

## **Work Session**

Tuesday, October 24, 2023 5:30 PM

NES Library, 1057 E 5th Ave, Nome, Alaska 99762

A. **Call to Order**

B. **Items for Discussion**

1. Review of Student Achievement Data

C. **Upcoming Events:**

- Tuesday, November 7, Special Meeting, 5:30 pm, NES Library/Zoom
- Tuesday, November 14, Regular Meeting, 5:30 pm, NES Library/Zoom
- Tuesday, December 12, Regular Meeting, 5:30 pm, NES Library/Zoom
- Tuesday, December 19, Work Session, 5:30 pm, NES Library

D. **Adjournment**

## Comparing Measures: DIBELS 8th Edition

| View                                            | Population                                                                                                             | Time                                        | Measure                                           |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|---------------------------------------------------|
| Segment Results by: School<br>Grade Divider: On | Show Students Enrolled: On Test Day<br>Grade: All Grades<br>District: Nome City School District<br>School: All Schools | School Year: 2023-2024<br>Period: 23-24 BOY | Measure: All Measures<br>Level Filter: All Levels |

### Nome City School District

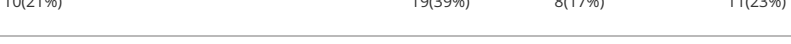
Current as of 10/11/2023

#### Nome Elementary School

##### Grade K

| Measures                 | 20%                                                                                               | 40% | 60% | 80% | Total Students |
|--------------------------|---------------------------------------------------------------------------------------------------|-----|-----|-----|----------------|
| Composite Score          | 23-24 BOY  26   |     |     |     |                |
| Letter Names (LNF)       | 23-24 BOY  26   |     |     |     |                |
| Phonemic Awareness (PSF) | 23-24 BOY  26   |     |     |     |                |
| Letter Sounds (NWF-CLS)  | 23-24 BOY  26   |     |     |     |                |
| Decoding (NWF-WRC)       | 23-24 BOY  26   |     |     |     |                |
| Word Reading (WRF)       | 23-24 BOY  26  |     |     |     |                |
| RAN                      | 23-24 BOY  19 |     |     |     |                |
| Risk Indicator           | 23-24 BOY  19 |     |     |     |                |

##### Grade 1

| Measures                    | 20%                                                                                               | 40% | 60% | 80% | Total Students |
|-----------------------------|---------------------------------------------------------------------------------------------------|-----|-----|-----|----------------|
| Composite Score             | 23-24 BOY  48 |     |     |     |                |
| Letter Names (LNF)          | 23-24 BOY  48 |     |     |     |                |
| Phonemic Awareness (PSF)    | 23-24 BOY  48 |     |     |     |                |
| Letter Sounds (NWF-CLS)     | 23-24 BOY  48 |     |     |     |                |
| Decoding (NWF-WRC)          | 23-24 BOY  48 |     |     |     |                |
| Word Reading (WRF)          | 23-24 BOY  48 |     |     |     |                |
| Reading Accuracy (ORF-Accu) | 23-24 BOY  48 |     |     |     |                |

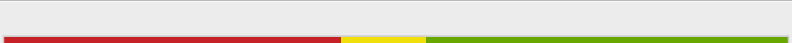
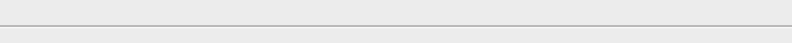
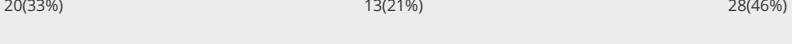
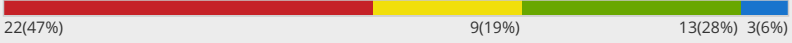
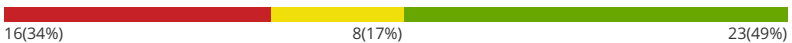
|                       |           |                                                                                    |    |
|-----------------------|-----------|------------------------------------------------------------------------------------|----|
| Reading Fluency (ORF) | 23-24 BOY |   | 48 |
| Spelling              | 23-24 BOY |  | 47 |
| RAN                   | 23-24 BOY |  | 21 |
| Risk Indicator        | 23-24 BOY |  | 47 |

## Grade 2

| Measures                     | 20%40%60%80% |                                                                                                              |  |  | Total Students |
|------------------------------|--------------|--------------------------------------------------------------------------------------------------------------|--|--|----------------|
| Composite Score              | 23-24 BOY    | <div><div></div><div></div><div></div><div></div></div> <div>32(62%)5(10%)8(15%)7(13%)</div>                 |  |  | 52             |
| Letter Sounds (NWF-CLS)      | 23-24 BOY    | <div><div></div><div></div><div></div><div></div><div></div></div> <div>32(61%)4(8%)9(17%)5(10%)2(4%)</div>  |  |  | 52             |
| Decoding (NWF-WRC)           | 23-24 BOY    | <div><div></div><div></div><div></div><div></div><div></div></div> <div>32(61%)3(6%)10(19%)5(10%)2(4%)</div> |  |  | 52             |
| Word Reading (WRF)           | 23-24 BOY    | <div><div></div><div></div><div></div><div></div><div></div></div> <div>32(61%)2(4%)12(23%)5(10%)1(2%)</div> |  |  | 52             |
| Reading Accuracy (ORF-Accu)  | 23-24 BOY    | <div><div></div><div></div><div></div></div> <div>33(63%)3(6%)16(31%)</div>                                  |  |  | 52             |
| Reading Fluency (ORF)        | 23-24 BOY    | <div><div></div><div></div><div></div><div></div></div> <div>31(59%)6(12%)10(19%)5(10%)</div>                |  |  | 52             |
| Reading Comprehension (Maze) | 23-24 BOY    | <div><div></div><div></div><div></div><div></div></div> <div>30(58%)10(19%)9(17%)3(6%)</div>                 |  |  | 52             |
| Vocabulary                   | 23-24 BOY    | <div><div></div><div></div><div></div></div> <div>27(57%)4(9%)16(34%)</div>                                  |  |  | 47             |
| Spelling                     | 23-24 BOY    | <div><div></div><div></div><div></div></div> <div>22(63%)6(17%)7(20%)</div>                                  |  |  | 35             |
| Risk Indicator               | 23-24 BOY    | <div><div>AT RISK</div><div></div><div>LOW RISK</div></div> <div>22(63%)13(37%)</div>                        |  |  | 35             |

## Grade 3

| Measures                | 20%40%60%80% |                                                                                                                             |  |  | Total Students |
|-------------------------|--------------|-----------------------------------------------------------------------------------------------------------------------------|--|--|----------------|
| Composite Score         | 23-24 BOY    | <div><div></div><div></div><div></div><div></div></div> <div>34(56%)9(15%)8(13%)10(16%)</div> <div>61</div>                 |  |  |                |
| Letter Sounds (NWF-CLS) | 23-24 BOY    | <div><div></div><div></div><div></div><div></div><div></div></div> <div>28(46%)14(23%)8(13%)7(11%)4(7%)</div> <div>61</div> |  |  |                |
| Decoding (NWF-WRC)      | 23-24 BOY    | <div><div></div><div></div><div></div><div></div><div></div></div> <div>34(57%)8(13%)7(11%)7(11%)5(8%)</div> <div>61</div>  |  |  |                |
| Word Reading (WRF)      | 23-24 BOY    | <div><div></div><div></div><div></div><div></div></div> <div>33(55%)10(16%)11(18%)7(11%)</div> <div>61</div>                |  |  |                |

|                              |                                                                                                   |
|------------------------------|---------------------------------------------------------------------------------------------------|
| Reading Accuracy (ORF-Accu)  | 23-24 BOY  61   |
| Reading Fluency (ORF)        | 23-24 BOY  61   |
| Reading Comprehension (Maze) | 23-24 BOY  61   |
| Vocabulary                   | 23-24 BOY  61   |
| Spelling                     | 23-24 BOY  61   |
| Risk Indicator               | 23-24 BOY  61   |
| Grade 4                      |                                                                                                   |
| Measures                     | 20% 40% 60% 80% Total Students                                                                    |
| Composite Score              | 23-24 BOY  47   |
| Reading Accuracy (ORF-Accu)  | 23-24 BOY  47   |
| Reading Fluency (ORF)        | 23-24 BOY  47  |
| Reading Comprehension (Maze) | 23-24 BOY  47 |
| Grade 5                      |                                                                                                   |
| Measures                     | 20% 40% 60% 80% Total Students                                                                    |
| Composite Score              | 23-24 BOY  31 |
| Reading Accuracy (ORF-Accu)  | 23-24 BOY  31 |
| Reading Fluency (ORF)        | 23-24 BOY  31 |
| Reading Comprehension (Maze) | 23-24 BOY  31 |

## Comparing Populations: DIBELS 8th Edition

| View                                                                                                     |                                                    | Population                                                                                                             |                                     | Time                                        |                | Measure                                                                                 |                          |
|----------------------------------------------------------------------------------------------------------|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-------------------------------------|---------------------------------------------|----------------|-----------------------------------------------------------------------------------------|--------------------------|
| Segment Results by: School<br>Report Level: District<br>Grade Divider: On<br>Display Data As: Percentage |                                                    | Show Students Enrolled: On Test Day<br>Grade: All Grades<br>District: Nome City School District<br>School: All Schools |                                     | School Year: 2023-2024<br>Period: 23-24 BOY |                | Measure: Composite Score<br>Performance Measurement: Levels<br>Level Filter: All Levels |                          |
| School                                                                                                   | <div><div></div> Well Below Benchmark</div>        | <div><div></div> Below Benchmark</div>                                                                                 | <div><div></div> At Benchmark</div> | <div><div></div> Above Benchmark</div>      | Total Students |                                                                                         |                          |
| 📍 Nome City School District                                                                              |                                                    |                                                                                                                        |                                     |                                             |                |                                                                                         | Current as of 10/11/2023 |
| Grade K                                                                                                  | Reference Data    Reference Point: <b>District</b> |                                                                                                                        |                                     |                                             |                |                                                                                         |                          |
|                                                                                                          | 23-24 BOY                                          | <div><div></div><div></div><div></div><div></div></div> <div>19(72%)2(8%)2(8%)3(12%)</div>                             |                                     |                                             |                | 26                                                                                      |                          |
| Nome Elementary School                                                                                   | 23-24 BOY                                          | <div><div></div><div></div><div></div><div></div></div> <div>19(72%)2(8%)2(8%)3(12%)</div>                             |                                     |                                             |                | 26                                                                                      |                          |
| Grade 1                                                                                                  | Reference Data    Reference Point: <b>District</b> |                                                                                                                        |                                     |                                             |                |                                                                                         |                          |
|                                                                                                          | 23-24 BOY                                          | <div><div></div><div></div><div></div><div></div></div> <div>29(60%)5(10%)7(15%)7(15%)</div>                           |                                     |                                             |                | 48                                                                                      |                          |
| Nome Elementary School                                                                                   | 23-24 BOY                                          | <div><div></div><div></div><div></div><div></div></div> <div>29(60%)5(10%)7(15%)7(15%)</div>                           |                                     |                                             |                | 48                                                                                      |                          |
| Grade 2                                                                                                  | Reference Data    Reference Point: <b>District</b> |                                                                                                                        |                                     |                                             |                |                                                                                         |                          |
|                                                                                                          | 23-24 BOY                                          | <div><div></div><div></div><div></div><div></div></div> <div>32(62%)5(10%)8(15%)7(13%)</div>                           |                                     |                                             |                | 52                                                                                      |                          |
| Nome Elementary School                                                                                   | 23-24 BOY                                          | <div><div></div><div></div><div></div><div></div></div> <div>32(62%)5(10%)8(15%)7(13%)</div>                           |                                     |                                             |                | 52                                                                                      |                          |
| Grade 3                                                                                                  | Reference Data    Reference Point: <b>District</b> |                                                                                                                        |                                     |                                             |                |                                                                                         |                          |
|                                                                                                          | 23-24 BOY                                          | <div><div></div><div></div><div></div><div></div></div> <div>34(56%)9(15%)8(13%)10(16%)</div>                          |                                     |                                             |                | 61                                                                                      |                          |
| Nome Elementary School                                                                                   | 23-24 BOY                                          | <div><div></div><div></div><div></div><div></div></div> <div>34(56%)9(15%)8(13%)10(16%)</div>                          |                                     |                                             |                | 61                                                                                      |                          |
| Grade 4                                                                                                  | Reference Data    Reference Point: <b>District</b> |                                                                                                                        |                                     |                                             |                |                                                                                         |                          |
|                                                                                                          | 23-24 BOY                                          | <div><div></div><div></div><div></div><div></div></div> <div>22(47%)9(19%)13(28%)3(6%)</div>                           |                                     |                                             |                | 47                                                                                      |                          |
| Nome Elementary School                                                                                   | 23-24 BOY                                          | <div><div></div><div></div><div></div><div></div></div> <div>22(47%)9(19%)13(28%)3(6%)</div>                           |                                     |                                             |                | 47                                                                                      |                          |
| Grade 5                                                                                                  | Reference Data    Reference Point: <b>District</b> |                                                                                                                        |                                     |                                             |                |                                                                                         |                          |
|                                                                                                          | 23-24 BOY                                          | <div><div></div><div></div><div></div><div></div></div> <div>16(52%)8(26%)6(19%)1(3%)</div>                            |                                     |                                             |                | 31                                                                                      |                          |
| Nome Elementary School                                                                                   | 23-24 BOY                                          | <div><div></div><div></div><div></div><div></div></div> <div>16(52%)8(26%)6(19%)1(3%)</div>                            |                                     |                                             |                | 31                                                                                      |                          |



## Science Assessment

Alaska Department of Education  
& Early Development

### School Summary Report

**District Name:** Nome Public Schools

**School Name:** Nome Elementary

**Subject:** Science

**Test Date:** Spring 2023

#### Achievement Level Summary

| Group    | # Tested | % in Each Level |      |      |      |
|----------|----------|-----------------|------|------|------|
| School   | 41       | 70.7            | 19.5 | 9.8  | 0.0  |
| District | 140      | 55.7            | 27.1 | 14.3 | 2.9  |
| State    | 22,382   | 39.1            | 24.0 | 26.7 | 10.2 |

#### Achievement Level Summary — By Grade

| Grade | Group    | # Tested | % in Each Level |      |      |      |
|-------|----------|----------|-----------------|------|------|------|
| 5     | School   | 41       | 70.7            | 19.5 | 9.8  | 0.0  |
|       | District | 57       | 59.6            | 22.8 | 14.0 | 3.5  |
|       | State    | 8,269    | 30.8            | 27.0 | 31.5 | 10.7 |

 Needs Support  Approaching Proficient  Proficient  Advanced



## Science Assessment

Alaska Department of Education  
& Early Development

### School Summary Report

**District Name:** Nome Public Schools

**School Name:** Nome Elementary

**Subject:** Science

**Test Date:** Spring 2023

### Achievement Levels

Overall scores on the Science Assessment are divided into four achievement levels: Needs Support, Approaching Proficient, Proficient, and Advanced.

### Median Scale Scores

The number of students, median scale score, and standard error are reported at the School, District, and State level in the table below. The median is the middle number in an ordered list of numbers. Unlike a mean (average), it is unaffected by very low or very high test scores. The —●— symbol shows the students' scale score where the dark circle is the score. If the students were to test again, the students' scores would likely fall within the lines on either side of the circle. The standard error decreases as the sample size increases.

For more information on the Alaska Science Assessment please visit [education.alaska.gov/assessments/science](https://education.alaska.gov/assessments/science)

### Median Score Summary — By Grade

| Grade | Group    | # Tested | Scale Score<br>Median/Mean | 400 | 500 | 600 | 700 | 800 |
|-------|----------|----------|----------------------------|-----|-----|-----|-----|-----|
| 5     | School   | 41       | 566/571                    |     |     |     |     |     |
|       | District | 57       | 576/582                    |     |     |     |     |     |
|       | State    | 8,269    | 604/609                    |     |     |     |     |     |



## Science Assessment

Alaska Department of Education  
& Early Development

### School Summary Report

**District Name:** Nome Public Schools

**School Name:** Nome Elementary

**Subject:** Science

**Test Date:** Spring 2023

### Performance by Reporting Category

The table below shows how the performance of the school, district, and state compared to the state standard for proficiency on specific areas of the Science Assessment.

| Grade | # Tested | Reporting Category      | School | District | State |
|-------|----------|-------------------------|--------|----------|-------|
| 5     | 41       | Life Science            | ▼      | ▼        | ▼     |
|       |          | Physical Science        | ▼      | ▼        | ▼     |
|       |          | Earth and Space Science | ▼      | ▼        | ▼     |

#### Performance Results Key

The school, district, or state

▲ *did better than* the state standard for proficiency  
≡ *did about as well as* the state standard for proficiency

▼ *did not do as well as* the state standard for proficiency  
■ *did not attempt any items in this category*



## Science Assessment

Alaska Department of Education  
& Early Development

### School Summary Report

**District Name:** Nome Public Schools  
**School Name:** Nome-Beltz Middle/High

**Subject:** Science  
**Test Date:** Spring 2023

#### Achievement Level Summary

| Group    | # Tested | % in Each Level |      |      |      |
|----------|----------|-----------------|------|------|------|
| School   | 67       | 55.2            | 31.3 | 13.4 | 0.0  |
| District | 140      | 55.7            | 27.1 | 14.3 | 2.9  |
| State    | 22,382   | 39.1            | 24.0 | 26.7 | 10.2 |

#### Achievement Level Summary — By Grade

| Grade | Group    | # Tested | % in Each Level                           |      |      |      |
|-------|----------|----------|-------------------------------------------|------|------|------|
| 8     | School   | 32       | 65.6                                      | 15.6 | 18.8 | 0.0  |
|       | District | 46       | 58.7                                      | 17.4 | 19.6 | 4.3  |
|       | State    | 7,783    | 44.6                                      | 20.9 | 23.5 | 11.0 |
| 10    | School   | 35       | Data not shown to protect student privacy |      |      |      |
|       | District | 37       | 45.9                                      | 45.9 | 8.1  | 0.0  |
|       | State    | 6,330    | 43.2                                      | 23.8 | 24.5 | 8.5  |

Needs Support Approaching Proficient Proficient Advanced



## Science Assessment

Alaska Department of Education  
& Early Development

### School Summary Report

**District Name:** Nome Public Schools  
**School Name:** Nome-Beltz Middle/High

**Subject:** Science  
**Test Date:** Spring 2023

### Achievement Levels

Overall scores on the Science Assessment are divided into four achievement levels: Needs Support, Approaching Proficient, Proficient, and Advanced.

### Median Scale Scores

The number of students, median scale score, and standard error are reported at the School, District, and State level in the table below. The median is the middle number in an ordered list of numbers. Unlike a mean (average), it is unaffected by very low or very high test scores. The —●— symbol shows the students' scale score where the dark circle is the score. If the students were to test again, the students' scores would likely fall within the lines on either side of the circle. The standard error decreases as the sample size increases.

For more information on the Alaska Science Assessment please visit [education.alaska.gov/assessments/science](https://education.alaska.gov/assessments/science)

### Median Score Summary — By Grade

| Grade | Group    | # Tested | Scale Score<br>Median/Mean                | 400 | 500 | 600 | 700 | 800 |
|-------|----------|----------|-------------------------------------------|-----|-----|-----|-----|-----|
| 8     | School   | 32       | 574/573                                   |     |     |     |     |     |
|       | District | 46       | 579/582                                   |     |     |     |     |     |
|       | State    | 7,783    | 592/594                                   |     |     |     |     |     |
| 10    | School   | 35       | Data not shown to protect student privacy |     |     |     |     |     |
|       | District | 37       | 574/569                                   |     |     |     |     |     |
|       | State    | 6,330    | 579/582                                   |     |     |     |     |     |



## Science Assessment

Alaska Department of Education  
& Early Development

### School Summary Report

**District Name:** Nome Public Schools  
**School Name:** Nome-Beltz Middle/High

**Subject:** Science  
**Test Date:** Spring 2023

### Performance by Reporting Category

The table below shows how the performance of the school, district, and state compared to the state standard for proficiency on specific areas of the Science Assessment.

| Grade | # Tested | Reporting Category      | School | District | State |
|-------|----------|-------------------------|--------|----------|-------|
| 8     | 32       | Life Science            | ▼      | ▼        | ▼     |
|       |          | Physical Science        | ▼      | ▼        | ▼     |
|       |          | Earth and Space Science | ▼      | ▼        | ▼     |
| 10    | 35       | Life Science            |        | ▼        | ▼     |
|       |          | Physical Science        |        | ▼        | ▼     |

#### Performance Results Key

The school, district, or state

▲ *did better than* the state standard for proficiency  
▬ *did about as well as* the state standard for proficiency

▼ *did not do as well as* the state standard for proficiency  
■ *did not attempt any items in this category*



## Science Assessment

Alaska Department of Education  
& Early Development

### School Summary Report

**District Name:** Nome Public Schools

**Subject:** Science

**School Name:** Anvil City Science Academy

**Test Date:** Spring 2023

### Achievement Level Summary

| Group    | # Tested | % in Each Level |      |      |      |
|----------|----------|-----------------|------|------|------|
| School   | 27       | 33.3            | 25.9 | 25.9 | 14.8 |
| District | 140      | 55.7            | 27.1 | 14.3 | 2.9  |
| State    | 22,382   | 39.1            | 24.0 | 26.7 | 10.2 |

### Achievement Level Summary — By Grade

| Grade | Group    | # Tested | % in Each Level                           |      |      |      |
|-------|----------|----------|-------------------------------------------|------|------|------|
| 5     | School   | 16       | 31.3                                      | 31.3 | 25.0 | 12.5 |
|       | District | 57       | 59.6                                      | 22.8 | 14.0 | 3.5  |
|       | State    | 8,269    | 30.8                                      | 27.0 | 31.5 | 10.7 |
| 8     | School   | 11       | Data not shown to protect student privacy |      |      |      |
|       | District | 46       | 58.7                                      | 17.4 | 19.6 | 4.3  |
|       | State    | 7,783    | 44.6                                      | 20.9 | 23.5 | 11.0 |

Needs Support Approaching Proficient Proficient Advanced



## Science Assessment

Alaska Department of Education  
& Early Development

### School Summary Report

**District Name:** Nome Public Schools

**School Name:** Anvil City Science Academy

**Subject:** Science

**Test Date:** Spring 2023

### Achievement Levels

Overall scores on the Science Assessment are divided into four achievement levels: Needs Support, Approaching Proficient, Proficient, and Advanced.

### Median Scale Scores

The number of students, median scale score, and standard error are reported at the School, District, and State level in the table below. The median is the middle number in an ordered list of numbers. Unlike a mean (average), it is unaffected by very low or very high test scores. The —●— symbol shows the students' scale score where the dark circle is the score. If the students were to test again, the students' scores would likely fall within the lines on either side of the circle. The standard error decreases as the sample size increases.

For more information on the Alaska Science Assessment please visit [education.alaska.gov/assessments/science](https://education.alaska.gov/assessments/science)

### Median Score Summary — By Grade

| Grade | Group    | # Tested | Scale Score<br>Median/Mean                | 400 | 500 | 600 | 700 | 800 |
|-------|----------|----------|-------------------------------------------|-----|-----|-----|-----|-----|
| 5     | School   | 16       | 604/610                                   |     |     |     |     |     |
|       | District | 57       | 576/582                                   |     |     |     |     |     |
|       | State    | 8,269    | 604/609                                   |     |     |     |     |     |
| 8     | School   | 11       | Data not shown to protect student privacy |     |     |     |     |     |
|       | District | 46       | 579/582                                   |     |     |     |     |     |
|       | State    | 7,783    | 592/594                                   |     |     |     |     |     |



## Science Assessment

Alaska Department of Education  
& Early Development

### School Summary Report

**District Name:** Nome Public Schools

**School Name:** Anvil City Science Academy

**Subject:** Science

**Test Date:** Spring 2023

### Performance by Reporting Category

The table below shows how the performance of the school, district, and state compared to the state standard for proficiency on specific areas of the Science Assessment.

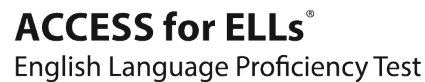
| Grade | # Tested | Reporting Category      | School | District | State |
|-------|----------|-------------------------|--------|----------|-------|
| 5     | 16       | Life Science            | ≡      | ▼        | ▼     |
|       |          | Physical Science        | ≡      | ▼        | ▼     |
|       |          | Earth and Space Science | ≡      | ▼        | ▼     |
| 8     | 11       | Life Science            |        | ▼        | ▼     |
|       |          | Physical Science        |        | ▼        | ▼     |
|       |          | Earth and Space Science |        | ▼        | ▼     |

#### Performance Results Key

The school, district, or state

▲ *did better than* the state standard for proficiency  
≡ *did about as well as* the state standard for proficiency

▼ *did not do as well as* the state standard for proficiency  
■ *did not attempt any items in this category*



District: Nome Public Schools  
School: Nome-Beltz Middle/High  
Grade: 8

[illegible]

Overall Scores are computed when all 4 domains have been completed  
NA – Not available = Student Booklet is marked with a Non-Scoring Code of  
Absent, Invalidate, Declined or Deferred Special Education/504

A – Oral Language = 50% Listening + 50% Speaking  
B – Literacy = 50% Reading + 50% Writing  
C – Comprehension = 70% Reading + 30% Listening  
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking



District: Nome Public Schools  
School: Nome-Beltz Middle/High  
Grade: 8

[illegible]

A – Oral Language = 50% Listening + 50% Speaking  
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## Student Roster Report — 2023

| STUDENT NAME<br>STATE STUDENT ID | Tier | Cluster | Listening   |            | Speaking    |            | Reading     |            | Writing     |            | Oral Language <sup>A</sup> |            | Literacy <sup>B</sup> |            | Comprehension <sup>C</sup> |            | Overall Score <sup>D</sup> |            |
|----------------------------------|------|---------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|----------------------------|------------|-----------------------|------------|----------------------------|------------|----------------------------|------------|
|                                  |      |         | Scale Score | Prof Level | Scale Score | Prof Level | Scale Score | Prof Level | Scale Score | Prof Level | Scale Score                | Prof Level | Scale Score           | Prof Level | Scale Score                | Prof Level | Scale Score                | Prof Level |
| ██████████<br>██████████         | BC   | 9-12    | 404         | 4.5        | 358         | 3.4        | 387         | 3.5        | 330         | 3.0        | 381                        | 3.7        | 359                   | 3.1        | 392                        | 3.8        | 365                        | 3.3        |
| ██████████<br>██████████         | BC   | 9-12    | 334         | 2.2        | 310         | 2.3        | 383         | 3.3        | 381         | 3.9        | 322                        | 2.3        | 382                   | 3.7        | 368                        | 2.9        | 364                        | 3.3        |
|                                  |      |         |             |            |             |            |             |            |             |            |                            |            |                       |            |                            |            |                            |            |
|                                  |      |         |             |            |             |            |             |            |             |            |                            |            |                       |            |                            |            |                            |            |
|                                  |      |         |             |            |             |            |             |            |             |            |                            |            |                       |            |                            |            |                            |            |
|                                  |      |         |             |            |             |            |             |            |             |            |                            |            |                       |            |                            |            |                            |            |
|                                  |      |         |             |            |             |            |             |            |             |            |                            |            |                       |            |                            |            |                            |            |
|                                  |      |         |             |            |             |            |             |            |             |            |                            |            |                       |            |                            |            |                            |            |
|                                  |      |         |             |            |             |            |             |            |             |            |                            |            |                       |            |                            |            |                            |            |
|                                  |      |         |             |            |             |            |             |            |             |            |                            |            |                       |            |                            |            |                            |            |
|                                  |      |         |             |            |             |            |             |            |             |            |                            |            |                       |            |                            |            |                            |            |
|                                  |      |         |             |            |             |            |             |            |             |            |                            |            |                       |            |                            |            |                            |            |
|                                  |      |         |             |            |             |            |             |            |             |            |                            |            |                       |            |                            |            |                            |            |
|                                  |      |         |             |            |             |            |             |            |             |            |                            |            |                       |            |                            |            |                            |            |
|                                  |      |         |             |            |             |            |             |            |             |            |                            |            |                       |            |                            |            |                            |            |
|                                  |      |         |             |            |             |            |             |            |             |            |                            |            |                       |            |                            |            |                            |            |
|                                  |      |         |             |            |             |            |             |            |             |            |                            |            |                       |            |                            |            |                            |            |
|                                  |      |         |             |            |             |            |             |            |             |            |                            |            |                       |            |                            |            |                            |            |

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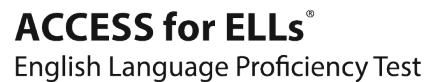
A – Oral Language = 50% Listening + 50% Speaking  
B – Literacy = 50% Reading + 50% Writing  
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D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking



District: Nome Public Schools  
School: Nome-Beltz Middle/High  
Grade: 8

[illegible]

A – Oral Language = 50% Listening + 50% Speaking  
B – Literacy = 50% Reading + 50% Writing  
C – Comprehension = 70% Reading + 30% Listening  
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

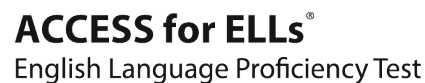


District: Nome Public Schools  
School: Nome-Beltz Middle/High  
Grade: 12

[illegible]

Overall Scores are computed when all 4 domains have been completed  
NA – Not available = Student Booklet is marked with a Non-Scoring Code of  
Absent, Invalidate, Declined or Deferred Special Education/504

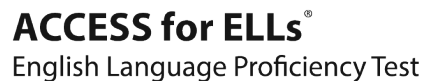
A – Oral Language = 50% Listening + 50% Speaking  
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C – Comprehension = 70% Reading + 30% Listening  
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Grade: [illegible]

A – Oral Language = 50% Listening + 50% Speaking  
B – Literacy = 50% Reading + 50% Writing  
C – Comprehension = 70% Reading + 30% Listening  
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Grade: [illegible]

A – Oral Language = 50% Listening + 50% Speaking  
B – Literacy = 50% Reading + 50% Writing  
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School: [REDACTED]  
[REDACTED] [REDACTED]

[illegible]

A – Oral Language = 50% Listening + 50% Speaking  
B – Literacy = 50% Reading + 50% Writing  
C – Comprehension = 70% Reading + 30% Listening  
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Grade: [illegible]

A – Oral Language = 50% Listening + 50% Speaking  
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C – Comprehension = 70% Reading + 30% Listening  
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking



# **Nome Public Schools**

**2023 Grade 3-5 Student Survey**

**2023 School Climate & Connectedness Survey**



Report created by  
Panorama Education



## Summary

### Topic Description

### Results

#### Caring for Others (Grades 3-5)

Level of caring and support that students received from peers, staff, and community members at school.

61%

▲ 2

since last survey

#### Recommendation Question (Grades 3-5)

62%

▲ 7

since last survey

#### Safety Question (Grades 3-5)

62%

▲ 3

since last survey

#### Social and Emotional Learning (Grades 3-5)

Students marked how often they use SEL skills in self-awareness, social awareness, self-management, relationship skills, and good decision-making.

58%

0

since last survey

139 responses



## Caring for Others (Grades 3-5)

Your average

**61%**

139 responses

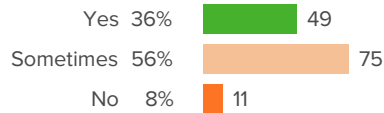
Change

**▲ 2**

since last survey

How did people respond?

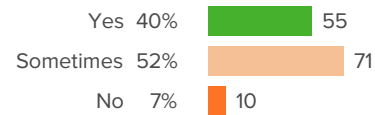
**Q.1: Students in this school help each other, even if they are not friends.**



▲ 7 from last survey

Favorable: **36%**

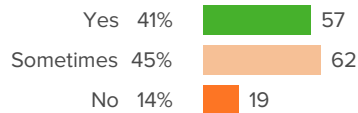
**Q.2: Students here treat me with respect.**



▲ 6 from last survey

Favorable: **40%**

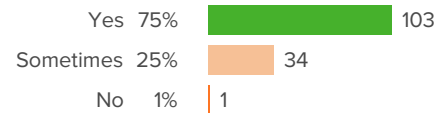
**Q.3: When students see another student being picked on, they try to stop it.**



▲ 9 from last survey

Favorable: **41%**

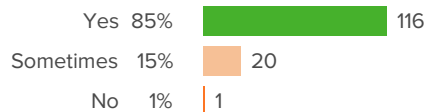
**Q.4: At this school, students are encouraged to do their very best.**



▲ 3 from last survey

Favorable: **75%**

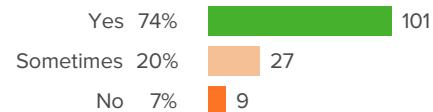
**Q.5: The adults at this school believe that all students can do good work.**



▲ 2 from last survey

Favorable: **85%**

**Q.6: Adults in my community let me know that school is important.**

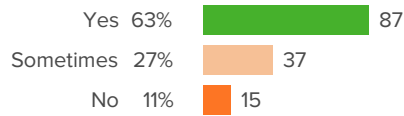


▲ 0 from last survey

Favorable: **74%**



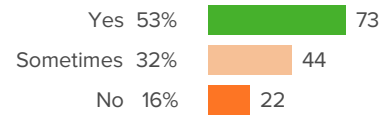
**Q.7: There is an adult at this school who I can talk to about things that are bothering me.**



▼ 7 from last survey

Favorable: **63%**

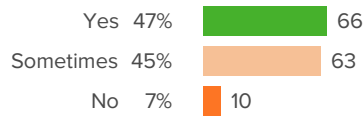
**Q.8: At school, there is a teacher or some other adult who will miss me when I'm absent.**



▼ 6 from last survey

Favorable: **53%**

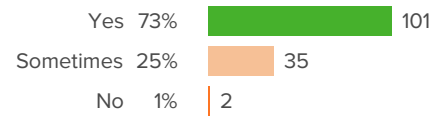
**Q.9: There are lots of chances for students in my school to talk with teachers one-on-one.**



▲ 7 from last survey

Favorable: **47%**

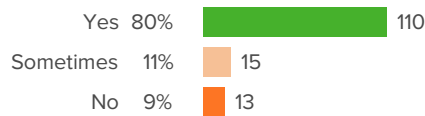
**Q.10: At school, other adults besides my teachers know my name.**



▼ 8 from last survey

Favorable: **73%**

**Q.11: I can name at least five adults who really care about me.**



▲ 6 from last survey

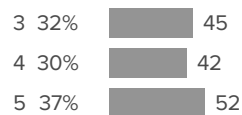
Favorable: **80%**



## Demographics

### How did people respond?

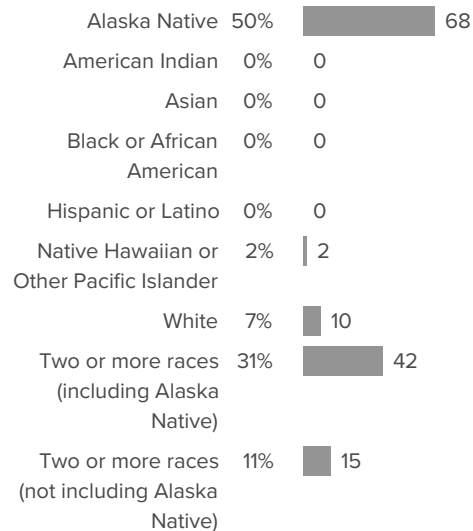
#### Q.1: What grade are you in?



#### Q.2: Are you a



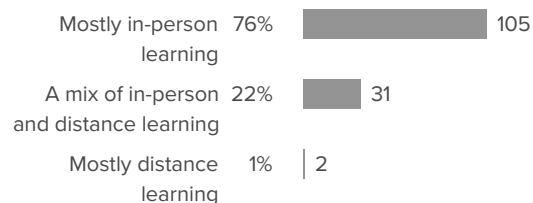
#### Q.3: Which groups describe you best? (Choose all that apply)



#### Q.4: Is there a language other than English spoken in your home?



#### Q.5: How are you attending school right now?





## Recommendation Question (Grades 3-5)

Your average

**62%**

139 responses

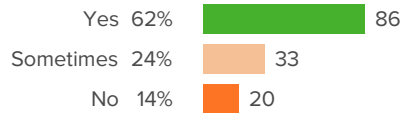
Change

**▲ 7**

since last survey

How did people respond?

**Q.1: I think other students would like going to my school.**



▲ 7 from last survey

Favorable: **62%**



## Safety Question (Grades 3-5)

Your average

**62%**

139 responses

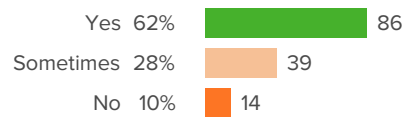
Change

**▲ 3**

since last survey

How did people respond?

**Q.1: I feel safe at school.**



▲ 3 from last survey

Favorable: **62%**



## Social and Emotional Learning (Grades 3-5)

Your average

**58%**

139 responses

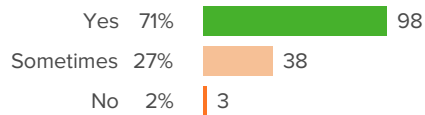
Change

**0**

since last survey

How did people respond?

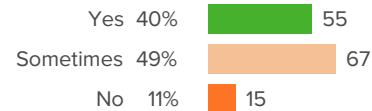
**Q.1: I try hard to do well in school.**



▼ 5 from last survey

Favorable: **71%**

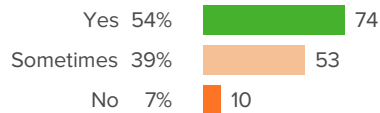
**Q.2: If someone asks me, I can tell them how I am feeling.**



▲ 4 from last survey

Favorable: **40%**

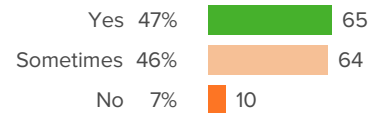
**Q.3: I know what kinds of work I need help with to be successful.**



▲ 0 from last survey

Favorable: **54%**

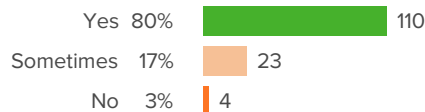
**Q.4: I ask for help from my teachers or others when I need it.**



▼ 11 from last survey

Favorable: **47%**

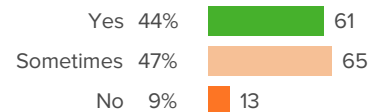
**Q.5: I am careful when I use something that belongs to someone else.**



▲ 6 from last survey

Favorable: **80%**

**Q.6: I can control myself when I am frustrated, or disappointed.**

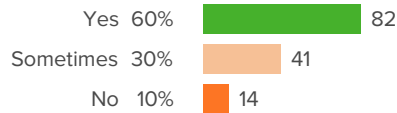


▼ 2 from last survey

Favorable: **44%**



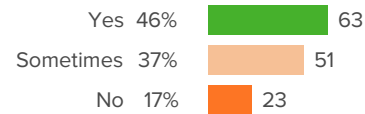
**Q.7: I can explain why it is important to tell the truth.**



▲ 7 from last survey

Favorable: **60%**

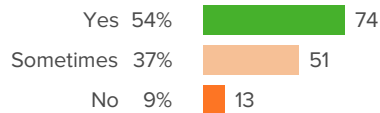
**Q.8: If something is bothering me, I think of different ways I can react.**



▼ 10 from last survey

Favorable: **46%**

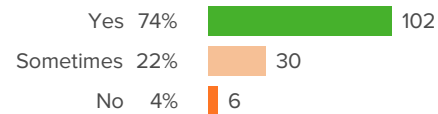
**Q.9: I set goals and then work to reach them.**



▲ 2 from last survey

Favorable: **54%**

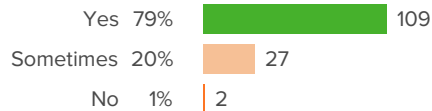
**Q.10: I care about other people's feelings and what they think.**



▲ 6 from last survey

Favorable: **74%**

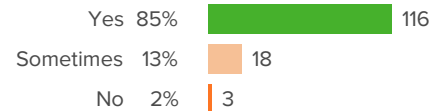
**Q.11: It is important for me to help others in my school.**



▲ 3 from last survey

Favorable: **79%**

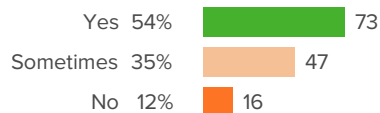
**Q.12: I respect people even if they are different.**



▲ 0 from last survey

Favorable: **85%**

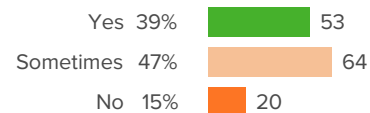
**Q.13: I can tell when someone is getting angry or upset before they say anything.**



▼ 11 from last survey

Favorable: **54%**

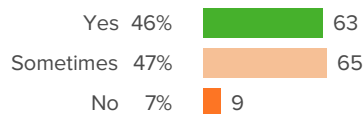
**Q.14: I know how to disagree without starting a fight or an argument.**



▲ 0 from last survey

Favorable: **39%**

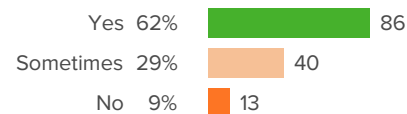
**Q.15: I get along well with other students.**



▲ 1 from last survey

Favorable: **46%**

**Q.16: I know how to make friends with new people.**



▲ 12 from last survey

Favorable: **62%**



# **Nome Public Schools**

**2023 Grade 6-12 Student Survey**

**2023 School Climate & Connectedness Survey**



Report created by  
Panorama Education



## Summary

| Topic Description                                                                                                                                                                                                                                                                                                                                                                                          | Results                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| <b>Caring Adults</b><br><br>Students' perceptions of their closeness to adults in the school. Higher scores are better because they reflect more favorable perceptions of caring adults                                                                                                                                                                                                                    | <b>61%</b><br><b>0</b><br>since last survey   |
| <b>Community Support</b><br><br>Reflects the extent to which students are involved in their communities, and the extent to which students feel supported by their communities.                                                                                                                                                                                                                             | <b>67%</b><br><b>▼ 3</b><br>since last survey |
| <b>Cultural Connectedness</b><br><br>Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.                                                                                                                                                                  | <b>48%</b><br><b>▼ 8</b><br>since last survey |
| <b>Family and Community Involvement</b><br><br>Reflects perceptions of families' and community members' degree of involvement in their school. Higher scores are better because they reflect more favorable perceptions of family and community involvement.                                                                                                                                               | <b>68%</b>                                    |
| <b>High Expectations</b><br><br>Student perceptions of their own academic expectations as well as those of adults in their school and community. Higher scores are better because they reflect more favorable perceptions of student involvement.                                                                                                                                                          | <b>65%</b><br><b>▼ 5</b><br>since last survey |
| <b>Peer Climate</b><br><br>Student Survey: Students' perceptions of how respectful and helpful students are to one another. Staff Survey: Staff perceptions of how respectful and helpful students are to one another, and towards their teachers. Prior to 2016, the staff scale was called Respectful Climate. Higher scores are better because they reflect more favorable perceptions of peer climate. | <b>23%</b><br><b>▼ 6</b><br>since last survey |



## Respectful Climate

Student perceptions of the fairness of rules and the respectful relationships between students and staff. Higher scores are better because they reflect more favorable perceptions of respectful climate. (The Staff "Respectful Climate" scale was renamed to "Peer Climate" starting in 2017).

**50%**

▼ 8

since last survey

## School Safety

Student and staff perceptions of bullies and gangs at school, as well as community crime and violence that affect school life. Higher scores are better because they reflect more favorable perceptions of safety in schools and communities.

**66%**

▼ 4

since last survey

## Social and Emotional Learning (Grades 6-12)

Students rated how easy or difficult it is for them to use SEL skills in self-awareness, social awareness, self-management, relationship skills, and good decision making.

**69%**

▼ 2

since last survey

## Student Involvement

Student and staff perceptions of student participation in school governance. Higher scores are better because they reflect more favorable perceptions of student involvement.

**53%**

▼ 9

since last survey

## Student Risk Behaviors: Delinquent Behaviors

Students and staff reported how often they observed students engage in delinquent behaviors at school and at school events within the past 12 months. Higher scores are better because they reflect more instances of "0 times" of delinquent behaviors.

**83%**

▲ 21

since last survey

## Student Risk Behaviors: Drug and Alcohol Use

Observations of other students engaging in drug and alcohol use at school or school events within the past 12 months. Higher scores are better because they reflect more instances of "0 times" of drug and alcohol use.

**83%**

▲ 4

since last survey

192 responses



## Caring Adults

Your average

**61%**

192 responses

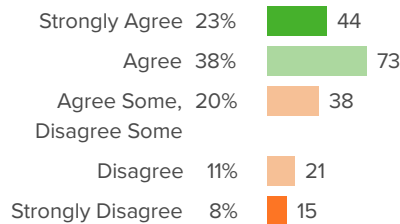
Change

**0**

since last survey

How did people respond?

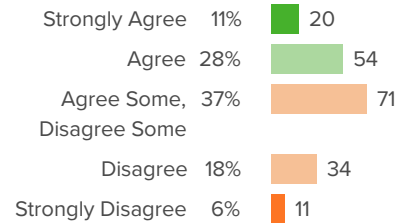
**Q.1: There is at least one adult at this school whom I feel comfortable talking to about things that are bothering me.**



▲ 0 from last survey

Favorable: **61%**

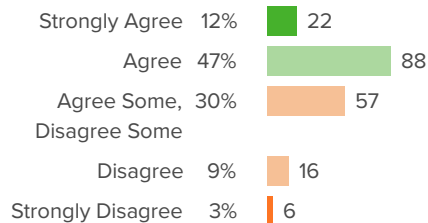
**Q.2: At school, there is a teacher or some other adult who will miss me when I'm absent.**



▼ 7 from last survey

Favorable: **39%**

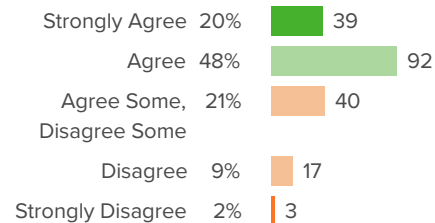
**Q.3: There are lots of chances for students in my school to talk with teachers one-on-one.**



▼ 5 from last survey

Favorable: **58%**

**Q.4: Other adults at school besides my teachers know my name.**

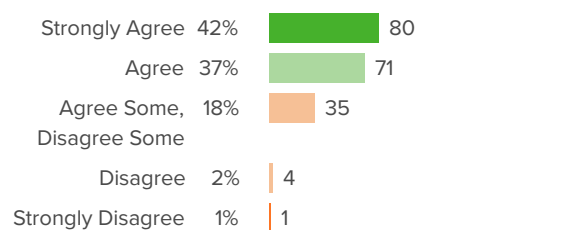


▲ 4 from last survey

Favorable: **69%**



**Q.5: I can name at least five adults who really care about me.**



▲ **11** from last survey

Favorable: **79%**



## Community Support

Your average

**67%**

192 responses

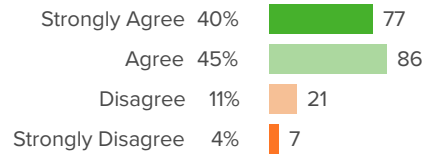
Change

▼ **3**

since last survey

How did people respond?

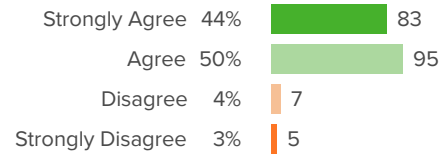
**Q.1: Outside of school and home, I know at least one adult I can talk to, if I have a problem.**



▼ **4** from last survey

Favorable: **85%**

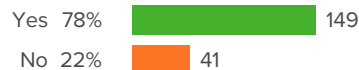
**Q.2: Outside of school and home, I know at least one adult who encourages me to do my best.**



▲ **1** from last survey

Favorable: **94%**

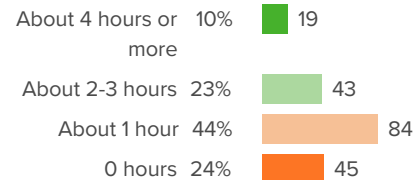
**Q.3: Do you have someone outside of school who can help you with your homework?**



▼ **6** from last survey

Favorable: **78%**

**Q.4: During an average week, how much time do you spend helping other people without getting paid? (Examples: helping elders or neighbors; watching younger children; peer teaching, tutoring, mentoring; helping the environment or doing other volunteer activities).**

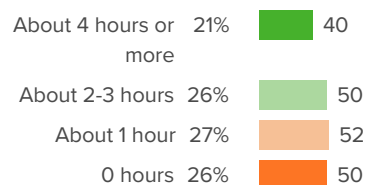


▼ **9** from last survey

Favorable: **32%**



**Q.5: During an average week, how much time do you spend participating in organized activities after school or on weekends? (Examples: sports, clubs, youth groups, music/art/dance/drama activities, cultural, religious or other community activities)**



▲ 2 from last survey

Favorable: **47%**



## Cultural Connectedness

Your average

**48%**

192 responses

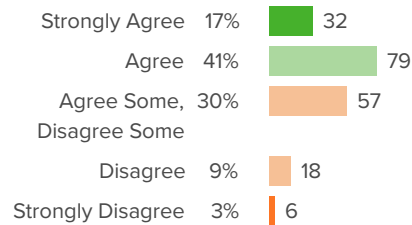
Change

▼ **8**

since last survey

How did people respond?

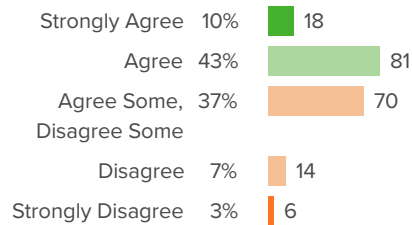
**Q.1: My school teaches about the history and culture of people who live in my community.**



▼ **7** from last survey

Favorable: **58%**

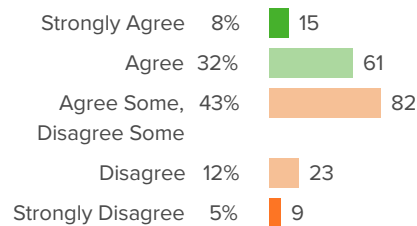
**Q.2: My school values the language and culture of my family.**



▼ **3** from last survey

Favorable: **52%**

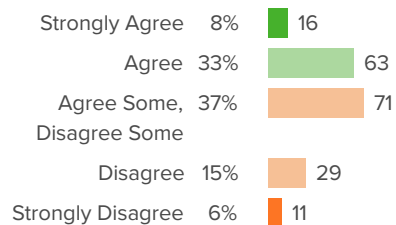
**Q.3: My teachers make an effort to represent my culture in class lessons.**



▼ **7** from last survey

Favorable: **40%**

**Q.4: I see my family's culture represented in class lessons, materials, posters, and art around the school, etc.**



▼ **2** from last survey

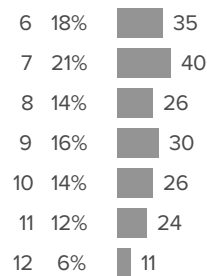
Favorable: **42%**



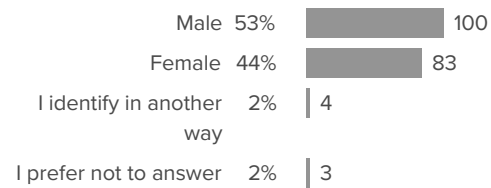
## Demographics

### How did people respond?

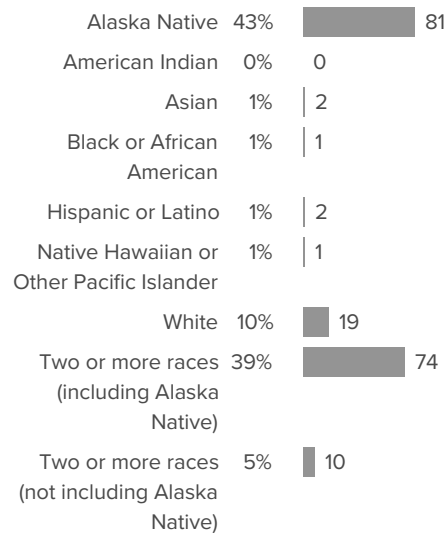
#### Q.1: What grade are you in?



#### Q.2: How do you identify yourself?



#### Q.3: Which group describes you best? (Choose all that apply)

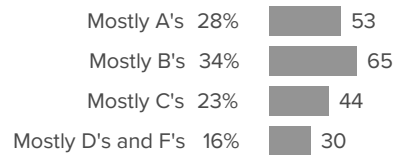


#### Q.4: Is there a language other than English spoken in your home?

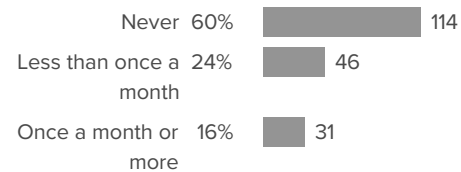




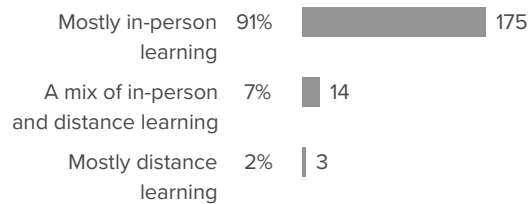
**Q.5: What grades do you usually get?**



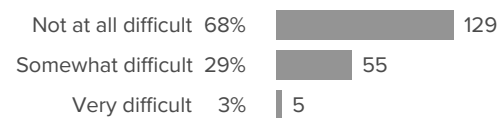
**Q.6: During the past year, how many days did you miss (skip) school without permission?**



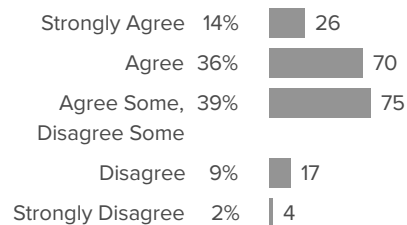
**Q.7: How are you attending school right now?**



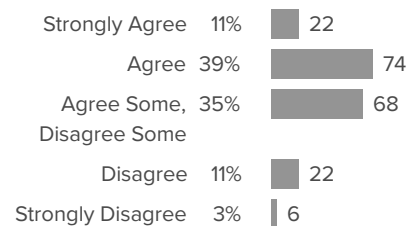
**Q.8: In the past year, how difficult has it been for your family to get the basic things you need?**



**Q.9: I have a strong sense of belonging to my culture.**



**Q.10: In general, my culture is an important part of my self-image.**





## Family and Community Involvement

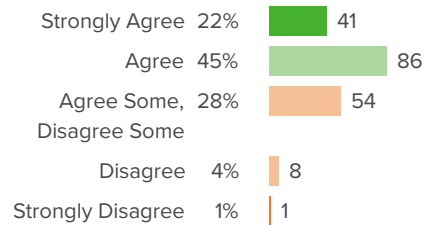
Your average

68%

192 responses

How did people respond?

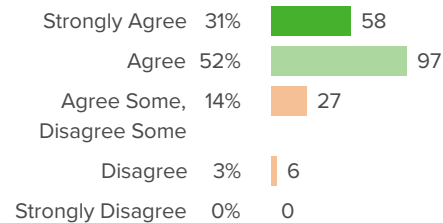
**Q.1: This school is a welcoming place for families like mine.**



▼ 8 from last survey

Favorable: **67%**

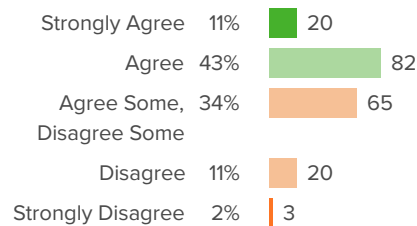
**Q.2: This school values and welcomes elders.**



▼ 3 from last survey

Favorable: **82%**

**Q.3: This school involves parents in most school events or activities.**



Favorable: **54%**



## High Expectations

Your average

65%

192 responses

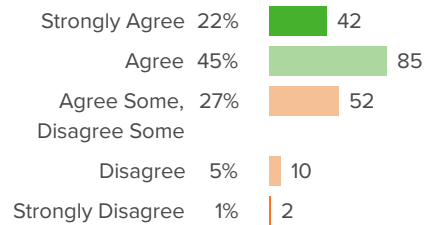
Change

▼ 5

since last survey

How did people respond?

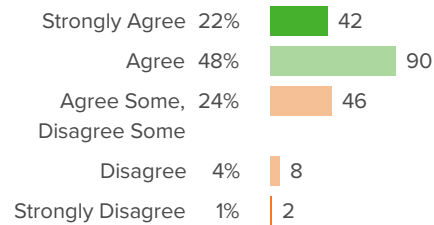
**Q.1: At this school, students are encouraged to work to the best of their abilities.**



▼ 1 from last survey

Favorable: **66%**

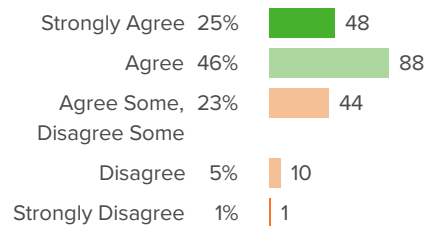
**Q.2: Teachers and other adults at this school believe that all students can do good work.**



▼ 11 from last survey

Favorable: **70%**

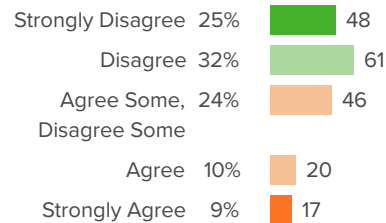
**Q.3: Adults in my community encourage me to take school seriously.**



▼ 4 from last survey

Favorable: **71%**

**Q.4: I have given up on school.**

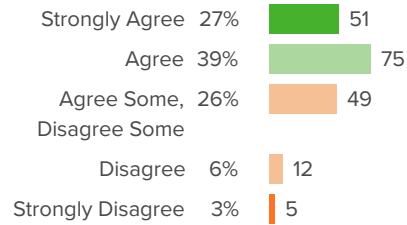


▼ 5 from last survey

Favorable: **57%**



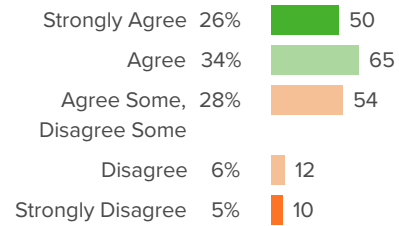
**Q.5: I try hard to do well in school.**



▼ **2** from last survey

Favorable: **66%**

**Q.6: I want very much to get more education after high school.**



▼ **9** from last survey

Favorable: **60%**



## Peer Climate

Your average

**23%**

192 responses

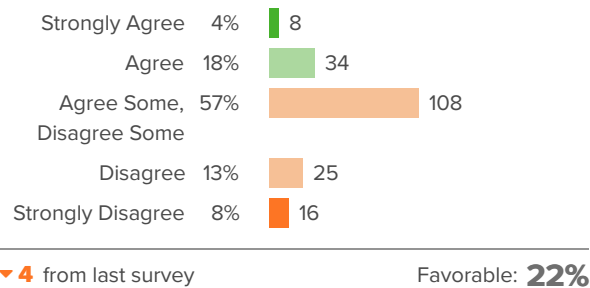
Change

▼ **6**

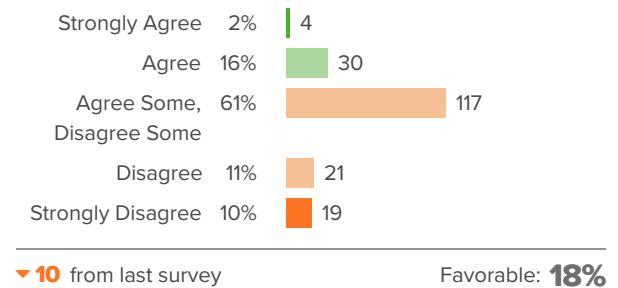
since last survey

How did people respond?

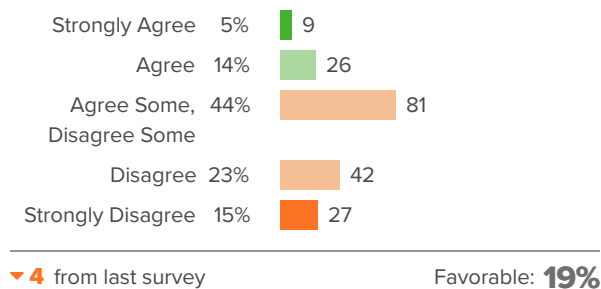
**Q.1: Students in this school help each other, even if they are not friends.**



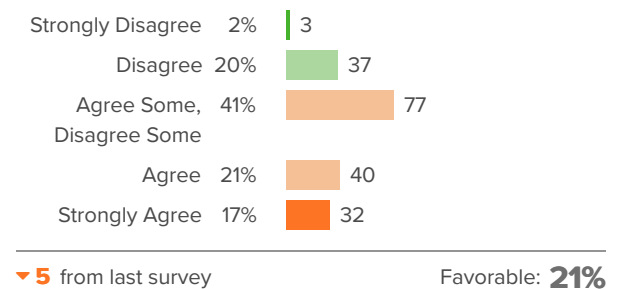
**Q.2: Students in this school treat each other with respect.**



**Q.3: When students see another student being picked on, they try to stop it.**

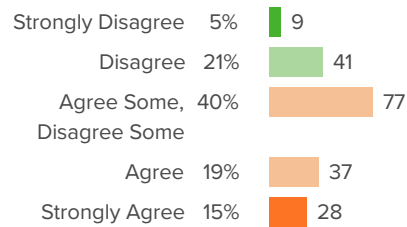


**Q.4: Students at this school are often teased or picked on.**





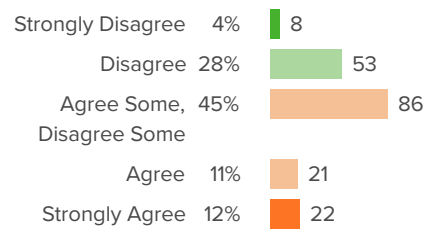
**Q.5: Students who go to my school often spread hurtful rumors or lies about each other online (such as Snapchat, Instagram, Facebook, etc.)**



▼ 8 from last survey

Favorable: **26%**

**Q.6: Most students in this school like to put others down.**



▼ 6 from last survey

Favorable: **32%**



## Respectful Climate

Your average

50%

192 responses

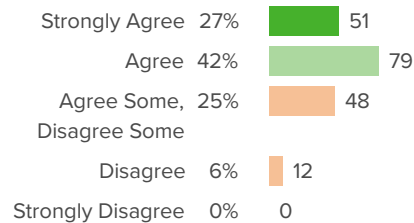
Change

▼ 8

since last survey

How did people respond?

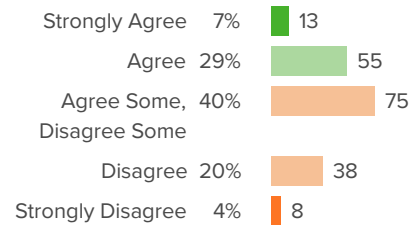
### Q.1: My teachers treat me with respect.



▼ 14 from last survey

Favorable: 68%

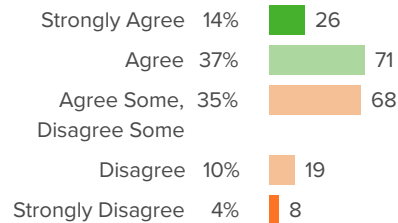
### Q.2: When students break rules, they are treated fairly.



▼ 3 from last survey

Favorable: 36%

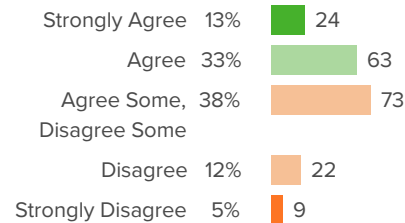
### Q.3: My teachers are fair.



▼ 10 from last survey

Favorable: 51%

### Q.4: Our school rules are fair.



▼ 5 from last survey

Favorable: 46%



## School Safety

Your average

66%

192 responses

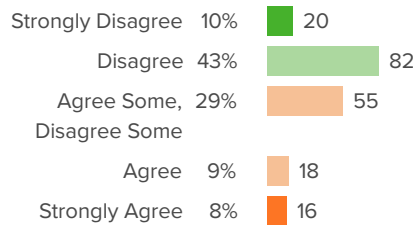
Change

▼ 4

since last survey

How did people respond?

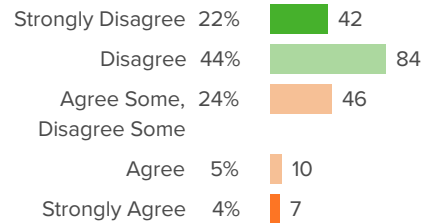
### Q.1: This school is being ruined by bullies.



▼ 5 from last survey

Favorable: 53%

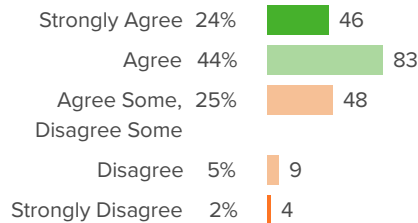
### Q.2: This school is badly affected by crime and violence in the community.



▼ 7 from last survey

Favorable: 67%

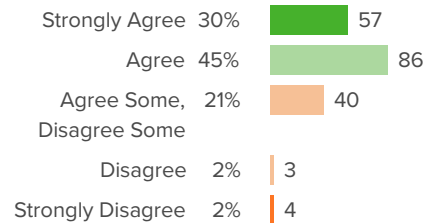
### Q.3: I feel safe at school.



▼ 3 from last survey

Favorable: 68%

### Q.4: I feel safe traveling to and from school.



▼ 3 from last survey

Favorable: 75%



## Social and Emotional Learning (Grades 6-12)

Your average

69%

192 responses

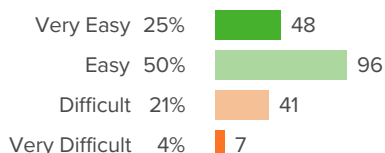
Change

▼ 2

since last survey

How did people respond?

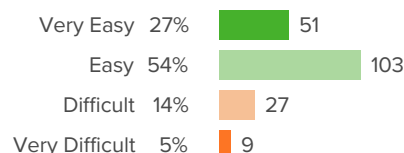
### Q.1: Knowing the emotions I feel.



▲ 2 from last survey

Favorable: 75%

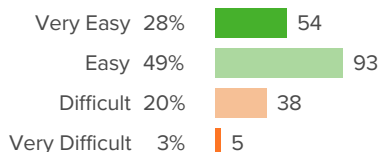
### Q.2: Knowing ways I calm myself down.



▲ 4 from last survey

Favorable: 81%

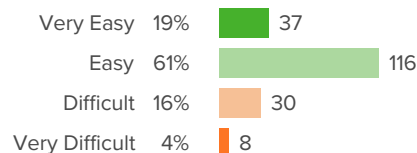
### Q.3: Knowing what my strengths are.



▲ 1 from last survey

Favorable: 77%

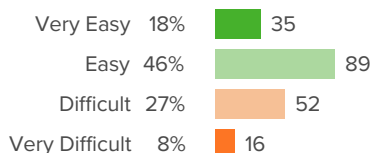
### Q.4: Knowing when my feelings are making it hard for me to focus.



▲ 2 from last survey

Favorable: 80%

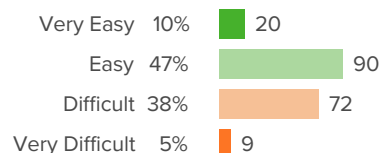
### Q.5: Being patient even when I am really excited.



▲ 3 from last survey

Favorable: 65%

### Q.6: Finishing tasks even if they are hard for me.

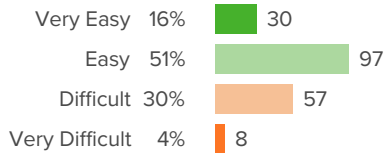


▲ 1 from last survey

Favorable: 58%



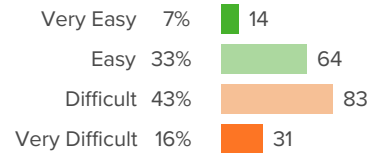
**Q.7: Setting goals for myself.**



▲ 1 from last survey

Favorable: **66%**

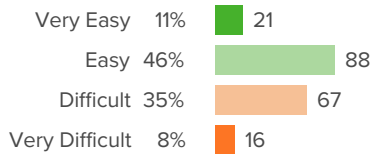
**Q.8: Doing schoolwork even when I do not feel like it.**



▼ 6 from last survey

Favorable: **41%**

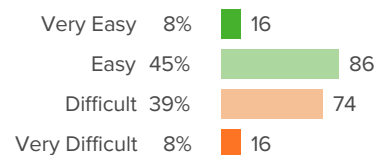
**Q.9: Being prepared for tests.**



▼ 3 from last survey

Favorable: **57%**

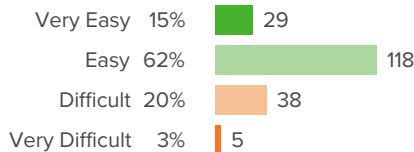
**Q.10: Getting through something even when I feel frustrated.**



▼ 7 from last survey

Favorable: **53%**

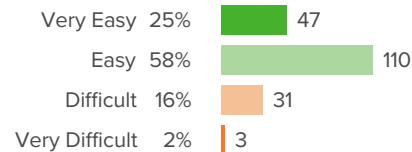
**Q.11: Learning from people with different opinions than me.**



▲ 0 from last survey

Favorable: **77%**

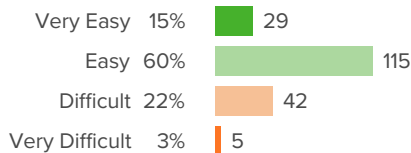
**Q.12: Knowing what people may be feeling by the look on their face.**



▲ 0 from last survey

Favorable: **82%**

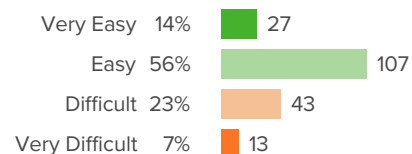
**Q.13: Knowing when someone needs help.**



▼ 6 from last survey

Favorable: **75%**

**Q.14: Respecting a classmate's opinions during a disagreement.**

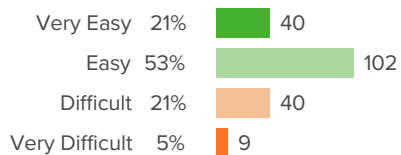


▼ 3 from last survey

Favorable: **71%**



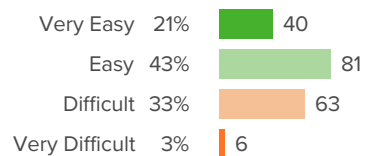
**Q.15: Getting along with my classmates.**



▼ 8 from last survey

Favorable: **74%**

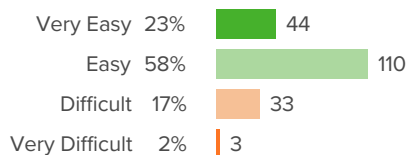
**Q.16: Thinking about what might happen before making a decision.**



▼ 10 from last survey

Favorable: **64%**

**Q.17: Knowing what is right or wrong.**



▼ 8 from last survey

Favorable: **81%**



## Student Involvement

Your average

53%

192 responses

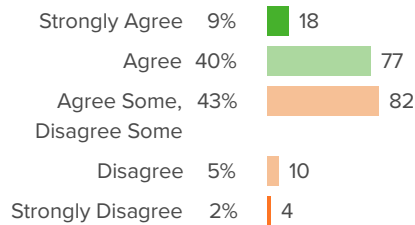
Change

▼ 9

since last survey

How did people respond?

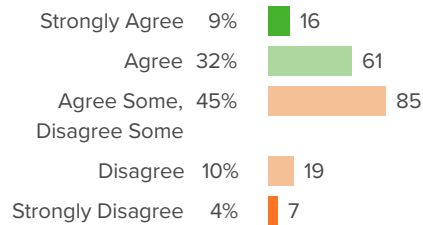
**Q.1: In my school, students are given a chance to help make decisions.**



▼ 13 from last survey

Favorable: **50%**

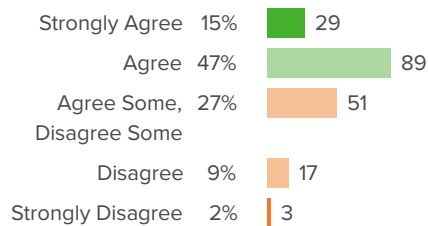
**Q.2: Students are involved in helping to solve school problems.**



▼ 7 from last survey

Favorable: **41%**

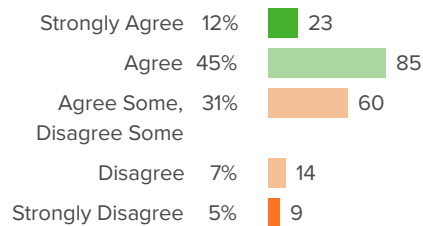
**Q.3: In my school, students are provided with meaningful opportunities to develop leadership skills.**



▼ 7 from last survey

Favorable: **62%**

**Q.4: Students at my school have opportunities to talk to staff about their ideas for school improvements.**



▼ 10 from last survey

Favorable: **57%**



## Student Risk Behaviors: Delinquent Behaviors

Your average

**83%**

192 responses

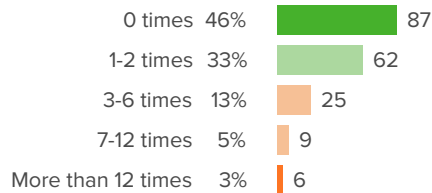
Change

**▲ 21**

since last survey

How did people respond?

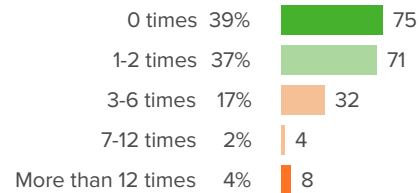
**Q.1: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Destroy things (such as school property, or other people's personal items)**



▲ **23** from last survey

Favorable: **79%**

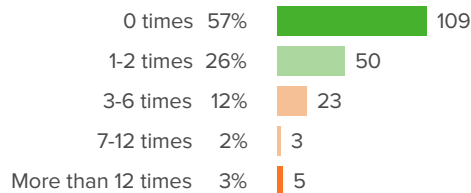
**Q.2: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Get into fights with other students**



▲ **34** from last survey

Favorable: **77%**

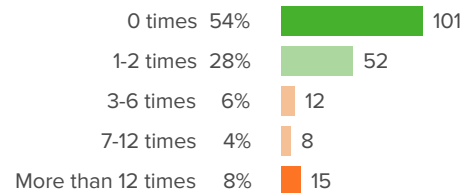
**Q.3: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Steal things (such as taking things from the school or other people)**



▲ **18** from last survey

Favorable: **84%**

**Q.4: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Threaten or bully other students**

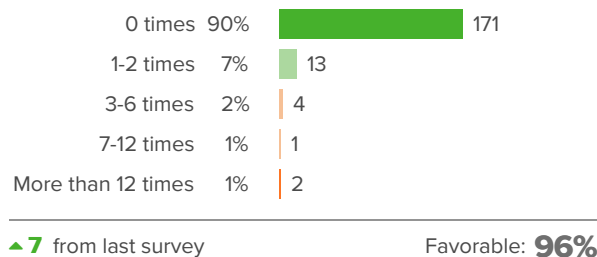


▲ **26** from last survey

Favorable: **81%**



**Q.5: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Carry weapons**





## Student Risk Behaviors: Drug and Alcohol Use

Your average

83%

192 responses

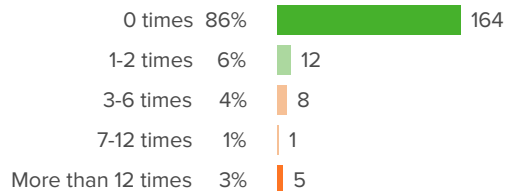
Change

▲ 4

since last survey

How did people respond?

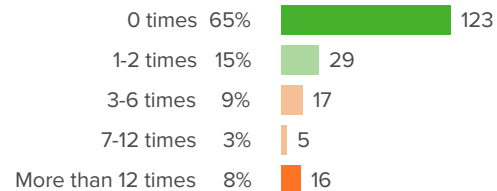
**Q.1: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Under the influence of drugs (such as meth, heroin, cocaine, etc.)**



▲ 4 from last survey

Favorable: 93%

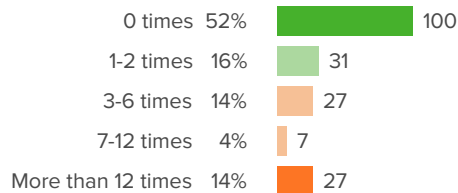
**Q.2: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Under the influence of marijuana**



▲ 11 from last survey

Favorable: 80%

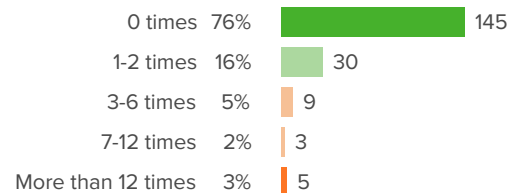
**Q.3: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Vaping (such as e-cigarettes, e-cigars, e-pipes, e-hookah, vape pens (JUULs)**



▼ 6 from last survey

Favorable: 68%

**Q.4: In the past 12 months, how many times have you personally seen students do these things at your school or school events? Under the influence of alcohol (beer, wine, liquor, such as vodka or whiskey, etc.)**



▲ 7 from last survey

Favorable: 91%



# **Nome Public Schools**

**2023 Staff Survey**

**2023 School Climate & Connectedness Survey**



Report created by  
Panorama Education



## Summary

| Topic Description                                                                                                                                                                                                                                                                                                                                                                                          | Results                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| <b>Cultural Connectedness</b><br><br>Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.                                                                                                                                                                  | <b>63%</b><br><b>▲ 5</b><br>since last survey  |
| <b>District Leadership</b>                                                                                                                                                                                                                                                                                                                                                                                 | <b>45%</b><br><b>▲ 2</b><br>since last survey  |
| <b>Family/school partnership - school capacity</b>                                                                                                                                                                                                                                                                                                                                                         | <b>55%</b>                                     |
| <b>Family/school partnership - staff capacity</b>                                                                                                                                                                                                                                                                                                                                                          | <b>49%</b>                                     |
| <b>Peer Climate</b><br><br>Student Survey: Students' perceptions of how respectful and helpful students are to one another. Staff Survey: Staff perceptions of how respectful and helpful students are to one another, and towards their teachers. Prior to 2016, the staff scale was called Respectful Climate. Higher scores are better because they reflect more favorable perceptions of peer climate. | <b>47%</b><br><b>▼ 6</b><br>since last survey  |
| <b>School Leadership and Involvement</b><br><br>Staff perceptions of the decision making of school leaders, as well as the fairness of school rules.                                                                                                                                                                                                                                                       | <b>60%</b><br><b>▼ 11</b><br>since last survey |
| <b>School Safety</b><br><br>Student and staff perceptions of bullies and gangs at school, as well as community crime and violence that affect school life. Higher scores are better because they reflect more favorable perceptions of safety in schools and communities.                                                                                                                                  | <b>59%</b><br><b>▼ 6</b><br>since last survey  |



## Social and Emotional Learning

34%

▼ 5

since last survey

## Staff Beliefs

74%

▼ 6

since last survey

## Staff to Staff Relationships

61%

▼ 7

since last survey

## Staff to Student Relationships

62%

▼ 11

since last survey

## Student Involvement

Student and staff perceptions of student participation in school governance. Higher scores are better because they reflect more favorable perceptions of student involvement.

30%

▼ 19

since last survey

## Student Risk Behaviors: Delinquent Behaviors

Students and staff reported how often they observed students engage in delinquent behaviors at school and at school events within the past 12 months. Higher scores are better because they reflect more instances of "0 times" of delinquent behaviors.

67%

▲ 40

since last survey

## Student Risk Behaviors: Drug and Alcohol Use

Observations of other students engaging in drug and alcohol use at school or school events within the past 12 months. Higher scores are better because they reflect more instances of "0 times" of drug and alcohol use.

89%

▲ 10

since last survey



## Trauma Engaged Schools

**46%**

▲1

since last survey

---

45 responses



## Cultural Connectedness

Your average

63%

45 responses

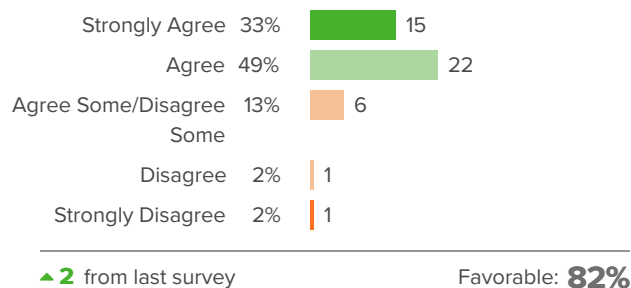
Change

▲ 5

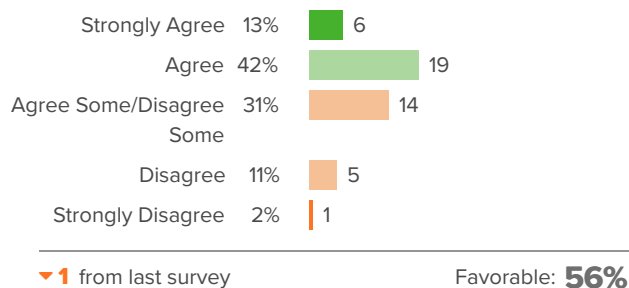
since last survey

How did people respond?

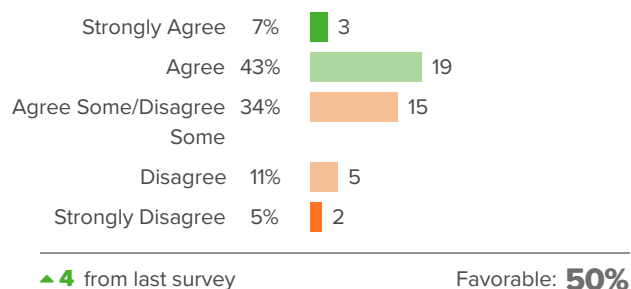
**Q.1: This school values the language and cultures of students' families.**



**Q.2: This school prioritizes closing the racial/ethnic achievement gap.**



**Q.3: This school uses instructional materials that reflect the culture or ethnicity of its students.**

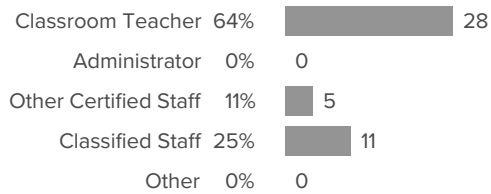




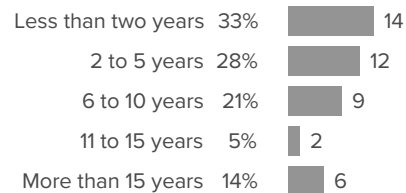
## Demographics

### How did people respond?

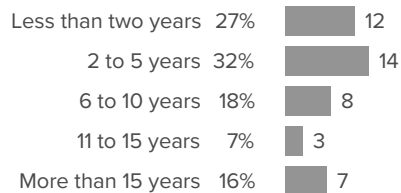
#### Q.1: What is your role in this school?



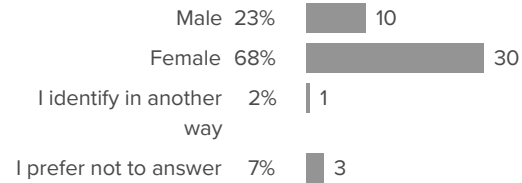
#### Q.2: How many years have you worked, in any position, in this school?



#### Q.3: How many years have you worked, in any position, in this district?

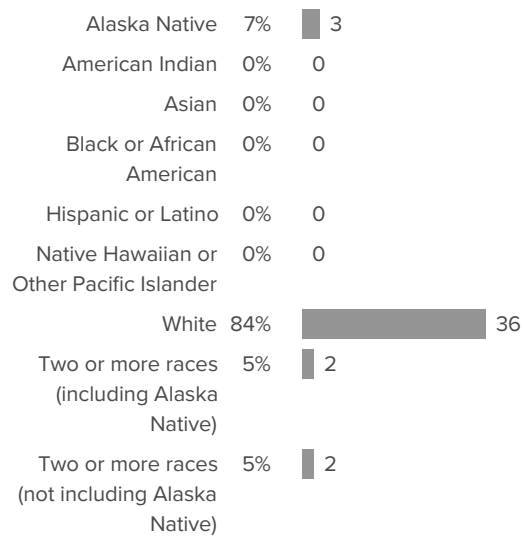


#### Q.4: How do you identify yourself?





**Q.5: Which groups describe you best? (Choose all that apply)**





## District Leadership

Your average

**45%**

45 responses

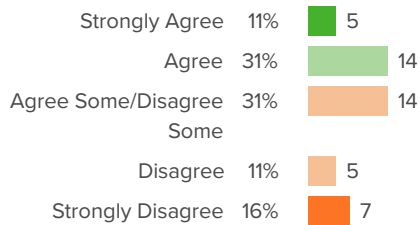
Change

**▲ 2**

since last survey

How did people respond?

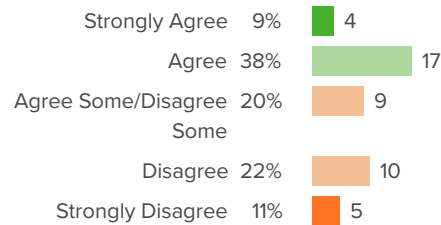
**Q.1: District leadership supports efforts to improve school climate.**



▼ 4 from last survey

Favorable: **42%**

**Q.2: District leadership is open/available to feedback and input from staff at my school.**



▲ 7 from last survey

Favorable: **47%**



## Family/school partnership - school capacity

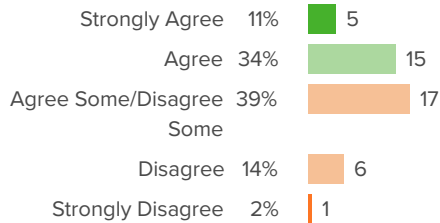
Your average

**55%**

45 responses

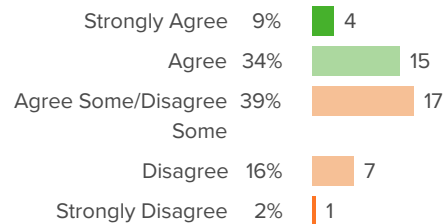
How did people respond?

**Q.1: This school works in partnership with families to support each child's learning needs.**



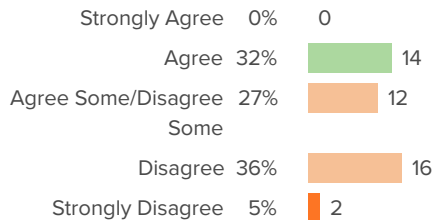
Favorable: **45%**

**Q.2: This school involves families in making important decisions (curriculum changes, school policies, dress code, etc).**



Favorable: **43%**

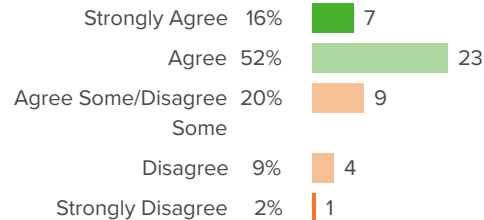
**Q.3: This school provides training opportunities for staff on how to effectively partner with families.**



▲ 2 from last survey

Favorable: **32%**

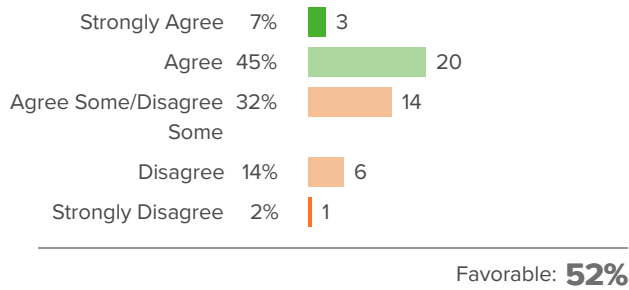
**Q.4: Leadership communicates to staff that partnering with families is a priority.**



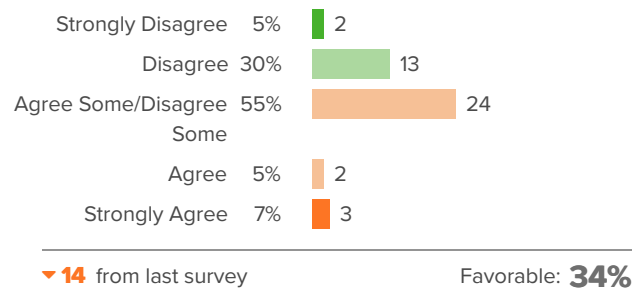
Favorable: **68%**



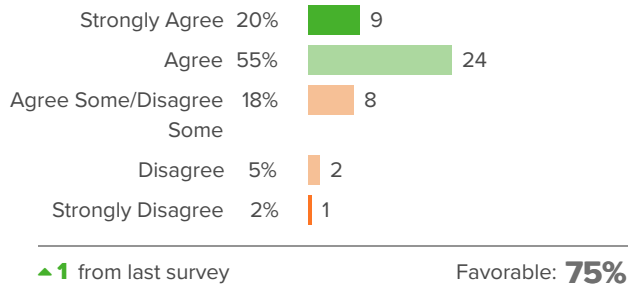
**Q.5: Leadership provides the support and resources (including staff time) to facilitate family/school partnership.**



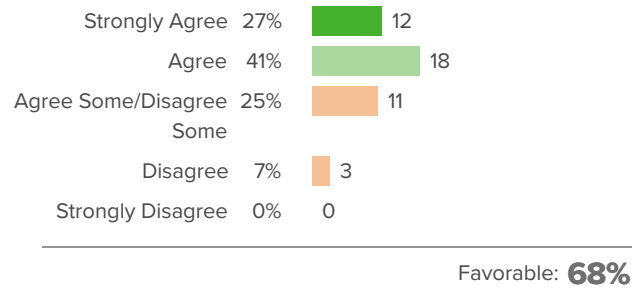
**Q.6: At this school, it is difficult to overcome the cultural barriers between teachers and parents.**



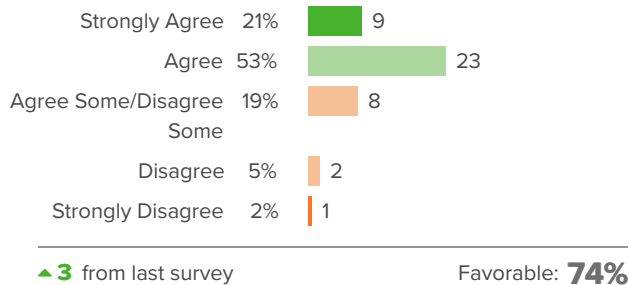
**Q.7: The school is a welcoming place for families.**



**Q.8: This school involves parents/families in most school events or activities.**



**Q.9: This school values and welcomes elders.**





## Family/school partnership - staff capacity

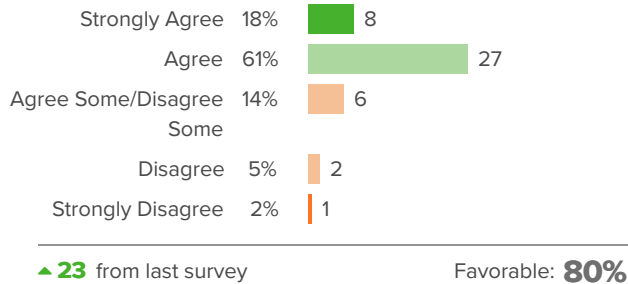
Your average

**49%**

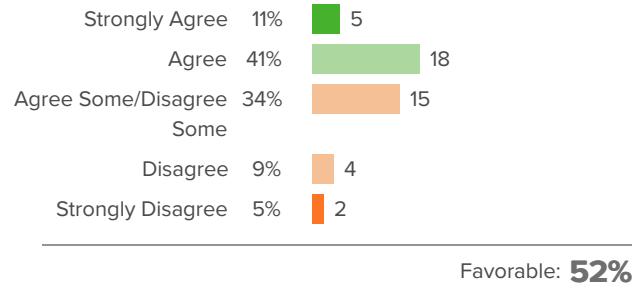
45 responses

How did people respond?

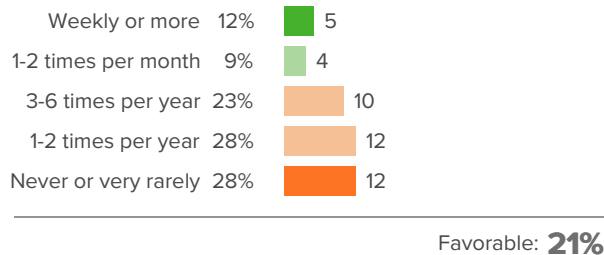
**Q.1: I know specific skills and strategies I can use to partner with families at my school.**



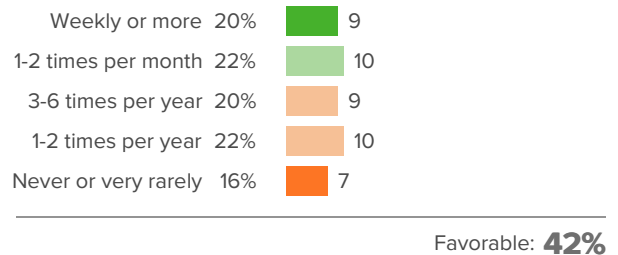
**Q.2: I know specific ways to help families participate in school/ district decision-making processes.**



**Q.3: How often do you provide opportunities for families to give input on decisions for your classroom or school?**

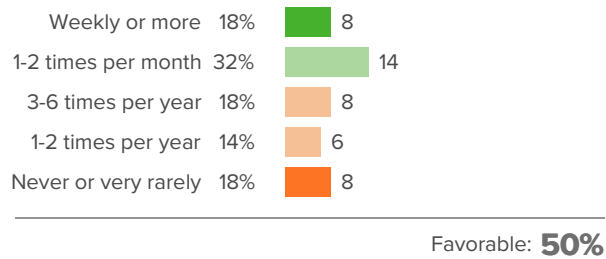


**Q.4: How often do you share ideas with families on what they can do at home to support their child's learning?**





**Q.5: How often do you implement strategies that are specifically intended to help build positive relationships with your students' families?**





## Peer Climate

Your average

47%

45 responses

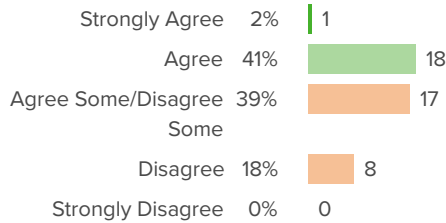
Change

▼ 6

since last survey

How did people respond?

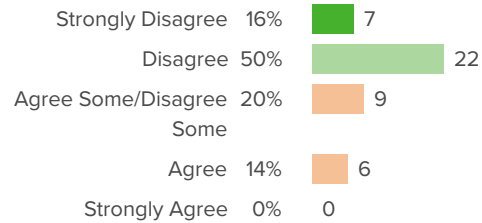
**Q.1: Students in this school help each other, even if they are not friends.**



▼ 3 from last survey

Favorable: **43%**

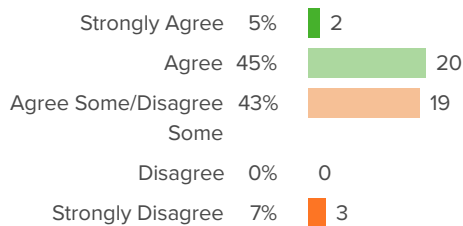
**Q.2: The students in this school don't really care about each other.**



▼ 2 from last survey

Favorable: **66%**

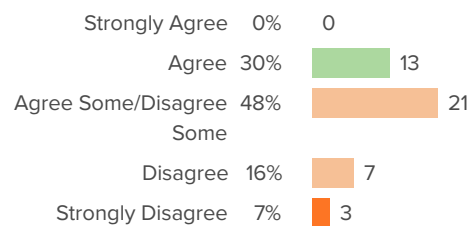
**Q.3: Teachers and students treat each other with respect in this school.**



▼ 4 from last survey

Favorable: **50%**

**Q.4: Students in this school treat each other with respect.**



▼ 8 from last survey

Favorable: **30%**

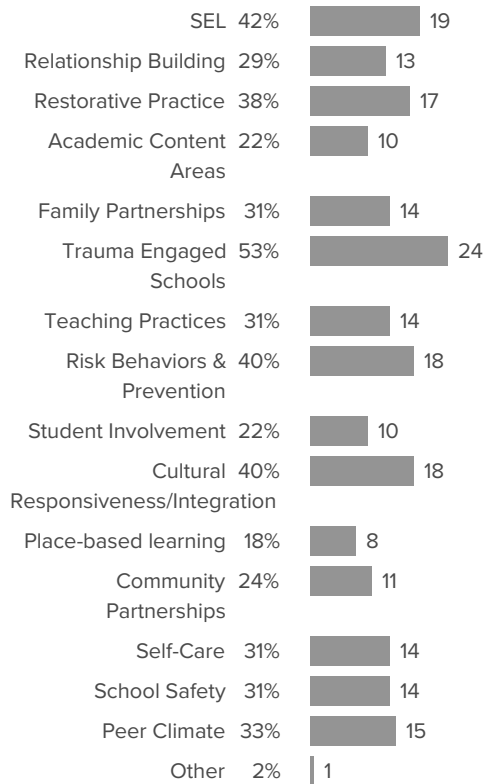


## Professional Learning Interests

How did people respond?

---

**Q.1: What five areas of professional learning are you most interested in? (select five below)**





## School Leadership and Involvement

Your average

60%

45 responses

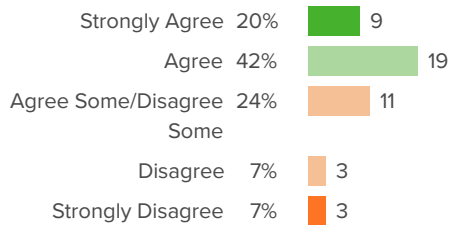
Change

▼ 11

since last survey

How did people respond?

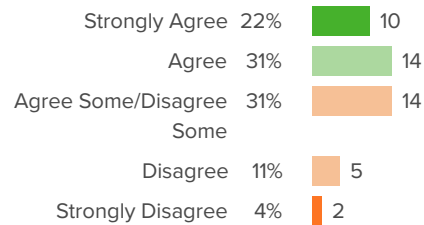
**Q.1: At this school, decisions are made based on what is best for students.**



▼ 10 from last survey

Favorable: **62%**

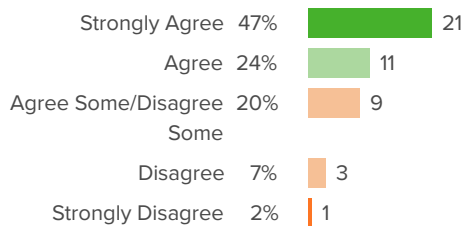
**Q.2: The principal and other leaders in this school make good decisions.**



▼ 15 from last survey

Favorable: **53%**

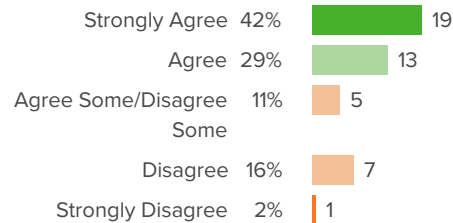
**Q.3: The principal looks out for the personal welfare of school staff members.**



▼ 14 from last survey

Favorable: **71%**

**Q.4: I trust the principal will keep his or her word.**

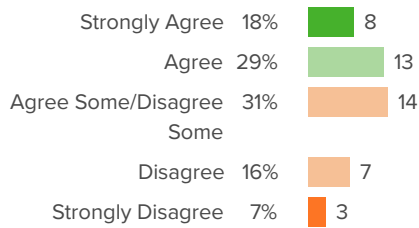


▼ 14 from last survey

Favorable: **71%**



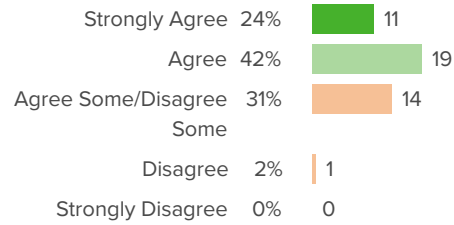
**Q.5: School staff members have a lot of informal opportunities to influence what happens here.**



▼ 12 from last survey

Favorable: **47%**

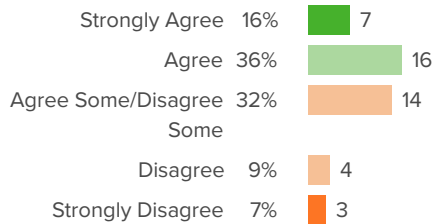
**Q.6: The work rules at this school are fair.**



▼ 11 from last survey

Favorable: **67%**

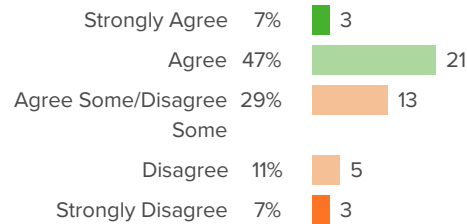
**Q.7: When students break rules, they are treated fairly.**



▼ 8 from last survey

Favorable: **52%**

**Q.8: I am satisfied with my involvement with decision-making at this school.**



▼ 9 from last survey

Favorable: **53%**



## School Safety

Your average

**59%**

45 responses

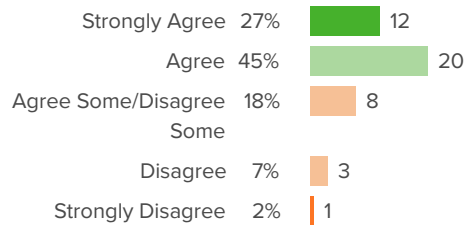
Change

▼ **6**

since last survey

How did people respond?

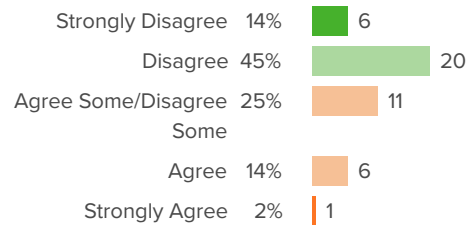
### Q.1: I feel safe at my school.



▼ **5** from last survey

Favorable: **73%**

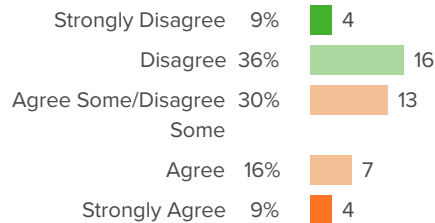
### Q.2: This school is being ruined by bullies.



▼ **4** from last survey

Favorable: **59%**

### Q.3: This school is badly affected by crime and violence in the community.



▼ **10** from last survey

Favorable: **45%**



## Social and Emotional Learning

Your average

34%

45 responses

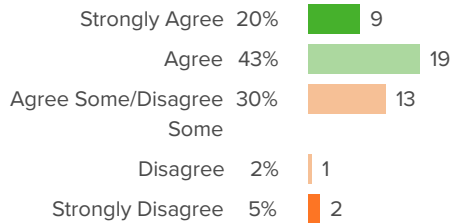
Change

▼ 5

since last survey

How did people respond?

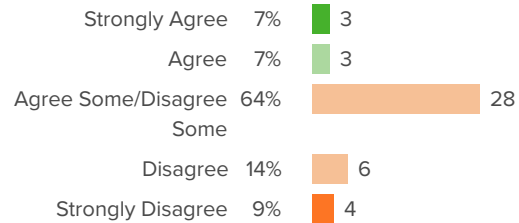
**Q.1: Adults in this school work together in a way that models healthy relationships.**



▼ 2 from last survey

Favorable: **64%**

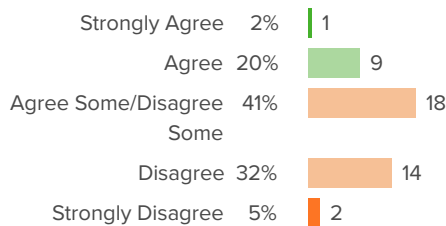
**Q.2: Students in my school work hard to finish tasks even if they are difficult.**



▼ 9 from last survey

Favorable: **14%**

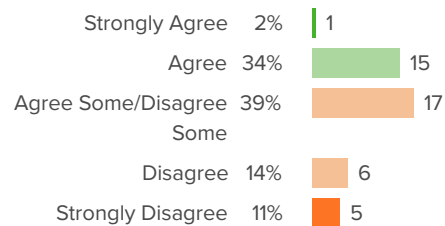
**Q.3: Students in my school can identify the emotions that they feel.**



▼ 2 from last survey

Favorable: **23%**

**Q.4: My school follows a plan to teach social-emotional skills.**



▼ 6 from last survey

Favorable: **36%**



## Staff Beliefs

Your average

74%

45 responses

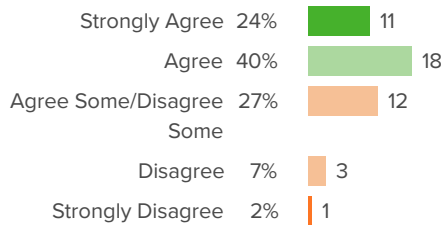
Change

▼ 6

since last survey

How did people respond?

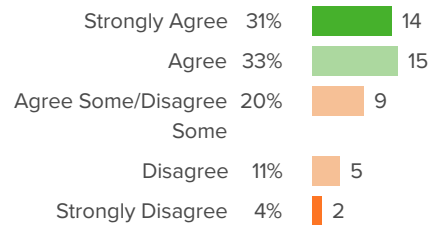
**Q.1: Teachers and staff believe that all students can do good work.**



▼ 14 from last survey

Favorable: **64%**

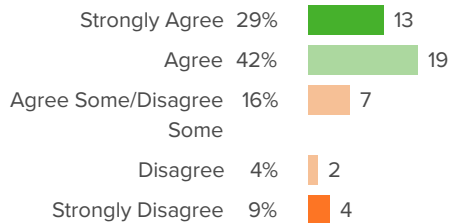
**Q.2: Student behavior is determined in part by how school staff treat them.**



▼ 7 from last survey

Favorable: **64%**

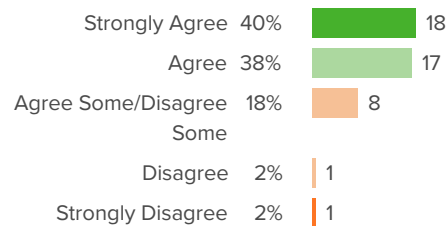
**Q.3: I get satisfaction from my work.**



▼ 6 from last survey

Favorable: **71%**

**Q.4: I believe I can make a difference through my work.**

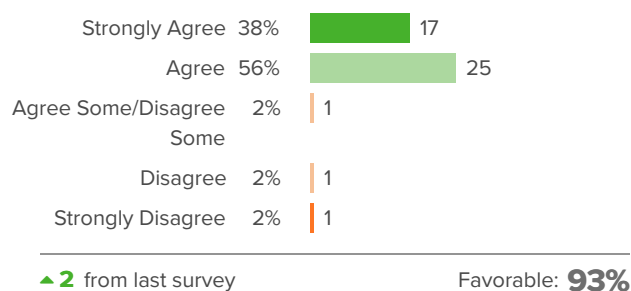


▼ 5 from last survey

Favorable: **78%**



**Q.5: I believe adults' relationships with students can be rebuilt after conflict.**





## Staff to Staff Relationships

Your average

61%

45 responses

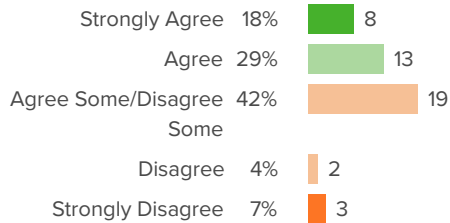
Change

▼ 7

since last survey

How did people respond?

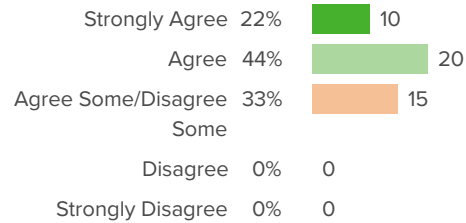
**Q.1: At this school, staff collaborate effectively to make decisions and problem solve as a group.**



▼ 10 from last survey

Favorable: **47%**

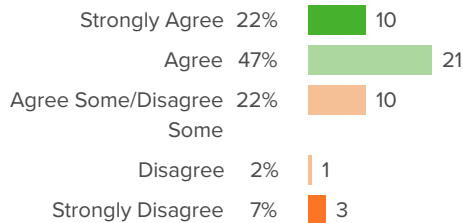
**Q.2: Teachers at this school help each other, even if they are not personal friends.**



▼ 7 from last survey

Favorable: **67%**

**Q.3: I feel supported by the people I work with.**



▼ 3 from last survey

Favorable: **69%**



## Staff to Student Relationships

Your average

62%

45 responses

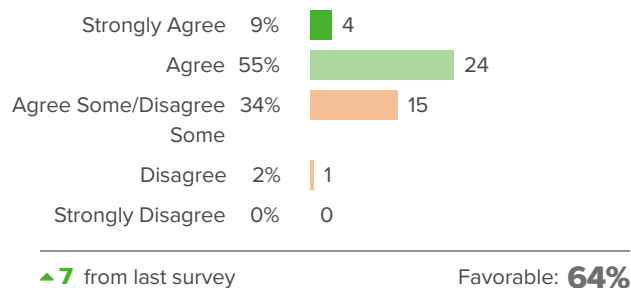
Change

▼ 11

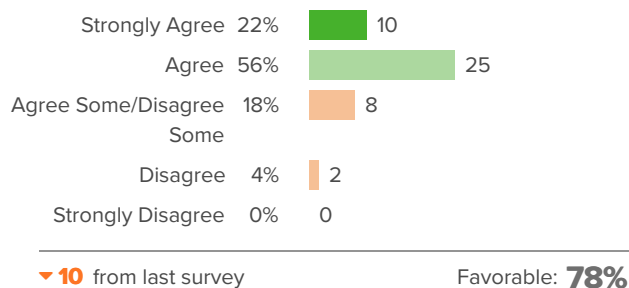
since last survey

How did people respond?

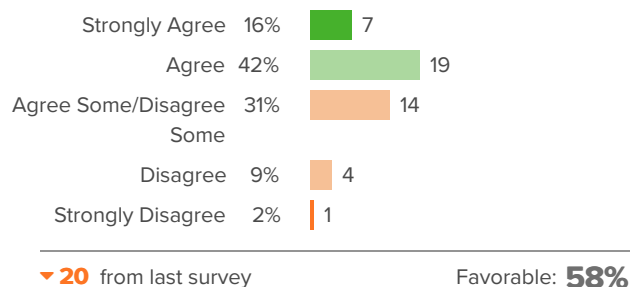
**Q.1: At this school, students and teachers get along really well.**



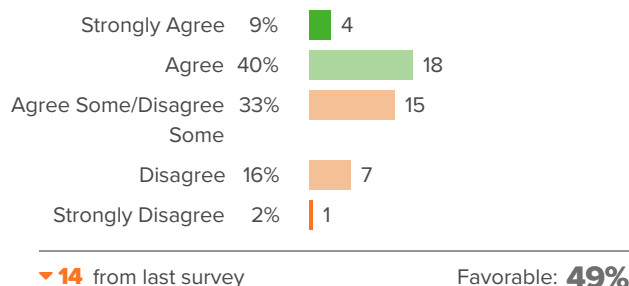
**Q.2: Adults who work in this school treat students with respect.**



**Q.3: Every student at our school feels that they have an adult who will miss them when they are absent.**

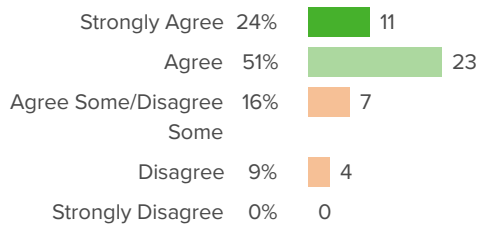


**Q.4: Every student at our school has an adult whom they feel comfortable talking to about things that are bothering them.**





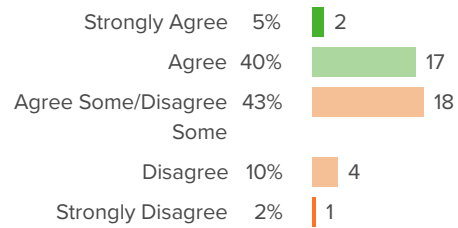
**Q.5: Teachers and staff in my school care about every student.**



▼ 8 from last survey

Favorable: **76%**

**Q.6: Staff provide opportunities for students to decide things like classroom activities or rules.**



▼ 5 from last survey

Favorable: **45%**



## Student Involvement

Your average

30%

45 responses

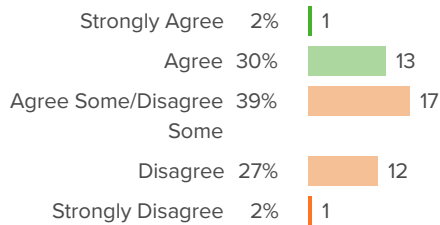
Change

▼ 19

since last survey

How did people respond?

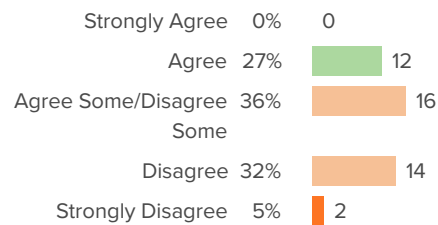
**Q.1: In this school, students are given a chance to help make decisions.**



▼ 20 from last survey

Favorable: **32%**

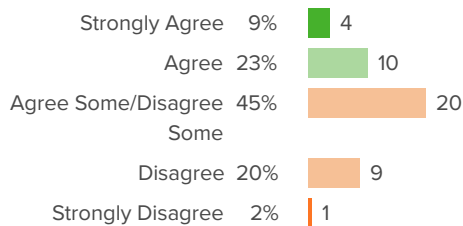
**Q.2: In this school, students are involved in helping to solve school problems.**



▼ 11 from last survey

Favorable: **27%**

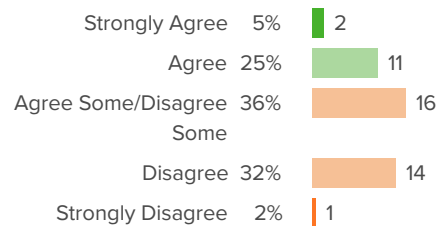
**Q.3: In my school, students are provided with meaningful opportunities to develop leadership skills.**



▼ 20 from last survey

Favorable: **32%**

**Q.4: Students at my school have opportunities to talk to staff about their ideas for school improvements.**



▼ 25 from last survey

Favorable: **30%**



## Student Risk Behaviors: Delinquent Behaviors

Your average

**67%**

45 responses

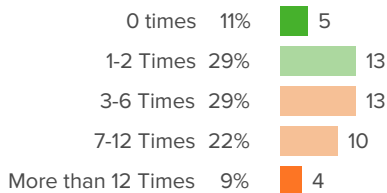
Change

**▲ 40**

since last survey

How did people respond?

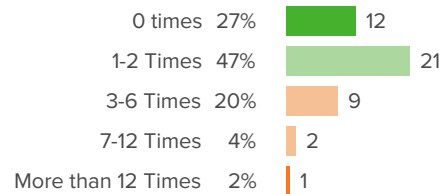
### Q.1: Destroy things (such as school property, or people's personal items)



▲ 32 from last survey

Favorable: **40%**

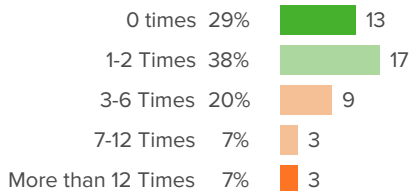
### Q.2: Get into fights with other students



▲ 57 from last survey

Favorable: **73%**

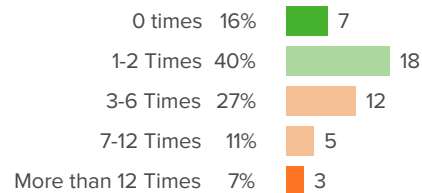
### Q.3: Steal things (such as taking things from the school or other people)



▲ 52 from last survey

Favorable: **67%**

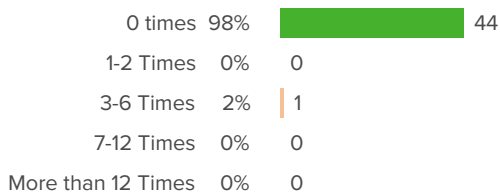
### Q.4: Threaten or bully students



▲ 47 from last survey

Favorable: **56%**

### Q.5: Carry weapons



▲ 13 from last survey

Favorable: **98%**



## Student Risk Behaviors: Drug and Alcohol Use

Your average

**89%**

45 responses

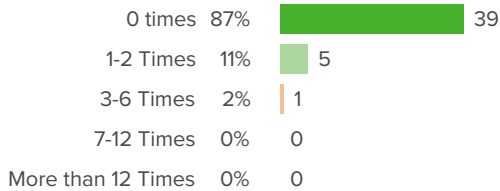
Change

**▲ 10**

since last survey

How did people respond?

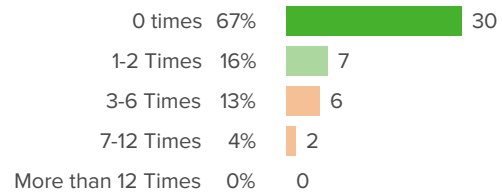
### Q.1: Under the influence of drugs (such as meth, heroin, cocaine, etc.)



▲ 7 from last survey

Favorable: **98%**

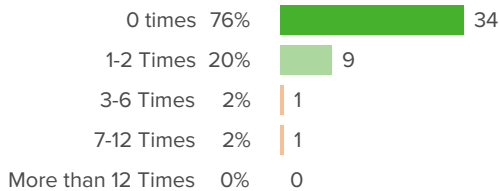
### Q.2: Under the influence of marijuana



▲ 22 from last survey

Favorable: **82%**

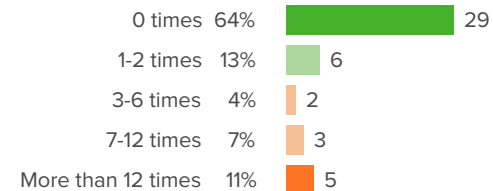
### Q.3: Under the influence of alcohol (beer, wine, liquor, such as vodka or whiskey, etc.)



▲ 8 from last survey

Favorable: **96%**

### Q.4: Vaping (such as e-cigarettes, e-cigars, e-pipes, e-hookah, vape pens (JUULs))



▲ 0 from last survey

Favorable: **78%**



## Trauma Engaged Schools

Your average

46%

45 responses

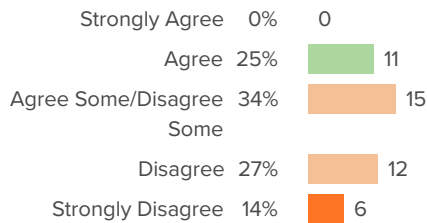
Change

▲ 1

since last survey

How did people respond?

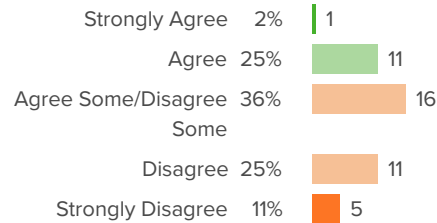
**Q.1: At my school, there are support systems to respond to trauma experienced by students.**



▼ 14 from last survey

Favorable: **25%**

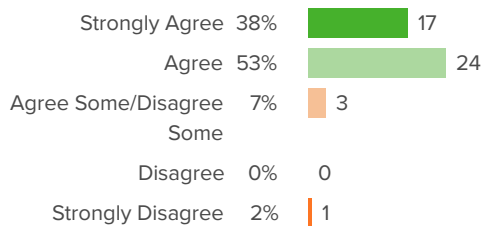
**Q.2: At my school, I feel supported to respond to trauma experienced by students.**



▼ 11 from last survey

Favorable: **27%**

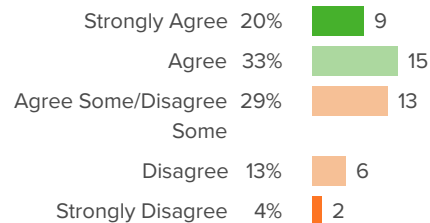
**Q.3: I understand how experiences of trauma can affect a person's coping skills and behaviors.**



▼ 1 from last survey

Favorable: **91%**

**Q.4: I know specific skills and strategies I can use to help students who have experienced trauma to do well in our school.**

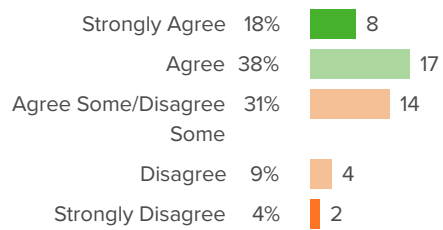


▲ 5 from last survey

Favorable: **53%**



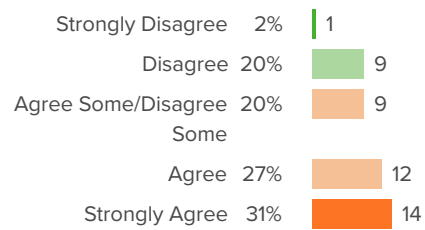
**Q.5: I know my role in supporting students experiencing trauma.**



▲ **10** from last survey

Favorable: **56%**

**Q.6: I feel worn out in my work in ways that interfere with other parts of my life.**



▲ **16** from last survey

Favorable: **22%**



# **Nome Public Schools**

**2023 Family Survey**

**2023 School Climate & Connectedness Survey**



Report created by  
Panorama Education



## Summary

### Topic Description

### Results

#### Cultural Connectedness

Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.

65%

▲7

since last survey

#### Family/school partnership - family capacity

76%

#### Family/school partnership - school capacity

68%

#### School Safety

Student and staff perceptions of bullies and gangs at school, as well as community crime and violence that affect school life. Higher scores are better because they reflect more favorable perceptions of safety in schools and communities.

81%

▲3

since last survey

#### Student Support at Home

Reflects families' perceptions on how supportive they are of their child's education. Click into the specific items to see how families responded about each topic. Note that some topics and items are unscored due to the nature of the questions.

82%

137 responses

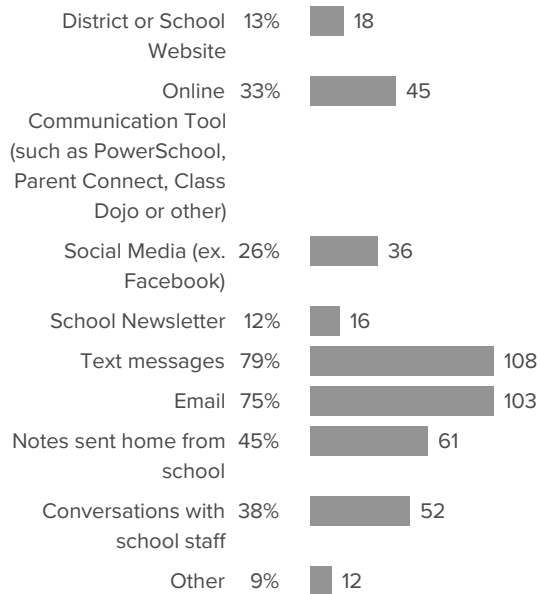


## Communication preferences

How did people respond?

---

**Q.1: How would you like the school to communicate with you? (choose all that apply)**





## Cultural Connectedness

Your average

65%

137 responses

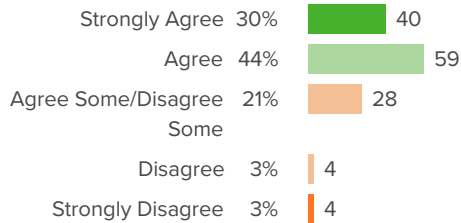
Change

▲ 7

since last survey

How did people respond?

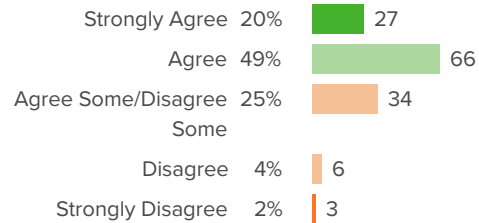
**Q.1: This school values the language and culture of my family.**



▲ 11 from last survey

Favorable: **73%**

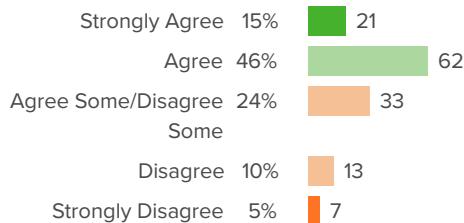
**Q.2: This school teaches about the history and culture of people who live in my community.**



▲ 4 from last survey

Favorable: **68%**

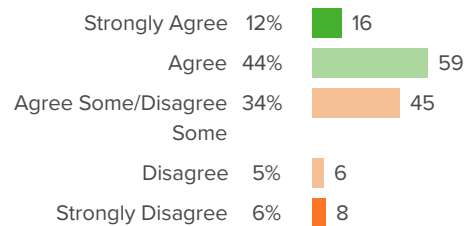
**Q.3: I see my family's culture represented in class lessons, materials, posters, and art around the school, etc.**



▲ 8 from last survey

Favorable: **61%**

**Q.4: My child's teacher makes an effort to represent my family's culture in class lessons.**



▲ 3 from last survey

Favorable: **56%**



## Family/school partnership - family capacity

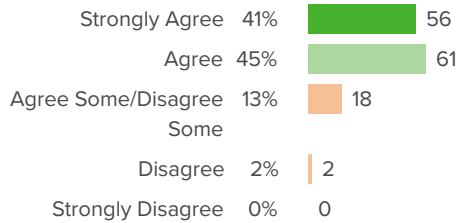
Your average

**76%**

137 responses

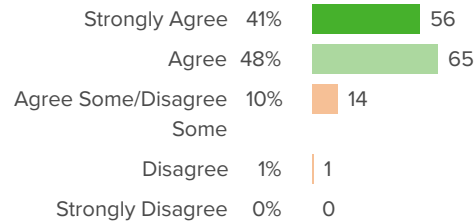
How did people respond?

### Q.1: I have a clear understanding of my role in my child's academic learning



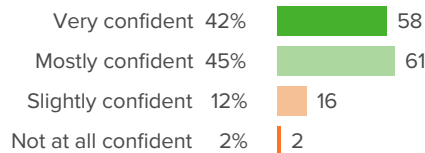
Favorable: **85%**

### Q.2: I have a clear understanding of my role in my child's social and emotional learning



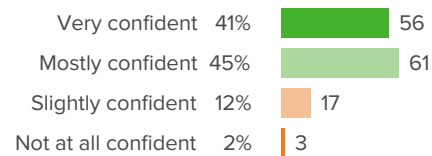
Favorable: **89%**

### Q.3: How confident are you in your ability to work with the school to support your child's needs (including academic, social/ emotional, developmental, and other needs)?



Favorable: **87%**

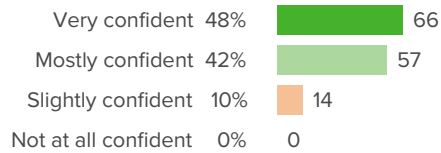
### Q.4: How confident do you feel supporting your child's academic learning at home/ outside of school?



Favorable: **85%**

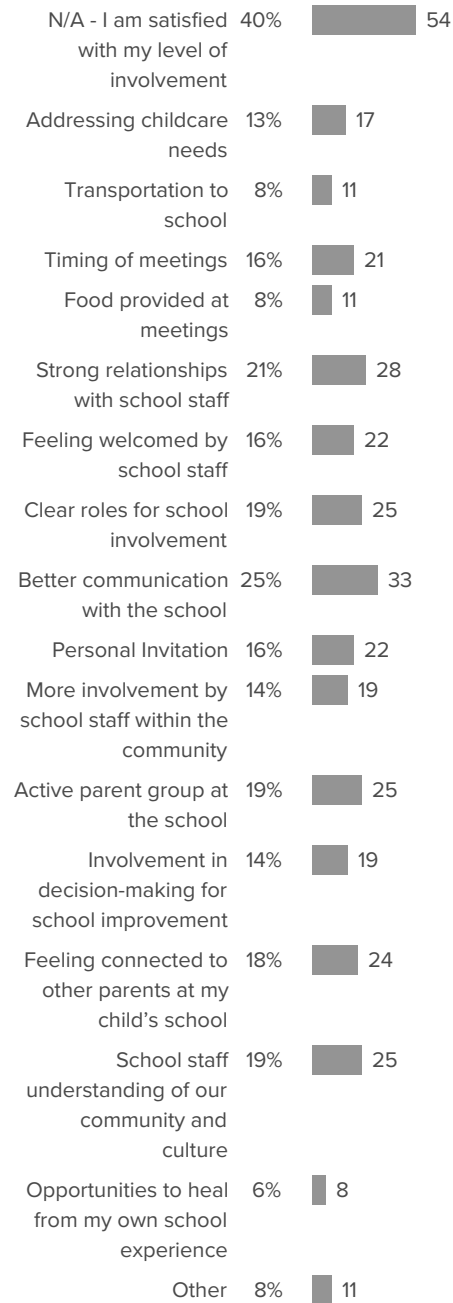


**Q.5: How confident do you feel supporting your child's social and emotional learning at home/ outside of school?**



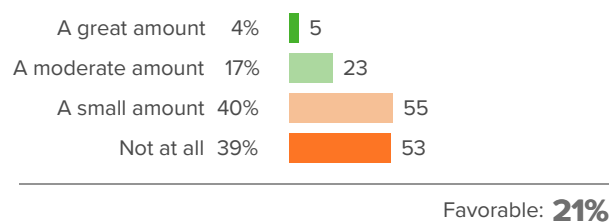
Favorable: **90%**

**Q.6: What would help you to be more involved in your child's school? (mark all that apply)**





**Q.7: How much have you been involved in school/district decision-making processes?**





## Family/school partnership - school capacity

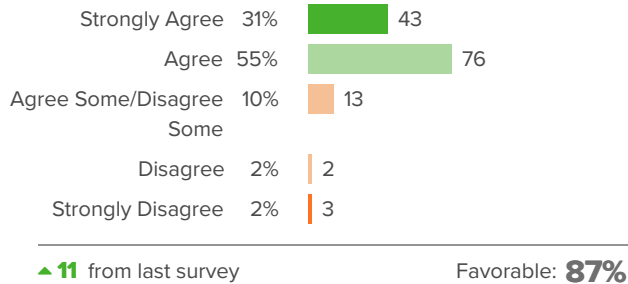
Your average

**68%**

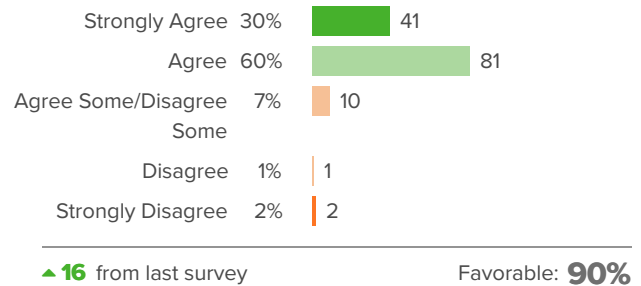
137 responses

How did people respond?

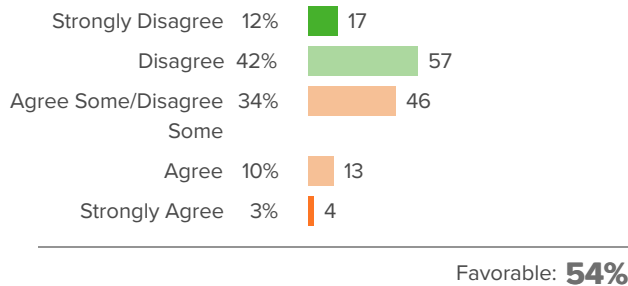
**Q.1: This school is a welcoming place for families like mine.**



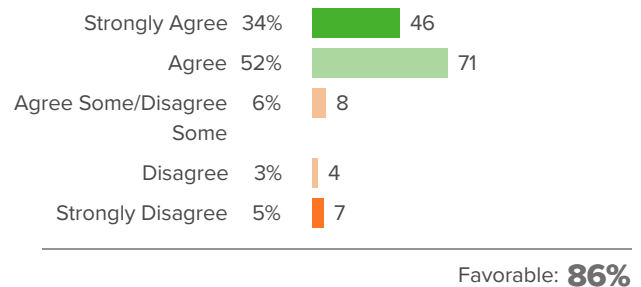
**Q.2: This school values and welcomes elders.**



**Q.3: At this school, it is difficult to overcome the cultural barriers between teachers and parents/families.**

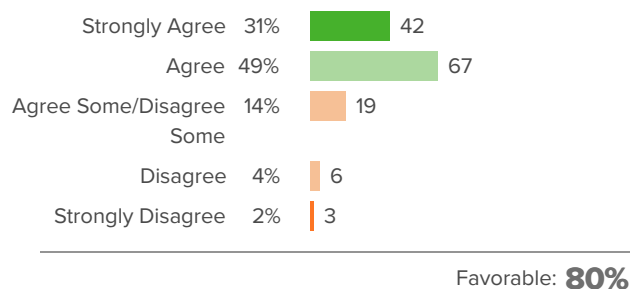


**Q.4: There is someone at the school I can talk to if I have an issue.**

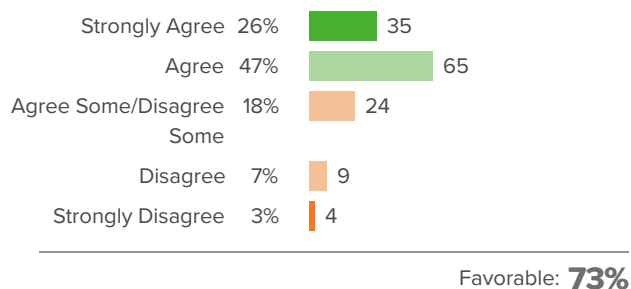




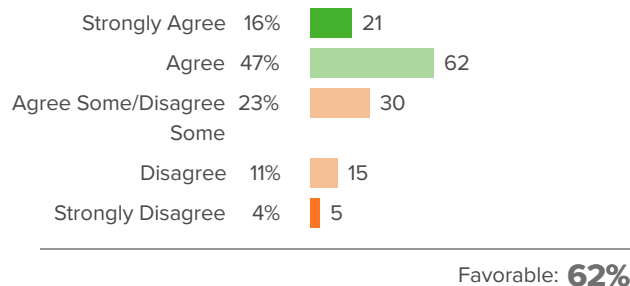
**Q.5: This school involves parents/ families in most school events or activities.**



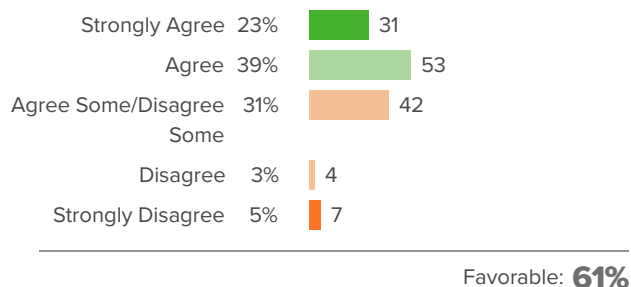
**Q.6: This school works in partnership with families to support each child's learning needs.**



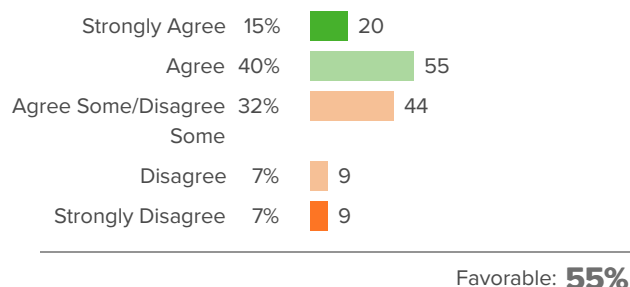
**Q.7: This school involves families in making important decisions (curriculum changes, school policies, dress code, etc).**



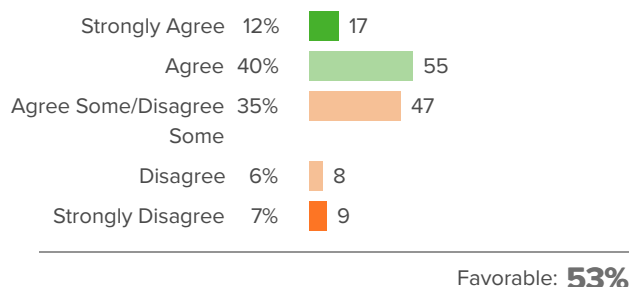
**Q.8: The school regularly shares with me how my child is doing at school.**



**Q.9: The school regularly shares ideas with me on what I can do at home to support my child's learning.**

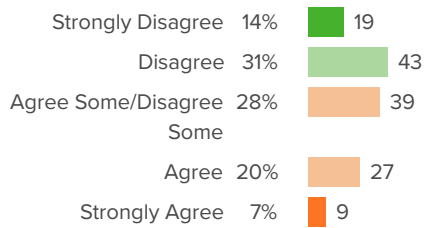


**Q.10: The school asks me how to help my child do well in school.**



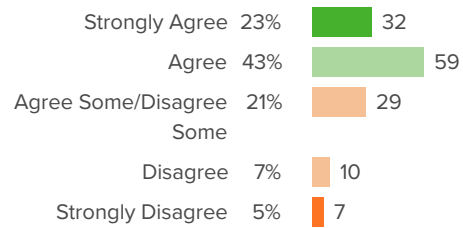


**Q.11: This school only contacts me about my child when there is a problem.**



Favorable: **45%**

**Q.12: The school does a good job communicating to families.**



▼ 4 from last survey

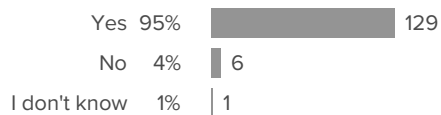
Favorable: **66%**



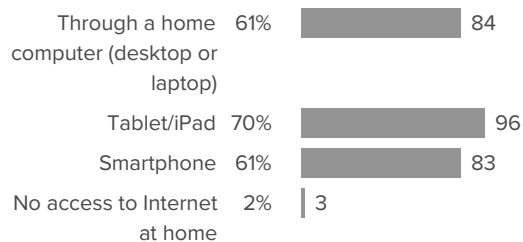
## Internet at Home

How did people respond?

**Q.1: At home, my child has reliable access to the Internet.**



**Q.2: At home, my child has access to the Internet in the following ways (choose all that apply):**





## School Safety

Your average

**81%**

137 responses

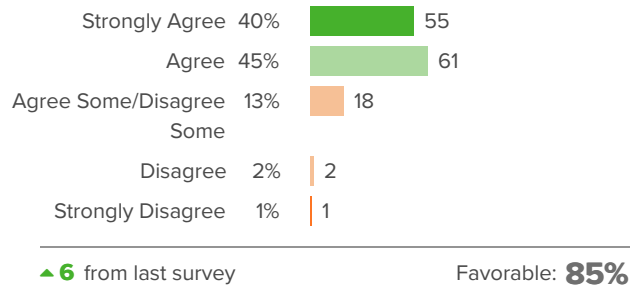
Change

**▲ 3**

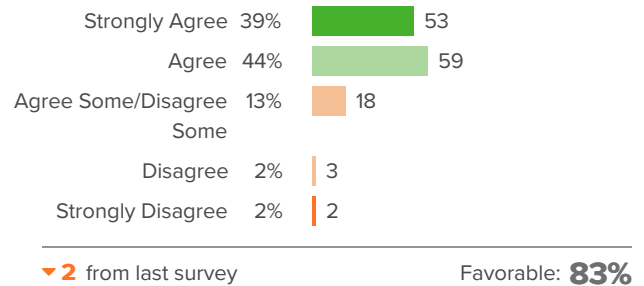
since last survey

How did people respond?

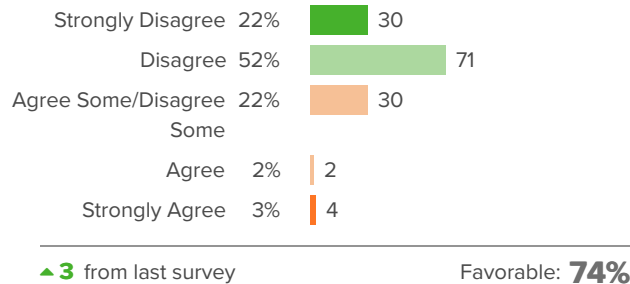
### Q.1: My child feels safe at school.



### Q.2: My child feels safe traveling to and from school.



### Q.3: My child's school is badly affected by crime and violence in the community.





## Student Support at Home

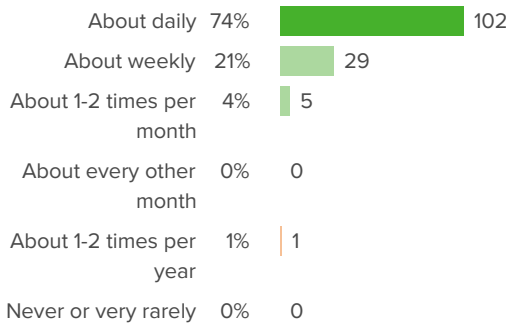
Your average

**82%**

137 responses

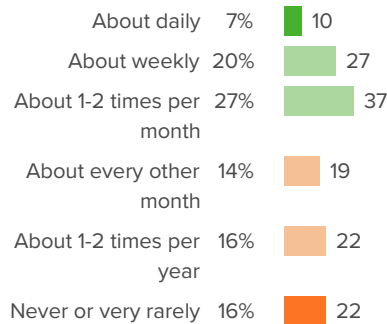
How did people respond?

**Q.1: How often do you have conversations with your child about what they are learning at school?**



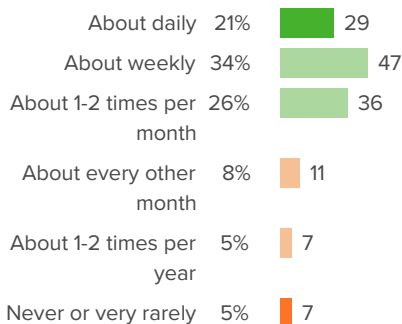
Favorable: **99%**

**Q.2: How often do you have conversations with your child about career or college preparation?**



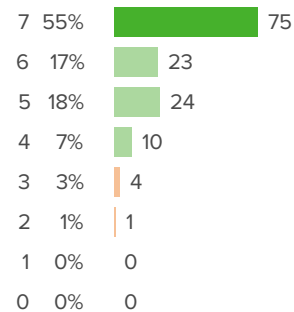
Favorable: **54%**

**Q.3: How often do you connect activities that you do at home to what your child is learning in school?**



Favorable: **82%**

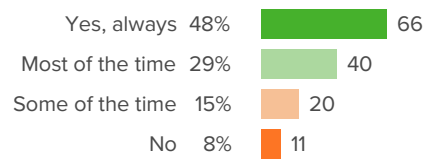
**Q.4: Approximately how many days per week does your child get adequate sleep (at least 10 hours for ages 3-5, 9 hours for ages 6-12, 8 hours for ages 13-18)?**



Favorable: **96%**

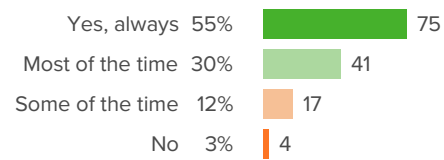


**Q.5: Does your child have a dedicated time of day to do their homework?**



Favorable: **77%**

**Q.6: Does your child have a quiet space to do their homework?**



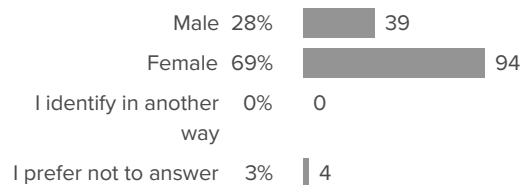
Favorable: **85%**



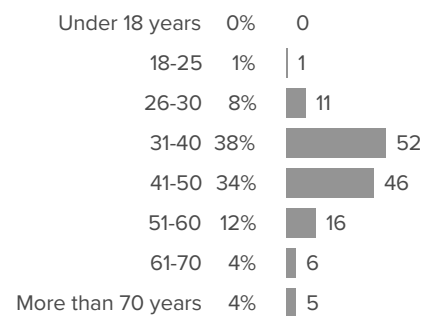
## Background Information

### How did people respond?

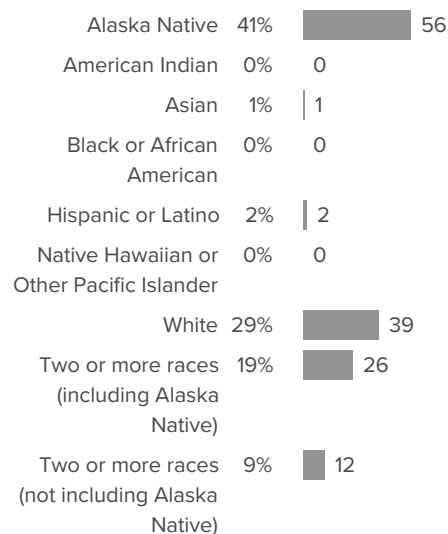
#### Q.1: How do you identify yourself?



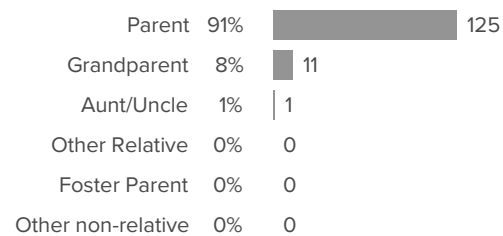
#### Q.2: What is your age?



#### Q.3: What groups describe you best? (Choose all that apply)

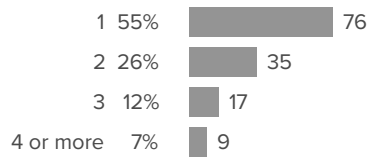


#### Q.4: Please describe your relationship to the child attending this school.

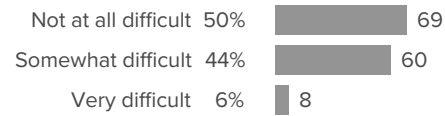




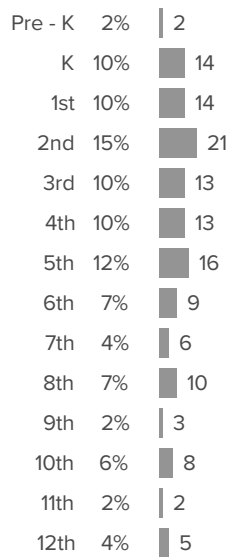
**Q.5: How many children in your household are currently attending this school?**



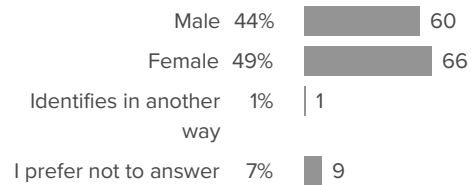
**Q.6: These days, many families in Alaska have difficulty affording basic things they need, like food, clothing, transportation or housing. In the past year, how difficult has it been for your family to get the basic things you need?**



**Q.7: Please indicate what grade your oldest child in this school is in.**

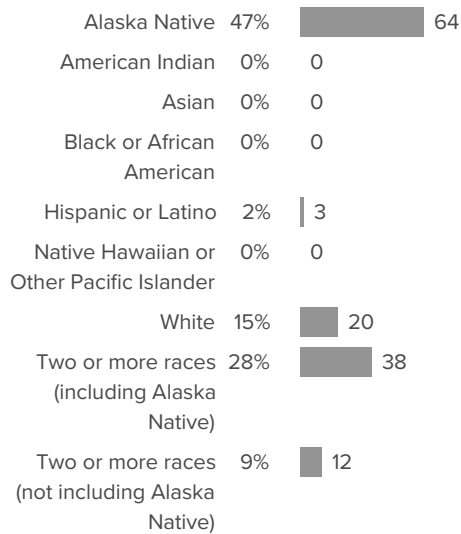


**Q.8: What is your child's gender?**





**Q.9: Which groups describe your child best? (Choose all that apply)**



**Q.10: Do you speak a language other than English with your child?**



**Q.11: How is your child attending school right now?**

