

## From the Superintendent

The 2006-2007 school year has been busy and productive. The district has renewed its emphasis on safety and wellness on several fronts. First, a new student wellness policy went into effect. Spurred nationally by concerns of the obesity rate, significant local school and community discussions have occurred. The role of the school in providing leadership for healthy living will continue to be examined. A second area, that of employee wellness, received attention. A healthy workforce is a productive workforce. Steps were taken to provide district employees with resource information and healthy ideas for better living. Also, full scale emergency action training was a priority in the spring. A refresher course, developed with local officials was held for teams from each school. Next fall every school employee will receive similar training. Besides the important information about preparation for natural disasters, responses for non natural concerns such as an intruder in the school were reviewed.

When students are safe and comfortable they learn best. The Kenai Peninsula is home to some of the finest maintained facilities in the country. We are proud of how our schools look and how safe and welcoming they feel. We know that together, with our parents and communities, we are making the best possible environment for our students- and that translates to a positive difference in student achievement.



Donna Peterson, Ed. D.  
Superintendent of  
Schools

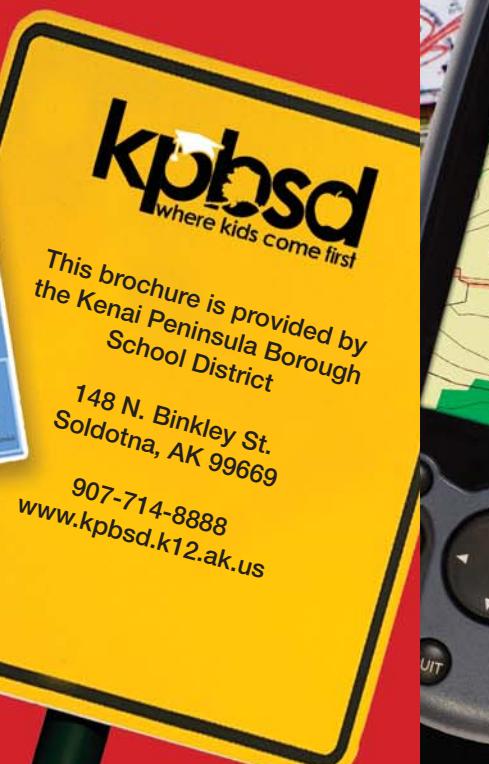
## The Kenai Peninsula

The Kenai Peninsula Borough lies directly south of Anchorage, Alaska's principal population center, and is home to the Kenai Peninsula Borough School District.

The waters of the Gulf of Alaska and Prince William Sound border the Borough on the south and east with the Alaska Mountain Range rimming the Borough to the west. The boundaries of the Borough and School District encompass a total of 25,600 square miles. In comparison, the geographical area of the Kenai Peninsula Borough equals that of Massachusetts and New Jersey combined and yet the borough population is less than 1/400th of that same area.

Year-round recreational opportunities abound on the Kenai Peninsula: fishing, sightseeing, hiking, snow machining and cross-country ski trails are just a sampling of the outdoor recreation that is readily accessible for the outdoor enthusiast.

The Peninsula has one of the state's most diverse economies; major industries include oil and gas, commercial fishing, and tourism. The oil and gas industry accounts for approximately one-third of the Borough's labor force.



## ANNUAL REPORT 06-07



2006-07

## Kenai Peninsula Borough School District

## Highlights

- Implemented WebEx as a technology training tool
- Developed and implemented Professional Learning Communities at school sites
- Expanded distance education opportunities
- Implemented a credit recovery program for high school students
- Developed performance standards and assessments for Peninsula Optional and Assessments for Peninsular Development Center
- Expanded Workforce Development and Enrollment
- Trained employees and community members in implementation of the District's Emergency Action Plan
- Participated in the Tri-Borough Anti-Gang and Youth Violence Task Force
- Aligned Charter School policies with State Board expectations
- Incorporated state and federal mandates into human resources practices
- Secured 50% of the Institute of Social and Economic Research (ISER) recommendations for equitable funding

## Board of Education Goals

- 1. Reaching for Excellence**  
Each Board member will visit five schools and one external organization prior to Christmas and gather data about each.
- 2. Long Range Planning**  
A Strategic Plan for 2006 through 2011 will be developed.
- 3. Public Relations**  
Board members will serve as ambassadors to other organizations with positive messages.



# The Educational Program

At the base of the Kenai Peninsula Borough School District's exceptional academic program is the six-year curriculum revision cycle. During the 2006-2007 school year, the newly revised K-6 language arts program was implemented. Professional Development centered on implementing the new reading program and materials. Also, in 2006-2007, the 7-12 language arts and the K-12 math curricula were revised and aligned to Alaska State Standards and national content standards.

In 2007-2008, we will begin the process of reviewing and revising our district's K-12 health and social studies curricula. During the year, the responsibility of the committee will be to provide students with rich experiences and in-depth study as they progress through the grades.

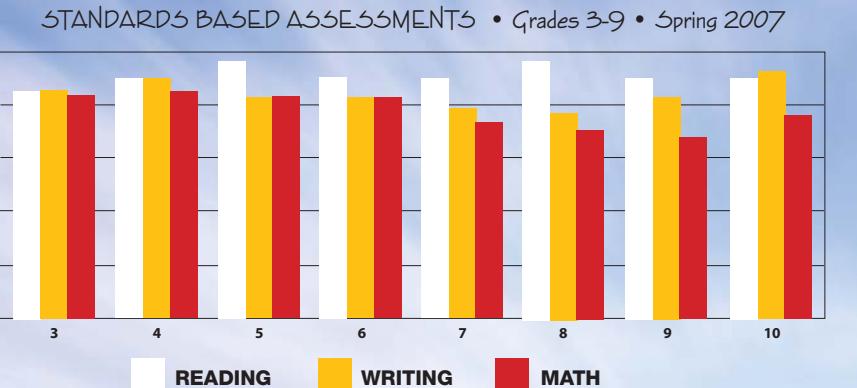
Long Range Plan stresses Literacy skills at grades K-2. Assessment of progress in reading literacy begins with testing (DIBELS) in the fall of the kindergarten year and continues on a regular basis throughout the primary grades. Based on assessment, intervention and mediation is offered through Title I programs as well as Special Services.

Services include supports in the regular classroom, resource room, or self-contained environments. Also, related services and speech and language services are provided to students based on identified needs. The need for services is determined in consultation with a student's parents and identified in a plan of services (Student Learning Plan, IEP, or 504 Plan).

The district provides students identified on the Alaska Academic Assessment; the Jump-Start, turn-around, and recovery. Both are emphasized post testing or to assess both students in order to provide support.

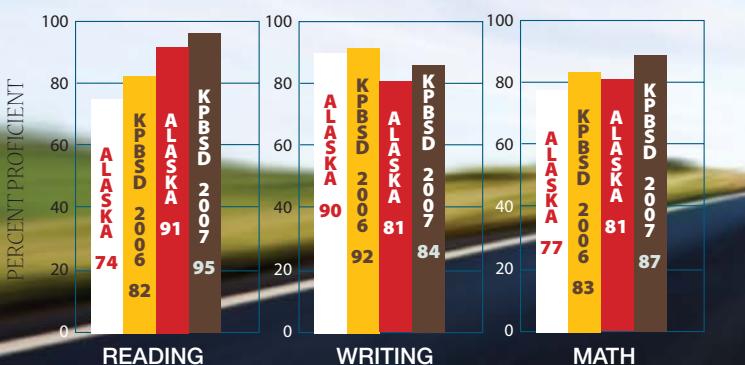
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## Achievement Profile



Alaska measures student proficiency in Reading, Writing and Math with the Alaska Standards Based Assessments which are administered in grades 3 through 10.

HSGQE • Grade 10 • Spring 2007



# High School Graduation Qualifying Exam

section of the High School Graduation Qualifying Exam must be passed by students to graduate. Students have their first opportunity to take the exams during the spring of their sophomore year and two additional opportunities each year following. The exams are for Sophomores only and compare state and district pass rates.

## quate Yearly Progress

the Federal Government, as a way to increase public school accountability, implemented the No Child Left Behind Act. At that time, the U.S. Department of Education instituted the concept of adequate progress by schools. There are thirty categories that every public school must demonstrate proficiency in. Many of these categories are academic in nature while others guarantee a high level of participation from various sub-groups. While KPBSD has met AYP as an entire district, we have not demonstrated AYP within various grade-levels.

The State of Alaska has allowed KPBSD to maintain its level 2 standing for the past two years as a result of making AYP in the grade span model. The Kenai Peninsula High School District has been one of the few school districts in Alaska to meet the requirements of the grade span model and is looking forward to meeting AYP in all categories in the near future.

New Program in 2007-2008

In August 2007, Peninsula Optional High School will open its doors to a diverse group of 9th and 10th grade students, in a small, high tech learning environment located within the boundaries of the Kenai Peninsula Borough School District in Soldotna. Grades 11th and 12th will be incorporated in the following years, as the initial 10th grade class advances. Peninsula Optional is designed to incorporate project-based education in a rigorous learning environment immersed with technology. Students attending Peninsula Optional will gain the skills necessary to become thoughtful, engaged citizens. Paralleling the academics, students will be provided opportunities to work "in the field" on individual projects through internships and professional experiences.

# *On the Horizon*

KPBSD enjoys one of the best technology infrastructures in the world. Our District is working hard to utilize that infrastructure to its fullest while helping our students maximize their learning opportunities through technology. Our Distance Education program started three years ago in earnest with video-conferencing technology by delivering four courses from Soldotna High School to our smaller schools. Since that time we have expanded to delivering several Advanced Placement courses via video-conferencing and other core area courses via the web. In the fall of 2007 we will deliver a full cadre of courses virtually to many of our schools in an effort to strengthen offerings at our larger schools while expanding opportunities at our smaller schools. Students will be given the opportunity to learn anytime, anywhere. This virtual school model will blend our video-conferencing technology with the web-based delivery model to allow for an expansion into many different curricular areas that will address the needs of all students within our school district.

# Work Force Development Center 2007 - 08

SD is committed to enhancing  
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## Highly Qualified Educators

With the advent of the No Child Left Behind Act, school districts became responsible for showing that the teachers and paraprofessionals teaching students were qualified to do so. In order to meet the Federal definition of highly qualified, teachers had to meet several criteria. First, they had to have a baccalaureate degree. Second, they needed to have full state certification. Finally, they needed to show proficiency in the subject or subjects they teach by having a degree in the subject, having 30 semester hours of credit in the subject, passing a content test in the subject, or by completing the High Objective Uniform State Standard of Evaluation (HOUSSE).

Approximately 78% of KPSB teachers have demonstrated *highly qualified* status in one or more content areas. Additionally, about 33% of KPSB's core academic classes are taught by teachers with *highly qualified* status in the content area(s) relative to their teaching assignment(s).

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