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Alaska's Public Schools: A Report Card to the Public: 2019-2020 North Slope Borough School District

District Enrollment

2,170

School Year

2019-2020

2019-2020 Report Card to the Public

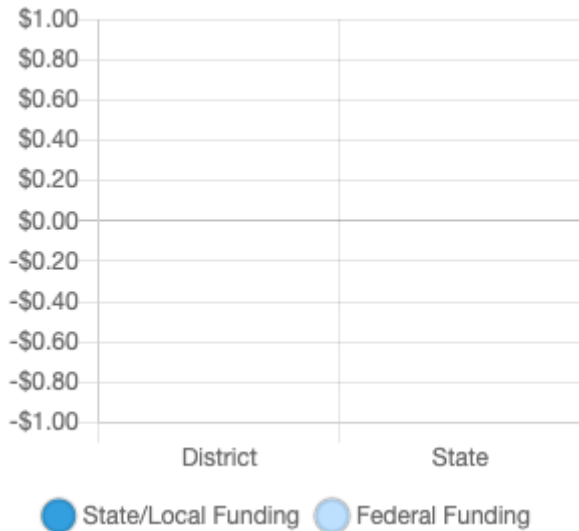
The closure of Alaska's public school buildings in the Spring of 2020 has a substantial impact on the state's accountability system and Alaska Report Cards for the 2019-2020 school year. Several sections on Alaska's Report Card contain measures that use assessment data that will not be available or may be substantially limited this year.

The Reporting Plan for the 2019-2020 Alaska School, District, and State Report Cards (<https://education.alaska.gov/reportcard/2019-2020/reporting-plan.pdf>) outlines the data that will be reported publicly on the website and the data that will likely be accompanied with additional documentation. Measures primarily based on the spring state tests will not have data available this year.

Financial Data

Spending Per Pupil Data

District Average Spending	
State/Local Funds	N/A
Federal Funds	N/A
Total	N/A
State Wide Average Spending	
State/Local Funds	Coming soon!
Federal Funds	Coming soon!
Total	Coming soon!



Instructional Spending

How much is spent on instruction? ⓘ



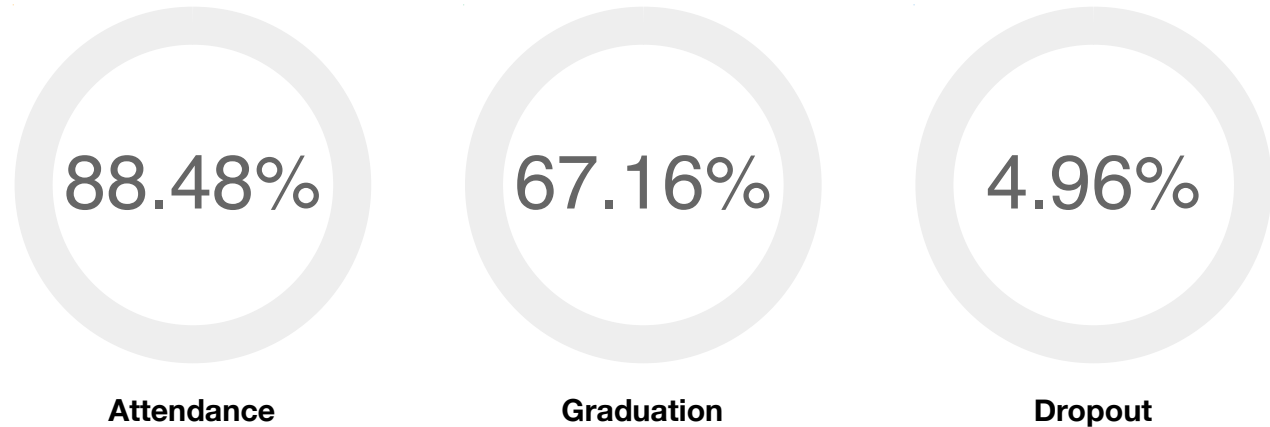
	District	State
Instructional	65.7%	74.8%
Non-Instructional	34.3%	25.2%

District Fund Balance ⓘ

Reserved	Unreserved
\$7,280,177	\$12,781,127

Attendance, Graduation, and Dropout Rates

All Students



Report Card Interpretation Guides

- Attendance Rates (<https://education.alaska.gov/reportcard/2019-2020/Attendance-Rates-Report-Card-Interpretation-Guide.pdf>)
- Graduation Rates (<https://education.alaska.gov/reportcard/2019-2020/GraduationRates-Report-Card-Interpretation-Guide.pdf>)
- Dropout Rates (<https://education.alaska.gov/reportcard/2019-2020/Dropout-Rates-Report-Card-Interpretation-Guide.pdf>)

Subgroup	Attendance Rate	Graduation Rate	Dropout Rate
All Students	88.48%	67.16%	4.96%
Male	88.26%	67.95%	4.07%
Female	88.72%	66.07%	5.99%
African American	94.55%	0.00%	0.00%
Alaska Native/American Indian	87.72%	64.00%	5.85%
Asian/Pacific Islander	91.40%	71.43%	1.11%
Caucasian	91.74%	66.67%	0.00%
Hispanic	87.04%	n/a	n/a
Two or More Races	90.31%	92.31%	4.11%
Economically Disadvantaged	86.26%	50.00%	5.85%
Not Economically Disadvantaged	89.29%	73.00%	4.09%
Students With Disabilities	89.30%	46.67%	4.63%
Students Without Disabilities	88.37%	69.75%	5.01%

Subgroup	Attendance Rate	Graduation Rate	Dropout Rate
English Learners	88.47%	53.13%	5.81%
Migrant Students	92.15%	100.00%	0.00%
Homeless	91.25%	n/a	0.00%
Foster Care	91.46%	33.33%	0.00%

2017-2018 Civil Rights Data Collection (CRDC)

The Civil Rights Data Collection (CRDC) is a survey of all public schools and school districts in the United States. This is completed and managed by the United States Department of Education. This data is collected pursuant to section 203(c)(1) of the Department of Education Organization Act (20 U.S.C. 3413(c)(1)). The CRDC is a biennial (i.e., every other school year) survey required by the Department's Office for Civil Rights (OCR).

The data in this report is from the **2017-2018** Civil Rights Data Collection, the most current data. This data can also be accessed on the CRDC Homepage (<https://ocrdata.ed.gov/>). The User Guide (<https://ocrdata.ed.gov/downloads/UserGuide.pdf>) can be used for directions for navigation and search tips.

Please note: This data was derived from publicly-available data files in which statistical disclosure limitation methods have been applied to reduce the risk of disclosure of individual student information.

Category	Number of Children with Disabilities	Number of Children without Disabilities
Students who received one or more in-school suspensions.	4	29
Instances of out-of-school suspension.	48	135
Students who received an expulsion with educational services.	0	0
Students receiving a school-related arrest.	0	0
Students who were referred to a law enforcement agency or official.	4	16

Category	Number
Students absent 15 or more days during the school year	958
Students enrolled in preschool programs	280
Students enrolled in at least one Advanced Placement course	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	13
Incidents of possession of a firearm or explosive device	0
Incidents of rape or attempted rape	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of sexual assault (other than rape)	0

Category	Number
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Allegations of harassment or bullying on the basis of disability	0
Allegations of harassment or bullying on the basis of race, color, or national origin	0
Allegations of harassment or bullying on the basis of religion	0
Allegations of harassment or bullying on the basis of sex	1
Allegations of harassment or bullying on the basis of sexual orientation	0

The CRDC data is collected by the Federal Government based on a particular methodology and purpose that may not be clearly aligned with the school's or district's disciplinary procedures.

Information on the Professional Qualifications of Educators

Bachelors: 97 Masters: 78 Ed Specialist: Doctorate: 1

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.

Teacher Quality

Category	High-poverty Schools (District)	Low-poverty Schools (District)	All Schools (District)	High-poverty Schools (State)	Low-poverty Schools (State)	All Schools (State)
Number of teachers who are inexperienced			3	55.46	50.8	291.46
Total number of teachers		56.3	169.5	1040.12	2090.28	7464.84
Percent of teachers who are inexperienced			1.77	5.33	2.43	3.9
Number of teachers who have emergency or provisional credentials**	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers who have emergency or provisional credentials**	N/A	N/A	N/A	N/A	N/A	N/A
Number teachers teaching out-of-field		11.4	24.6	235.72	423.54	1480.04
Total number of teachers		56.3	169.5	1040.12	2090.28	7464.84
Percentage of teachers teaching out-of-field		20.25	14.51	22.66	20.26	19.83

** The percentage of teachers in the district teaching with an Emergency Teacher Certificate is N/A. Alaska does not issue emergency certificates to teachers.

Admin Quality

Category	High-poverty Schools (District)	Low-poverty Schools (District)	High-poverty Schools (State)	Low-poverty Schools (State)
Admin FTEs Inexperienced		1.00	8.41	6.11
Total FTEs Inexperienced		6.00	117.81	137.15

Category	High-poverty Schools (District)	Low-poverty Schools (District)	High-poverty Schools (State)	Low-poverty Schools (State)
Percentage Inexperienced		16.67	7.14	4.45

Subgroup	Number of Grads that Enrolled in Postsecondary Education in the Academic Year Following Graduation	Number of Grads that Did Not Enroll in Postsecondary Education in the Academic Year Following Graduation	Total Number of Grads	Postsecondary Enrollment Rate
All Students	23	71	94	24.47
Alaska Native/American Indian	10	54	64	15.63
Asian/Pacific Islander	5	5	10	50
Caucasian	4	4	8	50
Hispanic	*	*	*	*
Two or More Races	3	7	10	30
Economically Disadvantaged	9	32	41	21.95
Students With Disabilities	40% or fewer	60% or more	7	40% or fewer
English Learners	10% or fewer	90% or more	20	10% or fewer

In response to Novel Coronavirus Disease 2019 (COVID-19), the Alaska Department of Education and Early Development (DEED) submitted a request to the U.S. Department of Education (US ED) to waive certain requirements of the Elementary and Secondary Education Act (ESEA, section 1111) related to accountability and reporting requirements.

On March 23, 2020, US ED gave notification to DEED that the waiver would be approved. As a result, schools that were identified for support in the 2019-2020 school year maintained their identification status in the 2020-2021 school year. These identifications were based on data from the 2018-2019 school year.

View 2018-2019 Accountability Indicators (<https://education.alaska.gov/compass/Report/2018-2019/36#accountability-indicators>)

In response to Novel Coronavirus Disease 2019 (COVID-19), the Alaska Department of Education and Early Development (DEED) has submitted a request to the U.S. Department of Education (US ED) to waive certain requirements of the Elementary and Secondary Education Act (ESEA, section 1111) related to assessment requirements.

On March 23, 2020, US ED gave notification to DEED that the waiver will be approved. As a result, spring 2020 administrations of the PEAKS content area assessments in Mathematics and English Language Arts were cancelled.

View 2018-2019 Performance Evaluation for Alaska's Schools (PEAKS)

(<https://education.alaska.gov/compass/Report/2018-2019/36#2018-2019-performance-evaluation-for-alaska-s-schools-peaks>)

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On March 23, 2020, US ED gave notification to DEED that the waiver will be approved. As a result, spring 2020 administrations of the Alaska Science Assessment were cancelled.

View 2018-2019 Alaska Science Assessment (<https://education.alaska.gov/compass/Report/2018-2019/36#2018-2019-alaska-science-assessment>)

In response to Novel Coronavirus Disease 2019 (COVID-19), the Alaska Department of Education and Early Development (DEED) has submitted a request to the U.S. Department of Education (US ED) to waive certain requirements of the Elementary and Secondary Education Act (ESEA, section 1111) related to assessment requirements.

On March 23, 2020, US ED gave notification to DEED that the waiver will be approved. As a result, spring 2020 administrations of the Dynamic Learning Maps (DLM) alternate assessment were cancelled.

View 2018-2019 Extent of Use of Alternate Assessment

(<https://education.alaska.gov/compass/Report/2018-2019/36#extent-of-use-of-alternate-assessment>)

National Assessment of Educational Progress (NAEP)

The 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). More information about the NAEP in Alaska (<http://education.alaska.gov/tls/assessment/naep.html>)

There are three achievement levels for each grade assessed by NAEP: *Basic*, *Proficient*, and *Advanced*. A fourth level, *Below Basic*, has no federal policy definition but is indicative of a lack of mastery. *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

Basic

Partial Mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.

Proficient

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.

Advanced

Superior performance.

NAEP Grade 4 Reading (2019)

Student Subgroup	Advanced		Proficient		Basic		Below Basic	
	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
All Students	9%	5%	26%	20%	31%	31%	34%	47%
White	12%	8%	33%	27%	31%	31%	23%	31%
Black	3%	‡	15%	‡	30%	30%	52%	‡
Hispanic	4%	3%	19%	18%	32%	32%	45%	48%

Student Subgroup	Advanced		Proficient		Basic		Below Basic	
	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
Asian/Pacific Islander	20%	5%	34%	16%	26%	26%	19%	52%
American Indian/Alaska Native	3%	1%	16%	8%	31%	31%	50%	75%
Two or More Races	11%	5%	29%	22%	32%	32%	28%	43%
Economically Disadvantaged	3%	2%	18%	12%	31%	31%	47%	62%
Students with Disabilities	2%	1%	8%	4%	17%	17%	73%	85%
English Learners	1%	1%	8%	7%	25%	25%	65%	71%

Rounds to zero. NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

‡ Reporting standards not met.

NAEP Grade 8 Reading (2019)

Student Subgroup	Advanced		Proficient		Basic		Below Basic	
	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
All Students	4%	2%	29%	21%	39%	39%	27%	37%
White	5%	3%	37%	30%	39%	39%	18%	24%
Black	1%	#	14%	12%	39%	39%	46%	44%
Hispanic	2%	1%	20%	18%	41%	41%	37%	37%
Asian/Pacific Islander	12%	1%	42%	19%	31%	31%	15%	40%
American Indian/Alaska Native	1%	1%	18%	8%	40%	40%	41%	62%
Two or More Races	5%	2%	32%	23%	39%	39%	24%	28%

Student Subgroup	Advanced		Proficient		Basic		Below Basic	
	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
Economically Disadvantaged	1%	1%	18%	12%	41%	41%	40%	50%
Students with Disabilities	#	#	6%	3%	25%	25%	68%	76%
English Learners	#	#	4%	1%	24%	24%	72%	87%

Rounds to zero. NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

‡ Reporting standards not met.

NAEP Grade 4 Math (2019)

Student Subgroup	Advanced		Proficient		Basic		Below Basic	
	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
All Students	9%	5%	32%	28%	40%	40%	19%	27%
White	12%	9%	40%	40%	37%	37%	11%	12%
Black	2%	2%	18%	20%	45%	45%	35%	28%
Hispanic	3%	4%	24%	23%	45%	45%	27%	32%
Asian/Pacific Islander	26%	2%	40%	20%	25%	25%	9%	31%
American Indian/Alaska Native	4%	2%	20%	11%	43%	43%	33%	56%
Two or More Races	10%	3%	34%	28%	39%	39%	16%	22%
Economically Disadvantaged	3%	3%	23%	17%	45%	45%	29%	41%
English Learners	1%	1%	15%	12%	43%	43%	41%	51%
Students with Disabilities	2%	2%	12%	11%	31%	31%	54%	59%

Rounds to zero. NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

‡ Reporting standards not met.

NAEP Grade 8 Math (2019)

Student Subgroup	Advanced		Proficient		Basic		Below Basic	
	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
All Students	10%	7%	24%	22%	35%	35%	31%	37%
White	13%	11%	31%	30%	36%	36%	20%	22%
Black	2%	#	11%	9%	33%	33%	53%	59%
Hispanic	4%	4%	16%	22%	37%	37%	43%	37%
Asian/Pacific Islander	31%	7%	30%	18%	24%	24%	14%	44%
American Indian/Alaska Native	3%	1%	12%	10%	36%	36%	49%	60%
Two or More Races	12%	9%	26%	22%	35%	35%	27%	31%
Economically Disadvantaged	3%	3%	15%	14%	36%	36%	46%	51%
English Learners	1%	#	4%	2%	22%	22%	72%	83%
Students with Disabilities	2%	#	5%	4%	20%	20%	73%	75%

Rounds to zero. NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

‡ Reporting standards not met.

Feedback

Recently the Alaska Department of Education & Early Development (DEED) released the 2017-2018 Report Cards to the Public for each school district and school in Alaska. This new user-friendly website aims to provide clear, common information about all public schools and districts in our State. These report cards to the public contain data and information about academics, school environment, teacher quality, and more. We value your feedback as we strive to make Alaska's District and School Report Cards a user-friendly resource to help inform parents and other stakeholders about how districts and schools are doing. Thank you for your participation in this survey and sharing your thoughts and experience with us.

- District/School Personnel Feedback Survey (<https://www.surveymonkey.com/r/Q86SHXS>)
- Parent Feedback Survey (<https://www.surveymonkey.com/r/QL28KFQ>)