



Report Card to the Public 2006-2007

Trapper School Nuiqsut

School Statistics

School: Trapper School - Nuiqsut

Accreditation: Accredited by NAAS through 2007

Status: APPROVED

Enrollment at October 1, 2006 Count

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
# Students	8	4	4	6	3	9	2	9	9	16	10	10	6	96

Enrollment Change from Prior Year **-18.6%**

Enrollment Change Due to Transfers **34.8%**

Attendance, Graduation, Dropout & Retention Rates

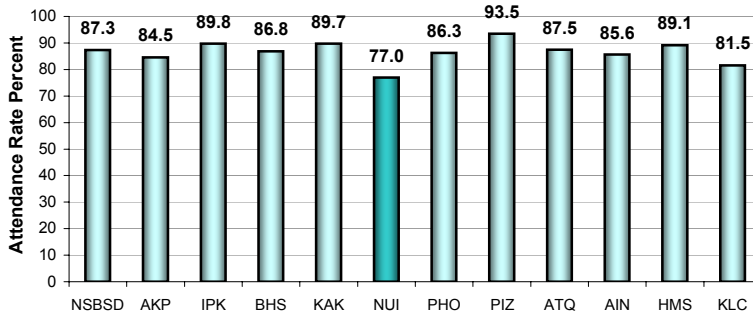
Attendance Rate **77.0%**

Retention Rate (K-8) **0.0%**

Graduation Rate **70.6%**

Dropout Rate (Gr 7-12) **21.7%**

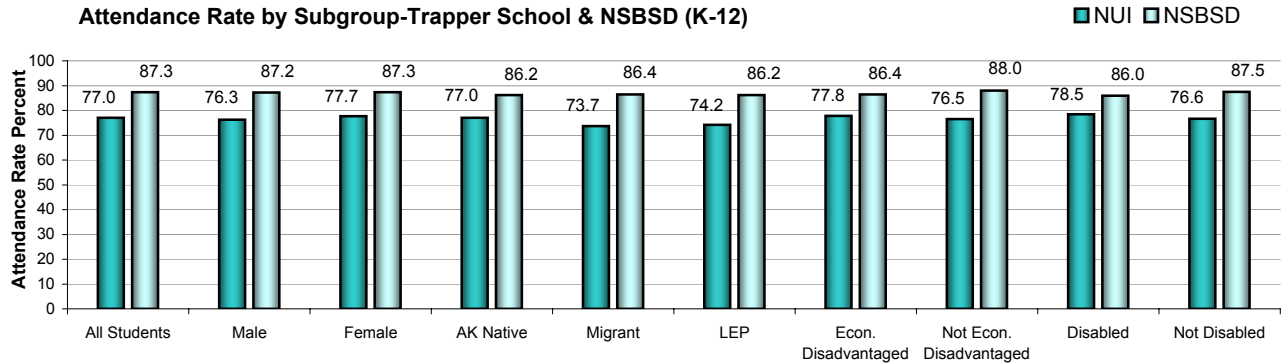
NSBSD Attendance Rates by School (K-12)



Graduation Rates - NSBSD

Trapper-Nuiqsut	70.6%
Alak-Wainwright	64.7%
Barrow High	70.4%
Kali-Point Lay	33.3%
Kaveolook-Kaktovik	100.0%
Kiita-Barrow	52.4%
Meade River-Atqasuk	100.0%
Nunamiut-Anaktuvuk Pass	60.0%
Tikigaq-Point Hope	78.3%
NSBSD District-Wide	68.4%

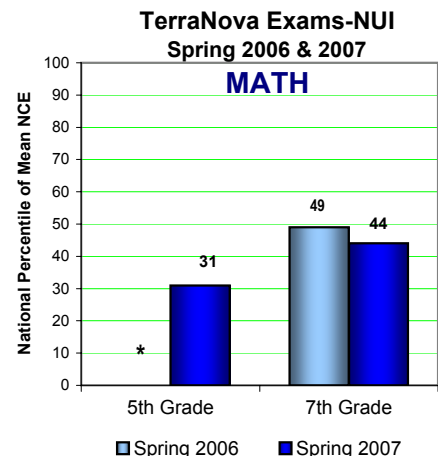
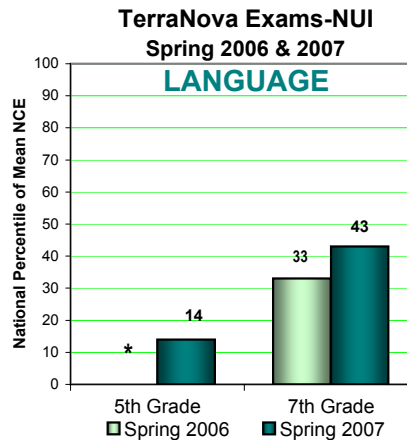
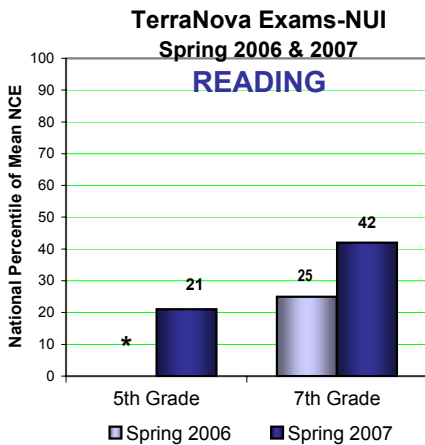
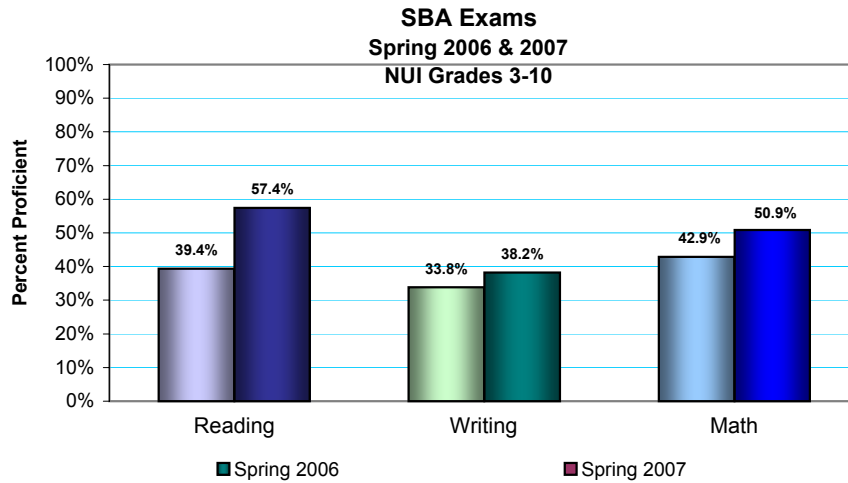
Attendance Rate by Subgroup-Trapper School & NSBSD (K-12)



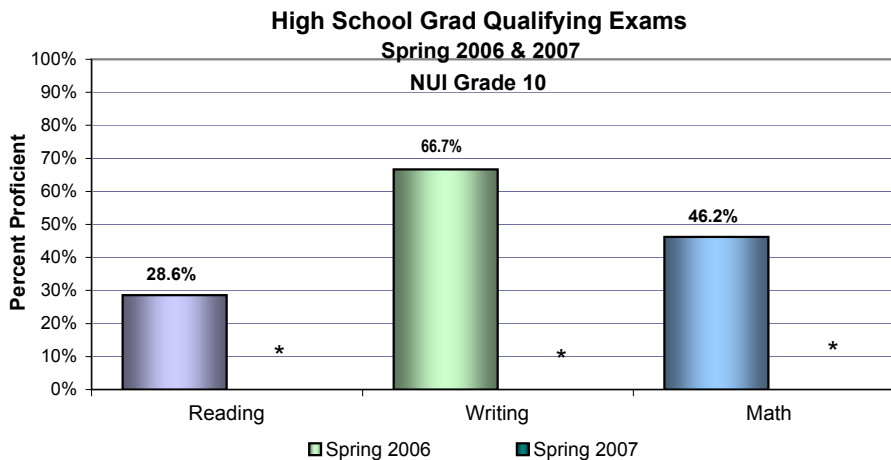
School and Community Involvement

	Students	Parents	Community Members
Teacher Evaluation Survey Return Rate	64.1%	25.6%	n/a
Number of Comments Received on FY06 Report Card	62	37	28
School/Business Partnerships	1	Average Volunteer Hours Per Week	1

Alaska statutes require all Alaska students to take the Standards Based Assessments (SBA) in Grades 3-10, the TerraNova exam in grades 5 & 7, and the High School Graduation Qualifying Exam (HSGQE) in the 10th grade. An integrated HSGQE and SBA test for grade 10 was established in spring of 2006 that satisfies two sets of requirements: Federal - provide instructional and accountability information through use of the SBA exam; State - determine if a student meets the competency requirements in reading, writing, and math to earn an Alaska high school diploma. Results of all state and NCLB-mandated standardized tests for students in grades 3-10 are broken out by grade level as well as by subgroups of students including male, female, ethnic group, income status, disability status, migrant status and limited English proficiency. **For 2007, a new ethnic category has been added called, "multi-ethnic." Additionally, proficiency cut scores on the HSGQE were lowered for reading and raised for writing.**

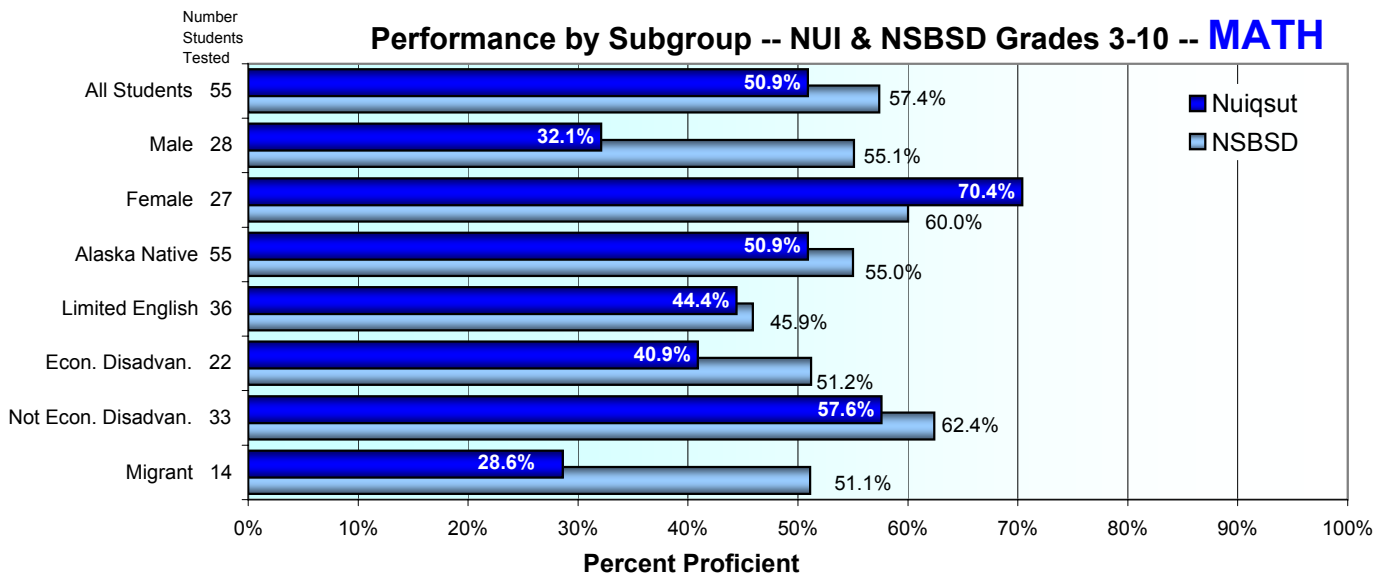
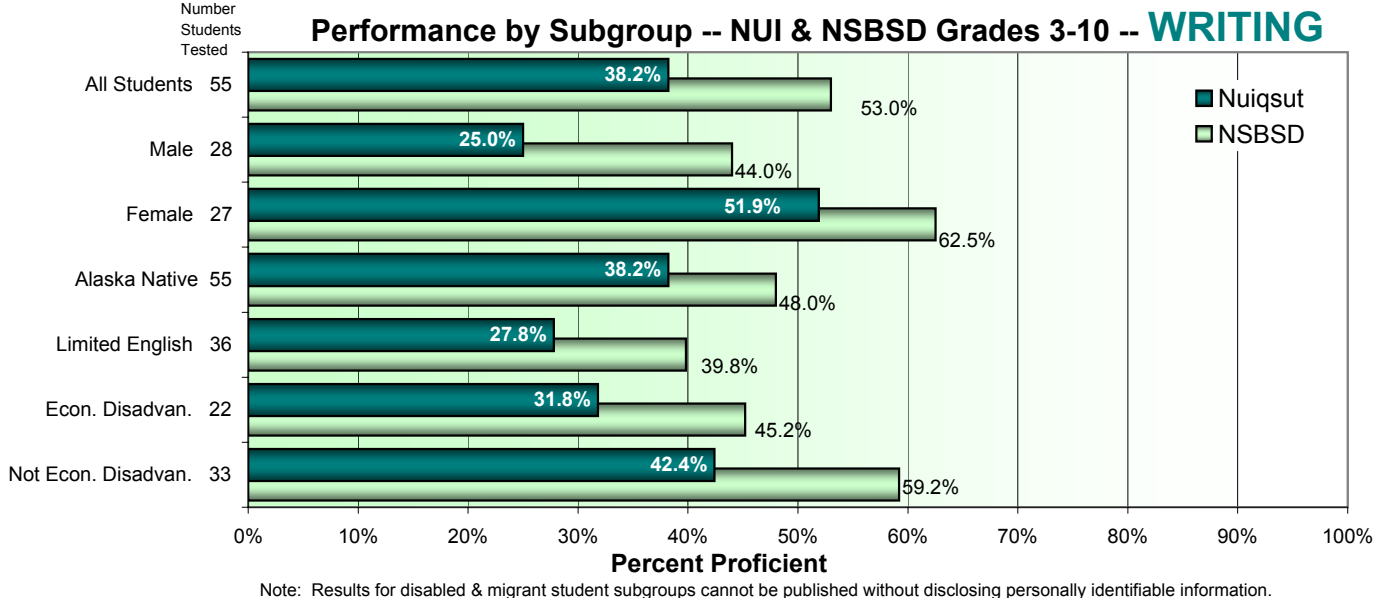
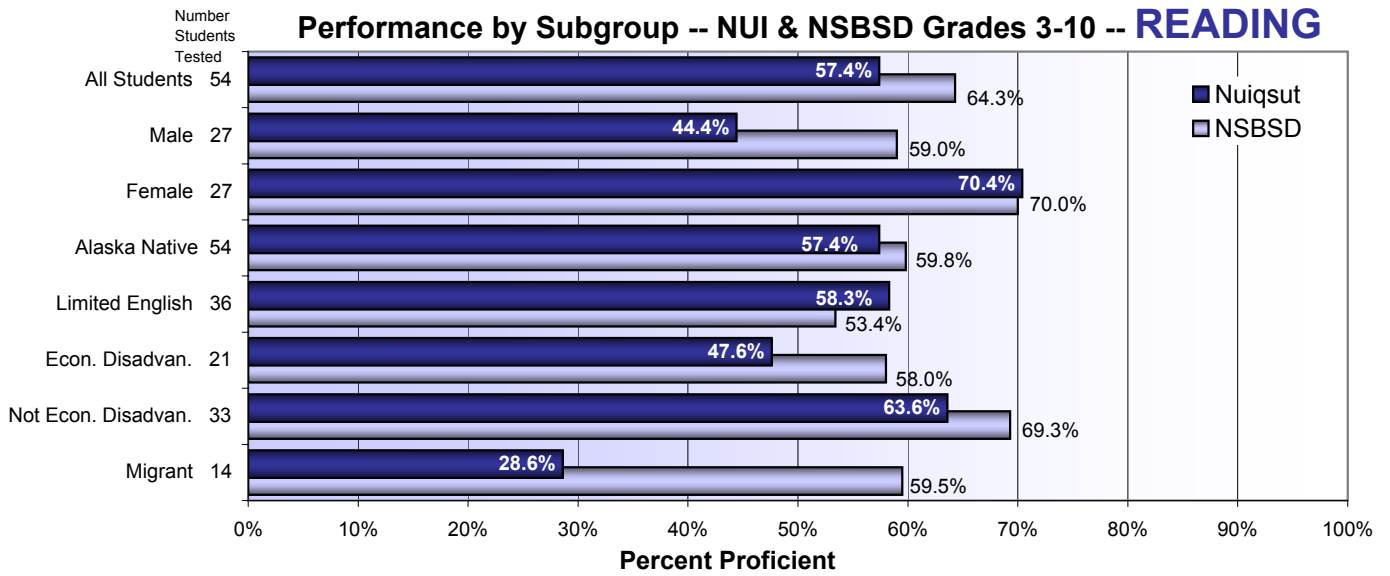


Beginning in 2007, composite scores for reading, language and math were not available. TerraNova subtest scores for 2006 and 2007 are being used to apply the same criteria for an accurate comparison. (*Results for 2006 cannot be published without releasing personally identifiable information).



In 2007, proficiency cut scores on the HSGQE were lowered for reading and raised for writing.


*Results for 2007 grade 10 HSGQE tests cannot be published without releasing personally identifiable information.





Performance on Assessments


NOTES:


- 1) *HSGQE and Standards Based Assessments results are not published when fewer than 5 students are tested at a grade level or two or fewer students are reported in an individual cell.
- 2) N/A indicates that a school did not test students in that particular grade for that administration.
- 3) Percentages reported are based on the total number of students tested, not the number of students enrolled in the grade.
- 4) To provide more information a category has been added titled “All Grades.” Values in this row are the aggregated results from all grade levels tested for that school. This category allows the district to publish results for small schools without releasing personally identifiable information.

 Percent of Students at Proficiency Levels	Spring 2007 Standards Based Assessments														
	Reading					Writing					Math				
	Number Tested	Adv.	Prof.	Below Prof.	Far Below Prof.	Number Tested	Adv.	Prof.	Below Prof.	Far Below Prof.	Number Tested	Adv.	Prof.	Below Prof.	Far Below Prof.
Grade 3	6	40% or fewer	60% or more	*	*	6	33.3	50.0	16.7	0.0	6	40% or fewer	60% or more	*	*
Grade 4	3	*	*	*	*	3	*	*	*	*	3	*	*	*	*
Grade 5	8	0.0	50.0	50.0	0.0	9	0.0	44.4	55.6	0.0	9	22.2	33.3	22.2	22.2
Grade 6	2	*	*	*	*	2	*	*	*	*	2	*	*	*	*
Grade 7	10	10.0	80.0	10.0	0.0	10	0.0	70.0	30.0	0.0	10	10.0	70.0	10.0	10.0
Grade 8	10	10.0	40.0	30.0	20.0	10	0.0	20.0	40.0	40.0	10	20.0	30.0	10.0	40.0
Grade 9	10	0.0	40.0	40.0	20.0	10	0.0	20.0	40.0	40.0	10	0.0	10.0	60.0	30.0
Grade 10	5	*	40% or fewer	60% or more	*	5	*	*	60% or more	40% or fewer	5	0.0	40.0	40.0	20.0
NUI All Grades 3-10	54	7.4	50.0	33.3	9.3	55	3.6	34.5	43.6	18.2	55	10.9	40.0	25.5	23.6
NSBSD 3-10	939	12.2	52.1	28.1	7.6	943	6.2	46.9	36.4	10.6	954	17.7	39.7	23.7	18.9
STATE 3-10	75,937	82.3		17.7		75,915	74.6		25.4		75,928	71.8		28.2	

 Percent of Students at Proficiency Levels	Spring 2007 HSGQE														
	Reading					Writing					Math				
	Number Tested	# Proficient	% Proficient	# Not Proficient	% Not Proficient	Number Tested	# Proficient	% Proficient	# Not Proficient	% Not Proficient	Number Tested	# Proficient	% Proficient	# Not Proficient	% Not Proficient
NUI Grade 10	5	*	60% or more	*	40% or fewer	4	*	*	*	*	5	*	60% or more	*	40% or fewer
NSBSD Grade 10	140	107	76.4	33	23.6	131	92	70.2	39	29.8	137	96	70.1	41	29.9
STATE Grade 10	9395	8538	90.9	857	9.1	9390	7622	81.2	1768	18.8	9383	7564	80.6	1819	19.4

Spring 2007 TerraNova Exams						
 Percent of Students in Top and Bottom Quartiles of National Percentile	TERRANOVA - READING					
	Number Tested	Number Top Qtile	Percent Top Qtile	Number Bottom Qtile	Percent Bottom Qtile	National Percentile MNCE
		76 - 99%tile		1 - 25%tile		
Grade 5	9	0	0.0	6	66.7	21
Grade 7	10	2	20.0	4	40.0	42
All Grades 5 & 7	19	2	10.5	10	52.6	n/a

Spring 2007 TerraNova Exams						
 Percent of Students in Top and Bottom Quartiles of National Percentile	TERRANOVA - LANGUAGE					
	Number Tested	Number Top Qtile	Percent Top Qtile	Number Bottom Qtile	Percent Bottom Qtile	National Percentile MNCE
		76 - 99%tile		1 - 25%tile		
Grade 5	9	0	0.0	5	55.6	14
Grade 7	10	0	0.0	2	20.0	43
All Grades 5 & 7	19	0	0.0	7	36.8	n/a

Spring 2007 TerraNova Exams						
 Percent of Students in Top and Bottom Quartiles of National Percentile	TERRANOVA - MATH					
	Number Tested	Number Top Qtile	Percent Top Qtile	Number Bottom Qtile	Percent Bottom Qtile	National Percentile MNCE
		76 - 99%tile		1 - 25%tile		
Grade 5	9	0	0.0	4	44.4	31
Grade 7	10	0	0.0	2	20.0	44
All Grades 5 & 7	19	0	0	6	31.6	n/a

For comparison of North Slope Borough Schools to other Alaska schools, please check Alaska Department of Education and Early Development website: <http://www.eed.state.ak.us/tls/assessment/results.html>

Accountability

Adequate Yearly Progress

Adequate Yearly Progress: NCLB requires that all schools meet minimum performance standards and participation requirements on all assessments and prescribes consequences if those requirements are not met. Standards for meeting "Adequate Yearly Progress" have been applied to all Alaska schools. In 2006-07, Alaska was approved to use a "growth model" in addition to its current model for determining whether or not schools make AYP.

Trapper School - Meets AYP

Trapper School is no longer in School Improvement status because it has made Adequate Yearly Progress (AYP) for two successive years.

To make AYP, the school overall and every subgroup must achieve the Annual Measurable Objectives (AMO) set by the state in Math and Language Arts. The AMO for the 2007-08 school year is 77.18% in Language Arts and 66.09% in Math.

Schools must also meet the 95% Participation Rate and the "Other Academic Indicator" requirements. For K-12 schools, the "Other Academic Indicator" is graduation rate.

**For additional information on AYP status of the school and subgroups,
see the "Adequate Yearly Progress (AYP) Summary" following this page.**

Persistently Dangerous School?

NO

Teacher Qualifications

NCLB requires that all teachers who teach core subject area classes be highly qualified. Under rules approved by the Alaska Department of Education & Early Development, to be highly qualified a teacher must (1) have a posted major, the equivalent to a major (30 semester hours), advanced degree or advanced certification in the content area; (2) have passed a subject knowledge test(s) approved by the state (PRAXIS II); or (3) fulfill other requirements established by the state (HOUSSE).

The District's Highly Qualified Teacher Plan was approved by the Department of Education and Early Development. The Plan outlines steps the District will take to assist teachers in their efforts to become Highly Qualified.

Trapper School Teacher Qualifications

Percent of classes not taught by highly qualified teachers:

24.0%



**North Slope Borough School District
School Year 2006-2007**

**Adequate Yearly Progress (AYP)
Trapper School, Nuiqsut**

AMOs:
Reading/Writing/Language: 71.48%
Mathematics: 57.61%

Meets AYP

Group	Participation Rate			"Full Academic Year"	Performance on the Language Arts Composite Score (LA=R+W)			Performance on the Mathematics Score			Other Indicator
	(A) Number Enrolled (On 1st day of week of testing in grades 3-10)	(B) Number Tested (grades 3-10) (with one or more valid scores in R, W, or M)	(C) Participation Rate (95% if # enrolled is >40 or all but 2 if # enrolled is 40 or fewer)		(D) Number Tested (B) enrolled for "Full Academic Year" (FAY) (Gr. 3-10)	(E) Number of FAY Students Proficient on Language Arts Composite Score (R+W=LA)	(F) Percent Proficient in Language Arts (E/D)x100=F	(G) Meet AMO for Language Arts Comp. Score? (+99% Conf. Int. (Yes/No)	(H) Number of FAY Students Proficient on the Math Score	(I) Percent Proficient in Math (H/D) x 100-I	
School as a Whole	56	55	Yes	51	22	43%	Yes-SH	25	49%	Yes	Yes
African American	0	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Alaska Native and American Indian	56	55	Yes	51	22	43%	Yes-SH	25	49%	Yes	
Asian/Pacific Islander	0	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Caucasian	0	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Hispanic	0	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Muti-Ethnic	0	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Economically Disadvantaged	22	22	Yes	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Students with Disabilities	11	11	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
LEP Students	36	36	Yes	35	13	37%	Yes-SH	15	43%	Yes	

OTHER INDICATOR STATUS

Other Indicator-Graduation Rate: **70.6%**
Other Indicator-Attendance Rate: n/a

TITLE 1 STATUS

Schoolwide Title 1 School
Targeted Assistance School

Confidence Interval Formula: $AMO - 2.33 \times \frac{\sqrt{pq}}{N}$

Other Academic Indicator Thresholds:
Attendance Rate 85%, Graduation Rate 55.58%

*LEP Subgroup includes former LEP students that are being monitored for up to two years.

Meets AYP

2006-2007 Adequate Yearly Growth (AYG)

AMOs: Reading/Writing/Language:

71.48%

Does Not Meet Growth

Mathematics:

57.61%

School District **North Slope Borough Schools**

School: **Nuiqsut Trapper School**

Group	"Full Academic Year" Number Tested enrolled for "Full Academic Year" (FAY) (Grades 3-10)	Performance on the Language Arts (LA=R+W) Composite (STATUS + GROWTH Score)				Performance on the Mathematics Score (STATUS + GROWTH Score)				4 AAC 06.845(c)...(13)	
		Number of FAY Students Proficient in Language Arts Score (STATUS ONLY) (R+W=LA)	Number of FAY Students On Track to Proficiency in Language Arts (R+W=LA) Score (GROWTH ONLY)	Percent Proficient in Language Arts (STATUS + GROWTH)	Meet AMO for Language Arts Comp. Score? (STATUS + GROWTH)	Number of FAY Students Proficient on the Math Score (STATUS ONLY)	Number of FAY Students On Track to Proficiency in Math (GROWTH ONLY)	Percent Proficient in Math (STATUS + GROWTH)	Meet AMO for Math Score? (STATUS + GROWTH)	Language Arts	Math
School as a Whole	51	22	6	54.90%	No	25	3	54.90%	No		
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Alaska Native and American Indian	51	22	6	54.90%	No	25	3	54.90%	No		
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Caucasian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Multi-Ethnic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
LEP Students*	35	13	4	48.57%	No	15	3	51.43%	No		

Meets Participation Rate

Meets Other Indicator

* LEP Subgroup includes former LEP students that are being monitored for up to two years.

^ Results are suppressed to protect individual confidentiality.