



Craig City School District

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Chris Reitan, Superintendent
Jackie Hanson, Elem./MS Principal
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September 10, 2018
Re: PEAKs Individual Student Results
Dear CCSD Families;

Included with this letter is your student's PEAKs assessment results from last spring's testing period.

As stated in a previous communication, it's important for us to be careful as we examine our student's PEAKs assessment data and not jump to conclusions without analyzing the data alongside our student's MAPs data, and classroom-based assessments. The PEAKs assessment data is generated from one day within the entire 2017-18 school year. The data provides a lens about our student's academic performance but does not capture the entire story. Our responsibility is to use the PEAKs assessment data and couple this information with our MAPs and classroom-based assessment data along with what we already know about each of our student's academic needs and interests to determine specific areas worthy of celebration and specific areas that present themselves as opportunities for improvement.

The PEAKs English Language Arts and Math subject area assessments were administered to all students enrolled in grades 3 through 9 during the 2017-18 school year. The PEAKs Science subject area assessments were administered to all students enrolled in grades 4, 8, and 10 during the 2017-18 school year. These assessments provide students the opportunity to show their understanding of Alaska ELA, Math, and Science standards. The assessments provide information to parents, educators, policy makers, communities and businesses about how Alaska's schools and districts are performing. The assessments also provide information to help schools improve.

Included with this letter is a document from the state that provides additional information about how to read your student's report. If you would like to discuss any aspect of your student's PEAKs 2017-18 assessment data, please don't hesitate to contact me or your student's principal. It will be important for CCSD to have as many different lenses on this data to ensure we are providing the strongest instructional program for each of our students. Thank you for your continued support and guidance.

Sincerely,

Chris Reitan, Superintendent
creitan@craigschools.com

PEAKS Student Report



PEAKS Assessment

Students in grades 3-9 take the PEAKS statewide assessment. The assessment provides information on a student's understanding of the state's standards in English Language Arts and Mathematics. PEAKS results for schools and districts provide information to the public about how Alaska's schools and districts are performing and to help them improve.

Student Report

Student Name: Clarence Montgomery-Washington
Grade: 8

A

AKSID: 123456
Test Date: Spring 9999

District: District Name
School: School Name

English Language Arts | Scale Score **580**



Advanced: Student meets the standards at an advanced level, demonstrating knowledge and skills of complex grade-level content.

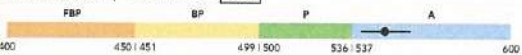
The **—●—** symbol shows the student's scale score; the dark circle is the score. If the student were to test again, the student's score would likely fall within the lines on either side of the circle.

Scale Score	# Tested	FBP	BP	P	A
Clarence					580
School (median)	18				530
District (median)	41			475	
State (median)	5,461			485	

FBP - Far Below Proficient BP - Below Proficient P - Proficient A - Advanced

B

Mathematics | Scale Score **550**



Advanced: Student meets the standards at an advanced level, demonstrating knowledge and skills of complex grade-level content.

The **—●—** symbol shows the student's scale score; the dark circle is the score. If the student were to test again, the student's score would likely fall within the lines on either side of the circle.

Scale Score	# Tested	FBP	BP	P	A
Clarence					550
School (median)	16				555
District (median)	52			505	
State (median)	4,058			480	

FBP - Far Below Proficient BP - Below Proficient P - Proficient A - Advanced

English Language Arts Reporting Category

Reporting Category	Performance
Reading	▲
Key Ideas and Details	▼
Craft and Structure/Integration of Knowledge and Ideas	▲
Writing	■
Text Types and Purposes	■
Distribution and Production/Research	■
Language	■

Reading Text Type Reporting Category

Text Type	Performance
Literary Text	▲
Informational Text	▼

Mathematics Reporting Category

Reporting Category	Performance
Numbers, Expressions, and Equations	▼
Functions	▲
Geometry	▲
Statistics and Probability	■

Performance Results Key

Your student
 ▲ did better than students who scored just barely proficient (scale score of 500).
 ■ did about as well as students who scored just barely proficient (scale score of 500).
 ▼ did not do as well as students who scored just barely proficient (scale score of 500).
 □ did not attempt any items in this category.

05/22/2018

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Summary Achievement Level Descriptors (ALDs)

These are general descriptions of what a student in this grade level can do at each achievement level. A student who scores at an achievement level would also be expected to demonstrate the skills at the previous achievement levels.

Achievement Levels	English Language Arts	Mathematics
Advanced	Students who score at this level read and comprehend complex grade 8 text. Students thoroughly summarize and analyze in-depth how implied themes, subtopics, point of view, and purpose are developed throughout the text and analyze in-depth their impact on meaning. Students extend their use of language when revising and editing writing to use more challenging vocabulary and conventions. Students analyze and incorporate implicit details at an in-depth level when reading or revising and editing.	Students who score at this level can distinguish between rational and irrational numbers; they can write fractions to represent repeating decimals. Students can interpret properties of integer exponents and scientific notation; they can solve systems of linear equations and identify those with zero, one, or infinitely many solutions. They can analyze functions that model nonlinear relationships; they can characterize different types of functions. Students can justify, interpret, and apply the Pythagorean theorem; they can use volume formulas to solve real-world problems. Students can analyze data in 2-way tables.
Proficient	Students who score at this level read and comprehend grade 8 text. Students determine themes and purpose of multiple texts, analyzing how they are developed throughout the texts; determine meanings of difficult words and complex figurative language; analyze literary elements and text structures for impact on meaning; and evaluate arguments and claims in texts, assessing the reasoning, relevance, and conflicting information of the evidence. Students revise and edit using grade-appropriate language, conventions, and techniques to elaborate upon and structure texts logically and sequentially.	Students who score at this level can interpret and approximate irrational numbers. Students can apply properties of integer exponents; they can solve linear equations and systems of linear equations. Students can define, compare, and use functions that model linear relationships. Students can understand and apply the Pythagorean theorem, volume formulas, and properties of triangles and angles. Students can describe data between two quantities and identify patterns of association between two quantities.
Below Proficient	Students who score at this level read and partially comprehend grade 8 text to identify central ideas and explicit details, determine meanings of common words and literal and figurative language, identify text features and structures used to organize a text, and identify relationships between parts of a text. When revising or editing, students can use appropriate language and conventions, as well as strategies particular to a type of text, and structure a text to support a purpose or opinion.	Students who score at this level can recognize examples of irrational numbers and prime factorizations. Students can express quantities using integer exponents; they can understand the meaning of equations with two variables and how to use them to solve problems. Students can distinguish between linear and nonlinear functions. Students can identify congruence and similarity via transformations, apply the Pythagorean theorem, and identify supplementary angles. Students can describe associations in data between two quantities.
Far Below Proficient	Students who score at this level attempt to read and minimally comprehend grade 8 text to identify central ideas and explicit details, determine meanings of basic words and phrases while identifying literal and figurative language, identify text features and structures used to organize a text, and identify relationships between parts of a text. When writing, a student attempts to revise or edit a text to use appropriate language and conventions, use strategies particular to a type of text, and structure a text to support a purpose or opinion.	Students who score at this level may be able to recognize that irrational numbers are different from rational numbers, understand exponents as repeated multiplication, find the slope of a line using a graph, represent whole numbers in scientific notation, identify whether a relation is a function, recognize congruence and similarity, recognize single transformations of geometric figures, find the hypotenuse in a right triangle with sides whose lengths are whole numbers that are Pythagorean triples, and recognize associations in data that represent two quantities.

For more information on the student report, please see the Educator and Parent Guides to Reports on the website: <https://education.alaska.gov/ts/assessments/peaks.html>



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Reading the PEAKS Student Report

- A** This section presents student, school, and district information.
- B** The number in the box indicates the student's scale score in English language arts and mathematics.
*Please Note: If the student did not attempt the test or if the student did not receive a valid test score, there will not be a scale score or other information reported. Contact your school for more information about the specific circumstances.
- C** The horizontal bar graphically illustrates the student's scale score and the location of that score in the achievement level attained by the student. The dark circle in the symbol (—●—) represents the student's actual scale score. The bars on the side of the circle represent the range of where the student's score would likely fall if the student were to test again. This represents the standard error of measurement (SEM).
- D** This section describes the student's achievement level determined by the scale scores reported in section B. Achievement levels are reported as Advanced (A), Proficient (P), Below Proficient (BP), or Far Below Proficient (FBP). The Achievement Level Descriptors on the back page of the report provide more specific information about each achievement level.
- E** This section shows the student's scale score and how it compares to the scores of the school, district, and state. The median represents the middle score in an ordered list of scores. Half the scores are above the median and half are below. The median is used instead of the mean (or average) because it is more stable if there are some extremely high or low scores in a group.
- F** This section shows a comparison of how the student performed in the reporting categories for English language arts and mathematics. The symbols indicate how the student performed compared to students who score at the just barely proficient level (a scale score of 500).
- G** This section provides general descriptions of what a student in this grade level can do at each achievement level in each subject. Find the student's achievement level on the first page of the report and read the description to learn more about the content and skills that the student demonstrated and see what content and skills would be demonstrated by students reaching a higher achievement level on PEAKS.

Terms and Types of Scores

Scale Score: A number that provides a common metric for expressing student performance. The student's overall performance on PEAKS is reported as a scale score. Points earned by answering an item correctly are converted into a scale score that takes into consideration the difficulty of the item.

Achievement Levels: Student performance on PEAKS is reported in one of four achievement levels. These levels describe the performance of the student on the standards tested at the grade level. The four achievement levels are:

- **Advanced (A)**—Student meets the standards at an advanced level, demonstrating knowledge and skills of complex grade-level content.
- **Proficient (P)**—Student meets the standards at a proficient level, demonstrating knowledge and skills of current grade-level content.
- **Below Proficient (BP)**—Student partially meets the standards, and may have gaps in knowledge and skills but is capable of most grade-level content.
- **Far Below Proficient (FBP)**—Student may partially meet the standards, but has significant gaps in knowledge and skills of current grade-level content.

Standard Error of Measurement (SEM): The SEM provides information about the level of confidence that a student would achieve the same score if that student tested again on an equivalent form of the test without changing knowledge or skills. The SEM is specific for the particular grade and content area.