

North Slope Borough School District

PO Box 169, Barrow, AK 99723 907-852-5311 www.nsbds.org



Report Card to the Public

School Year 2010-2011

Report Cards for individual NSBSD schools and additional district-wide data can be found at www.nsbds.org

District Statistics

Student Enrollment

	2010-2011	2009-2010
October 1 Student Count	1605	1544
Enrollment Change from Prior Year	4.0%	-2.3%

Enrollment at October 1, 2010	Total	K	1	2	3	4	5	6	7	8	9	10	11	12
Alak School, Wainwright	132	15	10	14	13	7	12	8	11	7	9	8	9	9
Barrow High School, Barrow	218										64	48	45	61
Eben Hopson Middle School, Barrow	202							72	67	63				
Fred Ipalook Elementary School, Barrow	483	89	91	67	84	63	89							
Harold Kaveolook School, Kaktovik	53	5	5	1	2	5	8	3	4	5	3	4	3	5
Kali School, Point Lay	70	3	12	6	5	7	8	0	3	5	6	5	4	6
Kiita Learning Community, Barrow	53										2	14	8	29
Meade River School, Atkasuk	66	5	2	4	5	7	6	4	9	4	2	7	5	6
Nuiqsut Trapper School, Nuiqsut	73	8	6	10	12	4	4	0	6	1	5	3	8	6
Nunamiut School, Anaktuvuk Pass	71	6	6	6	7	7	5	5	4	8	8	3	1	5
Tikigaq School, Point Hope	184	18	20	20	15	13	13	17	7	6	8	9	16	22
NSBSD Total	1605	149	152	128	143	113	145	109	111	99	107	101	99	149

	2010-2011	2009-2010
Attendance Rate	86.0%	85.2%
K-8 Retention Rate	0.6%	0.6%
Graduation Rate	58.8%	62.3%
# High School Graduates	80	81
Dropout Rate - Grades 7-12	11.3%	10.3%
# Dropouts - Grades 7-12	75	68

Persistently Dangerous Schools:

None

Assessments

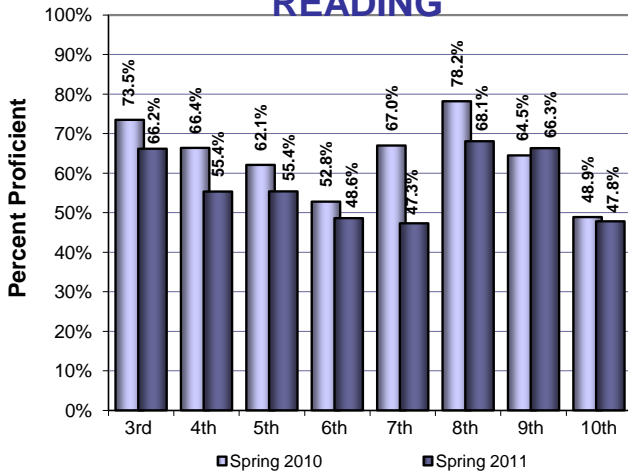
Alaska statutes require all Alaska students to take the Standards Based Assessments (SBA) in grades 3-10 in reading, writing, and math, unless exempted due to being a newly arrived immigrant*. A science component of the SBAs was added in 2008 for grades 4, 8, & 10. The SBAs measure what students know and are able to do at their grade level in reading, writing, math, and science as compared to the Alaska Performance Standards/Grade Level Expectations.

All high school students are required to take and pass the High School Graduation Qualifying Exam (HSGQE) to be eligible for a diploma. The first administration of this exam occurs in the spring of a student's 10th grade year when students take an integrated HSGQE and SBA test that results in both an SBA score and an HSGQE score for reading, writing, and math. Students must retake any portion of the HSGQE that is not passed in grade 10 until all three subjects are passed.

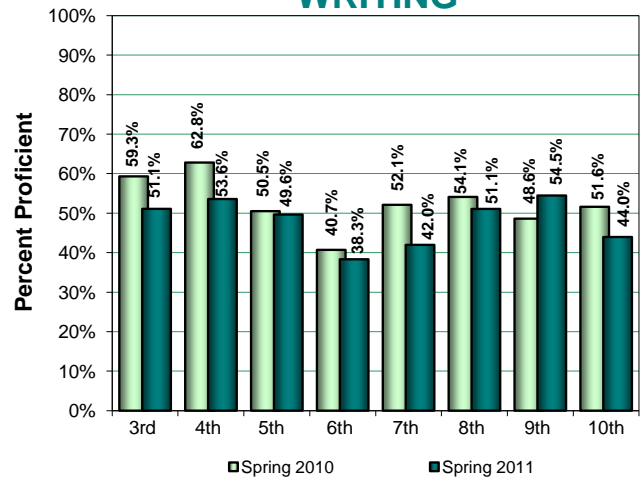
The TerraNova is a norm-referenced test required in grades 5 & 7. Student performance in reading, language, and math is measured against the performance of other students across the nation.

*Number of newly arrived limited English proficient immigrant students exempted from taking the Language Arts test: 2

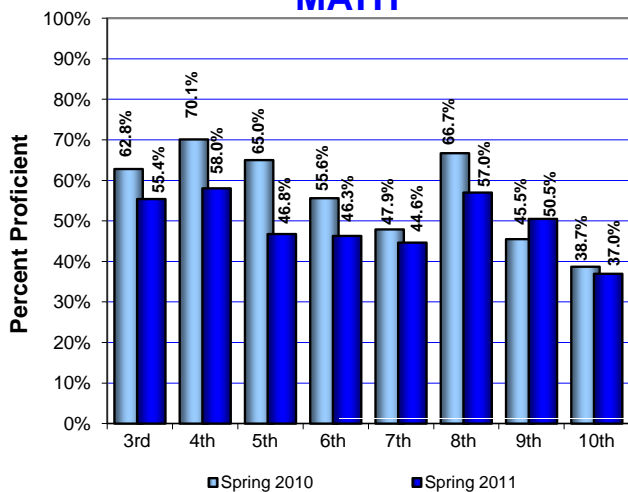
**SBA Exams
Spring 2010 & 2011
Grades 3-10
READING**



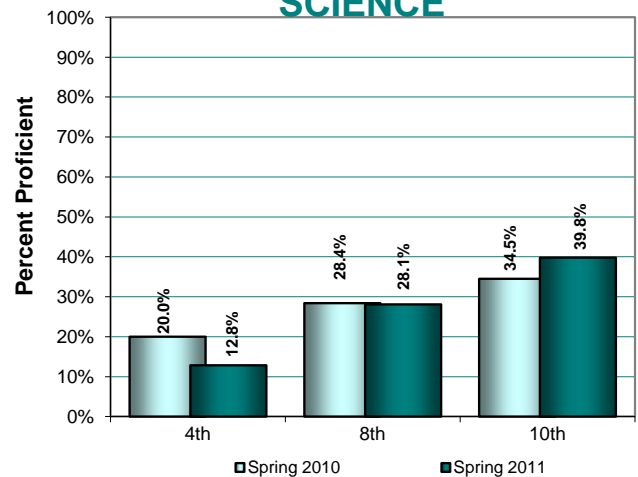
**SBA Exams
Spring 2010 & 2011
Grades 3-10
WRITING**



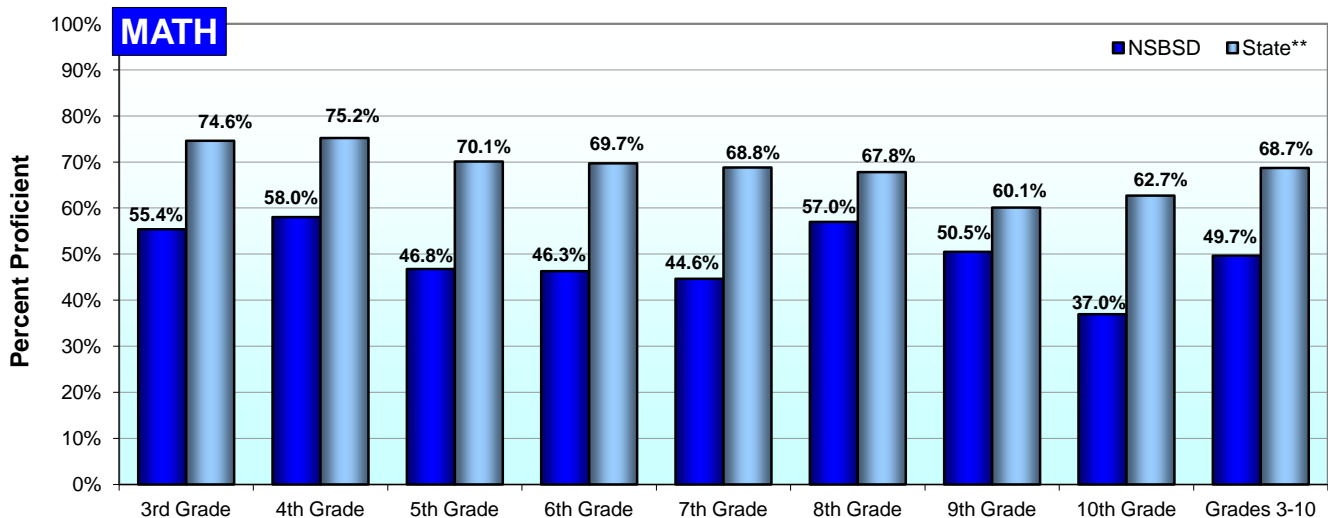
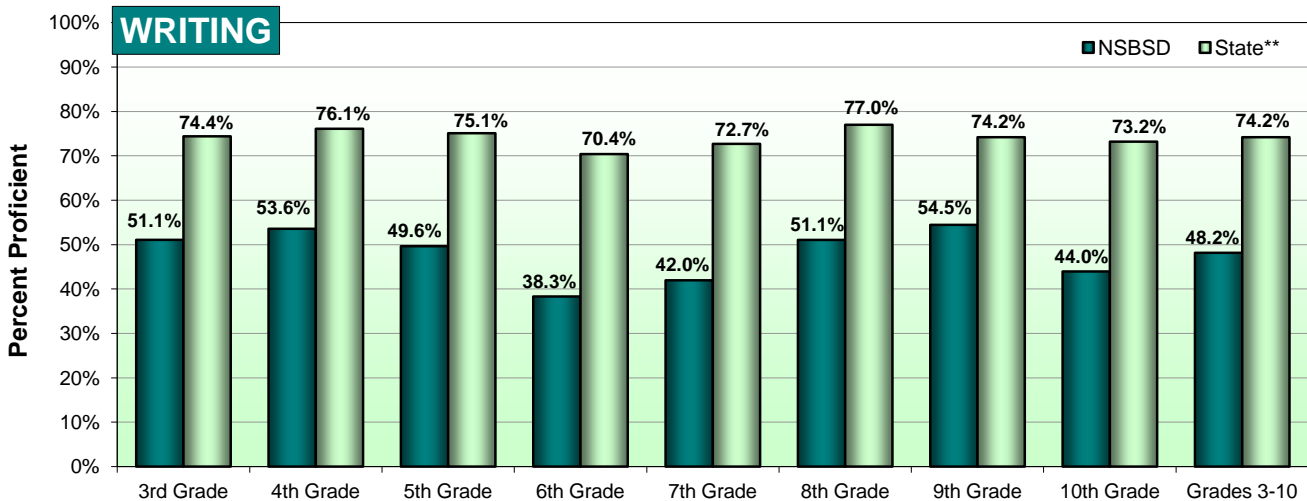
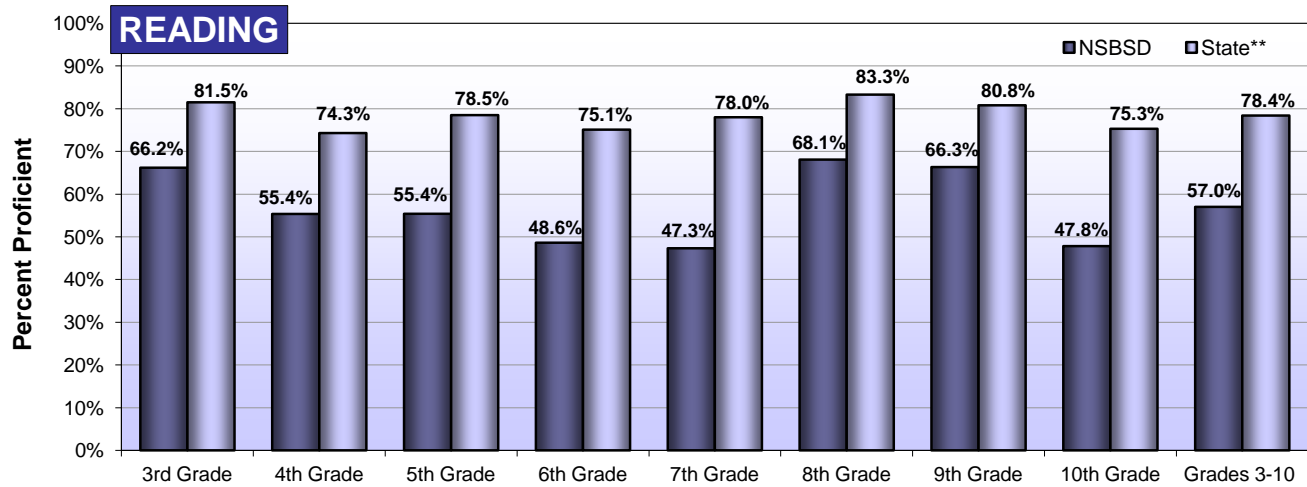
**SBA Exams
Spring 2010 & 2011
Grades 3-10
MATH**



**SBA Exams
Spring 2010 & 2011
Grades 4, 8, and 10
SCIENCE**



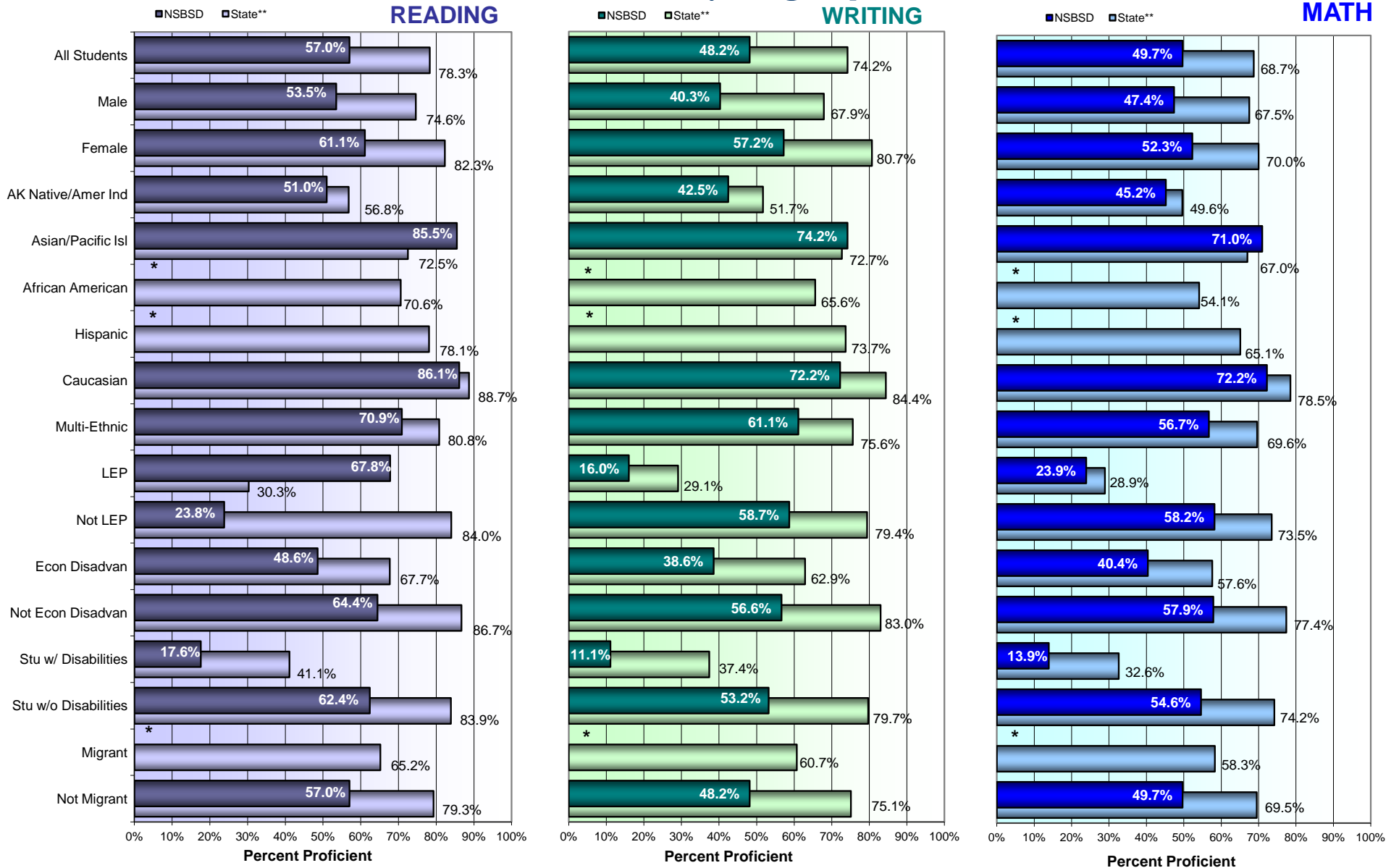
Spring 2011 SBA Exams - NSBSD & State Percent Proficient by Grade



**State results are as of 8/9/2010

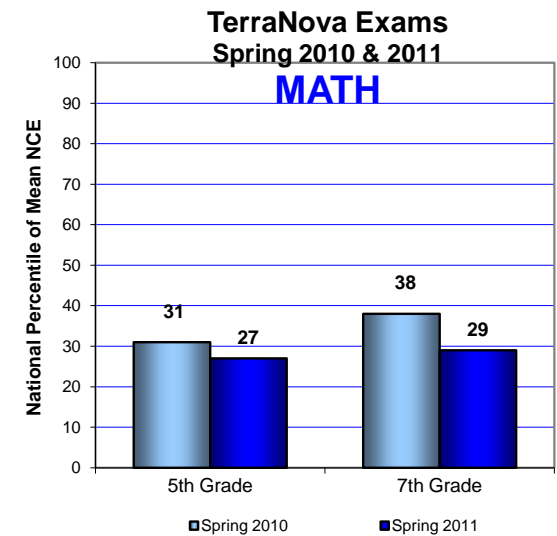
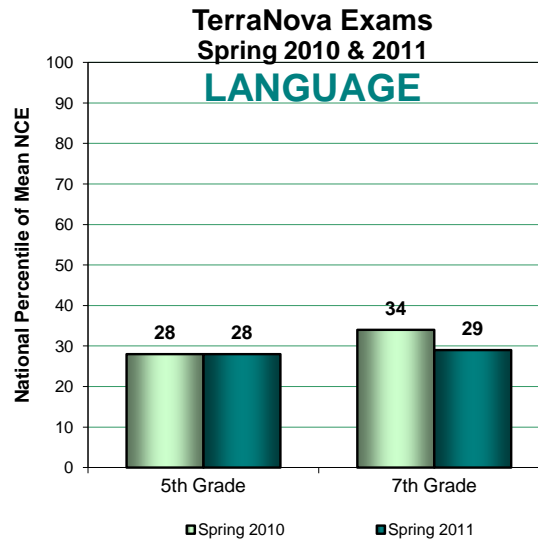
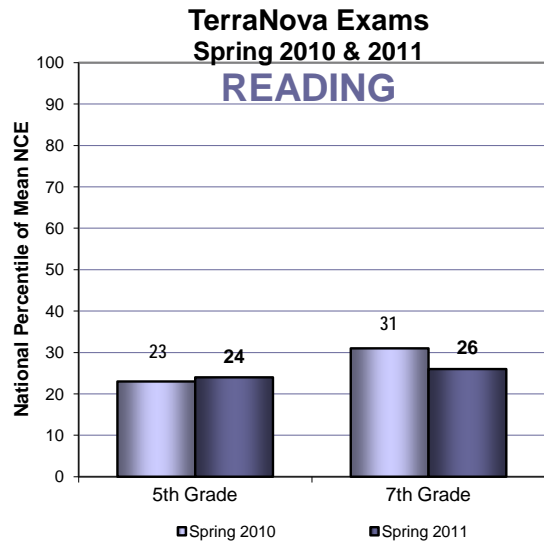
Spring 2011 SBA Exams - NSBSD & State - Grades 3-10

Percent Proficient by Subgroup

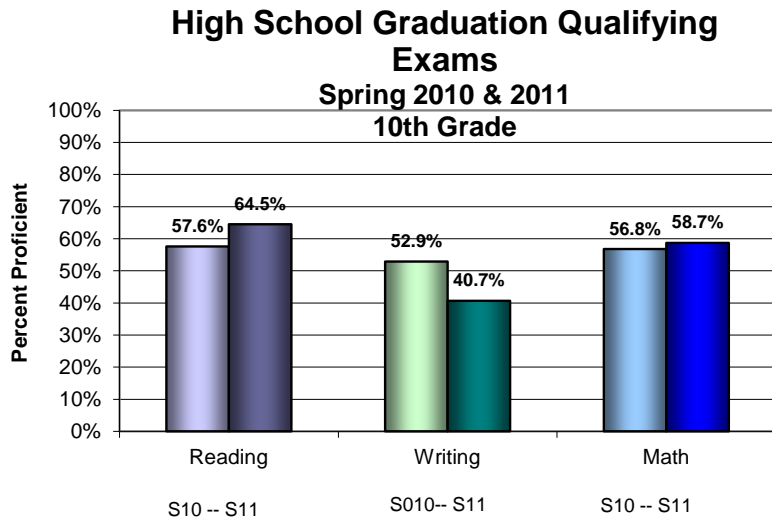


*Results for some subgroups cannot be published without releasing personally identifiable information.

**State results are as of 08/30/11



Spring 2010 & Spring 2011 High School Graduation Qualifying Exam (Grades 10, 11 & 12)



Note: The Grade 11 and 12 proficiency levels shown do not represent the overall proficiency levels for all 11th and 12th grade students. These tables include only students who are being retested in grades 11 and 12 because they had not passed one or more subjects of the HSGQE in 10th grade or subsequent attempts.

Spring 2010 & 2011 HSGQE	# Proficient	% Proficient	# Not Proficient	% Not Proficient
Reading - 11th & 12th Grade Retests				
11th Grade Spr 2010	7	41.2%	10	58.8%
11th Grade Spr 2011	7	50.0%	10	71.4%
12th Grade Spr 2010	*	40% or fewer	*	60% or more
12th Grade Spr 2011	3	21.4%	11	78.5%
Writing - 11th & 12th Grade Retests				
11th Grade Spr 2010	8	34.8%	15	65.2%
11th Grade Spr 2011	8	36.3%	14	63.6%
12th Grade Spr 2010	5	38.5%	8	61.5%
12th Grade Spr 2011	7	35.0%	13	65.0%
Math - 11th & 12th Grade Retests				
11th Grade Spr 2010	*	20% or fewer	*	80% or more
11th Grade Spr 2011	5	22.7%	17	77.2%
12th Grade Spr 2010	*	20% or fewer	10	80% or more
12th Grade Spr 2011	5	35.7%	9	64.2%

Performance on Assessments

Students are assessed on the Standards Based Assessments (SBAs) in reading, writing, and math (grades 3-10), and in science (grades 4, 8, & 10). Student performance is reported at four different levels: Advanced, Proficient, Below Proficient, and Far Below Proficient. In the pages that follow, SBA results are reported first by grade level and then by subgroups for the district as a whole.

Number and Percent of Students at Proficiency Level	Spring 2011 SBA Exams																							
	Reading								Writing								Math							
	# Adv.	% Adv.	# Prof.	% Prof.	# Below Prof.	% Below Prof.	# Far Below Prof.	% Far Below Prof.	# Adv.	% Adv.	# Prof.	% Prof.	# Below Prof.	% Below Prof.	# Far Below Prof.	% Far Below Prof.	# Adv.	% Adv.	# Prof.	% Prof.	# Below Prof.	% Below Prof.	# Far Below Prof.	% Far Below Prof.
Grade 3	21	15.1	71	51.1	35	25.2	12	8.6	16	11.5	55	39.6	61	43.9	7	5.0	17	12.2	60	43.2	31	22.3	31	22.3
Grade 4	14	12.5	48	42.9	21	18.8	29	25.9	13	11.6	47	42.0	47	42.0	5	4.5	30	26.8	35	31.3	19	17.0	28	25.0
Grade 5	12	8.6	65	46.8	44	31.7	18	12.9	17	12.2	52	37.4	67	48.2	3	2.2	28	20.1	37	26.6	41	29.5	33	23.7
Grade 6	15	13.8	38	34.9	35	32.1	21	19.3	11	10.3	30	28.0	48	44.9	18	16.8	22	20.4	28	25.9	30	27.8	28	25.9
Grade 7	14	12.5	39	34.8	40	35.7	19	17.0	3	2.7	44	39.3	42	37.5	23	20.5	19	17.0	31	27.7	33	29.5	29	25.9
Grade 8	18	19.1	46	48.9	26	27.7	4	4.3	4	4.3	44	46.8	40	42.6	6	6.4	21	22.6	32	34.4	20	21.5	20	21.5
Grade 9	16	15.8	51	50.5	26	25.7	8	7.9	3	3.0	52	51.5	35	34.7	11	10.9	9	8.9	42	41.6	20	19.8	30	29.7
Grade 10	7	7.6	37	40.2	35	38.0	13	14.1	0	0.0	40	44.0	39	42.9	12	13.2	6	6.5	28	30.4	29	31.5	29	31.5

Number and Percent of Students at Proficiency Level	Spring 2011 SBA Exams							
	Science							
	# Advanced	% Advanced	# Proficient	% Proficient	# Below Proficient	% Below Proficient	# Far Below Proficient	% Far Below Proficient
Grade 4	3	2.8	11	10.1	38	34.9	57	52.3
Grade 8	6	6.7	19	21.3	19	21.3	45	50.6
Grade 10	10	10.8	27	29.0	31	33.3	25	26.9

Spring 2011 SBA Grades 3-10											
READING	% Advanced		% Proficient		% Below Proficient		% Far Below Proficient		Total Tested	Percent Tested	
	District	State**	District	State**	District	State**	District	State**		District	District
Student Subgroup	District	State**	District	State**	District	State**	District	State**	District	District	State**
All Students	13.0%	34.6%	44.0%	43.7%	29.2%	15.2%	13.8%	6.4%	898	99%	97.1%
Female	14.1%	38.8%	47.0%	43.5%	29.0%	13.0%	9.8%	4.8%	417	98%	97.5%
Male	12.1%	30.6%	41.4%	44.0%	29.3%	17.3%	17.3%	8.0%	481	99%	96.8%
African American	*	19.0%	*	51.6%	*	20.6%	*	8.7%	2	100%	97.3%
Alaska Native/American Indian	8.3%	14.1%	42.7%	42.7%	33.1%	28.4%	15.9%	14.8%	712	99%	96.3%
Asian/Pacific Islander	32.3%	24.3%	53.2%	48.2%	9.7%	20.6%	4.8%	7.0%	62	100%	97.1%
Caucasian	44.4%	46.9%	41.7%	41.8%	11.1%	8.4%	2.8%	2.8%	36	97%	97.6%
Hispanic	*	28.6%	*	49.5%	*	16.0%	*	5.9%	14	100%	96.8%
Multi-Ethnic	18.1%	33.8%	52.8%	47.0%	20.8%	13.9%	8.3%	5.3%	72	97%	96.9%
Economically Disadvantaged	6.9%	21.1%	41.7%	46.6%	36.0%	22.3%	15.5%	10.1%	420	99%	96.1%
Not Econ. Disadvantaged	18.4%	45.1%	46.0%	41.6%	23.2%	9.7%	12.3%	3.6%	478	99%	Not Available
Students with Disabilities	0.9%	7.2%	16.7%	33.9%	42.6%	35.1%	39.8%	23.8%	108	99%	Not Available
Students without Disabilities	14.7%	38.7%	47.7%	45.2%	27.3%	12.2%	10.3%	3.8%	790	99%	96.1%
LEP Students	0.5%	1.5%	23.5%	28.8%	45.7%	43.4%	30.6%	26.3%	219	97%	95.1%
Not LEP Students	17.1%	38.5%	50.7%	45.5%	23.9%	11.9%	8.4%	4.1%	679	99%	Not Available
Migrant Students	NA	19.8%	NA	45.4%	NA	23.9%	NA	10.9%	NA	NA	96.4%
Not Migrant Students	13.0%	35.7%	44.0%	43.6%	29.2%	14.6%	13.8%	6.1%	898	99%	Not Available

Spring 2011 SBA Grades 3-10											
WRITING	% Advanced		% Proficient		% Below Proficient		% Far Below Proficient		Total Tested	Percent Tested	
	District	State**	District	State**	District	State**	District	State**		District	District
Student Subgroup	District	State**	District	State**	District	State**	District	State**	District	District	State**
All Students	7.5%	19.7%	40.7%	54.5%	42.3%	21.6%	9.5%	4.3%	895	98%	97.1%
Female	9.6%	24.9%	47.6%	55.8%	37.7%	16.9%	5.0%	2.4%	416	98%	97.5%
Male	5.6%	14.7%	34.7%	53.2%	46.3%	25.9%	13.4%	6.1%	479	99%	96.8%
African American	*	12.6%	*	53.0%	*	28.8%	*	5.6%	2	100%	97.2%
Alaska Native/American Indian	4.1%	7.0%	38.4%	44.7%	46.8%	38.6%	10.7%	9.7%	709	98%	96.3%
Asian/Pacific Islander	27.4%	16.5%	46.8%	56.2%	22.6%	23.3%	3.2%	4.0%	62	100%	93.7%
Caucasian	25.0%	26.2%	47.2%	58.2%	22.2%	13.4%	5.6%	2.1%	36	97%	97.5%
Hispanic	*	17.1%	*	56.6%	*	22.8%	*	3.5%	14	100%	97.0%
Multi-Ethnic	12.5%	21.0%	48.6%	54.6%	33.3%	21.1%	5.6%	3.3%	72	96%	97.3%
Economically Disadvantaged	4.8%	11.6%	33.8%	51.3%	49.0%	30.5%	12.4%	6.6%	420	99%	96.2%
Not Econ. Disadvantaged	9.9%	26.0%	46.7%	57.0%	36.4%	14.6%	6.9%	2.5%	475	98%	Not Available
Students with Disabilities	0.0%	4.1%	11.1%	35.8%	57.9%	47.0%	29.6%	15.5%	108	99%	Not Available
Students without Disabilities	8.5%	22.0%	44.7%	57.7%	39.8%	17.7%	6.7%	2.6%	787	98%	96.1%
LEP Students	0.5%	1.1%	15.5%	28.5%	64.4%	55.3%	19.1%	15.5%	220	97%	94.9%
Not LEP Students	9.8%	21.8%	48.9%	57.6%	35.1%	16.6%	6.4%	3.0%	695	99%	Not Available
Migrant Students	NA	9.9%	NA	50.8%	NA	32.2%	NA	7.1%	NA	NA	96.7%
Not Migrant Students	7.5%	20.4%	40.7%	54.7%	42.3%	20.8%	9.5%	4.1%	895	98%	Not Available

Spring 2011 SBA Grades 3-10											
MATH	% Advanced		% Proficient		% Below Proficient		% Far Below Proficient		Total Tested	Percent Tested	
	District	State**	District	State**	District	State**	District	State**		District	District
Student Subgroup	District	State**	District	State**	District	State**	District	State**	District	District	State**
All Students	17.0%	31.4%	32.7%	37.3%	24.9%	16.4%	25.4%	14.9%	896	99%	97.1%
Female	18.2%	31.8%	34.1%	38.2%	26.9%	16.5%	20.9%	13.5%	417	98%	97.3%
Male	15.9%	31.1%	31.5%	36.4%	23.2%	16.2%	29.4%	16.2%	479	99%	96.9%
African American	*	17.9%	*	36.1%	*	21.0%	*	24.9%	2	100%	97.3%
Alaska Native/American Indian	13.0%	15.1%	32.2%	34.5%	26.1%	22.7%	28.7%	27.7%	708	98%	96.1%
Asian/Pacific Islander	35.5%	29.5%	35.5%	37.6%	21.0%	17.5%	8.1%	15.4%	62	100%	90.1%
Caucasian	44.4%	40.2%	27.8%	38.3%	13.9%	12.9%	13.9%	8.5%	36	97%	97.4%
Hispanic	*	26.6%	*	38.5%	*	18.1%	*	16.8%	14	100%	90.3%
Multi-Ethnic	24.3%	31.8%	32.4%	37.8%	24.3%	16.8%	18.9%	13.6%	74	100%	96.8%
Economically Disadvantaged	11.9%	20.5%	28.5%	37.1%	28.3%	20.5%	31.4%	21.9%	421	99%	96.1%
Not Econ. Disadvantaged	21.5%	39.9%	36.4%	37.5%	21.9%	13.2%	20.2%	9.4%	475	98%	Not Available
Students with Disabilities	2.8%	8.1%	11.1%	24.5%	19.4%	24.0%	66.7%	43.4%	108	99%	Not Available
Students without Disabilities	18.9%	35.0%	35.7%	39.2%	25.6%	15.2%	19.8%	10.6%	788	99%	96.0%
LEP Students	3.6%	3.9%	20.3%	24.6%	26.6%	26.8%	49.5%	44.7%	222	98%	95.7%
Not LEP Students	21.4%	34.7%	36.8%	38.8%	24.3%	15.2%	17.5%	11.3%	674	99%	Not Available
Migrant Students	NA	21.4%	NA	36.9%	NA	19.9%	NA	21.8%	NA	NA	96.2%
Not Migrant Students	17.0%	32.2%	32.7%	37.3%	24.9%	16.1%	25.4%	14.4%	896	99%	Not Available

Spring 2011 SBA Grades 4, 8, and 10											
SCIENCE	% Advanced		% Proficient		% Below Proficient		% Far Below Proficient		Total Tested	Percent Tested	
	District	State**	District	State**	District	State**	District	State**		District	District
Student Subgroup	District	State**	District	State**	District	State**	District	State**	District	District	State**
All Students	6.5%	26.4%	19.6%	30.1%	30.2%	24.0%	43.6%	19.5%	291	96%	93.9%
Female	3.1%	24.0%	17.6%	30.7%	34.4%	25.6%	45.0%	19.7%	131	97%	94.1%
Male	9.4%	28.7%	21.3%	29.5%	26.9%	22.4%	42.5%	19.3%	160	95%	93.7%
African American	*	9.8%	*	26.7%	*	32.6%	*	30.8%	1	100%	93.5%
Alaska Native/American Indian	3.1%	9.8%	15.9%	21.1%	31.3%	29.7%	49.8%	39.5%	227	96%	92.8%
Asian/Pacific Islander	17.4%	16.9%	39.1%	26.7%	21.7%	29.3%	21.7%	27.1%	23	100%	96.1%
Caucasian	40.0%	37.1%	40.0%	34.3%	20.0%	19.1%	0.0%	9.5%	15	100%	93.8%
Hispanic	*	18.9%	*	31.1%	*	28.4%	*	21.6%	2	100%	95.1%
Multi-Ethnic	4.3%	24.5%	26.1%	31.7%	39.1%	28.3%	30.4%	15.6%	23	92%	94.1%
Economically Disadvantaged	2.8%	14.3%	13.4%	25.1%	30.3%	30.2%	53.5%	30.3%	142	96%	93.0%
Not Econ. Disadvantaged	10.1%	35.4%	25.5%	33.8%	30.2%	19.4%	34.2%	11.5%	149	96%	Not Available
Students with Disabilities	0.0%	7.0%	0.0%	17.7%	14.8%	28.1%	85.2%	47.2%	27	97%	98.5%
Students without Disabilities	7.2%	29.1%	21.6%	31.8%	31.8%	23.4%	39.4%	15.6%	264	96%	93.2%
LEP Students	1.4%	1.2%	5.6%	7.0%	27.8%	27.3%	65.3%	64.5%	72	95%	89.8%
Not LEP Students	8.2%	29.5%	24.2%	32.9%	31.1%	23.6%	36.5%	14.1%	219	96%	Not Available
Migrant Students	NA	14.0%	NA	23.9%	NA	30.1%	NA	32.0%	NA	NA	93.4%
Not Migrant Students	6.5%	27.3%	19.6%	30.5%	30.2%	23.5%	43.6%	18.6%	291	96%	Not Available

**All state results are as of 8/30/2011. State science percent tested is based on grades 4, 8, & 10.

*Results are not published when fewer than five students are tested or two or fewer students are reported in an individual cell.

Note: NA indicates there were no students participating during this test administration.

The results of the TerraNova exams in reading, language and math for grades 5 and 7 are reported by the number and percentage of students tested who are in the top and bottom quartiles of the National Percentile of the Mean Normal Curve Equivalent.

Percent of Students in Top and Bottom Quartiles of National Percentile	SPRING 2011 TERRANOVA - READING					
	Number Tested	Number Top Qtile	Percent Top Qtile	Number Bottom Qtile	Percent Bottom Qtile	National Percentile NCE
		76 - 99%tile		1 - 25%tile		
Grade 5	138	8	5.8	85	61.6	24.0
Grade 7	109	*	*	53	48.6	26.0
Grades 5 & 7	247	12	4.9	138	55.9	N/A

Percent of Students in Top and Bottom Quartiles of National Percentile	SPRING 2011 TERRANOVA - LANGUAGE					
	Number Tested	Number Top Qtile	Percent Top Qtile	Number Bottom Qtile	Percent Bottom Qtile	National Percentile NCE
		76 - 99%tile		1 - 25%tile		
Grade 5	137	10	7.3	64	46.7	28.0
Grade 7	112	10	8.9	46	41.1	29.0
Grades 5 & 7	249	20	8.0	110	44.2	N/A

Percent of Students in Top and Bottom Quartiles of National Percentile	SPRING 2011 TERRANOVA - MATH					
	Number Tested	Number Top Qtile	Percent Top Qtile	Number Bottom Qtile	Percent Bottom Qtile	National Percentile NCE
		76 - 99%tile		1 - 25%tile		
Grade 5	136	11	8.1	68	50.0	27.0
Grade 7	112	14	12.5	53	47.3	29.0
Grades 5 & 7	248	25	10.1	121	48.8	N/A

National Assessment of Educational 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 standards (grade level expectations). Alaska Standards Based Assessments (SBAs) are designed to assess Alaska Grade Level Expectations, and SBAs are administered to all students in grades 3-10. More information about the NAEP in Alaska can be found at <http://www.eed.state.ak.us/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
<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 most recent data available for NAEP reading and mathematics is from the 2009 administration.

The charts on the following pages show how Alaska students' scores on the 2009 NAEP assessments compared to the public school students' scores nationally.

North Slope Borough School District Report Card 2010-2011

2009 NAEP Grade 4								
READING	% Advanced		% Proficient		% Basic		% Below Basic	
	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
Student Subgroup								
All Students	7	5	24	22	34	32	34	41
White	10	8	31	30	36	37	23	25
Black	2	1	13	12	32	37	53	50
Hispanic	2	4	14	22	32	38	52	36
Asian American/Pacific Islander	17	3	32	16	30	32	21	49
American Indian/Alaska Native	5	1	17	7	30	18	48	73
Eligible for Nat'l School Lunch Program	2	2	15	13	34	27	49	59
Students with Disabilities	2	1	10	5	22	17	66	77
English Language Learners	#	#	6	4	23	10	71	86

Rounds to zero

READING Participation Rate Percentages	National Public	Alaska
Students with Disabilities	71	83
English Language Learners	84	90

2009 NAEP Grade 8								
READING	% Advanced		% Proficient		% Basic		% Below Basic	
	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
Student Subgroup								
All Students	2	2	28	25	43	45	26	28
White	3	2	36	34	44	47	17	17
Black	#	#	12	12	43	49	44	39
Hispanic	1	2	15	23	43	45	41	30
Asian American/Pacific Islander	6	1	38	20	38	46	18	34
American Indian/Alaska Native	2	1	19	10	41	37	37	52
Eligible for Nat'l School Lunch Program	1	1	15	15	44	43	40	42
Students with Disabilities	#	#	7	5	29	26	63	69
English Language Learners	#	#	3	2	22	23	75	75

Rounds to zero

READING Participation Rate Percentages	National Public	Alaska
Students with Disabilities	72	86
English Language Learners	83	87

North Slope Borough School District Report Card 2010-2011

2009 NAEP Grade 4								
MATH	% Advanced		% Proficient		% Basic		% Below Basic	
	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
Student Subgroup								
All Students	6	6	33	32	43	41	19	22
White	8	9	42	43	40	38	10	9
Black	1	#	15	16	48	53	37	30
Hispanic	1	2	20	25	49	49	30	23
Asian American/Pacific Islander	18	4	43	31	31	43	9	22
American Indian/Alaska Native	2	2	21	12	45	39	32	47
Eligible for Nat'l School Lunch Program	1	2	20	22	49	43	29	33
Students with Disabilities	2	1	17	15	40	39	41	45
English Language Learners	1	#	11	3	45	32	43	64

Rounds to zero

MATH Participation Rate Percentages	National Public	Alaska
Students with Disabilities	84	93
English Language Learners	94	97

2009 NAEP Grade 8								
MATH	% Advanced		% Proficient		% Basic		% Below Basic	
	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
Student Subgroup								
All Students	7	6	25	27	39	41	29	25
White	10	8	32	35	40	43	18	14
Black	1	1	11	16	37	41	51	42
Hispanic	2	5	15	18	39	46	44	31
Asian American/Pacific Islander	20	7	33	25	31	41	16	28
American Indian/Alaska Native	3	2	16	13	37	36	43	49
Eligible for Nat'l School Lunch Program	2	3	15	17	40	41	43	40
Students with Disabilities	1	#	8	6	27	28	64	66
English Language Learners	1	1	4	2	23	25	72	73

Rounds to zero

MATH Participation Rate Percentages	National Public	Alaska
Students with Disabilities	78	75
English Language Learners	92	94

Accountability

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.

Number of Teachers with Highest Degree	Bachelors	Masters	Education Specialist	Doctorate
	129	65	0	0

School	% Core Classes with Teachers Not Highly Qualified	% Core Classes with Teachers Highly Qualified
Schools are listed in order of highest poverty level (top) to lowest (bottom).		
Alak School, Wainwright ¹	8.8%	91.2%
Meade River School, Atkasuk ¹	0.0%	100.0%
Tikigaq School, Point Hope ¹	2.4%	97.6%
Kali School, Point Lay	3.6%	96.4%
Nunamiut School, Anaktuvuk Pass	4.0%	96.0%
Kiita Learning Community, Barrow	9.5%	90.5%
Ipalook Elementary School, Barrow	0.0%	100.0%
Hopson Middle School, Barrow	3.4%	96.6%
Trapper School, Nuiqsut	25.0%	75.0%
Harold Kaveolook School, Kaktovik	0.0%	100.0%
Barrow High School, Barrow	1.7%	98.3%
All NSBSD	4.6%	95.4%

¹ Title 1 School during 2010-11 school year

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

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 informaton on whether your child is provided service by paraprofessionals, and, if so, their qualifications.

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. Consequences for Title I schools not meeting AYP are more stringent than for non-Title I schools. Standards for Adequate Yearly Progress have been applied to all Alaska schools.

School and District Adequate Yearly Progress (AYP) Status

Alak School, Wainwright	Title I School: Level 5-Year 4, Restructuring
Meade River School, Atkasuk	Title I School: Level 5-Year 3, Restructuring*
Tikigaq School, Point Hope	Title I School: Level 2, School Improvement*
Kali School, Point Lay	Level 1-Alert*
Nunamiut School, Anaktuvuk Pass	Level 5-Year 4, School in Improvement
Kiita Learning Community, Barrow	Level 5, School in Improvement
Ipalook Elementary School, Barrow	Level 5, Year 3, School in Improvement
Hopson Middle School, Barrow	Level 5-Year 4, School in Improvement
Trapper School, Nuiqsut	Level 3, School in Improvement
Harold Kaveolook School, Kaktovik	Level 1-Alert
Barrow High School, Barrow	Level 1-Alert
North Slope Borough School District	Title 1 District: Level 4

Meade River School & Tikigaq Schools' Title I status has changed. These schools will no longer be under Title I Consequences for the 2011-2012 school year. Kali School will become a Title I School for 2011-2012.

Schools Identified for Improvement for 2010-2011 (Level 2 or above)

Percent of District Schools Identified for Improvement: 72.7

CONSEQUENCES FOR NOT MEETING AYP

Level 2 & above Non-Title 1 Schools: "School Improvement Status." School shall develop and implement school improvement plan, and notify parents.

Level 1 Title 1 Schools: "Alert." Prepare and implement a school plan, consult with district and EED to receive technical assistance to meet AYP in next year.

Level 5 Title I Schools: "Restructuring." Continue implementation of school improvement plan, offer Supplemental Educational Services, and inform parents. Implement the restructuring plan for alternative governance.

Level 4 District: "Corrective Action Status." Continue implementation of district improvement plan. *AKDEED must take at least one corrective action:* defer programmatic funds or reduce administrative money from federal sources; institute new curriculum, replace district personnel; remove schools from jurisdiction of district; authorize students to transfer to another district; or appoint trustee to administer districts in place of school board. [4AAC 06.840(k) & NCLB 116(c)(10)(C).

During the 2008-09 school year, the North Slope Borough School District participated in an instructional audit that was a result of being in Corrective Action. It was determined at that time that the District was taking appropriate actions to improve curriculum and instruction, as well as providing the professional development activities necessary to support our efforts to improve student achievement. The 2010-11 District Improvement Plan was approved by the Alaska Department of Education and Early Development.

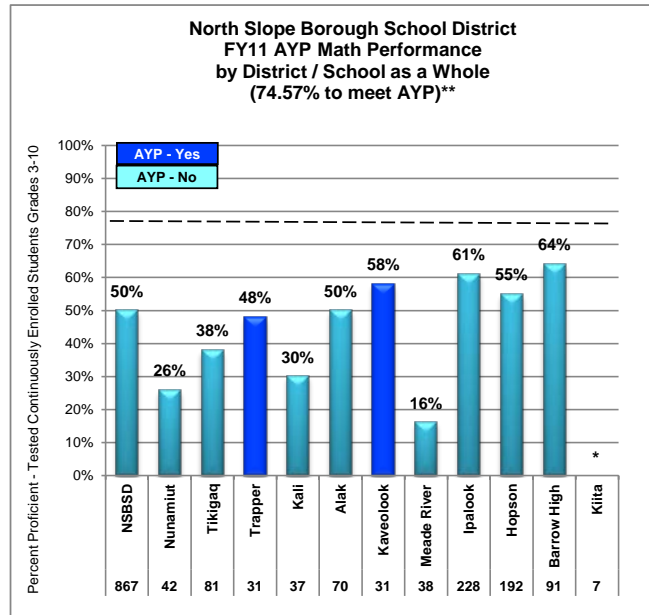
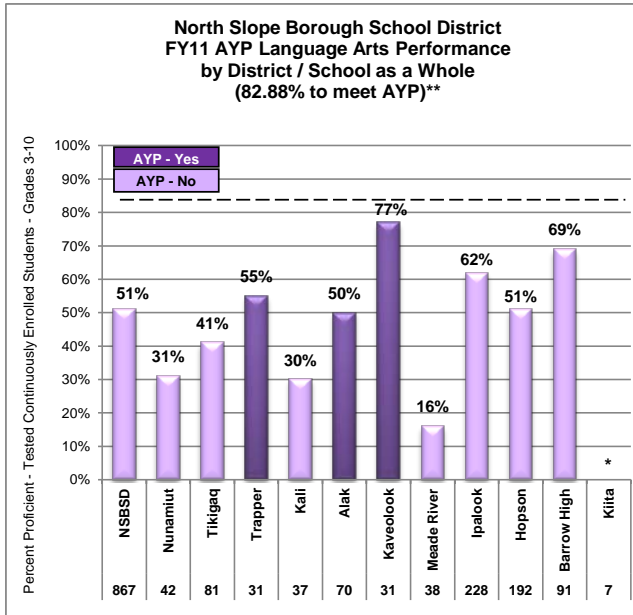
Adequate Yearly Progress

AYP GOALS

Our Adequate Yearly Progress (AYP) goals are set by the state and refer to a targeted percentage of students who performed at the proficient level or better on last year's state tests of language arts (reading and writing) and mathematics for students in grades 3 through 10. In order to meet AYP goals for 2010-11, the school population as a whole, as well as up to 9 subgroups of students in each school, were expected to meet or exceed the annual measurable objectives, or goals, set by the state in language arts, math, and graduation rate (or attendance rate for elementary and middle schools) and have 95% of all students and student subgroups participate in state testing. Three goals increased from the previous year's goals. In Language Arts the goal for percent proficient to meet AYP requirements increased from 77.18% to 82.88% and in math from 66.09% to 74.57%. The graduation rate goal increased from 55.58% to 85.0%.

The Department of Education and Early Development uses a confidence interval approach to determine whether or not performance scores meet the targeted goals. Under this approach, scores for subgroups and the school/district as a whole may deviate from the established values (82.88% and 74.57%) according to the size of the student subgroup.

The No Child Left Behind law also allows for a "safe harbor" provision that does not penalize schools for a particular group's performance being below the goal in some cases. For example, if the student group improved its performance by decreasing the percent of students not proficient by at least 10 percent over the previous year, and if they made progress in the rate of attendance or graduation, the group would meet AYP by qualifying for the safe harbor (SH) provision, even though they did not meet the actual targeted goal.



*Kiita met AYP in Language Arts but did not meet AYP in Math. Percentages cannot be published without releasing personally identified information.

**Language Arts - If percent proficient is less than 82.88% and school made AYP, adjustment was made for confidence interval or safe harbor.

**Math - If percent proficient is less than 74.57% and school made AYP, adjustment was made for confidence interval or safe harbor.

PERFORMANCE BY SUBGROUP/OTHER ACADEMIC INDICATOR

In addition to meeting the above AYP requirements for "school or district as a whole," any subgroup of students containing at least 26 students who have been enrolled in the school/district for the full academic year, must also meet the AYP goals for language arts and math. Schools/Districts and their subgroups must also meet AYP in the "other academic indicator." For K-12 and high schools the "other academic indicator" is a targeted graduation rate of 85.0% (a 30 percent increase from the previous year's goal of 55.58%). For elementary and middle schools, the "other academic indicator" is a targeted attendance rate of 85%.

The following AYP summaries provide details of student attendance and graduation rates, as well as performance on assessments in language arts and math by subgroup and district as a whole.

Attendance & Graduation Rates		
Student Subgroups	Attendance Rate <i>State Target 85%</i>	Graduation Rate <i>State Target 85%</i>
All Students	86.0%	58.8%
Female	86.2%	63.8%
Male	85.8%	51.8%
African American	96.0%	*
Alaska Native/American Indian	84.9%	54.1%
Asian/Pacific Islander	91.1%	55.6%
Caucasian	90.9%	100.0%
Hispanic	90.8%	*
Multi-Ethnic	89.2%	75.0%
Economically Disadvantaged	85.4%	54.1%
Not Economically Disadvantaged	86.4%	62.7%
Students with Disabilities	85.8%	*
Students without Disabilities	86.0%	62.6%
LEP Students	84.4%	34.7%
Not LEP Students	86.8%	72.4%
Migrant Students	N/A	N/A
Not Migrant Students	86.0%	58.8%

Attendance percentages are based on students enrolled in grades K-12.

*Results are not published when there are fewer than five students in a subgroup.

N/A indicates there are no students in this subgroup.

****The state target for graduation rate went up from 55.58% to 85% for the 2010-2011 school year.**

Detailed assessment and AYP results for school districts is available on the Alaska Department of Education & Early Development website.

For assessment results at the state, district, or school level, go to:

<http://www.eed.state.ak.us/tls/assessment/results.html>

For AYP information for districts and schools, go to:

<http://www.eed.state.ak.us/tls/assessment/accountability.html>

Individual school report cards are available from the school or district office or on the NSBSD website at:

www.nsbdsd.org



Adequate Yearly Progress (AYP) Summary

Does Not Meet AYP

AYP Level 4

AMOs:

Reading/Writing/Language: 82.88%

Mathematics: 74.57%

School District North Slope Borough School District

"District as a Whole" and Safe Harbor Thresholds: Attendance Rate 85%, Graduation Rate 85%

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	
If a subgroup (not "the Whole School") has 20 or fewer students enrolled (A), n/a; 25 or fewer students in (D), then n/a for cells in column D-J.											
District as a Whole	911	907	Yes	867	444	51%	No	435	50%	No	Yes - Imp (5 yr)
African American	2	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Alaska Native and American Indian	722	718	Yes	688	309	45%	No	311	45%	No	
Asian	62	62	Yes	58	48	83%	Yes	44	76%	Yes	
Caucasian	38	38	Yes	34	26	76%	Yes	25	74%	Yes	
Hispanic	14	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Multi-Ethnic	73	73	Yes	71	47	66%	No	42	59%	No	
Economically Disadvantaged	427	425	Yes	407	172	42%	No	167	41%	No	
Students with Disabilities*	132	131	Yes	130	24	18%	No	24	18%	No	
LEP Students*	291	288	Yes	279	87	31%	No	102	37%	No	

OTHER INDICATOR STATUS

Other Indicator-Graduation Rate: **65.00%**

Other Indicator-Attendance Rate: N/A

TITLE 1 STATUS

Title 1 District

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

Other Academic Indicator Thresholds:

Attendance Rate 85%, Graduation Rate 85%

*LEP and Students with Disabilities Subgroups include former LEP and SWD students that are being monitored for up to two years.

** District is considered to have missed for consecutive years only when missing overall AND in all three grade spans for one or more of; participation language arts; mathematics; other indicator