
Fairbanks North Star Borough School District

Student Assessment Results
and Adequate Yearly Progress for the
Fairbanks North Star Borough School District

2011-12 School Year

Prepared by:
Ellis Ott, Ph.D., Research Associate
Research & Accountability Department

October 16, 2012



TABLE OF CONTENTS

Executive Summary	<u>iii</u>
Introduction	<u>1</u>
How Results Are Used	<u>2</u>
District Adequate Yearly Progress	<u>4</u>
Confidence Intervals	<u>6</u>
Minimum n-size	<u>7</u>
Safe Harbor	<u>7</u>
Changes for 2011-2012	<u>7</u>
Alaska Standards Based Assessment Results	<u>8</u>
2012 Proficiency Rates by Grade Level.....	<u>8</u>
Comparison of Results from 2005 to 2012	<u>10</u>
Results by Demographic	<u>13</u>
Results by Previous Year SBA Performance	<u>20</u>
Comparison of District and State Results	<u>22</u>

TerraNova Achievement Test Results	<u>27</u>
2012 Average NCE Scores by Grade Level.....	<u>27</u>
Comparison of Results from 2005 to 2012	<u>28</u>
High School Graduation Qualifying Exam Results	<u>35</u>
Comparison of Results from 2005 to 2012	<u>35</u>
Results by Demographic	<u>37</u>
Results by Previous Year SBA Performance	<u>40</u>
WorkKeys Results	<u>41</u>
Results by Demographic	<u>42</u>
Results by Previous Year SBA Performance	<u>45</u>
Conclusion	<u>46</u>

Appendix –Standards Based Assessment Data Tables

EXECUTIVE SUMMARY

This report presents district level results of the Alaska Standards Based Assessments (SBAs), Alaska High School Graduation Qualifying Exam (HSGQE), WorkKeys, and TerraNova tests taken by Fairbanks North Star Borough School District students during the 2011-12 school year. School level results are available in each school's Report Card to the Public. These are available from the district's Research and Accountability Department and will also be posted on the district's website at:

<http://www.k12northstar.org/departments/research/report-cards-public/2011-2012>.

Notable Facts:

- In general, students in the district outperform students in the state and students in the nation on standardized assessments.
- In general, students in the district exhibit smaller achievement gaps between subgroups on the SBAs than students in the state (see Appendix).
- On the SBAs, the majority of students Proficient in Reading, Writing, or Math in 2010-11 also scored Proficient in the same subject the next year (2011-12).
- District schools met 88% of all (statewide) targets for Adequate Yearly Progress (AYP) as defined by the No Child Left Behind (NCLB) Act (up to 31 targets per elementary and middle school, and up to 40 targets per high school).
- About 67% of students passed all three sections of the HSGQE on their first attempt in 10th grade.
- At least 90% of students scoring Proficient on the 9th grade SBA passed the 10th grade HSGQE in the same subject the next year.

What is Being Measured:

The measures for district level results in 2011-12 are pass rates (HSGQE), performance level rates (WorkKeys), proficiency rates (SBAs), and average Normal Curve Equivalent scores (TerraNova). The measures for comparing results from 2005 to 2012 are average scale scores (SBAs), and average Normal Curve Equivalent scores (TerraNova). District level results are presented across eight years, by grade span, gender, ethnicity, and/or previous year SBA performance.

What the Results Show:

- Results from the Spring 2012 SBAs indicate the proficiency rate of students is greater in the district than in the state as a whole for every subject (Reading, Writing, Math, and Science).
- Results from the SBAs as applied to Adequate Yearly Progress (AYP) yielded 15 of 35 schools meeting AYP in the school district in 2011-12. Nine of the schools that did not meet AYP in 2011-12 missed only one or two of the 31 targets (40 targets for high schools). District schools met 88% of all targets.
- Results from the TerraNova indicate district students scored close to or above the national average in every subtest and grade.
- Results from WorkKeys indicate that 90% of grade 11 students acquired at least a “bronze” certificate.

INTRODUCTION

Students who attend school in the Fairbanks North Star Borough School District participate in the State of Alaska's student assessment program to determine how well they are learning academic skills. The four types of assessments are the Standards Based Assessments (SBAs), High School Graduation Qualifying Exam (HSGQE), WorkKeys, and TerraNova.

The SBAs and the HSGQE are tests in Reading, Writing, and Math that were developed specifically for Alaska's students. Since 2009, SBAs have the additional subject of Science. These standards based (sometimes referred to as criterion-referenced) assessments are intended to measure how well students have learned a specific body of knowledge and skills and if they have met state standards for Reading, Writing, Math, and Science. Each year, students in grades 3-10 are required to participate in the SBAs (only grades 4, 8, and 10 participate in Science). Beginning in the spring of their sophomore year, students take the HSGQE. Results are reported in terms of percent Proficient (SBA) and percent Passing (HSGQE).

WorkKeys is a job skills assessment that measures a student's readiness for specific jobs/careers and the workforce in general. Test questions are based on situations in the everyday work world. Starting in the Fall of 2011, students in grade 11 (mandatory) and grade 12 (optional) take WorkKeys in the subjects of Reading for Information, Locating Information, and Applied Math. Students may receive career readiness certificates depending on their performance. A score of at least 3, 4, 5, and 6 in every subject yields a bronze, silver, gold, and platinum certificate, respectively.

The TerraNova tests are nationally normed standardized tests that cover skills in Reading, Language, Math, Social Studies, Science, and Spelling. Norm-referenced assessments are designed to compare test takers to each other and to highlight achievement differences between and among groups of students. Students in the 5th and 7th grades take the TerraNova tests in addition to the SBAs. Results are reported in terms of Normal Curve Equivalent scores (NCEs fit on a normal

bell-shaped curve centered at 50, with a standard deviation of 21.06). An NCE converts a national percentile rank (NPR) to a more statistically sound measure that can be averaged and compared over time. Because an NCE also has the same range of scores as an NPR (1 to 99), it can be loosely interpreted in a similar fashion as an NPR. Scores above 50 indicate above average performance and scores below 50 indicate below average performance.

Each time a student takes one of these state assessments, results are provided to the student's parents and teachers; results also become part of the student's permanent record file. More information and results from Alaska's assessment system are available from the State of Alaska's Department of Education and Early Development (DEED) at:

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

HOW RESULTS ARE USED

Results of the SBA are used to determine if students are making academic progress and whether or not schools are meeting Adequate Yearly Progress (AYP) as defined by the federal No Child Left Behind (NCLB) Act. According to the U.S. Department of Education, AYP is an individual school, district, or state's "measure of progress toward the goal of 100 percent of students achieving state academic standards in at least reading/language arts and math." To achieve AYP in Alaska, a school/district must:

1. Have at least 95% of all students in the school and at least 95% of all students in each subgroup participate in the testing. The subgroups are defined as: Caucasian, African-American, Hispanic, Asian/Pacific-Islander, Alaska Native/American Indian, Two or More Races, Limited English Proficient, Students with Disabilities, and Economically Disadvantaged (determined by eligibility for free or reduced-price lunches).
2. Meet or exceed Annual Measurable Objectives (AMOs), or be within the confidence interval for statistical significance, or achieve "safe harbor" for each subgroup. For the 2011-12 school year, the AMOs are 82.88% in Language Arts and 74.57% in Math.

3. Meet or exceed the state's requirement for other academic indicators (graduation rate or attendance rate).

SBA results are be compared over eight years (2004-05 to 2011-12) to discern patterns/trends for Reading, Writing, Math, and Science in each of the three grade spans (Elementary: grades 3 through 6; Middle: grades 7 & 8; High: grades 9 & 10), and also by ethnicity, gender, economic status, disability, English proficiency, and previous year SBA performance.

Results of the HSGQE are one of the factors used to determine whether or not a student receives a high school diploma. A student must pass all three sections (Reading, Writing, and Math), in addition to meeting district graduation requirements, to obtain a diploma. Once a student has passed one of the three sections of the HSGQE, he/she does not have to take that section again; students who have not passed one or more sections of the exam have the opportunity to retake the section(s) twice a year (once in the Fall and once in the Spring) while in high school and as many times as they wish after leaving high school until proficiency is reached in all three sections.

Students may receive career readiness certificates depending on their performance on the WorkKeys assessment. These certificates may be used as additional credentials in the application process for many jobs across the nation. ACT, the developer of WorkKeys, profiled 10,000 jobs and identified the necessary scores to be successful in each job. According to ACT, a Platinum certificate shows that the examinee has necessary foundational skills for 95% of the jobs profiled (90%, 65%, and 35% of jobs for Gold, Silver, and Bronze certificates, respectively).

Results of the TerraNova are used to compare the skill levels of district students to the skill levels of students throughout the nation. The TerraNova tests provide parents and teachers with information on student skills in a range of academic subjects, including Science and Social Studies.

DISTRICT ADEQUATE YEARLY PROGRESS

The determination of AYP for the district in the 2011-12 school year uses the Spring 2012 SBA results. Every subgroup's results must meet the target for participation, Language Arts, Math, Graduation Rate, and an attendance for the whole group (K-8 schools). Thus, each school/district must meet 31 targets to achieve AYP (40 targets for high schools). If even one of these targets is not met, then the school/district fails to meet AYP. AYP results for each school/district in the state and for every year that AYP has been determined can be found at DEED's website:

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

Below is a summary of AYP results for the Fairbanks North Star Borough School District schools:

- Five high schools met the target for graduation rate for all subgroups.
- All elementary and middle schools met the target for attendance rate.
- 88% of all targets were met.
- 15 of 35 schools met AYP in the school district in 2011-12 (16 of 35 in 2010-11).
- Although 20 schools did not meet AYP, nine of those schools missed by only one or two targets.
- 83% of all schools met the target for proficiency rate for the whole school in Language Arts and Math (29 of 35 schools).
- 69% of all schools met the target for proficiency rate for all ethnic subgroups in Language Arts and Math (24 of 35 schools).
- 54% of all schools met the target for proficiency rate in Language Arts and Math for the subgroups of economically disadvantaged, students with disabilities, and limited English proficiency (19 of 35 schools).

An addendum (table 1) will be attached to this report when the district's "Official" 2011-2012 AYP is available from DEED.

In 2011-12, the district met every target with the exception of thirteen:

- In Language Arts: African American and Alaska Native/American Indian.
- In Math: African American, Alaska Native/American Indian, Economically Disadvantaged, Students with Disabilities, and LEP students.
- In Graduation Rates: Whole District, Alaska Native/American Indian, Caucasian, Economically Disadvantaged, Students with Disabilities, and LEP students.

In 2010-11, the district met every target with the exception of eleven:

- In Language Arts: Whole District, African American, Alaska Native/American Indian, Economically Disadvantaged, and Students with Disabilities.
- In Math: African American, Alaska Native/American Indian, Hispanic, Economically Disadvantaged, Students with Disabilities, and LEP students.

CONFIDENCE INTERVALS

In some cases, a proficiency rate that is below the AMO will still be determined to meet the target. Statistically, there is a different level of “trust” in the proficiency rate of 40 students versus the proficiency rate of 4000 students. Using the size of the group, the confidence interval adjusts for this amount of “trust” in a proficiency rate. As the number of students in a subgroup gets larger, the level of “trust” in the proficiency rate increases. Thus, a proficiency rate can be below the AMO, but an adjustment for “trust” will indicate that the proficiency rate may have been above the AMO if the subgroup had been large enough to yield a more “trustworthy” result.

MINIMUM N-SIZE

If the number of students within a subgroup is too small (referred to as minimum n-size), then it is determined that the participation and/or proficiency rate for the subgroup is “untrustworthy.” There will not be enough evidence to claim that a particular subgroup did not meet the target. An “NA” (not applicable) will be placed in the appropriate cell. This process is defined in further detail in the AYP table.

SAFE HARBOR

If the proficiency rate is below the AMO, and the confidence interval adjustment is also below the AMO, an AYP target can still be met through “safe harbor.” “Safe Harbor” is met when the rate of Not Proficient students in a subgroup decreases by at least 10% from one year to the next. For example, a subgroup performance that moves from 70% Not Proficient to 63% Not Proficient would meet safe harbor ($0.10 \times 0.70 = 0.07$).

CHANGES FOR 2011-2012

Schools with students in grade 12 must meet 9 additional targets for the graduation rates of the subgroups of African American, Alaska Native/American Indian, Asian/Pacific Islander, Caucasian, Hispanic, Two or More Races, Economically Disadvantaged, Students with Disabilities, and Limited English Proficient (40 targets total). Also, due to the application for a waiver to the Elementary and Secondary Education Act (ESEA), DEED received approval to freeze the 2011-2012 AMO at the 2010-2011 level (82.88% for Language Arts, and 74.57% for Math).

ALASKA STANDARDS BASED ASSESSMENT RESULTS

The following results on pages 8-28 may yield different proficiency rates than AYP. AYP includes only students who were Full Academic Year (enrolled continuously from October 1st to the first day of testing) and not a first year immigrant, and also includes proficiency for students taking the Alaska Alternate Assessment (an assessment for students with significant cognitive disabilities). The following results include all SBA tested students and separates Language Arts into Reading and Writing. These results may be referred to as raw proficiency rates and are generally lower than AYP proficiency rates. Spring 2012 SBA results yielded:

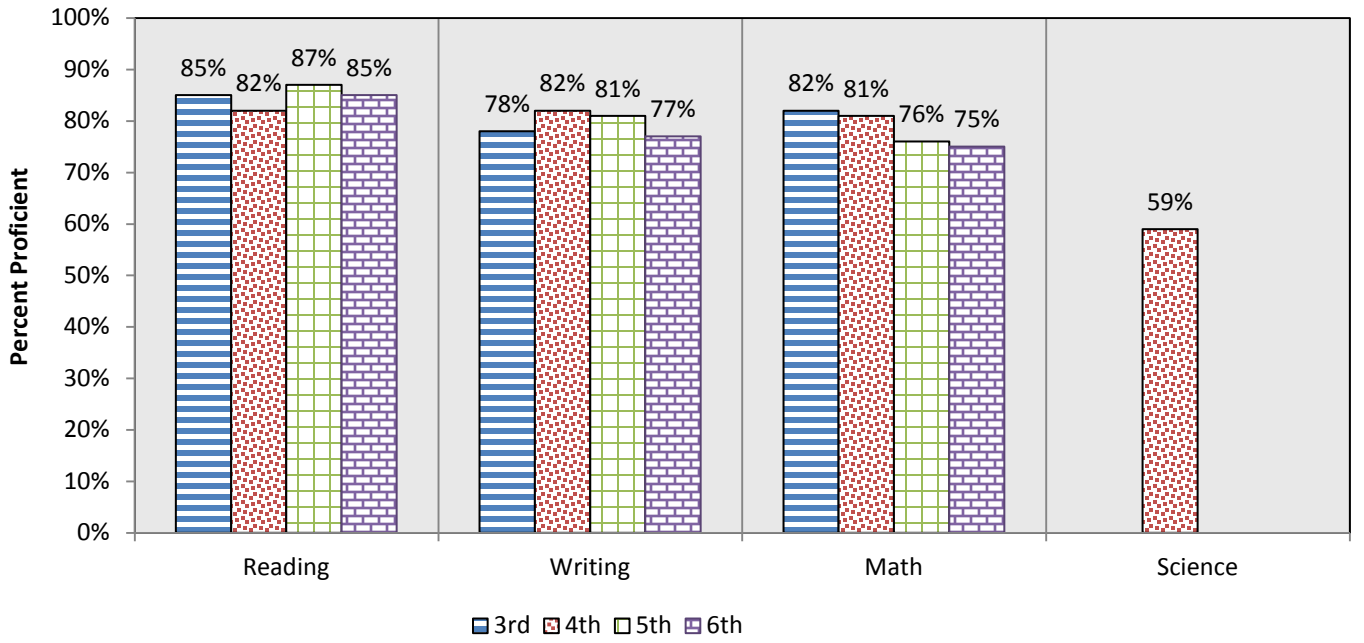
- 85% of students Proficient in Reading (grades 3-10).
- 78% of students Proficient in Writing (grades 3-10).
- 73% of students Proficient in Math (grades 3-10).
- 61% of students Proficient in Science (grades 4, 8, and 10).

2012 PROFICIENCY RATES BY GRADE LEVEL

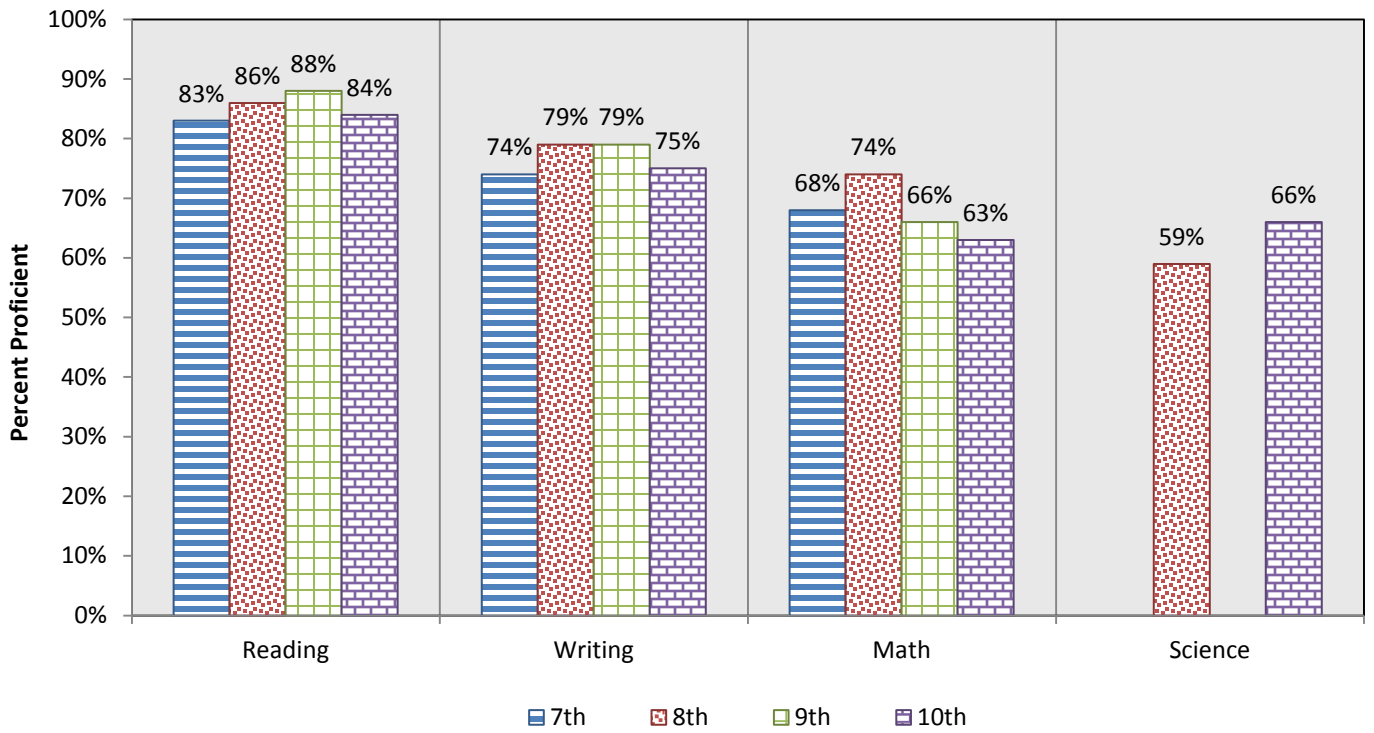
The bar graphs that follow provide a summary of the percent of students Proficient in each grade level. Graph 1 shows results for Elementary Grade Levels (3 -6) and Graph 2 shows results for Secondary Grade Levels (7-10). Note that the Science assessment is only given in grades four, eight, and ten.

- For the Elementary Grade Levels, the proficiency rate of students ranged from 82% to 87% in Reading, from 77% to 82% in Writing, from 75% to 82% in Math, and 59% in Science (grade 4 only).
- For the Secondary Grade Levels, the proficiency rate of students ranged from 83% to 88% in Reading, from 74% to 79% in Writing, from 63% to 74% in Math, and 59% to 66% in Science (grades 8 and 10 only).

Graph 1: Spring 2012 SBA Results - Elementary



Graph 2: Spring 2012 SBA Results - Secondary



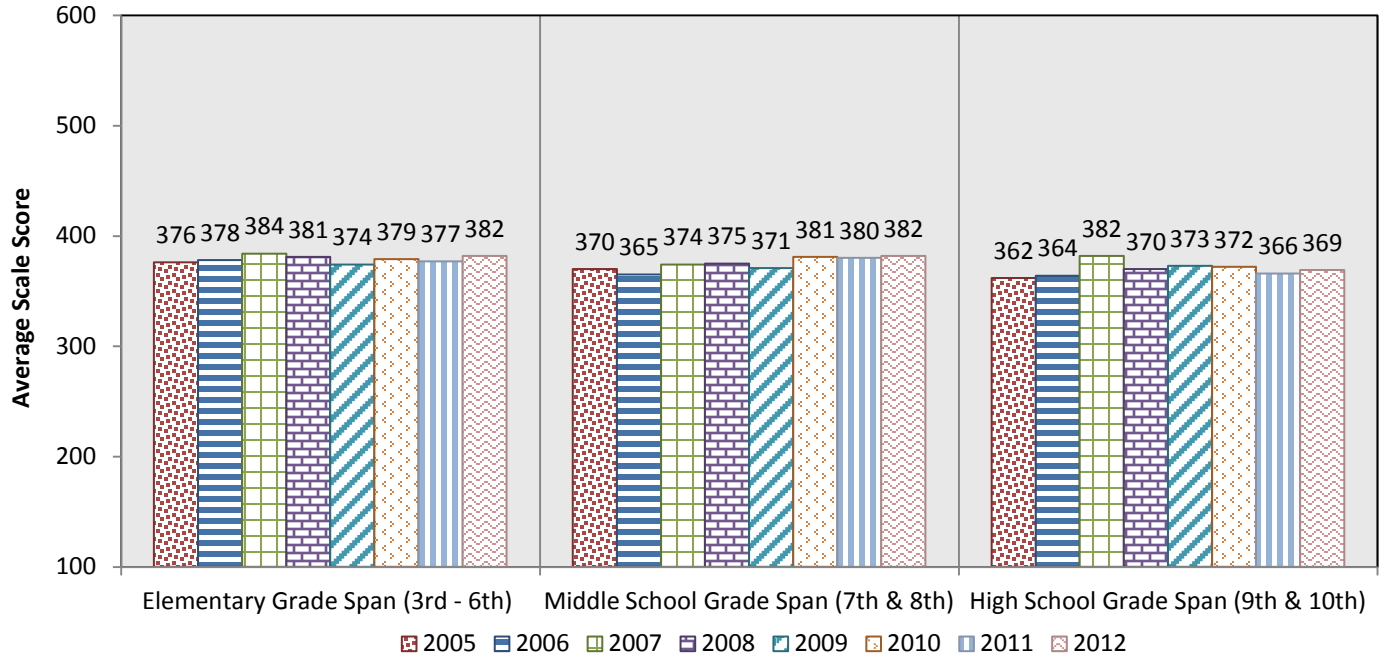
COMPARISON OF RESULTS FROM 2005 TO 2012

Graphs 3-6 provide a summary of the average scale scores by each grade span (Elementary, Middle, and High School) from Spring 2005 to Spring 2012 for all four subject areas: Reading, Writing, Math, and Science. Average scale scores are used instead of proficiency rates, because proficiency rates do not consider changes in performance for students well below or well above proficiency. For example, if a score of 200 (on a scale of 100 to 600) occurs in year 1, while the score in year 2 increases to 295, there was a scale score gain of 95 points. However, because proficiency is defined by a scale score of 300 or higher, proficiency status does not change. Similarly, if a score goes from 299 to 301, the score changes from Non-Proficient to Proficient despite a minor change in the scale score. Consequently, gains (or losses) in scale scores for well below or well above Proficient students are virtually ignored by proficiency rates.

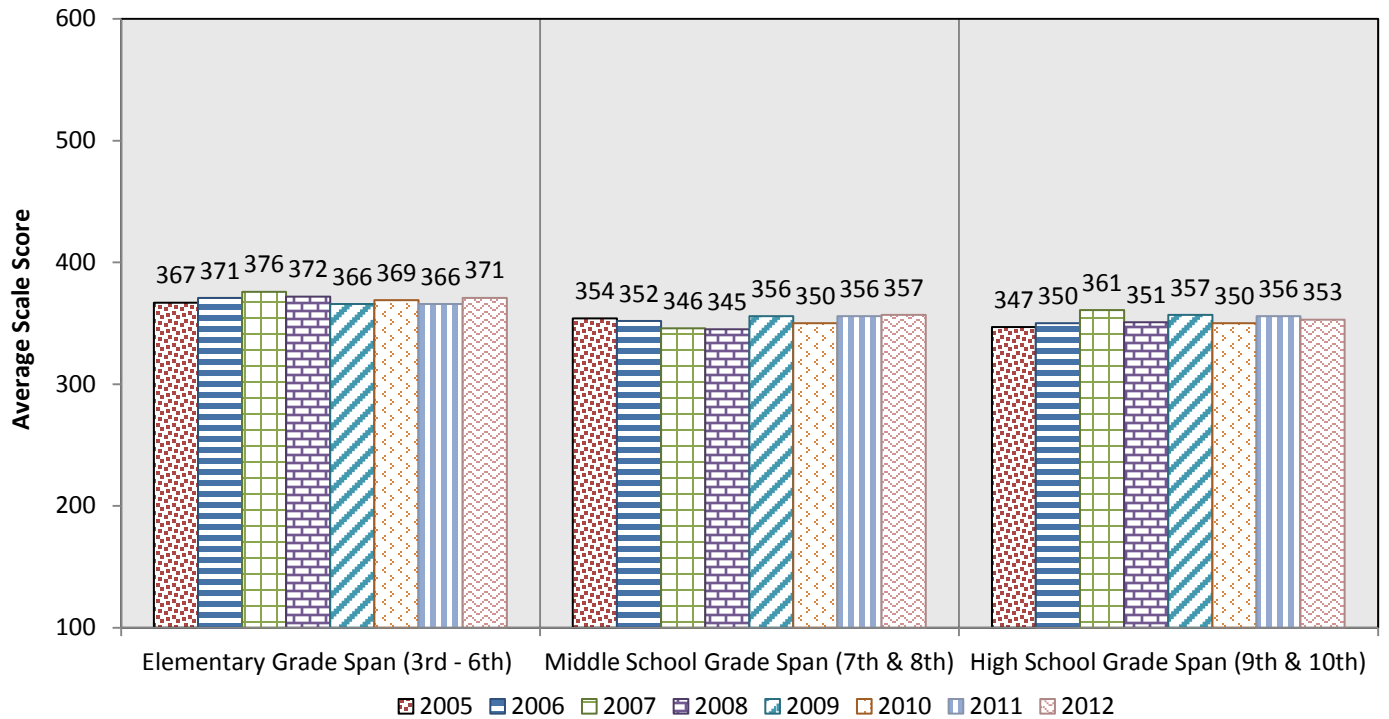
Linear trends in the scale scores can be described as negligible (not statistically significant), fairly small, small, medium, or large (less than 15, 15-38, 39-60, and greater than 60 scale score points of change, respectively):

- Negligible linear trends included Elementary Reading, Writing, and Science; High School Reading, Writing, and Science.
- Fairly small linear trends included in Elementary Math (predictions of +1.5 scale score points per year); Middle School Reading, Writing, and Science (+2.1, +0.8, and +2.7 scale score points per year); High School Math (+1.6 scale score points per year).
- Small linear trends in Middle School Math (+2.7 scale score points per year).
- Most statistically significant linear trends were positive.

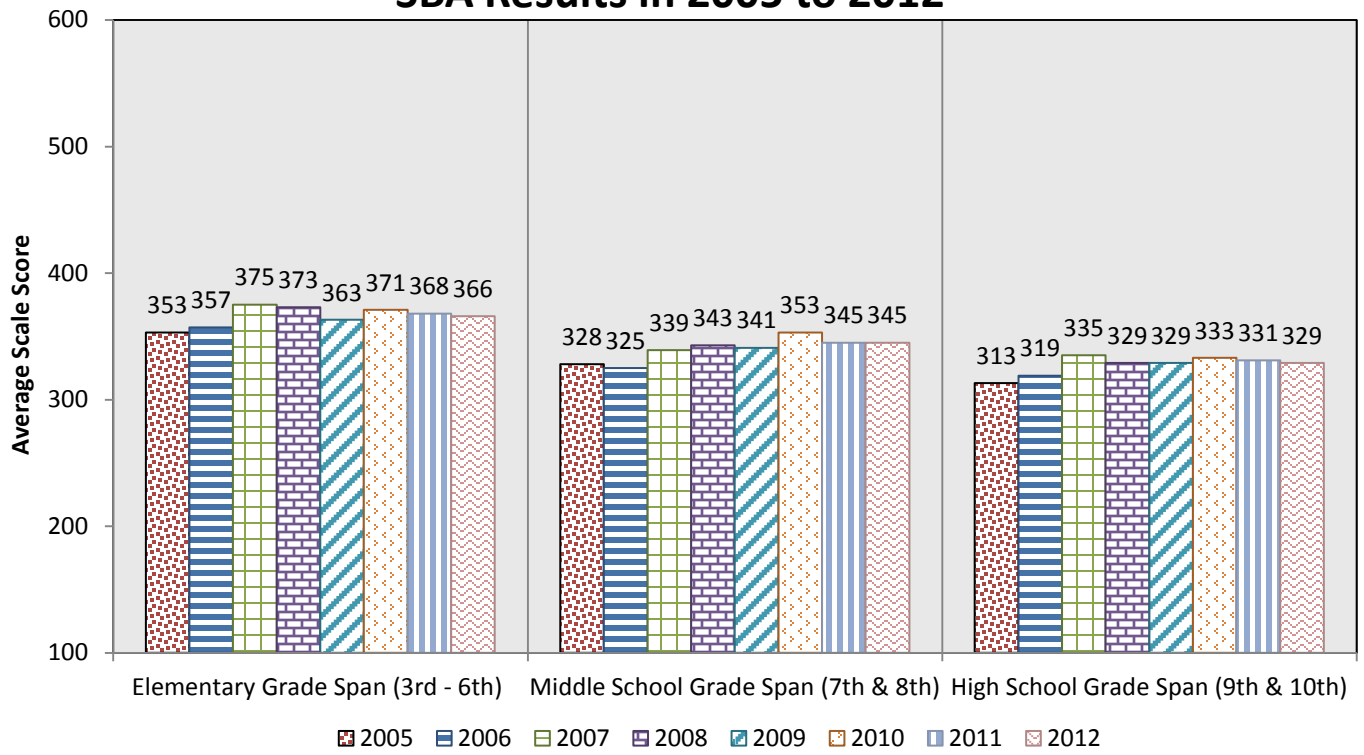
Graph 3: READING SBA Results in 2005 to 2012



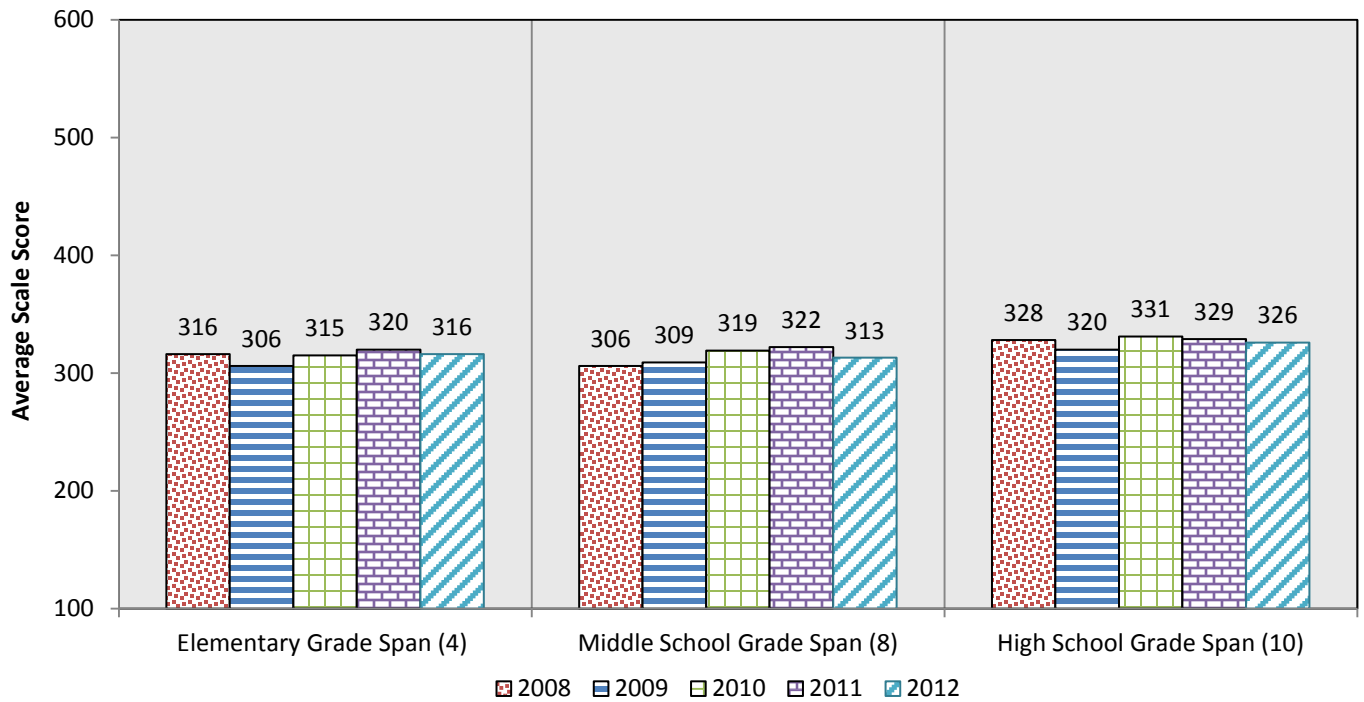
Graph 4: WRITING SBA Results in 2005 to 2012



Graph 5: MATH
SBA Results in 2005 to 2012



Graph 6: SCIENCE
SBA Results in 2008 to 2012

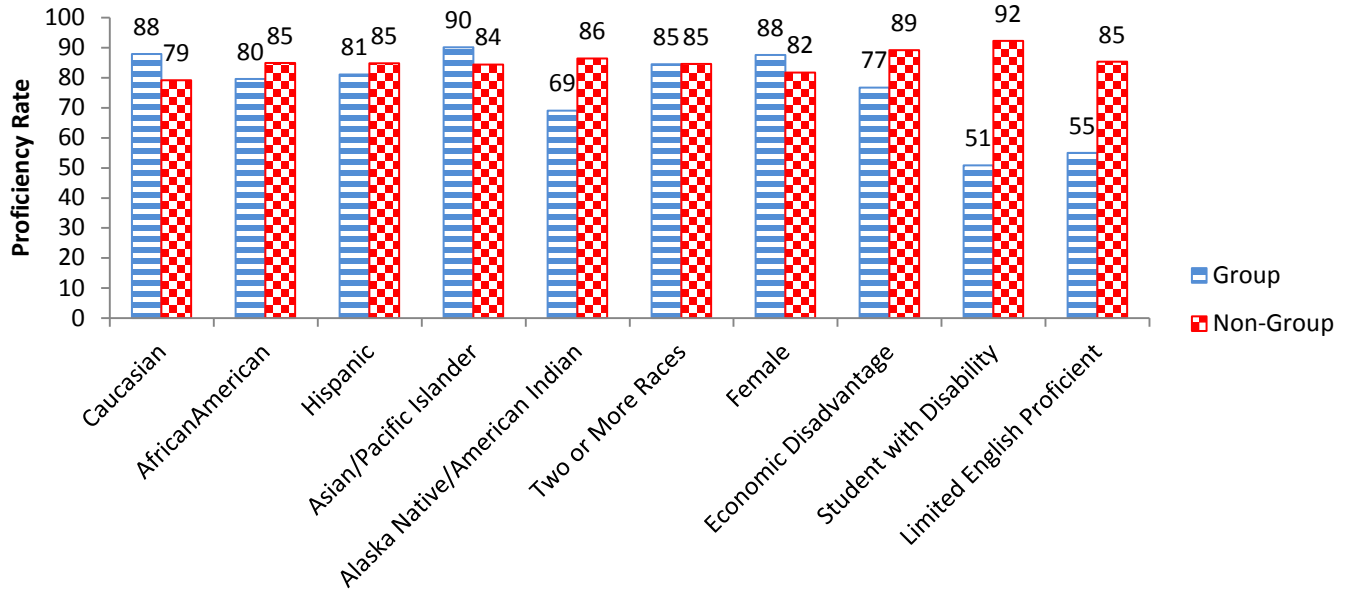


RESULTS BY DEMOGRAPHIC

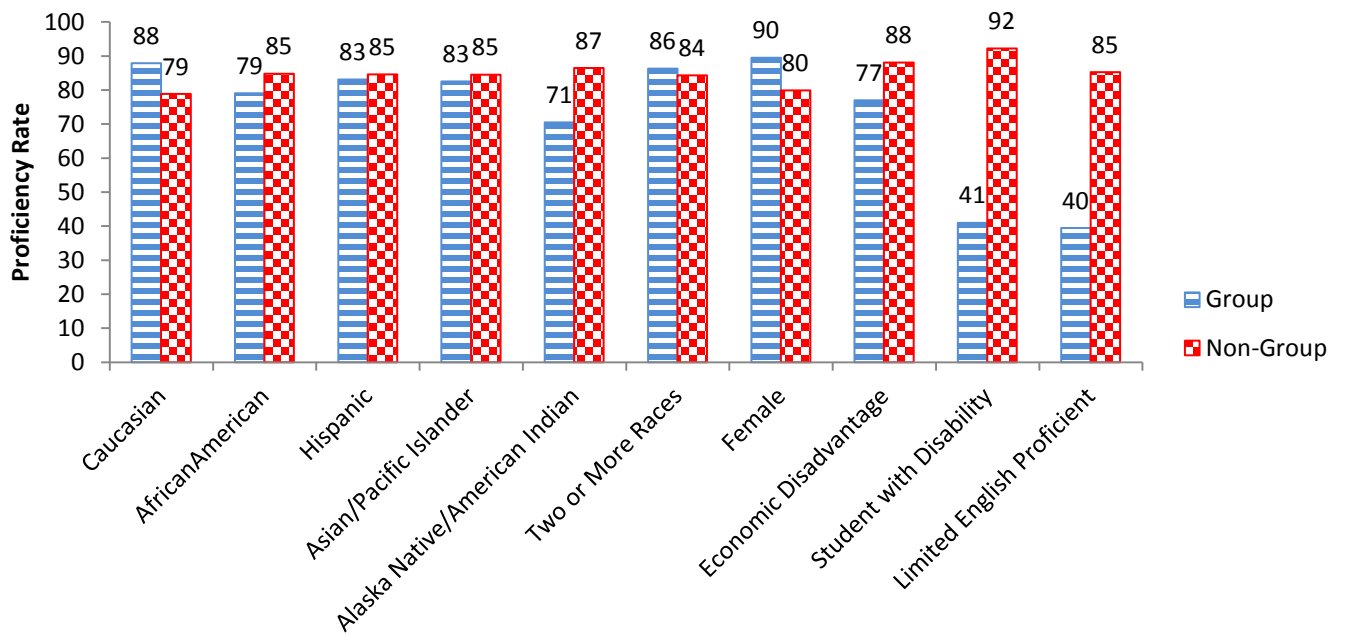
Graphs 7-18 provide Reading, Writing, Math, and Science 2011-2012 proficiency rates within each grade span (3-6, 7-8, and 9-10) by ethnicity, economic status, disability, English proficiency, and gender. In the graphs, the term “group” includes all students that belong to the reference group and “non-group” includes all students that do not belong to the reference group. For example, the “non-group” for females is males. The size of proficiency rate gaps can be described as negligible (not statistically significant), fairly small, small, medium, or large (less than 5, 5-10, 10-20, and greater than 20 percentage points of difference, respectively):

- Negligible proficiency rate gaps were prominent with the groups of Hispanic, Asian, and Two or More Races.
- Fairly small proficiency rate gaps were shown with the group of Females (Math and Science).
- Small proficiency rate gaps were shown with the groups of Female (Reading and Writing), Caucasian, and African American.
- Medium proficiency rate gaps were shown with the groups of Economic Disadvantage and Alaska Native/American Indian.
- Large proficiency rate gaps were shown with the groups of Limited English Proficient and Students with Disabilities.
- In general, proficiency rate gaps for the subject of Science were larger than the subjects of Reading, Writing, and Math.

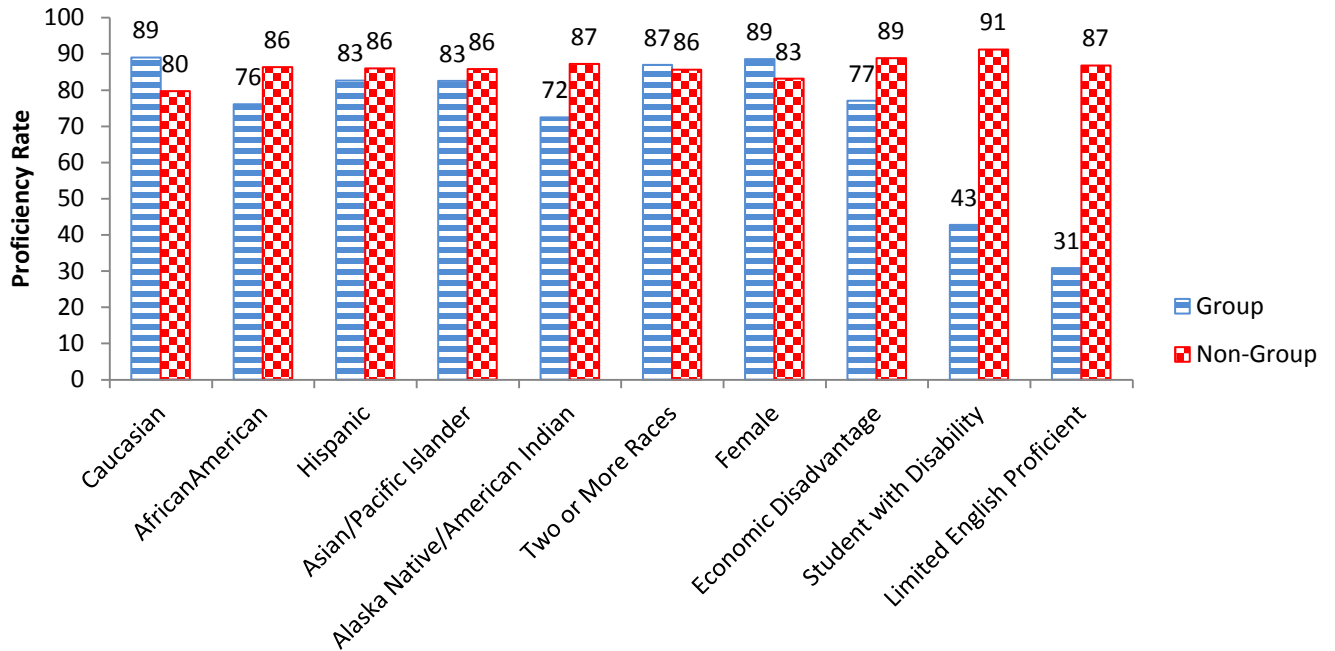
Graph 7: Reading SBA Proficiency Rates in 2012 (grades 3-6)



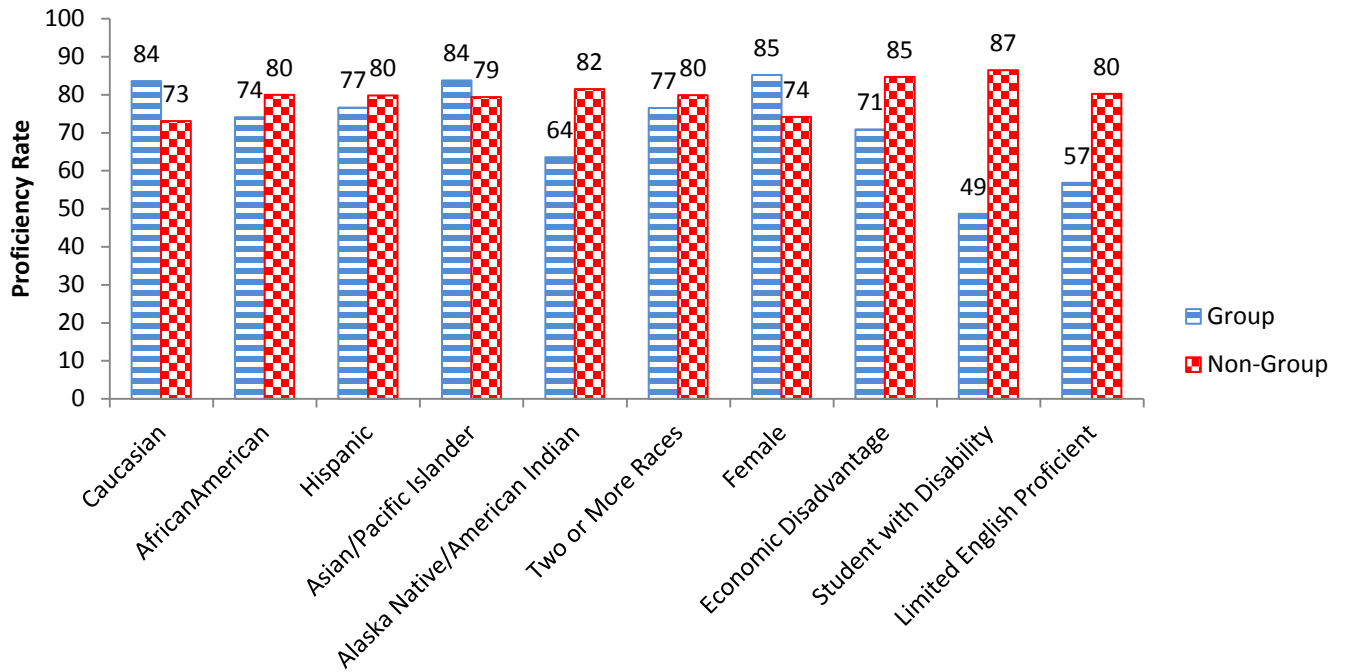
Graph 8: Reading SBA Proficiency Rates in 2012 (grades 7-8)



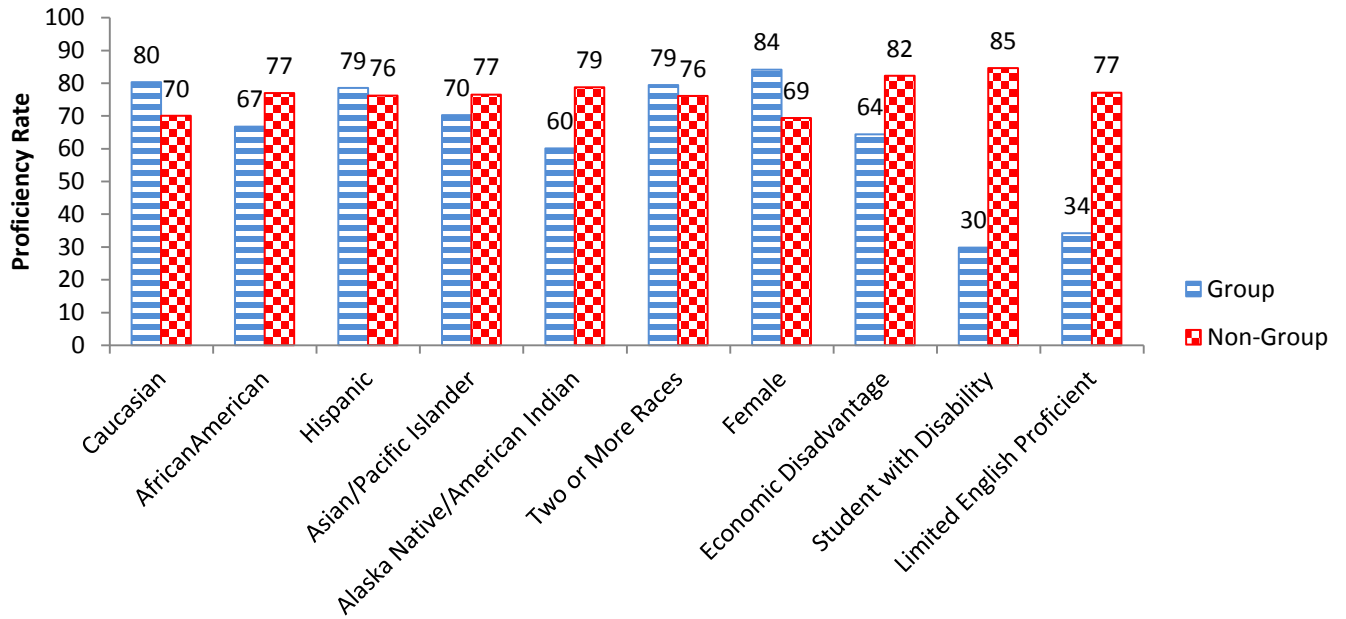
Graph 9: Reading SBA Proficiency Rates in 2012 (grades 9-10)



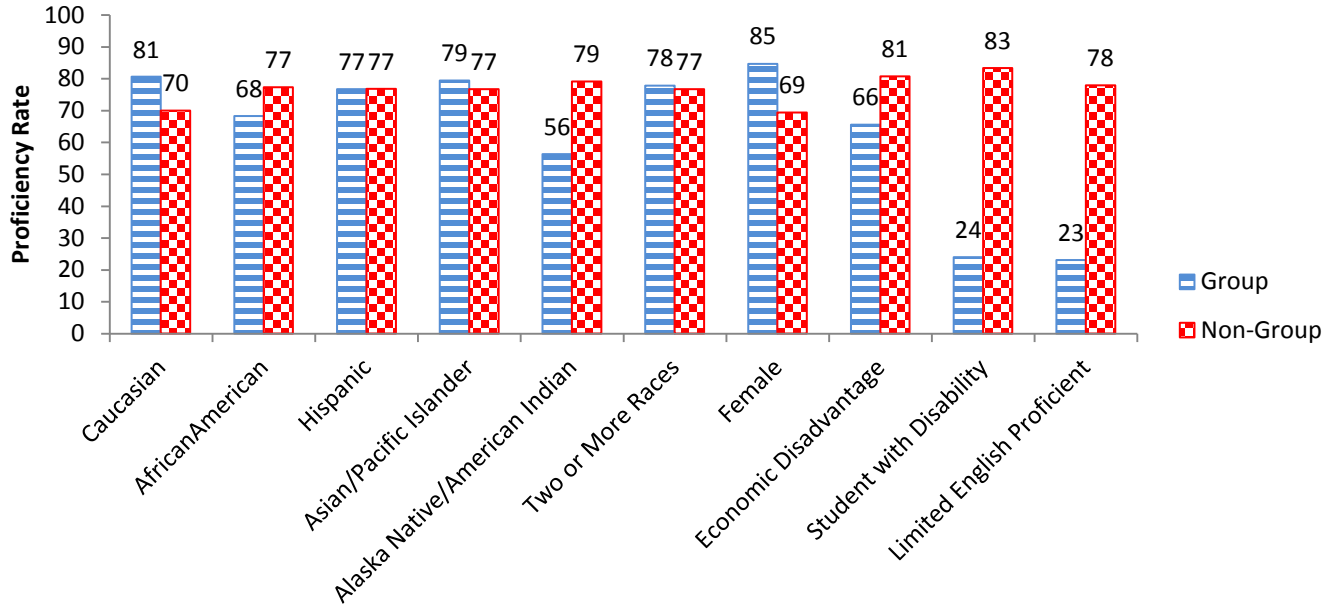
Graph 10: Writing SBA Proficiency Rates in 2012 (grades 3-6)



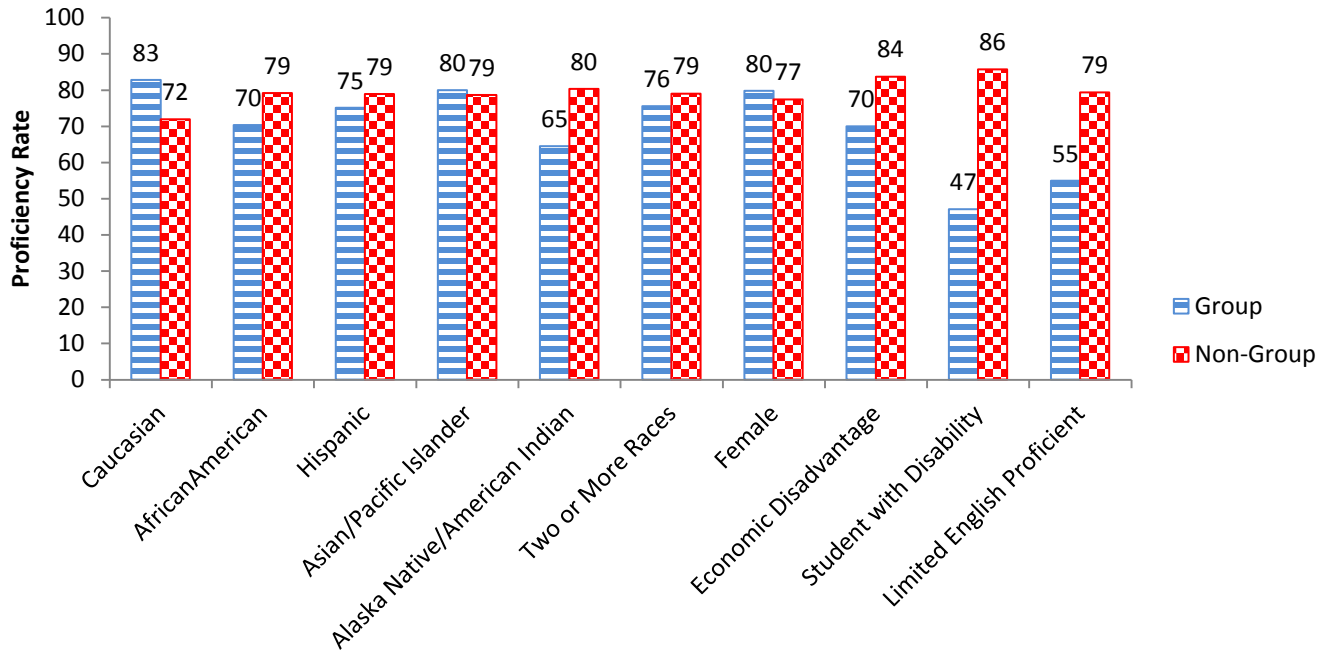
Graph 11: Writing SBA Proficiency Rates in 2012 (grades 7-8)



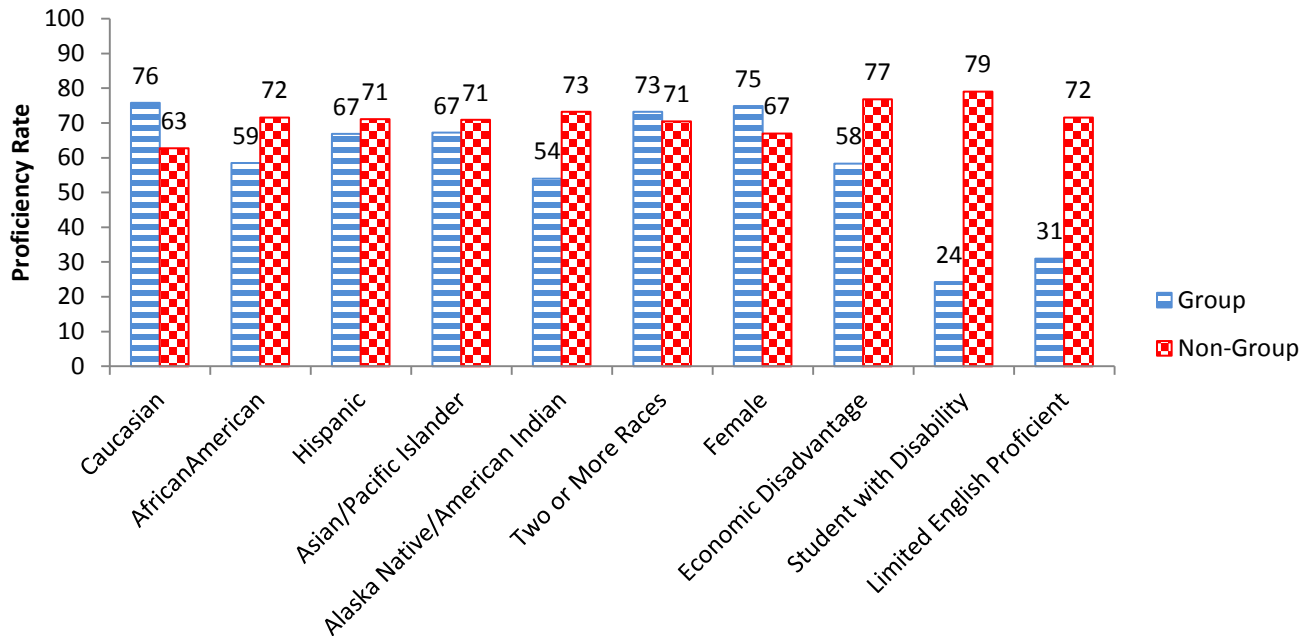
Graph 12: Writing SBA Proficiency Rates in 2012 (grades 9-10)



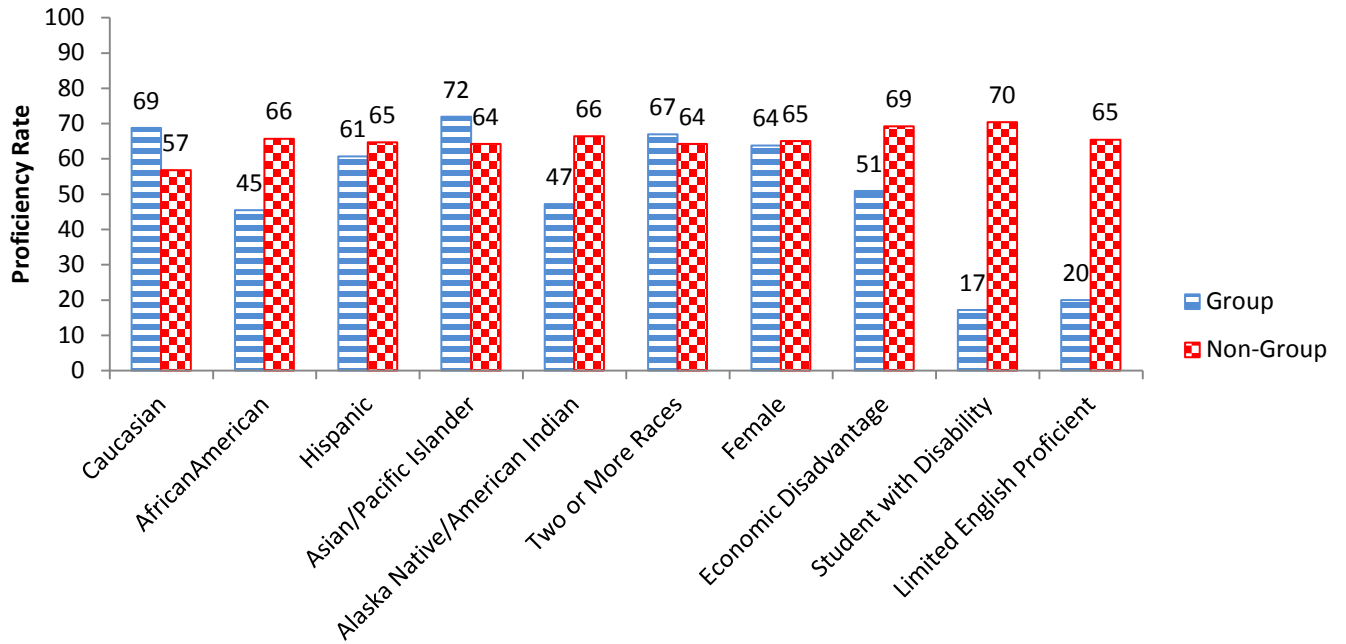
Graph 13: Math SBA Proficiency Rates in 2012 (grades 3-6)



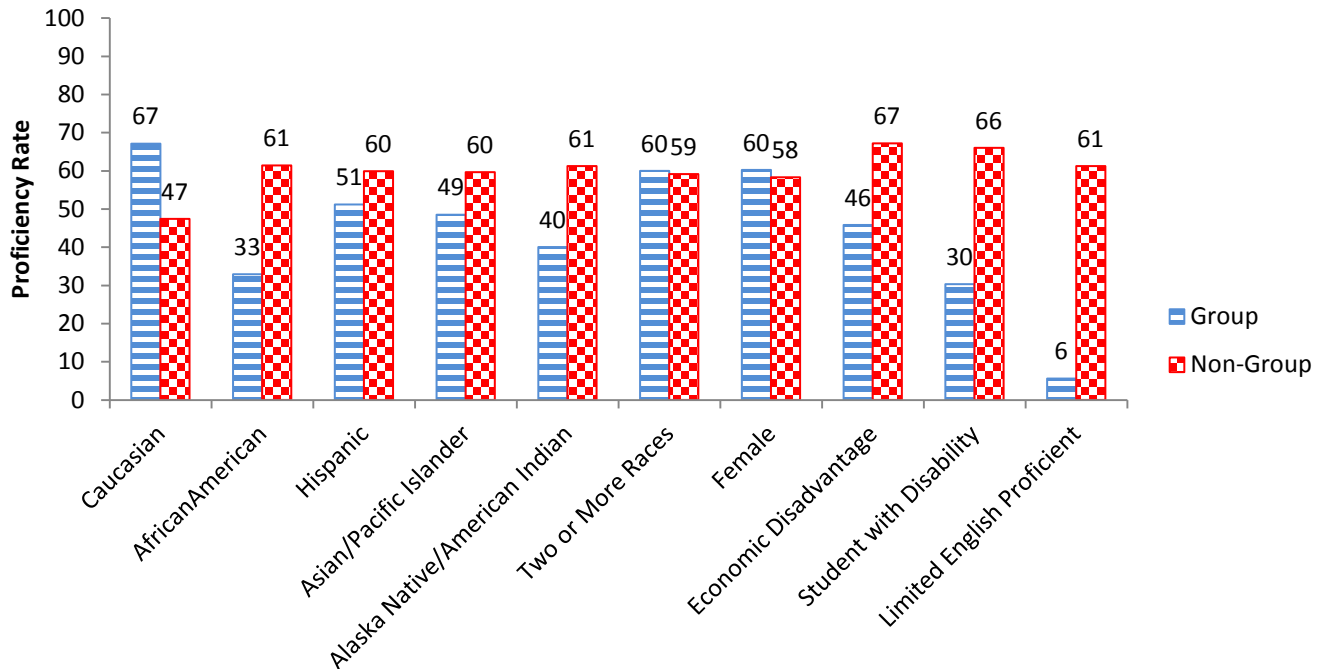
Graph 14: Math SBA Proficiency Rates in 2012 (grades 7-8)



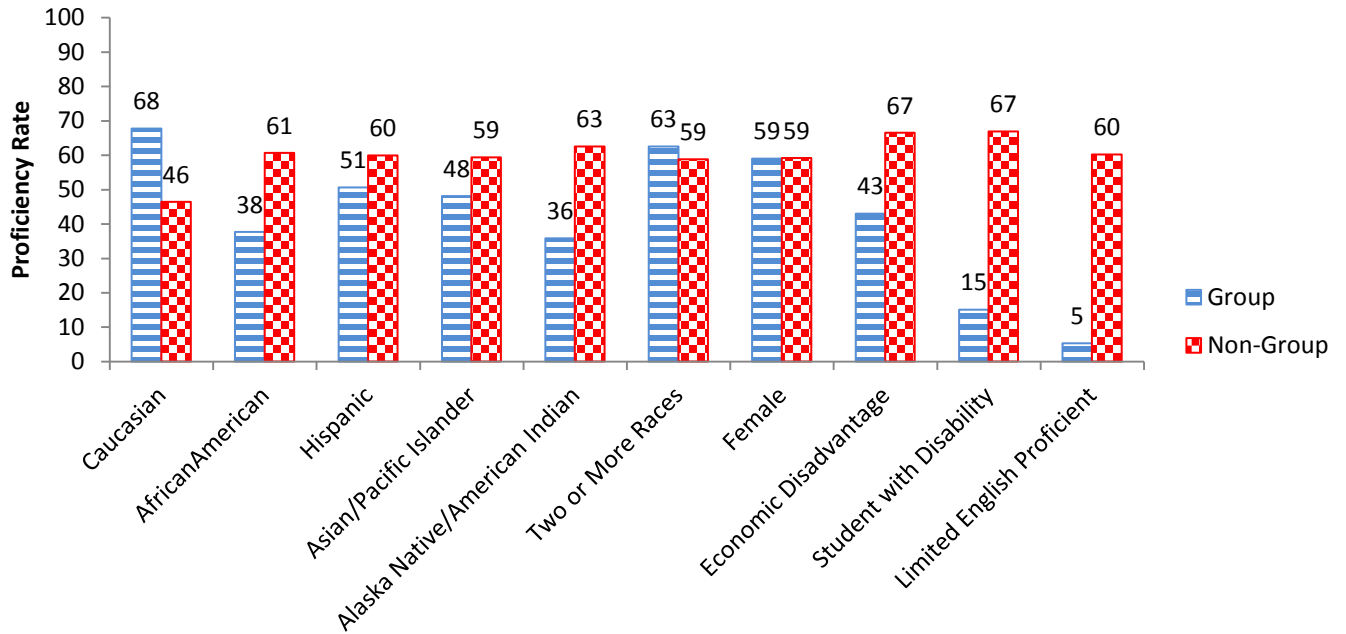
Graph 15: Math SBA Proficiency Rates in 2012 (grades 9-10)



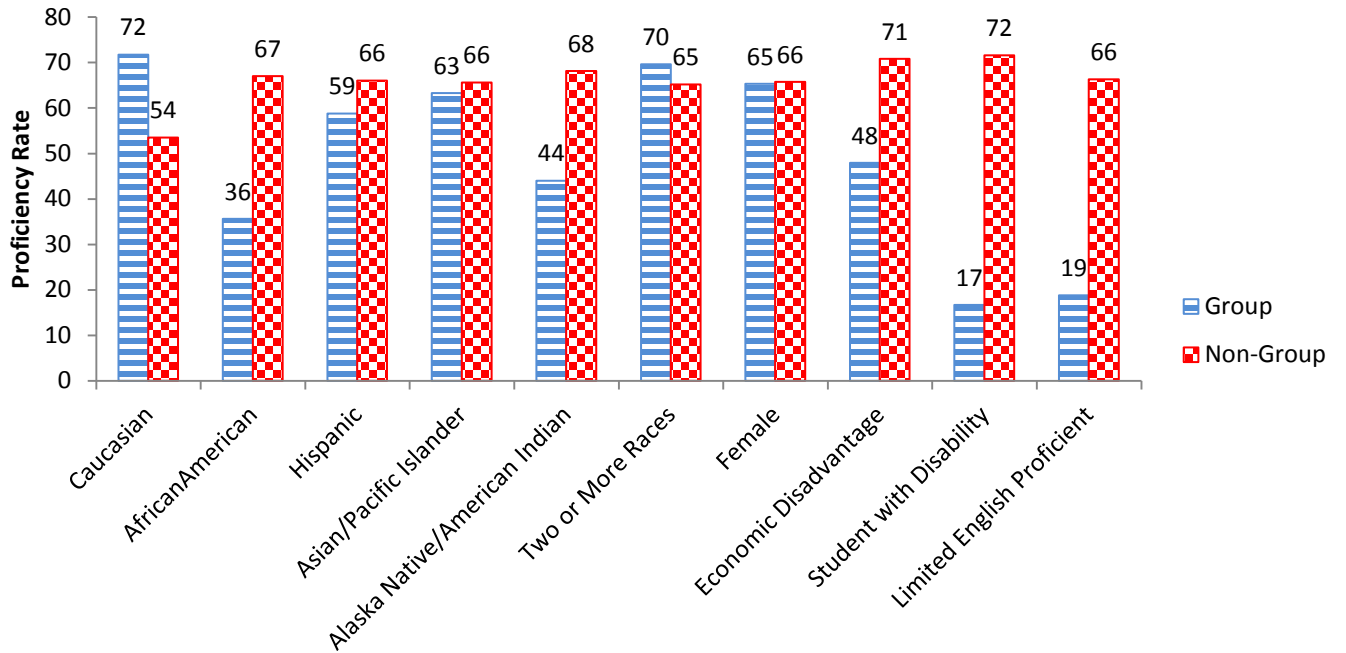
Graph 16: Science SBA Proficiency Rates in 2012 (grade 4)



Graph 17: Science SBA Proficiency Rates in 2012 (grade 8)



Graph 18: Science SBA Proficiency Rates in 2012 (grade 10)



RESULTS BY PREVIOUS YEAR SBA PERFORMANCE

Graphs 19-21 provide detailed information by grade span on the Spring 2012 rate of proficiency for students that were either Proficient or Not Proficient on the SBAs in the prior year (2010-11). The majority of students Proficient in Reading, Writing, or Math in 2010-11, also score Proficient in the same subject the next year (2011-12).

READING

- Of the students Proficient in 2010-11, 90%-95% were Proficient the next year (2011-12).
- Of the students Not Proficient in 2010-11, 28%-32% were Proficient the next year (2011-12).

WRITING

- Of the students Proficient in 2010-11, 89%-96% were Proficient the next year (2011-12).
- Of the students Not Proficient in 2010-11, 25%-44% were Proficient the next year (2011-12).

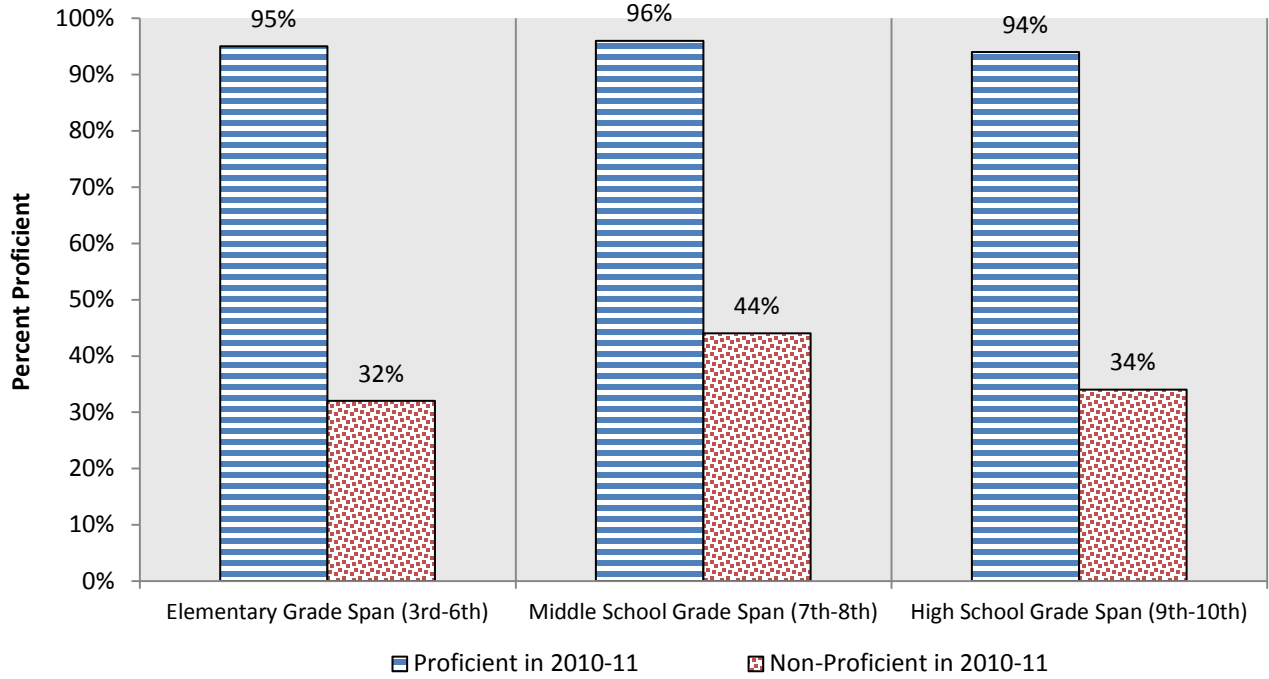
MATH

- Of the students Proficient in 2010-11, 87%-94% were Proficient the next year (2011-12).
- Of the students Not Proficient in 2010-11, 17%-34% were Proficient the next year (2011-12).

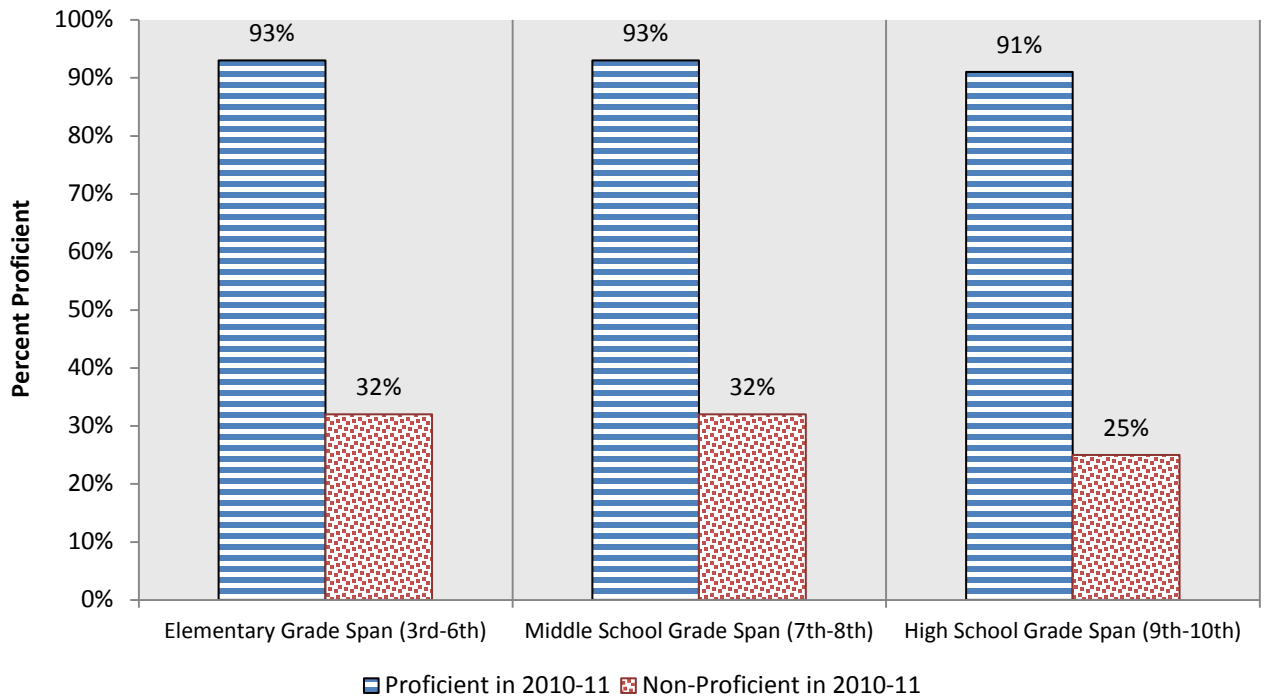
SCIENCE

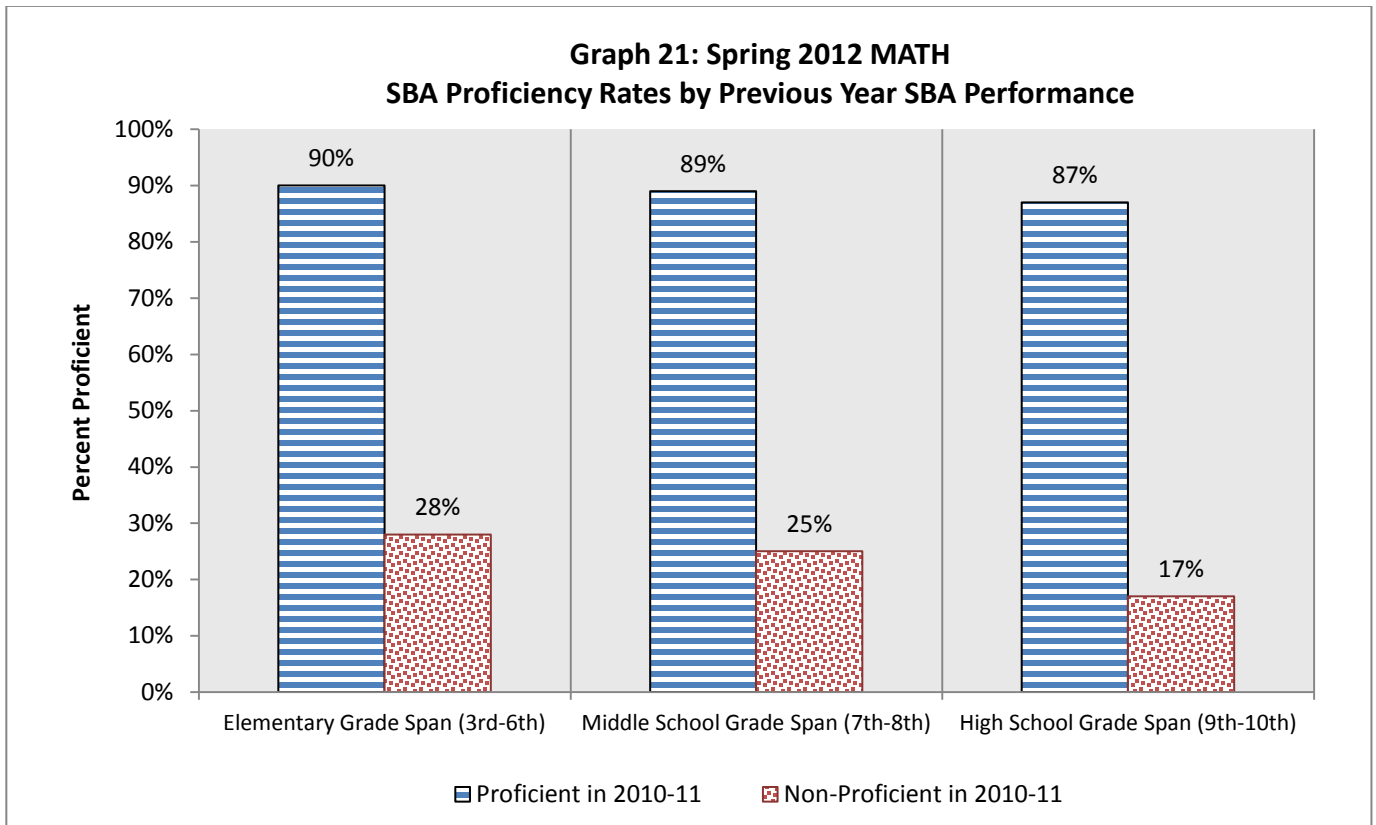
- Consecutive scores are unavailable since students are tested in grades 4, 8, and 10.

Graph 19: Spring 2012 READING
SBA Proficiency Rates by Previous Year SBA Performance



Graph 20: Spring 2012 WRITING
SBA Proficiency Rates by Previous Year SBA Performance



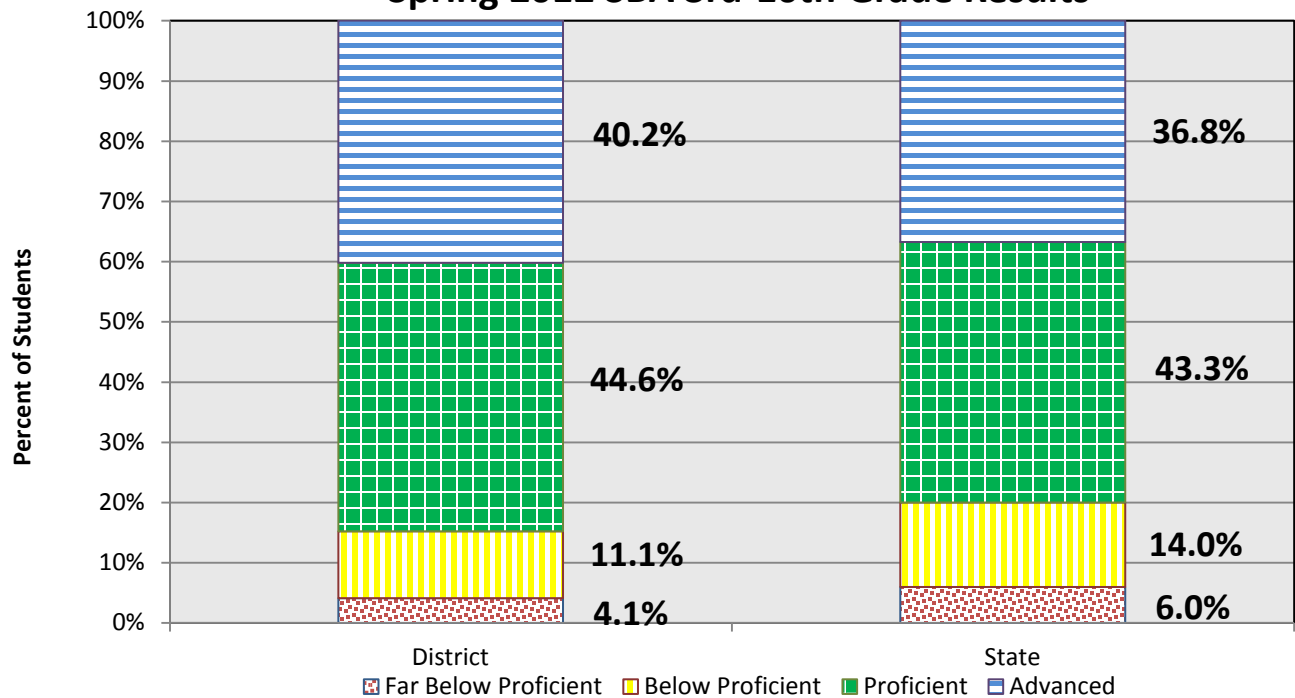


COMPARISON OF DISTRICT AND STATE RESULTS

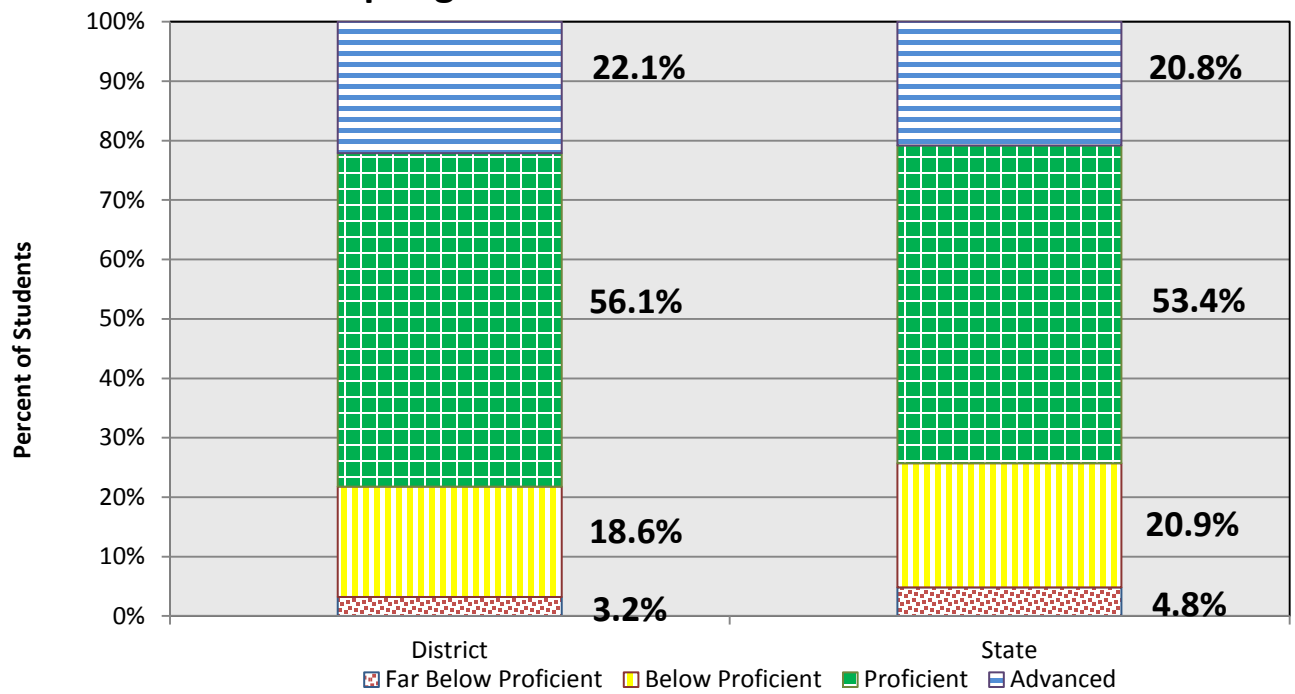
Graphs 22-25 provide comparative results on the SBAs for the district and the state in Reading, Writing, Math, and Science. The percent of students Proficient and the percent of students Advanced are greater in the district than in the state in all four subject areas. Averaged across grades 3-10, the percent of district students who scored Proficient or Advanced exceeded the percent of students in the state as a whole, by:

- 4.7 percentage points in Reading.
- 4.7 percentage points in Writing.
- 4.0 percentage points in Math.
- 4.9 percentage points in Science.

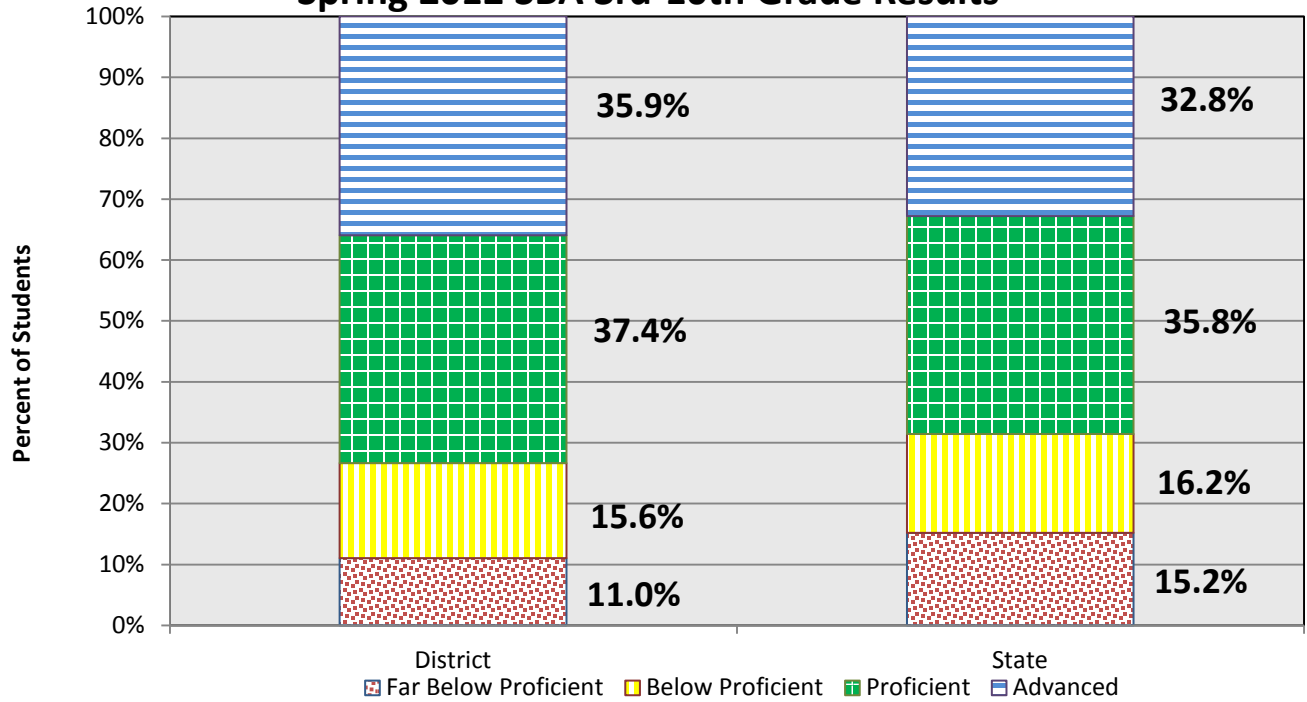
Graph 22: READING
Spring 2012 SBA 3rd-10th Grade Results



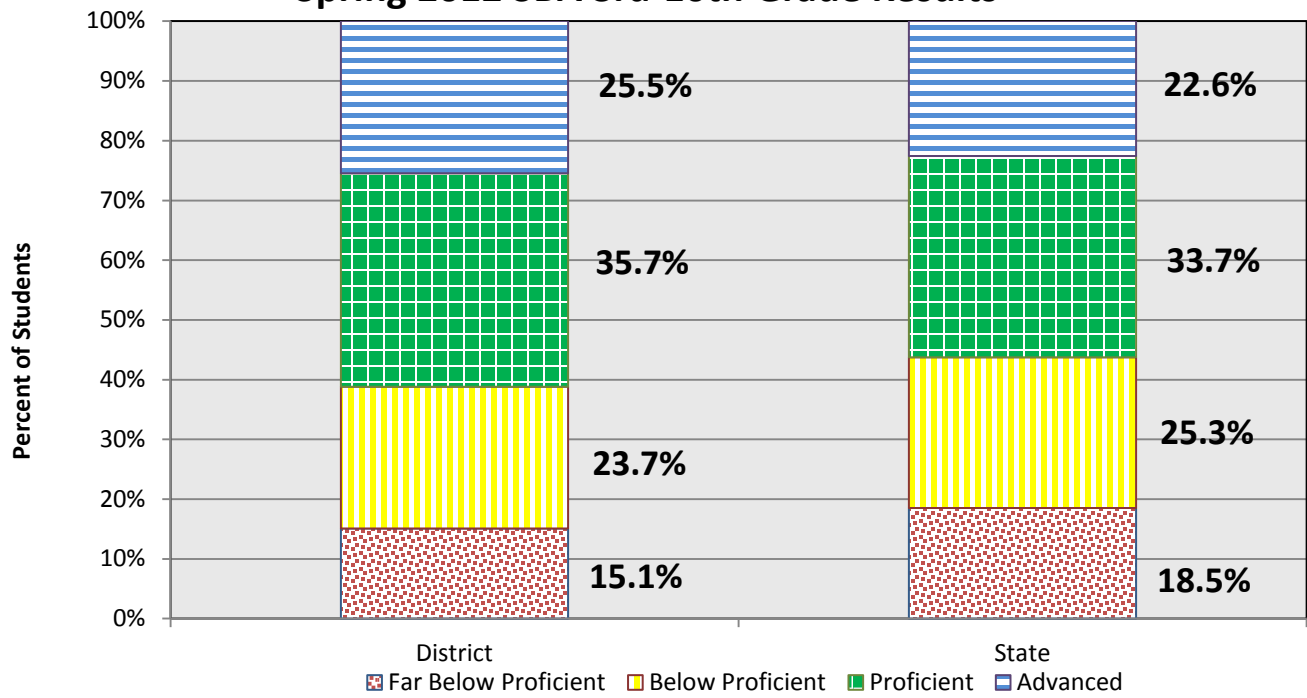
Graph 23: WRITING
Spring 2012 SBA 3rd-10th Grade Results



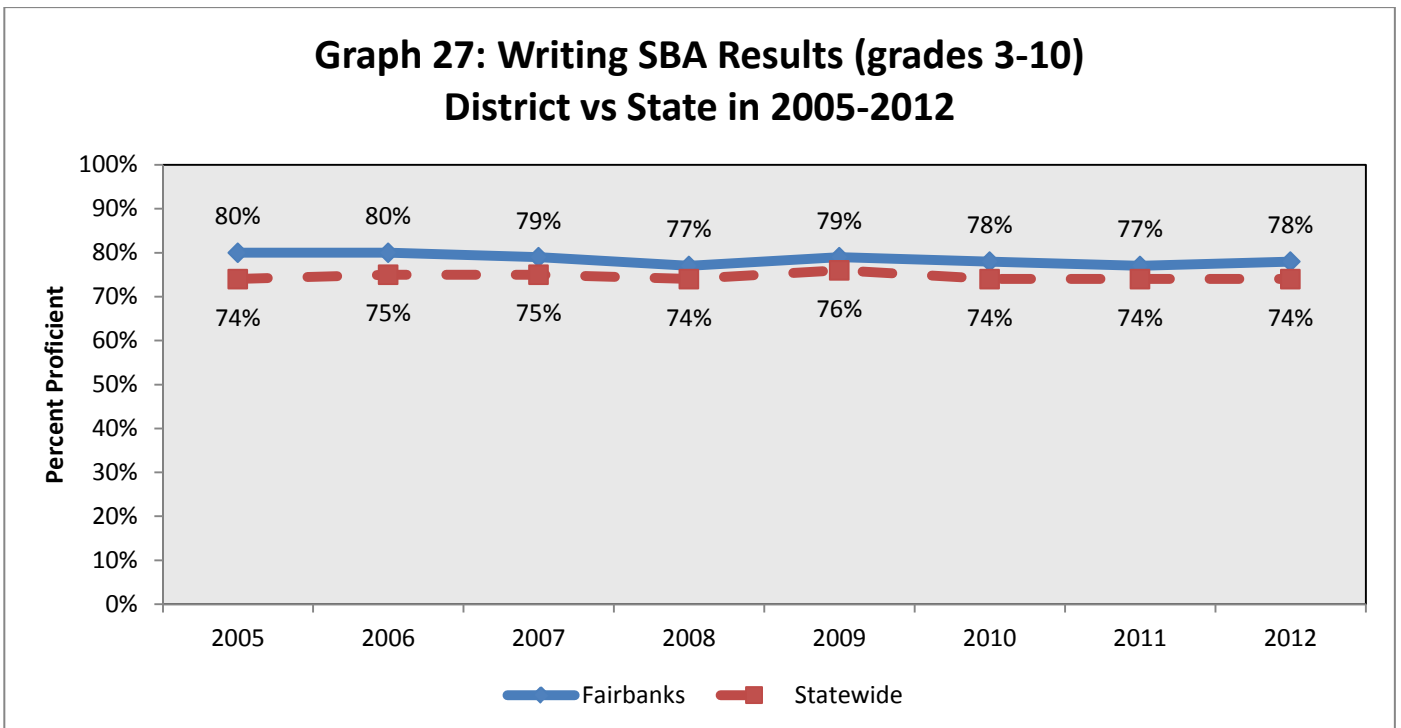
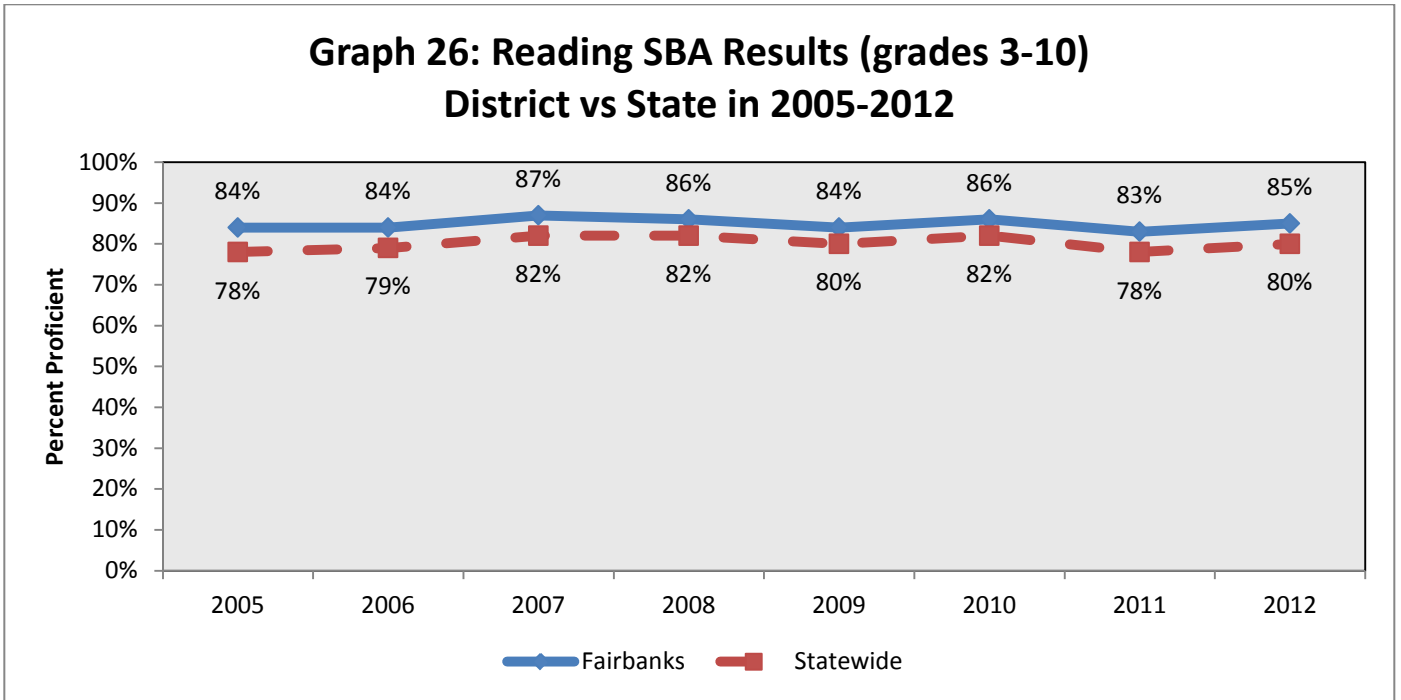
Graph 24: MATH
Spring 2012 SBA 3rd-10th Grade Results



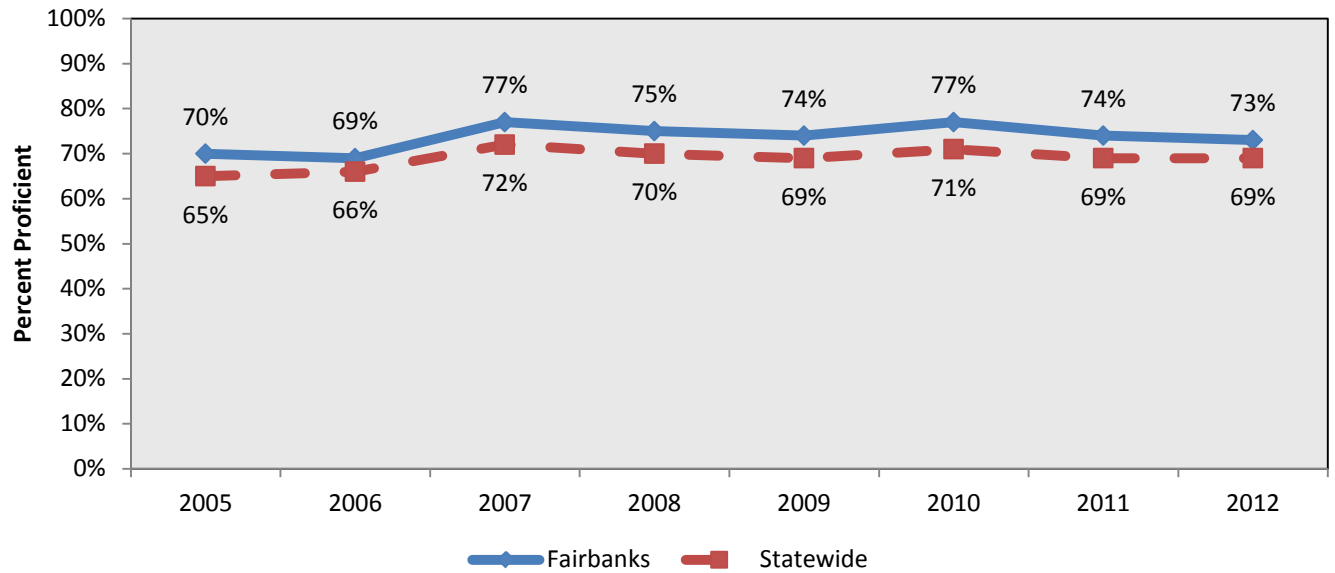
Graph 25: SCIENCE
Spring 2012 SBA 3rd-10th Grade Results



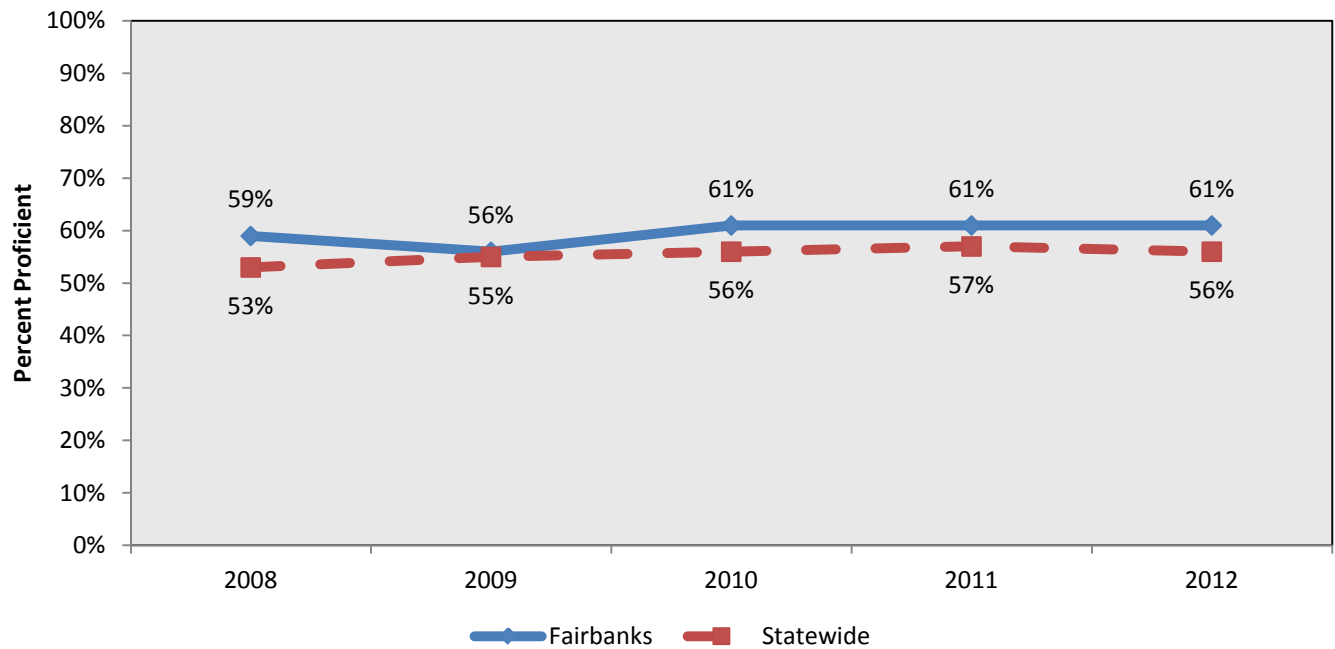
Graphs 26-29 provide SBA results in grades 3-10 over eight years (2004-05 to 2011-12) comparing the Fairbanks North Star Borough School District and the State of Alaska in Reading, Writing, Math, and Science. The district consistently has a higher rate of proficiency than the state in all four subjects.



**Graph 28: Math SBA Results (grades 3-10)
District vs State in 2005-2012**



**Graph 29: Science SBA Results (grades 4, 8, & 10)
District vs State in 2008-2012**



TERRANOVA ACHIEVEMENT TEST RESULTS

Students in the 5th and 7th grades took the TerraNova tests in February of 2012 and received scores in Reading, Language, Math, Social Studies, Science, and Spelling. Scores from the TerraNova tests are used to compare the skill levels of district students to the skill levels of students throughout the nation.

2012 AVERAGE NCE SCORES BY GRADE LEVEL

Results shown in table 2 below are reported in terms of Normal Curve Equivalent (NCE) values. District students generally scored higher than the national average (NCE above 50) in every subtest and grade, where the exceptions were close to the national average with NCEs of 49 or 48 (equivalent to 48th and 46th percentiles, respectively).

Table 2: TerraNova February 2012		
Fairbanks North Star Borough School District Students: 5th & 7th Grade		Average NCE
Subtest:	GRADE	
	5	7
Reading	51	55
Vocabulary	53	53
Reading Composite	53	55
Language	50	53
Language Mechanics	48	52
Language Composite	49	53
Mathematics	52	55
Math Computation	52	56
Math Composite	53	56
Science	52	51
Social Studies	50	53
Spelling	51	51

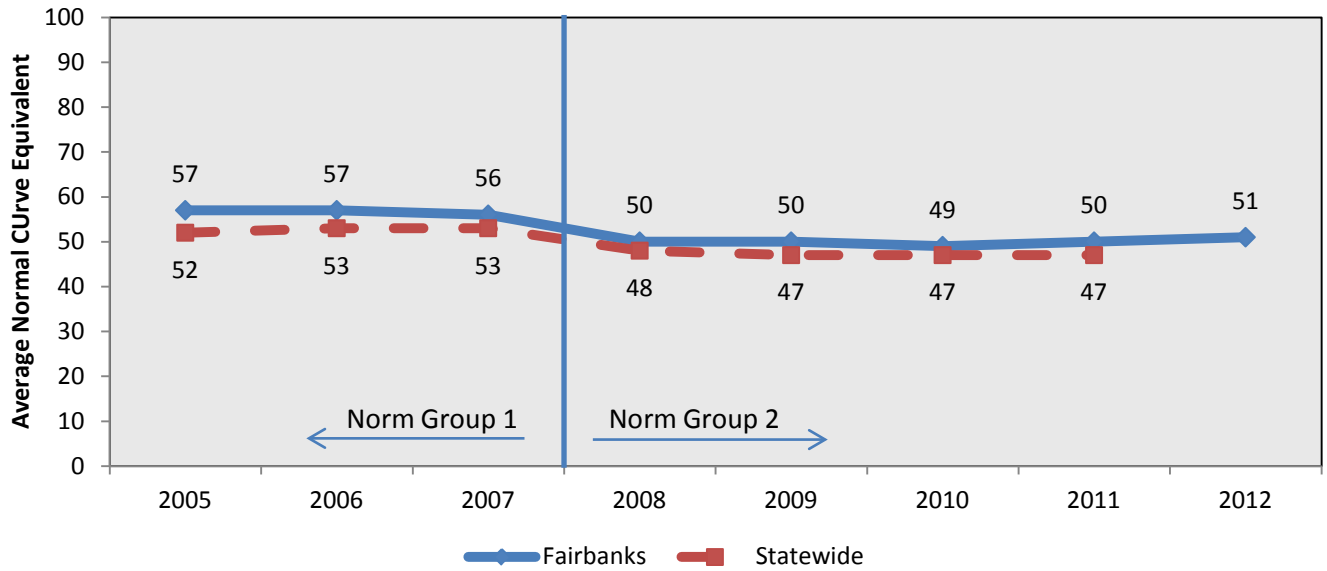
COMPARISON OF SCORES FROM 2005 TO 2012

Graphs 30-41 provide TerraNova results from 2005 to 2012 for grades 5 & 7 in Reading, Language, and Mathematics and the optional subtests of Science, Social Studies, and Spelling (graphs 30-35 for grade 5, and 36-41 for grade 7). Graphs 30-32 do not include 2012 statewide results because they are currently unavailable. Further, statewide results for 2005 to 2011 are only reported for the required subjects of Reading, Language, and Mathematics. Only a few districts, including Fairbanks, conduct optional testing. CTB/McGraw-Hill, the testing company for the TerraNova, conducted norm sampling in 2007. Thus, norm referenced scores from 2007-08 to 2011-12 essentially compare a student's performance to the norm group in 2007, while scores before 2007-08 compare a student's performance to the norm group in 2000. This change in the norm group is displayed on the graphs. Longitudinal analyses were restricted to years of 2007-08 to 2011-12, where the norm group was the same.

Linear trends in the NCEs can be described as negligible (not statistically significant), fairly small, small, medium, or large (less than 4.2, 4.2-10.5, 10.5-16.8, and greater than 16.8 NCE points of change, respectively):

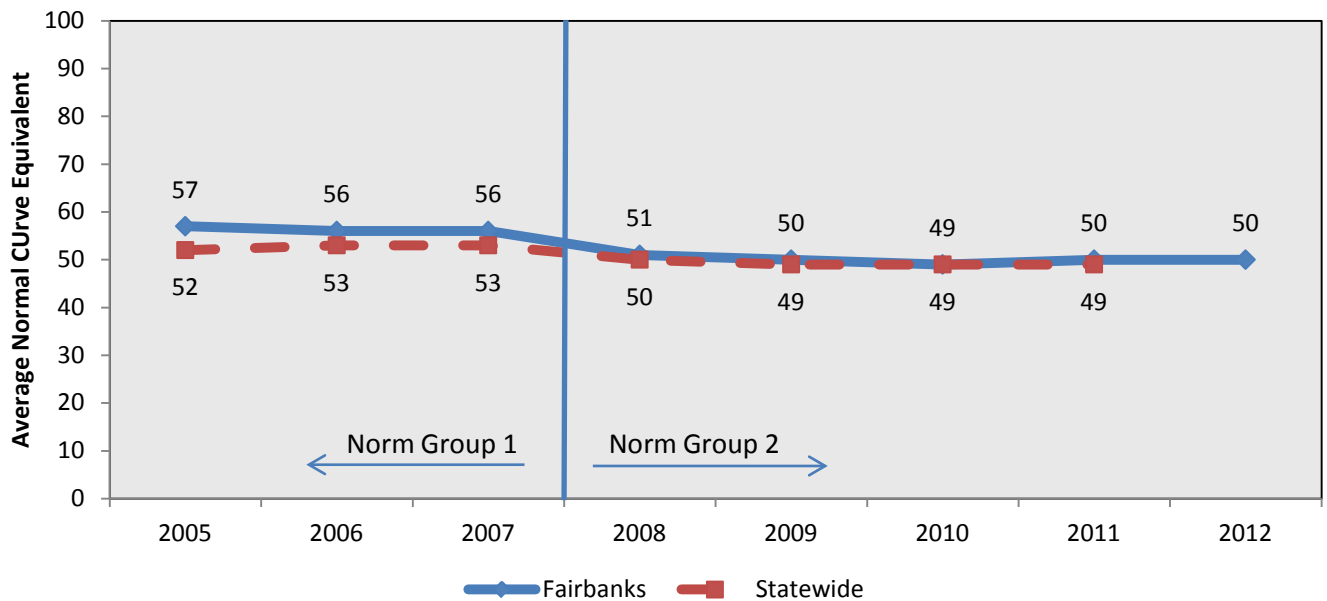
- Negligible linear trends included 5th grade Reading, Language, Social Studies, Science; and 7th grade Math, and Science.
- Fairly small linear trends included in 5th grade Math and Spelling (-0.4, +0.4 NCE points per year); and 7th grade Reading, Language, Social Studies, and Spelling (-0.3, -0.5, -0.5, -0.4 NCE points per year).
- There were no small, medium, or large linear trends.
- The majority of statistically significant linear trends were "fairly small," but negative, and in grade 7.

Graph 30: Reading TerraNova Average NCE from 2005-2012 (grade 5)

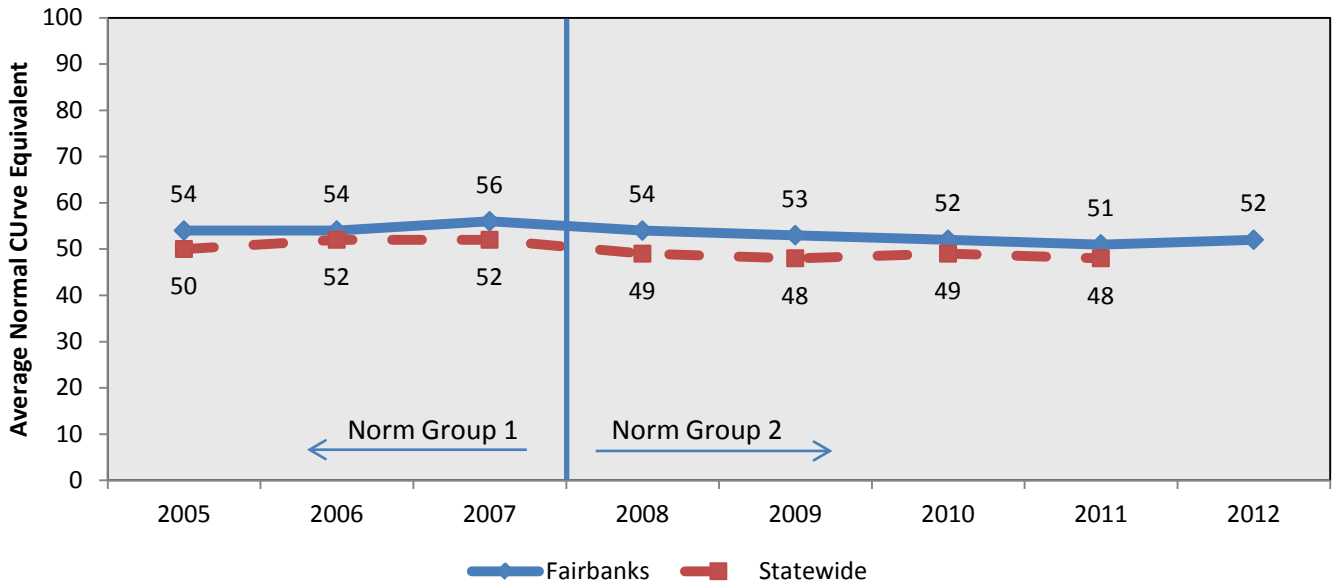


*Statewide TerraNova results are not yet available for the 2011-2012 school year

Graph 31: Reading TerraNova Average NCE from 2005-2012 (grade 5)

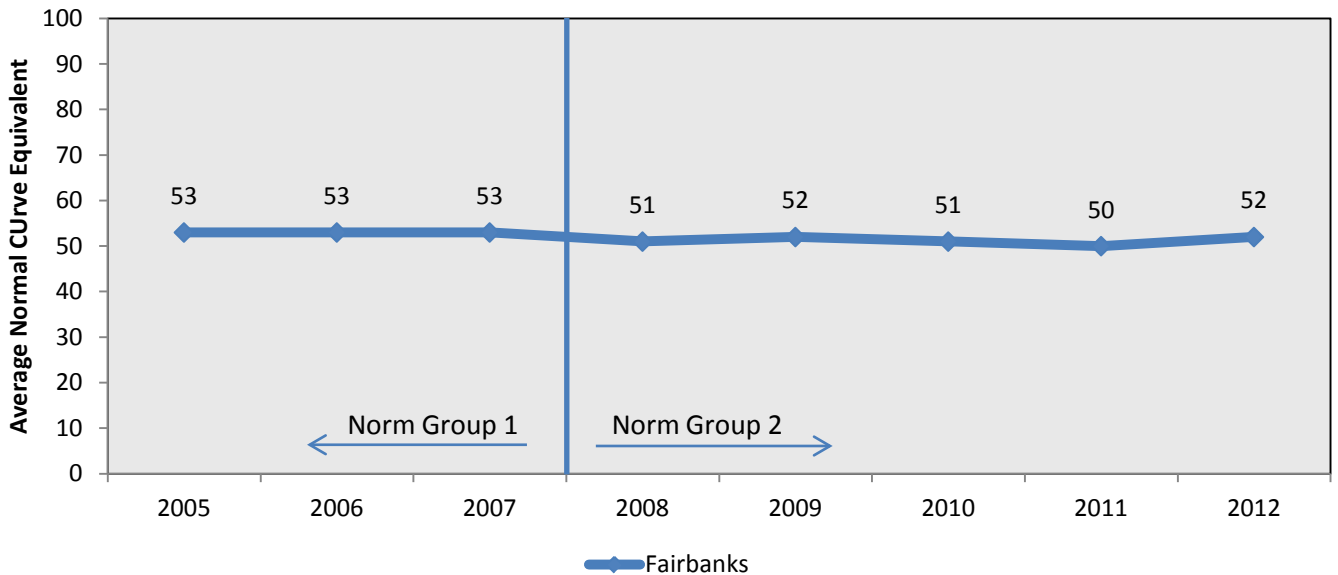


Graph 32: Math TerraNova Average NCE from 2005-2012 (grade 5)

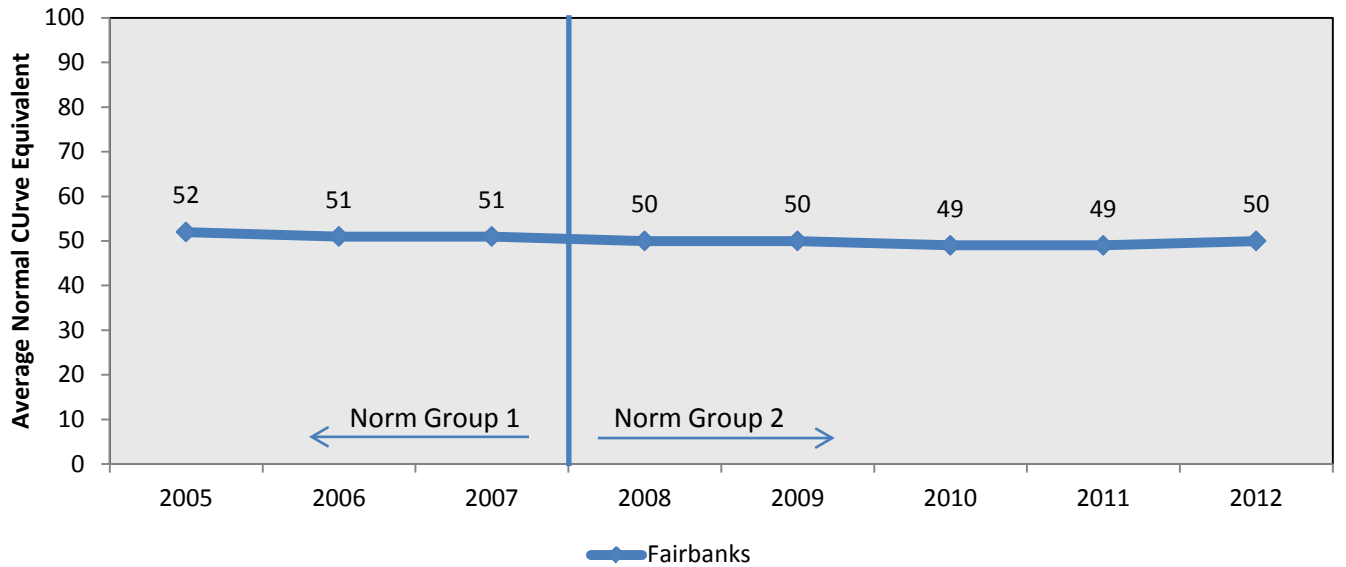


* Statewide TerraNova results are not yet available for the 2011-2012 school year

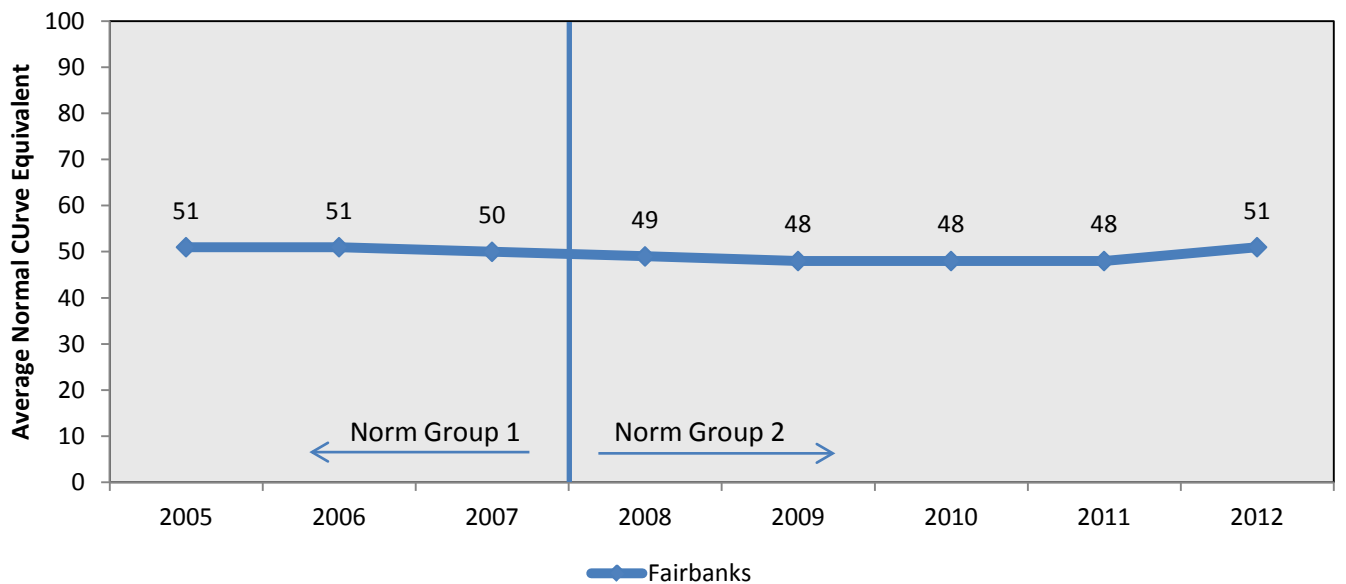
Graph 33: Science TerraNova Average NCE from 2005-2012 (grade 5)



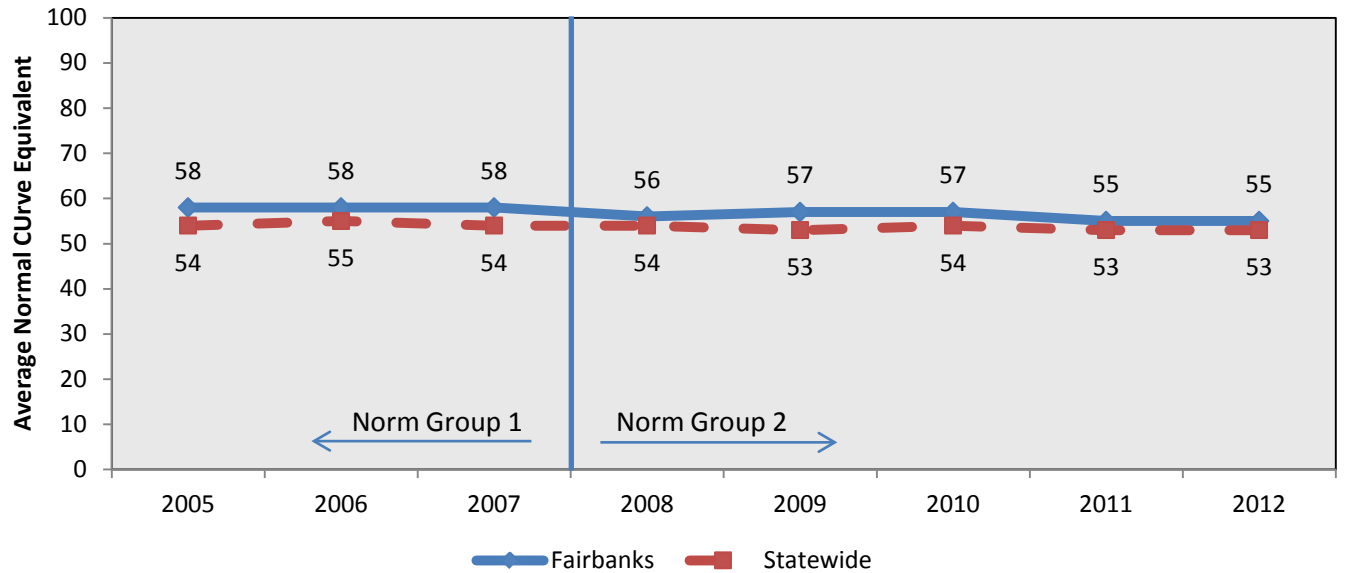
Graph 34: Social Studies TerraNova Average NCE from 2005-2012 (grade 5)



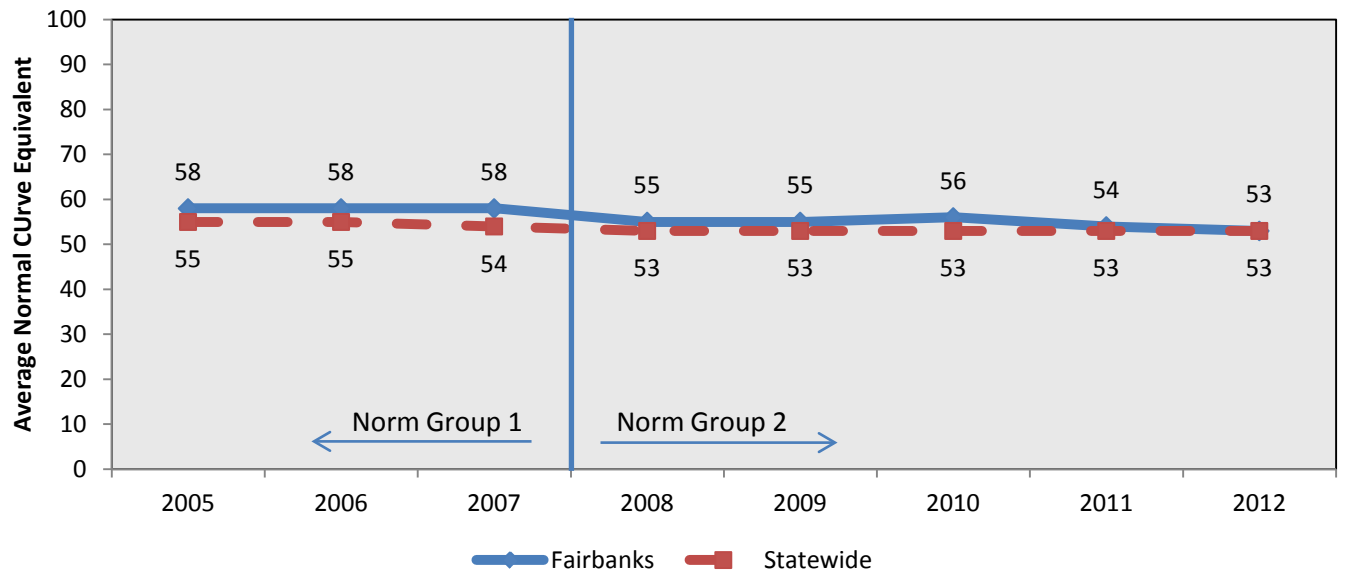
Graph 35: Spelling TerraNova Average NCE from 2005-2012 (grade 5)



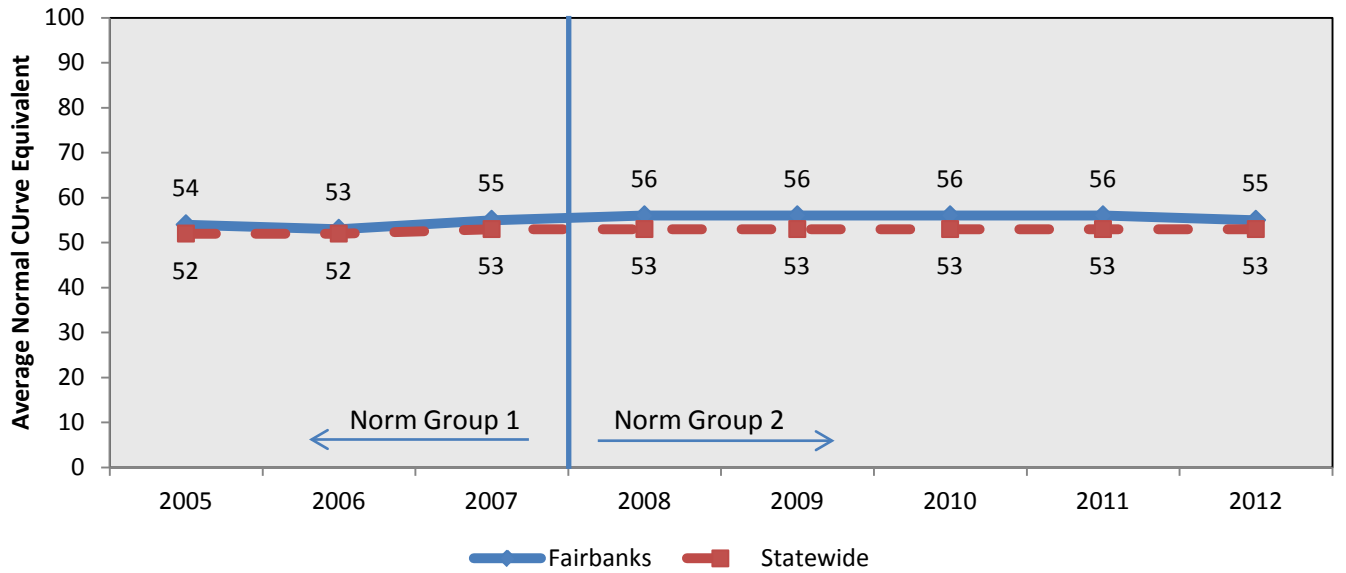
Graph 36: Reading TerraNova Average NCE from 2005-2012 (grade 7)



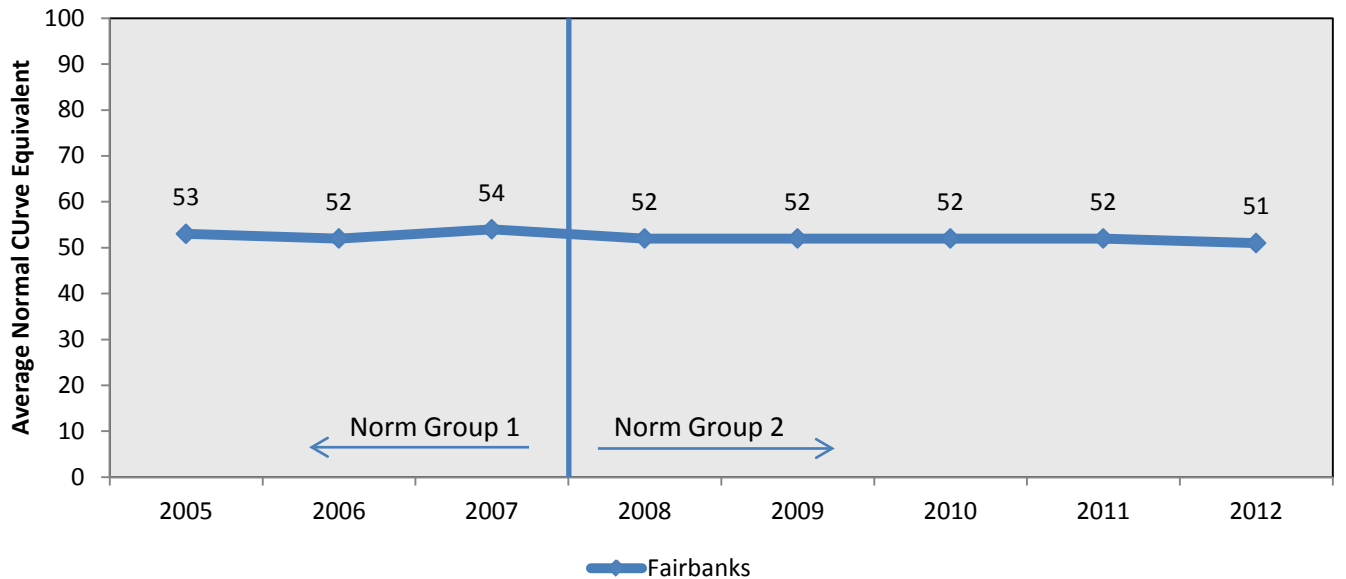
Graph 37: Language TerraNova Average NCE from 2005-2012 (grade 7)



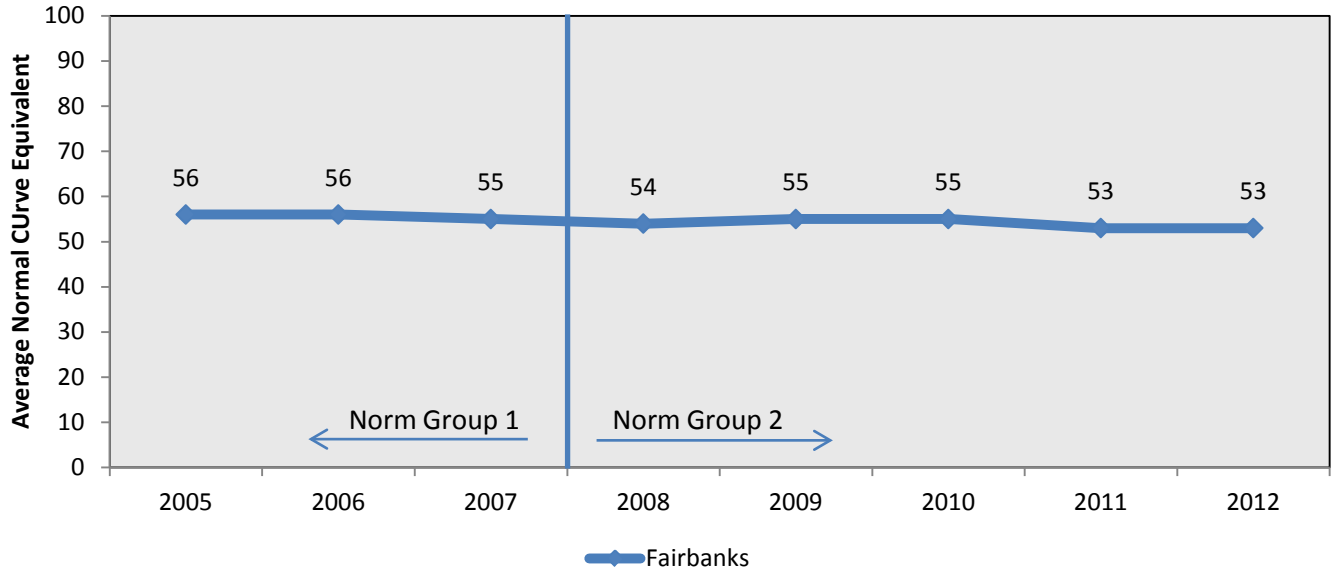
Graph 38: Math TerraNova Average NCE from 2005-2012 (grade 7)



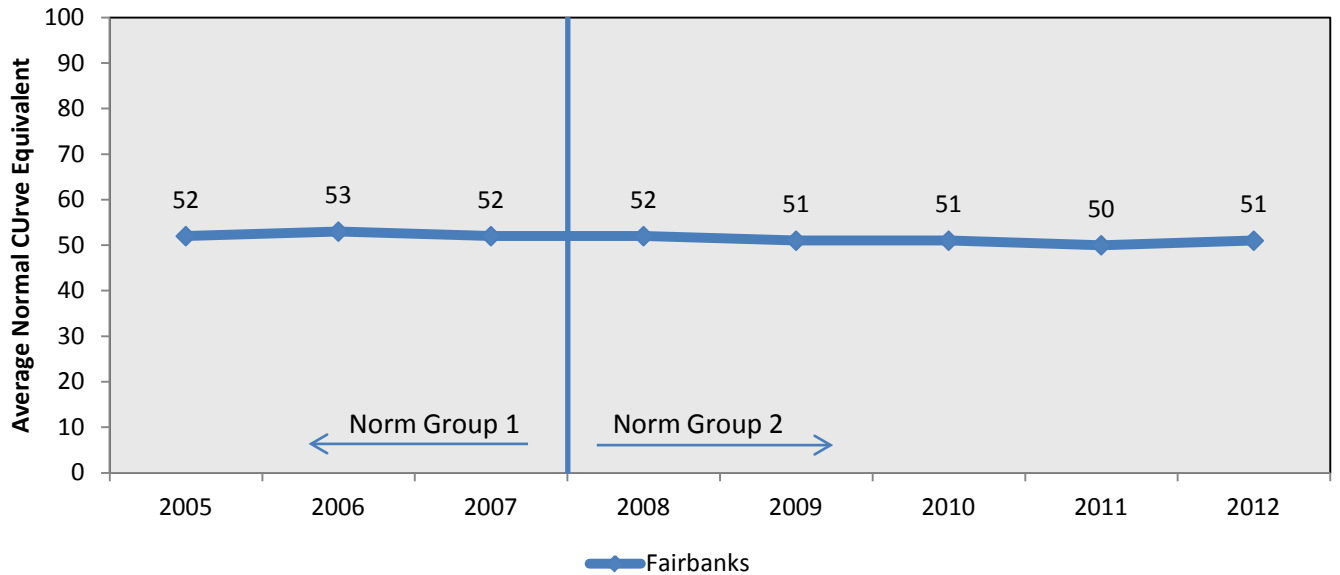
Graph 39: Science TerraNova Average NCE from 2005-2012 (grade 7)



Graph 40: Social Studies TerraNova Average NCE from 2005-2012 (grade 7)



Graph 41: Spelling TerraNova Average NCE from 2005-2012 (grade 7)



HIGH SCHOOL GRADUATION QUALIFYING EXAM RESULTS

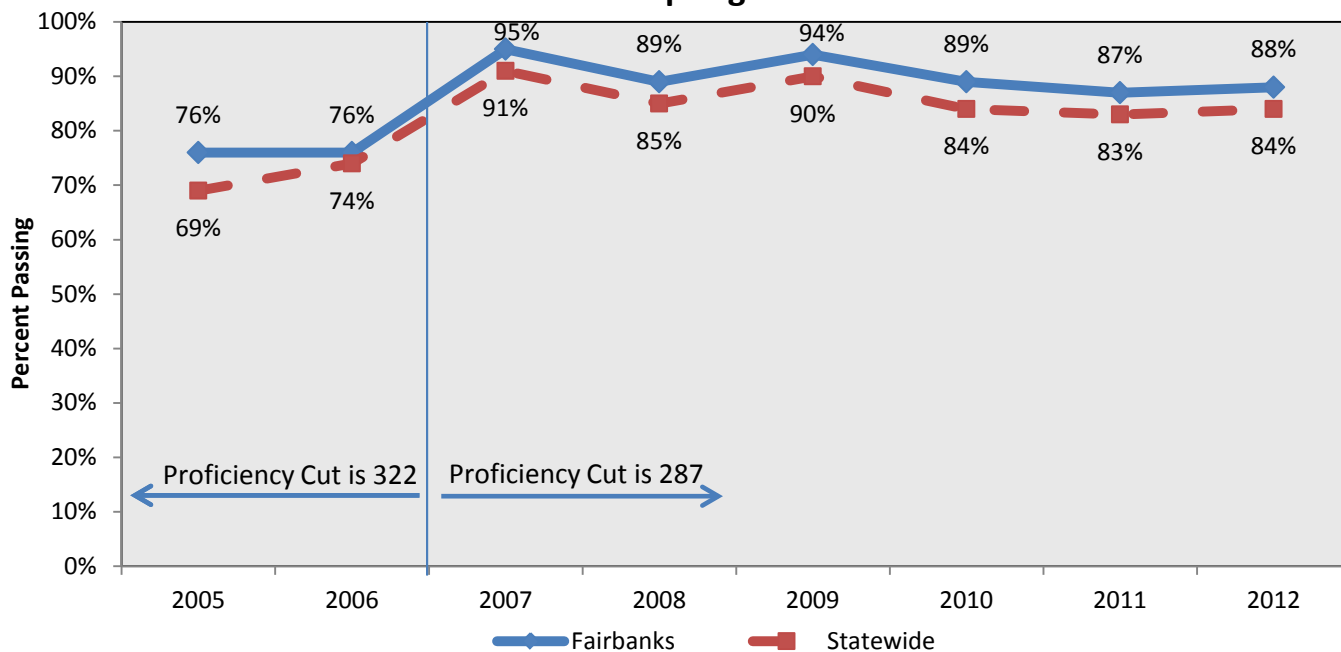
Table 3 indicates the rate of passing the Spring 2012 HSGQE for grades 10-12 in Reading, Writing, and Math. Students take the HSGQE for the first time as 10th graders. Students tested in other grades are primarily those who did not pass as 10th graders.

Table 3: Spring 2012 HSGQE Pass Rates						
	Reading		Writing		Math	
	# Tested	% Passing	# Tested	% Passing	# Tested	% Passing
10th	976	88%	979	76%	981	79%
RETEST						
11th	76	47%	101	38%	112	43%
12th	13	77%	21	67%	26	62%

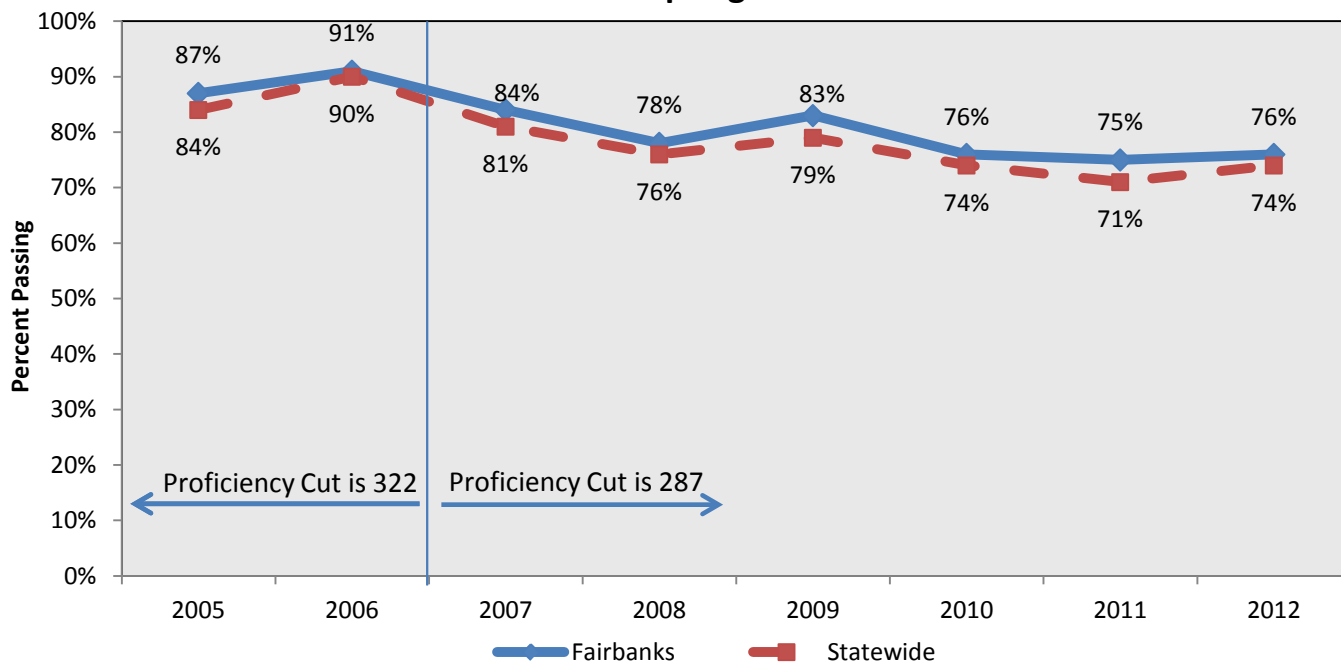
COMPARISON OF RESULTS FROM 2005 TO 2012

Graphs 42-44 indicate the HSGQE Pass Rate (grade 10) for the district versus the state in Reading, Writing, and Math from 2004-05 to 2011-12. In 2005-06, the SBA and the HSGQE were combined into one test for 10th graders, but yielding a separate SBA and HSGQE result. Also, cut scores for proficiency changed from 322 to 287 for Reading in 2006-07, and 275 to 304 for Writing in 2006-07. Thus, pass rates for Reading would be expected to increase, and Writing pass rates would be expected to decrease due to a change in the difficulty of the test. These procedural changes are noted on the graphs.

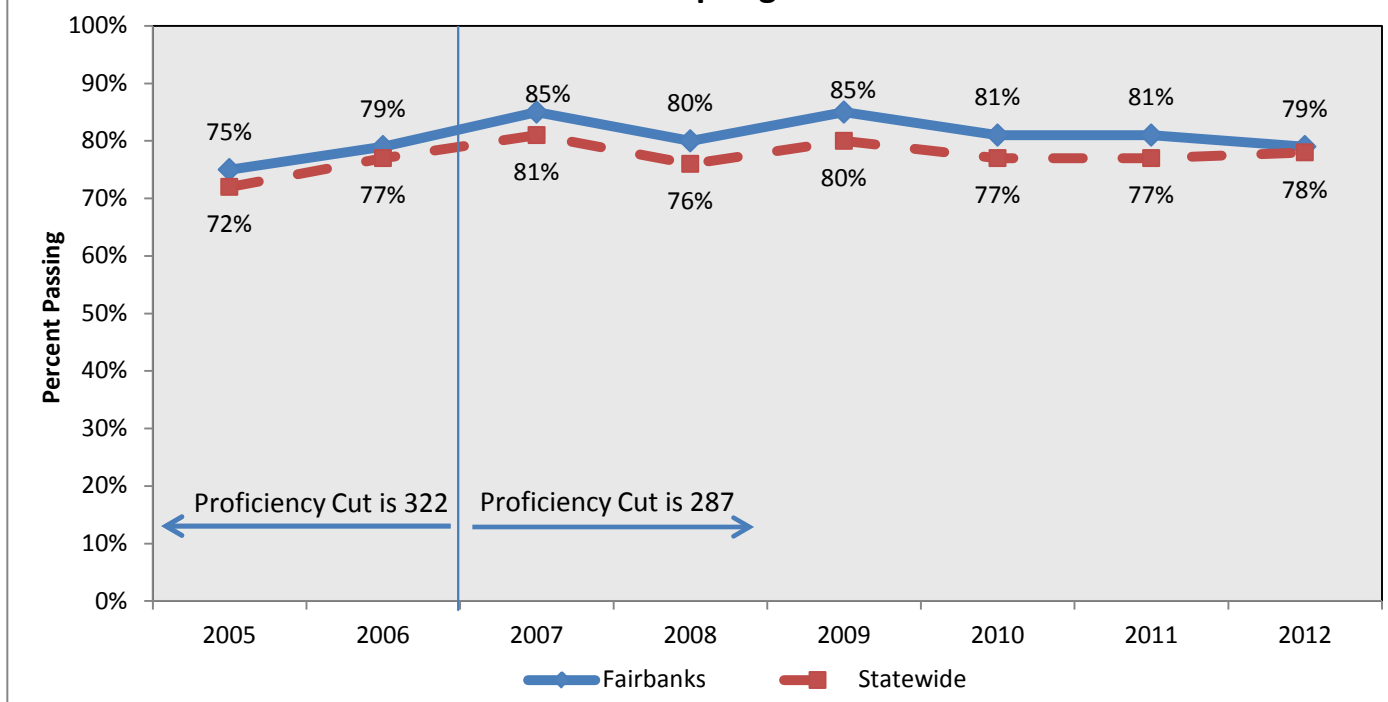
**Graph 42: HSGQE Reading (grade 10)
District vs. State Spring 2005 to 2012**



**Graph 43: HSGQE Writing (grade 10)
District vs. State Spring 2005 to 2012**



**Graph 44: HSGQE Math (grade 10)
District vs. State Spring 2005 to 2012**

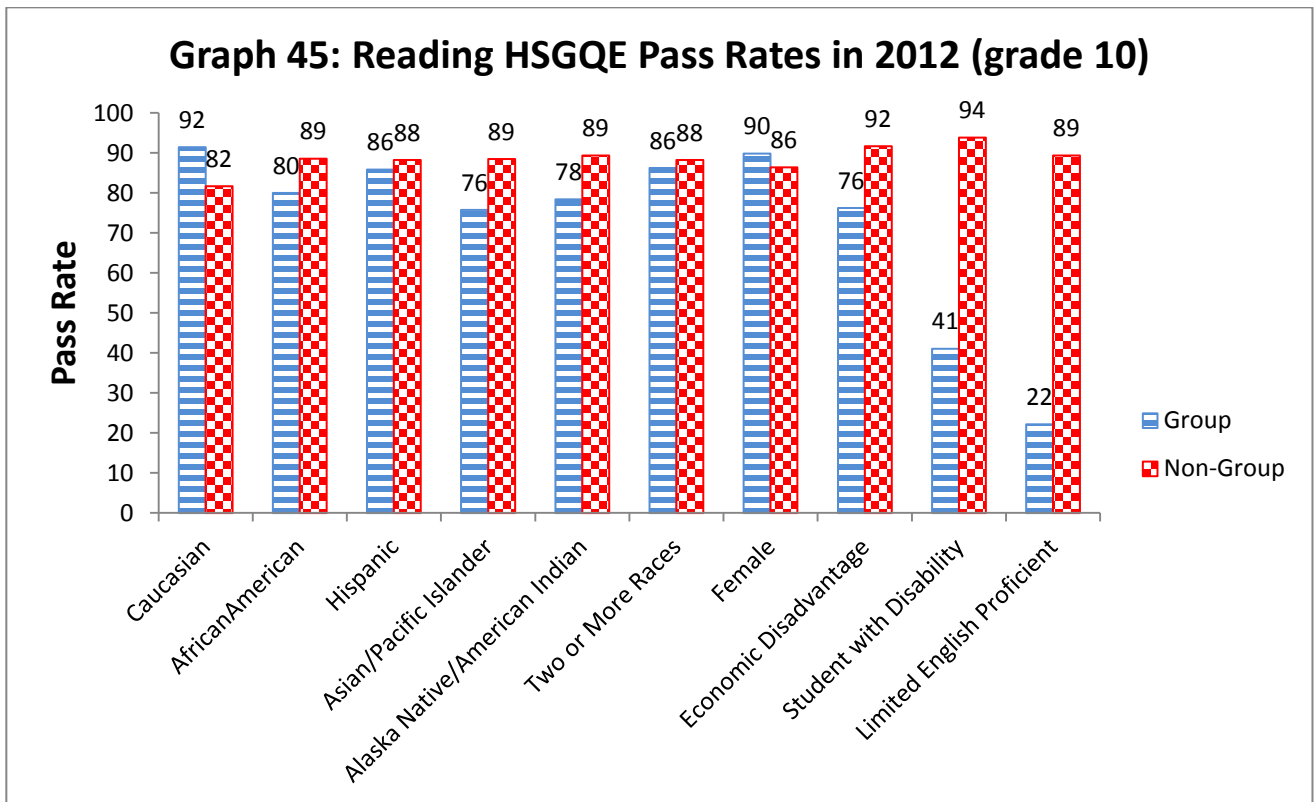


RESULTS BY DEMOGRAPHIC

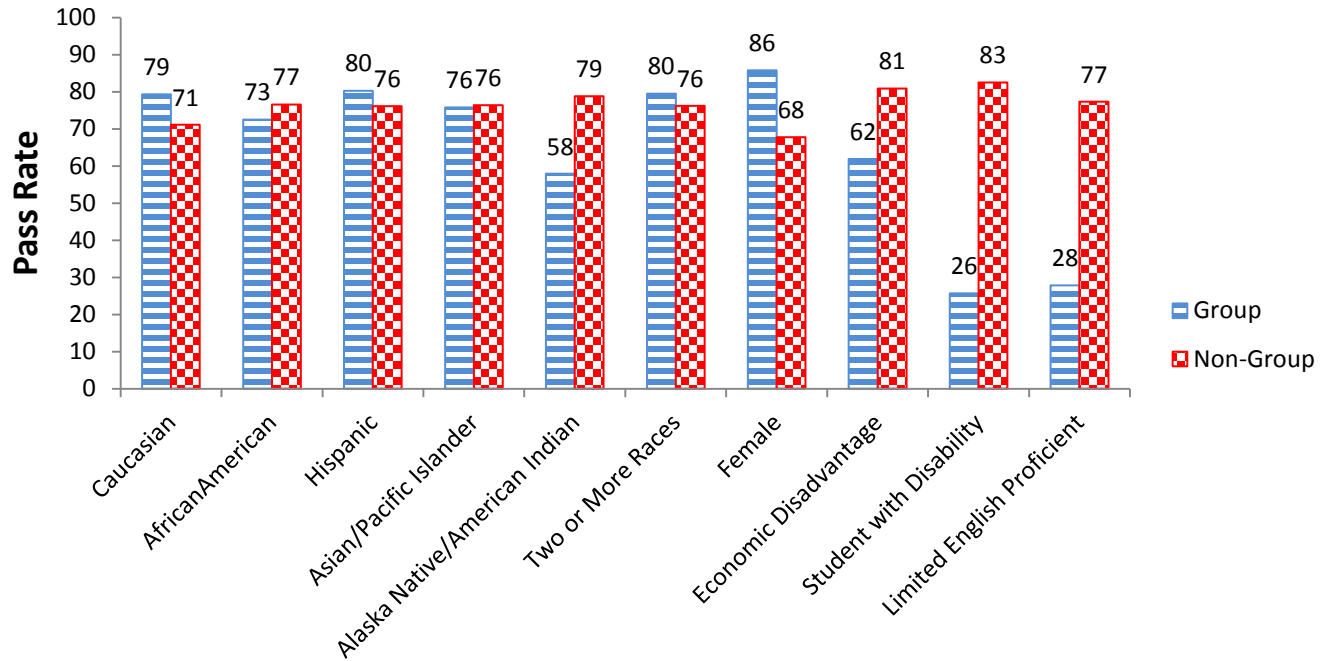
Graphs 45-47 display the Spring 2012 HSGQE pass rates in Reading, Writing, and Math by ethnicity, gender, economic status, disability, and English proficiency. In the graphs, the term “group” includes all students that belong to the reference group and “non-group” includes all students that do not belong to the reference group. For example, the “non-group” for females is males. The size of pass rate gaps can be described as negligible (not statistically significant), fairly small, small, medium, or large (less than 5, 5-10, 10-20, and greater than 20 percentage points of difference, respectively):

- Negligible proficiency rate gaps were prominent with the groups of Hispanic, Two or More Races.

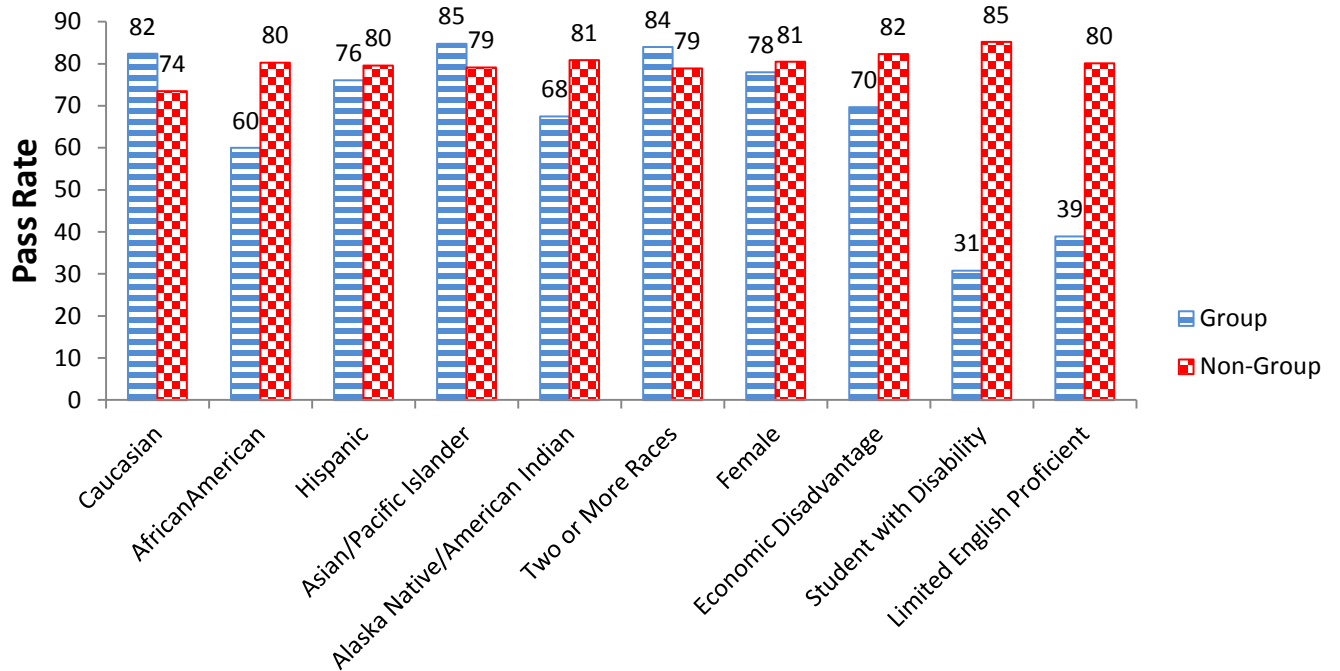
- Fairly small proficiency rate gaps were shown with the group of Females (Reading and Math).
- Small proficiency rate gaps were shown with the groups of Caucasian, and Asian/Pacific Islander.
- Medium proficiency rate gaps were shown with the groups of Economic Disadvantage Alaska Native/American Indian, and Females (Writing).
- Large proficiency rate gaps were shown with the groups of Limited English Proficient and Students with Disabilities.
- Proficiency rate gaps for African American ranged from small to medium.



Graph 46: Writing HSGQE Pass Rates in 2012 (grade 10)



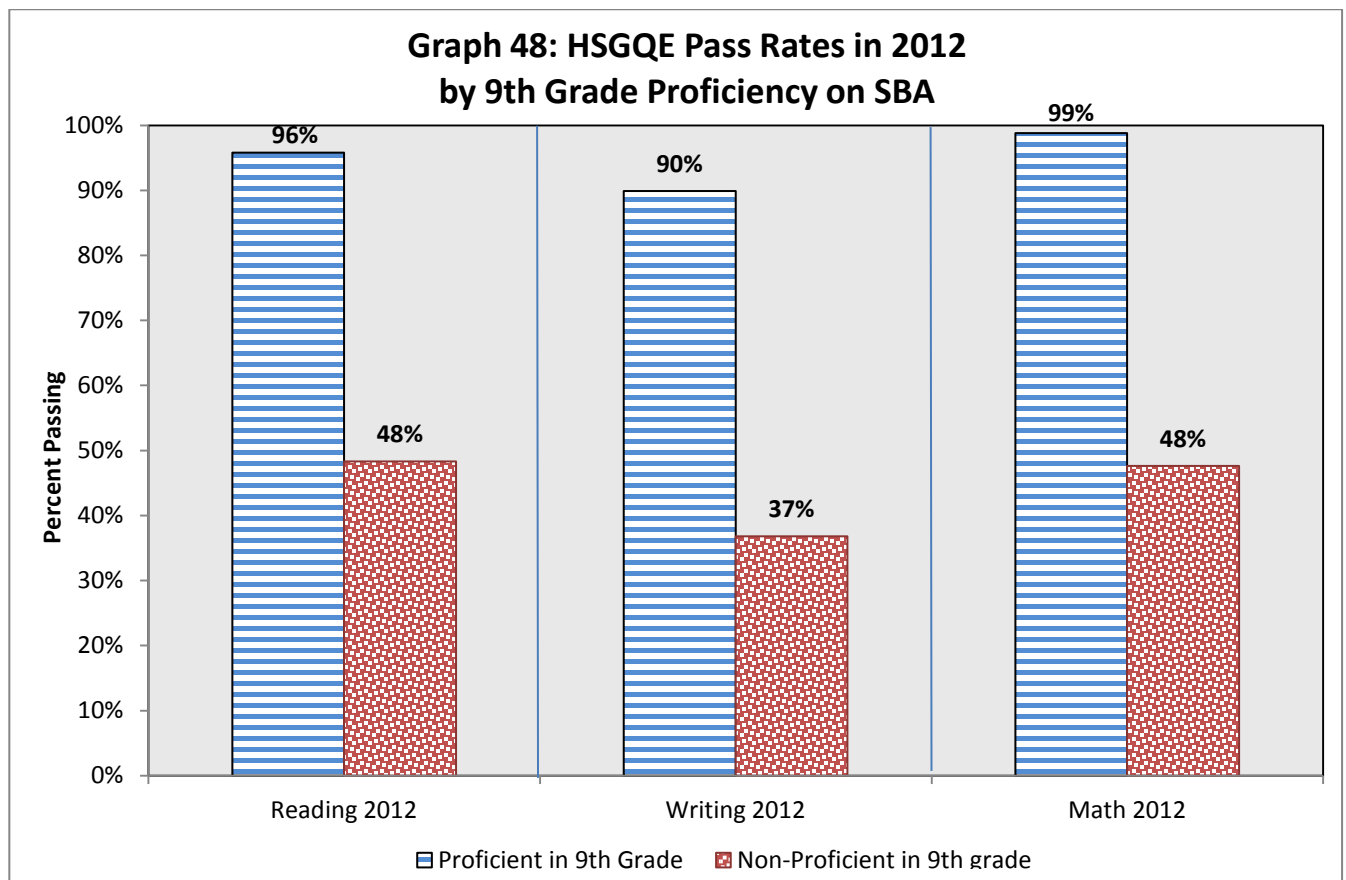
Graph 47: Math HSGQE Pass Rates in 2012 (grade 10)



RESULTS BY PREVIOUS YEAR SBA PERFORMANCE

Graph 48 displays the percent of 10th graders who passed each section of the HSGQE in 2012 by 9th grade SBA proficiency.

- Of students Proficient on the SBA in 9th grade, 90%-99% pass the 10th grade HSGQE in the same subject the next year.
- Of students Not Proficient on the SBA in 9th grade, 37%-48% pass the 10th grade HSGQE in the same subject the next year.



WORKKEYS RESULTS

Table 4 indicates the percent of scores in each level for the Fall 2011-12 WorkKeys for grade 11 in Reading for Information (RfI), Locating Information (LI), and Applied Math (AM). If all three tests yield scores of at least 3, 4, 5, and 6, this leads to a bronze, silver, gold, and platinum certificate, respectively. For further reference, scoring a "3" in one of the subtests, or acquiring a bronze certificate will be referred to as "passing."

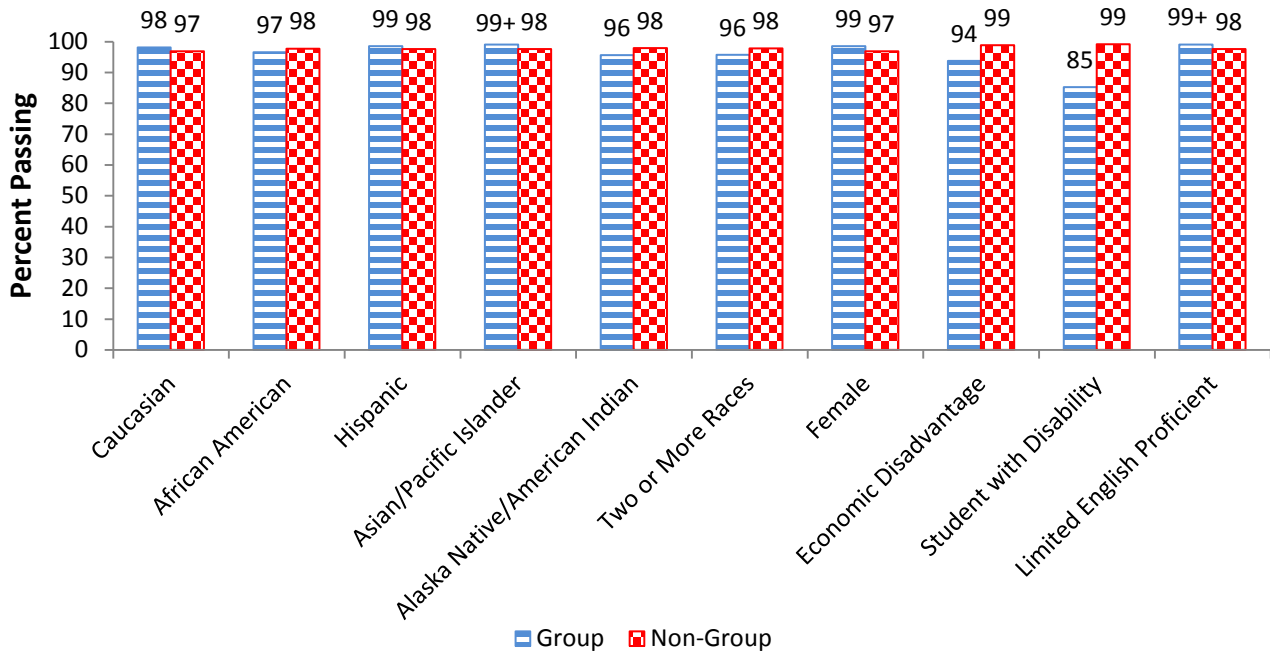
Table 4: Spring 2012 WorkKeys Rates in Each Level							
	# Tested	% Less Than 3	% "3"	% "4"	% "5"	% "6-7"	% 3 or Higher
Reading for Information	856	2.3%	3.3%	28.7%	41.6%	24.0%	97.7%
Locating Information	852	5.2%	14.7%	60.9%	19.1%	<0.5%	94.8%
Applied Math	856	6.1%	19.4%	25.6%	25.6%	23.4%	93.9%
	# Tested	% None	% Bronze	% Silver	% Gold	% Platinum	% Bronze or Better
Total Result	857	10.4%	23.6%	49.6%	16.3%	<0.5%	89.6%

RESULTS BY DEMOGRAPHIC

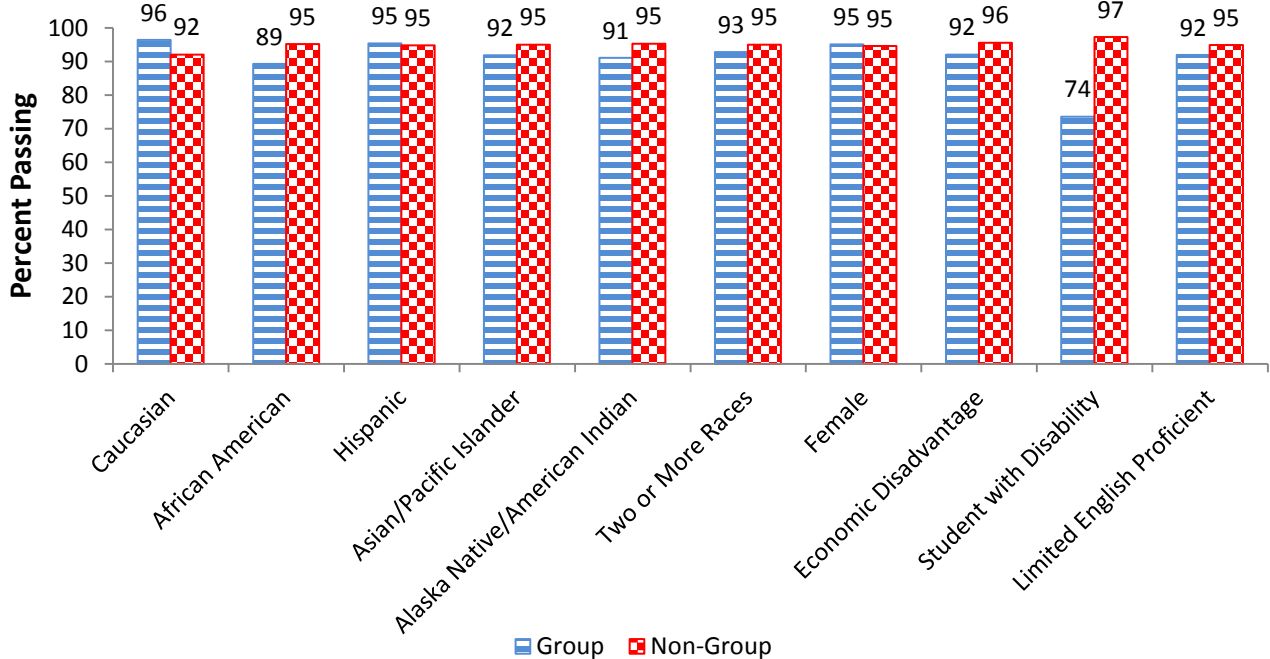
Graphs 49-52 indicate the 2011-2012 WorkKeys pass rate in Reading for Information, Locating Information, Applied Math, and Total Result by ethnicity, gender, economic status, disability, and English proficiency. In the graphs, the term “group” includes all students that belong to the reference group and “non-group” includes all students that do not belong to the reference group. For example, the “non-group” for females is males. The size of pass rate gaps can be described as negligible (not statistically significant), fairly small, small, medium, or large (less than 5, 5-10, 10-20, and greater than 20 percentage points of difference, respectively):

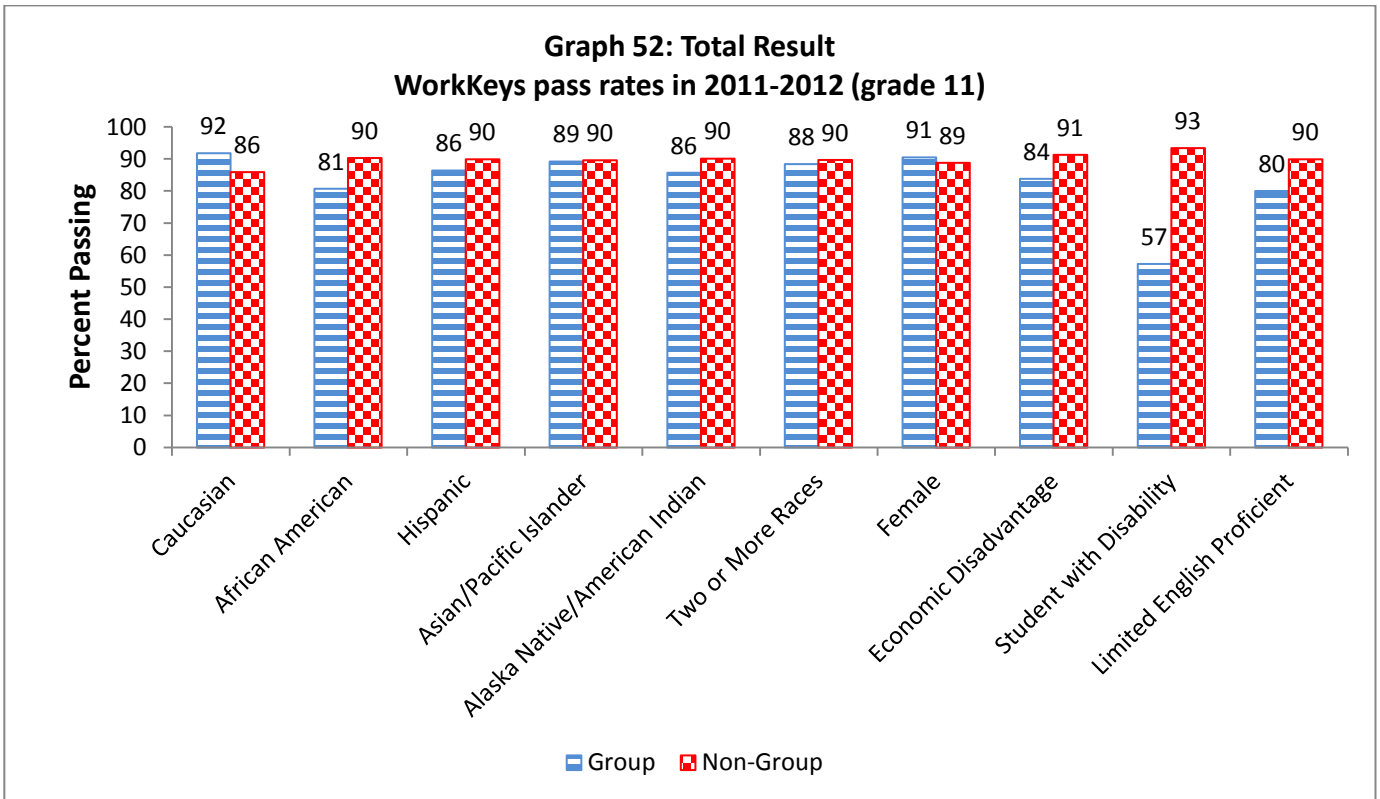
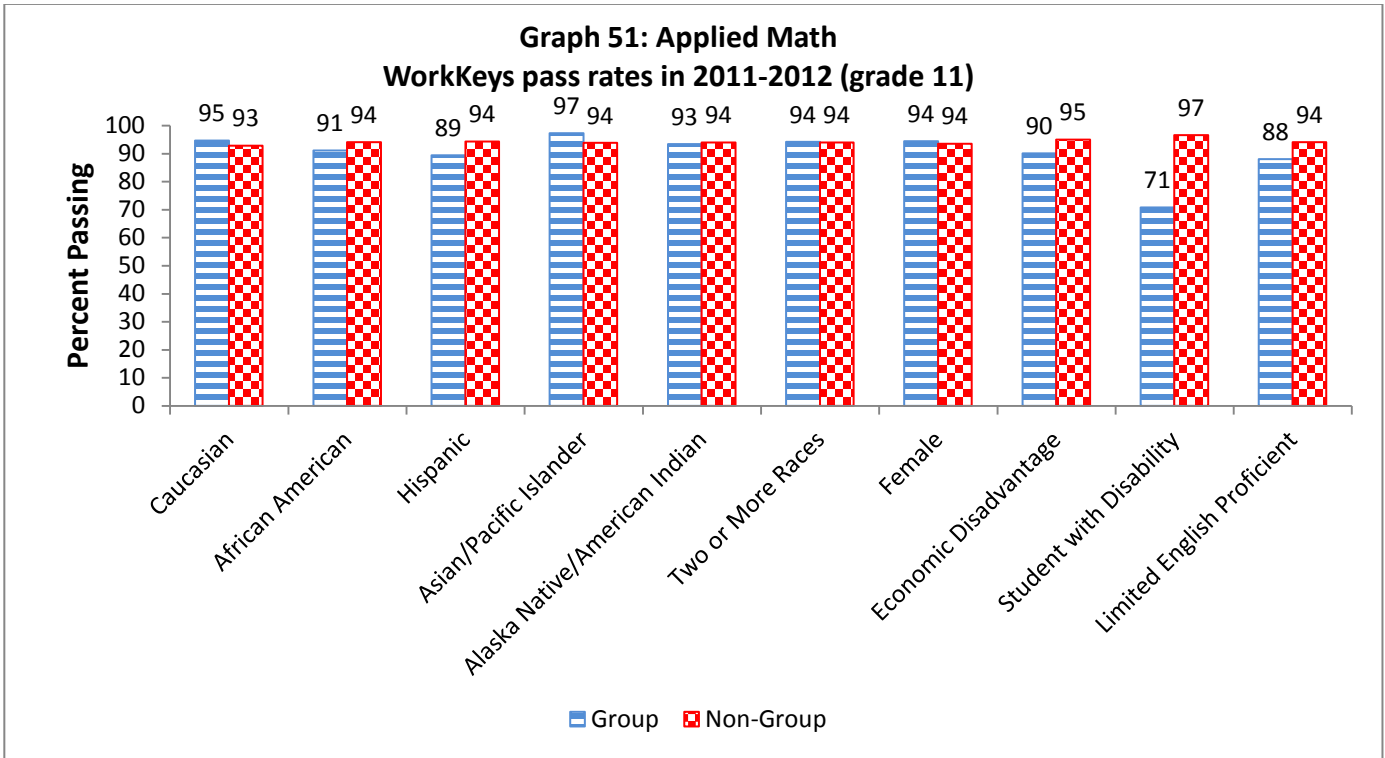
- Negligible pass rate gaps were prominent with the groups of Hispanic, Two or More Races, and Female.
- Small pass rate gaps were shown with the groups of Caucasian, African American, Asian/Pacific Islander, Alaska Native/American Indian, Economic Disadvantage, and Limited English Proficient.
- Large pass rate gaps were shown with the group of Students with Disabilities.
- Pass rate gaps for the subject of Locating Information were generally larger than the pass rate gaps for Reading for Information and Applied Math.

Graph 49: Reading for Information
WorkKeys pass rate in 2011-2012 (grade 11)



Graph 50: Locating Information
WorkKeys pass rates in 2011-2012 (grade 11)

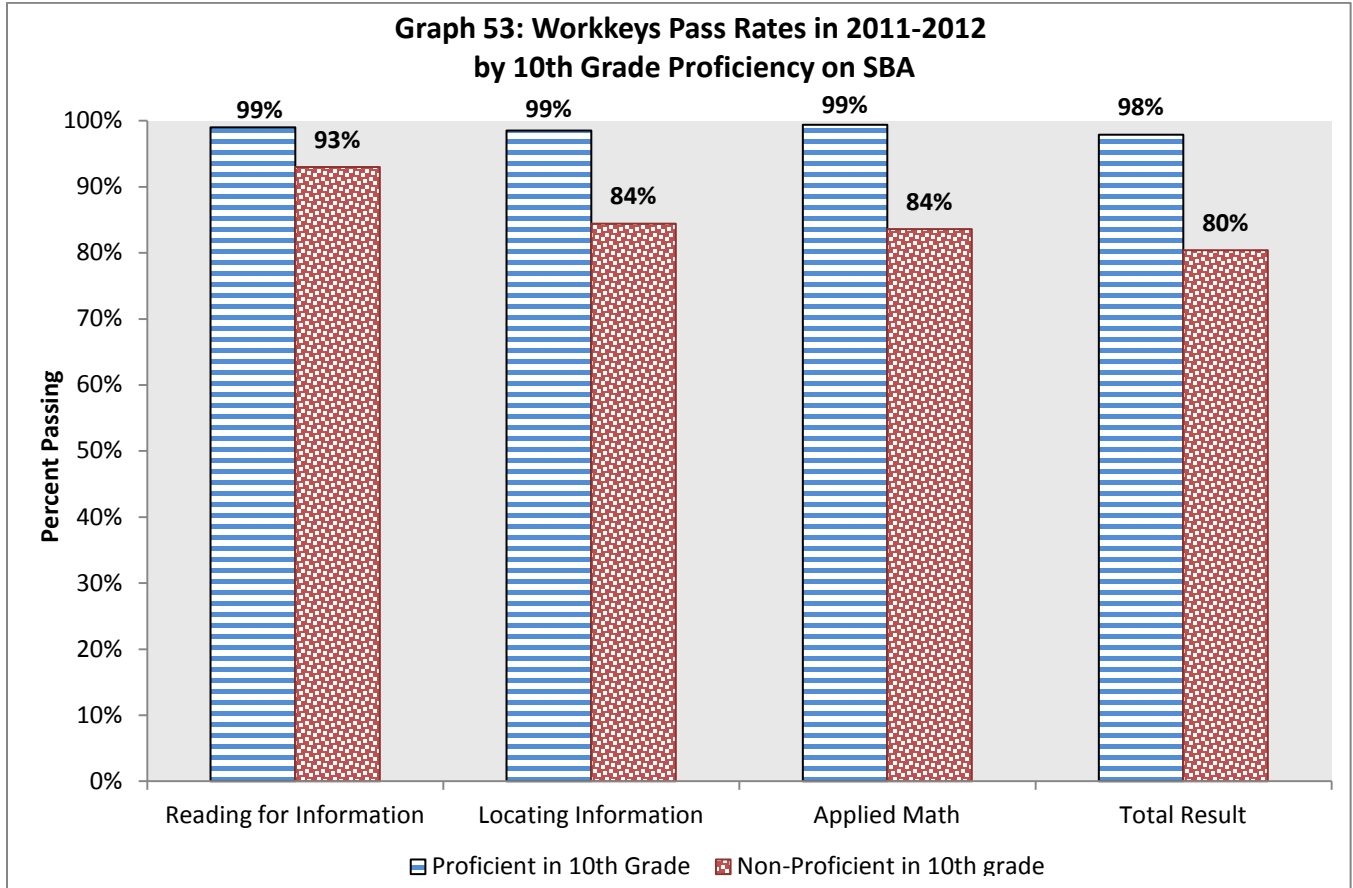




RESULTS BY PREVIOUS YEAR SBA PERFORMANCE

Graph 53 displays the 2011-2012 WorkKeys pass rates by 10th grade SBA proficiency (subject matches are Reading & Reading for Information, Writing & Locating Information, Math & Applied Math, and Pass All & Total Result).

- When a student is Proficient on the SBA in 10th grade, about 99% or more pass WorkKeys in a similar subject for the next year.
- When a student is Not Proficient on the SBA in 10th grade, 80%-93% pass WorkKeys in a similar subject for the next year.



CONCLUSION

To summarize the findings of this report, consider the following questions:

1. How does the district perform relative to State AYP targets?

For the group as a whole, spring 2012 SBAs indicate that State targets for proficiency were met (within statistical significance) in all subjects (target of 82.88% for Language Arts and 74.57% for Math). Without changes to No Child Left Behind, state targets will continue to increase in the next few years until they reach 100% in 2013-2014. With up to 31 targets per K-8 school and 40 targets per 9-12 school, 88% of targets were met by district schools in 2011-2012. Despite this, 20 schools did not meet AYP in 2011-2012; while 9 of these missed by only one or two targets.

2. How does the district perform relative to the state and the nation?

In general, the average student in Fairbanks outperforms the average student in the state or the nation on academic assessments. On the SBAs, the proficiency rate of students is greater in the district than in the state as a whole for every subject (Reading, Writing, Math, and Science). For the HSGQE, the pass rate of district students is greater in the district than in the state for every subject. For the TerraNova, the average performance of district students is close to or above the national and state average.

3. How does the district perform over time?

For the SBAs, most statistically significant linear trends in scale scores were positive and “fairly small,” while Middle School Math showed “small” positive linear trends from 2005 to 2012. For the TerraNova, the majority of statistically significant linear trends were “fairly small,” but negative, and in grade 7. The majority of students Proficient on the SBAs in a particular

subject in one year achieve a Passing/Proficient score for the SBA and/or HSGQE in the same subject the next year.

4. How does the district perform relative to achievement gaps?

Achievement gaps vary by ethnicity, gender, economic status, disability, and English proficiency across the SBAs, HSGQE, and WorkKeys. A general trend was shown for the groups with negligible, fairly small, small, medium, and large achievement gaps:

- Negligible achievement gaps were shown with the groups of Hispanic and Two or More Races.
- Fairly Small achievement gaps were shown with the group of Females.
- Small achievement gaps were shown with the groups of Caucasian, African American, and Asian/Pacific Islander.
- Medium achievement gaps were shown with the groups of Economic Disadvantage and Alaska Native/American Indian.
- Large achievement gaps were shown with the groups of Students with Disabilities and Limited English Proficient.

In summary, the district consistently performs well versus the state, and the nation, while state targets are increasing above district performance (to eventually reach 100% proficiency target). Statistically significant linear trends tend to be positive (with the exception of grade 7 TerraNova), while achievement gaps by some subgroups yield unsatisfactory results. However, these achievement gaps are smaller in this district than in the state. Our district, state, and nation strive to both increase the achievement of all students and decrease achievement gaps between student groups.

Appendix:

Alaska Standards Based Assessment

Data Tables

2011-12 School Year

- Data table retrieved from Alaska Department of Education and Early Development.
- Data may be suppressed to protect individual confidentiality.
- Data include mean scale scores and proficiency rates on the SBAs for students in each grade level by gender, ethnicity, economic status, disability, English proficiency, and migrant status in the Fairbanks North Star Borough School District and the state of Alaska.



FAIRBANKS

Standards Based Assessment Summary Report - Grade 3

Group	Year	Reading			Writing			Mathematics		
		Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient
Fairbanks North Star Borough Schools (16)	2012	1187	384	84.5	1184	366	78.3	1187	372	82.1
Female	2012	585	391	86.0	583	376	82.5	585	374	82.1
Male	2012	602	377	83.1	601	356	74.2	602	371	82.1
African American	2012	70	366	81.4	70	347	70.0	70	343	72.9
Alaska Native/Am. Indian	2012	119	350	70.6	118	332	62.7	119	338	68.9
Asian/Pacific Islander	2012	39	396	90% or more	39	398	87.2	42	372	83.3
Caucasian	2012	749	392	86.8	746	373	81.9	746	382	85.9
Hispanic	2012	95	368	77.9	95	356	70.5	95	358	73.7
Multi-Ethnic	2012	115	384	87.8	116	363	79.3	115	372	82.6
Low Income	2012	444	361	78.4	444	341	70.3	446	346	73.8
Not Low Income	2012	743	398	88.2	740	381	83.1	741	388	87.0
Students with Disabilities	2012	201	315	51.7	201	305	45.8	200	317	55.5
Students without Disabilities	2012	986	398	91.2	983	378	84.9	987	383	87.4
LEP students	2012	46	336	67.4	46	324	63.0	50	332	68.0
Not LEP students	2012	1141	386	85.2	1138	368	78.9	1137	374	82.7
Migrant students	2012	13	371	80% or more	13	336	69.2	13	380	80% or more
Not Migrant students	2012	1174	384	84.4	1171	366	78.4	1174	372	81.9

State of Alaska

Standards Based Assessment Summary Report - Grade 3

Group	Year	Reading			Writing			Mathematics		
		Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient
State	2012	9592	376	80.1	9599	362	75.1	9609	358	74.5
Female	2012	4656	384	82.8	4654	375	79.2	4655	358	75.0
Male	2012	4936	369	77.6	4945	350	71.2	4954	357	74.1
African American	2012	333	361	78.4	332	348	72.3	335	331	66.3
Alaska Native/Am. Indian	2012	2170	326	57.2	2174	312	49.9	2169	310	51.8
Asian/Pacific Islander	2012	825	367	81.0	825	364	77.7	833	348	71.1
Caucasian	2012	4888	401	89.0	4889	384	84.9	4893	382	84.8
Hispanic	2012	586	373	83.3	587	362	78.9	588	354	77.4
Multi-Ethnic	2012	790	382	85.8	792	368	79.5	791	361	78.1
Low Income	2012	4811	349	70.5	4822	336	64.7	4824	331	63.5
Not Low Income	2012	4781	404	89.8	4777	388	85.5	4785	385	85.6
Students with Disabilities	2012	1347	315	51.5	1362	310	51.5	1361	308	50.9
Students without Disabilities	2012	8245	387	84.8	8237	371	79.0	8248	366	78.4
LEP students	2012	1277	300	45.0	1282	294	40.1	1285	288	39.0
Not LEP students	2012	8315	388	85.5	8317	373	80.5	8324	368	80.0
Migrant students	2012	640	351	69.8	643	336	62.5	641	333	64.9
Not Migrant students	2012	8952	378	80.9	8956	364	76.0	8968	359	75.2

FAIRBANKS

Standards Based Assessment Summary Report - Grade 4

Group	Year	Reading			Writing			Mathematics			Science		
		Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient
Fairbanks North Star Borough Schools (16)	2012	1049	383	82.4	1048	384	82.0	1052	373	80.6	1025	316	59.2
Female	2012	507	395	87.0	505	404	88.7	509	377	83.3	495	318	60.2
Male	2012	542	372	78.0	543	364	75.7	543	368	78.1	530	314	58.3
African American	2012	80	349	72.5	81	362	75.3	81	343	70.4	79	276	32.9
Alaska Native/Am. Indian	2012	95	337	62.1	95	344	68.4	95	347	73.7	93	281	39.8
Asian/Pacific Islander	2012	30	398	90% or more	30	408	90.0	33	380	78.8	33	302	48.5
Caucasian	2012	634	397	86.4	633	394	85.6	633	383	84.0	615	330	67.0
Hispanic	2012	85	365	77.6	84	373	81.0	85	357	78.8	84	295	51.2
Multi-Ethnic	2012	125	379	83.2	125	375	76.8	125	368	76.8	121	314	60.3
Low Income	2012	390	355	72.8	390	356	73.6	389	347	72.5	378	292	45.5
Not Low Income	2012	659	399	88.0	658	400	86.9	663	387	85.4	647	330	67.2
Students with Disabilities	2012	172	304	46.5	172	309	55.2	171	305	47.4	168	268	26.8
Students without Disabilities	2012	877	398	89.4	876	398	87.2	881	386	87.1	857	325	65.6
LEP students	2012	32	300	50.0	32	310	56.3	36	306	55.6	36	243	10% or less
Not LEP students	2012	1017	386	83.4	1016	386	82.8	1016	375	81.5	989	318	61.2
Migrant students	2012	19	362	68.4	19	369	73.7	19	341	68.4	18	306	61.1
Not Migrant students	2012	1030	383	82.6	1029	384	82.1	1033	373	80.8	1007	316	59.2

State of Alaska

Standards Based Assessment Summary Report - Grade 4

Group	Year	Reading			Writing			Mathematics			Science		
		Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient
State	2012	9452	373	77.1	9456	371	76.6	9471	355	73.9	9281	299	49.9
Female	2012	4632	383	81.6	4628	389	82.6	4634	356	75.3	4543	298	49.4
Male	2012	4820	363	72.9	4828	353	70.8	4837	354	72.5	4738	300	50.4
African American	2012	378	354	73.3	375	359	73.6	378	331	64.6	372	276	33.3
Alaska Native/Am. Indian	2012	2161	322	55.6	2166	317	55.1	2162	316	56.8	2121	256	23.9
Asian/Pacific Islander	2012	781	362	74.9	781	373	78.4	788	356	76.5	781	283	37.0
Caucasian	2012	4687	400	87.2	4689	395	85.4	4691	375	81.8	4575	324	65.6
Hispanic	2012	623	367	77.4	624	369	78.8	630	347	71.4	619	292	44.6
Multi-Ethnic	2012	822	376	80.2	821	379	80.8	822	362	77.4	813	307	53.4
Low Income	2012	4768	343	65.8	4773	341	65.8	4783	330	63.2	4694	274	34.1
Not Low Income	2012	4684	404	88.7	4683	402	87.6	4688	381	84.8	4587	325	66.1
Students with Disabilities	2012	1367	303	44.5	1380	305	49.7	1379	296	44.7	1353	261	26.1
Students without Disabilities	2012	8085	385	82.7	8076	382	81.2	8092	365	78.9	7928	306	54.0
LEP students	2012	1044	275	27.1	1047	275	34.4	1058	279	37.1	1045	222	4.2
Not LEP students	2012	8408	385	83.4	8409	383	81.9	8413	365	78.5	8236	309	55.7
Migrant students	2012	677	342	66.5	673	342	66.4	672	338	66.4	671	272	31.7
Not Migrant students	2012	8775	375	78.0	8783	373	77.4	8799	356	74.5	8610	301	51.3

FAIRBANKS

Standards Based Assessment Summary Report - Grade 5

Group	Year	Reading			Writing			Mathematics		
		Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient
Fairbanks North Star Borough Schools (16)	2012	1046	386	86.8	1043	371	81.0	1046	359	76.3
Female	2012	489	395	89.8	488	387	88.3	488	362	78.3
Male	2012	557	379	84.2	555	357	74.6	558	357	74.6
African American	2012	60	364	85.0	60	350	81.7	60	337	70.0
Alaska Native/Am. Indian	2012	123	348	72.4	124	337	68.5	123	329	62.6
Asian/Pacific Islander	2012	40	383	85.0	40	380	75.0	41	374	78.0
Caucasian	2012	661	396	89.7	658	380	84.7	661	368	80.3
Hispanic	2012	61	389	88.5	60	372	80.0	60	345	73.3
Multi-Ethnic	2012	101	384	86.1	101	365	75.2	101	357	71.3
Low Income	2012	398	365	80.2	395	348	73.7	398	338	69.1
Not Low Income	2012	648	400	90.9	648	386	85.5	648	373	80.7
Students with Disabilities	2012	160	313	49.4	160	300	47.5	160	293	38.8
Students without Disabilities	2012	886	400	93.6	883	384	87.1	886	371	83.1
LEP students	2012	17	302	41.2	17	298	47.1	18	296	33.3
Not LEP students	2012	1029	388	87.6	1026	373	81.6	1028	361	77.0
Migrant students	2012	29	343	79.3	29	338	69.0	29	319	65.5
Not Migrant students	2012	1017	388	87.0	1014	372	81.4	1017	361	76.6

State of Alaska

Standards Based Assessment Summary Report - Grade 5

Group	Year	Reading			Writing			Mathematics		
		Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient
State	2012	9620	375	80.4	9597	363	75.5	9620	349	70.2
Female	2012	4636	385	84.1	4623	381	81.3	4632	353	72.4
Male	2012	4984	365	76.9	4974	346	70.1	4988	345	68.2
African American	2012	346	359	78.3	346	348	74.0	347	327	63.1
Alaska Native/Am. Indian	2012	2251	322	57.4	2243	307	51.2	2248	305	49.1
Asian/Pacific Islander	2012	879	359	76.1	878	357	74.0	885	348	70.4
Caucasian	2012	4762	403	91.2	4749	390	86.8	4756	371	80.3
Hispanic	2012	605	374	82.6	605	362	76.9	607	340	69.5
Multi-Ethnic	2012	777	380	84.8	776	367	78.0	777	354	73.0
Low Income	2012	4766	347	70.1	4758	333	64.3	4775	324	59.3
Not Low Income	2012	4854	403	90.5	4839	392	86.5	4845	374	81.0
Students with Disabilities	2012	1358	306	46.1	1357	294	44.8	1359	286	35.3
Students without Disabilities	2012	8262	386	86.0	8240	374	80.5	8261	359	76.0
LEP students	2012	1026	280	29.7	1026	266	27.9	1037	271	26.8
Not LEP students	2012	8594	386	86.4	8571	374	81.2	8583	358	75.5
Migrant students	2012	735	337	66.0	732	326	61.2	733	322	58.1
Not Migrant students	2012	8885	378	81.6	8865	366	76.7	8887	351	71.2

FAIRBANKS

Standards Based Assessment Summary Report - Grade 6

Group	Year	Reading			Writing			Mathematics		
		Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient
Fairbanks North Star Borough Schools (16)	2012	1100	373	84.5	1100	363	77.3	1103	360	75.2
Female	2012	555	379	87.9	555	377	82.2	556	359	75.7
Male	2012	545	367	81.1	545	349	72.3	547	360	74.6
African American	2012	79	349	81.0	79	335	70.9	79	327	68.4
Alaska Native/Am. Indian	2012	131	333	69.5	130	315	55.4	131	319	55.7
Asian/Pacific Islander	2012	33	384	84.8	33	377	84.8	34	384	79.4
Caucasian	2012	658	386	88.8	659	378	82.5	660	373	80.5
Hispanic	2012	81	361	82.7	81	351	76.5	81	343	74.1
Multi-Ethnic	2012	118	365	81.4	118	358	74.6	118	355	71.2
Low Income	2012	385	348	75.3	385	335	66.0	387	333	63.8
Not Low Income	2012	715	386	89.5	715	378	83.4	716	374	81.3
Students with Disabilities	2012	165	300	41.2	165	282	37.6	166	292	36.1
Students without Disabilities	2012	935	386	92.2	935	377	84.3	937	372	82.1
LEP students	2012	12	299	41.7	12	294	50.0	14	290	28.6
Not LEP students	2012	1088	374	85.0	1088	364	77.6	1089	360	75.8
Migrant students	2012	35	362	82.9	35	349	74.3	35	343	71.4
Not Migrant students	2012	1065	373	84.6	1065	364	77.4	1068	360	75.3

State of Alaska

Standards Based Assessment Summary Report - Grade 6

Group	Year	Reading			Writing			Mathematics		
		Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient
State	2012	9621	361	77.7	9614	350	70.9	9610	347	69.5
Female	2012	4711	370	81.8	4706	367	77.0	4707	349	71.4
Male	2012	4910	352	73.7	4908	333	65.0	4903	346	67.7
African American	2012	373	337	71.0	373	325	60.9	373	312	53.6
Alaska Native/Am. Indian	2012	2239	315	54.7	2240	297	46.8	2233	307	49.8
Asian/Pacific Islander	2012	826	349	73.6	826	344	69.1	827	348	69.3
Caucasian	2012	4772	387	89.1	4766	379	82.8	4765	370	80.2
Hispanic	2012	641	355	79.4	643	344	71.4	644	334	67.5
Multi-Ethnic	2012	770	360	79.7	766	348	73.4	768	350	70.2
Low Income	2012	4692	333	65.9	4689	318	57.4	4690	320	57.0
Not Low Income	2012	4929	388	88.9	4925	380	83.6	4920	373	81.4
Students with Disabilities	2012	1327	290	38.7	1325	269	33.0	1326	275	30.0
Students without Disabilities	2012	8294	372	83.9	8289	363	76.9	8284	359	75.8
LEP students	2012	846	263	17.3	848	243	14.4	851	260	20.7
Not LEP students	2012	8775	370	83.5	8766	360	76.3	8759	356	74.3
Migrant students	2012	723	330	63.1	722	316	57.1	721	326	60.2
Not Migrant students	2012	8898	363	78.9	8892	353	72.0	8889	349	70.3

FAIRBANKS

Standards Based Assessment Summary Report - Grade 7

Group	Year	Reading				Writing				Mathematics			
		Number Tested	Mean Scale Score	Advanced/ Proficient		Number Tested	Mean Scale Score	Advanced/ Proficient		Number Tested	Mean Scale Score	Advanced/ Proficient	
				N	%			N	%			N	%
Fairbanks North Star Borough Schools (16)	2012	1077	377	894	83.0	1073	351	796	74.2	1072	343	728	67.9
Female	2012	524	388	464	88.5	524	369	436	83.2	524	348	384	73.3
Male	2012	553	366	430	77.8	549	334	360	65.6	548	337	344	62.8
African American	2012	66	358	55	83.3	66	335	44	66.7	66	327	38	57.6
Alaska Native/Am. Indian	2012	138	336	97	70.3	137	309	81	59.1	137	306	71	51.8
Asian/Pacific Islander	2012	31	366	25	80.6	31	352	21	67.7	31	344	19	61.3
Caucasian	2012	677	389	583	86.1	675	362	528	78.2	673	352	493	73.3
Hispanic	2012	71	369	56	78.9	71	339	51	71.8	72	328	41	56.9
Multi-Ethnic	2012	94	376	78	83.0	93	358	71	76.3	93	350	66	71.0
Low Income	2012	360	352	267	74.2	358	323	215	60.1	357	315	196	54.9
Not Low Income	2012	717	390	627	87.4	715	366	581	81.3	715	356	532	74.4
Students with Disabilities	2012	144	288	50	34.7	143	265	32	22.4	141	257	26	18.4
Students without Disabilities	2012	933	391	844	90.5	930	365	764	82.2	931	355	702	75.4
LEP students	2012	20	304	8	40.0	20	292	8	40.0	22	276	8	36.4
Not LEP students	2012	1057	379	886	83.8	1053	353	788	74.8	1050	344	720	68.6
Migrant students	2012	31	355	24	77.4	31	325	20	64.5	31	323	16	51.6
Not Migrant students	2012	1046	378	870	83.2	1042	352	776	74.5	1041	343	712	68.4

State of Alaska

Standards Based Assessment Summary Report - Grade 7

Group	Year	Reading			Writing			Mathematics		
		Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient
State	2012	9596	372	79.4	9584	350	74.4	9592	341	66.2
Female	2012	4643	383	84.1	4639	368	82.1	4641	345	68.6
Male	2012	4953	361	75.0	4945	333	67.2	4951	338	64.0
African American	2012	356	348	76.1	355	333	66.5	355	314	53.5
Alaska Native/Am. Indian	2012	2190	324	57.6	2184	307	52.4	2187	302	45.9
Asian/Pacific Islander	2012	865	358	76.6	864	345	74.7	866	337	64.2
Caucasian	2012	4847	398	89.7	4844	372	84.6	4845	363	77.1
Hispanic	2012	647	368	79.4	648	346	74.8	652	332	63.0
Multi-Ethnic	2012	691	371	81.6	689	350	75.8	687	341	66.4
Low Income	2012	4536	342	68.2	4531	322	61.8	4538	313	52.4
Not Low Income	2012	5060	398	89.4	5053	375	85.7	5054	367	78.6
Students with Disabilities	2012	1279	292	39.3	1274	276	32.5	1276	264	23.5
Students without Disabilities	2012	8317	384	85.6	8310	361	80.8	8316	353	72.8
LEP students	2012	924	276	28.8	924	270	26.8	936	259	19.7
Not LEP students	2012	8672	382	84.8	8660	359	79.4	8656	350	71.3
Migrant students	2012	773	339	66.9	773	322	61.3	773	317	53.8
Not Migrant students	2012	8823	375	80.5	8811	352	75.5	8819	343	67.3

FAIRBANKS

Standards Based Assessment Summary Report - Grade 8

Group	Year	Reading			Writing			Mathematics			Science		
		Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient
Fairbanks North Star Borough Schools (16)	2012	989	388	86.0	991	363	78.7	995	348	73.9	976	313	59.1
Female	2012	452	400	90.7	453	385	85.2	454	349	76.9	446	313	59.0
Male	2012	537	378	82.1	538	345	73.2	541	347	71.3	530	314	59.2
African American	2012	68	363	75.0	69	337	66.7	69	320	59.4	69	280	37.7
Alaska Native/Am. Indian	2012	126	350	70.6	126	321	61.1	126	316	56.3	123	281	35.8
Asian/Pacific Islander	2012	26	371	84.6	26	350	73.1	27	349	74.1	27	296	48.1
Caucasian	2012	596	400	89.9	596	375	82.7	597	358	78.7	582	326	67.7
Hispanic	2012	77	389	87.0	78	366	84.6	79	342	75.9	79	307	50.6
Multi-Ethnic	2012	96	386	89.6	96	369	82.3	97	350	75.3	96	314	62.5
Low Income	2012	312	365	79.8	311	336	68.8	312	323	62.2	304	291	42.8
Not Low Income	2012	677	399	88.9	680	376	83.2	683	360	79.2	672	324	66.5
Students with Disabilities	2012	134	295	41.8	135	272	32.6	136	264	25.0	132	235	13.6
Students without Disabilities	2012	855	403	93.0	856	378	86.0	859	361	81.6	844	326	66.2
LEP students	2012	17	285	35.3	17	262	23.5	19	257	21.1	19	231	20% or less
Not LEP students	2012	972	390	86.9	974	365	79.7	976	350	74.9	957	315	60.2
Migrant students	2012	25	375	88.0	25	354	72.0	25	342	60.0	25	295	40.0
Not Migrant students	2012	964	388	86.0	966	364	78.9	970	348	74.2	951	314	59.6

State of Alaska

Standards Based Assessment Summary Report - Grade 8

Group	Year	Reading			Writing			Mathematics			Science		
		Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient
State	2012	9172	381	82.8	9165	357	75.0	9180	341	68.9	8939	309	56.6
Female	2012	4511	392	86.7	4511	376	82.7	4516	342	70.0	4406	308	55.9
Male	2012	4661	371	79.1	4654	339	67.6	4664	340	67.8	4533	311	57.4
African American	2012	341	356	73.9	342	337	69.3	341	308	52.2	338	282	41.4
Alaska Native/Am. Indian	2012	2112	337	65.7	2111	311	53.2	2106	304	49.1	2054	270	32.8
Asian/Pacific Islander	2012	805	360	78.8	801	351	73.0	815	334	65.6	802	292	44.3
Caucasian	2012	4729	407	91.6	4727	380	85.1	4730	363	79.7	4585	332	71.0
Hispanic	2012	575	375	83.7	576	357	76.2	576	330	65.6	564	301	51.1
Multi-Ethnic	2012	610	382	84.3	608	361	77.3	612	339	70.1	596	313	58.7
Low Income	2012	4217	350	72.4	4216	327	62.1	4223	312	55.1	4111	282	39.7
Not Low Income	2012	4955	407	91.8	4949	383	86.0	4957	366	80.7	4828	333	71.1
Students with Disabilities	2012	1148	302	45.0	1141	277	33.3	1148	264	25.8	1113	247	18.1
Students without Disabilities	2012	8024	393	88.3	8024	369	81.0	8032	352	75.1	7826	318	62.1
LEP students	2012	897	287	34.4	899	269	23.2	908	261	22.0	879	227	6.4
Not LEP students	2012	8275	391	88.1	8266	367	80.7	8272	350	74.0	8060	318	62.1
Migrant students	2012	716	345	69.6	714	323	59.4	715	310	53.4	699	278	37.9
Not Migrant students	2012	8456	384	84.0	8451	360	76.3	8465	344	70.2	8240	312	58.2

FAIRBANKS

Standards Based Assessment Summary Report - Grade 9

Group	Year	Reading			Writing			Mathematics		
		Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient
Fairbanks North Star Borough Schools (16)	2012	984	379	87.7	985	360	78.6	986	332	65.5
Female	2012	481	387	91.1	483	377	86.5	482	331	65.4
Male	2012	503	372	84.5	502	344	70.9	504	332	65.7
African American	2012	67	345	76.1	69	335	71.0	69	296	46.4
Alaska Native/Am. Indian	2012	85	341	74.1	85	322	61.2	85	297	47.1
Asian/Pacific Islander	2012	30	390	90% or more	30	371	83.3	31	352	77.4
Caucasian	2012	629	388	90.3	628	369	82.5	628	341	69.1
Hispanic	2012	78	377	85.9	79	354	74.7	79	324	64.6
Multi-Ethnic	2012	95	379	90.5	94	358	75.5	94	330	69.1
Low Income	2012	268	361	84.0	268	341	71.6	270	308	55.6
Not Low Income	2012	716	386	89.1	717	368	81.2	716	341	69.3
Students with Disabilities	2012	97	300	49.5	96	272	26.0	96	256	18.8
Students without Disabilities	2012	887	388	91.9	889	370	84.3	890	340	70.6
LEP students	2012	21	292	47.6	21	284	23.8	22	260	22.7
Not LEP students	2012	963	381	88.6	964	362	79.8	964	334	66.5
Migrant students	2012	13	357	80% or more	13	329	61.5	13	315	53.8
Not Migrant students	2012	971	380	87.6	972	361	78.8	973	332	65.7

State of Alaska

Standards Based Assessment Summary Report - Grade 9

Group	Year	Reading			Writing			Mathematics		
		Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient
State	2012	9254	374	83.6	9248	354	74.1	9236	332	63.4
Female	2012	4550	382	87.2	4549	371	81.4	4534	333	64.7
Male	2012	4704	366	80.1	4699	338	67.0	4702	331	62.1
African American	2012	356	344	75.3	361	326	61.5	357	292	43.1
Alaska Native/Am. Indian	2012	2069	330	66.3	2064	308	51.6	2049	294	42.9
Asian/Pacific Islander	2012	838	362	81.3	841	351	72.2	845	342	67.3
Caucasian	2012	4876	398	92.1	4866	378	85.3	4871	351	73.6
Hispanic	2012	526	361	81.2	528	344	71.6	529	314	56.9
Multi-Ethnic	2012	589	373	84.2	588	351	72.6	585	327	61.9
Low Income	2012	3884	344	73.0	3885	324	60.6	3885	304	49.3
Not Low Income	2012	5370	396	91.2	5363	377	83.9	5351	352	73.5
Students with Disabilities	2012	1037	298	46.1	1037	271	27.5	1036	256	20.8
Students without Disabilities	2012	8217	383	88.3	8211	365	80.0	8200	342	68.7
LEP students	2012	863	284	39.7	863	266	21.4	870	258	22.1
Not LEP students	2012	8391	383	88.1	8385	363	79.5	8366	340	67.7
Migrant students	2012	685	341	70.8	685	319	59.3	683	310	51.7
Not Migrant students	2012	8569	376	84.6	8563	357	75.3	8553	334	64.3

FAIRBANKS

Standards Based Assessment Summary Report - Grade 10

Group	Year	Reading			Writing			Mathematics			Science		
		Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient
Fairbanks North Star Borough Schools (16)	2012	977	359	83.7	980	345	75.0	982	326	63.3	916	326	65.5
Female	2012	467	362	85.9	466	362	82.8	468	322	62.2	432	321	65.3
Male	2012	510	356	81.8	514	330	67.9	514	329	64.4	484	330	65.7
African American	2012	50	325	76.0	51	311	64.7	50	293	44.0	45	277	35.6
Alaska Native/Am. Indian	2012	111	328	71.2	114	309	52.6	114	295	47.4	100	292	44.0
Asian/Pacific Islander	2012	33	346	72.7	33	359	75.8	33	330	66.7	30	335	63.3
Caucasian	2012	639	369	87.8	638	353	78.7	639	334	68.2	604	337	71.7
Hispanic	2012	71	347	78.9	71	340	78.9	71	312	56.3	68	309	58.8
Multi-Ethnic	2012	73	362	82.2	73	358	80.8	75	329	64.0	69	324	69.6
Low Income	2012	228	332	69.3	231	313	58.0	231	299	45.5	206	295	49.0
Not Low Income	2012	749	367	88.1	749	355	80.2	751	334	68.8	710	335	70.3
Students with Disabilities	2012	107	278	36.4	105	266	21.0	107	254	15.0	95	244	16.8
Students without Disabilities	2012	870	369	89.5	875	355	81.5	875	334	69.3	821	335	71.1
LEP students	2012	18	259	20% or less	18	261	22.2	18	256	16.7	16	244	18.8
Not LEP students	2012	959	361	85.1	962	347	76.0	964	327	64.2	900	327	66.3
Migrant students	2012	15	344	80.0	15	318	66.7	15	314	60.0	14	298	57.1
Not Migrant students	2012	962	359	83.8	965	345	75.1	967	326	63.4	902	326	65.6

State of Alaska

Standards Based Assessment Summary Report - Grade 10

Group	Year	Reading			Writing			Mathematics			Science		
		Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient	Number Tested	Mean Scale Score	% Advanced/ Proficient
State	2012	8723	353	79.3	8738	341	72.4	8710	325	61.0	8435	323	62.8
Female	2012	4233	357	81.3	4245	358	79.8	4233	322	59.7	4090	317	59.9
Male	2012	4490	349	77.3	4493	324	65.3	4477	327	62.3	4345	329	65.5
African American	2012	301	318	65.8	304	313	60.2	306	287	35.9	291	285	39.2
Alaska Native/Am. Indian	2012	1884	313	58.7	1882	305	50.8	1869	292	41.8	1831	289	40.7
Asian/Pacific Islander	2012	769	325	67.2	770	331	66.6	769	321	58.6	751	305	50.7
Caucasian	2012	4658	377	91.0	4671	360	82.9	4654	343	71.5	4494	345	75.9
Hispanic	2012	566	341	75.8	563	333	70.7	559	311	57.2	541	309	56.2
Multi-Ethnic	2012	545	349	78.2	548	339	72.8	553	321	58.8	527	322	64.3
Low Income	2012	3499	324	65.9	3510	315	57.6	3480	300	46.8	3378	298	47.3
Not Low Income	2012	5224	372	88.2	5228	358	82.3	5230	341	70.5	5057	341	73.1
Students with Disabilities	2012	945	279	39.6	941	268	26.0	931	257	17.4	905	259	22.8
Students without Disabilities	2012	7778	362	84.1	7797	350	78.0	7779	333	66.2	7530	331	67.6
LEP students	2012	781	257	23.2	771	262	20.9	764	257	17.5	752	245	11.2
Not LEP students	2012	7942	362	84.8	7967	348	77.3	7946	331	65.2	7683	331	67.8
Migrant students	2012	638	330	67.6	647	319	58.7	647	306	49.8	629	303	48.5
Not Migrant students	2012	8085	355	80.2	8091	343	73.5	8063	326	61.9	7806	325	63.9