="" type="checkbox"/> ensuring that information sent to parents is in a format and language the parents can understand. <p>Schools and districts may provide other parent involvement opportunities that include:</p> <ul style="list-style-type: none"> • involving parents in the development of training for teachers, principals and other educators; • providing necessary literacy training; • paying reasonable costs associated with parent involvement activities; • training parents to enhance the involvement of other parents; • arranging school meetings at a variety of times and places; • adopting and implementing model approaches to parent involvement; • establishing a district-wide parent advisory council to provide advice on parent involvement; and • developing appropriate roles for community-based organization and business in parent involvement. <p>STATUTES/REGULATIONS REFERENCE: 1118(e)(1-14)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Meeting and activities notices • Training agendas • Participant lists • Other 	<p>During new staff in-service, LPSD trains new staff on effective methods of working with families in rural Alaska.</p> <p>In-service for staff on parent interaction is ongoing, as it necessary at each building and is the responsibility of the site principal.</p> <p style="text-align: right;">37</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE I, PART A – EDUCATION FOR THE DISADVANTAGED



REPORT CARD

PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-A 32 The district has developed a district report card that includes the following items:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Information on whether the district or school is meeting its Annual Measurable Objective (AMO) targets <input checked="" type="checkbox"/> A comparison of academic achievement by subgroup with the state measurable objectives (state AMO targets for reading/language arts and math clearly indicated) <input checked="" type="checkbox"/> Student academic proficiency reported in all 4 proficiency levels for all students disaggregated by gender, race, ethnicity, disability status, migrant status, English Proficiency, and economically disadvantaged. (Proficiency information on all students assessed in reading, writing, math, and science tests, not just full academic year students. Reported for all subgroups except if subgroup has less than 5 students) <input checked="" type="checkbox"/> The percent of students not tested (or tested) by each subgroup <input checked="" type="checkbox"/> A comparison of the academic achievement of students in the district with students in the state as a whole <input checked="" type="checkbox"/> The most recent 2-year trend in student achievement in each subject area and grade level tested (all assessed students) <input checked="" type="checkbox"/> Graduation rates of secondary students, reported by subgroup <input checked="" type="checkbox"/> The number, names, and percent of schools identified as Priority, Focus or schools with ASPI ratings of 1- or 2-stars and how long the school has been identified <input checked="" type="checkbox"/> A comparison of the academic achievement of school improvement schools with the LEA and state as a whole (provided through individual school report cards) <input checked="" type="checkbox"/> Information on the professional qualifications of teachers including: <ul style="list-style-type: none"> • number of teachers by highest degree; • percent of teachers with emergency credentials (none in Alaska); and • percent of classes not taught by highly qualified teachers in the aggregate and disaggregated by high and low poverty schools (top quartile and bottom quartile of poverty in the state) <input checked="" type="checkbox"/> The most recent NAEP state results for grades 4 and 8 in reading and math, as well as the participation rate for students with disabilities and LEP students <input checked="" type="checkbox"/> Number of recently arrived LEP students exempted from taking Reading/Language Arts Test <p>STATUTES/REGULATIONS REFERENCE: 1111(h)(2)(B), 34 CFR 200.11, 200.6(b)(4)(C), ESEA Waiver and 4 AAC 06.895</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • District Report Card • District & School Single Site Report Card 	<p>District & school report cards are available on the lpsd.com website for review.</p> <p>http://lpsd.com/info.html</p> <p>Link to NAEP data is provided.</p> <p>http://nces.ed.gov/nationsreportcard/</p> <p style="text-align: right;">38</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE I, PART A – EDUCATION FOR THE DISADVANTAGED



PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-A 33 The district has developed a school report card(s) for all schools that include the following items:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Information on whether the school is meeting its Annual Measurable Objective (AMO) targets <input checked="" type="checkbox"/> A comparison of academic achievement by subgroup with the state measurable objectives (state AMO targets for reading/language arts and math clearly indicated) <input checked="" type="checkbox"/> Student academic proficiency reported in all 4 proficiency levels for all students disaggregated by gender, race, ethnicity, disability status, migrant status, English Proficiency, and economically disadvantaged. (Proficiency information on all students assessed in reading, writing, math, and science tests, not just full academic year students. Reported for all subgroups except if subgroup has less than 5 students) <input checked="" type="checkbox"/> The percent of students not tested (or tested) by each subgroup <input checked="" type="checkbox"/> A comparison of the academic achievement of students in the school with students in the district and with students in the state as a whole <input checked="" type="checkbox"/> The most recent 2-year trend in student achievement in each subject area and grade level tested (all assessed students) <input checked="" type="checkbox"/> Attendance rates reported for all students and by subgroups <input checked="" type="checkbox"/> Graduation rates of secondary students, reported by subgroup <input checked="" type="checkbox"/> Information on the professional qualifications of teachers including: <ul style="list-style-type: none"> • Number of teachers by highest degree • Percent of teachers with emergency credentials (none in Alaska) • Percent of classes not taught by highly qualified teachers in the aggregate <p>STATUTES/REGULATIONS REFERENCE: 1111(h)(2)(B), 34 CER 200.11</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • School Report Card(s) • District & School Single Site Report Card 	<p>Report cards are available at the LPSD Website Information Page</p> <p style="text-align: right;">39</p>

PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-A 34. Verifies that the district and school report cards have been publicly disseminated to all schools in the LEA and directly to all parents of students in those schools (copy of Report Card or notification of how to access it) in an understandable and uniform format, and, to the extent practicable, provided in a language that the parents can understand, and made the information widely available through public means such as posting on the internet, distribution to the media, and distribution through public agencies.</p> <p>STATUTES/REGULATIONS REFERENCE: 1111(h)(2)(E)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Letters/newsletters to schools/parents with link/how to access report card online or from school • Web sites • Newspaper article/ad • School board presentation • Other 	<p>Reference I-A 34 and LPSD Website Information Page</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE I, PART A – EDUCATION FOR THE DISADVANTAGED



PRESCHOOL COORDINATION

PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-A 35. Verifies that, if the district uses Title I-A funds to provide preschool services to low-income students, that those services comply with the performance standards established under Section 641A(a) of the Head Start Act (unless those programs use the Even Start Model (1112(c)(3)).</p> <p>STATUTES/REGULATIONS REFERENCE: 1112(c)(1)(G)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Performance standards • Memos or policies • Other 	<p>n/a – Title IA funds are not budgeted to provide pre-school services in FY 15.</p>
<p>I-A 36. Verifies that district coordinates with Head Start and, if feasible, other early childhood development programs to do the following:</p> <ul style="list-style-type: none"> • Develop and implement a systematic procedure for receiving records transferred from the Head Start or other agency with parent consent • Establish channels of communication between the district staff and Head Start or other agencies to facilitate program coordination • Conduct meetings involving parents, kindergarten or elementary school teachers and Head Start teachers and teachers from other early childhood development agencies to discuss developmental and other needs of individual children • Organize and participating in joint transition related training of staff • Link educational services provided by the school district and the Head Start or other agencies <p>STATUTES/REGULATIONS REFERENCE: 1120(B)(b)(1-5)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Meeting minutes • Participant lists • Other 	<p>There are no Head Start Programs in any LPSD communities.</p> <p>LPSD regularly offers services to pre-school students and their parents with FAMILY grant funding. Additionally, the Child Find program helps identify students will individual needs. 40</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE I, PART A – EDUCATION FOR THE DISADVANTAGED



SCHOOL IMPROVEMENT

PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-A 37. Verifies that:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> each school with an ASPI rating of 1, 2, or 3-stars developed or revised and implemented a school improvement plan in consultation with parents, school staff, the district, and outside experts (if applicable) by November 1 of each school year, <input type="checkbox"/> the plans for the 1- and 2-star schools were submitted to the department, and <input checked="" type="checkbox"/> the plans for the 3-star schools were submitted to the district. <p>STATUTES/REGULATIONS REFERENCE: ESEA Flexibility Waiver and 4 AAC 06.845</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Meeting minutes • Participant lists • School Improvement Plans • Other 	<p>LPSD had no schools identified as one or two star schools.</p> <p>The administrative team at each 3 star school has met with Superintendent Mase to discuss areas for possible improvement. All 3 star schools have submitted data information to Superintendent Mase in regards to areas of possible concentration.</p> <p>Three star schools included: Egegik, Kokhanok, Levelock, Meshik/Port Heiden, Nondalton, Perryville, and Pilot Point</p> <p>REFERENCE: See IA #37 – ASPI Forms</p>
<p>I-A 38. Verifies that the school improvement plans for 1, 2, and 3-star schools are prepared through the online school improvement program selected by the department (or alternative planning process approved by the department) that address each of the following domains of successful schools:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum <input type="checkbox"/> Assessment policy and practice <input type="checkbox"/> Instruction <input type="checkbox"/> School learning environment <input type="checkbox"/> Professional development policy and practice <input type="checkbox"/> Leadership <p>STATUTES/REGULATIONS REFERENCE: ESEA Flexibility Waiver and 4 AAC 06.845</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • School Improvement Plans • Other 	<p>Per Susan McCauley’s approval, LPSD was exempted from 4 3 star schools developing a school improvement plan.</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE I, PART A – EDUCATION FOR THE DISADVANTAGED



PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-A 39. Verifies that each school with an ASPI rating of 4 or 5 stars developed or revised and implemented a school improvement plan in consultation with parents, school staff, the district, and outside experts (if applicable) by November 1 of each school year and submitted those plans to the district if the school:</p> <ul style="list-style-type: none"> • for two consecutive years, failed to meet its annual measurable objective (AMO targets) for the school as a whole or for any subgroup at the school, • for two consecutive years, enrolls students in grade 12, and experienced a decline in the school’s graduation rate for the school as a whole or for any subgroup at the school, or • has a participation rate of less than 95 percent. <p>STATUTES/REGULATIONS REFERENCE: ESEA Flexibility Waiver and 4 AAC 06.845</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • School Improvement Plans • Other 	<p>No schools met criteria for school improvement plan.</p>
<p>I-A 40. Verifies that the school improvement plans for 4 and 5-star schools are prepared in a format approved by the department that addresses the particular deficiencies identified in the school that determined the need for the school improvement plan.</p> <p>STATUTES/REGULATIONS REFERENCE: ESEA Flexibility Waiver and 4 AAC 06.845</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • School Improvement Plans • Other 	<p>No schools met criteria for school improvement plan.</p> <p style="text-align: right;">42</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE I, PART A – EDUCATION FOR THE DISADVANTAGED



PRIORITY AND FOCUS SCHOOLS

PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-A 41. Verifies that the district implements comprehensive turnaround principles at each priority school:</p> <ul style="list-style-type: none"> <input type="checkbox"/> providing strong leadership at the school, including: <ul style="list-style-type: none"> • Demonstrate to EED effectiveness of principal based on track record and increase in student achievement or seek a replacement with skills and abilities to lead school turnaround effort • Provide operational flexibility to principal in areas of scheduling, staff, curriculum & budget as applicable to improve achievement <input type="checkbox"/> adopting policies and taking actions to ensure all teachers at the school are effective <ul style="list-style-type: none"> • Review effectiveness of all teachers and retain those demonstrated to be effective through evaluations and student learning data, seeking any needed replacements with ability to be successful in the turnaround effort • Preventing ineffective teachers from transferring to school • Provide job-embedded professional development informed by teacher evaluation system and tied to teacher and student needs <input type="checkbox"/> school calendar that maximizes time for learning that includes: <ul style="list-style-type: none"> • A dedicated weekly meeting for teacher collaboration • 90 minutes core reading instruction daily (K-6) • An additional 30 minutes of daily reading interventions for students below grade level (K-6) • Structured daily reading interventions for 7-12 graders who are below grade level • 60 minutes of daily core math instruction for K-6 • Structured daily math interventions for 7-12 graders who are below grade level <input type="checkbox"/> strengthening the instructional program at the school, including <ul style="list-style-type: none"> • Use of research-based instructional strategies curriculum materials aligned with state academic content standards • Implementation of reading curriculum that addresses essential elements of reading • Reading and math support programs for students behind grade level <input type="checkbox"/> using data to inform instruction, including <ul style="list-style-type: none"> • A universal screener is administered 3 times per year to all students in K-8 • benchmarking and diagnostic assessment data is analyzed and used to design appropriate interventions for identified students <input type="checkbox"/> establishing a school environment that includes: <ul style="list-style-type: none"> • Improve safety & discipline, implementing schoolwide behavior plan • Address students’ social, emotional and health needs <input type="checkbox"/> providing for family and community engagement, including: <ul style="list-style-type: none"> • Ongoing mechanisms to reflect cultural values and to increase parent & community engagement in the school and in supporting student learning at home <p>STATUTES/REGULATIONS REFERENCE: ESEA Flexibility Waiver and 4 AAC 06.864</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • School Improvement Plan • School schedules • Teacher and pupil effectiveness information • Evidence of improvement in achievement or other data • Other 	<p>n/a-LPSD has no “priority schools”</p> <p style="text-align: right;">43</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE I, PART A – EDUCATION FOR THE DISADVANTAGED



PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-A 42. Verifies that the district implemented interventions in the school improvement plan at each focus school that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> consider each of the comprehensive turnaround principles (as applicable), <input type="checkbox"/> are targeted at a subgroup in the school that is performing below grade level (if applicable), and <input type="checkbox"/> are targeted to address the needs identified through the data analysis and the needs assessment. <p>STATUTES/REGULATIONS REFERENCE: ESEA Flexibility Waiver and 4 AAC 06.864</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • School Improvement Plan • Evidence of improvement in achievement or other data • Other 	<p>n/a-LPSD has no “focus schools”</p>

DISTRICT SUPPORT OF SCHOOLS

PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-A 43. Verifies that the district provided the school level data from the state to the schools for review and that, if applicable, the district provided additional information to the state within 10 days to support the school’s Alaska School Performance Indicator (ASPI) star rating before a final designation was made.</p> <p>STATUTES/REGULATIONS REFERENCE: ESEA Flexibility Waiver and 4 AAC 06.835(b) & 06.875</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Communications with school sites • Communications with EED • Other 	<p>At the beginning of each school year, district administration provides all sites with updated information on school data as provided by the state. Along with this information, each site is required to prepare school/student data sheets (these data sheets may be provided if requested). 44</p> <p>A full day of in-service is set aside for each site to review school/student data and determine areas of concentration for the upcoming year.</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE I, PART A – EDUCATION FOR THE DISADVANTAGED



PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-A 44. Verifies that the district has provided technical assistance to each 1-, 2-, or 3-star school as the school develops and implements its improvement plan and throughout the plan’s duration.</p> <p><input type="checkbox"/> The district has provided technical assistance and support to the schools either directly or through the department; an institution of higher education; or a private not-for-profit organization, a private for-profit organization, an educational service agency, or another entity with experience in helping schools improve academic achievement.</p> <p>The technical assistance must be based on research and include assistance in:</p> <p><input type="checkbox"/> analyzing data from the state assessments, and other examples of student work, to identify and develop solutions to problems in</p> <ul style="list-style-type: none"> • instruction; • implementing the requirements for parental involvement and professional development; and • implementing the school improvement plan, including district-level and school-level responsibilities under the plan; <p><input type="checkbox"/> identifying and implementing professional development and instructional strategies and methods that have proved effective, through research, in addressing the specific instructional issues that caused the school to receive a star rating of one, two, or three stars; and</p> <p><input type="checkbox"/> analyzing and revising the school's budget so that the school allocates its resources more effectively to the activities most likely to increase student academic achievement.</p> <p>STATUTES/REGULATIONS REFERENCE: ESEA Flexibility Waiver and 4 AAC 06.852</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • School Improvement Plan • Professional contracts • Training agendas, notes, participants lists • Budgets/expenses • Other 	<p>As ongoing plans for school improvement are developed, implemented, and reviewed, the LPSD provides a variety of school site and classroom support to include the following:</p> <ul style="list-style-type: none"> • Kristin Hathhorn – Curriculum Support • Bill Cornell – Curriculum Support • Nancy Guthrie – Special Education Program Support • Glenda Egli – Early Childhood / Elementary Classroom Support <p>Along with the above internal support providers, the district makes effort to have our staff attend a variety of state-provided in-services along with organizational in-services.</p> <p style="text-align: right;">45</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE I, PART A – EDUCATION FOR THE DISADVANTAGED



PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-A 45. Verifies that parents of students in all schools with a 1- or 2-star ASPI rating were notified promptly of the designation and directly through mail, electronic mail, or other means of direct notification to parents. Notification includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> an explanation of what the designation means, and how the school compares in terms of academic achievement to other elementary and secondary schools served by the district and the state; <input type="checkbox"/> the reasons for the designation; and <input type="checkbox"/> an explanation of how parents can become involved in addressing the academic issues that led to the designation. <p>STATUTES/REGULATIONS REFERENCE: ESEA Flexibility Waiver and 4 AAC 06.880</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Letters to parents • Parent meeting minutes • District or School Report Card • Other 	<p>n/a – LPSD has no 1 or 2 star schools</p>
<p>I-A 46. Verifies that information has been published and disseminated to parents and the public regarding any action taken by a school and the district to address the problems that led to designation of the school as a one- or two-star school or priority or focus school including</p> <ul style="list-style-type: none"> <input type="checkbox"/> an explanation of what the school is doing to address the problem of low achievement; <input type="checkbox"/> an explanation of what the district or department is doing to help the school address the problem of low achievement; <input type="checkbox"/> if applicable, a description of specific interventions being undertaken by the district in a Priority or Focus school; and <input type="checkbox"/> dissemination of the information through such means as the Internet, publications, broadcasting, and notices from public agencies serving students and their families. <p>STATUTES/REGULATIONS REFERENCE: ESEA Flexibility Waiver and 4 AAC 06.880</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Communications with school sites • Meeting minutes • Website publication • Letters/notices to parents • Other 	<p>n/a – LPSD has no 1 or 2 star schools or priority/focus schools</p> <p style="text-align: right;">46</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE I, PART A – EDUCATION FOR THE DISADVANTAGED



DISTRICT IMPROVEMENT

PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-A 47. Verifies that a district that meets one or more of the following criteria has prepared an improvement plan using the online school improvement program selected by the department (or alternative planning process approved by the department) and submitted the plan to the department:</p> <ul style="list-style-type: none"> • at least 25 percent of the schools in the district are designated one- or two-star schools or at least 25 percent of the students in the district attend a school that is designated a one- or two-star school; • an instructional or desk audit at the district or schools in the district demonstrates significant deficiencies in the six domains of effective schools; or • an instructional or desk audit at the district shows that one or more subgroups in the district are not making progress toward the subgroup's annual measurable objective (AMO) targets. <p>STATUTES/REGULATIONS REFERENCE: ESEA Flexibility Waiver and 4 AAC 06.850</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Review of District Improvement Plan • Other 	<p>n/a – LPSD is not subject to an improvement plan</p>
<p>I-A 48. Verifies that the district improvement plan for a Tier III district includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> adoption and implementation of reading and mathematics programs that are aligned to the state content standards; <input type="checkbox"/> processes in place to facilitate teaching staff having collaborative discussions of individual student progress at least weekly; a superintendent of a tier III district shall verify that the collaborative meetings occurred; <input type="checkbox"/> regular use of assessments that provide feedback for adjustment of ongoing teaching and learning in order to improve achievement of intended instructional outcomes; and <input type="checkbox"/> school-level instructional management that provides professional development and technical assistance to staff and addresses instruction in the state content standards. <p>STATUTES/REGULATIONS REFERENCE: 4 AAC 06.872</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Review of District Improvement Plan • Plan approval letter • Other 	<p>n/a – LPSD is not subject to an improvement plan</p> <p style="text-align: right;">47</p>
<p>I-A 49. Verifies that the district improvement plan is being implemented as written and submitted or approved by the department.</p> <p>STATUTES/REGULATIONS REFERENCE: ESEA Flexibility Waiver and 4 AAC 06.850</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Other 	<p>n/a – LPSD is not subject to an improvement plan</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE I, PART A – HIGHLY QUALIFIED TEACHERS



DISTRICT: Lake & Peninsula School District **DISTRICT CONTACT:** Hylton/Luthi/Myhand **DATE:** _____

Enter a concise explanation in the District Response column for each indicator and submit evidence and/or documentation to support compliance. Note that some documents are already on file at EED and will not need to be submitted again. In other cases, you will need to submit copies of documents to EED along with this District Response Form.

PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>HQ 1. Verifies that all teachers employed in the district teaching core content areas are highly qualified. In the case of a teacher hired to teach multiple core content subjects in grades 7-12 in a rural school, the teacher must be highly qualified in at least one content area upon hire and must be highly qualified in all content areas assigned within 3 years from the date of hire.</p> <p>STATUTES/REGULATIONS REFERENCE: 1119(a) SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Staff list showing date of hire, HQ status, and funds supporting position • HQ verification forms & supporting documentation • Other 	<p>Joyce Alto, in payroll, will provide a current year listing when reviewers are on site</p> <p>HQ1b - provides a list of staff paid from other than the general fund; teachers are marked with a "*"</p>

PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>HQ 2. Verifies that the district has processes in place for:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> recruitment, hiring, and transfer of teachers that includes documentation of the highly qualified status prior to hire or transfer; <input type="checkbox"/> ensuring that all teachers teaching core content classes in the district are highly qualified; and <input checked="" type="checkbox"/> providing support as needed or applicable from such sources as Title II-A, Title I-A (up to 5% of the allocation for teachers in Title I schools), or other federal, state, or local sources as applicable to assist teachers in meeting highly qualified requirements. <p>STATUTES/REGULATIONS REFERENCE: 1119(a)(3) SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Copy of written plan • Individual HQ teacher plans • Hiring and transfer procedures • ESEA application and budgets • Other 	<p>Individual teacher plans are maintained by Rick Luthi, COO/Personnel and will be provided upon request. 49</p> <p>HQ2 - Other: Provides communications from Mr. Luthi to district personnel regarding HQ status</p> <p>*The Title IA application for 2014-15 includes \$2000 budgeted for Praxis prep exams and fees. (This application is pending approval @ 9/11/14)</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE I, PART A – HIGHLY QUALIFIED TEACHERS



PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>HQ 3. Verifies that the district:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> maintains accurate documentation of highly qualified status of teachers, and <input checked="" type="checkbox"/> submits accurate data in a timely fashion to the department on the highly qualified status of teachers. <p>STATUTES/REGULATIONS REFERENCE: 1119(l)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Certified Staff Accounting reports • Copies of teacher qualification documentation • Other 	<p>Individual teacher qualifications may be obtained from Rick Luthi/COO and/or Joyce Alto/Payroll upon request.</p>
<p>HQ 4. Verifies that the district has ensured that low-income and minority students are not taught at higher rates than other students by unqualified, out-of-field or inexperienced teachers.</p> <p>STATUTES/REGULATIONS REFERENCE: 1112(c)(1)(L)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • List of teachers assigned to schools showing years of experience • Documentation of incentive, recruitment, or professional development programs • District plan for equitable distribution • Certified Staff Accounting data • Other 	<p>copy of teacher listing showing years of experience and assigned site will be available from Joyce Alto/Payroll when reviewers are on site</p> <p style="text-align: right;">50</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE I, PART C – EDUCATION OF MIGRATORY STUDENTS



DISTRICT: Lake & Peninsula School District **DISTRICT CONTACT:** Hylton/Luthi/Neumann/Myhand **DATE:** 9/11/14

Enter a concise explanation in the District Response column for each indicator and submit evidence and/or documentation to support compliance. Note that some documents are already on file at EED and will not need to be submitted again. In other cases, you will need to submit copies of documents to EED along with this District Response Form.

PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-C 1. Verifies that the district has assisted the state in determining timely and accurate identification of eligible migrant children including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> developing a recruitment plan that includes recruitment efforts year round throughout the community; <input type="checkbox"/> establishing a quality control process for ensuring the correctness of the information used to determine each child’s eligibility under the MEP definitions including a process for resolving eligibility discrepancies; <input type="checkbox"/> hiring qualified staff and providing for annual training related to the state’s identification and recruitment procedures; <input type="checkbox"/> meeting all deadlines for the submission of records and data and adhering to the state’s established procedures for the identification and recruitment of migrant students; and <input type="checkbox"/> validating and verifying all information on the COE and entered into MIS2000. <p>STATUTES/REGULATIONS REFERENCE: 1304(c)(7), 1308(b)(2)(A), 200.89(c), 200.89(d)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Recruitment plan • Quality control plan • Training provided to staff • Other 	<p>The following documentation has been provided for review:</p> <ul style="list-style-type: none"> -contract with LaVonne Hendricks -Fall Training information -Sample enrollment form <p style="text-align: right;">51</p>

PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-C 2. Verifies that the district has conducted a local needs assessment that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> is aligned with the state Comprehensive Needs Assessment, including the following goal areas: <ul style="list-style-type: none"> • Academic support in reading and mathematics • High school graduation • School readiness • Support services <input type="checkbox"/> has identified the unique educational needs of migrant students that result from the migratory lifestyle and other needs of migratory children that must be met in order for them to participate effectively in school. <p>STATUTES/REGULATIONS REFERENCE: 1306(a)(1), 200.83(a)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Needs assessment • ESEA application • Parent & staff surveys • Migrant student data • Other 	<p>District/school report cards (as available on the LPSD website) differentiate between migrant/non-migrant students for purposes of analysis.</p> <p>http://lpsd.com/info.html</p> <p>Results of parent/staff migrant surveys are provided for review.</p> <p>LPSD individualizes instruction based on each student’s academic level and provides academic support as needed through the use of aides and tutors.</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE I, PART C – EDUCATION OF MIGRATORY STUDENTS



PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-C 3. Verifies that the district has developed a local service delivery plan for migrant students that:</p> <ul style="list-style-type: none"> • addresses the unique educational needs of migrant students as identified in the needs assessment; • includes performance targets and measurable outcomes in order to meet the same challenging state academic content and achievement standards that all children are expected to meet; • encompasses the full range of services that are available for migrant students from appropriate local, state, and federal educational programs and provides for integration of services, as appropriate; • is the product of joint planning among such local, state, and federal programs, including programs under Title I-A, early childhood programs, and language instruction educational programs under Title III; and • aligns with the State Service Delivery Plan which includes 4 goal areas for service: <ul style="list-style-type: none"> ▪ Academic support in English/language arts and math ▪ High school graduation ▪ School readiness ▪ Support services <p>STATUTES/REGULATIONS REFERENCE: 1306(a)(1), 200.83(a), 200.83(c)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Service delivery plan • ESEA application • Needs assessment • Staff schedules & assignments • Other 	<p>Service delivery plan is available.</p> <p>NCLB application is available for review.</p> <p>LPSD individualizes instruction based on each student’s academic level and provides academic support as needed through the use of aides and tutors.</p> <p>NOTE: School readiness is also encouraged by the FAMILY grant, administered by Chugach Schools, of which LPSD is a sub-recipient.</p> <p style="text-align: right;">52</p>

PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-C 4. Verifies that the district:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> has consulted with parent advisory councils in the planning and operation of migrant programs and projects on topics such as: <ul style="list-style-type: none"> • Design and implementation of the MEP service delivery plan and current district Title I-C application • Existing federal MEP law and regulations • Migrant student data and other data showing progress on meeting the performance targets and measurable program outcomes <input checked="" type="checkbox"/> has provided information to parents about the migrant program services received by their students; and <input checked="" type="checkbox"/> has implemented strategies to increase the engagement of migrant parents in supporting their child’s education and opportunities for involvement in decision making about their child’s education. <p>STATUTES/REGULATIONS REFERENCE: 1304(c)(3)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Meeting notices, minutes, sign-in sheets • Communications for parents • Parent activities • Other 	<p>All school sites have held or scheduled parent advisory meetings in regards to the migrant education program at the site.</p> <p>Sign-in sheets and agendas will be submitted as part of the I-C application.</p> <p>An excerpt of the “District Pen” notice is provided.</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE I, PART C – EDUCATION OF MIGRATORY STUDENTS



PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-C 5. Verifies that a child who ceases to be a migratory child during a school term is eligible for services until the end of such term; a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.</p> <p>STATUTES/REGULATIONS REFERENCE: 1304(e) SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Selection criteria • Service delivery plan • Other 	<p>Migrant students receive services on a case by case basis. If migrant programs are not able to provide needed services, students are referred to the "Response to Intervention" as a way to provide necessary support and services.</p> <p>A case in point is that all migrant eligible students continue to receive free or reduced lunches throughout the school year.</p>
<p>I-C 6. Verifies that in planning and carrying out programs funded with I-C funds, there has been, and will be, adequate provision for addressing the unmet needs of preschool migratory children.</p> <p>STATUTES/REGULATIONS REFERENCE: 1304(c)(4) SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Service delivery plan • Needs assessment • Other 	<p>LPSD is a sub-recipient of the "FAMILY" grant through Chugach School District, which is used to engage parents and promote pre-school learning. Additionally, in those villages with adequate attendance, LPSD will operate a pre-school program.</p> <p style="text-align: right;">53</p>
<p>I-C 7. Verifies that in providing services with migrant funds, priority for service is given to PFS migrant children who are failing or most at risk of failing to meet the state's content and performance standards and whose education has been interrupted during the regular school year according to the state's definition for priority for service.</p> <p>STATUTES/REGULATIONS REFERENCE: 1304(d) SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Selection criteria • Service delivery plan • Assessment results • Other 	<p>See service delivery plan.</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE I, PART C – EDUCATION OF MIGRATORY STUDENTS



PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-C 8. Verifies that I-C funds:</p> <ul style="list-style-type: none"> <input type="checkbox"/> must first be used to meet the identified needs of migratory children that result from their migratory lifestyle and to permit these children to participate effectively in school; <input type="checkbox"/> are used for services to migrant children; <input type="checkbox"/> will be used only for programs and projects, including acquisition of equipment, in accordance with the state comprehensive needs assessment and service delivery plan; <input type="checkbox"/> are coordinated with similar programs and projects within the state and other states and with other federal, state and local programs as applicable; and <input type="checkbox"/> supplement the funds that would, in the absence of such federal funds, be made available from non-federal sources for the education of pupils participating in programs assisted under this part, and not to supplant such funds. <p>STATUTES/REGULATIONS REFERENCE: 1304(c)(1)(A-B), 1304(c)(2), 1120A(b), 1306(b)(1)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Service delivery plan • Needs assessment • ESEA application • Other 	<p>NCLB application is available for review.</p>

PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-C 9. Verifies that, to the extent feasible, migrant programs and projects provide for:</p> <ul style="list-style-type: none"> • advocacy and outreach activities for migrant children and their families including helping them to gain access to other education, health, nutrition and social services; • professional development programs, including mentoring, for teachers and other program personnel; • family literacy programs, including such programs that use models developed under Even Start; • integration of information technology into educational and related programs; and • programs to facilitate transition of secondary school students to postsecondary education or employment. <p>STATUTES/REGULATIONS REFERENCE: 1304(c)(1)(A-B), 1304(c)(2), 1120A(b), 1306(b)(1)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Service delivery plan • Professional development plans, agendas, and minutes • ESEA application • Participant lists • Other 	<p style="text-align: right;">54</p> <p>School and district level administration serve as points-of-contact for referral needs. Additionally, LPSD provides health screenings and access to therapy in coordination with BBHC. (See “Child Find” flyer.)</p> <p>Professional development opportunities are budgeted to be funded by Title I-C.</p> <p>Family literacy programs are funded by the FAMILY grant and a fundraising effort “Candice’s Books.”</p> <p>The CTE (Career and Technical Education) program is available to students, and is not funded from Title I-C.</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE I, PART C – EDUCATION OF MIGRATORY STUDENTS



PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-C 10. Verifies that the district promotes interstate and intrastate coordination of services for migrant students including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> providing for the educational continuity through the timely transfer of pertinent student records, including health records (whether or not the move occurs during the regular school year); <input type="checkbox"/> establishing a procedure to coordinate services and records transfers with surrounding districts or districts that MEP students move to/from; and <input type="checkbox"/> meeting all deadlines for the submission of student records and data in MIS2000. <p>STATUTES/REGULATIONS REFERENCE: 1304(b)(3), 200.83(c)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Student records transfer forms and procedures • Service delivery plan • Other 	<p>Sample transfer forms have been provided.</p> <p>Hal Neumann, Registrar, serves as the point of contact for student records.</p>

PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-C 11. Verifies that the district has implemented written procedures for:</p> <ul style="list-style-type: none"> • maintaining accurate migrant student data records in MIS2000 with all required data elements; • resolving data discrepancies; • sending and receiving migrant student records; • validating and verifying all information on COEs and migrant student records; • entering information into MIS2000 in a timely manner; and • validating and verifying all information reported to EED. <p>STATUTES/REGULATIONS REFERENCE: 1308(b)(2)(A) , 200.89(d)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Quality control plan • Student records transfer request forms • Service delivery plan • Other 	<p>See LPSD Procedure/Responsibilities sheet</p> <p style="text-align: right;">55</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE I, PART C – EDUCATION OF MIGRATORY STUDENTS



PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-C 12. Verifies that the district measures the effectiveness of migrant programs and projects, and, where feasible, uses the same approaches and standards that are used to assess the performance of students and schools under Title I, Part A. Verifies that the district uses the results of the evaluation to improve the services to migratory children.</p> <p>STATUTES/REGULATIONS REFERENCE: 1304(c)(5), 200.85</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Assessment results • Service delivery plan • Meeting minutes • Other 	<p>The district considers testing results and survey results in gauging the effectiveness of migrant programs.</p> <p>District/school report cards & survey results have been provided.</p>

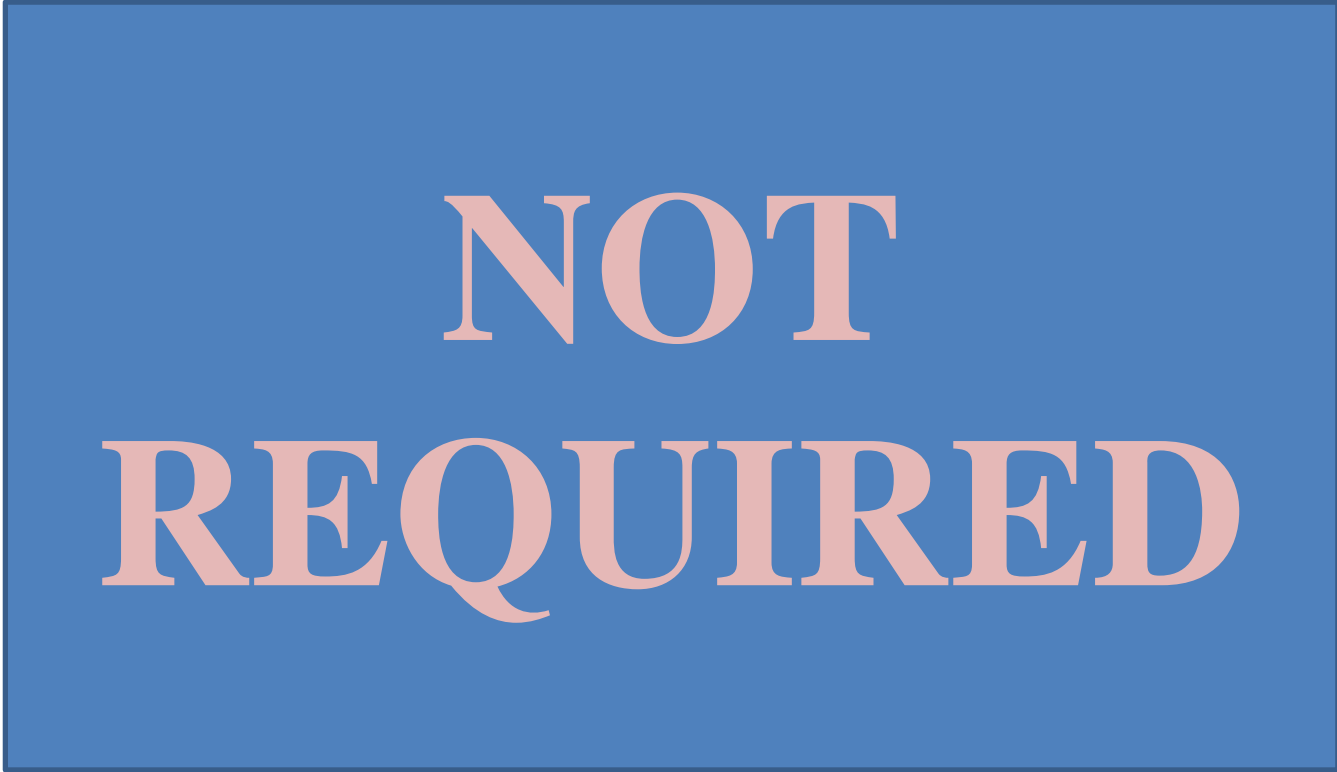
PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>I-C 13. Verifies that a school that receives I-C funds that consolidates all or part of those funds into a Title I schoolwide program has met the following criteria:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> parents have been consulted regarding the consolidation of I-C funds into the schoolwide program; <input checked="" type="checkbox"/> the school has described and documented how it has met the unique educational needs of the migrant students as specified in the “Guidance to Consolidate Title I-C Funds into a Schoolwide Program” prior to consolidating funds in the schoolwide plan; and <input checked="" type="checkbox"/> the schoolwide plan addresses the needs of migrant students and indicates the amount of I-C funding consolidated in the schoolwide plan. <p>STATUTES/REGULATIONS REFERENCE: 1306(b)(4)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Schoolwide plan • Service delivery plan • Needs assessment • Parent consultation meeting notes • Other 	<p>At 9/6/14, All school sites have held or have scheduled parent advisory meetings in regards to the migrant education program at the site.</p> <p>Sign-in sheets and agendas will be submitted with the I-C application. 56</p> <p>LPSD intends to consolidate all funds, with site approval.</p>

DATE: _____

Documentation to support compliance. Note that some districts do not submit copies of documents to EED along with this form.

DISTRICT RESPONSE

Empty response area for district input.



SAMPLE SOURCES OF EVIDENCE:

- Data analysis
- Documentation submitted to EED
- Student records/IEPs
- Completion/Transition records



NOT
REQUIRE
D

DISTRICT RESPONSE	
r	
s	

58

DISTRICT RESPONSE	
c	
d	

DISTRICT RESPONSE

DISTRICT RESPONSE

DISTRICT RESPONSE

**NOT
REQUIRE
D**

STATUTES/REGULATIONS REFERENCE: 1425(10), 1414(c)(7)(19)

SAMPLE SOURCES OF EVIDENCE:

- MOAs
- Documentation submitted to EED
- Grant applications

DISTRICT RESPONSE

DISTRICT RESPONSE

NOT
REQUIRED

- Student records/IEPs
- Completion/transition records

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE II, PART A – TEACHER AND PRINCIPAL TRAINING AND RECRUITMENT



DISTRICT: Lake & Peninsula School District

DISTRICT CONTACT: Luthi/Cornell/Myhand

DATE: 9-6-14

Enter a concise explanation in the District Response column for each indicator and submit evidence and/or documentation to support compliance. Note that some documents are already on file at EED and will not need to be submitted again. In other cases, you will need to submit copies of documents to EED along with this District Response Form.

PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>II-A 1. Verifies that the district:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> conducted an assessment of local needs for professional development and for recruiting and retaining highly qualified principals and teachers as identified by the district and school staff; and <input checked="" type="checkbox"/> conducted the needs assessment with the involvement of teachers, including Title I-A teachers, and took into account the activities that needed to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet challenging state and local student academic achievement standards. <p>STATUTES/REGULATIONS REFERENCE: 2122(c)(1-2) SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Survey document & summary of responses • Dates of survey • Data analysis on student achievement • Minutes of meeting where results were shared • Data analysis on staff Professional Development & hiring needs • Other 	<p>LPSD provides professional development throughout the school year. At the beginning of the year and at the end of the first quarter, the district brings all certificated staff together for intensive training in curriculum, technology, etc.</p> <p>LPSD also has a weekly early release day to allow staff time for additional professional development and planning.</p> <p>At least annually, staff is surveyed to request input on the professional development offerings.</p> <p>(See end of school year 13-14 results – Reference II-A 1)</p> <p style="text-align: right;">61</p>

PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>II-A 2. Verifies that activities funded by Title II-A:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> are aligned with Alaska academic content and performance standards and state assessments, and are aligned with the curricula and programs tied to those standards; and <input checked="" type="checkbox"/> were based on research and an explanation of why the activities funded were expected to improve student achievement. <p>STATUTES/REGULATIONS REFERENCE: 2122(b)(1)(A-B) SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Documentation of research base and/or effect on improving student achievement • Professional development plan • Other 	<p>Reference: II-A #9 (In-service schedule)</p> <p>LPSD has adopted the AK common core standards and is working to provide all instruction based on these standards. In August 2014, district-wide in-service was dedicated to providing professional development based on these new standards.</p> <p>Over the summer of 2014, district-wide curriculum staff worked to create a district standards document based on the common core standards. This document was the basis for the August in-service and will be used throughout all professional development during the 2014-15 school year.</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE II, PART A – TEACHER AND PRINCIPAL TRAINING AND RECRUITMENT



PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>II-A 3. Verifies how the Title II-A funded activities were planned or have had a substantial, measurable, and positive impact on student academic achievement and how the activities are used as part of a broader strategy to help eliminate the achievement gap that separates low-income and minority students from other students.</p> <p>STATUTES/REGULATIONS REFERENCE: 2122(b)(2)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Written documentation • Professional development plan • Student achievement results • Evaluation results • Other 	<p>The ASPI rankings of all 13 sites within the Lake and Peninsula School District were 3 star or above. Attached is a 10 year reflection of LPSD’s statewide testing scores. As can be seen from this attachment, the district has shown steady growth and improvement over the course of these 10 years.</p> <p>REFERENCE: IA-11 (District Wide Benchmark School Comparison)</p>
<p>II-A 4. Verifies that funds have been targeted to schools that have:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the lowest proportion of highly qualified teachers, <input type="checkbox"/> the largest class size, or <input type="checkbox"/> are identified as low performing schools with 1- or 2-star ASPI ratings. <p>STATUTES/REGULATIONS REFERENCE: 2122(b)(3), ESEA Flexibility Waiver</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • ESEA Application • Written documentation • Documentation indicating no need in one or more targeted areas • Other 	<p>For the 2014-15 school year, the LPSD has no site with a pupil-teacher ratio in excess of 1:8.</p> <p>Over the past 2 school years, the district has implemented a district distance delivery program to better ensure all students have contact with highly qualified instructors in each of our content areas. This program is ongoing and the target of our district-wide improvement program each year.</p> <p>The ASPI rankings of all 13 sites within the Lake and Peninsula School District were 3 star or above.</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE II, PART A – TEACHER AND PRINCIPAL TRAINING AND RECRUITMENT



PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>II-A 5. Verifies that professional development activities funded under Title II-A have been coordinated with other professional development activities provided through other federal, state, and local programs.</p> <p>STATUTES/REGULATIONS REFERENCE: 2122(b)(4)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Written documentation • In-service records • Budgets showing payments to trainers, staff, etc. • Professional development plan • Other 	<p>Reference II-A #9 (Sample of Friday Early Release Professional Development Offerings)</p> <p>The district has contracted with Safe Schools to provide online training to all certified staff in the areas required by the state as mandatory training.</p> <p>Along with this, at the fall in-service, certified staff were provided updated information and in-service training on mandated student reporting, Child Find, and homelessness. During the early Friday in-service trainings, Matthew Stark will present updated in-service on technology and student internet safety.</p>
<p>II-A 6. Verifies how the Title II-A funded professional development activities (which may include teacher mentoring) are meeting the needs of teachers and principals that were identified in the needs assessment.</p> <p>STATUTES/REGULATIONS REFERENCE: 2122(b)(5)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Results of needs assessment • Teacher and principal evaluation of activities • Other 	<p>The LPSD utilizes the services of the AK Teacher Mentor Program for the majority of 1st and 2nd year teachers. We believe this interaction has been vital for the improvement of our new educators. 63</p> <p>Along with the support provided by the mentor program, LPSD offers 2 days of training for all new hire staff.</p> <p>In regards to administrative training and update, quarterly in-service is provided by the district office staff for principals in regards to special education, evaluation, common core standards, changes in state/federal law, and updates in regards to district initiatives.</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE II, PART A – TEACHER AND PRINCIPAL TRAINING AND RECRUITMENT



PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>II-A 7. Verifies that the professional development plan and II-A application was developed under collaboration with teachers, paraprofessionals, principals, other relevant school personnel, and parents.</p> <p>STATUTES/REGULATIONS REFERENCE: 2122(b)(7)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Written documentation • Professional development plan meeting notes • List of participants • Other 	<p>Periodic staff surveys are completed for analysis by the curriculum coordinator for planning of professional development.</p> <p>It should be noted that professional development early release on Fridays is a direct result of requests by staff for training in specific areas.</p> <p>REFERENCE: II-A #1 PD Survey Results</p> <p>II-A #7 Community Input on Evaluations & Technology PD Survey</p>

PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>II-A 8. Verifies that training was provided to enable all teachers to:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including gifted and talented), and students with limited English proficiency; <input checked="" type="checkbox"/> improve student behavior in classroom and identify early and appropriate interventions to help students described above learn; <input checked="" type="checkbox"/> involve parents in their child’s education; and <input checked="" type="checkbox"/> understand and use data and assessments to improve classroom practice and improve student learning. <p>STATUTES/REGULATIONS REFERENCE: 2122(b)(9)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Professional development agendas • Professional development plan • Other 	<p>REFERENCE: II-A #9 In-service Schedule</p> <p style="text-align: right;">64</p>

ESEA TITLE PROGRAMS MONITORING INDICATORS DISTRICT RESPONSE FORM 2014-2015

TITLE II, PART A – TEACHER AND PRINCIPAL TRAINING AND RECRUITMENT



PROGRAM REQUIREMENTS:	DISTRICT RESPONSE
<p>II-A 9. Verifies that Title II-A funds were used to carry out one or more of the following allowable activities (check all that apply):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recruiting and retaining highly qualified teachers and principals, e.g. through providing scholarships, bonuses, or other financial incentives for teachers in hard to fill positions. Funds may be used for pupil services personnel if the school is making progress toward meeting annual measurable objectives described in section 1119(a)(2), the requirement for highly qualified teachers on Title I <input type="checkbox"/> Recruiting professionals from other fields and providing them with alternative routes to certification, and providing increased opportunities for minorities, individuals with disabilities, and others underrepresented in teaching <input checked="" type="checkbox"/> Providing professional development activities that improve the knowledge of teachers, principals, and, where appropriate, paraprofessionals <input checked="" type="checkbox"/> Initiatives to promote retention of highly qualified teachers and principals <input type="checkbox"/> Activities to improve the quality of the teaching force, including innovative professional development programs <input type="checkbox"/> Professional development activities for principals and superintendents <input type="checkbox"/> Recruiting and hiring highly qualified teachers in order to reduce class size, especially in the early grades <input type="checkbox"/> Carrying out teacher advancement initiatives and pay differentiation <input checked="" type="checkbox"/> Carrying out programs and activities related to exemplary teachers <p>STATUTES/REGULATIONS REFERENCE: 2123(a)(1-10)</p> <p>SAMPLE SOURCES OF EVIDENCE:</p> <ul style="list-style-type: none"> • Budgets • Professional development plans • In-service agendas • Other 	<p>In-service professional development was provided to all district certified staff on August 12-14. Also planned is follow-up professional development training on October 22-24. Areas for inclusion are the following:</p> <ul style="list-style-type: none"> • Common core standards • Classroom practices • Updated technology standards • Vocabulary across the curriculum • Standards for math • Integrated reading and writing <p>REFERENCE: II-A #9 In-service Schedule</p> <p style="text-align: right;">65</p>



DATE: _____

documentation to support compliance. Note that
ed to submit copies of documents to EED along

NOT
REQUIRED

DISTRICT RESPONSE

DISTRICT RESPONSE
67

- Other



DISTRICT RESPONSE

Empty response box for the first indicator.

DISTRICT RESPONSE

Empty response box for the second indicator.

DISTRICT RESPONSE

Empty response box for the third indicator.

NOT REQUIRED

English proficient children and in no case to supplant such federal, state, and local funds.

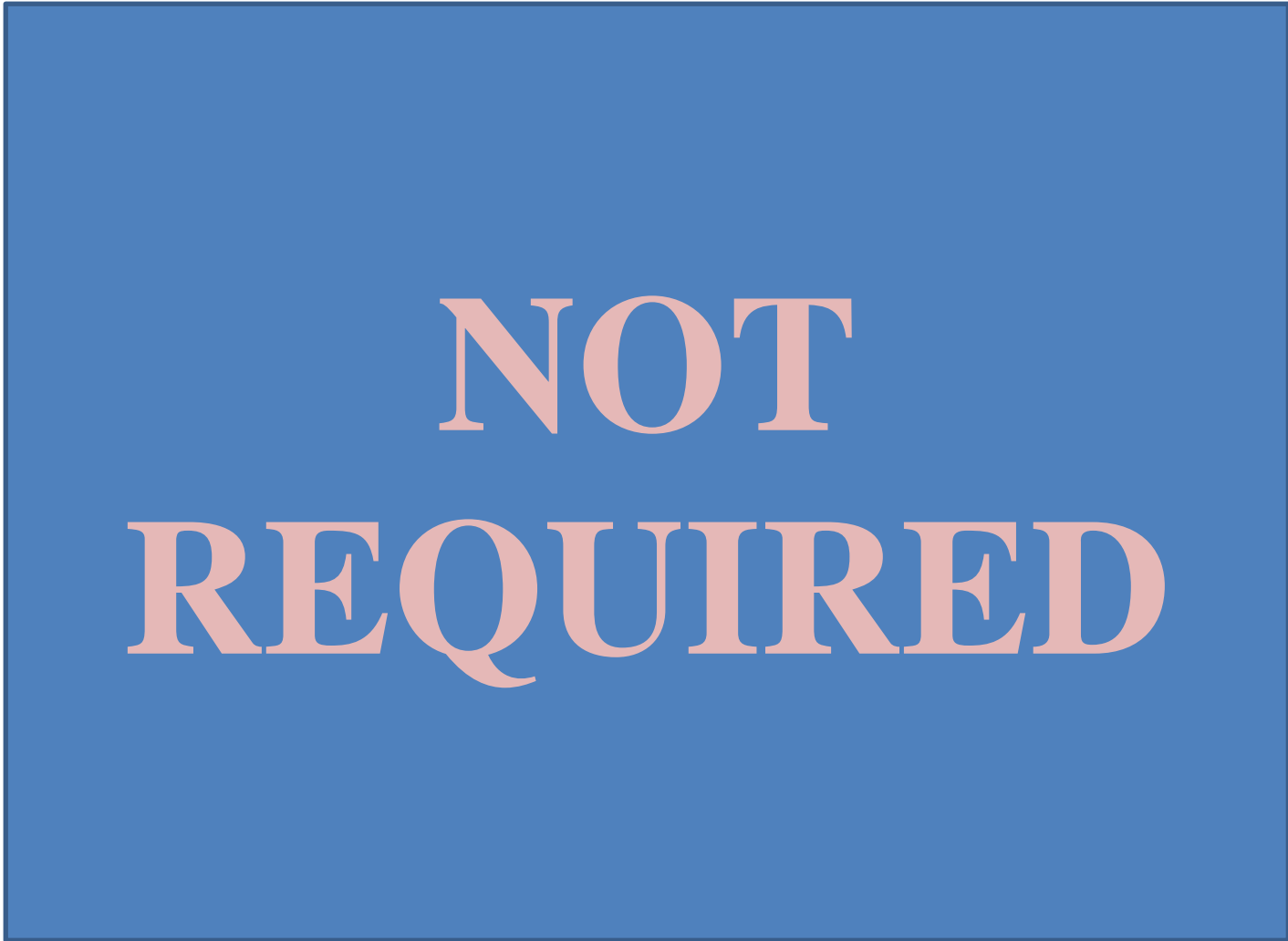
STATUTES/REGULATIONS REFERENCE: 3115(g)

SAMPLE SOURCES OF EVIDENCE:

- Plan of service
- Budgets/expenses
- Documentation of services funded by all sources
- Staffing list
- Other

RESPONSE

RESPONSE



- Information pertaining to parental rights including written guidance explaining the right to have their child removed from the program upon request, the options to decline enrollment or choose another program if available, and assisting parents in choosing from available programs

STATUTES/REGULATIONS REFERENCE: 3302(a, c & d)

SAMPLE SOURCES OF EVIDENCE:

- Letters to parents
- Other

15

NOT
REQUIRED

RESPONSE

RESPONSE

70

RESPONSE

SAMPLE SOURCES OF EVIDENCE:

- Job descriptions
- Teacher credentials & transcript
- District policy
- Hiring procedures
- Other

NOT
REQUIRED

RESPONSE

RESPONSE

71

STATUTES/REGULATIONS REFERENCE: 3115(c)(2)

SAMPLE SOURCES OF EVIDENCE:

- Needs assessment
- Professional development plan
- Syllabus
- Enrollment list
- Other

RESPONSE

RESPONSE

NOT
REQUIRED

effectiveness.

STATUTES/REGULATIONS REFERENCE: 3121(b)

SAMPLE SOURCES OF EVIDENCE:

- Evaluation documentation
- Written process
- Documentation of change to programs
- Plan of Service
- Other

RESPONSE

NOT
REQUIRED

School Report Card for 2013-2014 School Year

School: Chignik Lagoon **District:** Lake and Peninsula School District
Grade span: K-12 **School Enrollment:** 11
ASPI Score: 99.48% **Star Rating:** *****
Title I School? Yes **Title I Program:** Schoolwide

Accreditation: No

A Title I school receives federal money to support low-achieving students. A Schoolwide Title I Program uses the money to improve the education for all students. A Targeted Assistance Title I Program uses the money to provide help for students who need it most.

This School Report Card presents information about the school's performance for the 2013-2014 school year according to the new state accountability system as approved in Alaska's ESEA Flexibility Waiver and state regulations. The new accountability system is based on two prongs: the Alaska School Performance Index (ASPI) for schools and progress on the Annual Measurable Objective (AMO) targets for schools, districts, and the state. This system replaces the former Adequate Yearly Progress (AYP) system under No Child Left Behind.

Under ASPI, each school receives a score on a 100-point scale and a star rating from 5-stars (highest) to 1-star. The ASPI score and star rating give an overall picture of how well the school is doing to prepare the students to be college-, career- and culturally ready graduates.

The AMO targets have been revised with the goal that each school will reduce the percent of students not proficient on the reading, writing, and math tests by half at the end of six years. Each school will receive a report every year showing the percentage of students that were proficient on each test and whether the school has met the targets for the year.

Copies of the 2014 School ASPI Report and the 2014 School AMO Progress Report are found at the end of this School Report Card.

More information about the new system and the ASPI and AMO targets and progress reports for schools can be found on the Department of Education & Early Development website at: education.alaska.gov.

- Click on the green star or the Accountability tab to find the ASPI and AMO reports.
- Click on the orange star or Support tab to find information about how schools are supported in writing and implementing school improvement plans.

The District Report Card and School Report Cards are available

from the school or district at: PO Box 498 King Salmon, AK 99613

or on the district website at: lpsd.com

Information on Qualifications of Teachers

Number of Teachers With Highest Degree:			
<i>Bachelors</i>	<i>Masters</i>	<i>Ed Specialist</i>	<i>Doctorate</i>
1	1	0	0

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

Percentage of Classes Taught by Highly Qualified Teachers	57.1%
--	-------

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

Other School Information

Grades KG-8 Retention Rate:	0%	Number of High School Graduates:	1
Percentage Diploma HSGQE Waiver:	0%	Number of Diploma HSGQE Waiver:	0
Grades 7-12 Dropout Rate:	0%	Number of Grade 7-12 Dropouts:	0
Enrollment Change:	-8.33%	Enrollment Change Due to Transfers:	36.36%
Students Survey Return Rate:	69.0%	Parents Survey Return Rate:	28%
Students Commenting:	8	Parents Commenting:	2
Average Volunteer Hours Per Week:	1	Community Members Commenting:	0
Persistently Dangerous School:	No	School/Business Partnerships:	0

Student Achievement Results

Student achievement results appear on the next four pages. Please note that if fewer than 5 students tested in a given subject, results may not be reported and all values will be suppressed, indicated by an *. Additionally, when small numbers of students score at two or fewer proficiency levels, percentages must be reported as a range.

All Students Tested Grades 3 – 10

READING	% Advanced			% Proficient			% Below			% Far Below			Total Tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	≥ 60	31.3	37.1	≤ 40	49.4	43.0	*	14.5	13.9	*	4.8	6.0	5	100	99.4	98%
Female	*	35.6	41.3	*	52.9	42.4	*	8.0	11.6	*	3.4	4.7	4	100	98.9	98%
Male	*	26.6	33.1	*	45.6	43.5	*	21.5	16.1	*	6.3	7.3	1	100	100	98%
African American	NA	28.6	25.3	NA	57.1	48.8	NA	14.3	18.5	NA	0.0	7.4	NA	NA	100	98%
Alaska Native/American Indian	*	20.3	15.9	*	60.2	42.4	*	13.6	27.2	*	5.9	14.4	4	100	99.2	98%
Asian/Pacific Islander	NA	NA	29.2	NA	NA	48.9	NA	NA	16.6	NA	NA	5.3	NA	NA	NA	99%
Caucasian	*	80.0	49.8	*	6.7	40.2	*	13.3	7.3	*	0.0	2.6	1	100	100	98%
Hispanic	NA	NA	33.3	NA	NA	48.4	NA	NA	13.5	NA	NA	4.8	NA	NA	NA	98%
Multi-Ethnic	NA	18.2	36.7	NA	45.5	47.2	NA	27.3	11.8	NA	9.1	4.3	NA	NA	100	98%
Economically Disadvantaged	*	18.4	23.1	*	58.8	46.4	*	16.7	20.6	*	6.1	9.9	1	100	99.1	98%
NOT Economically Disadvantaged	*	59.6	49.9	*	28.8	39.8	*	9.6	7.8	*	1.9	2.5	4	100	100	98%
Students with Disabilities	*	10.0	10.8	*	20.0	37.4	*	50.0	31.9	*	20.0	19.9	1	100	100	97%
Students WITHOUT Disabilities	*	34.2	41.6	*	53.4	43.9	*	9.6	10.8	*	2.7	3.7	4	100	99.3	98%
LEP Students	NA	NA	4.3	NA	NA	32.9	NA	NA	39.1	NA	NA	23.7	NA	NA	NA	98%
NOT LEP Students	≥ 60	31.3	41.3	≤ 40	49.4	44.2	*	14.5	10.7	*	4.8	3.8	5	100	99.4	98%
Migrant students	*	22.4	22.9	*	51.7	46.0	*	17.2	21.1	*	8.6	10.0	1	100	98.3	99%
NOT Migrant students	*	36.1	38.4	*	48.1	42.7	*	13.0	13.3	*	2.8	5.7	4	100	100	98%

All Students Tested Grades 3 – 10

WRITING	Advanced			Proficient			Below			Far Below			Total Tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	0.0	15.2	21.2	100	59.4	53.5	0.0	21.8	20.1	0.0	3.6	5.1	5	100	98.8	98%
Female	*	18.4	26.6	*	65.5	54.4	*	14.9	16	*	1.1	3	4	100	98.9	98%
Male	*	11.5	16.2	*	52.6	52.7	*	29.5	24	*	6.4	7.1	1	100	98.7	98%
African American	NA	*	14.4	NA	≥75	53.6	NA	≤25	25.9	NA	*	6.1	NA	NA	100	98%
Alaska Native/American Indian	*	9.4	7.7	*	60.7	43.3	*	26.5	36.5	*	3.4	12.5	4	100	98.3	98%
Asian/Pacific Islander	NA	NA	18.4	NA	NA	57	NA	NA	20.4	NA	NA	4.2	NA	NA	NA	99%
Caucasian	*	46.7	28.5	*	43.3	56.6	*	6.7	12.7	*	3.3	2.2	1	100	100	98%
Hispanic	NA	NA	19.5	NA	NA	57.9	NA	NA	18.8	NA	NA	3.8	NA	NA	NA	98%
Multi-Ethnic	NA	0.0	22.5	NA	72.7	55.9	NA	18.2	17.7	NA	9.1	3.8	NA	NA	100	98%
Economically Disadvantaged	*	8.8	12.9	*	61.1	50.1	*	24.8	28.8	*	5.3	8.3	1	100	98.3	98%
NOT Economically Disadvantaged	*	28.8	28.8	*	55.8	56.7	*	15.4	12.3	*	0.0	2.3	4	100	100	98%
Students with Disabilities	*	0.0	5.9	*	40.0	36.2	*	55.0	41.3	*	5.0	16.5	1	100	100	97%
Students WITHOUT Disabilities	*	17.2	23.8	*	62.1	56.5	*	17.2	16.5	*	3.4	3.2	4	100	98.6	98%
LEP Students	NA	NA	3.4	NA	NA	29.5	NA	NA	47.9	NA	NA	19.2	NA	NA	NA	98%
NOT LEP Students	*	15.2	23.5	≥60	59.4	56.6	*	21.8	16.6	*	3.6	3.3	5	100	98.8	98%
Migrant students	*	10.3	12.5	*	62.1	50.1	*	19.0	28.9	*	8.6	8.4	1	100	98.3	98%
NOT Migrant students	*	17.8	22	*	57.9	57.6	*	23.4	19.3	*	0.9	4.8	4	100	99.1	98%

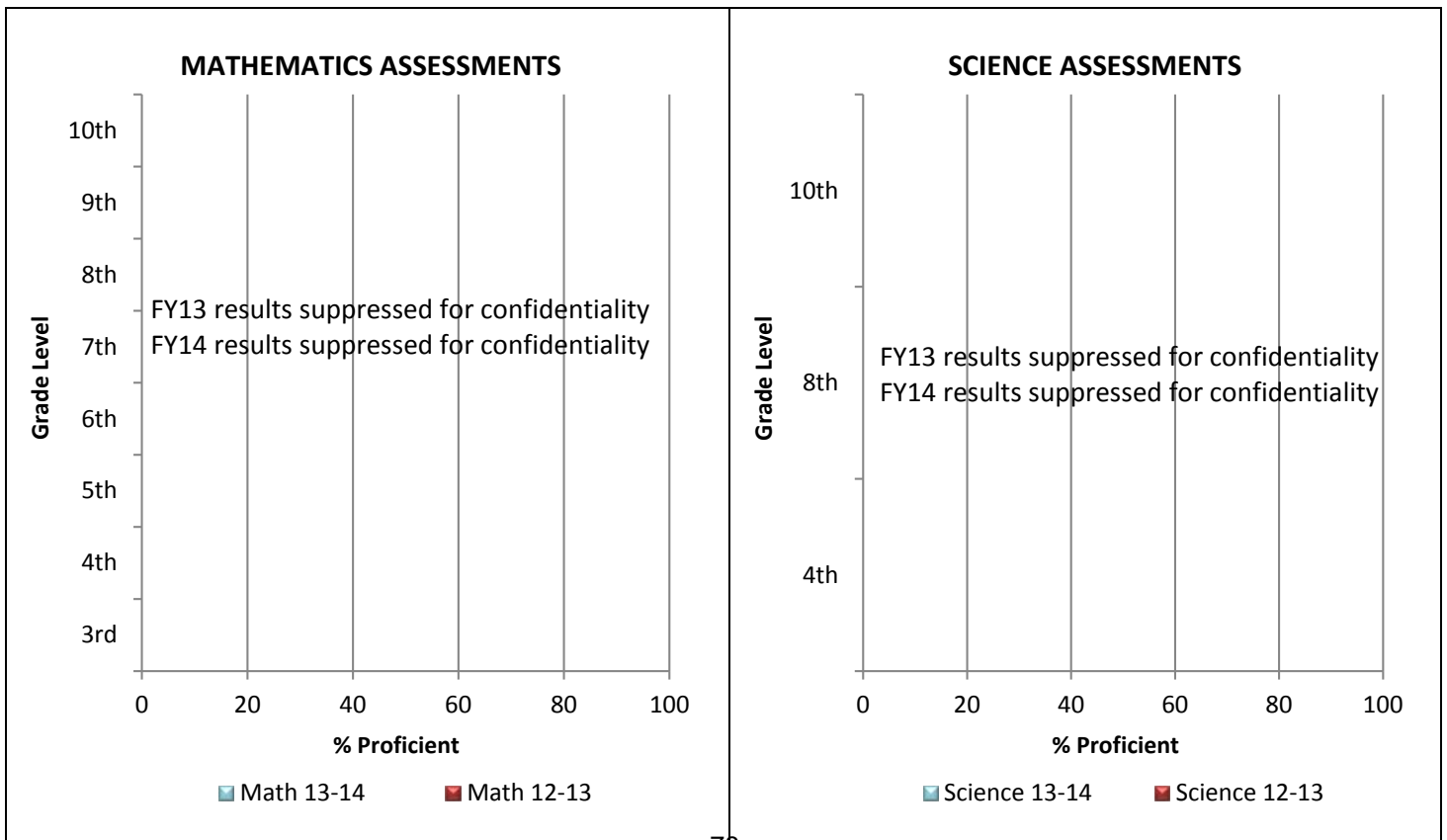
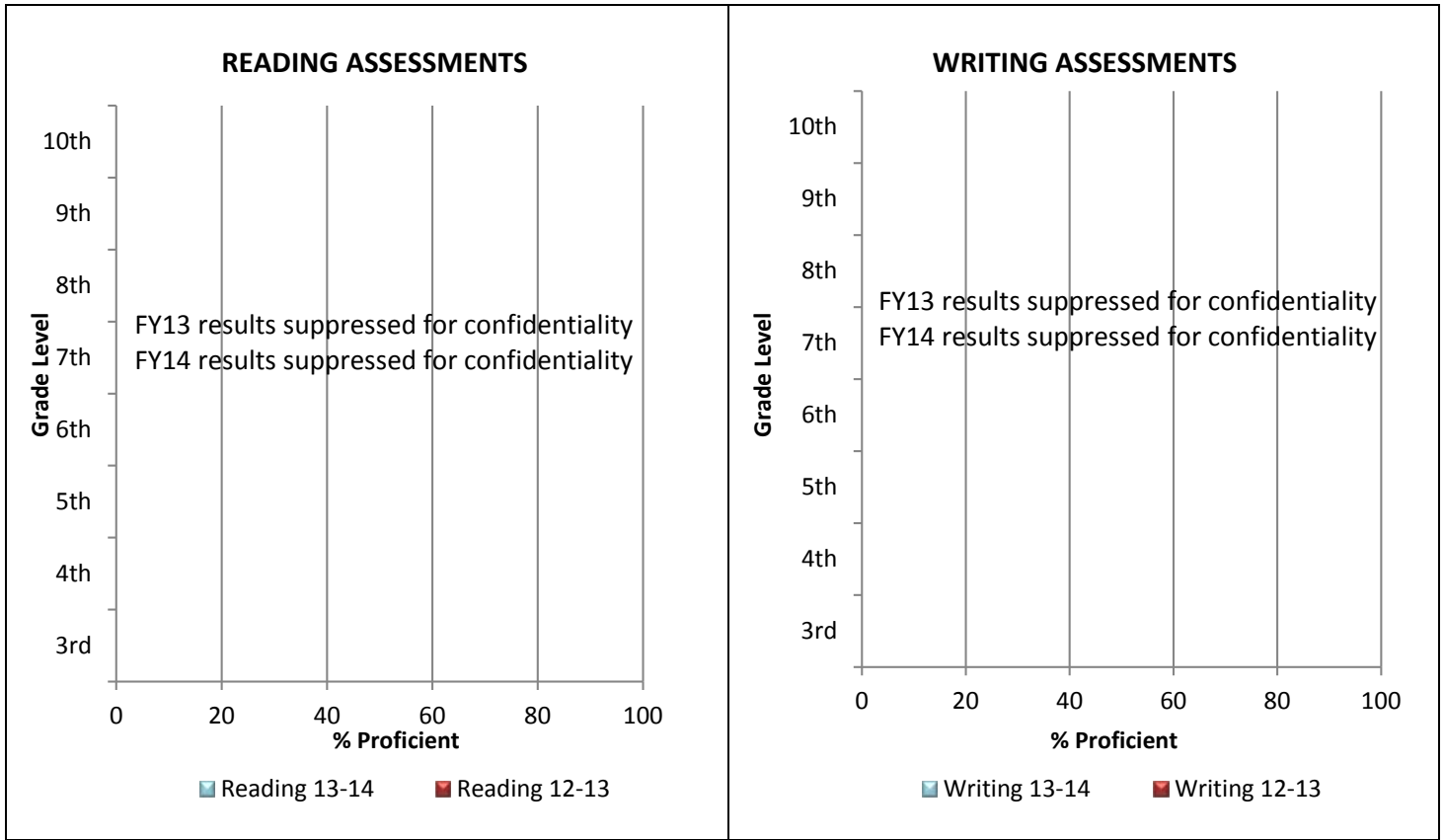
All Students Tested Grades 3 – 10

MATHEMATICS	Advanced			Proficient			Below			Far Below			Total tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	≥60	30.9	32.7	≤40	43.6	35.7	*	16.4	16.1	*	9.1	15.5	5	100	98.8	98%
Female	*	34.5	32.7	*	42.5	37.3	*	17.2	15.7	*	5.7	14.2	4	100	98.9	98%
Male	*	26.9	32.6	*	44.9	34.3	*	15.4	16.5	*	12.8	16.7	1	100	98.7	98%
African American	NA	42.9	18.6	NA	28.6	35.4	NA	14.3	22.2	NA	14.3	23.7	NA	NA	100	98%
Alaska Native/American Indian	*	20.5	15.7	*	52.1	31.9	*	17.9	22	*	9.4	30.4	4	100	98.3	98%
Asian/Pacific Islander	NA	NA	29.4	NA	NA	38.6	NA	NA	17.3	NA	NA	14.7	NA	NA	NA	99%
Caucasian	*	73.3	42.9	*	13.3	36.2	*	10	12.4	*	3.3	8.5	1	100	100	98%
Hispanic	NA	NA	27.1	NA	NA	39.2	NA	NA	18.2	NA	NA	15.5	NA	NA	NA	98%
Multi-Ethnic	NA	18.2	32.8	NA	45.5	37.8	NA	18.2	16.3	NA	18.2	13.1	NA	NA	100	98%
Economically Disadvantaged	*	22.1	20.6	*	46.9	35.6	*	19.5	20.5	*	11.5	23.3	1	100	98.3	98%
NOT Economically Disadvantaged	*	50	43.7	*	36.5	35.9	*	9.6	12.1	*	3.8	8.3	4	100	100	98%
Students with Disabilities	*	5	10.3	*	40	25.4	*	25	23.6	*	30	40.7	1	100	100	97%
Students WITHOUT Disabilities	*	34.5	36.5	*	44.1	37.5	*	15.2	14.8	*	6.2	11.2	4	100	98.6	98%
LEP Students	NA	NA	6.1	NA	NA	24.6	NA	NA	24.4	NA	NA	45	NA	NA	NA	98%
NOT LEP Students	≥60	30.9	36.1	≤40	43.6	37.2	0	16.4	15	0	9.1	11.7	5	100	98.8	98%
Migrant students	*	27.6	23	*	44.8	36.9	*	17.2	18.7	*	10.3	21.4	1	100	98.3	98%
NOT Migrant students	*	32.7	33.6	*	43	35.6	*	15.9	15.9	*	8.4	14.9	4	100	99.1	98%


All Students Tested Grades 4, 8, & 10

SCIENCE	Advanced			Proficient			Below			Far Below			Total tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	*	19.1	23.3	*	36.8	34.2	*	25	24.5	*	19.1	18	4	100	100	95%
Female	*	18.9	21.1	*	40.5	35.3	*	27	26	*	13.5	17.7	3	100	100	95%
Male	*	19.4	25.4	*	32.3	33.2	*	22.6	23	*	25.8	18.4	1	100	100	95%
African American	NA	*	9.5	NA	*	28.8	NA	*	33.7	NA	*	28	NA	NA	100	97%
Alaska Native/American Indian	*	15.8	8.8	*	36.8	25	*	29.8	29.2	*	17.5	37	3	100	100	95%
Asian/Pacific Islander	NA	NA	14.6	NA	NA	30.3	NA	NA	31.5	NA	NA	23.7	NA	NA	NA	97%
Caucasian	*	33.3	33.6	*	44.4	38.8	*	0	19.4	*	22.2	8.2	1	100	100	94%
Hispanic	NA	NA	18	NA	NA	35.6	NA	NA	29	NA	NA	17.4	NA	NA	NA	96%
Multi-Ethnic	NA	*	21.7	NA	*	37.7	NA	*	26.5	NA	*	14.2	NA	NA	100	96%
Economically Disadvantaged	*	14	11.8	*	40	29	*	24	30.4	*	22	28.7	1	100	100	95%
NOT Economically Disadvantaged	*	33.3	33.3	100	27.8	38.7	0	27.8	19.3	0	11.1	8.7	3	100	100	95%
Students with Disabilities	*	0	6.5	*	40	18.2	*	40	31.1	*	20	44.2	1	100	100	94%
Students WITHOUT Disabilities	*	22.4	26	*	36.2	36.8	*	22.4	23.4	*	19	13.8	3	100	100	95%
LEP Students	NA	NA	1.1	NA	NA	8.4	NA	NA	28.8	NA	NA	61.7	NA	NA	NA	96%
NOT LEP Students	*	19.1	26	*	36.8	37.3	*	25	23.9	*	19.1	12.7	4	100	100	95%
Migrant students	*	17.2	12.5	*	37.9	29.9	*	27.6	30.2	*	17.2	27.4	1	100	100	96%
NOT Migrant students	*	20.5	24.3	*	35.9	34.6	*	23.1	24	*	20.5	17.2	3	100	100	95%


Two-Year Trend for District Students Scoring Proficient or Above by Grade Level



FALL 2013 HSGQE

 Grades	Reading				Writing				Mathematics			
	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient
11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

SPRING 2014 HSGQE

 Grades	Reading				Writing				Mathematics			
	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient
10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

ASPI Rating: ***** ALASKA SCHOOL PERFORMANCE INDEX (ASPI): 2013-2014

PK - 12

School District Lake and Peninsula Borough School District School Chignik Lagoon School

Participation Rate Grades 3-10	Number Enrolled		Participation Rate		Met Participation Rate		Points
	Number Tested	Number Enrolled	Participation Rate	Met Participation Rate	Participation Rate	Met Participation Rate	
	5	5	100.00%	Yes			None, acts as a trigger to achievement denominator.

K-8 Performance

Academic Achievement	Reading		Writing		Math		Points	Weighting	ASPI Points
	On Test * ^	Fct Proficient 60% or more	On Test * ^	Fct Proficient 60% or more	On Test * ^	Fct Proficient 60% or more			
School Progress (Subgroup must have >5 students to be considered)	Growth All 100.00	Growth-AK Nat N/A	Growth-Econ Dis N/A	Growth-w/Disabs N/A	Growth-LEP N/A		100.00	0.4	40.00
Attendance Rate	97.66%						100.00	0.25	25.00
Total K-8 Points							1.00		100.00

9-12 Performance

Academic Achievement	Reading		Writing		Math		Points	Weighting	ASPI Points
	On Test * N/A	Fct Proficient N/A	On Test * N/A	Fct Proficient N/A	On Test * N/A	Fct Proficient N/A			
School Progress (Subgroup must have >5 students to be considered)	Growth All N/A	Growth-AK Nat N/A	Growth-Econ Dis N/A	Growth-w/Disabs N/A	Growth-LEP N/A		N/A	0	0.00
Attendance Rate	95.41%						95.00	0.1	9.50
Graduation Rate	4 Year N/A	Cohorts - 4 Yr N/A	5 Year N/A	Cohorts - 5 Yr N/A			N/A	0	0.00
College Career Readiness	N/A						N/A	0	0.00
WorkKeys Participation	100.00%						100.00	0.02	2.00
Total 9-12 Points							0.12		95.83

^ - Results are suppressed to protect individual confidentiality.

* - All eligible students are counted when Participation Rate is not met.

N/A - Results do not meet minimum reporting thresholds or no students of the reported grade level were served.

Per 4 AAC 06.835(b), this designation becomes final unless a review is requested within 30 days from receipt.

K-8 Enrollment Count:	7	K-8 Enrollment Ratio:	0.88
9-12 Enrollment Count:	1	9-12 Enrollment Ratio:	0.13

ASPI Score	99.48
-------------------	--------------

2013-2014 Annual Measurable Objectives (AMO) Progress Report
 Alaska Department of Education & Early Development
 Prepared on August 28, 2014

School: Chignik Lagoon School District: Lake and Peninsula Borough School District Title I School: Yes

Subgroup ¹	Reading			Writing			Math					
	State Target	School Target	Percent of FAY Students Proficient or Above ³	Reading Target Met? ⁴	State Target	School Target	Percent of FAY Students Proficient or Above ³	Writing Target Met? ⁴	State Target	School Target	Percent of FAY Students Proficient or Above ³	Math Target Met? ⁴
All Students	83.83%	N/A	100.00%	Yes	79.17%	N/A	100.00%	Yes	74.50%	N/A	100.00%	Yes
African American	78.67%	N/A	N/A	N/A	73.50%	N/A	N/A	N/A	62.67%	N/A	N/A	N/A
Alaska Native & American Indian	66.08%	N/A	N/A	N/A	59.92%	N/A	N/A	N/A	57.75%	N/A	N/A	N/A
Asian & Pacific Islander	81.00%	N/A	N/A	N/A	78.58%	N/A	N/A	N/A	74.08%	N/A	N/A	N/A
Caucasian	92.08%	N/A	N/A	N/A	87.75%	N/A	N/A	N/A	82.75%	N/A	N/A	N/A
Hispanic	84.17%	N/A	N/A	N/A	79.92%	N/A	N/A	N/A	72.75%	N/A	N/A	N/A
Two or more races	85.50%	N/A	N/A	N/A	80.75%	N/A	N/A	N/A	75.75%	N/A	N/A	N/A
Economically Disadvantaged	74.33%	N/A	N/A	N/A	68.75%	N/A	N/A	N/A	64.17%	N/A	N/A	N/A
Students w/Disabilities (SWD) ²	57.42%	N/A	N/A	N/A	52.33%	N/A	N/A	N/A	47.50%	N/A	N/A	N/A
Limited English Proficient (LEP) ²	53.33%	N/A	N/A	N/A	50.08%	N/A	N/A	N/A	48.75%	N/A	N/A	N/A

Subgroup	Participation Rate			Attendance Rate		Graduation Rate		
	Enrolled	Rate (%)	Target Met? ⁵	Rate	Target Met? ⁶	4-Year Rate	5-Year Rate	Target Met? ⁷
All Students	5	100.00%	Yes	97.34%	Yes	N/A	80.00%	Yes
African American	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Alaska Native & American Indian	4	100.00%	N/A	97.34%	Yes	N/A	80.00%	Yes
Asian & Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	1	100.00%	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	1	100.00%	N/A	N/A	N/A	N/A	66.67%	Yes
Students w/Disabilities (SWD) ²	1	100.00%	N/A	N/A	N/A	N/A	50.00%	Yes
Limited English Proficient (LEP) ²	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

NOTES:

1. If a subgroup has fewer than five students enrolled in tested grades, "N/A" has been entered for the proficiency percentage and "Target Met?" fields.
2. Students with Disabilities (SWD) and Limited English Proficient (LEP) subgroups include assessment scores of former SWD and former LEP students that are being monitored for two years.
3. Proficiency percentage is based on "Full Academic Year" (FAY) students enrolled from October 1 through the first day of testing in spring 2014.
4. The AMO target is met if either the state or the school target has been met.
5. The participation rate target is 95 percent if the number of enrolled students is greater than 40. If the number of enrolled students is 40 or less, all but two students must test. Subgroups with fewer than five students will reflect "N/A" in the "Target Met?" field.
6. The attendance rate target is 95 percent for the school as a whole and for each subgroup with at least five students enrolled.
7. The graduation rate target is 90 percent for the school as a whole and for each subgroup with at least five members if the school enrolls students in grade 12. A school or subgroup with 10 or fewer students satisfies the graduation rate requirement if all but one of those students graduates.

School Report Card for 2013-2014 School Year

School: Chignik Lake **District:** Lake and Peninsula School District
Grade span: K-12 **School Enrollment:** 18
ASPI Score: 86.04% **Star Rating:** ****
Title I School? Yes **Title I Program:** Schoolwide

Accreditation: No

A Title I school receives federal money to support low-achieving students. A Schoolwide Title I Program uses the money to improve the education for all students. A Targeted Assistance Title I Program uses the money to provide help for students who need it most.

This School Report Card presents information about the school's performance for the 2013-2014 school year according to the new state accountability system as approved in Alaska's ESEA Flexibility Waiver and state regulations. The new accountability system is based on two prongs: the Alaska School Performance Index (ASPI) for schools and progress on the Annual Measurable Objective (AMO) targets for schools, districts, and the state. This system replaces the former Adequate Yearly Progress (AYP) system under No Child Left Behind.

Under ASPI, each school receives a score on a 100-point scale and a star rating from 5-stars (highest) to 1-star. The ASPI score and star rating give an overall picture of how well the school is doing to prepare the students to be college-, career- and culturally ready graduates.

The AMO targets have been revised with the goal that each school will reduce the percent of students not proficient on the reading, writing, and math tests by half at the end of six years. Each school will receive a report every year showing the percentage of students that were proficient on each test and whether the school has met the targets for the year.

Copies of the 2014 School ASPI Report and the 2014 School AMO Progress Report are found at the end of this School Report Card.

More information about the new system and the ASPI and AMO targets and progress reports for schools can be found on the Department of Education & Early Development website at: education.alaska.gov.

- Click on the green star or the Accountability tab to find the ASPI and AMO reports.
- Click on the orange star or Support tab to find information about how schools are supported in writing and implementing school improvement plans.

The District Report Card and School Report Cards are available

from the school or district at: PO Box 498 King Salmon, AK 99613

or on the district website at: lpsd.com

Information on Qualifications of Teachers

Number of Teachers With Highest Degree:			
<i>Bachelors</i>	<i>Masters</i>	<i>Ed Specialist</i>	<i>Doctorate</i>
1	1	0	0

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

Percentage of Classes Taught by Highly Qualified Teachers	66.7%
--	-------

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

Other School Information

Grades KG-8 Retention Rate:	0	Number of High School Graduates:	1
Percentage Diploma HSGQE Waiver:	0	Number of Diploma HSGQE Waiver:	0
Grades 7-12 Dropout Rate:	9.1%	Number of Grade 7-12 Dropouts:	1
Enrollment Change:	0	Enrollment Change Due to Transfers:	77.27%
Students Survey Return Rate:	15.8%	Parents Survey Return Rate:	9.7%
Students Commenting:	6	Parents Commenting:	1
Average Volunteer Hours Per Week:	0	Community Members Commenting:	0
Persistently Dangerous School:	No	School/Business Partnerships:	0

Student Achievement Results

Student achievement results appear on the next four pages. Please note that if fewer than 5 students tested in a given subject, results may not be reported and all values will be suppressed, indicated by an *. Additionally, when small numbers of students score at two or fewer proficiency levels, percentages must be reported as a range.

All Students Tested Grades 3 – 10

READING	% Advanced			% Proficient			% Below			% Far Below			Total tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	14.3	31.3	37.1	71.4	49.4	43	14.3	14.5	13.9	0	4.8	6	7	100	99.4	98%
Female	≤40	35.6	41.3	≥60	52.9	42.4	*	8	11.6	*	3.4	4.7	5	100	98.9	98%
Male	*	26.6	33.1	*	45.6	43.5	*	21.5	16.1	*	6.3	7.3	2	100	100	98%
African American	NA	28.6	25.3	NA	57.1	48.8	NA	14.3	18.5	NA	0	7.4	NA	NA	100	98%
Alaska Native/American Indian	14.3	20.3	15.9	71.4	60.2	42.4	14.3	13.6	27.2	0	5.9	14.4	7	100	99.2	98%
Asian/Pacific Islander	NA	NA	29.2	NA	NA	48.9	NA	NA	16.6	NA	NA	5.3	NA	NA	NA	99%
Caucasian	NA	80	49.8	NA	6.7	40.2	NA	13.3	7.3	NA	0	2.6	NA	NA	100	98%
Hispanic	NA	NA	33.3	NA	NA	48.4	NA	NA	13.5	NA	NA	4.8	NA	NA	NA	98%
Multi-Ethnic	NA	18.2	36.7	NA	45.5	47.2	NA	27.3	11.8	NA	9.1	4.3	NA	NA	100	98%
Economically Disadvantaged	≤40	18.4	23.1	≥60	58.8	46.4	*	16.7	20.6	*	6.1	9.9	6	100	99.1	98%
NOT Economically Disadvantaged	*	59.6	49.9	*	28.8	39.8	*	9.6	7.8	*	1.9	2.5	1	100	100	98%
Students with Disabilities	NA	10	10.8	NA	20	37.4	NA	50	31.9	NA	20	19.9	NA	NA	100	97%
Students WITHOUT Disabilities	14.3	34.2	41.6	71.4	53.4	43.9	14.3	9.6	10.8	0	2.7	3.7	7	100	99.3	98%
LEP Students	NA	NA	4.3	NA	NA	32.9	NA	NA	39.1	NA	NA	23.7	NA	NA	NA	98%
NOT LEP Students	14.3	31.3	41.3	71.4	49.4	44.2	14.3	14.5	10.7	0	4.8	3.8	7	100	99.4	98%
Migrant students	*	22.4	22.9	*	51.7	46	*	17.2	21.1	*	8.6	10	1	100	98.3	99%
NOT Migrant students	16.7	36.1	38.4	66.7	48.1	42.7	16.7	13	13.3	0	2.8	5.7	6	100	100	98%

All Students Tested Grades 3 – 10

WRITING	Advanced			Proficient			Below			Far Below			Total tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	*	15.2	21.2	≥75	59.4	53.5	*	21.8	20.1	*	3.6	5.1	7	100	98.8	98%
Female	*	18.4	26.6	≥60	65.5	54.4	*	14.9	16	*	1.1	3	5	100	98.9	98%
Male	*	11.5	16.2	*	52.6	52.7	*	29.5	24	*	6.4	7.1	2	100	98.7	98%
African American	NA	*	14.4	NA	≥75	53.6	NA	≤25	25.9	NA	*	6.1	NA	NA	100	98%
Alaska Native/American Indian	0	9.4	7.7	≥75	60.7	43.3	*	26.5	36.5	*	3.4	12.5	7	100	98.3	98%
Asian/Pacific Islander	NA	NA	18.4	NA	NA	57	NA	NA	20.4	NA	NA	4.2	NA	NA	NA	99%
Caucasian	NA	46.7	28.5	NA	43.3	56.6	NA	6.7	12.7	NA	3.3	2.2	NA	NA	100	98%
Hispanic	NA	NA	19.5	NA	NA	57.9	NA	NA	18.8	NA	NA	3.8	NA	NA	NA	98%
Multi-Ethnic	NA	0	22.5	NA	72.7	55.9	NA	18.2	17.7	NA	9.1	3.8	NA	NA	100	98%
Economically Disadvantaged	*	8.8	12.9	≥60	61.1	50.1	*	24.8	28.8	*	5.3	8.3	6	100	98.3	98%
NOT Economically Disadvantaged	*	28.8	28.8	*	55.8	56.7	*	15.4	12.3	*	0	2.3	1	100	100	98%
Students with Disabilities	NA	0	5.9	NA	40	36.2	NA	55	41.3	NA	5	16.5	NA	NA	100	97%
Students WITHOUT Disabilities	*	17.2	23.8	≥75	62.1	56.5	*	17.2	16.5	*	3.4	3.2	7	100	98.6	98%
LEP Students	NA	NA	3.4	NA	NA	29.5	NA	NA	47.9	NA	NA	19.2	NA	NA	NA	98%
NOT LEP Students	*	15.2	23.5	≥75	59.4	56.6	*	21.8	16.6	*	3.6	3.3	7	100	98.8	98%
Migrant students	*	10.3	12.5	*	62.1	50.1	*	19	28.9	*	8.6	8.4	1	100	98.3	98%
NOT Migrant students	*	17.8	22	≥60	57.9	53.8	*	23.4	19.3	*	0.9	4.8	6	100	99.1	98%

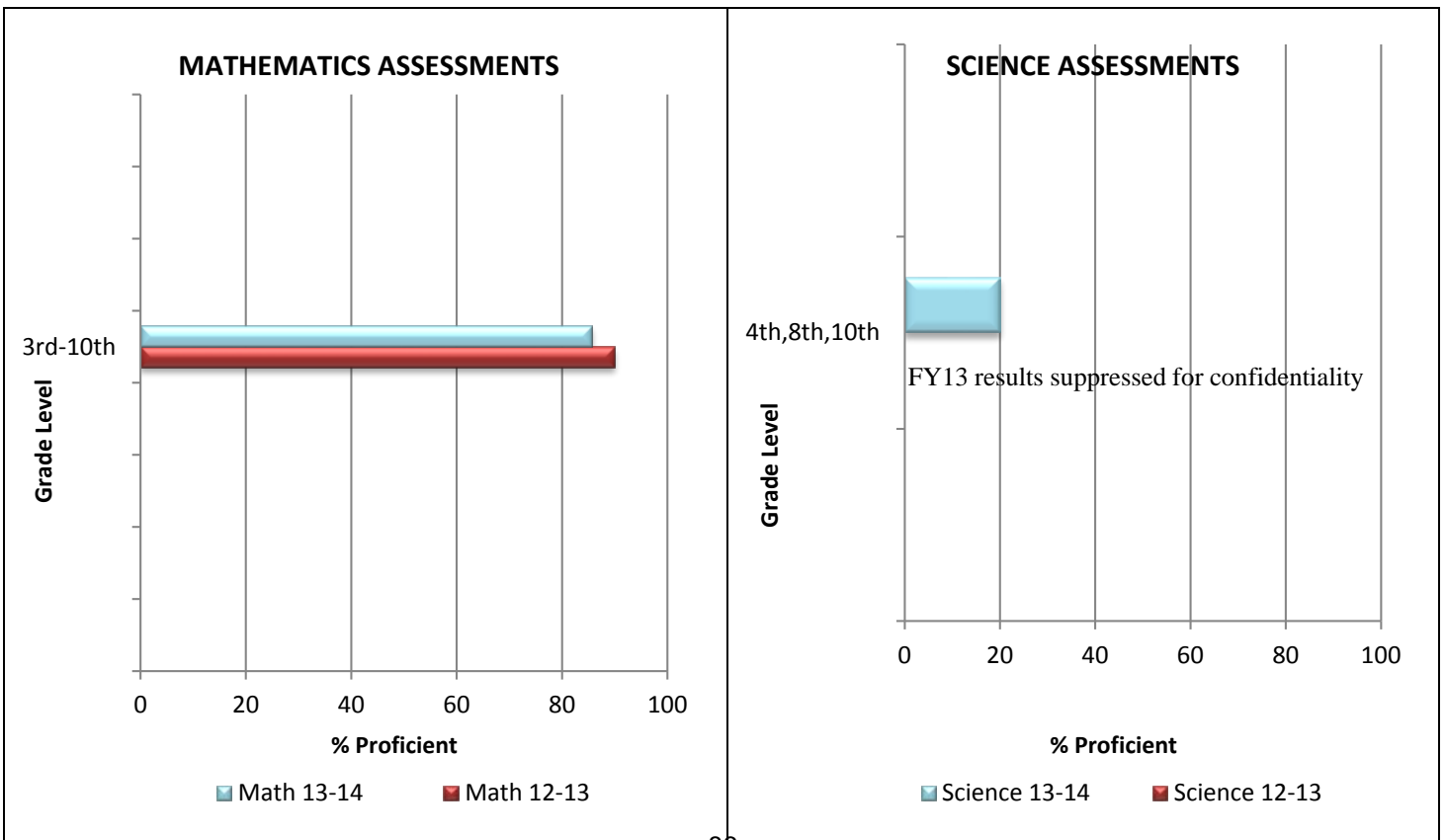
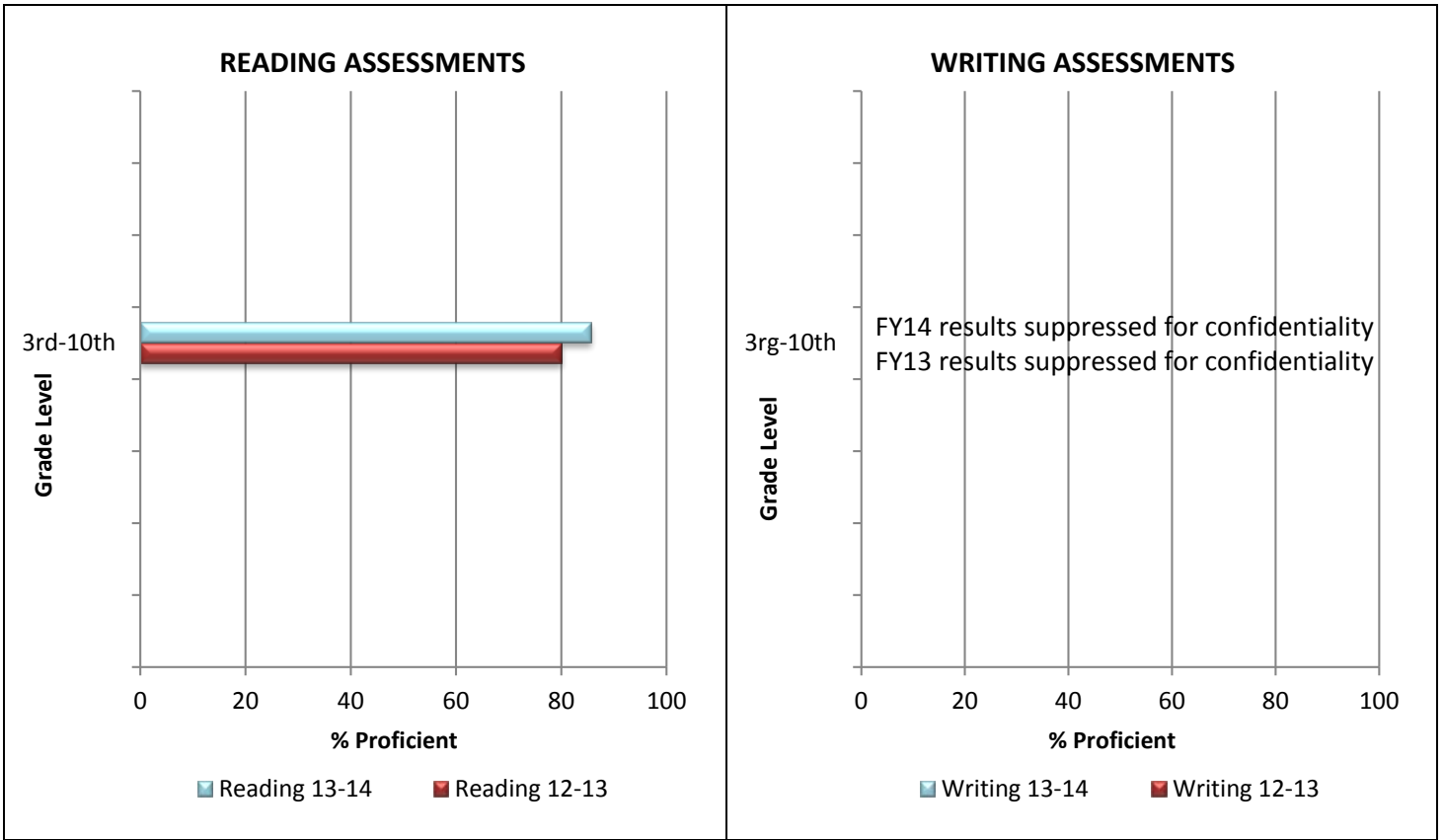
All Students Tested Grades 3 – 10

MATHEMATICS	Advanced			Proficient			Below			Far Below			Total tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	28.6	30.9	32.7	57.1	43.6	35.7	14.3	16.4	16.1	0	9.1	15.5	7	100	98.8	98%
Female	40	34.5	32.7	40	42.5	37.3	20	17.2	15.7	0	5.7	14.2	5	100	98.9	98%
Male	*	26.9	32.6	*	44.9	34.3	*	15.4	16.5	*	12.8	16.7	2	100	98.7	98%
African American	NA	42.9	18.6	NA	28.6	35.4	NA	14.3	22.2	NA	14.3	23.7	NA	NA	100	98%
Alaska Native/American Indian	28.6	20.5	15.7	57.1	52.1	31.9	14.3	17.9	22	0	9.4	30.4	7	100	98.3	98%
Asian/Pacific Islander	NA	NA	29.4	NA	NA	38.6	NA	NA	17.3	NA	NA	14.7	NA	NA	NA	99%
Caucasian	NA	73.3	42.9	NA	13.3	36.2	NA	10	12.4	NA	3.3	8.5	NA	NA	100	98%
Hispanic	NA	NA	27.1	NA	NA	39.2	NA	NA	18.2	NA	NA	15.5	NA	NA	NA	98%
Multi-Ethnic	NA	18.2	32.8	NA	45.5	37.8	NA	18.2	16.3	NA	18.2	13.1	NA	NA	100	98%
Economically Disadvantaged	33.3	22.1	20.6	50	46.9	35.6	16.7	19.5	20.5	0	11.5	23.3	6	100	98.3	98%
NOT Economically Disadvantaged	*	50	43.7	*	36.5	35.9	*	9.6	12.1	*	3.8	8.3	1	100	100	98%
Students with Disabilities	NA	5	10.3	NA	40	25.4	NA	25	23.6	NA	30	40.7	NA	NA	100	97%
Students WITHOUT Disabilities	28.6	34.5	36.5	57.1	44.1	37.5	14.3	15.2	14.8	0	6.2	11.2	7	100	98.6	98%
LEP Students	NA	NA	6.1	NA	NA	24.6	NA	NA	24.4	NA	NA	45	NA	NA	NA	98%
NOT LEP Students	28.6	30.9	36.1	57.1	43.6	37.2	14.3	16.4	15	0	9.1	11.7	7	100	98.8	98%
Migrant students	*	27.6	23	*	44.8	36.9	*	17.2	18.7	*	10.3	21.4	1	100	98.3	98%
NOT Migrant students	16.7	32.7	33.6	66.7	43	35.6	16.7	15.9	15.9	0	8.4	14.9	6	100	99.1	98%


All Students Tested Grades 4, 8, & 10

SCIENCE	Advanced			Proficient			Below			Far Below			Total tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	20	19.1	23.3	20	36.8	34.2	20	25	24.5	40	19.1	18	5	100	100	95%
Female	*	18.9	21.1	*	40.5	35.3	*	27	26	*	13.5	17.7	4	100	100	95%
Male	*	19.4	25.4	*	32.3	33.2	*	22.6	23	*	25.8	18.4	1	100	100	95%
African American	NA	*	9.5	NA	*	28.8	NA	*	33.7	NA	*	28	NA	NA	100	97%
Alaska Native/American Indian	20	15.8	8.8	20	36.8	25	20	29.8	29.2	40	17.5	37	5	100	100	95%
Asian/Pacific Islander	NA	NA	14.6	NA	NA	30.3	NA	NA	31.5	NA	NA	23.7	NA	NA	NA	97%
Caucasian	NA	33.3	33.6	NA	44.4	38.8	NA	0	19.4	NA	22.2	8.2	NA	NA	100	94%
Hispanic	NA	NA	18	NA	NA	35.6	NA	NA	29	NA	NA	17.4	NA	NA	NA	96%
Multi-Ethnic	NA	*	21.7	NA	*	37.7	NA	*	26.5	NA	*	14.2	NA	NA	100	96%
Economically Disadvantaged	*	14	11.8	*	40	29	*	24	30.4	*	22	28.7	4	100	100	95%
NOT Economically Disadvantaged	*	33.3	33.3	*	27.8	38.7	*	27.8	19.3	*	11.1	8.7	1	100	100	95%
Students with Disabilities	NA	0	6.5	NA	40	18.2	NA	40	31.1	NA	20	44.2	NA	NA	100	94%
Students WITHOUT Disabilities	20	22.4	26	20	36.2	36.8	20	22.4	23.4	40	19	13.8	5	100	100	95%
LEP Students	NA	NA	1.1	NA	NA	8.4	NA	NA	28.8	NA	NA	61.7	NA	NA	NA	96%
NOT LEP Students	20	19.1	26	20	36.8	37.3	20	25	23.9	40	19.1	12.7	5	100	100	95%
Migrant students	*	17.2	12.5	*	37.9	29.9	*	27.6	30.2	*	17.2	27.4	1	100	100	96%
NOT Migrant students	*	20.5	24.3	*	35.9	34.6	*	23.1	24	*	20.5	17.2	4	100	100	95%


Two-Year Trend for District Students Scoring Proficient or Above by Grade Level



FALL 2013 HSGQE

 Grades	Reading				Writing				Mathematics			
	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

SPRING 2014 HSGQE

 Grades	Reading				Writing				Mathematics			
	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient
10	*	*	*	*	*	*	*	*	*	*	*	*
11	NA	NA	NA	NA	NA	NA	NA	NA	NA	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

ASPI Rating: *** * ALASKA SCHOOL PERFORMANCE INDEX (ASPI): 2013-2014

PK - 12

School District Lake and Peninsula Borough School District School Chignik Lake School

Participation Rate Grades 3-10	Number Enrolled		Participation Rate		Met Participation Rate		Points
	Number Tested	Number Enrolled	Participation Rate	Met Participation Rate	Yes	None, acts as a trigger to achievement denominator.	
	7	7	100.00%	Yes			

K-8 Performance

Academic Achievement	Reading			Writing			Math			Points	Weighting	ASPI Points
	Crit Proficient	Crit Tested *	Fct Proficient	Crit Proficient	Crit Tested *	Fct Proficient	Crit Proficient	Crit Tested *	Fct Proficient			
	^	4	^	^	4	^	^	4	^	83.33	0.35	29.17
School Progress (Subgroup must have >5 students to be considered)	Growth All	88.33	Growth-AK Nat	Growth-Econ Dis	N/A	Growth-w/Disabs	Growth-LEP	N/A		88.33	0.4	35.33
Attendance Rate		90.87%								80.00	0.25	20.00
Total K-8 Points										1.00		84.50

9-12 Performance

Academic Achievement	Reading			Writing			Math			Points	Weighting	ASPI Points
	Crit Proficient	Crit Tested *	Fct Proficient	Crit Proficient	Crit Tested *	Fct Proficient	Crit Proficient	Crit Tested *	Fct Proficient			
	^	3	^	^	3	^	^	3	^	100.00	0.2	20.00
School Progress (Subgroup must have >5 students to be considered)	Growth All	100.00	Growth -AK Nat	Growth-Econ Dis	N/A	Growth-w/Disabs	Growth-LEP	N/A		100.00	0.4	40.00
Attendance Rate		84.46%								25.00	0.1	2.50
Graduation Rate	4 Year	N/A	Cohorts - 4 Yr	5 Year	N/A	Cohorts - 5 Yr				N/A	0	0.00
College Career Readiness		63.33								63.33	0.08	5.07
WorkKeys Participation		100.00%								100.00	0.02	2.00
Total 9-12 Points										0.80		86.96

^ - Results are suppressed to protect individual confidentiality.

* - All eligible students are counted when Participation Rate is not met.

N/A - Results do not meet minimum reporting thresholds or no students of the reported grade level were served.

Per 4 AAC 06.835(b), this designation becomes final unless a review is requested within 30 days from receipt.

K-8 Enrollment Count:	6	K-8 Enrollment Ratio:	0.38
9-12 Enrollment Count:	10	9-12 Enrollment Ratio:	0.63

ASPI Score **86.04**

2013-2014 Annual Measurable Objectives (AMO) Progress Report
 Alaska Department of Education & Early Development
 Prepared on August 28, 2014

School: Chignik Lake School District: Lake and Peninsula Borough School District Title I School: Yes

Subgroup ¹	Reading			Writing			Math					
	State Target	School Target	Percent of FAY Students Proficient or Above ²	Reading Target Met? ⁴	State Target	School Target	Percent of FAY Students Proficient or Above ³	Writing Target Met? ⁴	State Target	School Target	Percent of FAY Students Proficient or Above ³	Math Target Met? ⁴
All Students	83.83%	77.25%	85.71%	Yes	79.17%	77.25%	100.00%	Yes	74.50%	69.67%	85.71%	Yes
African American	78.67%	N/A	N/A	N/A	73.50%	N/A	N/A	N/A	62.67%	N/A	N/A	N/A
Alaska Native & American Indian	66.08%	77.25%	85.71%	Yes	59.92%	77.25%	100.00%	Yes	57.75%	69.67%	85.71%	Yes
Asian & Pacific Islander	81.00%	N/A	N/A	N/A	78.58%	N/A	N/A	N/A	74.08%	N/A	N/A	N/A
Caucasian	92.08%	N/A	N/A	N/A	87.75%	N/A	N/A	N/A	82.75%	N/A	N/A	N/A
Hispanic	84.17%	N/A	N/A	N/A	79.92%	N/A	N/A	N/A	72.75%	N/A	N/A	N/A
Two or more races	85.50%	N/A	N/A	N/A	80.75%	N/A	N/A	N/A	75.75%	N/A	N/A	N/A
Economically Disadvantaged	74.33%	76.17%	100.00%	Yes	68.75%	64.25%	100.00%	Yes	64.17%	64.25%	83.33%	Yes
Students w/Disabilities (SWD) ²	57.42%	N/A	N/A	N/A	52.33%	N/A	N/A	N/A	47.50%	N/A	N/A	N/A
Limited English Proficient (LEP) ²	53.33%	N/A	N/A	N/A	50.08%	N/A	N/A	N/A	48.75%	N/A	N/A	N/A

- NOTES:
1. If a subgroup has fewer than five students enrolled in tested grades, "N/A" has been entered for the proficiency percentage and "Target Met?" fields.
 2. Students with Disabilities (SWD) and Limited English Proficient (LEP) subgroups include assessment scores of former SWD and former LEP students that are being monitored for two years.
 3. Proficiency percentage is based on "Full Academic Year" (FAY) students enrolled from October 1 through the first day of testing in spring 2014.
 4. The AMO target is met if either the state or the school target has been met.
 5. The participation rate target is 95 percent if the number of enrolled students is greater than 40. If the number of enrolled students is 40 or less, all but two students must test. Subgroups with fewer than five students will reflect "N/A" in the "Target Met?" field.
 6. The attendance rate target is 95 percent for the school as a whole and for each subgroup with at least five students enrolled.
 7. The graduation rate target is 90 percent for the school as a whole and for each subgroup with at least five members if the school enrolls students in grade 12. A school or subgroup with 10 or fewer students satisfies the graduation rate requirement if all but one of those students graduates.

Subgroup	Participation Rate		Attendance Rate		Graduation Rate			
	Enrolled	Rate (%)	Target Met? ²	Rate	Target Met? ⁶	4-Year Rate	5-Year Rate	Target Met? ⁷
All Students	7	100.00%	Yes	87.26%	No	33.33%	50.00%	Yes
African American	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Alaska Native & American Indian	7	100.00%	Yes	87.26%	No	33.33%	0.00%	Yes
Asian & Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	0	N/A	N/A	N/A	N/A	N/A	100.00%	Yes
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	6	100.00%	Yes	88.32%	No	33.33%	0.00%	Yes
Students w/Disabilities (SWD) ²	0	N/A	N/A	N/A	N/A	0.00%	N/A	No
Limited English Proficient (LEP) ²	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

School Report Card for 2013-2014 School Year

School: Egegik **District:** Lake and Peninsula School District
Grade span: K-12 **School Enrollment:** 11
ASPI Score: 83.42% **Star Rating:** ***
Title I School? Yes **Title I Program:** Schoolwide

Accreditation: No

A Title I school receives federal money to support low-achieving students. A Schoolwide Title I Program uses the money to improve the education for all students. A Targeted Assistance Title I Program uses the money to provide help for students who need it most.

This School Report Card presents information about the school's performance for the 2013-2014 school year according to the new state accountability system as approved in Alaska's ESEA Flexibility Waiver and state regulations. The new accountability system is based on two prongs: the Alaska School Performance Index (ASPI) for schools and progress on the Annual Measurable Objective (AMO) targets for schools, districts, and the state. This system replaces the former Adequate Yearly Progress (AYP) system under No Child Left Behind.

Under ASPI, each school receives a score on a 100-point scale and a star rating from 5-stars (highest) to 1-star. The ASPI score and star rating give an overall picture of how well the school is doing to prepare the students to be college-, career- and culturally ready graduates.

The AMO targets have been revised with the goal that each school will reduce the percent of students not proficient on the reading, writing, and math tests by half at the end of six years. Each school will receive a report every year showing the percentage of students that were proficient on each test and whether the school has met the targets for the year.

Copies of the 2014 School ASPI Report and the 2014 School AMO Progress Report are found at the end of this School Report Card.

More information about the new system and the ASPI and AMO targets and progress reports for schools can be found on the Department of Education & Early Development website at: education.alaska.gov.

- Click on the green star or the Accountability tab to find the ASPI and AMO reports.
- Click on the orange star or Support tab to find information about how schools are supported in writing and implementing school improvement plans.

The District Report Card and School Report Cards are available

from the school or district at: PO Box 498 King Salmon, AK 99613

or on the district website at: lpsd.com

Information on Qualifications of Teachers

Number of Teachers With Highest Degree:			
<i>Bachelors</i>	<i>Masters</i>	<i>Ed Specialist</i>	<i>Doctorate</i>
1	1	0	0

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

Percentage of Classes Taught by Highly Qualified Teachers	75%
--	-----

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

Other School Information

Grades KG-8 Retention Rate:	0	Number of High School Graduates:	2
Percentage Diploma HSGQE Waiver:	0	Number of Diploma HSGQE Waiver:	0
Grades 7-12 Dropout Rate:	0	Number of Grade 7-12 Dropouts:	0
Enrollment Change:	-21.43%	Enrollment Change Due to Transfers:	64.29
Students Survey Return Rate:	0	Parents Survey Return Rate:	21.7%
Students Commenting:	0	Parents Commenting:	2
Average Volunteer Hours Per Week:	0	Community Members Commenting:	0
Persistently Dangerous School:	No	School/Business Partnerships:	0

Student Achievement Results

Student achievement results appear on the next four pages. Please note that if fewer than 5 students tested in a given subject, results may not be reported and all values will be suppressed, indicated by an *. Additionally, when small numbers of students score at two or fewer proficiency levels, percentages must be reported as a range.

All Students Tested Grades 3 – 10

READING	% Advanced			% Proficient			% Below			% Far Below			Total Tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	57.1	31.3	37.1	28.6	49.4	43	14.3	14.5	13.9	0	4.8	6	7	87.5	99.4	98%
Female	*	35.6	41.3	*	52.9	42.4	*	8	11.6	*	3.4	4.7	4	80	98.9	98%
Male	*	26.6	33.1	*	45.6	43.5	*	21.5	16.1	*	6.3	7.3	3	100	100	98%
African American	NA	28.6	25.3	NA	57.1	48.8	NA	14.3	18.5	NA	0	7.4	NA	NA	100	98%
Alaska Native/American Indian	*	20.3	15.9	*	60.2	42.4	*	13.6	27.2	*	5.9	14.4	3	75	99.2	98%
Asian/Pacific Islander	NA	NA	29.2	NA	NA	48.9	NA	NA	16.6	NA	NA	5.3	NA	NA	NA	99%
Caucasian	*	80	49.8	*	6.7	40.2	*	13.3	7.3	*	0	2.6	4	100	100	98%
Hispanic	NA	NA	33.3	NA	NA	48.4	NA	NA	13.5	NA	NA	4.8	NA	NA	NA	98%
Multi-Ethnic	NA	18.2	36.7	NA	45.5	47.2	NA	27.3	11.8	NA	9.1	4.3	NA	NA	100	98%
Economically Disadvantaged	≥60	18.4	23.1	≤40	58.8	46.4	*	16.7	20.6	*	6.1	9.9	6	85.7	99.1	98%
NOT Economically Disadvantaged	*	59.6	49.9	*	28.8	39.8	*	9.6	7.8	*	1.9	2.5	1	100	100	98%
Students with Disabilities	*	10	10.8	*	20	37.4	*	50	31.9	*	20	19.9	2	100	100	97%
Students WITHOUT Disabilities	≥60	34.2	41.6	≤40	53.4	43.9	*	9.6	10.8	*	2.7	3.7	5	83.3	99.3	98%
LEP Students	NA	NA	4.3	NA	NA	32.9	NA	NA	39.1	NA	NA	23.7	NA	NA	NA	98%
NOT LEP Students	57.1	31.3	41.3	28.6	49.4	44.2	14.3	14.5	10.7	0	4.8	3.8	7	87.5	99.4	98%
Migrant students	*	22.4	22.9	*	51.7	46	*	17.2	21.1	*	8.6	10	3	75	98.3	99%
NOT Migrant students	*	36.1	38.4	*	48.1	42.7	*	13	13.3	*	2.8	5.7	4	100	100	98%

All Students Tested Grades 3 – 10

WRITING	Advanced			Proficient			Below			Far Below			Total Tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	28.6	15.2	21.2	57.1	59.4	53.5	14.3	21.8	20.1	0	3.6	5.1	7	87.5	98.8	98%
Female	*	18.4	26.6	*	65.5	54.4	*	14.9	16	*	1.1	3	4	80	98.9	98%
Male	*	11.5	16.2	*	52.6	52.7	*	29.5	24	*	6.4	7.1	3	100	98.7	98%
African American	NA	*	14.4	NA	≥75	53.6	NA	≤25	25.9	NA	*	6.1	NA	NA	100	98%
Alaska Native/American Indian	*	*	7.7	*	60.7	43.3	*	26.5	36.5	*	3.4	12.5	3	75	98.3	98%
Asian/Pacific Islander	NA	NA	18.4	NA	NA	57	NA	NA	20.4	NA	NA	4.2	NA	NA	NA	99%
Caucasian	*	46.7	28.5	*	43.3	56.6	*	6.7	12.7	*	3.3	2.2	4	100	100	98%
Hispanic	NA	NA	19.5	NA	NA	57.9	NA	NA	18.8	NA	NA	3.8	NA	NA	NA	98%
Multi-Ethnic	NA	0	22.5	NA	72.7	55.9	NA	18.2	17.7	NA	9.1	3.8	NA	NA	100	98%
Economically Disadvantaged	≤40	8.8	12.9	≥60	61.1	50.1	*	24.8	28.8	*	5.3	8.3	6	85.7	98.3	98%
NOT Economically Disadvantaged	*	28.8	28.8	*	55.8	56.7	*	15.4	12.3	*	0	2.3	1	100	100	98%
Students with Disabilities	*	0	5.9	*	40	36.2	*	55	41.3	*	5	16.5	2	100	100	97%
Students WITHOUT Disabilities	≤40	17.2	23.8	≥60	62.1	56.5	*	17.2	16.5	*	3.4	3.2	5	83.3	98.6	98%
LEP Students	NA	NA	3.4	NA	NA	29.5	NA	NA	47.9	NA	NA	19.2	NA	NA	NA	98%
NOT LEP Students	28.6	15.2	23.5	57.1	59.4	56.6	14.3	21.8	16.6	0	3.6	3.3	7	87.5	98.8	98%
Migrant students	*	10.3	12.5	*	62.1	50.1	*	19	28.9	*	8.6	8.4	3	75	98.3	98%
NOT Migrant students	*	17.8	22	*	57.9	53.8	*	23.4	19.3	*	0.9	4.8	4	100	99.1	98%

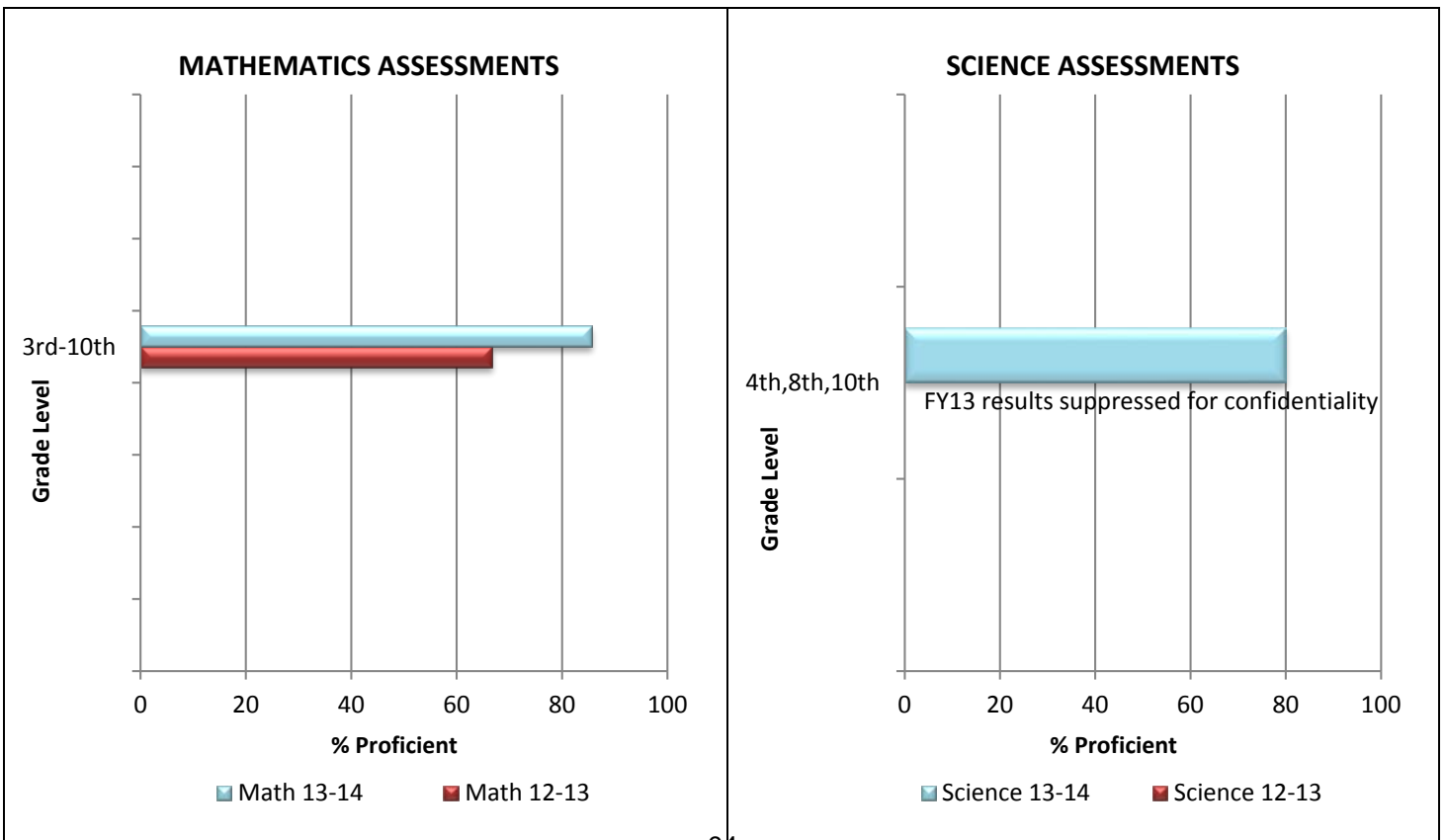
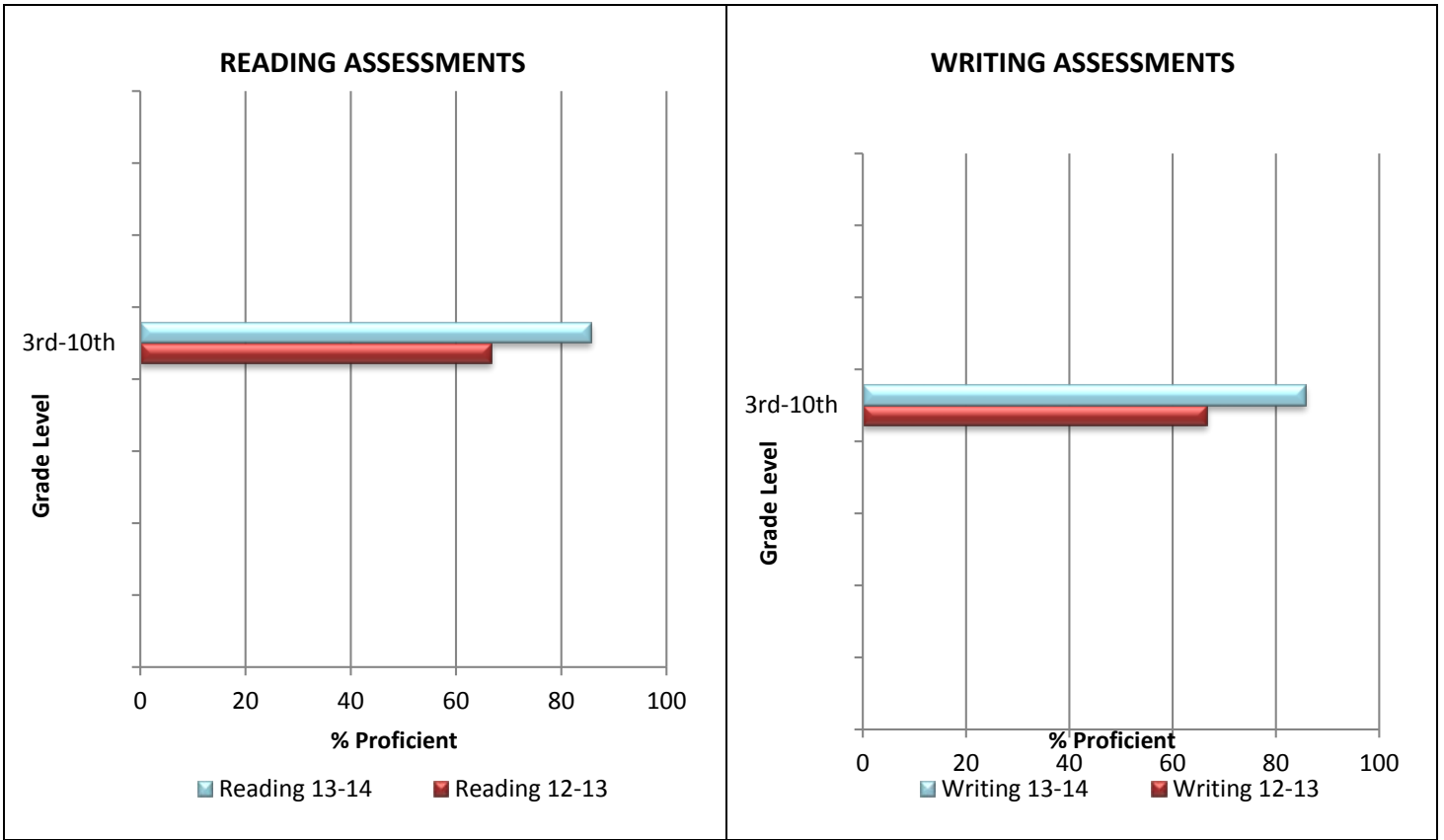
All Students Tested Grades 3 – 10

MATHEMATICS	Advanced			Proficient			Below			Far Below			Total Tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	42.9	30.9	32.7	42.9	43.6	35.7	0	16.4	16.1	14.3	9.1	15.5	7	87.5	98.8	98%
Female	*	34.5	32.7	*	42.5	37.3	*	17.2	15.7	*	5.7	14.2	4	80	98.9	98%
Male	*	26.9	32.6	*	44.9	34.3	*	15.4	16.5	*	12.8	16.7	3	100	98.7	98%
African American	NA	42.9	18.6	NA	28.6	35.4	NA	14.3	22.2	NA	14.3	23.7	NA	NA	100	98%
Alaska Native/American Indian	*	20.5	15.7	*	52.1	31.9	*	17.9	22	*	9.4	30.4	3	75	98.3	98%
Asian/Pacific Islander	NA	NA	29.4	NA	NA	38.6	NA	NA	17.3	NA	NA	14.7	NA	NA	NA	99%
Caucasian	*	73.3	42.9	*	13.3	36.2	*	10	12.4	*	3.3	8.5	4	100	100	98%
Hispanic	NA	NA	27.1	NA	NA	39.2	NA	NA	18.2	NA	NA	15.5	NA	NA	NA	98%
Multi-Ethnic	NA	18.2	32.8	NA	45.5	37.8	NA	18.2	16.3	NA	18.2	13.1	NA	NA	100	98%
Economically Disadvantaged	≥ 40	22.1	20.6	≤ 60	46.9	35.6	*	19.5	20.5	*	11.5	23.3	6	85.7	98.3	98%
NOT Economically Disadvantaged	*	50	43.7	*	36.5	35.9	*	9.6	12.1	*	3.8	8.3	1	100	100	98%
Students with Disabilities	*	5	10.3	*	40	25.4	*	25	23.6	*	30	40.7	2	100	100	97%
Students WITHOUT Disabilities	≥ 60	34.5	36.5	≤ 40	44.1	37.5	*	15.2	14.8	*	6.2	11.2	5	83.3	98.6	98%
LEP Students	NA	NA	6.1	NA	NA	24.6	NA	NA	24.4	NA	NA	45	NA	NA	NA	98%
NOT LEP Students	42.9	30.9	36.1	42.9	43.6	37.2	0	16.4	15	14.3	9.1	11.7	7	87.5	98.8	98%
Migrant students	*	27.6	23	*	44.8	36.9	*	17.2	18.7	*	10.3	21.4	3	75	98.3	98%
NOT Migrant students	*	32.7	33.6	*	43	35.6	*	15.9	15.9	*	8.4	14.9	4	100	99.1	98%


All Students Tested Grades 4, 8, & 10

SCIENCE	Advanced			Proficient			Below			Far Below			Total Tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	20	19.1	23.3	60	36.8	34.2	20	25	24.5	0	19.1	18	5	100	100	95%
Female	*	18.9	21.1	*	40.5	35.3	*	27	26	*	13.5	17.7	2	100	100	95%
Male	*	19.4	25.4	*	32.3	33.2	*	22.6	23	*	25.8	18.4	3	100	100	95%
African American	NA	*	9.5	NA	*	28.8	NA	*	33.7	NA	*	28	NA	NA	100	97%
Alaska Native/American Indian	*	15.8	8.8	*	36.8	25	*	29.8	29.2	*	17.5	37	2	100	100	95%
Asian/Pacific Islander	NA	NA	14.6	NA	NA	30.3	NA	NA	31.5	NA	NA	23.7	NA	NA	NA	97%
Caucasian	*	33.3	33.6	*	44.4	38.8	*	0	19.4	*	22.2	8.2	3	100	100	94%
Hispanic	NA	NA	18	NA	NA	35.6	NA	NA	29	NA	NA	17.4	NA	NA	NA	96%
Multi-Ethnic	NA	*	21.7	NA	*	37.7	NA	*	26.5	NA	*	14.2	NA	NA	100	96%
Economically Disadvantaged	*	14	11.8	*	40	29	*	24	30.4	*	22	28.7	4	100	100	95%
NOT Economically Disadvantaged	*	33.3	33.3	*	27.8	38.7	*	27.8	19.3	*	11.1	8.7	1	100	100	95%
Students with Disabilities	*	0	6.5	*	40	18.2	*	40	31.1	*	20	44.2	2	100	100	94%
Students WITHOUT Disabilities	*	22.4	26	*	36.2	36.8	*	22.4	23.4	*	19	13.8	3	100	100	95%
LEP Students	NA	NA	1.1	NA	NA	8.4	NA	NA	28.8	NA	NA	61.7	NA	NA	NA	96%
NOT LEP Students	20	19.1	26	60	36.8	37.3	20	25	23.9	0	19.1	12.7	5	100	100	95%
Migrant students	*	17.2	12.5	*	37.9	29.9	*	27.6	30.2	*	17.2	27.4	2	100	100	96%
NOT Migrant students	*	20.5	24.3	*	35.9	36	*	23.1	24	*	20.5	17.2	3	100	100	95%


Two-Year Trend for District Students Scoring Proficient or Above by Grade Level



FALL 2013 HSGQE

 Grades	Reading				Writing				Mathematics			
	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient
11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

SPRING 2014 HSGQE

 Grades	Reading				Writing				Mathematics			
	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	*	≥ 60	*	≤ 40	*	≤ 40	*	≥ 60	*	≤ 40	*	≥ 60

ALASKA SCHOOL PERFORMANCE INDEX (ASPI): 2013-2014

ASPI Rating: ***

PK - 12

School District Lake and Peninsula Borough School District School Egegik School

Participation Rate Grades 3-10	Number Enrolled		Participation Rate		Met Participation Rate		Points None, acts as a trigger to achievement denominator.
	Number Tested	Number Enrolled	Participation Rate	Met Participation Rate	Yes	No	
	7	8	87.50%	Yes			

K-8 Performance

	Reading		Writing		Math		Points	Weighting	ASPI Points
	Cnt Proficient	Cnt Tested *	Cnt Proficient	Cnt Tested *	Cnt Proficient	Cnt Tested *			
Academic Achievement	^	3	^	3	^	3	100.00	0.35	35.00
School Progress (Subgroup must have >5 students to be considered)	Growth All	Growth-AK Nat	Growth-Econ Dis	Growth-w/Disabs	Growth-LEP		100.00	0.4	40.00
Attendance Rate	100.00	N/A	N/A	N/A	N/A		50.00	0.25	12.50
							Total K-8 Points	1.00	87.50

9-12 Performance

	Reading		Writing		Math		Points	Weighting	ASPI Points
	Cnt Proficient	Cnt Tested *	Cnt Proficient	Cnt Tested *	Cnt Proficient	Cnt Tested *			
Academic Achievement	^	4	^	4	^	4	75.00	0.2	15.00
School Progress (Subgroup must have >5 students to be considered)	Growth All	Growth -AK Nat	Growth-Econ Dis	Growth-w/Disabs	Growth-LEP		92.78	0.4	37.11
Attendance Rate	92.78	N/A	N/A	N/A	N/A		25.00	0.1	2.50
Graduation Rate	84.34%						N/A	0	0.00
College Career Readiness	4 Year	Cohorts - 4 Yr	5 Year	Cohorts - 5 Yr			97.50	0.08	7.80
WorkKeys Participation	N/A	N/A	N/A	N/A			100.00%	0.02	2.00
							Total 9-12 Points	0.80	80.51

^ - Results are suppressed to protect individual confidentiality.

* - All eligible students are counted when Participation Rate is not met.

N/A - Results do not meet minimum reporting thresholds or no students of the reported grade level were served.

Per 4 AAC 06.835(b), this designation becomes final unless a review is requested within 30 days from receipt.

K-8 Enrollment Count:	5	K-8 Enrollment Ratio:	0.42
9-12 Enrollment Count:	7	9-12 Enrollment Ratio:	0.58

ASPI Score	83.42
-------------------	--------------

2013-2014 Annual Measurable Objectives (AMO) Progress Report
Alaska Department of Education & Early Development
Prepared on August 28, 2014

School: Egegik School District: Lake and Peninsula Borough School District Title I School: Yes

Subgroup ¹	Reading			Writing			Math				
	State Target	School Target	Percent of FAY Students Proficient or Above ³	Reading Target Met? ⁴	State Target	School Target	Percent of FAY Students Proficient or Above ³	Writing Target Met? ⁴	State Target	School Target	Percent of FAY Students Proficient or Above ³
All Students	83.83%	N/A	83.33%	N/A	79.17%	N/A	83.33%	Yes	74.50%	N/A	83.33%
African American	78.67%	N/A	N/A	N/A	73.50%	N/A	N/A	N/A	62.67%	N/A	N/A
Alaska Native & American Indian	66.08%	N/A	N/A	N/A	59.92%	N/A	N/A	N/A	57.75%	N/A	N/A
Asian & Pacific Islander	81.00%	N/A	N/A	N/A	78.58%	N/A	N/A	N/A	74.08%	N/A	N/A
Caucasian	92.08%	N/A	N/A	N/A	87.75%	N/A	N/A	N/A	82.75%	N/A	N/A
Hispanic	84.17%	N/A	N/A	N/A	79.92%	N/A	N/A	N/A	72.75%	N/A	N/A
Two or more races	85.50%	N/A	N/A	N/A	80.75%	N/A	N/A	N/A	75.75%	N/A	N/A
Economically Disadvantaged	74.33%	N/A	100.00%	Yes	68.75%	N/A	100.00%	Yes	64.17%	N/A	100.00%
Students w/Disabilities (SWD) ²	57.42%	N/A	N/A	N/A	52.33%	N/A	N/A	N/A	47.50%	N/A	N/A
Limited English Proficient (LEP) ²	53.33%	N/A	N/A	N/A	50.08%	N/A	N/A	N/A	48.75%	N/A	N/A

Subgroup	Participation Rate		Attendance Rate		Graduation Rate			
	Enrolled	Rate (%)	Target Met? ⁵	Rate	Target Met? ⁶	4-Year Rate	5-Year Rate	Target Met? ⁷
All Students	8	87.50%	Yes	86.44%	No	100.00%	100.00%	Yes
African American	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Alaska Native & American Indian	4	75.00%	N/A	79.05%	No	100.00%	100.00%	Yes
Asian & Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	4	100.00%	N/A	95.74%	Yes	100.00%	100.00%	Yes
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	7	85.71%	Yes	86.92%	No	100.00%	100.00%	Yes
Students w/Disabilities (SWD) ²	2	100.00%	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient (LEP) ²	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

NOTES:

1. If a subgroup has fewer than five students enrolled in tested grades, "N/A" has been entered for the proficiency percentage and "Target Met?" fields.
2. Students with Disabilities (SWD) and Limited English Proficient (LEP) subgroups include assessment scores of former SWD and former LEP students that are being monitored for two years.
3. Proficiency percentage is based on "Full Academic Year" (FAY) students enrolled from October 1 through the first day of testing in spring 2014.
4. The AMO target is met if either the state or the school target has been met.
5. The participation rate target is 95 percent if the number of enrolled students is greater than 40. If the number of enrolled students is 40 or less, all but two students must test. Subgroups with fewer than five students will reflect "N/A" in the "Target Met?" field.
6. The attendance rate target is 95 percent for the school as a whole and for each subgroup with at least five students enrolled.
7. The graduation rate target is 90 percent for the school as a whole and for each subgroup with at least five members if the school enrolls students in grade 12. A school or subgroup with 10 or fewer students satisfies the graduation rate requirement if all but one of those students graduates.

School Report Card for 2013-2014 School Year

School: Igiugig **District:** Lake and Peninsula School District
Grade span: K-12 **School Enrollment:** 14
ASPI Score: 95.92% **Star Rating:** *****
Title I School? Yes **Title I Program:** Schoolwide

Accreditation: No

A Title I school receives federal money to support low-achieving students. A Schoolwide Title I Program uses the money to improve the education for all students. A Targeted Assistance Title I Program uses the money to provide help for students who need it most.

This School Report Card presents information about the school's performance for the 2013-2014 school year according to the new state accountability system as approved in Alaska's ESEA Flexibility Waiver and state regulations. The new accountability system is based on two prongs: the Alaska School Performance Index (ASPI) for schools and progress on the Annual Measurable Objective (AMO) targets for schools, districts, and the state. This system replaces the former Adequate Yearly Progress (AYP) system under No Child Left Behind.

Under ASPI, each school receives a score on a 100-point scale and a star rating from 5-stars (highest) to 1-star. The ASPI score and star rating give an overall picture of how well the school is doing to prepare the students to be college-, career- and culturally ready graduates.

The AMO targets have been revised with the goal that each school will reduce the percent of students not proficient on the reading, writing, and math tests by half at the end of six years. Each school will receive a report every year showing the percentage of students that were proficient on each test and whether the school has met the targets for the year.

Copies of the 2014 School ASPI Report and the 2014 School AMO Progress Report are found at the end of this School Report Card.

More information about the new system and the ASPI and AMO targets and progress reports for schools can be found on the Department of Education & Early Development website at: education.alaska.gov.

- Click on the green star or the Accountability tab to find the ASPI and AMO reports.
- Click on the orange star or Support tab to find information about how schools are supported in writing and implementing school improvement plans.

The District Report Card and School Report Cards are available

from the school or district at: PO Box 498 King Salmon, AK 99613

or on the district website at: lpsd.com

Information on Qualifications of Teachers

Number of Teachers With Highest Degree:			
<i>Bachelors</i>	<i>Masters</i>	<i>Ed Specialist</i>	<i>Doctorate</i>
3	0	0	0

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

Percentage of Classes Taught by Highly Qualified Teachers	77.8%
--	-------

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

Other School Information

Grades KG-8 Retention Rate:	0	Number of High School Graduates:	2
Percentage Diploma HSGQE Waiver:	0	Number of Diploma HSGQE Waiver:	0
Grades 7-12 Dropout Rate:	0	Number of Grade 7-12 Dropouts:	0
Enrollment Change:	-30%	Enrollment Change Due to Transfers:	46.67%
Students Survey Return Rate:	50%	Parents Survey Return Rate:	35.7%
Students Commenting:	7	Parents Commenting:	3
Average Volunteer Hours Per Week:	1	Community Members Commenting:	0
Persistently Dangerous School:	No	School/Business Partnerships:	0

Student Achievement Results

Student achievement results appear on the next four pages. Please note that if fewer than 5 students tested in a given subject, results may not be reported and all values will be suppressed, indicated by an *. Additionally, when small numbers of students score at two or fewer proficiency levels, percentages must be reported as a range.

All Students Tested Grades 3 – 10

READING	% Advanced			% Proficient			% Below			% Far Below			Total Tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	≤80	31.3	37.1	≥20	49.4	43	*	14.5	13.9	*	4.8	6	9	100	99.4	98%
Female	≤60	35.6	41.3	≥40	52.9	42.4	*	8	11.6	*	3.4	4.7	6	100	98.9	98%
Male	*	26.6	33.1	*	45.6	43.5	*	21.5	16.1	*	6.3	7.3	3	100	100	98%
African American	NA	28.6	25.3	NA	57.1	48.8	NA	14.3	18.5	NA	0	7.4	NA	NA	100	98%
Alaska Native/American Indian	≤60	20.3	15.9	≥40	60.2	42.4	*	13.6	27.2	*	5.9	14.4	6	100	99.2	98%
Asian/Pacific Islander	NA	NA	29.2	NA	NA	48.9	NA	NA	16.6	NA	NA	5.3	NA	NA	NA	99%
Caucasian	*	80	49.8	*	6.7	40.2	*	13.3	7.3	*	0	2.6	1	100	100	98%
Hispanic	NA	NA	33.3	NA	NA	48.4	NA	NA	13.5	NA	NA	4.8	NA	NA	NA	98%
Multi-Ethnic	*	18.2	36.7	*	45.5	47.2	*	27.3	11.8	*	9.1	4.3	2	100	100	98%
Economically Disadvantaged	≤75	18.4	23.1	≥25	58.8	46.4	*	16.7	20.6	*	6.1	9.9	8	100	99.1	98%
NOT Economically Disadvantaged	*	59.6	49.9	*	28.8	39.8	*	9.6	7.8	*	1.9	2.5	1	100	100	98%
Students with Disabilities	*	10	10.8	*	20	37.4	*	50	31.9	*	20	19.9	1	100	100	97%
Students WITHOUT Disabilities	≤75	34.2	41.6	≤75	53.4	43.9	*	9.6	10.8	*	2.7	3.7	8	100	99.3	98%
LEP Students	NA	NA	4.3	NA	NA	32.9	NA	NA	39.1	NA	NA	23.7	NA	NA	NA	98%
NOT LEP Students	≤80	31.3	41.3	44.4	≥20	44.2	*	14.5	10.7	*	4.8	3.8	9	100	99.4	98%
Migrant students	≥60	22.4	22.9	≤40	51.7	46	*	17.2	21.1	*	8.6	10	5	100	98.3	99%
NOT Migrant students	*	36.1	38.4	*	48.1	42.7	*	13	13.3	*	2.8	5.7	4	100	100	98%

All Students Tested Grades 3 – 10

WRITING	Advanced			Proficient			Below			Far Below			Total Tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	22.2	15.2	21.2	66.7	59.4	53.5	11.1	21.8	20.1	0	3.6	5.1	9	100	98.8	98%
Female	16.7	18.4	26.6	66.7	65.5	54.4	16.7	14.9	16	0	1.1	3	6	100	98.9	98%
Male	*	11.5	16.2	*	52.6	52.7	*	29.5	24	*	6.4	7.1	3	100	98.7	98%
African American	NA	*	14.4	NA	≥75	53.6	NA	≤25	25.9	NA	*	6.1	NA	NA	100	98%
Alaska Native/American Indian	16.7	9.4	7.7	66.7	60.7	43.3	16.7	26.5	36.5	0	3.4	12.5	6	100	98.3	98%
Asian/Pacific Islander	NA	NA	18.4	NA	NA	57	NA	NA	20.4	NA	NA	4.2	NA	NA	NA	99%
Caucasian	*	46.7	28.5	*	43.3	56.6	*	6.7	12.7	*	3.3	2.2	1	100	100	98%
Hispanic	NA	NA	19.5	NA	NA	57.9	NA	NA	18.8	NA	NA	3.8	NA	NA	NA	98%
Multi-Ethnic	*	0	22.5	*	72.7	55.9	*	18.2	17.7	*	9.1	3.8	2	100	100	98%
Economically Disadvantaged	12.5	8.8	12.9	75	61.1	50.1	12.5	24.8	28.8	0	5.3	8.3	8	100	98.3	98%
NOT Economically Disadvantaged	*	28.8	28.8	*	55.8	56.7	*	15.4	12.3	*	0	2.3	1	100	100	98%
Students with Disabilities	*	0	5.9	*	40	36.2	*	55	41.3	*	5	16.5	1	100	100	97%
Students WITHOUT Disabilities	25	17.2	23.8	62.5	62.1	56.5	12.5	17.2	16.5	0	3.4	3.2	8	100	98.6	98%
LEP Students	NA	NA	3.4	NA	NA	29.5	NA	NA	47.9	NA	NA	19.2	NA	NA	NA	98%
NOT LEP Students	22.2	15.2	23.5	66.7	59.4	56.6	11.1	21.8	16.6	0	3.6	3.3	9	100	98.8	98%
Migrant students	≤40	10.3	12.5	≥60	62.1	50.1	0	19	28.9	0	8.6	8.4	5	100	98.3	98%
NOT Migrant students	*	17.8	22	*	57.9	53.8	*	23.4	19.3	*	0.9	4.8	4	100	99.1	98%

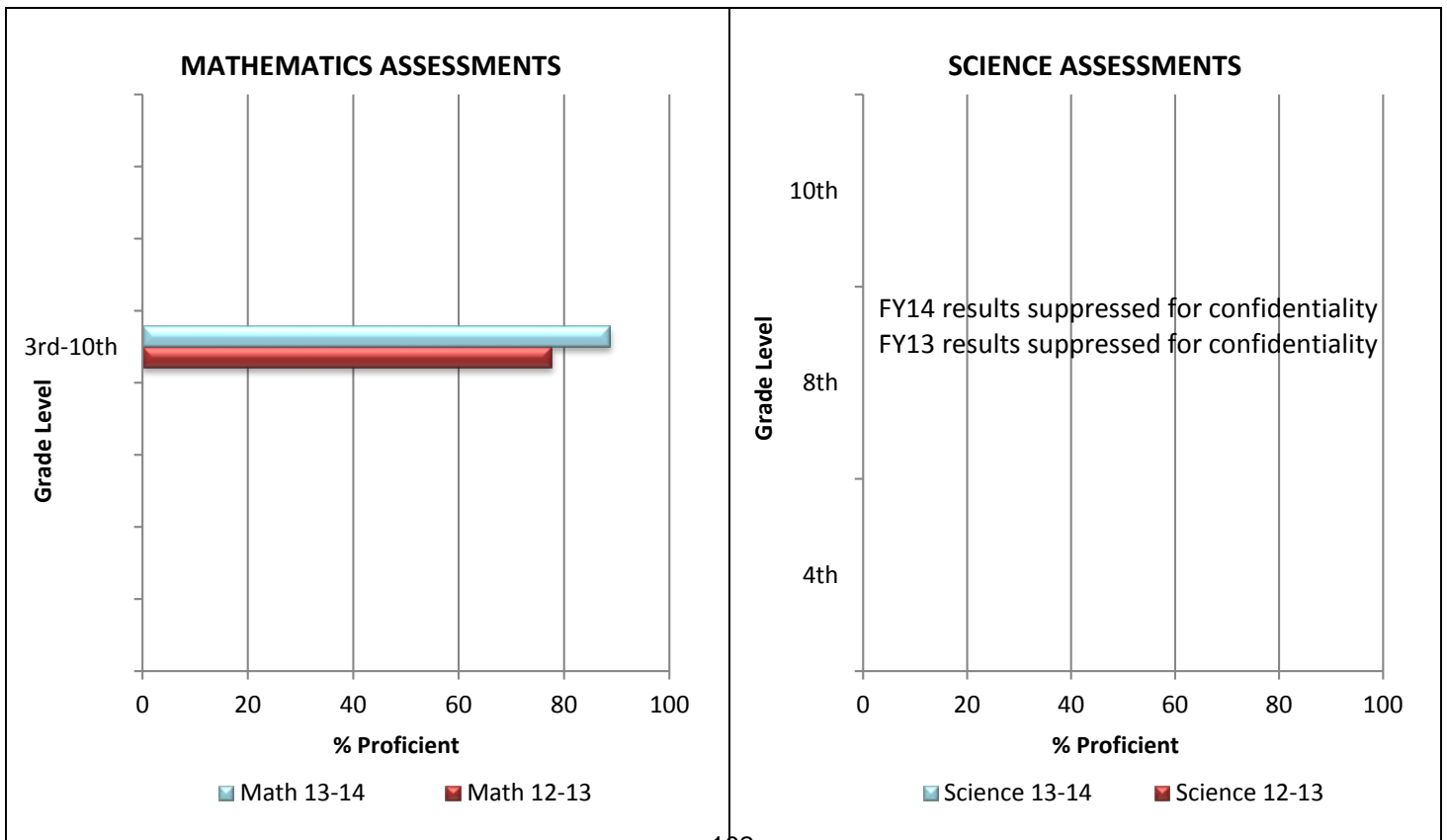
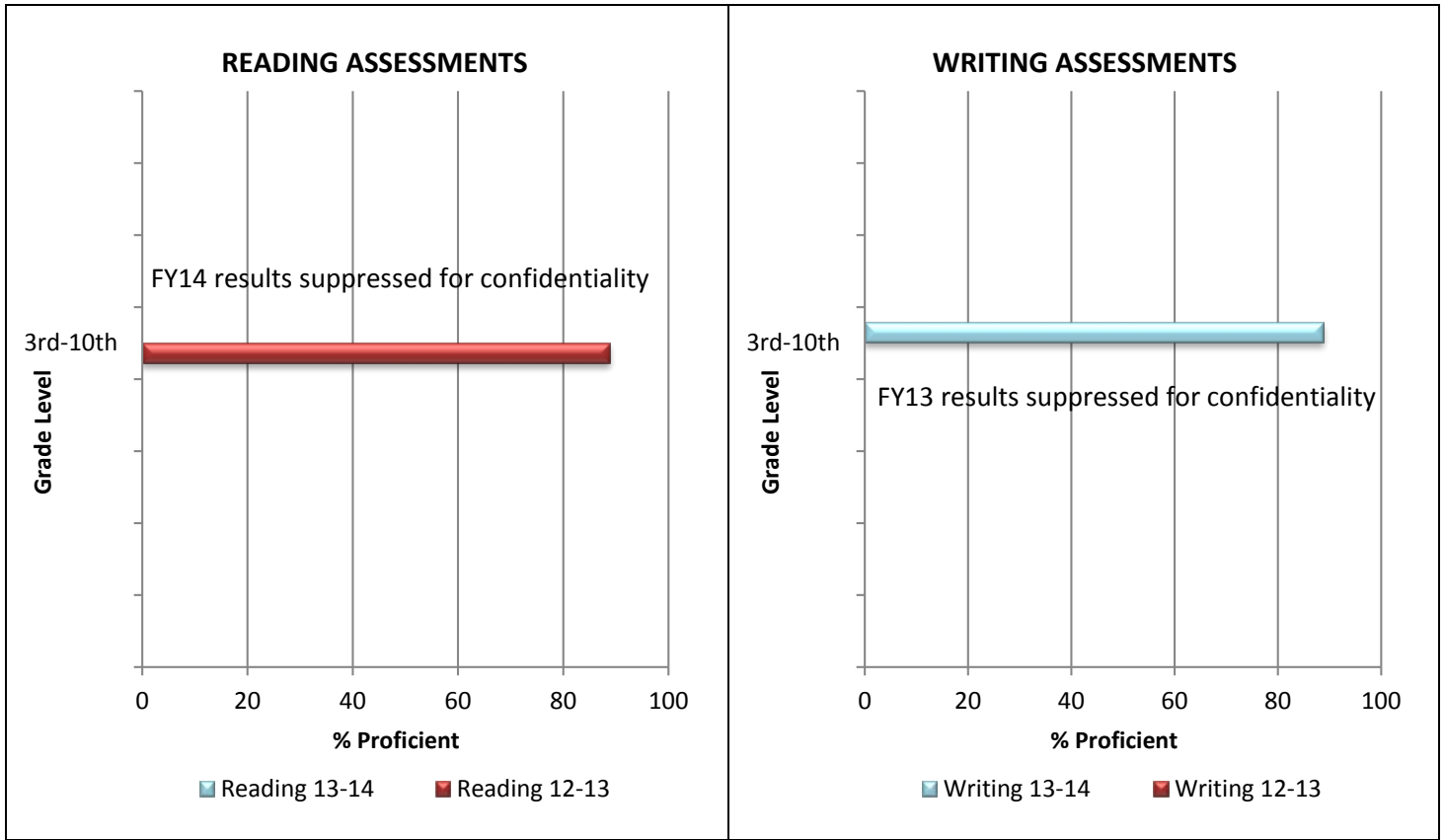
All Students Tested Grades 3 – 10

MATHEMATICS	Advanced			Proficient			Below			Far Below			Total tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	55.6	30.9	32.7	33.3	43.6	35.7	11.1	16.4	16.1	0	9.1	15.5	9	100	98.8	98%
Female	50	34.5	32.7	33.3	42.5	37.3	16.7	17.2	15.7	0	5.7	14.2	6	100	98.9	98%
Male	*	26.9	32.6	*	44.9	34.3	*	15.4	16.5	*	12.8	16.7	3	100	98.7	98%
African American	NA	42.9	18.6	NA	28.6	35.4	NA	14.3	22.2	NA	14.3	23.7	NA	NA	100	98%
Alaska Native/American Indian	50	20.5	15.7	33.3	52.1	31.9	16.7	17.9	22	0	9.4	30.4	6	100	98.3	98%
Asian/Pacific Islander	NA	NA	29.4	NA	NA	38.6	NA	NA	17.3	NA	NA	14.7	NA	NA	NA	99%
Caucasian	*	73.3	42.9	*	13.3	36.2	*	10	12.4	*	3.3	8.5	1	100	100	98%
Hispanic	NA	NA	27.1	NA	NA	39.2	NA	NA	18.2	NA	NA	15.5	NA	NA	NA	98%
Multi-Ethnic	*	18.2	32.8	*	45.5	37.8	*	18.2	16.3	*	18.2	13.1	2	100	100	98%
Economically Disadvantaged	50	22.1	20.6	37.5	46.9	35.6	12.5	19.5	20.5	0	11.5	23.3	8	100	98.3	98%
NOT Economically Disadvantaged	*	50	43.7	*	36.5	35.9	*	9.6	12.1	*	3.8	8.3	1	100	100	98%
Students with Disabilities	*	5	10.3	*	40	25.4	*	25	23.6	*	30	40.7	1	100	100	97%
Students WITHOUT Disabilities	≥60	34.5	36.5	≤40	44.1	37.5	*	15.2	14.8	*	6.2	11.2	8	100	98.6	98%
LEP Students	NA	NA	6.1	NA	NA	24.6	NA	NA	24.4	NA	NA	45	NA	NA	NA	98%
NOT LEP Students	55.6	30.9	36.1	33.3	43.6	37.2	11.1	16.4	15	0	9.1	11.7	9	100	98.8	98%
Migrant students	≥60	27.6	23	≤40	44.8	36.9	0	17.2	18.7	0	10.3	21.4	5	100	98.3	98%
NOT Migrant students	*	32.7	33.6	*	43	35.6	*	15.9	15.9	*	8.4	14.9	4	100	99.1	98%


All Students Tested Grades 4, 8, & 10

SCIENCE	Advanced			Proficient			Below			Far Below			Total tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	*	19.1	23.3	*	36.8	34.2	*	25	24.5	*	19.1	18	4	100	100	95%
Female	*	18.9	21.1	*	40.5	35.3	*	27	26	*	13.5	17.7	4	100	100	95%
Male	NA	19.4	25.4	NA	32.3	33.2	NA	22.6	23	NA	25.8	18.4	NA	NA	100	95%
African American	NA	*	9.5	NA	*	28.8	NA	*	33.7	NA	*	28	NA	NA	100	97%
Alaska Native/American Indian	*	15.8	8.8	*	36.8	25	*	29.8	29.2	*	17.5	37	4	100	100	95%
Asian/Pacific Islander	NA	NA	14.6	NA	NA	30.3	NA	NA	31.5	NA	NA	23.7	NA	NA	NA	97%
Caucasian	NA	33.3	33.6	NA	44.4	38.8	NA	0	19.4	NA	22.2	8.2	NA	NA	100	94%
Hispanic	NA	NA	18	NA	NA	35.6	NA	NA	29	NA	NA	17.4	NA	NA	NA	96%
Multi-Ethnic	NA	*	21.7	NA	*	37.7	NA	*	26.5	NA	*	14.2	NA	NA	100	96%
Economically Disadvantaged	*	14	11.8	*	40	29	*	24	30.4	*	22	28.7	4	100	100	95%
NOT Economically Disadvantaged	NA	33.3	33.3	NA	27.8	38.7	NA	27.8	19.3	NA	11.1	8.7	NA	NA	100	95%
Students with Disabilities	NA	0	6.5	NA	40	18.2	NA	40	31.1	NA	20	44.2	NA	NA	100	94%
Students WITHOUT Disabilities	*	22.4	26	*	36.2	36.8	*	22.4	23.4	*	19	13.8	4	100	100	95%
LEP Students	NA	NA	1.1	NA	NA	8.4	NA	NA	28.8	NA	NA	61.7	NA	NA	NA	96%
NOT LEP Students	*	19.1	26	*	36.8	37.3	*	25	23.9	*	19.1	12.7	4	100	100	95%
Migrant students	*	17.2	12.5	*	37.9	29.9	*	27.6	30.2	*	17.2	27.4	3	100	100	96%
NOT Migrant students	*	20.5	24.3	*	35.9	34.6	*	23.1	24	*	20.5	17.2	1	100	100	95%


Two-Year Trend for District Students Scoring Proficient or Above by Grade Level



FALL 2013 HSGQE

 Grades	Reading				Writing				Mathematics			
	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient
11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

SPRING 2014 HSGQE

 Grades	Reading				Writing				Mathematics			
	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient
10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

ASPI Rating: ***** ALASKA SCHOOL PERFORMANCE INDEX (ASPI): 2013-2014

School District Lake and Peninsula Borough School District School Igiugig School

Participation Rate Grades 3-10	Number Tested		Number Enrolled		Participation Rate		Met Participation Rate		Points None, acts as a trigger to achievement denominator.
	Crit Proficient	Crit Tested *	Fci Proficient	Fci Tested *	Crit Proficient	Crit Tested *	Fci Proficient	Fci Tested *	
	^	8	75% or more	8	100.00%	9	100.00%	Yes	

K-8 Performance

Academic Achievement	Reading		Writing		Math		Points	Weighting	ASPI Points
	Crit Proficient	Crit Tested *	Fci Proficient	Fci Tested *	Crit Proficient	Crit Tested *			
	^	8	75% or more	8	^	8	95.83	0.35	33.54
School Progress (Subgroup must have >5 students to be considered)	Growth All	100.00	Growth-AK Nat	N/A	Growth-Econ Dis	Growth-w/Disabs	100.00	0.4	40.00
Attendance Rate		96.42%					100.00	0.25	25.00
Total K-8 Points							1.00		98.54

9-12 Performance

Academic Achievement	Reading		Writing		Math		Points	Weighting	ASPI Points
	Crit Proficient	Crit Tested *	Fci Proficient	Fci Tested *	Crit Proficient	Crit Tested *			
	^	1	^	1	^	1	66.67	0.2	13.33
School Progress (Subgroup must have >5 students to be considered)	Growth All	90.00	Growth -AK Nat	N/A	Growth-Econ Dis	Growth-w/Disabs	90.00	0.4	36.00
Attendance Rate		95.67%					95.00	0.1	9.50
Graduation Rate	4 Year	N/A	Cohorts - 4 Yr	5 Year	Cohorts - 5 Yr		N/A	0	0.00
College Career Readiness		97.50					97.50	0.08	7.80
WorkKeys Participation		N/A					N/A	0	0.00
Total 9-12 Points							0.78		85.43

^ - Results are suppressed to protect individual confidentiality.

* - All eligible students are counted when Participation Rate is not met.

N/A - Results do not meet minimum reporting thresholds or no students of the reported grade level were served.

Per 4 AAC.06.835(b), this designation becomes final unless a review is requested within 30 days from receipt.

K-8 Enrollment Count:	12	K-8 Enrollment Ratio:	0.80
9-12 Enrollment Count:	3	9-12 Enrollment Ratio:	0.20

ASPI Score	95.92
-------------------	--------------

2013-2014 Annual Measurable Objectives (AMO) Progress Report
Alaska Department of Education & Early Development
Prepared on August 28, 2014

School: Igiugig School District: Lake and Peninsula Borough School District Title I School: Yes

Subgroup ¹	Reading			Writing			Math					
	State Target	School Target	Percent of FAY Students Proficient or Above ³	Reading Target Met? ⁴	State Target	School Target	Percent of FAY Students Proficient or Above ³	Writing Target Met? ⁴	State Target	School Target	Percent of FAY Students Proficient or Above ³	Math Target Met? ⁴
All Students	83.83%	100.00%	100.00%	Yes	79.17%	66.67%	83.33%	Yes	74.50%	50.00%	83.33%	Yes
African American	78.67%	N/A	N/A	N/A	73.50%	N/A	N/A	N/A	62.67%	N/A	N/A	N/A
Alaska Native & American Indian	66.08%	N/A	N/A	N/A	59.92%	N/A	N/A	N/A	57.75%	N/A	N/A	N/A
Asian & Pacific Islander	81.00%	N/A	N/A	N/A	78.58%	N/A	N/A	N/A	74.08%	N/A	N/A	N/A
Caucasian	92.08%	N/A	N/A	N/A	87.75%	N/A	N/A	N/A	82.75%	N/A	N/A	N/A
Hispanic	84.17%	N/A	N/A	N/A	79.92%	N/A	N/A	N/A	72.75%	N/A	N/A	N/A
Two or more races	85.50%	N/A	N/A	N/A	80.75%	N/A	N/A	N/A	75.75%	N/A	N/A	N/A
Economically Disadvantaged	74.33%	N/A	100.00%	Yes	68.75%	N/A	80.00%	Yes	64.17%	N/A	80.00%	Yes
Students w/Disabilities (SWD) ²	57.42%	N/A	N/A	N/A	52.33%	N/A	N/A	N/A	47.50%	N/A	N/A	N/A
Limited English Proficient (LEP) ²	53.33%	N/A	N/A	N/A	50.08%	N/A	N/A	N/A	48.75%	N/A	N/A	N/A

NOTES:

1. If a subgroup has fewer than five students enrolled in tested grades, "N/A" has been entered for the proficiency percentage and "Target Met?" fields.
2. Students with Disabilities (SWD) and Limited English Proficient (LEP) subgroups include assessment scores of former SWD and former LEP students that are being monitored for two years.
3. Proficiency percentage is based on "Full Academic Year" (FAY) students enrolled from October 1 through the first day of testing in spring 2014.
4. The AMO target is met if either the state or the school target has been met.
5. The participation rate target is 95 percent if the number of enrolled students is greater than 40. If the number of enrolled students is 40 or less, all but two students must test. Subgroups with fewer than five students will reflect "N/A" in the "Target Met?" field.
6. The attendance rate target is 95 percent for the school as a whole and for each subgroup with at least five students enrolled.
7. The graduation rate target is 90 percent for the school as a whole and for each subgroup with at least five members if the school enrolls students in grade 12. A school or subgroup with 10 or fewer students satisfies the graduation rate requirement if all but one of those students graduates.

Subgroup	Participation Rate		Attendance Rate		Graduation Rate			
	Enrolled	Rate (%)	Target Met? ⁵	Rate	Target Met? ⁶	4-Year Rate	5-Year Rate	Target Met? ⁷
All Students	9	100.00%	Yes	96.26%	Yes	100.00%	N/A	Yes
African American	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Alaska Native & American Indian	6	100.00%	Yes	96.34%	Yes	100.00%	N/A	Yes
Asian & Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	1	100.00%	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races	2	100.00%	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	8	100.00%	Yes	96.82%	Yes	100.00%	N/A	Yes
Students w/Disabilities (SWD) ²	1	100.00%	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient (LEP) ²	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

School Report Card for 2013-2014 School Year

School: Kokhanok **District:** Lake and Peninsula School District
Grade span: K-12 **School Enrollment:** 25
ASPI Score: 72.51% **Star Rating:** ***
Title I School? Yes **Title I Program:** Schoolwide

Accreditation: No

A Title I school receives federal money to support low-achieving students. A Schoolwide Title I Program uses the money to improve the education for all students. A Targeted Assistance Title I Program uses the money to provide help for students who need it most.

This School Report Card presents information about the school's performance for the 2013-2014 school year according to the new state accountability system as approved in Alaska's ESEA Flexibility Waiver and state regulations. The new accountability system is based on two prongs: the Alaska School Performance Index (ASPI) for schools and progress on the Annual Measurable Objective (AMO) targets for schools, districts, and the state. This system replaces the former Adequate Yearly Progress (AYP) system under No Child Left Behind.

Under ASPI, each school receives a score on a 100-point scale and a star rating from 5-stars (highest) to 1-star. The ASPI score and star rating give an overall picture of how well the school is doing to prepare the students to be college-, career- and culturally ready graduates.

The AMO targets have been revised with the goal that each school will reduce the percent of students not proficient on the reading, writing, and math tests by half at the end of six years. Each school will receive a report every year showing the percentage of students that were proficient on each test and whether the school has met the targets for the year.

Copies of the 2014 School ASPI Report and the 2014 School AMO Progress Report are found at the end of this School Report Card.

More information about the new system and the ASPI and AMO targets and progress reports for schools can be found on the Department of Education & Early Development website at: education.alaska.gov.

- Click on the green star or the Accountability tab to find the ASPI and AMO reports.
- Click on the orange star or Support tab to find information about how schools are supported in writing and implementing school improvement plans.

The District Report Card and School Report Cards are available

from the school or district at: PO Box 498 King Salmon, AK 99613

or on the district website at: lpsd.com

Information on Qualifications of Teachers

Number of Teachers With Highest Degree:			
<i>Bachelors</i>	<i>Masters</i>	<i>Ed Specialist</i>	<i>Doctorate</i>
1	3	0	0

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

Percentage of Classes Taught by Highly Qualified Teachers	90%
--	-----

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

Other School Information

Grades KG-8 Retention Rate:	0	Number of High School Graduates:	0
Percentage Diploma HSGQE Waiver:	0	Number of Diploma HSGQE Waiver:	0
Grades 7-12 Dropout Rate:	0	Number of Grade 7-12 Dropouts:	0
Enrollment Change:	4.17%	Enrollment Change Due to Transfers:	45.16%
Students Survey Return Rate:	40.9%	Parents Survey Return Rate:	17.9%
Students Commenting:	13	Parents Commenting:	3
Average Volunteer Hours Per Week:	0	Community Members Commenting:	0
Persistently Dangerous School:	No	School/Business Partnerships:	0

Student Achievement Results

Student achievement results appear on the next four pages. Please note that if fewer than 5 students tested in a given subject, results may not be reported and all values will be suppressed, indicated by an *. Additionally, when small numbers of students score at two or fewer proficiency levels, percentages must be reported as a range.

All Students Tested Grades 3 – 10

READING	% Advanced			% Proficient			% Below			% Far Below			Total tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	12.5	31.3	37.1	43.8	49.4	43	25	14.5	13.9	18.8	4.8	6	16	100	99.4	98%
Female	*	35.6	41.3	*	52.9	42.4	*	8	11.6	*	3.4	4.7	4	100	98.9	98%
Male	16.7	26.6	33.1	33.3	45.6	43.5	33.3	21.5	16.1	16.7	6.3	7.3	12	100	100	98%
African American	*	28.6	25.3	*	57.1	48.8	*	14.3	18.5	*	0	7.4	1	100	100	98%
Alaska Native/American Indian	13.3	20.3	15.9	40	60.2	42.4	26.7	13.6	27.2	20	5.9	14.4	15	100	99.2	98%
Asian/Pacific Islander	NA	NA	29.2	NA	NA	48.9	NA	NA	16.6	NA	NA	5.3	NA	NA	NA	99%
Caucasian	NA	80	49.8	NA	6.7	40.2	NA	13.3	7.3	NA	0	2.6	NA	NA	100	98%
Hispanic	NA	NA	33.3	NA	NA	48.4	NA	NA	13.5	NA	NA	4.8	NA	NA	NA	98%
Multi-Ethnic	NA	18.2	36.7	NA	45.5	47.2	NA	27.3	11.8	NA	9.1	4.3	NA	NA	100	98%
Economically Disadvantaged	14.3	18.4	23.1	42.9	58.8	46.4	28.6	16.7	20.6	14.3	6.1	9.9	14	100	99.1	98%
NOT Economically Disadvantaged	*	59.6	49.9	*	28.8	39.8	*	9.6	7.8	*	1.9	2.5	2	100	100	98%
Students with Disabilities	*	10	10.8	*	20	37.4	*	50	31.9	*	20	19.9	2	100	100	97%
Students WITHOUT Disabilities	14.3	34.2	41.6	50	53.4	43.9	21.4	9.6	10.8	14.3	2.7	3.7	14	100	99.3	98%
LEP Students	NA	NA	4.3	NA	NA	32.9	NA	NA	39.1	NA	NA	23.7	NA	NA	NA	98%
NOT LEP Students	12.5	31.3	41.3	43.8	49.4	44.2	25	14.5	10.7	18.8	4.8	3.8	16	100	99.4	98%
Migrant students	25	22.4	22.9	50	51.7	46	12.5	17.2	21.1	12.5	8.6	10	8	100	98.3	99%
NOT Migrant students	0	36.1	38.4	37.5	48.1	42.7	37.5	13	13.3	25	2.8	5.7	8	100	100	98%

All Students Tested Grades 3 – 10

WRITING	Advanced			Proficient			Below			Far Below			Total tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	6.3	15.2	21.2	37.5	59.4	53.5	37.5	21.8	20.1	18.8	3.6	5.1	16	100	98.8	98%
Female	*	18.4	26.6	*	65.5	54.4	*	14.9	16	*	1.1	3	4	100	98.9	98%
Male	8.3	11.5	16.2	25	52.6	52.7	41.7	29.5	24	25	6.4	7.1	12	100	98.7	98%
African American	*	*	14.4	*	≥75	53.6	*	≤25	25.9	*	*	6.1	1	100	100	98%
Alaska Native/American Indian	6.7	9.4	7.7	33.3	60.7	43.3	40	26.5	36.5	20	3.4	12.5	15	100	98.3	98%
Asian/Pacific Islander	NA	NA	18.4	NA	NA	57	NA	NA	20.4	NA	NA	4.2	NA	NA	NA	99%
Caucasian	NA	46.7	28.5	NA	43.3	56.6	NA	6.7	12.7	NA	3.3	2.2	NA	NA	100	98%
Hispanic	NA	NA	19.5	NA	NA	57.9	NA	NA	18.8	NA	NA	3.8	NA	NA	NA	98%
Multi-Ethnic	NA	0	22.5	NA	72.7	55.9	NA	18.2	17.7	NA	9.1	3.8	NA	NA	100	98%
Economically Disadvantaged	7.1	8.8	12.9	35.7	61.1	50.1	35.7	24.8	28.8	21.4	5.3	8.3	14	100	98.3	98%
NOT Economically Disadvantaged	*	28.8	28.8	*	55.8	56.7	*	15.4	12.3	*	0	2.3	2	100	100	98%
Students with Disabilities	*	0	5.9	*	40	36.2	*	55	41.3	*	5	16.5	2	100	100	97%
Students WITHOUT Disabilities	7.1	17.2	23.8	42.9	62.1	56.5	35.7	17.2	16.5	14.3	3.4	3.2	14	100	98.6	98%
LEP Students	NA	NA	3.4	NA	NA	29.5	NA	NA	47.9	NA	NA	19.2	NA	NA	NA	98%
NOT LEP Students	6.3	15.2	23.5	37.5	59.4	56.6	37.5	21.8	16.6	18.8	3.6	3.3	16	100	98.8	98%
Migrant students	12.5	10.3	12.5	37.5	62.1	50.1	25	19	28.9	25	8.6	8.4	8	100	98.3	98%
NOT Migrant students	0	17.8	22	37.5	57.9	53.8	50	23.4	19.3	12.5	0.9	4.8	8	100	99.1	98%

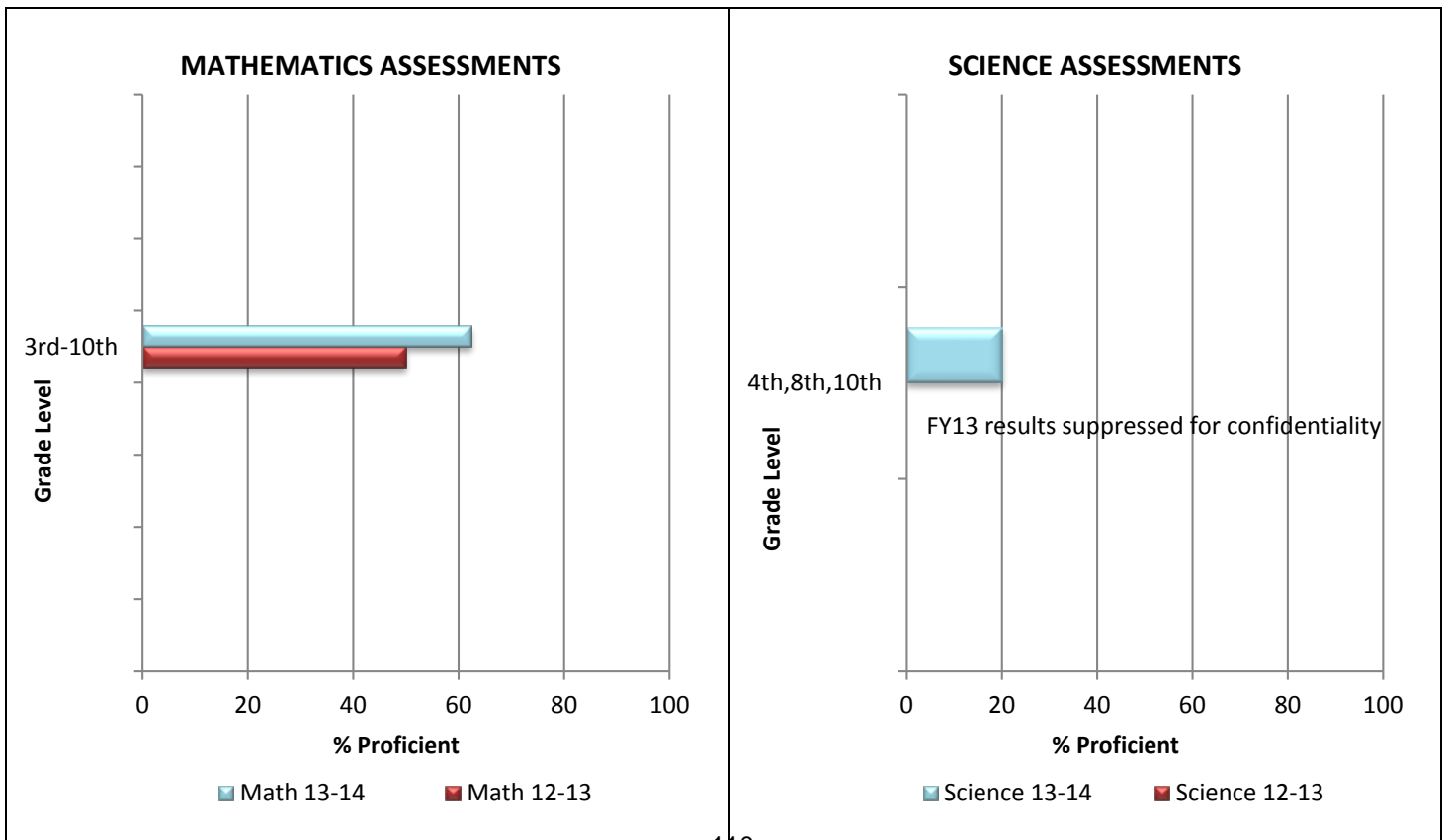
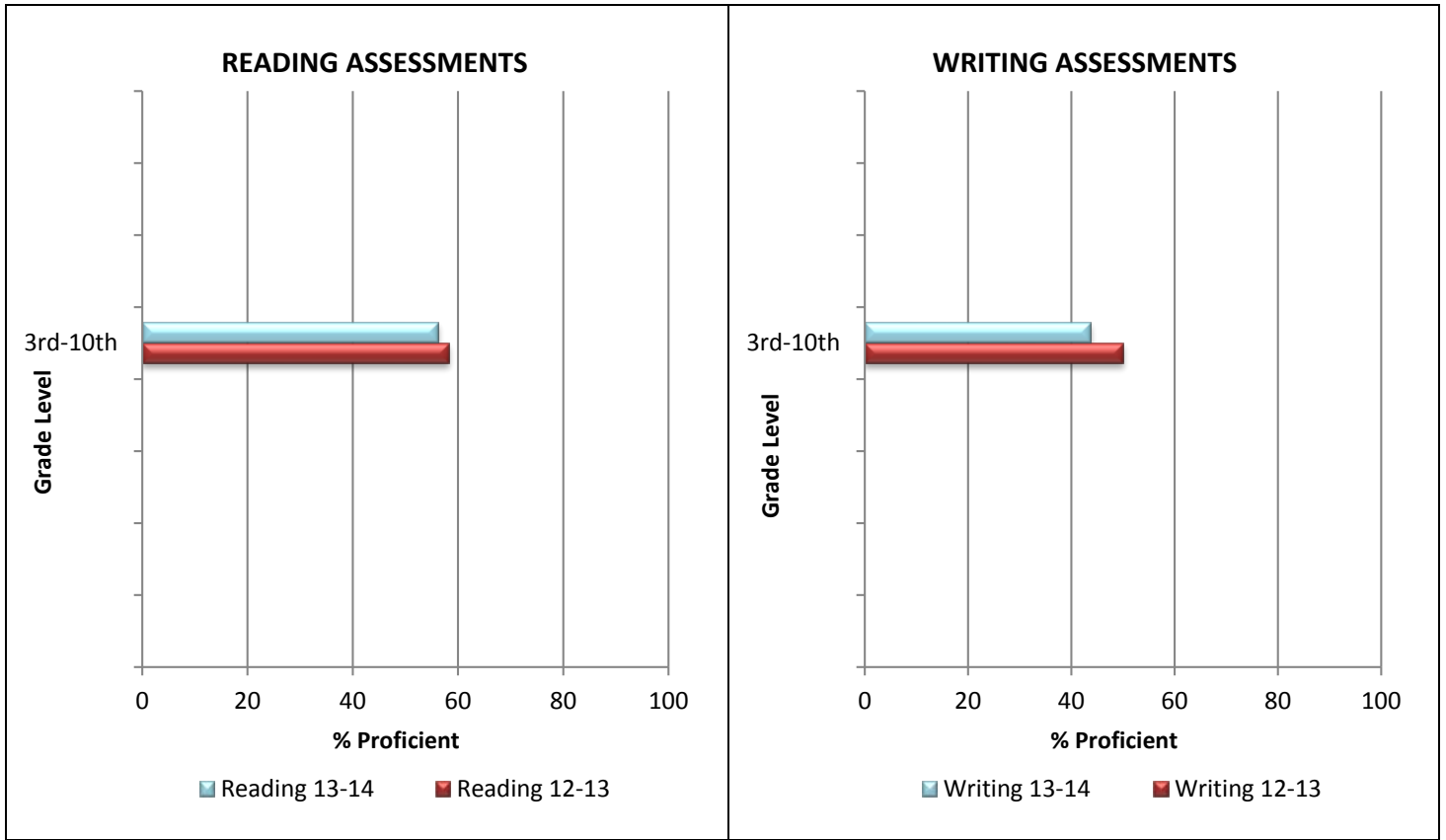
All Students Tested Grades 3 – 10

MATHEMATICS	Advanced			Proficient			Below			Far Below			Total tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	31.3	30.9	32.7	31.3	43.6	35.7	12.5	16.4	16.1	25	9.1	15.5	16	100	98.8	98%
Female	*	34.5	32.7	*	42.5	37.3	*	17.2	15.7	*	5.7	14.2	4	100	98.9	98%
Male	33.3	26.9	32.6	25	44.9	34.3	16.7	15.4	16.5	25	12.8	16.7	12	100	98.7	98%
African American	*	42.9	18.6	*	28.6	35.4	*	14.3	22.2	*	14.3	23.7	1	100	100	98%
Alaska Native/American Indian	26.7	20.5	15.7	33.3	52.1	31.9	13.3	17.9	22	26.7	9.4	30.4	15	100	98.3	98%
Asian/Pacific Islander	NA	NA	29.4	NA	NA	38.6	NA	NA	17.3	NA	NA	14.7	NA	NA	NA	99%
Caucasian	NA	73.3	42.9	NA	13.3	36.2	NA	10	12.4	NA	3.3	8.5	NA	NA	100	98%
Hispanic	NA	NA	27.1	NA	NA	39.2	NA	NA	18.2	NA	NA	15.5	NA	NA	NA	98%
Multi-Ethnic	NA	18.2	32.8	NA	45.5	37.8	NA	18.2	16.3	NA	18.2	13.1	NA	NA	100	98%
Economically Disadvantaged	35.7	22.1	20.6	21.4	46.9	35.6	14.3	19.5	20.5	28.6	11.5	23.3	14	100	98.3	98%
NOT Economically Disadvantaged	*	50	43.7	*	36.5	35.9	*	9.6	12.1	*	3.8	8.3	2	100	100	98%
Students with Disabilities	*	5	10.3	*	40	25.4	*	25	23.6	*	30	40.7	2	100	100	97%
Students WITHOUT Disabilities	35.7	34.5	36.5	35.7	44.1	37.5	14.3	15.2	14.8	14.3	6.2	11.2	14	100	98.6	98%
LEP Students	NA	NA	6.1	NA	NA	24.6	NA	NA	24.4	NA	NA	45	NA	NA	NA	98%
NOT LEP Students	31.3	30.9	36.1	31.3	43.6	37.2	12.5	16.4	15	25	9.1	11.7	16	100	98.8	98%
Migrant students	50	27.6	23	25	44.8	36.9	12.5	17.2	18.7	12.5	10.3	21.4	8	100	98.3	98%
NOT Migrant students	12.5	32.7	33.6	37.5	43	35.6	12.5	15.9	15.9	37.5	8.4	14.9	8	100	99.1	98%


All Students Tested Grades 4, 8, & 10

SCIENCE	Advanced			Proficient			Below			Far Below			Total tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	20	19.1	23.3	0	36.8	34.2	40	25	24.5	40	19.1	18	5	100	100	95%
Female	NA	18.9	21.1	NA	40.5	35.3	NA	27	26	NA	13.5	17.7	NA	NA	100	95%
Male	20	19.4	25.4	0	32.3	33.2	40	22.6	23	40	25.8	18.4	5	100	100	95%
African American	NA	*	9.5	NA	*	28.8	NA	*	33.7	NA	*	28	NA	NA	100	97%
Alaska Native/American Indian	20	15.8	8.8	0	36.8	25	40	29.8	29.2	40	17.5	37	5	100	100	95%
Asian/Pacific Islander	NA	NA	14.6	NA	NA	30.3	NA	NA	31.5	NA	NA	23.7	NA	NA	NA	97%
Caucasian	NA	33.3	33.6	NA	44.4	38.8	NA	0	19.4	NA	22.2	8.2	NA	NA	100	94%
Hispanic	NA	NA	18	NA	NA	35.6	NA	NA	29	NA	NA	17.4	NA	NA	NA	96%
Multi-Ethnic	NA	*	21.7	NA	*	37.7	NA	*	26.5	NA	*	14.2	NA	NA	100	96%
Economically Disadvantaged	*	14	11.8	*	40	29	*	24	30.4	*	22	28.7	4	100	100	95%
NOT Economically Disadvantaged	*	33.3	33.3	*	27.8	38.7	*	27.8	19.3	*	11.1	8.7	1	100	100	95%
Students with Disabilities	NA	0	6.5	NA	40	18.2	NA	40	31.1	NA	20	44.2	NA	NA	100	94%
Students WITHOUT Disabilities	20	22.4	26	0	36.2	36.8	40	22.4	23.4	40	19	13.8	5	100	100	95%
LEP Students	NA	NA	1.1	NA	NA	8.4	NA	NA	28.8	NA	NA	61.7	NA	NA	NA	96%
NOT LEP Students	20	19.1	26	0	36.8	37.3	40	25	23.9	40	19.1	12.7	5	100	100	95%
Migrant students	*	17.2	12.5	*	37.9	29.9	*	27.6	30.2	*	17.2	27.4	4	100	100	96%
NOT Migrant students	*	20.5	24.3	*	35.9	34.6	*	23.1	24	*	20.5	17.2	1	100	100	95%


Two-Year Trend for District Students Scoring Proficient or Above by Grade Level



FALL 2013 HSGQE

 Grades	Reading				Writing				Mathematics			
	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient
11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

SPRING 2014 HSGQE

 Grades	Reading				Writing				Mathematics			
	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient
10	*	*	*	*	*	*	*	*	*	*	*	*
11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

ASPI Rating: *** ALASKA SCHOOL PERFORMANCE INDEX (ASPI): 2013-2014

PK - 12

School District: Lake and Peninsula Borough School District School: Kokhanok School

Participation Rate Grades 3-10	Number Tested		Number Enrolled		Participation Rate		Met Participation Rate		Points None, acts as a trigger to achievement denominator.
	Cnt Proficient	Cnt Tested *	Fct Proficient		Cnt Proficient	Cnt Tested *	Fct Proficient		
	8	15	53.33%	16	100.00%	100.00%	Yes		

K-8 Performance

Academic Achievement	Reading		Writing		Math		Points	Weighting	ASPI Points
	Cnt Proficient	Cnt Tested *	Cnt Proficient	Cnt Tested *	Cnt Proficient	Cnt Tested *			
	8	15	53.33%	6	15	40.00%	9	15	17.89
School Progress <small>(Subgroup must have >5 students to be considered)</small>	Growth All		Growth-AK Net	Growth-Econ Dis	Growth-w/Disabs	Growth-LEP			
	69.63		65.00	69.17	N/A	N/A			27.65
Attendance Rate	94.39%								23.75

Total K-8 Points: 1.00 69.29

9-12 Performance

Academic Achievement	Reading		Writing		Math		Points	Weighting	ASPI Points
	Cnt Proficient	Cnt Tested *	Cnt Proficient	Cnt Tested *	Cnt Proficient	Cnt Tested *			
	^	1	^	1	^	1	100.00	0.2	20.00
School Progress <small>(Subgroup must have >5 students to be considered)</small>	Growth All		Growth -AK Net	Growth-Econ Dis	Growth-w/Disabs	Growth-LEP			
	N/A		N/A	N/A	N/A	N/A	N/A	0	0.00
Attendance Rate	90.80%								8.00
Graduation Rate	4 Year		Cohorts - 4 Yr		Cohorts - 5 Yr				
	N/A		N/A		100.00%				20.00
College Career Readiness WorkKeys Participation	N/A								0.00
	100.00%								2.00

Total 9-12 Points: 0.52 96.15

K-8 Enrollment Count:	22	K-8 Enrollment Ratio:	0.88
9-12 Enrollment Count:	3	9-12 Enrollment Ratio:	0.12

ASPI Score: 72.51

^ - Results are suppressed to protect individual confidentiality.
* - All eligible students are counted when Participation Rate is not met.
N/A - Results do not meet minimum reporting thresholds or no students of the reported grade level were served.

Per 4 AAC 06.835(b), this designation becomes final unless a review is requested within 30 days from receipt.

2013-2014 Annual Measurable Objectives (AMO) Progress Report
 Alaska Department of Education & Early Development
 Prepared on August 28, 2014

School: Kokhanok School District: Lake and Peninsula Borough School District Title I School: Yes

Subgroup ¹	Reading			Writing			Math					
	State Target	School Target	Percent of FAY Students Proficient or Above ³	Reading Target Met? ⁴	State Target	School Target	Percent of FAY Students Proficient or Above ³	Writing Target Met? ⁴	State Target	School Target	Percent of FAY Students Proficient or Above ³	Math Target Met? ⁴
All Students	83.83%	84.83%	46.15%	No	79.17%	84.83%	30.77%	No	74.50%	92.42%	53.85%	No
African American	78.67%	N/A	N/A	N/A	73.50%	N/A	N/A	N/A	62.67%	N/A	N/A	N/A
Alaska Native & American Indian	66.08%	84.83%	41.67%	No	59.92%	84.83%	25.00%	No	57.75%	92.42%	50.00%	No
Asian & Pacific Islander	81.00%	N/A	N/A	N/A	78.58%	N/A	N/A	N/A	74.08%	N/A	N/A	N/A
Caucasian	92.08%	N/A	N/A	N/A	87.75%	N/A	N/A	N/A	82.75%	N/A	N/A	N/A
Hispanic	84.17%	N/A	N/A	N/A	79.92%	N/A	N/A	N/A	72.75%	N/A	N/A	N/A
Two or more races	85.50%	N/A	N/A	N/A	80.75%	N/A	N/A	N/A	75.75%	N/A	N/A	N/A
Economically Disadvantaged	74.33%	84.83%	50.00%	No	68.75%	84.83%	33.33%	No	64.17%	92.42%	50.00%	No
Students w/Disabilities (SWD) ²	57.42%	N/A	N/A	N/A	52.33%	N/A	N/A	N/A	47.50%	N/A	N/A	N/A
Limited English Proficient (LEP) ²	53.33%	N/A	N/A	N/A	50.08%	N/A	N/A	N/A	48.75%	N/A	N/A	N/A

Subgroup	Participation Rate			Attendance Rate		Graduation Rate		
	Enrolled	Rate (%)	Target Met? ⁵	Rate	Target Met? ⁶	4-Year Rate	5-Year Rate	Target Met? ⁷
All Students	16	100.00%	Yes	94.02%	No	N/A	100.00%	Yes
African American	1	100.00%	N/A	N/A	N/A	N/A	N/A	N/A
Alaska Native & American Indian	15	100.00%	Yes	94.13%	No	N/A	100.00%	Yes
Asian & Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	14	100.00%	Yes	94.05%	No	N/A	100.00%	Yes
Students w/Disabilities (SWD) ²	2	100.00%	N/A	N/A	N/A	N/A	100.00%	Yes
Limited English Proficient (LEP) ²	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

- NOTES:
1. If a subgroup has fewer than five students enrolled in tested grades, "N/A" has been entered for the proficiency percentage and "Target Met?" fields.
 2. Students with Disabilities (SWD) and Limited English Proficient (LEP) subgroups include assessment scores of former SWD and former LEP students that are being monitored for two years.
 3. Proficiency percentage is based on "Full Academic Year" (FAY) students enrolled from October 1 through the first day of testing in spring 2014.
 4. The AMO target is met if either the state or the school target has been met.
 5. The participation rate target is 95 percent if the number of enrolled students is greater than 40, if the number of enrolled students is 40 or less, all but two students must test. Subgroups with fewer than five students will reflect "N/A" in the "Target Met?" field.
 6. The attendance rate target is 95 percent for the school as a whole and for each subgroup with at least five students enrolled.
 7. The graduation rate target is 90 percent for the school as a whole and for each subgroup with at least five members if the school enrolls students in grade 12. A school or subgroup with 10 or fewer students satisfies the graduation rate requirement if all but one of those students graduates.

School Report Card for 2013-2014 School Year

School: Lakeview Home School **District:** Lake and Peninsula School District
Grade span: K-12 **School Enrollment:** 8
ASPI Score: 95.49% **Star Rating:** *****
Title I School? No **Title I Program:** NA

Accreditation: No

A Title I school receives federal money to support low-achieving students. A Schoolwide Title I Program uses the money to improve the education for all students. A Targeted Assistance Title I Program uses the money to provide help for students who need it most.

This School Report Card presents information about the school's performance for the 2013-2014 school year according to the new state accountability system as approved in Alaska's ESEA Flexibility Waiver and state regulations. The new accountability system is based on two prongs: the Alaska School Performance Index (ASPI) for schools and progress on the Annual Measurable Objective (AMO) targets for schools, districts, and the state. This system replaces the former Adequate Yearly Progress (AYP) system under No Child Left Behind.

Under ASPI, each school receives a score on a 100-point scale and a star rating from 5-stars (highest) to 1-star. The ASPI score and star rating give an overall picture of how well the school is doing to prepare the students to be college-, career- and culturally ready graduates.

The AMO targets have been revised with the goal that each school will reduce the percent of students not proficient on the reading, writing, and math tests by half at the end of six years. Each school will receive a report every year showing the percentage of students that were proficient on each test and whether the school has met the targets for the year.

Copies of the 2014 School ASPI Report and the 2014 School AMO Progress Report are found at the end of this School Report Card.

More information about the new system and the ASPI and AMO targets and progress reports for schools can be found on the Department of Education & Early Development website at: education.alaska.gov.

- Click on the green star or the Accountability tab to find the ASPI and AMO reports.
- Click on the orange star or Support tab to find information about how schools are supported in writing and implementing school improvement plans.

The District Report Card and School Report Cards are available

from the school or district at: PO Box 498 King Salmon, AK 99613

or on the district website at: lpsd.com

Information on Qualifications of Teachers

Number of Teachers With Highest Degree:			
<i>Bachelors</i>	<i>Masters</i>	<i>Ed Specialist</i>	<i>Doctorate</i>
NA	NA	NA	NA

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

Percentage of Classes Taught by Highly Qualified Teachers	100%
--	------

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

Other School Information

Grades KG-8 Retention Rate:	0	Number of High School Graduates:	0
Percentage Diploma HSGQE Waiver:	0	Number of Diploma HSGQE Waiver:	0
Grades 7-12 Dropout Rate:	0	Number of Grade 7-12 Dropouts:	0
Enrollment Change:	-33.33%	Enrollment Change Due to Transfers:	100%
Students Survey Return Rate:	50%	Parents Survey Return Rate:	35.7%
Students Commenting:	0	Parents Commenting:	0
Average Volunteer Hours Per Week:	2	Community Members Commenting:	0
Persistently Dangerous School:	No	School/Business Partnerships:	0

Student Achievement Results

Student achievement results appear on the next four pages. Please note that if fewer than 5 students tested in a given subject, results may not be reported and all values will be suppressed, indicated by an *. Additionally, when small numbers of students score at two or fewer proficiency levels, percentages must be reported as a range.

All Students Tested Grades 3 – 10

READING	% Advanced			% Proficient			% Below			% Far Below			Total Tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	*	31.3	37.1	*	49.4	43	*	14.5	13.9	*	4.8	6	4	100	99.4	98%
Female	*	35.6	41.3	*	52.9	42.4	*	8	11.6	*	3.4	4.7	2	100	98.9	98%
Male	*	26.6	33.1	*	45.6	43.5	*	21.5	16.1	*	6.3	7.3	2	100	100	98%
African American	NA	28.6	25.3	NA	57.1	48.8	NA	14.3	18.5	NA	0	7.4	NA	NA	100	98%
Alaska Native/American Indian	*	20.3	15.9	*	60.2	42.4	*	13.6	27.2	*	5.9	14.4	3	100	99.2	98%
Asian/Pacific Islander	NA	NA	29.2	NA	NA	48.9	NA	NA	16.6	NA	NA	5.3	NA	NA	NA	99%
Caucasian	NA	80	49.8	NA	6.7	40.2	NA	13.3	7.3	NA	0	2.6	NA	NA	100	98%
Hispanic	NA	NA	33.3	NA	NA	48.4	NA	NA	13.5	NA	NA	4.8	NA	NA	NA	98%
Multi-Ethnic	*	18.2	36.7	*	45.5	47.2	*	27.3	11.8	*	9.1	4.3	1	100	100	98%
Economically Disadvantaged	NA	18.4	23.1	NA	58.8	46.4	NA	16.7	20.6	NA	6.1	9.9	NA	NA	99.1	98%
NOT Economically Disadvantaged	*	59.6	49.9	*	28.8	39.8	*	9.6	7.8	*	1.9	2.5	4	100	100	98%
Students with Disabilities	NA	10	10.8	NA	20	37.4	NA	50	31.9	NA	20	19.9	NA	NA	100	97%
Students WITHOUT Disabilities	*	34.2	41.6	*	53.4	43.9	*	9.6	10.8	*	2.7	3.7	4	100	99.3	98%
LEP Students	NA	NA	4.3	NA	NA	32.9	NA	NA	39.1	NA	NA	23.7	NA	NA	NA	98%
NOT LEP Students	*	31.3	41.3	*	49.4	44.2	*	14.5	10.7	*	4.8	3.8	4	100	99.4	98%
Migrant students	NA	22.4	22.9	NA	51.7	46	NA	17.2	21.1	NA	8.6	10	NA	NA	98.3	99%
NOT Migrant students	*	36.1	38.4	*	48.1	42.7	*	13	13.3	*	2.8	5.7	4	100	100	98%

All Students Tested Grades 3 – 10

WRITING	Advanced			Proficient			Below			Far Below			Total Tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	*	15.2	21.2	*	59.4	53.5	*	21.8	20.1	*	3.6	5.1	4	100	98.8	98%
Female	*	18.4	26.6	*	65.5	54.4	*	14.9	16	*	1.1	3	2	100	98.9	98%
Male	*	11.5	16.2	*	52.6	52.7	*	29.5	24	*	6.4	7.1	2	100	98.7	98%
African American	NA	*	14.4	NA	≥75	53.6	NA	≤25	25.9	NA	*	6.1	NA	NA	100	98%
Alaska Native/American Indian	*	9.4	7.7	*	60.7	43.3	*	26.5	36.5	*	3.4	12.5	3	100	98.3	98%
Asian/Pacific Islander	NA	NA	18.4	NA	NA	57	NA	NA	20.4	NA	NA	4.2	NA	NA	NA	99%
Caucasian	NA	46.7	28.5	NA	43.3	56.6	NA	6.7	12.7	NA	3.3	2.2	NA	NA	100	98%
Hispanic	NA	NA	19.5	NA	NA	57.9	NA	NA	18.8	NA	NA	3.8	NA	NA	NA	98%
Multi-Ethnic	*	0	22.5	*	72.7	55.9	*	18.2	17.7	*	9.1	3.8	1	100	100	98%
Economically Disadvantaged	NA	8.8	12.9	NA	61.1	50.1	NA	24.8	28.8	NA	5.3	8.3	NA	NA	98.3	98%
NOT Economically Disadvantaged	*	28.8	28.8	*	55.8	56.7	*	15.4	12.3	*	0	2.3	4	100	100	98%
Students with Disabilities	NA	0	5.9	NA	40	36.2	NA	55	41.3	NA	5	16.5	NA	NA	100	97%
Students WITHOUT Disabilities	*	17.2	23.8	*	62.1	56.5	*	17.2	16.5	*	3.4	3.2	4	100	98.6	98%
LEP Students	NA	NA	3.4	NA	NA	29.5	NA	NA	47.9	NA	NA	19.2	NA	NA	NA	98%
NOT LEP Students	*	15.2	23.5	*	59.4	56.6	*	21.8	16.6	*	3.6	3.3	4	100	98.8	98%
Migrant students	NA	10.3	12.5	NA	62.1	50.1	NA	19	28.9	NA	8.6	8.4	NA	NA	98.3	98%
NOT Migrant students	*	17.8	22	*	57.9	53.8	*	23.4	19.3	*	0.9	4.8	4	100	99.1	98%

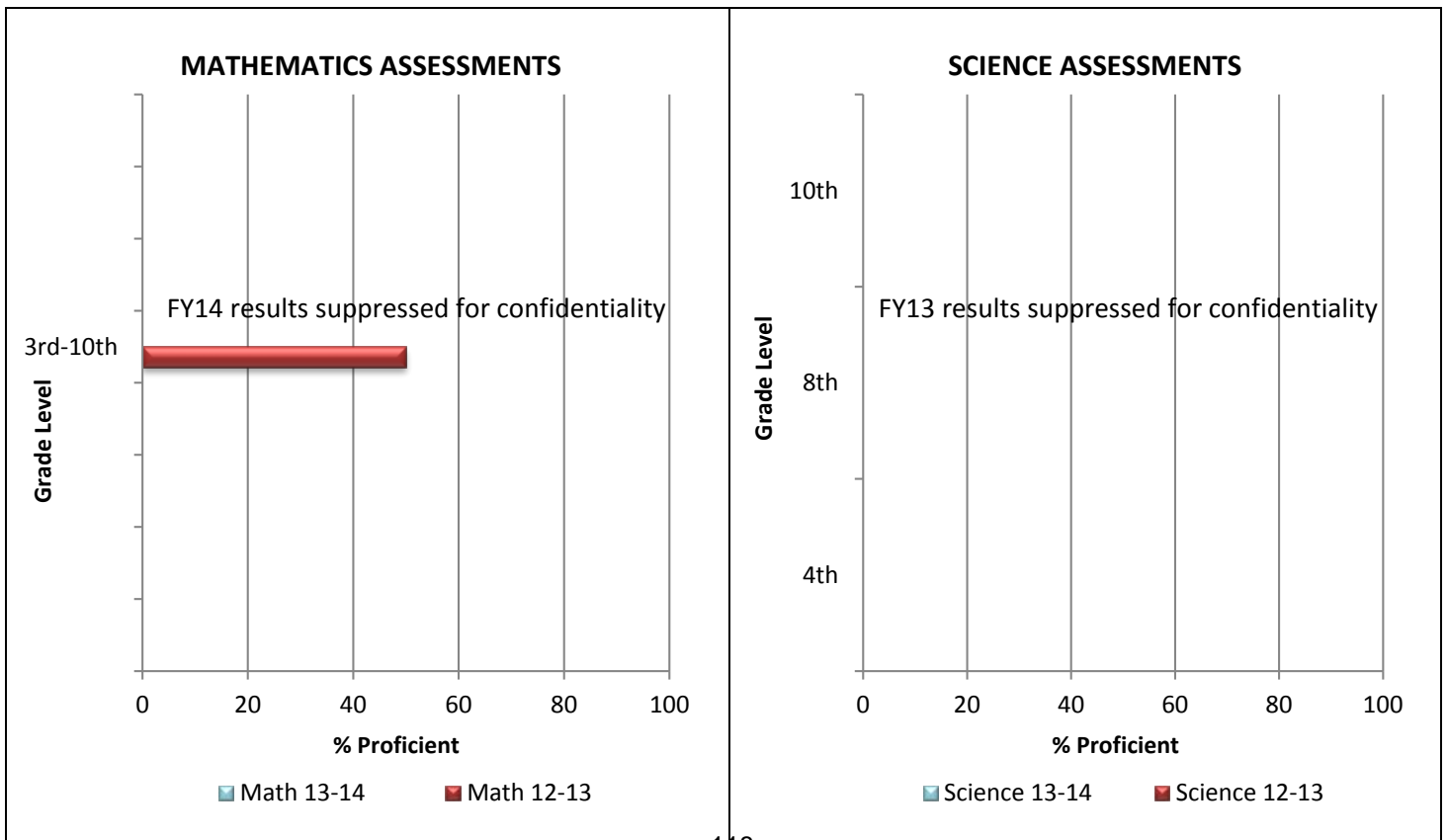
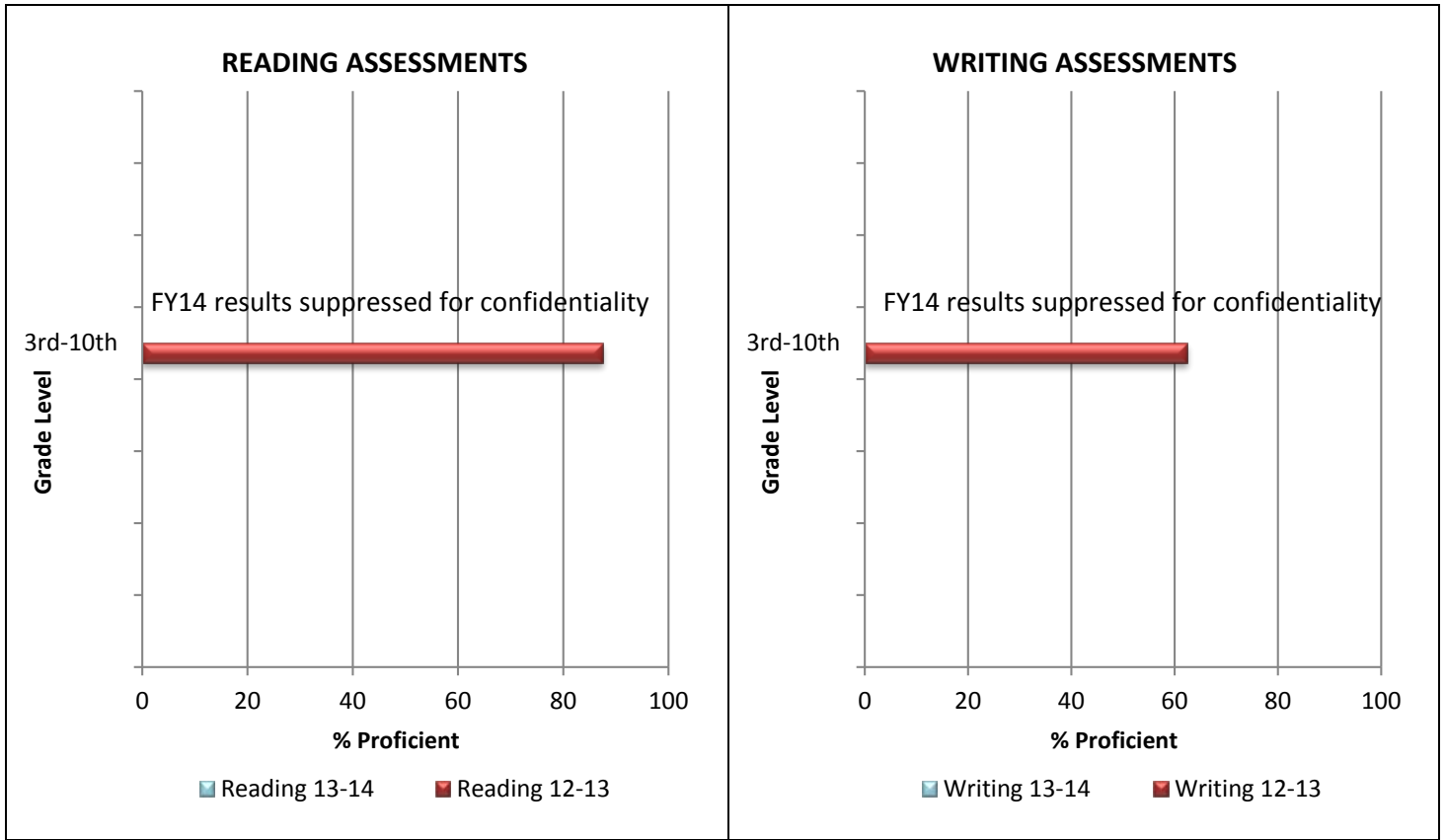
All Students Tested Grades 3 – 10

MATHEMATICS	Advanced			Proficient			Below			Far Below			Total tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	*	30.9	32.7	*	43.6	35.7	*	16.4	16.1	*	9.1	15.5	4	100	98.8	98%
Female	*	34.5	32.7	*	42.5	37.3	*	17.2	15.7	*	5.7	14.2	2	100	98.9	98%
Male	*	26.9	32.6	*	44.9	34.3	*	15.4	16.5	*	12.8	16.7	2	100	98.7	98%
African American	NA	42.9	18.6	NA	28.6	35.4	NA	14.3	22.2	NA	14.3	23.7	NA	NA	100	98%
Alaska Native/American Indian	*	20.5	15.7	*	52.1	31.9	*	17.9	22	*	9.4	30.4	3	100	98.3	98%
Asian/Pacific Islander	NA	NA	29.4	NA	NA	38.6	NA	NA	17.3	NA	NA	14.7	NA	NA	NA	99%
Caucasian	NA	73.3	42.9	NA	13.3	36.2	NA	10	12.4	NA	3.3	8.5	NA	NA	100	98%
Hispanic	NA	NA	27.1	NA	NA	39.2	NA	NA	18.2	NA	NA	15.5	NA	NA	NA	98%
Multi-Ethnic	*	18.2	32.8	*	45.5	37.8	*	18.2	16.3	*	18.2	13.1	1	100	100	98%
Economically Disadvantaged	NA	22.1	20.6	NA	46.9	35.6	NA	19.5	20.5	NA	11.5	23.3	NA	NA	98.3	98%
NOT Economically Disadvantaged	*	50	43.7	*	36.5	35.9	*	9.6	12.1	*	3.8	8.3	4	100	100	98%
Students with Disabilities	NA	5	10.3	NA	40	25.4	NA	25	23.6	NA	30	40.7	NA	NA	100	97%
Students WITHOUT Disabilities	*	34.5	36.5	*	44.1	37.5	*	15.2	14.8	*	6.2	11.2	4	100	98.6	98%
LEP Students	NA	NA	6.1	NA	NA	24.6	NA	NA	24.4	NA	NA	45	NA	NA	NA	98%
NOT LEP Students	*	30.9	36.1	*	43.6	37.2	*	16.4	15	*	9.1	11.7	4	100	98.8	98%
Migrant students	NA	27.6	23	NA	44.8	36.9	NA	17.2	18.7	NA	10.3	21.4	NA	NA	98.3	98%
NOT Migrant students	*	32.7	33.6	*	43	35.6	*	15.9	15.9	*	8.4	14.9	4	100	99.1	98%


All Students Tested Grades 4, 8, & 10

SCIENCE	Advanced			Proficient			Below			Far Below			Total tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	*	19.1	23.3	*	36.8	34.2	*	25	24.5	*	19.1	18	2	100	100	95%
Female	0	18.9	21.1	*	40.5	35.3	*	27	26	*	13.5	17.7	1	100	100	95%
Male	*	19.4	25.4	*	32.3	33.2	*	22.6	23	*	25.8	18.4	1	100	100	95%
African American	NA	*	9.5	NA	*	28.8	NA	*	33.7	NA	*	28	NA	NA	100	97%
Alaska Native/American Indian	*	15.8	8.8	*	36.8	25	*	29.8	29.2	*	17.5	37	2	100	100	95%
Asian/Pacific Islander	NA	NA	14.6	NA	NA	30.3	NA	NA	31.5	NA	NA	23.7	NA	NA	NA	97%
Caucasian	NA	33.3	33.6	NA	44.4	38.8	NA	0	19.4	NA	22.2	8.2	NA	NA	100	94%
Hispanic	NA	NA	18	NA	NA	35.6	NA	NA	29	NA	NA	17.4	NA	NA	NA	96%
Multi-Ethnic	NA	*	21.7	NA	*	37.7	NA	*	26.5	NA	*	14.2	NA	NA	100	96%
Economically Disadvantaged	NA	14	11.8	NA	40	29	NA	24	30.4	NA	22	28.7	NA	NA	100	95%
NOT Economically Disadvantaged	*	33.3	33.3	*	27.8	38.7	*	27.8	19.3	*	11.1	8.7	2	100	100	95%
Students with Disabilities	NA	0	6.5	NA	40	18.2	NA	40	31.1	NA	20	44.2	NA	NA	100	94%
Students WITHOUT Disabilities	*	22.4	26	*	36.2	36.8	*	22.4	23.4	*	19	13.8	2	100	100	95%
LEP Students	NA	NA	1.1	NA	NA	8.4	NA	NA	28.8	NA	NA	61.7	NA	NA	NA	96%
NOT LEP Students	*	19.1	26	*	36.8	37.3	*	25	23.9	*	19.1	12.7	2	100	100	95%
Migrant students	NA	17.2	12.5	NA	37.9	29.9	NA	27.6	30.2	NA	17.2	27.4	NA	NA	100	96%
NOT Migrant students	*	20.5	24.3	*	35.9	34.6	*	23.1	24	*	20.5	17.2	2	100	100	95%


Two-Year Trend for District Students Scoring Proficient or Above by Grade Level



FALL 2013 HSGQE

 Grades	Reading				Writing				Mathematics			
	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient
11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

SPRING 2014 HSGQE

 Grades	Reading				Writing				Mathematics			
	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient
10	*	*	*	*	*	*	*	*	*	*	*	*
11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

ASPI Rating: ***** ALASKA SCHOOL PERFORMANCE INDEX (ASPI): 2013-2014

KG - 12

School District Lake and Peninsula Borough School District School Lakeview Home School

Participation Rate Grades 3-10	Number Tested		Number Enrolled		Participation Rate		Met Participation Rate		Points None, acts as a trigger to achievement denominator.
	Cnt Proficient	Cnt Tested *	Fct Proficient	Cnt Enrolled	Cnt Proficient	Cnt Tested *	Cnt Proficient	Cnt Tested *	
	^	3	^	4	100.00%	100.00%	Yes		

K-8 Performance

Academic Achievement	Reading		Writing		Math		Points	Weighting	ASPI Points
	Cnt Proficient	Cnt Tested *	Cnt Proficient	Cnt Tested *	Cnt Proficient	Cnt Tested *			
	^	3	^	3	^	3	100.00	0.35	35.00
School Progress (Subgroup must have >5 students to be considered)	Growth All		Growth-AK Net		Growth-w/Disabs		100.00	0.4	40.00
Attendance Rate	100.00		N/A		N/A		100.00	0.25	25.00
Total K-8 Points							1.00		100.00

9-12 Performance

Academic Achievement	Reading		Writing		Math		Points	Weighting	ASPI Points
	Cnt Proficient	Cnt Tested *	Cnt Proficient	Cnt Tested *	Cnt Proficient	Cnt Tested *			
	^	1	^	1	^	1	100.00	0.2	20.00
School Progress (Subgroup must have >5 students to be considered)	Growth All		Growth -AK Nat		Growth-w/Disabs		98.33	0.4	39.33
Attendance Rate	98.33		N/A		N/A		100.00	0.1	10.00
Graduation Rate	100.00%		Cohorts - 4 Yr	5 Year	Cohorts - 5 Yr		N/A	0	0.00
College Career Readiness	N/A		N/A	N/A	N/A		95.00	0.08	7.60
WorkKeys Participation	N/A						N/A	0	0.00
Total 9-12 Points							0.78		98.63

^ - Results are suppressed to protect individual confidentiality.

* - All eligible students are counted when Participation Rate is not met.

N/A - Results do not meet minimum reporting thresholds or no students of the reported grade level were served.

Per 4 AAC.06.835(b), this designation becomes final unless a review is requested within 30 days from receipt.

K-8 Enrollment Count:	5	K-8 Enrollment Ratio:	0.63
9-12 Enrollment Count:	3	9-12 Enrollment Ratio:	0.38

ASPI Score **99.49**

2013-2014 Annual Measurable Objectives (AMO) Progress Report
Alaska Department of Education & Early Development
Prepared on August 28, 2014

School: Lakeview Home School District: Lake and Peninsula Borough School District Title I School: No

Subgroup ¹	Reading			Writing			Math					
	State Target	School Target	Percent of FAY Students Proficient or Above ³	Reading Target Met? ⁴	State Target	School Target	Percent of FAY Students Proficient or Above ³	Writing Target Met? ⁴	State Target	School Target	Percent of FAY Students Proficient or Above ³	Math Target Met? ⁴
All Students	83.83%	N/A	100.00%	Yes	79.17%	N/A	100.00%	Yes	74.50%	N/A	100.00%	Yes
African American	78.67%	N/A	N/A	N/A	73.50%	N/A	N/A	N/A	62.67%	N/A	N/A	N/A
Alaska Native & American Indian	66.08%	N/A	N/A	N/A	59.92%	N/A	N/A	N/A	57.75%	N/A	N/A	N/A
Asian & Pacific Islander	81.00%	N/A	N/A	N/A	78.58%	N/A	N/A	N/A	74.08%	N/A	N/A	N/A
Caucasian	92.08%	N/A	N/A	N/A	87.75%	N/A	N/A	N/A	82.75%	N/A	N/A	N/A
Hispanic	84.17%	N/A	N/A	N/A	79.92%	N/A	N/A	N/A	72.75%	N/A	N/A	N/A
Two or more races	85.50%	N/A	N/A	N/A	80.75%	N/A	N/A	N/A	75.75%	N/A	N/A	N/A
Economically Disadvantaged	74.33%	N/A	N/A	N/A	68.75%	N/A	N/A	N/A	64.17%	N/A	N/A	N/A
Students w/Disabilities (SWD) ²	57.42%	N/A	N/A	N/A	52.33%	N/A	N/A	N/A	47.50%	N/A	N/A	N/A
Limited English Proficient (LEP) ²	53.33%	N/A	N/A	N/A	50.08%	N/A	N/A	N/A	48.75%	N/A	N/A	N/A

NOTES:

1. If a subgroup has fewer than five students enrolled in tested grades, "N/A" has been entered for the proficiency percentage and "Target Met?" fields.
2. Students with Disabilities (SWD) and Limited English Proficient (LEP) subgroups include assessment scores of former SWD and former LEP students that are being monitored for two years.
3. Proficiency percentage is based on "Full Academic Year" (FAY) students enrolled from October 1 through the first day of testing in spring 2014.
4. The AMO target is met if either the state or the school target has been met.
5. The participation rate target is 95 percent if the number of enrolled students is greater than 40. If the number of enrolled students is 40 or less, all but two students must test. Subgroups with fewer than five students will reflect "N/A" in the "Target Met?" field.
6. The attendance rate target is 95 percent for the school as a whole and for each subgroup with at least five students enrolled.
7. The graduation rate target is 90 percent for the school as a whole and for each subgroup with at least five members if the school enrolls students in grade 12. A school or subgroup with 10 or fewer students satisfies the graduation rate requirement if all but one of those students graduates.

Subgroup	Participation Rate		Attendance Rate		Graduation Rate			
	Enrolled	Rate (%)	Target Met? ⁵	Rate	Target Met? ⁶	4-Year Rate	5-Year Rate	Target Met? ⁷
All Students	4	100.00%	Yes	100.00%	Yes	0.00%	0.00%	Yes
African American	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Alaska Native & American Indian	3	100.00%	N/A	100.00%	Yes	0.00%	0.00%	Yes
Asian & Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races	1	100.00%	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students w/Disabilities (SWD) ²	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient (LEP) ²	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

School Report Card for 2013-2014 School Year

School: Levelock Home School **District:** Lake and Peninsula School District
Grade span: K-12 **School Enrollment:** 17
ASPI Score: 80.66% **Star Rating:** ***
Title I School? Yes **Title I Program:** Schoolwide

Accreditation: No

A Title I school receives federal money to support low-achieving students. A Schoolwide Title I Program uses the money to improve the education for all students. A Targeted Assistance Title I Program uses the money to provide help for students who need it most.

This School Report Card presents information about the school's performance for the 2013-2014 school year according to the new state accountability system as approved in Alaska's ESEA Flexibility Waiver and state regulations. The new accountability system is based on two prongs: the Alaska School Performance Index (ASPI) for schools and progress on the Annual Measurable Objective (AMO) targets for schools, districts, and the state. This system replaces the former Adequate Yearly Progress (AYP) system under No Child Left Behind.

Under ASPI, each school receives a score on a 100-point scale and a star rating from 5-stars (highest) to 1-star. The ASPI score and star rating give an overall picture of how well the school is doing to prepare the students to be college-, career- and culturally ready graduates.

The AMO targets have been revised with the goal that each school will reduce the percent of students not proficient on the reading, writing, and math tests by half at the end of six years. Each school will receive a report every year showing the percentage of students that were proficient on each test and whether the school has met the targets for the year.

Copies of the 2014 School ASPI Report and the 2014 School AMO Progress Report are found at the end of this School Report Card.

More information about the new system and the ASPI and AMO targets and progress reports for schools can be found on the Department of Education & Early Development website at: education.alaska.gov.

- Click on the green star or the Accountability tab to find the ASPI and AMO reports.
- Click on the orange star or Support tab to find information about how schools are supported in writing and implementing school improvement plans.

The District Report Card and School Report Cards are available

from the school or district at: PO Box 498 King Salmon, AK 99613

or on the district website at: lpsd.com

Information on Qualifications of Teachers

Number of Teachers With Highest Degree:			
<i>Bachelors</i>	<i>Masters</i>	<i>Ed Specialist</i>	<i>Doctorate</i>
2	1	0	0

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

Percentage of Classes Taught by Highly Qualified Teachers	80%
--	-----

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

Other School Information

Grades KG-8 Retention Rate:	0	Number of High School Graduates:	0
Percentage Diploma HSGQE Waiver:	0	Number of Diploma HSGQE Waiver:	0
Grades 7-12 Dropout Rate:	16.7	Number of Grade 7-12 Dropouts:	1
Enrollment Change:	-15%	Enrollment Change Due to Transfers:	62.5%
Students Survey Return Rate:	23.1%	Parents Survey Return Rate:	10.3%
Students Commenting:	4	Parents Commenting:	1
Average Volunteer Hours Per Week:	0	Community Members Commenting:	0
Persistently Dangerous School:	No	School/Business Partnerships:	0

Student Achievement Results

Student achievement results appear on the next four pages. Please note that if fewer than 5 students tested in a given subject, results may not be reported and all values will be suppressed, indicated by an *. Additionally, when small numbers of students score at two or fewer proficiency levels, percentages must be reported as a range.

All Students Tested Grades 3 – 10

READING	% Advanced			% Proficient			% Below			% Far Below			Total Tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	*	31.3	37.1	≥ 80	49.4	43	≤ 20	14.5	13.9	*	4.8	6	9	100	99.4	98%
Female	*	35.6	41.3	≥ 75	52.9	42.4	≤ 25	8	11.6	*	3.4	4.7	8	100	98.9	98%
Male	*	26.6	33.1	*	45.6	43.5	*	21.5	16.1	*	6.3	7.3	1	100	100	98%
African American	NA	28.6	25.3	NA	57.1	48.8	NA	14.3	18.5	NA	0	7.4	NA	NA	100	98%
Alaska Native/American Indian	*	20.3	15.9	≥ 80	60.2	42.4	≤ 20	13.6	27.2	*	5.9	14.4	9	100	99.2	98%
Asian/Pacific Islander	NA	NA	29.2	NA	NA	48.9	NA	NA	16.6	NA	NA	5.3	NA	NA	NA	99%
Caucasian	NA	80	49.8	NA	6.7	40.2	NA	13.3	7.3	NA	0	2.6	NA	NA	100	98%
Hispanic	NA	NA	33.3	NA	NA	48.4	NA	NA	13.5	NA	NA	4.8	NA	NA	NA	98%
Multi-Ethnic	NA	18.2	36.7	NA	45.5	47.2	NA	27.3	11.8	NA	9.1	4.3	NA	NA	100	98%
Economically Disadvantaged	*	18.4	23.1	≥ 60	58.8	46.4	≤ 40	16.7	20.6	*	6.1	9.9	6	100	99.1	98%
NOT Economically Disadvantaged	*	59.6	49.9	*	28.8	39.8	*	9.6	7.8	*	1.9	2.5	3	100	100	98%
Students with Disabilities	*	10	10.8	*	20	37.4	*	50	31.9	*	20	19.9	2	100	100	97%
Students WITHOUT Disabilities	*	34.2	41.6	≥ 75	53.4	43.9	*	9.6	10.8	*	2.7	3.7	7	100	99.3	98%
LEP Students	NA	NA	4.3	NA	NA	32.9	NA	NA	39.1	NA	NA	23.7	NA	NA	NA	98%
NOT LEP Students	*	31.3	41.3	≥ 80	49.4	44.2	≤ 20	14.5	10.7	*	4.8	3.8	9	100	99.4	98%
Migrant students	*	22.4	22.9	*	51.7	46	*	17.2	21.1	*	8.6	10	3	100	98.3	99%
NOT Migrant students	*	36.1	38.4	≥ 60	48.1	42.7	*	13	13.3	*	2.8	5.7	6	100	100	98%

All Students Tested Grades 3 – 10

WRITING	Advanced			Proficient			Below			Far Below			Total Tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	*	15.2	21.2	≥ 20	59.4	53.5	≤ 80	21.8	20.1	*	3.6	5.1	9	100	98.8	98%
Female	*	18.4	26.6	≥ 25	65.5	54.4	≤ 75	14.9	16	*	1.1	3	8	100	98.9	98%
Male	*	11.5	16.2	*	52.6	52.7	*	29.5	24	*	6.4	7.1	1	100	98.7	98%
African American	NA	*	14.4	NA	≥ 75	53.6	NA	≤ 25	25.9	NA	*	6.1	NA	NA	100	98%
Alaska Native/American Indian	*	9.4	7.7	≥ 20	60.7	43.3	≤ 80	26.5	36.5	*	3.4	12.5	9	100	98.3	98%
Asian/Pacific Islander	NA	NA	18.4	NA	NA	57	NA	NA	20.4	NA	NA	4.2	NA	NA	NA	99%
Caucasian	NA	46.7	28.5	NA	43.3	56.6	NA	6.7	12.7	NA	3.3	2.2	NA	NA	100	98%
Hispanic	NA	NA	19.5	NA	NA	57.9	NA	NA	18.8	NA	NA	3.8	NA	NA	NA	98%
Multi-Ethnic	NA	0	22.5	NA	72.7	55.9	NA	18.2	17.7	NA	9.1	3.8	NA	NA	100	98%
Economically Disadvantaged	*	8.8	12.9	≥ 40	61.1	50.1	≤ 60	24.8	28.8	*	5.3	8.3	6	100	98.3	98%
NOT Economically Disadvantaged	*	28.8	28.8	*	55.8	56.7	*	15.4	12.3	*	0	2.3	3	100	100	98%
Students with Disabilities	*	0	5.9	*	40	36.2	*	55	41.3	*	5	16.5	2	100	100	97%
Students WITHOUT Disabilities	*	17.2	23.8	≤ 75	62.1	56.5	≥ 25	17.2	16.5	*	3.4	3.2	7	100	98.6	98%
LEP Students	NA	NA	3.4	NA	NA	29.5	NA	NA	47.9	NA	NA	19.2	NA	NA	NA	98%
NOT LEP Students	*	15.2	23.5	≥ 20	59.4	56.6	≤ 80	21.8	16.6	*	3.6	3.3	9	100	98.8	98%
Migrant students	*	10.3	12.5	*	62.1	50.1	*	19	28.9	*	8.6	8.4	3	100	98.3	98%
NOT Migrant students	*	17.8	22	≤ 40	57.9	53.8	≥ 60	23.4	19.3	*	0.9	4.8	6	100	99.1	98%

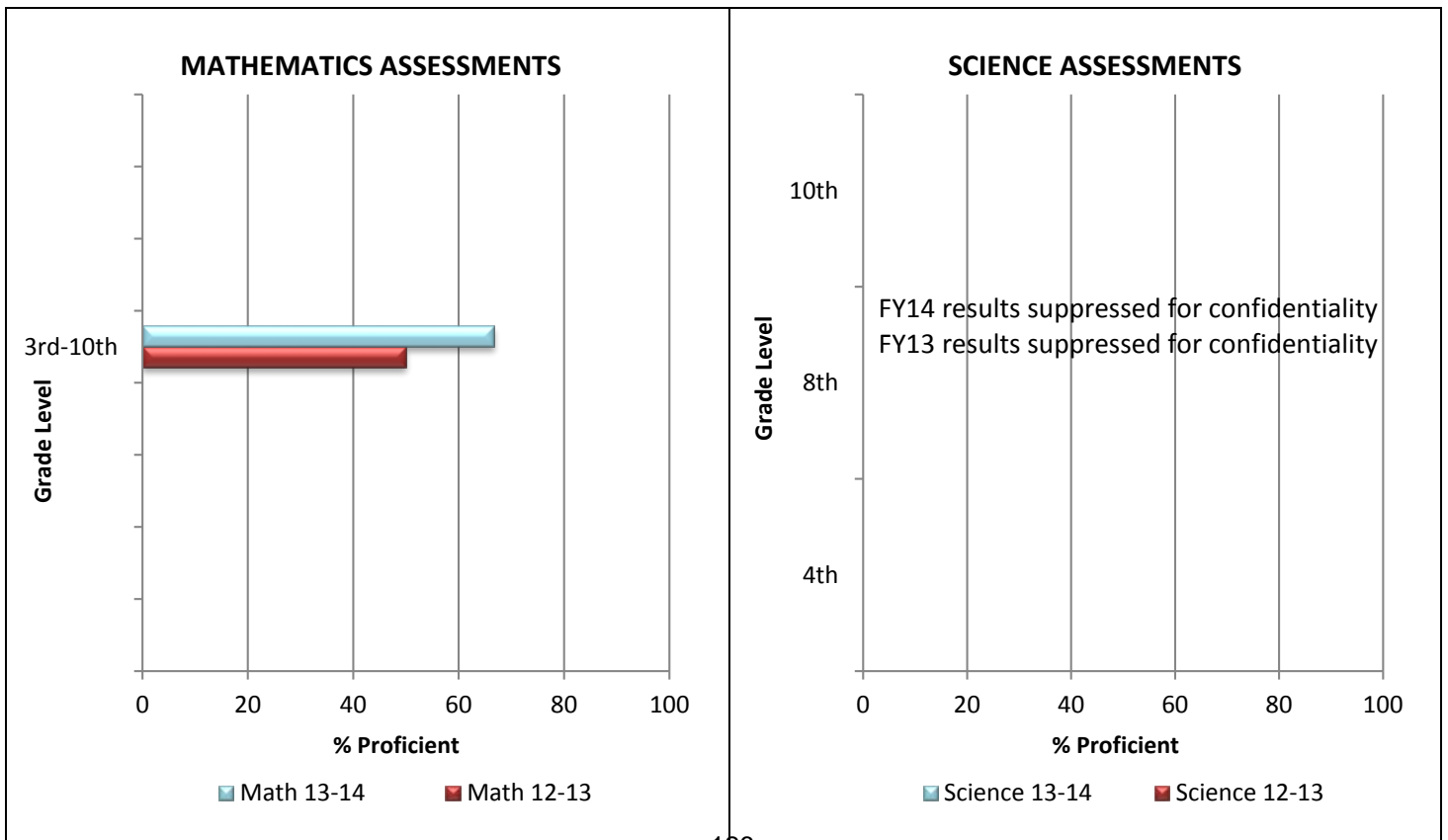
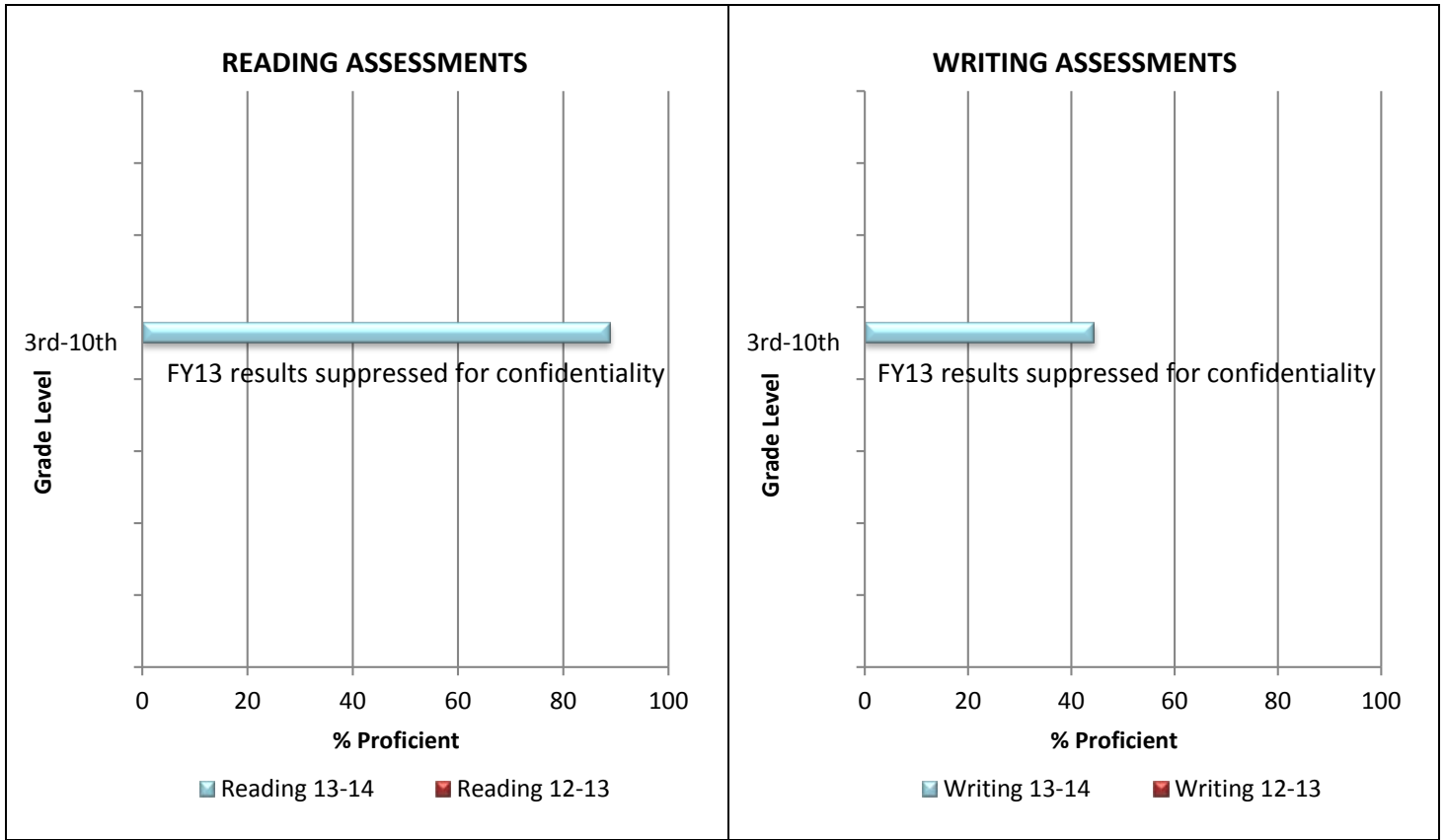
All Students Tested Grades 3 – 10

MATHEMATICS	Advanced			Proficient			Below			Far Below			Total tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	*	30.9	32.7	≤ 80	43.6	35.7	≥ 20	16.4	16.1	*	9.1	15.5	9	100	98.8	98%
Female	*	34.5	32.7	≤ 75	42.5	37.3	≥ 25	17.2	15.7	*	5.7	14.2	8	100	98.9	98%
Male	*	26.9	32.6	*	44.9	34.3	*	15.4	16.5	*	12.8	16.7	1	100	98.7	98%
African American	NA	42.9	18.6	NA	28.6	35.4	NA	14.3	22.2	NA	14.3	23.7	NA	NA	100	98%
Alaska Native/American Indian	*	20.5	15.7	≤ 80	52.1	31.9	≥ 20	17.9	22	*	9.4	30.4	9	100	98.3	98%
Asian/Pacific Islander	NA	NA	29.4	NA	NA	38.6	NA	NA	17.3	NA	NA	14.7	NA	NA	NA	99%
Caucasian	NA	73.3	42.9	NA	13.3	36.2	NA	10	12.4	NA	3.3	8.5	NA	NA	100	98%
Hispanic	NA	NA	27.1	NA	NA	39.2	NA	NA	18.2	NA	NA	15.5	NA	NA	NA	98%
Multi-Ethnic	NA	18.2	32.8	NA	45.5	37.8	NA	18.2	16.3	NA	18.2	13.1	NA	NA	100	98%
Economically Disadvantaged	*	22.1	20.6	≥ 60	46.9	35.6	≤ 40	19.5	20.5	*	11.5	23.3	6	100	98.3	98%
NOT Economically Disadvantaged	*	50	43.7	*	36.5	35.9	*	9.6	12.1	*	3.8	8.3	3	100	100	98%
Students with Disabilities	*	5	10.3	*	40	25.4	*	25	23.6	*	30	40.7	2	100	100	97%
Students WITHOUT Disabilities	*	34.5	36.5	≤ 75	44.1	37.5	≥ 25	15.2	14.8	*	6.2	11.2	7	100	98.6	98%
LEP Students	NA	NA	6.1	NA	NA	24.6	NA	NA	24.4	NA	NA	45	NA	NA	NA	98%
NOT LEP Students	*	30.9	36.1	≤ 80	43.6	37.2	≥ 20	16.4	15	*	9.1	11.7	9	100	98.8	98%
Migrant students	*	27.6	23	*	44.8	36.9	*	17.2	18.7	*	10.3	21.4	3	100	98.3	98%
NOT Migrant students	*	32.7	33.6	≥ 60	43	35.6	≤ 40	15.9	15.9	*	8.4	14.9	6	100	99.1	98%


All Students Tested Grades 4, 8, & 10

SCIENCE	Advanced			Proficient			Below			Far Below			Total tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	*	19.1	23.3	*	36.8	34.2	*	25	24.5	*	19.1	18	4	100	100	95%
Female	*	18.9	21.1	*	40.5	35.3	*	27	26	*	13.5	17.7	3	100	100	95%
Male	*	19.4	25.4	*	32.3	33.2	*	22.6	23	*	25.8	18.4	1	100	100	95%
African American	NA	*	9.5	NA	*	28.8	NA	*	33.7	NA	*	28	NA	NA	100	97%
Alaska Native/American Indian	*	15.8	8.8	*	36.8	25	*	29.8	29.2	*	17.5	37	4	100	100	95%
Asian/Pacific Islander	NA	NA	14.6	NA	NA	30.3	NA	NA	31.5	NA	NA	23.7	NA	NA	NA	97%
Caucasian	NA	33.3	33.6	NA	44.4	38.8	NA	0	19.4	NA	22.2	8.2	NA	NA	100	94%
Hispanic	NA	NA	18	NA	NA	35.6	NA	NA	29	NA	NA	17.4	NA	NA	NA	96%
Multi-Ethnic	NA	*	21.7	NA	*	37.7	NA	*	26.5	NA	*	14.2	NA	NA	100	96%
Economically Disadvantaged	*	14	11.8	*	40	29	*	24	30.4	*	22	28.7	2	100	100	95%
NOT Economically Disadvantaged	*	33.3	33.3	*	27.8	38.7	*	27.8	19.3	*	11.1	8.7	2	100	100	95%
Students with Disabilities	*	0	6.5	*	40	18.2	*	40	31.1	*	20	44.2	1	100	100	94%
Students WITHOUT Disabilities	*	22.4	26	*	36.2	36.8	*	22.4	23.4	*	19	13.8	3	100	100	95%
LEP Students	NA	NA	1.1	NA	NA	8.4	NA	NA	28.8	NA	NA	61.7	NA	NA	NA	96%
NOT LEP Students	*	19.1	26	*	36.8	37.3	*	25	23.9	*	19.1	12.7	4	100	100	95%
Migrant students	*	17.2	12.5	*	37.9	29.9	*	27.6	30.2	*	17.2	27.4	1	100	100	96%
NOT Migrant students	*	20.5	24.3	*	35.9	34.6	*	23.1	24	*	20.5	17.2	3	100	100	95%


Two-Year Trend for District Students Scoring Proficient or Above by Grade Level



FALL 2013 HSGQE

 Grades	Reading				Writing				Mathematics			
	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient
11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	*	*	*	*	NA	NA	NA	NA
All Grades	NA	NA	NA	NA	*	*	*	*	NA	NA	NA	NA

SPRING 2014 HSGQE

 Grades	Reading				Writing				Mathematics			
	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient
10	*	*	*	*	*	*	*	*	*	*	*	*
11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

ASPI Rating: *** ALASKA SCHOOL PERFORMANCE INDEX (ASPI): 2013-2014

School District Lake and Peninsula Borough School District School Levelock School

Participation Rate Grades 3-10	Number Tested		Number Enrolled		Participation Rate		Met Participation Rate		Points None, acts as a trigger to achievement denominator.
	Ont Proficient	Ont Tested *	Ont Proficient	Ont Tested *	Ont Proficient	Ont Tested *	Ont Proficient	Ont Tested *	
	9	9	9	9	100.00%	100.00%	Yes		

K-8 Performance

Academic Achievement	Reading		Writing		Math		Points	Weighting	ASPI Points
	Ont Proficient	Ont Tested *	Ont Proficient	Ont Tested *	Ont Proficient	Ont Tested *			
	8	8	4	8	5	8	66.67	0.35	23.33
School Progress (Subgroup must have >5 students to be considered)	Growth All	75% or more	Growth-AK Net	50.00%	Growth-w/Disabs	62.50%	100.00	0.4	40.00
Attendance Rate	100.00	N/A	Growth-Econ Dis	N/A	Growth-LEP	N/A	80.00	0.25	20.00
	91.85%	N/A	N/A	N/A	N/A	N/A	Total K-8 Points 83.33		

9-12 Performance

Academic Achievement	Reading		Writing		Math		Points	Weighting	ASPI Points
	Ont Proficient	Ont Tested *	Ont Proficient	Ont Tested *	Ont Proficient	Ont Tested *			
	1	1	1	1	1	1	66.67	0.2	13.33
School Progress (Subgroup must have >5 students to be considered)	Growth All	Growth -AK Net	Growth-Econ Dis	Growth-w/Disabs	Growth-LEP	N/A	90.00	0.4	36.00
Attendance Rate	90.00	N/A	N/A	N/A	N/A	N/A	0.00	0.1	0.00
Graduation Rate	63.50%	N/A	N/A	N/A	N/A	N/A	N/A	0	0.00
College Career Readiness	4 Year	Cohorts - 4 Yr	5 Year	Cohorts - 5 Yr			90.00	0.08	7.20
WorkKeys Participation	N/A	N/A	N/A	N/A			100.00	0.02	2.00
	90.00	N/A	N/A	N/A			Total 9-12 Points 73.17		

^ - Results are suppressed to protect individual confidentiality.

* - All eligible students are counted when Participation Rate is not met.

N/A - Results do not meet minimum reporting thresholds or no students of the reported grade level were served.

Per 4 AAC 06.835(b), this designation becomes final unless a review is requested within 30 days from receipt.

K-8 Enrollment Count:	14	K-8 Enrollment Ratio:	0.74
9-12 Enrollment Count:	5	9-12 Enrollment Ratio:	0.26
ASPI Score		80.66	

2013-2014 Annual Measurable Objectives (AMO) Progress Report
Alaska Department of Education & Early Development
Prepared on August 28, 2014

School: Levelock School District: Lake and Peninsula Borough School District Title I School: Yes

Subgroup ¹	Reading			Writing			Math					
	State Target	School Target	Percent of FAY Students Proficient or Above ³	Reading Target Met? ⁴	State Target	School Target	Percent of FAY Students Proficient or Above ³	Writing Target Met? ⁴	State Target	School Target	Percent of FAY Students Proficient or Above ³	Math Target Met? ⁴
All Students	83.83%	65.25%	87.50%	Yes	79.17%	54.58%	37.50%	No	74.50%	72.25%	75.00%	Yes
African American	78.67%	N/A	N/A	N/A	73.50%	N/A	N/A	N/A	62.67%	N/A	N/A	N/A
Alaska Native & American Indian	66.08%	65.25%	87.50%	Yes	59.92%	54.58%	37.50%	No	57.75%	72.25%	75.00%	Yes
Asian & Pacific Islander	81.00%	N/A	N/A	N/A	78.58%	N/A	N/A	N/A	74.08%	N/A	N/A	N/A
Caucasian	92.08%	N/A	N/A	N/A	87.75%	N/A	N/A	N/A	82.75%	N/A	N/A	N/A
Hispanic	84.17%	N/A	N/A	N/A	79.92%	N/A	N/A	N/A	72.75%	N/A	N/A	N/A
Two or more races	85.50%	N/A	N/A	N/A	80.75%	N/A	N/A	N/A	75.75%	N/A	N/A	N/A
Economically Disadvantaged	74.33%	62.08%	80.00%	Yes	68.75%	50.00%	40.00%	No	64.17%	69.67%	80.00%	Yes
Students w/Disabilities (SWD) ²	57.42%	N/A	N/A	N/A	52.33%	N/A	N/A	N/A	47.50%	N/A	N/A	N/A
Limited English Proficient (LEP) ²	53.33%	N/A	N/A	N/A	50.08%	N/A	N/A	N/A	48.75%	N/A	N/A	N/A

Subgroup	Participation Rate		Attendance Rate		Graduation Rate			
	Enrolled	Rate (%)	Target Met? ⁵	Rate	Target Met? ⁶	4-Year Rate	5-Year Rate	Target Met? ⁷
All Students	9	100.00%	Yes	84.85%	No	0.00%	0.00%	No
African American	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Alaska Native & American Indian	9	100.00%	Yes	84.42%	No	0.00%	0.00%	No
Asian & Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	6	100.00%	Yes	82.27%	No	0.00%	0.00%	No
Students w/Disabilities (SWD) ²	2	100.00%	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient (LEP) ²	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

NOTES:

1. If a subgroup has fewer than five students enrolled in tested grades, "N/A" has been entered for the proficiency percentage and "Target Met?" fields.
2. Students with Disabilities (SWD) and Limited English Proficient (LEP) subgroups include assessment scores of former SWD and former LEP students that are being monitored for two years.
3. Proficiency percentage is based on "Full Academic Year" (FAY) students enrolled from October 1 through the first day of testing in spring 2014.
4. The AMO target is met if either the state or the school target has been met.
5. The participation rate target is 95 percent if the number of enrolled students is greater than 40. If the number of enrolled students is 40 or less, all but two students must test. Subgroups with fewer than five students will reflect "N/A" in the "Target Met?" field.
6. The attendance rate target is 95 percent for the school as a whole and for each subgroup with at least five students enrolled.
7. The graduation rate target is 90 percent for the school as a whole and for each subgroup with at least five members if the school enrolls students in Grade 12. A school or subgroup with 10 or fewer students satisfies the graduation rate requirement if all but one of those students graduates.

School Report Card for 2013-2014 School Year

School: Meshik **District:** Lake and Peninsula School District
Grade span: K-12 **School Enrollment:** 20
ASPI Score: 75.06% **Star Rating:** ***
Title I School? Yes **Title I Program:** Schoolwide

Accreditation: No

A Title I school receives federal money to support low-achieving students. A Schoolwide Title I Program uses the money to improve the education for all students. A Targeted Assistance Title I Program uses the money to provide help for students who need it most.

This School Report Card presents information about the school's performance for the 2013-2014 school year according to the new state accountability system as approved in Alaska's ESEA Flexibility Waiver and state regulations. The new accountability system is based on two prongs: the Alaska School Performance Index (ASPI) for schools and progress on the Annual Measurable Objective (AMO) targets for schools, districts, and the state. This system replaces the former Adequate Yearly Progress (AYP) system under No Child Left Behind.

Under ASPI, each school receives a score on a 100-point scale and a star rating from 5-stars (highest) to 1-star. The ASPI score and star rating give an overall picture of how well the school is doing to prepare the students to be college-, career- and culturally ready graduates.

The AMO targets have been revised with the goal that each school will reduce the percent of students not proficient on the reading, writing, and math tests by half at the end of six years. Each school will receive a report every year showing the percentage of students that were proficient on each test and whether the school has met the targets for the year.

Copies of the 2014 School ASPI Report and the 2014 School AMO Progress Report are found at the end of this School Report Card.

More information about the new system and the ASPI and AMO targets and progress reports for schools can be found on the Department of Education & Early Development website at: education.alaska.gov.

- Click on the green star or the Accountability tab to find the ASPI and AMO reports.
- Click on the orange star or Support tab to find information about how schools are supported in writing and implementing school improvement plans.

The District Report Card and School Report Cards are available

from the school or district at: PO Box 498 King Salmon, AK 99613

or on the district website at: lpsd.com

Information on Qualifications of Teachers

Number of Teachers With Highest Degree:			
Bachelors	Masters	Ed Specialist	Doctorate
3	1	0	0

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

Percentage of Classes Taught by Highly Qualified Teachers	75%
--	-----

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

Other School Information

Grades KG-8 Retention Rate:	0	Number of High School Graduates:	1
Percentage Diploma HSGQE Waiver:	0	Number of Diploma HSGQE Waiver:	0
Grades 7-12 Dropout Rate:	0	Number of Grade 7-12 Dropouts:	0
Enrollment Change:	-20%	Enrollment Change Due to Transfers:	64%
Students Survey Return Rate:	42.1%	Parents Survey Return Rate:	12.5%
Students Commenting:	10	Parents Commenting:	1
Average Volunteer Hours Per Week:	0	Community Members Commenting:	0
Persistently Dangerous School:	No	School/Business Partnerships:	0

Student Achievement Results

Student achievement results appear on the next four pages. Please note that if fewer than 5 students tested in a given subject, results may not be reported and all values will be suppressed, indicated by an *. Additionally, when small numbers of students score at two or fewer proficiency levels, percentages must be reported as a range.

All Students Tested Grades 3 – 10

READING	% Advanced			% Proficient			% Below			% Far Below			Total Tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	≥ 25	31.3	37.1	≤ 75	49.4	43	*	14.5	13.9	*	4.8	6	7	100	99.4	98%
Female	*	35.6	41.3	*	52.9	42.4	*	8	11.6	*	3.4	4.7	3	100	98.9	98%
Male	*	26.6	33.1	*	45.6	43.5	*	21.5	16.1	*	6.3	7.3	4	100	100	98%
African American	NA	28.6	25.3	NA	57.1	48.8	NA	14.3	18.5	NA	0	7.4	NA	NA	100	98%
Alaska Native/American Indian	≥ 25	20.3	15.9	≤ 75	60.2	42.4	*	13.6	27.2	*	5.9	14.4	7	100	99.2	98%
Asian/Pacific Islander	NA	NA	29.2	NA	NA	48.9	NA	NA	16.6	NA	NA	5.3	NA	NA	NA	99%
Caucasian	NA	80	49.8	NA	6.7	40.2	NA	13.3	7.3	NA	0	2.6	NA	NA	100	98%
Hispanic	NA	NA	33.3	NA	NA	48.4	NA	NA	13.5	NA	NA	4.8	NA	NA	NA	98%
Multi-Ethnic	NA	18.2	36.7	NA	45.5	47.2	NA	27.3	11.8	NA	9.1	4.3	NA	NA	100	98%
Economically Disadvantaged	≤ 40	18.4	23.1	≥ 60	58.8	46.4	*	16.7	20.6	*	6.1	9.9	6	100	99.1	98%
NOT Economically Disadvantaged	*	59.6	49.9	*	28.8	39.8	*	9.6	7.8	*	1.9	2.5	1	100	100	98%
Students with Disabilities	NA	10	10.8	NA	20	37.4	NA	50	31.9	NA	20	19.9	NA	NA	100	97%
Students WITHOUT Disabilities	≥ 25	34.2	41.6	≤ 75	53.4	43.9	*	9.6	10.8	*	2.7	3.7	7	100	99.3	98%
LEP Students	NA	NA	4.3	NA	NA	32.9	NA	NA	39.1	NA	NA	23.7	NA	NA	NA	98%
NOT LEP Students	≥ 25	31.3	41.3	≤ 75	49.4	44.2	*	14.5	10.7	*	4.8	3.8	7	100	99.4	98%
Migrant students	*	22.4	22.9	*	51.7	46	*	17.2	21.1	*	8.6	10	4	100	98.3	99%
NOT Migrant students	*	36.1	38.4	*	48.1	42.7	*	13	13.3	*	2.8	5.7	3	100	100	98%

All Students Tested Grades 3 – 10

WRITING	Advanced			Proficient			Below			Far Below			Total Tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	14.3	15.2	21.2	57.1	59.4	53.5	28.6	21.8	20.1	0	3.6	5.1	7	100	98.8	98%
Female	*	18.4	26.6	*	65.5	54.4	*	14.9	16	*	1.1	3	3	100	98.9	98%
Male	*	11.5	16.2	*	52.6	52.7	*	29.5	24	*	6.4	7.1	4	100	98.7	98%
African American	NA	*	14.4	NA	≥ 75	53.6	NA	≤ 25	25.9	NA	*	6.1	NA	NA	100	98%
Alaska Native/American Indian	14.3	9.4	7.7	57.1	60.7	43.3	28.6	26.5	36.5	0	3.4	12.5	7	100	98.3	98%
Asian/Pacific Islander	NA	NA	18.4	NA	NA	57	NA	NA	20.4	NA	NA	4.2	NA	NA	NA	99%
Caucasian	NA	46.7	28.5	NA	43.3	56.6	NA	6.7	12.7	NA	3.3	2.2	NA	NA	100	98%
Hispanic	NA	NA	19.5	NA	NA	57.9	NA	NA	18.8	NA	NA	3.8	NA	NA	NA	98%
Multi-Ethnic	NA	0	22.5	NA	72.7	55.9	NA	18.2	17.7	NA	9.1	3.8	NA	NA	100	98%
Economically Disadvantaged	16.7	8.8	12.9	66.7	61.1	50.1	16.7	24.8	28.8	0	5.3	8.3	6	100	98.3	98%
NOT Economically Disadvantaged	*	28.8	28.8	*	55.8	56.7	*	15.4	12.3	*	0	2.3	1	100	100	98%
Students with Disabilities	NA	0	5.9	NA	40	36.2	NA	55	41.3	NA	5	16.5	NA	NA	100	97%
Students WITHOUT Disabilities	14.3	17.2	23.8	57.1	62.1	56.5	28.6	17.2	16.5	0	3.4	3.2	7	100	98.6	98%
LEP Students	NA	NA	3.4	NA	NA	29.5	NA	NA	47.9	NA	NA	19.2	NA	NA	NA	98%
NOT LEP Students	14.3	15.2	23.5	57.1	59.4	56.6	28.6	21.8	16.6	0	3.6	3.3	7	100	98.8	98%
Migrant students	*	10.3	12.5	*	62.1	50.1	*	19	28.9	*	8.6	8.4	4	100	98.3	98%
NOT Migrant students	*	17.8	22	*	57.9	53.8	*	23.4	19.3	*	0.9	4.8	3	100	99.1	98%

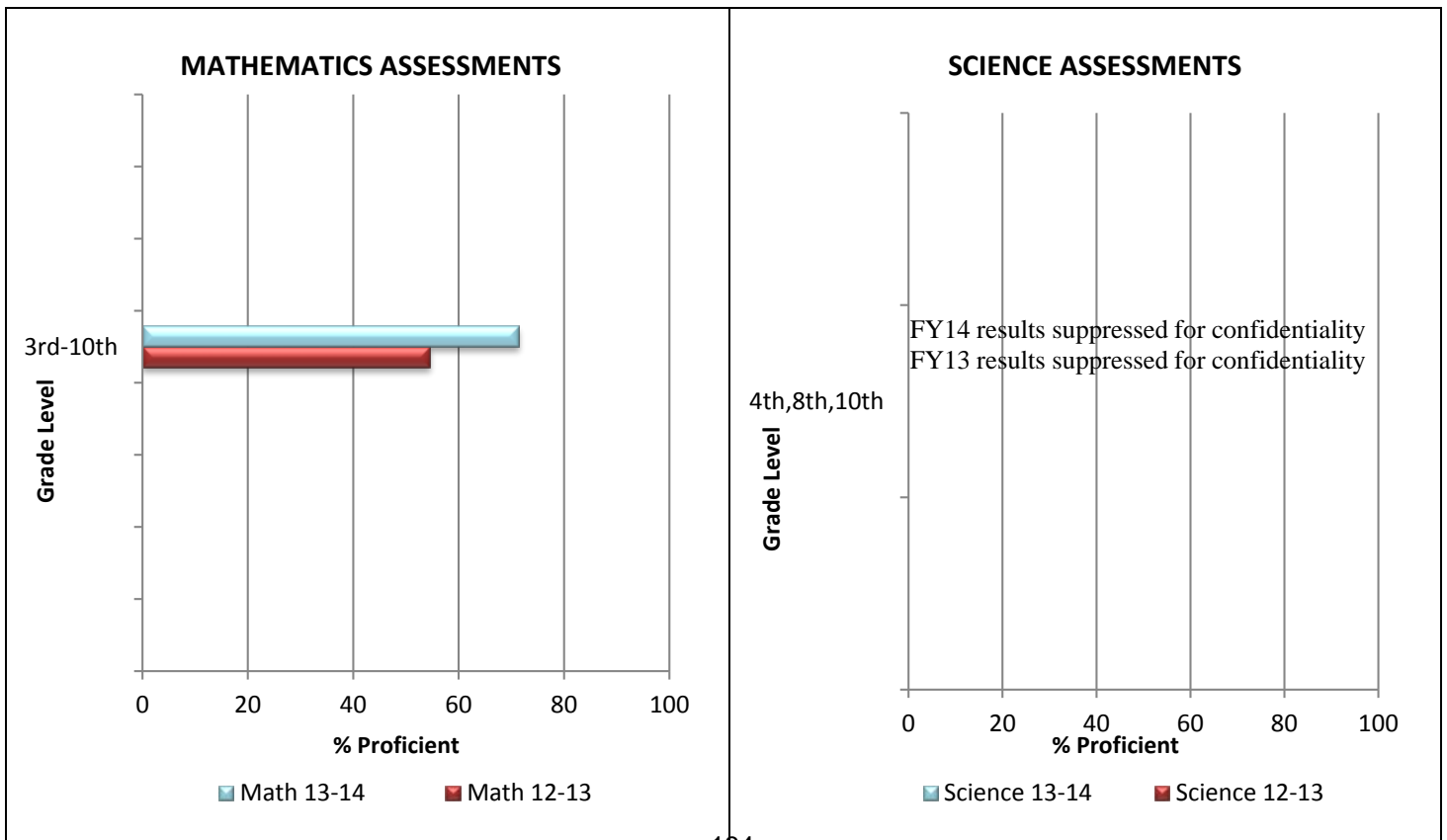
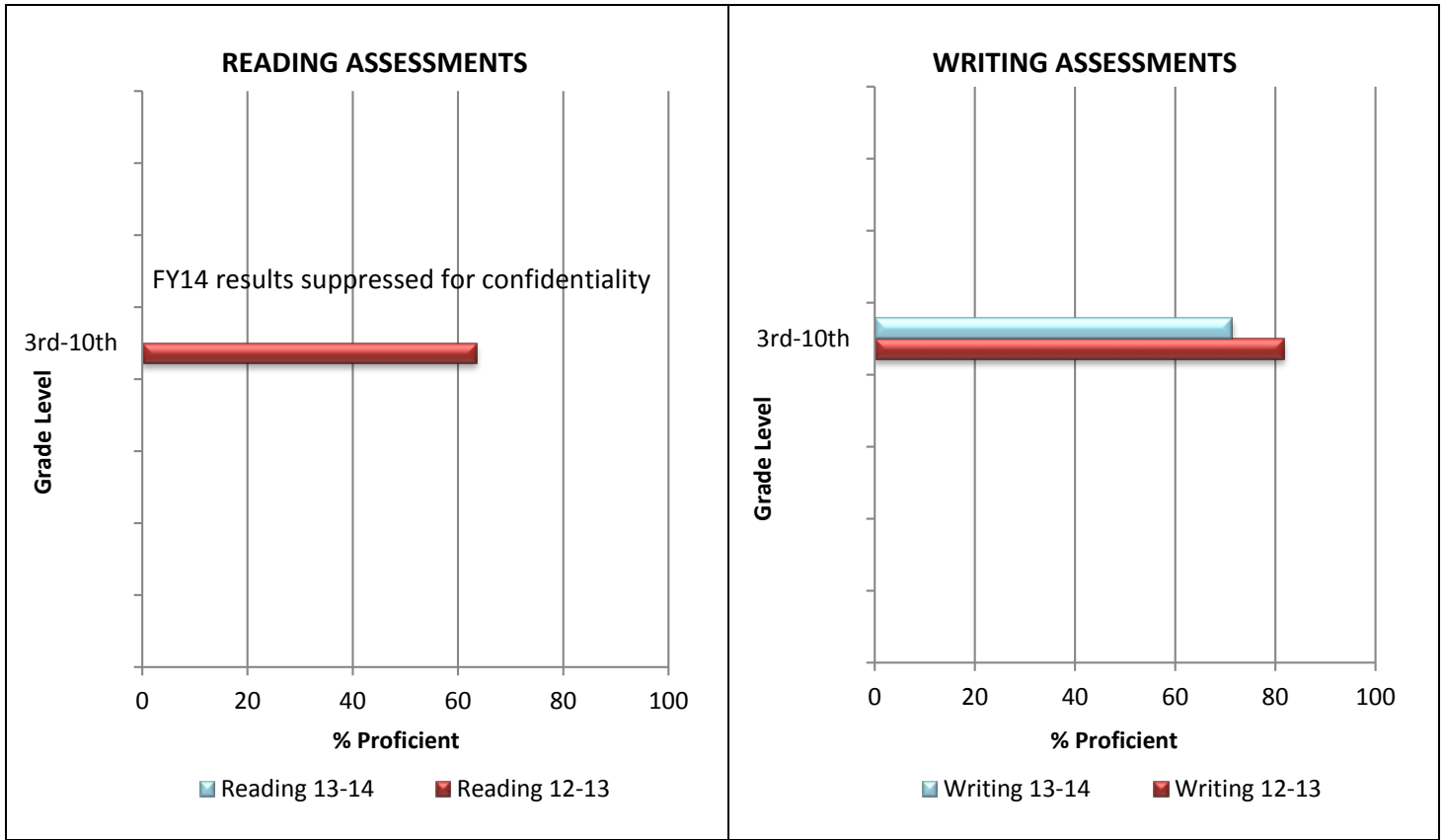
All Students Tested Grades 3 – 10

MATHEMATICS	Advanced			Proficient			Below			Far Below			Total tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	14.3	30.9	32.7	57.1	43.6	35.7	14.3	16.4	16.1	14.3	9.1	15.5	7	100	98.8	98%
Female	*	34.5	32.7	*	42.5	37.3	*	17.2	15.7	*	5.7	14.2	3	100	98.9	98%
Male	*	26.9	32.6	*	44.9	34.3	*	15.4	16.5	*	12.8	16.7	4	100	98.7	98%
African American	NA	42.9	18.6	NA	28.6	35.4	NA	14.3	22.2	NA	14.3	23.7	NA	NA	100	98%
Alaska Native/American Indian	14.3	20.5	15.7	57.1	52.1	31.9	14.3	17.9	22	14.3	9.4	30.4	7	100	98.3	98%
Asian/Pacific Islander	NA	NA	29.4	NA	NA	38.6	NA	NA	17.3	NA	NA	14.7	NA	NA	NA	99%
Caucasian	NA	73.3	42.9	NA	13.3	36.2	NA	10	12.4	NA	3.3	8.5	NA	NA	100	98%
Hispanic	NA	NA	27.1	NA	NA	39.2	NA	NA	18.2	NA	NA	15.5	NA	NA	NA	98%
Multi-Ethnic	NA	18.2	32.8	NA	45.5	37.8	NA	18.2	16.3	NA	18.2	13.1	NA	NA	100	98%
Economically Disadvantaged	16.7	22.1	20.6	66.7	46.9	35.6	16.7	19.5	20.5	0	11.5	23.3	6	100	98.3	98%
NOT Economically Disadvantaged	*	50	43.7	*	36.5	35.9	*	9.6	12.1	*	3.8	8.3	1	100	100	98%
Students with Disabilities	NA	5	10.3	NA	40	25.4	NA	25	23.6	NA	30	40.7	NA	NA	100	97%
Students WITHOUT Disabilities	14.3	34.5	36.5	57.1	44.1	37.5	14.3	15.2	14.8	14.3	6.2	11.2	7	100	98.6	98%
LEP Students	NA	NA	6.1	NA	NA	24.6	NA	NA	24.4	NA	NA	45	NA	NA	NA	98%
NOT LEP Students	14.3	30.9	36.1	57.1	43.6	37.2	14.3	16.4	15	14.3	9.1	11.7	7	100	98.8	98%
Migrant students	*	27.6	23	*	44.8	36.9	*	17.2	18.7	*	10.3	21.4	4	100	98.3	98%
NOT Migrant students	*	32.7	33.6	*	43	35.6	*	15.9	15.9	*	8.4	14.9	3	100	99.1	98%


All Students Tested Grades 4, 8, & 10

SCIENCE	Advanced			Proficient			Below			Far Below			Total tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	*	19.1	23.3	*	36.8	34.2	*	25	24.5	*	19.1	18	2	100	100	95%
Female	*	18.9	21.1	*	40.5	35.3	*	27	26	*	13.5	17.7	1	100	100	95%
Male	*	19.4	25.4	*	32.3	33.2	*	22.6	23	*	25.8	18.4	1	100	100	95%
African American	*	*	9.5	NA	*	28.8	NA	*	33.7	NA	*	28	NA	NA	100	97%
Alaska Native/American Indian	*	15.8	8.8	*	36.8	25	*	29.8	29.2	*	17.5	37	2	100	100	95%
Asian/Pacific Islander	NA	NA	14.6	NA	NA	30.3	NA	NA	31.5	NA	NA	23.7	NA	NA	NA	97%
Caucasian	NA	33.3	33.6	NA	44.4	38.8	NA	0	19.4	NA	22.2	8.2	NA	NA	100	94%
Hispanic	NA	NA	18	NA	NA	35.6	NA	NA	29	NA	NA	17.4	NA	NA	NA	96%
Multi-Ethnic	NA	*	21.7	NA	*	37.7	NA	*	26.5	NA	*	14.2	NA	NA	100	96%
Economically Disadvantaged	*	14	11.8	*	40	29	*	24	30.4	*	22	28.7	2	100	100	95%
NOT Economically Disadvantaged	NA	33.3	33.3	NA	27.8	38.7	NA	27.8	19.3	NA	11.1	8.7	NA	NA	100	95%
Students with Disabilities	NA	0	6.5	NA	40	18.2	NA	40	31.1	NA	20	44.2	NA	NA	100	94%
Students WITHOUT Disabilities	*	22.4	26	*	36.2	36.8	*	22.4	23.4	*	19	13.8	2	100	100	95%
LEP Students	NA	NA	1.1	NA	NA	8.4	NA	NA	28.8	NA	NA	61.7	NA	NA	NA	96%
NOT LEP Students	*	19.1	26	*	36.8	37.3	*	25	23.9	*	19.1	12.7	2	100	100	95%
Migrant students	*	17.2	12.5	*	37.9	29.9	*	27.6	30.2	*	17.2	27.4	1	100	100	96%
NOT Migrant students	*	20.5	24.3	*	35.9	34.6	*	23.1	24	*	20.5	17.2	1	100	100	95%


Two-Year Trend for District Students Scoring Proficient or Above by Grade Level



FALL 2013 HSGQE

 Grades	Reading				Writing				Mathematics			
	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient
11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

SPRING 2014 HSGQE

 Grades	Reading				Writing				Mathematics			
	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient
10	*	*	*	*	*	*	*	*	*	*	*	*
11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

ASPI Rating: *** ALASKA SCHOOL PERFORMANCE INDEX (ASPI): 2013-2014

School District: Lake and Peninsula Borough School District School: Meshik School

PK - 12

Participation Rate Grades 3-10	Number Tested		Number Enrolled		Participation Rate		Met Participation Rate		Points None, acts as a trigger to achievement denominator.
	Out Proficient	Out Tested *	Out Proficient	Out Tested *	Out Proficient	Out Tested *	Out Proficient	Out Tested *	
	7	7	7	7	100.00%	100.00%	Yes		

K-8 Performance

Academic Achievement	Reading		Writing		Math		Points	Weighting	ASPI Points
	Out Proficient	Out Tested *	Out Proficient	Out Tested *	Out Proficient	Out Tested *			
	6	6	6	6	60% or more	60% or more	77.78	0.35	27.22
School Progress (Subgroup must here -> 5 students to be considered)	Growth All	Growth-AK Net	Growth-Econ Dis	Growth-w/Disabs	Growth-LEP		90.00	0.4	36.00
Attendance Rate	90.00	N/A	N/A	N/A	N/A		50.00	0.25	12.50
							Total K-8 Points		75.72

9-12 Performance

Academic Achievement	Reading		Writing		Math		Points	Weighting	ASPI Points
	Out Proficient	Out Tested *	Out Proficient	Out Tested *	Out Proficient	Out Tested *			
	1	1	1	1	^	^	100.00	0.2	20.00
School Progress (Subgroup must here -> 5 students to be considered)	Growth All	Growth-AK Net	Growth-Econ Dis	Growth-w/Disabs	Growth-LEP		100.00	0.4	40.00
Attendance Rate	100.00	N/A	N/A	N/A	N/A		25.00	0.1	2.50
Graduation Rate	79.94%						25.00	0.2	5.00
College Career Readiness	4 Year	Cohorts - 4 Yr	5 Year	Cohorts - 5 Yr			47.50	0.08	3.80
WorkKeys Participation	N/A	N/A	70.00%	2012-2014			100.00	0.02	2.00
							Total 9-12 Points		73.30

^ - Results are suppressed to protect individual confidentiality.

* - All eligible students are counted when Participation Rate is not met.

N/A - Results do not meet minimum reporting thresholds or no students of the reported grade level were served.

Per 4 AAC 06.835(b), this designation becomes final unless a review is requested within 30 days from receipt.

K-8 Enrollment Count:	16	K-8 Enrollment Ratio:	0.73
9-12 Enrollment Count:	6	9-12 Enrollment Ratio:	0.27

ASPI Score	75.06
-------------------	--------------

2013-2014 Annual Measurable Objectives (AMO) Progress Report
 Alaska Department of Education & Early Development
 Prepared on August 28, 2014

Subgroup ¹	Reading			Writing			Math					
	State Target	School Target	Percent of FAY Students Proficient or Above ³	Reading Target Met? ⁴	State Target	School Target	Percent of FAY Students Proficient or Above ³	Writing Target Met? ⁴	State Target	School Target	Percent of FAY Students Proficient or Above ³	Math Target Met? ⁴
All Students	83.83%	100.00%	100.00%	Yes	79.17%	92.42%	71.43%	No	74.50%	77.25%	71.43%	No
African American	78.67%	N/A	N/A	N/A	73.50%	N/A	N/A	N/A	62.67%	N/A	N/A	N/A
Alaska Native & American Indian	66.08%	100.00%	100.00%	Yes	59.92%	91.67%	71.43%	Yes	57.75%	75.00%	71.43%	Yes
Asian & Pacific Islander	81.00%	N/A	N/A	N/A	78.58%	N/A	N/A	N/A	74.08%	N/A	N/A	N/A
Caucasian	92.08%	N/A	N/A	N/A	87.75%	N/A	N/A	N/A	82.75%	N/A	N/A	N/A
Hispanic	84.17%	N/A	N/A	N/A	79.92%	N/A	N/A	N/A	72.75%	N/A	N/A	N/A
Two or more races	85.50%	N/A	N/A	N/A	80.75%	N/A	N/A	N/A	75.75%	N/A	N/A	N/A
Economically Disadvantaged	74.33%	100.00%	100.00%	Yes	68.75%	88.08%	83.33%	Yes	64.17%	76.17%	83.33%	Yes
Students w/Disabilities (SWD) ²	57.42%	N/A	N/A	N/A	52.33%	N/A	N/A	N/A	47.50%	N/A	N/A	N/A
Limited English Proficient (LEP) ³	53.33%	N/A	N/A	N/A	50.08%	N/A	N/A	N/A	48.75%	N/A	N/A	N/A

NOTES:

1. If a subgroup has fewer than five students enrolled in tested grades, "N/A" has been entered for the proficiency percentage and "Target Met?" fields.
2. Students with Disabilities (SWD) and Limited English Proficient (LEP) subgroups include assessment scores of former SWD and former LEP students that are being monitored for two years.
3. Proficiency percentage is based on "Full Academic Year" (FAY) students enrolled from October 1 through the first day of testing in spring 2014.
4. The AMO target is met if either the state or the school target has been met.
5. The participation rate target is 95 percent if the number of enrolled students is greater than 40. If the number of enrolled students is 40 or less, all but two students must test. Subgroups with fewer than five students will reflect "N/A" in the "Target Met?" field.
6. The attendance rate target is 95 percent for the school as a whole and for each subgroup with at least five students enrolled.
7. The graduation rate target is 90 percent for the school as a whole and for each subgroup with at least five members if the school enrolls students in grade 12. A school or subgroup with 10 or fewer students satisfies the graduation rate requirement if all but one of those students graduates.

Subgroup	Participation Rate		Attendance Rate		Graduation Rate		
	Enrolled	Rate (%)	Rate	Target Met? ⁵	4-Year Rate	5-Year Rate	Target Met? ⁷
All Students	7	100.00%	84.41%	No	100.00%	100.00%	Yes
African American	0	N/A	N/A	N/A	N/A	N/A	N/A
Alaska Native & American Indian	7	100.00%	84.66%	No	100.00%	100.00%	Yes
Asian & Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	0	N/A	N/A	N/A	N/A	100.00%	Yes
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races	0	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	6	100.00%	84.61%	No	100.00%	100.00%	Yes
Students w/Disabilities (SWD) ²	0	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient (LEP) ³	0	N/A	N/A	N/A	N/A	N/A	N/A

School Report Card for 2013-2014 School Year

School: Newhalen **District:** Lake and Peninsula School District
Grade span: K-12 **School Enrollment:** 55
ASPI Score: 86.88% **Star Rating:** ****
Title I School? Yes **Title I Program:** Schoolwide

Accreditation: No

A Title I school receives federal money to support low-achieving students. A Schoolwide Title I Program uses the money to improve the education for all students. A Targeted Assistance Title I Program uses the money to provide help for students who need it most.

This School Report Card presents information about the school's performance for the 2013-2014 school year according to the new state accountability system as approved in Alaska's ESEA Flexibility Waiver and state regulations. The new accountability system is based on two prongs: the Alaska School Performance Index (ASPI) for schools and progress on the Annual Measurable Objective (AMO) targets for schools, districts, and the state. This system replaces the former Adequate Yearly Progress (AYP) system under No Child Left Behind.

Under ASPI, each school receives a score on a 100-point scale and a star rating from 5-stars (highest) to 1-star. The ASPI score and star rating give an overall picture of how well the school is doing to prepare the students to be college-, career- and culturally ready graduates.

The AMO targets have been revised with the goal that each school will reduce the percent of students not proficient on the reading, writing, and math tests by half at the end of six years. Each school will receive a report every year showing the percentage of students that were proficient on each test and whether the school has met the targets for the year.

Copies of the 2014 School ASPI Report and the 2014 School AMO Progress Report are found at the end of this School Report Card.

More information about the new system and the ASPI and AMO targets and progress reports for schools can be found on the Department of Education & Early Development website at: education.alaska.gov.

- Click on the green star or the Accountability tab to find the ASPI and AMO reports.
- Click on the orange star or Support tab to find information about how schools are supported in writing and implementing school improvement plans.

The District Report Card and School Report Cards are available

from the school or district at: PO Box 498 King Salmon, AK 99613

or on the district website at: lpsd.com

Information on Qualifications of Teachers

Number of Teachers With Highest Degree:			
<i>Bachelors</i>	<i>Masters</i>	<i>Ed Specialist</i>	<i>Doctorate</i>
6	2	0	0

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

Percentage of Classes Taught by Highly Qualified Teachers	77.8%
--	-------

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

Other School Information

Grades KG-8 Retention Rate:	0	Number of High School Graduates:	4
Percentage Diploma HSGQE Waiver:	0	Number of Diploma HSGQE Waiver:	0
Grades 7-12 Dropout Rate:	3.3%	Number of Grade 7-12 Dropouts:	1
Enrollment Change:	-8.3%	Enrollment Change Due to Transfers:	39.06%
Students Survey Return Rate:	32.8%	Parents Survey Return Rate:	18.8%
Students Commenting:	18	Parents Commenting:	6
Average Volunteer Hours Per Week:	0	Community Members Commenting:	0
Persistently Dangerous School:	No	School/Business Partnerships:	0

Student Achievement Results

Student achievement results appear on the next four pages. Please note that if fewer than 5 students tested in a given subject, results may not be reported and all values will be suppressed, indicated by an *. Additionally, when small numbers of students score at two or fewer proficiency levels, percentages must be reported as a range.

All Students Tested Grades 3 – 10

READING	% Advanced			% Proficient			% Below			% Far Below			Total Tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	16	31.3	37.1	72	49.4	43	12	14.5	13.9	0	4.8	6	25	100	99.4	98%
Female	25	35.6	41.3	66.7	52.9	42.4	8.3	8	11.6	0	3.4	4.7	12	100	98.9	98%
Male	7.7	26.6	33.1	76.9	45.6	43.5	15.4	21.5	16.1	0	6.3	7.3	13	100	100	98%
African American	NA	28.6	25.3	NA	57.1	48.8	NA	14.3	18.5	NA	0	7.4	NA	NA	100	98%
Alaska Native/American Indian	13	20.3	15.9	73.9	60.2	42.4	13	13.6	27.2	0	5.9	14.4	23	100	99.2	98%
Asian/Pacific Islander	NA	NA	29.2	NA	NA	48.9	NA	NA	16.6	NA	NA	5.3	NA	NA	NA	99%
Caucasian	*	80	49.8	*	6.7	40.2	*	13.3	7.3	*	0	2.6	2	100	100	98%
Hispanic	NA	NA	33.3	NA	NA	48.4	NA	NA	13.5	NA	NA	4.8	NA	NA	NA	98%
Multi-Ethnic	NA	18.2	36.7	NA	45.5	47.2	NA	27.3	11.8	NA	9.1	4.3	NA	NA	100	98%
Economically Disadvantaged	15.8	18.4	23.1	73.7	58.8	46.4	10.5	16.7	20.6	0	6.1	9.9	19	100	99.1	98%
NOT Economically Disadvantaged	16.7	59.6	49.9	66.7	28.8	39.8	16.7	9.6	7.8	0	1.9	2.5	6	100	100	98%
Students with Disabilities	*	10	10.8	*	20	37.4	*	50	31.9	*	20	19.9	3	100	100	97%
Students WITHOUT Disabilities	≥ 10	34.2	41.6	≤ 90	53.4	43.9	*	9.6	10.8	*	2.7	3.7	22	100	99.3	98%
LEP Students	NA	NA	4.3	NA	NA	32.9	NA	NA	39.1	NA	NA	23.7	NA	NA	NA	98%
NOT LEP Students	16	31.3	41.3	72	49.4	44.2	12	14.5	10.7	0	4.8	3.8	25	100	99.4	98%
Migrant students	≤ 25	22.4	22.9	≥ 75	51.7	46	*	17.2	21.1	*	8.6	10	8	100	98.3	99%
NOT Migrant students	11.8	36.1	38.4	70.6	48.1	42.7	17.6	13	13.3	0	2.8	5.7	17	100	100	98%

All Students Tested Grades 3 – 10

WRITING	Advanced			Proficient			Below			Far Below			Total Tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	16	15.2	21.2	64	59.4	53.5	20	21.8	20.1	0	3.6	5.1	25	100	98.8	98%
Female	25	18.4	26.6	66.7	65.5	54.4	8.3	14.9	16	0	1.1	3	12	100	98.9	98%
Male	7.7	11.5	16.2	61.5	52.6	52.7	30.8	29.5	24	0	6.4	7.1	13	100	98.7	98%
African American	NA	*	14.4	NA	≥ 75	53.6	NA	≤ 25	25.9	NA	*	6.1	NA	NA	100	98%
Alaska Native/American Indian	13	9.4	7.7	65.2	60.7	43.3	21.7	26.5	36.5	0	3.4	12.5	23	100	98.3	98%
Asian/Pacific Islander	NA	NA	18.4	NA	NA	57	NA	NA	20.4	NA	NA	4.2	NA	NA	NA	99%
Caucasian	*	46.7	28.5	*	43.3	56.6	*	6.7	12.7	*	3.3	2.2	2	100	100	98%
Hispanic	NA	NA	19.5	NA	NA	57.9	NA	NA	18.8	NA	NA	3.8	NA	NA	NA	98%
Multi-Ethnic	NA	0	22.5	NA	72.7	55.9	NA	18.2	17.7	NA	9.1	3.8	NA	NA	100	98%
Economically Disadvantaged	15.8	8.8	12.9	63.2	61.1	50.1	21.1	24.8	28.8	0	5.3	8.3	19	100	98.3	98%
NOT Economically Disadvantaged	16.7	28.8	28.8	66.7	55.8	56.7	16.7	15.4	12.3	0	0	2.3	6	100	100	98%
Students with Disabilities	*	0	5.9	*	40	36.2	*	55	41.3	*	5	16.5	3	100	100	97%
Students WITHOUT Disabilities	18.2	17.2	23.8	68.2	62.1	56.5	13.6	17.2	16.5	0	3.4	3.2	22	100	98.6	98%
LEP Students	NA	NA	3.4	NA	NA	29.5	NA	NA	47.9	NA	NA	19.2	NA	NA	NA	98%
NOT LEP Students	16	15.2	23.5	64	59.4	56.6	20	21.8	16.6	0	3.6	3.3	25	100	98.8	98%
Migrant students	≤ 25	10.3	12.5	≥ 75	62.1	50.1	0	19	28.9	0	8.6	8.4	8	100	98.3	98%
NOT Migrant students	11.8	17.8	22	58.8	57.9	53.8	29.4	23.4	19.3	0	0.9	4.8	17	100	99.1	98%

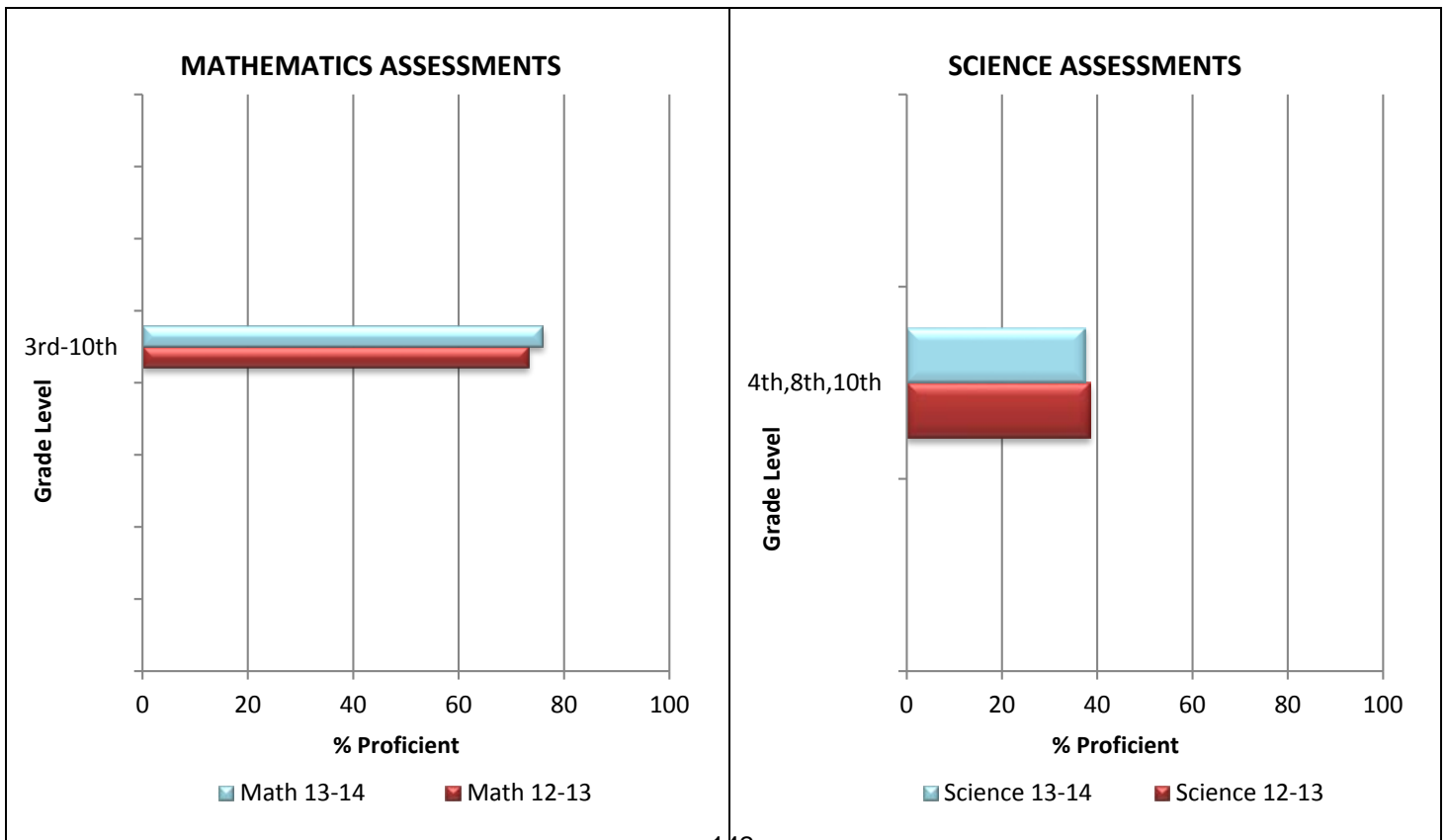
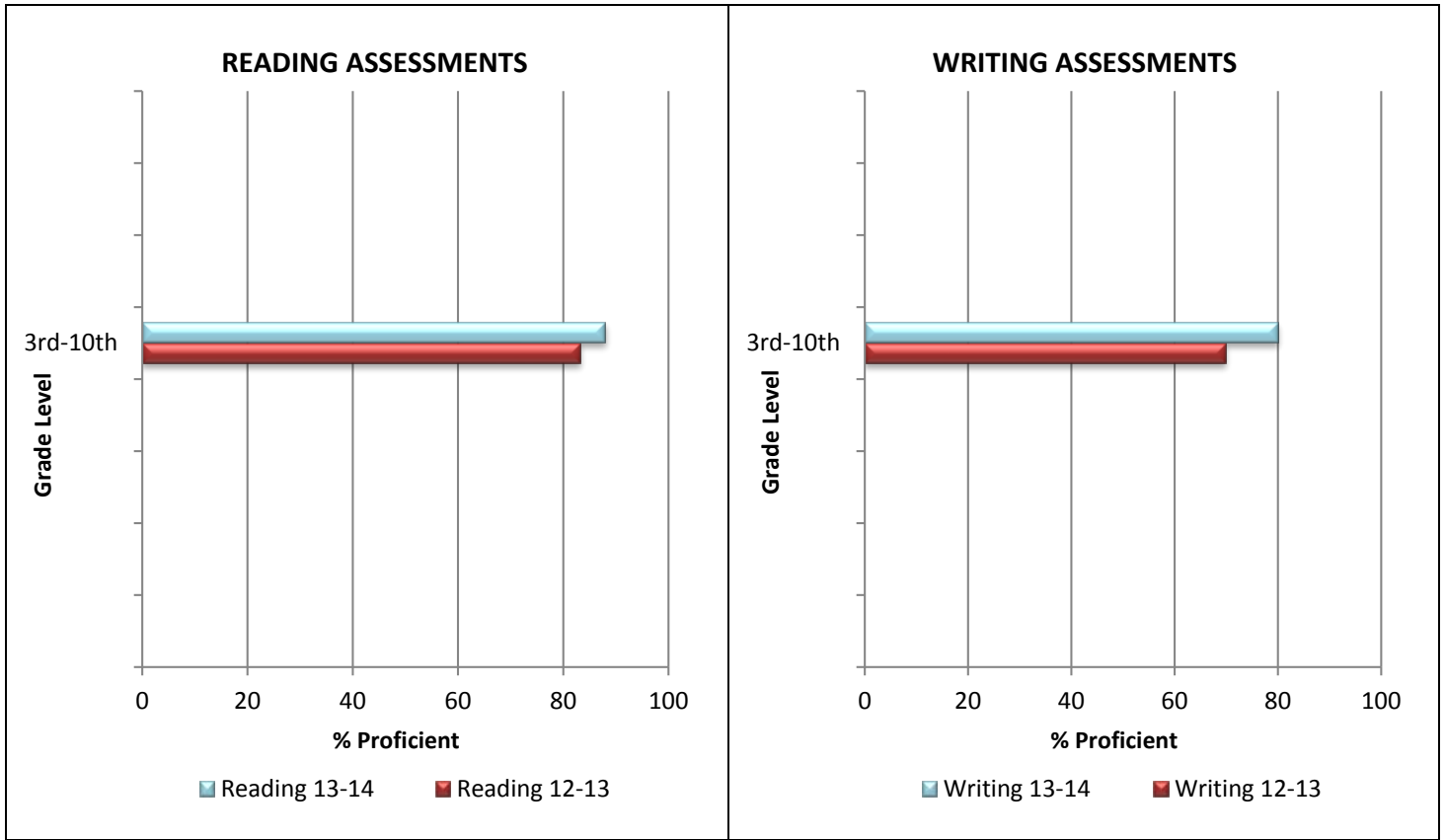
All Students Tested Grades 3 – 10

MATHEMATICS	Advanced			Proficient			Below			Far Below			Total tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	24	30.9	32.7	52	43.6	35.7	20	16.4	16.1	4	9.1	15.5	25	100	98.8	98%
Female	33.3	34.5	32.7	25	42.5	37.3	33.3	17.2	15.7	8.3	5.7	14.2	12	100	98.9	98%
Male	15.4	26.9	32.6	76.9	44.9	34.3	7.7	15.4	16.5	0	12.8	16.7	13	100	98.7	98%
African American	NA	42.9	18.6	NA	28.6	35.4	NA	14.3	22.2	NA	14.3	23.7	NA	NA	100	98%
Alaska Native/American Indian	21.7	20.5	15.7	52.2	52.1	31.9	21.7	17.9	22	4.3	9.4	30.4	23	100	98.3	98%
Asian/Pacific Islander	NA	NA	29.4	NA	NA	38.6	NA	NA	17.3	NA	NA	14.7	NA	NA	NA	99%
Caucasian	*	73.3	42.9	*	13.3	36.2	*	10	12.4	*	3.3	8.5	2	100	100	98%
Hispanic	NA	NA	27.1	NA	NA	39.2	NA	NA	18.2	NA	NA	15.5	NA	NA	NA	98%
Multi-Ethnic	NA	18.2	32.8	NA	45.5	37.8	NA	18.2	16.3	NA	18.2	13.1	NA	NA	100	98%
Economically Disadvantaged	21.1	22.1	20.6	52.6	46.9	35.6	21.1	19.5	20.5	5.3	11.5	23.3	19	100	98.3	98%
NOT Economically Disadvantaged	33.3	50	43.7	50	36.5	35.9	16.7	9.6	12.1	0	3.8	8.3	6	100	100	98%
Students with Disabilities	*	5	10.3	*	40	25.4	*	25	23.6	*	30	40.7	3	100	100	97%
Students WITHOUT Disabilities	27.3	34.5	36.5	54.5	44.1	37.5	13.6	15.2	14.8	4.5	6.2	11.2	22	100	98.6	98%
LEP Students	NA	NA	6.1	NA	NA	24.6	NA	NA	24.4	NA	NA	45	NA	NA	NA	98%
NOT LEP Students	24	30.9	36.1	52	43.6	37.2	20	16.4	15	4	9.1	11.7	25	100	98.8	98%
Migrant students	25	27.6	23	50	44.8	36.9	25	17.2	18.7	0	10.3	21.4	8	100	98.3	98%
NOT Migrant students	23.5	32.7	33.6	52.9	43	35.6	17.6	15.9	15.9	5.9	8.4	14.9	17	100	99.1	98%


All Students Tested Grades 4, 8, & 10

SCIENCE	Advanced			Proficient			Below			Far Below			Total tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	0	19.1	23.3	37.5	36.8	34.2	50	25	24.5	12.5	19.1	18	8	100	100	95%
Female	0	18.9	21.1	40	40.5	35.3	40	27	26	20	13.5	17.7	5	100	100	95%
Male	*	19.4	25.4	*	32.3	33.2	*	22.6	23	*	25.8	18.4	3	100	100	95%
African American	NA	*	9.5	NA	*	28.8	NA	*	33.7	NA	*	28	NA	NA	100	97%
Alaska Native/American Indian	0	15.8	8.8	37.5	36.8	25	50	29.8	29.2	12.5	17.5	37	8	100	100	95%
Asian/Pacific Islander	NA	NA	14.6	NA	NA	30.3	NA	NA	31.5	NA	NA	23.7	NA	NA	NA	97%
Caucasian	NA	33.3	33.6	NA	44.4	38.8	NA	0	19.4	NA	22.2	8.2	NA	NA	100	94%
Hispanic	NA	NA	18	NA	NA	35.6	NA	NA	29	NA	NA	17.4	NA	NA	NA	96%
Multi-Ethnic	NA	*	21.7	NA	*	37.7	NA	*	26.5	NA	*	14.2	NA	NA	100	96%
Economically Disadvantaged	0	14	11.8	42.9	40	29	42.9	24	30.4	14.3	22	28.7	7	100	100	95%
NOT Economically Disadvantaged	*	33.3	33.3	*	27.8	38.7	*	27.8	19.3	*	11.1	8.7	1	100	100	95%
Students with Disabilities	*	0	6.5	*	40	18.2	*	40	31.1	*	20	44.2	2	100	100	94%
Students WITHOUT Disabilities	0	22.4	26	33.3	36.2	36.8	50	22.4	23.4	16.7	19	13.8	6	100	100	95%
LEP Students	NA	NA	1.1	NA	NA	8.4	NA	NA	28.8	NA	NA	61.7	NA	NA	NA	96%
NOT LEP Students	0	19.1	26	37.5	36.8	37.3	50	25	23.9	12.5	19.1	12.7	8	100	100	95%
Migrant students	*	17.2	12.5	*	37.9	29.9	*	27.6	30.2	*	17.2	27.4	2	100	100	96%
NOT Migrant students	0	20.5	24.3	50	35.9	34.6	33.3	23.1	24	16.7	20.5	17.2	6	100	100	95%


Two-Year Trend for District Students Scoring Proficient or Above by Grade Level



FALL 2013 HSGQE

 Grades	Reading				Writing				Mathematics			
	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient
11	NA	NA	NA	NA	*	*	*	*	*	*	*	*
12	NA	NA	NA	NA	NA	NA	NA	NA	*	*	*	*
All Grades	NA	NA	NA	NA	*	*	*	*	*	*	*	*

SPRING 2014 HSGQE

 Grades	Reading				Writing				Mathematics			
	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient
10	4	80	1	20	3	60	2	40	*	*	*	*
11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	*	≥ 60	1	≤ 40	*	≥ 60	*	≤ 40	*	*	*	*

ASPI Rating: *** ALASKA SCHOOL PERFORMANCE INDEX (ASPI): 2013-2014

School District Lake and Peninsula Borough School District School Newhalen School

Participation Rate Grades 3-10	Number Tested	Number Enrolled	Participation Rate	Met Participation Rate	Points	
					None, acts as a trigger to achievement denominator.	
	25	25	100.00%	Yes		

K-8 Performance

Academic Achievement	Reading		Writing		Math		Points	Weighting	ASPI Points
	Ont Proficient	Ont Tested*	Ont Proficient	Ont Tested*	Ont Proficient	Ont Tested*			
	^	15	80% or more	15	80% or more	12	15	0.35	31.11
School Progress <small>(Subgroup must have >5 students to be considered)</small>	Growth All	Growth-AK Net	Growth-Econ Dis	Growth-w/Disabs	Growth-LEP				
	93.17	92.22	94.29	N/A	N/A			0.4	37.27
Attendance Rate	91.03%							0.25	20.00
Total K-8 Points								1.00	88.38

9-12 Performance

Academic Achievement	Reading		Writing		Math		Points	Weighting	ASPI Points
	Ont Proficient	Ont Tested*	Ont Proficient	Ont Tested*	Ont Proficient	Ont Tested*			
	7	10	70.00%	7	10	7	10	0.2	14.00
School Progress <small>(Subgroup must have >5 students to be considered)</small>	Growth All	Growth-AK Net	Growth-Econ Dis	Growth-w/Disabs	Growth-LEP				
	100.00	100.00	100.00	N/A	N/A			0.4	40.00
Attendance Rate	89.00%							0.1	5.00
Graduation Rate	4 Year	Cohorts - 4 Yr	5 Year	Cohorts - 5 Yr				0.2	18.00
	81.82%	2013-2014	92.31%	2013-2014				0.08	5.90
College Career Readiness	73.75							0.02	2.00
WorkKeys Participation	100.00%								
Total 9-12 Points								1.00	84.90

^ - Results are suppressed to protect individual confidentiality.

* - All eligible students are counted when Participation Rate is not met.

N/A - Results do not meet minimum reporting thresholds or no students of the reported grade level were served.

Per 4 AAC 06.835(b), this designation becomes final unless a review is requested within 30 days from receipt.

K-8 Enrollment Count:	29	K-8 Enrollment Ratio:	0.57
9-12 Enrollment Count:	22	9-12 Enrollment Ratio:	0.43

ASPI Score	86.88
-------------------	--------------

2013-2014 Annual Measurable Objectives (AMO) Progress Report
 Alaska Department of Education & Early Development
 Prepared on August 28, 2014

School: Newhalen School District: Lake and Peninsula Borough School District Title I School: Yes

Subgroup ¹	Reading			Writing			Math				
	State Target	School Target	Percent of FAY Students Proficient or Above ³	Reading Target Met? ⁴	State Target	School Target	Percent of FAY Students Proficient or Above ³	Writing Target Met? ⁴	State Target	School Target	Percent of FAY Students Proficient or Above ³
All Students	83.83%	77.50%	88.00%	Yes	79.17%	79.75%	80.00%	Yes	74.50%	75.25%	76.00%
African American	78.67%	N/A	N/A	N/A	73.50%	N/A	N/A	N/A	62.67%	N/A	N/A
Alaska Native & American Indian	66.08%	76.17%	86.96%	Yes	59.92%	78.58%	78.26%	Yes	57.75%	73.83%	73.91%
Asian & Pacific Islander	81.00%	N/A	N/A	N/A	78.58%	N/A	N/A	N/A	74.08%	N/A	N/A
Caucasian	92.08%	N/A	N/A	N/A	87.75%	N/A	N/A	N/A	82.75%	N/A	N/A
Hispanic	84.17%	N/A	N/A	N/A	79.92%	N/A	N/A	N/A	72.75%	N/A	N/A
Two or more races	85.50%	N/A	N/A	N/A	80.75%	N/A	N/A	N/A	75.75%	N/A	N/A
Economically Disadvantaged	74.33%	74.75%	89.47%	Yes	68.75%	79.83%	78.95%	Yes	64.17%	77.25%	73.68%
Students w/Disabilities (SWD) ²	57.42%	47.92%	N/A	N/A	52.33%	58.33%	N/A	N/A	47.50%	47.92%	N/A
Limited English Proficient (LEP) ²	53.33%	N/A	N/A	N/A	50.08%	N/A	N/A	N/A	48.75%	N/A	N/A

Subgroup	Participation Rate		Attendance Rate		Graduation Rate			
	Enrolled	Rate (%)	Target Met? ⁵	Rate	Target Met? ⁶	4-Year Rate	5-Year Rate	Target Met? ⁷
All Students	25	100.00%	Yes	90.17%	No	83.33%	100.00%	Yes
African American	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Alaska Native & American Indian	23	100.00%	Yes	90.53%	No	83.33%	100.00%	Yes
Asian & Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	2	100.00%	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	19	100.00%	Yes	90.17%	No	83.33%	100.00%	Yes
Students w/Disabilities (SWD) ²	3	100.00%	N/A	91.17%	No	50.00%	N/A	Yes
Limited English Proficient (LEP) ²	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

NOTES:

1. If a subgroup has fewer than five students enrolled in tested grades, "N/A" has been entered for the proficiency percentage and "Target Met?" fields.
2. Students with Disabilities (SWD) and Limited English Proficient (LEP) subgroups include assessment scores of former SWD and former LEP students that are being monitored for two years.
3. Proficiency percentage is based on "Full Academic Year" (FAY) students enrolled from October 1 through the first day of testing in spring 2014.
4. The AMO target is met if either the state or the school target has been met.
5. The participation rate target is 95 percent if the number of enrolled students is greater than 40. If the number of enrolled students is 40 or less, all but two students must test. Subgroups with fewer than five students will reflect "N/A" in the "Target Met?" field.
6. The attendance rate target is 95 percent for the school as a whole and for each subgroup with at least five students enrolled.
7. The graduation rate target is 90 percent for the school as a whole and for each subgroup with at least five members if the school enrolls students in grade 12. A school or subgroup with 10 or fewer students satisfies the graduation rate requirement if all but one of those students graduates.

School Report Card for 2013-2014 School Year

School: Nondalton **District:** Lake and Peninsula School District
Grade span: K-12 **School Enrollment:** 28
ASPI Score: 79.28% **Star Rating:** ***
Title I School? Yes **Title I Program:** Schoolwide

Accreditation: No

A Title I school receives federal money to support low-achieving students. A Schoolwide Title I Program uses the money to improve the education for all students. A Targeted Assistance Title I Program uses the money to provide help for students who need it most.

This School Report Card presents information about the school's performance for the 2013-2014 school year according to the new state accountability system as approved in Alaska's ESEA Flexibility Waiver and state regulations. The new accountability system is based on two prongs: the Alaska School Performance Index (ASPI) for schools and progress on the Annual Measurable Objective (AMO) targets for schools, districts, and the state. This system replaces the former Adequate Yearly Progress (AYP) system under No Child Left Behind.

Under ASPI, each school receives a score on a 100-point scale and a star rating from 5-stars (highest) to 1-star. The ASPI score and star rating give an overall picture of how well the school is doing to prepare the students to be college-, career- and culturally ready graduates.

The AMO targets have been revised with the goal that each school will reduce the percent of students not proficient on the reading, writing, and math tests by half at the end of six years. Each school will receive a report every year showing the percentage of students that were proficient on each test and whether the school has met the targets for the year.

Copies of the 2014 School ASPI Report and the 2014 School AMO Progress Report are found at the end of this School Report Card.

More information about the new system and the ASPI and AMO targets and progress reports for schools can be found on the Department of Education & Early Development website at: education.alaska.gov.

- Click on the green star or the Accountability tab to find the ASPI and AMO reports.
- Click on the orange star or Support tab to find information about how schools are supported in writing and implementing school improvement plans.

The District Report Card and School Report Cards are available

from the school or district at: PO Box 498 King Salmon, AK 99613

or on the district website at: lpsd.com

Information on Qualifications of Teachers

Number of Teachers With Highest Degree:			
Bachelors	Masters	Ed Specialist	Doctorate
5	1	0	0

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

Percentage of Classes Taught by Highly Qualified Teachers	61.5%
--	-------

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

Other School Information

Grades KG-8 Retention Rate:	4.3	Number of High School Graduates:	0
Percentage Diploma HSGQE Waiver:	0	Number of Diploma HSGQE Waiver:	0
Grades 7-12 Dropout Rate:	0%	Number of Grade 7-12 Dropouts:	0
Enrollment Change:	-23.08%	Enrollment Change Due to Transfers:	43.24%
Students Survey Return Rate:	32%	Parents Survey Return Rate:	18.6%
Students Commenting:	10	Parents Commenting:	3
Average Volunteer Hours Per Week:	0	Community Members Commenting:	0
Persistently Dangerous School:	No	School/Business Partnerships:	0

Student Achievement Results

Student achievement results appear on the next four pages. Please note that if fewer than 5 students tested in a given subject, results may not be reported and all values will be suppressed, indicated by an *. Additionally, when small numbers of students score at two or fewer proficiency levels, percentages must be reported as a range.

All Students Tested Grades 3 – 10

READING	% Advanced			% Proficient			% Below			% Far Below			Total tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	11.1	31.3	37.1	50	49.4	43	27.8	14.5	13.9	11.1	4.8	6	18	100	99.4	98%
Female	16.7	35.6	41.3	58.3	52.9	42.4	16.7	8	11.6	8.3	3.4	4.7	12	100	98.9	98%
Male	0	26.6	33.1	33.3	45.6	43.5	50	21.5	16.1	16.7	6.3	7.3	6	100	100	98%
African American	NA	28.6	25.3	NA	57.1	48.8	NA	14.3	18.5	NA	0	7.4	NA	NA	100	98%
Alaska Native/American Indian	15.4	20.3	15.9	61.5	60.2	42.4	15.4	13.6	27.2	7.7	5.9	14.4	13	100	99.2	98%
Asian/Pacific Islander	NA	NA	29.2	NA	NA	48.9	NA	NA	16.6	NA	NA	5.3	NA	NA	NA	99%
Caucasian	NA	80	49.8	NA	6.7	40.2	NA	13.3	7.3	NA	0	2.6	NA	NA	100	98%
Hispanic	NA	NA	33.3	NA	NA	48.4	NA	NA	13.5	NA	NA	4.8	NA	NA	NA	98%
Multi-Ethnic	0	18.2	36.7	20	45.5	47.2	60	27.3	11.8	20	9.1	4.3	5	100	100	98%
Economically Disadvantaged	6.3	18.4	23.1	50	58.8	46.4	31.3	16.7	20.6	12.5	6.1	9.9	16	100	99.1	98%
NOT Economically Disadvantaged	*	59.6	49.9	*	28.8	39.8	*	9.6	7.8	*	1.9	2.5	2	100	100	98%
Students with Disabilities	*	10	10.8	*	20	37.4	*	50	31.9	*	20	19.9	2	100	100	97%
Students WITHOUT Disabilities	12.5	34.2	41.6	56.3	53.4	43.9	25	9.6	10.8	6.3	2.7	3.7	16	100	99.3	98%
LEP Students	NA	NA	4.3	NA	NA	32.9	NA	NA	39.1	NA	NA	23.7	NA	NA	NA	98%
NOT LEP Students	11.1	31.3	41.3	50	49.4	44.2	27.8	14.5	10.7	11.1	4.8	3.8	18	100	99.4	98%
Migrant students	6.7	22.4	22.9	46.7	51.7	46	33.3	17.2	21.1	13.3	8.6	10	15	100	98.3	99%
NOT Migrant students	*	36.1	38.4	*	48.1	42.7	*	13	13.3	*	2.8	5.7	3	100	100	98%

All Students Tested Grades 3 – 10

WRITING	Advanced			Proficient			Below			Far Below			Total tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	5.6	15.2	21.2	61.1	59.4	53.5	27.8	21.8	20.1	5.6	3.6	5.1	18	100	98.8	98%
Female	8.3	18.4	26.6	75	65.5	54.4	16.7	14.9	16	0	1.1	3	12	100	98.9	98%
Male	0	11.5	16.2	33.3	52.6	52.7	50	29.5	24	16.7	6.4	7.1	6	100	98.7	98%
African American	NA	*	14.4	NA	≥ 75	53.6	NA	≤ 25	25.9	NA	0	6.1	NA	NA	100	98%
Alaska Native/American Indian	7.7	9.4	7.7	69.2	60.7	43.3	23.1	26.5	36.5	0	3.4	12.5	13	100	98.3	98%
Asian/Pacific Islander	NA	NA	18.4	NA	NA	57	NA	NA	20.4	NA	NA	4.2	NA	NA	NA	99%
Caucasian	NA	46.7	28.5	NA	43.3	56.6	NA	6.7	12.7	NA	3.3	2.2	NA	NA	100	98%
Hispanic	NA	NA	19.5	NA	NA	57.9	NA	NA	18.8	NA	NA	3.8	NA	NA	NA	98%
Multi-Ethnic	0	0	22.5	40	72.7	55.9	40	18.2	17.7	20	9.1	3.8	5	100	100	98%
Economically Disadvantaged	0	8.8	12.9	62.5	61.1	50.1	31.3	24.8	28.8	6.3	5.3	8.3	16	100	98.3	98%
NOT Economically Disadvantaged	*	28.8	28.8	*	55.8	56.7	*	15.4	12.3	*	0	2.3	2	100	100	98%
Students with Disabilities	*	0	5.9	*	40	36.2	*	55	41.3	*	5	16.5	2	100	100	97%
Students WITHOUT Disabilities	6.3	17.2	23.8	68.8	62.1	56.5	18.8	17.2	16.5	6.3	3.4	3.2	16	100	98.6	98%
LEP Students	NA	NA	3.4	NA	NA	29.5	NA	NA	47.9	NA	NA	19.2	NA	NA	NA	98%
NOT LEP Students	5.6	15.2	23.5	61.1	59.4	56.6	27.8	21.8	16.6	5.6	3.6	3.3	18	100	98.8	98%
Migrant students	0	10.3	12.5	60	62.1	50.1	33.3	19	28.9	6.7	8.6	8.4	15	100	98.3	98%
NOT Migrant students	*	17.8	22	*	57.9	53.8	*	23.4	19.3	*	0.9	4.8	3	100	99.1	98%

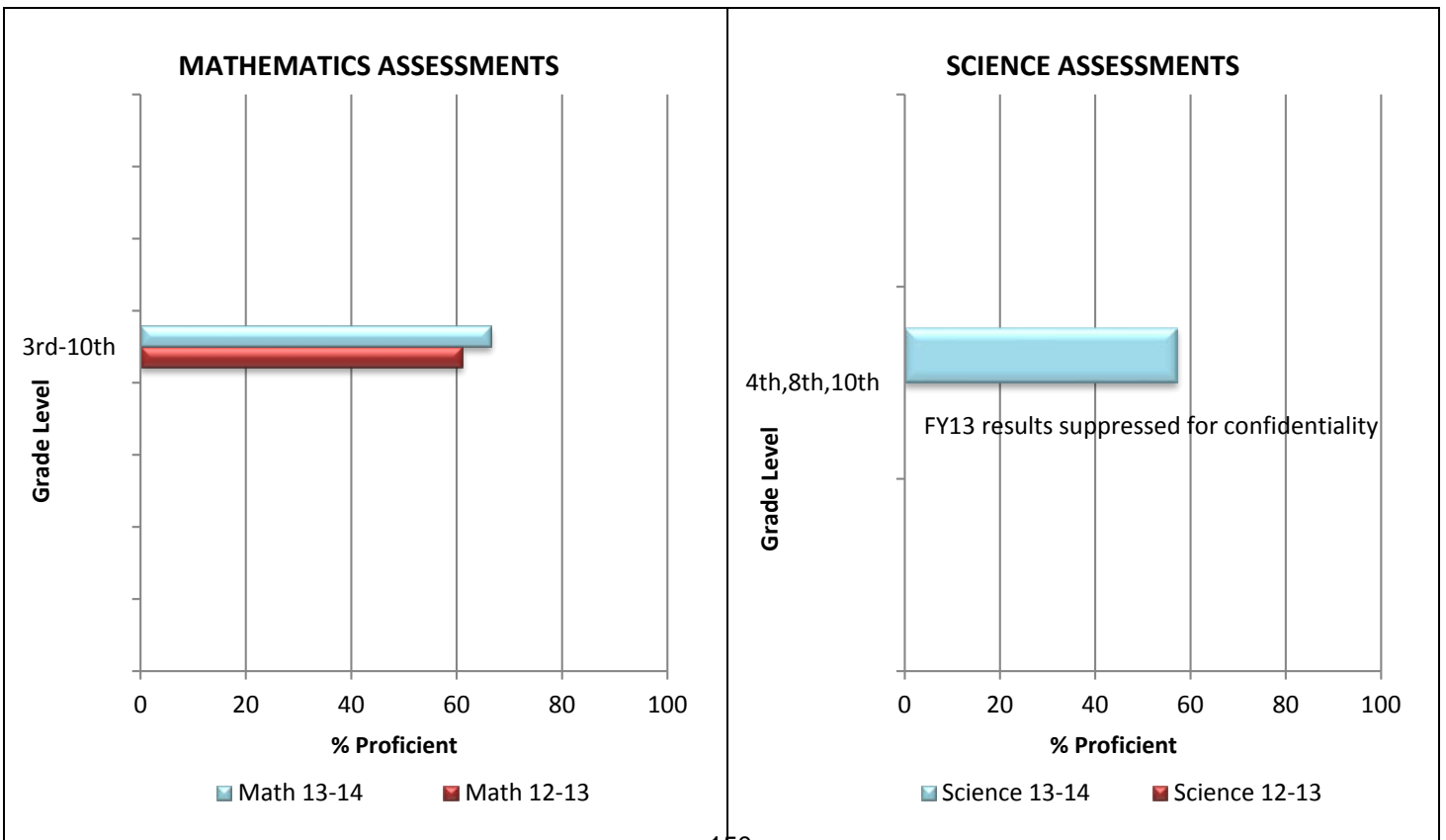
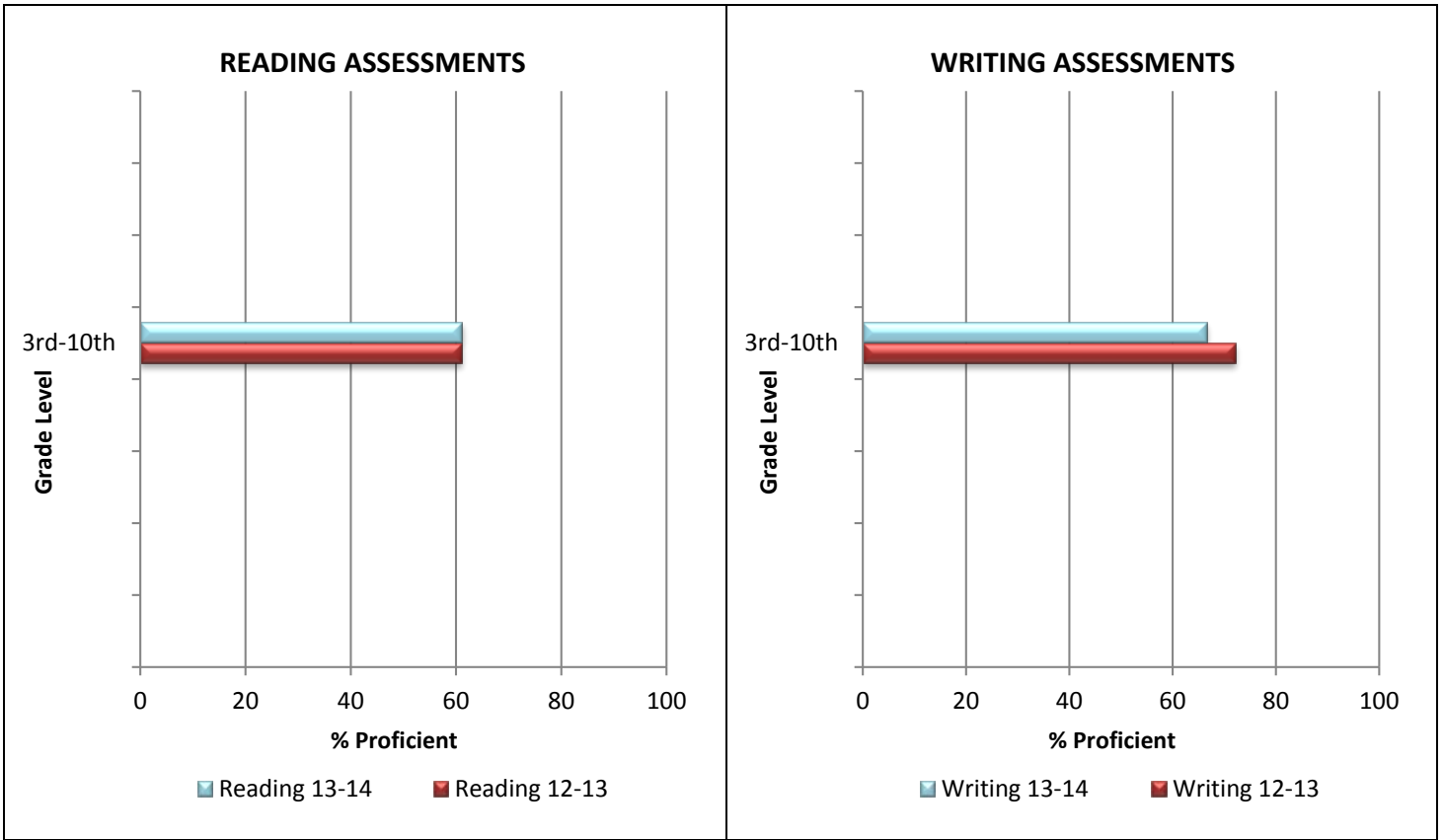
All Students Tested Grades 3 – 10

MATHEMATICS	Advanced			Proficient			Below			Far Below			Total tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	11.1	30.9	32.7	55.6	43.6	35.7	16.7	16.4	16.1	16.7	9.1	15.5	18	100	98.8	98%
Female	16.7	34.5	32.7	58.3	42.5	37.3	8.3	17.2	15.7	16.7	5.7	14.2	12	100	98.9	98%
Male	0	26.9	32.6	50	44.9	34.3	33.3	15.4	16.5	16.7	12.8	16.7	6	100	98.7	98%
African American	NA	42.9	18.6	NA	28.6	35.4	NA	14.3	22.2	NA	14.3	23.7	NA	NA	100	98%
Alaska Native/American Indian	15.4	20.5	15.7	69.2	52.1	31.9	7.7	17.9	22	7.7	9.4	30.4	13	100	98.3	98%
Asian/Pacific Islander	NA	NA	29.4	NA	NA	38.6	NA	NA	17.3	NA	NA	14.7	NA	NA	NA	99%
Caucasian	NA	73.3	42.9	NA	13.3	36.2	NA	10	12.4	NA	3.3	8.5	NA	NA	100	98%
Hispanic	NA	NA	27.1	NA	NA	39.2	NA	NA	18.2	NA	NA	15.5	NA	NA	NA	98%
Multi-Ethnic	0	18.2	32.8	20	45.5	37.8	40	18.2	16.3	40	18.2	13.1	5	100	100	98%
Economically Disadvantaged	6.3	22.1	20.6	56.3	46.9	35.6	18.8	19.5	20.5	18.8	11.5	23.3	16	100	98.3	98%
NOT Economically Disadvantaged	*	50	43.7	*	36.5	35.9	*	9.6	12.1	*	3.8	8.3	2	100	100	98%
Students with Disabilities	*	5	10.3	*	40	25.4	*	25	23.6	*	30	40.7	2	100	100	97%
Students WITHOUT Disabilities	12.5	34.5	36.5	56.3	44.1	37.5	18.8	15.2	14.8	12.5	6.2	11.2	16	100	98.6	98%
LEP Students	NA	NA	6.1	NA	NA	24.6	NA	NA	24.4	NA	NA	45	NA	NA	NA	98%
NOT LEP Students	11.1	30.9	36.1	55.6	43.6	37.2	16.7	16.4	15	16.7	9.1	11.7	18	100	98.8	98%
Migrant students	6.7	27.6	23	53.3	44.8	36.9	20	17.2	18.7	20	10.3	21.4	15	100	98.3	98%
NOT Migrant students	*	32.7	33.6	*	43	35.6	*	15.9	15.9	*	8.4	14.9	3	100	99.1	98%


All Students Tested Grades 4, 8, & 10

SCIENCE	Advanced			Proficient			Below			Far Below			Total tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	14.3	19.1	23.3	42.9	36.8	34.2	28.6	25	24.5	14.3	19.1	18	7	100	100	95%
Female	*	18.9	21.1	*	40.5	35.3	*	27	26	*	13.5	17.7	4	100	100	95%
Male	*	19.4	25.4	*	32.3	33.2	*	22.6	23	*	25.8	18.4	3	100	100	95%
African American	NA	*	9.5	NA	*	28.8	NA	*	33.7	NA	*	28	NA	NA	100	97%
Alaska Native/American Indian	16.7	15.8	8.8	50	36.8	25	33.3	29.8	29.2	0	17.5	37	6	100	100	95%
Asian/Pacific Islander	NA	NA	14.6	NA	NA	30.3	NA	NA	31.5	NA	NA	23.7	NA	NA	NA	97%
Caucasian	NA	33.3	33.6	NA	44.4	38.8	NA	0	19.4	NA	22.2	8.2	NA	NA	100	94%
Hispanic	NA	NA	18	NA	NA	35.6	NA	NA	29	NA	NA	17.4	NA	NA	NA	96%
Multi-Ethnic	*	*	21.7	*	*	37.7	*	*	26.5	*	*	14.2	1	100	100	96%
Economically Disadvantaged	14.3	14	11.8	42.9	40	29	28.6	24	30.4	14.3	22	28.7	7	100	100	95%
NOT Economically Disadvantaged	NA	33.3	33.3	NA	27.8	38.7	NA	27.8	19.3	NA	11.1	8.7	NA	NA	100	95%
Students with Disabilities	*	0	6.5	*	40	18.2	*	40	31.1	*	20	44.2	2	100	100	94%
Students WITHOUT Disabilities	20	22.4	26	60	36.2	36.8	0	22.4	23.4	20	19	13.8	5	100	100	95%
LEP Students	NA	NA	1.1	NA	NA	8.4	NA	NA	28.8	NA	NA	61.7	NA	NA	NA	96%
NOT LEP Students	14.3	19.1	26	42.9	36.8	37.3	28.6	25	23.9	14.3	19.1	12.7	7	100	100	95%
Migrant students	14.3	17.2	12.5	42.9	37.9	29.9	28.6	27.6	30.2	14.3	17.2	27.4	7	100	100	96%
NOT Migrant students	NA	20.5	24.3	NA	35.9	34.6	NA	23.1	24	NA	20.5	17.2	NA	NA	100	95%


Two-Year Trend for District Students Scoring Proficient or Above by Grade Level



FALL 2013 HSGQE

 Grades	Reading				Writing				Mathematics			
	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient
11	*	*	*	*	*	*	*	*	*	*	*	*
12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

SPRING 2014 HSGQE

 Grades	Reading				Writing				Mathematics			
	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA	*	*	*	*
All Grades	*	≥ 60	*	≤ 40	*	*	*	*	*	≥ 60	*	≤ 40

ALASKA SCHOOL PERFORMANCE INDEX (ASPI): 2013-2014

ASPI Rating: ***

School District Lake and Peninsula Borough School District School Nondalton School

Participation Rate Grades 3-10	Number Tested		Number Enrolled		Participation Rate		Met Participation Rate		Points None, acts as a trigger to achievement denominator.
	Cnt	Prct	Cnt	Prct	Cnt	Prct	Cnt	Prct	
	19		19		100.00%		Yes		

K-8 Performance

Academic Achievement	Reading		Writing		Math		Points	Weighting	ASPI Points
	Cnt	Prct	Cnt	Prct	Cnt	Prct			
	10	15	10	15	10	15	66.67	0.35	23.33
School Progress (Subgroup must have >5 students to be considered)	Growth All		Growth-AK Net		Growth-w/Disabs		94.18	0.4	37.67
Attendance Rate	94.00		95.83		N/A		80.00	0.25	20.00
							Total K-8 Points	1.00	81.01

9-12 Performance

Academic Achievement	Reading		Writing		Math		Points	Weighting	ASPI Points
	Cnt	Prct	Cnt	Prct	Cnt	Prct			
	^	4	^	4	^	4	66.67	0.2	13.33
School Progress (Subgroup must have >5 students to be considered)	Growth All		Growth -AK Nat		Growth-w/Disabs		97.78	0.4	39.11
Attendance Rate	97.78		N/A		N/A		50.00	0.1	5.00
Graduation Rate	88.52%		Cohorts - 4 Yr		Cohorts - 5 Yr		N/A	0	0.00
College Career Readiness	N/A		N/A		N/A		0.00	0.08	0.00
WorkKeys Participation	100.00%						100.00	0.02	2.00
							Total 9-12 Points	0.80	74.31

^ - Results are suppressed to protect individual confidentiality.

* - All eligible students are counted when Participation Rate is not met.

N/A - Results do not meet minimum reporting thresholds or no students of the reported grade level were served.

Per 4 AAC.06.835(b), this designation becomes final unless a review is requested within 30 days from receipt.

K-8 Enrollment Count:	23	K-8 Enrollment Ratio:	0.74
9-12 Enrollment Count:	8	9-12 Enrollment Ratio:	0.26

ASPI Score	79.28
-------------------	--------------

2013-2014 Annual Measurable Objectives (AMO) Progress Report
Alaska Department of Education & Early Development
Prepared on August 28, 2014

School: Nondalton School District: Lake and Peninsula Borough School District Title I School: Yes

Subgroup ¹	Reading			Writing			Math					
	State Target	School Target	Percent of FAY Students Proficient or Above ³	Reading Target Met? ⁴	State Target	School Target	Percent of FAY Students Proficient or Above ³	Writing Target Met? ⁴	State Target	School Target	Percent of FAY Students Proficient or Above ³	Math Target Met? ⁴
All Students	83.83%	76.83%	64.71%	No	79.17%	72.25%	64.71%	No	74.50%	72.25%	64.71%	No
African American	78.67%	N/A	N/A	N/A	73.50%	N/A	N/A	N/A	62.67%	N/A	N/A	N/A
Alaska Native & American Indian	66.08%	72.25%	83.33%	Yes	59.92%	77.75%	75.00%	Yes	57.75%	72.25%	83.33%	Yes
Asian & Pacific Islander	81.00%	N/A	N/A	N/A	78.58%	N/A	N/A	N/A	74.08%	N/A	N/A	N/A
Caucasian	92.08%	N/A	N/A	N/A	87.75%	N/A	N/A	N/A	82.75%	N/A	N/A	N/A
Hispanic	84.17%	N/A	N/A	N/A	79.92%	N/A	N/A	N/A	72.75%	N/A	N/A	N/A
Two or more races	85.50%	N/A	20.00%	N/A	80.75%	N/A	40.00%	N/A	75.75%	N/A	20.00%	N/A
Economically Disadvantaged	74.33%	76.83%	60.00%	No	68.75%	72.25%	60.00%	No	64.17%	72.25%	60.00%	No
Students w/Disabilities (SWD) ²	57.42%	N/A	N/A	N/A	52.33%	N/A	N/A	N/A	47.50%	N/A	N/A	N/A
Limited English Proficient (LEP) ²	53.33%	N/A	N/A	N/A	50.08%	N/A	N/A	N/A	48.75%	N/A	N/A	N/A

NOTES:

1. If a subgroup has fewer than five students enrolled in tested grades, "N/A" has been entered for the proficiency percentage and "Target Met?" fields.
2. Students with Disabilities (SWD) and Limited English Proficient (LEP) subgroups include assessment scores of former SWD and former LEP students that are being monitored for two years.
3. Proficiency percentage is based on "Full Academic Year" (FAY) students enrolled from October 1 through the first day of testing in spring 2014.
4. The AMO target is met if either the state or the school target has been met.
5. The participation rate target is 95 percent if the number of enrolled students is greater than 40. If the number of enrolled students is 40 or less, all but two students must test. Subgroups with fewer than five students will reflect "N/A" in the "Target Met?" field.
6. The attendance rate target is 95 percent for the school as a whole and for each subgroup with at least five students enrolled.
7. The graduation rate target is 90 percent for the school as a whole and for each subgroup with at least five members if the school enrolls students in grade 12. A school or subgroup with 10 or fewer students satisfies the graduation rate requirement if all but one of those students graduates.

Subgroup	Participation Rate			Attendance Rate		Graduation Rate		
	Enrolled	Rate (%)	Target Met? ⁵	Rate	Target Met? ⁶	4-Year Rate	5-Year Rate	Target Met? ⁷
All Students	19	100.00%	Yes	90.80%	No	0.00%	50.00%	Yes
African American	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Alaska Native & American Indian	14	100.00%	Yes	90.78%	No	0.00%	50.00%	Yes
Asian & Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races	5	100.00%	Yes	90.90%	No	N/A	N/A	N/A
Economically Disadvantaged	17	100.00%	Yes	91.05%	No	0.00%	50.00%	Yes
Students w/Disabilities (SWD) ²	3	100.00%	N/A	86.76%	No	0.00%	0.00%	Yes
Limited English Proficient (LEP) ²	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

School Report Card for 2013-2014 School Year

School: Perryville **District:** Lake and Peninsula School District
Grade span: K-12 **School Enrollment:** 27
ASPI Score: 80.77% **Star Rating:** ***
Title I School? Yes **Title I Program:** Schoolwide

Accreditation: No

A Title I school receives federal money to support low-achieving students. A Schoolwide Title I Program uses the money to improve the education for all students. A Targeted Assistance Title I Program uses the money to provide help for students who need it most.

This School Report Card presents information about the school's performance for the 2013-2014 school year according to the new state accountability system as approved in Alaska's ESEA Flexibility Waiver and state regulations. The new accountability system is based on two prongs: the Alaska School Performance Index (ASPI) for schools and progress on the Annual Measurable Objective (AMO) targets for schools, districts, and the state. This system replaces the former Adequate Yearly Progress (AYP) system under No Child Left Behind.

Under ASPI, each school receives a score on a 100-point scale and a star rating from 5-stars (highest) to 1-star. The ASPI score and star rating give an overall picture of how well the school is doing to prepare the students to be college-, career- and culturally ready graduates.

The AMO targets have been revised with the goal that each school will reduce the percent of students not proficient on the reading, writing, and math tests by half at the end of six years. Each school will receive a report every year showing the percentage of students that were proficient on each test and whether the school has met the targets for the year.

Copies of the 2014 School ASPI Report and the 2014 School AMO Progress Report are found at the end of this School Report Card.

More information about the new system and the ASPI and AMO targets and progress reports for schools can be found on the Department of Education & Early Development website at: education.alaska.gov.

- Click on the green star or the Accountability tab to find the ASPI and AMO reports.
- Click on the orange star or Support tab to find information about how schools are supported in writing and implementing school improvement plans.

The District Report Card and School Report Cards are available

from the school or district at: PO Box 498 King Salmon, AK 99613

or on the district website at: lpsd.com

Information on Qualifications of Teachers

Number of Teachers With Highest Degree:			
<i>Bachelors</i>	<i>Masters</i>	<i>Ed Specialist</i>	<i>Doctorate</i>
1	2	0	0

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

Percentage of Classes Taught by Highly Qualified Teachers	88.9%
--	-------

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

Other School Information

Grades KG-8 Retention Rate:	0	Number of High School Graduates:	2
Percentage Diploma HSGQE Waiver:	0	Number of Diploma HSGQE Waiver:	0
Grades 7-12 Dropout Rate:	0%	Number of Grade 7-12 Dropouts:	0
Enrollment Change:	8%	Enrollment Change Due to Transfers:	45.45%
Students Survey Return Rate:	52.2%	Parents Survey Return Rate:	44.9%
Students Commenting:	10	Parents Commenting:	5
Average Volunteer Hours Per Week:	0	Community Members Commenting:	0
Persistently Dangerous School:	No	School/Business Partnerships:	0

Student Achievement Results

Student achievement results appear on the next four pages. Please note that if fewer than 5 students tested in a given subject, results may not be reported and all values will be suppressed, indicated by an *. Additionally, when small numbers of students score at two or fewer proficiency levels, percentages must be reported as a range.

All Students Tested Grades 3 – 10

READING	% Advanced			% Proficient			% Below			% Far Below			Total Tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	0	31.3	37.1	72.7	49.4	43	9.1	14.5	13.9	18.2	4.8	6	11	100	99.4	98%
Female	*	35.6	41.3	*	52.9	42.4	*	8	11.6	*	3.4	4.7	4	100	98.9	98%
Male	0	26.6	33.1	57.1	45.6	43.5	14.3	21.5	16.1	28.6	6.3	7.3	7	100	100	98%
African American	NA	28.6	25.3	NA	57.1	48.8	NA	14.3	18.5	NA	0	7.4	NA	NA	100	98%
Alaska Native/American Indian	0	20.3	15.9	72.7	60.2	42.4	9.1	13.6	27.2	18.2	5.9	14.4	11	100	99.2	98%
Asian/Pacific Islander	NA	NA	29.2	NA	NA	48.9	NA	NA	16.6	NA	NA	5.3	NA	NA	NA	99%
Caucasian	NA	80	49.8	NA	6.7	40.2	NA	13.3	7.3	NA	0	2.6	NA	NA	100	98%
Hispanic	NA	NA	33.3	NA	NA	48.4	NA	NA	13.5	NA	NA	4.8	NA	NA	NA	98%
Multi-Ethnic	NA	18.2	36.7	NA	45.5	47.2	NA	27.3	11.8	NA	9.1	4.3	NA	NA	100	98%
Economically Disadvantaged	0	18.4	23.1	70	58.8	46.4	10	16.7	20.6	20	6.1	9.9	10	100	99.1	98%
NOT Economically Disadvantaged	*	59.6	49.9	*	28.8	39.8	*	9.6	7.8	*	1.9	2.5	1	100	100	98%
Students with Disabilities	*	10	10.8	*	20	37.4	*	50	31.9	*	20	19.9	3	100	100	97%
Students WITHOUT Disabilities	*	34.2	41.6	≥ 75	53.4	43.9	*	9.6	10.8	*	2.7	3.7	8	100	99.3	98%
LEP Students	NA	NA	4.3	NA	NA	32.9	NA	NA	39.1	NA	NA	23.7	NA	NA	NA	98%
NOT LEP Students	0	31.3	41.3	72.7	49.4	44.2	9.1	14.5	10.7	18.2	4.8	3.8	11	100	99.4	98%
Migrant students	*	22.4	22.9	*	51.7	46	*	17.2	21.1	*	8.6	10	4	100	98.3	99%
NOT Migrant students	*	36.1	38.4	≥ 75	48.1	42.7	≤ 25	13	13.3	*	2.8	5.7	7	100	100	98%

All Students Tested Grades 3 – 10

WRITING	Advanced			Proficient			Below			Far Below			Total Tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	9.1	15.2	21.2	54.5	59.4	53.5	36.4	21.8	20.1	0	3.6	5.1	11	100	98.8	98%
Female	*	18.4	26.6	*	65.5	54.4	*	14.9	16	*	1.1	3	4	100	98.9	98%
Male	14.3	11.5	16.2	42.9	52.6	52.7	42.9	29.5	24	0	6.4	7.1	7	100	98.7	98%
African American	NA	*	14.4	NA	≥ 75	53.6	NA	≤ 25	25.9	NA	*	6.1	NA	NA	100	98%
Alaska Native/American Indian	9.1	9.4	7.7	54.5	60.7	43.3	36.4	26.5	36.5	0	3.4	12.5	11	100	98.3	98%
Asian/Pacific Islander	NA	NA	18.4	NA	NA	57	NA	NA	20.4	NA	NA	4.2	NA	NA	NA	99%
Caucasian	NA	46.7	28.5	NA	43.3	56.6	NA	6.7	12.7	NA	3.3	2.2	NA	NA	100	98%
Hispanic	NA	NA	19.5	NA	NA	57.9	NA	NA	18.8	NA	NA	3.8	NA	NA	NA	98%
Multi-Ethnic	NA	0	22.5	NA	72.7	55.9	NA	18.2	17.7	NA	9.1	3.8	NA	NA	100	98%
Economically Disadvantaged	10	8.8	12.9	60	61.1	50.1	30	24.8	28.8	0	5.3	8.3	10	100	98.3	98%
NOT Economically Disadvantaged	*	28.8	28.8	*	55.8	56.7	*	15.4	12.3	*	0	2.3	1	100	100	98%
Students with Disabilities	*	0	5.9	*	40	36.2	*	55	41.3	*	5	16.5	3	100	100	97%
Students WITHOUT Disabilities	12.5	17.2	23.8	62.5	62.1	56.5	25	17.2	16.5	0	3.4	3.2	8	100	98.6	98%
LEP Students	NA	NA	3.4	NA	NA	29.5	NA	NA	47.9	NA	NA	19.2	NA	NA	NA	98%
NOT LEP Students	9.1	15.2	23.5	54.5	59.4	56.6	36.4	21.8	16.6	0	3.6	3.3	11	100	98.8	98%
Migrant students	*	10.3	12.5	*	62.1	50.1	*	19	28.9	*	8.6	8.4	4	100	98.3	98%
NOT Migrant students	*	17.8	22	≤ 75	57.9	53.8 156	≥ 25	23.4	19.3	*	0.9	4.8	7	100	99.1	98%

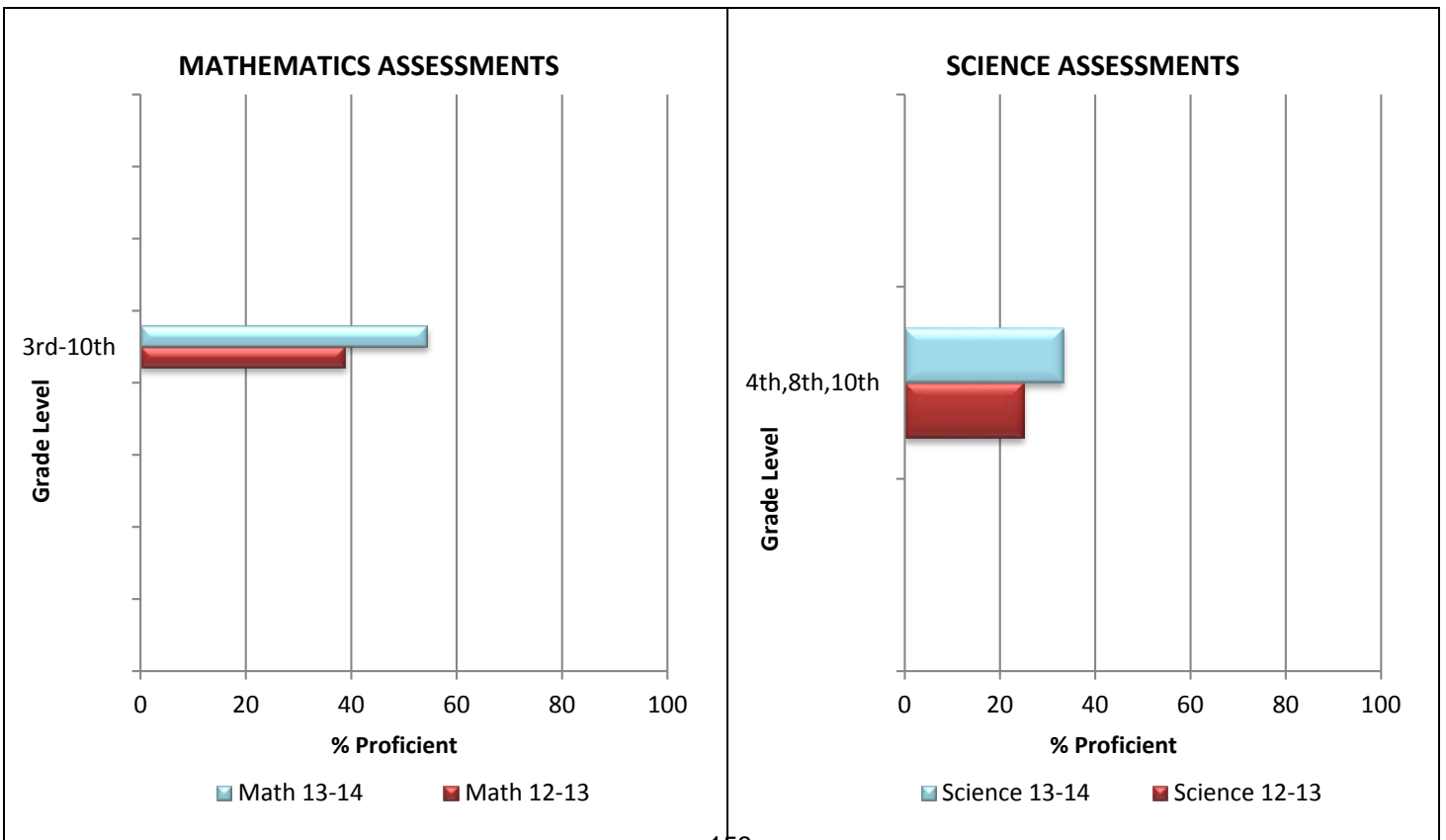
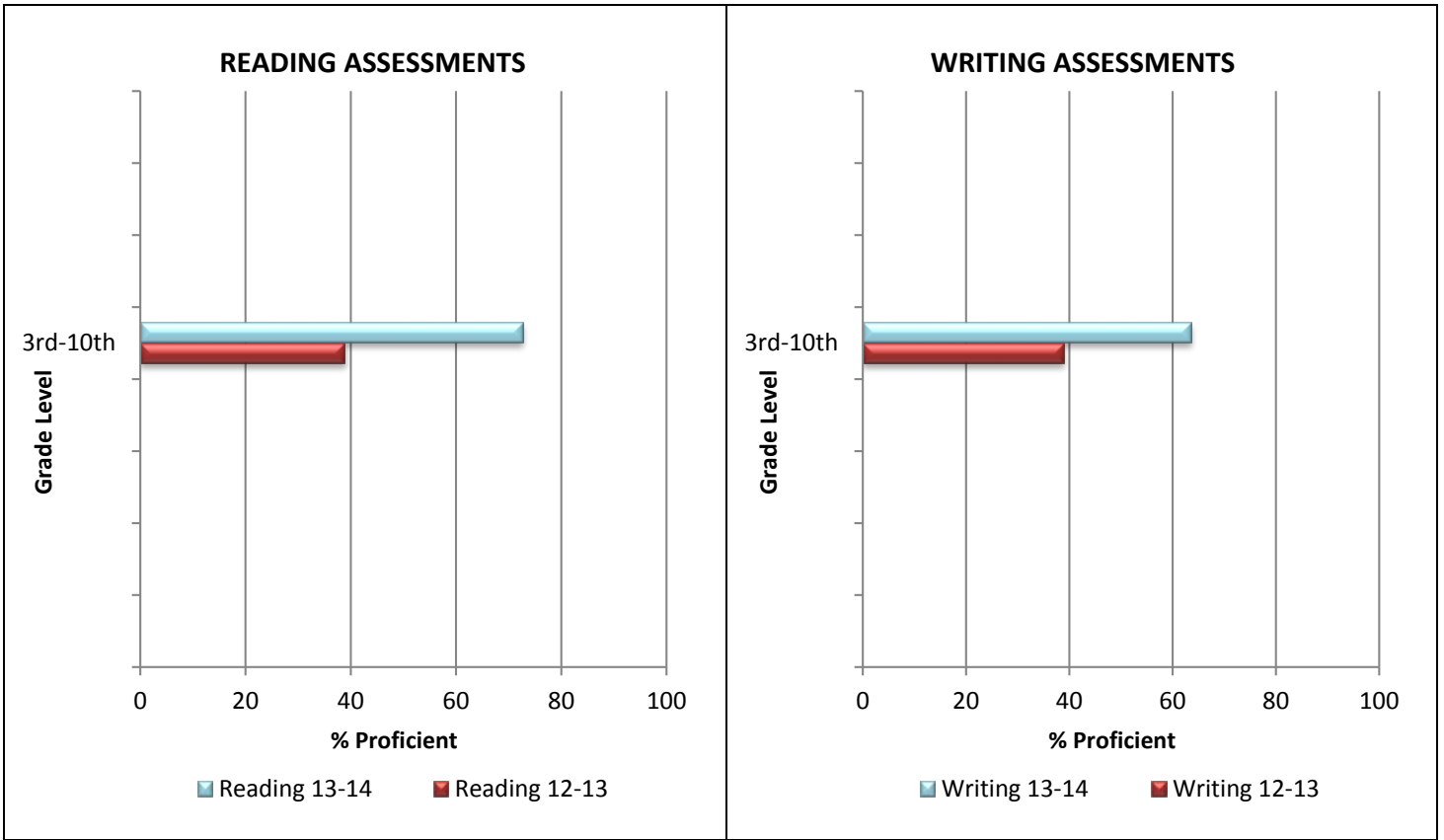
All Students Tested Grades 3 – 10

MATHEMATICS	Advanced			Proficient			Below			Far Below			Total tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	0	30.9	32.7	54.5	43.6	35.7	27.3	16.4	16.1	18.2	9.1	15.5	11	100	98.8	98%
Female	*	34.5	32.7	*	42.5	37.3	*	17.2	15.7	*	5.7	14.2	4	100	98.9	98%
Male	0	26.9	32.6	57.1	44.9	34.3	14.3	15.4	16.5	28.6	12.8	16.7	7	100	98.7	98%
African American	NA	42.9	18.6	NA	28.6	35.4	NA	14.3	22.2	NA	14.3	23.7	NA	NA	100	98%
Alaska Native/American Indian	0	20.5	15.7	54.5	52.1	31.9	27.3	17.9	22	18.2	9.4	30.4	11	100	98.3	98%
Asian/Pacific Islander	NA	NA	29.4	NA	NA	38.6	NA	NA	17.3	NA	NA	14.7	NA	NA	NA	99%
Caucasian	NA	73.3	42.9	NA	13.3	36.2	NA	10	12.4	NA	3.3	8.5	NA	NA	100	98%
Hispanic	NA	NA	27.1	NA	NA	39.2	NA	NA	18.2	NA	NA	15.5	NA	NA	NA	98%
Multi-Ethnic	NA	18.2	32.8	NA	45.5	37.8	NA	18.2	16.3	NA	18.2	13.1	NA	NA	100	98%
Economically Disadvantaged	0	22.1	20.6	60	46.9	35.6	20	19.5	20.5	20	11.5	23.3	10	100	98.3	98%
NOT Economically Disadvantaged	*	50	43.7	*	36.5	35.9	*	9.6	12.1	*	3.8	8.3	1	100	100	98%
Students with Disabilities	*	5	10.3	*	40	25.4	*	25	23.6	*	30	40.7	3	100	100	97%
Students WITHOUT Disabilities	0	34.5	36.5	62.5	44.1	37.5	25	15.2	14.8	12.5	6.2	11.2	8	100	98.6	98%
LEP Students	NA	NA	6.1	NA	NA	24.6	NA	NA	24.4	NA	NA	45	NA	NA	NA	98%
NOT LEP Students	0	30.9	36.1	54.5	43.6	37.2	27.3	16.4	15	18.2	9.1	11.7	11	100	98.8	98%
Migrant students	*	27.6	23	*	44.8	36.9	*	17.2	18.7	*	10.3	21.4	4	100	98.3	98%
NOT Migrant students	0	32.7	33.6	42.9	43	35.6	42.9	15.9	15.9	14.3	8.4	14.9	7	100	99.1	98%


All Students Tested Grades 4, 8, & 10

SCIENCE	Advanced			Proficient			Below			Far Below			Total tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	0	19.1	23.3	33.3	36.8	34.2	16.7	25	24.5	50	19.1	18	6	100	100	95%
Female	*	18.9	21.1	*	40.5	35.3	*	27	26	*	13.5	17.7	1	100	100	95%
Male	*	19.4	25.4	≤ 40	32.3	33.2	*	22.6	23	≥ 60	25.8	18.4	5	100	100	95%
African American	NA	*	9.5	NA	*	28.8	NA	*	33.7	NA	*	28	NA	NA	100	97%
Alaska Native/American Indian	0	15.8	8.8	33.3	36.8	25	16.7	29.8	29.2	50	17.5	37	6	100	100	95%
Asian/Pacific Islander	NA	NA	14.6	NA	NA	30.3	NA	NA	31.5	NA	NA	23.7	NA	NA	NA	97%
Caucasian	NA	33.3	33.6	NA	44.4	38.8	NA	0	19.4	NA	22.2	8.2	NA	NA	100	94%
Hispanic	NA	NA	18	NA	NA	35.6	NA	NA	29	NA	NA	17.4	NA	NA	NA	96%
Multi-Ethnic	NA	*	21.7	NA	*	37.7	NA	*	26.5	NA	*	14.2	NA	NA	100	96%
Economically Disadvantaged	0	14	11.8	33.3	40	29	16.7	24	30.4	50	22	28.7	6	100	100	95%
NOT Economically Disadvantaged	NA	33.3	33.3	NA	27.8	38.7	NA	27.8	19.3	NA	11.1	8.7	NA	NA	100	95%
Students with Disabilities	*	0	6.5	*	40	18.2	*	40	31.1	*	20	44.2	2	100	100	94%
Students WITHOUT Disabilities	*	22.4	26	*	36.2	36.8	*	22.4	23.4	*	19	13.8	4	100	100	95%
LEP Students	NA	NA	1.1	NA	NA	8.4	NA	NA	28.8	NA	NA	61.7	NA	NA	NA	96%
NOT LEP Students	0	19.1	26	33.3	36.8	37.3	16.7	25	23.9	50	19.1	12.7	6	100	100	95%
Migrant students	*	17.2	12.5	*	37.9	29.9	*	27.6	30.2	*	17.2	27.4	3	100	100	96%
NOT Migrant students	*	20.5	24.3	*	35.9	34.6	*	23.1	24	*	20.5	17.2	3	100	100	95%


Two-Year Trend for District Students Scoring Proficient or Above by Grade Level



FALL 2013 HSGQE

 Grades	Reading				Writing				Mathematics			
	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient
11	NA	NA	NA	NA	NA	NA	NA	NA	*	*	*	*
12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	NA	NA	NA	NA	NA	NA	NA	NA	*	*	*	*

SPRING 2014 HSGQE

 Grades	Reading				Writing				Mathematics			
	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient
10	*	*	*	*	*	*	*	*	*	*	*	*
11	NA	NA	NA	NA	*	*	*	*	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

ASPI Rating: *** ALASKA SCHOOL PERFORMANCE INDEX (ASPI): 2013-2014

School District: Lake and Peninsula Borough School District School: Perryville School

Participation Rate Grades 3-10	Number Tested		Number Enrolled		Participation Rate		Met Participation Rate		Points None, acts as a trigger to achievement denominator.
	Ont Proficient	Ont Tested *	Fct Proficient	Fct Proficient	Ont Proficient	Ont Tested *	Yes	Yes	
	^	9	75% or more	6	9	66.67%	4	9	44.44%
	100.00	91.91%	Growth All	100.00	100.00	Growth-w/Disabs	N/A	N/A	40.00
	93.33	90.41%	Growth -AK Nat	N/A	N/A	Growth-w/Disabs	N/A	N/A	20.00

K-8 Performance

Academic Achievement	Reading		Writing		Math		Points	Weighting	ASPI Points
	Ont Proficient	Ont Tested *	Fct Proficient	Fct Proficient	Ont Proficient	Ont Tested *			
	^	9	75% or more	6	9	66.67%	4	9	44.44%
	100.00	91.91%	Growth All	100.00	100.00	Growth-w/Disabs	N/A	N/A	40.00
	93.33	90.41%	Growth -AK Nat	N/A	N/A	Growth-w/Disabs	N/A	N/A	20.00

Total K-8 Points: 1.00 82.04

9-12 Performance

Academic Achievement	Reading		Writing		Math		Points	Weighting	ASPI Points
	Ont Proficient	Ont Tested *	Fct Proficient	Fct Proficient	Ont Proficient	Ont Tested *			
	^	2	^	2	^	^	^	2	^
	93.33	90.41%	Growth -AK Nat	N/A	N/A	Growth-w/Disabs	N/A	N/A	37.33
	47.50	75.00%	Cohorts - 4 Yr	5 Year	Cohorts - 5 Yr	N/A	N/A	0	0.00
	47.50	75.00%	Cohorts - 4 Yr	5 Year	Cohorts - 5 Yr	N/A	N/A	0	0.00

Total 9-12 Points: 0.80 78.08

^ - Results are suppressed to protect individual confidentiality.

* - All eligible students are counted when Participation Rate is not met.

N/A - Results do not meet minimum reporting thresholds or no students of the reported grade level were served.

Per 4 AAC 06.835(b), this designation becomes final unless a review is requested within 30 days from receipt.

K-8 Enrollment Count:	17	K-8 Enrollment Ratio:	0.68
9-12 Enrollment Count:	8	9-12 Enrollment Ratio:	0.32

ASPI Score: 80.77

2013-2014 Annual Measurable Objectives (AMO) Progress Report
 Alaska Department of Education & Early Development
 Prepared on August 28, 2014

School: Perryville School District: Lake and Peninsula Borough School District Title I School: Yes

Subgroup ¹	Reading			Writing			Math					
	State Target	School Target	Percent of FAY Students Proficient or Above ³	Reading Target Met? ⁴	State Target	School Target	Percent of FAY Students Proficient or Above ³	Writing Target Met? ⁴	State Target	School Target	Percent of FAY Students Proficient or Above ³	Math Target Met? ⁴
All Students	83.83%	77.25%	80.00%	Yes	79.17%	77.25%	70.00%	No	74.50%	54.58%	60.00%	Yes
African American	78.67%	N/A	N/A	N/A	73.50%	N/A	N/A	N/A	62.67%	N/A	N/A	N/A
Alaska Native & American Indian	66.08%	75.00%	80.00%	Yes	59.92%	75.00%	70.00%	Yes	57.75%	50.00%	60.00%	Yes
Asian & Pacific Islander	81.00%	N/A	N/A	N/A	78.58%	N/A	N/A	N/A	74.08%	N/A	N/A	N/A
Caucasian	92.08%	N/A	N/A	N/A	87.75%	N/A	N/A	N/A	82.75%	N/A	N/A	N/A
Hispanic	84.17%	N/A	N/A	N/A	79.92%	N/A	N/A	N/A	72.75%	N/A	N/A	N/A
Two or more races	85.50%	N/A	N/A	N/A	80.75%	N/A	N/A	N/A	75.75%	N/A	N/A	N/A
Economically Disadvantaged	74.33%	72.25%	77.78%	Yes	68.75%	72.25%	77.78%	Yes	64.17%	44.42%	66.67%	Yes
Students w/Disabilities (SWD) ²	57.42%	N/A	N/A	N/A	52.33%	N/A	N/A	N/A	47.50%	N/A	N/A	N/A
Limited English Proficient (LEP) ²	53.33%	N/A	N/A	N/A	50.08%	N/A	N/A	N/A	48.75%	N/A	N/A	N/A

NOTES:

1. If a subgroup has fewer than five students enrolled in tested grades, "N/A" has been entered for the proficiency percentage and "Target Met?" fields.
2. Students with Disabilities (SWD) and Limited English Proficient (LEP) subgroups include assessment scores of former SWD and former LEP students that are being monitored for two years.
3. Proficiency percentage is based on "Full Academic Year" (FAY) students enrolled from October 1 through the first day of testing in spring 2014.
4. The AMO target is met if either the state or the school target has been met.
5. The participation rate target is 95 percent if the number of enrolled students is greater than 40. If the number of enrolled students is 40 or less, all but two students must test. Subgroups with fewer than five students will reflect "N/A" in the "Target Met?" field.
6. The attendance rate target is 95 percent for the school as a whole and for each subgroup with at least five students enrolled.
7. The graduation rate target is 90 percent for the school as a whole and for each subgroup with at least five members if the school enrolls students in grade 12. A school or subgroup with 10 or fewer students satisfies the graduation rate requirement if all but one of those students graduates.

Subgroup	Participation Rate		Attendance Rate		Graduation Rate			
	Enrolled	Rate (%)	Target Met? ⁵	Rate	Target Met? ⁶	4-Year Rate	5-Year Rate	Target Met? ⁷
All Students	11	100.00%	Yes	91.42%	No	66.67%	100.00%	Yes
African American	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Alaska Native & American Indian	11	100.00%	Yes	91.14%	No	66.67%	100.00%	Yes
Asian & Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	10	100.00%	Yes	91.26%	No	66.67%	100.00%	Yes
Students w/Disabilities (SWD) ²	3	100.00%	N/A	N/A	N/A	100.00%	N/A	Yes
Limited English Proficient (LEP) ²	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

School Report Card for 2013-2014 School Year

School: Pilot Point **District:** Lake and Peninsula School District
Grade span: K-12 **School Enrollment:** 10
ASPI Score: 77.84% **Star Rating:** ***
Title I School? Yes **Title I Program:** Schoolwide

Accreditation: No

A Title I school receives federal money to support low-achieving students. A Schoolwide Title I Program uses the money to improve the education for all students. A Targeted Assistance Title I Program uses the money to provide help for students who need it most.

This School Report Card presents information about the school's performance for the 2013-2014 school year according to the new state accountability system as approved in Alaska's ESEA Flexibility Waiver and state regulations. The new accountability system is based on two prongs: the Alaska School Performance Index (ASPI) for schools and progress on the Annual Measurable Objective (AMO) targets for schools, districts, and the state. This system replaces the former Adequate Yearly Progress (AYP) system under No Child Left Behind.

Under ASPI, each school receives a score on a 100-point scale and a star rating from 5-stars (highest) to 1-star. The ASPI score and star rating give an overall picture of how well the school is doing to prepare the students to be college-, career- and culturally ready graduates.

The AMO targets have been revised with the goal that each school will reduce the percent of students not proficient on the reading, writing, and math tests by half at the end of six years. Each school will receive a report every year showing the percentage of students that were proficient on each test and whether the school has met the targets for the year.

Copies of the 2014 School ASPI Report and the 2014 School AMO Progress Report are found at the end of this School Report Card.

More information about the new system and the ASPI and AMO targets and progress reports for schools can be found on the Department of Education & Early Development website at: education.alaska.gov.

- Click on the green star or the Accountability tab to find the ASPI and AMO reports.
- Click on the orange star or Support tab to find information about how schools are supported in writing and implementing school improvement plans.

The District Report Card and School Report Cards are available

from the school or district at: PO Box 498 King Salmon, AK 99613

or on the district website at: lpsd.com

Information on Qualifications of Teachers

Number of Teachers With Highest Degree:			
<i>Bachelors</i>	<i>Masters</i>	<i>Ed Specialist</i>	<i>Doctorate</i>
2	0	0	0

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

Percentage of Classes Taught by Highly Qualified Teachers	85.7%
--	-------

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

Other School Information

Grades KG-8 Retention Rate:	0	Number of High School Graduates:	1
Percentage Diploma HSGQE Waiver:	0	Number of Diploma HSGQE Waiver:	0
Grades 7-12 Dropout Rate:	0%	Number of Grade 7-12 Dropouts:	0
Enrollment Change:	-37.5%	Enrollment Change Due to Transfers:	41.67%
Students Survey Return Rate:	31.7%	Parents Survey Return Rate:	11.1%
Students Commenting:	4	Parents Commenting:	1
Average Volunteer Hours Per Week:	0	Community Members Commenting:	0
Persistently Dangerous School:	No	School/Business Partnerships:	0

Student Achievement Results

Student achievement results appear on the next four pages. Please note that if fewer than 5 students tested in a given subject, results may not be reported and all values will be suppressed, indicated by an *. Additionally, when small numbers of students score at two or fewer proficiency levels, percentages must be reported as a range.

All Students Tested Grades 3 – 10

READING	% Advanced			% Proficient			% Below			% Far Below			total tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	*	31.3	37.1	≥ 60	49.4	43	*	14.5	13.9	*	4.8	6	6	100	99.4	98%
Female	*	35.6	41.3	*	52.9	42.4	*	8	11.6	*	3.4	4.7	2	100	98.9	98%
Male	*	26.6	33.1	*	45.6	43.5	*	21.5	16.1	*	6.3	7.3	4	100	100	98%
African American	NA	28.6	25.3	NA	57.1	48.8	NA	14.3	18.5	NA	0	7.4	NA	NA	100	98%
Alaska Native/American Indian	*	20.3	15.9	≥ 60	60.2	42.4	*	13.6	27.2	*	5.9	14.4	5	100	99.2	98%
Asian/Pacific Islander	NA	NA	29.2	NA	NA	48.9	NA	NA	16.6	NA	NA	5.3	NA	NA	NA	99%
Caucasian	NA	80	49.8	NA	6.7	40.2	NA	13.3	7.3	NA	0	2.6	NA	NA	100	98%
Hispanic	NA	NA	33.3	NA	NA	48.4	NA	NA	13.5	NA	NA	4.8	NA	NA	NA	98%
Multi-Ethnic	*	18.2	36.7	*	45.5	47.2	*	27.3	11.8	*	9.1	4.3	1	100	100	98%
Economically Disadvantaged	*	18.4	23.1	≥ 60	58.8	46.4	*	16.7	20.6	*	6.1	9.9	6	100	99.1	98%
NOT Economically Disadvantaged	NA	59.6	49.9	NA	28.8	39.8	NA	9.6	7.8	NA	1.9	2.5	NA	NA	100	98%
Students with Disabilities	NA	10	10.8	NA	20	37.4	NA	50	31.9	NA	20	19.9	NA	NA	100	97%
Students WITHOUT Disabilities	*	34.2	41.6	≥ 60	53.4	43.9	*	9.6	10.8	*	2.7	3.7	6	100	99.3	98%
LEP Students	NA	NA	4.3	NA	NA	32.9	NA	NA	39.1	NA	NA	23.7	NA	NA	NA	98%
NOT LEP Students	*	31.3	41.3	≥ 60	49.4	44.2	*	14.5	10.7	*	4.8	3.8	6	100	99.4	98%
Migrant students	NA	22.4	22.9	NA	51.7	46	NA	17.2	21.1	NA	8.6	10	NA	NA	98.3	99%
NOT Migrant students	*	36.1	38.4	≥ 60	48.1	42.7	*	13	13.3	*	2.8	5.7	6	100	100	98%

All Students Tested Grades 3 – 10

WRITING	Advanced			Proficient			Below			Far Below			total tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	*	15.2	21.2	≥ 60	59.4	53.5	≤ 40	21.8	20.1	*	3.6	5.1	5	83.3	98.8	98%
Female	*	18.4	26.6	*	65.5	54.4	*	14.9	16	*	1.1	3	2	100	98.9	98%
Male	*	11.5	16.2	*	52.6	52.7	*	29.5	24	*	6.4	7.1	3	75	98.7	98%
African American	NA	*	14.4	NA	≥ 75	53.6	NA	≤ 25	25.9	NA	*	6.1	NA	NA	100	98%
Alaska Native/American Indian	*	9.4	7.7	*	60.7	43.3	*	26.5	36.5	*	3.4	12.5	4	80	98.3	98%
Asian/Pacific Islander	NA	NA	18.4	NA	NA	57	NA	NA	20.4	NA	NA	4.2	NA	NA	NA	99%
Caucasian	NA	46.7	28.5	NA	43.3	56.6	NA	6.7	12.7	NA	3.3	2.2	NA	NA	100	98%
Hispanic	NA	NA	19.5	NA	NA	57.9	NA	NA	18.8	NA	NA	3.8	NA	NA	NA	98%
Multi-Ethnic	*	0	22.5	*	72.7	55.9	*	18.2	17.7	*	9.1	3.8	1	100	100	98%
Economically Disadvantaged	*	8.8	12.9	≥ 60	61.1	50.1	≤ 40	24.8	28.8	*	5.3	8.3	5	83.3	98.3	98%
NOT Economically Disadvantaged	NA	28.8	28.8	NA	55.8	56.7	NA	15.4	12.3	NA	0	2.3	NA	NA	100	98%
Students with Disabilities	NA	0	5.9	NA	40	36.2	NA	55	41.3	NA	5	16.5	NA	NA	100	97%
Students WITHOUT Disabilities	*	17.2	23.8	≥ 60	62.1	56.5	≤ 40	17.2	16.5	*	3.4	3.2	5	83.3	98.6	98%
LEP Students	NA	NA	3.4	NA	NA	29.5	NA	NA	47.9	NA	NA	19.2	NA	NA	NA	98%
NOT LEP Students	*	15.2	23.5	≥ 60	59.4	56.6	≤ 40	21.8	16.6	*	3.6	3.3	5	83.3	98.8	98%
Migrant students	NA	10.3	12.5	NA	62.1	50.1	NA	19	28.9	NA	8.6	8.4	NA	NA	98.3	98%
NOT Migrant students	*	17.8	22	≥ 60	57.9	53.8	≤ 40	23.4	19.3	*	0.9	4.8	5	83.3	99.1	98%

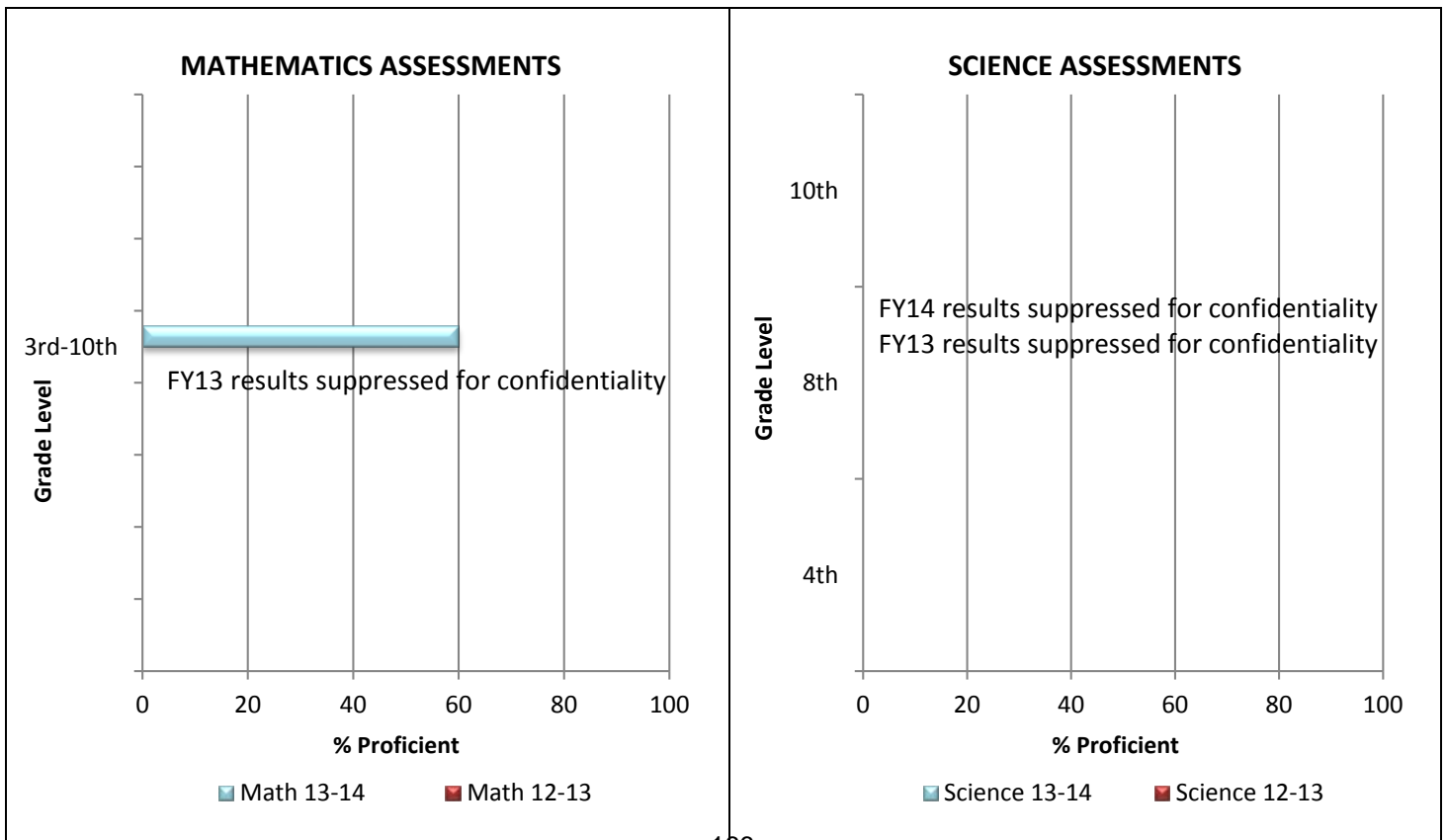
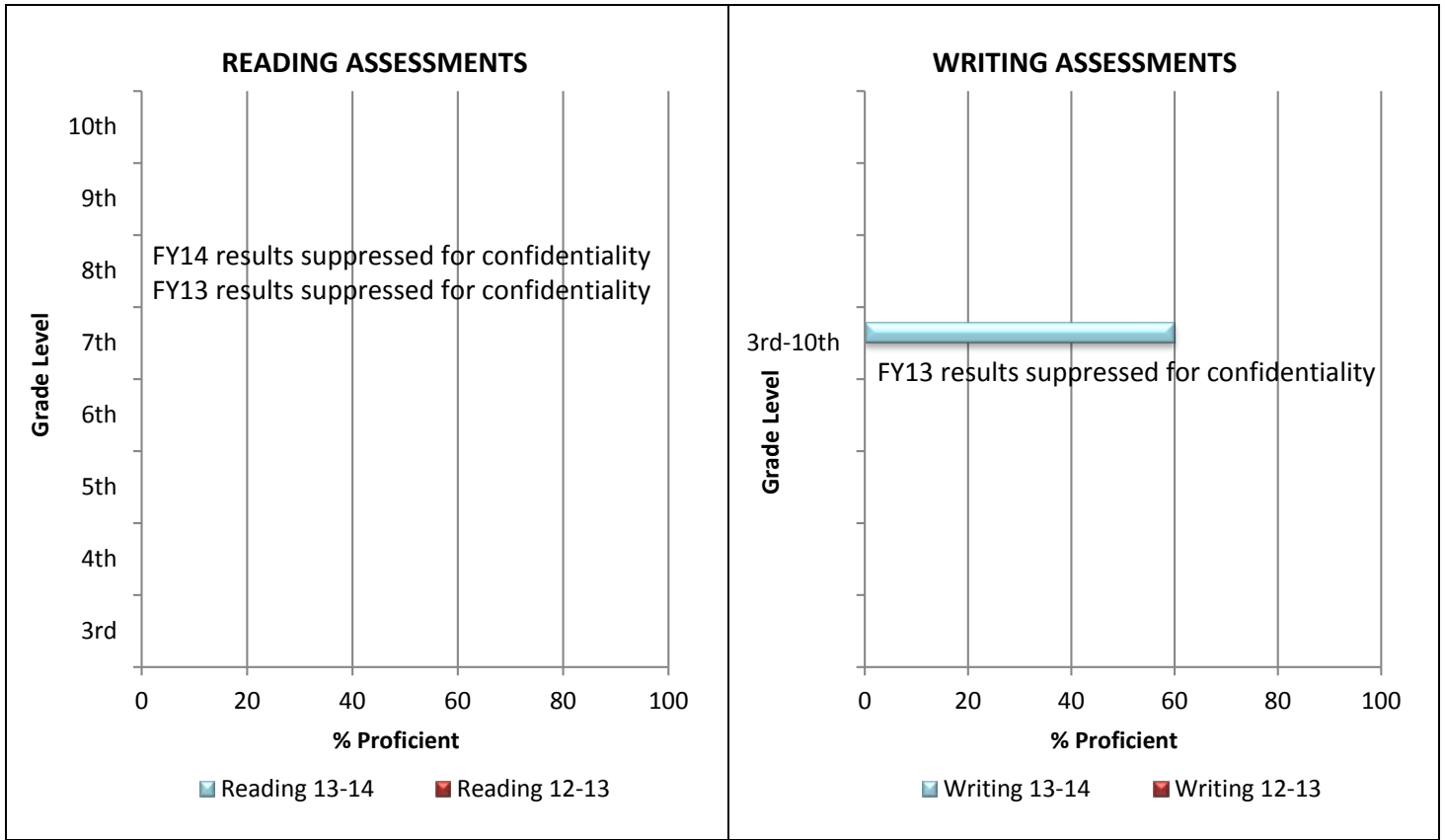
All Students Tested Grades 3 – 10

MATHEMATICS	Advanced			Proficient			Below			Far Below			Total tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	0	30.9	32.7	60	43.6	35.7	20	16.4	16.1	20	9.1	15.5	5	83.3	98.8	98%
Female	*	34.5	32.7	*	42.5	37.3	*	17.2	15.7	*	5.7	14.2	2	100	98.9	98%
Male	*	26.9	32.6	*	44.9	34.3	*	15.4	16.5	*	12.8	16.7	3	75	98.7	98%
African American	NA	42.9	18.6	NA	28.6	35.4	NA	14.3	22.2	NA	14.3	23.7	NA	NA	100	98%
Alaska Native/American Indian	*	20.5	15.7	*	52.1	31.9	*	17.9	22	*	9.4	30.4	4	80	98.3	98%
Asian/Pacific Islander	NA	NA	29.4	NA	NA	38.6	NA	NA	17.3	NA	NA	14.7	NA	NA	NA	99%
Caucasian	NA	73.3	42.9	NA	13.3	36.2	NA	10	12.4	NA	3.3	8.5	NA	NA	100	98%
Hispanic	NA	NA	27.1	NA	NA	39.2	NA	NA	18.2	NA	NA	15.5	NA	NA	NA	98%
Multi-Ethnic	*	18.2	32.8	*	45.5	37.8	*	18.2	16.3	*	18.2	13.1	1	100	100	98%
Economically Disadvantaged	0	22.1	20.6	60	46.9	35.6	20	19.5	20.5	20	11.5	23.3	5	83.3	98.3	98%
NOT Economically Disadvantaged	NA	50	43.7	NA	36.5	35.9	NA	9.6	12.1	NA	3.8	8.3	NA	NA	100	98%
Students with Disabilities	NA	5	10.3	NA	40	25.4	NA	25	23.6	NA	30	40.7	NA	NA	100	97%
Students WITHOUT Disabilities	0	34.5	36.5	60	44.1	37.5	20	15.2	14.8	20	6.2	11.2	5	83.3	98.6	98%
LEP Students	NA	NA	6.1	NA	NA	24.6	NA	NA	24.4	NA	NA	45	NA	NA	NA	98%
NOT LEP Students	0	30.9	36.1	60	43.6	37.2	20	16.4	15	20	9.1	11.7	5	83.3	98.8	98%
Migrant students	NA	27.6	23	NA	44.8	36.9	NA	17.2	18.7	NA	10.3	21.4	NA	NA	98.3	98%
NOT Migrant students	0	32.7	33.6	60	43	35.6	20	15.9	15.9	20	8.4	14.9	5	83.3	99.1	98%


All Students Tested Grades 4, 8, & 10

SCIENCE	Advanced			Proficient			Below			Far Below			Total tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	*	19.1	23.3	*	36.8	34.2	*	25	24.5	*	19.1	18	3	100	100	95%
Female	*	18.9	21.1	*	40.5	35.3	*	27	26	*	13.5	17.7	2	100	100	95%
Male	*	19.4	25.4	*	32.3	33.2	*	22.6	23	*	25.8	18.4	1	100	100	95%
African American	NA	*	9.5	NA	*	28.8	NA	*	33.7	NA	*	28	NA	NA	100	97%
Alaska Native/American Indian	*	15.8	8.8	*	36.8	25	*	29.8	29.2	*	17.5	37	3	100	100	95%
Asian/Pacific Islander	NA	NA	14.6	NA	NA	30.3	NA	NA	31.5	NA	NA	23.7	NA	NA	NA	97%
Caucasian	NA	33.3	33.6	NA	44.4	38.8	NA	0	19.4	NA	22.2	8.2	NA	NA	100	94%
Hispanic	NA	NA	18	NA	NA	35.6	NA	NA	29	NA	NA	17.4	NA	NA	NA	96%
Multi-Ethnic	NA	*	21.7	NA	*	37.7	NA	*	26.5	NA	*	14.2	NA	NA	100	96%
Economically Disadvantaged	*	14	11.8	*	40	29	*	24	30.4	*	22	28.7	3	100	100	95%
NOT Economically Disadvantaged	NA	33.3	33.3	NA	27.8	38.7	NA	27.8	19.3	NA	11.1	8.7	NA	NA	100	95%
Students with Disabilities	NA	0	6.5	NA	40	18.2	NA	40	31.1	NA	20	44.2	NA	NA	100	94%
Students WITHOUT Disabilities	*	22.4	26	*	36.2	36.8	*	22.4	23.4	*	19	13.8	3	100	100	95%
LEP Students	NA	NA	1.1	NA	NA	8.4	NA	NA	28.8	NA	NA	61.7	NA	NA	NA	96%
NOT LEP Students	*	19.1	26	*	36.8	37.3	*	25	23.9	*	19.1	12.7	3	100	100	95%
Migrant students	NA	17.2	12.5	NA	37.9	29.9	NA	27.6	30.2	NA	17.2	27.4	NA	NA	100	96%
NOT Migrant students	*	20.5	24.3	*	35.9	34.6	*	23.1	24	*	20.5	17.2	3	100	100	95%


Two-Year Trend for District Students Scoring Proficient or Above by Grade Level



FALL 2013 HSGQE

 Grades	Reading				Writing				Mathematics			
	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient
11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

SPRING 2014 HSGQE

 Grades	Reading				Writing				Mathematics			
	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient
10	*	*	*	*	*	*	*	*	*	*	*	*
11	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

ASPI Rating: *** ALASKA SCHOOL PERFORMANCE INDEX (ASPI): 2013-2014

School District Lake and Peninsula Borough School District School Pilot Point School

Participation Rate Grades 3-10	Number Tested		Number Enrolled		Participation Rate		Met Participation Rate		Points None, acts as a trigger to achievement denominator.
	Ont Proficient	Cnt Tested *	Ont Proficient	Fct Proficient	Ont Proficient	Fct Proficient	Yes		
	6	6	6	6	100.00%	100.00%	Yes		

K-8 Performance

Academic Achievement	Reading		Writing		Math		Points	Weighting	ASPI Points
	Ont Proficient	Cnt Tested *	Ont Proficient	Fct Proficient	Ont Proficient	Cnt Tested *			
	4	4	4	4	4	4	66.67	0.35	23.33
School Progress (Subgroup must have >5 students to be considered)	Growth All	Growth-AK Nat	Growth-Econ Dis	Growth-w/Disabs	Growth-LEP		81.67	0.4	32.67
Attendance Rate	81.67	N/A	N/A	N/A	N/A		80.00	0.25	20.00
							Total K-8 Points	1.00	76.00

9-12 Performance

Academic Achievement	Reading		Writing		Math		Points	Weighting	ASPI Points
	Ont Proficient	Cnt Tested *	Ont Proficient	Fct Proficient	Ont Proficient	Cnt Tested *			
	2	2	1	1	1	1	100.00	0.2	20.00
School Progress (Subgroup must have >5 students to be considered)	Growth All	Growth-AK Nat	Growth-Econ Dis	Growth-w/Disabs	Growth-LEP		85.00	0.4	34.00
Attendance Rate	85.00	N/A	N/A	N/A	N/A		50.00	0.1	5.00
Graduation Rate	4 Year	Cohorts - 4 Yr	5 Year	Cohorts - 5 Yr			N/A	0	0.00
College Career Readiness	N/A	N/A	N/A	N/A			N/A	0	0.00
WorkKeys Participation	N/A	N/A	N/A	N/A			N/A	0	0.00
							Total 9-12 Points	0.70	84.29

^ - Results are suppressed to protect individual confidentiality.

* - All eligible students are counted when Participation Rate is not met.

N/A - Results do not meet minimum reporting thresholds or no students of the reported grade level were served.

Per 4 AAC 06.835(b), this designation becomes final unless a review is requested within 30 days from receipt.

ASPI Score	77.84
-------------------	--------------

K-8 Enrollment Count:	7	K-8 Enrollment Ratio:	0.78
9-12 Enrollment Count:	2	9-12 Enrollment Ratio:	0.22

2013-2014 Annual Measurable Objectives (AMO) Progress Report
 Alaska Department of Education & Early Development
 Prepared on August 28, 2014

School: Pilot Point School District: Lake and Peninsula Borough School District Title I School: Yes

Subgroup ¹	Reading			Writing			Math				
	State Target	School Target	Percent of FAY Students Proficient or Above ³	Reading Target Met? ⁴	State Target	School Target	Percent of FAY Students Proficient or Above ³	Writing Target Met? ⁴	State Target	School Target	Percent of FAY Students Proficient or Above ³
All Students	83.83%	83.33%	100.00%	Yes	79.17%	50.00%	50.00%	Yes	74.50%	83.33%	50.00%
African American	78.67%	N/A	N/A	N/A	73.50%	N/A	N/A	N/A	62.67%	N/A	N/A
Alaska Native & American Indian	66.08%	83.33%	N/A	N/A	59.92%	50.00%	N/A	N/A	57.75%	83.33%	N/A
Asian & Pacific Islander	81.00%	N/A	N/A	N/A	78.58%	N/A	N/A	N/A	74.08%	N/A	N/A
Caucasian	92.08%	N/A	N/A	N/A	87.75%	N/A	N/A	N/A	82.75%	N/A	N/A
Hispanic	84.17%	N/A	N/A	N/A	79.92%	N/A	N/A	N/A	72.75%	N/A	N/A
Two or more races	85.50%	N/A	N/A	N/A	80.75%	N/A	N/A	N/A	75.75%	N/A	N/A
Economically Disadvantaged	74.33%	N/A	100.00%	Yes	68.75%	N/A	N/A	N/A	64.17%	N/A	N/A
Students w/Disabilities (SWD) ²	57.42%	N/A	N/A	N/A	52.33%	N/A	N/A	N/A	47.50%	N/A	N/A
Limited English Proficient (LEP) ²	53.33%	N/A	N/A	N/A	50.08%	N/A	N/A	N/A	48.75%	N/A	N/A

Subgroup	Participation Rate			Attendance Rate		Graduation Rate		
	Enrolled	Rate (%)	Target Met? ⁵	Rate	Target Met? ⁶	4-Year Rate	5-Year Rate	Target Met? ⁷
All Students	6	100.00%	Yes	89.27%	No	50.00%	100.00%	Yes
African American	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Alaska Native & American Indian	5	100.00%	Yes	88.32%	No	50.00%	100.00%	Yes
Asian & Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races	1	100.00%	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	6	100.00%	Yes	89.48%	No	100.00%	N/A	Yes
Students w/Disabilities (SWD) ²	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient (LEP) ²	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

NOTES:

1. If a subgroup has fewer than five students enrolled in tested grades, "N/A" has been entered for the proficiency percentage and "Target Met?" fields.
2. Students with Disabilities (SWD) and Limited English Proficient (LEP) subgroups include assessment scores of former SWD and former LEP students that are being monitored for two years.
3. Proficiency percentage is based on "Full Academic Year" (FAY) students enrolled from October 1 through the first day of testing in spring 2014.
4. The AMO target is met if either the state or the school target has been met.
5. The participation rate target is 95 percent if the number of enrolled students is greater than 40, if the number of enrolled students is 40 or less, all but two students must test. Subgroups with fewer than five students will reflect "N/A" in the "Target Met?" field.
6. The attendance rate target is 95 percent for the school as a whole and for each subgroup with at least five students enrolled.
7. The graduation rate target is 90 percent for the school as a whole and for each subgroup with at least five members if the school enrolls students in grade 12. A school or subgroup with 10 or fewer students satisfies the graduation rate requirement if all but one of those students graduates.

School Report Card for 2013-2014 School Year

School: Tanalian **District:** Lake and Peninsula School District
Grade span: K-12 **School Enrollment:** 57
ASPI Score: 88.27% **Star Rating:** ****
Title I School? Yes **Title I Program:** Schoolwide

Accreditation: No

A Title I school receives federal money to support low-achieving students. A Schoolwide Title I Program uses the money to improve the education for all students. A Targeted Assistance Title I Program uses the money to provide help for students who need it most.

This School Report Card presents information about the school's performance for the 2013-2014 school year according to the new state accountability system as approved in Alaska's ESEA Flexibility Waiver and state regulations. The new accountability system is based on two prongs: the Alaska School Performance Index (ASPI) for schools and progress on the Annual Measurable Objective (AMO) targets for schools, districts, and the state. This system replaces the former Adequate Yearly Progress (AYP) system under No Child Left Behind.

Under ASPI, each school receives a score on a 100-point scale and a star rating from 5-stars (highest) to 1-star. The ASPI score and star rating give an overall picture of how well the school is doing to prepare the students to be college-, career- and culturally ready graduates.

The AMO targets have been revised with the goal that each school will reduce the percent of students not proficient on the reading, writing, and math tests by half at the end of six years. Each school will receive a report every year showing the percentage of students that were proficient on each test and whether the school has met the targets for the year.

Copies of the 2014 School ASPI Report and the 2014 School AMO Progress Report are found at the end of this School Report Card.

More information about the new system and the ASPI and AMO targets and progress reports for schools can be found on the Department of Education & Early Development website at: education.alaska.gov.

- Click on the green star or the Accountability tab to find the ASPI and AMO reports.
- Click on the orange star or Support tab to find information about how schools are supported in writing and implementing school improvement plans.

The District Report Card and School Report Cards are available

from the school or district at: PO Box 498 King Salmon, AK 99613

or on the district website at: lpsd.com

Information on Qualifications of Teachers

Number of Teachers With Highest Degree:			
<i>Bachelors</i>	<i>Masters</i>	<i>Ed Specialist</i>	<i>Doctorate</i>
4	1	0	0

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

Percentage of Classes Taught by Highly Qualified Teachers	80%
--	-----

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

Other School Information

Grades KG-8 Retention Rate:	0	Number of High School Graduates:	2
Percentage Diploma HSGQE Waiver:	0	Number of Diploma HSGQE Waiver:	0
Grades 7-12 Dropout Rate:	0%	Number of Grade 7-12 Dropouts:	0
Enrollment Change:	50%	Enrollment Change Due to Transfers:	21.43%
Students Survey Return Rate:	32.8%	Parents Survey Return Rate:	70.8%
Students Commenting:	13	Parents Commenting:	11
Average Volunteer Hours Per Week:	4	Community Members Commenting:	0
Persistently Dangerous School:	No	School/Business Partnerships:	0

Student Achievement Results

Student achievement results appear on the next four pages. Please note that if fewer than 5 students tested in a given subject, results may not be reported and all values will be suppressed, indicated by an *. Additionally, when small numbers of students score at two or fewer proficiency levels, percentages must be reported as a range.

All Students Tested Grades 3 – 10

READING	% Advanced			% Proficient			% Below			% Far Below			Total tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	59.5	31.3	37.1	19	49.4	43	19	14.5	13.9	2.4	4.8	6	42	100	99.4	98%
Female	61.9	35.6	41.3	19	52.9	42.4	14.3	8	11.6	4.8	3.4	4.7	21	100	98.9	98%
Male	57.1	26.6	33.1	19	45.6	43.5	23.8	21.5	16.1	0	6.3	7.3	21	100	100	98%
African American	33.3	28.6	25.3	50	57.1	48.8	16.7	14.3	18.5	0	0	7.4	6	100	100	98%
Alaska Native/American Indian	41.7	20.3	15.9	25	60.2	42.4	25	13.6	27.2	8.3	5.9	14.4	12	100	99.2	98%
Asian/Pacific Islander	NA	NA	29.2	NA	NA	48.9	NA	NA	16.6	NA	NA	5.3	NA	NA	NA	99%
Caucasian	≤ 90	80	49.8	*	6.7	40.2	≥ 10	13.3	7.3	*	0	2.6	22	100	100	98%
Hispanic	NA	NA	33.3	NA	NA	48.4	NA	NA	13.5	NA	NA	4.8	NA	NA	NA	98%
Multi-Ethnic	*	18.2	36.7	*	45.5	47.2	*	27.3	11.8	*	9.1	4.3	2	100	100	98%
Economically Disadvantaged	18.8	18.4	23.1	37.5	58.8	46.4	37.5	16.7	20.6	6.3	6.1	9.9	16	100	99.1	98%
NOT Economically Disadvantaged	84.6	59.6	49.9	7.7	28.8	39.8	7.7	9.6	7.8	0	1.9	2.5	26	100	100	98%
Students with Disabilities	*	10	10.8	*	20	37.4	*	50	31.9	*	20	19.9	4	100	100	97%
Students WITHOUT Disabilities	65.8	34.2	41.6	15.8	53.4	43.9	15.8	9.6	10.8	2.6	2.7	3.7	38	100	99.3	98%
LEP Students	NA	NA	4.3	NA	NA	32.9	NA	NA	39.1	NA	NA	23.7	NA	NA	NA	98%
NOT LEP Students	59.5	31.3	41.3	19	49.4	44.2	19	14.5	10.7	2.4	4.8	3.8	42	100	99.4	98%
Migrant students	16.7	22.4	22.9	33.3	51.7	46	50	17.2	21.1	0	8.6	10	6	100	98.3	99%
NOT Migrant students	66.7	36.1	38.4	16.7	48.1	42.7	13.9	13	13.3	2.8	2.8	5.7	36	100	100	98%

All Students Tested Grades 3 – 10

WRITING	Advanced			Proficient			Below			Far Below			Total tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	28.6	15.2	21.2	54.8	59.4	53.5	11.9	21.8	20.1	4.8	3.6	5.1	42	100	98.8	98%
Female	33.3	18.4	26.6	52.4	65.5	54.4	9.5	14.9	16	4.8	1.1	3	21	100	98.9	98%
Male	23.8	11.5	16.2	57.1	52.6	52.7	14.3	29.5	24	4.8	6.4	7.1	21	100	98.7	98%
African American	*	*	14.4	≥ 60	≥ 75	53.6	≤ 40	≤ 25	25.9	*	0	6.1	6	100	100	98%
Alaska Native/American Indian	16.7	9.4	7.7	58.3	60.7	43.3	16.7	26.5	36.5	8.3	3.4	12.5	12	100	98.3	98%
Asian/Pacific Islander	NA	NA	18.4	NA	NA	57	NA	NA	20.4	NA	NA	4.2	NA	NA	NA	99%
Caucasian	45.5	46.7	28.5	40.9	43.3	56.6	9.1	6.7	12.7	4.5	3.3	2.2	22	100	100	98%
Hispanic	NA	NA	19.5	NA	NA	57.9	NA	NA	18.8	NA	NA	3.8	NA	NA	NA	98%
Multi-Ethnic	*	0	22.5	*	72.7	55.9	*	18.2	17.7	*	9.1	3.8	2	100	100	98%
Economically Disadvantaged	6.3	8.8	12.9	56.3	61.1	50.1	25	24.8	28.8	12.5	5.3	8.3	16	100	98.3	98%
NOT Economically Disadvantaged	42.3	28.8	28.8	53.8	55.8	56.7	3.8	15.4	12.3	0	0	2.3	26	100	100	98%
Students with Disabilities	*	0	5.9	*	40	36.2	*	55	41.3	*	5	16.5	4	100	100	97%
Students WITHOUT Disabilities	31.6	17.2	23.8	52.6	62.1	56.5	10.5	17.2	16.5	5.3	3.4	3.2	38	100	98.6	98%
LEP Students	NA	NA	3.4	NA	NA	29.5	NA	NA	47.9	NA	NA	19.2	NA	NA	NA	98%
NOT LEP Students	28.6	15.2	23.5	54.8	59.4	56.6	11.9	21.8	16.6	4.8	3.6	3.3	42	100	98.8	98%
Migrant students	0	10.3	12.5	50	62.1	50.1	16.7	19	28.9	33.3	8.6	8.4	6	100	98.3	98%
NOT Migrant students	33.3	17.8	22	55.6	57.9	53.8	11.1	23.4	19.3	0	0.9	4.8	36	100	99.1	98%

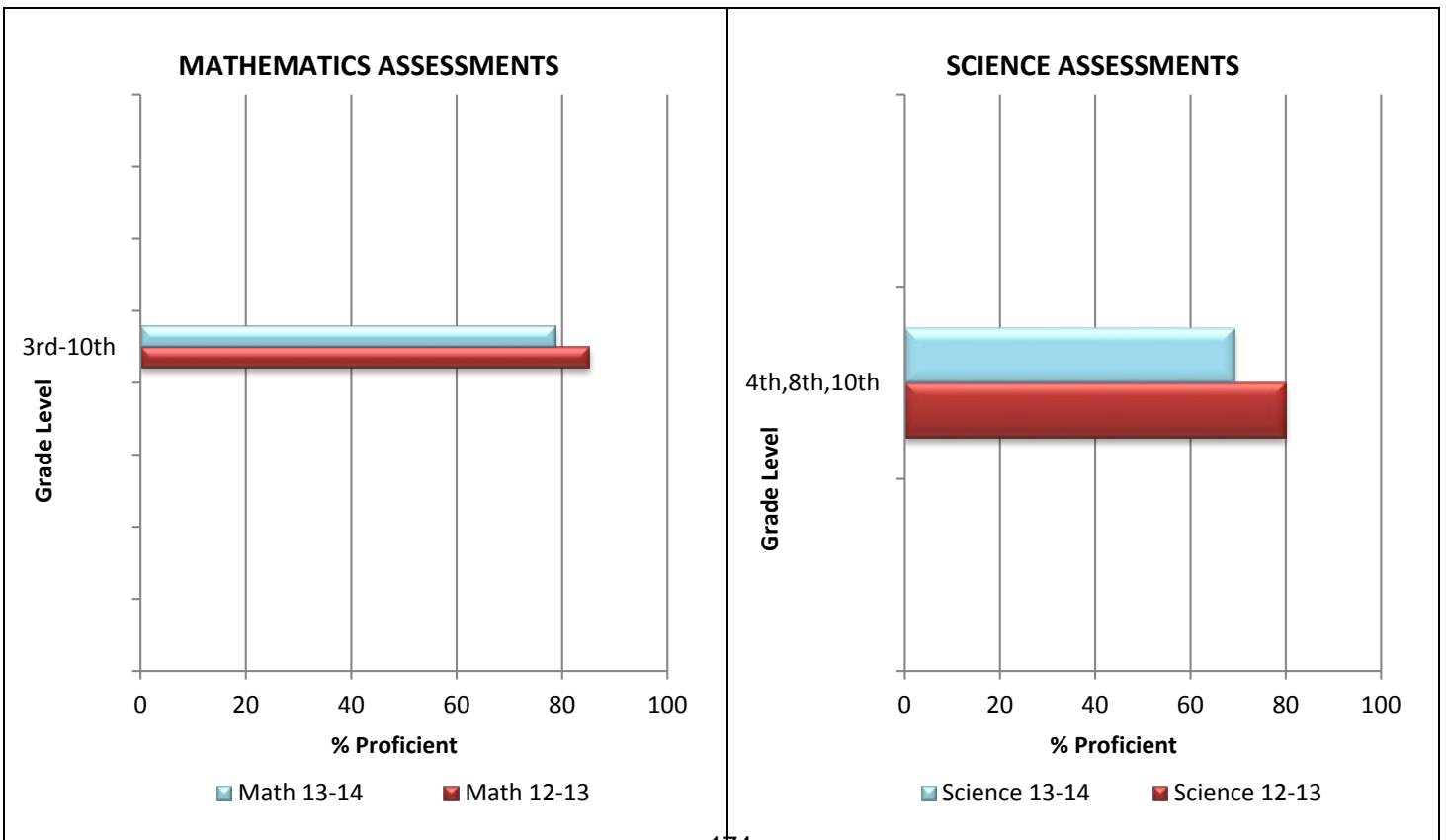
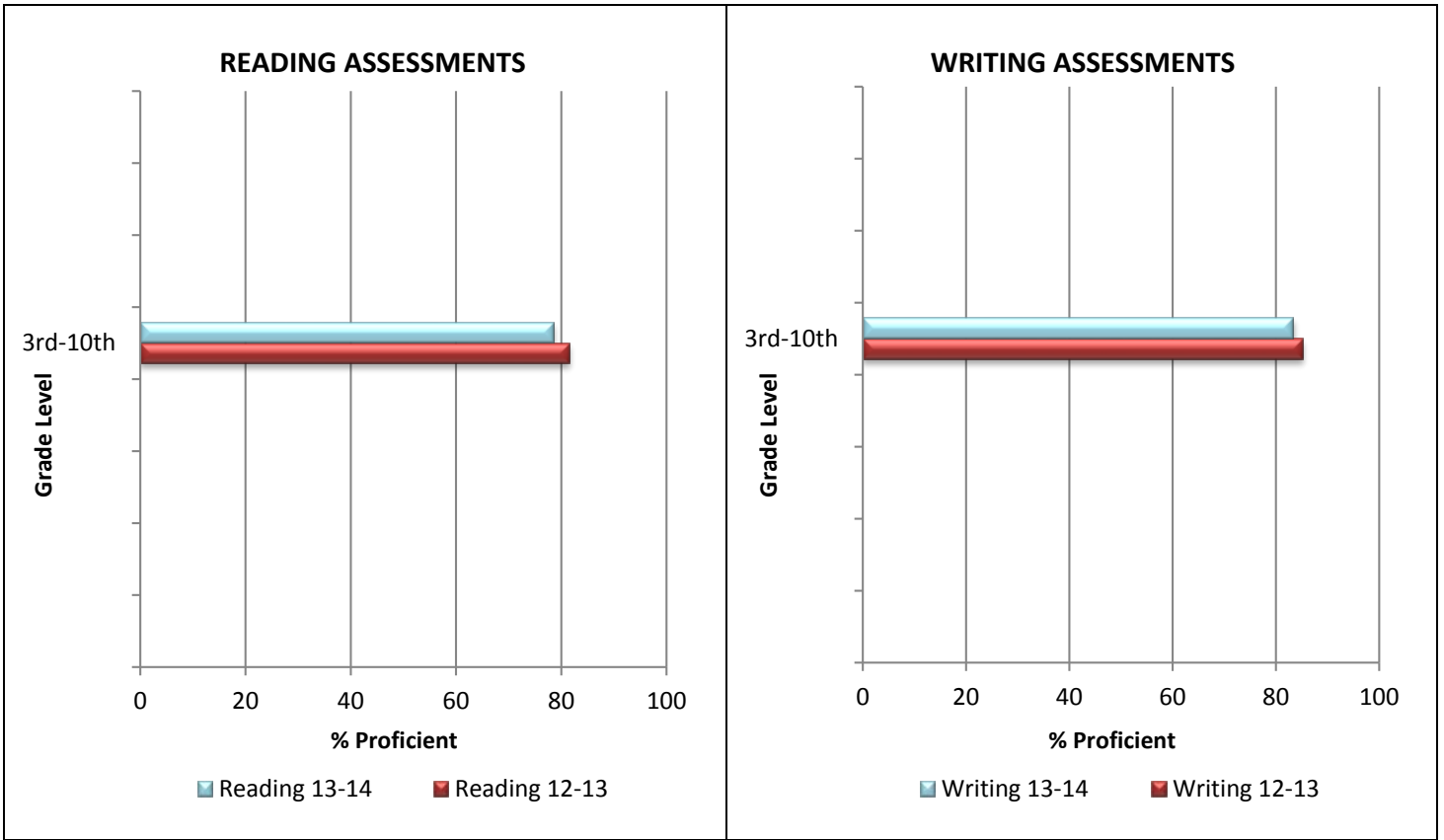
All Students Tested Grades 3 – 10

MATHEMATICS	Advanced			Proficient			Below			Far Below			Total tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	54.8	30.9	32.7	23.8	43.6	35.7	16.7	16.4	16.1	4.8	9.1	15.5	42	54.8	98.8	98%
Female	57.1	34.5	32.7	28.6	42.5	37.3	14.3	17.2	15.7	0	5.7	14.2	21	57.1	98.9	98%
Male	52.4	26.9	32.6	19	44.9	34.3	19	15.4	16.5	9.5	12.8	16.7	21	52.4	98.7	98%
African American	33.3	42.9	18.6	33.3	28.6	35.4	16.7	14.3	22.2	16.7	14.3	23.7	6	33.3	100	98%
Alaska Native/American Indian	33.3	20.5	15.7	41.7	52.1	31.9	25	17.9	22	0	9.4	30.4	12	33.3	98.3	98%
Asian/Pacific Islander	NA	NA	29.4	NA	NA	38.6	NA	NA	17.3	NA	NA	14.7	NA	NA	NA	99%
Caucasian	72.7	73.3	42.9	9.1	13.3	36.2	13.6	10	12.4	4.5	3.3	8.5	22	72.7	100	98%
Hispanic	NA	NA	27.1	NA	NA	39.2	NA	NA	18.2	NA	NA	15.5	NA	NA	NA	98%
Multi-Ethnic	*	18.2	32.8	*	45.5	37.8	*	18.2	16.3	*	18.2	13.1	2	50	100	98%
Economically Disadvantaged	25	22.1	20.6	31.3	46.9	35.6	31.3	19.5	20.5	12.5	11.5	23.3	16	25	98.3	98%
NOT Economically Disadvantaged	73.1	50	43.7	19.2	36.5	35.9	7.7	9.6	12.1	0	3.8	8.3	26	73.1	100	98%
Students with Disabilities	*	5	10.3	*	40	25.4	*	25	23.6	*	30	40.7	4	0	100	97%
Students WITHOUT Disabilities	60.5	34.5	36.5	21.1	44.1	37.5	15.8	15.2	14.8	2.6	6.2	11.2	38	60.5	98.6	98%
LEP Students	NA	NA	6.1	NA	NA	24.6	NA	NA	24.4	NA	NA	45	NA	NA	NA	98%
NOT LEP Students	54.8	30.9	36.1	23.8	43.6	37.2	16.7	16.4	15	4.8	9.1	11.7	42	54.8	98.8	98%
Migrant students	33.3	27.6	23	16.7	44.8	36.9	33.3	17.2	18.7	16.7	10.3	21.4	6	33.3	98.3	98%
NOT Migrant students	58.3	32.7	33.6	25	43	35.6	13.9	15.9	15.9	2.8	8.4	14.9	36	58.3	99.1	98%


All Students Tested Grades 4, 8, & 10

SCIENCE	Advanced			Proficient			Below			Far Below			Total tested	Percent Tested		
	School	District	State	School	District	State	School	District	State	School	District	State		School	District	State
ALL STUDENTS	46.2	19.1	23.3	23.1	36.8	34.2	15.4	25	24.5	15.4	19.1	18	13	100	100	95%
Female	42.9	18.9	21.1	28.6	40.5	35.3	28.6	27	26	0	13.5	17.7	7	100	100	95%
Male	50	19.4	25.4	16.7	32.3	33.2	0	22.6	23	33.3	25.8	18.4	6	100	100	95%
African American	*	*	9.5	*	*	28.8	*	*	33.7	*	*	28	1	100	100	97%
Alaska Native/American Indian	42.9	15.8	8.8	28.6	36.8	25	28.6	29.8	29.2	0	17.5	37	7	100	100	95%
Asian/Pacific Islander	NA	NA	14.6	NA	NA	30.3	NA	NA	31.5	NA	NA	23.7	NA	NA	NA	97%
Caucasian	40	33.3	33.6	20	44.4	38.8	0	0	19.4	40	22.2	8.2	5	100	100	94%
Hispanic	NA	NA	18	NA	NA	35.6	NA	NA	29	NA	NA	17.4	NA	NA	NA	96%
Multi-Ethnic	NA	0	21.7	NA	0	37.7	NA	0	26.5	NA	100	14.2	NA	NA	100	96%
Economically Disadvantaged	16.7	14	11.8	33.3	40	29	33.3	24	30.4	16.7	22	28.7	6	100	100	95%
NOT Economically Disadvantaged	71.4	33.3	33.3	14.3	27.8	38.7	0	27.8	19.3	14.3	11.1	8.7	7	100	100	95%
Students with Disabilities	NA	0	6.5	NA	40	18.2	NA	40	31.1	NA	20	44.2	NA	NA	100	94%
Students WITHOUT Disabilities	46.2	22.4	26	23.1	36.2	36.8	15.4	22.4	23.4	15.4	19	13.8	13	100	100	95%
LEP Students	NA	NA	1.1	NA	NA	8.4	NA	NA	28.8	NA	NA	61.7	NA	NA	NA	96%
NOT LEP Students	46.2	19.1	26	23.1	36.8	37.3	15.4	25	23.9	15.4	19.1	12.7	13	100	100	95%
Migrant students	*	17.2	12.5	*	37.9	29.9	*	27.6	30.2	*	17.2	27.4	4	100	100	96%
NOT Migrant students	66.7	20.5	24.3	11.1	35.9	34.6	11.1	23.1	24	11.1	20.5	17.2	9	100	100	95%


Two-Year Trend for District Students Scoring Proficient or Above by Grade Level



FALL 2013 HSGQE

 Grades	Reading				Writing				Mathematics			
	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient
11	*	*	*	*	*	*	*	*	*	*	*	*
12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

SPRING 2014 HSGQE

 Grades	Reading				Writing				Mathematics			
	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient	# Proficient	% Proficient	# Not Proficient	% Not Proficient
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All Grades	*	*	*	*	*	≥ 60	*	≤ 40	*	*	*	*

ASPI Rating: *** ** ALASKA SCHOOL PERFORMANCE INDEX (ASPI): 2013-2014

School District Lake and Peninsula Borough School District School Tanalian School

Participation Rate Grades 3-10	Number Tested		Number Enrolled		Participation Rate		Met Participation Rate		Points None, acts as a trigger to achievement denominator.
	Out Proficient	Out Tested *	Out Proficient	Out Tested *	Out Proficient	Out Tested *	Out Proficient	Out Tested *	
	42	42	42	42	100.00%	100.00%	Yes		

K-8 Performance

Academic Achievement	Reading		Writing		Math		Points	Weighting	ASPI Points
	Out Proficient	Out Tested *	Out Proficient	Out Tested *	Out Proficient	Out Tested *			
	24	33	26	33	25	33	75.76	0.35	26.52
School Progress (Subgroup must here ->5 students to be considered)	Growth All	Growth-AK Nat	Growth-Econ Dis	Growth-w/Disabls	Growth-LEP	N/A			
	100.00	100.00	94.44	N/A	N/A		99.44	0.4	39.78
Attendance Rate	91.45%						80.00	0.25	20.00
Total K-8 Points							1.00		86.29

9-12 Performance

Academic Achievement	Reading		Writing		Math		Points	Weighting	ASPI Points
	Out Proficient	Out Tested *	Out Proficient	Out Tested *	Out Proficient	Out Tested *			
	^	9	^	9	^	9	96.30	0.2	19.26
School Progress (Subgroup must here ->5 students to be considered)	Growth All	Growth -AK Nat	Growth-Econ Dis	Growth-w/Disabls	Growth-LEP	N/A			
	100.00	N/A	N/A	N/A	N/A		100.00	0.4	40.00
Attendance Rate	92.34%						80.00	0.1	8.00
Graduation Rate	4 Year		5 Year		Cohorts - 5 Yr		N/A	0	0.00
	N/A		N/A		N/A		63.33	0.08	5.07
College Career Readiness	63.33						100.00	0.02	2.00
WorkKeys Participation	100.00%								
Total 9-12 Points							0.80		92.91

^ - Results are suppressed to protect individual confidentiality.

* - All eligible students are counted when Participation Rate is not met.

N/A - Results do not meet minimum reporting thresholds or no students of the reported grade level were served.

Per 4 AAC 06.835(b), this designation becomes final unless a review is requested within 30 days from receipt.

K-8 Enrollment Count:	40	K-8 Enrollment Ratio:	0.70
9-12 Enrollment Count:	17	9-12 Enrollment Ratio:	0.30

ASPI Score **88.27**

2013-2014 Annual Measurable Objectives (AMO) Progress Report
 Alaska Department of Education & Early Development
 Prepared on August 28, 2014

School: Tanalian School District: Lake and Peninsula Borough School District Title I School: Yes

Subgroup ¹	Reading			Writing			Math					
	State Target	School Target	Percent of FAY Students Proficient or Above ³	Reading Target Met? ⁴	State Target	School Target	Percent of FAY Students Proficient or Above ³	Writing Target Met? ⁴	State Target	School Target	Percent of FAY Students Proficient or Above ³	Math Target Met? ⁵
All Students	83.83%	92.42%	86.49%	Yes	79.17%	84.83%	89.19%	Yes	74.50%	92.42%	86.49%	Yes
African American	78.67%	83.33%	83.33%	Yes	73.50%	83.33%	83.33%	Yes	62.67%	83.33%	66.67%	Yes
Alaska Native & American Indian	66.08%	90.75%	77.78%	Yes	59.92%	72.25%	77.78%	Yes	57.75%	90.75%	88.89%	Yes
Asian & Pacific Islander	81.00%	N/A	N/A	N/A	78.58%	N/A	N/A	N/A	74.08%	N/A	N/A	N/A
Caucasian	92.08%	100.00%	90.00%	No	87.75%	100.00%	95.00%	Yes	82.75%	100.00%	90.00%	Yes
Hispanic	84.17%	N/A	N/A	N/A	79.92%	N/A	N/A	N/A	72.75%	N/A	N/A	N/A
Two or more races	85.50%	N/A	N/A	N/A	80.75%	N/A	N/A	N/A	75.75%	N/A	N/A	N/A
Economically Disadvantaged	74.33%	83.33%	66.67%	No	68.75%	66.67%	66.67%	Yes	64.17%	83.33%	66.67%	Yes
Students w/Disabilities (SWD) ²	57.42%	N/A	N/A	N/A	52.33%	N/A	N/A	N/A	47.50%	N/A	N/A	N/A
Limited English Proficient (LEP) ²	53.33%	N/A	N/A	N/A	50.08%	N/A	N/A	N/A	48.75%	N/A	N/A	N/A

NOTES:

1. If a subgroup has fewer than five students enrolled in tested grades, "N/A" has been entered for the proficiency percentage and "Target Met?" fields.
2. Students with Disabilities (SWD) and Limited English Proficient (LEP) subgroups include assessment scores of former SWD and former LEP students that are being monitored for two years.
3. Proficiency percentage is based on "Full Academic Year" (FAY) students enrolled from October 1 through the first day of testing in spring 2014.
4. The AMO target is met if either the state or the school target has been met.
5. The participation rate target is 95 percent if the number of enrolled students is greater than 40. If the number of enrolled students is 40 or less, all but two students must test. Subgroups with fewer than five students will reflect "N/A" in the "Target Met?" field.
6. The attendance rate target is 95 percent for the school as a whole and for each subgroup with at least five students enrolled.
7. The graduation rate target is 90 percent for the school as a whole and for each subgroup with at least five members if the school enrolls students in grade 12. A school or subgroup with 10 or fewer students satisfies the graduation rate requirement if all but one of those students graduates.

Subgroup	Participation Rate			Attendance Rate		Graduation Rate		
	Enrolled	Rate (%)	Target Met? ⁵	Rate	Target Met? ⁶	4-Year Rate	5-Year Rate	Target Met? ⁷
All Students	42	100.00%	Yes	91.71%	No	100.00%	100.00%	Yes
African American	6	100.00%	Yes	91.37%	No	N/A	N/A	N/A
Alaska Native & American Indian	12	100.00%	Yes	91.88%	No	100.00%	100.00%	Yes
Asian & Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	22	100.00%	Yes	90.90%	No	100.00%	100.00%	Yes
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races	2	100.00%	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	16	100.00%	Yes	91.59%	No	100.00%	100.00%	Yes
Students w/Disabilities (SWD) ²	4	100.00%	N/A	N/A	N/A	N/A	100.00%	Yes
Limited English Proficient (LEP) ²	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

District Report Card for 2013-2014 School Year

District Lake and Peninsula School District

This District Report Card presents information about the district's performance for the 2013-2014 school year according to the new state accountability system as approved in Alaska's ESEA Flexibility Waiver and state regulations. The new accountability system is based on two prongs: the Alaska School Performance Index (ASPI) for schools and progress on the Annual Measurable Objective (AMO) targets for schools, districts, and the state. This system replaces the former Adequate Yearly Progress (AYP) system under No Child Left Behind.

The AMO targets have been revised with the goal that each district and school will reduce the percent of students not proficient on the reading, writing, and math tests by half at the end of six years. A copy of the 2014 District AMO Progress Report is found at the end of this District Report Card.

More information about the new system and the ASPI and AMO Progress reports for schools and districts can be found on the Department of Education & Early Development website at: education.alaska.gov.

- Click on the green star or the Accountability tab to find the ASPI and AMO Progress reports.
- Click on the orange star or Support tab to find information about how schools and districts are supported in writing and implementing school improvement plans.

The District Report Card and individual School Report Cards are available

from the school or district at: PO Box 498 King Salmon, AK 99613

or on the district website at: lpsd.com

Information on Qualifications of Teachers in the District

Teacher Qualifications				
Number of Teachers With Highest Degree:	Bachelors	Masters	Ed Specialist	Doctorate
	30	14	0	0

Percentage of Classes Taught by Highly Qualified Teachers		State Target: 100%
District All Schools	Low-Poverty Schools	High-Poverty Schools
76.7%	69%	70%

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

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

Information about Student Achievement Results

The charts on the next two pages show the achievement results of all students who took the reading, writing, mathematics, and science assessments in 2014.

Number of newly arrived LEP students exempted from taking the Language Arts test:	0
--	----------

All Students Tested Grades 3 – 10

READING	% Advanced		% Proficient		% Below		% Far Below		Total Tested	Percent Tested	
	District	State	District	State	District	State	District	State		District	State
Student Subgroup	District	State	District	State	District	State	District	State	District	District	State
ALL STUDENTS	31.3	37.1	49.4	43.0	14.5	13.9	4.8	6.0	166	99.4	98%
Female	35.6	41.3	52.9	42.4	8.0	11.6	3.4	4.7	87	98.9	98%
Male	26.6	33.1	45.6	43.5	21.5	16.1	6.3	7.3	79	100	98%
African American	28.6	25.3	57.1	48.8	14.3	18.5	0.0	7.4	7	100	98%
Alaska Native/American Indian	20.3	15.9	60.2	42.4	13.6	27.2	5.9	14.4	118	99.2	98%
Asian/Pacific Islander	NA	29.2	NA	48.9	NA	16.6	NA	5.3	NA	NA	99%
Caucasian	80.0	49.8	6.7	40.2	13.3	7.3	0.0	2.6	30	100	98%
Hispanic	NA	33.3	NA	48.4	NA	13.5	NA	4.8	NA	NA	98%
Multi-Ethnic	18.2	36.7	45.5	47.2	27.3	11.8	9.1	4.3	11	100	98%
Economically Disadvantaged	18.4	23.1	58.8	46.4	16.7	20.6	6.1	9.9	114	99.1	98%
NOT Economically Disadvantaged	59.6	49.9	28.8	39.8	9.6	7.8	1.9	2.5	52	100	98%
Students with Disabilities	10.0	10.8	20.0	37.4	50.0	31.9	20.0	19.9	20	100	97%
Students WITHOUT Disabilities	34.2	41.6	53.4	43.9	9.6	10.8	2.7	3.7	146	99.3	98%
LEP Students	NA	4.3	NA	32.9	NA	39.1	NA	23.7	NA	NA	98%
NOT LEP Students	31.3	41.3	49.4	44.2	14.5	10.7	4.8	3.8	166	99.4	98%
Migrant students	22.4	22.9	51.7	46.0	17.2	21.1	8.6	10.0	58	98.3	99%
NOT Migrant students	36.1	38.4	48.1	42.7	13.0	13.3	2.8	5.7	108	100	98%

All Students Tested Grades 3 – 10

WRITING	% Advanced		% Proficient		% Below		% Far Below		Total Tested	Percent Tested	
	District	State	District	State	District	State	District	State		District	State
Student Subgroup	District	State	District	State	District	State	District	State	District	District	State
ALL STUDENTS	15.2	21.2	59.4	53.5	21.8	20.1	3.6	5.1	165	98.8	98%
Female	18.4	26.6	65.5	54.4	14.9	16.0	1.1	3.0	87	98.9	98%
Male	11.5	16.2	52.6	52.7	29.5	24.0	6.4	7.1	78	98.7	98%
African American	*	14.4	≥75	53.6	≤25	25.9	*	6.1	7	100.0	98%
Alaska Native/American Indian	9.4	7.7	60.7	43.3	26.5	36.5	3.4	12.5	117	98.3	98%
Asian/Pacific Islander	NA	18.4	NA	57.0	NA	20.4	NA	4.2	NA	NA	99%
Caucasian	46.7	28.5	43.3	56.6	6.7	12.7	3.3	2.2	30	100.0	98%
Hispanic	NA	19.5	NA	57.9	NA	18.8	NA	3.8	NA	NA	98%
Multi-Ethnic	0.0	22.5	72.7	55.9	18.2	17.7	9.1	3.8	11	100.0	98%
Economically Disadvantaged	8.8	12.9	61.1	50.1	24.8	28.8	5.3	8.3	113	98.3	98%
NOT Economically Disadvantaged	28.8	28.8	55.8	56.7	15.4	12.3	0.0	2.3	52	100.0	98%
Students with Disabilities	0.0	5.9	40.0	36.2	55.0	41.3	5.0	16.5	20	100.0	97%
Students WITHOUT Disabilities	17.2	23.8	62.1	56.5	17.2	16.5	3.4	3.2	145	98.6	98%
LEP Students	NA	3.4	NA	29.5	NA	47.9	NA	19.2	NA	NA	98%
NOT LEP Students	15.2	23.5	59.4	56.6	21.8	16.6	3.6	3.3	165	98.8	98%
Migrant students	10.3	12.5	62.1	50.1	19.0	28.9	8.6	8.4	58	98.3	98%
NOT Migrant students	17.8	22.0	57.9	53.8	23.4	19.3	0.9	4.8	107	99.1	98%

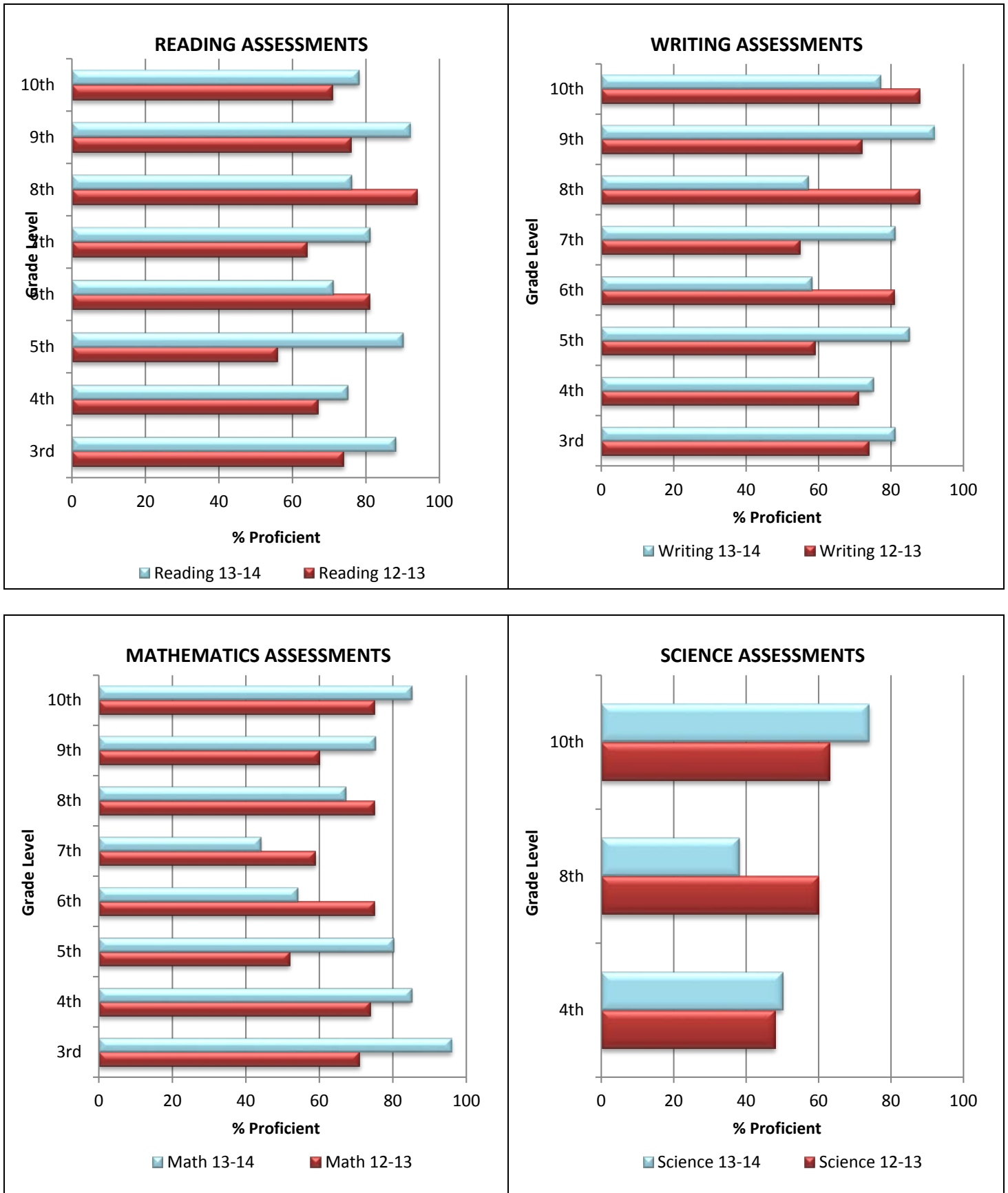
All Students Tested Grades 3 – 10

MATHEMATICS	% Advanced		% Proficient		% Below		% Far Below		Total Tested	Percent Tested	
	District	State	District	State	District	State	District	State		District	State
ALL STUDENTS	30.9	32.7	43.6	35.7	16.4	16.1	9.1	15.5	165	98.8	98%
Female	34.5	32.7	42.5	37.3	17.2	15.7	5.7	14.2	87	98.9	98%
Male	26.9	32.6	44.9	34.3	15.4	16.5	12.8	16.7	78	98.7	98%
African American	42.9	18.6	28.6	35.4	14.3	22.2	14.3	23.7	7	100.0	98%
Alaska Native/American Indian	20.5	15.7	52.1	31.9	17.9	22.0	9.4	30.4	117	98.3	98%
Asian/Pacific Islander	NA	29.4	NA	38.6	NA	17.3	NA	14.7	NA	NA	99%
Caucasian	73.3	42.9	13.3	36.2	10.0	12.4	3.3	8.5	30	100.0	98%
Hispanic	NA	27.1	NA	39.2	NA	18.2	NA	15.5	NA	NA	98%
Multi-Ethnic	18.2	32.8	45.5	37.8	18.2	16.3	18.2	13.1	11	100.0	98%
Economically Disadvantaged	22.1	20.6	46.9	35.6	19.5	20.5	11.5	23.3	113	98.3	98%
NOT Economically Disadvantaged	50.0	43.7	36.5	35.9	9.6	12.1	3.8	8.3	52	100.0	98%
Students with Disabilities	5.0	10.3	40.0	25.4	25.0	23.6	30.0	40.7	20	100.0	97%
Students WITHOUT Disabilities	34.5	36.5	44.1	37.5	15.2	14.8	6.2	11.2	145	98.6	98%
LEP Students	NA	6.1	NA	24.6	NA	24.4	NA	45.0	NA	NA	98%
NOT LEP Students	30.9	36.1	43.6	37.2	16.4	15.0	9.1	11.7	165	98.8	98%
Migrant students	27.6	23.0	44.8	36.9	17.2	18.7	10.3	21.4	58	98.3	98%
NOT Migrant students	32.7	33.6	43.0	35.6	15.9	15.9	8.4	14.9	107	99.1	98%

All Students Tested Grades 4, 8, & 10

SCIENCE	% Advanced		% Proficient		% Below		% Far Below		Total Tested	Percent Tested	
	District	State	District	State	District	State	District	State		District	State
ALL STUDENTS	19.1	23.3	36.8	34.2	25.0	24.5	19.1	18.0	68	100.0	95%
Female	18.9	21.1	40.5	35.3	27.0	26.0	13.5	17.7	37	100.0	95%
Male	19.4	25.4	32.3	33.2	22.6	23.0	25.8	18.4	31	100.0	95%
African American	*	9.5	*	28.8	*	33.7	*	28.0	1	100.0	97%
Alaska Native/American Indian	15.8	8.8	36.8	25.0	29.8	29.2	17.5	37.0	57	100.0	95%
Asian/Pacific Islander	NA	14.6	NA	30.3	NA	31.5	NA	23.7	NA	NA	97%
Caucasian	33.3	33.6	44.4	38.8	0.0	19.4	22.2	8.2	9	100.0	94%
Hispanic	NA	18.0	NA	35.6	NA	29.0	NA	17.4	NA	NA	96%
Multi-Ethnic	*	21.7	*	37.7	*	26.5	*	14.2	1	100.0	96%
Economically Disadvantaged	14.0	11.8	40.0	29.0	24.0	30.4	22.0	28.7	50	100.0	95%
NOT Economically Disadvantaged	33.3	33.3	27.8	38.7	27.8	19.3	11.1	8.7	18	100.0	95%
Students with Disabilities	0.0	6.5	40.0	18.2	40.0	31.1	20.0	44.2	10	100.0	94%
Students WITHOUT Disabilities	22.4	26.0	36.2	36.8	22.4	23.4	19.0	13.8	58	100.0	95%
LEP Students	NA	1.1	NA	8.4	NA	28.8	NA	61.7	NA	NA	96%
NOT LEP Students	19.1	26.0	36.8	37.3	25.0	23.9	19.1	12.7	68	100.0	95%
Migrant students	17.2	12.5	37.9	29.9	27.6	30.2	17.2	27.4	29	100.0	96%
NOT Migrant students	20.5	24.3	35.9	34.6	23.1	24.0	20.5	17.2	39	100.0	95%

Two-Year Trend for District Students Scoring Proficient or Above by Grade Level



National Assessment of Education Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the only national test of what students know and can do. The No Child Left Behind Act of 2001 mandated state participation in NAEP reading and mathematics assessments in grades 4 and 8 every other year so that NAEP could serve as the common measure of student achievement.

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

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

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

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

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

Note: The most current NAEP data available at the time of this report is from 2013. NAEP will be given again in spring 2015. NAEP data is available on the Department of Education & Early Development website at: <http://education.alaska.gov/tls/assessment/naep.html>.

NAEP 2013 Grade 4 Reading	% Advanced		% Proficient		% Basic		% Below Basic	
	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
All students	8	6	26	22	33	30	33	42
White	11	10	33	31	34	34	21	25
Black	2	3	15	16	32	30	50	52
Hispanic	3	4	17	22	33	35	48	38
Asian/Pacific Islander	18	3	33	15	28	31	21	51
American Indian/Alaska Native	4	1	18	6	30	19	48	74
Eligible for National School Lunch Program	3	2	17	13	34	27	47	57
Students with Disabilities	2	1	9	6	20	16	69	78
English Language Learners	1	#	6	1	24	9	69	90

Rounds to zero

NAEP 2013 Grade 4 Reading Participation Rate Percentages	National Public	Alaska
Students with Disabilities	83	92
English Language Learners	92	97

NAEP 2013 Grade 8 Reading	% Advanced		% Proficient		% Basic		% Below Basic	
	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
All students	4	3	31	28	42	40	23	29
White	5	5	39	39	41	40	15	16
Black	1	1	15	15	44	53	40	31
Hispanic	1	2	20	28	46	42	33	27
Asian/Pacific Islander	9	2	41	21	35	43	15	34
American Indian/Alaska Native	1	1	18	11	44	35	37	53
Eligible for National School Lunch Program	1	1	19	16	46	41	34	42
Students with Disabilities	#	#	8	5	30	26	62	69
English Language Learners	#	#	3	1	26	16	70	84

Rounds to zero

NAEP 2013 Grade 8 Reading Participation Rate Percentages	National Public	Alaska
Students with Disabilities	84	93
English Language Learners	90	96

NAEP 2013 Grade 4 Math	% Advanced		% Proficient		% Basic		% Below Basic	
	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
All students	8	6	34	30	41	40	18	23
White	10	11	43	41	37	38	9	10
Black	1	2	17	20	48	50	34	28
Hispanic	2	3	24	30	47	44	27	23
Asian/Pacific Islander	23	4	41	28	27	43	9	25
American Indian/Alaska Native	2	1	22	12	46	37	30	50
Eligible for National School Lunch Program	2	2	23	20	47	43	27	35
Students with Disabilities	2	1	16	13	38	36	45	50
English Language Learners	1	#	13	8	45	27	41	65

Rounds to zero

NAEP 2013 Grade 4 Math Participation Rate Percentages	National Public	Alaska
Students with Disabilities	90	94
English Language Learners	96	98

NAEP 2013 Grade 8 Math	% Advanced		% Proficient		% Basic		% Below Basic	
	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
All students	8	7	26	26	39	39	27	28
White	11	11	33	35	39	39	17	15
Black	2	4	12	17	38	38	49	42
Hispanic	3	4	18	20	41	46	38	30
Asian/Pacific Islander	25	3	34	21	27	42	13	34
American Indian/Alaska Native	3	2	18	13	38	35	40	49
Eligible for National School Lunch Program	3	2	17	17	41	38	39	43
Students with Disabilities	1	1	7	6	26	27	66	66
English Language Learners	1	#	4	2	25	21	69	78

Rounds to zero

NAEP 2013 Grade 8 Math Participation Rate Percentages	National Public	Alaska
Students with Disabilities	89	93
English Language Learners	93	98

2013-2014 Annual Measurable Objectives (AMO) Progress Report
 Alaska Department of Education & Early Development
 Prepared on August 28, 2014

District: Lake and Peninsula Borough School District

Subgroup ¹	Reading			Writing			Math				
	State Target	District Target	Percent of FAY Students Proficient or Above ³	Reading Target Met? ⁴	State Target	District Target	Percent of FAY Students Proficient or Above ³	Writing Target Met? ⁴	State Target	District Target	Percent of FAY Students Proficient or Above ³
All Students	83.83%	82.50%	81.88%	No	79.17%	76.75%	74.84%	No	74.50%	76.58%	74.84%
African American	78.67%	83.33%	85.71%	Yes	73.50%	83.33%	85.71%	Yes	62.67%	83.33%	71.43%
Alaska Native & American Indian	66.08%	80.08%	80.87%	Yes	59.92%	73.67%	69.30%	Yes	57.75%	72.83%	71.93%
Asian & Pacific Islander	81.00%	N/A	N/A	N/A	78.58%	N/A	N/A	N/A	74.08%	N/A	N/A
Caucasian	92.08%	95.08%	92.59%	Yes	87.75%	100.00%	96.30%	Yes	82.75%	100.00%	92.59%
Hispanic	84.17%	N/A	N/A	N/A	79.92%	N/A	N/A	N/A	72.75%	N/A	N/A
Two or more races	85.50%	100.00%	63.64%	No	80.75%	72.25%	72.73%	Yes	75.75%	86.08%	63.64%
Economically Disadvantaged	74.33%	79.00%	78.18%	Yes	68.75%	72.25%	69.72%	Yes	64.17%	74.58%	68.81%
Students w/Disabilities (SWD) ²	57.42%	50.00%	33.33%	No	52.33%	41.67%	42.86%	Yes	47.50%	45.83%	47.62%
Limited English Proficient (LEP) ²	53.33%	N/A	N/A	N/A	50.08%	N/A	N/A	N/A	48.75%	N/A	N/A

NOTES:

1. If a subgroup has fewer than five students enrolled in tested grades, "N/A" has been entered for the proficiency percentage and "Target Met?" fields.
2. Students with Disabilities (SWD) and Limited English Proficient (LEP) subgroups include assessment scores of former SWD and former LEP students that are being monitored for two years.
3. Proficiency percentage is based on "Full Academic Year" (FAY) students enrolled from October 1 through the first day of testing in spring 2014.
4. The AMO target is met if either the state or the district target has been met.
5. The participation rate target is 95 percent if the number of enrolled students is greater than 40. If the number of enrolled students is 40 or less, all but two students must test. Subgroups with fewer than five students will reflect "N/A" in the "Target Met?" field.
6. The attendance rate target is 95 percent for the district as a whole and for each subgroup with at least five students enrolled.
7. The graduation rate target is 90 percent for the district as a whole and for each subgroup with at least five members if the district enrolls students in grade 12. A district or subgroup with 10 or fewer students in the graduation cohort satisfies the graduation rate requirement if all but one of those students graduates.

Subgroup	Participation Rate			Attendance Rate		Graduation Rate		
	Enrolled	Rate (%)	Target Met? ⁶	Rate	Target Met? ⁶	4-Year Rate	5-Year Rate	Target Met? ⁷
All Students	168	99.40%	Yes	90.68%	No	64.00%	78.79%	No
African American	7	100.00%	Yes	91.39%	No	N/A	N/A	N/A
Alaska Native & American Indian	120	99.17%	Yes	90.28%	No	60.87%	75.00%	No
Asian & Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	30	100.00%	Yes	91.67%	No	100.00%	100.00%	Yes
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races	11	100.00%	Yes	92.87%	No	N/A	N/A	N/A
Economically Disadvantaged	116	99.14%	Yes	90.21%	No	66.67%	77.27%	No
Students w/Disabilities (SWD) ²	21	100.00%	Yes	90.68%	No	33.33%	60.00%	No
Limited English Proficient (LEP) ²	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Chapter 6.71 SCHOOL ENDOWMENT FUND

Sections:

- 6.71.010 School Endowment Fund Established
- 6.71.020 School Endowment Fund Advisory Board Established
- 6.71.030 Duties of the Board
- 6.71.040 Fund Utilization
- 6.71.050 Powers and Duties of the Borough Manager

6.71.010 School Endowment Fund Established

A. There is established as a separate endowment trust fund the Lake and Peninsula Borough School Endowment Fund, hereinafter called "the fund".

B. The principal of the fund shall consist of:

1. The balance of the School Endowment Fund on July 1, 1992, originally created as a special revenue fund by Ordinance No. 92-10 on December 17, 1991.
2. Transfers or direct appropriations from other Borough funds made by the Borough Assembly in the course of adopting the Borough's annual budget or amendments thereto.
3. Contributions or appropriations from the Lake and Peninsula School District and other governmental entities.
4. Gifts, bequests and contributions of cash or other assets from individuals or private organizations.

C. Notwithstanding the provisions of A and B of this section, the Borough Assembly may appropriate the assets of this fund for principal and interest payments on school related general obligation bonds to prevent an impending default.

(amended by Ordinance 94-07 on August 16, 1994)

6.71.020 School Endowment Fund Advisory Board Established

A. The School Endowment Fund Advisory Board is established and shall be composed of the following members:

1. The Mayor of the Lake and Peninsula Borough
2. The President of the Lake and Peninsula School Board
3. A member of the Lake and Peninsula Borough Assembly appointed by the Borough Assembly
4. A member of the Lake and Peninsula School Board appointed by the School Board
5. A member of the public at large appointed by the Lake and Peninsula Borough Assembly with the concurrence of the Lake and Peninsula School Board

B. The board shall elect a member to chair the board.

C. The Borough Manager shall serve as staff to the board.

D. The members of the board shall serve without compensation, but shall be entitled to receive per diem and travel expenses in accordance with Lake and Peninsula Borough policies for its staff and elected and appointed officials.

6.71.030 Duties of the Board

A. The board created in Section 6.71.020 shall act as an advisory board to the Borough Assembly, and shall have the following duties:

1. Hold regular meetings and special meetings as considered necessary; the board may hold meetings by teleconference.
2. Recommend specific alternatives for utilization of income from the School Endowment Fund that will support or enhance the education of students in the Borough's public schools by funding educational programs and projects administered in those schools by the Lake and Peninsula Borough School District.

6.71.040 Fund Utilization

A. The principal of the fund and any investment earnings realized by the fund shall be retained perpetually until such time as the fund reaches a sufficient level that its annual investment earnings will satisfy the Borough's annual statutory contribution requirement to the School District. Once that level is reached, that portion of the investment earnings and accumulated principal not needed to fully fund the statutory contribution requirement may be appropriated by the Borough Assembly in accordance with the purposes set forth in item "B" of this Section.

B. That portion of the investment earnings and accumulated principal not needed to fully fund the statutory contribution requirement referred to in item "A" of this section may be appropriated only for the following purposes:

1. To satisfy or help satisfy the Borough's annual local contribution to the School District as required by AS 14.17.025.
2. To support or enhance education within the Borough in accordance with the recommendations of the School Endowment Fund Advisory Board and/or as authorized by concurrent resolutions passed by the Lake and Peninsula Borough Assembly and the Lake and Peninsula School Board.

C. Notwithstanding the provisions of A and B of this section, the Borough Assembly may appropriate the assets of this fund for principal and interest payments on school related general obligation bonds to prevent an impending default. (*Amended by Ordinance 94-07 3/16/94*)

6.71.050 Powers and Duties of the Borough Manager

The Borough Manager is the treasurer of the fund and has the following power and duty to:

1. Act as the official custodian of the cash and investments belonging to the fund by securing adequate and safe custodial facilities.

2. Receive all items of cash and investments belonging to the fund.
3. Collect the principal and income from investments owned or acquired by the fund and deposit the amounts in separate principal and income accounts for the fund.
4. Invest and re-invest the assets of the fund in accordance with such general investment policies as are or may be authorized by the Borough Assembly.
5. Maintain accounting records of the fund in accordance with investment accounting principles and with distinction between the principal and income accounts of the fund.
6. Engage an independent audit firm of certified public accountants to annually audit the financial condition of the fund's investments and investment transactions.
7. Enter into and enforce contracts or agreements considered necessary for the investment purposes of the fund.