

SCHOOL REPORT CARD for 2016-2017 SCHOOL YEAR

School:	Soldotna Prep School	District:	Kenai Peninsula Borough School District
Grade span:	9	School Enrollment:	200
ASPI Score:	from 2013-2014: * N/A	Star Rating:	from 2013-2014: * N/A
Title I School?	No	Title I Program:	NA
Accreditation:	NA		

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 2016-2017 school year. The Performance Evaluation for Alaska's Schools (PEAKS) assessment in English Language Arts and Mathematics were given for the first time in spring 2017 to students in grades 3-10. These two new assessments replaced the former Alaska Measures of Progress (AMP) assessments in English Language Arts and Mathematics. Students in grades 4, 8, and 10 also took the Alaska Science Assessment.

For 2016-2017, there are no Alaska School Performance Index (ASPI) star ratings and Annual Measurable Objective (AMOs) Progress reports. Due to the passage of the Every Student Succeeds Act (ESSA), which replaced the No Child Left Behind (NCLB) Act, the accountability system remains paused until the state implements a new accountability system. The ASPI score and star rating reported above are the same as those from the 2013-2014 school year. Under ASPI, each school received a score on a 100-point scale and a star rating from 5-stars (highest) to 1-star. The ASPI score and star rating gave an overall picture of how well the school did to prepare students to be college-, career- and culturally ready graduates.

For 2016-2017, schools received an Accountability Indicators Report that reports the percentage of full-academic year students in the school, district, and state who were proficient in English language arts and mathematics, along with the participation rates, attendance rates, and graduation rates for all students and subgroups. A copy of that report is found at the end of this School Report Card.

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

- To view the current and historical accountability reports and ESEA Wavier updates: <https://education.alaska.gov/akaccountability/>
- To find information about how schools are supported in writing and implementing school improvement plans: <https://education.alaska.gov/aksupport/>

The District Report Card and School Report Cards are available:

from the school or district at: <http://www.kpbsd.k12.ak.us/departments.aspx?id=36924>

or on the district website at: <http://www.kpbsd.k12.ak.us/departments.aspx?id=36924>

*School formed in FY15; no FY14 ASPI scores to carry forward

Information on Qualifications of Teachers in the School

Teacher Qualifications				
Number of Teachers With Highest Degree:	Bachelors	Masters	Ed. Specialist	Doctorate
	2	18	1	0

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.

Other School Information

Grades KG-8 Retention Rate:	NA	Number of High School Graduates:	NA
Grades 7-12 Dropout Rate:	0.50%	Number of Grade 7-12 Dropouts:	1
Enrollment Change:	4	Enrollment Change Due to Transfers:	19.5%
Students Survey Return Rate:	0.0 %	Parents Survey Return Rate:	0.3%
Students Commenting:	77	Parents Commenting:	41
Average Volunteer Hours Per Week:	6	Community Members Commenting:	1
Persistently Dangerous School:	No	School/Business Partnerships:	1

Parental, community, or business involvement can occur in many forms and influence schools in different ways. The results of parental, community, or business involvement for the 2016-2017 school year, as identified by the school, are described below.

Soldotna Prep parents and students were surveyed on multiple topics this year including parent conferences, communication, grading practices, and school climate. Common feedback was that arena style parent conferences were preferred by parents and were perceived as effective, that Soldotna Prep overall communicated well with families and that bi weekly school announcements and quarterly newsletters were appreciated, and that generally parents felt as though grading practices and the amount of homework being assigned was fair. Again, about 1/4 of the respondents were concerned that Math courses were too rigorous for their students with the primary concern being the focus on test scores to determine the final grade. Student comments reflect that teachers are perceived to be generally welcoming and fair. They reported that they felt safe at school and that administration was approachable and helpful. They expressed less sadness that they were not "in high school" by being segregated from older students than previous years and the majority continue to report liking school and feeling that it was a positive influence in their lives. There were a few students who felt like school was not providing learning opportunities relevant to their interests.

All Students Tested Grades 3 – 10 in English Language Arts

ENGLISH LANGUAGE ARTS	% Advanced			% Proficient			% Below Proficient			% Far Below Proficient			All Tested	Percent Tested		
Student Subgroup	School	District	State	School	District	State	School	District	State	School	District	State	School	School	District	State
ALL STUDENTS	8	9	8	26	38	31	29	32	31	38	22	31	184	97	93	90.5
Female	14	11	9	26	42	33	36	31	31	24	16	27	87	98	93	90.4
Male	3	8	6	25	33	28	23	32	30	50	27	35	97	96	93	90.7
African American	^	0	3	^	27	23	^	50	34	^	23	40	2	100	92	93.7
Alaska Native/American Indian	0	4	2	15	24	14	31	37	29	54	36	56	13	100	97	93.9
Asian/Pacific Islander	^	3	5	^	26	24	^	38	37	^	34	34	4	100	97	95.8
Caucasian	9	11	12	29	40	41	28	30	29	34	19	18	131	97	93	86.9
Hispanic	9	4	5	18	34	29	27	35	35	46	28	31	11	100	90	92.7
Two of More Races	9	6	7	17	38	32	35	33	34	39	23	28	23	92	92	93.4
Economically Disadvantaged	3	4	3	19	31	22	32	36	33	45	29	43	62	95	95	92.3
NOT Economically Disadvantaged	11	12	12	29	42	40	27	29	29	34	17	19	122	98	92	88.8
Students with Disabilities	0	2	1	3	14	9	13	32	26	84	53	64	31	91	95	91.9
Students WITHOUT Disabilities	10	11	9	30	43	34	32	31	32	28	15	26	153	98	93	90.3
EL Students	^	0	0	^	9	4	^	31	23	^	61	72	3	100	97	95.5
NOT EL Students	8	10	9	26	39	34	29	32	32	37	20	25	181	97	93	89.9
Migrant students	^	6	4	^	31	22	^	37	31	^	26	43	4	100	98	95.0
NOT Migrant students	8	9	8	26	38	31	28	31	31	38	22	30	180	97	93	90.1
Active Duty	0	0	11	60	50	40	20	34	31	20	16	18	5	83	98	92.5
NOT Active Duty	8	9	7	25	38	30	29	32	31	38	22	32	179	97	93	90.4

^ Data suppressed per the Department of Education's reporting protocol

All Students Tested Grades 3 – 10 in Mathematics

MATHEMATICS	% Advanced			% Proficient			% Below Proficient			% Far Below Proficient			All Test ed	Percent Tested		
Student Subgroup	School	District	State	School	District	State	School	District	State	School	District	State	School	School	District	State
ALL STUDENTS	2	5	4	25	33	28	57	50	51	17	12	17	183	96	93	90.5
Female	1	4	3	27	35	28	61	51	53	12	11	17	86	97	93	90.3
Male	2	6	5	23	31	28	54	50	50	22	13	18	97	96	94	90.7
African American	^	0	1	^	9	16	^	73	60	^	18	24	2	100	92	93.4
Alaska Native/American Indian	0	2	1	15	22	13	69	58	55	15	18	31	13	100	97	93.8
Asian/Pacific Islander	^	6	3	^	19	23	^	59	56	^	16	18	4	100	98	95.7
Caucasian	2	5	6	29	35	37	53	49	47	15	11	10	131	97	93	86.8
Hispanic	0	2	3	18	24	25	55	57	56	27	17	17	11	100	90	92.8
Two of More Races	0	4	4	14	32	30	64	50	52	23	14	14	22	88	92	93.2
Economically Disadvantaged	0	2	2	15	23	19	61	58	56	25	17	24	61	94	95	92.2
NOT Economically Disadvantaged	3	7	6	30	39	37	55	45	46	13	10	11	122	98	92	88.8
Students with Disabilities	0	1	1	0	11	8	60	56	52	40	31	39	30	88	95	91.8
Students WITHOUT Disabilities	2	6	4	29	38	31	56	49	51	12	8	14	153	98	93	90.3
EL Students	^	1	0	^	7	7	^	66	52	^	27	41	3	100	97	95.6
NOT EL Students	2	5	4	25	34	31	57	50	51	17	12	14	180	96	93	89.8
Migrant students	^	2	2	^	25	20	^	59	55	^	13	23	4	100	98	94.9
NOT Migrant students	2	5	4	25	33	29	56	50	51	17	12	17	179	96	93	90.1
Active Duty	0	5	6	20	30	38	60	57	47	20	9	9	5	83	98	92.3
NOT Active Duty	2	5	4	25	33	27	57	50	52	17	12	18	178	97	93	90.3

^ Data suppressed per the Department of Education's reporting protocol

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

Note: In the spring of 2016, the Alaska Measures of Progress (AMP), a computer-based test, experienced repeated technical disruptions and testing was suspended. Effective April 1, 2016, the Alaska Measures of Progress (AMP) tests in English Language Arts and Mathematics for students in grades 3-10; alternate assessments in those subjects and grades for students with significant cognitive disabilities; and science tests in grades 4, 8, 10 were canceled for the 2015-2016 year. Due to this unforeseen circumstance the results from the 2015-2016 school year are unavailable due to their cancelation.

A two-year trend for English Language Arts and Mathematics assessments is unavailable for 2016-2017 due to the transition from AMP to PEAKS. Two-year trends for English Language Arts and Mathematics will be reported starting in 2017-2018.

2016-2017 Accountability Indicators Report
Alaska Department of Education & Early Development

School: Soldotna Prep School

Title I School: No

District: Kenai Peninsula Borough School District

Performance Evaluation for Alaska's Schools (PEAKS) - 2017 Summative Assessment
Percentage of FAY¹ Students Testing Proficient² - School, District, and State Achievement

Subgroup	English Language Arts			Mathematics		
	School	District	State	School	District	State
All Students	35.26%	47.50%	38.85%	27.17%	37.83%	32.32%
African American	*	30.00%	26.03%	*	10% or fewer	16.59%
Alaska Native/American Indian	20% or fewer	28.27%	16.22%	20% or fewer	24.41%	14.02%
Asian/Pacific Islander	*	28.77%	29.62%	*	23.29%	26.76%
Hispanic	27.27%	38.42%	34.95%	20% or fewer	26.60%	27.81%
Two or More Races	31.58%	44.44%	39.01%	15.79%	36.05%	34.39%
White	39.52%	51.42%	53.25%	32.26%	40.89%	43.67%
Economically Disadvantaged	24.07%	35.63%	25.17%	14.81%	25.45%	20.52%
Students with Disabilities ³	10% or fewer	15.55%	12.58%	10% or fewer	12.44%	11.12%
English Learners ³	*	14.35%	10.14%	*	10.34%	11.68%

Subgroup	Participation Rate			Attendance Rate		Graduation Rate		
	Enrolled	Rate (%)	Target Met? ⁴	Rate (%)	Target Met? ⁴	4-Year Rate	5-Year Rate	Target Met? ⁴
All Students	193	96.89%	Yes	90.99%	No	n/a	n/a	n/a
African American	2	100.00%	n/a	n/a	n/a	n/a	n/a	n/a
Alaska Native/American Indian	14	100.00%	Yes	90.24%	No	n/a	n/a	n/a
Asian/Pacific Islander	4	100.00%	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	11	100.00%	Yes	91.90%	No	n/a	n/a	n/a
Two or More Races	25	92.00%	Yes	88.37%	No	n/a	n/a	n/a
White	137	97.08%	Yes	91.55%	No	n/a	n/a	n/a
Economically Disadvantaged	67	95.52%	Yes	89.27%	No	n/a	n/a	n/a
Students with Disabilities ³	38	92.11%	No	87.25%	No	n/a	n/a	n/a
English Learners ³	3	100.00%	n/a	77.66%	No	n/a	n/a	n/a

Notes:

1. Full Academic Year (FAY) = Students enrolled continuously from October 1 through the first day of testing.
2. Individual student performance on PEAKS is reported in one of four achievement levels: Advanced, Proficient, Below Proficient, or Far Below Proficient. The percentages in this table include students at the Advanced and Proficient levels.
3. Students with Disabilities (SWD) and English Learners (EL) subgroups include assessment scores of former SWD and former EL students that are being monitored for two years.
4. The participation rate target is 95 percent if the number of enrolled students is greater than 40. If the number of enrolled students is 40 or less, all but two students must test. Subgroups with fewer than five students will reflect "n/a" in the "Target Met?" field.
5. The attendance rate target is 95 percent for the school as a whole and each subgroup with at least five students enrolled.
6. The graduation rate target is 90 percent for the school as a whole and 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 graduate. A school meets this target if either the four- or five-year rate meets these criteria.

* - Cells with an asterisk represent at least one and no more than four students assessed. These data are suppressed to protect individual student confidentiality.