



NORTH SLOPE BOROUGH SCHOOL DISTRICT MEMORANDUM

TO: Esther Evikana, President
Members of the Board

THROUGH: David Vadiveloo, Superintendent *DSVadiveloo*

THROUGH: Michele Brown, Director of Curriculum and Instruction *MB*
MB

FROM: Kim Neakok, District Test Coordinator

DATE: September 11, 2026

SUBJECT: 2026 State Summative Assessment Results

Memo No. SB27-026
(Informational Item)

NSBSD Strategic Plan Summary:

Culturally Responsive Instruction

Goal 2: All students perform at or above grade level

Goal 3: All students are prepared for their pathway of choice post-high school

Background:

Board Policy 6162.5: ... Under Alaska law [4 AAC 06.737](#), all school districts shall administer a standards-based assessment in English Language Arts and Mathematics annually to every student in grades three through nine, and each district shall administer the standards-based assessment in science annually to every student in grades five, eight, and ten.

The Alaska System of Academic Readiness (AK STAR) is Alaska's state assessment for English language arts (ELA) and mathematics. AK STAR allows students to show what they know and can do related to Alaska's English language and mathematics standards. The Alaska Science Assessment is a summative assessment designed to measure a student's knowledge of the K-12 science standards for Alaska, adopted in June 2019.

AK STAR was administered to students in grades three to nine, and the Alaska Science Assessment was administered to students in grades five, eight, and ten between March 30 and April 1, 2026.

State, district, and school data were available on the DEED website on September 3, 2026.

Individual Student Reports must be disseminated to families by October 2, 2026.

Issue Summary:

The AK STAR and Alaska Science Assessment results indicate significant growth towards proficiency for our third-grade students in ELA and Math, with results showing we more than doubled the number of third-grade students identified as proficient in ELA.

In accordance with the law, the North Slope Borough School District participated in the Alaska Department of Education and Early Development's summative assessments, the Alaska System of Academic Readiness (AK STAR), and the Alaska Science Assessment from March 30 to April 1, 2026.

Parents will begin to receive a letter in the coming weeks with information on interpreting their students' AK STAR and Alaska Science Assessment results.

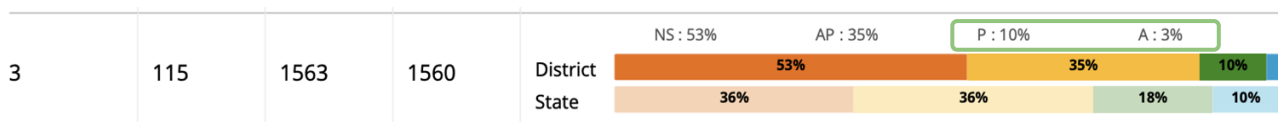


AK STAR District Highlights

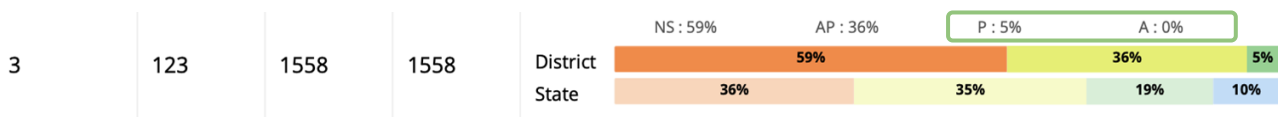
With the District's increased focus on instructional alignment, resources, and support in our elementary grades, we again saw a positive trend in third through fifth grade, with a **6 to 12 percent decrease in students identified as "needs support"** in ELA and Math.

District-wide, **8% of third-grade students demonstrated positive growth by being identified as *proficient*** in ELA

2026



2025



This year we saw a promising positive trend for students in grade seven, with a percentage change range of **4 to 8 percent fewer students identified as "needs support"** in ELA and Math.

Alaska Science Assessment District Highlights

In 2026, the District adopted a new science curriculum for students in grades six through eight. With increased district support and materials, we saw promising gains in our Alaska Science Assessment results for students in grades five, eight, and ten, with **6 percent fewer students identified as "needs support"** and **3.6% more students identified as *proficient*** District-wide.

2026

Achievement Level Summary

Group	# Tested	% in Each Level			
District	308	65.9	19.5	12.7	1.9
State	21,123	38.4	23.9	27.4	10.3

2025

Achievement Level Summary

Group	# Tested	% in Each Level			
District	339	71.1	18.3	9.1	1.5
State	21,940	39.9	22.3	26.3	11.5

District-wide, **22% of fifth-grade students demonstrated positive growth, moving out of the "Need Support" category**, with **11% of fifth-grade students demonstrating positive growth by being identified as *proficient*** in Science.

2026

5	District	112	50.9	29.5	18.8	0.9
	State	7,755	29.2	26.8	34.7	9.2

2025

5	District	127				
	State	8,053				

Documents behind this memo include the AK STAR and Alaska Science Assessment results for the 2025 school year. No results are available for the Kiita Learning Community, as the AK STAR and Alaska Science Assessment are administered only to students in grades 3-10.

AK STAR District Summary

English Language Arts

According to the results, 1% fewer students who took the assessment were identified as approaching proficiency, while 2% more students were identified as proficient or advanced.

2026



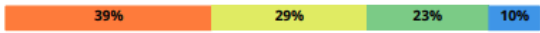
2026 District Summary Report - English Language Arts District: NORTH SLOPE BOROUGH SCHOOL DISTRICT

	Students Tested	Mean Score	Median Score	% of Students by Achievement Level			
NORTH SLOPE BOROUGH SCHOOL DISTRICT	825	1569	1566				
ALASKA	53,514	1589	1584				

2025



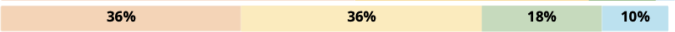
2025 District Summary Report - English Language Arts District: NORTH SLOPE BOROUGH SCHOOL DISTRICT

	Students Tested	Mean Score	Median Score	% of Students by Achievement Level			
NORTH SLOPE BOROUGH SCHOOL DISTRICT	845	1567	1563				
ALASKA	54,417	1589	1584				

Comparison of Third-Graders' English Language Arts

District-wide, 3% of third-grade students demonstrated positive growth, moving out of the "Need Support" category with **8% of third-grade students demonstrating positive growth by being identified as *proficient*** in ELA. This is the fourth consecutive year of a positive trend toward proficiency. While our kindergarten through second-grade students do not participate in the state summative assessment, this again reflects the administration's increased focus on improving literacy in early elementary education.

2026

Grade	Students Tested	Mean Score	Median Score	% of Students by Achievement Level			
3	115	1563	1560	NS : 53% AP : 35% P : 10% A : 3%			
				District			
				State			



2025

Grade	Students Tested	Mean Score	Median Score	% of Students by Achievement Level			
3	123	1558	1558	NS : 59% AP : 36% P : 5% A : 0%			
				District	59%	36%	5%
				State	36%	35%	19%

2024

Grade	Students Tested	Mean Score	Median Score	% of Students by Achievement Level			
3	128	1558	1556	NS : 63% AP : 28% P : 8% A : 2%			
				District	63%	28%	8%
				State	37%	35%	18%

2023

Grade	Students Tested	Mean Score	Median Score	% of Students by Achievement Level			
3	135	1555	1554	NS : 81% AP : 18% P : 0% A : 1%			
				District	81%	18%	
				State	39%	34%	18%

Tracking Progress from Third to Fourth Grade

When examining district-wide performance data for third graders in 2025 and fourth graders in 2026, the percentage of students identified as needing support remained relatively unchanged. However, **7% of third-grade students demonstrated positive growth by being identified as *proficient* in ELA**

2026

4	132	1565	1564	NS : 57% AP : 32% P : 10% A : 2%			
				District	57%	32%	10%
				State	36%	30%	24%

2025

3	123	1558	1558	NS : 59% AP : 36% P : 5% A : 0%			
				District	59%	36%	5%
				State	36%	35%	19%

Comparison of Fourth-Graders' English Language Arts

District-wide, 7% of fourth-grade students demonstrated positive growth, moving out of the "Need Support" category and into a higher one.

2026

4	132	1565	1564	NS : 57% AP : 32% P : 10% A : 2%			
				District	57%	32%	10%
				State	36%	30%	24%

2025





4	126	1565	1561	NS : 64% AP : 23% P : 10% A : 3%			
				District	64%		
				State	37%		

Tracking Progress from Fourth to Fifth Grade

When examining district-wide performance data for fourth graders in 2025 and fifth graders in 2026, the percentage of students identified as needing support decreased by 6%.

2026

5	117	1570	1566	NS : 70% AP : 19% P : 8% A : 3%			
				District	70%		
				State	37%		

2025

4	126	1565	1561	NS : 64% AP : 23% P : 10% A : 3%			
				District	64%		
				State	37%		

Comparison of Fifth-Graders' English Language Arts

District-wide, 8% of fifth-grade students demonstrated positive growth, moving out of the "Need Support" category and into a higher one. 6% more students were Approaching Proficient, and 2% more students were considered Proficient.

2026

5	117	1570	1566	NS : 70% AP : 19% P : 8% A : 3%			
				District	70%		
				State	37%		

2025

5	129	1563	1557	NS : 78% AP : 13% P : 8% A : 1%			
				District	78%		
				State	38%		

Tracking Progress from Fifth Grade to Sixth Grade

When examining district-wide performance data for fifth graders in 2025 and sixth graders in 2026, the percentage of students identified as needing support decreased by 6%, and the percentage of students identified as approaching proficient increased by 7%.

2026

6	122	1570	1567	NS : 72% AP : 20% P : 7% A : 1%			
				District	72%		
				State	33%		





2025

					NS : 78%	AP : 13%	P : 8%	A : 1%			
5	129	1563	1557	District	78%				13%	8%	
				State	38%				24%	27%	12%

AK STAR District Summary

Math

According to the results, 5% fewer students who took the assessment were identified as needing support.

2026



2026 District Summary Report - Mathematics District: NORTH SLOPE BOROUGH SCHOOL DISTRICT

	Students Tested	Mean Score	Median Score	% of Students by Achievement Level
NORTH SLOPE BOROUGH SCHOOL DISTRICT	812	1524	1521	73% 15% 10%
ALASKA	53,496	1542	1538	49% 19% 23% 9%

2025



2025 District Summary Report - Mathematics District: NORTH SLOPE BOROUGH SCHOOL DISTRICT

	Students Tested	Mean Score	Median Score	% of Students by Achievement Level
NORTH SLOPE BOROUGH SCHOOL DISTRICT	838	1521	1518	78% 11% 10%
ALASKA	54,481	1542	1538	49% 19% 23% 9%

Comparison of Third-Graders' Mathematics

District-wide, 9% of third-grade students demonstrated positive growth, moving out of the "Need Support" category and into a higher one.

2026

					NS : 57%	AP : 26%	P : 15%	A : 2%			
3	115	1505	1504	District	57%				26%	15%	
				State	46%				21%	25%	8%

2025

					NS : 66%	AP : 17%	P : 15%	A : 2%
3	121	1504	1501	District				
				State				

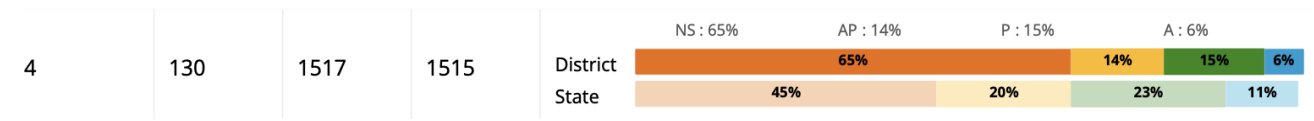
Tracking Progress from Third to Fourth Grade

When examining district-wide performance data for third graders in 2025 and fourth graders in 2026, the percentage of students in each category remained mostly unchanged.

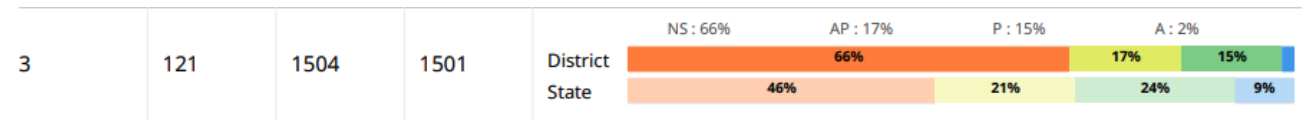




2026



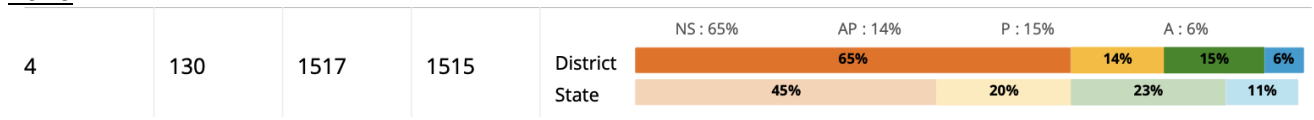
2025



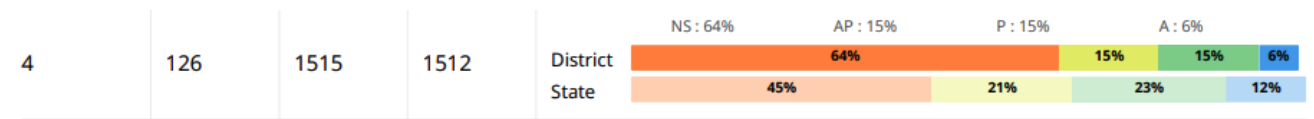
Comparison of Fourth-Graders' Mathematics

District-wide data for fourth graders remained mostly unchanged.

2026



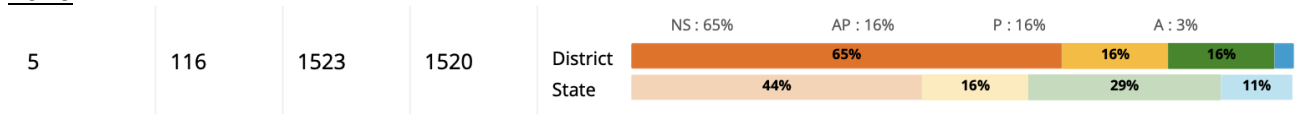
2025



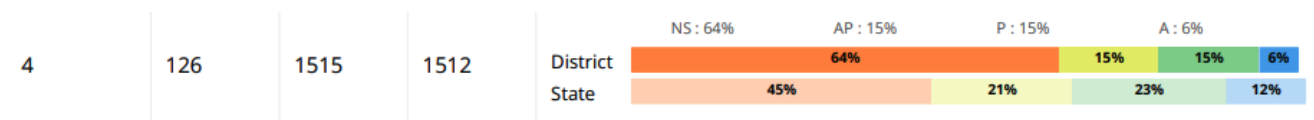
Tracking Progress from Fourth to Fifth Grade

When examining district-wide performance data for fourth graders in 2025 and fifth graders in 2026, the percentage of students in each category remained mostly unchanged.

2026



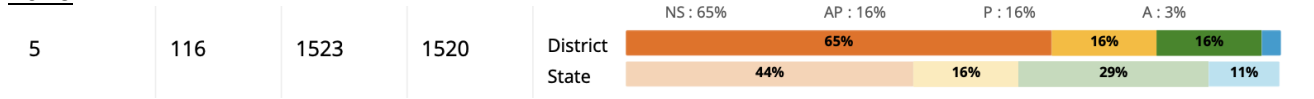
2025



Comparison of Fifth-Graders' Mathematics

District-wide, 12% of fifth-grade students demonstrated positive growth, moving out of the "Need Support" category and into a higher one. 5% more students were identified as Proficient.

2026



2025





5	128	1514	1510		NS : 77%	AP : 9%	P : 13%	A : 1%		
				District	77%				9%	13%
				State	45%				15%	30%

Tracking Progress from Fifth to Sixth Grade

When examining district-wide performance data for fifth graders in 2024 and sixth graders in 2025, the percentage of students identified as needing support decreased by 4%.

2026

6	118	1523	1518		NS : 79%	AP : 14%	P : 8%	A : 0%
				District				
				State				

2025

6	123	1526	1524		NS : 78%	AP : 14%	P : 7%	A : 1%		
				District	78%				14%	7%
				State	47%		22%	23%	8%	

Alaska Science Assessment District Summary

Science

According to the results, nearly 4% fewer students who took the assessment were identified as needs support, **while nearly 3.5% more students were identified as proficient or advanced.**

2026

District Name: North Slope Borough School District		Subject: Science	
		Test Date: Spring 2026	

Achievement Level Summary

Group	# Tested	% in Each Level			
District	308	65.9	19.5	12.7	1.9
State	21,123	38.4	23.9	27.4	10.3

2025

District Name: North Slope Borough School District		Subject: Science	
		Test Date: Spring 2025	

Achievement Level Summary

Group	# Tested	% in Each Level			
District	339	71.1	18.3	9.1	1.5
State	21,940	39.9	22.3	26.3	11.5





Comparison of Fifth-Graders' Science

District-wide, 22% of fifth-grade students demonstrated positive growth, moving out of the "Need Support" category, while **11% of fifth-grade students demonstrated positive growth by being identified as *proficient*** in Science.

2026

5	District	112	50.9	29.5	18.8	0.9
	State	7,755	29.2	26.8	34.7	9.2

2025

5	District	127	72.4	18.1	7.9	1.6
	State	8,053	32.4	24.7	33.1	9.7

Comparison of Eighth-Graders' Science

District-wide, 2.5% of eighth-grade students demonstrated positive growth, moving out of the "Need Support" category and into a higher one, with 3.5% of students identified as proficient.

2026

8	District	112	76.8	13.4	8.9	0.9
	State	7,217	43.1	21.8	23.5	11.6

2025

8	District	110	79.1	14.5	5.5	0.9
	State	7,321	45.6	19.3	22.2	12.8

Comparison of Tenth-Graders' Science

District-wide, our percentage of tenth-grade students identified as needing support increased nearly 8%.

2026

10	District	84	71.4	14.3	9.5	4.8
	State	6,151	44.4	22.5	22.9	10.1

2025

10	District	102	60.8	22.5	14.7	2.0
	State	6,566	42.5	22.6	22.5	12.4

Tracking the progress of cohort students for the Alaska State Science Assessment is unreliable, as the assessment is only given to students in grades 5, 8, and 10.

District Analysis and Next Steps

As a district, we continue to see more of our third grade students exiting third grade at the proficient level in both reading and math. This reflects the administration's focus on early reading intervention and support for our kindergarten students through third grade. Through last year's NWEA MAP Growth analysis, the Curriculum and Instruction Department, with support from Administration, expanded the intervention process for students in grades four through eight. This included increased accountability





and the adoption of two new programs, Phonics for Reading and Third Quest. In addition, the Curriculum and Instruction Department, in collaboration with Barrow High School, is developing an intervention program for our ninth-grade students to integrate into the Introduction to Literacy 9 course. These interventions are designed to help all our students where they are, regardless of whether they are identified as “needs support” or “advanced.” Students will be given direct instruction to address their specific needs. With these changes, we are hopeful to carry the success we have seen in lower elementary through high school.

Signature: *DS Vadiveloo*

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Signature:

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